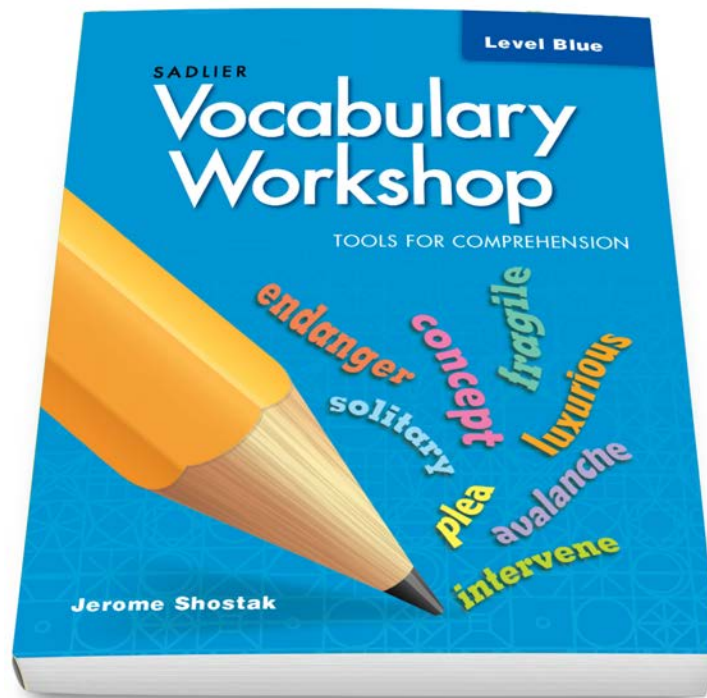


Vocabulary Workshop

Tools for Comprehension

Correlation to the 2021 Alabama Course of Study
English Language Arts

Grade 5



GRADE 5 CORRELATED CONTENT

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Grade 5 Content Standards

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Recurring Standards

RECURRING STANDARDS FOR GRADES 4–6

GRADES 4–5 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS

VOCABULARY WORKSHOP, LEVEL BLUE/GRADE 5

Students will:

- R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

STUDENT EDITION/TEACHER’S EDITION

Definitions

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—identified by the speech bubbles logo— provide additional opportunities for students to interact with the words and enrich understanding.

- Unit 1, SE pp. 8–9; Unit 2, SE pp. 18–19; Unit 3, SE pp. 28–29; Unit 4, SE pp. 38–39; Unit 5, SE pp. 48–49; Unit 6, SE pp. 58–59; Unit 7–pp. 70–71; Unit 8–pp. 80–81; Unit 9, SE pp. 90–91; Unit 10, SE pp. 100–101; Unit 11, SE pp. 110–111; Unit 12, SE pp. 120–121; Unit 13, SE pp. 132–133; Unit 14, SE pp. 142–143; Unit 15, SE pp. 152–153; Unit 16, SE pp. 162–163; Unit 17, SE pp. 172–173; Unit 18, SE pp. 182–183
- Teaching Notes for the Unit: Definitions, TE p. T28

Words in Context: Write Your Own

Students discuss with a partner how to complete the Write Your Own activity that follows the Words in Context reading passage.

- Unit 1, SE p. 13; Unit 2, SE p. 23; Unit 3, SE p. 33; Unit 4, SE p. 43; Unit 5, SE p. 53; Unit 6, SE p. 63; Unit 7, SE p. 75; Unit 8, SE p. 85; Unit 9, SE p. 95; Unit 10, SE p. 105; Unit 11, SE p. 115; Unit 12, SE p. 125; Unit 13, SE p. 137; Unit 14, SE p. 147; Unit 15, SE p. 157; Unit 16, SE p. 167; Unit 17, SE p. 177; Unit 18, SE p. 187
- Teaching Notes for the Unit: Words in Context, TE p. T33

Word Study

The speech bubbles logo identifies collaborative discussion activities for two or more students. They take turns asking and answering questions as they apply and extend skills presented in many Word Study lessons.

- Unit 1, SE p. 14; Unit 2, SE p. 24; Unit 4, SE p. 44; Unit 8, SE p. 86; Unit 10, SE p. 106; Unit 11, SE p. 116; Unit 13, SE p. 138; Unit 16, SE p. 168; Unit 17, SE p. 178
- Teaching Notes for the Unit: Word Study, TE pp. T34–T39

Classifying

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.

- Review Units 1–6, SE p. 66, Review Units 7–12, SE p. 128, Units 13–18, SE p. 190
- Teaching Notes for the Review: Classifying: Follow-Up, TE p. T47

continued

RECURRING STANDARDS FOR GRADES 4–6

GRADES 4–5 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	VOCABULARY WORKSHOP, LEVEL BLUE/GRADE 5
	<p>TEACHER’S EDITION Addressing Different Learners Teachers 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.</p> <ul style="list-style-type: none"> • Differentiating Daily Instruction for Striving Readers and ELL Children, TE p. T20
<p>R2. Use context clues to determine meanings of unfamiliar spoken or written words.</p>	<p>STUDENT EDITION/TEACHER’S EDITION Introducing the Words 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. When reading a passage, students are directed to pay close attention to the context of the highlighted Unit words.</p> <ul style="list-style-type: none"> • Unit 1 “Why Bear Sleeps So Much” (Russian Folktale) 880L, SE pp. 6–7 • Unit 2 “Sybil Ludington’s Ride” (Historical Nonfiction) 960L, SE pp. 16–17 • Unit 3 “The Flight of the Monarch” (Magazine Article) 920L, SE pp. 26–27 • Unit 4 “Wagon Train Diary” (Diary Entries) 810L, SE pp. 36–37 • Unit 5 “Baucis and Philemon” (Ancient Myth) 740L, SE pp. 46–47 • Unit 6 “The Surprising Life of Emily Dickinson” (Biography) 910L, SE pp. 56–57 • Unit 7 “Eugenie Clark: Swimming with Sharks” (Biography) 950L, SE pp. 68–69 • Unit 8 “What Happened to Pennsylvania Station?” (Essay) 810L, SE pp. 78–79 • Unit 9 “The Competitive Edge” (Contemporary Fiction) 660L, SE pp. 88–89 • Unit 10 “Ireland’s Great Famine” (Textbook Entry) 920L, SE pp. 98–99 • Unit 11 “National Ski Patrol to the Rescue” (Magazine Article) 880L, SE pp. 108–109 • Unit 12 “A Message for Norrod” (Science Fiction) 830L, SE pp. 118–119 • Unit 13 “Crispus Attucks Changes History” (Historical Nonfiction) 980L, SE pp. 130–131 • Unit 14 “A Giant Hoax” (Nonfiction Narrative) 900L, SE pp. 140–141 • Unit 15 “Pecos Bill Ends a Drought” (Tall Tale) 880L, SE pp. 150–151 • Unit 16 “Why Did the Woolly Mammoths Disappear?” (Journal Article) 930L, SE pp. 160–161 • Teaching Notes for the Unit: Introducing the Words (Unit Reading Passages), TE p. T26 <p style="text-align: right;"><i>continued</i></p>

RECURRING STANDARDS FOR GRADES 4–6

GRADES 4–5 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS

VOCABULARY WORKSHOP, LEVEL BLUE/GRADE 5

- Unit 17 “The Hunger Strike” (an Aesop Fable) 870L, SE pp. 170–171
- Unit 18 “Sequoyah, Advocate of His People” (Biography) 940L, SE pp. 180–181
- Teaching Notes for the Unit: Introducing the Words (Unit Reading Passages), TE p. T26

Synonyms and Antonyms

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.

