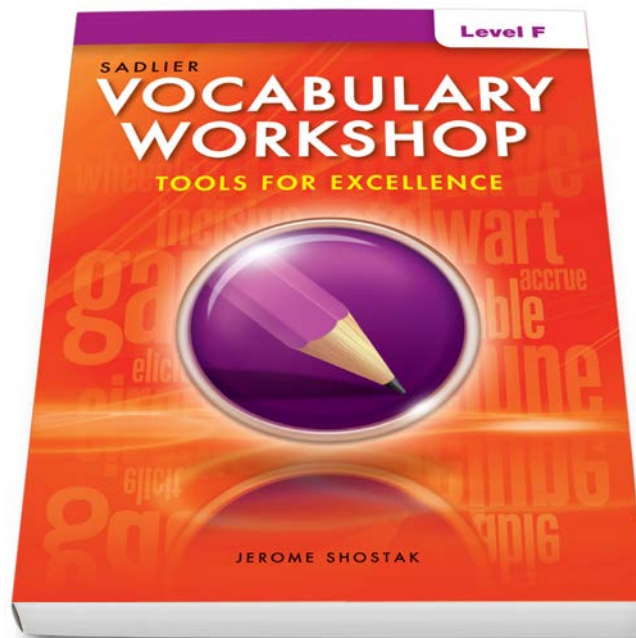


# Vocabulary Workshop

Tools for Excellence

Correlation to the Georgia Standards of Excellence  
for English Language Arts

**Grade 11**



**Key Aligned Content**

Language: Vocabulary Acquisition and Use. . . . . 2

**Additional Aligned Content**

Reading Literature. . . . . 12  
Reading Informational Text. . . . . 18  
Writing. . . . . 28  
Speaking and Listening. . . . . 33  
Language. . . . . 36

## Key Aligned Content

### Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Vocabulary Acquisition and Use

ELAGSE11-12L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

**STUDENT EDITION**

**Vocabulary In Context**

Students learn to recognize and use context clues in order to determine the meaning of unfamiliar words they encounter in their reading. The three types of context clues emphasized at this level of the program include restatement clue, contrast clue, and inference clue.

- Three Types of Context Clues—p. 7

**Unit Passage** (Introductory Reading Passage)

At least 15 of the 20 Unit vocabulary words are introduced within the context of each two-page, multi-paragraph Unit Passage. (A shorter version of the Unit Passage with a lower Lexile® level, the Differentiated Passage is available online—see Digital Resources below.)

Students read the words in context to activate prior knowledge, draw on context clues to determine the meaning of unfamiliar words, then apply what they learn throughout the unit and unit reviews.

- Unit 1—pp. 12-13; Unit 2—pp. 22-23; Unit 3—pp. 32-33; Unit 4—pp. 50-51; Unit 5—pp. 60-61; Unit 6—pp. 70-71; Unit 7—pp. 88-89; Unit 8—pp. 98-99; Unit 9—pp. 108-109; Unit 10—pp. 126-127; Unit 11—pp. 136-137; Unit 12—pp. 146-147; Unit 13—pp. 164-165; Unit 14—pp. 174-175; Unit 15—pp. 184-185

**Definitions**

In the Definitions section after each Unit Passage, students see the importance of context as they write each Unit word in the blank in order to complete an illustrative sentence. This activity prepares learners for the additional unit exercises that require the use of context clues to determine the meaning of unfamiliar words.

- Unit 1—pp. 14-16; Unit 2—pp. 24-26; Unit 3—pp. 34-36; Unit 4—pp. 52-54; Unit 5—pp. 62-64; Unit 6—pp. 72-74; Unit 7—pp. 90-92; Unit 8—pp. 100-102; Unit 9—pp. 110-112; Unit 10—pp. 128-130; Unit 11—pp. 138-140; Unit 12—pp. 148-150; Unit 13—pp. 166-168; Unit 14—pp. 176-178; Unit 15—pp. 186-188

*continued*

## Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Vocabulary Acquisition and Use

#### Choosing the Right Word

In place of a missing word in each exercise, students find a pair of bold-face words in parentheses. They consider figurative, extended, or abstract meanings before choosing the bold-face word that best fits the context of the given sentence.

- Unit 1—pp. 17-18; Unit 2—pp. 27-28; Unit 3—pp. 37-38; Unit 4—pp. 55-56; Unit 5—pp. 65-66; Unit 6—pp. 75-76; Unit 7—pp. 93-94; Unit 8—pp. 103-104; Unit 9—pp. 113-114; Unit 10—pp. 131-132; Unit 11—pp. 141-142; Unit 12—pp. 151-152; Unit 13—pp. 169-170; Unit 14—pp. 179-180; Unit 15—pp. 189-190

#### Synonyms

The Synonyms activity requires students to rely on context clues to help find a Unit word to match each given synonym.

- Unit 1—p. 18; Unit 2—p. 28; Unit 3—p. 38; Unit 4—p. 56; Unit 5—p. 66; Unit 6—p. 76; Unit 7—p. 94; Unit 8—p. 104; Unit 9—p. 114; Unit 10—p. 132; Unit 11—p. 142; Unit 12—p. 152; Unit 13—p. 170; Unit 14—p. 180; Unit 15—p. 190

#### Antonyms

This activity requires students to use context clues to help find a Unit word that is most nearly opposite in meaning to the boldface word or expression in the given phrase.

- Unit 1—p. 19; Unit 2—p. 29; Unit 3—p. 39; Unit 4—p. 57; Unit 5—p. 67; Unit 6—p. 77; Unit 7—p. 95; Unit 8—p. 105; Unit 9—p. 115; Unit 10—p. 133; Unit 11—p. 143; Unit 12—p. 153; Unit 13—p. 171; Unit 14—p. 181; Unit 15—p. 191

#### Completing the Sentence

Students rely on embedded context clues to help them choose and write the word that logically and/or figuratively fits into a blank in a given sentence.

- Unit 1—pp. 19-20; Unit 2—pp. 29-30; Unit 3—pp. 39-40; Unit 4—pp. 57-58; Unit 5—pp. 67-68; Unit 6—pp. 77-78; Unit 7—pp. 95-96; Unit 8—pp. 105-106; Unit 9—pp. 115-116; Unit 10—pp. 133-134; Unit 11—pp. 143-144; Unit 12—pp. 153-154; Unit 13—pp. 171-172; Unit 14—pp. 181-182; Unit 15—pp. 191-192

#### Vocabulary in Context: Literary Text

These pages feature excerpts from classic literature. Each excerpt uses one of the vocabulary words from the Unit and provides students with exposures to the vocabulary in the context of authentic literature.

- Unit 1—p. 21; Unit 2—p. 31; Unit 3—p. 41; Unit 4—p. 59; Unit 5—p. 69; Unit 6—p. 79; Unit 7—p. 97; Unit 8—p. 107; Unit 9—p. 117; Unit 10—p. 135; Unit 11—p. 145; Unit 12—p. 155; Unit 13—p. 173; Unit 14—p. 183; Unit 15—p. 193

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Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

Vocabulary Acquisition and Use

**Vocabulary for Comprehension, Parts 1 and 2**

Students read a passage of informational or literary text then answer vocabulary-in-context questions.

- Review Units 1-3—pp. 42-45; Review Units 4-6—pp. 80-83; Review Units 7-9—pp. 118-121; Review Units 10-12—pp. 156-159; Review Units 13-15—pp. 194-197

**Word Study: Denotation and Connotation**

For the Expressing the Connotation exercises, students read each sentence then consider context clues before selecting one of two vocabulary words that best expresses the desired connotation (positive, negative, or neutral).

In Challenge: Using Connotation, students use context clues to confirm their choice of a vocabulary word to replace the highlighted word in each sentence.

- Expressing the Connotation
  - Review Units 1-3—p. 47; Review Units 4-6—p. 85; Review Units 7-9—p. 123; Review Units 10-12—p. 161; Review Units 13-15—p. 199
- Challenge: Using Connotation
  - Review Units 1-3—p. 47; Review Units 4-6—p. 85; Review Units 7-9—p. 123; Review Units 10-12—p. 161; Review Units 13-15—p. 199

**Word Study: Idioms/Proverbs/Adages**

Choosing the Right Idiom/Proverb/Adage activities help students practice using context clues to figure out the meaning of figurative expressions.

- Idioms
  - Review Units 1-3 Choosing the Right Idiom—p. 48; Review Units 7-9 Choosing the Right Idiom—p. 124; Review Units 13-15 Choosing the Right Idiom—p. 200
- Proverbs
  - Review Units 4-6 Choosing the Right Proverb—p. 86
- Adages
  - Review Units 10-12 Choosing the Right Adage—p. 162

**Word Study: Classical Roots**

Students rely on context clues to understand the brief definition, as well as choose which word based on the featured root best completes the sentence.

- Review Units 1-3 (*cede, cess, ceas*)—p. 49
- Review Units 4-6 (*grad, gress*)—p. 87
- Review Units 7-9 (*mor, the*)—p. 125
- Review Units 10-12 (*equa, equi, ega, iqui*)—p. 163
- Review Units 13-15 (*quer, ques, quis*)—p. 201

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## Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Vocabulary Acquisition and Use

#### Final Mastery Test

- Two-Word Completions—p. 203  
For these word-omission exercises, students use embedded context clues to identify the correct choices.
- Supplying Words in Context—p. 204  
Students use context clues to select the word that bests completes each sentence.
- Choosing the Right Meaning—p. 206  
Students read each sentence, consider context clues, then select from four choices a synonym for the featured word in bold type.

