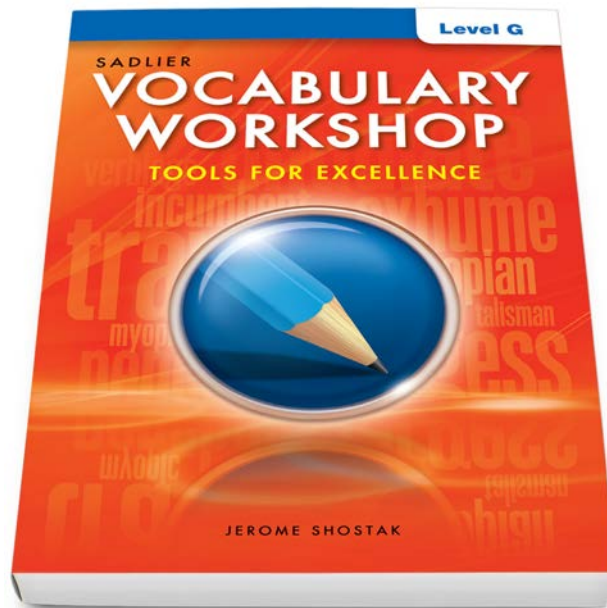


Vocabulary Workshop

Tools for Excellence

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

English IV



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 19
 (10) Composition—genres 20

Key Aligned Content

§110.39. English Language Arts and Reading, English IV, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level G / Grade 12
<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 to clarify and validate understanding of multiple meanings of advanced 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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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 draw conclusions about nuanced meanings such as in imagery; 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 G / Grade 12
	<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>ad nauseum</i>, <i>in loco parentis</i>, <i>laissez-faire</i>, and <i>caveat emptor</i>.</p>	<p>Related content</p> <p>STUDENT EDITION</p> <p>Word Study: Classical Roots</p> <ul style="list-style-type: none"> • Review Units 1–3 (<i>cred</i>), p. 49 • Review Units 4–6 (<i>gno(s)</i>), p. 87 • Review Units 7–9 (<i>clam, claim</i>), p. 125 • Review Units 10–12 (<i>rog</i>), p. 163 • Review Units 13–15 (<i>vid, vis</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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<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 when evaluating the clarity and coherence of a speaker’s message and critiquing the impact of a speaker’s use of diction, syntax, and rhetorical strategies;</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>ANNOTATED TEACHER’S EDITION 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 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 G</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: “How was pop art different from abstract expressionism?” (Unit 5). Example 2: “What is the significance of the journey to the moon?” (Unit 11). <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 style="text-align: right;"><i>continued</i></p>

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	<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. <p><small>*Available with Vocabulary Workshop Interactive Edition (optional purchase).</small></p> <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.
(B) follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately;	<p>ANNOTATED TEACHER'S EDITION 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.
(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:	
(E) make connections to personal experiences, ideas in other texts, and society;	<p>STUDENT EDITION Writing: Words in Action Students draw upon personal experiences when writing responses to unit passages.</p> <p>Example: "‘Is some art actually better than other art, or is the quality of a work of art really just a matter of personal taste?’ What is your opinion? If there is good and bad art, then what makes good art good, and what makes bad art bad? Write at least three paragraphs explaining your viewpoint. Support your ideas with specific details from your reading (pages 60–61), your prior knowledge, and your personal experience and observations." (p. 68).</p> <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level G / Grade 12
	<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, Part 2 Paired passages help students make connections between related ideas from different authors.</p> <ul style="list-style-type: none"> Review Units 4–6: Part 2 (Passage 1: Socrates/Passage 2: Aristotle), pp. 82–83 Review Units 10–12: Part 2 (Passage 1: Quarantines/Passage 2: Contact Tracing Halted Ebola), pp. 158–159 <p>DIGITAL RESOURCES Assessment: Test Prep for SAT® & ACT® 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"> SAT® Cumulative Test Prep (Passage 1 from Preface to the second edition of <i>Lyrical Ballads by William Wordsworth and Samuel Taylor Coleridge</i> by William Wordsworth/Passage 2 from A Defense of Poetry, Percy Bysshe Shelley) ACT® Cumulative Test Prep: Humanities (Passage A from <i>Letters of the Right Honourable Lady Mary Wortley Montague, Written during Her Travels in Europe, Asia and Africa to Persons of Distinction, Men of Letters, &c. in Different Parts of Europe</i>/Passage B from <i>Mary Kingsley’s Travels in West Africa</i>)
<p>(F) make inferences and use evidence to support understanding;</p>	<p>STUDENT EDITION 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: “In the last paragraph, it can most reasonably be inferred that the most likely reason for the failure of jazz to take root in the Caribbean and South America was that...” (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 style="text-align: right;"><i>continued</i></p>

