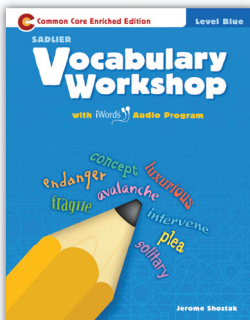
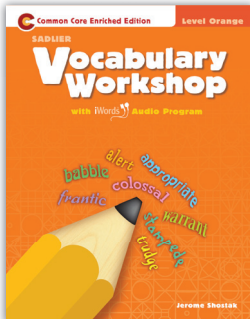
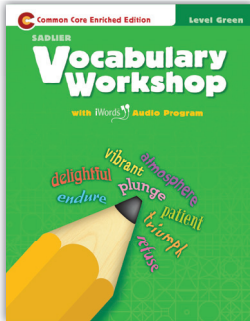
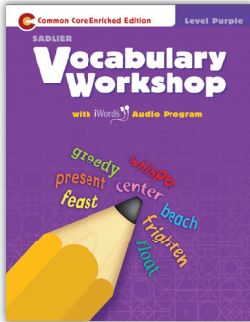
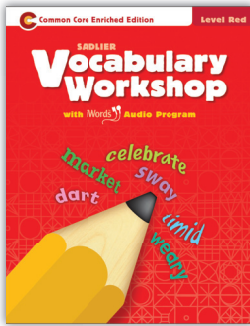


Level Blue

# Vocabulary Workshop

Common Core Enriched Edition



Aligned to the

## Common Core State Standards

for English Language Arts

## Grade 5

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**KEY ALIGNED CONTENT**

**READING: LITERATURE: Key Ideas and Details**

**CCSS.ELA-Literacy.RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-Literacy.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.

**READING: LITERATURE: Craft and Structure**

**CCSS.ELA-Literacy.RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION**

**DESCRIPTION**

**Introducing the Words** (Unit Passages): Unit 1 "Why Bear Sleeps So Much" (Russian Folktale), pp. 6–7; Unit 4 "Wagon Train Diary" (Diary Entries), pp. 36–37; Unit 5 "Baucis and Philemon" (Ancient Myth), pp. 46–47; Unit 9 "The Competitive Edge" (Contemporary Fiction), pp. 88–89; Unit 12 "A Message for Norrod" (Science Fiction), pp. 118–119; Unit 15 "Pecos Bill Ends a Drought" (Tall Tale), pp. 150–151; Unit 17 "The Hunger Strike" (an Aesop Fable), pp. 170–171;

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.

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.

Located in the Teacher's Edition, the **Introducing the Words** lesson plan organizes instructional strategies into three parts: PREPARING TO READ, DURING READING, and AFTER READING.

*Example [Level Blue, p.88]*

**The Competitive Edge** (Contemporary Fiction)

Coach isn't always **considerate** of my feelings. Still, there's truth to what she says. If you took a **poll**, most people would say athletes are naturally competitive, but for some reason, I wasn't. Not that there's anything bad or **improper** about wanting to win—especially in sports. In fact, a competitive spirit is a healthy thing. So why didn't I have more of it?

**Introducing the Words Lesson Plan:** TE p. T22

*Examples [Level Blue, TE p.T22]*

**DURING READING**

- With students, read the brief introduction. Discuss the genre of the passage, and encourage students to name other stories and books they have read in the genre. Discuss any photographs or illustrations, pointing out how students can use the information in these visuals to help them better appreciate the passage.
- Guide students' focus and comprehension by having them answer key questions about the story.
- 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.

**AFTER READING**

**READING: LITERATURE: Key Ideas and Details**

**CCSS.ELA-Literacy.RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-Literacy.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.

**READING: LITERATURE: Craft and Structure**

**CCSS.ELA-Literacy.RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION**

Invite students to summarize the story. Then review the answers to the questions that were asked while they were reading. Encourage students to ask any questions they may have about the story or the meanings of the words.

- Return to each of the highlighted words in the passage. Discuss context clues and the meanings of the words as they relate to the story.

**Shades of Meaning: Similes**, p. 15; **Metaphors**, p. 77

Example [Level Blue, p. 77]

APPLY

Read each sentence. Figure out the meaning of each metaphor in **boldface**. Write the meaning on the line provided.

6. During the heat of the summer, the attic **is a sauna**.  
extremely hot \_\_\_\_\_

**Shades of Meaning Lesson Plan: Similes**, TE p. T35;  
**Metaphors**, TE p. T36

Example [Level Blue, TE p. T35]

TEACH

Write the sentence; "Fortunately, at that moment, Eagle flew in like a bolt of lightning." Ask: "What is being compared?" As students respond, underline the words *flew* and *bolt of lightning*. Discuss similes. Model how to figure out the meaning: "A bolt of lightning can strike quickly, so that must mean that Eagle flew in very quickly."

**Shades of Meaning: Adages and Proverbs 1**, p. 25; **Idioms 1** (*cold feet, against the clock, add fuel to the fire, out on a limb*), p. 107; **Adages and Proverbs 2**, p. 149; **Idioms 2** (*had her eye on, get it off my chest, butterflies in my stomach, up to my ears in*), p. 179

Example [Level Blue, p. 149]

APPLY

DESCRIPTION

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*.

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.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

In addition to the **Shades of Meaning** lessons on similes and metaphors, students learn about other types of figurative language—common expressions often featured in literature, including idioms, adages, and proverbs.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

**READING: LITERATURE: Key Ideas and Details**

**CCSS.ELA-Literacy.RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-Literacy.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.

**READING: LITERATURE: Craft and Structure**

**CCSS.ELA-Literacy.RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION**

Write what someone might say to make you respond with each proverb below. The first one has been done for you.

9. Bad news travels fast.

I'm sorry to hear that your team didn't win the championship.

**Shades of Meaning Lesson Plan: Adages and Proverbs 1**, TE p. T35; **Idioms 1** (*cold feet, against the clock, add fuel to the fire, out on a limb*), TE p. T37; **Adages and Proverbs 2**, p. 149, **Idioms 2** (*had her eye on, get it off my chest, butterflies in my stomach, up to my ears in*), TE p. T38

Example [Level Blue, TE p.T38]

FOLLOW-UP

**Writing** Ask students to choose two proverbs from the lesson to apply to their own life. Have them write a paragraph that explains the relation to their life.

