



SADLIER VOCABULARY WORKSHOP

ENRICHED EDITION

Level A

Aligned to the
**Texas Essential Knowledge and Skills for
Language Arts and Reading, Middle School —
§110.18. English Language Arts and Reading
and
STAAR Grade 6 Reading Assessment**

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KEY ALIGNED CONTENT

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, MIDDLE SCHOOL	STAAR GR. 6 READING ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL A																
§110.18. English Language Arts and Reading, Grade 6	Understanding and Analysis Across Genres	Feature / Location	Description															
<p>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p>	<p>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; Readiness Standard</p>	<p>Vocabulary Strategy: Word Structure—p. 7</p> <p><i>Examples [Level A, 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="1054 971 1499 1068"> <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="1054 1263 1499 1333"> <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> <table border="1" data-bbox="1054 1365 1499 1404"> <thead> <tr> <th>Latin Root</th> <th>Meaning</th> <th>Sample Words</th> </tr> </thead> <tbody> </tbody> </table>	Prefix	Meaning	Sample Words	com-, con-	together, with	compatriot, contact	Greek Root	Meaning	Sample Words	-gnos	know	diagnostic	Latin Root	Meaning	Sample Words	<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																
Latin Root	Meaning	Sample Words																

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§110.18. English Language Arts and Reading, Grade 6	Understanding and Analysis Across Genres	Feature / Location				
		Description				
		<table border="1"> <tr> <td>-tain-, -ten, -tin-</td> <td>hold, keep</td> <td>contain, tenure, retinue</td> </tr> </table>	-tain-, -ten, -tin-	hold, keep	contain, tenure, retinue	
-tain-, -ten, -tin-	hold, keep	contain, tenure, retinue				
(B) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words;	(B) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words; Readiness Standard	<p>Word Study: Classical Roots— Review Units 1–3 (de), p. 49; Review Units 4–6 (re), p. 87; Review Units 7–9 (log, logue), p. 125; Review Units 10–12 (co, col, com, con, cor), p. 163; Review Units 13–15 (pre), p. 201</p> <p><u>Example [Level A, Review Units 1–3, p. 49]</u></p> <p>1. to cut off the head, behead</p> <p>Experienced chefs know how to gut, scale, and <u>decapitate</u> a fish before cooking it.</p> <p>Vocabulary Strategy: Using Context—p. 7</p> <p><u>Example [Level A, p. 7]</u></p> <p>An inference clue implies but does not directly state the meaning of the missing word or words. For example:</p> <p>Like any _____, my brother always expects the worst and thinks that any good news is actually a carefully disguised _____.”</p> <p>a. epic . . . c. beacon . . . pantomime encounter b. pantomime . . . d. pessimist . . .</p>	<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>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>precaution sham</p> <p>In this sentence, there are several inference clues: (a) the phrase <i>expects the worst</i> suggests <i>pessimist</i>; (b) the words <i>carefully disguised</i> suggest the word <i>sham</i>.</p> <p>These words are inference clues because they suggest or imply, but do not directly state, the missing word or words.</p>	
		<p>Reading Passages—Unit 1 "City of Gold" [First-Person Narrative], pp. 12–13; Unit 2 "West End School Has Comestible Curriculum" [Interview], pp. 22–23; Unit 3 "This Day in 1923: The Olympic's the Thing!" [Archived Newspaper Article], pp. 32–33; Unit 4 "The Art and Science of Traditional Healing" [Expository Essay], pp. 50–51; Unit 5 "Continue Space Exploration, Now!" [Persuasive Speech], pp. 60–61; Unit 6 "The Fine Art of War: WWI Propaganda Images" [Textbook Entry], pp. 70–71; Unit 7 "Made for the Shade" [Informational Essay], pp. 88–89; Unit 8 "From Big Dream to Big Top" [Interview], pp. 98–99; Unit 9 "From Fire Arrows to Space Flight: a History</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>of Rockets" [Informational Essay], pp. 108–109; Unit 10 "Farewell, Blue Yodeler" [Obituary], pp. 126–127; Unit 11 "Here I Am: Galápagos Log" [Log], pp. 136–137; Unit 12 "Vampires We Have Known" [Humorous Essay], pp. 146–147; Unit 13 "Polar Opposites" [Compare and Contrast Essay], pp. 164–165; Unit 14 "Madam C.J. Walker and Her Wonderful Remedy" [Biographical Sketch], pp. 174–175; Unit 15 "Running With the Big Dogs" [Magazine Article], pp. 184–185</p> <p><i>Example [Level A, Unit 5, p. 60]</i></p> <p>For all but the most stubborn and headstrong, however, this argument can be convincingly refuted. For the entire duration of the space program's existence—a little more than half a century—the budget of the National Aeronautics and Space Administration (NASA) has averaged under one percent of total federal annual expenditures.</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;</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</p>

