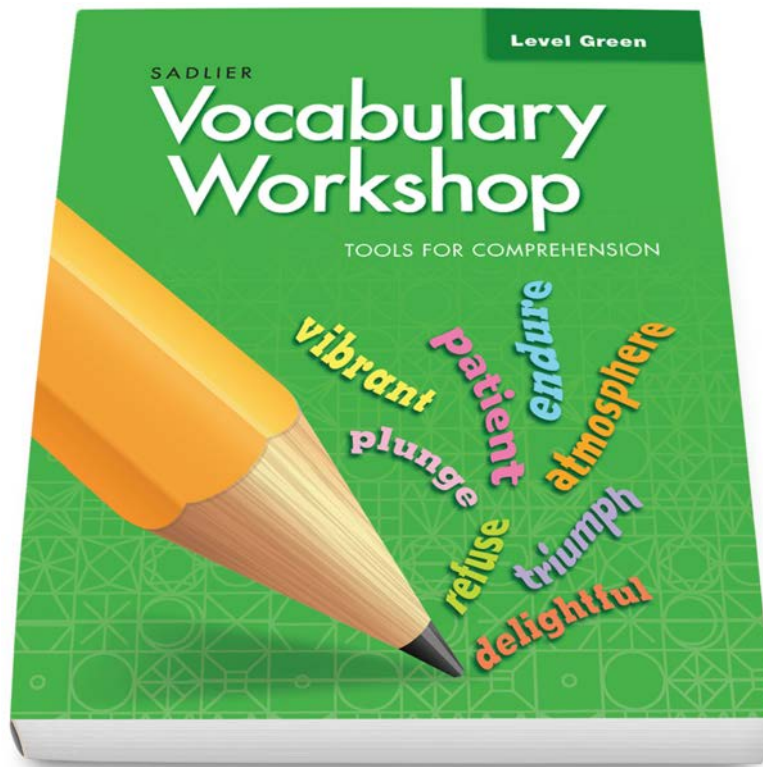


Vocabulary Workshop

Tools for Comprehension

Correlation to the North Carolina English Language Arts
Standard Course of Study

Grade 3



Key Aligned Content

Language Standards: Vocabulary Acquisition and Use 2

Additional Aligned Content

Reading Standards for Literature 10

Reading Standards for Informational Text 14

Reading Foundational Skills 18

Writing Standards 24

Speaking and Listening Standards 27

Language Standards 30

Key Aligned Content

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

Vocabulary Acquisition and Use

L.3.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: **context clues**, **word parts**, **word relationships**, and **reference materials**.

CONTEXT CLUES

STUDENT EDITION/TEACHER'S EDITION

Introducing the Words: Reading Selections

Introducing the Words is a reading passage at the beginning of each Unit that presents all ten highlighted Unit study words in context.

- Unit 1, SE pp. 6–7; Unit 2, SE pp. 16–17; Unit 3, SE pp. 26–27; Unit 4, SE pp. 36–37; Unit 5, SE pp. 46–47; Unit 6, SE pp. 56–57; Unit 7, SE pp. 68–69; Unit 8, SE pp. 78–79; Unit 9 SE pp. 88–89; Unit 10 SE pp. 98–99; Unit 11 SE pp. 108–109; Unit 12, SE pp. 118–119; Unit 13, SE pp. 130–131; Unit 14, SE pp. 140–141; Unit 15, SE pp. 150–151; Unit 16, SE pp. 160–161; Unit 17, SE pp. 170–171; Unit 18, SE pp. 180–181
- Teaching Notes: Introducing the Words—TE p. T26

Definitions

After examining the pronunciation, part of speech, and definition for each word, students see the word in the context of one or more example sentences.

- 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, SE pp. 70–71; Unit 8, SE 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: Definitions—TE p. T28

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 phrase. To complete the exercises, students rely on context clues to find the right synonym or antonym.

- 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: 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: Completing the Sentence—TE p. T30

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LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

Vocabulary Acquisition and Use

continued

L.3.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: **context clues**, **word parts**, **word relationships**, and **reference materials**.

continued

continued

CONTEXT CLUES (*continued*)

STUDENT EDITION/TEACHER'S EDITION

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: 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, 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. 135; 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: Words in Context—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, SE p. 14/TE p. T34; Unit 4, SE p. 44/TE p. T35; Unit 5, SE p. 54/TE p. T35; Unit 7, SE p. 76/TE p. T36; Unit 10, SE p. 106/TE p. T37; Unit 11, SE p. 116/TE p. T37; Unit 13, SE p. 136/TE p. T38; Unit 14, SE p. 148/TE p. T38; Unit 16, SE p. 168/TE p. T39; Unit 17, SE p. 178/TE p. T39

DIGITAL RESOURCES*/TEACHER'S EDITION

Word Study

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

- Unit 3, Online/TE p. T34; Unit 6, Online/TE p. T34; Unit 9, Online/TE p. T34; Unit 12, Online/TE p. T34; Unit 15, Online/TE p. T34; Unit 18, Online/TE p. T34

continued

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

Vocabulary Acquisition and Use

continued

L.3.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: **context clues**, **word parts**, **word relationships**, and **reference materials**.

continued

continued

CONTEXT CLUES (*continued*)

STUDENT EDITION/TEACHER'S EDITION

Shades of Meaning

Students learn to appreciate subtle differences of meanings of related words by examining their use in context.

- Unit 1, SE p. 15/TE p. T40; Unit 2, SE p. 25/TE p. T40; Unit 4, SE p. 45/TE p. T40; Unit 5, SE p. 55/TE p. T41; Unit 7, SE p. 77/TE p. T41; Unit 8, SE p. 87/TE p. T41; Unit 10, SE p. 107/TE p. T42; Unit 11, SE p. 117/TE p. T42; Unit 13, SE p. 137/TE p. T42; Unit 14, SE p. 149/TE p. T43; Unit 16, SE p. 169/TE p. T43; Unit 17, SE p. 179/TE p. T43

Vocabulary for Comprehension

Each **Vocabulary for Comprehension** passage incorporates several of the words taught in the prior three units, followed by vocabulary-in-context questions.

- Review Units 1-3, SE pp. 34-35; Review Units 1-6, SE pp. 64-65; Review Units 7-9 SE pp. 96-97; Review Units 7-12, SE pp. 126-127; Review Units 13-15, SE pp. 158-159; Review Units 13-18, SE pp. 188-189
- Teaching Notes: Vocabulary for Comprehension—TE pp. T45-T46

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.

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.

- Review Units 1-6, SE p. 67; Review Units 7-12, SE p. 129; Review Units 13-18, SE p. 191
- Teaching Notes: Completing the Idea—TE p. T48

WORD PARTS

STUDENT EDITION

Words with Latin Roots

In **Words with Latin Roots**, students study the root or affix of a Unit word and apply its meaning to other words.