#### DIGITAL RESOURCES\*

#### Assessment

- Benchmark Assessments
  - Beginning of the Year Pre-Test
    - Completing the Sentence  
Students use context clues to select the word that bests completes each sentence.
  - Final Mastery Test
    - Two-Word Completions  
Students rely on sentence context clues to select the word pair that bests fits each sentence.
    - Supplying Words in Context  
Students use context clues to select the word that bests completes each sentence.
    - Choosing the Right Meaning  
Students read each sentence, consider context clues, then select from four choices a synonym for the featured word in bold type.
- Cumulative Tests  
The first section for each Cumulative Test is Vocabulary in Context. Students rely on context clues again in Section V Completing the Sentences.
  - Cumulative Test 1 (Units 1-3)
  - Cumulative Test 2 (Units 1-6)
  - Cumulative Test 3 (Units 1-9)
  - Cumulative Test 4 (Units 1-12)
  - Cumulative Test 5 (Units 1-15)
- Test Prep for SAT & ACT  
Students read a passage of informational or literary text then answer comprehension and vocabulary-in-context questions.
  - SAT® Test Prep 1
  - ACT® Test Prep 1
  - SAT® Test Prep 2
  - ACT® Test Prep 2
  - SAT® Test Prep 3
  - ACT® Test Prep 3
  - SAT® Test Prep 4
  - ACT® Test Prep 4

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## Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Vocabulary Acquisition and Use

- SAT® Test Prep 5
- ACT® Test Prep 5
- SAT® Cumulative Test Prep
- ACT® Cumulative Test Prep

#### Reviews

- Review (Units 1-3, Units 4-6, Units 7-9, Units 10-12, Units 13-15)
  - Student Practice
    - Vocabulary for Comprehension Part 1/Part 2  
Students read each selection then answer comprehension and vocabulary-in-context questions.
    - Two-Word Completions  
After reading each sentence, students choose from a list the word pair that best fits the context of the sentence.

#### Units (Units 1-15)

- Instruction
  - Unit Passage  
At least 15 of the 20 Unit vocabulary words are introduced within the context of each two-page, multi-paragraph Unit Passage. Students read the words in context to activate prior knowledge, draw on context clues to determine the meaning of unfamiliar words, then apply what they learn throughout the unit and unit reviews.
  - Unit Passage: Differentiated Passage  
A shorter version of each Unit Passage, the printable Differentiated Passages with a lower Lexile® level are designed for striving readers and ELL students.  
As with the Unit Passage, students read Unit words in context to activate prior knowledge and draw on context clues to determine the meaning of unfamiliar word.
- Student Practice  
In each of the following activities, students focus on context clues to select the correct definition or use of a recently studied word.
  - Choosing the Right Word
  - Synonyms
  - Antonyms
  - Completing the Sentence
  - Vocabulary in Context: Literary Text
- Additional Practice
  - Passage-Based Reading (Units 1-10)  
Students read a passage of informational text from an academic discipline then select the letter of the best answer to the accompanying comprehension and vocabulary-in-context questions.
  - Model Reading Test (Units 11-15)  
Each Model Reading Test includes a vocabulary-in-context question.

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Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

Vocabulary Acquisition and Use

	<ul style="list-style-type: none"> <li>Practice Quiz/Practice Worksheet, Units 1-15</li> <li>Students read a short passage then <u>use clues to answer questions</u> about the italicized study words that appear in context in the text.</li> </ul>
<p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p>	<p><b>STUDENT EDITION</b></p> <p><b>Word Study: Classical Roots</b></p> <p>Each Word Study includes a Classical Roots exercise that provides instruction in and practice with Greek and Latin roots. Developing a useful, transferable technique to make sense out of unfamiliar words through Greek and Latin roots will help students unlock the meanings of thousands of words.</p> <ul style="list-style-type: none"> <li>Review Units 1-3 (<i>cede</i>, <i>cess</i>, <i>ceas</i>)—p. 49</li> <li>Review Units 4-6 (<i>grad</i>, <i>gress</i>)—p. 87</li> <li>Review Units 7-9 (<i>mor</i>, <i>the</i>)—p. 125</li> <li>Review Units 10-12 (<i>equa</i>, <i>equi</i>, <i>ega</i>, <i>iqui</i>)—p. 163</li> <li>Review Units 13-15 (<i>quer</i>, <i>ques</i>, <i>quis</i>)—p. 201</li> </ul> <p><b>DIGITAL RESOURCES*</b></p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>Student Program Overview and Resources             <ul style="list-style-type: none"> <li>Greek and Latin Roots Reference Guide                     <ul style="list-style-type: none"> <li>Word Structure: Greek and Latin Roots</li> </ul> </li> </ul> </li> </ul> <p>Students see how to build vocabulary by learning the meaning of word parts that make up many English words. These word parts include prefixes, suffixes, and roots, or bases. A useful strategy for determining the meaning of an unknown word is to “take apart the word and think about the parts.”</p> <p>Students examine the meaning of several common prefixes and see how those prefixes appear in sample words.</p> <p>Next, students learn how many common suffixes signal a word’s grammatical function as a noun, verb, or adjective. Adjacent to each suffix form and meaning are several sample words with suffixes.</p> <p>The final section focuses on Greek and Latin roots, meanings, and sample words.</p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Word Study (Units 1-3, Units 4-6, Units 7-9, Units 10-12, Units 13-15)             <ul style="list-style-type: none"> <li>Interactive Activities                     <ul style="list-style-type: none"> <li>Word Part Gallery</li> </ul> </li> </ul> </li> </ul> <p>In order to expose students to a deeper knowledge of word parts, <i>Vocabulary Workshop</i> includes a Word Part Gallery, available at SadlierConnect.com. The Word Part Gallery provides instruction and practice with Latin roots, Greek roots, prefixes, and suffixes through interactive lessons.</p> <p>Each interactive lesson in the Word Part Gallery identifies the word part, its meaning, and example words to help students understand the word part in context. Teachers can use direct</p> <p style="text-align: right;"><i>continued</i></p>

Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

Vocabulary Acquisition and Use

	<p>instruction to help students learn, explore, and practice with these word parts.</p> <ul style="list-style-type: none"> <li>Word Part Gallery: Teaching Suggestions</li> </ul>
<p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.</p>	<p><b>STUDENT EDITION</b>  <b>Pronunciation Key</b>                  Symbols in the Pronunciation Key are similar to those used in most recent standard dictionaries. The author has primarily consulted <i>Webster's Third New International Dictionary</i> and <i>The Random House Dictionary of the English Language (Unabridged)</i>.                  Many English words have multiple accepted pronunciations. The author has given one pronunciation when such words occur in this book except when the pronunciation changes according to the part of speech.                  Spaces in the phonetic respelling of each word indicate syllabication. The accent mark follows the syllable receiving the major stress.</p> <ul style="list-style-type: none"> <li>P. 11</li> </ul> <p><b>Definitions</b>                  The three-page Definitions section at the beginning of each Unit serves as a master reference of information for each of the Unit words. The 20 words in the numbered study list are presented in alphabetical order in a dictionary-style format.                  Students are instructed to note carefully the spelling, syllabication, pronunciation, part or parts of speech, and meaning for each new word. There is also an illustrative sentence, plus synonyms and antonyms.                  For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.                  Unit 1—pp. 14-16; Unit 2—pp. 24-26; Unit 3—pp. 34-36; Unit 4—pp. 52-54; Unit 5—pp. 62-64; Unit 6—pp. 72-74; Unit 7—pp. 90-92; Unit 8—pp. 100-102; Unit 9—pp. 110-112; Unit 10—pp. 128-130; Unit 11—pp. 138-140; Unit 12—pp. 148-150; Unit 13—pp. 166-168; Unit 14—pp. 176-178; Unit 15—pp. 186-188</p> <p><b>Synonyms</b>                  For the Synonyms activity in each Unit, students are directed to use a dictionary if necessary.</p> <ul style="list-style-type: none"> <li>Unit 1—p. 18; Unit 2—p. 28; Unit 3—p. 38; Unit 4—p. 56; Unit 5—p. 66; Unit 6—p. 76; Unit 7—p. 94; Unit 8—p. 104; Unit 9—p. 114; Unit 10—p. 132; Unit 11—p. 142; Unit 12—p. 152; Unit 13—p. 170; Unit 14—p. 180; Unit 15—p. 190</li> </ul> <p><b>Antonyms</b>                  For the Antonyms activity in each Unit, students are directed to use a dictionary if necessary.                  Unit 1—p. 19; Unit 2—p. 29; Unit 3—p. 39; Unit 4—p. 57; Unit 5—p. 67; Unit 6—p. 77; Unit 7—p. 95; Unit 8—p. 105; Unit 9—p. 115; Unit 10—p. 133; Unit 11—p. 143; Unit 12—p. 153; Unit 13—p. 171; Unit 14—p. 181; Unit 15—p. 191</p> <p style="text-align: right;"><i>continued</i></p>

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Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

Vocabulary Acquisition and Use

**Word Study**

- Denotation and Connotation  
Denotation refers to the word’s literal meaning, which is found in a dictionary entry.
  - Review Units 1-3—p. 46; Review Units 4-6—p. 84; Review Units 7-9—p. 122; Review Units 10-12—p. 160; Review Units 13-15—p. 198
- Classical Roots  
Students are directed to use a dictionary as needed.
  - Review Units 1-3—p. 49; Review Units 4-6—p. 87; Review Units 7-9—p. 125; Review Units 10-12—p. 163; Review Units 13-15—p. 201

**Word List**

A list of all the words taught in the units of this level of the program is located on the last two pages of the book. The number after each entry indicates the page on which the word is defined.

