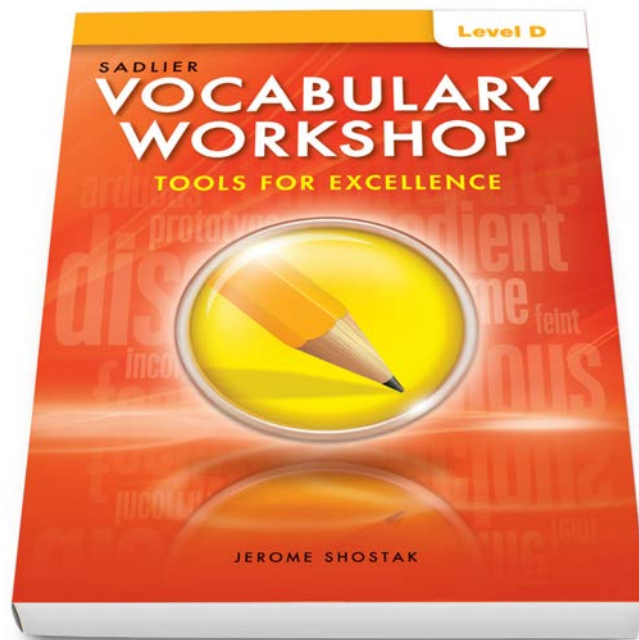


# Vocabulary Workshop

Tools for Excellence

Correlation to the New Jersey Student Learning Standards  
for English Language Arts

Grade 9



**Key Aligned Content**

Language: Vocabulary Acquisition and Use. . . . . 2

**Additional Aligned Content**

Reading Literature. . . . . 10  
Reading Informational Text. . . . . 15  
Writing. . . . . 22  
Speaking and Listening. . . . . 25

## Key Aligned Content

### PROGRESS INDICATORS FOR LANGUAGE

GRADES 9-10 PROGRESS INDICATORS FOR LANGUAGE

VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL D/GR. 9

#### Vocabulary Acquisition and Use

**L.9-10.4.** 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 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.

*continued*

**PROGRESS INDICATORS FOR LANGUAGE**

GRADES 9–10 PROGRESS INDICATORS FOR LANGUAGE	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL D/GR. 9
	<p>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</p> <p><b>Synonyms</b> The Synonyms activity requires students to rely on context clues to help find a Unit word to match each given synonym.</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Antonyms</b> 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.</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Completing the Sentence</b> 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.</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Vocabulary in Context: Literary Text</b> 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.</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Vocabulary for Comprehension, Parts 1 and 2</b> Students read a passage of informational or literary text then answer vocabulary-in-context questions.</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Word Study: Denotation and Connotation</b> 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.</p> <p style="text-align: right;"><i>continued</i></p>

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## PROGRESS INDICATORS FOR LANGUAGE

GRADES 9–10 PROGRESS INDICATORS FOR LANGUAGE	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL D/GR. 9
	<ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Word Study: Idioms/Proverbs/Adages</b> Several Word Study lessons showcase idioms, proverbs, and adages in context to help students figure out the meaning of figurative expressions.</p> <ul style="list-style-type: none"> <li>Idioms: Review Units 1–3 Choosing the Right Idiom, p. 48; Review Units 7–9 Choosing the Right Idiom, p. 124; Review Units 10–12 Choosing the Right Idiom, p. 162</li> <li>Proverbs: Review Units 4–6 Choosing the Right Proverb, p. 86</li> <li>Adages: Review Units 10–12 Choosing the Right Adage, p. 200</li> </ul> <p><b>Word Study: Classical Roots</b> 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.</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Two-Word Completions</b> In Two-Word Completions, students practice with word-omission exercises. Students use embedded context clues to identify the correct choices.</p> <ul style="list-style-type: none"> <li>Final Mastery Test, p. 203</li> </ul> <p><b>Supplying Words in Context</b> Students select the word that bests completes each sentence.</p> <ul style="list-style-type: none"> <li>Final Mastery Test, p. 204</li> </ul> <p><b>Choosing the Right Meaning</b> Students read each sentence, consider context clues, then select from four choices a synonym for the featured word in bold type.</p> <ul style="list-style-type: none"> <li>Final Mastery Test, p. 206</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Assessment: Test Prep for SAT® &amp; ACT®</b> Students read a passage of informational or literary text then answer comprehension and vocabulary-in-context questions. Example: “As it is used in line 33, <i>repugnant</i> most nearly means: F. offensive.” (ACT® Test Prep 3, p. 12)</p> <ul style="list-style-type: none"> <li>SAT® Test Prep 1–5, Cumulative Test Prep</li> <li>ACT® Test Prep 1–5, Cumulative Test Prep</li> </ul> <p><b>Instruction (each Unit)</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p style="text-align: right;"><i>continued</i></p>

**PROGRESS INDICATORS FOR LANGUAGE**

GRADES 9–10 PROGRESS INDICATORS FOR LANGUAGE	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL D/GR. 9
	<p>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.</p> <p><b>Additional Practice</b></p> <ul style="list-style-type: none"> <li>• 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. Example: “In paragraph 2, the word <i>esteem</i> most nearly means: a. high regard” (Unit 4).</li> <li>• Practice Quiz/Practice Worksheet, Units 1-15 Students read a short passage then use clues to answer questions about the italicized study words that appear in context in the text. Example 1: “In line 6, which of the following words could not replace <i>superficial</i> (line 6)? A exhaustive” (Practice Quiz, Unit 11). Example 2: “An animal that is <i>placid</i> (line 7) is: B peaceful” (Practice Worksheet, Unit 11).</li> </ul> <p><b>Reviews (each Unit Review)</b></p> <ul style="list-style-type: none"> <li>• Student Practice                     <ul style="list-style-type: none"> <li>○ Two-Word Completions Students use embedded context clues to identify the pair of words that best completes the meaning of each sentence.</li> </ul> </li> </ul>
<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><b>STUDENT EDITION</b></p> <p><b>Choosing the Right Word</b> These exercises present a pair of words. Students consider figurative, extended, or abstract meanings before selecting the Unit study word or its variation that best fits the context of the given sentence. In some cases, students must understand the pattern of word changes in order to pick the appropriate form of the correct word. Example: “When I said you were flying too close to the sun, I was (<i>placating, alluding</i> [Unit study words: <i>allude, placate</i>]) to the myth about Daedalus and Icarus” (Unit 11, p. 141).</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Word Study: Classical Roots</b> Instruction in classical roots will help students unlock the meanings of thousands of English words derived from Latin and Greek roots. Students will develop a useful and transferable strategy with which to make sense of a multitude of unfamiliar academic words. Combined with an understanding of common affixes, familiarity with Latin and Greek roots can furnish students with a valuable tool in analyzing and decoding new vocabulary. Students examine one or more roots then complete sentences using other words based on the same root, referencing an online or print dictionary when necessary. Example: “Root: <i>Facile</i>—artifact, faction, factor, faculty, facility, factitious, factual, malefactor” (Review Units 4-6, p. 87).</p> <p style="text-align: right;"><i>continued</i></p>

