The logo features the words "VOCABULARY" and "& SPELLING" in a bold, stylized font. "VOCABULARY" is in white with a blue outline, and "& SPELLING" is in dark blue with a white outline. The text is set against a background of colorful, overlapping paint splashes in shades of blue, pink, orange, red, yellow, and green. Small dots of the same colors are scattered around the splashes.

# VOCABULARY & SPELLING

Teacher Handbook

# Vocabulary and Spelling

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Level 3 curriculum

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01

# Program Introduction

# What is Vocabulary & Spelling?

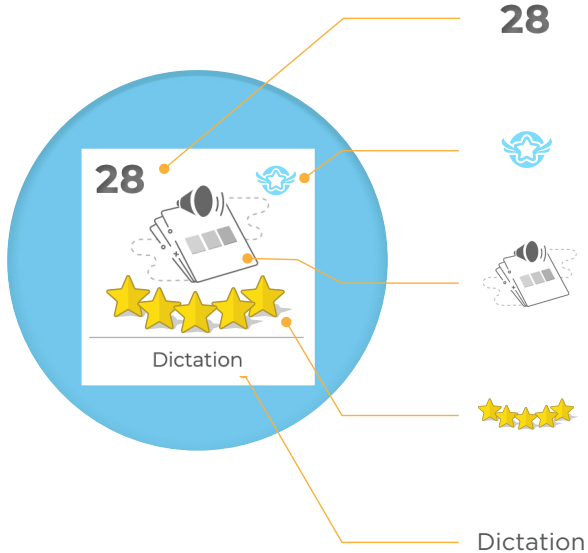
Our Vocabulary & Spelling courses introduce students to a wide range of crucial reading and spelling tools, from syllabification and vowel sounds to sight words and word parts. Each level comprises 40 weeks of self-paced activities that will give your students the opportunity to hone these new skills and expand their vocabulary.

The screenshot shows the EdClub Spelling interface for Level 3: Affixes and Sight Words. The progress is 0% with 0 stars and 0 points. The lessons are organized into four weeks:

- Week 1: un**
  - Lesson 1: Spelling & Vocab Intro (Active)
  - Lesson 2: Video: un (Locked)
  - Lesson 3: Definitions (Locked)
  - Lesson 4: Story (Locked)
  - Lesson 5: Spelling Practice (Locked)
  - Lesson 6: Dictation (Locked)
  - Lesson 7: Drop Quiz (Locked)
  - Lesson 8: Jumble (Locked)
  - Lesson 9: Fill in the Blank (Locked)
  - Lesson 10: Multiple Choice (Locked)
  - Lesson 11: Proofreading (Locked)
  - Lesson 12: Crossword (Locked)
- Week 2: s**
  - Lesson 13: Video: s (Locked)
  - Lesson 14: Definitions (Locked)
  - Lesson 15: Story (Locked)
  - Lesson 16: Spelling Practice (Locked)
  - Lesson 17: Dictation (Locked)
  - Lesson 18: Drop Quiz (Locked)
  - Lesson 19: Jumble (Locked)
  - Lesson 20: Fill in the Blank (Locked)
  - Lesson 21: Multiple Choice (Locked)
  - Lesson 22: Proofreading (Locked)
  - Lesson 23: Crossword (Locked)
- Week 3: re**
  - Lesson 24: Video: re (Locked)
  - Lesson 25: Definitions (Locked)
  - Lesson 26: Story (Locked)
  - Lesson 27: Spelling Practice (Locked)
  - Lesson 28: Dictation (Locked)
  - Lesson 29: Drop Quiz (Locked)
  - Lesson 30: Jumble (Locked)
  - Lesson 31: Fill in the Blank (Locked)
  - Lesson 32: Multiple Choice (Locked)
  - Lesson 33: Proofreading (Locked)
  - Lesson 34: Crossword (Locked)
- Week 4: es & ies**
  - Lesson 35: Video: es & ies (Locked)
  - Lesson 36: Definitions (Locked)
  - Lesson 37: Story (Locked)
  - Lesson 38: Spelling Practice (Locked)
  - Lesson 39: Dictation (Locked)
  - Lesson 40: Drop Quiz (Locked)

## **Lesson Display**

On the main course page, there is a list of lessons to be completed one after another. Each lesson has several features to help you understand the type and purpose of the lesson and to display student performance.



