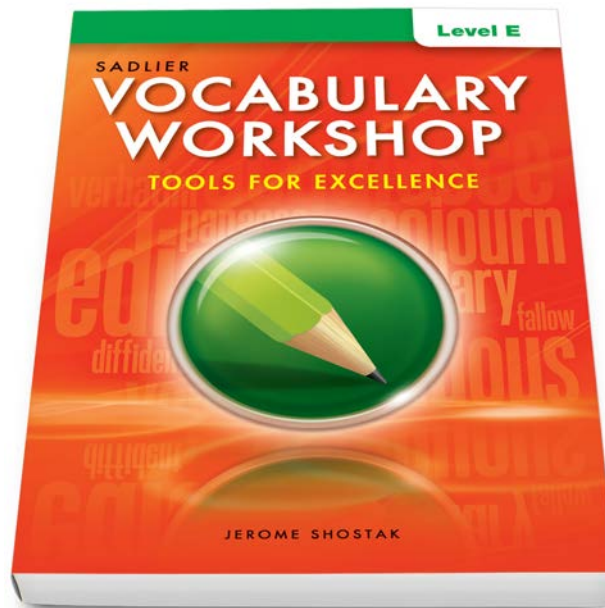


Vocabulary Workshop

Tools for Excellence

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

English II



Key Aligned Content

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

Additional Aligned Content

- (1) Developing and sustaining foundational language skills—oral language 6
- (4) Comprehension skills 7
- (5) Response skills 10
- (6) Multiple genres—literary elements 11
- (7) Multiple genres—genres 12
- (8) Author’s purpose and craft 16
- (9) Composition—writing process 20
- (10) Composition—genres 21

Key Aligned Content

§110.37. English Language Arts and Reading, English II, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level E / Grade 10
<p>(2) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	
<p>(A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;</p>	<p><u>ANNOTATED TEACHER'S EDITION</u> Word Lists</p> <ul style="list-style-type: none"> • Dictionary and Reference Sources, TAE p. T10 <p>Units</p> <ul style="list-style-type: none"> • Synonyms (use a thesaurus or dictionary), TAE p. T13 • Antonyms (use a thesaurus or dictionary), TAE p. T13 • Denotation and Connotation (dictionary definition), TAE p. T15 <p><u>STUDENT EDITION</u> Pronunciation Key</p> <p>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. 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>The key is organized into four sections: Vowels, Consonants, Stress, and Abbreviations.</p> <ul style="list-style-type: none"> • Page 11 <p>Definitions</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, 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> <ul style="list-style-type: none"> • 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 <p>Synonyms</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"> • 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; <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)

Vocabulary Workshop, Level E / Grade 10

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 to clarify definitions.

- 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.

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<p>(B) analyze context to distinguish among denotative, connotative, and figurative meanings of words; and</p>	<p>STUDENT EDITION Word Study: Denotation and Connotation In these activities, students distinguish between denotation (literal meaning of a word with a neutral tone) and connotation (emotional associations of a word beyond its literal meaning).</p> <ul style="list-style-type: none"> • Shades of Meaning: 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 In Shades of Meaning, students identify words that have a positive, negative, or neutral connotation. • 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 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). • 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 In Challenge: Using Connotation, students use context clues to confirm their choice of a vocabulary word to replace the highlighted word in each sentence. <p>Related content</p> <p>STUDENT EDITION <i>Vocabulary Workshop</i> exposes students to new words across a variety of exercises and contexts. Students learn about and regularly practice using context clues to determine the meaning of unfamiliar words in the following activities—</p> <ul style="list-style-type: none"> • Vocabulary in Context • Unit Introductory Passage (Reading Passage) • Definitions • Choosing the Right Word • Synonyms • Antonyms • Completing the Sentence • Vocabulary in Context: Literary Text • Vocabulary for Comprehension, Parts 1 and 2 • Word Study: Idioms/Proverbs/Adages • Word Study: Classical Roots • Two-Word Completions • Supplying Words in Context • Choosing the Right Meaning <p>DIGITAL RESOURCES</p> <ul style="list-style-type: none"> • Assessment <ul style="list-style-type: none"> ◦ Test Prep for SAT® & ACT® • Instruction (each Unit) <ul style="list-style-type: none"> ◦ Introducing the Words: Differentiated Passage <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level E / Grade 10
	<ul style="list-style-type: none"> • Additional Practice (each Unit) <ul style="list-style-type: none"> ○ Passage-Based Reading ○ Practice Worksheet • Assessments (each Unit) <ul style="list-style-type: none"> ○ Unit Practice Test
<p>(C) determine the meaning of foreign words or phrases used frequently in English such as <i>pas de deux</i>, <i>status quo</i>, <i>déjà vu</i>, <i>avant-garde</i>, and <i>coup d'état</i>.</p>	<p>Related content</p> <p>STUDENT EDITION</p> <p>Word Study: Classical Roots</p> <p>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"> • Review Units 1–3 (<i>mis, miss, mit</i>), p. 49 • Review Units 4–6 (<i>fac, fact</i>), p. 87 • Review Units 7–9 (<i>voc, vok</i>), p. 125 • Review Units 10–12 (<i>dem, pan</i>), p. 163 • Review Units 13–15 (<i>sed, sess, sid</i>), p. 201 <p>DIGITAL RESOURCES</p> <p>Overview</p> <ul style="list-style-type: none"> • Student Program Overview and Resources <ul style="list-style-type: none"> ○ Greek and Latin Roots Reference Guide <p>Students see how to build vocabulary by learning the meaning of word parts that make up many English words.</p> <p>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.</p> <p>The final section focuses on Greek and Latin roots, meanings, and sample words.</p> <p>Word Study (each Unit Review)</p> <ul style="list-style-type: none"> • Interactive Activities <ul style="list-style-type: none"> ○ Word Part Gallery <p>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.</p> <p>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.</p> ○ Word Part Gallery: Teaching Suggestions

