



SADLIER VOCABULARY WORKSHOP

ENRICHED EDITION

Level H

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 H													
§110.34. English Language Arts and Reading, English IV	Understanding and Analysis Across Genres	Feature / Location	Description												
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(1) Reading/Vocabulary Development. 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;; Supporting Standard	<p>Vocabulary Strategy: Word Structure—p. 8</p> <p><i>Examples [Level H, 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="1066 1000 1497 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="1066 1292 1497 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	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.
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	<p>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.</p>
<p>(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;</p>	<p>(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings; Readiness Standard</p>	<p>Word Study: Classical Roots— Review Units 1–3 (sem, simil, simul), p. 49; Review Units 4–6 (gen), p. 87; Review Units 7–9 (mal), p. 125; Review Units 10–12 (chron), p. 163; Review Units 13–15 (temp), p. 201</p> <p><i>Example [Level H, Review Units 1–3, p. 49]</i></p> <p>3. to take apart</p> <p>After the science fair, it took the exhibitors and maintenance crew several hours to fully disassemble the many displays and booths.</p>			
		<p>Vocabulary Strategy: Using Context—p. 7</p> <p><i>Example [Level H, p. 7]</i></p> <p>A contrast clue consists of an <i>antonym</i> for or a phrase that means the opposite of the missing word. For example:</p> <p>“My opinion on the situation may be far too rigid,” I admitted.</p> <p>“On the other hand, yours may be too (malleable, contumelious).”</p>			<p>In Vocabulary Strategy: Using Context, 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 restatement clue, contrast clue, and inference clue.</p>

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		<p>In this sentence, <i>rigid</i> is an antonym of the missing word, <i>malleable</i>. This is confirmed by the presence of the phrase <i>on the other hand</i>, which indicates that the answer must be the opposite of <i>rigid</i>.</p>	
		<p>Reading Passages—Unit 1 "Fascinating Rhythm: The Life of George Gershwin" [Biographical Sketch], pp. 12–13; Unit 2 "The Code-breakers of Bletchley Park" [Historical Nonfiction], pp. 22–23; Unit 3 "Charles Ponzi and His Scheme" [Informational Essay], pp. 32–33; Unit 4 "Putting Social Media in Perspective" [Speech], pp. 50–51; Unit 5 "The Comics and Cartoons of Winsor McCay" [Informational Essay], pp. 60–61; Unit 6 "Origins of Anarchism" [Magazine Article], pp. 70–71; Unit 7 "On the Edge" [First-Person Narrative], pp. 88–89; Unit 8 "Target This!" [Persuasive Essay], pp. 98–99; Unit 9 "Volunteer Profile: Jennifer Yoder" [Profile], pp. 108–109; Unit 10 "A River of English" [Humorous Essay], pp. 126–127; Unit 11 "Remarks Prepared for Delivery Before Congress" [Script for Political</p>	<p>At least 15 of the 20 Unit vocabulary words are introduced within the context of a two-page, multi-paragraph Reading Passage. 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>Speech], pp. 136–137; Unit 12 "Matriarchal Society" [Expository Essay], pp. 146–147; Unit 13 "Time to Clean Up Space" [Newspaper Editorial], pp. 164–165; Unit 14 "A Gap Year Makes Sense" [Persuasive Essay], pp. 174–175; Unit 15 "Justice for the Amistad" [Newspaper Article], pp. 184–185</p> <p><i>Example [Level H, Unit 5, p. 60]</i></p> <p>As a teenager, McCay's parents browbeat him into attending business school in Michigan, but the young man felt immured by the school, and refused to be corralled into the way of life it represented.</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 H, Unit 9, p. 110]</i></p> <p>Once users choose <u>avatars</u> for the application, they can select preferences</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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		and virtually connect with friends.	
		<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 H, Unit 8, p. 103]</i></p> <p>2. Although the law forbids residential separation of the races, we all know that a state of (de facto, ad hoc) segregation exists in some communities.</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 H, Unit 10, p. 132]</i></p> <p>1. to slay those enemies in their path — <u>immolate</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>