- Unit 1 Latin (prefix *pre-*; root *fer*)—SE p. 12
- Unit 2 Latin (prefix *re-*; root *fus*)—SE p. 22
- Unit 3 Latin (*var*)—SE p. 32
- Unit 4 Latin (*clam*)—SE p. 42
- Unit 5 Latin (*uni*)—SE p. 52
- Unit 6 Latin (*cert*)—SE p. 62
- Unit 7 Latin (*delic*)—SE p. 74
- Unit 8 Latin (*turb*)—SE p. 84
- Unit 9 Latin (*flex*)—SE p. 94
- Unit 10 Latin (*fortu*)—SE p. 104
- Unit 11 Latin (*glori*)—SE p. 114
- Unit 12 Latin (*aud*)—SE p. 124
- Unit 13 Latin (*clar*)—SE p. 136
- Unit 14 Latin (prefix *pre-*; root *dict*)—SE p. 146
- Unit 15 Latin (*form*)—SE p. 156
- Unit 16 Latin (prefix *in-*; root *pli*)—SE p. 166
- Unit 17 Latin (prefix *sub-*, root *pend*)—SE p. 176
- Unit 18 Latin (*loc*)—SE p. 186

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LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

Vocabulary Acquisition and Use

continued

L.3.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: **context clues**, **word parts**, **word relationships**, and **reference materials**.

continued

continued

WORD PARTS (*continued*)

TEACHER'S EDITION

Words with Latin Roots

- Teaching Notes: Words with Latin Roots—TE p. T32

STUDENT EDITION/TEACHER'S EDITION

Word Study

In these **Word Study** activities, students build vocabulary by analyzing word parts, including roots and affixes.

- 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 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 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

DIGITAL RESOURCES*/TEACHER'S EDITION

Student Practice: Word Study

Additional **Word Study** lessons on roots, prefixes, and suffixes are available at SadlierConnect.com.

- 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

WORD RELATIONSHIPS

STUDENT EDITION/TEACHER'S EDITION

Definitions

For each of the ten Unit study words, students examine the pronunciation, part(s) of speech, definition(s), and example sentences. **Also listed are word synonyms and antonyms.**

- 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, SE pp. 70–71; Unit 8, SE 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: Definitions—TE p. T28

Synonyms and Antonyms

The **Synonyms** and **Antonyms** exercises focus on word relationships. Students read each phrase and consider each choice before choosing their answer. Next, they write the word that has the same or opposite meaning as the boldface word in the given phrase.

- 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: Synonyms and Antonyms—TE p. T29

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LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

Vocabulary Acquisition and Use

continued

L.3.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: **context clues**, **word parts**, **word relationships**, and **reference materials**.

continued

continued

WORD RELATIONSHIPS (continued)

STUDENT EDITION/TEACHER'S EDITION

Shades of Meaning

In the **Shades of Meaning** lessons, students deepen their understanding of word meanings by examining relationships between related words, relying on context to help explain subtle differences in meaning.

- Unit 1, SE p. 14/TE p. T40; Unit 2, SE p. 24/TE p. T40; Unit 4, SE p. 44/TE p. T40; Unit 5, SE p. 54/TE p. T41; Unit 7, SE p. 76/TE p. T41; Unit 8, SE p. 86/TE p. T41; Unit 10, SE p. 106/TE p. T42; Unit 11, SE p. 116/TE p. T42; Unit 13, SE p. 136/TE p. T42; Unit 14, SE p. 148/TE p. T43; Unit 16, SE p. 168/TE p. T43; Unit 17, SE p. 178/TE p. T43

Classifying

For the **Classifying** activity, students look for a relationship among a group of words and choose the word that may be considered a member of the group. Students then explain the relationship.

- Review Units 1–6—SE p. 66; Review Units 7–12—SE p. 128; Units 13–18—SE p. 190
- Teaching Notes: Classifying—TE p. T47

DIGITAL RESOURCES*/TEACHER'S EDITION

Student Practice

Word Study

Students figure out the relationship between the first two words in order to identify the second pair of words that completes the analogy.

- Unit 9 Word Study: Analogies 1—Online/TE p. T36
- Unit 15 Word Study: Analogies 2—Online/TE p. T38

REFERENCE MATERIALS

STUDENT EDITION/TEACHER'S EDITION

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.

- 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, SE pp. 70–71; Unit 8, SE 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: Definitions—TE p. T28

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.

- 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: Words with Latin/Greek Roots—TE p. T32

continued

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

Vocabulary Acquisition and Use

<p style="text-align: center;"><i>continued</i></p> <p>L.3.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">REFERENCE MATERIALS (<i>continued</i>)</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study The Unit 1 Word Study lesson focuses on using a dictionary to learn about words with more than one meaning.</p> <ul style="list-style-type: none"> Unit 1 Word Study: Dictionary: Multiple-Meaning Words—SE p. 14/TE p. T34 <p>In other Word Study lessons, students are directed to use a dictionary to check spellings and meanings.</p> <ul style="list-style-type: none"> Unit 2, SE p. 24/TE p. T34; Unit 5, SE p. 44/TE p. T35; Unit 10, SE p. 106/TE p. T37; Unit 14, SE p. 148/TE p. T38 <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 An alphabetized 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/TE p. 192
<p>L.3.5 Demonstrate understanding of nuances in word meanings.</p>	
<p>a. Distinguish the literal and nonliteral meanings of words and phrases in context.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Shades of Meaning Included in the Teacher's Edition for this activity is a three-part lesson plan: Teach, Practice/Apply, Follow-Up.</p> <ul style="list-style-type: none"> Unit 2 Literal and Nonliteral Meanings (<i>drive home, 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>b. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.</p>	<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 used in grade-level text by examining relationships among related words and by analyzing nuances of meaning.</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

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

Vocabulary Acquisition and Use

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

STUDENT EDITION/TEACHER'S EDITION

Vocabulary Workshop: Tools for Comprehension

In **Level Green** of *Vocabulary Workshop: Tools for Comprehension*, students are introduced to 216 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.

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—

- **Introducing the Words** (reading selection)
- **Definitions**
- **Synonyms**
- **Antonyms**
- **Completing the Sentence**
- **Word Associations**
- **Words with Latin/Greek Roots**
- **Words in Context** (reading selection)
 - **Write Your Own**
- **Word Study**
- **Shades of Meaning**

After every three Units, review activities include—

- **Vocabulary for Comprehension** (reading selection)
 - **Write Your Own**
- **Classifying**
- **Completing the Idea**

The end-of-book Word List includes all the words taught and used in the Units of this book. The number after each entry indicates the page on which the word is defined.

- **Level Green Word List**—SE p. 192

DIGITAL RESOURCES*

Digital Resources for each Unit of **Level Green** of *Vocabulary Workshop: Tools for Comprehension* are available to students and teachers at SadlierConnect.com. Students and families may use these digital resources without a username and password.

Instruction

- **Introducing the Words: Audio Version**
 Encourage students to track print as they listen to the Unit reading passages.

Additional Practice

- **Practice Quizzes**
 Automatically scored interactive practice quizzes provide students with feedback on their mastery of the Unit words. The quizzes are also available in a printable version (PDF).

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continued

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

Vocabulary Acquisition and Use

continued

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

continued

DIGITAL RESOURCES* (continued)

Additional Practice (continued)

• **Practice Worksheets**

In printable format only (PDF), the Practice Worksheets mirror the format of the Unit Practice Quizzes. In Part 1, students choose the word that means the same, or about the same, as the underlined Unit word. In Part 2, they answer vocabulary-in-context questions after reading the short passage. Worksheets can also be used as reteaching tools for all learners.

