



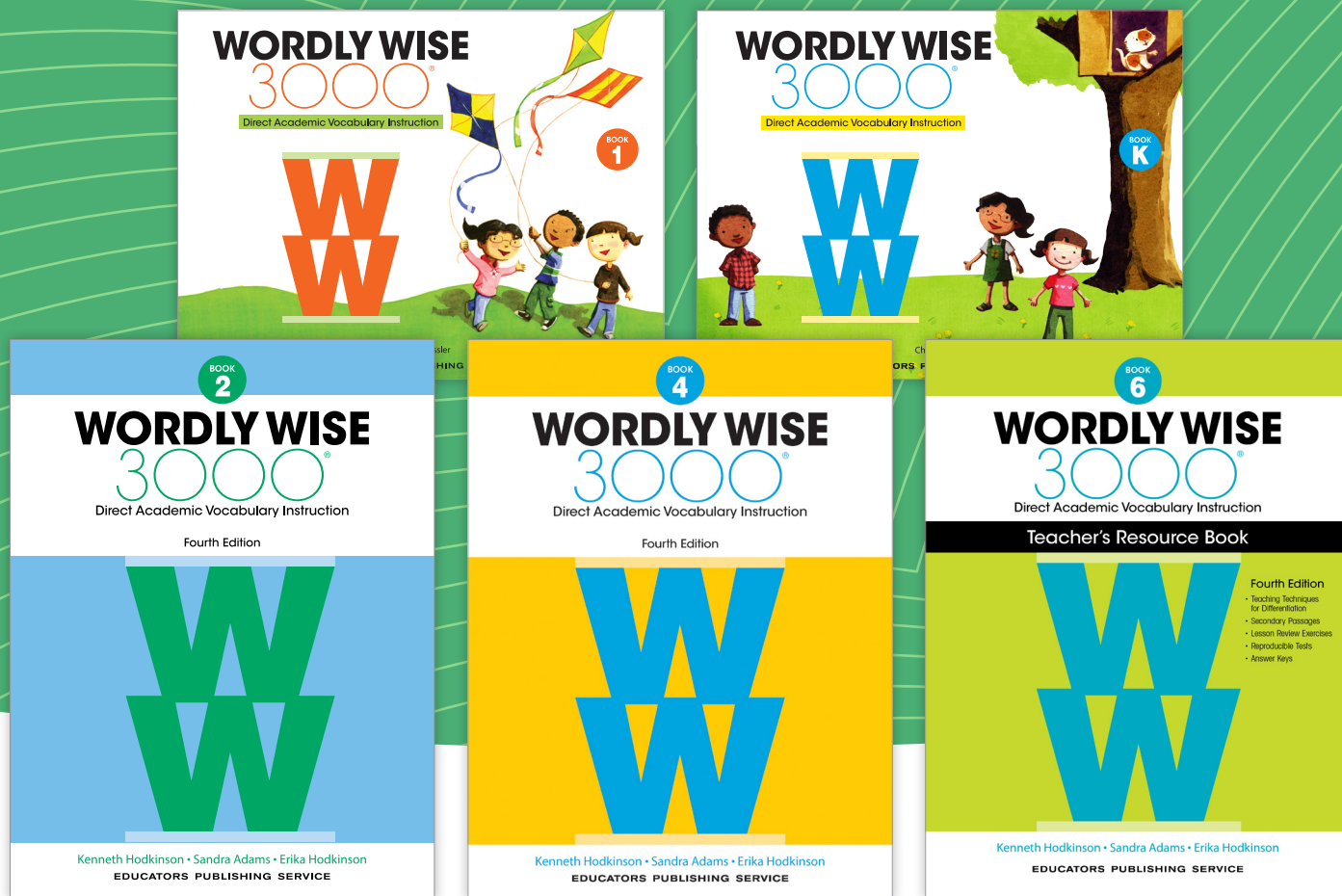
Grades K–12

MTSS  

Strengthen the Bridge Between Vocabulary and Reading Comprehension

Research-based supplemental reading program provides direct academic vocabulary instruction to help students develop the critical link between vocabulary and reading comprehension, advancing them toward grade-level reading mastery.





WORDLY WISE 3000®

What is Wordly Wise 3000®?

Wordly Wise 3000 provides direct academic vocabulary instruction to develop the critical link between vocabulary and reading comprehension. The robust activities, peer sharing, and differentiated instruction allow the flexibility to meet the needs of today's varying student population.

- Research-based activities provide multiple exposures to vocabulary words
- Peer sharing allows students to apply and extend their learning
- Reading passages for each lesson are offered at two levels: below grade level and on grade level

Wordly Wise 3000 provides teachers with manageable, easy-to-use resources for delivering effective, direct vocabulary instruction along with word-learning strategies—all critical for high-stakes tests and content-area reading.



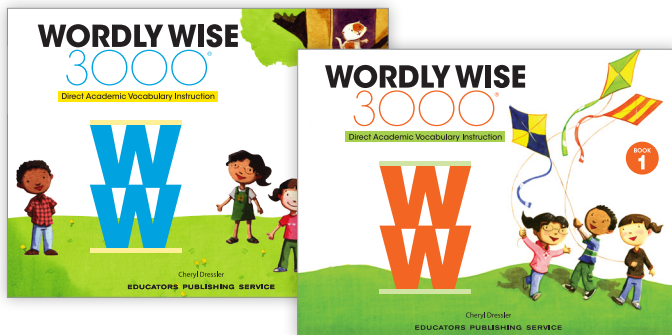
Where do the words come from?

Every word in Wordly Wise 3000 was selected to expand critical grade-level vocabulary and improve reading comprehension.

The chosen vocabulary words are commonly encountered in grade-level literature, textbooks, and state and national assessments. Word selection was based on word importance, usefulness, and/or difficulty. Knowledge of the selected words can greatly improve students' reading comprehension, as well as standardized test results.

K-1 Components

K-1



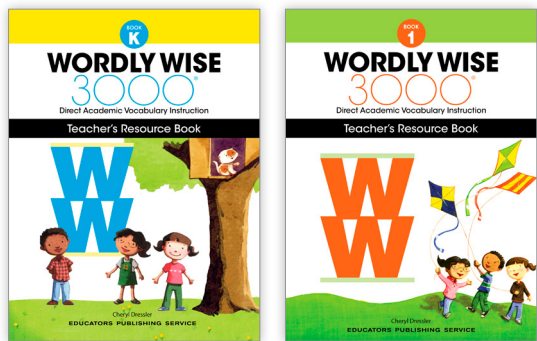
Student Books

Vibrant illustrations motivate children and keep them focused while reinforcing key vocabulary words and concepts through a variety of interactive teacher-led activities. (11" x 8¼")



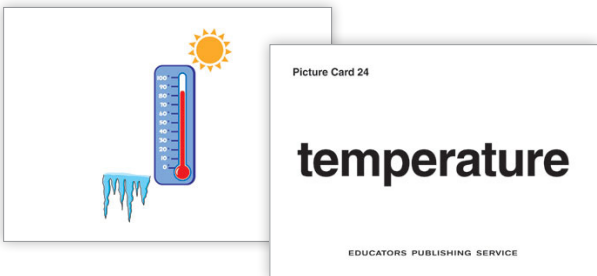
Teacher’s Resource Package

(Required for implementation)



Teacher’s Resource Book

- Read-aloud story and poem for each lesson
- Clearly organized lesson plans
- Extend and Challenge activities
- English Language Learner support
- Formal and informal assessments

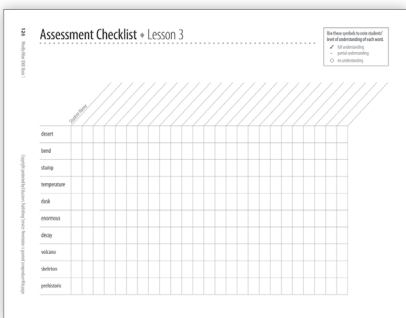


Concept Cards

Introduce each lesson’s theme-related topic and build background knowledge. (14” x 12”)

Picture Cards

Present every vocabulary word with clear, colorful images. (7” x 5”)



Assessment

Formal assessments for Books K-1 can be administered in small groups or one-on-one.