### Lesson Number

Specifies the number of the lesson

### Platinum Star

Earned maximum possible score on the lesson

### Lesson Icon

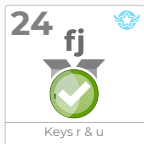
Indicates the type of lesson: practice, game, video, etc.

### Stars

Number of stars earned out of 5

### Lesson Title

Describes what the lesson is about



### Completed

Check marks are earned for completing introductory lessons



### Assigned Lessons

Indicates lessons that are assigned to you

02

## Program Content



Each level of the program focuses on a different area of word study, with 40 weeks' worth of content exploring that focus. Every week introduces a new set of target words that students will master over a series of activities.

**Level 1:** Vowels & Sight Words (coming soon)

**Level 2:** Vowels, Syllables & Sight Words (coming soon)

**Level 3:** Affixes & Sight Words

**Level 4:** Word Parts & Sight Words

**Level 5:** Base Words & Sight Words

**Level 6:** Affix Families

**Level 7:** Greek & Latin Roots

**Level 8:** Focus Words

03

## Program Theory

By learning to apply the knowledge contained in our program to the world around them, your students will become faster, more accurate, and more independent readers.



**TIP**

return  
rewrite  
rescue  
rebuild

04

## Student Experience

Students are introduced to each word set with a video. After that, they review the illustrated definition slides before moving on to a story that uses all of the vocabulary words in context. From there, they work on building their understanding of the definitions as well as solidifying the spelling of each word by working through a set of eight games and activities to reinforce their learning.

Each “week’s” set of activities is designed to be used sequentially, but can either be implemented all at once or broken up as best suits the needs of your schedule and students.

05

## Icons

Different types of lessons are represented by different icons. Becoming familiar with these icons will help students navigate Vocabulary and Spelling, and instantly understand the nature of each lesson.

1. Introduction Video
2. Video
3. Definitions
4. Story
5. Spelling Practice
6. Dictation
7. Drop Quiz
8. Jumble
9. Fill in the Blank
10. Multiple Choice
11. Proofreading
12. Crossword



1



Spelling & Vocab Intr...

2



Video: un

3



Definitions

4



Story

5



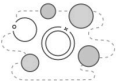
Spelling Practice

6



Dictation

7



Drop Quiz

8



Jumble

9



Fill in the Blank

10



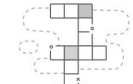
Multiple Choice

11



Proofreading

12



Crossword

06

## Lesson Types

## Videos

Students explore the week's topic with a short educational video that dives into the meaning of a word part, how it has changed over time, and how to spot it in unfamiliar words.



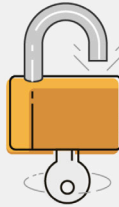
## un·lock

*verb*

to undo the lock of

*I can't unlock the door without the key.* 

*Please unlock the car door.* 



### Definitions

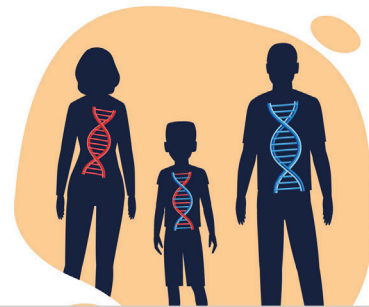
Illustrated definition slides introduce each vocabulary word and provide example sentences to familiarize students with the words' use.



**Genes** determine a lot about what you look like and who you are. Your DNA is the microscopic **genetic** material found inside all of your cells that is passed down from one **generation** to the next. Each parent passes their DNA on to their **progeny**, so that a child gets half of their **genetic** material from each parent. The unique mix of the two sets of DNA helps **generate** the hair and eye color of the child, as well as determine how tall they might grow, and how likely they are to get certain diseases.

