PROGRAM COMPONENTS

VOCABULARY WORKSHOP ACHIEVE offers an easily managed instructional model with print features and digital components that provide abundant practice and multiple exposures to each word in support of vocabulary building.

Print materials for each level include:

- Student Edition
- Annotated Teacher's Edition
- Unit Test Booklets, with Teacher Answer Key
- Test Prep for SAT® and ACT® Exams, with Teacher Answer Key

For information about online resources available at **SadlierConnect.com** to support and enrich instruction, see page T17. Other digital options for each level of **VOCABULARY WORKSHOP ACHIEVE** include **VOCABULARY WORKSHOP ACHIEVE INTERACTIVE EDITION** (page T18) and **VOCABULARY WORKSHOP ACHIEVE ONLINE ASSESSMENT** (page T32).

Student Edition/Annotated Teacher's Edition

VOCABULARY WORKSHOP ACHIEVE features a consistent organization and instructional design that provides students with explicit, systematic instruction and practice with 300 high-utility words at each level.

The Student Edition is organized in 15 Units of 20 words each. A Review and a Word Study feature follow Units 3, 6, 9, 12, and 15. A Final Mastery Test follows the last Review.

Each Unit begins by introducing at least 15 of the Unit's 20 words in the context of a nonfiction reading passage. Those words not included in the opening passage always appear in the concluding passage.

Following the opening reading passage, instruction and practice with the 20 words is divided into two groups of 10, **Set A** and **Set B**, concentrating student attention on 10 words at a time and facilitating efficient classroom implementation. Each set includes **Definitions** and practice exercises that focus on 10 words, providing multiple exposures to the words in a variety of contexts.

The Units conclude with practice with the 20 words in aggregate, including synonyms and antonyms, a writing prompt, and a second reading passage, related in theme or topic to the first.

Reviews provide further exposures in different formats to the words taught in the three Units that precede them, and include preparation for the reading sections of standardized tests in formats modeled on the SAT® and ACT® exams.

Word Study sections provide instruction and practice with **Idioms**, **Denotation and Connotation**, and **Classical Roots**.

In the Annotated Teacher's Edition, teacher notes guide and support teachers in their instruction. Answers are shown for each student exercise page.

Units

Reading Passages (see pages 12–13)

Exposure to new or unfamiliar vocabulary in the context of reading passages helps students learn about the way these words are used as well as how to use context clues to help determine word meaning.

Each Unit in **VOCABULARY WORKSHOP ACHIEVE** opens with a passage containing at least 15 of the 20 Unit words in context. These words appear in boldface to draw students' attention to the way they are used and the contexts in which they appear. Context clues embedded in the passages encourage students to figure out the meanings of words before they study their definitions.

The topics of the passages are grade-appropriate and of high-interest, and represent a variety of genres, including expository texts, informational essays, historical nonfiction, and biographies. Passages also provide exposure to figurative language such as idioms.

An iWords audio recording of each passage is available at **SadlierConnect.com**, in Student & Family Resources. Listening to audio recordings of the passages is particularly helpful to auditory learners, ELL students, and striving readers.

Instruction for the **Reading Passages** can be delivered in several ways, depending on students' reading proficiency levels and the implementation model used. Teachers may choose, during full class or small group instruction, to read aloud the passage to students to model fluent reading, have students read aloud the passages, or assign students to read the passage independently as homework prior to class.

Definitions (see pages 14–15)

One aspect of developing word consciousness in students involves providing them with definitional information about the word—the meaning or meanings denoted by it. The **Definitions** section introduces the Unit's 20 vocabulary words in two sets of 10 words each—**Set A** and **Set B**—making mastery of new words more manageable for students.

Definitions are clear, useful, and informal explanations, giving students each word's meaning without extensive detail or secondary connotations. Definitions often include synonyms to better situate the taught word in a semantic family of words closely related in meaning.

A simple abbreviation provides the part of speech with each definition. When a word functions as multiple parts of speech, the appropriate abbreviation appears before the corresponding definition.

A word's pronunciation is indicated by a simple set of diacritical marks. Only one pronunciation is given for each word, except when a word changes its pronunciation in accordance with its use as different parts of speech (for example, *ob′ ject* for the noun form and *ob ject′* for the verb).

Concluding each **Definition** entry is an illustrative sentence. These sentences provide a context that clarifies the meaning of each word and provides students with an opportunity to practice writing and spelling each word in context so that they begin to see how the word can be used effectively in their own writing.

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The iWords audio program is available online at **SadlierConnect.com** to support students' understanding of each Unit's words. With iWords students hear the correct pronunciation of each vocabulary word, its definition, and its use in an example sentence. iWords is a particularly valuable resource for auditory, striving, and ELL students.

