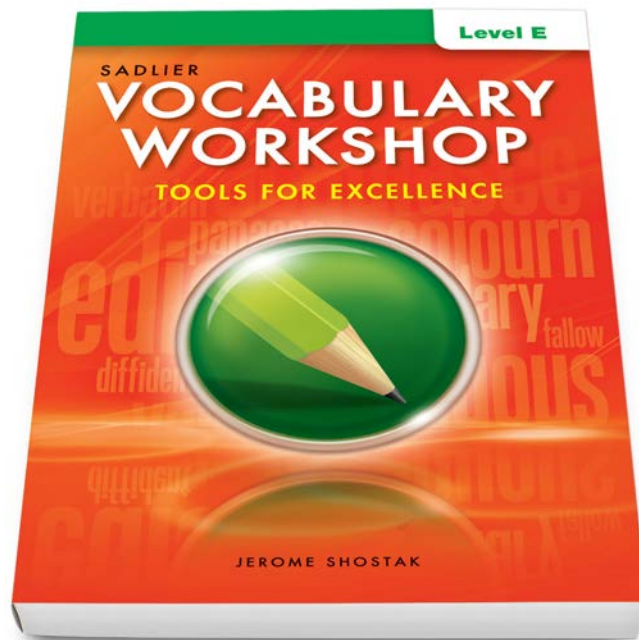


Vocabulary Workshop

Tools for Excellence

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

Grade 10



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 E/GR. 10

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 E/GR. 10
	<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>Synonyms 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"> Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190 <p>Antonyms 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"> Unit 1, p. 19; Unit 2, p. 29; Unit 3, p. 39; Unit 4, p. 57; Unit 5, p. 67; Unit 6, p. 77; Unit 7, p. 95; Unit 8, p. 105; Unit 9, p. 115; Unit 10, p. 133; Unit 11, p. 143; Unit 12, p. 153; Unit 13, p. 171; Unit 14, p. 181; Unit 15, p. 191 <p>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.</p> <ul style="list-style-type: none"> 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 <p>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.</p> <ul style="list-style-type: none"> 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 <p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of informational or literary text then answer vocabulary-in-context questions.</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>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.</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 E/GR. 10
	<ul style="list-style-type: none"> 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 <p>Word Study: Adages/Idioms/Proverbs The Choosing the Right Idiom/Adage/Proverb activities help students practice using context clues to figure out the meaning of figurative expressions.</p> <ul style="list-style-type: none"> Adages: Review Units 1–33 Choosing the Right Adage, p. 48 Idioms: Review Units 4–6 Choosing the Right Idiom, p. 86; Review Units 7–9 Choosing the Right Idiom p. 124; Review Units 10–12 Choosing the Right Idiom, p. 162 Proverbs: Review Units 13–15 Choosing the Right Proverb, p. 200 <p>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.</p> <ul style="list-style-type: none"> 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 <p>Two-Word Completions 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"> Final Mastery Test, p. 203 <p>Supplying Words in Context Students select the word that best completes each sentence.</p> <ul style="list-style-type: none"> Final Mastery Test, p. 204 <p>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.</p> <ul style="list-style-type: none"> Final Mastery Test, p. 206 <p>DIGITAL RESOURCES</p> <p>Assessment: Test Prep for SAT® & ACT® Students read a passage of informational or literary text then answer comprehension and vocabulary-in-context questions. Example: “As it is used in line 36, <i>discern</i> most nearly means: F. recognize.” (ACT® Test Prep 3, p. 12)</p> <ul style="list-style-type: none"> SAT® Test Prep 1–5, Cumulative Test Prep ACT® Test Prep 1–5, Cumulative Test Prep <p>Instruction (each Unit)</p> <ul style="list-style-type: none"> 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. <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 E/GR. 10
	<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>Additional Practice</p> <ul style="list-style-type: none"> • 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). • 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). <p>Reviews (each Unit Review)</p> <ul style="list-style-type: none"> • Student Practice <ul style="list-style-type: none"> ○ Two-Word Completions Students use embedded context clues to identify the pair of words that best completes the meaning of each sentence.
<p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p>	<p>STUDENT EDITION</p> <p>Choosing the Right Word 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"> • 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 <p>Word Study: Classical Roots 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 E/GR. 10
	<ul style="list-style-type: none"> • Review Units 1–3 (<i>mis, miss, mit</i>), p. 49 • Review Units 4–6 (<i>fac, fact</i>), p. 87 • Review Units 7–9 (<i>voc, vok</i>), p. 125 • Review Units 10–12 (<i>dem, pan</i>), p. 163 • Review Units 13–15 (<i>sed, sess, sid</i>), p. 201 <p>DIGITAL RESOURCES</p> <p>Overview</p> <ul style="list-style-type: none"> • Student Program Overview and Resources <ul style="list-style-type: none"> ○ Greek and Latin Roots Reference Guide 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. <p>Word Study (each Unit Review)</p> <ul style="list-style-type: none"> • Interactive Activities <ul style="list-style-type: none"> ○ 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. ○ Word Part Gallery: Teaching Suggestions
<p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>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>ANNOTATED TEACHER'S EDITION</p> <p>Word Lists</p> <ul style="list-style-type: none"> • Dictionary and Reference Sources, TAE p. T10 <p>Units</p> <ul style="list-style-type: none"> • Synonyms (use a thesaurus or dictionary), TAE p. T13 • Antonyms (use a thesaurus or dictionary), TAE p. T13 • Denotation and Connotation (dictionary definition), TAE p. T15 <p>STUDENT EDITION</p> <p>Pronunciation Key</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"> • Page 11 <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 E/GR. 10

