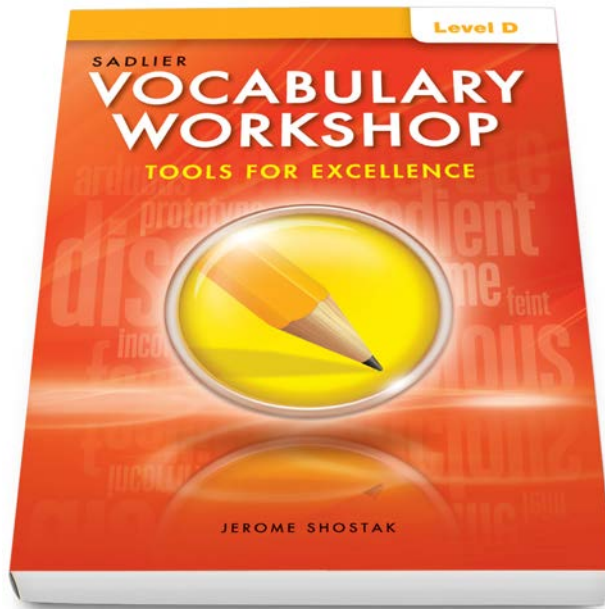


Vocabulary Workshop

Tools for Excellence

Correlation to the Texas Essential Knowledge and Skills (TEKS)
for English Language Arts and Reading, Adopted 2017

English I



Key Aligned Content

- (2) Developing and sustaining foundational language skills—vocabulary. 2

Additional Aligned Content

- (1) Developing and sustaining foundational language skills—oral language. 6
- (4) Comprehension skills. 7
- (5) Response skills. 10
- (6) Multiple genres—literary elements. 11
- (7) Multiple genres—genres. 12
- (8) Author’s purpose and craft. 16
- (9) Composition—writing process. 20
- (10) Composition—genres. 21

Key Aligned Content

§110.36. English Language Arts and Reading, English I, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level D / Grade 9
<p>(2) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	
<p>(A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;</p>	<p><u>ANNOTATED TEACHER'S EDITION</u> 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><u>STUDENT EDITION</u> 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>Definitions</p> <p>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.</p> <p>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.</p> <p>For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.</p> <ul style="list-style-type: none"> • Unit 1, pp. 14–16; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188 <p>Synonyms</p> <p>For the Synonyms activity in each Unit, students are directed to use a dictionary if necessary.</p> <ul style="list-style-type: none"> • Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; <p style="text-align: right;"><i>continued</i></p>

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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 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

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

- Pages 207–208

DIGITAL RESOURCES

Overview

- Student Program Overview and Resources
 - Pronunciation Key

The pronunciation is indicated for every basic word in this level of the program. Pronunciation symbols are similar to those used in most recent standard dictionaries. The key is organized into four sections: Vowels, Consonants, Stress, and Abbreviations.
 - Program Word List

Words taught at this level of the program appear in alphabetical order and include a page-number reference to where the word is defined.

Instruction (each Unit)

Listening to audio recordings of the definitions of unit words is particularly helpful to auditory learners, ELL students, and striving readers.

- 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).

Student Resources (each Unit)

- 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.

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<p>(B) analyze context to distinguish between the denotative and connotative meanings of words; and</p>	<p>STUDENT EDITION Word Study: Denotation and Connotation In these activities, students distinguish between denotation (literal meaning of a word with a neutral tone) and connotation (emotional associations of a word beyond its literal meaning).</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 vocabulary words that best expresses the desired connotation (positive, negative, or neutral). • 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 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>Related content</p> <p>STUDENT EDITION <i>Vocabulary Workshop</i> exposes students to new words across a variety of exercises and contexts. Students learn about and regularly practice using context clues to determine the meaning of unfamiliar words in the following activities—</p> <ul style="list-style-type: none"> • Vocabulary in Context • Unit Introductory Passage (Reading Passage) • Definitions • Choosing the Right Word • Synonyms • Antonyms • Completing the Sentence • Vocabulary in Context: Literary Text • Vocabulary for Comprehension, Parts 1 and 2 • Word Study: Idioms/Proverbs/Adages • Word Study: Classical Roots • Two-Word Completions • Supplying Words in Context • Choosing the Right Meaning <p>DIGITAL RESOURCES</p> <ul style="list-style-type: none"> • Assessment <ul style="list-style-type: none"> ◦ Test Prep for SAT® & ACT® • Instruction (each Unit) <ul style="list-style-type: none"> ◦ Introducing the Words: Differentiated Passage <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level D / Grade 9
	<ul style="list-style-type: none"> • Additional Practice (each Unit) <ul style="list-style-type: none"> ○ Passage-Based Reading ○ Practice Worksheet • Assessments (each Unit) <ul style="list-style-type: none"> ○ Unit Practice Test
<p>(C) determine the meaning of foreign words or phrases used frequently in English such as <i>bona fide</i>, <i>caveat</i>, <i>carte blanche</i>, <i>tête-à-tête</i>, <i>bon appétit</i>, and <i>quid pro quo</i>.</p>	<p>• Additional Practice (each Unit)</p> <ul style="list-style-type: none"> ○ Passage-Based Reading ○ Practice Worksheet <p>• Assessments (each Unit)</p> <ul style="list-style-type: none"> ○ Unit Practice Test <p>STUDENT EDITION Definitions Unit 13, p. 166 (<i>ad infinitum</i>, <i>bona fide</i>)</p> <p>Related content</p> <p>STUDENT EDITION Word Study: Classical Roots</p> <ul style="list-style-type: none"> • Review Units 1–3 (<i>pos</i>, <i>pon</i>), p. 49 • Review Units 4–6 (<i>ten</i>, <i>tain</i>, <i>tin</i>), p. 87 • Review Units 7–9 (<i>pol</i>, <i>ly</i>), p. 125 • Review Units 10–12 (<i>spec</i>, <i>spic</i>), p. 163 • Review Units 13–15 (<i>vert</i>, <i>vers</i>), p. 201 <p>DIGITAL RESOURCES 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