Teacher’s Resource Package K

- Teacher’s Resource Book K
- 12 Concept Cards
- 120 Picture Cards

Teacher’s Resource Package 1

- Teacher’s Resource Book 1
- 15 Concept Cards
- 150 Picture Cards



Lesson 3

UNIT 1

A Forest in the Desert

WEEK 1

Day 1

Introduce the Story

Display and identify Concept Card 3 (national parks). Remind children that they've already heard about Caroline's vacation to a city, Washington, D.C., and about Jordan's camping vacation. Maggie and her family will be visiting a national park in the desert.

Explain that national parks are areas set aside by the government so everyone can enjoy them. No one is allowed to build houses or shopping malls on the land or disturb the environment. Some national parks are in deserts, some are by the ocean, and some are even in cities. Many of them include wild animals and interesting plants. Ask children if any of them has ever visited a national park.

Say: This is a story about Maggie and her family's vacation in the desert. There, they see some interesting creatures—and one creature they didn't expect to see. I wonder what it could be?

Introduce Words

Tell children that before you read the story to them, you're going to talk about some of the words in it and what they mean. For each of the following words, hold up the corresponding Picture Card. When you have finished discussing each one, display it on a ledge or elsewhere for easy reference.

MATERIALS

- Concept Card 3
- Picture Cards 21–30
- Student Book, pp. 16–23
- crayons
- BLM 3, p. 111

STORY WORDS

Week 1

- desert
- bend
- stump
- temperature
- dusk

Week 2

- enormous
- decay
- volcano
- skeleton
- prehistoric

Easy-to-follow lessons provide ample support to maximize teaching time.

Sample dialogues provide models for presenting words in the best way possible. A complete read-aloud story is provided for every lesson.

Picture Card 21: **desert**

Say: A desert is an area that is very dry. It doesn't rain very often in the desert, and it is hot during the day. Some deserts are sandy. Drawn how rocks and plants, too. Many kinds of animals live there. (Point out the lizard on the card.) Let's say desert together.

Picture Card 22: **bend**

Say: Bend means to change something that is straight into a curved or angled shape. (Demonstrate bending a straw or other item.) People can bend, too, like the girl in the picture. Let's say bend together.

Picture Card 23: **stump**

Say: What do you see in this picture? (A tree stump.) A stump is the short part of a tree left in the ground after it is cut down or falls down. Let's say stump together.

Picture Card 24: **temperature**

Say: Can anyone tell me what this picture shows? (A thermometer.) A thermometer tells you the temperature. The temperature is how hot or cold something is. This thermometer tells about the weather. Let's say temperature together.

Picture Card 25: **dusk**

Say: Look at the sky in this picture. You can see that the sun has just gone down. Dusk is the time of day when it's just starting to get dark. Sometimes at dusk there are lots of beautiful colors in the sky. Let's say dusk together.

Read Aloud

Help children find pages 16–17 in their books. Invite them to listen and to look at the pictures as you read.

A Forest in the Desert

Say: Put your finger on picture number 1.

Maggie stared out the window of the car at the flat, sandy landscape. Maggie, her three-year-old brother Diego, and their parents were headed to a national park in Arizona for their vacation.

"I can't wait to see some lizards and big turtles!" said Maggie excitedly.

"I bet they've got some really cool ones in the desert."

"I have turtles," said a little voice from beside Maggie in the back seat.

"That's right, Diego. Pickles is your pet turtle," said Mama. "David and Caroline from next door will go to our house to feed him while we're gone."

"What's the name of the place we're going, Papa?" asked Maggie.

"It's called Petrified Forest National Park," Papa said. "But it's different from any other forest in the world. It doesn't have trees."

"But don't all forests have trees?" Maggie asked.

"This forest had trees a long, long time ago—really enormous ones. Here's the ranger station," said Papa. "Let's stop and ask one of the forest rangers to tell us about it."

Papa pulled up to the ranger station and a tall man in a uniform came over to the car.

"Hi, I'm Ranger Pete," he said, **bending** down and looking into the back seat of the car. "Looks like we have a couple of future Junior Rangers here."

UNIT 1

Lesson 3

A Forest in the Desert

Story Words

desert

bend

stump

temperature

dusk

enormous

decay

volcano

skeleton

prehistoric

1

2

3

16

Directions: Have children look at the pictures as you read the story aloud. Then have them mark items in the pictures related to desert, bend, stump, temperature, and dusk.

Teacher-led read-alouds and discussions help students learn new words and concepts, and relate them to their prior knowledge and experience.

Activities designed to provide multiple exposures to words include sequencing and story retelling to reinforce meaning and comprehension.

16

Directions: Have children number the pictures in the order they happened.

1

2

3

Review and Respond

What Do You Know?

<p>1. peak</p> <div style="text-align: center;">  ○ </div>	<p>2. wild</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  ○ </div> <div style="text-align: center;">  ○ </div> </div>
<p>3. decay</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  ○ </div> <div style="text-align: center;">  ○ </div> </div>	<p>4. temperature</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  ○ </div> <div style="text-align: center;">  ○ </div> </div>
<p>5. volcano</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  ○ </div> <div style="text-align: center;">  ○ </div> </div>	<p>6. clear</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  ○ </div> <div style="text-align: center;">  ○ </div> </div>

22

Directions: Have children fill in the bubble under the picture that matches the word you say.

What Do You Know? activities at the end of each lesson provide an opportunity for informal assessment.

[illegible]

A formal assessment at the end of each lesson can be administered in small groups or one-on-one to assess each student's level of understanding of all words in the lesson.



Look for this icon throughout each lesson in your Teacher's Resource Book for further review and informal assessment opportunities.





How do I fit Books K–1 into my curriculum?

K–1

Lesson Structure

Book K	12 lessons	10 words/lesson	120 words	+ 48 Extend & Challenge words
Book 1	15 lessons	10 words/lesson	150 words	+ 59 Extend & Challenge words

Pacing

A unique two-week lesson plan reinforces words and concepts to ensure student mastery.

All activities cited below are interactive, designed to give students multiple exposures to new vocabulary and ensure retention. Activities incorporate a variety of strategies and techniques, including collaborative groups, and whole-group and partner dialogues.

~20–25

minutes a day

~24 weeks (Book K) or
30 weeks (Book 1)

Week 1

DAY 1

- Introduce story and 5 words
- Read story aloud
- Check comprehension

DAY 2

- Reread story
- Student Book Activity

DAY 3

- Poem read-aloud
- Home-School Connection Activity

Week 2

DAY 1

- Introduce next 5 words
- Review and reread story
- Student Book Activity

DAY 2

- Review first 5 words
- Student Book Activity
- Extend & Challenge

DAY 3

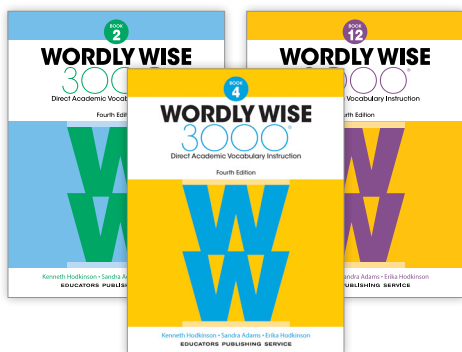
- Review next 5 words
- Student Book Activities
- Extend & Challenge

DAY 4

- Cumulative Review
- Journal Drawing & Writing Activity
- Formal Assessment

Components for Books 2–12

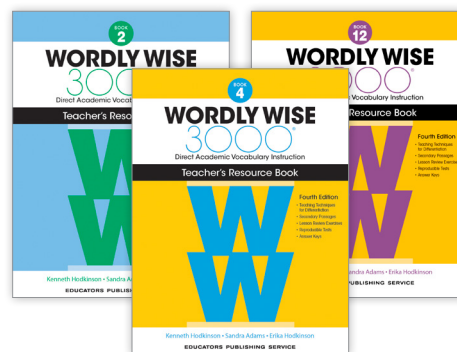
2–12



Student Books

A variety of exercises provide students with multiple exposures to every vocabulary word in an engaging, student-friendly format.

