



4<sup>th</sup> Edition  
**WORDLY WISE**  
**3000**<sup>®</sup>

**PROGRAM OVERVIEW**

**GRADES K-12**



Direct Academic  
Vocabulary Instruction



[epsbooks.com/WW4th](http://epsbooks.com/WW4th)

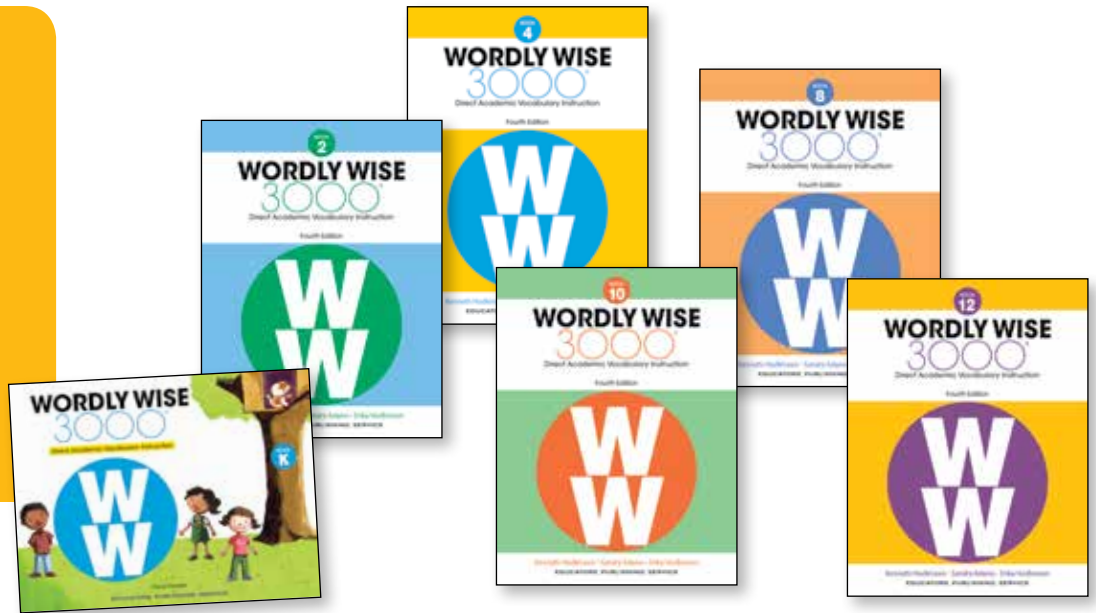


4<sup>th</sup> Edition

# WORDLY WISE 3000®

Go to  
[epsbooks.com/WW4th](http://epsbooks.com/WW4th)  
to find:

- Overview video
- Research paper
- Sample lessons
- Sample word lists
- Passage Lexile® ranges
- Common Core State Standards correlations



## 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
- Includes access to Quizlet online games and study tools

*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?

**exceptional**  
ek sep' shən əl

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

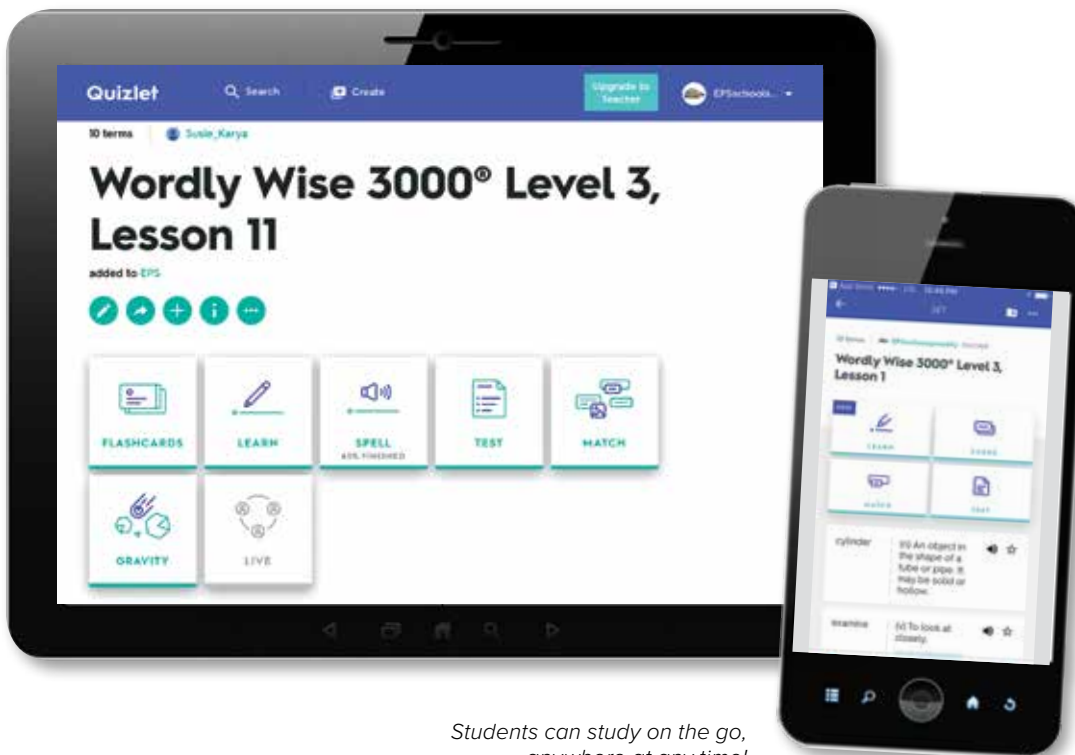
The chosen vocabulary words are commonly encountered in grade-level literature, textbooks, and state and national assessments. Word selection was based on word importance, usefulness, and/or difficulty. Knowledge of the selected words can greatly improve students' reading comprehension, as well as standardized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



# Wordly Wise 3000<sup>®</sup> Partners with Quizlet!

Students can practice and master their vocabulary with Quizlet—a fun and engaging learning application that can be used anywhere at any time, providing added value for both teachers and students. All *Wordly Wise 3000* approved study sets are pre-loaded into Quizlet, saving valuable prep time for teachers.

Quizlet's games and study activities provide additional reinforcement for *Wordly Wise 3000* vocabulary words.



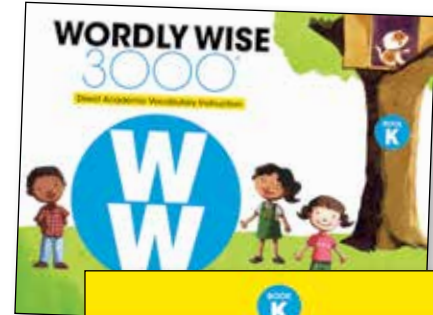
*Students can study on the go, anywhere at any time!*

“Millions of students who are learning with *Wordly Wise 3000* now have access to that curriculum on the Quizlet platform,” said Thompson Paine, VP of business operations at Quizlet. “This partnership is a natural fit because EPS curriculum is loved by teachers everywhere and we share the goal of improving student outcomes.”

