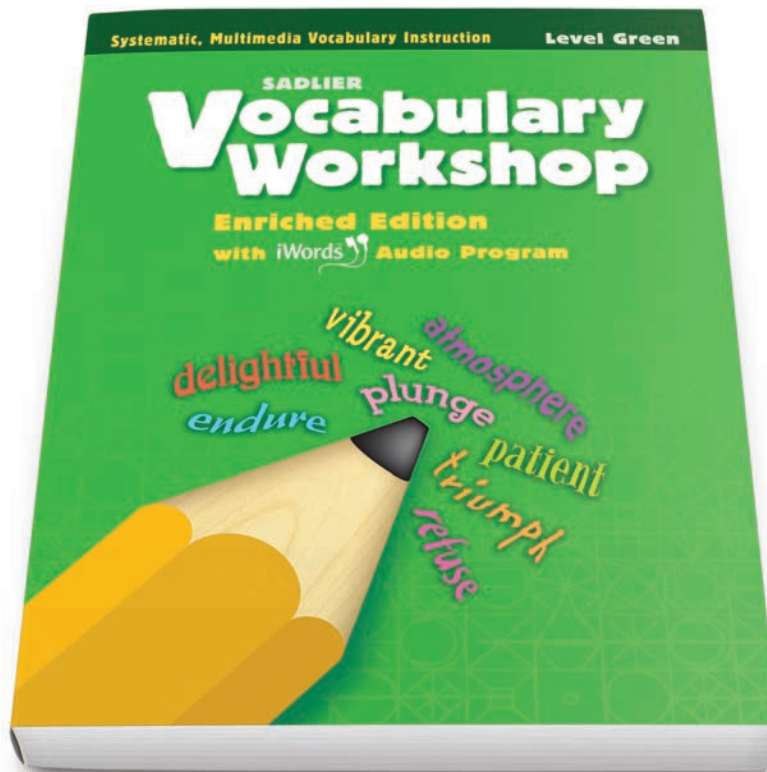


# Vocabulary Workshop

Correlation to the English Standards of Learning for Virginia Public Schools – January 2017

**Grade 3**



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## READING

### 3.4 The student will expand vocabulary when reading.

(a) Use knowledge of homophones.

VOCABULARY : WORKSHOP LEVEL GREEN / GRADE 3 FEATURE	DESCRIPTION
<p><b>Word Study</b> Unit 7, Word Study: Homophones 1, p. 76</p>	<p>The Word Study: Homophones lessons teach students about words that sound alike but have different spellings and meanings.</p>

(b) Use knowledge of roots, affixes, synonyms, and antonyms to determine the meaning of new words.

VOCABULARY : WORKSHOP LEVEL GREEN / GRADE 3 FEATURE	DESCRIPTION
<p><b>Definitions</b> Unit 1, pp. 8–9; Unit 2, pp. 18–19; Unit 3, pp. 28–29; Unit 4, pp. 38–39; Unit 5, pp. 48–49; Unit 6, pp. 58–59; Unit 7, pp. 70–71; Unit 8, pp. 80–81; Unit 9, pp. 90–91; Unit 10, pp. 100–101; Unit 11, pp. 110–111; Unit 12, pp. 120–121; Unit 13, pp. 132–133; Unit 14, pp. 142–143; Unit 15, pp. 152–153; Unit 16, pp. 162–163; Unit 17, pp. 172–173; Unit 18, pp. 182–183</p>	<p>Located immediately after the Unit passage is Definitions, a two-page alphabetical listing of each of the 10 Unit words. The dictionary-style entry for each word includes its spelling, pronunciation, part (or parts) of speech, an occasional photograph or illustrating picture, and a short definition. Included for several words are synonyms and antonyms.</p>
<p><b>Word Study</b> Unit 3, Word Study: Word Families (<i>loyal, loyalty, loyally</i>), p. 33 Unit 4, Word Study: Word Parts and Base Words, p. 44 Unit 5, Word Study: Prefixes (<i>re-, pre-, in-</i>), p. 54 Unit 6, Word Study: Suffixes (<i>-ly, -ful, -less</i>), p. 63 Unit 10, Word Study: Prefixes (<i>over-</i>), p. 106 Unit 11, Word Study: Suffixes (<i>-ness, -er, -or</i>), p. 116 Unit 16, Word Study: Prefixes (<i>dis-, mis-, im-</i>), p. 168 Unit 17, Word Study: Suffixes (<i>-ion, -ment, -able</i>), p. 178 Unit 18, Word Study: Roots (<i>loc, aud</i>), p. 187</p>	<p>Several Word Study lessons develop word-building skills. They include study of roots, prefixes, and suffixes.</p>
<p><b>Synonyms and Antonyms</b> Unit 1, p. 11; Unit 2, p. 21; Unit 3, p. 31; Unit 4, p. 41; Unit 5, p. 51; Unit 6, p. 61; Unit 7, p. 73; Unit 8, p. 83; Unit 9, p. 93; Unit 10, p. 103; Unit 11, p. 113; Unit 12, p. 123; Unit 13, p. 135; Unit 14, p. 145; Unit 15, p. 155; Unit 16, p. 165; Unit 17, p. 175; Unit 18, p. 185</p>	<p>The Synonyms and Antonyms exercises require students to write the word that has the same or opposite meaning as the boldface word in the given sentence. To complete the exercises, students rely on context clues to find the right synonym or antonym.</p>