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**PROGRESS INDICATORS FOR LANGUAGE**

GRADES 9–10 PROGRESS INDICATORS FOR LANGUAGE	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL D/GR. 9
	<ul style="list-style-type: none"> <li>• Review Units 1–3 (<i>pos, pon</i>), p. 49</li> <li>• Review Units 4–6 (<i>ten, tain, tin</i>), p. 87</li> <li>• Review Units 7–9 (<i>pol, ly</i>), p. 125</li> <li>• Review Units 10–12 (<i>spec, spic</i>), p. 163</li> <li>• Review Units 13–15 (<i>vert, vers</i>), p. 201</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• Student Program Overview and Resources             <ul style="list-style-type: none"> <li>○ Greek and Latin Roots Reference Guide Students see how to build vocabulary by learning the meaning of word parts that make up many English words. They examine the meaning of several common prefixes and how those prefixes appear in sample words. They also study the meaning and grammatical function of noun, verb, and adjective suffixes, together with their meanings and sample words. The final section focuses on Greek and Latin roots, meanings, and sample words.</li> </ul> </li> </ul> <p><b>Word Study (each Unit Review)</b></p> <ul style="list-style-type: none"> <li>• Interactive Activities             <ul style="list-style-type: none"> <li>○ Word Part Gallery In order to expose students to a deeper knowledge of word parts Vocabulary Workshop includes a Word Part Gallery available at SadlierConnect.com. The Word Part Gallery provides instruction and practice with Latin roots, Greek roots, prefixes, and suffixes through interactive lessons. Each interactive lesson in the Word Part Gallery identifies the word part, its meaning, and example words to help students understand the word part in context. Teachers can use direct instruction to help students learn, explore, and practice with these word parts.</li> <li>○ Word Part Gallery: Teaching Suggestions</li> </ul> </li> </ul>
<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>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><b><u>ANNOTATED TEACHER’S EDITION</u></b></p> <p><b>Word Lists</b></p> <ul style="list-style-type: none"> <li>• Dictionary and Reference Sources, TAE p. T10</li> </ul> <p><b>Units</b></p> <ul style="list-style-type: none"> <li>• Synonyms (use a thesaurus or dictionary), TAE p. T13</li> <li>• Antonyms (use a thesaurus or dictionary), TAE p. T13</li> <li>• Denotation and Connotation (dictionary definition), TAE p. T15</li> </ul> <p><b><u>STUDENT EDITION</u></b></p> <p><b>Pronunciation Key</b></p> <p>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. 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.</p> <p>The key is organized into four sections: Vowels, Consonants, Stress, and Abbreviations.</p> <ul style="list-style-type: none"> <li>• Page 11</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## PROGRESS INDICATORS FOR LANGUAGE

GRADES 9–10 PROGRESS INDICATORS FOR LANGUAGE

VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL D/GR. 9

### 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, pronunciation, part or parts of speech, and definition for each new word. There is also an illustrative sentence, plus synonyms and antonyms.

For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.

- Unit 1, pp. 14–16; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188

### Synonyms

For the Synonyms activity in each Unit, students are directed to use a dictionary if necessary.

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

### Antonyms

For the Antonyms activity in each Unit, students are directed to use a dictionary if necessary.

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

### Word Study: Classical Roots

Students are directed to use a print or online dictionary as needed to clarify definitions.

- 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

An alphabetical 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

### 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.

*continued*

## PROGRESS INDICATORS FOR LANGUAGE

GRADES 9–10 PROGRESS INDICATORS FOR LANGUAGE	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL D/GR. 9
	<ul style="list-style-type: none"> <li>○ 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.</li> </ul> <p><b>Instruction (each Unit)</b> Listening to audio recordings of the definitions of Unit words is particularly helpful to auditory learners, ELL students, and striving readers.</p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <p><small>*Available with Vocabulary Workshop Interactive Edition (optional purchase).</small></p> <p><b>Student Resources (each Unit)</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul>
<p><b>L.9-10.5.</b> 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><b>STUDENT EDITION</b> <b>Word Study: Idioms/Proverbs/Adages</b> Several Word Study lessons showcase idioms, proverbs, and adages in context to help students figure out the meaning of figurative expressions.</p> <ul style="list-style-type: none"> <li>● Idioms: Review Units 1–3, p. 48; Review Units 7–9, p. 124; Review Units 10–12, p. 162</li> <li>● Proverbs: Review Units 4–6, p. 86</li> <li>● Adages: Review Units 10–12, p. 200</li> </ul>
<p>B. Analyze nuances in the meaning of words with similar denotations.</p>	<p><b>STUDENT EDITION</b> <b>Word Study: Denotation and Connotation</b> 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"> <li>● Shades of Meaning: 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 In Shades of Meaning, students identify words that have a positive, negative, or neutral connotation.</li> <li>● 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 For the Expressing the Connotation exercises, students read each sentence then consider context clues before selecting one of two</li> </ul> <p style="text-align: right;"><i>continued</i></p>



## PROGRESS INDICATORS FOR LANGUAGE

GRADES 9–10 PROGRESS INDICATORS FOR LANGUAGE	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL D/GR. 9
	<p>vocabulary words that best expresses the desired connotation (positive, negative, or neutral).</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>In Challenge: Using Connotation, students use context clues to confirm their choice of a vocabulary word to replace the highlighted word in each sentence.</p>
<p><b>L.9-10.5.</b> 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 gleaming extended and short reading selections for context clues that unlock the meaning of unfamiliar words and phrases, as well as improve comprehension. Students practice regularly selecting and using the right words in their speaking and writing. Word relationship and word-building lessons covering synonyms, antonyms, roots, and shades of meaning likewise help equip students for independent development of academic and domain-specific words and phrases.</p>

## Additional Aligned Content

### PROGRESS INDICATORS FOR READING LITERATURE

GRADES 9–10 PROGRESS INDICATORS FOR READING LITERATURE

VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL D/GR. 9

#### Key Ideas and Details

**RL.9-10.1.** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

#### **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

##### **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 1: “It can reasonably be inferred from the ninth paragraph (lines 35–40) that Mr. Dyers: B) is fond of Plupy” (Question 3, p. 119).