**Vocabulary for Comprehension:** "The Tallest Sailor in the World" (tall tale), pp. 34–35; "The Experience of a Lifetime" (fictional account of a visit to the 1893 Chicago World's Fair), pp. 158–159

Examples [Level Blue, p.35]

7. In this passage, the meaning of **abandoning** is

- (a) visiting.
- (b) forsaking.
- (c) occupying.
- (d) crossing.

8. The author most likely wrote this passage to

- (a) give facts about a real person.
- (b) persuade people to become sailors.
- (c) give facts about life on a ship.
- (d) entertain readers with a story.

**DESCRIPTION**

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

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

**READING: LITERATURE: Key Ideas and Details**

**CCSS.ELA-Literacy.RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-Literacy.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.

**READING: LITERATURE: Craft and Structure**

**CCSS.ELA-Literacy.RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION	DESCRIPTION
<p><i>Example [Level Blue, p.159]</i></p> <p>5. From the passage, you can tell that Carl and Anna live</p> <ul style="list-style-type: none"><li>(a) on or near a farm.</li><li>(b) in an apartment building.</li><li>(c) in Chicago.</li><li>(d) near Lake Michigan.</li></ul>	
<p><b>Vocabulary for Comprehension Lesson Plan:</b> TE pp. T40–T41</p> <p><i>Example [Level Blue, TE p.T40]</i></p> <p>TEACH</p> <ul style="list-style-type: none"><li>▪ <b>Identify Main Idea/Details</b> The main idea of a passage is what the passage is about. It is the most important point that the author makes about a topic or subject. The main idea is often stated at the beginning of the passage. The rest of the passage usually gives details that help explain or support the main idea.</li><li>▪ <b>Vocabulary in Context</b> Sometimes using context clues can help a reader figure out the meaning of a word. The clues can be in the surrounding sentences, or they can be other words in the sentence.</li><li>▪ <b>Make Inferences</b> Authors do not always state directly everything that happens. Instead, they provide details that allow readers to figure out things for themselves. Making inferences is using clues or details in the passage and the readers' prior knowledge to make logical decisions about events and actions that are not stated.</li></ul>	
<p><b>Developing Vocabulary Through Literature: Literature to Use with Vocabulary Workshop,</b> TE p. T20</p>	<p>Located in the Teacher's Edition, <b>Developing Vocabulary Through Literature</b> lists grade-level appropriate titles that can be used to support a literature-based approach to vocabulary study.</p> <p>Seeing the words encountered in such classic and contemporary literature can reinforce students' appreciation of the value of possessing a strong vocabulary.</p>

**READING: INFORMATIONAL TEXT: Key Ideas and Details**

**CCSS.ELA-Literacy.RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**READING: INFORMATIONAL TEXT: Craft and Structure**

**CCSS.ELA-Literacy.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*.

**SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION**

**DESCRIPTION**

**Introducing the Words** (Unit Passages): Unit 2 "Sybil Ludington's Ride" (Historical Nonfiction), pp. 16–17; Unit 3 "The Flight of the Monarch" (Magazine Article), pp. 26–27; 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 10 "Ireland's Great Famine" (Textbook Entry), pp. 98–99; Unit 11 "National Ski Patrol to the Rescue" (Magazine Article), pp. 108–109; 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 16 "Why Did the Woolly Mammoths Disappear?" (Journal Article), pp. 160–161; Unit 18 "Sequoyah, Advocate of His People" (Biography), pp. 180–181

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.

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.

Located in the Teacher's Edition, the **Introducing the Words** lesson plan organizes instructional strategies into three parts: PREPARING TO READ, DURING READING, and AFTER READING.

*Example [Level Blue, p.160]*

**Why Did the Woolly Mammoths Disappear?** (Journal Article)

Before humans arrived in North America, giant-sized mammals walked the land. The best known were two elephant-like animals, the woolly mammoth and the mastodon. Less familiar is the short-faced bear, a rough and rowdy creature about thirty percent larger than today's grizzly. Sabre-toothed tigers, some weighing as much as 800 pounds, were a threat to any creature that trespassed in their territory. There were also giant wolves as well as camels, horses, and sloths. In terms of size, these creatures have no peers among the North American mammals of today.

**Introducing the Words Lesson Plan:** TE p. T22

*Example [Level Blue, TE p.T22]*

**DURING READING**

- With students, read the brief introduction. Discuss the genre of the passage, and encourage students to name other stories and books they have read in the genre. Discuss any photographs or illustrations, pointing out how students can use the information in these visuals to help them better appreciate the passage.
- Guide students' focus and comprehension by having them answer key questions about the story.
- Remind students to pay attention to context clues that can help them figure out the meanings of the words and develop a



**READING: INFORMATIONAL TEXT: Key Ideas and Details**

**CCSS.ELA-Literacy.RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**READING: INFORMATIONAL TEXT: Craft and Structure**

**CCSS.ELA-Literacy.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*.

**SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION**  
better understanding of the passage.

**DESCRIPTION**

**Vocabulary for Comprehension:** "Trouble in Paradise" (Nauru's economic crisis), pp. 64–65; "America's First Female Doctor" (Elizabeth Blackwell), pp. 96–97; "Census Taking" (counting bats in Carlsbad Cavern), pp. 126–127; "The Great Migration of the Dust Bowl" (historical account), pp. 188–189

*Examples [Level Blue, p.96]*

4. Based on this passage, Elizabeth Blackwell can best be described as

- a sensitive.
- b determined.
- c nervous.
- d curious.

7. In this passage, the meaning of **barriers** is

- a wheels.
- b goals.
- c obstacles.
- d vehicles.

8. What can be learned from Elizabeth Blackwell?

- a the need for a sense of humor
- b the importance of goals
- c the meaning of friendship
- d the value of medical research

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

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

**Vocabulary for Comprehension Lesson Plan:** TE pp. T40–T41

*Example [Level Blue, TE p.T40]*

TEACH

■ **Identify Main Idea/Details** The main idea of a passage is what the passage is about. It is the most important point that the author makes about a topic or subject. The main idea is often stated at the beginning of the passage. The rest of the passage usually gives details that help explain or support the main idea.

