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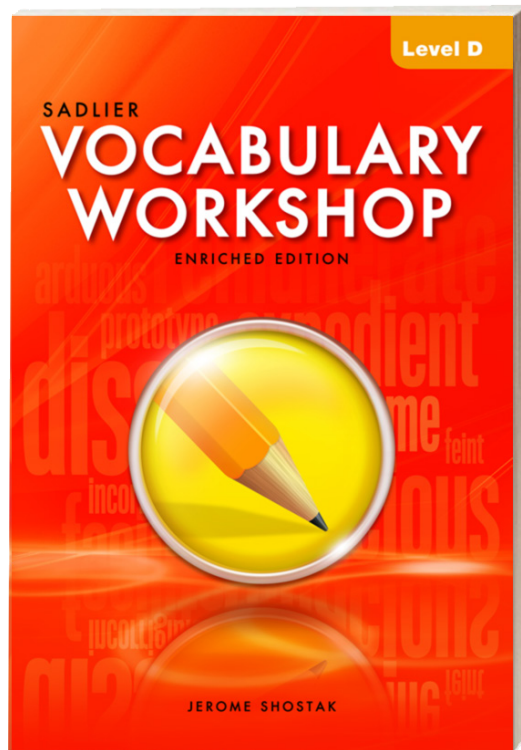
Correlation to the English Standards of Learning for Virginia Public Schools – January 2017

Grade 9

SADLIER

VOCABULARY WORKSHOP

ENRICHED EDITION

Level D

JEROME SHOSTAK

Key Aligned Content

READING

Additional Aligned Content

READING

WRITING

Vocabulary Workshop Enriched Edition Correlation to the
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Sadlier School

Key Aligned Content

READING

9.3 **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 D / GRADE 9 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 (*pos, pon*), p. 49; Review Units 4–6 (*ten, tain, tin*), p. 87; Review Units 7–9 (*pol, ly*), p. 125; Review Units 10–12 (*spec, spic*), p. 163; Review Units 13–15 (*vert, vers*), 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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9.3 **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 D / GRADE 9 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 "I'll Wait for the Movie" [Compare-and-Contrast Essay], pp. 12–13; Unit 2 "Cowgirls Up!" [Historical Nonfiction], pp. 22–23; Unit 3 "A Polar Controversy" [Historical Nonfiction], pp. 32–33; Unit 4 "Elephant Culture and Conservation" [Expository Essay], pp. 50–51; Unit 5 "The Leopard: Unlikely Survivor" [Expository Essay], pp. 60–61; Unit 6 "Modernize the School Calendar" [Persuasive Essay], pp. 70–71; Unit 7 "City Critters" [Humorous Essay], pp. 88–89; Unit 8 "A History of Sound Recording" [Encyclopedia Entry], pp. 98–99; Unit 9 "Ringl and Pit: Witnesses to the Weimar" [Profile], pp. 108–109; Unit 10 "Remarkable Mixes" [Textbook Entry], pp. 126–127; Unit 11 "Failing Infrastructure" [Newspaper Editorial], pp. 136–137; Unit 12 "Social Networks and Virtual Communication" [Debate], pp. 146–147; Unit 13 "From Trash to Tabletop" [Interview], pp. 164–165; Unit 14 "Seven Wonders" [Magazine Article], pp. 174–175; Unit 15 "Jesse Owens: 1913–1980" [Obituary], 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.
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.

