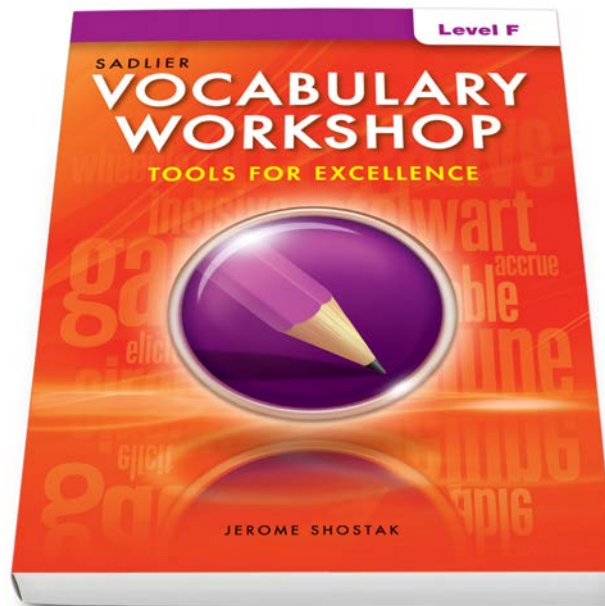


# Vocabulary Workshop

Tools for Excellence

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

English III



## Key Aligned Content

- |   |   |
|---|---|
| (2) Developing and sustaining foundational language skills—<br>vocabulary . . . . . | 2 |
|---|---|

## Additional Aligned Content

- |  |    |
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| (1) Developing and sustaining foundational language skills—<br>oral language . . . . . | 6  |
| (4) Comprehension skills . . . . .   | 7  |
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| (6) Multiple genres—literary elements . . . . .  | 11 |
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## Key Aligned Content

### §110.38. English Language Arts and Reading, English III, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level F / Grade 11
<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 clarify and validate understanding of multiple meanings of advanced vocabulary;</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>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"> <li>• Page 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, 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"> <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>

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### Texas Essential Knowledge and Skills (TEKS)

### Vocabulary Workshop, Level F / Grade 11

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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### Texas Essential Knowledge and Skills (TEKS)

### Vocabulary Workshop, Level F / Grade 11

- (B) analyze context to draw conclusions about nuanced meanings such as in imagery; and

#### **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).

- 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.

Related content

#### **STUDENT EDITION**

*Vocabulary Workshop* 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—

- 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

#### **DIGITAL RESOURCES**

- Assessment
  - Test Prep for SAT® & ACT®
- Instruction (each Unit)
  - Introducing the Words: Differentiated Passage

*continued*

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level F / Grade 11
	<ul style="list-style-type: none"> <li>• Additional Practice (each Unit)                             <ul style="list-style-type: none"> <li>○ Passage-Based Reading</li> <li>○ Practice Worksheet</li> </ul> </li> <li>• Assessments (each Unit)                             <ul style="list-style-type: none"> <li>○ Unit Practice Test</li> </ul> </li> </ul>
<p>(C) determine the meaning of foreign words or phrases used frequently in English such as <i>ad hoc</i>, <i>faux pas</i>, <i>non sequitur</i>, and <i>modus operandi</i>.</p>	<p><b>STUDENT EDITION</b>  <b>Definitions</b></p> <ul style="list-style-type: none"> <li>• Unit 2, p. 25 (<i>ex officio</i>)</li> </ul> <p>Related content</p> <p><b>STUDENT EDITION</b>  <b>Word Study: Classical Roots</b></p> <ul style="list-style-type: none"> <li>• Review Units 1–3 (<i>cede, cess, ceas</i>), p. 49</li> <li>• Review Units 4–6 (<i>grad, gress</i>), p. 87</li> <li>• Review Units 7–9 (<i>mor, the</i>), p. 125</li> <li>• Review Units 10–12 (<i>equus, equi, ega, iqui</i>), p. 163</li> <li>• Review Units 13–15 (<i>quer, ques, quis</i>), p. 201</li> </ul> <p><b>DIGITAL RESOURCES</b>  <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</li> </ul> <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> </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</li> </ul> <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> </li> <li>○ Word Part Gallery: Teaching Suggestions</li> </ul>

