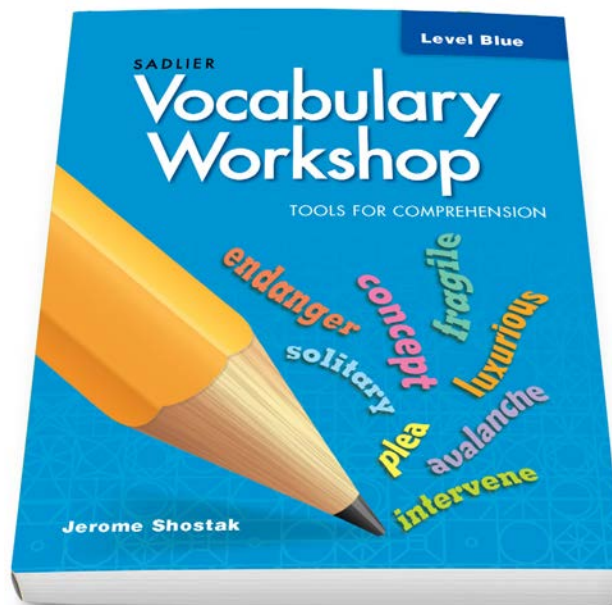


Vocabulary Workshop

Tools for Comprehension

Correlation to the Texas Essential Knowledge and Skills (TEKS)
for English Language Arts and Reading, Adopted 2017

Grade 5



Key Aligned Content

- | | |
|--|---|
| (3) Developing and sustaining foundational language skills—
vocabulary. | 2 |
|--|---|

Additional Aligned Content

- | | |
|---|----|
| (1) Developing and sustaining foundational language skills—
oral language. | 10 |
| (2) Developing and sustaining foundational language skills—
beginning reading and writing. | 11 |
| (4) Developing and sustaining foundational language skills—
fluency. | 14 |
| (5) Developing and sustaining foundational language skills—
self-sustained reading. | 14 |
| (6) Comprehension skills. | 16 |
| (7) Response skills. | 17 |
| (8) Multiple genres—literary elements. | 18 |
| (9) Multiple genres—genres. | 19 |
| (10) Author's purpose and craft. | 21 |
| (11) Composition—writing process. | 22 |
| (12) Composition—genres. | 24 |

Key Aligned Content

§110.7. English Language Arts and Reading, Grade 5, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Blue / Grade 5
<p>(3) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	
<p>(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;</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 10 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, TE p. T28 <p>Words with Latin/Greek Roots Students consider a unit word with a Latin or Greek root then examine other words that contain that root. The featured words are presented as abbreviated dictionary entries, including part of speech and definitions.</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, TE p. T32 <p>Word Study In several Word Study lessons, students use a dictionary to check meanings and to make sure they have used each word correctly in the lesson assignment.</p> <ul style="list-style-type: none"> Unit 1 Word Study: Dictionary: Multiple-Meaning Words 1, SE p. 14/TE p. T34 Unit 5 Word Study: Words That are Often Confused, SE 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 <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)

Vocabulary Workshop, Level Blue / Grade 5

- Unit 13 Word Study: Suffixes (-ion, -tion, -sion, -ous, -ic), SB p. 138/TE p. T38
- Unit 14 Word Study: Dictionary: Multiple-Meaning Words 2, SE p. 148/TE p. T38
- Unit 16 Word Study: Suffixes (-ity, -ty, -ence, -al), SB p. 168/TE p. T39

Word List

A list of all the words taught in the units of this level of the program is located at the end of the book. The number after each entry indicates the page on which the word is defined.

- SE p. 192

TEACHER'S EDITION

Teaching Notes for the Review: Completing the Idea

Have students keep track of unfamiliar words that they encounter in their reading. For each word, have them consult a dictionary, print or digital, and use prior knowledge to explain its meaning. Have them also include examples, nonexamples, synonyms, and antonyms, if appropriate.

- Expanding Vocabulary, TE p. T48

DIGITAL RESOURCES

Overview

- Pronunciation Key
The pronunciation shows how the word should be spoken and how it is broken into syllables. To find out how to say a unit word, compare the symbols given in the pronunciation with the key provided. The symbols are similar to those used in most standard dictionaries. The accent mark (') shows the syllable in the word that should be stressed or spoken with more force. In Vocabulary Workshop, the accent mark comes after the syllable that should be stressed.

