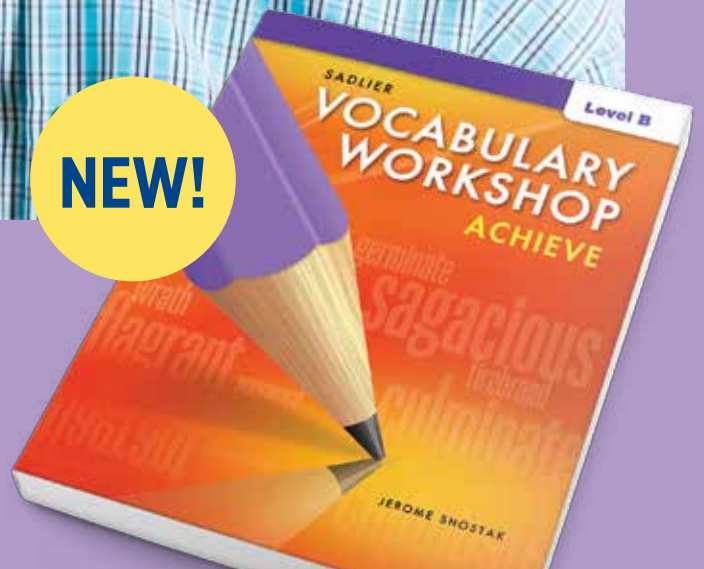


# Vocabulary Workshop® Achieve

Grades 6–8 (Levels A–C)



**NEW!**



**Vocabulary *Is* Achievable for Middle School Students!**

# What Makes Rich Vocabulary Achievable?

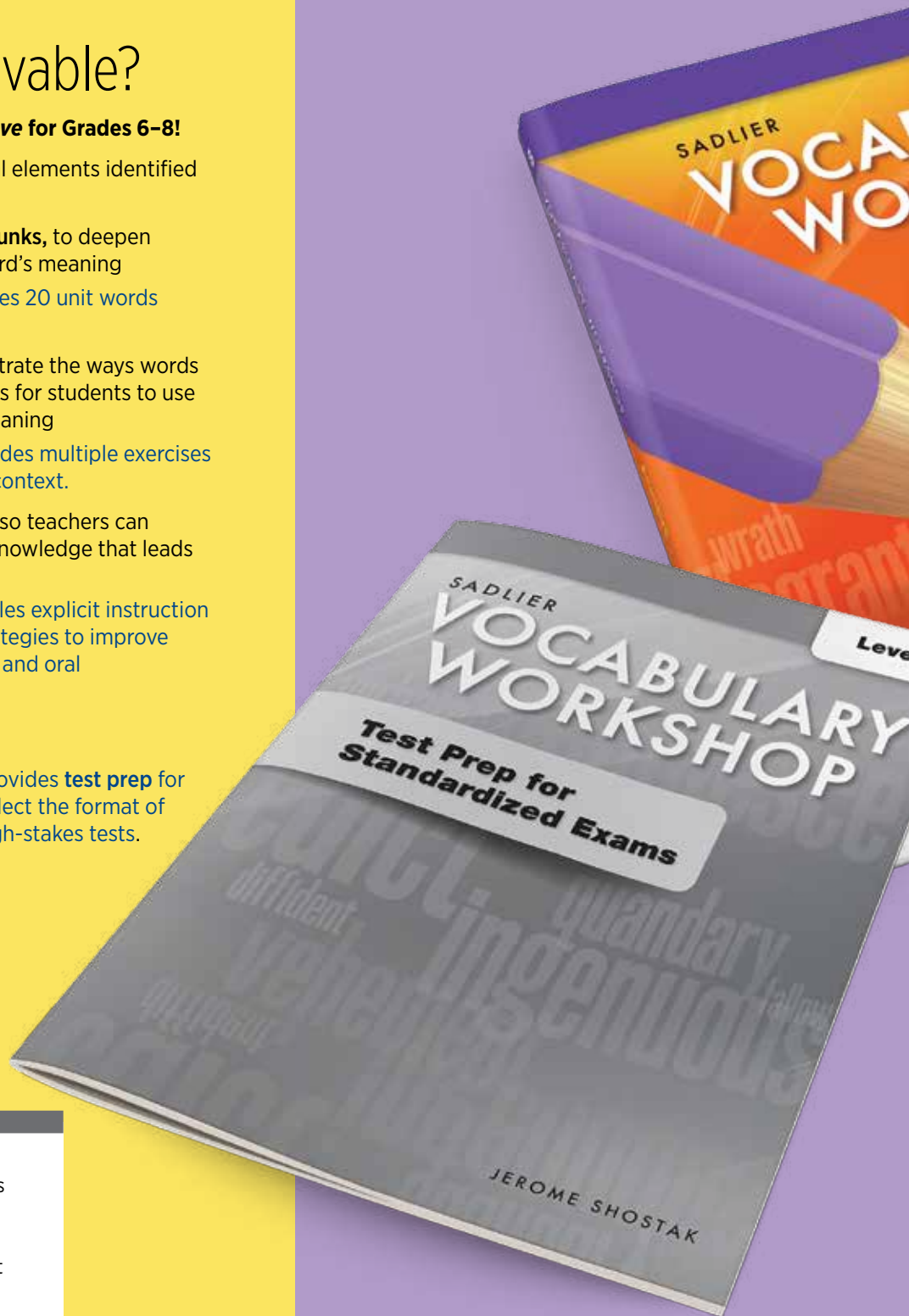
## The NEW *Vocabulary Workshop Achieve* for Grades 6–8!

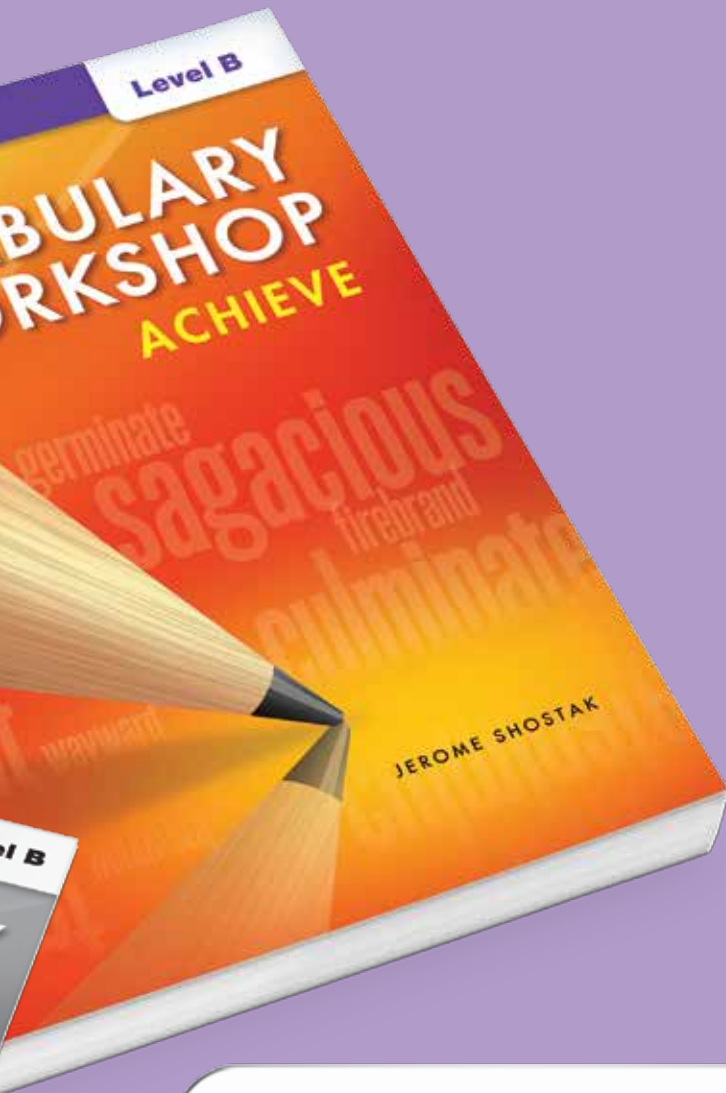
This program incorporates the essential elements identified in the latest vocabulary research:

- **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. Select exercises reflect the format of item types that students will see on high-stakes tests.