## K-1 Components

### 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")

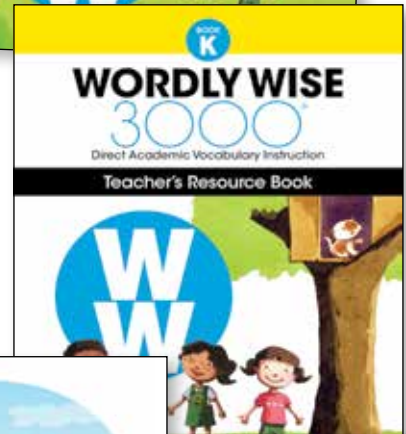


### Teacher's Resource Package

*(Required for implementation)*

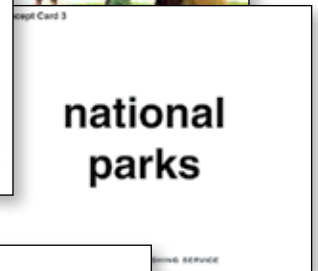
#### Teacher's Resource Book

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



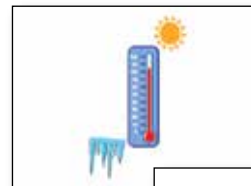
#### Concept Cards

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.

Assessment Checklist • Lesson 3

Do four words to see student level understanding of each word.

✓ full understanding  
 - partial understanding  
 ○ no understanding

advert	
band	
stamp	
temperature	
disk	
enormous	
elogy	
relax	
deletion	
prehistoric	

**Teacher's Resource Package K**  
 Includes Teacher's Resource Book K,  
 12 Concept Cards, and 120 Picture Cards.

**Teacher's Resource Package 1**  
 Includes Teacher's Resource Book 1,  
 15 Concept Cards, and 150 Picture Cards.

## Oral vocabulary lessons lay a foundation for reading

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

181 Lesson 15

**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. Deserts have 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; inspect car bends; say, 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 or 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 Junie Rangers here."

16 Ready for 100 Book 1

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.

**Lesson 3** A Forest in the Desert

**Story Words**

- desert
- bend
- stump
- temperature
- dusk
- enormous
- decay
- volcano
- skeleton
- prehistoric

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.

**What Do You Know?**

1. peak  

2. wild  

3. decay  

4. temperature  

5. volcano  

6. clear  

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

## Review and Respond



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

**Assessment Checklist • Lesson 3**

The form enables the teacher to track student level of understanding of each word.

full understanding  
 partial understanding  
 no understanding

desert	
land	
stamp	
temperature	
tooth	
volcano	
sketch	
prehistoric	

*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.*

## How do I fit Books K-1 into my curriculum?

### Lesson Structure

<b>BOOK K</b>	12 lessons	10 words/lesson	120 words	+ 48 Extend & Challenge words
<b>BOOK 1</b>	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)

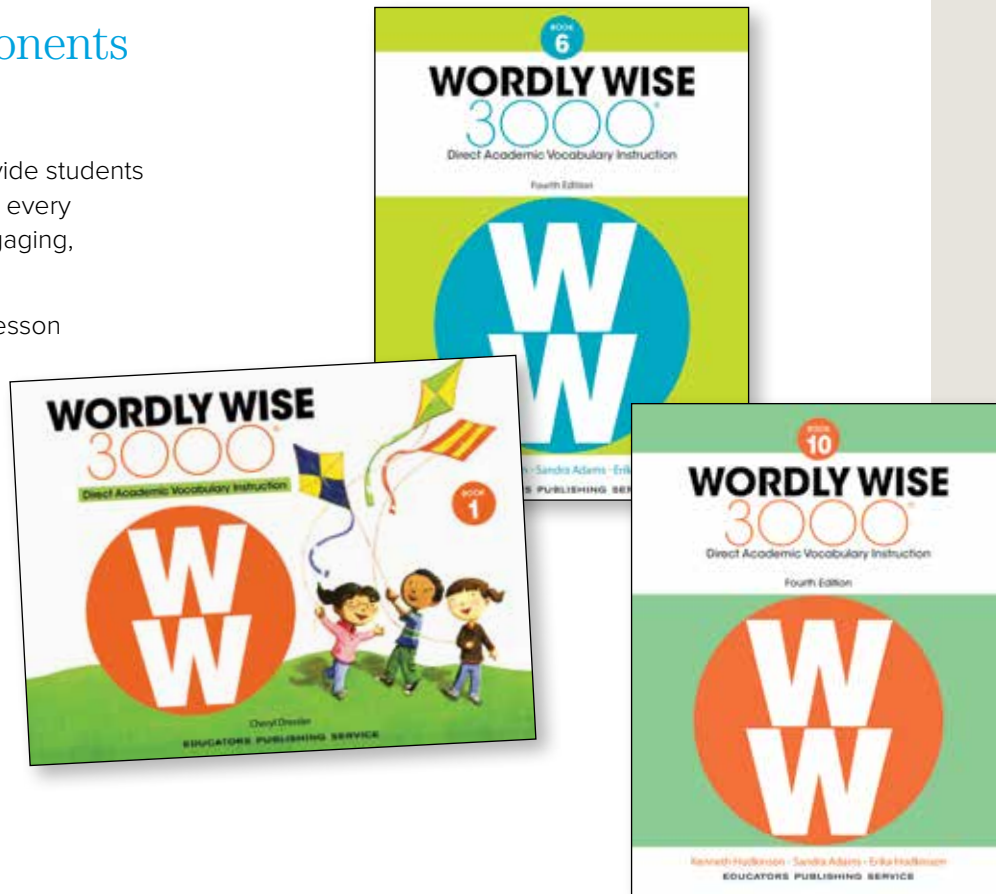
WEEK 1			
<b>DAY 1</b> Introduce story and 5 words Read story aloud Check comprehension	<b>DAY 2</b> Reread story Student Book Activity	<b>DAY 3</b> Poem read-aloud Home-School Connection Activity	
WEEK 2			
<b>DAY 1</b> Introduce next 5 words Review and reread story Student Book Activity	<b>DAY 2</b> Review first 5 words Student Book Activity Extend & Challenge	<b>DAY 3</b> Review next 5 words Student Book Activities Extend & Challenge	<b>DAY 4</b> Cumulative Review Journal Drawing & Writing Activity Formal Assessment

## Student Components

### 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



## Student Access to Quizlet (2–12)



Student Book (2–12) includes 12-month access to pre-loaded *Wordly Wise 3000* approved study sets via Quizlet.