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 E/GR. 10
	<ul style="list-style-type: none"> ○ 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. <p>Instruction (each Unit) 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"> ● 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>Student Resources (each Unit)</p> <ul style="list-style-type: none"> ● iWords Audio Program The online iWords Audio Program provides a recording of each vocabulary word as a model for correct pronunciation. This program may be downloaded to a cellphone, allowing students to listen multiple times to the recommended pronunciations, definitions, and examples of usage for all taught vocabulary words.
<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	<p>STUDENT EDITION Word Study: Adages/Idioms/Proverbs The Choosing the Right Adage/Idiom/Proverb activities help students practice using context clues to figure out the meaning of figurative expressions.</p> <ul style="list-style-type: none"> ● Adages: Review Units 1–3, p. 48 ● Idioms: Review Units 4–6, p. 86; Review Units 7–9, p. 124; Review Units 10–12, p. 162 ● Proverbs: Review Units 13–15, p. 200
<p>B. Analyze nuances in the meaning of words with similar denotations.</p>	<p>STUDENT EDITION Word Study: Denotation and Connotation 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"> ● 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. ● 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 <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 E/GR. 10
	<p>vocabulary words that best expresses the desired connotation (positive, negative, or neutral).</p> <ul style="list-style-type: none"> • 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 <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>L.9-10.5. 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 E/GR. 10

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 first paragraph of the letter (lines 3–8) that Lady Howard is: D) impulsive and unpredictable” (Question 2, p. 121).

Example 2: “Which strategy does Lady Howard use in order to persuade Mr. Villars? C) Contrasting the excitement and gaiety of London with the dull routine of Evelina’s everyday life at Howard Grove” (Question 6, p. 121).

Example 3: “Which choice provides the best evidence for the answer to the previous question? C) Lines 34–43 (“The joyful . . . consideration”) (Question 7, p. 121).

