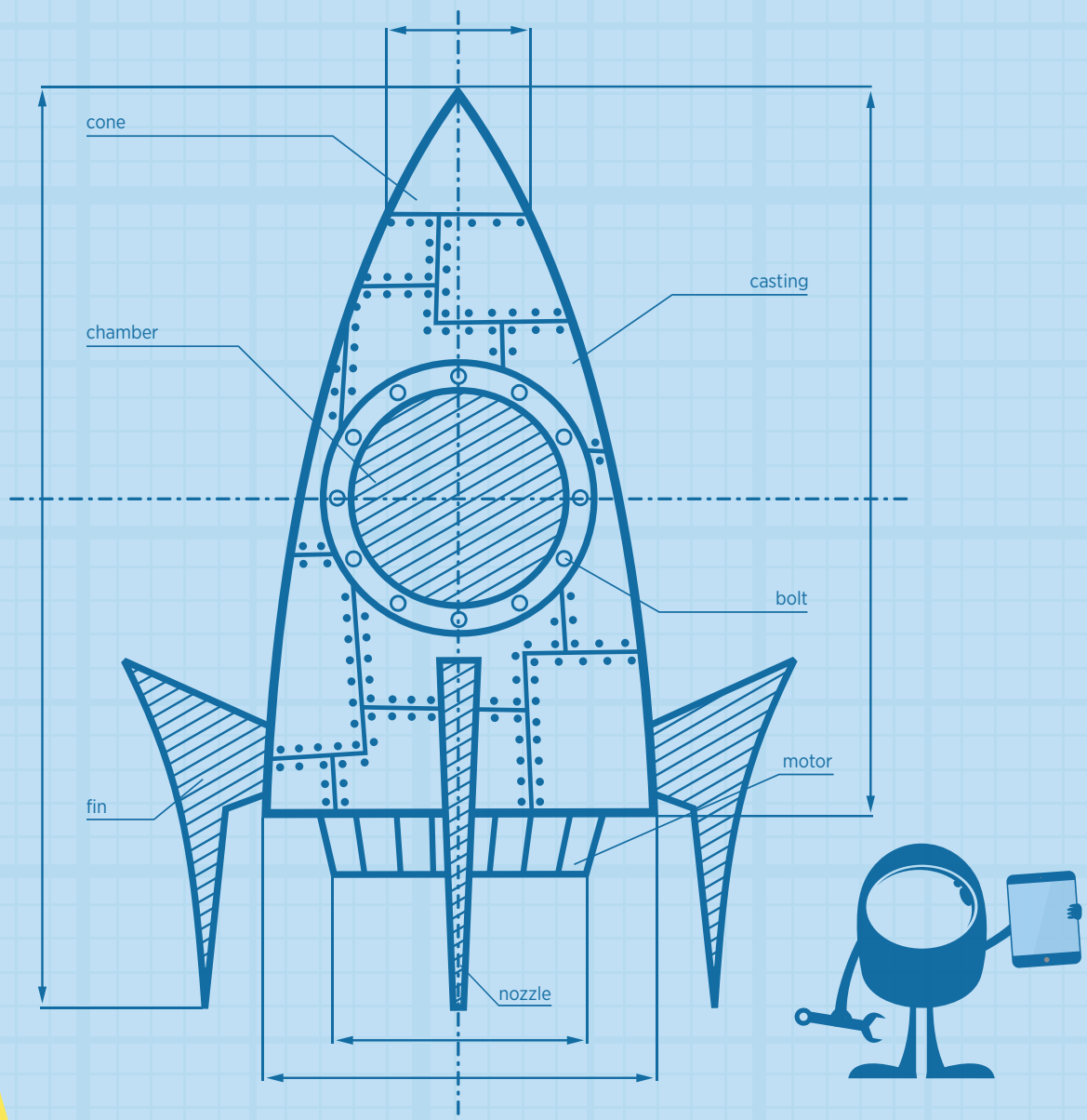


Vocabulary Workshop,[®] *Tools for Comprehension*

GRADES 1-5

BUILD STRONG VOCABULARY AND READING COMPREHENSION

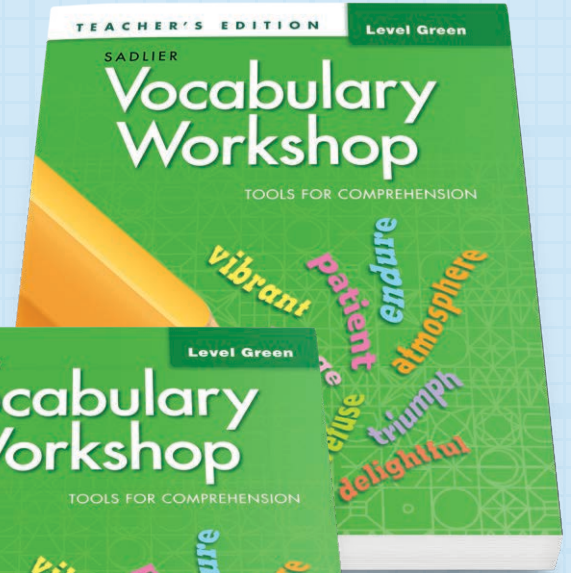


A MASTER PLAN FOR READING SUCCESS

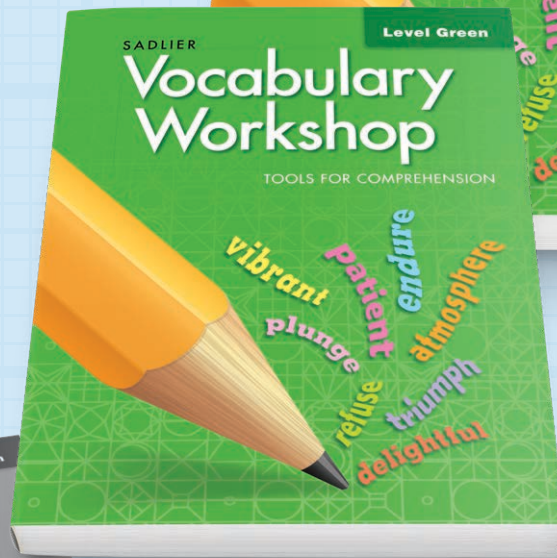
“ Successful reading requires being able to identify written words and know what those words mean. ”

—Andrew Biemiller, 2007

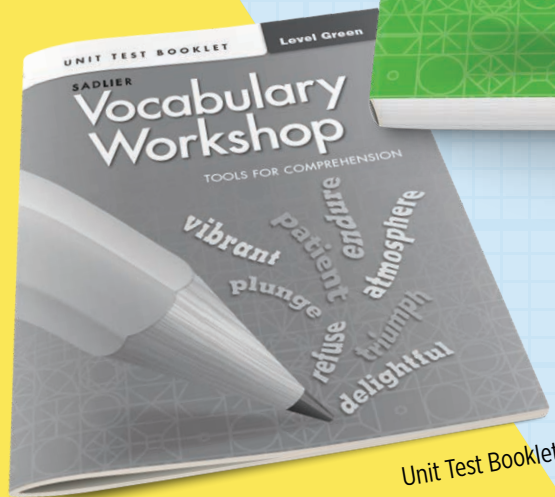
Look no further. *Vocabulary Workshop, Tools for Comprehension* is the foundation to help develop lifelong readers! Student learning is built with a strong instructional plan that is supported by research and best practices.



Teacher's Edition



Student Edition



Unit Test Booklet

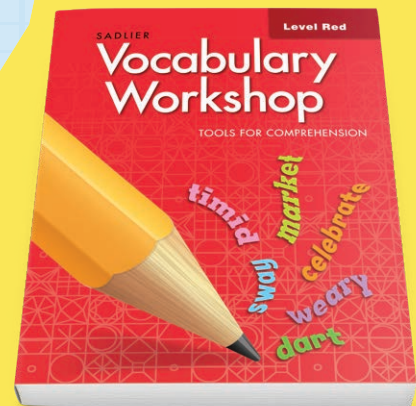


Build Vocabulary and Improve Comprehension

Each level of *Vocabulary Workshop, Tools for Comprehension* provides high-utility words, many of which are drawn from academic word lists. Mastery of these words promotes word consciousness and, together with practice in vocabulary strategies, leads to improved reading comprehension, writing skills, and improved performance on standardized tests.

Choose the Right Tools

Combine print and online resources to motivate student learning and build their vocabularies. This integrated approach delivers multiple exposures to each word in support of vocabulary acquisition.



Level Red for Grade 1 integrates print, audio, and visual media to present systematic, direct instruction. The Teacher's Edition has a wraparound format with guidance and support for vocabulary instruction, including strategies for English language learners.