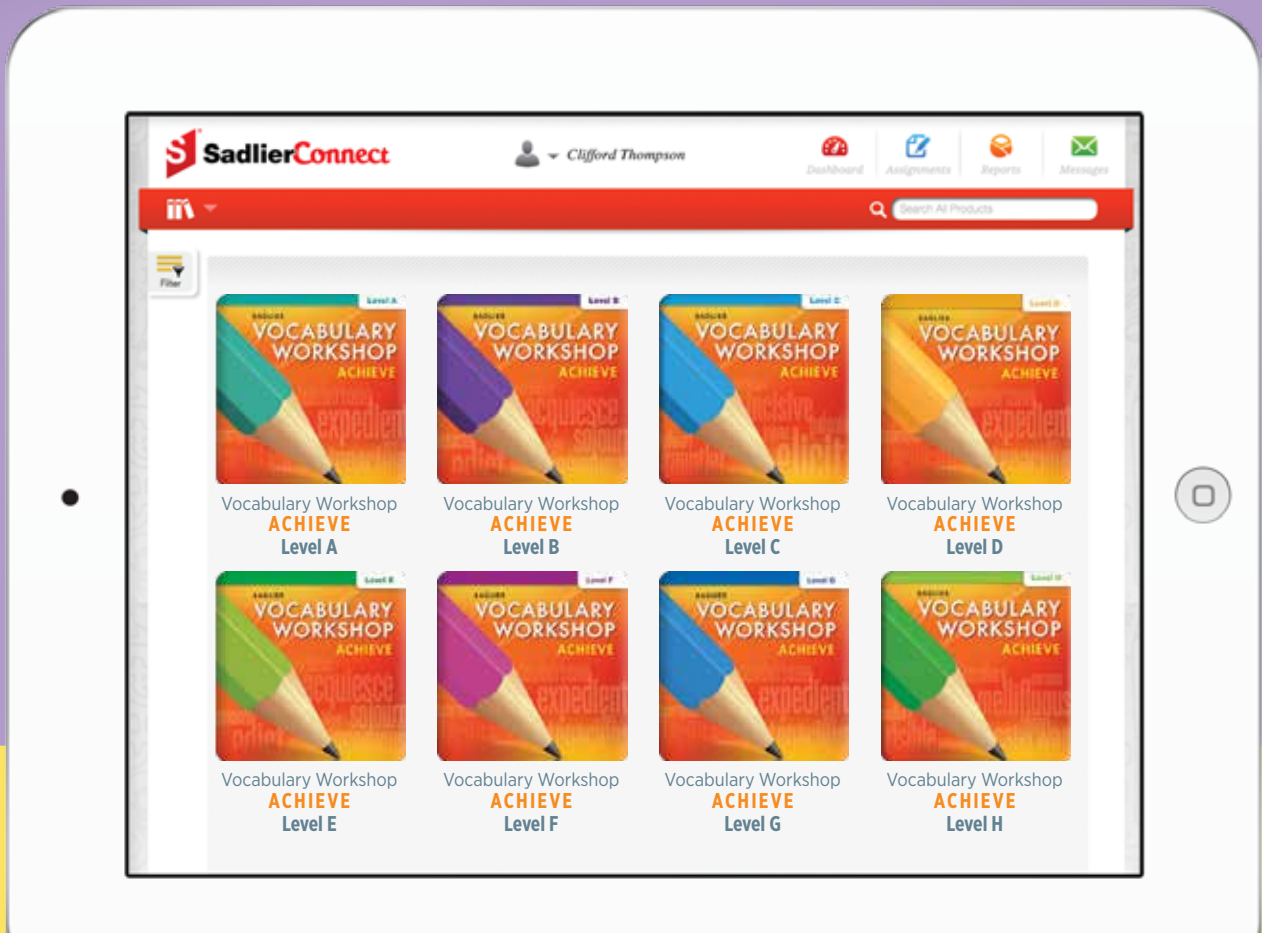
**RESEARCH:** The elements for teaching individual words explicitly are: (1) providing a student-friendly definition, (2) using the word in context and giving contextual information, (3) providing multiple exposures, and (4) offering opportunities for active involvement (Beck, et al., 2002; Graves, 2006; 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 interactive instruction, 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 Standardized Tests** 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](http://www.SadlierConnect.com) reinforce and enhance word learning with interactive games, 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)

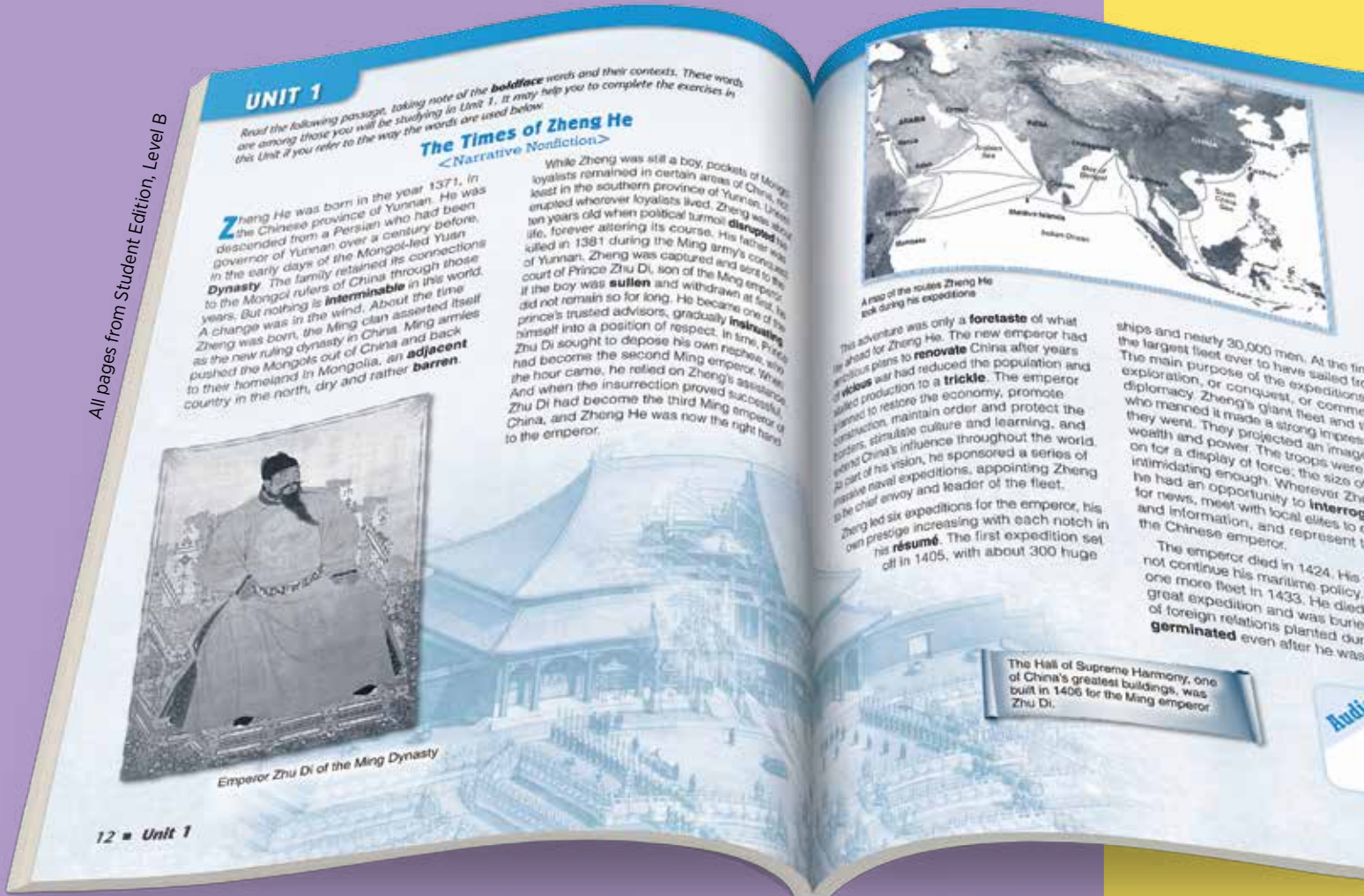


# Develop Word Knowledge Through Context *and* Definitions

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.

**R**eadng vocabulary in context provides a deeper understanding of words while also improving reading comprehension.

All pages from Student Edition, Level B



**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 (Marzano and Pickering, 2005).

**S**tudents use the passages' context clues to determine the meanings of unfamiliar words.

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. Learning words in smaller sets promotes deeper and more lasting learning of new vocabulary.

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

**L**istening 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.

- alight** (ə 'li:t) (v.) to get down from, step down from; to come down from the air, land; (adj.) lighted up  
The passengers hurried to \_\_\_\_\_ from the small airplane.  
The sky was \_\_\_\_\_ with a red glow as the fire raged in the distance.
- dynasty** (dɪ 'næ stē) (n.) a powerful family or group of rulers that maintains its position or power for some time  
The Han \_\_\_\_\_ of China was in power for about 400 years.
- germinate** (dʒər 'meɪ nāt) (v.) to begin to grow, come into being  
After he interrogated the suspect, suspicion began to \_\_\_\_\_ in the inspector's mind.
- humdrum** ('hʌm 'drʌm) (adj.) ordinary, dull, routine, without variation  
All household tasks are \_\_\_\_\_ according to my brother, who never helps with them.
- insinuate** (ɪn sɪn' yu: ət) (v.) to suggest or hint slyly; to edge into something indirectly  
The attorney attempted to \_\_\_\_\_ that the witness's testimony was false.
- interrogate** (ɪn ter' ə gət) (v.) to ask questions, examine by questioning  
Two detectives helped the young, inexperienced officer to \_\_\_\_\_ the suspect.
- résumé** (re' zʌ mə) (n.) a brief summary; a short written account of one's education, working experience, or qualifications for a job  
The job applicant gave a copy of her \_\_\_\_\_ to the person in charge of the employment agency.
- trivial** ('trɪ vɪ ə l) (adj.) not important, minor; ordinary, commonplace  
The general left all \_\_\_\_\_ details to subordinate officers.

