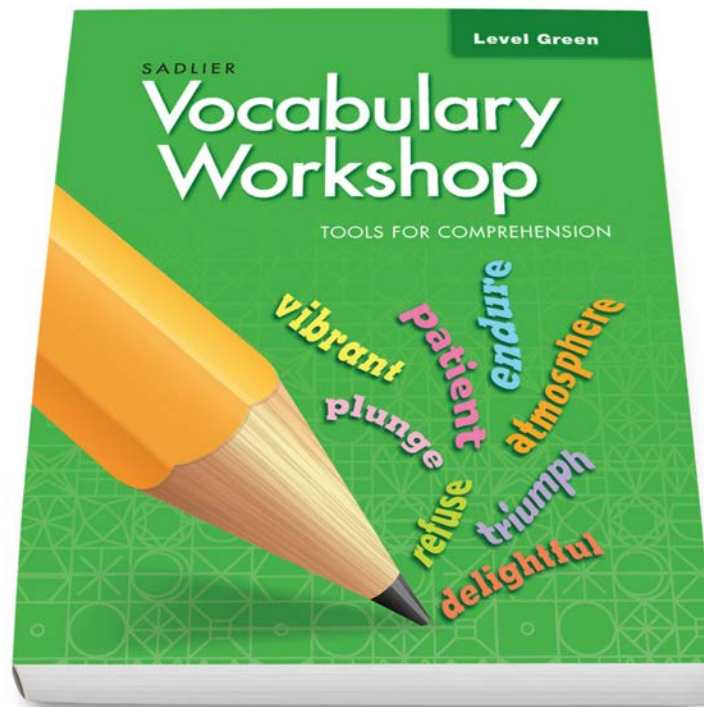


# Vocabulary Workshop

Tools for Comprehension

Correlation to the 2021 Alabama Course of Study  
English Language Arts

**Grade 3**



## GRADE 3 CORRELATED CONTENT

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## Recurring Standards

### RECURRING STANDARDS FOR K-3

K-3 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS

VOCABULARY WORKSHOP, LEVEL GREEN/GRADE 3

**Students will:**

- R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

**STUDENT EDITION/TEACHER'S EDITION**

**Definitions**

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—identified by the speech bubbles logo— provide additional opportunities for students to interact with the words and enrich understanding.

- Unit 1, SE pp. 8-9; Unit 2, SE pp. 18-19; Unit 3, SE pp. 28-29; Unit 4, SE pp. 38-39; Unit 5, SE pp. 48-49; Unit 6, SE pp. 58-59; Unit 7—pp. 70-71; Unit 8—pp. 80-81; Unit 9, SE pp. 90-91; Unit 10, SE pp. 100-101; Unit 11, SE pp. 110-111; Unit 12, SE pp. 120-121; Unit 13, SE pp. 132-133; Unit 14, SE pp. 142-143; Unit 15, SE pp. 152-153; Unit 16, SE pp. 162-163; Unit 17, SE pp. 172-173; Unit 18, SE pp. 182-183
- Teaching Notes for the Unit: Definitions, TE p. T28

**Words in Context: Write Your Own**

Students discuss with a partner how to complete the Write Your Own activity that follows the Words in Context reading passage.

- Unit 1, SE p. 13; Unit 2, SE p. 23; Unit 3, SE p. 33; Unit 4, SE p. 43; Unit 5, SE p. 53; Unit 6, SE p. 63; Unit 7, SE p. 75; Unit 8, SE p. 85; Unit 9, SE p. 95; Unit 10, SE p. 105; Unit 11, SE p. 115; Unit 12, SE p. 125; Unit 13, SE p. 137; Unit 14, SE p. 147; Unit 15, SE p. 157; Unit 16, SE p. 167; Unit 17, SE p. 177; Unit 18, SE p. 187
- Teaching Notes for the Unit: Words in Context, TE p. T33

**Word Study**

The speech bubbles logo identifies collaborative discussion activities for two or more students. They take turns asking and answering questions as they apply and extend skills presented in many Word Study lessons.

- Unit 1, SE p. 14; Unit 2, SE p. 24; Unit 4, SE p. 44; Unit 8, SE p. 86; Unit 10, SE p. 106; Unit 11, SE p. 116; Unit 13, SE p. 138; Unit 16, SE p. 168; Unit 17, SE p. 178
- Teaching Notes for the Unit: Word Study, TE pp. T34-T39

**Classifying**

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.

- Review Units 1-6, SE p. 66, Review Units 7-12, SE p. 128, Units 13-18, SE p. 190
- Teaching Notes for the Review: Classifying: Follow-Up, TE p. T47

*continued*

## RECURRING STANDARDS FOR K-3

K-3 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	VOCABULARY WORKSHOP, LEVEL GREEN/GRADE 3
	<p><b>TEACHER'S EDITION</b> <b>Addressing Different Learners</b> Teachers 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.</p> <ul style="list-style-type: none"> <li>Differentiating Daily Instruction for Striving Readers and ELL Children, TE p. T20</li> </ul>
<p>R2. Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.</p>	<p>Students expand their knowledge of phoneme-grapheme correspondences and word analysis skills in several activities, including Definitions, Words with Latin Roots, and Word Study.</p>
<p>R3. Expand background knowledge and build vocabulary through discussion, reading, and writing.</p>	<p><b>TEACHER'S EDITION</b> <b>Introducing the Words (Unit Reading Passages)</b></p> <ul style="list-style-type: none"> <li>Teaching Notes for the Unit: Introducing the Words (Unit Reading Passages), TE p. T26 In Preparing to Read: Access Prior Knowledge, ask students prompting questions to help them access their prior knowledge about the theme or topic of the passage. In a class discussion, expand on the topic to help students build background knowledge.</li> <li>Background Information, TE p. T27 As students prepare to read each passage, provide background information about the theme or topic they will encounter. Although some themes will be familiar to students, others will be new and pique their curiosity. Encourage students to make connections to any prior knowledge and to further explore these topics.</li> </ul>
<p>R4. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.</p>	<p><b>DIGITAL RESOURCES</b> Digital Resources for Vocabulary Workshop Level Green are available to students and teachers at SadlierConnect.com. Students and families may use these digital resources without a username and password. Student and teacher digital resources available at SadlierConnect.com include:</p> <ul style="list-style-type: none"> <li>IWords Audio Program Encourage students to listen to each vocabulary word, its definition, and an illustrative sentence that provides modeling and context.</li> <li>Audio of Introducing the Words Reading Passages Encourage students to track print as they listen to the Unit reading passages.</li> <li>Differentiated Introducing the Words Reading Passages Provide support for English language learners and striving readers. The differentiated Unit reading passages have lower Lexile® measures and are shorter in length than the Unit reading passages in the Student Edition. Audio versions of differentiated Unit reading passages are also available for students to track print as they listen.</li> <li>Interactive Activities. Review the Unit vocabulary through fun and engagement.</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## RECURRING STANDARDS FOR K-3

K-3 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS

VOCABULARY WORKSHOP, LEVEL GREEN/GRADE 3

- **Interactive Flash Cards.**  
Reinforce word meanings by flipping from the word on the front of the card to the meaning on the back of the card. The interactive flash cards are printable.
  - **Interactive Graphic Organizers.**  
Support and extend learning of Unit words with interactive graphic organizers: Concept Circle, Word Map, Word Square, and Word Web.
  - **Interactive Practice Quizzes.**  
Provide students with feedback on their mastery of the Unit words. Interactive practice quizzes are automatically scored.
  - **Practice Quiz Worksheets.**  
Review Unit words in multiple-choice and passage-based, critical reading formats. Worksheets can also be used as reteaching tools for all learners.
- Vocabulary Workshop: Tools for Comprehension** is also available in a fully interactive format.
- **Interactive Edition (optional purchase)**  
Vocabulary Workshop Interactive Edition provides all of the program's print components, including the program's ancillary component (Unit Test Booklet), in a fully interactive online format. Vocabulary Workshop Interactive Edition includes exercises that build academic vocabulary knowledge by using contextual and definitional information and ample practice of Unit words in multiple contexts, including responding to text-based questions.  
Vocabulary Workshop Interactive Edition also provides personalized student learning by allowing teachers to build custom assessments that meet the varying needs of students. Teachers have the ability to adjust instruction and track student progress based on data reports.

