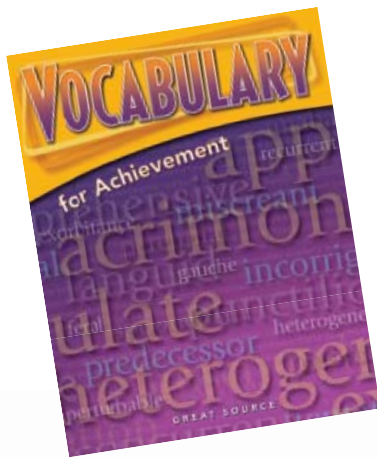


VOCABULARY FOR ACHIEVEMENT

correlated to

Texas Essential Knowledge and Skills
GRADES 3-12



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correlated to
The Texas Essential Knowledge and Skills (TEKS)
Articulated by Grade Level
Grade 3

(b) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The student is expected to:

Grade 3 Performance Objectives	Vocabulary for Achievement
(F) identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia (2-3).	Teacher's Edition: 83-84, 93-96, 98

(5) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:

Grade 3 Performance Objectives	Vocabulary for Achievement
(D) use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3);	Teacher's Edition: 61-64, 65, 69, 71, 78, 79-80, 101-104, 105, 109, 113, 115, 118, 120, 131, 135
(E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and	Teacher's Edition: 7, 11, 15, 17, 18, 27, 31, 37-38, 41-44, 47, 51, 57-58, 60, 67, 75, 77-78, 97-98, 100, 105, 111, 117-118, 120, 125, 127, 129, 133

(7) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:

Grade 3 Performance Objectives	Vocabulary for Achievement
(C) read to accomplish various purposes, both assigned and self-selected (2-3).	Teacher's Edition: 6, 10, 14, 26, 30, 34, 46, 50, 54, 66, 70, 86, 90, 94, 106, 110, 114

(8) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:

Grade 3 Performance Objectives	Vocabulary for Achievement
(B) develop vocabulary through reading (2-3);	Teacher's Edition: 6, 10, 14, 26, 30, 34, 50, 54, 66, 70, 74, 86, 90, 94, 106, 110, 114
(C) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciations of words (2-3); and	Teacher's Edition: 5, 9, 11, 13, 17, 21, 25, 27, 29, 31, 33, 36, 37, 41-44, 45, 47, 49, 53, 69, 73, 89, 95, 107, 109, 111, 113, 115, 117-118, 125, 127, 129, 131, 133, 135
(D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3).	Teacher's Edition: 1-2, 4, 5, 7-8, 9, 11-12, 15-16, 17, 18, 19, 20, 27, 31-32, 35, 47, 51, 59, 67, 71, 79, 85, 107, 115, 119-120, 133

(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:

Grade 3 Performance Objectives	Vocabulary for Achievement
(D) monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, and asking for help (1-3);	Teacher's Edition: 7, 11, 27, 31, 35, 37, 71
(F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1-3);	Teacher's Edition: 31, 67, 71, 105, 115
(I) represent text information in different ways, including story maps, graphs, and charts (2-3);	Teacher's Edition: 87
(K) practice different kinds of questions and tasks, including test-like comprehension questions (3).	Teacher's Edition: 7, 11, 27, 31, 35, 37, 51, 55, 67, 71, 75, 87, 91, 105, 111, 113

(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:

Grade 3 Performance Objectives	Vocabulary for Achievement
(B) distinguish fiction from nonfiction, including fact and fantasy (K-3);	Teacher's Edition: 55

(12) Reading/inquiry/research. The student generates questions and conducts research using information from various sources. The student is expected to:

Grade 3 Performance Objectives	Vocabulary for Achievement
(B) use alphabetical order to locate information (1-3);	Teacher's Edition: 21-23
(C) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (1-3);	Teacher's Edition: 21

(14) Writing/purposes. The student writes for a variety of audiences and purposes and in various forms. The student is expected to:

Grade 3 Performance Objectives	Vocabulary for Achievement
(A) write to record ideas and reflections (K-3);	Teacher's Edition: 12, 32, 72, 76, 112
(C) write to communicate with a variety of audiences (1-3); and	Teacher's Edition: 7, 11, 15, 27, 28, 31, 36, 48, 52, 56, 58, 68, 72, 76, 92, 96, 108, 112, 116
(D) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (1-3).	Teacher's Edition: 8, 52, 68, 96, 108, 116

(16) Writing/spelling. The student spells proficiently. The student is expected to:	
Grade 3 Performance Objectives	Vocabulary for Achievement
(C) write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3);	Teacher's Edition: 58, 78, 118
(D) write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3);	Teacher's Edition: 62
(E) write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3);	Teacher's Edition: 3-4, 15, 82-84, 91-92
(G) spell words ending in -tion and -sion such as station and procession (3); and	Teacher's Edition: 64, 73-76

(17) Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The student is expected to:	
Grade 3 Performance Objectives	Vocabulary for Achievement
(E) edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including to be, in final drafts (2-3).	Teacher's Edition: 58

(20) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to	
Grade 3 Performance Objectives	Vocabulary for Achievement
(B) record his/her own knowledge of a topic in a variety of ways such as by drawing pictures, making lists, and showing connections among ideas (K-3);	Teacher's Edition: 16, 28, 36, 48, 52, 56, 87-88



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The Texas Essential Knowledge and Skills (TEKS)
Articulated by Grade Level
Grade 4

(b) Knowledge and skills.

