



WORDLY WISE

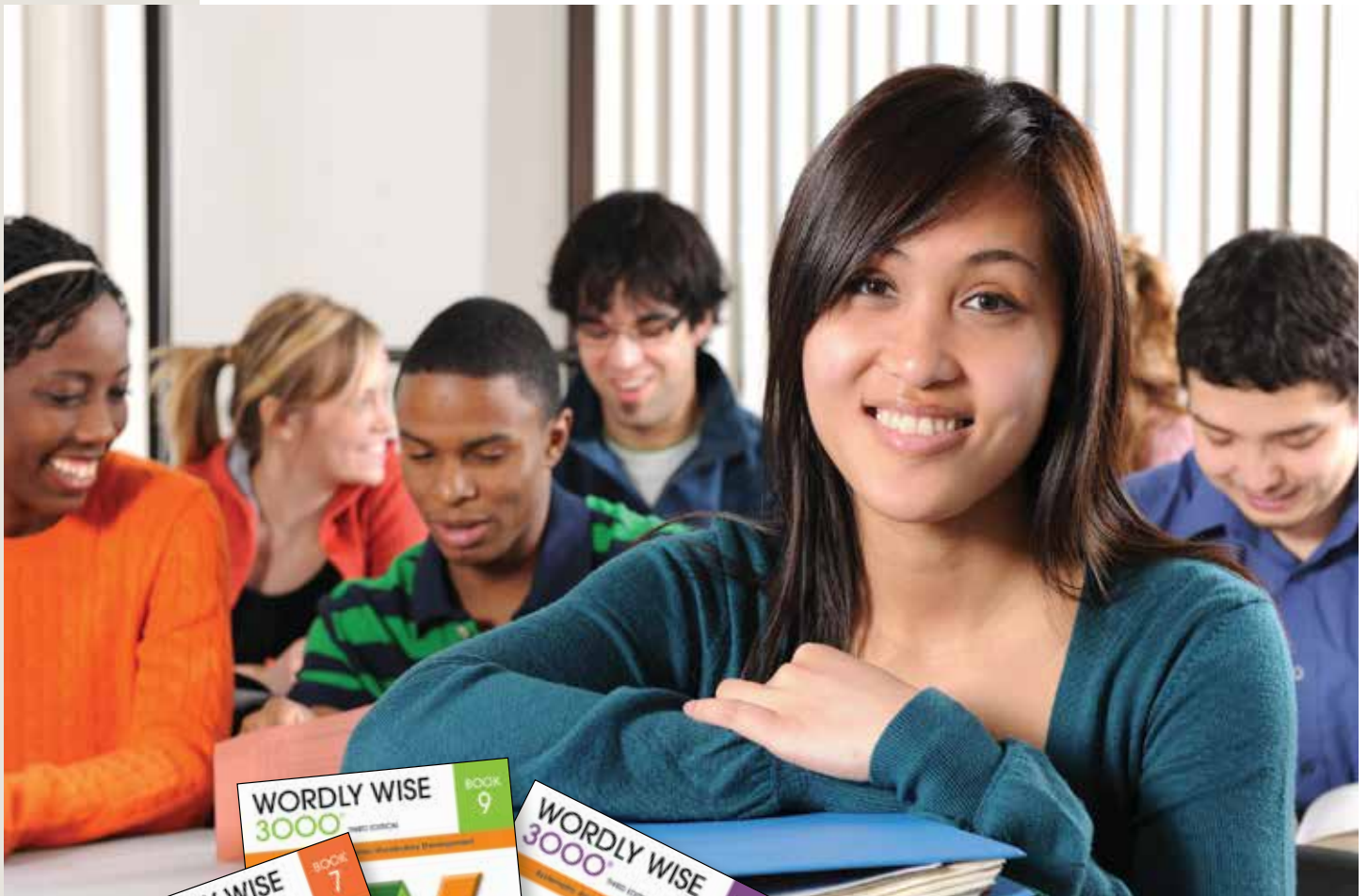
3000[®] 3rd Edition

PROGRAM OVERVIEW

GRADES 6–12



Aligned to the
Common Core
STATE STANDARDS



Direct Academic
Vocabulary
Instruction



Literacy and Intervention

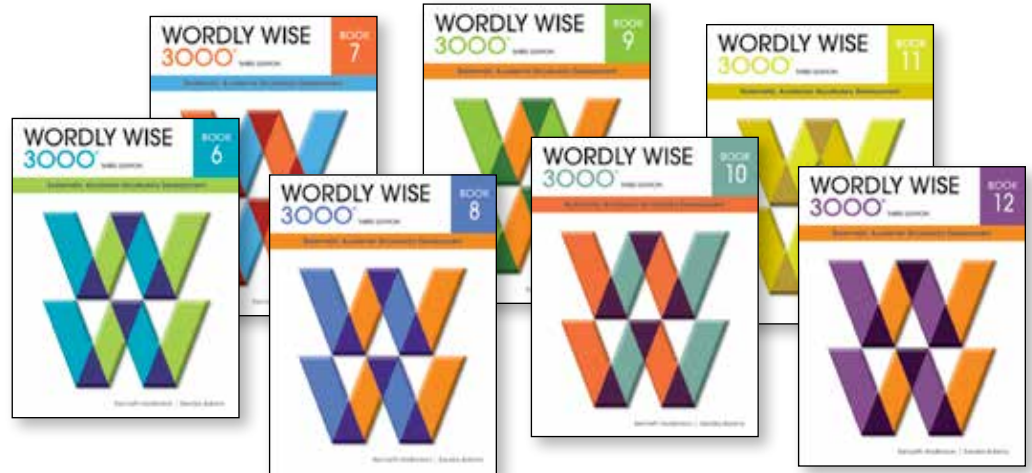
epsbooks.com/WW3000



WORDLY WISE 3000[®] 3rd Edition

Go to
epsbooks.com/WW3000
to find:

- Common Core State Standards
- Research paper
- Sample lessons
- Word lists
- Pacing Guide



What is WORDLY WISE 3000[®] 3rd Edition ?

Wordly Wise 3000[®] provides systematic academic vocabulary instruction—developing the critical link between vocabulary and reading comprehension.

Vocabulary is key to comprehension, and comprehension is the key to:

- Success in content-area reading
- Success on tests
- Success in school and beyond

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?

competent
käm' pə tənt

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

Books 6–12 present words commonly encountered in grade-level literature, textbooks, standardized tests, and the SAT. 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.

Components

Each component in *Wordly Wise 3000* is designed for today's busy classroom. This means teachers have all the resources they need to support student achievement and save valuable preparation time.

Student Books

- Consistent, accessible lesson structure
- Multiple exposures to words
- Nonfiction reading passages
- Review exercises

Teacher's Resource Book

Great resources at your fingertips!

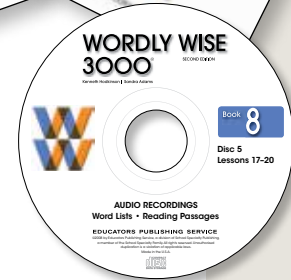
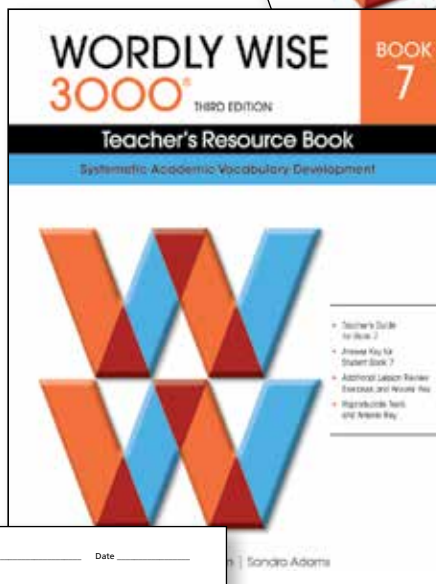
- Vocabulary instruction strategies and techniques
- Blackline Master Tests
- Reproducible Lesson Reviews