Teachers should engage students in discussions about each word and its definition as well as its use in various contexts. Students should develop a meaningful explanation for each word. Visual images may be used to support understanding of a word and its meaning.

Using Context (see page 15)

Using Context is a transitional exercise that gives students the opportunity to determine whether a vocabulary word makes sense in the context of a sentence. In this exercise, students practice strategies for using context to determine whether a word is used correctly, given its meaning as provided in the **Definitions** section as well as its use in the **Reading Passage**.

Choosing the Right Word (see page 16)

Choosing the Right Word is a scaffolded exercise that appears in both **Set A** and **Set B** of each Unit. From a pair of words, students choose the word that better completes the sentence. Encourage students to refer to the definitions and example sentence in **Definitions**. Students' successful completion of this exercise supports their deepening understanding of word meanings.

Completing the Sentence (see page 17)

This activity provides a simple fill-in-the-blank exercise in which students choose and write the word from the 10-word **Set** that logically and meaningfully completes each sentence.

When using the exercise in the classroom, teachers should bear in mind the following:

- The sentences in this activity call for the literal or direct (as opposed to the metaphorical or extended) meaning of the words involved.

- The sentences are designed so that only one of the words fits in the given blank. Context clues have been embedded in each sentence to aid the student in choosing the right word from the word bank.

- Students might be reminded (not only at this point but whenever it seems appropriate to do so) of the three types of context clues described and illustrated on page 7 of the Student Edition.

- Note also that nouns introduced in the singular in the **Definitions** section may appear in plural form in the sentences; verbs given in the base form in **Definitions** may be used in any tense or form (including participial) required by the sentence.

Teachers may help students with this exercise by prompting them to choose a word that they think fits into the sentence and ask themselves, "Does that sound right? Does that make sense?" If they aren't sure, they should try another word and ask the same questions.

Synonyms (see page 22)

The **Synonyms** section further allows students to demonstrate their understanding of the new vocabulary words. This exercise, which draws 15 words from **Sets A & B** combined, reinforces meanings and provides students with examples of usage and context.

Teachers may wish to encourage students to use a thesaurus or dictionary to help them complete this exercise. Similarly, teachers might direct students to the Word Web graphic organizer found at **SadlierConnect.com** to help them visualize the relationship between the new vocabulary word and related words and synonyms.

Antonyms (see page 22)

Not all words have antonyms. For those that do, however, practice with antonyms reinforces meanings and provides students with further examples of usage and context. The **Antonyms** section asks students to draw from the Unit's 20 words the five most nearly opposite in meaning to highlighted antonyms presented in phrases.

As with **Synonyms**, teachers may wish to encourage students to use a thesaurus or dictionary to help them complete this exercise. Similarly, teachers might direct students to the Word Web graphic organizer found at **SadlierConnect.com** to help them visualize the relationship between the new vocabulary word and related words.

Students should consider how the antonym of a vocabulary word helps them understand that word's meaning as they continue to refine their mastery of the word.

All 20 of the Unit's words appear on the **Synonyms** and **Antonyms** page.

Writing: Words in Action (see page 22)

Writing: Words in Action provides practice with writing in response to a prompt that asks students to cite evidence from the introductory **Reading Passage** that begins the Unit to support their response. This exercise also gives students practice in using some of the Unit words in their own writing.

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.

Vocabulary in Context (see page 23)

All Units conclude with **Vocabulary in Context**, a second reading passage that provides further examples of selected Unit words in context and checks students' ability to use context within a passage to determine word meaning.

Vocabulary in Context is related in topic or theme to the introductory passage and includes all words that did not appear in that passage.

After students read the passage, they must use the knowledge they have gained of the Unit's words, as well as context clues, to answer questions about the meaning of those words as they appear in the context of the passage. This exercise gives students more practice analyzing words in context, a feature of college entrance exams and other standardized tests.

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Reviews

A Review follows every three Units and provides additional exposures, either as correct answers or as answer choices, to all 60 words taught in those three Units.

Vocabulary for Comprehension (see pages 48–51)

Reviews begin with a two-part **Vocabulary for Comprehension** feature designed to furnish students with practice in standardized-test formats modeled on the reading sections of the SAT® and ACT® exams.

In **Vocabulary for Comprehension: Part 1**, students are presented with a single nonfiction passage similar to those that appear in the SAT® and ACT® exams. Based on their reading of that passage, students must answer questions assessing reading comprehension and vocabulary skills. These assessment items mirror those found in the SAT® and ACT® exams and require students to refer to the passage, and occasionally to cite text evidence, in order to answer them.

In **Vocabulary for Comprehension: Part 2**, students are presented with either a single passage or paired passages, two texts related in subject matter or theme, and asked to answer questions about those texts, including questions requiring comparative analysis and evaluation. Again, both passages and assessment items are modeled on those that appear in the SAT® and ACT® exams.