Additional Aligned Content

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level D / Grade 9
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	
<p>(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;</p> <p>(D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.</p>	<p><u>ANNOTATED TEACHER'S EDITION</u> Best Practices for Using Vocabulary Workshop in the Classroom</p> <ul style="list-style-type: none"> • Daily Discussion and Review, ATE p. T21 During debates, discussions, or at other times when students are conversing, teachers should require them to use the learned vocabulary words. • Writing with Vocabulary (informal and formal forms of communication), ATE pp. T21-T22 Students should incorporate at least one or two vocabulary words into their forms of formal and informal communication. <p>Addressing Different Learners</p> <ul style="list-style-type: none"> • Differentiating Daily Instruction for Striving and ELL Students, ATE p. T23 Engaging students in actively using the new vocabulary in classroom discussions and conversations allows them to enrich their understanding of the words' meanings and to make connections between words while building their vocabularies. • Differentiating Assignments for Striving and ELL Students, TE p. T23 Students clarify word meaning through discussions over answers. • Differentiating Exercises and Assignments for Above Grade-Level Students, ATE p. T24 Use words in conversations: During discussions of current events or literature, teachers can require students to use vocabulary words when making claims and expressing ideas. <p>Reading Passages in Level D</p> <ul style="list-style-type: none"> • Questions for Critical Thinking, ATE p. T29 Thoughtful discussion questions are provided for each Unit Introductory Passage (Reading Passage) and can be used to help monitor student comprehension. The Answer Key is located online (see Digital Resources below). Example 1: "How is the school calendar a disadvantage for today's students?" (Unit 6). Example 2: "What led to an increased interest in travel in the ancient Greek world?" (Unit 14). <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 style="text-align: right;"><i>continued</i></p>

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	<p>Instruction (each Unit) Listening to audio recordings of the Unit passages and definitions of words is particularly helpful to auditory learners, ELL students, and striving readers.</p> <ul style="list-style-type: none"> • Unit Introductory Passage In addition to accessing this resource on SadlierConnect.com, students may use the QR (Quick Response) code that appears in the textbook at the end of each passage to link directly to the audio recording of the text. • Differentiated Passage* Students may link directly to the audio recording of the text using the QR (Quick Response) code that appears at the end of the printed version of each Differentiated Passage. • Instructional Videos* Students select and click on a unit word to launch a video presentation that includes spelling, pronunciation, part(s) of speech, definition(s), and illustrative sentences. <p><small>*Available with Vocabulary Workshop Interactive Edition (optional purchase).</small></p> <p>Student Resources (each Unit)</p> <ul style="list-style-type: none"> • iWords Audio Program Especially useful for English learners, this program may be downloaded to a cellphone, allowing students to listen multiple times to the recommended pronunciations, definitions, and examples of usage for all taught vocabulary words.
(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;	<p><u>ANNOTATED TEACHER'S EDITION</u> Best Practices for Using Vocabulary Workshop in the Classroom</p> <ul style="list-style-type: none"> • Daily Discussion and Review, ATE p. T21 Teachers may model vocabulary usage by including vocabulary words in their instructions to students.
(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
(E) make connections to personal experiences, ideas in other texts, and society;	<p><u>STUDENT EDITION</u> Writing: Words in Action Students make connections to personal experiences when writing responses to Unit passages.</p> <p>Example: "Choose one amazing place, construction, or invention that you think should be considered one of the Seven Wonders of the World. Write a persuasive essay explaining and supporting your choice. Support your ideas with specific examples from your observations, studies, reading (refer to pages 174–175), or personal experience" (p. 182).</p> <p style="text-align: right;"><i>continued</i></p>