- Answer Keys

Assessment

Save valuable teacher prep time with ready-made reproducible tests.

Lesson Tests assess all lesson words, including multiple meanings.

Standardized test format allows students to practice for high-stakes tests.



Audio CDs available

Name _____ Date _____

Lesson 3 Test

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

- Someone who is **devoid** of fear is
 - paralyzed by fear.
 - slightly nervous.
 - not afraid at all.
 - frightening.
- To **heed** a warning is to
 - laugh at it.
 - warn others.
 - pay attention to it.
 - post a warning sign.
- Emma was in **mortal** danger. This means that she
 - might have been in danger.
 - was in terrible danger.
 - narrowly escaped danger.
 - was perfectly safe.
- According to a Greek myth, Hercules was born a god but was raised among **mortals**. A **mortal** is a
 - superhero.
 - monster.
 - talking animal.
 - human being.
- Mortal** beings are
 - godlike.
 - animals.
 - human.
 - killers.
- To **bestow** a prize on someone is to
 - steal a prize from that person.
 - honor that person with a prize.
 - race against that person and win.
 - receive a prize from that person.
- To be **heedless** of instructions is to
 - explain instructions carefully.
 - try to follow instructions.
 - fail to pay attention to instruction.
 - fail to understand instructions.
- To **muse** is to
 - worry constantly.
 - sleep without dreaming.
 - try desperately to think of a plan.
 - think quietly and carefully.
- Apple Computers **pioneered** personal computing. This means that Apple
 - opened the way for others.
 - traveled all over the world.
 - began in the 1800s.
 - kept its computers hidden.