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Additional Aligned Content

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level E / Grade 10
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	
<p>(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;</p> <p>(D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.</p>	<p><u>ANNOTATED TEACHER'S EDITION</u> Best Practices for Using Vocabulary Workshop in the Classroom</p> <ul style="list-style-type: none"> • Daily Discussion and Review, ATE p. T21 During debates, discussions, or at other times when students are conversing, teachers should require them to use the learned vocabulary words. • Writing with Vocabulary (informal and formal forms of communication), ATE pp. T21-T22 Students should incorporate at least one or two vocabulary words into their forms of formal and informal communication. <p>Addressing Different Learners</p> <ul style="list-style-type: none"> • Differentiating Daily Instruction for Striving and ELL Students, ATE p. T23 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. • Differentiating Assignments for Striving and ELL Students, TE p. T23 Students clarify word meaning through discussions over answers. • Differentiating Exercises and Assignments for Above Grade-Level Students, ATE 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. <p>Reading Passages in Level E</p> <ul style="list-style-type: none"> • Questions for Critical Thinking, ATE 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). Example 1: "What effect did the wall have on the citizens of East Germany?" (Unit 6). Example 2: "Why did people in the Dark Ages rarely bathe?" (Unit 14). <p><u>DIGITAL RESOURCES</u> Overview</p> <ul style="list-style-type: none"> • Program Overview for Teachers <ul style="list-style-type: none"> ○ Questions for Critical Thinking ○ Answer Key: Questions for Critical Thinking <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level E / Grade 10
	<p>Instruction (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"> • 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. • 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. • 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. <small>*Available with Vocabulary Workshop Interactive Edition (optional purchase).</small> <p>Student Resources (each Unit)</p> <ul style="list-style-type: none"> • 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.
<p>(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;</p>	<p><u>ANNOTATED TEACHER'S EDITION</u> Best Practices for Using Vocabulary Workshop in the Classroom</p> <ul style="list-style-type: none"> • Daily Discussion and Review, ATE p. T21 Teachers may model vocabulary usage by including vocabulary words in their instructions to students.
<p>(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	
<p>(E) make connections to personal experiences, ideas in other texts, and society;</p>	<p><u>STUDENT EDITION</u> Writing: Words in Action Students draw upon personal experiences and details from the text when writing responses to Unit passages. Example: "What new discoveries, improved information, or revised ideas in recent years have prompted—or may later prompt—changes in lifestyle? Write a brief essay in which you describe a change that is now taking place (or may soon take place) as the result of a new discovery or improved information. Support your ideas with your own experience, observations, studies, and the reading (pages 174–175). Write at least three paragraphs, and use three or more words from this unit" (p. 182). <i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level E / Grade 10
	<ul style="list-style-type: none"> 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 <p>Vocabulary for Comprehension, Parts 1 and 2 Paired passages help students make connections between related ideas from different authors.</p> <ul style="list-style-type: none"> Review Units 1–3: Part 1 (Thomas Paine), pp. 42–43/ Part 2 (Magna Carta), pp. 44–45 Review Units 4–6: Part 1 (Democratic Education), pp. 80–81/ Part 2 (Passage 1: Benefits of GPS/Passage 2: GPS and Privacy Issues), pp. 82–83 <p>DIGITAL RESOURCES</p> <p>Assessment: Test Prep for SAT® & ACT® The Cumulative SAT® and ACT® 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"> SAT® Cumulative Test Prep (Passage 1 from <i>The Federalist No. 10</i> by James Madison/Passage 2 from <i>A Voice from the South</i> by Anna Julia Cooper) ACT® Cumulative Test Prep: Humanities (Passage A from “Music in America,” by Antonin Dvorák/Passage B from “The Menace of Mechanical Music,” by John Philip Sousa)
<p>(F) make inferences and use evidence to support understanding;</p>	<p>STUDENT EDITION</p> <p>Vocabulary in Context</p> <ul style="list-style-type: none"> Three Types of Context Clues <ul style="list-style-type: none"> Inference Clue (implies but does not directly state the meaning of the missing word or words), p. 7 <p>Vocabulary and Reading</p> <ul style="list-style-type: none"> Types of Questions <ul style="list-style-type: none"> Inference Questions (make inferences or draw conclusions from the passage), p. 9 <p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of informational or literary text then answer questions that involve making inferences and identifying supporting evidence. Example: “It can reasonably be inferred...”/“Which choice provides the best evidence for the answer to the previous question?” (p. 119).</p> <ul style="list-style-type: none"> 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 <p>DIGITAL RESOURCES</p> <p>Assessment: Test Prep for SAT® & ACT® Students read a passage of informational or literary text then answer questions that involve making inferences, drawing conclusions, and identifying supporting evidence.</p> <p style="text-align: right;"><i>continued</i></p>

