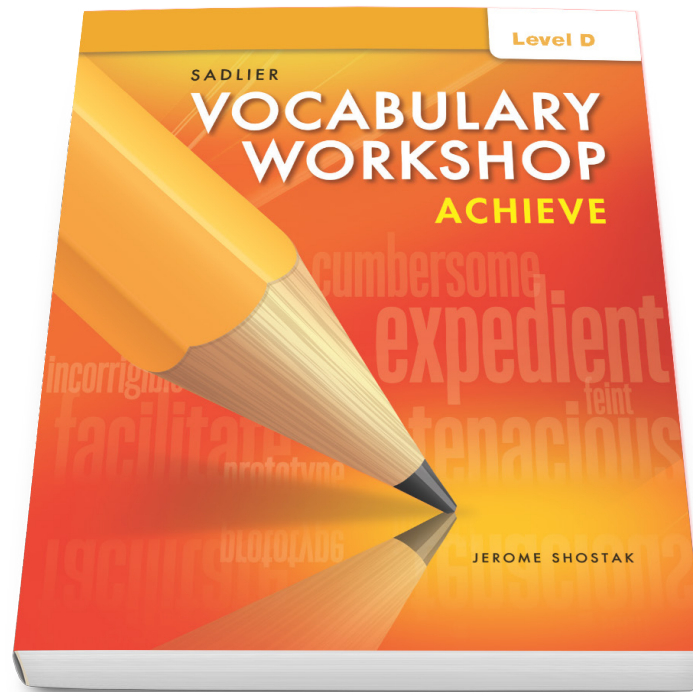


# Vocabulary Workshop Achieve

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

English I



## Key Aligned Content

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| (2) Developing and sustaining foundational language skills—vocabulary. . . . . | 2 |
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## Additional Aligned Content

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| (3) Developing and sustaining foundational language skills—self-sustained reading. . . . . | 9  |
| (4) Comprehension skills. . . . .  | 9  |
| (5) Response skills. . . . .   | 10 |
| (8) Author's purpose and craft. . . . .  | 11 |
| (10) Composition—genres. . . . .   | 13 |

## Key Aligned Content

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

**(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary.** The student uses newly acquired vocabulary expressively. The student is expected to:

- (A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;

VOCABULARY WORKSHOP ACHIEVE LEVEL D / GRADE 9 FEATURE	DESCRIPTION
<p><b>Definitions</b> Unit 1 Set A, pp. 14–15, Unit 1 Set B, pp. 18–19; Unit 2 Set A, pp. 26–27, Unit 2 Set B, pp. 30–31; Unit 3 Set A, pp. 38–39, Unit 3 Set B, pp. 42–43; Unit 4 Set A, pp. 58–59, Unit 4 Set B, pp. 62–63; Unit 5 Set A, pp. 70–71, Unit 5 Set B, pp. 74–75; Unit 6 Set A, pp. 82–83, Unit 6 Set B, pp. 86–87; Unit 7 Set A, pp. 102–103, Unit 7 Set B, pp. 106–107; Unit 8 Set A, pp. 114–115, Unit 8 Set B, pp. 118–119; Unit 9 Set A, pp. 126–127, Unit 9 Set B, pp. 130–131; Unit 10 Set A, pp. 146–147, Unit 10 Set B, pp. 150–151; Unit 11 Set A, pp. 158–159, Unit 11 Set B, pp. 162–163; Unit 12 Set A, pp. 170–171, Unit 12 Set B, pp. 174–175; Unit 13 Set A, pp. 190–191, Unit 13 Set B, pp. 194–195; Unit 14 Set A, pp. 202–203, Unit 14 Set B, pp. 206–207; Unit 15 Set A, pp. 214–215, Unit 15 Set B, pp. 218–219</p>	<p>The Definitions section at the beginning of each unit serves as a master reference of information for each of the unit words. Presented in two 10-word sets, Set A and Set B, each entry in the numbered study list appears in alphabetical order.</p> <p>The dictionary-style format features the spelling, pronunciation, part or parts of speech, and definition for each new word. There is also an illustrative sentence, plus synonyms and antonyms.</p> <p>For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.</p>
<p><b>Synonyms and Antonyms</b> Unit 1, p. 22; Unit 2, p. 34; Unit 3, p. 46; Unit 4, p. 66; Unit 5, p. 78; Unit 6, p. 90; Unit 7, p. 110; Unit 8, p. 122; Unit 9, p. 134; Unit 10, p. 154; Unit 11, p. 166; Unit 12, p. 178; Unit 13, p. 198; Unit 14, p. 210; Unit 15, p. 222</p>	<p>For the Synonyms and Antonyms activities in each unit, students are directed to use a dictionary if necessary.</p>
<p><b>Word Study: Classical Roots</b> Word Study Units 1–3 (<i>pos, pon</i>—to put, place), p. 55; Word Study Units 4–6 (<i>ten, tain, tin</i>—to hold, keep), p. 99; Word Study Units 7–9 (<i>pol</i>—city, state; <i>ly</i>—to loosen, to set free), p. 143; Word Study Units 10–12 (<i>spec, spic</i>—to look), p. 187; Word Study Units 13–15 (<i>vert, vers</i>—to turn), p. 231</p>	<p>In Word Study: Classical Roots, students are invited to use a print or online dictionary as needed.</p>
<p><b>Games and Study Aids</b> <b>iWords Audio Program</b> (online*) *<a href="http://www.SadlierConnect.com/vwa">www.SadlierConnect.com/vwa</a></p>	<p>The online iWords Audio Program provides a recording of each vocabulary word as a model for correct pronunciation. It also includes a definition or definitions, part or parts of speech, and examples of usage for every vocabulary word presented at this level.</p> <p>In addition to hearing the pronunciation of each of the 20 vocabulary words for every unit, students can listen to the entire Reading Passage for every unit. The iWords oral models and practice are especially helpful to ELL students.</p>

