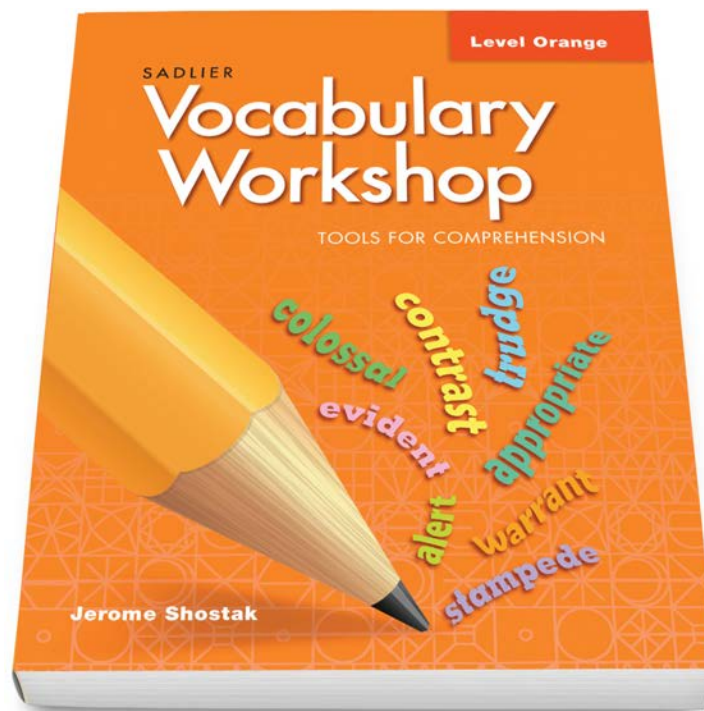


# Vocabulary Workshop

Tools for Comprehension

Correlation to the 2021 Alabama Course of Study  
English Language Arts

**Grade 4**



## GRADE 4 CORRELATED CONTENT

### Recurring Standards

Recurring Standards for Grades 4-5..... 2

### Grade 4 Content Standards

#### Literacy Foundations

Phonics.....	8
Fluency.....	10
Vocabulary.....	12
Comprehension.....	15
Writing.....	19

## Recurring Standards

### RECURRING STANDARDS FOR GRADES 4–6

GRADES 4–5 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS

VOCABULARY WORKSHOP, LEVEL ORANGE/GRADE 4

**Students will:**

- R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

**STUDENT EDITION/TEACHER’S EDITION**

**Definitions**

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—identified by the speech bubbles logo— provide additional opportunities for students to interact with the words and enrich understanding.

- Unit 1, SE pp. 8–9; Unit 2, SE pp. 18–19; Unit 3, SE pp. 28–29; Unit 4, SE pp. 38–39; Unit 5, SE pp. 48–49; Unit 6, SE pp. 58–59; Unit 7–pp. 70–71; Unit 8–pp. 80–81; Unit 9, SE pp. 90–91; Unit 10, SE pp. 100–101; Unit 11, SE pp. 110–111; Unit 12, SE pp. 120–121; Unit 13, SE pp. 132–133; Unit 14, SE pp. 142–143; Unit 15, SE pp. 152–153; Unit 16, SE pp. 162–163; Unit 17, SE pp. 172–173; Unit 18, SE pp. 182–183
- Teaching Notes for the Unit: Definitions, TE p. T28

**Words in Context: Write Your Own**

Students discuss with a partner how to complete the Write Your Own activity that follows the Words in Context reading passage.

- Unit 1, SE p. 13; Unit 2, SE p. 23; Unit 3, SE p. 33; Unit 4, SE p. 43; Unit 5, SE p. 53; Unit 6, SE p. 63; Unit 7, SE p. 75; Unit 8, SE p. 85; Unit 9, SE p. 95; Unit 10, SE p. 105; Unit 11, SE p. 115; Unit 12, SE p. 125; Unit 13, SE p. 137; Unit 14, SE p. 147; Unit 15, SE p. 157; Unit 16, SE p. 167; Unit 17, SE p. 177; Unit 18, SE p. 187
- Teaching Notes for the Unit: Words in Context, TE p. T33

**Word Study**

The speech bubbles logo identifies collaborative discussion activities for two or more students. They take turns asking and answering questions as they apply and extend skills presented in many Word Study lessons.

- Unit 1, SE p. 14; Unit 2, SE p. 24; Unit 4, SE p. 44; Unit 8, SE p. 86; Unit 10, SE p. 106; Unit 11, SE p. 116; Unit 13, SE p. 138; Unit 16, SE p. 168; Unit 17, SE p. 178
- Teaching Notes for the Unit: Word Study, TE pp. T34–T39

**Classifying**

The Classifying Lesson Plan includes the Word Play activity, in which students make up questions for their partner to answer. Partners then explain their answers.

- Review Units 1–6, SE p. 66, Review Units 7–12, SE p. 128, Units 13–18, SE p. 190
- Teaching Notes for the Review: Classifying: Follow-Up, TE p. T47