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	<p>Example: "It can reasonably be inferred that the authors of both passages would most likely agree with which of the following statements?" (ACT® Cumulative Test Prep)</p> <ul style="list-style-type: none"> • SAT® Test Prep 1–5, Cumulative Test Prep • ACT® Test Prep 1–5, Cumulative Test Prep <p>Additional Practice (each Unit) Students read a passage then pick the best answer for questions about making inferences.</p> <p>Example: "From the passage, you can infer that filter questions in opinions surveys are designed to d. evaluate the ability of participants to respond knowledgeably" (Passage-Based Reading, Unit 5).</p> <ul style="list-style-type: none"> • Passage-Based Reading, Units 1-10 • Model Reading Test, Units 11-15
<p>(G) evaluate details read to determine key ideas;</p>	<p>STUDENT EDITION Vocabulary and Reading</p> <ul style="list-style-type: none"> • Types of Questions <ul style="list-style-type: none"> ◦ Detail Questions (answers to detail questions may be restatements or paraphrases of the text), p. 8 <p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of informational or literary text then answer detail questions.</p> <p>Example: "Which choice provides the best evidence for the answer to the previous question?" (p. 83).</p> <ul style="list-style-type: none"> • 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 <p>DIGITAL RESOURCES Assessment: Test Prep for SAT® & ACT® Students read a passage of informational or literary text then answer detail questions.</p> <p>Example: "Which choice provides the best evidence for the answer to the previous questions?" (SAT® Test Prep 1).</p> <ul style="list-style-type: none"> • SAT® Test Prep 1–5, Cumulative Test Prep • ACT® Test Prep 1–5, Cumulative Test Prep <p>Additional Practice (each Unit) Students read a passage then rely upon details to determine key ideas to determine key ideas.</p> <ul style="list-style-type: none"> • Passage-Based Reading, Units 1-10 • Model Reading Test, Units 11-15
<p>(H) synthesize information from two texts to create new understanding; and</p>	<p>STUDENT EDITION Vocabulary for Comprehension, Part 2 Paired passages help students consider and compare perspectives to create new understanding.</p> <ul style="list-style-type: none"> • Review Units 4–6: Part 2 (Passage 1: Benefits of GPS/Passage 2: GPS and Privacy Issues), pp. 82–83 • Review Units 10–12: Part 2 (Passage 1: Klamath Basin Restoration Agreement Proponents/Passage 2: Klamath Basin Restoration Agreement Opponents), pp. 158–159 <p style="text-align: right;"><i>continued</i></p>

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	<p>DIGITAL RESOURCES Assessment: Test Prep for SAT® & ACT® The Cumulative SAT® and ACT® practice tests feature paired passages related in topic or theme. To answer the accompanying comprehension questions, students must identify connections between the two texts.</p> <ul style="list-style-type: none"> • SAT® Cumulative Test Prep (Passage 1 from <i>The Federalist No. 10</i> by James Madison/Passage 2 from <i>A Voice from the South</i> by Anna Julia Cooper) • ACT® Cumulative Test Prep: Humanities (Passage A from “Music in America,” by Antonin Dvorák/Passage B from “The Menace of Mechanical Music,” by John Philip Sousa)
<p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p>STUDENT EDITION Writing: Words in Action For the Words in Action writing assignments, students reflect on their understanding of the Unit Introductory Passage. The first writing prompt has them re-read the passage in order to locate details that answer questions about the topic. The second prompt is a question that expands on that topic, requiring young writers to draw upon their personal background knowledge.</p> <ul style="list-style-type: none"> • 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
<p>(5) Response skills: listening, speaking, reading, writing, and thinking using texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>	
<p>(A) describe personal connections to a variety of sources, including self-selected texts;</p> <p>(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;</p> <p>(C) use text evidence and original commentary to support a comprehensive response;</p> <p>(D) paraphrase and summarize texts in ways that maintain meaning and logical order;</p> <p>(F) respond using acquired content and academic vocabulary as appropriate;</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION Writing: Words in Action 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 a question that expands on that topic, requiring young writers to draw upon their personal background knowledge. 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"> • 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 <p style="text-align: right;"><i>continued</i></p>

