



# SADLIER VOCABULARY WORKSHOP

ENRICHED EDITION

**Level F**

Aligned to the  
**Texas Essential Knowledge and Skills** for English Language Arts and Reading, Subchapter C. High School — §110.33.  
English Language Arts and Reading, English III  
and  
**STAAR English III Assessment**

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**KEY ALIGNED CONTENT**

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH III ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL F													
§110.33. English Language Arts and Reading, English III	Understanding and Analysis Across Genres	Feature / Location	Description												
(1) <b>Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:	(1) <b>Reading/Vocabulary Development.</b> Students are expected to understand new vocabulary and use it when reading and writing. Students are expected to														
(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;	(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><b>Vocabulary Strategy: Word Structure</b>—p. 8</p> <p><i>Examples [Level F, 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="1052 998 1499 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="1052 1291 1499 1360"> <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	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.
Prefix	Meaning	Sample Words													
com-, con-	together, with	compatriot, contact													
Greek Root	Meaning	Sample Words													
-gnos	know	diagnostic													

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		Latin Root -tain-, -ten, -tin-	Meaning hold, keep	Sample Words contain, tenure, retinue	
(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;	(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings; <b>Readiness Standard</b>	<p><b>Word Study: Classical Roots—</b> Review Units 1–3 (<b>cede, cess, ceas</b>), p. 49; Review Units 4–6 (<b>grad, gress</b>), p. 87; Review Units 7–9 (<b>mor, the</b>), p. 125; Review Units 10–12 (<b>equa, equi, ega, iqui</b>), p. 163; Review Units 13–15 (<b>quer, ques, quis</b>), p. 201</p> <p><i>Example [Level F, Review Units 4–6, p.87]</i></p> <p>5. to turn aside, get off the main topic (“to step away”)</p> <p>She tried not to <b>digress</b> from her speech.</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 F, 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>	

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		<p><i>other hand</i>, which indicates that the answer must be the opposite of <i>rosy</i>.</p>	
		<p><b>Reading Passages</b>—Unit 1 "The Camera in Wartime" [Textbook Entry], pp. 12–13; Unit 2 "Why Vote?" [Persuasive Essay], pp. 22–23; Unit 3 "Trapped in a Cave, Foiled by a Circus" [Journal Entries], pp. 32–33; Unit 4 "Ada Byron: Visionary Mathematician" [Biographical Sketch], pp. 50–51; Unit 5 "Lending a Hand to End Poverty" [Newspaper Article], pp. 60–61; Unit 6 "Pre-Columbian America" [Blog Entry], pp. 70–71; Unit 7 "An Overlooked Exploration" [Informational Essay], pp. 88–89; Unit 8 "Mythical Journeys" [Humorous Essay], pp. 98–99; Unit 9 "The Swedish Nightingale" [Narrative Nonfiction], pp. 108–109; Unit 10 "Sinking Nation" [Magazine Article], pp. 126–127; Unit 11 "Oyez! Oyez!: The Evolution of News" [Informational Essay], pp. 136–137; Unit 12 "The Facts in the Case of the Greatest Mystery Writer" [Debate], pp. 146–147; Unit 13 "Ansel Adams" [Essay], pp. 164–165; Unit 14</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>

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		<p>"Revolutionary Women" [Historical Nonfiction], pp. 174–175; Unit 15                      "New Tribe Discovered in Amazon" [Newspaper Article], pp. 184–185  <i>Example [Level F, Unit 11, p. 136]</i>                      Town criers with loud voices, expressive gestures, and <b>florid</b> outfits provided news to town <b>denizens</b>. Their cries of "Oyez! Oyez!" (Hear ye! Hear ye!) notified listeners of news to follow.</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  <i>Example [Level F, Unit 5, p. 62]</i>                      The well-known Latin phrase "<u>caveat</u> emptor" means, "Let the buyer beware."</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 "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</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</p>

