



SADLIER VOCABULARY WORKSHOP

ENRICHED EDITION

Level G

Aligned to the
Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter C. High School — §110.34.
English Language Arts and Reading, English IV
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 G													
§110.34. English Language Arts and Reading, English IV	Understanding and Analysis Across Genres	Feature / Location	Description												
<p>(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>(1) Reading/Vocabulary Development. Students 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;; Supporting Standard</p>	<p>Vocabulary Strategy: Word Structure—p. 8</p> <p><i>Examples [Level G, p. 8]</i></p> <p>Prefixes, suffixes, and roots, or bases, 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 base or root 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 Vocabulary Strategy: Word Structure, students learn about word parts—prefixes, suffixes, and roots or bases. Additional instruction is provided on the Classical Roots page of the Word Study section.</p>
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; Readiness Standard	Word Study: Classical Roots— Review Units 1–3 (clam, claim), p. 49; Review Units 4–6 (cred), p. 87; Review Units 7–9 (gno(s)), p. 125; Review Units 10–12 (rog), p. 163; Review Units 13–15 (vid, vis), p. 201 <i>Example [Level G, Review Units 4–6, p.87]</i> 8. to fully informed; conscious; aware As a result of a 1966 court decision, all arrested suspects must be made cognizant of their Miranda rights.		In Word Study: Classical Roots , students discover how words with a pattern of shared Latin or Greek roots may vary in structure while retaining similarities in meaning.	
		Vocabulary Strategy: Using Context— p. 7 <i>Example [Level G, p. 7]</i> A contrast clue consists of an <i>antonym</i> for or a phrase that means the opposite of the missing word. For example: While Joanie populates her novels with cheerful people, Seamus's stories center on (saturnine, defunct) characters. In this sentence, <i>cheerful</i> is an antonym of the missing word, <i>saturnine</i> . This is confirmed by the presence of the word <i>While</i> , which indicates that the answer		In Vocabulary Strategy: Using Context , students learn to recognize and use context clues in order to decode unfamiliar words they encounter in their reading. The three types of context clues taught in the program include restatement clue, contrast clue, and inference clue.	

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		must be the opposite of <i>cheerful</i> .	
		<p>Reading Passages—Unit 1 "Across the Pond" [Letters], pp. 12–13; Unit 2 "Constructing the New York City Subway" [Historical Nonfiction], pp. 22–23; Unit 3 "Third Parties in American Politics" [Encyclopedia Entry], pp. 32–33; Unit 4 "Reforming the Security Council" [Newspaper Editorial], pp. 50–51; Unit 5 "What Is Pop Art?" [Essay], pp. 60–61; Unit 6 "Your Papers, Please" [Debate], pp. 70–71; Unit 7 "John Lennon's Legacy" [Biographical Sketch], pp. 88–89; Unit 8 "A Passage to Power" [Interview], pp. 98–99; Unit 9 "Security Status: It's Complicated" [Persuasive Essay], pp. 108–109; Unit 10 "What Happened to the Franklin Expedition?" [Magazine Article], pp. 126–127; Unit 11 "Apollo 11 Poised for Take-Off" [Press Release], pp. 136–137; Unit 12 "Pyramids: Monuments to Gods and Men" [Compare and Contrast Essay], pp. 146–147; Unit 13 "More Than Just a Pretty Face" [Profile], pp. 164–165;</p>	<p>At least 15 of the 20 Unit vocabulary words are introduced within the context of a two-page, multi-paragraph Reading Passage.</p> <p>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>Unit 14 "Artificial Intelligence and Social Robots" [Technical Essay], pp. 174–175; Unit 15 "Private Life in the Public Eye" [Humorous Essay], pp. 184–185</p> <p><i>Example [Level G, Unit 5, p. 61]</i></p> <p>Pop artists dismissed these arguments as so much sophistry. Why should traditional art be hallowed and commercial art be dismissed as vulgar? Was it a declaration of truth or a mere fiat when a critic pronounced one piece art and another trash?</p>	
		<p>Definitions—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><i>Example [Level G, Unit 7, p. 91]</i></p> <p>The girl was caught taking a <u>furtive</u> glance at the test paper of the student sitting next to her.</p>	<p>In the Definitions 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>

