Vocabulary Workshop
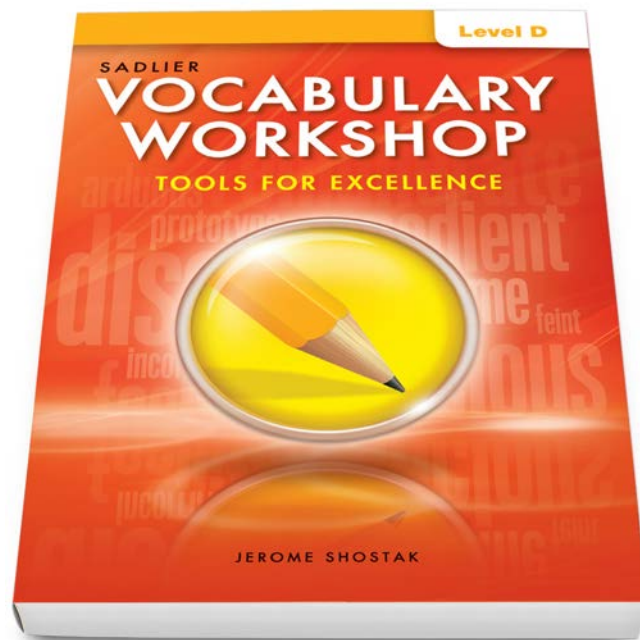Tools for Excellence

Correlation to the Georgia Standards of Excellence for English Language Arts

Grade 9

Level D

SADLIER
VOCABULARY WORKSHOP
TOOLS FOR EXCELLENCE

JEROME SHOSTAK

Key Aligned Content
Additional Aligned Content

Vocabulary Workshop: Tools for Excellence Level D / Grade 9 Correlation to the Georgia Standards for Excellence: English Language Arts for Grade 9–10

Sadlier School

Key Aligned Content

Language	

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10	VOCABULARY WORKSHOP, LEVEL D / GRADE 9

Vocabulary Acquisition and Use

ELAGSE9-10L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 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*

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Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10	VOCABULARY WORKSHOP, LEVEL D / GRADE 9

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 <u>choosing the bold-face word that best fits the context of the given sentence</u>.

• 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 <u>rely on context clues</u> 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 <u>use context clues</u> 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 <u>rely on embedded context clues</u> 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 <u>vocabulary in the context of authentic literature</u>.

• 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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ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10	VOCABULARY WORKSHOP, LEVEL D / GRADE 9

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
	The 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 10–12 Choosing the Right Idiom—p. 162
	• Proverbs—Review Units 4–6 Choosing the Right Proverb—p. 86
	• Adages—Review Units 10–12 Choosing the Right Adage—p. 200
	
	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 (*pos, pon*)—p. 49
	• Review Units 4–6 (*ten, tain, tin*)—p. 87
	• Review Units 7–9 (*pol, ly*)—p. 125
	• Review Units 10–12 (*spec, spic*)—p. 163
	• Review Units 13–15 (*vert, vers*)—p. 201
	
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Vocabulary Acquisition and Use

	Final Mastery Test
	• Two-Word Completions—p. 203
	  For these word-omission exercises, students <u>use embedded context clues</u> to identify the correct choices.
	• Supplying Words in Context—p. 204
	  Students <u>use context clues</u> to select the word that bests completes each sentence.
	• Choosing the Right Meaning—p. 206
	  Students read each sentence, <u>consider context clues</u>, then select from four choices a synonym for the featured word in bold type.
	
	<u>DIGITAL RESOURCES</u>*
	Assessment
	• Benchmark Assessments
	  ○ Beginning of the Year Pre-Test
	    ▪ Completing the Sentence
	      Students <u>use context clues</u> to select the word that bests completes each sentence.
	  ○ Final Mastery Test
	    ▪ Two-Word Completions
	      Students <u>rely on sentence context clues</u> to select the word pair that bests fits each sentence.
	    ▪ Supplying Words in Context
	      Students <u>use context clues</u> to select the word that bests completes each sentence.
	    ▪ Choosing the Right Meaning
	      Students read each sentence, <u>consider context clues</u>, then select from four choices a synonym for the featured word in bold type.
	• Cumulative Tests
	  The first section for each Cumulative Test is <u>Vocabulary in Context</u>. Students <u>rely on context clues</u> 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 <u>vocabulary-in-context questions.</u>
	  ○ 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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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 <u>vocabulary-in-context questions</u>.
    ▪ Two-Word Completions
    After reading each sentence, students choose from a list <u>the word pair that best fits the context of the sentence</u>.

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. <u>Students read the words in context to activate prior knowledge, draw on context clues to determine the meaning of unfamiliar words</u>, 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 <u>draw on context clues</u> to determine the meaning of unfamiliar word.
• Student Practice
  In each of the following activities, <u>students focus on context clues</u> 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 <u>vocabulary-in-context questions</u>.
  ○ Model Reading Test (Units 11-15)
    Each Model Reading Test includes a <u>vocabulary-in-context question</u>.

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Vocabulary Acquisition and Use

	○ Practice Quiz/Practice Worksheet, Units 1-15 Students read a short passage then <u>use clues to answer questions about the italicized study words that appear in context in the text</u>.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).	<u>STUDENT EDITION</u>
	Word Study: Classical Roots
	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.
	