## Grade 3 Content Standards

### LITERACY FOUNDATIONS

#### Phonics

GRADE 3 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL GREEN/GRADE 3
<p><b>Students will:</b></p> <p>8. Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.</p>	
<p>f. Decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.</p> <p><i>Examples: fore-, anti-, post-, sub-; -ment, -hood, -er, -or; port, ject, form, dict</i></p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <p><b>Words with Latin/Greek Roots</b> In Words with Latin/Greek Roots, students study the root of a Unit word and apply its meaning to other words.</p> <ul style="list-style-type: none"> <li>• Unit 1 Latin (<i>pre-, fer</i>), SE p. 12</li> <li>• Unit 2 Latin (<i>re-, fus</i>), SE p. 22</li> <li>• Unit 3 Latin (<i>var</i>), SE p. 32</li> <li>• Unit 4 Latin (<i>clam</i>), SE p. 42</li> <li>• Unit 5 Latin (<i>uni</i>), SE p. 52</li> <li>• Unit 6 Latin (<i>cert</i>), SE p. 62</li> <li>• Unit 7 Latin (<i>delic</i>), SE p. 74</li> <li>• Unit 8 Latin (<i>turb</i>), SE p. 84</li> <li>• Unit 9 Latin (<i>flex</i>), SE p. 94</li> <li>• Unit 10 Latin (<i>fortu</i>), SE p. 104</li> <li>• Unit 11 Latin (<i>glori</i>), SE p. 114</li> <li>• Unit 12 Latin (<i>aud</i>), SE p. 124</li> <li>• Unit 13 Latin (<i>clar</i>), SE p. 136</li> <li>• Unit 14 Latin (<i>dict</i>), SE p. 146</li> <li>• Unit 15 Latin (<i>form</i>), SE p. 156</li> <li>• Unit 16 Latin (<i>pli</i>), SE p. 166</li> <li>• Unit 17 Latin (<i>sub-, SE pend</i>), SE p. 176</li> <li>• Unit 18 Latin (<i>loc</i>), SE p. 186</li> <li>• Teaching Notes for the Unit: Words with Latin/Greek Roots, TE p. T32</li> </ul> <p><b>Word Study</b> In these Word Study activities, students build vocabulary by analyzing word parts, including roots and affixes.</p> <ul style="list-style-type: none"> <li>• Unit 4 Word Study: Word Parts and Base Words, SB p. 44/TE p. T35</li> <li>• Unit 5 Word Study: Prefixes (<i>re-, pre-, in-</i>), SB p. 54/TE p. T35</li> <li>• Unit 10 Word Study: Prefixes (<i>un-, de-, over-</i>), SB p. 106/TE p. T37</li> <li>• Unit 11 Word Study: Suffixes (<i>-ness, -er, -or</i>), SB p. 116/TE p. T37</li> <li>• Unit 16 Word Study: Prefixes (<i>dis-, mis-, im-</i>), SB p. 168/TE p. T39</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LITERACY FOUNDATIONS

### Phonics

GRADE 3 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL GREEN/GRADE 3
	<ul style="list-style-type: none"> <li>Unit 17 Word Study: Suffixes (<i>-ion, -ment, -able</i>), SB p. 178/TE p. T39</li> </ul> <p><b>DIGITAL RESOURCES/TEACHER'S EDITION</b> <b>Student Practice: Word Study</b> Additional Word Study lessons on roots, SE prefixes, and suffixes are available at SadlierConnect.com.</p> <ul style="list-style-type: none"> <li>Unit 6 Word Study: Suffixes (<i>-ly, -ful, -less</i>), Online/TE p. T35</li> <li>Unit 18 Word Study: Roots (<i>loc, aud</i>), Online/TE p. T39</li> </ul>
<p>g. Decode and encode contractions with <i>am, is, has, not, have, would, and will</i>. <i>Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll</i></p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b> <b>Words in Context: Grammar Skill</b> Students identify the grammar skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> <li>Unit 15 (contractions), SE p. 157</li> <li>Teaching Notes for the Unit: Words in Context: Grammar Skill, TE p. T33</li> </ul>
<p>h. Decode and encode frequently confused homophones accurately using knowledge of English and meaning to facilitate learning. <i>Examples: hear/here; night/knight; tacks/tax</i></p>	<p><b>STUDENT EDITION/TEACHER EDITION</b> <b>Word Study</b></p> <ul style="list-style-type: none"> <li>Unit 7 Word Study: Homophones (<i>brake/break, sew/sow, heal/heel</i>)—SB p. 76/TE p. T36</li> </ul>

### Fluency

GRADE 3 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL GREEN/GRADE 3
<p><b>Students will:</b></p> <p>5. Demonstrate fluency when reading grade-level text and when responding through writing or speaking.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b> <b>Introducing the Words</b> 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. Introducing the Words: Differentiated Passage is available online at SadlierConnect.com.</p> <ul style="list-style-type: none"> <li>Unit 1 "Diary of a Rising Star" (Diary Entries) 610, SE pp. 6–7</li> <li>Unit 2 "Spring Training: A New Beginning" (Informational Article) 830, SE pp. 16–17</li> <li>Unit 3 "The Goat Herder and the Wild Goats" (an Aesop Fable) 800, SE pp. 26–27</li> <li>Unit 4 "The FBI" (Magazine Article) 800, SE pp. 36–37</li> <li>Unit 5 "Chemistry in Action" (Magazine Article) 820, SE pp. 46–47</li> <li>Unit 6 "Persephone, Goddess of Springtime" (Greek Myth) 910, SE pp. 56–57</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LITERACY FOUNDATIONS