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		<p>Choosing the Right Word—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 G, Unit 8, p. 103]</i></p> <p>7. It is a good deal easier to (raze, allege) an old building than it is to destroy a time-honored social institution.</p>	<p>The Choosing the Right Word exercises present a pair of words. Students consider figurative, extended, or abstract meanings before selecting the word that best fits the context of the given sentence.</p>
		<p>Synonyms—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 G, Unit 8, p. 104]</i></p> <p>3. foreshadows dangers to come <u>portends</u></p>	<p>The Synonyms activity for each Unit requires students to rely on context clues to help find a Unit word to match each given synonym.</p>
		<p>Antonyms—Unit 1, p. 19; Unit 2, p. 29; Unit 3, p. 39; Unit 4, p. 57; Unit 5,</p>	<p>The Antonyms activity for each Unit requires students to use</p>

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		<p>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 G, Unit 8, p. 105]</i></p> <p>3. known for his sensible opinions <u>fatuous</u></p>	<p>context clues to help find a Unit word to match each given synonym.</p>
		<p>Completing the Sentence—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 G, Unit 12, p. 153]</i></p> <p>9. Since extroverts are gregarious by nature, they usually prefer not to live alone.</p>	<p>For Completing the Sentence, 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>
		<p>Vocabulary for Comprehension— Review Units 1–3 [The Chicago Fire of 1871], pp. 42–43; Review Units 4–</p>	<p>The Vocabulary for Comprehension section is designed to help students prepare</p>

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		<p>6 [History of zoos], pp. 80–81; Review Units 7–9 [League of Women Voters], pp. 118–119; Review Units 10–12 [Silent films], pp. 156–157; Review Units 13–15 [F. Scott Fitzgerald], pp. 194–195</p> <p><u>Example [Level G, Review Units 4–6, pp. 80–81]</u></p> <p>In the classical world, private menageries, or collections of exotic animals, were ubiquitous among overweening rulers who wished to advertise their power and wealth.</p> <p>1. Ubiquitous (line 17) is best defined as</p> <ol style="list-style-type: none"> prohibited pervasive coveted traditional unusual <p><u>Example [Level G, Review Units 10–12, pp 156–157]</u></p> <p>Two men, Louis Lumiere and Thomas Alva Edison, one French and one American, are usually credited with the invention of the motion picture camera. In 1895 Louis Lumiere invented what he called the <i>cinematographe</i>. This compact, versatile instrument was tantamount to a camera, film-processing unit, and</p>	<p>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>projector all in one. Because Edison’s camera was bulkier and less portable than Lumiere’s, the Europeans took an early lead in the development of motion pictures. The Americans soon caught up, however, and Hollywood eventually became the capital of a vastly profitable international film industry that began in the 1910s with the production of silent movies.</p> <p>8. In paragraph 2, it may be inferred that the author believes that the <i>cinematographe</i> was</p> <ol style="list-style-type: none"> expensive worthless useful disappointing beautiful 	
		<p>Two-Word Completions—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 13–15, p. 196</p> <p><u>Example [Level G, Review Units 1–3, p. 44]</u></p> <p>1. Someone with a _____ nature is generally very good at _____, while more honest people give off unconscious cues that</p>	<p>In Two-Word Completions, students practice with word-omission (cloze) exercises that appear on college entrance exams, including the SAT. Students use embedded context clues to identify the correct choices.</p>

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		<ul style="list-style-type: none"> a. distraught . . . emulating b. devious . . . dissembling c. ubiquitous . . . strategizing d. acquisitive . . . decrying 	
		<p>Word Study: Adages, Idioms, and Proverbs—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><u>Example [Level G, Review Units 13–15, p. 197]</u></p> <p>9. The high school senior won a full scholarship to the college of his choice, so he is sitting pretty for the next several years. _____</p>	<p>As part of the Word Study lessons in each Review, the Choosing the Right Adage/Idiom/Proverb activity helps students practice using context clues to figure out the meaning of figurative expressions.</p>
		<p>Word Study: Expressing the Connotation—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.</p>	<p>In Word Study: Expressing the Connotation, students read each sentence then consider context clues before selecting one of two vocabulary words that best expresses the desired connotation</p>

