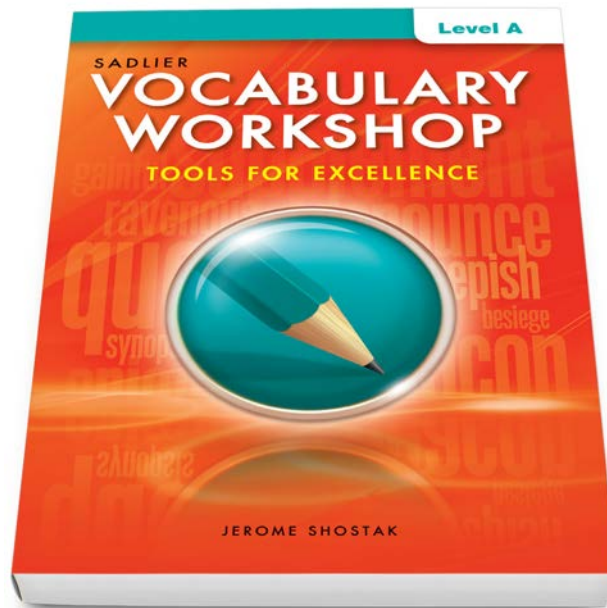


# Vocabulary Workshop

Tools for Excellence

Correlation to the Texas Essential Knowledge and Skills (TEKS)  
for English Language Arts and Reading, Adopted 2017

**Grade 6**



**Key Aligned Content**

(2) Developing and sustaining foundational language skills— vocabulary. ....	2
---	---

**Additional Aligned Content**

(1) Developing and sustaining foundational language skills— oral language. ....	8
(5) Comprehension skills. ....	9
(6) Response skills. ....	12
(8) Multiple genres—genres. ....	14
(9) Author’s purpose and craft. ....	17
(10) Composition—writing process. ....	20
(11) Composition—genres. ....	21

## Key Aligned Content

### §110.22. English Language Arts and Reading, Grade 6, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level A / Grade 6
<p>(2) <b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p>	
<p>(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;</p>	<p><b><u>ANNOTATED TEACHER'S EDITION</u></b>  <b>Word Lists</b></p> <ul style="list-style-type: none"> <li>• Dictionary and Reference Sources, TAE p. T10</li> </ul> <p><b>Units</b></p> <ul style="list-style-type: none"> <li>• Synonyms (use a thesaurus or dictionary), TAE p. T13</li> <li>• Antonyms (use a thesaurus or dictionary), TAE p. T13</li> <li>• Denotation and Connotation (dictionary definition), TAE p. T15</li> </ul> <p><b><u>STUDENT EDITION</u></b>  <b>Pronunciation Key</b></p> <p>Symbols in the Pronunciation Key are similar to those used in most recent standard dictionaries. The author has primarily consulted <i>Webster's Third New International Dictionary</i> and <i>The Random House Dictionary of the English Language (Unabridged)</i>.</p> <p>Many English words have multiple accepted pronunciations. The author has given one pronunciation when such words occur in this book except when the pronunciation changes according to the part of speech.</p> <p>Spaces in the phonetic respelling of each word indicate syllabication. The accent mark follows the syllable receiving the major stress.</p> <ul style="list-style-type: none"> <li>• P. 11</li> </ul> <p><b>Definitions</b></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> <p>Students are instructed to note carefully the spelling, syllabication, pronunciation, part or parts of speech, and meaning 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> <ul style="list-style-type: none"> <li>• Unit 1, pp. 14–16; 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</li> </ul> <p><b>Synonyms</b></p> <p>For the Synonyms activity in each Unit, students are directed to use a dictionary if necessary.</p> <ul style="list-style-type: none"> <li>• 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;</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## §110.22. English Language Arts and Reading, Grade 6, Adopted 2017.

### Texas Essential Knowledge and Skills (TEKS)

### Vocabulary Workshop, Level A / Grade 6

Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190

#### Antonyms

For the Antonyms activity in each Unit, students are directed to use a dictionary if necessary.

- 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

#### Word Study: Classical Roots

Students are directed to use a dictionary as needed.

- 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

#### Word List

A list of all the words taught in the units of this level of the program is located on the last two pages of the book. The number after each entry indicates the page on which the word is defined.

- Pages 207–208

#### DIGITAL RESOURCES

##### Overview

- Student Program Overview and Resources
  - Pronunciation Key
 

The pronunciation is indicated for every basic word in this level of the program. Pronunciation symbols are similar to those used in most recent standard dictionaries. The key is organized into four sections: Vowels, Consonants, Stress, and Abbreviations.
  - Program Word List
 

Words taught at this level of the program appear in alphabetical order and include a page-number reference to where the word is defined.

##### Instruction (each Unit)

Listening to audio recordings of the definitions of Unit words is particularly helpful to auditory learners, ELL students, and striving readers.

- Instructional Videos\*
 

Students select and click on a Unit word to launch a video presentation that includes spelling, pronunciation, part(s) of speech, definition(s), and illustrative sentences.

\*Available with Vocabulary Workshop Interactive Edition (optional purchase).

##### Student Resources (each Unit)

- iWords Audio Program
 

The online iWords Audio Program provides a recording of each vocabulary word as a model for correct pronunciation. This program may be downloaded to a cellphone, allowing students to listen multiple times to the recommended pronunciations, definitions, and examples of usage for all taught vocabulary words.

**§110.22. English Language Arts and Reading, Grade 6, Adopted 2017.**

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level A / Grade 6
<p>(B) use context such as definition, analogy, and examples to clarify the meaning of words; and</p>	<p><b>STUDENT EDITION</b></p> <p><b>Vocabulary In Context</b>                      Students learn to recognize and use context clues in order to determine the meaning of unfamiliar words they encounter in their reading. The three types of context clues emphasized at this level of the program include restatement clue, contrast clue, and inference clue.</p> <ul style="list-style-type: none"> <li>• Three Types of Context Clues—p. 7</li> </ul> <p><b>Unit Introductory Passage (Reading Passage)</b>                      At least 15 of the 20 unit vocabulary words are introduced within the context of each two-page, multi-paragraph Unit Introductory Passage. (A shorter version of the Unit Introductory Passage with a lower Lexile® level, the Differentiated Passage is available online—see Digital Resources below.)</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 unit reviews.</p> <ul style="list-style-type: none"> <li>• Unit 1, pp. 12–13, Unit 2, pp. 22–23, Unit 3, pp. 32–33, Unit 4, pp. 50–51, Unit 5, pp. 60–61, Unit 6, pp. 70–71, Unit 7, pp. 88–89, Unit 8, pp. 98–99, Unit 9, pp. 108–109, Unit 10, pp. 126–127, Unit 11, pp. 136–137, Unit 12, pp. 146–147, Unit 13, pp. 164–165, Unit 14, pp. 174–175, Unit 15, pp. 184–185</li> </ul> <p><b>Definitions</b>                      In the Definitions section after each Unit Introductory Passage, students see the importance of context as they write each Unit word in the blank in order to complete an illustrative sentence. This activity prepares learners for the additional unit exercises that require the use of context clues to determine the meaning of unfamiliar words.</p> <ul style="list-style-type: none"> <li>• Unit 1, pp. 14–16; 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</li> </ul> <p><b>Choosing the Right Word</b>                      These 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> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Synonyms</b>                      The Synonyms activity requires students to rely on context clues to help find a Unit word to match each given synonym.</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p style="text-align: right;"><i>continued</i></p>

