



# SADLIER VOCABULARY WORKSHOP

ENRICHED EDITION

**Level E**

Aligned to the  
**Texas Essential Knowledge and Skills** for English Language Arts and Reading, Subchapter C. High School — §110.32.  
English Language Arts and Reading, English II  
and  
**STAAR English II Assessment**

## CONTENTS

### KEY ALIGNED CONTENT

Page 2 (1) Reading/Vocabulary Development & STAAR Reporting Category 1

### ADDITIONAL ALIGNED CONTENT

Page 17 (9) Reading/Comprehension of Informational Text/Expository Text & STAAR Reporting Category 1

Page 19 (9) Reading/Comprehension of Informational Text/Expository Text & STAAR Reporting Category 3

Page 21 (15) Writing/Expository and Procedural Texts & STAAR Reporting Category 4

Page 24 (15) Writing/Expository and Procedural Texts / (16) Writing/Persuasive Texts & STAAR Reporting Category 5

Page 27 (16) Oral and Written Conventions/Spelling & STAAR Reporting Category 6

**KEY ALIGNED CONTENT**

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH II ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL E													
§110.32. English Language Arts and Reading, English II	Understanding and Analysis Across Genres	Feature / Location	Description												
<p>(1) <b>Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>(1) <b>Reading/Vocabulary Development.</b> Students are expected to understand new vocabulary and use it when reading and writing. Students are expected to</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;</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;; <b>Supporting Standard</b></p>	<p><b>Vocabulary Strategy: Word Structure</b>—p. 8</p> <p><i>Examples [Level E, p. 8]</i></p> <p><b>Prefixes, suffixes, and roots, or bases,</b> are word parts. One strategy for determining an unknown word's meaning is to "take apart" the word and think about the parts.</p> <table border="1" data-bbox="1062 1000 1503 1097"> <thead> <tr> <th>Prefix</th> <th>Meaning</th> <th>Sample Words</th> </tr> </thead> <tbody> <tr> <td>com-, con-</td> <td>together, with</td> <td>compatriot, contact</td> </tr> </tbody> </table> <p>A <b>base</b> or <b>root</b> is the main part of a word to which prefixes and suffixes may be added. The following lists may help you figure out the meaning of new or unfamiliar words.</p> <table border="1" data-bbox="1062 1292 1503 1357"> <thead> <tr> <th>Greek Root</th> <th>Meaning</th> <th>Sample Words</th> </tr> </thead> <tbody> <tr> <td>-gnos</td> <td>know</td> <td>diagnostic</td> </tr> </tbody> </table>	Prefix	Meaning	Sample Words	com-, con-	together, with	compatriot, contact	Greek Root	Meaning	Sample Words	-gnos	know	diagnostic	<p>In <b>Vocabulary Strategy: Word Structure</b>, students learn about word parts—prefixes, suffixes, and roots or bases. Additional instruction is provided on the <b>Classical Roots</b> page of the <b>Word Study</b> section.</p>
Prefix	Meaning	Sample Words													
com-, con-	together, with	compatriot, contact													
Greek Root	Meaning	Sample Words													
-gnos	know	diagnostic													

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH II ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL E			
§110.32. English Language Arts and Reading, English II	Understanding and Analysis Across Genres	Feature / Location		Description	
		Latin Root -tain-, -ten, -tin-	Meaning hold, keep	Sample Words contain, tenure, retinue	<p>In <b>Word Study: Classical Roots</b>, students discover how words with a pattern of shared Latin or Greek roots may vary in structure while retaining similarities in meaning.</p>
(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;	(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words; <b>Readiness Standard</b>	<p><b>Word Study: Classical Roots—</b> Review Units 1–3 (<b>mis, miss, mit</b>), p. 49; Review Units 4–6 (<b>fac, fact</b>), p. 87; Review Units 7–9 (<b>voc, vok</b>), p. 125; Review Units 10–12 (<b>dem, pan</b>), p. 163; Review Units 13–15 (<b>sed, sess, sid</b>), p. 201</p> <p><i>Example [Level E, Review Units 1–3, p. 49]</i></p> <p>5. to release or send forth (“send out”)</p> <p>Crickets <b>emit</b> a shrill chirp by rubbing their wings together.</p>		<p>In <b>Word Study: Classical Roots</b>, students discover how words with a pattern of shared Latin or Greek roots may vary in structure while retaining similarities in meaning.</p>	
		<p><b>Vocabulary Strategy: Using Context—</b>p. 7</p> <p><i>Example [Level E, p. 7]</i></p> <p>A <b>contrast clue</b> consists of an <i>antonym</i> for or a phrase that means the opposite of the missing word. For example:</p> <p>“My view of the situation may be far too <b>rosy</b>,” I admitted. “On the other hand, yours may be a bit (<b>optimistic, bleak</b>).”</p> <p>In this sentence, <i>rosy</i> is an antonym of the missing word, <i>bleak</i>. This is confirmed by the presence of the phrase <i>on the</i></p>		<p>In <b>Vocabulary Strategy: Using Context</b>, students learn to recognize and use context clues in order to decode unfamiliar words they encounter in their reading.</p> <p>The three types of context clues taught in the program include <b>restatement clue, contrast clue, and inference clue.</b></p>	