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	<p><u>DIGITAL RESOURCES</u></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. Example: "It can reasonably be inferred from the second paragraph (lines 10–14) that: B. the boat was pitifully small compared to the waves" (ACT® 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 pick the best answer for questions about making inferences. Example: "From details in the passage, you can infer that species using echolocation must make sound wavelengths shorter by doing which of the following? b. employing higher frequencies" (Passage-Based Reading, Unit 4).</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 understand key ideas;</p>	<p><u>STUDENT EDITION</u></p> <p>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. Example: "Which choice provides the best evidence for the answer to the previous question?" (p. 81).</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><u>DIGITAL RESOURCES</u></p> <p>Assessment: Test Prep for SAT® & ACT® Students read a passage of informational or literary text then answer detail questions. Example: "Which choice provides the best evidence for the answer to the previous question?" (SAT® Test Prep 2).</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

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<p>(H) synthesize information from a variety of text types 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: Socrates/Passage 2: Aristotle), pp. 82–83 Review Units 10–12: Part 2 (The Louvre and the Pyramid), pp. 196–197 <p>DIGITAL RESOURCES Assessment: Test Prep for SAT® & ACT® 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"> SAT® Cumulative Test Prep (Passage 1 from Preface to the second edition of <i>Lyrical Ballads</i> by William Wordsworth and Samuel Taylor Coleridge by William Wordsworth/Passage 2 from A Defense of Poetry, Percy Bysshe Shelley) ACT® Cumulative Test Prep: Humanities (Passage A from <i>Letters of the Right Honourable Lady Mary Wortley Montague, Written during Her Travels in Europe, Asia and Africa to Persons of Distinction, Men of Letters, &c. in Different Parts of Europe</i>/Passage B from <i>Mary Kingsley’s Travels in West Africa</i>)
<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>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 analysis of texts, including comparing texts within and across genres;</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 modeled on those that appear on standardized tests.</p> <p style="text-align: right;"><i>continued</i></p>

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<p>(C) use text evidence and original commentary to support an evaluative 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>(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>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>DIGITAL RESOURCES 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 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>STUDENT EDITION 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 (Charles Chestnutt, adapted from <i>The House Behind the Cedars</i>), pp. 118-119/Part 2 (Kate Chopin, adapted from the short story, “A Pair of Silk Stockings”), pp. 120-121 <p>DIGITAL RESOURCES 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.</p> <ul style="list-style-type: none"> SAT® Test Prep 1, Units 1-3 (from <i>Cranford</i> by Elizabeth Gaskell) SAT® Test Prep 4, Units 10-12 (from <i>The Woman in White</i> by Wilkie Collins) ACT® Test Prep 1, Units 1-3: Prose Fiction (from “The Open Boat” by Stephen Crane) ACT® Test Prep 4, Units 10-12: Prose Fiction (from <i>Belinda</i> by Maria Edgeworth)

