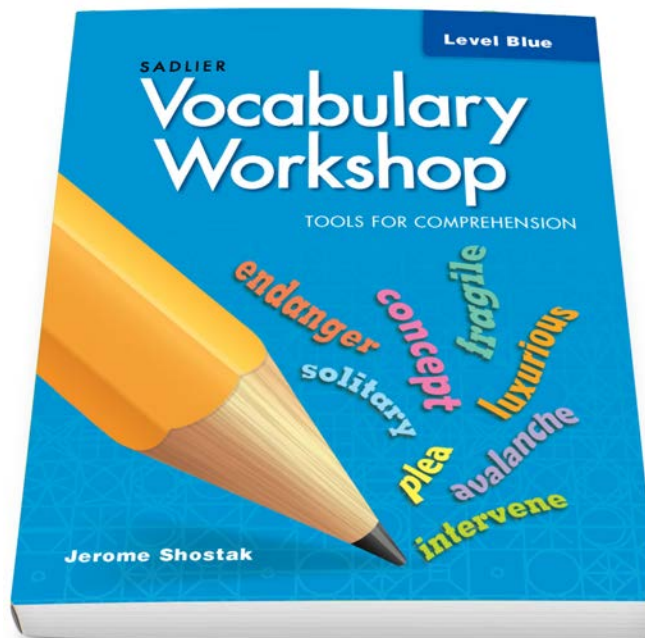


# Vocabulary Workshop

Tools for Comprehension

Correlation to the Oklahoma Academic Standards for  
English Language Arts (2020)

**Grade 5**



## KEY ALIGNED CONTENT

Standard 4: Vocabulary	
Reading.....	2
Writing.....	12

## ADDITIONAL ALIGNED CONTENT

Standard 1: Speaking and Listening .....	14
Standard 2: Reading and Writing Process .....	16
Standard 3: Critical Reading and Writing .....	19
Standard 5: Language .....	22
Standard 6: Research.....	23
Standard 7: Multimodal Literacies .....	25
Standard 8: Independent Reading and Writing .....	26

## Key Aligned Content

### STANDARD 4: VOCABULARY

#### Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE / GRADE 5
<p><b>5.4.R.1</b> Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Vocabulary Workshop: Tools for Comprehension</b>                      In Level Blue of <i>Vocabulary Workshop, Tools for Comprehension</i> students are introduced to 216 carefully selected, high-utility words, many of which are drawn from academic vocabulary word lists relevant to students' reading. Mastery of these words promotes word consciousness and, together with practice in vocabulary strategies, leads to improved reading and writing skills and improved performance on standardized tests.</p> <p>For each unit, activities that increase student knowledge of academic, domain-appropriate, grade-level vocabulary and their ability to infer the meaning of grade-level text include—</p> <ul style="list-style-type: none"> <li>• Introducing the Words (reading selection)</li> <li>• Definitions</li> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Completing the Sentence</li> <li>• Word Associations</li> <li>• Words with Latin Roots</li> <li>• Words in Context (reading selection)                             <ul style="list-style-type: none"> <li>◦ Write Your Own</li> </ul> </li> <li>• Word Study</li> <li>• Shades of Meaning</li> </ul> <p>After every three units, review activities include—</p> <ul style="list-style-type: none"> <li>• Vocabulary for Comprehension (reading selection)                             <ul style="list-style-type: none"> <li>◦ Write Your Own</li> </ul> </li> <li>• Classifying</li> <li>• Completing the Idea</li> </ul> <p><b>DIGITAL RESOURCES</b>                      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"> <li>• IWords Audio Program                              Encourage students to listen to each vocabulary word, its definition, and an illustrative sentence that provides modeling and context.</li> <li>• Audio of Introducing the Words Reading Passages                              Encourage students to track print as they listen to the unit reading passages.</li> <li>• 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.</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 4: VOCABULARY

### Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE / GRADE 5
	<ul style="list-style-type: none"> <li>• <b>Interactive Activities</b> Review the unit vocabulary through fun and engagement.</li> <li>• <b>Interactive Flash Cards</b> 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.</li> <li>• <b>Interactive Graphic Organizers</b> Support and extend learning of Unit words with interactive graphic organizers: Concept Circle, Word Map, Word Square, and Word Web.</li> <li>• <b>Interactive Practice Quizzes</b> Provide students with feedback on their mastery of the unit words. Interactive practice quizzes are automatically scored.</li> <li>• <b>Practice Quiz Worksheets</b> Review Unit words in multiple-choice and passage-based, critical reading formats. Worksheets can also be used as reteaching tools for all learners.</li> </ul> <p><b>Vocabulary Workshop: Tools for Comprehension</b> is also available in a fully interactive format.</p> <ul style="list-style-type: none"> <li>• <b>Interactive Edition (optional purchase)</b> 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.</li> </ul>
<p><b>5.4.R.2</b> Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of new words.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b> <b>Words with Latin/Greek Roots</b></p> <p>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"> <li>• Unit 1 Latin (prefix <i>re-</i>; root <i>ject</i>), SE p. 12</li> <li>• Unit 2 Latin (prefix <i>con-</i>; roots <i>vert, vers</i>), SE p. 22</li> <li>• Unit 3 Latin (<i>min</i>), SE p. 32</li> <li>• Unit 4 Latin (prefix <i>ad-</i>; root <i>soc</i>), SE p. 42</li> <li>• Unit 5 Latin (prefix <i>per-</i>; roots <i>sec, seq</i>), SE p. 52</li> <li>• Unit 6 Latin (prefix <i>pro-</i>; root <i>voc</i>), SE p. 62</li> <li>• Unit 7 Latin (prefix <i>com-</i>; root <i>pos</i>), SE p. 74</li> <li>• Unit 8 Latin (<i>prim</i>), SE p. 84</li> <li>• Unit 9 Latin (<i>idem, iden</i>), SE p. 94</li> <li>• Unit 10 Latin (<i>port</i>), SE p. 104</li> <li>• Unit 11 Latin (<i>nav</i>), SE p. 114</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 4: VOCABULARY

### Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE / GRADE 5
	<ul style="list-style-type: none"> <li>• Unit 12 Latin (<i>migr</i>), SE p. 124</li> <li>• Unit 13 Greek (<i>mono</i>), SE p. 136</li> <li>• Unit 14 Greek (<i>eco</i>), SE p. 146</li> <li>• Unit 15 Latin (<i>spec</i>), SE p. 156</li> <li>• Unit 16 Latin (prefixes <i>ad-</i>, <i>as-</i>; root <i>sum</i>), SE p. 166</li> <li>• Unit 17 Latin (prefix <i>inter-</i>; root <i>ven</i>), SE p. 176</li> <li>• Unit 18 Latin (prefix <i>ex-</i>; root <i>tract</i>), SE p. 186</li> <li>• Teaching Notes for the Unit: Words with Latin/Greek Roots, TE p. T32</li> </ul> <p><b>Word Study</b> In these Word Study activities, students build vocabulary by analyzing word parts, including roots and affixes.</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Unit 8 Word Study: Using a Thesaurus, SB p. 86/TE p. T36</li> <li>• Unit 10 Word Study: Roots (<i>port</i>, <i>mit</i>), SB p. 106/TE p. T37</li> <li>• Unit 11 Word Study: Homophones, SB p. 116/TE p. T37</li> <li>• 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</li> <li>• Unit 14 Word Study: Dictionary: Multiple-Meaning Words 2, SB p. 148/TE p. T38</li> <li>• Unit 16 Word Study: Suffixes (<i>-ity</i>, <i>-ty</i>, <i>-ence</i>, <i>-al</i>), SB p. 168/ TE p. T39</li> <li>• Unit 17 Word Study: Prefixes (<i>de-</i>, <i>post-</i>, <i>trans-</i>, <i>sub-</i>), SB p. 178/TE p. T39</li> <li>• Unit 17 Word Study: Suffixes (<i>-ion</i>, <i>-ment</i>, <i>-able</i>), SB p. 178/ TE p. T39</li> </ul> <p><b>DIGITAL RESOURCES/TEACHER'S EDITION</b> <b>Student Practice: Word Study</b> Additional Word Study lessons on roots and suffixes are available at SadlierConnect.com.</p> <ul style="list-style-type: none"> <li>• Unit 3 Word Study: Homographs, Online/TE p. T34</li> <li>• Unit 6 Word Study: Suffixes (<i>-ment</i>, <i>-ance</i>, <i>-age</i>, <i>-hood</i>), Online/TE p. T35</li> <li>• Unit 12 Word Study: Prefixes (<i>re-</i>, <i>in-</i>, <i>im-</i>), Online/TE p. T37</li> <li>• Unit 15 Word Study: Roots (<i>spect</i>, <i>photo</i>, <i>tele</i>), Online/TE p. T38</li> <li>• Unit 18 Word Study: Roots (<i>dict</i>, <i>tract</i>), Online/TE p. T39</li> </ul>
<p><b>5.4.R.3</b> Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b> <b>Introducing the Words</b> In Introducing the Words, students read a passage that presents all twelve unit words in context. A different genre and theme are presented in each passage.</p> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 4: VOCABULARY

### Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE / GRADE 5
	<p>When reading a passage, students are directed to pay close attention to the context of the highlighted unit words.</p> <p>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"> <li>• Unit 1 “Why Bear Sleeps So Much” (Russian Folktale) 880L, SE pp. 6–7</li> <li>• Unit 2 “Sybil Ludington’s Ride” (Historical Nonfiction) 960L, SE pp. 16–17</li> <li>• Unit 3 “The Flight of the Monarch” (Magazine Article) 920L, SE pp. 26–27</li> <li>• Unit 4 “Wagon Train Diary” (Diary Entries) 810L, SE pp. 36–37</li> <li>• Unit 5 “Baucis and Philemon” (Ancient Myth) 740L, SE pp. 46–47</li> <li>• Unit 6 “The Surprising Life of Emily Dickinson” (Biography) 910L, SE pp. 56–57</li> <li>• Unit 7 “Eugenie Clark: Swimming with Sharks” (Biography) 950L, SE pp. 68–69</li> <li>• Unit 8 “What Happened to Pennsylvania Station?” (Essay) 810L, SE pp. 78–79</li> <li>• Unit 9 “The Competitive Edge” (Contemporary Fiction) 660L, SE pp. 88–89</li> <li>• Unit 10 “Ireland’s Great Famine” (Textbook Entry) 920L, SE pp. 98–99</li> <li>• Unit 11 “National Ski Patrol to the Rescue” (Magazine Article) 880L, SE pp. 108–109</li> <li>• Unit 12 “A Message for Norrod” (Science Fiction) 830L, SE pp. 118–119</li> <li>• Unit 13 “Crispus Attucks Changes History” (Historical Nonfiction) 980L, SE pp. 130–131</li> <li>• Unit 14 “A Giant Hoax” (Nonfiction Narrative) 900L, SE pp. 140–141</li> <li>• Unit 15 “Pecos Bill Ends a Drought” (Tall Tale) 880L, SE pp. 150–151</li> <li>• Unit 16 “Why Did the Woolly Mammoths Disappear?” (Journal Article) 930L, SE pp. 160–161</li> <li>• Teaching Notes for the Unit: Introducing the Words (Unit Reading Passages), TE p. T26</li> <li>• Unit 17 “The Hunger Strike” (an Aesop Fable) 870L, SE pp. 170–171</li> <li>• Unit 18 “Sequoyah, Advocate of His People” (Biography) 940L, SE pp. 180–181</li> <li>• Teaching Notes for the Unit: Introducing the Words (Unit Reading Passages), TE p. T26</li> </ul> <p style="text-align: right;"><i>continued</i></p>

**STANDARD 4: VOCABULARY**

**Reading**

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE / GRADE 5
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	<p><b>Synonyms and Antonyms</b> 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"> <li>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</li> <li>Teaching Notes for the Unit: Synonyms and Antonyms, TE p. T29</li> </ul> <p><b>Completing the Sentence</b> 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.</p> <ul style="list-style-type: none"> <li>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</li> <li>Teaching Notes for the Unit: Completing the Sentence, TE p. T30</li> </ul> <p><b>Word Associations</b> 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.</p> <ul style="list-style-type: none"> <li>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</li> <li>Teaching Notes for the Unit: Word Associations, TE p. T31</li> </ul> <p><b>Words in Context</b> 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"> <li>Unit 1 "The Boy Who Invented Earmuffs," p. 13</li> <li>Unit 2 "Baseball and Statistics," p. 23</li> <li>Unit 3 "What Is Herding?," p. 33</li> </ul> <p style="text-align: right;"><i>continued</i></p>
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## STANDARD 4: VOCABULARY

### Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE / GRADE 5
	<ul style="list-style-type: none"> <li>• Unit 4 “FBI Vehicles,” p. 43</li> <li>• Unit 5 “Annoying Nettles,” p. 53</li> <li>• Unit 6 “How Glooskap Found Summer,” p. 63</li> <li>• Unit 7 “Sugar Tax,” p. 75</li> <li>• Unit 8 “The Pacific Crest Trail,” p. 85</li> <li>• Unit 9 “Tales as Old as Time,” p. 95</li> <li>• Unit 10 “The Founding of Yellowstone,” p. 105</li> <li>• Unit 11 “The Blockade of Confederate Ports (1861-1865),” p. 115</li> <li>• Unit 12 “L. Frank Baum’s Wonderful World,” p. 125</li> <li>• Unit 13 “World Heritage Sites,” p. 137</li> <li>• Unit 14 “Bats and Their Diet,” p. 147</li> <li>• Unit 15 “The Work of a Therapy Dog,” p. 157</li> <li>• Unit 16 “The Enchanted Garden,” p. 167</li> <li>• Unit 17 “Who Was Homer?,” p. 177</li> <li>• Unit 18 “The National Youth Administration,” p. 187</li> <li>• Teaching Notes for the Unit: Words in Context, TE p. T33</li> </ul> <p><b>Word Study: Context Clues</b></p> <p>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"> <li>• Unit 2 Word Study: Context Clues 1, p. 24/TE p. T34</li> <li>• Unit 9 Word Study: Context Clues 2, Online/TE p. T36</li> </ul> <p><b>Word Study</b></p> <p>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"> <li>• Unit 1 Word Study: Dictionary: Multiple-Meaning Words, SB p. 14/TE p. T34</li> <li>• Unit 4 Word Study: Analogies, SB p. 44/TE p. T35</li> <li>• Unit 5 Word Study: Words That are Often Confused, SB p. 54/TE p. T35</li> <li>• 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</li> <li>• Unit 8 Word Study: Using a Thesaurus, SB p. 86/TE p. T36</li> <li>• Unit 10 Word Study: Roots (<i>port</i>, <i>mit</i>), SB p. 106/TE p. T37</li> <li>• Unit 11 Word Study: Homophones, SB p. 116/TE p. T37</li> <li>• 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</li> <li>• Unit 14 Word Study: Dictionary: Multiple-Meaning Words 2, SB p. 148/TE p. T38</li> <li>• Unit 16 Word Study: Suffixes (<i>-ity</i>, <i>-ty</i>, <i>-ence</i>, <i>-al</i>), SB p. 168/TE p. T39</li> <li>• Unit 17 Word Study: Prefixes (<i>de-</i>, <i>post-</i>, <i>trans-</i>, <i>sub-</i>), SB p. 178/TE p. T39</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## STANDARD 4: VOCABULARY

### Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE / GRADE 5
	<p><b>Vocabulary for Comprehension</b></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"> <li>• Review Units 1-3 “The Tallest Sailor in the World” (Alfred Bulltop Stormalong) pp. 34–35</li> <li>• Review Units 1-6 “Trouble in Paradise” (Nauru), SE pp. 64–65</li> <li>• Review Units 7-9 “America’s First Female Doctor” (Elizabeth Blackwell), SE pp. 96–97</li> <li>• Review Units 7-12 “Census Taking” (bats in Carlsbad Cavern), SE pp. 126–127</li> <li>• Review Units 13-15 “The Experience of a Lifetime” (1893 Chicago World’s Fair), SE pp. 158–159</li> <li>• Review Units 13-18 “The Great Migration of the Dust Bowl,” pp. 188–189</li> <li>• Teaching Notes for the Review: Vocabulary for Comprehension, TE pp. T45–T46</li> </ul> <p><b>Completing the Idea</b></p> <p>Within the context of a sentence starter that contains a taught word, students draw on personal experience or prior knowledge in order to complete the sentence.</p> <p>When a multiple-meaning word is used in a sentence, students can figure out the intended meaning by using the context clues. However, they first need to be familiar with the various meanings.</p> <ul style="list-style-type: none"> <li>• Review Units 1–6, SE p. 67; Review Units 7–12, SE p. 129; Review Units 13–18, SE p. 191</li> <li>• Teaching Notes for the Unit: Completing the Idea, TE p. T48</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Student Practice: Word Study</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• Unit 3 Word Study: Homographs, Online/TE p. T34</li> <li>• Unit 6 Word Study: Suffixes (<i>-ment, -ance, -age, -hood</i>), Online/TE p. T35</li> <li>• Unit 12 Word Study: Prefixes (<i>re-, in-, im-</i>), Online/TE p. T37</li> <li>• Unit 15 Word Study: Roots (<i>spect, photo, tele</i>), Online/TE p. T38</li> <li>• Unit 18 Word Study: Roots (<i>dict, tract</i>), Online/TE p. T39</li> </ul> <p style="text-align: right;"><i>continued</i></p>



## STANDARD 4: VOCABULARY

### Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE / GRADE 5
	<p><b>Teacher Resources</b> (each unit)</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<p><b>5.4.R.4</b> Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms.</p>	<p><b>STUDENT EDITION/TEACHER EDITION</b></p> <p><b>Synonyms and Antonyms</b> 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"> <li>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</li> <li>Teaching Notes for the Unit: Synonyms and Antonyms, TE p. T29</li> </ul> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Unit 1 Word Study: Dictionary: Multiple-Meaning Words, SB p. 14/TE p. T34</li> <li>Unit 5 Word Study: Words That are Often Confused, SB p. 54/TE p. T35</li> <li>Unit 8 Word Study: Using a Thesaurus, SB p. 86/TE p. T36</li> <li>Unit 11 Word Study: Homophones, SB p. 116/TE p. T37</li> <li>Unit 14 Word Study: Dictionary: Multiple-Meaning Words 2, SB p. 148/TE p. T38</li> </ul> <p><b>DIGITAL RESOURCES/TEACHER'S EDITION</b></p> <p><b>Student Practice: Word Study</b> Additional Word Study lessons are provided online at SadlierConnect.com.</p> <ul style="list-style-type: none"> <li>Unit 3 Word Study: Homographs, Online/TE p. T34</li> </ul>
<p><b>3.4.R.5</b> Students will use a dictionary, glossary, or a thesaurus (<i>print and/or electronic</i>) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Definitions</b> Located immediately after the unit passage is Definitions, a two-page alphabetical listing of each of the 12 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> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 4: VOCABULARY

### Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE / GRADE 5
	<ul style="list-style-type: none"> <li>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</li> <li>Teaching Notes for the Unit: Definitions, TE p. T28</li> </ul> <p><b>Words with Latin/Greek Roots</b></p> <p>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"> <li>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</li> <li>Teaching Notes for the Unit: Words with Latin/Greek Roots, TE p. T32</li> </ul> <p><b>Word Study</b></p> <p>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"> <li>Unit 1 Word Study: Dictionary: Multiple-Meaning Words 1, SE p. 14/TE p. T34</li> <li>Unit 5 Word Study: Words That are Often Confused, SE p. 54/TE p. T35</li> <li>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</li> <li>Unit 8 Word Study: Using a Thesaurus, SB p. 86/TE p. T36</li> <li>Unit 10 Word Study: Roots (<i>port</i>, <i>mit</i>), SB p. 106/TE p. T37</li> <li>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</li> <li>Unit 14 Word Study: Dictionary: Multiple-Meaning Words 2, SE p. 148/TE p. T38</li> <li>Unit 16 Word Study: Suffixes (<i>-ity</i>, <i>-ty</i>, <i>-ence</i>, <i>-al</i>), SB p. 168/TE p. T39</li> </ul> <p><b>Word List</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>SE p. 192</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 4: VOCABULARY

### Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE / GRADE 5
	<p><b>TEACHER'S EDITION</b></p> <p><b>Teaching Notes for the Review: Completing the Idea</b>                      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.</p> <ul style="list-style-type: none"> <li>Expanding Vocabulary, TE p. T48</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Student Practice: Word Study</b>                      Additional Word Study lessons are provided online at SadlierConnect.com. Students are asked to use a print or digital dictionary to check their answers.</p> <ul style="list-style-type: none"> <li>Unit 6 Word Study: Suffixes (-ment, -ance, -age, -hood), Online/TE p. T35</li> <li>Unit 12 Word Study: Prefixes (re-, in-, im-), Online/TE p. T37</li> </ul> <p><b>Student Resources (each unit)</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>

## STANDARD 4: VOCABULARY

### Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE / GRADE 5
<p><b>5.4.W.1</b> Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b>  <b>Words with Latin/Greek Roots</b>                      Students study a Latin or Greek root then examine words that contain the root. After choosing two of the words from the bulleted list, they write a sentence for each word to show they understand its meaning.</p> <ul style="list-style-type: none"> <li>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</li> <li>Teaching Notes for the Unit: Words with Latin/Greek Roots, TE p. T32</li> </ul> <p><b>Words in Context: Write Your Own</b>                      In Words in Context: Write Your Own, students incorporate three recently studied vocabulary words into their written response to the Words in Context reading selection.</p> <ul style="list-style-type: none"> <li>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</li> <li>Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33</li> </ul> <p>For Follow-Up, students write their own summary of the unit reading passages using five unit words.</p> <p><b>TEACHER’S EDITION</b>  <b>Word Study</b>                      Word Study Teaching Notes listed below offer short writing assignments in which students are directed to write sentences that include recently studied unit words.</p> <p>Examples: “Have students write alliterative tongue-twister sentences using both words in the homograph pairs” (Unit 1, TE p. T34); “Students write one sentence for each word, using a different type of context clue within each sentence” (Unit 9, TE p. T36).</p> <ul style="list-style-type: none"> <li>Teaching Notes: Unit 1, TE p. T34; Unit 9, TE p. T36</li> </ul>
<p><b>5.4.W.2</b> Students will select appropriate language to create a specific effect according to purpose in writing.</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b>  <b>Shades of Meaning</b>                      The Shades of Meaning activities help students deepen their understanding of colorful words and phrases used in grade-level text by examining relationships among related words and by analyzing nuances of meaning.</p> <p>For several activities, they write a response about or using the recently studied words.</p> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 4: VOCABULARY

### Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE / GRADE 5
	<ul style="list-style-type: none"> <li>• Unit 1 Similes, SE p. 15/TE p. T40</li> <li>• Unit 2 Adages and Proverbs 1, SE p. 25/TE p. T40</li> <li>• Unit 5 Words That Name Travelers (<i>nomad, commuter, tourist, pilgrim</i>), SE p. 55/TE p. T41</li> <li>• Unit 7 Metaphors, SE p. 77/TE p. T41</li> <li>• Unit 8 Words That Describe People (<i>energetic, finicky, impatient, resourceful</i>), SE p. 87/TE p. T41</li> <li>• Unit 10 Idioms 1, SE p. 107/TE p. T42</li> <li>• Unit 11 Word Choice (<i>request, plea, demand, interrogation</i>), SE p. 117/TE p. T42</li> <li>• Unit 13 Word Choice (<i>acquire, receive, purchase, borrow</i>), SE p. 139/TE p. T42</li> <li>• Unit 14 Adages and Proverbs 2, SE p. 149/TE p. T43</li> <li>• Unit 16 Words That Describe Size (<i>mammoth, miniature, microscopic, vast</i>), SE p. 169/TE p. T43</li> <li>• Unit 17 Idioms 2, SE p. 179/TE p. T43</li> </ul>

## Additional Aligned Content

### STANDARD 1: SPEAKING AND LISTENING

#### Reading

Students will develop and apply effective communication skills through speaking and active listening.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE / GRADE 5
<p><b>5.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.</p> <p><b>5.1.R.2</b> Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.</p> <p><b>5.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Definitions</b> 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"> <li>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</li> <li>Teaching Notes for the Unit: Definitions, TE p. T28</li> </ul> <p><b>Words in Context: Write Your Own</b> 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"> <li>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</li> <li>Teaching Notes for the Unit: Words in Context, TE p. T33</li> </ul> <p><b>Word Study</b> 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"> <li>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</li> <li>Teaching Notes for the Unit: Word Study, TE pp. T34–T39</li> </ul> <p><b>Classifying</b> 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"> <li>Review Units 1–6, SE p. 66, Review Units 7–12, SE p. 128, Units 13–18, SE p. 190</li> <li>Teaching Notes for the Review: Classifying: Follow-Up, TE p. T47</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 1: SPEAKING AND LISTENING