### Fluency

GRADE 3 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL GREEN/GRADE 3
	<ul style="list-style-type: none"> <li>• Unit 7 “Let’s Be Healthy!” (Magazine Article) 770, SE pp. 68–69</li> <li>• Unit 8 “Hiking the Appalachian Trail” (Journal Article) 840, SE pp. 78–79</li> <li>• Unit 9 “The King Who Hated Cheese” (Fairy Tale) 700, SE pp. 88–89</li> <li>• Unit 10 “Return of the Wolves” (Magazine Article) 840, SE pp. 98–99</li> <li>• Unit 11 “Blockades Through the Centuries” (Report) 830, SE pp. 108–109</li> <li>• Unit 12 “Extreme Forces of Nature” (Journal Article) 800, SE pp. 118–119</li> <li>• Unit 13 “The United Nations” (Textbook Entry) 870, SE pp. 130–131</li> <li>• Unit 14 “Love Those Bugs!” (Magazine Article) 860, SE pp. 140–141</li> <li>• Unit 15 “The New Puppy” (Realistic Fiction) 660, SE pp. 150–151</li> <li>• Unit 16 “The Last Day of Pompeii” (Historical Nonfiction) 830, SE pp. 160–161</li> <li>• Unit 17 “Odysseus and the Trojan Horse” (Greek Myth) 860, SE pp. 170–171</li> <li>• Unit 18 “Eleanor Roosevelt (Biography) 760, SE pp. 180–181</li> <li>• Teaching Notes for the Unit: Introducing the Words (Unit Reading Passages), TE p. T26</li> </ul> <p><b>Words in Context</b></p> <p>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> <ul style="list-style-type: none"> <li>• Unit 1 “The Boy Who Invented Earmuffs,” p. 13</li> <li>• Unit 2 “Baseball and Statistics,” p. 23</li> <li>• Unit 3 “What Is Herding?,” p. 33</li> <li>• Unit 4 “FBI Vehicles,” p. 43</li> <li>• Unit 5 “Annoying Nettles,” p. 53</li> <li>• Unit 6 “How Glooskap Found Summer,” p. 63</li> <li>• Unit 7 “Sugar Tax,” p. 75</li> <li>• Unit 8 “The Pacific Crest Trail,” p. 85</li> <li>• Unit 9 “Tales as Old as Time,” p. 95</li> <li>• Unit 10 “The Founding of Yellowstone,” p. 105</li> <li>• Unit 11 “The Blockade of Confederate Ports (1861–1865),” p. 115</li> <li>• Unit 12 “L. Frank Baum’s Wonderful World,” p. 125</li> <li>• Unit 13 “World Heritage Sites,” p. 137</li> <li>• Unit 14 “Bats and Their Diet,” p. 147</li> <li>• Unit 15 “The Work of a Therapy Dog,” p. 157</li> </ul> <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Fluency

GRADE 3 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL GREEN/GRADE 3
	<ul style="list-style-type: none"> <li>• Unit 16 “The Enchanted Garden,” p. 167</li> <li>• Unit 17 “Who Was Homer?,” p. 177</li> <li>• Unit 18 “The National Youth Administration,” p. 187</li> <li>• Teaching Notes for the Unit: Words in Context, TE p. T33</li> </ul> <p><b>Vocabulary for Comprehension</b></p> <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> <ul style="list-style-type: none"> <li>• Review Units 1-3 “School Without Books, Just Snow,” pp. 34–35</li> <li>• Review Units 1-6 “The World’s Largest Flower,” pp. 64–65</li> <li>• Review Units 7-9 “Why Coyote’s Tail Has a White Tip,” pp. 96–97</li> <li>• Review Units 7-12 “Artist: Faith Ringgold,” pp. 126–127</li> <li>• Review Units 13-15 “The Catnapper Mystery,” pp. 158–159</li> <li>• Review Units 13-18 “Bower Builders,” pp. 188–189</li> <li>• Teaching Notes for the Review: Vocabulary for Comprehension, TE pp. T45–T46</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Teacher Resources</b> (each unit)</p> <ul style="list-style-type: none"> <li>• Introducing the Words: Differentiated Passage A shorter version of each Unit Introductory Passage, the printable Differentiated Passages with a lower Lexile® measure are designed for striving readers and ELL students.</li> </ul>
<p><b>EXPRESSION   WRITING</b></p> <p>8. Write routinely and independently in response to text.</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Words in Context: Write Your Own</b></p> <p>Given a Write Your Own writing prompt, students respond in writing to the Words in Context reading selection.</p> <ul style="list-style-type: none"> <li>• Unit 1, SE p. 13; Unit 2, SE p. 23; Unit 3, SE p. 33; Unit 4, SE p. 43; Unit 5, SE p. 53; Unit 6, SE p. 63; Unit 7, SE p. 13; Unit 8, SE p. 85; Unit 9, SE p. 95; Unit 10, SE p. 105; Unit 11, SE p. 115; Unit 12, SE p. 125; Unit 13, SE p. 137; Unit 14, SE p. 147; Unit 15, SE p. 157; Unit 16, SE p. 167; Unit 17, SE p. 177; Unit 18, SE p. 187</li> <li>• Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33</li> </ul> <p><b>Vocabulary for Comprehension: Write Your Own</b></p> <p>Students write to the prompt after reading the Vocabulary for Comprehension passage.</p> <ul style="list-style-type: none"> <li>• Review Units 1-3, SE p. 35; Review Units 1-6, SE p. 65; Review Units 7-9, SE p. 97; Review Units 7-12, SE p. 127; Review Units 13-15, SE p. 159; Review Units 13-18, SE p. 189</li> </ul> <p style="text-align: right;"><i>continued</i></p>



## LITERACY FOUNDATIONS

### Fluency

GRADE 3 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL GREEN/GRADE 3
	<ul style="list-style-type: none"> <li>Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE pp. T45–T46</li> </ul>

### Vocabulary

GRADE 3 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL GREEN/GRADE 3
<p><b>Students will:</b></p> <p>13. Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.</p>	
<p>a. Make connections to a word’s structure using knowledge of phonology, morphology, and orthography of the word to aid learning.</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Definitions</b> Following the Introducing the Words reading selection at the beginning of each Unit, students examine the spelling, phonetic pronunciation, part(s) of speech, definition(s), example sentence, and synonyms and antonyms for the ten Unit study words.</p> <ul style="list-style-type: none"> <li>Unit 1, SE pp. 8–9; Unit 2, SE pp. 18–19; Unit 3, SE pp. 28–29; Unit 4, SE pp. 38–39; Unit 5, SE pp. 48–49; Unit 6, SE pp. 58–59; Unit 7–pp. 70–71; Unit 8–pp. 80–81; Unit 9, SE pp. 90–91; Unit 10, SE pp. 100–101; Unit 11, SE pp. 110–111; Unit 12, SE pp. 120–121; Unit 13, SE pp. 132–133; Unit 14, SE pp. 142–143; Unit 15, SE pp. 152–153; Unit 16, SE pp. 162–163; Unit 17, SE pp. 172–173; Unit 18, SE pp. 182–183</li> <li>Teaching Notes for the Unit: Definitions, TE p. T28</li> </ul> <p><b>Words with Latin Roots</b> In Words with Latin Roots, students examine the root of a Unit word and apply its meaning to other words.</p> <ul style="list-style-type: none"> <li>Unit 1, SE p. 12; Unit 2, SE p. 22; Unit 3, SE p. 32; Unit 4, SE p. 42; Unit 5, SE p. 52; Unit 6, SE p. 62; Unit 7, SE p. 74; Unit 8, SE p. 84; Unit 9, SE p. 94; Unit 10, SE p. 104; Unit 11, SE p. 114; Unit 12, SE p. 124; Unit 13, SE p. 136; Unit 14, SE p. 146; Unit 15, SE p. 156; Unit 16, SE p. 166; Unit 17, SE p. 176; Unit 18, SE p. 186</li> <li>Teaching Notes for the Unit: Words with Latin/Greek Roots, TE p. T32</li> </ul> <p><b>Word Study</b> Word Study lessons employ oral and written activities to help students better understand the structure of words.</p> <ul style="list-style-type: none"> <li>Unit 1, SE p. 14; Unit 2, SE p. 24; Unit 4, SE p. 44; Unit 8, SE p. 86; Unit 10, SE p. 106; Unit 11, SE p. 116; Unit 13, SE p. 138; Unit 16, SE p. 168; Unit 17, SE p. 178</li> </ul> <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Vocabulary

