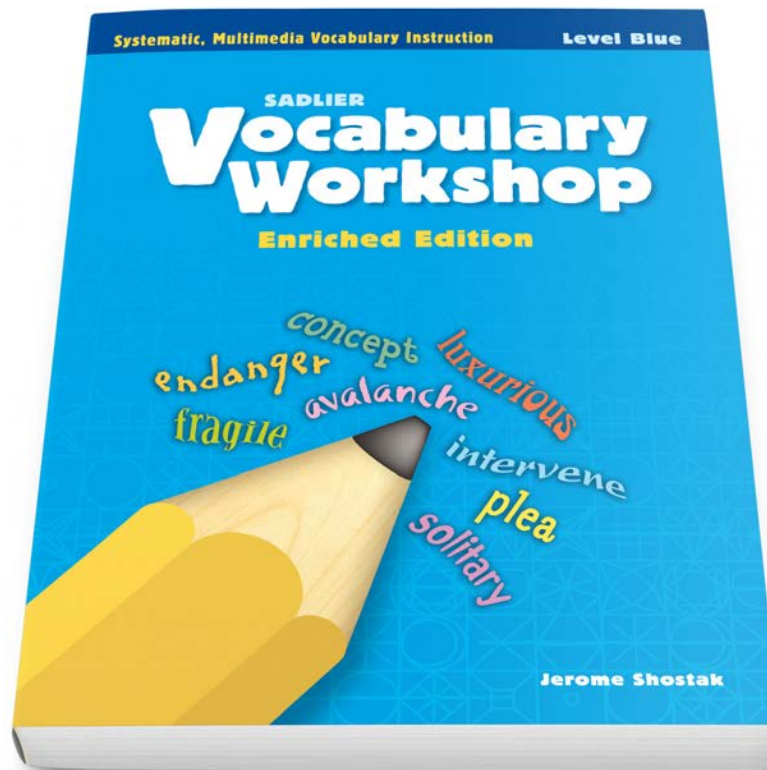


Vocabulary Workshop

Correlation to the English Standards of Learning for Virginia Public Schools – January 2017

Grade 5



Contents

READING

5.4 The student will expand vocabulary when reading.	
a) Use context to clarify meaning of unfamiliar words and phrases.	2
b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.	4
c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.	5
d) Identify an author’s use of figurative language.	5
e) Use word-reference materials.	6
f) Develop and use general and specialized content area vocabulary through speaking, listening, reading, and writing.	7

READING

5.4 The student will expand vocabulary when reading.

- (a) Use context to clarify meaning of unfamiliar words and phrases.