For Words and audio passages, go to SadlierConnect.com.

Unit 1 ■ 13

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.

- adjacent** (ə 'dʒə s' ə nt) (adj.) near, next to, adjoining  
Boston and its \_\_\_\_\_ suburbs were severely flooded after three days of heavy rain.
- barren** ('bær 'ən) (adj.) not productive, bare  
In contrast to the rich land we left behind, the plains appeared to be a \_\_\_\_\_ landscape.
- disrupt** (dɪs 'rʌ pt) (v.) to break up, disturb  
Even the loud demonstration on the street below was not enough to \_\_\_\_\_ the meeting.
- foretaste** ('fɔ: tæ st) (n.) an advance indication, sample, or warning  
The eye-opening first scene of the new play gave the audience a \_\_\_\_\_ of things to come.
- hurtle** ('hɜ: təl) (v.) to rush violently, dash headlong; to fling or hurl forcefully  
After separating from its booster rocket, the capsule began to \_\_\_\_\_ through space.
- interminable** (ɪn tər' mə nə bəl) (adj.) endless, so long as to seem endless  
We had an \_\_\_\_\_ wait in the hot, crowded train station.
- recompense** (re' kəm pens) (v.) to pay back; to give a reward; (n.) a payment for loss, service, or injury  
My grandparents were happy to \_\_\_\_\_ the little girl who found their lost puppy.  
As \_\_\_\_\_ the landlord offered all tenants a month free of rent.
- renovate** ('ren' ə vət) (v.) to repair, restore to good condition, make new again  
The young couple brought in an architect and a contractor to help them \_\_\_\_\_ the old house.

18 ■ Unit 1

**L**earning 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).

# Teach Words in Context

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

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

**U**sing 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.

SadlierConnect.com: Words Audio Program 1

9. <b>truce</b> (trūs)	(n) a pause in fighting, temporary peace After tense negotiations, the warring nations reluctantly agreed to a five-day _____.
10. <b>vicious</b> (vih' əs)	(adj.) evil, bad; spiteful; having bad habits or an ugly disposition; painfully severe or extreme The _____ rumor was damaging to their budding friendship.

---

**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.

- Animals that are usually harmless can become **vicious** if they feel they are being threatened.
- In the evening hours, the city's theater district is filled with bright lights and **humdrum** activity.
- The servants arranged themselves in a long single row and waited for the new owner of the estate to **alight** from his carriage so they could formally greet him.
- In addition to proofreading your **résumé** yourself, you should ask someone else to read it over as well to make sure it is free of obvious errors.
- The leader was celebrated for being a **dynasty** because of the short amount of time she ruled over the people.
- Ideas often **germinate** when you least expect them to.
- This bulldozer can **interrogate** that pile of earth and rocks in just a few minutes.
- After more than 20 years of fighting, the feuding kingdoms grew weary and finally agreed to a **truce**.
- The two plans for merging the film studios are basically the same; any differences between them are **trivial**.
- Because the organization's budget is tight, its managers will have to find ways to **insinuate** existing resources.

Unit 1 • 15

**Set B**

**Choosing the Right Word** Select the **boldface** word that better conveys the meaning of 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.

- Our team spirit is so high that there is never a (**sullen, barren**) reaction from players who aren't chosen to start a game.
- If the sights we've seen today are a true (**recompense, foretaste**) of what lies ahead, we're in for some real treats.
- Only twenty yards from the finish line, the horse stumbled and (**hurtled, disrupted**) its rider to the ground.
- The principal asked the students not to hang around in front of the houses and other buildings (**adjacent to, barren to**) the school.
- What we want to do is (**recompense, renovate**) the old house without harming its charm and beauty.
- When I was a child, I was often (**disrupted, interrupted**) by my younger siblings.
- The admiral's speech was full of (**outrage, indignation**) at the news of the attack.
- As he grew older, he became more (**caustic, scathing**) in his criticism of the government.
- What we need is a (**truce, ceasefire**) between the two warring nations.
- Sometimes the most interesting (**detective, mystery**) stories are the ones that are the most unlikely.
- Are we going to have a (**truce, ceasefire**) between the two warring nations?
- When we were in the army, we were (**trained, drilled**) in the use of the rifle.

20 • Unit 1

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**Set A**

**Choosing the Right Word** Select the **boldface** word that better conveys the meaning of 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'd been looking forward to the new TV series, but the first episode turned out to be just (**vicious, detective**) story.
- "The program the usher handed you contained a (**truce, ceasefire**) of the action of the opera you are watching."
- He said that he was going to ask only "a feeble question," but I soon saw that he wanted to (**germinate, interrogate**) me thoroughly.
- Planted in the fertile soil of her imagination, the idea soon (**germinated, alighted**) into a plan.
- Even the most (**humdrum, vicious**) work can become a challenge if you do the very best you can.
- Regardless of who started this silly quarrel, the two nations (**truce, ceasefire**) and work together for the good of the people.
- The way to be successful at a job is to be persistent, even though you think some of them are just (**truce, ceasefire**).
- For three generations, their family has followed the (**truces, dynasties**) of this country.
- With flattery and clever half-truths, the new leader got himself into the inner circle of the organization.
- I am angry not because she criticized me, but because she criticized me with (**trivial, vicious**) remarks that were untrue and (**trivial, vicious**).
- The flight attendant asked the passenger to check his personal belongings before (**insinuating, interrogating**) the plane.
- Representatives from both nations met to discuss each side a chance to care for its wounded.

16 • Unit 1

## 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 standardized tests

**C**ompleting the Sentence gives students practice using context clues to verify word choice.

...ompletes each sentence.  
...12-13 to see how most  
...that the choices might



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

...es on Monday nights,  
...another (humdrum,

...ains a brief (résumé,  
...ré about to see," I

...w casual questions,"  
...inate, interrogate)

...t, the seed of a great  
...workable proposal.

...can be interesting if you regard  
...can.

...t, isn't it time for us to declare a  
...best interests of the school?

...carry out all instructions carefully,  
...(trivial, humdrum) or silly.

...rmed one of the leading automotive

...ewcomers (insinuated, interrogated)  
...anization.

...e but because she made remarks

...rs to make sure that they had all their  
...alighting) from the aircraft.

...o negotiate a (dynasty, truce) to give  
...ed.



### 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.

adjacent    disrupt    hurtle    recompense    sullen  
barren    foretaste    interminable    renovate    trickle

### 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.

alight    germinate    insinuate    résumé    truce  
dynasty    humdrum    interrogate    trivial    vicious

1. In the eleventh century, a foreign warlord invaded the country and set up a(n) \_\_\_\_\_ that ruled for more than 250 years.
2. When I applied for the job, I left a(n) \_\_\_\_\_ of my previous work experience with the personal office.
3. After the warring nations had agreed to a(n) \_\_\_\_\_, they faced the far more difficult task of working out a real peace.
4. Though they didn't say it in so many words, they did \_\_\_\_\_ that I was responsible for the accident.
5. As we sat at the side of the lake, we enjoyed watching the wild geese swoop down and \_\_\_\_\_ on the surface of the water.
6. The judge said to the lawyer, "You have a right to \_\_\_\_\_ the witness, but there is no need to bully her."
7. I never would have thought that so bitter and long-lasting a quarrel could result from such a(n) \_\_\_\_\_ and unimportant cause.
8. In only a few days, the seeds that I had planted in the fertile soil of the garden began to \_\_\_\_\_ and take root.
9. Many people who lead rather \_\_\_\_\_ lives get a great thrill from watching the exciting adventures of TV and movie superheroes.
10. Though my dog, Rover, is huge and fierce-looking, children are fond of him because he doesn't have a(n) \_\_\_\_\_ disposition.