® and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

**\$110.22. English Language Arts and Reading, Grade 6, Adopted 2017.**

**Texas Essential Knowledge and Skills (TEKS)**

**Vocabulary Workshop, Level A / Grade 6**

**Antonyms**

This activity requires students to use context clues to help find a Unit word that is most nearly opposite in meaning to the boldface word or expression in the given phrase.

- 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

**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.

- 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

**Vocabulary in Context: Literary Text**

These pages feature 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.

- Unit 1, p. 21; Unit 2, p. 31; Unit 3, p. 41; Unit 4, p. 59; Unit 5, p. 69; Unit 6, p. 79; Unit 7, p. 97; Unit 8, p. 107; Unit 9, p. 117; Unit 10, p. 135; Unit 11, p. 145; Unit 12, p. 155; Unit 13, p. 173; Unit 14, p. 183; Unit 15, p. 193

**Vocabulary for Comprehension, Parts 1 and 2**

Students read a passage of informational or literary text then answer vocabulary-in-context questions.

- Review Units 1–3, pp. 42–45; Review Units 4–6, pp. 80–83; Review Units 7–9, pp. 118–121; Review Units 10–12, pp. 156–159; Review Units 13–15, pp. 194–197

**Word Study: Denotation and Connotation**

For the Expressing the Connotation exercises, 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).

In Challenge: Using Connotation, students use context clues to confirm their choice of a vocabulary word to replace the highlighted word in each sentence.

- Expressing the 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
- Challenge: Using 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

*continued*

## \$110.22. English Language Arts and Reading, Grade 6, Adopted 2017.

### Texas Essential Knowledge and Skills (TEKS)

### Vocabulary Workshop, Level A / Grade 6

#### Word Study: Idioms/Adages/Proverbs

The Choosing the Right Idiom/Adage/Proverb activities help students practice using context clues to figure out the meaning of figurative expressions.

- Idioms: Review Units 1–3 Choosing the Right Idiom, p. 48; Review Units 4–6 Choosing the Right Idiom, p. 86; Review Units 10–12 Choosing the Right Idiom, p. 162
- Adages: Review Units 7–9 Choosing the Right Adage, p. 124
- Proverbs: Review Units 13–15 Choosing the Right Proverb, p. 200

#### Word Study: Classical Roots

Students rely on context clues to understand the brief definition, as well as choose which word based on the featured root best completes the sentence.

- 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

#### Two-Word Completions

In Two-Word Completions, students practice with word-omission exercises. Students use embedded context clues to identify the correct choices.

- Final Mastery Test, p. 203

#### Supplying Words in Context

Students select the word that bests completes each sentence.

- Final Mastery Test, p. 204

#### Choosing the Right Meaning

Students read each sentence, consider context clues, then select from four choices a synonym for the featured word in bold type.

- Final Mastery Test, p. 206

#### DIGITAL RESOURCES

##### Instruction (each Unit)

- Introducing the Words: Differentiated Passage  
A shorter version of each Unit Introductory Passage, the printable Differentiated Passages with a lower Lexile® level are designed for striving readers and ELL students.

As with the Unit Introductory Passage, students read unit words in context to activate prior knowledge and draw on context clues to determine the meaning of unfamiliar word.

##### Additional Practice (each Unit)

- Passage-Based Reading  
Students read a passage of informational text from an academic discipline then select the letter of the best answer to the accompanying comprehension and vocabulary-in-context questions.

##### Reviews (each Unit Review)

- Student Practice
  - Two-Word Completions  
Students use embedded context clues to identify the pair of words that best completes the meaning of each sentence.

**§110.22. English Language Arts and Reading, Grade 6, Adopted 2017.**

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level A / Grade 6
<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as <i>mis/mit</i>, <i>bene</i>, <i>man</i>, <i>vac</i>, <i>scrib/script</i>, and <i>jur/jus</i>.</p>	<p><b>STUDENT EDITION</b></p> <p><b>Word Study: Classical Roots</b>                      Each Word Study includes a Classical Roots exercise that provides instruction in and practice with Greek and Latin roots. Developing a useful, transferable technique to make sense out of unfamiliar words through Greek and Latin roots will help students unlock the meanings of thousands of words.</p> <ul style="list-style-type: none"> <li>Classical Roots: Review Units 1–3 (<i>de</i>), p. 49; Review Units 4–6 (<i>re</i>), p. 87; Review Units 7–9 (<i>log, logue</i>), p. 125; Review Units 10–12 (<i>co, col, com, con, cor</i>), p. 163; Review Units 13–15 (<i>pre</i>), p. 201</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>Student Program Overview and Resources                             <ul style="list-style-type: none"> <li>Greek and Latin Roots Reference Guide                                      Students see how to build vocabulary by learning the meaning of word parts that make up many English words.                                       They examine the meaning of several common prefixes and how those prefixes appear in sample words. They also study the meaning and grammatical function of noun, verb, and adjective suffixes, together with their meanings and sample words.                                       The final section focuses on Greek and Latin roots, meanings, and sample words.</li> </ul> </li> </ul> <p><b>Word Study (each Unit Review)</b></p> <ul style="list-style-type: none"> <li>Interactive Activities                             <ul style="list-style-type: none"> <li>Word Part Gallery                                      In order to expose students to a deeper knowledge of word parts, Vocabulary Workshop includes a Word Part Gallery, available at SadlierConnect.com. The Word Part Gallery provides instruction and practice with Latin roots, Greek roots, prefixes, and suffixes through interactive lessons.                                       Each interactive lesson in the Word Part Gallery identifies the word part, its meaning, and example words to help students understand the word part in context. Teachers can use direct instruction to help students learn, explore, and practice with these word parts.</li> <li>Word Part Gallery: Teaching Suggestions</li> </ul> </li> </ul>

