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LEVEL C

Aligned to the

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

§110.20. English Language Arts and Reading, Grade 8

and

STAAR English III Assessment

Eligible Texas Essential Knowledge and Skills



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STAAR English III Assessment: Reporting Category 1

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, MIDDLE SCHOOL	STAAR ENGLISH III ASSESSMENT REPORTING CATEGORY 1	SADLIER VOCABULARY FOR SUCCESS, LEVEL C	
§110.20. ENGLISH LANGUAGE ARTS AND READING, GRADE 8	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>co-</i>, <i>com-</i>); 98 (<i>pro-</i>; also <i>prohibere, habere, falteri, gradi, jaceri, legein, movere, proprietas</i>; Greek: <i>protokollon, protos, kola</i>); 170 (<i>ab-</i>, <i>ad-</i>; also <i>trahere, aptare, tenere, battuere, ornare</i>)</p> <p>Word-Solving Strategies: Root Words, 54 (<i>dic, dict</i>; also <i>dicere, dicare, dire, veir, contra, -ion, in-, periodus, radix</i>); 122 (<i>clud</i>; also <i>claudere, pre-, ex-, -ion, -ary, se-, re-, con-</i>); 194 (<i>cap</i>; also <i>captus, captere, in, -ate, caput</i>); 228 (<i>cant, chant</i>; also <i>cantare, re-, en-, dis-, cantata, canto, chantey, cantine</i>; Greek: <i>kónóps</i>)</p> <p>Word-Solving Strategies: Suffixes, 78 (<i>-ify</i>; also <i>signum, magnificus, justus, petra, ratus, verus, qualis, fortis</i>); 132 (<i>-ly</i>; also <i>-al</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</p>	<p>(B) analyze textual context (within a sentence and in larger</p>	<p>Word-Solving Strategies: Context Clues—Punctuation, 10;</p>	<p>Word-Solving Strategies: Context Clues are mini-lessons that provide</p>

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<p>of text) to determine or clarify the meaning of unfamiliar or ambiguous words;</p>	<p>sections of text) to draw conclusions about the nuance in word meanings; Readiness Standard</p>	<p>Embedded Definitions, 30; Inferences, 44; Examples, 64; Antonyms, 88; Examples, 112; Antonyms, 150; Embedded Definitions, 160; Inferences, 184; Synonyms, 204; Inferences, 218; Examples, 238</p>	<p>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 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 highlighted word and its associated context clue 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 the highlighted 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–</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</p>

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		197, 210–211, 220–221, 230–231	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.
		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 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

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			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, 55, 65, 79, 89, 99, 113, 123, 133, 151, 161, 171, 185, 195, 205, 219, 229, 239	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.
		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 activities, located in the Enrichment section following every three lessons, help students understand positive and negative variations in meaning explained by

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		Word Study: Proverbs , 101, 207	connotations, the colorful 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 , 34, 68, 102, 136, 174, 208, 242	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.
		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;	(C) infer word meaning through the identification and analysis of analogies and other word relationships; Supporting Standard	Analogies , 138, 244	Students develop their understanding of meanings and word-pair relationships in Analogies (part of the Mid-Year and End-of-Year Reviews).

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			Program authors suggest assigning these challenging activities to students working collaboratively in pairs or small groups.
(D) identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna); and	(D) show recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; Supporting Standard	[not addressed at this level]	
(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	(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed. Readiness Standard	<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: Prefixes, 20 (use a dictionary); Word-Solving Strategies: Context Clues, 44 (use an Internet dictionary); Word-Solving Strategies: Root Words, 54 (check definitions in a dictionary); Word-Solving Strategies: Prefixes, 98 (look up definitions in a dictionary); Solving Strategies: Root Words, 122 (use a 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</p>

