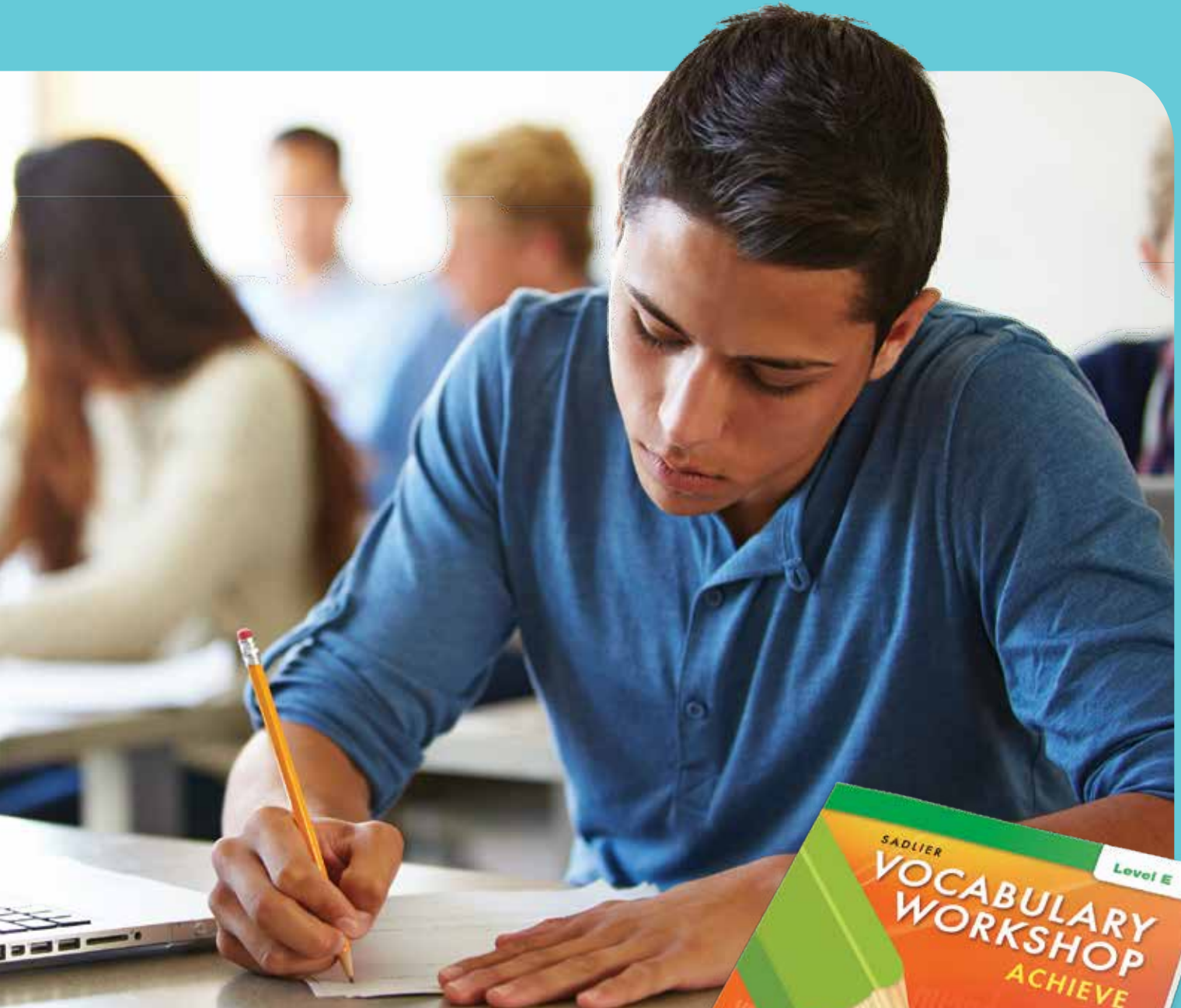
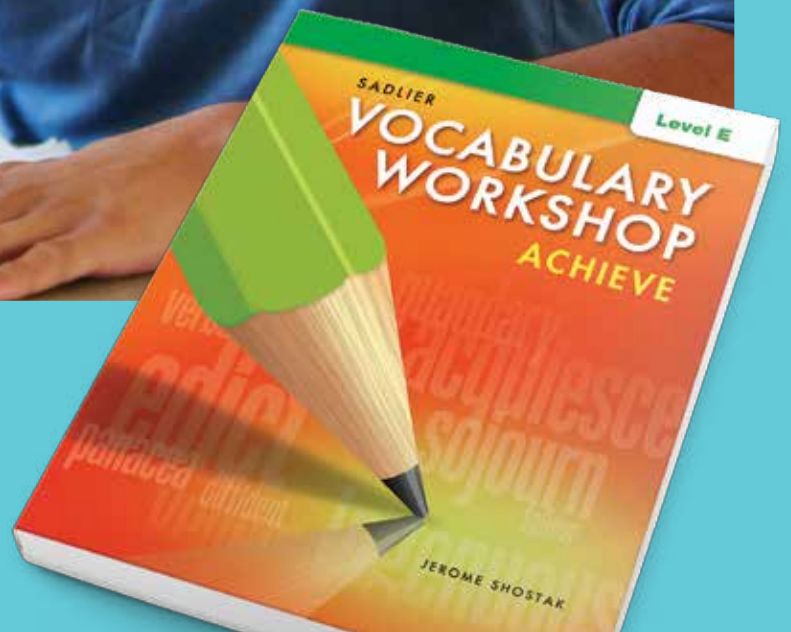


Vocabulary Workshop® Achieve

Grades 9–12+ (Levels D–H)



**The Words They Need to Know,
The Way They Need to Learn**



What Makes Rich Vocabulary Achievable?

The **NEW Vocabulary Workshop Achieve** for Grades 9–12+!

This program incorporates the essential elements identified in the latest vocabulary research:

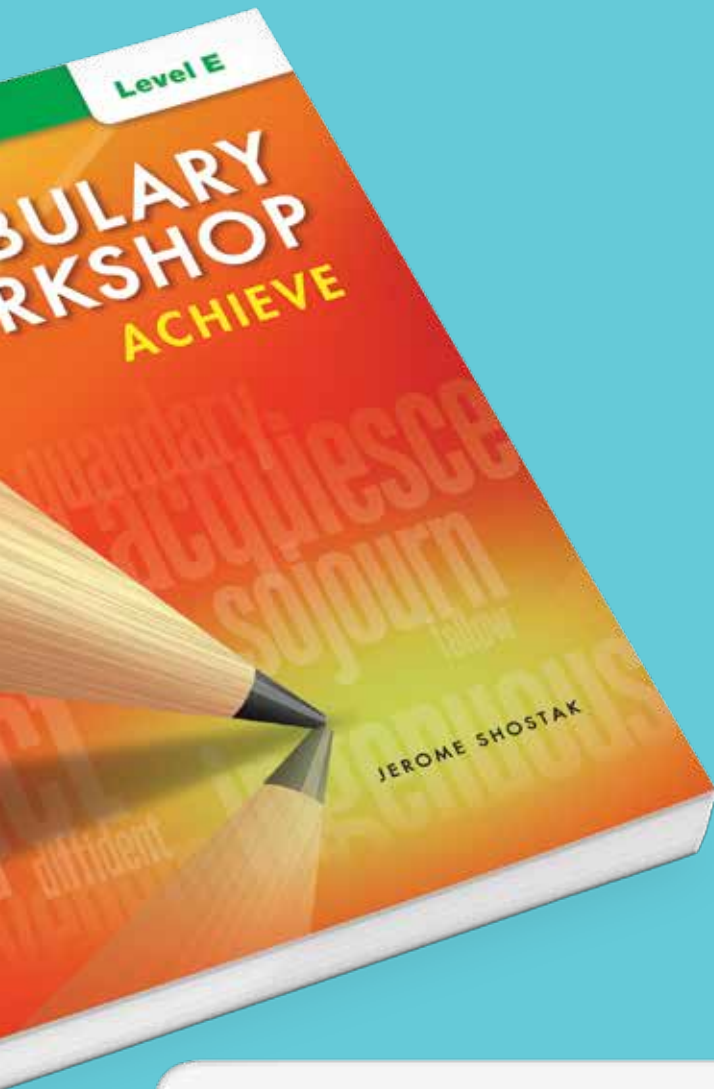
- **A focus on fewer words, in small chunks**, to deepen students' understanding of each word's meaning
Vocabulary Workshop Achieve divides 20 unit words into 2 sets of 10 words each.
- **Words taught in context** to demonstrate the ways words are used and to furnish opportunities for students to use context clues to determine word meaning
Vocabulary Workshop Achieve provides multiple exercises to learn and practice vocabulary in context.
- **A manageable instructional design** so teachers can easily help students develop word knowledge that leads to academic success
Vocabulary Workshop Achieve couples explicit instruction and independent word-learning strategies to improve reading comprehension and written and oral communication skills.

Plus, *Vocabulary Workshop Achieve* provides **test prep** for standardized tests including the SAT® and ACT® exams. Select exercises reflect the format of item types that students will see on these exams.



