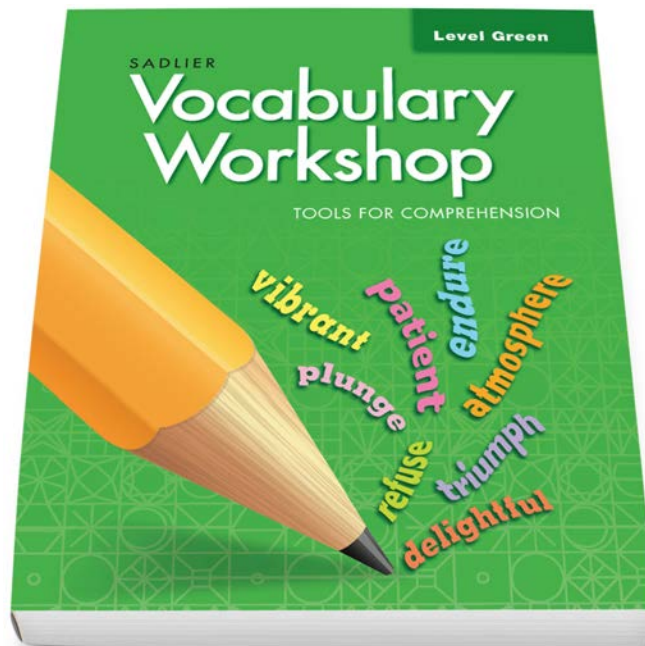


# Vocabulary Workshop

Tools for Comprehension

Correlation to the Oklahoma Academic Standards for English Language Arts (2020)

**Grade 3**



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## Key Aligned Content

### STANDARD 4: VOCABULARY

#### Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
<p><b>3.4.R.1</b> Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Vocabulary Workshop: Tools for Comprehension</b>                      In Level Green of <i>Vocabulary Workshop, Tools for Comprehension</i> students are introduced to 180 carefully selected, high-utility words, many of which are drawn from academic vocabulary word lists relevant to students' reading. Mastery of these words promotes word consciousness and, together with practice in vocabulary strategies, leads to improved reading and writing skills and improved performance on standardized tests.</p> <p>For each unit, activities that increase student knowledge of academic, domain-appropriate, grade-level vocabulary and their ability to infer the meaning of grade-level text include—</p> <ul style="list-style-type: none"> <li>• Introducing the Words (reading selection)</li> <li>• Definitions</li> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Completing the Sentence</li> <li>• Word Associations</li> <li>• Words with Latin Roots</li> <li>• Words in Context (reading selection)                             <ul style="list-style-type: none"> <li>◦ Write Your Own</li> </ul> </li> <li>• Word Study</li> <li>• Shades of Meaning</li> </ul> <p>After every three units, review activities include—</p> <ul style="list-style-type: none"> <li>• Vocabulary for Comprehension (reading selection)                             <ul style="list-style-type: none"> <li>◦ Write Your Own</li> </ul> </li> <li>• Classifying</li> <li>• Completing the Idea</li> </ul> <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.</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> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 4: VOCABULARY

### Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
	<ul style="list-style-type: none"> <li>• <b>Interactive Activities</b> Review the unit vocabulary through fun and engagement.</li> <li>• <b>Interactive Flash Cards</b> 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.</li> <li>• <b>Interactive Graphic Organizers</b> Support and extend learning of unit words with interactive graphic organizers: Concept Circle, Word Map, Word Square, and Word Web.</li> <li>• <b>Interactive Practice Quizzes</b> Provide students with feedback on their mastery of the unit words. Interactive practice quizzes are automatically scored.</li> <li>• <b>Practice Quiz Worksheets</b> Review unit words in multiple-choice and passage-based, critical reading formats. Worksheets can also be used as reteaching tools for all learners.</li> </ul> <p><b>Vocabulary Workshop: Tools for Comprehension</b> is also available in a fully interactive format.</p> <ul style="list-style-type: none"> <li>• <b>Interactive Edition (optional purchase)</b> 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.</li> </ul>
<p><b>3.4.R.2</b> Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b> <b>Words with Latin Roots</b> 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"> <li>• Unit 1 Latin (prefix <i>pre-</i>; root <i>fer</i>), SE p. 12</li> <li>• Unit 2 Latin (prefix <i>re-</i>; root <i>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> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 4: VOCABULARY

### Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
	<ul style="list-style-type: none"> <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 (prefix <i>pre-</i>; root <i>dict</i>), SE p. 146</li> <li>• Unit 15 Latin (<i>form</i>), SE p. 156</li> <li>• Unit 16 Latin (prefix <i>in-</i>; root <i>pli</i>), SE p. 166</li> <li>• Unit 17 Latin (prefix <i>sub-</i>, root <i>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 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, SE p. 44/TE p. T35</li> <li>• Unit 5 Word Study: Prefixes (<i>re-</i>, <i>pre-</i>, <i>in-</i>), SE p. 54/TE p. T35</li> <li>• Unit 10 Word Study: Prefixes (<i>un-</i>, <i>de-</i>, <i>over-</i>), SE p. 106/TE p. T37</li> <li>• Unit 11 Word Study: Suffixes (<i>-ness</i>, <i>-er</i>, <i>-or</i>), SE p. 116/TE p. T37</li> <li>• Unit 16 Word Study: Prefixes (<i>dis-</i>, <i>mis-</i>, <i>im-</i>), SE p. 168/TE p. T39</li> <li>• Unit 17 Word Study: Suffixes (<i>-ion</i>, <i>-ment</i>, <i>-able</i>), SE 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 3 Word Study: Word Families, Online/TE p. T34</li> <li>• Unit 6 Word Study: Suffixes (<i>-ly</i>, <i>-ful</i>, <i>-less</i>), Online/TE p. T35</li> <li>• Unit 18 Word Study: Roots (<i>loc</i>, <i>aud</i>), Online/TE p. T39</li> </ul>
<p><b>3.4.R.3</b> Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.</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 twelve 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.</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"> <li>• Unit 1 “The Fox and the Grapes” 610L (an Aesop Fable), SE pp. 6–7</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 4: VOCABULARY

### Reading

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

## STANDARD 4: VOCABULARY

### Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
	<p><b>Synonyms and Antonyms</b></p> <p>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"> <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>Completing the Sentence</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>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</li> <li>Teaching Notes for the Unit: Completing the Sentence, TE p. T30</li> </ul> <p><b>Word Associations</b></p> <p>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.</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: Word Associations, TE p. T31</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 "Fox in Folklore," SE p. 13</li> <li>Unit 2 "The Long and Surprising History of the Electric Car," SE p. 23</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 4: VOCABULARY

### Reading

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GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
	<ul style="list-style-type: none"> <li>• Unit 3 “How Earth Day Began,” SE p. 33</li> <li>• Unit 4 “Once Upon A Time,” SE p. 43</li> <li>• Unit 5 “Space Suits,” SE p. 53</li> <li>• Unit 6 “Archaeology,” SE p. 63</li> <li>• Unit 7 “Independence Hall,” SE p. 75</li> <li>• Unit 8 “The Art of Chinese Calligraphy,” SE p. 85</li> <li>• Unit 9 “The Problem of Food Waste,” SE p. 95</li> <li>• Unit 10 “Hans Christian Andersen’s Fairy Tales,” SE p. 105</li> <li>• Unit 11 “The Strait of Magellan,” SE p. 115</li> <li>• Unit 12 “Where Do Wild Tigers Live?,” SE p. 125</li> <li>• Unit 13 “Special Olympics,” SE p. 137</li> <li>• Unit 14 “Flying with Bessie Coleman,” SE p. 147</li> <li>• Unit 15 “Whales, Dolphins, and Porpoises,” SE p. 157</li> <li>• Unit 16 “All About Rain Forests,” SE p. 167</li> <li>• Unit 17 “Exploring the Nile,” SE p. 177</li> <li>• Unit 18 “Boomtowns and Ghost Towns,” SE p. 187</li> <li>• Teaching Notes for the Unit: Word Associations, TE p. T33</li> </ul> <p><b>Word Study: Context Clues</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• Unit 2 Word Study: Context Clues 1, SE p. 24/TE p. T34</li> <li>• Unit 8 Word Study: Context Clues 2, SE p. 86/TE p. T36</li> </ul> <p><b>Word Study</b></p> <p>Other Word Study lessons direct students to pay careful attention to context clues when determining the meaning of unfamiliar words.</p> <ul style="list-style-type: none"> <li>• Unit 1 Word Study: Dictionary: Multiple-Meaning Words, SE p. 14/TE p. T34</li> <li>• Unit 4 Word Study: Word Parts and Base Words, SE p. 44/TE p. T35</li> <li>• Unit 5 Word Study: Prefixes (<i>re-</i>, <i>pre-</i>, <i>in-</i>), SE p. 54/TE p. T35</li> <li>• Unit 7 Word Study: Homophones, SE p. 76/TE p. T36</li> <li>• Unit 10 Word Study: Prefixes (<i>un-</i>, <i>de-</i>, <i>over-</i>), SE p. 106/TE p. T37</li> <li>• Unit 11 Word Study: Suffixes (<i>-ness</i>, <i>-er</i>, <i>-or</i>), SE p. 116/TE p. T37</li> <li>• Unit 13 Word Study: Compound Words, SE p. 138/TE p. T38</li> <li>• Unit 14 Word Study: Homographs 2, SE p. 148/TE p. T38</li> <li>• Unit 16 Word Study: Prefixes (<i>dis-</i>, <i>mis-</i>, <i>im-</i>), SE p. 168/TE p. T39</li> <li>• Unit 17 Word Study: Suffixes (<i>-ion</i>, <i>-ment</i>, <i>-able</i>), SE p. 178/TE p. T39</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 4: VOCABULARY

