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LEVEL A

Aligned to the

Texas Essential Knowledge and Skills for English Language Arts and Reading, Middle School

§110.18. English Language Arts and Reading, **Grade 6**

and

STAAR English I Assessment

Eligible Texas Essential Knowledge and Skills



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STAAR English I Assessment: Reporting Category 1

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, MIDDLE SCHOOL	STAAR ENGLISH I ASSESSMENT REPORTING CATEGORY 1	SADLIER VOCABULARY FOR SUCCESS, LEVEL A	
§110.18. ENGLISH LANGUAGE ARTS AND READING, GRADE 6	UNDERSTANDING AND ANALYSIS ACROSS GENRES	FEATURE / LOCATION	DESCRIPTION
<p>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to</p>		
<p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p>	<p>(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes; Supporting Standard</p>	<p>Word-Solving Strategies: Prefixes, 20 (<i>re-</i>), 54 (<i>trans-</i>; also <i>portare, mittere</i>), 98 (<i>in-</i>), 170 (<i>de-</i>; also <i>plere, tegere, caedere, facere, finis, and desperare</i>), 218 (<i>ap-</i>; also <i>pallir, propius, ad-</i>)</p> <p>Word-Solving Strategies: Roots, 122 (<i>latus, super</i>), 194 (<i>norma</i>; also <i>ex-, ab-</i>)</p> <p>Word-Solving Strategies: Suffixes, 78 (<i>-able</i>), 132 (<i>-ance</i>)</p>	<p>Students learn about Latin roots and affixes in Word-Solving Strategies activities. Each activity includes instruction with examples, followed by a "Be Careful!" box that describes irregular cases and gives examples. Finally, there is a set of problems in "Practice" where students expand their vocabulary by applying what they've learned, such as forming words by attaching a prefix or suffix to a specific root or base word.</p>
<p>(B) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words;</p>	<p>(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words; Readiness Standard</p>	<p>Word-Solving Strategies: Context Clues—Punctuation, 10; Embedded Definitions, 30; Restatement/Synonyms, 44; Examples, 64; Contrast/Antonyms, 88; Definition/Explanation, 112; Antonyms, 150; Inferences, 160; Inferences, 184; Synonyms, 204;</p>	<p>Word-Solving Strategies: Context Clues are mini-lessons that provide direct instruction on understanding and using specific types of context clues to clarify the meaning of unfamiliar or multiple meaning words.</p> <p>Succinctly stated instruction with</p>

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		Examples, 228; Antonyms, 238	<p>examples is followed by a "Be Careful!" box with exceptions to the rule and examples. Finally, there are two sets of exercises in the "Practice" section.</p> <p>Exercise A includes a reading selection with vocabulary words in context. Students write the featured word and its explanation in the first two boxes. In the third box they write the word meaning (based on context clues).</p> <p>For Exercise B, students write sentences with vocabulary words from the paragraph, applying the specific context clue featured in this mini-lesson.</p>
		<p>Introductory Passage, 2–3, 12–13, 22–23, 36–37, 46–47, 56–57, 70–71, 80–81, 90–91, 104–105, 114–115, 124–125, 142–143, 152–153, 162–163, 176–177, 186–187, 196–197, 210–211, 220–221, 230–231</p>	<p>The Introductory Passage provides a natural, multi-paragraph context for the 10 new words presented in the lesson. Many include supportive illustrations and photographs. Lesson words appear in boldface type and are highlighted in light violet. The passages develop high-interest science and social studies topics appropriate for middle school.</p>
		<p>Check for Understanding, 6, 16, 26, 40, 50, 60, 74, 84, 94, 108, 118,</p>	<p>For the Check for Understanding activity, students rely on single-</p>

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		128, 146, 156, 166, 180, 190, 200, 214, 224, 234	sentence context clues to choose and write in the lesson word that best completes each of the 12 sentences. Some words are used twice.
		Expand Word Meanings / Apply Other Meanings , 7, 17, 27, 41, 51, 61, 75, 85, 95, 109, 119, 129, 147, 157, 167, 181, 191, 201, 215, 225, 235	In Expand Word Meanings , students read a paragraph and use context clues to help discover additional meanings for some of the lesson words. For the Apply Other Meanings exercises, students use context clues to select the word from the Expand Word Meanings paragraph (at the top of the page) that best completes each sentence.
		Word Associations , 8, 17, 28, 42, 52, 62, 76, 86, 96, 110, 120, 130, 148, 158, 168, 182, 192, 216, 226, 236	In Word Associations , students rely on single-sentence context clues and what they know about the lesson word (in italics) to consider three choices before selecting the correct answer to the question.
		Check Again , 9, 19, 29, 43, 53, 63, 77, 87, 97, 111, 121, 131, 149, 159, 169, 183, 193, 203, 217, 227, 237	Check Again is an open-ended writing activity to help students use all taught meanings, triggered by context clues that accompany the featured vocabulary word.
		Practice for Tests , 11, 21, 31, 45,	The Practice for Tests is a 10-