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH II ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL E	
§110.32. English Language Arts and Reading, English II	Understanding and Analysis Across Genres	Feature / Location	Description
		<i>other hand</i> , which indicates that the answer must be the opposite of <i>rosy</i> .	
		<p><b>Reading Passages</b>—Unit 1 "The Globe Theatre: Then and Now" [Historical Nonfiction], pp. 12–13; Unit 2 "Fashion Victims" [Informational Essay], pp. 22–23; Unit 3 "Finding the Facts: Techniques of Modern Crime-Scene Investigation" [Expository Essay], pp. 32–33; Unit 4 "Patronage of the Arts: Help or Hindrance?" [Narrative Nonfiction], pp. 50–51; Unit 5 "Democracy: From Athens to America" [Speech], pp. 60–61; Unit 6 "When the Wall Came Tumbling Down" [Oral History], pp. 70–71; Unit 7 "Emmeline Pankhurst" [Biographical Sketch], pp. 88–89; Unit 8 "Anita Stockton Talks about Risk and Reward on the Stock Market" [Interview with an Expert], pp. 98–99; Unit 9 "The Last Day in Pompeii" [Diary Entry], pp. 108–109; Unit 10 "Hakoah Athletes: From Strength to Victory" [Historical Nonfiction], pp. 126–127; Unit 11 "Should Government Sponsor the</p>	<p>At least 15 of the 20 Unit vocabulary words are introduced within the context of a two-page, multi-paragraph <b>Reading Passage</b>. Students read the words in context to activate prior knowledge, draw on context clues to determine the meaning of unfamiliar words, then apply what they learn throughout the Unit and the Review.</p>

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH II ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL E	
§110.32. English Language Arts and Reading, English II	Understanding and Analysis Across Genres	Feature / Location	Description
		<p>Arts?" [Debate], pp. 136–137; Unit 12 "Do Not Forget Our Earliest Cultures" [Letter to the Editor], pp. 146–147; Unit 13 "Life on the High Seas" [Log], pp. 164–165; Unit 14 "A Short History of Hygiene" [Informational Essay], pp. 174–175; Unit 15 "World-Famous Dance Troupe Announces First U.S. Tour" [Press Release], pp. 184–185</p> <p><i>Example [Level E, Unit 11, p. 136]</i></p> <p>Without government subsidies, arts such as regional dance companies, local playhouses, and art institutes face <b>stark</b> and unpleasant futures. Museums will be unable to maintain their artistic <b>integrity</b> if they have to <b>placate</b> wealthy donors who possess a merely <b>superficial</b> knowledge of art— or no knowledge at all.</p>	
		<p><b>Definitions</b>—Unit 1, pp. 14–15; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188</p>	<p>In the <b>Definitions</b> section that follows each Reading Passage, students see the importance of context as they read each illustrative sentence then write the Unit word in the blank in order to complete the sentence. This activity prepares for the student for the more challenging</p>

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH II ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL E	
§110.32. English Language Arts and Reading, English II	Understanding and Analysis Across Genres	Feature / Location	Description
		<p><i>Example [Level E, Unit 3, p. 36]</i>                      In most cultures, people try to <u>perpetuate</u> the customs of their ancestors.</p>	<p>"complete-the-sentence-using-context-clues" exercises in each Unit.</p>
		<p><b>Choosing the Right Word</b>—Unit 1, pp. 17–18; Unit 2, pp. 27–28; Unit 3, pp. 37–38; Unit 4, pp. 55–56; Unit 5, pp. 65–66; Unit 6, pp. 75–76; Unit 7, pp. 93–94; Unit 8, pp. 103–104; Unit 9, pp. 113–114; Unit 10, pp. 131–132; Unit 11, pp. 141–142; Unit 12, pp. 151–152; Unit 13, pp. 169–170; Unit 14, pp. 179–180; Unit 15, pp. 189–190</p> <p><i>Example [Level E, Unit 9, p. 113]</i>                      7. Your (<b>ardent, brash</b>) interest in ecology shows that you care deeply about the welfare of this planet.</p>	<p>The <b>Choosing the Right Word</b> exercises present a pair of words. Students consider figurative, extended, or abstract meanings before selecting the word that best fits the <b>context</b> of the given sentence.</p>
		<p><b>Synonyms</b>—Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190</p> <p><i>Example [Level E, Unit 3, p. 38]</i></p>	<p>The <b>Synonyms</b> activity for each Unit requires students to rely on context clues to help find a Unit word to match each given synonym.</p>

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH II ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL E	
§110.32. English Language Arts and Reading, English II	Understanding and Analysis Across Genres	Feature / Location	Description
		<p>1. <b>pestered</b> by flies and mosquitoes <u>harassed</u></p>	
		<p><b>Antonyms</b>—Unit 1, p. 19; Unit 2, p. 29; Unit 3, p. 39; Unit 4, p. 57; Unit 5, p. 67; Unit 6, p. 77; Unit 7, p. 95; Unit 8, p. 105; Unit 9, p. 115; Unit 10, p. 133; Unit 11, p. 143; Unit 12, p. 153; Unit 13, p. 171; Unit 14, p. 181; Unit 15, p. 191</p> <p><i>Example [Level E, Unit 15, p. 191]</i></p> <p>3. an extremely <b>pleasant</b> manner <u>abrasive</u></p>	<p>The <b>Antonyms</b> activity for each Unit requires students to use context clues to help find a Unit word to match each given synonym.</p>
		<p><b>Completing the Sentence</b>—Unit 1, pp. 19–20; Unit 2, pp. 29–30; Unit 3, pp. 39–40; Unit 4, pp. 57–58; Unit 5, pp. 67–68; Unit 6, pp. 77–78; Unit 7, pp. 95–96; Unit 8, pp. 105–106; Unit 9, pp. 115–116; Unit 10, pp. 133–134; Unit 11, pp. 143–144; Unit 12, pp. 153–154; Unit 13, pp. 171–172; Unit 14, pp. 181–182; Unit 15, pp. 191–192</p> <p><i>Example [Level E, Unit 4, p. 57]</i></p> <p>4. Antibiotics were once considered wonder drugs, but we now know that they are not <b>panaceas</b> for all our</p>	<p>For <b>Completing the Sentence</b>, students rely on embedded context clues to help them choose and write the word that logically and/or figuratively fits into a blank in a given sentence.</p>