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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 H, Unit 10, p. 133]</i></p> <p>1. descended from peasants <u> patricians </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>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 H, Unit 12, p. 153]</i></p> <p>9. His <u> vacuous </u> remarks revealed how little he really knew about political economy.</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 in Context: Literary Text—Unit 1 [Charlotte Bronte], p.</p>	<p>The Vocabulary in Context: Literary Text pages contain</p>

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		<p>21; Unit 2 [Edgar Allan Poe], p. 31; Unit 3 [Charles Dickens], p. 41; Unit 4 [Henry Fielding], p. 59; Unit [George Meredith], p. 69; Unit 6 [Henry David Thoreau], p. 79; Unit 7 [Somerset Maugham], p. 97; Unit 8 [Sir Arthur Conan Doyle], p. 107; Unit 9 [Wilkie Collins], p. 117; Unit 10 [H.L. Mencken], p. 135; Unit 11 [Mark Twain], p. 145; Unit 12 [Mary Wollstonecraft Shelley], p. 155; Unit 13 [Nathaniel Hawthorne], p. 173; Unit 14 [Jonathan Swift], p. 183; Unit 15 [Anthony Trollope], p. 193</p> <p><u>Example [Level H, Unit 3, p. 41]</u></p> <p>2. This was an antic fellow, half peddler and half mountebank, who traveled about the country on foot to vend hones, strops, razors, washballs, harness-paste, medicine for dogs and horses, cheap perfumery, cosmetics, and such-like wares ... (<i>Oliver Twist</i>)</p> <p>A mountebank is a(n)</p> <table border="0" style="margin-left: 20px;"> <tr> <td>salesman</td> <td>swindler</td> </tr> <tr> <td>actor</td> <td>doctor</td> </tr> </table>	salesman	swindler	actor	doctor	<p>excerpts from classic literature. Each excerpt uses one of the vocabulary words from the Unit and provides students with exposures to the vocabulary in the context of authentic literature.</p> <p>In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context.</p>
salesman	swindler						
actor	doctor						
		<p>Vocabulary for Comprehension— Review Units 1–3 [Winslow Homer, American artist], pp. 42–43; Review</p>	<p>The Vocabulary for Comprehension section is designed to help students prepare</p>				

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		<p>Units 4–6 [Invention of eyeglasses], pp. 80–81; Review Units 7–9 [Ancient methods of waste disposal], pp. 118–119; Review Units 10–12 [Beginnings of New York City], pp. 156–157; Review Units 13–15 [Skyscraper window washers], pp. 194–195</p> <p><i>Example [Level H, Review Units 4–6, pp. 80–81]</i></p> <p>But forays into the question of precisely when they were invented and by whom have been inconclusive, tendentious, and filled with intrigue.</p> <p>2. Tendentious (line 8) most nearly means</p> <ul style="list-style-type: none"> a. tentative b. impartial c. libelous d. cantankerous e. partisan 	<p>for the reading sections of standardized tests. Students read a passage of expository or informational text then answer vocabulary-in-context questions.</p>
		<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>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</p>

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		<p><i>Example [Level H, Review Units 1–3, p. 44]</i></p> <p>3. As the detachment of knights galloped over the crest of the hill, it collided with a column of enemy foot soldiers moving up the other side. In the brief but bloody _____ that ensued, two of the king’s most prominent _____ lost their lives, and the Duke of Orleans was wounded.</p> <p>a. polarized . . . schism</p> <p>b. bowdlerized . . . fait accompli</p> <p>c. melee . . . vassals</p> <p>d. vignette . . . bellwethers</p>	<p>identify the correct choices.</p>
		<p>Word Study: Adages, Idioms, and Proverbs—Review Units 1–3 [Choosing the Right Idiom], p. 45; Review Units 4–6 [Choosing the Right Adage], p. 83; Review Units 7–9 [Choosing the Right Proverb], p. 121; Review Units 10–12 [Choosing the Right Idiom], p. 159; Review Units 13–15 [Choosing the Right Idiom], p. 197</p> <p><i>Example [Level H, Review Units 7–9, p. 121]</i></p> <p>Choosing the Right Proverb</p> <p>8. You didn’t reveal all that happened</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>