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		55, 65, 79, 89, 99, 113, 123, 133, 151, 161, 171, 185, 195, 205, 219, 229, 239	question, multiple-choice/"fill in the bubble" format practice test covering all words taught in the lesson. This test-preparation activity appears at the end of each lesson. Students use single-sentence context clues to select the lesson word or descriptive phrase that best completes the sentence or answers the question.
		Synonyms and Antonyms , 32, 66, 100, 134, 172, 206, 240	The Synonyms and Antonyms activity found at the beginning of each Enrichment section uses context clues to guide students to an understanding of the relationship between word pairs that are synonyms or antonyms.
		Word Study: Denotation and Connotation , 33, 135, 241 Word Study: Idioms , 67, 173 Word Study: Proverbs , 101, 207	Word Study activities, located in the Enrichment section following every three lessons, help students understand positive and negative variations in meaning explained by connotations, the use of wise sayings (proverbs), and colloquial expressions (idioms). For each example of figurative language, students are provided sentences with context clues of embedded definitions.
		Vocabulary for Comprehension ,	Vocabulary for Comprehension

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		34, 68, 102, 136, 174, 208, 242	appears at the end of the Enrichment section (located at the end of every three lessons). Students read high-interest passages and use context and word study skills to determine the meaning of vocabulary words, within a critical reading, standardized-test format.
		Using Context , 137, 243	Using Context , in the Mid-Year and End-of-Year Reviews, challenges students to consider context clues in 10 sentences before deciding on which of two related forms of previously studied words best completes each sentence.
(C) complete analogies that describe part to whole or whole to part (e.g., ink:pen as page: ____ or pen:ink as book: ____);		Analogies , 138, 244	Students apply their understanding of meanings and word pair relationships in Analogies (part of the Mid-Year and End-of-Year Reviews).
(D) identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habeus corpus, e pluribus unum, bona fide, nemesis); and	(D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo); Supporting Standard	[not addressed at this level]	

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<p>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.</p>	<p>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology. Readiness Standard</p>	<p>Pronunciation Key, viii</p> <p>Word Meanings, 4, 14, 24, 38, 48, 58, 72, 82, 92, 106, 116, 126, 144, 154, 164, 178, 188, 198, 212, 222, 232</p> <p>Online Dictionary, vocabularyforsuccess.com</p> <p>Word-Solving Strategies: Context Clues, 20 (consult an Internet dictionary); Word-Solving Strategies: Root Words, TE 122 (look up unfamiliar words in a dictionary); Word-Solving Strategies: Roots, 160 (consult a dictionary; use a thesaurus); Word-Solving Strategies: Prefixes, 170 (check a dictionary); Word-Solving Strategies: Context Clues, 184 (use a dictionary); Word-Solving Strategies: Roots, 194 (check the meanings in a dictionary); Word-Solving Strategies: Prefixes, 218 (use a dictionary); Word-Solving Strategies: Context Clues, 238 (look the word up in an Internet dictionary)</p> <p>Word Study: Idioms, 67, 173 (use an online or print dictionary)</p>	<p>The Pronunciation Key, located at the beginning of the book, identifies the letters or combination of letters used to represent sounds of vocabulary words presented on the Word Meanings page of each lesson. These representations are similar to those found in dictionaries that feature student-friendly pronunciations. The Key includes vowels, consonants, stress, and abbreviations.</p> <p>The Word Meanings page lists each of the 10 new vocabulary words for the lesson, together with a student-friendly definition, pronunciation key (with syllabication and stress), and part or parts of speech.</p> <p>At the top of each Word Meanings page, students are referred to the Online Dictionary.</p> <p>In addition to the Online Dictionary, users of <i>Vocabulary for Success</i> have access to audio recordings of the introductory passage and all taught words.</p> <p>Several Word-Solving Strategies and Word Study activities include</p>

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		Word Study: Proverbs , 101, 207 (use an online or print dictionary)	instructions to use an online or print dictionary or thesaurus.

