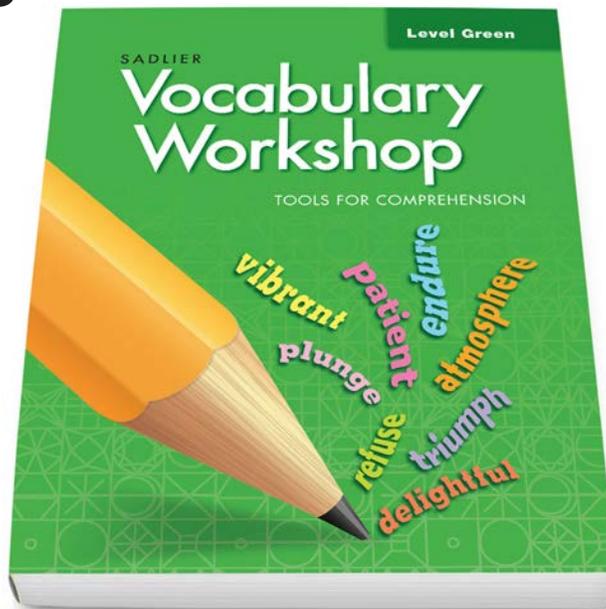


Vocabulary Workshop

Tools for Comprehension

Correlation to the Texas Essential Knowledge and Skills (TEKS)
for English Language Arts and Reading, Adopted 2017

Grade 3



Key Aligned Content

- (3) Developing and sustaining foundational language skills—vocabulary. 2

Additional Aligned Content

- (1) Developing and sustaining foundational language skills—oral language. 10
- (2) Developing and sustaining foundational language skills—beginning reading and writing. 11
- (4) Developing and sustaining foundational language skills—fluency. 13
- (5) Developing and sustaining foundational language skills—self-sustained reading. 13
- (6) Comprehension skills. 16
- (7) Response skills. 17
- (8) Multiple genres—literary elements. 18
- (9) Multiple genres—genres. 18
- (10) Author’s purpose and craft. 21
- (11) Composition—writing process. 22
- (12) Composition—genres. 24

Key Aligned Content

§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

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| <p>(3) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p> | |
| <p>(A) print or digital resources to determine meaning, syllabication, and pronunciation;</p> | <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Definitions Located immediately after the unit passage is Definitions, a two-page alphabetical listing of each of the 10 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.</p> <ul style="list-style-type: none"> 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 <p>Words with Latin Roots Students consider a unit word with a Latin root then examine other words that contain that root. The featured words are presented as abbreviated dictionary entries, including part of speech and definitions.</p> <ul style="list-style-type: none"> 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 Teaching Notes for the Unit: Words with Latin/Greek Roots, TE p. T32 <p>Word Study In several Word Study lessons, students look in a dictionary to check meanings and to make sure they have used each word correctly in the lesson assignment.</p> <ul style="list-style-type: none"> Unit 1 Word Study: Dictionary: Multiple-Meaning Words, SE p. 14/TE p. T34 Unit 2 Word Study: Context Clues 1, SE p. 24/TE p. T34 Unit 5 Word Study: Prefixes <i>re-</i>, <i>pre-</i>, <i>in-</i>, SE p. 54/TE p. T35 Unit 10 Word Study: Prefixes <i>un-</i>, <i>de-</i>, <i>over-</i>, SE p. 106/TE p. T37 Unit 14 Word Study: Homographs 2, SE p. 148/TE p. T38 <p style="text-align: right;"><i>continued</i></p> |

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| | <p>Shades of Meaning Students learn the difference between dictionary and figurative, nonliteral meanings</p> <ul style="list-style-type: none"> Unit 2 Shades of Meaning: Literal and Nonliteral Meanings, SE p. 25/TE p. T40 <p>Word List A list of all the words taught in the units of this level of the program is located at the end of the book. The number after each entry indicates the page on which the word is defined.</p> <ul style="list-style-type: none"> SE p. 192 <p>TEACHER'S EDITION Teaching Notes for the Review: Completing the Idea Have students keep track of unfamiliar words that they encounter in their reading. For each word, have them consult a dictionary, print or digital, and use prior knowledge to explain its meaning. Have them also include examples, nonexamples, synonyms, and antonyms, if appropriate.</p> <ul style="list-style-type: none"> Expanding Vocabulary, TE p. T48 <p>DIGITAL RESOURCES Overview</p> <ul style="list-style-type: none"> Pronunciation Key The pronunciation shows how the word should be spoken and how it is broken into syllables. To find out how to say a unit word, compare the symbols given in the pronunciation with the key provided. The symbols are similar to those used in most standard dictionaries. The accent mark (') shows the syllable in the word that should be stressed or spoken with more force. In Vocabulary Workshop, the accent mark comes after the syllable that should be stressed. <p>Student Resources (each unit)</p> <ul style="list-style-type: none"> 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. |
| <p>(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;</p> | <p>STUDENT EDITION/TEACHER'S EDITION Introducing the Words 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. When reading a passage, students are directed to pay close attention to the context of the highlighted unit words. 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 (see Digital Resources below).</p> <ul style="list-style-type: none"> Unit 1 "The Fox and the Grapes" 610L (an Aesop Fable), SE pp. 6-7 <p style="text-align: right;"><i>continued</i></p> |

