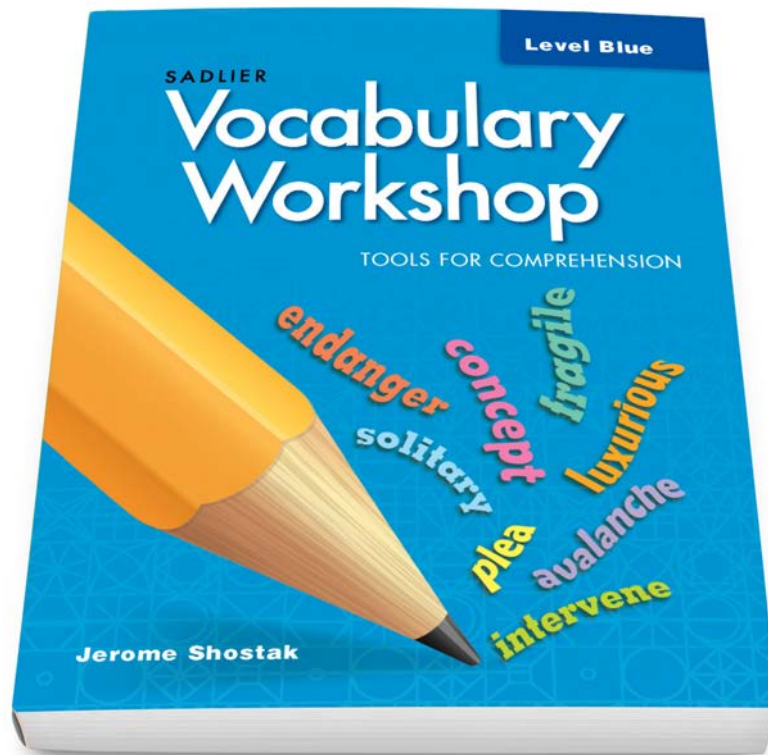


Vocabulary Workshop

Tools for Comprehension

Correlation to the North Carolina English Language Arts
Standard Course of Study

Grade 5



Key Aligned Content

Language Standards: Vocabulary Acquisition and Use 2

Additional Aligned Content

Reading Standards for Literature 10

Reading Standards for Informational Text 14

Reading Foundational Skills 19

Writing Standards 23

Speaking and Listening Standards 26

Language Standards 28

Key Aligned Content

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION – LEVEL BLUE / GR. 5

Vocabulary Acquisition and Use

L.5.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:: **context clues, word parts, word relationships, and reference materials.**

CONTEXT CLUES

STUDENT EDITION/TEACHER'S EDITION

Introducing the Words

Introducing the Words is a reading passage at the beginning of each Unit that presents all twelve highlighted Unit study words in context.

- 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
- Teaching Notes: Introducing the Words—TE p. T26

Definitions

After examining the pronunciation, part of speech, and definition for each word, students see the word in the context of one or more example sentences.

- 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, SE pp. 70–71; Unit 8, SE 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: 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 phrase. 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: 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: Completing the Sentence—TE p. T30

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LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Vocabulary Acquisition and Use

continued

L.5.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:: **context clues, word parts, word relationships, and reference materials.**

continued

continued

CONTEXT CLUES (*continued*)

STUDENT EDITION/TEACHER'S EDITION

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: Word Associations—TE p. T31

Words in Context

Students read a short passage related to the topic or theme of the **Introducing the Words** reading passage at the beginning of the Unit. They pay close attention to the context of the Unit words in the passage as they answer vocabulary-in-context questions.

- Unit 1, 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. 135; 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: Words in Context—TE p. T33

Word Study: Context Clues

In **Context Clues 1**, students learn about three types of context clues: definition, example, and restatement.

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

Word Study

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

- Unit 1, SE p. 14/TE p. T34; Unit 4, SE p. 44/TE p. T35; Unit 5, SE p. 54/TE p. T35; Unit 7, SE p. 76/TE p. T36; Unit 8, SE p. 86/TE p. T36; Unit 10, SE p. 106/TE p. T37; Unit 11, SE p. 116/TE p. T37; Unit 13, SE p. 136/TE p. T38; Unit 14, SE p. 148/TE p. T38; Unit 16, SE p. 168/TE p. T39; Unit 17, SE p. 178/TE p. T39

DIGITAL RESOURCES*/TEACHER'S EDITION

Word Study: Context Clues

In **Context Clues 2**, students learn about three more types of context clues: cause/effect, contrast, and comparison.

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

Word Study

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

- Unit 3, Online/TE p. T34; Unit 6, Online/TE p. T35; Unit 12, Online/TE p. T37; Unit 15, Online/TE p. T38; Unit 18, Online/TE p. T39

continued

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Vocabulary Acquisition and Use

continued

L.5.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: **context clues**, **word parts**, **word relationships**, and **reference materials**.

continued

continued

CONTEXT CLUES (*continued*)

STUDENT EDITION/TEACHER'S EDITION

Shades of Meaning

Students learn to appreciate subtle differences of meanings of related words by examining their use in context.

- Unit 1, SE p. 15/TE p. T40; Unit 2, SE p. 25/TE p. T40; Unit 4, SE p. 45/TE p. T40; Unit 5, SE p. 55/TE p. T41; Unit 7, SE p. 77/TE p. T41; Unit 8, SE p. 87/TE p. T41; Unit 10, SE p. 107/TE p. T42; Unit 11, SE p. 117/TE p. T42; Unit 13, SE p. 137/TE p. T42; Unit 14, SE p. 149/TE p. T43; Unit 16, SE p. 169/TE p. T43; Unit 17, SE p. 179/TE p. T43

Vocabulary for Comprehension

Each **Vocabulary for Comprehension** passage incorporates several of the words taught in the prior three units, followed by vocabulary-in-context questions.

- Review Units 1-3, SE pp. 34-35; Review Units 1-6, SE pp. 64-65; Review Units 7-9 SE pp. 96-97; Review Units 7-12, SE pp. 126-127; Review Units 13-15, SE pp. 158-159; Review Units 13-18, SE pp. 188-189
- Teaching Notes: 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: Completing the Idea—TE p. T48

WORD PARTS

STUDENT EDITION

Words with Latin/Greek Roots

In **Words with Latin/Greek Roots**, students study the root or affix of a Unit word and apply its meaning to other words.