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

- (A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;

VOCABULARY WORKSHOP ACHIEVE LEVEL D / GRADE 9 FEATURE	DESCRIPTION
<p><b>Pronunciation Key</b> Student Edition and Teacher Edition—p. 11</p> <p><b>Student Resources</b> <b>Pronunciation Key</b> (online*) Each Unit and Unit Review  *www.SadlierConnect.com/vwa</p>	<p>The pronunciation is indicated for every basic word in the program. Symbols used in the Pronunciation Key are similar to those used in most recent standard dictionaries. The author has primarily consulted Webster’s Third New International Dictionary and The Random House Dictionary of the English Language (Unabridged).</p> <p>Many English words have multiple accepted pronunciations. The author has given one pronunciation when such words occur in this book except when the pronunciation changes according to the part of speech. For example, the verb <i>project</i> is pronounced prə jekt’, and the noun form is pronounced prāj’ ekt.</p>

- (B) analyze context to distinguish between the denotative and connotative meanings of words; and

VOCABULARY WORKSHOP ACHIEVE LEVEL D / GRADE 9 FEATURE	DESCRIPTION
<p><b>Vocabulary in Context</b> Three types of context clues, p. 7</p>	<p>In the Vocabulary in Context overview notes, students review the importance of studying a word’s context to find clues to its meaning. These clues might be in the immediate or adjoining sentence or phrase in which the word appears; in the topic or subject matter of the passage; or in the physical features—such as photographs, illustrations, charts, graphs, captions, and headings—of a page itself.</p> <p>There are three types of context clues emphasized at this level of the program: a restatement clue, a contrast clue, and an inference clue.</p>
<p><b>Reading Passages</b> Unit 1 “I’ll Wait for the Movie” (Compare and Contrast Essay), pp. 12–13; Unit 2 “Cowgirls Up!” (Historical Nonfiction), pp. 24–25; Unit 3 “A Polar Controversy” (Historical Nonfiction), pp. 36–37; Unit 4 “Elephant Culture and Conservation” (Expository Writing), pp. 56–57; Unit 5 “The Leopard: Unlikely Survivor” (Expository Essay), pp. 68–69; Unit 6 “Modernize the School Calendar” (Persuasive Essay), pp. 80–81; Unit 7 “City Critters” (Humorous Essay), pp. 100–101; Unit 8 “A History of Sound Recording” (Encyclopedia Entry), pp. 112–113; Unit 9 “Ringl and Pit: Witnesses to the Weimar” (Profile), pp. 124–125; Unit 10 “Remarkable Mixes” (Textbook Entry), pp. 144–145; Unit 11 “Failing Infrastructure” (Newspaper Editorial), pp. 156–157; Unit 12 “Social Networks and Virtual Communication” (Debate), pp.</p> <p style="text-align: right;"><i>continued</i></p>	<p>Beginning with an engaging nonfiction passage to introduce unit words, every unit in the Student Edition provides multiple exposures to new vocabulary. These passages are the starting points for discussions of word meanings and semantic relationships.</p> <p>At least 15 of the 20 vocabulary words for each unit are introduced within the context of a two-page, multi-paragraph Reading Passage.</p> <p>As emphasized throughout the program, students use context clues to determine the meanings of unfamiliar words in each passage then apply what they learn throughout the Unit and the Review.</p>

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

(B) analyze context to distinguish between the denotative and connotative meanings of words; and