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§110.32. English Language Arts and Reading, English II	Understanding and Analysis Across Genres	Feature / Location	Description
		<p>physical ailments.</p> <p><b>Vocabulary in Context: Literary Text</b>—Unit 1 [Charles Dickens], p. 21; Unit 2 [Edgar Allan Poe], p. 31; Unit 3 [Anne Bronte], p. 41; Unit 4 [Louisa May Alcott], p. 59; Unit 5 [Willa Cather], p. 69; Unit 6 [Emily Bronte], p. 79; Unit 7 [Charles Dickens], p. 97; Unit 8 [Alexandre Dumas], p. 107; Unit 9 [James Fenimore Cooper], p. 117; Unit 10 [Charlotte Bronte], p. 135; Unit 11 [Sir Arthur Conan Doyle], p. 145; Unit 12 [Charles Dickens], p. 155; Unit 13 [George Eliot], p. 173; Unit 14 [Nathaniel Hawthorne], p. 183; Unit 15 [Jane Austen], p. 193</p> <p><i>Example [Level E, Unit 12, p. 155]</i></p> <p>2. “And couldn’t Uncle Pumblechook, being always considerate and thoughtful for us—though you may not think it, Joseph,” in a tone of the deepest reproach, as if he were the most callous of nephews, “then mention this boy, standing Prancing here”—which I solemnly declare I was not doing—“that I have for ever been a willing slave to?”</p> <p>A <b>callous</b> person is NOT</p>	<p>The <b>Vocabulary in Context: Literary Text</b> pages contain excerpts from classic literature. Each excerpt uses one of the vocabulary words from the Unit and provides students with exposures to the vocabulary in the context of authentic literature.</p> <p>In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context.</p>



TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH II ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL E	
§110.32. English Language Arts and Reading, English II	Understanding and Analysis Across Genres	Feature / Location	Description
		a. cruel                      c. caring b. careful                    d. thoughtless	
		<p><b>Vocabulary for Comprehension</b>—Review Units 1–3 [Julia Child], pp. 42–43; Review Units 4–6 [Butterfly populations in decline], pp. 80–81; Review Units 7–9 [The California Gold Rush], pp. 118–119; Review Units 10–12 [The Colorado River], pp. 156–157; Review Units 13–15 [Isaac Asimov], pp. 194–195</p> <p><i>Example [Level E, Review Units 4–6, pp. 80–81]</i></p> <p>Nor do you need to work as hard as other gardeners to <b>suppress</b> weeds and wildflowers. Even crabgrass provides food for some species of caterpillars.</p> <p><b>8. Suppress</b> (line 44) most nearly means</p> <ul style="list-style-type: none"> <li>a. promote</li> <li>b. irrigate</li> <li>c. spread</li> <li>d. avoid</li> <li>e. stifle</li> </ul>	<p>The <b>Vocabulary for Comprehension</b> section is designed to help students prepare for the reading sections of standardized tests. Students read a passage of expository or informational text then answer vocabulary-in-context questions.</p>
		<p><b>Two-Word Completions</b>—Review Units 1–3, p. 44; Review Units 4–6, p. 82; Review Units 7–9, p. 120; Review Units 10–12, p. 158; Review Units</p>	<p>In <b>Two-Word Completions</b>, students practice with word-omission (cloze) exercises that appear on college entrance exams,</p>

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH II ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL E	
§110.32. English Language Arts and Reading, English II	Understanding and Analysis Across Genres	Feature / Location	Description
		<p>13–15, p. 196</p> <p><i>Example [Level E, Review Units 1–3, p. 44]</i></p> <p>6. I have _____ chosen an excerpt from the president’s inaugural address that I’d like to use in my report. Unfortunately, the passage is far too long to reproduce _____.</p> <p>a. tentatively . . . verbatim                      b. stolidly . . . coerce                      c. meticulously . . . reiterate                      d. feasibly . . . liquidate</p>	<p>including the SAT. Students use embedded context clues to identify the correct choices.</p>
		<p><b>Word Study: Adages, Idioms, and Proverbs</b>—Review Units 1–3 [Choosing the Right Adage], p. 45; Review Units 4–6 [Choosing the Right Idiom], p. 83; Review Units 7–9 [Choosing the Right Idiom], p. 118; Review Units 10–12 [Choosing the Right Idiom], p. 159; Review Units 13–15 [Choosing the Right Proverb], p. 197</p> <p><i>Example [Level E, Review Units 13–15, p. 197]</i></p> <p>6. After I scored the winning goal, I twisted my ankle badly, but I decided to <b>take the bitter with the sweet</b>.</p>	<p>As part of the <b>Word Study</b> lessons in each Review, the <b>Choosing the Right Adage/Idiom/Proverb</b> activity helps students practice using context clues to figure out the meaning of figurative expressions.</p>