Student Practice: Word Study

Additional Word Study lessons are provided online at SadlierConnect.com. Students are asked to use a print or digital dictionary to check their answers.

- 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

Student Resources (each unit)

- iWords Audio Program
The iWords Audio Program is especially useful for English language learners. Students hear the recommended pronunciation of each unit word and are given an opportunity to pronounce each unit word themselves. 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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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Blue / Grade 5
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(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;

STUDENT EDITION/TEACHER'S EDITION

Introducing the Words

In Introducing the Words, students read a passage that presents all ten 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.

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 (see Digital Resources below).

- 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
- 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

continued

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Texas Essential Knowledge and Skills (TEKS)

Vocabulary Workshop, Level Blue / Grade 5

Definitions

In addition to the pronunciation, part(s) of speech, definition, and synonyms and antonyms for each word, students see the word used in the context of an example sentence.

- 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

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

continued

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Texas Essential Knowledge and Skills (TEKS)

Vocabulary Workshop, Level Blue / Grade 5

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 “Hibernation Lessons,” SE p. 13
- Unit 2 “Deborah Sampson: Revolutionary War Soldier,” SE p. 23
- Unit 3 “Butterfly Gardens,” SE p. 33
- Unit 4 “Sutter’s Mill, 1848,” SE p. 43
- Unit 5 “Hosts and Guests,” SE p. 53
- Unit 6 “Emily Dickinson and Carlo,” SE p. 63
- Unit 7 “The Coral Reefs of Aqaba,” SE p. 75
- Unit 8 “The Atlanta Beltline,” SE p. 85
- Unit 9 “Preparing for a Marathon,” SE p. 95
- Unit 10 “The Incas and Farming,” SE p. 105
- Unit 11 “What Causes an Avalanche?,” SE p. 115
- Unit 12 “Orson Welles’s War of the Worlds,” SE p. 125
- Unit 13 “Sons of Liberty,” SE p. 137
- Unit 14 “What Are Hoaxes?,” SE p. 147
- Unit 15 “The Legend of John Henry,” SE p. 157
- Unit 16 “The La Brea Tar Pits,” SE p. 167
- Unit 17 “Riddles in Oral Tradition,” SE p. 177
- Unit 18 “The Cherokee Phoenix,” SE p. 187
- Teaching Notes for the Unit: Words in Context, TE p. T33

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.

- Unit 2 Word Study: Context Clues 1, SE p. 24/TE p. T34
- Unit 9 Word Study: Context Clues 2, Online/TE p. T36

Word Study

Other Word Study lessons direct students to pay careful attention to context clues when determining the meaning of unfamiliar words.

- 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 (*pre-*, *in-*, *im-*, *ir-*, *il-*), SB p. 76/TE p. T36
- Unit 8 Word Study: Using a Thesaurus, SB p. 86/TE p. T36
- Unit 10 Word Study: Roots (*port*, *mit*), SB p. 106/TE p. T37
- Unit 11 Word Study: Homophones, SB p. 116/TE p. T37
- Unit 13 Word Study: Suffixes (*-ion*, *-tion*, *-sion*, *-ous*, *-ic*), SB p. 138/TE p. T38
- Unit 14 Word Study: Dictionary: Multiple-Meaning Words 2, SB p. 148/TE p. T38

continued

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Texas Essential Knowledge and Skills (TEKS)

Vocabulary Workshop, Level Blue / Grade 5

- Unit 16 Word Study: Suffixes (*-ity, -ty, -ence, -al*), SB p. 168/ TE p. T39
- Unit 17 Word Study: Prefixes (*de-, post-, trans-, sub-*), SB p. 178/TE p. T39

