words are wonderful
program overview
Grades 2–6

Vocabulary Development through Systematic Word Study

Books:
- Book 1
- Book 2
- Book 3
- Book 4

Educators Publishing Service
What is *Words Are Wonderful*?

*Dorothy Grant Hennings*

*Words Are Wonderful: An Interactive Approach to Vocabulary* is a collaborative, research-based approach to building vocabulary skills for students in grades 2–6. The series, which is designed to meet state standards for vocabulary development, comprises

- Five student books containing reading selections drawn from a variety of content areas, vocabulary words in context, and a wide range of exercises and activities
- Wraparound Teacher’s Editions with extensive strategies, enrichment activities, and suggestions for students’ individual learning styles
- Blackline Master Test Books with multiple-choice formats similar to those found on state and other high-stakes tests.

Recognizing the importance of vocabulary knowledge in reading comprehension, Dr. Hennings uses integrated and systematic word study with ample oral language practice and interactive activities to build students’ vocabulary skills. Context clues and basic word elements are emphasized to help students make connections among words and to infer the meaning of unfamiliar words.

As students discover the joy and power of words, they learn first that words are made up of meaningful parts—roots, prefixes, and suffixes—and then how to use those parts to unlock the meaning of unfamiliar words.

**Grade Levels**

*Words Are Wonderful, Book A: Grade 2*

*Words Are Wonderful, Book 1: Grade 3*

*Words Are Wonderful, Book 2: Grade 4*

*Words Are Wonderful, Book 3: Grade 5*

*Words Are Wonderful, Book 4: Grade 6*

Visit epsbooks.com/WAW to find:

- Sample lessons
- Sample pages from the Teacher’s Editions
- Research paper
- State standards correlations
- Sample tests

**How can I fit *Words Are Wonderful* into my curriculum?**

*Words Are Wonderful* is designed as an interactive vocabulary program for students in grades 2–6. The series provides integrated and systematic word study with ample oral-language practice and interactive activities and exercises to build vocabulary and vocabulary skills. *Words Are Wonderful* also emphasizes context clues and basic word elements to help students make connections among words and infer the meaning of unfamiliar words.
The Teacher’s Editions include plans to accommodate using the lessons three, four, or five days a week. An easy-to-use grid shows the skills covered in each lesson. Another grid categorizes selections by content area. *Words Are Wonderful* can be used with individual students, with students in small groups, or with the whole class. The format of every lesson allows you to differentiate your vocabulary instruction by providing lessons targeting each student’s instructional level, individual needs, and learning style.

**Words Are Wonderful Student Books include**

- Integrated and systematic word study with an emphasis on interactive exercises and activities
- A comprehensive oral component—students hear, use, and discuss new words, clap syllables, and read chorally, reinforcing word meanings and relationships
- A wide range of exercises that develop critical thinking and discussion skills
- Reading selections from across the content-areas featuring new words in context and integrating science, social studies, and literature for reinforcement and review
- Strategy Center sections for reinforcement and review with quick tips for analyzing word relationship and word parts
- A Glossary with pronunciations, definitions, and example sentences for all vocabulary words taught in the student book

**Words Are Wonderful Teacher’s Editions include**

- Reduced and annotated student pages for ease of use
- Direct, systematic instruction including word lists, student objectives correlated to state standards, and extensive teaching plans for each lesson
- Lessons that offer a variety of activities relating vocabulary development to reading, writing, listening, and speaking
- Teaching plans that wrap around the reduced student pages and enable teachers to choose from a rich array of activities and detailed suggestions for presenting, extending, and assessing each lesson
- Enrichments for each lesson that give suggestions for extending student learning and that touch on a wide variety of learning styles
- Suggested modifications and extensions for differentiated instruction, including verbal, visual, oral, and kinesthetic learners, as well as English Language Learners and gifted students
- Book Spots that connect each lesson with relevant children’s literature

**Words Are Wonderful Test Books include**

- Multiple-choice and essay questions to provide test-taking practice in formats most commonly found on state and other high-stakes tests
- Assessments that test every word in every lesson to provide a clear understanding of students' progress
- Midterm and final assessments with new reading passages that present vocabulary words in context, allowing students to apply their decoding and word analysis skills
- Blackline master formats to make assessment easy and affordable
## SKILLS AddressED

### Words Are Wonderful, Book A (Grade 2)

Book A contains 12 lessons grouped into three parts. Each part has three individual lessons and a review lesson.