## READING

### 3.4 The student will expand vocabulary when reading.

- (c) Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words.

VOCABULARY : WORKSHOP LEVEL GREEN / GRADE 3 FEATURE	DESCRIPTION
<p><b>Definitions</b>                      Unit 1, pp. 8–9; Unit 2, pp. 18–19; Unit 3, pp. 28–29; Unit 4, pp. 38–39; Unit 5, pp. 48–49; Unit 6, pp. 58–59; Unit 7, pp. 70–71; Unit 8, pp. 80–81; Unit 9, pp. 90–91; Unit 10, pp. 100–101; Unit 11, pp. 110–111; Unit 12, pp. 120–121; Unit 13, pp. 132–133; Unit 14, pp. 142–143; Unit 15, pp. 152–153; Unit 16, pp. 162–163; Unit 17, pp. 172–173; Unit 18, pp. 182–183</p>	<p>Located immediately after the Unit passage is Definitions, a two-page alphabetical listing of each of the 10 Unit words. Students pay attention to meaning clues for each word—short definitions, coupled with the opportunity to use the word in an illustrative sentence.</p>
<p><b>Word Study</b>                      Unit 3, Word Study: Word Families (<i>loyal, loyalty, loyally</i>), p. 33                      Unit 4, Word Study: Word Parts and Base Words, p. 44                      Unit 5, Word Study: Prefixes (<i>re-, pre-, in-</i>), p. 54                      Unit 6, Word Study: Suffixes (<i>-ly, -ful, -less</i>), p. 63                      Unit 10, Word Study: Prefixes (<i>over-</i>), p. 106                      Unit 11, Word Study: Suffixes (<i>-ness, -er, -or</i>), p. 116                      Unit 16, Word Study: Prefixes (<i>dis-, mis-, im-</i>), p. 168                      Unit 17, Word Study: Suffixes (<i>-ion, -ment, -able</i>), p. 178                      Unit 18, Word Study: Roots (<i>loc, aud</i>), p. 187</p>	<p>Several Word Study lessons help students develop structural analysis skills. By studying the various parts of unfamiliar words, students can better determine the meaning of those words.</p>
<p><b>Shades of Meaning</b>                      Unit 1, Shades of Meaning: Words That Describe How Things Taste, p. 15                      Unit 2, Shades of Meaning: Literal and Nonliteral Meanings, p. 25                      Unit 4, Shades of Meaning: Word Choice (capture, snatch, trap), p. 45                      Unit 5, Shades of Meaning: Word Choice (glance, gaze, glare), p. 55                      Unit 7, Shades of Meaning: Idioms 1, p. 77                      Unit 8, Shades of Meaning: Words That Describe People 1, p. 87                      Unit 10, Shades of Meaning: Idioms 2, p. 107                      Unit 11, Shades of Meaning: Words That Describe People 2, p. 117                      Unit 13, Shades of Meaning: Word Choice (declare, mutter, admit), p. 139                      Unit 14, Shades of Meaning: Word Choice (predict, suspect, wonder), p. 149                      Unit 16, Shades of Meaning: Words That Describe Behavior, p. 169                      Unit 17, Shades of Meaning: Words That Describe Appearance, p. 179</p>	<p>In the Shades of Meaning activities, students become aware of the differences in meaning of closely related words. They also learn about meaning clues by examining descriptive and figurative words and phrases.</p>

## READING

### 3.4 The student will expand vocabulary when reading.

(d) Use context to clarify meaning of unfamiliar words.