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## Additional Aligned Content

### §110.38. English Language Arts and Reading, English III, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level F / Grade 11
<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) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker’s message and critiquing the impact of a speaker’s use of diction and syntax;</p> <p>(D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.</p>	<p><b>ANNOTATED TEACHER’S EDITION</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                      During debates, discussions, or at other times when students are conversing, teachers should require them to use the learned vocabulary words.</li> <li>• 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.</li> </ul> <p><b>Addressing Different Learners</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>Reading Passages in Level F</b></p> <ul style="list-style-type: none"> <li>• 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: “How have the principles of microcredit helped Bangladeshis?” (Unit 5).                      Example 2: “How did the circulation of news change during the seventeenth century?” (Unit 11).</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Overview</b></p> <ul style="list-style-type: none"> <li>• Program Overview for Teachers                             <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>

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	<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>• <b>Unit Introductory Passage</b> 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>• <b>Differentiated Passage*</b> 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>• <b>Instructional Videos*</b> 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 (each Unit)</b></p> <ul style="list-style-type: none"> <li>• <b>iWords Audio Program</b> 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) follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately;</p>	<p><b>ANNOTATED TEACHER'S EDITION</b> <b>Best Practices for Using Vocabulary Workshop in the Classroom</b></p> <ul style="list-style-type: none"> <li>• <b>Daily Discussion and Review, ATE p. T21</b> Teachers may model vocabulary usage by including vocabulary words in their instructions to students.</li> </ul>
<p>(4) <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:</p>	
<p>(E) make connections to personal experiences, ideas in other texts, and society;</p>	<p><b>STUDENT EDITION</b> <b>Writing: Words in Action</b> Students draw upon personal experiences and details from the text when writing responses to Unit passages.</p> <p>Example: "Think of some literal and figurative "paths" and "trails" in life. What are the risks and rewards of creating a trail where there was not one before? Is making a new trail something anyone can do, or do only exceptional people make new trails? Write your ideas in a brief essay. Support your points with specific details, personal experience, your studies, and the reading (pages 88–89). Write at least three paragraphs, and use three or more words from this unit." (p. 96).</p> <p style="text-align: right;"><i>continued</i></p>