	• Review Units 1–3 (*pos, pon*)—p. 49
	• Review Units 4–6 (*ten, tain, tin*)—p. 87
	• Review Units 7–9 (*pol, ly*)—p. 125
	• Review Units 10–12 (*spec, spic*)—p. 163
	• Review Units 13–15 (*vert, vers*)—p. 201
	
	<u>DIGITAL RESOURCES</u>*
	Overview
	• Student Program Overview and Resources
	 ○ Greek and Latin Roots Reference Guide
	  ▪ Word Structure: Greek and Latin Roots
	   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."
	
	   Students examine the meaning of several common prefixes and see how those prefixes appear in sample words.
	
	   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 samples words with suffixes.
	
	   The final section focuses on Greek and Latin roots, meanings, and sample words.
	
	Word Study
	• Word Study (Units 1–3, Units 4–6, Units 7–9, Units 10–12, Units 13–15)
	 ○ Interactive Activities
	  ▪ Word Part Gallery
	   In order to expose students to a deeper knowledge of word parts, ***Vocabulary Workshop*** 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.
	
	   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
	
	continued

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Vocabulary Acquisition and Use

	instruction to help students learn, explore, and practice with these word parts. ▪ Word Part Gallery: Teaching Suggestions
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.	**STUDENT EDITION** **Pronunciation Key** Symbols in the Pronunciation Key are similar to those used in most recent standard dictionaries. The author has primarily consulted *Webster's Third New International Dictionary* and *The Random House Dictionary of the English Language (Unabridged)*. 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. 11 **Definitions** 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 **Synonyms** For the Synonyms activity in each Unit, students are directed to use a dictionary if necessary. • 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** 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 *continued*

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ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10	VOCABULARY WORKSHOP, LEVEL D / GRADE 9

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.

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ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10	VOCABULARY WORKSHOP, LEVEL D / GRADE 9

Vocabulary Acquisition and Use

	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.
	†Available with Vocabulary Workshop Interactive Edition (optional purchase).
	
	• Student Resources
	   ○ iWords (audio program)
	   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.
	   ○ Pronunciation Key
	   ○ Words Have a History, Too
	   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.

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).	**STUDENT EDITION**
	Vocabulary in Context
	An **inference clue** implies but does not directly state the meaning of the missing word or words. For example:
	   "A treat for all ages," the review read, "this wonderful novel combines the _____ of a scholar with the skill and artistry of an expert _____ ."
	
	   a. ignorance . . . painter
	   b. wisdom . . . beginner
	   c. wealth . . . surgeon
	   d. knowledge . . . storyteller
	
	In this sentence, there are several inference clues: (a) the word *scholar* suggests knowledge; (b) the words *novel, artistry,* and *skill* suggests the word *storyteller*. These words are inference clues because they suggest or imply, but do not directly state, the missing word or words.
	• P. 7

ELAGSE9-10L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	**STUDENT EDITION** **Word Study: Adages/Idioms/Proverbs** 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. • Adages ○ Review Units 1–3—p. 48 *continued*

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Vocabulary Acquisition and Use

	• Idioms
	  ○ Review Units 4–6—p. 86; Review Units 7–9—p. 124; Review Units 10–12—p. 162
	• Proverbs
	  ○ Review Units 13–15—p. 200

b. Analyze nuances in the meaning of words with similar denotations.	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.
	• Three Types of Context Clues—p. 7
	  ○ Restatement Clue (synonym)
	  ○ Inference Clue
	
	Synonyms
	• 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
	
	Word Study: Denotation and Connotation
	Students explore nuances in meaning of words with similar denotations.
	• 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
	
	Antonyms
	• 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
	
	Final Mastery Test
	• Synonyms—p. 202
	
	ANNOTATED TEACHER'S EDITION
	Units
	• Synonyms—TAE p. T13

ELAGSE9-10L6 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.	Throughout the *Vocabulary Workshop* 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. 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.

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Additional Aligned Content

Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10	VOCABULARY WORKSHOP, LEVEL D / GRADE 9

Key Ideas and Details

ELAGSE9-10RL1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**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.
	Example
	7. It can reasonably be inferred that Annette: A) is one of the more daring girls in the group. (p. 121)
	• Review Units 7–9
	  ○ Part 1 Guy de Maupassant (from "Two Friends")—pp. 118–119
	  ○ Part 2 Alice Dunbar Nelson (from "The Fisherman of Pass Christian")—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.
	Examples
	4. Which of these inferences is best supported by paragraph 4? B) The colt's mother is worried about his future. (Test Prep 8)
	
	5. Which sentence from the text supports your answer to the previous question? D) "'I hope you will grow up gentle and good, and never learn bad ways.'" (Test Prep 8)
	  ○ Test Prep 1 Units 1–3 Johanna Spyri [from *Heidi*]
	  ○ Test Prep 2 Units 1–3 Owen Wister [from *The Virginian*]
	  ○ Test Prep 5 Units 4–6 Washington Irving ["London Antiques" from *The Sketch Book of Geoffrey Crayon*]
	  ○ Test Prep 7 Units 7–9 Frances Hodgson Burnett [from *The Secret Garden*]
	  ○ Test Prep 8 Units 10–12 Anna Sewell [from *Black Beauty*]
	
	Unit 15
	• Additional Practice
	Example
	3. From the passage, you can infer that Granny Thompson was not someone who d. liked to share her burdens with others (Unit 15)
	  ○ Model Reading Test
	    ▪ Unit 15 Prose Fiction [Untitled] (Granny and Her Cat)

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Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10	VOCABULARY WORKSHOP, LEVEL D / GRADE 9

Key Ideas and Details

ELAGSE9-10RL2 Determine a theme or central idea of text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

STUDENT EDITION
Vocabulary for Comprehension, Parts 1 and 2
Students read a passage of literary text then consider theme or central idea when answering comprehension questions.