- Consistent, accessible lesson structure
- Turn-and-talk activities encourage peer interaction
- Nonfiction reading passages
- Review exercises



Teacher's Resource Book

All resources are available in one easy-to-use book:

- Teaching techniques for differentiation
- Rate your word knowledge
- Reproducible secondary passages
- Lesson review exercises
- Reproducible tests
- Answer keys



Lesson Overview

Name _____ Date _____

Rate Your Word Knowledge

Write the words from Lesson _____ in the spaces provided.
Fill in the circle to rate your knowledge of each word.

1. _____	<input type="radio"/> I don't know this word. <input type="radio"/> I know a little about this word. <input type="radio"/> I know this word, and I can use it.
2. _____	<input type="radio"/> I don't know this word. <input type="radio"/> I know a little about this word. <input type="radio"/> I know this word, and I can use it.
3. _____	<input type="radio"/> I don't know this word. <input type="radio"/> I know a little about this word. <input type="radio"/> I know this word, and I can use it.
4. _____	<input type="radio"/> I don't know this word. <input type="radio"/> I know a little about this word. <input type="radio"/> I know this word, and I can use it.
5. _____	<input type="radio"/> I don't know this word. <input type="radio"/> I know a little about this word. <input type="radio"/> I know this word, and I can use it.
6. _____	<input type="radio"/> I don't know this word. <input type="radio"/> I know a little about this word. <input type="radio"/> I know this word, and I can use it.
7. _____	<input type="radio"/> I don't know this word. <input type="radio"/> I know a little about this word. <input type="radio"/> I know this word, and I can use it.

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Word List Student Book 2

Rate Your Word Knowledge

Before each lesson, teachers can have students complete a self-assessment of word knowledge, then review the information to target in-class instruction, and focus on least familiar words during the introduction of the Word List.

Word List

Each lesson includes a word list with dictionary-style definitions and sentences that present words in context to help students understand the multiple meanings of words.


Students are introduced to the new words and interact with peers during turn-and-talk activities

Key academic words are underlined for easy visibility



Pictures and sentences help students understand word meanings

Lesson 1 Word List

Study the words. Then do the exercises that follow.

calf
n. 1. The back part of the leg between the knee and the ankle.
My left calf itches where the poison ivy touched it.
2. A young cow or bull.
The baby calf stays close to its mother.
 Show your partner the sound you think a calf might make.

claw
n. 1. The sharp curved nail on the toe of a bird or animal.
Karl held out his hand, and the parrot wrapped its claws around his finger.
2. The part of a crab or lobster used for gripping.
The lobster grabbed the clam with its big claw and held it.
v. To scratch or dig with sharp nails.
Our dog clawed at the back door so she could come into the house.

couple
n. 1. Two things of the same kind.
There are a couple of cups on the shelf. Will you bring me one?
2. Two people who do things together.
The couple skated slowly around the rink, moving with the music.
 Point to a couple of things near you and tell your partner about them.


Wordly Wise 3000 • Book 2 1

Word List Student Book 2

Practice Activities

A wide variety of activities provide multiple exposures and critical practice for a deep understanding of vocabulary words.

Students read a sentence starter that includes a vocabulary word, and then choose endings that correctly complete the sentence.

This activity deeply embeds vocabulary words in students' memory by requiring them to relate new words with words they already know.

Completing Sentences Student Book 2

2A

Completing Sentences

Circle each answer choice that correctly completes the sentence. Each question has three correct answers.

- The accident**
 - would not have happened if you had been careful.
 - was taken to the nearest hospital.
 - happened when I hit the tree with my bike.
 - was caused by the driver talking on his cell phone.
- The tangle**
 - of hooks and fishing lines had been left in a pile on the floor.
 - in my foot was so bad that I had to scratch it.
 - of knots in my sister's hair was impossible to brush.
 - of bed sheets had somehow wrapped itself around me.
- It alarmed me**
 - when no one answered the phone.
 - when the caller refused to give her name.
 - of certain facts that I had not known about.
 - that no one seemed worried about the coming storm.
- The gap**
 - we had to climb was over two hundred feet high.
 - in the fence had been covered with a piece of wood.
 - in the diary ran from June to July.
 - was wide enough for me to peek through.
- We know that the weight**
 - of the rock is over two tons.
 - of the feather is almost nothing.
 - can be measured in pounds.
 - will be over an hour, but we still have to stay.

14 Lesson 2

2B

Making Connections

Circle the letter next to the correct answer.

- Which word goes with *ball*?
(a) accident (b) bounce (c) support (d) alarm
- Which word goes with *circus*?
(a) tangle (b) gap (c) scoop (d) acrobat
- Which word goes with *ice cream*?
(a) scoop (b) yard (c) flap (d) weigh
- Which word goes with *whale*?
(a) claw (b) shelter (c) enormous (d) support
- Which word goes with *carry*?
(a) support (b) share (c) alarm (d) tangle

2C

Using Context Clues

Circle the letter next to the word that correctly completes the sentence.

- The _____ hat didn't fit my small head.
(a) supported (b) tangled (c) enormous (d) groomed
- A stack of bricks can be used as a(n) _____.
(a) support (b) scoop (c) cushion (d) alarm
- A(n) _____ belongs at a circus.
(a) acrobat (b) groom (c) calf (d) accident

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Making Connections Student Book 2

Application Activities

Students interact with their peers and write about their experiences to apply and extend their learning.

Each vocabulary extension word is illustrated to make its meaning more accessible to all students

Students engage in meaningful discussions with peers

Students have the space to take notes or draw their own visual representations of words

1 Vocabulary Extension

share
verb To use or enjoy with others.
noun A part that each person gets of a whole.

Academic Context
In school, **sharing** is telling others something. You can **share** stories or ideas or read something aloud that you wrote.

Discussion & Writing Prompt
Tell about a time you or someone else **shared** a story in class.

2 min.

1. Turn and talk to your partner or group.

Use this space to take notes or draw your ideas.

3 min.

2. Write 1–3 sentences.

Be ready to share what you have written.

Vocabulary Extension Activity Student Book 2

Students complete a brief writing activity

Vocabulary Extensions

LESSON 1: share

Differentiation Options for the Vocabulary Extension

The following suggestions are provided to help you differentiate instruction to student groups.

Support Strategies

- Once students are in groups or pairs, have them use their own words to describe what **share** (the verb, not the noun) means.
- Give an anecdotal example of someone **sharing** in class, such as: "The other day, [student's name] **shared** a story about her little brother."
- Ask students what things they enjoy **sharing** with another person.
- Read the prompt aloud and give students extra time to discuss before they write, if needed.
- To provide extra scaffolding for students who struggle with writing, tell students to copy the following sentence starters in the writing space. Then have them complete the sentences in their own words.
 - I shared a story about _____. (Sample response: my hamster)
 - Someone shared a story about _____. (Sample response: their parrot)

EL Strategies

Use any of the activities from Support Strategies or those below to help English learners understand and practice the new vocabulary word.

- Use gestures and simple language to introduce the word **sharing**.
- Have students use available language (single words, phrases, or simple sentences) to describe the meaning of **share**.
- Tell students words or phrases that express a similar idea:

Sharing is like ...

 - telling
 - talking
 - saying
- Read the prompt aloud and give students extra time to discuss before they write, if needed.
- To provide extra scaffolding for students who struggle with writing, tell students to copy the following sentence starters in the writing space. Then have them complete the sentences in their own words.
 - I shared a story about _____. (Sample response: my hamster)
 - Someone shared a story about _____. (Sample response: their parrot)

Enrichment Strategies

Ask students to add at least one sentence telling exactly what they or someone else **shared**, using quotation marks to show that they are quoting themselves or someone else.

Vocabulary Extensions 3

Vocabulary Extension Activity Student Book 2

Guidance for Differentiating Instruction

Each vocabulary extension activity comes with a page of suggestions to guide you in differentiation so that every student can benefit.


Students read an original passage that incorporates all of the vocabulary words from the lesson.

The reading passage is offered at two levels: on grade level and below grade level, written at a lower Lexile® measure.

The passage included in the Student Book is intended for on-level students who do not require reading support. A secondary passage is available in the Teacher’s Resource Book as a differentiation resource for students who require support.

4D

Vocabulary in Context
Read the passage.




Sa-so Says Hello

What do you think life was like long, long ago? What if you could travel back in time thousands of years? What if you could meet someone your own age from back then? Imagine what that person might say to you.

