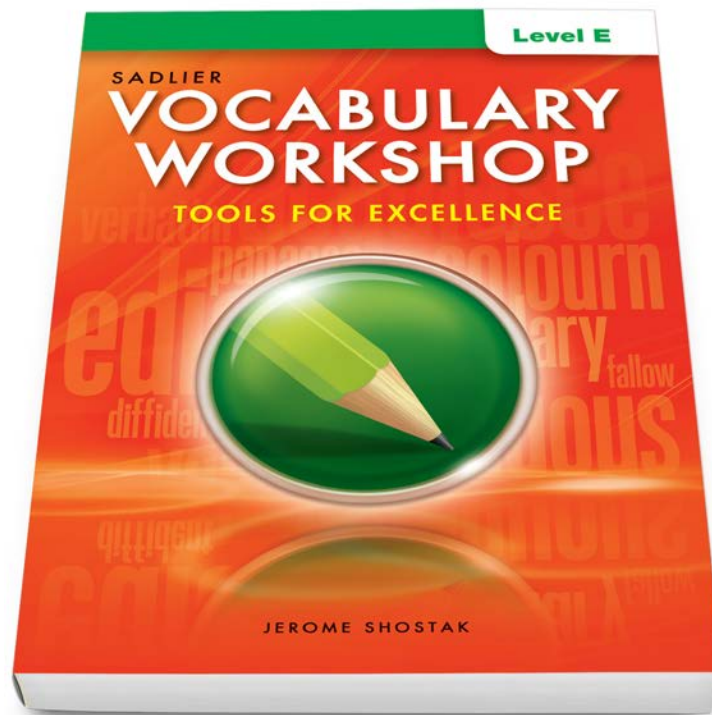


Vocabulary Workshop

Tools for Excellence

Correlation to the 2021 Alabama Course of Study
English Language Arts

Grade 10



GRADE 10 CORRELATED CONTENT

Recurring Standards

Recurring Standards for Grades 9-12. 2

Grade 10 Content Standards

Critical Literacy. 9

Digital Literacy. 15

Language Literacy. 16

Recurring Standards

RECURRING STANDARDS FOR GRADES 9–12

GRADES 9–12 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL E/GR. 10
<p>Students will:</p> <p>RECEPTION</p> <p>R1. Read a variety of print and nonprint documents to acquire new information and respond to the needs and demands of society and the workplace.</p> <p><i>Examples: emails, directions, diagrams, charts, other common workplace documents</i></p>	<p>STUDENT EDITION</p> <p>Unit Introductory Passage (Reading Passage) At least 15 of the 20 unit vocabulary words are introduced within the context of each two-page, multi-paragraph Unit Introductory 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 • 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 <p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of expository or informational text then answer comprehension and vocabulary-in-context questions.</p> <ul style="list-style-type: none"> • Review Units 1–3: Part 1 (Thomas Paine), pp. 42–43/ Part 2 (Magna Carta), pp. 44–45 • Review Units 4–6: Part 1 (Democratic Education), pp. 80–81/ Part 2 (Passage 1: Benefits of GPS/Passage 2: GPS and Privacy Issues), pp. 82–83 <p style="text-align: right;"><i>continued</i></p>