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| | <ul style="list-style-type: none"> • Unit 2 “Driving on Route 66” 710L (Magazine Article), SE pp. 16-17 • Unit 3 “Going Green Every Day” 610L (Magazine Article), SE pp. 26-27 • Unit 4 “The Handsome Stag” 660L (Folktale), SE pp. 36-37 • Unit 5 “The International Space Station” 710L (Journal Article), SE pp. 46-47 • Unit 6 “King Tut Then and Now” 690L (Historical Nonfiction), SE pp. 56-57 • Unit 7 “The Liberty Bell” 740L (Report), SE pp. 68-69 • Unit 8 “The Terracotta Army” 810L (Journal Article), SE pp. 78-79 • Unit 9 “The Talent Show” 510L (Realistic Fiction), SE pp. 88-89 • Unit 10 “The Princess and the Pea” 510L (Fairy Tale), SE pp. 98-99 • Unit 11 “Treasure Among Diamonds” 750L (Journal Article), SE pp. 108-109 • Unit 12 “The Tiger’s Promise” 500L (Korean Folktale), SE pp. 118-119 • Unit 13 “The Winter Olympics” 730L (News Article), SE pp. 130-131 • Unit 14 “Amelia Earhart 1897-1937” 630L (Biography), SE pp. 140-141 • Unit 15 “The Great Barrier Reef” 730L (Magazine Article), SE pp. 150-151 • Unit 16 “Two Troublesome Monkeys” (Fantasy), SE pp. 160-161 • Unit 17 “The Nile Crocodile” 600L (Journal Article), SE pp. 170-171 • Unit 18 “Gold! Gold! Gold!” 690L (Textbook Entry), SE pp. 180-181 <p>Definitions 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"> • 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 <p>Synonyms and Antonyms 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.</p> <p style="text-align: right;"><i>continued</i></p> |

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- 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
- Teaching Notes for the Unit: Synonyms and Antonyms, TE p. T29

Completing the Sentence

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.

- Unit 1, SE p. 11; Unit 2, SE p. 21; Unit 3, SE p. 31; Unit 4, SE p. 41; Unit 5, SE p. 51; Unit 6, SE p. 61; Unit 7, SE p. 73; Unit 8, SE p. 83; Unit 9, SE p. 93; Unit 10, SE p. 103; Unit 11, SE p. 113; Unit 12, SE p. 123; Unit 13, SE p. 135; Unit 14, SE p. 145; Unit 15, SE p. 155; Unit 16, SE p. 165; Unit 17, SE p. 175; Unit 18, SE p. 185
- Teaching Notes for the Unit: Completing the Sentence, TE p. T30

Word Associations

Each Word Associations exercise presents a unit word in an abbreviated context. Students then choose which of four options best completes the sentence or answers the question.

- 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
- Teaching Notes for the Unit: Word Associations, TE p. T31

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.

- Unit 1 "Fox in Folklore," SE p. 13
- Unit 2 "The Long and Surprising History of the Electric Car," SE p. 23
- Unit 3 "How Earth Day Began," SE p. 33
- Unit 4 "Once Upon A Time," SE p. 43
- Unit 5 "Space Suits," SE p. 53
- Unit 6 "Archaeology," SE p. 63
- Unit 7 "Independence Hall," SE p. 75
- Unit 8 "The Art of Chinese Calligraphy," SE p. 85
- Unit 9 "The Problem of Food Waste," SE p. 95
- Unit 10 "Hans Christian Andersen's Fairy Tales," SE p. 105
- Unit 11 "The Strait of Magellan," SE p. 115

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- Unit 12 “Where Do Wild Tigers Live?,” SE p. 125
- Unit 13 “Special Olympics,” SE p. 137
- Unit 14 “Flying with Bessie Coleman,” SE p. 147
- Unit 15 “Whales, Dolphins, and Porpoises,” SE p. 157
- Unit 16 “All About Rain Forests,” SE p. 167
- Unit 17 “Exploring the Nile,” SE p. 177
- Unit 18 “Boomtowns and Ghost Towns,” SE p. 187
- Teaching Notes for the Unit: Word Associations, TE p. T33

Word Study: Context Clues

In Context Clues 1, students learn that sometimes a sentence will provide a context clue in the form of a definition of the unknown word. In the second Word Study: Context Clues lesson, they learn to look for definitions and examples.

- Unit 2 Word Study: Context Clues 1, SE p. 24/TE p. T34
- Unit 8 Word Study: Context Clues 2, SE p. 86/TE p. T36

Word Study

Other Word Study lessons direct students to pay careful attention to context clues when determining the meaning of unfamiliar words.

- Unit 1 Word Study: Dictionary: Multiple-Meaning Words, SE p. 14/TE p. T34
- Unit 4 Word Study: Word Parts and Base Words, SE p. 44/TE p. T35
- Unit 5 Word Study: Prefixes (*re-*, *pre-*, *in-*), SE p. 54/TE p. T35
- Unit 7 Word Study: Homophones, SE p. 76/TE p. T36
- Unit 10 Word Study: Prefixes (*un-*, *de-*, *over-*), SE p. 106/TE p. T37
- Unit 11 Word Study: Suffixes (*-ness*, *-er*, *-or*), SE p. 116/TE p. T37
- Unit 13 Word Study: Compound Words, SE p. 138/TE p. T38
- Unit 14 Word Study: Homographs 2, SE p. 148/TE p. T38
- Unit 16 Word Study: Prefixes (*dis-*, *mis-*, *im-*), SE p. 168/TE p. T39
- Unit 17 Word Study: Suffixes (*-ion*, *-ment*, *-able*), SE p. 178/TE p. T39

Vocabulary for Comprehension

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.

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.

