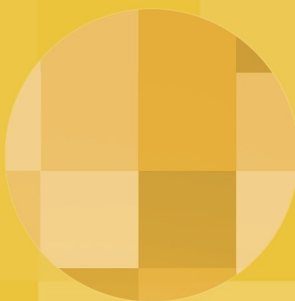


Teacher's Guide
Grade 5



Grammar, Mechanics, Spelling, and Vocabulary

Teaching the Language Strand

Fifth Grade Instructional Scope and Sequence

Lesson Focus	Grammar and Usage	Mechanics	Spelling	Reading, Writing, Listening and Speaking	Vocabulary Acquisition and Use
CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
1	Proper Nouns	Periods in Proper Noun Titles	Short Vowels	Precise Proper Nouns	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
2	Common Nouns	Periods in Abbreviations and Acronyms	Short Vowels	Precise Common Nouns	Word Relationships, Connotations, Academic Language
3	Plural Nouns and Irregular Plurals	Periods in Indirect Questions	Long Vowels	Plural Nouns and Irregular Plurals	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
4	Verbs	Periods in Alphanumeric Outlines	Long Vowels	Precise Verbs	Word Relationships, Connotations, Academic Language
5	Verb Tense	Semicolons in Compound Sentences	Silent Final <i>e</i>	Verb Tense	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
6	Simple and Compound Subjects	Apostrophes for Singular Possessive Nouns	Silent Final <i>e</i>	Simple Subjects	Word Relationships, Connotations, Academic Language
7	Simple and Compound Predicates	Apostrophes for Plural Possessive Nouns	Vowel Diphthongs	Simple Predicates	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
8	Direct Objects	Apostrophes for Possessive Compound Nouns	Vowel Diphthongs	Direct Objects	Word Relationships, Connotations, Academic Language

Boldface denotes Introductory Standard for Fifth Grade Level.

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CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
9	*Complete Sentences	Apostrophes in Contractions	Consonant Digraphs	*Complete Sentences	Multiple Meaning Words, Greek and Latin Morphemes, Similes
10	*Fragments, Phrases, and Dependent Clauses	Comma Misuse	Consonant Digraphs	*Fragments, Phrases, and Dependent Clauses	Word Relationships, Connotations, Academic Language
11	*Run-ons	Commas for Dates	<i>r</i> - controlled Vowels	*Run-ons and Independent Clauses	Multiple Meaning Words, Greek and Latin Morphemes, Similes
12	Types of Sentences	Commas for Letters	<i>r</i> - controlled Vowels	Types of Sentences	Word Relationships, Connotations, Academic Language
13	Collective Nouns	Commas in Addresses	<i>y</i>	Delete the Unnecessary “There” + “to be” Verbs	Multiple Meaning Words, Greek and Latin Morphemes, Similes
14	Possessive Nouns	Commas for Names	<i>y</i>	Delete the Unnecessary “Here” + “to be” Verbs	Word Relationships, Connotations, Academic Language
15	Personal Pronouns	Commas for Geographical Places	Consonant Doubling	Delete the Unnecessary “It” + “to be” Verbs	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
16	Possessive Case Pronouns	Commas for Tag Questions	Consonant Doubling	Transitional Words and Phrases	Word Relationships, Connotations, Academic Language

Boldface denotes Introductory Standard for Fifth Grade Level. * Denotes Progressive Language Skill.

Fifth Grade Instructional Scope and Sequence

Lesson Focus	Grammar and Usage	Mechanics	Spelling	Reading, Writing, Listening and Speaking	Vocabulary Acquisition and Use
CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
17	Indefinite Pronouns	Commas for Beginning Direct Speech	/j/	Formal and Informal Language	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
18	Reflexive Pronouns	Commas for Ending Direct Speech	/j/	Dialects	Word Relationships, Connotations, Academic Language
19	Intensive Pronouns	Commas for Middle Direct Speech	<i>i</i> before <i>e</i>	Registers	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
20	*Pronoun Antecedents	Commas in a Series	<i>i</i> before <i>e</i>	*Pronoun Antecedents: Vague References	Word Relationships, Connotations, Academic Language
21	Articles	Commas after Introductory Words and Phrases	Hard /c/, Soft /c/	*Pronoun Antecedents: Number References	Multiple Meaning Words, Greek and Latin Morphemes, Imagery
22	Adjectives	Commas after Clauses	Hard /c/, Soft /c/	Precise Word and Phrase Choice	Word Relationships, Connotations, Academic Language
23	Adjective Order	Commas to Set off “Yes” and “No”	Hard /g/, Soft /g/	Adjective Order	Multiple Meaning Words, Greek and Latin Morphemes, Imagery
24	Demonstrative Adjectives	Commas before Conjunctions in Compound Sentences	Hard /g/, Soft /g/	Using Punctuation for Effect	Word Relationships, Connotations, Academic Language

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Fifth Grade Instructional Scope and Sequence