(6) Reading/word identification. The student uses a variety of word recognition strategies. The student is expected to:	
Grade 4 Performance Objectives	Vocabulary for Achievement
(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);	Teacher's Edition: 5, 6, 9, 10, 13, 14, 23, 25, 27, 29, 33, 37, 46, 49, 50, 53, 54, 57, 58, 62, 63, 66, 70, 71, 75, 77, 85, 97, 98, 111, 114, 115, 119
(B) use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6); and	Teacher's Edition: 11, 33, 61, 63-80, 101-116, 119
(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).	Teacher's Edition: 5, 9, 13, 21, 22, 25, 29, 33, 44, 45, 49, 53, 58, 65, 69, 73, 81-83, 89, 93, 105, 109, 113

(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:	
Grade 4 Performance Objectives	Vocabulary for Achievement
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (4);	Teacher's Edition: 6, 10, 14, 26, 34, 46, 50, 54, 66, 70, 74, 86, 90, 94, 106, 110, 114
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" fourth grader reads approximately 90 wpm) (4);	Teacher's Edition: 6, 10, 14, 26, 34, 46, 50, 54, 66, 70, 74, 86, 90, 94, 106, 110, 114
(D) adjust reading rate based on purposes for reading (4-8);	Teacher's Edition: 6, 10, 14, 26, 34, 46, 50, 54, 66, 70, 74, 86, 90, 94, 106, 110, 114

(8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:	
Grade 4 Performance Objectives	Vocabulary for Achievement
(B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5); and	Teacher's Edition: 6, 10, 14, 26, 34, 46, 50, 54, 66, 70, 74, 86, 90, 94, 106, 110, 114
(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8).	Teacher's Edition: 6, 10, 14, 26, 34, 46, 50, 54, 66, 70, 74, 86, 90, 94, 106, 110, 114

(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	
Grade 4 Performance Objectives	Vocabulary for Achievement
(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5);	Teacher's Edition: 1-5, 7-9, 13, 17-19, 25, 27, 29, 32-34, 37, 39, 41-44, 46, 50, 54, 55, 57-59, 62, 63, 66, 70, 71, 75, 77, 85, 97, 98, 111, 114, 115, 117-119
(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8);	Teacher's Edition: 21, 22, 25, 29, 33, 44, 45, 49, 53, 58, 65, 69, 73, 77, 81-83, 89, 93, 105, 109, 113
(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un- (4-8); and	Teacher's Edition: 11, 33, 61-80, 101-116, 119
(E) study word meanings systematically such as across curricular content areas and through current events (4-8).	Teacher's Edition: 1-5, 7-9, 17-19, 25, 27, 29, 33, 41, 34, 53

(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to	
Grade 4 Performance Objectives	Vocabulary for Achievement
(A) use his/her own knowledge and experience to comprehend (4-8);	Teacher's Edition: 6, 10, 14, 18, 26, 30, 34, 41-43, 46, 50, 54, 66, 70, 74, 75, 86, 90, 94, 106, 110, 114
(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);	Teacher's Edition: 6, 10, 14, 26, 30, 46, 50, 54, 66, 70, 74, 86, 90, 94, 106, 110, 114
(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);	Teacher's Edition: 6, 10, 14, 26, 30, 46, 50, 54, 66, 70, 74, 86, 90, 94, 106, 110, 114
(D) describe mental images that text descriptions evoke (4-8);	Teacher's Edition: 87, 88
(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);	Teacher's Edition: 7, 11, 15, 26, 31, 34, 47, 51, 54, 67, 71, 107, 111, 115
(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);	Teacher's Edition: 7, 11, 15, 26, 31, 34, 47, 51, 54, 67, 71, 75, 87, 111, 115
(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8); and	Teacher's Edition: 1, 3, 4, 7, 11, 15-24, 26-28, 31, 32, 34-44, 47, 48, 51, 52, 54-64, 67, 68, 71, 72, 75-80, 82-84, 87, 88, 91, 92, 95-104, 107, 108, 111, 112, 115-120, 125-136
(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).	Teacher's Edition: 12, 55, 72, 104, 107

(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:

Grade 4 Performance Objectives	Vocabulary for Achievement
(H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);	Teacher's Edition: 7, 15, 26

(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:

Grade 4 Performance Objectives	Vocabulary for Achievement
(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);	Teacher's Edition: 55
(G) draw conclusions from information gathered from multiple sources (4-8); and	Teacher's Edition: 7, 8, 11, 15, 26, 36, 38, 42, 75, 107

(15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. The student is expected to:

Grade 4 Performance Objectives	Vocabulary for Achievement
(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);	Teacher's Edition: 7, 8, 11, 12, 15, 16, 18, 26, 31, 32, 34, 36, 38, 47, 48, 51, 52, 56, 57, 68, 71, 72, 75, 76, 78, 87, 88, 91, 92, 95, 96, 107, 108, 111, 112, 115, 116, 118
(C) write to inform such as to explain, describe, report, and narrate (4-8);	Teacher's Edition: 7, 8, 11, 12, 15, 16, 18, 26, 31, 32, 34, 36, 38, 47, 48, 51, 52, 56, 57, 68, 71, 72, 75, 76, 78, 87, 88, 91, 92, 95, 96, 107, 108, 111, 112, 115, 116, 118
(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions (4-5).	Teacher's Edition: 8, 16, 32, 36, 48, 52, 68, 76, 88, 92, 96, 108, 112, 114, 118

(17) Writing/spelling. The student spells proficiently. The student is expected to:

Grade 4 Performance Objectives	Vocabulary for Achievement
(B) write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6);	Teacher's Edition: 64

(18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:

Grade 4 Performance Objectives	Vocabulary for Achievement
(B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5);	Teacher's Edition: 18, 26, 28, 36, 38, 48, 52, 56, 68, 75, 76, 87, 88, 91, 92

(21) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:

Grade 4 Performance Objectives	Vocabulary for Achievement
(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8);	Teacher's Edition: 12, 72



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Articulated by Grade Level
Grade 5

(b) Knowledge and skills.

(5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to:	
Grade 5 Performance Objectives	Vocabulary for Achievement
(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);	Teacher's Edition: 12, 32, 48, 56, 88, 92

(6) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:	
Grade 5 Performance Objectives	Vocabulary for Achievement
(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);	Teacher's Edition: 17, 37, 41, 42, 43, 44, 47, 55, 57, 58, 97, 117
(B) use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6); and	Teacher's Edition: 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120
(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).	Teacher's Edition: 21, 22, 23, 24, 58, 59, 81, 82, 83, 84

(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:	
Grade 5 Performance Objectives	Vocabulary for Achievement
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" 5th grader reads approximately 100 wpm) (5);	Teacher's Edition: 6, 10, 14, 26, 30, 34, 46, 50, 54, 66, 70, 74, 86, 90, 94, 106, 110, 114
(F) read silently with increasing ease for longer periods (4-8).	Teacher's Edition: 6, 10, 14, 26, 30, 34, 46, 50, 54, 66, 70, 74, 86, 90, 94, 106, 110, 114

(8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:	
Grade 5 Performance Objectives	Vocabulary for Achievement
(A) read classic and contemporary works (2-8);	Teacher's Edition: 6, 10, 14, 26, 30, 34, 46, 50, 54, 66, 70, 74, 86, 90, 94, 106, 110, 114
(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8).	Teacher's Edition: 6, 10, 14, 26, 30, 34, 46, 50, 54, 66, 70, 74, 86, 90, 94, 106, 110, 114

(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	
Grade 5 Performance Objectives	Vocabulary for Achievement
(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5);	Teacher's Edition: 18, 19, 22, 23, 24, 29, 30, 31, 32, 33, 34, 35, 36, 39, 40, 41, 42, 43, 44, 54, 58, 59, 77, 93, 94, 95, 96, 97, 98, 99, 100
(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8);	Teacher's Edition: 21, 22, 23, 24, 36, 58, 59, 81, 82, 83, 84
(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un- (4-8); and	Teacher's Edition: 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120
(E) study word meanings systematically such as across curricular content areas and through current events (4-8).	Teacher's Edition: 45, 46, 47, 48, 49, 50, 53, 54, 55, 56, 57, 58, 59, 60

(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	
Grade 5 Performance Objectives	Vocabulary for Achievement
(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);	Teacher's Edition: 11
(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);	Teacher's Edition: 6, 71, 75, 87, 91
(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short-answer (4-8); and	Teacher's Edition: 6, 11, 15, 19, 27, 31, 34, 46, 51, 54, 60, 67, 71, 75, 87, 91, 94, 107, 110, 115, 118, 119, 120
(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).	Teacher's Edition: 8, 28, 68, 96, 116

(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	
Grade 5 Performance Objectives	Vocabulary for Achievement
(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and	Teacher's Edition: 11, 15, 31, 34, 67, 75, 87, 91, 94, 107, 110, 115

(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:

Grade 5 Performance Objectives	Vocabulary for Achievement
(G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);	Teacher's Edition: 53, 54
(H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);	Teacher's Edition: 6, 11, 27, 46, 54, 87, 91, 99
(I) recognize and analyze story plot, setting, and problem resolution (4-8); and	Teacher's Edition: 11