Example

2. What is the main idea of the third paragraph (lines 29–40)?
B) Getting from Pass Christian to Henderson's Point is difficult but worthwhile in the end. (p. 121)

- Review Units 7–9
  ○ Part 1 Guy de Maupassant (from "Two Friends")—pp. 118–119
  ○ Part 2 Alice Dunbar Nelson (from "The Fisherman of Pass Christian")—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.
  Examples
  9. Which sentence best states a central idea of this passage? C) It is worthwhile to take time out of our busy lives to appreciate historical places." (Test Prep 5).
  10. Which sentence from the excerpt supports the answer to the previous question? B) "I do not know a more impressive lesson for the man of the world to relish than thus suddenly to turn aside from the highway of busy money-seeking life, and sit down among these immobile burial places, where all is twilight, dust, and forgetfulness." (paragraph 5)." (Test Prep 5).
  ○ Test Prep 1 Units 1–3 Johanna Spyri [from *Heidi*]
  ○ Test Prep 2 Units 1–3 Owen Wister [from *The Virginian*]
  ○ Test Prep 5 Units 4–6 Washington Irving ["London Antiques," from *The Sketch Book of Geoffrey Crayon*]
  ○ Test Prep 7 Units 7–9 Frances Hodgson Burnett [from *The Secret Garden*]
  ○ Test Prep 8 Units 10–12 Anna Sewell [from *Black Beauty*]

Unit 15
- Additional Practice
  Example
  4. According to some of the research studies Gran discovered, which of the following is true about elderly pet owners? c. They are more sociable and get more exercise than non-pet owners.(Unit 15)
  ○ Model Reading Test
    ▪ Unit 15 Prose Fiction [Untitled] (Granny and Her Cat)

*Digital resources available at SadlierConnect.com
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Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10	VOCABULARY WORKSHOP, LEVEL D / GRADE 9

Key Ideas and Details

ELAGSE9-10RL3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	N/A

Craft and Structure

ELAGSE9-10RL4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)	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/Adages/Proverbs** The Choosing the Right Idiom/Adage/Proverb activities help students practice using context clues to figure out the meaning of figurative words and phrases. • Idioms—Review Units 1–3 Choosing the Right Idiom, p. 48; Review Units 4–6 Choosing the Right Idiom, p. 86; Review Units 10–12 Choosing the Right Idiom, p. 162 • Adages—Review Units 7–9 Choosing the Right Adage, p. 124 • Proverbs—Review Units 13–15 Choosing the Right Proverb, p. 200 **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 Johann David Wyss [from *The Swiss Family Robinson*]—p. 21 • Unit 2 Walt Whitman [from *Leaves of Grass*]—p. 31 • Unit 3 Jules Verne [from *Twenty Thousand Leagues Under the Sea*]—p. 41 • Unit 4 Edgar Rice Burroughs [from *A Princess of Mars*]—p. 59 • Unit 5 H.G. Wells [from *The First Men in the Moon*]—p. 69 *continued*

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Craft and Structure

	• Unit 6 Mark Twain [from the novel *The Prince and The Pauper* and the short story "The Celebrated Jumping Frog of Calaveras County"]—p. 79
	• Unit 7 Charles Dickens [from *Oliver Twist*]—p. 97
	• Unit 8 Sir Arthur Conan Doyle [from *The Adventures of Sherlock Holmes*]—p. 107
	• Unit 9 L.M. Montgomery [from *Anne of the Island*]—p. 117
	• Unit 10 Edgar Allan Poe [from *The Works of Edgar Allan Poe, Volume I*]—p. 135
	• Unit 11 Jack London [from *White Fang*]—p. 145
	• Unit 12 Sir Arthur Conan Doyle [*from Tales of Terror and Mystery*]—p. 155
	• Unit 13 L.M. Montgomery [from *Anne of Green Gables*]—p. 173
	• Unit 14 Charles Dickens [from *The Life and Adventures of Nicholas Nickleby*]—p. 183
	• Unit 15 Washington Irving [from "The Legend of Sleepy Hollow"]—p. 19
	
	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
	4. What does the word **jovial** in line 28 **most likely** suggest about Monsieur Sauvage? D) He is merry. (p. 119)
	
	• Review Units 7–9
	  ○ Part 1 Guy de Maupassant (from "Two Friends")—pp. 118–119
	  ○ Part 2 Alice Dunbar Nelson, (from "The Fisherman of Pass Christian")—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.
	Examples
	1. What is the meaning of ingrained as it is used in paragraph 1? B) deep-seated (Test Prep 7)
	10. In paragraph 8, what is the meaning of as a consequence? C) as a result (Test Prep 8)
	  ○ Test Prep 1 Units 1–3 Johanna Spyri [from *Heidi*]
	  ○ Test Prep 2 Units 1–3 Owen Wister [from *The Virginian*]
	  ○ Test Prep 5 Units 4–6 Washington Irving ["London Antiques," from *The Sketch Book of Geoffrey Crayon*]
	  ○ Test Prep 7 Units 7–9 Frances Hodgson Burnett [from *The Secret Garden*]
	  ○ Test Prep 8 Units 10–12 Anna Sewell [from *Black Beauty*]

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Craft and Structure

ELAGSE9-10RL5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	N/A
ELAGSE9-10RL6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	N/A