Lesson Focus	Grammar and Usage	Mechanics	Spelling	Reading, Writing, Listening and Speaking	Vocabulary Acquisition and Use
CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
25	Past Participle Adjectives	Commas with Phrases	<i>s</i> and “ <i>es</i> ” Plurals	Past Participle Adjectives	Multiple Meaning Words, Greek and Latin Morphemes, Imagery
26	Short Comparative Modifiers	Commas with Dependent Clauses	<i>s</i> and “ <i>es</i> ” Plurals	Short Comparative Modifiers	
27	Long Comparative Modifiers	Commas and Quotation Marks with Speaker Tags	/x/,/ch/,/sh/,/z/, /f/ Plurals	Long Comparative Modifiers	Multiple Meaning Words, Greek and Latin Morphemes, Adages
28	Short Superlative Modifiers	Punctuation in Dialogue	/x/,/ch/,/sh/,/z/, /f/ Plurals	Short Superlative Modifiers	Word Relationships, Connotations, Academic Language
29	Long Superlative Modifiers	Punctuation of Direct Quotations: Statements	Drop/Keep Final <i>e</i>	Long Superlative Modifiers	Multiple Meaning Words, Greek and Latin Morphemes, Adages
30	Past, Present, and Future Verb Tense	Punctuation of Direct Quotations: Questions	Drop/Keep Final <i>e</i>	Verb Tense	Word Relationships, Connotations, Academic Language
31	Verb Tense and Time	Indirect Quotations	/ch/	Verb Tense and Time	Multiple Meaning Words, Greek and Latin Morphemes, Adages
32	Verb Tense and Sequence	Italics and Underlining: Book, Newspaper, Website, and Magazine Titles	/ch/	Verb Tense and Sequence	Word Relationships, Connotations, Academic Language

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Fifth Grade Instructional Scope and Sequence

Lesson Focus	Grammar and Usage	Mechanics	Spelling	Reading, Writing, Listening and Speaking	Vocabulary Acquisition and Use
CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
33	Verb Tense and State of Being	Italics and Underlining: Play, Television Show, Movie, and Works of Art Titles	“ough” and “augh”	Verb Tense and State of Being	Multiple Meaning Words, Greek and Latin Morphemes, Alliteration
34	Verb Tense and Condition	Quotation Marks: Song and Poem Titles	“ough” and “augh”	Verb Tense and Condition	Word Relationships, Connotations, Academic Language
35	*Shifts in Verb Tense	Quotation Marks: Book Chapter and Article Titles	Starting/Ending /k/	*Shifts in Verb Tense	Multiple Meaning Words, Greek and Latin Morphemes, Alliteration
36	Helping Verbs	Quotation Marks: Short Story and Document Titles	Starting/Ending /k/	Helping Verbs	Word Relationships, Connotations, Academic Language
37	Past Participle Verbs	Capitalization of Named People and Places	Change/Keep y	Past Participle Verbs	Multiple Meaning Words, Greek and Latin Morphemes, Alliteration
38	Irregular Past Participles	Capitalization of Named Things and Products	Change/Keep y	Irregular Past Participles	Word Relationships, Connotations, Academic Language
39	Linking Verbs	Capitalization of Holidays	“al” and “ful”	Linking Verbs	Multiple Meaning Words, Greek and Latin Proverbs
40	Modals	Capitalization of Dates and Special Days	“al” and “ful”	Modals	Word Relationships, Connotations, Academic Language

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Fifth Grade Instructional Scope and Sequence

Lesson Focus	Grammar and Usage	Mechanics	Spelling	Reading, Writing, Listening and Speaking	Vocabulary Acquisition and Use
CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
41	*Singular Subject-Verb Agreement	Capitalization of Titles	Double l-f-s-z	*Singular subject-verb agreement	Multiple Meaning Words, Greek and Latin Proverbs
42	*Plural Subject-Verb Agreement	Capitalization of Organizations and Businesses	Double l-f-s-z	*Plural subject-verb agreement	Word Relationships, Connotations, Academic Language
43	Progressive Verb Tense	Capitalization of Languages and People Groups	Irregular Plurals	Progressive Verb Tense	Multiple Meaning Words, Greek and Latin Morphemes Proverbs
44	Past Perfect Verb Forms	Capitalization of Quotations	Irregular Plurals	Past Perfect Verb Forms	Word Relationships, Connotations, Academic Language
45	Present Perfect Verb Forms	Capitalization of Independent Clauses	Contractions	Present Perfect Verb Forms	Multiple Meaning Words, Greek and Latin Morphemes, Onomatopoeia
46	Future Perfect Verb Forms	Capitalization of Special Events and Historical Periods	Contractions	Future Perfect Verb Forms	Word Relationships, Connotations, Academic Language
47	Adverbs	Question Marks	Silent Letters	Adverbs	Multiple Meaning Words, Greek and Latin Onomatopoeia
48	Adverb Order	Exclamation Points	Silent Letters	Adverb Order	Word Relationships, Connotations, Academic Language

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Fifth Grade Instructional Scope and Sequence

Lesson Focus	Grammar and Usage	Mechanics	Spelling	Reading, Writing, Listening and Speaking	Vocabulary Acquisition and Use
CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
49	Coordinating Conjunctions and their Functions	Colons to Introduce Lists	Non-phonetic Words	Coordinating Conjunctions and their Functions	Multiple Meaning Words, Greek and Latin Onomatopoeia
50	Correlative Conjunctions and their Functions	Parentheses as Comments and Appositives	Non-phonetic Words	Correlative Conjunctions and their Functions	Word Relationships, Connotations, Academic Language
51	Prepositional Phrases	Dashes	Non-phonetic Words	Prepositional Phrases	Multiple Meaning Words, Greek and Latin Morphemes Symbolism
52	Complex Sentences/ Dependent Clauses	Brackets	Non-phonetic Words	Complex Sentences/ Dependent Clauses	Word Relationships, Connotations, Academic Language
53	Subordinating Conjunctions	Hyphens with Compound Words	Greek and Latin Prefixes	Subordinating Conjunctions	Multiple Meaning Words, Greek and Latin Morphemes Symbolism
54	Relative Pronouns	Hyphens with Numbers and Spelled-out Fractions	Greek and Latin Prefixes	Relative Pronouns	Word Relationships, Connotations, Academic Language
55	Relative Adverbs	Slashes	Greek and Latin Roots	Relative Adverbs	Multiple Meaning Words, Greek and Latin Morphemes, Symbolism
56	Interjections and their Functions	Numbers	Greek and Latin Roots	Interjections and their Functions	Word Relationships, Connotations, Academic Language

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Language Conventions #37

Mechanics Lesson

“Today we are studying **capitalization** rules. Remember that we capitalize proper nouns. Now let’s read the mechanics lesson, circle or highlight the key points of the text, and study the examples.”