- Review Units 1-3 “Monkey Business,” SE pp. 34-35
- Review Units 1-6 “Nellie Bly: Star Reporter,” SE pp. 64-65
- Review Units 7-9 “Pants as Good as Gold,” SE pp. 96-97
- Review Units 7-12 “A Mountain Hike,” SE pp. 126-127
- Review Units 13-15 “An Amazing Creature,” SE pp. 158-159
- Review Units 13-18 “Anansi the Hungry Spider,” SE pp. 188-189

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| | <ul style="list-style-type: none"> Teaching Notes for the Review: Vocabulary for Comprehension, TE pp. T45–T46 <p>Completing the Idea 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> <ul style="list-style-type: none"> Review Units 1–6, SE p. 67; Review Units 7–12, SE p. 129; Review Units 13–18, SE p. 191 Teaching Notes for the Unit: Completing the Idea, TE p. T48 <p>DIGITAL RESOURCES/TEACHER’S EDITION</p> <p>Student Practice: Word Study Additional Word Study lessons are provided online at SadlierConnect.com. Exercises require students to pay careful attention to context clues when determining the meaning of unfamiliar words.</p> <ul style="list-style-type: none"> Unit 3 Word Study: Word Families, Online/TE p. T34 Unit 6 Word Study: Suffixes (-ly, -ful, -less), Online/TE p. T35 Unit 9 Word Study: Analogies 1, Online/TE p. T36 Unit 12 Word Study: Homographs 1, SE p. Online/TE p. T37 Unit 15 Word Study: Analogies 2, Online/TE p. T38 Unit 18 Word Study: Roots (<i>loc, aud</i>), Online/TE p. T39 <p>Teacher Resources (each unit)</p> <ul style="list-style-type: none"> 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. As with the original version of Introducing the Words, students read a passage that presents all ten unit words in context. |
| <p>(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and</p> | <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Words with Latin Roots In Words with Latin Roots, students study the root of a unit word and apply its meaning to other words.</p> <ul style="list-style-type: none"> Unit 1 Latin (prefix <i>pre-</i>; root <i>fer</i>), SE p. 12 Unit 2 Latin (prefix <i>re-</i>; root <i>fus</i>), SE p. 22 Unit 3 Latin (<i>var</i>), SE p. 32 Unit 4 Latin (<i>clam</i>), SE p. 42 Unit 5 Latin (<i>uni</i>), SE p. 52 Unit 6 Latin (<i>cert</i>), SE p. 62 Unit 7 Latin (<i>delic</i>), SE p. 74 Unit 8 Latin (<i>turb</i>), SE p. 84 Unit 9 Latin (<i>flex</i>), SE p. 94 Unit 10 Latin (<i>fortu</i>), SE p. 104 Unit 11 Latin (<i>glori</i>), SE p. 114 Unit 12 Latin (<i>aud</i>), SE p. 124 Unit 13 Latin (<i>clar</i>), SE p. 136 Unit 14 Latin (prefix <i>pre-</i>; root <i>dict</i>), SE p. 146 Unit 15 Latin (<i>form</i>), SE p. 156 <p style="text-align: right;"><i>continued</i></p> |

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| | <ul style="list-style-type: none"> • Unit 16 Latin (prefix <i>in-</i>; root <i>pli</i>), SE p. 166 • Unit 17 Latin (prefix <i>sub-</i>, root <i>pend</i>), SE p. 176 • Unit 18 Latin (<i>loc</i>), SE p. 186 • Teaching Notes for the Unit: Words with Latin Roots, TE p. T32 <p>Word Study In these Word Study activities, students build vocabulary by analyzing word parts, including roots and affixes.</p> <ul style="list-style-type: none"> • Unit 4 Word Study: Word Parts and Base Words, SE p. 44/TE p. T35 • Unit 5 Word Study: Prefixes (<i>re-</i>, <i>pre-</i>, <i>in-</i>), SE p. 54/TE p. T35 • Unit 10 Word Study: Prefixes (<i>un-</i>, <i>de-</i>, <i>over-</i>), SE p. 106/TE p. T37 • Unit 11 Word Study: Suffixes (<i>-ness</i>, <i>-er</i>, <i>-or</i>), SE p. 116/TE p. T37 • Unit 16 Word Study: Prefixes (<i>dis-</i>, <i>mis-</i>, <i>im-</i>), SE p. 168/TE p. T39 • Unit 17 Word Study: Suffixes (<i>-ion</i>, <i>-ment</i>, <i>-able</i>), SE p. 178/TE p. T39 <p>DIGITAL RESOURCES/TEACHER'S EDITION Student Practice: Word Study Additional Word Study lessons on roots, SE prefixes, and suffixes are available at SadlierConnect.com.</p> <ul style="list-style-type: none"> • Unit 3 Word Study: Word Families, Online/TE p. T34 • Unit 6 Word Study: Suffixes (<i>-ly</i>, <i>-ful</i>, <i>-less</i>), Online/TE p. T35 • Unit 18 Word Study: Roots (<i>loc</i>, <i>aud</i>), Online/TE p. T39 |
| <p>(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.</p> | <p>STUDENT EDITION/TEACHER'S EDITION Synonyms and Antonyms 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.</p> <ul style="list-style-type: none"> • 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 • Teaching Notes for the Unit: Synonyms and Antonyms, TE p. T29 <p>Word Study</p> <ul style="list-style-type: none"> • Unit 7 Word Study: Homophones (<i>brake/break</i>, <i>sew/sow</i>, <i>heal/heel</i>)—SE p. 76/TE p. T36 • Unit 14 Word Study: Homographs 2 (<i>bear/bear</i>, <i>shed/shed</i>, <i>fine/fine</i>), SE p. 148/TE p. T38 <p style="text-align: right;"><i>continued</i></p> |

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DIGITAL RESOURCES/TEACHER'S EDITION

Student Practice: Word Study

Additional Word Study lessons are provided online at SadlierConnect.com. Exercises require students to pay careful attention to context clues when determining the meaning of unfamiliar words.