Example 2: “The author indicates that reported sightings of the pterodactyl: D) offer no conclusive evidence of where it went.” (Question 6, p. 121).

Example 3: “Which choice provides the best evidence for the answer to the previous question? A) Lines 75–76 (‘Nothing . . . pterodactyl’)” (Question 7, p. 121).

- Review Units 7–9: Part 1 Henry A. Shute (from *Plupy*, “The Real Boy”), pp. 118–119/Part 2 Sir Arthur Conan Doyle (from *The Lost World*), pp. 120–121

#### **DIGITAL RESOURCES**

##### **Assessment: Test Prep for SAT® & ACT®**

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

Example: “It can reasonably be inferred from lines 13–15 that passers-by do not notice Gerty as she sits on the step because: H. they are not aware of her existence” (ACT® Test Prep 1).

- SAT® Test Prep 1, Units 1–3 (from *The Rise of Silas Lapham* by William Dean Howell)
- SAT® Test Prep 4, Units 10–12 (from *The Old Wives’ Tale* by Arnold Bennett)
- ACT® Test Prep 1, Units 1–3: Prose Fiction (from *Emma* by Jane Austen)
- ACT® Test Prep 4, Units 10–12: Prose Fiction (from *The Wheels of Chance* by H. G. Wells)

##### **Additional Practice**

Students read a passage then pick the best answer for explicit main idea and inference questions.

Example: “From the passage, you can most reliably infer which of the following? a. The author feels proud of becoming a teenage entrepreneur” (Model Reading Test, Unit 14).

- Model Reading Test, Unit 14

## PROGRESS INDICATORS FOR READING LITERATURE

GRADES 9–10 PROGRESS INDICATORS FOR READING LITERATURE	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL D/GR. 9
<p><b>RL.9-10.2.</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p>	<p><b>STUDENT EDITION</b> <b>Vocabulary for Comprehension, Parts 1 and 2</b> Students read a passage of literary text then consider theme or central idea when answering comprehension questions. Example: “Which choice best summarizes the passage? A) A boy uses a long stick to shoot apples into a neighboring yard, incurring the wrath of two gardeners” (Question 8, p. 119).</p> <ul style="list-style-type: none"> <li>Review Units 7–9: Part 1 Henry A. Shute (from <i>Plupy</i>, “The Real Boy”), pp. 118–119/Part 2 Sir Arthur Conan Doyle (from <i>The Lost World</i>), pp. 120–121</li> </ul> <p><b>DIGITAL RESOURCES</b> <b>Assessment: Test Prep for SAT® &amp; ACT®</b> SAT® and ACT® practice tests featuring excerpts from classic literature. Students consider theme, characterization, plot, and setting when answering comprehension questions that follow the passage. Example: “Which of the following sentences best summarizes the passage? C. A young shop man sets off on his bicycle for a ten-day tour of the South Coast of England” (ACT® Test Prep 4).</p> <ul style="list-style-type: none"> <li>SAT® Test Prep 1, Units 1-3 (from <i>The Rise of Silas Lapham</i> by William Dean Howell)</li> <li>SAT® Test Prep 4, Units 10-12 (from <i>The Old Wives’ Tale</i> by Arnold Bennett)</li> <li>ACT® Test Prep 1, Units 1-3: Prose Fiction (from <i>Emma</i> by Jane Austen)</li> <li>ACT® Test Prep 4, Units 10-12: Prose Fiction (from <i>The Wheels of Chance</i> by H. G. Wells)</li> </ul>
<p><b>RL.9-10.3.</b> 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>
<p><b>Craft and Structure</b></p>	
<p><b>RL.9-10.4.</b> 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).</p>	<p><b>STUDENT EDITION</b> <b>Vocabulary in Context: Literary Text</b> 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"> <li>Unit 1 Louisa May Alcott (from <i>Little Women</i> and <i>Little Men</i>), p. 21</li> <li>Unit 2 Charlotte Brontë (from <i>Jane Eyre</i>), p. 31</li> <li>Unit 3 Charles Dickens (from <i>Great Expectations</i>), p. 41</li> <li>Unit 4 Daniel Defoe (from <i>The Life and Adventures of Robinson Crusoe</i> and <i>A Journal of the Plague Year</i>), p. 59</li> <li>Unit 5 Henry James (from <i>Washington Square</i> and <i>The Portrait of a Lady</i>), p. 69</li> </ul> <p style="text-align: right;"><i>continued</i></p>

**PROGRESS INDICATORS FOR READING LITERATURE**

GRADES 9–10 PROGRESS INDICATORS FOR READING LITERATURE	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL D/GR. 9
	<ul style="list-style-type: none"> <li>• Unit 6 Sir Arthur Conan Doyle (from <i>The Hound of the Baskervilles</i>), p. 79</li> <li>• Unit 7 Jules Verne (from <i>Around the World in Eighty Days</i>), p. 97</li> <li>• Unit 8 H.G. Wells (from <i>The Time Machine</i> and <i>The War of the Worlds</i>), p. 107</li> <li>• Unit 9 Jane Austen (from <i>Pride and Prejudice</i>), p. 117</li> <li>• Unit 10 Wilkie Collins (from <i>The Woman in White</i>), p. 135</li> <li>• Unit 11 Nathaniel Hawthorne (from <i>The House of the Seven Gables</i> and <i>The Scarlet Letter</i>), p. 145</li> <li>• Unit 12 Henry Fielding (from <i>Joseph Andrews</i>), p. 155</li> <li>• Unit 13 Thomas Hardy (from <i>The Woodlanders</i>), p. 173</li> <li>• Unit 14 Stephen Crane (from <i>The Red Badge of Courage</i> and “The Blue Hotel”), p. 183</li> <li>• Unit 15 Mary Wollstonecraft Shelley (from <i>Frankenstein</i>), p. 193</li> </ul> <p><b>Vocabulary for Comprehension, Parts 1 and 2</b> Students read a passage of literary text then answer vocabulary-in-context questions.</p> <ul style="list-style-type: none"> <li>• Review Units 7–9: Part 1 Henry A. Shute (from <i>Plupy</i>, “The Real Boy”), pp. 118–119/Part 2 Sir Arthur Conan Doyle (from <i>The Lost World</i>), pp. 120–121</li> </ul> <p><b>DIGITAL RESOURCES</b> <b>Assessment: Test Prep for SAT® &amp; ACT®</b> Students read a passage of literary text then answer vocabulary-in-context questions.</p> <ul style="list-style-type: none"> <li>• SAT® Test Prep 1, Units 1-3 (from <i>The Rise of Silas Lapham</i> by William Dean Howell)</li> <li>• SAT® Test Prep 4, Units 10-12 (from <i>The Old Wives’ Tale</i> by Arnold Bennett)</li> <li>• ACT® Test Prep 1, Units 1-3: Prose Fiction (from <i>Emma</i> by Jane Austen)</li> <li>• ACT® Test Prep 4, Units 10-12: Prose Fiction (from <i>The Wheels of Chance</i> by H. G. Wells)</li> </ul> <p>See also</p> <p><b>STUDENT EDITION</b> <b>Word Study: Denotation and Connotation</b> 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. Example: “... explain how the connotation of the replacement word changes the tone of the sentence.....” (Challenge: Using Connotation, Word Study, p. 199).</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## PROGRESS INDICATORS FOR READING LITERATURE

