

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

| <b>§110.31. English Language Arts and Reading, English I (One Credit), Beginning with School Year 2009-2010.</b>                                                                                                                                    | <b>Vocabulary for the High School Student</b>                                                                                                                                                                                                    |
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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) produce analogies that describe a function of an object or its description;                                                                                                                                                                     | 344-354; analogy practice is included in most chapters                                                                                                                                                                                           |
| (D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., <i>caveat emptor</i> , <i>carte blanche</i> , <i>tete a tete</i> , <i>pas de deux</i> , <i>bon appetit</i> , <i>quid pro quo</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.                                                                                                                                                                   |