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		<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 G, Review Units 4–6, p. 86]</i></p> <p>negative 5. The girl is planning to (imitate, travesty) Shakespeare’s sonnet by rewriting it as a limerick.</p>	<p>(positive, negative, or neutral).</p>
<p>(C) use the relationship between words encountered in analogies to determine their meanings (e.g., synonyms/antonyms,</p>	<p>(c) infer word meaning through the identification and analysis of analogies and other word relationships; Supporting Standard</p>	<p>Working with Analogies—p. 11</p> <p><i>Example [Level G, p. 11]</i></p> <p>In the Analogies exercises in the Final Mastery Test, you will be asked to complete analogies—that is, to choose</p>	<p>In Word Study: Classical Roots, students use context clues to help choose which word based on the featured root best completes the sentence.</p> <p>8. to fully informed; conscious; aware</p> <p>As a result of a 1966 court decision, all arrested suspects must be made cognizant of their Miranda rights.</p> <p>Located in the textbook front matter, Working with Analogies helps students better understand analogies—a relationship or comparison between two sets of</p>

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<p>connotation/denotation);</p>		<p>the pair of words that best matches or parallels the relationship of the key, or given, pair of words. Here [is one example]:</p> <ol style="list-style-type: none"> 1. maple is to tree as <ol style="list-style-type: none"> a. acorn is to oak b. hen is to rooster c. rose is to flower d. shrub is to lilac <p>Here are examples of some other common analogy relationships:</p> <table border="1" data-bbox="1052 805 1514 992"> <thead> <tr> <th data-bbox="1052 805 1276 837">Analogy</th> <th data-bbox="1276 805 1514 837">Key Relationship</th> </tr> </thead> <tbody> <tr> <td data-bbox="1052 837 1276 894">eyes are to see as</td> <td data-bbox="1276 837 1514 894">You use your eyes to see with, just as</td> </tr> <tr> <td data-bbox="1052 894 1276 951">ears are to hear</td> <td data-bbox="1276 894 1514 951">you use your ears to hear with.</td> </tr> </tbody> </table>	Analogy	Key Relationship	eyes are to see as	You use your eyes to see with, just as	ears are to hear	you use your ears to hear with.	<p>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 Final Mastery Test.</p>
Analogy	Key Relationship								
eyes are to see as	You use your eyes to see with, just as								
ears are to hear	you use your ears to hear with.								
		<p>Synonyms—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 G, Unit 8, p. 104]</i></p> <ol style="list-style-type: none"> 3. foreshadows dangers to come portends 	<p>The Synonyms activity for each Unit requires students to rely on context clues to help find a Unit word to match each given synonym.</p>						

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		<p>Antonyms—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 G, Unit 8, p. 105]</i></p> <p>3. known for his sensible opinions <u> fatuous </u></p>	<p>The Antonyms activity for each Unit requires students to use context clues to help find a Unit word to match each given synonym.</p>
		<p>Word Study: Denotation and Connotation—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</p> <p><i>Example [Level G, Review Units 1–3, p. 47]</i></p> <p>Shades of Meaning 1. decry – 2. congeal 0 3. propinquity 0</p>	<p>Each Word Study: Denotation and Connotation 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 exercises, Shades of Meaning.</p>

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		Final Mastery Test: Analogies —p. 203	For Final Mastery Test: Analogies , students select the item that best completes the comparison of two pairs of related words.
(D) analyze and explain how the English language has developed and been influenced by other languages; and	[No corresponding STAAR student expectation.]	[Not addressed.]	
(E) use general and specialized dictionaries, thesauri, 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. Readiness Standard	Definitions —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 G, Units 7, p. 92]</u> 20. raiment (n.) clothing, garments (rā' mēnt) When the chorus in the Greek tragedy hears that the king has died, they tear their raiment in anguish. SYNONYMS: apparel, attire	The three-page Definitions 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