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

## Additional Aligned Content

### §110.22. English Language Arts and Reading, Grade 6, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level A / Grade 6
<p>(1) <b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	
<p>(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately;</p> <p>(D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.</p>	<p><b><u>ANNOTATED TEACHER'S EDITION</u></b>  <b>Best Practices for Using Vocabulary Workshop in the Classrooms</b></p> <ul style="list-style-type: none"> <li>• Daily Discussion and Review, TE p. T21                      Teachers are encouraged to model vocabulary usage by including vocabulary words in their instructions or conversations with students. Students should use the learned vocabulary words during debates, discussions, or at other times when students are conversing.</li> </ul> <p><b>Addressing Different Learners</b></p> <ul style="list-style-type: none"> <li>• Differentiating Daily Instruction for Striving and ELL Students, TE p. T23                      Provide opportunities for oral practice: Engaging students in actively using the new vocabulary in classroom discussions and conversations allows them to enrich their understanding of the words' meanings and to make connections between words while building their vocabularies.</li> <li>• Differentiating Assignments for Striving and ELL Students, TE p. T23                      Students should work at a similar pace and clarify word meaning through discussions over answers.</li> <li>• Differentiating Exercises and Assignments for Above Grade-Level Students, TE p. T24                      Use words in conversations: During discussions of current events or literature, teachers can require students to use vocabulary words when making claims and expressing ideas.</li> </ul> <p><b>Reading Passages in Level A</b></p> <ul style="list-style-type: none"> <li>• Questions for Critical Thinking, TE p. T29                      Thoughtful discussion questions are provided for each Unit Introductory Passage (Reading Passage) and can be used to help monitor student comprehension. The Answer Key is located online (see Digital Resources below).</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• Program Overview for Teachers                      Use the Questions for Critical Thinking to spur discussion of cultural and literary issues presented in the Unit Introductory Passages.                     <ul style="list-style-type: none"> <li>○ Questions for Critical Thinking</li> <li>○ Answer Key: Questions for Critical Thinking</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).



## §110.22. English Language Arts and Reading, Grade 6, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level A / Grade 6
	<p><b>Instruction</b> (each Unit) Listening to audio recordings of the unit passages and definitions of words is particularly helpful to auditory learners, ELL students, and striving readers.</p> <ul style="list-style-type: none"> <li>• Unit Introductory Passage In addition to accessing this resource on SadlierConnect.com, students may use the QR (Quick Response) code that appears in the textbook at the end of each passage to link directly to the audio recording of the text.</li> <li>• Differentiated Passage* Students may link directly to the audio recording of the text using the QR (Quick Response) code that appears at the end of the printed version of each Differentiated Passage.</li> <li>• Instructional Videos* Students select and click on a Unit word to launch a video presentation that includes spelling, pronunciation, part(s) of speech, definition(s), and illustrative sentences.</li> </ul> <p><small>*Available with Vocabulary Workshop Interactive Edition (optional purchase).</small></p> <p><b>Student Resources</b> (each Unit)</p> <ul style="list-style-type: none"> <li>• iWords Audio Program Especially useful for English learners, this program may be downloaded to a cellphone, allowing students to listen multiple times to the recommended pronunciations, definitions, and examples of usage for all taught vocabulary words.</li> </ul>
(B) follow and give oral instructions that include multiple action steps;	<p><b><u>ANNOTATED TEACHER'S EDITION</u></b> <b>Best Practices for Using Vocabulary Workshop in the Classroom</b></p> <ul style="list-style-type: none"> <li>• Daily Discussion and Review, ATE p. T21 Teachers may model vocabulary usage by including vocabulary words in their instructions to students.</li> </ul>
(5) <b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
(E) make connections to personal experiences, ideas in other texts, and society;	<p><b><u>STUDENT EDITION</u></b> <b>Writing: Words in Action</b> Students make connections to personal experiences when writing responses to Unit passages.</p> <p>Example: "Write a brief essay in which you support your opinion with specific examples, personal experience, your studies, and the reading (refer to pages 32–33). Write at least two paragraphs, and use three or more words from this Unit" (p. 40).</p> <ul style="list-style-type: none"> <li>• Unit 1, p. 20; Unit 2, p. 30; Unit 3, p. 40; Unit 4, p. 58; Unit 5, p. 68; Unit 6, p. 78; Unit 7, p. 96; Unit 8, p. 106; Unit 9, p. 116; Unit 10, p. 134; Unit 11, p. 144; Unit 12, p. 154; Unit 13, p. 172; Unit 14, p. 182; Unit 15, p. 192</li> </ul> <p style="text-align: right;"><i>continued</i></p>

**§110.22. English Language Arts and Reading, Grade 6, Adopted 2017.**

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level A / Grade 6
	<p><b>Vocabulary for Comprehension, Part 2</b> Paired passages help students make connections between related ideas from different authors. Example: “In Passage 1, the author states that self-driving cars will eliminate human error. In Passage 2, the author demonstrates that self-driving cars are: A) not ready to take over driving.” (p. 159).</p> <ul style="list-style-type: none"> <li>• Review Units 4–6: Part 2 (Passage 1: History and World Popularity of Puppetry/Passage 2: Shadow Puppet Theater in Asian Countries), pp. 82–83</li> <li>• Review Units 10–12: Part 2 (Passage 1: Self-Driving Cars/Passage 2: Problems with Self-Driving Cars Still to Be Resolved), pp. 158–159</li> </ul> <p><b>DIGITAL RESOURCES</b> <b>Assessment: Test Prep</b> The Cumulative Test Prep practice tests feature paired passages related in topic or theme. Students compare the passages in order to answer comprehension questions.</p> <ul style="list-style-type: none"> <li>• Cumulative Test Prep 1: “Life on the Land” (from <i>Notes on the State of Virginia</i> by Thomas Jefferson)/“Industry and Growth” (from <i>Report on Manufactures</i> by Alexander Hamilton)</li> <li>• Cumulative Test Prep 2: “The Nature of Poetry” (from <i>Biographia Literaria</i> by Samuel Taylor Coleridge, Chapter XIV)/“The Study of Poetry” (from “The Study of Poetry” by Matthew Arnold)</li> </ul>
<p>(F) make inferences and use evidence to support understanding;</p>	<p><b>STUDENT EDITION</b> <b>Vocabulary and Reading</b></p> <ul style="list-style-type: none"> <li>• Types of Questions             <ul style="list-style-type: none"> <li>◦ Inference Questions (use facts from text plus knowledge and reasoning to understand what is implied), p. 9</li> </ul> </li> </ul> <p><b>Vocabulary for Comprehension, Parts 1 and 2</b> Students read a passage of informational or literary text then answer questions that involve making inferences and identifying supporting evidence. Example: “From details in Passage 2, it can reasonably be inferred that the effect of shadow puppet theater is often B) hypnotic” (p. 83).</p> <ul style="list-style-type: none"> <li>• Review Units 1–3, pp. 42–45; Review Units 4–6, pp. 80–83; Review Units 7–9, pp. 118–121; Review Units 10–12, pp. 156–159; Review Units 13–15, pp. 194–197</li> </ul> <p><b>DIGITAL RESOURCES</b> <b>Assessment: Test Prep</b> Students read a passage of informational or literary text then answer questions that involve making inferences, drawing conclusions, and identifying supporting evidence. Example: “Which of these inferences is best supported by the passage? A) The author dislikes crowds and finds refuge in quiet places” (Test Prep 5).</p> <ul style="list-style-type: none"> <li>• Test Prep for Standardized Exams 1–10</li> <li>• Cumulative Test Prep for Standardized Exams 1 &amp; 2</li> </ul> <p style="text-align: right;"><i>continued</i></p>