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§110.32. English Language Arts and Reading, English II	Understanding and Analysis Across Genres	Feature / Location	Description
		<p>_____</p> <p><b>Word Study: Expressing the Connotation</b>—Review Units 1–3 [Expressing the Connotation], p. 48; Review Units 4–6 [Expressing the Connotation], p. 86; Review Units 7–9 [Expressing the Connotation], p. 124; Review Units 10–12 [Expressing the Connotation], p. 162; Review Units 13–15 [Expressing the Connotation], p. 200</p> <p><i>Example [Level E, Review Units 4–6, p. 86]</i></p> <p><b>neutral 8.</b> I greatly (<b>esteem, respect</b>) those who do good deeds anonymously, without any expectation of reward.</p>	<p>In <b>Word Study: Expressing the Connotation</b>, students read each sentence then consider context clues before selecting one of two vocabulary words that best expresses the desired connotation (positive, negative, or neutral).</p>
		<p><b>Word Study: Classical Roots</b>—Review Units 1–3 (<b>mis, miss, mit</b>), p. 49; Review Units 4–6 (<b>fac, fact</b>), p. 87; Review Units 7–9 (<b>voc, vok</b>), p. 125; Review Units 10–12 (<b>dem, pan</b>), p. 163; Review Units 13–15 (<b>sed, sess, sid</b>), p. 201</p> <p><i>Example [Level E, Review Units 1–3, p. 49]</i></p>	<p>In <b>Word Study: Classical Roots</b>, students use context clues to help choose which word based on the featured root best completes the sentence.</p>

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§110.32. English Language Arts and Reading, English II	Understanding and Analysis Across Genres	Feature / Location	Description						
<p>(C) infer word meaning through the identification and analysis of analogies and other word relationships;</p>	<p>(c) infer word meaning through the identification and analysis of analogies and other word relationships; <b>Supporting Standard</b></p>	<p>5. to release or send forth (“send out”) Crickets <b>emit</b> a shrill chirp by rubbing their wings together.</p>							
		<p><b>Working with Analogies</b>—p. 11 <i>Example [Level E, p. 11]</i> In the <b>Analogies</b> exercises in the Final Mastery Test, you will be asked to complete analogies—that is, to choose the pair of words that best matches or parallels the relationship of the key, or given, pair of words. Here [is one example]:</p> <p>1. <b>maple</b> is to <b>tree</b> as</p> <ul style="list-style-type: none"> <li>a. acorn is to oak</li> <li>b. hen is to rooster</li> <li>c. rose is to flower</li> <li>d. shrub is to lilac</li> </ul> <p>Here are examples of some other common analogy relationships:</p> <table border="1" data-bbox="1052 1117 1514 1308"> <thead> <tr> <th data-bbox="1052 1117 1276 1149">Analogy</th> <th data-bbox="1276 1117 1514 1149">Key Relationship</th> </tr> </thead> <tbody> <tr> <td data-bbox="1052 1149 1276 1214"><b>eyes</b> are to <b>see</b> as</td> <td data-bbox="1276 1149 1514 1214">You use your <b>eyes</b> to <b>see</b> with, just as</td> </tr> <tr> <td data-bbox="1052 1214 1276 1279"><b>ears</b> are to <b>hear</b></td> <td data-bbox="1276 1214 1514 1279">you use your <b>ears</b> to <b>hear</b> with.</td> </tr> </tbody> </table>	Analogy	Key Relationship	<b>eyes</b> are to <b>see</b> as	You use your <b>eyes</b> to <b>see</b> with, just as	<b>ears</b> are to <b>hear</b>	you use your <b>ears</b> to <b>hear</b> with.	<p>Located in the textbook front matter, <b>Working with Analogies</b> helps students better understand analogies—a relationship or comparison between two sets of words linked by a word or a symbol that stands for an equals (=) sign.</p> <p>Students encounter many different kinds of relationships represented in the analogy questions in the <b>Final Mastery Test</b>.</p>
		Analogy	Key Relationship						
<b>eyes</b> are to <b>see</b> as	You use your <b>eyes</b> to <b>see</b> with, just as								
<b>ears</b> are to <b>hear</b>	you use your <b>ears</b> to <b>hear</b> with.								
<p><b>Final Mastery Test: Analogies</b>—p. 203</p>	<p>For <b>Final Mastery Test: Analogies</b>, students select the item that best</p>								

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§110.32. English Language Arts and Reading, English II	Understanding and Analysis Across Genres	Feature / Location	Description
<p>(D) show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., <i>glasnost</i>, <i>avant-garde</i>, <i>coup d'état</i>); and</p>	<p>(D) show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., <i>glasnost</i>, <i>avant-garde</i>, <i>coup d'état</i>); <b>Supporting Standard</b></p>	<p>[Not addressed.]</p>	<p>completes the comparison of two pairs of related 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.</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. <b>Readiness Standard</b></p>	<p><b>Word Study: Denotation and Connotation</b>—Review Units 1–3, p. 47; Review Units 4–6, p. 85; Review Units 7–9, p. 123; Review Units 10–12, p. 161; Review Units 13–15, p. 199 <i>Example [Level E, Review Units 1–3, p. 47]</i> <b>Shades of Meaning</b> 1. insidious – 2. fortitude + 3. unkempt –</p>	<p>Each <b>Word Study: Denotation and Connotation</b> lesson provides instruction and practice understanding the denotation and connotation of words. After an introductory discussion, students are presented with a set of synonyms. Next, they organize several words according to connotations: positive (+), negative (–), or neutral (0). Then they analyze the positive, negative, or neutral connotation of several words in the last set of</p>