Integration of Knowledge and Ideas

ELAGSE9-10RL7 Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., Auden's poem "Musée de Beaux Arts" and Breughel's painting *Landscape with the Fall of Icarus*), including what is emphasized or absent in each treatment.	N/A
ELAGSE9-10RL8 (Not applicable to literature).	
ELAGSE9-10RL9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	N/A

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Range of Reading and Level of Text Complexity

ELAGSE9-10RL10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 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 Guy de Maupassant (from "Two Friends")—pp. 118–119
  - Part 2 Alice Dunbar Nelson (from "The Fisherman of Pass Christian")—pp. 120–121

DIGITAL RESOURCES*

Assessment

- Test Prep
  Students read a passage of informational text then answer explicit and implicit comprehension question, as well as identify supporting evidence.
  - Test Prep 1 Units 1–3 Johanna Spyri [from *Heidi*]
  - Test Prep 2 Units 1–3 Owen Wister [from *The Virginian*]
  - Test Prep 5 Units 4–6 Washington Irving ["London Antiques," from *The Sketch Book of Geoffrey Crayon*]
  - Test Prep 7 Units 7–9 Frances Hodgson Burnett [from *The Secret Garden*]
  - Test Prep 8 Units 10–12 Anna Sewell [from *Black Beauty*]

Unit 15

- Additional Practice
  - Model Reading Test
    - Unit 15 Prose Fiction (Granny and Her Cat)

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 Johann David Wyss [from *The Swiss Family Robinson*]—p. 21
- Unit 2 Walt Whitman [from *Leaves of Grass*]—p. 31
- Unit 3 Jules Verne [from *Twenty Thousand Leagues Under the Sea*]—p. 41
- Unit 4 Edgar Rice Burroughs [from *A Princess of Mars*]—p. 59
- Unit 5 H.G. Wells [from *The First Men in the Moon*]—p. 69
- Unit 6 Mark Twain [from the novel *The Prince and The Pauper* and the short story "The Celebrated Jumping Frog of Calaveras County"]—p. 79
- Unit 7 Charles Dickens [from *Oliver Twist*]—p. 97
- Unit 8 Sir Arthur Conan Doyle [from *The Adventures of Sherlock Holmes*]—p. 107

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Range of Reading and Level of Text Complexity

	• Unit 9 L.M. Montgomery [from *Anne of the Island*]—p. 117 • Unit 10 Edgar Allan Poe [from *The Works of Edgar Allan Poe, Volume I*]—p. 135 • Unit 11 Jack London [from *White Fang*]—p. 145 • Unit 12 Sir Arthur Conan Doyle [*from Tales of Terror and Mystery*]—p. 155 • Unit 13 L.M. Montgomery [from *Anne of Green Gables*]—p. 173 • Unit 14 Charles Dickens [from *The Life and Adventures of Nicholas Nickleby*]—p. 183 • Unit 15 Washington Irving [from "The Legend of Sleepy Hollow"]—p. 193

Reading Informational

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Key Ideas and Details

ELAGSE9-10RI1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	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.
		Example
		7. The author implies that it took Wright 16 years to design the Guggenheim Museum because? B) it was a complex project that involved 700 sketches and 6 working drawings. (p. 197)
		• Review Units 1–3
		  ○ Part 1 "A Winter Playground" [Sapporo Snow Festival]—pp. 42–43
		  ○ Part 2 [Untitled] (Patrick Henry's 1775 Speech), pp. 44–45
		• Review Units 4–6
		  ○ Part 1 "Oseola McCarty: 1908–1999," pp. 80–81
		  ○ Part 2 [Untitled]—pp. 82–83
		    ▪ Passage 1: History and World Popularity of Puppetry
		    ▪ Passage 2: Shadow Puppet Theater in Asian Countries
		
		continued

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Key Ideas and Details

	• Review Units 10–12
	  ○ Part 1 "Oseola Part 1 "An International Science Lab," pp. 156–157
	  ○ Part 2 [Untitled]]—pp. 158–159
	    ▪ Passage 1: Self-Driving Cars
	    ▪ Passage 2: Problems with Self-Driving Cars Still to Be Resolved
	• Review Units 13–15
	  ○ Part 1 "Goya: A Victim of His Art?" pp. 194–195
	  ○ Part 2 [Untitled] (Frank Lloyd Wright, Architect)]—pp. 196–197
	
	ANNOTATED TEACHER'S EDITION
	Reading Passages in Level D
	• Questions for Critical Thinking—ATE p. T29
	
	DIGITAL RESOURCES*
	Assessment
	• Test Prep
	Students read a passage of informational text then answer explicit and implicit comprehension question, as well as identify supporting evidence.
	Examples
	
	2. Which of these inferences is best supported by paragraph 2? B) Douglass outlived many of his fellow abolitionists. (Test Prep 4).
	
	3. Which sentence from the text supports your answer to the previous question? C) "Douglass has now reached and passed the midpoint of life, yet his collaborators in the strife have now nearly all passed away. (Test Prep 4).
	