**READING: INFORMATIONAL TEXT: Key Ideas and Details**

**CCSS.ELA-Literacy.RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**READING: INFORMATIONAL TEXT: Craft and Structure**

**CCSS.ELA-Literacy.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*.

SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION	DESCRIPTION
<ul style="list-style-type: none"><li>▪ <b>Vocabulary in Context</b> Sometimes using context clues can help a reader figure out the meaning of a word. The clues can be in the surrounding sentences, or they can be other words in the sentence.</li><li>▪ <b>Make Inferences</b> Authors do not always state directly everything that happens. Instead, they provide details that allow readers to figure out things for themselves. Making inferences is using clues or details in the passage and the readers' prior knowledge to make logical decisions about events and actions that are not stated.</li></ul>	



**READING: FOUNDATIONAL SKILLS: Phonics and Word Recognition**

**CCSS.ELA-Literacy.RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words.

- **CCSS.ELA-Literacy.RF.5.3a** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION**

**Word Study: Suffixes** (-ment, -ance, -age, -hood), p. 63; **Prefixes** (pre-, in-, im-, ir-, il-), p. 76; **Roots** (port, mit), p. 106; **Prefixes** (re-, in-, im-), p. 125; **Suffixes** (-ion, -tion, -ous, -ic), p. 138; **Roots** (spec, photo, tele), p. 157; **Suffixes** (-ity, -ence, -al), p. 168; **Prefixes** (de-, post-, trans-, sub-), p. 178; **Roots** (dict, tract), p. 187

Example [Level Blue, p. 178]

9. You must dress warmly to go out in subzero temperatures.

**Word Study Lesson Plans: Suffixes** (-ment, -ance, -age, -hood), TE p. T30; **Prefixes** (pre-, in-, im-, ir-, il-), TE p. T31; **Roots** (port, mit), **Prefixes** (re-, in-, im-), TE p. T32; **Suffixes** (-ion, -ous, -ic), **Roots** (spec, photo, tele), TE p. T33; **Suffixes** (-ity, -ty, -ence, -al), **Prefixes** (de-, post-, trans-, sub-), **Roots** (dict, tract), TE p. T33

Example [Level Blue, TE p. T31]

**TEACH**

Explain to students that knowing the meanings of a few common prefixes, such as the ones on page 76, can help them uncover the meanings of many words. For example, have students brainstorm additional words with the five prefixes to make the point.

**DESCRIPTION**

Several **Word Study** lessons develop word-building skills. They include study of roots, prefixes, and suffixes.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

**READING: FOUNDATIONAL SKILLS: Fluency**

**CCSS.ELA-Literacy.RF.5.4** Read with sufficient accuracy and fluency to support comprehension.

- **CCSS.ELA-Literacy.RF.5.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION**

**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

**DESCRIPTION**

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.

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.

Located in the Teacher's Edition, the **Introducing the Words**

**READING: FOUNDATIONAL SKILLS: Fluency**

**CCSS.ELA-Literacy.RF.5.4** Read with sufficient accuracy and fluency to support comprehension.

- **CCSS.ELA-Literacy.RF.5.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION**

**DESCRIPTION**

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

lesson plan organizes instructional strategies into three parts: PREPARING TO READ, DURING READING, and AFTER READING.

*Example [Level Blue, p. 78]*

**What Happened to Pennsylvania Station?**

Demolish Penn Station? When New Yorkers heard the plan, they couldn't believe their ears. One of the city's finest public places had been given a death sentence, and New Yorkers didn't like the verdict!

**Introducing the Words Lesson Plan:** TE p. T22

*Example [Level Blue, TE p.T22]*

**DURING READING**

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.

**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

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.

To reinforce the understanding and use of the word in context, students write the word on the line of the sample sentence.

The Teacher's Edition includes a **Definitions** lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP. There is also a reference to online resources located at [vocabularyworkshop.com](http://vocabularyworkshop.com): **iWords Audio Program** and **Audio Glossary**.

*Example [Level Blue, p. 8]*

**2. cancel** (v.) to call off or do away with; to cross out with lines or other marks to show that something cannot be used again  
(kan' səl)

*Maybe the principal will cancel classes if it continues to snow.*

SYNONYMS: to stop, discontinue, drop, repeal, revoke

**READING: FOUNDATIONAL SKILLS: Fluency**

**CCSS.ELA-Literacy.RF.5.4** Read with sufficient accuracy and fluency to support comprehension.

- **CCSS.ELA-Literacy.RF.5.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION	DESCRIPTION
<p style="text-align: center;">ANTONYMS: to renew, continue, extend, maintain</p> <p><b>Definitions Lesson Plan:</b> TE p. T24</p> <hr/> <p><b>Match the Meaning:</b> 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><i>Example [Level Blue, p. 72]</i></p> <p>For each item below, choose the word whose meaning is suggested by the clue given. Then write the word in the space provided.</p> <p>7. A person chosen to act in another's absence is a <u>deputy</u></p> <p>a. deputy      b. loot      c. jolt      d. barrier</p> <hr/> <p><b>Match the Meaning Lesson Plan:</b> TE p. T25</p> <hr/> <p><b>Synonyms and Antonyms:</b> 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><i>Example [Level Blue, p. 61]</i></p> <p>For each item below, choose the word that is most nearly <b>opposite</b> in meaning to the word or phrase in <b>boldface</b>. Then write your choice on the line provided.</p> <p>3. a <b>small</b> field</p> <p>a. keen      b. duplicate      c. civilian      d. vast</p> <hr/> <p><b>Synonyms and Antonyms Lesson Plan:</b> TE p. T26</p> <hr/> <p><b>Completing the Sentence:</b> 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> <p><i>Example [Level Blue, p. 52]</i></p>	<p>For <b>Match the Meaning</b>, students choose the word whose meaning is suggested by the context clues given.</p> <p>The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.</p> <hr/> <p>The <b>Synonyms and Antonyms</b> 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> <p>The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.</p> <hr/> <p>For each the <b>Completing the Sentence</b> exercise, students rely on context clues in order to identify and write the word from the box that best completes the sentence.</p> <p>The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.</p>

**READING: FOUNDATIONAL SKILLS: Fluency**

**CCSS.ELA-Literacy.RF.5.4** Read with sufficient accuracy and fluency to support comprehension.

- **CCSS.ELA-Literacy.RF.5.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION**

- She described the ugly insult that had been written on a wall as a **blemish** on the school's honor.

