



Grade 10

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

Page 2 **Language:** Vocabulary Acquisition and Use

ADDITIONAL ALIGNED CONTENT

Page 9 **Reading: Informational Text:** Craft and Structure
Page 12 **Reading: Informational Text:** Integration of Knowledge and ideas
Page 13 **Writing:** Text Types and Purposes
Page 14 **Speaking and Listening:** Comprehension and Collaboration
Page 16 **Language:** Conventions of Standard English

 **Sadlier**
www.sadlierschool.com

Vocabulary for Success, Grade 10

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 10	
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—The Indian Ocean Tsunami of 2004 (transcript), 2–3; Katrina’s Perfect Storm (editorial), 12–13; The Earthquake That Rocked My World (first-person narrative), 22–23; Buying Music Online (debate), 36–37; Has Online Commerce Destroyed the Brick-and-Mortar Store? (compare-and-contrast essay), 46–47; Protect Your Privacy When Buying Online (persuasive essay), 56–57; The Biotechnology of Restoring the Senses (scientific essay), 70–71; The Biotechnology of Restoring Mobility (timeline), 80–81; Biotechnology and Traumatic Brain Injury (magazine article), 90–91; The Lost Boys of Sudan Grow Up (profile), 104–105; Muslim Imam Puts Down Roots in Tiny Spoonerville (newspaper article), 114–115; The Military as a Path to Citizenship (speech), 124–125;</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>

CCSS ENGLISH LANGUAGE ARTS STANDARDS, GRADE 9–10	Vocabulary for Success, Grade 10	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	<p>The World's Strangest Place (expository essay), 142–143; Countdown to Curiosity (scientist's log), 152–153; Let's Do Nanotechnology (how-to), 162–163; Divided by a Wall (e-mail exchange), 176–177; Social Media Spark Revolutions (blog), 186–187; Social Networking Grows Up (personal narrative), 196–197; ADD and Food Additives: We Need More Science! (persuasive essay), 210–211; My Sunscreen Summer (journal entry), 220–221; Reversing Antibiotic Resistance (debate), 230–231</p>	
	<p>More on Meanings: Denotation and Connotation, 5, 117, 155, 179, 189, 223</p> <p>More on Meanings: Confusing Word Pairs, 15, 25, 39, 49, 73, 93, 107, 127, 165, 199, 213, 233</p> <p>More on Meanings: Multiple-Meaning Words, 59, 83, 145</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>Word-Solving Strategies: Context Clues— Punctuation, 10; Examples, 20; Embedded Definitions, 30; Synonyms, 44; Antonyms, 54; Inferences, 64; The Prefix re-, 88; Synonyms and Restatement, 98; Antonyms, 112; Inferences, 122; Synonyms, 132; Inferences, 184; Examples, 194; Synonyms, 204; Embedded Definitions, 218; Examples, 238</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>

CCSS ENGLISH LANGUAGE ARTS STANDARDS, GRADE 9–10	Vocabulary for Success, Grade 10	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	Check for Understanding , 7, 17, 27, 41, 51, 61, 75, 85, 95, 109, 119, 129, 147, 157, 167, 181, 191, 201, 215, 225, 235	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.
	Word Associations , 8, 17, 28, 42, 52, 62, 76, 86, 96, 110, 120, 130, 148, 158, 168, 182, 192, 216, 226, 236	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.
	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,	Word Study activities, located in the Enrichment section following every three lessons, help

CCSS ENGLISH LANGUAGE ARTS STANDARDS, GRADE 9–10	Vocabulary for Success, Grade 10	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	241 Word Study: Idioms , 67, 173 Word Study: Proverbs , 101, 207	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 —Attack of the Sneaker Wave, 34; Tips for Online Shopping, 68; The Promising T-Cell, 102; Building an Entrance, 136; What Is a Futurologist?, 174; Revolution in Bahrain, 208; The Story of Penicillin, 242	Vocabulary for Comprehension appears at the end of the Enrichment section (located at the end of 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.
	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 context in a writing prompt framed as a question.
<ul style="list-style-type: none"> ▪ CCSS.ELA-Literacy.L.9-10.4c Consult general and specialized reference materials (e.g., 	Pronunciation Key , viii	The Pronunciation Key , located at the beginning of the book, identifies the letters or combination

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LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
<p>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> <ul style="list-style-type: none"> ▪ 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>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, 5, 117, 155, 179, 189, 223</p> <p>More on Meanings: Confusing Word Pairs, 15, 25, 39, 49, 73, 93, 107, 127, 165, 199, 213, 233</p> <p>Online Dictionary, vocabularyforsuccess.com</p> <p>Word-Solving Strategies: Latin and Greek Roots, 78, 150, 160, 228; Word-Solving Strategies: Context Clues, 88, 98, 132, 194</p> <p>Word Study: Idioms, 67, 173; Word Study: Proverbs, 101, 207</p>	<p>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 relationships, and nuances in word meanings.</p>		
<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 	<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</p>

CCSS ENGLISH LANGUAGE ARTS STANDARDS, GRADE 9–10	Vocabulary for Success, Grade 10	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
<p>role in the text.</p>		<p>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: Denotation and Connotation, 5, 117, 155, 179, 189, 223</p> <p>More on Meanings: Confusing Word Pairs, 15, 25, 39, 49, 73, 93, 107, 127, 165, 199, 213, 233</p> <p>More on Meanings: Multiple-Meaning Words, 59, 83, 145</p> <p>Word Study: Denotation and Connotation, 33, 135, 241</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>Word Study activities, located in the Enrichment section at the end of every three lessons, help students distinguish between connotations and denotations.</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 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</p>