- Antonyms
- Compound Words
- Comprehension: inferring, judging, hypothesizing
- Context Clues
- Contractions
- Dictionary and Glossary use: guide words and entries
- Homophones
- Parts of speech: nouns, verbs
- Plural Endings: -s, -es
- Prefixes: *un-, re-*
- Suffixes: *-er, -ful, -ly*
- Synonyms
- Verb Ending: *-ed*
- Visualizing words and ideas
- Webbing
- Words with multiple meanings
- Writing: interactive and independent

### Words Are Wonderful, Book 1 (Grade 3)

Book 1 contains 30 lessons grouped into five parts. Each part has five individual lessons and a review lesson.

- Alliteration
- Analogies
- Antonyms
- Compound words
- Comprehension: inferring, judging, hypothesizing
- Context clues
- Contractions
- Data tables
- Dictionary and Glossary use: guide words and entries
- Editing
- Hierarchies and sets
- Homophones
- Idioms
- Parts of speech: adjectives, nouns, verbs
- Prefixes: *in-, un-, re-, out-, over, pre-
- References: globes, almanacs, and atlases
- Roots: numbers (uni-, bi-, tri-, mono-, du-, dec, cent, mill-, fort-)
- Spelling: the letters qu-
- Suffixes: *-er, -ful, -ion, -or, and -ly*
- Synonyms
- Test Taking/Assessment
- Verb Endings: *-ed, -ing*
- Visualizing words and ideas
- Webbing
- Words with multiple meanings
- Writing: interactive and independent

### Words Are Wonderful, Book 2 (Grade 4)

Book 2 contains 24 lessons grouped into four parts. Each part has five individual lessons and a review lesson.

- Analogies
- Antonyms
- Compound words
- Comprehension: inferring, judging, hypothesizing
- Context clues
- Dictionary and Glossary use: guide words and entries
- Data tables
- Diagrams and charts
- Editing sentences
- Homophones
- Idioms
- Parts of speech: adjectives, adverbs, nouns
- Prefixes: *un-, re-, mis-, dis-, ex-, in-/il-/im-/ir-, trans-
- Quotations and quotation marks
- Roots: *port-
- Similes and metaphors
- Spelling commonly confused words
- Suffixes: *-er, -est, -or, -ly, -ion, -ful, -less, -able/-ible*
- Synonyms
- Test Taking/Assessment
- Visualizing words and ideas
- Webbing
- Words with multiple meanings
- Writing: interactive and independent
Words Are Wonderful, Book 3 (Grade 5)

Book 3 contains 24 lessons grouped into four parts. Each part has five individual lessons and a review lesson.

- Alliteration and onomatopoeia
- Analogies
- Compound words
- Comprehension: inferring, judging, hypothesizing
- Context clues
- Data tables
- Diagrams and charts
- Dictionary and Glossary use: guide words and entries
- Editing sentences
- Irregular noun plurals
- Metaphors
- Multiple meaning words
- Parts of speech: adjectives, verbs, nouns
- Prefixes: re-, con-/com/co-/col-, non-, hemi, inter-, intra-, de-, en/em-, ex-, self-, un-, in, im-
- Roots: uni-, proto-, zo-, struct-, stru-, super, ped-
- Similes and metaphors
- Spelling: regular and irregular plural nouns
- Suffixes: -like, -ish, y, -ist, -er/or, -an/ian, -ize, -ful, -ify, -less, -able/ible, -ness, -ion, -ar
- Synonyms
- Test Taking/Assessment
- Verb endings: -ed, -ing, -ate
- Visualizing words and ideas
- Words with multiple meanings
- Webbing
- Writing: interactive and independent

Words Are Wonderful, Book 4 (Grade 6)

Book 4 contains 24 lessons grouped into four parts. Each part has five individual lessons and a review lesson.