### Reading

Students will develop and apply effective communication skills through speaking and active listening.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE / GRADE 5
	<p><b>Classifying</b> 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"> <li>Review Units 1-6, SE p. 66, Review Units 7-12, SE p. 128, Units 13-18, SE p. 190</li> <li>Teaching Notes for the Review: Classifying: Follow-Up, TE p. T47</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Addressing Different Learners</b> 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"> <li>Differentiating Daily Instruction for Striving Readers and ELL Children, TE p. T20</li> </ul> <p><b>Teaching Notes for the Unit: Definitions</b></p> <ul style="list-style-type: none"> <li>Practice/Apply (ask volunteers to read example sentences aloud/pair students for collaborative activities), TE p. T28</li> <li>Follow-Up: Oral Language (use a Word Wall), TE p. T28</li> </ul> <p><b>Teaching Notes for the Unit: Word Study</b></p> <ul style="list-style-type: none"> <li>Unit 3: Follow-Up (Oral Language: Use homographs in small group conversation), TE p. T34</li> <li>Unit 6: Follow-Up (Oral Language: Make a Word Wall), TE p. T35</li> <li>Unit 10: Follow-Up (Oral Language: Ask and answer questions using words from the lesson), TE p. T37</li> <li>Unit 15: Follow-Up (Oral Language: Ask questions about experiences with words with studied roots), TE p. T38</li> <li>Unit 18: Follow-Up (Word Play: Work in small groups), TE p. T39</li> </ul> <p><b>Teaching Notes for the Review: Vocabulary for Comprehension</b></p> <ul style="list-style-type: none"> <li>Follow-Up: Oral Language, TE p. T46</li> </ul>

## STANDARD 1: SPEAKING AND LISTENING

### Writing

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE / GRADE 5
<p><b>5.1.W.2</b> Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.</p>	<p>Students have opportunities to work collaboratively under the direction of the teacher in each unit. Lessons with collaborative activities include the following—</p> <ul style="list-style-type: none"> <li>• Definitions (collaborative activities marked by speech-bubble logos)</li> <li>• Words in Context: Write Your Own</li> <li>• Word Study (collaborative activities marked by speech-bubble logos)</li> <li>• Classifying</li> </ul>

## STANDARD 2: READING AND WRITING PROCESS

### Reading

Students will read and comprehend increasingly complex literary and informational texts.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE / GRADE 5
<p><b>5.2.R.1</b> Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.</p>	<p><b>TEACHER'S EDITION</b>  <b>Teaching Notes for the Unit: Introducing the Words</b></p> <ul style="list-style-type: none"> <li>• After Reading (students summarize the passage), TE p. T26</li> </ul> <p><b>Teaching Notes for the Unit: Words in Context</b></p> <ul style="list-style-type: none"> <li>• Follow-Up: Writing (students write their own summary of Introducing the Words or Words in Context reading passage using five unit words), TE p. T33</li> </ul>
<p><b>5.2.R.2</b> Students will compare and contrast details in literary and nonfiction/informational texts to distinguish genres.</p>	<p><b>STUDENT EDITION</b>  <b>Introducing the Words</b></p> <p>In Introducing the Words, students read a reading passage that incorporates all the words they will be learning in the unit. Different genres and themes are presented in the reading passages—</p> <ul style="list-style-type: none"> <li>• Unit 1 Russian Folktale, SE pp. 6–7; Unit 2 Historical Nonfiction, SE pp. 16–17; Unit 3 Magazine Article, SE pp. 26–27; Unit 4 Diary Entries, SE pp. 36–37; Unit 5 Ancient Myth, SE pp. 46–47; Unit 6 Biography, SE pp. 56–57; Unit 7 Biography, SE pp. 68–69; Unit 8 Essay, SE pp. 78–79; Unit 9 Contemporary Fiction, SE pp. 88–89; Unit 10 Textbook Entry, SE pp. 98–99; Unit 11 Magazine Article, SE pp. 108–109; Unit 12 Science Fiction, SE pp. 118–119; Unit 13 Historical Nonfiction, SE pp. 130–131; Unit 14 Nonfiction Narrative, SE pp. 140–141; Unit 15 Tall Tale, SE pp. 150–151; Unit 16 Journal Article, SE pp. 160–161; Unit 17 An Aesop Fable, SE pp. 170–171; Unit 18 Biography, SE pp. 180–181</li> </ul> <p style="text-align: right;"><i>continued</i></p>



## STANDARD 1: SPEAKING AND LISTENING

### Reading

Students will read and comprehend increasingly complex literary and informational texts.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE / GRADE 5
	<p><b>TEACHER'S EDITION</b>  <b>Teaching Notes for the Unit: Introducing the Words</b></p> <ul style="list-style-type: none"> <li>• During Reading, TE p. T26                      With students, read the brief introduction. Discuss the genre of the passage, and encourage students to name other stories and books they have read in the genre.</li> </ul>

### Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE / GRADE 5
<p><b>5.2.W.5</b> Students will use resources to find correct spellings of words (e.g., <i>word wall</i>, <i>vocabulary notebook</i>, <i>print and electronic dictionaries</i>, and <i>spell-check</i>).</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Definitions</b></p> <p>Located immediately after the unit passage is Definitions, a two-page alphabetical listing of each of the 12 unit words. The dictionary-style entry for each word includes its spelling, 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"> <li>• 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</li> <li>• Teaching Notes for the Unit: Definitions, TE p. T28</li> </ul> <p><b>Words with Latin/Greek Roots</b></p> <p>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"> <li>• 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</li> <li>• Teaching Notes for the Unit: Words with Latin/Greek Roots, TE p. T32</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 2: READING AND WRITING PROCESS

### Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE / GRADE 5
	<p><b>Word Study</b> 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"> <li>• Unit 1 Word Study: Dictionary: Multiple-Meaning Words 1, SE p. 14/TE p. T34</li> <li>• Unit 5 Word Study: Words That are Often Confused, SE p. 54/TE p. T35</li> <li>• 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</li> <li>• Unit 8 Word Study: Using a Thesaurus, SB p. 86/TE p. T36</li> <li>• Unit 10 Word Study: Roots (<i>port</i>, <i>mit</i>), SB p. 106/TE p. T37</li> <li>• 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</li> <li>• Unit 14 Word Study: Dictionary: Multiple-Meaning Words 2, SE p. 148/TE p. T38</li> <li>• Unit 16 Word Study: Suffixes (<i>-ity</i>, <i>-ty</i>, <i>-ence</i>, <i>-al</i>), SB p. 168/TE p. T39</li> </ul> <p><b>Word List</b> 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.</p> <ul style="list-style-type: none"> <li>• SE p. 192</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Teaching Notes for the Unit: Definitions</b></p> <ul style="list-style-type: none"> <li>• Follow-Up: Oral Language (use a word wall), TE p. T28</li> </ul> <p><b>Teaching Notes for the Unit: Synonyms and Antonyms</b></p> <ul style="list-style-type: none"> <li>• Follow-Up: Expanding Vocabulary/Writing (vocabulary notebook), TE p. T29</li> </ul> <p><b>Teaching Notes for the Unit: Words with Latin/Greek Roots</b></p> <ul style="list-style-type: none"> <li>• Follow-Up: Expanding Vocabulary (vocabulary notebook), TE p. T32</li> </ul> <p><b>Teaching Notes for the Unit: Word Study</b></p> <ul style="list-style-type: none"> <li>• Follow-Up: Oral Language (make a word wall): Unit 6, TE p. T35; Unit 8, TE p. T41</li> </ul> <p><b>Teaching Notes for the Review: Vocabulary for Comprehension</b></p> <ul style="list-style-type: none"> <li>• Follow-Up: Oral Language (create a word wall): Unit 6, TE p. T35; Unit 8, TE p. T46</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 2: READING AND WRITING PROCESS

### Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE / GRADE 5
	<p><b>Teaching Notes for the Review: Completing the Idea</b> 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.</p> <ul style="list-style-type: none"> <li>Expanding Vocabulary, TE p. T48</li> </ul> <p><b>DIGITAL RESOURCES/TEACHER'S EDITION</b> <b>Student Practice: Word Study</b> Additional Word Study lessons are provided online at SadlierConnect.com. Students are asked to use a print or digital dictionary to check their answers.</p> <ul style="list-style-type: none"> <li>Unit 6 Word Study: Suffixes (<i>-ment, -ance, -age, -hood</i>), Online/TE p. T35</li> <li>Unit 12 Word Study: Prefixes (<i>re-, in-, im-</i>), Online/TE p. T37</li> </ul>

## STANDARD 3: CRITICAL READING AND WRITING

### Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE / GRADE 5
<p><b>5.3.R.4</b> Students will find examples of literary devices:</p> <ul style="list-style-type: none"> <li>simile</li> <li>metaphor</li> <li>personification</li> <li>onomatopoeia</li> <li>hyperbole</li> <li>imagery</li> <li>symbolism*</li> <li>tone*</li> </ul> <p>*Students will find textual evidence when provided with examples.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b> <b>Shades of Meaning</b> 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"> <li>Unit 1 Similes, SE p. 15/TE p. T40</li> <li>Unit 2 Adages and Proverbs 1, SE p. 25/TE p. T40</li> <li>Unit 4 Similes, SE p. 45/TE p. T40</li> <li>Unit 5 Words That Name Travelers (<i>nomad, commuter, tourist, pilgrim</i>), SE p. 55/TE p. T41</li> <li>Unit 7 Metaphors, SE p. 77/TE p. T41</li> <li>Unit 8 Words That Describe People (<i>energetic, finicky, impatient, resourceful</i>), SE p. 87/TE p. T41</li> <li>Unit 10 Idioms 1, SE p. 107/TE p. T42</li> <li>Unit 11 Word Choice (<i>request, plea, demand, interrogation</i>), SE p. 117/TE p. T42</li> <li>Unit 13 Word Choice (<i>acquire, receive, purchase, borrow</i>), SE p. 139/TE p. T42</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 3: CRITICAL READING AND WRITING

### Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE / GRADE 5
	<ul style="list-style-type: none"> <li>Unit 14 Adages and Proverbs 2, SE p. 149/TE p. T43</li> <li>Unit 16 Words That Describe Size (<i>mammoth, miniature, microscopic, vast</i>), SE p. 169/TE p. T43</li> <li>Unit 17 Idioms 2, SE p. 179/TE p. T43</li> </ul>
<p><b>5.3.R.7</b> Students will ask and answer inferential questions using the text to support answers.</p>	<p><b>STUDENT EDITION</b>  <b>Vocabulary for Comprehension</b>                      Students are asked to make inferences when answering the inferential questions following Vocabulary for Comprehension passages.                      Examples: “What does the use of the word <i>abused</i> in paragraph 1 suggest?” (SE p. 127); “Which phrase from the passage best shows the idea of <i>economical</i>?” (SE p. 159).  <ul style="list-style-type: none"> <li>SE pp. 34–35, 64–65, 96–97, 126–127, 158–159, 188–189</li> </ul> </p> <p><b>TEACHER’S EDITION</b>  <b>Teaching Notes for the Review: Vocabulary for Comprehension</b>  <ul style="list-style-type: none"> <li>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.</li> </ul> </p>

### Writing

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE / GRADE 5
<p><b>NARRATIVE</b>  <b>5.3.W.1</b> Students will write narratives incorporating characters, plot, setting, point of view, conflict (<i>i.e., internal, external</i>), and dialogue.</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b>  <b>Words in Context: Write Your Own</b>                      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.  <ul style="list-style-type: none"> <li>Unit 2 (write a story about a disguise or costume), SE p. 23</li> <li>Unit 4 (write a story), SE p. 43</li> <li>Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33</li> </ul> </p> <p><b>Vocabulary for Comprehension: Write Your Own</b>                      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</p> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 3: CRITICAL READING AND WRITING