GRADE 3 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL GREEN/GRADE 3
	<ul style="list-style-type: none"> <li>Teaching Notes for the Unit: Word Study, TE pp. T34-T39</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Student Practice: Word Study</b> Additional Word Study lessons on structure are available at SadlierConnect.com.</p> <ul style="list-style-type: none"> <li>Unit 3, Unit 6, Unit 18</li> </ul> <p><b>Student Resources (each unit)</b></p> <ul style="list-style-type: none"> <li>iWords Audio Program The iWords Audio Program is especially useful for English language learners. Students hear the recommended pronunciation of each Unit word and are given an opportunity to pronounce each Unit word themselves. This program may be downloaded to a cellphone, allowing students to listen multiple times to the recommended pronunciations, definitions, and examples of usage for all taught vocabulary words.</li> </ul>
<p>14. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words, including nouns, verbs, and adjectives.</p>	
<p>a. Determine meaning of words using synonyms in context.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Definitions</b> After examining the pronunciation, part of speech, definition, and example sentence for each word, students read the synonyms and antonyms.</p> <ul style="list-style-type: none"> <li>Unit 1, SE pp. 8-9; Unit 2, SE pp. 18-19; Unit 3, SE pp. 28-29; Unit 4, SE pp. 38-39; Unit 5, SE pp. 48-49; Unit 6, SE pp. 58-59; Unit 7-pp. 70-71; Unit 8-pp. 80-81; Unit 9, SE pp. 90-91; Unit 10, SE pp. 100-101; Unit 11, SE pp. 110-111; Unit 12, SE pp. 120-121; Unit 13, SE pp. 132-133; Unit 14, SE pp. 142-143; Unit 15, SE pp. 152-153; Unit 16, SE pp. 162-163; Unit 17, SE pp. 172-173; Unit 18, SE pp. 182-183</li> <li>Teaching Notes for the Unit: Definitions, TE p. T28</li> </ul> <p><b>Synonyms</b> The Synonyms exercises require students to write the word that has the same meaning as the boldface word in the given sentence. To complete the exercises, students rely on context clues to find the right synonym.</p> <ul style="list-style-type: none"> <li>Unit 1, SE p. 10; Unit 2, SE p. 20; Unit 3, SE p. 30; Unit 4, SE p. 40; Unit 5, SE p. 50; Unit 6, SE p. 60; Unit 7, SE p. 72; Unit 8, SE p. 82; Unit 9, SE p. 92; Unit 10, SE p. 102; Unit 11, SE p. 112; Unit 12, SE p. 122; Unit 13, SE p. 134; Unit 14, SE p. 144; Unit 15, SE p. 154; Unit 16, SE p. 164; Unit 17, SE p. 174; Unit 18, SE p. 184</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LITERACY FOUNDATIONS

### Vocabulary

GRADE 3 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL GREEN/GRADE 3
	<ul style="list-style-type: none"> <li>Teaching Notes for the Unit: Synonyms and Antonyms, TE p. T29</li> </ul> <p><b>DIGITAL RESOURCES</b> <b>Interactive Activities</b></p> <ul style="list-style-type: none"> <li>Synonyms: Match It!</li> </ul>
<p>b. Determine meaning of words using antonyms as a clue.</p>	<p><b>STUDENT EDITION</b> <b>Definitions</b></p> <p>After examining the pronunciation, part of speech, definition, and example sentence for each word, students read the synonyms and antonyms.</p> <ul style="list-style-type: none"> <li>Unit 1, SE pp. 8–9; Unit 2, SE pp. 18–19; Unit 3, SE pp. 28–29; Unit 4, SE pp. 38–39; Unit 5, SE pp. 48–49; Unit 6, SE pp. 58–59; Unit 7–pp. 70–71; Unit 8–pp. 80–81; Unit 9, SE pp. 90–91; Unit 10, SE pp. 100–101; Unit 11, SE pp. 110–111; Unit 12, SE pp. 120–121; Unit 13, SE pp. 132–133; Unit 14, SE pp. 142–143; Unit 15, SE pp. 152–153; Unit 16, SE pp. 162–163; Unit 17, SE pp. 172–173; Unit 18, SE pp. 182–183</li> <li>Teaching Notes for the Unit: Definitions, TE p. T28</li> </ul> <p><b>Antonyms</b></p> <p>The Antonyms exercises require students to write the word that has the opposite meaning as the boldface word in the given sentence. To complete the exercises, students rely on context clues to find the right antonym.</p> <ul style="list-style-type: none"> <li>Unit 1, SE p. 10; Unit 2, SE p. 20; Unit 3, SE p. 30; Unit 4, SE p. 40; Unit 5, SE p. 50; Unit 6, SE p. 60; Unit 7, SE p. 72; Unit 8, SE p. 82; Unit 9, SE p. 92; Unit 10, SE p. 102; Unit 11, SE p. 112; Unit 12, SE p. 122; Unit 13, SE p. 134; Unit 14, SE p. 144; Unit 15, SE p. 154; Unit 16, SE p. 164; Unit 17, SE p. 174; Unit 18, SE p. 184</li> <li>Teaching Notes for the Unit: Synonyms and Antonyms, TE p. T29</li> </ul> <p><b>DIGITAL RESOURCES</b> <b>Interactive Activities</b></p> <ul style="list-style-type: none"> <li>Antonyms: Match It!</li> </ul>
<p>c. Describe the similarities and differences between related words.</p>	<p><b>DIGITAL RESOURCES/TEACHER'S EDITION</b> <b>Student Practice: Word Study</b></p> <ul style="list-style-type: none"> <li>Unit 3 Word Study: Word Families, Online/TE p. T34 Point out how various endings added to <i>loyal</i> can change the part of speech and meaning of the word. Demonstrate how knowing the meaning of the word <i>loyal</i> can help you figure out the meaning of the related words.</li> </ul>
<p>d. Use knowledge of homophones to determine appropriate use of words.</p>	<p><b>STUDENT EDITION/TEACHER EDITION</b> <b>Word Study</b></p> <ul style="list-style-type: none"> <li>Unit 7 Word Study: Homophones (<i>brake/break, sew/sow, heal/heel</i>)—SB p. 76/TE p. T36</li> </ul>