Hello! My name is Sa-so. I live in a time that you call the Ice Age. That is because ice covers much of the land. But not the part where I live. My family and I and some other families live in a **cavern**. We enter through a small opening. Inside there is a lot of room. We always have a fire burning. This keeps us warm and dry. At night, the **flames** give us light to see by. Our large cave has a hole in the ceiling. It acts as a **chimney**. This keeps our shelter cozy.

4d

Vocabulary in Context
Read the passage.



Sa-so Says Hello

What was life like long ago? What if you could travel back in time thousands of years? What if you met someone your age from back then? Imagine what that person might say.

Hello! My name is Sa-so. I live in a time you call the Ice Age. Ice covers the land. But not where I live. My family lives in a **cavern**. We enter through a hole. Inside there is a lot of room. A fire burns. This keeps us warm and dry. The **flames** give us light. Our cave has a hole in the ceiling. It acts as a **chimney**. This keeps our shelter cozy.

I have my furs. They cover me and keep me warm at night. Second, I have some sharp stones. I use these as tools to cut and make things. Third, I have a necklace of shells. My mother made it for me. Last, I have my **spear**. I practice throwing it every day. My arm is becoming stronger. My aim is becoming more accurate. I'm too young to go with the hunters now. But one day I will. For now, I use a **net** to catch fish, birds, and small animals. In my family, I'm the youngest. My job is to keep the fire burning while the others are busy. Some are out hunting.

Wordly Wise

On-level passage
Student Book 2

have sharp stones. I use these as tools to cut and make things. Third, I have a necklace of shells. My mother made it. Last, I have my **spear**. I throw it for practice. My arm is getting stronger. My aim is getting better. I'm too young to go with the hunters. But soon I'll join them. We hunt animals like deer, horses, and tigers. I use a **net** to catch fish, birds, and small animals. In my family, I'm the youngest. My job is to keep our fire burning while the others are busy. Some hunt. Some look for berries. When the fire gets low, I add dry **branches** to the fire. I don't want the fire to go out. The way we get a new fire is by rubbing sticks together.

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Secondary passage
Teacher’s Resource Book 2

Comprehension Questions
Students who use the secondary passage are able to answer the same open-response questions as peers.

► Answer each of the following questions with a sentence. If a question does not contain a vocabulary word from the lesson's word list, use one in your answer. Use each word only once.

1. Explain why the story of Tokoyo and the evil sea god has a happy ending.

2. Was Tokoyo an **orphan**? Explain your answer.

3. What does "**misfortune** struck" mean as it is used in the passage?

4. Why did the emperor need doctors?

5. How does the passage make clear that Tokoyo's friends were kind to her?

6. Where did the evil sea god live?

7. Explain why Tokoyo's fight with the sea god was a **deliberate** act.

8. Why didn't Tokoyo's father write to her?

9. Why was Tokoyo's father living on the island of Oki?

all

banish

communicate

console

cover

deliberate

depth

desire

livelihood

misfortune

orphan

precipice

regain

slay

symptom

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11

Lesson Overview

Name _____ Date _____

Rate Your Word Knowledge

Write the words from Lesson _____ in the spaces provided.
Fill in the circle to rate your knowledge of each word.

1. _____	<input type="radio"/> I don't know this word. <input type="radio"/> I know a little about this word. <input type="radio"/> I know this word, and I can use it.
2. _____	<input type="radio"/> I don't know this word. <input type="radio"/> I know a little about this word. <input type="radio"/> I know this word, and I can use it.
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6. _____	<input type="radio"/> I don't know this word. <input type="radio"/> I know a little about this word. <input type="radio"/> I know this word, and I can use it.
7. _____	<input type="radio"/> I don't know this word. <input type="radio"/> I know a little about this word. <input type="radio"/> I know this word, and I can use it.

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Word List Student Book 4

Rate Your Word Knowledge

Before each lesson, teachers can have students complete a self-assessment of word knowledge, then review the information to target in-class instruction, and focus on least familiar words during the introduction of the Word List.

Word List

Each lesson includes a word list with dictionary-style definitions and sentences that present words in context to help students understand the multiple meanings of words.

Students are introduced to the new words and interact with peers during turn-and-talk activities

Key academic words are underlined for easy visibility

Sentences present words in context to help students understand the multiple meanings of words

Lesson 10 Word List

Study the definitions of the words. Then do the exercises that follow.

ail
v. To cause sickness, pain, or trouble.
"What ails you?" the doctor asked.
ailment n. An illness; a disease.
The flu is a common childhood ailment.
ailing adj. In poor health.
I have been ailing all winter.
Show your partner how you would look if you had an ailment.

banish
v. 1. To force someone out of the country.
After the revolution, France banished the royal family.
2. To get rid of completely.
Joe was such a cheerful person, he banished gloom wherever he went.
Talk with your partner about what you could do to banish a bad mood.

communicate
v. To make known; to give or exchange information.
Because I hate to write letters, we communicate mostly by telephone.
communication n. The exchange of information between people.
The fight was caused by a lack of communication between us.
communicative adj. Willing to speak; eager to talk.
When I asked her where she had been, she was not very communicative, replying only, "Out."
Show your partner how you might act if you are not feeling communicative.

console
v. To make less sad; to comfort.
My parents tried to console me when my best friend moved away.
consolation n. Comfort.
I knew I could always turn to my aunt for consolation whenever I was upset.
Discuss with your partner how to give consolation to someone who is sad.

cower
v. To shrink from, as if from fear.
Our poor dog cowers every time Dad turns the vacuum cleaner on.

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Word List Student Book 4

Practice Activities

A wide variety of activities provide multiple exposures and critical practice for a deep understanding of vocabulary words.

Students complete sentences based on their understanding of a word in its various forms. Words may be presented as they are in the word list, or altered by the addition of a prefix or suffix.

Students determine whether words are used correctly in sentences, strengthening their ability to determine meaning from context clues.

10A Using Words in Context
Read the following sentences. If the word in bold is on the line. If the word is used incorrectly, write it on the line.

- (a) I thought Jaclyn tripped by accident, but it make us laugh.
(b) France was **deliberated** in 1944 after the war.
(c) We **deliberated** for some time before deciding.
(d) The quarry was **deliberated** by the hunters as caught. _____
- (a) Her secret **desire** was to someday be an astro.
(b) Jason twisted his **desires** and hung them up.
(c) A person who has everything usually **desires**.
(d) Tell me your **desires** for your birthday this year.
- (a) She made her first **misfortune** trying to win the mountain.
(b) **Misfortune** seemed to follow him everywhere.
(c) There's a **misfortune** on page 5 that needs correction.
(d) It was his **misfortune** to be in the wrong place.
- (a) The bighorn sheep took a **precipitous** tumble.
(b) Our first climb was up a steep **precipice**.
(c) The drawings had been done in a very **precipitous**.
(d) Su Nu has always been **precipitous** in the way she speaks.
- (a) The prisoner was not allowed to **communicate**.
(b) Our school year was **communicated** to six months.
(c) The news caused great **communication** in the world.
(d) **Communications** with the outside world were cut off by the hurricane.
- (a) By the time he saw the doctor he had been **ailing**.
(b) My tooth was **ailing** so badly I had to see a dentist.
(c) The cat has been **ailing** ever since the big storm.
(d) You have to be able to **ail** before you become a doctor.

10C Determining Meanings
Circle the letter next to each answer choice that correctly completes the sentence. There may be more than one correct answer.

- We were **consoled**.
(a) when the class came to cheer us up.
(b) into giving money to the food drive.
(c) by the news that the children were safe.
(d) from joining the club because of our ages.
- We **communicated**.
(a) the news that our friend won the spelling bee.
(b) with the children by using sign language.
(c) the amount down to two thousand dollars.
(d) mostly by e-mail.
- They were **banished**.
(a) from the game after being caught cheating.
(b) so they ate until they were sick.
(c) to an island far from land.
(d) until they shone like mirrors.
- They **cower**.
(a) under umbrellas to stay dry.
(b) in groups so they can talk all night.
(c) because they are afraid of you.
(d) when you yell at them.
- It was my **misfortune**.
(a) until I sold it to a friend.
(b) to have a scoundrel for a friend.
(c) to lose a portion of my tooth to decay.
(d) to lose my towel at the beach.
- The **orphans**.
(a) come in three different flavors.
(b) are helped by the people in town.
(c) now have four wheels, although the earlier ones had two.
(d) lost their parents during the tornado.

