



# SADLIER VOCABULARY WORKSHOP

ENRICHED EDITION

**Level D**

Aligned to the  
**Texas Essential Knowledge and Skills** for English Language Arts and Reading, Subchapter C. High School — §110.31.  
English Language Arts and Reading, English I  
and  
**STAAR English I Assessment**

## CONTENTS

### KEY ALIGNED CONTENT

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

### ADDITIONAL ALIGNED CONTENT

Page 16 (9) Reading/Comprehension of Informational Text/Expository Text & STAAR Reporting Category 1

Page 18 (9) Reading/Comprehension of Informational Text/Expository Text & STAAR Reporting Category 3

Page 19 (15) Writing/Expository and Procedural Texts & STAAR Reporting Category 4

Page 21 (15) Writing/Expository and Procedural Texts / (16) Writing/Persuasive Texts & STAAR Reporting Category 5

Page 23 (16) Oral and Written Conventions/Spelling & STAAR Reporting Category 6

**KEY ALIGNED CONTENT**

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH I ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL D													
§110.31. English Language Arts and Reading, English I	Understanding and Analysis Across Genres	Feature / Location	Description												
<p>(1) <b>Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>(1) <b>Reading/Vocabulary Development.</b> Students are expected to understand new vocabulary and use it when reading and writing. Students are expected to</p>														
<p>(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;</p>	<p>(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes; <b>Supporting Standard</b></p>	<p><b>Vocabulary Strategy: Word Structure</b>—p. 8 <i>Examples [Level D, p. 8]</i> <b>Prefixes, suffixes, and roots, or bases,</b> are word parts. One strategy for determining an unknown word's meaning is to "take apart" the word and think about the parts.</p> <table border="1" data-bbox="1058 998 1499 1096"> <thead> <tr> <th>Prefix</th> <th>Meaning</th> <th>Sample Words</th> </tr> </thead> <tbody> <tr> <td>com-, con-</td> <td>together, with</td> <td>compatriot, contact</td> </tr> </tbody> </table> <p>A <b>base</b> or <b>root</b> is the main part of a word to which prefixes and suffixes may be added. The following lists may help you figure out the meaning of new or unfamiliar words.</p> <table border="1" data-bbox="1058 1291 1499 1360"> <thead> <tr> <th>Greek Root</th> <th>Meaning</th> <th>Sample Words</th> </tr> </thead> <tbody> <tr> <td>-gnos</td> <td>know</td> <td>diagnostic</td> </tr> </tbody> </table>	Prefix	Meaning	Sample Words	com-, con-	together, with	compatriot, contact	Greek Root	Meaning	Sample Words	-gnos	know	diagnostic	<p>In <b>Vocabulary Strategy: Word Structure</b>, students learn about word parts—prefixes, suffixes, and roots or bases. Additional instruction is provided on the <b>Classical Roots</b> page of the <b>Word Study</b> section.</p>
Prefix	Meaning	Sample Words													
com-, con-	together, with	compatriot, contact													
Greek Root	Meaning	Sample Words													
-gnos	know	diagnostic													

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH I ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL D			
§110.31. English Language Arts and Reading, English I	Understanding and Analysis Across Genres	Feature / Location		Description	
		Latin Root -tain-, -ten, -tin-	Meaning hold, keep	Sample Words contain, tenure, retinue	<p>In <b>Word Study: Classical Roots</b>, students discover how words with a pattern of shared Latin or Greek roots may vary in structure while retaining similarities in meaning.</p> <p><b>Word Study: Classical Roots—</b> Review Units 1–3 (<b>pos, pon</b>), p. 49; Review Units 4–6 (<b>ten, tain, tin</b>), p. 87; Review Units 7–9 (<b>pol, ly</b>), p. 125; Review Units 10–12 (<b>spec, spic</b>), p. 163; Review Units 13–15 (<b>vert, vers</b>), p. 201</p> <p><i>Example [Level D, Review Units 1–3, p. 49]</i></p> <p>1. to put or place upon or over something else</p> <p>Digital software allows creative photographers to <b>impose</b> a second image over the first to create an original picture.</p>
(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;	(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words; <b>Readiness Standard</b>	<b>Vocabulary Strategy: Using Context—</b> p. 7 <i>Example [Level D, p. 7]</i> A <b>contrast clue</b> consists of an <i>antonym</i> for or a phrase that means the opposite of the missing word. For example: “My view of the situation may be far too <b>rosy</b> ,” I admitted. “On the other hand, yours may be a bit ( <b>optimistic, bleak</b> ).”		In <b>Vocabulary Strategy: Using Context</b> , students learn to recognize and use context clues in order to decode unfamiliar words they encounter in their reading.  The three types of context clues taught in the program include <b>restatement clue, contrast clue,</b>	