### Students will:

- Practice learning words and definitions in an ad-free environment
- Test themselves on their knowledge
- Play motivating games to reinforce long-term retention of words



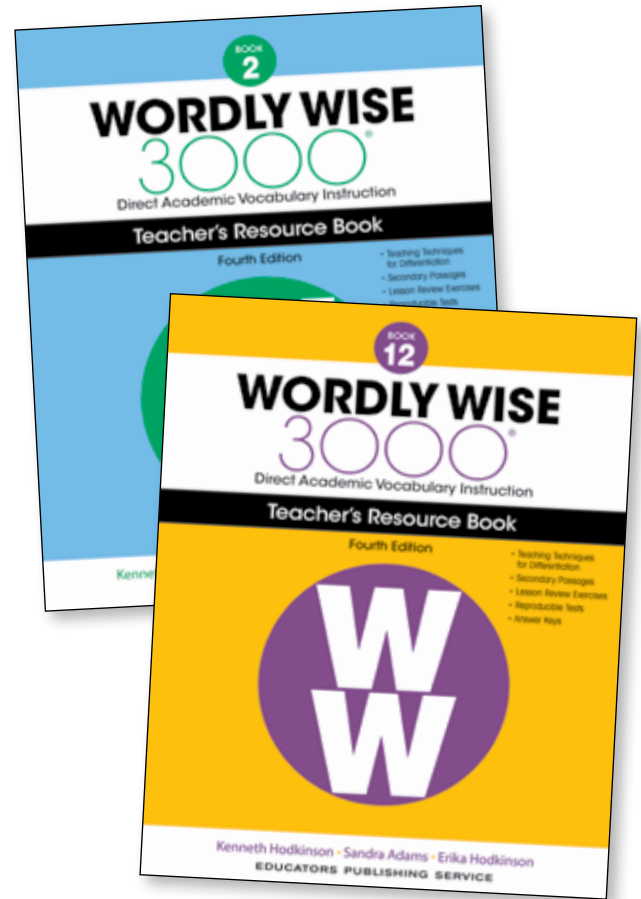
Word matching game

## Teacher Components

### 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



## Assessment

Monitor students' progress every step of the way with lesson, midterm, and final tests.

### Reproducible Tests

(Teacher's Resource Book)

- Save valuable teacher prep time with ready-made reproducible tests
- Lesson Tests assess all lesson words, including multiple meanings

*Lesson, midterm, and final tests are provided in each book*

Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson** **Test**

Choose the best way to complete each sentence or answer each question. Then fill in the circle next to your answer.

<p>1. <b>Hail</b> is</p> <p>Ⓐ light snow. Ⓑ frozen rain. Ⓒ heavy rain. Ⓓ light rain.</p> <p>2. When you <b>complete</b> a job, you</p> <p>Ⓐ finish it. Ⓑ agree to do it. Ⓒ do it well. Ⓓ fail to do it.</p> <p>3. Which is a <b>sufficient</b> amount of food?</p> <p>Ⓐ too much food Ⓑ almost enough food Ⓒ enough food Ⓓ food that is left over</p> <p>4. A <b>patriot</b> is someone who</p> <p>Ⓐ lives in a certain country. Ⓑ was born in a certain country. Ⓒ loves his or her country. Ⓓ leaves his or her country.</p>	<p>5. When you <b>hail</b> someone, you</p> <p>Ⓐ laugh at him or her. Ⓑ vote for him or her. Ⓒ greet him or her. Ⓓ send him or her a package.</p> <p>6. A <b>remark</b> is a</p> <p>Ⓐ loud bang. Ⓑ shout. Ⓒ whisper. Ⓓ comment.</p> <p>7. To <b>master</b> an art is to</p> <p>Ⓐ teach others how to do it. Ⓑ become skilled at it. Ⓒ struggle to learn it. Ⓓ admire artists' work.</p> <p>8. To <b>represent</b> others is to</p> <p>Ⓐ act in their place. Ⓑ fight them. Ⓒ follow them. Ⓓ join with them.</p>
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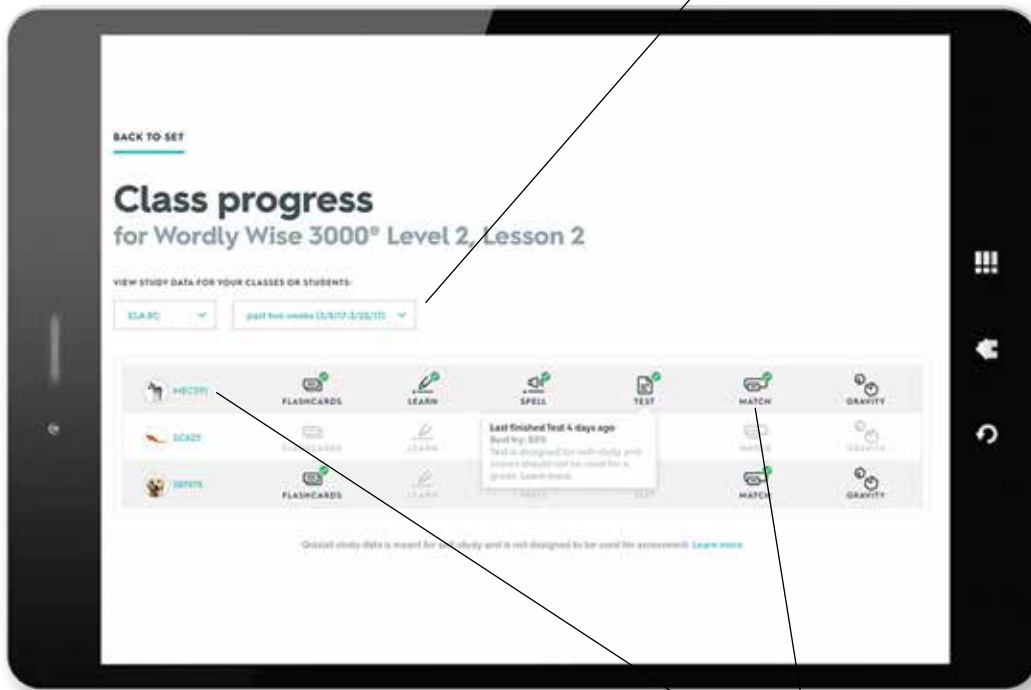
62 Wordly Wise 3000 - Teacher's Resource Book 4



## Teacher Access to Quizlet (2-12)

Included in each purchased Classroom Set (2-12) is an upgraded 12-month subscription to Quizlet Teacher, which gives access to pre-loaded *Wordly Wise 3000* approved study sets and student analytics.