The *Vocabulary Workshop, Tools for Comprehension* instructional plan includes:

Implement an Instructional Plan That Works!

At each grade level, 1-5, the *Vocabulary Workshop, Tools for Comprehension* words are organized into 12-18 units. Each unit uses the best practices for vocabulary development and vocabulary skills. With both contextual and direct instruction of words, the program explicitly teaches vocabulary building strategies with a blend of print and online resources.

+ Contextual learning

+ Systematic, direct instruction

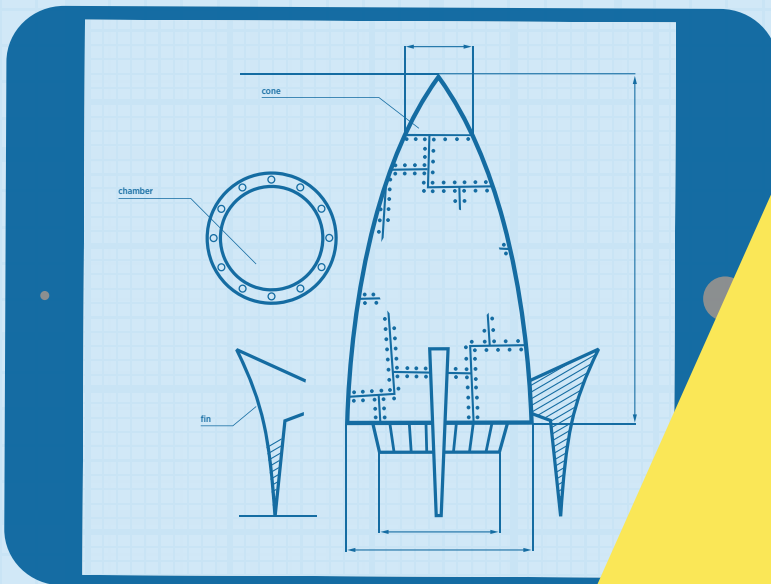
+ Multiple exposures

+ Writing exercises

+ Vocabulary building strategies

+ Word relationships and meanings

+ Review of words



Units begin and end with reading passages that represent a variety of genres with new vocabulary words embedded.

Each unit features direct instruction essential to help students learn words that are not part of their everyday experiences.

Each word appears at least five times per unit, so students encounter words repeatedly in different and multiple contexts.

Activities ask students to demonstrate their understanding of the words in writing.

Units include instruction and practice on Latin or Greek roots and word-study strategies to help them unlock the meaning of unfamiliar words.

Students learn about the nuances of word meanings and the importance of word choice to better understand what they read and enrich their writing.

Students demonstrate their understanding of multiple units of words, which reinforces and maintains their new vocabulary knowledge.



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www.SadlierSchool.com/VW1-5

A PROVEN INSTRUCTIONAL DESIGN

Lay the Foundation

New words in each unit are introduced contextually and definitionally. Students practice these words in a variety of exercises that include additional contextual practice in reading and writing. Learning words in context is key to improving comprehension and unlocking the meaning of words.



Introducing the Words

The introductory passage introduces each new word in the context of content-rich and engaging text. The audio version encourages students to track print as they listen to the unit reading passage and build comprehension.





Definitions

Definitions for words provide the phonetic and diacritical pronunciations, word meanings, and example sentences. Grade-appropriate synonyms and antonyms expand vocabulary and are listed below each definition. Collaborative activities are also provided, adding additional opportunities for students to interact with words and enrich understanding. The *iWords*® audio program, available at www.SadlierConnect.com, supports all learners.



Words in Context

The second passage contains multiple-meaning unit words. Students need to use context to determine their meanings. This passage has a lower-level version for struggling readers. In addition, a connection to grade-level grammar instruction is embedded in this passage.

Definitions

You were introduced to these words in the passage. Study the pronunciation, part of speech, definition, and example sentence for each word. Then read the synonyms and antonyms.

1. atmosphere (n.) the air that surrounds Earth; the feeling or mood in a room or place
(at' ma sfir)
(AT-muh-sfir)

Earth's atmosphere is made up of invisible gases.
SYNONYM: environment

Use your hands to show where Earth's atmosphere is.