genes

**genes** (n): parts of a cell that control or influence the appearance, growth, or other traits of a living thing



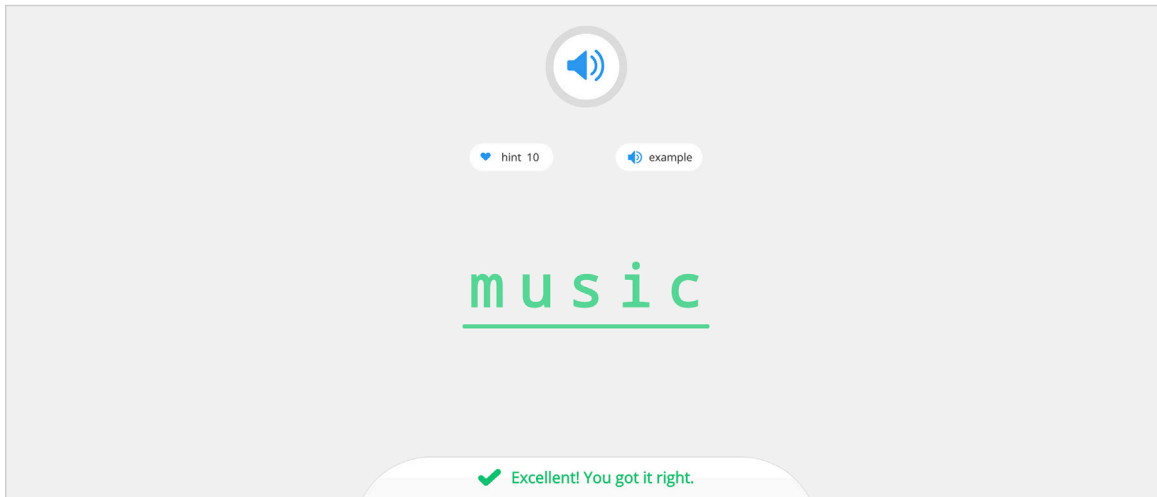
## Story

Students see the new vocabulary words in context as they read through each week's original story. Students must type each target word they see in order to progress through the text.



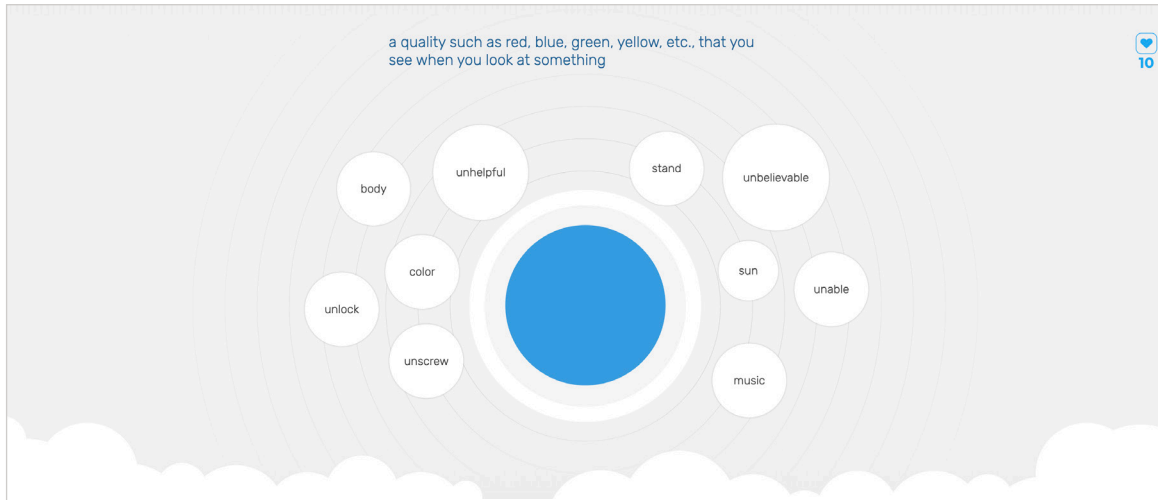
## Spelling Practice

Students type each new vocabulary word twice, once with a spelling guide and once by memory.



## Dictation

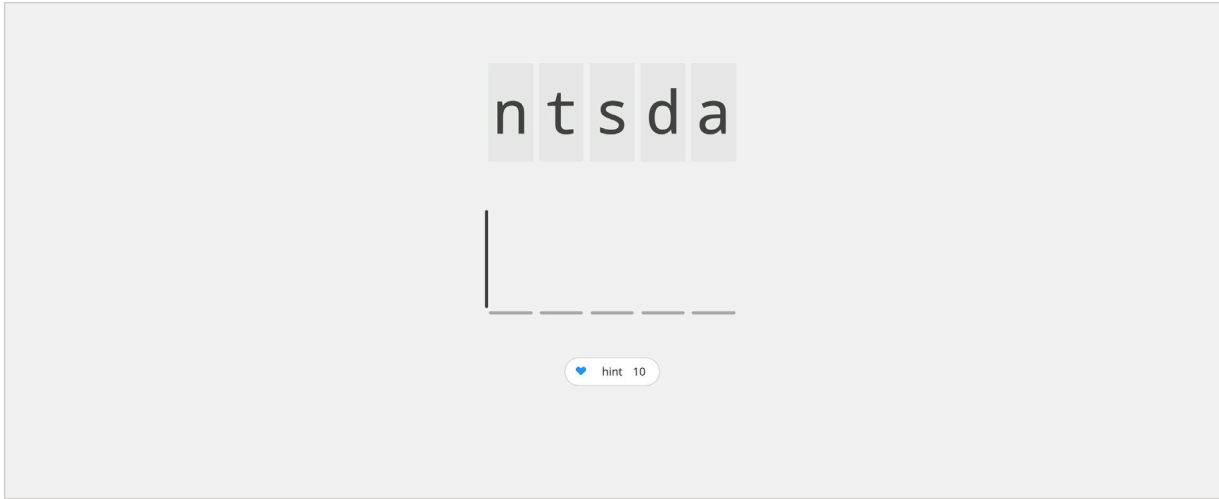
Students must type each vocabulary word they hear correctly, using the number of spaces representing letters as a clue. If a word is misspelled, it must be typed again three times before the student can proceed.