VOCABULARY WORKSHOP ACHIEVE LEVEL D / GRADE 9 FEATURE	DESCRIPTION
<p>168–169; Unit 13 “From Trash to Tabletop” (Interview), pp. 188–189; Unit 14 “Seven Wonders” (Magazine Article), pp. 200–201; Unit 15 “Jesse Owens: 1913–1980” (Obituary), pp. 212–213</p>	
<p><b>Definitions</b>                      Unit 1 Set A, pp. 14–15, Unit 1 Set B, pp. 18–19; Unit 2 Set A, pp. 26–27, Unit 2 Set B, pp. 30–31; Unit 3 Set A, pp. 38–39, Unit 3 Set B, pp. 42–43; Unit 4 Set A, pp. 58–59, Unit 4 Set B, pp. 62–63; Unit 5 Set A, pp. 70–71, Unit 5 Set B, pp. 74–75; Unit 6 Set A, pp. 82–83, Unit 6 Set B, pp. 86–87; Unit 7 Set A, pp. 102–103, Unit 7 Set B, pp. 106–107; Unit 8 Set A, pp. 114–115, Unit 8 Set B, pp. 118–119; Unit 9 Set A, pp. 126–127, Unit 9 Set B, pp. 130–131; Unit 10 Set A, pp. 146–147, Unit 10 Set B, pp. 150–151; Unit 11 Set A, pp. 158–159, Unit 11 Set B, pp. 162–163; Unit 12 Set A, pp. 170–171, Unit 12 Set B, pp. 174–175; Unit 13 Set A, pp. 190–191, Unit 13 Set B, pp. 194–195; Unit 14 Set A, pp. 202–203, Unit 14 Set B, pp. 206–207; Unit 15 Set A, pp. 214–215, Unit 15 Set B, pp. 218–219</p>	<p>In each unit, there is a Definitions section for the 10 new words in Set A and for 10 additional words in Set B.</p> <p>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.</p> <p>This activity prepares for the student for the more challenging “complete-the-sentence-using-context-clues” exercises in each unit.</p>
<p><b>Using Context</b>                      Unit 1 Set A, p. 15, Unit 1 Set B, p. 19; Unit 2 Set A, p. 27, Unit 2 Set B, p. 31; Unit 3 Set A, p. 39, Unit 3 Set B, p. 43; Unit 4 Set A, p. 59, Unit 4 Set B, p. 63; Unit 5 Set A, p. 71, Unit 5 Set B, p. 75; Unit 6 Set A, p. 83, Unit 6 Set B, p. 87; Unit 7 Set A, p. 103, Unit 7 Set B, p. 107; Unit 8 Set A, p. 115, Unit 8 Set B, p. 119; Unit 9 Set A, p. 127, Unit 9 Set B, p. 131; Unit 10 Set A, p. 147, Unit 10 Set B, p. 151; Unit 11 Set A, p. 159, Unit 11 Set B, p. 163; Unit 12 Set A, p. 171, Unit 12 Set B, p. 175; Unit 13 Set A, p. 191, Unit 13 Set B, p. 195; Unit 14 Set A, p. 203, Unit 14 Set B, p. 207; Unit 15 Set A, p. 215, Unit 15 Set B, p. 219</p>	<p>There are two Using Context activities for each unit, covering words in Set A and Set B. It is a transitional exercise that has students determine if a vocabulary word makes sense in the context of a sentence. Students practice strategies for using context to determine correct word usage.</p>
<p><b>Choosing the Right Word</b>                      Unit 1 Set A, p. 16, Unit 1 Set B, p. 20; Unit 2 Set A, p. 28, Unit 2 Set B, p. 32; Unit 3 Set A, p. 40, Unit 3 Set B, p. 44; Unit 4 Set A, p. 60, Unit 4 Set B, p. 64; Unit 5 Set A, p. 72, Unit 5 Set B, p. 76; Unit 6 Set A, p. 84, Unit 6 Set B, p. 88; Unit 7 Set A, p. 104, Unit 7 Set B, p. 108; Unit 8 Set A, p. 116, Unit 8 Set B, p. 120; Unit 9 Set A, p. 128, Unit 9 Set B, p. 132; Unit 10 Set A, p. 148, Unit 10 Set B, p. 152; Unit 11 Set A, p. 160, Unit 11 Set B, p. 164; Unit 12 Set A, p. 172, Unit 12 Set B, p. 176; Unit 13 Set A, p. 192, Unit 13 Set B, p. 196; Unit 14 Set A, p. 204, Unit 14 Set B, p. 208; Unit 15 Set A, p. 216, Unit 15 Set B, p. 220</p>	<p>The Choosing the Right Word exercises for sets A and B 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.</p>

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(B) analyze context to distinguish between the denotative and connotative meanings of words; and

