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## Correlation to the Grade 3 California Content Standards

This correlation chart shows how *Word Explorer* is aligned to the California Content Standards. "T" indicates standards that are covered in the Teacher Edition.

Grade 3 California Language Arts Content Standards	1	2	3	4	5	6	7	U1R
<b>READING</b>								
<b>RW.1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b>								
<b>RW.1.1</b> Know and use complex word families when reading (e.g., <i>-ight</i> ) to decode unfamiliar words.	●	●	●	●	●	●	●	
<b>RW.1.2</b> Decode regular multisyllabic words.	●	●	●	●	●	●	●	●
<b>RW.1.3</b> Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.				●	●	●		
<b>RW.1.4</b> Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.	●	●			●			●
<b>RW.1.5</b> Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., <i>dog/mammal/animal/living things</i> ).			●		●		●	
<b>RW.1.6</b> Use sentence and word context to find the meaning of unknown words.		●	●	●	●	●	●	●
<b>RW.1.7</b> Use a dictionary to learn the meaning and other features of unknown words.	●			●	●	●	●	●
<b>RW.1.8</b> Use knowledge of prefixes (e.g., <i>un-, re-, pre-, bi-, mis-, dis-</i> ) and suffixes (e.g., <i>-er, -est, -ful</i> ) to determine the meaning of words.	●	●	●	●	●	●	●	●
<b>WRITING</b>								
<b>WS.1.0 Writing Strategies</b>								
<b>Research</b>								
<b>WS.1.3</b> Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).	●							●
<b>Evaluation and Revision</b>								
<b>WS.1.4</b> Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.								●
<b>WA.2.0 Writing Applications (Genres and Their Characteristics)</b>								
<b>WA.2.1</b> Write narratives.			●					
<b>WA.2.2</b> Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.	●	●		●	●		●	●
<b>WA.2.3</b> Write personal and formal letters, thank-you notes, and invitations.						●		



# Correlation to the Grade 3 California Content Standards

This correlation chart shows how *Word Explorer* is aligned to the California Content Standards. "T" indicates standards that are covered in the Teacher Edition.

## Grade 3 California Language Arts Content Standards

	1	2	3	4	5	6	7	U1R
<b>LISTENING AND SPEAKING</b>								
<b>LS.1.0</b> Listening and Speaking Strategies								
<b>LS.1.1</b> Retell, paraphrase, and explain what has been said by a speaker.	T	T	T	●	T	T	T	T
<b>LS.1.3</b> Respond to questions with appropriate elaboration.	T	T	T	●	T	T	T	T
<b>LS.1.7</b> Use clear and specific vocabulary to communicate ideas and establish the tone.				T				

## Grade 3 California Mathematics Content Standards

<b>MEASUREMENT AND GEOMETRY</b>	1	2	3	4	5	6	7	U1R
<b>M.MG.2.0</b> Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems.								

## Grade 3 California Science Content Standards

<b>LIFE SCIENCE</b>	1	2	3	4	5	6	7	U1R
<b>Sci.3.a</b> Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.								
<b>Sci.3.d</b> Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.								

## Grade 3 California Social Studies Content Standards

<b>CONTINUITY AND CHANGE</b>	1	2	3	4	5	6	7	U1R
<b>SS.3.1.0</b> Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.								
<b>SS.3.3.1</b> Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.								



# Context Clues

## Activating Prior Knowledge

To tap into students' prior experience with using context clues,

- ▶ write the word *change* on the board and ask students to provide meanings for the word (“to make something different,” “coins”).
- ▶ Write the following sentences on the board: *I have enough change in my pocket to buy a soda. The weather can change from hot to cold.*
- ▶ Invite students to tell which words in the sentences help them figure out which meaning of *change* is being used. Explain that the words they used are called **context clues**.

## Introducing the Lesson

- ▶ Point out to students that they can use context clues to figure out the meaning of a word they don't know, as well as the meaning of a multiple-meaning word.
- ▶ Tell students they will be finding and using context clues in Lesson 5.