RECURRING STANDARDS FOR GRADES 9–12

GRADES 9–12 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL E/GR. 10
	<ul style="list-style-type: none"> Review Units 10–12: Part 1 (Alaska’s Oil Industry), pp. 156–157/ Part 2 (Passage 1: Klamath Basin Restoration Agreement Proponents/Passage 2: Klamath Basin Restoration Agreement Opponents), pp. 158–159 Review Units 13–15: Part 1 (Candid Photography), pp. 194–195/ Part 2 (Greatest Inventions), pp. 196–197 <p>DIGITAL RESOURCES</p> <p>Instruction (each unit)</p> <ul style="list-style-type: none"> Differentiated Passage The differentiated reading passages are a shorter version of the Unit Introductory 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. <p>Additional Practice (each unit)</p> <ul style="list-style-type: none"> Passage-Based Reading Students read the passage then select the letter of the best answer to the accompanying comprehension and vocabulary-in-context questions.
<p>RECEPTION</p> <p>R2. Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.</p> <p><i>Examples: short and long prose texts, poetry, dramas</i></p>	<p>STUDENT EDITION</p> <p>Vocabulary in Context: Literary Text</p> <p>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.</p> <ul style="list-style-type: none"> Unit 1 Charles Dickens, p. 21 (<i>A Tale of Two Cities</i>), p. 21 Unit 2 Edgar Allan Poe, p. 31 (<i>The Works of Edgar Allan Poe Volumes 1 and 2</i>), p. 31 Unit 3 Anne Bronte, p. 41 (<i>The Tenant of Wildfell Hall</i>), p. 41 Unit 4 Louisa May Alcott, p. 59 (<i>Little Men and Little Women</i>), p. 59 Unit 5 Willa Cather, p. 69 (<i>My Antonia</i>), p. 69 Unit 6 Emily Bronte, p. 79 (<i>Wuthering Heights</i>), p. 79 Unit 7 Charles Dickens, p. 97 (<i>Oliver Twist</i>), p. 97 Unit 8 Alexandre Dumas, p. 107 (<i>The Three Musketeers</i>), p. 107 Unit 9 James Fenimore Cooper, p. 117 (<i>The Last of the Mohicans</i>), p. 117 Unit 10 Charlotte Bronte, p. 135 (<i>Jane Eyre</i>), p. 135 Unit 11 Sir Arthur Conan Doyle, p. 145 (<i>The Adventures of Sherlock Holmes</i>), p. 145 Unit 12 Charles Dickens, p. 155 (<i>Great Expectations</i>), p. 155 Unit 13 George Eliot, p. 173 (<i>Silas Mariner and The Mill on the Floss</i>), p. 173 Unit 14 Nathaniel Hawthorne, p. 183 (<i>The House of the Seven Gables</i>), p. 183 Unit 15 Jane Austen, p. 193 (<i>Emma</i>), p. 193 <p style="text-align: right;"><i>continued</i></p>

RECURRING STANDARDS FOR GRADES 9–12

GRADES 9–12 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL E/GR. 10
	<p>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: Part 1 (Charlotte Bronte, excerpt from <i>Shirley</i>), pp. 118–119/Part 2 (Frances Burney from <i>Evelina</i>), pp. 120–121
<p>RECEPTION</p> <p>R3. Utilize active listening skills in formal and informal conversations, following predetermined norms.</p>	<p>ANNOTATED TEACHER'S EDITION</p> <p>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 forms of formal and informal communication. <p>Addressing Different Learners</p> <ul style="list-style-type: none"> Differentiating Daily Instruction for Striving and ELL Students, ATE p. T23 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. <p>Reading Passages in Level E</p> <ul style="list-style-type: none"> Questions for Critical Thinking, ATE p. T29 Critical Thinking questions spur classroom discussion using unit words while increasing comprehension of the passage topic. <p>DIGITAL RESOURCES</p> <p>Overview</p> <ul style="list-style-type: none"> Program Overview for Teachers <ul style="list-style-type: none"> Questions for Critical Thinking Answer Key: Questions for Critical Thinking <p>Instruction (each unit) Listening to audio recordings of the unit passages and definitions of words is particularly helpful to auditory learners, ELL students, and striving readers.</p> <ul style="list-style-type: none"> Unit Introductory Passage In addition to accessing this resource on SadlierConnect.com, students may use the QR (Quick Response) code that appears in the textbook at the end of each passage to link directly to the audio recording of the text. 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 style="text-align: right;"><i>continued</i></p>

