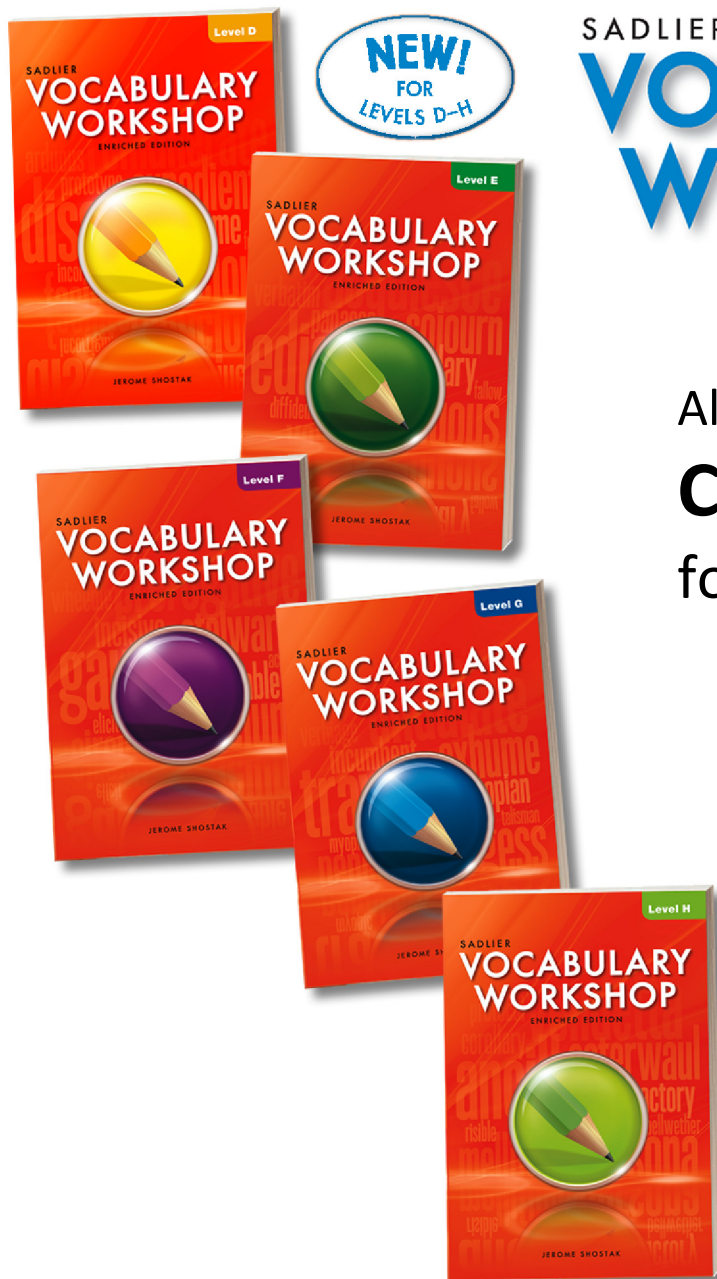




SADLIER VOCABULARY WORKSHOP

ENRICHED EDITION

Level H

Aligned to the
Common Core State Standards
for English Language Arts, Grade 11–12

CONTENTS

KEY ALIGNED CONTENT

Page 1	READING: Literature: Craft and Structure
Page 2	READING: Informational Text: Craft and Structure
Page 4	WRITING: Text Types and Purposes
Page 6	LANGUAGE: Vocabulary Acquisition and Use

ADDITIONAL ALIGNED CONTENT

Page 17	READING: Informational Text: Key Ideas and Details
Page 18	READING: Informational Text: Craft and Structure
Page 19	LANGUAGE: Conventions of Standard English

Sadlier
Your Partner in Education Since 1832
William H. Sadlier, Inc.
www.sadlier-oxford.com
800-221-5175

Vocabulary Workshop, Level H ©2012

Aligned to the

Common Core State Standards for English Language Arts, Grade 11–12**KEY ALIGNED CONTENT****READING: Literature: Craft and Structure**

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level H	
READING: LITERATURE: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	Vocabulary in Context: Literary Text—Unit 1 [Charlotte Bronte], p. 21; Unit 2 [Edgar Allan Poe], p. 31; Unit 3 [Charles Dickens], p. 41; Unit 4 [Henry Fielding], p. 59; Unit [George Meredith], p. 69; Unit 6 [Henry David Thoreau], p. 79; Unit 7 [Somerset Maugham], p. 97; Unit 8 [Sir Arthur Conan Doyle], p. 107; Unit 9 [Wilkie Collins], p. 117; Unit 10 [H.L. Mencken], p. 135; Unit 11 [Mark Twain], p. 145; Unit 12 [Mary Wollstonecraft Shelley], p. 155; Unit 13 [Nathaniel Hawthorne], p. 173; Unit 14 [Jonathan Swift], p. 183; Unit 15 [Anthony Trollope], p. 193 <u>Example [Level H, Unit 3, p. 41]</u> 2. This was an antic fellow, half peddler and half mountebank, who traveled about the country on foot to vend hones, strops, razors, washballs, harness-paste, medicine for dogs and horses, cheap perfumery, cosmetics, and such-like wares ... (Oliver Twist) A mountebank is a(n) a. salesman c. swindler b. actor d. doctor	The Vocabulary in Context: Literary Text pages contain excerpts from classic literature. Each excerpt uses one of the vocabulary words from the Unit and provides students with exposures to the vocabulary in the context of authentic literature. In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context. They also have the opportunity to glimpse the artistry of great British and American writers in their careful choice and use of words in relation to the elements of story.