GRADES 9–10 PROGRESS INDICATORS FOR READING LITERATURE	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL D/GR. 9
	<p><b>Word Study: Idioms/Proverbs/Adages</b> The Idioms/Proverbs/Adages activities help students use context clues to figure out the meaning of figurative expressions.</p> <ul style="list-style-type: none"> <li>• Idioms: Review Units 1–3, p. 48; Review Units 7–9, p. 124; Review Units 10–12, p. 162</li> <li>• Proverbs: Review Units 4–6, p. 86</li> <li>• Adages: Review Units 10–12, p. 200</li> </ul>
<p><b>RL.9-10.5.</b> 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 specific effects (e.g. mystery, tension, or surprise).</p>	N/A
<p><b>RL.9-10.6.</b> 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>	N/A
<p><b>Integration of Knowledge and Ideas</b></p>	
<p><b>RL.9-10.7.</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p>	N/A
<p><b>RL.9-10.8.</b> (Not applicable to literature)</p>	
<p><b>RL.9-10.9.</b> Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p>	N/A
<p><b>Range of Reading and Level of Text Complexity</b></p>	
<p><b>RL.9-10.10.</b> By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p>	<p><b>STUDENT EDITION</b> <b>Vocabulary in Context: Literary Text</b> 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> <p style="text-align: right;"><i>continued</i></p>

## PROGRESS INDICATORS FOR READING LITERATURE

GRADES 9–10 PROGRESS INDICATORS FOR READING LITERATURE	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL D/GR. 9
	<ul style="list-style-type: none"> <li>• Unit 1 Louisa May Alcott (from <i>Little Women</i> and <i>Little Men</i>), p. 21</li> <li>• Unit 2 Charlotte Brontë (from <i>Jane Eyre</i>), p. 31</li> <li>• Unit 3 Charles Dickens (from <i>Great Expectations</i>), p. 41</li> <li>• Unit 4 Daniel Defoe (from <i>The Life and Adventures of Robinson Crusoe</i> and <i>A Journal of the Plague Year</i>), p. 59</li> <li>• Unit 5 Henry James (from <i>Washington Square</i> and <i>The Portrait of a Lady</i>), p. 69</li> <li>• Unit 6 Sir Arthur Conan Doyle (from <i>The Hound of the Baskervilles</i>), p. 79</li> <li>• Unit 7 Jules Verne (from <i>Around the World in Eighty Days</i>), p. 97</li> <li>• Unit 8 H.G. Wells (from <i>The Time Machine</i> and <i>The War of the Worlds</i>), p. 107</li> <li>• Unit 9 Jane Austen (from <i>Pride and Prejudice</i>), p. 117</li> <li>• Unit 10 Wilkie Collins (from <i>The Woman in White</i>), p. 135</li> <li>• Unit 11 Nathaniel Hawthorne (from <i>The House of the Seven Gables</i> and <i>The Scarlet Letter</i>), p. 145</li> <li>• Unit 12 Henry Fielding (from <i>Joseph Andrews</i>), p. 155</li> <li>• Unit 13 Thomas Hardy (from <i>The Woodlanders</i>), p. 173</li> <li>• Unit 14 Stephen Crane (from <i>The Red Badge of Courage</i> and “The Blue Hotel”), p. 183</li> <li>• Unit 15 Mary Wollstonecraft Shelley (from <i>Frankenstein</i>), p. 193</li> </ul> <p><b>Vocabulary for Comprehension, Parts 1 and 2</b> Students read a passage of literary text then answer comprehension and vocabulary-in-context questions.</p> <ul style="list-style-type: none"> <li>• Review Units 7–9: Part 1 Henry A. Shute (from <i>Plupy</i>, “The Real Boy”), pp. 118–119/Part 2 Sir Arthur Conan Doyle (from <i>The Lost World</i>), pp. 120–121</li> </ul> <p><b>ANNOTATED TEACHER’S EDITION</b> <b>Reading Passages in Level D</b></p> <ul style="list-style-type: none"> <li>• Questions for Critical Thinking, ATE p. T29</li> </ul> <p><b>DIGITAL RESOURCES</b> <b>Overview</b></p> <ul style="list-style-type: none"> <li>• Program Overview for Teachers             <ul style="list-style-type: none"> <li>○ Questions for Critical Thinking</li> <li>○ Answer Key: Questions for Critical Thinking</li> </ul> </li> </ul> <p><b>Assessment: Test Prep for SAT® &amp; ACT®</b> Students read a passage of literary text then answer comprehension and vocabulary-in-context questions.</p> <ul style="list-style-type: none"> <li>• SAT® Test Prep 1, Units 1-3 (from <i>The Rise of Silas Lapham</i> by William Dean Howell)</li> <li>• SAT® Test Prep 4, Units 10-12 (from <i>The Old Wives’ Tale</i> by Arnold Bennett)</li> <li>• ACT® Test Prep 1, Units 1-3: Prose Fiction (from <i>Emma</i> by Jane Austen)</li> <li>• ACT® Test Prep 4, Units 10-12: Prose Fiction (from <i>The Wheels of Chance</i> by H. G. Wells)</li> </ul>

**PROGRESS INDICATORS FOR READING INFORMATIONAL TEXT**

GRADES 9–10 PROGRESS INDICATORS FOR READING INFO. TEXT

VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL D/GR. 9

**Key Ideas and Details**

**RI.9-10.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

**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

**Vocabulary for Comprehension, Parts 1 and 2**

Students read a passage of informational text then answer explicit main idea, detail, and inference questions.