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH I ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL D	
§110.31. English Language Arts and Reading, English I	Understanding and Analysis Across Genres	Feature / Location	Description
		<p>In this sentence, <i>rosy</i> is an antonym of the missing word, <i>bleak</i>. This is confirmed by the presence of the phrase <i>on the other hand</i>, which indicates that the answer must be the opposite of <i>rosy</i>.</p>	<p>and <b>inference clue</b>.</p>
		<p><b>Reading Passages</b>—Unit 1 "I'll Wait for the Movie" [Compare-and-Contrast Essay], pp. 12–13; Unit 2 "Cowgirls Up!" [Historical Nonfiction], pp. 22–23; Unit 3 "A Polar Controversy" [Historical Nonfiction], pp. 32–33; Unit 4 "Elephant Culture and Conservation" [Expository Essay], pp. 50–51; Unit 5 "The Leopard: Unlikely Survivor" [Expository Essay], pp. 60–61; Unit 6 "Modernize the School Calendar" [Persuasive Essay], pp. 70–71; Unit 7 "City Critters" [Humorous Essay], pp. 88–89; Unit 8 "A History of Sound Recording" [Encyclopedia Entry], pp. 98–99; Unit 9 "Ringl and Pit: Witnesses to the Weimar" [Profile], pp. 108–109; Unit 10 "Remarkable Mixes" [Textbook Entry], pp. 126–127; Unit 11 "Failing Infrastructure" [Newspaper Editorial], pp. 136–137; Unit 12 "Social Networks and Virtual</p>	<p>At least 15 of the 20 Unit vocabulary words are introduced within the context of a two-page, multi-paragraph <b>Reading Passage</b>.</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>

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH I ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL D	
§110.31. English Language Arts and Reading, English I	Understanding and Analysis Across Genres	Feature / Location	Description
		<p>Communication" [Debate], pp. 146–147; Unit 13 "From Trash to Tabletop" [Interview], pp. 164–165; Unit 14 "Seven Wonders" [Magazine Article], pp. 174–175; Unit 15 "Jesse Owens: 1913–1980" [Obituary], pp. 184–185</p> <p><i>Example [Level D, Unit 8, p. 98]</i></p> <p>Early sound recordings relied on acoustical means to amplify the sound. Huge, <b>preposterous</b>-looking horns on early record players were needed to magnify the sound. The invention of vacuum tubes in the early 1920s eliminated this <b>liability</b>.</p>	
		<p><b>Definitions</b>—Unit 1, pp. 14–15; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188</p> <p><i>Example [Level D, Unit 10, p. 128]</i></p> <p>The <u>diminutive</u> lapdog was so small that it actually fit in its owner's purse.</p>	<p>In the <b>Definitions</b> section that follows each Reading Passage, students see the importance of context as they read each illustrative sentence then write the Unit word in the blank in order to complete the sentence. This activity prepares for the student for the more challenging "complete-the-sentence-using-context-clues" exercises in each Unit.</p>

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH I ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL D	
§110.31. English Language Arts and Reading, English I	Understanding and Analysis Across Genres	Feature / Location	Description
		<p><b>Choosing the Right Word</b>—Unit 1, pp. 17–18; Unit 2, pp. 27–28; Unit 3, pp. 37–38; Unit 4, pp. 55–56; Unit 5, pp. 65–66; Unit 6, pp. 75–76; Unit 7, pp. 93–94; Unit 8, pp. 103–104; Unit 9, pp. 113–114; Unit 10, pp. 131–132; Unit 11, pp. 141–142; Unit 12, pp. 151–152; Unit 13, pp. 169–170; Unit 14, pp. 179–180; Unit 15, pp. 189–190</p> <p><i>Example [Level D, Unit 11, p. 141]</i></p> <p>9. An old Chinese proverb suggests: “Make a candle to get light; read a book to get (<b>enlightened, concise</b>).”</p>	<p>The <b>Choosing the Right Word</b> exercises present a pair of words. Students consider figurative, extended, or abstract meanings before selecting the word that best fits the <b>context</b> of the given sentence.</p>
		<p><b>Synonyms</b>—Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190</p> <p><i>Example [Level D, Unit 12, p. 152]</i></p> <p>1. exiled for <b>treasonous</b> acts — <u>subversive</u> —</p>	<p>The <b>Synonyms</b> activity for each Unit requires students to rely on context clues to help find a Unit word to match each given synonym.</p>
		<p><b>Antonyms</b>—Unit 1, p. 19; Unit 2, p. 29; Unit 3, p. 39; Unit 4, p. 57; Unit 5,</p>	<p>The <b>Antonyms</b> activity for each Unit requires students to use</p>

