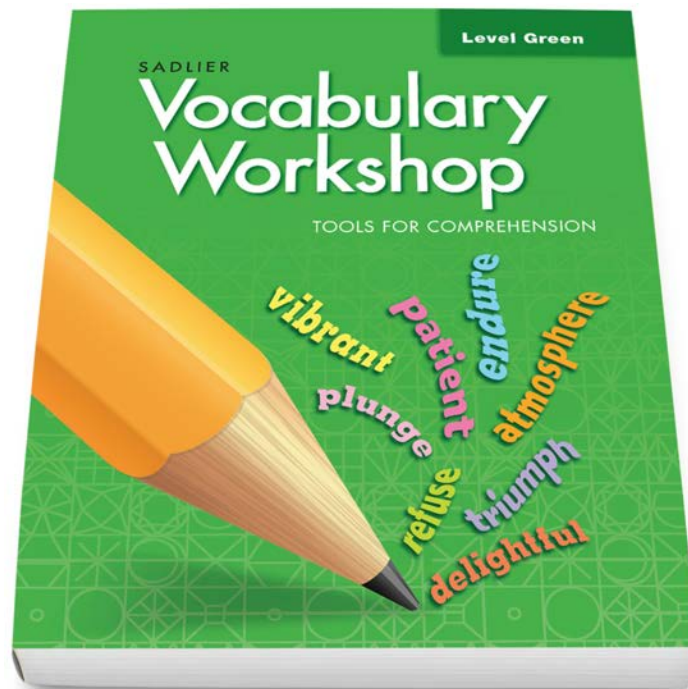


Vocabulary Workshop

Tools for Comprehension

Correlation to the Pennsylvania Department of Education
Academic Standards for English Language Arts March 1, 2014

Grade 3



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Key Aligned Content

1.1 Foundational Skills

Fluency

CC.1.1.3.E

Read with accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 3 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Introducing the Words</p> <ul style="list-style-type: none"> • Unit 1 “The Fox and the Grapes” (An Aesop Fable) 610, pp. 6–7 • Unit 2 “Driving on Route 66” (Magazine Article) 710, pp. 16–17 • Unit 3 “Going Green Every Day” (Magazine Article) 610, pp. 26–27 • Unit 4 “The Handsome Stag” (Folktale) 660, pp. 36–37 • Unit 5 “The International Space Station” (Journal Article) 710, pp. 46–47 • Unit 6 “King Tut Then and Now” (Historical Nonfiction) 690, pp. 56–57 • Unit 7 “The Liberty Bell” (Report) 740, pp. 68–69 • Unit 8 “The Terracotta Army” (Journal Article) 810, pp. 78–79 • Unit 9 “The Talent Show” (Realistic Fiction) 510, pp. 88–89 • Unit 10 “The Princess and the Pea” (Fairy Tale) 510, pp. 98–99 • Unit 11 “Treasure Among Diamonds” (Journal Article) 750, pp. 108–109 • Unit 12 “The Tiger’s Promise” (Korean Folktale) 500, pp. 118–119 • Unit 13 “The Winter Olympics” (News Article) 730, pp. 130–131 • Unit 14 “Amelia Earhart 1897–1937” (Biography) 630, pp. 140–141 • Unit 15 “The Great Barrier Reef” (Magazine Article) 730, pp. 150–151 • Unit 16 “Two Troublesome Monkeys” (Fantasy) 630, pp. 160–161 <p style="text-align: right;"><i>continued</i></p>	<p>In Introducing the Words, students read a passage that presents all ten unit words in context. A different genre and theme are presented in each passage.</p> <p>When reading a passage, students are directed to pay close attention to the context of the highlighted unit words. Photographs and illustrations provide additional clues. This will both improve their comprehension of the passage and help them to begin to figure out the word meanings.</p>

1.1 Foundational Skills

Fluency

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Read with accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 3 <i>Vocabulary Workshop</i> Feature/Location	Description
<ul style="list-style-type: none"> • Unit 17 “The Nile Crocodile” (Journal Article) 600, pp. 170–171 • Unit 18 “Gold! Gold! Gold!” (Textbook Entry) 690, pp. 180–181 Lesson Plan—ATE p. T26	
Definitions Unit 1, pp. 8–9; Unit 2, pp. 18–19; Unit 3, pp. 28–29; Unit 4, pp. 38–39; Unit 5, pp. 48–49; Unit 6, pp. 58–59; Unit 7–pp. 70–71; Unit 8–pp. 80–81; Unit 9, pp. 90–91; Unit 10, pp. 100–101; Unit 11, pp. 110–111; Unit 12, pp. 120–121; Unit 13, pp. 132–133; Unit 14, pp. 142–143; Unit 15, pp. 152–153; Unit 16, pp. 162–163; Unit 17, pp. 172–173; Unit 18, pp. 182–183 Lesson Plan—ATE p. T28	Located immediately after the unit passage is Definitions , a two-page alphabetical listing of each of the twelve unit words. The dictionary-style entry for each word includes its pronunciation, part of speech, definition, sample sentence showing how the word is used, synonyms and antonyms, and sometimes a picture to help clarify the meaning. To reinforce the understanding and use of the word in context, students write the word on the line of the sample sentence.
Synonyms and Antonyms Unit 1, p. 10; Unit 2, p. 20; Unit 3, p. 30; Unit 4, p. 40; Unit 5, p. 50; Unit 6, p. 60; Unit 7, p. 72; Unit 8, p. 82; Unit 9, p. 92; Unit 10, p. 102; Unit 11, p. 112; Unit 12, p. 122; Unit 13, p. 134; Unit 14, p. 144; Unit 15, p. 154; Unit 16, p. 164; Unit 17, p. 174; Unit 18, p. 184 Lesson Plan—ATE p. T29	The Synonyms and Antonyms exercises require students to write the word that has the same or opposite meaning as the boldface word in the given sentence. To complete the exercises, students rely on context clues to find the right synonym or antonym.
Completing the Sentence Unit 1, p. 11; Unit 2, p. 21; Unit 3, p. 31; Unit 4, p. 41; Unit 5, p. 51; Unit 6, p. 61; Unit 7, p. 73; Unit 8, p. 83; Unit 9, p. 93; Unit 10, p. 103; Unit 11, p. 113; Unit 12, p. 123; Unit 13, p. 135; Unit 14, p. 145; Unit 15, p. 155; Unit 16, p. 165; Unit 17, p. 175; Unit 18, p. 185 Lesson Plan—ATE p. T30	For each Completing the Sentence exercise, students rely on context clues in order to identify and write the word from the box that best completes the sentence. They learn that one or more context clues in sentences can be before or after the unfamiliar word.

1.1 Foundational Skills

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Read with accuracy and fluency to support comprehension.