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TEKS FOR ENGLISH LANGUAGE ARTS AND READING, MIDDLE SCHOOL	STAAR ENGLISH I ASSESSMENT REPORTING CATEGORY 2	SADLIER VOCABULARY FOR SUCCESS, LEVEL A	
§110.18. ENGLISH LANGUAGE ARTS AND READING, GRADE 6	UNDERSTANDING AND ANALYSIS OF LITERARY TEXTS	FEATURE / LOCATION	DESCRIPTION
<p>(7) Reading/Comprehension of Literary Text/Literary Nonfiction. <i>Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.</i></p>	<p>(6) Reading/Comprehension of Literary Text/Literary Nonfiction. <i>Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to</i></p> <p>(A) analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event. Supporting Standard</p>	<p>Introductory Passages: Scientist of the Cosmos (obituary of Carl Sagan), 2–3; Cal Lun (biography), 104–105</p>	<p>The Introductory Passages represent a variety of nonfiction genres.</p>
<p>(8) Reading/Comprehension of Literary Text/Sensory Language. <i>Students understand, make</i></p>	<p>(7) Reading/Comprehension of Literary Text/Sensory Language. <i>Students understand, make</i></p>	<p>Word Study: Denotation and Connotation, 33, 135, 241</p>	<p>Word Study activities, located in the Enrichment section at the end of every three lessons, help</p>

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<p><i>inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.</i></p>	<p><i>inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to</i></p> <p>(A) explain the role of irony, sarcasm, and paradox in literary works. Supporting Standard</p>	<p>Word Study: Idioms, 67, 173 Word Study: Proverbs, 101, 207</p>	<p>students better understand the nature and use of figurative language.</p>

STAAR English I Assessment: Reporting Category 3

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§110.18. ENGLISH LANGUAGE ARTS AND READING, GRADE 6	UNDERSTANDING AND ANALYSIS OF INFORMATIONAL TEXTS	FEATURE / LOCATION	DESCRIPTION
<p>(9) Reading/Comprehension of Informational Text/Culture and History. <i>Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to compare</i></p>	<p>(8) Reading/Comprehension of Informational Text/Culture and History. <i>Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to</i></p>	<p>Introductory Passages: Travels of the Ancient Romans (travel log), 36–37; Egyptian Advances in Science (textbook entry), 114–115; The History of Skates (historical nonfiction), 124–125; The Mystery of the Minoans (mystery), 210–211</p>	<p>The Introductory Passages represent a variety of nonfiction genres.</p>

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<p><i>and contrast the stated or implied purposes of different authors writing on the same topic.</i></p>	<p>(A) explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author’s purpose. Readiness Standard</p>		
<p><i>(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</i></p> <ul style="list-style-type: none"> (A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions; (B) explain whether facts included in an argument are used for or against an issue; (C) explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint; and 	<p><i>(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to</i></p> <ul style="list-style-type: none"> (A) summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion; Readiness Standard (B) differentiate between opinions that are substantiated and unsubstantiated in the text; Supporting Standard (C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns. 	<p>Introductory Passages: Tsunami! (online feature article), 56–56; Miraculous Seaweed (expository essay), 142–143; The Dirt Under Your Feet (magazine article), 152–153</p>	<p>The Introductory Passages represent a variety of nonfiction genres.</p>

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(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	Readiness Standard		
<p>(11) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p> <p>(A) compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence; and</p> <p>(B) identify simply faulty reasoning used in persuasive texts.</p>	<p>(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to</p> <p>(A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; Supporting Standard</p> <p>(B) analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions. Supporting Standard</p>	<p>Introductory Passages: The Global Warming Debate (online editorial), 12–13; Why Take Risks to Explore? (persuasive essay), 46–47; Conserving Our Resources (letter to the editor), 162–163; Citizen for a Day (debate), 186–187</p>	<p>Introductory Passages model informational and persuasive text.</p>
<p>(12) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents.</p>	<p>(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents.</p>	<p>Introductory Passage: Surviving an Earthquake (how-to article), 70–71</p>	<p>The Introductory Passages represent a variety of nonfiction genres.</p>

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<p><i>Students are expected to:</i></p> <p>(A) follow multi-tasked instructions to complete a task, solve a problem, or perform procedures; and</p> <p>(B) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams</p>	<p><i>Students are expected to</i></p> <p>(A) analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications); Supporting Standard</p> <p>(B) analyze factual, quantitative, or technical data presented in multiple graphical sources. Supporting Standard</p>		
<p>(13) Reading/Media Literacy. <i>Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</i></p> <p>(A) explain messages conveyed in various forms of media;</p> <p>(B) recognize how various techniques influence viewers' emotions;</p> <p>(C) critique persuasive techniques (e.g., testimonials,</p>	<p>(12) Reading/Media Literacy. <i>Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students are expected to</i></p> <p>(A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts; Supporting Standard</p> <p>(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.</p>	<p>Introductory Passage: Teen Earns \$40,000 Science Prize (press release), 22–23; The Great Flood (photo essay), 90–91</p> <p>Online Resources: Watch an introductory video/Listen to this passage, 2, 12, 22, 36, 46, 56, 70, 80, 90, 104, 114, 124, 142, 152, 162, 176, 186, 196, 210, 220, 230</p>	<p>The Introductory Passages represent a variety of nonfiction genres.</p> <p>At the top of the first page of the Introductory Passage for each lesson is a reference to the online student video that introduces the lesson passage and demonstrates each word's meaning. In addition, there are audio recordings of the introductory passage and all taught words. These online resources. found at vocabularyforsuccess.com, expose students to various forms of media and digital media venues.</p>

