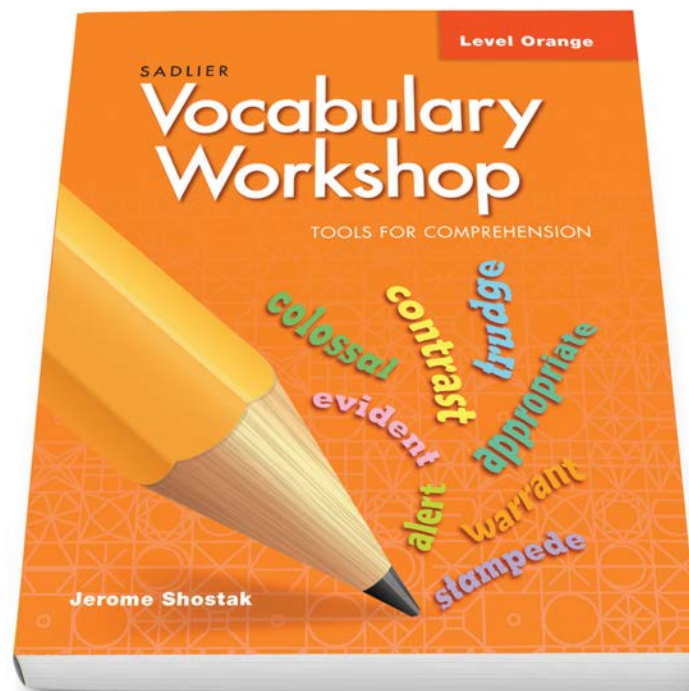


# Vocabulary Workshop

Tools for Comprehension

Correlation to the Pennsylvania Department of Education  
Academic Standards for English Language Arts March 1, 2014

**Grade 4**



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## Key Aligned Content

### 1.1 Foundational Skills

#### Fluency

##### CC.1.1.4.E

Read with accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Introducing the Words</b></p> <ul style="list-style-type: none"> <li>• Unit 1 “Diary of a Rising Star” (Diary Entries) 610, pp. 6–7</li> <li>• Unit 2 “Spring Training: A New Beginning” (Informational Article) 830, pp. 16–17</li> <li>• Unit 3 “The Goat Herder and the Wild Goats” (an Aesop Fable) 800, pp. 26–27</li> <li>• Unit 4 “The FBI” (Magazine Article) 800, pp. 36–37</li> <li>• Unit 5 “Chemistry in Action” (Magazine Article) 820, pp. 46–47</li> <li>• Unit 6 “Persephone, Goddess of Springtime” (Greek Myth) 910, pp. 56–57</li> <li>• Unit 7 “Let’s Be Healthy!” (Magazine Article) 770, pp. 68–69</li> <li>• Unit 8 “Hiking the Appalachian Trail” (Journal Article) 840, pp. 78–79</li> <li>• Unit 9 “The King Who Hated Cheese” (Fairy Tale) 700, pp. 88–89</li> <li>• Unit 10 “Return of the Wolves” (Magazine Article) 840, pp. 98–99</li> <li>• Unit 11 “Blockades Through the Centuries” (Report) 830, pp. 108–109</li> <li>• Unit 12 “Extreme Forces of Nature” (Journal Article) 800, pp. 118–119</li> <li>• Unit 13 “The United Nations” (Textbook Entry) 870, pp. 130–131</li> <li>• Unit 14 “Love Those Bugs!” (Magazine Article) 860, pp. 140–141</li> <li>• Unit 15 “The New Puppy” (Realistic Fiction) 660, pp. 150–151</li> <li>• Unit 16 “The Last Day of Pompeii” (Historical Nonfiction) 830, pp. 160–161</li> </ul> <p style="text-align: right;"><i>continued</i></p>	<p>In <b>Introducing the Words</b>, students read a passage that presents all twelve unit words in context. A different genre and theme are presented in each passage.</p> <p>When reading a passage, students are directed to pay close attention to the context of the highlighted unit words. Photographs and illustrations provide additional clues. This will both improve their comprehension of the passage and help them to begin to figure out the word meanings.</p>

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

Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<ul style="list-style-type: none"> <li>• Unit 17 “Odysseus and the Trojan Horse” (Greek Myth) 860, pp. 170–171</li> <li>• Unit 18 “Eleanor Roosevelt (Biography) 760, pp. 180–181</li> </ul> Lesson Plan—ATE p. T26	
<b>Definitions</b> 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 Lesson Plan—ATE p. T28	Located immediately after the unit passage is <b>Definitions</b> , a two-page alphabetical listing of each of the twelve unit words. The dictionary-style entry for each word includes its pronunciation, part of speech, definition, sample sentence showing how the word is used, synonyms and antonyms, and sometimes a picture to help clarify the meaning.  To reinforce the understanding and use of the word in context, students write the word on the line of the sample sentence.
<b>Synonyms and Antonyms</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 Lesson Plan—ATE p. T29	The <b>Synonyms</b> and <b>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.
<b>Completing the Sentence</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 Lesson Plan—ATE p. T30	For each <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.  They learn that one or more context clues in sentences can be before or after the unfamiliar word.

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

Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Word Associations</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                      Lesson Plan—ATE p. T31</p>	<p>In each <b>Word Associations</b> exercise, students see a unit word in an abbreviated context then choose which of four options best completes the sentence or answers the question.</p>
<p><b>Words in Context</b></p> <ul style="list-style-type: none"> <li>• Unit 1 “The Boy Who Invented Earmuffs,” p. 13</li> <li>• Unit 2 “Baseball and Statistics,” p. 23</li> <li>• Unit 3 “What Is Herding?,” p. 33</li> <li>• Unit 4 “FBI Vehicles,” p. 43</li> <li>• Unit 5 “Annoying Nettles,” p. 53</li> <li>• Unit 6 “How Glooskap Found Summer,” p. 63</li> <li>• Unit 7 “Sugar Tax,” p. 75</li> <li>• Unit 8 “The Pacific Crest Trail,” p. 85</li> <li>• Unit 9 “Tales as Old as Time,” p. 95</li> <li>• Unit 10 “The Founding of Yellowstone,” p. 105</li> <li>• Unit 11 “The Blockade of Confederate Ports (1861–1865),” p. 115</li> <li>• Unit 12 “L. Frank Baum’s Wonderful World,” p. 125</li> <li>• Unit 13 “World Heritage Sites,” p. 137</li> <li>• Unit 14 “Bats and Their Diet,” p. 147</li> <li>• Unit 15 “The Work of a Therapy Dog,” p. 157</li> <li>• Unit 16 “The Enchanted Garden,” p. 167</li> <li>• Unit 17 “Who Was Homer?,” p. 177</li> <li>• Unit 18 “The National Youth Administration,” p. 187</li> </ul> <p>Lesson Plan—ATE p. T33</p>	<p>In <b>Words in Context</b>, students read a short passage related to the topic or theme of the <b>Introducing the Words</b> reading passage at the beginning of the unit. They pay close attention to the context of the unit words in the passage as they answer vocabulary-in-context questions.</p>
<p><b>Word Study: Context Clues</b></p> <ul style="list-style-type: none"> <li>• Unit 2 Context Clues 1, p. 24</li> <li>• Unit 8 Context Clues 2, p. 86</li> </ul> <p>Lesson Plan—ATE pp. T34, T36</p>	<p>In the <b>Word Study: Context Clues</b> lessons, students learn how to recognize and use four types of context clues: Definition, Example, Restatement, and Contrast.</p>