2. brilliant (adj.) sparkling or full of light; striking and shiny; very smart
(bril' yant)
(BRIL-yuhnt)

Many stars in the universe are brilliant.
SYNONYMS: bright, shining, vivid; clever
ANTONYMS: dull, lifeless

3. convince (v.) to get someone to believe something or to do something; to win over
(kan vins')
(kuhn-VINSS)

It is easy to convince me to eat two pieces of carrot cake.
SYNONYMS: persuade, urge, coax



Unit 5 • 53

Words in Context

Read the passage. Then answer each question.

Space Suits

- Astronauts use space suits while in space. The suits protect the astronauts from the **harsh** environment. There is no oxygen to breathe beyond Earth's atmosphere, and there is no water to drink. The space suits supply the **precious** oxygen and water that astronauts need.
- Putting on a space suit is not a **swift** procedure for these men and women. The suits are complicated and have many parts. At a **glance**, they look like they are made of one piece. However, that is not the case. One part covers the astronaut's chest. Another part covers the arms and connects to the gloves. The helmet protects the head. The last part protects the astronaut's legs and feet.
- The space suits help astronauts **endure** time spent working outside the spacecraft or station. It allows them to conduct experiments. Astronauts stay safe by using ropes tied to their suits and the spacecraft so they do not **plunge** into space. They also have small jet thrusters in the back of their suits that prevent them from floating away.

- What does the word **harsh** mean as it is used in paragraph 1?
 (a) unforgiving (b) pleasant (c) kind (d) strict
- What does the word **swift** most likely mean as it is used in paragraph 2?
 (a) slow (b) quick (c) simple (d) relaxed
- What does the word **glance** most likely mean as it is used in paragraph 2?
 (a) gaze (b) stare (c) watch (d) glimpse
- What is the meaning of the word **plunge** as it is used in paragraph 3?
 (a) rising (b) diving (c) swimming (d) falling

Irregular plural nouns do not end in -s or -es. Their spelling changes in the plural. For example: **child, children**. Underline two irregular plural nouns in "Space Suits."

Write Your Own

Working with a partner, write 3–5 sentences about why people should explore space. Then work with your partner to make a list of reasons why people should not explore space. Use at least three vocabulary words from this unit.

Unit 5 • 53

All pages from Level Green, Grade 3 Student Edition

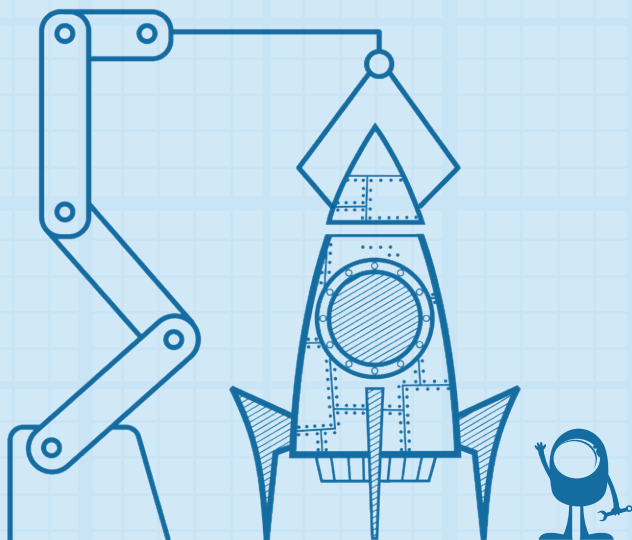


Unit 5 • 47

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Construct Word Relationships

When students see relationships between words, they can better understand the meanings of new words and how they fit into their existing vocabularies when reading and writing.



Additional activities and practice with the unit words are available at SadlierConnect.com.

Synonyms

Choose the word that is most nearly the **same** in meaning as the word or phrase in **dark print**. Then write your choice on the line provided.

- dive** into the sea
a. unite b. convince c. plunge _____
- a winter coat that will **last**
a. endure b. glance c. unite _____
- persuade** me to take dance lessons
a. convince b. endure c. unite _____
- a smelly **environment**
a. plunge b. glance c. atmosphere _____
- gave the newspaper a **glimpse**
a. glance b. convince c. unite _____
- a **valuable** gift
a. harsh b. precious c. swift _____

Antonyms

Choose the word that is most nearly **opposite** in meaning to the word or phrase in **dark print**. Then write your choice on the line provided.

- divide** the group
a. endure b. convince c. unite _____
- a **lifeless** performance
a. brilliant b. swift c. harsh _____
- a **gradual** movement
a. brilliant b. harsh c. swift _____
- a **kind** comment
a. harsh b. precious c. swift _____

50 ■ Unit 5

All pages from Level Green, Grade 3 Student Edition



Synonyms and Antonyms

Students begin to expand their vocabularies by studying words that are similar to or opposite of one another.

