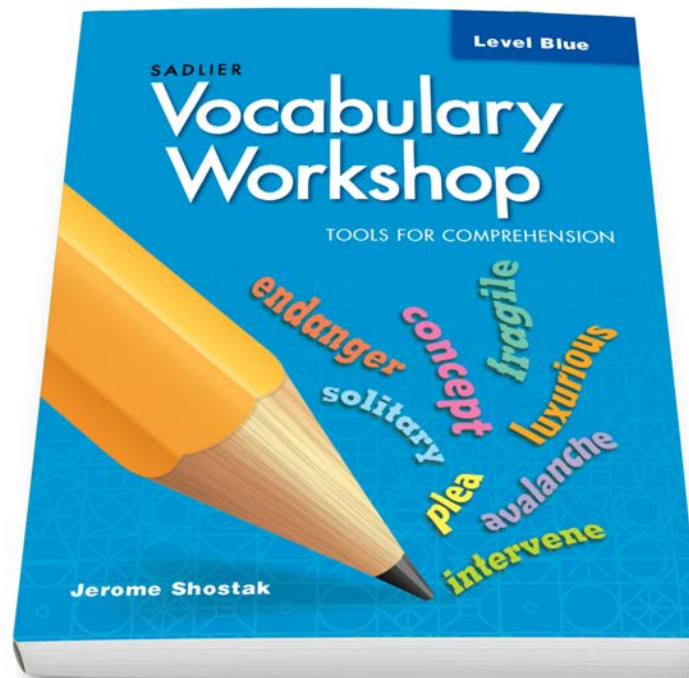


Vocabulary Workshop

Tools for Comprehension

Correlation to the Pennsylvania Department of Education
Academic Standards for English Language Arts March 1, 2014

Grade 5



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Key Aligned Content

1.1 Foundational Skills

Fluency

CC.1.1.5.E

Read with accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 5 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Introducing the Words</p> <ul style="list-style-type: none"> • Unit 1 “Why Bear Sleeps So Much” (Russian Folktale) 880L, pp. 6–7 • Unit 2 “Sybil Ludington’s Ride” (Historical Nonfiction) 960L, pp. 16–17 • Unit 3 “The Flight of the Monarch” (Magazine Article) 920L, pp. 26–27 • Unit 4 “Wagon Train Diary” (Diary Entries) 810L, pp. 36–37 • Unit 5 “Baucis and Philemon” (Ancient Myth) 740L, pp. 46–47 • Unit 6 “The Surprising Life of Emily Dickinson” (Biography) 910L, pp. 56–57 • Unit 7 “Eugenie Clark: Swimming with Sharks” (Biography) 950L, pp. 68–69 • Unit 8 “What Happened to Pennsylvania Station?” (Essay) 810L, pp. 78–79 • Unit 9 “The Competitive Edge” (Contemporary Fiction) 660L, pp. 88–89 • Unit 10 “Ireland’s Great Famine” (Textbook Entry) 920L, pp. 98–99 • Unit 11 “National Ski Patrol to the Rescue” (Magazine Article) 880L, pp. 108–109 • Unit 12 “A Message for Norrod” (Science Fiction) 830L, pp. 118–119 • Unit 13 “Crispus Attucks Changes History” (Historical Nonfiction) 980L, pp. 130–131 • Unit 14 “A Giant Hoax” (Nonfiction Narrative) 900L, pp. 140–141 • Unit 15 “Pecos Bill Ends a Drought” (Tall Tale) 880L, pp. 150–151 <p style="text-align: right;"><i>continued</i></p>	<p>In Introducing the Words, students read a passage that presents all twelve unit words in context. A different genre and theme are presented in each passage.</p> <p>When reading a passage, students are directed to pay close attention to the context of the highlighted unit words. Photographs and illustrations provide additional clues. This will both improve their comprehension of the passage and help them to begin to figure out the word meanings.</p>

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Read with accuracy and fluency to support comprehension.

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- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 5 <i>Vocabulary Workshop</i> Feature/Location	Description
<ul style="list-style-type: none"> • Unit 16 “Why Did the Woolly Mammoths Disappear?” (Journal Article) 930L, pp. 160–161 • Unit 17 “The Hunger Strike” (an Aesop Fable) 870L, pp. 170–171 • Unit 18 “Sequoyah, Advocate of His People” (Biography) 940L, pp. 180–181 Lesson Plan—ATE p. T26	
Definitions Unit 1, pp. 8–9; Unit 2, pp. 18–19; Unit 3, pp. 28–29; Unit 4, pp. 38–39; Unit 5, pp. 48–49; Unit 6, pp. 58–59; Unit 7—pp. 70–71; Unit 8—pp. 80–81; Unit 9, pp. 90–91; Unit 10, pp. 100–101; Unit 11, pp. 110–111; Unit 12, pp. 120–121; Unit 13, pp. 132–133; Unit 14, pp. 142–143; Unit 15, pp. 152–153; Unit 16, pp. 162–163; Unit 17, pp. 172–173; Unit 18, pp. 182–183 Lesson Plan—ATE p. T28	Located immediately after the unit passage is Definitions , a two-page alphabetical listing of each of the twelve unit words. The dictionary-style entry for each word includes its pronunciation, part of speech, definition, sample sentence showing how the word is used, synonyms and antonyms, and sometimes a picture to help clarify the meaning. To reinforce the understanding and use of the word in context, students write the word on the line of the sample sentence.
Synonyms and Antonyms Unit 1, p. 10; Unit 2, p. 20; Unit 3, p. 30; Unit 4, p. 40; Unit 5, p. 50; Unit 6, p. 60; Unit 7, p. 72; Unit 8, p. 82; Unit 9, p. 92; Unit 10, p. 102; Unit 11, p. 112; Unit 12, p. 122; Unit 13, p. 134; Unit 14, p. 144; Unit 15, p. 154; Unit 16, p. 164; Unit 17, p. 174; Unit 18, p. 184 Lesson Plan—ATE p. T29	The Synonyms and Antonyms exercises require students to write the word that has the same or opposite meaning as the boldface word in the given sentence. To complete the exercises, students rely on context clues to find the right synonym or antonym.
Completing the Sentence Unit 1, p. 11; Unit 2, p. 21; Unit 3, p. 31; Unit 4, p. 41; Unit 5, p. 51; Unit 6, p. 61; Unit 7, p. 73; Unit 8, p. 83; Unit 9, p. 93; Unit 10, p. 103; Unit 11, p. 113; Unit 12, p. 123; Unit 13, p. 135; Unit 14, p. 145; Unit 15, p. 155; Unit 16, p. 165; Unit 17, p. 175; Unit 18, p. 185 Lesson Plan—ATE p. T30	For each Completing the Sentence exercise, students rely on context clues in order to identify and write the word from the box that best completes the sentence. They learn that one or more context clues in sentences can be before or after the unfamiliar word.