VOCABULARY WORKSHOP LEVEL BLUE / GRADE 5 FEATURE	DESCRIPTION
<p>Introducing the Words Unit Passages: Unit 1 “Why Bear Sleeps So Much” (Russian Folktale), pp. 6–7; Unit 2 “Sybil Ludington’s Ride” (Historical Nonfiction), pp. 16–17; Unit 3 “The Flight of the Monarch” (Magazine Article), pp. 26–27; Unit 4 “Wagon Train Diary” (Diary Entries), pp. 36–37; Unit 5 “Baucis and Philemon” (Ancient Myth), pp. 46–47; Unit 6 “The Surprising Life of Emily Dickinson” (Biography), pp. 56–57; Unit 7 “Eugenie Clark: Swimming with Sharks” (Biography), pp. 68–69; Unit 8 “What Happened to Pennsylvania Station?” (Essay), pp. 78–79; Unit 9 “The Competitive Edge” (Contemporary Fiction), pp. 88–89; Unit 10 “Ireland’s Great Famine” (Textbook Entry), pp. 98–99; Unit 11 “National Ski Patrol to the Rescue” (Magazine Article), pp. 108–109; Unit 12 “A Message for Norrod” (Science Fiction), pp. 118–119; Unit 13 “Crispus Attucks Changes History” (Historical Nonfiction), pp. 130–131; Unit 14 “A Giant Hoax (the Cardiff Giant)” (Nonfiction Narrative), pp. 140–141; Unit 15 “Pecos Bill Ends a Drought” (Tall Tale), pp. 150–151; Unit 16 “Why Did the Woolly Mammoths Disappear?” (Journal Article), pp. 160–161; Unit 17 “The Hunger Strike” (an Aesop Fable), pp. 170–171; Unit 18 “Sequoyah, Advocate of His People” (Biography), pp. 180–181</p>	<p>In Introducing the Words, students read a passage that presents all 12 Unit words in context. A different genre and theme are presented in each passage.</p> <p>When reading a passage, students are directed to pay close attention to the context of the highlighted Unit words. Photographs and illustrations provide additional clues. This will both improve their comprehension of the passage and help them to begin to figure out the word meanings.</p>
<p>Definitions Unit 1, pp. 8–9; Unit 2, pp. 18–19; Unit 3, pp. 28–29; Unit 4, pp. 38–39; Unit 5, pp. 48–49; Unit 6, pp. 58–59; Unit 7, pp. 70–71; Unit 8, pp. 80–81; Unit 9, pp. 90–91; Unit 10, pp. 100–101; Unit 11, pp. 110–111; Unit 12, pp. 120–121; Unit 13, pp. 132–133; Unit 14, pp. 142–143; Unit 15, pp. 152–153; Unit 16, pp. 162–163; Unit 17, pp. 172–173; Unit 18, pp. 182–183</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 (or parts) of speech, an illustrating picture (if applicable), and a short definition.</p> <p>To reinforce the understanding and use of the word in context, students write the word on the line of the sample sentence.</p>
<p>Match the Meaning Unit 1, p. 10; Unit 2, p. 20; Unit 3, p. 30; Unit 4, p. 40; Unit 5, p. 50; Unit 6, p. 60; Unit 7, p. 72; Unit 8, p. 82; Unit 9, p. 92; Unit 10, p. 102; Unit 11, p. 112; Unit 12, p. 122; Unit 13, p. 134; Unit 14, p. 144; Unit 15, p. 154; Unit 16, p. 164; Unit 17, p. 174; Unit 18, p. 184</p>	<p>For Match the Meaning, students choose the word whose meaning is suggested by the context clues given.</p>
<p>Synonyms and Antonyms Unit 1, p. 11; Unit 2, p. 21; Unit 3, p. 31; Unit 4, p. 41; Unit 5, p. 51; Unit 6, p. 61; Unit 7, p. 73; Unit 8, p. 83; Unit 9, p. 93; Unit 10, p. 103; Unit 11, p. 113; Unit 12, p. 123; Unit 13, p. 135; Unit 14, p. 145; Unit 15, p. 155; Unit 16, p. 165; Unit 17, p. 175; Unit 18, p. 185</p>	<p>The Synonyms and Antonyms exercises require students to write the word that has the same or opposite meaning as the boldface word in the given sentence. To complete the exercises, students rely on context clues to find the right synonym or antonym.</p>

READING

5.4 The student will expand vocabulary when reading.

- (a) Use context to clarify meaning of unfamiliar words and phrases.