- Acronyms
- Affixes
- Alliteration and onomatopoeia
- Analogies
- Antonyms
- Compound Words
- Comprehension: inferring, judging, hypothesizing
- Connotation
- Context Clues
- Data Tables
- Diagrams and Charts
- Dictionary and Glossary use: guide words and entries
- Editing sentences
- Formal and informal language usage
- Homophones
- Idioms
- Literal and Figurative meanings
- Metaphors
- Parts of speech: adjectives, verbs and nouns
- Roots: vis-, pend/pens-, cid/cas-, rupt-, press-, spec-/spic/spect, serve-, cred-, uni-, bi, tri/ter, quart-, quadr-, dec-/deca-, cent-, and anni/enni-
- Similes and metaphors
- Suffixes: -er/or, -ful, -able/ible, -ment, -ician, -ism/ist, -logy/logist, and -ular/ar and -et/ess, -ly
- Synonyms
- Test Taking/Assessment
- Verb endings: -ed, -ing, -ate
- Visualizing words and ideas
- Words with multiple meanings
- Shades of Meaning
- Webbing
- Writing: interactive and independent
Words Are Wonderful, Book A, p. 18

Content area reading selections at the beginning of each lesson cover topics in science, social studies and literature.

Context Clues
Reading a Social Studies Article

Do you like butter on your bread? Read this article to find out how butter travels from the cow to your table. Use words you know to figure out the new words in dark type.

From Farm to Table:
A Bit of Butter For Your Bread

Cows in a field munch away happily. They consume grass. The food they eat gives them energy to produce milk. Milk makes your bones and teeth get strong.

Each morning and each night, farmers milk their cows. Long ago, farmers sat on stools as they milked the cows by hand. Today, most dairy farmers use a milking machine. This way, one person can milk hundreds of cows in just an hour! The machine has moving parts that send the milk to shiny tanks where it stays clean and cold. The milk may become butter, yogurt, cheese, or ice cream. Things made with milk are called dairy products.

In the past, milk came in glass bottles. Cream sat in a thick layer at the top of the bottle. Some people poured off the cream to use in their coffee. Others shook the bottle to mix the cream and milk together. Ask your grandparents or an older person you know what they used to do.

Today, many people do not like to eat much fat. At the dairy, workers remove, or take out, most of the fatty cream.

Words Are Wonderful, Book A, p. 21

Context clues and basic word elements are emphasized to help students make connections among words and infer the meaning of unfamiliar words.
**Words Are Wonderful, Book 1, p. 160**

**Words with Over—Overcoming Defeat—a Sports Report**

This selection is a sports report about Dan Jansen, an Olympic athlete. Read it to learn how this determined man overcame, or rose above, his many losses.

**Dan Jansen—World-Class Athlete**

It was the Winter Olympics. The place was Lillehammer, Norway. The year was 1994. The athlete was Dan Jansen. The race was the 1,000-meter speedskating competition.

Dan Jansen waited at the starting line for the signal for the race to begin. As he waited, Jansen must have been overcome with emotion. He had been trying for ten years to win an Olympic medal, and he knew that this was his last chance to achieve his goal.

Clearly, Dan Jansen was not overconfident. Yet, overall, he was sure that he had not overlooked anything. He had even worked out that afternoon on a bicycle to make sure that he was in top condition. He really felt fit, but he had known as many failures that he realized anything could happen.

Jansen made his first attempt at an Olympic medal at the winter games in 1984. Because he was a beginner, he came in nineteenth in the 500-meter race and sixteenth in the 1,000-meter race. In 1988, he failed again. The night before he was to race, Jansen learned that his sister Jane had died of cancer. He could not concentrate. He could not keep his mind on the race. In both the 500-meter and 1,000-meter competitions, he slipped on the ice and fell. Then, in 1992, Dan Jansen failed again. He came in fourth in the 500-meter race and twenty-sixth in the 1,000-meter race. Certainly, a win for him was overdue.

Now, in Lillehammer, Jansen was determined. Fortunately, he started out strongly in the 1,000-meter race, even though he had lost the 500-meter race the day before. He took the lead early in the race. On the first lap around the track, Jansen managed to keep the lead. No one overtook him.

Nearing the finish line, Jansen heard an exhalation from the crowd of people watching the competition.

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**Words Are Wonderful, Book 1, p. 37**

Exercises and Activities develop critical thinking and word analysis skills.

**Deciding What Belongs in a Set**

An airplane is a kind of aircraft. When we use the words a kind of, we mean that the airplane is a member of the group, or set, called aircraft. This web shows that the airplane belongs to the group called aircraft. The airplane is an aircraft.