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- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 3 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Word Associations Unit 1, p. 12; Unit 2, p. 22; Unit 3, p. 32; Unit 4, p. 42; Unit 5, p. 52; Unit 6, p. 62; Unit 7, p. 74; Unit 8, p. 84; Unit 9, p. 94; Unit 10, p. 104; Unit 11, p. 114; Unit 12, p. 124; Unit 13, p. 136; Unit 14, p. 146; Unit 15, p. 156; Unit 16, p. 166; Unit 17, p. 176; Unit 18, p. 186 Lesson Plan—ATE p. T31</p>	<p>In each Word Associations exercise, students see a unit word in an abbreviated context then choose which of four options best completes the sentence or answers the question.</p>
<p>Words in Context</p> <ul style="list-style-type: none"> • Unit 1 “Fox in Folklore,” p. 13 • Unit 2 “The Long and Surprising History of the Electric Car,” p. 23 • Unit 3 “How Earth Day Began,” p. 33 • Unit 4 “Once Upon A Time,” p. 43 • Unit 5 “Space Suits,” p. 53 • Unit 6 “Archaeology,” p. 63 • Unit 7 “Independence Hall,” p. 75 • Unit 8 “The Art of Chinese Calligraphy,” p. 85 • Unit 9 “The Problem of Food Waste,” p. 95 • Unit 10 “Hans Christian Andersen’s Fairy Tales,” p. 105 • Unit 11 “The Strait of Magellan,” p. 115 • Unit 12 “Where Do Wild Tigers Live?,” p. 125 • Unit 13 “Special Olympics,” p. 137 • Unit 14 “Flying with Bessie Coleman,” p. 147 • Unit 15 “Whales, Dolphins, and Porpoises,” p. 157 • Unit 16 “All About Rain Forests,” p. 167 • Unit 17 “Exploring the Nile,” p. 177 • Unit 18 “Boomtowns and Ghost Towns,” p. 187 <p>Lesson Plan—ATE p. T33</p>	<p>In Words in Context, students read a short passage related to the topic or theme of the Introducing the Words reading passage at the beginning of the unit. They pay close attention to the context of the unit words in the passage as they answer vocabulary-in-context questions.</p>
<p>Word Study: Context Clues</p> <ul style="list-style-type: none"> • Unit 2 Context Clues 1, p. 24 • Unit 8 Context Clues 2, p. 86 <p>Lesson Plan—ATE pp. T34, T36</p>	<p>In the Word Study: Context Clues lessons, students learn how to recognize and use four types of context clues: Definition, Example, Restatement, and Contrast.</p>

1.1 Foundational Skills

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- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 3 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Word Study</p> <ul style="list-style-type: none"> • Unit 1 Dictionary: Multiple-Meaning Words, p. 14 • Unit 3 Word Families, @ SadlierConnect.com • Unit 4 Word Parts and Base Words, p. 44 • Unit 5 Prefixes (re-, pre-, in-), p. 54 • Unit 6 Word Study: Suffixes (-ly, -ful, -less), @ SadlierConnect.com • Unit 7 Homophones, p. 76 • Unit 9 Analogies 1, @ SadlierConnect.com • Unit 10 Prefixes (un-, de-, over), p. 106 • Unit 11 Suffixes (-ness, -er, -or), p. 116 • Unit 12 Homographs 1, @ SadlierConnect.com • Unit 13 Compound Words, p. 138 • Unit 14 Homographs 2, p. 148 • Unit 15 Analogies 2, @ SadlierConnect.com • Unit 16 Prefixes (dis-, mis-, im-), p. 168 • Unit 17 Suffixes (-ion, -ment, -able), p. 178 • Unit 18 Roots (loc, aud), @ SadlierConnect.com <p>Lesson Plan—ATE pp. T33–T39</p>	<p>Other Word Study lessons direct students to pay careful attention to context clues when determining the meaning of unfamiliar words.</p>
<p>Vocabulary for Comprehension</p> <ul style="list-style-type: none"> • Review Units 1-3 “Monkey Business” (monkeys who help people), pp. 34–35 • Review Units 1-6 “Nellie Bly: Star Reporter,” pp. 64–65 • Review Units 7-9 “Pants as Good as Gold” (Levi Strauss), pp. 96–97 • Review Units 7-12 “A Mountain Hike,” pp. 126–127 • Review Units 13-15 “An Amazing Creature” (loggerhead turtles), pp. 158–159 • Review Units 13-18 “Anansi the Hungry Spider,” pp. 188–189 	<p>Each Vocabulary for Comprehension passage incorporates several of the words taught in the prior three units. After reading, students answer comprehension and vocabulary-in-context questions based on the passage.</p> <p>The lesson plan includes a model for using context clues to help figure out the meaning of a new or unfamiliar word. The clues can be in the surrounding sentences, or they can be other words in the sentence.</p>

1.1 Foundational Skills

Fluency

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Grade 3 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Completing the Idea Review Units 1–6, p. 67; Review Units 7–12, p. 129; Review Units 13–18, p. 191 Lesson Plan—ATE p. T48</p>	<p>Within the context of a sentence starter that contains a taught word, students draw on personal experience or prior knowledge in order to complete the sentence.</p> <p>When a multiple-meaning word is used in a sentence, students can figure out the intended meaning by using the context clues. However, they first need to be familiar with the various meanings.</p>

1.2 Reading Informational Text

Craft and Structure: Vocabulary

CC.1.2.3.F

Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.

Grade 3 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Introducing the Words</p> <ul style="list-style-type: none"> • Unit 2 “Driving on Route 66” (Magazine Article) 710, pp. 16–17 • Unit 3 “Going Green Every Day” (Magazine Article) 610, pp. 26–27 • Unit 5 “The International Space Station” (Journal Article) 660, pp. 46–47 • Unit 6 “King Tut Then and Now” (Historical Nonfiction) 690, pp. 56–57 • Unit 7 “The Liberty Bell” (Report) 740, pp. 68–69 • Unit 8 “The Terracotta Army” (Journal Article) 810, pp. 78–79 • Unit 11 “Treasure Among Diamonds” (Journal Article) 750, pp. 108–109 <p style="text-align: right;"><i>continued</i></p>	<p>The Introducing the Words activity at the beginning of each unit presents a passage of grade-level text that incorporates the ten words students will learn in the unit.</p> <p>Students are directed to pay close attention to the context of the highlighted unit words while reading the passage. This will both improve their comprehension of the reading selection and help them begin to figure out the word meanings.</p>

1.2 Reading Informational Text

Craft and Structure: Vocabulary

CC.1.2.3.F

Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.