- Unit 1 Latin (prefix *re-*; root *ject*)—SE p. 12
- Unit 2 Latin (prefix *con-*; roots *vert*, *vers*)—SE p. 22
- Unit 3 Latin (*min*)—SE p. 32
- Unit 4 Latin (prefix *ad-*; root *soc*)—SE p. 42
- Unit 5 Latin (prefix *per-*; roots *sec*, *seq*)—SE p. 52
- Unit 6 Latin (prefix *pro-*; root *voc*)—SE p. 62
- Unit 7 Latin (prefix *com-*; root *pos*)—SE p. 74
- Unit 8 Latin (*prim*)—SE p. 84
- Unit 9 Latin (*idem*, *iden*)—SE p. 94
- Unit 10 Latin (*port*)—SE p. 104
- Unit 11 Latin (*nav*)—SE p. 114
- Unit 12 Latin (*migr*)—SE p. 124
- Unit 13 Greek (*mono*)—SE p. 136
- Unit 14 Greek (*eco*)—SE p. 146
- Unit 15 Latin (*spec*)—SE p. 156
- Unit 16 Latin (prefixes *ad-*, *as-*; root *sum*)—SE p. 166
- Unit 17 Latin (prefix *inter-*; root *ven*)—SE p. 176
- Unit 18 Latin (prefix *ex-*; root *tract*)—SE p. 186

continued

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Vocabulary Acquisition and Use

continued

L.5.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: **context clues**, **word parts**, **word relationships**, and **reference materials**.

continued

continued

WORD PARTS (*continued*)

TEACHER'S EDITION

Words with Latin/Greek Roots

- Teaching Notes: Words with Latin/Greek Roots—TE p. T32

STUDENT EDITION/TEACHER'S EDITION

Word Study

In these **Word Study** activities, students build vocabulary by analyzing word parts, including roots and affixes.

- Unit 7 Word Study: Prefixes (*pre-*, *in-*, *im-*, *ir-*, *il-*)—SE p. 76/ TE p. T36
- Unit 10 Word Study: Roots (*port*, *mit*)—SE p. 106/TE p. T37
- Unit 13 Word Study: Suffixes (*-ion*, *-tion*, *-sion*, *-ous*, *-ic*)—SE p. 138/ TE p. T38
- Unit 16 Word Study: Suffixes (*-ity*, *-ty*, *-ence*, *-al*)—SE p. 168/ TE p. T39
- Unit 17 Word Study: Prefixes (*de-*, *post-*, *trans-*, *sub-*)—SE p. 178/TE p. T39

DIGITAL RESOURCES*/TEACHER'S EDITION

Student Practice: Word Study

Additional **Word Study** lessons on roots, prefixes, and suffixes are available at SadlierConnect.com.

- Unit 6 Word Study: Suffixes (*-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

WORD RELATIONSHIPS

STUDENT EDITION/TEACHER'S EDITION

Definitions

For each of the twelve Unit study words, students examine the pronunciation, part(s) of speech, definition(s), and example sentences. Also listed are one or more word synonyms and, when available, antonyms.

- 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, SE pp. 70–71; Unit 8, SE 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: Definitions—TE p. T28

Synonyms and Antonyms

The **Synonyms** and **Antonyms** exercises focus on word relationships. Students read each phrase and consider each choice before choosing their answer. Next, they write the word that has the same or opposite meaning as the boldface word in the given phrase.

- 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: Synonyms and Antonyms—TE p. T29

continued

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Vocabulary Acquisition and Use

continued

L.5.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: **context clues, word parts, word relationships, and reference materials.**

continued

continued

WORD RELATIONSHIPS (*continued*)

Shades of Meaning

In the **Shades of Meaning** lessons, students deepen their understanding of word meanings by examining relationships between related words, relying on context to help explain subtle differences in meaning.

- Unit 1, SE p. 14/TE p. T40; Unit 2, SE p. 24/TE p. T40; Unit 4, SE p. 44/TE p. T40; Unit 5, SE p. 54/TE p. T41; Unit 7, SE p. 76/TE p. T41; Unit 8, SE p. 86/TE p. T41; Unit 10, SE p. 106/TE p. T42; Unit 11, SE p. 116/TE p. T42; Unit 13, SE p. 136/TE p. T42; Unit 14, SE p. 148/TE p. T43; Unit 16, SE p. 168/TE p. T43; Unit 17, SE p. 178/TE p. T43

Classifying

For the **Classifying** activity, students look for a relationship among a group of words and choose the word that may be considered a member of the group. Students then explain the relationship.

- Review Units 1-6—SE p. 66; Review Units 7-12—SE p. 128; Units 13-18—SE p. 190
- Teaching Notes: Classifying—TE p. T47

DIGITAL RESOURCES*/TEACHER'S EDITION

Student Practice

Word Study

Students figure out the relationship between the first two words in order to identify the second pair of words that completes the analogy.

- Unit 4 Word Study: Analogies—SB p. 44/TE p. T35

REFERENCE MATERIALS

STUDENT EDITION/TEACHER'S EDITION

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.

- 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, SE pp. 70-71; Unit 8, SE 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: Definitions—TE p. T28

Words with Latin Roots

Students consider a unit word with a Latin root then examine other words that contain that root. The featured words are presented as **abbreviated dictionary entries**, including part of speech and definitions.

- 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

continued

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Vocabulary Acquisition and Use

<p style="text-align: center;"><i>continued</i></p> <p>L.5.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">REFERENCE MATERIALS <i>(continued)</i></p> <p>Word Study For these Word Study lessons, students use a dictionary or thesaurus.</p> <ul style="list-style-type: none"> Unit 1 Word Study: Dictionary: Multiple-Meaning Words 1—SB p. 14/TE p. T34 Unit 8 Word Study: Using a Thesaurus—SB p. 86/TE p. T36 Unit 14 Word Study: Dictionary: Multiple-Meaning Words 2—SB p. 148/TE p. T38 <p>In other Word Study lessons, students are directed to use a dictionary to check spellings and meanings to make sure they have used each word correctly in the lesson assignment.</p> <ul style="list-style-type: none"> Unit 5, SE p. 54/TE p. T35; Unit 7, SE p. 76/TE p. T36; Unit 10, SE p. 106/TE p. T37; Unit 13, SE p. 136/TE p. T38; Unit 16, SE p. 168/TE p. T39 <p><u>DIGITAL RESOURCES*/TEACHER'S EDITION</u></p> <p>Student Practice Word Study For these online Word Study lessons, students are directed to use a dictionary to check spellings and meanings to make sure they have used each word correctly in the lesson assignment.</p> <ul style="list-style-type: none"> Unit 3, SE p. Online/TE p. T34; Unit 6, SE p. Online/TE p. T35; Unit 15, SE p. Online/TE p. T38; Unit 18, SE p. Online/TE p. T39 <p><u>STUDENT EDITION</u></p> <p>Word List An alphabetized 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"> SE p. 192
<p>L.5.5 Demonstrate understanding of figurative language and nuances in word meanings.</p>	
<p>a. Interpret figurative language, including similes and metaphors, in context.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Shades of Meaning In Shades of Meaning, students deepen their understanding of word meanings by examining relationships between related words and by analyzing nuances of meaning.</p> <ul style="list-style-type: none"> Unit 1 Similes—SE p. 15/TE p. T40 Unit 7 Metaphors—SE p. 77/TE p. T41
<p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>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 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

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Vocabulary Acquisition and Use

L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

STUDENT EDITION/TEACHER'S EDITION

Vocabulary Workshop: Tools for Comprehension

In **Level Blue** of *Vocabulary Workshop: Tools for Comprehension*, 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.