*continued*

**RECURRING STANDARDS FOR GRADES 4–6**

GRADES 4–5 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	VOCABULARY WORKSHOP, LEVEL ORANGE/GRADE 4
	<p><b>TEACHER’S EDITION</b>  <b>Addressing Different Learners</b>                      Teachers 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.</p> <ul style="list-style-type: none"> <li>• Differentiating Daily Instruction for Striving Readers and ELL Children, TE p. T20</li> </ul>
<p>R2. Use context clues to determine meanings of unfamiliar spoken or written words.</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b>  <b>Introducing the Words</b>                      In Introducing the Words, students read a passage that presents all twelve Unit words in context. A different genre and theme are presented in each passage.                      When reading a passage, students are directed to pay close attention to the context of the highlighted Unit words.</p> <ul style="list-style-type: none"> <li>• Unit 1 “Diary of a Rising Star” (Diary Entries) 610, SE pp. 6–7</li> <li>• Unit 2 “Spring Training: A New Beginning” (Informational Article) 830, SE pp. 16–17</li> <li>• Unit 3 “The Goat Herder and the Wild Goats” (an Aesop Fable) 800, SE pp. 26–27</li> <li>• Unit 4 “The FBI” (Magazine Article) 800, SE pp. 36–37</li> <li>• Unit 5 “Chemistry in Action” (Magazine Article) 820, SE pp. 46–47</li> <li>• Unit 6 “Persephone, Goddess of Springtime” (Greek Myth) 910, SE pp. 56–57</li> <li>• Unit 7 “Let’s Be Healthy!” (Magazine Article) 770, SE pp. 68–69</li> <li>• Unit 8 “Hiking the Appalachian Trail” (Journal Article) 840, SE pp. 78–79</li> <li>• Unit 9 “The King Who Hated Cheese” (Fairy Tale) 700, SE pp. 88–89</li> <li>• Unit 10 “Return of the Wolves” (Magazine Article) 840, SE pp. 98–99</li> <li>• Unit 11 “Blockades Through the Centuries” (Report) 830, SE pp. 108–109</li> <li>• Unit 12 “Extreme Forces of Nature” (Journal Article) 800, SE pp. 118–119</li> <li>• Unit 13 “The United Nations” (Textbook Entry) 870, SE pp. 130–131</li> <li>• Unit 14 “Love Those Bugs!” (Magazine Article) 860, SE pp. 140–141</li> <li>• Unit 15 “The New Puppy” (Realistic Fiction) 660, SE pp. 150–151</li> <li>• Unit 16 “The Last Day of Pompeii” (Historical Nonfiction) 830, SE pp. 160–161</li> <li>• Unit 17 “Odysseus and the Trojan Horse” (Greek Myth) 860, SE pp. 170–171</li> <li>• Unit 18 “Eleanor Roosevelt (Biography) 760, SE pp. 180–181</li> <li>• Teaching Notes for the Unit: Introducing the Words (Unit Reading Passages), TE p. T26</li> </ul> <p style="text-align: right;"><i>continued</i></p>

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

## RECURRING STANDARDS FOR GRADES 4–6

GRADES 4–5 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS

VOCABULARY WORKSHOP, LEVEL ORANGE/GRADE 4

### Synonyms and Antonyms

The Synonyms and Antonyms exercises require students to write the word that has the same or opposite meaning as the boldface word in the given sentence. To complete the exercises, students rely on context clues to find the right synonym or antonym.

- Unit 1, SE p. 10; Unit 2, SE p. 20; Unit 3, SE p. 30; Unit 4, SE p. 40; Unit 5, SE p. 50; Unit 6, SE p. 60; Unit 7, SE p. 72; Unit 8, SE p. 82; Unit 9, SE p. 92; Unit 10, SE p. 102; Unit 11, SE p. 112; Unit 12, SE p. 122; Unit 13, SE p. 134; Unit 14, SE p. 144; Unit 15, SE p. 154; Unit 16, SE p. 164; Unit 17, SE p. 174; Unit 18, SE p. 184
- Teaching Notes for the Unit: Synonyms and Antonyms, TE p. T29

### Completing the Sentence

For each Completing the Sentence exercise, students rely on context clues in order to identify and write the word from the box that best completes the sentence. They learn that one or more context clues in sentences can be before or after the unfamiliar word.

- Unit 1, SE p. 11; Unit 2, SE p. 21; Unit 3, SE p. 31; Unit 4, SE p. 41; Unit 5, SE p. 51; Unit 6, SE p. 61; Unit 7, SE p. 73; Unit 8, SE p. 83; Unit 9, SE p. 93; Unit 10, SE p. 103; Unit 11, SE p. 113; Unit 12, SE p. 123; Unit 13, SE p. 135; Unit 14, SE p. 145; Unit 15, SE p. 155; Unit 16, SE p. 165; Unit 17, SE p. 175; Unit 18, SE p. 185
- Teaching Notes for the Unit: Completing the Sentence, TE p. T30

### Word Associations

Each Word Associations exercise presents a unit word in an abbreviated context. Students then choose which of four options best completes the sentence or answers the question.

- Unit 1, SE p. 12; Unit 2, SE p. 22; Unit 3, SE p. 32; Unit 4, SE p. 42; Unit 5, SE p. 52; Unit 6, SE p. 62; Unit 7, SE p. 74; Unit 8, SE p. 84; Unit 9, SE p. 94; Unit 10, SE p. 104; Unit 11, SE p. 114; Unit 12, SE p. 124; Unit 13, SE p. 136; Unit 14, SE p. 146; Unit 15, SE p. 156; Unit 16, SE p. 166; Unit 17, SE p. 176; Unit 18, SE p. 186
- Teaching Notes for the Unit: Word Associations, TE p. T31

### Words in Context

Students read a short passage related to the topic or theme of the Introducing the Words 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.

- Unit 1 “The Boy Who Invented Earmuffs,” p. 13
- Unit 2 “Baseball and Statistics,” p. 23
- Unit 3 “What Is Herding?,” p. 33
- Unit 4 “FBI Vehicles,” p. 43
- Unit 5 “Annoying Nettles,” p. 53
- Unit 6 “How Glooskap Found Summer,” p. 63
- Unit 7 “Sugar Tax,” p. 75
- Unit 8 “The Pacific Crest Trail,” p. 85
- Unit 9 “Tales as Old as Time,” p. 95

*continued*

## RECURRING STANDARDS FOR GRADES 4–6

GRADES 4–5 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS

VOCABULARY WORKSHOP, LEVEL ORANGE/GRADE 4

- Unit 10 “The Founding of Yellowstone,” p. 105
- Unit 11 “The Blockade of Confederate Ports (1861-1865),” p. 115
- Unit 12 “L. Frank Baum’s Wonderful World,” p. 125
- Unit 13 “World Heritage Sites,” p. 137
- Unit 14 “Bats and Their Diet,” p. 147
- Unit 15 “The Work of a Therapy Dog,” p. 157
- Unit 16 “The Enchanted Garden,” p. 167
- Unit 17 “Who Was Homer?,” p. 177
- Unit 18 “The National Youth Administration,” p. 187
- Teaching Notes for the Unit: Words in Context, TE p. T33

### Word Study: Context Clues

In Context Clues 1, students learn how to recognize and use two types of context clues: Definition and Example. In the second Word Study: Context Clues lesson, they use four: Definition, Example, Restatement, and Contrast.

- Unit 2 Word Study: Context Clues 1, SE p. 24/TE p. T34
- Unit 8 Word Study: Context Clues 2, SE p. 86/TE p. T36

### Word Study

Other Word Study lessons direct students to pay careful attention to context clues when determining the meaning of unfamiliar words.