Grade 3 <i>Vocabulary Workshop</i> Feature/Location	Description
<ul style="list-style-type: none"> • Unit 13 “The Winter Olympics” (News Article) 730, pp. 130–131 • Unit 14 “Amelia Earhart 1897–1937” (Biography) 630, pp. 140–141 • Unit 15 “The Great Barrier Reef” (Magazine Article) 730, pp. 150–151 • Unit 17 “The Nile Crocodile” (Journal Article) 600, pp. 170–171 • Unit 18 “Gold! Gold! Gold!” (Textbook Entry) 690, pp. 180–181 <p>Lesson Plan—ATE p. T26 Background Information—ATE p. T27</p>	
<p>Words in Context</p> <ul style="list-style-type: none"> • Unit 1 “Fox in Folklore,” p. 13 • Unit 2 “The Long and Surprising History of the Electric Car,” p. 23 • Unit 3 “How Earth Day Began,” p. 33 • Unit 4 “Once Upon A Time,” p. 43 • Unit 5 “Space Suits,” p. 53 • Unit 6 “Archaeology,” p. 63 • Unit 7 “Independence Hall,” p. 75 • Unit 8 “The Art of Chinese Calligraphy,” p. 85 • Unit 9 “The Problem of Food Waste,” p. 95 • Unit 10 “Hans Christian Andersen’s Fairy Tales,” p. 105 • Unit 11 “The Strait of Magellan,” p. 115 • Unit 12 “Where Do Wild Tigers Live?,” p. 125 • Unit 13 “Special Olympics,” p. 137 • Unit 14 “Flying with Bessie Coleman,” p. 147 • Unit 15 “Whales, Dolphins, and Porpoises,” p. 157 • Unit 16 “All About Rain Forests,” p. 167 • Unit 17 “Exploring the Nile,” p. 177 • Unit 18 “Boomtowns and Ghost Towns,” p. 187 <p>Lesson Plan—ATE p. T33</p>	<p>In Words in Context, students read a short passage of grade-level informational text related to the topic or theme of the Introducing the Words reading selection at the beginning of the unit.</p> <p>They pay close attention to the context of the boldfaced unit words in the passage in order to determine the meaning of words appearing in the vocabulary-in-context questions that follow the passage.</p>

1.2 Reading Informational Text

Craft and Structure: Vocabulary

CC.1.2.3.F

Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.

Grade 3 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Shades of Meaning</p> <ul style="list-style-type: none"> Unit 1 Words That Describe How Things Taste (bitter, bland, spicy), p. 15 Unit 2 Literal and Nonliteral Meanings (take steps, turned the corner, set aside), p. 25 Unit 4 Word Choice (capture, snatch, trap), p. 45 Unit 5 Word Choice (glance, gaze, glare), p. 55 Unit 7 Idioms 1, p. 77 Unit 8 Words That Describe People 1 (timid, friendly, helpful), p. 87 Unit 10 Idioms 2, p. 107 Unit 11 Words That Describe People 2 (aloof, bold, meek), p. 117 Unit 13 Word Choice (declare, mutter, admit), p. 139 Unit 14 Word Choice (predict, suspect, wonder), p. 149 Unit 16 Words That Describe Behavior (defiant, charming, cunning), p. 169 Unit 17 Words That Describe Appearance (elegant, shabby, tidy), p. 179 <p>Lesson Plans Practice/Apply—ATE pp. T40–T43</p>	<p>The Shades of Meaning activities help students deepen their understanding of word choice in grade-level text by examining relationships among related words and by analyzing nuances of meaning.</p> <p>They also explore the use of idioms—figurative expressions that cannot be explained by their individual words.</p>
<p>Vocabulary for Comprehension</p> <ul style="list-style-type: none"> Review Units 1-3 “Monkey Business” (monkeys who help people), pp. 34–35 Review Units 1-6 “Nellie Bly: Star Reporter,” pp. 64–65 Review Units 7-9 “Pants as Good as Gold” (Levi Strauss), pp. 96–97 Review Units 13-15 “An Amazing Creature” (loggerhead turtles), pp. 158–159 <p>Lesson Plan—ATE pp. T45–T46</p>	<p>Located in each unit review, the Vocabulary for Comprehension passage incorporates several of the words taught in the prior three units. After reading, students answer comprehension and vocabulary-in-context questions based on the passage.</p>

1.2 Reading Informational Text

Vocabulary Acquisition and Use

CC.1.2.3.J

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Grade 3 Vocabulary Workshop Feature/Location	Description
<p>Units: Instructional Activities</p> <ul style="list-style-type: none"> • Introducing the Words • Definitions • Synonyms • Antonyms • Completing the Sentence • Word Associations • Words with Latin/Greek Roots • Words in Context • Word Study • Shades of Meaning <p>Review Units: Review/Extension Activities</p> <ul style="list-style-type: none"> • Vocabulary for Comprehension • Classifying • Completing the Idea 	<p>Throughout the program students learn and use grade-appropriate conversational, general academic, and domain-specific words and phrases through a variety of increasingly sophisticated language arts activities. These activities include gleaning extended and short reading selections for context clues that unlock the meaning of unfamiliar words and phrases, as well as improve comprehension.</p> <p>Students practice regularly selecting and using the right words in their speaking and writing. Word-relationship and word-building lessons covering synonyms, antonyms, roots, and shades of meaning likewise help equip students for independent development of academic and domain-specific vocabulary.</p>

Vocabulary Acquisition and Use

CC.1.2.3.K

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Grade 3 Vocabulary Workshop Feature/Location	Description
<p>Word Study: Multiple-Meaning Words</p> <ul style="list-style-type: none"> • Unit 1 Dictionary: Multiple-Meaning Words, p. 14 <p>Word Study: Context Clues</p> <ul style="list-style-type: none"> • Unit 2 Context Clues 1, p. 24 • Unit 8 Context Clues 2, p. 86 <p>Word Study: Words Often Confused</p> <ul style="list-style-type: none"> • Unit 7 Homophones, p. 76 • Unit 12 Homographs 1, @ SadlierConnect.com • Unit 14 Homographs 2, p. 148 <p>Word Study: Related Words</p> <ul style="list-style-type: none"> • Unit 3 Word Families, @ SadlierConnect.com • Unit 9 Analogies 1, @ SadlierConnect.com • Unit 15 Analogies 2, @ SadlierConnect.com <p style="text-align: center;"><i>continued</i></p>	<p>Word Study lessons help student build vocabulary by applying a variety of strategies, such as using context clues and analyzing word parts, including roots and affixes.</p>