	  ○ Test Prep 3 Units 4–6 Mary Wollstonecraft ["Letter II," from *Letters Written During a Short Residence in Sweden, Norway, and Denmark*]
	  ○ Test Prep 4 Units 4–6 George L. Ruffin ["Introduction," from *The Life and Times of Frederick Douglass*]
	  ○ Test Prep 6 Units 7–9 Mark Twain [from "How to Tell a Story and Other Essays"]
	  ○ Test Prep 9 Units 10–12 James Edward Austen-Leigh [from *A Memoir of Jane Austen*]
	  ○ Test Prep 10 Units 13–15 Catherine Parr Traill [from *The Backwoods of Canada*]
	  ○ Cumulative Test Prep 1 Units 1–15 Thomas Jefferson ["Life on the Land" from *Notes on the State of Virginia*] and Alexander Hamilton ["Industry and Growth" from *Report on Manufactures*]
	  ○ Cumulative Test Prep 2 Units 1–15 Samuel Taylor Coleridge ["The Nature of Poetry" from *Biographia Literaria*] and Matthew Arnold [from "The Study of Poetry"]
	
	continued

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Key Ideas and Details

	Units 1–10
	• Additional Practice
	Students read a passage then pick the best answer for explicit main idea and inference questions.
	  ○ Passage-Based Reading
	  Example
	  3. You can infer that a "feedback loop" is c. a self-reinforcing cause-and-effect chain (Unit 5).
	  ▪ Unit 1 (Newspapers)
	  ▪ Unit 2 (Louis Daguerre)
	  ▪ Unit 3 (Role Of Libraries)
	  ▪ Unit 4 (Volunteer Work)
	  ▪ Unit 5 (Global Warming)
	  ▪ Unit 6 (The Trickster In Folklore)
	  ▪ Unit 7 (Campaign Funding Reform)
	  ▪ Unit 8 (Skyscrapers)
	  ▪ Unit 9 (Agricultural Theory Of Language)
	  ▪ Unit 10 (Weather Forecasting)
	
	Units 11–14
	• Additional Practice
	  ○ Model Reading Test (Units 11–14)
	  Students read a passage then pick the best answer for explicit main idea and inference questions.
	  Example
	  4. In the last paragraph of the passage, the writer suggests that b. by offering teenagers a chance to get acquainted with the museum, it is investing in its own future audience (Unit 12).
	  ▪ Unit 11 Natural Science (Ballooning)
	  ▪ Unit 12 Humanities (Museum Programs for Young People)
	  ▪ Unit 13 Social Studies (Cell Phones)
	  ▪ Unit 14 Natural History (Beetles)

ELAGSE9-10RI2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	**STUDENT EDITION**
	Vocabulary for Comprehension, Parts 1 and 2
	Students read a passage of informational text then answer comprehension questions that include determining the central or main idea of the text.
	Examples
	1. What is the central idea of "An International Science Lab"?: B) Important international scientific research is conducted in Antarctica. (p. 157)
	8. What is the main idea of the passage? D) Wright transformed modernism into an architectural movement. (p. 197)
	• Review Units 1–3
	  ○ Part 1 "A Winter Playground" [Sapporo Snow Festival]—pp. 42–43
	  ○ Part 2 [Untitled] (Patrick Henry's 1775 Speech), pp. 44–45
	   continued

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Reading Informational

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Key Ideas and Details

	• Review Units 4–6 ○ Part 1 "Oseola McCarty: 1908–1999," pp. 80–81 ○ Part 2 [Untitled]—pp. 82–83 ▪ Passage 1: History and World Popularity of Puppetry ▪ Passage 2: Shadow Puppet Theater in Asian Countries • Review Units 10–12 ○ Part 1 "Oseola Part 1 "An International Science Lab," pp. 156–157 ○ Part 2 [Untitled]]—pp. 158–159 ▪ Passage 1: Self-Driving Cars ▪ Passage 2: Problems with Self-Driving Cars Still to Be Resolved • Review Units 13–15 ○ Part 1 "Goya: A Victim of His Art?" pp. 194–195 ○ Part 2 [Untitled] (Frank Lloyd Wright, Architect)]—pp. 196–197 ANNOTATED TEACHER'S EDITION **Reading [Unit] Passages in Level D** • Questions for Critical Thinking—TE p. T29 Ask students these questions to help them identify central ideas of the Unit Passages in Level D. DIGITAL RESOURCES* **Assessment** • Test Prep Students read a passage of informational text then identify the central idea plus supporting evidence. *Example* 10. What is the central idea of *The Backwoods of Canada*? C) Exploring Canada by ship provides time to reflect on its natural beauty. (Test Prep 10). ○ SAT® Test Prep 2 Units 4–6 John Dickinson [from *Letters from a Pennsylvania Farmer*] ○ SAT® Test Prep 3 Units 7–9 William Morris [from "The Aims of Art"] ○ SAT® Test Prep 5 Units 13–15 Andrew Carnegie [from "Wealth"] ○ SAT® Cumulative Test Prep Passage A: Ethel Puffer Howes [from *The Psychology of Beauty*]/Passage B: James Weldon Johnson [from preface to an anthology of African American poetry] ○ ACT® Test Prep 2 Units 4–6 Samuel Johnson [from an essay in the periodical series *The Rambler*] ○ ACT® Test Prep 3 Units 7–9 John Ruskin [from *The Poetry of Architecture*] *continued*

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Key Ideas and Details

	○ ACT® Test Prep 5 Units 13–15 Joseph Addison [from an essay in the series *The Spectator*]
	○ ACT® Cumulative Test Prep Passage A: Aristotle (translation by S.H. Butcher) [from *Aristotle's Poetics*]/Passage B: Elizabeth Atkins [from *The Poet's Poet*]
	
	Units 11–14
	• Additional Practice
	  ○ Model Reading Test (Units 11–14)
	  Students read a passage then pick the best answer for explicit main idea and inference questions.
	  Example
	  3. Which of the following BEST expresses the underlying theme in the myths of Arachne and Daedalus and Icarus? c. Excessive pride or ambition runs the risk of punishment (Unit 11)
	  ▪ Unit 11 Humanities [Untitled] (Famous Myths)
	  ▪ Unit 12 Social Studies [Untitled] (The Great Wall of China)
	  ▪ Unit 13 Natural History [Untitled] (Sunspots)
	  ▪ Unit 14 Natural History [Untitled] (Three Temperature Scales)