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
- 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

continued

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Blue / Grade 5
	<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. As with the original version of Introducing the Words, students read a passage that presents all twelve unit words in context.
<p>(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; and</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Words with Latin/Greek Roots</p> <p>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 (prefix <i>re-</i>; root <i>ject</i>), SE p. 12 Unit 2 Latin (prefix <i>con-</i>; roots <i>vert, vers</i>), SE p. 22 Unit 3 Latin (<i>min</i>), SE p. 32 Unit 4 Latin (prefix <i>ad-</i>; root <i>soc</i>), SE p. 42 Unit 5 Latin (prefix <i>per-</i>; roots <i>sec, seq</i>), SE p. 52 Unit 6 Latin (prefix <i>pro-</i>; root <i>voc</i>), SE p. 62 Unit 7 Latin (prefix <i>com-</i>; root <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 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 (prefixes <i>ad-, as-</i>; root <i>sum</i>), SE p. 166 Unit 17 Latin (prefix <i>inter-</i>; root <i>ven</i>), SE p. 176 Unit 18 Latin (prefix <i>ex-</i>; root <i>tract</i>), SE p. 186 Teaching Notes for the Unit: Words with Latin/Greek Roots, TE p. T32 <p>Word Study</p> <p>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-, in-, im-, ir-, 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, 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, -tion, -sion, -ous, -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, -ty, -ence, -al</i>), SB p. 168/ TE p. T39 Unit 17 Word Study: Prefixes (<i>de-, post-, trans-, sub-</i>), SB p. 178/TE p. T39 Unit 17 Word Study: Suffixes (<i>-ion, -ment, -able</i>), SB p. 178/ TE p. T39

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	<p><u>DIGITAL RESOURCES/TEACHER'S EDITION</u> Student Practice: Word Study Additional Word Study lessons on roots and suffixes are available at SadlierConnect.com.</p> <ul style="list-style-type: none"> • 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
<p>(D) identify, use, and explain the meaning of adages and puns.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> 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 2 Adages and Proverbs 1, SE p. 25/TE p. T40 • Unit 14 Adages and Proverbs 2, SE p. 149/TE p. T43 <p>Related content (other colorful expressions)</p> <p>Shades 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