Capitalize people’s and characters’ names. **Examples:** African-Americans, Donald Duck

Capitalize family names and nicknames when they are used on their own. **Examples:** I know that Mom and Buddy are waiting for me. Don’t capitalize family names when a possessive pronoun (*my, our, your, his, her, their*), a possessive noun, or an adjective is placed before the family names. **Examples:** My grandma, Jim’s grandpa, and that mean aunt of ours are coming to dinner.

Also capitalize the names of places. **Examples:** Antarctica, Hollywood

“Now read the Practice sentence in your workbook. Apply the mechanics rules to circle or highlight what is right. Then cross out and change what is wrong. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

Mechanics Practice Answers: My mom was a Native-American and lived near Sioux City, South Dakota.

Grammar and Usage Lesson

“Today we are studying **past participle verbs**. Remember that the base form of the verb is the simple verb without helping verbs or verb endings. Now let’s read the grammar and usage lesson, circle or highlight the key points of the text, and study the examples.”

When used as a verb form, the past participle shows a completed action. The past participle adds “_ed,” “_d,” “_t,” or “_en” onto the base form of the verb and is part of a verb phrase, beginning with one of these helping verbs: (*has, had, have, is, am, are, was, were, be, being, been*) The helping verb shows the past, present, or future tense. **Examples:** The skier has warmed his hands. I have started the project. Amelia had given me a letter.

“Now read the Practice sentences in your workbook. Then circle or highlight the past participle verb forms. [Allow time.]”

Grammar and Usage Practice Answers: Oscar had left his wallet on the train. It was given to him by his brother and had served him well.

Language Conventions #37

Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram in your workbook. ‘Verbs are placed to the right of subjects after the main vertical line. Verbs may include helping verbs to form verb phrases. Complete these sentence diagrams: “Charles has started work. Pete had given money.””
[Allow time.]

Charles				Pete			
----------------	--	--	--	-------------	--	--	--

“Compare your diagram to that on the display. Use a different color pen or pencil to place a √ above each correctly placed answer and change any errors.”

Mentor Text Lesson

“This mentor text, written by inventor Thomas A. Edison, uses a past participle verb form. Let’s read it carefully: ‘I have not failed. I’ve just found 10,000 ways that won’t work.’ Can anyone identify the past participle verb form?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with a past participle verb on the Writing Application section of your workbook. [Allow time. Ask a few students to share and then write one exemplary sentence on the on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this Sentence Dictation in your workbook: ‘The French-Canadians lived in Eastern Canada.’”

“Apply the grammar and usage lesson to write this Sentence Dictation correctly in your workbook: ‘You has watched me on television yesterday after I was gave two minutes for my news story.’”

“Now compare your sentences to the dictations on the display. Use a different color pen or pencil to place a √ above correct answers or revisions. Correct errors with editing marks.”

Language Conventions #37

Mechanics

Capitalize people's and characters' names. **Examples:** African-Americans, Donald Duck

Capitalize family names and nicknames when they are used on their own. **Examples:** I know that Mom and Buddy are waiting for me. Don't capitalize family names when a possessive pronoun (*my, our, your, his, her, their*), a possessive noun, or an adjective is placed before the family names. **Examples:** My grandma, Jim's grandpa, and that mean aunt of ours are coming to dinner.

Also capitalize the names of places. **Examples:** Antarctica, Hollywood

Practice: My mom was a Native-american and lived near Sioux city, South Dakota.

Grammar and Usage

When used as a verb form, the past participle shows a completed action. The past participle adds “__ed,” “__d,” “__t,” or “__en” onto the base form of the verb and is part of a verb phrase, beginning with one of these helping verbs: (*has, had, have, is, am, are, was, were, be, being, been*) The helping verb shows the past, present, or future tense. **Examples:** The skier has warmed his hands. I have started the project. Amelia had given me a letter.

Practice: Oscar had left his wallet on the train. It was given to him by his brother and had served him well.

Language Conventions #37

Sentence Diagram Answers

Charles | has started | work

Pete | had given | money

Mentor Text

“I have not failed. I've just found 10,000 ways that won't work.”

Thomas A. Edison (1847–1931)

Writing Application Lesson

Mechanics Dictation

The French-Canadians lived in Eastern Canada.

Grammar and Usage Dictation

You had watched me on television yesterday after I was given (or had been given) two minutes for my news story.

Language Conventions Worksheet #37

Mechanics

Capitalize people's and characters' names. **Examples:** African-Americans, Donald Duck

Capitalize family names and nicknames when they are used on their own. **Examples:** I know that Mom and Buddy are waiting for me. Don't capitalize family names when a possessive pronoun (*my, our, your, his, her, their*), a possessive noun, or an adjective is placed before the family names. **Examples:** My grandma, Jim's grandpa, and that mean aunt of ours are coming to dinner.

Also capitalize the names of places. **Examples:** Antarctica, Hollywood

Practice: My mom was a Native-american and lived near Sioux city, South Dakota.