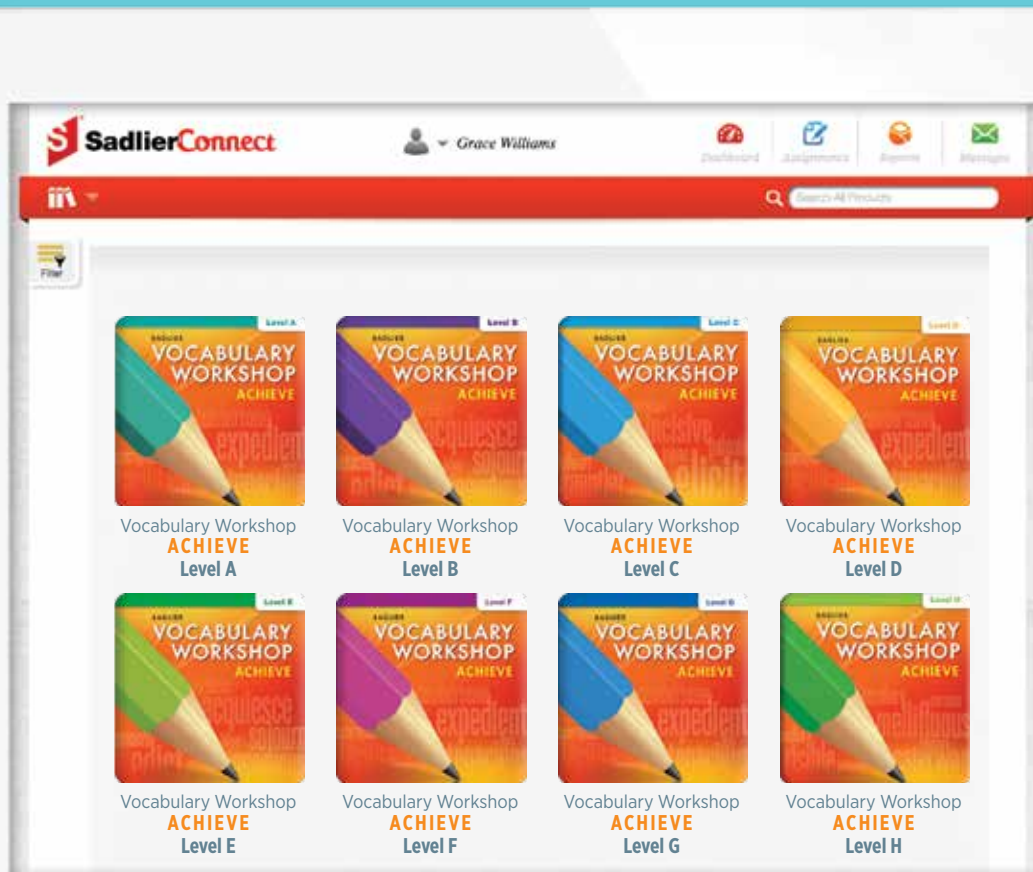
SAT is a trademark registered and/or owned by the College Board, which was not involved in the production of, and does not endorse, this product. ACT is a registered trademark of ACT.

RESEARCH: The elements for teaching individual words explicitly are: (1) providing a student-friendly definition, (2) using the word in context and giving contextual information, (3) providing multiple exposures, and (4) offering opportunities for active involvement (Beck, et al., 2002; Graves, 2006; NICHD, 2000; PREL, 2007, 2008).



Components

- The **Student Edition** supports mastery of vocabulary words through a manageable instructional design.
- **Vocabulary Workshop Achieve Interactive Edition** engages students with digital content and practice, assessment, and digital resources at point of use. (separate purchase)
- The **Annotated Teacher's Edition** supports explicit instruction and provides guidance to meet the needs of individual students. (separate purchase when ordering fewer than 20 Student Editions)
- **Test Prep for SAT and ACT Exams** provides practice in current test formats, targeting the vocabulary and reading skills students need to succeed. (separate purchase)
- **Unit Test Booklets** include 15 unit tests and cumulative tests that assess knowledge of the 20 words taught in each unit. (separate purchase)
- **Digital Resources** at www.SadlierConnect.com reinforce and enhance word learning with online games, interactive practice, and graphic organizers.
- **Vocabulary Workshop Achieve Online Assessments** provide all program formative and summative assessments in an interactive format, plus an item bank to customize assessments and a variety of real-time data reports to monitor student progress and adjust instruction. (separate purchase)

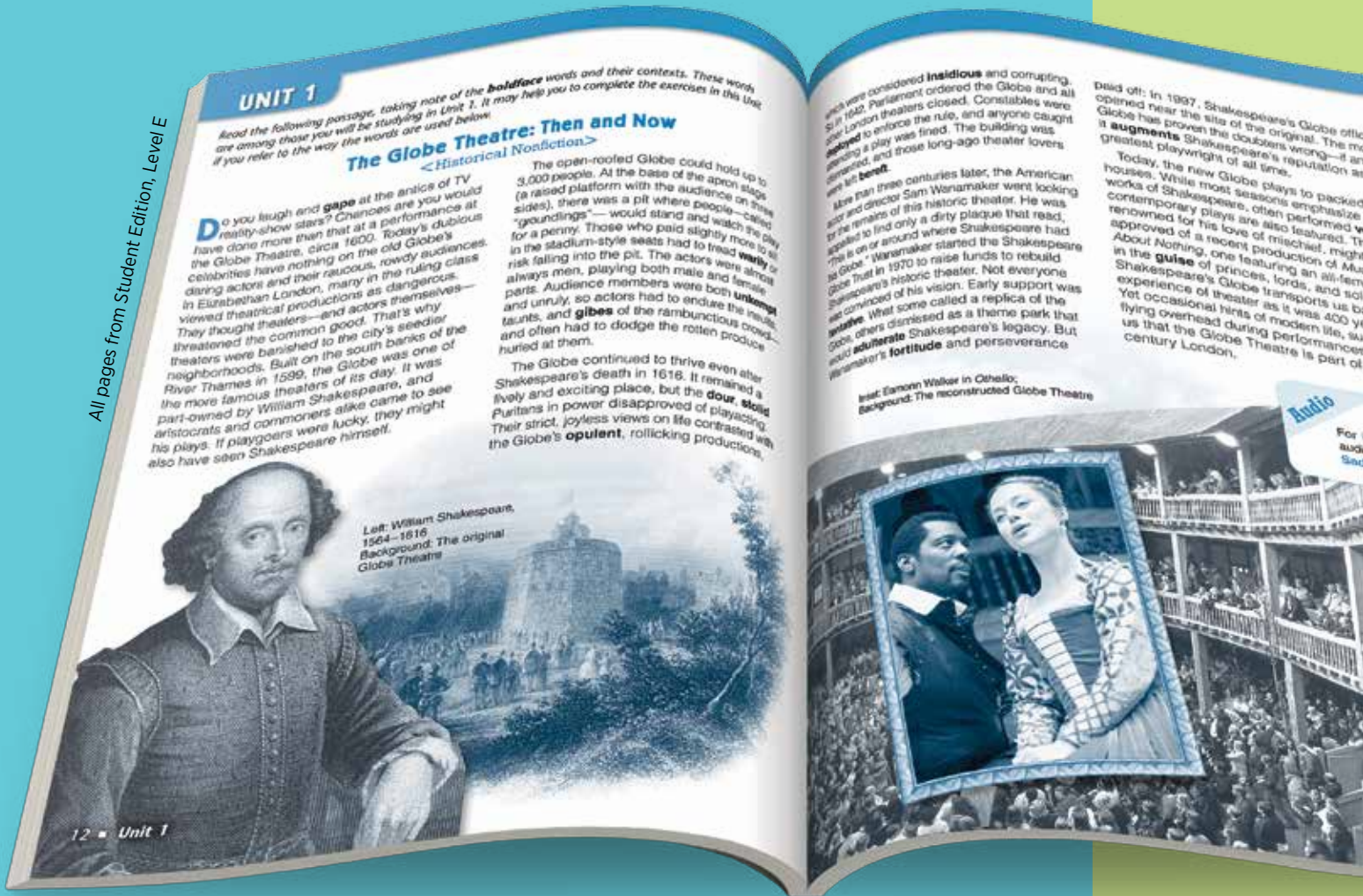


Build Word Knowledge Through Context *and* Definitions

Beginning with an engaging nonfiction passage to introduce unit words, every unit in the Student Edition provides multiple exposures to new vocabulary. These passages are the starting points for discussions of word meanings and semantic relationships.

Readng vocabulary in context provides a deeper understanding of words while also improving reading comprehension.

All pages from Student Edition, Level E



UNIT 1
Read the following passage, taking note of the **boldface** words and their contexts. These words are among those you will be studying in Unit 1. It may help you to complete the exercises in this Unit if you refer to the way the words are used below.

The Globe Theatre: Then and Now

← Historical Nonfiction →

Do you laugh and **gape** at the antics of TV reality-show stars? Chances are you would have done more than that at a performance at the Globe Theatre, circa 1600. Today's dubious celebrities have nothing on the old Globe's daring actors and their raucous, rowdy audiences in Elizabethan London, many in the ruling class viewed theatrical productions as dangerous. They thought theaters—and actors themselves—threatened the common good. That's why theaters were banished to the south banks of the River Thames in 1599, the Globe was one of the more famous theaters of its day. It was part-owned by William Shakespeare, and aristocrats and commoners alike came to see his plays. If playgoers were lucky, they might also have seen Shakespeare himself.

The open-roofed Globe could hold up to 3,000 people. At the base of the apron stage (a raised platform with the audience on three sides), there was a pit where people—called “groundlings”—would stand and watch the play for a penny. Those who paid slightly more to sit in the stadium-style seats had to tread **warily** or risk falling into the pit. The actors were almost always men, playing both male and female parts. Audience members were both **unkempt** and unruly, so actors had to endure the insults, taunts, and **gibes** of the rambunctious crowd—hurled at them.

The Globe continued to thrive even after Shakespeare's death in 1616. It remained a lively and exciting place, but the **dour, staid** Puritans in power disapproved of playacting. Their strict, joyless views on life contrasted with the Globe's **opulent**, rollicking productions,

which were considered **insidious** and corrupting. So in 1642, Parliament ordered the Globe and all other London theaters closed. Constables were **deployed** to enforce the rule, and anyone caught attending a play was fined. The building was dismantled, and those long-ago theater lovers were left **bereft**.

