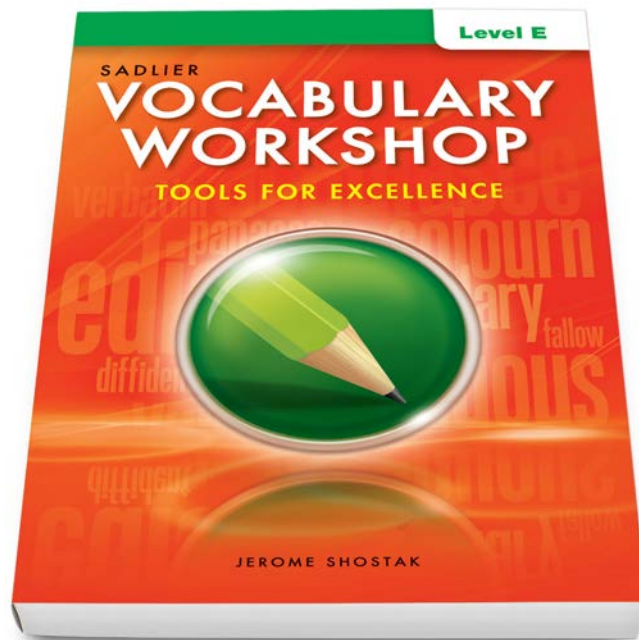


Vocabulary Workshop

Tools for Excellence

Correlation to the Georgia Standards of Excellence
for English Language Arts

Grade 10



Key Aligned Content

Language: Vocabulary Acquisition and Use. 2

Additional Aligned Content

Reading Literature. 12
 Reading Informational Text. 18
 Writing. 29
 Speaking and Listening. 34
 Language. 36

Key Aligned Content

Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

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

Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9-10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

Vocabulary Acquisition and Use

Choosing the Right Word

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

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

Synonyms

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

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

Antonyms

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

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

Completing the Sentence

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

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

Vocabulary in Context: Literary Text

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

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

continued

Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

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: Adages/Idioms/Proverbs

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

- Adages
 - Review Units 1–3—p. 48
- 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

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 (*mis, miss, mit*)—p. 49
- Review Units 4–6 (*fac, fact*)—p. 87
- Review Units 7–9 (*voc, vok*)—p. 125
- Review Units 10–12 (*dem, pan*)—p. 163
- Review Units 13–15 (*sed, sess, sid*)—p. 201

continued

Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

Vocabulary Acquisition and Use

Final Mastery Test

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

DIGITAL RESOURCES*

Assessment

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

continued

Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9-10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

Vocabulary Acquisition and Use

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

Reviews

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

Units (Units 1-15)

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

continued

Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

Vocabulary Acquisition and Use

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

Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

Vocabulary Acquisition and Use

	<p>instruction to help students learn, explore, and practice with these word parts.</p> <ul style="list-style-type: none"> Word Part Gallery: Teaching Suggestions
<p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>	<p>STUDENT EDITION Pronunciation Key Symbols in the Pronunciation Key are similar to those used in most recent standard dictionaries. The author has primarily consulted <i>Webster’s Third New International Dictionary</i> and <i>The Random House Dictionary of the English Language (Unabridged)</i>. Many English words have multiple accepted pronunciations. The author has given one pronunciation when such words occur in this book except when the pronunciation changes according to the part of speech. Spaces in the phonetic respelling of each word indicate syllabication. The accent mark follows the syllable receiving the major stress.</p> <ul style="list-style-type: none"> P. 11 <p>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</p> <p>Synonyms For the Synonyms activity in each Unit, students are directed to use a dictionary if necessary.</p> <ul style="list-style-type: none"> 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 <p>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</p> <p style="text-align: right;"><i>continued</i></p>

and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

Vocabulary Acquisition and Use

Word Study

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

Word List

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

- Pages 207–208

ANNOTATED TEACHER’S EDITION

Word Lists

- Dictionary and Reference Sources—TAE p. T10

Units

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

DIGITAL RESOURCES*

Overview

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

Units 1–15

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

continued

Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

Vocabulary Acquisition and Use

	<p>Students select and click on a Unit word to launch a video presentation that includes spelling, pronunciation, part(s) of speech, definition(s), and illustrative sentences.</p> <p>*Available with Vocabulary Workshop Interactive Edition (optional purchase).</p> <ul style="list-style-type: none"> • Student Resources <ul style="list-style-type: none"> ○ 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.
<p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>STUDENT EDITION Vocabulary in Context An inference clue implies but does not directly state the meaning of the missing word or words. For example:</p> <p>“A treat for all ages,” the review read, “this wonderful novel combines the _____ of a scholar with the skill and artistry of an expert _____.”</p> <p>a. ignorance . . . painter b. wisdom . . . beginner c. wealth . . . surgeon d. knowledge . . . storyteller</p> <p>In this sentence, there are several inference clues: (a) the word <i>scholar</i> suggests knowledge; (b) the words <i>novel</i>, <i>artistry</i>, and <i>skill</i> suggests the word <i>storyteller</i>. These words are inference clues because they suggest or imply, but do not directly state, the missing word or words.</p> <ul style="list-style-type: none"> • P. 7
<p>ELAGSE9-10L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	<p>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.</p> <ul style="list-style-type: none"> • Adages <ul style="list-style-type: none"> ○ Review Units 1–3—p. 48 <p style="text-align: right;"><i>continued</i></p>

Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

Vocabulary Acquisition and Use

	<ul style="list-style-type: none"> • Idioms <ul style="list-style-type: none"> ◦ Review Units 4–6—p. 86; Review Units 7–9—p. 124; Review Units 10–12—p. 162 • Proverbs <ul style="list-style-type: none"> ◦ Review Units 13–15—p. 200
<p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>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.</p> <ul style="list-style-type: none"> • Three Types of Context Clues—p. 7 <ul style="list-style-type: none"> ◦ Restatement Clue (synonym) ◦ Inference Clue <p>Synonyms</p> <ul style="list-style-type: none"> • 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 <p>Word Study: Denotation and Connotation Students explore nuances in meaning of words with similar denotations.</p> <ul style="list-style-type: none"> • 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 <p>Antonyms</p> <ul style="list-style-type: none"> • Unit 1—p. 19; Unit 2—p. 29; Unit 3—p. 39; Unit 4—p. 57; Unit 5—p. 67; Unit 6—p. 77; Unit 7—p. 95; Unit 8—p. 105; Unit 9—p. 115; Unit 10—p. 133; Unit 11—p. 143; Unit 12—p. 153; Unit 13—p. 171; Unit 14—p. 181; Unit 15—p. 191 <p>Final Mastery Test</p> <ul style="list-style-type: none"> • Synonyms—p. 202 <p>ANNOTATED TEACHER’S EDITION Units</p> <ul style="list-style-type: none"> • Synonyms—TAE p. T13
<p>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.</p>	<p>Throughout the <i>Vocabulary Workshop</i> program, students build and use vocabulary knowledge through a variety of increasingly sophisticated language arts activities. These activities include gleaning extended and short reading selections for context clues that unlock the meaning of unfamiliar words and phrases, as well as improve comprehension.</p> <p>Students practice regularly selecting and using the right words in their speaking and writing. Word relationship and word-building lessons covering synonyms, antonyms, roots, and shades of meaning likewise help equip students for independent development of academic and domain-specific words and phrases.</p>

and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

Additional Aligned Content

Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

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

2. It can reasonably be inferred from the first paragraph of the letter (lines 3–8) that Lady Howard is D) impulsive and unpredictable. (p. 121)

- Review Units 7–9
 - Part 1 Charlotte Brontë (from *Shirley*)—pp. 118–119
 - Part 2 Frances Burney (from *Evelina*)—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

6. Tess agrees to her mother’s wish because she D) feels partially responsible for the family’s situation. (SAT® Test Prep 4)
7. Which choice provides the best evidence for the answer to the previous question? D) Lines 27–30 (“Well, as I...for help”) (SAT® Test Prep 4)
 - SAT® Test Prep 1 Units 1–3 Joseph Conrad [from “Heart of Darkness”]
 - SAT® Test Prep 4 Units 10–12 Thomas Hardy [from *Tess of the d’Urbervilles*]
 - ACT® Test Prep 1 Units 1–3 Maria S. Cummins [from *The Lamplighter*]

Unit 14

- Additional Practice

Example

4. From the passage, you can most reliably infer which of the following? a. The author feels proud of becoming a teenage entrepreneur. (Unit 14)

- Model Reading Test
 - Unit 14 Prose Fiction [Untitled] (A Teenage Entrepreneur)

Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

Key Ideas and Details

<p>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.</p>	<p>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.</p> <p><i>Example</i></p> <p>1. The primary purpose of the passage is to D) lead up to a nighttime meeting between Malone and Mr. Moore. (p. 119)</p> <ul style="list-style-type: none"> • Review Units 7–9 <ul style="list-style-type: none"> ○ Part 1 Charlotte Brontë (from <i>Shirley</i>)—pp. 118–119 ○ Part 2 Frances Burney (from <i>Evelina</i>)—pp. 120–121 <p>DIGITAL RESOURCES*</p> <p>Assessment</p> <ul style="list-style-type: none"> • 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. <p><i>Examples</i></p> <p>1. Which of the following sentences best summarizes the passage? B) Tess agrees to meet Mrs. d’Urberville with an eye toward getting help for her poor family. (SAT® Test Prep 4)</p> <p>7. Which of the following sentences about honey-bees best summarizes the third paragraph (lines 65–73)? B. Honey-bees send out exploring parties to find a comfortable future home. (ACT® Test Prep 4)</p> <ul style="list-style-type: none"> ○ SAT® Test Prep 1 Units 1–3 Joseph Conrad [from “Heart of Darkness”] ○ SAT® Test Prep 4 Units 10–12 Thomas Hardy [from <i>Tess of the d’Urbervilles</i>] ○ ACT® Test Prep 1 Units 1–3 Maria S. Cummins [from <i>The Lamplighter</i>] ○ ACT® Test Prep 4 Units 10–12 John Burroughs [Literary Narrative from “An Idyl of the Honey-Bee”]
<p>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.</p>	<p>N/A</p>

Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

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: Adages/Idioms/Proverbs

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

- Adages
 - Review Units 1–3 Choosing the Right Adage—p. 48
- Idioms
 - Review Units 4–6 Choosing the Right Idiom—p. 86; Review Units 7–9 Choosing the Right Idiom—p. 124; Review Units 10–12 Choosing the Right Idiom—p. 162
- 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 Charles Dickens [from *A Tale of Two Cities*]—p. 21
- Unit 2 Edgar Allan Poe [from *The Works of Edgar Allan Poe Volumes 1 and 2*]—p. 31
- Unit 3 Anne Brontë [from *The Tenant of Wildfell Hall*]—p. 41
- Unit 4 Louisa May Alcott [from *Little Men and Little Women*]—p. 59
- Unit 5 Willa Cather [from *My Antonia*]—p. 69
- Unit 6 Emily Brontë [from *Wuthering Heights*]—p. 79
- Unit 7 Charles Dickens [from *Oliver Twist*]—p. 97
- Unit 8 Alexandre Dumas [from *The Three Musketeers*]—p. 107
- Unit 9 James Fenimore Cooper [from *The Last of the Mohicans*]—p. 117
- Unit 10 Charlotte Brontë [from *Jane Eyre*]—p. 135
- Unit 11 Sir Arthur Conan Doyle [from *The Adventures of Sherlock Holmes*]—p. 145
- Unit 12 Charles Dickens [from *Great Expectations*]—p. 155
- Unit 13 George Eliot [from *Silas Mariner and The Mill on the Floss*]—p. 173

continued

Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

Craft and Structure

	<ul style="list-style-type: none"> • Unit 14 Nathaniel Hawthorne [from <i>The House of the Seven Gables</i>—p. 183 • Unit 15 Jane Austen [from <i>Emma</i>—p. 193 <p>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.</p> <p><i>Example</i></p> <p>2. As it is used in line 7, “deviate” most nearly means C) stray. (p. 119)</p> <ul style="list-style-type: none"> • Review Units 7–9 <ul style="list-style-type: none"> ○ Part 1 Charlotte Brontë (from <i>Shirley</i>)—pp. 118–119 ○ Part 2 Frances Burney (from <i>Evelina</i>)—pp. 120–121 <p>DIGITAL RESOURCES*</p> <p>Assessment</p> <ul style="list-style-type: none"> • Test Prep for SAT & ACT Students read a passage of literary text then determine the meaning of words as used in the text. 2. As it is used in line 6, inveterate most nearly means F) habitual. (ACT® Test Prep 4) <ul style="list-style-type: none"> ○ SAT® Test Prep 1 Units 1–3 Joseph Conrad [from “Heart of Darkness”] ○ SAT® Test Prep 4 Units 10–12 Thomas Hardy [from <i>Tess of the d’Urbervilles</i>] ○ ACT® Test Prep 1 Units 1–3 Maria S. Cummins [from <i>The Lamplighter</i>] ○ ACT® Test Prep 4 Units 10–12 John Burroughs [Literary Narrative from “An Idyl of the Honey-Bee”]
<p>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.</p>	<p>N/A</p>
<p>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.</p>	<p>N/A</p>

Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

Integration of Knowledge and Ideas

<p>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 <i>Landscape with the Fall of Icarus</i>), including what is emphasized or absent in each treatment.</p>	<p>N/A</p>
<p>ELAGSE9-10RL8 (Not applicable to literature).</p>	
<p>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).</p>	<p>N/A</p>

Range of Reading and Level of Text Complexity

<p>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.</p>	<p><i>Passages</i></p> <p>STUDENT EDITION Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of literary text then answer comprehension and vocabulary-in-context questions.</p> <ul style="list-style-type: none"> • Review Units 7–9 <ul style="list-style-type: none"> ○ Part 1 Charlotte Brontë (from <i>Shirley</i>)—pp. 118–119 ○ Part 2 Frances Burney (from <i>Evelina</i>)—pp. 120–121 <p>DIGITAL RESOURCES*</p> <p>Assessment</p> <ul style="list-style-type: none"> • Test Prep for SAT & ACT Students read a passage of informational text then answer explicit and implicit comprehension question, as well as identify supporting evidence. <ul style="list-style-type: none"> ○ SAT® Test Prep 1 Units 1–3 Joseph Conrad [from “Heart of Darkness”] ○ SAT® Test Prep 4 Units 10–12 Thomas Hardy [from <i>Tess of the d’Urbervilles</i>] ○ ACT® Test Prep 1 Units 1–3 Maria S. Cummins [from <i>The Lamplighter</i>] ○ ACT® Test Prep 4 Units 10–12 John Burroughs [Literary Narrative from “An Idyl of the Honey-Bee”] <p style="text-align: right;"><i>continued</i></p>
---	--

Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

Range of Reading and Level of Text Complexity

Unit 14

- Additional Practice
 - Model Reading Test
 - Unit 14 Prose Fiction [Untitled] (A Teenage Entrepreneur)

Excerpts

STUDENT EDITION

Vocabulary in Context: Literary Text

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

- Unit 1 Charles Dickens [from *A Tale of Two Cities*—p. 21
- Unit 2 Edgar Allan Poe [from *The Works of Edgar Allan Poe Volumes 1 and 2*—p. 31
- Unit 3 Anne Brontë [from *The Tenant of Wildfell Hall*—p. 41
- Unit 4 Louisa May Alcott [from *Little Men and Little Women*—p. 59
- Unit 5 Willa Cather [from *My Antonia*—p. 69
- Unit 6 Emily Brontë [from *Wuthering Heights*—p. 79
- Unit 7 Charles Dickens [from *Oliver Twist*—p. 97
- Unit 8 Alexandre Dumas [from *The Three Musketeers*—p. 107
- Unit 9 James Fenimore Cooper [from *The Last of the Mohicans*—p. 117
- Unit 10 Charlotte Brontë [from *Jane Eyre*—p. 135
- Unit 11 Sir Arthur Conan Doyle [from *The Adventures of Sherlock Holmes*—p. 145
- Unit 12 Charles Dickens [from *Great Expectations*—p. 155
- Unit 13 George Eliot [from *Silas Mariner and The Mill on the Floss*—p. 173
- Unit 14 Nathaniel Hawthorne [from *The House of the Seven Gables*—p. 183
- Unit 15 Jane Austen [from *Emma*—p. 193

Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

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.