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		last night. Remember, half the truth is often a whole lie. _____	
		<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. 124; Review Units 10–12 [Expressing the Connotation], p. 162; Review Units 13–15 [Expressing the Connotation], p. 200</p> <p><i>Example [Level H, Review Units 13–15, p. 200]</i></p> <p>positive 8. The child (burgeoned, matured) after spending the summer in the sophisticated metropolis.</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 (positive, negative, or neutral).</p>
		<p>Word Study: Classical Roots—Review Units 1–3 (sem, simil, simul), p. 49; Review Units 4–6 (gen), p. 87; Review Units 7–9 (mal), p. 125; Review Units 10–12 (chron), p. 163; Review Units 13–15 (temp), p. 201</p> <p><i>Example [Level H, Review Units 1–3, p. 49]</i></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>

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		<p>3. to take apart</p> <p>After the science fair, it took the exhibitors and maintenance crew several hours to fully <u>disassemble</u> the many displays and booths.</p>							
<p>(C) use the relationship between words encountered in analogies to determine their meanings (e.g., synonyms/antonyms, connotation/denotation);</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 H, 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 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. maple is to tree as</p> <ul 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 1198 1514 1385"> <thead> <tr> <th data-bbox="1052 1198 1276 1235">Analogy</th> <th data-bbox="1276 1198 1514 1235">Key Relationship</th> </tr> </thead> <tbody> <tr> <td data-bbox="1052 1235 1276 1289">eyes are to see as</td> <td data-bbox="1276 1235 1514 1289">You use your eyes to see with, just as</td> </tr> <tr> <td data-bbox="1052 1289 1276 1343">ears are to hear</td> <td data-bbox="1276 1289 1514 1343">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>Located in the textbook front matter, Working with Analogies 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 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.								

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		<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 H, Unit 10, p. 132]</i></p> <p>1. to slay those enemies in their path <u>immolate</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. 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 H, Unit 10, p. 133]</i></p> <p>1. descended from peasants <u>patricians</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>Each Word Study: Denotation and Connotation lesson provides instruction and practice understanding the denotation and connotation of words. After an introductory discussion, students</p>

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		<p><i>Example [Level H, Review Units 1–3, p. 47]</i> Shades of Meaning 9. cozen – 10. ancillary 0 11. forte +</p>	<p>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>
		<p>Final Mastery Test: Analogies—p. 203</p>	<p>For Final Mastery Test: Analogies, students select the item that best completes the comparison of two pairs of related words.</p>
<p>(D) analyze and explain how the English language has developed and been influenced by other languages; and</p>	<p>[No corresponding STAAR student expectation.]</p>	<p>[Not addressed.]</p>	
<p>(E) use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed.</p>	<p>(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed. Readiness Standard</p>	<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–</p>	<p>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.</p>

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		178; Unit 15, pp. 186–188 <i>Example [Level H, Units 7, p. 92]</i> 15. opt (v.) to make a choice or decision (opt) We had to opt for the cheaper model. SYNONYMS: choose, select, decide	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 illustrative sentence.
		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 <i>Example [Level H, Unit 10, p. 132]</i> 1. to slay those enemies in their path — immolate —	For the Synonyms activity in each Unit, students are directed to use a dictionary if necessary.
		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;	For the Antonyms activity in each Unit, students are directed to use a dictionary if necessary.