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—

- **Introducing the Words** (reading selection)
- **Definitions**
- **Synonyms**
- **Antonyms**
- **Completing the Sentence**
- **Word Associations**
- **Words with Latin/Greek Roots**
- **Words in Context** (reading selection)
 - **Write Your Own**
- **Word Study**
- **Shades of Meaning**

After every three Units, review activities include—

- **Vocabulary for Comprehension** (reading selection)
 - **Write Your Own**
- **Classifying**
- **Completing the Idea**

The end-of-book Word List includes all the words taught and used in the Units of this book. The number after each entry indicates the page on which the word is defined.

- **Level Blue Word List**—SE p. 192

DIGITAL RESOURCES*

Digital Resources for each Unit of **Level Blue** of *Vocabulary Workshop: Tools for Comprehension* are available to students and teachers at SadlierConnect.com. Students and families may use these digital resources without a username and password.

Instruction

- **Introducing the Words: Audio Version**
Encourage students to track print as they listen to the Unit reading passages.

Additional Practice

- **Practice Quizzes**
Automatically scored interactive practice quizzes provide students with feedback on their mastery of the Unit words. The quizzes are also available in a printable version (PDF).

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LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Vocabulary Acquisition and Use

continued

L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

continued

DIGITAL RESOURCES* (continued)

Additional Practice (continued)

• **Practice Worksheets**

In printable format only (PDF), the Practice Worksheets mirror the format of the Unit Practice Quizzes. In Part 1, students choose the word that means the same, or about the same, as the underlined Unit word. In Part 2, they answer vocabulary-in-context questions after reading the short passage. Worksheets can also be used as reteaching tools for all learners.

Interactive Activities

Students review the Unit vocabulary through fun and engagement.

- **Antonyms: Match It!**
- **Synonyms: Match It!**
- **What's the Word?**
- **Word Search**

Interactive Graphic Organizers

Support and extend learning of Unit words with interactive graphic organizers.

- **Concept Circle**
- **Word Map**
- **Word Square**
- **Word Web**

Student Resources

• **iWords Audio Program**

Encourage students to listen to each vocabulary word, its definition, and an illustrative sentence that provides modeling and context.

• **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.

Teacher Resources

• **Introducing the Words: Abridged**

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.

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

• **Interactive Edition** (optional purchase)

Vocabulary Workshop Interactive Edition provides all of the program's print components, including the program's ancillary component (Unit Test Booklet), in a fully interactive online format.

Vocabulary Workshop Interactive Edition includes exercises that build academic vocabulary knowledge by using contextual and definitional information and ample practice of Unit words in multiple contexts, including responding to text-based questions.

Vocabulary Workshop Interactive Edition also provides personalized student learning by allowing teachers to build custom assessments that meet the varying needs of students. Teachers have the ability to adjust instruction and track student progress based on data reports.

Additional Aligned Content

READING STRAND

Reading Standards for Literature

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Key Ideas and Evidence

<p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>STUDENT EDITION Introducing the Words: Reading Selections Introducing the Words is a reading passage at the beginning of each Unit that presents all twelve highlighted Unit study words in context.</p> <ul style="list-style-type: none"> Unit 1, “Why Bear Sleeps So Much” (Russian Folktale)—SE pp. 6–7; Unit 5, “Baucis and Philemon” (Ancient Myth)—SE pp. 46–47; Unit 9, “The Competitive Edge” (Contemporary Fiction)—SE pp. 88–89; Unit 12, “A Message for Norrod” (Science Fiction)—SE pp. 98–99; Unit 15, “Pecos Bill Ends a Drought” (Tall Tale)—SE pp. 108–109; Unit 17, “The Hunger Strike” (an Aesop Fable)—SE pp. 170–171 <p>TEACHER’S EDITION Introducing the Words Guide the class’s focus and comprehension by having students answer key questions about the passage. 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> <ul style="list-style-type: none"> Teaching Notes: Introducing the Words—TE p. T26
<p>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>STUDENT EDITION Introducing the Words: Reading Selections Introducing the Words is a reading passage at the beginning of each Unit that presents all twelve highlighted Unit study words in context.</p> <ul style="list-style-type: none"> Unit 1, “Why Bear Sleeps So Much” (Russian Folktale)—SE pp. 6–7; Unit 5, “Baucis and Philemon” (Ancient Myth)—SE pp. 46–47; Unit 9, “The Competitive Edge” (Contemporary Fiction)—SE pp. 88–89; Unit 12, “A Message for Norrod” (Science Fiction)—SE pp. 98–99; Unit 15, “Pecos Bill Ends a Drought” (Tall Tale)—SE pp. 108–109; Unit 17, “The Hunger Strike” (an Aesop Fable)—SE pp. 170–171 <p>TEACHER’S EDITION Introducing the Words Ask students prompting questions to help them access their prior knowledge about the theme or topic of the passage. Invite students to summarize the passage.</p> <ul style="list-style-type: none"> Teaching Notes: Introducing the Words—TE p. T26

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READING STRAND

Reading Standards for Literature

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Key Ideas and Evidence

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

This expectation is beyond the scope of a supplemental vocabulary development program.

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Craft and Structure

RL.5.4 Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone.

STUDENT EDITION/TEACHER'S EDITION

Introducing the Words: Reading Selections

Introducing the Words is a reading passage at the beginning of each Unit that presents all twelve highlighted Unit study words in context. Discuss context clues and the meanings of the words as they relate to the passage.

- Unit 1, "The Fox and the Grapes" (an Aesop Fable)—SE pp. 6–7; Unit 4, "The Handsome Stag" (Folk tale)—SE pp. 36–37; Unit 9, "The Talent Show" (Realistic Fiction)—SE pp. 88–89; Unit 10, "The Princess and the Pea" (Fairy Tale)—SE pp. 98–99; Unit 12, "The Tiger's Promise" (Korean Folk tale)—SE pp. 118–119; Unit 16, "Two Troublesome Monkeys" (Fantasy)—SE pp. 160–161
- Teaching Notes: Introducing the Words—TE p. T26

Vocabulary for Comprehension

Each **Vocabulary for Comprehension** passage incorporates several of the words taught in the prior three units, followed by vocabulary-in-context questions.

- Review Units 1-3, "The Tallest Sailor in the World" (Alfred Bulltop Stormalong)—SE pp. 34–35; Review Units 13-15, "The Experience of a Lifetime" (family trip to the 1893 Chicago World's Fair)—SE pp. 158–159
- Teaching Notes: Vocabulary for Comprehension—TE pp. T45–T46

RL.5.5 Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem.

This expectation is beyond the scope of a supplemental vocabulary development program.