© 2011 Houghton Mifflin Harcourt
Wordly Wise 3000 - Teacher's Resource Book

Name _____ Date _____

Lesson 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.

The Gilded Age

The United States changed dramatically after the Civil War. The war-torn nation became one of the world's economic superpowers. Starting in the late 1800s, fewer and fewer people earned their living by farming and more and more people worked in industry. At the same time, enormous wealth ended up in the hands of a few powerful people. Mark Twain called this era the "Gilded Age." Between 1870 and 1910, millionaires like John D. Rockefeller, Andrew Carnegie, and J. Pierpont Morgan **acquired** control of many industries. To the **consternation** of other citizens, these men exerted great influence over the U.S. government. These wealthy men wanted to have free access to public land, have their businesses protected from foreign competition, and be free from government regulation.

These powerful men had many ways of achieving their goals. One thing they did was use their wealth and influence to form monopolies and trusts. A monopoly forms when one company controls a certain industry. A trust forms when several different corporations have a secret agreement to work together. Companies involved in trusts have **devious** plans to ruin other companies in the same industry. During the Gilded Age, monopolies and trusts controlled the steel and oil industries. They also controlled the railroads. **Ruthless** industrialists ran their businesses any way they liked, and they did not care who got hurt. The trusts provided the men who controlled them with huge fortunes and **lavish** lifestyles. This contrasted sharply with the **plight** of many average Americans.

Bribery was another method of control that was often used during the Gilded Age. In 1872, the Union Pacific Railroad trust made a **blatant** attempt to bribe the government by selling company stock to several lawmakers for much less than it was actually worth. This bribe was meant to stop the government from taking a close look at **negligent** building methods. Also in the 1870s, the Southern Pacific Railroad used bribery to maintain a firm grip on California. Senators, judges, and other politicians **capitulated** to the railroad's power. Southern Pacific held this control until 1911.

Another way that businesses worked to get what they wanted was by having their salesmen work for political parties.

At the end of the 1800s, J.P. Morgan bought out Andrew Carnegie and founded

© 2011 Houghton Mifflin Harcourt
Wordly Wise 3000 - Teacher's Resource Book 7 99

Midterm Test 1 continued

U.S. Steel Corporation. This gigantic business was the first billion-dollar corporation ever created. It was clear that the men at the top of these monopolies and trusts had too much **authority** over the U.S. government. A strong reaction to such unfairness was **inevitable**.

- Read this sentence from the passage. **Mark Twain called this era the "Gilded Age."** An era is a
 - certain period in history.
 - monopoly or trust.
 - book by Mark Twain.
 - certain person's age.
- Read these words from the passage. ... **millionaires** ... **acquired control of many industries**. In this sentence, **acquired** means
 - lost.
 - gained.
 - gave up.
 - took over.

Read the passage. **Instead of other citizens, these men exerted great influence over the government?**

- surprised and happy about it.
- not care about it.
- so angry that they were ready to start a war over it.
- surprised and fearful or unhappy about it.

Read the passage. **Involved in trusts have devious plans to ruin other companies in the same industry.**

- devious means
 - intelligent.
 - crafty.
 - courageous.
 - unlucky.

© 2011 Houghton Mifflin Harcourt
Wordly Wise 3000 - Teacher's Resource Book 7

Multiple midterm and final tests are provided.



Word Lists

Every lesson begins with a dictionary-style word list that provides pronunciation, multiple meanings, and words in the context of a sample sentence.

Lesson **4**

For more practice and games, go to www.WordlyWise3000.com

📄

Word List

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

acquire <small>ə kwɪr</small>	v. To gain ownership of something; to get by one's own efforts or actions. Most tourists acquire souvenirs from the places they visit. acquisition <i>n.</i> (ək wə zɪʃ ə n) Something that is acquired. We left the store with our shopping bags filled with our acquisitions .
antagonize <small>ən təg ə nɪz</small>	v. To make an enemy of; to stir up anger or dislike. You will antagonize your classmates if you make derogatory comments about them.
competent <small>kəm pə tənt</small>	<i>adj.</i> Having the ability to do what is needed. The mechanic is competent to work on the car's brakes. competence <i>n.</i> The ability to do what is needed. This examination tests the student's competence to drive safely.
comprise <small>kəm prɪz</small>	v. 1. To form; to make up. Six states comprise New England. 2. To consist of or include. A baseball team comprises nine players.
correspond <small>kɔr ə spænd</small>	v. 1. To match; to be equal to. The two handwriting samples correspond in every way. 2. To exchange letters with another person. Although the friends hadn't seen each other for several years, they corresponded regularly. correspondence <i>n.</i> The act of exchanging letters; the letters that are exchanged. The correspondence of famous people is often published after their death.
dilapidated <small>dɪ ləp ə dət əd</small>	<i>adj.</i> In poor condition from neglect or age. The shed was so dilapidated that it wasn't worth repairing.
illustrious <small>ɪ lʊs trɪ ə s</small>	<i>adj.</i> Very famous; outstanding. V. S. Naipaul, the illustrious West Indian writer, received the Nobel Prize for Literature in 2001.
incident <small>ɪ n sɪ dənt</small>	<i>n.</i> Something that happens in real life or in a story; an event, often of little importance. My car was struck from behind, but I thought no more about the incident until my neck began to hurt.