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§110.34. English Language Arts and Reading, English IV	Understanding and Analysis Across Genres	Feature / Location	Description
		Unit 13, p. 171; Unit 14, p. 181; Unit 15, p. 191 <i>Example [Level H, Unit 10, p. 133]</i> 1. descended from peasants — <u>patricians</u>	
		Word Study: Writing with Idioms — Review Units 1–3, p. 46; Writing with Adages — Review Units 4–6, p. 84; Writing with Proverbs — Review Units 7–9, p. 122; Writing with Idioms — Review Units 10–12, p. 160; Writing with Idioms — Review Units 13–15, p. 198	Students are directed to use a print or online dictionary as needed.
		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	Students are directed to use a print or online dictionary as needed.
		Online Components: iWords Audio Program — vocabularyworkshop.com	The online iWords Audio Program 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 H	
§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 H, 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>(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>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>(B) make complex inferences about text and use textual evidence to support understanding. Readiness Standard</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>

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH III ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL H	
§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 [Winslow Homer, American artist], pp. 42–43; Review Units 4–6 [Invention of eyeglasses], pp. 80–81; Review Units 7–9 [Ancient methods of waste disposal], pp. 118–119; Review Units 10–12 [Beginnings of New York City], pp. 156–157; Review Units 13–15 [Skyscraper window washers], pp. 194–195</p> <p><i>Example [Level H, Review Units 4–6, pp. 80–81]</i></p> <p>But forays into the question of precisely when they were invented and by whom have been inconclusive, tendentious, and filled with intrigue.</p> <p>2. Tendentious (line 8) most nearly means</p> <ol style="list-style-type: none"> tentative impartial libelous cantankerous partisan <p><i>Example [Level H, Review Units 10–12, p.</i></p>	<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 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL H	
§110.34. English Language Arts and Reading, English IV	Understanding and Analysis Across Genres	Feature / Location	Description
		<p><u>157]</u></p> <p>11. From the passage, you can infer that</p> <ol style="list-style-type: none"> there were few nearsighted people in the thirteenth century few, if any, poor people owned the new “eye disks” Alessandro Spina became famous microscopes were invented at the same time as eyeglasses few, if any, Chinese people had eyeglasses in the 1200s or 1300s 	