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VOCABULARY WORKSHOP LEVEL D / GRADE 9 FEATURE	DESCRIPTION
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 Louisa May Alcott, p. 21; Unit 2 Charlotte Brontë, p. 31; Unit 3 Charles Dickens, p. 41; Unit 4 Daniel Defoe, p. 59; Unit 5 Henry James, p. 69; Unit 6 Sir Arthur Conan Doyle, p. 79; Unit 7 Jules Verne, p. 97; Unit 8 H.G. Welles, p. 107; Unit 9 Jane Austen, p. 117; Unit 10 Wilkie Collins, p. 135; Unit 11 Nathaniel Hawthorne, p. 145; Unit 12 Henry Fielding, p. 155; Unit 13 Thomas Hardy, p. 173; Unit 14 Stephen Crane, p. 183; Unit 15 Mary Wollstonecraft Shelley, 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.
Vocabulary for Comprehension Review Units 1–3 [Trash disposal], pp. 42–43; Review Units 4–6 [Marjory Stoneman Douglas, "Grandmother of the Glades"], pp. 80–81; Review Units 7–9 [Nutrias], pp. 118–119; Review Units 10–12 [Hiking the Appalachian Trail], pp. 156–157; Review Units 13–15 [MOBA (Museum of Bad Art)], 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.

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9.3   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 D / GRADE 9 FEATURE	DESCRIPTION
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 Idiom, p. 45; Review Units 4–6 Choosing the Right Proverb, 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 Adage, 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 (*pos, pon*), p. 49; Review Units 4–6 (*ten, tain, tin*), p. 87; Review Units 7–9 (*pol, ly*), p. 125; Review Units 10–12 (*spec, spic*), p. 163; Review Units 13–15 (*vert, vers*), 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 "Knox the Ox: Henry Knox"; Unit 2 "Pushing the Limits: Martha Graham"; Unit 3 "Angel Island"; Unit 4 "The Great Train Robbery"; Unit 5 "On the Brink: The Cuban Missle Crisis"; Unit 6 "The Green Revolution"; Unit 7 "Celebrating Lady Liberty"; Unit 8 "A Brilliant Faiture"; Unit 9 "Bee-havior"; Unit 10 "Racing with the Sun"; Unit 11 "Pushing the Limits: Delorez Florence Griffith"; Unit 12 "Putting Animals First"; Unit 13 "Watching the Whales"; Unit 14 "Ah Yes, the Gadsden Purchase"; Unit 15 "Pushing the Limits: Mount St. Helens" *www.SadlierConnect.com	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.
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.

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9.3   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 D / GRADE 9 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). 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 D / GRADE 9 FEATURE	DESCRIPTION
Reading Passages Unit 3 "A Polar Controversy" [Historical Nonfiction], pp. 32–33; Unit 5 "The Leopard: Unlikely Survivor" [Expository Essay], pp. 60–61; Unit 7 "City Critters" [Humorous Essay], pp. 88–89; Unit 10 "Remarkable Mixes" [Textbook Entry], pp. 126–127; Unit 14 "Seven Wonders" [Magazine Article], pp. 174–175	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.

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

(d)   Identify the meaning of common idioms.

VOCABULARY WORKSHOP LEVEL D / GRADE 9 FEATURE	DESCRIPTION
Word Study: Adages, Idioms, and Proverbs Review Units 1–3 Idioms, p. 45–46; Review Units 4–6 Proverbs, pp. 83–84; Review Units 7–9 Idioms, pp. 121–122; Review Units 10–12 Idioms, pp. 159–160; Review Units 13–15 Adages, 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.

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

VOCABULARY WORKSHOP LEVEL D / GRADE 9 FEATURE	DESCRIPTION
Vocabulary in Context: Literary Text Unit 1 Louisa May Alcott, p. 21; Unit 2 Charlotte Brontë, p. 31; Unit 3 Charles Dickens, p. 41; Unit 4 Daniel Defoe, p. 59; Unit 5 Henry James, p. 69; Unit 6 Sir Arthur Conan Doyle, p. 79; Unit 7 Jules Verne, p. 97; Unit 8 H.G. Welles, p. 107; Unit 9 Jane Austen, p. 117; Unit 10 Wilkie Collins, p. 135; Unit 11 Nathaniel Hawthorne, p. 145; Unit 12 Henry Fielding, p. 155; Unit 13 Thomas Hardy, p. 173; Unit 14 Stephen Crane, p. 183; Unit 15 Mary Wollstonecraft Shelley, 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 colorful phrases 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.