READING: Informational Text: Craft and Structure

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level H	
READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	Vocabulary and Reading—pp. 9–10 <u>Example [Level H, p. 9]</u> Inference Questions ask you to make inferences or draw conclusions from the passage. These questions often begin like this: • It can be inferred from the passage that. . . • The author implies that. . . • Evidently the author feels that. . . <u>Example [Level H, p. 10]</u> Questions About Tone show your understanding of the author's attitude toward the subject of the passage. Words that describe tone, or attitude, are "feeling" words, such as <i>indifferent</i>, <i>ambivalent</i>, <i>scornful</i>, <i>astonished</i>, <i>respectful</i>. These are typical questions: • The author's attitude toward . . . is best described as . . . • Which word best describes the author's tone? To determine the tone, pay attention to the author's word choice. The author's attitude may be positive (respectful), negative (scornful), or neutral (ambivalent).	Located in the textbook front matter, Vocabulary and Reading explains that word knowledge is essential to reading comprehension, also the importance of being able to use context clues to figure out the meaning of unfamiliar words when reading. There are three types of activities or lessons in the program that combine vocabulary development and reading comprehension: Reading Passages, Vocabulary in Context, and Vocabulary for Comprehension. Students receive instruction on preparing for the kinds of questions that accompany extended reading selections: Main Idea Questions, Detail Questions, Vocabulary-in-Context Questions, Inference Questions, Questions About Tone, and Questions About Author's Technique. They are also given five general strategies to help as they read the passages and answer the questions.
	Reading Passages—Unit 1 "Fascinating Rhythm: The Life of George Gershwin" [Biographical Sketch], pp. 12–13; Unit 2 "The Code-breakers of Bletchley Park" [Historical Nonfiction], pp. 22–23; Unit 3 "Charles Ponzi and His Scheme" [Informational Essay], pp. 32–33; Unit 4 "Putting Social Media in Perspective" [Speech], pp. 50–51; Unit 5 "The Comics and Cartoons of Winsor McCay" [Informational Essay], pp. 60–61; Unit 6 "Origins of Anarchism" [Magazine Article], pp. 70–71; Unit 7 "On the Edge" [First-	Each of the 15 Reading Passages is a two-page informational text that introduces at least 15 of the 20 Unit vocabulary words in a natural, multi-paragraph context. The selections represent a variety of nonfiction genres that students commonly encounter at school and in their non-academic activities. Students read the words in context to activate prior knowledge then draw on context clues to help them determine the meaning of unfamiliar

READING: Informational Text: Craft and Structure

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level H	
READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
	Person Narrative], pp. 88–89; Unit 8 "Target This!" [Persuasive Essay], pp. 98–99; Unit 9 "Volunteer Profile: Jennifer Yoder" [Profile], pp. 108–109; Unit 10 "A River of English" [Humorous Essay], pp. 126–127; Unit 11 "Remarks Prepared for Delivery Before Congress" [Script for Political Speech], pp. 136–137; Unit 12 "Matriarchal Society" [Expository Essay], pp. 146–147; Unit 13 "Time to Clean Up Space" [Newspaper Editorial], pp. 164–165; Unit 14 "A Gap Year Makes Sense" [Persuasive Essay], pp. 174–175; Unit 15 "Justice for the Amistad" [Newspaper Article], pp. 184–185 <i>Example [Level H, Unit 5, p. 60]</i> As a teenager, McCay's parents browbeat him into attending business school in Michigan, but the young man felt immured by the school, and refused to be corralled into the way of life it represented.	words. In addition, the Reading Passages provide context clues and information referenced in other activities in the Unit and Review, including Choosing the Right Word and the Writing: Words in Action writing prompts.
	Vocabulary for Comprehension—Review Units 1–3 [Winslow Homer, American artist], pp. 42–43; Review Units 4–6 [Invention of eyeglasses], pp. 80–81; Review Units 7–9 [Ancient methods of waste disposal], pp. 118–119; Review Units 10–12 [Beginnings of New York City], pp. 156–157; Review Units 13–15 [Skyscraper window washers], pp. 194–195 <i>Example [Level H, Review Units 4–6, pp. 80–81]</i> But forays into the question of precisely when they were invented and by whom have been inconclusive, tendentious, and filled with intrigue. 2. Tendentious (line 8) most nearly means - tentative - impartial	The Vocabulary for Comprehension section is designed to help students prepare for the reading sections of standardized tests. Students read a passage of expository or informational text then answer vocabulary-in-context questions.