*Compare student data from the past day, week, and year*



### Quizlet Teacher

- View all student activity within Quizlet.com at-a-glance—can be sorted by the past day, week, or year
- Determine which words or concepts students are struggling with, and use class time wisely to reinforce those words
- Use Quizlet Live-Play collaborative games to enhance communication, focus, and learning

*See what students are studying on Quizlet*

### Track Student Progress

See what your students are studying on Quizlet and how they're doing.

**Quizlet Teacher is included in Classroom Sets**

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

### Lesson Structure

<b>BOOKS 2–3</b>	15 lessons	10 words per lesson	150 words
<b>BOOKS 4–12</b>	20 lessons	15 words per 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

<p><b>DAY 1</b> Complete the Rate Your Word Knowledge worksheet Introduce the word list with turn-and-talk activities <b>Homework:</b> Use the lesson’s accompanying study set on Quizlet</p>	<p><b>DAY 2</b> <b>Homework:</b> Complete practice activities</p>	<p><b>DAY 3</b> <b>Homework:</b> Read the Vocabulary in Context passage and answer comprehension questions</p>	<p><b>DAY 4</b> <b>Homework:</b> Complete the Vocabulary Extension activity Students use the lesson’s accompanying study set on Quizlet to prepare for the Lesson Test</p>	<p><b>DAY 5</b> Students take the Lesson Test</p>
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#### 3-DAY LESSON PLAN—15 minutes, 3 times a week

<p><b>DAY 1</b> Complete the Rate Your Word Knowledge worksheet Introduce the word list with turn-and-talk activities Complete practice activity A in class <b>Homework:</b> Complete the remaining practice activities</p>	<p><b>DAY 2</b> <b>Homework:</b> Use the lesson’s accompanying study set on Quizlet</p>	<p><b>DAY 3</b> Review answers to practice activities Read Vocabulary in Context passage and answer comprehension questions <b>Homework:</b> Use the lesson’s accompanying study set on Quizlet</p>	<p><b>DAY 4</b> Use the lesson’s accompanying study set on Quizlet to prepare for the Lesson Test</p>	<p><b>DAY 5</b> Complete the Vocabulary Extension activity Students take the Lesson Test</p>
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#### 5-DAY LESSON PLAN—10 minutes, 5 times a week

<p><b>DAY 1</b> Introduce the word list with turn-and-talk activities Complete practice activities A and B <b>Homework:</b> Use the lesson’s accompanying study set on Quizlet</p>	<p><b>DAY 2</b> Complete remaining practice activities Review answers to practice activities <b>Homework:</b> Use the lesson’s accompanying study set on Quizlet</p>	<p><b>DAY 3</b> Read Vocabulary in Context passage and answer comprehension questions <b>Homework:</b> Use the lesson’s accompanying study set on Quizlet</p>	<p><b>DAY 4</b> Review answers to the comprehension questions Complete the Vocabulary Extension activity <b>Homework:</b> Use the lesson’s accompanying study set on Quizlet to prepare for the Lesson Test</p>	<p><b>DAY 5</b> Students take the Lesson Test</p>
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# Advancing into reading and writing vocabulary

## Lesson Overview

### 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.

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. \_\_\_\_\_  I don't know this word.  
 I know a little about this word.  
 I know this word, and I can use it.

2. \_\_\_\_\_  I don't know this word.  
 I know a little about this word.  
 I know this word, and I can use it.

3. \_\_\_\_\_  I don't know this word.  
 I know a little about this word.  
 I know this word, and I can use it.

4. \_\_\_\_\_  I don't know this word.  
 I know a little about this word.  
 I know this word, and I can use it.

5. \_\_\_\_\_  I don't know this word.  
 I know a little about this word.  
 I know this word, and I can use it.

6. \_\_\_\_\_  I don't know this word.  
 I know a little about this word.  
 I know this word, and I can use it.

7. \_\_\_\_\_  I don't know this word.  
 I know a little about this word.  
 I know this word, and I can use it.

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Wordly Wise 3000 - Resource Book 2 23

### 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 2


**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

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



Completing Sentences  
Student Book 2

Practice Activities

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

Making Connections  
Student Book 2

**2A** **Completing Sentences**  
Circle each answer choice that correctly completes the sentence. Each question has three correct answers.

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

Wordly Wise 3000 • Book 2 15

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.

**Application Activities**

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

Vocabulary Extension Activity  
Student Book 2

**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.

**1 minute** 1. Turn and talk to your partner or group.

**3 minutes** 2. Write 1-3 sentences.

Use this space to take notes or draw your ideas.

Be ready to share what you have written.

10 Lesson 1

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

**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 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 in Context

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.

On-level passage  
Student Book 2

Secondary passage  
Teacher's Resource Book 2

**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.

You might think that because we live in a cave we're not in the best of luck. But we are! We have a fire burning while the others are busy. Some are out hunting.

In my family, I'm the youngest. My job is to keep our fire burning while the others are busy. Some are out hunting.

Wordly Wise 3000 • Book 2

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.

You might think we're like **apes**. That's not true. I look like you. Sa-so looks a lot like the size of you. But you live in a cave. We have a fire burning. Others are busy. Some hunt. Some look for berries and other food. When the fire gets low, I add dry **branches** to it. It is sure hot if the fire goes out. The way we get a new fire

I'm the youngest in my family. My job is to keep our fire burning. Others are busy. Some hunt. Some look for berries and other food. When the fire gets low, I add dry **branches** to it. It is sure hot if the fire goes out. The way we get a new fire

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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.

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 (it will need only one).

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

all  
hatched  
communicator  
cavern  
caves  
deliberately  
depth  
drama  
buffoon  
controversy  
upheld  
pretense  
region  
ship  
sentences

Wordly Wise 3000-Book 2 119

### Comprehension Questions

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

# Increasing the Challenge

## Lesson Overview

### 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.

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. \_\_\_\_\_  
 I've never seen this word before.  
 I've seen this word before, but I don't know what it means.  
 I think I know what this word means.  
 I know what this word means and can use it in a sentence.

2. \_\_\_\_\_  
 I've never seen this word before.  
 I've seen this word before, but I don't know what it means.  
 I think I know what this word means.  
 I know what this word means and can use it in a sentence.

3. \_\_\_\_\_  
 I've never seen this word before.  
 I've seen this word before, but I don't know what it means.  
 I think I know what this word means.  
 I know what this word means and can use it in a sentence.

4. \_\_\_\_\_  
 I've never seen this word before.  
 I've seen this word before, but I don't know what it means.  
 I think I know what this word means.  
 I know what this word means and can use it in a sentence.

5. \_\_\_\_\_  
 I've never seen this word before.  
 I've seen this word before, but I don't know what it means.  
 I think I know what this word means.  
 I know what this word means and can use it in a sentence.

6. \_\_\_\_\_  
 I've never seen this word before.  
 I've seen this word before, but I don't know what it means.  
 I think I know what this word means.  
 I know what this word means and can use it in a sentence.