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	<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><b>Vocabulary for Comprehension, Part 2</b> Paired passages help students make connections between related ideas from different authors.</p> <ul style="list-style-type: none"> <li>Review Units 4–6: Part 2 (Passage 1: Documentaries Educate, Telenovelas Entertain/Passage 2: Overlooked Value of Telenovelas), pp. 82–83</li> <li>Review Units 10–12: Part 2 (Passage 1: Burden of Graduate Degree Debt/Passage 2: Advantages of a Graduate Degree), pp. 158–159</li> </ul> <p><b>DIGITAL RESOURCES</b> <b>Assessment: Test Prep for SAT® &amp; ACT®</b> 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"> <li>SAT® Cumulative Test Prep (from Preface to <i>Dictionary of the English Language</i> by Samuel Johnson/Passage 2 from <i>Building an Enriched Vocabulary</i>)</li> <li>ACT® Cumulative Test Prep: Humanities (Passage A is adapted from “Letter XIX,” from <i>Three Years in Europe: Places I Have Seen and People I Have Met</i> by William Wells Brown/Passage B by Booker T. Washington)</li> </ul>
<p>(F) make inferences and use evidence to support understanding;</p>	<p><b>STUDENT EDITION</b> <b>Vocabulary in Context</b></p> <ul style="list-style-type: none"> <li>Three Types of Context Clues             <ul style="list-style-type: none"> <li>Inference Clue (implies but does not directly state the meaning of the missing word or words), p. 7</li> </ul> </li> </ul> <p><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 (make inferences or draw conclusions from the passage), 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: “Based on the information in the second paragraph (lines 37–68), it can reasonably be inferred that twentieth-century libraries were B) responding to patrons’ changing needs” (p. 157).</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 for SAT® &amp; ACT®</b> 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 from lines 41–60 that the author thought: B. the city water works pumping engines would survive the fire." (ACT® Test Prep 5)</p> <ul style="list-style-type: none"> <li>• SAT® Test Prep 1–5, Cumulative Test Prep</li> <li>• ACT® Test Prep 1–5, Cumulative Test Prep</li> </ul> <p><b>Additional Practice (each Unit)</b> Students read a passage then pick the best answer for questions about making inferences.</p> <p>Example: "You can infer from the passage that Betsy Ross lived most of her life in d. Philadelphia" (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>(G) evaluate details read to understand 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.</p> <p>Example: "Which choice provides the best evidence for the answer to the previous question?" (p. 197).</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 for SAT® &amp; ACT®</b> 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?" (SAT® Test Prep 4).</p> <ul style="list-style-type: none"> <li>• SAT® Test Prep 1–5, Cumulative Test Prep</li> <li>• ACT® Test Prep 1–5, Cumulative Test Prep</li> </ul> <p><b>Additional Practice (each Unit)</b> Students read a passage then rely upon details to determine key ideas to determine key ideas.</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 from a variety of text types to create new understanding; and</p>	<p><b>STUDENT EDITION</b> <b>Vocabulary for Comprehension, Part 2</b> Paired passages help students consider and compare perspectives to create new understanding.</p> <ul style="list-style-type: none"> <li>• Review Units 4–6: Part 2 (Passage 1: Documentaries Educate, Telenovelas Entertain/Passage 2: Overlooked Value of Telenovelas), pp. 82–83</li> <li>• Review Units 10–12: Part 2 (Passage 1: Burden of Graduate Degree Debt/Passage 2: Advantages of a Graduate Degree), pp. 158–159</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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	<p><b>DIGITAL RESOURCES</b>  <b>Assessment: Test Prep for SAT® &amp; ACT®</b>                      The Cumulative SAT® and ACT® practice tests feature paired passages related in topic or theme. Questions assess critical reading skills by having students compare the passages.</p> <ul style="list-style-type: none"> <li>• SAT® Cumulative Test Prep (from Preface to <i>Dictionary of the English Language</i> by Samuel Johnson/Passage 2 from <i>Building an Enriched Vocabulary</i>)</li> <li>• ACT® Cumulative Test Prep: Humanities (Passage A is adapted from “Letter XIX,” from <i>Three Years in Europe: Places I Have Seen and People I Have Met</i> by William Wells Brown/Passage B by Booker T. Washington)</li> </ul>
<p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.</p>	<p><b>STUDENT EDITION</b>  <b>Writing: Words in Action</b>                      For the Words in Action writing assignments, students reflect on their understanding of the Unit Introductory Passage.</p> <p>The first writing prompt has them re-read the passage in order to locate details that answer questions about the topic.</p> <p>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"> <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><b>(5) 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>	
<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 texts within and across genres;</p> <p>(C) use text evidence and original commentary to support an analytic 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: center;"><i>continued</i></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 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: center;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level F / Grade 11
<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><b><u>DIGITAL RESOURCES</u></b>  <b>Additional Practice</b> (Units 1-10)</p> <ul style="list-style-type: none"> <li>• Timed Essay                      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> <li>○ Editing and Revising Your Draft (2-3 minutes)</li> </ul> </li> </ul>
<p>(6) <b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements.</b> 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 relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;</p> <p>(D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.</p>	<p><b><u>STUDENT EDITION</u></b>  <b>Vocabulary for Comprehension, Parts 1 and 2</b>                      Students read a passage of literary text then answer comprehension questions.</p> <ul style="list-style-type: none"> <li>• Review Units 7-9: Part 1 (William Henry Hudson, adapted from <i>Green Mansions: A Romance of the Tropical Forest</i>), pp. 118-119/Part 2 (Harriet Beecher Stowe, adapted from the short story, “The Squirrels that Live in a House”), pp. 120-121</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Assessment: Test Prep for SAT® &amp; ACT®</b>                      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 1: “In the third paragraph (lines 43-61), Simon suggests that he C) is relieved now that Lily rejected him.” (SAT® Test Prep 1).                      Example 2: “The passage indicates that Ralph Marvell C) does not appear to Undine to be wealthy and stylish” (SAT® Test Prep 4).</p> <ul style="list-style-type: none"> <li>• SAT® Test Prep 1, Units 1-3 (from “Kew Gardens” by Virginia Woolf)</li> <li>• SAT® Test Prep 4, Units 10-12 (from <i>Custom of the Country</i> by Edith Wharton)</li> <li>• ACT® Test Prep 1, Units 1-3: Literary Narrative (from “That Dead Men Rise Up Never” by Jack London)</li> <li>• ACT® Test Prep 4, Units 10-12: Literary Narrative (from <i>Three Men in a Boat (To Say Nothing of the Dog)</i> by Jerome K. Jerome)</li> </ul>