- Unit 1 Word Study: Dictionary: Homophones, SE p. 14/TE p. T34
- Unit 4 Word Study: Word Families, SE p. 44/TE p. T35
- Unit 5 Word Study: Homographs, SE p. 54/TE p. T35
- Unit 7 Word Study: Prefixes (*un-*, *in-*, *im-*, *non-*), SE p. 76/TE p. T36
- Unit 10 Word Study: Prefixes (*pre-*, *de-*, *il-*, *ir-*), SE p. 106/TE p. T37
- Unit 11 Word Study: Roots (*flec*, *pel*, *ject*), SE p. 116/TE p. T37
- Unit 13 Word Study: Analogies, SE p. 138/TE p. T38
- Unit 14 Word Study: Suffixes (*-ance*, *-ness*, *-able*, *-ible*)/TE p. T38
- Unit 16 Word Study: Prefixes (*dis-*, *re-*, *en-*, *em-*), SE p. 168/TE p. T39
- Unit 17 Word Study: Roots (*struct*, *spect*, *scrib/script*), SE p. 178/TE p. T39

### Vocabulary for Comprehension

Each Vocabulary for Comprehension 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.

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.

- Review Units 1-3 “School Without Books, Just Snow,” pp. 34–35
- Review Units 1-6 “The World’s Largest Flower,” pp. 64–65
- Review Units 7-9 “Why Coyote’s Tail Has a White Tip,” pp. 96–97

*continued*

## RECURRING STANDARDS FOR GRADES 4–6

GRADES 4–5 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	VOCABULARY WORKSHOP, LEVEL ORANGE/GRADE 4
	<ul style="list-style-type: none"> <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> <li>• Teaching Notes for the Review: Vocabulary for Comprehension, TE pp. T45–T46</li> </ul> <p><b>Completing the Idea</b></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> <ul style="list-style-type: none"> <li>• Review Units 1–6, SE p. 67; Review Units 7–12, SE p. 129; Review Units 13–18, SE p. 191</li> <li>• Teaching Notes for the Unit: Completing the Idea, TE p. T48</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Student Practice: Word Study</b></p> <p>Additional Word Study lessons are provided online at SadlierConnect.com. Exercises require students to pay careful attention to context clues when determining the meaning of unfamiliar words.</p> <ul style="list-style-type: none"> <li>• Unit 3 Word Study: Dictionary: Multiple-Meaning Words, Online/TE p. T34</li> <li>• Unit 3 Word Study: Dictionary: Multiple-Meaning Words, Online/TE p. T34</li> <li>• Unit 6 Word Study: Suffixes (<i>-ment, -ity, -ive, -like</i>), Online/TE p. T35</li> <li>• Unit 9 Word Study: Suffixes (<i>-ion, -tion, -sion, -y, -en</i>), Online/TE p. T36</li> <li>• Unit 12 Word Study: Homophones 2, Online/TE p. T37</li> <li>• Unit 15 Word Study: Words Often Confused, Online/TE p. T38</li> <li>• Unit 18 Word Study: Roots (<i>pos, duc/duct, graph</i>), Online/TE p. T39</li> </ul> <p><b>Teacher Resources</b> (each unit)</p> <ul style="list-style-type: none"> <li>• Introducing the Words: Differentiated Passage A shorter version of each Unit Introductory Passage, the printable Differentiated Passages with a lower Lexile® measure are designed for striving readers and ELL students. As with the original version of Introducing the Words, students read a passage that presents all twelve Unit words in context.</li> </ul>
<p>R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.</p>	<p><b>DIGITAL RESOURCES</b></p> <p>Digital Resources for Vocabulary Workshop Level Orange are available to students and teachers at SadlierConnect.com. Students and families may use these digital resources without a username and password.</p> <ul style="list-style-type: none"> <li>• IWords Audio Program Encourage students to listen to each vocabulary word, its definition, and an illustrative sentence that provides modeling and context.</li> <li>• Audio of Introducing the Words Reading Passages Encourage students to track print as they listen to the Unit reading passages.</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## RECURRING STANDARDS FOR GRADES 4–6

GRADES 4–5 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS

VOCABULARY WORKSHOP, LEVEL ORANGE/GRADE 4

- **Differentiated Introducing the Words Reading Passages**  
Provide support for English language learners and striving readers. The differentiated Unit reading passages have lower Lexile® measures and are shorter in length than the Unit reading passages in the Student Edition. Audio versions of differentiated Unit reading passages are also available for students to track print as they listen.
  - **Interactive Activities.**  
Review the Unit vocabulary through fun and engagement.
  - **Interactive Flash Cards.**  
Reinforce word meanings by flipping from the word on the front of the card to the meaning on the back of the card. The interactive flash cards are printable.
  - **Interactive Graphic Organizers.**  
Support and extend learning of Unit words with interactive graphic organizers: Concept Circle, Word Map, Word Square, and Word Web.
  - **Interactive Practice Quizzes.**  
Provide students with feedback on their mastery of the Unit words. Interactive practice quizzes are automatically scored.
  - **Practice Quiz Worksheets.**  
Review Unit words in multiple-choice and passage-based, critical reading formats. Worksheets can also be used as reteaching tools for all learners.
- Vocabulary Workshop: Tools for Comprehension** is also available in a fully interactive format.
- **Interactive Edition (optional purchase)**  
Vocabulary Workshop Interactive Edition provides all of the program’s print components, including the program’s ancillary component (Unit Test Booklet), in a fully interactive online format. Vocabulary Workshop Interactive Edition includes exercises that build academic vocabulary knowledge by using contextual and definitional information and ample practice of Unit words in multiple contexts, including responding to text-based questions.  
Vocabulary Workshop Interactive Edition also provides personalized student learning by allowing teachers to build custom assessments that meet the varying needs of students. Teachers have the ability to adjust instruction and track student progress based on data reports.

## RECURRING STANDARDS FOR GRADES 4–6

GRADES 4–5 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	VOCABULARY WORKSHOP, LEVEL ORANGE/GRADE 4
<p>R5. Identify and explain literary devices in prose and poetry.</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b>  <b>Shades of Meaning</b>                      The Shades of Meaning 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> <ul style="list-style-type: none"> <li>• Unit 1 Similes, SE p. 15/TE p. T40</li> <li>• Unit 2 Adages and Proverbs 1, SE p. 25/TE p. T40</li> <li>• Unit 4 Words That Describe Behavior, SE p. 45/TE p. T40</li> <li>• Unit 5 Words That Name Travelers, SE p. 55/TE p. T41</li> <li>• Unit 7 Metaphors, SE p. 77/TE p. T41</li> <li>• Unit 8 Words That Describe People, SE p. 87/TE p. T41</li> <li>• Unit 10 Idioms 1, SE p. 107/TE p. T42</li> <li>• Unit 11 Word Choice (<i>request, demand, plea, interrogation</i>), SE p. 117/TE p. T42</li> <li>• Unit 13 Word Choice (<i>acquire, receive, purchase, borrow</i>), SE p. 139/TE p. T42</li> <li>• Unit 14 Adages and Proverbs 2, SE p. 149/TE p. T43</li> <li>• Unit 16 Words That Describe Size, SE p. 169/TE p. T43</li> <li>• Unit 17 Idioms 2, SE p. 179/TE p. T43</li> </ul>