- Unit 1, SE p. 10; Unit 2, SE p. 20; Unit 3, SE p. 30; Unit 4, SE p. 40; Unit 5, SE p. 50; Unit 6, SE p. 60; Unit 7, SE p. 72; Unit 8, SE p. 82; Unit 9, SE p. 92; Unit 10, SE p. 102; Unit 11, SE p. 112; Unit 12, SE p. 122; Unit 13, SE p. 134; Unit 14, SE p. 144; Unit 15, SE p. 154; Unit 16, SE p. 164; Unit 17, SE p. 174; Unit 18, SE p. 184
- Teaching Notes for the Unit: Synonyms and Antonyms, TE p. T29

Completing the Sentence

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.

- Unit 1, SE p. 11; Unit 2, SE p. 21; Unit 3, SE p. 31; Unit 4, SE p. 41; Unit 5, SE p. 51; Unit 6, SE p. 61; Unit 7, SE p. 73; Unit 8, SE p. 83; Unit 9, SE p. 93; Unit 10, SE p. 103; Unit 11, SE p. 113; Unit 12, SE p. 123; Unit 13, SE p. 135; Unit 14, SE p. 145; Unit 15, SE p. 155; Unit 16, SE p. 165; Unit 17, SE p. 175; Unit 18, SE p. 185
- Teaching Notes for the Unit: Completing the Sentence, TE p. T30

Word Associations

Each Word Associations exercise presents a unit word in an abbreviated context. Students then choose which of four options best completes the sentence or answers the question.

- Unit 1, SE p. 12; Unit 2, SE p. 22; Unit 3, SE p. 32; Unit 4, SE p. 42; Unit 5, SE p. 52; Unit 6, SE p. 62; Unit 7, SE p. 74; Unit 8, SE p. 84; Unit 9, SE p. 94; Unit 10, SE p. 104; Unit 11, SE p. 114; Unit 12, SE p. 124; Unit 13, SE p. 136; Unit 14, SE p. 146; Unit 15, SE p. 156; Unit 16, SE p. 166; Unit 17, SE p. 176; Unit 18, SE p. 186
- Teaching Notes for the Unit: Word Associations, TE p. T31

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.

- Unit 1 “The Boy Who Invented Earmuffs,” p. 13
- Unit 2 “Baseball and Statistics,” p. 23

continued

RECURRING STANDARDS FOR GRADES 4–6

GRADES 4–5 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	VOCABULARY WORKSHOP, LEVEL BLUE/GRADE 5
	<ul style="list-style-type: none"> • Unit 3 “What Is Herding?,” p. 33 • Unit 4 “FBI Vehicles,” p. 43 • Unit 5 “Annoying Nettles,” p. 53 • Unit 6 “How Glooskap Found Summer,” p. 63 • Unit 7 “Sugar Tax,” p. 75 • Unit 8 “The Pacific Crest Trail,” p. 85 • Unit 9 “Tales as Old as Time,” p. 95 • Unit 10 “The Founding of Yellowstone,” p. 105 • Unit 11 “The Blockade of Confederate Ports (1861–1865),” p. 115 • Unit 12 “L. Frank Baum’s Wonderful World,” p. 125 • Unit 13 “World Heritage Sites,” p. 137 • Unit 14 “Bats and Their Diet,” p. 147 • Unit 15 “The Work of a Therapy Dog,” p. 157 • Unit 16 “The Enchanted Garden,” p. 167 • Unit 17 “Who Was Homer?,” p. 177 • Unit 18 “The National Youth Administration,” p. 187 • Teaching Notes for the Unit: Words in Context, TE p. T33 <p>Word Study: Context Clues In Context Clues 1, students learn how to recognize and use three types of context clues: Definition, Example, and Restatement. In Context Clues 2, they use three different types of context clues: Cause/Effect, Contrast, and Comparison.</p> <ul style="list-style-type: none"> • Unit 2 Word Study: Context Clues 1, p. 24/TE p. T34 • Unit 9 Word Study: Context Clues 2, Online/TE p. T36 <p>Word Study Other Word Study lessons direct students to pay careful attention to context clues when determining the meaning of unfamiliar words.</p> <ul style="list-style-type: none"> • Unit 1 Word Study: Dictionary: Multiple-Meaning Words, SB p. 14/TE p. T34 • Unit 4 Word Study: Analogies, SB p. 44/TE p. T35 • Unit 5 Word Study: Words That are Often Confused, SB p. 54/TE p. T35 • Unit 7 Word Study: Prefixes (<i>pre-</i>, <i>in-</i>, <i>im-</i>, <i>ir-</i>, <i>il-</i>), SB p. 76/TE p. T36 • Unit 8 Word Study: Using a Thesaurus, SB p. 86/TE p. T36 • Unit 10 Word Study: Roots (<i>port</i>, <i>mit</i>), SB p. 106/TE p. T37 • Unit 11 Word Study: Homophones, SB p. 116/TE p. T37 • Unit 13 Word Study: Suffixes (<i>-ion</i>, <i>-tion</i>, <i>-sion</i>, <i>-ous</i>, <i>-ic</i>), SB p. 138/TE p. T38 • Unit 14 Word Study: Dictionary: Multiple-Meaning Words 2, SB p. 148/TE p. T38 • Unit 16 Word Study: Suffixes (<i>-ity</i>, <i>-ty</i>, <i>-ence</i>, <i>-al</i>), SB p. 168/TE p. T39 • Unit 17 Word Study: Prefixes (<i>de-</i>, <i>post-</i>, <i>trans-</i>, <i>sub-</i>), SB p. 178/TE p. T39 <p style="text-align: right;"><i>continued</i></p>

RECURRING STANDARDS FOR GRADES 4–6

GRADES 4–5 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS

VOCABULARY WORKSHOP, LEVEL BLUE/GRADE 5

Vocabulary for Comprehension

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.

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.

- Review Units 1-3 “The Tallest Sailor in the World” (Alfred Bulltop Stormalong) pp. 34–35
- Review Units 1-6 “Trouble in Paradise” (Nauru), SE pp. 64–65
- Review Units 7-9 “America’s First Female Doctor” (Elizabeth Blackwell), SE pp. 96–97
- Review Units 7-12 “Census Taking” (bats in Carlsbad Cavern), SE pp. 126–127
- Review Units 13-15 “The Experience of a Lifetime” (1893 Chicago World’s Fair), SE pp. 158–159
- Review Units 13-18 “The Great Migration of the Dust Bowl,” pp. 188–189
- Teaching Notes for the Review: Vocabulary for Comprehension, TE pp. T45–T46

Completing the Idea

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.