READING: Informational Text: Craft and Structure

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level H	
READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
	c. libelous d. cantankerous e. partisan	

WRITING: Text Types and Purposes

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level H	
WRITING: TEXT TYPES AND PURPOSES	FEATURE / LOCATION	DESCRIPTION
W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and	Writing: Words in Action—Unit 1, Writing Prompt #2 [opinion essay], p. 20; Unit 2, Writing Prompts #1 & #2 [persuasive essay; opinion essay], p. 30; Unit 3, Writing Prompt #2 [opinion essay], p. 40; Unit 4, Writing Prompt #2 [opinion essay], p. 58; Unit 5, Writing Prompt #2 [opinion essay], p. 68; Unit 6, Writing Prompt #2 [opinion essay], p. 78; Unit 7, Writing Prompt #2 [persuasive letter or e-mail], p. 96; Unit 8, Writing Prompt #2 [opinion essay], p. 106; Unit 9, Writing Prompts #1 & #2 [argument; opinion essay], p. 116; Unit 10, Writing Prompt #2 [persuasive email to a legislator], p. 134; Unit 11, Writing Prompt #2 [opinion essay], p. 144; Unit 12, Writing Prompt #2 [opinion essay], p. 154; Unit 13, Writing Prompt #1 [persuasive statement], p. 172; Unit 14, Writing Prompt #2 [opinion essay], p. 182; Unit 15, Writing Prompt #2 [opinion essay], p. 192 <u>Example [Level H, Unit 7, p.96]</u> 2. Imagine you are one of the friends mentioned in the “On the Edge” narrative (pages 88–89). Write a letter or e-mail to the narrator in which you convince her to go kayaking for the first time. Write at least three paragraphs and use three or more words from this unit.	Writing: Words in Action has students use the vocabulary words in an extended context. Two writing prompts allow students to demonstrate their understanding of new vocabulary. The first prompt refers to the Passage that introduced the Unit and requires a close reading of the text in order to respond appropriately. The second prompt is modeled after writing tasks found on standardized tests such as the SAT.

WRITING: Text Types and Purposes

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level H	
WRITING: TEXT TYPES AND PURPOSES	FEATURE / LOCATION	DESCRIPTION
reasons, between reasons and evidence, and between claim(s) and counterclaims. - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. - Provide a concluding statement or section that follows from and supports the argument presented.		
W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. - Use appropriate and varied transitions and	Writing: Words in Action—Unit 1, Writing Prompt #1 [descriptive essay], p. 20; Unit 3, Writing Prompt #1 [expository essay], p. 40; Unit 4, Writing Prompt #1 [cause-and-effect essay], p. 58; Unit 5, Writing Prompt #1 [compare-and-contrast essay], p. 68; Unit 6, Writing Prompt #1 [expository essay], p. 78; Unit 7, Writing Prompt #1 [descriptive essay], p. 96; Unit 8, Writing Prompt #1 [definition essay], p. 106; Unit 10, Writing Prompt #1 [compare-and-contrast essay], p. 134; Unit 11, Writing Prompt #1 [statement], p. 144; Unit 12, Writing Prompt #1 [compare-contrast essay], p. 154; Unit 13, Writing Prompt #2 [compare-and-contrast essay], p. 172; Unit 14, Writing Prompt #1 [letter or email explaining choice], p. 182; Unit 15, Writing Prompt #1 [expository essay], p. 192 <u><i>Example [Level H, Unit 8, p.106]</i></u> 1. Look back at “Target This!” (pages 98–99). Consider the e-marketing and business practices common among online retailers nowadays, and then consider what these businesses may or may not know about you. Write an essay in which you write a definition of “personal privacy” and describe	Writing: Words in Action has students use the vocabulary words in an extended context. Two writing prompts allow students to demonstrate their understanding of new vocabulary. The first prompt refers to the Passage that introduced the Unit and requires a close reading of the text in order to respond appropriately. The second prompt is modeled after writing tasks found on standardized tests such as the SAT.

WRITING: Text Types and Purposes

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level H	
WRITING: TEXT TYPES AND PURPOSES	FEATURE / LOCATION	DESCRIPTION
syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	how it has, or hasn't, changed over the past 50 to 100 years. Use at least three details from the passage and three unit words. <i>Example [Level H, Unit 12, p.154]</i> 1. Look back at “Matriarchal Society” (pages 146–147). Imagine a modern society or government dominated by women. How would it function in the same way and/or differently as compared to a male-dominated society or government? Use this personal vision to write a compare-contrast essay, using at least two details from the passage and three unit words, in which you consider how a matriarchal society would look.	