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level G / Grade 12
<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 analyze British literature across literary periods;</p>	<p>STUDENT EDITION Vocabulary in Context: Literary Text These pages contain excerpts from classic British 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 Charlotte Brontë (<i>The Professor and Shirley</i>), p. 21 • Unit 2 Theodore Dreiser (<i>Sister Carrie and Jennie Gerhardt</i>), p. 31 • Unit 3 Herman Melville (<i>Moby-Dick</i>), p. 41 • Unit 4 Thomas Hardy (<i>Jude the Obscure and Tess of the d'Urbervilles</i>), p. 59 • Unit 5 Charles Dickens (<i>David Copperfield</i>), p. 69 • Unit 6 Joseph Conrad (<i>Victory and Nostromo</i>), p. 79 • Unit 8 William Makepeace Thackeray (<i>Vanity Fair and The History of Henry Esmond</i>), p. 107 • Unit 9 George Eliot (<i>The Mill on the Floss and Romola</i>), p. 117 • Unit 10 E.M. Forster (<i>Howards End and A Room with a View</i>), p. 135 • Unit 11 Anthony Trollope (<i>The Eustace Diamonds and Barchester Towers</i>), p. 145 • Unit 13 Jane Austen (<i>Emma, Sense and Sensibility, and Pride and Prejudice</i>), p. 173 <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 <i>Cranford</i> by Elizabeth Gaskell) • SAT® Test Prep 4, Units 10-12 (from <i>The Woman in White</i> by Wilkie Collins) • ACT® Test Prep 4, Units 10-12: Prose Fiction (from <i>Belinda</i> by Maria Edgeworth)

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<p>(D) critique and evaluate characteristics and structural elements of informational texts such as:</p> <p>(i) clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion; and</p> <p>(ii) the relationship between organizational design and author's purpose;</p>	<p>ANNOTATED TEACHER'S EDITION Reading Passages in Level G</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 "Constructing the New York City Subway" [Historical Nonfiction], pp. 22–23 • Unit 3 "Third Parties in American Politics" [Encyclopedia Entry], pp. 32–33 • Unit 5 "What Is Pop Art?" [Essay], pp. 60–61 • Unit 7 "John Lennon's Legacy" [Biographical Sketch], pp. 88–89 • Unit 8 "A Passage to Power" [Interview], pp. 98–99 • Unit 10 "What Happened to the Franklin Expedition?" [Magazine Article], pp. 126–127 • Unit 11 "Apollo 11 Poised for Take-Off" [Press Release], pp. 136–137 • Unit 12 "Pyramids: Monuments to Gods and Men" [Compare and Contrast Essay], pp. 146–147 • Unit 13 "More Than Just a Pretty Face" [Profile], pp. 164–165 • Unit 14 "Artificial Intelligence and Social Robots" [Technical Essay], pp. 174–175 <p>Vocabulary for Comprehension, Parts 1 and 2 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.</p> <p>Example: "Which best summarizes the passage? D) The French had good reasons to dislike the Pyramid, but now they love it." (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 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: "Which choice best summarizes the fourth paragraph (lines 39–52) of the passage? C) A smaller number of people died not from drinking the water intentionally, but from consuming it indirectly, in prepared food, refreshments, and shop-made confectionary." (SAT® Test Prep 2).</p> <ul style="list-style-type: none"> • SAT® Test Prep 2, Units 4-6 (from <i>On the Mode of Communication of Cholera</i> by John Snow, M.D.) • SAT® Test Prep 3, Units 7-9 (from "Modern Essays" by Virginia Woolf) • SAT® Test Prep 5, Units 13-15 (from <i>The Souls of Black Folk</i> by W. E. B. Du Bois) • SAT® Cumulative Test Prep (from Preface to the second edition of <i>Lyrical Ballads</i> by William Wordsworth and Samuel Taylor Coleridge by William Wordsworth/Passage 2 from <i>A Defense of Poetry</i>, Percy Bysshe Shelley) • ACT® Test Prep 1–5; Cumulative Test Prep • ACT® Test Prep 2, Units 4-6: Social Studies (from <i>Shade-Trees in City Streets</i> by William McMillan) • ACT® Test Prep 5, Units 13-15: Social Studies (from <i>The Montessori Method</i> by Maria Montessori) <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 (choosing a career); Unit 2 (the QWERTY keyboard); Unit 3 (lacrosse); Unit 4 (echolocation); Unit 5 (prose poems); Unit 6 (Chinese immigrants to America); Unit 7 (the Great Seal); Unit 8 (Chaucer and Shakespeare); Unit 9 (scientific names); Unit 10 (the Library of Congress) • Model Reading Test: Unit 11 Social Studies (the Panama Canal); Unit 13 Natural Science (Galileo); Unit 14 Humanities (Thomas Cole, painter); Unit 15 Social Studies (medieval guilds)
<p>(E) critique and evaluate characteristics and structural elements of argumentative texts such as:</p> <ul style="list-style-type: none"> (i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action; (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and (iii) identifiable audience or reader; and 	<p>ANNOTATED TEACHER'S EDITION Reading Passages in Level G</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 4 "Reforming the Security Council" [Newspaper Editorial], pp. 50–51 • Unit 6 "Your Papers, Please" [Debate], pp. 70–71 • Unit 9 "Security Status: It's Complicated" [Persuasive Essay], pp. 108–109 <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 argumentative text then answer comprehension questions.</p> <ul style="list-style-type: none"> Review Units 10–12: Part 2 (Passage 1: Quarantines/Passage 2: Contact Tracing Halted Ebola), pp. 158–159 <p>DIGITAL RESOURCES</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® Students read a passage of argumentative or persuasive text then answer comprehension questions.</p> <ul style="list-style-type: none"> ACT® Test Prep 5, Units 13-15: Social Studies (from <i>The Montessori Method</i> by Maria Montessori) ACT® Cumulative Test Prep: Humanities (advantages of a common language) (Passage A from <i>Letters of the Right Honourable Lady Mary Wortley Montague, Written during Her Travels in Europe, Asia and Africa to Persons of Distinction, Men of Letters, &c. in Different Parts of Europe/Passage B from Mary Kingsley’s Travels in West Africa</i>)
<p>(F) critique and evaluate the effectiveness of characteristics of multimodal and digital texts.</p>	<p>DIGITAL RESOURCES</p> <p>Unit Instructional Support 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 Word Part Gallery Pronunciation Key Diagnostic Tests and Cumulative Reviews Test Prep for SAT® and ACT® Exams <p style="text-align: right;"><i>continued</i></p>