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- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 5 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Word Associations Unit 1, p. 12; Unit 2, p. 22; Unit 3, p. 32; Unit 4, p. 42; Unit 5, p. 52; Unit 6, p. 62; Unit 7, p. 74; Unit 8, p. 84; Unit 9, p. 94; Unit 10, p. 104; Unit 11, p. 114; Unit 12, p. 124; Unit 13, p. 136; Unit 14, p. 146; Unit 15, p. 156; Unit 16, p. 166; Unit 17, p. 176; Unit 18, p. 186 Lesson Plan—ATE p. T31</p>	<p>In each Word Associations exercise, students see a unit word in an abbreviated context then choose which of four options best completes the sentence or answers the question.</p>
<p>Words in Context</p> <ul style="list-style-type: none"> • Unit 1 “Hibernation Lessons,” p. 13 • Unit 2 “Deborah Sampson: Revolutionary War Soldier,” p. 23 • Unit 3 “Butterfly Gardens,” p. 33 • Unit 4 “Sutter’s Mill, 1848,” p. 43 • Unit 5 “Hosts and Guests,” p. 53 • Unit 6 “Emily Dickinson and Carlo,” p. 63 • Unit 7 “The Coral Reefs of Aqaba,” p. 75 • Unit 8 “The Atlanta Beltline,” p. 85 • Unit 9 “Preparing for a Marathon,” p. 95 • Unit 10 “The Incas and Farming,” p. 105 • Unit 11 “What Causes an Avalanche?,” p. 115 • Unit 12 “Orson Welles’s War of the Worlds,” p. 125 • Unit 13 “Sons of Liberty,” p. 137 • Unit 14 “What Are Hoaxes?,” p. 147 • Unit 15 “The Legend of John Henry,” p. 157 • Unit 16 “The La Brea Tar Pits,” p. 167 • Unit 17 “Riddles in Oral Tradition,” p. 177 • Unit 18 “The Cherokee Phoenix,” p. 187 <p>Lesson Plan—ATE p. T33</p>	<p>In Words in Context, students read a short passage related to the topic or theme of the Introducing the Words reading passage at the beginning of the unit. They pay close attention to the context of the unit words in the passage as they answer vocabulary-in-context questions.</p>
<p>Word Study: Context Clues</p> <ul style="list-style-type: none"> • Unit 2 Context Clues 1, p. 24 • Unit 9 Context Clues 2 (@ SadlierConnect.com) <p>Lesson Plan—ATE pp. T34, T36</p>	<p>In the Word Study: Context Clues lessons, students learn how to recognize and use four types of context clues: Definition, Example, Restatement, and Contrast.</p>

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- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 5 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Word Study</p> <ul style="list-style-type: none"> • Unit 1 Dictionary: Multiple-Meaning Words, p. 14 • Unit 3 Homographs, @ SadlierConnect.com • Unit 4 Analogies, p. 44 • Unit 5 Words That are Often Confused, p. 54 • Unit 6 Suffixes (-ment, -ance, -age, -hood), @ SadlierConnect.com • Unit 7 Prefixes (pre-, in-, im-, ir-, il-), p. 76 • Unit 8 Using a Thesaurus, p. 86 • Unit 10 Roots (port, mit), p. 106 • Unit 11 Homophones, p. 116 • Unit 12 Prefixes (re-, in-, im-), @ SadlierConnect.com • Unit 13 Suffixes (-ion, -tion, -sion, -ous, -ic), p. 138 • Unit 14 Dictionary: Multiple-Meaning Words 2, p. 148 • Unit 15 Roots (spect, photo, tele), @ SadlierConnect.com • Unit 16 Suffixes (-ity, -ty, -ence, -al), p. 168 • Unit 17 Prefixes (de-, post-, trans-, sub-, p. 178 • Unit 18 Roots (dict, tract), @ SadlierConnect.com <p>Lesson Plan—ATE pp. T33–T39</p>	<p>Other Word Study lessons direct students to pay careful attention to context clues when determining the meaning of unfamiliar words.</p>
<p>Vocabulary for Comprehension</p> <ul style="list-style-type: none"> • Review Units 1-3 “The Tallest Sailor in the World” (Alfred Bulltop Stormalong) pp. 34–35 • Review Units 1-6 “Trouble in Paradise” (Nauru), pp. 64–65 • Review Units 7-9 “America’s First Female Doctor” (Elizabeth Blackwell), pp. 96–97 • Review Units 7-12 “Census Taking” (bats in Carlsbad Cavern), pp. 126–127 • Review Units 13-15 “The Experience of a Lifetime” (1893 Chicago World’s Fair), pp. 158–159 • Review Units 13-18 “The Great Migration of the Dust Bowl,” pp. 188–189 <p>Lesson Plan—ATE pp. T45–T46</p>	<p>Each Vocabulary for Comprehension passage incorporates several of the words taught in the prior three units. After reading, students answer comprehension and vocabulary-in-context questions based on the passage.</p> <p>The lesson plan includes a model for using context clues to help figure out the meaning of a new or unfamiliar word. The clues can be in the surrounding sentences, or they can be other words in the sentence.</p>

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Fluency

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Grade 5 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Completing the Idea Review Units 1–6, p. 67; Review Units 7–12, p. 129; Review Units 13–18, p. 191 Lesson Plan—ATE p. T48</p>	<p>Within the context of a sentence starter that contains a taught word, students draw on personal experience or prior knowledge in order to complete the sentence.</p> <p>When a multiple-meaning word is used in a sentence, students can figure out the intended meaning by using the context clues. However, they first need to be familiar with the various meanings.</p>

1.2 Reading Informational Text

Craft and Structure: Vocabulary

CC.1.2.5.F

Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.

Grade 5 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Introducing the Words</p> <ul style="list-style-type: none"> • Unit 2 “Sybil Ludington’s Ride” (Historical Nonfiction) 960L, pp. 16–17 • Unit 3 “The Flight of the Monarch” (Magazine Article) 920L, pp. 26–27 • Unit 4 “Wagon Train Diary” (Diary Entries) 810L, pp. 36–37 • Unit 6 “The Surprising Life of Emily Dickinson” (Biography) 910L, pp. 56–57 • Unit 7 “Eugenie Clark: Swimming with Sharks” (Biography) 950L, pp. 68–69 • Unit 8 “What Happened to Pennsylvania Station?” (Essay) 810L, pp. 78–79 • Unit 10 “Ireland’s Great Famine” (Textbook Entry) 920L, pp. 98–99 <p style="text-align: right;"><i>continued</i></p>	<p>The Introducing the Words activity at the beginning of each unit presents a passage of grade-level text that incorporates the twelve words students will learn in the unit.</p> <p>Students are directed to pay close attention to the context of the highlighted unit words while reading the passage. This will both improve their comprehension of the reading selection and help them begin to figure out the word meanings.</p>

1.2 Reading Informational Text

Craft and Structure: Vocabulary

CC.1.2.5.F

Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.