Application Activities

Students interact with their peers and write about their experiences to apply and extend their learning.

Each vocabulary extension word is illustrated to make its meaning more accessible to all students

Students engage in meaningful discussions with peers

Students have the space to take notes or draw their own visual representations of words

Students complete a brief writing activity

1 Vocabulary Extension

develop
verb 1. To go through a process of growth.
2. To bring or come into being.
3. To apply chemicals to photographic film to bring out the picture.

Academic Context
When you **develop** an idea, you add details to help others understand it. The more you explain or describe your idea, the more **developed** it becomes.

Discussion & Writing Prompt
If your teacher asked you to **develop** an idea in your writing some more, what would you do?

2 min.
1. Turn and talk to your partner or group.
Use this space to take notes or draw your ideas.

2 min.
2. Write 1–3 sentences.
Be ready to share what you have written.

Vocabulary Extension
Student Book 4

Vocabulary Extensions

LESSON 1: develop

Differentiation Options for the Vocabulary Extension

The following suggestions are provided to help you differentiate instruction to student groups.

Support Strategies

- Once students are in groups or pairs, ask them to use their own words to tell you what they think **develop** means.
- Read the definitions and the Academic Context sentences on the Vocabulary Extension page. Invite partners to think about and discuss other things that **develop**.
- Have students look at the image of a plant **developing** on the Vocabulary Extension page. Have them describe how the plant is **developing**.
- Read the prompt aloud and give students extra time to discuss before they write, if needed.
- To provide extra scaffolding for students who struggle with writing, tell students to copy the following sentence starter in the writing space. Then have them complete the sentence in their own words.
I would develop my writing by _____. (Sample response: adding more information)

EL Strategies

Use any of the activities from Support Strategies or those below to help English learners understand and practice the new vocabulary word.

- Have students look at the image of a plant **developing** on the Vocabulary Extension page. Ask them what is happening to the plant. Use students' responses to help you introduce the meaning of **develop**.
- Have students use available language (single words, phrases, or simple sentences) to define **develop**.
- Read the prompt aloud and give students extra time to discuss before they write, if needed.
- To provide extra scaffolding for students who struggle with writing, tell students to copy the following sentence starter in the writing space. Then have them complete the sentence in their own words.
I would add _____ to develop my writing. (Sample response: details)

Enrichment Strategies

Encourage students to **develop** their response to the prompt by adding more details. Suggest they add an example or anecdote from real life of a moment when they added details to **develop** an idea.

Guidance for Differentiating Instruction

Each vocabulary extension activity comes with a page of suggestions to guide you in differentiation so that every student can benefit.

Vocabulary Extension
Student Book 4

Students read an original passage that incorporates all of the vocabulary words from the lesson.

The reading passage is offered at two levels: on grade level and below grade level, written at a lower Lexile® measure.

The passage included in the Student Book is intended for on-level students who do not require reading support. A secondary passage is available in the Teacher's Resource Book as a differentiation resource for students who require support.

10E

Vocabulary in Context
Read the passage.

Tokoyo and the Sea Monster

Folktales are legends of past events that are passed on from adults to children without ever being written down. Every country has its folktales, and this one from Japan comes to mind. It tells of the adventures of a young pearl diver named Tokoyo who lived in Japan.

The people of Tokoyo's village earned their livelihood by diving for pearls. They searched for the one oyster in a thousand that contained a precious pearl. Tokoyo was the youngest of the divers. She could stay underwater for a longer period and collect more oysters than anyone. The

10E

Vocabulary in Context
Read the passage.

Tokoyo and the Sea Monster

Folktales are stories passed from adults to children. They are not written down. Every country has its folktales. This one comes from Japan. It tells the story of a young pearl diver named Tokoyo.

People in Tokoyo's village made their livelihood by diving for pearls. They searched for one oyster in a thousand with a precious pearl. Tokoyo was the youngest, but she could stay underwater longer and collect more

Folktales are legends of past events that are passed on from adults to children without ever being written down. Every country has its folktales, and this one from Japan comes to mind. It tells of the adventures of a young pearl diver named Tokoyo who lived in Japan.

Folktales are stories passed from adults to children. They are not written down. Every country has its folktales. This one comes from Japan. It tells the story of a young pearl diver named Tokoyo.

precipice

regain

slay

symptom

Tokoyo's one desire was to be reunited with her father. On her fifteenth birthday she left her village and set off for Oki. Soon after landing on the island, Tokoyo saw a group of people gathered at the edge of a cliff. With them was a girl about her own age dressed all in white. People explained to Tokoyo that an evil sea god made its home in the waters off the island. This god demanded the life of a young girl once a year. They told Tokoyo that the girl covering before them had been selected as the sea god's victim about to be cast into the sea. In addition to this, they told Tokoyo that the god had cast a spell on the emperor, causing his many ailments. When she heard this, Tokoyo saw a chance to help her father. She begged to let her take the girl's place. They began to deliberate among themselves while Tokoyo waited anxiously. Finally, to her great relief, they agreed.

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Lesson 10

precipice

regain

slay

symptom

Tokoyo's one desire was to see her father. On her fifteenth birthday she left her village to go to Oki. On the island, Tokoyo saw people gathered at the edge of a cliff. With them was a girl her age dressed in white. People told Tokoyo that an evil sea god lived in the waters off the island. This god demanded the life of a young girl once a year. They told Tokoyo the girl covering before them was chosen as the sea god's victim. She was about to be thrown into the sea. They told Tokoyo the sea god had cast a spell on the emperor, causing his ailments. When she heard this, Tokoyo saw a chance to help her father, and she begged the people to let her take the girl's place. They began to deliberate among themselves. To her great relief, they agreed.

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On-level passage
Student Book 4

Secondary passage
Teacher's Resource Book 4

Comprehension Questions

Students who use the secondary passage are able to answer the same open-response questions as peers.

all
banish
communicate
console
cover
deliberate
depth
desire
livelihood
misfortune
orphan
precipice
regain
slay
symptom

► Answer each of the following questions with a sentence. If a question does not contain a vocabulary word from the lesson's word list, use one in your answer. Use each word only once.

1. Explain why the story of Tokoyo and the evil sea god has a happy ending.
2. Was Tokoyo an orphan? Explain your answer.
3. What does "misfortune struck" mean as it is used in the passage?
4. Why did the emperor need doctors?
5. How does the passage make clear that Tokoyo's friends were kind to her?
6. Where did the evil sea god live?
7. Explain why Tokoyo's fight with the sea god was a deliberate act.
8. Why didn't Tokoyo's father write to her?
9. Why was Tokoyo's father living on the island of Oki?

Lesson Overview

Name _____ Date _____

Rate Your Word Knowledge

Write the words from Lesson _____ in the spaces provided.
Fill in the circle to rate your knowledge of each word.

1. _____	<input type="radio"/> I've never seen this word before. <input type="radio"/> I've seen this word before, but I don't know what it means. <input type="radio"/> I think I know what this word means. <input type="radio"/> I know what this word means and can use it in a sentence.
2. _____	<input type="radio"/> I've never seen this word before. <input type="radio"/> I've seen this word before, but I don't know what it means. <input type="radio"/> I think I know what this word means. <input type="radio"/> I know what this word means and can use it in a sentence.
3. _____	<input type="radio"/> I've never seen this word before. <input type="radio"/> I've seen this word before, but I don't know what it means. <input type="radio"/> I think I know what this word means. <input type="radio"/> I know what this word means and can use it in a sentence.
4. _____	<input type="radio"/> I've never seen this word before. <input type="radio"/> I've seen this word before, but I don't know what it means. <input type="radio"/> I think I know what this word means. <input type="radio"/> I know what this word means and can use it in a sentence.
5. _____	<input type="radio"/> I've never seen this word before. <input type="radio"/> I've seen this word before, but I don't know what it means. <input type="radio"/> I think I know what this word means. <input type="radio"/> I know what this word means and can use it in a sentence.
6. _____	<input type="radio"/> I've never seen this word before. <input type="radio"/> I've seen this word before, but I don't know what it means. <input type="radio"/> I think I know what this word means. <input type="radio"/> I know what this word means and can use it in a sentence.
7. _____	<input type="radio"/> I've never seen this word before. <input type="radio"/> I've seen this word before, but I don't know what it means. <input type="radio"/> I think I know what this word means. <input type="radio"/> I know what this word means and can use it in a sentence.