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	<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* 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. <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) evaluate 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>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of informational or literary text then answer main idea questions.</p> <p style="text-align: right;"><i>continued</i></p>

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	<p>Example: "What is the author's purpose in the first paragraph?" (p. 121).</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 then answer questions about author's purpose.</p> <p>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).</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.</p> <p>Example: "Which of the following best states the author's purpose in paragraph 3? c. to explore a parallel between Whitman's experiments with free verse and the development of the prose poem" (Passage-Based Reading, Unit 5).</p> <ul style="list-style-type: none"> Passage-Based Reading: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 Model Reading Test: Units 11, 12, 13, 14, 15
<p>(B) evaluate use of text structure to achieve the author's purpose;</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 Author's Technique (organizational structure and function), p. 9 <p>Unit Introductory Passage (Reading Passage)</p> <ul style="list-style-type: none"> Unit 12 "Pyramids: Monuments to Gods and Men" [Compare and Contrast Essay], pp. 146–147 <p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of informational or literary text then answer text structure questions.</p> <p>Example: "What is the main point of the second paragraph (lines 26–48)? D) As a result of her time at missionary school, Simmons would never be completely at home with her Sioux family or within white society" (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</p> <p>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.</p> <p style="text-align: right;"><i>continued</i></p>

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	<p>Example: "The description of the astronomer's task in the final paragraph most likely serves to: A. compare the astronomer's passive observation of the universe with the teacher's passive observations of children" (ACT® Test Prep 2).</p> <ul style="list-style-type: none"> • SAT® Test Prep 1–5; Cumulative Test Prep • ACT® Test Prep 1–5; Cumulative Test Prep
<p>(D) critique and evaluate how the author's use of language informs and shapes the perception of readers;</p>	<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: "As it is used in line 6, "attenuate" most nearly means..." (p. 159).</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: "As it is used in line 58, <i>nascent</i> most nearly means: A. just beginning to exist" (ACT® Test Prep 5).</p> <ul style="list-style-type: none"> • SAT® Test Prep 1–5; Cumulative Test Prep • ACT® Test Prep 1–5; Cumulative Test Prep
<p>(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;</p>	<p>STUDENT EDITION Word Study: Idioms/Adages/Proverbs</p> <ul style="list-style-type: none"> • Idioms: Review Units 1–3, p. 48; Review Units 7–9, p. 124; Review Units 13–15, p. 200 • Adages: Review Units 4–6, p. 86 • Proverbs: Review Units 10–12, p. 162
<p>(F) evaluate how the author's diction and syntax contribute to the effectiveness of a text; and</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 Tone (word choice, author's attitude), p. 9 <p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of informational or literary text then answer questions about author word choice and syntax. Example: "The author's overall tone is A) impartial to both sides of the debate" (p. 195).</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 style="text-align: right;"><i>continued</i></p>