![Diagram of aircraft relationships](Diagram)

What other flying machines besides an airplane also belong to the set called aircraft? Use the web to help you answer:

- Horse
- Car
- Bike
- Bicycle
- Car
deer

Now finish these sentences. Use your best guess. The first is done for you.

1. A horse is a kind of ______.
2. A rose is a kind of ______.
3. A mile is a kind of ______.
4. A sheep is a kind of ______.
5. A pear is a kind of ______.
6. A fork is a kind of ______.
7. A penguin is a kind of ______.
8. A troll is a kind of ______.

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For detailed product information, visit epsbooks.com/WAW.
Writer’s Workshop sections included in every lesson encourage students to extend their knowledge and understanding in writing.

Students practice dictionary skills to enhance understanding of words with multiple meanings.
Words Are Wonderful, Book 3, p. 51

**Strategy Centers in each lesson provide students with quick tips for analyzing and understanding word meanings.**

Students learn to analyze word parts and word structure—strategies that can be applied to newly encountered words, no matter where students meet them.
Reviewing What You Know

**Lessons 13–17** Word Connections, Higher-Level Test-Taking Skills, and More Analogies

**A. Making Connections among Words that Share a Common Element**

Read each set of words in the first column. In the second column, write down the element shared by the words in each row of column one. In the third column, enter the meaning of that element.

**Strategy Center**

When you are asked to write down your answers in columns, always read the captions, or headings, at the top of the columns so that you give the kind of information wanted.

<table>
<thead>
<tr>
<th>The Words</th>
<th>The Word Element that the Words Have in Common</th>
<th>The Meaning of the Element</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: millennia, milliliter, milligram</td>
<td>mill-</td>
<td>thousand</td>
</tr>
<tr>
<td>1. quart, quartet, quarter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. bicycle, bicentennial, bilingual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. century, bicentennial, tricentennial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. university, union, united</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. triple, tripling, tricentennial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. anniversary, annual, bicentennial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. decimal, December, decade</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B. Recognizing the Latin Root cred-**

1. The Latin root cred- means “to believe or to trust.” On pages 66–67, you can find this root in the English words credible (used as both a noun and a verb), incredibility, and incredulous. You may also remember seeing it in the words credible, credulous, incredulous, accurate, and incredulous. Complete the following word tree by writing the word meanings next to the words on the branches. You can use the dictionary to define the words and perhaps find other end-words to hang on the tree. You will find that the word root cred- has multiple meanings, so include several definitions on your tree.

2. Write the letter of the definition on the line in front of the correct word.

   ___ incredible
   a. evidence that one has a right to receive something; a written record that shows what one has done

   ___ credible
   b. not believable

   ___ credit (noun)
   c. to give official recognition to

   ___ credit (verb)
   d. recognition

   ___ credentials
   e. believable
The wraparound Teacher’s Edition includes student objectives for each lesson and teaching plans to enhance vocabulary instruction.

# Word Sounds and Meanings in Poetry

## PAGES 84 – 89

### WORD LIST
- bipeds, quadrupeds, quart, quarter, quartet, quibble, quickly, quietly, quite, quiver, rescue

### ROOTS
- bi-, quad-, quart-

### OBJECTIVES
Students will be able to:
- Understand the main idea of a poem when that idea is based on letter sounds.
- Recognize the roots bi-, quad-, and quart- and associate them with the numbers two and four.
- Hear the blended sound /kw/ and spell the sound as qu.
- See the letters qu in words, especially in the onset position, and pronounce the letters as /kw/.
- Organize a web of words related in their sounds and spellings.

### TEACHING PLANS

**Opening Measures**
- Have students read Eve Merriam's poem “Quibble” first to themselves and then with a partner. Follow with a choral reading of the poem. Chorus the poem several more times until students can read it rhythmically and fluently.

**Instructional Measures**
- Suggest that students discuss the questions in Activity A with a partner. When the class regroups to talk about the answers, stress the importance of sound in poetry and in this poem in particular. Ask students to name the rhyming words that Merriam uses (Q/U: own/alone; sick/quick). Ask them to hypothesize why the poet used a dash and an exclamation point in the last line, and why she used three dots (an ellipsis) at the end of the fourth stanza. Let students know that there are no “right answers” to these questions. Encourage leaps of the imagination.