VOCABULARY WORKSHOP LEVEL BLUE / GRADE 5 FEATURE	DESCRIPTION
<p>Completing the Sentence Unit 1, p. 12; Unit 2, p. 22; Unit 3, p. 32; Unit 4, p. 42; Unit 5, p. 52; Unit 6, p. 62; Unit 7, p. 74; Unit 8, p. 84; Unit 9, p. 94; Unit 10, p. 104; Unit 11, p. 114; Unit 12, p. 124; Unit 13, p. 136; Unit 14, p. 146; Unit 15, p. 156; Unit 16, p. 166; Unit 17, p. 176; Unit 18, p. 186</p>	For each the 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.
<p>Word Associations Unit 1, p. 13; Unit 2, p. 23; Unit 3, p. 33; Unit 4, p. 43; Unit 5, p. 53; Unit 6, p. 63; Unit 7, p. 75; Unit 8, p. 85; Unit 9, p. 95; Unit 10, p. 105; Unit 11, p. 115; Unit 12, p. 125; Unit 13, p. 137; Unit 14, p. 147; Unit 15, p. 157; Unit 16, p. 167; Unit 17, p. 177; Unit 18, p. 187</p>	In each Word Associations exercise, students see a Unit word in an abbreviated context then choose which of four options best completes the sentence or answers the question.
<p>Word Study: Context Clues Unit 2, Context Clues 1 (Definition, Example, Restatement), p. 24 Unit 9, Context Clues 2 (Cause/Effect, Contrast, Comparison), p. 95</p>	In the Word Study: Context Clues lessons, students learn how to recognize and use six types of context clues: Definition, Example, Restatement, Cause/Effect, Contrast, and Comparison.
<p>Vocabulary for Comprehension Review Units 1–3, “The Tallest Sailor in the World,” pp. 34–35; Review Units 1–6, “Trouble in Paradise,” pp. 64–65; Review Units 7–9, “America’s First Female Doctor,” pp. 96–97; Review Units 7–12, “Census Taking” (bats in Carlsbad Cavern), pp. 126–127; Review Units 13–15, “The Experience of a Lifetime” (1893 Chicago World’s Fair), pp. 158–159; Review Units 13–18, “The Great Migration of the Dust Bowl,” pp. 188–189</p>	In Vocabulary for Comprehension, students read a passage that incorporates six of the words taught in the prior three to six Units. After reading, students answer vocabulary-in-context and comprehension questions based on the passage
<p>Completing the Idea Review Units 1–6, p. 67 Review Units 7–12, p. 129 Review Units 13–18, p. 191</p>	In Completing the Idea, students apply their knowledge of word meanings by completing a writing activity. Within the context of a sentence starter that contains a taught word, they draw on personal experience or prior knowledge in order to complete the sentence.

READING

5.4 The student will expand vocabulary when reading.

- (b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.

VOCABULARY WORKSHOP LEVEL BLUE / GRADE 5 FEATURE	DESCRIPTION
<p>Definitions Unit 1, pp. 8–9; Unit 2, pp. 18–19; Unit 3, pp. 28–29; Unit 4, pp. 38–39; Unit 5, pp. 48–49; Unit 6, pp. 58–59; Unit 7, pp. 70–71; Unit 8, pp. 80–81; Unit 9, pp. 90–91; Unit 10, pp. 100–101; Unit 11, pp. 110–111; Unit 12, pp. 120–121; Unit 13, pp. 132–133; Unit 14, pp. 142–143; Unit 15, pp. 152–153; Unit 16, pp. 162–163; Unit 17, pp. 172–173; Unit 18, pp. 182–183</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 (or parts) of speech, an illustrating picture (if applicable), and a short definition.</p> <p>To reinforce the understanding and use of the word in context, students write the word on the line of the sample sentence.</p> <p>For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.</p>
<p>Completing the Idea Review Units 1–6, p. 67 Review Units 7–12, p. 129 Review Units 13–18, p. 191</p>	<p>In Completing the Idea, students apply their knowledge of word meanings by completing a writing activity. Within the context of a sentence starter that contains a taught word, they draw on personal experience or prior knowledge in order to complete the sentence. Each Completing the Idea concludes with a Writing Challenge. Students write sentences that provide context clues for different meanings and parts of speech of a given taught word.</p>
<p>Completing the Idea Lesson Plan TE p. T43</p>	<p>The Completing the Idea lesson plan includes the following instruction:</p> <p>Remind students that some words have more than one meaning. Explain that when a multiple-meaning word is used in a sentence, they can figure out the intended meaning by using the context clues. Point out, however, that first they need to be familiar with the various meanings.</p> <p>Each lesson plan outlines learning activities for three stages of instruction: Teach, Practice/Apply, and Follow-Up.</p>
<p>Word Study Unit 1, Dictionary: Multiple-Meaning Words 1, p. 14 Unit 1, Dictionary: Multiple-Meaning Words 2, p. 148</p>	<p>The Word Study: Homophones lesson teaches students about words that sound alike but have different spellings and meanings.</p>

READING

5.4 The student will expand vocabulary when reading.

- (c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.