VOCABULARY : WORKSHOP LEVEL GREEN / GRADE 3 FEATURE	DESCRIPTION
<p><b>Introducing the Words</b>                      Unit 1 “The Fox and the Grapes” (an Aesop Fable), pp. 6–7; Unit 2 “Driving on Route 66” (Magazine Article), pp. 16–17; Unit 3 “Going Green Every Day” (Magazine Article), pp. 26–27; Unit 4 “The Handsome Stag” (Folktale), pp. 36–37; Unit 5 “The International Space Station” (Journal Article), pp. 46–47; Unit 6 “King Tut Then and Now” (Historical Nonfiction), pp. 56–57; Unit 7 “The Liberty Bell” (Report), pp. 68–69; Unit 8 “The Terracotta Army” (Journal Article), pp. 78–79; Unit 9 “The Talent Show” (Realistic Fiction), pp. 88–89; Unit 10 “The Princess and the Pea” (Fairy Tale), pp. 98–99; Unit 11 “Treasure Among Diamonds” (Journal Article), pp. 108–109; Unit 12 “The Tiger’s Promise” (Korean Folktale), pp. 118–119; Unit 13 “The Winter Olympics” (News Article), pp. 130–131; Unit 14 “Amelia Earhart 1897–1937” (Biography), pp. 140–141; Unit 15 “The Great Barrier Reef” (Magazine Article), pp. 150–151; Unit 16 “Two Troublesome Monkeys” (Fantasy), pp. 160–161; Unit 17 “The Nile Crocodile” (Journal Article), pp. 170–171; Unit 18 “Gold! Gold! Gold!” (Textbook Entry), pp. 180–181</p>	<p>In Introducing the Words, students read a passage that presents all 10 Unit words in context. A different genre and theme are presented in each passage.</p> <p>When reading a passage, students are directed to pay close attention to the context of the highlighted Unit words. Photographs and illustrations provide additional clues. This will both improve their comprehension of the passage and help them to begin to figure out the word meanings.</p>
<p><b>Definitions</b>                      Unit 1, pp. 8–9; Unit 2, pp. 18–19; Unit 3, pp. 28–29; Unit 4, pp. 38–39; Unit 5, pp. 48–49; Unit 6, pp. 58–59; Unit 7, pp. 70–71; Unit 8, pp. 80–81; Unit 9, pp. 90–91; Unit 10, pp. 100–101; Unit 11, pp. 110–111; Unit 12, pp. 120–121; Unit 13, pp. 132–133; Unit 14, pp. 142–143; Unit 15, pp. 152–153; Unit 16, pp. 162–163; Unit 17, pp. 172–173; Unit 18, pp. 182–183</p>	<p>Located immediately after the Unit passage is Definitions, a two-page alphabetical listing of each of the 10 Unit words. The dictionary-style entry for each word includes its spelling, pronunciation, part (or parts) of speech, an illustrating picture (if applicable), and a short definition.</p> <p>To reinforce the understanding and use of the word in context, students write the word on the line of the sample sentence.</p>
<p><b>Match the Meaning</b>                      Unit 1, p. 10; Unit 2, p. 20; Unit 3, p. 30; Unit 4, p. 40; Unit 5, p. 50; Unit 6, p. 60; Unit 7, p. 72; Unit 8, p. 82; Unit 9, p. 92; Unit 10, p. 102; Unit 11, p. 112; Unit 12, p. 122; Unit 13, p. 134; Unit 14, p. 144; Unit 15, p. 154; Unit 16, p. 164; Unit 17, p. 174; Unit 18, p. 184</p>	<p>For Match the Meaning, students choose the word whose meaning is suggested by the context clues given.</p>
<p><b>Synonyms and Antonyms</b>                      Unit 1, p. 11; Unit 2, p. 21; Unit 3, p. 31; Unit 4, p. 41; Unit 5, p. 51; Unit 6, p. 61; Unit 7, p. 73; Unit 8, p. 83; Unit 9, p. 93; Unit 10, p. 103; Unit 11, p. 113; Unit 12, p. 123; Unit 13, p. 135; Unit 14, p. 145; Unit 15, p. 155; Unit 16, p. 165; Unit 17, p. 175; Unit 18, p. 185</p>	<p>The Synonyms and Antonyms exercises require students to write the word that has the same or opposite meaning as the boldface word in the given sentence. To complete the exercises, students examine context clues to find the right synonym or antonym.</p>

## READING

### 3.4 The student will expand vocabulary when reading.

(d) Use context to clarify meaning of unfamiliar words.