1.2 Reading Informational Text

Vocabulary Acquisition and Use

CC.1.2.3.K

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Grade 3 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Word Study: Roots and Affixes</p> <ul style="list-style-type: none"> Unit 4 Word Parts and Base Words, p. 44 Unit 5 Prefixes (re-, pre-, in-), p. 54 Unit 6 Suffixes (-ly, -ful, -less), @ SadlierConnect.com Unit 10 Prefixes (un-, de-, over), p. 106 Unit 11 Suffixes (-ness, -er, -or), p. 116 Unit 13 Compound Words, p. 138 Unit 16 Prefixes (dis-, mis-, im-), p. 168 Unit 17 Suffixes (-ion, -ment, -able), p. 178 Unit 18 Roots (loc, aud), @ SadlierConnect.com <p>Word Study: Tools</p> <ul style="list-style-type: none"> Unit 1 Dictionary: Multiple-Meaning Words, p. 14 <p>Lesson Plan—ATE pp. T34-T39</p>	
<p>Completing the Idea: Writing Challenge</p> <p>Review Units 1-6, p. 67, Review Units 7-12, p. 129, Units 13-18, p. 191</p> <p>Lesson Plan—ATE p. T48</p>	<p>In the Writing Challenge, students are provided with a multiple-meaning word from the reviewed units. They write a sentence for two different meanings of the word. They are reminded to use the parts of speech indicated in the directions.</p>

1.3 Reading Literature

Craft and Structure: Vocabulary

CC.1.3.3.F

Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.

Grade 3 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Introducing the Words</p> <ul style="list-style-type: none"> Unit 1 “The Fox and the Grapes” (An Aesop Fable) 610, pp. 6-7 Unit 4 “The Handsome Stag” (Folktale) 660, pp. 36-37 Unit 9 “The Talent Show” (Realistic Fiction) 510, pp. 88-89 <p style="text-align: right;"><i>continued</i></p>	<p>In Introducing the Words, students read a passage of grade-level text that incorporates the ten words they will learn in the unit.</p> <p>Students are directed to pay close attention to the context of these highlighted unit words while reading the passage. This will both improve their comprehension of the reading selection and help them begin to figure out the word meanings.</p>

1.3 Reading Literature

Craft and Structure: Vocabulary

CC.1.3.3.F

Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.

Grade 3 <i>Vocabulary Workshop</i> Feature/Location	Description
<ul style="list-style-type: none"> Unit 10 “The Princess and the Pea” (Fairy Tale) 510, pp. 98–99 Unit 12 “The Tiger’s Promise” (Korean Folktale) 500, pp. 118–119 Unit 16 “Two Troublesome Monkeys” (Fantasy) 630, pp. 160–161 <p>Lesson Plan—ATE p. T26 Background Information—ATE p. T27</p>	
<p>Shades of Meaning</p> <ul style="list-style-type: none"> Unit 1 Words That Describe How Things Taste (bitter, bland, spicy), p. 15 Unit 2 Literal and Nonliteral Meanings (take steps, turned the corner, set aside), p. 25 Unit 4 Word Choice (capture, snatch, trap), p. 45 Unit 5 Word Choice (glance, gaze, glare), p. 55 Unit 7 Idioms 1, p. 77 Unit 8 Words That Describe People 1 (timid, friendly, helpful), p. 87 Unit 10 Idioms 2, p. 107 Unit 11 Words That Describe People 2 (aloof, bold, meek), p. 117 Unit 13 Word Choice (declare, mutter, admit), p. 139 Unit 14 Word Choice (predict, suspect, wonder), p. 149 Unit 16 Words That Describe Behavior (defiant, charming, cunning), p. 169 Unit 17 Words That Describe Appearance (elegant, shabby, tidy), p. 179 <p>Lesson Plans Practice/Apply—ATE pp. T40–T43</p>	<p>The Shades of Meaning activities help students deepen their understanding of word choice in grade-level text by examining relationships among related words and by analyzing nuances of meaning.</p> <p>They also explore the use of idioms—figurative expressions that cannot be explained by their individual words.</p>
<p>Vocabulary for Comprehension</p> <ul style="list-style-type: none"> Review Units 7–9 “Why Coyote’s Tail Has a White Tip,” pp. 96–97 Review Units 13–15 “The Catnapper Mystery,” pp. 158–159 <p>Lesson Plan—ATE pp. T45–T46</p>	<p>Located in each unit review, the Vocabulary for Comprehension passage incorporates several of the words taught in the prior three units. After reading, students answer comprehension and vocabulary-in-context questions based on the passage.</p>

1.3 Reading Literature

Vocabulary Acquisition and Use: Strategies

CC.1.3.3.1

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Grade 3 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Word Study: Multiple-Meaning Words</p> <ul style="list-style-type: none"> Unit 1 Dictionary: Multiple-Meaning Words, p. 14 <p>Word Study: Context Clues</p> <ul style="list-style-type: none"> Unit 2 Context Clues 1, p. 24 Unit 8 Context Clues 2, p. 86 <p>Word Study: Words Often Confused</p> <ul style="list-style-type: none"> Unit 7 Homophones, p. 76 Unit 12 Homographs 1, @ SadlierConnect.com Unit 14 Homographs 2, p. 148 <p>Word Study: Related Words</p> <ul style="list-style-type: none"> Unit 3 Word Families, @ SadlierConnect.com Unit 9 Analogies 1, @ SadlierConnect.com Unit 15 Analogies 2, @ SadlierConnect.com <p>Word Study: Roots and Affixes</p> <ul style="list-style-type: none"> Unit 4 Word Parts and Base Words, p. 44 Unit 5 Prefixes (re-, pre-, in-), p. 54 Unit 6 Suffixes (-ly, -ful, -less), @ SadlierConnect.com Unit 10 Prefixes (un-, de-, over), p. 106 Unit 11 Suffixes (-ness, -er, -or), p. 116 Unit 13 Compound Words, p. 138 Unit 16 Prefixes (dis-, mis-, im-), p. 168 Unit 17 Suffixes (-ion, -ment, -able), p. 178 Unit 18 Roots (loc, aud), @ SadlierConnect.com <p>Word Study: Tools</p> <ul style="list-style-type: none"> Unit 1 Dictionary: Multiple-Meaning Words, p. 14 <p>Lesson Plan—ATE pp. T34-T39</p>	<p>Word Study lessons help student build vocabulary by applying a variety of strategies, such as using context clues and analyzing word parts, including roots and affixes.</p>
<p>Completing the Idea: Writing Challenge</p> <p>Review Units 1-6, p. 67, Review Units 7-12, p. 129, Units 13-18, p. 191</p> <p>Lesson Plan—ATE p. T48</p>	<p>In the Writing Challenge, students are provided with a multiple-meaning word from the reviewed units. They write a sentence for two different meanings of the word. They are reminded to use the parts of speech indicated in the directions.</p>