RECURRING STANDARDS FOR GRADES 9–12

GRADES 9–12 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL E/GR. 10
	<p>Student Resources</p> <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>EXPRESSION</p> <p>R4. Use digital and electronic tools appropriately, safely, and ethically.</p>	<p>DIGITAL RESOURCES</p> <p><i>Vocabulary Workshop: Tools for Excellence</i> is also available in a fully interactive format.</p> <ul style="list-style-type: none"> • Unit Instructional Support QR (Quick Response) codes appear on the Unit Introductory Passage and Vocabulary in Context pages. Snapping the QR code links students directly to the relevant Vocabulary Workshop digital resource on SadlierConnect.com. <ul style="list-style-type: none"> ○ i-Words Audio Program ○ Interactive Activities ○ Interactive Flash Cards ○ Practice Worksheets ○ Interactive Quizzes ○ Interactive Graphic Organizers ○ Word Part Gallery ○ Pronunciation Key ○ Diagnostic Tests and Cumulative Reviews ○ Printable Differentiated Reading Passages ○ Test Prep for SAT® and ACT® Exams
<p>EXPRESSION</p> <p>R5. Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.</p>	<p>DIGITAL RESOURCES</p> <p>Additional Practice</p> <ul style="list-style-type: none"> • Timed Essay For each unit, 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>EXPRESSION</p> <p>R6. Employ conventions of grammar, mechanics, and usage in order to communicate effectively with a target audience.</p> <p><i>Examples: punctuation, capitalization, spelling, effective sentence structure, appropriate formality of language</i></p>	<p>DIGITAL RESOURCES</p> <p>Additional Practice</p> <ul style="list-style-type: none"> • Identifying Sentence Errors (Units 1-5) Students mark the multiple-choice response containing the single error in grammar and usage, or no error at all. • Improving Sentence Errors (Units 6-10) 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. • English Test (Units 11-15) Students read a passage then select from the multiple choice responses below to correct underlined sections in the text with errors or inappropriate expressions.

RECURRING STANDARDS FOR GRADES 9–12

GRADES 9–12 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS

VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL E/GR. 10

EXPRESSION

- R7. Use context clues to determine meanings of unfamiliar spoken or written words.

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 Introductory Passage (Reading Passage)

At least 15 of the 20 unit vocabulary words are introduced within the context of each two-page, multi-paragraph Unit Introductory Passage. (A shorter version of the Unit Introductory 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 Introductory 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

Choosing the Right Word

These exercises present a pair of words. Students consider figurative, extended, or abstract meanings before selecting the 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

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RECURRING STANDARDS FOR GRADES 9–12

GRADES 9–12 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS

VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL E/GR. 10

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 exercises 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

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/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/Adages/Proverbs

The Choosing the Right Idiom/Adage/Proverb 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 4–6 Choosing the Right Idiom, p. 86; Review Units 10–12 Choosing the Right Idiom, p. 162

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RECURRING STANDARDS FOR GRADES 9–12

GRADES 9–12 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS

VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL E/GR. 10

- Adages: Review Units 7–9 Choosing the Right Adage, p. 124
- Proverbs: Review Units 13–15 Choosing the Right Proverb, 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, 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

Two-Word Completions

In Two-Word Completions, students practice with word-omission (cloze) exercises. Students use embedded context clues to identify the correct choices.

- Final Mastery Test, p. 203

Supplying Words in Context

Students select the word that bests completes each sentence.

- Final Mastery Test, p. 204

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.

- Final Mastery Test, p. 206

DIGITAL RESOURCES

Instruction (each unit)

- Introducing the Words: Differentiated Passage
A shorter version of each Unit Introductory Passage, the printable Differentiated Passages with a lower Lexile® level are designed for striving readers and ELL students.

As with the Unit Introductory Passage, students read unit words in context to activate prior knowledge and draw on context clues to determine the meaning of unfamiliar word.

Additional Practice (each unit)

- Passage-Based Reading
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.

Reviews (each Unit Review)

- Student Practice
 - Two-Word Completions
Students use embedded context clues to identify the pair of words that best completes the meaning of each sentence.