- Unit 12 Word Study: Homographs 1 (*bank/bank, left/left, ring/ring*), SE p. Online/TE p. T37

Interactive Activities

- Synonyms: Match It!
- Antonyms: Match It!

Additional Aligned Content

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| <p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p>(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p> <p>(B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p> <p>(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;</p> <p>(D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and</p> | <p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>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.</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <ul style="list-style-type: none"> • Review Units 1–6, SE p. 66, Review Units 7–12, SE p. 128, Units 13–18, SE p. 190 <p style="text-align: right;"><i>continued</i></p> |

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| | <ul style="list-style-type: none"> Teaching Notes for the Review: Classifying: Follow-Up, TE p. T47 <p>TEACHER'S EDITION</p> <p>Addressing Different Learners Provide opportunities for oral practice. Have 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"> Differentiating Daily Instruction for Striving Readers and ELL Children, TE p. T20 <p>Teaching Notes for the Unit: Definitions</p> <ul style="list-style-type: none"> Practice/Apply (ask volunteers to read example sentences aloud/pair students for collaborative activities), TE p. T28 Follow-Up: Oral Language (use a Word Wall), TE p. T28 <p>Teaching Notes for the Unit: Word Study</p> <ul style="list-style-type: none"> Unit 4: Follow-Up (Oral Language: Make a Word Wall), TE p. T35 Unit 6: Follow-Up (Oral Language: Use words in small-group conversations), TE p. T35 Unit 12: Follow-Up (Oral Language: Ask and answer questions using words from the lesson), TE p. T37 Unit 18: Follow-Up (Word Play: Work in small groups), TE p. T39 <p>Teaching Notes for the Review: Vocabulary for Comprehension</p> <ul style="list-style-type: none"> Follow-Up: Oral Language, TE p. T46 |
| <p>(2) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> | |
| <p>(A) demonstrate and apply phonetic knowledge by:</p> | |
| <p>(iii) decoding compound words, contractions, and abbreviations;</p> | <p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> Unit 13 Word Study: Compound Words, SE p. 138/TE p. T38 <p>Words in Context: Grammar Skill</p> <ul style="list-style-type: none"> Unit 15 Grammar Skill (contractions), SE p. 157 Teaching Notes for the Unit: Words in Context, TE p. T33 |

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| (v) decoding words using knowledge of prefixes; | <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study</p> <ul style="list-style-type: none"> Unit 4 Word Study: Word Parts and Base Words, SE p. 44/ TE p. T35 Unit 5 Word Study: Prefixes (<i>re-</i>, <i>pre-</i>, <i>in-</i>), SE p. 54/TE p. T35 Unit 10 Word Study: Prefixes (<i>un-</i>, <i>de-</i>, <i>over-</i>), SE p. 106/TE p. T37 |
| (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and | <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study</p> <ul style="list-style-type: none"> Unit 4 Word Study: Word Parts and Base Words, SE p. 44/ TE p. T35 Unit 11 Word Study: Suffixes (<i>-ness</i>, <i>-er</i>, <i>-or</i>), SE p. 116/TE p. T37 Unit 17 Word Study: Suffixes (<i>-ion</i>, <i>-ment</i>, <i>-able</i>), SE p. 178/ TE p. T39 <p><u>DIGITAL RESOURCES/TEACHER'S EDITION</u> Student Practice: Word Study Additional Word Study lessons on roots and suffixes are available at SadlierConnect.com.</p> <ul style="list-style-type: none"> Unit 3 Word Study: Word Families, Online/TE p. T34 Unit 6 Word Study: Suffixes (<i>-ly</i>, <i>-ful</i>, <i>-less</i>), Online/TE p. T35 Unit 18 Word Study: Roots (<i>loc</i>, <i>aud</i>), Online/TE p. T39 |
| (E) demonstrate and apply spelling knowledge by: | |
| (ii) spelling homophones; | <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study</p> <ul style="list-style-type: none"> Unit 7 Word Study: Homophones, SE p. 76/TE p. T36 |
| (iii) spelling compound words, contractions, and abbreviations; | <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study</p> <ul style="list-style-type: none"> Unit 13 Word Study: Compound Words, SE p. 138/TE p. T38 <p>Words in Context: Grammar Skill</p> <ul style="list-style-type: none"> Unit 15 Grammar Skill (contractions), SE p. 157 Teaching Notes for the Unit: Words in Context, TE p. T33 |
| (vi) spelling words using knowledge of prefixes; and | <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study</p> <ul style="list-style-type: none"> Unit 4 Word Study: Word Parts and Base Words, SE p. 44/ TE p. T35 Unit 5 Word Study: Prefixes (<i>re-</i>, <i>pre-</i>, <i>in-</i>), SE p. 54/TE p. T35 Unit 10 Word Study: Prefixes (<i>un-</i>, <i>de-</i>, <i>over-</i>), SE p. 106/TE p. T37 |