Additional Aligned Content

§110.7. English Language Arts and Reading, Grade 5, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Blue / Grade 5
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p>(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;</p> <p>(B) follow, restate, and give oral instructions that include multiple action steps;</p> <p>(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and</p> <p>(D) work collaboratively with others to develop a plan of shared responsibilities.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>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.</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, TE p. T28 <p>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.</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, TE p. T33 <p>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.</p> <ul style="list-style-type: none"> 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 <p>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.</p> <ul style="list-style-type: none"> Review Units 1–6, SE p. 66, Review Units 7–12, SE p. 128, Units 13–18, SE p. 190 <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Blue / Grade 5
	<ul style="list-style-type: none"> Teaching Notes for the Review: Classifying: Follow-Up, TE p. T47 <p>TEACHER'S EDITION</p> <p>Addressing Different Learners Provide opportunities for oral practice. Have 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>Teaching Notes for the Unit: Definitions</p> <ul style="list-style-type: none"> Practice/Apply (ask volunteers to read example sentences aloud/pair students for collaborative activities), TE p. T28 Follow-Up: Oral Language (use a Word Wall), TE p. T28 <p>Teaching Notes for the Unit: Word Study</p> <ul style="list-style-type: none"> Unit 3: Follow-Up (Oral Language: Use words in small-group conversations), TE p. T34 Unit 6: Follow-Up (Oral Language: Make a Word Wall), TE p. T35 Unit 10: Follow-Up (Oral Language: Work in pairs), TE p. T37 Unit 15: Follow-Up (Oral Language: Ask each other questions), TE p. T38 Unit 18: Follow-Up (Word Play: Work in small groups), TE p. T39 <p>Teaching Notes for the Review: Vocabulary for Comprehension</p> <ul style="list-style-type: none"> Follow-Up: Oral Language, TE p. T46
<p>(2) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	
<p>(A) demonstrate and apply phonetic knowledge by:</p>	
<p>(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Words with Latin/Greek Roots In Words with Latin/Greek Roots, students examine the root of a Unit word and apply its meaning to other words.</p> <ul style="list-style-type: none"> Unit 1 Latin (prefix <i>re-</i>; root <i>ject</i>), SE p. 12 Unit 2 Latin (prefix <i>con-</i>; roots <i>vert, vers</i>), SE p. 22 Unit 3 Latin (<i>min</i>), SE p. 32 <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Blue / Grade 5
	<ul style="list-style-type: none"> • Unit 4 Latin (prefix <i>ad-</i>; root <i>soc</i>), SE p. 42 • Unit 5 Latin (prefix <i>per-</i>; roots <i>sec, seq</i>), SE p. 52 • Unit 6 Latin (prefix <i>pro-</i>; root <i>voc</i>), SE p. 62 • Unit 7 Latin (prefix <i>com-</i>; root <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 • 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 (prefixes <i>ad-, as-</i>; root <i>sum</i>), SE p. 166 • Unit 17 Latin (prefix <i>inter-</i>; root <i>ven</i>), SE p. 176 • Unit 18 Latin (prefix <i>ex-</i>; root <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-, in-, im-, ir-, il-</i>), SB p. 76/TE p. T36 • Unit 10 Word Study: Roots (<i>port, mit</i>), SB p. 106/TE p. T37 • Unit 13 Word Study: Suffixes (<i>-ion, -tion, -sion, -ous, -ic</i>), SB p. 138/TE p. T38 • Unit 16 Word Study: Suffixes (<i>-ity, -ty, -ence, -al</i>), SB p. 168/TE p. T39 • Unit 17 Word Study: Prefixes (<i>de-, post-, trans-, sub-</i>), SB p. 178/TE p. T39 • Unit 17 Word Study: Suffixes (<i>-ion, -ment, -able</i>), SB p. 178/TE p. T39 <p><u>DIGITAL RESOURCES/TEACHER'S EDITION</u> Student Practice: Word Study Additional Word Study lessons on roots and suffixes are available at SadlierConnect.com.</p> <ul style="list-style-type: none"> • Unit 6 Word Study: Suffixes (<i>-ment, -ance, -age, -hood</i>), Online/TE p. T35 • Unit 12 Word Study: Prefixes (<i>re-, in-, im-</i>), Online/TE p. T37 • Unit 15 Word Study: Roots (<i>spect, photo, tele</i>), Online/TE p. T38 • Unit 18 Word Study: Roots (<i>dict, tract</i>), Online/TE p. T39
(E) demonstrate and apply spelling knowledge by:	
(v) spelling words using knowledge of prefixes; and	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Words with Latin/Greek Roots In Words with Latin/Greek Roots, students examine the root of a Unit word and apply its meaning to other words.</p> <ul style="list-style-type: none"> • Unit 1 Latin (prefix <i>re-</i>; root <i>ject</i>), SE p. 12 <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Blue / Grade 5
	<ul style="list-style-type: none"> • Unit 2 Latin (prefix <i>con-</i>; roots <i>vert, vers</i>), SE p. 22 • Unit 4 Latin (prefix <i>ad-</i>; root <i>soc</i>), SE p. 42 • Unit 5 Latin (prefix <i>per-</i>; roots <i>sec, seq</i>), SE p. 52 • Unit 6 Latin (prefix <i>pro-</i>; root <i>voc</i>), SE p. 62 • Unit 7 Latin (prefix <i>com-</i>; root <i>pos</i>), SE p. 74 • Unit 16 Latin (prefixes <i>ad-, as-</i>; root <i>sum</i>), SE p. 166 • Unit 17 Latin (prefix <i>inter-</i>; root <i>ven</i>), SE p. 176 • Unit 18 Latin (prefix <i>ex-</i>; root <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-, in-, im-, ir-, il-</i>), SB p. 76/ TE p. T36 • Unit 17 Word Study: Prefixes (<i>de-, post-, trans-, sub-</i>), SB p. 178/TE p. T39 <p><u>DIGITAL RESOURCES/TEACHER'S EDITION</u> Student Practice: Word Study Additional Word Study lessons on roots and suffixes are available at SadlierConnect.com.</p> <ul style="list-style-type: none"> • Unit 12 Word Study: Prefixes (<i>re-, in-, im-</i>), Online/TE p. T37
<p>(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study In several Word Study lessons, students use a dictionary to check meanings and to make sure they have used each word correctly in the lesson assignment.</p> <ul style="list-style-type: none"> • Unit 13 Word Study: Suffixes (<i>-ion, -tion, -sion, -ous, -ic</i>), SB p. 138/TE p. T38 • Unit 16 Word Study: Suffixes (<i>-ity, -ty, -ence, -al</i>), SB p. 168/ TE p. T39 <p><u>DIGITAL RESOURCES/TEACHER'S EDITION</u> Student Practice: Word Study Additional Word Study lessons on roots and suffixes are available at SadlierConnect.com.</p> <ul style="list-style-type: none"> • Unit 6 Word Study: Suffixes (<i>-ment, -ance, -age, -hood</i>), Online/TE p. T35