VOCABULARY WORKSHOP LEVEL BLUE / GRADE 5 FEATURE	DESCRIPTION
<p>Word Study Unit 6, Suffixes (<i>-ment, -ance, -age, -hood</i>), p. 63 Unit 7, Prefixes (<i>pre-, in-, im-, ir-, il-</i>), p. 76 Unit 10, Roots (<i>port, mit</i>), p. 106 Unit 12 Prefixes (<i>re-, in-, im-</i>), p. 125 Unit 13 Suffixes (<i>-ion, -tion, -ous, -ic</i>), p. 138 Unit 15, Roots (<i>spec, photo, tele</i>), p. 157 Unit 16, Suffixes (<i>-ity, -ty, -ence, -al</i>), p. 168 Unit 17, Prefixes (<i>de-, post-, trans-, sub-</i>), p. 178 Unit 18, Roots (<i>dict, tract</i>), p. 187</p>	<p>Several Word Study lessons develop word-building skills. They include study of roots, prefixes, and suffixes.</p>
<p>Word Study Unit 11, Homophones, p. 116</p>	<p>The Word Study: Homophones lesson teaches students about words that sound alike but have different spellings and meanings.</p>
<p>Synonyms and Antonyms Unit 1, p. 11; Unit 2, p. 21; Unit 3, p. 31; Unit 4, p. 41; Unit 5, p. 51; Unit 6, p. 61; Unit 7, p. 73; Unit 8, p. 83; Unit 9, p. 93; Unit 10, p. 103; Unit 11, p. 113; Unit 12, p. 123; Unit 13, p. 135; Unit 14, p. 145; Unit 15, p. 155; Unit 16, p. 165; Unit 17, p. 175; Unit 18, p. 185</p>	<p>The Synonyms and Antonyms exercises require students to write the word that has the same or opposite meaning as the boldface word in the given sentence. To complete the exercises, students rely on context clues to find the right synonym or antonym.</p>

- (d) Identify an author's use of figurative language.

VOCABULARY WORKSHOP LEVEL BLUE / GRADE 5 FEATURE	DESCRIPTION
<p>Shades of Meaning Unit 1, Similes, p. 15 Unit 7, Metaphors, p. 77</p>	<p>In Shades of Meaning: Similes, students learn that a simile is a type of figurative language that involves a comparison of two unlike things using the words like or as.</p> <p>In Shades of Meaning: Metaphors, students learn that a metaphor is a comparison of two unlike things that does not use the words like or as. They use context clues to help them figure out the meaning of metaphors used in the exercises.</p>
<p>Shades of Meaning Unit 2, Adages and Proverbs 1, p. 25 Unit 10, Idioms 1, p. 107 Unit 14, Adages and Proverbs 2, p. 149 Unit 17, Idioms 2, p. 179</p>	<p>In addition to the Shades of Meaning lessons on similes and metaphors, students learn about other types of figurative language, including idioms, adages, and proverbs.</p>

READING

5.4 The student will expand vocabulary when reading.

(d) Identify an author's use of figurative language.

VOCABULARY WORKSHOP LEVEL BLUE / GRADE 5 FEATURE	DESCRIPTION
<p>Word Study Unit 6, Suffixes (<i>-ment, -ance, -age, -hood</i>), p. 63 Unit 7, Prefixes (<i>pre-, in-, im-, ir-, il-</i>), p. 76 Unit 10, Roots (<i>port, mit</i>), p. 106 Unit 12 Prefixes (<i>re-, in-, im-</i>), p. 125 Unit 13 Suffixes (<i>-ion, -tion, -ous, -ic</i>), p. 138 Unit 15, Roots (<i>spec, photo, tele</i>), p. 157 Unit 16, Suffixes (<i>-ity, -ty, -ence, -al</i>), p. 168 Unit 17, Prefixes (<i>de-, post-, trans-, sub-</i>), p. 178 Unit 18, Roots (<i>dict, tract</i>), p. 187</p>	<p>Several Word Study lessons develop word-building skills. They include study of roots, prefixes, and suffixes.</p>

(e) Use word-reference materials.