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level H	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.		
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Vocabulary Strategy: Using Context—p. 7 <i>Example [Level H, p. 7]</i> A contrast clue consists of an <i>antonym</i> for or a phrase that means the opposite of the missing word.	In Vocabulary Strategy: Using Context, students learn to recognize and use context clues in order to decode unfamiliar words they encounter in their reading.

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level H	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	For example: “My view of the situation may be far too rosy,” I admitted. “On the other hand, yours may be a bit (optimistic, bleak).” In this sentence, <i>rosy</i> is an antonym of the missing word, <i>bleak</i>. This is confirmed by the presence of the phrase <i>on the other hand</i>, which indicates that the answer must be the opposite of <i>rosy</i>.	The three types of context clues taught in the program include restatement clue, contrast clue, and inference clue.
	Reading Passages—Unit 1, pp. 12–13; Unit 2, pp. 22–23; Unit 3, pp. 32–33; Unit 4, pp. 50–51; Unit 5, pp. 60–61; Unit 6, pp. 70–71; Unit 7, pp. 88–89; Unit 8, pp. 98–99; Unit 9, pp. 108–109; Unit 10, pp. 126–127; Unit 11, pp. 136–137; Unit 12, pp. 146–147; Unit 13, pp. 164–165; Unit 14, pp. 174–175; Unit 15, pp. 184–185 <u>Example [Level H, Unit 5, p. 60]</u> As a teenager, McCay’s parents browbeat him into attending business school in Michigan, but the young man felt immured by the school, and refused to be corralled into the way of life it represented.	At least 15 of the 20 Unit vocabulary words are introduced within the context of a two-page, multi-paragraph Reading Passage. Students read the words in context to activate prior knowledge, draw on context clues to determine the meaning of unfamiliar words, then apply what they learn throughout the Unit and the Review.
	Definitions—Unit 1, pp. 14–15; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188 <u>Example [Level H, Unit 9, p. 110]</u> Once users choose <u>avatars</u> for the application, they can select preferences and virtually connect with friends.	In the Definitions section that follows each Reading Passage, students see the importance of context as they read each illustrative sentence then write the Unit word in the blank in order to complete the sentence. This activity prepares for the student for the more challenging “complete-the-sentence-using-context-clues” exercises in each Unit.

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level H	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	Choosing the Right Word—Unit 1, pp. 17–18; Unit 2, pp. 27–28; Unit 3, pp. 37–38; Unit 4, pp. 55–56; Unit 5, pp. 65–66; Unit 6, pp. 75–76; Unit 7, pp. 93–94; Unit 8, pp. 103–104; Unit 9, pp. 113–114; Unit 10, pp. 131–132; Unit 11, pp. 141–142; Unit 12, pp. 151–152; Unit 13, pp. 169–170; Unit 14, pp. 179–180; Unit 15, pp. 189–190 <i>Example [Level H, Unit 8, p. 103]</i> 2. Although the law forbids residential separation of the races, we all know that a state of (de facto, ad hoc) segregation exists in some communities.	The Choosing the Right Word exercises present a pair of words. Students consider figurative, extended, or abstract meanings before selecting the word that best fits the context of the given sentence.
	Synonyms—Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190 <i>Example [Level H, Unit 10, p. 132]</i> 1. to slay those enemies in their path <u>immolate</u>	The Synonyms activity for each Unit requires students to rely on context clues to help find a Unit word to match each given synonym.
	Antonyms—Unit 1, p. 19; Unit 2, p. 29; Unit 3, p. 39; Unit 4, p. 57; Unit 5, p. 67; Unit 6, p. 77; Unit 7, p. 95; Unit 8, p. 105; Unit 9, p. 115; Unit 10, p. 133; Unit 11, p. 143; Unit 12, p. 153; Unit 13, p. 171; Unit 14, p. 181; Unit 15, p. 191 <i>Example [Level H, Unit 10, p. 133]</i> 1. descended from peasants <u>patricians</u>	The Antonyms activity for each Unit requires students to use context clues to help find a Unit word to match each given synonym.
	Completing the Sentence—Unit 1, pp. 19–20; Unit 2, pp. 29–30; Unit 3, pp. 39–40; Unit 4, pp. 57–58; Unit 5, pp. 67–68; Unit 6, pp. 77–78; Unit 7, pp. 95–96; Unit 8, pp. 105–106; Unit 9, pp. 115–116; Unit 10, pp. 133–134; Unit 11, pp. 143–144; Unit 12, pp.	For Completing the Sentence, students rely on embedded context clues to help them choose and write the word that logically and/or figuratively fits into a blank in a given sentence.