### Writing

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE / GRADE 5
	<p>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"> <li>• Review Units 1-3 (retell a story), SE p. 35</li> <li>• Review Units 7-12 (imagine how you would feel watching thousands of bats emerge from a cave), SE p. 127</li> <li>• Review Units 13-15 (write an imagined journal entry describing day at the world’s fair), SE p. 159</li> <li>• Review Units 13-18 (write a letter to relatives about an imagined experience), SE p. 189</li> <li>• Teaching Notes for the Review: Vocabulary for Comprehension: Practice/Apply (Write Your Own), TE p. T46</li> </ul>
<p><b>INFORMATIVE Grade Level Focus</b></p> <p><b>5.3.W.2</b> Students will write facts about a subject, including a main idea with supporting details, and use transitional and signal words.</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Words in Context: Write Your Own</b></p> <p>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"> <li>• Unit 1 (list pros and cons of hibernation from a bear’s point of view), SE p. 13</li> <li>• Unit 3 (sketch and describe a butterfly garden), SE p. 33</li> <li>• Unit 5 (describe perfect host/perfect guest), SE p. 53</li> <li>• Unit 6 (describe but don’t name favorite animal), SE p. 63</li> <li>• Unit 7 (write a podcast script), SE p. 75</li> <li>• Unit 8 (describe town improvements), SE p. 85</li> <li>• Unit 11 (describe experience in nature), SE p. 95</li> <li>• Unit 12 (describe object without naming it), SE p. 105</li> <li>• Unit 10 (create flashcards), SE p. 105</li> <li>• Unit 15 (describe legend or superhero), SE p. 115</li> <li>• Unit 16 (informational leaflet), SE p. 167</li> <li>• Unit 18 (list ways to find out about current events), SE p. 187</li> <li>• Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33</li> </ul>
<p><b>OPINION</b></p> <p><b>5.3.W.3</b> Students will clearly state an opinion supported with facts and details.</p> <p><b>5.3.W.4</b> Students will show relationships among facts, opinions, and supporting details.</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Words in Context: Write Your Own</b></p> <p>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"> <li>• Unit 13 (express opinion on repealing a rule), SE p. 137</li> <li>• Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 3: CRITICAL READING AND WRITING

### Writing

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE / GRADE 5
	<p><b>Vocabulary for Comprehension: Write Your Own</b>                      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"> <li>Review Units 1-6 (write a persuasive travel brochure), p. 65/TE p. T46</li> <li>Teaching Notes for the Review: Vocabulary for Comprehension: Practice/Apply (Write Your Own), TE p. T46</li> </ul>

## STANDARD 5: LANGUAGE

### Reading

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE /GRADE 5
<p><b>5.5.R.1</b> Students will recognize conjunctions, prepositions, and interjections and explain their effect in particular sentences.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Words in Context: Grammar Skill</b>                      Students identify the grammar skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> <li>Unit 11 (coordinating/correlative conjunctions), SE p. 115</li> <li>Unit 12 (prepositions/prepositional phrases), SE p. 125</li> <li>Teaching Notes for the Unit: Words in Context: Grammar Skill, TE p. T33</li> </ul>

### Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE /GRADE 5
<p><b>5.5.W.1</b> Students will write using correct mechanics with a focus on commas, apostrophes, and quotation marks as needed for dialogue and quoted material.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Words in Context: Grammar Skill</b>                      Students identify the grammar skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> <li>Unit 1 (interrogative sentence/question mark), SE p. 13</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 5: LANGUAGE

### Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE /GRADE 5
	<ul style="list-style-type: none"> <li>• Unit 16 (capitalization of proper nouns), SE p. 167</li> <li>• Unit 17 (commas in a series), SE p. 177</li> <li>• Unit 18 (direct quotation/quotation marks), SE p. 187</li> <li>• Teaching Notes for the Unit: Words in Context: Grammar Skill, TE p. T33</li> </ul>
<p><b>5.5.W.2</b> Students will compose simple, compound, and complex sentences and questions, create sentences with an understood subject, and correct fragments and run-on sentences.</p>	<p><b>STUDENT EDITION</b>  <b>Words in Context: Grammar Skill</b>                      Students identify the grammar skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> <li>• Unit 1 (interrogative sentence/question mark), SE p. 13</li> <li>• Unit 2 (compound subject), SE p. 23</li> <li>• Unit 3 (complex sentence), SE p. 33</li> <li>• Teaching Notes for the Unit: Words in Context: Grammar Skill, TE p. T33</li> </ul>
<p><b>5.5.W.4</b> Students will form and use verb tense to convey various times, sequences, states, and conditions.</p>	<p><b>STUDENT EDITION</b>  <b>Words in Context: Grammar Skill</b>                      Students identify the grammar skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> <li>• Unit 8 (progressive forms of a verb), SE p. 85</li> <li>• Unit 9 (irregular past tense), SE p. 95</li> <li>• Teaching Notes for the Unit: Words in Context: Grammar Skill, TE p. T33</li> </ul>

## STANDARD 6: RESEARCH

### Reading

Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE /GRADE 5
<p><b>5.6.R.2</b> Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to interpret a text.</p>	<p><b>STUDENT EDITION</b>  <b>Introducing the Words</b>                      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"> <li>• SE pp. 6–7, 16–17, 26–27, 36–37, 46–47, 56–57, 68–69, 78–79, 88–89, 98–99, 108–109, 118–119, 130–131, 140–141, 150–151, 160–161, 170–171, 180–181</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 6: RESEARCH

### Reading

Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE /GRADE 5
	<p><b>TEACHER'S EDITION</b>  <b>Teaching Notes for the Unit: Introducing the Words</b></p> <ul style="list-style-type: none"> <li>• During Reading, TE p. T26                      Discuss any photographs or illustrations, pointing out how students can use the information in these visuals to help them better appreciate the passage.</li> </ul>

### Writing

Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE /GRADE 5
<p><b>5.6.W.2</b> Students will organize information found during research, following a modified citation style (e.g., <i>author, title, publication date</i>) with guidance and support.</p>	<p>Related content</p> <p><b>DIGITAL RESOURCES</b>                      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"> <li>• Interactive Graphic Organizers.                      Students support and extend learning of unit words with interactive graphic organizers: Concept Circle, Word Map, Word Square, and Word Web.</li> </ul>
<p><b>5.6.W.3</b> Students will summarize and present information in a report.</p>	<p>Related content</p> <p><b>TEACHER'S EDITION</b>  <b>Teaching Notes for the Unit: Introducing the Words</b></p> <ul style="list-style-type: none"> <li>• After Reading (students summarize the passage), TE p. T26</li> </ul> <p><b>Teaching Notes for the Unit: Words in Context</b></p> <ul style="list-style-type: none"> <li>• Follow-Up: Writing (students write their own summary of Introducing the Words or Words in Context reading passage using five unit words), TE p. T33</li> </ul>