End Set A

Unit 1 • 17

End Set B

Unit 1 • 21

# Reach 100% Mastery

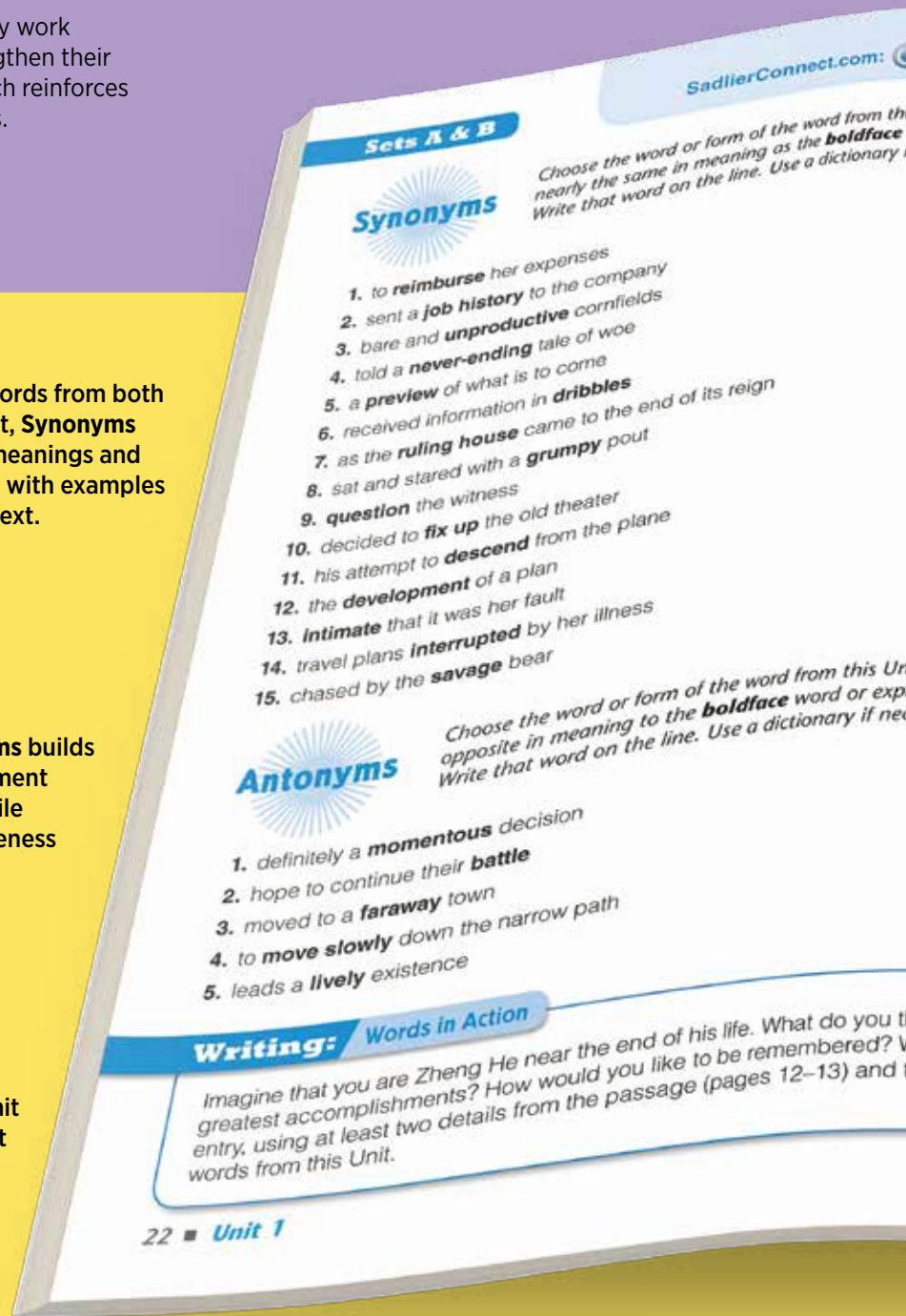
After students practice both sets of 10 words, they work with all 20 words together in exercises that strengthen their vocabulary knowledge. This stepped-out approach reinforces learning and leads to greater mastery of all words.

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

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

**W**riting 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).



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

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

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think are your Write a journal three or more

**Vocabulary in Context**

1

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.

Let's **hurtle** back through time to the beginning of ancient Chinese architecture. Much of traditional Chinese architecture made use of timber, and had buildings with tile roofs. Over time, stone carvings, rammed-earth construction, bucket arch buildings, and other techniques became part of the style of ancient Chinese architecture.

In the sixteenth century BCE, the Shang **dynasty** in China established two main design ideas of ancient Chinese architecture. The first design idea was that buildings should be long and low, with roofs held up by columns rather than walls. The roofs should appear to float above the ground. The second design idea emphasized symmetry. Symmetry meant that both sides of the building should be in balance. While this aspect of design may seem **trivial**, symmetry and balance are central to Taoism.

Fast forward to 221 BCE and the advent of Chinese imperial architecture. E'Pang Palace and Weiyang Palace were designed so that the royal family could live in one area while the emperor could conduct public affairs, such as negotiating a **truce**, in another area. Some of the sullen laborers of these ancient buildings were enslaved, and thus, they did not receive **recompense** for their work.

Ancient Chinese architecture, with its unique features that are far from **humdrum**, has made significant contributions to the world architectural system. Aspects of ancient Chinese architecture are visible in modern marvels like the Great Wall and the Forbidden City. Modern China owes a debt of gratitude to its beautiful ancient architecture.

- The word **hurtle** means about the same as
  - reverse
  - lift
  - speed
  - shift
- Dynasty** comes from the Greek word **dunastēs**. **Dunastēs** most likely means
  - lord
  - worker
  - author
  - chef
- Which word means the same as **trivial** as it is used in paragraph 2?
  - minor
  - elaborate
  - expensive
  - questionable
- What is the meaning of **truce** as it is used in paragraph 3?
  - crucial agreement
  - permanent treaty
  - lengthy amendment
  - temporary peace
- What is the meaning of **recompense** as it is used in paragraph 3?
  - benefits
  - payment
  - credit
  - respite
- Which word means the opposite of **humdrum** as it is used in paragraph 4?
  - ordinary
  - distinctive
  - artistic
  - exciting

Student Edition, Level B

*"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.

**V**ocabulary for Comprehension, Part 1 provides a passage with unit words embedded in context. Mirroring end-of-year assessments, 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 "A Llama's Odd Job," which contains words in **boldface** that appear in Units 1-3. Then answer the questions.

**The Llama's Odd Job**

For thousands of years, the llama has been a working animal. In fact, in the **barren**, rugged highlands of Peru, this **unique** animal has for centuries proved to be a reliable beast of burden, carrying heavy packs to lowland markets.

In just one day, a llama can travel 20 miles while carrying 50-75 pounds on its back. Sometimes hundreds of llamas travel together like this. These vegetarians eat many different kinds of plants. Llamas are related to camels and do not need much water to survive, so they are well suited to their work in Peru's mountains.

About one hundred years ago, the llama was brought to the United States. In this country, the llama has added to its **résumé** by gaining some unusual work experience, so strange in fact that here its "odd job" has all but replaced its **customary** use as a pack animal.

Because of its tendency to work hard, eat cheaply, go many miles without water, and get along well with people and other animals, the llama has proved to be a match for many other working animals. Yet it is not just in **trivial** matters, such as carrying golf bags (although llamas do serve as caddies) or in maintaining hiking trails (they do work for the National Park Service), that llamas have distinguished themselves in this country; in fact, in the United States, the llama's true calling seems to be in "predator protection," acting as a kind of fantastic "sheepdog."

Interestingly, llamas make good "guard dogs" for the following reasons: They are quick studies, learning in a few days what might take a dog a year to master. Also, llamas and sheep get along famously. Most important, llamas have a natural distaste for coyotes, the sheep's main predator, and they don't get frazzled in the face of danger. When brazen predators approach the herd, llamas aggressively chase away the intruders. They also possess a **vicious** kick that they use should a predator come too close. So serious is this problem that in the United States predators are said to have killed millions of dollars worth of sheep in the past few years. Although efforts have been under way to destroy the coyotes, the focus now is on protecting the sheep. It would seem that the best way to do that is to "hire" a llama. In fact, when interviewed in an Iowa study, half the llama-owning sheep farmers reported sheep losses down to zero since getting a llama, which just goes to show that there's nothing like having a good guard dog, especially when it's a llama.

48 • Review Units 1-3

In most **Vocabulary for Comprehension, Part 2** exercises, students are asked to compare paired passages, similar to items on the PSAT/NMSQT® and ACT Aspire™ exams.

PSAT/NMSQT 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 Aspire is a trademark of ACT.

**REVIEW UNITS 1-3** SadlierConnect.com: Test Prep

**Vocabulary for Comprehension**  
Part 2

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.**

In December 1781, the Americans and French defeated the British at the Battle of Yorktown. This victory forced the British to surrender, ending the seemingly **interminable** American Revolution. In April 1782, the Continental Congress selected five of its **constituents** to negotiate a treaty in Paris. These members were John Adams, Benjamin Franklin, John Jay, Thomas Jefferson, and Henry Laurens. Henry Laurens, however, was captured by a British warship and held in the Tower of London until the end of the war. Thomas Jefferson did not leave the United States in time for the negotiations. In order not to **hinder** the process, Laurens and Jefferson did not participate in negotiations for the Treaty of Paris.

On September 3, 1783, John Adams, Benjamin Franklin, and John Jay signed the Treaty of Paris with Great Britain. The Treaty of Paris was written to formally **culminate** the American Revolution. The Treaty of Paris had 10 articles that responded to demands that the United States had made of Britain. Article 1 of the Treaty of Paris recognized the independence of the United States from the British **regime**. Article 1 stated: "His Britannic Majesty acknowledges the said United States ... to be free sovereign and independent states." This article also asserted that the king "relinquishes all claims to the government, propriety, and territorial rights of the same and every part thereof."