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		<p>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 F, Unit 8, p. 103]</i></p> <p>7. My Spanish friend finds it hard to understand the (<b>odium, perfidy</b>) attached to bullfighting in most non-Hispanic countries.</p>	<p>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 F, Unit 8, p. 104]</i></p> <p>1. their <b>mindless</b>, faithful devotion <u>bovine</u></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>
		<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</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>

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		15, p. 191 <i>Example [Level F, Unit 8, p. 105]</i> 3. a friendly game of basketball _____ <b>acrimonious</b> _____	
		<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 <i>Example [Level F, Unit 12, p. 153]</i> 8. Until he rose to speak, the meeting had been dull, but he immediately enlivened it with his _____ <b>scintillating</b> _____ wit.	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.
		<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;	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

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		<p>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 F, Unit 12, p. 155]</i></p> <p>5. Donatello had not very easily been stirred out of the peculiar sluggishness, which <b>enthalls</b> and bewitches melancholy people.</p> <p>If something enthalls people it</p> <table border="0" style="margin-left: 40px;"> <tr> <td>enchants them</td> <td>saddens them</td> </tr> <tr> <td>sickens them</td> <td>angers them</td> </tr> </table>	enchants them	saddens them	sickens them	angers them	<p>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>
enchants them	saddens them						
sickens them	angers them						
		<p><b>Vocabulary for Comprehension—</b> Review Units 1–3 ["Wrong-Way" Corrigan], pp. 42–43; Review Units 4–6 [Basketball], pp. 80–81; Review Units 7–9 [Studying elephants in Southern Africa], pp. 118–119; Review Units 10–12 [Early maps of the Americas], pp. 156–157; Review Units 13–15 [History of American political campaigns], pp. 194–195</p> <p><i>Example [Level F, Review Units 4–6, pp.</i></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>				



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		<p><u>80–81]</u> Students' wintertime confinement, coupled with a lack of physical exertion, had a <b>soporific</b> effect.</p> <p>1. The meaning of <b>soporific</b> (line 15) is</p> <ol style="list-style-type: none"> <li>sleep-inducing</li> <li>debilitating</li> <li>exceptional</li> <li>frustrating</li> <li>stimulating</li> </ol> <p><u>Example [Level F, Review Units 10–12, p. 157]</u></p> <p>10. You can infer from paragraph 4 (lines 45–56) that which of the following played a role in the naming of Florida?</p> <ol style="list-style-type: none"> <li>trade</li> <li>religious customs</li> <li>geographic location</li> <li>the wishes of the King of Spain</li> <li>the appearance of the region's inhabitants</li> </ol>	
		<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>

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		<p>13–15, p. 196</p> <p><u>Example [Level F, Review Units 1–3, p. 44]</u></p> <p>1. While the Roman people remained vigorous and aggressive, their empire flourished. Once they began to sink into a sort of physical and spiritual _____, however, the empire became feeble and _____ .</p> <p>a. umbrage . . . petulant</p> <p>b. lassitude . . . decadent</p> <p>c. aplomb . . . jaded</p> <p>d. ferment . . . adventitious</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 Idiom], p. 45; Review Units 4–6 [Choosing the Right Proverb], p. 83; Review Units 7–9 [Choosing the Right Idiom], p. 118; Review Units 10–12 [Choosing the Right Adage], p. 159; Review Units 13–15 [Choosing the Right Idiom], p. 197</p> <p><u>Example [Level F, Review Units 13–15, p. 197]</u></p> <p>10. I hate to <b>split hairs</b> with you, but the trip took fifty-five minutes, not an hour.</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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		<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 F, Review Units 4–6, p. 86]</i></p> <p><b>negative 8.</b> David is usually polite, so when he spoke to the reporters in such a <b>(brusque, firm)</b> manner, people assumed something was wrong.</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>cede, cess, ceas</b>), p. 49; Review Units 4–6 (<b>grad, gress</b>), p. 87; Review Units 7–9 (<b>mor, the</b>), p. 125; Review Units 10–12 (<b>equa, equi, ega, iqui</b>), p. 163; Review Units 13–15 (<b>quer, ques, quis</b>), p. 201</p> <p><i>Example [Level F, Review Units 4–6, p.87]</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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<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 turn aside, get off the main topic (“to step away”) She tried not to <u>digress</u> from her speech.</p>							
		<p><b>Working with Analogies</b>—p. 11 <i>Example [Level F, 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 1143 1514 1317"> <thead> <tr> <th>Analogy</th> <th>Key Relationship</th> </tr> </thead> <tbody> <tr> <td><b>eyes</b> are to <b>see</b> as</td> <td>You use your <b>eyes</b> to <b>see</b> with, just as</td> </tr> <tr> <td><b>ears</b> are to <b>hear</b></td> <td>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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			completes the comparison of two pairs of related words.
(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and	(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; <b>Supporting Standard</b>	[Not addressed.]	
(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.	(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed. <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  <u>Example [Level F, Units 7, p. 92]</u> <b>17. reprove</b> (ri pruv') (v.) to find fault with, scold, rebuke  She <b>reproved</b> her staff for having followed orders blindly. SYNONYMS: chastise, upbraid, reproach ANTONYMS: praise, commend, laud, pat on the back	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.  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.  For words with multiple meanings, the entry includes the additional part of speech, definition, and