## STANDARD 7: MULTIMODAL LITERACIES

### Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE /GRADE 5
<p><b>5.7.R.1</b> Students will analyze the characteristics and effectiveness of a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal and interpretive questions to create new understandings.</p>	<p><b>DIGITAL RESOURCES</b></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"> <li>• <b>iWords Audio Program</b> Encourage students to listen to each vocabulary word, its definition, and an illustrative sentence that provides modeling and context.</li> <li>• <b>Audio of Introducing the Words Reading Passages</b> Encourage students to track print as they listen to the Unit reading passages.</li> <li>• <b>Differentiated Introducing the Words Reading Passages</b> 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.</li> <li>• <b>Interactive Activities.</b> Review the Unit vocabulary through fun and engagement.</li> <li>• <b>Interactive Flash Cards.</b> 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.</li> <li>• <b>Interactive Graphic Organizers.</b> Support and extend learning of Unit words with interactive graphic organizers: Concept Circle, Word Map, Word Square, and Word Web.</li> <li>• <b>Interactive Practice Quizzes.</b> Provide students with feedback on their mastery of the Unit words. Interactive practice quizzes are automatically scored.</li> <li>• <b>Practice Quiz Worksheets.</b> Review Unit words in multiple-choice and passage-based, critical reading formats. Worksheets can also be used as reteaching tools for all learners.</li> </ul> <p><b>Vocabulary Workshop: Tools for Comprehension</b> is also available in a fully interactive format.</p> <ul style="list-style-type: none"> <li>• <b>Interactive Edition (optional purchase)</b> 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.</li> </ul>

## STANDARD 7: MULTIMODAL LITERACIES

### Writing

Students will create multimodal texts to communicate knowledge and develop arguments.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE /GRADE 5
<p><b>5.7.W.2</b> Students will create presentations that integrate visual displays and other multimedia to enrich the presentation.</p>	<p>Related content</p> <p><b>TEACHER'S EDITION</b>  <b>Teaching Notes for the Unit: Word Study</b></p> <ul style="list-style-type: none"> <li>Follow-Up: Expanding Vocabulary (draw pictures to illustrate multiple word meanings), Unit 14, TE p. T38</li> </ul> <p><b>Teaching Notes for the Unit: Shades of Meaning</b></p> <ul style="list-style-type: none"> <li>Follow-Up: Expanding Vocabulary (draw and label pictures), Unit 14, TE p. T40</li> </ul>

## STANDARD 8: INDEPENDENT READING AND WRITING

### Reading

Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE /GRADE 5
<p><b>5.8.R</b> Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>	<p><b>TEACHER'S EDITION</b>  <b>Developing Vocabulary Through Literature</b> (TE p. T24)</p> <p>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"> <li>• Avi, <i>The True Confessions of Charlotte Doyle</i> (Historical/Adventure)</li> <li>• Babbit, Natalie, <i>The Search for Delicious</i> (Fantasy/Dictionary Definitions)</li> <li>• Banks, Lynne Reid, <i>The Indian in the Cupboard</i> (Fantasy/Adventure)</li> <li>• Brink, Carol Ryrie, <i>Caddie Woodlawn</i> (Historical/Prairie)</li> <li>• Brittain, Bill, <i>The Wish Giver</i> (Mystery/Suspense)</li> <li>• Burnford, Shirley, <i>The Incredible Journey</i> (Animal/Adventure)</li> <li>• Byars, Betsy, <i>Summer of the Swans</i> (Realistic/Family)</li> <li>• Clement, Andrew, <i>Frindle</i> (Realistic/History of Language)</li> <li>• Conrad, Pam, <i>Our House</i> (Short Stories/Humor/Levittown)</li> <li>• Curtis, Christopher Paul, <i>The Watsons Go to Birmingham-1963</i> (Historical/African American)</li> <li>• Dorris, Michael, <i>Morning Girl</i> (Historical/Native American)</li> <li>• Fitzgerald, John D., <i>The Great Brain</i> (Realistic/Humor)</li> <li>• Fitzhugh, Louise, <i>Harriet the Spy</i> (Realistic/Humor)</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 8: INDEPENDENT READING AND WRITING

### Reading

Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.

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

## STANDARD 8: INDEPENDENT READING AND WRITING

### Writing

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

GRADE 5 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL BLUE /GRADE 5
<p><b>5.8.W</b> Students will write independently over extended periods of time (e.g., <i>time for research, reflection, and revision</i>) and for shorter timeframes (e.g., <i>a single sitting or a day or two</i>) to communicate with different audiences for a variety of purposes.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Words in Context: Write Your Own</b>                      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"> <li>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</li> <li>Teaching Notes for the Unit: Words in Context (Write Your Own), TE p. T33</li> </ul> <p><b>Vocabulary for Comprehension: Write Your Own</b>                      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"> <li>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</li> <li>Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE pp. T45-T46</li> </ul> <p><b>Completing the Idea: Writing Challenge</b>                      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"> <li>Review Units 1-6, SE p. 67; Review Units 7-12, SE p. 129; Review Units 13-18, SE p. 191</li> <li>Teaching Notes for the Review: Completing the Idea: Writing Challenge, TE p. T48</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Teaching Notes for the Unit: Words with Latin/Greek Roots</b></p> <ul style="list-style-type: none"> <li>Follow-Up: Writing (write a contextual sentence to reflect the meaning of each root), TE p. T32</li> </ul> <p><b>Teaching Notes for the Unit: Words in Context</b></p> <ul style="list-style-type: none"> <li>Follow-Up: Writing (challenge students to write their own summary of the unit Introducing the Words or Words in Context reading selections using five unit words), TE p. T33</li> </ul> <p><b>Teaching Notes for the Unit: Word Study</b></p> <ul style="list-style-type: none"> <li>Follow-Up: Writing, Unit 9, TE p. T36; Unit 12, TE p. T37; Unit 16, TE p. T39</li> </ul> <p><b>Teaching Notes for the Unit: Shades of Meaning</b></p> <ul style="list-style-type: none"> <li>Follow-Up: Writing, Unit 2, TE p. T40; Unit 7, TE p. T41; Unit 13, TE p. T42; Unit 14, TE p. T43</li> </ul>