## Grade 4 Content Standards

### LITERACY FOUNDATIONS

#### Phonics

GRADE 4 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL ORANGE/GRADE 4
<p><b>Students will:</b></p> <p><b>RECEPTION   READING</b></p> <p>3. Apply knowledge of roots, prefixes, and suffixes to decode unfamiliar multisyllabic words.</p> <p><b>EXPRESSION   WRITING</b></p> <p>3. Apply knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words.</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b>  <b>Words with Latin/Greek Roots</b>                      In Words with Latin/Greek Roots, students study the root of a unit word and apply its meaning to other words.</p> <ul style="list-style-type: none"> <li>• Unit 1 Latin (<i>monstr</i>), SE p. 12</li> <li>• Unit 2 Latin (<i>vac</i>), SE p. 22</li> <li>• Unit 3 Latin (<i>tract</i>), SE p. 32</li> <li>• Unit 4 Latin (<i>tend, tens, tent</i>), SE p. 42</li> <li>• Unit 5 Latin (<i>ponere</i>), SE p. 52</li> <li>• Unit 6 Latin (<i>sta</i>), SE p. 62</li> <li>• Unit 7 Greek (<i>dem</i>), SE p. 74</li> <li>• Unit 8 Latin (<i>serv</i>), SE p. 84</li> <li>• Unit 9 Latin (<i>grad</i>), SE p. 94</li> <li>• Unit 10 Latin (<i>juven</i>), SE p. 104</li> <li>• Unit 11 Latin (<i>cant</i>), SE p. 114</li> <li>• Unit 12 Latin (<i>magn, magni</i>), SE p. 124</li> </ul> <p style="text-align: right;"><i>continued</i></p>



## LITERACY FOUNDATIONS

### Phonics

GRADE 4 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL ORANGE/GRADE 4
	<ul style="list-style-type: none"> <li>• Unit 13 Latin (<i>man, facere</i>), SE p. 136</li> <li>• Unit 14 Latin (<i>domin</i>), SE p. 146</li> <li>• Unit 15 Latin (<i>capt</i>), SE p. 156</li> <li>• Unit 16 Latin (<i>fac, fec</i>), SE p. 166</li> <li>• Unit 17 Latin (<i>struc</i>), SE p. 176</li> <li>• Unit 18 Latin (<i>press</i>), SE p. 186</li> <li>• Teaching Notes for the Unit: Words with Latin/Greek Roots, TE p. T32</li> </ul> <p><b>Word Study</b> In these Word Study activities, students build vocabulary by analyzing word parts, including roots and affixes.</p> <ul style="list-style-type: none"> <li>• Unit 4 Word Study: Word Families, SE p. 44/TE p. T35</li> <li>• Unit 7 Word Study: Prefixes (<i>un-, in-, im-, non-</i>), SE p. 76/TE p. T36</li> <li>• Unit 10 Word Study: Prefixes (<i>pre-, de-, il-, ir-</i>), SE p. 106/TE p. T37</li> <li>• Unit 11 Word Study: Roots (<i>flec, pel, ject</i>), SE p. 116/TE p. T37</li> <li>• Unit 14 Word Study: Suffixes (<i>-ance, -ness, -able, -ible</i>)/TE p. T38</li> <li>• Unit 16 Word Study: Prefixes (<i>dis-, re-, en-, em-</i>), SE p. 168/TE p. T39</li> <li>• Unit 17 Word Study: Roots (<i>struct, spect, scrib/script</i>), SE p. 178/TE p. T39</li> </ul> <p><b>DIGITAL RESOURCES/TEACHER'S EDITION</b> <b>Student Practice: Word Study</b> Additional Word Study lessons on roots, prefixes, and suffixes are provided online at SadlierConnect.com.</p> <ul style="list-style-type: none"> <li>• Unit 6 Word Study: Suffixes (<i>-ment, -ity, -ive, -like</i>), Online/TE p. T35</li> <li>• Unit 9 Word Study: Suffixes (<i>-ion, -tion, -sion, -y, -en</i>), Online/TE p. T36</li> <li>• Unit 18 Word Study: Roots (<i>pos, duc/duct, graph</i>), Online/TE p. T39</li> </ul>

## LITERACY FOUNDATIONS

### Fluency

#### GRADE 4 CONTENT STANDARDS

#### VOCABULARY WORKSHOP, LEVEL ORANGE/GRADE 4

**Students will:**

5. Demonstrate fluency when reading grade-level text and when responding through writing or speaking.

**STUDENT EDITION/TEACHER'S EDITION**

**Introducing the Words**

In Introducing the Words, students read a passage that presents all twelve Unit words in context. A different genre and theme are presented in each passage. Introducing the Words: Differentiated Passage is available online at SadlierConnect.com.

- Unit 1 “Diary of a Rising Star” (Diary Entries) 610, SE pp. 6–7
- Unit 2 “Spring Training: A New Beginning” (Informational Article) 830, SE pp. 16–17
- Unit 3 “The Goat Herder and the Wild Goats” (an Aesop Fable) 800, SE pp. 26–27
- Unit 4 “The FBI” (Magazine Article) 800, SE pp. 36–37
- Unit 5 “Chemistry in Action” (Magazine Article) 820, SE pp. 46–47
- Unit 6 “Persephone, Goddess of Springtime” (Greek Myth) 910, SE pp. 56–57
- Unit 7 “Let’s Be Healthy!” (Magazine Article) 770, SE pp. 68–69
- Unit 8 “Hiking the Appalachian Trail” (Journal Article) 840, SE pp. 78–79
- Unit 9 “The King Who Hated Cheese” (Fairy Tale) 700, SE pp. 88–89
- Unit 10 “Return of the Wolves” (Magazine Article) 840, SE pp. 98–99
- Unit 11 “Blockades Through the Centuries” (Report) 830, SE pp. 108–109
- Unit 12 “Extreme Forces of Nature” (Journal Article) 800, SE pp. 118–119
- Unit 13 “The United Nations” (Textbook Entry) 870, SE pp. 130–131
- Unit 14 “Love Those Bugs!” (Magazine Article) 860, SE pp. 140–141
- Unit 15 “The New Puppy” (Realistic Fiction) 660, SE pp. 150–151
- Unit 16 “The Last Day of Pompeii” (Historical Nonfiction) 830, SE pp. 160–161
- Unit 17 “Odysseus and the Trojan Horse” (Greek Myth) 860, SE pp. 170–171
- Unit 18 “Eleanor Roosevelt (Biography) 760, SE pp. 180–181
- Teaching Notes for the Unit: Introducing the Words (Unit Reading Passages), TE p. T26