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Words with Latin/Greek Roots

In each unit, instruction and practice in classical roots help students unlock the meanings of English words derived from Latin and Greek.



Word Study

Students build vocabulary by applying strategies, such as using context clues and analyzing word parts like roots and affixes, in the Word Study section of every unit. Students also deepen their understanding by examining relationships between related words and by analyzing nuances of meaning.

Word Associations

Choose the word or phrase that best completes the sentence or answers the question. Pay special attention to the word in **dark print**.

- After a **brilliant** play, fans might
 - yawn.
 - boo.
 - cheer.
 - leave.
- Which is most likely to **endure**?
 - paper
 - brick
 - fruit
 - flowers
- A **precious** gift is one that I will
 - return for another.
 - give back.
 - hope never to get.
 - value forever.
- Earth's **atmosphere** includes
 - people and houses.
 - animals and plants.
 - oceans and mountains.
 - air and gases.

Words with Latin Roots

The unit word **unite**, meaning "to bring two or more parts together to make a whole," comes from the Latin **uni**. **Uni** is a Latin root meaning "one" or "single." The root **uni** is used in the following words:

- union** (n.): a combination that makes a whole (*a single group*)
- unit** (n.): one part of something (*a single part of a whole*)
- unity** (n.): being or acting together as one (*oneness*)

Choose two of the words from the bulleted list. Write a sentence for each word to show you understand its meaning.

- _____
- _____

S2 • Unit 5

Shades of Meaning Word Choice *glance, gaze, glare*

In the passage "The International Space Station" on pages 46–47, you read this sentence about free time on the space station: *It is often spent taking photographs, reading, writing e-mails home, or just **glancing** out the window at Earth below.* Here, *glancing* is a form of the verb *glance*. *Glance* means "to look quickly."

Words may have similar meanings, but no two words have exactly the same meaning. Look at the words in the chart below. They all involve looking at someone or something. Read the words and their meanings. Notice how the words differ in meaning.

glance	When you glance at something, you look at it for just a moment.
gaze	When you gaze , you look at someone or something for a long time with amazement.
glare	When you glare , you look at someone or something in anger.

PRACTICE Write the word from the chart that best replaces **look** in each sentence.

- I saw my sister **look** harshly at me after I ripped her bag. _____
- I always **look** around the park to see if any friends are there. _____

Word Study Prefixes: *re-*, *pre-*, *in-*

A **prefix** is a word part that is added to the beginning of a base word. A **base word** is a complete word. It makes sense as a word on its own. Adding a prefix can change the meaning of the word. It can also make a new word.

Prefix	Base Word	New Word	Meaning
re	+ unite	= reunite	→ unite again
pre	+ heat	= preheat	→ heat before
in	+ direct	= indirect	→ not direct

Look at the prefixes and base words in the chart above. The prefix **re-** means "again." You can add **re-** to *unite* (page 49) to make the word *reunite*. *Reunite* means "unite again."

The prefix **pre-** means "before." The prefix **in-** sometimes means "not." Look at the chart for examples of words with the prefixes **pre-** and **in-**.

PRACTICE Write the missing prefix. Then write the meaning of the new word.

Prefix	Base Word	New Word	Meaning
1. _____	+ mix	= premix	→ _____
2. _____	+ fill	= refill	→ _____
3. _____	+ complete	= incomplete	→ _____
4. _____	+ read	= reread	→ _____

APPLY Complete each sentence with a word that contains the prefix **re-**, **pre-**, or **in-**. Choose from the words in the boxes above.

- Can you _____ my glass of lemonade?