Example 1: “The Great Migration influenced the Harlem Renaissance by: C) bringing Southerners to Harlem, where they could express their creativity” (Question 5, p. 195).

Example 2: “Which choice provides the best evidence for the answer to the previous question? D) Lines 76–79 (“This influx . . . output”)” (Question 6, p. 195).

- Review Units 1–3, pp. 42–45; Review Units 4–6, pp. 80–83; Review Units 10–12, pp. 156–159; Review Units 13–15, pp. 194–197

**DIGITAL RESOURCES**

**Assessment: Test Prep for SAT® & ACT®**

Students read a passage of informational or literary text then answer explicit main idea, detail, and inference questions.

Example: “It can reasonably be inferred that the authors of Passages A and B: ? ...” (ACT® Cumulative Test Prep)

- SAT® Test Prep 2, Units 4-6; SAT® Test Prep 3, Units 7-9; SAT® Test Prep 5, Units 13-15; SAT® Cumulative Test Prep
- ACT® Test Prep 2, Units 4-6; ACT® Test Prep 3, Units 7-9; ACT® Test Prep 5, Units 13-15; ACT® Cumulative Test Prep

**Additional Practice**

Students read a passage then pick the best answer for explicit main idea and inference questions.

Example 1: “You can infer from the passage that garden design in China has been closely linked with: d. religion and philosophy” (Passage-Based Reading, Unit 1).

Example 2: “The overall focus of the passage is on: c. Ovid’s tales about art and the artist” (Model Reading Test, Unit 11).

- Passage-Based Reading, Units 1-10
- Model Reading Test, Units 11-13, 15

**RI.9-10.2.** Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

**STUDENT EDITION**

**Vocabulary for Comprehension, Parts 1 and 2**

Students read a passage of informational text then answer comprehension questions, including summarizing central ideas.

Example: “The primary purpose of the passage is: D) to give an overview of the history and intent of charter schools.” (Question 1, p. 157).

*continued*

## PROGRESS INDICATORS FOR READING INFORMATIONAL TEXT

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	<ul style="list-style-type: none"> <li>Review Units 1–3, pp. 42–45; Review Units 4–6, pp. 80–83; Review Units 10–12, pp. 156–159; Review Units 13–15, pp. 194–197</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Assessment: Test Prep for SAT® &amp; ACT®</b>                      For many reading passages, students are asked to identify and summarize the central ideas of the text.                      Example 1: “Which choice best summarizes the eighth paragraph (lines 27–43)? B) The interviewer examines the main character’s personal appearance and physical attributes.” (SAT® Test Prep 1).                      Example 2: “Which of the following sentences best summarizes the author’s main idea in the fifth paragraph (lines 37–45)? A. Whereas interest is relatively uncommon, envy is limitless” (ACT® Test Prep 2).</p> <ul style="list-style-type: none"> <li>SAT® Test Prep 2, 3, 5, Cumulative Test Prep</li> <li>ACT® Test Prep 2, 3, 5, Cumulative Test Prep</li> </ul>
<p><b>RI.9-10.3.</b> 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>
<p><b>Craft and Structure</b></p>	
<p><b>RI.9-10.4.</b> 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><b>STUDENT EDITION</b>  <b>Unit Introductory Passage (Reading Passage)</b>                      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"> <li>Unit 1 “I’ll Wait for the Movie” [Compare-and-Contrast Essay], pp. 12–13</li> <li>Unit 4 “Elephant Culture and Conservation” [Expository Essay], pp. 50–51</li> <li>Unit 5 “The Leopard: Unlikely Survivor” [Expository Essay], pp. 60–61</li> <li>Unit 8 “A History of Sound Recording” [Encyclopedia Entry], pp. 98–99</li> <li>Unit 9 “Ringl and Pit: Witnesses to the Weimar” [Profile], pp. 108–109</li> <li>Unit 14 “Seven Wonders” [Magazine Article], pp. 174–175</li> </ul> <p style="text-align: right;"><i>continued</i></p>



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	<p><b>Vocabulary for Comprehension, Parts 1 and 2</b> Students read a passage of informational text then answer vocabulary-in-context questions. Example: “As it is used in line 16, “pedigree” most nearly means: D) list of ancestors” (Question 2, p. 197).</p> <ul style="list-style-type: none"> <li>• Review Units 1–3, pp. 42–45</li> <li>• Review Units 4–6, pp. 80–83</li> <li>• Review Units 10–12, pp. 156–159</li> <li>• Review Units 13–15, pp. 194–197</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Assessment: Test Prep for SAT® &amp; ACT®</b> Students read a passage of informational text then answer vocabulary-in-context questions. Example: “As it is used in line 15, “protracted” most nearly means B) prolonged. (SAT® Test Prep 5).</p> <ul style="list-style-type: none"> <li>• SAT® Test Prep 2, 3, 5, Cumulative Test Prep</li> <li>• ACT® Test Prep 2, 3, 5, Cumulative Test Prep</li> </ul> <p><b>Additional Practice</b> Students read a passage of informational text then pick the best answer for vocabulary-in-context questions. Example: “The writer’s attitude toward alternate history is best described as: d. favorable” (Passage-Based Reading, Unit 9).</p> <ul style="list-style-type: none"> <li>• Passage-Based Reading, Units 1-10</li> <li>• Model Reading Test, Units 11-13, 15</li> </ul> <p>See also</p> <p><b><u>STUDENT EDITION</u></b></p> <p><b>Word Study: Denotation and Connotation</b> 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. Example: “... explain how the connotation of the replacement word changes the tone of the sentence.....” (Challenge: Using Connotation, Word Study, p. 199).</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Word Study: Idioms/Proverbs/Adages</b> The Idioms/Proverbs/Adages activities help students use context clues to figure out the meaning of figurative expressions.</p> <ul style="list-style-type: none"> <li>• Idioms: Review Units 1–3, p. 48; Review Units 7–9, p. 124; Review Units 10–12, p. 162</li> <li>• Proverbs: Review Units 4–6, p. 86</li> <li>• Adages: Review Units 10–12, p. 200</li> </ul>