Examples

7. It can reasonably be inferred from the last paragraph that C) ethical codes hold citizens to higher standards of behavior than the law. (p. 195)
8. Which choice provides the best evidence for the answer to the previous question? D) Lines 82–87 (“The law . . . aspire”) (p. 195)
5. It can be reasonably inferred from the third paragraph (lines 32–65) that D) the availability of affordable books contributed to the coming of the Renaissance. (p. 197)

- Review Units 1–3
 - Part 1 [Untitled] (Thomas Paine’s Important Role during the Pre-Revolutionary Period)—pp. 42–43
 - Part 2 [Untitled] (The Magna Carta and the American War of Independence)—pp. 44–45
- Review Units 4–6
 - Part 1 [Untitled] (Democratic Education)—pp. 80–81
 - Part 2 [Untitled] (The Global Positioning System)—pp. 82–83
 - Passage 1 (GPS Is Integral to Modern Life)
 - Passage 2 (GPS Technology Can Infringe on Privacy)
- Review Units 10–12
 - Part 1 [Untitled] (Benefits and Risks of Alaska’s Oil Industry)—pp. 156–157
 - Part 2 [Untitled] (The Klamath Basin Restoration Agreement)—pp. 158–159
 - Passage 1 (Protecting Salmon Runs)
 - Passage 2 (Water Rights for Farmers and Ranchers)
- Review Units 13–15
 - Part 1 [Untitled] (Ethics of Candid Photography)—pp. 194–195
 - Part 2 [Untitled] (Important Inventions That Have Changed the World: Wheel, Printing Press, Internet)—pp. 196–197

ANNOTATED TEACHER’S EDITION

Reading Passages in Level E

- Questions for Critical Thinking—ATE p. T29

continued

Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9-10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

Key Ideas and Details

DIGITAL RESOURCES*

Assessment

- Test Prep for SAT & ACT

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

Example

9. It can reasonably be inferred that the authors of both passages would most likely agree with which of the following statements about government and human relations? B) Conflict may make public affairs vulnerable to instability. (SAT® Cumulative Test Prep)

- SAT® Test Prep 2 Units 4-6 Mary Seacole [from *Wonderful Adventures of Mrs. Seacole in Many Lands*]
- SAT® Test Prep 3 Units 7-9 Ambrose Bierce [from “The Art of Controversy”]
- SAT® Test Prep 5 Units 13-15 Henry Mayhew [from “London Labour and the London Poor”]
- SAT® Cumulative Test Prep Passage A: James Madison [from *The Federalist* No. 10]/Passage B: Anna Julia Cooper [from *A Voice from the South*]
- ACT® Test Prep 2 Units 4-6 Alexis de Tocqueville [from *Democracy in America*]
- ACT® Test Prep 3 Units 7-9 Edgar Allan Poe [from “The Poetic Principle”]
- ACT® Test Prep 5 Units 13-15 Frederick Law Olmsted [from dispatches from the Appalachians to the New York Daily Times (now the New York Times) during the winter of 1853-1854]
- ACT® Cumulative Test Prep Passage A: Antonin Dvořák [from “Music in America”]/Passage B: John Philip Sousa [from “The Menace of Mechanical Music”]

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

2. The two ventures by the Wright brothers that the writer discusses most fully are a. a printing business and a bicycle sales and repair shop (Unit 3)

- Unit 1 [Untitled] (Hybrid Vehicles)
- Unit 2 [Untitled] (Socrates)
- Unit 3 [Untitled] (Wright Brothers)
- Unit 4 [Untitled] (Spoonerisms and Malapropisms)
- Unit 5 [Untitled] (Public Opinion Polls)
- Unit 6 [Untitled] (The Black-Footed Ferret)
- Unit 7 [Untitled] (E-Mail Spam)