Interactive Activities

Students review the Unit vocabulary through fun and engagement.

- **Antonyms: Match It!**
- **Synonyms: Match It!**
- **What's the Word?**
- **Word Search**

Interactive Graphic Organizers

Support and extend learning of Unit words with interactive graphic organizers.

- **Concept Circle**
- **Word Map**
- **Word Square**
- **Word Web**

Student Resources

• **iWords Audio Program**

Encourage students to listen to each vocabulary word, its definition, and an illustrative sentence that provides modeling and context.

• **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.

Teacher Resources

• **Introducing the Words: Abridged**

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.

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.

Additional Aligned Content

READING STRAND

Reading Standards for Literature

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

Key Ideas and Evidence

<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>STUDENT EDITION Introducing the Words: Reading Selections</p> <ul style="list-style-type: none"> Unit 1, “The Fox and the Grapes” (an Aesop Fable)—SE pp. 6–7; Unit 4, “The Handsome Stag” (Folktale)—SE pp. 36–37; Unit 9, “The Talent Show” (Realistic Fiction)—SE pp. 88–89; Unit 10, “The Princess and the Pea” (Fairy Tale)—SE pp. 98–99; Unit 12, “The Tiger’s Promise” (Korean Folktale)—SE pp. 118–119; Unit 16, “Two Troublesome Monkeys” (Fantasy)—SE pp. 160–161 <p>TEACHER’S EDITION Introducing the Words</p> <p>Guide the class’s focus and comprehension by having students answer key questions about the passage. Review the answers to the questions that were asked while they were reading. Encourage students to ask any questions they may have about the passage or the meanings of the words.</p> <ul style="list-style-type: none"> Teaching Notes: Introducing the Words—TE p. T26
<p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>STUDENT EDITION Vocabulary for Comprehension</p> <ul style="list-style-type: none"> Review Units 7–12, “A Mountain Hike”—SE pp. 126–127; Review Units 13–18, “Anansi the Hungry Spider”—SE pp. 188–189 <p>TEACHER’S EDITION Vocabulary for Comprehension</p> <p>In Vocabulary for Comprehension, students read a passage that incorporates six of the words taught in the prior three units. After reading, students ask and answer questions based on the passage.</p> <ul style="list-style-type: none"> Teaching Notes: Vocabulary for Comprehension—TE pp. T45–T46
<p>RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.</p>	<p>STUDENT EDITION Words in Context: Write Your Own</p> <p>Write 3–5 sentences to retell a folktale you know. Use at least three vocabulary words in your retelling. Challenge your partner to write a new ending for your folktale, using at least three vocabulary words.</p> <ul style="list-style-type: none"> Unit 4 (retell a folktale)—SE p. 43 <p>TEACHER’S EDITION Words in Context</p> <ul style="list-style-type: none"> Teaching Notes: Words in Context: Write Your Own—TE p. T33 <p>STUDENT EDITION Vocabulary for Comprehension: Write Your Own</p> <p>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.</p> <ul style="list-style-type: none"> Review Units 7–12, “A Mountain Hike”—SE pp. 126–127 <p>In this story, Anansi learns that he can’t fool everyone. Imagine how he felt after Goose tricked him and Five took all of his food. On a separate sheet of paper, write a journal entry from Anansi’s point of view that describes how he felt.</p> <ul style="list-style-type: none"> Review Units 13–18, “Anansi the Hungry Spider”—pp. 188–189 SE pp. 188–189 <p>TEACHER’S EDITION Vocabulary for Comprehension: Write Your Own</p> <ul style="list-style-type: none"> Teaching Notes: Practice/Apply: Write Your Own—TE p. T46

READING STRAND

Reading Standards for Literature

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

Craft and Structure

<p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Introducing the Words: Reading Selections Introducing the Words is a reading passage at the beginning of each Unit that presents all ten highlighted Unit study words in context. Discuss context clues and the meanings of the words as they relate to the passage.</p> <ul style="list-style-type: none"> Unit 1, "The Fox and the Grapes" (an Aesop Fable)—SE pp. 6–7; Unit 4, "The Handsome Stag" (Folktale)—SE pp. 36–37; Unit 9, "The Talent Show" (Realistic Fiction)—SE pp. 88–89; Unit 10, "The Princess and the Pea" (Fairy Tale)—SE pp. 98–99; Unit 12, "The Tiger's Promise" (Korean Folktale)—SE pp. 118–119; Unit 16, "Two Troublesome Monkeys" (Fantasy)—SE pp. 160–161 Teaching Notes: Introducing the Words—TE p. T26 <p>Vocabulary for Comprehension Each Vocabulary for Comprehension passage incorporates several of the words taught in the prior three units, followed by vocabulary-in-context questions.</p> <ul style="list-style-type: none"> Review Units 1-3—SE pp. 34–35; Review Units 1-6—SE pp. 64–65; Review Units 7-9 SE pp. 96–97; Review Units 7-12—SE pp. 126–127; Review Units 13-15—SE pp. 158–159; Review Units 13-18—SE pp. 188–189 Teaching Notes: Vocabulary for Comprehension—TE pp. T45–T46
<p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p>
<p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p><u>STUDENT EDITION</u> Vocabulary for Comprehension: Write Your Own In this story, Anansi learns that he can't fool everyone. Imagine how he felt after Goose tricked him and Five took all of his food. On a separate sheet of paper, write a journal entry from Anansi's point of view that describes how he felt.</p> <ul style="list-style-type: none"> Review Units 13-18, "Anansi the Hungry Spider"—pp. 188–189 SE pp. 188–189 <p><u>TEACHER'S EDITION</u> Vocabulary for Comprehension: Write Your Own</p> <ul style="list-style-type: none"> Teaching Notes: Practice/Apply: Write Your Own—TE p. T46

READING STRAND

Reading Standards for Literature

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

Integration of Ideas and Analysis

<p>RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Introducing the Words: Reading Selections Discuss any photographs or illustrations, pointing out how students can use the information in these visuals to help them better appreciate the passage.</p> <ul style="list-style-type: none"> Unit 1, “The Fox and the Grapes” (an Aesop Fable)—SE pp. 6–7; Unit 4, “The Handsome Stag” (Folktale)—SE pp. 36–37; Unit 9, “The Talent Show” (Realistic Fiction)—SE pp. 88–89; Unit 10, “The Princess and the Pea” (Fairy Tale)—SE pp. 98–99; Unit 12, “The Tiger’s Promise” (Korean Folktale)—SE pp. 118–119; Unit 16, “Two Troublesome Monkeys” (Fantasy)—SE pp. 160–161 Teaching Notes: Introducing the Words—TE p. T26
<p>RL.3.8 Not applicable to literature.</p>	
<p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p>	<p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p>