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		Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188 <i>Example [Level A, Unit 10, p. 129]</i> The cap is a <u>memento</u> of our recent trip.	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.
		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 <i>Example [Level A, Unit 4, p. 55]</i> 6. Imagine his (plight, ingratitude)—peniless, unemployed, and with a large family to support!"	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.
		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;	The Synonyms activity for each Unit requires students to rely on context clues to help find a Unit word to match each given

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		Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190 <i>Example [Level A, Unit 2, p. 28]</i> 4. able to replicate a bird's call <u>mimic</u>	synonym.
		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 A, Unit 14, p. 181]</i> 4. never question a noble gesture <u>self-seeking</u>	The Antonyms activity for each Unit requires students to use context clues to help find a Unit word to match each given synonym.
		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	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.

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		<p><i>Example [Level A, Unit 12, p. 153]</i></p> <p>9. Because I'm afraid of heights, I usually balk at the idea of sitting in the first row of the topmost balcony in a theater.</p> <p>Vocabulary in Context: Literary Text— Unit 1 [Johann David Wyss], p. 21; Unit 2 [Walt Whitman], p. 31; Unit 3 [Jules Verne], p. 41; Unit 4 [Edgar Rice Burroughs], p. 59; Unit 5 [H.G. Wells], p. 69; Unit 6 [Mark Twain], p. 79; Unit 7 [Charles Dickens], p. 97; Unit 8 [Sir Arthur Conan Doyle], p. 107; Unit 9 [L.M. Montgomery], p. 117; Unit 10 [Edgar Allan Poe], p. 135; Unit 11 [Jack London], p. 145; Unit 12 [Sir Arthur Conan Doyle], p. 155; Unit 13 [L.M. Montgomery], p. 173; Unit 14 [Charles Dickens], p. 183; Unit 15 [Washington Irving], p. 193</p> <p><i>Example [Level A, Unit 12, p. 155]</i></p> <p>2. Nothing could be more hearty than his manner, and he set me at my ease in an instant. But it needed all his cordiality to atone for the frigidity and even rudeness of his wife, a tall, haggard woman, who came forward at his summons. (“The Brazilian Cat”)</p>	<p>The Vocabulary in Context: Literary Text pages contain excerpts from classic literature. Each excerpt uses one of the vocabulary words from the Unit and provides students with exposures to the vocabulary in the context of authentic literature.</p> <p>In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context.</p>

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		People who convey frigidity are a. aloof c. dull b. keen d. shy	
		<p>Vocabulary for Comprehension— Review Units 1–3 [Annual Winter Festival in Sapporo, Japan], pp. 42–43; Review Units 4–6 [Osceola McCarty], pp. 80–81; Review Units 7–9 [The Dodo Bird], pp. 118–119; Review Units 10–12 [Antarctica], pp. 156–157; Review Units 13–15 [Francisco de Goya], pp. 194–195</p> <p><u>Example [Level A, Review Units 10–12, pp. 156–157]</u></p> <p>Life in such a difficult place demands planning, special gear, and grit. Scientists must figure out how to do their research safely and effectively. They must guard their health and well-being.</p> <p>4. The meaning of grit (line 42) is</p> <ul style="list-style-type: none"> a. courage b. gravel c. persistence d. power e. grind 	<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>