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH III ASSESSMENT Reporting Category 3	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL H	
§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>(Figure 19) Reading/Comprehension Skills. Students use a flexible range of</p>	<p>Vocabulary and Reading—pp. 9–10</p> <p><i>Example [Level H, pp. 9–10]</i></p> <p>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</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</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 H	
§110.34. English Language Arts and Reading, English IV	Understanding and Analysis of Informational Texts	Feature / Location	Description
	<p>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>	<p>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>Vocabulary for Comprehension— Review Units 1–3 [Winslow Homer, American artist], pp. 42–43; Review Units 4–6 [Invention of eyeglasses], pp. 80–81; Review Units 7–9 [Ancient methods of waste disposal], pp. 118–119; Review Units 10–12 [Beginnings of New York City], pp. 156–157; Review Units 13–15 [Skyscraper window washers], pp. 194–195</p> <p><i>Example [Level H, Review Units 4–6, pp.</i></p>	<p>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>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</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 H	
§110.34. English Language Arts and Reading, English IV	Understanding and Analysis of Informational Texts	Feature / Location	Description
		<p><u>80–81]</u> But forays into the question of precisely when they were invented and by whom have been inconclusive, tendentious, and filled with intrigue.</p> <p>2. Tendentious (line 8) most nearly means</p> <ul style="list-style-type: none"> a. tentative b. impartial c. libelous d. cantankerous e. partisan <p><u>Example [Level H, Review Units 10–12, p. 157]</u></p> <p>11. From the passage, you can infer that</p> <ul style="list-style-type: none"> a. there were few nearsighted people in the thirteenth century b. few, if any, poor people owned the new “eye disks” c. Alessandro Spina became famous d. microscopes were invented at the same time as eyeglasses e. few, if any, Chinese people had eyeglasses in the 1200s or 1300s 	<p>purpose.</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 H	
§110.34. English Language Arts and Reading, English IV	Composition	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 1, Writing Prompt #1 [descriptive essay], p. 20; Unit 3, Writing Prompt #1 [expository essay], p. 40; Unit 4, Writing Prompt #1 [cause-and-effect essay], p. 58; Unit 5, Writing Prompt #1 [compare-and-contrast essay], p. 68; Unit 6, Writing Prompt #1 [expository essay], p. 78; Unit 7, Writing Prompt #1 [descriptive essay], p. 96; Unit 8, Writing Prompt #1 [definition essay], p. 106; Unit 10, Writing Prompt #1 [compare-and-contrast essay], p. 134; Unit 11, Writing Prompt #1 [statement], p. 144; Unit 12, Writing Prompt #1 [compare-contrast essay], p. 154; Unit 13, Writing Prompt #2 [compare-and-contrast essay], p. 172; Unit 14, Writing Prompt #1 [letter or email explaining choice], p. 182; Unit 15, Writing Prompt #1 [expository essay], p. 192</p> <p><u><i>Example [Level H, Unit 8, p.106]</i></u></p> <p>1. Look back at “Target This!” (pages 98–99). Consider the e-marketing and business practices common among online retailers nowadays, and then consider what these businesses may or</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 4	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL H	
§110.34. English Language Arts and Reading, English IV	Composition	Feature / Location	Description
		<p>may not know about you. Write an essay in which you write a definition of “personal privacy” and describe how it has, or hasn’t, changed over the past 50 to 100 years. Use at least three details from the passage and three unit words.</p> <p><i>Example [Level H, Unit 12, p.154]</i></p> <ol style="list-style-type: none"> 1. Look back at “Matriarchal Society” (pages 146–147). Imagine a modern society or government dominated by women. How would it function in the same way and/or differently as compared to a male-dominated society or government? Use this personal vision to write a compare-contrast essay, using at least two details from the passage and three unit words, in which you consider how a matriarchal society would look. 	
<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 Prompt #2 [opinion essay], p. 20; Unit 2, Writing Prompts #1 & #2 [persuasive essay; opinion essay], p. 30; Unit 3, Writing Prompt #2 [opinion essay], p. 40; Unit 4, Writing Prompt #2 [opinion essay], p. 58; Unit 5, Writing Prompt #2 [opinion essay], p. 68; Unit 6, Writing Prompt #2 [opinion essay], p. 78; Unit 7,</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</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 H	
§110.34. English Language Arts and Reading, English IV	Composition	Feature / Location	Description