- Pages 207-208

ANNOTATED TEACHER’S EDITION

**Word Lists**

- Dictionary and Reference Sources—TAE p. T10

**Units**

- Synonyms (encourage students to use a thesaurus or dictionary to help them complete these exercises)—TAE p. T13
- Antonyms (encourage students to use a thesaurus or dictionary to help them complete these exercises)—TAE p. T13
- Denotation and Connotation (dictionary definition)—TAE p. T15

DIGITAL RESOURCES\*

**Overview**

- Student Program Overview and Resources
  - Pronunciation Key  
The pronunciation is indicated for every basic word in this level of the program. Pronunciation symbols are similar to those used in most recent standard dictionaries. The key is organized into four sections: Vowels, Consonants, Stress, and Abbreviations.
  - Program Word List  
Words taught at this level of the program appear in alphabetical order and include a page-number reference to where the word is defined.

**Units 1-15**

- Instruction
  - Instructional Videos†  
Listening to audio recordings of the definitions of Unit words is particularly helpful to auditory learners, ELL students, and striving readers.

*continued*

Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

Vocabulary Acquisition and Use

	<p>Students select and click on a Unit word to launch a video presentation that includes spelling, pronunciation, part(s) of speech, definition(s), and illustrative sentences.</p> <p>*Available with Vocabulary Workshop Interactive Edition (optional purchase).</p> <ul style="list-style-type: none"> <li>• Student Resources             <ul style="list-style-type: none"> <li>○ iWords (audio program)                 <p>The online iWords audio program provides a recording of each vocabulary word as a model for correct pronunciation. This program may be downloaded to a cellphone, allowing students to listen multiple times to the recommended pronunciations, definitions, and examples of usage for all taught vocabulary words.</p> </li> <li>○ Pronunciation Key</li> <li>○ Words Have a History, Too                 <p>Students learn that language is constantly changing. They examine words that have taken on new definitions or parts of speech, often related to their original meaning.</p> </li> </ul> </li> </ul>
<p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><b>STUDENT EDITION</b>  <b>Vocabulary in Context</b>                  An <b>inference clue</b> implies but does not directly state the meaning of the missing word or words. For example:</p> <p>“A treat for all ages,” the review read, “this wonderful novel combines the _____ of a scholar with the skill and artistry of an expert _____.”</p> <p>a. ignorance . . . painter                  b. wisdom . . . beginner                  c. wealth . . . surgeon                  d. knowledge . . . storyteller</p> <p>In this sentence, there are several inference clues: (a) the word <i>scholar</i> suggests knowledge; (b) the words <i>novel</i>, <i>artistry</i>, and <i>skill</i> suggests the word <i>storyteller</i>. These words are inference clues because they suggest or imply, but do not directly state, the missing word or words.</p> <ul style="list-style-type: none"> <li>• P. 7</li> </ul>
<p>ELAGSE11-12L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p>	<p><b>STUDENT EDITION</b>  <b>Word Study: Idioms/Proverbs/Adages</b>                  Students read each sentence. Using context clues to figure out the meaning of each figure of speech (in boldface print), they write the letter of the definition for the figure of speech in the sentence.</p> <ul style="list-style-type: none"> <li>• Idioms             <ul style="list-style-type: none"> <li>○ Review Units 1-3 Choosing the Right Idiom—p. 48; Review Units 7-9 Choosing the Right Idiom—p. 124; Review Units 13-15 Choosing the Right Idiom—p. 200</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

Vocabulary Acquisition and Use

	<ul style="list-style-type: none"> <li>• Proverbs                             <ul style="list-style-type: none"> <li>○ Review Units 4-6 Choosing the Right Proverb—p. 86</li> </ul> </li> <li>• Adages                             <ul style="list-style-type: none"> <li>○ Review Units 10-12 Choosing the Right Adage—p. 162</li> </ul> </li> </ul>
<p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p><b>STUDENT EDITION</b></p> <p><b>Vocabulary In Context</b> Students learn to recognize and use context clues in order to determine the meaning of unfamiliar words they encounter in their reading.</p> <ul style="list-style-type: none"> <li>• Three Types of Context Clues—p. 7                             <ul style="list-style-type: none"> <li>○ Restatement Clue (synonym)</li> <li>○ Inference Clue</li> </ul> </li> </ul> <p><b>Synonyms</b></p> <ul style="list-style-type: none"> <li>• Unit 1—p. 18; Unit 2—p. 28; Unit 3—p. 38; Unit 4—p. 56; Unit 5—p. 66; Unit 6—p. 76; Unit 7—p. 94; Unit 8—p. 104; Unit 9—p. 114; Unit 10—p. 132; Unit 11—p. 142; Unit 12—p. 152; Unit 13—p. 170; Unit 14—p. 180; Unit 15—p. 190</li> </ul> <p><b>Word Study: Denotation and Connotation</b> Students explore nuances in meaning of words with similar denotations.</p> <ul style="list-style-type: none"> <li>• Review Units 1-3—pp. 46-47; Review Units 4-6—pp. 84-85; Review Units 7-9—pp. 122-123; Review Units 10-12—pp. 160-161; Review Units 13-15—pp. 198-199</li> </ul> <p><b>Final Mastery Test</b></p> <ul style="list-style-type: none"> <li>• Synonyms—p. 202</li> </ul> <p><b>ANNOTATED TEACHER'S EDITION</b></p> <p><b>Units</b></p> <ul style="list-style-type: none"> <li>• Synonyms—TAE p. T13</li> </ul>
<p>ELAGSE11-12L6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Throughout the <i>Vocabulary Workshop</i> program, students build and use vocabulary knowledge through a variety of increasingly sophisticated language arts activities. These activities include gleaning extended and short reading selections for context clues that unlock the meaning of unfamiliar words and phrases, as well as improve comprehension.</p> <p>Students practice regularly selecting and using the right words in their speaking and writing. Word relationship and word-building lessons covering synonyms, antonyms, roots, and shades of meaning likewise help equip students for independent development of academic and domain-specific words and phrases.</p>

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## Additional Aligned Content

### Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Key Ideas and Details

**ELAGSE11-12RL1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### STUDENT EDITION

#### Vocabulary and Reading

- Types of Questions
  - Main Idea Questions—p. 8
  - Detail Questions—p. 8
  - Inference Questions (make inferences or draw conclusions from the passage)—p. 9
  - Evidence-Based Questions—p. 9

#### Vocabulary for Comprehension, Parts 1 and 2

Students read a passage of literary text then answer explicit and implicit comprehension questions, citing textual evidence.

#### Examples

5. In the second and third paragraphs, what was the narrator’s reaction after hearing the first mysterious song? hat Lady Howard is D) Disappointment, as he was hoping to hear the song again (p. 119)
  6. Which choice provides the best evidence for the answer to the previous question? D) Lines 64–66 (“Imagine . . . repeated!”) (p. 119)
- Review Units 7–9
    - Part 1 William Henry Hudson (from *Green Mansions: A Romance of the Tropical Forest*)—pp. 118–119
    - Part 2 Harriet Beecher Stowe (from “The Squirrels that Live in a House”)—pp. 120–121

#### DIGITAL RESOURCES\*

#### Assessment

- Test Prep for SAT & ACT
 

Students read a passage of literary text then answer explicit and implicit comprehension question, as well as identify supporting evidence.