Grade 10 Content Standards

CRITICAL LITERACY

GRADE 10 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL E/GR. 10
<p>Students will:</p> <p>RECEPTION READING</p> <ol style="list-style-type: none"> 1. Read, analyze, and evaluate complex literary and informational texts written from various cultural perspectives, with an emphasis on works originating outside the United States and the British Isles from 1600 to the present. 	<p>STUDENT EDITION</p> <p>Unit Introductory Passage (Reading Passage)</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 • 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 <p>Vocabulary in Context: Literary Text</p> <ul style="list-style-type: none"> • Unit 1 Charles Dickens, p. 21 (<i>A Tale of Two Cities</i>), p. 21 • Unit 2 Edgar Allan Poe, p. 31 (<i>The Works of Edgar Allan Poe Volumes 1 and 2</i>), p. 31 • Unit 3 Anne Bronte, p. 41 (<i>The Tenant of Wildfell Hall</i>), p. 41 • Unit 4 Louisa May Alcott, p. 59 (<i>Little Men and Little Women</i>), p. 59 • Unit 5 Willa Cather, p. 69 (<i>My Antonia</i>), p. 69 • Unit 6 Emily Bronte, p. 79 (<i>Wuthering Heights</i>), p. 79 • Unit 7 Charles Dickens, p. 97 (<i>Oliver Twist</i>), p. 97 • Unit 8 Alexandre Dumas, p. 107 (<i>The Three Musketeers</i>), p. 107 • Unit 9 James Fenimore Cooper, p. 117 (<i>The Last of the Mohicans</i>), p. 117 • Unit 10 Charlotte Bronte, p. 135 (<i>Jane Eyre</i>), p. 135 • Unit 11 Sir Arthur Conan Doyle, p. 145 (<i>The Adventures of Sherlock Holmes</i>), p. 145 <p style="text-align: right;"><i>continued</i></p>

CRITICAL LITERACY

GRADE 10 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL E/GR. 10
	<ul style="list-style-type: none"> • Unit 12 Charles Dickens, p. 155 (<i>Great Expectations</i>), p. 155 • Unit 13 George Eliot, p. 173 (<i>Silas Mariner</i> and <i>The Mill on the Floss</i>), p. 173 • Unit 14 Nathaniel Hawthorne, p. 183 (<i>The House of the Seven Gables</i>), p. 183 • Unit 15 Jane Austen, p. 193 (<i>Emma</i>), p. 193 <p>Vocabulary for Comprehension, Parts 1 and 2</p> <ul style="list-style-type: none"> • Review Units 1–3: Part 1 (Thomas Paine), pp. 42–43/ Part 2 (Magna Carta), pp. 44–45 • Review Units 4–6: Part 1 (Democratic Education), pp. 80–81/ Part 2 (Passage 1: Benefits of GPS/Passage 2: GPS and Privacy Issues), pp. 82–83 • Review Units 7–9: Part 1 (Charlotte Bronte, excerpt from <i>Shirley</i>), pp. 118–119/Part 2 (Frances Burney from <i>Evelina</i>), pp. 120–121 • Review Units 10–12: Part 1 (Alaska’s Oil Industry), pp. 156–157/ Part 2 (Passage 1: Klamath Basin Restoration Agreement Proponents/Passage 2: Klamath Basin Restoration Agreement Opponents), pp. 158–159 • Review Units 13–15: Part 1 (Candid Photography), pp. 194–195/ Part 2 (Greatest Inventions), pp. 196–197 <p><u>ANNOTATED TEACHER’S EDITION</u> Reading Passages in Level E</p> <ul style="list-style-type: none"> • Questions for Critical Thinking, ATE p. T29 <p><u>DIGITAL RESOURCES</u> Overview</p> <ul style="list-style-type: none"> • Program Overview for Teachers <ul style="list-style-type: none"> ○ Questions for Critical Thinking ○ Answer Key: Questions for Critical Thinking <p>Instruction (each unit)</p> <ul style="list-style-type: none"> • Differentiated Passage A shorter version of each Unit Introductory Passage, the printable Differentiated Passages with a lower Lexile® level are designed for striving readers and ELL students.
<p>RECEPTION READING</p> <p>4. Interpret an author’s use of characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.</p>	<p><u>STUDENT EDITION</u></p> <p>Word Study: Denotation and Connotations Word Study lessons on denotation and connotation help students better appreciate how nuances of meaning in word choice reflect an author’s point of view.</p> <ul style="list-style-type: none"> • Denotation and 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 <p>Word Study: Idioms/Adages/Proverbs Several Word Study lessons showcase idioms, proverbs, and adages in context to help students figure out the meaning of figurative expressions.</p> <p style="text-align: right;"><i>continued</i></p>