**Completing the Sentence Lesson Plan:** TE p. T27

*Example [Level Blue, TE p.T27]*

**TEACH**

Explain that context clues in sentences can be before or after the unfamiliar word. The context clue is sometimes a single word located within the same sentence.

**Word Associations:** Unit 1, p. 13; Unit 2, p. 23; Unit 4, p. 43; Unit 5, p. 53; Unit 7, p. 75; Unit 8, p. 85; Unit 10, p. 105; Unit 11, p. 115; Unit 13, p. 137; Unit 14, p. 147; Unit 16, p. 167; Unit 17, p. 177

*Example [Level Blue, p.243]*

4. A really **impressive** baseball team would
- use extra players.
  - lack the proper equipment.
  - lead the league.
  - play only night games.

**Word Associations Lesson Plan:** TE p. T28

**Word Study: Context Clues 1** (Definition, Example, Restatement), p. 24; **Context Clues 2** (Cause/Effect, Contrast, Comparison), p. 95

*Example [Level Blue, p. 24]*

- 1 I was **elated**, totally thrilled, when I won the bike race.  
very happy

**Word Study Lesson Plans: Context Clues 1,** TE p. T29; **Context Clues 2,** T31

*Example [Level Blue, TE p.T29]*

**PRACTICE/APPLY**

In Practice, have students tell which context clues helped them figure out the meanings of the boldface words. If they can, have them also tell what type of context clue is used in each sentence. In Apply, have students share the context clues they added.

**DESCRIPTION**

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.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

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.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

**READING: FOUNDATIONAL SKILLS: Fluency**

**CCSS.ELA-Literacy.RF.5.4** Read with sufficient accuracy and fluency to support comprehension.

- **CCSS.ELA-Literacy.RF.5.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION**

**Vocabulary for Comprehension:** "The Tallest Sailor in the World," pp. 34–35; "Trouble in Paradise," pp. 64–65; "America's First Female Doctor," pp. 96–97; "Census Taking" (bats in Carlsbad Cavern), pp. 126–127; "The Experience of a Lifetime" (1893 Chicago World's Fair), pp. 158–159; "The Great Migration of the Dust Bowl," pp. 188–189

*Example [Level Blue, p.96]*

3. Another word for **humiliate** is

- a) encourage.
- b) embarrass.
- c) assist.
- d) prevent.

**Vocabulary for Comprehension Lesson Plan:** TE pp. T40–T41

*Example [Level Blue, TE p.T40]*

TEACH

▪ **Vocabulary in Context** Sometimes using context clues can help a reader figure out the meaning of a word. The clues can be in the surrounding sentences, or they can be other words in the sentence.

**Completing the Idea:** Review Units 1–6, p. 67; Review Units 7–12, p. 129; Review Units 13–18, p. 191

*Example [Level Blue, p. 67]*

3. My favorite meal **consists** of \_\_\_\_\_

**Completing the Idea Lesson Plan:** TE p. T43

*Example [Level Blue, TE p.T43]*

TEACH

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.

**DESCRIPTION**

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

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

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.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.5.4** Determine 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.

- **CCSS.ELA-Literacy.L.5.4a** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION**

**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

*Example [Level Blue, p. 78]*

**What Happened to Pennsylvania Station?**

Demolish Penn Station? When New Yorkers heard the plan, they couldn't believe their ears. One of the city's finest public places had been given a death sentence, and New Yorkers didn't like the verdict!

**Introducing the Words Lesson Plan:** TE p. T22

*Example [Level Blue, TE p.T22]*

**DURING READING**

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.

**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;

**DESCRIPTION**

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.

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.

Located in the Teacher's Edition, the **Introducing the Words** lesson plan organizes instructional strategies into three parts: PREPARING TO READ, DURING READING, and AFTER READING.

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.

To reinforce the understanding and use of the word in context,



**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.5.4** Determine 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.

- **CCSS.ELA-Literacy.L.5.4a** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION**

**DESCRIPTION**

Unit 18, pp. 182–183

students write the word on the line of the sample sentence.

*Example [Level Blue, p. 8]*

The Teacher's Edition includes a **Definitions** lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP. There is also a reference to online resources located at [vocabularyworkshop.com](http://vocabularyworkshop.com): **iWords Audio Program** and **Audio Glossary**.

**2. cancel** (v.) to call off or do away with; to cross out with lines or other marks to show that something cannot be used again  
(kan' səl)

*Maybe the principal will cancel classes if it continues to snow.*

SYNONYMS: to stop, discontinue, drop, repeal, revoke

ANTONYMS: to renew, continue, extend, maintain

**Definitions Lesson Plan:** TE p. T24

**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

For **Match the Meaning**, students choose the word whose meaning is suggested by the context clues given.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

*Example [Level Blue, p. 72]*

For each item below, choose the word whose meaning is suggested by the clue given. Then write the word in the space provided.

7. A person chosen to act in another's absence is a deputy

- a. deputy      b. loot      c. jolt      d. barrier

**Match the Meaning Lesson Plan:** TE p. T25

**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

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.

*Example [Level Blue, p. 61]*

For each item below, choose the word that is most nearly **opposite** in meaning to the word or phrase in **boldface**. Then write your choice on the line provided.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.



**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.5.4** Determine 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.

- **CCSS.ELA-Literacy.L.5.4a** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION**

**DESCRIPTION**

**3. a small field**

- a. keen      b. duplicate      c. civilian      d. vast

**Synonyms and Antonyms Lesson Plan:** TE p. T26

**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

*Example [Level Blue, p. 52]*

- She described the ugly insult that had been written on a wall as a blemish on the school's honor.