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			illustrative sentence.
		<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 F, Unit 8, p. 104]</i></p> <p>1. their <b>mindless</b>, faithful devotion  <u>    <b>bovine</b>    </u></p>	For the <b>Synonyms</b> activity in each Unit, students are directed to use a dictionary if necessary.
		<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 F, Unit 8, p. 105]</i></p> <p>3. a friendly game of basketball  <u>    <b>acrimonious</b>    </u></p>	For the <b>Antonyms</b> activity in each Unit, students are directed to use a dictionary if necessary.
		<p><b>Word Study: Writing with Idioms</b>—Review Units 1–3, p. 46; <b>Writing with Proverbs</b>—Review Units 4–6, p. 84; <b>Writing with Idioms</b>—Review Units</p>	Students are directed to use a print or online dictionary as needed.

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH III ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL F	
§110.33. English Language Arts and Reading, English III	Understanding and Analysis Across Genres	Feature / Location	Description
		7–9, p. 122; <b>Writing with Adages</b> —Review Units 10–12, p. 160; <b>Writing with Idioms</b> —Review Units 13–15, p. 198	
		<b>Word Study: Classical Roots</b> —Review Units 1–3, p. 49; Review Units 4–6, p. 87; Review Units 7–9, p. 125; Review Units 10–12, p. 163; Review Units 13–15, p. 201	Students are directed to use a print or online dictionary as needed.
		<b>Word Study: Denotation and Connotation</b> —Review Units 10–12, p. 161	Students are cautioned to consider shades of meaning when choosing synonyms from a thesaurus.
		<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 III ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL F	
§110.33. English Language Arts and Reading, English III	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 F, 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 III ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL F	
§110.33. English Language Arts and Reading, English III	Understanding and Analysis Across Genres	Feature / Location	Description
		<p><b>Vocabulary for Comprehension—</b> Review Units 1–3 ["Wrong-Way" Corrigan], pp. 42–43; Review Units 4–6 [Basketball], pp. 80–81; Review Units 7–9 [Studying elephants in Southern Africa], pp. 118–119; Review Units 10–12 [Early maps of the Americas], pp. 156–157; Review Units 13–15 [History of American political campaigns], pp. 194–195</p> <p><u>Example [Level F, Review Units 4–6, pp. 80–81]</u></p> <p>Students' wintertime confinement, coupled with a lack of physical exertion, had a <b>soporific</b> effect.</p> <p>1. The meaning of <b>soporific</b> (line 15) is</p> <ol style="list-style-type: none"> <li>sleep-inducing</li> <li>debilitating</li> <li>exceptional</li> <li>frustrating</li> <li>stimulating</li> </ol> <p><u>Example [Level F, Review Units 10–12, p. 157]</u></p> <p>10. You can infer from paragraph 4 (lines 45–56) that which of the following</p>	<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 III ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL F	
§110.33. English Language Arts and Reading, English III	Understanding and Analysis Across Genres	Feature / Location	Description
		played a role in the naming of Florida? a. trade b. religious customs c. geographic location d. the wishes of the King of Spain e. the appearance of the region's inhabitants	