1.3 Reading Literature

Vocabulary Acquisition and Use

CC.1.3.3.J

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Grade 3 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Units: Instructional Activities</p> <ul style="list-style-type: none"> • Introducing the Words • Definitions • Synonyms • Antonyms • Completing the Sentence • Word Associations • Words with Latin/Greek Roots • Words in Context • Word Study • Shades of Meaning <p>Review Units: Review/Extension Activities</p> <ul style="list-style-type: none"> • Vocabulary for Comprehension • Classifying • Completing the Idea 	<p>Throughout the program students learn and use grade-appropriate conversational, general academic, and domain-specific words and phrases through a variety of increasingly sophisticated language arts activities. These activities include gleaning extended and short reading selections for context clues that unlock the meaning of unfamiliar words and phrases, as well as improve comprehension.</p> <p>Students practice regularly selecting and using the right words in their speaking and writing. Word-relationship and word-building lessons covering synonyms, antonyms, roots, and shades of meaning likewise help equip students for independent development of academic and domain-specific vocabulary.</p>

Additional Aligned Content

1.1 Foundational Skills

Fluency

CC.1.1.3.E

Read with accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 3 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Introducing the Words Unit 1, pp. 6–7; Unit 2, pp. 16–17; Unit 3, pp. 26–27; Unit 4, pp. 36–37; Unit 5, pp. 46–47; Unit 6, pp. 56–57; Unit 7, pp. 68–69; Unit 8, pp. 78–79; Unit 9, pp. 88–89; Unit 10, pp. 98–99; Unit 11, pp. 108–109; Unit 12, pp. 118–119; Unit 13, pp. 130–131; Unit 14, pp. 140–141; Unit 15, pp. 150–151; Unit 16, pp. 160–161; Unit 17, pp. 170–171; Unit 18, pp. 180–181 Lesson Plan—ATE p. T26</p>	<p>Located at the beginning of each unit, Introducing the Words features an on-level reading selection that presents all twelve highlighted unit words in context. A different genre and theme are presented in each passage.</p> <p>Suitable for repeated silent or oral reading, the passages include photographs or illustrations with additional clues to help improve reader comprehension.</p>
<p>Words in Context Unit 1, p. 13; Unit 2, p. 23; Unit 3, p. 33; Unit 4, p. 43; Unit 5, p. 53; Unit 6, p. 63; Unit 7, p. 75; Unit 8, p. 85; Unit 9, p. 95; Unit 10, p. 105; Unit 11, p. 115; Unit 12, p. 125; Unit 13, p. 137; Unit 14, p. 147; Unit 15, p. 157; Unit 16, p. 167; Unit 17, p. 177; Unit 18, p. 187 Lesson Plan—ATE p. T33</p>	<p>Words in Context begins with a short reading passage related to the topic or theme of the Introducing the Words article students read at the beginning of the unit.</p> <p>In successive readings, students refer back to the boldface unit words in the passage as they answer the four vocabulary-in-context questions.</p>
<p>Vocabulary for Comprehension Review Units 1-3, p. 34; Review Units 1-6, p. 64; Review Units 7-9, p. 96; Review Units 7-12, p. 126; Review Units 13-15, p. 158; Review Units 13-18, p. 188 Lesson Plan—ATE pp. T45–T46</p>	<p>Each Vocabulary for Comprehension reading passage is an opportunity to improve student comprehension skills and fluency. After the first reading, students are directed to reread the passage to locate and understand important details or clarify confusing parts.</p> <p>After reading, students answer comprehension and vocabulary-in-context questions based on the passage.</p>
<p>Developing Vocabulary Through Literature ATE p. T24</p>	<p>Included in the Annotated Teacher’s Edition is a list of grade-level appropriate children’s books that can be used to support a literature-based approach to vocabulary study. Furthermore, students’ reading of recommended classic and contemporary literature enhances both comprehension and fluency.</p>

1.2 Reading Informational Text

Range of Reading

CC.1.2.3.L

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Grade 3 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Introducing the Words</p> <ul style="list-style-type: none"> • Unit 2 “Driving on Route 66” (Magazine Article) 710, pp. 16–17 • Unit 3 “Going Green Every Day” (Magazine Article) 610, pp. 26–27 • Unit 5 “The International Space Station” (Journal Article) 660, pp. 46– 47 • Unit 6 “King Tut Then and Now” (Historical Nonfiction) 690, pp. 56–57 • Unit 7 “The Liberty Bell” (Report) 740, pp. 68–69 • Unit 8 “The Terracotta Army” (Journal Article) 810, pp. 78–79 • Unit 11 “Treasure Among Diamonds” (Journal Article) 750, pp. 108–109 • Unit 13 “The Winter Olympics” (News Article) 730, pp. 130–131 • Unit 14 “Amelia Earhart 1897–1937” (Biography) 630, pp. 140–141 • Unit 15 “The Great Barrier Reef” (Magazine Article) 730, pp. 150–151 • Unit 17 “The Nile Crocodile” (Journal Article) 600, pp. 170–171 • Unit 18 “Gold! Gold! Gold!” (Textbook Entry) 690, pp. 180–181 <p>Lesson Plan—ATE p. T26 Background Information—ATE p. T27</p>	<p>In Introducing the Words, students read a two-page passage of grade-level text that incorporates the ten words they will learn in the unit.</p> <p>Students are directed to pay close attention to the context of these highlighted unit words while reading the passage. This will both improve their comprehension of the reading selection and help them begin to figure out the word meanings.</p> <p>The lesson plan provides teacher suggestions for helping students access prior knowledge, presenting new vocabulary, and asking and answering key questions about the passage.</p> <p>Depending on the needs of individual students, the teacher may assign the passage as independent reading, read it together as a Read Aloud, or have them listen to the audio version of the passage, available at SadlierConnect.com, while reading.</p>
<p>Vocabulary for Comprehension</p> <ul style="list-style-type: none"> • Review Units 1-3 “Monkey Business” (monkeys who help people), pp. 34–35 • Review Units 1-6 “Nellie Bly: Star Reporter,” pp. 64–65 • Review Units 7-9 “Pants as Good as Gold” (Levi Strauss), pp. 96–97 • Review Units 13-15 “An Amazing Creature” (loggerhead turtles), pp. 158–159 <p>Lesson Plan—ATE pp. T45–T46</p>	<p>Located in each review unit, the Vocabulary for Comprehension passage incorporates several of the words taught in the prior three units. After reading, students answer comprehension and vocabulary-in-context questions based on the passage.</p>

1.3 Reading Literature

Range of Reading

CC.1.3.3.K

Read and comprehend literary fiction on grade level, reading independently and proficiently.