**Completing the Sentence Lesson Plan:** TE p. T27

*Example [Level Blue, TE p. T27]*

**TEACH**

Explain that context clues in sentences can be before or after the unfamiliar word. The context clue is sometimes a single word located within the same sentence.

**Word Associations:** Unit 1, p. 13; Unit 2, p. 23; Unit 4, p. 43; Unit 5, p. 53; Unit 7, p. 75; Unit 8, p. 85; Unit 10, p. 105; Unit 11, p. 115; Unit 13, p. 137; Unit 14, p. 147; Unit 16, p. 167; Unit 17, p. 177

*Example [Level Blue, p. 243]*

**4. A really impressive baseball team would**

- a. use extra players.
- b. lack the proper equipment.
- c. lead the league.
- d. play only night games.

**Word Associations Lesson Plan:** TE p. T28

**Word Study: Context Clues 1** (Definition, Example, Restatement), p. 24; **Context Clues 2** (Cause/Effect, Contrast, Comparison), p. 95

*Example [Level Blue, p. 24]*

- 1 I was **elated**, totally thrilled, when I won the bike race.

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.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

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.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

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.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY,

**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.5.4** Determine 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.

- **CCSS.ELA-Literacy.L.5.4a** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION**

**very happy**

**Word Study Lesson Plans: Context Clues 1,** TE p. T29; **Context Clues 2,** T31

*Example [Level Blue, TE p.T29]*

PRACTICE/APPLY

In Practice, have students tell which context clues helped them figure out the meanings of the boldface words. If they can, have them also tell what type of context clue is used in each sentence. In Apply, have students share the context clues the added.

**Vocabulary for Comprehension:** "The Tallest Sailor in the World," pp. 34–35; "Trouble in Paradise," pp. 64–65; "America's First Female Doctor," pp. 96–97; "Census Taking" (bats in Carlsbad Cavern), pp. 126–127; "The Experience of a Lifetime" (1893 Chicago World's Fair, pp. 158–159; "The Great Migration of the Dust Bowl," pp. 188–189

*Example [Level Blue, p.96]*

**3.** Another word for **humiliate** is

- (a) encourage.
- (b) embarrass.
- (c) assist.
- (d) prevent.

**Vocabulary for Comprehension Lesson Plan:** TE pp. T40–T41

*Example [Level Blue, TE p.T40]*

TEACH

- **Vocabulary in Context** Sometimes using context clues can help a reader figure out the meaning of a word. The clues can be in the surrounding sentences, or they can be other words in the sentence.

**Completing the Idea:** Review Units 1–6, p. 67; Review Units 7–12, p. 129; Review Units 13–18, p. 191

*Example [Level Blue, p. 67]*

**3.** My favorite meal **consists** of \_\_\_\_\_

**Completing the Idea Lesson Plan:** TE p. T43

**DESCRIPTION**

and FOLLOW-UP.

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

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

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

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.5.4** Determine 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.

- **CCSS.ELA-Literacy.L.5.4a** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION**

*Example [Level Blue, TE p.T43]*

**TEACH**

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.

**DESCRIPTION**

different meanings and parts of speech of a given taught word.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.5.4** Determine 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.

- **CCSS.ELA-Literacy.L.5.4b** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).

**SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION**

**Word Study: Suffixes** (-ment, -ance, -age, -hood), p. 63; **Prefixes** (pre-, in-, im-, ir-, il-), p. 76; **Roots** (port, mit), p. 106; **Prefixes** (re-, in-, im-), p. 125; **Suffixes** (-ion, -tion, -ous, -ic), p. 138; **Roots** (spec, photo, tele), p. 157; **Suffixes** (-ity, -ty, -ence, -al), p. 168; **Prefixes** (de-, post-, trans-, sub-), p. 178; **Roots** (dict, tract), p. 187

*Example [Level Blue, p. 178]*

9. You must dress warmly to go out in subzero temperatures.

**Word Study Lesson Plans: Suffixes** (-ment, -ance, -age, -hood), TE p. T30; **Prefixes** (pre-, in-, im-, ir-, il-), TE p. T31; **Roots** (port, mit), **Prefixes** (re-, in-, im-), TE p. T32; **Suffixes** (-ion, -sion, -ous, -ic), **Roots** (spec, photo, tele), TE p. T33; **Suffixes** (-ity, -ty, -ence, -al), **Prefixes** (de-, post-, trans-, sub-), **Roots** (dict, tract), TE p. T33

*Example [Level Blue, TE p.T31]*

**TEACH**

Explain to students that knowing the meanings of a few common prefixes, such as the ones on page 76, can help them uncover the meanings of many words. For example, have students brainstorm additional words with the five prefixes to make the point.

**DESCRIPTION**

Several **Word Study** lessons develop word-building skills. They include study of roots, prefixes, and suffixes.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.5.4** Determine 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.

- **CCSS.ELA-Literacy.L.5.4c** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION**

**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

*Example [Level Blue, p. 90]*

**2. cherish** (v.) to feel or show great love for; to value highly; to take special care of.  
(cher' ish)

*Our freedom is something we should always safeguard and cherish.*

SYNONYMS: to treasure, hold dear, honor, to prize, preserve

ANTONYMS: to hate, despise, dishonor; to neglect

**Definitions Lesson Plan:** TE p. T24

*Example [Level Blue, TE p.T24]*

TEACH

Review the parts of speech in the Remember box. Lead a brief discussion about each word's part of speech to help students increase their understanding of the definition and word use.

**Word Study: Dictionary: Multiple-Meaning Words 1** (*veteran, coat, drill, uniform*): p. 14

**Word Study Lesson Plan: Dictionary: Multiple-Meaning Words 1 Lesson Plan:** TE p. T29

*Example [Level Blue, TE p.T29]*

TEACH

Explain that when students look up a word in the dictionary, they will often find more than one meaning for the same word. Discuss which context clues students used to determine the meaning of the word *veteran* in the sample sentence.

**Word Study: Homographs:** p. 33

**DESCRIPTION**

Located immediately after the Unit passage is **Definitions**, a two-page alphabetical listing of each of the 12 Unit words. The dictionary-style entry for each word includes its pronunciation, part (or parts) of speech, an illustrating picture (if applicable), a short definition, and synonyms and antonyms.