### Reading

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GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
	<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 “Monkey Business,” SE pp. 34–35</li> <li>• Review Units 1-6 “Nellie Bly: Star Reporter,” SE pp. 64–65</li> <li>• Review Units 7-9 “Pants as Good as Gold,” SE pp. 96–97</li> <li>• Review Units 7-12 “A Mountain Hike,” SE pp. 126–127</li> <li>• Review Units 13-15 “An Amazing Creature,” SE pp. 158–159</li> <li>• Review Units 13-18 “Anansi the Hungry Spider,” SE pp. 188–189</li> <li>• Teaching Notes for the Review: Vocabulary for Comprehension, TE pp. T45–T46</li> </ul> <p><b>Completing the Idea</b></p> <p>Within the context of a sentence starter that contains a taught word, students draw on personal experience or prior knowledge in order to complete the sentence.</p> <p>When a multiple-meaning word is used in a sentence, students can figure out the intended meaning by using the context clues. However, they first need to be familiar with the various meanings.</p> <ul style="list-style-type: none"> <li>• Review Units 1–6, SE p. 67; Review Units 7–12, SE p. 129; Review Units 13–18, SE p. 191</li> <li>• Teaching Notes for the Unit: Completing the Idea, TE p. T48</li> </ul> <p><b>DIGITAL RESOURCES/TEACHER’S EDITION</b></p> <p><b>Student Practice: Word Study</b></p> <p>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"> <li>• Unit 3 Word Study: Word Families, Online/TE p. T34</li> <li>• Unit 6 Word Study: Suffixes (-ly, -ful, -less), Online/TE p. T35</li> <li>• Unit 9 Word Study: Analogies 1, Online/TE p. T36</li> <li>• Unit 12 Word Study: Homographs 1, SE p. Online/TE p. T37</li> <li>• Unit 15 Word Study: Analogies 2, Online/TE p. T38</li> <li>• Unit 18 Word Study: Roots (<i>loc, aud</i>), Online/TE p. T39</li> </ul> <p><b>Teacher Resources (each unit)</b></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. As with the original version of Introducing the Words, students read a passage that presents all twelve unit words in context.</li> </ul>



## STANDARD 4: VOCABULARY

### Reading

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<p><b>3.4.R.4</b> Students will infer relationships among words, including synonyms, antonyms, homographs, and homonyms.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Synonyms and Antonyms</b>                      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"> <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>Word Study</b></p> <ul style="list-style-type: none"> <li>Unit 7 Word Study: Homophones (<i>brake/break, sew/sow, heal/heel</i>)—SE p. 76/TE p. T36</li> <li>Unit 14 Word Study: Homographs 2 (<i>bear/bear, shed/shed, fine/fine</i>), SE p. 148/TE p. T38</li> </ul> <p><b>DIGITAL RESOURCES/TEACHER'S EDITION</b>  <b>Student Practice: Word Study</b>                      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"> <li>Unit 12 Word Study: Homographs 1 (<i>bank/bank, left/left, ring/ring</i>), SE p. Online/TE p. T37</li> </ul> <p><b>Interactive Activities</b></p> <ul style="list-style-type: none"> <li>Synonyms: Match It!</li> <li>Antonyms: Match It!</li> </ul>
<p><b>3.4.R.5</b> Students will use a dictionary or glossary (<i>print and/or electronic</i>) to determine or clarify the meanings, syllabication, and pronunciation of words.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Definitions</b>                      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"> <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 style="text-align: right;"><i>continued</i></p>

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## STANDARD 4: VOCABULARY

### Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
	<p><b>Words with Latin Roots</b> 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"> <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> 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"> <li>Unit 1 Word Study: Dictionary: Multiple-Meaning Words, SE p. 14/TE p. T34</li> <li>Unit 2 Word Study: Context Clues 1, SE p. 24/TE p. T34</li> <li>Unit 5 Word Study: Prefixes <i>re-</i>, <i>pre-</i>, <i>in-</i>, SE p. 54/TE p. T35</li> <li>Unit 10 Word Study: Prefixes <i>un-</i>, <i>de-</i>, <i>over-</i>, SE p. 106/TE p. T37</li> <li>Unit 14 Word Study: Homographs 2, SE p. 148/TE p. T38</li> </ul> <p><b>Shades of Meaning</b> Students learn the difference between dictionary and figurative, nonliteral meanings</p> <ul style="list-style-type: none"> <li>Unit 2 Shades of Meaning: Literal and Nonliteral Meanings, SE p. 25/TE p. T40</li> </ul> <p><b>Word List</b> 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"> <li>SE p. 192</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Teaching Notes for the Review: Completing the Idea</b> 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"> <li>Expanding Vocabulary, TE p. T48</li> </ul>

## STANDARD 4: VOCABULARY

### Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
	<p><b>DIGITAL RESOURCES</b></p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• 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 (ˈ) 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.</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>

### Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
<p><b>3.4.W.1</b> Students will use domain-appropriate vocabulary to communicate ideas in writing.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Words with Latin Roots</b></p> <p>Students study a Latin root then examine words that contain the root. After choosing two of the words from the bulleted list, they write a sentence for each word to show they understand its meaning.</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 Roots, TE p. T32</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 4: VOCABULARY

### Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
	<p><b>Words in Context: Write Your Own</b>                      In Words in Context: Write Your Own, students incorporate three recently studied vocabulary words into their written 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>TEACHER'S EDITION</b>  <b>Word Study</b>                      Word Study Teaching Notes listed below offer short writing assignments in which students write sentences that include recently studied unit words.                      Examples: "Have students write alliterative tongue-twister sentences using both words in the homograph pairs" (Unit 14, TE p. T38); "Instruct students to write an original paragraph that uses all four words from the Practice chart" (Unit 17, TE p. T39).</p> <ul style="list-style-type: none"> <li>Teaching Notes: Unit 2, TE p. T34; Unit 10, TE p. T37; Unit 14, TE p. T38; Unit 17, TE p. T39</li> </ul>
<p><b>3.4.W.2</b> Students will select appropriate language according to purpose in writing.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Words in Context: Write Your Own</b>                      In Words in Context: Write Your Own, students incorporate three recently studied vocabulary words into their written 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>Shades of Meaning</b>                      The 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.                      For several activities, they write a response about or using the recently studied words. Examples: "Have students write a descriptive sentence for each of their favorite foods, using words that describe taste" (Unit 6, TE p. T40); "Instruct students to write one original sentence for each of</p> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 4: VOCABULARY

### Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
	<p>the idioms they choose" (Unit 7, TE p. T41); "Have student pairs write a brief dialogue between two people that uses the words <i>declare</i>, <i>mutter</i>, and <i>admit</i>" (Unit 13, TE p. T42).</p> <ul style="list-style-type: none"> <li>• Unit 1 Words That Describe How Things Taste (<i>bitter</i>, <i>bland</i>, <i>spicy</i>), SE p. 15/TE p. T40</li> <li>• Unit 2 Literal and Nonliteral Meanings (<i>take steps</i>, <i>turned the corner</i>, <i>set aside</i>), SE p. 25/TE p. T40</li> <li>• Unit 4 Word Choice (<i>capture</i>, <i>snatch</i>, <i>trap</i>), SE p. 45/TE p. T40</li> <li>• Unit 5 Word Choice (<i>glance</i>, <i>gaze</i>, <i>glare</i>), SE p. 55/TE p. T41</li> <li>• Unit 8 Words That Describe People 1 (<i>timid</i>, <i>friendly</i>, <i>helpful</i>), SE p. 87/TE p. T41</li> <li>• Unit 11 Words That Describe People 2 (<i>aloof</i>, <i>bold</i>, <i>meek</i>), SE p. 117/TE p. T42</li> <li>• Unit 13 Word Choice (<i>declare</i>, <i>mutter</i>, <i>admit</i>), SE p. 139/TE p. T42</li> <li>• Unit 14 Word Choice (<i>predict</i>, <i>suspect</i>, <i>wonder</i>), SE p. 149/TE p. T43</li> <li>• Unit 16 Words That Describe Behavior (<i>defiant</i>, <i>charming</i>, <i>cunning</i>), SE p. 169/TE p. T43</li> <li>• Unit 17 Words That Describe Appearance (<i>elegant</i>, <i>shabby</i>, <i>tidy</i>), SE p. 179/TE p. T43</li> </ul>

## Additional Aligned Content

### STANDARD 1: SPEAKING AND LISTENING

#### Reading

Students will develop and apply effective communication skills through speaking and active listening.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
<p><b>3.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules.</p> <p><b>3.1.R.2</b> Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.</p> <p><b>3.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly in pairs, diverse groups, and whole class settings.</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Definitions</b>                      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>Words in Context: Write Your Own</b>                      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"> <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. 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</li> <li>Teaching Notes for the Unit: Words in Context, TE p. T33</li> </ul> <p><b>Word Study</b>                      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"> <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> <li>Teaching Notes for the Unit: Word Study, TE pp. T34–T39</li> </ul> <p><b>Classifying</b>                      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"> <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 style="text-align: right;"><i>continued</i></p>

## STANDARD 1: SPEAKING AND LISTENING

### Reading

Students will develop and apply effective communication skills through speaking and active listening.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
	<p><b>TEACHER'S EDITION</b></p> <p><b>Addressing Different Learners</b> 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"> <li>Differentiating Daily Instruction for Striving Readers and ELL Children, TE p. T20</li> </ul> <p><b>Teaching Notes for the Unit: Definitions</b></p> <ul style="list-style-type: none"> <li>Practice/Apply (ask volunteers to read example sentences aloud/pair students for collaborative activities), TE p. T28</li> <li>Follow-Up: Oral Language (use a Word Wall), TE p. T28</li> </ul> <p><b>Teaching Notes for the Unit: Word Study</b></p> <ul style="list-style-type: none"> <li>Unit 4: Follow-Up (Oral Language: Make a Word Wall), TE p. T35</li> <li>Unit 6: Follow-Up (Oral Language: Use words in small-group conversations), TE p. T35</li> <li>Unit 12: Follow-Up (Oral Language: Ask and answer questions using words from the lesson), TE p. T37</li> <li>Unit 18: Follow-Up (Word Play: Work in small groups), TE p. T39</li> </ul> <p><b>Teaching Notes for the Review: Vocabulary for Comprehension</b></p> <ul style="list-style-type: none"> <li>Follow-Up: Oral Language, TE p. T46</li> </ul>

### Writing

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
<p><b>3.1.W.2</b> Students will work respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.</p>	<p>Students have opportunities to work collaboratively under the direction of the teacher in each unit. Lessons with collaborative activities include the following—</p> <ul style="list-style-type: none"> <li>Definitions (collaborative activities marked by speech-bubble logos)</li> <li>Words in Context: Write Your Own</li> <li>Word Study (collaborative activities marked by speech-bubble logos)</li> <li>Classifying</li> </ul>