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.

- Review Units 1–6, SE p. 67; Review Units 7–12, SE p. 129; Review Units 13–18, SE p. 191
- Teaching Notes for the Unit: Completing the Idea, TE p. T48

DIGITAL RESOURCES

Student Practice: Word Study

Additional Word Study lessons are provided online at SadlierConnect.com. Exercises require students to pay careful attention to context clues when determining the meaning of unfamiliar words.

- Unit 3 Word Study: Homographs, Online/TE p. T34
- Unit 6 Word Study: Suffixes (*-ment*, *-ance*, *-age*, *-hood*), Online/TE p. T35
- Unit 12 Word Study: Prefixes (*re-*, *in-*, *im-*), Online/TE p. T37
- Unit 15 Word Study: Roots (*spect*, *photo*, *tele*), Online/TE p. T38
- Unit 18 Word Study: Roots (*dict*, *tract*), Online/TE p. T39

Teacher Resources (each unit)

- Introducing the Words: Differentiated Passage

A shorter version of each Unit Introductory Passage, the printable Differentiated Passages with a lower Lexile® measure are designed for striving readers and ELL students.

As with the original version of Introducing the Words, students read a passage that presents all twelve Unit words in context.

RECURRING STANDARDS FOR GRADES 4–6

GRADES 4–5 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS

VOCABULARY WORKSHOP, LEVEL BLUE/GRADE 5

R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.

DIGITAL RESOURCES

Digital Resources for Vocabulary Workshop Level Blue are available to students and teachers at SadlierConnect.com. Students and families may use these digital resources without a username and password. Student and teacher digital resources available at SadlierConnect.com include:

- **IWords Audio Program**
Encourage students to listen to each vocabulary word, its definition, and an illustrative sentence that provides modeling and context.
- **Audio of Introducing the Words Reading Passages**
Encourage students to track print as they listen to the Unit reading passages.
- **Differentiated Introducing the Words Reading Passages**
Provide support for English language learners and striving readers. The differentiated Unit reading passages have lower Lexile® measures and are shorter in length than the Unit reading passages in the Student Edition. Audio versions of differentiated Unit reading passages are also available for students to track print as they listen.
- **Interactive Activities.**
Review the Unit vocabulary through fun and engagement.
- **Interactive Flash Cards.**
Reinforce word meanings by flipping from the word on the front of the card to the meaning on the back of the card. The interactive flash cards are printable.
- **Interactive Graphic Organizers.**
Support and extend learning of Unit words with interactive graphic organizers: Concept Circle, Word Map, Word Square, and Word Web.
- **Interactive Practice Quizzes.**
Provide students with feedback on their mastery of the Unit words. Interactive practice quizzes are automatically scored.
- **Practice Quiz Worksheets.**
Review Unit words in multiple-choice and passage-based, critical reading formats. Worksheets can also be used as reteaching tools for all learners.

Vocabulary Workshop: Tools for Comprehension is also available in a fully interactive format.

- **Interactive Edition (optional purchase)**
Vocabulary Workshop Interactive Edition provides all of the program's print components, including the program's ancillary component (Unit Test Booklet), in a fully interactive online format. Vocabulary Workshop Interactive Edition includes exercises that build academic vocabulary knowledge by using contextual and definitional information and ample practice of Unit words in multiple contexts, including responding to text-based questions. Vocabulary Workshop Interactive Edition also provides personalized student learning by allowing teachers to build custom assessments that meet the varying needs of students. Teachers have the ability to adjust instruction and track student progress based on data reports.

RECURRING STANDARDS FOR GRADES 4–6

GRADES 4–5 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	VOCABULARY WORKSHOP, LEVEL BLUE/GRADE 5
<p>R5. Identify and explain literary devices in prose and poetry.</p>	<p>STUDENT EDITION/TEACHER’S EDITION Shades of Meaning 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> <ul style="list-style-type: none"> • Unit 1 Idioms 1, SE p. 15/TE p. T40 • Unit 2 Words That Describe People, SE p. 25/TE p. T40 • Unit 4 Similes, SE p. 45/TE p. T40 • Unit 5 Adages and Proverbs 1, SE p. 55/TE p. T41 • Unit 7 Words That Express Your Feelings, SE p. 77/TE p. T41 • Unit 8 Words That Describe Sounds, SE p. 87/TE p. T41 • Unit 10 Adages and Proverbs 2, SE p. 107/TE p. T42 • Unit 11 Words That Name Emotions, SE p. 117/TE p. T42 • Unit 13 Word Choice (<i>ally, companion, acquaintance</i>), SE p. 139/TE p. T42 • Unit 14 Idioms 2, SE p. 149/TE p. T43 • Unit 16 Word Choice (<i>scamper, bolt, stroll, jog</i>), SE p. 169/TE p. T43 • Unit 17 Metaphors, SE p. 179/TE p. T43

Grade 5 Content Standards

LITERACY FOUNDATIONS

Phonics

GRADE 5 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL BLUE/GRADE 5
<p>Students will: RECEPTION READING</p> <p>3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p>	<p>STUDENT EDITION/TEACHER’S EDITION Word Study A print or online dictionary will often list multiple meanings for a word. Demonstrate the use of context clues to determine meaning.</p> <ul style="list-style-type: none"> • Unit 1 Dictionary: Multiple-Meaning Words, SE p. 14/TE p. T34 • Unit 5 Words That are Often Confused, SE p. 54/TE p. T35 • Unit 14 Dictionary: Multiple-Meaning Words 2, SE p. 148 /TE p. T38 <p>Completing the Idea: Writing Challenge 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.</p> <ul style="list-style-type: none"> • Review Units 1–6, SE p. 67; Review Units 7–12, SE p. 129; Review Units 13–18, SE p. 191 • Teaching Notes for the Review: Completing the Idea: Writing Challenge, TE p. T48

LITERACY FOUNDATIONS

Phonics

GRADE 5 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL BLUE/GRADE 5
<p>EXPRESSION WRITING</p> <p>4. Write familiar and unfamiliar multisyllabic, grade-level appropriate words accurately in context and in isolation.</p>	<p>Students write familiar and unfamiliar multisyllabic, grade-level appropriate words accurately, in context and in isolation, for the following activities —Synonyms; Antonyms; Completing the Sentence; Words with Latin Roots; Words in Context: Write Your Own; Vocabulary for Comprehension: Write Your Own; Classifying; and Completing the Idea: Writing Challenge.</p>