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

Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Unit 1 Dictionary: Homophones, p. 14</li> <li>• Unit 3 Dictionary: Multiple-Meaning Words, @ SadlierConnect.com</li> <li>• Unit 4 Word Families, p. 44</li> <li>• Unit 5 Homographs, p. 54</li> <li>• Unit 6 Suffixes (-ment, -ity, -ive, -like), @ SadlierConnect.com</li> <li>• Unit 7 Prefixes (un-, in-, im-, non-), p. 76</li> <li>• Unit 9 Suffixes (-ion, -tion, -sion, -y, -en), @ SadlierConnect.com</li> <li>• Unit 10 Prefixes (pre-, de-, il-, ir-), p. 106</li> <li>• Unit 11 Roots (flec, pel, ject), p. 116</li> <li>• Unit 12 Homophones 2, @ SadlierConnect.com</li> <li>• Unit 13 Analogies, p. 138</li> <li>• Unit 14 Suffixes (-ance, -ness, -able, -ible)</li> <li>• Unit 15 Words Often Confused, @ SadlierConnect.com</li> <li>• Unit 16 Prefixes (dis-, re-, en-, em-), p. 168</li> <li>• Unit 17 Roots (struct, spect, scrib/script), p. 178</li> <li>• Unit 18 Roots (pos, duc/duct, graph), @ SadlierConnect.com</li> </ul> <p>Lesson Plan—ATE pp. T33–T39</p>	<p>Other <b>Word Study</b> lessons direct students to pay careful attention to context clues when determining the meaning of unfamiliar words.</p>
<p><b>Vocabulary for Comprehension</b></p> <ul style="list-style-type: none"> <li>• Review Units 1-3 “School Without Books, Just Snow,” pp. 34–35</li> <li>• Review Units 1-6 “The World’s Largest Flower,” pp. 64–65</li> <li>• Review Units 7-9 “Why Coyote’s Tail Has a White Tip,” pp. 96–97</li> <li>• Review Units 7-12 “Artist: Faith Ringgold,” pp. 126–127</li> <li>• Review Units 13-15 “The Catnapper Mystery,” pp. 158–159</li> <li>• Review Units 13-18 “Bower Builders,” pp. 188–189</li> </ul>	<p>Each <b>Vocabulary for Comprehension</b> passage incorporates several of the words taught in the prior three units. After reading, students answer comprehension and vocabulary-in-context questions based on the passage.</p> <p>The lesson plan includes a model for using context clues to help figure out the meaning of a new or unfamiliar word. The clues can be in the surrounding sentences, or they can be other words in the sentence.</p>

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Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Completing the Idea</b> Review Units 1–6, p. 67; Review Units 7–12, p. 129; Review Units 13–18, p. 191 Lesson Plan—ATE p. T48</p>	<p>Within the context of a sentence starter that contains a taught word, students draw on personal experience or prior knowledge in order to complete the sentence.</p> <p>When a multiple-meaning word is used in a sentence, students can figure out the intended meaning by using the context clues. However, they first need to be familiar with the various meanings.</p>

## 1.2 Reading Informational Text

### Craft and Structure: Vocabulary

#### CC.1.2.4.F

Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.

Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Introducing the Words</b></p> <ul style="list-style-type: none"> <li>• Unit 1 “Diary of a Rising Star” (Diary Entries) 610, pp. 6–7</li> <li>• Unit 2 “Spring Training: A New Beginning” (Informational Article) 830, pp. 16–17</li> <li>• Unit 4 “The FBI” (Magazine Article) 800, pp. 36–37</li> <li>• Unit 5 “Chemistry in Action” (Magazine Article) 820, pp. 46–47</li> <li>• Unit 7 “Let’s Be Healthy!” (Magazine Article) 770, pp. 68–69</li> <li>• Unit 8 “Hiking the Appalachian Trail” (Journal Article) 840, pp. 78–79</li> <li>• Unit 10 “Return of the Wolves” (Magazine Article) 840, pp. 98–99</li> </ul> <p style="text-align: center;"><i>continued</i></p>	<p>The <b>Introducing the Words</b> activity at the beginning of each unit presents a passage of grade-level text that incorporates the twelve words students will learn in the unit.</p> <p>Students are directed to pay close attention to the context of the highlighted unit words while reading the passage. This will both improve their comprehension of the reading selection and help them begin to figure out the word meanings.</p>

## 1.2 Reading Informational Text

### Craft and Structure: Vocabulary

#### CC.1.2.4.F

Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.

Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<ul style="list-style-type: none"> <li>• Unit 11 “Blockades Through the Centuries” (Report) 830, pp. 108–109</li> <li>• Unit 12 “Extreme Forces of Nature” (Journal Article) 800, pp. 118–119</li> <li>• Unit 13 “The United Nations” (Textbook Entry) 870, pp. 130–131</li> <li>• Unit 14 “Love Those Bugs!” (Magazine Article) 860, pp. 140–141</li> <li>• Unit 18 “Eleanor Roosevelt (Biography) 760, pp. 180–181</li> </ul> <p>Lesson Plan—ATE p. T26 Background Information—ATE p. T27</p>	
<p><b>Words in Context</b></p> <ul style="list-style-type: none"> <li>• Unit 1 “The Boy Who Invented Earmuffs,” p. 13</li> <li>• Unit 2 “Baseball and Statistics,” p. 23</li> <li>• Unit 3 “What Is Herding?” p. 33</li> <li>• Unit 4 “FBI Vehicles,” p. 43</li> <li>• Unit 5 “Annoying Nettles,” p. 53</li> <li>• Unit 6 “How Glooskap Found Summer,” p. 63</li> <li>• Unit 7 “Sugar Tax,” p. 75</li> <li>• Unit 8 “The Pacific Crest Trail,” p. 85</li> <li>• Unit 9 “Tales as Old as Time,” p. 95</li> <li>• Unit 10 “The Founding of Yellowstone,” p. 105</li> <li>• Unit 11 “The Blockade of Confederate Ports (1861–1865),” p. 115</li> <li>• Unit 12 “L. Frank Baum’s Wonderful World,” p. 125</li> <li>• Unit 13 “World Heritage Sites,” p. 137</li> <li>• Unit 14 “Bats and Their Diet,” p. 147</li> <li>• Unit 15 “The Work of a Therapy Dog,” p. 157</li> <li>• Unit 16 “The Enchanted Garden,” p. 167</li> <li>• Unit 17 “Who Was Homer?” p. 177</li> <li>• Unit 18 “The National Youth Administration,” p. 187</li> </ul> <p>Lesson Plan—ATE p. T33</p>	<p>In <b>Words in Context</b>, students read a short passage of grade-level informational text related to the topic or theme of the <b>Introducing the Words</b> reading selection at the beginning of the unit.</p> <p>They pay close attention to the context of the boldfaced unit words in the passage in order to determine the meaning of words appearing in the vocabulary-in-context questions that follow the passage.</p>

## 1.2 Reading Informational Text

### Craft and Structure: Vocabulary

#### CC.1.2.4.F

Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.

Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Shades of Meaning</b></p> <ul style="list-style-type: none"> <li>Unit 1 Idioms 1, p. 15</li> <li>Unit 2 Words That Describe People, p. 25</li> <li>Unit 4 Similes, p. 45</li> <li>Unit 5 Similes, p. 55</li> <li>Unit 7 Words That Express Your Feelings, p. 77</li> <li>Unit 8 Words That Describe Sounds, p. 87</li> <li>Unit 10 Adages and Proverbs 2, p. 107</li> <li>Unit 11 Words That Name Emotions, p. 117</li> <li>Unit 13 Word Choice (ally, companion, acquaintance, peer), p. 139</li> <li>Unit 14 Idioms 2, p. 149</li> <li>Unit 16 Word Choice (scamper, bolt, stroll, jog), p. 169</li> <li>Unit 17 Metaphors, p. 179</li> </ul> <p>Lesson Plans Practice/Apply—ATE pp. T40–T43</p>	<p>The <b>Shades of Meaning</b> activities help students deepen their understanding of colorful words and phrases used in grade-level text by examining relationships among related words and by analyzing nuances of meaning.</p> <p>Students explore various types of figurative language, including similes, metaphors, idioms, adages, and proverbs.</p>
<p><b>Vocabulary for Comprehension</b></p> <ul style="list-style-type: none"> <li>Review Units 1-3 “School Without Books, Just Snow,” pp. 34–35</li> <li>Review Units 1-6 “The World’s Largest Flower,” pp. 64–65</li> <li>Review Units 7-12 “Artist: Faith Ringgold,” pp. 126–127</li> <li>Review Units 13-18 “Bower Builders,” pp. 188–189</li> </ul> <p>Lesson Plan—ATE pp. T45–T46</p>	<p>Located in each unit review, the <b>Vocabulary for Comprehension</b> passage incorporates several of the words taught in the prior three units. After reading, students answer comprehension and vocabulary-in-context questions based on the passage.</p>

### Vocabulary Acquisition and Use

#### CC.1.2.4.J

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Units: Instructional Activities</b></p> <ul style="list-style-type: none"> <li>Introducing the Words</li> <li>Definitions</li> <li>Synonyms</li> </ul> <p style="text-align: right;"><i>continued</i></p>	<p>Throughout the program students learn and use grade-appropriate conversational, general academic, and domain-specific words and phrases through a variety of increasingly sophisticated language arts activities. These</p> <p style="text-align: right;"><i>continued</i></p>



## 1.2 Reading Informational Text

### Vocabulary Acquisition and Use

#### CC.1.2.4.J

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<ul style="list-style-type: none"> <li>• Antonyms</li> <li>• Completing the Sentence</li> <li>• Word Associations</li> <li>• Words with Latin/Greek Roots</li> <li>• Words in Context</li> <li>• Word Study</li> <li>• Shades of Meaning</li> </ul> <p><b>Review Units: Review/Extension Activities</b></p> <ul style="list-style-type: none"> <li>• Vocabulary for Comprehension</li> <li>• Classifying</li> <li>• Completing the Idea</li> </ul>	<p>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.</p> <p>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 vocabulary.</p>
<p><b>Shades of Meaning</b></p> <ul style="list-style-type: none"> <li>• Unit 1 Idioms 1, p. 15</li> <li>• Unit 2 Words That Describe People, p. 25</li> <li>• Unit 4 Similes, p. 45</li> <li>• Unit 5 Similes, p. 55</li> <li>• Unit 7 Words That Express Your Feelings, p. 77</li> <li>• Unit 8 Words That Describe Sounds, p. 87</li> <li>• Unit 10 Adages and Proverbs 2, p. 107</li> <li>• Unit 11 Words That Name Emotions, p. 117</li> <li>• Unit 13 Word Choice (ally, companion, acquaintance, peer), p. 139</li> <li>• Unit 14 Idioms 2, p. 149</li> <li>• Unit 16 Word Choice (scamper, bolt, stroll, jog), p. 169</li> <li>• Unit 17 Metaphors, p. 179</li> </ul> <p>Lesson Plans Practice/Apply—ATE pp. T40–T43</p>	<p>The <b>Shades of Meaning</b> activities help students deepen their understanding of words and phrases that describe people, actions, emotions, and states of being.</p>

## 1.2 Reading Informational Text

### Vocabulary Acquisition and Use

#### CC.1.2.4.K

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Word Study: Multiple-Meaning Words</b></p> <ul style="list-style-type: none"> <li>Unit 3 Dictionary: Multiple-Meaning Words, @ SadlierConnect.com</li> </ul> <p><b>Word Study: Context Clues</b></p> <ul style="list-style-type: none"> <li>Unit 2 Context Clues 1, p. 24</li> <li>Unit 8 Context Clues 2, p. 86</li> </ul> <p><b>Word Study: Words Often Confused</b></p> <ul style="list-style-type: none"> <li>Unit 1 Dictionary: Homophones 1, p. 14</li> <li>Unit 5 Homographs, p. 54</li> <li>Unit 12 Homophones 2, @ SadlierConnect.com</li> <li>Unit 15 Words Often Confused, @ SadlierConnect.com</li> </ul> <p><b>Word Study: Related Words</b></p> <ul style="list-style-type: none"> <li>Unit 4 Word Families, p. 44</li> <li>Unit 13 Analogies, p. 138</li> </ul> <p><b>Word Study: Roots and Affixes</b></p> <ul style="list-style-type: none"> <li>Unit 6 Suffixes (-ment, -ity, -ive, -like), @ SadlierConnect.com</li> <li>Unit 7 Prefixes (un-, in-, im-, non-), p. 76</li> <li>Unit 9 Suffixes (-ion, -tion, -sion, -y, -en), @ SadlierConnect.com</li> <li>Unit 10 Prefixes (pre-, de-, il-, ir-), p. 106</li> <li>Unit 11 Roots (flec, pel, ject), p. 116</li> <li>Unit 14 Suffixes (-ance, -ness, -able, -ible)</li> <li>Unit 16 Prefixes (dis-, re-, en-, em-), p. 168</li> <li>Unit 17 Roots (struct, spect, scribe/script), p. 178</li> <li>Unit 18 Roots (pos, duc/duct, graph), @ SadlierConnect.com</li> </ul> <p><b>Word Study: Tools</b></p> <ul style="list-style-type: none"> <li>Unit 1 Dictionary: Homophones, p. 14</li> <li>Unit 3 Dictionary: Multiple-Meaning Words, @ SadlierConnect.com</li> </ul> <p>Lesson Plan—ATE pp. T34–T39</p>	<p><b>Word Study</b> lessons help student build vocabulary by applying a variety of strategies, such as using context clues and analyzing word parts, including roots and affixes.</p>
<p><b>Completing the Idea: Writing Challenge</b></p> <p>Review Units 1-6, p. 67, Review Units 7-12, p. 129, Units 13-18, p. 191</p> <p>Lesson Plan—ATE p. T48</p>	<p>In the <b>Writing Challenge</b>, students are provided with a multiple-meaning word from the reviewed units. They write a sentence for two different meanings of the word. They are reminded to use the parts of speech indicated in the directions.</p>

## 1.3 Reading Literature

### Craft and Structure: Vocabulary

#### CC.1.3.4.F

Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.

Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Introducing the Words</b></p> <ul style="list-style-type: none"> <li>Unit 3 “The Goat Herder and the Wild Goats” (an Aesop Fable) 800, pp. 26–27</li> <li>Unit 6 “Persephone, Goddess of Springtime” (Greek Myth) 910, pp. 56–57</li> <li>Unit 9 “The King Who Hated Cheese” (Fairy Tale) 700, pp. 88–89</li> <li>Unit 15 “The New Puppy” (Realistic Fiction) 660, pp. 150–151</li> <li>Unit 16 “The Last Day of Pompeii” (Historical Nonfiction) 830, pp. 160–161</li> <li>Unit 17 “Odysseus and the Trojan Horse” (Greek Myth) 860, pp. 170–171</li> </ul> <p>Lesson Plan—ATE p. T26 Background Information—ATE p. T27</p>	<p>In <b>Introducing the Words</b>, students read a passage of grade-level text that incorporates the twelve words they will learn in the unit.</p> <p>Students are directed to pay close attention to the context of these highlighted unit words while reading the passage. This will both improve their comprehension of the reading selection and help them begin to figure out the word meanings.</p>
<p><b>Shades of Meaning</b></p> <ul style="list-style-type: none"> <li>Unit 1 Idioms 1, p. 15</li> <li>Unit 2 Words That Describe People, p. 25</li> <li>Unit 4 Similes, p. 45</li> <li>Unit 5 Similes, p. 55</li> <li>Unit 7 Words That Express Your Feelings, p. 77</li> <li>Unit 8 Words That Describe Sounds, p. 87</li> <li>Unit 10 Adages and Proverbs 2, p. 107</li> <li>Unit 11 Words That Name Emotions, p. 117</li> <li>Unit 13 Word Choice (ally, companion, acquaintance, peer), p. 139</li> <li>Unit 14 Idioms 2, p. 149</li> <li>Unit 16 Word Choice (scamper, bolt, stroll, jog), p. 169</li> <li>Unit 17 Metaphors, p. 179</li> </ul> <p>Lesson Plans Practice/Apply—ATE pp. T40–T43</p>	<p>The <b>Shades of Meaning</b> activities help students deepen their understanding of colorful words and phrases used in grade-level text by examining relationships among related words and by analyzing nuances of meaning.</p> <p>Students explore various types of figurative language, including similes, metaphors, idioms, adages, and proverbs.</p>
<p><b>Vocabulary for Comprehension</b></p> <ul style="list-style-type: none"> <li>Review Units 7–9 “Why Coyote’s Tail Has a White Tip,” pp. 96–97</li> <li>Review Units 13–15 “The Catnapper Mystery,” pp. 158–159</li> </ul> <p>Lesson Plan—ATE pp. T45–T46</p>	<p>Located in each unit review, the <b>Vocabulary for Comprehension</b> passage incorporates several of the words taught in the prior three units. After reading, students answer comprehension and vocabulary-in-context questions based on the passage.</p>

## 1.3 Reading Literature

### Vocabulary Acquisition and Use: Strategies

#### CC.1.3.4.1

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Word Study: Multiple-Meaning Words</b></p> <ul style="list-style-type: none"> <li>Unit 3 Dictionary: Multiple-Meaning Words, @ SadlierConnect.com</li> </ul> <p><b>Word Study: Context Clues</b></p> <ul style="list-style-type: none"> <li>Unit 2 Context Clues 1, p. 24</li> <li>Unit 8 Context Clues 2, p. 86</li> </ul> <p><b>Word Study: Words Often Confused</b></p> <ul style="list-style-type: none"> <li>Unit 1 Dictionary: Homophones 1, p. 14</li> <li>Unit 5 Homographs, p. 54</li> <li>Unit 12 Homophones 2, @ SadlierConnect.com</li> <li>Unit 15 Words Often Confused, @ SadlierConnect.com</li> </ul> <p><b>Word Study: Related Words</b></p> <ul style="list-style-type: none"> <li>Unit 4 Word Families, p. 44</li> <li>Unit 13 Analogies, p. 138</li> </ul> <p><b>Word Study: Roots and Affixes</b></p> <ul style="list-style-type: none"> <li>Unit 6 Suffixes (-ment, -ity, -ive, -like), @ SadlierConnect.com</li> <li>Unit 7 Prefixes (un-, in-, im-, non-), p. 76</li> <li>Unit 9 Suffixes (-ion, -tion, -sion, -y, -en), @ SadlierConnect.com</li> <li>Unit 10 Prefixes (pre-, de-, il-, ir-), p. 106</li> <li>Unit 11 Roots (flec, pel, ject), p. 116</li> <li>Unit 14 Suffixes (-ance, -ness, -able, -ible)</li> <li>Unit 16 Prefixes (dis-, re-, en-, em-), p. 168</li> <li>Unit 17 Roots (struct, spect, scribe/script), p. 178</li> <li>Unit 18 Roots (pos, duc/duct, graph), @ SadlierConnect.com</li> </ul> <p><b>Word Study: Tools</b></p> <ul style="list-style-type: none"> <li>Unit 1 Dictionary: Homophones, p. 14</li> <li>Unit 3 Dictionary: Multiple-Meaning Words, @ SadlierConnect.com</li> </ul> <p>Lesson Plan—ATE pp. T34–T39</p>	<p><b>Word Study</b> lessons help student build vocabulary by applying a variety of strategies, such as using context clues and analyzing word parts, including roots and affixes.</p>
<p><b>Completing the Idea: Writing Challenge</b></p> <p>Review Units 1-6, p. 67, Review Units 7-12, p. 129, Units 13-18, p. 191</p> <p>Lesson Plan—ATE p. T48</p>	<p>In the <b>Writing Challenge</b>, students are provided with a multiple-meaning word from the reviewed units. They write a sentence for two different meanings of the word. They are reminded to use the parts of speech indicated in the directions.</p>

## 1.3 Reading Literature

### Vocabulary Acquisition and Use

#### CC.1.3.4.J

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Units: Instructional Activities</b></p> <ul style="list-style-type: none"> <li>• Introducing the Words</li> <li>• Definitions</li> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Completing the Sentence</li> <li>• Word Associations</li> <li>• Words with Latin/Greek Roots</li> <li>• Words in Context</li> <li>• Word Study</li> <li>• Shades of Meaning</li> </ul> <p><b>Review Units: Review/Extension Activities</b></p> <ul style="list-style-type: none"> <li>• Vocabulary for Comprehension</li> <li>• Classifying</li> <li>• Completing the Idea</li> </ul>	<p>Throughout the program students learn and use grade-appropriate conversational, general academic, and domain-specific words and phrases 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.</p> <p>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 vocabulary.</p>
<p><b>Shades of Meaning</b></p> <ul style="list-style-type: none"> <li>• Unit 1 Idioms 1, p. 15</li> <li>• Unit 2 Words That Describe People, p. 25</li> <li>• Unit 4 Similes, p. 45</li> <li>• Unit 5 Similes, p. 55</li> <li>• Unit 7 Words That Express Your Feelings, p. 77</li> <li>• Unit 8 Words That Describe Sounds, p. 87</li> <li>• Unit 10 Adages and Proverbs 2, p. 107</li> <li>• Unit 11 Words That Name Emotions, p. 117</li> <li>• Unit 13 Word Choice (ally, companion, acquaintance, peer), p. 139</li> <li>• Unit 14 Idioms 2, p. 149</li> <li>• Unit 16 Word Choice (scamper, bolt, stroll, jog), p. 169</li> <li>• Unit 17 Metaphors, p. 179</li> </ul> <p>Lesson Plans Practice/Apply—ATE pp. T40–T43</p>	<p>The <b>Shades of Meaning</b> activities help students deepen their understanding of words and phrases that describe people, actions, emotions, and states of being.</p>