7. \_\_\_\_\_  
 I've never seen this word before.  
 I've seen this word before, but I don't know what it means.  
 I think I know what this word means.  
 I know what this word means and can use it in a sentence.

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Wonders Literacy 2000 - Resource Book 5 23

### 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 4

**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** (ba nyoo ee kei ahsun) 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** (kon sa le shun) n. Comfort.  
 I know 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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Wonders Literacy 2000 - Book 4 111

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



Determining Meanings  
Student Book 4

Practice Activities

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

Using Words in Context  
Student Book 4

**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.

Word list:  
all  
banish  
communicate  
console  
cower  
deliberate  
depth  
desire  
livelihood  
misfortune  
orphan  
precipice  
regate  
stay  
symptom

116 Lesson 10

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

- (a) I thought Jaclynn tripped by accident, but it was a **deliberate** prank to make us laugh. \_\_\_\_\_  
(b) France was **deliberated** in 1944 after the war. \_\_\_\_\_  
(c) We **deliberated** for some time before deciding to stay. \_\_\_\_\_  
(d) The quarry was **deliberated** by the hunters after it had been caught. \_\_\_\_\_
- (a) Her secret **desire** was to someday be an astronaut. \_\_\_\_\_  
(b) Jason twisted his **desires** and hung them up to dry. \_\_\_\_\_  
(c) A person who has everything usually **desires** nothing. \_\_\_\_\_  
(d) Tell me your **desires** for your birthday this year. \_\_\_\_\_
- (a) She made her first **misfortune** trying to win the game. \_\_\_\_\_  
(b) **Misfortune** seemed to follow him everywhere he went. \_\_\_\_\_  
(c) There's a **misfortune** on page 5 that needs correcting. \_\_\_\_\_  
(d) It was his **misfortune** to be in the wrong place at the wrong time. \_\_\_\_\_
- (a) The bighorn sheep took a **precipitous** tumble down the mountain. \_\_\_\_\_  
(b) Our first climb was up a steep **precipice**. \_\_\_\_\_  
(c) The drawings had been done in a very **precipice** manner. \_\_\_\_\_  
(d) Su Nu has always been **precipitous** in the way she acts. \_\_\_\_\_
- (a) The prisoner was not allowed to **communicate** with others. \_\_\_\_\_  
(b) Our school year was **communicated** to six months. \_\_\_\_\_  
(c) The news caused great **communication** in the sports 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** for weeks. \_\_\_\_\_  
(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. \_\_\_\_\_

Word list:  
all  
banish  
communicate  
console  
cower  
deliberate  
depth  
desire  
livelihood  
misfortune  
orphan  
precipice  
regate  
stay  
symptom

Wendy Wise 3000-Book 4 113

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.

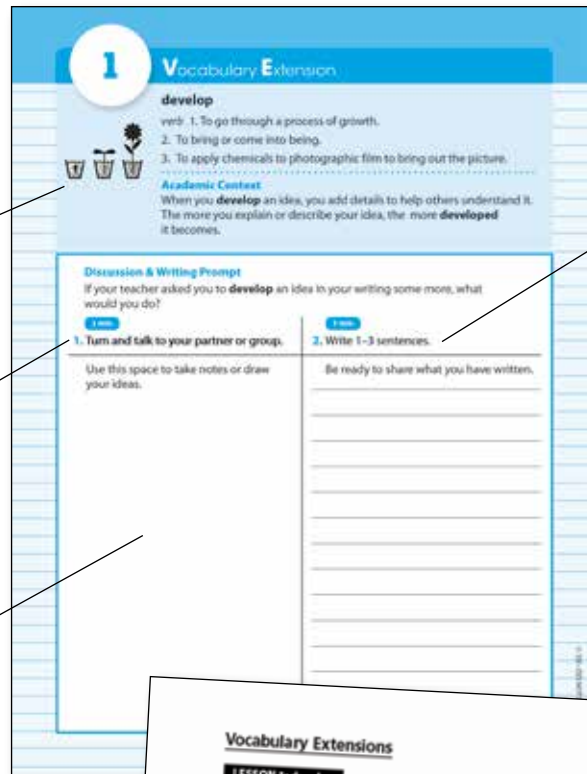
Students determine whether words are used correctly in sentences, strengthening their ability to determine meaning from context clues.



**Application Activities**

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

Vocabulary Extension  
Student Book 4



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

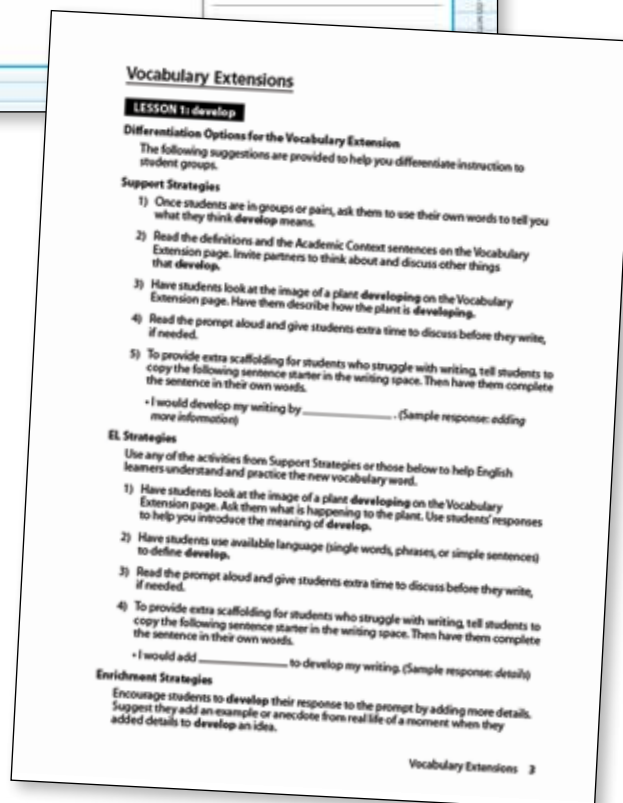
Students engage in meaningful discussions with peers

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

Students complete a brief writing activity

**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 in Context

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.

On-level passage  
Student Book 4

Secondary passage  
Teacher's Resource Book 4

**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 people of her village were proud of her. She was especially proud of her

her spirits. She felt like an orphan. Her house, once filled with laughter, was now filled with sadness.

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 was chosen as the sea god's victim. She was about nine years old. They told Tokoyo the sea god had cast a spell on her, causing his ailments. When she heard this, Tokoyo saw a chance to help her father. She began to deliberate among themselves. To her great relief,

regain  
delay  
symptom

118 Lesson 10

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.

