



Grade 9

Sadlier Vocabulary FOR SUCCESS



Common Core Enriched Edition

Aligned to the

Common Core State Standards for English Language Arts Grade 9–10

KEY ALIGNED CONTENT

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ADDITIONAL ALIGNED CONTENT

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 **Sadlier**
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Vocabulary for Success, Grade 9 ©2013

Aligned to the

Common Core State Standards (CCSS) for English Language Arts

Grade 9–10

KEY ALIGNED CONTENT

LANGUAGE: Vocabulary Acquisition and Use

| CCSS ENGLISH LANGUAGE ARTS STANDARDS, GRADE 9–10 | Vocabulary for Success, Grade 9 | |
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| LANGUAGE: VOCABULARY ACQUISITION AND USE | FEATURE / LOCATION | DESCRIPTION |
| <p>CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> | | |
| <ul style="list-style-type: none"> ▪ CCSS.ELA-Literacy.L.9-10.4a 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 | <p>Introductory Passage—A Long, Difficult Race (magazine article), 2–3; Competing with the Best (profiles), 12–13; Show Business or Sports? (persuasive essay), 22–23; Louis Zamperini: Survivor (biography), 36–37; Tragedy in the Sierra Nevada (narrative nonfiction), 46–47; Annapurna: The Deadliest Mountain (historical narrative), 56–57; Do You Have What It Takes to Be an Astrophysicist? (interview), 70–71; The Hubble Telescope (textbook entry), 80–81; Long-Term Space Exploration (scientific essay), 90–91; Hannibal and the Elephants Cross the Alps (historical nonfiction), 104–105; Where Did the Hawaiian Islanders Come From? (debate), 114–115; Save the Tribal People of the Amazon! (editorial), 124–125; In Search of an Outbreak’s Source</p> | <p>The Introductory Passage provides a natural, multi-paragraph context for the 10 new words presented in the lesson. Many include supportive illustrations and photographs. Lesson words appear in boldface type and are highlighted in light violet. The passages develop high-interest, age-appropriate science and social studies topics.</p> |

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| | <p>(personal narrative), 142–143; Winning the Battle with Polio, One Step at a Time (timeline), 152–153; Call the Doctor? Not Anymore! (blog), 162–163; Murasaki Shikibu and the World's First Novel (historical nonfiction), 176–177; Madam C.J. Walker: Cosmetics Millionaire (obituary), 186–187; Susan La Flesche Picotte: Physician and Healer (journal entry), 196–197; Carolus Linnaeus (encyclopedia entry), 210–211; Mapping the Universe: You Are Here (online article), 220–221; Figuring Out the Periodic Table (how-to article), 230–231</p> | |
| | <p>More on Meanings: Confusing Word Pairs, 5, 39, 93, 117, 199, 223</p> <p>More on Meanings: Denotation and Connotation, 15, 25, 49, 83, 107, 165, 189, 213, 233</p> <p>More on Meanings: Multiple-Meaning Words, 59, 73, 127, 145, 155, 179</p> | <p>More on Meanings activities extend the Word Meanings lessons by having students examine words in context in order to understand the difference between a literal meaning and a suggested or implied meaning of words, also distinguish between homophones and words that sound similar.</p> |
| | <p>Check for Understanding, 7, 17, 27, 41, 51, 61, 75, 85, 95, 109, 119, 129, 147, 157, 167, 181, 191, 201, 215, 225, 235</p> | <p>For the Check for Understanding activity, students rely on single- sentence context clues to choose and write in the lesson word that best completes each of the 12 sentences. Some words are used twice.</p> |
| | <p>Word Associations, 8, 17, 28, 42, 52, 62, 76, 86, 96, 110, 120, 130, 148, 158, 168, 182, 192, 216, 226, 236</p> | <p>In Word Associations, students rely on single-sentence context clues and what they know about the lesson word (in italics) to consider three choices before selecting the correct answer to the question.</p> |