## STANDARD 2: READING FOUNDATIONS

### Fluency

Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
<p><b>3.2.F.2</b> Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p>	<p><b>TEACHER'S EDITION</b>  <b>Teaching Notes for the Unit: Introducing the Words</b></p> <ul style="list-style-type: none"> <li>• During Reading (read the passage together as a Read Aloud), TE p. T26</li> </ul> <p><b>Teaching Notes for the Unit: Definitions</b></p> <ul style="list-style-type: none"> <li>• Practice/Apply (ask volunteers to read example sentences aloud/pair students for collaborative activities), TE p. T28</li> </ul>

## STANDARD 2: READING AND WRITING PROCESS

### Reading

Students will read and comprehend increasingly complex literary and informational texts.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
<p><b>3.2.R.1</b> Students will locate the main idea and key supporting details of a text or section of text.</p>	<p><b>STUDENT EDITION</b>  <b>Vocabulary for Comprehension</b>                      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).</p> <ul style="list-style-type: none"> <li>• SE pp. 34–35, 64–65, 96–97, 126–127, 158–159, 188–189</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Teaching Notes for the Review: Vocabulary for Comprehension</b></p> <ul style="list-style-type: none"> <li>• Teach: Identify Main Idea/Details, TE p. T45                      The main idea of a passage 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.</li> </ul>
<p><b>3.2.R.2</b> Students will compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.</p>	<p><b>STUDENT EDITION</b>  <b>Introducing the Words</b>                      In Introducing the Words, students read a reading passage that incorporates all the words they will be learning in the unit. Different genres and themes are presented in the reading passages—</p> <ul style="list-style-type: none"> <li>• Unit 1 An Aesop Fable, SE pp. 6–7; Unit 2 Magazine Article, SE pp. 16–17; Unit 3 Magazine Article, SE pp. 26–27; Unit 4 Folktale, SE pp. 36–37; Unit 5 Journal Article, SE pp. 46–47; Unit 6 Historical Nonfiction, SE pp. 56–57; Unit 7 Report, SE pp. 68–69; Unit 8 Journal Article, SE pp. 78–79; Unit 9</li> </ul> <p style="text-align: right;"><i>continued</i></p>



## STANDARD 2: READING AND WRITING PROCESS

### Reading

Students will read and comprehend increasingly complex literary and informational texts.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
	<p>Realistic Fiction, SE pp. 88–89; Unit 10 Fairy Tale, SE pp. 98–99; Unit 11 Journal Article, SE pp. 108–109; Unit 12 Korean Folktale, SE pp. 118–119; Unit 13 News Article, SE pp. 130–131; Unit 14 Biography, SE pp. 140–141; Unit 15 Magazine Article, TE pp. 150–151; Unit 16 Fantasy, SE pp. 160–161; Unit 17 Journal Article, SE pp. 170–171; Unit 18 Textbook Entry, SE pp. 180–181</p> <p><b>TEACHER’S EDITION</b>  <b>Teaching Notes for the Unit: Introducing the Words</b></p> <ul style="list-style-type: none"> <li>• During Reading, TE p. T26                      With students, read the brief introduction. Discuss the genre of the passage, and encourage students to name other stories and books they have read in the genre.</li> </ul>
<p><b>3.2.R.3</b> Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text .</p>	<p><b>STUDENT EDITION</b>  <b>Introducing the Words</b></p> <p>In Introducing the Words, students read a reading passage that incorporates all the words they will be learning in the unit. Different genres and themes are presented in the reading passages.</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>TEACHER’S EDITION</b>  <b>Teaching Notes for the Unit: Introducing the Words</b></p> <ul style="list-style-type: none"> <li>• After Reading (invite students to summarize the passage), TE p. T26</li> </ul>

### Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
<p><b>3.2.W.4</b> Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries).</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b>  <b>Definitions</b></p> <p>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 spelling, 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"> <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,</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 2: READING AND WRITING PROCESS

### Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
	<p>TE 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</p> <ul style="list-style-type: none"> <li>Teaching Notes for the Unit: Definitions, TE p. T28</li> </ul> <p><b>Words with Latin/Greek Roots</b></p> <p>Students consider a unit word with a Latin or Greek 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"> <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></p> <p>In several Word Study lessons, students look in a dictionary to check spellings and meanings, also to make sure they have used each word correctly in the lesson assignment.</p> <ul style="list-style-type: none"> <li>Unit 1 Word Study: Dictionary: Multiple-Meaning Words, SE p. 14/TE p. T34</li> <li>Unit 2 Word Study: Context Clues 1, SE p. 24/TE p. T34</li> <li>Unit 5 Word Study: Prefixes <i>re-</i>, <i>pre-</i>, <i>in-</i>, SE p. 54/TE p. T35</li> <li>Unit 10 Word Study: Prefixes <i>un-</i>, <i>de-</i>, <i>over-</i>, SE p. 106/TE p. T37</li> <li>Unit 14 Word Study: Homographs 2, SE p. 148/TE p. T38</li> </ul> <p><b>Word List</b></p> <p>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"> <li>SE p. 192</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Teaching Notes for the Unit: Definitions</b></p> <ul style="list-style-type: none"> <li>Follow-Up: Oral Language (use a word wall), TE p. T28</li> </ul> <p><b>Teaching Notes for the Unit: Synonyms and Antonyms</b></p> <ul style="list-style-type: none"> <li>Follow-Up: Expanding Vocabulary/Writing (vocabulary notebook), TE p. T29</li> </ul> <p><b>Teaching Notes for the Unit: Words with Latin/Greek Roots</b></p> <ul style="list-style-type: none"> <li>Follow-Up: Expanding Vocabulary (vocabulary notebook), TE p. T32</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 2: READING AND WRITING PROCESS

### Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
	<p><b>Teaching Notes for the Unit: Word Study</b></p> <ul style="list-style-type: none"> <li>Follow-Up: Practice/Apply (use a dictionary): Unit 6, TE p. T35; Unit 11, TE p. T37; Unit 14, TE p. 38; Unit 16, TE p. 39; Unit 17, TE p. 39</li> <li>Follow-Up: Oral Language (make a word wall): Unit 6, TE p. T35</li> </ul> <p><b>Teaching Notes for the Unit: Shades of Meaning</b></p> <ul style="list-style-type: none"> <li>Follow-Up: Oral Language (make a word wall): Unit 8, TE p. T41; Unit 16, TE p. T43</li> </ul> <p><b>Teaching Notes for the Review: Vocabulary for Comprehension</b></p> <ul style="list-style-type: none"> <li>Follow-Up: Oral Language (create a word wall): Unit 6, TE p. T35; Unit 8, TE p. T46</li> </ul> <p><b>Teaching Notes for the Review: Completing the Idea</b></p> <p>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"> <li>Expanding Vocabulary, TE p. T48</li> </ul> <p><b>DIGITAL RESOURCES/TEACHER'S EDITION</b></p> <p><b>Student Practice: Word Study</b></p> <p>Additional Word Study lessons are provided online at SadlierConnect.com. Students are directed to use a dictionary.</p> <ul style="list-style-type: none"> <li>Unit 3 Word Study: Word Families, Online/TE p. T34</li> <li>Unit 18 Word Study: Roots (<i>loc, aud</i>), Online/TE p. T39</li> </ul>

## STANDARD 3: CRITICAL READING AND WRITING

### Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
<p><b>3.3.R.4</b> Students will find examples of literary devices:</p> <ul style="list-style-type: none"> <li>simile</li> <li>metaphor</li> <li>personification</li> <li>onomatopoeia</li> <li>hyperbole</li> </ul>	<p><b>STUDENT EDITION/TEACHER EDITION</b></p> <p><b>Shades of Meaning</b></p> <p>In Shades of Meaning, students learn about 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 (<i>take steps, turned the corner, set aside</i>), SE p. 25/TE p. T40</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 3: CRITICAL READING AND WRITING

### Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
	<ul style="list-style-type: none"> <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><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 9 Analogies 1, Online/TE p. T36</li> <li>Unit 15 Analogies 2, Online/TE p. T38</li> </ul>
<p><b>3.3.R.5</b> Students will distinguish fact from opinion in a text.</p>	<p>Related content</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.</p> <ul style="list-style-type: none"> <li>Unit 17 "The Nile Crocodile"—Nile Crocodile Facts (fact sidebar), SE pp. 170–171</li> </ul> <p><b>TEACHER EDITION</b>  <b>Shades of Meaning</b></p> <ul style="list-style-type: none"> <li>Unit 10 Idioms 2 ("listen to all the facts before forming an opinion"), SE p. 107/TE p. T42</li> </ul>
<p><b>3.3.R.7</b> Students will ask and answer inferential questions using the text to support answers with guidance and support.</p>	<p><b>STUDENT EDITION</b>  <b>Vocabulary for Comprehension</b>                      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"> <li>SE pp. 34–35, 64–65, 96–97, 126–127, 158–159, 188–189</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Teaching Notes for the Review: Vocabulary for Comprehension</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>

## STANDARD 3: CRITICAL READING AND WRITING

### Writing

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
<p><b>NARRATIVE</b>  <b>3.3.W.1</b> Students will write narratives incorporating characters, plot, setting, point of view, and conflict (i.e., solution and resolution).</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <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 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> <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>INFORMATIVE</b>  <b>3.3.W.2</b> Students will write facts about a subject, including a main idea with supporting details, and use transitional and signal words.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <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> </ul> <p style="text-align: right;"><i>continued</i></p>

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**STANDARD 3: CRITICAL READING AND WRITING**

**Writing**

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
	<ul style="list-style-type: none"> <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 1-3 (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>OPINION</b> <b>3.3.W.3</b> Students will express an opinion about a topic and provide reasons as support.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b> <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 5 (express an opinion), SE p. 53</li> <li>Unit 13 (favorite sport), SE 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> 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), SE pp. 159</li> <li>Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE pp. T45-T46</li> </ul>