VOCABULARY WORKSHOP ACHIEVE LEVEL D / GRADE 9 FEATURE	DESCRIPTION
<p><b>Completing the Sentence</b>                      Unit 1 Set A, p. 17, Unit 1 Set B, p. 21; Unit 2 Set A, p. 29, Unit 2 Set B, p. 33; Unit 3 Set A, p. 41, Unit 3 Set B, p. 45; Unit 4 Set A, p. 61, Unit 4 Set B, p. 65; Unit 5 Set A, p. 73, Unit 5 Set B, p. 77; Unit 6 Set A, p. 85, Unit 6 Set B, p. 89; Unit 7 Set A, p. 105, Unit 7 Set B, p. 109; Unit 8 Set A, p. 117, Unit 8 Set B, p. 121; Unit 9 Set A, p. 129, Unit 9 Set B, p. 133; Unit 10 Set A, p. 149, Unit 10 Set B, p. 153; Unit 11 Set A, p. 161, Unit 11 Set B, p. 165; Unit 12 Set A, p. 173, Unit 12 Set B, p. 177; Unit 13 Set A, p. 193, Unit 13 Set B, p. 197; Unit 14 Set A, p. 205, Unit 14 Set B, p. 209; Unit 15 Set A, p. 217, Unit 15 Set B, p. 221</p>	<p>For Completing the Sentence for Set A and Set B, 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.</p>
<p><b>Synonyms and Antonyms</b>                      Unit 1, p. 22; Unit 2, p. 34; Unit 3, p. 46; Unit 4, p. 66; Unit 5, p. 78; Unit 6, p. 90; Unit 7, p. 110; Unit 8, p. 122; Unit 9, p. 134; Unit 10, p. 154; Unit 11, p. 166; Unit 12, p. 178; Unit 13, p. 198; Unit 14, p. 210; Unit 15, p. 222</p>	<p>Drawing 15 words from both sets in each unit, the Synonyms activity requires students to rely on context clues to help find a unit word to match each given synonym.</p> <p>The Antonyms activity for each unit requires students to use context clues to help find a unit word to match each given antonym.</p>
<p><b>Vocabulary in Context</b>                      Unit 1 Sets A &amp; B (The Hobbit Trilogy), p.23; Unit 2 Sets A &amp; B (Hawaiian Cowboys), p.35; Unit 3 Sets A &amp; B (The Failed Scott Expedition to the South Pole), p.47; Unit 4 Sets A &amp; B (The Congo Basin), p.67; Unit 5 Sets A &amp; B (Census of Big Cats), p.79; Unit 6 Sets A &amp; B (Homework), p.91; Unit 7 Sets A &amp; B (Animal Intelligence), p.111; Unit 8 Sets A &amp; B (Long-playing Records), p.123; Unit 9 Sets A &amp; B (The Bauhaus Movement), p.135; Unit 10 Sets A &amp; B (Hybrid Creatures), p.155; Unit 11 Sets A &amp; B (Carless Cities), p.167; Unit 12 Sets A &amp; B (Smartphones), p.179; Unit 13 Sets A &amp; B (Alaskan Pollock), p.199; Unit 14 Sets A &amp; B (Wonders of the Modern World), p.211; Unit 15 Sets A &amp; B (Problems with the 2016 Olympics), p.223</p>	<p>Located at the end of each unit, the Vocabulary in Context reading selection is related in theme to the Reading Passage. It incorporates at least six words, including words not introduced earlier in the Reading Passage, thereby ensuring that all unit words are presented in context.</p> <p>The questions following the selection require students to use context to match the correct definition or synonym to the boldface unit word featured in each item.</p>
<p><b>Additional Practice</b>  <b>Vocabulary in Context: Literary Text</b> (online*)                      Unit 1 Louisa May Alcott (<i>Little Women and Little Men</i>); Unit 2 Charlotte Brontë (<i>Jane Eyre</i>); Unit 3 Charles Dickens (<i>Great Expectations</i>); Unit 4 Daniel Defoe (<i>The Life and Adventures of Robinson Crusoe</i> and <i>A Journal of the Plague Year</i>); Unit 5 Henry James (<i>Washington Square</i> and <i>The Portrait of a Lady</i>); Unit 6 Sir Arthur Conan Doyle (<i>The Hound of the Baskervilles</i>); Unit 7 Jules Verne (<i>Around the World in Eighty Days</i>); Unit 8 H.G. Wells (<i>The Time Machine</i> and <i>The War of Worlds</i>); Unit 9 Jane Austen (<i>Pride and Prejudice</i>); Unit 10 Wilkie Collins (<i>The</i>  <i>continued</i></p>	<p>The Vocabulary in Context: Literary Text activities 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.</p> <p>In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context. Furthermore, they are able to glimpse the artistry of great American and British writers in their careful choice and use of words in relation to the elements of story.</p>

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

(B) analyze context to distinguish between the denotative and connotative meanings of words; and