Grade 5 <i>Vocabulary Workshop</i> Feature/Location	Description
<ul style="list-style-type: none"> • Unit 11 “National Ski Patrol to the Rescue” (Magazine Article) 880L, pp. 108–109 • Unit 13 “Crispus Attucks Changes History” (Historical Nonfiction) 980L, pp. 130–131 • Unit 14 “A Giant Hoax” (Nonfiction Narrative) 900L, pp. 140–141 • Unit 16 “Why Did the Woolly Mammoths Disappear?” (Journal Article) 930L, pp. 160–161 • Unit 18 “Sequoyah, Advocate of His People” (Biography) 940L, pp. 180–181 <p>Lesson Plan—ATE p. T26 Background Information—ATE p. T27</p>	
<p>Words in Context</p> <ul style="list-style-type: none"> • Unit 1 “Hibernation Lessons,” p. 13 • Unit 2 “Deborah Sampson: Revolutionary War Soldier,” p. 23 • Unit 3 “Butterfly Gardens,” p. 33 • Unit 4 “Sutter’s Mill, 1848,” p. 43 • Unit 5 “Hosts and Guests,” p. 53 • Unit 6 “Emily Dickinson and Carlo,” p. 63 • Unit 7 “The Coral Reefs of Aqaba,” p. 75 • Unit 8 “The Atlanta Beltline,” p. 85 • Unit 9 “Preparing for a Marathon,” p. 95 • Unit 10 “The Incas and Farming,” p. 105 • Unit 11 “What Causes an Avalanche?,” p. 115 • Unit 12 “Orson Welles’s War of the Worlds,” p. 125 • Unit 13 “Sons of Liberty,” p. 137 • Unit 14 “What Are Hoaxes?,” p. 147 • Unit 15 “The Legend of John Henry,” p. 157 • Unit 16 “The La Brea Tar Pits,” p. 167 • Unit 17 “Riddles in Oral Tradition,” p. 177 • Unit 18 “The Cherokee Phoenix,” p. 187 <p>Lesson Plan—ATE p. T33</p>	<p>In Words in Context, students read a short passage of grade-level informational text related to the topic or theme of the Introducing the Words reading selection at the beginning of the unit.</p> <p>They pay close attention to the context of the boldfaced unit words in the passage in order to determine the meaning of words appearing in the vocabulary-in-context questions that follow the passage.</p>
<p>Shades of Meaning</p> <ul style="list-style-type: none"> • Unit 1 Similes, p. 15 • Unit 2 Adages and Proverbs 1, p. 25 • Unit 4 Words That Describe Behavior, p. 45 <p style="text-align: center;"><i>continued</i></p>	<p>The Shades of Meaning activities help students deepen their understanding of colorful words and phrases used in grade-level text by examining relationships among related words and by analyzing nuances of meaning.</p> <p style="text-align: center;"><i>continued</i></p>

1.2 Reading Informational Text

Craft and Structure: Vocabulary

CC.1.2.5.F

Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.

Grade 5 <i>Vocabulary Workshop</i> Feature/Location	Description
<ul style="list-style-type: none"> • Unit 5 Words That Name Travelers, p. 55 • Unit 7 Metaphors, p. 77 • Unit 8 Words That Describe People, p. 87 • Unit 10 Idioms 1, p. 107 • Unit 11 Word Choice (request, demand, plea, interrogation), p. 117 • Unit 13 Word Choice (acquire, receive, purchase, borrow), p. 139 • Unit 14 Adages and Proverbs 2, p. 149 • Unit 16 Words That Describe Size, p. 169 • Unit 17 Idioms 2, p. 179 <p>Lesson Plan: Practice/Apply—ATE pp. T40–T43</p>	<p>Students explore various types of figurative language, including similes, metaphors, idioms, adages, and proverbs.</p>
<h4>Vocabulary for Comprehension</h4> <ul style="list-style-type: none"> • Review Units 1-6 “Trouble in Paradise” (Nauru), pp. 64–65 • Review Units 7-9 “America’s First Female Doctor” (Elizabeth Blackwell), pp. 96–97 • Review Units 7-12 “Census Taking” (bats in Carlsbad Cavern), pp. 126–127 • Review Units 13-15 “The Experience of a Lifetime” (1893 Chicago World’s Fair), pp. 158–159 • Review Units 13-18 “The Great Migration of the Dust Bowl,” pp. 188–189 <p>Lesson Plan—ATE pp. T45–T46</p>	<p>Located in each unit review, the Vocabulary for Comprehension passage incorporates several of the words taught in the prior three units. After reading, students answer comprehension and vocabulary-in-context questions based on the passage.</p>

1.2 Reading Informational Text

Vocabulary Acquisition and Use

CC.1.2.5.J

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Grade 5 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Units: Instructional Activities</p> <ul style="list-style-type: none"> • Introducing the Words • Definitions • Synonyms • Antonyms • Completing the Sentence • Word Associations • Words with Latin/Greek Roots • Words in Context • Word Study • Shades of Meaning <p>Review Units: Review/Extension Activities</p> <ul style="list-style-type: none"> • Vocabulary for Comprehension • Classifying • Completing the Idea 	<p>Throughout the program students learn and use grade-appropriate conversational, general academic, and domain-specific words and phrases through a variety of increasingly sophisticated language arts activities. These activities include gleaning extended and short reading selections for context clues that unlock the meaning of unfamiliar words and phrases, as well as improve comprehension.</p> <p>Students practice regularly selecting and using the right words in their speaking and writing. Word-relationship and word-building lessons covering synonyms, antonyms, roots, and shades of meaning likewise help equip students for independent development of academic and domain-specific vocabulary.</p>
<p>Synonyms and Antonyms</p> <p>Unit 1, p. 10; Unit 2, p. 20; Unit 3, p. 30; Unit 4, p. 40; Unit 5, p. 50; Unit 6, p. 60; Unit 7, p. 72; Unit 8, p. 82; Unit 9, p. 92; Unit 10, p. 102; Unit 11, p. 112; Unit 12, p. 122; Unit 13, p. 134; Unit 14, p. 144; Unit 15, p. 154; Unit 16, p. 164; Unit 17, p. 174; Unit 18, p. 184</p> <p>Lesson Plan—ATE p. T29</p>	<p>The Synonyms and Antonyms exercises require students to write the word that has the same or opposite meaning as the boldface word in the given sentence. To complete the exercises, students rely on context clues to find the right synonym or antonym.</p>
<p>Classifying</p> <p>Review Units 1-6, p. 66, Review Units 7-12, p. 128, Units 13-18, p. 190</p> <p>Lesson Plan—ATE p. T47</p>	<p>In Classifying, students look for a logical relationship among a group of words and choose the word that may be considered a member of the group. Students then explain the relationship.</p>