Unit 5 • 55

THE RIGHT TOOLS TO MONITOR PROGRESS

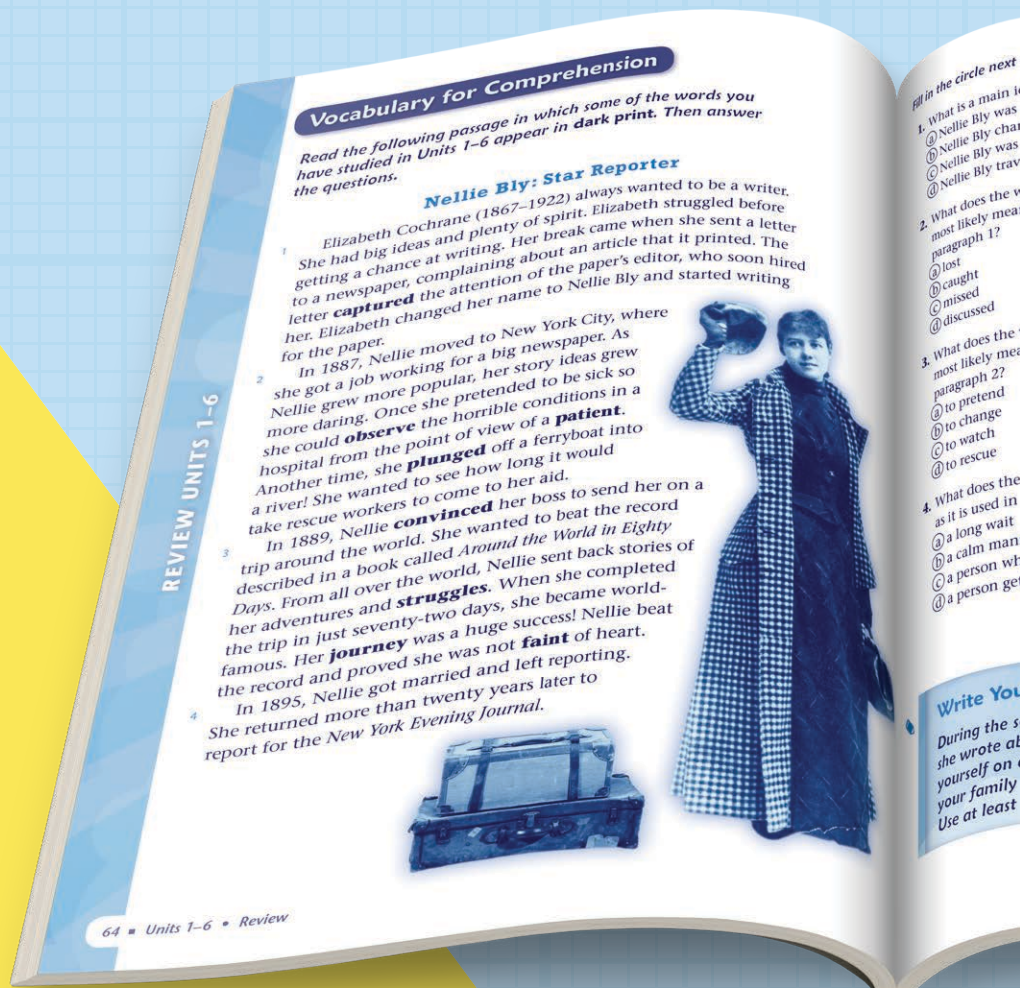
Check for Understanding

The Reviews in *Vocabulary Workshop, Tools for Comprehension* are designed to provide additional exposure to newly learned words where students can apply and expand their word knowledge.



Vocabulary for Comprehension

After every three units, students review all unit words in the context of a reading passage. Similar to those on standardized tests, each item assesses students' comprehension and understanding of word meanings.





Completing the Idea

Students use sentence stems that contain the unit words to make connections between vocabulary and real-life experiences.



Classifying

After every six units, extended Reviews provide students with opportunities to demonstrate their ability to classify words. Students are asked to explain the relationship among words in a group.

Completing the Idea

Complete each sentence so that it makes sense. Pay attention to the word in **dark print**.

- When it rains, my parents **insist** that I _____
- With a quick **glance** over my shoulder, I _____
- When a stream is **shallow**, _____
- Students in our school **unite** to _____
- Water is a precious **resource** because _____
- When I came to the narrow **passage**, I _____
- When the weather is **mild**, I _____
- The **active** baby _____
- When I can't **endure** the summer heat, I _____
- Whenever I set a **goal** for myself, I _____

Classifying

Choose the word from the box that goes best with each group of words. Write the word on the line provided. Then explain what the words have in common. The first one has been done for you.

bitter	certain	exclaim
gloomy	patient	pause
restless	superb	
swift	wander	

- thoughtless, careless, worthless, restless
The words have the same suffix. _____
- _____, walk, skip, run

- happy, cheerful, sad, _____

- quick, rapid, speedy, _____

- unsure, doubtful, possible, _____

- clause, laws, thaws, _____

- doctor, nurse, aide, _____

- _____, whisper, declare, shout

- poor, decent, fine, _____

- _____, sour, salty, sweet

REVIEW UNITS 1-6

66 • Units 1-6 • Review

REVIEW UNITS 1-6

Review • Units 1-6 • 67

to the choice that best answers the question.

