

INTRODUCING VOCABULARY WORKSHOP ACHIEVE

At each level of **VOCABULARY WORKSHOP ACHIEVE**, students are introduced to 300 carefully selected, high-utility words, many of them drawn from academic vocabulary word lists relevant to students' reading. Mastery of these words promotes word consciousness and, together with practice in vocabulary strategies, leads to improved reading and writing skills and improved performance on high-stakes standardized tests.

Set A

SadlierConnect.com: WordsTM Audio Program

Definitions

Note the spelling, pronunciation of each of the following words, and write the blank space in the related forms may.

- besiege** (bi seij) (v) to attack by surround to cause worry or trouble if crops besiege the related forces may
- compress** (kum pres, n, kam pres) (v) to press together; to (n) a folded cloth or pad the editor helped compress 25-page mystery into A cold compress
- dispatch** (dis pach) (v) to send off or out for a message; promptness; We'll dispatch He approved the need
- douse** (dauz) (v) to plunge into a liquid extinguish (l) douse
- famished** (fam ish) (adj, part) suffering from lack of something The Vietnamese immigrants were famished
- gaunt** (gaunt) (adj) profitable; bringing I hope to find that is pleasing to me
- ingenious** (in jeh yoo) (adj) showing remarkable or resourcefulness, clever The scientist found a solution to the math
- irk** (irk) (v) to annoy, trouble, mis Questions that show attention irk

Synonyms and antonyms are provided at SadlierConnect.com: WordsTM Audio Program

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Set B

SadlierConnect.com: WordsTM Audio Program

Definitions

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

- apparel** (a par al) (n) clothing, that which serves as dress or decoration; (v) to put clothes on, dress up Winter apparel should be warm and cozy. Left apparel our cats for the party.
- denounce** (di nain) (v) to condemn openly; to accuse formally The United Nations decided to publicly denounce the tyrant's crimes.
- expressly** (ek spes al) (adv) plainly, in so many words; for a particular purpose At the meeting, parents expressly stated their approval of students wearing school uniforms.
- forsake** (for sak) (v) to give up, renounce; to leave, abandon I will never forsake my children, no matter what they do or say.
- immense** (i mens) (adj) very large or great; beyond ordinary means of measurement Alaska enjoys immense natural resources, but its severe climate makes those resources difficult to use.
- inept** (in ept) (adj) totally without skill or appropriateness The scientist is inept in the research laboratory but is inept at dealing with people.
- instantaneous** (in stan ta' nial) (adj) done in an instant; immediate Most computer software is designed so that users can obtain nearly instantaneous responses.
- libel** (li bal) (n) a written statement that unfairly or falsely harms the reputation of the person about whom it is made; (v) to write or publish such a statement The young celebrity accused her unauthorized biographer of libel It is a crime to libel others, no matter how you feel about them.

Practice with synonyms and antonyms is on page 22.

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Fifteen Units of 20 words each are organized in two Sets, focusing student attention on 10 words at a time and facilitating classroom implementation. First in Set A and then in Set B, students are provided with instruction concentrated on 10 words each and practice with those words in a variety of contexts. Units conclude with synonym and antonym practice with all 20 words.

Two reading passages, related in theme or topic, begin and conclude each Unit. Students are introduced to taught words in context. Content-rich and engaging texts prompt student interest and provide examples of proper usage.

SadlierConnect.com: Vocabulary in Context: Literary Text

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UNIT 2

Note that not all of the Unit words are used in this passage. Available: *comprehensible, serene, and sheepish* are used in this passage on page 35.

Read the following passage, taking note of the **boldface** words and their contexts. These words are among those you will be studying in Unit 2. It may help you to complete the exercises in this Unit if you refer to the way the words are used below.

West End School Has Comestible Curriculum

<Interview>

The Scurptious Schoolyard is a grassroots program that transforms concrete playgrounds into functional farmland. Part of the Scurptious Schoolyard Project, it is the brainchild of contemporary food education pioneer Classica Z. Ochola. Students explore the connection between what they eat and where it comes from through hands-on organic gardening and cooking classes. The "comestible curriculum" encompasses math, science, history, geography, social studies, and more.

Interviewer: Rosa, you're a sixth-grade student gardener in the Scurptious Schoolyard at T.E. Middle School in West End. Have you tried growing anything before?

Rosa: No, this is my first time, and now I have a green thumb. I might become a farmer or a chef, or both!

Interviewer: I heard that the Scurptious Schoolyard concept was somewhat controversial in the beginning.

Rosa: It ruffled a few feathers. Some people were **disinterested**, while others were suspicious, **depicting** it as playing instead of learning. I think that complaints are **groundless**, and they really don't know what they're missing. It's amazing to watch something grow from a tiny seed. It takes a lot of **stamina** and enthusiasm to keep the gardens growing, but everyone works together.

Interviewer: What are some favorite experiences and things you've learned?