Grammar and Usage

When used as a verb form, the past participle shows a completed action. The past participle adds “__ed,” “__d,” “__t,” or “__en” onto the base form of the verb and is part of a verb phrase, beginning with one of these helping verbs: (*has, had, have, is, am, are, was, were, be, being, been*) The helping verb shows the past, present, or future tense. **Examples:** The skier has warmed his hands. I have started the project. Amelia had given me a letter.

Practice: Oscar had left his wallet on the train. It was given to him by his brother and had served him well.

Sentence Diagram

Verbs are placed to the right of subjects after the main vertical line. Verbs may include helping verbs to form verb phrases. Complete these sentence diagrams: “Charles has started work. Pete had given money.”

Charles _____ 	Pete _____
---------------------------------	------------------------------

Writing Application

Mechanics Dictation

Grammar and Usage Dictation

Spelling Patterns Test #22

Irregular Plurals

1. chiefs
2. metros
3. shrimp
4. sons-in-law
5. bison
6. sheriffs
7. passersby
8. antelope
9. fathers-in-law
10. playoffs
11. elk
12. rhinos
13. reindeer
14. bailiffs
15. Filipinos
16. oxen
17. handkerchiefs
18. tacos
19. mothers-in-law
20. geese

Spelling Sort Answers #22

Irregular Plurals

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

SPELLING WORDS

1. chiefs
2. metros
3. shrimp
4. sons-in-law
5. bison
6. sheriffs
7. passersby
8. antelope
9. fathers-in-law
10. playoffs
11. elk
12. rhinos
13. reindeer
14. bailiffs
15. Filipinos
16. oxen
17. handkerchiefs
18. tacos
19. mothers-in-law
20. geese

“_fs,” Not “_ves”

chiefs
sheriffs
playoffs
bailiffs
handkerchiefs

Consonant before “os”

metros
rhinos
Filipinos
tacos

s Not at End of Word

sons-in-law
passersby
fathers-in-law
mothers-in-law
law

Same Singular and Plural Form

shrimp
bison
antelope
elk
reindeer

Vowel Changes from Singular to Plural

geese

“en” Ending

oxen

Spelling Worksheet #22 Irregular Plurals

Spelling Rule

Some plurals do not follow the plural rules. Irregular plurals mostly include the following: words that end in /f/, but don't form "ves" plurals, consonant then "o" singular nouns that don't add "es" to form plurals, vowels that change from singular to plural, and nouns that have the same singular and plural forms.

Directions: Sort each spelling word into the group that best matches its spelling pattern.

SPELLING WORDS

1. chiefs
2. metros
3. shrimp
4. sons-in-law
5. bison
6. sheriffs
7. passersby
8. antelope
9. fathers-in-law
10. playoffs
11. elk
12. rhinos
13. reindeer
14. bailiffs
15. Filipinos
16. oxen
17. handkerchiefs
18. tacos
19. mothers-in-law
20. geese

"_fs," Not "_ves"

Consonant before "os"

s Not at End of Word

Same Singular and Plural Form

Vowel Changes from Singular to Plural

"en" Ending

Language Application #47

Lesson Focus

In this lesson we learn how to start a sentence with an **adverb**. An **adverb** can modify a verb and answer What degree? How? Where? and When? A degree is how much of something. The adverb may be found before or after the verb that it modifies.

Usually place a comma after an adverb sentence opener if the adverb is emphasized.

Examples

What degree?

The cat ran faster than the dog.

How?

My sister acted strangely as she opened the mystery box.

Where?

I hear how much people like this new phone everywhere I go.

When?

They want to pay attention to my directions now.

Change this sentence by using an adverb sentence opener:

The bird quickly hopped down from the tree branch.

My Own Sentence

Quickly the bird hopped down from the tree branch.

Language Application Worksheet #47

Adverbs

Lesson Focus

In this lesson we learn how to start a sentence with an **adverb**. An **adverb** can modify a verb and answer What degree? How? Where? and When? A degree is how much of something. The adverb may be found before or after the verb that it modifies.

Usually place a comma after an adverb sentence opener if the adverb is emphasized.

Key Idea(s)

Examples

What degree?

The cat ran faster than the dog.

How?

My sister acted strangely as she opened the mystery box.

Where?

I hear how much people like this new phone everywhere I go.

When?

They want to pay attention to my directions now.

Change this sentence by using an adverb sentence opener:

The bird quickly hopped down from the tree branch.

My Own Sentence

Vocabulary Worksheet #11

Multiple Meaning Words

Directions: Write the number of the definition that best matches the use of each vocabulary word in the sentences below.

Vocabulary Words Definitions

- | | |
|-------------|--|
| pitcher (n) | 1. A large container for holding and pouring liquids. |
| pitcher (n) | 2. The baseball player who throws the ball to the catcher. |

The pitcher ____ on the mound stared down the batter and looked for the catcher's sign. After the game he would be slowly pouring a pitcher ____ of ice water over his aching elbow.

Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

Directions: For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

Prefix	Root	Suffix	Meaning	Example Words
	dei		God	_____
		ty	condition or quality	_____

deity _____

Language Resources: Dictionary and Thesaurus

Directions: Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

deity () _____

Directions: Consult a dictionary to write two inflected forms of the vocabulary word.

Inflected Form _____ Inflected Form _____

Similes (stated comparisons between two unlike things)

Directions: As used in the following sentence, interpret or explain the meaning of this simile: "as quick as lightning" That track star is as quick as lightning.