**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 oysters than anyone. The sea was a second home to her. She swam easily through its depths. She cut oyster from rocks with her razor-sharp

her spirits. She felt like an orphan. Her house, once filled with laughter, was now filled with sadness.

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 was chosen as the sea god's victim. She was about nine years old. They told Tokoyo the sea god had cast a spell on her, causing his ailments. When she heard this, Tokoyo saw a chance to help her father. She began to deliberate among themselves. To her great relief,

regain  
delay  
symptom

Wordly Wise 3000 - Resource Book 4 43

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.

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 had a happy ending.
2. Why did Tokoyo feel like an orphan? Explain your answer.
3. What does "misfortunate" 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  
drown  
landlord  
misfortunate  
orphan  
precipitate  
regain  
delay  
symptom

Wordly Wise 3000 - Book 4 118

### Comprehension Questions

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

## Increasing the Challenge

### Lesson Overview

#### 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.

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. \_\_\_\_\_

I've never seen this word before.  
 I've seen this word before, but I don't know what it means.  
 I think I know what this word means.  
 I know what this word means and can use it in a sentence.

2. \_\_\_\_\_

I've never seen this word before.  
 I've seen this word before, but I don't know what it means.  
 I think I know what this word means.  
 I know what this word means and can use it in a sentence.

3. \_\_\_\_\_

I've never seen this word before.  
 I've seen this word before, but I don't know what it means.  
 I think I know what this word means.  
 I know what this word means and can use it in a sentence.

4. \_\_\_\_\_

I've never seen this word before.  
 I've seen this word before, but I don't know what it means.  
 I think I know what this word means.  
 I know what this word means and can use it in a sentence.

5. \_\_\_\_\_

I've never seen this word before.  
 I've seen this word before, but I don't know what it means.  
 I think I know what this word means.  
 I know what this word means and can use it in a sentence.

6. \_\_\_\_\_

I've never seen this word before.  
 I've seen this word before, but I don't know what it means.  
 I think I know what this word means.  
 I know what this word means and can use it in a sentence.

7. \_\_\_\_\_

I've never seen this word before.  
 I've seen this word before, but I don't know what it means.  
 I think I know what this word means.  
 I know what this word means and can use it in a sentence.

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Wonders Literacy 3000 - Resource Book 5 23

#### 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

**Lesson 6 Word List**

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

**ameliorate**  
a-mer-ee-oh-ate  
v. To make better; to become better; to improve.  
The newspaper went out to work to ameliorate the dangerous driving conditions that resulted from the storm.  
2.1 Ask your partner what could ameliorate the school day.

**baneful**  
ban-ful  
adj. Expressing hatred or evil; harmful; venomous.  
Rodrigo gave me a baneful look when I accused him of lying.

**berate**  
ber-ate  
v. To criticize vigorously; to scold; to rebuke.  
Ms. Alvarez told the older students not to berate the younger ones when they made mistakes.  
2.1 Tell your partner how you might feel if someone berated you.

**circumvent**  
ser-kuhm-vent  
v. To avoid through craftiness.  
She found that she was able to circumvent the rules with some creative interpretation.  
2.1 Chat with your partner about ways you could circumvent a rule at a mall.

**compassion**  
kam-pas-ee-uhn  
n. A feeling of pity or sorrow caused by guilt.  
Robert Hood had no compassion about stealing from the rich to give to the poor.

**condone**  
kahn-dohn  
v. To overlook or accept without punishment; to pardon or excuse.  
Mr. Haggopian said that he could not condone leaving a library book for the whole school year because that made it unavailable to other students.

**diminutive**  
di-min-oo-tiv-ee-uh  
adj. Very small; tiny.  
On the dollhouse kitchen table there was a diminutive bowl of fruit.  
2.1 Discuss with your partner why people think diminutive animals are cute.

**euphemism**  
yoo-fuh-miz-uhm  
n. A polite term used to avoid directly naming something considered offensive or unpleasant.  
"Yes, away" is a euphemism for "lie."

**expendable**  
ek-spen-dih-bul  
adj. Able to be used up and then discarded or replaced.  
Papers, envelopes, and pencils are expendable office items.

**heresy**  
her-ee-see  
n. The expression of unorthodox views, especially those that are in conflict with established religious teaching.  
Galileo was suspected of heresy by the Catholic Church because he believed the sun was at the center of the solar system.  
**heretical**  
her-ee-tih-kuhl  
adj. The woman held the heretical belief that only the rich should be allowed to have children.

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Wonders Literacy 3000 - Book 10 37

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

Key academic words are underlined for easy visibility

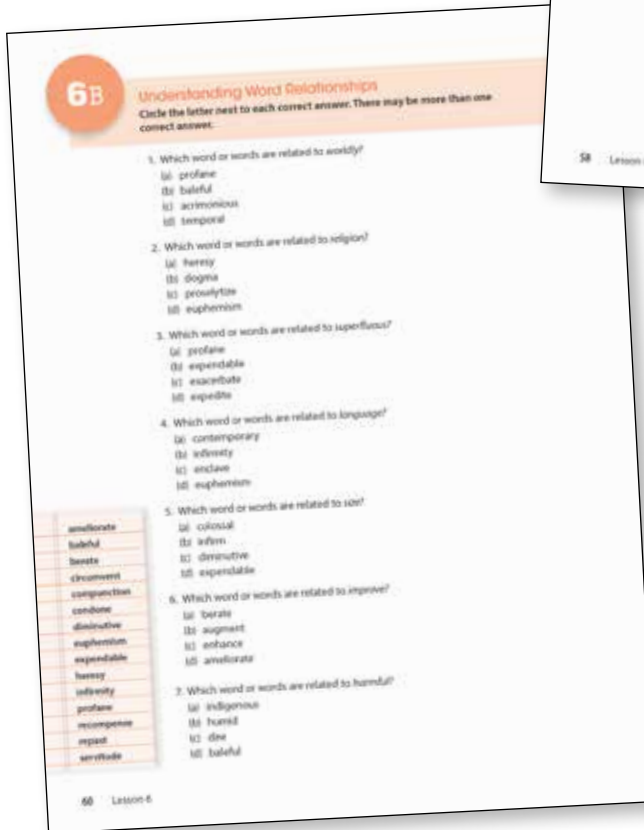
Sentences present words in context to help students understand the multiple meanings of words