VOCABULARY : WORKSHOP LEVEL GREEN / GRADE 3 FEATURE	DESCRIPTION
<p><b>Completing the Sentence</b> Unit 1, p. 12; Unit 2, p. 22; Unit 3, p. 32; Unit 4, p. 42; Unit 5, p. 52; Unit 6, p. 62; Unit 7, p. 74; Unit 8, p. 84; Unit 9, p. 94; Unit 10, p. 104; Unit 11, p. 114; Unit 12, p. 124; Unit 13, p. 136; Unit 14, p. 146; Unit 15, p. 156; Unit 16, p. 166; Unit 17, p. 176; Unit 18, p. 186</p>	<p>For each the 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.</p>
<p><b>Word Associations</b> Unit 1, p. 13; Unit 2, p. 23; Unit 3, p. 33; Unit 4, p. 43; Unit 5, p. 53; Unit 6, p. 63; Unit 7, p. 75; Unit 8, p. 85; Unit 9, p. 95; Unit 10, p. 105; Unit 11, p. 115; Unit 12, p. 125; Unit 13, p. 137; Unit 14, p. 147; Unit 15, p. 157; Unit 16, p. 167; Unit 17, p. 177; Unit 18, p. 187</p>	<p>In each Word Associations exercise, students see a Unit word in an abbreviated context then choose which of four options best completes the sentence or answers the question.</p>
<p><b>Word Study: Context Clues</b> Unit 2, Context Clues 1 (Definition), p. 24 Unit 8, Context Clues 2 (Example), p. 86</p>	<p>In the Word Study: Context Clues lessons, students receive direct instruction on recognizing and using two types of context clues: Definition and Example.</p>
<p><b>Vocabulary for Comprehension</b> Review Units 1–3, “Monkey Business,” pp. 34–35; Review Units 1–6, “Nellie Bly: Star Reporter,” pp. 64–65; Review Units 7–9, “Pants as Good as Gold” (Levi Strauss), pp. 96–97; Review Units 7–12, “A Mountain Hike,” pp. 126–127; Review Units 13–15, “An Amazing Creature” (loggerhead turtles), pp. 158–159; Review Units 13–18, “Anansi the Hungry Spider,” pp. 188–189</p>	<p>In Vocabulary for Comprehension, students read a passage that incorporates six of the words taught in the prior three to six Units. After reading, students answer vocabulary-in-context and comprehension questions based on the passage</p>
<p><b>Completing the Idea</b> Review Units 1–6, p. 67 Review Units 7–12, p. 129 Review Units 13–18, p. 191</p>	<p>In Completing the Idea, students apply their knowledge of word meanings by completing a writing activity. Within the context of a sentence starter that contains a taught word, they draw on personal experience or prior knowledge in order to complete the sentence.</p>

## READING

### 3.4 The student will expand vocabulary when reading.

(e) Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.

VOCABULARY : WORKSHOP LEVEL GREEN / GRADE 3 FEATURE	DESCRIPTION
<p><b>Throughout the program</b></p>	<p>Throughout the program students extend general and cross-curricular vocabulary knowledge through a variety of increasingly sophisticated language arts activities. These activities include gleaning extended and short reading selections for context clues that unlock the meaning of unfamiliar words and phrases, as well as improve comprehension. Students practice regularly selecting and using the right words in their speaking and writing. Word-relationship and word-building lessons covering synonyms, antonyms, roots, and shades of meaning likewise help equip students for independent development of academic and domain-specific words and phrases.</p>

(f) Use vocabulary from other content areas.