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH III ASSESSMENT Reporting Category 3	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL F	
§110.33. English Language Arts and Reading, English III	Understanding and Analysis of Informational Texts	Feature / Location	Description
(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.	(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.  (Figure 19) <b>Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to	<b>Vocabulary and Reading</b> —pp. 9–10 <i>Example [Level F, 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: <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> 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	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.  There are three types of activities or lessons in the program that combine vocabulary development and reading comprehension: <b>Reading Passages, Vocabulary in</b>

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH III ASSESSMENT Reporting Category 3	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL F	
§110.33. English Language Arts and Reading, English III	Understanding and Analysis of Informational Texts	Feature / Location	Description
	<p>understand an author’s message. The student is expected to</p> <hr/> <p>(B) make complex inferences about text and use textual evidence to support understanding. <b>Readiness Standard</b> (<i>Expository</i>)</p>	<p>reaching conclusions that are logical.</p>	<p><b>Context, and Vocabulary for Comprehension.</b></p> <p>Students receive instruction on preparing for the kinds of questions that accompany 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>
		<p><b>Vocabulary for Comprehension—</b> Review Units 1–3 ["Wrong-Way" Corrigan], pp. 42–43; Review Units 4–6 [Basketball], pp. 80–81; Review Units 7–9 [Studying elephants in Southern Africa], pp. 118–119; Review Units 10–12 [Early maps of the Americas], pp. 156–157; Review Units 13–15 [History of American political campaigns], pp. 194–195</p> <p><u>Example [Level F, Review Units 4–6, pp. 80–81]</u></p> <p>Students’ wintertime confinement, coupled with a lack of physical exertion, had a <b>soporific</b> effect.</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 III ASSESSMENT Reporting Category 3	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL F	
§110.33. English Language Arts and Reading, English III	Understanding and Analysis of Informational Texts	Feature / Location	Description
		<p>1. The meaning of <b>soporific</b> (line 15) is</p> <ul style="list-style-type: none"> <li>a. sleep-inducing</li> <li>b. debilitating</li> <li>c. exceptional</li> <li>d. frustrating</li> <li>e. stimulating</li> </ul> <p><i>Example [Level F, Review Units 10–12, p. 157]</i></p> <p>10. You can infer from paragraph 4 (lines 45–56) that which of the following played a role in the naming of Florida?</p> <ul style="list-style-type: none"> <li>a. trade</li> <li>b. religious customs</li> <li>c. geographic location</li> <li>d. the wishes of the King of Spain</li> <li>e. the appearance of the region's inhabitants</li> </ul>	

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH III ASSESSMENT Reporting Category 4	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL F	
§110.33. English Language Arts and Reading, English III	Composition	Feature / Location	Description
(15) <b>Writing/Expository and Procedural Texts.</b> Students write expository and	(15) <b>Writing/Expository [and Procedural] Texts.</b> Students write expository [and	<b>Writing: Words in Action</b> —Unit 3, Writing Prompt #2 [compare-and-contrast essay], p. 40; Unit 6, Writing	<b>Writing: Words in Action</b> has students use the vocabulary words in an extended context. Two