## Drop Quiz

After matching a word with the definition at the top of the screen, students drag their answer to the vortex in the center to see if they're correct. The vortex will accept the right answers and reject the wrong ones.





## **Jumble**

Students are asked to unscramble and rearrange the letters on the screen in order to form the week's vocabulary words.

We got lost after following the \_\_\_\_\_ directions.

Red is the \_\_\_\_\_ of blood.

Please \_\_\_\_\_ the latch so it can be removed.

The human \_\_\_\_\_ is made up of around 60% water.

I like to study while listening to classical \_\_\_\_\_.

10

body

color

music

stand

sun

unable

unbelievable

unhelpful

unlock

unscrew

## Fill in the Blank

Drawing on their vocabulary knowledge, students must read each incomplete sentence and select the appropriate words from the word bank to fill in the blanks.

find the correct definition

stand

- the star that the Earth moves around and that gives the Earth heat and light
- to undo the lock of
- a small structure (as a rack or table) on or in which something may be placed
- a quality such as red, blue, green, yellow, etc., that you see when you look at something

## Multiple Choice Quiz

Students synthesize their vocabulary and spelling knowledge to answer each question correctly. Students must match words with images, definitions, and audio as they work their way through this quiz.

💡 All words must be spelled correctly. Sentences and proper nouns must begin with a capital letter.

They ran and found the Janitor, but he was unhelpful because

5 he did not have the key. the class pet, Snuffles, was locked in

5 the closet and they couldn't unlock the door! Snuffles was a

chubby hamster with a nose the color of bubblegum.

Show edits directly on the text

## Proofreading

Spelling skills are put to the test while also reinforcing basic capitalization and punctuation rules. Students must hunt for mistakes in the text and correct them, choosing from a variety of handwritten proofreading marks or editing the text directly.

ACROSS

2 Bedside table, for example

3 Seems impossible

6 Nearest star to Earth

7 **Lacking ability**

8 Red, blue, or white, for example

9 Loosen by turning

DOWN

1 Providing no assistance

4 **Arms, legs, and head are parts of this**

5 Dance to this

7 Open with a key

hint 10

## Crossword

Students must combine everything they've learned to solve this challenging crossword puzzle. Using the clues, they must identify and correctly spell each vocabulary word.

07

## Motivation

## **Hints**

Throughout the activities, students have the option to utilize hints that will guide them to the correct answers. Students have the opportunity to earn even more points by completing lessons without using any hints.

## **Scoring**

After completing a lesson, students are awarded points and stars. A perfect score can be achieved by completing each lesson without mistakes and without using hints. Teachers should encourage students to earn a perfect score on every lesson. Repeating lessons until a perfect score is achieved allows students to reinforce their spelling skills and vocabulary knowledge.