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level H	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	153–154; Unit 13, pp. 171–172; Unit 14, pp. 181–182; Unit 15, pp. 191–192 <i>Example [Level H, Unit 12, p. 153]</i> 9. His vacuous remarks revealed how little he really knew about political economy.	
	Vocabulary in Context: Literary Text—Unit 1 [Charlotte Bronte], p. 21; Unit 2 [Edgar Allan Poe], p. 31; Unit 3 [Charles Dickens], p. 41; Unit 4 [Henry Fielding], p. 59; Unit [George Meredith], p. 69; Unit 6 [Henry David Thoreau], p. 79; Unit 7 [Somerset Maugham], p. 97; Unit 8 [Sir Arthur Conan Doyle], p. 107; Unit 9 [Wilkie Collins], p. 117; Unit 10 [H.L. Mencken], p. 135; Unit 11 [Mark Twain], p. 145; Unit 12 [Mary Wollstonecraft Shelley], p. 155; Unit 13 [Nathaniel Hawthorne], p. 173; Unit 14 [Jonathan Swift], p. 183; Unit 15 [Anthony Trollope], p. 193 <i>Example [Level H, Unit 3, p. 41]</i> 2. This was an antic fellow, half peddler and half mountebank, who traveled about the country on foot to vend hones, strops, razors, washballs, harness-paste, medicine for dogs and horses, cheap perfumery, cosmetics, and such-like wares ... (Oliver Twist) A mountebank is a(n) a. salesman c. swindler b. actor d. doctor	The Vocabulary in Context: Literary Text pages contain excerpts from classic literature. Each excerpt uses one of the vocabulary words from the Unit and provides students with exposures to the vocabulary in the context of authentic literature. In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context.
	Vocabulary for Comprehension—Review Units 1–3 [Winslow Homer, American artist], pp. 42–43; Review Units 4–6 [Invention of eyeglasses], pp. 80–81; Review Units 7–9 [Ancient methods of waste	The Vocabulary for Comprehension section is designed to help students prepare for the reading sections of standardized tests. Students read a passage of expository or informational text then

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level H	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	disposal], pp. 118–119; Review Units 10–12 [Beginnings of New York City], pp. 156–157; Review Units 13–15 [Skyscraper window washers], pp. 194–195 <i>Example [Level H, Review Units 4–6, pp. 80–81]</i> But forays into the question of precisely when they were invented and by whom have been inconclusive, tendentious, and filled with intrigue. 2. Tendentious (line 8) most nearly means a. tentative b. impartial c. libelous d. cantankerous e. partisan	answer vocabulary-in-context questions.
	Two-Word Completions—Review Units 1–3, p. 44; Review Units 4–6, p. 82; Review Units 7–9, p. 120; Review Units 10–12, p. 158; Review Units 13–15, p. 196 <i>Example [Level H, Review Units 1–3, p. 44]</i> 3. As the detachment of knights galloped over the crest of the hill, it collided with a column of enemy foot soldiers moving up the other side. In the brief but bloody _____ that ensued, two of the king's most prominent _____ lost their lives, and the Duke of Orleans was wounded. a. polarized . . . schism b. bowdlerized . . . fait accompli c. melee . . . vassals d. vignette . . . bellwethers	In Two-Word Completions, students practice with word-omission (cloze) exercises that appear on college entrance exams, including the SAT. Students use embedded context clues to identify the correct choices.

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level H	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	Word Study: Adages, Idioms, and Proverbs—Review Units 1–3 [Choosing the Right Idiom], p. 45; Review Units 4–6 [Choosing the Right Adage], p. 83; Review Units 7–9 [Choosing the Right Proverb], p. 121; Review Units 10–12 [Choosing the Right Idiom], p. 159; Review Units 13–15 [Choosing the Right Idiom], p. 197 <i>Example [Level H, Review Units 7–9, p. 121]</i> Choosing the Right Proverb 8. You didn't reveal all that happened last night. Remember, half the truth is often a whole lie.	As part of the Word Study lessons in each Review, the Choosing the Right Adage/Idiom/Proverb activity helps students practice using context clues to figure out the meaning of figurative expressions.
	Word Study: Expressing the Connotation—Review Units 1–3 [Expressing the Connotation], p. 48; Review Units 4–6 [Expressing the Connotation], p. 86; Review Units 7–9 [Expressing the Connotation], p. 124; Review Units 10–12 [Expressing the Connotation], p. 162; Review Units 13–15 [Expressing the Connotation], p. 200 <i>Example [Level H, Review Units 13–15, p. 200]</i> positive 8. The child (burgeoned, matured) after spending the summer in the sophisticated metropolis.	In Word Study: Expressing the Connotation, students read each sentence then consider context clues before selecting one of two vocabulary words that best expresses the desired connotation (positive, negative, or neutral).
	Word Study: Classical Roots—Review Units 1–3, p. 49; Review Units 4–6, p. 87; Review Units 7–9, p. 125; Review Units 10–12, p. 163; Review Units 13–15, p. 201 <i>Example [Level H, Review Units 1–3, p. 49]</i> 3. to take apart After the science fair, it took the exhibitors and maintenance crew several hours to fully disassemble the many displays and booths.	In Word Study: Classical Roots, students use context clues to help choose which word based on the featured root best completes the sentence.