Grade 3 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Introducing the Words</p> <ul style="list-style-type: none"> Unit 1 “The Fox and the Grapes” (An Aesop Fable) 610, pp. 6–7 Unit 4 “The Handsome Stag” (Folktale) 660, pp. 36–37 Unit 9 “The Talent Show” (Realistic Fiction) 510, pp. 88–89 Unit 10 “The Princess and the Pea” (Fairy Tale) 510, pp. 98–99 Unit 12 “The Tiger’s Promise” (Korean Folktale) 500, pp. 118–119 Unit 16 “Two Troublesome Monkeys” (Fantasy) 630, pp. 160–161 <p>Lesson Plan—ATE p. T26 Background Information—ATE p. T27</p>	<p>In Introducing the Words, students read a two-page passage of grade-level text that incorporates the ten words they will learn in the unit.</p> <p>Students are directed to pay close attention to the context of these highlighted unit words while reading the passage. This will both improve their comprehension of the reading selection and help them begin to figure out the word meanings.</p> <p>The lesson plan provides teacher suggestions for helping students access prior knowledge, presenting new vocabulary, and asking and answering key questions about the passage.</p> <p>Depending on the needs of individual students, the teacher may assign the passage as independent reading, read it together as a Read Aloud, or have them listen to the audio version of the passage, available at SadlierConnect.com, while reading.</p>
<p>Vocabulary for Comprehension</p> <ul style="list-style-type: none"> Review Units 7-12 “A Mountain Hike,” pp. 126–127 Review Units 13-18 “Anansi the Hungry Spider,” pp. 188–189 <p>Lesson Plan—ATE pp. T45–T46</p>	<p>Located in each review unit, the Vocabulary for Comprehension passage incorporates several of the words taught in the prior three units. After reading, students answer comprehension and vocabulary-in-context questions based on the passage.</p>
<p>Developing Vocabulary Through Literature ATE p. T24</p> <ul style="list-style-type: none"> <i>Under the Royal Palms: A Childhood in Cuba</i> by Ada Alma Flor (Autobiography/Children’s Book Author) <i>Mr. Popper’s Penguins</i> by Richard and Florence Atwater (Humor/Newbery) <i>I, Houdini</i> by Lynne Reid Banks (Animal/Adventure) <i>No Flying in the House</i> by Betty Brock (Mystery/Fantasy) <i>Everywhere</i> by Bruce Brooks (African American/Family) <i>Shoeshine Girl</i> by Clyde Robert Bulla (Realistic Fiction) <i>The Enormous Egg</i> by Oliver Butterworth (Dinosaurs/Humor) <p style="text-align: right;"><i>continued</i></p>	<p>Included in the Annotated Teacher’s Edition is a list of grade-level appropriate children’s books that can be used to support a literature-based approach to vocabulary study.</p> <p>Share the list of recommended titles to students to encourage independent reading.</p>

1.3 Reading Literature

Range of Reading

CC.1.3.3.K

Read and comprehend literary fiction on grade level, reading independently and proficiently.

Grade 3 <i>Vocabulary Workshop</i> Feature/Location	Description
<ul style="list-style-type: none"> • The Principal's New Clothes by Stephanie Calmenson (Humor) • Ramona Quimby, Age 8 by Beverly Cleary (Family/Newbery) • Sadako and the Thousand Paper Cranes by Eleanor Coerr (Historical Fiction/Hiroshima) • The Minpins by Roald Dahl (Adventure/Fantasy) • Half Magic by Edward Eager (Adventure/Historical/Middle Ages) • The Hundred Dresses by Eleanor Estes (Historical/Newbery) • What's the Big Idea, Ben Franklin? by Jean Fritz (Biography) • Stone Fox by John R. Gardiner (Adventure) • The Shrinking of Treehorn by Florence Parry Heide (Humor) • Bunnica: A Rabbit Tale of Mystery by James and Deborah Howe (Mystery/Animal/Humor) • Aldo Applesauce by Johanna Hurwitz (Realistic/Family) • Savvy by Ingrid Law (Fantasy/Adventure) • Where the Mountain Meets the Moon by Grace Lin (Fantasy/Chinese) • *Pippi Longstocking by Astrid Ericsson Lindgren (Adventure/Humor) • Rules by Cynthia Lord (Realistic/Family/Disabilities) • Betsy-Tacy by Maud Hart Lovelace (Realistic/Friendship) • Flip-Flop Girl by Katherine Paterson (Realistic/Family) • Bridge to Terabithia by Katherine Paterson (Realistic/Friendship) • *Riding Freedom by Pam Munoz Ryan (Historical Fiction) • Holes by Louis Sachar (Mystery/Humor) • The Boy of a Thousand Faces by Brian Selznick (Fantasy/Adventure) • *The Real Thief by William Steig (Animal/Humor/Fantasy) • Justin and the Best Biscuits in the World by Mildred Pitts Walter (African American/Realistic/Cowboy) <p style="text-align: center;"><i>continued</i></p>	

1.3 Reading Literature

Range of Reading

CC.1.3.3.K

Read and comprehend literary fiction on grade level, reading independently and proficiently.

Grade 3 <i>Vocabulary Workshop</i> Feature/Location	Description
<ul style="list-style-type: none"> • *Stuart Little by E. B. White (Family/Animal/Adventure) • The Adventures of Laura and Jack by Laura Ingalls Wilder (Historical Fiction) • Sleeping Ugly by Jane Yolen (Fairy Tale) <p>*Good for read-alouds and read-alongs but difficult for independent reading.</p>	

1.4 Writing

Informative/Explanatory

CC.1.4.3.A

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Grade 3 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Words in Context: Write Your Own Unit 2 (describe an invention), p. 23; Unit 7 (describe an interesting place), p. 75; Unit 8 (describe a skill you have), p. 85; Unit 9 (write a problem/solution essay), p. 95; Unit 11 (describe a body of water), p. 115; Unit 12 (describe a favorite animal), p. 125; Unit 14 (describe a skill to learn), p. 147; Unit 15 (describe an ocean animal), p. 157; Unit 16 (describe how to help animals), p. 167; Unit 17 (describe a place to explore), p. 177 Lesson Plan: Practice/Apply—ATE p. T33</p>	<p>Students extend their understanding of the Introducing the Words or Words in Context reading passage by writing an informational response.</p>
<p>Vocabulary for Comprehension: Write Your Own Review Units 1-3 (describe an animal that helps people), p. 35; Review Units 7-9 (describe the impact today of the creation of blue jeans), p. 97 Lesson Plan: Practice/Apply—ATE p. T46</p>	<p>The Write Your Own activity at the end of each Vocabulary for Comprehension lesson is an opportunity for students to write on a topic related to the passage. Students may expand on the passage or tell how they feel about what they read. They are asked to use some of the taught words in their writing.</p>