- Review Units 7–9: Part 1 (Charlotte Brontë, excerpt from *Shirley*), pp. 118–119)/Part 2 (Frances Burney from *Evelina*), pp. 120–121

DIGITAL RESOURCES

Assessment: Test Prep for SAT® & ACT®

Students read a passage of 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 “Heart of Darkness” by Joseph Conrad)
- SAT® Test Prep 4, Units 10-12 (from *Tess of the d’Urbervilles* by Thomas Hardy)
- ACT® Test Prep 1, Units 1-3: Prose Fiction (from *The Lamplighter* by Maria S. Cummins)
- ACT® Test Prep 4, Units 10-12: Literary Narrative (from “An Idyl of the Honey-Bee” by John Burroughs)

Additional Practice

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

continued

PROGRESS INDICATORS FOR READING LITERATURE

GRADES 9–10 PROGRESS INDICATORS FOR READING LITERATURE	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL E/GR. 10
	<p>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).</p> <ul style="list-style-type: none"> • Model Reading Test, Unit 14
<p>RL.9-10.2. 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>STUDENT EDITION Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of literary text then consider theme or central idea when answering comprehension questions. Example: “The primary purpose of the passage is to: D) lead up to a nighttime meeting between Malone and Mr. Moore” (p. 119).</p> <ul style="list-style-type: none"> • Review Units 7–9: Part 1 (Charlotte Brontë, excerpt from <i>Shirley</i>), pp. 118–119)/Part 2 (Frances Burney from <i>Evelina</i>), pp. 120–121 <p>DIGITAL RESOURCES Assessment: Test Prep for SAT® & ACT® 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.</p> <ul style="list-style-type: none"> • SAT® Test Prep 1, Units 1-3 (from “Heart of Darkness” by Joseph Conrad) • SAT® Test Prep 4, Units 10-12 (from <i>Tess of the d’Urbervilles</i> by Thomas Hardy) • ACT® Test Prep 1, Units 1-3: Prose Fiction (from <i>The Lamplighter</i> by Maria S. Cummins) • ACT® Test Prep 4, Units 10-12: Literary Narrative (from “An Idyl of the Honey-Bee” by John Burroughs)
<p>RL.9-10.3. 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>Craft and Structure</p>	
<p>RL.9-10.4. 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>STUDENT EDITION Vocabulary in Context: Literary Text These pages contain excerpts from classic literature. Each excerpt uses one of the vocabulary words from the Unit and provides an example of how a notable writer has used the featured word to convey a thought or feeling or enrich a narrative.</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 Brontë, 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 <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 E/GR. 10
	<ul style="list-style-type: none"> • Unit 6 Emily Brontë, 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 Brontë, 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</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 Students read a passage of literary text then answer vocabulary-in-context questions.</p> <ul style="list-style-type: none"> • Review Units 7–9: Part 1 (Charlotte Brontë, excerpt from <i>Shirley</i>), pp. 118–119)/Part 2 (Frances Burney, excerpt from <i>Evelina</i>), pp. 120–121 <p>DIGITAL RESOURCES Assessment: Test Prep for SAT® & ACT® Students read a passage of literary text then answer vocabulary-in-context questions.</p> <ul style="list-style-type: none"> • SAT® Test Prep 1, Units 1-3 (from “Heart of Darkness” by Joseph Conrad) • SAT® Test Prep 4, Units 10-12 (from <i>Tess of the d’Urbervilles</i> by Thomas Hardy) • ACT® Test Prep 1, Units 1-3: Prose Fiction (from <i>The Lamplighter</i> by Maria S. Cummins) • ACT® Test Prep 4, Units 10-12: Literary Narrative (from “An Idyl of the Honey-Bee” by John Burroughs) <p>See also</p> <p>STUDENT EDITION Word Study: Denotation and Connotation Students learn how writers can make their work richer and more expressive by choosing words that convey the desired mood, tone, or shade of meaning. In these activities, students examine positive, negative, or neutral connotations of words. 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"> • Review Units 1–3, pp. 46–47; Review Units 4–6, pp. 84–85; Review Units 7–9, pp. 122–123; Review Units 10–12, pp. 160–161; Review Units 13–15, pp. 198–199 <p 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 E/GR. 10
	<p>Word Study: Adages/Idioms/Proverbs The Adage/Idiom/Proverb activities help students use context clues to figure out the meaning of figurative expressions.</p> <ul style="list-style-type: none"> • Adages: Review Units 1–3, p. 48 • Idioms: Review Units 4–6, p. 86; Review Units 7–9, p. 124; Review Units 10–12, p. 162 • Proverbs: Review Units 13–15, p. 200
<p>RL.9-10.5. 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>RL.9-10.6. 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>Integration of Knowledge and Ideas</p>	
<p>RL.9-10.7. 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>RL.9-10.8. (Not applicable to literature)</p>	
<p>RL.9-10.9. 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>Range of Reading and Level of Text Complexity</p>	
<p>RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p>	<p>STUDENT EDITION Vocabulary in Context: Literary Text These pages contain excerpts from classic literature. Each excerpt uses one of the vocabulary words from the Unit and provides an example of</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 E/GR. 10
	<p>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 Brontë, 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 Brontë, 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 Brontë, 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>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 Brontë, excerpt from <i>Shirley</i>), pp. 118–119/Part 2 (Frances Burney from <i>Evelina</i>), pp. 120–121 <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>Assessment: Test Prep for SAT® & ACT® Students read a passage of literary text then answer comprehension and vocabulary-in-context questions.</p> <ul style="list-style-type: none"> • SAT® Test Prep 1, Units 1-3 (from “Heart of Darkness” by Joseph Conrad) • SAT® Test Prep 4, Units 10-12 (from <i>Tess of the d’Urbervilles</i> by Thomas Hardy) • ACT® Test Prep 1, Units 1-3: Prose Fiction (from the novel <i>The Lamplighter</i> by Maria S. Cummins) • ACT® Test Prep 4, Units 10-12: Literary Narrative (from the essay “An Idyl of the Honey-Bee” by John Burroughs)