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Rate Your Word Knowledge

Before each lesson, teachers can have students complete a self-assessment of word knowledge, then review the information to target in-class instruction, and focus on least familiar words during the introduction of the Word List.

Word List

Each lesson includes a word list with dictionary-style definitions and sentences that present words in context to help students understand the multiple meanings of words.

Word List Student Book 10

Students are introduced to the new words and interact with peers during turn-and-talk activities

Key academic words are underlined for easy visibility

Sentences present words in context to help students understand the multiple meanings of words

Lesson 6 Word List

Study the definitions of the words. Then do the exercises that follow.

ameliorate a mel' ya rat	v. To make better; to become better; to improve. The snowplows were put to work to <u>ameliorate</u> the dangerous driving conditions that resulted from the storm. <i>Ask your partner what could ameliorate this school day.</i>
baleful bal' fal	adj. Expressing hatred or evil; harmful, ominous. Rodrigo gave me a <u>baleful</u> look when I accused him of lying.
berate be rat	v. To criticize vigorously; to scold vehemently. Ms. Alonso told the older students not to <u>berate</u> the younger ones when they made mistakes. <i>Tell your partner how you might feel if someone berated you.</i>
circumvent sar kam vent	v. To avoid through craftiness. She boasted that she was able to <u>circumvent</u> the rules with some creative interpretation. <i>Chat with your partner about ways you could circumvent crowds in a mall.</i>
compunction kam punk' shan	n. A feeling of uneasiness or anxiety caused by guilt. Robin Hood had no <u>compunction</u> about stealing from the rich to give to the poor.
condone kan don	v. To overlook or accept without punishment; to pardon or excuse. Mr. Haggopian said that he could not <u>condone</u> keeping a library book for the whole school year, because that made it unavailable to other students.
diminutive di min' yoo tiv	adj. Very small, tiny. On the dollhouse kitchen table there was a <u>diminutive</u> bowl of fruit. <i>Discuss with your partner why people think diminutive animals are cute.</i>
euphemism yoo' fa miz am	n. A polite term used to avoid directly naming something considered offensive or unpleasant. "Pass away" is a <u>euphemism</u> for "die."
expendable ek span' da bal	adj. Able to be used up and then discarded or replaced. Paper, envelopes, and pencils are <u>expendable</u> office items.
heresy har' o se	n. The expression of unacceptable views, especially those that are in conflict with established religious teaching. Galileo was suspected of <u>heresy</u> by the Catholic Church because he believed the sun was at the center of the solar system.
heretical adj.	The woman held the <u>heretical</u> belief that only the rich should be allowed to have children.

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Word List Student Book 10

Practice Activities

A wide variety of activities provide multiple exposures and critical practice for a deep understanding of vocabulary words.

Students read a sentence in which a vocabulary word is used correctly, and then they read two paraphrases of that sentence and select the one that conveys the same contextual meaning.

This activity deeply embeds vocabulary words in students' memory by requiring them to relate new words with words they already know.

6B Understanding Word Relationships

Circle the letter next to each correct answer. There may be more than one correct answer.

- Which word or words are related to *worldly*?
(a) profane
(b) baleful
(c) acrimonious
(d) temporal
- Which word or words are related to *religion*?
(a) heresy
(b) dogma
(c) proselytize
(d) euphemism
- Which word or words are related to *superfluous*?
(a) profane
(b) expendable
(c) exacerbate
(d) expedite
- Which word or words are related to *language*?
(a) contemporary
(b) infirmity
(c) enclave
(d) euphemism
- Which word or words are related to *size*?
(a) colossal
(b) infirm
(c) diminutive
(d) expendable
- Which word or words are related to *improve*?
(a) berate
(b) augment
(c) enhance
(d) ameliorate
- Which word or words are related to *harmful*?
(a) indigenous
(b) humid
(c) die
(d) baleful

6A Determining Precise Meaning

Choose the most accurate paraphrase for each sentence.

- The exchange student enjoyed the **repast** with her host family.
(a) The exchange student enjoyed the **discussion** with her host family.
(b) The exchange student enjoyed the **meal** with her host family.
- The candidate's **baleful** speeches lost her the election.
(a) The candidate's **hate-filled** speeches lost her the election.
(b) The candidate's **self-pitying** speeches lost her the election.
- The author describes what ten years of **servitude** felt like.
(a) The author describes what ten years of **prison** felt like.
(b) The author describes what ten years of **public service** felt like.
- The quarterback **circumvented** the opposing team's attempt to steal the ball.
(a) The quarterback **organized** the opposing team's attempt to steal the ball.
(b) The quarterback **thwarted** the opposing team's attempt to steal the ball.
- He volunteered to do the job without **recompense**.
(a) He volunteered to do the job without **being asked**.
(b) He volunteered to do the job without **being paid**.
- Those who were **infirm** were evacuated first.
(a) Those who were **sick** were evacuated first.
(b) Those who were **poor** were evacuated first.
- The new measures will **ameliorate** the danger of an epidemic.
(a) The new measures will **increase** the danger of an epidemic.
(b) The new measures will **decrease** the danger of an epidemic.
- We asked the mayor if she **condoned** the governor's action.
(a) We asked the mayor if she **supported** the governor's action.
(b) We asked the mayor if she **opposed** the governor's action.
- The emperor had no **compunction** about sending the peasants away.
(a) The emperor had no **feelings of uneasiness** about sending the peasants away.
(b) The emperor had no **feelings of anger** about sending the peasants away.
- The man **berated** his son for driving dangerously below the speed limit.
(a) The man **praised** his son for driving dangerously below the speed limit.
(b) The man **scolded** his son for driving dangerously below the speed limit.
- A **diminutive** figure appeared on the movie screen.
(a) A **threatening** figure appeared on the movie screen.
(b) A **tiny** figure appeared on the movie screen.


Application Activities

Each vocabulary extension word is illustrated to make its meaning more accessible to all students

Students engage in meaningful discussions with peers

Students have the space to take notes or draw their own visual representations of words

6 Vocabulary Extension



circumvent
verb To avoid in a clever or dishonest way.
Yosmin wasn't in the mood to wait, so she **circumvented** the line by skipping to the front.

Word Parts
The Latin prefix *circum-* means "around."
Another example of a word with this prefix is *circumference*.
What other words do you know that have the prefix *circum-*?

Discussion & Writing Prompt
Some people try to **circumvent** the rules so they can obtain something more easily. Do you think this is fair? Explain.

1. 2 min.
Turn and talk to your partner or group.
Use this space to take notes or draw your ideas.

2. 3 min.
Write 3–5 sentences.
Be ready to share what you have written.

Vocabulary Extension Student Book 10

Students complete a brief writing activity

LESSON 6: circumvent

Differentiation Options for the Vocabulary Extension
The following suggestions are provided to help you differentiate instruction to student groups.

Support Strategies

- Once students are in groups or pairs, ask them to use their own words to tell you what they think **circumvent** means.
- Read the Word Parts section on the Vocabulary Extension page. Challenge students to come up with other examples of words with the prefix *circum-* and define them. Suggested words: *circumnavigate*, *circumscribe*, and *circumstance*.
- Read the prompt aloud and give students extra time to discuss before they write, if needed.
- To provide extra scaffolding for students who struggle with writing, tell students to copy the following sentence starter in the writing space. Then have them complete the sentence in their own words.
If someone tries to circumvent the rules, I feel that _____.
(Sample response: *this is unfair*)

EL Strategies
Use any of the activities from Support Strategies or those below to help English learners understand and practice the new vocabulary word.