Fluency

GRADE 5 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL BLUE/GRADE 5
<p>Students will:</p> <p>5. Demonstrate fluency when independently reading, writing, and speaking in response to grade-level literary and informational text, including stories, dramas, poetry, and cross-curricular texts.</p> <p>RECEPTION READING</p> <p>6. Read grade-level text orally with accuracy, automaticity, appropriate prosody or expression, purpose, and understanding, self-correcting and rereading as necessary.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Introducing the Words</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. Introducing the Words: Differentiated Passage is available online at SadlierConnect.com.</p> <ul style="list-style-type: none"> • Unit 1 “Why Bear Sleeps So Much” (Russian Folktale) 880L, SE pp. 6–7 • Unit 2 “Sybil Ludington’s Ride” (Historical Nonfiction) 960L, SE pp. 16–17 • Unit 3 “The Flight of the Monarch” (Magazine Article) 920L, SE pp. 26–27 • Unit 4 “Wagon Train Diary” (Diary Entries) 810L, SE pp. 36–37 • Unit 5 “Baucis and Philemon” (Ancient Myth) 740L, SE pp. 46–47 • Unit 6 “The Surprising Life of Emily Dickinson” (Biography) 910L, SE pp. 56–57 • Unit 7 “Eugenie Clark: Swimming with Sharks” (Biography) 950L, SE pp. 68–69 • Unit 8 “What Happened to Pennsylvania Station?” (Essay) 810L, SE pp. 78–79 • Unit 9 “The Competitive Edge” (Contemporary Fiction) 660L, SE pp. 88–89 • Unit 10 “Ireland’s Great Famine” (Textbook Entry) 920L, SE pp. 98–99 • Unit 11 “National Ski Patrol to the Rescue” (Magazine Article) 880L, SE pp. 108–109 • Unit 12 “A Message for Norrod” (Science Fiction) 830L, SE pp. 118–119 • Unit 13 “Crispus Attucks Changes History” (Historical Nonfiction) 980L, SE pp. 130–131 • Unit 14 “A Giant Hoax” (Nonfiction Narrative) 900L, SE pp. 140–141 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Fluency

GRADE 5 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL BLUE/GRADE 5
	<ul style="list-style-type: none"> • Unit 15 “Pecos Bill Ends a Drought” (Tall Tale) 880L, SE pp. 150–151 • Unit 16 “Why Did the Woolly Mammoths Disappear?” (Journal Article) 930L, SE pp. 160–161 • Unit 17 “The Hunger Strike” (an Aesop Fable) 870L, SE pp. 170–171 • Unit 18 “Sequoyah, Advocate of His People” (Biography) 940L, SE pp. 180–181 • Teaching Notes for the Unit: Introducing the Words (Unit Reading Passages), TE p. T26 <p>Words in Context</p> <p>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> <ul style="list-style-type: none"> • Unit 1 “The Boy Who Invented Earmuffs,” p. 13 • Unit 2 “Baseball and Statistics,” p. 23 • Unit 3 “What Is Herding?,” p. 33 • Unit 4 “FBI Vehicles,” p. 43 • Unit 5 “Annoying Nettles,” p. 53 • Unit 6 “How Glooskap Found Summer,” p. 63 • Unit 7 “Sugar Tax,” p. 75 • Unit 8 “The Pacific Crest Trail,” p. 85 • Unit 9 “Tales as Old as Time,” p. 95 • Unit 10 “The Founding of Yellowstone,” p. 105 • Unit 11 “The Blockade of Confederate Ports (1861–1865),” p. 115 • Unit 12 “L. Frank Baum’s Wonderful World,” p. 125 • Unit 13 “World Heritage Sites,” p. 137 • Unit 14 “Bats and Their Diet,” p. 147 • Unit 15 “The Work of a Therapy Dog,” p. 157 • Unit 16 “The Enchanted Garden,” p. 167 • Unit 17 “Who Was Homer?,” p. 177 • Unit 18 “The National Youth Administration,” p. 187 • Teaching Notes for the Unit: Words in Context, TE p. T33 <p>Vocabulary for Comprehension</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> <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), SE pp. 64–65 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Fluency

GRADE 5 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL BLUE/GRADE 5
	<ul style="list-style-type: none"> Review Units 7-9 “America’s First Female Doctor” (Elizabeth Blackwell), SE pp. 96–97 Review Units 7-12 “Census Taking” (bats in Carlsbad Cavern), SE pp. 126–127 Review Units 13-15 “The Experience of a Lifetime” (1893 Chicago World’s Fair), SE pp. 158–159 Review Units 13-18 “The Great Migration of the Dust Bowl,” pp. 188–189 Teaching Notes for the Review: Vocabulary for Comprehension, TE pp. T45–T46 <p>DIGITAL RESOURCES</p> <p>Teacher Resources (each unit)</p> <ul style="list-style-type: none"> Introducing the Words: Differentiated Passage A shorter version of each Unit Introductory Passage, the printable Differentiated Passages with a lower Lexile® measure are designed for striving readers and ELL students.
<p>EXPRESSION WRITING</p> <p>7. Write routinely and independently in response to text.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Words in Context: Write Your Own Given a Write Your Own writing prompt, students respond in writing to the Words in Context reading selection.</p> <ul style="list-style-type: none"> Unit 1, SE p. 13; Unit 2, SE p. 23; Unit 3, SE p. 33; Unit 4, SE p. 43; Unit 5, SE p. 53; Unit 6, SE p. 63; Unit 7, SE p. 13; Unit 8, SE p. 85; Unit 9, SE p. 95; Unit 10, SE p. 105; Unit 11, SE p. 115; Unit 12, SE p. 125; Unit 13, SE p. 137; Unit 14, SE p. 147; Unit 15, SE p. 157; Unit 16, SE p. 167; Unit 17, SE p. 177; Unit 18, SE p. 187 Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33 <p>Vocabulary for Comprehension: Write Your Own Students write to the prompt after reading the Vocabulary for Comprehension passage.</p> <ul style="list-style-type: none"> Review Units 1-3, SE p. 35; Review Units 1-6, SE p. 65; Review Units 7-9, SE p. 97; Review Units 7-12, SE p. 127; Review Units 13-15, SE p. 159; Review Units 13-18, SE p. 189 Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE pp. T45–T46

LITERACY FOUNDATIONS

Vocabulary

GRADE 5 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL BLUE/GRADE 5
<p>Students will:</p> <p>11. Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Definitions</p> <p>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.</p> <ul style="list-style-type: none"> Unit 1, SE pp. 8–9; Unit 2, SE pp. 18–19; Unit 3, SE pp. 28–29; Unit 4, SE pp. 38–39; Unit 5, SE pp. 48–49; Unit 6, SE pp. 58–59; Unit 7–pp. 70–71; Unit 8–pp. 80–81; Unit 9, SE pp. 90–91; Unit 10, SE pp. 100–101; Unit 11, SE pp. 110–111; Unit 12, SE pp. 120–121; Unit 13, SE pp. 132–133; Unit 14, SE pp. 142–143; Unit 15, SE pp. 152–153; Unit 16, SE pp. 162–163; Unit 17, SE pp. 172–173; Unit 18, SE pp. 182–183 Teaching Notes for the Unit: Definitions: Practice/Apply, Follow-Up (Oral Language), TE p. T28
<p>RECEPTION READING</p> <p>12. Interpret the meaning of words, phrases, and patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language.</p>	
<p>a. the meaning of words, phrases, and patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Shades of Meaning</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> <ul style="list-style-type: none"> Unit 1 Similes, SE p 15/TE p. T40 Unit 7 Metaphors, SE p 77/TE p. T41 Unit 10 Idioms 1, SE p 107/TE p. T42 Unit 17 Idioms 2, SE p 179/TE p. T43
<p>b. Explain the meanings of common idioms, adages, and proverbs.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Shades of Meaning</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> <ul style="list-style-type: none"> Unit 2 Adages and Proverbs 1, SE p 25/TE p. T40 Unit 10 Idioms 1, SE p 107/TE p. T42 Unit 14 Adages and Proverbs 2, SE p 149/TE p. T43 Unit 17 Idioms 2, SE p 179/TE p. T43