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

Range of Reading and Level of Complexity

<p>RL.3.10 By the end of grade 3, read and understand literature at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION</u> Introducing the Words: Reading Selections</p> <ul style="list-style-type: none"> Unit 1 “The Fox and the Grapes” (An Aesop Fable) 610L—SE pp. 6–7; Unit 4 “The Handsome Stag” (Folktale) 660L—SE pp. 36–37; Unit 9 “The Talent Show” (Realistic Fiction) 510L—SE pp. 88–89; Unit 10 “The Princess and the Pea” (Fairy Tale) 510L—SE pp. 98–99; Unit 12 “The Tiger’s Promise” (Korean Folktale) 500L—SE pp. 118–119; Unit 16 “Two Troublesome Monkeys” (Fantasy) 630L—SE pp. 160–161
	<p><u>TEACHER’S EDITION</u> Introducing the Words</p> <p>Guide the class’s focus and comprehension by having students answer key questions about the passage. Review the answers to the questions that were asked while they were reading. Encourage students to ask any questions they may have about the passage or the meanings of the words.</p> <ul style="list-style-type: none"> Teaching Notes: Introducing the Words—TE p. T26
	<p><u>STUDENT EDITION</u> Vocabulary for Comprehension</p> <p>In Vocabulary for Comprehension, students read a passage that incorporates six of the words taught in the prior three units. After reading, students ask and answer questions based on the passage.</p> <ul style="list-style-type: none"> Review Units 7-12, “A Mountain Hike”—SE pp. 126–127; Review Units 13-18, “Anansi the Hungry Spider”—SE pp. 188–189 <p><u>TEACHER’S EDITION</u> Vocabulary for Comprehension</p> <ul style="list-style-type: none"> Teaching Notes: Vocabulary for Comprehension—TE pp. T45–T46 <p style="text-align: right;"><i>continued</i></p>

READING STRAND

Reading Standards for Literature

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

Range of Reading and Level of Complexity

continued

RL.3.10 By the end of grade 3, read and understand literature at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

continued

TEACHER'S EDITION

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.

- Ada, Alma Flor, *Under the Royal Palms: A Childhood in Cuba* (Autobiography/Children's Book Author)
- Atwater, Richard and Florence, *Mr. Popper's Penguins* (Humor/Newbery)
- Banks, Lynne Reid, *I, Houdini* (Animal/Adventure)
- Brock, Betty, *No Flying in the House* (Mystery/Fantasy)
- Brooks, Bruce, *Everywhere* (African American/Family)
- Bulla, Clyde Robert, *Shoeshine Girl* (Realistic Fiction)
- Butterworth, Oliver, *The Enormous Egg* (Dinosaurs/Humor)
- Calmenson, Stephanie, *The Principal's New Clothes* (Humor)
- Cleary, Beverly, *Ramona Quimby, Age 8* (Family/Newbery)
- Coerr, Eleanor, *Sadako and the Thousand Paper Cranes* (Historical Fiction/Hiroshima)
- Dahl, Roald, *The Minpins* (Adventure/Fantasy)
- Eager, Edward, *Half Magic* (Adventure/Historical/Middle Ages)
- Estes, Eleanor, *The Hundred Dresses* (Historical/Newbery)
- Fritz, Jean, *What's the Big Idea, Ben Franklin?* (Biography)
- Gardiner, John R., *Stone Fox* (Adventure)
- Heide, Florence Parry, *The Shrinking of Treehorn* (Humor)
- Howe, James and Deborah, *Bunnicula: A Rabbit Tale of Mystery* (Mystery/Animal/Humor)
- Hurwitz, Johanna, *Aldo Applesauce* (Realistic/Family)
- Law, Ingrid, *Savvy* (Fantasy/Adventure)
- Lin, Grace, *Where the Mountain Meets the Moon* (Fantasy/Chinese)
- *Lindgren, Astrid Ericsson, *Pippi Longstocking* (Adventure/Humor)
- Lord, Cynthia, *Rules* (Realistic/Family/Disabilities)
- Lovelace, Maud Hart, *Betsy-Tacy* (Realistic/Friendship)
- *Mahy, Margaret, *Girl with the Green Ear* (Short Stories/Nature)
- Paterson, Katherine, *Flip-Flop Girl* (Realistic/Family); *Bridge to Terabithia* (Realistic/Friendship)
- *Ryan, Pam Munoz, *Riding Freedom* (Historical Fiction)
- Sachar, Louis, *Holes* (Mystery/Humor)
- Selznick, Brian, *The Boy of a Thousand Faces* (Fantasy/Adventure)
- *Steig, William, *The Real Thief* (Animal/Humor/Fantasy)
- Walter, Mildred Pitts, *Justin and the Best Biscuits in the World* (African American/Realistic/Cowboy)
- *White, E. B., *Stuart Little* (Family/Animal/Adventure)
- Wilder, Laura Ingalls, *The Adventures of Laura and Jack* (Historical Fiction)
- Yolen, Jane, *Sleeping Ugly* (Fairy Tale)

*Good for read-alouds and read-alongs but difficult for independent reading.

READING STRAND

Reading Standards for Informational Text

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

Key Ideas and Evidence

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

STUDENT EDITION

Introducing the Words: Reading Selections

- Unit 2, “Driving on Route 66” (Magazine Article)—SE pp. 16-17; Unit 3, “Going Green Every Day” (Magazine Article)—SE pp. 26-27; Unit 5, “The International Space Station” (Journal Article)—SE pp. 46- 47; Unit 6, “King Tut Then and Now” (Historical Nonfiction)—SE pp. 56-57; Unit 7, “The Liberty Bell” (Report)—SE pp. 68-69; Unit 8, “The Terracotta Army” (Journal Article)—SE pp. 78-79; Unit 11, “Treasure Among Diamonds” (Journal Article)—SE pp. 108-109; Unit 13, “The Winter Olympics” (News Article)—SE pp. 130-131; Unit 14, “Amelia Earhart 1897-1937” (Biography)—SE pp. 140-141; Unit 15, “The Great Barrier Reef” (Biography)—SE pp. 150-151; Unit 17, “The Nile Crocodile” (Journal Article)—SE pp. 170-171; Unit 18, “Gold! Gold! Gold!” (Textbook Entry)—SE pp. 180-181

TEACHER'S EDITION

Introducing the Words

Guide the class’s focus and comprehension by having students answer key questions about the passage. Review the answers to the questions that were asked while they were reading. Encourage students to ask any questions they may have about the passage or the meanings of the words.

- Teaching Notes: Introducing the Words—TE p. T26

STUDENT EDITION

Vocabulary for Comprehension

In **Vocabulary for Comprehension**, students read a passage that incorporates six of the words taught in the prior three Units. After reading, students ask and answer questions based on the passage.