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| | Check Again , 9, 19, 29, 43, 53, 63, 77, 87, 97, 111, 121, 131, 149, 159, 169, 183, 193, 203, 217, 227, 237 | Check Again is an open-ended writing activity to help students use all taught meanings, triggered by context clues that accompany the featured vocabulary word. |
| | Practice for Tests , 11, 21, 31, 45, 55, 65, 79, 89, 99, 113, 123, 133, 151, 161, 171, 185, 195, 205, 219, 229, 239 | The Practice for Tests is a 10-question, multiple-choice/"fill in the bubble" format practice test covering all words taught in the lesson. This test-preparation activity appears at the end of each lesson. Students use single-sentence context clues to select the lesson word or descriptive phrase that best completes the sentence or answers the question. |
| | Synonyms and Antonyms , 32, 66, 100, 134, 172, 206, 240 | The Synonyms and Antonyms activity found at the beginning of each Enrichment section uses context clues to guide students to an understanding of the relationship between word pairs that are synonyms or antonyms. |
| | Word Study: Denotation and Connotation , 33, 135, 241 Word Study: Idioms , 67, 173 Word Study: Proverbs , 101, 207 | Word Study activities, located in the Enrichment section following every three lessons, help students understand positive and negative variations in meaning explained by connotations, the use of wise sayings (proverbs), and colloquial expressions (idioms). For each example of figurative language, students are provided sentences with context clues of embedded definitions. |
| | Vocabulary for Comprehension —Going in High Gear, 34; Vacations Gone Wrong, 68; Alien Life: The Unseen Risk, 102; When Cultures Collide, 136; The | Vocabulary for Comprehension appears at the end of the Enrichment section (located at the end of every three lessons). Students read high- |

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| | CDC Protects the Public, 174; Jane Goodall: Chimpanzees' Best Friend, 208; Systems in Science, 242 | interest passages and use context and word study skills to determine the meaning of vocabulary words, within a critical reading, standardized-test format. |
| | Word-Solving Strategies: Context Clues —Synonyms, 44, 204; Examples, 64, 78; Punctuation, 98; Prefixes, 122; Inferences, 132, 184; Antonyms, 150, 238; Suffixes, 218; Embedded Definitions, 228 | Word-Solving Strategies: Context Clues are mini-lessons that provide direct instruction on understanding and using specific types of context clues to clarify the meaning of unfamiliar or multiple-meaning words. Succinctly stated instruction with examples is followed by a "Be Careful!" box with exceptions to the rule and examples. Finally, students complete the exercises in the "Practice" section. In the "Practice" section, students read a short selection with vocabulary words in context. Then they apply the context clue by completing a table or writing sentences using the highlighted words. |
| | Using Context , 137, 243 | Using Context , found in the Mid-Year Review and End-of-Year Review , challenges students to consider context clues in 10 sentences before deciding on which of two related forms of previously studied words best completes each sentence. |
| | Analogies , 138, 244 | For Analogies , students consider the relationship between pairs of italicized words presented in context. |
| | Word Relationships , 139, 245 | The Word Relationships activity challenges students to demonstrate their understanding of a pair of related vocabulary words that appear in |