1.2 Reading Informational Text

Vocabulary Acquisition and Use

CC.1.2.5.K

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

Grade 5 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Word Study: Multiple-Meaning Words</p> <ul style="list-style-type: none"> Unit 1 Dictionary: Multiple-Meaning Words 1, p. 14 Unit 14 Dictionary: Multiple-Meaning Words 2, p. 148 <p>Word Study: Context Clues</p> <ul style="list-style-type: none"> Unit 2 Context Clues 1, p. 24 Unit 9 Context Clues 2, @ SadlierConnect.com <p>Word Study: Words Often Confused</p> <ul style="list-style-type: none"> Unit 3 Homographs, @ SadlierConnect.com Unit 5 Words That Are Often Confused, p. 54 Unit 11 Homophones, p. 116 <p>Word Study: Roots and Affixes</p> <ul style="list-style-type: none"> Unit 6 Suffixes (-ment, -ance, -age, -hood), @ SadlierConnect.com Unit 7 Prefixes (pre-, in-, im-, ir-, il-), p. 76 Unit 10 Roots (port, mit), p. 106 Unit 12 Prefixes (re-, in-, im-), @ SadlierConnect.com Unit 13 Suffixes (-ion, -tion, -sion, -ous, -ic), p. 138 Unit 15 Roots (spect, photo, tele), @ SadlierConnect.com Unit 16 Suffixes (-ity, -ty, -ence, -al), p. 168 Unit 17 Prefixes (de-, post-, trans-, sub-), p. 178 Unit 18 Roots (dict, tract), @ SadlierConnect.com <p>Word Study: Tools</p> <ul style="list-style-type: none"> Unit 1 Dictionary: Multiple-Meaning Words 1, p. 14 Unit 8 Using a Thesaurus, p. 86 Unit 14 Dictionary: Multiple-Meaning Words 2, p. 148 <p>Lesson Plan—ATE pp. T34–T39</p>	<p>Word Study lessons help student build vocabulary by applying a variety of strategies, such as using context clues and analyzing word parts, including roots and affixes.</p>
<p>Completing the Idea: Writing Challenge</p> <p>Review Units 1-6, p. 67, Review Units 7-12, p. 129, Units 13-18, p. 191</p> <p>Lesson Plan—ATE p. T48</p>	<p>In the Writing Challenge, students are provided with a multiple-meaning word from the reviewed units. They write a sentence for two different meanings of the word. They are reminded to use the parts of speech indicated in the directions. For example, one sentence should use the unit word as a verb and the other as an adjective.</p>

1.3 Reading Literature

Craft and Structure: Vocabulary

CC.1.3.5.F

Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.

Grade 5 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Introducing the Words</p> <ul style="list-style-type: none"> Unit 1 “Why Bear Sleeps So Much” (Russian Folktale) 880L, pp. 6–7 Unit 5 “Baucis and Philemon” (Ancient Myth) 740L, pp. 46–47 Unit 9 “The Competitive Edge” (Contemporary Fiction) 660L, pp. 88–89 Unit 12 “A Message for Norrod” (Science Fiction) 830L, pp. 98–99 Unit 15 “Pecos Bill Ends a Drought” (Tall Tale) 880L, pp. 108–109 Unit 17 “The Hunger Strike” (an Aesop Fable) 870L, pp. 170–171 <p>Lesson Plan—ATE p. T26 Background Information—ATE p. T27</p>	<p>In Introducing the Words, students read a passage of grade-level text that incorporates the twelve words they will learn in the unit.</p> <p>Students are directed to pay close attention to the context of these highlighted unit words while reading the passage. This will both improve their comprehension of the reading selection and help them begin to figure out the word meanings.</p>
<p>Shades of Meaning</p> <ul style="list-style-type: none"> Unit 1 Similes, p. 15 Unit 2 Adages and Proverbs 1, p. 25 Unit 4 Words That Describe Behavior, p. 45 Unit 5 Words That Name Travelers, p. 55 Unit 7 Metaphors, p. 77 Unit 8 Words That Describe People, p. 87 Unit 10 Idioms 1, p. 107 Unit 11 Word Choice (request, demand, plea, interrogation), p. 117 Unit 13 Word Choice (acquire, receive, purchase, borrow), p. 139 Unit 14 Adages and Proverbs 2, p. 149 Unit 16 Words That Describe Size, p. 169 Unit 17 Idioms 2, p. 179 <p>Lesson Plan: Practice/Apply—ATE pp. T40–T43</p>	<p>The Shades of Meaning activities help students deepen their understanding of colorful words and phrases used in grade-level text by examining relationships among related words and by analyzing nuances of meaning.</p> <p>Students explore various types of figurative language, including similes, metaphors, idioms, adages, and proverbs.</p>
<p>Vocabulary for Comprehension</p> <ul style="list-style-type: none"> Review Units 1–3 “The Tallest Sailor in the World” (Alfred Bulltop Stormalong) pp. 34–35 <p>Lesson Plan—ATE pp. T45–T46</p>	<p>Located in each unit review, the Vocabulary for Comprehension passage incorporates several of the words taught in the prior three units. After reading, students answer comprehension and vocabulary-in-context questions based on the passage.</p>

1.3 Reading Literature

Vocabulary Acquisition and Use: Strategies

CC.1.3.5.1

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

Grade 5 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Word Study: Multiple-Meaning Words</p> <ul style="list-style-type: none"> Unit 1 Dictionary: Multiple-Meaning Words 1, p. 14 Unit 14 Dictionary: Multiple-Meaning Words 2, p. 148 <p>Word Study: Context Clues</p> <ul style="list-style-type: none"> Unit 2 Context Clues 1, p. 24 Unit 9 Context Clues 2, @ SadlierConnect.com <p>Word Study: Words Often Confused</p> <ul style="list-style-type: none"> Unit 3 Homographs, @ SadlierConnect.com Unit 5 Words That Are Often Confused, p. 54 Unit 11 Homophones, p. 116 <p>Word Study: Roots and Affixes</p> <ul style="list-style-type: none"> Unit 6 Suffixes (-ment, -ance, -age, -hood), @ SadlierConnect.com Unit 7 Prefixes (pre-, in-, im-, ir-, il-), p. 76 Unit 10 Roots (port, mit), p. 106 Unit 12 Prefixes (re-, in-, im-), @ SadlierConnect.com Unit 13 Suffixes (-ion, -tion, -sion, -ous, -ic), p. 138 Unit 15 Roots (spect, photo, tele), @ SadlierConnect.com Unit 16 Suffixes (-ity, -ty, -ence, -al), p. 168 Unit 17 Prefixes (de-, post-, trans-, sub-), p. 178 Unit 18 Roots (dict, tract), @ SadlierConnect.com <p>Word Study: Tools</p> <ul style="list-style-type: none"> Unit 1 Dictionary: Multiple-Meaning Words 1, p. 14 Unit 8 Using a Thesaurus, p. 86 Unit 14 Dictionary: Multiple-Meaning Words 2, p. 148 <p>Lesson Plan—ATE pp. T34–T39</p>	<p>Word Study lessons help student build vocabulary by applying a variety of strategies, such as using context clues and analyzing word parts, including roots and affixes.</p>