(15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. The student is expected to:

Grade 5 Performance Objectives	Vocabulary for Achievement
(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);	Teacher's Edition: 16, 18, 28, 36, 52, 68, 72, 78, 92, 96, 108, 112, 118
(C) write to inform such as to explain, describe, report, and narrate (4-8);	Teacher's Edition: 16, 72, 96, 112

(18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:

Grade 5 Performance Objectives	Vocabulary for Achievement
(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);	Teacher's Edition: 3, 13, 15, 16, 18, 25, 27, 28, 29, 31, 38, 58, 59
(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8);	Teacher's Edition: 3, 4, 5, 7, 8, 9, 11, 12, 13, 15, 16, 18, 25, 27, 28, 58

(19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:

Grade 5 Performance Objectives	Vocabulary for Achievement
(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);	Teacher's Edition: 16, 72, 76
(D) revise drafts for coherence, progression, and logical support of ideas (4-8);	Teacher's Edition: 84
(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);	Teacher's Edition: 1, 2, 7, 8, 11, 12, 15, 16, 17, 18, 19, 27, 31, 32, 37, 38, 47, 48, 51, 52, 55, 56, 58, 59, 87, 88, 92, 97, 117



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Articulated by Grade Level
Grade 6

(b) Knowledge and skills.

(6) Reading/word identification. The student uses a variety of word recognition strategies. The student is expected to:	
Grade 6 Performance Objectives	Vocabulary for Achievement
(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);	Teacher's Edition: 1-200
(B) use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6); and	Teacher's Edition: 139-180
(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).	Teacher's Edition: 19, 39, 59

(8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:	
Grade 6 Performance Objectives	Vocabulary for Achievement
(D) read to take action such as to complete forms, make informed recommendations, and write a response (6-8).	Teacher's Edition: 5, 17, 31, 45, 57, 85, 97, 111, 125, 137, 151, 165, 177, 191

(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	
Grade 6 Performance Objectives	Vocabulary for Achievement
(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8);	Teacher's Edition: 19, 39, 59
(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8);	Teacher's Edition: 5, 6, 11, 12, 17, 18, 25, 26, 31, 32, 37, 38, 45, 46, 51, 52, 57, 58, 65, 66, 71, 72, 77, 78, 85, 86, 91, 92, 97, 98, 105, , 106, 111, 112, 117, 118, 125, 126, 127, 131, 132, 137, 138, 145, 146, 151, 152, 157, 158, 165, 166, 171, 172, 177, 178, 185, 186, 197, 198
(E) study word meanings systematically such as across curricular content areas and through current events (4-8);	Teacher's Edition: 1-200
(G) use word origins as an aid to understanding historical influences on English word meanings (6-8).	Teacher's Edition: 8, 14, 22, 28, 34, 40, 48, 53, 54, 62, 68, 88, 94, 102, 108, 114, 122, 128, 134, 148, 154, 162, 168, 174, 182, 188, 194

(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	
Grade 6 Performance Objectives	Vocabulary for Achievement
(F) determine a text's main (or major ideas) and how those ideas are supported with details (4-8);	Teacher's Edition: 4, 5, 10, 11, 16, 17, 24, 25, 30, 31, 36, 37, 50, 51, 56, 57, 70, 71, 76, 77, 84, 85, 90, 91, 96, 104, 105, 110, 111, 116, 117, 124, 125, 130, 131, 136, 137, 144, 145, 150, 151, 156, 157, 164, 165, 170, 171, 176, 177, 184, 185, 190, 191, 196, 197

(14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	
Grade 6 Performance Objectives	Vocabulary for Achievement
(B) determine distinctive and common characteristics of cultures through wide reading (4-8); and	Teacher's Edition: 56, 90, 104, 116,

(15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:	
Grade 6 Performance Objectives	Vocabulary for Achievement
(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);	Teacher's Edition: 5, 17, 31, 45, 57, 71, 85, 97, 111, 125, 137, 151, 165, 177, 191
(C) write to inform such as to explain, describe, report, and narrate (4-8);	Teacher's Edition: 5, 17, 31, 45, 57, 71, 85, 97, 111, 125, 137, 151, 165, 177, 191

(16) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly. The student is expected to:	
Grade 6 Performance Objectives	Vocabulary for Achievement
(C) write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6);	Teacher's Edition: 68
(D) write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6);	Teacher's Edition: 20, 139, 140, 159, 160, 179, 180, 199, 200
(G) understand the influence of other languages and cultures on the spelling of English words (6-8).	Teacher's Edition: 8, 14, 22, 28, 34, 40, 48, 53, 54, 62, 68, 88, 94, 102, 108, 114, 122, 128, 134, 148, 154, 162, 168, 174, 182, 188, 194



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The Texas Essential Knowledge and Skills (TEKS)
Articulated by Grade Level
Grade 7

(b) Knowledge and skills.