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| <ul style="list-style-type: none"> ▪ CCSS.ELA-Literacy.L.9-10.4c 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. ▪ CCSS.ELA-Literacy.L.9-10.4d 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>Pronunciation Key, viii</p> <p>Word Meanings, 4–5, 14–15, 24–25, 38–39, 48–49, 58–59, 72–73, 82–83, 92–93, 106–107, 116–117, 126–127, 144–145, 154–155, 164–165, 178–179, 188–189, 198–199, 212–213, 222–223, 232–233</p> <p>More on Meanings: Denotation and Connotation, 15, 25, 49, 83, 107, 165, 189, 213, 233</p> <p>More on Meanings: Confusing Word Pairs, 93, 117, 199, 223</p> <p>Online Dictionary, vocabularyforsuccess.com</p> <p>Word-Solving Strategies: Latin and Greek Roots, 30, 54, 88, 112, 160, 170, 194; Word-Solving Strategies: Context Clues, 44, 64, 78, 98, 132, 150, 204, 228, 238; Word-Solving Strategies: Prefixes, 122; Word-Solving Strategies: Suffixes, 218</p> <p>Word Study: Idioms, 67, 173; Word Study: Proverbs, 101, 207</p> | <p>context in a writing prompt framed as a question.</p> <p>The Pronunciation Key, located at the beginning of the book, identifies the letters or combination of letters used to represent sounds of vocabulary words presented on the Word Meanings page of each lesson. These representations are similar to those found in dictionaries that feature student-friendly pronunciations. The Key includes vowels, consonants, stress, and abbreviations.</p> <p>The Word Meanings pages lists each of the 10 new vocabulary words for the lesson, together with a student-friendly explanation or definition, pronunciation key (with syllabication and stress), and part or parts of speech.</p> <p>At the top of the second page of each Word Meanings section, students are referred to the Online Dictionary.</p> <p>The More on Meanings section, students are referred to the Online Dictionary.</p> <p>In addition to the Online Dictionary, users of <i>Vocabulary for Success</i> have access to audio recordings of the introductory passage and all taught words.</p> <p>Several Word-Solving Strategies and Word Study activities include instructions to use an online or print dictionary or thesaurus.</p> |
| <p>CCSS.ELA-Literacy.L.9-10.5 Demonstrate understanding of figurative language, word</p> | | |

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| relationships, and nuances in word meanings. | | |
| <ul style="list-style-type: none"> ▪ CCSS.ELA-Literacy.L.9-10.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. | <p>Word Study: Idioms, 67, 173</p> <p>Word Study: Proverbs, 101, 207</p> | <p>Word Study activities, located in the Enrichment section following every three lessons, help students understand how figurative language is used in writing—wise sayings (proverbs) and colloquial expressions (idioms). For each example of figurative language, students are provided sentences with context clues of embedded definitions.</p> |
| <ul style="list-style-type: none"> ▪ CCSS.ELA-Literacy.L.9-10.5b Analyze nuances in the meaning of words with similar denotations. | <p>More on Meanings: Confusing Word Pairs, 5, 39, 93, 117, 199, 223</p> <p>More on Meanings: Denotation and Connotation, 15, 25, 49, 83, 107, 165, 189, 213, 233</p> <p>More on Meanings: Multiple-Meaning Words, 59, 73, 127, 145, 155, 179</p> | <p>More on Meanings activities extend the Word Meanings lessons by having students examine words in context in order to understand the difference between a literal meaning and a suggested or implied meaning of words, also distinguish between homophones as well as words that sound similar.</p> |
| <p>CCSS.ELA-Literacy.L.9-10.6 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 program</p> | <p>Throughout the program students acquire and use grade-appropriate vocabulary knowledge through a variety of language arts activities.</p> <p>These activities begin with reading Introductory Passages, which present high-interest science and social studies topics. Within these passages are context clues that help unlock the meaning of the highlighted study words.</p> <p>Following the Introductory Passage, students</p> |

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| | | <p>study the pronunciation and informal explanation of 10 lesson words in Word Meanings, followed by an examination of confusing word pairs or denotation and connotation in More on Meanings.</p> <p>After categorizing each study word in Word Talk discussions, students practice selecting and using the new words in Check for Understanding, Word Associations, and Check Again. The Write Your Own activity provides students with a context for using newly learned words. The lesson concludes with Word-Solving Strategies and Practice for Tests.</p> <p>In the Enrichment section at the end of each three-lesson unit, students focus on word-relationship lessons (Synonyms and Antonyms), consider figurative language (Word Study), and read a short passage then answer multiple-choice questions to demonstrate their understanding of unit vocabulary (Vocabulary for Comprehension).</p> <p>The Mid-Year and End-of-Year Reviews include Using Context, Analogies, Word Relationships, and Generating Sentences.</p> <p>Together these activities help equip students for independent development of academic and domain-specific vocabulary.</p> |