- Review Units 1-3, “Monkey Business” (monkeys who help people)—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” (Levi Strauss)—SE pp. 96-97; Review Units 7-12, SE pp. 126-127; Review Units 13-15, “An Amazing Creature” (loggerhead turtles)—SE pp. 158-159

TEACHER'S EDITION

Vocabulary for Comprehension

- Teaching Notes: Vocabulary for Comprehension—TE pp. T45-T46

STUDENT EDITION

Words in Context

Students read a short passage related to the topic or theme of the Unit **Introducing the Words**. 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 FairTales”—SE p. 105; Unit 11 “The Strait of Magellan”—SE p. 115; 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

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READING STRAND

Reading Standards for Informational Text

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

Key Ideas and Evidence

<i>continued</i>	<i>continued</i>
<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>TEACHER'S EDITION Words in Context</p> <ul style="list-style-type: none"> Teaching Notes: Words in Context—TE p. T33
<p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>STUDENT EDITION Vocabulary for Comprehension</p> <p>In Vocabulary for Comprehension, students read a passage that incorporates six of the words taught in the prior three Units. After reading, students ask and answer questions based on the passage.</p> <ul style="list-style-type: none"> Review Units 1-3, "Monkey Business" (monkeys who help people)—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" (Levi Strauss)—SE pp. 96-97; Review Units 13-15, "An Amazing Creature" (loggerhead turtles)—SE pp. 158-159; <p>TEACHER'S EDITION Vocabulary for Comprehension</p> <p>Model how to identify the main idea and supporting details.</p> <ul style="list-style-type: none"> Teaching Notes: Vocabulary for Comprehension—TE pp. T45-T46
<p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p>

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

Craft and Structure

<p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p>STUDENT EDITION Introducing the Words: Reading Selections</p> <ul style="list-style-type: none"> Unit 2, SE pp. 16-17; Unit 3, SE pp. 26-27; Unit 5, SE pp. 46- 47; Unit 6, SE pp. 56-57; Unit 7, SE 68-69; Unit 8, SE pp. 78-79; Unit 11, SE pp. 108-109; Unit 13, SE pp. 130-131; Unit 14, SE 140-141; Unit 15, SE pp. 150-151; Unit 17, SE pp. 170-171; Unit 18, SE pp. 180-181 <p>TEACHER'S EDITION Introducing the Words</p> <p>Remind students to pay attention to context clues that can help them figure out the meanings of the words and develop a better understanding of the passage. Return to each of the highlighted words in the passage. Discuss context clues and the meanings of the words as they relate to the passage.</p> <ul style="list-style-type: none"> Teaching Notes: Introducing the Words—TE p. T26
<i>continued</i>	<i>continued</i>

READING STRAND

Reading Standards for Informational Text

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

Craft and Structure

<i>continued</i>	<i>continued</i>
<p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p>STUDENT EDITION Words in Context 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> <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 <p>TEACHER'S EDITION Words in Context Remind students to pay attention to context clues that can help them figure out the meanings of the words and develop a better understanding of the passage. Return to each of the highlighted words in the passage. Discuss context clues and the meanings of the words as they relate to the passage.</p> <ul style="list-style-type: none"> Teaching Notes: Words in Context—TE p. T33
<p>RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.</p>	<p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p>
<p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p>	<p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p>

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

Integration of Ideas and Analysis

<p>RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</p>	<p>STUDENT EDITION Introducing the Words: Reading Selections</p> <ul style="list-style-type: none"> Unit 2, SE pp. 16–17; Unit 3, SE pp. 26–27; Unit 5, SE pp. 46– 47; Unit 6, SE pp. 56–57; Unit 7, SE 68–69; Unit 8, SE pp. 78–79; Unit 11, SE pp. 108–109; Unit 13, SE pp. 130–131; Unit 14, SE 140–141; Unit 15, SE pp. 150–151; Unit 17, SE pp. 170–171; Unit 18, SE pp. 180–181 <p>TEACHER'S EDITION Introducing the Words Discuss any photographs or illustrations, pointing out how students can use the information in these visuals to help them better appreciate the passage.</p> <ul style="list-style-type: none"> Teaching Notes: Introducing the Words—TE p. T26
<p>RI.3.8 Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.</p>	<p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p>
<p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p>

READING STRAND

Reading Standards for Informational Text

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

Range of Reading and Level of Complexity

RI.3.10 By the end of grade 3, read and understand informational texts at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

STUDENT EDITION

Introducing the Words: Reading Selections

Focus on comprehension by having students answer key questions about the passage. Encourage students to ask any questions they may have about the passage or the meanings of the words.

- Unit 2 “Driving on Route 66” (Magazine Article) 710L—SE pp. 16–17; Unit 3 “Going Green Every Day” (Magazine Article) 610L—SE pp. 26–27; Unit 5 “The Internati (Journal Article) 710L—SE pp. 46–47; Unit 6 “King Tut Then and Now” (Historical Nonfiction) 690L—SE pp. 56–57; Unit 7 “The Liberty Bell” (Report) 740L—SE pp. 68–69; Unit 8 “The Terracotta Army” (Journal Article) 810L—SE pp. 78–79; Unit 11 “Treasure Among Diamonds” (Journal Article) 750L—SE pp. 108–109; Unit 13 “The Winter Olympics” (News Article) 730L—SE pp. 130–131; Unit 14 “Amelia Earhart 1897–1937” (Biography) 630L—SE pp. 140–141; Unit 15 “The Great Barrier Reef” (Magazine Article) 730L—SE pp. 150–151; Unit 17 “The Nile Crocodile” (Journal Article) 600L—SE pp. 170–171; Unit 18 “Gold! Gold! Gold!” (Textbook Entry) 690L—SE pp. 180–181

TEACHER’S EDITION

Introducing the Words

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.

- Teaching Notes: Introducing the Words—TE p. T26
- Background Information—TE p. T27

STUDENT EDITION/TEACHER’S EDITION

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 FairTales”—SE p. 105; Unit 11 “The Strait of Magellan”—SE p. 115; 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: Words in Context—TE p. T33

Vocabulary for Comprehension

In **Vocabulary for Comprehension**, students read a passage that incorporates six of the words taught in the prior three Units. After reading, students ask and answer questions based on the passage.

- Review Units 1-3, “Monkey Business” (monkeys who help people)—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” (Levi Strauss)—SE pp. 96–97; Review Units 7-12, SE pp. 126–127; Review Units 13-15, “An Amazing Creature” (loggerhead turtles)—SE pp. 158–159
- Teaching Notes: Vocabulary for Comprehension—TE pp. T45–T46

READING FOUNDATIONAL SKILLS

Reading Standards for Foundational Skills

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

Phonics and Word Recognition

<p>RF.3.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p>STUDENT EDITION 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 14 Latin (prefix <i>pre-</i>; root <i>dict</i>)—SE p. 146 <p>TEACHER'S EDITION Words with Latin/Greek Roots</p> <ul style="list-style-type: none"> • Teaching Notes: Words with Latin/Greek Roots—TE p. T32 <hr/> <p>STUDENT EDITION/TEACHER'S EDITION 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 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 In these Word Study activities, students build vocabulary by analyzing word parts, including roots and affixes.</p> <ul style="list-style-type: none"> • 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>b. Decode words with common Latin suffixes.</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION Word Study In these Word Study activities, students build vocabulary and improve decoding skills by analyzing word parts, including roots and suffixes.</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>DIGITAL RESOURCES*/TEACHER'S EDITION Student Practice: Word Study In this Word Study activity, students build vocabulary and improve decoding skills by analyzing suffixes.</p> <ul style="list-style-type: none"> • Unit 6 Word Study: Suffixes (<i>-ly</i>, <i>-ful</i>, <i>-less</i>)—Online/TE p. T35 <p style="text-align: right;"><i>continued</i></p>