(6) Reading/word identification. The student uses a variety of word recognition strategies. The student is expected to:	
Grade 7 Performance Objectives	Vocabulary for Achievement
(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);	Teacher's Edition: 79, 199, 200
(B) use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes (7-8); and	Teacher's Edition: 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 199, 200
(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).	Teacher's Edition: 1, 2, 19, 20, 39, 40, 59, 60, 199, 200

(8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:	
Grade 7 Performance Objectives	Vocabulary for Achievement
(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8); and	Teacher's Edition: 4, 10, 16, 24, 30, 36, 44, 50, 56, 64, 70, 76, 84, 90, 96, 104, 110, 116, 124, 130, 136, 144, 150, 156, 164, 170, 176, 184, 190, 196

(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	
Grade 7 Performance Objectives	Vocabulary for Achievement
(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meaning and usage (4-8);	Teacher's Edition: 1, 2, 19, 20, 39, 40, 59, 60, 199, 200
(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, or un- (4-8);	Teacher's Edition: 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 199, 200
(E) study word meanings systematically such as across curricular content areas and through current events (4-8);	Teacher's Edition: 61, 62, 67, 68, 73, 74
(G) use word origins as an aid to understanding historical influences on English word meanings (6-8).	Teacher's Edition: 8, 14, 22, 28, 34, 48, 54, 62, 68, 88, 102, 108, 114, 122, 128, 134, 142, 148, 154, 162, 168, 174, 182, 188, 194

(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	
Grade 7 Performance Objectives	Vocabulary for Achievement
(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8);	Teacher's Edition: 4, 5, 10, 11, 16, 17, 24, 25, 30, 31, 36, 37, 44, 45, 50, 51, 56, 57, 64, 65, 70, 71, 76, 77, 84, 85, 90, 91, 96, 97, 99, 104, 105, 110, 111, 116, 117, 124, 125, 130, 131, 136, 137, 144, 145, 150, 151, 156, 157, 164, 165, 176, 177
(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8); and	Teacher's Edition: 184, 185, 190, 191, 196, 197

(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	
Grade 7 Performance Objectives	Vocabulary for Achievement
(B) interpret text ideas through such varied means journal writing, discussion, enactment, and media (4-8);	Teacher's Edition: 5, 17

(15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:	
Grade 7 Performance Objectives	Vocabulary for Achievement
(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);	Teacher's Edition: 5, 17, 31, 45, 57, 71, 85, 97, 111, 125, 137, 151, 165, 177, 191
(B) write to influence such as to persuade, argue, and request (4-8);	Teacher's Edition: 45, 97, 111
(C) write to inform such as to explain, describe, report, and narrate (4-8);	Teacher's Edition: 5, 17, 31, 57, 71, 85, 125, 137, 151, 177, 191
(D) write to entertain such as to compose humorous poems or short stories (4-8);	Teacher's Edition: 165

(16) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly. The student is expected to:	
Grade 7 Performance Objectives	Vocabulary for Achievement
(C) spell derivatives correctly by applying the spellings of bases and affixes (7-8);	Teacher's Edition: 5, 6, 11, 12, 17, 18, 25, 26, 31, 32, 37, 38, 45, 46, 51, 52



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The Texas Essential Knowledge and Skills (TEKS)
Articulated by Grade Level
Grade 9

(b) Knowledge and skills.

(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes.

The student is expected to:

Grade 9 Performance Objectives	Vocabulary for Achievement
(A) write in a variety of forms using effective word choice, structure, and sentence forms with emphasis on organizing logical arguments with clearly related definitions, theses, and evidence; write persuasively; write to report and describe; and write poems, plays, and stories;	Teacher's Edition: 5, 17, 31, 57, 71, 85, 91, 111, 125, 137, 151, 165, 177, 191

(6) Reading/word identification/vocabulary development. The student uses a variety of strategies to read unfamiliar words and to build vocabulary. The student is expected to:

Grade 9 Performance Objectives	Vocabulary for Achievement
(A) expand vocabulary through wide reading, listening, and discussing;	Teacher's Edition: 4, 10, 16, 24, 30, 36, 44, 50, 56, 64, 70, 76, 84, 90, 96, 104, 110, 116, 124, 130, 136, 144, 150, 156, 164, 170, 176, 184, 190, 196
(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;	Teacher's Edition: 1-200, T1-T45
(C) apply meanings of prefixes, roots, and suffixes in order to comprehend;	Teacher's Edition: 5, 6, 11, 12, 17, 18, 25, 26, 31, 32, 37, 38, 45, 46, 48, 51, 52, 57, 58, 65, 66, 71, 72, 77, 78, 85, 86, 91, 92, 97, 98, 105, 106, 111, 112, 117, 118, 125, 126, 131, 132, 137, 138, 139-180, 185, 186, 191, 192, 197-200, T31-T42
(D) research word origins, including Anglo-Saxon, Latin, and Greek words;	Teacher's Edition: 1, 2, 7, 8, 13, 14, 19-22, 27, 28, 33, 34, 41, 42, 47, 48, 53, 54, 61, 62, 67, 68, 73, 74, 81, 82, 87, 88, 93, 94, 101, 102, 107, 108, 113, 114, 121, 122, 127, 128, 133, 134, 141, 142, 147, 148, 153, 154, 161, 162, 167, 168, 173, 174, 181, 182, 187, 188, 193, 194, 199, 200
(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage; and	Teacher's Edition: 1, 2, 7, 8, 13, 14, 19-22, 27, 28, 33, 34, 41, 42, 47, 48, 53, 54, 61, 62, 67, 68, 73, 74, 81, 82, 87, 88, 93, 94, 101, 102, 107, 108, 113, 114, 121, 122, 127, 128, 133, 134, 141, 142, 147, 148, 153, 154, 161, 162, 167, 168, 173, 174, 181, 182, 187, 188, 193, 194, 199, 200

(6) Reading/word identification/vocabulary development. The student uses a variety of strategies to read unfamiliar words and to build vocabulary. The student is expected to:

Grade 9 Performance Objectives	Vocabulary for Achievement
(F) identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotation/denotation.	Teacher's Edition: 19-20, 54, 79, 80, 94, 99-100, 114, 119-120, 134, 154, 174, 194

(7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:

Grade 9 Performance Objectives	Vocabulary for Achievement
(A) establish a purpose for reading such as to discover, interpret, and enjoy;	Teacher's Edition: 4, 10, 16, 24, 30, 36, 44, 50, 56, 64, 70, 76, 84, 90, 96, 104, 110, 116, 124, 130, 136, 144, 150, 156, 164, 170, 176, 184, 190, 196
(B) draw upon his/her own background to provide connection to texts;	Teacher's Edition: 4, 10, 16, 24, 30, 36, 44, 50, 56, 64, 70, 76, 84, 90, 96, 104, 110, 116, 124, 130, 136, 144, 150, 156, 164, 170, 176, 184, 190, 196
(C) monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning;	Teacher's Edition: 4, 10, 16, 24, 30, 36, 44, 50, 56, 64, 70, 76, 84, 90, 96, 104, 110, 116, 124, 130, 136, 144, 150, 156, 164, 170, 176, 184, 190, 196
(I) use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts; and	Teacher's Edition: 4, 5, 10, 11, 16, 17, 24, 25, 30, 31, 36, 37, 44, 45, 50, 51, 56, 57, 64, 65, 70, 71, 76, 77, 84, 85, 90, 91, 96, 97, 99, 100, 104, 105, 110, 111, 116, 117, 119, 120, 124, 125, 130, 131, 136, 137, 144, 145, 150, 151, 156, 157, 164, 165, 170, 171, 176, 177, 184, 185, 190, 191, 196, 197
(J) read silently with comprehension for a sustained period of time.	Teacher's Edition: 4, 10, 16, 24, 30, 36, 44, 50, 56, 64, 70, 76, 84, 90, 96, 104, 110, 116, 124, 130, 136, 144, 150, 156, 164, 170, 176, 184, 190, 196

(8) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to:

Grade 9 Performance Objectives	Vocabulary for Achievement
(A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing;	Teacher's Edition: 4, 10, 16, 24, 30, 36, 44, 50, 56, 64, 70, 76, 84, 90, 96, 104, 110, 116, 124, 130, 136, 144, 150, 156, 164, 170, 176, 184, 190, 196
(B) read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;	Teacher's Edition: 4, 10, 16, 24, 30, 36, 44, 50, 56, 64, 70, 76, 84, 90, 96, 104, 110, 116, 124, 130, 136, 144, 150, 156, 164, 170, 176, 184, 190, 196



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The Texas Essential Knowledge and Skills (TEKS)
Articulated by Grade Level
Grade 10

(b) Knowledge and skills.

(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes.

The student is expected to:

Grade 10 Performance Objectives	Vocabulary for Achievement
(A) write in a variety of forms with an emphasis on persuasive forms such as logical argument and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative, and literary forms such as poems, plays, and stories;	Teacher's Edition: 5, 17, 31, 45, 57, 71, 85, 97, 111, 125, 137, 151, 165, 177, 191
(B) write in a voice and a style appropriate to audience and purpose; and	Teacher's Edition: 5, 17, 31, 45, 57, 71, 85, 97, 111, 125, 137, 151, 165, 177, 191
(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.	Teacher's Edition: 5, 17, 31, 45, 57, 71, 85, 97, 111, 125, 137, 151, 165, 177, 191