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level H	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	Definitions—Unit 1, pp. 14–15; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188	In Definitions, simple abbreviations give the part of speech with each definition. When a word functions as more than one part of speech, the appropriate abbreviation appears before the corresponding definition.
	Word Study: Classical Roots—Review Units 1–3, p. 49; Review Units 4–6, p. 87; Review Units 7–9, p. 125; Review Units 10–12, p. 163; Review Units 13–15, p. 201 <i>Example [Level H, Review Units 1–3, p. 49]</i> 3. to take apart After the science fair, it took the exhibitors and maintenance crew several hours to fully <u>disassemble</u> the many displays and booths.	In Word Study: Classical Roots, students discover how words with a pattern of shared Latin or Greek roots may vary in structure while retaining similarities in meaning.
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Vocabulary Strategy: Using Context (inference clues)—p. 7 <i>Example [Level H, p. 7]</i> An inference clue implies but does not directly state the meaning of the missing word or words. For example: “A treat for all ages,” the review read, “this wonderful novel combines the _____ of a scholar with the skill and artistry of an expert _____.” a. ignorance . . . painter c. wealth . . . surgeon b. wisdom . . . beginner d. knowledge . . . storyteller In this sentence, there are several inference clues: (a) the word scholar suggests <i>knowledge</i>; (b) the words novel, <i>artistry</i>, and <i>skill</i> suggest the word <i>storyteller</i>.	Located in the textbook front matter, Vocabulary Strategy: Using Context provides instruction to students on how to recognize and use inference clues to arrive at a preliminary determination of the meaning of an unfamiliar word or phrase.

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level H	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	These words are inference clues because they suggest or imply, but do not directly state, the missing word or words.	
	Definitions—Unit 1, pp. 14–15; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188 <i>Example [Level H, Units 7, p. 92]</i> 15. opt (v.) to make a choice or decision (opt) We had to opt for the cheaper model. SYNONYMS: choose, select, decide	The three-page Definitions section at the beginning of each Unit serves as a master reference of information for each of the Unit words. The 20 words in the numbered study list are presented in alphabetical order in a dictionary-style format. Students are instructed to note carefully the spelling, pronunciation, part or parts of speech, and definition for each new word. There is also an illustrative sentence, plus synonyms and antonyms. For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.
	Synonyms—Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190 <i>Example [Level H, Unit 10, p. 132]</i> 1. to slay those enemies in their path <u>immolate</u>	For the Synonyms activity in each Unit, students are directed to use a dictionary if necessary.
	Antonyms—Unit 1, p. 19; Unit 2, p. 29; Unit 3, p. 39; Unit 4, p. 57; Unit 5, p. 67; Unit 6, p. 77; Unit 7, p. 95; Unit 8, p. 105; Unit 9, p. 115; Unit 10, p. 133; Unit 11, p. 143; Unit 12, p. 153; Unit 13, p. 171; Unit 14, p. 181; Unit 15, p. 191 <i>Example [Level H, Unit 10, p. 133]</i> 1. descended from peasants <u>patricians</u>	For the Antonyms activity in each Unit, students are directed to use a dictionary if necessary.

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level H	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	Word Study: Writing with Idioms —Review Units 1–3, p. 46; Writing with Adages —Review Units 4–6, p. 84; Writing with Proverbs —Review Units 7–9, p. 122; Writing with Idioms —Review Units 10–12, p. 160; Writing with Idioms —Review Units 13–15, p. 198	Students are directed to use a print or online dictionary as needed.
	Word Study: Classical Roots —Review Units 1–3, p. 49; Review Units 4–6, p. 87; Review Units 7–9, p. 125; Review Units 10–12, p. 163; Review Units 13–15, p. 201	Students are directed to use a print or online dictionary as needed.
	Word Study: Denotation and Connotation —Review Units 10–12, p. 161	Students are cautioned to consider shades of meaning when choosing synonyms from a thesaurus.
	Online Components: iWords Audio Program — vocabularyworkshop.com	The online iWords Audio Program provides word pronunciations, definitions, and examples of usage for every vocabulary word taught at this level.
L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	Word Study: Adages, Idioms, and Proverbs—Review Units 1–3 [Idioms], p. 45–46; Review Units 4–6 [Adages], pp. 83–84; Review Units 7–9 [Proverbs], pp. 121–122; Review Units 10–12 [Idioms], pp. 159–160; Review Units 13–15 [Idioms], pp. 197–198 <i>Example [Level H, Review Units 1–3, p. 45]</i> Choosing the Right Idiom 2. Isn't he a bit too long in the tooth to participate in a triathlon? _____	As part of the Word Study lessons in each Review, students learn about figures of speech, including adages, idioms, and proverbs. An idiom is an informal expression whose literal meaning does not help the reader or listener figure out what the expression means. English is particularly rich in idioms and idiomatic expressions, such as “raining cats and dogs,” “the apple of my eye,” “a dark horse.” An adage expresses a common experience, often