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH II ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL E	
§110.32. English Language Arts and Reading, English II	Understanding and Analysis Across Genres	Feature / Location	Description
		<p><b>Definitions</b>—Unit 1, pp. 14–15; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188</p> <p><b><u>Example [Level E, Unit 7, p. 91]</u></b></p> <p><b>9. implicate</b> (im' plə kät) (v.) to involve in; to connect with or be related to</p> <p>The suspects never stood trial because there was no solid evidence to <u>implicate</u> them in the daring series of robberies.</p> <p>SYNONYMS: incriminate, entangle</p> <p>ANTONYMS: absolve, exculpate</p> <p><b>Synonyms</b>—Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152;</p>	<p>exercises, <b>Shades of Meaning</b>.</p> <p>The three-page <b>Definitions</b> section at the beginning of each Unit serves as a master reference of information for each of the Unit words. The 20 words in the numbered study list are presented in alphabetical order in a dictionary-style format.</p> <p>Students are instructed to note carefully the spelling, pronunciation, part or parts of speech, and definition for each new word. There is also an illustrative sentence, plus synonyms and antonyms.</p> <p>For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.</p> <p>For the <b>Synonyms</b> activity in each Unit, students are directed to use a dictionary if necessary.</p>

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH II ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL E	
§110.32. English Language Arts and Reading, English II	Understanding and Analysis Across Genres	Feature / Location	Description
		Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190  <i>Example [Level E, Unit 3, p. 38]</i> 1. <b>pestered</b> by flies and mosquitoes <u>harassed</u>	
		<b>Antonyms</b> —Unit 1, p. 19; Unit 2, p. 29; Unit 3, p. 39; Unit 4, p. 57; Unit 5, p. 67; Unit 6, p. 77; Unit 7, p. 95; Unit 8, p. 105; Unit 9, p. 115; Unit 10, p. 133; Unit 11, p. 143; Unit 12, p. 153; Unit 13, p. 171; Unit 14, p. 181; Unit 15, p. 191  <i>Example [Level E, Unit 15, p. 191]</i> 3. an extremely <b>pleasant</b> manner <u>abrasive</u>	For the <b>Antonyms</b> activity in each Unit, students are directed to use a dictionary if necessary.
		<b>Word Study: Writing with Adages</b> —Review Units 1–3, p. 46; <b>Writing with Idioms</b> —Review Units 4–6, p. 84; <b>Writing with Idioms</b> —Review Units 7–9, p. 122; <b>Writing with Idioms</b> —Review Units 10–12, p. 160; <b>Writing with Proverbs</b> —Review Units 13–15, p. 198	Students are directed to use a print or online dictionary as needed.
		<b>Word Study: Classical Roots</b> —Review Units 1–3, p. 49; Review	Students are directed to use a print or online dictionary as

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH II ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL E	
§110.32. English Language Arts and Reading, English II	Understanding and Analysis Across Genres	Feature / Location	Description
		Units 4–6, p. 87; Review Units 7–9, p. 125; Review Units 10–12, p. 163; Review Units 13–15, p. 201	needed.
		<b>Online Components: iWords Audio Program</b> — <a href="http://vocabularyworkshop.com">vocabularyworkshop.com</a>	The online <b>iWords Audio Program</b> provides word pronunciations, definitions, and examples of usage for every vocabulary word taught at this level.



**ADDITIONAL ALIGNED CONTENT**

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH II ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL E	
§110.32. English Language Arts and Reading, English II	Understanding and Analysis Across Genres	Feature / Location	Description
<p>(9) <b>Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.</p>	<p>(9) <b>Reading Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.</p>	<p><b>Vocabulary and Reading</b>—pp. 9–10  <i>Example [Level E, pp. 9–10]</i>  <b>Inference Questions</b> ask you to make inferences or draw conclusions from the passage. These questions often begin like this:</p> <ul style="list-style-type: none"> <li>• It can be inferred from the passage that . . .</li> <li>• The author implies that . . .</li> <li>• Evidently the author feels that . . .</li> </ul>	<p>Located in the textbook front matter, <b>Vocabulary and Reading</b> explains that word knowledge is essential to reading comprehension, also the importance of being able to use context clues to figure out the meaning of unfamiliar words when reading.</p>
	<p>(Figure 19)  <b>Reading/Comprehension Skills.</b>                      Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. The student is expected to</p> <p>(B) make complex inferences about text and use textual evidence to support understanding. <b>Readiness Standard</b></p>		

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH II ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL E	
§110.32. English Language Arts and Reading, English II	Understanding and Analysis Across Genres	Feature / Location	Description
		<p><b>Vocabulary for Comprehension—</b> Review Units 1–3 [Julia Child], pp. 42–43; Review Units 4–6 [Butterfly populations in decline], pp. 80–81; Review Units 7–9 [The California Gold Rush], pp. 118–119; Review Units 10–12 [The Colorado River], pp. 156–157; Review Units 13–15 [Isaac Asimov], pp. 194–195</p> <p><u>Examples [Level E, Review Units 1–3, p. 43]</u></p> <p>5. Evidently Julia Child’s interest in cooking can be attributed, in part, to</p> <ul style="list-style-type: none"> <li>a. the influence of her husband</li> <li>b. her education at the Cordon Bleu</li> <li>c. her friendship with Simone Beck</li> <li>d. her early childhood</li> <li>e. a love of travel</li> </ul> <p>9. The One of Julia Child’s notable achievements was convincing the American public that</p> <ul style="list-style-type: none"> <li>a. cooking is serious business</li> <li>b. anyone can cook French cuisine</li> <li>c. low-fat meals can be prepared quickly</li> <li>d. French cuisine is superior to</li> </ul>	<p>Author's Technique.</p> <p>The <b>Vocabulary for Comprehension</b> section is designed to help students prepare for the reading sections of standardized tests. Students read a passage of expository or informational text then answer vocabulary-in-context questions.</p> <p>There are also comprehension questions covering main idea, relevant details, inferences, and author's point of view and purpose.</p>

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH II ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL E	
§110.32. English Language Arts and Reading, English II	Understanding and Analysis Across Genres	Feature / Location	Description
		American cuisine e. the Cordon Bleu is the best place to study classical French cooking	