CCSS ENGLISH LANGUAGE ARTS STANDARDS, GRADE 9–10	Vocabulary for Success, Grade 10	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
		<p>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 10	
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—The Indian Ocean Tsunami of 2004 (transcript), 2–3; Katrina's Perfect Storm (editorial), 12–13; The Earthquake That Rocked My World (first-person narrative), 22–23; Buying Music Online (debate), 36–37; Has Online Commerce Destroyed the Brick-and-Mortar Store? (compare-and-contrast essay), 46–47; Protect Your Privacy When Buying Online (persuasive essay), 56–57; The Biotechnology of Restoring the Senses (scientific essay), 70–71; The Biotechnology of Restoring Mobility (timeline), 80–81; Biotechnology and Traumatic Brain Injury (magazine article), 90–91; The Lost Boys of Sudan Grow Up (profile), 104–105; Muslim Imam Puts Down Roots in Tiny Spoonerville (newspaper article), 114–115; The Military as a Path to Citizenship (speech), 124–125; The World's Strangest Place (expository essay), 142–143; Countdown to Curiosity (scientist's log), 152–153; Let's Do Nanotechnology (how-to), 162–163; Divided by a Wall (e-mail exchange), 176–177; Social Media Spark Revolutions (blog), 186–187; Social Networking Grows Up (personal narrative), 196–197; ADD and Food Additives: We Need More Science! (persuasive essay), 210–211; My Sunscreen Summer (journal entry), 220–221; Reversing Antibiotic Resistance (debate), 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>

CCSS ENGLISH LANGUAGE ARTS STANDARDS, GRADE 9–10	Vocabulary for Success, Grade 10	
READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
	<p>Word-Solving Strategies: Context Clues—Punctuation, 10; Examples, 20; Embedded Definitions, 30; Synonyms, 44; Antonyms, 54; Inferences, 64; Synonyms and Restatement, 98; Antonyms, 112; Inferences, 122; Synonyms, 132; Inferences, 184; Examples, 194; Synonyms, 204; Embedded Definitions, 218; Examples, 238</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 provided sentences with context clues of embedded definitions.</p>
	<p>Vocabulary for Comprehension—Attack of the Sneaker Wave, 34; Tips for Online Shopping, 68; The Promising T-Cell, 102; Building an Entrance, 136; What Is a Futurologist?, 174; Revolution in Bahrain, 208; The Story of Penicillin, 242</p>	<p>Vocabulary for Comprehension appears at the end of the Enrichment section (located at the end of 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>

CCSS ENGLISH LANGUAGE ARTS STANDARDS, GRADE 9–10	Vocabulary for Success, Grade 10	
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—The Indian Ocean Tsunami of 2004 (transcript), 2–3; Katrina’s Perfect Storm (editorial), 12–13; The Earthquake That Rocked My World (first-person narrative), 22–23; Buying Music Online (debate), 36–37; Has Online Commerce Destroyed the Brick-and-Mortar Store? (compare-and-contrast essay), 46–47; Protect Your Privacy When Buying Online (persuasive essay), 56–57; The Biotechnology of Restoring the Senses (scientific essay), 70–71; The Biotechnology of Restoring Mobility (timeline), 80–81; Biotechnology and Traumatic Brain Injury (magazine article), 90–91; The Lost Boys of Sudan Grow Up (profile), 104–105; Muslim Imam Puts Down Roots in Tiny Spoonerville (newspaper article), 114–115; The Military as a Path to Citizenship (speech), 124–125; The World’s Strangest Place (expository essay), 142–143; Countdown to Curiosity (scientist’s log), 152–153; Let’s Do Nanotechnology (how-to), 162–163; Divided by a Wall (e-mail exchange), 176–177; Social Media Spark Revolutions (blog), 186–187; Social Networking Grows Up (personal narrative), 196–197; ADD and Food Additives: We Need More Science! (persuasive essay), 210–211; My Sunscreen Summer (journal entry), 220–221; Reversing Antibiotic Resistance (debate), 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

CCSS ENGLISH LANGUAGE ARTS STANDARDS, GRADE 9–10	Vocabulary for Success, Grade 10	
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 Passages: Katrina’s Perfect Storm (editorial), 12–13; Buying Music Online (debate), 36–37; Protect Your Privacy When Buying Online (persuasive essay), 56–57; The Military as a Path to Citizenship (speech), 124–125; ADD and Food Additives: We Need More Science! (persuasive essay), 210–211; Reversing Antibiotic Resistance (debate), 230–231</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

CCSS ENGLISH LANGUAGE ARTS STANDARDS, GRADE 9–10	Vocabulary for Success, Grade 10	
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>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> <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>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>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>
	<p>Word-Solving Strategies: Context Clues—Examples, 20; Embedded Definitions, 30; Antonyms, 54; Inferences, 122, 184; Synonyms, 204; Embedded Definitions, 218</p> <p>Word Solving Strategies: Latin and Greek Roots—<i>fin</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 one of these lessons have students write complete sentences</p>

CCSS ENGLISH LANGUAGE ARTS STANDARDS, GRADE 9–10	Vocabulary for Success, Grade 10	
WRITING: TEXT TYPES AND PURPOSES	FEATURE / LOCATION	DESCRIPTION
		using words with the featured root.
	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 10	
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 	Talk About It , 3, 13, 23, 37, 47, 57, 71, 81, 91, 105, 115, 125, 143, 153, 163, 177, 187, 197, 211, 221, 231	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.
	Word Talk , 6, 16, 26, 40, 50, 60, 74, 84, 94, 108, 118, 128, 146, 156, 166, 180, 190, 200, 214, 224, 234	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. Additional collaborative word games and puzzles are available online at vocabularyforsuccess.com .

CCSS ENGLISH LANGUAGE ARTS STANDARDS, GRADE 9–10	Vocabulary for Success, Grade 10	
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, 33</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 10	
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 10	
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.