## Additional Aligned Content

### 1.1 Foundational Skills

#### Fluency

##### CC.1.1.4.E

Read with accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Introducing the Words</b>                      Unit 1, pp. 6–7; Unit 2, pp. 16–17; Unit 3, pp. 26–27;                      Unit 4, pp. 36–37; Unit 5, pp. 46–47; Unit 6, pp. 56–57;                      Unit 7, pp. 68–69; Unit 8, pp. 78–79; Unit 9, pp. 88–89;                      Unit 10, pp. 98–99; Unit 11, pp. 108–109; Unit 12,                      pp. 118–119; Unit 13, pp. 130–131; Unit 14, pp. 140–141;                      Unit 15, pp. 150–151; Unit 16, pp. 160–161; Unit 17,                      pp. 170–171; Unit 18, pp. 180–181                      Lesson Plan—ATE p. T26</p>	<p>Located at the beginning of each unit, <b>Introducing the Words</b> features an on-level reading selection that presents all twelve highlighted unit words in context. A different genre and theme are presented in each passage.</p> <p>Suitable for repeated silent or oral reading, the passages include photographs or illustrations with additional clues to help improve reader comprehension.</p>
<p><b>Words in Context</b>                      Unit 1, p. 13; Unit 2, p. 23; Unit 3, p. 33; Unit 4, p. 43;                      Unit 5, p. 53; Unit 6, p. 63; Unit 7, p. 75; Unit 8, p. 85;                      Unit 9, p. 95; Unit 10, p. 105; Unit 11, p. 115; Unit 12,                      p. 125; Unit 13, p. 137; Unit 14, p. 147; Unit 15, p. 157;                      Unit 16, p. 167; Unit 17, p. 177; Unit 18, p. 187                      Lesson Plan—ATE p. T33</p>	<p><b>Words in Context</b> begins with a short reading passage related to the topic or theme of the <b>Introducing the Words</b> article students read at the beginning of the unit.</p> <p>In successive readings, students refer back to the boldface unit words in the passage as they answer the four vocabulary-in-context questions.</p>
<p><b>Vocabulary for Comprehension</b>                      Review Units 1-3, p. 34; Review Units 1-6, p. 64; Review                      Units 7-9, p. 96; Review Units 7-12, p. 126; Review                      Units 13-15, p. 158; Review Units 13-18, p. 188                      Lesson Plan—ATE pp. T45–T46</p>	<p>Each <b>Vocabulary for Comprehension</b> reading passage is an opportunity to improve student comprehension skills and fluency. After the first reading, students are directed to reread the passage to locate and understand important details or clarify confusing parts.</p> <p>After reading, students answer comprehension and vocabulary-in-context questions based on the passage.</p>
<p><b>Developing Vocabulary Through Literature</b>                      ATE p. T24</p>	<p>Included in the <b>Annotated Teacher’s Edition</b> is a list of grade-level appropriate children’s books that can be used to support a literature-based approach to vocabulary study. Furthermore, students’ reading of recommended classic and contemporary literature enhances both comprehension and fluency.</p>

## 1.2 Reading Informational Text

### Range of Reading

#### CC.1.2.4.L

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Introducing the Words</b></p> <ul style="list-style-type: none"> <li>• Unit 1 “Diary of a Rising Star” (Diary Entries) 610, pp. 6–7</li> <li>• Unit 2 “Spring Training: A New Beginning” (Informational Article) 830, pp. 16–17</li> <li>• Unit 4 “The FBI” (Magazine Article) 800, pp. 36–37</li> <li>• Unit 5 “Chemistry in Action” (Magazine Article) 820, pp. 46–47</li> <li>• Unit 7 “Let’s Be Healthy!” (Magazine Article) 770, pp. 68–69</li> <li>• Unit 8 “Hiking the Appalachian Trail” (Journal Article) 840, pp. 78–79</li> <li>• Unit 10 “Return of the Wolves” (Magazine Article) 840, pp. 98–99</li> <li>• Unit 11 “Blockades Through the Centuries” (Report) 830, pp. 108–109</li> <li>• Unit 12 “Extreme Forces of Nature” (Journal Article) 800, pp. 118–119</li> <li>• Unit 13 “The United Nations” (Textbook Entry) 870, pp. 130–131</li> <li>• Unit 14 “Love Those Bugs!” (Magazine Article) 860, pp. 140–141</li> <li>• Unit 18 “Eleanor Roosevelt (Biography) 760, pp. 180–181</li> </ul> <p>Lesson Plan—ATE p. T26 Background Information—ATE p. T27</p>	<p>In <b>Introducing the Words</b>, students read a two-page passage of grade-level text that incorporates the twelve words they will learn in the unit.</p> <p>Students are directed to pay close attention to the context of these highlighted unit words while reading the passage. This will both improve their comprehension of the reading selection and help them begin to figure out the word meanings.</p> <p>The lesson plan provides teacher suggestions for helping students access prior knowledge, presenting new vocabulary, and asking and answering key questions about the passage.</p> <p>Depending on the needs of individual students, the teacher may assign the passage as independent reading, read it together as a Read Aloud, or have them listen to the audio version of the passage, available at <a href="http://SadlierConnect.com">SadlierConnect.com</a>, while reading.</p>
<p><b>Vocabulary for Comprehension</b></p> <ul style="list-style-type: none"> <li>• Review Units 1-3 “School Without Books, Just Snow,” pp. 34–35</li> <li>• Review Units 1-6 “The World’s Largest Flower,” pp. 64–65</li> <li>• Review Units 7-12 “Artist: Faith Ringgold,” pp. 126–127</li> <li>• Review Units 13-18 “Bower Builders,” pp. 188–189</li> </ul> <p>Lesson Plan—ATE pp. T45–T46 Lesson Plan—ATE pp. T45–T46</p>	<p>Located in each review unit, the <b>Vocabulary for Comprehension</b> passage incorporates several of the words taught in the prior three units. After reading, students answer comprehension and vocabulary-in-context questions based on the passage.</p>

## 1.2 Reading Informational Text

### Range of Reading

#### CC.1.2.4.L

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Developing Vocabulary Through Literature</b> ATE p. T24</p> <ul style="list-style-type: none"> <li>• Frindle by Andrew Clement (Realistic/History of Language)</li> <li>• The Watsons Go to Birmingham–1963 by Christopher Paul Curtis (Historical/African American)</li> <li>• Morning Girl by Michael Dorris (Historical/Native American)</li> <li>• My Side of the Mountain by Jean Craighead George (Adventure/Survival)</li> <li>• Many Rides of Paul Revere by James Cross Giblin (Nonfiction/Historical/Revolutionary War)</li> <li>• Hoot by Carl Hiassen (Humor/Animal/Environmental)</li> <li>• ER Vets: Life in an Animal Emergency Room by Donna Jackson (Nonfiction/Animals/Medicine)</li> <li>• In the Year of the Boar and Jackie Robinson by Betty Bao Lord (Historical/Chinese American)</li> <li>• Number the Stars by Lois Lowry (Historical/WWII)</li> <li>• Sarah, Plain and Tall by Patricia MacLachlan (Historical/Prairie)</li> <li>• An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic by Jim Murphy (Nonfiction/Historical)</li> <li>• Cat Running by Zilpha Keatley Snyder (Historical/Great Depression/Dust Bowl)</li> <li>• Thank You, Dr. Martin Luther King, Jr.! by Eleanor Tate (Historical/Realistic)</li> <li>• All-of-a-Kind Family by Sidney Taylor (Historical Fiction/NYC/Jewish)</li> </ul>	<p>Included in the <b>Annotated Teacher’s Edition</b> is a list of grade-level appropriate children’s books that can be used to support a literature-based approach to vocabulary study.</p> <p>Share the list of recommended titles to students to encourage independent reading.</p>



## 1.3 Reading Literature

### Range of Reading

#### CC.1.3.4.K

Read and comprehend literary fiction on grade level, reading independently and proficiently.

Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Introducing the Words</b></p> <ul style="list-style-type: none"> <li>Unit 3 “The Goat Herder and the Wild Goats” (an Aesop Fable) 800, pp. 26–27</li> <li>Unit 6 “Persephone, Goddess of Springtime” (Greek Myth) 910, pp. 56–57</li> <li>Unit 9 “The King Who Hated Cheese” (Fairy Tale) 700, pp. 88–89</li> <li>Unit 15 “The New Puppy” (Realistic Fiction) 660, pp. 150–151</li> <li>Unit 16 “The Last Day of Pompeii” (Historical Nonfiction) 830, pp. 160–161</li> <li>Unit 17 “Odysseus and the Trojan Horse” (Greek Myth) 860, pp. 170–171</li> </ul> <p>Lesson Plan—ATE p. T26 Background Information—ATE p. T27</p>	<p>In <b>Introducing the Words</b>, students read a two-page passage of grade-level text that incorporates the twelve words they will learn in the unit.</p> <p>Students are directed to pay close attention to the context of these highlighted unit words while reading the passage. This will both improve their comprehension of the reading selection and help them begin to figure out the word meanings.</p> <p>The lesson plan provides teacher suggestions for helping students access prior knowledge, presenting new vocabulary, and asking and answering key questions about the passage.</p> <p>Depending on the needs of individual students, the teacher may assign the passage as independent reading, read it together as a Read Aloud, or have them listen to the audio version of the passage, available at <a href="http://SadlierConnect.com">SadlierConnect.com</a>, while reading.</p>
<p><b>Developing Vocabulary Through Literature</b> ATE p. T24</p> <ul style="list-style-type: none"> <li>The True Confessions of Charlotte Doyle by Avi (Historical/Adventure)</li> <li>The Search for Delicious by Natalie Babbitt (Fantasy/Dictionary Definitions)</li> <li>The Indian in the Cupboard by Lynne Reid Banks (Fantasy/Adventure)</li> <li>Caddie Woodlawn by Carol Ryrie Brink (Historical/Prairie)</li> <li>The Wish Giver by Bill Brittain (Mystery/Suspense)</li> <li>The Incredible Journey by Shirley Burnford (Animal/Adventure)</li> <li>The Great Brain by John D. Fitzgerald (Realistic/Humor)</li> <li>Harriet the Spy by Louise Fitzhugh (Realistic/Humor)</li> <li>Old Yeller by Frederick Gipson (Animal/Realistic)</li> <li>Falcon’s Egg by Lulu Gray (Fantasy/Family)</li> <li>Princess Academy by Shannon Hale (Fantasy/Friendship)</li> <li>Hoot by Carl Hiassen (Humor/Animal/Environmental)</li> </ul> <p style="text-align: right;"><i>continued</i></p>	<p>Included in the <b>Annotated Teacher’s Edition</b> is a list of grade-level appropriate children’s books that can be used to support a literature-based approach to vocabulary study.</p> <p>Share the list of recommended titles to students to encourage independent reading.</p>

## 1.3 Reading Literature

### Range of Reading

#### CC.1.3.4.K

Read and comprehend literary fiction on grade level, reading independently and proficiently.

Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<ul style="list-style-type: none"> <li>• The Story of Doctor Doolittle by Hugh Lofting (Animal/Fantasy/Adventure)</li> <li>• The Pushcart War by Jean Merrill (Realistic/Humor)</li> <li>• Rascal by Sterling North The Pushcart War by Jean Merrill (Realistic/Humor)</li> <li>• The Borrowers by Mary Norton (Fantasy/Family)</li> <li>• Dominic by William Steig (Animal/Humor/Fantasy)</li> </ul>	

## 1.4 Writing

### Informative/Explanatory

#### CC.1.4.4.A

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Words in Context: Write Your Own</b>                      Unit 2 (describe a game), p. 23; Unit 3 (write a job description), p. 33; Unit 4 (list investigation questions), p. 43; Unit 5 (name parts of speech), p. 53; Unit 6 (explain why birds sing early in the morning), p. 63; Unit 7 (draw picture/describe games), p. 75; Unit 11 (write about challenges being a blockade runner), p. 115; Unit 13 (explain choice for a World Heritage Site), p. 137; Unit 16 (tell about an unexpected discovery), p. 167; Unit 18 (write a school problem/solution essay), p. 187                      Lesson Plan: Practice/Apply—ATE p. T33</p>	<p>Students extend their understanding of the <b>Introducing the Words</b> or <b>Words in Context</b> reading passage by writing an informational response. They are also challenged to use at least three unit words when completing the <b>Write Your Own</b> activity with a partner.</p>
<p><b>Vocabulary for Comprehension: Write Your Own</b>                      Review Units 7-9, p. 97 (tell how you accomplished a difficult goal)                      Lesson Plan: Practice/Apply—ATE p. T46</p>	<p><b>The Write Your Own</b> activity at the end of each <b>Vocabulary for Comprehension</b> lesson is an opportunity for students to write on a topic related to the passage. Students may expand on the passage or tell how they feel about what they read. They are asked to use some of the taught words in their writing.</p>

## 1.4 Writing

### Informative/Explanatory: Conventions of Language

#### CC.1.4.4.F

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Words in Context: Grammar Activity</b>                      Unit 1 Dictionary: Homophones, p. 14; Unit 2 Context Clues 1, p. 24; Unit 3 Dictionary: Multiple-Meaning Words, @ SadlierConnect.com; Unit 4 Word Families, p. 44; Unit 5 Homographs, p. 54; Unit 6 Suffixes (-ment, -ity, -ive, -like), @ SadlierConnect.com; Unit 7 Prefixes (un-, in-, im-, non-), p. 76; Unit 8 Context Clues 2, p. 86; Unit 9 Suffixes (-ion, -tion, -sion, -y, -en), @ SadlierConnect.com; Unit 10 Prefixes (pre-, de-, il-, ir-), p. 106; Unit 11 Roots (flec, pel, ject), p. 116; Unit 12 Homophones 2, @ SadlierConnect.com; Unit 13 Analogies, p. 138; Unit 14 Suffixes (-ance, -ness, -able, -ible) ; Unit 15 Words Often Confused, @ SadlierConnect.com; Unit 16 Prefixes (dis-, re-, en-, em-), p. 168; Unit 17 Roots (struct, spect, scrib/script), p. 178; Unit 18 Roots (pos, duc/duct, graph), @ SadlierConnect.com                      Lesson Plan: Practice/Apply—ATE p. T33</p>	<p>The <b>Words in Context</b> lesson begins with a short reading passage related in topic or theme to the longer <b>Introducing the Words</b> reading selection (located at the beginning of the unit).</p> <p>The content-rich and engaging texts prompt student interest and provide examples of proper usage.</p> <p>A short, grade-appropriate grammar activity linked to the reading passage appears immediately following the multiple-choice, vocabulary-in-context questions.</p> <p>Included in the <b>Annotated Teacher’s Edition</b> is a reference to the lesson with expanded instruction and practice in <i>Sadlier Vocabulary Workshop’s</i> companion program, <i>Sadlier Grammar Workshop</i>.</p>

### Opinion/Argumentative

#### CC.1.4.4.G

Write opinion pieces on topics or texts.

Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Words in Context: Write Your Own</b>                      Unit 10 (describe your favorite animal), p. 105; Unit 12 (describe your favorite book that became a movie), p. 125; Unit 14 (explain opinions of bats), p. 147                      Lesson Plan—ATE p. T33</p>	<p>Students extend their understanding of the <b>Introducing the Words</b> or <b>Words in Context</b> reading passage by writing a personal response. They are also challenged to use at least three unit words when completing the <b>Write Your Own</b> activity with a partner.</p>
<p><b>Vocabulary for Comprehension: Write Your Own</b>                      Review Units 1-6, p. 65 (create a persuasive travel brochure)                      Lesson Plan—ATE p. T46</p>	<p>The <b>Write Your Own</b> activity at the end of each <b>Vocabulary for Comprehension</b> lesson is an opportunity for students to write on a topic related to the passage.</p>

## 1.4 Writing

### Informative/Explanatory: Conventions of Language

#### CC.1.4.4.F

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Words in Context: Grammar Activity</b>                      Unit 1 (exclamatory sentence/exclamation mark), p. 13; Unit 2 (compound sentence), p. 23; Unit 3 (complex sentence), p. 33; Unit 4 (common/proper nouns), p. 43; Unit 5 (possessive noun), p. 53; Unit 6 (irregular plural nouns), p. 63; Unit 7 (add -ed for past tense), p. 75; Unit 8 (main and helping verbs), p. 85; Unit 9 (irregular past tense), p. 95; Unit 10 (demonstrative adjectives), p. 105; Unit 11 (adverbs), p. 115; Unit 12 (prepositions), p. 125; Unit 13 (subject pronoun), p. 137; Unit 14 (object pronoun), p. 147; Unit 15 (possessive pronoun), p. 157; Unit 16 (commas in a series), p. 167; Unit 17 (comma after introductory word), p. 177; Unit 18 (quotation marks), p. 187                      Lesson Plan: Practice/Apply—ATE p. T33</p>	<p>The <b>Words in Context</b> lesson begins with a short reading passage related in topic or theme to the longer <b>Introducing the Words</b> reading selection (located at the beginning of the unit).</p> <p>The content-rich and engaging texts prompt student interest and provide examples of proper usage.</p> <p>A short, grade-appropriate grammar activity linked to the reading passage appears immediately following the multiple-choice, vocabulary-in-context questions.</p> <p>Included in the <b>Annotated Teacher’s Edition</b> is a reference to the lesson with expanded instruction and practice in <i>Sadlier Vocabulary Workshop’s</i> companion program, <i>Sadlier Grammar Workshop</i>.</p>

### Opinion/Argumentative

#### CC.1.4.4.G

Write opinion pieces on topics or texts.

Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Words in Context: Write Your Own</b>                      Unit 10 (describe favorite animal), p. 105; Unit 12 (favorite book that became a movie), p. 125; Unit 14 (analyze opinions of bats), p. 147                      Lesson Plan—ATE p. T33</p>	<p>Students extend their understanding of the <b>Introducing the Words</b> or <b>Words in Context</b> reading passage by writing a personal response. They are also challenged to use at least three unit words when completing the <b>Write Your Own</b> activity with a partner.</p>
<p><b>Vocabulary for Comprehension: Write Your Own</b>                      Review Units 1-6 (write a persuasive travel brochure), p. 65                      Lesson Plan—ATE p. T46</p>	<p>The <b>Write Your Own</b> activity at the end of each <b>Vocabulary for Comprehension</b> lesson is an opportunity for students to write on a topic related to the passage.</p>

## 1.4 Writing

### Opinion/Argumentative: Conventions of Language

#### CC.1.4.4.L

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Words in Context: Grammar Activity</b>                      Unit 1 (exclamatory sentence/exclamation mark), p. 13; Unit 2 (compound sentence), p. 23; Unit 3 (complex sentence), p. 33; Unit 4 (common/proper nouns), p. 43; Unit 5 (possessive noun), p. 53; Unit 6 (irregular plural nouns), p. 63; Unit 7 (add -ed for past tense), p. 75; Unit 8 (main and helping verbs), p. 85; Unit 9 (irregular past tense), p. 95; Unit 10 (demonstrative adjectives), p. 105; Unit 11 (adverbs), p. 115; Unit 12 (prepositions), p. 125; Unit 13 (subject pronoun), p. 137; Unit 14 (object pronoun), p. 147; Unit 15 (possessive pronoun), p. 157; Unit 16 (commas in a series), p. 167; Unit 17 (comma after introductory word), p. 177; Unit 18 (quotation marks), p. 187                      Lesson Plan: Practice/Apply—ATE p. T33</p>	<p>The <b>Words in Context</b> lesson begins with a short reading passage related in topic or theme to the longer <b>Introducing the Words</b> reading selection (located at the beginning of the unit).</p> <p>The content-rich and engaging texts prompt student interest and provide examples of proper usage.</p> <p>A short, grade-appropriate grammar activity linked to the reading passage appears immediately following the multiple-choice, vocabulary-in-context questions.</p> <p>Included in the <b>Annotated Teacher’s Edition</b> is a reference to the lesson with expanded instruction and practice in <i>Sadlier Vocabulary Workshop’s</i> companion program, <i>Sadlier Grammar Workshop</i>.</p>
<p><b>Narrative</b>  <b>CC.1.4.4.M</b>                      Write narratives to develop real or imagined experiences or events.</p>	
Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Words in Context: Write Your Own</b>                      Unit 1 (describe an imaginary invention), p. 13; Unit 5 (write a story), p. 53; Unit 8 (create an imaginary log), p. 85; Unit 9 (compose a fairy tale), p. 95; Unit 15 (begin a story about an animal helping a person), p. 157; Unit 17 (write an imagined biography), p. 177                      Lesson Plan: Practice/Apply—ATE p. T33</p>	<p>Students extend their understanding of the <b>Introducing the Words</b> or <b>Words in Context</b> reading passage by writing a personal response. They are also challenged to use at least three unit words when completing the <b>Write Your Own</b> activity with a partner.</p>
<p><b>Vocabulary for Comprehension: Write Your Own</b>                      Review Units 1-3, p. 35 (retell a story); Review Units 7-12, p. 127 (imagine watching thousands of bats emerge from a cave); Review Units 13-15, p. 159 (write imagined journal entry describing day at the world’s fair); Review Units 13-18, p. 189 (write letter to relatives about imagined experience)                      Lesson Plan—ATE p. T46</p>	<p>The <b>Write Your Own</b> activity at the end of each <b>Vocabulary for Comprehension</b> lesson is an opportunity for students to write on a topic related to the passage.</p>