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH III ASSESSMENT Reporting Category 4	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL F	
§110.33. English Language Arts and Reading, English III	Composition	Feature / Location	Description
<p>procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p>	<p>procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes.</p>	<p>Prompt #1 [compare-and-contrast blog], p. 78; Unit 8, Writing Prompt #2 [expository essay], p. 106; Unit 10, Writing Prompt #2 [expository essay], p. 134; Unit 12, Writing Prompt #2 [expository essay], p. 154; Unit 13, Writing Prompt #2 [expository essay], p. 172</p> <p><i>Example [Level F, Unit 10, p. 134]</i></p> <p>2. Think about what you have learned about climate change, in particular how climate change has begun to affect the way people live. <b>Write an essay about the effects, both natural and human-caused, of climate change</b> (pages 126–127). Support your essay with specific details, your observations and studies, and the reading. Write at least three paragraphs, and use three or more words from this unit.</p> <p><i>Example [Level F, Unit 12, p. 154]</i></p> <p>1. The term <i>mystery</i> is used to describe both a genre of fiction writing and elements of existence that are not fully understood. The search for answers to life’s “mysteries” has led to countless achievements in science, mathematics, and the arts. <b>In a brief essay, describe some ways in which the idea of “mystery” can inspire new discoveries or artistic creation.</b> First, define your understanding of what a</p>	<p>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 III ASSESSMENT Reporting Category 4	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL F	
§110.33. English Language Arts and Reading, English III	Composition	Feature / Location	Description
		<p>“mystery” is. Support your essay with specific details, your observations and studies, and the reading (pages 146–147). Write at least three paragraphs, and use three or more words from this unit.</p>	
<p>(16) <b>Writing/Persuasive Texts.</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.</p>	<p>(16) <b>Writing/Persuasive Texts.</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.</p>	<p><b>Writing: Words in Action</b>—Unit 1, Writing Prompts #1 &amp; #2 [persuasive letter; persuasive essay], p. 30; Unit 2, Writing Prompts #1 &amp; #2 [public service announcement; persuasive essay], p. 30; Unit 4, Writing Prompt #2 [persuasive essay], p. 58; Unit 5, Writing Prompts #1 &amp; #2 [letter to the editor; persuasive essay], p. 68; Unit 6, Writing Prompt #2 [expository essay], p. 78; Unit 7, Writing Prompts #1 &amp; #2 [editorial; persuasive essay], p. 96; Unit 8, Writing Prompt #1 [letter to patrons], p. 106; Unit 9, Writing Prompt #1 [persuasive press release], p. 116; Unit 9, Writing Prompt #2 [speech in support of music education], p. 116; Unit 10, Writing Prompt #1 [persuasive letter], p. 134; Unit 11, Writing Prompts #1 #2 [persuasive letter; persuasive essay], p. 144; Unit 12, Writing Prompt #1 [argument], p.</p>	<p><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.</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 III ASSESSMENT Reporting Category 4	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL F	
§110.33. English Language Arts and Reading, English III	Composition	Feature / Location	Description
		154; Unit 13, Writing Prompt #1 [fund-raising letter], p. 172; Unit 14, Writing Prompts #1 & #2 [editorial; persuasive essay], p. 182; Unit 15, Writing Prompts #1 & #2 [persuasive essay], p. 192  <i>Example [Level F, Unit 15, p.192]</i>  1. Look back at “New Tribe Discovered in Amazon” (pages 184–185). Suppose you were hired to persuade Brazilian officials and others that we should not interfere with the way of life of indigenous peoples in the Amazon. <b>Write your argument using 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 III ASSESSMENT Reporting Category 5	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL F	
§110.33. English Language Arts and Reading, English III	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	(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	<b>Writing: Words in Action</b> —Unit 3, Writing Prompt #2 [compare-and-contrast essay], p. 40; Unit 6, Writing Prompt #1 [compare-and-contrast blog], p. 78; Unit 8, Writing Prompt #2 [expository essay], p. 106; Unit 10, Writing Prompt #2 [expository	<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