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## STANDARD 5: LANGUAGE

### Reading

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
<p><b>3.5.R.1</b> Students will recognize pronouns and possessive nouns.</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 6 Grammar Skill (possessive noun), SE p. 63</li> <li>• Unit 13 Grammar Skill (object pronouns), SE p. 137</li> <li>• Unit 14 Grammar Skill (possessive pronouns), SE p. 147</li> <li>• Teaching Notes for the Unit: Words in Context, TE p. T33</li> </ul>
<p><b>3.5.R.2</b> Students will recognize irregular and past participle verbs and verb tense to identify settings, times, and sequences in text.</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 9 Grammar Skill (irregular past tense), SE p. 95</li> <li>• Teaching Notes for the Unit: Words in Context, TE p. T33</li> </ul>
<p><b>3.5.R.3</b> Students will recognize adjectives, articles as adjectives, and adverbs.</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 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>

### Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
<p><b>3.5.W.1</b> Students will capitalize and appropriately punctuate:</p> <ul style="list-style-type: none"> <li>• titles of respect</li> <li>• appropriate words in titles</li> <li>• geographical names</li> </ul>	<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 16 Grammar Skill (proper nouns), SE p. 167</li> <li>• Teaching Notes for the Unit: Words in Context, TE p. T33</li> </ul>
<p><b>3.5.W.2</b> Students will use complex contractions (e.g., <i>should've</i>, <i>won't</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 Grammar Skill (contractions/apostrophes), SE p. 157</li> <li>• Teaching Notes for the Unit: Words in Context, TE p. T33</li> </ul>

## STANDARD 5: LANGUAGE

### Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
<p><b>3.5.W.3</b> Students will compose and expand grammatically correct sentences and questions with appropriate commas, apostrophes, quotation marks, and end marks as needed for dialogue.</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 1 Grammar Skill (exclamatory sentence/exclamation mark), SE p. 13</li> <li>• Unit 15 Grammar Skill (contractions/apostrophes), SE p. 157</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>3.5.W.4</b> Students will compose simple, compound and complex declarative, interrogative, imperative, and exclamatory sentences.</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 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>• Teaching Notes for the Unit: Words in Context, TE p. T33</li> </ul>

## STANDARD 6: RESEARCH

### Reading

Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
<p><b>3.6.R.2</b> Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text.</p>	<p><b>STUDENT EDITION</b>  <b>Introducing the Words</b>                      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.</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>



## STANDARD 6: RESEARCH

### Writing

Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
<b>3.6.W.2</b> Students will organize information found during group or individual research, using graphic organizers or other aids.	<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.</p> <ul style="list-style-type: none"> <li>Interactive Graphic Organizers. Support and extend learning of unit words with interactive graphic organizers: Concept Circle, Word Map, Word Square, and Word Web.</li> </ul>
<b>3.6.W.3</b> Students will summarize and present information in a report.	<p><b>TEACHER'S EDITION</b> <b>Teaching Notes for the Unit: Words in Context</b></p> <ul style="list-style-type: none"> <li>Follow-Up: Writing (students to write their own summary of the unit Introducing the Words or Words in Context reading selections using five unit words), TE p. T33</li> </ul>

## STANDARD 7: MULTIMODAL LITERACIES

### Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
<b>3.7.R.1</b> Students will locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal questions.	<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.</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> <li>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.</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 7: MULTIMODAL LITERACIES

### Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
	<ul style="list-style-type: none"> <li>• Interactive Graphic Organizers. Support and extend learning of Unit words with interactive graphic organizers: Concept Circle, Word Map, Word Square, and Word Web.</li> <li>• Interactive Practice Quizzes. Provide students with feedback on their mastery of the unit words. Interactive practice quizzes are automatically scored.</li> <li>• 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.</li> </ul> <p><i>Vocabulary Workshop: Tools for Comprehension</i> is also available in a fully interactive format.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

### Writing

Students will create multimodal texts to communicate knowledge and develop arguments.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
<p><b>3.7.W.2</b> Students will create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.</p>	<p>Related content</p> <p><b>TEACHER'S EDITION</b></p> <p><b>Teaching Notes for the Unit: Word Study</b></p> <ul style="list-style-type: none"> <li>• Follow-Up: Expanding Vocabulary (draw pictures to illustrate multiple word meanings), Unit 1, TE p. T34</li> </ul> <p><b>Teaching Notes for the Unit: Shades of Meaning</b></p> <ul style="list-style-type: none"> <li>• Follow-Up: Expanding Vocabulary (draw and label pictures), Unit 17, TE p. T43</li> </ul>