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| <p>(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;</p> | <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study</p> <ul style="list-style-type: none"> Unit 4 Word Study: Word Parts and Base Words, SE p. 44/ TE p. T35 Unit 11 Word Study: Suffixes (-ness, -er, -or), SE p. 116/TE p. T37 Unit 17 Word Study: Suffixes (-ion, -ment, -able), SE p. 178/ TE p. T39 <p><u>DIGITAL RESOURCES/TEACHER'S EDITION</u> Student Practice: Word Study Additional Word Study lessons on roots and suffixes are available at SadlierConnect.com.</p> <ul style="list-style-type: none"> Unit 3 Word Study: Word Families, Online/TE p. T34 Unit 6 Word Study: Suffixes (-ly, -ful, -less), Online/TE p. T35 Unit 18 Word Study: Roots (loc, aud), Online/TE p. T39 |
| <p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> | <p><u>STUDENT EDITION</u> Reading Passages Vocabulary Workshop Level Green builds reading comprehension and fluency with reading passages of grade-level text in three lessons—Introducing the Words (each unit), Words in Context (each unit), and Vocabulary for Comprehension (each review).</p> <p><u>TEACHER'S EDITION</u> Teaching Notes for the Unit: Introducing the Words Each Introducing the Words reading passage provides an opportunity to monitor student reading fluency.</p> <ul style="list-style-type: none"> During Reading, TE p. T26 Depending on the needs of individual students, assign the passage as independent reading, allow them to 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><u>DIGITAL RESOURCES</u> Reading Passages Available online at SadlierConnect.com are Differentiated Introducing the Words passages. The differentiated passages have lower Lexile® measures and are shorter in length than the unit reading passages in the Student Edition. Also available online is a Practice Worksheet for each unit. Each of these worksheets features a short reading selection. Students read the passage then choose the word that best completes each sentence with a numbered blank.</p> |
| <p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p> | <p><u>TEACHER'S EDITION</u> Developing Vocabulary Through Literature (TE p. T24) Included in the Teacher's Edition is a list of children's books that are appropriate for independent reading. These titles support a literature-based approach to vocabulary study. Seeing recently studied words in such classic and contemporary literature can reinforce students' appreciation of the value of possessing a strong vocabulary.</p> <p style="text-align: right;"><i>continued</i></p> |

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| | <p>Starred titles are recommended as read-alouds and read-alongs.</p> <ul style="list-style-type: none"> • Ada, Alma Flor, <i>Under the Royal Palms: A Childhood in Cuba</i> (Autobiography/Children's Book Author) • Atwater, Richard and Florence, <i>Mr. Popper's Penguins</i> (Humor/Newbery) • Banks, Lynne Reid, <i>I, Houdini</i> (Animal/Adventure) • Brock, Betty, <i>No Flying in the House</i> (Mystery/Fantasy) • Brooks, Bruce, <i>Everywhere</i> (African American/Family) • Bulla, Clyde Robert, <i>Shoeshine Girl</i> (Realistic Fiction) • Butterworth, Oliver, <i>The Enormous Egg</i> (Dinosaurs/Humor) • Calmenson, Stephanie, <i>The Principal's New Clothes</i> (Humor) • Cleary, Beverly, <i>Ramona Quimby, Age 8</i> (Family/Newbery) • Coerr, Eleanor, <i>Sadako and the Thousand Paper Cranes</i> (Historical Fiction/Hiroshima) • Dahl, Roald, <i>The Minpins</i> (Adventure/Fantasy) • Eager, Edward, <i>Half Magic</i> (Adventure/Historical/Middle Ages) • Estes, Eleanor, <i>The Hundred Dresses</i> (Historical/Newbery) • Fritz, Jean, <i>What's the Big Idea, Ben Franklin?</i> (Biography) • Gardiner, John R., <i>Stone Fox</i> (Adventure) • Heide, Florence Parry, <i>The Shrinking of Treehorn</i> (Humor) • Howe, James and Deborah, <i>Bunnica: A Rabbit Tale of Mystery</i> (Mystery/Animal/Humor) • Hurwitz, Johanna, <i>Aldo Applesauce</i> (Realistic/Family) • Law, Ingrid, <i>Savvy</i> (Fantasy/Adventure) • Lin, Grace, <i>Where the Mountain Meets the Moon</i> (Fantasy/Chinese) • *Lindgren, Astrid Ericsson, <i>Pippi Longstocking</i> (Adventure/Humor) • Lord, Cynthia, <i>Rules</i> (Realistic/Family/Disabilities) • Lovelace, Maud Hart, <i>Betsy-Tacy</i> (Realistic/Friendship) • *Mahy, Margaret, <i>Girl with the Green Ear</i> (Short Stories/Nature) • Paterson, Katherine, <i>Flip-Flop Girl</i> (Realistic/Family); <i>Bridge to Terabithia</i> (Realistic/Friendship) • *Ryan, Pam Munoz, <i>Riding Freedom</i> (Historical Fiction) • Sachar, Louis, <i>Holes</i> (Mystery/Humor) • Selznick, Brian, <i>The Boy of a Thousand Faces</i> (Fantasy/Adventure) • *Steig, William, <i>The Real Thief</i> (Animal/Humor/Fantasy) • Walter, Mildred Pitts, <i>Justin and the Best Biscuits in the World</i> (African American/Realistic/Cowboy) • *White, E. B., <i>Stuart Little</i> (Family/Animal/Adventure) • Wilder, Laura Ingalls, <i>The Adventures of Laura and Jack</i> (Historical Fiction) • Yolen, Jane, <i>Sleeping Ugly</i> (Fairy Tale) <p>*Good for read-alouds and read-alongs but difficult for independent reading.</p> |