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CRITICAL LITERACY

GRADE 10 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL E/GR. 10
	<ul style="list-style-type: none"> • 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 <p>DIGITAL RESOURCES</p> <p>Word Study (each Review Unit)</p> <ul style="list-style-type: none"> • Student Practice <ul style="list-style-type: none"> ○ Denotation and Connotation ○ Expressing the Connotation ○ Denotation Challenge Using Connotation ○ Choosing the Right Idiom/Adage/Proverb <p>Related content</p> <p>STUDENT EDITION</p> <p>Vocabulary in Context: Literary Text</p> <ul style="list-style-type: none"> • Unit 1 Charles Dickens, p. 21 (<i>A Tale of Two Cities</i>), p. 21 • Unit 2 Edgar Allan Poe, p. 31 (<i>The Works of Edgar Allan Poe Volumes 1 and 2</i>), p. 31 • Unit 3 Anne Bronte, p. 41 (<i>The Tenant of Wildfell Hall</i>), p. 41 • Unit 4 Louisa May Alcott, p. 59 (<i>Little Men and Little Women</i>), p. 59 • Unit 5 Willa Cather, p. 69 (<i>My Antonia</i>), p. 69 • Unit 6 Emily Bronte, p. 79 (<i>Wuthering Heights</i>), p. 79 • Unit 7 Charles Dickens, p. 97 (<i>Oliver Twist</i>), p. 97 • Unit 8 Alexandre Dumas, p. 107 (<i>The Three Musketeers</i>), p. 107 • Unit 9 James Fenimore Cooper, p. 117 (<i>The Last of the Mohicans</i>), p. 117 • Unit 10 Charlotte Bronte, p. 135 (<i>Jane Eyre</i>), p. 135 • Unit 11 Sir Arthur Conan Doyle, p. 145 (<i>The Adventures of Sherlock Holmes</i>), p. 145 • Unit 12 Charles Dickens, p. 155 (<i>Great Expectations</i>), p. 155 • Unit 13 George Eliot, p. 173 (<i>Silas Mariner and The Mill on the Floss</i>), p. 173 • Unit 14 Nathaniel Hawthorne, p. 183 (<i>The House of the Seven Gables</i>), p. 183 • Unit 15 Jane Austen, p. 193 (<i>Emma</i>), p. 193 <p>Vocabulary for Comprehension, Parts 1 and 2</p> <ul style="list-style-type: none"> • Review Units 4–6: Part 1 (Democratic Education), pp. 80–81/ Part 2 (Passage 1: Benefits of GPS/Passage 2: GPS and Privacy Issues), pp. 82–83 • Review Units 7–9: Part 1 (Charlotte Bronte, excerpt from <i>Shirley</i>), pp. 118–119/Part 2 (Frances Burney from <i>Evelina</i>), pp. 120–121

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<p>RECEPTION READING</p> <p>5. Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.</p>	<p>STUDENT EDITION</p> <p>Vocabulary and Reading</p> <ul style="list-style-type: none"> Types of Questions <ul style="list-style-type: none"> Questions About Tone (word choice, author’s attitude), p. 9 Questions About Author’s Technique (organizational structure and function), p. 9 <p>Unit Introductory Passage (Reading Passage) A shorter version of each of the following Unit Introductory Passages, printable Differentiated Passages with a lower Lexile® level, is available at SadlierConnect.com.</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 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 <p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage then answer questions about the author’s technique, such as the purpose of specific paragraphs in the text.</p> <ul style="list-style-type: none"> 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 <p>DIGITAL RESOURCES</p> <p>Instruction (each unit)</p> <ul style="list-style-type: none"> Differentiated Passage A shorter version of each Unit Introductory Passage, the printable Differentiated Passages with a lower Lexile® level are designed for striving readers and ELL students.