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level H	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	<u>Example [Level H, Review Units 7–9, p. 121]</u> Choosing the Right Proverb 8. You didn't reveal all that happened last night. Remember, half the truth is often a whole lie. <u>Example [Level H, Review Units 4–6, p. 84]</u> Writing with Adages 6. Silence is golden. <u>Example [Level H, Review Units 10–12, p. 160]</u> Writing with Idioms 4. at a loss	in the form of a sentence, such as “Time flies when you’re having fun.” A proverb is a statement that provides a lesson or a moral, such as “A stitch in time saves nine” and “A rolling stone gathers no moss.” After introductory instruction, students practice Choosing the Right Adage/Idiom/Proverb by matching an adage, idiom, or proverb used in context with its definition (in the adjacent column). In Writing with Adages/Idioms/Proverbs, located on the following page, students find the meanings (using a dictionary if necessary) then compose a sentence for each given figure of speech.
	Definitions—Unit 1, pp. 14–15; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188	The Definitions section that follows the Reading Passage at the beginning of each Unit includes a listing of synonyms – words with similar denotations – and antonyms.
	Synonyms—Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190 <u>Example [Level H, Unit 10, p. 132]</u> 1. to slay those enemies in their path <u>immolate</u>	In the Synonyms activity in each Unit, students learn about the relationship of words with similar meanings. After this preparation, they learn about the nuances or shades of meaning that distinguish synonyms from each other in the Word Study: Denotation and Connotation lessons provided in the Review at the end of every three Units.

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level H	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	Word Study: Denotation and Connotation—Review Units 1–3, p. 47; Review Units 4–6, p. 85; Review Units 7–9, p. 123; Review Units 10–12, p. 161; Review Units 13–15, p. 199 <i>Example [Level H, Review Units 4–6, p. 85]</i> Shades of Meaning 1. salubrious + 2. folderol – 3. gamut 0 4. hoi polloi –	Each Word Study: Denotation and Connotation lesson provides direct instruction on and practice with the denotation and connotation of words. After an introductory discussion, students are presented with a set of synonyms. Next, they organize several words according to connotations – positive (+), negative (–), or neutral (0). Then they analyze the positive, negative, or neutral connotation of several words in the last set of exercises, Shades of Meaning.
	Word Study: Expressing the Connotation/ Challenge: Using Connotation—Review Units 1–3, p. 48; Review Units 4–6, p. 86; Review Units 7–9, p. 124; Review Units 10–12, p. 162; Review Units 13–15, p. 200 <i>Example [Level H, Review Units 4–6, p. 86]</i> Expressing the Connotation negative 2. I The mayor delivered a (lecture, philippic) to end the strike. <i>Example [Level H, Review Units 4–6, p. 86]</i> Challenge: Using the Connotation 3. The waiter's tactless <u>maladroit</u> service was only the beginning of an unpleasant evening out; the night culminated in us missing the movie. Sample response: The more positive connotation of <i>maladroit</i> demonstrates that the waiter was physically clumsy but not insensitive.	In Word Study: Expressing the Connotation, students read each sentence and consider context clues before selecting one of two vocabulary words that best expresses the target connotation (positive, negative, or neutral). In Challenge: Using Connotation, students apply what they've learned about being sensitive to the nuances in the meaning of words. They select words studied in the previous three units to replace highlighted words in the sentences provided. Then they explain how the connotation of the replacement word changes the tone of the sentence.
L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering	Throughout the program	Throughout the program students build and use vocabulary knowledge through a variety of increasingly sophisticated language arts activities. These activities include gleaned extended and short reading selections for context clues that

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level H	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
vocabulary knowledge when considering a word or phrase important to comprehension or expression.		unlock the meaning of unfamiliar words and phrases, as well as improve comprehension. Students practice regularly selecting and using the right words in their speaking and writing. Word-relationship and word-building lessons covering synonyms, antonyms, roots, and shades of meaning likewise help equip students for independent development of academic and domain-specific vocabulary.

ADDITIONAL ALIGNED CONTENT**READING: Informational Text: Key Ideas and Details**

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level H	
READING: INFORMATIONAL TEXT: KEY IDEAS AND DETAILS	FEATURE / LOCATION	DESCRIPTION
RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Vocabulary for Comprehension—Review Units 1–3 [Winslow Homer, American artist], pp. 42–43; Review Units 4–6 [Invention of eyeglasses], pp. 80–81; Review Units 7–9 [Ancient methods of waste disposal], pp. 118–119; Review Units 10–12 [Beginnings of New York City], pp. 156–157; Review Units 13–15 [Skyscraper window washers], pp. 194–195 <i>Example [Level H, Review Units 4–6, pp. 80–81]</i> But forays into the question of precisely when they were invented and by whom have been inconclusive, tendentious, and filled with intrigue. 2. Tendentious (line 8) most nearly means a. tentative b. impartial	The Vocabulary for Comprehension section is designed to help students prepare for the reading sections of standardized tests. Students read a passage of expository or informational text then answer vocabulary-in-context questions. There are also comprehension questions covering main idea, relevant details, inferences, and author's point of view and purpose.