© SSI - DO NOT DUPLICATE

Wordly Wise 3000 • Book 7
31

*Built-in review!
Each lesson builds on previous lessons. The word derogatory was introduced in Lesson 2.*

Increase students' vocabulary power with related word forms shown in boldfaced type where appropriate.

*Model how to use context clues!
Sentences contain clues to the word's meaning.*

Exercise A

Five exercises follow every word list, giving students practice in applying the definitional and contextual information from the word list and strengthening their understanding of each word's meaning.

ultimate *ul' to met* *adj.* 1. Final.
Anwar's **ultimate** goal is to be chief of surgery at a teaching hospital.
2. The greatest possible; maximum.
The producer has **ultimate** control over the movie.
n. Something that is the greatest; the maximum.
The ads claim that this soap is the **ultimate** in cleaning products.

unscathed *un skäthd* *adj.* Completely unharmed.
Because of its sturdy construction, the house survived the hurricane **unscathed**.

11A Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 11. Write each sentence in the space provided.

- (a) be baffled by it. (c) make it happen.
(b) To realize a dream is to (d) To fathom a dream is to

- (a) material used to make a ship (c) Buoyancy is
steady. (b) a feeling of gloom. (d) Ballast is

- (a) A sphere is (c) A fathom is
(b) a measurement of depth. (d) something forgotten.

- (a) To probe a person's interest (c) is to arouse it.
(b) is to satisfy it. (d) To pique a person's interest

- (a) A sphere is (c) a breaking apart by force.
(b) A rupture is (d) an inquiry into the cause of

ballast
buoyant
clamber
detach
eerie
fathom
pique
probe
realize
rupture
sphere
submerge
tedious
ultimate
unscathed

106 Lesson 11



Books 6–8

In Books 6-8, students begin with an exercise to draw on their knowledge of the words' definitions to form a complete sentence.

1A Understanding Meanings

Read the sentences. If a sentence correctly uses the word in bold, write C on the line. If a sentence is incorrect, rewrite it so that the vocabulary word in bold is used correctly.

- To **emancipate** someone is to release that person.

- An **obligatory** assignment is one that causes great hardship.

- An **impetus** sets something into action.

- To **plumb** a mystery is to understand it by thinking about it carefully.

- A **vagabond** is a person who lacks the necessities of life.

- To **wheedle** something from someone is to obtain it by cajoling that person into giving it.

- To **extol** someone is to show very high regard for that person.

- An **intermittent** noise is one that keeps stopping and starting.

- A person's **visage** is that person's feelings about herself.

- Destitution** is the state of having all that one could ask for.

© SSI - DO NOT DUPLICATE

Wordly Wise 3000 • Book 9 3



Books 9–12

In Books 9-12, students begin by using their knowledge of words' definitions to identify correct statements or change false statements to make them true—an open-ended exercise that serves as a great discussion starter.



Exercise B

11B Just the Right Word

Improve each of the following sentences by crossing out the bold phrase and replacing it with a word (or a form of the word) from Word List 11.

1. The **unnatural and strange** silence that filled the deserted house was suddenly shattered.
2. The police could not **figure out exactly** how the painting had been stolen from the museum.
3. When I moved to Alaska, I didn't **have any idea** how much I would miss my friends.
4. This damaged life jacket may have lost some of its **ability to keep a person afloat**.
5. The college president will head the **thorough inquiry** into the causes of student unrest.
6. I've ridden many roller coasters, but the Corkscrew Cannonball is without any doubt the **one that is greater than all the rest**.
7. While I was telling her my troubles, my friend seemed curiously **uninvolved in what I was saying**.
8. Nuclear submarines can **go underwater** for several weeks.
9. I **climbed with difficulty** over the rocks to get to the sea wall.
10. A banker by profession, she was also involved in politics, diplomacy, and other **areas of activity**.

ballast
buoyant
clamber
detach
eerie
fathom
pique
probe
realize
rupture
sphere
submerge
tedious
ultimate
unscathed

108 Lesson 11



Books 6–8

Students replace definitional phrase in a sentence with one of their new vocabulary words, using the correct word form so that the sentence makes sense.