Rosa: I was excited when the blossoms on the squashes and pumpkins appeared. We made pumpkin paninis and sauteed zucchini blossoms, so I actually cooked and ate a flower! Rule number one for gardeners is smart planning, and we need to get **maximum** use from our plot. Have you heard of companion planting? Plants are like people—some exist together better than others, so we **manipulate** the plants, materials, and space to get the best harvest. We also extend the natural growing seasons by **mimicking** Mother Nature with grow lights and mini-greenhouses.

Interviewer: Have you encountered any **stunning** blots so far?

Rosa: We develop tools and strategies for overcoming **adverse** conditions. Our climate isn't extremely **arid**, but sometimes it's pretty dry, so we practice water conservation by using rain barrels. Also, the first time we tried to

you have studied in this Unit appear in **boldface** above, and then circle the letter of the **bold** word as it is used in context.

stores across the United States. In 2015, as. In 2015, almost five percent of the food we can this seemingly **incomprehensible** ch year? The answer is organic farms. In **serene** acres in the United States produced

able significant crop yields without harming **constrain** organic farmers to utilize are genetically modified seeds. These methods **illness**. Organic farmers use recycled and **to**. This waste builds strong soil structure. To **beneficial** predators that eat pests, and they also practice crop rotation. Crop rotation is the next to maintain healthy soil. In addition, these habits allow organic farms to enhance

ional farms, both types face similar problems. **adverse** organic farmers. An **assault** may attack and crops. Farmers are also under increasing **in** **sheepish** about wasting food. Farmers is drought.

4. What does the word **assault** most likely mean as it is used in paragraph 3?
a. violent attacker b. passive neighbor c. peaceful protester d. meddling neighbor

5. What is the meaning of **sheepish** as it is used in paragraph 3?
a. afraid b. embarrassed c. anxious d. careful

6. **Arid** comes from the Latin word **aridus**. **Aridus** most likely means:
a. dry b. stagnant c. fertile d. scarce

SadlierConnect.com: WordsTM Audio Program

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Rosa de la Vega

Scurptious Schoolyard student gardeners plant, tend, harvest, cook, and eat what they grow.

Sets A & B SadlierConnect.com: Interactive Word Games

Synonyms Choose the word or form of the word from this Unit that is the same or most nearly the same in meaning as the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.

- inventive use for lumber scraps
- waiting until the crowds **ebb**
- blockaded** the small ships from entering the harbor
- bad feelings** about the leading candidate
- starving** after missing last night's dinner
- enjoy a late-night **feast**
- sued for **defamation**
- drenched** the dirty laundry with soapy water
- saved an **immeasurable** fortune
- acted like a **dunce** in front of the interviewer
- is **clearly** forbidden for use by minors
- developed a **moneymaking** venture from scratch
- troops that were **sent off** to the war zone
- fashionable hand-me-down **outfits**
- had to live the **bumbling** carpenter

Antonyms Choose the word or form of the word from this Unit that is most nearly opposite in meaning to the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.

- expand the bundle to fit
- was certain to **gladden** the passengers
- a **delayed** reaction
- reasons to **validate** the winner
- will support all causes

Writing: Words in Action Answers to the prompt will vary. Suppose you will be traveling with the traders in "City of Gold" (pages 12–13). You wonder what your trip will be like when you arrive in Timbuktu. Write a journal entry, describing what excites you about the trip and what worries you. Use at least two details from the passage and three or more words from this Unit.

22 • Unit 1

Practice in standardized-test formats helps students prepare for standards-aligned tests, and high-stakes state exams. Modeled on the reading sections of these tests, **Vocabulary for Comprehension** has students read single and paired passages and then answer questions associated with those passages, including questions that ask students to support their answers with details from the text.

REVIEW UNITS 4–6 SadlierConnect.com: Test Prep

Vocabulary for Comprehension Part 1

Read "Osceola McCarty: 1908–1999," which contains words in **boldface** that appear in Units 4–6. Then choose the **best** answer to each question based on what is stated or implied in the passage(s). You may refer to the passage as often as necessary.

Osceola McCarty: 1908–1999

Osceola McCarty left school after sixth grade to help care for an ailing relative. She was sorry not to be able to continue her education, but her family needed her. (35) She was an **ambitious** dream to this lifelong **inhabitant** of Mississippi. She eked out a living weeding (36) to attend college but felt no **remorse** about her life. Instead she thought of an **agenda** to help others attend college. She gave \$150,000 of her life's savings to the University of Southern Mississippi. All she asked of the university was that it use the money for scholarships for deserving (40) students.

1. Which sentence **best** states the author's purpose in "Osceola McCarty: 1908–1999"?
 A) The author persuades the reader about the benefits of saving money.
 B) The author tells an inspirational true story.
 C) The author explains ways to help others.
 D) The author tells an inspirational fictional story.

2. As used in line 5, what does the word **elusive** suggest about Osceola McCarty's dream of pursuing an education?
 A) It was temporary.
 B) It was difficult to achieve.
 C) It was elusive.
 D) It was elusive.