## STANDARD 8: INDEPENDENT READING AND WRITING

### Reading

Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
<p><b>3.8.R</b> Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>	<p><b>TEACHER'S EDITION</b>  <b>Developing Vocabulary Through Literature</b> (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.                      Starred titles are recommended as read-alouds and read-alongs.</p> <ul style="list-style-type: none"> <li>• Ada, Alma Flor, <i>Under the Royal Palms: A Childhood in Cuba</i> (Autobiography/Children's Book Author)</li> <li>• Atwater, Richard and Florence, <i>Mr. Popper's Penguins</i> (Humor/Newbery)</li> <li>• Banks, Lynne Reid, <i>I, Houdini</i> (Animal/Adventure)</li> <li>• Brock, Betty, <i>No Flying in the House</i> (Mystery/Fantasy)</li> <li>• Brooks, Bruce, <i>Everywhere</i> (African American/Family)</li> <li>• Bulla, Clyde Robert, <i>Shoeshine Girl</i> (Realistic Fiction)</li> <li>• Butterworth, Oliver, <i>The Enormous Egg</i> (Dinosaurs/Humor)</li> <li>• Calmenson, Stephanie, <i>The Principal's New Clothes</i> (Humor)</li> <li>• Cleary, Beverly, <i>Ramona Quimby, Age 8</i> (Family/Newbery)</li> <li>• Coerr, Eleanor, <i>Sadako and the Thousand Paper Cranes</i> (Historical Fiction/Hiroshima)</li> <li>• Dahl, Roald, <i>The Minpins</i> (Adventure/Fantasy)</li> <li>• Eager, Edward, <i>Half Magic</i> (Adventure/Historical/Middle Ages)</li> <li>• Estes, Eleanor, <i>The Hundred Dresses</i> (Historical/Newbery)</li> <li>• Fritz, Jean, <i>What's the Big Idea, Ben Franklin?</i> ( Biography)</li> <li>• Gardiner, John R., <i>Stone Fox</i> (Adventure)</li> <li>• Heide, Florence Parry, <i>The Shrinking of Treehorn</i> (Humor)</li> <li>• Howe, James and Deborah, <i>Bunnicula: A Rabbit Tale of Mystery</i> (Mystery/Animal/Humor)</li> <li>• Hurwitz, Johanna, <i>Aldo Applesauce</i> (Realistic/Family)</li> <li>• Law, Ingrid, <i>Savvy</i> (Fantasy/Adventure)</li> <li>• Lin, Grace, <i>Where the Mountain Meets the Moon</i> (Fantasy/Chinese)</li> <li>• *Lindgren, Astrid Ericsson, <i>Pippi Longstocking</i> (Adventure/Humor)</li> <li>• Lord, Cynthia, <i>Rules</i> (Realistic/Family/Disabilities)</li> <li>• Lovelace, Maud Hart, <i>Betsy-Tacy</i> (Realistic/Friendship)</li> <li>• *Mahy, Margaret, <i>Girl with the Green Ear</i> (Short Stories/Nature)</li> <li>• Paterson, Katherine, <i>Flip-Flop Girl</i> (Realistic/Family); <i>Bridge to Terabithia</i> (Realistic/Friendship)</li> <li>• *Ryan, Pam Munoz, <i>Riding Freedom</i> (Historical Fiction)</li> <li>• Sachar, Louis, <i>Holes</i> (Mystery/Humor)</li> <li>• Selznick, Brian, <i>The Boy of a Thousand Faces</i> (Fantasy/Adventure)</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## STANDARD 8: INDEPENDENT READING AND WRITING

### Reading

Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
	<ul style="list-style-type: none"> <li>• *Steig, William, <i>The Real Thief</i> (Animal/Humor/Fantasy)</li> <li>• Walter, Mildred Pitts, <i>Justin and the Best Biscuits in the World</i> (African American/Realistic/Cowboy)</li> <li>• *White, E. B., <i>Stuart Little</i> (Family/Animal/Adventure)</li> <li>• Wilder, Laura Ingalls, <i>The Adventures of Laura and Jack</i> (Historical Fiction)</li> <li>• Yolen, Jane, <i>Sleeping Ugly</i> (Fairy Tale)</li> </ul> <p>*Good for read-alouds and read-alongs but difficult for independent reading.</p>

### Writing

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
<p><b>3.8.W</b> Students will write independently over extended periods of time (<i>e.g., time for reflection and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>) to communicate with different audiences for a variety of purposes.</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 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</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 use at least three vocabulary words when writing 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 style="text-align: right;"><i>continued</i></p>

## STANDARD 8: INDEPENDENT READING AND WRITING

### Writing

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

GRADE 3 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL GREEN / GRADE 3
	<p><b>Completing the Idea: Writing Challenge</b>                      In the Writing Challenge, students are provided with a multiple-meaning word from the reviewed units. They write a sentence for two different meanings of the word. They are reminded to use the parts of speech indicated in the directions.</p> <ul style="list-style-type: none"> <li>Review Units 1–6, SE p. 67; Review Units 7–12, SE p. 129; Review Units 13–18, SE p. 191</li> <li>Teaching Notes for the Review: Completing the Idea: Writing Challenge, TE p. T48</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Teaching Notes for the Unit: Words with Latin/Greek Roots</b></p> <ul style="list-style-type: none"> <li>Follow-Up: Writing (write a contextual sentence to reflect the meaning of each root), TE p. T32</li> </ul> <p><b>Teaching Notes for the Unit: Words in Context</b></p> <ul style="list-style-type: none"> <li>Follow-Up: Writing (challenge students to write their own summary of the unit Introducing the Words or Words in Context reading selections using five unit words), TE p. T33</li> </ul> <p><b>Teaching Notes for the Unit: Word Study</b></p> <ul style="list-style-type: none"> <li>Follow-Up: Writing: Unit 2, TE p. T34; Unit 14, TE p. T38; Unit 17, TE p. T39</li> </ul> <p><b>Teaching Notes for the Unit: Shades of Meaning</b></p> <ul style="list-style-type: none"> <li>Follow-Up: Writing/Word Play: Unit 1, TE p. T40; Unit 7, TE p. T41; Unit 13, TE p. T42</li> </ul>