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	<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>Vocabulary for Comprehension, Part 2 Paired passages help students make connections between related ideas from different authors.</p> <ul style="list-style-type: none"> Review Units 4–6: Part 2 (Passage 1 Ancient Greek Drama/ Passage 2 Oral Tradition), pp. 82–83 Review Units 10–12: Part 2 (Passage 1 First-Person Accounts/ Passage 2 Human Library), pp. 158–159 <p>DIGITAL RESOURCES Assessment: Test Prep for SAT® & ACT® The Cumulative SAT® and ACT® practice tests feature paired passages related in topic or theme. Students compare the passages in order to answer comprehension questions.</p> <ul style="list-style-type: none"> SAT® Cumulative Test Prep: Passage 1 Ethel Puffer Howe (from <i>The Psychology of Beauty</i>)/Passage 2 James Weldon Johnson (from preface to an anthology of African American poetry) ACT® Cumulative Test Prep: Passage A Aristotle (adapted from <i>Poetics</i>)/Passage B Elizabeth Atkins (adapted from <i>The Poet's Poet</i>)
<p>(F) make inferences and use evidence to support understanding;</p>	<p>STUDENT EDITION Vocabulary in Context</p> <ul style="list-style-type: none"> Three Types of Context Clues <ul style="list-style-type: none"> Inference Clue (implies but does not directly state the meaning of the missing word or words), p. 7 <p>Vocabulary and Reading</p> <ul style="list-style-type: none"> Types of Questions <ul style="list-style-type: none"> Inference Questions (make inferences or draw conclusions from the passage), p. 9 <p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of informational or literary text then answer questions that involve making inferences and identifying supporting evidence. Example: "It can reasonably be inferred..." / "Which choice provides the best evidence for the answer to the previous question?" (p. 119).</p> <ul style="list-style-type: none"> Review Units 1–3, pp. 42–45; Review Units 4–6, pp. 80–83; Review Units 7–9, pp. 118–121; Review Units 10–12, pp. 156–159; Review Units 13–15, pp. 194–197 <p>DIGITAL RESOURCES Assessment: Test Prep for SAT® & ACT® Students read a passage of informational or literary text then answer questions that involve making inferences, drawing conclusions, and identifying supporting evidence.</p> <p style="text-align: right;"><i>continued</i></p>

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	<p>Example 1: "It can most reasonably be inferred that both authors would agree..." (SAT® Cumulative Test Prep).</p> <p>Example 2: "It can most reasonably be inferred from the information in the fifth paragraph that the author considers the Quartering Act..." (ACT® Test Prep 2).</p> <p>Example 3: "Which of the following statements about newspapers is supported by the passage as a whole?" (ACT® Test Prep 5).</p> <ul style="list-style-type: none"> • SAT® Test Prep 1–5, Cumulative Test Prep • ACT® Test Prep 1–5, Cumulative Test Prep <p>Additional Practice</p> <p>Students read a passage then pick the best answer for questions about making inferences.</p> <p>Example: "From the details and language in the first paragraph, you can infer that the author's overall attitude toward Captain Cook is: d. positive" (Passage-Based Reading, Unit 2).</p> <ul style="list-style-type: none"> • Passage-Based Reading, Units 1-10 • Model Reading Test, Units 11-15
(G) evaluate details read to determine key ideas;	<p>STUDENT EDITION</p> <p>Vocabulary and Reading</p> <ul style="list-style-type: none"> • Types of Questions <ul style="list-style-type: none"> ◦ Detail Questions (answers to detail questions may be restatements or paraphrases of the text), p. 8 <p>Vocabulary for Comprehension, Parts 1 and 2</p> <p>Students read a passage of informational or literary text then answer detail questions.</p> <p>Example: "Which choice provides the best evidence for the answer to the previous question [regarding key idea of the passage]?" (p. 83).</p> <ul style="list-style-type: none"> • Review Units 1–3, pp. 42–45; Review Units 4–6, pp. 80–83; Review Units 7–9, pp. 118–121; Review Units 10–12, pp. 156–159; Review Units 13–15, pp. 194–197 <p>DIGITAL RESOURCES</p> <p>Assessment: Test Prep for SAT® & ACT® Students read a passage of informational or literary text then answer detail questions.</p> <p>Example 1: "Which of the following statements most nearly paraphrases the author's main idea in the ninth paragraph?" (ACT® Test Prep 2).</p> <p>Example 2: "Which choice provides the best evidence for the answer to the previous questions?" (SAT® Test Prep 4).</p> <ul style="list-style-type: none"> • SAT® Test Prep 1–5, Cumulative Test Prep • ACT® Test Prep 1–5, Cumulative Test Prep
(H) synthesize information from two texts to create new understanding; and	<p>STUDENT EDITION</p> <p>Vocabulary for Comprehension, Part 2</p> <p>Paired passages help students consider and compare perspectives to create new understanding.</p> <ul style="list-style-type: none"> • Review Units 4–6: Part 2 (Passage 1 Ancient Greek Drama/ Passage 2 Oral Tradition), pp. 82–83 • Review Units 10–12: Part 2 (Passage 1 First-Person Accounts/ Passage 2 Human Library), pp. 158–159 <p style="text-align: right;"><i>continued</i></p>