Vocabulary Worksheet #12

Word Relationships: Part to Whole

Directions: Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

Vocabulary Words	Definitions
------------------	-------------

constellation (n)	A group of stars forming a recognizable pattern.
-------------------	--

galaxy (n)	A massive system of stars, gas, and dust held together by gravity.
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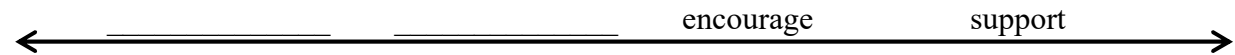
Connotations: Shades of Meaning

Directions: Write the vocabulary words where they belong on the ←Connotation Spectrum. →

Vocabulary Words	Definitions
------------------	-------------

motivate (v)	To spur someone into action.
--------------	------------------------------

inspire (v)	To stimulate a person to be creative.
-------------	---------------------------------------



Academic Language

Directions: Describe the vocabulary words in each box.

Vocabulary Word: commission (n) Definition: A group of people with a task to accomplish.	Similar to...
Different than...	Example, Characteristics, or Picture:

Vocabulary Word: community (n) Definition: People living in the same area with something in common.	Similar to...
Different than...	Example, Characteristics, or Picture:

Diagnostic Grammar and Usage Assessment

Directions: Place the letter in the space to the left of the number that best matches or completes each sentence.

- ___ 32. Compared to last time, this work is definitely _____.
A. most difficult B. more difficulter C. difficultest
D. more difficult E. difficulter
- ___ 33. He is the _____ student in his class.
A. most intelligent B. more intelligent C. intelligentest
D. more intelligent E. intelligenter
- ___ 34. Dennis _____ ready and he _____ prepared well.
A. seem; has B. seems; have C. seems; has
D. seems; was E. seem; is
- ___ 35. She _____ passed the test, but she didn't study.
A. did have B. could have C. should of
D. did might E. would of
- ___ 36. She _____ hard for the test last night.
A. studied B. did studied C. study
D. had studying E. have studied
- ___ 37. She _____ hard for the test last night when she fell asleep.
A. studied B. was studied C. was studying
D. studying E. have studied
- ___ 38. She always _____ hard for tests.
A. study B. will studied C. studies
D. are studied E. will be studied
- ___ 39. Today she _____ hard for the test
A. will have been studying B. had studied C. study
D. is studied E. is studying
- ___ 40. We _____ more later this afternoon.
A. will have been studying B. will study C. study
D. are studied E. have studied
- ___ 41. She _____ for the test the whole night.
A. will have studying B. will be studying C. have studied
D. are studied E. have studying
- ___ 42. The boy claimed he _____ the lost watch under the bush.
A. founded B. finded C. found
D. founding E. find

Directions: Each problem has the numbered diagnostic items in enlarged **boldface**. If the student misses an item, mark a / in the same number column on the TLS Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix.

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Grammar, Usage, and Mechanics Worksheet #10

FOCUS Plural Nouns

English has both **regular and irregular plural nouns**.

CONNECT TO WRITING

Most nouns form plurals by adding an “s” to the end of the word, including nouns which end in a vowel then a “y” or nouns which end in a vowel then an “o.”

Examples: Smith-Smiths, monkey-monkeys, radio-radios

Add “es” to nouns ending in a consonant then an “o” or for nouns ending in /x/, /ch/, /sh/, and /z/.

Examples: hero-heroes, box-boxes, bench-benches, wish-wishes, Sanchez-Sanchezes

Add “es” to nouns ending in a consonant then a “y,” but change the “y” to an “i.”

Examples: lady-ladies

For nouns ending in /f/, change the “f” to “v” and add “es” onto the end to form plurals.

Examples: life-lives

PRACTICE

Match these singular nouns to their plural noun patterns: leaf-leaves, zero-zeroes, party-parties, pool-pools, valley-valleys, fox-foxes, lash-lashes, prize-prizes, stereo-stereos, stich-stitches

Plural Noun Patterns

Singular Noun

Plural Noun

Add an “s” to the end of the word

Ends in a vowel then a “y”

Ends in a vowel then an “o”

Ends in a consonant then an “o”

Ends in an /x/

Ends in a /ch/

Ends in a /sh/

Ends in a /z/

Ends in a consonant then a “y”

Ends in /f/

WRITE

Write a sentence using two plural noun patterns for words not found on this worksheet.

Grammar, Usage, and Mechanics Worksheet #68

FOCUS Apostrophes (Singular Possessives)

Use **apostrophes** for **singular possessives**.

CONNECT TO WRITING

For a singular possessive noun (a noun showing ownership), place an apostrophe at the end of the noun and add an *s*.

- If the noun ends in an *s* and the *s* has a *z* sound, you may choose to make it a possessive by adding an apostrophe, then an *s*, or simply end with an apostrophe.
Example: Charles's friend or Charles' friend
- Do not use an apostrophe before the *s* in a simple plural noun.
- Do not use an apostrophe with a possessive pronoun (*yours, his, hers, ours, yours, its, theirs*)
Examples: Joe's skill is amazing, and so is Chris's, but Miles' (or Miles's) skill is tops.

PRACTICE

Place apostrophes in the proper places for singular possessives in the following limericks.

There once was a child's horse named Skittish,

Its upbringing definitely British.

The poor horse's tail was once yanked by a male

from London's own Twickenham fiddish.

There once was a rose's bright bloom

Whose fragrance invaded Mom's room

Nature's petals will fall, and at the end of it all,

Life's beauty swept out by a broom.

WRITE

Write two sentences with two singular possessives.