READING FOUNDATIONAL SKILLS

Reading Standards for Foundational Skills

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

Phonics and Word Recognition

<p style="text-align: center;"><i>continued</i></p> <p>b. Decode words with common Latin suffixes.</p>	<p style="text-align: center;"><i>continued</i></p> <p><i>Related content (prefixes, roots)</i></p> <p>STUDENT EDITION 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>TEACHER'S EDITION Words with Latin/Greek Roots</p> <ul style="list-style-type: none"> • Teaching Notes: Words with Latin/Greek Roots—TE p. T32
<p>c. Decode multisyllabic words.</p>	<p>STUDENT EDITION/TEACHER'S EDITION 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 16 Word Study: Prefixes (<i>dis-</i>, <i>mis-</i>, <i>im-</i>)—SE p. 168/TE p. T39 <p>DIGITAL RESOURCES*/TEACHER'S EDITION Student Practice: 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 3 Word Study: Word Families—Online/TE p. T34 • Unit 18 Word Study: Roots (<i>loc</i>, <i>aud</i>)—Online/TE p. T39
	<p>Students practice decoding 10 Unit study words presented in context in the Introducing the Words reading selection at the beginning of each Unit. In the Definitions section, they study the pronunciation, part of speech, definition, and example sentence for each word. Additional decoding opportunities are provided in the Words in Context selection in each Unit, also the Vocabulary for Comprehension text in each cumulative Review Units.</p>

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READING FOUNDATIONAL SKILLS

Reading Standards for Foundational Skills

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<i>Phonics and Word Recognition</i>	
<p>d. Read grade-appropriate irregularly spelled words.</p>	<p><u>STUDENT EDITION</u> Words in Context: Grammar Skill</p> <ul style="list-style-type: none"> Unit 5: Irregular Plural Nouns—SE p. 53 <p><u>TEACHER'S EDITION</u> Words in Context</p> <ul style="list-style-type: none"> Teaching Notes: Embedded Grammar Skill—TE p. T32
NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY	VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3
<i>Fluency</i>	
<p>RF.3.5 Read with sufficient accuracy and fluency to support comprehension.</p>	
<p>a. Read on-level text with purpose and understanding.</p>	<p><u>STUDENT EDITION</u> Introducing the Words: Reading Selections</p> <ul style="list-style-type: none"> Unit 1 “The Fox and the Grapes” (An Aesop Fable) 610L—SE pp. 6–7; Unit 2 “Driving on Route 66” (Magazine Article) 710L—SE pp. 16–17; Unit 3 “Going Green Every Day” (Magazine Article) 610L—SE pp. 26–27; Unit 4 “The Handsome Stag” (Folktale) 660L—SE pp. 36–37; Unit 5 “The Internati (Journal Article) 710L—SE pp. 46–47; Unit 6 “King Tut Then and Now” (Historical Nonfiction) 690L—SE pp. 56–57; Unit 7 “The Liberty Bell” (Report) 740L—SE pp. 68–69; Unit 8 “The Terracotta Army” (Journal Article) 810L—SE pp. 78–79; Unit 9 “The Talent Show” (Realistic Fiction) 510L—SE pp. 88–89; Unit 10 “The Princess and the Pea” (Fairy Tale) 510L—SE pp. 98–99; Unit 11 “Treasure Among Diamonds” (Journal Article) 750L—SE pp. 108–109; Unit 12 “The Tiger’s Promise” (Korean Folktale) 500L—SE pp. 118–119; Unit 13 “The Winter Olympics” (News Article) 730L—SE pp. 130–131; Unit 14 “Amelia Earhart 1897–1937” (Biography) 630L—SE pp. 140–141; Unit 15 “The Great Barrier Reef” (Magazine Article) 730L—SE pp. 150–151; Unit 16 “Two Troublesome Monkeys” (Fantasy) 630L—SE pp. 160–161; Unit 17 “The Nile Crocodile” (Journal Article) 600L—SE pp. 170–171; Unit 18 “Gold! Gold! Gold!” (Textbook Entry) 690L—SE pp. 180–181 <p><u>TEACHER'S EDITION</u> Introducing the Words: Reading Selections</p> <p>Guide the class’s focus and comprehension by having students answer key questions about the passage. Review the answers to the questions that were asked while they were reading. Encourage students to ask any questions they may have about the passage or the meanings of the words.</p> <ul style="list-style-type: none"> Teaching Notes: Introducing the Words—TE p. T26
<p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><i>Teacher observation.</i></p>

READING FOUNDATIONAL SKILLS

Reading Standards for Foundational Skills

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

Fluency

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

STUDENT EDITION/TEACHER'S EDITION

Introducing the Words

Introducing the Words is a reading passage at the beginning of each Unit that presents all ten highlighted Unit study words in context.

- Unit 1, SE pp. 6–7; Unit 2, SE pp. 16–17; Unit 3, SE pp. 26–27; Unit 4, SE pp. 36–37; Unit 5, SE pp. 46–47; Unit 6, SE pp. 56–57; Unit 7, SE pp. 68–69; Unit 8, SE pp. 78–79; Unit 9 SE pp. 88–89; Unit 10 SE pp. 98–99; Unit 11 SE pp. 108–109; Unit 12, SE pp. 118–119; Unit 13, SE pp. 130–131; Unit 14, SE pp. 140–141; Unit 15, SE pp. 150–151; Unit 16, SE pp. 160–161; Unit 17, SE pp. 170–171; Unit 18, SE pp. 180–181
- Teaching Notes: Introducing the Words—TE p. T26

Definitions

After examining the pronunciation, part of speech, and definition for each word, students see the word in the context of one or more example sentences.

- 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, SE pp. 70–71; Unit 8, SE 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: Definitions—TE p. T28

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 phrase. To complete the exercises, students rely on context clues to find the right synonym or antonym.

- 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: 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.

- 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: 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: Word Associations—TE p. T31

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READING FOUNDATIONAL SKILLS

Reading Standards for Foundational Skills

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

Fluency

continued

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

continued

continued

STUDENT EDITION/TEACHER'S EDITION

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, 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. 135; 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: Words in Context—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, SE p. 14/TE p. T34; Unit 4, SE p. 44/TE p. T35; Unit 5, SE p. 54/TE p. T35; Unit 7, SE p. 76/TE p. T36; Unit 10, SE p. 106/TE p. T37; Unit 11, SE p. 116/TE p. T37; Unit 13, SE p. 136/TE p. T38; Unit 14, SE p. 148/TE p. T38; Unit 16, SE p. 168/TE p. T39; Unit 17, SE p. 178/TE p. T39

DIGITAL RESOURCES*/TEACHER'S EDITION

Word Study

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

- Unit 3, Online/TE p. T34; Unit 6, Online/TE p. T34; Unit 9, Online/TE p. T34; Unit 12, Online/TE p. T34; Unit 15, Online/TE p. T34; Unit 18, Online/TE p. T34

STUDENT EDITION/TEACHER'S EDITION

Shades of Meaning

Students learn to appreciate subtle differences of meanings of related words by examining their use in context.

- Unit 1, p. 14/TE p. T40; Unit 2, p. 14/TE p. T40; Unit 4, p. 24/TE p. T40; Unit 5, p. 44/TE p. T41; Unit 7, p. 54/TE p. T41; Unit 8, p. 86/TE p. T41; Unit 10, p. 106/TE p. T42; Unit 11, p. 116/TE p. T42; Unit 13, p. 136/TE p. T42; Unit 14, p. 148/TE p. T43; Unit 16, p. 158/TE p. T43; Unit 17, p. 168/TE p. T43

Vocabulary for Comprehension

Each **Vocabulary for Comprehension** passage incorporates several of the words taught in the prior three units, followed by vocabulary-in-context questions.