More than three centuries later, the American actor and director Sam Wanamaker went looking for the remains of this historic theater. He was appalled to find only a dirty plaque that read, “This is on or around where Shakespeare had his Globe.” Wanamaker started the Shakespeare Globe Trust in 1970 to raise funds to rebuild Shakespeare's historic theater. Not everyone was convinced of his vision. Early support was **waning**. What some called a replica of the Globe, others dismissed as a theme park that would **adulterate** Shakespeare's legacy. But Wanamaker's **fortitude** and perseverance

paid off: In 1997, Shakespeare's Globe officially opened near the site of the original. The new Globe has proven the doubters wrong—it is the **augments** Shakespeare's reputation as the greatest playwright of all time.

Today, the new Globe plays to packed houses. While most seasons emphasize works of Shakespeare, often performed with contemporary plays are also featured. The approved for his love of mischief, might About Nothing, one featuring an all-female Shakespeare's Globe transports us to yet occasional hints of modern life, such as flying overhead during performance. us that the Globe Theatre is part of 17th-century London.

Left: William Shakespeare, 1564–1616
Background: The original Globe Theatre

Inset: Damon Walker in Othello;
Background: The reconstructed Globe Theatre

Students use the passages' context clues to determine the meanings of unfamiliar words.

RESEARCH: Begin with a story or explanation of the term. Modeling how you use the word in your life or in conversation may be helpful to students. *Building Academic Vocabulary: Teacher's Manual* by Marzano and Pickering (2005).

Students begin developing word knowledge with the **Definitions** exercise. This exercise introduces the unit's 20 vocabulary words in two sets of 10 words each—Set A and Set B. Breaking words into sets of 10 promotes deeper and more lasting learning of new vocabulary.

Definitions are clear and practical with student-friendly explanations of each word's meaning.

Listening to audio recordings of the passages and unit words on *Sadlier Connect™* supports all students including English language learners.

Set A SadlierConnect.com: Words Audio Program

Definitions Note the spelling, pronunciation, part(s) of speech, and definition(s) of each of the following words. Then write the appropriate form of the word in the blank space in the illustrative sentence(s) following.

- adulterate** (ə dāl' tə rāt) (v.) to corrupt, make worse by the addition of something of lesser value
Hospitals take strict precautions to assure that nothing _____ the blood supply.
- ambidextrous** (əm bī dēk'strās) (adj.) able to use both hands equally well; very skillful; deceitful, hypocritical
Occasionally a teacher will come across a child who displays _____ abilities when taught to write.
- deploy** (dī plōi') (v.) to position or arrange; to utilize; to form up
A bugle call is a signal used to _____ troops for inspection, parade, or battle.
- gibe** (jīb) (v.) to utter taunting words; (n.) an expression of scorn
The recruits rushed into battle so that no one could _____ at them for cowardice.
Voters may reject a candidate who resorts to personal _____ instead of discussing the issues.
- insidious** (īn sīd' ē əs) (adj.) intended to deceive or entrap; sly, treacherous
The investigators uncovered an _____ scheme to rob people of their life savings.
- intimation** (īn tə mē' shən) (n.) a hint, indirect suggestion
They were too proud to give any _____ of their financial difficulties.
- pliable** (plī' ə bəl) (adj.) easily bent, flexible; easily influenced
Spools of _____ copper wire are standard equipment for many kinds of maintenance workers, including electricians.
- reiterate** (rē it' ə rāt) (v.) to say again, repeat
Effective speakers often _____ an important statement for emphasis.

14 ■ Unit 1

Set B SadlierConnect.com: Words Audio Program

Definitions Note the spelling, pronunciation, part(s) of speech, and definition(s) of each of the following words. Then write the appropriate form of the word in the blank space in the illustrative sentence(s) following.

- augment** (ōg mēnt') (v.) to make larger, increase
Many couples have to _____ their income in order to pay the mortgage on a new home.
- bereft** (bī ref't) (adj., part.) deprived of; made unhappy through a loss
Individuals who live to be very old may eventually find themselves completely _____ of friends and family.
(adj.) stern, unyielding, gloomy, ill-humored
Dickens's Mr. Gradgrind in the novel *Hard Times* is an example of a character with a _____ and sullen disposition.
(n.) courage in facing difficulties
The residents of the Mississippi delta showed remarkable _____ during and after the flood that destroyed their homes and businesses.
(v.) to stare with open mouth; to open the mouth wide; to open wide
First-time visitors to Niagara Falls can be expected to _____ at the spectacular sights nature has provided for them.
(n.) an external appearance, cover, mask
The thieves gained entry to the home by presenting themselves in the _____ of police officers.
(adj.) wealthy, luxurious; ample; grandiose
The tour guide showed us the _____ living quarters of the royal family.
(adj.) not easily moved mentally or emotionally; dull, unresponsive
_____ people can generally be expected to take most things in stride.

Learning 10 words at a time results in greater retention and vocabulary gains.

RESEARCH: Vocabulary researchers basically agree on the number of words that can be directly taught in a school year—2 words per day or 10 per week (Biemiller, 2005).

Focus on Context

Three contextual-analysis exercises for Set A and Set B words allow students to practice targeted vocabulary to increase their academic word knowledge.

Choosing the Right Word is a scaffolded exercise that deepens students' understanding of word meanings.

Using Context is a transitional exercise that has students determine if a vocabulary word makes sense in the context of a sentence. Students practice strategies for using context to determine correct word usage.

Set B

Choosing the Right Word

Select the **boldface** word that better completes the sentence. You might refer to the passage on pages 14–15 of these words are used in context. Note that some of these words are related forms of the Unit words.

- I must have been (**bereft**, **dour**) of my senses when I bought that old car!
- Do you expect me to listen to a lot of tired old ideas dressed up in the (**fortitude**, **guise**) of brilliant new insights?
- By studying the reactions of simpler life forms, researchers have greatly (**gaped**, **augmented**) our knowledge of human behavior.
- I soon found out that my supposed friend had taken it upon himself to repeat (**warily**, **verbatim**) every word I said about Jackie's party.
- Recruit (**fortitude**) to the cause.
- There were no signs of life in the ruins to plumb the past.
- The librarian (**stolidly**) purchased the new books.
- The speaker (**deployed**, **adulterated**) all the facts and figures at her command to buttress her argument.
- The dictator (**insidious**, **insidious**) plot to assassinate the Roman dictator on the Senate floor.
- In this case, the evidence (**stolidly**) to eat the truth.
- The young man (**stolidly**) resisted the offer.
- Though resistant to the offer, the young man (**stolidly**) resisted the offer.

Set A

Choosing the Right Word

Select the **boldface** word that better completes the sentence. You might refer to the passage on pages 14–15 of these words are used in context. Note that some of these words are related forms of the Unit words.

- Cassius, Brutus, and the other conspirators (**insidious**, **insidious**) plot to assassinate the Roman dictator on the Senate floor.
- Because the situation is changing so rapidly, any plans we make to deal with the emergency can be no more than (**ambidextrous**, **tentative**).
- The speaker (**deployed**, **adulterated**) all the facts and figures at her command to buttress her argument.
- Let us not forget that the early fighters for war were greeted with the (**gibes**, **intimations**).
- Do you believe that the curriculum has been improved by the inclusion of courses on aspects of psychology?
- A sort of heaviness in the air and an eerie silence (**reiterations**, **intimations**) of the approaching storm.
- Have you heard the joke about the (**ambidextrous**, **ambidextrous**) who was equally adept at not working with either hand?
- To make beaded jewelry, it is essential that the beads, such as fine-gauge wire, silk, leather, and so on, be (**pliable**, **pliable**) and easy to work with.
- How annoying to hear the same silly advertisements repeated endlessly on television!
- To keep fans and photographers from recognizing the celebrity sometimes disguised herself with (**reiterations**, **intimations**).
- In order to beat egg whites properly, you must whisk them with even the tiniest bit of egg yolk.
- The proctor (**deployed**, **reiterated**) the directions for the exam.

SadlierConnect.com: iWords® Audio Program 1

<p>9. tentative (ten' tə tiv)</p>	<p>(adj.) experimental in nature; uncertain, hesitant</p> <p>Negotiators have come up with a _____ agreement that will keep both sides at the bargaining table past the strike deadline.</p>
<p>10. unkempt (an kempt')</p>	<p>(adj.) not combed; untidy; not properly maintained; unpolished, rude</p> <p>According to my parents, the latest fashions make me and my friends look _____.</p>

Using Context

For each item, determine whether the **boldface** word from pages 14–15 makes sense in the context of the sentence. Circle the item numbers next to the six sentences in which the words are used correctly.

- Union leaders and management have reached a **tentative** agreement; now the union members will vote on the terms.
- The students, who were as **pliable** as soft putty and truly eager to acquire new skills and knowledge, proved a joy to the new teacher.
- The man's appearance was so **unkempt** that I could have sworn that he slept in his clothes.
- Rumor has it that the emperor Nero intentionally started the **gibe** that burned down half of Rome in 64 CE.
- Since none of us enjoys being at the beach in a rainstorm, we cut short our trip to the shore when the weather suddenly turned **ambidextrous**.
- My uncle was chairman of a number of **insidious** societies concerned with helping the less fortunate in our society.
- The conclusion of an essay often **reiterates** the main points contained in the body of the paper.
- The decisions of Chief Justice John Marshall **deployed** many legal examples that are still followed today.
- Officials conducted tests throughout the city in order to determine whether or not the chemicals from the nearby plant had **adulterated** the water supply.
- Although Kerry's former boss made **intimations** that he was often late to work, she did not express her concerns outright.

Unit 1 ■ 15

word that better completes each sentence. Use the passage on pages 12–13 to see how most words are used in context. Note that the choices might be Unit words.



word that better completes each sentence. Use the passage on pages 12–13 to see how most words are used in context. Note that the choices might be Unit words.

against
t,



omen's rights
of the unthinking mob.

o (**deployed, adulterated**)
popular culture?

silence were the first real
ing cyclone.

xtros, tentative) loafer who
hand?

the materials you use to thread
her, or cord, be (**pliable, unkempt**)

ing slogans (**adulterated, reiterated**)

gnizing her, the usually glamorous
entative, unkempt) hair and clothes.

st be sure not to (**gibe, adulterate**)

tions for the test before we began.