ADDITIONAL ALIGNED CONTENT

Reading: Informational Text: Craft and Structure

| CCSS ENGLISH LANGUAGE ARTS STANDARDS, GRADE 9–10 | Vocabulary for Success, Grade 9 | |
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| READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE | FEATURE / LOCATION | DESCRIPTION |
| <p>CCSS.ELA-Literacy.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>Introductory Passage—A Long, Difficult Race (magazine article), 2–3; Competing with the Best (profiles), 12–13; Show Business or Sports? (persuasive essay), 22–23; Louis Zamperini: Survivor (biography), 36–37; Tragedy in the Sierra Nevada (narrative nonfiction), 46–47; Annapurna: The Deadliest Mountain (historical narrative), 56–57; Do You Have What It Takes to Be an Astrophysicist? (interview), 70–71; The Hubble Telescope (textbook entry), 80–81; Long-Term Space Exploration (scientific essay), 90–91; Hannibal and the Elephants Cross the Alps (historical nonfiction), 104–105; Where Did the Hawaiian Islanders Come From? (debate), 114–115; Save the Tribal People of the Amazon! (editorial), 124–125; In Search of an Outbreak's Source (personal narrative), 142–143; Winning the Battle with Polio, One Step at a Time (timeline), 152–153; Call the Doctor? Not Anymore! (blog), 162–163; Murasaki Shikibu and the World's First Novel (historical nonfiction), 176–177; Madam C.J. Walker: Cosmetics Millionaire (obituary), 186–187; Susan La Flesche Picotte: Physician and Healer (journal entry), 196–197; Carolus Linnaeus (encyclopedia entry), 210–211; Mapping the Universe: You Are Here (online article), 220–221; Figuring Out the Periodic Table (how-to article),</p> | <p>The Introductory Passage provides opportunity for students to encounter and determine the figurative or technical meaning of new vocabulary words, which are presented in a natural, multi-paragraph context.</p> <p>The informational text is enhanced with illustrations and photographs. Lesson words are identified by boldface type and are highlighted in light violet.</p> <p>At the conclusion of the passage, Talk About It questions guide students to an understanding of key terms and concepts.</p> |

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| READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE | FEATURE / LOCATION | DESCRIPTION |
| | 230–231 | |
| | <p>Word-Solving Strategies: Context Clues— Synonyms, 44, 204; Examples, 64, 78; Punctuation, 98; Prefixes, 122; Inferences, 132, 184; Antonyms, 150, 238; Suffixes, 218; Embedded Definitions, 228</p> | <p>Word-Solving Strategies: Context Clues are mini-lessons that provide direct instruction on understanding and using specific types of context clues to clarify the meaning of unfamiliar or multiple-meaning words.</p> <p>Succinctly stated instruction with examples is followed by a "Be Careful!" box with exceptions to the rule and examples. Finally, students complete the exercises in the "Practice" section.</p> <p>In the "Practice" section, students read a short selection with vocabulary words in context. Then they apply the context clue by completing a table or writing sentences using the highlighted words.</p> |
| | <p>Word Study: Denotation and Connotation, 33, 135, 241</p> <p>Word Study: Idioms, 67, 173</p> <p>Word Study: Proverbs, 101, 207</p> | <p>Word Study activities, located in the Enrichment section following every three lessons, help students understand positive and negative variations in meaning explained by connotations, the use of wise sayings (proverbs), and colloquial expressions (idioms). For each example of figurative language, students are given sentences with context clues of embedded definitions.</p> |
| <p>Vocabulary for Comprehension—Going in High Gear, 34; Vacations Gone Wrong, 68; Alien Life: The Unseen Risk, 102; When Cultures Collide, 136; The CDC Protects the Public, 174; Jane Goodall: Chimpanzees' Best Friend, 208; Systems in Science, 242</p> | <p>Vocabulary for Comprehension appears at the end of the Enrichment section (after every three lessons). Students read high-interest passages and use context and word study skills to determine the meaning of vocabulary words, within a critical reading, standardized-test format.</p> | |