Article 2 of the Treaty of Paris ceded British control over much of the land **adjacent** to the 13 colonies. This territory included all land between the Allegheny Mountains in the east and the Mississippi River in the west. This expanded U.S. territory excluded Canada. By defining these boundaries, the Treaty of Paris guaranteed American westward expansion. Article 2 of the Treaty of Paris also doubled the size of the young nation.

Another provision of the Treaty of Paris was to ensure that American fishermen had access to fisheries in Canadian waters. Article 3 of the Treaty of Paris stated: "It is agreed that the people of the United States shall continue to enjoy unmolested the right to take fish of every kind on the Grand Bank and on all the other banks of Newfoundland, also in the Gulf of Saint Lawrence and at all other places in the sea, where the inhabitants of both countries used at any time heretofore to fish."

Seven additional articles comprised the Treaty of Paris. These articles addressed **miscellaneous** subjects ranging from navigating the Mississippi River to **recompensing** debts. The Treaty of Paris was an **indispensable** document in American history because it established the foundation of the United States.

REVIEW UNITS 1-3

Synonyms

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.

barren	downright	interrogate	seethe
cater	entrepreneur	luster	sullen
culminate	foretaste	mutual	verity
dissuade	insinuate	renovate	vicious

1. My brother could have possibly saved so much money from his allowance alone, so I began to **question** him on where it came from. \_\_\_\_\_
2. She was not only a great chef, but also a savvy **businessperson** whose new restaurant was booked months in advance. \_\_\_\_\_
3. The director's decision to **conclude** the movie with a cliffhanger suggests that there is a sequel already in production. \_\_\_\_\_
4. When my friend asked what was bothering me, I realized I was not hiding my **grumpy** mood as well as I thought. \_\_\_\_\_
5. While I understand why the character in the novel seeks revenge on those who wronged him, I do not think his enemies' actions warrant such **malicious** payback. \_\_\_\_\_
6. The short comedy sketch released by the writers of the new series offers an exciting **preview** of what the show will be like. \_\_\_\_\_
7. I scrubbed the kitchen until every surface sparkled with a **sheen**. \_\_\_\_\_
8. Although he maintains he was simply "stretching the truth," I would describe him as nothing but an **out-and-out** liar. \_\_\_\_\_
9. Since my sister claimed she knocked over the vase on her way to come help me in the kitchen, I asked if she was trying to **imply** that I was responsible for her mistake. \_\_\_\_\_
10. There is nothing so exciting as meeting a new friend and quickly feeling a **reciprocal** affinity for one another. \_\_\_\_\_
11. Even when I tried to go to sleep, my mind continued to **churn** with thoughts of the day's events. \_\_\_\_\_
12. Since no one was home to provide a signature that would **prove** they received the package, it was sent back to the manufacturer. \_\_\_\_\_

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

Two-Word Completions

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

1. Winds fanned the flames, and the fire on the upper floors of the factory quickly spread to \_\_\_\_\_ buildings. Though firefighters worked valiantly to \_\_\_\_\_ its progress, the blaze soon engulfed the entire block.  
a. miscellaneous ... animate      c. available ... good  
b. adjacent ... hinder      d. upright ... germinate
2. When the new \_\_\_\_\_ took office, its first order of business was to pacify the country by arranging a \_\_\_\_\_ with the rebel forces that had been waging all-out war against the previous administration.  
a. regime ... truce      c. dynasty ... plague  
b. firebrand ... résumé      d. drone ... homicide
3. When I was very young, I truly \_\_\_\_\_ a life of excitement, adventure, and danger. But now that I'm a good deal older, I'm perfectly content with my rather \_\_\_\_\_ existence.  
a. alighted on ... trivial      c. hankered for ... humdrum  
b. indulged in ... peevish      d. brooded about ... interminable
4. Though crabmeat is the \_\_\_\_\_ ingredient in the classic recipe for a New Orleans fish stew, it isn't always in season. Professional chefs often replace it with whatever shellfish is \_\_\_\_\_ at the time, without any noticeable damage to the dish.  
a. unique ... indispensable      c. upright ... transparent  
b. customary ... available      d. humdrum ... adjacent
5. Running our country is full of all kinds of hidden \_\_\_\_\_ and traps for the unwary. For that reason, no president, no matter how alert or cautious, ever leaves office entirely \_\_\_\_\_ by the experience.  
a. firebrands ... poised      c. hazards ... unscathed  
b. regimes ... lubricated      d. orations ... animated
6. At one point in last night's hockey game, home-team fans became so angry with the referee that they began to \_\_\_\_\_ him with refuse. Programs, paper cups, and even a dead fish \_\_\_\_\_ through the air and landed at his feet.  
a. indulge ... loomed      c. disrupt ... droned  
b. single ... trickled      d. pelt ... hurtled
7. The speaker showed complete \_\_\_\_\_ to the record heat and heavy downpour. He was \_\_\_\_\_ however, when hecklers interrupted him for the fourth time.  
a. indifference ... indignant      c. oration ... liberate  
b. recompense ... indispensable      d. constituent ... poised

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.

LEARN MORE AND REQUEST A SAMPLE AT:

[www.SadlierSchool.com/VWA](http://www.SadlierSchool.com/VWA)

# Learn 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 essential literary works and nonfiction texts.

**WORD STUDY**

**Idioms**

In the passage “The Times of Zheng He” (see pages 12–13), the writer describes political unrest in fourteenth-century China by using the expression “a change in the wind.”

“A change in the wind” is an idiom that means a transformation of some kind will take place soon. 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** print. Then write the letter of the definition for the idiom in the sentence.

1. Whenever you do, don't **upset the applecart** by telling Elena that you're quitting. \_\_\_\_\_
2. The major signal is still pending to have all city buildings **go green** within the next two years. \_\_\_\_\_
3. After you graduate, what do you plan to do to **bring home the bacon**? \_\_\_\_\_
4. Of all the dogs in the rescue shelter, only one, a black Scottish terrier, **caught my eye**. \_\_\_\_\_
5. You know that Kate will **raise a stink** if she thinks she's been treated unfairly. \_\_\_\_\_
6. Mariavella has been patient, but the next time you skip practice, she's going to **blow the whistle** on you. \_\_\_\_\_
7. After an hour of his scrubbing and polishing, the bathroom is **as clean as a whistle**. \_\_\_\_\_
8. I forgot that the party was a surprise, so I **let the cat out of the bag** when I asked Austin if he was going to attend it. \_\_\_\_\_
9. Monica, who often speaks up without thinking, definitely needs to learn to **button his lip**. \_\_\_\_\_
10. Because of obesity's bad health effects, I've vowed to quit **cold turkey** on chocolate and other sweets. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_

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**U**nderstanding the meaning of common English idioms improves reading comprehension and enriches students' writing.

**WORD STUDY**

**Denotation and Connotation**

A word's **denotation** is its dictionary meaning, which conveys a neutral tone. The **connotation** of a word is its emotional association. Connotations may be positive, negative, or neutral.

Connotations are inherent, implied meanings. We know, for example, that there is a shade of difference in meaning between *worried* and *anxious*, even though the words have similar denotations. Consider these synonyms for the neutral word *country*:

rural rustic backwoods countrified

Rural and rustic have positive connotations, suggesting the peaceful countryside, while backwoods and countrified have negative connotations, suggesting roughness and a lack of sophistication.

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

NEUTRAL	POSITIVE	NEGATIVE
average	govern	dominate
important	prominent	conspicuous
economize	save	scrimp

**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.

**negative** 1. Mr. Jacobs likes to tell (*anecdotes, tales*) about his adventures.

**neutral** 2. A (*changeable, tickle*) wind is often not there when you need help.

**positive** 3. The speaker's use of video and audio made for an (*interesting, dramatic*) presentation.

**neutral** 4. The third-graders built a (*hickory, makeshift*) fort out of branches.

**positive** 5. My parents ate at a (*quirky, strange*) old restaurant where there were no written menus.

**negative** 6. After two inches of rain, the golf course was (*wet, sodden*).

**positive** 7. Willie is so (*passionate, devoted*) that anyone can converse with him to do his or her bidding.

**negative** 8. During the concert, we came face-to-face with a crowd of people wearing (*serious, grim*) expressions.

58 • Word Study

**R**ecognizing 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.

SadlierConnect.com: Greek and Latin Roots

**WORD STUDY**

**Classical Roots**

**pend, pens**—to hang, weigh; to pay; to set aside

The Latin root *pend* appears in **indispensable** (page 30). That word's original meaning was “not able to be set aside or done away with,” but now the word has come to mean “essential or necessary.” Some other words based on the same root are listed below.

dependent	dispend	expenditure	perpendicular
dispensary	expendable	pension	suspense

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 a dictionary if necessary.