Selection of Words

The selection of words taught in *Vocabulary Workshop Achieve* is based on four criteria:

- Currency and usefulness in present-day American oral or written communication
- Found on recognized high-utility and academic vocabulary lists
- Frequent use in current grade-level subject-area textbooks
- Commonly tested on college entrance exams

Completing the Sentence gives students practice using context clues to verify word choice.

Completing the Sentence

Choose the word from the word bank that best completes each of the following sentences. Write the correct word or form of the word in the space provided.

adulterate	deploy	insidious	pliable	tentative
ambidextrous	gibe	intimation	reiterate	unkempt

1. How can you tell whether the chopped-meat patty you ate for lunch had been _____ with artificial coloring and other foreign substances?
2. Many ballplayers can bat from either side of the plate, but they cannot throw well with each hand unless they are _____.
3. Why would someone who is usually so neat and well-dressed appear in public in such a(n) _____ state?
4. Since his acceptance of the invitation was only _____, the host may be one person short at the dinner party.
5. Why should I be the object of all those _____ just because I'm wearing a three-piece suit on campus?
6. Her unchanging facial features and controlled voice as she received the news gave no _____ of her true feelings.
7. At the risk of being boring, let me _____ my warning against careless driving.
8. To this day, historians are still debating whether or not Aaron Burr was guilty of a(n) _____ plot to break up the United States.
9. The twigs that were to be woven into the basket were soaked in water to make them more _____.
10. An experienced baseball manager _____ his outfielders according to the strengths and weaknesses of the opposing batters.

End Set A

Unit 1 ■ 17

10. We learned that beneath his _____ exterior there was a sensitive, highly subtle, and perceptive mind.

End Set B

Unit 1 ■ 21

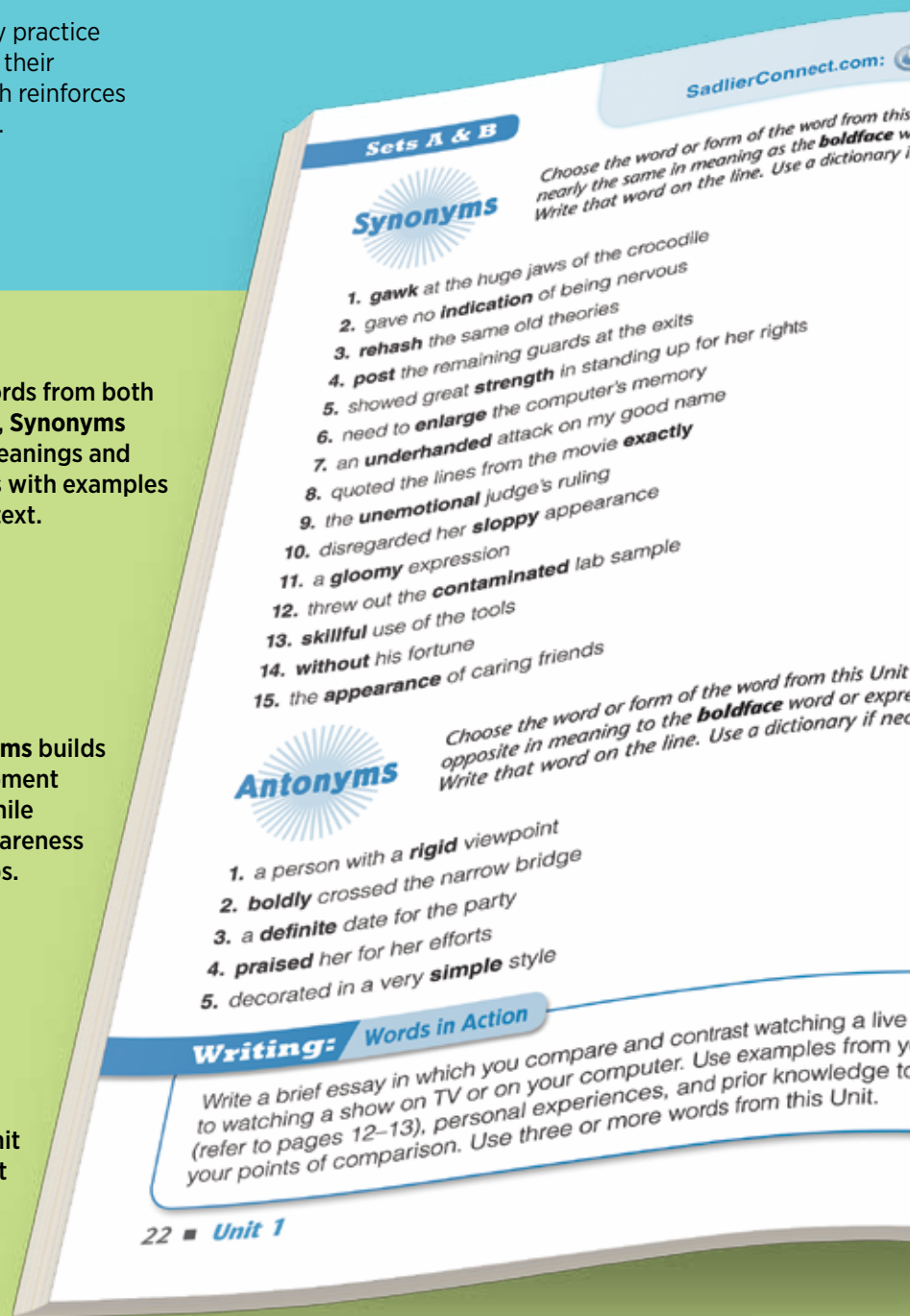
Attain 100% Mastery

After students practice both sets of 10 words, they practice all 20 words together in exercises that strengthen their vocabulary knowledge. This stepped-out approach reinforces learning and leads to greater mastery of all words.

Drawing 15 words from both sets in a unit, **Synonyms** reinforces meanings and provides students with examples of usage and context.

Practice with **Antonyms** builds vocabulary development through contrast while deepening students' awareness of semantic relationships.

Writing prompts have students use unit words and cite evidence—important for success on standardized tests.



RESEARCH: Actively processing vocabulary words in multiple ways allows the brain to store information in multiple memory systems, thus making access to that information easier with multiple triggers or cues (Sprengr, 2010).

Vocabulary in Context checks students' understanding of at least six words, making sure all unit words have been presented in context.

Unit that is the same or most word or expression in the phrase, if necessary.

that is most nearly expression in the phrase, necessary.

performance our reading support

Vocabulary in Context

Some of the words you have studied in this Unit appear in **boldface** type. Read the passage below, and then circle the letter of the correct answer for each word as it is used in context.

Hamlet is Shakespeare's most performed play. More than 100 movie and TV versions have been produced, the earliest a silent black-and-white French film in 1907. Hamlet is so familiar that many students can recite **verbatim** Hamlet's "To be or not to be" soliloquy. Many of the world's finest actors have interpreted Hamlet's complex role. Even Disney's 1994 animated movie *The Lion King* includes **intimations** of the Hamlet story.

Shakespeare's play opens at night on a platform before Elsinore castle, where watchmen encounter a ghost in the **guise** of the recently buried King Hamlet. The next night the ghost urges Prince Hamlet to seek revenge for the king's cruel murder. The young, innocent Ophelia, whom Prince Hamlet loves, becomes part of the collateral damage as Hamlet pursues his quest.

In Act 3, Scene 1 (sometimes called the "Nunnery Scene"), **pliable** Ophelia obeys her father's order to return Hamlet's love letters and gifts. Feigning madness, Hamlet asks Ophelia if she is honest and fair. (The pun on *fair*, which means both "just" and "beautiful," is one of many rhetorical devices Shakespeare uses throughout the play.) Ophelia responds, "Could beauty, my lord, have better commerce than with honesty?" Throughout this scene **ambidextrous** Hamlet **gibes** at Ophelia, saying he once loved her, then telling her he never loved her. He denounces marriage and **reiterates**, "Get thee to a nunnery!"

Much discussion of the four-hour play focuses on why Hamlet delays in avenging his father's murder. Is he simply weak, lacking the **fortitude** to murder his uncle? Or does he seek to verify the ghost's accusation? Read the play and decide for yourself what makes Hamlet tick and why the play remains so powerful more than 400 years after Shakespeare wrote it.

1. **Intimations** are

a. statements	c. secrets
b. hints	d. concerns
2. The word **guise** most nearly means

a. disguise	c. appearance
b. mask	d. costume
3. A person who is **pliable**, as Ophelia is said to be, is usually

a. easily influenced	c. very strong
b. extremely brave	d. difficult to frighten
4. Hamlet is **ambidextrous** because he is

a. clever	c. two-handed
b. romantic	d. deceptive
5. If you **gibe** at another person, you are

a. complimenting	c. reprimanding
b. criticizing	d. taunting
6. To lack **fortitude** is to lack

a. courage	c. cunning
b. ambition	d. motive

Student Edition, Level E

"Overall, Vocabulary Workshop Achieve is a tremendous resource for teaching not only excellent vocabulary words, but also many standardized test skills, including context-clue usage, textual-evidence incorporation, and reading analysis."

—SARAH RESSLER WRIGHT, AP ENGLISH TEACHER, DELAWARE, OHIO

Commit Words to Memory

Reinforcing all 60 words from the preceding three units, **Review** exercises improve acquisition and recall by providing additional practice with the vocabulary words.

Vocabulary for Comprehension, Part 1 provides a passage with unit words embedded in context. Students answer text-based questions that require citing evidence from the text to support their answers.