*Example*

8. When the narrator claims that students would “have no need to ‘walk the hospitals,’ if they had me,” (lines 59–60) he means:  
G. medical students would be able to limit their observations of patients’ medical problems to the narrator because he has every disease possible.(ACT® Test Prep 4)

  - SAT® Test Prep 1 Units 1–3 Virginia Woolf [from “Kew Gardens”]
  - SAT® Test Prep 4 Units 10–12 Edith Wharton [from *Custom of the Country*]
  - ACT® Test Prep 1 Units 1–3 Jack London [from “That Dead Men Rise Up Never”]
  - ACT® Test Prep 4 Units 10–12 Jerome K. Jerome [from *Three Men in a Boat (To Say Nothing of the Dog)*]

*continued*

## Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Key Ideas and Details

	<p><b>Unit 15</b></p> <ul style="list-style-type: none"> <li>• Additional Practice</li> </ul> <p><i>Example</i></p> <p>4. According to the author, the Supreme Court case that mandated a jury trial as a constitutional right in many criminal cases was <i>c. Duncan v. Louisiana</i> (Unit 15)</p> <ul style="list-style-type: none"> <li>○ Model Reading Test             <ul style="list-style-type: none"> <li>▪ Unit 15 Prose Fiction [Untitled] (Jury Duty)</li> </ul> </li> </ul>
<p>ELAGSE11-12RL2 Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p><u>STUDENT EDITION</u></p> <p><b>Vocabulary for Comprehension, Parts 1 and 2</b></p> <p>Students read a passage of literary text then consider theme or central idea when answering comprehension questions.</p> <p><i>Example</i></p> <p>8. Which of the following sentences best summarizes the passage? B) The narrator returns to a mysterious forest and is captivated by a bird song. (p. 119)</p> <ul style="list-style-type: none"> <li>• Review Units 7-9             <ul style="list-style-type: none"> <li>○ Part 1 William Henry Hudson (from <i>Green Mansions: A Romance of the Tropical Forest</i>)—pp. 118-119</li> <li>○ Part 2 Harriet Beecher Stowe (from “The Squirrels that Live in a House”)—pp. 120-121</li> </ul> </li> </ul> <p><u>DIGITAL RESOURCES*</u></p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Test Prep for SAT &amp; ACT</li> </ul> <p>Students read a passage of literary text then answer explicit and implicit comprehension question, as well as identify supporting evidence.</p> <p><i>Example</i></p> <p>9. As presented in the passage, the narrator is best described as: B) fretful and suggestible. (ACT® Test Prep 4)</p> <ul style="list-style-type: none"> <li>○ SAT® Test Prep 1 Units 1-3 Virginia Woolf [from “Kew Gardens”]</li> <li>○ SAT® Test Prep 4 Units 10-12 Edith Wharton [from <i>Custom of the Country</i>]</li> <li>○ ACT® Test Prep 1 Units 1-3 Jack London [from “That Dead Men Rise Up Never”]</li> <li>○ ACT® Test Prep 4 Units 10-12 Jerome K. Jerome [from <i>Three Men in a Boat (To Say Nothing of the Dog)</i>]</li> </ul> <p><b>Unit 15</b></p> <ul style="list-style-type: none"> <li>• Additional Practice</li> </ul> <p><i>Example</i></p> <p>1. The passage is primarily about d. the results of the writer’s research about juries (Unit 15)</p> <ul style="list-style-type: none"> <li>○ Model Reading Test             <ul style="list-style-type: none"> <li>▪ Unit 15 Prose Fiction [Untitled] (Jury Duty)</li> </ul> </li> </ul>

## Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Key Ideas and Details

ELAGSE11-12RL3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

N/A

### Craft and Structure

ELAGSE11-12RL4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

#### STUDENT EDITION

#### Word Study: Denotation and Connotation

Students learn how writers can make their work richer and more expressive by choosing words that convey the desired mood, tone, or shade of meaning. In these activities, students examine positive, negative, or neutral connotations of words.

- Review Units 1–3—pp. 46–47
- Review Units 4–6—pp. 84–85
- Review Units 7–9—pp. 122–123
- Review Units 10–12—pp. 160–161
- Review Units 13–15—pp. 198–199

#### Word Study: Idioms/Proverbs/Adages

Students read each sentence. Using context clues to figure out the meaning of each figure of speech (in boldface print), they write the letter of the definition for the figure of speech in the sentence.

- Idioms
  - Review Units 1–3 Choosing the Right Idiom—p. 48; Review Units 7–9 Choosing the Right Idiom—p. 124; Review Units 13–15 Choosing the Right Idiom—p. 200
- Proverbs
  - Review Units 4–6 Choosing the Right Proverb—p. 86
- Adages
  - Review Units 10–12 Choosing the Right Adage—p. 162

#### Vocabulary in Context: Literary Text

These pages feature excerpts from classic literature. Each excerpt provides students with the opportunity to determine the meaning of a Unit word in the context of authentic literature.

- Unit 1 Charles Dickens [from *David Copperfield*]—p. 21
- Unit 2 Herman Melville [from *Moby-Dick*]—p. 31
- Unit 3 Thomas Jefferson [from *The Writings of Thomas Jefferson and Memoirs, Correspondence, and Miscellanies*]—p. 41
- Unit 4 Nathaniel Hawthorne [from *The Scarlet Letter*]—p. 59
- Unit James Fenimore Cooper [from *The Spy*]—p. 69

*continued*

## Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Craft and Structure

- Unit 6 Edgar Allan Poe [from *The Works of Edgar Allan Poe*, Volume II]—p. 79
- Unit 7 Sinclair Lewis [from *Main Street*]—p. 97
- Unit 8 Henry James [from *The Wings of the Dove*]—p. 107
- Unit 9 Edith Wharton [from *The House of Mirth*]—p. 117
- Unit 10 Mark Twain [from *Innocents Abroad*]—p. 135
- Unit 11 F. Scott Fitzgerald [from *The Beautiful and Damned*]—p. 145
- Unit 12 Nathaniel Hawthorne [from *The Marble Faun*]—p. 155
- Unit 13 Margaret Fuller Ossoli [from *The Memoirs of Margaret Fuller Ossoli*, Volume I]—p. 173
- Unit 14 Charles Dickens [from *Bleak House* and *Our Mutual Friend*]—p. 183
- Unit 15 Washington Irving [from *Tales of a Traveller*]—p. 193

#### Vocabulary for Comprehension, Parts 1 and 2

Students read a passage of literary text then determine the meaning of words as used in the text.

##### Example

7. As it is used in line 81, “abate” most nearly means A) subside. (p. 121)

- Review Units 7-9
  - Part 1 William Henry Hudson (from *Green Mansions: A Romance of the Tropical Forest*)—pp. 118-119
  - Part 2 Harriet Beecher Stowe (from “The Squirrels that Live in a House”)—pp. 120-121

#### DIGITAL RESOURCES\*

##### Assessment

- Test Prep for SAT & ACT
 

Students read a passage of literary text then determine the meaning of words as used in the text.

7. As it is used in line 50, “surmised” most nearly means C) conjectured. (SAT® Test Prep 1)

  - SAT® Test Prep 1 Units 1-3 Virginia Woolf [from “Kew Gardens”]
  - SAT® Test Prep 4 Units 10-12 Edith Wharton [from *Custom of the Country*]
  - ACT® Test Prep 1 Units 1-3 Jack London [from “That Dead Men Rise Up Never”]
  - ACT® Test Prep 4 Units 10-12 Jerome K. Jerome [from *Three Men in a Boat (To Say Nothing of the Dog)*]

## Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Craft and Structure

<p>ELAGSE11-12RL5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>N/A</p>
<p>ELAGSE11-12RL6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>N/A</p>

### Integration of Knowledge and Ideas

<p>ELAGSE11-12RL7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare as well as one play by an American dramatist.)</p>	<p>N/A</p>
<p>ELAGSE11-12RL8 (Not applicable to literature).</p>	
<p>ELAGSE11-12RL9 Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works (of American Literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics.</p>	<p>N/A</p>



## Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Range of Reading and Level of Text Complexity

ELAGSE11-12RL10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Passages

##### STUDENT EDITION

#### Vocabulary for Comprehension, Parts 1 and 2

Students read a passage of literary text then answer comprehension and vocabulary-in-context questions.

- Review Units 7-9
  - Part 1 William Henry Hudson (from *Green Mansions: A Romance of the Tropical Forest*)—pp. 118-119
  - Part 2 Harriet Beecher Stowe (from “The Squirrels that Live in a House”)—pp. 120-121

##### DIGITAL RESOURCES\*

#### Assessment

- Test Prep for SAT & ACT
  - Students read a passage of informational text then answer explicit and implicit comprehension question, as well as identify supporting evidence.
  - SAT® Test Prep 1 Units 1-3 Virginia Woolf [from “Kew Gardens”]
  - SAT® Test Prep 4 Units 10-12 Edith Wharton [from *Custom of the Country*]
  - ACT® Test Prep 1 Units 1-3 Jack London [from “That Dead Men Rise Up Never”]
  - ACT® Test Prep 4 Units 10-12 Jerome K. Jerome [from *Three Men in a Boat (To Say Nothing of the Dog)*]

#### Excerpts

##### STUDENT EDITION

#### Vocabulary in Context: Literary Text

These pages contain excerpts from classic literature. Each excerpt uses one of the vocabulary words from the Unit and provides an example of how a notable writer has used the featured word to convey a thought or feeling or enrich a narrative.

- Unit 1 Charles Dickens [from *David Copperfield*]—p. 21
- Unit 2 Herman Melville [from *Moby-Dick*]—p. 31
- Unit 3 Thomas Jefferson [from *The Writings of Thomas Jefferson and Memoirs, Correspondence, and Miscellanies*]—p. 41
- Unit 4 Nathaniel Hawthorne [from *The Scarlet Letter*]—p. 59
- Unit James Fenimore Cooper [from *The Spy*]—p. 69
- Unit 6 Edgar Allan Poe [from *The Works of Edgar Allan Poe, Volume II*]—p. 79
- Unit 7 Sinclair Lewis [from *Main Street*]—p. 97
- Unit 8 Henry James [from *The Wings of the Dove*]—p. 107
- Unit 9 Edith Wharton [from *The House of Mirth*]—p. 117
- Unit 10 Mark Twain [from *Innocents Abroad*]—p. 135
- Unit 11 F. Scott Fitzgerald [from *The Beautiful and Damned*]—p. 145

*continued*

## Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Range of Reading and Level of Text Complexity

- Unit 12 Nathaniel Hawthorne [from *The Marble Faun*—p. 155
- Unit 13 Margaret Fuller Ossoli [from *The Memoirs of Margaret Fuller Ossoli, Volume I*—p. 173
- Unit 14 Charles Dickens [from *Bleak House and Our Mutual Friend*—p. 183
- Unit 15 Washington Irving [from *Tales of a Traveller*—p. 193

#### Unit 15

- Additional Practice
  - Model Reading Test
    - Unit 15 Prose Fiction [Untitled] (Jury Duty)

## Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Key Ideas and Details

ELAGSE11-12RI1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### STUDENT EDITION

#### Vocabulary and Reading

- Types of Questions
  - Main Idea Questions—p. 8
  - Detail Questions—p. 8
  - Inference Questions (make inferences or draw conclusions from the passage)—p. 9
  - Evidence-Based Questions—p. 9

#### Vocabulary for Comprehension, Parts 1 and 2

Students read a passage of informational text then answer explicit main idea and inference questions.