*continued*

## LITERACY FOUNDATIONS

### Fluency

GRADE 4 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL ORANGE/GRADE 4
	<p><b>Words in Context</b></p> <p>Students read a short passage related to the topic or theme of the Introducing the Words 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> <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> <li>• Teaching Notes for the Unit: Words in Context, TE p. T33</li> </ul> <p><b>Vocabulary for Comprehension</b></p> <p>Each Vocabulary for Comprehension 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> <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> <li>• Teaching Notes for the Review: Vocabulary for Comprehension, TE pp. T45-T46</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Teacher Resources</b> (each unit)</p> <ul style="list-style-type: none"> <li>• Introducing the Words: Differentiated Passage A shorter version of each Unit Introductory Passage, the printable Differentiated Passages with a lower Lexile® measure are designed for striving readers and ELL students.</li> </ul>

## LITERACY FOUNDATIONS

### Fluency

GRADE 4 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL ORANGE/GRADE 4
<p><b>EXPRESSION   WRITING</b></p> <p>8. Write routinely and independently in response to text.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Words in Context: Write Your Own</b> Given a Write Your Own writing prompt, students respond in writing to the Words in Context reading selection.</p> <ul style="list-style-type: none"> <li>Unit 1, SE p. 13; Unit 2, SE p. 23; Unit 3, SE p. 33; Unit 4, SE p. 43; Unit 5, SE p. 53; Unit 6, SE p. 63; Unit 7, SE p. 13; Unit 8, SE p. 85; Unit 9, SE p. 95; Unit 10, SE p. 105; Unit 11, SE p. 115; Unit 12, SE p. 125; Unit 13, SE p. 137; Unit 14, SE p. 147; Unit 15, SE p. 157; Unit 16, SE p. 167; Unit 17, SE p. 177; Unit 18, SE p. 187</li> <li>Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33</li> </ul> <p><b>Vocabulary for Comprehension: Write Your Own</b> Students write to the prompt after reading the Vocabulary for Comprehension passage.</p> <ul style="list-style-type: none"> <li>Review Units 1-3, SE p. 35; Review Units 1-6, SE p. 65; Review Units 7-9, SE p. 97; Review Units 7-12, SE p. 127; Review Units 13-15, SE p. 159; Review Units 13-18, SE p. 189</li> <li>Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE pp. T45-T46</li> </ul>

### Vocabulary

GRADE 4 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL ORANGE/GRADE 4
<p><b>Students will:</b></p> <p>9. Accurately interpret general academic and domain-specific words and phrases.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Definitions</b> Located immediately after the Unit passage is Definitions, 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.</p> <ul style="list-style-type: none"> <li>Unit 1, SE pp. 8-9; Unit 2, SE pp. 18-19; Unit 3, SE pp. 28-29; Unit 4, SE pp. 38-39; Unit 5, SE pp. 48-49; Unit 6, SE pp. 58-59; Unit 7-pp. 70-71; Unit 8-pp. 80-81; Unit 9, SE pp. 90-91; Unit 10, SE pp. 100-101; Unit 11, SE pp. 110-111; Unit 12, SE pp. 120-121; Unit 13, SE pp. 132-133; Unit 14, SE pp. 142-143; Unit 15, SE pp. 152-153; Unit 16, SE pp. 162-163; Unit 17, SE pp. 172-173; Unit 18, SE pp. 182-183</li> <li>Teaching Notes for the Unit: Definitions: Practice/Apply, Follow-Up (Oral Language), TE p. T28</li> </ul>

## LITERACY FOUNDATIONS

### Vocabulary

GRADE 4 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL ORANGE/GRADE 4
<p><b>RECEPTION   READING</b></p> <p>10. Interpret words and phrases, including figurative language, as they are used in a text.</p>	
<p>a. Explain how specific word choices shape meaning or tone.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b> <b>Shades of Meaning</b> The Shades of Meaning 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> <ul style="list-style-type: none"> <li>• Unit 2 Words That Describe People, SE p. 25/TE p. T40</li> <li>• Unit 7 Words That Express Your Feelings, SE p. 77/TE p. T41</li> <li>• Unit 8 Words That Describe Sounds, SE p. 87/TE p. T41</li> <li>• Unit 11 Words That Name Emotions, SE p. 117/TE p. T42</li> <li>• Unit 13 Word Choice (<i>ally, companion, acquaintance</i>), SE p. 139/TE p. T42</li> <li>• Unit 16 Word Choice (<i>scamper, bolt, stroll, jog</i>), SE p. 169/TE p. T43</li> </ul>
<p>b. Explain how figurative language contributes to the meaning of text, including simile, metaphor, alliteration, personification, hyperbole, and idioms.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b> <b>Shades of Meaning</b> The Shades of Meaning 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> <ul style="list-style-type: none"> <li>• Unit 1 Idioms 1, SE p. 15/TE p. T40</li> <li>• Unit 4 Similes, SE p. 45/TE p. T40</li> <li>• Unit 5 Adages and Proverbs 1, SE p. 55/TE p. T41</li> <li>• Unit 10 Adages and Proverbs 2, SE p. 107/TE p. T42</li> <li>• Unit 14 Idioms 2, SE p. 149/TE p. T43</li> <li>• Unit 17 Metaphors, SE p. 179/TE p. T43</li> </ul>
<p>c. Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b> <b>Synonyms and Antonyms</b> The Synonyms and Antonyms exercises direct students to write the word that has the same or opposite meaning as the boldface word in the given sentence. To complete the exercises, students rely on context clues to find the right synonym or antonym.</p> <ul style="list-style-type: none"> <li>• Unit 1, SE p. 10; Unit 2, SE p. 20; Unit 3, SE p. 30; Unit 4, SE p. 40; Unit 5, SE p. 50; Unit 6, SE p. 60; Unit 7, SE p. 72; Unit 8, SE p. 82; Unit 9, SE p. 92; Unit 10, SE p. 102; Unit 11, SE p. 112; Unit 12, SE p. 122; Unit 13, SE p. 134; Unit 14, SE p. 144; Unit 15, SE p. 154; Unit 16, SE p. 164; Unit 17, SE p. 174; Unit 18, SE p. 184</li> <li>• Teaching Notes for the Unit: Synonyms and Antonyms, TE p. T29</li> </ul> <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Vocabulary