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<p><b>RI.9-10.5.</b> 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><b>DIGITAL RESOURCES</b>  <b>Assessment: Test Prep for SAT® &amp; ACT®</b>                      Students read a passage of informational text then examine how ideas are developed in the text.                      Example: “According to the author, in the sixth and seventh paragraphs (lines 68–82), a work of art A) produces enjoyment and restrains restlessness” (ACT® Test Prep 3).                      • SAT® Test Prep 2, 3, 5, Cumulative Test Prep                      • ACT® Test Prep 2, 3, 5, Cumulative Test Prep</p>
<p><b>RI.9-10.6.</b> Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p>	<p><b>DIGITAL RESOURCES</b>  <b>Assessment: Test Prep for SAT® &amp; ACT®</b>                      Students read a passage of informational text then identify the author’s point of view or purpose.                      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).                      Example 2: “The author’s main purpose in Passage A is to: C. offer his views on Americans and their music” (ACT® Cumulative Test Prep).                      • SAT® Test Prep 2, 3, 5, Cumulative Test Prep                      • ACT® Test Prep 2, 3, 5, Cumulative Test Prep</p> <p><b>Additional Practice</b>                      Students read a passage of informational text then answer comprehension questions.                      Example: “The author’s main purpose in the passage is best described as: b. informative” (Passage-Based Reading, Unit 10).                      • Passage-Based Reading, Units 1-10                      • Model Reading Test, Units 11-13, 15</p>
<p><b>Integration of Knowledge and Ideas</b></p>	
<p><b>RI.9-10.7.</b> Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>N/A</p>
<p><b>RI.9-10.8.</b> Describe 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 reasoning.</p>	<p><b>STUDENT EDITION</b>  <b>Unit Introductory Passage (Reading Passage)</b>                      A shorter version of each Unit Introductory Passage, the printable Differentiated Passage with a lower Lexile® level is available at SadlierConnect.com.                      • Unit 3 “A Polar Controversy” [Historical Nonfiction], pp. 32–33                      • Unit 6 “Modernize the School Calendar” [Persuasive Essay], pp. 70–71  <i>continued</i></p>

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	<ul style="list-style-type: none"> <li>• Unit 11 “Failing Infrastructure” [Newspaper Editorial], pp. 136–137</li> <li>• Unit 12 “Social Networks and Virtual Communication” [Debate], pp. 146–147</li> </ul> <p><b>Vocabulary for Comprehension, Parts 1 and 2</b> Students read an argument then answer comprehension questions. Example 1: “It can reasonably be inferred from the argument in lines 63–81 that many critics of charter schools have focused on: C) the advantages that deregulation has given charters over public schools.” (Question 6, p. 157).</p> <ul style="list-style-type: none"> <li>• Review Units 1–3: Part 2 (John Dickinson, author of <i>Letters from a Farmer in Pennsylvania to the Inhabitants of the British Colonies</i>), pp. 44–45</li> <li>• Review Units 10–12: Part 1 (Charter Schools), pp. 156–157</li> </ul> <p><b>ANNOTATED TEACHER’S EDITION</b> <b>Reading Passages in Level D</b></p> <ul style="list-style-type: none"> <li>• Questions for Critical Thinking, ATE p. T29 Critical Thinking questions spur classroom discussion using Unit words while increasing comprehension of the passage topic.</li> </ul> <p><b>DIGITAL RESOURCES</b> <b>Overview</b></p> <ul style="list-style-type: none"> <li>• Program Overview for Teachers             <ul style="list-style-type: none"> <li>◦ Questions for Critical Thinking</li> <li>◦ Answer Key: Questions for Critical Thinking</li> </ul> </li> </ul> <p><b>Assessment: Test Prep for SAT® &amp; ACT®</b> Students read a passage of argumentative text then answer comprehension questions. Example: “The last paragraph is primarily concerned with showing that the most important advantage derived by a controversialist who receives a foul hit is D) a delight in moral superiority.” (SAT® Test Prep 3).</p> <ul style="list-style-type: none"> <li>• SAT® Test Prep 2, Units 4-6 (from <i>Letters from a Pennsylvania Farmer</i> by John Dickinson)</li> <li>• SAT® Cumulative Test Prep (Passage 1 from <i>The Psychology of Beauty</i> (emotions of music) by Ethel Puffer Howes/Passage 2 from preface to an anthology of African American poetry (Ragtime music) by James Weldon Johnson)</li> <li>• ACT® Cumulative Test Prep: Humanities (Passage A from <i>Aristotle’s Poetics</i>, Translation by S. H. Butcher/Passage B from <i>The Poet’s Poet</i> by Elizabeth Atkins)</li> </ul> <p><b>Additional Practice</b></p> <ul style="list-style-type: none"> <li>• Passage-Based Reading, Unit 7 (online voting)</li> </ul>

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## PROGRESS INDICATORS FOR READING INFORMATIONAL TEXT

GRADES 9–10 PROGRESS INDICATORS FOR READING INFO. TEXT	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL D/GR. 9
<p><b>RI.9-10.9.</b> Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</p>	<p><b>STUDENT EDITION</b>  <b>Vocabulary for Comprehension, Parts 1 and 2</b>                      Paired passages help students make connections between related ideas from different authors.</p> <ul style="list-style-type: none"> <li>• Review Units 1–3: Part 1 (Thomas Paine), pp. 42–43/ Part 2 (Magna Carta), pp. 44–45</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Assessment: Test Prep for SAT® &amp; ACT®</b>                      The Cumulative SAT® and ACT® practice tests feature paired passages related in topic or theme. Questions assess critical reading skills by having students compare and make connections between the passages.</p> <ul style="list-style-type: none"> <li>• SAT® Test Prep 3, Units 7-9 (from “The Aims of Art” by William Morris)</li> <li>• SAT® Test Prep 5, Units 13-15 (from “Wealth” by Andrew Carnegie)</li> <li>• ACT® Test Prep 2, Units 4-6: Social Studies (from an essay written by Samuel Johnson and published in the periodical series <i>The Rambler</i>)</li> <li>• ACT® Test Prep 3, Units 7-9: Humanities (from <i>The Poetry of Architecture</i> by the English artist and critic John Ruskin)</li> <li>• ACT® Test Prep 5, Units 13-15: Social Studies (from an essay written by Joseph Addison and published in the series <i>The Spectator</i>)</li> <li>• ACT® Cumulative Test Prep: Humanities (Passage A from <i>Aristotle’s Poetics</i>, Translation by S. H. Butcher/Passage B from <i>The Poet’s Poet</i> by Elizabeth Atkins)</li> </ul>