#### Examples

3. It may reasonably be inferred from the second paragraph (lines 21–35) that the author B) has a low opinion of critics. (p. 195)
4. Which choice provides the best evidence for the answer to the previous question? D) Lines 32–35 (“It is easy . . . absurd”)(p. 195)

- Review Units 1–3
  - Part 1 [Untitled] (An Overview of Edith Maud Eaton’s Writing and Its Social Context)—pp. 42–43
  - Part 2 [Untitled] (Biographical Sketches)—pp. 44–45
- Review Units 4–6
  - Part 1 [Untitled] (The New Caledonian Crow)—pp. 80–81
  - Part 2 [Untitled]—pp. 82–83
    - Passage 1 (Telenovelas as Escapism)
    - Passage 2 (Telenovelas Represent Reality)

*continued*

## Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Key Ideas and Details

- Review Units 10–12
  - Part 1 [Untitled] (Evolution of the Library)—pp. 156–157
  - Part 2 [Untitled]—pp. 158–159
    - Passage 1 (The Problems of Student Debt)
    - Passage 2 (Advantages of a Graduate Degree)
- Review Units 13–15
  - Part 1 [Untitled] (The Role of the Theater Critic)—pp. 194–195
  - Part 2 [Untitled] (Origins and Development of Early Written Language.)—pp. 196–197

**ANNOTATED TEACHER'S EDITION**

**Reading Passages in Level F**

- Questions for Critical Thinking—ATE p. T29

**DIGITAL RESOURCES\***

**Assessment**

- Test Prep for SAT & ACT

Students read a passage of informational text then answer explicit and implicit comprehension question, as well as identify supporting evidence.

*Example*

3. From the narrator's description of his situation in the second paragraph (lines 29–47), it can reasonably be inferred that he felt:  
A. confident, but somewhat intimidated. (ACT® Test Prep 1)

- SAT® Test Prep 2 Units 4–6 Samuel Seabury [from “Letters of a Westchester Farmer”]
- SAT® Test Prep 3 Units 7–9 Willa Cather [from “On the Art of Fiction”]
- SAT® Test Prep 5 Units 13–15 Matthew A. Henson [from journal entries of Matthew A. Henson, reprinted in *The Upward Path*]
- SAT® Cumulative Test Prep Passage A: Samuel Johnson [from *Dictionary of the English Language*]/Passage B [from *Building an Enriched Vocabulary*]
- ACT® Test Prep 2 Units 4–6 Abigail Adams [from a letter written to her husband, John Adams, during the Revolutionary War in 1778]
- ACT® Test Prep 3 Units 7–9 James E. Shepard [from a speech given by James E. Shepard to a graduating class, “Is the Game Worth the Candle?”]
- ACT® Test Prep 5 Units 13–15 Horace White [from a letter to Murat Halstead, the editor of the Cincinnati Commercial]
- ACT® Cumulative Test Prep Passage A: William Wells Brown [from “Letter XIX” from *Three Years in Europe: Places I have Seen and People I Have Met*]/Passage B: Booker T. Washington [from *Booker T. Washington*]

*continued*

## Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Key Ideas and Details

	<p><b>Units 1-10</b></p> <ul style="list-style-type: none"> <li>• Additional Practice Students read a passage then pick the best answer for explicit main idea and inference questions.             <ul style="list-style-type: none"> <li>○ Passage-Based Reading <i>Example</i></li> <li>2. The two ventures by the Wright brothers that the writer discusses most full are a. a printing business and a bicycle sales and repair shop (Unit 3)                 <ul style="list-style-type: none"> <li>▪ Unit 1 [Untitled] (Magna Carta)</li> <li>▪ Unit 2 [Untitled] (William Blake’s “The Tyger”)</li> <li>▪ Unit 3 [Untitled] (European Opera)</li> <li>▪ Unit 4 [Untitled] (Malaria)</li> <li>▪ Unit 5 [Untitled] (Florida Everglades)</li> <li>▪ Unit 6 [Untitled] (Bower Birds)</li> <li>▪ Unit 7 [Untitled] (The Assembly Line)</li> <li>▪ Unit 8 [Untitled] (Symphonic Poems)</li> <li>▪ Unit 9 [Untitled] (British House of Lords)</li> <li>▪ Unit 10 [Untitled] (Designer of the First American Flag)</li> </ul> </li> </ul> </li> </ul> <p><b>Units 11-14</b></p> <ul style="list-style-type: none"> <li>• Additional Practice             <ul style="list-style-type: none"> <li>○ Model Reading Test (Units 11-14) Students read a passage then pick the best answer for explicit main idea and inference questions. <i>Example</i></li> <li>2. One can infer from details in the passage that the giant panda is a. a bear or a raccoon (Unit 11)                 <ul style="list-style-type: none"> <li>▪ Unit 11 Natural Science [Untitled] (Giant Pandas)</li> <li>▪ Unit 12 Social Studies [Untitled] (Samurai Culture)</li> <li>▪ Unit 13 Humanities [Untitled] (Romare Bearden, African American Artist)</li> <li>▪ Unit 14 Social Studies [Untitled] (The Alamo)</li> </ul> </li> </ul> </li> </ul>
<p>ELAGSE11-12RI2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p><b>STUDENT EDITION</b> <b>Vocabulary for Comprehension, Parts 1 and 2</b> Students read a passage of informational text then answer comprehension questions that include determining the central or main idea of the text. <i>Example</i></p> <p>1. The main purpose of the passage is to A) question the role and function of the theater critic. (p. 195)</p> <ul style="list-style-type: none"> <li>• Review Units 1-3             <ul style="list-style-type: none"> <li>○ Part 1 [Untitled] (An Overview of Edith Maud Eaton’s Writing and Its Social Context)—pp. 42-43</li> <li>○ Part 2 [Untitled] (Biographical Sketches)—pp. 44-45</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Key Ideas and Details

- Review Units 4-6
  - Part 1 [Untitled] (The New Caledonian Crow)—pp. 80-81
  - Part 2 [Untitled]—pp. 82-83
    - Passage 1 (Telenovelas as Escapism)
    - Passage 2 (Telenovelas Represent Reality)
- Review Units 10-12
  - Part 1 [Untitled] (Evolution of the Library)—pp. 156-157
  - Part 2 [Untitled]—pp. 158-159
    - Passage 1 (The Problems of Student Debt)
    - Passage 2 (Advantages of a Graduate Degree)
- Review Units 13-15
  - Part 1 [Untitled] (The Role of the Theater Critic)—pp. 194-195
  - Part 2 [Untitled] (Origins and Development of Early Written Language.)—pp. 196-197

#### ANNOTATED TEACHER'S EDITION

#### Reading [Unit] Passages in Level F

- Questions for Critical Thinking—TE p. T29  
Ask students these questions to help them identify central ideas of the Unit Passages in Level F.

#### DIGITAL RESOURCES\*

#### Assessment

- Test Prep for SAT & ACT  
Students read a passage of informational text then identify central ideas plus supporting evidence.
  3. The central claim of the passage is that C) excellent writing is simple and uncompromised. (SAT® Test Prep 3)
  2. Which of the following statements best summarizes the narrator's problem, as it is described in the story? H. Because he ranked lowest on the traditional scale of seniority, the narrator was likely to be bullied and harassed. (ACT® Test Prep 1)
  - SAT® Test Prep 2 Units 4-6 Samuel Seabury [from "Letters of a Westchester Farmer"]
  - SAT® Test Prep 3 Units 7-9 Willa Cather [from "On the Art of Fiction"]
  - SAT® Test Prep 5 Units 13-15 Matthew A. Henson [from journal entries of Matthew A. Henson, reprinted in *The Upward Path*]
  - SAT® Cumulative Test Prep Passage A: Samuel Johnson [from *Dictionary of the English Language*]/Passage B [from *Building an Enriched Vocabulary*]
  - ACT® Test Prep 2 Units 4-6 Abigail Adams [from a letter written to her husband, John Adams, during the Revolutionary War in 1778]
  - ACT® Test Prep 3 Units 7-9 James E. Shepard [from a speech given by James E. Shepard to a graduating class, "Is the Game Worth the Candle?"]