- Review Units 1-3, SE pp. 34–35; Review Units 1-6, SE pp. 64–65; Review Units 7-9 SE pp. 96–97; Review Units 7-12, SE pp. 126–127; Review Units 13-15, SE pp. 158–159; Review Units 13-18, SE pp. 188–189
- Teaching Notes: Vocabulary for Comprehension—TE pp. T45–T46

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READING FOUNDATIONAL SKILLS

Reading Standards for Foundational Skills

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

*Fluency**continued*

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

*continued***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.

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.

- Review Units 1-6, SE p. 67; Review Units 7-12, SE p. 129; Review Units 13-18, SE p. 191
- Teaching Notes: Completing the Idea—TE p. T48

WRITING STRAND

Writing Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

Text Types, Purposes, and Publishing

<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> Organize information and ideas around a topic to plan and prepare to write. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases to connect opinion and reasons. Provide a concluding statement or section. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose. 	<p><u>STUDENT EDITION</u> 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 opinions for and against space exploration)—SE p. 53 Unit 13 (what is your favorite sport)—SE p. 137 <p><u>TEACHER'S EDITION</u> Words in Context</p> <ul style="list-style-type: none"> Teaching Notes: Words in Context: Write Your Own—TE p. T33 <p><u>STUDENT EDITION</u> 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 paragraph on why the government should protect loggerhead turtles)—SE pp. 159 <p><u>TEACHER'S EDITION</u> Vocabulary for Comprehension</p> <ul style="list-style-type: none"> Teaching Notes: Practice/Apply: Write Your Own—TE p. T46
<p>W.3.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Organize information and ideas around a topic to plan and prepare to write. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases to connect ideas within categories of information. Provide a concluding statement or section. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose. <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION</u> 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 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 <p><u>TEACHER'S EDITION</u> Words in Context</p> <ul style="list-style-type: none"> Teaching Notes: Words in Context: Write Your Own—TE p. T33 <p style="text-align: right;"><i>continued</i></p>

WRITING STRAND

Writing Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

Text Types, Purposes, and Publishing

continued

- W.3.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.
- Organize information and ideas around a topic to plan and prepare to write.
 - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - Develop the topic with facts, definitions, and details.
 - Use linking words and phrases to connect ideas within categories of information.
 - Provide a concluding statement or section.
 - With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.

*continued*STUDENT 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.

- 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

TEACHER'S EDITION**Vocabulary for Comprehension**

- Teaching Notes: Practice/Apply: Write Your Own—TE p. T46

- W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Organize information and ideas around a topic to plan and prepare to write.
 - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - Use temporal transition words and phrases to signal event order.
 - Provide a sense of closure.
 - With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.

STUDENT 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.

- 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

TEACHER'S EDITION**Words in Context**

- Teaching Notes: Words in Context: Write Your Own—TE p. T33

STUDENT 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.

- 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

TEACHER'S EDITION**Vocabulary for Comprehension**

- Teaching Notes: Practice/Apply: Write Your Own—TE p. T46

WRITING STRAND

Writing Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY	VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3
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Text Types, Purposes, and Publishing

W.3.4 With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.	<i>This expectation is beyond the scope of a supplemental vocabulary development program.</i>
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NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY	VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3
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Research

W.3.5 Conduct short research projects that build knowledge about a topic.	<i>This expectation is beyond the scope of a supplemental vocabulary development program.</i>
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W.3.6 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<p><i>Related content (organizing information)</i></p> <p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Classifying For the Classifying activity, students look for a relationship among a group of words and choose the word that may be considered a member of the group. Students then explain the relationship.</p> <ul style="list-style-type: none"> • Review Units 1-6—SE p. 66; Review Units 7-12—SE p. 128; Units 13-18—SE p. 190 • Teaching Notes: Classifying—TE p. T47 <p>DIGITAL RESOURCES*</p> <p>Units 1-18</p> <ul style="list-style-type: none"> • Interactive Graphic Organizers <ul style="list-style-type: none"> ▫ Concept Circle ▫ Word Map ▫ Word Square ▫ Word Web
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SPEAKING AND LISTENING STRAND

Speaking and Listening Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

Collaboration and Communication

- SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon rules for discussions.
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - Explain their own ideas and understanding in light of the discussion.

STUDENT EDITION/TEACHER'S EDITION

Definitions

After learning about the definitions and various elements associated with each word, students work in pairs to complete activities focused on select Unit words. **These collaborative activities—identified by the speech bubbles logo— provide additional opportunities for students to interact with the words and enrich understanding.**

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

Words in Context: Write Your Own

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

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

Word Study

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

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

Classifying

The **Classifying** Lesson Plan includes the Word Play activity, in which students make up questions for their partner to answer. Partners then explain their answers.

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

TEACHER'S EDITION

Addressing Different Learners

Provide opportunities for oral practice. **Pair striving and/or ELL students together to complete the Unit's exercises.** Partners should work at a similar pace and clarify word meaning by discussing their answers.

- Differentiating Daily Instruction for Striving Readers and ELL Children—TE p. T20

SPEAKING AND LISTENING STRAND

Speaking and Listening Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

Collaboration and Communication

- SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

STUDENT EDITION

Vocabulary for Comprehension

The **Vocabulary for Comprehension** selections may be presented as read-alouds, followed by discussion of the comprehension and vocabulary-in-context questions.

- Review Units 1-3, “Monkey Business” (monkeys who help people)—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” (Levi Strauss)—SE pp. 96-97; Review Units 7-12, SE pp. 126-127; Review Units 13-15, “An Amazing Creature” (loggerhead turtles)—SE pp. 158-159;

TEACHER’S EDITION

Vocabulary for Comprehension

Model how to identify the main idea and supporting details and make inferences. Show how to stop and reread passages to better understand important details or clarify confusing parts.

- Teaching Notes: Vocabulary for Comprehension: Identify Main Idea/Details—TE pp. T45-T46

TEACHER’S EDITION

Developing Vocabulary Through Literature

The list of classic and contemporary literature that can reinforce students’ appreciation for building a strong vocabulary includes titles appropriate for read-alouds and read-alongs (such as *Stuart Little* by E. B. White). Stop from time to time to discuss questions about the story.

- Developing Vocabulary Through Literature—TE p. T24

DIGITAL RESOURCES*

Units 1-18: Instruction

Introducing the Words Reading Selection

Depending on individual needs, allow students to read the selection together as a read-aloud, or have them listen to the audio version of the passage. Guide the class’s focus and comprehension by having students answer key questions about the passage. Encourage students to ask any questions they may have about the passage or the meanings of the words.