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<p>(G) discuss and write about the explicit or implicit meanings of text;</p> <p>(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;</p>	<p><u>DIGITAL RESOURCES</u> Additional Practice (Units 1-10)</p> <ul style="list-style-type: none"> • Timed Essay Students write a response to a statement in a total of 25 minutes. <ul style="list-style-type: none"> ○ Writing Your Thesis Statement (1-2 minutes) ○ Prewriting (3-4 minutes) ○ Writing Your Draft (17-18 minutes) ○ Editing and Revising Your Draft (2-3 minutes)
<p>(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	
<p>(A) analyze how themes are developed through characterization and plot in a variety of literary texts;</p> <p>(D) analyze how the setting influences the theme.</p>	<p><u>STUDENT EDITION</u> Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of literary text then answer comprehension questions.</p> <ul style="list-style-type: none"> • Review Units 7-9: Part 1 (Charlotte Brontë, excerpt from <i>Shirley</i>), pp. 118-119)/Part 2 (Frances Burney, from <i>Evelina</i>), pp. 120-121 <p><u>DIGITAL RESOURCES</u> Assessment: Test Prep for SAT® & ACT® SAT® and ACT® practice tests featuring excerpts from classic literature. Students consider theme, characterization, plot, and setting when answering comprehension questions that follow the passage. Example: “The purpose of the dialogue in lines 1-14 is to: B) reveal how Tess’s mother pressures Tess into approaching Mrs. d’Urberville.” (SAT® Test Prep 4).</p> <ul style="list-style-type: none"> • SAT® Test Prep 1, Units 1-3 (from “Heart of Darkness” by Joseph Conrad) • SAT® Test Prep 4, Units 10-12 (from <i>Tess of the d’Urbervilles</i> by Thomas Hardy) • ACT® Test Prep 1, Units 1-3: Prose Fiction (from <i>The Lamplighter</i> by Maria S. Cummins) • ACT® Test Prep 4, Units 10-12: Literary Narrative (from “An Idyl of the Honey-Bee” by John Burroughs)