- Use gestures to demonstrate **circumvent**. For example, walk "through" a group of students and then walk "around" the group to demonstrate **circumvent**.
- Review the contextual sentence under the definition on the Vocabulary Extension page. Then have students look at the image of a woman who has **circumvented** a line on the Vocabulary Extension page. Ask students to use available language (single words, phrases, or simple sentences) to describe the image. Once students are in groups or pairs, have them use their own words to define **circumvent** to a partner.
- Write **circumvent** on the board and underline the letters *circ*. Ask students in what other common, familiar word they see these letters. (circle) Connect the meaning of *circ* ("a round shape") with the meaning of **circumvent** ("to go around").
- Read the prompt aloud and give students extra time to discuss before they write, if needed.
- To provide extra scaffolding for students who struggle with writing, tell students to copy the following sentence starter in the writing space. Then have them complete the sentence in their own words.
It is (fair/unfair) if someone tries to circumvent the rules. (Sample response: *unfair*)

Enrichment Strategies
Have students write a short narrative, real or imaginary, about a time when a person tried to **circumvent** the rules.

Vocabulary Extension Student Book 10

Guidance for Differentiating Instruction

Each vocabulary extension activity comes with a page of suggestions to guide you in differentiation so that every student can benefit.

Students read an original passage that incorporates all of the vocabulary words from the lesson.

The reading passage is offered at two levels: on grade level and below grade level, written at a lower Lexile® measure.

The passage included in the Student Book is intended for on-level students who do not require reading support. A secondary passage is available in the Teacher's Resource Book as a differentiation resource for students who require support.

5E

Vocabulary in Context
Read the passage.

A Vanishing Species

In a gesture intended to improve its strained and often acrimonious relationship with the United States, the Chinese government presented a pair of giant pandas to President Nixon in 1972. Not only did the gift engender warmer diplomatic relations between the two countries, but Ling-Ling and Hsing-Hsing became instant celebrities. They triggered America's infatuation with giant pandas.

Resembling enormous, cuddly black-and-white teddy bears with round, flat faces and large eye patches, giant pandas have become quite popular. Every city with a large zoo wants them because of the crowds they draw. In 1988, for example, the

5E

Vocabulary in Context
Read the passage.

A Vanishing Species

Hoping to improve an acrimonious relationship with the United States, China presented two giant pandas to President Nixon in 1972. The gift engendered warmer relations between the countries. Ling-Ling and Hsing-Hsing became celebrities, triggering America's infatuation with giant pandas.

Resembling black-and-white teddy bears with round, flat faces and large eye patches, giant pandas are popular. Zoos want them because of the crowds they draw.

In a gesture intended to improve its strained and often acrimonious relationship with the United States, the Chinese government presented a pair of giant pandas to President Nixon in 1972. Not only did the gift engender warmer diplomatic relations between the two countries, but Ling-Ling and Hsing-Hsing became instant celebrities. They triggered America's infatuation with giant pandas.

Hoping to improve an acrimonious relationship with the United States, China presented two giant pandas to President Nixon in 1972. The gift engendered warmer relations between the countries. Ling-Ling and Hsing-Hsing became celebrities, triggering America's infatuation with giant pandas.

The giant panda's plight is exacerbated by such predators as the leopard, the Asiatic wild dog, and the brown bear. But the greatest threat comes from human poachers. Although the Chinese government tries to protect the remaining giant pandas by designating penalties of life imprisonment or even death for poachers, the illicit trade in skins and live pandas continues.

The Chinese government also fights extinction by assisting with the births of panda cubs in captivity. Chinese experts are the leading authorities on panda reproduction. They provide advice and assistance to zoos trying to breed. Kay and George Schaller, a wife-and-husband team whose affinity for pandas goes back many years, are active with the WWF. They are ambivalent about it of such programs because panda cubs born in captivity rarely survive. They believe that it may be too late to reverse the inexorable decline in the wild population. But despite their pessimism, they continue to proselytize on

Wordly Wise

die-offs in 1983, Chinese officials found the emaciated bodies of 138 pandas. All had starved.

The giant panda's plight is exacerbated by such predators as the leopard, the Asiatic wild dog, and the brown bear, but the greatest threat comes from human poachers. Although the Chinese government tries to protect the giant pandas by setting penalties of life imprisonment or death for poachers, the illicit trade in skins and live pandas continues.

China also fights extinction by assisting with births of pandas in captivity. Chinese experts are authorities on panda reproduction. They provide assistance to zoos breeding pandas. Kay and George Schaller, whose affinity for pandas goes back years, are active with the WWF. They are ambivalent about the value of such programs because panda cubs born in captivity rarely survive. They believe it may be too late to reverse the inexorable decline in the panda population. Despite their

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On-level passage
Student Book 10

Secondary passage
Teacher's Resource Book 10

Comprehension Questions

Students who use the secondary passage are able to answer the same open-response questions as peers.

all
banish
communicate
console
cover
deliberate
depth
desire
livelihood
misfortune
orphan
precipice
regain
slay
symptom

Answer each of the following questions with a sentence. If a question does not contain a vocabulary word from the lesson's word list, use one in your answer. Use each word only once.

1. Explain why the story of Tokoyo and the evil sea god has a happy ending.
2. Was Tokoyo an orphan? Explain your answer.
3. What does "misfortune struck" mean as it is used in the passage?
4. Why did the emperor need doctors?
5. How does the passage make clear that Tokoyo's friends were kind to her?
6. Where did the evil sea god live?
7. Explain why Tokoyo's fight with the sea god was a deliberate act.
8. Why didn't Tokoyo's father write to her?
9. Why was Tokoyo's father living on the island of Ok?

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Assessing Word Knowledge

2-12

Lesson, Cumulative, and Final Tests

Lesson Tests are designed to assess students' comprehensive understanding of every vocabulary word, including every word form and meaning listed in the word list.

The Lesson, Cumulative, and Final Tests present words from the lessons in original passages and include questions that refer to the specific meanings of these words in context.

The Lesson Tests in books 9-12 include updated standardized test preview/practice items that place vocabulary words in context and ask students to determine meaning based on that context.

Name _____ Date _____

Lesson 1 Test

Find a **SYNONYM** for each bold word. Then fill in the circle next to the correct answer.

- Elia took care to sand the wood until no **asperity** remained.
Ⓐ color
Ⓑ smoothness
Ⓒ roughness
Ⓓ hardness
- The military features a **hierarchy** with a clearly defined chain of command.
Ⓐ dictatorship
Ⓑ anarchy
Ⓒ reward
Ⓓ order
- Donna collected travel brochures that **imbued** her with curiosity about distant places and people.
Ⓐ filled
Ⓑ attacked
Ⓒ leaved
Ⓓ distracted
- Allec was known for his **rule**.
Ⓐ rule
Ⓑ rule
Ⓒ rule
Ⓓ rule
- The thin flood of **pub** **harm** **ade** **dist**
Ⓐ pub
Ⓑ harm
Ⓒ ade
Ⓓ dist

Find an **ANTONYM** for each bold word. Then fill in the circle next to the correct answer.

- Autumn brought the end of the drought that had been the **bane** of the gardener's summer.
Ⓐ blessing
Ⓑ hobby
Ⓒ intuition
Ⓓ highlight
- The past among **esca** **prev** **cale** **wait**
Ⓐ esca
Ⓑ prev
Ⓒ cale
Ⓓ wait

Lesson 1 Test continued

Standardized Test Preview/Practice

In this passage, some of the words from this lesson are in bold. Read the passage and then answer the questions.

At exactly 4:15 in the morning, Luis heard the **unremitting** sound of a car alarm's **bleep** bleep bleep bleep outside his window. The next thing he heard was people yelling, laughing, and playing music—loudly. Not again!

He groaned and pulled his covers over his head. He liked having a window next to his bed, but not when the neighbors were being **rambunctious** in the middle of the night. For a minute he imagined confronting them with **asperity** and demanding that they turn off the music. But that was simply too dry to do anything like that.

A minute later he heard the **doleful** sound of a child crying. Now he was worried instead of bothered. But he could just make out a woman's soothing voice, and after a while, the crying stopped. Luis, unfortunately, never fell back to sleep.