and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

**§110.22. English Language Arts and Reading, Grade 6, Adopted 2017.**

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level A / Grade 6
	<p><b>Additional Practice (each Unit)</b> Students read a passage then pick the best answer for questions about making inferences. Example: "From the passage, you can infer that North American Indian tales present both Raven and Coyote as all of the following except: d. innocent" (Passage-Based Reading, Unit 6).</p> <ul style="list-style-type: none"> <li>• Passage-Based Reading, Units 1-10</li> <li>• Model Reading Test, Units 11-15</li> </ul>
<p>(G) evaluate details read to determine key ideas;</p>	<p><b>STUDENT EDITION</b> <b>Vocabulary and Reading</b></p> <ul style="list-style-type: none"> <li>• Types of Questions             <ul style="list-style-type: none"> <li>◦ Detail Questions (answers to detail questions may be restatements or paraphrases of the text), p. 8</li> </ul> </li> </ul> <p><b>Vocabulary for Comprehension, Parts 1 and 2</b> Students read a passage of informational or literary text then answer detail questions. Example: "Which choice provides the best evidence for the answer to the previous question? D) Lines 66–71 ("The manufacturer . . . time")" (p. 159).</p> <ul style="list-style-type: none"> <li>• Review Units 1–3, pp. 42–45; Review Units 4–6, pp. 80–83; Review Units 7–9, pp. 118–121; Review Units 10–12, pp. 156–159; Review Units 13–15, pp. 194–197</li> </ul> <p><b>DIGITAL RESOURCES</b> <b>Assessment: Test Prep</b> Students read a passage of informational or literary text then answer questions that require identifying supporting evidence. Example: "Which sentence from the excerpt supports the answer to the previous question? B) "In many cases the teller will divert attention from that nub by dropping it in a carefully casual and indifferent way, with the pretense that he does not know it is a nub" (paragraph 6) (Test Prep 6).</p> <ul style="list-style-type: none"> <li>• Test Prep for Standardized Exams 1-10</li> <li>• Cumulative Test Prep for Standardized Exams 1 &amp; 2</li> </ul> <p><b>Additional Practice (each Unit)</b> Students read a passage then pick the best answer for questions about identifying supporting details. Example: "Which of the following details from the passage might you use to support the assertion that Daguerre had a "keen sense of theatrics"? d. his designs for the dioramas" (Passage-Based Reading, Unit 2).</p> <ul style="list-style-type: none"> <li>• Passage-Based Reading, Units 1-10</li> <li>• Model Reading Test, Units 11-15</li> </ul>
<p>(H) synthesize information to create new understanding; and</p>	<p><b>Vocabulary for Comprehension, Part 2</b> Paired passages help students consider and compare perspectives then create new understanding.</p> <ul style="list-style-type: none"> <li>• Review Units 4–6: Part 2 (Passage 1: History and World Popularity of Puppetry/Passage 2: Shadow Puppet Theater in Asian Countries), pp. 82–83</li> </ul> <p style="text-align: right;"><i>continued</i></p>

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

**§110.22. English Language Arts and Reading, Grade 6, Adopted 2017.**

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level A / Grade 6
	<ul style="list-style-type: none"> <li>Review Units 10–12: Part 2 (Passage 1: Self-Driving Cars/ Passage 2: Problems with Self-Driving Cars Still to Be Resolved), pp. 158–159</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Assessment: Test Prep</b> Students create new understanding after compare paired passages related in topic or theme.</p> <ul style="list-style-type: none"> <li>Cumulative Test Prep 1: “Life on the Land” (from <i>Notes on the State of Virginia</i> by Thomas Jefferson)/“Industry and Growth” (from <i>Report on Manufactures</i> by Alexander Hamilton)</li> <li>Cumulative Test Prep 2: “The Nature of Poetry” (from <i>Biographia Literaria</i> by Samuel Taylor Coleridge, Chapter XIV)/“The Study of Poetry” (from “The Study of Poetry” by Matthew Arnold)</li> </ul>
<p>(6) <b>Response skills: listening, speaking, reading, writing, and thinking using texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>	
<ul style="list-style-type: none"> <li>(A) describe personal connections to a variety of sources, including self-selected texts;</li> <li>(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;</li> <li>(C) use text evidence to support an appropriate response;</li> <li>(D) paraphrase and summarize texts in ways that maintain meaning and logical order;</li> <li>(F) respond using newly acquired vocabulary as appropriate;</li> </ul>	<p><b>STUDENT EDITION</b></p> <p><b>Writing: Words in Action</b> Writing: Words in Action provides practice with writing responses to two modes of writing. The first prompt is in the form of a text-dependent question that asks students to cite evidence from the Unit Introductory Passage. The second prompt is modeled on those that appear on standardized tests.</p> <p>Teachers may provide students with a four-point rubric that will be used to score the exercise. It is best if the rubric aligns with those used on the assessments students most frequently take. Prior to assigning the writing exercise, teachers should model responding to text-based questions and how to cite details from the text to support responses.</p> <p>Example: “Would it ever be appropriate today for the government to use slick advertising tactics to get the American public to support a particular cause, such as a war? At some point might such “advertising” become propaganda—one-sided and even false support of a cause? Write a brief essay in which you support your opinion with specific examples, your studies, and the reading (refer to pages 70–71). Write at least three paragraphs, and use three or more words from this Unit.” (Unit 6, Writing Prompt #2, p. 78).</p> <ul style="list-style-type: none"> <li>Unit 1 Writing Prompts #1 &amp; #2, p. 20; Unit 2 Writing Prompts #1 &amp; #2, p. 30; Unit 3 Writing Prompts #1 &amp; #2, p. 40; Unit 4 Writing Prompts #1 &amp; #2, p. 58; Unit 5 Writing Prompts #1 &amp; #2, p. 68; Unit 6 Writing Prompts #1 &amp; #2, p. 78; Unit 7 Writing Prompts #1 &amp; #2, p. 96; Unit 8 Writing Prompts #1 &amp; #2, p. 106; Unit 9 Writing Prompts #1 &amp; #2, p. 116; Unit 10 Writing Prompts #1 &amp; #2, p. 134; Unit 11 Writing Prompts #1 &amp; #2, p. 144; Unit 12 Writing Prompts #1 &amp; #2, p. 154; Unit 13</li> </ul> <p style="text-align: right;"><i>continued</i></p>