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| <p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> | |
| <p>(E) make connections to personal experiences, ideas in other texts, and society;</p> | <p>STUDENT EDITION/TEACHER'S EDITION Vocabulary for Comprehension: Write Your Own 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. Students are directed to use at least three words from the previous three units.</p> <ul style="list-style-type: none"> Review Units 1-6 (create a persuasive travel brochure), SE p. 65/TE p. T46 Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE pp. T45-T46 <p>Completing the Idea 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> <ul style="list-style-type: none"> Review Units 1-6, SE p. 67; Review Units 7-12, SE p. 129; Review Units 13-18, SE p. 191 Teaching Notes for the Unit: Completing the Idea, TE p. T48 |
| <p>(F) make inferences and use evidence to support understanding;</p> | <p>STUDENT EDITION Vocabulary for Comprehension Students are asked to make inferences when answering the inferential questions following Vocabulary for Comprehension passages. Examples: "What is the main idea of this passage?" (SE p. 35); "Which words from paragraph 3 help the reader understand the meaning of <i>approach</i>?" (SE p. 127).</p> <ul style="list-style-type: none"> SE pp. 34-35, 64-65, 96-97, 126-127, 158-159, 188-189 <p>TEACHER'S EDITION Teaching Notes for the Review: Vocabulary for Comprehension</p> <ul style="list-style-type: none"> Teach: Make Inferences, TE p. T46 Authors do not always state directly everything that happens. Instead, they provide details that allow readers to figure out things for themselves. Making inferences is combining clues or details in the passage with prior knowledge to make logical decisions about events and actions. |

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| <p>(G) evaluate details read to determine key ideas;</p> | <p><u>STUDENT EDITION</u> Vocabulary for Comprehension Students are asked identify the main idea of the paragraph or passage, also point out the details that tell about the main idea. For example, “What is the main idea of this passage?” (SE p. 35). • SE pp. 34–35, 64–65, 96–97, 126–127, 158–159, 188–189</p> <p><u>TEACHER’S EDITION</u> Teaching Notes for the Review: Vocabulary for Comprehension • Teach: Identify Main Idea/Details, TE p. T45 The main idea of a passage is what the passage is about. It is the most important point that the author makes about a topic or subject. The main idea is often stated at the beginning of the passage. The rest of the passage usually gives details that help explain or support the main idea.</p> |
| <p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> | <p><u>TEACHER’S EDITION</u> Teaching Notes for the Unit: Introducing the Words • Preparing to Read: Access Prior Knowledge, TE p. T26 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. • Background Information, TE p. T27 As students prepare to read each Introducing the Words 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>Teaching Notes for the Review: Vocabulary for Comprehension • Teach: Make Inferences, TE p. T46 Model how to monitor comprehension. Show how you would stop and reread to understand important details or what you might do to clarify confusing parts.</p> |

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| <p>(7) Response skills: listening, speaking, reading, writing, and thinking using texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> | |
| <p>(A) describe personal connections to a variety of sources, including self-selected texts;</p> <p>(B) write a response to a literary or informational text that demonstrates an understanding of a text;</p> <p>(C) use text evidence to support an appropriate response;</p> <p>(F) respond using newly acquired vocabulary as appropriate; and</p> <p>(G) discuss specific ideas in the text that are important to the meaning.</p> | <p>STUDENT EDITION/TEACHER'S EDITION Words in Context: Write Your Own 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"> 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 Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33 <p>Vocabulary for Comprehension: Write Your Own Students include at least recently three studied vocabulary words when writing to the prompt following the Vocabulary for Comprehension passage.</p> <p>For example, "In this story, Adam battled fear and nervousness, but he eventually met his goal and completed a long hike. Imagine how you would feel if you were in a similar situation. Tell a story (real or made up) in which you deal with a fear and complete a challenge. Use at least three words from Units 7-12" (Review Units 7-12, p. 127).</p> <ul style="list-style-type: none"> 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 Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE pp. T45-T46 |

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| <p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> | |
| <p>(A) infer the theme of a work, distinguishing theme from topic;</p> | <p>STUDENT EDITION Vocabulary for Comprehension Students are asked to determine the theme of the passage. For example, “What is the theme of this passage?” (SE p. 127). • SE pp. 34–35, 64–65, 96–97, 126–127, 188–189</p> <p>TEACHER’S EDITION Teaching Notes for the Unit: Words in Context • Teach, TE p. T33 Tell students that the Words in Context page contains a short reading passage related in topic or theme to the Introducing the Words reading passage that began the unit.</p> |
| <p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> | |
| <p>(A) demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths;</p> | <p>STUDENT EDITION/TEACHER’S EDITION Introducing the Words 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. 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 (see Digital Resources below). • Unit 1 “The Fox and the Grapes” 610L (an Aesop Fable), SE pp. 6–7 • Unit 4 “The Handsome Stag” 660L (Folktale), SE pp. 36–37 • Unit 9 “The Talent Show” 510L (Realistic Fiction), SE pp. 88–89 • Unit 10 “The Princess and the Pea” 510L (Fairy Tale), SE pp. 98–99 • Unit 12 “The Tiger’s Promise” 500L (Korean Folktale), SE pp. 118–119 • Unit 16 “Two Troublesome Monkeys” (Fantasy), SE pp. 160–161</p> <p style="text-align: right;"><i>continued</i></p> |