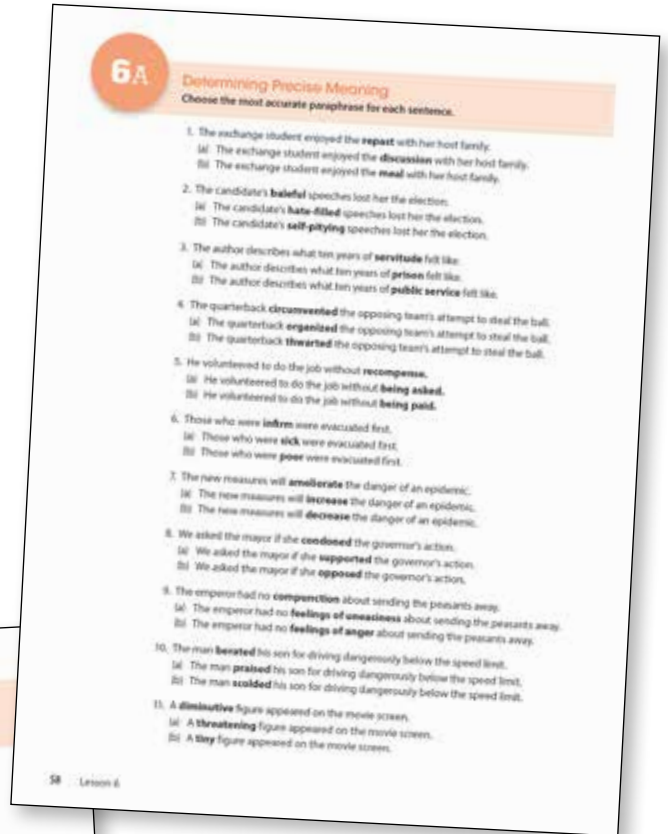
Practice Activities

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

Understanding Word Relationships  
Student Book 10



Determining Precise Meanings  
Student Book 10

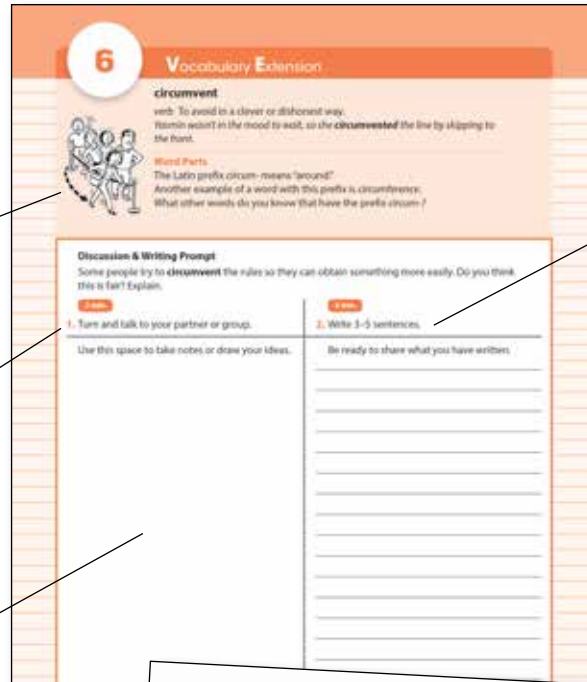


Students read a sentence in which a vocabulary word is used correctly, and then they read two paraphrases of that sentence and select the one that conveys the same contextual meaning.

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

Application Activities

Vocabulary Extension  
Student Book 10



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

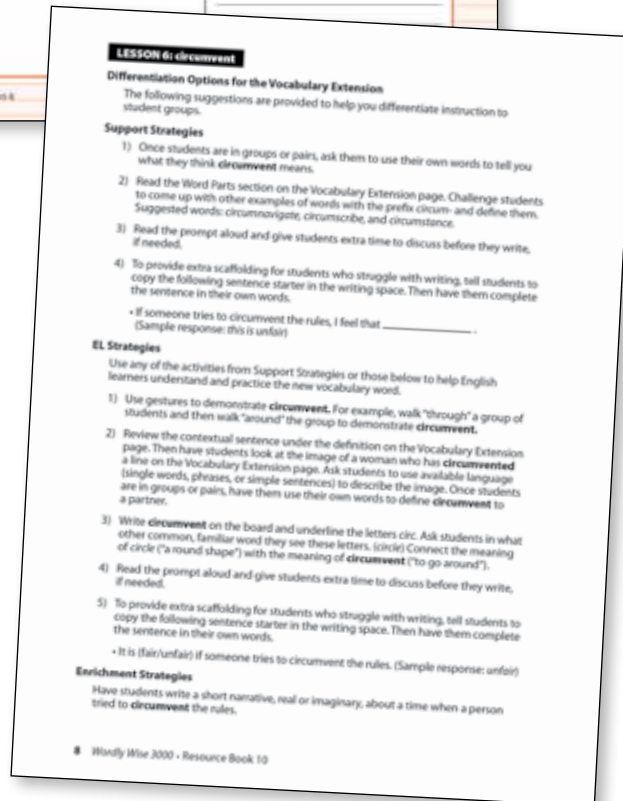
Students complete a brief writing activity

Students engage in meaningful discussions with peers

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

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 in Context

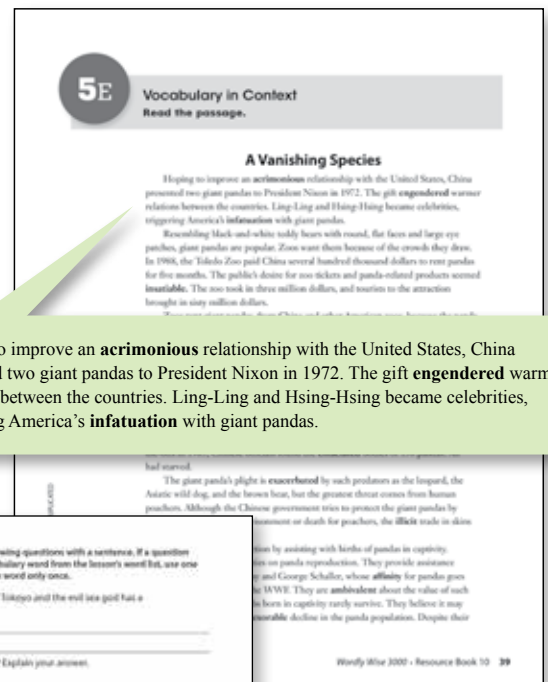
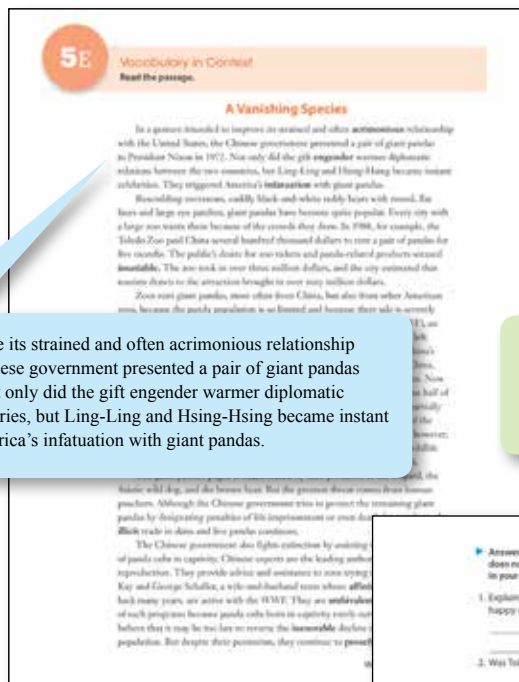
Students read an original passage that incorporates all of the vocabulary words from the lesson.