### Range of Reading and Level of Text Complexity

<p><b>RI.9-10.10.</b> By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.</p>	<p><b>STUDENT EDITION</b>  <b>Unit Introductory Passage (Reading Passage)</b>                      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"> <li>• Unit 1 “I’ll Wait for the Movie” [Compare-and-Contrast Essay], pp. 12–13</li> <li>• Unit 2 “Cowgirls Up!” [Historical Nonfiction], pp. 22–23</li> <li>• Unit 3 “A Polar Controversy” [Historical Nonfiction], pp. 32–33</li> <li>• Unit 4 “Elephant Culture and Conservation” [Expository Essay], pp. 50–51</li> <li>• Unit 5 “The Leopard: Unlikely Survivor” [Expository Essay], pp. 60–61</li> <li>• Unit 6 “Modernize the School Calendar” [Persuasive Essay], pp. 70–71</li> <li>• Unit 7 “City Critters” [Humorous Essay], pp. 88–89</li> </ul> <p style="text-align: right;"><i>continued</i></p>
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GRADES 9–10 PROGRESS INDICATORS FOR READING INFO. TEXT	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL D/GR. 9
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	<ul style="list-style-type: none"> <li>• Unit 8 “A History of Sound Recording” [Encyclopedia Entry], pp. 98–99</li> <li>• Unit 9 “Ringl and Pit: Witnesses to the Weimar” [Profile], pp. 108–109</li> <li>• Unit 10 “Remarkable Mixes” [Textbook Entry], pp. 126–127</li> <li>• Unit 11 “Failing Infrastructure” [Newspaper Editorial], pp. 136–137</li> <li>• Unit 12 “Social Networks and Virtual Communication” [Debate], pp. 146–147</li> <li>• Unit 13 “From Trash to Tabletop” [Interview], pp. 164–165</li> <li>• Unit 14 “Seven Wonders” [Magazine Article], pp. 174–175</li> <li>• Unit 15 “Jesse Owens: 1913–1980” [Obituary], pp. 184–185</li> </ul> <p><b>Vocabulary for Comprehension, Parts 1 and 2</b> Students read a passage of expository or informational text then answer comprehension and vocabulary-in-context questions.</p> <ul style="list-style-type: none"> <li>• Review Units 1–3: Part 1 (Farm-to-Table Trend), pp. 42–43/ Part 2 (John Dickinson), pp. 44–45</li> <li>• Review Units 4–6: Part 1 (The Humanities), pp. 80–81/Part 2 (Passage 1: Ancient Greek Drama/Passage 2: Oral Tradition), pp. 82–83</li> <li>• Review Units 10–12: Part 1 (Charter Schools), pp. 156–157/ Part 2 (Passage 1: First-Person Accounts/Passage 2: Human Library), pp. 158–159</li> <li>• Review Units 13–15: Part 1 (Literary Movements), pp. 194–195/ Part 2 (Langston Hughes), pp. 196–197</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Instruction (each Unit)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Additional Practice</b> Students read a passage then pick the best answer for questions about making inferences.</p> <ul style="list-style-type: none"> <li>• Passage-Based Reading (Units 1-10) Students read the passage then select the letter of the best answer to the accompanying comprehension and vocabulary-in-context questions.             <ul style="list-style-type: none"> <li>○ Unit 1 (Japanese landscape design)</li> <li>○ Unit 2 (Captain James Cook)</li> <li>○ Unit 3 (Martha Graham)</li> <li>○ Unit 4 (Zulu culture)</li> <li>○ Unit 5 (dry ice)</li> <li>○ Unit 6 (poetry slams)</li> <li>○ Unit 7 (online voting)</li> <li>○ Unit 8 (mimicry)</li> <li>○ Unit 9 (alternate history novels)</li> <li>○ Unit 10 (Niagara Falls)</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>
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## PROGRESS INDICATORS FOR READING INFORMATIONAL TEXT

GRADES 9–10 PROGRESS INDICATORS FOR READING INFO. TEXT	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL D/GR. 9
	<ul style="list-style-type: none"> <li>• Model Reading Test (Units 11-15) Students read the passage then select the letter of the best answer to the accompanying comprehension and vocabulary-in-context questions.                             <ul style="list-style-type: none"> <li>○ Unit 11 Humanities (famous myths)</li> <li>○ Unit 12 Social Studies (the Great Wall of China)</li> <li>○ Unit 13 Natural History (sunspots)</li> <li>○ Unit 14 Natural History (three temperature scales)</li> </ul> </li> </ul>

## PROGRESS INDICATORS FOR WRITING

GRADES 9–10 PROGRESS INDICATORS FOR WRITING	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL D/GR. 9
<h3 style="color: #c00000;">Text Types and Purposes</h3>	
<p><b>W.9-10.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><b>STUDENT EDITION</b> <b>Writing: Words in Action</b> 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 a question that expands on that topic, requiring young writers to draw upon their personal background knowledge.</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"> <li>• Persuasive/argumentative text—Unit 1 Writing Prompt #1, p. 20; Unit 2 Writing Prompt #1, p. 30; Unit 3 Writing Prompts #1 &amp; #2, p. 40; Unit 5 Writing Prompts #1 &amp; #2, p. 68; Unit 6 Writing Prompts #1 #2, p. 78; Unit 7 Writing Prompt #1, p. 96; Unit 9 Writing Prompt #1, p. 116; Unit 10 Writing Prompt #1, p. 134; Unit 11 Writing Prompts #1 &amp; #2, p. 144; Unit 12 Writing Prompts #1 #2, p. 154; Unit 13 Writing Prompt #1, p. 172; Unit 14 Writing Prompt #1, p. 182</li> </ul>
<p><b>W.9-10.2.</b> 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><b>STUDENT EDITION</b> <b>Writing: Words in Action</b> 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 a question that expands on that topic, requiring young writers to draw upon their personal background knowledge.</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>