© and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

**\$110.22. English Language Arts and Reading, Grade 6, Adopted 2017.**

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level A / Grade 6
	<p>Writing Prompts #1 &amp; #2, p. 172; Unit 14 Writing Prompts #1 &amp; #2, p. 182; Unit 15 Writing Prompts #1 &amp; #2, p. 192</p>
<p>(G) discuss and write about the explicit or implicit meanings of text;</p>	<p><b>STUDENT EDITION</b>  <b>Word Study: Denotation and Connotation</b>                      In this part of the Word Study section, students learn to distinguish between the explicit and implicit meanings of words. They investigate connotation—positive, negative, or neutral associations of a word—and denotation, the strict, dictionary definition of a word.                      Understanding the difference between denotation and connotation helps students better appreciate nuances of meaning and author’s purpose or point of view, and helps them better express themselves in their own writing with more discriminating word choices.</p> <ul style="list-style-type: none"> <li>• <b>Instruction/Shades of Meaning:</b> Review Units 1–3, p. 46; Review Units 4–6, p. 84; Review Units 7–9, p. 122; Review Units 10–12, p. 160; Review Units 13–15, p. 198                      Writers choose their words carefully in order to express a particular tone or point of view. The most precise word helps readers understand exactly what the writer is trying to say. If a writer wants the reader to view a character as a private, thoughtful person, the writer might use a word like <i>discreet</i> to describe him or her. But if the writer wants us to see the character as secretive, he or she might use words like <i>guarded</i> or <i>wary</i>.</li> <li>• <b>Expressing the 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                      For the Expressing the Connotation exercises, 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).</li> <li>• <b>Challenge: Using 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                      In Challenge: Using Connotation, students use context clues to confirm their choice of a vocabulary word to replace the highlighted word in each sentence.</li> </ul>

and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

**§110.22. English Language Arts and Reading, Grade 6, Adopted 2017.**

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level A / Grade 6
<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	
<p>(D) analyze characteristics and structural elements of informational text, including:</p> <ul style="list-style-type: none"> <li>(i) the controlling idea or thesis with supporting evidence;</li> <li>(ii) features such as introduction foreword, preface, references, or acknowledgements to gain background information; and</li> <li>(iii) organizational patterns such as definition, classification, advantage, and disadvantage;</li> </ul>	<p style="text-align: center;"><b>Unit Introductory Passage</b></p> <p><b><u>ANNOTATED TEACHER'S EDITION</u></b> <b>Reading Passages in Level A</b> Two comprehension questions are provided for each Unit Introductory Passage. Teachers may choose to use these questions to guide class discussion, or assign the questions as homework prior to class if students are reading the passage independently.</p> <ul style="list-style-type: none"> <li>• Questions for Critical Thinking, ATE p. T29</li> </ul> <p><b><u>STUDENT EDITION</u></b> <b>Unit Introductory Passage (Reading Passage)</b></p> <ul style="list-style-type: none"> <li>• Unit 1 “City of Gold” (First-Person Nonfiction), pp. 12–13</li> <li>• Unit 2 “West End School Has Comestible Curriculum” (Interview), pp. 22–23</li> <li>• Unit 3 “This Day in 1923: The Olympic’s the Thing!” (Archived Newspaper Article), pp. 32–33</li> <li>• Unit 4 “The Art and Science of Traditional Healing” (Expository Essay), pp. 50–51</li> <li>• Unit 6 “The Fine Art of War: WWI Propaganda Images” (Textbook Entry), pp. 70–71</li> <li>• Unit 7 “Made for the Shade” (Informational Essay), pp. 80–81</li> <li>• Unit 8 “From Big Dream to Big Top” (Interview), pp. 98–99</li> <li>• Unit 9 “From Fire Arrows to Space Flight: A History of Rockets” (Informational Essay), pp. 108–109</li> <li>• Unit 10 “Farewell, Blue Yodeler” (Obituary), pp. 126–127</li> <li>• Unit 11 “Here I Am: Galápagos Log” (Log), pp. 136–137</li> <li>• Unit 12 “Vampires We Have Known” (Humorous Essay), pp. 146–147</li> <li>• Unit 13 “Polar Opposites” (Compare and Contrast Essay), pp. 164–165</li> <li>• Unit 14 “Madam C.J. Walker and Her Wonderful Remedy” (Biographical Sketch), pp. 174–175</li> <li>• Unit 15 “Running With the Big Dogs” (Magazine Article), pp. 184–185</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b> <b>Program Overview for Teachers</b> Use the Questions for Critical Thinking to spur discussion of issues presented in the Unit Introductory Passages.</p> <ul style="list-style-type: none"> <li>• Questions for Critical Thinking</li> <li>• Answer Key: Questions for Critical Thinking</li> </ul> <p style="text-align: right;"><i>continued</i></p>

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

## \$110.22. English Language Arts and Reading, Grade 6, Adopted 2017.

### Texas Essential Knowledge and Skills (TEKS)

### Vocabulary Workshop, Level A / Grade 6

#### Instruction (each Unit)

- Introducing the Words: Differentiated Passage  
The printable Differentiated Passage is a shorter version of each Unit Introductory Passage with a lower Lexile® level. They are designed for striving readers and ELL students.  
As with the Unit Introductory Passage, students read unit words in context to activate prior knowledge and draw on context clues to determine the meaning of unfamiliar word.

