

**Grade 10 Curriculum Map 2020-2021**  
[Grade 10 Resource Page](#)-links, supplemental materials, etc.

	Unit 1	Unit 2	Unit 3	Unit 4
	Becoming a Close Reader/ Analyzing the Human Experience	Reading and Writing to Learn: Examining Stories of Ourselves	Developing a Cohesive Argument/ Exploring Dynamic Character	Examining Rhetorical Appeal and Technique
<b>End of Unit Performance Task(s)</b>	<p><b>Honors:</b> Using your teacher-selected text (see list below) <b>AND</b> <i>The Kite Runner</i> by Khaled Hosseini, write an analytical essay that examines how each author's use of literary devices aids in expressing the human experience.</p> <p><b>Regents:</b> Using the novel <i>The Kite Runner</i>, by Khaled Hosseini, <b>AND</b> short stories (two listed below and a third teacher's choice) write an analytical essay that examines how the author's use of literary devices aids in expressing the human experience.</p> <p><b>Supplemental Texts</b>            *<i>Great Expectations</i> by Charles Dickens (10H)            *"<a href="#">Geraldo No Last Name</a>" and "<a href="#">Those Who Don't</a>" or other excerpts from <i>The House on Mango Street</i> by Sandra Cisneros (10R)            *"The Lottery" by Shirley Jackson (10R &amp; 10H)            *"<a href="#">Love is Love is Love</a>" by Lin-Manuel Miranda: (10R &amp; 10H)            *"<a href="#">Justin Timberlake Acceptance Speech</a>" (10R &amp; 10H) (<a href="#">YouTube Video</a>)            *"From Towards a True Refuge" by Aung San Suu Kyi (HMH Collections p.11)            *"We Grow Accustomed to the Dark" by Emily Dickinson* (HMH Collections)            *"Before I Got My Eye Put Out" Emily Dickinson* (HMH Collections)</p> <p><b>Required Grammar</b>  <i>Unit 1</i>  <b>Master:</b> Fragments/Run-ons, Figurative Language  <b>Reinforce:</b> Parallel Structure, Wordy Sentences, Denotation/Connotation, Colorful Language</p> <p><i>Unit 2</i></p>	<p><b>Honors:</b> Using <i>Their Eyes Were Watching God</i> by Zora Neale Hurston, <b>OR</b> <i>Americanah</i> by Chimamanda Ngozi, <b>OR</b> <i>Life of Pi</i> by Yann Martel, write an insightful narrative that expresses how an individual changed as a result of cultural and social influences.  <b>Note:</b> Teachers may elect to have students write narratives from the perspective of a particular character.</p> <p><b>Regents:</b> Using <i>Their Eyes Were Watching God</i> by Zora Neale Hurston, <b>OR</b> <i>Americanah</i> by Chimamanda Ngozi, <b>OR</b> <i>Life of Pi</i> by Yann Martel, write an insightful narrative that expresses how an individual changed as a result of cultural and social influences.  <b>Note:</b> Teachers may elect to have students write narratives from the perspective of a particular character.</p> <p><b>Supplemental Texts</b>            *<i>Night</i> by Elie Wiesel            *<i>Warriors Don't Cry</i> by Melba Pattillo Beals            *<i>The Absolutely True Diary of a Part-time Indian</i> by Sherman Alexie            *"<a href="#">Elie Wiesel - Nobel Prize Acceptance Speech: "The Perils of Indifference"</a>" by Elie Wiesel            *"The Secret Room" by Corrie ten Boom (Chapter 6 of <i>The Hiding Place</i>)            *"The Seventh Man" by Haruki Murakami (Collections Close Reader pg. 27)            *"Without Title" by Diane Glancy (HMH Collection)</p> <p><b>Required Grammar</b>  <i>Unit 3</i>  <b>Master:</b> Kinds of Sentences, Subjects/Predicates  <b>Reinforce:</b> Compound Subjects &amp; Verbs, Direct/Indirect Objects, Subject Complements</p> <p><i>Unit 4</i></p>	<p><b>Honors:</b> After reading <i>They Called Us Enemy</i> by George Takei <b>AND</b> <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> by Robert Louis Stevenson, students will examine literary techniques employed by the author to create a dynamic character.</p> <p><b>Regents:</b> After reading <i>They Called Us Enemy</i> by George Takei <b>OR</b> <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> by Robert Louis Stevenson, students will examine literary techniques employed by the author to create a dynamic character.</p> <p><b>Source-Based Argument Paper (Honors &amp; Regents)</b>            Using a minimum of four credible sources, write a source-based argument. Specific prompt to be determined by individual teacher, but thematic/genre alignment with anchor text is strongly suggested. In addition, be sure to adhere to MLA guidelines for format, internal citations, and works cited page. (See Task 2 of ELA Regents for specific requirements and rubric)</p> <p><b>Supplemental Texts</b>            *<i>Frankenstein</i> by Mary Shelley            *<i>The Haunting of Hill House</i> by Shirley Jackson            *<i>Things Fall Apart</i> by Chinua Achebe            *"<a href="#">The Mistrust of Science</a>" by Atul Gawande            *"<a href="#">Why I Love a Country That Once Betrayed Me</a>" by George Takei (TED Talk)            *"Magic Island" - Poem by Cathy Song (<i>Collections</i> text pages 137-140)            *"A Sound of Thunder" by Ray Bradbury (10H &amp; 10R)</p> <p><b>Required Grammar</b>  <i>Unit 5</i>  <b>Master:</b> Regular/Irregular Verbs  <b>Reinforce:</b> Types of Verbs, Shifts in Tense, Active/Passive Voice, Participles/Participial</p>	<p><b>Honors/Regents:</b> After analyzing elements of rhetoric in Antony's and Brutus's speeches from Act 3, Scene 2 of William Shakespeare's <i>Julius Caesar</i> <b>AND</b> in "A Letter From Birmingham Jail" by Dr. Martin Luther King Jr., students will compose a piece that analyzes an author's use of rhetorical devices and strategies to convey a message.  <b>Note:</b> Teachers may also elect to have students construct an original speech that incorporates rhetorical devices and strategies studied within the unit.</p> <p><b>Honors/Regents:</b> In addition to the assignment listed above, <b>students must also read the entirety of one of the Shakespearean tragedies</b> listed below. This determination will be at the teacher's discretion.</p> <p><b>Shakespearean Tragedies</b>            *<i>Julius Caesar</i> by William Shakespeare            *<i>Macbeth</i> by William Shakespeare</p> <p><b>Supplemental Texts</b>            *From "Letter to Viceroy, Lord Irwin" by Mohandas K. Gandhi (Collections pg. 351)            *"<a href="#">Abraham Lincoln's Second Inaugural Address</a>" by Abraham Lincoln            *"<a href="#">Women's Rights Are Human Rights</a>" by Hillary Clinton            *<a href="#">Angelina Jolie World Refugee Day 2009</a>            *<a href="#">Luther King</a> (April 4th 1968)            *"<a href="#">Ain't I A Woman</a>" by Sojourner Truth            *"The Macbeth Murder Mystery" by James Thurber (HMH Collection)            *"Graduation" (excerpt from <i>I Know Why the Caged Bird Sings</i>) by Maya Angelou</p> <p><b>Required Grammar</b>  <i>Unit 7</i></p>