VOCABULARY WORKSHOP ACHIEVE LEVEL D / GRADE 9 FEATURE	DESCRIPTION
<p><i>Woman in White</i>); Unit 11 Nathaniel Hawthorne (<i>The House of the Seven Gables</i> and <i>The Scarlet Letter</i>); Unit 12 Henry Fielding (<i>Joseph Andrews</i>); Unit 13 Thomas Hardy (<i>The Woodlanders</i>); Unit 14 Stephen Crane (<i>The Red Badge of Courage</i>, “The Blue Hotel,” and <i>The Monster</i>); Unit 15 Mary W. Shelley (<i>Frankenstein</i>)</p> <p>*www.SadlierConnect.com/vwa</p>	
<p><b>Vocabulary for Comprehension: Part 1</b> Review Units 1–3: Part 1 (Farm-to-Table Movement), pp. 48–49; Review Units 4–6: Part 1 (Value of the Humanities), pp. 92–93; Review Units 7–9: Part 1 (Henry A. Shute, from <i>Plupy, the Real Boy</i>), pp. 136–137; Review Units 10–12: Part 1 (The Charter School Movement), pp. 180–181; Review Units 13–15: Part 1 (Literary Movements), pp. 224–225</p>	<p>Vocabulary for Comprehension, Part 1 provides a passage with unit words embedded in context. Students answer text-based questions that require citing evidence from the text to support their answers.</p>
<p><b>Vocabulary for Comprehension: Part 2</b> Review Units 1–3: Part 2 (American Colonist John Dickinson), pp. 50–51; Review Units 4–6: Part 2 (Greek Drama/Oral Tradition), pp. 94–95; Review Units 7–9: Part 2 (Sir Arthur Conan Doyle, from <i>The Lost World</i>), pp. 138–139; Review Units 10–12: Part 2 (Eyewitness Narratives/The Human Library), pp. 182–183; Review Units 13–15: Part 2 (Langston Hughes), pp. 226–227</p>	<p>In addition to providing vocabulary-in-context questions featured in Part 1, some Vocabulary for Comprehension, Part 2 exercises ask students to compare paired passages, similar to items on the SAT and ACT exams.</p>
<p><b>Two-Word Completions</b> Review Units 1–3, p. 53; Review Units 4–6, p. 97; Review Units 7–9, p. 141; Review Units 10–12, p. 185; Review Units 13–15, p. 229</p> <p><b>Assessments</b> <b>Two-Word Completions</b> (online*) Cumulative Review I; Cumulative Review II; Cumulative Review III; Cumulative Review IV</p> <p>*www.SadlierConnect.com/vwa</p>	<p>In Two-Word Completions, students practice with word-omission (cloze) exercises that appear on college entrance exams, including the SAT. Students use word knowledge and context clues to determine which pair of words best completes the sentence. This also supports reading comprehension.</p> <p>Additional Two-Word Completions exercises are provided in each Cumulative Review.</p>
<p><b>Word Study: Idioms</b> Word Study Units 1–3, p. 54; Word Study Units 7–9, p. 142; Word Study Units 13–15, p. 230</p>	<p>As part of the Word Study lessons in alternating unit reviews, the Choosing the Right Idiom activity helps students practice using context clues to figure out the meaning of figurative expressions.</p>

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

(B) analyze context to distinguish between the denotative and connotative meanings of words; and

VOCABULARY WORKSHOP ACHIEVE LEVEL D / GRADE 9 FEATURE	DESCRIPTION
<p><b>Word Study: Denotation and Connotation</b> Word Study Units 4–6, p. 98; Word Study Units 10–12, p. 186</p>	<p>Alternating with the Idioms in the Word Study section that follows each unit review, Word Study: Denotation and Connotation helps 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.</p> <p>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).</p>
<p><b>Word Study: Classical Roots</b> Word Study Units 1–3 (<i>pos, pon</i>—to put, place), p. 55; Word Study Units 4–6 (<i>ten, tain, tin</i>—to hold, keep), p. 99; Word Study Units 7–9 (<i>pol</i>—city, state; <i>ly</i>—to loosen, to set free), p. 143; Word Study Units 10–12 (<i>spec, spic</i>—to look), p. 187; Word Study Units 13–15 (<i>vert, vers</i>—to turn), p. 231</p>	<p>In Word Study: Classical Roots, students use context clues to help choose which word based on the featured root best completes the sentence</p>
<p><b>Assessments</b> <b>Choosing the Right Meaning</b> (online*) Cumulative Review I; Cumulative Review II; Cumulative Review III; Cumulative Review IV  *www.SadlierConnect.com/vwa</p>	<p>The second feature of each online Cumulative Review, Choosing the Right Meaning exercises offer a sophisticated challenge for students as they analyze subtle differences before selecting the one of four closely related words that best fits the context of the given sentence.</p>
<p><b>Final Mastery Test</b> Two-Word Completions, p. 233; Supplying Words in Context, p. 234; Word Associations, p. 235; Choosing the Right Meaning, p. 236</p>	<p>The Final Mastery Test assesses students’ ability to use context to decode and determine the meaning of unfamiliar words presented in the following sections: Two-Word Completions, Supplying Words in Context, Word Associations, and Choosing the Right Meaning.</p>

(C) determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo.

