Vocabulary Workshop
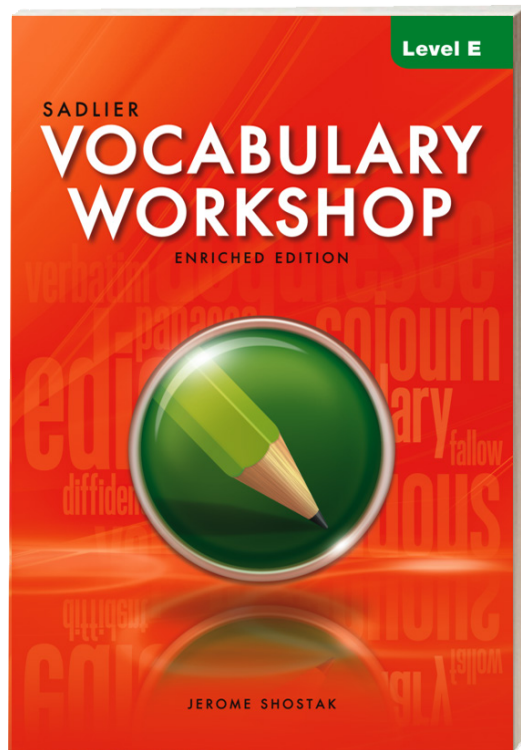
Correlation to the English Standards of Learning for Virginia Public Schools – January 2017

Grade 10

SADLIER

VOCABULARY WORKSHOP

ENRICHED EDITION

Level E

JEROME SHOSTAK

Key Aligned Content

READING

Additional Aligned Content

READING

WRITING

Vocabulary Workshop Enriched Edition Correlation to the
English Standards of Learning for Virginia Public Schools – January 2017

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Key Aligned Content

READING

10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

(a) Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.

VOCABULARY WORKSHOP LEVEL E / GRADE 10 FEATURE	DESCRIPTION
Vocabulary Strategy Word Structure, p. 8	In Vocabulary Strategy: Word Structure, students are shown how to use their knowledge of the meaning of word parts—including prefixes, suffixes, and roots or bases—to help determine the meaning of unfamiliar words in which these word parts appear. The first section in the lesson introduces a variety of prefixes, as well as noun, verb, and adjective suffixes, along with meanings and sample words. The second section defines several Greek and Latin roots.
Synonym Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190	For the Synonyms activity, students write the Unit word that is the same or most nearly the same in meaning as the boldface word or expression in each exercise.
Antonyms 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	For the Antonyms activity, students write the Unit word that is most nearly opposite in meaning to the boldface word or expression in each exercise.
Word Study: Classical Roots Review Units 1–3 (*vers, vert*), p. 49; Review Units 4–6 (*cur, curr, curse, cour*), p. 87; Review Units 7–9 (*chron, crypt*), p. 125; Review Units 10–12 (*ven, vent*), p. 163; Review Units 13–15 (*fect, fic, fy*), p. 201	In Word Study: Classical Roots, students discover how words with a pattern of shared Latin or Greek roots and affixes may vary in structure while retaining similarities in meaning.
Games and Study Aids **Matching Challenge – Greek Roots** (online*) **Matching Challenge – Latin Roots** (online*) *www.SadlierConnect.com	Two online video games, Matching Challenge – Greek Roots and Matching Challenge – Latin Roots, encourage students to score points as they identify a Greek and Latin root in Unit vocabulary words that move across the screen during each 30-second round. Buzzer, bell, and zap sound effects can be muted.

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READING

10.3 **The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.**

(b)   Use context, structure, and connotations to determine meanings of words and phrases.