## PROGRESS INDICATORS FOR WRITING

GRADES 9-10 PROGRESS INDICATORS FOR WRITING	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL D/GR. 9
	<ul style="list-style-type: none"> <li>Informational/explanatory text—Unit 1 Writing Prompt #1, p. 20; Unit 2 Writing Prompt #1, p. 30; Unit 4 Writing Prompts #1 &amp; #2, p. 58; Unit 7 Writing Prompt #1, p. 96; Unit 8 Writing Prompts #1 &amp; #2, p. 106; Unit 9 Writing Prompt #1, p. 116; Unit 10 Writing Prompt #1, p. 134; Unit 13 Writing Prompt #1, p. 172; Unit 14 Writing Prompt #1, p. 182; Unit 15 Writing Prompts #1 &amp; #2, p. 192</li> </ul>
<p><b>W.9-10.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>N/A</p>
<p><b>Production and Distribution of Writing</b></p>	
<p><b>W.9-10.4.</b> 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><b>STUDENT EDITION</b> <b>Writing: Words in Action</b> Writing: Words in Action provides practice with focused writing to prompts based on the theme or content of the Unit Introductory Passage.</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>DIGITAL RESOURCES</b> <b>Additional Practice</b></p> <ul style="list-style-type: none"> <li>Timed Essay (Units 1-10)</li> </ul>
<p><b>W.9-10.5.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>	<p><b>DIGITAL RESOURCES</b> <b>Additional Practice</b></p> <ul style="list-style-type: none"> <li>Timed Essay (Units 1-10) Students write a response to a statement in a total of 25 minutes.                         <ul style="list-style-type: none"> <li>Writing Your Thesis Statement (1-2 minutes)</li> <li>Prewriting (3-4 minutes)</li> <li>Writing Your Draft (17-18 minutes)</li> <li>Editing and Revising Your Draft (2-3 minutes)</li> </ul> </li> <li>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.</li> <li>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.</li> </ul>
<p><b>W.9-10.6.</b> Use technology, including the Internet, to produce, share, 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>

## PROGRESS INDICATORS FOR WRITING

GRADES 9-10 PROGRESS INDICATORS FOR WRITING

VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL D/GR. 9

### Research to Build and Present Knowledge

**W.9-10.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

N/A

**W.9-10.8.** 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 (MLA or APA Style Manuals).

N/A

**W.9-10.9.** Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

**STUDENT EDITION**

**Writing: Words in Action**

Students write responses to the Unit Introductory Passage that include citing details to support their position.

- Unit 1, p. 20; Unit 2, p. 30; Unit 3, p. 40; Unit 4, p. 58; Unit 5, p. 68; Unit 6, p. 78; Unit 7, p. 96; Unit 8, p. 106; Unit 9, p. 116; Unit 10, p. 134; Unit 11, p. 144; Unit 12, p. 154; Unit 13, p. 172; Unit 14, p. 182; Unit 15, p. 192

### Range of Writing

**W.9-10.10.** 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 Introductory 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

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## PROGRESS INDICATORS FOR SPEAKING AND LISTENING

GRADES 9-10 PROGRESS INDICATORS FOR WRITING	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL D/GR. 9
	<p><b><u>DIGITAL RESOURCES</u></b>  <b>Additional Practice</b> (Units 1-10)</p> <ul style="list-style-type: none"> <li>• Timed Essay                             <ul style="list-style-type: none"> <li>Students write a response to a statement in a total of 25 minutes.                                     <ul style="list-style-type: none"> <li>○ Writing Your Thesis Statement (1-2 minutes)</li> <li>○ Prewriting (3-4 minutes)</li> <li>○ Writing Your Draft (17-18 minutes)</li> <li>○ Editing and Revising Your Draft (2-3 minutes)</li> </ul> </li> </ul> </li> </ul>

## PROGRESS INDICATORS FOR SPEAKING AND LISTENING

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<p><b>Comprehension and Collaboration</b></p>	
<p><b>SL.9-10.1.</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p><b><u>ANNOTATED TEACHER’S EDITION</u></b>  <b>Best Practices for Using Vocabulary Workshop in the Classroom</b></p> <ul style="list-style-type: none"> <li>• Daily Discussion and Review, ATE p. T21                             <ul style="list-style-type: none"> <li>During debates, discussions, or at other times when students are conversing, teachers should require them to use the learned vocabulary words.</li> </ul> </li> <li>• Writing with Vocabulary (informal and formal forms of communication), ATE pp. T21–T22                             <ul style="list-style-type: none"> <li>Students should incorporate at least one or two vocabulary words into their forms of formal and informal communication.</li> </ul> </li> </ul> <p><b>Addressing Different Learners</b></p> <ul style="list-style-type: none"> <li>• Differentiating Daily Instruction for Striving and ELL Students, ATE p. T23                             <ul style="list-style-type: none"> <li>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.</li> </ul> </li> </ul> <p><b>Reading Passages in Level D</b></p> <ul style="list-style-type: none"> <li>• Questions for Critical Thinking, ATE p. T29                             <ul style="list-style-type: none"> <li>Critical Thinking questions spur classroom discussion using Unit words while increasing comprehension of the passage topic.</li> </ul> </li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Overview</b></p> <ul style="list-style-type: none"> <li>• Program Overview for Teachers                             <ul style="list-style-type: none"> <li>○ Questions for Critical Thinking</li> <li>○ Answer Key: Questions for Critical Thinking</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## PROGRESS INDICATORS FOR SPEAKING AND LISTENING

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	<p><b>Instruction</b> (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"> <li>• <b>Unit Introductory Passage</b> 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.</li> <li>• <b>Differentiated Passage*</b> 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.</li> <li>• <b>Instructional Videos*</b> 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. <small>*Available with Vocabulary Workshop Interactive Edition (optional purchase).</small></li> </ul> <p><b>Student Resources</b> (each Unit)</p> <ul style="list-style-type: none"> <li>• <b>iWords Audio Program</b> 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.</li> </ul>
<p><b>SL.9-10.2.</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>N/A</p>
<p><b>SL.9-10.3.</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p>	<p>N/A</p>
<p><b>Presentation of Knowledge and Ideas</b></p>	
<p><b>SL.9-10.4.</b> Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>N/A</p>
<p><b>SL.9-10.5.</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p>	<p>N/A</p>

## PROGRESS INDICATORS FOR SPEAKING AND LISTENING

GRADES 9-10 PROGRESS INDICATORS FOR SPEAKING AND LISTENING

VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL D/GR. 9

**SL.9-10.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

**ANNOTATED TEACHER'S EDITION**

**Best Practices for Using Vocabulary Workshop in the Classroom**

- Writing with Vocabulary (informal and formal forms of communication), ATE pp. T21-T22  
Students should incorporate at least one or two vocabulary words into their forms of formal and informal communication.