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## Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Key Ideas and Details

	<ul style="list-style-type: none"> <li>○ ACT® Test Prep 5 Units 13-15 Horace White [from a letter to Murat Halstead, the editor of the Cincinnati Commercial]</li> <li>○ ACT® Cumulative Test Prep Passage A: William Wells Brown [from “Letter XIX” from <i>Three Years in Europe: Places I have Seen and People I Have Met</i>]/Passage B: Booker T. Washington [from <i>Booker T. Washington</i>]</li> </ul>
<p>ELAGSE11-12RI3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>N/A</p>

### Craft and Structure

<p>ELAGSE11-12RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p>	<p><b>STUDENT EDITION</b>  <b>Unit Passage</b> (Introductory Reading Passage)                      At least 15 of the 20 Unit vocabulary words are introduced within the context of each two-page, multi-paragraph Unit Passage. (A shorter Differentiated Passage is available online.)                      Students read the words in context to activate prior knowledge, draw on context clues to determine the meaning of unfamiliar words, then apply what they learn throughout the Unit and Unit Reviews.</p> <ul style="list-style-type: none"> <li>• Unit 1 “The Camera in Wartime” [Textbook Entry]—pp. 12-13</li> <li>• Unit 2 “Why Vote?” [Persuasive Essay]—pp. 22-23</li> <li>• Unit 3 “Trapped in a Cave, Foiled by a Circus” [Journal Entries]—pp. 32-33</li> <li>• Unit 4 “Ada Byron: Visionary Mathematician” [Biographical Sketch]—pp. 50-51</li> <li>• Unit 5 “Lending a Hand to End Poverty” [Newspaper Article]—pp. 60-61</li> <li>• Unit 6 “Pre-Columbian America” [Blog Entry]—pp. 70-71</li> <li>• Unit 7 “An Overlooked Exploration” [Informational Essay]—pp. 88-89</li> <li>• Unit 8 “Mythical Journeys” [Humorous Essay]—pp. 98-99</li> <li>• Unit 9 “The Swedish Nightingale” [Narrative Nonfiction]—pp. 108-109</li> <li>• Unit 10 “Sinking Nation” [Magazine Article]—pp. 126-127</li> <li>• Unit 11 “Oyez! Oyez!: The Evolution of News” [Informational Essay]—pp. 136-137</li> <li>• Unit 12 “The Facts in the Case of the Greatest Mystery Writer” [Debate]—pp. 146-147</li> <li>• Unit 13 “Ansel Adams” [Essay]—pp. 164-165</li> </ul> <p style="text-align: right;"><i>continued</i></p>
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## Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Craft and Structure

- Unit 14 “Revolutionary Women” [Historical Nonfiction]—pp. 174–175
- Unit 15 “New Tribe Discovered in Amazon” [Newspaper Article]—pp. 184–185

#### Vocabulary for Comprehension, Parts 1 and 2

Students read a passage of informational text then answer vocabulary-in-context questions.

##### Example

5. As it is used in line 53, “equanimity” means the same as C) composure. (p. 159)

- Review Units 1–3
  - Part 1 [Untitled] (An Overview of Edith Maud Eaton’s Writing and Its Social Context)—pp. 42–43
  - Part 2 [Untitled] (Biographical Sketches)—pp. 44–45
- Review Units 4–6
  - Part 1 [Untitled] (The New Caledonian Crow)—pp. 80–81
  - Part 2 [Untitled]—pp. 82–83
    - Passage 1 (Telenovelas as Escapism)
    - Passage 2 (Telenovelas Represent Reality)
- Review Units 10–12
  - Part 1 [Untitled] (Evolution of the Library)—pp. 156–157
  - Part 2 [Untitled]—pp. 158–159
    - Passage 1 (The Problems of Student Debt)
    - Passage 2 (Advantages of a Graduate Degree)
- Review Units 13–15
  - Part 1 [Untitled] (The Role of the Theater Critic)—pp. 194–195
  - Part 2 [Untitled] (Origins and Development of Early Written Language.)—pp. 196–197

#### Word Study: Denotation and Connotation

Students learn how writers can make their work richer and more expressive by choosing words that convey the desired mood, tone, or shade of meaning. In these activities, students examine positive, negative, or neutral connotations of words.

- Review Units 1–3—pp. 46–47
- Review Units 4–6—pp. 84–85
- Review Units 7–9—pp. 122–123
- Review Units 10–12—pp. 160–161
- Review Units 13–15—pp. 198–199

#### Word Study: Idioms/Proverbs/Adages

Choosing the Right Adage/Idiom/Proverb activities help students use context clues to figure out the meaning of figurative expressions.e.

- Idioms
  - Review Units 1–3 Choosing the Right Idiom—p. 48; Review Units 7–9 Choosing the Right Idiom—p. 124; Review Units 13–15 Choosing the Right Idiom—p. 200

*continued*

## Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Craft and Structure

	<ul style="list-style-type: none"> <li>• Proverbs             <ul style="list-style-type: none"> <li>○ Review Units 4–6 Choosing the Right Proverb—p. 86</li> </ul> </li> <li>• Adages             <ul style="list-style-type: none"> <li>○ Review Units 10–12 Choosing the Right Adage—p. 162</li> </ul> </li> </ul> <p><b>Units 1–10</b></p> <ul style="list-style-type: none"> <li>• Additional Practice             <p>Students read a passage then answer questions about key vocabulary.</p> <ul style="list-style-type: none"> <li>○ Passage-Based Reading                 <p><i>Example</i></p> <p>3. In paragraph 3, the word <u>austere</u> most nearly means c. simple and plain (Unit 7)</p> <ul style="list-style-type: none"> <li>▪ Unit 1 [Untitled] (Magna Carta)</li> <li>▪ Unit 2 [Untitled] (William Blake’s “The Tyger”)</li> <li>▪ Unit 3 [Untitled] (European Opera)</li> <li>▪ Unit 4 [Untitled] (Malaria)</li> <li>▪ Unit 5 [Untitled] (Florida Everglades)</li> <li>▪ Unit 6 [Untitled] (Bower Birds)</li> <li>▪ Unit 7 [Untitled] (The Assembly Line)</li> <li>▪ Unit 8 [Untitled] (Symphonic Poems)</li> <li>▪ Unit 9 [Untitled] (British House of Lords)</li> <li>▪ Unit 10 [Untitled] (Designer of the First American Flag)</li> </ul> </li> </ul> </li> </ul> <p><b>Units 11–14</b></p> <ul style="list-style-type: none"> <li>• Additional Practice             <ul style="list-style-type: none"> <li>○ Model Reading Test                 <p>Students read a passage then answer a vocabulary-in-context question.</p> <p><i>Example</i></p> <p>3. The word <u>prosaic</u> in paragraph 3 most nearly means d. commonplace (Unit 12)</p> <ul style="list-style-type: none"> <li>▪ Unit 11 Natural Science [Untitled] (Giant Pandas)</li> <li>▪ Unit 12 Social Studies [Untitled] (Samurai Culture)</li> <li>▪ Unit 13 Humanities [Untitled] (Romare Bearden, African American Artist)</li> <li>▪ Unit 14 Social Studies [Untitled] (The Alamo)</li> </ul> </li> </ul> </li> </ul>
<p>ELAGSE11-12RI5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>N/A</p>



## Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Craft and Structure

ELAGSE11-12RI6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

N/A

### Integration of Knowledge and Ideas

ELAGSE11-12RI7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

N/A

ELAGSE11-12RI8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses.)

N/A

ELAGSE11-12RI9 Analyze foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. For British Literature, American Literature, and Multicultural Literature use comparable documents of historical significance.

N/A

## Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Range of Reading and Level of Text Complexity

**ELAGSE11-12RI10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### STUDENT EDITION

#### Unit Passage (Introductory Reading Passage)

At least 15 of the 20 Unit vocabulary words are introduced within the context of each two-page, multi-paragraph Unit Passage. (A shorter Differentiated Passage is available online.)

Students read the words in context to activate prior knowledge, draw on context clues to determine the meaning of unfamiliar words, then apply what they learn throughout the Unit and Unit Reviews.

- Unit 1 “The Camera in Wartime” [Textbook Entry]—pp. 12-13
- Unit 2 “Why Vote?” [Persuasive Essay]—pp. 22-23
- Unit 3 “Trapped in a Cave, Foiled by a Circus” [Journal Entries]—pp. 32-33
- Unit 4 “Ada Byron: Visionary Mathematician” [Biographical Sketch]—pp. 50-51
- Unit 5 “Lending a Hand to End Poverty” [Newspaper Article]—pp. 60-61
- Unit 6 “Pre-Columbian America” [Blog Entry]—pp. 70-71
- Unit 7 “An Overlooked Exploration” [Informational Essay]—pp. 88-89
- Unit 8 “Mythical Journeys” [Humorous Essay]—pp. 98-99
- Unit 9 “The Swedish Nightingale” [Narrative Nonfiction]—pp. 108-109
- Unit 10 “Sinking Nation” [Magazine Article]—pp. 126-127
- Unit 11 “Oyez! Oyez!: The Evolution of News” [Informational Essay]—pp. 136-137
- Unit 12 “The Facts in the Case of the Greatest Mystery Writer” [Debate]—pp. 146-147
- Unit 13 “Ansel Adams” [Essay]—pp. 164-165
- Unit 14 “Revolutionary Women” [Historical Nonfiction]—pp. 174-175
- Unit 15 “New Tribe Discovered in Amazon” [Newspaper Article]—pp. 184-185

#### Vocabulary for Comprehension, Parts 1 and 2

Students read a passage of expository or informational text then answer comprehension and vocabulary-in-context questions.