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<p>(7) <b>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>(A) read and analyze American literature across literary periods;</p>	<p><b>STUDENT EDITION</b>  <b>Vocabulary in Context: Literary Text</b>                      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"> <li>• Unit 2 Herman Melville (<i>Moby-Dick</i>), p. 31</li> <li>• Unit 3 Thomas Jefferson (<i>The Writings of Thomas Jefferson and Memoirs, Correspondence, and Miscellanies</i>), p. 41</li> <li>• Unit 4 Nathaniel Hawthorne (<i>The Scarlet Letter</i>), p. 59</li> <li>• Unit James Fenimore Cooper (<i>The Spy</i>), p. 69</li> <li>• Unit 6 Edgar Allan Poe (<i>The Works of Edgar Allan Poe, Volume II</i>), p. 79</li> <li>• Unit 7 Sinclair Lewis (<i>Main Street</i>), p. 97</li> <li>• Unit 8 Henry James (<i>The Wings of the Dove</i>), p. 107</li> <li>• Unit 9 Edith Wharton (<i>The House of Mirth</i>), p. 117</li> <li>• Unit 10 Mark Twain (<i>Innocents Abroad</i>), p. 135</li> <li>• Unit 11 F. Scott Fitzgerald (<i>The Beautiful and Damned</i>), p. 145</li> <li>• Unit 12 Nathaniel Hawthorne (<i>The Marble Faun</i>), p. 155</li> <li>• Unit 13 Margaret Fuller Ossoli (<i>The Memoirs of Margaret Fuller Ossoli, Volume I</i>), p. 173</li> <li>• Unit 15 Washington Irving (<i>Tales of a Traveller</i>), p. 193</li> </ul> <p><b>Vocabulary for Comprehension, Parts 1 and 2</b>                      Students read a passage of literary text then answer comprehension and vocabulary-in-context questions.</p> <ul style="list-style-type: none"> <li>• Review Units 7–9: Part 2 (Harriet Beecher Stowe, adapted from the short story, “The Squirrels that Live in a House”), pp. 120–121</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Assessment: Test Prep for SAT® &amp; ACT®</b>                      Students read a passage of literary text then answer comprehension and vocabulary-in-context questions.</p> <ul style="list-style-type: none"> <li>• SAT® Test Prep 1, Units 1-3 (from “Kew Gardens” by Virginia Woolf)</li> <li>• SAT® Test Prep 4, Units 10-12 (from <i>Custom of the Country</i> by Edith Wharton)</li> <li>• ACT® Test Prep 1, Units 1-3: Literary Narrative (from “That Dead Men Rise Up Never” by Jack London)</li> </ul>