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH I ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL D	
§110.31. English Language Arts and Reading, English I	Understanding and Analysis Across Genres	Feature / Location	Description
		<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 D, Unit 12, p. 153]</i></p> <p>2. a delicate build <u>    brawny    </u></p>	<p>context clues to help find a Unit word to match each given synonym.</p>
		<p><b>Completing the Sentence</b>—Unit 1, pp. 19–20; Unit 2, pp. 29–30; Unit 3, pp. 39–40; Unit 4, pp. 57–58; Unit 5, pp. 67–68; Unit 6, pp. 77–78; Unit 7, pp. 95–96; Unit 8, pp. 105–106; Unit 9, pp. 115–116; Unit 10, pp. 133–134; Unit 11, pp. 143–144; Unit 12, pp. 153–154; Unit 13, pp. 171–172; Unit 14, pp. 181–182; Unit 15, pp. 191–192</p> <p><i>Example [Level D, Unit 14, p. 181]</i></p> <p>4. The heavy rains of June brought a(n) <u>    influx    </u> of mosquitoes into the neighborhoods bordering the marshland.</p>	<p>For <b>Completing the Sentence</b>, students rely on embedded context clues to help them choose and write the word that logically and/or figuratively fits into a blank in a given sentence.</p>
		<p><b>Vocabulary in Context: Literary Text</b>—Unit 1 [Louisa May Alcott], p. 21; Unit 2 [Charlotte Brontë], p. 31; Unit 3 [Charles Dickens], p. 41; Unit 4</p>	<p>The <b>Vocabulary in Context: Literary Text</b> pages contain excerpts from classic literature. Each excerpt uses one of the</p>



TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH I ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL D					
§110.31. English Language Arts and Reading, English I	Understanding and Analysis Across Genres	Feature / Location	Description				
		<p>[Daniel Defoe], p. 59; Unit 5 [Henry James], p. 69; Unit 6 [Sir Arthur Conan Doyle], p. 79; Unit 7 [Jules Verne], p. 97; Unit 8 [H.G. Welles], p. 107; Unit 9 [Jane Austen], p. 117; Unit 10 [Wilkie Collins], p. 135; Unit 11 [Nathaniel Hawthorne], p. 145; Unit 12 [Henry Fielding], p. 155; Unit 13 [Thomas Hardy], p. 173; Unit 14 [Stephen Crane], p. 183; Unit 15 [Mary Wollstonecraft Shelley], p. 193</p> <p><i>Example [Level D, Unit 12, p. 155]</i></p> <p>2.... [H]e approached the mountains another way; and though it is true the hills and <b>precipices</b> looked dreadful...we insensibly passed the height of the mountains without being much encumbered with the snow.... (<i>Robinson Crusoe</i>)</p> <p>A <b>precipice</b> is a</p> <table border="0"> <tr> <td>a. very steep cliff</td> <td>c. large canopy</td> </tr> <tr> <td>b. pile of rocks</td> <td>d. group of trees</td> </tr> </table>	a. very steep cliff	c. large canopy	b. pile of rocks	d. group of trees	<p>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>
a. very steep cliff	c. large canopy						
b. pile of rocks	d. group of trees						
		<p><b>Vocabulary for Comprehension—</b> Review Units 1–3 [Trash disposal], pp. 42–43; Review Units 4–6 [Marjory Stoneman Douglas, "Grandmother of the Glades"], pp. 80–81; Review Units 7–9 [Nutrias],</p>	<p>The <b>Vocabulary for Comprehension</b> section is designed to help students prepare for the reading sections of standardized tests. Students read a passage of expository or</p>				



TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH I ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL D	
§110.31. English Language Arts and Reading, English I	Understanding and Analysis Across Genres	Feature / Location	Description
		<p>pp. 118–119; Review Units 10–12 [Hiking the Appalachian Trail], pp. 156–157; Review Units 13–15 [MOBA (Museum of Bad Art)], pp. 194–195</p> <p><i>Example [Level D, Review Units 4–6, pp. 80–81]</i></p> <p>Most people in the early years of the twentieth century thought that the Everglades in South Florida was little more than <b>stagnant</b> swampland that had no evident or <b>latent</b> value.</p> <p>2. The meaning of <b>stagnant</b> (line 4) is</p> <ol style="list-style-type: none"> <li>motionless</li> <li>sweet</li> <li>dynamic</li> <li>flowing</li> <li>careless</li> </ol>	<p>informational text then answer vocabulary-in-context questions.</p>
		<p><b>Two-Word Completions</b>—Review Units 1–3, p. 44; Review Units 4–6, p. 82; Review Units 7–9, p. 120; Review Units 10–12, p. 158; Review Units 13–15, p. 196</p> <p><i>Example [Level D, Review Units 1–3, p. 44]</i></p> <p>6. Though he began life little better than</p>	<p>In <b>Two-Word Completions</b>, 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>

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH I ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL D	
§110.31. English Language Arts and Reading, English I	Understanding and Analysis Across Genres	Feature / Location	Description
		<p>a(n)_____, with only his hands in his pockets, his highly _____ business deals turned him into a multimillionaire before the age of forty.</p> <p>a. adherent . . . cumbersome b. usurper . . . spurious c. brigand . . . mediocre d. pauper . . . lucrative</p>	
		<p><b>Word Study: Adages, Idioms, and Proverbs</b>—Review Units 1–3 [Choosing the Right Idiom], p. 45; Review Units 4–6 [Choosing the Right Proverb], p. 83; Review Units 7–9 [Choosing the Right Idiom], p. 118; Review Units 10–12 [Choosing the Right Idiom], p. 159; Review Units 13–15 [Choosing the Right Adage], p. 197</p> <p><i>Example [Level D, Review Units 1–3, p. 45]</i></p> <p>2. The value of good herding dogs to a shepherd is <b>as plain as the nose on your face</b>._____</p>	<p>As part of the <b>Word Study</b> lessons in each Review, the <b>Choosing the Right Adage/Idiom/Proverb</b> activity helps students practice using context clues to figure out the meaning of figurative expressions.</p>
		<p><b>Word Study: Expressing the Connotation</b>—Review Units 1–3 [Expressing the Connotation], p. 48;</p>	<p>In <b>Word Study: Expressing the Connotation</b>, students read each sentence then consider context</p>

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH I ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL D	
§110.31. English Language Arts and Reading, English I	Understanding and Analysis Across Genres	Feature / Location	Description
		<p>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 D, Review Units 4–6, p. 86]</i></p> <p><b>negative 4.</b> Despite its interesting subject matter, the painting seemed <b>(fated, destined)</b> to not attract anyone’s attention.</p>	<p>clues before selecting one of two vocabulary words that best expresses the desired connotation (positive, negative, or neutral).</p>
	<p>[No corresponding STAAR student expectation.]</p>	<p><b>Working with Analogies</b>—p. 11</p> <p><i>Example [Level D, p. 11]</i></p>	<p>Located in the textbook front matter, <b>Working with Analogies</b> helps students better understand</p>
<p>(C) produce analogies that describe a function of an object or its description;</p>		<p><b>Word Study: Classical Roots</b>— Review Units 1–3, p. 49; Review Units 4–6, p. 87; Review Units 7–9, p. 125; Review Units 10–12, p. 163; Review Units 13–15, p. 201</p> <p><i>Example [Level D, Review Units 4–6, p. 87]</i></p> <p><b>6.</b> the act of doing without; refraining</p> <p>The doctor advised the patient to observe total <b>abstention</b> from fatty foods to prevent another heart attack.</p>	<p>In <b>Word Study: Classical Roots</b>, students use context clues to help choose which word based on the featured root best completes the sentence.</p>