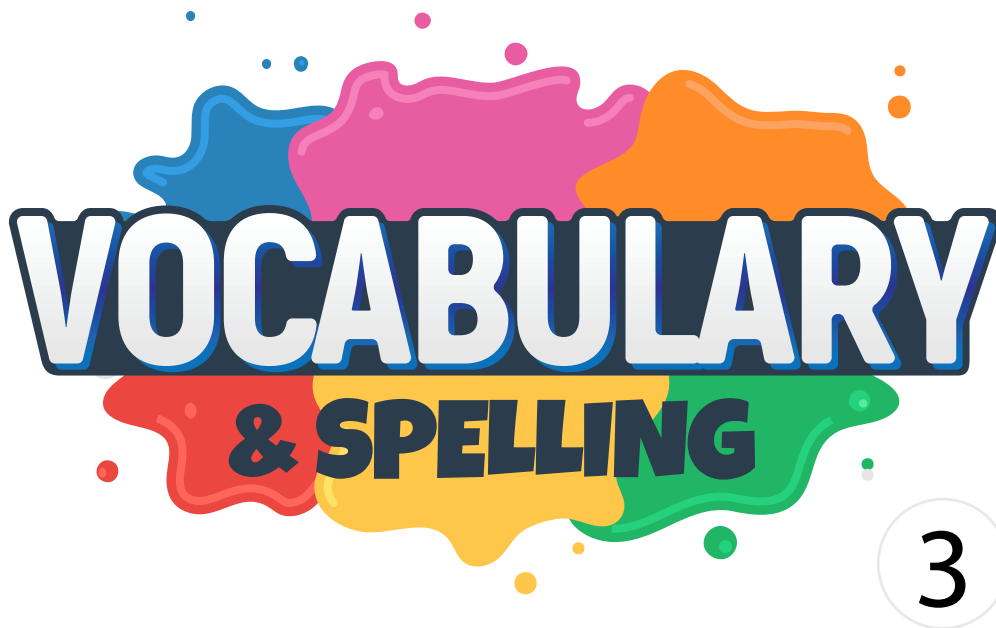
## **Scoreboard**

If you believe that healthy competition is beneficial to your students, you can turn on an optional scoreboard. The scoreboard ranks all students enrolled in a class, while the leaderboard shows only the top performers.

08

## Word Lists



The graphic features the words "VOCABULARY" and "& SPELLING" in a bold, stylized font. "VOCABULARY" is in white with a blue outline, and "& SPELLING" is in dark blue with a white outline. The text is set against a background of colorful, splattered paint in shades of blue, pink, orange, red, yellow, and green. To the right of the main text, the number "3" is enclosed in a white circle with a thin grey border.

# VOCABULARY & SPELLING

## 3

Level 3 focuses on sight words and common affixes, with 40 weeks' worth of content exploring that focus. Every week introduces a new set of target words that students will master over a series of games and activities. The routines, handouts, and word lists are formatted to be easily printable.

Week 1: un-	Week 2: -s	Week 3: re-	Week 4: -es/-ies	Week 5: in-
unlock	animals	rewrite	dishes	incomplete
unable	monkeys	review	classes	injustice
unscrew	answers	return	boxes	inactive
unhelpful	gates	retell	batches	inaccurate
unbelievable	plants	rebuild	butterflies	informal
body	circles	horse	knew	usually
music	questions	birds	since	didn't
color	fish	problem	ever	friends
stand	area	complete	piece	easy
sun	mark	room	told	heard
	dog			

Week 6: -ed	Week 7: dis-	Week 8: -ing	Week 9: en-	Week 10: -ly
landed	disagree	laughing	encourage	easily
called	disrespect	having	enable	gently
passed	discourage	running	enlarge	magically
asked	dislike	reaching	entrust	happily
invited	disappear	giving	ensure	early
order	top	short	hours	measure
red	shop	better	black	remember
door	across	best	products	waves
sure	today	however	happened	reached
become	during	low	whole	friendly

<b>Week 11: non-</b>	<b>Week 12: -er</b>	<b>Week 13: over-</b>	<b>Week 14: -or</b>	<b>Week 15: mis-</b>
nonstop	teacher	overreact	author	misbehave
nonsense	runner	overwork	actor	mistake
nonfiction	writer	overdo	creator	misread
nonstick	traveler	overactive	sailor	misinformed
nonexistent	explorer	overthink	conductor	miscalculate
listen	fast	five	true	table
wind	several	step	hundred	north
rock	hold	morning	against	slowly
space	himself	passed	pattern	money
covered	toward	vowel	numeral	map

<b>Week 16: -tion</b>	<b>Week 17: sub-</b>	<b>Week 18: pre-</b>	<b>Week 19: -sion</b>	<b>Week 20: -ation</b>
reaction	submarine	preset	obsession	invitation
distraction	subway	precooked	persuasion	conversation
collection	submerge	preview	explosion	celebration
satisfaction	subzero	prehistoric	decision	expectation
suggestion	subside	predate	confusion	determination
attraction	cold	town	busy	field
sing	cried	I'll	pulled	travel
war	plan	unit	draw	wood
ground	notice	figure	voice	fire
fall	south	certain	seen	upon
king				