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Blue / Grade 5
<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>	<p>STUDENT EDITION Reading Passages Vocabulary Workshop Level Blue builds reading comprehension and fluency with reading passages of grade-level text in three lessons—Introducing the Words (each unit), Words in Context (each unit), and Vocabulary for Comprehension (each review).</p> <p>TEACHER’S EDITION Teaching Notes for the Unit: Introducing the Words Each Introducing the Words reading passage provides an opportunity to monitor student reading fluency.</p> <ul style="list-style-type: none"> • During Reading, TE p. T26 Depending on the needs of individual students, assign the passage as independent reading, allow them to 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>DIGITAL RESOURCES Reading Passages Available online at SadlierConnect.com are Differentiated Introducing the Words passages. The differentiated passages have lower Lexile® measures and are shorter in length than the unit reading passages in the Student Edition.</p> <p>Also available online is a Practice Worksheet for each unit. Each of these worksheets features a short reading selection. Students read the passage then choose the word that best completes each sentence with a numbered blank.</p>
<p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>	<p>TEACHER’S EDITION Developing Vocabulary Through Literature (TE p. T24) Included in the Teacher’s Edition is a list of children’s books that are appropriate for independent reading. These titles support a literature-based approach to vocabulary study. Seeing recently studied words in such classic and contemporary literature can reinforce students’ appreciation of the value of possessing a strong vocabulary.</p> <ul style="list-style-type: none"> • Avi, <i>The True Confessions of Charlotte Doyle</i> (Historical/Adventure) • Babbit, Natalie, <i>The Search for Delicious</i> (Fantasy/Dictionary Definitions) • Banks, Lynne Reid, <i>The Indian in the Cupboard</i> (Fantasy/Adventure) • Brink, Carol Ryrie, <i>Caddie Woodlawn</i> (Historical/Prairie) • Brittain, Bill, <i>The Wish Giver</i> (Mystery/Suspense) • Burnford, Shirley, <i>The Incredible Journey</i> (Animal/Adventure) • Byars, Betsy, <i>Summer of the Swans</i> (Realistic/Family) • Clement, Andrew, <i>Frindle</i> (Realistic/History of Language) • Conrad, Pam, <i>Our House</i> (Short Stories/Humor/Levittown) • Curtis, Christopher Paul, <i>The Watsons Go to Birmingham—1963</i> (Historical/African American) • Dorris, Michael, <i>Morning Girl</i> (Historical/Native American) • Fitzgerald, John D., <i>The Great Brain</i> (Realistic/Humor) • Fitzhugh, Louise, <i>Harriet the Spy</i> (Realistic/Humor) • George, Jean Craighead, <i>My Side of the Mountain</i> (Adventure/Survival) <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Blue / Grade 5
	<ul style="list-style-type: none"> • Giblin, James, <i>Many Rides of Paul Revere</i> (Nonfiction/ Historical/Revolutionary War) • Gipson, Frederick, <i>Old Yeller</i> (Animal/Realistic) • Gray, Lulu, <i>Falcon's Egg</i> (Fantasy/Family) • Hale, Shannon, <i>Princess Academy</i> (Fantasy/Friendship) • Hiassen, Carl, <i>Hoot</i> (Humor/Animal/Environmental) • Jackson, Donna, <i>ER Vets: Life in an Animal Emergency Room</i> (Nonfiction/Animals/Medicine) • Kelly, Jacqueline, <i>The Evolution of Calpurnia Tate</i> (Realistic/ Family/Science) • King-Smith, Dick, <i>School Mouse</i> (Animal/Books & Reading) • Konigsburg, E.L., <i>The View from Saturday</i> (Realistic/ Language Contest) • Lofting, Hugh, <i>The Story of Doctor Doolittle</i> (Animal/Fantasy/ Adventure) • Lord, Betty, <i>Bao In the Year of the Boar and Jackie Robinson</i> (Historical/Chinese American) • Lowry, Lois, <i>Number the Stars</i> (Historical/WWII) • MacLachlan, Patricia, <i>Sarah, Plain and Tall</i> (Historical/Prairie), <i>The Facts and Fictions of Minna Pratt</i> (Realistic/Musicians) • Martin, Ann M., <i>A Corner of the Universe</i> (Realistic/Family/ Disabilities) • Merrill, Jean, <i>The Pushcart War</i> (Realistic/Humor) • Mohr, Nicholasa, <i>Felita</i> (Realistic/Hispanic) • Murphy, Jim, <i>An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic</i> (Nonfiction/Historical) • Naylor, Phyllis Reynolds, <i>Shiloh</i> (Realistic/Animal) • North, Sterling, <i>Rascal</i> (Autobiography/Animal/Humor) • Norton, Mary, <i>The Borrowers</i> (Fantasy/Family) • Schmidt, Gary, <i>The Wednesday Wars</i> (Realistic/ Historical/1960s) • Snyder, Zilpha Keatley, <i>Cat Running</i> (Historical/Great Depression/Dust Bowl) • Steig, William, <i>Dominic</i> (Animal/Humor/Fantasy) • Tate, Eleanor, <i>Thank You, Dr. Martin Luther King, Jr.!</i> (Historical/Realistic) • Taylor, Sidney, <i>All-of-a-Kind</i> (Family Historical Fiction/NYC/ Jewish) • Woodson, Jacqueline, <i>Last Summer with Maizon</i> (African American/Friendship/Realistic)