VOCABULARY WORKSHOP ACHIEVE LEVEL D / GRADE 9 FEATURE	DESCRIPTION
<p><b>Word Study: Classical Roots</b> Word Study Units 1–3 (<i>pos, pon</i>—to put, place), p. 55; Word Study Units 4–6 (<i>ten, tain, tin</i>—to hold, keep), p. 99; Word Study Units 7–9 (<i>pol</i>—city, state; <i>ly</i>—to loosen, to set free), p. 143; Word Study Units 10–12 (<i>spec, spic</i>—to look), p. 187; Word Study Units 13–15 (<i>vert, vers</i>—to turn), p. 231</p>	<p>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.</p>

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- (C) determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo.

VOCABULARY WORKSHOP ACHIEVE LEVEL D / GRADE 9 FEATURE	DESCRIPTION
<p><b>Student Resources</b>  <b>Greek and Latin Roots Reference Guide</b> (online*)                      Word Structure: Greek and Latin Roots                      *www.SadlierConnect.com/vwa</p>	<p>In Word Structure: Greek and Latin Roots, 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.</p> <p>The first section in the lesson introduces a variety of prefixes and suffixes. The second section focuses on Greek and Roman roots.</p>
<p><b>Games and Study Aids</b>  <b>Matching Challenge – Greek Roots</b> (online*)  <b>Matching Challenge – Latin Roots</b> (online*)                      *www.SadlierConnect.com/vwa</p>	<p>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.</p>



## Additional Aligned Content

### \$110.36. English Language Arts and Reading, English I, Adopted 2017.

- (3) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading.** The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

VOCABULARY WORKSHOP ACHIEVE LEVEL D / GRADE 9 FEATURE	DESCRIPTION
<p><b>Program Overview for Teachers</b>  <b>Vocabulary Workshop Achieve and Literature</b> (online*)                      Unit 1 Louisa May Alcott (<i>Little Women</i> and <i>Little Men</i>); Unit 2 Charlotte Brontë (<i>Jane Eyre</i>); Unit 3 Charles Dickens (<i>Great Expectations</i>); Unit 4 Daniel Defoe (<i>The Life and Adventures of Robinson Crusoe</i> and <i>A Journal of the Plague Year</i>); Unit 5 Henry James (<i>Washington Square</i> and <i>The Portrait of a Lady</i>); Unit 6 Sir Arthur Conan Doyle (<i>The Hound of the Baskervilles</i>); Unit 7 Jules Verne (<i>Around the World in Eighty Days</i>); Unit 8 H.G. Wells (<i>The Time Machine</i> and <i>The War of Worlds</i>); Unit 9 Jane Austen (<i>Pride and Prejudice</i>); Unit 10 Wilkie Collins (<i>The Woman in White</i>); Unit 11 Nathaniel Hawthorne (<i>The House of the Seven Gables</i> and <i>The Scarlet Letter</i>); Unit 12 Henry Fielding (<i>Joseph Andrews</i>); Unit 13 Thomas Hardy (<i>The Woodlanders</i>); Unit 14 Stephen Crane (<i>The Red Badge of Courage</i>, “The Blue Hotel,” and <i>The Monster</i>); Unit 15 Mary W. Shelley (<i>Frankenstein</i>)</p> <p>*www.SadlierConnect.com/vwa</p>	<p>The suggested reading list for each level of <i>Vocabulary Workshop Achieve</i> includes readily available titles well suited to a program of self-sustained, independent reading.</p> <p>In addition, these books can be used to complement and support a literature-based approach to vocabulary study.</p> <p>Word lists for <i>Vocabulary Workshop Achieve</i> are rich in the language of literature. Many of the words selected for instruction appear in the texts and anthologies that students encounter in their classroom reading.</p> <p>The <i>Vocabulary Workshop Achieve</i> word lists are also well stocked with vocabulary employed in analyzing, discussing, and writing about literature. With mastery of these words, students are better able to contribute to classroom discussion of the texts they read, as well as express their thinking about literature with more precise and fluent writing.</p>

- (4) **Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- (F) make inferences and use evidence to support understanding;

VOCABULARY WORKSHOP ACHIEVE LEVEL D / GRADE 9 FEATURE	DESCRIPTION
<p><b>Vocabulary in Context</b>                      An inference clue, p. 7</p>	<p>In the Vocabulary in Context overview notes, students review the importance of studying a word’s context to find clues to its meaning. Students learn to use inference clues to arrive at a preliminary understanding of an unknown word or phrase, which may subsequently be checked using various print or online resources.</p>