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		<p>Strategies: Prefixes, 170 (look up unfamiliar words in the dictionary); Word-Solving Strategies: Roots, 194 (check your answers in a dictionary); Word-Solving Strategies: Root Words, TE 228 (look up words in a dictionary); Word-Solving Strategies: Context Clues, 238 (consult a dictionary)</p> <p>Word Study: Idioms, 67, 173 (use an online or print dictionary); Word Study: Proverbs, 101, 207 (use an online or print dictionary)</p>	<p>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 involve the use of an online or print dictionary.</p>

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§110.20. ENGLISH LANGUAGE ARTS AND READING, GRADE 8	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</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>Introductory Passages: Who Was Here First? (radio script), 124–125</p>	<p>The Introductory Passages include a dramatic script.</p>

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<i>playwright's use of dialogue and stage directions.</i>	(A) analyze the themes and characteristics in different periods of modern American drama. Supporting Standard		
<p>(6) Reading/Comprehension of Literary Text/Fiction. <i>Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</i></p> <ul style="list-style-type: none"> (A) explain the influence of the setting on plot development; (B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; and (C) analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited. 	<p>(5) Reading/Comprehension of Literary Text/Fiction. <i>Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to</i></p> <ul style="list-style-type: none"> (A) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction; Readiness Standard (B) analyze the internal and external development of characters through a range of literary devices; Readiness Standard (C) analyze the impact of narration when the narrator's point of view shifts from one character to another. Supporting Standard 	<p>Introductory Passages: A Slave Remembers (fictional diary entry), 46–47; The Great Climb (fact-based fiction), 142–143</p>	<p>The Introductory Passages include a variety of fiction and nonfiction selections.</p>

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<p>(7) Reading/Comprehension of Literary Text/Literary Nonfiction. 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 describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.</p>	<p>(6) Reading/Comprehension of Literary Text/Literary Nonfiction. 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</p> <p>(A) analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.</p> <p>Supporting Standard</p>	<p>Introductory Passages: Tania León Follows Her Music (biography), 36–37; A Slave Remembers (fictional diary entry), 46–47; Following Lewis and Clark (travelogue), 56–57; Two-Time Nobel Prize Winner Dies (obituary), 80–81; Coming to Ellis Island (oral history), 104–105; Angel Island: A Letter Home (letter), 114–115; A Female Soldier (personal narrative), 210–211</p>	<p>The Introductory Passages represent a variety of nonfiction genres.</p>
<p>(8) Reading/Comprehension of Literary Text/Sensory Language. 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</p>	<p>(7) Reading/Comprehension of Literary Text/Sensory Language. 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</p>	<p>Word Study: Denotation and Connotation, 33, 135, 241</p> <p>Word Study: Idioms, 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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<i>analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.</i>	(A) analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works. Supporting Standard		

STAAR English III Assessment: Reporting Category 3

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, MIDDLE SCHOOL	STAAR ENGLISH III ASSESSMENT REPORTING CATEGORY 3	SADLIER VOCABULARY FOR SUCCESS, LEVEL C	
§110.20. ENGLISH LANGUAGE ARTS AND READING, GRADE 8	UNDERSTANDING AND ANALYSIS OF INFORMATIONAL TEXTS	FEATURE / LOCATION	DESCRIPTION
<i>(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. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text.</i>	<i>(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</i> (A) analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance. Readiness Standard	Introductory Passages: Following Lewis and Clark (travelogue), 56–57; President Lincoln Has Died! (archive newspaper article), 230–231	The Introductory Passages represent a variety of nonfiction genres.
<i>(10) Reading/Comprehension of Informational Text/Expository</i>	<i>(9) Reading/Comprehension of Informational Text/Expository</i>	Introductory Passages: The Life Cycle of a Star (textbook entry),	The Introductory Passages represent a variety of nonfiction