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GRADE 5 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL BLUE/GRADE 5
<p>c. Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Synonyms and Antonyms 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> <ul style="list-style-type: none"> Unit 1, SE p. 10; Unit 2, SE p. 20; Unit 3, SE p. 30; Unit 4, SE p. 40; Unit 5, SE p. 50; Unit 6, SE p. 60; Unit 7, SE p. 72; Unit 8, SE p. 82; Unit 9, SE p. 92; Unit 10, SE p. 102; Unit 11, SE p. 112; Unit 12, SE p. 122; Unit 13, SE p. 134; Unit 14, SE p. 144; Unit 15, SE p. 154; Unit 16, SE p. 164; Unit 17, SE p. 174; Unit 18, SE p. 184 Teaching Notes for the Unit: Synonyms and Antonyms, TE p. T29 <p>DIGITAL RESOURCES Interactive Activities (each unit)</p> <ul style="list-style-type: none"> Antonyms: Match It! Synonyms: Match It!
<p>d. Explain how an author's vocabulary and style influence the tone and mood of a text and support his/her purpose for writing.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Shades of Meaning Students explore how an author's careful word choice reflects an author's purpose for writing, including the tone and mood of a text.</p> <ul style="list-style-type: none"> Unit 4 Words That Describe Behavior, SE p 45/TE p. T40 Unit 5 Words That Name Travelers, SE p 55/TE p. T41 Unit 8 Words That Describe People, SE p 87/TE p. T41 Unit 11 Word Choice (<i>request, demand, plea, interrogation</i>), SE p 117/TE p. T42 Unit 13 Word Choice (<i>acquire, receive, purchase, borrow</i>), SE p 139/TE p. T42 Unit 16 Words That Describe Size, SE p 169/TE p. T43
<p>e. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meanings of words.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Words with Latin/Greek Roots In Words with Latin/Greek Roots, students study the root of a unit word and apply its meaning to other words.</p> <ul style="list-style-type: none"> Unit 1 Latin (<i>ject</i>), SE p. 12 Unit 2 Latin (<i>vert, vers</i>), SE p. 22 Unit 3 Latin (<i>min</i>), SE p. 32 Unit 4 Latin (<i>soc</i>), SE p. 42 Unit 5 Latin (<i>sec, seq</i>), SE p. 52 Unit 6 Latin (<i>voc</i>), SE p. 62 Unit 7 Latin (<i>pos</i>), SE p. 74 Unit 8 Latin (<i>prim</i>), SE p. 84 Unit 9 Latin (<i>idem, iden</i>), SE p. 94 Unit 10 Latin (<i>port</i>), SE p. 104 Unit 11 Latin (<i>nav</i>), SE p. 114 <p style="text-align: right;"><i>continued</i></p>

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Vocabulary

GRADE 5 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL BLUE/GRADE 5
	<ul style="list-style-type: none"> • Unit 12 Latin (<i>migr</i>), SE p. 124 • Unit 13 Greek (<i>mono</i>), SE p. 136 • Unit 14 Greek (<i>eco</i>), SE p. 146 • Unit 15 Latin (<i>spec</i>), SE p. 156 • Unit 16 Latin (<i>sum</i>), SE p. 166 • Unit 17 Latin (<i>ven</i>), SE p. 176 • Unit 18 Latin (<i>tract</i>), SE p. 186 • Teaching Notes for the Unit: Words with Latin/Greek Roots, TE p. T32 <p>Word Study In these Word Study activities, students build vocabulary by analyzing word parts, including roots and affixes.</p> <ul style="list-style-type: none"> • Unit 7 Word Study: Prefixes (<i>pre-</i>, <i>in-</i>, <i>im-</i>, <i>ir-</i>, <i>il-</i>), SE p. 76/TE p. T36 • Unit 10 Word Study: Roots (<i>port</i>, <i>mit</i>), SE p. 106/TE p. T37 • Unit 13 Word Study: Suffixes (<i>-ion</i>, <i>-tion</i>, <i>-sion</i>, <i>-ous</i>, <i>-ic</i>), SE p. 138/TE p. T38 • Unit 16 Word Study: Suffixes (<i>-ity</i>, <i>-ty</i>, <i>-ence</i>, <i>-al</i>), SE p. 168/TE p. T39 • Unit 17 Word Study: Prefixes (<i>de-</i>, <i>post-</i>, <i>trans-</i>, <i>sub-</i>), SE p. 178/TE p. T39 <p>DIGITAL RESOURCES/TEACHER'S EDITION Student Practice: Word Study These additional Word Study activities on roots and affixes are available at SadlierConnect.com..</p> <ul style="list-style-type: none"> • Unit 6 Word Study: Suffixes (<i>-ment</i>, <i>-ance</i>, <i>-age</i>, <i>-hood</i>), Online/TE p. T35 • Unit 12 Word Study: Prefixes (<i>re-</i>, <i>in-</i>, <i>im-</i>), Online/TE p. T37 • Unit 15 Word Study: Roots (<i>spect</i>, <i>photo</i>, <i>tele</i>), Online/TE p. T38 • Unit 18 Word Study: Roots (<i>dict</i>, <i>tract</i>), Online/TE p. T39
<p>RECEPTION LISTENING</p> <p>13. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Word Study A print or online dictionary will often list multiple meanings for a word. Demonstrate the use of context clues to determine meaning.</p> <ul style="list-style-type: none"> • Unit 1 Dictionary: Multiple-Meaning Words, SE p. 14/TE p. T34 • Unit 8 Using a Thesaurus, SE p. 86/TE p. T36 • Unit 5 Words That are Often Confused, SE p. 54/TE p. T35 • Unit 14 Dictionary: Multiple-Meaning Words 2, SE p. 148 /TE p. T38 <p>Completing the Idea: Writing Challenge 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.</p> <p style="text-align: right;"><i>continued</i></p>