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## 1.4 Writing

### Narrative: Conventions of Language

#### CC.1.4.4.R

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Words in Context: Grammar Activity</b>                      Unit 1 (exclamatory sentence/exclamation mark), p. 13; Unit 2 (compound sentence), p. 23; Unit 3 (complex sentence), p. 33; Unit 4 (common/proper nouns), p. 43; Unit 5 (possessive noun), p. 53; Unit 6 (irregular plural nouns), p. 63; Unit 7 (add -ed for past tense), p. 75; Unit 8 (main and helping verbs), p. 85; Unit 9 (irregular past tense), p. 95; Unit 10 (demonstrative adjectives), p. 105; Unit 11 (adverbs), p. 115; Unit 12 (prepositions), p. 125; Unit 13 (subject pronoun), p. 137; Unit 14 (object pronoun), p. 147; Unit 15 (possessive pronoun), p. 157; Unit 16 (commas in a series), p. 167; Unit 17 (comma after introductory word), p. 177; Unit 18 (quotation marks), p. 187                      Lesson Plan: Practice/Apply—ATE p. T33</p>	<p>The <b>Words in Context</b> lesson begins with a short reading passage related in topic or theme to the longer <b>Introducing the Words</b> reading selection (located at the beginning of the unit).</p> <p>The content-rich and engaging texts prompt student interest and provide examples of proper usage.</p> <p>A short, grade-appropriate grammar activity linked to the reading passage appears immediately following the multiple-choice, vocabulary-in-context questions.</p> <p>Included in the <b>Annotated Teacher’s Edition</b> is a reference to the lesson with expanded instruction and practice in <i>Sadlier Vocabulary Workshop’s</i> companion program, <i>Sadlier Grammar Workshop</i>.</p>

### Range of Writing

#### CC.1.4.4.X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Words in Context: Write Your Own</b>                      Unit 1, p. 13; Unit 2, p. 23; Unit 3, p. 33; Unit 4, p. 43; Unit 5, p. 53; Unit 6, p. 63; Unit 7, p. 13; Unit 8, p. 85; Unit 9, p. 95; Unit 10, p. 105; Unit 11, p. 115; Unit 12, p. 125; Unit 13, p. 137; Unit 14, p. 147; Unit 15, p. 157; Unit 16, p. 167; Unit 17, p. 177; Unit 18, p. 187                      Lesson Plan: Practice/Apply—ATE p. T33</p>	<p>Students extend their understanding of the <b>Introducing the Words</b> and <b>Words in Context</b> reading passages by writing their own summary.</p> <p>They are also challenged to use at least three unit words when completing the <b>Write Your Own</b> activity with a partner.</p>
<p><b>Vocabulary for Comprehension: Write Your Own</b>                      Review Units 1-3, p. 35; Review Units 1-6, p. 65; Review Units 7-9, p. 97; Review Units 7-12, p. 127; Review Units 13-15, p. 159; Review Units 13-18, p. 189                      Lesson Plan: Practice/Apply—ATE p. T46</p>	<p>The <b>Write Your Own</b> activity at the end of each <b>Vocabulary for Comprehension</b> 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</p> <p style="text-align: right;"><i>continued</i></p>

## 1.4 Writing

### Range of Writing

#### CC.1.4.4.X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
	<p>expanding on the theme of the passage, expressing feelings about the subject, and relating the passage to personal experience.</p> <p>Students are directed to use at least three words from the previous three units.</p>

## 1.5 Speaking and Listening

### Comprehension and Collaboration: Collaborative Discussion

#### CC.1.5.4.A

Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Definitions</b>                      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                      Lesson Plan: Practice/Apply—ATE p. T28</p>	<p>After learning about the definitions and various elements associated with each word, students work in pairs to complete activities focused on select unit words. These collaborative activities provide additional opportunities for students to interact with the words and enrich understanding.</p>
<p><b>Words in Context: Write Your Own</b>                      Unit 1, p. 13; Unit 2, p. 23; Unit 3, p. 33; Unit 4, p. 43; Unit 5, p. 53; Unit 6, p. 63; Unit 7, p. 75; Unit 8, p. 85; Unit 9, p. 95; Unit 10, p. 105; Unit 11, p. 115; Unit 12, p. 125; Unit 13, p. 137; Unit 14, p. 147; Unit 15, p. 157; Unit 16, p. 167; Unit 17, p. 177; Unit 18, p. 187                      Lesson Plan: Practice/Apply—ATE p. T33</p>	<p>Students have the opportunity to collaborate with a partner in completing the <b>Write Your Own</b> activity that follows the <b>Words in Context</b> reading passage.</p>

## 1.5 Speaking and Listening

### Comprehension and Collaboration: Collaborative Discussion

#### CC.1.5.4.A

Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<b>Word Study</b> Unit 1, p. 14; Unit 2, p. 24; Unit 4, p. 44; Unit 8, p. 86; Unit 10, p. 106; Unit 11, p. 116; Unit 13, p. 138; Unit 16, p. 168; Unit 17, p. 178 Lesson Plan—ATE pp. T34–T39	Collaborative discussion activities for two or more students apply and extend skills presented in many <b>Word Study</b> lessons.
<b>Classifying</b> Review Units 1-6, p. 66, Review Units 7-12, p. 128, Units 13-18, p. 190 Lesson Plan: Follow-Up—ATE p. T47	The <b>Classifying</b> Lesson Plan includes the Word Play activity, in which students make up questions for their partner to answer. Partners then explain their answers.
<b>Addressing Different Learners</b> Differentiating Daily Instruction for Striving Readers and ELL Children, ATE p. T20	Teachers are urged to provide opportunities for oral practice. Striving and/or ELL students work in pairs to complete the unit's exercises. Partners should work at a similar pace and clarify word meaning by discussing their answers.

### Integration of Knowledge and Ideas: Multimedia

#### CC.1.5.4.F

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<b>Definitions</b> 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 Lesson Plan: Practice/Apply—ATE p. T28	As a collaborative activity, students and partners may complete graphic organizers for select words,



## 1.5 Speaking and Listening

### Integration of Knowledge and Ideas: Multimedia

#### CC.1.5.4.F

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Grade 4 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Words in Context</b>                      Unit 1, p. 13; Unit 2, p. 23; Unit 3, p. 33; Unit 4, p. 43; Unit 5, p. 53; Unit 6, p. 63; Unit 7, p. 75; Unit 8, p. 85; Unit 9, p. 95; Unit 10, p. 105; Unit 11, p. 115; Unit 12, p. 125; Unit 13, p. 137; Unit 14, p. 147; Unit 15, p. 157; Unit 16, p. 167; Unit 17, p. 177; Unit 18, p. 187                      Lesson Plan: Follow-Up—ATE p. T33</p>	<p>Students are encouraged to use the graphic organizers, available at SadlierConnect.com, to make connections to the unit words.</p>
<p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Unit 7 Prefixes (un-, in-, im-, non-), p. 76</li> <li>Unit 9 Suffixes (-ion, -tion, -sion, -y, -en), @ SadlierConnect.com</li> </ul> <p>Lesson Plan—ATE p. T36</p>	<p><b>Word Study</b> activities provide opportunities to use multimedia components and visual displays, such as Create a Word Web and Complete a Word Square.</p>
<p><b>Digital Resources</b>                      ATE p. T16</p>	<p>Students may extend learning of unit words with interactive graphic organizers. These include Concept Circle, Word Map, Word Square, and Word Web (available online at SadlierConnect.com).</p>
<p><b>Addressing Different Learners</b>                      Differentiating Daily Instruction for Striving Readers and ELL Children                      ATE p. T20</p>	<p>Key graphic organizers—Concept Circle, Word Map, Word Square, and Word Web—are available at SadlierConnect.com in interactive and static formats. Using graphic organizers is especially important for striving readers and ELL students, as they help learners visualize their words and come to a richer recognition of word meanings.</p>