Diagnostic Spelling Assessment

42.	poodle	The black poodle loved to eat ice cream.	poodle	
43.	overdue	Your library book is overdue.	overdue	
44.	duty	Do your duty to your country.	duty	
45.	brewing	The coffee is always brewing at her house.	brewing	Long /oo/
46.	looked	He looked older than he really was.	looked	
47.	butcher	The local butcher was very skilled.	butcher	Short /oo/
48.	crowded	This school is very crowded.	crowded	
49.	counting	She began counting on her fingers.	counting	/ow/ (cow)
50.	poisoned	The chemical poisoned the water.	poisoned	
51.	destroy	He had to destroy the work of art.	destroy	/oi/
52.	awful	The engine made an awful sound.	awful	
53.	auditorium	The band played in the auditorium.	auditorium	
54.	already	My teacher already knows the answer.	already	
55.	falling	The child kept falling down the stairs.	falling	/aw/
56.	curling	She liked curling her hair with her fingers.	curling	
57.	winter	This winter I want to visit the beach.	winter	
58.	firmly	The student held the handle firmly.	firmly	
59.	alarm	A man set off the car alarm.	alarm	
60.	boring	The television show was very boring.	boring	r-controlled
61.	cucumber	He likes cucumber in his salad.	cucumber	
62.	procedure	The guard followed the procedure.	procedure	
63.	agony	His face showed the agony of defeat.	agony	Hard/Soft
64.	strangely	Her cousin behaved very strangely.	strangely	c and g
65.	spicy	The Mexican food was spicy.	spicy	
66.	identify	No one could identify the stranger.	identify	Soft y
67.	forgetting	I keep forgetting where I placed my glasses.	forgetting	Consonant
68.	commitment	The coach questioned his commitment.	commitment	Doubling
69.	dodgeball	The children could not play dodgeball.	dodgeball	
70.	advantage	We had the advantage of playing at home.	advantage	/j/
71.	believe	I will believe it when I see it.	believe	
72.	receive	Did you receive the letter?	receive	“ie”/“ei”
73.	radios	We listened to our radios.	radios	
74.	bushes	They found the child hiding in the bushes.	bushes	
75.	ladies	The ladies softball team won their game.	ladies	
76.	bookshelves	They dusted the bookshelves.	bookshelves	
77.	women	The women volunteered for the carnival.	women	Plurals
78.	guide	Her family trains guide dogs for the blind.	guide	
79.	designed	Her mom designed the new school sign.	designed	Silent Letters

Spelling Pattern Worksheet #78

Silent Vowel Letters

FOCUS English has many silent vowel letter spellings (juice).

SORT Write each word in the correct column.

aisle	growl	poison	mountain	great	feud
balloon	wooden	jeopardy	guess	daughter	laugh

Silent Vowel Letters

Other Spellings

SEARCH In a book find four words with silent vowel spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. ____	_____ p. ____
_____ p. ____	_____ p. ____

JUMBLE Write the word with the silent vowel spelling found in each jumbled word.

obmt	_____ raeb	_____
tuifr	_____ oppeel*	_____

*Bonus

WRITE Compose a sentence using two of your own silent vowel spelling words.

Language Worksheet #5

FOCUS Simple Sentences

A simple sentence has one independent clause and no dependent clause. An independent clause has a noun and a verb that tells a complete thought. A dependent clause has a noun and a verb that does not tell a complete thought.

Example: Janie and George left their homework at home.

CONNECT TO WRITING

Complete sentences have four different purposes.

A **declarative** sentence makes a statement and has a period as ending punctuation.

Example: Joanna went shopping at the mall.

An **interrogative** sentence asks a question and has a question mark as ending punctuation.

Example: Would you mind cooking your own dinner tonight?

An **imperative** sentence gives a command or makes a request and has a period as ending punctuation.

Examples: Don't tell me what to do. (Command); Mom, sing a song for us. (Request)

An **exclamatory** sentence shows surprise or strong emotions and has an exclamation point as ending punctuation.

Example: I can't believe you said that!

PRACTICE

Identify the following simple sentences as declarative, interrogative, imperative, or exclamatory in the space provided. Add the ending punctuation.

Look at me when I talk to you

That answer really shocked me

Why should I have to wait

Tom asked me a question

WRITE

Write your own simple sentence.

Consonant Pronunciation Shift Syllable Division

1. critic	2. criticize	3. critique
4. medicine	5. medical	6. medicinal
7. politics	8. politician	9. policy
10. resign	11. signature	
12. election	13. elect	
14. vehicle	15. vehicular	
16. condemn	17. condemnation	
18. benefit	19. beneficial	
20. divide	21. division	
22. magic	23. magician	
24. college	25. collegial	
26. practical	27. practice	

Consonant Pronunciation Shift Rule: Consonant sounds sometimes change pronunciation among related words.

Examples: music and musician

Consonant Pronunciation Syllable Division Worksheet

Directions: Print the Consonant Pronunciation Shift Syllable Division words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark (') above the primary vowel accent.

Consonant Pronunciation Rule: Consonant sounds sometimes change pronunciation between related words. **Examples:** music and musician

1. _____	2. _____	3. _____
4. _____	5. _____	6. _____
7. _____	8. _____	9. _____
10. _____	11. _____	
12. _____	13. _____	
14. _____	15. _____	
16. _____	17. _____	
18. _____	19. _____	
20. _____	21. _____	
22. _____	23. _____	
24. _____	25. _____	
26. _____	27. _____	

Consonant Pronunciation Shift Syllable Division Answers

- | | | |
|-----------------|---------------------|-----------------|
| 1. crí/tic | 2. crí/ti/cize | 3. cri/tíque |
| 4. mé/di/cine | 5. mé/di/cal | 6. me/dí/ci/nal |
| 7. pól/i/tics | 8. pol/i/tí/cian | 9. pól/i/cy |
| 10. re/sígn | 11. síg/na/ture | |
| 12. e/léc/tion | 13. e/léct | |
| 14. vé/hi/cle | 15. ve/hí/cu/lar | |
| 16. con/démn | 17. con/dem/ná/tion | |
| 18. bén/e/fit | 19. ben/e/ǃ/cial | |
| 20. di/víde | 21. di/ví/sion | |
| 22. má/gic | 23. ma/gí/cian | |
| 24. cól/lege | 25. col/lé/gi/al | |
| 26. prác/ti/cal | 27. prác/tice | |

Consonant Pronunciation Shift Rule: Consonant sounds sometimes change pronunciation among related words.