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	<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 the passages.</p> <p>Example: "It can most reasonably be inferred that both authors would agree with which of the following statements about music? A) Feeling emotion when listening to a piece of music is inescapable" (SAT® Cumulative Test Prep).</p> <ul style="list-style-type: none"> • SAT® Cumulative Test Prep: Passage 1 (from <i>The Psychology of Beauty</i> by Ethel Puffer Howe)/Passage 2 James Weldon Johnson (from preface to an anthology of African American poetry) • ACT® Cumulative Test Prep: Passage A (from <i>Poetics</i> by Aristotle)/Passage B (from <i>The Poet's Poet</i> by Elizabeth Atkins)
<p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p>STUDENT EDITION Writing: Words in Action For the Words in Action writing assignments, students reflect on their understanding of the Unit Introductory Passage.</p> <p>The first writing prompt has them re-read the passage in order to locate details that answer questions about the topic.</p> <p>The second prompt is a question that expands on that topic, requiring young writers to draw upon their personal background knowledge..</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>(5) Response skills: listening, speaking, reading, writing, and thinking using texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>	
<p>(A) describe personal connections to a variety of sources, including self-selected texts;</p> <p>(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;</p> <p>(C) use text evidence and original commentary to support a comprehensive response;</p> <p>(F) respond using acquired content and academic vocabulary as appropriate;</p> <p style="text-align: right;"><i>continued</i></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 modeled on those that appear on standardized tests.</p> <p>Teachers may provide students with a four-point rubric that will be used to score the exercise. It is best if the rubric aligns with those used on the assessments students most frequently take. Prior to assigning the writing exercise, teachers should model responding to text-based questions and how to cite details from the text to support responses.</p> <ul style="list-style-type: none"> • Unit 1, 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; <p style="text-align: right;"><i>continued</i></p>

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<p>(G) discuss and write about the explicit or implicit meanings of text;</p> <p>(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;</p>	<p>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> <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)
<p>(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	
<p>(A) analyze how themes are developed through characterization and plot in a variety of literary texts;</p> <p>(D) analyze how the setting influences the theme.</p>	<p>STUDENT EDITION Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of literary text then answer comprehension questions.</p> <ul style="list-style-type: none"> • 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 <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. Example: “The author uses the description “a deep blue sky with dazzling piles of white cloud” (lines 30–31) and “the freshness of dew was in the air” (lines 36–37) to give the impression of: H. a bright and early morning full of possibility” (ACT® Test Prep 4).</p> <ul style="list-style-type: none"> • SAT® Test Prep 1, Units 1-3 (from <i>The Rise of Silas Lapham</i> by William Dean Howell) • SAT® Test Prep 4, Units 10-12 (from <i>The Old Wives’ Tale</i> by Arnold Bennett) • ACT® Test Prep 1, Units 1-3: Prose Fiction (from <i>Emma</i> by Jane Austen) • ACT® Test Prep 4, Units 10-12: Prose Fiction (from <i>The Wheels of Chance</i> by H. G. Wells)