VOCABULARY WORKSHOP LEVEL BLUE / GRADE 5 FEATURE	DESCRIPTION
<p>Definitions Unit 1, pp. 8–9; Unit 2, pp. 18–19; Unit 3, pp. 28–29; Unit 4, pp. 38–39; Unit 5, pp. 48–49; Unit 6, pp. 58–59; Unit 7, pp. 70–71; Unit 8, pp. 80–81; Unit 9, pp. 90–91; Unit 10, pp. 100–101; Unit 11, pp. 110–111; Unit 12, pp. 120–121; Unit 13, pp. 132–133; Unit 14, pp. 142–143; Unit 15, pp. 152–153; Unit 16, pp. 162–163; Unit 17, pp. 172–173; Unit 18, pp. 182–183</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 (or parts) of speech, an illustrating picture (if applicable), and a short definition.</p> <p>To reinforce the understanding and use of the word in context, students write the word on the line of the sample sentence.</p> <p>For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.</p>
<p>Word Study Unit 1, Dictionary: Multiple-Meaning Words 1, p. 14 Unit 14, Dictionary: Multiple-Meaning Words 2, p. 148</p>	<p>The Word Study: Dictionary: Multiple-Meaning Words lessons use the dictionary to help students better understand multiple-meaning words.</p>
<p>Word Study Unit 3, Dictionary: Homographs, p. 33</p>	<p>With Word Study: Homographs, students learn that some words with the same spelling have different meanings. They are learn to locate definitions for these words in multiple dictionary entries.</p>

READING

5.4 The student will expand vocabulary when reading.

(e) Use word-reference materials.

VOCABULARY WORKSHOP LEVEL BLUE / GRADE 5 FEATURE	DESCRIPTION
<p>Word Study Unit 5, Words Often Confused (<i>access/excess, advice/advise, cease/seize</i>), p. 54 Unit 6, Word Study: Suffixes (<i>-ment, -ance, -age, -hood</i>), p. 63 Unit 7, Word Study: Prefixes (<i>pre-, in-, im-, ir-, il-</i>), p. 76 Unit 10, Word Study: Roots (<i>port, mit</i>), p. 106 Unit 13, Word Study: Suffixes (<i>-ion, -tion, -sion, -ous, -ic</i>), p. 138 Unit 15, Word Study: Roots (<i>spec, photo, tele</i>), p. 157 Unit 16, Word Study: Suffixes (<i>-ity, -ty, -ence, -al</i>), p. 168 Unit 18, Word Study: Roots (<i>dict, tract</i>), p. 187</p>	<p>Several Word Study lessons use reference materials to help build vocabulary. Often the Write exercise at the end of the lesson directs students to consult a dictionary to make sure they have used words correctly.</p>
<p>Word Study Unit 8, Using a Thesaurus, p. 86</p>	<p>In Word Study: Using a Thesaurus, students learn about a valuable writing reference tool that features collections of synonyms.</p>
<p>Student Resources iWords Audio Program (online*) Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6, Unit 7, Unit 8, Unit 9, Unit 10, Unit 11, Unit 12, Unit 13, Unit 14, Unit 15, Unit 16, Unit 17, Unit 18 *www.SadlierConnect.com</p>	<p>The online iWords Audio Program provides a recording of each vocabulary word as a model for correct pronunciation. It also includes a definition or definitions and illustrative sentence or sentences for every vocabulary word taught at this level. The iWords oral models and practice are especially helpful to ELL children.</p>

(f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

VOCABULARY WORKSHOP LEVEL BLUE / GRADE 5 FEATURE	DESCRIPTION
<p>Throughout the program</p>	<p>Throughout the program students extend general and cross-curricular vocabulary knowledge through a variety of increasingly sophisticated language arts activities. These activities include gleaming extended and short reading selections for context clues that unlock the meaning of unfamiliar words and phrases, as well as improve comprehension. Students practice regularly selecting and using the right words in their speaking and writing. Word-relationship and word-building lessons covering synonyms, antonyms, roots, and shades of meaning likewise help equip students for independent development of academic and domain-specific words and phrases.</p>