REVIEW UNITS 1-3 SadlierConnect.com: Test Prep

Vocabulary for Comprehension
Part 1

Read this passage, which contains words in **boldface** that appear in Units 1-3. Then choose the best answer to each question based on what is stated or implied in the passage. You may refer to the passage as often as necessary.

Questions 1-10 are based on the following passage.

Thomas Paine was 37 when he arrived in Philadelphia in November 1774 and became co-editor of a magazine. His writing was the **quintessence** of plain English, without the flourishes and Latin words that made political writing so difficult to understand.

Paine's best-selling *Common Sense* appeared in January 1776, a fifty-page argument for declaring independence from Britain. He published it anonymously, and in just a few months, half a million copies sold.

In *Common Sense*, Paine lays out a **meticulous** case of "simple facts, plain arguments, and common sense." Paine sees no **amicable** resolution to the conflict with Britain. He argues that the **belligerent** King George III has, by the shots fired at Lexington and Concord, shown himself unwilling to compromise or to **redress** wrongs done to the Colonists. "Every quiet method for peace has been ineffectual," he writes, and adds that it is absurd to think that a small island can rule a whole continent.

Paine argues that the Thirteen Colonies are not a British nation, for the Colonists come from nations all over Europe. Nor are the Colonists being protected by Britain; they are being made to fight Britain's wars. Except for Britain, he writes, "we should be at peace with France and Spain."

"Our plan is commerce," he says, "and that, attended to, will secure us the peace and friendship of all Europe, because it is in the interest of all Europe to have America a free port. Her trade will always be a protection, and her barrenness of gold and silver secure her from invaders."

(40) Finally, if Britain seeks to govern under the **guise** of a "parent country," she should feel ashamed for treating the Colonies as an **adversary**. For all these reasons, Paine deduces that the Colonists must declare their independence.

(45) Colonists everywhere **scrutinized** *Common Sense*, read it aloud in taverns, and hotly debated Paine's argument. Loyalists (those loyal to the king) opposed Paine's views, believing it was morally wrong to sever ties with Britain and that only the British Parliament could legally make changes. The Loyalists condemned the Patriots for acts of violence, and fearing mob rule might put their lives in **jeopardy**, many left for Canada as soon as independence was declared.

In December 1776 Paine began writing a series of sixteen pamphlets called *The American Crisis*. The *Crisis* Number 1 begins with these memorable lines:

These are the times that try men's souls: The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; but you, O ye that have not sworn with the tongue, when the man and woman, Tyne, and the child, were conquered, yet we have not yet been vanquished; we are still in the midst of the storm, and the waves are high, but we shall not be overcome, if we only have the courage to stand the ground we have chosen: we shall not be vanquished, if we only have the courage to stand the ground we have chosen: we shall not be vanquished, if we only have the courage to stand the ground we have chosen.

(55) These are the times that try men's souls: The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; but you, O ye that have not sworn with the tongue, when the man and woman, Tyne, and the child, were conquered, yet we have not yet been vanquished; we are still in the midst of the storm, and the waves are high, but we shall not be overcome, if we only have the courage to stand the ground we have chosen: we shall not be vanquished, if we only have the courage to stand the ground we have chosen: we shall not be vanquished, if we only have the courage to stand the ground we have chosen.

(60) These are the times that try men's souls: The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; but you, O ye that have not sworn with the tongue, when the man and woman, Tyne, and the child, were conquered, yet we have not yet been vanquished; we are still in the midst of the storm, and the waves are high, but we shall not be overcome, if we only have the courage to stand the ground we have chosen: we shall not be vanquished, if we only have the courage to stand the ground we have chosen: we shall not be vanquished, if we only have the courage to stand the ground we have chosen.

(65) These are the times that try men's souls: The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; but you, O ye that have not sworn with the tongue, when the man and woman, Tyne, and the child, were conquered, yet we have not yet been vanquished; we are still in the midst of the storm, and the waves are high, but we shall not be overcome, if we only have the courage to stand the ground we have chosen: we shall not be vanquished, if we only have the courage to stand the ground we have chosen: we shall not be vanquished, if we only have the courage to stand the ground we have chosen.

(70) These are the times that try men's souls: The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; but you, O ye that have not sworn with the tongue, when the man and woman, Tyne, and the child, were conquered, yet we have not yet been vanquished; we are still in the midst of the storm, and the waves are high, but we shall not be overcome, if we only have the courage to stand the ground we have chosen: we shall not be vanquished, if we only have the courage to stand the ground we have chosen: we shall not be vanquished, if we only have the courage to stand the ground we have chosen.

48 • Review Units 1-3

REVIEW UNITS 1-3 SadlierConnect.com: Test Prep

Vocabulary for Comprehension
Part 2

Read these passages, which contain words in **boldface** that appear in Units 1-3. Then choose the best answer to each question based on what is stated or implied in the passage(s). You may refer to the passages as often as necessary.

Questions 1-10 are based on the following passages.

Passage 1

Philadelphia's Mural Arts Program, begun in 1984, is a model for cities trying to solve the graffiti problem. Wilson Goode, the city's first African-American mayor, campaigned on the promise of eliminating graffiti and, once elected, set aside \$6 million to fund an Anti-Graffiti Network. He hired a young artist named Jane Golden, who recruited dozens of **adroit** graffiti writers. Rather than seek **punitive** measures against the graffiti artists, Philadelphia convinced the young men to stop their graffiti writing and start creating murals.

(15) The Mural Arts program teaches them skills, provides materials, and pays them for their work. "Art is good in and of itself," Golden says, "but we take art and apply it to problems." The city's 3,600 murals serve three purposes, she says: They beautify neighborhoods and create a sense of community, they preserve and transmit social and personal histories, and they develop local leaders.

(20) Philadelphia's "small, scrappy, grassroots program" has become a model for more than 200 cities around the world. In an **opulent** residential neighborhood in Berlin, for example, the prow of a transatlantic steamer sails out of a six-story apartment building onto the parked cars and street below, a **quintessential** example of a realistic urban mural.

Passage 2

The **impetus** behind our city's urban mural movement was the desperate desire to see the **demise** of the graffiti covering the city's walls, bridges, and subways. Although our mural program has been **extolled** as a means of building community, increasing tourism, and eliminating graffiti, in some respects the sanctioned murals are only a **negligible** improvement over graffiti.

For instance, how would you like to live in an apartment building whose entrance wall is covered by a six-story Off-On switch? Or suppose your apartment's windows peer through a gigantic mural of a weirdly contorted spectral figure? I believe it's time to ask some hard questions about our **tepid** mural program.

First, we need to develop standards for the quality of murals that we inflict on the public before we **retrogress** to an earlier time in our city's history—not a time of **nostalgia** but of difficulty. Some of our murals are downright inane, some outlandish, some poorly executed; only a few are beautiful. We need to create stringent quality control over the murals, perhaps creating a committee of artists and architects to evaluate designs and deem which ones are worthy of being executed.

Second, who chooses the design for a particular space? Clearly, building owners have the final say on walls in industrial areas, but for murals in residential areas, I suggest that residents of a building vote to determine a representative for the approval of

(35) The **impetus** behind our city's urban mural movement was the desperate desire to see the **demise** of the graffiti covering the city's walls, bridges, and subways. Although our mural program has been **extolled** as a means of building community, increasing tourism, and eliminating graffiti, in some respects the sanctioned murals are only a **negligible** improvement over graffiti.

(40) For instance, how would you like to live in an apartment building whose entrance wall is covered by a six-story Off-On switch? Or suppose your apartment's windows peer through a gigantic mural of a weirdly contorted spectral figure? I believe it's time to ask some hard questions about our **tepid** mural program.

(45) First, we need to develop standards for the quality of murals that we inflict on the public before we **retrogress** to an earlier time in our city's history—not a time of **nostalgia** but of difficulty. Some of our murals are downright inane, some outlandish, some poorly executed; only a few are beautiful. We need to create stringent quality control over the murals, perhaps creating a committee of artists and architects to evaluate designs and deem which ones are worthy of being executed.

(50) Second, who chooses the design for a particular space? Clearly, building owners have the final say on walls in industrial areas, but for murals in residential areas, I suggest that residents of a building vote to determine a representative for the approval of

(55) The **impetus** behind our city's urban mural movement was the desperate desire to see the **demise** of the graffiti covering the city's walls, bridges, and subways. Although our mural program has been **extolled** as a means of building community, increasing tourism, and eliminating graffiti, in some respects the sanctioned murals are only a **negligible** improvement over graffiti.

(60) For instance, how would you like to live in an apartment building whose entrance wall is covered by a six-story Off-On switch? Or suppose your apartment's windows peer through a gigantic mural of a weirdly contorted spectral figure? I believe it's time to ask some hard questions about our **tepid** mural program.

(65) First, we need to develop standards for the quality of murals that we inflict on the public before we **retrogress** to an earlier time in our city's history—not a time of **nostalgia** but of difficulty. Some of our murals are downright inane, some outlandish, some poorly executed; only a few are beautiful. We need to create stringent quality control over the murals, perhaps creating a committee of artists and architects to evaluate designs and deem which ones are worthy of being executed.

In most **Vocabulary for Comprehension, Part 2** exercises, students are asked to compare paired passages, similar to items on the SAT and ACT exams.