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level D / Grade 9
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	
<p>(A) read and respond to American, British, and world literature;</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 Louisa May Alcott (from <i>Little Women</i> and <i>Little Men</i>), p. 21 • Unit 2 Charlotte Brontë (from <i>Jane Eyre</i>), p. 31 • Unit 3 Charles Dickens (from <i>Great Expectations</i>), p. 41 • 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 • Unit 5 Henry James (from <i>Washington Square</i> and <i>The Portrait of a Lady</i>), p. 69 • Unit 6 Sir Arthur Conan Doyle (from <i>The Hound of the Baskervilles</i>), p. 79 • Unit 7 Jules Verne (from <i>Around the World in Eighty Days</i>), p. 97 • Unit 8 H.G. Wells (from <i>The Time Machine</i> and <i>The War of the Worlds</i>), p. 107 • Unit 9 Jane Austen (from <i>Pride and Prejudice</i>), p. 117 • Unit 10 Wilkie Collins (from <i>The Woman in White</i>), p. 135 • Unit 11 Nathaniel Hawthorne (from <i>The House of the Seven Gables</i> and <i>The Scarlet Letter</i>), p. 145 • Unit 12 Henry Fielding (from <i>Joseph Andrews</i>), p. 155 • Unit 13 Thomas Hardy (from <i>The Woodlanders</i>), p. 173 • Unit 14 Stephen Crane (from <i>The Red Badge of Courage</i> and “The Blue Hotel”), p. 183 • Unit 15 Mary Wollstonecraft Shelley (from <i>Frankenstein</i>), p. 193 <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 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 <p>DIGITAL RESOURCES Assessment: Test Prep for SAT® & ACT® Students read a passage of literary text then answer comprehension and vocabulary-in-context questions.</p> <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • SAT® Test Prep 1, Units 1-3 (from <i>The Rise of Silas Lapham</i> by William Dean Howell) • SAT® Test Prep 4, Units 10-12 (from <i>The Old Wives' Tale</i> by Arnold Bennett) • ACT® Test Prep 1, Units 1-3: Prose Fiction (from <i>Emma</i> by Jane Austen) • ACT® Test Prep 4, Units 10-12: Prose Fiction (from <i>The Wheels of Chance</i> by H. G. Wells)
<p>(D) analyze characteristics and structural elements of informational text such as:</p> <p>(i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and</p> <p>(ii) multiple organizational patterns within a text to develop the thesis;</p>	<p><u>ANNOTATED TEACHER'S EDITION</u> Reading Passages in Level D</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>STUDENT EDITION</u> Vocabulary and Reading</p> <ul style="list-style-type: none"> • Types of Questions <ul style="list-style-type: none"> ◦ Questions About Author's Technique (structure and function), p. 9 <p>Unit Introductory Passage (Reading Passage) A shorter version of each Unit Introductory Passage, the printable Differentiated Passage with a lower Lexile® level is available online.</p> <ul style="list-style-type: none"> • Unit 1 "I'll Wait for the Movie" [Compare-and-Contrast Essay], pp. 12-13 • Unit 4 "Elephant Culture and Conservation" [Expository Essay], pp. 50-51 • Unit 5 "The Leopard: Unlikely Survivor" [Expository Essay], pp. 60-61 • Unit 8 "A History of Sound Recording" [Encyclopedia Entry], pp. 98-99 • Unit 9 "Ringl and Pit: Witnesses to the Weimar" [Profile], pp. 108-109 • Unit 14 "Seven Wonders" [Magazine Article], pp. 174-175 <p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of informational or literary text then answer questions that involve making inferences and identifying supporting evidence. Example: "What point is the author making by including the first paragraph" p. 197)</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> 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 style="text-align: right;"><i>continued</i></p>