continued

Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

Key Ideas and Details

	<ul style="list-style-type: none"> ▪ Unit 8 [Untitled] (Instruments Named for Their Inventors) ▪ Unit 9 [Untitled] (Utopia) ▪ Unit 10 [Untitled] (Salsa Music) <p>Units 11–13, 15</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Model Reading Test (Units 11, 13–15) <p>Students read a passage then pick the best answer for explicit main idea and inference questions.</p> <p><i>Example</i></p> <p>3. You can infer from the passage that giant squid have how many tentacles? d. 10 (Unit 15)</p> ▪ Unit 11 Natural Science [Untitled] (Leaf Pigments) ▪ Unit 12 Social Studies [Untitled] (The European Union) ▪ Unit 13 Humanities [Untitled] (Hokusai) ▪ Unit 15 Natural History [Untitled] (The Giant Squid)
<p>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.</p>	<p>STUDENT EDITION</p> <p>Vocabulary for Comprehension, Parts 1 and 2</p> <p>Students read a passage of informational text then answer comprehension questions that include determining the central or main idea of the text.</p> <p><i>Examples</i></p> <p>3. Which choice best summarizes the second paragraph (lines 18–30)? D) Some of the 63 clauses had a lasting influence in Britain, and later in America. (p. 45)</p> <p>8. The primary purpose of the passage is to A) show how laws contained in the Magna Carta inspired the colonists' struggle for liberty against tyranny. (p. 45)</p> <ul style="list-style-type: none"> • Review Units 1–3 <ul style="list-style-type: none"> ○ Part 1 [Untitled] (Thomas Paine's Important Role during the Pre-Revolutionary Period)—pp. 42–43 ○ Part 2 [Untitled] (The Magna Carta and the American War of Independence)—pp. 44–45 • Review Units 4–6 <ul style="list-style-type: none"> ○ Part 1 [Untitled] (Democratic Education)—pp. 80–81 ○ Part 2 [Untitled] (The Global Positioning System)—pp. 82–83 <ul style="list-style-type: none"> ▪ Passage 1 (GPS Is Integral to Modern Life) ▪ Passage 2 (GPS Technology Can Infringe on Privacy) • Review Units 10–12 <ul style="list-style-type: none"> ○ Part 1 [Untitled] (Benefits and Risks of Alaska's Oil Industry)—pp. 156–157 ○ Part 2 [Untitled] (The Klamath Basin Restoration Agreement)—pp. 158–159 <ul style="list-style-type: none"> ▪ Passage 1 (Protecting Salmon Runs) ▪ Passage 2 (Water Rights for Farmers and Ranchers) <p style="text-align: right;"><i>continued</i></p>

Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

Key Ideas and Details

- Review Units 13–15
 - Part 1 [Untitled] (Ethics of Candid Photography)—pp. 194–195
 - Part 2 [Untitled] (Important Inventions That Have Changed the World)—pp. 196–197

ANNOTATED TEACHER'S EDITION

Reading [Unit] Passages in Level E

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

DIGITAL RESOURCES*

Assessment

- Test Prep for SAT & ACT
Students read a passage of informational text then identify central ideas plus supporting evidence.

Example

1. The author's main purpose in referring to London and Brighton in the first paragraph is to B) show that the Panama railway has made travel as smooth and inexpensive as travel between London and Brighton. (SAT® Test Prep 2)
 - SAT® Test Prep 2 Units 4–6 Mary Seacole [from *Wonderful Adventures of Mrs. Seacole in Many Lands*]
 - SAT® Test Prep 3 Units 7–9 Ambrose Bierce [from “The Art of Controversy”]
 - SAT® Test Prep 5 Units 13–15 Henry Mayhew [from “London Labour and the London Poor”]
 - SAT® Cumulative Test Prep Passage A: James Madison [from *The Federalist* No. 10]/Passage B: Anna Julia Cooper [from *A Voice from the South*]
 - ACT® Test Prep 2 Units 4–6 Alexis de Tocqueville [from *Democracy in America*]
 - ACT® Test Prep 3 Units 7–9 Edgar Allan Poe [from “The Poetic Principle”]
 - ACT® Test Prep 5 Units 13–15 Frederick Law Olmsted [from dispatches from the Appalachians to the New York Daily Times (now the New York Times) during the winter of 1853–1854]
 - ACT® Cumulative Test Prep Passage A: Antonin Dvořák [from “Music in America”]/Passage B: John Philip Sousa [from “The Menace of Mechanical Music”]

continued

Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

Key Ideas and Details

	<p>Units 11–13, 15</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Model Reading Test (Units 11, 13–15) Students read a passage then pick the best answer for explicit main idea and inference questions. <i>Example</i> 4. The writer states that some scientists theorize that anthocyanins may act as b. a sunscreen (Unit 11) <ul style="list-style-type: none"> ▪ Unit 11 Natural Science [Untitled] (Leaf Pigments) ▪ Unit 12 Social Studies [Untitled] (The European Union) ▪ Unit 13 Humanities [Untitled] (Hokusai) ▪ Unit 15 Natural History [Untitled] (The Giant Squid)
<p>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.</p>	<p>N/A</p>

Craft and Structure

<p>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).</p>	<p>STUDENT EDITION</p> <p>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.)</p> <p>Students read the words in context to activate prior knowledge, draw on context clues to determine the meaning of unfamiliar words, then apply what they learn throughout the Unit and Unit Reviews.</p> <ul style="list-style-type: none"> • Unit 1 “The Globe Theatre: Then and Now” [Historical Nonfiction]—pp. 12–13 • Unit 2 “Fashion Victims” [Informational Essay]—pp. 22–23 • Unit 3 “Finding the Facts: Techniques of Modern Crime-Scene Investigation” [Expository Essay]—pp. 32–33 • Unit 4 “Patronage of the Arts: Help or Hindrance?” [Narrative Nonfiction]—pp. 50–51 • Unit 5 “Democracy: From Athens to America” [Speech]—pp. 60–61 • Unit 6 “When the Wall Came Tumbling Down” [Oral History]—pp. 70–71 • Unit 7 “Emmeline Pankhurst” [Biographical Sketch]—pp. 88–89 <p style="text-align: right;"><i>continued</i></p>
---	---

Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

Craft and Structure

- Unit 8 “Anita Stockton Talks about Risk and Reward on the Stock Market” [Interview with an Expert]—pp. 98–99
- Unit 9 “The Last Day in Pompeii” [Diary Entry]—pp. 108–109
- Unit 10 “Hakoah Athletes: From Strength to Victory” [Historical Nonfiction]—pp. 126–127
- Unit 11 “Should Government Sponsor the Arts?” [Debate]—pp. 136–137
- Unit 12 “Do Not Forget Our Earliest Cultures” [Letter to the Editor]—pp. 146–147
- Unit 13 “Life on the High Seas” [Log]—pp. 164–165
- Unit 14 “A Short History of Hygiene” [Informational Essay]—pp. 174–175
- Unit 15 “World-Famous Dance Troupe Announces First U.S. Tour” [Press Release]—pp. 184–185

Vocabulary for Comprehension, Parts 1 and 2

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

Example

6. As it is used in line 78, “elucidate” most nearly means C) clarify. (p. 195)

- Review Units 1–3
 - Part 1 [Untitled] (Thomas Paine’s Important Role during the Pre-Revolutionary Period)—pp. 42–43
 - Part 2 [Untitled] (The Magna Carta and the American War of Independence)—pp. 44–45
- Review Units 4–6
 - Part 1 [Untitled] (Democratic Education)—pp. 80–81
 - Part 2 [Untitled] (The Global Positioning System)—pp. 82–83
 - Passage 1 (GPS Is Integral to Modern Life)
 - Passage 2 (GPS Technology Can Infringe on Privacy)
- Review Units 10–12
 - Part 1 [Untitled] (Benefits and Risks of Alaska’s Oil Industry)—pp. 156–157
 - Part 2 [Untitled] (The Klamath Basin Restoration Agreement)—pp. 158–159
 - Passage 1 (Protecting Salmon Runs)
 - Passage 2 (Water Rights for Farmers and Ranchers)
- Review Units 13–15
 - Part 1 [Untitled] (Ethics of Candid Photography)—pp. 194–195
 - Part 2 [Untitled] (Important Inventions that Have Changed the World)—pp. 196–197

continued

Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

Craft and Structure

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: Adages/Idioms/Proverbs

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

- Adages—Review Units 1–3 Choosing the Right Adage—p. 48
- Idioms—Review Units 4–6 Choosing the Right Idiom—p. 86; Review Units 7–9 Choosing the Right Idiom—p. 124; Review Units 10–12 Choosing the Right Idiom—p. 162
- Proverbs—Review Units 13–15 Choosing the Right Proverb—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 36, discern most nearly means F) recognize. (ACT® Test Prep 3)
 - SAT® Test Prep 2 Units 4–6 Mary Seacole [from *Wonderful Adventures of Mrs. Seacole in Many Lands*]
 - SAT® Test Prep 3 Units 7–9 Ambrose Bierce [from “The Art of Controversy”]
 - SAT® Test Prep 5 Units 13–15 Henry Mayhew [from “London Labour and the London Poor”]
 - SAT® Cumulative Test Prep Passage A: James Madison [from *The Federalist* No. 10]/Passage B: Anna Julia Cooper [from *A Voice from the South*]
 - ACT® Test Prep 2 Units 4–6 Alexis de Tocqueville [from *Democracy in America*]
 - ACT® Test Prep 3 Units 7–9 Edgar Allan Poe [from “The Poetic Principle”]
 - ACT® Test Prep 5 Units 13–15 Frederick Law Olmsted [from dispatches from the Appalachians to the New York Daily Times (now the New York Times) during the winter of 1853–1854]

continued

Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

Craft and Structure

	<ul style="list-style-type: none"> ○ ACT® Cumulative Test Prep Passage A: Antonin Dvořák [from “Music in America”]/Passage B: John Philip Sousa [from “The Menace of Mechanical Music”] <p>Units 1–10</p> <ul style="list-style-type: none"> ● Additional Practice <ul style="list-style-type: none"> Students read a passage then answer questions about key vocabulary. ○ Passage-Based Reading <ul style="list-style-type: none"> <i>Example</i> 4. According to the passage, the word <i>dystopia</i> means c. bad place (Unit 9) <ul style="list-style-type: none"> ▪ Unit 1 [Untitled] (Hybrid Vehicles) ▪ Unit 2 [Untitled] (Socrates) ▪ Unit 3 [Untitled] (Wright Brothers) ▪ Unit 4 [Untitled] (Spoonerisms and Malapropisms) ▪ Unit 5 [Untitled] (Public Opinion Polls) ▪ Unit 6 [Untitled] (The Black-Footed Ferret) ▪ Unit 7 [Untitled] (E-Mail Spam) ▪ Unit 8 [Untitled] (Instruments Named for Their Inventors) ▪ Unit 9 [Untitled] (Utopia) ▪ Unit 10 [Untitled] (Salsa Music) <p>Units 11–13, 15</p> <ul style="list-style-type: none"> ● Additional Practice <ul style="list-style-type: none"> ○ Model Reading Test (Units 11–13, 15) <ul style="list-style-type: none"> Students read a passage then answer a vocabulary-in-context question. <i>Example</i> 3. In paragraph 3, the word <u>fathom</u> most nearly means c. understand (Unit 11) <ul style="list-style-type: none"> ▪ Unit 11 Natural Science [Untitled] (Leaf Pigments) ▪ Unit 12 Social Studies [Untitled] (The European Union) ▪ Unit 13 Humanities [Untitled] (Hokusai) ▪ Unit 15 Natural History [Untitled] (The Giant Squid)
<p>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).</p>	<p>N/A</p>
<p>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.</p>	<p>N/A</p>

Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9-10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