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH II ASSESSMENT Reporting Category 3	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL E	
§110.32. English Language Arts and Reading, English II	Understanding and Analysis of Informational Texts	Feature / Location	Description
<p>(9) <b>Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.</p>	<p>(9) <b>Reading Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.</p> <p>(Figure 19) <b>Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. The student is expected to</p> <p>(B) make complex inferences about text and use textual</p>	<p><b>Vocabulary and Reading</b>—pp. 9–10 <i>Example [Level E, pp. 9–10]</i> <b>Inference Questions</b> ask you to make inferences or draw conclusions from the passage. These questions often begin like this:</p> <ul style="list-style-type: none"> <li>• It can be inferred from the passage that . . .</li> <li>• The author implies that . . .</li> <li>• Evidently the author feels that . . .</li> </ul> <p>The inferences you make and the conclusions you draw must be based on the information in the passage. Your own knowledge and reasoning come into play in understanding what is implied and in reaching conclusions that are logical.</p>	<p>Located in the textbook front matter, <b>Vocabulary and Reading</b> explains that word knowledge is essential to reading comprehension, also the importance of being able to use context clues to figure out the meaning of unfamiliar words when reading.</p> <p>There are three types of activities or lessons in the program that combine vocabulary development and reading comprehension: <b>Reading Passages, Vocabulary in Context</b>, and <b>Vocabulary for Comprehension</b>.</p> <p>Students receive instruction on preparing for the kinds of questions that accompany</p>

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH II ASSESSMENT Reporting Category 3	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL E	
§110.32. English Language Arts and Reading, English II	Understanding and Analysis of Informational Texts	Feature / Location	Description
	evidence to support understanding. <b>Readiness Standard</b>		extended reading selections: Main Idea Questions, Detail Questions, Vocabulary-in-Context Questions, <b>Inference Questions</b> , Questions About Tone, and Questions About Author's Technique.
		<p><b>Vocabulary for Comprehension—</b> Review Units 1–3 [Julia Child], pp. 42–43; Review Units 4–6 [Butterfly populations in decline], pp. 80–81; Review Units 7–9 [The California Gold Rush], pp. 118–119; Review Units 10–12 [The Colorado River], pp. 156–157; Review Units 13–15 [Isaac Asimov], pp. 194–195</p> <p><u>Examples [Level E, Review Units 1–3, p. 43]</u></p> <p><b>5.</b> Evidently Julia Child's interest in cooking can be attributed, in part, to</p> <ul style="list-style-type: none"> <li><b>a.</b> the influence of her husband</li> <li><b>b.</b> her education at the Cordon Bleu</li> <li><b>c.</b> her friendship with Simone Beck</li> <li><b>d.</b> her early childhood</li> <li><b>e.</b> a love of travel</li> </ul> <p><b>9.</b> The One of Julia Child's notable achievements was convincing the American public that</p>	<p>The <b>Vocabulary for Comprehension</b> section is designed to help students prepare for the reading sections of standardized tests. Students read a passage of expository or informational text then answer vocabulary-in-context questions.</p> <p>There are also comprehension questions covering main idea, relevant details, inferences, and author's point of view and purpose.</p>

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH II ASSESSMENT Reporting Category 3	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL E	
§110.32. English Language Arts and Reading, English II	Understanding and Analysis of Informational Texts	Feature / Location	Description
		a. cooking is serious business b. anyone can cook French cuisine c. low-fat meals can be prepared quickly d. French cuisine is superior to American cuisine e. the Cordon Bleu is the best place to study classical French cooking	

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH II ASSESSMENT Reporting Category 4	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL E	
§110.32. English Language Arts and Reading, English II	Composition	Feature / Location	Description
(15) <b>Writing/Expository and Procedural Texts.</b> Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.	(15) <b>Writing/Expository [and Procedural] Texts.</b> Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes.	<b>Writing: Words in Action</b> — Unit 1, Writing Prompt #2 [compare-and-contrast essay], p. 20; Unit 2, Writing Prompts #1 & #2 [essay], p. 30; Unit 3, Writing Prompt #2 [essay], p. 40; Unit 5, Writing Prompts #1 & #2 [essay], p. 68; Unit 6, Writing Prompt #2 [essay], p. 78; Unit 7, Writing Prompt #2 [essay], p. 96; Unit 8, Writing Prompt #1 [financial advice column], p. 106; Unit 9, Writing Prompts #1 & #2 [encyclopedia entry; letter on emergency preparedness], p. 116; Unit 12, Writing Prompt #1 [compare-and-	<b>Writing: Words in Action</b> has students use the vocabulary words in an extended context. Two writing prompts allow students to demonstrate their understanding of new vocabulary.  The first prompt refers to the Passage that introduced the Unit and requires a close reading of the text in order to respond appropriately.  The second prompt is modeled after writing tasks found on standardized tests such as the SAT.