		<p>Writing Prompt #2 [persuasive letter or e-mail], p. 96; Unit 8, Writing Prompt #2 [opinion essay], p. 106; Unit 9, Writing Prompts #1 & #2 [argument; opinion essay], p. 116; Unit 10, Writing Prompt #2 [persuasive email to a legislator], p. 134; Unit 11, Writing Prompt #2 [opinion essay], p. 144; Unit 12, Writing Prompt #2 [opinion essay], p. 154; Unit 13, Writing Prompt #1 [persuasive statement], p. 172; Unit 14, Writing Prompt #2 [opinion essay], p. 182; Unit 15, Writing Prompt #2 [opinion essay], p. 192</p> <p><i>Example [Level H, Unit 7, p.96]</i></p> <p>2. Imagine you are one of the friends mentioned in the “On the Edge” narrative (pages 88–89). Write a letter or e-mail to the narrator in which you convince her to go kayaking for the first time. Write at least three paragraphs and use three or more words from this unit.</p>	<p>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 H	
§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 1, Writing Prompt #1 [descriptive essay], p. 20; Unit 3, Writing Prompt #1 [expository essay], p. 40; Unit 4, Writing Prompt #1 [cause-and-effect essay], p. 58; Unit 5, Writing Prompt #1 [compare-and-contrast essay], p. 68; Unit 6, Writing Prompt #1 [expository essay], p. 78; Unit 7, Writing Prompt #1 [descriptive essay], p. 96; Unit 8, Writing Prompt #1 [definition essay], p. 106; Unit 10, Writing Prompt #1 [compare-and-contrast essay], p. 134; Unit 11, Writing Prompt #1 [statement], p. 144; Unit 12, Writing Prompt #1 [compare-contrast essay], p. 154; Unit 13, Writing Prompt #2 [compare-and-contrast essay], p. 172; Unit 14, Writing Prompt #1 [letter or email explaining choice], p. 182; Unit 15, Writing Prompt #1 [expository essay], p. 192</p> <p><i>Example [Level H, Unit 8, p.106]</i></p> <p>1. Look back at “Target This!” (pages 98–99). Consider the e-marketing and business practices common among online retailers nowadays, and then consider what these businesses may or</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 H	
§110.34. English Language Arts and Reading, English IV	Revision	Feature / Location	Description
		<p>may not know about you. Write an essay in which you write a definition of “personal privacy” and describe how it has, or hasn’t, changed over the past 50 to 100 years. Use at least three details from the passage and three unit words.</p> <p><i>Example [Level H, Unit 12, p.154]</i></p> <ol style="list-style-type: none"> 1. Look back at “Matriarchal Society” (pages 146–147). Imagine a modern society or government dominated by women. How would it function in the same way and/or differently as compared to a male-dominated society or government? Use this personal vision to write a compare-contrast essay, using at least two details from the passage and three unit words, in which you consider how a matriarchal society would look. 	
<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 Prompt #2 [opinion essay], p. 20; Unit 2, Writing Prompts #1 & #2 [persuasive essay; opinion essay], p. 30; Unit 3, Writing Prompt #2 [opinion essay], p. 40; Unit 4, Writing Prompt #2 [opinion essay], p. 58; Unit 5, Writing Prompt #2 [opinion essay], p. 68; Unit 6, Writing Prompt #2 [opinion essay], p. 78; Unit 7,</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</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 H	
§110.34. English Language Arts and Reading, English IV	Revision	Feature / Location	Description
		<p>Writing Prompt #2 [persuasive letter or e-mail], p. 96; Unit 8, Writing Prompt #2 [opinion essay], p. 106; Unit 9, Writing Prompts #1 & #2 [argument; opinion essay], p. 116; Unit 10, Writing Prompt #2 [persuasive email to a legislator], p. 134; Unit 11, Writing Prompt #2 [opinion essay], p. 144; Unit 12, Writing Prompt #2 [opinion essay], p. 154; Unit 13, Writing Prompt #1 [persuasive statement], p. 172; Unit 14, Writing Prompt #2 [opinion essay], p. 182; Unit 15, Writing Prompt #2 [opinion essay], p. 192</p> <p><i>Example [Level H, Unit 7, p.96]</i></p> <p>2. Imagine you are one of the friends mentioned in the “On the Edge” narrative (pages 88–89). Write a letter or e-mail to the narrator in which you convince her to go kayaking for the first time. Write at least three paragraphs and use three or more words from this unit.</p>	<p>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 6	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL H	
§110.34. English Language Arts and Reading, English IV	Editing	Feature / Location	Description
<p>(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p>	<p>(19) [Oral and] Written Conventions/Spelling. 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 H, 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></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</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 H	
§110.34. English Language Arts and Reading, English IV	Editing	Feature / Location	Description
		15, p. 190 <i>Example [Level H, Unit 10, p. 132]</i> 1. to slay those enemies in their path <u>immolate</u>	
		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 <i>Example [Level H, Unit 10, p. 133]</i> 1. descended from peasants <u>patricians</u>	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.
		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 <i>Example [Level H, Unit 12, p. 153]</i> 9. His <u>vacuous</u> remarks revealed	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.

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH III ASSESSMENT Reporting Category 6	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL H	
§110.34. English Language Arts and Reading, English IV	Editing	Feature / Location	Description
		how little he really knew about political economy.	