PROGRESS INDICATORS FOR READING INFORMATIONAL TEXT

GRADES 9–10 PROGRESS INDICATORS FOR READING INFO. TEXT

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

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: “It can reasonably be inferred from the last paragraph that C) ethical codes hold citizens to higher standards of behavior than the law” (p. 195).

Example 2: “Which choice provides the best evidence for the answer to the previous question? D) Lines 82–87 (“The law . . . aspire”)” (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 both passages would most likely agree with which of the following statements? ...” (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: “In the passage, the writer claims that some types of today’s hybrid cars: c. have a distance range of 500–600 miles” (Passage-Based Reading, Unit 1).

Example 2: “Which of the following statements is supported by the passage? a. Most anthocyanins are produced in the autumn” (Model Reading Test, Unit 11).

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

PROGRESS INDICATORS FOR READING INFORMATIONAL TEXT

GRADES 9–10 PROGRESS INDICATORS FOR READING INFO. TEXT	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL E/GR. 10
<p>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.</p>	<p>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: “Which choice best summarizes the second paragraph (lines 18–30)? D) Some of the 63 clauses had a lasting influence in Britain, and later in America” (p. 45).</p> <ul style="list-style-type: none"> 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 <p>DIGITAL RESOURCES Assessment: Test Prep for SAT® & ACT® For many reading passages, students are asked to identify and summarize the central ideas of the text. Example 1: “Which of the following best summarizes the author’s central claim in Passage 2? A) Conflict in America is inevitable and beneficial because it fosters compromise and tolerance” (SAT® Cumulative Test Prep). Example 2: “Which of the following best summarizes the author’s main idea in the second paragraph (lines 24–46) of Passage A? C. Two American traits that greatly impress a foreign observer are patriotism and enthusiasm” (ACT® Cumulative Test Prep).</p> <ul style="list-style-type: none"> SAT® Test Prep 2, 3, 5, Cumulative Test Prep ACT® Test Prep 2, 3, 5, Cumulative Test Prep
<p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>N/A</p>