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH II ASSESSMENT Reporting Category 4	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL E	
§110.32. English Language Arts and Reading, English II	Composition	Feature / Location	Description
		<p>contrast essay], p. 154; Unit 14, Writing Prompt #2 [informative essay], p. 182</p> <p><i>Example [Level E, Unit 1, p. 20]</i></p> <p>2. Think about how the experience of attending live theater is different from the experience of going to a movie theater. <b>Write a brief essay in which you compare and contrast watching a play at a theater or playhouse to watching a film at a movie theater.</b> Use examples from your reading (refer to pages 12–13), personal experiences, and prior knowledge to support your points of comparison. <b>Use three or more words from this unit.</b></p> <p><i>Example [Level E, Unit 9, p. 116]</i></p> <p>1. Look back at “My Last Day in Pompeii” (pages 108–109). <b>Write a brief encyclopedia entry about the eruption of Vesuvius.</b> Base your account on information from the diary entry, but present the information in an objective rather than subjective way, writing from the third-person point of view. Include just the facts, without personal opinions or observations. <b>Support your account using at least two details from the passage and three unit words.</b></p>	
(16) <b>Writing/Persuasive Texts.</b> Students write persuasive	(16) <b>Writing/Persuasive Texts.</b> Students write persuasive texts	<b>Writing: Words in Action</b> —Unit 1, Writing Prompt #1 [persuasive	<b>Writing: Words in Action</b> has students use the vocabulary words

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH II ASSESSMENT Reporting Category 4	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL E	
§110.32. English Language Arts and Reading, English II	Composition	Feature / Location	Description
<p>texts to influence the attitudes or actions of a specific audience on specific issues.</p>	<p>to influence the attitudes or actions of a specific audience on specific issues.</p>	<p>letter], p. 20; Unit 3, Writing Prompt #1 [compare-and-contrast essay on most effective technique], p. 40; Unit 4, Writing Prompts #1 &amp; #2 [support-a-position essay; persuasive letter to potential patron], p. 58; Unit 5, Writing Prompt #2 [support- a-position essay], p. 68; Unit 7, Writing Prompts #1 &amp; #2 [editorial on women's suffrage; support-a-position essay], p. 96; Unit 8, Writing Prompt #2 [support-a-position essay], p. 106; Unit 10, Writing Prompts #1 &amp; #2 [support-a-position essays], p. 134; Unit 11, Writing Prompt #1 &amp; #2 [editorial; support-a-position essay], p. 144; Unit 12, Writing Prompt #2 [support-a-position essay], p. 154; Unit 13, Writing Prompt #2 [support-a-position essay], p. 172; Unit 14, Writing Prompt #1 [public service announcement], p. 182; Unit 15, Writing Prompts #1 &amp; #2 [ballet review; support-a-position essay], p. 192</p> <p><i>Example [Level E, Unit 15, p.192]</i></p> <p>1. Look back at “World-Famous Dance Troupe Announces First U.S. Tour,” the</p>	<p>in an extended context. Two writing prompts allow students to demonstrate their understanding of new vocabulary.</p> <p>The first prompt refers to the Passage that introduced the Unit and requires a close reading of the text in order to respond appropriately.</p> <p>The second prompt is modeled after writing tasks found on standardized tests such as the SAT.</p>

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH II ASSESSMENT Reporting Category 4	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL E	
§110.32. English Language Arts and Reading, English II	Composition	Feature / Location	Description
		press release for the Ballets Russes (pages 184–185). Suppose you attended a performance of the Ballets Russes. <b>In an effort to persuade others to attend a performance by this troupe, write a review, explaining why you recommend the ballet. Use at least two details from the passage and three unit words.</b>	

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH II ASSESSMENT Reporting Category 5	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL E	
§110.32. English Language Arts and Reading, English II	Revision	Feature / Location	Description
(15) <b>Writing/Expository and Procedural Texts.</b> Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.	(15) <b>Writing/Expository [and Procedural] Texts.</b> Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes.	<b>Writing: Words in Action</b> — Unit 1, Writing Prompt #2 [compare-and-contrast essay], p. 20; Unit 2, Writing Prompts #1 & #2 [essay], p. 30; Unit 3, Writing Prompt #2 [essay], p. 40; Unit 5, Writing Prompts #1 & #2 [essay], p. 68; Unit 6, Writing Prompt #2 [essay], p. 78; Unit 7, Writing Prompt #2 [essay], p. 96; Unit 8, Writing Prompt #1 [financial advice column], p. 106; Unit 9, Writing Prompts #1 & #2 [encyclopedia entry; letter on emergency preparedness], p. 116; Unit 12, Writing Prompt #1 [compare-and-	<b>Writing: Words in Action</b> has students use the vocabulary words in an extended context. Two writing prompts allow students to demonstrate their understanding of new vocabulary.  The first prompt refers to the Passage that introduced the Unit and requires a close reading of the text in order to respond appropriately.  The second prompt is modeled after writing tasks found on standardized tests such as the SAT.



TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH II ASSESSMENT Reporting Category 5	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL E	
§110.32. English Language Arts and Reading, English II	Revision	Feature / Location	Description
		<p>contrast essay], p. 154; Unit 14, Writing Prompt #2 [informative essay], p. 182</p> <p><i>Example [Level E, Unit 1, p. 20]</i></p> <p>2. Think about how the experience of attending live theater is different from the experience of going to a movie theater. <b>Write a brief essay in which you compare and contrast watching a play at a theater or playhouse to watching a film at a movie theater.</b> Use examples from your reading (refer to pages 12–13), personal experiences, and prior knowledge to support your points of comparison. <b>Use three or more words from this unit.</b></p> <p><i>Example [Level E, Unit 9, p. 116]</i></p> <p>1. Look back at “My Last Day in Pompeii” (pages 108–109). <b>Write a brief encyclopedia entry about the eruption of Vesuvius.</b> Base your account on information from the diary entry, but present the information in an objective rather than subjective way, writing from the third-person point of view. Include just the facts, without personal opinions or observations. <b>Support your account using at least two details from the passage and three unit words.</b></p>	
(16) <b>Writing/Persuasive Texts.</b> Students write persuasive	(16) <b>Writing/Persuasive Texts.</b> Students write persuasive texts	<b>Writing: Words in Action</b> —Unit 1, Writing Prompt #1 [persuasive	<b>Writing: Words in Action</b> has students use the vocabulary words