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	<p>Assessment: Test Prep for SAT® & ACT® Students read a passage of informational text then answer questions that involve structural elements of the text. Example: “The author’s organizational structure in the second paragraph is best described as A) chronological order; B) cause and effect; C) comparison and contrast; or D) generalization and examples” (SAT® Test Prep 3).</p> <ul style="list-style-type: none"> • SAT® Test Prep 3, Units 7-9 (from “The Aims of Art” by William Morris) • SAT® Test Prep 5, Units 13-15 (from “Wealth” by Andrew Carnegie) • 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>) • ACT® Test Prep 3, Units 7-9: Humanities (from <i>The Poetry of Architecture</i> by the English artist and critic John Ruskin) • 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>) <p>Additional Practice (each Unit) Similar to the Vocabulary for Comprehension activities in the Student Edition, the printable Passage-Based Reading and Model Reading Tests feature an untitled passage of informational text followed by vocabulary-in-context and comprehension questions.</p> <ul style="list-style-type: none"> • Passage-Based Reading: Unit 1 (Japanese landscape design); Unit 2 (Captain James Cook); Unit 3 (Martha Graham); Unit 4 (Zulu culture); Unit 5 (dry ice); Unit 6 (poetry slams); Unit 7 (online voting); Unit 8 (mimicry); Unit 9 (alternate history novels); Unit 10 (Niagara Falls) • Model Reading Test: Unit 11 Humanities (famous myths); Unit 12 Social Studies (the Great Wall of China); Unit 13 Natural History (sunspots); Unit 14 Natural History (three temperature scales)
<p>(E) analyze characteristics and structural elements of argumentative texts such as:</p> <ul style="list-style-type: none"> (i) clear arguable claim, appeals, and convincing conclusion; (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and (iii) identifiable audience or reader; and 	<p>ANNOTATED TEACHER’S EDITION Reading Passages in Level D</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>STUDENT EDITION 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 3 “A Polar Controversy” [Historical Nonfiction], pp. 32–33 • Unit 6 “Modernize the School Calendar” [Persuasive Essay], pp. 70–71 • Unit 11 “Failing Infrastructure” [Newspaper Editorial], pp. 136–137 <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> Unit 12 “Social Networks and Virtual Communication” [Debate], pp. 146–147 <p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of argumentative or persuasive text then answer comprehension questions.</p> <ul style="list-style-type: none"> 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 Review Units 10–12: Part 1 (Charter Schools), pp. 156–157 <p>DIGITAL RESOURCES</p> <p>Overview</p> <ul style="list-style-type: none"> Program Overview for Teachers <ul style="list-style-type: none"> Questions for Critical Thinking Answer Key: Questions for Critical Thinking <p>Assessment: Test Prep for SAT® & ACT® Students read a passage of argumentative text then answer comprehension questions. Example: “In his argument in the first paragraph, which of the following statements does the author adopt as an assumption? B. Smoke is beautiful in some contexts, but ugly in others.” (ACT® Test Prep 3).</p> <ul style="list-style-type: none"> SAT® Test Prep 2, Units 4-6 (from <i>Letters from a Pennsylvania Farmer</i> by John Dickinson) 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) ACT Test Prep 3, Units 7-9: Humanities (from <i>The Poetry of Architecture</i> by the English artist and critic John Ruskin)
<p>(F) analyze characteristics of multimodal and digital texts.</p>	<p>DIGITAL RESOURCES</p> <p>Unit Instructional Support QR (Quick Response) codes appear on the Unit Introductory Passage and Vocabulary in Context pages. Snapping the QR code links students directly to the relevant Vocabulary Workshop digital resource on SadlierConnect.com.</p> <ul style="list-style-type: none"> Unit Passage Printable Differentiated Unit Passage Passage-Based Reading Identifying Sentence Errors Improving Sentences Timed Essay Model Reading Test English Test Practice Quiz (Printable) Interactive Quizzes Interactive Flash Cards i-Words Audio Program Interactive Activities Practice Worksheets Interactive Graphic Organizers <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level D / Grade 9
	<ul style="list-style-type: none"> • Word Part Gallery • Pronunciation Key • Diagnostic Tests and Cumulative Reviews • Test Prep for SAT® and ACT® Exams <p><i>Vocabulary Workshop: Tools for Excellence</i> is also available in a fully interactive format.</p> <p>Vocabulary Workshop Interactive Edition (optional purchase)</p> <p><i>Vocabulary Workshop Interactive Edition</i> provides all of the program's print components, including the program's ancillary components, (Unit Test Booklets and Test Prep booklets for Standardized Exams) in a fully interactive online format.</p> <p><i>Vocabulary Workshop Interactive Edition</i> contains each Unit Introductory Passage (Reading Passage)—on level and differentiated—with audio recordings.</p> <p><i>Vocabulary Workshop Interactive Edition</i> includes exercises that build academic vocabulary knowledge by using contextual and definitional information and ample practice of Unit words in multiple contexts, including responding to text-based questions.</p> <p>Instruction (each Unit)</p> <p>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"> • Differentiated Passage* Students may link directly to the audio recording of the text using the QR (Quick Response) code that appears at the end of the printed version of each Differentiated Passage. • Instructional Videos* Students select and click on a Unit word to launch a video presentation that includes spelling, pronunciation, part(s) of speech, definition(s), and illustrative sentences. <p><small>*Available with Vocabulary Workshop Interactive Edition (optional purchase).</small></p>
<p>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	
<p>(A) explain the author's purpose, audience, and message within a text;</p>	<p>STUDENT EDITION Vocabulary and Reading</p> <ul style="list-style-type: none"> • Types of Questions <ul style="list-style-type: none"> ○ Main Idea Questions (author's primary or main purpose), p. 8 <p style="text-align: right;"><i>continued</i></p>