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

Related content

STUDENT EDITION/TEACHER'S EDITION

Shades of Meaning

In this **Shades of Meaning** lesson, students discuss how a choice of words reflects the narrator's attitude.

- Unit 4, Words That Describe Behavior—SE p. 45/TE p. T40

READING STRAND

Reading Standards for Literature

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Integration of Ideas and Analysis

<p>RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text.</p>	<p>STUDENT EDITION Introducing the Words: Reading Selections Introducing the Words is a reading passage at the beginning of each Unit that presents all twelve highlighted Unit study words in context.</p> <ul style="list-style-type: none"> Unit 1, “The Fox and the Grapes” (an Aesop Fable)—SE pp. 6–7; Unit 4, “The Handsome Stag” (Folktale)—SE pp. 36–37; Unit 9, “The Talent Show” (Realistic Fiction)—SE pp. 88–89; Unit 10, “The Princess and the Pea” (Fairy Tale)—SE pp. 98–99; Unit 12, “The Tiger’s Promise” (Korean Folktale)—SE pp. 118–119; Unit 16, “Two Troublesome Monkeys” (Fantasy)—SE pp. 160–161 <p>TEACHER’S EDITION Introducing the Words: Reading Selections Discuss the photographs or illustrations, pointing out how students can use the information in these visuals to help them better appreciate the passage.</p> <ul style="list-style-type: none"> Teaching Notes: Introducing the Words—TE p. T26
<p>RL.5.8 Not applicable to literature.</p>	
<p>RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p>	<p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p>

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Range of Reading and Level of Complexity

<p>RL.5.10 By the end of grade 5, read and understand literature at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION Introducing the Words: Reading Selections Guide the class’s focus and comprehension by having students answer key questions about the passage. 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> <ul style="list-style-type: none"> Unit 6 “Why Bear Sleeps So Much” (Russian Folktale) 880L—SE pp. 6–7; Unit 46 “Baucis and Philemon” (Ancient Myth) 740L—SE pp. 46–47; Unit 88 “The Competitive Edge” (Contemporary Fiction) 660L—SE pp. 88–89; Unit 98 “A Message for Norrod” (Science Fiction) 830L—SE pp. 98–99; Unit 108 “Pecos Bill Ends a Drought” (Tall Tale) 880L—SE pp. 108–109; Unit 170 “The Hunger Strike” (an Aesop Fable) 870L—SE pp. 170–171 Teaching Notes: Introducing the Words—TE p. T26 <p>Vocabulary for Comprehension Discuss and model the following reading skills: Identify Main Idea/Details; Vocabulary in Context; Make Inferences.</p> <ul style="list-style-type: none"> Review Units 1-3, “The Tallest Sailor in the World” (Alfred Bulltop Stormalong)—SE pp. 34–35; Review Units 13-15, “The Experience of a Lifetime” (1893 Chicago World’s Fair)—SE pp. 158–159 Teaching Notes: Vocabulary for Comprehension—TE pp. T45–T46 <p style="text-align: right;"><i>continued</i></p>
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READING STRAND

Reading Standards for Literature

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Range of Reading and Level of Complexity

continued

RL.5.10 By the end of grade 5, read and understand literature at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

continued

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.

- Avi, *The True Confessions of Charlotte Doyle* (Historical/ Adventure)
- Babbit, Natalie, *The Search for Delicious* (Fantasy/Dictionary Definitions)
- Banks, Lynne Reid, *The Indian in the Cupboard* (Fantasy/ Adventure)
- Brink, Carol Ryrie, *Caddie Woodlawn* (Historical/Prairie)
- Brittain, Bill, *The Wish Giver* (Mystery/Suspense)
- Burnford, Shirley, *The Incredible Journey* (Animal/Adventure)
- Byars, Betsy, *Summer of the Swans* (Realistic/Family)
- Clement, Andrew, *Frindle* (Realistic/History of Language)
- Conrad, Pam, *Our House* (Short Stories/Humor/Levittown)
- Curtis, Christopher Paul, *The Watsons Go to Birmingham—1963* (Historical/ African American)
- Dorris, Michael, *Morning Girl* (Historical/Native American)
- Fitzgerald, John D., *The Great Brain* (Realistic/Humor)
- Fitzhugh, Louise, *Harriet the Spy* (Realistic/Humor)
- George, Jean Craighead, *My Side of the Mountain* (Adventure/Survival)
- Giblin, James, *Many Rides of Paul Revere* (Nonfiction/ Historical/ Revolutionary War)
- Gipson, Frederick, *Old Yeller* (Animal/Realistic)
- Gray, Lulu, *Falcon's Egg* (Fantasy/Family)
- Hale, Shannon, *Princess Academy* (Fantasy/Friendship)
- Hiassen, Carl, *Hoot* (Humor/Animal/Environmental)
- Jackson, Donna, *ER Vets: Life in an Animal Emergency Room* (Nonfiction/ Animals/Medicine)
- Kelly, Jacqueline, *The Evolution of Calpurnia Tate* (Realistic/ Family/ Science)
- King-Smith, Dick, *School Mouse* (Animal/Books & Reading)
- Konigsburg, E.L., *The View from Saturday* (Realistic/Language Contest)
- Lofting, Hugh, *The Story of Doctor Doolittle* (Animal/Fantasy/ Adventure)
- Lord, Betty, *Bao In the Year of the Boar and Jackie Robinson* (Historical/ Chinese American)
- Lowry, Lois, *Number the Stars* (Historical/WWII)
- MacLachlan, Patricia, *Sarah, Plain and Tall* (Historical/Prairie); *The Facts and Fictions of Minna Pratt* (Realistic/Musicians)
- Martin, Ann M., *A Corner of the Universe* (Realistic/Family/ Disabilities)
- Merrill, Jean, *The Pushcart War* (Realistic/Humor)
- Mohr, Nicholasa, *Felita* (Realistic/Hispanic)
- Murphy, Jim, *An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic* (Nonfiction/Historical)
- Naylor, Phyllis Reynolds, *Shiloh* (Realistic/Animal)
- North, Sterling, *Rascal* (Autobiography/Animal/Humor)
- Norton, Mary, *The Borrowers* (Fantasy/Family)
- Schmidt, Gary, *The Wednesday Wars* (Realistic/ Historical/1960s)
- Snyder, Zilpha Keatley, *Cat Running* (Historical/Great Depression/Dust Bowl)
- Steig, William, *Dominic* (Animal/Humor/Fantasy)
- Tate, Eleanor, *Thank You, Dr. Martin Luther King, Jr.!* (Historical/Realistic)
- Taylor, Sidney, *All-of-a-Kind* (Family Historical Fiction/NYC/ Jewish)
- Woodson, Jacqueline, *Last Summer with Maizon* (African American/ Friendship/Realistic)

READING STRAND

Reading Standards for Informational Text

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Key Ideas and Evidence

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

STUDENT EDITION

Introducing the Words: Reading Selections

Introducing the Words is a reading passage at the beginning of each Unit that presents all twelve highlighted Unit study words in context.