VOCABULARY WORKSHOP LEVEL E / GRADE 10 FEATURE	DESCRIPTION
Vocabulary Strategy Using Context, p. 7 Word Structure, p. 8	In Vocabulary Strategy: Using Context, students learn to recognize and use context clues in order to decode unfamiliar words they encounter in their reading. The three types of context clues emphasized at this level of the program, including restatement clue, contrast clue, and inference clue. In Vocabulary Strategy: Word Structure, students are shown how to use their knowledge of the meaning of word parts—including prefixes, suffixes, and roots or bases—to help determine the meaning of unfamiliar words in which these word parts appear. The first section in the lesson introduces a variety of prefixes, as well as noun, verb, and adjective suffixes, along with meanings and sample words. The second section defines several Greek and Latin roots.
Reading Passages Unit 1 "The Globe Theatre: Then and Now" [Historical Nonfiction], pp. 12–13; Unit 2 "Fashion Victims" [Informational Essay], pp. 22–23; Unit 3 "Finding the Facts: Techniques of Modern Crime-Scene Investigation" [Expository Essay], pp. 32–33; Unit 4 "Patronage of the Arts: Help or Hindrance?" [Narrative Nonfiction], pp. 50–51; Unit 5 "Democracy: From Athens to America" [Speech], pp. 60–61; Unit 6 "When the Wall Came Tumbling Down" [Oral History], pp. 70–71; Unit 7 "Emmeline Pankhurst" [Biographical Sketch], pp. 88–89; Unit 8 "Anita Stockton Talks about Risk and Reward on the Stock Market" [Interview with an Expert], pp. 98–99; Unit 9 "The Last Day in Pompeii" [Diary Entry], pp. 108–109; Unit 10 "Hakoah Athletes: From Strength to Victory" [Historical Nonfiction], pp. 126–127; Unit 11 "Should Government Sponsor the Arts?" [Debate], pp. 136–137; Unit 12 "Do Not Forget Our Earliest Cultures" [Letter to the Editor], pp. 146–147; Unit 13 "Life on the High Seas" [Log], pp. 164–165; Unit 14 "A Short History of Hygiene" [Informational Essay], pp. 174–175; Unit 15 "World-Famous Dance Troupe Announces First U.S. Tour" [Press Release], pp. 184–185	At least 15 of the 20 Unit vocabulary words are introduced within the context of a two-page, multi-paragraph Reading Passage. Students read the words in context to activate prior knowledge, draw on context clues to determine the meaning of unfamiliar words, then apply what they learn throughout the Unit and the Review.

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VOCABULARY WORKSHOP LEVEL E / GRADE 10 FEATURE	DESCRIPTION
Definitions 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	In the Definitions section that follows each Unit Reading Passage, students see the importance of context as they read each illustrative sentence then write the Unit word in the blank in order to complete the sentence. This activity prepares for the student for the more challenging "complete-the-sentence-using-context-clues" exercises in each Unit.
Choosing the Right Word Unit 1, pp. 17–18; Unit 2, pp. 27–28; Unit 3, pp. 37–38; Unit 4, pp. 55–56; Unit 5, pp. 65–66; Unit 6, pp. 75–76; Unit 7, pp. 93–94; Unit 8, pp. 103–104; Unit 9, pp. 113–114; Unit 10, pp. 131–132; Unit 11, pp. 141–142; Unit 12, pp. 151–152; Unit 13, pp. 169–170; Unit 14, pp. 179–180; Unit 15, pp. 189–190	The Choosing the Right Word exercises present a pair of words. Students consider figurative, extended, or abstract meanings before selecting the word that best fits the context of the given sentence.
Synonyms Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190	The Synonyms activity for each Unit requires students to rely on context clues to help find a Unit word to match each given synonym.
Antonyms 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	The Antonyms activity for each Unit requires students to use context clues to help find a Unit word that is most nearly opposite in meaning to the boldface word or expression in the given phrase.
Completing the Sentence Unit 1, pp. 19–20; Unit 2, pp. 29–30; Unit 3, pp. 39–40; Unit 4, pp. 57–58; Unit 5, pp. 67–68; Unit 6, pp. 77–78; Unit 7, pp. 95–96; Unit 8, pp. 105–106; Unit 9, pp. 115–116; Unit 10, pp. 133–134; Unit 11, pp. 143–144; Unit 12, pp. 153–154; Unit 13, pp. 171–172; Unit 14, pp. 181–182; Unit 15, pp. 191–192	For Completing the Sentence, students rely on embedded context clues to help them choose and write the word that logically and/or figuratively fits into a blank in a given sentence.
Vocabulary in Context: Literary Text Unit 1 Charles Dickens, p. 21; Unit 2 Edgar Allan Poe, p. 31; Unit 3 Anne Bronte, p. 41; Unit 4 Louisa May Alcott, p. 59; Unit 5 Willa Cather, p. 69; Unit 6 Emily Bronte, p. 79; Unit 7 Charles Dickens, p. 97; Unit 8 Alexandre Dumas, p. 107; Unit 9 James Fenimore Cooper, p. 117; Unit 10 Charlotte Bronte, p. 135; Unit 11 Sir Arthur Conan Doyle, p. 145; Unit 12 Charles Dickens, p. 155; Unit 13 George Eliot, p. 173; Unit 14 Nathaniel Hawthorne, p. 183; Unit 15 Jane Austen, p. 193	The Vocabulary in Context: Literary Text pages contain excerpts from classic literature. Each excerpt uses one of the vocabulary words from the Unit and provides students with exposures to the vocabulary in the context of authentic literature. In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context.