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH I ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL D							
§110.31. English Language Arts and Reading, English I	Understanding and Analysis Across Genres	Feature / Location	Description						
		<p>In the <b>Analogies</b> exercises in the Final Mastery Test, you will be asked to complete analogies—that is, to choose the pair of words that best matches or parallels the relationship of the key, or given, pair of words. Here [is one example]:</p> <ol style="list-style-type: none"> <li>1. <b>maple</b> is to <b>tree</b> as             <ol style="list-style-type: none"> <li>a. acorn is to oak</li> <li>b. hen is to rooster</li> <li>c. rose is to flower</li> <li>d. shrub is to lilac</li> </ol> </li> </ol> <p>Here are examples of some other common analogy relationships:</p> <table border="1" data-bbox="1052 885 1514 1039"> <thead> <tr> <th data-bbox="1052 885 1270 917">Analogy</th> <th data-bbox="1270 885 1514 917">Key Relationship</th> </tr> </thead> <tbody> <tr> <td data-bbox="1052 917 1270 982"><b>eyes</b> are to <b>see</b> as</td> <td data-bbox="1270 917 1514 982">You use your <b>eyes</b> to <b>see</b> with, just as</td> </tr> <tr> <td data-bbox="1052 982 1270 1039"><b>ears</b> are to <b>hear</b></td> <td data-bbox="1270 982 1514 1039">you use your <b>ears</b> to <b>hear</b> with.</td> </tr> </tbody> </table>	Analogy	Key Relationship	<b>eyes</b> are to <b>see</b> as	You use your <b>eyes</b> to <b>see</b> with, just as	<b>ears</b> are to <b>hear</b>	you use your <b>ears</b> to <b>hear</b> with.	<p>analogies—a relationship or comparison between two sets of words linked by a word or a symbol that stands for an equals (=) sign.</p> <p>Students encounter many different kinds of relationships represented in the analogy questions in the <b>Final Mastery Test</b>.</p>
Analogy	Key Relationship								
<b>eyes</b> are to <b>see</b> as	You use your <b>eyes</b> to <b>see</b> with, just as								
<b>ears</b> are to <b>hear</b>	you use your <b>ears</b> to <b>hear</b> with.								
		<b>Final Mastery Test: Analogies</b> —p. 203	For <b>Final Mastery Test: Analogies</b> , students select the item that best completes the comparison of two pairs of related words.						
(D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g.,	(D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g.,	[Not addressed.]							

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH I ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL D	
§110.31. English Language Arts and Reading, English I	Understanding and Analysis Across Genres	Feature / Location	Description
<p><i>caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo</i>); and</p>	<p><i>caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo</i>); <b>Supporting Standard</b></p>		
<p>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.</p>	<p>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology. <b>Readiness Standard</b></p>	<p><b>Word Study: Denotation and Connotation</b>—Review Units 1–3, p. 47; Review Units 4–6, p. 85; Review Units 7–9, p. 123; Review Units 10–12, p. 161; Review Units 13–15, p. 199</p> <p><i>Example [Level D, Review Units 1–3, p. 47]</i></p> <p><b>Shades of Meaning</b> 1. altercation – 2. breach + 3. relinquish –</p>	<p>Each <b>Word Study: Denotation and Connotation</b> lesson provides instruction and practice understanding the denotation and connotation of words. After an introductory discussion, students are presented with a set of synonyms. Next, they organize several words according to connotations: positive (+), negative (–), or neutral (0). Then they analyze the positive, negative, or neutral connotation of several words in the last set of exercises, <b>Shades of Meaning</b>.</p>
		<p><b>Definitions</b>—Unit 1, pp. 14–15; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–</p>	<p>The three-page <b>Definitions</b> section at the beginning of each Unit serves as a master reference of information for each of the Unit words. The 20 words in the numbered study list are presented in alphabetical order in a dictionary-style format.</p>

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH I ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL D	
§110.31. English Language Arts and Reading, English I	Understanding and Analysis Across Genres	Feature / Location	Description
		<p>178; Unit 15, pp. 186–188</p> <p><b>Example [Level D, Unit 4, p. 54]</b></p> <p><b>18. rectify</b> (v.) to make right, correct (rek' tə fi)</p> <p>The senators debated a series of measures designed to <u>rectify</u> the nation's trade imbalance.</p> <p>SYNONYM: set right</p> <p>ANTONYMS: mess up, botch, bungle</p>	<p>Students are instructed to note carefully the spelling, pronunciation, part or parts of speech, and definition for each new word. There is also an illustrative sentence, plus synonyms and antonyms.</p> <p>For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.</p>
		<p><b>Synonyms</b>—Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190</p> <p><b>Example [Level D, Unit 12, p. 152]</b></p> <p>1. exiled for <b>treasonous</b> acts — <u>subversive</u> —</p>	<p>For the <b>Synonyms</b> activity in each Unit, students are directed to use a dictionary if necessary.</p>
		<p><b>Antonyms</b>—Unit 1, p. 19; Unit 2, p. 29; Unit 3, p. 39; Unit 4, p. 57; Unit 5, p. 67; Unit 6, p. 77; Unit 7, p. 95; Unit 8, p. 105; Unit 9, p. 115; Unit 10, p. 133; Unit 11, p. 143; Unit 12, p. 153;</p>	<p>For the <b>Antonyms</b> activity in each Unit, students are directed to use a dictionary if necessary.</p>