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<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	
<p>(E) make connections to personal experiences, ideas in other texts, and society;</p>	<p>STUDENT EDITION/TEACHER'S EDITION 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 1-6 (create a persuasive travel brochure), SE p. 65/TE p. T46 Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE pp. T45-T46 <p>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.</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 Unit: Completing the Idea, TE p. T48
<p>(F) make inferences and use evidence to support understanding;</p>	<p>TEACHER'S EDITION Teaching Notes for the Review: Vocabulary for Comprehension</p> <ul style="list-style-type: none"> Teach: Make Inferences, TE p. T46 Authors do not always state directly everything that happens. Instead, they provide details that allow readers to figure out things for themselves. Making inferences is combining clues or details in the passage with prior knowledge to make logical decisions about events and actions.
<p>(G) evaluate details read to determine key ideas;</p>	<p>STUDENT EDITION Vocabulary for Comprehension Students are asked identify the main idea of the paragraph or passage, also point out the details that tell about the main idea. For example, "What is the main idea of this passage?" (Review Units 13-18, SE p. 189).</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 <p>TEACHER'S EDITION Teaching Notes for the Review: Vocabulary for Comprehension</p> <ul style="list-style-type: none"> Teach: Identify Main Idea/Details, TE p. T45

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<p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p>TEACHER'S EDITION Teaching Notes for the Unit: Introducing the Words</p> <ul style="list-style-type: none"> • Preparing to Read: Access Prior Knowledge, TE p. T26 Ask students prompting questions to help them access their prior knowledge about the theme or topic of the passage. In a class discussion, expand on the topic to help students build background knowledge. • Background Information, TE p. T27 As students prepare to read each Introducing the Words passage, provide background information about the theme or topic they will encounter. Although some themes will be familiar to students, others will be new and pique their curiosity. Encourage students to make connections to any prior knowledge and to further explore these topics. <p>Teaching Notes for the Review: Vocabulary for Comprehension</p> <ul style="list-style-type: none"> • Teach: Make Inferences, TE p. T46 Model how to monitor comprehension. Show how you would stop and reread to understand important details or what you might do to clarify confusing parts.
<p>(7) Response skills: listening, speaking, reading, writing, and thinking using texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>	
<p>(A) describe personal connections to a variety of sources, including self-selected texts;</p> <p>(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</p> <p>(C) use text evidence to support an appropriate response;</p> <p>(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p> <p>(F) respond using newly acquired vocabulary as appropriate; and</p> <p>(G) discuss specific ideas in the text that are important to the meaning.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Words in Context: Write Your Own In Words in Context: Write Your Own, students include three recently studied vocabulary words when writing 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 Students include at least recently three studied vocabulary words when writing to the prompt following the Vocabulary for Comprehension passage.</p> <p>For example, "In this story, Adam battled fear and nervousness, but he eventually met his goal and completed a long hike. Imagine how you would feel if you were in a similar situation. Tell a story (real or made up) in which you deal with a fear and complete a challenge. Use at least three words from Units 7-12" (Review Units 7-12, p. 127).</p> <p style="text-align: right;"><i>continued</i></p>