- Unit 2 “Sybil Ludington’s Ride” (Historical Nonfiction)—SE pp. 16-17; Unit 3 “The Flight of the Monarch” (Magazine Article)—SE pp. 26-27; Unit 4 “Wagon Train Diary” (Diary Entries)—SE pp. 36-37; Unit 6 “The Surprising Life of Emily Dickinson” (Biography)—SE pp. 56-57; Unit 7 “Eugenie Clark: Swimming with Sharks” (Biography)—SE pp. 68-69; Unit 8 “What Happened to Pennsylvania Station?” (Essay)—SE pp. 78-79; Unit 10 “Ireland’s Great Famine” (Textbook Entry)—SE pp. 98-99; Unit 11 “National Ski Patrol to the Rescue” (Magazine Article)—SE pp. 108-109; Unit 13 “Crispus Attucks Changes History” (Historical Nonfiction)—SE pp. 130-131; Unit 14 “A Giant Hoax” (Nonfiction Narrative)—SE pp. 140-141; Unit 16 “Why Did the Woolly Mammoths Disappear?” (Journal Article)—SE pp. 160-161; Unit 18 “Sequoyah, Advocate of His People” (Biography)—SE pp. 180-181

TEACHER’S EDITION

Introducing the Words

Guide the class’s focus and comprehension by having students answer key questions about the passage. 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.

- Teaching Notes: Introducing the Words—TE p. T26

STUDENT EDITION

Vocabulary for Comprehension

In **Vocabulary for Comprehension**, students read a passage that incorporates six of the words taught in the prior three Units. After reading, students ask and answer questions based on the passage.

- 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 13-18, “The Great Migration of the Dust Bowl”—SE pp. 188-189

TEACHER’S EDITION

Vocabulary for Comprehension

Guide students in making inferences by combining clues or details in the passage with prior knowledge to make logical decisions about events and actions.

- Teaching Notes: Vocabulary for Comprehension—TE pp. T45-T46

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Related content (identify main idea and supporting details)

STUDENT EDITION

Vocabulary for Comprehension

In **Vocabulary for Comprehension**, students read a passage that incorporates six of the words taught in the prior three Units.

- 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 13-18, “The Great Migration of the Dust Bowl”—SE pp. 188-189

TEACHER’S EDITION

Vocabulary for Comprehension

Model how to identify the main idea and supporting details.

- Teaching Notes: Vocabulary for Comprehension—TE pp. T45-T46

READING STRAND

Reading Standards for Informational Text

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Key Ideas and Evidence

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

This expectation is beyond the scope of a supplemental vocabulary development program.

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Craft and Structure

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

STUDENT EDITION

Introducing the Words: Reading Selections

Introducing the Words is a reading passage at the beginning of each Unit that presents all twelve highlighted Unit study words in context. Discuss context clues and the meanings of the words as they relate to the passage.

- Unit 2 “Sybil Ludington’s Ride” (Historical Nonfiction)—SE pp. 16–17; Unit 3 “The Flight of the Monarch” (Magazine Article)—SE pp. 26–27; Unit 4 “Wagon Train Diary” (Diary Entries)—SE pp. 36–37; Unit 6 “The Surprising Life of Emily Dickinson” (Biography)—SE pp. 56–57; Unit 7 “Eugenie Clark: Swimming with Sharks” (Biography)—SE pp. 68–69; Unit 8 “What Happened to Pennsylvania Station?” (Essay)—SE pp. 78–79; Unit 10 “Ireland’s Great Famine” (Textbook Entry)—SE pp. 98–99; Unit 11 “National Ski Patrol to the Rescue” (Magazine Article)—SE pp. 108–109; Unit 13 “Crispus Attucks Changes History” (Historical Nonfiction)—SE pp. 130–131; Unit 14 “A Giant Hoax” (Nonfiction Narrative)—SE pp. 140–141; Unit 16 “Why Did the Woolly Mammoths Disappear?” (Journal Article)—SE pp. 160–161; Unit 18 “Sequoyah, Advocate of His People” (Biography)—SE pp. 180–181

TEACHER’S EDITION

Introducing the Words

Discuss context clues and the meanings of the words as they relate to the passage.

- Teaching Notes: Introducing the Words—TE p. T26

STUDENT EDITION

Words in Context

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.

- 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

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READING STRAND

Reading Standards for Informational Text

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Craft and Structure

<i>continued</i>	<i>continued</i>
<p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<p>TEACHER'S EDITION Words in Context Remind students to pay attention to context clues that can help them figure out the meanings of the words and develop a better understanding of the passage. Return to each of the highlighted words in the passage. Discuss context clues and the meanings of the words as they relate to the passage.</p> <ul style="list-style-type: none"> Teaching Notes: Words in Context—TE p. T33 <p>STUDENT EDITION Vocabulary for Comprehension Each Vocabulary for Comprehension passage incorporates several of the words taught in the prior three units, followed by vocabulary-in-context questions.</p> <ul style="list-style-type: none"> 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 13-18, "The Great Migration of the Dust Bowl"—SE pp. 188-189 Teaching Notes: Vocabulary for Comprehension—TE pp. T45-T46 <p>TEACHER'S EDITION Vocabulary for Comprehension</p> <ul style="list-style-type: none"> Teaching Notes: Vocabulary for Comprehension—TE pp. T45-T46
<p>RI.5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</p>	<p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p>
<p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p>

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Integration of Ideas and Analysis

<p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.</p>	<p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p>
<p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p>
<p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p>

READING STRAND

Reading Standards for Informational Text

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Range of Reading and Level of Complexity

RI.5.10 By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

STUDENT EDITION

Introducing the Words: Reading Selections

Guide the class's focus and comprehension by having students answer key questions about the passage. 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.

- Unit 16 "Sybil Ludington's Ride" (Historical Nonfiction) 960L—SE pp. 16–17; Unit 26 "The Flight of the Monarch" (Magazine Article) 920L—SE pp. 26–27; Unit 36 "Wagon Train Diary" (Diary Entries) 810L—SE pp. 36–37; Unit 56 "The Surprising Life of Emily Dickinson" (Biography) 910L—SE pp. 56–57; Unit 68 "Eugenie Clark: Swimming with Sharks" (Biography) 950L—SE pp. 68–69; Unit 78 "What Happened to Pennsylvania Station?" (Essay) 810L—SE pp. 78–79; Unit 98 "Ireland's Great Famine" (Textbook Entry) 920L—SE pp. 98–99; Unit 108 "National Ski Patrol to the Rescue" (Magazine Article) 880L—SE pp. 108–109; Unit 130 "Crispus Attucks Changes History" (Historical Nonfiction) 980L—SE pp. 130–131; Unit 140 "A Giant Hoax" (Nonfiction Narrative) 900L—SE pp. 140–141; Unit 160 "Why Did the Woolly Mammoths Disappear?" (Journal Article) 930L—SE pp. 160–161; Unit 180 "Sequoyah, Advocate of His People" (Biography) 940L—SE pp. 180–181

TEACHER'S EDITION

Introducing the Words: Reading Selections

Guide the class's focus and comprehension by having students answer key questions about the passage. 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.