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		<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><i>Example [Level A, Review Units 1–3, p. 44]</i></p> <p>3. Two ruffians _____ the weary traveler on a lonely stretch of road, but the man was able to beat off his _____ with the help of his stout staff.</p> <p>a. waylaid . . . assailants b. dispatched . . . oafs c. confronted . . . hypocrites d. constrained . . . pacifists</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>
		<p>Word Study: Adages, Idioms, and Proverbs—Review Units 1–3 [Choosing the Right Idiom], p. 45; Review Units 4–6 [Choosing the Right Proverb], p. 83; Review Units 7–9 [Choosing the Right Idiom], p. 118; Review Units 10–12 [Choosing the Right Idiom], p. 159; Review Units 13–15 [Choosing the Right Adage], p. 197</p> <p><i>Example [Level A, Review Units 13–15, p.</i></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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§110.18. English Language Arts and Reading, Grade 6	Understanding and Analysis Across Genres	Feature / Location	Description
		<p><u>197]</u> 2. When the cat's away the mice will play, but our class stays on task when the teacher leaves the room.</p> <p>_____</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. 124; Review Units 10–12 [Expressing the Connotation], p. 162; Review Units 13–15 [Expressing the Connotation], p. 200</p> <p><u>Example [Level A, Review Units 4–6, p. 86]</u> negative 5. The coffee shop owner does not want people to (loiter, tarry) in front of her place of business.</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 (de), p. 49; Review Units 4–6 (re), p. 87; Review Units 7–9 (log, logue), p. 125; Review Units 10–12 (co, col, com, con, cor), p. 163; Review Units 13–15 (pre), p. 201</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><i>Example [Level A, Review Units 4–6, p. 87]</i></p> <p>3. to buy back; to make up for; to fulfill a pledge</p> <p>Consumers who <u>redeem</u> discount coupons they clip from magazines and newspapers can lower their weekly grocery bills.</p>					
<p>(C) complete analogies that describe part to whole or whole to part (e.g., ink:pen as page: ____ or pen:ink as book: ____);</p>	<p>[No corresponding STAAR student expectation.]</p>	<p>Working with Analogies—p. 11</p> <p><i>Example [Level A, 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 1274 1501 1404"> <thead> <tr> <th data-bbox="1052 1274 1228 1323">Analogy</th> <th data-bbox="1228 1274 1501 1323">Key Relationship</th> </tr> </thead> <tbody> <tr> <td data-bbox="1052 1323 1228 1404">big is to large as little is to</td> <td data-bbox="1228 1323 1501 1404">Big means the same thing as large, just as</td> </tr> </tbody> </table>	Analogy	Key Relationship	big is to large as little is to	Big means the same thing as large , just as	<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						
big is to large as little is to	Big means the same thing as large , just as						

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		small	little means the same thing as small.	
		eyes are to see as ears are to hear	You use your eyes to see with, just as you use your ears to hear with.	
		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) explain the meaning of foreign words and phrases commonly used in written English (e.g., <i>RSVP</i> , <i>que sera sera</i>); and	[No corresponding STAAR student expectation.]	[Not addressed at this level.]		
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words. 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 Example [Level A, Units 4, p. 53]		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,

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		<p>12. petty (pet' ē) (adj.) unimportant, trivial; narrow-minded; secondary in rank, minor</p> <p>You say my complaint is <u>petty</u>, but to me it is an issue of great importance.</p> <p>SYNONYMS: insignificant, piddling</p> <p>ANTONYMS: important, major, significant, weighty</p>	<p>pronunciation, part or parts of speech, and definition for each new word. There is also an illustrative sentence, plus synonyms and antonyms.</p> <p>For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.</p>
		<p>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 D, Unit 12, p. 152]</i></p> <p>1. exiled for treasonous acts <u>subversive</u></p>	<p>For the Synonyms activity in each Unit, students are directed to use a dictionary if necessary.</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</p>	<p>For the Antonyms activity in each Unit, students are directed to use a dictionary if necessary.</p>

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		15, p. 191 <i>Example [Level D, Unit 12, p. 153]</i> 2. a delicate build <u> brawny </u>	
		Word Study: Writing with Idioms —Review Units 1–3, p. 46; Writing with Proverbs —Review Units 4–6, p. 84; Writing with Idioms —Review Units 7–9, p. 122; Writing with Idioms —Review Units 10–12, p. 160; Writing with Adages —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.

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<p>(10) 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 metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to</p>		
	<p>(D) make inferences about text and use textual evidence to support understanding; Readiness Standard (Expository)</p>	<p>Vocabulary and Reading— pp. 9–10 <i>Example [Level A, p. 9]</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>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>

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			<p>combine vocabulary development and reading comprehension: Reading Passages, Vocabulary in Context (literary text), and Vocabulary for Comprehension (informational text).</p> <p>Students receive instruction on preparing for the kinds of questions that accompany extended reading selections, including Inference Questions.</p>
		<p>Vocabulary for Comprehension— Review Units 1–3 [Annual Winter Festival in Sapporo, Japan], pp. 42–43; Review Units 4–6 [Osceola McCarty], pp. 80–81; Review Units 7–9 [The Dodo Bird], pp. 118–119; Review Units 10–12 [Antarctica], pp. 156–157; Review Units 13–15 [Francisco de Goya], pp. 194–195</p> <p><i>Example [Level A, Review Units 1–3, p.43]</i></p> <p>11. You can infer from the passage that the author is trying to</p> <ol style="list-style-type: none"> a. promote attendance at the festival b. analyze athletic events in Japan 	<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>

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		<p>c. suggest festival improvements d. caution visitors about dangers e. encourage other cities to hold festivals</p> <p><i>Example [Level A, Review Units 4–6, p. 81]</i></p> <p>1. The primary purpose of the passage is to</p> <p>a. tell an inspirational true story b. tell an inspirational fictional story c. persuade the reader to help others d. persuade the reader to save money e. persuade the reader to stay in school</p>	

