

## IMPLEMENTING THE PROGRAM

The charts on pages T19–T21 offer an implementation model option to support consistent vocabulary instruction for middle and high school students. Both the Weekly Schedule chart and the Daily Activity charts reference the specific implementation guidance that can be found on the pages following the charts to assist teachers with integrating **VOCABULARY WORKSHOP ACHIEVE** into the English Language Arts classroom. Schedules and instructional needs among schools vary greatly, however, so the program methods and models suggested provide ideas that teachers can tailor to ensure success within their own classrooms. Additional implementation options, including best practices and further vocabulary exercises, can be found at Professional Development in Teacher Resources at [SadlierConnect.com](https://www.sadlierconnect.com).

Prior to program implementation, teachers may wish to administer and score the **Beginning-of-Year Diagnostic Test** and use the resulting information, as well as their knowledge of the students in their class and student comprehension levels, to determine the most appropriate Level of **VOCABULARY WORKSHOP ACHIEVE** for their classroom or for small groups of students.

### Weekly Schedule

Week(s)	Student Edition	Suggestions for Program Implementation
1 and 2	Unit 1	<ul style="list-style-type: none"> <li>Students read or listen to the initial Reading Passage prior to class.</li> <li>Introduce the new vocabulary words in context—Reading Passage.</li> <li>Focus study on two words each day.</li> <li>Complete <b>VOCABULARY WORKSHOP ACHIEVE</b> exercises in the book or online.</li> <li>Assessment Options: Assign Unit 1 test from Unit Test Booklet or from <i>Vocabulary Workshop Achieve Online Assessment</i>.</li> </ul>
2 and 3	Unit 2	<ul style="list-style-type: none"> <li>Follow procedure for Unit 2 as shown in Unit 1.</li> <li>Assessment Options: Assign Unit 2 test from Unit Test Booklet or from <i>Vocabulary Workshop Achieve Online Assessment</i>.</li> <li>Review Unit 1 test to encourage deeper knowledge of the new vocabulary.</li> </ul>
3 and 4	Unit 3	<ul style="list-style-type: none"> <li>Follow procedure for Unit 3 as shown in Unit 1.</li> <li>Assessment Options: Assign Unit 3 test from Unit Test Booklet or from <i>Vocabulary Workshop Achieve Online Assessment</i>.</li> <li>Review Units 1 and 2 tests to encourage deeper knowledge of the new vocabulary.</li> </ul>
5	<b>Review Units 1–3</b>  <b>Word Study</b>  <b>Test Prep for Standardized Exams</b>	<ul style="list-style-type: none"> <li>Complete Review Units 1–3 exercises, and ensure knowledge of all 60 vocabulary words.</li> <li>Assessment Options: Assign Cumulative Test 1 from Unit Test Booklet or from <i>Vocabulary Workshop Online Assessment</i>.</li> <li>Teach mini-lessons on Idioms, Classical Roots, and Denotation and Connotation to develop students' word learning strategies.</li> <li>Complete Word Study exercises.</li> <li>Assign Test Prep 1 or 2 for Units 1–3.</li> </ul>

## Daily Activity

How to use **VOCABULARY WORKSHOP ACHIEVE** exercises and online exercises with 10 sessions/periods

Note: Review completed exercises as appropriate and differentiate instruction and assignments based on results. See Professional Development in Teacher Resources at [SadlierConnect.com](http://SadlierConnect.com) for more information on “focus on two words” and for additional exercises and implementation options.

Assignment	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Classwork</b>	<ol style="list-style-type: none"> <li>1. Read the Unit's Reading Passage aloud.</li> <li>2. Review word meanings and usage in context in the Unit's Reading Passage (for Set A words).</li> <li>3. Focus on two words (Set A).</li> </ol>	<ol style="list-style-type: none"> <li>1. Focus on two additional words (Set A).</li> <li>2. Have students find synonyms and antonyms for Set A words at <a href="http://SadlierConnect.com">SadlierConnect.com</a>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assign Set A Completing the Sentence.</li> <li>2. Focus on two additional words (Set A).</li> </ol>	<ol style="list-style-type: none"> <li>1. Have students play online Unit games.</li> <li>2. Focus on two additional words (Set A).</li> </ol>	<ol style="list-style-type: none"> <li>1. Assign Vocabulary Race online at <a href="http://SadlierConnect.com">SadlierConnect.com</a>.</li> <li>2. Focus on two additional words (Set A).</li> </ol>
<b>Homework</b>	<ol style="list-style-type: none"> <li>1. Review words from previous Unit and study Set A words.</li> <li>2. Assign Set A Using Context.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assign Set A Choosing the Right Word.</li> </ol>	<ol style="list-style-type: none"> <li>1. Study Set A words using online Flash Cards at <a href="http://SadlierConnect.com">SadlierConnect.com</a>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assign Set B Using Context.</li> <li>2. Have students play online Unit games.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assign Set B Choosing the Right Word.</li> </ol>

Assignment	Day 6	Day 7	Day 8	Day 9	Day 10
<b>Classwork</b>	<ol style="list-style-type: none"> <li>1. Review word meanings and usage in context in the Unit's Reading Passage (for Set B words).</li> <li>2. Focus on two words (Set B).</li> </ol>	<ol style="list-style-type: none"> <li>1. Focus on three additional words (Set B).</li> <li>2. Have students find the synonyms and antonyms for Set B words at <a href="http://SadlierConnect.com">SadlierConnect.com</a>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assign Sets A &amp; B Writing: Words in Action.</li> <li>2. Focus on three additional words (Set B).</li> </ol>	<ol style="list-style-type: none"> <li>1. Assign Vocabulary in Context: Literary Text at <a href="http://SadlierConnect.com">SadlierConnect.com</a>.</li> <li>2. Focus on two additional words (Set B).</li> </ol>	<ol style="list-style-type: none"> <li>1. Assign online Unit Self Check and/or Unit 1 test from Unit Test Booklet or from <a href="http://SadlierConnect.com">SadlierConnect.com</a> Vocabulary Workshop Online Assessment.</li> </ol>
<b>Homework</b>	<ol style="list-style-type: none"> <li>1. Review Set A words and study Set B.</li> <li>2. Assign Set B Completing the Sentence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Study Set B words using online Flash Cards.</li> <li>2. Assign Sets A &amp; B Synonyms and Antonyms.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assign Vocabulary Race online at <a href="http://SadlierConnect.com">SadlierConnect.com</a>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assign Sets A &amp; B Vocabulary in Context.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read or listen to the Reading Passage for the next Unit.</li> </ol>

Review and Word Study Exercises

How to use **VOCABULARY WORKSHOP ACHIEVE** Review, Word Study, and online resources with 5 sessions or periods

Note: Review completed exercises and assessments as appropriate and differentiate instruction and assignments based on results. See Professional Development in Teacher Resources at [SadlierConnect.com](http://SadlierConnect.com) for more information and implementation options.

Assignment	Day 1	Day 2	Day 3	Day 4	Day 5
Classwork	1. Assign Vocabulary for Comprehension: Part 1.	1. Assign Synonyms.	1. Present Idioms or Denotation and Connotation.  2. Present Classical Roots.	1. Assign Test Prep 1 or 2 for Units 1–3.	1. Assign Cumulative Test 1.
Homework	1. Assign Vocabulary for Comprehension Part 2.	1. Assign Two-Word Completions.	1. Assign Idioms or present Denotation and Connotation.  2. Assign Classical Roots.	1. Have students play online Review and Word Study games at <a href="http://SadlierConnect.com">SadlierConnect.com</a> .	1. Read or listen to the Reading Passage for the next Unit.