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level E / Grade 10
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. 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>(A) read and respond to American, British, and world literature;</p>	<p>STUDENT EDITION Vocabulary in Context: Literary Text These pages contain excerpts from classic literature. Each excerpt uses one of the vocabulary words from the Unit and provides an example of how a notable writer has used the featured word to convey a thought or feeling or enrich a narrative.</p> <ul style="list-style-type: none"> • Unit 1 Charles Dickens, p. 21 (<i>A Tale of Two Cities</i>), p. 21 • Unit 2 Edgar Allan Poe, p. 31 (<i>The Works of Edgar Allan Poe Volumes 1 and 2</i>), p. 31 • Unit 3 Anne Brontë, p. 41 (<i>The Tenant of Wildfell Hall</i>), p. 41 • Unit 4 Louisa May Alcott, p. 59 (<i>Little Men and Little Women</i>), p. 59 • Unit 5 Willa Cather, p. 69 (<i>My Antonia</i>), p. 69 • Unit 6 Emily Brontë, p. 79 (<i>Wuthering Heights</i>), p. 79 • Unit 7 Charles Dickens, p. 97 (<i>Oliver Twist</i>), p. 97 • Unit 8 Alexandre Dumas, p. 107 (<i>The Three Musketeers</i>), p. 107 • Unit 9 James Fenimore Cooper, p. 117 (<i>The Last of the Mohicans</i>), p. 117 • Unit 10 Charlotte Brontë, p. 135 (<i>Jane Eyre</i>), p. 135 • Unit 11 Sir Arthur Conan Doyle, p. 145 (<i>The Adventures of Sherlock Holmes</i>), p. 145 • Unit 12 Charles Dickens, p. 155 (<i>Great Expectations</i>), p. 155 • Unit 13 George Eliot, p. 173 (<i>Silas Mariner and The Mill on the Floss</i>), p. 173 • Unit 14 Nathaniel Hawthorne, p. 183 (<i>The House of the Seven Gables</i>), p. 183 • Unit 15 Jane Austen, p. 193 (<i>Emma</i>), p. 193 <p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of literary text then answer comprehension and vocabulary-in-context questions.</p> <ul style="list-style-type: none"> • Review Units 7–9: Part 1 (Charlotte Brontë, excerpt from <i>Shirley</i>), pp. 118–119)/Part 2 (Frances Burney from <i>Evelina</i>), pp. 120–121 <p>DIGITAL RESOURCES Assessment: Test Prep for SAT® & ACT® Students read a passage of literary text then answer comprehension and vocabulary-in-context questions.</p> <ul style="list-style-type: none"> • SAT® Test Prep 1, Units 1-3 (from “Heart of Darkness” by Joseph Conrad) <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • SAT® Test Prep 4, Units 10-12 (from <i>Tess of the d'Urbervilles</i> by Thomas Hardy) • ACT® Test Prep 1, Units 1-3: Prose Fiction (from <i>The Lamplighter</i> by Maria S. Cummins) • ACT® Test Prep 4, Units 10-12: Literary Narrative (from “An Idyl of the Honey-Bee” by John Burroughs)
<p>(D) analyze characteristics and structural elements of informational text such as:</p> <p>(i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and</p> <p>(ii) multiple organizational patterns within a text to develop the thesis;</p>	<p>ANNOTATED TEACHER'S EDITION Reading Passages in Level E</p> <ul style="list-style-type: none"> • Questions for Critical Thinking, ATE p. T29 Critical Thinking questions spur classroom discussion using Unit words while increasing comprehension of the passage topic. <p>STUDENT EDITION Vocabulary and Reading</p> <ul style="list-style-type: none"> • Types of Questions <ul style="list-style-type: none"> ◦ Questions About Author's Technique (structure and function), p. 9 <p>Unit Introductory Passage (Reading Passage) A shorter version of each Unit Introductory Passage, the printable Differentiated Passage with a lower Lexile® level is available online.</p> <ul style="list-style-type: none"> • Unit 2 “Fashion Victims” [Informational Essay], pp. 22–23 • Unit 3 “Finding the Facts: Techniques of Modern Crime-Scene Investigation” [Expository Essay], pp. 32–33 • Unit 7 “Emmeline Pankhurst” [Biographical Sketch], pp. 88–89 • Unit 8 “Anita Stockton Talks about Risk and Reward on the Stock Market” [Interview with an Expert], pp. 98–99 • Unit 14 “A Short History of Hygiene” [Informational Essay], pp. 174–175 <p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of informational or literary text then answer questions that involve making inferences and identifying supporting evidence.</p> <p>Example: “In the second paragraph, the author claims that the invention of the wheel C) improved transportation, which impacted war, trade, and wealth” (p. 197).</p> <ul style="list-style-type: none"> • Review Units 1–3, pp. 42–45; Review Units 4–6, pp. 80–83; Review Units 10–12, pp. 156–159; Review Units 13–15, pp. 194–197 <p>DIGITAL RESOURCES Overview</p> <ul style="list-style-type: none"> • Program Overview for Teachers <ul style="list-style-type: none"> ◦ Questions for Critical Thinking ◦ Answer Key: Questions for Critical Thinking <p>Assessment: Test Prep for SAT® & ACT® Students read a passage of informational or literary text then answer questions that involve structural elements of the text.</p> <p style="text-align: right;"><i>continued</i></p>