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(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions	[No corresponding STAAR student expectation at this level.]	<p>Writing: Words in Action— Unit 1, Writing Prompt #1 [journal entry], p. 20</p> <p><i>Example [Level A, Unit 1, p. 20]</i></p> <p>1. Look back at “City of Gold” (pages 12–13). Suppose you will be traveling soon with the traders. You wonder what your trip will be like when you arrive in</p>	<p>Writing: Words in Action has students use the vocabulary words in an extended context, including real or imagined personal narrative.</p> <p>Two writing prompts allow students to demonstrate their</p>

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and/or consequences.		Timbuktu. Write a journal entry, describing what excites you about the trip and what worries you. Use at least two details from the passage and three Unit words.	<p>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 may also refer to the Passage or related topic and is modeled after writing tasks found on standardized tests such as the SAT.</p>

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(17) 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.	[No corresponding STAAR student expectation at this level.]	Writing: Words in Action —Unit 1, Writing Prompt #2 [explanatory essay], p. 20; Unit 4, Writing Prompt #1 [compare essay], p. 58; Unit 6, Writing Prompt #1 [explanatory essay], p. 78; Unit 9, Writing Prompt #1 [cause-and-effect letter], p. 116; Unit 11, Writing Prompt #2 [explanatory essay], p. 144; Unit 12, Writing Prompt #1 [informational	<p>Writing: Words in Action has students use the vocabulary words in an extended context, including expository or explanatory texts.</p> <p>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>

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		article], p. 154; Unit 13, Writing Prompt #1 [compare-and-contrast essay], p. 172; Unit 13, Writing Prompt #2 [explanatory essay], p. 172; Unit 15, Writing Prompt #2 [explanatory essay], p. 192 <u>Example [Level A, Unit 13, p. 172]</u> 1. Look back at “Polar Opposites” (pages 164–165). Using details from the passage, compare and contrast the Arctic and Antarctica. In your conclusion, state which polar region you would rather visit and explain why. Include at least two details from the passage and three Unit words.	and requires a close reading of the text in order to respond appropriately. The second prompt may also refer to the Passage or related topic and is modeled after writing tasks found on standardized tests such as the SAT.

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(18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for	[No corresponding STAAR student expectation at this level.]	Writing: Words in Action —Unit 2, Writing Prompts #1 & #2 [speech; opinion essay], p. 30; Unit 3, Writing Prompts #1 & #2 [radio advertisement; opinion essay], p. 40; Unit 4, Writing Prompt #2 [opinion essay], p. 58; Unit 5, Writing Prompts	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

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<p>appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.</p>		<p>#1 & #2 [editorial; opinion essay], p. 68; Unit 6, Writing Prompt #2 [opinion essay], p. 78; Unit 7, Writing Prompts #1 & #2 [television commercial; opinion essay], p. 96; Unit 8, Writing Prompts #1 & #2 [persuasive letter; opinion essay], p. 106; Unit 9, Writing Prompt #2 [editorial], p. 116; Unit 10, Writing Prompts #1 & #2 [persuasive letter; opinion essay], p. 134; Unit 11, Writing Prompt #1 [persuasive letter], p. 144; Unit 12, Writing Prompt #2 [opinion essay], p. 154; Unit 14, Writing Prompts #1 & #2 [persuasive proposal; nominating letter], p. 182; Unit 15, Writing Prompt #1 [persuasive letter], p. 192</p> <p><i>Example [Level A, Unit 15, p.192]</i></p> <p>1. Look back at “Running with the Big Dogs” (pages 184–185). Suppose that you are a herder who must choose one of the three dog breeds discussed in the essay—Great Pyrenees, the Komondor, or the Kangal—to protect your herd. You must convince your family that your choice is correct. Write a letter to your family in which you support your choice of herding dog using at least two details from the</p>	<p>Passage that introduced the Unit and requires a close reading of the text in order to respond appropriately.</p> <p>The second prompt may also refer to the Passage or related topic and is modeled after writing tasks found on standardized tests such as the SAT.</p>

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		passage and three Unit words.	

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(21) Oral and Written Conventions/Spelling. Students spell correctly.	[No corresponding STAAR student expectation at this level.]	<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 A, 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.</p>	<p>For the Synonyms activity, students write the appropriate synonym, referring back to the Definitions section as needed for</p>

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		132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190 <i>Example [Level A, Unit 3, p. 38]</i> 9. trying to irritate the manager <u>infuriate</u>	the correct spelling of each Unit word.
		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 A, Unit 10, p. 133]</i> 2. to demolish the old building <u>refurbish</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.	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.

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		191–192 <i>Example [Level A, Unit 8, p. 105]</i> 3. The patients will have a much better chance to recover quickly if they receive treatment at the <u>onset</u> of the fever.	