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	<p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of informational or literary text then answer main idea questions. Example: “The main idea of the passage is that: A) Langston Hughes produced a wealth of work that influenced American literature” (p. 197). <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> <p>DIGITAL RESOURCES Assessment: Test Prep for SAT® & ACT® Students read a passage then answer questions about author’s purpose. Example: “The author’s main purpose in the first paragraph is to: C. explain why architects should avoid decorated chimneys of any sort” (ACT® Test Prep 3). <ul style="list-style-type: none"> SAT® Test Prep 1-5; Cumulative Test Prep ACT® Test Prep 1-5; Cumulative Test Prep </p> <p>Additional Practice (each Unit) Passage-Based Reading and Model Reading Tests feature an untitled passage of informational text followed by vocabulary-in-context and comprehension questions. Example: “The passage is primarily about: b. the practical uses and handling requirements of dry ice” (Passage-Based Reading, Unit 5). <ul style="list-style-type: none"> Passage-Based Reading (Units 1-10) Model Reading Test (Units 11-15) </p>
<p>(B) analyze use of text structure to achieve the author’s purpose;</p>	<p>STUDENT EDITION Vocabulary and Reading <ul style="list-style-type: none"> Types of Questions <ul style="list-style-type: none"> Questions About Author’s Technique (organizational structure and function), p. 9 </p> <p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of informational or literary text then answer text structure questions. Example: “What is the author’s point in lines 47-59?” (p. 157). <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> <p>DIGITAL RESOURCES Assessment: Test Prep for SAT® & ACT® Students read a passage of informational or literary text then answer questions that include a consideration of text structure relative to the author’s purpose. Example 1: “The organizational structure of the passage is best described as: A) chronological; B) cause and effect; C) comparison and contrast; or D) problem and solution” (ACT® Test Prep 2). Example 2: “The main purpose of the fourth paragraph is to...” (SAT® Test Prep 4). <ul style="list-style-type: none"> SAT® Test Prep 1-5; Cumulative Test Prep ACT® Test Prep 1-5; Cumulative Test Prep </p>

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<p>(C) evaluate the author’s use of print and graphic features to achieve specific purposes;</p>	<p><u>DIGITAL RESOURCES</u> Assessment: Test Prep for SAT® & ACT® Students read a graph. Question 10 asks, “Which of the following statements is supported by the graph?” (SAT® Test Prep 5). • SAT® Test Prep 5 (graph)</p>
<p>(D) analyze how the author’s use of language achieves specific purposes;</p>	<p><u>STUDENT EDITION</u> Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of informational or literary text then answer comprehension questions that include the author’s use of language. Example: “As it is used in line 84, “fabricated” most nearly means...” (p. 43). • 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> <p><u>DIGITAL RESOURCES</u> Assessment: Test Prep for SAT® & ACT® Students read a passage of informational or literary text then answer comprehension questions that include the author’s use of language. Example: “The author’s claim that men who leave their wealth to the public good only after death “would not have left it at all had they been able to take it with them” is meant to be: C) caustic” (SAT® Test Prep 5). • SAT® Test Prep 1–5; Cumulative Test Prep • ACT® Test Prep 1–5; Cumulative Test Prep</p>
<p>(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;</p>	<p><u>STUDENT EDITION</u> Word Study: Idioms/Proverbs/Adages Several Word Study lessons showcase idioms, proverbs, and adages in context to help students figure out the meaning of figurative expressions. • Idioms: Review Units 1–3, p. 48; Review Units 7–9, p. 124; Review Units 10–12, p. 162 • Proverbs: Review Units 4–6, p. 86 • Adages: Review Units Units 13–15, p. 200</p> <p><u>DIGITAL RESOURCES</u> Assessment: Test Prep for SAT® & ACT® • SAT® Test Prep 2, Units 4–6 (simile. irony. repetition, understatement) Additional Practice • Passage-Based Reading—Unit 4 (spoonerisms, malapropisms); Unit 9 (literary terms)</p>

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<p>(F) analyze how the author’s diction and syntax contribute to the mood, voice, and tone of a text; and</p>	<p>STUDENT EDITION</p> <p>Vocabulary and Reading</p> <ul style="list-style-type: none"> Types of Questions <ul style="list-style-type: none"> Questions About Tone (word choice, author’s attitude), p. 9 <p>Vocabulary for Comprehension, Parts 1 and 2</p> <p>Students read a passage of informational or literary text then answer questions about author word choice and syntax.</p> <p>Example: “The overall tone of the passage my best be described as...” (p. 81).</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</p> <p>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.</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>DIGITAL RESOURCES</p> <p>Assessment: Test Prep for SAT® & ACT®</p> <p>Students read a passage then answer comprehension questions that may reflect mood, voice, and tone of a text.</p> <p>Example: “The author describes Emma’s feelings about Miss Taylor’s marriage as: F) affecting Emma as severely as the death of a friend” (from <i>Emma</i> by Jane Austen, ACT® Test Prep 1)</p> <ul style="list-style-type: none"> SAT® Test Prep 1; ACT® Test Prep 1; SAT® Test Prep 4; ACT® Test Prep 4