(6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

Grade 10 Performance Objectives	Vocabulary for Achievement
(A) expand vocabulary through wide reading, listening, and discussing;	Teacher's Edition: 1-38, 40-78, 81-98, 101-118, 121-200, T1, T3, T4, T5, T7, T9, T10, T11, T13-T43.
(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;	Teacher's Edition: 4, 5, 10, 11, 16, 17, 24, 25, 30, 31, 36, 37, 39, 44, 45, 50, 51, 56, 57, 59, 64, 65, 70, 71, 76, 77, 84, 85, 90, 91, 96, 97, 104, 105, 110, 111, 116, 117, 124, 125, 130, 131, 136, 137, 144, 145, 150, 151, 156, 157, 164, 165, 170, 171, 176, 177, 184, 185, 190, 191, 196, 197, T1, T2, T3, T4, T5, T7, T9, T10, T11, T13-T43.
(C) apply meanings of prefixes, roots, and suffixes in order to comprehend;	Teacher's Edition: 22, 139, 141, 142, 147, 148, 153, 154, 159, 160, 161, 162, 167, 168, 173, 174, 179, 180, 199, 200.
(D) research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language;	Teacher's Edition: 5, 6, 11, 12, 17, 18, 25, 26, 31, 32, 37, 38, 45, 46, 51, 52, 57, 58, 65, 66, 71, 72, 77, 78, 85, 86, 91, 92, 97, 98, 105, 106, 111, 112, 117, 118, 125, 126, 131, 132, 137, 138, 145, 146, 151, 152, 157, 158, 165, 166, 171, 172, 177, 178, 185, 186, 191, 192, 197, 198.

(6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

Grade 10 Performance Objectives	Vocabulary for Achievement
(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage;	Teacher's Edition: 19, 20, 40, 59, 60, 139, 140, 159, 160, 179, 180, 199, 200.
(G) read and understand analogies.	Teacher's Edition: 108, 128, 148, 168, 188

(7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:

Grade 10 Performance Objectives	Vocabulary for Achievement
(B) draw upon his/her own background to provide connection with texts;	Teacher's Edition: 4, 5, 10, 11, 16, 17, 20, 24, 25, 30, 31, 36, 37, 44, 45, 50, 51, 56, 57, 64, 65, 70, 71, 76, 77, 84, 85, 90, 91, 96, 97, 104, 105, 110, 111, 116, 117, 119, 120, 124, 125, 130, 131, 136, 137, 144, 145, 150, 151, 156, 157, 164, 165, 170, 171, 176, 177, 184, 185, 190, 191, 196, 197, T13, T14, T15, T16, T17, T18, T19, T20, T21, T22, T23, T24, T25, T26, T27, T28, T29, T30, T31, T32, T33, T34, T35, T36, T37, T38, T39, T40, T41, T42, T43, T44, T45, T46, T47, T48, T49.

(13) Reading/inquiry/research. The student reads in order to research self-selected and assigned topics. The student is expected to:

Grade 10 Performance Objectives	Vocabulary for Achievement
(E) draw conclusions from information gathered.	Teacher's Edition: 5, 11, 17, 25, 31, 37, 45, 51, 57, 65, 71, 77, 85, 91, 97, 105, 111, 117, 119, 120, 125, 131, 137, 145, 151, 157, 165, 171, 177, 185, 191, 197, T44, T45, T46, T47, T48, T49



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The Texas Essential Knowledge and Skills (TEKS)
Articulated by Grade Level
Grade 11

(b) Knowledge and skills.

(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes.

The student is expected to:

Grade 11 Performance Objectives	Vocabulary for Achievement
(A) write in various forms with particular emphasis on business forms such as a report, memo, narrative or procedure, summary/abstract, and resumé;	Teacher’s Edition: 5, 17, 31, 45, 57, 71, 85, 97, 111, 125, 137, 151, 165, 177, 191
(B) write in a voice and style appropriate to audience and purpose; and	Teacher’s Edition: 5, 17, 31, 45, 57, 71, 85, 97, 111, 125, 137, 151, 165, 177, 191
(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.	Teacher’s Edition: 5, 17, 31, 45, 57, 71, 85, 97, 111, 125, 137, 151, 165, 177, 191

(5) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to:

Grade 11 Performance Objectives	Vocabulary for Achievement
(A) evaluate writing for both mechanics and content; and	Teacher’s Edition: 79, 80, 99, 100.

(6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

Grade 11 Performance Objectives	Vocabulary for Achievement
(A) expand vocabulary through wide reading, listening, and discussing;	Teacher’s Edition: 1-3, 7-9, 13-15, 21-23, 27-29, 33-35, 41-43, 47-49, 53-55, 61-63, 67-69, 73-75, 81-83, 87-89, 93-95, 101-103, 107-109, 113-115, 121-123, 127-129, 133-135, 141-143, 147-149, 153-155, 161-163, 167-169, 173-175, 181-183, 187-189, 193-195, T1-T43.
(B) rely on context to determine meanings of words and phrases such as figurative language, connotation and denotation of words, analogies, idioms, and technical vocabulary;	Teacher’s Edition: 39, 59, T13-T43.