<b>Week 21: inter-</b>	<b>Week 22: -ition</b>	<b>Week 23: fore-</b>	<b>Week 24: -able</b>	<b>Week 25: de-</b>
interview	competition	forehead	capable	declutter
intergalactic	audition	forefront	miserable	dehydration
intervene	rendition	forecast	enjoyable	deactivate
interact	position	forearms	believable	front
intersection	composition	forelegs	shown	feel
done	fly	correct	minutes	fact
English	gave	oh	strong	inches
road	box	quickly	verb	street
halt	finally	person	stars	reached
ten	wait	became	whole	friendly

<b>Week 26: -ible</b>	<b>Week 27: under-</b>	<b>Week 28: -al</b>	<b>Week 29: mid-</b>	<b>Week 30: -ial</b>
comprehensible	undersea	comical	midweek	official
destructible	underestimate	personal	midway	commercial
incredible	understatement	optional	midday	confidential
invincible	underwater	seasonal	midnight	presidential
decided	building	arrival	midterm	less
contain	ocean	rest	stay	machine
course	class	carefully	green	base
surface	note	scientists	known	ago
produce	nothing	inside	island	stood
become	during	wheels	week	friendly

Week 31: semi-	Week 32: -y	Week 33: bi-	Week 34: -ness	Week 35: tri-
semicircle	sunny	bicycle	carelessness	tricycle
semifinal	cloudy	bilingual	darkness	triceratops
semitropical	sandy	bimonthly	kindness	trilogy
semisweet	lucky	biplane	happiness	triangle
plane	furry	biannual	sickness	triathlon
system	boat	warm	though	yes
behind	game	common	language	clear
ran	force	bring	shape	equation
round	brought	explain	deep	yet
sun	understand	dry	thousands	government

Week 36: -ity	Week 37: quad-/penta-	Week 38: -ful	Week 39: hexa-/octa-	Week 40: -less
opportunity	quadrilateral	fearful	hexapod	countless
responsibility	quadruplets	careful	hexagon	flawless
activity	quadruple	dreadful	octopus	useless
similarity	pentagon	thankful	octagon	fearless
curiosity	pentathlon	helpful	dark	breathless
filled	object	power	ball	fine
heat	bread	cannot	material	pair
full	rule	able	special	circle
hot	among	six	heavy	include
check	noun	size	whole	built

09

## Routines

We suggest the following classroom routine: opening discussion, instruction, offline group activity, online independent practice, offline closing activity, and extra practice. Options are provided to choose the offline group activity, closing activities, and extra practice assignment that best suit the needs of your students, or that you may feel best suit that week's particular content. The regularity of the routine allows students to become familiar with the format quickly and just focus on learning the new content, while participating in engaging discussions and activities together.

**Opening Discussion:**

1. Have students brainstorm a list of words that begin with the affix of the week (teacher can make a list at the front of the room as students share). Ask students if they can figure out what they think the affix might mean, based on the list of words they have come up with.
2. Watch the lesson intro video as a class.



**Instruction:**

1. For the first few lessons, and as needed, review that affixes are word parts in English that go on the beginning or end of a word and help form its meaning. Each week, we will be focusing on one affix so we can figure out the meanings of a lot of words that use that affix, which will help us become better readers and writers.

2. For the first few lessons, and as needed, remind students that another important part of becoming a strong reader and writer in English is sight words. Review or introduce that sight words are words that come up very often and don't always "play by the rules" of sounding out. It's very useful to study them because it'll make reading and writing faster, so we'll be working on a few sight words every week too.

**Offline Group Activity (choose 1 per lesson):**

## Guess My Word

- Students take turns choosing a vocabulary word for other students to guess. Teacher may ask to know the student's word in case the student needs support.
- Students who are guessing take turns asking questions about the word. Clues should elicit only a yes or no response from the student in the chair. Teacher should model this, unless the class has practiced. (eg. Does your word have the prefix hexa? Is your word plural? Does your word mean 'make again'?)
- Student calls on three classmates to guess the word.
- Teacher may want to assign points to the audience for each word they guess correctly.

### Draw a Word

- Students choose or are given a word to draw on paper. Students should do a “quick sketch.” Teacher will first model drawing simply or using stick figures, emphasize that this is not art class, and set a timer for 3-5 minutes.
- Students share illustrations in whole group, small groups, or pairs.
- Teacher may have students compare and contrast how students drew the same word or have students guess each others’ words based on the illustrations.