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| READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE | FEATURE / LOCATION | DESCRIPTION |
| <p>CCSS.ELA-Literacy.RI.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> | <p>Introductory Passage—A Long, Difficult Race (magazine article), 2–3; Competing with the Best (profiles), 12–13; Show Business or Sports? (persuasive essay), 22–23; Louis Zamperini: Survivor (biography), 36–37; Tragedy in the Sierra Nevada (narrative nonfiction), 46–47; Annapurna: The Deadliest Mountain (historical narrative), 56–57; Do You Have What It Takes to Be an Astrophysicist? (interview), 70–71; The Hubble Telescope (textbook entry), 80–81; Long-Term Space Exploration (scientific essay), 90–91; Hannibal and the Elephants Cross the Alps (historical nonfiction), 104–105; Where Did the Hawaiian Islanders Come From? (debate), 114–115; Save the Tribal People of the Amazon! (editorial), 124–125; In Search of an Outbreak’s Source (personal narrative), 142–143; Winning the Battle with Polio, One Step at a Time (timeline), 152–153; Call the Doctor? Not Anymore! (blog), 162–163; Murasaki Shikibu and the World’s First Novel (historical nonfiction), 176–177; Madam C.J. Walker: Cosmetics Millionaire (obituary), 186–187; Susan La Flesche Picotte: Physician and Healer (journal entry), 196–197; Carolus Linnaeus (encyclopedia entry), 210–211; Mapping the Universe: You Are Here (online article), 220–221; Figuring Out the Periodic Table (how-to article), 230–231</p> | <p>The Introductory Passage provides opportunity for students to encounter and determine the figurative or technical meaning of new vocabulary words, which are presented in a natural, multi-paragraph context.</p> <p>The informational text is enhanced with illustrations and photographs. Lesson words are identified by boldface type and are highlighted in light violet.</p> <p>At the conclusion of the passage, Talk About It questions guide students to an understanding of key terms and concepts.</p> |

Reading: Informational Text: Integration of Knowledge and Ideas

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| READING: INFORMATIONAL TEXT: INTEGRATION OF KNOWLEDGE AND IDEAS | FEATURE / LOCATION | DESCRIPTION |
| <p>CCSS.ELA-Literacy.RI.9-10.7 Analyze various accounts of a subject told 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>Online Components: Lesson Passage Videos (accompany Reading Passages on textbook pages 2–3, 12–13, 22–23, 36–37, 46–47, 56–57, 70–71, 80–81, 90–91, 104–105, 114–115, 124–125, 142–143, 152–153, 162–163, 176–177, 186–186, 196–197, 210–211, 220–221, 230–231)</p> <p>available at — www.vocabularyforsuccess.com</p> | <p>A short online Lesson Passage Video can be used to introduce each Reading Passage. Watching the video then reading the text, students gain insight into how the emphasis or impact of a multimedia and a text treatment of the same topic may differ.</p> |
| | <p>Online Components: Lesson Passage Audio (accompany Reading Passages on textbook pages 2–3, 12–13, 22–23, 36–37, 46–47, 56–57, 70–71, 80–81, 90–91, 104–105, 114–115, 124–125, 142–143, 152–153, 162–163, 176–177, 186–186, 196–197, 210–211, 220–221, 230–231)</p> <p>available at — www.vocabularyforsuccess.com</p> | <p>An audio narration of each Reading Passage is provided online. By comparing the professional narration to their own reading of the text, students experience how a narrator’s interpretation—including pronunciation, pacing, phrasing, tone, and emphasis of certain words—can affect meaning.</p> |
| <p>CCSS.ELA-Literacy.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> | <p>Introductory Passage—Show Business or Sports? (persuasive essay), 22–23; Where Did the Hawaiian Islanders Come From? (debate), 114–115; Save the Tribal People of the Amazon! (editorial), 124–125; Call the Doctor? Not Anymore! (blog), 162–163</p> | <p>Introductory Passages with examples of persuasive writing emphasize the author’s point of view or purpose, together with reasons for the position taken. The Talk About It questions provide students the opportunity to evaluate the author’s claims and supporting evidence.</p> |