1. relying on another for help or support; determined or conditioned by something else; a person who is supported by another  
A lion cub is \_\_\_\_\_ on its mother for nourishment.
2. to give out, distribute  
It is a judge's duty to \_\_\_\_\_ justice with an even hand.
3. a fixed amount paid to retired employees or their families  
At age 65, he will receive a small \_\_\_\_\_ from his company.
4. the amount of money spent; spending; using up (“paying out”)  
Worrying is a needless \_\_\_\_\_ of energy.
5. the state of being uncertain or undecided; anxiety; nervous uncertainty  
The audience was kept in \_\_\_\_\_ until the winner of the singing contest was announced.
6. a place where medicines are made or given out (“place from which things are weighed out”)  
The nurse obtained the medicine she needed in the hospital \_\_\_\_\_.
7. replaceable, nonessential  
It is difficult for some employees to realize that they are \_\_\_\_\_ and can be let go at any time.
8. at right angles; exactly upright; vertical  
The wall is \_\_\_\_\_ to the floor.

Word Study • 55

**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).

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

# Bring Together Vocabulary and 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.

**VOCABULARY WORKSHOP ACHIEVE AND LITERATURE**

Though it is first and foremost a program of direct and explicit instruction, *Vocabulary Workshop Achieve* can also be used to complement and support a literature-based approach to vocabulary study.

The word lists for *Vocabulary Workshop Achieve* are rich in the language of literature. Many of the words selected for instruction are drawn from classic and contemporary fiction and nonfiction and commonly appear in the texts and anthologies that students encounter in their classroom reading.

A list of excerpts from such literature appears below and on page T28. These **Vocabulary in Context: Literary Text** excerpts, available for all levels on [SadlierConnect.com](http://SadlierConnect.com), show students how Unit words in Levels A–C of *Vocabulary Workshop Achieve* have been used in classical literary contexts.

The *Vocabulary Workshop Achieve* word lists are also well stocked with vocabulary employed in analyzing, discussing, and writing about literature. With mastery of these words, students will be better able to contribute to classroom discourse about the texts they read and to express their thinking about literature with more precise and fluent writing.

Words singled out for instruction in the texts that students are reading can be compared with the words in *Vocabulary Workshop Achieve* to explore semantic families, nuances of meaning, diction, etymology, and many other features of language and the art of writing.

Level A		
Unit 1	Johann David Wyss	<i>The Swiss Family Robinson</i>
Unit 2	Walt Whitman	<i>Leaves of Grass</i>
Unit 3	Jules Verne	<i>Twenty Thousand Leagues Under the Sea</i>
Unit 4	Edgar Rice Burroughs	<i>A Princess of Mars</i>
Unit 5	H.G. Wells	<i>The First Men in the Moon</i>
Unit 6	Mark Twain	<i>The Prince and The Pauper</i> and <i>"The Celebrated Jumping Frog of Calaveras County"</i>
Unit 7	Charles Dickens	<i>Oliver Twist</i>
Unit 8	Sir Arthur Conan Doyle	<i>The Adventures of Sherlock Holmes</i>
Unit 9	L.M. Montgomery	<i>Anne of the Island</i>
Unit 10	Edgar Allan Poe	"The Gold Bug," "The Unparalleled Adventure of One Hans Pfaal," "MS. Found in a Bottle," and "The Murders in the Rue Morgue"
Unit 11	Jack London	<i>White Fang</i>
Unit 12	Sir Arthur Conan Doyle	<i>Tales of Terror and Mystery</i>

T27

Level B		
Unit 1	Edgar Allan Poe	"The Balloon Hoax," "The Mystery of Marie Roget," "MS. Found in a Bottle," and "The Gold-Bug"
Unit 2	O. Henry	"The Cop and the Anthem," "The Coming-out of Maggie," "The Green Door," "Springtime à la Carte," and "Man About Town"
Unit 3	Sir Arthur Conan Doyle	<i>The Lost World</i>
Unit 4	Jack London	<i>The Sea-Wolf</i>
Unit 5	Charles Dickens	<i>Oliver Twist</i>
Unit 6	Sir Arthur Conan Doyle	<i>The Adventures of Sherlock Holmes</i>
Unit 7	Mark Twain	<i>A Connecticut Yankee in King Arthur's Court</i>
Unit 8	Jules Verne	<i>A Journey to the Center of the Earth</i>
Unit 9	Bram Stoker	<i>Dracula</i>
Unit 10	Victor Hugo	
Unit 11	Mary Wollstonecraft Stowe	
Unit 12	Victor Hugo	
Unit 13	Jules Verne	
Unit 14	Hans Christian Andersen	
Unit 15	Sir Arthur Conan Doyle	

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

Level C		
Unit 1	Baroness Orczy	<i>The Scarlet Pimpernel</i>
Unit 2	O. Henry	"Brickdust Road," "Two Thanksgiving Day Gentlemen," "The Trimmed Lamp"
Unit 3	Henry David Thoreau	<i>Walden</i>
Unit 4	Edgar Allan Poe	"A Descent into the Maelström," "The Premature Burial," "The Pit and the Pendulum," "William Wilson"
Unit 5	Charles Dickens	<i>A Christmas Carol</i>
Unit 6	Jack London	<i>The Call of the Wild</i> and <i>White Fang</i>
Unit 7	Louisa May Alcott	<i>Little Women</i>
Unit 8	Stephen Crane	<i>The Monster and Other Stories</i> and <i>The Red Badge of Courage</i>
Unit 9	Mark Twain	<i>Life on the Mississippi</i>
Unit 10	Edgar Rice Burroughs	<i>Tarzan of the Apes</i>
Unit 11	E.M. Forster	<i>Where Angels Fear to Tread</i>
Unit 12	Sir Arthur Conan Doyle	<i>The Lost World</i>
Unit 13	George Eliot	<i>Silas Marner</i> and <i>The Mill on the Floss</i>
Unit 14	Robert Louis Stevenson	<i>Strange Case of Dr. Jekyll and Mr. Hyde</i>
Unit 15	Henry James	<i>The Turn of the Screw</i>

# Evaluate 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.

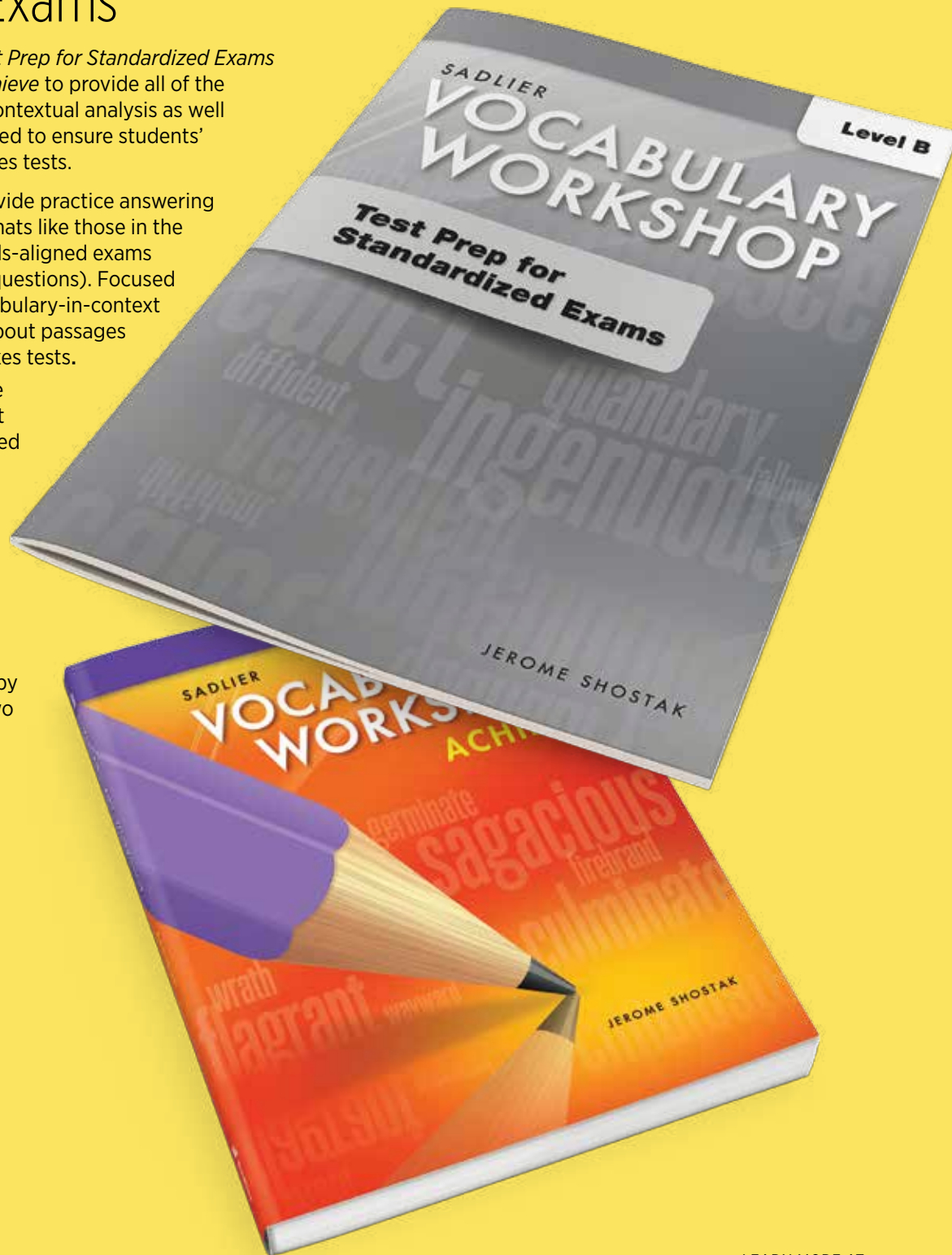
The chart below details the assessment options in *Vocabulary Workshop Achieve*.