#### ***Vocabulary for Comprehension***

#### **STUDENT EDITION**

#### **Vocabulary and Reading**

- Types of Questions
  - Main Idea Questions, p. 8
  - Detail Questions, p. 8
  - Evidence-Based Questions, p. 9
  - Questions About Tone (word choice, author’s attitude), p. 9
  - Questions About Author’s Technique (structure and function/text organization), p. 9

#### **Vocabulary for Comprehension, Parts 1 and 2**

Students read a passage of informational text then answer comprehension and text-in-context questions

- Review Units 1–3: Part 1 “A Winter Playground” (Sapporo Snow Festival), pp. 42–43/Part 2 (Patrick Henry’s 1775 Speech), pp. 44–45
- Review Units 4–6: Part 1 “Oseola McCarty: 1908–1999,” pp. 80–81/Part 2 (Passage 1: History and World Popularity of Puppetry/Passage 2: Shadow Puppet Theater in Asian Countries), pp. 82–83
- Review Units 10–12: Part 1 “An International Science Lab,” pp. 156–157/Part 2 (Passage 1: Self-Driving Cars/Passage 2: Problems with Self-Driving Cars Still to Be Resolved), pp. 158–159
- Review Units 13–15: Part 1 “Goya: A Victim of His Art?” pp. 194–195/Part 2 (Frank Lloyd Wright, Architect), pp. 196–197

#### ***Test Prep***

#### **DIGITAL RESOURCES**

#### **Assessment: Test Prep**

Students read a passage of informational then answer questions about main or controlling idea, supporting evidence, and text organization.

- Test Prep for Standardized Exams 1–10
- Cumulative Test Prep for Standardized Exams 1 & 2

#### ***Passage-Based Reading/Model Reading Test***

#### **DIGITAL RESOURCES**

#### **Additional Practice (each Unit)**

- Passage-Based Reading (Units 1–10)/Model Reading Test (Units 11–13, 15)  
Students read a passage of informational text from an academic discipline then select the letter of the best answer to the accompanying comprehension questions.

**\$110.22. English Language Arts and Reading, Grade 6, Adopted 2017.**

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level A / Grade 6
<p>(E) analyze characteristics and structures of argumentative text by:</p> <ul style="list-style-type: none"> <li>(i) identifying the claim;</li> <li>(ii) explaining how the author uses various types of evidence to support the argument; and</li> <li>(iii) identifying the intended audience or reader; and</li> </ul>	<p><b>STUDENT EDITION</b>  <b>Unit Introductory Passage</b> (Reading Passage)  <ul style="list-style-type: none"> <li>• Unit 5 “Continue Space Exploration, Now!” (Persuasive Speech), pp. 60–61</li> </ul> <b>DIGITAL RESOURCES</b>  <b>Additional Practice</b> (each Unit)                      Students read a passage of argumentative or persuasive text then answer comprehension questions.                      Example: “The passage is primarily concerned with: b. the need for election campaign reforms” (Passage-Based Reading, Unit 7).  <ul style="list-style-type: none"> <li>• Passage-Based Reading                             <ul style="list-style-type: none"> <li>○ Unit 4 (volunteer work)</li> <li>○ Unit 7 (campaign funding reform)</li> </ul> </li> </ul> </p>
<p>(F) analyze characteristics of multimodal and digital texts.</p>	<p><b>DIGITAL RESOURCES</b>  <b>Unit Instructional Support</b>                      QR (Quick Response) codes appear on the Unit Introductory Passage and Vocabulary in Context pages. Snapping the QR code links students directly to the relevant Vocabulary Workshop digital resource on SadlierConnect.com.  <ul style="list-style-type: none"> <li>• Unit Passage</li> <li>• Printable Differentiated Unit Passage</li> <li>• Passage-Based Reading</li> <li>• Identifying Sentence Errors</li> <li>• Improving Sentences</li> <li>• Timed Essay</li> <li>• Model Reading Test</li> <li>• English Test</li> <li>• Practice Quiz (Printable)</li> <li>• Interactive Quizzes</li> <li>• Interactive Flash Cards</li> <li>• i-Words Audio Program</li> <li>• Interactive Activities</li> <li>• Practice Worksheets</li> <li>• Interactive Graphic Organizers</li> <li>• Word Part Gallery</li> <li>• Pronunciation Key</li> <li>• Diagnostic Tests and Cumulative Reviews</li> <li>• Test Prep for Standardized Exams</li> </ul> <p><i>Vocabulary Workshop: Tools for Excellence</i> is also available in a fully interactive format.</p> <p><b>Vocabulary Workshop Interactive Edition</b> (optional purchase)  <i>Vocabulary Workshop Interactive Edition</i> provides all of the program’s print components, including the program’s ancillary components, (Unit Test Booklets and Test Prep booklets for Standardized Exams) in a fully interactive online format.</p> <p style="text-align: right;"><i>continued</i></p> </p>

and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).



**§110.22. English Language Arts and Reading, Grade 6, Adopted 2017.**

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level A / Grade 6
	<p><i>Vocabulary Workshop Interactive Edition</i> contains each Unit Introductory Passage (Reading Passage)—on level and differentiated—with audio recordings.</p> <p><i>Vocabulary Workshop Interactive Edition</i> includes exercises that build academic vocabulary knowledge by using contextual and definitional information and ample practice of Unit words in multiple contexts, including responding to text-based questions.</p> <p><b>Instruction (each Unit)</b> Listening to audio recordings of the unit passages and definitions of words is particularly helpful to auditory learners, ELL students, and striving readers.</p> <ul style="list-style-type: none"> <li>• Differentiated Passage* Students may link directly to the audio recording of the text using the QR (Quick Response) code that appears at the end of the printed version of each Differentiated Passage.</li> <li>• Instructional Videos* Students select and click on a Unit word to launch a video presentation that includes spelling, pronunciation, part(s) of speech, definition(s), and illustrative sentences.</li> </ul> <p><small>*Available with Vocabulary Workshop Interactive Edition (optional purchase).</small></p> <p><b>Student Resources</b></p> <ul style="list-style-type: none"> <li>• iWords Audio Program Especially useful for English learners, this program may be downloaded to a cellphone, allowing students to listen multiple times to the recommended pronunciations, definitions, and examples of usage for all taught vocabulary words.</li> </ul>
<p><b>(9) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	
<p>(A) explain the author’s purpose and message within a text;</p>	<p><b>STUDENT EDITION</b> <b>Vocabulary and Reading</b></p> <ul style="list-style-type: none"> <li>• Types of Questions             <ul style="list-style-type: none"> <li>○ Main Idea Questions (author’s primary or main purpose), p. 8</li> </ul> </li> </ul> <p><b>Vocabulary for Comprehension, Parts 1 and 2</b> Students read a passage of text then consider author’s purpose and message. Example: “Which of the following best identifies the primary purpose of the passage? D) to offer a brief survey of Patrick Henry’s most famous speech” (p. 45).</p> <p style="text-align: right;"><i>continued</i></p>