- What is the meaning of **plunged** as it is used in paragraph 2?
 (a) climbed
 (b) jumped
 (c) crawled
 (d) walked
- Which words from paragraph 2 help the reader understand the meaning of **plunged**?
 (a) job, working
 (b) grew, daring
 (c) off, into
 (d) rescue, aid
- What is the meaning of the word **journey** as it is used in paragraph 3?
 (a) trip
 (b) newspaper
 (c) world
 (d) train
- What is the meaning of the word **faint** as it is used in paragraph 3?
 (a) gloomy
 (b) grateful
 (c) weak
 (d) fit

REVIEW UNITS 1-6

Review • Units 1-6 • 65

Write Your Own

Seventy-two days that Nellie traveled around the world, about the many exciting adventures she experienced, back home of an adventure around the world. Write a description to three words from Units 1-6.



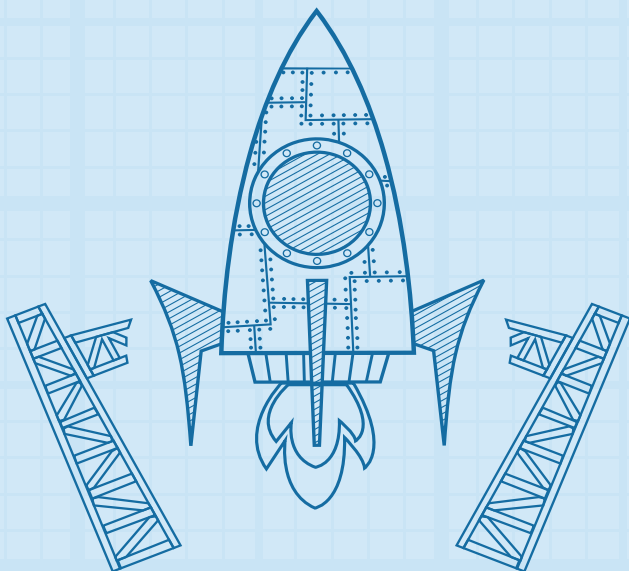
Write Your Own

Students' understanding and proper usage of unit words are evaluated using their responses to writing prompts.

All pages from Level Green, Grade 3 Student Edition

Measure Vocabulary Development

Vocabulary Workshop, Tools for Comprehension has a comprehensive assessment plan. Diagnostic, formative, and summative assessment options—in print and digital formats—are available to measure students’ vocabulary development. Choose from these print and online assessments to monitor and track students’ mastery throughout the year.



Comprehensive Assessment Plan

Assessment	Type of Assessment	What Is Assessed	Where Found
Beginning-of-Year Diagnostic Test	Diagnostic	Sampling of vocabulary words from the Level	<ul style="list-style-type: none"> • Online Resource
Beginning-of-Year Pre-Test	Diagnostic	Sampling of vocabulary words from the Level	<ul style="list-style-type: none"> • Online Assessments
Unit Practice Tests	Formative	Unit Vocabulary Words	<ul style="list-style-type: none"> • Online Assessments
Unit Tests	Summative	Unit Vocabulary Words	<ul style="list-style-type: none"> • Unit Test Booklet • Online Assessments • Online Resource
Reviews	Formative	Select words from the review Units	<ul style="list-style-type: none"> • Online Assessments
Cumulative Tests (Units 1-3, 1-6, 1-9, 1-12, 1-15, 1-18)	Summative	Select words from the cumulative Units	<ul style="list-style-type: none"> • Unit Test Booklet • Online Assessments
Mid-Year Test	Summative	Select words from Units 1-9	<ul style="list-style-type: none"> • Online Assessments • Online Resource
Final Mastery Test	Summative	Select words from Units 1-18	<ul style="list-style-type: none"> • Online Assessments
Post Test	Summative	Select words from the Level	<ul style="list-style-type: none"> • Online Assessments

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Online Assessments *(optional purchase)*