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| | <ul style="list-style-type: none"> Teaching Notes for the Unit: Introducing the Words (Unit Reading Passages), TE p. T26 Discuss the genre of the passage, and encourage students to name other stories and books they have read in the genre. <p>DIGITAL RESOURCES Teacher Resources (each unit)</p> <ul style="list-style-type: none"> 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. |
| <p>(D) recognize characteristics and structures of informational text, including:</p> <ul style="list-style-type: none"> (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and (iii) organizational patterns such as cause and effect and problem and solution; | <p>STUDENT EDITION/TEACHER'S EDITION Introducing the Words</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>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 (see Digital Resources below).</p> <ul style="list-style-type: none"> Unit 2 “Driving on Route 66” 710L (Magazine Article), SE pp. 16–17 Unit 3 “Going Green Every Day” 610L (Magazine Article), SE pp. 26–27 Unit 5 “The International Space Station” 710L (Journal Article), SE pp. 46–47 Unit 6 “King Tut Then and Now” 690L (Historical Nonfiction), SE pp. 56–57 Unit 7 “The Liberty Bell” 740L (Report), SE pp. 68–69 Unit 8 “The Terracotta Army” 810L (Journal Article), SE pp. 78–79 Unit 11 “Treasure Among Diamonds” 750L (Journal Article), SE pp. 108–109 Unit 13 “The Winter Olympics” 730L (News Article), SE pp. 130–131 Unit 14 “Amelia Earhart 1897–1937” 630L (Biography), SE pp. 140–141 Unit 15 “The Great Barrier Reef” 730L (Magazine Article), SE pp. 150–151 Unit 17 “The Nile Crocodile” 600L (Journal Article), SE pp. 170–171 Unit 18 “Gold! Gold! Gold!” 690L (Textbook Entry), SE pp. 180–181 <p>Teaching Notes for the Unit: Introducing the Words (Unit Reading Passages), TE p. T26 Discuss the genre of the passage, and encourage students to name other stories and books they have read in the genre.</p> <p>DIGITAL RESOURCES Teacher Resources (each unit)</p> <ul style="list-style-type: none"> 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. |

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- (F) analyze characteristics of multimodal and digital texts.

DIGITAL RESOURCES

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:

- **iWords Audio Program**
Encourage students to listen to each vocabulary word, its definition, and an illustrative sentence that provides modeling and context.
- **Audio of Introducing the Words Reading Passages**
Encourage students to track print as they listen to the unit reading passages.
- **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.
- **Interactive Activities.**
Review the Unit vocabulary through fun and engagement.
- **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.

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| <p>(10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> | |
| <p>(A) explain the author’s purpose and message within a text;</p> | <p>STUDENT EDITION Vocabulary for Comprehension Students are asked to make inferences when answering the inferential questions following Vocabulary for Comprehension passages. Examples: “What is the main idea of this passage?” (SE p. 355); “Which words from paragraph 3 help the reader understand the meaning of <i>approach</i>?” (SE p. 127). • SE pp. 34–35, 64–65, 96–97, 126–127, 158–159, 188–189</p> <p>TEACHER’S EDITION Teaching Notes for the Review: Vocabulary for Comprehension • Teach: Identify Main Idea/Details, TE p. T46 The main idea of a passage is what the passage is about. It is the most important point that the author makes about a topic or subject. The main idea is often stated at the beginning of the passage. The rest of the passage usually gives details that help explain or support the main idea.</p> |
| <p>(C) evaluate the author’s use of print and graphic features to achieve specific purposes;</p> | <p>STUDENT EDITION Introducing the Words The Introducing the Words reading selections use several graphic features, including title, genre, illustrations, photos, and captions. In addition, unit study words appear in context in each passage and are highlighted for easy reference. • SE pp. 6–7, 16–17, 26–27, 36–37, 46–47, 56–57, 68–69, 78–79, 88–89, 98–99, 108–109, 118–119, 130–131, 140–141, 150–151, 160–161, 170–171, 180–181</p> |
| <p>(D) describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;</p> | <p>STUDENT EDITION/TEACHER EDITION Shades of Meaning These Shades of Meaning activities emphasize the importance of context in determining the meaning of words and phrases used in creative expression. • Unit 2 Literal and Nonliteral Meanings (<i>take steps, turned the corner, set aside</i>), SE p. 25/TE p. T40 • Unit 7 Idioms 1, SE p. 77/TE p. T41 • Unit 10 Idioms 2, SE p. 107/TE p. T42</p> |

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| (F) discuss how the author’s use of language contributes to voice; and | <p><u>STUDENT EDITION/TEACHER’S EDITION</u> Shades of Meaning The Shades of Meaning activities help students deepen their understanding of colorful words and phrases that reflect voice in grade-level text.</p> <ul style="list-style-type: none"> • Unit 1 Words That Describe How Things Taste (<i>bitter, bland, spicy</i>), SE p. 15/TE p. T40 • Unit 4 Word Choice (<i>capture, snatch, trap</i>), SE p. 45/TE p. T40 • Unit 5 Word Choice (<i>glance, gaze, glare</i>), SE p. 55/TE p. T41 • Unit 8 Words That Describe People 1 (<i>timid, friendly, helpful</i>), SE p. 87/TE p. T41 • Unit 11 Words That Describe People 2 (<i>aloof, bold, meek</i>), SE p. 117/TE p. T42 • Unit 13 Word Choice (<i>declare, mutter, admit</i>), SE p. 139/TE p. T42 • Unit 14 Word Choice (<i>predict, suspect, wonder</i>), SE p. 149/TE p. T43 • Unit 16 Words That Describe Behavior (<i>defiant, charming, cunning</i>), SE p. 169/TE p. T43 • Unit 17 Words That Describe Appearance (<i>elegant, shabby, tidy</i>), SE p. 179/TE p. T43 |
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: | |
| (D) edit drafts using standard English conventions, including: | |
| (i) complete simple and compound sentences with subject-verb agreement; | <p><u>STUDENT EDITION/TEACHER’S EDITION</u> Words in Context: Grammar Skill Students identify the grammar skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> • Unit 2 Grammar Skill (subject and predicate), SE p. 23 • Unit 3 Grammar Skill (compound sentence), SE p. 33 • Teaching Notes for the Unit: Words in Context, TE p. T33 |