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	<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>TEACHER'S EDITION Teaching Notes for the Unit: Introducing the Words</p> <ul style="list-style-type: none"> After Reading, TE p. T26 Invite students to summarize the passage. Then review the answers to the questions that were asked while they were reading. Encourage students to ask any questions they may have about the passage or the meanings of the words.
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	
<p>(A) infer multiple themes within a text using text evidence;</p>	<p>STUDENT EDITION Vocabulary for Comprehension Students are asked to determine the theme of the passage. For example, “What is the theme of this passage?” (Review Units 13-15, SE p. 159).</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, TE pp. T45–T46 <p>TEACHER'S EDITION Teaching Notes for the Unit: Words in Context</p> <ul style="list-style-type: none"> Teach, TE p. T33 Tell students that the Words in Context page contains a short reading passage related in topic or theme to the Introducing the Words reading passage that began the unit.

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<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	
<p>(A) demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Introducing the Words In Introducing the Words, students read a passage that presents all ten unit words in context. A different genre and theme are presented in each 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 (see Digital Resources below).</p> <ul style="list-style-type: none"> • Unit 1 “Why Bear Sleeps So Much” (Russian Folktale) 880L, SE pp. 6–7 • Unit 5 “Baucis and Philemon” (Ancient Myth) 740L, SE pp. 46–47 • Unit 9 “The Competitive Edge” (Contemporary Fiction) 660L, SE pp. 88–89 • Unit 12 “A Message for Norrod” (Science Fiction) 830L, SE pp. 118–119 • Unit 15 “Pecos Bill Ends a Drought” (Tall Tale) 880L, SE pp. 150–151 • Unit 17 “The Hunger Strike” (an Aesop Fable) 870L, SE pp. 170–171 • Teaching Notes for the Unit: Introducing the Words (Unit Reading Passages), TE p. T26 <p>Discuss the genre of the passage, and encourage students to name other stories and books they have read in the genre.</p> <p><u>DIGITAL RESOURCES</u> 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>(D) recognize characteristics and structures of informational text, including:</p> <ul style="list-style-type: none"> (i) the central idea with supporting evidence; (ii) features such as insets, timelines, and sidebars to support understanding; and (iii) organizational patterns such as logical order and order of importance; 	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Introducing the Words In Introducing the Words, students read a passage that presents all ten unit words in context. A different genre and theme are presented in each 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 (see Digital Resources below).</p> <ul style="list-style-type: none"> • Unit 2 “Sybil Ludington’s Ride” (Historical Nonfiction) 960L, SE pp. 16–17 <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • 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 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 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 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 16 “Why Did the Woolly Mammoths Disappear?” (Journal Article) 930L, SE pp. 160–161 • 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 Discuss the genre of the passage, and encourage students to name other stories and books they have read in the genre. <p><u>DIGITAL RESOURCES</u> 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.
(F) analyze characteristics of multimodal and digital texts.	<p><u>DIGITAL RESOURCES</u></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. Student and teacher digital resources available at SadlierConnect.com include:</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 style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • 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. <p>Vocabulary Workshop: Tools for Comprehension is also available in a fully interactive format.</p> <ul style="list-style-type: none"> • 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.
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	
<p>(A) explain the author's purpose and message within a text;</p>	<p>STUDENT EDITION Vocabulary for Comprehension Students are asked to make inferences when answering the inferential questions following Vocabulary for Comprehension passages. Examples: "What is the main idea of this passage?" (Review Units 1-3, SE p. 35); "What does the author mean by the word <i>appeal</i> in paragraph 2? (Units 7-12, SE p. 127). <i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Blue / Grade 5
	<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 <p>TEACHER'S EDITION Teaching Notes for the Review: Vocabulary for Comprehension</p> <ul style="list-style-type: none"> Teach: Identify Main Idea/Details, TE p. T46
(C) analyze the author's use of print and graphic features to achieve specific purposes;	<p>STUDENT EDITION Introducing the Words</p> <p>The Introducing the Words reading selections use several graphic features, including title, genre, illustrations, photos, and captions. In addition, unit study words appear in context in each passage and are highlighted for easy reference.</p> <ul style="list-style-type: none"> Unit 1, SE pp. 6–7; Unit 2, SE pp. 16–17; Unit 3, SE pp. 26–27; Unit 4, SE pp. 36–37; Unit 5, SE pp. 46–47; Unit 6, SE pp. 56–57; Unit 7, SE pp. 68–69; Unit 8, SE pp. 78–79; Unit 9, SE pp. 88–89; Unit 10, SE pp. 98–99; Unit 11, SE pp. 108–109; Unit 12, SE pp. 118–119; Unit 13, SE pp. 130–131; Unit 14, SE pp. 140–141; Unit 15, SE pp. 150–151; Unit 16, SE pp. 160–161; Unit 17, SE pp. 170–171; Unit 18, SE pp. 180–181
(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;	<p>STUDENT EDITION/TEACHER EDITION 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 2 Adages and Proverbs 1, SE p. 25/TE p. T40 Unit 4 Analogies, SE p. 45/TE p. T40 Unit 7 Metaphors, SE p. 77/TE p. T41 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
(F) examine how the author's use of language contributes to voice; and	<p>STUDENT EDITION/TEACHER'S EDITION 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 5 Words That Name Travelers (<i>nomad, commuter, tourist, pilgrim</i>), SE p. 55/TE p. T41 Unit 8 Words That Describe People (<i>energetic, finicky, impatient, resourceful</i>), SE p. 87/TE p. T41 Unit 11 Word Choice (<i>request, plea, demand, 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 (<i>mammoth, miniature, microscopic, vast</i>), SE p. 169/TE p. T43