The Teacher's Edition includes a **Definitions** lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

There is also a reference to online resources located at [vocabularyworkshop.com](http://vocabularyworkshop.com): **iWords Audio Program** and **Audio Glossary**.

The **Word Study Dictionary: Multiple-Meaning Words 1** lesson uses the dictionary to understand multiple-meaning words.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

In **Word Study: Homographs**, students learn that some words

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.5.4** Determine 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.

- **CCSS.ELA-Literacy.L.5.4b** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

**SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION**

**Word Study Lesson Plan: Homographs:** TE p. T29

Example [Level Blue, TE p.T29]

**TEACH**

Explain that some homographs have different pronunciations. Say: "Please *close* the door. Stand *close* to the window." Point out that *close* has a different meaning and a different pronunciation in each sentence.

**Word Study: Using a Thesaurus:** p. 86

**Word Study Lesson Plan: Using a Thesaurus:** TE p. T31

Example [Level Blue, TE p.T31]

**TEACH**

Explain to students that a thesaurus is a book of synonyms. Remind students that synonyms have similar but slightly different meanings. When replacing a word with a synonym, students must choose a word that fits the sentence. Point out that not every word has a synonym, and these words would not be in a thesaurus.

**Word Study: Multiple-Meaning Words 2** (*negative, barge, harvest, murmur*), p. 148

**Word Study Lesson Plan: Dictionary: Multiple-Meaning Words 1,** TE p. T33

Example [Level Blue, TE p.T31]

**TEACH**

Remind students that a print or online dictionary will often list multiple meanings for a word, such as the lesson word *negative*. Model using the sample sentence on the page for *negative* to demonstrate the use of context clues to determine meaning.

**Word Study: Words Often Confused** (*access/excess, advice/advise, cease/seize*), p. 54; **Word Study: Suffixes** (*-ment, -ance, -age, -hood*), p. 63; **Word Study: Prefixes** (*pre-, in-, im-, ir-, il-*), p. 76; **Word Study: Roots** (*port, mit*), p. 106; **Word Study: Suffixes** (*-ion, -tion, -sion, -ous, -ic*), p. 138; **Word Study: Roots** (*spec, photo, tele*), p. 157; **Word Study: Suffixes** (*-ity, -ty, -ence, -al*), p. 168; **Word Study: Roots** (*dict, tract*), p. 187

**DESCRIPTION**

with the same spelling have different meanings. They are learn to locate definitions for these words in multiple dictionary entries.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

In **Word Study: Using a Thesaurus**, students learn about a valuable writing reference tool that features collections of synonyms.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

The **Word Study Dictionary: Multiple-Meaning Words 2** lesson focuses on using the dictionary to help build vocabulary.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

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.

The Teacher's Edition includes a lesson plan for each **Word Study** lesson with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.5.4** Determine 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.

- **CCSS.ELA-Literacy.L.5.4b** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

SADLIER **VOCABULARY WORKSHOP LEVEL BLUE** FEATURE & LOCATION

DESCRIPTION

Example [Level Blue, p. 168]

TEACH

Write the missing base word, suffix, or new word. Then write the meaning of the new word. Use a dictionary to check your answers.

**Word Study Lesson Plan: Suffixes** (-ion, -tion, -sion, -ous, -ic), TE p. T33

Example [Level Blue, TE p.T33]

PRACTICE/APPLY

Encourage students to use a dictionary, print or digital, to check their answers for the Practice exercises.

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.

**Online Components: iWords Audio Program:**  
vocabularyworkshop.com

**Online Components: Audio Glossary:**  
vocabularyworkshop.com

The online **Audio Glossary** can be accessed by alphabetical order of words or by Unit. It models pronunciation and provides example sentences to clarify usage and meaning of each Unit word.

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.5.5a** Interpret figurative language, including similes and metaphors, in context.

SADLIER **VOCABULARY WORKSHOP LEVEL BLUE** FEATURE & LOCATION

DESCRIPTION

**Shades of Meaning: Similes**, p. 15; **Metaphors**, p. 77

Example [Level Blue, p. 77]

APPLY

Read each sentence. Figure out the meaning of each metaphor in **boldface**. Write the meaning on the line

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*.

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

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.5.5a** Interpret figurative language, including similes and metaphors, in context.

**SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION**  
provided.

**6.** During the heat of the summer, the attic **is a sauna**.  
extremely hot

**Shades of Meaning Lesson Plan: Similes**, TE p. T35;  
**Metaphors**, TE p. T36  
Example [Level Blue, TE p.T35]

TEACH

Write the sentence; "Fortunately, at that moment, Eagle flew in like a bolt of lightning." Ask: "What is being compared?" As students respond, underline the words *flew* and *bolt of lightning*. Discuss similes. Model how to figure out the meaning: "A bolt of lightning can strike quickly, so that must mean that Eagle flew in very quickly."

**DESCRIPTION**

figure out the meaning of metaphors used in the exercises.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.5.5b** Recognize and explain the meaning of common idioms, adages, and proverbs.

**SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION**

**Shades of Meaning: Adages and Proverbs 1**, p. 25; **Idioms 1** (*cold feet, against the clock, add fuel to the fire, out on a limb*), p. 107; **Adages and Proverbs 2**, p. 149; **Idioms 2** (*had her eye on, get it off my chest, butterflies in my stomach, up to my ears in*), p. 179  
Example [Level Blue, p. 149]

APPLY

Write what someone might say to make you respond with each proverb below. The first one has been done for you.

**9.** Bad news travels fast.  
I'm sorry to hear that your team didn't win the championship.

**Shades of Meaning Lesson Plan: Adages and Proverbs 1**, TE p. T35; **Idioms 1** (*cold feet, against the clock, add fuel to the fire, out on a limb*), TE p. T37; **Adages and Proverbs 2**, p. 149, **Idioms 2** (*had her eye on, get it off my chest, butterflies in my stomach, up to my ears in*), TE p. T38

**DESCRIPTION**

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.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.