Integration of Knowledge and Ideas

<p>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.</p>	<p>N/A</p>
<p>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.</p>	<p>N/A</p>
<p>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.</p>	<p>N/A</p>

Range of Reading and Level of Text Complexity

<p>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.</p>	<p>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.</p> <ul style="list-style-type: none"> • Unit 1 “The Globe Theatre: Then and Now” [Historical Nonfiction]—pp. 12-13 • Unit 2 “Fashion Victims” [Informational Essay]—pp. 22-23 • Unit 3 “Finding the Facts: Techniques of Modern Crime-Scene Investigation” [Expository Essay]—pp. 32-33 <p style="text-align: right;"><i>continued</i></p>
---	---

Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

Range of Reading and Level of Text Complexity

- Unit 4 “Patronage of the Arts: Help or Hindrance?” [Narrative Nonfiction]—pp. 50–51
- Unit 5 “Democracy: From Athens to America” [Speech]—pp. 60–61
- Unit 6 “When the Wall Came Tumbling Down” [Oral History]—pp. 70–71
- Unit 7 “Emmeline Pankhurst” [Biographical Sketch]—pp. 88–89
- Unit 8 “Anita Stockton Talks about Risk and Reward on the Stock Market” [Interview with an Expert]—pp. 98–99
- Unit 9 “The Last Day in Pompeii” [Diary Entry]—pp. 108–109
- Unit 10 “Hakoah Athletes: From Strength to Victory” [Historical Nonfiction]—pp. 126–127
- Unit 11 “Should Government Sponsor the Arts?” [Debate]—pp. 136–137
- Unit 12 “Do Not Forget Our Earliest Cultures” [Letter to the Editor]—pp. 146–147
- Unit 13 “Life on the High Seas” [Log]—pp. 164–165
- Unit 14 “A Short History of Hygiene” [Informational Essay]—pp. 174–175
- Unit 15 “World-Famous Dance Troupe Announces First U.S. Tour” [Press Release]—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] (Thomas Paine’s Important Role during the Pre-Revolutionary Period)—pp. 42–43
 - Part 2 [Untitled] (The Magna Carta and the American War of Independence)—pp. 44–45
- Review Units 4–6
 - Part 1 [Untitled] (Democratic Education)—pp. 80–81
 - Part 2 [Untitled] (The Global Positioning System)—pp. 82–83
 - Passage 1 (GPS Is Integral to Modern Life)
 - Passage 2 (GPS Technology Can Infringe on Privacy)
- Review Units 10–12
 - Part 1 [Untitled] (Benefits and Risks of Alaska’s Oil Industry)—pp. 156–157
 - Part 2 [Untitled] (The Klamath Basin Restoration Agreement)—pp. 158–159
 - Passage 1 (Protecting Salmon Runs)
 - Passage 2 (Water Rights for Farmers and Ranchers)

continued

Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

Range of Reading and Level of Text Complexity

- Review Units 13–15
 - Part 1 [Untitled] (Ethics of Candid Photography)—pp. 194–195
 - Part 2 [Untitled] (Important Inventions that Have Changed the World)—pp. 196–197

DIGITAL RESOURCES

Assessment

- Test Prep for SAT & ACT
 - SAT® Test Prep 2 Units 4–6 Mary Seacole [from *Wonderful Adventures of Mrs. Seacole in Many Lands*]
 - SAT® Test Prep 3 Units 7–9 Ambrose Bierce [from “The Art of Controversy”]
 - SAT® Test Prep 5 Units 13–15 Henry Mayhew [from “London Labour and the London Poor”]
 - SAT® Cumulative Test Prep Passage A: James Madison [from *The Federalist* No. 10]/Passage B: Anna Julia Cooper [from *A Voice from the South*]
 - ACT® Test Prep 2 Units 4–6 Alexis de Tocqueville [from *Democracy in America*]
 - ACT® Test Prep 3 Units 7–9 Edgar Allan Poe [from “The Poetic Principle”]
 - ACT® Test Prep 5 Units 13–15 Frederick Law Olmsted [from dispatches from the Appalachians to the New York Daily Times (now the New York Times) during the winter of 1853–1854]
 - ACT® Cumulative Test Prep Passage A: Antonin Dvořák [from “Music in America”]/Passage B: John Philip Sousa [from “The Menace of Mechanical Music”]

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] (Hybrid Vehicles)
 - Unit 2 [Untitled] (Socrates)
 - Unit 3 [Untitled] (Wright Brothers)
 - Unit 4 [Untitled] (Spoonerisms and Malapropisms)

continued

Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

Range of Reading and Level of Text Complexity

- Unit 5 [Untitled] (Public Opinion Polls)
- Unit 6 [Untitled] (The Black-Footed Ferret)
- Unit 7 [Untitled] (E-Mail Spam)
- Unit 8 [Untitled] (Instruments Named for Their Inventors)
- Unit 9 [Untitled] (Utopia)
- Unit 10 [Untitled] (Salsa Music)

Units 11–13, 15

- Additional Practice
 - Model Reading Test
Students read the passage then select the letter of the best answer to the accompanying comprehension and vocabulary-in-context questions.
 - Unit 11 Natural Science [Untitled] (Leaf Pigments)
 - Unit 12 Social Studies [Untitled] (The European Union)
 - Unit 13 Humanities [Untitled] (Hokusai)
 - Unit 15 Natural History [Untitled] (The Giant Squid)