Craft and Structure

<p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>STUDENT EDITION 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
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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 E/GR. 10
	<ul style="list-style-type: none"> • 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 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 informational text then answer vocabulary-in-context questions.</p> <ul style="list-style-type: none"> • 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 <p><u>DIGITAL RESOURCES</u></p> <p>Assessment: Test Prep for SAT® & ACT® Students read a passage of informational text then answer vocabulary-in-context questions. Example: “As it is used in line 45, “limpid” most nearly: C) clear” (SAT® Test Prep 3).</p> <ul style="list-style-type: none"> • SAT® Test Prep 2, 3, 5, Cumulative Test Prep • ACT® Test Prep 2, 3, 5, Cumulative Test Prep <p>Additional Practice Students read a passage of informational text then pick the best answer for vocabulary-in-context questions. Example: “The writer’s overall attitude or tone in the passage may BEST be described as: d. factual” (Passage-Based Reading, Unit 7).</p> <ul style="list-style-type: none"> • Passage-Based Reading, Units 1-10 • Model Reading Test, Units 11-13, 15 <p>See also</p> <p><u>STUDENT EDITION</u></p> <p>Word Study: Denotation and Connotation Students learn how writers can make their work richer and more expressive by choosing words that convey the desired mood, tone, or shade of meaning. In these activities, students examine positive, negative, or neutral connotations of words. 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"> • Review Units 1–3, pp. 46–47; Review Units 4–6, pp. 84–85; Review Units 7–9, pp. 122–123; Review Units 10–12, pp. 160–161; Review Units 13–15, pp. 198–199 <p 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 E/GR. 10
	<p>Word Study: Adages/Idioms/Proverbs The Adage/Idiom/Proverb activities help students use context clues to figure out the meaning of figurative expressions.</p> <ul style="list-style-type: none"> • Adages: Review Units 1–3, p. 48 • Idioms: Review Units 4–6, p. 86; Review Units 7–9, p. 124; Review Units 10–12, p. 162 • Proverbs: Review Units 13–15, p. 200
<p>RI.9-10.5. 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><u>DIGITAL RESOURCES</u> Assessment: Test Prep for SAT® & ACT® Students read a passage of informational text then examine how ideas are developed in the text. Example: “In the sixth paragraph (lines 71–82), the author suggests that: A. his position was dangerous because of the weather, the bears, and the possibility of snakes” (ACT® Test Prep 5).</p> <ul style="list-style-type: none"> • SAT® Test Prep 2, 3, 5, Cumulative Test Prep • ACT® Test Prep 2, 3, 5, Cumulative Test Prep
<p>RI.9-10.6. 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><u>DIGITAL RESOURCES</u> Assessment: Test Prep for SAT® & ACT® 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).</p> <ul style="list-style-type: none"> • SAT® Test Prep 2, 3, 5, Cumulative Test Prep • ACT® Test Prep 2, 3, 5, Cumulative Test Prep
<p>Integration of Knowledge and Ideas</p>	
<p>RI.9-10.7. 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>RI.9-10.8. 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><u>STUDENT EDITION</u> Unit Introductory Passage (Reading Passage) A shorter version of each Unit Introductory Passage, the printable Differentiated Passage with a lower Lexile® level is available at SadlierConnect.com.</p> <ul style="list-style-type: none"> • Unit 5 “Democracy: From Athens to America” [Speech], pp. 60–61 • 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 <p style="text-align: right;"><i>continued</i></p>