**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.5.5b** Recognize and explain the meaning of common idioms, adages, and proverbs.

**SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION**  
*Example [Level Blue, TE p.T38]*

FOLLOW-UP

**Writing** Ask students to choose two proverbs from the lesson to apply to their own life. Have them write a paragraph that explains the relation to their life.

**DESCRIPTION**

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.5.5c** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION**

**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

*Example [Level Blue, p. 8]*

**2. cancel** (v.) to call off or do away with; to cross out with lines or other marks to show that something cannot be used again  
(kan' səl)

*Maybe the principal will cancel classes if it continues to snow.*

SYNONYMS: to stop, discontinue, drop, repeal, revoke

ANTONYMS: to renew, continue, extend, maintain

**DESCRIPTION**

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), a short definition, and an illustrative sentence. Also included are synonyms and antonyms (if applicable).

The Teacher's Edition includes a **Definitions** lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

**Definitions Lesson Plan:** TE p. T24

**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

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

**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.5.5c** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION
155; Unit 16, p. 165; Unit 17, p. 175; Unit 18, p. 185 <i>Example [Level Blue, p.61]</i> For each item below, choose the word that is most nearly <b>opposite</b> in meaning to the word or phrase in <b>boldface</b> . Then write your choice on the line provided.  <b>3. a small field</b>  a. keen      b. duplicate      c. civilian      d. vast  <b>Synonyms and Antonyms Lesson Plan:</b> TE p. T26

DESCRIPTION
synonym or antonym. For more help, they can refer back to the listing of synonyms and antonyms in the <b>Definitions</b> section of the Unit.  The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.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 (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION
<b>Throughout the program</b>

DESCRIPTION
<b>Throughout the program</b> students build and use vocabulary knowledge through a variety of increasingly sophisticated language arts activities. These activities include gleaning 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.

ADDITIONAL ALIGNED CONTENT

**WRITING:** Text Types and Purposes

**CCSS.ELA-Literacy.W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION

**Vocabulary for Comprehension: Write Your Own:** "Trouble in Paradise" (opinion/persuasive: write a travel brochure), p. 65

*Example [Level Blue, p. 65]*

**Write Your Own**

Many people in Nauru want to encourage travelers to vacation on their island. Imagine you are writing a travel brochure for the area you live in. Write to persuade others to come visit. Use at least three words from Units 4–6.

DESCRIPTION

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 words from the previous three units.

**WRITING:** Text Types and Purposes

**CCSS.ELA-Literacy.W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION

**Vocabulary for Comprehension: Write Your Own:** "America's First Female Doctor" (informative/explanatory: tell of when you worked hard to accomplish a goal), p. 97

*Example [Level Blue, p. 97]*

**Write Your Own**

Elizabeth Blackwell accomplished a difficult goal despite many barriers. Think of a time when you worked hard to accomplish a goal. Write to tell what you accomplished and how you were able to do it. Use at least three words from Units 7–9.

DESCRIPTION

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 words from the previous three units.

**WRITING:** Text Types and Purposes

**CCSS.ELA-Literacy.W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION

**Vocabulary for Comprehension: Write Your Own:** "The Tallest Sailor in the World" (imagined narrative: retell story of a

DESCRIPTION

The **Write Your Own** activity at the end of each **Vocabulary for Comprehension** lesson is an opportunity for students to write

**WRITING:** Text Types and Purposes

**CCSS.ELA-Literacy.W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION**

famous character), p. 35; "Census Taking" (imagined narrative: describe how you might feel to watch thousands of bats come out of a cave), p. 127; "The Experience of a Lifetime" (imagined narrative: write a journal entry describing a day at the 1893 Chicago World's Fair), p. 159; "The Great Migration of the Dust Bowl" (imagined narrative: write a letter to relatives in California describing life in the Dust Bowl), p. 189

*Example [Level Blue, p. 159]*

**Write Your Own**

Imagine that you are Carl or Anna. On a separate sheet of paper, write a journal entry about your day at the Chicago World's Fair. Include details that tell what you saw, heard, and did. Use at least three words from Units 13–15.

**DESCRIPTION**

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 words from the previous three units.

## **SPEAKING & LISTENING:** Comprehension and Collaboration

**CCSS.ELA-Literacy.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.

### SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION

**Lesson Plans: The Unit**, TE pp. T22–T38; **The Review**, TE pp. T40–T43

*Example [Level Blue, TE p.T24]*

#### **Definitions**

##### FOLLOW-UP

▪ **Oral Language** To encourage daily use of the Unit words, list them on a Word Wall. Encourage students to use the words in their speaking and writing. When they read, tell them to be alert to the words they have learned and to notice how the words are used.

*Example [Level Blue, TE p.T30]*

#### **Homographs** (page 33)

##### FOLLOW-UP

▪ **Oral Language** Create and display a list of words of additional homograph pairs and definitions. Have students practice using the words in small group conversations.

*Example [Level Blue, TE p.T33]*

#### **Roots** (page 157)

##### FOLLOW-UP

▪ **Oral Language** Have students use words with the roots *spect*, *photo*, and *tele* to ask each other questions about their own experiences, such as "What is the best spectacle you have ever seen?" or "What is something you have photocopied?"

*Example [Level Blue, TE p.T43]*

#### **Completing the Idea**

##### FOLLOW-UP

▪ **ELL** Dictate sentences that include the taught words so students can hear them in context. Ask students to touch each word in the sentence with their pencils as you repeat it. You might also tell students how many words are in the sentence and allow them time to count. Provide at least three opportunities for students to hear a sentence before moving on to the next one.

**Word Study: Speak: Dictionary: Multiple-Meaning Words 1** (veteran, coat, drill, uniform), p. 14; **Context Clues 1** (Definition, Example, Restatement), p. 24; **Homographs**, p. 33; **Analogies**, p. 44; **Context Clues 2** (Cause/Effect, Contrast, Comparison), p. 95; **Prefixes** (*re-*, *in-*, *im-*), p. 125; **Suffixes** (*-ity*, *-ty*, *-ence*, *-al*), p. 168; **Prefixes** (*de-*, *post-*, *trans-*, *sub-*), p. 178

### DESCRIPTION

The *Vocabulary Workshop Lesson Plans* offer a variety of listening and speaking activities designed to increase students' reading, speaking, and writing vocabularies. The suggested instructional strategies include a variety of teacher-led class discussions that help students make connections to the new words presented in each lesson.