LITERACY FOUNDATIONS

Vocabulary

GRADE 3 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL GREEN/GRADE 3
<p>e. Interpret figurative language.</p>	<p><b>STUDENT EDITION/TEACHER EDITION</b> <b>Shades of Meaning</b> These Shades of Meaning activities emphasize the importance of context in determining the meaning of words and phrases used in creative expression.</p> <ul style="list-style-type: none"> <li>Unit 2 Literal and Nonliteral Meanings, SE p. 25/TE p. T40</li> <li>Unit 7 Idioms 1, SE p. 77/TE p. T41</li> <li>Unit 10 Idioms 2, SE p. 107/TE p. T42</li> </ul>
<p>f. Identify relationships and nuances in word meanings to determine real-life connections between words and their use.</p> <p><i>Examples:</i></p> <p><i>Discuss relationships in words related to home (house, residence, habitat) and give reasons for choosing a particular word in speaking or writing.</i></p> <p><i>Distinguish shades of meaning in words related to bad (terrible, awful, horrible) and give reasons for choosing a particular word in speaking or writing.</i></p> <p><i>Distinguish shades of meaning in words related to talk (yell, scream, bellow) and give reasons for choosing a particular word in speaking or writing.</i></p>	<p><b>STUDENT EDITION/TEACHER EDITION</b> <b>Shades of Meaning</b> Shades of Meaning activities help students deepen their understanding of colorful words and phrases used in grade-level text by examining relationships among related words and by analyzing nuances of meaning.</p> <ul style="list-style-type: none"> <li>Unit 1 Words That Describe How Things Taste (<i>bitter, bland, spicy</i>), SE p. 15/TE p. T40</li> <li>Unit 2 Literal and Nonliteral Meanings (<i>take steps, turned the corner, set aside</i>), SE p. 25/TE p. T40</li> <li>Unit 4 Word Choice (<i>capture, snatch, trap</i>), SE p. 45/TE p. T40</li> <li>Unit 5 Word Choice (<i>glance, gaze, glare</i>), SE p. 55/TE p. T41</li> <li>Unit 8 Words That Describe People 1 (<i>timid, friendly, helpful</i>), SE p. 87/TE p. T41</li> <li>Unit 11 Words That Describe People 2 (<i>aloof, bold, meek</i>), SE p. 117/TE p. T42</li> <li>Unit 13 Word Choice (<i>declare, mutter, admit</i>), SE p. 139/TE p. T42</li> <li>Unit 14 Word Choice (<i>predict, suspect, wonder</i>), SE p. 149/TE p. T43</li> <li>Unit 16 Words That Describe Behavior (<i>defiant, charming, cunning</i>), SE p. 169/TE p. T43</li> <li>Unit 17 Words That Describe Appearance (<i>elegant, shabby, tidy</i>), SE p. 179/TE p. T43</li> </ul>
<p>15. Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.</p>	
<p>a. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unfamiliar words, including base words, roots, and frequently occurring affixes and inflections.</p> <p><i>Examples: affixes: -less, -ful, pro-, trans- roots: aqua, cent, SE port, form, ject, spect, dict, tend, fer</i></p>	<p><b>STUDENT EDITION/TEACHER EDITION</b> <b>Word Study</b> In these Word Study activities, students build vocabulary by analyzing word parts, including roots and affixes.</p> <ul style="list-style-type: none"> <li>Unit 4 Word Study: Word Parts and Base Words, SB p. 44/TE p. T35</li> <li>Unit 5 Word Study: Prefixes (<i>re-, pre-, in-</i>), SB p. 54/TE p. T35</li> <li>Unit 10 Word Study: Prefixes (<i>un-, de-, over-</i>), SB p. 106/TE p. T37</li> </ul> <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Vocabulary

GRADE 3 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL GREEN/GRADE 3
	<ul style="list-style-type: none"> <li>• Unit 11 Word Study: Suffixes (-ness, -er, -or), SB p. 116/TE p. T37</li> <li>• Unit 16 Word Study: Prefixes (dis-, mis-, im-), SB p. 168/TE p. T39</li> <li>• Unit 17 Word Study: Suffixes (-ion, -ment, -able), SB p. 178/TE p. T39</li> </ul> <p><b>DIGITAL RESOURCES/TEACHER'S EDITION</b>  <b>Student Practice: Word Study</b>                      Additional Word Study lessons on roots and suffixes are available at SadlierConnect.com.</p> <ul style="list-style-type: none"> <li>• Unit 6 Word Study: Suffixes (-ly, -ful, -less), Online/TE p. T35</li> <li>• Unit 18 Word Study: Roots (loc, aud), Online/TE p. T39</li> </ul>
<p>b. Apply knowledge of the changes in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings to determine the meaning of a word.</p>	<p><b>STUDENT EDITION/TEACHER EDITION</b>  <b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Unit 4 Word Study: Word Parts and Base Words (-est, -er), SB p. 44/TE p. T35</li> </ul> <p><b>Words in Context: Grammar Skill</b></p> <ul style="list-style-type: none"> <li>• Unit 5 Grammar Skill (irregular plural nouns do not end in -s or -es), SB p. 53/TE p. T33</li> <li>• Unit 9 Grammar Skill (do not add -ed to form the past tense of irregular verbs), SB p. 95/TE p. T33</li> <li>• Unit 10 Grammar Skill (adjectives that compare/add -er, -est), SB p. 105/TE p. T33</li> </ul>
<p>c. Identify common and derivational prefixes and suffixes and use them as clues to a word's meaning.</p> <p><i>Examples: pre-, re-, mis-, -ly, -less, -ful, -able, -ment</i></p>	<p><b>STUDENT EDITION/TEACHER EDITION</b>  <b>Words with Latin/Greek Roots</b>                      In Words with Latin/Greek Roots, students examine the root of a Unit word and apply its meaning to other words.</p> <ul style="list-style-type: none"> <li>• Unit 1 Latin prefix (pre-), SE p. 12</li> <li>• Unit 2 Latin prefix (re-), SE p. 22</li> <li>• Unit 17 Latin prefix (sub-), SE p. 176</li> <li>• Teaching Notes for the Unit: Words with Latin/Greek Roots, TE p. T32</li> </ul> <p><b>Word Study</b>                      In these Word Study activities, students build vocabulary by analyzing word parts, including roots and affixes.</p> <ul style="list-style-type: none"> <li>• Unit 4 Word Study: Word Parts and Base Words, SB p. 44/TE p. T35</li> <li>• Unit 5 Word Study: Prefixes (re-, pre-, in-), SB p. 54/TE p. T35</li> <li>• Unit 10 Word Study: Prefixes (un-, de-, over-), SB p. 106/TE p. T37</li> <li>• Unit 11 Word Study: Suffixes (-ness, -er, -or), SB p. 116/TE p. T37</li> <li>• Unit 16 Word Study: Prefixes (dis-, mis-, im-), SB p. 168/TE p. T39</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LITERACY FOUNDATIONS

### Vocabulary

GRADE 3 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL GREEN/GRADE 3
	<ul style="list-style-type: none"> <li>Unit 17 Word Study: Suffixes (<i>-ion, -ment, -able</i>), SB p. 178/ TE p. T39</li> </ul> <p><b>DIGITAL RESOURCES/TEACHER'S EDITION</b> <b>Student Practice: Word Study</b> Additional Word Study lessons on roots and suffixes are available at SadlierConnect.com.</p> <ul style="list-style-type: none"> <li>Unit 6 Word Study: Suffixes (<i>-ly, -ful, -less</i>), Online/TE p. T35</li> <li>Unit 18 Word Study: Roots (<i>loc, aud</i>), Online/TE p. T39</li> </ul>
<p>d. Identify common Latin and Greek roots and use them to determine the meaning of unfamiliar words.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b> <b>Words with Latin/Greek Roots</b> In Words with Latin/Greek Roots, students study the root of a Unit word and apply its meaning to other words.</p> <ul style="list-style-type: none"> <li>Unit 1 Words with Latin Roots (<i>fer</i>), SE p. 12</li> <li>Unit 2 Words with Latin Roots (<i>fus</i>), SE p. 22</li> <li>Unit 3 Words with Latin Roots (<i>var</i>), SE p. 32</li> <li>Unit 4 Words with Latin Roots (<i>clam</i>), SE p. 42</li> <li>Unit 5 Words with Latin Roots (<i>uni</i>), SE p. 52</li> <li>Unit 6 Words with Latin Roots (<i>cert</i>), SE p. 62</li> <li>Unit 7 Words with Latin Roots (<i>delic</i>), SE p. 74</li> <li>Unit 8 Words with Latin Roots (<i>turb</i>), SE p. 84</li> <li>Unit 9 Words with Latin Roots (<i>flex</i>), SE p. 94</li> <li>Unit 10 Words with Latin Roots (<i>fortu</i>), SE p. 104</li> <li>Unit 11 Words with Latin Roots (<i>glori</i>), SE p. 114</li> <li>Unit 12 Words with Latin Roots (<i>aud</i>), SE p. 124</li> <li>Unit 13 Words with Latin Roots (<i>clar</i>), SE p. 136</li> <li>Unit 14 Words with Latin Roots (<i>dict</i>), SE p. 146</li> <li>Unit 15 Words with Latin Roots (<i>form</i>), SE p. 156</li> <li>Unit 16 Words with Latin Roots (<i>pli</i>), SE p. 166</li> <li>Unit 17 Words with Latin Roots (<i>pend</i>), SE p. 176</li> <li>Unit 18 Words with Latin Roots (<i>loc</i>), SE p. 186</li> <li>Teaching Notes for the Unit: Words with Latin/Greek Roots, TE p. T32</li> </ul> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Unit 4 Word Study: Word Parts and Base Words, SB p. 44/ TE p. T35</li> </ul> <p><b>DIGITAL RESOURCES/TEACHER'S EDITION</b> <b>Student Practice: Word Study</b> Additional Word Study lessons on roots and suffixes are available at SadlierConnect.com.</p> <ul style="list-style-type: none"> <li>Unit 3 Word Study: Word Families, Online/TE p. T34</li> <li>Unit 6 Word Study: Suffixes (<i>-ly, -ful, -less</i>), Online/TE p. T35</li> <li>Unit 18 Word Study: Roots (<i>loc, aud</i>), Online/TE p. T39</li> </ul>