1.3 Reading Literature

Vocabulary Acquisition and Use

CC.1.3.5.J

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Grade 5 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Units: Instructional Activities</p> <ul style="list-style-type: none"> • Introducing the Words • Definitions • Synonyms • Antonyms • Completing the Sentence • Word Associations • Words with Latin/Greek Roots • Words in Context • Word Study • Shades of Meaning <p>Review Units: Review/Extension Activities</p> <ul style="list-style-type: none"> • Vocabulary for Comprehension • Classifying • Completing the Idea 	<p>Throughout the program students learn and use grade-appropriate conversational, general academic, and domain-specific words and phrases through a variety of increasingly sophisticated language arts activities. These activities include gleaning extended and short reading selections for context clues that unlock the meaning of unfamiliar words and phrases, as well as improve comprehension.</p> <p>Students practice regularly selecting and using the right words in their speaking and writing. Word-relationship and word-building lessons covering synonyms, antonyms, roots, and shades of meaning likewise help equip students for independent development of academic and domain-specific vocabulary.</p>
<p>Synonyms and Antonyms</p> <p>Unit 1, p. 10; Unit 2, p. 20; Unit 3, p. 30; Unit 4, p. 40; Unit 5, p. 50; Unit 6, p. 60; Unit 7, p. 72; Unit 8, p. 82; Unit 9, p. 92; Unit 10, p. 102; Unit 11, p. 112; Unit 12, p. 122; Unit 13, p. 134; Unit 14, p. 144; Unit 15, p. 154; Unit 16, p. 164; Unit 17, p. 174; Unit 18, p. 184</p> <p>Lesson Plan—ATE p. T29</p>	<p>The Synonyms and Antonyms exercises require students to write the word that has the same or opposite meaning as the boldface word in the given sentence. To complete the exercises, students rely on context clues to find the right synonym or antonym.</p>
<p>Classifying</p> <p>Review Units 1-6, p. 66, Review Units 7-12, p. 128, Units 13-18, p. 190</p> <p>Lesson Plan—ATE p. T47</p>	<p>In Classifying, students look for a logical relationship among a group of words and choose the word that may be considered a member of the group. Students then explain the relationship.</p>

Additional Aligned Content

1.1 Foundational Skills

Fluency

CC.1.1.5.E

Read with accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 5 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Introducing the Words Unit 1, pp. 6–7; Unit 2, pp. 16–17; Unit 3, pp. 26–27; Unit 4, pp. 36–37; Unit 5, pp. 46–47; Unit 6, pp. 56–57; Unit 7, pp. 68–69; Unit 8, pp. 78–79; Unit 9, pp. 88–89; Unit 10, pp. 98–99; Unit 11, pp. 108–109; Unit 12, pp. 118–119; Unit 13, pp. 130–131; Unit 14, pp. 140–141; Unit 15, pp. 150–151; Unit 16, pp. 160–161; Unit 17, pp. 170–171; Unit 18, pp. 180–181 Lesson Plan—ATE p. T26</p>	<p>Located at the beginning of each unit, Introducing the Words features an on-level reading selection that presents all twelve highlighted unit words in context. A different genre and theme are presented in each passage.</p> <p>Suitable for repeated silent or oral reading, the passages include photographs or illustrations with additional clues to help improve reader comprehension.</p>
<p>Words in Context Unit 1, p. 13; Unit 2, p. 23; Unit 3, p. 33; Unit 4, p. 43; Unit 5, p. 53; Unit 6, p. 63; Unit 7, p. 75; Unit 8, p. 85; Unit 9, p. 95; Unit 10, p. 105; Unit 11, p. 115; Unit 12, p. 125; Unit 13, p. 137; Unit 14, p. 147; Unit 15, p. 157; Unit 16, p. 167; Unit 17, p. 177; Unit 18, p. 187 Lesson Plan—ATE p. T33</p>	<p>Words in Context begins with a short reading passage related to the topic or theme of the Introducing the Words article students read at the beginning of the unit.</p> <p>In successive readings, students refer back to the boldface unit words in the passage as they answer the four vocabulary-in-context questions.</p>
<p>Vocabulary for Comprehension Review Units 1-3, p. 34; Review Units 1-6, p. 64; Review Units 7-9, p. 96; Review Units 7-12, p. 126; Review Units 13-15, p. 158; Review Units 13-18, p. 188 Lesson Plan—ATE pp. T45–T46</p>	<p>Each Vocabulary for Comprehension reading passage is an opportunity to improve student comprehension skills and fluency. After the first reading, students are directed to reread the passage to locate and understand important details or clarify confusing parts.</p> <p>After reading, students answer comprehension and vocabulary-in-context questions based on the passage.</p>
<p>Developing Vocabulary Through Literature ATE p. T24</p>	<p>Included in the Annotated Teacher’s Edition is a list of grade-level appropriate children’s books that can be used to support a literature-based approach to vocabulary study. Furthermore, students’ reading of recommended classic and contemporary literature enhances both comprehension and fluency.</p>

1.2 Reading Informational Text

Range of Reading

CC.1.2.5.L

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Grade 5 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Introducing the Words</p> <ul style="list-style-type: none"> Unit 2 “Sybil Ludington’s Ride” (Historical Nonfiction) 960L, pp. 16–17 Unit 3 “The Flight of the Monarch” (Magazine Article) 920L, pp. 26–27 Unit 4 “Wagon Train Diary” (Diary Entries) 810L, pp. 36–37 Unit 6 “The Surprising Life of Emily Dickinson” (Biography) 910L, pp. 56–57 Unit 7 “Eugenie Clark: Swimming with Sharks” (Biography) 950L, pp. 68–69 Unit 8 “What Happened to Pennsylvania Station?” (Essay) 810L, pp. 78–79 Unit 10 “Ireland’s Great Famine” (Textbook Entry) 920L, pp. 98–99 Unit 11 “National Ski Patrol to the Rescue” (Magazine Article) 880L, pp. 108–109 Unit 13 “Crispus Attucks Changes History” (Historical Nonfiction) 980L, pp. 130–131 Unit 14 “A Giant Hoax” (Nonfiction Narrative) 900L, pp. 140–141 Unit 16 “Why Did the Woolly Mammoths Disappear?” (Journal Article) 930L, pp. 160–161 Unit 18 “Sequoyah, Advocate of His People” (Biography) 940L, pp. 180–181 <p>Lesson Plan—ATE p. T26 Background Information—ATE p. T27</p>	<p>In Introducing the Words, students read a two-page passage of grade-level text that incorporates the twelve words they will learn in the unit.</p> <p>Students are directed to pay close attention to the context of these highlighted unit words while reading the passage. This will both improve their comprehension of the reading selection and help them begin to figure out the word meanings.</p> <p>The lesson plan provides teacher suggestions for helping students access prior knowledge, presenting new vocabulary, and asking and answering key questions about the passage.</p> <p>Depending on the needs of individual students, the teacher may assign the passage as independent reading, read it together as a Read Aloud, or have them listen to the audio version of the passage, available at SadlierConnect.com, while reading.</p>
<p>Vocabulary for Comprehension</p> <ul style="list-style-type: none"> Review Units 1-6 “Trouble in Paradise” (Nauru), pp. 64–65 Review Units 7-9 “America’s First Female Doctor” (Elizabeth Blackwell), pp. 96–97 Review Units 7-12 “Census Taking” (bats in Carlsbad Cavern), pp. 126–127 Review Units 13-15 “The Experience of a Lifetime” (1893 Chicago World’s Fair), pp. 158–159 Review Units 13-18 “The Great Migration of the Dust Bowl,” pp. 188–189 <p>Lesson Plan—ATE pp. T45–T46</p>	<p>Located in each review unit, the Vocabulary for Comprehension passage incorporates several of the words taught in the prior three units. After reading, students answer comprehension and vocabulary-in-context questions based on the passage.</p>