- Teaching Notes: Introducing the Words—TE p. T26

STUDENT EDITION

Words in Context

For **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

TEACHER'S EDITION

Words in Context

Tell students that they will use their word knowledge and reading skills by reading a passage and answering questions based on the passage. Tell students to read carefully and to be sure to base their answer choices on what they read.

- Teaching Notes: Words in Context—TE p. T33

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READING STRAND

Reading Standards for Informational Text

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Range of Reading and Level of Complexity

<p><i>continued</i></p> <p>RI.5.10 By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>	<p><i>continued</i></p> <p><u>STUDENT EDITION</u></p> <p>Vocabulary for Comprehension In Vocabulary for Comprehension, students read a passage that incorporates six of the words taught in the prior three Units. After reading, students ask and answer questions based on the passage.</p> <ul style="list-style-type: none"> 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 13-18, “The Great Migration of the Dust Bowl”—SE pp. 188–189 <p><u>TEACHER’S EDITION</u></p> <p>Vocabulary for Comprehension Discuss and model the following reading skills: Identify Main Idea/Details; Vocabulary in Context; Make Inferences.</p> <ul style="list-style-type: none"> Teaching Notes: Vocabulary for Comprehension—TE pp. T45–T46
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READING FOUNDATIONAL SKILLS

Reading Standards for Foundational Skills

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Phonics and Word Recognition

RF.5.4 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.

STUDENT EDITION

Words with Latin Roots

In **Words with Latin Roots**, students study the root of a Unit word and apply its meaning to other words.

- Unit 1 Latin (prefix *re-*; root *ject*)—SE p. 12
- Unit 2 Latin (prefix *con-*; roots *vert, vers*)—SE p. 22
- Unit 3 Latin (*min*)—SE p. 32
- Unit 4 Latin (prefix *ad-*; root *soc*)—SE p. 42
- Unit 5 Latin (prefix *per-*; roots *sec, seq*)—SE p. 52
- Unit 6 Latin (prefix *pro-*; root *voc*)—SE p. 62
- Unit 7 Latin (prefix *com-*; root *pos*)—SE p. 74
- Unit 8 Latin (*prim*)—SE p. 84
- Unit 9 Latin (*idem, iden*)—SE p. 94
- Unit 10 Latin (*port*)—SE p. 104
- Unit 11 Latin (*nav*)—SE p. 114
- Unit 12 Latin (*migr*)—SE p. 124
- Unit 13 Greek (*mono*)—SE p. 136
- Unit 14 Greek (*eco*)—SE p. 146
- Unit 15 Latin (*spec*)—SE p. 156
- Unit 16 Latin (prefixes *ad-, as-*; root *sum*)—SE p. 166
- Unit 17 Latin (prefix *inter-*; root *ven*)—SE p. 176
- Unit 18 Latin (prefix *ex-*; root *tract*)—SE p. 186

TEACHER'S EDITION

Words with Latin/Greek Roots

- Teaching Notes: Words with Latin/Greek Roots—TE p. T32

STUDENT EDITION/TEACHER'S EDITION

Word Study

In these **Word Study** activities, students build vocabulary by analyzing word parts, including roots and affixes.

- Unit 7 Prefixes (*pre-, in-, im-, ir-, il-*)—SB p. 76/TE p. T36
- Unit 10 Roots (*port, mit*)—SB p. 106/TE p. T37
- Unit 13 Suffixes (*-ion, -tion, -sion, -ous, -ic*)—SB p. 138/TE p. T38
- Unit 16 Suffixes (*-ity, -ty, -ence, -al*)—SB p. 168/TE p. T39
- Unit 17 Prefixes (*de-, post-, trans-, sub-*)—SB p. 178/TE p. T39

DIGITAL RESOURCES*/TEACHER'S EDITION

Student Practice

Word Study

In these **Word Study** activities, students build vocabulary by analyzing word parts, including roots and affixes.

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

READING FOUNDATIONAL SKILLS

Reading Standards for Foundational Skills

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Fluency

<p>RF.5.5 Read with sufficient accuracy and fluency to support comprehension.</p>	
<p>a. Read on-level text with purpose and understanding.</p>	<p>STUDENT EDITION Introducing the Words: Reading Selections</p> <ul style="list-style-type: none"> Unit 1 “Why Bear Sleeps So Much” 880L (Russian Folktale)—SE pp. 6–7, Unit 2 “Sybil Ludington’s Ride” 960L (Historical Nonfiction)—SE pp. 16–17, Unit 3 “The Flight of the Monarch” 920L (Magazine Article)—SE pp. 26–27, Unit 4 “Wagon Train Diary” 810L (Diary Entries)—SE pp. 36–37, Unit 6 “The Surprising Life of Emily Dickinson” 910L (Biography)—SE pp. 56–57, Unit 7 “Eugenie Clark: Swimming with Sharks” 950L (Biography)—SE pp. 68–69, Unit 8 “What Happened to Pennsylvania Station?” 810L (Essay)—SE pp. 78–79, Unit 10 “Ireland’s Great Famine” 920L (Textbook Entry)—SE pp. 98–99, Unit 11 “National Ski Patrol to the Rescue” 880L (Magazine Article)—SE pp. 108–109, Unit 13 “Crispus Attucks Changes History” 980L (Historical Nonfiction)—SE pp. 130–131, Unit 14 “A Giant Hoax” 900L (Nonfiction Narrative)—SE pp. 140–141, Unit 16 “Why Did the Woolly Mammoths Disappear?” 930L (Journal Article)—SE pp. 160–161, Unit 18 “Sequoyah, Advocate of His People” 940L (Biography)—SE pp. 180–181 <p>TEACHER’S EDITION Introducing the Words: Reading Selections</p> <p>Guide the class’s focus and comprehension by having students answer key questions about the passage. 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> <ul style="list-style-type: none"> Teaching Notes: Introducing the Words—TE p. T26
<p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><i>Teacher observation.</i></p>
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION Introducing the Words: Reading Selections</p> <p>Introducing the Words is a reading passage at the beginning of each Unit that presents all twelve highlighted Unit study words in context.</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 Teaching Notes: Introducing the Words—TE p. T26 <p style="text-align: right;"><i>continued</i></p>

READING FOUNDATIONAL SKILLS

Reading Standards for Foundational Skills

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Fluency

continued

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

continued

continued

Definitions

After examining the pronunciation, part of speech, and definition for each word, students see the word in the context of one or more example sentences.