### Vocabulary Charades

- Teacher writes vocabulary words on scraps of paper and puts the scraps in a bag.
- Students blindly choose a word from a bag.
- Students take turns acting out the word on their paper for audience members to guess, or can be played in pairs or small groups.

### Headbands

- Teacher has prepared vocabulary word cards on index cards or sentence strips. Teacher passes out one word to each student. Students should not look at their word.
- Without looking, each student takes vocabulary word and holds it up on his or her forehead so that classmates may see the word.
- Students walk around the classroom, holding their card to their head, and ask each other about their word to figure it out. Students may only ask questions that elicit a yes or no response. Teacher will want to model good questions (eg. Does my word have the prefix hexa? Is my word plural? Does my word mean 'make again'?)

### Four Corners

- Teacher selects four (or more) vocabulary words and writes them, one word per paper. Teacher posts words in the corners of the classroom (or far enough away from each other for students to need to move between).
- Teacher has students begin in the middle of the room and orients students to where the words are located in the classroom.
- Teacher gives students clues. Students listen to the clue and move to the word that matches the clue. Teacher might use the sentence frames, “Move to the word that means \_\_\_\_\_; Move to the word that is the opposite of \_\_\_\_\_; Move to the word with the prefix/suffix \_\_\_\_\_.” Clues do not need to have only one correct answer.
- For variety or to make the game more fun, teacher may ask students to do different movements (eg. hop, dance, swim) to move to the next word.

**Online Independent Practice:**

1. Students work individually on Vocabulary and Spelling activities on a computer or device.

**Homework:**

Handouts may be assigned for extra practice using one of the available templates.

**Offline Closing Activity (choose 1 activity per lesson):**

Group story

- Going around the room in order, each student contributes 1-2 words to a story.
- The story can be about anything, but it must make sense.
- Students try to work in the week's practice words as often as possible (points may be awarded).
- A talking stick/stuffed animal may be passed around to mark whose turn it is to speak.
- Try to keep the pace somewhat quick!

Practice something new

- Teacher asks for student volunteers to identify one of the practice words that was new to them.
- Challenge the class to give examples of that word in a sentence.

Which one's our affix?

- Teacher/students write words on the board and the rest of the class tries to identify which words use the affix with the meaning taught (ex: untie, undo) vs. those that don't (ex: uncle, unicycle)

Finger-writing challenge

- Teacher challenges students to check the spelling of one of the practice words, then, covering the word up, students use their index finger to write the word in "air letters."
- Students should watch their finger as they write
- Students may check the spelling again if they forget.
- For variety/to make it more fun, teacher may ask the students to finger-write on the desk/seat, something red, etc.

10

## Handouts



**Level 3 - Handout 1**

2 pages

**Level 3 - handout 2**

2 pages

**level 3 - handout 3**

2 pages

## Level 3 - Handout 1

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

Copy this week's practice words:

Affix words	Sight words

Write the week's affix and what it means below.

Affix: \_\_\_\_\_ Definition: \_\_\_\_\_

Choose one affix word and one sight word, and draw a quick picture of each:

Affix word:	Sight word:

### 3

A synonym is a word that means the same thing as another word. For example, couch and sofa are synonyms. So are big and huge, or car and automobile. How many of this week's practice words can you think of synonyms for?

Affix word or Sight word	Synonym

Write a sentence or short paragraph using at least one of this week's affix words and one of this week's sight words. Challenge yourself by seeing how many you can use together in the same sentence or the same paragraph! Circle the affix and sight words that you've used.

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# Level 3 - Handout 2

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

Copy this week's practice words:

Affix words	Sight words

Write the week's affix and what it means below.

Affix: \_\_\_\_\_ Definition: \_\_\_\_\_

Choose an affix word and a sight word and do your best to explain what they mean in your own words:

Affix word: \_\_\_\_\_ Definition: \_\_\_\_\_

\_\_\_\_\_

Sight word: \_\_\_\_\_ Definition: \_\_\_\_\_

\_\_\_\_\_

# 3

Find the opposite of as many of this week's affix or sight words as you can:

<b>Affix word or Sight word</b>	<b>Opposite</b>

Write this week's practice words one by one.

1. Check the word on the front of the page, then turn back here.
2. See if you can write the word with your finger in the air or on the desk in front of you.
3. Write it in the list below.

If you can't remember how to spell it, it's ok, just check again!