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	<p><b>Master:</b> Types of Sentence Structure; Combining Sentences with Coordinating Conjunctions, Subordinate Clauses</p> <p><b>Reinforce:</b> Vary Sentence Length/Beginnings, Independent/Subordinate Clauses, Using Phrases, Combining Sentences: Key Words and Phrases</p>	<p><b>Master:</b> Types of Nouns, Possessive Nouns and Pronouns</p> <p><b>Reinforce:</b> Compound/Collective Nouns, Using Pronouns, Subject/Object Pronouns (Who vs. Whom), Pronoun/Antecedent Agreement, Clear Pronoun Reference</p>	<p>Phrases, Gerunds/Gerund Phrases, Infinitives/Infinitive Phrases</p> <p><i>Unit 6</i></p> <p><b>Master:</b> Using Adjectives &amp; Adverbs, Double Negatives, Using Prepositions and Prepositional Phrases, Using Conjunctions and Interjections</p> <p><b>Reinforce:</b> Avoiding comparison problems, Misplaced/Dangling Modifiers</p>	<p><b>Reinforce:</b> Subject/Verb Agreement, Indefinite Pronouns, Inverted Sentences, Other Agreement Problems</p> <p><i>Unit 8</i></p> <p><b>Master:</b> End Marks and Abbreviations, Quotation Marks and Italics, Other Marks of Punctuation</p> <p><b>Reinforce:</b> Commas, Semicolons, Colons, Punctuation Dialogue, Apostrophes</p>
<p><b>Essential Questions/</b></p> <p><b>Essential Understandings</b></p>	<p><b>EQ1:</b> How does literature reflect the human experience?</p> <p><b>EU1:</b> Students will examine how an author conveys a powerful experience through his or her writing.</p> <p><b>EU2:</b> Students will analyze how a writer's use of literary devices aids in crafting a piece of literature/writing.</p> <p><b>EU3:</b> Students will learn to use context clues to understand language and draw meaning by evaluating difficult text.</p>	<p><b>EQ1:</b> How does one's social and cultural environment influence or shape one's identity?</p> <p><b>EU1:</b> Students will understand how a person's struggle will impact the evolution of the self.</p> <p><b>EU2:</b> Students will examine the different language styles and text structures that writers use to communicate abstract and intangible ideas and beliefs.</p>	<p><b>EQ1:</b> What are the ethical implications of our decisions?</p> <p><b>EU1:</b> Students will understand that various external factors can influence an individual's sense of ethics.</p> <p><b>EU2:</b> Students will further examine the different language styles and text structures writers use to communicate abstract and intangible ideas and beliefs.</p> <p><b>EU3:</b> Students will evaluate the validity of an argument through the credibility of a writer's point of view.</p> <p><b>EU4:</b> Students will learn how to gather credible information, organize important ideas, and produce an argument.</p>	<p><b>EQ1:</b> How does an author structure ideas to develop a point or defend a position?</p> <p><b>EU1:</b> Students will examine the various elements of a persuasive speech.</p> <p><b>EU2:</b> Students will determine the appropriate audience and tone to deliver an effective speech.</p> <p><b>EU3:</b> Students will examine different language styles and text structures to convey meaning.</p> <p><b>EU4:</b> Students will analyze and implement understanding of rhetorical devices and literary techniques.</p>
<p><b>Texts (Required)</b></p>	<p><i>The Kite Runner</i> by Khaled Hosseini</p>	<p><i>Their Eyes Were Watching God</i> by Zora Neale Hurston, <b>OR</b> <i>Americanah</i> by Chimamanda Ngozi, <b>OR</b> <i>Life of Pi</i> by Yann Martel</p>	<p><i>They Called Us Enemy</i> by George Takei <b>AND</b> <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> by Robert Louis Stevenson</p>	<p>Teacher-selected:  <i>Julius Caesar</i> by William Shakespeare <b>or</b> <i>Macbeth</i> by William Shakespeare <b>and</b> "Letter From A Birmingham Jail"</p>