VOCABULARY : WORKSHOP LEVEL GREEN / GRADE 3 FEATURE	DESCRIPTION
<p><b>Introducing the Words</b></p> <p>Unit 1 “The Fox and the Grapes” (an Aesop Fable), pp. 6–7; Unit 2 “Driving on Route 66” (Magazine Article), pp. 16–17; Unit 3 “Going Green Every Day” (Magazine Article), pp. 26–27; Unit 4 “The Handsome Stag” (Folktale), pp. 36–37; Unit 5 “The International Space Station” (Journal Article), pp. 46–47; Unit 6 “King Tut Then and Now” (Historical Nonfiction), pp. 56–57; Unit 7 “The Liberty Bell” (Report), pp. 68–69; Unit 8 “The Terracotta Army” (Journal Article), pp. 78–79; Unit 9 “The Talent Show” (Realistic Fiction), pp. 88–89; Unit 10 “The Princess and the Pea” (Fairy Tale), pp. 98–99; Unit 11 “Treasure Among Diamonds” (Journal Article), pp. 108–109; Unit 12 “The Tiger’s Promise” (Korean Folktale), pp. 118–119; Unit 13 “The Winter Olympics” (News Article), pp. 130–131; Unit 14 “Amelia Earhart 1897–1937” (Biography), pp. 140–141; Unit 15 “The Great Barrier Reef” (Magazine Article), pp. 150–151; Unit 16 “Two Troublesome Monkeys” (Fantasy), pp. 160–161; Unit 17 “The Nile Crocodile” (Journal Article), pp. 170–171; Unit 18 “Gold! Gold! Gold!” (Textbook Entry), pp. 180–181</p>	<p>In Introducing the Words, students read a passage that presents all 10 Unit words in context. A different genre and theme are presented in each passage. This variety of selections exposes students to vocabulary from other content areas, including history/social studies, science, and technology.</p> <p>When reading a passage, students are directed to pay close attention to the context of the highlighted Unit words. Photographs and illustrations provide additional clues. This will both improve their comprehension of the passage and help them to begin to figure out the word meanings.</p>
<p><b>Vocabulary for Comprehension</b></p> <p>Review Units 1–3, “Monkey Business,” pp. 34–35; Review Units 1–6, “Nellie Bly: Star Reporter,” pp. 64–65; Review Units 7–9, “Pants as Good as Gold” (Levi Strauss), pp. 96–97; Review Units 7–12, “A Mountain Hike,” pp. 126–127; Review Units 13–15, “An Amazing Creature” (loggerhead turtles), pp. 158–159; Review Units 13–18, “Anansi the Hungry Spider,” pp. 188–189</p>	<p>In Vocabulary for Comprehension, students encounter vocabulary from other content areas. After reading the passage, students answer vocabulary-in-context and comprehension questions based on the passage.</p>

## READING

### 3.4 The student will expand vocabulary when reading.

(g) Use word-reference resources including the glossary, dictionary, and thesaurus.

VOCABULARY : WORKSHOP LEVEL GREEN / GRADE 3 FEATURE	DESCRIPTION
<p><b>Definitions</b>                      Unit 1, pp. 8–9; Unit 2, pp. 18–19; Unit 3, pp. 28–29; Unit 4, pp. 38–39; Unit 5, pp. 48–49; Unit 6, pp. 58–59; Unit 7, pp. 70–71; Unit 8, pp. 80–81; Unit 9, pp. 90–91; Unit 10, pp. 100–101; Unit 11, pp. 110–111; Unit 12, pp. 120–121; Unit 13, pp. 132–133; Unit 14, pp. 142–143; Unit 15, pp. 152–153; Unit 16, pp. 162–163; Unit 17, pp. 172–173; Unit 18, pp. 182–183</p>	<p>Located immediately after the Unit passage is Definitions, a two-page alphabetical listing of each of the 10 Unit words. The dictionary-style entry for each word includes its spelling, pronunciation, part (or parts) of speech, an illustrating picture (if applicable), and a short definition.</p> <p>To reinforce the understanding and use of the word in context, students write the word on the line of the sample sentence.</p> <p>For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.</p>
<p><b>Word Study</b>                      Unit 1, Word Study: Dictionary: Multiple-Meaning Words , p. 14                      Unit 2, Context Clues 1 (Definition), p. 24                      Unit 3, Word Study: Word Families (<i>loyal, loyalty, loyally</i>), p. 33                      Unit 4, Word Study: Word Parts and Base Words, p. 44                      Unit 5, Word Study: Prefixes (<i>re-, pre-, in-</i>), p. 54                      Unit 12, Word Study: Homographs 1, p. 125                      Unit 14, Word Study: Homographs 2, p. 148                      Unit 18, Word Study: Roots (<i>loc, aud</i>), p. 187</p>	<p>Many Word Study lessons use reference materials to help build vocabulary. Students are directed to consult a dictionary to check meanings and make sure they have used words correctly.</p>
<p><b>Student Resources</b>  <b>iWords Audio Program</b> (online*)                      Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6, Unit 7, Unit 8, Unit 9, Unit 10, Unit 11, Unit 12, Unit 13, Unit 14, Unit 15, Unit 16, Unit 17, Unit 18                      *www.SadlierConnect.com</p>	<p>The online iWords Audio Program provides a recording of each vocabulary word as a model for correct pronunciation. It also includes a definition or definitions and illustrative sentence or sentences for every vocabulary word taught at this level. The iWords oral models and practice are especially helpful to ELL children.</p>