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

(F) make inferences and use evidence to support understanding;

VOCABULARY WORKSHOP ACHIEVE LEVEL D / GRADE 9 FEATURE	DESCRIPTION
<p><b>Vocabulary in Context</b> An inference clue, p. 7</p>	<p>In the Vocabulary in Context overview notes, students review the importance of studying a word's context to find clues to its meaning. Students learn to use inference clues to arrive at a preliminary understanding of an unknown word or phrase, which may subsequently be checked using various print or online resources.</p>
<p><b>Vocabulary for Comprehension: Part 1</b> Review Units 1–3: Part 1 (Farm-to-Table Movement), pp. 48–49; Review Units 4–6: Part 1 (Value of the Humanities), pp. 92–93; Review Units 7–9: Part 1 (Henry A. Shute, from <i>Plupy, the Real Boy</i>), pp. 136–137; Review Units 10–12: Part 1 (The Charter School Movement), pp. 180–181; Review Units 13–15: Part 1 (Literary Movements), pp. 224–225</p>	<p>Vocabulary for Comprehension: Part 1 provides a passage with unit words embedded in context. Students answer text-based questions that require making inferences and citing evidence from the text to support their answers.</p>
<p><b>Vocabulary for Comprehension: Part 2</b> Review Units 1–3: Part 2 (American Colonist John Dickinson), pp. 50–51; Review Units 4–6: Part 2 (Greek Drama/Oral Tradition), pp. 94–95; Review Units 7–9: Part 2 (Sir Arthur Conan Doyle, from <i>The Lost World</i>), pp. 138–139; Review Units 10–12: Part 2 (Eyewitness Narratives/The Human Library), pp. 182–183; Review Units 13–15: Part 2 (Langston Hughes), pp. 226–227</p>	<p>In Vocabulary for Comprehension: Part 2, students are presented with either a single passage or paired passages, two texts related in subject matter or theme, and asked to answer questions about those texts. Those questions require comparative analysis and evaluation, as well as making inferences to understand the message.</p>

**(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- (A) describe personal connections to a variety of sources, including self-selected texts;
- (B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;
- (C) use text evidence and original commentary to support an interpretive response;
- (F) respond using acquired content and academic vocabulary as appropriate;

VOCABULARY WORKSHOP ACHIEVE LEVEL D / GRADE 9 FEATURE	DESCRIPTION
<p><b>Writing: Words in Action</b> Unit 1 Sets A &amp; B, p. 22; Unit 2 Sets A &amp; B, p. 34; Unit 3 Sets A &amp; B, p. 46; Unit 4 Sets A &amp; B, p. 66; Unit 5 Sets A &amp; B, p. 78; Unit 6 Sets A &amp; B, p. 90; Unit 7 Sets A &amp; B, p. 110; Unit 8 Sets A &amp; B, p. 122; Unit 9 Sets A &amp; B, p. 134; Unit 10 Sets A &amp; B, p. 154; Unit 11 Sets A &amp; B, p. 166; Unit 12 Sets A &amp; B, p. 178; Unit 13 Sets A &amp; B, p. 198; Unit 14 Sets A &amp; B, p. 210; Unit 15 Sets A &amp; B, p. 222</p>	<p>The Writing: Words in Action activity in each unit presents a writing prompt linked to the Reading Passage. The prompt may ask students to interact with their reading and vocabulary in a variety of ways, including using details from the passage, expressing feelings about the subject, and relating the passage to personal experience.</p> <p>Students are directed to use three or more words from the current unit.</p>

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(G) discuss and write about the explicit or implicit meanings of text;

VOCABULARY WORKSHOP ACHIEVE LEVEL D / GRADE 9 FEATURE	DESCRIPTION
<p><b>Word Study: Denotation and Connotation</b> Word Study Units 4–6, p. 98; Word Study Units 10–12, p. 186</p>	<p>Alternating with the Idioms in the Word Study section that follows each unit review, Word Study: Denotation and Connotation helps 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.</p>

**(9) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:

- (A) analyze the author’s purpose, audience, and message within a text;
- (B) analyze use of text structure to achieve the author’s purpose;