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Vocabulary

GRADE 3 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL GREEN/GRADE 3
<p>e. Sort words with shared and varied suffixes by parts of speech.</p>	<p><b><u>STUDENT EDITION/TEACHER EDITION</u></b>  <b>Definitions</b>                      Students review parts of speech in the Remember box then discuss each word's part of speech in order to help them increase their understanding of the definition and word use.</p> <ul style="list-style-type: none"> <li>Unit 1, SE pp. 8-9; Unit 2, SE pp. 18-19; Unit 3, SE pp. 28-29; Unit 4, SE pp. 38-39; Unit 5, SE pp. 48-49; Unit 6, SE pp. 58-59; Unit 7-pp. 70-71; Unit 8-pp. 80-81; Unit 9, SE pp. 90-91; Unit 10, SE pp. 100-101; Unit 11, SE pp. 110-111; Unit 12, SE pp. 120-121; Unit 13, SE pp. 132-133; Unit 14, SE pp. 142-143; Unit 15, SE pp. 152-153; Unit 16, SE pp. 162-163; Unit 17, SE pp. 172-173; Unit 18, SE pp. 182-183</li> <li>Teaching Notes for the Unit: Definitions, TE p. T28</li> </ul> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Unit 11 Word Study: Suffixes (-ness, -er, -or), SB p. 116/TE p. T37</li> <li>Unit 17 Word Study: Suffixes (-ion, -ment, -able), SB p. 178/TE p. T39</li> </ul> <p><b><u>DIGITAL RESOURCES/TEACHER'S EDITION</u></b>  <b>Student Practice: Word Study</b>                      Additional Word Study lessons on roots and suffixes are available at SadlierConnect.com.</p> <ul style="list-style-type: none"> <li>Unit 6 Word Study: Suffixes (-ly, -ful, -less), Online/TE p. T35</li> </ul> <p>Related content</p> <p><b><u>STUDENT EDITION/TEACHER EDITION</u></b>  <b>Classifying</b>                      In Classifying, students look for a relationship among a group of words and choose the word that may be considered a member of the group. Students then explain the relationship..</p> <ul style="list-style-type: none"> <li>Review Units 1-6, SE p. 66, Review Units 7-12, SE p. 128, Units 13-18, SE p. 190</li> <li>Teaching Notes for the Review: Classifying: Follow-Up, TE p. T47</li> </ul> <p><b><u>TEACHER EDITION</u></b>  <b>Synonyms and Antonyms</b></p> <ul style="list-style-type: none"> <li>Follow-Up: Writing, TE p. T29                      Students list the Unit words in their Vocabulary Notebooks by part of speech. Also have them list synonyms and antonyms for the Unit words. Students can choose from these lists to make their writing more interesting.</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## LITERACY FOUNDATIONS

### Vocabulary

GRADE 3 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL GREEN/GRADE 3
	<p><b>Definitions</b></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—identified by the speech bubbles logo— provide additional opportunities for students to interact with the words and enrich understanding.</p> <ul style="list-style-type: none"> <li>Unit 1, SE pp. 8–9; Unit 2, SE pp. 18–19; Unit 3, SE pp. 28–29; Unit 4, SE pp. 38–39; Unit 5, SE pp. 48–49; Unit 6, SE pp. 58–59; Unit 7–pp. 70–71; Unit 8–pp. 80–81; Unit 9, SE pp. 90–91; Unit 10, SE pp. 100–101; Unit 11, SE pp. 110–111; Unit 12, SE pp. 120–121; Unit 13, SE pp. 132–133; Unit 14, SE pp. 142–143; Unit 15, SE pp. 152–153; Unit 16, SE pp. 162–163; Unit 17, SE pp. 172–173; Unit 18, SE pp. 182–183</li> <li>Teaching Notes for the Unit: Definitions, TE p. T28</li> </ul>
<p><b>READING</b></p> <p>16. Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.</p>	<p>Students apply knowledge of grade-level academic and domain-specific vocabulary when reading passages in the program, including Introducing the Words, Words in Context, and Vocabulary for Comprehension.</p>
<p><b>WRITING</b></p> <p>17. Use grade-level academic and domain-specific vocabulary in writing.</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Words in Context: Write Your Own</b></p> <p>In Words in Context: Write Your Own, students include three recently studied vocabulary words when writing a response to the Words in Context reading selection.</p> <ul style="list-style-type: none"> <li>Unit 1, SE p. 13; Unit 2, SE p. 23; Unit 3, SE p. 33; Unit 4, SE p. 43; Unit 5, SE p. 53; Unit 6, SE p. 63; Unit 7, SE p. 13; Unit 8, SE p. 85; Unit 9, SE p. 95; Unit 10, SE p. 105; Unit 11, SE p. 115; Unit 12, SE p. 125; Unit 13, SE p. 137; Unit 14, SE p. 147; Unit 15, SE p. 157; Unit 16, SE p. 167; Unit 17, SE p. 177; Unit 18, SE p. 187</li> <li>Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33</li> </ul> <p><b>Vocabulary for Comprehension: Write Your Own</b></p> <p>Students include at least recently studied vocabulary words when writing to the prompt following the Vocabulary for Comprehension passage.</p> <ul style="list-style-type: none"> <li>Review Units 1-3, SE p. 35; Review Units 1-6, SE p. 65; Review Units 7-9, SE p. 97; Review Units 7-12, SE p. 127; Review Units 13-15, SE p. 159; Review Units 13-18, SE p. 189</li> <li>Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE pp. T45–T46</li> </ul>