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CRITICAL LITERACY

GRADE 10 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL E/GR. 10
<p>RECEPTION READING</p> <p>6. Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade-level literary focus.</p>	<p>STUDENT EDITION</p> <p>Vocabulary for Comprehension, Part 2 Paired passages allow students the opportunity to compare and contrast perspectives.</p> <ul style="list-style-type: none"> Review Units 4–6: Part 2 (Passage 1: Benefits of GPS/Passage 2: GPS and Privacy Issues), pp. 82–83 Review Units 10–12: Part 2 (Passage 1: Klamath Basin Restoration Agreement Proponents/Passage 2: Klamath Basin Restoration Agreement Opponents), pp. 158–159
<p>RECEPTION READING</p> <p>7. Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.</p>	<p>STUDENT EDITION</p> <p>Unit Introductory Passage (Reading Passage) At least 15 of the 20 unit vocabulary words are introduced within the context of each two-page, multi-paragraph Unit Introductory 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 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 8 “Anita Stockton Talks about Risk and Reward on the Stock Market” [Interview with an Expert], pp. 98–99 Unit 10 “Hakoah Athletes: From Strength to Victory” [Historical Nonfiction], pp. 126–127 Unit 13 “Life on the High Seas” [Log], pp. 164–165 Unit 14 “A Short History of Hygiene” [Informational Essay], pp. 174–175 <p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of expository or literary text then answer comprehension and vocabulary-in-context questions.</p> <ul style="list-style-type: none"> Review Units 1–3: Part 1 (Thomas Paine), pp. 42–43/ Part 2 (Magna Carta), pp. 44–45 Review Units 4–6: Part 1 (Democratic Education), pp. 80–81/ Part 2 (Passage 1: Benefits of GPS/Passage 2: GPS and Privacy Issues), pp. 82–83 Review Units 10–12: Part 1 (Alaska’s Oil Industry), pp. 156–157/ Part 2 (Passage 1: Klamath Basin Restoration Agreement Proponents/Passage 2: Klamath Basin Restoration Agreement Opponents), pp. 158–159 Review Units 13–15: Part 1 (Candid Photography), pp. 194–195/ Part 2 (Greatest Inventions), pp. 196–197 <p>DIGITAL RESOURCES</p> <p>Instruction (each unit)</p> <ul style="list-style-type: none"> Differentiated Passage A shorter version of each Unit Introductory Passage, the printable Differentiated Passages with a lower Lexile® level are designed for striving readers and ELL students. <p style="text-align: right;"><i>continued</i></p>

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CRITICAL LITERACY

GRADE 10 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL E/GR. 10
	<p>Additional Practice</p> <ul style="list-style-type: none"> • Passage-Based Reading (each unit) Students read the passage from an academic discipline then select the letter of the best answer to the accompanying comprehension and vocabulary-in-context questions.
<p>EXPRESSION WRITING</p> <p>9. Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.</p> <p><i>Examples: paragraphs, constructed responses, essays</i></p>	
<p>b. Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.</p> <p><i>Examples: specific facts, examples, details, statistics/data, examples appropriate to the audience's knowledge of the topic</i></p>	<p>STUDENT EDITION Writing: Words in Action</p> <p>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 Introductory Passage. The second prompt is modeled on those that appear on standardized tests.</p> <p>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"> • 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>c. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence, appropriate transitions, and a concluding section that follows from and supports the information presented.</p>	<p>STUDENT EDITION Writing: Words in Action</p> <p>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 Introductory Passage. The second prompt is modeled on those that appear on standardized tests.</p> <p>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> <p style="text-align: right;"><i>continued</i></p>