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READING

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

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

VOCABULARY WORKSHOP LEVEL D / GRADE 9 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

9.4 **The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.**

(i)   Analyze how the author's specific word choices and syntax impact the author's purpose.

VOCABULARY WORKSHOP LEVEL D / GRADE 9 FEATURE	DESCRIPTION
Vocabulary in Context: Literary Text Unit 1 Louisa May Alcott, p. 21; Unit 2 Charlotte Brontë, p. 31; Unit 3 Charles Dickens, p. 41; Unit 4 Daniel Defoe, p. 59; Unit 5 Henry James, p. 69; Unit 6 Sir Arthur Conan Doyle, p. 79; Unit 7 Jules Verne, p. 97; Unit 8 H.G. Welles, p. 107; Unit 9 Jane Austen, p. 117; Unit 10 Wilkie Collins, p. 135; Unit 11 Nathaniel Hawthorne, p. 145; Unit 12 Henry Fielding, p. 155; Unit 13 Thomas Hardy, p. 173; Unit 14 Stephen Crane, p. 183; Unit 15 Mary Wollstonecraft Shelley, 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

9.5   The student will read and analyze a variety of nonfiction texts.

(b)   Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.

(d)   Recognize an author's intended purpose for writing and identify the main idea.

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

VOCABULARY WORKSHOP LEVEL D / GRADE 9 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 [Trash disposal], pp. 42–43; Review Units 4–6 [Marjory Stoneman Douglas, "Grandmother of the Glades"], pp. 80–81; Review Units 7–9 [Nutrias], pp. 118–119; Review Units 10–12 [Hiking the Appalachian Trail], pp. 156–157; Review Units 13–15 [MOBA (Museum of Bad Art)], 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

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

VOCABULARY WORKSHOP LEVEL D / GRADE 9 FEATURE	DESCRIPTION
Writing: Words in Action ARGUMENTS Unit 1, Writing Prompt #1 [opinion essay], p. 20; Unit 2, Writing Prompt #1 [opinion essay], p. 30; Unit 3, Writing Prompts #1 &#2 [persuasive essay; opinion essay], p. 40; Unit 5, Writing Prompts #1 & #2 [persuasive essay; opinion essay], p. 68; Unit 6, Writing Prompts #1 #2 [persuasive essay; opinion essay], p. 78; Unit 7, Writing Prompt #1 [problem-solution essay], p. 96; Unit 9, Writing Prompt #1 [speech], p. 116; Unit 10, Writing Prompt #1 [editorial], p. 134; Unit 11, Writing Prompts #1 &#2 [letter to representative; opinion essay], p. 144; Unit 12, Writing Prompts #1 #2 [letter expressing view; problem-solution essay], p. 154; Unit 13, Writing Prompt #1 [problem-solution essay], p. 172; Unit 14, Writing Prompt #1 [persuasive essay], p. 182 INFORMATIVE/EXPLANATORY TEXTS Unit 1, Writing Prompt #1 [expository essay], p. 20; Unit 2, Writing Prompt #1 [expository essay], p. 30; Unit 4, Writing Prompts #1 & #2 [expository essay], p. 58; Unit 7, Writing Prompt #1 [expository essay], p. 96; Unit 8, Writing Prompts #1 & #2 [cause-effect essay; expository essay], p. 106; Unit 9, Writing Prompt #1 [expository essay], p. 116; Unit 10, Writing Prompt #1 [expository essay], p. 134; Unit 13, Writing Prompt #1 [expository essay], p. 172; Unit 14, Writing Prompt #1 [magazine article], p. 182; Unit 15, Writing Prompts #1 & #2 [character sketch; expository essay], p. 192	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

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

VOCABULARY WORKSHOP LEVEL D / GRADE 9 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.

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