1.2 Reading Informational Text

Range of Reading

CC.1.2.5.L

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Grade 5 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Developing Vocabulary Through Literature ATE p. T24</p> <ul style="list-style-type: none"> • Frindle by Andrew Clement (Realistic/History of Language) • The Watsons Go to Birmingham–1963 by Christopher Paul Curtis (Historical/African American) • Morning Girl by Michael Dorris (Historical/Native American) • My Side of the Mountain by Jean Craighead George (Adventure/Survival) • Many Rides of Paul Revere by James Cross Giblin (Nonfiction/Historical/Revolutionary War) • Hoot by Carl Hiassen (Humor/Animal/Environmental) • ER Vets: Life in an Animal Emergency Room by Donna Jackson (Nonfiction/Animals/Medicine) • In the Year of the Boar and Jackie Robinson by Betty Bao Lord (Historical/Chinese American) • Number the Stars by Lois Lowry (Historical/WWII) • Sarah, Plain and Tall by Patricia MacLachlan (Historical/Prairie) • An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic by Jim Murphy (Nonfiction/Historical) • Cat Running by Zilpha Keatley Snyder (Historical/Great Depression/Dust Bowl) • Thank You, Dr. Martin Luther King, Jr.! by Eleanor Tate (Historical/Realistic) • All-of-a-Kind Family by Sidney Taylor (Historical Fiction/NYC/Jewish) 	<p>Included in the Annotated Teacher’s Edition is a list of grade-level appropriate children’s books that can be used to support a literature-based approach to vocabulary study.</p> <p>Share the list of recommended titles to students to encourage independent reading.</p>

1.3 Reading Literature

Range of Reading

CC.1.3.5.K

Read and comprehend literary fiction on grade level, reading independently and proficiently.

Grade 5 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Introducing the Words</p> <ul style="list-style-type: none"> Unit 1 “Why Bear Sleeps So Much” (Russian Folktale) 880L, pp. 6–7 Unit 5 “Baucis and Philemon” (Ancient Myth) 740L, pp. 46–47 Unit 9 “The Competitive Edge” (Contemporary Fiction) 660L, pp. 88–89 Unit 12 “A Message for Norrod” (Science Fiction) 830L, pp. 98–99 Unit 15 “Pecos Bill Ends a Drought” (Tall Tale) 880L, pp. 108–109 Unit 17 “The Hunger Strike” (an Aesop Fable) 870L, pp. 170–171 <p>Lesson Plan—ATE p. T26 Background Information—ATE p. T27</p>	<p>In Introducing the Words, students read a two-page passage of grade-level text that incorporates the twelve words they will learn in the unit.</p> <p>Students are directed to pay close attention to the context of these highlighted unit words while reading the passage. This will both improve their comprehension of the reading selection and help them begin to figure out the word meanings.</p> <p>The Lesson Plan provides teacher suggestions for helping students access prior knowledge, presenting new vocabulary, and asking and answering key questions about the passage.</p> <p>Depending on the needs of individual students, the teacher may assign the passage as independent reading, read it together as a Read Aloud, or have them listen to the audio version of the passage, available at SadlierConnect.com, while reading.</p>
<p>Vocabulary for Comprehension</p> <ul style="list-style-type: none"> Review Units 1-3 “The Tallest Sailor in the World” (Alfred Bulltop Stormalong), pp. 34–35 <p>Lesson Plan—ATE pp. T45–T46</p>	<p>Located in each review unit, the Vocabulary for Comprehension passage incorporates several of the words taught in the prior three units. After reading, students answer comprehension and vocabulary-in-context questions based on the passage.</p>
<p>Developing Vocabulary Through Literature ATE p. T24</p> <ul style="list-style-type: none"> The True Confessions of Charlotte Doyle by Avi (Historical/Adventure) The Search for Delicious by Natalie Babbit (Fantasy/Dictionary Definitions) The Indian in the Cupboard by Lynne Reid Banks (Fantasy/Adventure) Caddie Woodlawn by Carol Ryrie Brink (Historical/Prairie) The Wish Giver by Bill Brittain (Mystery/Suspense) The Incredible Journey by Shirley Burnford (Animal/Adventure) The Great Brain by John D. Fitzgerald (Realistic/Humor) Harriet the Spy by Louise Fitzhugh (Realistic/Humor) <p style="text-align: right;"><i>continued</i></p>	<p>Included in the Annotated Teacher’s Edition is a list of grade-level appropriate children’s books that can be used to support a literature-based approach to vocabulary study.</p> <p>Share the list of recommended titles to students to encourage independent reading.</p>

1.3 Reading Literature

Range of Reading

CC.1.3.5.K

Read and comprehend literary fiction on grade level, reading independently and proficiently.

Grade 5 <i>Vocabulary Workshop</i> Feature/Location	Description
<ul style="list-style-type: none"> • Old Yeller by Frederick Gipson (Animal/Realistic) • Falcon’s Egg by Lulu Gray (Fantasy/Family) • Princess Academy by Shannon Hale (Fantasy/Friendship) • Hoot by Carl Hiassen (Humor/Animal/Environmental) • The Story of Doctor Doolittle by Hugh Lofting (Animal/Fantasy/Adventure) • The Pushcart War by Jean Merrill (Realistic/Humor) • Rascal by Sterling North The Pushcart War by Jean Merrill (Realistic/Humor) • The Borrowers by Mary Norton (Fantasy/Family) • Dominic by William Steig (Animal/Humor/Fantasy) 	

1.4 Writing

Informative/Explanatory

CC.1.4.5.A

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Grade 5 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Words in Context: Write Your Own Unit 1 (list pros and cons of hibernation from a bear’s point of view), p. 13; Unit 3 (sketch and describe a butterfly garden), p. 33; Unit 5 (describe perfect host/perfect guest), p. 53; Unit 6 (describe but don’t name favorite animal), p. 63; Unit 7 (write a podcast script), p. 75; Unit 8 (describe town improvements), p. 85; Unit 11 (describe experience in nature), p. 95; Unit 12 (describe object without naming it), p. 105; Unit 10 (create flashcards), p. 105; Unit 15 (describe legend or superhero), p. 115; Unit 16 (informational leaflet), p. 167; Unit 18 (list ways to find out about current events), p. 187 Lesson Plan: Practice/Apply—ATE p. T33</p>	<p>Students extend their understanding of the Introducing the Words or Words in Context reading passage by writing an informational response. They are also challenged to use at least three unit words when completing the Write Your Own activity with a partner.</p>
<p>Vocabulary for Comprehension: Write Your Own Review Units 7-9 (achieving a difficult goal), p. 97 Lesson Plan: Practice/Apply—ATE p. T46</p>	<p>The Write Your Own activity at the end of each Vocabulary for Comprehension lesson is an opportunity for students to write on a topic related to the passage.</p>