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GRADE 5 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL BLUE/GRADE 5
<p>EXPRESSION WRITING</p> <p>14. Write using grade-appropriate general academic and domain-specific words and phrases accurately, including those that signal contrasting ideas, additional information, and other logical relationships.</p>	<ul style="list-style-type: none"> Review Units 1–6, SE p. 67; Review Units 7–12, SE p. 129; Review Units 13–18, SE p. 191 Teaching Notes for the Review: Completing the Idea: Writing Challenge, TE p. T48 <p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Words with Latin/Greek Roots Students choose two of the words from the list then write a sentence for each word to show they understand its meaning.</p> <ul style="list-style-type: none"> Unit 1, SE p. 12; Unit 2, SE p. 22; Unit 3, SE p. 32; Unit 4, SE p. 42; Unit 5, SE p. 52; Unit 6, SE p. 62; Unit 7, SE p. 74; Unit 8, SE p. 84; Unit 9, SE p. 94; Unit 10, SE p. 104; Unit 11, SE p. 114; Unit 12, SE p. 124; Unit 13, SE p. 136; Unit 14, SE p. 146; Unit 15, SE p. 156; Unit 16, SE p. 166; Unit 17, SE p. 176; Unit 18, SE p. 186 Teaching Notes for the Unit: Words with Latin/Greek Roots: Follow-Up (Writing), TE p. T32 <p>Words in Context: Write Your Own Together with a partner, students extend their understanding of the topic of the Words in Context reading selection while using Unit words in context by completing the Write Your Own activity.</p> <ul style="list-style-type: none"> Unit 1, SE p. 13; Unit 2, SE p. 23; Unit 3, SE p. 33; Unit 4, SE p. 43; Unit 5, SE p. 53; Unit 6, SE p. 63; Unit 7, SE p. 13; Unit 8, SE p. 85; Unit 9, SE p. 95; Unit 10, SE p. 105; Unit 11, SE p. 115; Unit 12, SE p. 125; Unit 13, SE p. 137; Unit 14, SE p. 147; Unit 15, SE p. 157; Unit 16, SE p. 167; Unit 17, SE p. 177; Unit 18, SE p. 187 Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33 <p>Vocabulary for Comprehension: Write Your Own 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.</p> <ul style="list-style-type: none"> Review Units 1-3, SE p. 35; Review Units 1-6, SE p. 65; Review Units 7-9, SE p. 97; Review Units 7-12, SE p. 127; Review Units 13-15, SE p. 159; Review Units 13-18, SE p. 189 Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE p. T46 <p style="text-align: right;"><i>continued</i></p>

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Vocabulary

GRADE 5 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL BLUE/GRADE 5
	<p>Completing the Idea: Writing Challenge 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.</p> <ul style="list-style-type: none"> Review Units 1-6, SE p. 67, Review Units 7-12, SE p. 129, Units 13-18, SE p. 191 Teaching Notes for the Review: Completing the Idea, TE p. T48 <p>TEACHER'S EDITION Word Study/Shades of Meaning Several Follow-Up assignments feature writing activities incorporating recently studied words.</p> <ul style="list-style-type: none"> Teaching Notes for the Unit: Word Study/Shades of Meaning, TE pp. T36, T37, T39, T40
<p>EXPRESSION SPEAKING</p> <p>15. Use grade-appropriate general academic and domain-specific words and phrases during presentations and discussion.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Definitions To encourage daily use of the Unit words, list them on a Word Wall. Encourage students to use the words in their conversations and discussions.</p> <ul style="list-style-type: none"> Unit 1, SE pp. 8-9; Unit 2, SE pp. 18-19; Unit 3, SE pp. 28-29; Unit 4, SE pp. 38-39; Unit 5, SE pp. 48-49; Unit 6, SE pp. 58-59; Unit 7-pp. 70-71; Unit 8-pp. 80-81; Unit 9, SE pp. 90-91; Unit 10, SE pp. 100-101; Unit 11, SE pp. 110-111; Unit 12, SE pp. 120-121; Unit 13, SE pp. 132-133; Unit 14, SE pp. 142-143; Unit 15, SE pp. 152-153; Unit 16, SE pp. 162-163; Unit 17, SE pp. 172-173; Unit 18, SE pp. 182-183 Teaching Notes for the Unit: Definitions: Practice/Apply, Follow-Up (Oral Language), TE p. T28 <p>TEACHER'S EDITION Addressing Different Learners Provide opportunities for oral practice. Engaging students in actively using the new vocabulary in classroom discussions and conversations allows them to enrich their understanding of the words' meanings and to make connections between words while building their vocabularies.</p> <ul style="list-style-type: none"> Differentiating Daily Instruction for Striving and ELL Students, TE p. T20

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Comprehension

GRADE 5 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL BLUE/GRADE 5
<p>Students will:</p> <p>16. Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Words in Context: Write Your Own Given a Write Your Own writing prompt, students respond in writing to the Words in Context reading selection.</p> <ul style="list-style-type: none"> Unit 1, SE p. 13; Unit 2, SE p. 23; Unit 3, SE p. 33; Unit 4, SE p. 43; Unit 5, SE p. 53; Unit 6, SE p. 63; Unit 7, SE p. 13; Unit 8, SE p. 85; Unit 9, SE p. 95; Unit 10, SE p. 105; Unit 11, SE p. 115; Unit 12, SE p. 125; Unit 13, SE p. 137; Unit 14, SE p. 147; Unit 15, SE p. 157; Unit 16, SE p. 167; Unit 17, SE p. 177; Unit 18, SE p. 187 Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33 <p>Vocabulary for Comprehension: Write Your Own Students write to the prompt after reading the Vocabulary for Comprehension passage.</p> <ul style="list-style-type: none"> Review Units 1-3, SE p. 35; Review Units 1-6, SE p. 65; Review Units 7-9, SE p. 97; Review Units 7-12, SE p. 127; Review Units 13-15, SE p. 159; Review Units 13-18, SE p. 189 Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE pp. T45-T46
<p>RECEPTION READING</p> <p>22. Determine the implied and/or explicit main idea in literary and informational texts.</p>	<p>TEACHER'S EDITION</p> <p>Introducing the Words (Unit Reading Passages)</p> <ul style="list-style-type: none"> Teaching Notes for the Unit: Introducing the Words (Unit Reading Passages), TE p. T26 <p>In During Reading, guide the class's focus and comprehension by having students answer key questions about the passage.</p> <p>In After Reading, invite students to summarize the passage, then review the answers to the questions that were asked while they were reading.</p> <p>Vocabulary for Comprehension Instructional strategies in the Vocabulary for Comprehension lesson plan focus on the following reading skills: Identify Main Idea/Details, Vocabulary in Context, and Make Inferences.</p> <ul style="list-style-type: none"> Teaching Notes for the Review: Vocabulary for Comprehension, TE pp. T45-T46
<p>RECEPTION READING</p> <p>24. Determine and evaluate the effectiveness of digital and print text features and structures, including comparison and contrast, problem and solution, and cause and effect.</p>	<p>TEACHER'S EDITION</p> <p>Introducing the Words (Unit Reading Passages)</p> <ul style="list-style-type: none"> Teaching Notes for the Unit: Introducing the Words (Unit Reading Passages), TE p. T26 <p>During Reading: Discuss any photographs or illustrations, pointing out how students can use the information in these visuals to help them better appreciate the passage.</p>