**Quibble**
by Eve Merriam

U can be seen without Q.
But Q must always go with U.
I think it’s queer
And not quite right.

To hear a Q all on its own,
Come on, Q, stand up alone.
U keep out.

Also, poor Q lacks dignity,
Quickly sick...

Hurry back, U,
To the rescue—quick!
Enrichments provide additional activities and ideas for students to extend and reinforce their vocabulary understanding.

Instructional Measures, continued

- Help students to visualize the concept implicit in the terminology “is a kind of” as used in Activity E. Work with a V-diagram to help students understand.

You may want to add to the V-diagram kinds of aircraft, kinds of trains, kinds of boats, etc. Keep using the expression “is a kind of...” Continue to use the term “category,” as in “In what category should we put airplanes, gliders, helicopters?” (Answer: aircraft)

Enrichments

- Categorizing, or Grouping, Things

A van is a kind of automobile. Other kinds of automobiles are convertibles and station wagons. Automobiles are a form of transportation. Other forms of transportation are trains, airplanes, and ships. In the sentences that follow, circle the word that tells the correct category or group.

1. A penniesaver is a kind of (ingredient, lettuce, tomato, condiment)
2. A hyphen is a kind of (syllable, letter, word)
3. A compound word is a kind of (syllable, letters, pronunciation mark)
4. A hyphenated compound word is a kind of (syllable, letter, pronunciation mark)

- Editing Sentences to Make Them Cleaner

Cross out the phrases that are in italics and use a caret (^) to insert one of these words or phrases where it makes the most sense in the sentence.

Group One


1. Mr. Jenkins has been to college.
2. People like hiring a new candidate who speaks every word.
3. News is a woman who is informed about every new addition.
4. A candidate
5. My friend is passing the president of the class.
6. My other friend is a candidate for the president, but can’t wait to be the president.

- Hyphenated Compound Words

Students can investigate any number of words that tend to be formed with other words to create compound ones. Here are some words to offer: rain, north, south, one, two, self, and well. Remember, too, that numbers such as twenty-one, twenty-four, and fifty-six are hyphenated. Suggest that students make charts of hyphenated number words.

- Fun-Sounding Hyphenated Words

Here are some words that a group or two of students can have fun looking up, finding their meanings, and using to create a collage of words: middle-of-the-road, down-to-earth, fair-weather friend, pitter-patter, walkie-talkie, spick-and-span, tip-top, hush-hush, wishy-washy, loppy-tuppy, daddledaddies, hoppity-go-lucky, washed-out, hurr-ary-scurry, hunty-hundy, hunty-bunty, wheeler-dealer, and hip-hop music.

- Fun-Sounding Compound Words

Here are still more fun words for students to look up and share: beanbag, copycat, potluck, hotshot, hotshells, humdinger, shoestring, icebox, hotfoot, hothead. Suggest that students make a visual display with one or all of these words.

- Writing Compound Word Poems

Students can write poems in which they play verbally with compound words and hyphenated compound words in the way that Eve Merriam played with portmanteaus in the poem in Lesson 2. Suggest that students draw from the high/low webs that visually oriented learners have constructed for one set of words to build their poems around. Also suggest that words with interesting sounds such as pitter-patter and others listed in the previous two activities can be used to create “cool” poems.
Words Are Wonderful Book 3, Teacher’s Edition, p. 57

Words Are Wonderful Teacher’s Editions provide suggestions to meet the needs of English Language Learners, gifted students, and students with a variety of learning styles, including visual, auditory and kinesthetic.

The Root Struct. (or Struc.)

A Word Wall: The Latin root struc- means “arrange.” You see this root in the word construct, which as a verb means “to build or put things together.” When you arrange things, you are often building a structure of some kind. Write a web of words with a root word. At the end of the line extending from the hub, write words that are formed with struc-. In constructing your web, arrange words with the same prefixes or suffixes next to each other. Be sure to include words with the prefixes re-, en-, and de-. Words will vary.

Matching Words and Definitions: First highlight or underline the root in each of these words. Then find the best definitions for each word. Write the letter of the definition on the line in front of the word.