# Context Clues

## The Field Trip

Our field trip to the museum of natural history was great! First we saw some **ancient** pitchers. It is rare to find very old things that are still in one piece. Next we saw different kinds of **precious** stones and metals, such as diamonds, pearls, gold, and silver. One diamond was very **brilliant**. It was so bright and shiny that it lit up the room. Someone had found one big piece of gold in a **creek** during the California Gold Rush. Back then, gold hunters would walk through a creek and search for gold. If they saw gold in the stream, they would **seize**, or grab, it right away. You have to **admire** the gold hunters. I respect them for all their hard work. I wish I could find some gold in the creek by my house!

## A Sound in the Dark

I was lying in bed one night when I heard a **creak**. It sounded like “eeeeek.” When I sat up, I realized that the noise was coming from the stairs! I was scared, but I knew I needed **courage**. Soon I was brave enough to check out the noise. I walked out my door and looked down the stairs. I thought I saw a stranger's head in the kitchen, so I screamed. It wasn't a stranger's head, though. It was just a vegetable. The “head” I saw was just a round **squash** on a shelf. Next time, I will be **content** to stay in bed. I think my dad will also be happy if I do that!

**H**ow can you figure out the meaning of a word? Sometimes a **context clue** around the word gives you a hint about its meaning. A context clue can be one word. It can also be a group of words.

Read the lesson words below. Then read the passages. Study the underlined context clues for lesson words. Then underline context clues for the rest of the lesson words.

### Lesson Words

- creek
- admire
- ancient
- courage
- creak
- precious
- squash
- content
- seize
- brilliant

### STUDENT EDITION CALIFORNIA CONTENT STANDARDS



RW.1.1	Know and use complex word families when reading (e.g., <i>-ight</i> ) to decode unfamiliar words.	RW.1.6	Use sentence and word context to find the meaning of unknown words.
RW.1.2	Decode regular multisyllabic words.	RW.1.7	Use a dictionary to learn the meaning and other features of unknown words.
RW.1.3	Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	RW.1.8	Use knowledge of prefixes (e.g., <i>un-</i> , <i>re-</i> , <i>pre-</i> , <i>bi-</i> , <i>mis-</i> , <i>dis-</i> ) and suffixes (e.g., <i>-er</i> , <i>-est</i> , <i>-ful</i> ) to determine the meaning of words.
RW.1.4	Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.	WA.2.2	Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.
RW.1.5	Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., <i>dog/mammal/animal/living things</i> ).		

### ADDITIONAL CALIFORNIA CONTENT STANDARDS IN TEACHING SUGGESTIONS

LS.1.1	Retell, paraphrase, and explain what has been said by a speaker.
LS.1.3	Respond to questions with appropriate elaboration.



These pyramids in Egypt are **ancient**.

**Using Context Clues** Use the underlined clues in the passages to write the correct lesson word for each meaning.

1. brilliant: bright
2. squash: a vegetable that grows on a vine along the ground
3. ancient: very old
4. courage: braveness
5. precious: valuable
6. content: happy, satisfied
7. admire: to feel respect for
8. creak: to make a squeaky sound
9. creek: a stream
10. seize: to grab



#### Word Wisdom

**Squash** comes from a Native American word for this vegetable. Native Americans in North America taught settlers how to grow the vegetable, so the settlers borrowed its name.

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### USING PAGE 32

**Lesson Words** Have volunteers read aloud the opening section and lesson words. Point out that each lesson word appears in dark type in the passage.

#### “The Field Trip” and “A Sound in the Dark”

Read both passages aloud and discuss them with students. Model the process of identifying context clues by thinking aloud to identify the clues that are given in the student book. Explain that the context clue for *precious* consists of examples of things that are precious. Guide students through identifying the rest of the context clues. As you discuss each clue, make sure students understand the context itself. Point out that a context clue can come before or after a word.

### USING PAGE 33

**Using Context Clues** Have students return to the passage and find the words they underlined that match the meaning “bright.” Then have them locate and write the corresponding lesson word. Have students complete the activity independently.