Examples: music and musician

Context Clues Strategies

Using context clues to figure out the meaning of unknown words as you read will help build your vocabulary and increase your reading comprehension. The **FP'S BAG SALE STRATEGIES** will improve your ability to use context clues.

When you come to an unknown word, first apply these steps: **FP'S BAG**.

Finish the sentence.

See how the word fits into the whole sentence.

Pronounce the word out loud.

Sometimes hearing the word will give you a clue to meaning.

Syllables—Examine each word part.

Word parts can be helpful clues to meaning.

Before—Read the sentence before the unknown word.

The sentence before can hint at what the word means.

After—Read the sentence after the unknown word.

The sentence after can define, explain, or provide an example of the word.

Grammar—Determine the part of speech.

Pay attention to where the word is placed in the sentence, the ending of the word, and its grammatical relationship to other known words for clues to meaning.

Next search for surrounding word clues which identify one of the **SALE** (Synonym, Antonym, Logic, Example) context clues categories. Knowing the category the unknown word belongs to will help you define the unknown word.

Synonym—Sometimes an unknown word is defined by the use of a word that is similar in meaning. *Synonyms may appear in apposition, in which case commas, dashes, or parentheses are used.*

Example: The **wardrobe**, or closet, was filled with clothes.

Often a sentence will have two clauses with one clause listing the word and the other clause defining it.

Example: Spaghetti is a **carbohydrate**, a rich source to provide energy.

Antonym—Sometimes an unknown word is defined by the use of word that is different or opposite in meaning. *Antonym clues will often use Transition Words e.g. however, not, but, in contrast, etc.*

Example: He signaled a **looey**, not a right turn.

Logic—Sometimes an unknown word is explained by the use of other words. *Your own knowledge about the content and text structure may provide clues to meaning.*

Example: He petted the **canine**, and then made her sit up and beg for a bone.

Example—Sometimes an unknown word is defined by example words or is used as part of list of similar examples. *Example clues will often use Transition Words e.g. for example.*

Example: Adventurous, **rowdy**, and crazy pioneers all found their way out West.

Put together the **FP'S BAG SALE** clues to guess the meaning of the unknown word.

Context Clues Worksheet

Directions: After each unknown word, write the definition of the word in the first blank and the **SALE** context clues category which best informs your choice of the definition in the second blank. Answers are provided for the first unknown word to get you started.

SALE Context Clues

Synonym—Sometimes an unknown word is defined by the use of a word that is similar in meaning.

Antonym—Sometimes an unknown word is defined by the use of word that is different or opposite in meaning.

Logic—Sometimes an unknown word is explained by the use of other words.

Example—Sometimes an unknown word is defined by example words or is used as part of list of similar examples.

Take Me out to the Moffto

“Get your ice-cold **youngol!**” _____ soda _____ Example _____ the vendor shouted. All 50,000 fans were lucky to have tickets and were just thrilled to be sitting in the coratong _____ for the final game of the play-offs. I was amazed to see how well-kept the **goper** _____ remained after all these years. The grass was cut evenly, the mound shaped to perfection, and the baselines were chalked without error. Our excellent seats were right behind the third base **bonxite** _____ where the players watch the game.

The **hozejoy**, _____ not the visiting team was favored to win the series. With the fastest **munzer** _____ in the league on the mound, the Tigers liked their chances.

The first **rockham** _____ of the game hit a deep homer into the left field grandstand. We had to leave early after only four of nine **verwasps** _____ because we had the baby with us.

Context Clues Worksheet Answers

Correction Note: Many times a combination of context clue categories may help readers find the meaning of unknown words. Students may wish to share why they identified a different **SALE** context clues category.

SALE Context Clues

Synonym—Sometimes an unknown word is defined by the use of a word that is similar in meaning.

Antonym—Sometimes an unknown word is defined by the use of word that is different or opposite in meaning.

Logic—Sometimes an unknown word is explained by the use of other words.

Example—Sometimes an unknown word is defined by example words or is used as part of list of similar examples.

Take Me out to the Moffto

“Get your ice-cold **youngol!**” _____ soda _____ Example _____ the vendor shouted. All 50,000 fans were lucky to have tickets and were just thrilled to be sitting in the coratong _____ stadium _____ Logic _____ for the final game of the play-offs. I was amazed to see how well-kept the **goper** _____ field _____ Example _____ remained after all these years. The grass was cut evenly, the mound shaped to perfection, and the baselines were chalked without error. Our excellent seats were right behind the third base **bonxite** _____ dugout _____, _____ Synonym _____ where the players watch the game.

The **hozejoy**, _____ visitors _____, _____ Antonym _____ not the home team was favored to win the series. With the fastest **munzer** _____ pitcher _____ Example _____ in the league on the mound, the Tigers liked their chances.

The first **rockham** _____ batter _____ Logic _____ of the game hit a deep homer into the left field grandstand. We had to leave early after only four of nine **verwasps** _____ innings _____ Example _____ because we had the baby with us.