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level F / Grade 11
<p>(D) analyze characteristics and structural elements of informational text such as:</p> <ul style="list-style-type: none"> <li>(i) clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and</li> <li>(ii) the relationship between organizational design and author’s purpose;</li> </ul>	<p><b><u>ANNOTATED TEACHER’S EDITION</u></b>  <b>Reading Passages in Level F</b></p> <ul style="list-style-type: none"> <li>• Questions for Critical Thinking, ATE p. T29 Critical Thinking questions spur classroom discussion using Unit words while increasing comprehension of the passage topic.</li> </ul> <p><b><u>STUDENT EDITION</u></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 Author’s Technique (structure and function), p. 9</li> </ul> </li> </ul> <p><b>Unit Introductory Passage (Reading Passage)</b>              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"> <li>• Unit 1 “The Camera in Wartime” [Textbook Entry]—pp. 12–13</li> <li>• Unit 4 “Ada Byron: Visionary Mathematician” [Biographical Sketch]—pp. 50–51</li> <li>• Unit 5 “Lending a Hand to End Poverty” [Newspaper Article]—pp. 60–61</li> <li>• Unit 6 “Pre-Columbian America” [Blog Entry]—pp. 70–71</li> <li>• Unit 7 “An Overlooked Exploration” [Informational Essay]—pp. 88–89</li> <li>• Unit 10 “Sinking Nation” [Magazine Article]—pp. 126–127</li> <li>• Unit 11 “Oyez! Oyez!: The Evolution of News” [Informational Essay]—pp. 136–137</li> <li>• Unit 13 “Ansel Adams” [Essay]—pp. 164–165</li> <li>• Unit 14 “Revolutionary Women” [Historical Nonfiction]—pp. 174–175</li> <li>• Unit 15 “New Tribe Discovered in Amazon” [Newspaper Article]—pp. 184–185</li> </ul> <p><b>Vocabulary for Comprehension, Parts 1 and 2</b>              Students read a passage of informational text then answer questions that address structural elements, such as thesis and evidence, commentary, summary, organizational design, and the connection to author’s purpose.              Example: “The author includes the third paragraph (lines 42–76) to B) explain the toolmaking culture of New Caledonian crows” (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 10–12, pp. 156–159; Review Units 13–15, pp. 194–197</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Overview</b></p> <ul style="list-style-type: none"> <li>• Program Overview for Teachers             <ul style="list-style-type: none"> <li>○ Questions for Critical Thinking</li> <li>○ Answer Key: Questions for Critical Thinking</li> </ul> </li> </ul> <p><b>Assessment: Test Prep for SAT® &amp; ACT®</b>              Students read a passage of informational text then answer questions that involve structural elements of the text.</p> <ul style="list-style-type: none"> <li>• SAT® Test Prep 3, Units 7-9 (from “On the Art of Fiction” by Willa Cather)</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level F / Grade 11