- Review Units 1-3
  - Part 1 [Untitled] (An Overview of Edith Maud Eaton’s Writing and Its Social Context)—pp. 42-43
  - Part 2 [Untitled] (Biographical Sketches)—pp. 44-45
- Review Units 4-6
  - Part 1 [Untitled] (The New Caledonian Crow)—pp. 80-81
  - Part 2 [Untitled]—pp. 82-83
    - Passage 1 (Telenovelas as Escapism)
    - Passage 2 (Telenovelas Represent Reality)

*continued*

## Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11–12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Range of Reading and Level of Text Complexity

- Review Units 10–12
  - Part 1 [Untitled] (Evolution of the Library)—pp. 156–157
  - Part 2 [Untitled]—pp. 158–159
    - Passage 1 (The Problems of Student Debt)
    - Passage 2 (Advantages of a Graduate Degree)
- Review Units 13–15
  - Part 1 [Untitled] (The Role of the Theater Critic)—pp. 194–195
  - Part 2 [Untitled] (Origins and Development of Early Written Language.)—pp. 196–197

#### DIGITAL RESOURCES

#### **Assessment**

- Test Prep for SAT® & ACT®
  - SAT® Test Prep 2 Units 4–6 Samuel Seabury [from “Letters of a Westchester Farmer”]
  - SAT® Test Prep 3 Units 7–9 Willa Cather [from “On the Art of Fiction”]
  - SAT® Test Prep 5 Units 13–15 Matthew A. Henson [from journal entries of Matthew A. Henson, reprinted in *The Upward Path*]
  - SAT® Cumulative Test Prep Passage A: Samuel Johnson [from *Dictionary of the English Language*]/Passage B [from *Building an Enriched Vocabulary*]
  - ACT® Test Prep 2 Units 4–6 Abigail Adams [from a letter written to her husband, John Adams, during the Revolutionary War in 1778]
  - ACT® Test Prep 3 Units 7–9 James E. Shepard [from a speech given by James E. Shepard to a graduating class, “Is the Game Worth the Candle?”]
  - ACT® Test Prep 5 Units 13–15 Horace White [from a letter to Murat Halstead, the editor of the Cincinnati Commercial]
  - ACT® Cumulative Test Prep Passage A: William Wells Brown [from “Letter XIX” from *Three Years in Europe: Places I have Seen and People I Have Met*]/Passage B: Booker T. Washington [from *Booker T. Washington*]

#### **Units 1–15**

- Instruction
  - Differentiated Passage
 

The differentiated reading passages are a shorter version of the Unit Passages in the Student Edition. For reference, Lexile levels for both versions of each passage are listed on page T28 of the Teacher’s Edition.

*continued*

## Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Range of Reading and Level of Text Complexity

#### Units 1-10

- Additional Practice
  - Passage-Based Reading
 

Students read the passage then select the letter of the best answer to the accompanying comprehension and vocabulary-in-context questions.

    - Unit 1 [Untitled] (Magna Carta)
    - Unit 2 [Untitled] (William Blake’s “The Tyger”)
    - Unit 3 [Untitled] (European Opera)
    - Unit 4 [Untitled] (Malaria)
    - Unit 5 [Untitled] (Florida Everglades)
    - Unit 6 [Untitled] (Bower Birds)
    - Unit 7 [Untitled] (The Assembly Line)
    - Unit 8 [Untitled] (Symphonic Poems)
    - Unit 9 [Untitled] (British House of Lords)
    - Unit 10 [Untitled] (Designer of the First American Flag)

#### Units 11-14

- Additional Practice
  - Model Reading Test
 

Students read the passage then select the letter of the best answer to the accompanying comprehension and vocabulary-in-context questions.

    - Unit 11 Natural Science [Untitled] (Giant Pandas)
    - Unit 12 Social Studies [Untitled] (Samurai Culture)
    - Unit 13 Humanities [Untitled] (Romare Bearden, African American Artist)
    - Unit 14 Social Studies [Untitled] (The Alamo)

## Writing

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Text Types and Purpose

ELAGSE11-12W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

#### STUDENT EDITION

#### Writing: Words in Action

Writing: Words in Action provides practice with writing responses to two modes of writing. The first prompt is in the form of a text-dependent question that asks students to cite evidence from the Unit Passage. The second prompt is modeled on those that appear on standardized tests.

Teachers may provide students with a four-point rubric that will be used to score the exercise. It is best if the rubric aligns with those used on the assessments students most frequently take. Prior to assigning the writing exercise, teachers should model responding to text-based questions and how to cite details from the text to support responses.

*continued*

## Writing

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Text Types and Purpose

	<ul style="list-style-type: none"> <li>• Persuasive Writing: Opinion/Argument (state a claim/cite evidence)             <ul style="list-style-type: none"> <li>○ Unit 1 Writing Prompts #1 &amp; #2—p. 30; Unit 2 Writing Prompts #1 &amp; #2—p. 30; Unit 4 Writing Prompt #2 —p. 58; Unit 5 Writing Prompts #1 &amp; #2—p. 68; Unit 6 Writing Prompt #2—p. 78; Unit 7 Writing Prompts #1 &amp; #2—p. 96; Unit 8 Writing Prompt #1—p. 106; Unit 9 Writing Prompt #1—p. 116; Unit 9 Writing Prompt #2—p. 116; Unit 10 Writing Prompt #1—p. 134; Unit 11 Writing Prompts #1 #2—p. 144; Unit 12 Writing Prompt #1—p. 154; Unit 13 Writing Prompt #1—p. 172; Unit 14 Writing Prompts #1 &amp; #2—p. 182; Unit 15 Writing Prompts #1 &amp; #2—p. 192</li> </ul> </li> </ul>
<p>ELAGSE11-12W2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p><b>STUDENT EDITION</b>  <b>Writing: Words in Action</b>            Writing: Words in Action provides practice with writing responses to two modes of writing. The first prompt is in the form of a text-dependent question that asks students to cite evidence from the Unit Passage. The second prompt is modeled on those that appear on standardized tests. Teachers may provide students with a four-point rubric that will be used to score the exercise. It is best if the rubric aligns with those used on the assessments students most frequently take. Prior to assigning the writing exercise, teachers should model responding to text-based questions and how to cite details from the text to support responses.</p> <ul style="list-style-type: none"> <li>• Informative/Explanatory Text             <ul style="list-style-type: none"> <li>○ Unit 3 Writing Prompt #2—p. 40; Unit 6 Writing Prompt #1—p. 78; Unit 8 Writing Prompt #2—p. 106; Unit 10 Writing Prompt #2—p. 134; Unit 12 Writing Prompt #2—p. 154; Unit 13 Writing Prompt #2—p. 172</li> </ul> </li> </ul>
<p>ELAGSE11-12W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p><b>ANNOTATED TEACHER'S EDITION</b>  <b>Best Practices for Using Vocabulary Workshop in the Classrooms</b></p> <ul style="list-style-type: none"> <li>• Writing with Vocabulary—TE pp. T21-T22            Ask students to write poems for individual words; write myths about the origins of individual words or groups of words.</li> <li>• Vocabulary Projects and Games—TE p. T22            Student groups may tell stories using vocabulary words. Create groups according to the students' abilities and levels.</li> </ul>

## Writing

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Production and Distribution of Writing

<p>ELAGSE11-12W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above.)</p>	<p><b>STUDENT EDITION</b>  <b>Writing: Words in Action</b>                      Writing: Words in Action provides practice with focused writing to prompts based on the theme or content of the Unit Passage.</p> <ul style="list-style-type: none"> <li>Unit 1—p. 20; Unit 2—p. 30; Unit 3—p. 40; Unit 4—p. 58; Unit 5—p. 68; Unit 6—p. 78; Unit 7—p. 96; Unit 8—p. 106; Unit 9—p. 116; Unit 10—p. 134; Unit 11—p. 144; Unit 12—p. 154; Unit 13—p. 172; Unit 14—p. 182; Unit 15—p. 192</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Units 1-10</b></p> <ul style="list-style-type: none"> <li>Additional Practice                         <ul style="list-style-type: none"> <li>Timed Essay</li> </ul> </li> </ul>
<p>ELAGSE11-12W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grades 11-12.)</p>	<p><b>DIGITAL RESOURCES*</b>  <b>Units 1-10</b></p> <ul style="list-style-type: none"> <li>Additional Practice                         <ul style="list-style-type: none"> <li>Improving Sentences                                  Beneath each given sentence are five ways of phrasing the underlined part of the sentence. Students determine which, if any, of the options improves the clarity of the sentence.</li> <li>Timed Essay                                  Students write a response to a statement in a total of 25 minutes.                                 <ul style="list-style-type: none"> <li>Writing Your Thesis Statement (1-2 minutes)</li> <li>Prewriting (3-4 minutes)</li> <li>Writing Your Draft (17-18 minutes)</li> <li>Editing and Revising Your Draft (2-3 minutes)</li> </ul> </li> </ul> </li> </ul> <p><b>Units 11-15</b></p> <ul style="list-style-type: none"> <li>Additional Practice                         <ul style="list-style-type: none"> <li>English Test                                  Students identify and correct grammar and usage errors in the passage.</li> </ul> </li> </ul>
<p>ELAGSE11-12W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>N/A</p>

## Writing

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Research to Build and Present Knowledge

<p>ELAGSE11-12W7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>N/A</p>
<p>ELAGSE11-12W8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>N/A</p>
<p>ELAGSE11-12W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>a. Apply grades 11-12 <i>Reading Standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p>	<p>N/A</p>

## Writing

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Research to Build and Present Knowledge

- b. Apply grades 11-12 Reading Standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]”).