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

# Master Vocabulary and High-Stakes Exams

Add *Vocabulary Workshop Test Prep for Standardized 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 high-stakes tests.

- **10 Tests** (10 items each) provide practice answering text-based questions in formats like those in the reading sections of standards-aligned exams (including evidence-based questions). Focused on comprehension and vocabulary-in-context skills, questions are asked about passages similar to those on high-stakes tests.
- **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.
- **2 Cumulative Tests** (10 items each), mirroring standards-aligned exams, assess critical reading skills by having students compare two passages related in topic or theme.



LEARN MORE AT

[www.SadlierSchool.com/TestPrep](http://www.SadlierSchool.com/TestPrep)

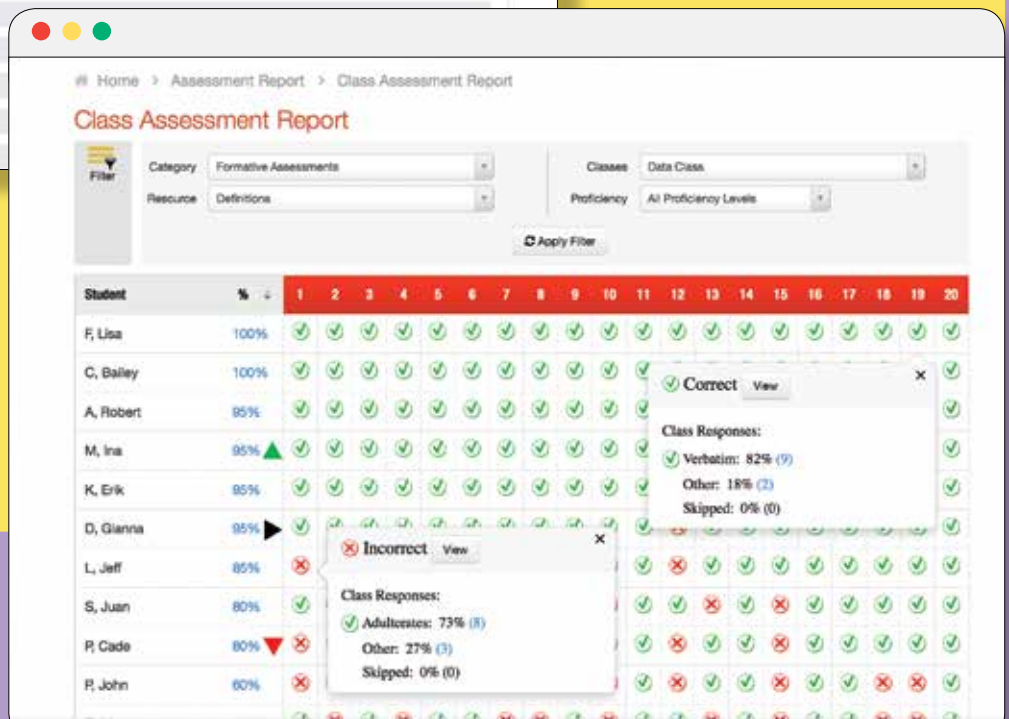
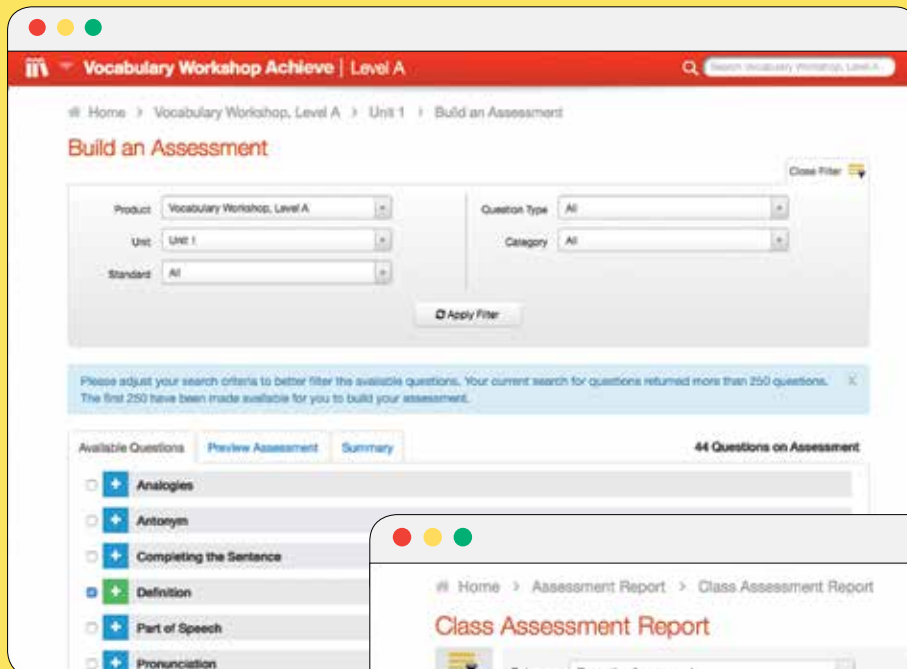
# Monitor Student Progress Online

Vocabulary Workshop Achieve Online Assessments, Grades 6–8, 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**
- **Administer** assignments for an entire class, groups of students, or individuals to complete online anytime, anywhere, on any Internet-accessible device
- **Save time** with auto-scored\* assessments and auto-generated reports
- **Monitor** results with real-time data and adjust instruction for greater student gains
- **Prepare students for online assessments**, familiarizing them with technology-enhanced items

REQUEST A 30-DAY FREE TRIAL AT

[www.SadlierSchool.com/OA](http://www.SadlierSchool.com/OA)



\*Select exercises must be manually scored.

# Go Fully Digital!

Create a powerful personalized learning experience with *Vocabulary Workshop Achieve* Interactive Edition, Grades 6–8.

With *Vocabulary Workshop Achieve* Interactive Edition, you can:

- **Access** the complete print program in a fully interactive format with the Online Assessments\*\* and digital resources at point of use
- **Deliver** dynamic vocabulary instruction to an entire class, small groups, or individual students with multiple exposures to words through Technology-Enhanced Items
- **Personalize** learning with Online Assessments and access content from multiple grade levels\*\*\*
- **Track** student progress with real-time data and a variety of reports—Class Assessment, Class Proficiency, Student Scores, Student Trend, and Student Tracking

The screenshot shows a digital reading interface. At the top, it says "Unit 1: Unit Passage". Below that is a blue header with "Unit". The main content area has a title "City of Gold" and a subtitle "<First-Person Narrative>". The text of the passage begins: "Long ago in western Africa, bands of traders traveled to the city of Timbuktu to buy goods in exchange for gold. The following account is given by a boy describing his first trip to the famous city. He is with a group of friends in the year 1450." Below the text is a small image of three children. There is also a "Listen" button with a timer set to 00:00:03:42.

The screenshot shows a "Definitions - Set A" window. It includes instructions: "Note spelling, pronunciation, part(s) of speech, and definition(s) of each of the following words. Then enter the word in the blank space(s) in the illustrative sentence(s) following. Finally, study the lists of synonyms and antonyms." A list of words is shown on the left, with "compress" highlighted. The definition for "compress" (verb) is provided: "(kəm pres') to press together; to reduce in size or volume." An illustrative sentence is: "The editor helped [ ] my rambling 25-page mystery into an 8-page thriller." Below this, it lists "SYNONYMS: condense, shrink, shorten" and "ANTONYMS: enlarge, swell". The definition for "compress" (noun) is also shown: "(kām' pres) a folded cloth or pad applied to an injury." An illustrative sentence is: "A cold [ ] may soothe headache pain."

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[www.SadlierSchool.com/VWA-IE](http://www.SadlierSchool.com/VWA-IE)

## Professional Development

*Vocabulary Workshop Achieve*—in print and digital formats—can be easily integrated with your literature-based curriculum, used to prepare students for standardized tests, and/or included in your full literacy block. Ask us how at [professionaldevelopment@sadlier.com](mailto:professionaldevelopment@sadlier.com)!