Writing: Text Types and Purposes

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| WRITING: TEXT TYPES AND PURPOSES | FEATURE / LOCATION | DESCRIPTION |
| <p>CCSS.ELA-Literacy.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.</p> <ul style="list-style-type: none"> ▪ CCSS.ELA-Literacy.W.9-10.1.c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. | <p>Check Again, 9, 19, 29, 43, 53, 63, 77, 87, 97, 111, 121, 131, 149, 159, 169, 183, 193, 203, 217, 227, 237</p> | <p>Check Again is an open-ended writing activity in which students complete the given partial sentence. This exercise helps students apply all taught meanings, triggered by context clues that accompany the featured vocabulary word.</p> |
| | <p>Write Your Own, 9, 29, 43, 63, 77, 97, 111, 131, 149, 169, 183, 203, 217, 237</p> | <p>Many Write Your Own activities feature writing prompts that allow students to demonstrate their understanding of newly learned words by including them in a one-paragraph response to a question (which may involve defense of a position or explanation of a topic).</p> |
| <p>CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> | <p>Write Your Own, 19, 53, 87, 121, 159, 193, 227</p> | <p>Other Write Your Own assignments require students to practice a basic writing skill—composing an original sentence using a given word from the lesson.</p> |
| <ul style="list-style-type: none"> ▪ CCSS.ELA-Literacy.W.9-10.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic. | <p>Word-Solving Strategies: Context Clues—Examples, 78; Prefixes, 122; Inferences, 132; Synonyms, 204; Antonyms, 238</p> <p>Word Solving Strategies: Latin and Greek Roots—<i>apt</i> and <i>ept</i>, 30; <i>tend</i>, <i>tent</i>, 54; <i>vinc</i>, <i>vict</i>, 112; <i>tact</i> and <i>tang</i>, 170</p> | <p>Word-Solving Strategies: Context Clues are mini-lessons that provide direct instruction on understanding and using specific types of context clues to clarify the meaning of unfamiliar or multiple-meaning words.</p> <p>Many of these lessons direct students to write complete sentences using highlighted words from a short reading selection.</p> <p>Word-Solving Strategies: Latin and Greek Roots are mini-lessons that help students recognize specific roots. Practice exercises for some of these lessons direct students to write complete</p> |

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| WRITING: TEXT TYPES AND PURPOSES | FEATURE / LOCATION | DESCRIPTION |
| | | sentences using words with the featured Latin or Greek root or roots. |
| | Word Relationships, 139, 245 | Each Word Relationships exercise challenges students to write a short response to a question that pairs related vocabulary words. |
| | Generating Sentences/Extend Your Sentence, 140, 246 | Part of the Mid-Year and End-of-Year reviews, Generating Sentences provides five sample sentences with a key vocabulary word in italics. Students create a new sentence using the italicized word. Located on the same page, the Extend Your Sentence activity directs students choose one of their five sentences and turn it into a paragraph, using at least four other words from the previous units of study. |

Speaking and Listening: Comprehension and Collaboration

| CCSS ENGLISH LANGUAGE ARTS STANDARDS, GRADE 9–10 | Vocabulary for Success, Grade 9 | |
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| SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION | FEATURE / LOCATION | DESCRIPTION |
| <p>CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively..</p> <ul style="list-style-type: none"> ▪ CCSS.ELA-Literacy.SL.9-10.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or | <p>Talk About It, 3, 13, 23, 37, 47, 57, 71, 81, 91, 105, 115, 125, 143, 153, 163, 177, 187, 197, 211, 221, 231</p> | <p>Talk About It questions, located at the end of each introductory passage, guide students in their collaborative discussion of the passages and use of newly introduced lesson words.</p> |
| | <p>Word Talk, 6, 16, 26, 40, 50, 60, 74, 84, 94, 108, 118, 128, 146, 156, 166, 180, 190, 200, 214, 224, 234</p> | <p>Word Talk is the second-day activity in which students work collaboratively in pairs to list concepts or items that fit in the same category as words from the lesson.</p> <p>Additional collaborative word games and puzzles are available online at vocabularyforsuccess.com.</p> |