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10.3 **The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.**

(b)   Use context, structure, and connotations to determine meanings of words and phrases.

VOCABULARY WORKSHOP LEVEL E / GRADE 10 FEATURE	DESCRIPTION
Vocabulary for Comprehension Review Units 1–3 [Julia Child], pp. 42–43; Review Units 4–6 [Butterfly populations in decline], pp. 80–81; Review Units 7–9 [The California Gold Rush], pp. 118–119; Review Units 10–12 [The Colorado River], pp. 156–157; Review Units 13–15 [Isaac Asimov], pp. 194–195	The Vocabulary for Comprehension section is designed to help students prepare for the reading sections of standardized tests. Students read a passage of expository or informational text then answer vocabulary-in-context questions.
Two-Word Completions Review Units 1–3, p. 44; Review Units 4–6, p. 82; Review Units 7–9, p. 120; Review Units 10–12, p. 158; Review Units 13–15, p. 196	In Two-Word Completions, students practice with word-omission (cloze) exercises that appear on college entrance exams. Students use embedded context clues to identify the correct choices.
Word Study: Adages, Idioms, and Proverbs Review Units 1–3 Choosing the Right Adage, p. 45; Review Units 4–6 Choosing the Right Idiom, p. 83; Review Units 7–9 Choosing the Right Idiom, p. 121; Review Units 10–12 Choosing the Right Idiom, p. 159; Review Units 13–15 Choosing the Right Proverb, p. 197	As part of the Word Study lessons in each Review, the Choosing the Right Adage/Idiom/Proverb activity helps students practice using context clues to figure out the meaning of figurative expressions.
Word Study: Denotation and Connotation Expressing the Connotation Review Units 1–3, p. 48; Review Units 4–6, p. 86; Review Units 7–9, p. 124; Review Units 10–12, p. 162; Review Units 13–15, p. 200	In Expressing the Connotation, 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).
Word Study: Classical Roots Review Units 1–3 (*vers, vert*), p. 49; Review Units 4–6 (*cur, curr, curse, cour*), p. 87; Review Units 7–9 (*chron, crypt*), p. 125; Review Units 10–12 (*ven, vent*), p. 163; Review Units 13–15 (f*ect, fic, fy*), p. 201	In Word Study: Classical Roots, students discover how words with a pattern of shared Latin or Greek roots and affixes may vary in structure while retaining similarities in meaning.
Additional Practice **Vocabulary in Context: Informational Text** (online*) Unit 1 "Circuses"; Unit 2 "Fire Fight"; Unit 3 "The First Great American Stateman: Benjamin Franklin"; Unit 4 "Gone Forever?"; Unit 5 "The Legend Lives On"; Unit 6 "The Road to Freedom"; Unit 7 "Sail On!"; Unit 8 "Thriving Coyotes"; Unit 9 "Light on the Land"; Unit 10 "Kicking Up Her Heels: Agnes de Mille"; Unit 11 "A Man of Mystery: Edgar Allan Poe"; Unit 12 "Owl *continued*	Available online, each Vocabulary in Context: Informational Text activity features a reading passage with boldface words students have studied in the current Unit. After reading, students use context to help match the Unit words from the passage with the appropriate synonym in each multiple-choice exercise.

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10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

(b)   Use context, structure, and connotations to determine meanings of words and phrases.

VOCABULARY WORKSHOP LEVEL E / GRADE 10 FEATURE	DESCRIPTION
Wisdom"; Unit 13 "Far North"; Unit 14 "A Force for Change: Jane Addams"; Unit 15 "Down Times" *www.SadlierConnect.com	
Additional Practice Practice Worksheet (online*) Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6, Unit 7, Unit 8, Unit 9, Unit 10, Unit 11, Unit 12, Unit 13, Unit 14, Unit 15 *www.SadlierConnect.com	Provided online for each Unit, the Practice Worksheet includes a short reading selection with several italicized Unit words. In the multiple-choice items that follow, students refer back to the selection and, using context clues, identify the synonym or definition that meets the criteria for each exercise.

(c)   Discriminate between connotative and denotative meanings and interpret the connotation.