GRADE 4 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL ORANGE/GRADE 4
	<p><b>Word Study</b> In Word Study, students build vocabulary by applying strategies.</p> <ul style="list-style-type: none"> <li>Unit 5 Homographs, SE p. 54/TE p. T35 Some multiple-meaning words are homographs. A homograph is a word with the same spelling as another word, but it has a different meaning and word origin.</li> </ul> <p><b>DIGITAL RESOURCES/TEACHER'S EDITION</b> <b>Student Practice: Word Study</b></p> <ul style="list-style-type: none"> <li>Unit 3 Dictionary: Multiple-Meaning Words, Online/TE p. T35</li> </ul> <p><b>DIGITAL RESOURCES</b> <b>Interactive Activities</b> (each unit)</p> <ul style="list-style-type: none"> <li>Antonyms: Match It!</li> <li>Synonyms: Match It!</li> </ul>
<p><b>EXPRESSION   WRITING</b></p> <p>11. Use commonly misused words correctly in writing. <i>Examples: accept/except; effect/affect; racket/racquet; its/it's; your/you're; our/are; quiet/quit/quite</i></p>	<p><b>DIGITAL RESOURCES</b> <b>Student Practice: Word Study</b></p> <ul style="list-style-type: none"> <li>Unit 15 Word Study: Words Often Confused, Online/TE p. T38</li> </ul>
<p><b>EXPRESSION   SPEAKING</b></p> <p>12. Consult reference materials to find the pronunciation of unknown words and phrases.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b> <b>Definitions</b> Each Unit word is listed in Definitions, which includes phonetic pronunciations, word meanings, and example sentences. Grade-appropriate synonyms and antonyms expand vocabulary.</p> <ul style="list-style-type: none"> <li>Unit 1, SE pp. 8–9; Unit 2, SE pp. 18–19; Unit 3, SE pp. 28–29; Unit 4, SE pp. 38–39; Unit 5, SE pp. 48–49; Unit 6, SE pp. 58–59; Unit 7–pp. 70–71; Unit 8–pp. 80–81; Unit 9, SE pp. 90–91; Unit 10, SE pp. 100–101; Unit 11, SE pp. 110–111; Unit 12, SE pp. 120–121; Unit 13, SE pp. 132–133; Unit 14, SE pp. 142–143; Unit 15, SE pp. 152–153; Unit 16, SE pp. 162–163; Unit 17, SE pp. 172–173; Unit 18, SE pp. 182–183</li> <li>Teaching Notes for the Unit: Definitions, TE p. T28</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Introducing the Words</b></p> <ul style="list-style-type: none"> <li>Teaching Notes for the Unit: Introducing the Words: Preparing to Read, TE p. T26 Introduce the twelve Unit words to students. Read aloud each word, emphasizing correct pronunciation.</li> </ul> <p><b>DIGITAL RESOURCES</b> <b>Student Resources</b> (each unit)</p> <ul style="list-style-type: none"> <li>iWords Audio Program The iWords Audio Program is especially useful for English language learners. Students hear the recommended pronunciation of each Unit word and are given an opportunity to pronounce each Unit word themselves. This program may be downloaded to a cellphone, allowing students to listen multiple times to the recommended</li> </ul> <p style="text-align: right;"><i>continued</i></p>

S and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

## LITERACY FOUNDATIONS

### Vocabulary

GRADE 4 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL ORANGE/GRADE 4
<p><b>EXPRESSION   SPEAKING</b></p> <p>13. Use grade-appropriate general academic and domain-specific words and phrases in presentations and discussions.</p>	<p>pronunciations, definitions, and examples of usage for all taught vocabulary words.</p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Definitions</b></p> <p>To encourage daily use of the Unit words, list them on a Word Wall. Encourage students to use the words in their conversations and discussions.</p> <ul style="list-style-type: none"> <li>Unit 1, SE pp. 8-9; Unit 2, SE pp. 18-19; Unit 3, SE pp. 28-29; Unit 4, SE pp. 38-39; Unit 5, SE pp. 48-49; Unit 6, SE pp. 58-59; Unit 7-pp. 70-71; Unit 8-pp. 80-81; Unit 9, SE pp. 90-91; Unit 10, SE pp. 100-101; Unit 11, SE pp. 110-111; Unit 12, SE pp. 120-121; Unit 13, SE pp. 132-133; Unit 14, SE pp. 142-143; Unit 15, SE pp. 152-153; Unit 16, SE pp. 162-163; Unit 17, SE pp. 172-173; Unit 18, SE pp. 182-183</li> <li>Teaching Notes for the Unit: Definitions: Practice/Apply, Follow-Up (Oral Language), TE p. T28</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Addressing Different Learners</b></p> <p>Provide opportunities for oral practice. Engaging students in actively using the new vocabulary in classroom discussions and conversations allows them to enrich their understanding of the words' meanings and to make connections between words while building their vocabularies.</p> <ul style="list-style-type: none"> <li>Differentiating Daily Instruction for Striving and ELL Students, TE p. T20</li> </ul>

### Comprehension

GRADE 4 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL ORANGE/GRADE 4
<p><b>Students will:</b></p> <p>14. Demonstrate comprehension of literary and informational text by utilizing its content when discussing or writing in response to the text.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Words in Context: Write Your Own</b></p> <p>Given a Write Your Own writing prompt, students respond in writing to the Words in Context reading selection.</p> <ul style="list-style-type: none"> <li>Unit 1, SE p. 13; Unit 2, SE p. 23; Unit 3, SE p. 33; Unit 4, SE p. 43; Unit 5, SE p. 53; Unit 6, SE p. 63; Unit 7, SE p. 13; Unit 8, SE p. 85; Unit 9, SE p. 95; Unit 10, SE p. 105; Unit 11, SE p. 115; Unit 12, SE p. 125; Unit 13, SE p. 137; Unit 14, SE p. 147; Unit 15, SE p. 157; Unit 16, SE p. 167; Unit 17, SE p. 177; Unit 18, SE p. 187</li> <li>Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LITERACY FOUNDATIONS