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	<p>Example: "The last paragraph is primarily concerned with showing that the most important advantage derived by a controversialist who receives a foul hit is D) a delight in moral superiority." (SAT® Test Prep 3).</p> <ul style="list-style-type: none"> • SAT® Test Prep 2, Units 4-6 (from <i>Wonderful Adventures of Mrs. Seacole in Many Lands</i> by Mary Seacole) • SAT® Test Prep 5 (Units 13-15 (from "London Labour and the London Poor" by Henry Mayhew) • ACT® Test Prep 5, Units 13-15: Social Studies (from <i>Frederick Law Olmsted's dispatches from the Appalachians to the New York Daily Times</i> (now the New York Times), winter of 1853-1854) <p>Additional Practice (each Unit) Similar to the Vocabulary for Comprehension activities in the Student Edition, the printable Passage-Based Reading and Model Reading Tests feature an untitled passage of informational text followed by vocabulary-in-context and comprehension questions.</p> <ul style="list-style-type: none"> • Passage-Based Reading: Unit 1 (hybrid vehicles); Unit 2 (Socrates); Unit 3 (Wright Brothers); Unit 4 (spoonerisms and malapropisms); Unit 5 (public opinion polls); Unit 6 (the black-footed ferret); Unit 7 (e-mail spam); Unit 8 (instruments named for their inventors); Unit 9 (utopia); Unit 10 (salsa music) • Model Reading Test: Unit 11 Natural Science (leaf pigments); Unit 12 Social Studies (the European Union); Unit 13 Humanities (Hokusai); Unit 15 Natural History (the giant squid)
<p>(E) analyze characteristics and structural elements of argumentative texts such as:</p> <p>(i) clear arguable claim, appeals, and convincing conclusion;</p> <p>(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and</p>	<p>ANNOTATED TEACHER'S EDITION Reading Passages in Level E</p> <ul style="list-style-type: none"> • Questions for Critical Thinking, ATE p. T29 Critical Thinking questions spur classroom discussion using unit words while increasing comprehension of the passage topic. <p>STUDENT EDITION Unit Introductory Passage (Reading Passage) A shorter version of each Unit Introductory Passage, the printable Differentiated Passage with a lower Lexile® level is available at SadlierConnect.com.</p> <ul style="list-style-type: none"> • Unit 5 "Democracy: From Athens to America" [Speech], pp. 60-61 • Unit 11 "Should Government Sponsor the Arts?" [Debate], pp. 136-137 • Unit 12 "Do Not Forget Our Earliest Cultures" [Letter to the Editor], pp. 146-147 <p>Vocabulary for Comprehension, Parts 1 and 2</p> <ul style="list-style-type: none"> • Review Units 1-3: Part 1 (Thomas Paine), pp. 42-43/ Part 2 (Magna Carta), pp. 44-45 • Review Units 4-6: Part 1 (Democratic Education), pp. 80-81/ Part 2 (Passage 1: Benefits of GPS/Passage 2: GPS and Privacy Issues), pp. 82-83 <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> Review Units 10–12: Part 2 (Passage 1: Klamath Basin Restoration Agreement Proponents/Passage 2: Klamath Basin Restoration Agreement Opponents), pp. 158–159 <p><u>DIGITAL RESOURCES</u></p> <p>Overview</p> <ul style="list-style-type: none"> Program Overview for Teachers <ul style="list-style-type: none"> Questions for Critical Thinking Answer Key: Questions for Critical Thinking <p>Assessment: Test Prep for SAT® & ACT®</p> <p>Students read a passage of argumentative or persuasive text then answer comprehension questions.</p> <p>Example: “The last paragraph is primarily concerned with showing that the most important advantage derived by a controversialist who receives a foul hit is D) a delight in moral superiority.” (SAT® Test Prep 3).</p> <ul style="list-style-type: none"> SAT® Test Prep 3, Units 7-9 (from “The Art of Controversy” by Ambrose Bierce) SAT® Cumulative Test Prep (Passage 1 from <i>The Federalist No. 10</i> by James Madison/Passage 2 from <i>A Voice from the South</i> by Anna Julia Cooper) ACT® Test Prep 2, Units 4-6: Social Studies (from <i>Democracy in America</i> by Alexis de Tocqueville) ACT® Test Prep 3, Units 7-9: Humanities (from “The Poetic Principle” by Edgar Allan Poe) ACT® Cumulative Test Prep: Humanities (Passage A from “Music in America,” by Antonin Dvorák/Passage B from “The Menace of Mechanical Music,” by John Philip Sousa)
<p>(F) analyze characteristics of multimodal and digital texts.</p>	<p><u>DIGITAL RESOURCES</u></p> <p>Unit Instructional Support</p> <p>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.</p> <ul style="list-style-type: none"> Unit Passage Printable Differentiated Unit Passage Passage-Based Reading Identifying Sentence Errors Improving Sentences Timed Essay Model Reading Test English Test Practice Quiz (Printable) Interactive Quizzes Interactive Flash Cards i-Words Audio Program Interactive Activities Practice Worksheets Interactive Graphic Organizers <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • Word Part Gallery • Pronunciation Key • Diagnostic Tests and Cumulative Reviews • Test Prep for SAT® and ACT® Exams <p><i>Vocabulary Workshop: Tools for Excellence</i> is also available in a fully interactive format.</p> <p>Vocabulary Workshop Interactive Edition (optional purchase)</p> <p><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><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>Instruction (each Unit)</p> <p>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"> • Differentiated Passage* <ul style="list-style-type: none"> 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. • Instructional Videos* <ul style="list-style-type: none"> 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. <p><small>*Available with Vocabulary Workshop Interactive Edition (optional purchase).</small></p>
<p>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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, audience, and message within a text;</p>	<p>STUDENT EDITION Vocabulary and Reading</p> <ul style="list-style-type: none"> • Types of Questions <ul style="list-style-type: none"> ○ Main Idea Questions (author's primary or main purpose), p. 8 <p style="text-align: right;"><i>continued</i></p>