VOCABULARY WORKSHOP LEVEL E / GRADE 10 FEATURE	DESCRIPTION
Denotation, Connotation, and Shades of Meaning Overview, TE p. T39 (also online at www.SadlierConnect.com)	Located in the Teacher's Edition front matter and online, Denotation, Connotation, and Shades of Meaning defines terms used to distinguish between the dictionary meaning of a word and its connotation or tone—that is, the emotions or associations it normally arouses in people using, hearing, or reading it. Included are examples comparing the denotation and connotation of three words.
Word Study: Denotation and Connotation Review Units 1–3, pp. 47–48; Review Units 4–6, pp. 85–86; Review Units 7–9, pp. 123–124; Review Units 10–12, pp. 161–162; Review Units 13–15, pp. 199–200	Every Word Study section of *Vocabulary Workshop* has two pages of instruction on and practice with the denotation and connotation of words. These lessons help students understand the difference between a word's literal meaning and informal, implied meanings. They study examples of words with implied meanings—or connotations—that have positive, negative, or neutral implications. In Shades of Meaning, students write a plus sign next to words with a positive connotation; they write a minus sign by words with a negative connotation; and they put a zero if a word is neutral. In 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). *continued*

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10.3 **The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.**

(c) Discriminate between connotative and denotative meanings and interpret the connotation.

VOCABULARY WORKSHOP LEVEL E / GRADE 10 FEATURE	DESCRIPTION
	For Challenge: Using Connotation, the third set of exercises, students choose vocabulary words from the preceding Unit to replace the highlighted words in the exercise sentences. Finally, they explain how the connotation of the replacement word changes the tone of the sentence.

(d) Identify the meaning of common idioms.

VOCABULARY WORKSHOP LEVEL E / GRADE 10 FEATURE	DESCRIPTION
Reading Passages Unit 2 "Fashion Victims" [Informational Essay], pp. 22–23; Unit 6 "When the Wall Came Tumbling Down" [Oral History], pp. 70–71; Unit 7 "Emmeline Pankhurst" [Biographical Sketch], pp. 88–89; Unit 12 "Do Not Forget Our Earliest Cultures" [Letter to the Editor], pp. 146–147; Unit 13 "Life on the High Seas" [Log], pp. 164–165	A sample idiom, adage, or proverb is used in one Reading Passage in every three Units. These examples are later referenced at the beginning of Word Study lessons that help students learn about and practice using these three types of figurative language.
Word Study: Adages, Idioms, and Proverbs Review Units 1–3 Adages, p. 45–46; Review Units 4–6 Idioms, pp. 83–84; Review Units 7–9 Idioms, pp. 121–122; Review Units 10–12 Idioms, pp. 159–160; Review Units 13–15 Proverbs, pp. 197–198	As part of the Word Study lessons in each Review, students learn about figures of speech, including adages, idioms, and proverbs. After introductory instruction, students practice Choosing the Right Adage/Idiom/Proverb by matching an adage, idiom, or proverb used in context with its definition (in the adjacent column). In Writing with Adages/Idioms/Proverbs, located on the following page, students find the meanings (using a dictionary if necessary) then compose a sentence for each given figure of speech.

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READING

10.3 **The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.**

(e)   Explain the meaning of literary and classical allusions and figurative language in text.

VOCABULARY WORKSHOP LEVEL E / GRADE 10 FEATURE	DESCRIPTION
Vocabulary in Context: Literary Text Unit 1 Charles Dickens, p. 21; Unit 2 Edgar Allan Poe, p. 31; Unit 3 Anne Bronte, p. 41; Unit 4 Louisa May Alcott, p. 59; Unit 5 Willa Cather, p. 69; Unit 6 Emily Bronte, p. 79; Unit 7 Charles Dickens, p. 97; Unit 8 Alexandre Dumas, p. 107; Unit 9 James Fenimore Cooper, p. 117; Unit 10 Charlotte Bronte, p. 135; Unit 11 Sir Arthur Conan Doyle, p. 145; Unit 12 Charles Dickens, p. 155; Unit 13 George Eliot, p. 173; Unit 14 Nathaniel Hawthorne, p. 183; Unit 15 Jane Austen, p. 193	The Vocabulary in Context: Literary Text pages contain excerpts from classic literature. Each excerpt uses one of the vocabulary words from the Unit and provides students with exposures to the vocabulary in the context of authentic literature. In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context.
Cumulative Review **Enriching Your Vocabulary** (online*) Cumulative Review I, Cumulative Review II, Cumulative Review III, Cumulative Review IV *www.SadlierConnect.com	Many Enriching Your Vocabulary activities explain the origin of words, names, or figures of speech derived from literature or other languages. In the exercises that follow, students answer questions about a word or phrase using criteria from the introductory text. Or they may be directed to match a term with its synonym or definition. Students are invited to use a dictionary if needed.