Synonyms (see page 52)

Synonyms help students enrich and clarify their understanding of vocabulary. The **Synonyms** section of the Review reinforces meanings and provides students with further examples of usage and context. The synonyms appear in full sentences, and students must choose from a word bank of the Unit words that have the same or nearly the same meaning.

If students have difficulty with the **Synonyms** exercise, teachers might refer them to the **Definitions** section in which the Unit words first appeared.

Two-Word Completions

Students use their knowledge of the vocabulary words as well as context clues in the sentence to determine which pair of words should be used to fill in the blanks. Students' reading comprehension is supported as they are required to use information on either side of the blank to ascertain which vocabulary word should be used.

Teachers should assign this cloze exercise to provide ongoing practice with the vocabulary and to promote mastery.

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Word Study (see page 54)

Following each of the five Reviews is a Word Study section that provides instruction and practice in either **Idioms** or **Denotation and Connotation**. All Word Study sections also provide instruction and practice in **Classical Roots**.

Since the literal meanings of the words that make up an idiom do not help a reader or listener to understand what the idiom is meant to express, idioms are especially problematic for students not well acquainted with the English language. Most languages possess idioms, but English is especially rich in them: "raining cats and dogs," "the apple of my eye," and "a dark-horse candidate" are just a few examples.

By developing a familiarity with and understanding of idioms and other forms of figurative language, students can better comprehend and respond to texts and other forms of written and oral communication.

Denotation and Connotation (see page 98)

In this part of the Word Study section, students investigate connotation—positive, negative, or neutral associations of a word—and denotation, the strict, dictionary definition of a word. Understanding the difference between denotation and connotation helps students better appreciate nuances of meaning and author's purpose or point of view, and helps them better express themselves in their own writing with more discriminating word choices.

Teachers may expand on the lesson by having students reflect on connotations associated with categories of words. Ask students to use the table heads provided on the **Denotation and Connotation** page—neutral, positive, and negative—to complete a table categorizing the words identified in brainstorming.

For example, teachers might prompt students to supply alternatives for the neutral word *dog*. Discuss whether each word has a negative or positive connotation. If the students are unable to give alternative words, provide examples such as *puppy*, *hound*, *mutt*, *pooch*, *canine*, *mongrel*. Ask students to explain why, in their opinion, each word has a negative or positive connotation.

Classical Roots (see page 55)

Instruction in classic roots will help students unlock the meanings of thousands of English words derived from Latin and Greek roots. Students will develop a useful and transferable strategy with which to make sense of a multitude of unfamiliar academic words.

Combined with an understanding of common affixes, familiarity with Latin and Greek roots can furnish students with a valuable tool in analyzing and decoding new vocabulary.

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DIGITAL RESOURCES

Digital Resources for each Level are available to students and teachers at **SadlierConnect.com**. Students and families may use the resources without a username and password. Teachers may access answer keys and additional resources by creating an account under Teacher Resources at **SadlierConnect.com**. See the bottom of the copyright page (the back of the title page) in your Teacher's Edition for directions on registering for a teacher account at **SadlierConnect.com**.

Student and teacher digital resources include:

- iWords Audio program
- Audio of Reading Passages
- Interactive Vocabulary Games
- Vocabulary in Context: Literary Text
- Practice Worksheets
- Flash Cards
- Graphic Organizers

- Synonyms and Antonyms
- Greek and Latin Roots Reference Guide
- Pronunciation Key
- Diagnostic Tests and Cumulative Reviews
- Test Prep for SAT® and ACT® Exams
- Interactive Quizzes

iWords Audio Program

The **VOCABULARY WORKSHOP ACHIEVE** iWords Audio Program provides students with pronunciations, definitions, and examples of usage for all taught vocabulary words.

The Audio Program is especially useful for English language learners. Students hear the recommended pronunciation of each word at least six times and are given two opportunities to pronounce each word themselves. Pronunciations are followed by brief definitions and examples of the word used in complete sentences.

Vocabulary Workshop Achieve Interactive Edition (optional purchase)

VOCABULARY WORKSHOP ACHIEVE INTERACTIVE EDITION provides all of the program's print components, including the program's ancillary components, (Unit Test Booklets and Test Prep booklets) in a fully interactive online format. **VOCABULARY WORKSHOP ACHIEVE INTERACTIVE EDITION** includes exercises that build academic vocabulary knowledge by using contextual and definitional information and ample practice of Unit words in multiple contexts, including responding to text-based questions.

VOCABULARY WORKSHOP ACHIEVE INTERACTIVE EDITION also provides personalized student learning by allowing teachers to build custom assessments to meet the varying needs of students as well as providing teachers the ability to adjust instruction and track student progress based on detailed real-time data reports.

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