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Comprehension

GRADE 3 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL GREEN/GRADE 3
<p><b>Students will:</b></p> <p>18. Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Words in Context: Write Your Own</b> Given a Write Your Own writing prompt, students respond in writing to the Words in Context reading selection.</p> <ul style="list-style-type: none"> <li>Unit 1, SE p. 13; Unit 2, SE p. 23; Unit 3, SE p. 33; Unit 4, SE p. 43; Unit 5, SE p. 53; Unit 6, SE p. 63; Unit 7, SE p. 13; Unit 8, SE p. 85; Unit 9, SE p. 95; Unit 10, SE p. 105; Unit 11, SE p. 115; Unit 12, SE p. 125; Unit 13, SE p. 137; Unit 14, SE p. 147; Unit 15, SE p. 157; Unit 16, SE p. 167; Unit 17, SE p. 177; Unit 18, SE p. 187</li> <li>Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33</li> </ul> <p><b>Vocabulary for Comprehension: Write Your Own</b> Students write to the prompt after reading the Vocabulary for Comprehension passage.</p> <ul style="list-style-type: none"> <li>Review Units 1-3, SE p. 35; Review Units 1-6, SE p. 65; Review Units 7-9, SE p. 97; Review Units 7-12, SE p. 127; Review Units 13-15, SE p. 159; Review Units 13-18, SE p. 189</li> <li>Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE pp. T45-T46</li> </ul>
<p>19. Determine the explicit or implied main idea and supporting details of a text.</p>	
<p>a. Explain how supporting details contribute to the main idea, using textual evidence.</p>	<p><b>TEACHER'S EDITION</b></p> <p><b>Introducing the Words (Unit Reading Passages)</b></p> <ul style="list-style-type: none"> <li>Teaching Notes for the Unit: Introducing the Words (Unit Reading Passages), TE p. T26 In During Reading, remind students to pay attention to context clues that can help them figure out the meanings of the words and develop a better understanding of the passage.</li> </ul> <p><b>Vocabulary for Comprehension</b></p> <ul style="list-style-type: none"> <li>Teaching Notes for the Review: Vocabulary for Comprehension, TE p. T45 In Teach: Vocabulary in Context, students focus on using context clues to figure out the meaning of a word. The clues can be in the surrounding sentences, or they can be other words in the sentence.</li> </ul>
<p>b. Recount or summarize the key ideas from the text.</p>	<p><b>TEACHER'S EDITION</b></p> <p><b>Introducing the Words (Unit Reading Passages)</b></p> <ul style="list-style-type: none"> <li>Teaching Notes for the Unit: Introducing the Words (Unit Reading Passages), TE p. T26</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LITERACY FOUNDATIONS

### Comprehension

GRADE 3 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL GREEN/GRADE 3
	<p>In Preparing to Read: Access Prior Knowledge, ask students prompting questions to help them access their prior knowledge about the theme or topic of the passage. In a class discussion, expand on the topic to help students build background knowledge.</p> <ul style="list-style-type: none"> <li>• Background Information, TE p. T27</li> </ul> <p>As students prepare to read each passage, provide background information about the theme or topic they will encounter. Although some themes will be familiar to students, others will be new and pique their curiosity. Encourage students to make connections to any prior knowledge and to further explore these topics.</p>
<p><b>READING</b> 22. Describe literary elements within a story, including setting, SE plot, characters, and themes.</p>	
<p>c. Identify the central message, theme, or moral in a story, including myths, fables, and folktales, and explain the meaning conveyed in the passage.</p>	<p><b>STUDENT EDITION</b> <b>Introducing the Words</b> (Unit Reading Passages) 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. Introducing the Words: Differentiated Passage is available online at SadlierConnect.com.</p> <ul style="list-style-type: none"> <li>• Unit 1 “The Fox and the Grapes” (An Aesop Fable) 610, pp. 6-7</li> <li>• Unit 4 “The Handsome Stag” (Folktale) 660, pp. 36-37</li> <li>• Unit 9 “The Talent Show” (Realistic Fiction) 510, pp. 88-89</li> <li>• Unit 10 “The Princess and the Pea” (Fairy Tale) 510, pp. 98-99</li> <li>• Unit 12 “The Tiger’s Promise” (Korean Folktale) 500, pp. 118-119</li> <li>• Unit 16 “Two Troublesome Monkeys” (Fantasy) 630, pp. 160-161</li> </ul> <p><b>TEACHER’S EDITION</b> <b>Introducing the Words</b> (Unit Reading Passages) • Teaching Notes for the Unit: Introducing the Words (Unit Reading Passages), TE p. T26 In During Reading, guide the class’s focus and comprehension by having students answer key questions about the passage.</p>

## LITERACY FOUNDATIONS

### Comprehension

GRADE 3 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL GREEN/GRADE 3
<p><b>READING</b></p> <p>23. Identify and use text features in informational passages to locate information.</p> <p><i>Examples: headings, SE photographs, illustrations, labels, charts, graphs, legends</i></p>	
<p>b. Explain how illustrations contribute to meaning in a story.</p>	<p><b>TEACHER'S EDITION</b></p> <p><b>Introducing the Words</b> (Unit Reading Passages)</p> <ul style="list-style-type: none"> <li>Teaching Notes for the Unit: Introducing the Words (Unit Reading Passages), TE p. T26</li> <li>During Reading: Discuss any photographs or illustrations, pointing out how students can use the information in these visuals to help them better appreciate the passage.</li> </ul>
<p><b>LISTENING</b></p> <p>29. Determine the main idea of a text read aloud or information presented in an audible format.</p>	<p><b>DIGITAL RESOURCES</b></p> <p>Digital Resources for Vocabulary Workshop Level Green are available to students and teachers at SadlierConnect.com. Students and families may use these digital resources without a username and password.</p> <ul style="list-style-type: none"> <li>Audio of Introducing the Words Reading Passages</li> <li>Encourage students to track print as they listen to the Unit reading passages.</li> </ul>
<p><b>WRITING</b></p> <p>30. Manipulate words and/or phrases to create compound sentences, including coordinating conjunctions <i>for, and, nor, but, or, yet, or so</i>, and complex sentences to help build syntactic awareness and comprehension at the sentence level.</p>	<p><b>STUDENT EDITION/TEACHER EDITION</b></p> <p><b>Words in Context: Grammar Skill</b></p> <ul style="list-style-type: none"> <li>Unit 3 Grammar Skill (compound sentences)—SB p. 33/TE p. T33</li> </ul>

### Writing

GRADE 3 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL GREEN/GRADE 3
<p><b>Students will:</b></p> <p><b>WRITING</b></p> <p>33. Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Words in Context: Write Your Own</b></p> <p>Together with a partner, students extend their understanding of the topic of the Words in Context reading selection while using Unit words in context by completing the Write Your Own activity.</p> <ul style="list-style-type: none"> <li>Unit 1 (write a story), SE p. 13</li> <li>Unit 4 (retell a folk tale), SE p. 43</li> <li>Unit 6 (imagine artifacts from an ancient city), SE p. 63</li> <li>Unit 10 (tell a fairy tale), SE p. 105</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> <li>• Unit 18 (write dialogue), SE p. 187</li> <li>• Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33</li> </ul> <p><b>Vocabulary for Comprehension: Write Your Own</b> 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> <ul style="list-style-type: none"> <li>• Review Units 1-6 (describe an imaginary journey), SE p. 65</li> <li>• Review Units 7-12 (tell a real or made-up story about dealing with fear), SE p. 127</li> <li>• Review Units 13-18 (write an imagined journal entry from a story character’s point of view), SE p. 189</li> <li>• Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE pp. T45-T46</li> </ul>
<p><b>WRITING</b></p> <p>34. Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Words in Context: Write Your Own</b> Together with a partner, students extend their understanding of the topic of the Words in Context reading selection while using Unit words in context by completing the Write Your Own activity.</p> <ul style="list-style-type: none"> <li>• Unit 2 (describe an invention), SE p. 23</li> <li>• Unit 3 (describe activities to help the environment), SE p. 33</li> <li>• Unit 7 (describe an interesting place), SE p. 75</li> <li>• Unit 8 (describe a skill you have), SE p. 85</li> <li>• Unit 9 (write a problem/solution essay), SE p. 95</li> <li>• Unit 11 (describe a body of water), SE p. 115</li> <li>• Unit 12 (describe a favorite animal), SE p. 125</li> <li>• Unit 14 (describe a skill to learn), SE p. 147</li> <li>• Unit 15 (describe an ocean animal), SE p. 157</li> <li>• Unit 16 (describe how to help animals), SE p. 167</li> <li>• Unit 17 (describe a place to explore), SE p. 177</li> <li>• Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33</li> </ul> <p><b>Vocabulary for Comprehension: Write Your Own</b> 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> <p style="text-align: right;"><i>continued</i></p>