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH I ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL D	
§110.31. English Language Arts and Reading, English I	Understanding and Analysis Across Genres	Feature / Location	Description
		Unit 13, p. 171; Unit 14, p. 181; Unit 15, p. 191  <i>Example [Level D, Unit 12, p. 153]</i> 2. a delicate build <u>    <b>brawny</b>    </u>	
		<b>Word Study: Writing with Idioms</b> — Review Units 1–3, p. 46; <b>Writing with Proverbs</b> — Review Units 4–6, p. 84; <b>Writing with Idioms</b> — Review Units 7–9, p. 122; <b>Writing with Idioms</b> — Review Units 10–12, p. 160; <b>Writing with Adages</b> — Review Units 13–15, p. 198	Students are directed to use a dictionary as needed.
		<b>Word Study: Classical Roots</b> — Review Units 1–3, p. 49; Review Units 4–6, p. 87; Review Units 7–9, p. 125; Review Units 10–12, p. 163; Review Units 13–15, p. 201	Students are directed to use a dictionary as needed.
		<b>Online Components: iWords Audio Program</b> —vocabularyworkshop.com	The online <b>iWords Audio Program</b> provides word pronunciations, definitions, and examples of usage for every vocabulary word taught at this level.



**ADDITIONAL ALIGNED CONTENT**

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

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH I ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL D	
§110.31. English Language Arts and Reading, English I	Understanding and Analysis Across Genres	Feature / Location	Description
		<p><b>Vocabulary for Comprehension</b>— Review Units 1–3 [Trash disposal], pp. 42–43; Review Units 4–6 [Marjory Stoneman Douglas, "Grandmother of the Glades"], pp. 80–81; Review Units 7–9 [Nutrias], pp. 118–119; Review Units 10–12 [Hiking the Appalachian Trail], pp. 156–157; Review Units 13–15 [MOBA (Museum of Bad Art)], pp. 194–195</p> <p><i>Example [Level D, Review Units 4–6, pp. 80–81]</i></p> <p>10. According to the passage, Douglas is largely responsible for the</p> <ul style="list-style-type: none"> <li>a. current perception of the Everglades</li> <li>b. interest of women in ecology</li> <li>c. recruitment of women in the navy</li> <li>d. economic development of Florida</li> <li>e. destruction of the wetlands</li> </ul>	<p>Author's Technique.</p> <p>The <b>Vocabulary for Comprehension</b> section is designed to help students prepare for the reading sections of standardized tests. Students read a passage of expository or informational text then answer vocabulary-in-context questions. There are also comprehension questions covering main idea, relevant details, <b>inferences</b>, and author's point of view and purpose.</p>

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

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH I ASSESSMENT Reporting Category 3	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL D	
§110.31. English Language Arts and Reading, English I	Understanding and Analysis of Informational Texts	Feature / Location	Description
		pp. 42–43; Review Units 4–6 [Marjory Stoneman Douglas, "Grandmother of the Glades"], pp. 80–81; Review Units 7–9 [Nutrias], pp. 118–119; Review Units 10–12 [Hiking the Appalachian Trail], pp. 156–157; Review Units 13–15 [MOBA (Museum of Bad Art)], pp. 194–195 <i>Example [Level D, Review Units 4–6, pp. 80–81]</i> 10. According to the passage, Douglas is largely responsible for the <ul style="list-style-type: none"> <li>a. current perception of the Everglades</li> <li>b. interest of women in ecology</li> <li>c. recruitment of women in the navy</li> <li>d. economic development of Florida</li> <li>e. destruction of the wetlands</li> </ul>	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. There are also comprehension questions covering main idea, relevant details, <b>inferences</b> , and author's point of view and purpose.