11. To **bewail** something is to complain about it.
- _____

12. A **detractor** is someone to whom another person is attracted.
- _____

13. If something is **insuperable**, its parts cannot be separated from the whole.
- _____

14. A **maxim** is the larger of two amounts.
- _____

15. **Flamboyance** is lack of restraint in one's dress or behavior.
- _____

1B Using Words

If the word (or a form of the word) in bold fits in a sentence in the group following it, write the word in the blank space. If the word does not fit, leave the space empty. There may be more than one correct answer.

1. **vagabond**

- (a) As actors in a traveling company, we led a _____ life.
- (b) A true _____ becomes restless after two weeks in one place.
- (c) I cashed in my _____ when I ran short of money.

2. **bewail**

- (a) When he cannot see Juliet, Romeo _____ his fate.
- (b) We must _____ them to try harder next time.
- (c) Did you _____ them of the news that we close permanently tomorrow?

3. **intermittent**

- (a) The _____ traffic noises from the city streets below disturbed my sleep.
- (b) The daily paper made _____ appearances on the newsstands.
- (c) What is the cause of these _____ oil leaks from the engine?

bewail
destitute
detract
emancipate
extol
flamboyant
impetus
insuperable
intermittent
maxim
obligatory
plumb
vagabond
visage
wheedle

4 Lesson 1



Books 9–12

Students apply knowledge in a new context as they decide whether a vocabulary word makes sense in three sentences.

Exercise C

10c Applying Meanings

Circle the letter or letters of each correct answer. A question may have more than one correct answer.

- Which of the following are **aquatic** activities?
(a) boating (c) golfing
(b) scuba diving (d) sunbathing
- Which of the following is **ponderous**?
(a) a mouse (c) a bulldozer
(b) a planet (d) a hippopotamus
- Which of the following can be **nimble**?
(a) a mind (c) a squirrel
(b) a tree (d) a dancer
- Which of the following might be a **plight**?
(a) being evicted (c) being a casualty
(b) inheriting money (d) facing a ruthless opponent
- Which of the following might an **assertive** person say?
(a) "Get in line." (c) "I was here first."
(b) "You don't belong here!" (d) "Oh no, you don't!"
- Which of the following can be **bleak**?
(a) a region (c) a statement
(b) a mountain (d) a delicacy
- Which of the following can be **lethal**?
(a) a snake bite (c) a garland
(b) a gunshot wound (d) a reprimand
- Which of the following might a **docile** person do?
(a) push to the front of the line (c) get irate with a sales clerk
(b) wait patiently until called (d) admonish a stranger

aquatic
assert
avert
bleak
blithe
docile
dwindle
lethal
monitor
mutilate
nimble
plight
ponderous
verge
vigilant

98 Lesson 10

Format mimics high-stakes tests!



Books 6–8

Multiple correct answers generate discussion as whether students use their understanding of words to determine various scenarios could be considered true.

5c Word Study

Fill in the missing word in each of the sentences. Then write a brief definition of the word. The number in parenthesis shows the lesson in which the word appears.

- The prefix *con-* means "with." It combines with the Latin *tempus* (time) to form the English word _____ (5).
Definition: _____
- The prefix *ex-* means "from" or "out." It combines with the Latin *tollere* (to lift) to form the English word _____ (1).
Definition: _____
- The prefix *inter-* means "between." It combines with the Latin *mittere* (to send) to form the English word _____ (1).
Definition: _____
- The prefix *in-* means "not." It combines with the Latin *superare* (to overcome) to form the English word _____ (1).
Definition: _____
- The same prefix combines with the Latin *dolare* (to feel pain) to form the English word _____ (5).
Definition: _____
- The Latin *vagus* means "wandering." It forms the English word _____ (1).
Definition: _____
- The prefix *de-* means "from." It combines with the Latin *trahere* (to draw; to pull) to form the English word _____ (1).
Definition: _____
- The Latin *vorare* means "to devour." It forms the English word _____ (5).
Definition: _____
- The Latin *torrere* means "to parch." It forms the English word _____ (2).
Definition: _____
- The Latin *visus* means "appearance." It forms the English word _____ (1).
Definition: _____

© 2013 WILEY-BLANKENHORN

Wordly Wise 3000 • Book 9 49

Word Study, a valuable tool for comprehension and test-taking!



Books 9–12

Sophisticated word study exercises develop strategies for figuring out the meanings of unknown words. Exercises alternate among Greek and Latin roots, prefixes, suffixes, synonyms and antonyms, and analogies.



Exercise D

8D Word Study

Read these Latin words and their meanings. Then fill in the blank spaces in the sentences. The vocabulary words are from this lesson or earlier lessons.