ELAGSE9-10RI3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	N/A

Craft and Structure

ELAGSE9-10RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	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 "I'll Wait for the Movie" [Compare-and-Contrast Essay]—pp. 12–13 • Unit 2 "Cowgirls Up!" [Historical Nonfiction]—pp. 22–23 • Unit 3 "A Polar Controversy" [Historical Nonfiction]—pp. 32–33 • Unit 4 "Elephant Culture and Conservation" [Expository Essay]—pp. 50–51 *continued*

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Craft and Structure

	• Unit 5 "The Leopard: Unlikely Survivor" [Expository Essay]—pp. 60–61
	 • Unit 6 "Modernize the School Calendar" [Persuasive Essay]—pp. 70–71
	 • Unit 7 "City Critters" [Humorous Essay]—pp. 88–89
	 • Unit 8 "A History of Sound Recording" [Encyclopedia Entry]—pp. 98–99
	 • Unit 9 "Ringl and Pit: Witnesses to the Weimar" [Profile]—pp. 108–109
	 • Unit 10 "Remarkable Mixes" [Textbook Entry]—pp. 126–127
	 • Unit 11 "Failing Infrastructure" [Newspaper Editorial]—pp. 136–137
	 • Unit 12 "Social Networks and Virtual Communication" [Debate]—pp. 146–147
	 • Unit 13 "From Trash to Tabletop" [Interview]—pp. 164–165
	 • Unit 14 "Seven Wonders" [Magazine Article]—pp. 174–175
	 • Unit 15 "Jesse Owens: 1913–1980" [Obituary]—pp. 184–185
	
	 Vocabulary for Comprehension, Parts 1 and 2
	 Students read a passage of informational text then answer vocabulary-in-context questions.
	
	 Example
	 3. As it is used in line 45, "intolerable" most nearly means A) outrageous. (p. 157)
	
	 • Review Units 1–3
	   ○ Part 1 [Untitled] (The Farm-to-Table Movement)—pp. 42–43
	   ○ Part 2 [Untitled] (John Dickinson, Eminent Colonial Statesman)—pp. 44–45
	 • Review Units 4–6
	   ○ Part 1 [Untitled] (The Value of the Humanities in American Education)—pp. 80–81
	   ○ Part 2 [Untitled]—pp. 82–83
	     ▪ Passage 1 (Ancient Greek Drama)
	     ▪ Passage 2 (Oral Tradition)
	 • Review Units 10–12
	   ○ Part 1 [Untitled] (A History of the Charter School Movement)—pp. 156–157
	   ○ Part 2 [Untitled]—pp. 158–159
	     ▪ Passage 1 (First-Person Accounts)
	     ▪ Passage 2 (Challenging Prejudice through Social Contact)
	 • Review Units 13–15
	   ○ Part 1 [Untitled] (Significant Literary Movements)—pp. 194–195
	   ○ Part 2 [Untitled] (Langston Hughes)—pp. 196–197
	
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Craft and Structure

	Word Study: Denotation and Connotation

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

The Idiom/Proverb/Adage activities help students use 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 10–12 Choosing the Right Idiom—p. 162
- Proverbs—Review Units 4–6 Choosing the Right Proverb—p. 86
- Adages—Review Units 10–12 Choosing the Right Adage—p. 200

DIGITAL RESOURCES*

Assessment

- Test Prep for SAT & ACT

  Students read a passage of informational text then identify central ideas plus supporting evidence.

  Example

  4. As it is used in line 33, *repugnant* most nearly means: F). offensive. (ACT® Test Prep 3)

  ○ SAT® Test Prep 2 Units 4–6 John Dickinson [from *Letters from a Pennsylvania Farmer*]
  ○ SAT® Test Prep 3 Units 7–9 William Morris [from "The Aims of Art"]
  ○ SAT® Test Prep 5 Units 13–15 Andrew Carnegie [from "Wealth"]
  ○ SAT® Cumulative Test Prep Passage A: Ethel Puffer Howes [from *The Psychology of Beauty*]/Passage B: James Weldon Johnson [from preface to an anthology of African American poetry]
  ○ ACT® Test Prep 2 Units 4–6 Samuel Johnson [from an essay in the periodical series *The Rambler*]
  ○ ACT® Test Prep 3 Units 7–9 John Ruskin [from *The Poetry of Architecture*]
  ○ ACT® Test Prep 5 Units 13–15 Joseph Addison [from an essay in the series *The Spectator*]
  ○ ACT® Cumulative Test Prep Passage A: Aristotle (translation by S.H. Butcher) [from *Aristotle's Poetics*]/Passage B: Elizabeth Atkins [from *The Poet's Poet*]