Several **Word Study** lessons conclude with **Speak**, a collaborative speaking and listening activity for two students that applies and extends skills presented in the lesson.

**SPEAKING & LISTENING:** Comprehension and Collaboration

**CCSS.ELA-Literacy.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.

SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION	DESCRIPTION
<p><i>Example [Level Blue, p. 24]</i></p> <p><b>SPEAK</b></p> <p>Make up a sentence using a unit word. The sentence should provide good context clues. Ask a partner to name the word and the clue to its meaning.</p> <p><i>Example [Level Blue, p. 125]</i></p> <p><b>SPEAK</b></p> <p>Watch out for words that seem to have prefixes but really do not. For example, when you remove <i>re</i> from <i>ready</i>, no base word remains. With a partner, decide which words below do not have a prefix. Underline those words. Be prepared to explain your answers.</p> <p><b>imagine imperfect inhabit ink register review</b></p>	

**LANGUAGE:** Conventions of Standard English

**CCSS.ELA-Literacy.L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.5.2e** Spell grade-appropriate words correctly, consulting references as needed.

SADLIER **VOCABULARY WORKSHOP LEVEL BLUE** FEATURE & LOCATION

**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

*Example [Level Blue, p. 8]*

**2. cancel** (v.) to call off or do away with; to cross out with lines or other marks to show that something cannot be used again  
(kan' səl)

*Maybe the principal will **cancel** classes if it continues to snow.*

SYNONYMS: to stop, discontinue, drop, repeal, revoke

ANTONYMS: to renew, continue, extend, maintain

**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

*Example [Level Blue, p. 72]*

7. A person chosen to act in another's absence is a deputy

- a. deputy      b. loot      b. jolt      d. barrier

**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

*Example [Level Blue, p. 61]*

For each item below, choose the word that is most nearly **opposite** in meaning to the word or phrase in **boldface**. Then write your choice on the line provided.

DESCRIPTION

The two-page **Definitions** lesson for each Unit provides a dictionary-style entry for each word. To reinforce the understanding and use of the word in context, students are directed to write the word on the blank line of the sample sentence. As they write, they are able to check and correct their spelling of that word.

For the **Match the Meaning** activity, students write the word that matches the meaning in the clue. Correct spelling is modeled by words given for each exercise.

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. Correct spelling is modeled by words given for each exercise.



**LANGUAGE:** Conventions of Standard English

**CCSS.ELA-Literacy.L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.5.2e** Spell grade-appropriate words correctly, consulting references as needed.

SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION
<p><b>3. a small field</b></p> <p>a. keen      b. duplicate      c. civilian      d. vast</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

*Example [Level Blue, p. 52]*

- She described the ugly insult that had been written on a wall as a blemish on the school's honor.

**Word Study Lessons: Dictionary: Multiple-Meaning Words 1** (*veteran, coat, drill, uniform*), p. 14; **Homographs**, p. 33; **Words Often Confused** (*access/excess, advice/advise, cease/seize*), p. 54; **Suffixes** (*-ment, -ance, -age, -hood*), p. 63; **Prefixes** (*-pre-, in-, im-, ir-, il-*), p. 76; **Using a Thesaurus**, p. 86; **Roots** (*port, mit*), p. 106; **Prefixes** (*re-, in-, im-*), p. 125; **Suffixes** (*-ion, -tion, -sion, -ous, -ic*), p. 138; **Dictionary: Multiple-Meaning Words 2** (*negative, barge, harvest, murmur*), p. 148; **Roots** (*spec, photo, tele*), p. 157; **Suffixes** (*-ity, -ty, -ence, -al*), p. 168; **Prefixes** (*de-, post-, trans-, sub-*), p. 178; **Roots** (*dict, tract*), p. 187

*Example [Level Blue, p. 54]*

7. I advise you to seize my arm if you feel as if you might fall.

**Shades of Meaning Lessons: Words That Describe Behavior** (*aggressive, arrogant, assertive, impulsive*), p. 45; **Words That Name Travelers** (*nomad, commuter, tourist, pilgrim*), p. 55; **Words That Describe People** (*energetic, finicky, impatient, resourceful*), p. 87; **Word Choice** (*request, demand, plea, interrogation*), p. 117; **Word Choice** (*acquire, receive, purchase, borrow*), p. 139; **Words That Describe Size** (*mammoth, miniature, microscopic, vast*), p. 169

*Example [Level Blue, p.87]*

4. a door opening slowly creak

**Classifying:** Review Units 1–6, p. 66; Review Units 7–12, p. 128; Review Units 13–18, p. 190

*Example [Level Blue, p.66]*

Choose the word from the box that goes best with each group

DESCRIPTION
<p>As students write the word that best completes each sentence on the <b>Completing the Sentence</b> page, they check and correct spelling against the Unit words in the box on the page.</p>
<p>For many <b>Word Study</b> lessons, students write Unit words as directed in the exercises. They check and correct spelling against the Unit words in the box on the page.</p> <p>In addition, <b>Word Study</b> lessons on compound words, word families, base words, roots, prefixes, and suffixes provide structural analysis insight that improves spelling proficiency.</p>
<p>For many <b>Shades of Meaning</b> lessons, students write Unit words as directed in the exercises. They check and correct spelling against the Unit words in the box on the page.</p>
<p>For the <b>Classifying</b> activity, students write the word that goes best with each group of words, checking their spelling against the Unit words in the box on the page.</p>

**LANGUAGE:** Conventions of Standard English

**CCSS.ELA-Literacy.L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.5.2e** Spell grade-appropriate words correctly, consulting references as needed.

**SADLIER VOCABULARY WORKSHOP LEVEL BLUE FEATURE & LOCATION**  
of words. Write the word in the space provided. Then explain what the words have in common.  
**3.** crazy, daisy, hazy, lazy  
The words rhyme. \_\_\_\_\_

**DESCRIPTION**