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Comprehension

GRADE 5 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL BLUE/GRADE 5
<p>RECEPTION LISTENING</p> <p>28. Use audio and/or visual sources of information to obtain the answer to a question.</p>	<p>DIGITAL RESOURCES</p> <p>Digital Resources for Vocabulary Workshop Level Blue are available to students and teachers at SadlierConnect.com. Students and families may use these digital resources without a username and password.</p> <ul style="list-style-type: none"> • IWords Audio Program Encourage students to listen to each vocabulary word, its definition, and an illustrative sentence that provides modeling and context. • Audio of Introducing the Words Reading Passages Encourage students to track print as they listen to the Unit reading passages. • Differentiated Introducing the Words Reading Passages Provide support for English language learners and striving readers. The differentiated Unit reading passages have lower Lexile® measures and are shorter in length than the Unit reading passages in the Student Edition. Audio versions of differentiated Unit reading passages are also available for students to track print as they listen.
<p>EXPRESSION WRITING</p> <p>28. Write clear and coherent responses to texts, using explicit or implicit evidence that supports a particular point.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Words in Context: Write Your Own</p> <p>In Words in Context: Write Your Own, students write a response to the Words in Context reading selection.</p> <ul style="list-style-type: none"> • Unit 1, SE p. 13; Unit 2, SE p. 23; Unit 3, SE p. 33; Unit 4, SE p. 43; Unit 5, SE p. 53; Unit 6, SE p. 63; Unit 7, SE p. 13; Unit 8, SE p. 85; Unit 9, SE p. 95; Unit 10, SE p. 105; Unit 11, SE p. 115; Unit 12, SE p. 125; Unit 13, SE p. 137; Unit 14, SE p. 147; Unit 15, SE p. 157; Unit 16, SE p. 167; Unit 17, SE p. 177; Unit 18, SE p. 187 • Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33 <p>Vocabulary for Comprehension: Write Your Own</p> <p>Students write to the prompt after reading the Vocabulary for Comprehension passage.</p> <ul style="list-style-type: none"> • Review Units 1-3, SE p. 35; Review Units 1-6, SE p. 65; Review Units 7-9, SE p. 97; Review Units 7-12, SE p. 127; Review Units 13-15, SE p. 159; Review Units 13-18, SE p. 189 • Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE pp. T45-T46

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Writing

GRADE 5 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL BLUE/GRADE 5
<p>Students will:</p> <p>32. Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Words in Context: Write Your Own Given a Write Your Own writing prompt, students respond in writing to the Words in Context reading selection.</p> <ul style="list-style-type: none"> Unit 1, SE p. 13; Unit 2, SE p. 23; Unit 3, SE p. 33; Unit 4, SE p. 43; Unit 5, SE p. 53; Unit 6, SE p. 63; Unit 7, SE p. 13; Unit 8, SE p. 85; Unit 9, SE p. 95; Unit 10, SE p. 105; Unit 11, SE p. 115; Unit 12, SE p. 125; Unit 13, SE p. 137; Unit 14, SE p. 147; Unit 15, SE p. 157; Unit 16, SE p. 167; Unit 17, SE p. 177; Unit 18, SE p. 187 Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33 <p>Vocabulary for Comprehension: Write Your Own Students write to the prompt after reading the Vocabulary for Comprehension passage.</p> <ul style="list-style-type: none"> Review Units 1-3, SE p. 35; Review Units 1-6, SE p. 65; Review Units 7-9, SE p. 97; Review Units 7-12, SE p. 127; Review Units 13-15, SE p. 159; Review Units 13-18, SE p. 189 Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE pp. T45-T46
<p>EXPRESSION WRITING</p> <p>34. Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences.</p>	<p>STUDENT EDITION</p> <p>Words in Context: Write Your Own Together with a partner, students extend their understanding of the topic of the Words in Context reading selection while using Unit words in context by completing the Write Your Own activity.</p> <ul style="list-style-type: none"> Unit 2 (write a story about a disguise or costume), SE p. 23 Unit 4 (write a story), SE p. 43 <p>Vocabulary for Comprehension: Write Your Own 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.</p> <ul style="list-style-type: none"> Review Units 1-3 (retell a story), SE p. 35 Review Units 7-12 (imagine how you would feel watching thousands of bats emerge from a cave), SE p. 127 Review Units 13-15 (write an imagined journal entry describing day at the world's fair), SE p. 159 Review Units 13-18 (write a letter to relatives about an imagined experience), SE p. 189 <p style="text-align: right;"><i>continued</i></p>

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Writing

GRADE 5 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL BLUE/GRADE 5
	<p>TEACHER'S EDITION Teaching Notes for the Unit</p> <ul style="list-style-type: none"> • Words in Context: Write Your Own, TE p. T33 • Vocabulary for Comprehension: Practice/Apply (Write Your Own), TE p. T46
<p>EXPRESSION WRITING</p> <p>35. Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.</p>	<p>STUDENT EDITION Words in Context: Write Your Own Together with a partner, students extend their understanding of the topic of the Words in Context reading selection while using Unit words in context by completing the Write Your Own activity.</p> <ul style="list-style-type: none"> • Unit 1 (list pros and cons of hibernation from a bear's point of view), SE p. 13 • Unit 3 (sketch and describe a butterfly garden), SE p. 33 • Unit 5 (describe perfect host/perfect guest), SE p. 53 • Unit 6 (describe but don't name favorite animal), SE p. 63 • Unit 7 (write a podcast script), SE p. 75 • Unit 8 (describe town improvements), SE p. 85 • Unit 11 (describe experience in nature), SE p. 95 • Unit 12 (describe object without naming it), SE p. 105 • Unit 10 (create flashcards), SE p. 105 • Unit 15 (describe legend or superhero), SE p. 115 • Unit 16 (informational leaflet), SE p. 167 • Unit 18 (list ways to find out about current events), SE p. 187 <p>TEACHER'S EDITION Teaching Notes for the Unit</p> <ul style="list-style-type: none"> • Words in Context: Write Your Own, TE p. T33
<p>EXPRESSION WRITING</p> <p>36. Write an argument to persuade the reader to take an action or adopt a position, stating a claim, supporting the claim with relevant evidence from sources, using connectives to link ideas, and presenting a strong conclusion.</p> <p><i>Examples: first, as a result, therefore, in addition</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION Words in Context: Write Your Own Together with a partner, students extend their understanding of the topic of the Words in Context reading selection while using Unit words in context by completing the Write Your Own activity.</p> <ul style="list-style-type: none"> • Unit 13 (express opinion on repealing a rule), SE p. 137 <p>Vocabulary for Comprehension: Write Your Own 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.</p> <p>Students are directed to use at least three words from the previous three units.</p> <ul style="list-style-type: none"> • Review Units 1-6 (write a persuasive travel brochure), p. 65/TE p. T46 <p style="text-align: right;"><i>continued</i></p>