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

**\$110.22. English Language Arts and Reading, Grade 6, Adopted 2017.**

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level A / Grade 6
	<ul style="list-style-type: none"> <li>Review Units 1–3, pp. 42–45; Review Units 4–6, pp. 80–83; Review Units 7–9, pp. 118–121; Review Units 10–12, pp. 156–159; Review Units 13–15, pp. 194–197</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Assessment: Test Prep</b> Students read a passage then answer questions about author’s purpose. Example 1: “What is the most likely purpose of the passage? C) to explain the different influences on Jane’s writing” (Test Prep 9). Example 2: “Which of these best describes the author’s purpose in “The Study of Poetry”? B) to point out two mistakes that readers are likely to make in judging poetry” (Cumulative Test Prep 2).</p> <ul style="list-style-type: none"> <li>Test Prep for Standardized Exams 1–10</li> <li>Cumulative Test Prep for Standardized Exams 1 &amp; 2</li> </ul> <p><b>Additional Practice (each Unit)</b> Passage-Based Reading and Model Reading Tests feature an untitled passage of informational text followed by vocabulary-in-context and comprehension questions. Example: “Which of the following best describes the writer’s purpose in the passage? c. to persuade” (Passage-Based Reading, Unit 7).</p> <ul style="list-style-type: none"> <li>Passage-Based Reading (Units 1-10)</li> <li>Model Reading Test (Units 11-15)</li> </ul>
<p>(B) analyze how the use of text structure contributes to the author’s purpose;</p>	<p><b>STUDENT EDITION</b></p> <p><b>Vocabulary and Reading</b></p> <ul style="list-style-type: none"> <li>Types of Questions             <ul style="list-style-type: none"> <li>Questions About Author’s Technique (organizational structure and function), p. 9</li> </ul> </li> </ul> <p><b>Vocabulary for Comprehension, Parts 1 and 2</b> Students read a passage of informational or literary text then answer text structure questions. Example: “Which of the following best outlines the structure of this passage? B) changes in Goya’s work, symptoms, lead-based pigments, lead poisoning” (p. 195).</p> <ul style="list-style-type: none"> <li>Review Units 1–3, pp. 42–45; Review Units 4–6, pp. 80–83; Review Units 7–9, pp. 118–121; Review Units 10–12, pp. 156–159; Review Units 13–15, pp. 194–197</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Assessment: Test Prep</b> Students read a passage then answer questions about text structure and author’s purpose. Example: “In paragraph 5, why does the author describe the character of a warrior? C) to show how Antelope fits the description” (Test Prep 2).</p> <ul style="list-style-type: none"> <li>Test Prep for Standardized Exams 1–10</li> <li>Cumulative Test Prep for Standardized Exams 1 &amp; 2</li> </ul> <p><b>Additional Practice (each Unit)</b> Passage-Based Reading and Model Reading Tests feature an untitled passage of informational text followed by vocabulary-in-context and comprehension questions.</p> <p style="text-align: right;"><i>continued</i></p>

and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

**\$110.22. English Language Arts and Reading, Grade 6, Adopted 2017.**

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level A / Grade 6
	<p>Example: "Which of the following best describes the writer's method of organizing the material in this passage? e. chronological order" (Passage-Based Reading, Unit 10).</p> <ul style="list-style-type: none"> <li>• Passage-Based Reading (Units 1-10)</li> <li>• Model Reading Test (Units 11-15)</li> </ul>
<p>(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;</p>	<p><b>Word Study: Idioms/Adages/Proverbs</b>                      The Choosing the Right Idiom/Adage/Proverb activities help students practice using context clues to figure out the meaning of figurative expressions.</p> <ul style="list-style-type: none"> <li>• Idioms: Review Units 1-3 Choosing the Right Idiom, p. 48; Review Units 4-6 Choosing the Right Idiom, p. 86; Review Units 10-12 Choosing the Right Idiom, p. 162</li> <li>• Adages: Review Units 7-9 Choosing the Right Adage, p. 124</li> <li>• Proverbs: Review Units 13-15 Choosing the Right Proverb, p. 200</li> </ul>
<p>(F) analyze how the author's use of language contributes to mood and voice; and</p>	<p><b>STUDENT EDITION</b>  <b>Vocabulary and Reading</b></p> <ul style="list-style-type: none"> <li>• Types of Questions                             <ul style="list-style-type: none"> <li>○ Questions About Tone (word choice, author's attitude), p. 9</li> </ul> </li> </ul> <p><b>Vocabulary for Comprehension, Parts 1 and 2</b>                      Students read a passage of informational or literary text then answer questions about author word choice and syntax.                      Example: "Which word best describes the author's tone in paragraphs 2 and 3 (lines 12-36)? D) respectful" (p. 81).</p> <ul style="list-style-type: none"> <li>• Review Units 1-3, pp. 42-45; Review Units 4-6, pp. 80-83; Review Units 7-9, pp. 118-121; Review Units 10-12, pp. 156-159; Review Units 13-15, pp. 194-197</li> </ul> <p><b>Word Study: Denotation and Connotation</b>                      Students learn how writers can make their work richer and more expressive by choosing words that convey the desired mood, tone, or shade of meaning. In these activities, students examine positive, negative, or neutral connotations of words.</p> <ul style="list-style-type: none"> <li>• Review Units 1-3, pp. 46-47; Review Units 4-6, pp. 84-85; Review Units 7-9, pp. 122-123; Review Units 10-12, pp. 160-161; Review Units 13-15, pp. 198-199</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Assessment: Test Prep</b>                      Students read a passage then answer questions about the author's use of language.                      Example: "Which of these best describes the tone of this passage? B) uplifting" (Test Prep 4).</p> <ul style="list-style-type: none"> <li>• Test Prep for Standardized Exams 1-10</li> <li>• Cumulative Test Prep for Standardized Exams 1 &amp; 2</li> </ul> <p style="text-align: right;"><i>continued</i></p>