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| SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION | FEATURE / LOCATION | DESCRIPTION |
| <p>issue to probe and reflect on ideas under discussion.</p> <ul style="list-style-type: none"> ▪ CCSS.ELA-Literacy.SL.9-10.1.b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. ▪ CCSS.ELA-Literacy.SL.9-10.1.c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. ▪ CCSS.ELA-Literacy.SL.9-10.1.d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. | <p>Word Study: Denotation and Connotation, 135, 241</p> <p>Word Study: Idioms, 67, 173</p> <p>Word Study: Proverbs, 101, 207</p> | <p>For Word Study: Denotation and Connotation, students work with a partner to determine whether a word has a positive, negative, or neutral connotation.</p> <p>For Word Study: Idioms/Proverbs, students work with a partner to find the meaning of the idioms or proverbs then together write a sentence for each expression.</p> |
| | <p>Analogies, TE 138, TE 244</p> <p>Word Relationships, TE 139, TE 245</p> | <p>For Word Relationships and Analogies, the teacher may direct students to work in pairs or small groups to complete the exercises.</p> |
| <p>CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> | <p>Online Components: Lesson Passage Videos (accompany Reading Passages on textbook pages 2–3, 12–13, 22–23, 36–37, 46–47, 56–57, 70–71, 80–81, 90–91, 104–105, 114–115, 124–125, 142–143, 152–153, 162–163, 176–177, 186–186, 196–197, 210–211, 220–221, 230–231)</p> | <p>A short online Lesson Passage Video can be used to introduce the topic each Reading Passage. The engaging, high-quality videos features student actors in settings and situations similar to teen sitcoms on TV. The videos supply background knowledge and help bring the print passage to life.</p> |

| CCSS ENGLISH LANGUAGE ARTS STANDARDS, GRADE 9–10 | Vocabulary for Success, Grade 9 | |
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| SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION | FEATURE / LOCATION | DESCRIPTION |
| | available at — www.vocabularyforsuccess.com | |
| | <p>Online Components: Student Videos (Word Meanings Videos) (accompany Word Meanings on textbook pages 4, 14, 24, 38, 48, 58, 72, 82, 92, 106, 116, 126, 144, 154, 164, 178, 188, 198, 212, 222, 232)</p> <p>available at — www.vocabularyforsuccess.com</p> | Each Student Video introduces one of 10 lesson words – and any multiple meanings – in about 25 seconds. These are the words found on the Word Meanings page for each lesson. For each clip, the written word appears, along with a pronunciation guide and the part of speech. The narrator pronounces the word then gives the part of speech and meaning. This is followed by a short video featuring a clever student skit or a visual representation of the word. |

Language: Conventions of Standard English

| CCSS ENGLISH LANGUAGE ARTS STANDARDS, GRADE 9–10 | Vocabulary for Success, Grade 9 | |
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| LANGUAGE: CONVENTIONS OF STANDARD ENGLISH | FEATURE / LOCATION | DESCRIPTION |
| <p>CCSS.ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ▪ CCSS.ELA-Literacy.L.9-10.2c Spell correctly. | <p>Check for Understanding, 7, 17, 27, 41, 51, 61, 75, 85, 95, 109, 119, 129, 147, 157, 167, 181, 191, 201, 215, 225, 235</p> | For the Check for Understanding activity, students use single- sentence context clues to guide them in choosing the lesson word that best completes each of the 12 sentences. Students can check the correct spelling before and after writing each lesson word by referring to the color-tinted box at the top of the page. |