### Comprehension

GRADE 4 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL ORANGE/GRADE 4
	<p><b>Vocabulary for Comprehension: Write Your Own</b> Students write to the prompt after reading the Vocabulary for Comprehension passage.</p> <ul style="list-style-type: none"> <li>Review Units 1-3, SE p. 35; Review Units 1-6, SE p. 65; Review Units 7-9, SE p. 97; Review Units 7-12, SE p. 127; Review Units 13-15, SE p. 159; Review Units 13-18, SE p. 189</li> <li>Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE pp. T45-T46</li> </ul>
<p><b>RECEPTION   READING</b></p> <p>16. Describe how authors use literary devices and text features to convey meaning in prose, poetry, and drama.</p>	
<p>a. Identify clues in the text to recognize implicit meanings.</p>	<p><b>TEACHER'S EDITION</b> <b>Introducing the Words</b> (Unit Reading Passages)</p> <ul style="list-style-type: none"> <li>Teaching Notes for the Unit: Introducing the Words (Unit Reading Passages), TE p. T26 In During Reading, remind students to pay attention to context clues that can help them figure out the meanings of the words and develop a better understanding of the passage.</li> </ul> <p><b>Vocabulary for Comprehension</b></p> <ul style="list-style-type: none"> <li>Teaching Notes for the Review: Vocabulary for Comprehension, TE p. T45 In Teach: Vocabulary in Context, students focus on using context clues to figure out the meaning of a word. The clues can be in the surrounding sentences, or they can be other words in the sentence.</li> </ul>
<p>b. Apply prior knowledge to textual clues to draw conclusions about the author's meaning.</p>	<p><b>TEACHER'S EDITION</b> <b>Introducing the Words</b> (Unit Reading Passages)</p> <ul style="list-style-type: none"> <li>Teaching Notes for the Unit: Introducing the Words (Unit Reading Passages), TE p. T26 In Preparing to Read: Access Prior Knowledge, ask students prompting questions to help them access their prior knowledge about the theme or topic of the passage. In a class discussion, expand on the topic to help students build background knowledge.</li> <li>Background Information, TE p. T27 As students prepare to read each passage, provide background information about the theme or topic they will encounter. Although some themes will be familiar to students, others will be new and pique their curiosity. Encourage students to make connections to any prior knowledge and to further explore these topics.</li> </ul>



## LITERACY FOUNDATIONS

### Comprehension

GRADE 4 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL ORANGE/GRADE 4
<p>c. Make an inference about the meaning of a text and support it with textual evidence.</p>	<p><b>TEACHER'S EDITION</b> <b>Vocabulary for Comprehension</b> Instructional strategies in the Vocabulary for Comprehension lesson plan focuses on the following reading skills: Identify Main Idea/Details, Vocabulary in Context, and Make Inferences.</p> <ul style="list-style-type: none"> <li>Teaching Notes for the Review: Vocabulary for Comprehension, TE pp. T45–T46</li> </ul>
<p><b>RECEPTION   READING</b></p> <p>20. Use details and examples from a text to indicate what the text explicitly states.</p> <p>a. Interpret facts from an informational article, using details and examples from the text to explain the interpretation.</p> <p>b. List the main questions answered by an informational article.</p> <p><b>RECEPTION   READING</b></p> <p>21. Explain how relevant details support the implied or explicit main idea of a text.</p> <p>a. Determine the central idea or theme of a text.</p> <p>b. Explain the difference between implied and explicit details.</p> <p>c. Summarize the key supporting details by citing evidence from a text.</p>	<p><b>TEACHER'S EDITION</b> <b>Introducing the Words (Unit Reading Passages)</b></p> <ul style="list-style-type: none"> <li>Teaching Notes for the Unit: Introducing the Words (Unit Reading Passages), TE p. T26 In During Reading, guide the class's focus and comprehension by having students answer key questions about the passage. In After Reading, invite students to summarize the passage, then review the answers to the questions that were asked while they were reading.</li> </ul> <p><b>Vocabulary for Comprehension</b> Instructional strategies in the Vocabulary for Comprehension lesson plan focus on the following reading skills: Identify Main Idea/Details, Vocabulary in Context, and Make Inferences.</p> <ul style="list-style-type: none"> <li>Teaching Notes for the Review: Vocabulary for Comprehension, TE pp. T45–T46</li> </ul>
<p><b>RECEPTION   READING</b></p> <p>22. Analyze events, procedures, ideas, or concepts in informational texts, including what happened and why, based on specific information in the text.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b> <b>Vocabulary for Comprehension</b></p> <ul style="list-style-type: none"> <li>Review Units 1-3 "School Without Books, Just Snow," (building an igloo), pp. 34–35</li> <li>Review Units 13-18 "Bower Builders," pp. 188–189</li> <li>Teaching Notes for the Review: Vocabulary for</li> </ul>
<p><b>RECEPTION   READING</b></p> <p>23. Evaluate how text features and structures contribute to the meaning of an informational text.</p>	<p><b>TEACHER'S EDITION</b> <b>Introducing the Words (Unit Reading Passages)</b></p> <ul style="list-style-type: none"> <li>Teaching Notes for the Unit: Introducing the Words (Unit Reading Passages), TE p. T26 During Reading: Discuss any photographs or illustrations, pointing out how students can use the information in these visuals to help them better appreciate the passage.</li> </ul>

## LITERACY FOUNDATIONS

### Comprehension

GRADE 4 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL ORANGE/GRADE 4
<p><b>RECEPTION   READING</b></p> <p>24. Explain how an author uses reasons and evidence to support particular points and claims in an informational text or argument.</p> <p>a. Make text-based inferences to determine possible reasons for an author’s stance.</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b> <b>Vocabulary for Comprehension</b></p> <p>Instructional strategies in the Vocabulary for Comprehension lesson plan focus on the following reading skills: Identify Main Idea/Details, Vocabulary in Context, and Make Inferences.</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> <li>• Teaching Notes for the Review: Vocabulary for Comprehension, TE pp. T45–T46</li> </ul>
<p><b>EXPRESSION   WRITING</b></p> <p>28. Write clear and coherent responses to texts, using explicit or implicit evidence that supports a particular point.</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b> <b>Words in Context: Write Your Own</b></p> <p>In Words in Context: Write Your Own, students write a response to the Words in Context reading selection.</p> <ul style="list-style-type: none"> <li>• Unit 1, SE p. 13; Unit 2, SE p. 23; Unit 3, SE p. 33; Unit 4, SE p. 43; Unit 5, SE p. 53; Unit 6, SE p. 63; Unit 7, SE p. 13; Unit 8, SE p. 85; Unit 9, SE p. 95; Unit 10, SE p. 105; Unit 11, SE p. 115; Unit 12, SE p. 125; Unit 13, SE p. 137; Unit 14, SE p. 147; Unit 15, SE p. 157; Unit 16, SE p. 167; Unit 17, SE p. 177; Unit 18, SE p. 187</li> <li>• Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33</li> </ul> <p><b>Vocabulary for Comprehension: Write Your Own</b></p> <p>Students write to the prompt after reading the Vocabulary for Comprehension passage.</p> <ul style="list-style-type: none"> <li>• Review Units 1-3, SE p. 35; Review Units 1-6, SE p. 65; Review Units 7-9, SE p. 97; Review Units 7-12, SE p. 127; Review Units 13-15, SE p. 159; Review Units 13-18, SE p. 189</li> <li>• Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE pp. T45–T46</li> </ul>