- Unit 1, “The Fox and the Grapes”; Unit 2, “Driving on Route 66”; Unit 3, “Going Green Every Day”; Unit 4, “The Handsome Stag”; Unit 5, “The International Space Station”; Unit 6, “King Tut Then and Now”; Unit 7, “The Liberty Bell”; Unit 8, “The Terracotta Army”; Unit 9, “The Talent Show”; Unit 10, “The Princess and the Pea”; Unit 11, “Treasure Among Diamonds”; Unit 12, “The Tiger’s Promise”; Unit 13, “The Winter Olympics”; Unit 14, “Amelia Earhart 1897-1937”; Unit 15, “The Great Barrier Reef”; Unit 16, “Two Troublesome Monkeys”; Unit 17, “The Nile Crocodile”; Unit 18, “Gold! Gold! Gold!”
- Teaching Notes: Introducing the Words—TE p. T26

SPEAKING AND LISTENING STRAND

Speaking and Listening Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

Presentation of Knowledge and Ideas

- SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace.
- SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

STUDENT EDITION

Words in Context: Write Your Own

Students extend their understanding of the topic of the **Words in Context** reading selection by completing the **Write Your Own** activity. They may then present the written work orally to the class or make an audio recording. Additionally, they may create a chart, poster, or other graphic display to help explain details of their report.

- Unit 1 (write two stories); Unit 2 (describe invention the world needs); Unit 3 (create Earth Day poster); Unit 4 (retell a folk tale); Unit 5 (express opinion why people should explore space); Unit 6 (describe imaginary artifacts); Unit 7 (describe interesting place in your area); Unit 8 (describe a skill you have); Unit 9 (write a problem/solution essay); Unit 10 (create a fairy tale); Unit 11 (describe a body of water); Unit 12 (describe a favorite animal); Unit 13 (describe favorite sport); Unit 14 (describe skill to learn); Unit 15 (describe an ocean animal); Unit 16 (describe how to help animals); Unit 17 (describe place to explore); Unit 18 (write a dialogue about what to do if you found gold)

TEACHER'S EDITION

Words in Context

- Teaching Notes: Words in Context: Write Your Own—TE p. T33

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

Conventions of Standard English

<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum. (See Language Standards – Grammar Continuum page 8.)</p>	<p style="text-align: center;">GRAMMAR AND USAGE</p> <p><u>STUDENT EDITION</u> Words in Context Embedded Grammar Skill Students identify the grammar skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> Unit 2, Subject and Predicate—SE p. 23; Unit 3, Compound Sentence—SE p. 33; Unit 4, Nouns—SE p. 43; Unit 5, Irregular Plural Nouns—SE p. 53; Unit 6, Possessive Nouns—SE p. 63; Unit 7, Future-Tense Verbs—SE p. 75; Unit 8, Main and Helping Verbs—SE p. 85; Unit 9, Irregular Verbs—SE p. 95; Unit 10, Comparative Adjectives—SE p. 105; Unit 11, Adverbs—SE p. 115; Unit 12, Negatives—SE p. 125; Unit 13, Object Pronouns—SE p. 137; Unit 14, Possessive Pronouns—SE p. 147 <p><u>TEACHER'S EDITION</u> Words in Context</p> <ul style="list-style-type: none"> Teach, Practice/Apply: Grammar Skill in Passage—TE p. T33
<p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum. (See Language Standards – Conventions Continuum page 11.)</p>	<p style="text-align: center;">CAPITALIZATION AND PUNCTUATION</p> <p><u>STUDENT EDITION</u> Words in Context Embedded Grammar Skill Students identify the capitalization or punctuation skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> Unit 1, End Marks: Period/Exclamation Mark—SE p. 13; Unit 15, Contractions/Apostrophe—SE p. 157; Unit 16, Capitalize Proper Nouns—SE p. 167; Unit 17, Commas in a Series—SE p. 177; Unit 18, Quotation Marks—SE p. 187 <p><u>TEACHER'S EDITION</u> Words in Context</p> <ul style="list-style-type: none"> Teach, Practice/Apply: Grammar Skill in Passage—TE p. T33 <p style="text-align: center;">SPELLING</p> <p>Directly following the Introducing the Words reading selection at the beginning of each Unit, Definitions highlights correct spelling at the head of the dictionary-style entry for each of the twelve Unit study words. In activities that follow, students reference on-page models of correct spelling when asked to write Unit words. These activities include Synonyms, Antonyms, Completing the Sentence, Word Study, Shades of Meaning, and Classifying.</p> <p>In Words with Latin Roots and Word Study lessons on roots and affixes, students see how the study of word parts can boost their spelling skills.</p> <p>To reference the correct spelling of all words taught at this level, students have the complete, alphabetized Word List on page 192.</p>

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LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

Knowledge of Language

<p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>a. Choose words and phrases for effect.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Shades of Meaning The Shades of Meaning activities help students choose words and phrases that best express the desired thought.</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 2 Literal and Nonliteral Meanings (<i>take steps, turned the corner, set aside</i>)—SE p. 25/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 7 Idioms 1—SE p. 77/TE p. T41 Unit 8 Words That Describe People 1 (<i>timid, friendly, helpful</i>)—SE p. 87/TE p. T41 Unit 10 Idioms 2—SE p. 107/TE p. T42 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
<p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p> <p style="text-align: right;"><i>continued</i></p>	<p><i>Related content</i></p> <p style="text-align: center;">CONVENTIONS OF SPOKEN ENGLISH</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Shades of Meaning Have student pairs write a brief dialogue between two people that uses the words <i>declare, mutter, and admit</i>.</p> <ul style="list-style-type: none"> Unit 13 Word Choice (<i>declare, mutter, admit</i>)—SE p. 139/TE p. T42 <p>Words in Context: Write Your Own Students extend their understanding of the topic of the Words in Context reading selection by completing the Write Your Own activity.</p> <ul style="list-style-type: none"> Unit 18 (write a conversation about what to do if you found gold in a nearby river) Teaching Notes: Words in Context: Write Your Own—TE p. T33 <p><u>DIGITAL RESOURCES*</u> Overview 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.</p> <p style="text-align: right;"><i>continued</i></p>

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL GREEN / GR. 3

Knowledge of Language

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

continued

- b. Recognize and observe differences between the conventions of spoken and written standard English.

continued

CONVENTIONS OF SPOKEN ENGLISH *(continued)*

Units 1–18: Student Resources

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.

Related content

CONVENTIONS OF WRITTEN STANDARD ENGLISH

STUDENT EDITION/TEACHER'S EDITION

Words in Context

Embedded Grammar Skill

Students identify the grammar skill that is embedded in the reading passage.

- Unit 1, End Marks: Period/Exclamation Mark—SE p. 13; Unit 2, Subject and Predicate—SE p. 23; Unit 3, Compound Sentence—SE p. 33; Unit 4, Nouns—SE p. 43; Unit 5, Irregular Plural Nouns—SE p. 53; Unit 6, Possessive Nouns—SE p. 63; Unit 7, Future-Tense Verbs—SE p. 75; Unit 8, Main and Helping Verbs—SE p. 85; Unit 9, Irregular Verbs—SE p. 95; Unit 10, Comparative Adjectives—SE p. 105; Unit 11, Adverbs—SE p. 115; Unit 12, Negatives—SE p. 125; Unit 13, Object Pronouns—SE p. 137; Unit 14, Possessive Pronouns—SE p. 147; Unit 15, Contractions/Apostrophe—SE p. 157; Unit 16, Capitalize Proper Nouns—SE p. 167; Unit 17, Commas in a Series—SE p. 177; Unit 18, Quotation Marks—SE p. 187

TEACHER'S EDITION

Words in Context

- Teach, Practice/Apply: Grammar Skill in Passage—TE p. T33