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<p>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	
<p>(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through range of strategies such as brainstorming, journaling, reading, or discussing;</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p>(i) using an organizing structure appropriate to purpose, audience, topic, and context; and</p> <p>(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;</p>	<p>DIGITAL RESOURCES Additional Practice (each Unit)</p> <ul style="list-style-type: none"> • Timed Essay (Units 1-10) 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)
<p>(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;</p>	<p>DIGITAL RESOURCES Additional Practice (each Unit)</p> <ul style="list-style-type: none"> • 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. • Timed Essay (Units 1-10) Students write a response to a statement in a total of 25 minutes. <ul style="list-style-type: none"> ○ Editing and Revising Your Draft (2-3 minutes) • English Test (Units 11-15) Students read a passage then select from the multiple choice responses below to correct underlined sections in the text with errors or inappropriate expressions.
<p>(D) edit drafts using standard English conventions,</p>	<p>DIGITAL RESOURCES Additional Practice (each Unit)</p> <ul style="list-style-type: none"> • Identifying Sentence Errors (Units 1-5) Students mark the multiple-choice response containing the single error in grammar and usage, or no error at all. • Timed Essay (Units 1-10) Students write a response to a statement in a total of 25 minutes. <ul style="list-style-type: none"> ○ Editing and Revising Your Draft (2-3 minutes)

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<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	
<p>(A) compose literary texts such as fiction and poetry using genre characteristics and craft;</p>	<p>ANNOTATED TEACHER'S EDITION Best Practices for Using Vocabulary Workshop in the Classrooms</p> <ul style="list-style-type: none"> • Writing with Vocabulary, TE pp. T21–T22 Ask students to write poems for individual words; write myths about the origins of individual words or groups of words. • Vocabulary Projects and Games, TE p. T22 Student groups may tell stories using vocabulary words. Create groups according to the students' abilities and levels.
<p>(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;</p>	<p>STUDENT EDITION Writing: Words in Action</p> <p>Writing: Words in Action provides practice with writing responses to two modes of writing. The first prompt is in the form of a text-dependent question that asks students to cite evidence from the Unit Introductory Passage. The second prompt is modeled on those that appear on standardized tests.</p> <p>Teachers may provide students with a four-point rubric that will be used to score the exercise. It is best if the rubric aligns with those used on the assessments students most frequently take. Prior to assigning the writing exercise, teachers should model responding to text-based questions and how to cite details from the text to support responses.</p> <ul style="list-style-type: none"> • Unit 1 Writing Prompt #1, p. 20; Unit 2 Writing Prompt #1, p. 30; Unit 4 Writing Prompts #1 & #2, p. 58; Unit 7 Writing Prompt #2, p. 96; Unit 8 Writing Prompts #1 & #2, p. 106; Unit 9 Writing Prompt #1 & #2, p. 116; Unit 10 Writing Prompt #1, p. 134; Unit 11 Writing Prompts #1, p. 144; Unit 12 Writing Prompts #2, p. 154; Unit 13 Writing Prompt #1 & #2, p. 172; Unit 15 Writing Prompts #1 & #2, p. 192
<p>(C) compose argumentative texts using genre characteristics and craft; and</p>	<p>STUDENT EDITION Writing: Words in Action</p> <p>Writing: Words in Action provides practice with writing responses to two modes of writing. The first prompt is in the form of a text-dependent question that asks students to cite evidence from the Unit Introductory Passage. The second prompt is modeled on those that appear on standardized tests.</p> <p>Teachers may provide students with a four-point rubric that will be used to score the exercise. It is best if the rubric aligns with those used on the assessments students most frequently take. Prior to assigning the writing exercise, teachers should model responding to text-based questions and how to cite details from the text to support responses.</p> <ul style="list-style-type: none"> • Unit 1 Writing Prompt #2, p. 20; Unit 2 Writing Prompt #2, p. 30; Unit 3 Writing Prompts #1 & #2, p. 40; Unit 5 Writing Prompts #1 & #2, p. 68; Unit 6 Writing Prompts #1 & #2, <p style="text-align: right;"><i>continued</i></p>

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	p 78; Unit 7 Writing Prompt #1, p. 96; Unit 10 Writing Prompt #2, p. 134; Unit 11 Writing Prompts #2, p. 144; Unit 12 Writing Prompts #1, p. 154; Unit 14 Writing Prompt #1 & #2, p. 182
(D) compose correspondence in a professional or friendly structure.	<p>STUDENT EDITION Writing: Words in Action</p> <ul style="list-style-type: none"> • Unit 11 Writing Prompt #1, p. 144 Write a letter to your state representative describing an infrastructure problem in your community and urging swift action. • Unit 12 Writing Prompt #1, p. 154 Write a brief letter to the speaker of your choice, Monique or Rafael, explaining whether you agreed or disagreed with his or her position. Add an example or anecdote of your own to support your views on social networking. Use at least two details from the passage and three unit words to support your observations.