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bandwagon appeal) used in media messages; and (D) analyze various digital media venues for levels of formality and informality.	Supporting Standard		

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<p>(19) Oral and Written Conventions/Conventions. <i>Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</i></p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <ul style="list-style-type: none"> (i) verbs (irregular verbs and active and passive voice); (ii) non-count nouns (e.g., 	<p>(17) [Oral and] Written Conventions/Conventions. <i>Students understand the function of and use the conventions of academic language when [speaking and] writing. Students are expected to</i></p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, [and speaking]: Readiness Standard</p>	<p>Word Meanings, 4, 14, 24, 38, 48, 58, 72, 82, 92, 106, 116, 126, 144, 154, 164, 178, 188, 198, 212, 222, 232</p>	<p>Word Meanings provides a descriptive list of all 10 lesson words and includes part of speech for each lesson word (noun, verb, adjective).</p>

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rice, paper); (iii) predicate adjectives (She is intelligent.) and their comparative and superlative forms (e.g., many, more, most);			
<p><i>(21) Oral and Written Conventions/ Spelling. Students spell correctly. Students are expected to:</i></p> <ul style="list-style-type: none"> (A) differentiate between commonly confused terms (e.g., its, it's; affect, effect); (B) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and (C) know how to use the spell-check function in word processing while understanding its limitations. 	<p><i>(19) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to</i></p> <ul style="list-style-type: none"> (A) spell correctly, including using various resources to determine and check correct spellings. Readiness Standard 	<p>Check for Understanding, 6, 16, 26, 40, 50, 60, 74, 84, 94, 108, 118, 128, 146, 156, 166, 180, 190, 200, 214, 224, 234</p>	<p>For the Check for Understanding activity, students use single-sentence context clues to guide them in choosing the lesson word that best completes each of the 12 sentences. Students can check the correct spelling before and after writing each lesson word by referring to the color-tinted box at the top of the page.</p>

Other TEKS Not Included in the STAAR ENGLISH I ASSESSMENT

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<p><i>(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.</i></p>	<p><i>[no corresponding STAAR item]</i></p>	<p>Introductory Passage, 2, 12, 22, 36, 46, 56, 70, 80, 90, 104, 114, 124, 142, 152, 162, 176, 186, 196, 210, 220, 230</p>	<p>Each lesson begins with a multi-paragraph Introductory Passage with grade-level text that affords students the opportunity to practice and improve reading fluency and comprehension.</p>
		<p>Expand Word Meanings, 7, 17, 27, 41, 51, 61, 75, 85, 95, 109, 119, 129, 147, 157, 167, 181, 191, 201, 215, 225, 235</p>	<p>Expand Word Meanings features a single-paragraph reading selection with embedded context clues to help students discover additional meanings for some of the lesson words. It is also an opportunity to develop fluency and apply reading comprehension skills.</p>
		<p>Vocabulary for Comprehension, 34, 68, 102, 136, 174, 208, 242</p>	<p>Vocabulary for Comprehension appears at the end of the Enrichment section (located at the end of every three lessons). Students read high-interest passages and use context and word study skills to determine the meaning of vocabulary words, within a critical reading, standardized-test format.</p>
<p><i>(28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply</i></p>	<p><i>[no corresponding STAAR item]</i></p>	<p>Talk About It, 3, 13, 23, 37, 47, 57, 71, 81, 91, 105, 115, 125, 143, 153, 163, 177, 187, 197, 211, 221, 231</p>	<p>Talk About It questions, located at the end of each introductory passage, guide students in their collaborative discussion of the</p>

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§110.18. ENGLISH LANGUAGE ARTS AND READING, GRADE 6		FEATURE / LOCATION	DESCRIPTION
<p><i>earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.</i></p>			<p>passages and use of newly introduced lesson words.</p>
		<p>Word Talk, 5, 15, 25, 39, 49, 59, 73, 83, 93, 107, 117, 127, 145, 155, 165, 179, 189, 199, 213, 223, 233</p>	<p>Word Talk is the second-day activity in which students work collaboratively in pairs to list concepts or items that fit in the same category as words from the lesson or draw illustrations that depict lesson words (for a word-guessing game like Pictionary). Additional collaborative word games and puzzles are available online at vocabularyforsuccess.com.</p>
		<p>Analogies, 138, 244</p>	<p>In Analogies, students are encouraged to work in pairs or small groups to complete challenging exercises exploring analogies (Mid-Year and End-of-Year Reviews).</p>
		<p>Word Relationships, 139, 245</p>	<p>With Word Relationships, students may work in pairs or small groups to complete challenging exercises involving relationships of word pairs (Mid-Year and End-of-Year Reviews).</p>