and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

## §110.22. English Language Arts and Reading, Grade 6, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level A / Grade 6
	<p><b>Additional Practice</b> (each Unit)                      Passage-Based Reading and Model Reading Tests feature an untitled passage of informational text followed by vocabulary-in-context and comprehension questions.</p> <p>Example: "In context, which of the following best describes the writer's tone with the words "prophets" and "seers" in the first paragraph? a. gently ironic" (Passage-Based Reading, Unit 3).</p> <ul style="list-style-type: none"> <li>• Passage-Based Reading (Units 1-10)</li> <li>• Model Reading Test (Units 11-15)</li> </ul>
<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process.</b>                      The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	
<p>(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> <li>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and</li> <li>(ii) developing an engaging idea reflecting depth of thought with specific facts and details;</li> </ul>	<p><b>DIGITAL RESOURCES</b></p> <p><b>Additional Practice</b> (each Unit)</p> <ul style="list-style-type: none"> <li>• Timed Essay (Units 1-10)                      Students write a response to a statement in a total of 25 minutes.                     <ul style="list-style-type: none"> <li>○ Writing Your Thesis Statement (1-2 minutes)</li> <li>○ Prewriting (3-4 minutes)</li> <li>○ Writing Your Draft (17-18 minutes)</li> </ul> </li> </ul>
<p>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;</p>	<p><b>DIGITAL RESOURCES</b></p> <p><b>Additional Practice</b> (each Unit)</p> <ul style="list-style-type: none"> <li>• Improving Sentence Errors (Units 6-10)                      Beneath each given sentence are five ways of phrasing the underlined part of the sentence. Students determine which, if any, of the options improves the clarity of the sentence.</li> <li>• Timed Essay (Units 1-10)                      Students write a response to a statement in a total of 25 minutes.                     <ul style="list-style-type: none"> <li>○ Editing and Revising Your Draft (2-3 minutes)</li> </ul> </li> <li>• English Test (Units 11-15)                      Students read a passage then select from the multiple choice responses below to correct underlined sections in the text with errors or inappropriate expressions.</li> </ul>

## \$110.22. English Language Arts and Reading, Grade 6, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level A / Grade 6
(D) edit drafts using standard English conventions,	<p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Additional Practice</b> (each Unit)</p> <ul style="list-style-type: none"> <li>Identifying Sentence Errors (Units 1-5) Students mark the multiple-choice response containing the single error in grammar and usage, or no error at all.</li> <li>Timed Essay (Units 1-10) Students write a response to a statement in a total of 25 minutes.                             <ul style="list-style-type: none"> <li>Editing and Revising Your Draft (2-3 minutes)</li> </ul> </li> </ul>
(11) <b>Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	<p><b><u>ANNOTATED TEACHER'S EDITION</u></b></p> <p><b>Best Practices for Using Vocabulary Workshop in the Classrooms</b></p> <ul style="list-style-type: none"> <li>Writing with Vocabulary, TE pp. T21–T22 Ask students to write poems for individual words; write myths about the origins of individual words or groups of words.</li> <li>Vocabulary Projects and Games, TE p. T22 Student groups may tell stories using vocabulary words. Create groups according to the students' abilities and levels.</li> </ul> <p><b><u>STUDENT EDITION</u></b></p> <p><b>Writing: Words in Action</b></p> <p>Writing: Words in Action provides practice with writing responses to two modes of writing. The first prompt is in the form of a text-dependent question that asks students to cite evidence from the Unit Introductory Passage. The second prompt is modeled on those that appear on standardized tests.</p> <p>Teachers may provide students with a four-point rubric that will be used to score the exercise. It is best if the rubric aligns with those used on the assessments students most frequently take. Prior to assigning the writing exercise, teachers should model responding to text-based questions and how to cite details from the text to support responses.</p> <ul style="list-style-type: none"> <li>Unit 1 Writing Prompt #1, p. 20</li> </ul>
(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;	<p><b><u>STUDENT EDITION</u></b></p> <p><b>Writing: Words in Action</b></p> <p>Writing: Words in Action provides practice with writing responses to two modes of writing. The first prompt is in the form of a text-dependent question that asks students to cite evidence from the Unit Introductory Passage. The second prompt is modeled on those that appear on standardized tests.</p> <p>Teachers may provide students with a four-point rubric that will be used to score the exercise. It is best if the rubric aligns with those used on the assessments students most frequently take. Prior to assigning the writing exercise, teachers should model responding to text-based questions and how to cite details from the text to support responses.</p> <p style="text-align: right;"><i>continued</i></p>

## \$110.22. English Language Arts and Reading, Grade 6, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level A / Grade 6
	<ul style="list-style-type: none"> <li>Unit 1 Writing Prompt #2, p. 20; Unit 4 Writing Prompt #1, p. 58; Unit 6 Writing Prompt #1, p. 78; Unit 8 Writing Prompt #2, p. 106; Unit 12 Writing Prompt #1, p. 154; Unit 13 Writing Prompts 1 &amp; 2, p. 172; Unit 15 Writing Prompt #2, p. 192</li> </ul>
<p>(C) compose multi-paragraph argumentative texts using genre characteristics and craft ; and</p>	<p><b>STUDENT EDITION</b>  <b>Writing: Words in Action</b>                      Writing: Words in Action provides practice with writing responses to two modes of writing. The first prompt is in the form of a text-dependent question that asks students to cite evidence from the Unit Introductory Passage. The second prompt is modeled on those that appear on standardized tests.</p> <p>Teachers may provide students with a four-point rubric that will be used to score the exercise. It is best if the rubric aligns with those used on the assessments students most frequently take. Prior to assigning the writing exercise, teachers should model responding to text-based questions and how to cite details from the text to support responses.</p> <ul style="list-style-type: none"> <li>Unit 2 Writing Prompts 1 &amp; 2, p. 30; Unit 3 Writing Prompts 1 &amp; 2, p. 40; Unit 4 Writing Prompt #2, p. 58; Unit 5 Writing Prompts 1 &amp; 2, p. 68; Unit 6 Writing Prompt #2, p. 78; Unit 7 Writing Prompts 1 &amp; 2, p. 96; Unit 9 Writing Prompt #2, p. 116; Unit 10 Writing Prompt #2, p. 134; Unit 11 Writing Prompt #2, p. 144; Unit 12 Writing Prompt #2, p. 154; Unit 14 Writing Prompt #1, p. 182</li> </ul>
<p>(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.</p>	<p><b>STUDENT EDITION</b>  <b>Writing: Words in Action</b>                      Writing: Words in Action writing prompts feature several assignments for composing correspondence.</p> <ul style="list-style-type: none"> <li>Unit 8 Writing Prompt #1, p. 106; Unit 9 Writing Prompt #1, p. 116; Unit 10 Writing Prompt #1, p. 134; Unit 11 Writing Prompt #1, p. 144; Unit 14 Writing Prompt #2, p. 182; Unit 15 Writing Prompt #1, p. 192</li> </ul>