	<ul style="list-style-type: none"> <li>• SAT® Cumulative Test Prep (from Preface to <i>Dictionary of the English Language</i> by Samuel Johnson/Passage 2 from Building an Enriched Vocabulary)</li> <li>• ACT® Test Prep 2, Units 4-6: Social Studies (from a letter by Abigail Adams to her husband, John Adams)</li> <li>• ACT® Test Prep 5, Units 13-15: Social Studies (from a letter to Murat Halstead, the editor of the Cincinnati Commercial, from Horace White, editor-in-chief of the Chicago Tribune (an eyewitness account of the 1871 Chicago fire))</li> </ul> <p><b>Additional Practice</b> (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"> <li>• Passage-Based Reading: Unit 1 (Magna Carta); Unit 2 (William Blake’s “The Tyger”); Unit 3 (European opera); Unit 4 (malaria); Unit 5 (Florida Everglades); Unit 6 (bower birds); Unit 7 (the assembly line); Unit 8 (symphonic poems); Unit 9 (British House of Lords); Unit 10 (designer of the first American flag)</li> <li>• Model Reading Test: Unit 11 Natural Science (giant pandas); Unit 12 Social Studies (Samurai culture); Unit 13 Humanities (Romare Bearden, African American artist); Unit 14 Social Studies (the Alamo)</li> </ul>
<p>(E) analyze characteristics and structural elements of argumentative texts such as:</p> <p>(i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;</p> <p>(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and</p>	<p><b>ANNOTATED TEACHER’S EDITION</b> <b>Reading Passages in Level F</b></p> <ul style="list-style-type: none"> <li>• Questions for Critical Thinking, ATE p. T29 Critical Thinking questions spur classroom discussion using Unit words while increasing comprehension of the passage topic.</li> </ul> <p><b>STUDENT EDITION</b> <b>Unit Introductory Passage</b> (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"> <li>• Unit 2 “Why Vote?” [Persuasive Essay]—pp. 22-23</li> <li>• Unit 12 “The Facts in the Case of the Greatest Mystery Writer” [Debate]—pp. 146-147</li> </ul> <p><b>Vocabulary for Comprehension, Part 2</b></p> <ul style="list-style-type: none"> <li>• Review Units 4-6: Part 2 (Passage 1: Documentaries Educate, Telenovelas Entertain/Passage 2: Overlooked Value of Telenovelas), pp. 82-83</li> <li>• Review Units 10-12: Part 2 (Passage 1: Burden of Graduate Degree Debt/Passage 2: Advantages of a Graduate Degree), pp. 158-159</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level F / Grade 11
	<p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• Program Overview for Teachers                             <ul style="list-style-type: none"> <li>◦ Questions for Critical Thinking</li> <li>◦ Answer Key: Questions for Critical Thinking</li> </ul> </li> </ul> <p><b>Assessment: Test Prep for SAT® &amp; ACT®</b></p> <p>Students read a passage of argumentative or persuasive text then answer comprehension questions.</p> <ul style="list-style-type: none"> <li>• SAT® Test Prep 2, Units 4-6 (from “Letters of a Westchester Farmer” by Samuel Seabury)</li> <li>• ACT® Test Prep 3, Units 7-9: Humanities (from “Is the Game Worth the Candle?” a speech by James E. Shepard)</li> <li>• ACT® Cumulative Test Prep: Humanities (Passage A is adapted from “Letter XIX,” from <i>Three Years in Europe: Places I Have Seen and People I Have Met</i> by William Wells Brown/ Passage B by Booker T. Washington)</li> </ul>
<p>(F) analyze the effectiveness of characteristics of multimodal and digital texts.</p>	<p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Unit Instructional Support</b></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"> <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 SAT® and ACT® Exams</li> </ul> <p><i>Vocabulary Workshop: Tools for Excellence</i> is also available in a fully interactive format.</p> <p><b><i>Vocabulary Workshop Interactive Edition</i></b> (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 style="text-align: right;"><i>continued</i></p>