<b>Affix words</b>	<b>Sight words</b>

# Level 3 - Handout 3

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

Copy this week's practice words:

Affix words	Sight words

Write the week's affix and what it means below.

Affix: \_\_\_\_\_ Definition: \_\_\_\_\_

Choose an affix word and a sight word and come up with a hint or clue for the word as if a classmate were trying to guess it:

Affix word: \_\_\_\_\_ Clue: \_\_\_\_\_

\_\_\_\_\_

Sight word: \_\_\_\_\_ Clue: \_\_\_\_\_

\_\_\_\_\_

### 3

Can you think of any more words with this week's affix?  
List as many as you can!

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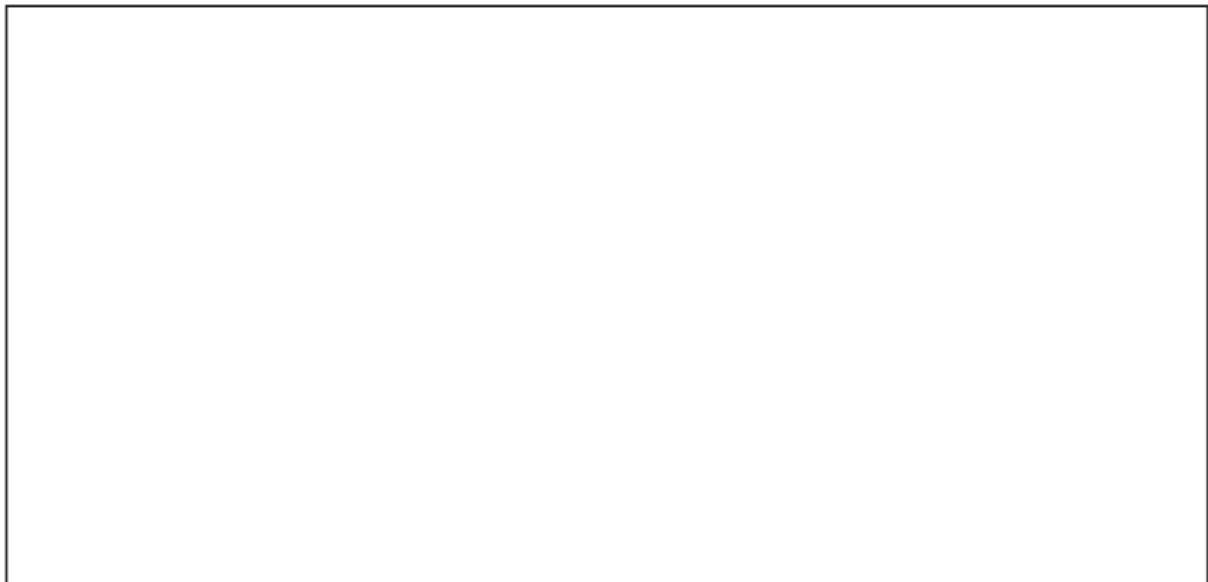
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Make a quick drawing of a scene that includes as many of this week's practice words as possible. Label the parts that show the practice words when you're done:



11

# Common Core Alignment



**Reading  
Foundational  
Skills**

CCSS.ELA-LITERACY.RF.3.3

Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-LITERACY.RF.3.3.A - Identify and know the meaning of the most common prefixes and derivational suffixes.

CCSS.ELA-LITERACY.RF.3.3.B - Decode words with common Latin suffixes.

CCSS.ELA-LITERACY.RF.3.3.C - Decode multisyllable words.

CCSS.ELA-LITERACY.RF.3.3.D - Read grade-appropriate irregularly spelled words.

**Reading  
Foundational  
Skills**

CCSS.ELA-LITERACY.RF.3.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-LITERACY.RF.3.4.A - Read grade-level text with purpose and understanding.

CCSS.ELA-LITERACY.RF.3.4.C - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Language**

## CCSS.ELA-LITERACY.L.3.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.3.2.E - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

CCSS.ELA-LITERACY.L.3.2.F - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CCSS.ELA-LITERACY.L.3.2.G - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

## **Language**

### CCSS.ELA-LITERACY.L.3.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.3.4.A - Use sentence-level context as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.3.4.B - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

CCSS.ELA-LITERACY.L.3.4.C - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

CCSS.ELA-LITERACY.L.3.4.D - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**Language**

CCSS.ELA-LITERACY.L.3.5

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CCSS.ELA-LITERACY.L.3.5.B - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

**Language**

CCSS.ELA-LITERACY.L.3.6

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).