1.4 Writing

Informative/Explanatory: Conventions of Language

CC.1.4.3.F

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Grade 3 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Words in Context: Grammar Activity Unit 1 (exclamatory sentence/exclamation mark), p. 13; Unit 2 (subject and predicate), p. 23; Unit 3 (compound sentence), p. 33; Unit 4 (common/proper nouns), p. 43; Unit 5 (irregular plural nouns), p. 53; Unit 6 (possessive noun), p. 63; Unit 7 (future tense), p. 75; Unit 8 (helping verbs), p. 85; Unit 9 (irregular past tense), p. 95; Unit 10 (comparative adjectives), p. 105; Unit 11 (adverbs), p. 115; Unit 12 (double negatives), p. 125; Unit 13 (object pronouns), p. 137; Unit 14 (possessive pronouns), p. 147; Unit 15 (contractions), p. 157; Unit 16 (proper nouns), p. 167; Unit 17 (commas in a series), p. 177; Unit 18 (quotation marks), p. 187 Lesson Plan: Practice/Apply—ATE p. T33</p>	<p>The Words in Context lesson begins with a short reading passage related in topic or theme to the longer Introducing the Words reading selection (located at the beginning of the unit).</p> <p>The content-rich and engaging texts prompt student interest and provide examples of proper usage.</p> <p>A short, grade-appropriate grammar activity linked to the reading passage appears immediately following the multiple-choice, vocabulary-in-context questions.</p> <p>Included in the Annotated Teacher’s Edition is a reference to the lesson with expanded instruction and practice in <i>Sadlier Vocabulary Workshop’s</i> companion program, <i>Sadlier Grammar Workshop</i>.</p>
<h3>Opinion/Argumentative</h3> <h4>CC.1.4.3.G</h4> <p>Write opinion pieces on familiar topics or texts.</p>	
Grade 3 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Words in Context: Write Your Own Unit 5 (express an opinion), p. 53; Unit 13 (tell about your favorite sport), p. 137 Lesson Plan—ATE p. T33</p>	<p>Students extend their understanding of the Introducing the Words or Words in Context reading passage by writing a personal response.</p>
<p>Vocabulary for Comprehension: Write Your Own Review Units 13-15 (write a persuasive paper on why the government should protect loggerhead turtles), p. 159 Lesson Plan: Practice/Apply—ATE p. T46</p>	<p>The Write Your Own activity at the end of each Vocabulary for Comprehension lesson is an opportunity for students to write on a topic related to the passage. Students may expand on the passage or tell how they feel about what they read. They are asked to use some of the taught words in their writing.</p>

1.4 Writing

Opinion/Argumentative: Conventions of Language

CC.1.4.3.L

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Grade 3 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Words in Context: Grammar Activity Unit 1 (exclamatory sentence/exclamation mark), p. 13; Unit 2 (subject and predicate), p. 23; Unit 3 (compound sentence), p. 33; Unit 4 (common/proper nouns), p. 43; Unit 5 (irregular plural nouns), p. 53; Unit 6 (possessive noun), p. 63; Unit 7 (future tense), p. 75; Unit 8 (helping verbs), p. 85; Unit 9 (irregular past tense), p. 95; Unit 10 (comparative adjectives), p. 105; Unit 11 (adverbs), p. 115; Unit 12 (double negatives), p. 125; Unit 13 (object pronouns), p. 137; Unit 14 (possessive pronouns), p. 147; Unit 15 (contractions), p. 157; Unit 16 (proper nouns), p. 167; Unit 17 (commas in a series), p. 177; Unit 18 (quotation marks), p. 187 Lesson Plan: Practice/Apply—ATE p. T33</p>	<p>The Words in Context lesson begins with a short reading passage related in topic or theme to the longer Introducing the Words reading selection (located at the beginning of the unit).</p> <p>The content-rich and engaging texts prompt student interest and provide examples of proper usage.</p> <p>A short, grade-appropriate grammar activity linked to the reading passage appears immediately following the multiple-choice, vocabulary-in-context questions.</p> <p>Included in the Annotated Teacher’s Edition is a reference to the lesson with expanded instruction and practice in <i>Sadlier Vocabulary Workshop’s</i> companion program, <i>Sadlier Grammar Workshop</i>.</p>

Narrative

CC.1.4.3.M

Write narratives to develop real or imagined experiences or events.

Grade 3 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Words in Context: Write Your Own Unit 1 (write a story), p. 13; Unit 3 (create Earth Day poster), p. 33; Unit 4 (retell a folk tale), p. 43; Unit 6 (imagine artifacts from an ancient city), p. 63; Unit 10 (tell a fairy tale), p. 105; Unit 18 (write dialogue), p. 187 Lesson Plan: Practice/Apply—ATE p. T33</p>	<p>Students extend their understanding of the Introducing the Words or Words in Context reading passage by writing a personal response.</p>
<p>Vocabulary for Comprehension: Write Your Own Review Units 1-6 (describe an imaginary journey), p. 65; Review Units 7-12 (tell a real or made-up story about dealing with fear), p. 127; Review Units 13-18 (write an imagined journal entry from a story character’s point of view), p. 189 Lesson Plan—ATE p. T46</p>	<p>The Write Your Own activity at the end of each Vocabulary for Comprehension lesson is an opportunity for students to write on a topic related to the passage.</p>

1.4 Writing

Narrative: Conventions of Language

CC.1.4.3.R

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Grade 3 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Words in Context: Grammar Activity Unit 1 (exclamatory sentence/exclamation mark), p. 13; Unit 2 (subject and predicate), p. 23; Unit 3 (compound sentence), p. 33; Unit 4 (common/proper nouns), p. 43; Unit 5 (irregular plural nouns), p. 53; Unit 6 (possessive noun), p. 63; Unit 7 (future tense), p. 75; Unit 8 (helping verbs), p. 85; Unit 9 (irregular past tense), p. 95; Unit 10 (comparative adjectives), p. 105; Unit 11 (adverbs), p. 115; Unit 12 (double negatives), p. 125; Unit 13 (object pronouns), p. 137; Unit 14 (possessive pronouns), p. 147; Unit 15 (contractions), p. 157; Unit 16 (proper nouns), p. 167; Unit 17 (commas in a series), p. 177; Unit 18 (quotation marks), p. 187 Lesson Plan: Practice/Apply—ATE p. T33</p>	<p>The Words in Context lesson begins with a short reading passage related in topic or theme to the longer Introducing the Words reading selection (located at the beginning of the unit).</p> <p>The content-rich and engaging texts prompt student interest and provide examples of proper usage.</p> <p>A short, grade-appropriate grammar activity linked to the reading passage appears immediately following the multiple-choice, vocabulary-in-context questions.</p> <p>Included in the Annotated Teacher’s Edition is a reference to the lesson with expanded instruction and practice in <i>Sadlier Vocabulary Workshop’s</i> companion program, <i>Sadlier Grammar Workshop</i>.</p>