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH I ASSESSMENT Reporting Category 4	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL D	
§110.31. English Language Arts and Reading, English I	Composition	Feature / Location	Description
(15) <b>Writing/Expository and Procedural Texts.</b> Students write expository and	(15) <b>Writing/Expository [and Procedural] Texts.</b> Students write expository [and	<b>Writing: Words in Action</b> —Unit 1, Writing Prompt #1 [expository essay], p. 20; Unit 2, Writing Prompt	<b>Writing: Words in Action</b> has students use the vocabulary words in an extended context. Two

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH I ASSESSMENT Reporting Category 4	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL D	
§110.31. English Language Arts and Reading, English I	Composition	Feature / Location	Description
<p>procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p>	<p>procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes.</p>	<p>#1 [expository essay], p. 30; Unit 4, Writing Prompts #1 &amp; #2 [expository essay], p. 58; Unit 7, Writing Prompt #1 [expository essay], p. 96; Unit 8, Writing Prompts #1 &amp; #2 [cause-effect essay; expository essay], p. 106; Unit 9, Writing Prompt #1 [expository essay], p. 116; Unit 10, Writing Prompt #1 [expository essay], p. 134; Unit 13, Writing Prompt #1 [expository essay], p. 172; Unit 14, Writing Prompt #1 [magazine article], p. 182; Unit 15, Writing Prompts #1 &amp; #2 [character sketch; expository essay], p. 192</p> <p><u>Example [Level D, Unit 1, p. 20]</u></p> <p>1. Look back at “I’ll Wait for the Movie” (pages 12–13). How do the challenges of a filmmaker differ from those of an author? <b>Write a short expository essay in which you explore how some of the major artistic decisions a filmmaker has to make differ from those a novelist has to make.</b> Use at least two details from the passage and three unit words to support your understanding.</p>	<p>writing prompts allow students to demonstrate their understanding of new vocabulary.</p> <p>The first prompt refers to the Passage that introduced the Unit and requires a close reading of the text in order to respond appropriately.</p> <p>The second prompt may also refer to the Passage or related topic and 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 I ASSESSMENT Reporting Category 5	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL D	
§110.31. English Language Arts and Reading, English I	Revision	Feature / Location	Description
<p>(15) <b>Writing/Expository and Procedural Texts.</b> Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p>	<p>(15) <b>Writing/Expository [and Procedural] Texts.</b> Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes.</p>	<p><b>Writing: Words in Action</b>—Unit 1, Writing Prompt #1 [expository essay], p. 20; Unit 2, Writing Prompt #1 [expository essay], p. 30; Unit 4, Writing Prompts #1 &amp; #2 [expository essay], p. 58; Unit 7, Writing Prompt #1 [expository essay], p. 96; Unit 8, Writing Prompts #1 &amp; #2 [cause-effect essay; expository essay], p. 106; Unit 9, Writing Prompt #1 [expository essay], p. 116; Unit 10, Writing Prompt #1 [expository essay], p. 134; Unit 13, Writing Prompt #1 [expository essay], p. 172; Unit 14, Writing Prompt #1 [magazine article], p. 182; Unit 15, Writing Prompts #1 &amp; #2 [character sketch; expository essay], p. 192</p> <p><i>Example [Level D, Unit 1, p. 20]</i></p> <p>1. Look back at “I’ll Wait for the Movie” (pages 12–13). How do the challenges of a filmmaker differ from those of an author? <b>Write a short expository essay in which you explore how some of the major artistic decisions a filmmaker has to make differ from those a novelist has to make.</b> Use at least two details from the passage and three unit words to support your understanding.</p>	<p><b>Writing: Words in Action</b> has students use the vocabulary words in an extended context. Two writing prompts allow students to demonstrate their understanding of new vocabulary.</p> <p>The first prompt refers to the Passage that introduced the Unit and requires a close reading of the text in order to respond appropriately.</p> <p>The second prompt may also refer to the Passage or related topic and 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 I ASSESSMENT Reporting Category 5	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL D	
§110.31. English Language Arts and Reading, English I	Revision	Feature / Location	Description
<p>(16) <b>Writing/Persuasive Texts.</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.</p>	<p>(16) <b>Writing/Persuasive Texts.</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.</p>	<p><b>Writing: Words in Action</b>—Unit 1, Writing Prompt #1 [opinion essay], p. 20; Unit 2, Writing Prompt #1 [opinion essay], p. 30; Unit 3, Writing Prompts #1 &amp; #2 [persuasive essay; opinion essay], p. 40; Unit 5, Writing Prompts #1 &amp; #2 [persuasive essay; opinion essay], p. 68; Unit 6, Writing Prompts #1 #2 [persuasive essay; opinion essay], p. 78; Unit 7, Writing Prompt #1 [problem-solution essay], p. 96; Unit 9, Writing Prompt #1 [speech], p. 116; Unit 10, Writing Prompt #1 [editorial], p. 134; Unit 11, Writing Prompts #1 &amp; #2 [letter to representative; opinion essay], p. 144; Unit 12, Writing Prompts #1 #2 [letter expressing view; problem-solution essay], p. 154; Unit 13, Writing Prompt #1 [problem-solution essay], p. 172; Unit 14, Writing Prompt #1 [persuasive essay], p. 182</p> <p><u><i>Example [Level D, Unit 14, p.182]</i></u></p> <p>2. The Seven Wonders were human creations of the ancient world. What are some wonders—either natural or human-made—that exist in the world today? Choose one amazing place, construction, or invention that you think</p>	<p><b>Writing: Words in Action</b> has students use the vocabulary words in an extended context. Two writing prompts allow students to demonstrate their understanding of new vocabulary.</p> <p>The first prompt refers to the Passage that introduced the Unit and requires a close reading of the text in order to respond appropriately.</p> <p>The second prompt may also refer to the Passage or related topic and 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 I ASSESSMENT Reporting Category 5	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL D	
§110.31. English Language Arts and Reading, English I	Revision	Feature / Location	Description
		should be considered one of the Seven Wonders of the World. <b>Write a persuasive essay explaining and supporting your choice. Support your ideas with specific examples of your observations, studies, reading (refer to pages 174–175), or personal experience. Write at least three paragraphs, and use three or more words from this unit.</b>	