(6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

Grade 11 Performance Objectives	Vocabulary for Achievement
(C) apply meanings of prefixes, roots, and suffixes in order to comprehend;	Teacher's Edition: 139, 159, 160, 179, 180, 199, 200.
(D) research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language;	Teacher's Edition: 5, 6, 11, 12, 17, 18, 25, 26, 31, 32, 37, 38, 45, 46, 51, 52, 57, 58, 65, 66, 71, 72, 77, 78, 85, 86, 91, 92, 97, 98, 105, 106, 111, 112, 117, 118, 125, 126, 131, 132, 137, 138, 145, 146, 151, 152, 157, 158, 165, 166, 171, 172, 177, 178, 185, 186, 191, 192, 197, 198.
(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage;	Teacher's Edition: 19, 20, 40, 59, 60, 139, 140, 159, 160, 179, 180, 199, 200.

(7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:

Grade 11 Performance Objectives	Vocabulary for Achievement
(B) draw upon his/her own background to provide connection to texts;	Teacher's Edition: 3-6, 9-12, 15-18, 23-26, 29-32, 35-38, 43-46, 49-52, 55-58, 63-66, 69-72, 75-78, 83-86, 89-92, 95-98, 103-106, 109-112, 115-118, 119, 120, 123-126, 129-132, 135-138, 143-146, 149-152, 155-158, 163-166, 169-172, 175-178, 183-186, 189-192, 195-198, T13-T49.



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The Texas Essential Knowledge and Skills (TEKS)
Articulated by Grade Level
Grade 12

(b) Knowledge and skills.

(1) Writing/purposes. The student writes in a variety of forms. The student is expected to:

The student is expected to:

Grade 12 Performance Objectives	Vocabulary for Achievement
(A) write in a variety of forms with an emphasis on literary forms such as fiction, poetry, drama, and media scripts;	Teacher's Edition: 5, 17, 31, 45, 57, 71, 85, 97, 111, 125, 137, 151, 165, 177, 191
(B) draw upon the distinguishing characteristics of written forms such as essays, scientific reports, speeches, and memoranda to write effectively in each form;	Teacher's Edition: 5, 17, 31, 45, 57, 71, 85, 97, 111, 125, 137, 151, 165, 177, 191
(C) write in a voice and style appropriate to audience and purpose;	Teacher's Edition: 5, 17, 31, 45, 57, 71, 85, 97, 111, 125, 137, 151, 165, 177, 191
(F) organize ideas in writing to ensure coherence, logical progression, and support for ideas.	Teacher's Edition: 5, 17, 31, 45, 57, 71, 85, 97, 111, 125, 137, 151, 165, 177, 191

(4) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:

Grade 12 Performance Objectives	Vocabulary for Achievement
(H) use writing as a tool for reflection, exploration, learning, problem solving, and personal growth.	Teacher's Edition: 5, 17, 31, 45, 57, 71, 85, 97, 111, 125, 137, 151, 165, 177, 191.

(7) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

Grade 12 Performance Objectives	Vocabulary for Achievement
(A) expand vocabulary through wide reading, listening, and discussing;	Teacher's Edition: 1-3, 7-9, 13-15, 21-23, 27-29, 33-35, 41-43, 47-49, 53-55, 61-63, 67-69, 73-75, 81-83, 87-89, 93-95, 101-103, 107-109, 113-115, 121-123, 127-129, 133-135, 141-143, 147-149, 153-155, 161-163, 167-169, 173-175, 181-183, 187-189, 193-195, T1-43.
(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;	Teacher's Edition: 39, 59, 99, 100, 139, 159, 179, 199.
(C) apply meanings of prefixes, roots, and suffixes in order to comprehend;	Teacher's Edition: 139, 159, 160, 179, 180, 199, 200.

(7) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

Grade 12 Performance Objectives	Vocabulary for Achievement
(D) research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language;	Teacher's Edition: 5, 6, 11, 12, 17, 18, 25, 26, 31, 32, 37, 38.
(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage;	Teacher's Edition: 19, 20, 40, 59, 60, 139, 140, 159, 160, 179, 180, 199, 200.

(8) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:

Grade 12 Performance Objectives	Vocabulary for Achievement
(B) draw upon his/her own background to provide connection to texts;	Teacher's Edition: 3-6, 9-12, 15-18, 23-26, 29-32, 35-38, 43-46, 49-52, 55-58, 63-66, 69-72, 75-78, 83-86, 89-92, 95-98, 103-106, 109-112, 115-118, 123-126, 129-132, 135-138, 143-146, 149-152, 155-159, 163-166, 169-172, 175-178, 183-186, 189-192, 195-198, T13-T49.
(G) draw inferences and support them with textual evidence and experience;	Teacher's Edition: 119, 120, T44-T49.