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<b>Increasing Text Complexity (Lexile Bands)</b>	<i>Kite Runner</i> by Khaled Hosseini 1130 <i>Great Expectations</i> by Charles Dickens 1230	<i>Their Eyes Were Watching God</i> by Zora Neale Hurston 1080 <i>Americanah</i> by Chimamanda Ngozi 940 <i>Life of Pi</i> by Yann Martel 830 <i>Night</i> by Elie Wiesel 590 <i>Warriors Don't Cry</i> by Melba Pattillo Beals 1000	<i>Frankenstein</i> by Mary Shelley 1170 <i>Jekyll and Hyde</i> by Robert Louis Stevenson 1060 <i>Things Fall Apart</i> 890 <i>The Haunting of Hill House</i> by Shirley Jackson 920	<i>Macbeth</i> 960-1320 <i>Julius Caesar</i> 990 "Letter From Birmingham Jail" 1380
<b>Content Connections (SS, Science, Math, World Lang, Art, Music, Other)</b>	History (Women's Rights, Native American Culture, Afghan History and Culture, Middle Eastern Struggle)  Teacher selected pieces from Newsela	History (Segregation/Race Relations, Colonization/Western Expansion, Holocaust)  World Language ( <i>Night</i> -translation), Media (Holocaust Film)  Teacher selected pieces from Newsela	History (Civil Rights Movement), Sociology (Ethics)  Teacher selected pieces from Newsela	History (Civil War)  Teacher selected pieces from Newsela
<b>Reading Standards Across Units</b>	<b>RL.10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RL.10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RL.10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RL.10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>Reading Standards Central to Unit</b>	<b>RL.10.3.</b> Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  <b>RL. 10.4.</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).  <b>RL.10.6.</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the US, drawing on a wide reading of world lit.	<b>RI.10.3</b> Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  <b>RI.10.6.</b> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	<b>RI.10.8.</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify the false statements and fallacious reasoning.  <b>RI.10.9</b> Analyze seminal U.S. documents of historical and literary significance	<b>RI.10.3</b> Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  <b>RI.10.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meaning; analyzing the cumulative impact of specific word choices on meaning and tone.