Group One
- 1. destruction a. something that is built
- 2. indestructible b. the act or process of building something
- 3. destroy c. to build something
- 4. reconstruct d. to build or put something
- 5. reconstruction e. the act of putting something back together
- 6. construction f. the act or process of making or putting something together
- 7. structure g. to not be destroyed

For kinesthetic learners: The selection explains that the Great Wall is wide enough at the top for ten people to walk shoulder to shoulder. Ask students to demonstrate nonverbally the meaning of the phrase shoulder to shoulder. Also ask ten students to stand in a row shoulder to shoulder as other students measure the length of the row to estimate the width of the top of the Great Wall.

For ESL learners
- Encourage students to make a web of commonly used words that begin with the prefix de-. Words that students can chart from the selection include defend, defense, defeat, decide, destroy, and deserve. Schedule time to meet with students as a group and help them pronounce the words and create sentences using the words. Students can include the sentences on their webs, which they can post on the Word Wall.
- If there are students of Chinese ancestry in the class, suggest that they investigate the importance of the dragon in Chinese art and literature. Students can interview their parents to get background information to share with the class. Students can also investigate the Chinese calendar. The World Almanac has a list of the names the Chinese use to talk about calendar years. The names are associated with animals, for example, the year of the horse, the year of the dragon, etc.

For detailed product information, visit epsbooks.com/WAW.
Midterm and final assessments provide a clearer picture of student understanding and include new reading passages with vocabulary words presented in context.

Name: ____________________________ Date: ________________

Final Assessment

Listen as your teacher reads the following selection aloud to you. Then reread it to yourself to learn about Sir Isaac Newton’s contributions to science. Try to figure out the meaning of each word in bold print by the way the word is used in the sentence.

Sir Isaac Newton

Picture yourself sitting back and relaxing under an apple tree. As you are lounging there, as unconcerned as a butterfly flying from flower to flower, an apple falls from the tree. Plunk! The apple hits you on the forehead. You look up at the tree and think, “How could I happen to be sitting in the exact spot where the apple fell?” You rub your brow where you were hit and wonder how you could have had the misfortune of being in that particular spot at that particular moment.

When an apple fell on the head of the noted physicist Sir Isaac Newton in the year 1666, however, the outcome was different. Newton looked up at the apples remaining on the tree and back down at the earth. He asked himself a simple question, “Why did the apple fall down instead of flying off into space?”

Because we are used to, or accustomed to, seeing objects fall down, we accept the idea that things fall downward rather than fly upward. But Newton was a true scientist—in those days, what was called a natural philosopher. He questioned why things happen as they do in nature and looked for answers through experimentation. He was disturbed when he could not explain everyday happenings.

Based on his observations, Newton came up with an idea. He proposed that there is an attraction—a force or pull—between bodies. In this case, the bodies were the apple and the earth. Newton hypothesized that the size and weight of the bodies (their mass) and the distance between them determine how strong the force between the objects is. When the bodies are big and heavy, the attraction is stronger than when the objects have a smaller mass. When the bodies are close to each other, the force is greater than when the objects are farther apart.

Newton named the force between objects gravity. He went even further. He proposed that gravity has an effect on heavenly bodies, such as the earth, the moon, and the sun. But then he raised another question: If the earth and the moon are attracted to each other, why doesn’t the moon fall to earth like the apple did? If the sun and the earth are attracted to one another, why don’t these heavenly bodies crash into one another? Why don’t they collide?
Lesson 2

DIRECTIONS: Find the BEST word or group of words to complete each sentence. Then fill in the circle next to your answer.

1. I asked the teller at the bank for ___________ from my account.
   - A. twenty dollars
   - B. some groceries
   - C. a library book
   - D. a bicycle

2. Aunt Rosie wore two exquisite, ___________ silver bracelets.
   - A. unfashionable
   - B. far too expensive
   - C. beautifully made
   - D. jingling

3. The fluorescent lighting in our classroom gives off a steady ___________ glow.
   - A. cheerful
   - B. bluish
   - C. red hot
   - D. dim

4. In order to illuminate my bedroom, I turned on the ___________.
   - A. radio
   - B. DVD player
   - C. light
   - D. computer

5. I love the ___________ iridescence of mother-of-pearl, a hard, pearly substance that forms the inner layer of a mollusk shell.
   - A. fiery-red
   - B. rainbow-hued
   - C. creamy
   - D. emerald-hued
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