- 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, SE pp. 70–71; Unit 8, SE 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: 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 phrase. 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: 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: 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: Word Associations—TE p. T31

Words in Context

Students read a short passage related to the topic or theme of the **Introducing the Words** reading passage at the beginning of the Unit. They focus on the context of the Unit words in the passage as they answer vocabulary-in-context questions.

- 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. 135; 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: Words in Context—TE p. T33

continued

READING FOUNDATIONAL SKILLS

Reading Standards for Foundational Skills

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Fluency

continued

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

continued

Word Study: Context Clues

In **Context Clues 1**, students learn about three types of context clues: definition, example, and restatement.

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

Word Study

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

- Unit 1, SE p. 14/TE p. T34; Unit 4, SE p. 44/TE p. T35; Unit 5, SE p. 54/TE p. T35; Unit 7, SE p. 76/TE p. T36; Unit 8, SE p. 86/TE p. T36; Unit 10, SE p. 106/TE p. T37; Unit 11, SE p. 116/TE p. T37; Unit 13, SE p. 136/TE p. T38; Unit 14, SE p. 148/TE p. T38; Unit 16, SE p. 168/TE p. T39; Unit 17, SE p. 178/TE p. T39

DIGITAL RESOURCES*/TEACHER'S EDITION

Word Study: Context Clues

In **Context Clues 2**, students learn about three more types of context clues: cause/effect, contrast, and comparison.

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

Word Study

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

- Unit 3, Online/TE p. T34; Unit 6, Online/TE p. T35; Unit 12, Online/TE p. T37; Unit 15, Online/TE p. T38; Unit 18, Online/TE p. T39

STUDENT EDITION/TEACHER'S EDITION

Shades of Meaning

Students learn to appreciate subtle differences of meanings of related words by examining their use in context.

- Unit 1, SE p. 15/TE p. T40; Unit 2, SE p. 25/TE p. T40; Unit 4, SE p. 45/TE p. T40; Unit 5, SE p. 55/TE p. T41; Unit 7, SE p. 77/TE p. T41; Unit 8, SE p. 87/TE p. T41; Unit 10, SE p. 107/TE p. T42; Unit 11, SE p. 117/TE p. T42; Unit 13, SE p. 137/TE p. T42; Unit 14, SE p. 149/TE p. T43; Unit 16, SE p. 169/TE p. T43; Unit 17, SE p. 179/TE p. T43

Vocabulary for Comprehension

Each **Vocabulary for Comprehension** passage incorporates several of the words taught in the prior three units, followed by vocabulary-in-context questions.

- Review Units 1-3, SE pp. 34-35; Review Units 1-6, SE pp. 64-65; Review Units 7-9 SE pp. 96-97; Review Units 7-12, SE pp. 126-127; Review Units 13-15, SE pp. 158-159; Review Units 13-18, SE pp. 188-189
- Teaching Notes: 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: Completing the Idea—TE p. T48

WRITING STRAND

Writing Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Text Types, Purposes, and Publishing

<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Organize information and ideas around a topic to plan and prepare to write. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses. Provide a concluding statement or section related to the opinion presented. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. 	<p><u>STUDENT 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 an opinion on repealing a rule)—SE p. 137 <p><u>TEACHER’S EDITION</u> Words in Context</p> <ul style="list-style-type: none"> Teaching Notes: Words in Context: Write Your Own—TE p. T33 <hr/> <p><u>STUDENT EDITION</u> 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)—SE p. 65 <p><u>TEACHER’S EDITION</u> Vocabulary for Comprehension</p> <ul style="list-style-type: none"> Teaching Notes: Practice/Apply: Write Your Own—TE p. T46
<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Organize information and ideas around a topic to plan and prepare to write. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. 	<p><u>STUDENT 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 a legend or superhero)—SE p. 115 Unit 16 (write an informational leaflet)—SE p. 167 Unit 18 (list ways to find out about current events)—SE p. 187 <p><u>TEACHER’S EDITION</u> Words in Context</p> <ul style="list-style-type: none"> Teaching Notes: Words in Context: Write Your Own—TE p. T33

WRITING STRAND

Writing Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Text Types, Purposes, and Publishing

<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Organize information and ideas around a topic to plan and prepare to write. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. 	<p>STUDENT EDITION Words in Context: Write Your Own Together with a partner, students extend their understanding of the topic of the Words in Context reading selection while using Unit words in context by completing the Write Your Own activity.</p> <ul style="list-style-type: none"> Unit 2 (write a story about a disguise or costume)—SE p. 23 Unit 4 (write a story)—SE p. 43 <p>TEACHER'S EDITION Words in Context</p> <ul style="list-style-type: none"> Teaching Notes: Words in Context: Write Your Own—TE p. T33 <p>STUDENT 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 1-3 (retell a story)—SE p. 35 Review Units 7-9 (think of a time when you worked hard to accomplish a goal; tell what you accomplished and how you were able to do it)—SE p. 97 Review Units 7-12 (imagine how you would feel watching thousands of bats emerge from a cave)—SE p. 127 Review Units 13-15 (write an imagined journal entry describing day at the world's fair)—SE p. 159 Review Units 13-18 (write a letter to relatives about an imagined experience)—SE p. 189 <p>TEACHER'S EDITION Vocabulary for Comprehension</p> <ul style="list-style-type: none"> Teaching Notes: Practice/Apply: Write Your Own—TE p. T46
<p>W.5.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.</p>	<p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p>

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Research

<p>W.5.5 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p>
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WRITING STRAND

Writing Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Research

W.5.6 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

Related content (summarize the text)

STUDENT EDITION

Introducing the Words: Reading Selections

Introducing the Words is a reading passage at the beginning of each Unit that presents all twelve highlighted Unit study words in context.

- Unit 1, “Why Bear Sleeps So Much” (Russian Folktale)—SE pp. 6–7; Unit 2, “Sybil Ludington’s Ride” (Historical Nonfiction)—SE pp. 16–17; Unit 3, “The Flight of the Monarch” (Magazine Article)—SE pp. 26–27; Unit 5, “Baucis and Philemon” (Ancient Myth)—SE pp. 46–47; Unit 6, “The Surprising Life of Emily Dickinson” (Biography)—SE pp. 56–57; Unit 7, “Eugenie Clark: Swimming with Sharks” (Biography)—SE pp. 68–69; Unit 8, “What Happened to Pennsylvania Station?” (Essay)—SE pp. 78–79; Unit 11, “National Ski Patrol to the Rescue” (Magazine Article)—SE pp. 88–89; Unit 12, “A Message for Norrod” (Science Fiction)—SE pp. 98–99; Unit 10, “Ireland’s Great Famine” (Textbook Entry)—SE pp. 98–99; Unit 15, “Pecos Bill Ends a Drought” (Tall Tale)—SE pp. 108–109; Unit 16, “Why Did the Woolly Mammoths Disappear?” (Journal Article)—SE pp. 160–161; Unit 18, “Sequoyah, Advocate of His People” (Biography)—SE pp. 180–181

TEACHER’S EDITION

Introducing the Words

Invite students to summarize the passage.