Range of Writing

CC.1.4.3.X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 3 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Words in Context: Write Your Own Unit 1, p. 13; Unit 2, p. 23; Unit 3, p. 33; Unit 4, p. 43; Unit 5, p. 53; Unit 6, p. 63; Unit 7, p. 13; Unit 8, p. 85; Unit 9, p. 95; Unit 10, p. 105; Unit 11, p. 115; Unit 12, p. 125; Unit 13, p. 137; Unit 14, p. 147; Unit 15, p. 157; Unit 16, p. 167; Unit 17, p. 177; Unit 18, p. 187 Lesson Plan: Practice/Apply—ATE p. T33</p>	<p>Students extend their understanding of the Introducing the Words and Words in Context reading passages by writing their own summary.</p> <p>They are also challenged to use at least three unit words when completing the Write Your Own activity with a partner.</p>

1.4 Writing

Range of Writing

CC.1.4.3.X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 3 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Vocabulary for Comprehension: Write Your Own Review Units 1-3, p. 35; Review Units 1-6, p. 65; Review Units 7-9, p. 97; Review Units 7-12, p. 127; Review Units 13-15, p. 159; Review Units 13-18, p. 189 Lesson Plan: Practice/Apply—ATE p. T46</p>	<p>The Write Your Own activity at the end of each Vocabulary for Comprehension lesson is an opportunity for students to write on a topic related to the passage. The prompt may ask students to interact with their reading and vocabulary in a variety of ways, including expanding on the theme of the passage, expressing feelings about the subject, and relating the passage to personal experience.</p> <p>Students are directed to use at least three words from the previous three units.</p>

1.5 Speaking and Listening

Comprehension and Collaboration: Collaborative Discussion

CC.1.5.3.A

Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

Grade 3 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Definitions Unit 1, pp. 8–9; Unit 2, pp. 18–19; Unit 3, pp. 28–29; Unit 4, pp. 38–39; Unit 5, pp. 48–49; Unit 6, pp. 58–59; Unit 7–pp. 70–71; Unit 8–pp. 80–81; Unit 9, pp. 90–91; Unit 10, pp. 100–101; Unit 11, pp. 110–111; Unit 12, pp. 120–121; Unit 13, pp. 132–133; Unit 14, pp. 142–143; Unit 15, pp. 152–153; Unit 16, pp. 162–163; Unit 17, pp. 172–173; Unit 18, pp. 182–183 Lesson Plan: Practice/Apply—ATE p. T28</p>	<p>After learning about the definitions and various elements associated with each word, students work in pairs to complete activities focused on select unit words. These collaborative activities provide additional opportunities for students to interact with the words and enrich understanding.</p>
<p>Words in Context: Write Your Own Unit 1, p. 13; Unit 2, p. 23; Unit 3, p. 33; Unit 4, p. 43; Unit 5, p. 53; Unit 6, p. 63; Unit 7, p. 75; Unit 8, p. 85; Unit 9, p. 95; Unit 10, p. 105; Unit 11, p. 115; Unit 12, p. 125; Unit 13, p. 137; Unit 14, p. 147; Unit 15, p. 157; Unit 16, p. 167; Unit 17, p. 177; Unit 18, p. 187 Lesson Plan: Practice/Apply—ATE p. T33</p>	<p>Students have the opportunity to collaborate with a partner in completing the Write Your Own activity that follows the Words in Context reading passage.</p>

1.5 Speaking and Listening

Comprehension and Collaboration: Collaborative Discussion

CC.1.5.3.A

Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

Grade 3 <i>Vocabulary Workshop</i> Feature/Location	Description
Word Study Unit 6, p. 64; Unit 8, p. 86; Unit 12, p. 126; Unit 18, p. 188 Lesson Plan—ATE pp. T35–T37, T39	Collaborative discussion activities for two or more students apply and extend skills presented in many Word Study lessons.
Classifying Review Units 1-6, p. 66, Review Units 7-12, p. 128, Units 13-18, p. 190 Lesson Plan: Follow-Up—ATE p. T47	The Classifying Lesson Plan includes the Word Play activity, in which students make up questions for their partner to answer. Partners then explain their answers.
Addressing Different Learners Differentiating Daily Instruction for Striving Readers and ELL Children, ATE p. T20	Teachers are urged to provide opportunities for oral practice. Striving and/or ELL students work in pairs to complete the unit's exercises. Partners should work at a similar pace and clarify word meaning by discussing their answers.

Integration of Knowledge and Ideas: Multimedia

CC.1.5.3.F

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Grade 3 <i>Vocabulary Workshop</i> Feature/Location	Description
Definitions Unit 1, pp. 8–9; Unit 2, pp. 18–19; Unit 3, pp. 28–29; Unit 4, pp. 38–39; Unit 5, pp. 48–49; Unit 6, pp. 58–59; Unit 7–pp. 70–71; Unit 8–pp. 80–81; Unit 9, pp. 90–91; Unit 10, pp. 100–101; Unit 11, pp. 110–111; Unit 12, pp. 120–121; Unit 13, pp. 132–133; Unit 14, pp. 142–143; Unit 15, pp. 152–153; Unit 16, pp. 162–163; Unit 17, pp. 172–173; Unit 18, pp. 182–183 Lesson Plan: Practice/Apply—ATE p. T28	As a collaborative activity, students and partners may complete graphic organizers for select words,

1.5 Speaking and Listening

Integration of Knowledge and Ideas: Multimedia

CC.1.5.3.F

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Grade 3 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Words in Context Unit 1, p. 13, Unit 2, p. 23, Unit 3, p. 33, Unit 4, p. 43, Unit 5, p. 53, Unit 6, p. 63, Unit 7, p. 75, Unit 8, p. 85, Unit 9, p. 95, Unit 10, p. 105, Unit 11, p. 115, Unit 12, p. 125, Unit 13, p. 137, Unit 14, p. 147, Unit 15, p. 157, Unit 16, p. 167, Unit 17, p. 177, Unit 18, p. 187 Lesson Plan: Follow-Up—ATE p. T33</p>	<p>Students are encouraged to use the graphic organizers, available at SadlierConnect.com, to make connections to the unit words.</p>
<p>Word Study</p> <ul style="list-style-type: none"> Unit 4 Word Parts and Base Words, p. 44 Unit 5 Prefixes (re-, pre-, in-), p. 54 <p>Lesson Plan—ATE p. T35</p>	<p>Word Study activities provide opportunities to use multimedia components and visual displays, such as Make a Word Wall or Create a Word Web.</p>
<p>Digital Resources ATE p. T16</p>	<p>Students may extend learning of unit words with interactive graphic organizers. These include Concept Circle, Word Map, Word Square, and Word Web (available online at SadlierConnect.com).</p>
<p>Addressing Different Learners Differentiating Daily Instruction for Striving Readers and ELL Children ATE p. T20</p>	<p>Key graphic organizers—Concept Circle, Word Map, Word Square, and Word Web—are available at SadlierConnect.com in interactive and static formats. Using graphic organizers is especially important for striving readers and ELL students, as they help learners visualize their words and come to a richer recognition of word meanings.</p>