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Craft and Structure

	Units 1–10 • Additional Practice Students read a passage then answer questions about key vocabulary. ○ Passage-Based Reading *Example* 2. The word <u>exploits</u> in paragraph 1 most nearly means c. feats (Unit 10) ▪ Unit 1 [Untitled] (Japanese Landscape Design) ▪ Unit 2 [Untitled] (Captain James Cook) ▪ Unit 3 [Untitled] (Martha Graham) ▪ Unit 4 [Untitled] (Zulu Culture) ▪ Unit 5 [Untitled] (Dry Ice) ▪ Unit 6 [Untitled] (Poetry Slams) ▪ Unit 7 [Untitled] (Online Voting) ▪ Unit 8 [Untitled] (Mimicry) ▪ Unit 9 [Untitled] (Alternate History Novels) ▪ Unit 10 [Untitled] (Niagara Falls) **Units 11–14** • Additional Practice ○ Model Reading Test (Units 11–14) Students read a passage then answer a vocabulary-in-context question. *Example* 3. In paragraph 2, the word <u>access</u> most nearly means c. admittance (Unit 12) ▪ Unit 11 Humanities [Untitled] (Famous Myths) ▪ Unit 12 Social Studies [Untitled] (The Great Wall of China) ▪ Unit 13 Natural History [Untitled] (Sunspots) ▪ Unit 14 Natural History [Untitled] (Three Temperature Scales)
ELAGSE9-10RI5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	N/A
ELAGSE9-10RI6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	N/A

*Digital resources available at SadlierConnect.com
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Integration of Knowledge and Ideas

ELAGSE9-10RI7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in print and multimedia), determining which details are emphasized in each account.	N/A
ELAGSE9-10RI8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	N/A
ELAGSE9-10RI9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail," Nelson Mandela's Nobel Peace Prize Speech, The Universal Declaration of Human Rights), including how they address related themes and concepts.	N/A

Range of Reading and Level of Text Complexity

ELAGSE9-10RI10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 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 "I'll Wait for the Movie" [Compare-and-Contrast Essay]—pp. 12–13 • Unit 2 "Cowgirls Up!" [Historical Nonfiction]—pp. 22–23 • Unit 3 "A Polar Controversy" [Historical Nonfiction]—pp. 32–33 *continued*

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Range of Reading and Level of Text Complexity

	• Unit 4 "Elephant Culture and Conservation" [Expository Essay]—pp. 50–51
	• Unit 5 "The Leopard: Unlikely Survivor" [Expository Essay]—pp. 60–61
	• Unit 6 "Modernize the School Calendar" [Persuasive Essay]—pp. 70–71
	• Unit 7 "City Critters" [Humorous Essay]—pp. 88–89
	• Unit 8 "A History of Sound Recording" [Encyclopedia Entry]—pp. 98–99
	• Unit 9 "Ringl and Pit: Witnesses to the Weimar" [Profile]—pp. 108–109
	• Unit 10 "Remarkable Mixes" [Textbook Entry]—pp. 126–127
	• Unit 11 "Failing Infrastructure" [Newspaper Editorial]—pp. 136–137
	• Unit 12 "Social Networks and Virtual Communication" [Debate]—pp. 146–147
	• Unit 13 "From Trash to Tabletop" [Interview]—pp. 164–165
	• Unit 14 "Seven Wonders" [Magazine Article]—pp. 174–175
	• Unit 15 "Jesse Owens: 1913–1980" [Obituary]—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] (The Farm-to-Table Movement)—pp. 42–43
	  ○ Part 2 [Untitled] (John Dickinson, Eminent Colonial Statesman)—pp. 44–45
	• Review Units 4–6
	  ○ Part 1 [Untitled] (The Value of the Humanities in American Education)—pp. 80–81
	  ○ Part 2 [Untitled]—pp. 82–83
	    ▪ Passage 1 (Ancient Greek Drama)
	    ▪ Passage 2 (Oral Tradition)
	• Review Units 10–12
	  ○ Part 1 [Untitled] (A History of the Charter School Movement)—pp. 156–157
	  ○ Part 2 [Untitled]—pp. 158–159
	    ▪ Passage 1 (First-Person Accounts)
	    ▪ Passage 2 (Challenging Prejudice through Social Contact)
	• Review Units 13–15
	  ○ Part 1 [Untitled] (Significant Literary Movements)—pp. 194–195
	  ○ Part 2 [Untitled] (Langston Hughes)—pp. 196–197
	
	continued

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Range of Reading and Level of Text Complexity

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DIGITAL RESOURCES

Assessment
- Test Prep for SAT & ACT
  - SAT® Test Prep 2 Units 4–6 John Dickinson [from *Letters from a Pennsylvania Farmer*]
  - SAT® Test Prep 3 Units 7–9 William Morris [from "The Aims of Art"]
  - SAT® Test Prep 5 Units 13–15 Andrew Carnegie [from "Wealth"]
  - SAT® Cumulative Test Prep Passage A: Ethel Puffer Howes [from *The Psychology of Beauty*]/Passage B: James Weldon Johnson [from preface to an anthology of African American poetry]
  - ACT® Test Prep 2 Units 4–6 Samuel Johnson [from an essay in the periodical series *The Rambler*]
  - ACT® Test Prep 3 Units 7–9 John Ruskin [from *The Poetry of Architecture*]
  - ACT® Test Prep 5 Units 13–15 Joseph Addison [from an essay in the series *The Spectator*]
  - ACT® Cumulative Test Prep Passage A: Aristotle (translation by S.H. Butcher) [from *Aristotle's Poetics*]/Passage B: Elizabeth Atkins [from *The Poet's Poet*]

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.