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	<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>(8) 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) analyze the author’s purpose, audience, 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 informational or literary text then answer main idea questions. Example: “The primary purpose of the passage is to: D) offer a brief overview of Edith Maud Eaton’s writing and its social context” (p. 43).</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 style="text-align: right;"><i>continued</i></p>

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	<p><b><u>DIGITAL RESOURCES</u></b>  <b>Assessment: Test Prep for SAT® &amp; ACT®</b>                      Students read a passage then answer questions about author’s purpose.                      Examples: “The author’s main purpose in the last paragraph is to: B) draw inferences about the intentions of Congress.” (SAT® Test Prep 2).                      • SAT® Test Prep 1–5, Cumulative Test Prep                      • ACT® Test Prep 1–5, Cumulative Test Prep</p> <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: “In the first paragraph, the writer uses the quotation from the poet William Blake in order to: c. suggest that Blake gave memorable expression to the tiger’s power and mystery” (Passage-Based Reading, Unit 2).                      • Passage-Based Reading (Units 1-10)                      • Model Reading Test (Units 11-15)</p>
<p>(B) evaluate use of text structure to achieve the author’s purpose;</p>	<p><b><u>STUDENT EDITION</u></b>  <b>Vocabulary and Reading</b>                      • Types of Questions                          ○ Questions About Author’s Technique (organizational structure and function), p. 9</p> <p><b>Unit Introductory Passage (Reading Passage)</b>                      • Unit 7 “An Overlooked Exploration” [Informational Essay]—pp. 88–89                      • Unit 11 “Oyez! Oyez!: The Evolution of News” [Informational Essay]—pp. 136–137</p> <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: “The author includes the third paragraph (lines 42–76) to B) explain the toolmaking culture of New Caledonian crows” (Review Units 4–6, p. 81).                      • 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> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Assessment: Test Prep for SAT® &amp; ACT®</b>                      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.                      Example: “The purpose of Peary’s “observation” in the fifth paragraph (lines 58–74) is to ascertain C) the team’s arrival at its preset destination.” (SAT® Test Prep 5).                      • SAT® Test Prep 1–5, Cumulative Test Prep                      • ACT® Test Prep 1–5, Cumulative Test Prep</p>

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(C) evaluate the author’s use of print and graphic features to achieve specific purposes;	<p><b><u>DIGITAL RESOURCES</u></b>  <b>Assessment: Test Prep for SAT®</b></p> <ul style="list-style-type: none"> <li>• SAT® Test Prep 2 (map)</li> </ul>
(D) evaluate how the author’s use of language informs and shapes the perception of readers;	<p><b><u>STUDENT EDITION</u></b>  <b>Vocabulary for Comprehension, Parts 1 and 2</b>                      Students read a passage of informational or literary text then answer questions that include the author’s use of language.                      Example: “As it is used in line 13, “immutable” most nearly means A) not subject to change.” (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><u>DIGITAL RESOURCES</u></b>  <b>Assessment: Test Prep for SAT® &amp; ACT®</b>                      Students read a passage of informational or literary text then answer questions that include the author’s use of language.                      Example: “As it is used in line 62, “palpable” most nearly means C) obvious” (SAT® Test Prep 4).</p> <ul style="list-style-type: none"> <li>• SAT® Test Prep 1–5, Cumulative Test Prep</li> <li>• ACT® Test Prep 1–5, Cumulative Test Prep</li> </ul>
(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;	<p><b><u>STUDENT EDITION</u></b>  <b>Word Study: Idioms/Proverbs/Adages</b></p> <ul style="list-style-type: none"> <li>• Idioms: Review Units 1–3, p. 48; Review Units 7–9, p. 124; Review Units 13–15, p. 200</li> <li>• Proverbs: Review Units 4–6, p. 86</li> <li>• Adages: Review Units 10–12, p. 162</li> </ul>
(F) evaluate how the author’s diction and syntax contribute to the mood, voice, and tone of a text; and	<p><b><u>STUDENT EDITION</u></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 tone of the passage? A) satirical” (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>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> <p style="text-align: right;"><i>continued</i></p>

