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LEVEL B

Aligned to the

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

§110.19. English Language Arts and Reading, Grade 7

and

STAAR English II Assessment

Eligible Texas Essential Knowledge and Skills



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STAAR English II Assessment: Reporting Category 1

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, MIDDLE SCHOOL	STAAR ENGLISH II ASSESSMENT REPORTING CATEGORY 1	SADLIER VOCABULARY FOR SUCCESS, LEVEL B	
§110.19. ENGLISH LANGUAGE ARTS AND READING, GRADE 7	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, 30 (<i>pre-</i>; also <i>via</i>); 88 (<i>ex-</i>; also <i>ponere, eternus, plorare, planus, extremus, pellere, plaudere, premere</i>); 170 (<i>inter-</i>)</p> <p>Word-Solving Strategies: Root Words, 54 (<i>man</i>; also <i>manus</i>; Greek: <i>mania</i>); 122 (<i>med-</i>; also <i>mederi</i>); 194 (<i>not</i>; also <i>notus, -fy, -ion, notare</i>); 238 (<i>rog-</i>; also <i>rogare</i>)</p> <p>Word-Solving Strategies: Suffixes, 10 (<i>-sion, -tion</i>; also <i>dimetiri</i>); 132 (<i>-ize</i>)</p>	<p>Students learn about Latin and Greek 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 (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous 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—Definition/Explanation, 20; Restatement/Synonym, 44; Examples, 64; Synonyms, 78; Embedded Definitions, 98; Synonyms, 112; Antonyms, 150; Punctuation, 160; Inferences, 184; Synonyms, 204; Embedded Definitions, 218; Inferences, 228</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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			<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 use single-</p>

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		128, 146, 156, 166, 180, 190, 200, 214, 224, 234	sentence context clues to guide them in choosing then writing in the lesson word that best completes each of the 12 sentences. Some lesson 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.

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		<p>Practice for Tests, 11, 21, 31, 45, 55, 65, 79, 89, 99, 113, 123, 133, 151, 161, 171, 185, 195, 205, 219, 229, 239</p>	<p>The Practice for Tests is a 10-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.</p>
		<p>Synonyms and Antonyms, 32, 66, 100, 134, 172, 206, 240</p>	<p>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.</p>
		<p>Word Study: Denotation and Connotation, 135, 241</p> <p>Word Study: Idioms, 33, 67, 173</p> <p>Word Study: Proverbs, 101, 207</p>	<p>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.</p>

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		<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>Using Context, 137, 243</p>	<p>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.</p>
<p>(C) complete analogies that describe part to whole or whole to part;</p>	<p>(C) infer word meaning through the identification and analysis of analogies and other word relationships; Supporting Standard</p>	<p>Analogies, 138, 244</p>	<p>Students develop their understanding of meanings and word-pair relationships in Analogies (part of the Mid-Year and End-of-Year Reviews). Program authors suggest assigning these challenging activities to students working collaboratively in pairs or small groups.</p>
<p>(D) identify the meaning of foreign words commonly used in written English with</p>	<p>(D) show the relationship between the origins and meaning of foreign words or</p>	<p>[not addressed at this level]</p>	

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<p>emphasis on Latin and Greek words (e.g., habeus corpus, e pluribus unum, bona fide, nemesis); and</p>	<p>phrases used frequently in written English and historical events or developments (e.g., glasnost, avant-garde, coup d'état); Supporting Standard</p>		
<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 Word Meanings, 4, 14, 24, 38, 48, 58, 72, 82, 92, 106, 116, 126, 144, 154, 164, 178, 188, 198, 212, 222, 232 Online Dictionary, vocabularyforsuccess.com Word-Solving Strategies: Context Clues, 20 (check a dictionary); Word-Solving Strategies: Prefixes, 30 (look it up in a dictionary); Word-Solving Strategies: Context Clues, 44 (use an Internet dictionary); Word-Solving Strategies: Root Words, 54 (check meanings in a dictionary); Word-Solving Strategies: Prefixes, 88 (use a dictionary); Word-Solving Strategies: Roots, 122 (consult a dictionary); Word-Solving Strategies: Roots, 194 (check your answers in a dictionary); Word-Solving Strategies: Context Clues, 228 (use an online or print dictionary); Word-Solving</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</i></p>