<i>aspire</i> (to climb)	<i>delectare</i> (to delight)	<i>initium</i> (beginning)
<i>ira</i> (anger)	<i>laxus</i> (loose)	<i>littera</i> (letter)
<i>novus</i> (new)	<i>noxia</i> (injury)	<i>poena</i> (punishment)
<i>stringere</i> (to tie or bind)		

- _____ rules are loosely enforced. The word comes from the Latin _____, meaning _____.
- A _____ item is one that pleases the sense of taste. The word comes from the Latin _____, meaning _____.
- A _____ substance is one that can damage your health. The word comes from the Latin _____, meaning _____.
- To act with _____ is to act without fear of being punished. The word comes from the Latin _____, meaning _____.
- An _____ customer is one who is very angry. The word comes from the Latin _____, meaning _____.
- To _____ a new system is to start using it. The word comes from the Latin _____, meaning _____.
- To _____ a building is to make it like new again. The word comes from the Latin _____, meaning _____.
- An _____ person is one who is unfamiliar with how the letters of the alphabet are used. The word comes from the Latin _____, meaning _____.
- A _____ budget is one that is tightly controlled. The word comes from the Latin _____, meaning _____.
- To _____ to a career in acting is to have a strong desire for it. The word comes from the Latin _____, meaning _____.

Wordly Wise 3000 • Book 7

Integrated review strengthens retention!



Books 6–8

Word study exercises give middle school students the tools they need to make sense of unknown words. Exercises include Greek and Latin roots, prefixes, suffixes, synonyms and antonyms, and analogies.

- | | | | | | |
|----------------|-------------|------------|-----------|---|---|
| 3. resplendent | eminent | drab | tenuous | S | A |
| 4. eccentric | jaded | ribald | cynical | S | A |
| 5. clemency | adherence | aplomb | severity | S | A |
| 6. plaudit | devotee | aficionado | novice | S | A |
| 7. momentum | indolence | potential | verve | S | A |
| 8. truism | recipient | donor | exponent | S | A |
| 9. tenuous | obsolescent | firm | diffident | S | A |
| 10. contravene | accentuate | surmount | disobey | S | A |

18D Images of Words

Circle the letter of each sentence that suggests the numbered bold vocabulary word. In each group, you may circle more than one letter or none at all.

1. integrity

- When my mother makes you a promise, you know you can count on it.
- The Roman Empire collapsed because of its own internal weaknesses.
- In David Copperfield, Uriah Heep works his way from the position of clerk to partner in a law office.

2. broach

- Thien couldn't stop talking about how thrilled he was to come in first in the 100-yard dash.
- When the personnel manager had finished describing the job, Alison decided to bring up the issue of salary.
- Ruth gasped when, after a long silence, Antonio said he was thinking of selling the store.

3. subordinate

- I thought it was only polite to take the smaller of the two pieces of cake Nabil offered me.
- Even though I was upset about forgetting several notes of my piece, I managed to take a bow and smile at the audience.
- Prices on running shoes have been cut by twenty percent for the end-of-winter sale.

adhere
aplomb
brandish
broach
devotee
diffident
extravaganza
integrity
plaintive
plaudit
regalia
resplendent
subordinate
surmount
tenable



Books 9–12

A more sophisticated level of meaning is demonstrated as students determine if any (or all) sentences convey a given meaning.

Exercise E

Nonfiction reading prepares students for standardized tests!



Books 6–12

Nonfiction reading passages integrate all vocabulary words in context to build and reinforce comprehension skills.

To download reading passage topics, visit epsbooks.com/WW3000

166 Passage

Read the passage. Then answer the questions that follow it.

Harbor Seals



Because they live in close **proximity** to the shore, harbor seals are a familiar sight along the New England coast. You may have to look closely to see them because their coloring provides them with a good **camouflage**; their gray and black **mottled** coats are hard to see against the seaweed-covered rocks on which they spend much of their time. During the winter months, they inhabit the waters around Cape Cod and along the Massachusetts shoreline. Their dense fur and thick layer of blubber keep them so well **insulated** that in summer they seek the colder waters of Maine and the Atlantic provinces of Canada.

Harbor seals are equally at home on land and in the water. As the tide **ebbs**, they climb onto rocks along the shoreline. They return to the water at high tide to **forage** for crabs, fish, and squid. Harbor seals may seem **lethargic** as they lie basking in the sun, but actually they are **replenishing** their blood supply with fresh oxygen. Whether hunting for food or escaping from sharks and killer whales, harbor seals burn up oxygen rapidly when they are in the water.

Because of their **sleek** bodies and powerful rear flippers, harbor seals can swim up to fifteen miles an hour. They can also **maneuver** swiftly. They use their front flippers to brake and steer. Their excellent eyesight is necessary for survival. Harbor seals must watch for predators in the English waters. Healthy harbor seals that stay out of harm's way live for thirty years.