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] (Japanese Landscape Design)
    - Unit 2 [Untitled] (Captain James Cook)
    - Unit 3 [Untitled] (Martha Graham)
    - Unit 4 [Untitled] (Zulu Culture)
    - Unit 5 [Untitled] (Dry Ice)
    - Unit 6 [Untitled] (Poetry Slams)
    - Unit 7 [Untitled] (Online Voting)
    - Unit 8 [Untitled] (Mimicry)
    - Unit 9 [Untitled] (Alternate History Novels)
    - Unit 10 [Untitled] (Niagara Falls)

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Range of Reading and Level of Text Complexity

	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 Humanities [Untitled] (Famous Myths)
	    ▪ Unit 12 Social Studies [Untitled] (The Great Wall of China)
	    ▪ Unit 13 Natural History [Untitled] (Sunspots)
	    ▪ Unit 14 Natural History [Untitled] (Three Temperature Scales)

Writing

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10	VOCABULARY WORKSHOP, LEVEL D / GRADE 9

Text Types and Purpose

ELAGSE9-10W1	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. • Persuasive Writing: Opinion/Argument (state a claim/cite valid and relevant evidence) ○ Unit 1 Writing Prompt #1—p. 20; Unit 2 Writing Prompt #1—p. 30; Unit 3 Writing Prompts #1 &#2—p. 40; Unit 5 Writing Prompts #1 & #2—p. 68; Unit 6 Writing Prompts #1 #2—p. 78; Unit 7 Writing Prompt #1—p. 96; Unit 9 Writing Prompt #1—p. 116; Unit 10 Writing Prompt #1—p. 134; Unit 11 Writing Prompts #1 &#2—p. 144; Unit 12 Writing Prompts #1 #2—p. 154; Unit 13 Writing Prompt #1—p. 172; Unit 14 Writing Prompt #1—p. 182

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Writing

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Text Types and Purpose

ELAGSE9-10W2	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.	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. • Informative/Explanatory Text ○ Unit 1 Writing Prompt #1—p. 20; Unit 2 Writing Prompt #1—p. 30; Unit 4 Writing Prompts #1 & #2—p. 58; Unit 7 Writing Prompt #1—p. 96—p. 96; Unit 8 Writing Prompts #1 & #2—p. 106; Unit 9 Writing Prompt #1—p. 116—p. 116; Unit 10 Writing Prompt #1—p. 134—p. 134; Unit 13 Writing Prompt #1—p. 172—p. 172; Unit 14 Writing Prompt #1—p. 182; Unit 15 Writing Prompts #1 & #2—p. 192

ELAGSE9-10W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	ANNOTATED TEACHER'S EDITION
		Best Practices for Using Vocabulary Workshop in the Classrooms
		• 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.
		• Vocabulary Projects and Games—TE p. T22
		  Student groups may tell stories using vocabulary words. Create groups according to the students' abilities and levels.

Production and Distribution of Writing

ELAGSE9-10W4	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.)	STUDENT EDITION **Writing: Words in Action** Writing: Words in Action provides practice with focused writing to prompts based on the theme or content of the Unit Passage. • 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 DIGITAL RESOURCES **Units 1–10** • Additional Practice ○ Timed Essay

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Production and Distribution of Writing

ELAGSE9-10W5	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 9–10.)	**DIGITAL RESOURCES***
		Units 1–10
		• Additional Practice
		 ○ 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.
		 ○ 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)
		
		Units 11–15
		• Additional Practice
		 ○ English Test
		  Students identify and correct grammar and usage errors in the passage.

ELAGSE9-10W6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	N/A

Research to Build and Present Knowledge

ELAGSE9-10W7	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.	N/A

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Writing

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Research to Build and Present Knowledge

ELAGSE9-10W8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	N/A
ELAGSE9-10W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
a. Apply grades *9–10 Reading Standard*s to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").	N/A
b. Apply grades *9–10 Reading Standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	**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

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Writing

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Range of Writing

ELAGSE9-10W10 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. 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)

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Speaking and Listening

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10	VOCABULARY WORKSHOP, LEVEL D / GRADE 9

Comprehension and Collaboration

ELAGSE9-10SL1 Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 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. **Reading Passages in Level D** • 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). **DIGITAL RESOURCES*** **Overview** • Program Overview for Teachers Use the Questions for Critical Thinking to spur discussion of cultural and literary issues presented in the Unit Passages. ○ Questions for Critical Thinking ○ Answer Key: Questions for Critical Thinking *continued*

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Speaking and Listening

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Comprehension and Collaboration

	Units 1–15 • Instruction Listening to audio recordings of the unit passages and definitions of words is particularly helpful to auditory learners, ELL students, and striving readers. ○ Unit Passage In addition to accessing this resource on SadlierConnect.com, students may use the QR (Quick Response) code that appearsin the textbook at the end of each passage to link directly to the audio recording of the text. ○ 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. ○ 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. *Available with Vocabulary Workshop Interactive Edition (optional purchase).
ELAGSE9-10SL2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	DIGITAL RESOURCES* **Units 1–15** • Student Resources ○ 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.
ELAGSE9-10SL3 Evaluate and/or reflect on a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	N/A

Presentation of Knowledge and Ideas

ELAGSE9-10SL4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	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.

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Language

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Presentation of Knowledge and Ideas

ELAGSE9-10SL5 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
ELAGSE9-10SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 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 9–10	VOCABULARY WORKSHOP, LEVEL D / GRADE 9

Conventions of Standard English

ELAGSE9-10L1 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.
	continued

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Language

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Conventions of Standard English

	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.

ELAGSE9-10L2　Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	<u>DIGITAL RESOURCES</u>*
	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 <u>punctuation</u>. 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.

Knowledge of Language

ELAGSE9-10L3　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, and to write and to edit so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook, APA Handbook, Turabian's Manual for Writers*) appropriate for the discipline and writing type.	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.