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH III ASSESSMENT Reporting Category 5	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL F	
§110.33. English Language Arts and Reading, English III	Revision	Feature / Location	Description
purposes.	purposes.	<p>essay], p. 134; Unit 12, Writing Prompt #2 [expository essay], p. 154; Unit 13, Writing Prompt #2 [expository essay], p. 172</p> <p><i>Example [Level F, Unit 10, p. 134]</i></p> <p>2. Think about what you have learned about climate change, in particular how climate change has begun to affect the way people live. <b>Write an essay about the effects, both natural and human-caused, of climate change</b> (pages 126–127). Support your essay with specific details, your observations and studies, and the reading. Write at least three paragraphs, and use three or more words from this unit.</p> <p><i>Example [Level F, Unit 12, p. 154]</i></p> <p>1. The term <i>mystery</i> is used to describe both a genre of fiction writing and elements of existence that are not fully understood. The search for answers to life’s “mysteries” has led to countless achievements in science, mathematics, and the arts. <b>In a brief essay, describe some ways in which the idea of “mystery” can inspire new discoveries or artistic creation.</b> First, define your understanding of what a “mystery” is. Support your essay with specific details, your observations and studies, and the reading (pages 146–147). Write at least three paragraphs, and use three or more words from this</p>	<p>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 III ASSESSMENT Reporting Category 5	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL F	
§110.33. English Language Arts and Reading, English III	Revision	Feature / Location	Description
		unit.	
<p>(16) <b>Writing/Persuasive Texts.</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.</p>	<p>(16) <b>Writing/Persuasive Texts.</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.</p>	<p><b>Writing: Words in Action</b>—Unit 1, Writing Prompts #1 &amp; #2 [persuasive letter; persuasive essay], p. 30; Unit 2, Writing Prompts #1 &amp; #2 [public service announcement; persuasive essay], p. 30; Unit 4, Writing Prompt #2 [persuasive essay], p. 58; Unit 5, Writing Prompts #1 &amp; #2 [letter to the editor; persuasive essay], p. 68; Unit 6, Writing Prompt #2 [expository essay], p. 78; Unit 7, Writing Prompts #1 &amp; #2 [editorial; persuasive essay], p. 96; Unit 8, Writing Prompt #1 [letter to patrons], p. 106; Unit 9, Writing Prompt #1 [persuasive press release], p. 116; Unit 9, Writing Prompt #2 [speech in support of music education], p. 116; Unit 10, Writing Prompt #1 [persuasive letter], p. 134; Unit 11, Writing Prompts #1 #2 [persuasive letter; persuasive essay], p. 144; Unit 12, Writing Prompt #1 [argument], p. 154; Unit 13, Writing Prompt #1 [fund-raising letter], p. 172; Unit 14, Writing Prompts #1 &amp; #2 [editorial;</p>	<p><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.</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 III ASSESSMENT Reporting Category 5	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL F	
§110.33. English Language Arts and Reading, English III	Revision	Feature / Location	Description
		persuasive essay], p. 182; Unit 15, Writing Prompts #1 & #2 [persuasive essay], p. 192  <i>Example [Level F, Unit 15, p.192]</i>  1. Look back at “New Tribe Discovered in Amazon” (pages 184–185). Suppose you were hired to persuade Brazilian officials and others that we should not interfere with the way of life of indigenous peoples in the Amazon. <b>Write your argument using 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 III ASSESSMENT Reporting Category 6	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL F	
§110.33. English Language Arts and Reading, English III	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.	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.

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH III ASSESSMENT Reporting Category 6	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL F	
§110.33. English Language Arts and Reading, English III	Editing	Feature / Location	Description
		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 F, Unit 1, p. 14]</i> <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>	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 illustrative sentence.
		<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  <i>Example [Level F, Unit 8, p. 104]</i> 1. their <b>mindless</b> , faithful devotion <u>bovine</u>	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.
		<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	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.

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH III ASSESSMENT Reporting Category 6	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL F	
§110.33. English Language Arts and Reading, English III	Editing	Feature / Location	Description
		15, p. 191  <i>Example [Level F, Unit 8, p. 105]</i> 3. a friendly game of basketball — <u>acrimonious</u>	
		<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  <i>Example [Level F, Unit 12, p. 153]</i> 8. Until he rose to speak, the meeting had been dull, but he immediately enlivened it with his <u>scintillating</u> wit.	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.