**STUDENT EDITION**

**Writing: Words in Action**

Students write responses to the Unit Passage that include citing details to support their position.

- Unit 1—p. 20; Unit 2—p. 30; Unit 3—p. 40; Unit 4—p. 58; Unit 5—p. 68; Unit 6—p. 78; Unit 7—p. 96; Unit 8—p. 106; Unit 9—p. 116; Unit 10—p. 134; Unit 11—p. 144; Unit 12—p. 154; Unit 13—p. 172; Unit 14—p. 182; Unit 15—p. 192

### Range of Writing

ELAGSE11-12W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STUDENT EDITION**

**Writing: Words in Action**

Writing: Words in Action provides practice with writing responses to two modes of writing.

The first prompt is in the form of a text-dependent question that asks students to cite evidence from the Unit Passage. The second prompt is a question that expands on that topic, requiring young writers to draw upon their personal background knowledge.

Teachers may provide students with a four-point rubric that will be used to score the exercise. It is best if the rubric aligns with those used on the assessments students most frequently take. Prior to assigning the writing exercise, teachers should model responding to text-based questions and how to cite details from the text to support responses.

- Unit 1—p. 20; Unit 2—p. 30; Unit 3—p. 40; Unit 4—p. 58; Unit 5—p. 68; Unit 6—p. 78; Unit 7—p. 96; Unit 8—p. 106; Unit 9—p. 116; Unit 10—p. 134; Unit 11—p. 144; Unit 12—p. 154; Unit 13—p. 172; Unit 14—p. 182; Unit 15—p. 192

**ANNOTATED TEACHER'S EDITION**

**Best Practices for Using Vocabulary Workshop in the Classroom**

- Writing with Vocabulary—ATE pp. T21-T22  
Students should incorporate at least one or two vocabulary words into their daily writing prompts, reading journals, or other forms of informal communication.

*continued*



## Writing

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Range of Writing

Whenever students write formally for class (essays, stories, etc.), teachers may require a set minimum number of vocabulary words to be used.

**DIGITAL RESOURCES\***

**Units 1-15**

- Additional Practice
  - Timed Essay
    - Students write a response to a statement in a total of 25 minutes.
      - Writing Your Thesis Statement (1-2 minutes)
      - Prewriting (3-4 minutes)
      - Writing Your Draft (17-18 minutes)
      - Editing and Revising Your Draft (2-3 minutes)

## Speaking and Listening

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Comprehension and Collaboration

ELAGSE11-12SL1 Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

**ANNOTATED TEACHER'S EDITION**

**Best Practices for Using Vocabulary Workshop in the Classrooms**

- Daily Discussion and Review—TE p. T21  
Teachers are encouraged to model vocabulary usage by including vocabulary words in their instructions or conversations with students. Students should use the learned vocabulary words during debates, discussions, or at other times when students are conversing.

**Addressing Different Learners**

- Differentiating Daily Instruction for Striving and ELL Students—TE p. T23  
Provide opportunities for oral practice: Engaging students in actively using the new vocabulary in classroom discussions and conversations allows them to enrich their understanding of the words' meanings and to make connections between words while building their vocabularies.
- Differentiating Assignments for Striving and ELL Students—TE p. T23  
Students should work at a similar pace and clarify word meaning through discussions over answers.
- Differentiating Exercises and Assignments for Above Grade-Level Students—TE p. T24  
Use words in conversations: During discussions of current events or literature, teachers can require students to use vocabulary words when making claims and expressing ideas.

*continued*

## Speaking and Listening

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Comprehension and Collaboration

	<p><b>Reading Passages in Level F</b></p> <ul style="list-style-type: none"> <li>• Questions for Critical Thinking—TE p. T29 Thoughtful discussion questions are provided for each Unit Passage (Introductory Reading Passage) and can be used to help monitor student comprehension. The Answer Key is located online (see Digital Resources below).</li> </ul> <p><b>DIGITAL RESOURCES*</b></p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• Program Overview for Teachers Use the Questions for Critical Thinking to spur discussion of cultural and literary issues presented in the Unit Passages.             <ul style="list-style-type: none"> <li>○ Questions for Critical Thinking</li> <li>○ Answer Key: Questions for Critical Thinking</li> </ul> </li> </ul> <p><b>Units 1–15</b></p> <ul style="list-style-type: none"> <li>• Instruction Listening to audio recordings of the unit passages and definitions of words is particularly helpful to auditory learners, ELL students, and striving readers.             <ul style="list-style-type: none"> <li>○ Unit Passage In addition to accessing this resource on SadlierConnect.com, students may use the QR (Quick Response) code that appears in the textbook at the end of each passage to link directly to the audio recording of the text.</li> <li>○ Differentiated Passage* Students may link directly to the audio recording of the text using the QR (Quick Response) code that appears at the end of the printed version of each Differentiated Passage.</li> <li>○ Instructional Videos* Students select and click on a Unit word to launch a video presentation that includes spelling, pronunciation, part(s) of speech, definition(s), and illustrative sentences.</li> </ul> </li> </ul> <p><small>*Available with Vocabulary Workshop Interactive Edition (optional purchase).</small></p>
<p>ELAGSE11-12SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p><b>DIGITAL RESOURCES*</b></p> <p><b>Units 1–15</b></p> <ul style="list-style-type: none"> <li>• Student Resources             <ul style="list-style-type: none"> <li>○ iWords (audio program) Especially useful for English learners, this program may be downloaded to a cellphone, allowing students to listen multiple times to the recommended pronunciations, definitions, and examples of usage for all taught vocabulary words.</li> </ul> </li> </ul>

## Speaking and Listening

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Comprehension and Collaboration

ELAGSE11-12SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

N/A

### Presentation of Knowledge and Ideas

ELAGSE11-12SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

**ANNOTATED TEACHER’S EDITION**

**Best Practices for Using Vocabulary Workshop in the Classrooms**

- Vocabulary Projects and Games—TE p. T22  
Groups of students can act in skits or pantomimes that demonstrate a word’s meaning; the rest of the class must guess the word being acted out.

ELAGSE11-12SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**ANNOTATED TEACHER’S EDITION**

**Best Practices for Using Vocabulary Workshop in the Classrooms**

- Vocabulary Projects and Games—TE p. T22  
Students often learn words best when setting them to music. Students may write lyrics incorporating all (or most) of a Unit’s vocabulary words and definitions and then perform, record or make a video of their songs. Create a library of the videos and recordings for future classes to use.  
Create a “deck” of review cards, consisting of the word, the definition, a sentence with a blank where the vocabulary word would go, and the image for the word selected by the class. Have teams go head-to-head to see who can complete the sentence with the correct vocabulary word first.

**DIGITAL RESOURCES\***

**Units 1-15**

- Student Resources
  - Flash Cards

## Speaking and Listening

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Presentation of Knowledge and Ideas

ELAGSE11-12SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language Standards 1 and 3 for specific expectations.)

#### Related content

#### ANNOTATED TEACHER'S EDITION

#### Best Practices for Using Vocabulary Workshop in the Classroom

- Writing with Vocabulary (informal and formal forms of communication)—ATE pp. T21-T22  
Students should incorporate at least one or two vocabulary words into their daily writing prompts, reading journals, or other forms of informal communication.  
Whenever students write formally for class (essays, stories, etc.), teachers may require a set minimum number of vocabulary words to be used.

## Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Conventions of Standard English

ELAGSE11-12L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

#### DIGITAL RESOURCES\*

#### Units 1-10

- Additional Practice
  - Improving Sentences  
For each item, part of the sentence is underlined. Beneath each sentence are five ways of phrasing the underlined material. Students select the choice that best represents appropriate Standard English grammar and usage.

#### Units 11-15

- Additional Practice
  - English Test  
Students read the passage then determine which of the numbered, underlined sections contain an error in grammar, usage, or punctuation. If the original version contains no error, the correct response for that item is *A: NO CHANGE*. Otherwise, students choose their preferred answer from the remaining three alternatives.

ELAGSE11-12L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

#### DIGITAL RESOURCES\*

#### Units 11-15

- Additional Practice
  - English Test  
Students read the passage then determine which of the numbered, underlined sections contain an error in grammar, usage, or punctuation. If the original version contains no error, the correct response for that item is *A: NO CHANGE*. Otherwise, students choose their preferred answer from the remaining three alternatives.

\*Digital resources available at SadlierConnect.com

## Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 11-12

VOCABULARY WORKSHOP, LEVEL F / GRADE 11

### Knowledge of Language

ELAGSE11-12L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Students expand their ability to comprehend a variety of demanding texts through activities that examine the use of language in the multi-genre passages and excerpts provided at each level of *Vocabulary Workshop*.  
Students practice regularly identifying and using context clues to unlock the meaning of unfamiliar words and phrases they encounter in their reading and listening.