CRITICAL LITERACY

GRADE 10 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL E/GR. 10
	<ul style="list-style-type: none"> 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
<p>EXPRESSION SPEAKING</p> <p>11. Participate in collaborative discussions involving multiple perspectives, responding and contributing with relevant evidence and commentary.</p>	<p>ANNOTATED TEACHER'S EDITION</p> <p>Best Practices for Using Vocabulary Workshop</p> <ul style="list-style-type: none"> Daily Discussion and Review—ATE p. T21 During debates, discussions, or at other times when students are conversing, teachers should require them to use the learned vocabulary words. <p>Addressing Different Learners</p> <ul style="list-style-type: none"> Differentiating Exercises and Assignments for Above Grade-Level Students—ATE 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. <p>Reading Passages in Level E</p> <ul style="list-style-type: none"> Questions for Critical Thinking—ATE p. T29 <p>DIGITAL RESOURCES</p> <p>Program Overview for Teachers</p> <p>Use the Questions for Critical Thinking to spur discussion of cultural and literary issues presented in the Unit Introductory Passages. For example, “What does Tessa claim is the most compelling argument for national identity cards?” (Unit 6), and “How can social robots be useful to society?” (Unit 14).</p> <ul style="list-style-type: none"> Questions for Critical Thinking Answer Key: Questions for Critical Thinking

DIGITAL LITERACY

GRADE 10 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL E/GR. 10
<p>Students will:</p> <p>RECEPTION READING</p> <p>12. Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.</p>	<p>DIGITAL RESOURCES</p> <p>Vocabulary Workshop Interactive Edition (optional purchase)</p> <p><i>Vocabulary Workshop Interactive Edition</i> provides all of the program's print components, including the program's ancillary components, (Unit Test Booklets and Test Prep booklets for Standardized Exams) in a fully interactive online format.</p> <p style="text-align: right;"><i>continued</i></p>

DIGITAL LITERACY

GRADE 10 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL E/GR. 10
	<p><i>Vocabulary Workshop Interactive Edition</i> contains each Unit Introductory Passage (Reading Passage)—on level and differentiated—with audio recordings.</p> <p><i>Vocabulary Workshop Interactive Edition</i> includes exercises that build academic vocabulary knowledge by using contextual and definitional information and ample practice of unit words in multiple contexts, including responding to text-based questions.</p>
<p>RECEPTION LISTENING</p> <p>13. Interpret and evaluate language through active listening to determine subject, occasion, audience, purpose, tone, and credibility of digital sources.</p>	<p>DIGITAL RESOURCES</p> <p>Professional readings of all Unit Introductory Passages and Differentiated Passages are available at SadlierConnect.com. Listening to audio recordings of unit passages is particularly helpful to auditory learners, ELL students, and striving readers.</p> <p>Instruction (each unit)</p> <ul style="list-style-type: none"> Unit Introductory Passage In addition to accessing this resource on SadlierConnect.com, students may use the QR (Quick Response) code that appears in the textbook at the end of each passage to link directly to the audio recording of the text. 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. <p><small>*Available with Vocabulary Workshop Interactive Edition (optional purchase).</small></p>

LANGUAGE LITERACY

GRADE 10 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL E/GR. 10
<p>Students will:</p> <p>EXPRESSION WRITING</p> <p>19. Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.</p>	<p>DIGITAL RESOURCES</p> <p>Additional Practice</p> <ul style="list-style-type: none"> Identifying Sentence Errors (Units 1-5) Students mark the multiple-choice response containing the single error in grammar and usage, or no error at all. Improving Sentence Errors (Units 6-10) 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. English Test (Units 11-15) Students read a passage then select from the multiple choice responses below to correct underlined sections in the text with errors or inappropriate expressions.
<p>EXPRESSION SPEAKING</p> <p>20. Adapt speech to purpose and audience in a variety of contexts and tasks, demonstrating command of formal English conventions as indicated or appropriate.</p>	<p>ANNOTATED TEACHER'S EDITION</p> <p>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 <p style="text-align: right;"><i>continued</i></p>

LANGUAGE LITERACY

GRADE 10 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL E/GR. 10
	<p>Students should incorporate at least one or two vocabulary words into their daily writing activities, reading journals, or other forms of informal communication.</p> <p>Whenever students write formally for class (essays, stories, etc.), teachers may require a set minimum number of vocabulary words to be used. Check to make sure that the usage is appropriate, and provide feedback. Read aloud essays and review the use of vocabulary for correct usage.</p>