PROGRESS INDICATORS FOR READING INFORMATIONAL TEXT

GRADES 9–10 PROGRESS INDICATORS FOR READING INFO. TEXT	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL E/GR. 10
	<p>Vocabulary for Comprehension, Parts 1 and 2 Paired passages help students understand and evaluate claims by two authors.</p> <p>Example: “Which statement describes the relationship between Passage 1 and Passage 2? A) Passage 1 is positive about the agreement; Passage 2 is negative” (Review Units 10–12, p. 159).</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 10–12: Part 2 (Passage 1: Klamath Basin Restoration Agreement Proponents/Passage 2: Klamath Basin Restoration Agreement Opponents), pp. 158–159 <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 Critical Thinking questions spur classroom discussion using Unit words while increasing comprehension of the passage topic. <p><u>DIGITAL RESOURCES</u></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>Assessment: Test Prep for SAT® & ACT® Students read a passage of argumentative text then answer comprehension questions.</p> <p>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"> • SAT® Cumulative Test Prep (Passage 1 from <i>The Federalist No. 10</i> by James Madison/Passage 2 from <i>A Voice from the South</i> by Anna Julia Cooper) • ACT® Test Prep 2, Units 4–6: Social Studies (from <i>Democracy in America</i> by Alexis de Tocqueville) • ACT® Test Prep 3, Units 7–9: Humanities (from “The Poetic Principle” by Edgar Allan Poe) • ACT® Cumulative Test Prep: Humanities (Passage A from “Music in America,” by Antonin Dvorák/Passage B from “The Menace of Mechanical Music,” by John Philip Sousa)

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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 E/GR. 10
<p>RI.9-10.9. 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>STUDENT EDITION Vocabulary for Comprehension, Parts 1 and 2 Paired passages help students make connections between related ideas from different authors.</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 <p>DIGITAL RESOURCES Assessment: Test Prep for SAT® & ACT® 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"> SAT® Test Prep 3, Units 7-9 (from “The Art of Controversy” by Ambrose Bierce) SAT® Cumulative Test Prep (Passage 1 from <i>The Federalist No. 10</i> by James Madison/Passage 2 from <i>A Voice from the South</i> by Anna Julia Cooper) ACT® Test Prep 2, Units 4-6: Social Studies (from <i>Democracy in America</i> by Alexis de Tocqueville) ACT® Test Prep 3, Units 7-9: Humanities (from “The Poetic Principle” by Edgar Allan Poe) ACT® Cumulative Test Prep: Humanities (Passage A from “Music in America,” by Antonin Dvorák/Passage B from “The Menace of Mechanical Music,” by John Philip Sousa)

Range of Reading and Level of Text Complexity

<p>RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.</p>	<p>STUDENT EDITION 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 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 13 “Life on the High Seas” [Log], pp. 164–165 Unit 14 “A Short History of Hygiene” [Informational Essay], pp. 174–175 <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 E/GR. 10
	<ul style="list-style-type: none"> • 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 • 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 Students read a passage then pick the best answer for questions about making inferences.</p> <ul style="list-style-type: none"> • 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"> ○ Unit 1 (hybrid vehicles) ○ Unit 2 (Socrates) ○ Unit 3 (Wright Brothers) ○ Unit 4 (spoonerisms and malapropisms) ○ Unit 5 (public opinion polls) ○ Unit 6 (the black-footed ferret) ○ Unit 7 (e-mail spam) ○ Unit 8 (instruments named for their inventors) ○ Unit 9 (utopia) ○ Unit 10 (salsa music) • 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"> ○ Unit 11 Natural Science (leaf pigments) ○ Unit 12 Social Studies (the European Union) ○ Unit 13 Humanities (Hokusai) ○ Unit 15 Natural History (the giant squid)

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PROGRESS INDICATORS FOR WRITING

GRADES 9-10 PROGRESS INDICATORS FOR WRITING

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

Text Types and Purposes

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

STUDENT EDITION

Writing: Words in Action

Writing: Words in Action provides practice with writing responses to two modes of writing. The first prompt is in the form of a text-dependent question that asks students to cite evidence from the Unit 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.

- Persuasive/argumentative text—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

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

STUDENT EDITION

Writing: Words in Action

Writing: Words in Action provides practice with writing responses to two modes of writing. The first prompt is in the form of a text-dependent question that asks students to cite evidence from the Unit 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.

- Informational/explanatory text—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

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

N/A

PROGRESS INDICATORS FOR WRITING

GRADES 9-10 PROGRESS INDICATORS FOR WRITING

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

Production and Distribution of Writing

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STUDENT EDITION

Writing: Words in Action

Writing: Words in Action provides practice with focused writing to prompts based on the theme or content of the Unit Introductory Passage.