**Word Wisdom** If possible, display pictures of squash. Point out that there are many different types.

### Oral Activity

**Understanding Meanings** Use the following questions to help students build knowledge of the lesson words.

1. What might someone who has **courage** do?
2. What does something **ancient** look like?
3. What does something **brilliant** look like?
4. How do people whom you **admire** act?
5. What things **creak**?
6. What is **precious** to you?
7. What might you find in a **creek**?
8. What happens when you **seize** something?
9. What happens when you **squash** something?
10. When do you feel **content**?

### Including Every Learner

Support English-language learners by explaining what a field trip is and what a museum of natural history is. Then direct students’ attention to the idiom “check out” in “A Sound in the Dark.” Explain that this saying means “to investigate or find out more about.” (ELL)

## USING PAGE 34

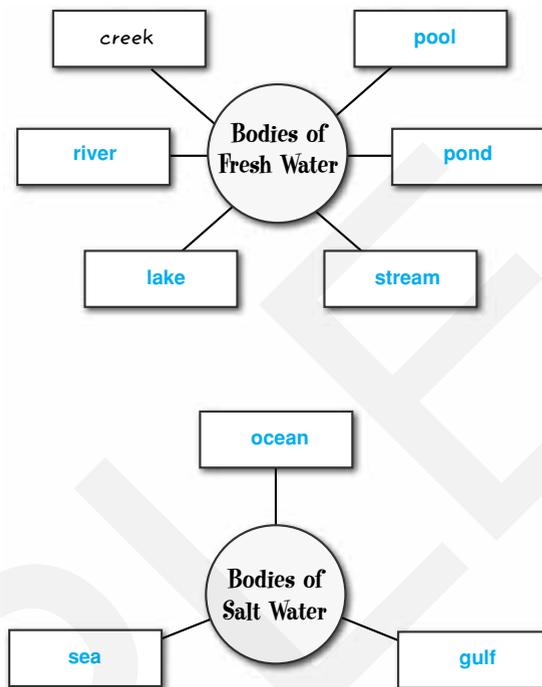
**Word Maps** Explain the difference between salt water and fresh water. Lead students in a brainstorming session focusing on bodies of water before asking them to complete the maps on their own.

### Oral Activity

**Making Connections** Ask students the following questions. Have students use the lesson words in their responses.

1. Is a **squash** a **brilliant** object?
2. Would you be **content** if you got a good grade on a test?
3. Would you **admire** someone who shows **courage**?
4. Why would a thief want to **seize** something **precious**?
5. Is an **ancient** house likely to **creak**?
6. Can a big ship sail up a **creek**?

**Word Maps** A creek is a body of water. Earth has many other bodies of water. Use the word maps to write as many names for bodies of water as you can. You may want to look at a world map to jog your memory. **Responses may vary. Sample responses are shown.**



**Synonyms** Synonyms are words that have almost the same meaning. For example, *glad* and *happy* are synonyms. Each sentence has a synonym for a lesson word. Write the lesson word.

#### LESSON 5 VOCABULARY SKILLS

1. "I'm going to **grab** your flag!" Mina shouted. seize
2. All the doors in this old house **squeak**. creak
3. People in the United States **respect** George Washington. admire
4. Today we caught a fish in the **stream**. creek
5. Use your hand to **flatten** the dough. squash

**Antonyms** Antonyms are words that have opposite meanings. Each sentence has an antonym for a lesson word. Write the lesson word.

6. All Jesse felt was **fear** when he saw the bear looking at him. courage
7. Sam found out that his rock had a **worthless** metal in it. precious
8. The ruby was big but **dull**. brilliant
9. The building next to the bank is **new**. ancient
10. Looking at her sad face made me **unhappy**. content



#### Word Wisdom

The word **squash** can mean "to press flat."  
**Brilliant** can mean "smart."

## USING PAGE 35

**Synonyms** Write the lesson words on the board. Have students use the words to complete the activity independently.

**Antonyms** To prepare students for the activity, give the following sample sentence: *I **admire** people who are honest, but I **dislike** people who lie.* Ask students to identify the antonyms.