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Writing

GRADE 5 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL BLUE/GRADE 5
	<p>TEACHER'S EDITION Teaching Notes for the Unit</p> <ul style="list-style-type: none"> Words in Context: Write Your Own, TE p. T33 Vocabulary for Comprehension: Practice/Apply (Write Your Own), TE p. T46
<p>EXPRESSION WRITING</p> <p>39. Demonstrate command of the conventions of standard English grammar and usage in writing.</p>	<p>STUDENT EDITION Words in Context: Grammar Skill Students identify the grammar skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> Unit 1 (interrogative sentence/question mark), SE p. 13 Unit 2 (compound subject), SE p. 23 Unit 3 (complex sentence), SE p. 33 Unit 4 (common/proper nouns), SE p. 43 Unit 5 (possessive noun), SE p. 53 Unit 6 (appositive), SE p. 63 Unit 7 (direct object), SE p. 75 Unit 8 (progressive forms of a verb), SE p. 85 Unit 9 (irregular past tense), SE p. 95 Unit 10 (comparative/superlative adjectives), SE p. 105 Unit 11 (coordinating/correlative conjunctions), SE p. 115 Unit 12 (prepositions/prepositional phrases), SE p. 125 Unit 13 (object pronoun), SE p. 137 Unit 14 (possessive/demonstrative pronouns), SE p. 147 Unit 15 (contractions), SE p. 157 <p>TEACHER'S EDITION Teaching Notes for the Unit</p> <ul style="list-style-type: none"> Words in Context: Grammar Skill, TE p. T33
<p>h. Use correlative conjunctions correctly when composing and revising writing.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Words in Context: Grammar Skill Students identify the grammar skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> Unit 11 (coordinating/correlative conjunctions), SE p. 115 <p>TEACHER'S EDITION Teaching Notes for the Unit</p> <ul style="list-style-type: none"> Words in Context, TE p. T33
<p>EXPRESSION WRITING</p> <p>40. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Words in Context: Grammar Skill Students identify the grammar skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> Unit 1 (interrogative sentence/question mark), SE p. 13 Unit 16 (capitalization of proper nouns), SE p. 167 Unit 17 (commas in a series), SE p. 177 Unit 18 (direct quotation/quotation marks), SE p. 187

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GRADE 5 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL BLUE/GRADE 5
	<p>TEACHER'S EDITION Teaching Notes for the Unit</p> <ul style="list-style-type: none"> Words in Context, TE p. T33
<p>a. Use commas to separate items in a series, separate introductory elements from the rest of a sentence, set off tag questions, and indicate direct address.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Words in Context: Grammar Skill Students identify the grammar skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> Unit 17 (commas in a series), SE p. 177 <p>TEACHER'S EDITION Teaching Notes for the Unit</p> <ul style="list-style-type: none"> Words in Context, TE p. T33
<p>b. Use underlining, quotation marks, or italics to indicate the titles of different types of works.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Words in Context: Grammar Skill Students identify the mechanics skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> Unit 18 (direct quotation/quotation marks), SE p. 187 <p>TEACHER'S EDITION Teaching Notes for the Unit</p> <ul style="list-style-type: none"> Words in Context, TE p. T33
<p>c. Spell grade-level words correctly, consulting references as needed.</p>	<p>Referencing on-page models, students practice correct spelling as they write Unit words for several activities, including Synonyms, Antonyms, Completing the Sentence, Word Study, Shades of Meaning, and Classifying.</p> <p>The complete Word List for this level of the program appears on page 192.</p>
<p>EXPRESSION WRITING</p> <p>41. Write using grade-appropriate general academic and domain-specific words and phrases accurately, including those that signal contrasting ideas, additional information, and other logical relationships.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Words in Context: Write Your Own Together with a partner, students extend their understanding of the topic of the Words in Context reading selection while using Unit words in context by completing the Write Your Own activity.</p> <ul style="list-style-type: none"> Unit 1, SE p. 13; Unit 2, SE p. 23; Unit 3, SE p. 33; Unit 4, SE p. 43; Unit 5, SE p. 53; Unit 6, SE p. 63; Unit 7, SE p. 75; Unit 8, SE p. 85; Unit 9, SE p. 95; Unit 10, SE p. 105; Unit 11, SE p. 115; Unit 12, SE p. 125; Unit 13, SE p. 137; Unit 14, SE p. 147; Unit 15, SE p. 157; Unit 16, SE p. 167; Unit 17, SE p. 177; Unit 18, SE p. 187 Teaching Notes for the Unit: Words in Context (Write Your Own), TE p. T33 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Writing

GRADE 5 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL BLUE/GRADE 5
	<p>Vocabulary for Comprehension: Write Your Own Students use at least three vocabulary words when writing to the prompt after reading the Vocabulary for Comprehension passage.</p> <ul style="list-style-type: none"> Review Units 1-3, SE p. 35; Review Units 1-6, SE p. 65; Review Units 7-9, SE p. 97; Review Units 7-12, SE p. 127; Review Units 13-15, SE p. 159; Review Units 13-18, SE p. 189 Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE pp. T45-T46
<p>EXPRESSION WRITING</p> <p>42. Consult print and digital reference materials to find the pronunciation and to determine or clarify the precise meaning of key words and phrases. <i>Examples: dictionaries, glossaries</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Definitions 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.</p> <ul style="list-style-type: none"> Unit 1, SE pp. 8-9; Unit 2, SE pp. 18-19; Unit 3, SE pp. 28-29; Unit 4, SE pp. 38-39; Unit 5, SE pp. 48-49; Unit 6, SE pp. 58-59; Unit 7-pp. 70-71; Unit 8-pp. 80-81; Unit 9, SE pp. 90-91; Unit 10, SE pp. 100-101; Unit 11, SE pp. 110-111; Unit 12, SE pp. 120-121; Unit 13, SE pp. 132-133; Unit 14, SE pp. 142-143; Unit 15, SE pp. 152-153; Unit 16, SE pp. 162-163; Unit 17, SE pp. 172-173; Unit 18, SE pp. 182-183 Teaching Notes for the Unit: Definitions: Practice/Apply, Follow-Up (Oral Language), TE p. T28 <p>Word Study A print or online dictionary will often list multiple meanings for a word. Demonstrate the use of context clues to determine meaning.</p> <ul style="list-style-type: none"> Unit 1 Dictionary: Multiple-Meaning Words, SE p. 14/TE p. T34 Unit 8 Using a Thesaurus, SE p. 86/TE p. T36 Unit 5 Words That are Often Confused, SE p. 54/TE p. T35 Unit 14 Dictionary: Multiple-Meaning Words 2, SE p. 148 /TE p. T38 <p>DIGITAL RESOURCES</p> <p>Student Resources (each unit)</p> <ul style="list-style-type: none"> iWords Audio Program Especially useful for English learners, this program may be downloaded to a cellphone, allowing students to listen multiple times to the recommended pronunciations, definitions, and examples of usage for all taught vocabulary words.

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