Grammar, Usage, and Mechanics Test: Lessons 1–4

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|--|--|
| ____ 1. Mr., Mrs., Ms., Dr. Sr., Jr., M.D. | A. Capitalized person, place, or thing |
| ____ 2. Proper noun | B. We all want to know if you are ready. |
| ____ 3. UNICEF | C. Irregular plural nouns |
| ____ 4. Common noun | D. Idea, person, place, or thing |
| ____ 5. Indirect question | E. Mental, physical, linking |
| ____ 6. Woman, child, person | AB. Abbreviated proper noun titles |
| ____ 7. Roman numerals | AC. Acronym |
| ____ 8. Verbs | AD. Main ideas |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence using a title following a proper noun. _____

10. Write a sentence with an proper noun place and thing. _____

11. Write a sentence with an acronym. _____

12. Write a sentence including a common noun thing. _____

13. Write a sentence with an indirect question. _____

14. Write sentence with an irregular plural. _____

15. List the first ten Roman numerals. _____

16. Write a sentence including two types of verbs. _____

Vocabulary Test: Lessons 1–4

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|------------------|---|
| ___ 17. page | A. To reach or gain |
| ___ 18. nomin | B. Feeling nervous about something soon to happen |
| ___ 19. ee | C. To make one thing different from another |
| ___ 20. anxious | D. Receiver |
| ___ 21. ordinary | E. Common or nothing special |
| ___ 22. vary | AB. To ask for a person by calling their name |
| ___ 23. achieve | AC. Name |

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|--------------------|--|
| ___ 24. sign | A. To make one angry or impatient |
| ___ 25. dec | B. Action or process |
| ___ 26. ade | C. To manage or direct |
| ___ 27. skeptical | D. To gain or take ownership |
| ___ 28. irritate | E. Ten |
| ___ 29. acquire | AB. Questioning what's commonly accepted |
| ___ 30. administer | AC. To write one's signature |

Sentence Application Directions: Answer in complete sentences.

31. Write a sentence showing the meaning of this idiom: “pins and needles.”

32. Write a sentence showing the meaning of this idiom: “Don’t spread yourself too thin.”

33. Write a sentence showing the meaning of this word: “nominee.” _____

34. Write a sentence showing the meaning of this word: “decade.” _____

Common Core Language Strand Grade 5 Alignment

Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Language Strand	Standards
Conventions of Standard English	Grammar and Usage Standards
L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	LC/SW 49–51, 53, 56 LA/SW 49–51, 53 GUM 7, 8, 15, 39, 47
b. Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses.	LC/SW 44–46 LA/SW 44–46 GUM 34, 36, 38
c. Use verb tense to convey various times, sequences, states, and conditions.	LC/SW 30–35 LA/SW 32–35 GUM 33–40
d. Recognize and correct inappropriate shifts in verb tense.	LC/SW 35 GUM 33–40
e. Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).	LC/SW 50 LA/SW 50
Conventions of Standard English	Mechanics and Spelling Standards
L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use punctuation to separate items in a series.	LC/SW 10–15, 20, 49 GUM 43, 45, 48, 66
b. Use a comma to separate an introductory element from the rest of the sentence.	LC/SW 21, 22, 24, 25 GUM 44, 46
c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).	LC/SW 23 GUM 46
d. Use underlining, quotation marks, or italics to indicate titles of works.	LC/SW 30–36 GUM 58–64
e. Spell grade-appropriate words correctly, consulting references as needed.	SP/SW 1–32 SPW 1–72
Knowledge of Language	Knowledge of Language Standards
L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	LA/SW 13–16, 52, 56 AA
b. Compare and contrast the varieties of English (e.g., <i>dialects</i> , <i>registers</i>) used in stories, dramas, or poems.	LC/SW 30–36 LA/SW 17–19

LC = Language Conventions; LA = Language Application; SP = Spelling Patterns; LW = Language Worksheets;
GUM = Grammar, Usage, and Mechanics Worksheets; SPW = Spelling Pattern Worksheets;
AA = Appendix A; AB = Appendix B; AC = Appendix C; AD = Appendix D;
SW = Student Workbook; VW = Vocabulary Worksheets

Common Core Language Strand Grade 5 Alignment

Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Language Strand				Standards
Vocabulary Acquisition and Use				Vocabulary Acquisition and Use Standards
L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.				
a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.				VW Even and Odd
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).				VW Odd
c. 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.				VW Odd
L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
a. Interpret figurative language, including similes and metaphors, in context.				VW Odd
b. Recognize and explain the meaning of common idioms, adages, and proverbs.				VW Even
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.				VW Even
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., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).				VW Even
Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Language Strand *Language Progressive Skills	Grammar and Usage Standards	Mechanics Standards	Knowledge of Use Standards	Vocabulary Acquisition and Use Standards
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.	LC/SW 37, 38 GUM 9–12, 21–23, 25–28		LW LA/SW 6, 7, 41, 42	
L.3.3a. Choose words and phrases for effect.	LC/SW 39–41, 46, 48		LA/SW 1–4, 22, 40, 43–46	VW Even AD
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	LC/SW 9–11 GUM 17–20 LW		LW LA/SW 9–11	
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).				VW Odd
L.4.3b. Choose punctuation for effect.		LC/SW 48, 50, 52 GUM 72	LA/SW 24	
L.5.1d. Recognize and correct inappropriate shifts in verb tense.				
L.5.2a. Use punctuation to separate items in a series.		LC/SW 10–15, 20, 49 GUM 43, 45, 48, 66		

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