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH II ASSESSMENT Reporting Category 5	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL E	
§110.32. English Language Arts and Reading, English II	Revision	Feature / Location	Description
<p>texts to influence the attitudes or actions of a specific audience on specific issues.</p>	<p>to influence the attitudes or actions of a specific audience on specific issues.</p>	<p>letter], p. 20; Unit 3, Writing Prompt #1 [compare-and-contrast essay on most effective technique], p. 40; Unit 4, Writing Prompts #1 &amp; #2 [support-a-position essay; persuasive letter to potential patron], p. 58; Unit 5, Writing Prompt #2 [support-a-position essay], p. 68; Unit 7, Writing Prompts #1 &amp; #2 [editorial on women's suffrage; support-a-position essay], p. 96; Unit 8, Writing Prompt #2 [support-a-position essay], p. 106; Unit 10, Writing Prompts #1 &amp; #2 [support-a-position essays], p. 134; Unit 11, Writing Prompt #1 &amp; #2 [editorial; support-a-position essay], p. 144; Unit 12, Writing Prompt #2 [support-a-position essay], p. 154; Unit 13, Writing Prompt #2 [support-a-position essay], p. 172; Unit 14, Writing Prompt #1 [public service announcement], p. 182; Unit 15, Writing Prompts #1 &amp; #2 [ballet review; support-a-position essay], p. 192</p> <p><i>Example [Level E, Unit 15, p.192]</i></p> <p>1. Look back at “World-Famous Dance Troupe Announces First U.S. Tour,” the</p>	<p>in an extended context. Two writing prompts allow students to demonstrate their understanding of new vocabulary.</p> <p>The first prompt refers to the Passage that introduced the Unit and requires a close reading of the text in order to respond appropriately.</p> <p>The second prompt is modeled after writing tasks found on standardized tests such as the SAT.</p>

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH II ASSESSMENT Reporting Category 5	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL E	
§110.32. English Language Arts and Reading, English II	Revision	Feature / Location	Description
		press release for the Ballets Russes (pages 184–185). Suppose you attended a performance of the Ballets Russes. <b>In an effort to persuade others to attend a performance by this troupe, write a review, explaining why you recommend the ballet. Use at least two details from the passage and three unit words.</b>	

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH II ASSESSMENT Reporting Category 6	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL E	
§110.32. English Language Arts and Reading, English II	Editing	Feature / Location	Description
(19) <b>Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	(19) <b>Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to		
	(A) spell correctly, including using various resources to determine and check correct spellings. <b>Readiness Standard</b>	<b>Definitions</b> —Unit 1, pp. 14–15; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188  <i>Example [Level E, Unit 1, p. 14]</i>	Each Unit begins with a three-page <b>Definitions</b> section. Twenty words in the numbered study list are presented in a dictionary-style format.  Students are instructed to carefully note the correct spelling of each word. They practice the correct spelling as they write in the Unit word to complete the

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH II ASSESSMENT Reporting Category 6	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL E	
§110.32. English Language Arts and Reading, English II	Editing	Feature / Location	Description
		<p><i>Note the spelling, pronunciation, part(s) of speech, and definition(s) of each of the following words. Then write the appropriate form of the word in the blank spaces in the illustrative sentence(s) following. Finally, study the lists of synonyms and antonyms.</i></p>	<p>illustrative sentence.</p>
		<p><b>Synonyms</b>—Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190</p> <p><i>Example [Level E, Unit 3, p. 38]</i></p> <p>1. <b>pestered</b> by flies and mosquitoes  <u>harassed</u></p>	<p>For the <b>Synonyms</b> activity, students write the appropriate synonym, referring back to the <b>Definitions</b> section as needed for the correct spelling of each Unit word.</p>
		<p><b>Antonyms</b>—Unit 1, p. 19; Unit 2, p. 29; Unit 3, p. 39; Unit 4, p. 57; Unit 5, p. 67; Unit 6, p. 77; Unit 7, p. 95; Unit 8, p. 105; Unit 9, p. 115; Unit 10, p. 133; Unit 11, p. 143; Unit 12, p. 153; Unit 13, p. 171; Unit 14, p. 181; Unit 15, p. 191</p> <p><i>Example [Level E, Unit 15, p. 191]</i></p> <p>3. an extremely <b>pleasant</b> manner  <u>abrasive</u></p>	<p>For the <b>Antonyms</b> activity, students write the appropriate antonym, referring back to the <b>Definitions</b> section as needed for the correct spelling of each Unit word.</p>

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH II ASSESSMENT Reporting Category 6	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL E	
§110.32. English Language Arts and Reading, English II	Editing	Feature / Location	Description
		<p><b>Completing the Sentence</b>—Unit 1, pp. 19–20; Unit 2, pp. 29–30; Unit 3, pp. 39–40; Unit 4, pp. 57–58; Unit 5, pp. 67–68; Unit 6, pp. 77–78; Unit 7, pp. 95–96; Unit 8, pp. 105–106; Unit 9, pp. 115–116; Unit 10, pp. 133–134; Unit 11, pp. 143–144; Unit 12, pp. 153–154; Unit 13, pp. 171–172; Unit 14, pp. 181–182; Unit 15, pp. 191–192</p> <p><i>Example [Level E, Unit 4, p. 57]</i></p> <p>4. Antibiotics were once considered wonder drugs, but we now know that they are not <u>panaceas</u> for all our physical ailments.</p>	<p>For <b>Completing the Sentence</b>, students write the Unit word that best completes each sentence in the exercise, referring back to the <b>Definitions</b> section as needed for the correct spelling.</p>