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<p style="text-align: center;"><b>Writing Standards Across Units</b></p>	<p><b>W.10.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>W.10.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.</p>	<p><b>W.10.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>W.10.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.</p>	<p><b>W.10.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>W.10.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.</p>	<p><b>W.10.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>W.10.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.</p>
<p style="text-align: center;"><b>Writing Standards Central to Unit</b></p>	<p><b>W10.2.</b> Writing informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W.10.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>W10.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen detail, and well-structured event sequence.</p>	<p><b>W.10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.10.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>W.10.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link other information and to display information flexibly and dynamically.</p> <p><b>W.10.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>W.10.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>W.10.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>W.10.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>W.10.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

**Grade 10 Curriculum Map 2020-2021**  
[Grade 10 Resource Page](#)-links, supplemental materials, etc.

<b>Speaking/ Listening Standards Across Units</b>	<b>SL.10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	<b>SL.10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	<b>SL.10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	<b>SL.10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
<b>Speaking/ Listening Standards Central to Unit</b>	N/A	<b>SL.10.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerates or distorted evidence.	N/A	<b>SL.10.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerates or distorted evidence.  <b>SL.10.4.</b> Presents information, findings, and supportive evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.  <b>SL.10.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>Language Standards Across Units</b>	<b>L.10.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.	<b>L.10.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.	<b>L.10.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.	<b>L.10.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.

**Grade 10 Curriculum Map 2020-2021**  
[Grade 10 Resource Page](#)-links, supplemental materials, etc.

<p><b>Language Standards Central to Unit</b></p>	<p><b>L10.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (Parts of Speech)</p> <p><b>L.10.2</b> Demonstrate a command of the conventions of standard English capitalization, punctuation, and spelling when writing.(Types of sentences/use of punctuation)</p>	<p><b>L10.5.</b> Demonstrate an understanding of figurative language, word relationships, and nuances in word meaning.</p>	<p><b>L10.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L10.6</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>L10.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L10.5.</b> Demonstrate an understanding of figurative language, word relationships, and nuances in word meaning.</p>
<p><b>Grammar Standards Central to Unit</b></p>	<p><b>Grammar</b> <i>Unit 1</i> <b>Master:</b> Fragments/Run-ons, Figurative Language <b>Reinforce:</b> Parallel Structure, Wordy Sentences, Denotation/Connotation, Colorful Language</p> <p><i>Unit 2</i> <b>Master:</b> Types of Sentence Structure; Combining Sentences with Coordinating Conjunctions, Subordinate Clauses <b>Reinforce:</b> Vary Sentence Length/Beginnings, Independent/Subordinate Clauses, Using Phrases, Combining Sentences: Key Words and Phrases</p>	<p><b>Grammar</b> <i>Unit 3</i> <b>Master:</b> Kinds of Sentences, Subjects/Predicates <b>Reinforce:</b> Compound Subjects &amp; Verbs, Direct/Indirect Objects, Subject Complements</p> <p><i>Unit 4</i> <b>Master:</b> Types of Nouns, Possessive Nouns and Pronouns <b>Reinforce:</b> Compound/Collective Nouns, Using Pronouns, Subject/Object Pronouns (Who vs. Whom), Pronoun/Antecedent Agreement, Clear Pronoun Reference</p>	<p><b>Grammar</b> <i>Unit 5</i> <b>Master:</b> Regular/Irregular Verbs <b>Reinforce:</b> Types of Verbs, Shifts in Tense, Active/Passive Voice, Participles/Participial Phrases, Gerunds/Gerund Phrases, Infinitives/Infinitive Phrases</p> <p><i>Unit 6</i> <b>Master:</b> Using Adjectives &amp; Adverbs, Double Negatives, Using Prepositions and Prepositional Phrases, Using Conjunctions and Interjections <b>Reinforce:</b> Avoiding comparison problems, Misplaced/Dangling Modifiers</p>	<p><b>Grammar</b> <i>Unit 7</i> <b>Reinforce:</b> Subject/Verb Agreement, Indefinite Pronouns, Inverted Sentences, Other Agreement Problems</p> <p><i>Unit 8</i> <b>Master:</b> End Marks and Abbreviations, Quotation Marks and Italics, Other Marks of Punctuation <b>Reinforce:</b> Commas, Semicolons, Colons, Punctuation Dialogue, Apostrophes</p>
<p><b>Vocabulary Focus</b></p>	<p>Sadlier Vocabulary Workshop, Level E Units 1-4</p> <p>Vocabulary embedded in anchor texts</p>	<p>Sadlier Vocabulary Workshop, Level E Units 5-8</p> <p>Vocabulary embedded in anchor texts</p>	<p>Sadlier Vocabulary Workshop, Level E Units 9-12</p> <p>Vocabulary embedded in anchor texts</p>	<p>Sadlier Vocabulary Workshop, Level E Units 13-15</p> <p>Vocabulary embedded in anchor texts</p>