- The word **unremitting** (line 2) most nearly means
Ⓐ obnoxious
Ⓑ unreasonable
Ⓒ uninterrupted
Ⓓ unnecessary.
- The meaning of **rambunctious** (line 7) is
Ⓐ quiet
Ⓑ social
Ⓒ friendly
Ⓓ wild.
- In line 8, **asperity** most nearly means
Ⓐ a rough surface.
Ⓑ a harsh tone.
Ⓒ sadness.
Ⓓ politeness.
- The meaning of **extroverted** (line 10) is
Ⓐ happy
Ⓑ gentle
Ⓒ friendly
Ⓓ outgoing.
- In line 12, **doleful** means
Ⓐ unusual
Ⓑ childish
Ⓒ heart-wrenching
Ⓓ peaceful.

Lesson Test

Name _____ Date _____

Lessons 1-10 Midterm Test 1

Read the passage. Choose the best answer for each sentence or question about a bold word. Then fill in the circle next to your answer.

Science Fiction or Science Future?

At the turn of the 20th century, Jules Verne was one of the most famous novelists in the world. Born in France in 1828, he was a man who described so many modern inventions and occurrences that he is now called the **annals** of history record him as the father of science fiction.

His father was a prosperous lawyer and wanted Verne to study law, but he really only wanted his allowance when he learned that his son was writing. He spent his days studying the law.

In 1862 he met the publisher Pierre Jules Hetzel, who was looking for a new author. Verne's *Five Weeks in a Balloon* was a bestseller and it made an agreement with his publisher to write two books for the salary of \$4,000 annually. He more than held over the next forty years his **expertise** grew to include the Moon, *A Journey to the Center of the Earth*, and 20,000 Leagues Under the Sea. With careful research into he predicted submarines, automobiles, airplanes, space exploration, and other futuristic inventions, Verne's crafter adventures around these then-fanciful inventions operate them in stories that never feel **illusory**.

The genius of Verne was his **persuasive** for having his absolutely plausible. He **engendered** wonder and **imbued** scientists, inventors, explorers, and builders. Under his it of the modern world, Verne's works were crowned by the French both their narrative charm and their scientific and education of being the last man to be decorated with the Empire of Napoleon III. Pope Leo XIII blessed his books.

When the first electric-powered submarine was built, *Nautilus* after the vessel in his 20,000 Leagues Under the Sea, launched in 1955, was also named *Nautilus*, made possible by a giant cannon that could shoot torpedoes would be decades before scientists believed that human such a blast.

But his creativity was more than just science. When away on a ship bound for the West Indies as a cabin boy brought him home. Travel to exotic places was a theme took his readers around the earth, inside the earth, and

Midterm Test 1 continued

Although he spent most of his life in awe of the possibilities of science, toward the end of his life Verne realized modern technology could be dangerous if people used it unwisely. In 1889 he wrote *The Diary of an American Journalist in the Year 2080*. It is a **cautionary** tale about New York in the future when the press is powerful.

Over his career, Verne completed a **plethora** of publications, including some sixty-five novels, twenty short stories and essays, thirty plays, some geographical works, and opera librettos as well. At the time of his death in 1905, he was about a dozen books ahead of his contract. He was a **luminary** not only among his fellow writers, but also to those who would make his fantasies into realities.

- As used in paragraph three, **expertise** most closely means
Ⓐ range
Ⓑ collection
Ⓒ duration
Ⓓ variety
- Like Jules Verne, a person whose work is **visionary** is
Ⓐ intelligent
Ⓑ futuristic
Ⓒ historical
Ⓓ amusing
- As used in paragraph three, which of the following is a **SYNONYM** for **illusory**?
Ⓐ astonishing
Ⓑ confusing
Ⓒ unreal
Ⓓ authentic
- Which of the following are most likely to be described as **annals**?
Ⓐ yearbooks
Ⓑ letters
Ⓒ libraries
Ⓓ registers
- A **plethora**, as used in paragraph eight, is most likely to refer to
Ⓐ a few
Ⓑ a group of ten
Ⓒ one
Ⓓ dozens

Cumulative Test

Name _____ Date _____

Lessons 1-20 Final Test 1

Read the passage. Choose the best answer for each sentence or question about a bold word. Then fill in the circle next to your answer.

Old Sayings and Expressions

English and other languages are filled with old, odd ways of putting words together. The meanings figure out. For example: *It is better to be safe than sorry* should be cautious when making decisions to **ensure** people are not careful, they may regret it later.

The meanings of other sayings are less **apparent**. We all know that the world is **vast**, so why would people use this saying to **remark** on amazing coincidences that your cousin Monique gets **engaged** to be in that Monique's husband-to-be is your best friend's little sister? The world can seem small when it turns out people are more closely connected than they thought.

Many old sayings and expressions have to do with more than you can chew, for example. This means that to do more than you are **capable** of doing. Then the over spilled milk. This means that you can't **alter** an accident, so there is no use getting upset over something that cannot change.

For some reason, eggs are a popular topic in old sayings. A good egg means, "He's a good, reliable person," one bad egg means, "Don't **depend** on just one person; problems you might have heard someone say, 'The face' after telling an embarrassing story. To have eggs someone feels **humiliated**.

Imagine trying to tread on eggs without breaking them. This means that you are **careful** not to upset someone.

Final Test 1 continued

- Read these words from the passage.
...people should be cautious when making decisions to ensure they are not too risky.
To **ensure** that a decision is not too risky means to
Ⓐ hope that the decision is not risky.
Ⓑ worry about how careless the decision is.
Ⓒ make sure that the decision is a safe choice.
Ⓓ apologize for making a risky decision.
- Read this sentence from the passage.
The meanings of other sayings are less apparent.
In this sentence, **apparent** means
Ⓐ interesting
Ⓑ amusing
Ⓒ clear
Ⓓ complicated.
- Read this sentence from the passage.
We all know that the world is vast, so why would we call it small?
This sentence means that the world is very
Ⓐ large
Ⓑ beautiful
Ⓒ unpredictable
Ⓓ fascinating.
- Read this sentence from the passage.
In fact, people use this saying to remark on amazing coincidences.
In this sentence, **remark on** means
Ⓐ comment on
Ⓑ brag about
Ⓒ complain about
Ⓓ ask about.

Final Test

How do I fit Books 2–12 into my curriculum?

2–12

Lesson Structure

Book 2–3	15 lessons	10 words/lesson	150 words
Book 4–12	20 lessons	15 words/lesson	300 words

Pacing

Maximum flexibility! Several typical plans are listed below. The implementation of these plans—or any plans—should be determined by class need.

- Teachers can use some (or all) of the techniques, activities, and enrichments suggested in the Teacher’s Resource Book
- 20–60 minute lessons (vary with the number and nature of activities and enrichments selected)

1-Day Lesson Plan—30–40 minutes, once a week

DAY 1 Complete the Rate Your Word Knowledge worksheet Introduce the word list with turn-and-talk activities	DAY 2 Homework: Complete practice activities	DAY 3 Homework: Read the Vocabulary in Context passage and answer comprehension questions	DAY 4 Homework: Complete the Vocabulary Extension activity	DAY 5 Students take the Lesson Test
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3-Day Lesson Plan—15 minutes, 3 times a week

DAY 1 Complete the Rate Your Word Knowledge worksheet Introduce the word list with turn-and-talk activities Complete practice activity A in class Homework: Complete the remaining practice activities	DAY 2	DAY 3 Review answers to practice activities Read Vocabulary in Context passage and answer comprehension questions	DAY 4	DAY 5 Complete the Vocabulary Extension activity Students take the Lesson Test
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5-Day Lesson Plan—10 minutes, 5 times a week

DAY 1 Introduce the word list with turn-and-talk activities Complete practice activities A and B	DAY 2 Complete remaining practice activities Review answers to practice activities	DAY 3 Read Vocabulary in Context passage and answer comprehension questions	DAY 4 Review answers to the comprehension questions Complete the Vocabulary Extension activity	DAY 5 Students take the Lesson Test
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ALSO AVAILABLE

Engaging, Direct Academic Vocabulary Instruction

Wordly Wise i3000®, powered by Exploros™, provides engaging, direct academic vocabulary instruction to develop the critical link between vocabulary and reading comprehension. The robust activities, social sharing and interaction, and differentiated instruction allow the flexibility to meet the needs of today's varying student population.

- Practice activities and assessments are automatically scored and reported in real-time
- Teachers have immediate insight into student learning and progress throughout the program
- Social sharing and interaction allows students to apply and extend their learning
- Digital flashcards are used for additional practice



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