- Teaching Notes: Introducing the Words—TE p. T26

SPEAKING AND LISTENING STRAND

Speaking and Listening Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Collaboration and Communication

- SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon rules for discussions and carry out assigned roles.
 - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

STUDENT EDITION/TEACHER'S EDITION

Definitions

After learning about the definitions and various elements associated with each word, students work in pairs to complete activities focused on select Unit words. **These collaborative activities—identified by the speech bubbles logo— provide additional opportunities for students to interact with the words and enrich understanding.**

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

Words in Context: Write Your Own

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

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

Word Study

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

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

Classifying

The **Classifying** Lesson Plan includes the **Word Play** activity, in which students make up questions for their partner to answer. Partners then explain their answers.

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

TEACHER'S EDITION

Addressing Different Learners

Provide opportunities for oral practice. **Pair striving and/or ELL students together to complete the Unit's exercises.** Partners should work at a similar pace and clarify word meaning by discussing their answers.

- Differentiating Daily Instruction for Striving Readers and ELL Children—TE p. T20

SPEAKING AND LISTENING STRAND

Speaking and Listening Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Collaboration and Communication

- SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

DIGITAL RESOURCES*

Units 1-18: Instruction

Introducing the Words Reading Selection

Depending on individual needs, **allow students to read the selection together as a read-aloud, or have them listen to the audio version of the passage**, available at SadlierConnect.com, while reading.

- Unit 1, “Why Bear Sleeps So Much”; Unit 2, “Sybil Ludington’s Ride”; Unit 3, “The Flight of the Monarch”; Unit 5, “Baucis and Philemon”; Unit 6, “The Surprising Life of Emily Dickinson”; Unit 7, “Eugenie Clark: Swimming with Sharks”; Unit 8, “What Happened to Pennsylvania Station?”; Unit 11, “National Ski Patrol to the Rescue”; Unit 12, “A Message for Norrod”; Unit 10, “Ireland’s Great Famine”; Unit 15, “Pecos Bill Ends a Drought”; Unit 16, “Why Did the Woolly Mammoths Disappear?”; Unit 18, “Sequoyah, Advocate of His People”

TEACHER’S EDITION

Introducing the Words

Invite students to summarize the passage.

- Teaching Notes: Introducing the Words—TE p. T26

Words in Context

Challenge students to write their own summary of the **Introducing the Words** or **Words in Context** reading passage, using five Unit words.

- Teaching Notes: Follow-up: Writing—TE p. T33

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Presentation of Knowledge and Ideas

- SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks.
- SL.5.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

STUDENT EDITION

Words in Context

Write Your Own

Students extend their understanding of the topic of the **Words in Context** reading selection by completing the **Write Your Own** activity. **They may then present the written work orally to the class or make an audio recording.** Additionally, they may create a chart, poster, or other graphic display to help explain details of their report.

- Unit 1 (list pros and cons of hibernation from a bear’s point of view)—SE p. 13; Unit 2 (write about a disguise or costume)—SE p. 23; 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. 115; Unit 12 (describe an object without naming it)—SE p. 125; Unit 13 (express opinion on repealing a rule)—SE p. 137; Unit 15 (describe a legend or superhero)—SE p. 157; Unit 16 (write an informational leaflet)—SE p. 167; Unit 18 (list ways to find out about current events)—SE p. 187

TEACHER’S EDITION

Words in Context

- Teaching Notes: Words in Context: Write Your Own—TE p. T33

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL BLUE / GR. 5

Conventions of Standard English

<p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum. (See Language Standards – Grammar Continuum page 8.)</p>	<p style="text-align: center;">GRAMMAR AND USAGE</p> <p><u>STUDENT EDITION</u> Words in Context Embedded Grammar Skill Students identify the grammar skill that is embedded in the Words in Context reading passage.</p> <ul style="list-style-type: none"> Unit 2, Compound Sentences/Coordinating Conjunctions—SE p. 23; Unit 3, Complex Sentences/Subordinating Conjunctions—SE p. 33; Unit 4, Common/Proper Nouns—SE p. 43; Unit 5, Irregular Plural Nouns—SE p. 53; Unit 6, Appositives—SE p. 63; Unit 7, Direct Objects—SE p. 75; Unit 8, Progressive Verb Form—SE p. 85; Unit 9, Regular/Irregular Verbs Past Tense—SE p. 95; Unit 10, Comparative Adjectives—SE p. 105; Unit 11, Coordinating/Correlative Conjunctions—SE p. 115; Unit 12, Prepositional Phases and Commas—SE p. 125; Unit 13, Object Pronouns—SE p. 137; Unit 14, Possessive Pronouns—SE p. 147 <p><u>TEACHER'S EDITION</u> Words in Context</p> <ul style="list-style-type: none"> Teach, Practice/Apply: Grammar Skill in Passage—TE p. T33
<p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum. (See Language Standards – Conventions Continuum page 11.)</p>	<p style="text-align: center;">CAPITALIZATION AND PUNCTUATION</p> <p><u>STUDENT EDITION</u> Words in Context Embedded Grammar Skill Students identify the capitalization or punctuation skill that is embedded in the Words in Context reading passage.</p> <ul style="list-style-type: none"> Unit 1, Interrogative Sentence/Question Mark—SE p. 13; Unit 15, Contractions/Apostrophe—SE p. 157; Unit 16, Capitalize Proper Nouns—SE p. 167; Unit 17, Commas in a Series/Conjunctions—SE p. 177; Unit 18, Direct Quotation: Quotation Marks/Capitalize First Words—SE p. 187 <p><u>TEACHER'S EDITION</u> Words in Context</p> <ul style="list-style-type: none"> Teach, Practice/Apply: Grammar Skill in Passage—TE p. T33 <p style="text-align: center;">SPELLING</p> <p>Directly following the Introducing the Words reading selection at the beginning of each Unit, Definitions highlights correct spelling at the head of the dictionary-style entry for each of the twelve Unit study words. In activities that follow, students reference on-page models of correct spelling when asked to write Unit words. These activities include Synonyms, Antonyms, Completing the Sentence, Word Study, Shades of Meaning, and Classifying.</p> <p>In Words with Latin Roots and Word Study lessons on roots and affixes, students see how the study of word parts can boost their spelling skills.</p> <p>To reference the correct spelling of all words taught at this level, students have the complete, alphabetized Word List on page 192.</p>

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Knowledge of Language

L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	<i>This expectation is beyond the scope of a supplemental vocabulary development program.</i>
b.	Compare and contrast the varieties of English used in stories, dramas, or poems.	<i>This expectation is beyond the scope of a supplemental vocabulary development program.</i>