1.4 Writing

Informative/Explanatory: Conventions of Language

CC.1.4.5.F

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Grade 5 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Words in Context: Grammar Activity Unit 1 (interrogative sentence/question mark), p. 13; Unit 2 (compound subject), p. 23; Unit 3 (complex sentence), p. 33; Unit 4 (common/proper nouns), p. 43; Unit 5 (possessive noun), p. 53; Unit 6 (appositive), p. 63; Unit 7 (direct object), p. 75; Unit 8 (progressive forms of a verb), p. 85; Unit 9 (irregular past tense), p. 95; Unit 10 (comparative/superlative adjectives), p. 105; Unit 11 (coordinating/correlative conjunctions), p. 115; Unit 12 (prepositions/prepositional phrases), p. 125; Unit 13 (object pronoun), p. 137; Unit 14 (possessive/demonstrative pronouns), p. 147; Unit 15 (contractions), p. 157; Unit 16 (capitalization of proper nouns), p. 167; Unit 17 (commas in a series), p. 177; Unit 18 (direct quotation/quotation marks), p. 187 Lesson Plan: Practice/Apply—ATE p. T33</p>	<p>The Words in Context lesson begins with a short reading passage related in topic or theme to the longer Introducing the Words reading selection (located at the beginning of the unit).</p> <p>The content-rich and engaging texts prompt student interest and provide examples of proper usage.</p> <p>A short, grade-appropriate grammar activity linked to the reading passage appears immediately following the multiple-choice, vocabulary-in-context questions.</p> <p>Included in the Annotated Teacher’s Edition is a reference to the lesson with expanded instruction and practice in <i>Sadlier Vocabulary Workshop’s</i> companion program, <i>Sadlier Grammar Workshop</i>.</p>
<p>Opinion/Argumentative CC.1.4.5.G Write opinion pieces on topics or texts.</p>	
Grade 5 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Words in Context: Write Your Own Unit 13 (express opinion on repealing a rule), p. 137 Lesson Plan—ATE p. T33</p>	<p>Students extend their understanding of the Introducing the Words or Words in Context reading passage by writing a personal response. They are also challenged to use at least three unit words when completing the Write Your Own activity with a partner.</p>
<p>Vocabulary for Comprehension: Write Your Own Review Units 1-6 (write a persuasive travel brochure), p. 65 Lesson Plan—ATE p. T46</p>	<p>The Write Your Own activity at the end of each Vocabulary for Comprehension lesson is an opportunity for students to write on a topic related to the passage.</p>

1.4 Writing

Opinion/Argumentative: Conventions of Language

CC.1.4.5.L

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Grade 5 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Words in Context: Grammar Activity Unit 1 (interrogative sentence/question mark), p. 13; Unit 2 (compound subject), p. 23; Unit 3 (complex sentence), p. 33; Unit 4 (common/proper nouns), p. 43; Unit 5 (possessive noun), p. 53; Unit 6 (appositive), p. 63; Unit 7 (direct object), p. 75; Unit 8 (progressive forms of a verb), p. 85; Unit 9 (irregular past tense), p. 95; Unit 10 (comparative/superlative adjectives), p. 105; Unit 11 (coordinating/correlative conjunctions), p. 115; Unit 12 (prepositions/prepositional phrases), p. 125; Unit 13 (object pronoun), p. 137; Unit 14 (possessive/demonstrative pronouns), p. 147; Unit 15 (contractions), p. 157; Unit 16 (capitalization of proper nouns), p. 167; Unit 17 (commas in a series), p. 177; Unit 18 (direct quotation/quotation marks), p. 187 Lesson Plan: Practice/Apply—ATE p. T33</p>	<p>The Words in Context lesson begins with a short reading passage related in topic or theme to the longer Introducing the Words reading selection (located at the beginning of the unit).</p> <p>The content-rich and engaging texts prompt student interest and provide examples of proper usage.</p> <p>A short, grade-appropriate grammar activity linked to the reading passage appears immediately following the multiple-choice, vocabulary-in-context questions.</p> <p>Included in the Annotated Teacher’s Edition is a reference to the lesson with expanded instruction and practice in <i>Sadlier Vocabulary Workshop’s</i> companion program, <i>Sadlier Grammar Workshop</i>.</p>

Narrative

CC.1.4.5.M

Write narratives to develop real or imagined experiences or events.

Grade 5 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Words in Context: Write Your Own Unit 2 (write a story about a disguise or costume), p. 23 Lesson Plan: Practice/Apply—ATE p. T33</p>	<p>Students extend their understanding of the Introducing the Words or Words in Context reading passage by writing a personal response. They are also challenged to use at least three unit words when completing the Write Your Own activity with a partner.</p>
<p>Vocabulary for Comprehension: Write Your Own Review Units 1-3 (retell a story), p. 35; Review Units 7-12 (imagine how you would feel watching thousands of bats emerge from a cave), p. 127; Review Units 13-15 (write an imagined journal entry describing day at the world’s fair), p. 159; Review Units 13-18 (write a letter to relatives about imagined experience), p. 189 Lesson Plan—ATE p. T46</p>	<p>The Write Your Own activity at the end of each Vocabulary for Comprehension lesson is an opportunity for students to write on a topic related to the passage.</p>

1.4 Writing

Narrative: Conventions of Language

CC.1.4.5.R

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Grade 5 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Words in Context: Grammar Activity Unit 1 (interrogative sentence/question mark), p. 13; Unit 2 (compound subject), p. 23; Unit 3 (complex sentence), p. 33; Unit 4 (common/proper nouns), p. 43; Unit 5 (possessive noun), p. 53; Unit 6 (appositive), p. 63; Unit 7 (direct object), p. 75; Unit 8 (progressive forms of a verb), p. 85; Unit 9 (irregular past tense), p. 95; Unit 10 (comparative/superlative adjectives), p. 105; Unit 11 (coordinating/correlative conjunctions), p. 115; Unit 12 (prepositions/prepositional phrases), p. 125; Unit 13 (object pronoun), p. 137; Unit 14 (possessive/demonstrative pronouns), p. 147; Unit 15 (contractions), p. 157; Unit 16 (capitalization of proper nouns), p. 167; Unit 17 (commas in a series), p. 177; Unit 18 (direct quotation/quotation marks), p. 187 Lesson Plan: Practice/Apply—ATE p. T33</p>	<p>The Words in Context lesson begins with a short reading passage related in topic or theme to the longer Introducing the Words reading selection (located at the beginning of the unit).</p> <p>The content-rich and engaging texts prompt student interest and provide examples of proper usage.</p> <p>A short, grade-appropriate grammar activity linked to the reading passage appears immediately following the multiple-choice, vocabulary-in-context questions.</p> <p>Included in the Annotated Teacher’s Edition is a reference to the lesson with expanded instruction and practice in <i>Sadlier Vocabulary Workshop’s</i> companion program, <i>Sadlier Grammar Workshop</i>.</p>
<p>Range of Writing CC.1.4.5.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
Grade 5 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Words in Context: Write Your Own Unit 1, p. 13; Unit 2, p. 23; Unit 3, p. 33; Unit 4, p. 43; Unit 5, p. 53; Unit 6, p. 63; Unit 7, p. 13; Unit 8, p. 85; Unit 9, p. 95; Unit 10, p. 105; Unit 11, p. 115; Unit 12, p. 125; Unit 13, p. 137; Unit 14, p. 147; Unit 15, p. 157; Unit 16, p. 167; Unit 17, p. 177; Unit 18, p. 187 Lesson Plan: Practice/Apply—ATE p. T33</p>	<p>Students extend their understanding of the Introducing the Words and Words in Context reading passages by writing their own summary.</p> <p>They are also challenged to use at least three unit words when completing the Write Your Own activity with a partner.</p>