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<p><i>Text.</i> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <ul style="list-style-type: none"> (A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning; (B) distinguish factual claims from commonplace assertions and opinions; (C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; and (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><i>Text.</i> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to</p> <ul style="list-style-type: none"> (A) summarize a text in a manner that captures the author’s viewpoint, its main ideas, and its elements without taking a position or expressing an opinion; Readiness Standard (B) distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported; Supporting Standard (C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns. Readiness Standard 	<p>12–13; Is There Life on Mars? (informational article), 22–23; Do Cereals Really Contain Iron? (science experiment summary), 70–71; The Magic of Paragliding (magazine feature article), 162–163; Food We Can Use (interview), 196–197</p>	<p>genres.</p>
<p>(11) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions</p>	<p>(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions</p>	<p>Introductory Passages: Why Explore Space? (persuasive essay), 2–3; The Tennessee Coal Ash Case (editorial), 90–91; The Rights</p>	<p>Introductory Passages model elements of information and persuasive text.</p>

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<p><i>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 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><i>about persuasive text and provide evidence from text to support their analysis. Students are expected to</i></p> <p>(A) evaluate how the author’s purpose and stated or perceived audience affect the tone of persuasive texts. Supporting Standard</p>	<p>for All (speech), 176–177; Protecting the Wolf (profile), 186–187; Harriet Jacobs (book review), 220–221</p>	
<p>(12) Reading/Comprehension of Informational Text/Procedural Texts. <i>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>(11) Reading/Comprehension of Informational Text/Procedural Texts. <i>Students understand how to glean and use information in procedural texts and documents. Students are expected to</i></p> <p>(A) (A) evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts); Supporting Standard</p> <p>(B) translate (from text to graphic or from graphic to text)</p>	<p>Introductory Passage: Surfing the Big Waves (how-to article), 152–153</p>	<p>The Introductory Passages represent a variety of nonfiction genres.</p>

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	complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. Supporting Standard		
<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> <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 	<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> <ul style="list-style-type: none"> (A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts; Supporting Standard (D) evaluate changes in formality and tone across various media for different audiences and purposes. Supporting Standard 	<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>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 digital media.</p>

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various digital media.			

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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) identify, 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 (perfect and progressive tenses) and participles; (ii) appositive phrases; (iii) adverbial and adjectival phrases and clauses; 	<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 different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases);</p> <p>Supporting 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, 10 (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 or dash can be used to indicate additional, related information, such as an appositive phrase.</p>

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(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);			
<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>(i) commas after introductory words, phrases, and clauses; and</p>	<p>(18) [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>(A) correctly and consistently use conventions of punctuation and capitalization. Readiness Standard</p>	<p>Word-Solving Strategies: Context Clues, 10 (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 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 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).</p> <p>For Exercise B, students write sentences with the highlighted vocabulary words from the</p>

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			paragraph, using punctuation to signal a definition of the word.
<p><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></p>	<p><i>(19) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to</i> <i>(A) spell correctly, including using various resources to determine and check correct spellings. Readiness Standard</i></p>	<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 III 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>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>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 features a single-paragraph reading selection with embedded context clues to help students discover additional</p>

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			meanings for some of the lesson words. It is also an opportunity to develop fluency and apply reading comprehension skills.
		Vocabulary for Comprehension , 34, 68, 102, 136, 174, 208, 242	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.
<i>(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.</i>	<i>[no corresponding STAAR item]</i>	Introductory Passages: Coming to Ellis Island (interview/oral history), 104–105; Angel Island: A Letter Home (letter), 114–115; A Female Soldier (personal narrative), 210–211	The Introductory Passages include useful models for students' own personal narratives.
<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</i>	<i>[no corresponding STAAR item]</i>	Talk About It , 3, 13, 23, 37, 47, 57, 71, 81, 91, 105, 115, 125, 143, 153, 163, 177, 187, 197, 211, 221, 231	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.
		Word Talk , 5, 15, 25, 39, 49, 59, 73, 83, 93, 107, 117, 127, 145, 155,	Word Talk is the second-day activity in which students work collaboratively in pairs to list

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<p><i>limits for speakers, take notes, and vote on key issues.</i></p>		<p>165, 179, 189, 199, 213, 223, 233</p>	<p>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>