VOCABULARY WORKSHOP ACHIEVE LEVEL D / GRADE 9 FEATURE	DESCRIPTION
<p><b>Vocabulary for Comprehension: Part 1</b> Review Units 1–3: Part 1 (Farm-to-Table Movement), pp. 48–49; Review Units 4–6: Part 1 (Value of the Humanities), pp. 92–93; Review Units 7–9: Part 1 (Henry A. Shute, from <i>Plupy, the Real Boy</i>), pp. 136–137; Review Units 10–12: Part 1 (The Charter School Movement), pp. 180–181; Review Units 13–15: Part 1 (Literary Movements), pp. 224–225</p>	<p>Vocabulary for Comprehension: Part 1 provides a passage with unit words embedded in context. Students answer text-based questions covering the author’s purpose, point of view, and use of structure.</p>
<p><b>Vocabulary for Comprehension: Part 2</b> Review Units 1–3: Part 2 (American Colonist John Dickinson), pp. 50–51; Review Units 4–6: Part 2 (Greek Drama/Oral Tradition), pp. 94–95; Review Units 7–9: Part 2 (Sir Arthur Conan Doyle, from <i>The Lost World</i>), pp. 138–139; Review Units 10–12: Part 2 (Eyewitness Narratives/The Human Library), pp. 182–183; Review Units 13–15: Part 2 (Langston Hughes), pp. 226–227</p>	<p>In Vocabulary for Comprehension: Part 2, students are presented with either a single passage or paired passages, two texts related in subject matter or theme, and asked to answer questions about those texts. Those questions require comparative analysis and evaluation, as well as making inferences about author’s purpose and message.</p>

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- (G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.

VOCABULARY WORKSHOP ACHIEVE LEVEL D / GRADE 9 FEATURE	DESCRIPTION
<p><b>Vocabulary for Comprehension</b> Review Units 1–3: Part 1 (“A Winter Playground”), pp. 48–49; Review Units 13–15: Part 1 (“Goya: A Victim of His Art?”), pp. 224–225</p>	<p>Vocabulary for Comprehension: Part 1 provides a passage with unit words embedded in context. After reading the passage, students answer text-based questions that include the use of generalizations and rhetorical questions.</p>

- (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;

VOCABULARY WORKSHOP ACHIEVE LEVEL D / GRADE 9 FEATURE	DESCRIPTION
<p><b>Writing: Words in Action</b> Unit 1 Sets A &amp; B (Imagined Journal Entry), p. 22</p>	<p>The Writing: Words in Action activity in each unit presents a writing prompt linked to the Reading Passage. The prompt may ask students to interact with their reading and vocabulary in a variety of ways, including expanding on the theme of the passage, expressing feelings about the subject, and relating the passage to personal experience.</p> <p>Students are directed to use three or more words from the current unit.</p>

- (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;

VOCABULARY WORKSHOP ACHIEVE LEVEL D / GRADE 9 FEATURE	DESCRIPTION
<p><b>Writing: Words in Action</b> Unit 4 Sets A &amp; B (Compare and Contrast Essay), p. 66; Unit 6 Sets A &amp; B (Analytical Essay), p. 90; Unit 13 Sets A &amp; B (Compare and Contrast Essay), p. 198</p>	<p>The Writing: Words in Action activity in each unit presents a writing prompt linked to the Reading Passage. The prompt may ask students to interact with their reading and vocabulary in a variety of ways, including expanding on the theme of the passage, expressing feelings about the subject, and relating the passage to personal experience. St</p> <p>Students are directed to use three or more words from the current unit.</p>

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(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and

VOCABULARY WORKSHOP ACHIEVE LEVEL D / GRADE 9 FEATURE	DESCRIPTION
<p><b>Writing: Words in Action</b>                      Unit 2 Sets A &amp; B (Opinion Essay), p. 34; Unit 3 Sets A &amp; B (Opinion Essay), p. 46; Unit 5 Sets A &amp; B (Editorial), p. 78; Unit 7 Sets A &amp; B (Television Commercial), p. 110; Unit 8 Sets A &amp; B (Opinion Essay), p. 122; Unit 11 Sets A &amp; B (Persuasive Essay), p. 166; Unit 12 Sets A &amp; B (Opinion Essay), p. 178; Unit 14 Sets A &amp; B (Persuasive Proposal), p. 210</p>	<p>The Writing: Words in Action activity in each unit presents a writing prompt linked to the Reading Passage. The prompt may ask students to interact with their reading and vocabulary in a variety of ways, including expanding on the theme of the passage, expressing feelings about the subject, and relating the passage to personal experience.</p> <p>Students are directed to use three or more words from the current unit.</p>

(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.

VOCABULARY WORKSHOP ACHIEVE LEVEL D / GRADE 9 FEATURE	DESCRIPTION
<p><b>Writing: Words in Action</b>                      Unit 10 Sets A &amp; B (Persuasive Letter), p. 154; Unit 15 Sets A &amp; B (Persuasive Letter), p. 222</p>	<p>The Writing: Words in Action activity in each unit presents a writing prompt linked to the Reading Passage. The prompt may ask students to interact with their reading and vocabulary in a variety of ways, including expanding on the theme of the passage, expressing feelings about the subject, and relating the passage to personal experience.</p> <p>Students are directed to use three or more words from the current unit.</p>