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

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH I ASSESSMENT Reporting Category 6	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL D	
§110.31. English Language Arts and Reading, English I	Editing	Feature / Location	Description
		<p><i>Example [Level D, Unit 1, p. 14]</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.</p>	<p>the Unit word to complete the illustrative sentence.</p>
		<p><b>Synonyms</b>—Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190</p> <p><i>Example [Level D, Unit 12, p. 152]</i>                      1. exiled for <b>treasonous</b> acts                      _____ <u>subversive</u> _____</p>	<p>For the <b>Synonyms</b> activity, students write the appropriate synonym, referring back to the <b>Definitions</b> section as needed for the correct spelling of each Unit word.</p>
		<p><b>Antonyms</b>—Unit 1, p. 19; Unit 2, p. 29; Unit 3, p. 39; Unit 4, p. 57; Unit 5, p. 67; Unit 6, p. 77; Unit 7, p. 95; Unit 8, p. 105; Unit 9, p. 115; Unit 10, p. 133; Unit 11, p. 143; Unit 12, p. 153; Unit 13, p. 171; Unit 14, p. 181; Unit 15, p. 191</p> <p><i>Example [Level D, Unit 12, p. 153]</i>                      2. a <b>delicate</b> build _____ <u>brawny</u> _____</p>	<p>For the <b>Antonyms</b> activity, students write the appropriate antonym, referring back to the <b>Definitions</b> section as needed for the correct spelling of each Unit word.</p>

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, SUB. C HIGH SCHOOL	STAAR ENGLISH I ASSESSMENT Reporting Category 6	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL D	
§110.31. English Language Arts and Reading, English I	Editing	Feature / Location	Description
		<p><b>Completing the Sentence</b>—Unit 1, pp. 19–20; Unit 2, pp. 29–30; Unit 3, pp. 39–40; Unit 4, pp. 57–58; Unit 5, pp. 67–68; Unit 6, pp. 77–78; Unit 7, pp. 95–96; Unit 8, pp. 105–106; Unit 9, pp. 115–116; Unit 10, pp. 133–134; Unit 11, pp. 143–144; Unit 12, pp. 153–154; Unit 13, pp. 171–172; Unit 14, pp. 181–182; Unit 15, pp. 191–192</p> <p><i>Example [Level D, Unit 14, p. 181]</i></p> <p>4. The heavy rains of June brought a(n) <u>influx</u> of mosquitoes into the neighborhoods bordering the marshland.</p>	<p>For <b>Completing the Sentence</b>, students write the Unit word that best completes each sentence in the exercise, referring back to the <b>Definitions</b> section as needed for the correct spelling.</p>