Writing

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

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 3 Writing Prompt #1—p. 40; Unit 4 Writing Prompts #1 & #2—p. 58; Unit 5 Writing Prompt #2—p. 68; Unit 7 Writing Prompts #1 & #2—p. 96; Unit 8 Writing Prompt #2—p. 106; Unit 10 Writing Prompts #1 & #2—p. 134; Unit 11 Writing Prompt #1 & #2—p. 144; Unit 12 Writing Prompt #2—p. 154; Unit 13 Writing Prompt #2—p. 172; Unit 14 Writing Prompt #1—p. 182; Unit 15 Writing Prompts #1 & #2—p. 192

Writing

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

Text Types and Purpose

<p>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.</p>	<p>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.</p> <ul style="list-style-type: none"> • Informative/Explanatory Text <ul style="list-style-type: none"> ○ Unit 1 Writing Prompt #2—p. 20; Unit 2 Writing Prompts #1 & #2—p. 30; Unit 3 Writing Prompt #2—p. 40; Unit 5 Writing Prompts #1 & #2—p. 68; Unit 6 Writing Prompt #2—p. 78; Unit 7 Writing Prompt #2—p. 96; Unit 8 Writing Prompt #1—p. 106; Unit 9 Writing Prompts #1 & #2—p. 116; Unit 12 Writing Prompt #1—p. 154; Unit 14 Writing Prompt #2—p. 182
<p>ELAGSE9-10W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>ANNOTATED TEACHER'S EDITION Best Practices for Using Vocabulary Workshop in the Classrooms</p> <ul style="list-style-type: none"> • 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

<p>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.)</p>	<p>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.</p> <ul style="list-style-type: none"> • 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 <p>DIGITAL RESOURCES Units 1–10</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Timed Essay
--	--

Writing

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9-10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

Production and Distribution of Writing

<p>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.)</p>	<p>DIGITAL RESOURCES* Units 1-10</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ▪ 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) <p>Units 11-15</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ English Test Students identify and correct grammar and usage errors in the passage.
<p>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.</p>	<p>N/A</p>

Research to Build and Present Knowledge

<p>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.</p>	<p>N/A</p>
---	------------

Writing

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9-10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

Research to Build and Present Knowledge

<p>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.</p>	<p>N/A</p>
<p>ELAGSE9-10W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>a. Apply grades 9–10 <i>Reading Standards</i> 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]”).</p>	<p>N/A</p>
<p>b. Apply grades 9–10 <i>Reading Standards</i> 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”).</p>	<p>STUDENT EDITION Writing: Words in Action Students write responses to the Unit Passage that include citing details to support their position.</p> <ul style="list-style-type: none"> 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

Writing

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

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)

Speaking and Listening

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

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 E

- 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

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 appears

continued

Speaking and Listening

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

Comprehension and Collaboration

	<p>in the textbook at the end of each passage to link directly to the audio recording of the text.</p> <ul style="list-style-type: none"> ○ 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. <p><small>*Available with Vocabulary Workshop Interactive Edition (optional purchase).</small></p>
<p>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.</p>	<p>DIGITAL RESOURCES* Units 1–15</p> <ul style="list-style-type: none"> ● Student Resources <ul style="list-style-type: none"> ○ 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.
<p>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.</p>	<p>N/A</p>

Presentation of Knowledge and Ideas

<p>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.</p>	<p>ANNOTATED TEACHER’S EDITION Best Practices for Using Vocabulary Workshop in the Classrooms</p> <ul style="list-style-type: none"> ● 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.
--	---

Speaking and Listening

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9–10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

Presentation of Knowledge and Ideas

<p>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.</p>	<p><u>ANNOTATED TEACHER'S EDITION</u> Best Practices for Using Vocabulary Workshop in the Classrooms</p> <ul style="list-style-type: none"> • 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. <p><u>DIGITAL RESOURCES*</u> Units 1–15</p> <ul style="list-style-type: none"> • Student Resources <ul style="list-style-type: none"> ○ Flash Cards
<p>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.)</p>	<p><i>Related content</i></p> <p><u>ANNOTATED TEACHER'S EDITION</u> Best Practices for Using Vocabulary Workshop in the Classroom</p> <ul style="list-style-type: none"> • 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 E / GRADE 10

Conventions of Standard English

<p>ELAGSE9-10L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>	<p><u>DIGITAL RESOURCES*</u> Units 1–10</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Improving Sentences For each item, part of the sentence is underlined. Beneath each sentence are five ways of phrasing the underlined material. <p style="text-align: right;"><i>continued</i></p>
--	--

Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 9-10

VOCABULARY WORKSHOP, LEVEL E / GRADE 10

Conventions of Standard English

	<p>Students select the choice that best represents appropriate Standard English grammar and usage.</p> <p>Units 11-15</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ English Test <p>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 <i>A: NO CHANGE</i>. Otherwise, students choose their preferred answer from the remaining three alternatives.</p>
<p>ELAGSE9-10L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p>DIGITAL RESOURCES*</p> <p>Units 11-15</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ English Test <p>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 <i>A: NO CHANGE</i>. Otherwise, students choose their preferred answer from the remaining three alternatives.</p>

Knowledge of Language

<p>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., <i>MLA Handbook</i>, <i>APA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p>	<p>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 <i>Vocabulary Workshop</i>.</p> <p>Students practice regularly identifying and using context clues to unlock the meaning of unfamiliar words and phrases they encounter in their reading and listening.</p>
--	--