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		<p>Strategies: Roots, 238 (consult a dictionary)</p> <p>Word Study: Idioms, 33, 67, 173 (use an online or print dictionary);</p> <p>Word Study: Proverbs, 101, 207 (use an online or print dictionary)</p>	<p><i>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 instructions to use an online or print dictionary.</p>

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§110.19. ENGLISH LANGUAGE ARTS AND READING, GRADE 7	UNDERSTANDING AND ANALYSIS OF LITERARY TEXTS	FEATURE / LOCATION	DESCRIPTION
<p><i>(5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain a playwright's use of dialogue and stage directions.</i></p>	<p><i>(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to</i></p> <p>(A) archetypes and motifs in drama affect the plot of plays.</p> <p>Supporting Standard</p>	<p>Introductory Passages: A Robotics Championship (radio script), 230–231</p>	<p>The Introductory Passages include a dramatic script.</p>
<p><i>(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions</i></p>	<p><i>(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions</i></p>	<p>Introductory Passages: The Apprentice (diary), 104–105; A Great Lady Is Dead (obituary), 125–125; A Love of Science</p>	<p>The Introductory Passages represent a variety of nonfiction genres.</p>

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<p><i>about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.</i></p>	<p><i>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) evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction.</p> <p>Supporting Standard</p>	<p>(biography), 142–143; Seeing Double (personal narrative), 152–153; Ka-ching! (autobiography), 196–197; Robbed of Childhood (nonfiction narrative), 210–211</p>	
<p>(8) Reading/Comprehension of Literary Text/Sensory Language. <i>Students understand, make 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 determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.</i></p>	<p>(7) Reading/Comprehension of Literary Text/Sensory Language. <i>Students understand, make 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 function of symbolism, allegory, and allusions in literary works.</p> <p>Supporting Standard</p>	<p>Word Study: Denotation and Connotation, 135, 241</p> <p>Word Study: Idioms, 33, 67, 173</p> <p>Word Study: Proverbs, 101, 207</p>	<p>Word Study activities, located in the Enrichment section at the end of every three lessons, help students better understand the meaning and use of figurative language.</p>

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<p>(9) Reading/Comprehension of Informational Text/Culture and History. 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.</p> <p>Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text.</p>	<p>(8) Reading/Comprehension of Informational Text/Culture and History. 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</p> <p>(A) analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.</p> <p>Readiness Standard</p>	<p>Introductory Passages: Cells That Wouldn't Die (historical nonfiction). 12–13; When Marian Sang (newspaper article), 56–57; The Rush for Gold! (primary source), 176–177; I'll Trade You for That (expository essay), 186–187</p>	<p>The Introductory Passages represent a variety of nonfiction genres.</p>
<p>(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:</p> <p>(A) evaluate a summary of the</p>	<p>(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</p> <p>(A) summarize text and</p>	<p>Introductory Passages: Amazing Cells (textbook entry), 2–3; Citizen Power (online article), 36–37</p>	<p>The Introductory Passages represent a variety of nonfiction genres.</p>

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<p>original text for accuracy of the main ideas, supporting details, and overall meaning;</p> <p>(B) distinguish factual claims from commonplace assertions and opinions;</p> <p>(C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; and</p> <p>(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence.</p>	<p>distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique; Readiness Standard</p> <p>(B) distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts; Supporting Standard</p> <p>(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns. Readiness Standard</p>		
<p>(11) Reading/Comprehension of Informational Text/Persuasive Text. <i>Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</i></p> <p>(A) analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and</p>	<p>(10) Reading/Comprehension of Informational Text/Persuasive Text. <i>Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to</i></p> <p>(A) explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support</p>	<p>Introductory Passages: Our Future Is in Your Hands (speech), 46–47; Buy the Best (advertisement), 80–81; Abolish Serfdom Now! (persuasive essay), 114–115; Women's Rights (debate), 220–221</p>	<p>Introductory Passages model elements of informational and persuasive text.</p>