1.4 Writing

Range of Writing

CC.1.4.5.X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 5 <i>Vocabulary Workshop</i> Feature/Location	Description
Vocabulary for Comprehension: Write Your Own Review Units 1-3, p. 35; Review Units 1-6, p. 65; Review Units 7-9, p. 97; Review Units 7-12, p. 127; Review Units 13-15, p. 159; Review Units 13-18, p. 189 Lesson Plan: Practice/Apply—ATE p. T46	The Write Your Own activity at the end of each Vocabulary for Comprehension lesson is an opportunity for students to write on a topic related to the passage. The prompt may ask students to interact with their reading and vocabulary in a variety of ways, including expanding on the theme of the passage, expressing feelings about the subject, and relating the passage to personal experience. Students are directed to use at least three words from the previous three units.

1.5 Speaking and Listening

Comprehension and Collaboration: Collaborative Discussion

CC.1.5.5.A

Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

Grade 5 <i>Vocabulary Workshop</i> Feature/Location	Description
Definitions Unit 1, pp. 8–9; Unit 2, pp. 18–19; Unit 3, pp. 28–29; Unit 4, pp. 38–39; Unit 5, pp. 48–49; Unit 6, pp. 58–59; Unit 7–pp. 70–71; Unit 8–pp. 80–81; Unit 9, pp. 90–91; Unit 10, pp. 100–101; Unit 11, pp. 110–111; Unit 12, pp. 120–121; Unit 13, pp. 132–133; Unit 14, pp. 142–143; Unit 15, pp. 152–153; Unit 16, pp. 162–163; Unit 17, pp. 172–173; Unit 18, pp. 182–183 Lesson Plan: Practice/Apply—ATE p. T28	After learning about the definitions and various elements associated with each word, students work in pairs to complete activities focused on select unit words. These collaborative activities provide additional opportunities for students to interact with the words and enrich understanding.
Words in Context: Write Your Own Unit 1, p. 13; Unit 2, p. 23; Unit 3, p. 33; Unit 4, p. 43; Unit 5, p. 53; Unit 6, p. 63; Unit 7, p. 75; Unit 8, p. 85; Unit 9, p. 95; Unit 10, p. 105; Unit 11, p. 115; Unit 12, p. 125; Unit 13, p. 137; Unit 14, p. 147; Unit 15, p. 157; Unit 16, p. 167; Unit 17, p. 177; Unit 18, p. 187 Lesson Plan: Practice/Apply—ATE p. T33	Students have the opportunity to collaborate with a partner in completing the Write Your Own activity that follows the Words in Context reading passage.

1.5 Speaking and Listening

Comprehension and Collaboration: Collaborative Discussion

CC.1.5.5.A

Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

Grade 5 <i>Vocabulary Workshop</i> Feature/Location	Description
Word Study Unit 1, p. 14; Unit 2, p. 24; Unit 4, p. 44; Unit 8, p. 86; Unit 10, p. 106; Unit 11, p. 116; Unit 13, p. 138; Unit 16, p. 168; Unit 17, p. 178 Lesson Plan—ATE pp. T34–T39	Collaborative discussion activities for two or more students apply and extend skills presented in many Word Study lessons.
Classifying Review Units 1-6, p. 66, Review Units 7-12, p. 128, Units 13-18, p. 190 Lesson Plan: Follow-Up—ATE p. T47	The Classifying Lesson Plan includes the Word Play activity, in which students make up questions for their partner to answer. Partners then explain their answers.
Addressing Different Learners Differentiating Daily Instruction for Striving Readers and ELL Children—ATE p. T20	Teachers are urged to provide opportunities for oral practice. Striving and/or ELL students work in pairs to complete the unit's exercises. Partners should work at a similar pace and clarify word meaning by discussing their answers.

Integration of Knowledge and Ideas: Multimedia

CC.1.5.5.F

Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Grade 5 <i>Vocabulary Workshop</i> Feature/Location	Description
Definitions Unit 1, pp. 8–9; Unit 2, pp. 18–19; Unit 3, pp. 28–29; Unit 4, pp. 38–39; Unit 5, pp. 48–49; Unit 6, pp. 58–59; Unit 7–pp. 70–71; Unit 8–pp. 80–81; Unit 9, pp. 90–91; Unit 10, pp. 100–101; Unit 11, pp. 110–111; Unit 12, pp. 120–121; Unit 13, pp. 132–133; Unit 14, pp. 142–143; Unit 15, pp. 152–153; Unit 16, pp. 162–163; Unit 17, pp. 172–173; Unit 18, pp. 182–183 Lesson Plan: Practice/Apply—ATE p. T28	As a collaborative activity, students and partners may complete graphic organizers for select words,

1.5 Speaking and Listening

Integration of Knowledge and Ideas: Multimedia

CC.1.5.5.F

Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Grade 5 <i>Vocabulary Workshop</i> Feature/Location	Description
<p>Words in Context Unit 1, p. 13; Unit 2, p. 23; Unit 3, p. 33; Unit 4, p. 43; Unit 5, p. 53; Unit 6, p. 63; Unit 7, p. 75; Unit 8, p. 85; Unit 9, p. 95; Unit 10, p. 105; Unit 11, p. 115; Unit 12, p. 125; Unit 13, p. 137; Unit 14, p. 147; Unit 15, p. 157; Unit 16, p. 167; Unit 17, p. 177; Unit 18, p. 187 Lesson Plan: Follow-Up—ATE p. T33</p>	<p>Students are encouraged to use the graphic organizers, available at SadlierConnect.com, to make connections to the unit words.</p>
<p>Word Study</p> <ul style="list-style-type: none"> • Unit 6 Suffixes (-ment, -ance, -age, -hood), @ SadlierConnect.com • Unit 7 Prefixes (pre-, in-, im-, ir-, il-), p. 76 • Unit 8 Using a Thesaurus, p. 86 • Unit 13 Suffixes (-ion, -tion, -sion, -ous, -ic), p. 138 <p>Lesson Plan—ATE pp. T33–T38</p>	<p>Word Study activities include use of multimedia components and visual displays, such as Make a Word Wall, Create a Word Web, Create a Concept Circle, and Complete a Word Square.</p>
<p>Digital Resources ATE p. T16</p>	<p>Students may extend learning of unit words with interactive graphic organizers. These include Concept Circle, Word Map, Word Square, and Word Web (available online at SadlierConnect.com).</p>
<p>Addressing Different Learners Differentiating Daily Instruction for Striving Readers and ELL Children ATE p. T20</p>	<p>Key graphic organizers—Concept Circle, Word Map, Word Square, and Word Web—are available at SadlierConnect.com in interactive and static formats.</p> <p>Using graphic organizers is especially important for striving readers and ELL students, as they help learners visualize their words and come to a richer recognition of word meanings.</p>