

Vocabu-Lit Correlation to English II  
Texas Essential Knowledge and Skills

| §110.32. English Language Arts and Reading, English II (One Credit), Beginning with School Year 2009-2010.   | Vocabulary for the High School Student   |
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| <b>(b) Knowledge and skills.</b>   |  |
| <b>(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>   |  |
| (A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;           | Chapter 3: Enlarging Vocabulary Through Anglo-Saxon Prefixes;<br>Chapter 4: Enlarging Vocabulary Through Latin Prefixes;<br>Chapter 5: Enlarging Vocabulary Through Lattin Roots<br>Chapter 6: Enlarging Vocabulary Through Greek World Elements |
| (B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;  | 7, 12-13, 16, 26, 31, 35, 41-43, 45-46, 51-52, 55, 60-61, 64-65, 69, 73-74, 116, 131, 146, 161, 171, 173, 174, 176, 179, 188-189, 190, 192, 193, 196, 206, 208, 210, 211, 214, 219, 224, 226, 227, 229, 232, 231, 243, 245, 247, 249, 251        |
| (C) infer word meaning through the identification and analysis of analogies and other word relationships;  | 344-354; analogy practice is included in most chapters   |
| (D) show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., <i>glasnost</i> , <i>avant-garde</i> , <i>coup d'état</i> ); and |  |
| (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.                                 | Meaning and typical use examples are provided at the beginning of each lesson.   |