(f)   Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

VOCABULARY WORKSHOP LEVEL E / GRADE 10 FEATURE	DESCRIPTION
Throughout the program	Throughout the program students extend general and cross-curricular vocabulary knowledge through a variety of increasingly sophisticated language arts activities. These activities include gleaning extended and short reading selections for context clues that unlock the meaning of unfamiliar words and phrases, as well as improve comprehension. Students practice regularly selecting and using the right words in their speaking and writing. Word-relationship and word-building lessons covering synonyms, antonyms, roots, and shades of meaning likewise help equip students for independent development of academic and domain-specific words and phrases.

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Additional Aligned Content

READING

10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.

(i) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.

VOCABULARY WORKSHOP LEVEL E / GRADE 10 FEATURE	DESCRIPTION
Vocabulary in Context: Literary Text Unit 1 Charles Dickens, p. 21; Unit 2 Edgar Allan Poe, p. 31; Unit 3 Anne Bronte, p. 41; Unit 4 Louisa May Alcott, p. 59; Unit 5 Willa Cather, p. 69; Unit 6 Emily Bronte, p. 79; Unit 7 Charles Dickens, p. 97; Unit 8 Alexandre Dumas, p. 107; Unit 9 James Fenimore Cooper, p. 117; Unit 10 Charlotte Bronte, p. 135; Unit 11 Sir Arthur Conan Doyle, p. 145; Unit 12 Charles Dickens, p. 155; Unit 13 George Eliot, p. 173; Unit 14 Nathaniel Hawthorne, p. 183; Unit 15 Jane Austen, p. 193	The Vocabulary in Context: Literary Text 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.
Program Overview **Classic Literature to Use with the Program** (online*) Louisa May Alcott, *Little Women*; Maya Angelou, *I Know Why the Caged Bird Sings*; Ray Bradbury, *Fahrenheit 451*; Charlotte Brontë, *Jane Eyre*; Emily Brontë, *Wuthering Heights*; Pearl S. Buck, *The Good Earth*; Lewis Carroll, *Alice's Adventures in Wonderland*; Willa Cather, *My Antonia*; Sandra Cisneros, *The House on Mango Street*; Daniel Defoe, *Robinson Crusoe*; Charles Dickens, *A Tale of Two Cities*; Sir Arthur Conan Doyle, *The Hound of the Baskervilles*; George Eliot, *Silas Marner*; William Golding, *Lord of the Flies*; Frank Herbert, *Dune*; Harper Lee, *To Kill a Mockingbird*; Carson McCullers, *Member of the Wedding*; Nicholasa Mohr El, *Bronx Remembered*; Walter Dean Myers, *Fallen Angels*; George Orwell, Animal Farm; Alan Paton, *Cry, the Beloved Country*; John Steinbeck, *The Pearl* *www.SadlierConnect.com	Books on the recommended list of classic literature feature words studied at this level of the program. Students may devote a notebook to vocabulary. As they read, they should write down each key word they encounter, indicate the word's definition and its part of speech, and note whether it is used in a literal or figurative sense.

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READING

10.5   The student will read, interpret, analyze, and evaluate nonfiction texts.

(f)   Draw conclusions and make inferences on explicit and implied information using textual support as evidence.

(g)   Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.

(h)   Analyze ideas within and between selections providing textual evidence.

VOCABULARY WORKSHOP LEVEL E / GRADE 10 FEATURE	DESCRIPTION
Vocabulary and Reading Kinds of Questions, p. 9 Strategies, p. 10	Located in the textbook front matter, Vocabulary and Reading explains that word knowledge is essential to reading comprehension. Students receive instruction on preparing for the kinds of questions that accompany extended reading selections, including Main Idea Questions, Detail Questions, and Inference Questions. They are also given five general strategies to help as they read the passages and answer the questions.
Vocabulary for Comprehension Review Units 1–3 [Julia Child], pp. 42–43; Review Units 4–6 [Butterfly populations in decline], pp. 80–81; Review Units 7–9 [The California Gold Rush], pp. 118–119; Review Units 10–12 [The Colorado River], pp. 156–157; Review Units 13–15 [Isaac Asimov], pp. 194–195	The Vocabulary for Comprehension section is designed to help students prepare for the reading sections of standardized tests. Students read a passage of expository or informational text then answer multiple-choice questions covering main idea, relevant details, inferences, and author's point of view and purpose.
Additional Practice **Passage-Based Reading** (online*) Units 1–10 **Model Reading Test** (online*) Units 11–15 *www.SadlierConnect.com	The Passage-Based Reading activity opens with a multiple-paragraph reading selection followed by a variety of comprehension questions. For each Model Reading Test, students read the passage then select the best answer for each of the comprehension questions.