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GRADE 3 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL GREEN/GRADE 3
	<ul style="list-style-type: none"> <li>• Review Units 1-3 (describe an animal that helps people), SE p. 35</li> <li>• Review Units 7-9 (describe the impact today of the creation of blue jeans), SE p. 97</li> <li>• Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE pp. T45-T46</li> </ul>
<p><b>WRITING</b></p> <p>35. Write an argument to convince the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from various sources, and a conclusion.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Words in Context: Write Your Own</b></p> <p>Together with a partner, students extend their understanding of the topic of the Words in Context reading selection while using Unit words in context by completing the Write Your Own activity.</p> <ul style="list-style-type: none"> <li>• Unit 5 (express an opinion), SB p. 53</li> <li>• Unit 13 (favorite sport), SB p. 137</li> <li>• Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33</li> </ul> <p><b>Vocabulary for Comprehension: Write Your Own</b></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> <ul style="list-style-type: none"> <li>• Review Units 13-15 (write a persuasive paper on why the government should protect loggerhead turtles), p. 159</li> <li>• Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE pp. T45-T46</li> </ul>
<p><b>WRITING</b></p> <p>36. Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Words in Context: Grammar Skill</b></p> <p>Students identify the grammar skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> <li>• Unit 1 Grammar Skill (exclamatory sentence/exclamation mark), SE p. 13</li> <li>• Unit 2 Grammar Skill (subject and predicate), SE p. 23</li> <li>• Unit 3 Grammar Skill (compound sentence), SE p. 33</li> <li>• Unit 4 Grammar Skill (nouns), SE p. 43</li> <li>• Unit 5 Grammar Skill (irregular plural nouns), SE p. 53</li> <li>• Unit 6 Grammar Skill (possessive noun), SE p. 63</li> <li>• Unit 7 Grammar Skill (future tense), SE p. 75</li> <li>• Unit 8 Grammar Skill (main and helping verbs), SE p. 85</li> <li>• Unit 9 Grammar Skill (irregular past tense), SE p. 95</li> <li>• Unit 10 Grammar Skill (comparative adjectives), SE p. 105</li> <li>• Unit 11 Grammar Skill (adverbs), SE p. 115</li> <li>• Unit 12 Grammar Skill (double negatives), SE p. 125</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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GRADE 3 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL GREEN/GRADE 3
	<ul style="list-style-type: none"> <li>• Unit 13 Grammar Skill (object pronouns), SE p. 137</li> <li>• Unit 14 Grammar Skill (possessive pronouns), SE p. 147</li> <li>• Unit 15 Grammar Skill (contractions), SE p. 157</li> <li>• Unit 16 Grammar Skill (proper nouns), SE p. 167</li> <li>• Unit 17 Grammar Skill (commas in a series), SE p. 177</li> <li>• Unit 18 Grammar Skill (quotation marks), SE p. 187</li> <li>• Teaching Notes for the Unit: Words in Context, TE p. T33</li> </ul>
<p><b>WRITING</b></p> <p>40. Use grade-level and domain-appropriate vocabulary in writing.</p> <p>a. Use specific vocabulary to develop a story.</p> <p>b. Use specific vocabulary to explain or inform on a topic.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <p><b>Words in Context: Write Your Own</b> Students include recently studied vocabulary words in Write Your Own assignments.</p> <ul style="list-style-type: none"> <li>• Unit 1, SE p. 13; Unit 2, SE p. 23; Unit 3, SE p. 33; Unit 4, SE p. 43; Unit 5, SE p. 53; Unit 6, SE p. 63; Unit 7, SE p. 13; Unit 8, SE p. 85; Unit 9, SE p. 95; Unit 10, SE p. 105; Unit 11, SE p. 115; Unit 12, SE p. 125; Unit 13, SE p. 137; Unit 14, SE p. 147; Unit 15, SE p. 157; Unit 16, SE p. 167; Unit 17, SE p. 177; Unit 18, SE p. 187</li> <li>• Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33</li> </ul> <p><b>Vocabulary for Comprehension: Write Your Own</b> Students include Unit words as they write to the prompt after reading the Vocabulary for Comprehension passage.</p> <ul style="list-style-type: none"> <li>• Review Units 1-3, SE p. 35; Review Units 1-6, SE p. 65; Review Units 7-9, SE p. 97; Review Units 7-12, SE p. 127; Review Units 13-15, SE p. 159; Review Units 13-18, SE p. 189</li> <li>• Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE pp. T45-T46</li> </ul>
<p><b>WRITING</b></p> <p>41. Use words and phrases in writing for effect and elaboration.</p>	<p><b><u>STUDENT EDITION/TEACHER EDITION</u></b></p> <p><b>Shades of Meaning</b> Shades of Meaning activities help students deepen their understanding of colorful words and phrases used in grade-level text by examining relationships among related words and by analyzing nuances of meaning.</p> <ul style="list-style-type: none"> <li>• Unit 1 Words That Describe How Things Taste (<i>bitter, bland, spicy</i>), SE p. 15/TE p. T40</li> <li>• Unit 2 Literal and Nonliteral Meanings (<i>take steps, turned the corner, set aside</i>), SE p. 25/TE p. T40</li> <li>• Unit 4 Word Choice (<i>capture, snatch, trap</i>), SE p. 45/TE p. T40</li> <li>• Unit 5 Word Choice (<i>glance, gaze, glare</i>), SE p. 55/TE p. T41</li> <li>• Unit 8 Words That Describe People 1 (<i>timid, friendly, helpful</i>), SE p. 87/TE p. T41</li> <li>• Unit 11 Words That Describe People 2 (<i>aloof, bold, meek</i>), SE p. 117/TE p. T42</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> <li>• Unit 13 Word Choice (<i>declare, mutter, admit</i>), SE p. 139/TE p. T42</li> <li>• Unit 14 Word Choice (<i>predict, suspect, wonder</i>), SE p. 149/TE p. T43</li> <li>• Unit 16 Words That Describe Behavior (<i>defiant, charming, cunning</i>), SE p. 169/TE p. T43</li> <li>• Unit 17 Words That Describe Appearance (<i>elegant, shabby, tidy</i>), SE p. 179/TE p. T43</li> </ul> <p><b>Words in Context: Grammar Skill</b> Students identify the grammar skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> <li>• Unit 10 Grammar Skill (comparative adjectives), SE p. 105</li> <li>• Unit 11 Grammar Skill (adverbs), SE p. 115</li> <li>• Teaching Notes for the Unit: Words in Context, TE p. T33</li> </ul>