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<p>effect, analogy, authority) and identify the different types of evidence used to support the argument; and</p> <p>(B) identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.</p>	<p>the different viewpoints within those arguments; Supporting Standard</p>		
<p><i>(12) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</i></p> <p>(A) follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures; and</p> <p>(B) explain the function of the graphical components of a text.</p>	<p><i>(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to</i></p> <p>(A) evaluate text for the clarity of its graphics and its visual appeal; Supporting Standard</p> <p>(B) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics). Supporting Standard</p>	<p>Introductory Passage: Performing an Ollie (how-to article), 70–71</p>	<p>The Introductory Passages represent a variety of nonfiction genres.</p>
<p><i>(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to</i></p>	<p><i>(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact</i></p>	<p>Introductory Passages: Citizen Power (online article), 36–37; When Marian Sang (newspaper article), 56–57</p> <p>Online Resources: Watch an</p>	<p>The Introductory Passages include examples of writing for various forms of media.</p> <p>At the top of the first page of the Introductory Passage for each</p>

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<p><i>impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</i></p> <ul style="list-style-type: none"> (A) interpret both explicit and implicit messages in various forms of media; (B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message; (C) evaluate various ways media influences and informs audiences; and (D) assess the correct level of formality and tone for successful participation in various digital media. 	<p><i>meaning. Students are expected to</i></p> <ul style="list-style-type: none"> (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 (D) evaluate changes in formality and tone within the same medium for specific audiences and purposes. Supporting Standard 	<p>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>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 digital media.</p>

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§110.19. ENGLISH LANGUAGE ARTS AND READING, GRADE 7	EDITING	FEATURE / LOCATION	DESCRIPTION
<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) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>(i) commas after introductory words, phrases, and clauses;</p>	<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-Solving Strategies: Context Clues, 160 (Punctuation)</p>	<p>Word Meanings provides a descriptive list of all 10 lesson words and includes part of speech for each meaning of each lesson word (noun, verb, adjective, or adverb).</p> <p>In Word-Solving Strategies: Context Clues: Punctuation, students learn how a comma, dash, or quotation marks can be used to signal a definition or additional, related information, such as an appositive phrase.</p>
<p>(20) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. <i>Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</i></p> <p>(B) recognize and use punctuation marks including:</p>	<p>(17) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation. <i>Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to</i></p> <p>(B) use correct punctuation marks Readiness Standard</p>	<p>Word-Solving Strategies: Context Clues, 160 (Punctuation)</p>	<p>Word-Solving Strategies: Context Clues are mini-lessons that provide direct instruction on understanding and using specific types of context clues – including punctuation – to clarify the meaning of unfamiliar or multiple meaning words.</p> <p>Succinctly stated instruction with examples is followed by a "Be Careful!" box with exceptions to</p>

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(i) commas after introductory words, phrases, and clauses;	including (i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; Supporting Standard		the rule and examples. Finally, there are two sets of exercises in the "Practice" section. Exercise A includes a reading selection with vocabulary words in context. Students write the highlighted word and its punctuation-related context clue in the first two columns below the paragraph. In the third column they write the word meaning (based on the punctuation context clues). For Exercise B, students write sentences with the highlighted vocabulary words from the paragraph, using punctuation to signal a definition of the word.
<i>(21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</i>	<i>(19) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to</i> (A) spell correctly, including using various resources to determine and check correct spellings. Readiness Standard	Check for Understanding , 6, 16, 26, 40, 50, 60, 74, 84, 94, 108, 118, 128, 146, 156, 166, 180, 190, 200, 214, 224, 234	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.

Other TEKS Not Included in the STAAR ENGLISH II 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>(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to</i></p>	<p><i>[no corresponding STAAR item]</i></p>	<p>Introductory Passages: Fruit Fly, You're Just Like Me (compare-and-contrast essay), 22–23; Just Like an Olympian (training log). 90–91;</p>	<p>The Introductory Passages include a useful model for a compare-and-contrast and sequence of events essays.</p>

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<p><i>compose text. Students are expected to:</i></p> <p>(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;</p>		<p>The Science of Genetics (timeline), 162–163</p>	
<p><i>(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.</i></p>	<p><i>[no corresponding STAAR item]</i></p>	<p>Introductory Passages: Seeing Double (personal narrative), 152–153; Robbed of Childhood (nonfiction narrative), 210–211</p>	<p>The Introductory Passages include useful models for students' own personal narratives.</p>
<p><i>(28) Listening and Speaking/ Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.</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 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).</p>

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			Additional collaborative word games and puzzles are available online at vocabularyforsuccess.com .
		Analogies , 138, 244	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).
		Word Relationships , 139, 245	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).