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	<p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of informational or literary text then answer main idea questions. Examples: “The primary purpose of the passage is to A) inform the reader of Paine’s important role during the pre-Revolutionary period.” (p. 43).</p> <ul style="list-style-type: none"> 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 <p>DIGITAL RESOURCES Assessment: Test Prep for SAT® & ACT® Students read a passage then answer questions about author’s purpose. Examples: “The main purpose of the second paragraph (lines 25–55) is to D) narrate the terrible conditions and illnesses that Mrs. Seacole saw at Navy Bay.” (SAT® Test Prep 2); “The main purpose of the passage is to B) explain the strategy behind a good argument” (SAT® Test Prep 3).</p> <ul style="list-style-type: none"> SAT® Test Prep 1–5, Cumulative Test Prep ACT® Test Prep 1–5, Cumulative Test Prep <p>Additional Practice (each Unit) Passage-Based Reading and Model Reading Tests feature an untitled passage of informational text followed by vocabulary-in-context and comprehension questions. Example: “The writer’s overall purpose in the passage is to a. inform” (Model Reading Test, Unit 13).</p> <ul style="list-style-type: none"> Passage-Based Reading (Units 1-10) Model Reading Test (Units 11-15)
<p>(B) analyze use of text structure to achieve the author’s purpose;</p>	<p>STUDENT EDITION Vocabulary and Reading</p> <ul style="list-style-type: none"> Types of Questions <ul style="list-style-type: none"> Questions About Author’s Technique (organizational structure and function), p. 9 <p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of informational or literary text then answer questions about author’s technique and organizational structure. Example: “What point does the author make by mentioning the Inupiat’s oral history in the last paragraph?” (p. 157).</p> <ul style="list-style-type: none"> 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 <p>DIGITAL RESOURCES Assessment: Test Prep for SAT® & ACT® Students read a passage of informational or literary text then answer questions that include a consideration of text structure relative to the author’s purpose. Examples: “The description of Tess’s route in the seventh paragraph (lines 38–61) mainly serves to emphasize...” (SAT® Test Prep 4); “The primary purpose of the seventh paragraph (lines 55–58) is to... :” (ACT® Test Prep 1).</p> <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • SAT® Test Prep 1–5, Cumulative Test Prep • ACT® Test Prep 1–5, Cumulative Test Prep
(C) evaluate the author’s use of print and graphic features to achieve specific purposes;	<p>DIGITAL RESOURCES Assessment: Test Prep for SAT®</p> <ul style="list-style-type: none"> • SAT® Test Prep 2 (map)
(D) analyze how the author’s use of language achieves specific purposes;	<p>STUDENT EDITION Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of informational or literary text then answer comprehension questions that include the author’s use of language. Example: “Paine’s “sunshine patriot” in line 74 is a metaphor for colonists who...” (p. 43).</p> <ul style="list-style-type: none"> • 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 <p>DIGITAL RESOURCES Assessment: Test Prep for SAT® & ACT® Students read a passage of informational or literary text then answer comprehension questions that include the author’s use of language. Example: “The description of Tess’s “blithe early days” reveals that she... D) was too young to realize her family’s impoverished situation.” (SAT® Test Prep 4).</p> <ul style="list-style-type: none"> • SAT® Test Prep 1–5; ACT® Test Prep 1–5; SAT® Cumulative Test Prep 4; ACT® Cumulative Test Preprep
(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;	<p>STUDENT EDITION Word Study: Adages/Idioms/Proverbs The Choosing the Right Adage/Idiom/Proverb activities help students practice using context clues to figure out the meaning of figurative expressions.</p> <ul style="list-style-type: none"> • Adages: Review Units 7–9 Choosing the Right Adage, p. 48 • Idioms: Review Units 4–6 Choosing the Right Idiom, p. 86; Review Units 7–9 Choosing the Right Idiom, p. 124; Review Units 10–12 Choosing the Right Idiom, p. 162 • Proverbs: Review Units 13–15 Choosing the Right Proverb, p. 200 <p>DIGITAL RESOURCES Assessment: Test Prep for SAT® & ACT®</p> <ul style="list-style-type: none"> • ACT® Test Prep 1, Units 1-3 (literary devices: alliteration, allusion, metaphor, simile) <p>Additional Practice (each Unit)</p> <ul style="list-style-type: none"> • Passage-Based Reading—Unit 4 (spoonerisms, malapropisms); Unit 9 (literary terms)

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<p>(F) analyze how the author’s diction and syntax contribute to the mood, voice, and tone of a text; and</p>	<p>STUDENT EDITION</p> <p>Vocabulary and Reading</p> <ul style="list-style-type: none"> Types of Questions <ul style="list-style-type: none"> Questions About Tone (word choice, author’s attitude), p. 9 <p>Vocabulary for Comprehension, Parts 1 and 2</p> <p>Students read a passage of informational or literary text then answer questions about author word choice and syntax.</p> <p>Example: “The tone of the last paragraph may best be described as...” (p. 197).</p> <ul style="list-style-type: none"> 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 <p>Word Study: Denotation and Connotation</p> <p>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> <p>Example: “... explain how the connotation of the replacement word changes the tone of the sentence.....” (Challenge: Using Connotation, Word Study, p. 199).</p> <ul style="list-style-type: none"> 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 <p>DIGITAL RESOURCES</p> <p>Assessment: Test Prep for SAT® & ACT®</p> <p>Students read a passage then answer comprehension questions that may reflect mood, voice, and tone of a text.</p> <p>Examples: “The details and tone in the passage as a whole suggest that the author thinks of controversy in terms of...” (SAT® Test Prep 3); “What point does the author’s use of the words “lurid” and “appalling” at the end of the first paragraph make?” (SAT® Test Prep 5);</p> <ul style="list-style-type: none"> SAT® Test Prep 3, Units 7-9; SAT® Test Prep 5, Units 13-15 <p>Additional Practice (each Unit)</p> <p>Students read a passage then pick the best answer for questions about author’s diction and syntax.</p> <p>Example: “Which of the following BEST describes the writer’s tone in the passage?” (Model Reading Test, Unit 13).</p> <ul style="list-style-type: none"> Passage-Based Reading, Unit 4, Unit 7 Model Reading Test, Unit 13