\*\*Included with the Interactive Edition. See page 14.  
\*\*\*Site License only

# Bring Vocabulary Alive with Digital Resources

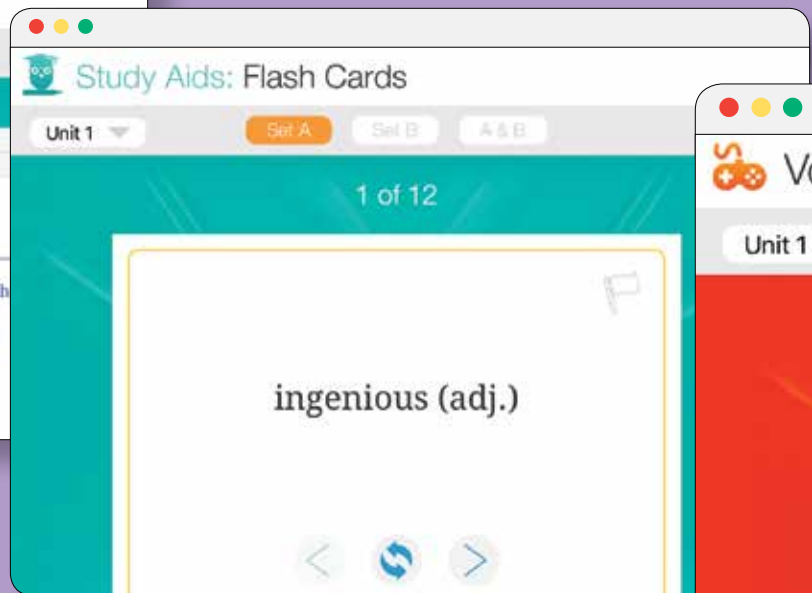
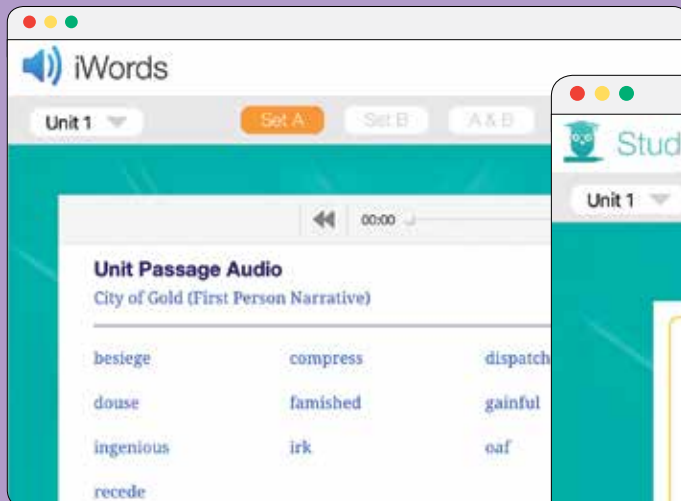
With *Vocabulary Workshop Achieve's* free digital resources on *Sadlier Connect*, students can see and manipulate new vocabulary in different contexts. For a blended-learning experience, these highly engaging audio and online activities motivate students to practice and reinforce their word knowledge outside of the traditional print formats.

- **iWords™ Audio Program** for unit passages and words support auditory learners, struggling readers, and English language learners.
- **Interactive study aids**—graphic organizers, flash cards, self-checks—make traditional studying more interactive and help test student understanding.
- **Interactive games**—such as Greek and Latin Roots Matching Challenge and Vocabulary Race—provide practice for applying newly learned strategies.



CHECK OUT VOCAB GAL'S BLOG FOR  
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FIND MORE PRACTICE AND REVIEW AT

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

# Vocabulary Workshop Achieve, Grades 6–12+ (Levels A–H)

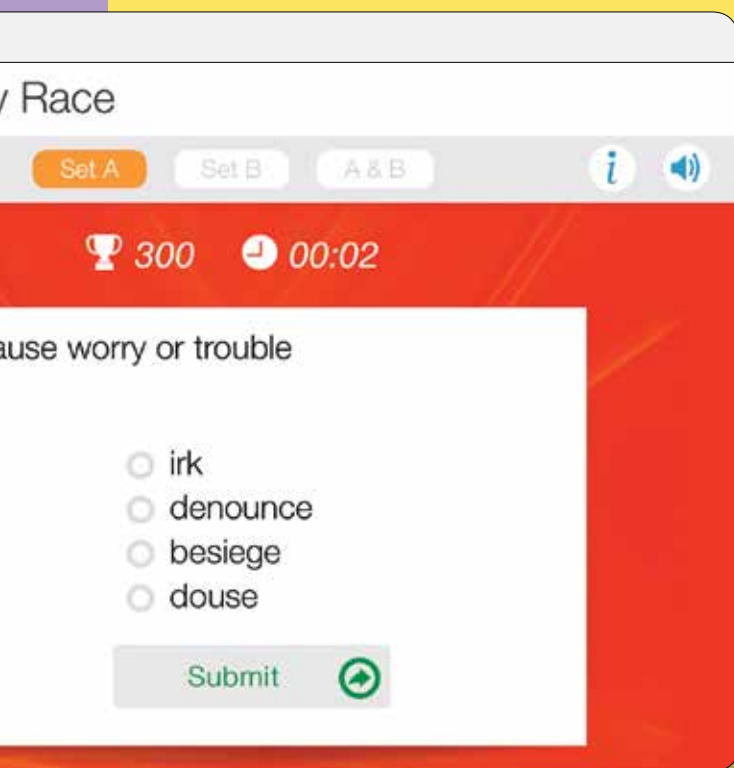
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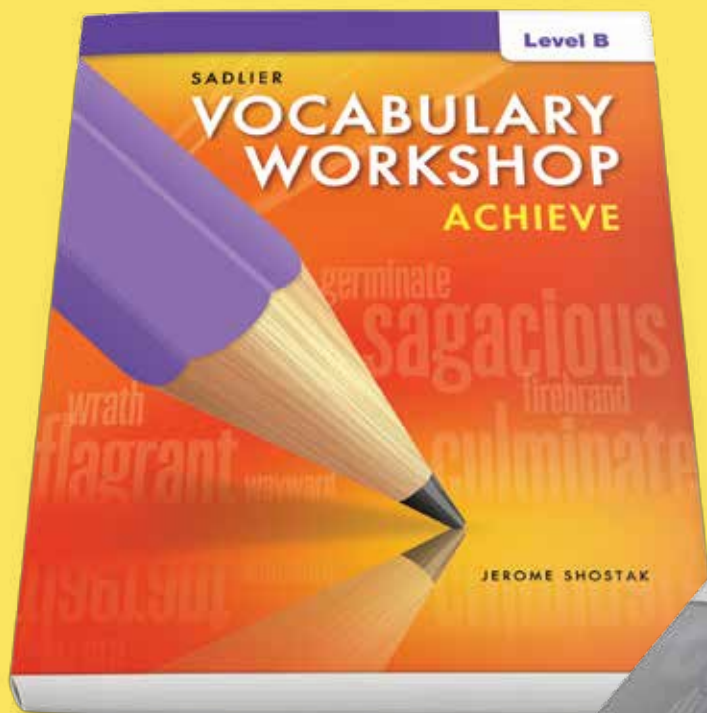
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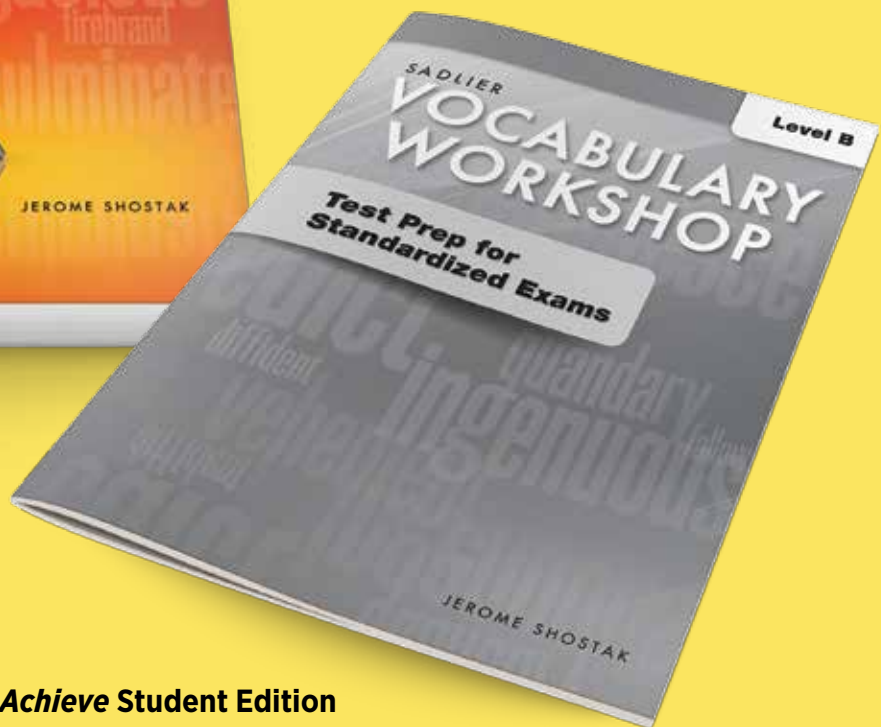
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