3. According to the passage, what are **petty** deposits (line 29)?
 A) major
 B) insignificant
 C) narrow-minded
 D) sensible

4. Based on the evidence in lines 29–32, which statement **best** describes how McCarty amassed her wealth?
 A) Out of sight, out of mind.
 B) Live only in the here and now.
 C) Here today, gone tomorrow.
 D) Slow and steady wins the race.

5. Which word means the same as **elusive**?

REVIEW UNITS 4–6 SadlierConnect.com: Test Prep

Vocabulary for Comprehension Part 2

Read these passages, which contain words in **boldface** that appear in Units 4–6. Then choose the **best** answer to each question based on what is stated or implied in the passage(s). You may refer to the passage as often as necessary.

Passage 1

A puppet is a figure of a person or animal moved by human aid. Throughout recorded history, puppets and puppet theater have been popular all over the world. Some historians claim that puppets date back into Cro-Magnon times, around 30,000 BCE. Puppets have enjoyed enduring popularity, and some puppets have become famous through movies. Over time, many types of puppet and styles of puppet entertainment have developed. There are hand or glove puppets, rod puppets, marionettes or string puppets, and shadow figures, in which an audience views the puppet's shadow through a translucent screen. Puppetry is diverse, and any **synopsis** of its origins will necessarily leave out some of the cultures that contributed to its development. It is far to say, however, that two distinct traditions developed in the **maze** of this art's history. One tradition was centered in Europe, the other in Asia. The western tradition, found chiefly in Europe, performed folk plays for popular audiences. An outstanding example is the Punch and Judy show, which featured two main characters: the **headstrong** Pulcinella (Mr. Punch) and his wife Judy. Other **boisterous** and violent, this entertainment showcased farce and slapstick comedy. This type of puppet theater reached its height in England in the early 1700s.

Passage 2

The eastern tradition in puppetry is remarkably diverse. Puppet performances are popular in numerous Asian countries. One widespread type of performance is shadow puppet theater, common in India, Indonesia, Malaysia, Thailand, and Cambodia. In these performances, puppets are two-dimensional and made of buffalo hide. The puppeteer, known as the **dalung** in Indonesia, manipulates all the figures on one side of an illuminated screen. The audience watches the action from the other side. Performances include a musical ensemble of percussion instruments known as the **gamelan**. Called **wayang kulit** in Indonesia, shadow puppetry is **deemed** one of the country's most distinctive cultural traditions. Two ancient Indian epics **generated** the storylines and most of the characters of wayang kulit. These epics, the Ramayana and the Mahabharata, were probably composed sometime between 400 BCE and 400 CE. In the Ramayana, the hero rescues his kidnapped wife. In the Mahabharata, five brothers must wage a **devastating** war against their cousins. Although many shadow plays exhibit great **fidelity** to the epic stories, there is **leeway** for the addition of new characters. As a night-long performance unfolds, the eerie shadows and hypnotic musical accompaniment may **induce** a state of **reverie** in the audience. Such is the magic of wayang kulit.

1. According to Passage 1, historians believe that puppets may **be** a product of medieval cultures.
 A) be a product of medieval cultures.
 B) be a very ancient form of art.
 C) have become less popular over time.
 D) have originated in China.

2. As it is used in line 17, "synopsis" most nearly means
 A) essay.
 B) interpretation.
 C) outline.
 D) judgement.

3. From details in Passage 2, it can reasonably be inferred that the effect of shadow puppet theater is often
 A) explosive.
 B) satirical.
 C) prophetic.
 D) subversive.

4. As it is used in line 51, "deemed" most nearly means
 A) judged.
 B) confirmed.
 C) investigated.
 D) nominated.

5. As it is used in line 63, "fidelity" most nearly means
 A) duplication.
 B) transformation.
 C) loyalty.
 D) recognition.

6. Passage 1 differs from Passage 2 primarily because it
 A) claims that puppetry has a narrow, specialized appeal.
 B) acknowledges that puppets have an ancient history.
 C) presents a broader discussion, including a definition and historical summary.
 D) argues that the western tradition is more significant than the eastern tradition.

7. Which choice provides the best evidence for the answer to the previous question?
 A) Lines 1–2 ("A puppet . . . aid")
 B) Lines 12–16 ("There are . . . screen")
 C) Lines 17–20 ("Puppetry . . . development")
 D) Lines 36–37 ("Puppet . . . countries")

8. Passage 1 and Passage 2 are similar in that both passages stress
 A) the ingenious features of puppetry.
 B) the widespread popularity of puppetry.
 C) the epic tales underlying puppet traditions.
 D) the contributions of slapstick comedy to puppetry.

9. Passage 1 describes the use of puppetry to tell European folk plays, while Passage 2
 A) describes the use of puppets to tell epic Indian stories.
 B) explains how to make a puppet out of buffalo hide.
 C) claims that puppet shows were first performed in Italy.
 D) describes a popular puppet show called Punch and Judy.

10. As it is used in line 68, "revere" most nearly means
 A) broadcast.
 B) distraction.
 C) trance.
 D) France.

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