**Word Wisdom** Provide sample sentences to illustrate the alternate meanings of *squash* and *brilliant*, such as *You'll **squash** the grass if you walk on the lawn.* and *The student who won the spelling bee is **brilliant**.*

### Using Keywords

Have students identify lesson words they find difficult. Explain that they can sometimes use another word to help them remember a lesson word's meaning. In **content**, for example, they can find the word **tent** and associate "satisfaction" with camping in a tent.

**Analogies** An analogy is a sentence about words. It has two pairs of words. The first pair of words go together in some way. The second pair of words go together in the same way as the first pair. Write the lesson word that completes the analogy. The first one is done for you.

1. *Sick* is to *ill* as ancient is to *old*.
2. *Happiness* is to *sadness* as courage is to *fear*.
3. *Big* is to *huge* as precious is to *valuable*.
4. *Jump* is to *leap* as seize is to *grab*.
5. *Smooth* is to *rough* as brilliant is to *dull*.
6. *Little* is to *small* as content is to *happy*.
7. *All* is to *every* as admire is to *respect*.
8. *Sour* is to *taste* as creek is to *sound*.
9. *Robin* is to *bird* as squash is to *vegetable*.
10. *Pen* is to *ink* as creek is to *water*.

creek  
admire  
ancient  
courage  
creek  
precious  
squash  
content  
seize  
brilliant

### Write Away!

On separate paper, write about someone you admire. It can be someone famous, a friend, or someone in your family. Tell why you admire the person. Use at least four lesson words in your writing. You may add *-s*, *-ed*, or *-ing* to the lesson words if you need to.

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## USING PAGE 37

**Checking What You Know** Have students complete the activity independently. Invite volunteers to share their answers.

**The Courage Family Tree** Ask students to tell what word parts have been added to *courage* to create *courageous* and *discourage* (*-ous*, *dis-*). Then discuss the meanings of *courageous* and *discourage*. Have students write on the board other words that can be added to the *courage* family tree. If necessary, provide students with the following prefixes and suffixes. Tell students they may choose from the words on the board as they complete the family tree. You may wish to have students look up some of these words in a dictionary.

**Prefixes** *dis-*, *en-*

**Suffixes** *-s*, *-es*, *-ed*, *-ing*, *-ly*, *-ment*

## USING PAGE 36

**Analogies** Make sure students understand the relationship between each of the first pairs. Have students complete the activity independently and share their answers.

**Write Away!** To help students generate ideas for writing, have them work in small groups to generate qualities in a person that are admirable. Have group representatives record the qualities on the board. Then help students associate the lesson words with those qualities.

## Exploring Meaning

**content** Explain that *content* is a homograph. Depending on the syllable stressed, the word can mean "happy" or "something that is contained." Provide sample sentences such as: *She is content when she plays with her cat. The content of your paragraph is good, but the spelling needs work.*

## LESSON 5 VOCABULARY SKILLS

**Checking What You Know** Circle the letter for the answer choice that best completes the sentence or answers the question.

1. Most people would admire—  
 A a generous person.  
 B a cheater.  
 C a chair.  
 D a mean person.
2. Which of the following is ancient?  
 A a shopping mall built last year  
 B a painting from 1,000 years ago  
 C a new pair of shoes  
 D a baby born today
3. A brilliant person is—  
 A shiny.  
 B familiar.  
 C smart.  
 D dull.
4. Which could a person squash?  
 A a stable  
 B a paper cup  
 C a cloud  
 D a produce store
5. Which would you most likely find in a creek?  
 A a book  
 B a door  
 C a fish  
 D a desert
6. Which of the following might creek?  
 A a record of your grades  
 B an old gate  
 C a snake scale  
 D a rare steak
7. Which would probably make someone content?  
 A losing a game  
 B a bad movie  
 C a fine meal  
 D an upset stomach
8. If you seize a book, you—  
 A grab it.  
 B give it.  
 C share it.  
 D mold it.
9. If your time is precious, you—  
 A broke your watch.  
 B go to a movie every day.  
 C don't loaf all day.  
 D need a stable ladder.

Sample responses are shown.

### The Courage Family Tree

Think about the meanings of the *courage* words. Then add two more words to the tree.



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