An adult harbor seal weighs over 200 pounds and eats pounds of fish a day. This makes the seals unpopular with a living. In fact, seals were so unpopular in the 1800s that they offered a **bounty** of five dollars for every harbor seal killed. The Mammal Protection Act of 1972 made harbor seals a protected species. The act was updated in 1994. It is now against the law to kill, catch, or harm them in any way.

Female harbor seals give birth in late May and early June. They weigh about twenty pounds. They feed on their mother's milk. They are **weaned** at six to eight weeks. Within hours of being born, they can swim and are completely at home in the water. Young seals

bounty
camouflage
ebb
forage
harass
insulate
lethargic
maneuver
mottled
murky
proximity
replenish
sleek
sway
wean

166 Lesson 16

mothers. The mothers keep a **wary** eye on them until they are able to take care of themselves.

Some seals who ran into problems can be seen by visitors to the New England Aquarium in Boston. Sick or injured seals that could not survive in the wild are brought there for medical treatment. They are kept in a holding tank outside the building. Once restored to health, the harbor seals are released into the ocean to enjoy its limitless freedom but also to face whatever dangers lurk there.

► Answer each of the following questions in the form of 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.

- Why are harbor seals unlikely to be spotted in midocean?
- What happens to the tide when it reaches the high-water mark?
- Are harbor seals **lethargic** in the water?
- Which single word describes both the body shape and color of harbor seals?
- What is the meaning of **camouflage** as it is used in the passage?

A series of comprehension questions follows each passage and requires students to demonstrate both text comprehension and vocabulary use in original sentences.

FUN & FASCINATING FACTS

- The English word **candid** comes from the Latin verb *candere*, which means "to shine." Truth is like a light, sometimes exposing what someone might wish to hide. A **candid** person shines the light of truth on something others might wish to conceal.
- The Latin verb *punire* means "to punish" and forms the root of several other English words besides **punish** and **impunity**. If a jury awards **punitive** damages to someone who has been injured, the intention is to punish those who caused the injury. If you pay a **penalty**, you are being punished for doing what you shouldn't have

done or for failing to do what you should have done. A state's **penal** system is designed to punish criminals by putting them in jail.

- Obnoxious** is formed from the Latin *noxia*, meaning "an injury"; so is **noxious**, meaning "harmful" or "unhealthy" (**noxious** gas from car exhaust). The smell from a skunk is **obnoxious** but not **noxious**. Carbon monoxide gas is **noxious** but not **obnoxious** (because it cannot be smelled). Cigarette smoke is **noxious**; it is also **obnoxious** to non-smokers who are sometimes forced to inhale it when someone near them is smoking.

A reproducible cloze exercise in the Teacher's Resource Book can be used as an alternative comprehension activity for the passage—as well as for review or assessment.

Each lesson concludes with fascinating facts about select lesson vocabulary, fostering student interest in word origins and word families.

Name: _____ Date: _____

Lesson 16

- You hardly ever see a solitary harbor seal. They are social animals that live in close _____ to one another.
- Seals are carnivores. They spend much of their time in the water where they _____ for fish.
- Everything the seals need to survive is close by. Also _____ ocean provides them with food, and the rocks provide them with a sanctuary from predators.
- Many rocks favored by seals are underwater at high tide. As the tide _____, they become visible and available to the seals.
- Harbor seals are hard to see against a rocky background. Their gray and black coloring gives them a natural _____.
- A seal's coat and a rocky surface look very similar. They share the same general coloring, and each has a _____ appearance.
- While in the water, seals are possible prey for sharks and killer whales. Basking on the rocks, they are safe from being _____ by predators.
- Harbor seals need to move swiftly, both to catch food and to avoid being caught. They can be _____ on land but not in the water.
- When they are hunting, seals quickly burn up oxygen. They _____ it by lying quietly in the sun.
- A seal can change course rapidly by using its front flippers. Its life depends on its ability to _____ swiftly while in the water.
- A seal may not know it's in danger until it's too late. The _____ water of the New England coast cuts down visibility to just a few feet.
- Seal fat is called blubber. It needs to be quite thick in order to provide adequate _____ against the cold Atlantic waters.
- The seal is not built to move gracefully on land. Thanks to its _____ shape, it swims effortlessly and swiftly once in the water.
- Baby seals are dependent on their mother for the first six to eight weeks. Once _____, they must be able to hunt for their own food.
- Seals kept in captivity may lose their fear of predators. Once returned to the ocean, they must learn to be _____ again.

Lesson Review Exercises

59



Review

New words are spiraled through subsequent lessons, providing students the multiple exposures needed to cement meaning.