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<p>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p>	
<p>(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p>(i) using an organizing structure appropriate to purpose, audience, topic, and context; and</p> <p>(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;</p>	<p>DIGITAL RESOURCES Additional Practice (each Unit)</p> <ul style="list-style-type: none"> • Timed Essay (Units 1-10) Students write a response to a statement in a total of 25 minutes. <ul style="list-style-type: none"> ○ Writing Your Thesis Statement (1-2 minutes) ○ Prewriting (3-4 minutes) ○ Writing Your Draft (17-18 minutes)
<p>(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;</p>	<p>DIGITAL RESOURCES Additional Practice (each Unit)</p> <ul style="list-style-type: none"> • 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. • Timed Essay (Units 1-10) Students write a response to a statement in a total of 25 minutes. <ul style="list-style-type: none"> ○ Editing and Revising Your Draft (2-3 minutes) • 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.
<p>(D) edit drafts using standard English conventions,</p>	<p>DIGITAL RESOURCES Additional Practice (each Unit)</p> <ul style="list-style-type: none"> • 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. • Timed Essay (Units 1-10) Students write a response to a statement in a total of 25 minutes. <ul style="list-style-type: none"> ○ Editing and Revising Your Draft (2-3 minutes)

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<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	
<p>(A) compose literary texts such as fiction and poetry using genre characteristics and craft;</p>	<p>ANNOTATED TEACHER'S EDITION Best Practices for Using Vocabulary Workshop in the Classrooms</p> <ul style="list-style-type: none"> • 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. • Vocabulary Projects and Games, TE p. T22 Student groups may tell stories using vocabulary words. Create groups according to the students' abilities and levels.
<p>(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;</p>	<p>STUDENT EDITION Writing: Words in Action 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 a question that expands on that topic, requiring young writers to draw upon their personal background knowledge.</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"> • Informational/explanatory text—Unit 1 Writing Prompt #2, p. 20; Unit 2 Writing Prompts #1 & #2, p. 30; Unit 3 Writing Prompt #2, p. 40; Unit 5 Writing Prompts #1 & #2, p. 68; Unit 6 Writing Prompt #2, p. 78; Unit 7 Writing Prompt #2, p. 96; Unit 8 Writing Prompt #1, p. 106; Unit 9 Writing Prompts #1 & #2, p. 116; Unit 12 Writing Prompt #1, p. 154; Unit 14 Writing Prompt #2, p. 182
<p>(C) compose argumentative texts using genre characteristics and craft; and</p>	<p>STUDENT EDITION Writing: Words in Action 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 a question that expands on that topic, requiring young writers to draw upon their personal background knowledge.</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>

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	<ul style="list-style-type: none"> Persuasive/argumentative text—Unit 1 Writing Prompt #1, p. 20; Unit 3 Writing Prompt #1, p. 40; Unit 4 Writing Prompts #1 & #2, p. 58; Unit 5 Writing Prompt #2, p. 68; Unit 7 Writing Prompts #1 & #2, p. 96; Unit 8 Writing Prompt #2, p. 106; Unit 10 Writing Prompts #1 & #2, p. 134; Unit 11 Writing Prompt #1 & #2, p. 144; Unit 12 Writing Prompt #2, p. 154; Unit 13 Writing Prompt #2, p. 172; Unit 14 Writing Prompt #1, p. 182; Unit 15 Writing Prompts #1 & #2, p. 192
<p>(D) compose correspondence in a professional or friendly structure.</p> <p>t</p>	<p>STUDENT EDITION Writing: Words in Action</p> <ul style="list-style-type: none"> Unit 1 Writing Prompt #1, p. 20 Write a persuasive letter, using at least two details from the passage and three unit words to make your point. Unit 9 Writing Prompt #2, p. 116 Write a letter to high school students, explaining some of the ways they, their families, and their friends can help when natural disasters strike. Use your own personal knowledge, studies, and the reading (pages 108–109) to provide ideas and details for your letter. Unit 13 Writing Prompt #1, p. 172 Write a letter to your family, describing your experiences on the voyage and assuring them that you are well. Use at least two details from the passage and three unit words.