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			part of speech, definition, and illustrative sentence.
		<p>Synonyms—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 G, Unit 8, p. 104]</i></p> <p>3. foreshadows dangers to come <u>portends</u></p>	For the Synonyms activity in each Unit, students are directed to use a dictionary if necessary.
		<p>Antonyms—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 G, Unit 8, p. 105]</i></p> <p>3. known for his sensible opinions <u>fatuous</u></p>	For the Antonyms activity in each Unit, students are directed to use a dictionary if necessary.
		<p>Word Study: Writing with Idioms—Review Units 1–3, p. 46; Writing with Adages—Review Units 4–6, p. 84;</p>	Students are directed to use a print or online dictionary as needed.

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		<p>Writing with Idioms—Review Units 7–9, p. 122; Writing with Proverbs—Review Units 10–12, p. 160; Writing with Idioms—Review Units 13–15, p. 198</p>	
		<p>Word Study: Classical Roots—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</p>	<p>Students are directed to use a print or online dictionary as needed.</p>
		<p>Online Components: iWords Audio Program—vocabularyworkshop.com</p>	<p>The online iWords Audio Program provides word pronunciations, definitions, and examples of usage for every vocabulary word taught at this level.</p>

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§110.34. English Language Arts and Reading, English IV	Understanding and Analysis Across Genres	Feature / Location	Description	
<p>(9) Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.</p>	<p>(9) Reading Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.</p>	<p>Vocabulary and Reading— pp. 9–10 <i>Example [Level G, pp. 9–10]</i> Inference Questions ask you to make inferences or draw conclusions from the passage. These questions often begin like this:</p> <ul style="list-style-type: none"> • It can be inferred from the passage that . . . • The author implies that . . . • Evidently the author feels that . . . <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, Vocabulary and Reading 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: Reading Passages, Vocabulary in Context, and Vocabulary for Comprehension.</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, Inference Questions, Questions About Tone, and Questions About</p>	
	<p>(Figure 19) Reading/Comprehension Skills. 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. Readiness Standard</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 G	
§110.34. English Language Arts and Reading, English IV	Understanding and Analysis Across Genres	Feature / Location	Description
		<p>Vocabulary for Comprehension— Review Units 1–3 [The Chicago Fire of 1871], pp. 42–43; Review Units 4–6 [History of zoos], pp. 80–81; Review Units 7–9 [League of Women Voters], pp. 118–119; Review Units 10–12 [Silent films], pp. 156–157; Review Units 13–15 [F. Scott Fitzgerald], pp. 194–195</p> <p><u>Example [Level G, Review Units 4–6, p. 81]</u></p> <p>8. From paragraph 2 (lines 21–44), one can reasonably infer that the author</p> <ul style="list-style-type: none"> a. rejects the techniques of captive breeding b. thinks that zoos are vital for scientific progress c. thinks that zoos should be abolished d. believes that zoo admission should be free e. sympathizes with the animals' suffering 	<p>Author's Technique.</p> <p>The Vocabulary for Comprehension 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 G			
§110.34. English Language Arts and Reading, English IV	Understanding and Analysis of Informational Texts	Feature / Location	Description		
<p>(9) Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.</p>	<p>(9) Reading Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.</p>	<p>Vocabulary and Reading—pp. 9–10 <i>Example [Level G, pp. 9–10]</i> Inference Questions ask you to make inferences or draw conclusions from the passage. These questions often begin like this:</p> <ul style="list-style-type: none"> • It can be inferred from the passage that . . . • The author implies that . . . • Evidently the author feels that . . . <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, Vocabulary and Reading 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: Reading Passages, Vocabulary in Context, and Vocabulary for Comprehension.</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, Inference Questions, Questions About Tone, and Questions About Author's Technique.</p>		
	<p>(Figure 19) Reading/Comprehension Skills. 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. Readiness Standard (Expository)</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 G	
§110.34. English Language Arts and Reading, English IV	Understanding and Analysis of Informational Texts	Feature / Location	Description
		<p>Vocabulary for Comprehension— Review Units 1–3 [The Chicago Fire of 1871], pp. 42–43; Review Units 4–6 [History of zoos], pp. 80–81; Review Units 7–9 [League of Women Voters], pp. 118–119; Review Units 10–12 [Silent films], pp. 156–157; Review Units 13–15 [F. Scott Fitzgerald], pp. 194–195</p> <p><u>Example [Level G, Review Units 10–12, pp 156–157]</u></p> <p>Two men, Louis Lumiere and Thomas Alva Edison, one French and one American, are usually credited with the invention of the motion picture camera. In 1895 Louis Lumiere invented what he called the <i>cinematographe</i>. This compact, versatile instrument was tantamount to a camera, film-processing unit, and projector all in one. Because Edison’s camera was bulkier and less portable than Lumiere’s, the Europeans took an early lead in the development of motion pictures. The Americans soon caught up, however, and Hollywood eventually became the capital of a vastly profitable international film industry that began in the 1910s with the production of silent movies.</p> <p>8. In paragraph 2, it may be inferred that the author believes that the <i>cinematographe</i> was</p>	<p>The Vocabulary for Comprehension 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 G	
§110.34. English Language Arts and Reading, English IV	Understanding and Analysis of Informational Texts	Feature / Location	Description
		a. expensive b. worthless c. useful d. disappointing e. beautiful	