See page 3 to read about Wordly Wise 3000 assessment.

Review for Lessons 9-12

Hidden Message In the boxes provided, write the words from Lessons 9 through 12 that are missing in each of the sentences. The number following each sentence gives the word list from which the missing word is taken. When the exercise is finished, the shaded boxes should spell out a haiku by the Japanese poet Nozawa Boncho. A haiku is a poem of three lines and seventeen syllables, with a subject often taken from nature. This haiku is called "Winter."

- A thousand-foot-deep _____ blocked our way. (12)
- The _____ of the Roman Empire ended in 410 C.E. (9)
- The giant strode with _____ steps across the stage. (10)

- A _____ in the gas line caused the explosion. (11)
- Her _____ attitude cheered up her co-workers. (10)
- No serious person would _____ that the earth is flat. (10)

- The Koran is a _____ book to Muslims. (12)
- The _____ of the homeless children broke our hearts. (10)
- I am a _____ believer in the value of exercise. (12)
- A telephone is really a _____ in the modern world. (12)
- Neither side in the dispute was willing to _____. (12)

- Sit down, because what I have to say will _____ you. (9)
- The dog looks fierce but is actually quite _____. (10)
- The spaceship went into _____ around the earth at noon. (12)

- A _____ person will often act on a whim. (12)
- You need to be pretty _____ to play in the outfield. (10)

126 Review for Lessons 9-12

A cumulative review follows every fourth lesson in the form of a puzzle. Requiring students to use their word knowledge in a new context further reinforces words in students' working vocabulary.

How do I fit Wordly Wise 3000 into my curriculum?

Pacing

Maximum flexibility! Several typical instructional 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 from the Teacher’s Resource Book.
- Lessons can take from 20–60 minutes, depending on choice of activities and enrichments.

1-DAY LESSON PLAN—30 weeks (1 lesson spread across 1½ weeks)				
DAY 1 Introduce words	HOMEWORK Week 1: Real-world usage activities Week 2: Student Book Exercises			
3-DAY LESSON PLAN—20 weeks (3 days, across 1 week)				
DAY 1 Introduce words Exercises (small or whole group) Homework	DAY 2 Review words and homework Read passage Homework	DAY 3 Review homework Review puzzle when appropriate		
5-DAY LESSON PLAN—15 weeks (5 days, across 1 week) or 30 weeks (5 days, across 2 weeks)				
DAY 1 Introduce words Homework	DAY 2 Review homework Exercises (small or whole group)	DAY 3 Exercises (small or whole group)	DAY 4 Read passage and respond	DAY 5 Review puzzle when appropriate

Lesson Structure

PER GRADE LEVEL	20 lessons	15 words/lesson	300 words*
-----------------	------------	-----------------	------------

**For complete word lists visit epsbooks.com/WW3000.*

Lessons are designed to:

- provide consistency across grade levels. Students and teachers begin each new school year with familiar routines.
- reduce teacher planning time
- increase student independence
- allow students to focus on meaning rather than a new format

Each Wordly Wise 3000 lesson is structured as follows:

		Exercise A	Exercise B	Exercise C	Exercise D	Exercise E	
BOOKS 6–8	Word List	Finding Meanings	Just the Right Word	Applying Meanings	Word Study	Passage	Review: every 4 lessons
BOOKS 9–12	Word List	Understanding Meanings	Using Words	Word Study	Images of Words	Passage	Review: every 4 lessons

WORDLY WISE 3000® ONLINE

LEVELS 2–12



Aligned to the
Common Core
STATE STANDARDS

A DYNAMIC AND INTERACTIVE VOCABULARY PROGRAM

Wordly Wise 3000® Online has the same robust instructional content as Wordly Wise 3000® print edition, with a number of enhancements including full audio support and immediate corrective feedback, making it ideal for struggling readers and ELL students.



Teacher and Administrator Experience

Real-time online reports allow teachers and administrators to monitor student progress and make timely instructional decisions.

Management and Reporting

- View reports and manage students' assignments
- Track student progress from pre-test to post-test
- Utilize real-time data to individualize instruction

Online Teacher Resources

- Teacher's Guide with instructional strategies
- Information on interpreting reports
- Word List for easy reference
- Graphic Organizers to extend and enhance lessons
- Level Completion Certificate for students

To learn more, visit epsbooks.com/WW3000online

PROGRAM OVERVIEW

- Pre-Test
- Word List
- Exercise Selection
- Passage
- Post-Test
- Assessment Results
- Master Meanings
- Certificate of Completion
- Review
- Test



Connect with Us!

Learn more at epsbooks.com/connect



Scan this code
to visit our website

Contact Us

800.225.5750
fax 888.440.2665
epsbooks.com



6824
16-005-POV