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WRITING

10.6 **The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis.**

VOCABULARY WORKSHOP LEVEL E / GRADE 10 FEATURE	DESCRIPTION
Writing: Words in Action ARGUMENTS Unit 1, Writing Prompt #1 [persuasive letter], p. 20; Unit 3, Writing Prompt #1 [compare-and-contrast essay on most effective technique], p. 40; Unit 4, Writing Prompts #1 & #2 [support-a-position essay; persuasive letter to potential patron], p. 58; Unit 5, Writing Prompt #2 [support-a-position essay], p. 68; Unit 7, Writing Prompts #1 & #2 [editorial on women's suffrage; support-a-position essay], p. 96; Unit 8, Writing Prompt #2 [support-a-position essay], p. 106; Unit 10, Writing Prompts #1 & #2 [support-a-position essays], p. 134; Unit 11, Writing Prompt #1 & #2 [editorial; support-a-position essay], p. 144; Unit 12, Writing Prompt #2 [support-a-position essay], p. 154; Unit 13, Writing Prompt #2 [support-a-position essay], p. 172; Unit 14, Writing Prompt #1 [public service announcement], p. 182; Unit 15, Writing Prompts #1 & #2 [ballet review; support-a-position essay], p. 192 INFORMATIVE/EXPLANATORY TEXTS Unit 1, Writing Prompt #2 [compare-and-contrast essay], p. 20; Unit 2, Writing Prompts #1 & #2 [essay], p. 30; Unit 3, Writing Prompt #2 [essay], p. 40; Unit 5, Writing Prompts #1 & #2 [essay], p. 68; Unit 6, Writing Prompt #2 [essay], p. 78; Unit 7, Writing Prompt #2 [essay], p. 96; Unit 8, Writing Prompt #1 [financial advice column], p. 106; Unit 9, Writing Prompts #1 & #2 [encyclopedia entry; letter on emergency preparedness], p. 116; Unit 12, Writing Prompt #1 [compare-and-contrast essay], p. 154; Unit 14, Writing Prompt #2 [informative essay], p. 182 NARRATIVES Unit 6, Writing Prompt #1 [newspaper article describing imagined experiences], p. 78; Unit 13, Writing Prompt #1 [letter describing imagined experiences], p. 172	Writing: Words in Action has students use the vocabulary words in an extended context. Writing prompts allow students to demonstrate their understanding of new vocabulary. The first prompt refers to the Reading Passage that introduced the Unit and requires a close reading of the text in order to respond appropriately. The second prompt may also refer to the Passage or related topic and is modeled after writing tasks found on standardized tests.
Additional Practice **Timed Essay** (online*) Units 1–15	The Timed Essay for each Unit includes a theme-setting statement followed by a detailed writing assignment. Students complete their persuasive essay on the computer, guided by the following sets of instructions: 1. Writing Your Thesis Statement (1-2 minutes) 2. Prewriting (3-4 minutes) 3. Writing Your Draft (17-18 minutes) 4. Editing and Revising Your Draft (2-3 minutes) The Timed Essay page includes a pop-out list of Unit words for easy reference.

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WRITING

10.7 **The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.**

VOCABULARY WORKSHOP LEVEL E / GRADE 10 FEATURE	DESCRIPTION
Additional Practice **Identifying Sentence Errors** (online*) Units 1–5 **Improving Sentences** (online*) Units 6–10 **English Text** (online*) Units 11–15 *www.SadlierConnect.com	There are three groups of activities with opportunities for students to practice identifying and correcting errors in mechanics, grammar, and usage: Identifying Sentence Errors, Improving Sentences, and English Test. Identifying Sentence Errors features 10 sentences, each with four underscored words or phrases. Students examine each sentence then select one of five lettered responses that identifies the error—or "no error." In Improving Sentences, students read the original sentence plus four alternatives before determining which phrasing produces the better sentence. For the English Test, students read a passage with sections that are underlined and numbered. In the exercises that follow, they mark the letter corresponding to the word or phrase that improves each numbered section—or select "no change" if they decide there is no problem with the original.