READING: Informational Text: Key Ideas and Details

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level H	
READING: INFORMATIONAL TEXT: KEY IDEAS AND DETAILS	FEATURE / LOCATION	DESCRIPTION
	c. libelous d. cantankerous e. partisan <u>Example [Level H, Review Units 10–12, p. 157]</u> 11. From the passage, you can infer that a. there were few nearsighted people in the thirteenth century b. few, if any, poor people owned the new “eye disks” c. Alessandro Spina became famous d. microscopes were invented at the same time as eyeglasses e. few, if any, Chinese people had eyeglasses in the 1200s or 1300s	

READING: Informational Text: Craft and Structure

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level H	
READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
RI.11–12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	Vocabulary for Comprehension—Review Units 1–3 [Winslow Homer, American artist], pp. 42–43; Review Units 4–6 [Invention of eyeglasses], pp. 80–81; Review Units 7–9 [Ancient methods of waste disposal], pp. 118–119; Review Units 10–12 [Beginnings of New York City], pp. 156–157; Review Units 13–15 [Skyscraper window washers], pp. 194–195 <u>Example [Level H, Review Units 13–15, p.195]</u> 11. Which best describes the writer’s attitude toward the passage’s subject? a. skeptical	The Vocabulary for Comprehension section is designed to help students prepare for the reading sections of standardized tests. Students read a passage of expository or informational text then answer vocabulary-in-context questions. There are also comprehension questions covering main idea, relevant details, inferences, and author’s point of view, tone, and purpose.

READING: Informational Text: Craft and Structure

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level H	
READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
	b. humorous c. enthusiastic d. informal e. critical	

LANGUAGE: Conventions of Standard English

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level H	
LANGUAGE: CONVENTIONS OF STANDARD ENGLISH	FEATURE / LOCATION	DESCRIPTION
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Observe hyphenation conventions. Spell correctly.	Definitions —Unit 1, pp. 14–15; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188 <i>Example [Level H, Unit 1, p. 14]</i> <i>Note the spelling, pronunciation, part(s) of speech, and definition(s) of each of the following words. Then write the word in the blank spaces in the illustrative sentence(s) following. Finally, study the lists of synonyms and antonyms.</i>	Each Unit begins with a three-page Definitions section. Twenty words in the numbered study list are presented in a dictionary-style format. Students are instructed to carefully note the correct spelling of each word. They practice the correct spelling as they write in the Unit word to complete the illustrative sentence.
	Synonyms —Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190 <i>Example [Level H, Unit 10, p. 132]</i> 1. to slay those enemies in their path <u>immolate</u>	For the Synonyms activity, students write the appropriate synonym, referring back to the Definitions section as needed for the correct spelling of each Unit word.
	Antonyms —Unit 1, p. 19; Unit 2, p. 29; Unit 3, p. 39; Unit 4, p. 57; Unit 5, p. 67; Unit 6, p. 77; Unit 7, p.	For the Antonyms activity, students write the appropriate antonym, referring back to the

LANGUAGE: Conventions of Standard English

English Language Arts Standards, Grade 11–12	Vocabulary Workshop, Level H	
LANGUAGE: CONVENTIONS OF STANDARD ENGLISH	FEATURE / LOCATION	DESCRIPTION
	95; Unit 8, p. 105; Unit 9, p. 115; Unit 10, p. 133; Unit 11, p. 143; Unit 12, p. 153; Unit 13, p. 171; Unit 14, p. 181; Unit 15, p. 191 <i>Example [Level H, Unit 10, p. 133]</i> 1. descended from peasants <u>patricians</u>	Definitions section as needed for the correct spelling of each Unit word.
	Completing the Sentence —Unit 1, pp. 19–20; Unit 2, pp. 29–30; Unit 3, pp. 39–40; Unit 4, pp. 57–58; Unit 5, pp. 67–68; Unit 6, pp. 77–78; Unit 7, pp. 95–96; Unit 8, pp. 105–106; Unit 9, pp. 115–116; Unit 10, pp. 133–134; Unit 11, pp. 143–144; Unit 12, pp. 153–154; Unit 13, pp. 171–172; Unit 14, pp. 181–182; Unit 15, pp. 191–192 <i>Example [Level H, Unit 12, p. 153]</i> 9. His <u>vacuous</u> remarks revealed how little he really knew about political economy.	For Completing the Sentence , students write the Unit word that best completes each sentence in the exercise, referring back to the Definitions section as needed for the correct spelling.