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH III ASSESSMENT Reporting Category 4	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL G	
§110.34. English Language Arts and Reading, English IV	Composition	Feature / Location	Description
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.	(15) Writing/Expository [and Procedural] Texts. Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes.	Writing: Words in Action —Unit 2, Prompt #2 [expository essay], p. 30; Unit 3, Writing Prompts #1 & #2 [explanatory essay; compare-and-contrast essay], p. 40; Unit 4, Writing Prompt #2 [explanatory essay], p. 58; Unit 5, Writing Prompt #1 [expository essay], p. 68; Unit 6, Writing Prompt #1 [expository essay], p. 78; Unit 8, Writing Prompt #2 [expository essay], p. 106; Unit 10, Writing Prompts #1 & #2 [letter, expository essay], p. 134; Unit 11, Writing Prompt #1 [expository essay], p. 144; Unit 12, Writing Prompt #2 [expository essay], p. 154; Unit 13,	Writing: Words in Action 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 III ASSESSMENT Reporting Category 4	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL G	
§110.34. English Language Arts and Reading, English IV	Composition	Feature / Location	Description
		<p>Writing Prompt #2 [expository essay], p. 172; Unit 14, Writing Prompts #2 [explanatory essay], p. 182; Unit 15, Writing Prompts #1 [compare-and-contrast essay], p. 192</p> <p><u>Example [Level G, Unit 11, p. 144]</u></p> <p>1. Look back at “Apollo 11 Poised for Take-Off” (pages 136–137). If you were offered the opportunity, would you like to be a passenger on a space flight to the moon? Why or why not? In a short expository essay, explain your opinion, using at least two details from the passage and three unit words.</p> <p><u>Example [Level G, Unit 15, p. 192]</u></p> <p>1. Look back at “Private Life in the Public Eye” (pages 184–185). Think about how the experience of keeping a diary is different from the experience of composing an autobiography. Write a brief essay in which you compare and contrast those two genres and explain which kind of writing you would prefer to do. Use examples from your experience and prior knowledge to support your ideas. Include at least two details from the essay and three unit words.</p>	
(16) Writing/Persuasive Texts. Students write persuasive	(16) Writing/Persuasive Texts. Students write persuasive	Writing: Words in Action —Unit 1, Writing Prompts #1 & #2 [persuasive]	Writing: Words in Action has students use the vocabulary words