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Blue / Grade 5
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	
<p>(D) edit drafts using standard English conventions, including:</p>	
<p>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> 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 2 (compound subject), SE p. 23 • Unit 3 (complex sentence), SE p. 33 • Teaching Notes for the Unit: Words in Context, TE p. T33
<p>(ii) past tense of irregular verbs;</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> 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 8 (progressive forms of a verb), SE p. 85 • Unit 9 (irregular past tense), SE p. 95 • Teaching Notes for the Unit: Words in Context, TE p. T33
<p>(iv) adjectives, including their comparative and superlative forms;</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> 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 10 (comparative/superlative adjectives), SE p. 105 • Teaching Notes for the Unit: Words in Context, TE p. T33
<p>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> 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 12 (prepositions/prepositional phrases), SE p. 125 • Teaching Notes for the Unit: Words in Context, TE p. T33
<p>(vii) pronouns, including indefinite;</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> 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 13 (object pronoun), SE p. 137 • Teaching Notes for the Unit: Words in Context, TE p. T33

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Blue / Grade 5
(viii) subordinating conjunctions to form complex sentences;	<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 3 (complex sentence), SE p. 33 • Unit 11 (coordinating/correlative conjunctions), SE p. 115 • Teaching Notes for the Unit: Words in Context, TE p. T33
(ix) capitalization of abbreviations, initials, acronyms, and organizations;	<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 4 (common/proper nouns), SE p. 43 • Teaching Notes for the Unit: Words in Context, TE p. T33
(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and	<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 Grammar Skill (exclamatory sentence/exclamation mark), SE p. 13 • Unit 15 Grammar Skill (contractions/apostrophes), SE p. 157 • Teaching Notes for the Unit: Words in Context, TE p. T33
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	<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 2 (write a story about a disguise or costume), SE p. 23 • Unit 4 (write a story), SE p. 43 • 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> <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Blue / Grade 5
	<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 • Teaching Notes for the Review: Vocabulary for Comprehension: Practice/Apply (Write Your Own), TE p. T46
<p>(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> 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 • Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33
<p>(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> 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 • 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 1-6 (write a persuasive travel brochure), p. 65/TE p. T46 • Teaching Notes for the Review: Vocabulary for Comprehension: Practice/Apply (Write Your Own), TE p. T46

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Blue / Grade 5
<p>(D) compose correspondence that requests information.</p>	<p>Related content</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Vocabulary for Comprehension: Write Your Own</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. 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 13-18 (write a letter to relatives), SE pp. 159 • Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE pp. T45-T46