REVIEW UNITS 1-3



From the word bank below, choose the word that has the same or nearly the same meaning as the **boldface** word in each sentence and write it on the line. You will not use all of the words.

ambidextrous	gibe	holocaust	pliable
culinary	grimace	inclement	sojourn
fallow	guise	muse	unkempt
gape	harass	perpetuate	urbane

- The inaccurate meme that kept appearing on social networking sites only served to **continue** the false report of the celebrity's death. _____
- The athlete's parents were told that they would be banned from all future games if they continued to **bother** the umpires by shouting about every call they didn't agree with. _____
- Many people praise Jerry for his **changeable** nature, but I find his inability to stick to his decision annoying. _____
- It was difficult not to **stare** at the sight of the woman walking her cat on a leash. _____
- Although no one questioned Francesca's incredible **cooking** skills, many wondered if it was wise for her to open a catering company. _____
- I understand that you don't enjoy modern dance, but did you have to **frown** through the entire performance? _____
- As soon as we arrived at the festival, the weather turned **stormy**, and the sun did not come out until we were pulling out of the parking lot. _____
- The **elegant** birthday celebration turned into something completely different when the family's dog got loose and pounced on the cake. _____
- I'm sure that everyone could tell from my **messy** appearance that I had woken up late and rushed to get out the door. _____
- The constant swirl of activity often means that there is little time to sit and **think** over our existence. _____
- Our **visit** began with a guided tour of the city. _____
- The comedian ignored the audience member who proceeded to **heckle** him by going on with his set. _____

52 ■ Review Units 1-3

The Synonyms exercise allows students to review words with similar meanings, giving them another means of expanding their vocabularies.

REVIEW UNITS 1-3



Select the pair of words that best completes the meaning of each of the following sentences.

- Tony's general attitude toward people is so _____ that he has _____ absolutely everybody who knows him. If he didn't walk around with such a huge chip on his shoulder, he would have a few friends.
a. benevolent . . . deployed c. belligerent . . . alienated
b. impervious . . . exhilarated d. amicable . . . redressed
- "I haven't yet had time to give your latest sales report more than a _____ glance," my boss told me. "However, I plan to _____ it carefully before we sit down to discuss it in detail."
a. verbatim . . . reiterate c. meticulous . . . augment
b. cursory . . . scrutinize d. tentative . . . redress
- My first _____ of Nelson's double-dealing came when I discovered him whispering with my opponent. Prior to that, I had no inkling of my so-called friend's _____.
a. intimation . . . duplicity c. precedent . . . artifice
b. scrutiny . . . fortitude d. redress . . . coercion
- Because the course of the disease was so _____, we didn't notice at first that the patient's condition was no longer improving but in fact had begun to _____.
a. tentative . . . adulterate c. averse . . . perpetuate
b. adroit . . . redress d. insidious . . . retrogress
- Some people always stick up their noses at food they're not accustomed to, but I'm not at all _____ to trying something new. Still, experience has taught me to be _____ of such dubious delicacies as chocolate-covered ants, and I usually look before I leap, so to speak.
a. amicable . . . bereft c. averse . . . wary
b. tepid . . . negligible d. impervious . . . craven
- I have _____ chosen an excerpt from the president's inaugural address that I'd like to use in my report. Unfortunately, the passage is far too long to reproduce _____.
a. tentatively . . . verbatim c. meticulously . . . reiterate
b. solidly . . . coerce d. feebly . . . liquidate
- Although I now have a very _____ relationship with my older sister, she recalls that we used to fight over everything, viewing each other as _____.
a. insidious . . . bereft c. amicable . . . adversaries
b. cursory . . . negligible d. adulterated . . . dour

Review Units 1-3 ■ 53

With Two-Word Completions, students use word knowledge and context clues to determine which pair of words best completes the sentence. This also supports reading comprehension.

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www.SadlierSchool.com/VWA

Develop Word-Learning Strategies

After each **Review**, a **Word Study** section gives students strategies for better understanding word parts, figurative language, and denotation and connotation. Word study skills improve general comprehension and support reading of rigorous literary works and nonfiction texts.

WORD STUDY

Idioms

In the passage "The Globe Theater: Then and Now" (see pages 18-19), the author says that reality TV stars "have nothing on" the old Globe's performers.

"Have nothing on" is an idiom that means "have no advantage over someone." An **idiom** is a figure of speech or an informal expression that is not meant literally. You learn idioms by hearing them used in daily conversation. Idioms can be fun to use in conversations, but because they are informal, use them sparingly in writing.

Choosing the Right Idiom

Read each sentence. Use context clues to figure out the meaning of each idiom in **boldface**. Then write the letter of the definition for the idiom in the sentence.

- Vickie, who always **keeps an ear to the ground**, knew about the corporate takeover long before it was announced. _____
- Joe refused to **lend a hand** to the neighbors, who were moving some heavy furniture into storage. _____
- If you want people here to trust you, you have to copy the rules and **keep your nose clean**. _____
- If you would only **get off my back**, I could concentrate and get this finished more quickly. _____
- If we **put our heads together**, maybe we can figure out the math problem. _____
- The butler maintained his formal, detached manner, refusing to **let his hair down**. _____
- The scientist was so convincing and seemed so honest that he really **pulled the wool over our eyes**. _____
- I wanted to tell him that I thought he should dress up more for the party, but I **held my tongue**. _____
- Don't **turn your back** on them now, when they need your help the most. _____
- The best espresso machines from Italy cost **an arm and a leg**, so our cafe will have to survive without one. _____

54 • Word Study

Understanding the meaning of common English idioms improves reading comprehension and enriches students' writing.

SadlierConnect.com: Greek and Latin Roots

WORD STUDY

Classical Roots
mis, miss, mit—to send

The root *mis* appears in **demise** (page 0). The literal meaning is "a sending down," but the word now suggests a death, especially of a person in an elevated position. Some other words based on the same root are listed below.

commissary	emit	missile	premise
emissary	manumit	permit	remission

From the list of words above, choose the one that corresponds to each of the brief definitions below. Write the word in the blank space in the illustrative sentence below the definition. Use an online or print dictionary if necessary.

- to free from slavery or bondage
In some ancient societies, it was the custom to _____ all children born into slavery.
- a statement or idea upon which a conclusion is based ("that which is sent before")
Some members of Congress argued that the budget proposal was based on false _____.
- a setup, abatement; a relief from suffering
Immediately after undergoing major surgery, a patient may need some medication for the _____ of pain.
- to consent to formally; to authorize; to allow
The law _____ a person convicted of a crime to file an appeal.
- to release or send forth ("send out")
Crickets _____ a shrill chirp by rubbing their wings together.
- an object to be thrown or shot
The new fighter plane can fire a(n) _____ with deadly accuracy.
- a place where supplies are distributed; a lunchroom
Campers and counselors eat their meals at the _____.
- a messenger, agent ("one sent out")
The president sent a special _____ to discuss the drafting of a peace agreement.

Word Study • 55

WORD STUDY

Denotation and Connotation

Every word has a literal meaning that you can look up in a dictionary. This meaning is called its **denotation**.

Besides having a denotation, many words also have connotations. **Connotations** are emotional associations and implied meanings. They come from the ways people commonly use the word. Connotations are either positive or negative. Words that do not have strong connotations are considered neutral.

Consider these synonyms for the neutral word *question*.

interview interrogate cross-examine grill

interview has a neutral connotation, but *interrogate*, *cross-examine*, and *grill* all have negative connotations.

Look at these examples of words that are similar in denotation but have different connotations.

NEUTRAL	POSITIVE	NEGATIVE
think	ponder	brood
ordinary	normal	humdrum
unusual	unique	weird

Expressing the Connotation

Read each sentence. Select the word in parentheses that better expresses the connotation (positive, negative, or neutral) given at the beginning of the sentence.

positive 1. For her birthday, Emma received a(n) (unique, **unique**) necklace that her Aunt Mera had beaded.

negative 2. The tennis player was (**indignant**, surprised) when he heard the judge's call.

neutral 3. After the principal's (oration, **oration**), some students had questions, but there was no time to answer them.

positive 4. After we gave our dog Molly a bath, her golden fur had a beautiful (shine, **luster**).

negative 5. Thoughts of what might happen in the future often (**plagued**, troubled) her.

neutral 6. I did not mean to (**diminish**, suggest) that your friend is untrustworthy.

negative 7. Because of the years-long drought, the land was (**barren**, dry).

positive 8. Her presentation was a success, because she was so (**jealous**, poised) during her speech about energy conservation.

Recognizing the difference between denotation and connotation is important for understanding definitions and how words are used. Comprehending these nuances helps students make more sophisticated choices when they write. This activity alternates with Idioms activities.

Students learn and practice Greek and Latin roots with a word taught in previous units. This activity appears in every **Word Study** section.

RESEARCH: Research supports the morphemic analysis of prefixes, roots, and suffixes as an effective way to build vocabulary (Baumann, Edwards, Boland, Olejnik, and Kame'enui, 2003; Mountain, 2005; Cunningham and Allington, 2007).

Connect to Literature

While *Vocabulary Workshop Achieve* is first and foremost a program of direct and explicit vocabulary instruction, it also complements a literature-based approach to vocabulary study.

The word lists are developed from many sources in traditional, classic, and contemporary literature, including novels, short stories, essays, newspaper and magazine articles, plays, and films. The selected words taken from well-known classic and contemporary writings also frequently appear in the texts students will encounter as passages on high-stakes tests.