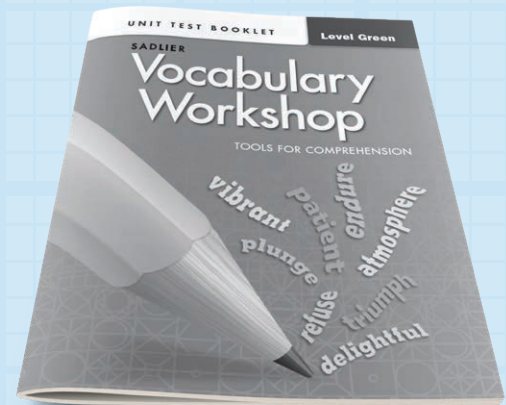
Online Assessments feature auto-scoring formative and summative assessments in an interactive format. The Build an Assessment feature personalizes student learning with the option of customizing assignments. The program also offers flexible administration of assessments to individual students, small groups, or the entire class, online or in print.



Level Green, Grade 3 Online Assessments

Online Assessments are equipped with tools to monitor student progress and adjust instruction using real-time, standards-based data and a variety of class and student reports to help drive instruction. In addition to the custom assessments, the following pre-built assessments are available:

- Beginning-of-Year Pre-Test
- Unit Tests*
- Practice Unit Tests
- Cumulative Tests*
- Final Mastery Test
- End-of-Year Post Test



*In the Unit Test Booklet (Optional purchase)

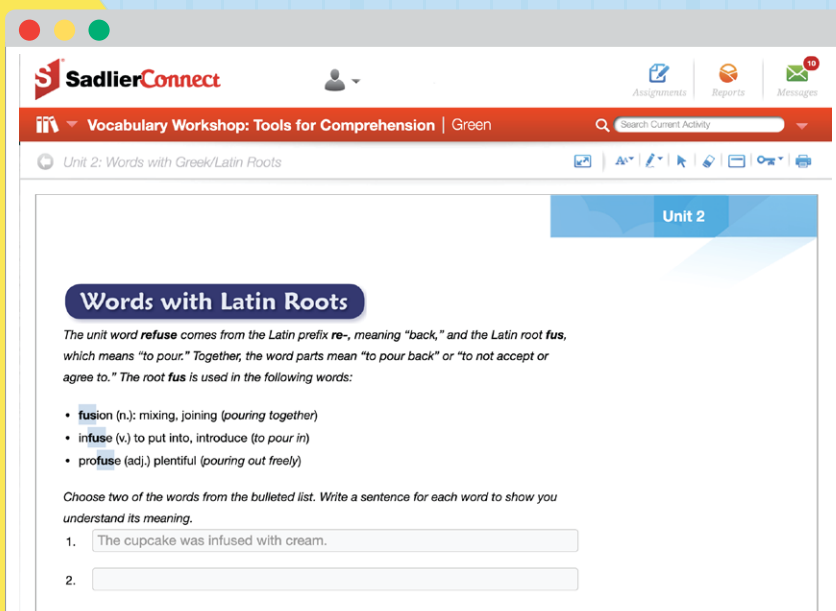
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At the start of the school year
At the end of each Unit
At the end of each Unit
After every 3 Units
After each cumulative grouping of Units
After Unit 9
At the completion of the program
At the completion of the program

DIGITAL— PART OF YOUR MASTER PLAN

The digital experience naturally motivates students to stay engaged in their vocabulary development. It also supports teachers in differentiating instruction, customizing practice, and assigning activities to reinforce learning. *Vocabulary Workshop, Tools for Comprehension* includes free online resources and offers the Interactive Edition as a separate purchase at www.SadlierConnect.com.

Make Vocabulary Development Interactive

Vocabulary Workshop, Tools for Comprehension Interactive Edition provides all the program’s print components in a fully interactive online format with Online Assessments (see page 13). This exciting interactive edition includes exercises that build academic vocabulary knowledge by using contextual and definitional information and ample practice of unit words in multiple contexts, including responding to text-based questions.



Engage Students and Meet Their Needs

Whether *Vocabulary Workshop*, *Tools for Comprehension* is used in print or through the Interactive Edition, free online resources are available anytime, anywhere to help students build their vocabularies and accommodate their learning styles and needs.

+ Interactive Activities
Engage students and families with fun, interactive online resources, such as games, flashcards, and practice quizzes.

+ iWords Audio Program
Encourage students to listen to vocabulary words or reading passages, so they hear how the words are pronounced, defined, and used in multiple contexts.

+ Differentiated Passages
Find the Words in Context passages at lower Lexile® measures online in printable and audio formats.



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