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH III ASSESSMENT Reporting Category 4	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL G	
§110.34. English Language Arts and Reading, English IV	Composition	Feature / Location	Description
<p>texts to influence the attitudes or actions of a specific audience on specific issues.</p>	<p>texts to influence the attitudes or actions of a specific audience on specific issues.</p>	<p>essay; opinion essay], p. 20; Unit 2, Prompt #2 [opinion essay], p. 30; Unit 4, Writing Prompt #1 [persuasive essay], p. 58; Unit 5, Writing Prompt #2 [opinion essay], p. 68; Unit 6, Writing Prompt #2 [persuasive essay], p. 78; Unit 7, Writing Prompts #1 & #2 [opinion essays], p. 96; Unit 8, Writing Prompt #1 [persuasive essay], p. 106; Unit 9, Writing Prompts #1 & #2 [persuasive essay; letter to the editor], p. 116; Unit 10, Writing Prompt #1 [persuasive essay], p. 134; Unit 11, Writing Prompt #2 [opinion essay], p. 144; Unit 12, Writing Prompt #1 [persuasive business letter], p. 154; Unit 13, Writing Prompt #1 [persuasive press release], p. 172; Unit 14, Writing Prompts #1 [editorial], p. 182; Unit 15, Writing Prompts #1 [opinion essay], p. 192</p> <p><i>Example [Level G, Unit 12, p.154]</i></p> <p>1. Look back at “Pyramids: Monuments to Gods and Men” (pages 146–147). Suppose that you are helping to raise funds to repair the pyramids in Egypt or Teotihuacan. You want to persuade contributors to make a donation by</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 III ASSESSMENT Reporting Category 4	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL G	
§110.34. English Language Arts and Reading, English IV	Composition	Feature / Location	Description
		<p>convincing them that the pyramids have historical and cultural significance, not only to Egypt or Mexico but also to the world. Write a persuasive business letter, using at least two details from the passage and three unit words.</p> <p><i>Example [Level G, Unit 13, p.172]</i></p> <p>1. Look back at “More Than Just a Pretty Face” (pages 164–165). Suppose you have been hired by a publishing company to promote an upcoming biography of Hedy Lamarr. Write a press release to interest people in Lamarr’s life and persuade them to buy the book. Use at least two details from the essay and three unit words.</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 G	
§110.34. English Language Arts and Reading, English IV	Revision	Feature / Location	Description
<p>(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p>	<p>(15) Writing/Expository [and Procedural] Texts. Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes.</p>	<p>Writing: Words in Action—Unit 2, Prompt #2 [expository essay], p. 30; Unit 3, Writing Prompts #1 & #2 [explanatory essay; compare-and-contrast essay], p. 40; Unit 4, Writing Prompt #2 [explanatory essay], p. 58; Unit 5, Writing Prompt #1 [expository essay], p. 68; Unit 6, Writing Prompt #1 [expository essay], p. 78; Unit 8,</p>	<p>Writing: Words in Action 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</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 G	
§110.34. English Language Arts and Reading, English IV	Revision	Feature / Location	Description
		<p>Writing Prompt #2 [expository essay], p. 106; Unit 10, Writing Prompts #1 & #2 [letter, expository essay], p. 134; Unit 11, Writing Prompt #1 [expository essay], p. 144; Unit 12, Writing Prompt #2 [expository essay], p. 154; Unit 13, Writing Prompt #2 [expository essay], p. 172; Unit 14, Writing Prompts #2 [explanatory essay], p. 182; Unit 15, Writing Prompts #1 [compare-and-contrast essay], p. 192</p> <p><u>Example [Level G, Unit 11, p. 144]</u></p> <p>1. Look back at “Apollo 11 Poised for Take-Off” (pages 136–137). If you were offered the opportunity, would you like to be a passenger on a space flight to the moon? Why or why not? In a short expository essay, explain your opinion, using at least two details from the passage and three unit words.</p> <p><u>Example [Level G, Unit 15, p. 192]</u></p> <p>1. Look back at “Private Life in the Public Eye” (pages 184–185). Think about how the experience of keeping a diary is different from the experience of composing an autobiography. Write a brief essay in which you compare and contrast those two genres and explain which kind of writing you</p>	<p>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 G	
§110.34. English Language Arts and Reading, English IV	Revision	Feature / Location	Description
		<p>would prefer to do. Use examples from your experience and prior knowledge to support your ideas. Include at least two details from the essay and three unit words.</p>	
<p>(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.</p>	<p>(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.</p>	<p>Writing: Words in Action—Unit 1, Writing Prompts #1 & #2 [persuasive essay; opinion essay], p. 20; Unit 2, Prompt #2 [opinion essay], p. 30; Unit 4, Writing Prompt #1 [persuasive essay], p. 58; Unit 5, Writing Prompt #2 [opinion essay], p. 68; Unit 6, Writing Prompt #2 [persuasive essay], p. 78; Unit 7, Writing Prompts #1 & #2 [opinion essays], p. 96; Unit 8, Writing Prompt #1 [persuasive essay], p. 106; Unit 9, Writing Prompts #1 & #2 [persuasive essay; letter to the editor], p. 116; Unit 10, Writing Prompt #1 [persuasive essay], p. 134; Unit 11, Writing Prompt #2 [opinion essay], p. 144; Unit 12, Writing Prompt #1 [persuasive business letter], p. 154; Unit 13, Writing Prompt #1 [persuasive press release], p. 172; Unit 14, Writing Prompts #1 [editorial], p. 182; Unit 15, Writing</p>	<p>Writing: Words in Action 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 G	
§110.34. English Language Arts and Reading, English IV	Revision	Feature / Location	Description
		<p>Prompts #1 [opinion essay], p. 192</p> <p><u>Example [Level G, Unit 12, p.154]</u></p> <p>1. Look back at “Pyramids: Monuments to Gods and Men” (pages 146–147). Suppose that you are helping to raise funds to repair the pyramids in Egypt or Teotihuacan. You want to persuade contributors to make a donation by convincing them that the pyramids have historical and cultural significance, not only to Egypt or Mexico but also to the world. Write a persuasive business letter, using at least two details from the passage and three unit words.</p> <p><u>Example [Level G, Unit 13, p.172]</u></p> <p>1. Look back at “More Than Just a Pretty Face” (pages 164–165). Suppose you have been hired by a publishing company to promote an upcoming biography of Hedy Lamarr. Write a press release to interest people in Lamarr’s life and persuade them to buy the book. Use at least two details from the essay and three unit words.</p>	