Level H

Unit 1	Charlotte Brontë	<i>Villette, Shirley, and Jane Eyre</i>
Unit 2	Edgar Allan Poe	<i>Narrative of Arthur Gordon Pym, "Lionel Lincoln's Cottage," "King Pest," "MS. Found in a Bottle," and "The Spectacles"</i>
Unit 3	Charles Dickens	<i>Life and Adventures of Martin Chuzzlewit, Oliver Twist, Nicholas Nickleby, and The Mystery of Edwin Drood</i>
Unit 4	Henry Fielding	<i>The History of Tom Jones, Amelia, and Joseph Andrews</i>
Unit 5	George Meredith	<i>The Egoist, Diana of the Crossways, The Amazing Marriage, and The Ordeal of Richard Feverel</i>
Unit 6	Henry David Thoreau	<i>Walden and A Week on the Concord and Merrimack Rivers</i>
Unit 7	Somerset Maugham	<i>Of Human Bondage, The Explorer, and the Moon and Sappho</i>
Unit 8	Sir Arthur Conan Doyle	<i>The Return of Sherlock Holmes, The Lost World, The Adventures of Sherlock Holmes, and The Valley of Fear</i>
Unit 9	Wylie Collins	<i>The Woman in White, Man and Wife, Heart and Science, The Moonstone, and Basil</i>
Unit 10	H. L. Menckan	<i>The American Language, In Defense of Women, and A Book of Prefaces</i>
Unit 11	Mark Twain	<i>The Adventures of Tom Sawyer, The Glided Age, and Life on the Mississippi</i>
Unit 12	Mary W. Shelley	<i>Frankenstein and The Last Man</i>
Unit 13	Nathaniel Hawthorne	<i>The Scarlet Letter and The House of the Seven Gables</i>
Unit 14	Jonathan Swift	<i>Gulliver's Travels and "The Battle of the Books"</i>
Unit 15	Anthony Trollope	<i>The American Senator, Miss Mackenzie, and Sir Harry Hotspur of Humblethwaite</i>

T29

Level E

Unit 1	Charles Dickens	<i>A Tale of Two Cities</i>
Unit 2	Edgar Allan Poe	<i>The Works of Edgar Allan Poe, Volumes 1 and 2</i>
Unit 3	Anne Brontë	<i>The Tenant of Wildfell Hall</i>
Unit 4	Louisa May Alcott	<i>Little Women and Little Men</i>
Unit 5	Willa Cather	<i>My Ántonia</i>
Unit 6	Emily Brontë	<i>Wuthering Heights</i>
Unit 7	Charles Dickens	<i>Oliver Twist</i>
Unit 8	Alexandre Dumas	<i>The Three Musketeers</i>
Unit 9	James Fenimore Cooper	<i>The Last of the Mohicans</i>
Unit 10	Charlotte Brontë	<i>Jane Eyre</i>
Unit 11	Sir Arthur Conan Doyle	<i>The Adventures of Sherlock Holmes</i>
Unit 12	Charles Dickens	
Unit 13	George Eliot	
Unit 14	Nathaniel Hawthorne	
Unit 15	Jane Austin	

Level F

Unit 1	Charles Dickens	<i>David Copperfield</i>
Unit 2	Herman Melville	<i>Moby-Dick</i>
Unit 3	Thomas Jefferson	<i>The Writings of Thomas Jefferson and Memoirs, Correspondence, and Miscellanies</i>
Unit 4	Nathaniel Hawthorne	<i>The Scarlet Letter</i>
Unit 5	James Fenimore Cooper	<i>The Spy</i>
Unit 6	Edgar Allan Poe	<i>The Works of Edgar Allan Poe, Volume II</i>
Unit 7	Sinclair Lewis	<i>Main Street</i>
Unit 8	Henry James	<i>The Wings of the Dove</i>
Unit 9	Edith Wharton	<i>The House of Mirth</i>
Unit 10	Mark Twain	<i>Innocents Abroad</i>
Unit 11	F. Scott Fitzgerald	<i>The Beautiful and Damned</i>
Unit 12	Nathaniel Hawthorne	<i>The Marble Faun</i>
Unit 13	Margaret Fuller Ossoli	<i>The Memoirs of Margaret Fuller Ossoli, Volume 1</i>
Unit 14	Charles Dickens	<i>Bleak House and Our Mutual Friend</i>
Unit 15	Washington Irving	<i>Tales of a Traveller</i>

Here are examples of excerpted texts that appear in the **Vocabulary in Context: Literary Text** online exercises.

Measure Progress Toward Vocabulary Mastery

Vocabulary Workshop Achieve includes diagnostic, formative, and summative assessment options—in print and digital formats—to measure students’ progress toward 100% mastery of all vocabulary. The assessment plan is flexible, allowing teachers to choose how they monitor and assess vocabulary learning over the course of a school year.

The chart below details the assessment options in *Vocabulary Workshop Achieve*.

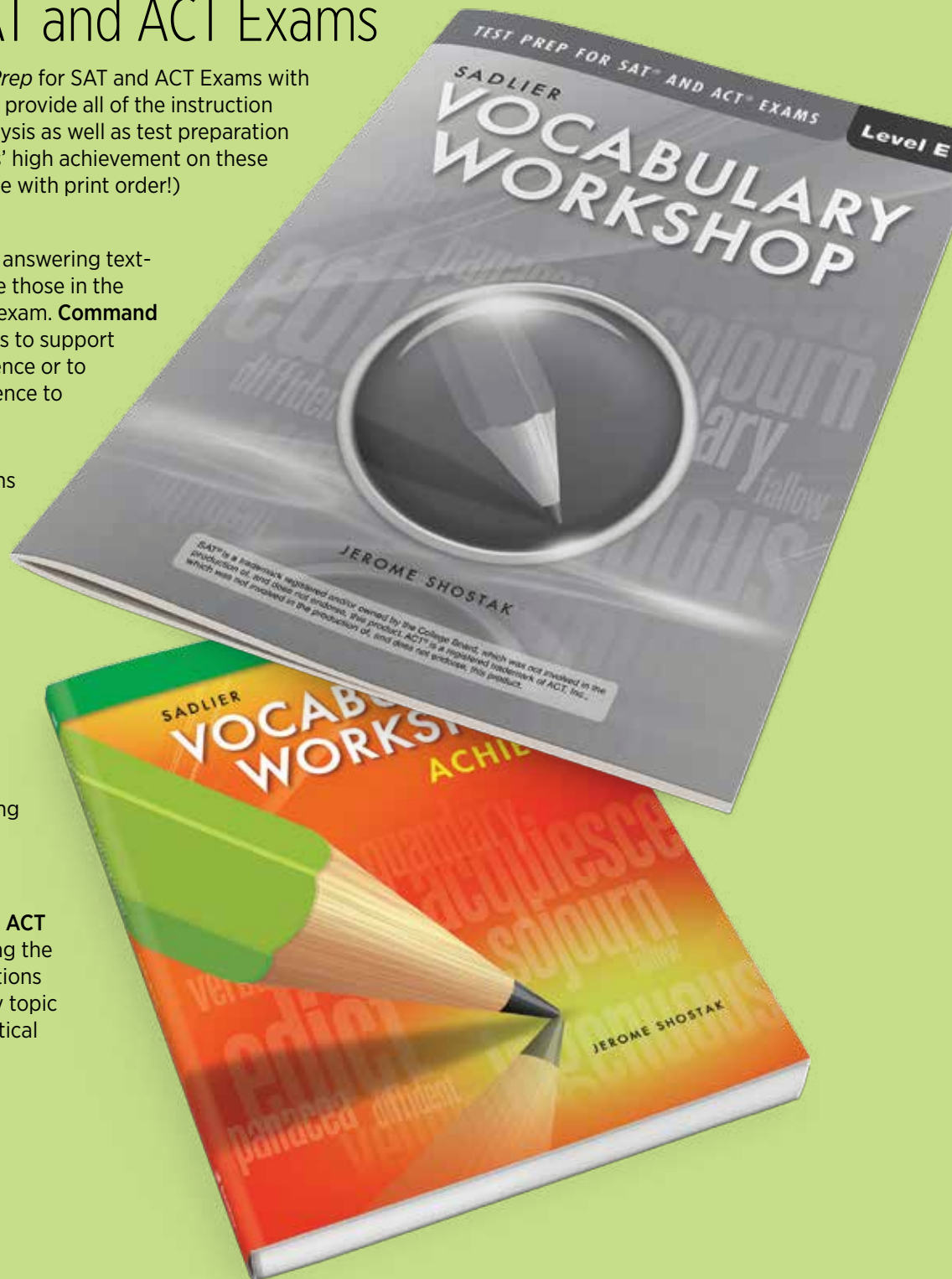
VOCABULARY WORKSHOP ACHIEVE Comprehensive Assessment Plan				
Assessment	Assessment Type	What Is Assessed	Where Found	When to Administer
Beginning-of-Year Diagnostic Test	Diagnostic	Sampling of words from the level	<ul style="list-style-type: none"> • Online Digital Resources 	At the start of the school year
Beginning-of-Year Pre-Test	Diagnostic	All vocabulary words from the level	<ul style="list-style-type: none"> • Online Assessments 	At the start of the school year
Unit Practice Test	Formative	Unit vocabulary words	<ul style="list-style-type: none"> • Online Assessments 	At the end of each unit
Reviews	Formative	60 vocabulary words	<ul style="list-style-type: none"> • Student Edition 	After every 3 units
Test Prep for SAT and ACT Exams	Formative	Selected words from every 3 units	<ul style="list-style-type: none"> • Test Prep Booklet • Online Digital Resources • Online Assessments 	After every 3 units
Cumulative Test Prep	Formative	Selected unit words	<ul style="list-style-type: none"> • Test Prep Booklet • Online Digital Resources • Online Assessments 	At the completion of the program
Unit Test	Summative	Unit vocabulary words	<ul style="list-style-type: none"> • Unit Test Booklet • Online Assessments 	At the end of each unit
Cumulative Tests I–IV	Summative	Selected words from every 3 units	<ul style="list-style-type: none"> • Unit Test Booklet • Online Assessments 	After every 3 units
Final Mastery Test	Summative	Selected words from all units	<ul style="list-style-type: none"> • Student Edition • Online Assessments 	At the completion of the program
End-of-Year Post-Test	Summative	Sampling of grade-level words	<ul style="list-style-type: none"> • Online Assessments 	At the completion of the program

Succeed on SAT and ACT Exams

Add *Vocabulary Workshop Test Prep* for SAT and ACT Exams with *Vocabulary Workshop Achieve* to provide all of the instruction and practice with contextual analysis as well as test preparation teachers need to ensure students' high achievement on these critical exams. (Online version free with print order!)