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

DIGITAL RESOURCES

Additional Practice

- Timed Essay (Units 1-10)

W.9-10.5. 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.

DIGITAL RESOURCES

Additional Practice

- Timed Essay (Units 1-10)
Students write a response to a statement in a total of 25 minutes.
 - Writing Your Thesis Statement (1-2 minutes)
 - Prewriting (3-4 minutes)
 - Writing Your Draft (17-18 minutes)
 - Editing and Revising Your Draft (2-3 minutes)
- 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.

W.9-10.6. 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.

N/A

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

PROGRESS INDICATORS FOR WRITING

GRADES 9-10 PROGRESS INDICATORS FOR WRITING	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL E/GR. 10
<p>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).</p>	<p>N/A</p>
<p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p>	<p>STUDENT EDITION Writing: Words in Action Students write responses to the Unit Introductory Passage that include citing details to support their position.</p> <ul style="list-style-type: none"> Unit 1, p. 20; Unit 2, p. 30; Unit 3, p. 40; Unit 4, p. 58; Unit 5, p. 68; Unit 6, p. 78; Unit 7, p. 96; Unit 8, p. 106; Unit 9, p. 116; Unit 10, p. 134; Unit 11, p. 144; Unit 12, p. 154; Unit 13, p. 172; Unit 14, p. 182; Unit 15, p. 192

Range of Writing

<p>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.</p>	<p>STUDENT EDITION Writing: Words in Action Writing: Words in Action provides practice with writing responses to two modes of writing. The first prompt is in the form of a text-dependent question that asks students to cite evidence from the Unit 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"> Unit 1, p. 20; Unit 2, p. 30; Unit 3, p. 40; Unit 4, p. 58; Unit 5, p. 68; Unit 6, p. 78; Unit 7, p. 96; Unit 8, p. 106; Unit 9, p. 116; Unit 10, p. 134; Unit 11, p. 144; Unit 12, p. 154; Unit 13, p. 172; Unit 14, p. 182; Unit 15, p. 192 <p>DIGITAL RESOURCES Additional Practice (Units 1-10)</p> <ul style="list-style-type: none"> Timed Essay Students write a response to a statement in a total of 25 minutes. <ul style="list-style-type: none"> Writing Your Thesis Statement (1-2 minutes) Prewriting (3-4 minutes) Writing Your Draft (17-18 minutes) Editing and Revising Your Draft (2-3 minutes)
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PROGRESS INDICATORS FOR SPEAKING AND LISTENING

GRADES 9–10 PROGRESS INDICATORS FOR SPEAKING AND LISTENING

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

Comprehension and Collaboration

SL.9-10.1. 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.

ANNOTATED TEACHER’S EDITION

Best Practices for Using Vocabulary Workshop in the Classroom

- 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.
- 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.

Addressing Different Learners

- 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.

Reading Passages in Level E

- Questions for Critical Thinking, ATE p. T29
Critical Thinking questions spur classroom discussion using Unit words while increasing comprehension of the passage topic.

DIGITAL RESOURCES

Overview

- Program Overview for Teachers
 - Questions for Critical Thinking
 - Answer Key: Questions for Critical Thinking

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.

- 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.

*Available with Vocabulary Workshop Interactive Edition (optional purchase).

continued

PROGRESS INDICATORS FOR SPEAKING AND LISTENING

GRADES 9-10 PROGRESS INDICATORS FOR SPEAKING AND LISTENING	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL E/GR. 10
	<p>Student Resources (each Unit)</p> <ul style="list-style-type: none"> iWords Audio Program <p>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>
<p>SL.9-10.2. 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>SL.9-10.3. 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>Presentation of Knowledge and Ideas</p>	
<p>SL.9-10.4. 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>SL.9-10.5. 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>
<p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>	<p>ANNOTATED TEACHER’S EDITION 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>Students should incorporate at least one or two vocabulary words into their forms of formal and informal communication.</p>