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH III ASSESSMENT Reporting Category 6	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL G	
§110.34. English Language Arts and Reading, English IV	Editing	Feature / Location	Description
(19) Oral and Written Conventions/Spelling.	(19) [Oral and] Written Conventions/Spelling.		

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH III ASSESSMENT Reporting Category 6	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL G	
§110.34. English Language Arts and Reading, English IV	Editing	Feature / Location	Description
<p>Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p>	<p>Students spell correctly. Students are expected to</p> <p>(A) spell correctly, including using various resources to determine and check correct spellings. Readiness Standard</p>	<p>Definitions—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><i>Example [Level G, Unit 1, p. 14]</i></p> <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>Each Unit begins with a three-page Definitions section. Twenty words in the numbered study list are presented in a dictionary-style format.</p> <p>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.</p>
		<p>Synonyms—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 G, Unit 8, p. 104]</i></p>	<p>For the Synonyms activity, students write the appropriate synonym, referring back to the Definitions 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 III ASSESSMENT Reporting Category 6	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL G	
§110.34. English Language Arts and Reading, English IV	Editing	Feature / Location	Description
		<p>3. foreshadows dangers to come <u>portends</u></p>	
		<p>Antonyms—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 G, Unit 8, p. 105]</i></p> <p>3. known for his sensible opinions <u>fatuous</u></p>	<p>For the Antonyms activity, students write the appropriate antonym, referring back to the Definitions section as needed for the correct spelling of each Unit word.</p>
		<p>Completing the Sentence—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 G, Unit 12, p. 153]</i></p> <p>9. Since extroverts are <u>gregarious</u> by nature, they usually prefer not to live alone.</p>	<p>For Completing the Sentence, students write the Unit word that best completes each sentence in the exercise, referring back to the Definitions section as needed for the correct spelling.</p>