Vocabulary Workshop Test Prep

- **SAT Tests (5)** provide practice answering text-based questions in formats like those in the Reading Tests in the new SAT exam. **Command of Evidence Items** ask students to support answers with text-based evidence or to identify how authors use evidence to support their claims.
- **ACT Tests (5)** provide practice answering text-based questions in formats like those on the Reading Test in the ACT exam. Students analyze history, social studies, and humanities passages and respond to questions that require them to examine hypotheses or interpret data.
- **Literature Readings** that use vocabulary from the Student Edition in context are followed by questions about the meaning of words and how an author's word choice shapes meaning, style, and tone.
- **SAT Cumulative Test Prep** and **ACT Cumulative Test Prep**, mirroring the SAT and ACT exams, ask questions about two passages related by topic or theme in order to assess critical reading skills.



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Track Student Progress Online

Vocabulary Workshop Achieve Online Assessments, Grades 9–12+, make it easy to personalize vocabulary learning and customize assessments according to students' needs. With this convenient online tool, you can:

- **Assign** interactive, pre-formatted program tests, including test prep and unit assessments or create your own assessments to meet individual needs using items in **Build an Assessment**
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Vocabulary Workshop Achieve | Level E

Home > Vocabulary Workshop Achieve, Level E > Unit 1 > Build an Assessment

Build an Assessment

Product: Vocabulary Workshop Achieve, Level E
 Unit: Unit 1
 Standard: All
 Question Type: All
 Category: All

Apply Filter

Please adjust your search criteria to better filter the available questions. Your current search for questions returned more than 250 questions. The first 250 have been made available for you to build your assessment.

Available Questions: Preview Assessment Summary

46 Questions on Assessment

- [-] Analogies
- [-] Antonym
- [+] Completing the Sentence
- [+] Definition
- [-] Part of Speech

Home > Assessment Report > Class Assessment Report

Class Assessment Report

Filter: Category: Formative Assessments, Resource: Definitions, Classes: Data Class, Proficiency: All Proficiency Levels

Apply Filter

Student	%	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
F, Lisa	100%	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C, Bailey	100%	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A, Robert	95%	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
M, Ina	95%	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
K, Erik	95%	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D, Gianna	95%	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L, Jeff	85%	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S, Juan	80%	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
P, Cade	80%	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
P, John	60%	✗	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Correct View

Class Responses:
 ✓ Verbatim: 82% (9)
 Other: 18% (2)
 Skipped: 0% (0)

Incorrect View

Class Responses:
 ✓ Adulterates: 73% (8)
 Other: 27% (3)
 Skipped: 0% (0)

*Select exercises must be manually scored.

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Unit 1: Unit Passage

Read the following passage, taking note of the **boldface** words and their contexts. These words are among those you will be studying in Unit 1. It may help you to complete the exercises in this Unit if you refer to the way the words are used below.

00:00/03:56

The Globe Theatre: Then and Now

<Historical Nonfiction>

1 Do you laugh and gape at the antics of TV reality-show stars? Chances are you would have done more than that at a performance at the Globe Theatre, circa 1600. Today's dubious celebrities have nothing on the old Globe's daring actors and their raucous, rowdy audiences. In Elizabethan London, many in the ruling class viewed theatrical productions as dangerous. They thought theaters—and actors themselves—threatened the common good. That's why theaters were banished to the city's seedier neighborhoods. Built on the south banks of the River Thames in 1599, the Globe was one of the more famous theaters of its day. It was part-owned by William Shakespeare, and aristocrats and commoners alike came to see his plays. If these playgoers were lucky, they might also see Shakespeare himself.

The original Globe Theatre

Definitions

Note the spelling, pronunciation, part(s) of speech, and definition(s) of each of the following words. Also, study the list of synonyms and antonyms.

adversary	craven (adjective) (krä' ven) cowardly Those who urged Great Britain to make peace with Hitler were criticized for their <input type="text"/> attitude.
alienate	SYNONYMS: fearful, fainthearted, pusillanimous ANTONYMS: brave, courageous, valiant
artifice	
coerce	
craven	
culinary	craven (noun) (krä' ven) a coward It is a mistake to assume that everyone who refuses to go to war is a <input type="text"/> who lacks patriotism.
demise	
exhilarate	
fallow	
harass	

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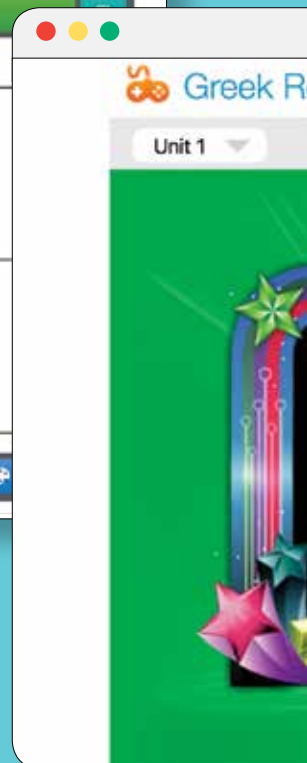
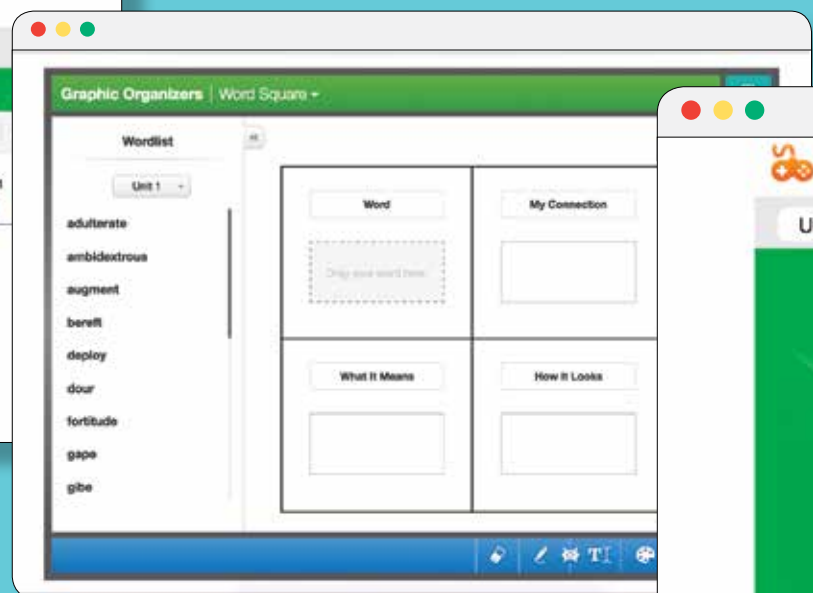
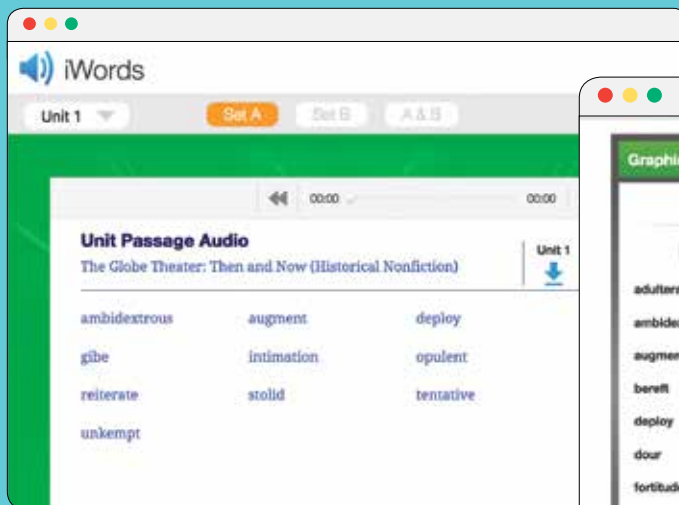
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RESEARCH: Games help students play with words and internalize word meanings in a non-threatening atmosphere (Marzano, R.J., 2004).

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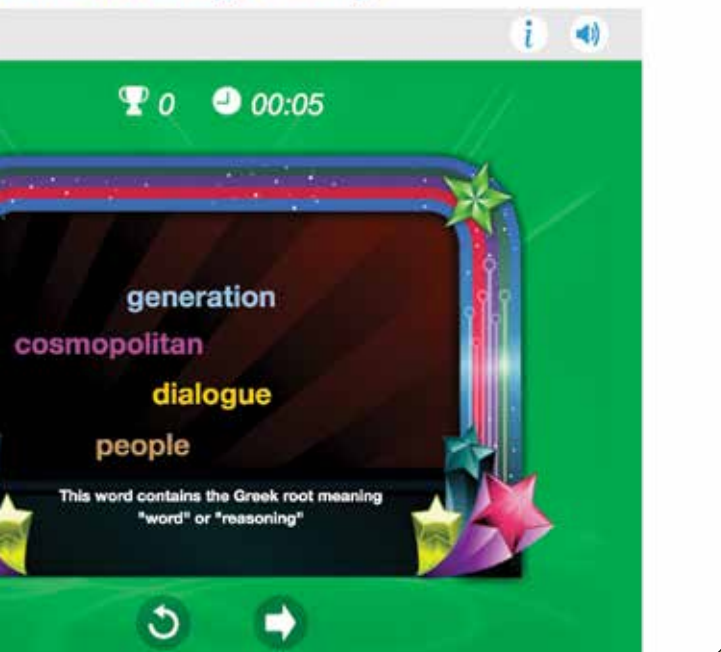
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Category: Custom Assessments | District: Tech Oaks
 Resource: Unit 9 - 07-18 | Student: All Students
 From: | To: | Proficiency: All Proficiency Levels

Apply Filter

Student	#	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Alvarado, Adriana	4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Nguyen, Alexander	0	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Rodriguez, Nelia	0	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Morales, Ailee	0	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Hernandez, Ashlyn	0	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Waters, Ann	0	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Perez, Ailee	0	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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