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.

On-level passage  
Student Book 10

Secondary passage  
Teacher's Resource Book 10



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.

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

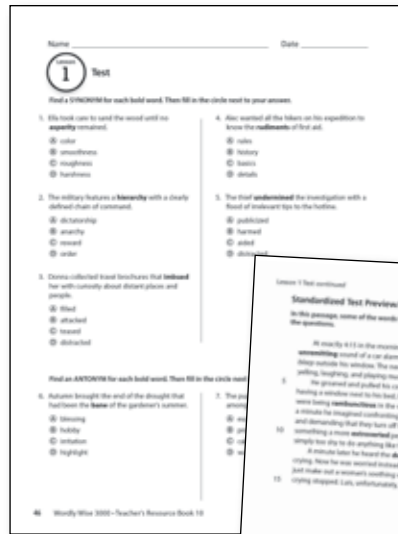
# Assessing Word Knowledge

## Lesson, Cumulative, and Final Tests

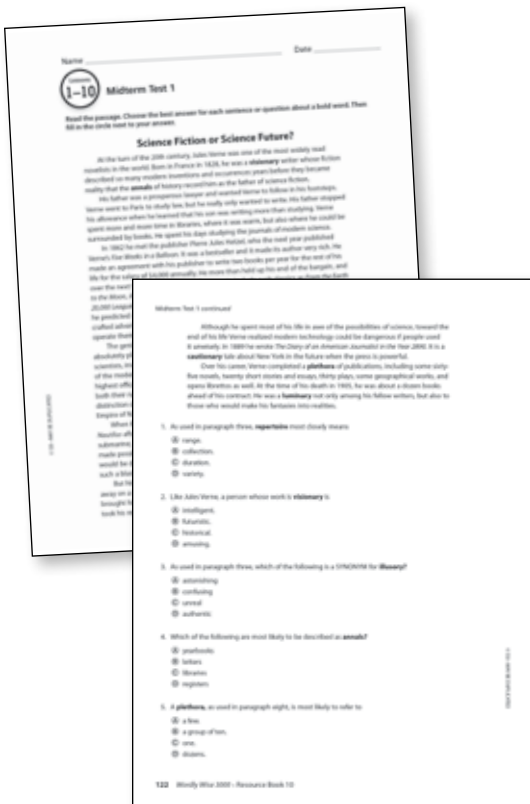
Lesson Tests are designed to assess students' comprehensive understanding of every vocabulary word, including every word form and meaning listed in the word list.

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.

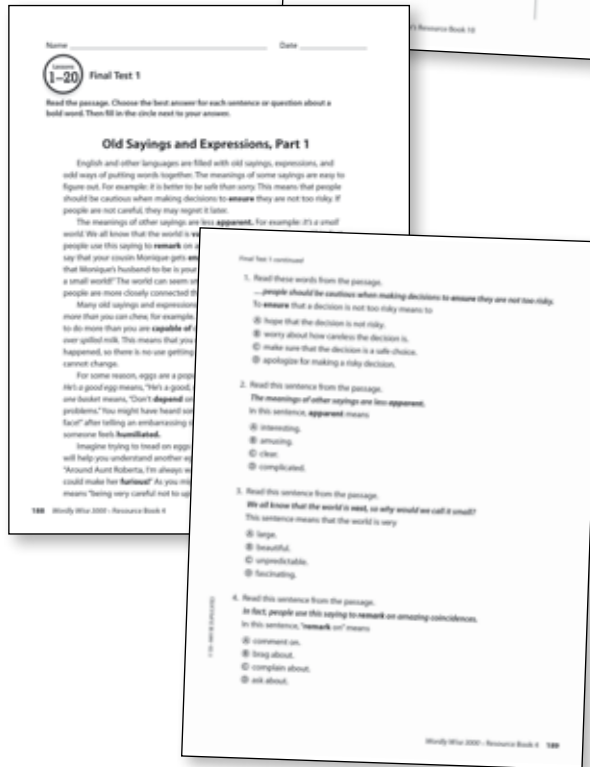
*The Lesson Tests in books 9-12 include updated standardized test preview/practice items that place vocabulary words in context and ask students to determine meaning based on that context.*



Lesson Test



Cumulative Test



Final Test

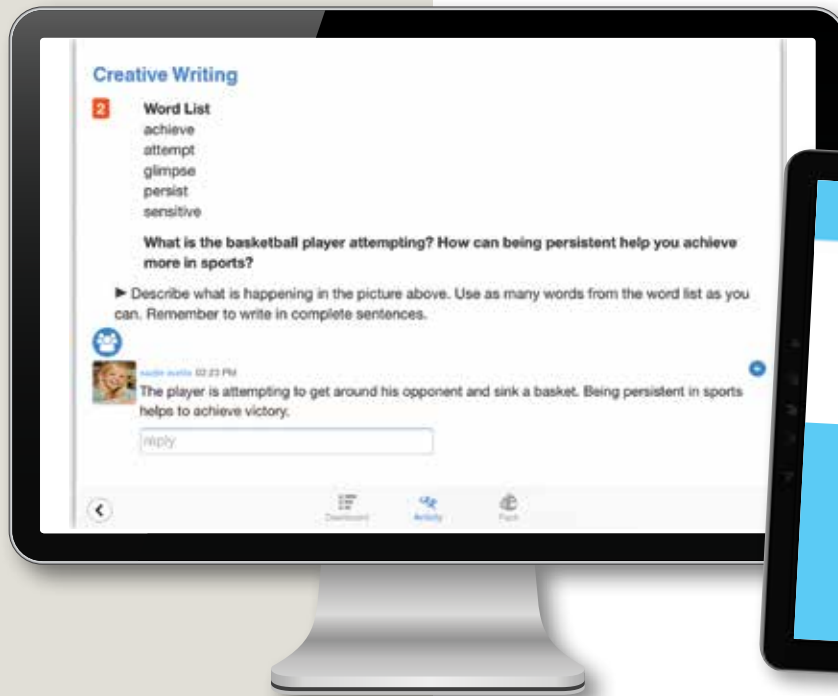


# WORDLY WISE i3000™

GRADES 2–12



## Engaging, Direct Academic Vocabulary Instruction



*Wordly Wise i3000™* 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.

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- Teachers have immediate insight into student learning and progress throughout the program
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