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	<p>Word Study: Denotation and Connotation Students learn how writers can make their work richer and more expressive by choosing words that convey the desired mood, tone, or shade of meaning. In these activities, students examine positive, negative, or neutral connotations of words.</p> <ul style="list-style-type: none"> 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 Assessment: Test Prep for SAT® & ACT® Students read a passage then answer comprehension questions that may reflect mood, voice, and tone of a text. Example: "In paragraphs 1-3 of the passage (lines 1-27), the narrator's mood or frame of mind might best be described as: C) dissatisfied with his situation" (SAT® Test Prep 4).</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 author's diction and syntax. Example: "Which of the following BEST describes the writer's tone in the passage? d. tongue-in-cheek" (Model Reading Test, Unit 12).</p> <ul style="list-style-type: none"> Passage-Based Reading, Unit 1 Model Reading Test, Unit 12
<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 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> <p>(i) using strategic organizational structures appropriate to purpose, audience, topic, and context; and <i>continued</i></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)

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(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;	
(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;	<p><u>DIGITAL RESOURCES</u></p> <p>Additional Practice</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"> ○ Editing and Revising Your Draft (2-3 minutes) • 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. • 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.
(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and	<p><u>DIGITAL RESOURCES</u></p> <p>Additional Practice</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)
(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:	
(A) compose literary texts such as fiction and poetry using genre characteristics and craft;	<p><u>ANNOTATED TEACHER'S EDITION</u></p> <p>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.

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<p>(B) compose informational texts such as explanatory essays, reports, resumes, 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 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"> Unit 2 Writing Prompt #2, p. 30; Unit 3 Writing Prompts #1 & #2, p. 40; Unit 4 Writing Prompt #2, p. 58; Unit 5 Writing Prompt #1, p. 68; Unit 6 Writing Prompt #1, p. 78; Unit 8 Writing Prompt #2, p. 106; Unit 10 Writing Prompts #1 & #2, p. 134; Unit 11 Writing Prompt #1, p. 144; Unit 12 Writing Prompt #2, p. 154; Unit 13 Writing Prompt #2, p. 172; Unit 14 Writing Prompt #2, p. 182; Unit 15 Writing Prompt #1, p. 192
<p>(C) compose argumentative texts 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 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"> Unit 1 Writing Prompts #1 & #2, p. 20; Unit 2 Writing Prompt #2, p. 30; Unit 4 Writing Prompt #1, p. 58; Unit 5 Writing Prompt #2, p. 68; Unit 6 Writing Prompt #2, p. 78; Unit 7 Writing Prompts #1 & #2, p. 96; Unit 8 Writing Prompt #1, p. 106; Unit 9 Writing Prompts #1 & #2, p. 116; Unit 10 Writing Prompt #1, p. 134; Unit 11 Writing Prompt #2, p. 144; Unit 12 Writing Prompt #1, p. 154; Unit 13 Writing Prompt #1, p. 172; Unit 14 Writing Prompt #1, p. 182; Unit 15 Writing Prompt #2, p. 192
<p>(D) compose correspondence in a professional or friendly structure.</p>	<p>STUDENT EDITION Writing: Words in Action</p> <ul style="list-style-type: none"> Unit 9 Writing Prompt #1, p. 116 You want to write a letter to the editor that persuades parents to take steps to ensure their young children use such sites appropriately and safely. Use at least two details from the essay and three Unit words in your letter. Unit 10 Writing Prompt #1, p. 134 You want to write a letter to your family members explaining the goal of the expedition and letting them know how you feel as you depart England. Use at least two details from the passage and three Unit words in your explanation.

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