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	<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 for SAT® &amp; ACT®</b>                      Students read a passage then answer comprehension questions that may reflect mood, voice, and tone of a text.                      Example: “Which of the following most accurately characterizes the mood produced by the descriptive sensory details in the first paragraph? B) Serene” (SAT® Test Prep 2).</p> <ul style="list-style-type: none"> <li>SAT® Test Prep 1–5, Cumulative Test Prep</li> <li>ACT® Test Prep 1–5, Cumulative Test Prep</li> </ul> <p><b>Additional Practice (each Unit)</b>                      Students read a passage then pick the best answer for questions about author’s diction and syntax.                      Example: “The writer’s tone is BEST described as a. favorable” (Model Reading Test, Unit 14).</p> <ul style="list-style-type: none"> <li>Passage-Based Reading, Unit 10</li> <li>Model Reading Test, Unit 14, Unit 15</li> </ul>
<p><b>(9) 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 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> <ul style="list-style-type: none"> <li>(i) using strategic organizational structures appropriate to purpose, audience, topic, and context; and</li> <li>(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;</li> </ul>	<p><b>DIGITAL RESOURCES</b>  <b>Additional Practice (each Unit)</b></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>

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level F / Grade 11
<p>(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;</p>	<p><b><u>DIGITAL RESOURCES</u></b>  <b>Additional Practice</b> (each Unit)  <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>◦ Editing and Revising Your Draft (2-3 minutes)</li> </ul> </li> <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>• 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> </p>
<p>(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate;</p>	<p><b><u>DIGITAL RESOURCES</u></b>  <b>Additional Practice</b> (each Unit)  <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> </p>
<p><b>(10) 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:</p>	
<p>(A) compose literary texts such as fiction and poetry using genre characteristics and craft;</p>	<p><b><u>ANNOTATED TEACHER'S EDITION</u></b>  <b>Best Practices for Using Vocabulary Workshop in the Classrooms</b>  <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>
<p>(B) compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft;</p>	<p><b><u>STUDENT EDITION</u></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.                      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</p> <p style="text-align: right;"><i>continued</i></p>

**§110.38. English Language Arts and Reading, English III, Adopted 2017.**

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level F / Grade 11
	<p>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 3 Writing Prompt #2, p. 40; Unit 6 Writing Prompts #1 &amp; #2, p. 78; Unit 8 Writing Prompt #2, p. 106; Unit 10 Writing Prompt #2, p. 134; Unit 12 Writing Prompt #2, p. 154; Unit 13 Writing Prompt #2, p. 172</li> </ul>
<p>(C) compose argumentative texts using genre characteristics and craft;</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 1 Writing Prompts #1 &amp; #2, p. 20; Unit 2 Writing Prompts #1 &amp; #2, p. 30; 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 8 Writing Prompt #1, p. 106; Unit 9 Writing Prompt #1, p. 116; Unit 9 Writing Prompt #2, p. 116; Unit 10 Writing Prompt #1, p. 134; Unit 11 Writing Prompts #1 #2, p. 144; Unit 12 Writing Prompt #1, p. 154; Unit 13 Writing Prompt #1, p. 172; Unit 14 Writing Prompts #1 &amp; #2, p. 154; Unit 13 Writing Prompt #1, p. 172; Unit 14 Writing Prompts #1 &amp; #2, p. 182; Unit 15 Writing Prompts #1 &amp; #2, p. 192</li> </ul>
<p>(D) compose correspondence in a professional or friendly structure.</p>	<p><b>STUDENT EDITION</b>  <b>Writing: Words in Action</b></p> <ul style="list-style-type: none"> <li>Unit 1 Writing Prompt #1, p. 20                      Write a letter to government officials, persuading them of the historical merit of your work, and explain why your photographs should become part of a national archive. Use at least two details from the passage and three Unit words.</li> <li>Unit 5 Writing Prompt #1, p. 68                      Write a letter to the editor of your local newspaper, describing the problem and offering a solution. Use at least two details from the passage and three Unit words.</li> <li>Unit 11 Writing Prompt #1, p. 144                      Write a letter persuading the owners that local news is important and that there should be both print and online versions of the newspaper. Use at least two details from the passage and three Unit words.</li> <li>Unit 13 Writing Prompt #1, p. 172                      Write a fund-raising letter explaining why the museum wants to present an extensive new exhibition of Adams's works. Provide at least three reasons that Adams deserves a major exhibition. Use at least two details from the passage and three Unit words.</li> </ul>

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