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| (ii) past, present, and future verb tense; | <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Words in Context: Grammar Skill Students identify the grammar skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> • Unit 7 Grammar Skill (future tense), SE p. 75 • Unit 8 Grammar Skill (main and helping verbs), SE p. 85 • Unit 9 Grammar Skill (irregular past tense), SE p. 95 • Teaching Notes for the Unit: Words in Context, TE p. T33 |
| (iii) singular, plural, common, and proper nouns; | <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Words in Context: Grammar Skill Students identify the grammar skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> • Unit 4 Grammar Skill (nouns), SE p. 43 • Unit 5 Grammar Skill (irregular plural nouns), SE p. 53 • Unit 6 Grammar Skill (possessive noun), SE p. 63 • Unit 16 Grammar Skill (proper nouns), SE p. 167 • Teaching Notes for the Unit: Words in Context, TE p. T33 |
| (iv) adjectives, including their comparative and superlative forms; | <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Words in Context: Grammar Skill Students identify the grammar skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> • Unit 10 Grammar Skill (comparative adjectives), SE p. 105 • Teaching Notes for the Unit: Words in Context, TE p. T33 |
| (v) adverbs that convey time and adverbs that convey manner; | <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Words in Context: Grammar Skill Students identify the grammar skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> • Unit 11 Grammar Skill (adverbs), SE p. 115 • Teaching Notes for the Unit: Words in Context, TE p. T33 |
| (ix) capitalization of official titles of people, holidays, and geographical names and places; | <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Words in Context: Grammar Skill Students identify the grammar skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> • Unit 16 Grammar Skill (proper nouns), SE p. 167 • Teaching Notes for the Unit: Words in Context, TE p. T33 |
| (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and | <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Words in Context: Grammar Skill Students identify the grammar skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> • Unit 1 Grammar Skill (exclamatory sentence/exclamation mark), SE p. 13 • Unit 15 Grammar Skill (contractions/apostrophes), SE p. 157 • Unit 17 Grammar Skill (commas in a series), SE p. 177 • Unit 18 Grammar Skill (quotation marks), SE p. 187 • Teaching Notes for the Unit: Words in Context, TE p. T33 |

§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

| Texas Essential Knowledge and Skills (TEKS) | Vocabulary Workshop, Level Green / Grade 3 |
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| <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> | |
| <p>(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft;</p> | <p>STUDENT EDITION/TEACHER'S EDITION Words in Context: Write Your Own 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"> • Unit 1 (write a story), SE p. 13 • Unit 4 (retell a folk tale), SE p. 43 • Unit 6 (imagine artifacts from an ancient city), SE p. 63 • Unit 10 (tell a fairy tale), SE p. 105 • Unit 18 (write dialogue), SE p. 187 • Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33 <p>Vocabulary for Comprehension: Write Your Own 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. Students are directed to use at least three words from the previous three units.</p> <ul style="list-style-type: none"> • Review Units 1-6 (describe an imaginary journey), SE p. 65 • Review Units 7-12 (tell a real or made-up story about dealing with fear), SE p. 127 • Review Units 13-18 (write an imagined journal entry from a story character's point of view), SE p. 189 • Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE pp. T45-T46 |
| <p>(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;</p> | <p>STUDENT EDITION/TEACHER'S EDITION Words in Context: Write Your Own 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"> • Unit 2 (describe an invention), SE p. 23 • Unit 3 (describe activities to help the environment), SE p. 33 • Unit 7 (describe an interesting place), SE p. 75 • Unit 8 (describe a skill you have), SE p. 85 • Unit 9 (write a problem/solution essay), SE p. 95 • Unit 11 (describe a body of water), SE p. 115 • Unit 12 (describe a favorite animal), SE p. 125 • Unit 14 (describe a skill to learn), SE p. 147 <p style="text-align: right;"><i>continued</i></p> |

§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

| Texas Essential Knowledge and Skills (TEKS) | Vocabulary Workshop, Level Green / Grade 3 |
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| | <ul style="list-style-type: none"> • Unit 15 (describe an ocean animal), SE p. 157 • Unit 16 (describe how to help animals), SE p. 167 • Unit 17 (describe a place to explore), SE p. 177 • Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33 <p>Vocabulary for Comprehension: Write Your Own 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. Students are directed to use at least three words from the previous three units.</p> <ul style="list-style-type: none"> • Review Units 1-3 (describe an animal that helps people), SE p. 35 • Review Units 7-9 (describe the impact today of the creation of blue jeans), SE p. 97 • Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE pp. T45-T46 |
| <p>(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and</p> | <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Words in Context: Write Your Own 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"> • Unit 5 (express an opinion), SE p. 53 • Unit 13 (favorite sport), SE p. 137 • Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33 <p>Vocabulary for Comprehension: Write Your Own 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. Students are directed to use at least three words from the previous three units.</p> <ul style="list-style-type: none"> • Review Units 13-15 (write a persuasive paper on why the government should protect loggerhead turtles), SE pp. 159 • Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE pp. T45-T46 |