LITERACY FOUNDATIONS

Writing

GRADE 4 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL ORANGE/GRADE 4
<p><b>Students will:</b></p> <p>32. Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, both independently and with support, demonstrating grade-level proficiency.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Words in Context: Write Your Own</b> Given a Write Your Own writing prompt, students respond in writing to the Words in Context reading selection.</p> <ul style="list-style-type: none"> <li>Unit 1, SE p. 13; Unit 2, SE p. 23; Unit 3, SE p. 33; Unit 4, SE p. 43; Unit 5, SE p. 53; Unit 6, SE p. 63; Unit 7, SE p. 13; Unit 8, SE p. 85; Unit 9, SE p. 95; Unit 10, SE p. 105; Unit 11, SE p. 115; Unit 12, SE p. 125; Unit 13, SE p. 137; Unit 14, SE p. 147; Unit 15, SE p. 157; Unit 16, SE p. 167; Unit 17, SE p. 177; Unit 18, SE p. 187</li> <li>Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33</li> </ul> <p><b>Vocabulary for Comprehension: Write Your Own</b> Students write to the prompt after reading the Vocabulary for Comprehension passage.</p> <ul style="list-style-type: none"> <li>Review Units 1-3, SE p. 35; Review Units 1-6, SE p. 65; Review Units 7-9, SE p. 97; Review Units 7-12, SE p. 127; Review Units 13-15, SE p. 159; Review Units 13-18, SE p. 189</li> <li>Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE pp. T45-T46</li> </ul>
<p><b>EXPRESSION   WRITING</b></p> <p>35. Write personal or fictional narratives using a logical plot, transitional words and phrases, sensory details, and dialogue, and providing a sense of closure.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Words in Context: Write Your Own</b> Together with a partner, students extend their understanding of the topic of the Words in Context reading selection while using Unit words in context by completing the Write Your Own activity.</p> <ul style="list-style-type: none"> <li>Unit 1 (describe an imaginary invention), SE p. 13</li> <li>Unit 5 (write a story), SE p. 53</li> <li>Unit 8 (create an imaginary log), SE p. 85</li> <li>Unit 9 (compose a fairy tale), SE p. 95</li> <li>Unit 15 (begin a story about an animal helping a person), SE p. 157</li> <li>Unit 17 (write an imagined biography), SE p. 177</li> <li>Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33</li> </ul>
<p><b>EXPRESSION   WRITING</b></p> <p>36. Write informative or explanatory text about a topic using sources, incorporating academic vocabulary, and including an introduction, facts, details with elaboration, and a conclusion.</p>	<p><b>STUDENT EDITION</b></p> <p><b>Words in Context: Write Your Own</b> Together with a partner, students extend their understanding of the topic of the Words in Context reading selection while using Unit words in context by completing the Write Your Own activity.</p> <ul style="list-style-type: none"> <li>Unit 2 (describe a game), SE p. 23</li> <li>Unit 3 (write a job description), SE p. 33</li> <li>Unit 4 (list investigation questions), SE p. 43</li> <li>Unit 6 (explain why birds sing early in the morning), SE p. 63</li> <li>Unit 7 (draw picture/describe games), SE p. 75</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## LITERACY FOUNDATIONS

### Writing

GRADE 4 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL ORANGE/GRADE 4
	<ul style="list-style-type: none"> <li>• Unit 11 (write about challenges being a blockade runner), SE p. 115</li> <li>• Unit 14 (analysis of opinions of bats), SE p. 147</li> <li>• Unit 16 (tell about an unexpected discovery), SE p. 167</li> <li>• Unit 18 (write a school problem/solution essay), SE p. 187</li> <li>• Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33</li> </ul>
<p><b>EXPRESSION   WRITING</b></p> <p>37. Write an argument to persuade the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from relevant sources, and linking words to connect their argument to the evidence.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <p><b>Words in Context: Write Your Own</b> Together with a partner, students extend their understanding of the topic of the Words in Context reading selection while using Unit words in context by completing the Write Your Own activity.</p> <ul style="list-style-type: none"> <li>• Unit 10 (favorite animal), SE p. 105</li> <li>• Unit 12 (favorite book that became a movie), SE p. 125</li> <li>• Unit 13 (choice for a World Heritage Site), SE p. 137</li> <li>• Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33</li> </ul> <p><b>Vocabulary for Comprehension: Write Your Own</b> The Write Your Own activity at the end of each Vocabulary for Comprehension lesson is an opportunity for students to write on a topic related to the passage. The prompt may ask students to interact with their reading and vocabulary in a variety of ways, including expanding on the theme of the passage, expressing feelings about the subject, and relating the passage to personal experience.</p> <p>Students are directed to use at least three words from the previous three units.</p> <ul style="list-style-type: none"> <li>• Review Units 1-6 (create a persuasive travel brochure), SE p. 65/TE p. T46</li> <li>• Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE pp. T45-T46</li> </ul> <p><b><u>TEACHER'S EDITION</u></b></p> <p><b>Teaching Notes for the Unit</b></p> <ul style="list-style-type: none"> <li>• Words in Context: Write Your Own, TE p. T33</li> </ul>
<p><b>EXPRESSION   WRITING</b></p> <p>38. Compose complete sentences with correct subject-verb agreement, punctuation, and usage.</p>	<p>Students compose complete sentences for several activities, including Words with Latin Roots; Words in Context: Write Your Own; Word Study: Apply; Shades of Meaning: Apply; Vocabulary for Comprehension: Write Your Own.</p>

## LITERACY FOUNDATIONS

### Writing

GRADE 4 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL ORANGE/GRADE 4
<p>d. Use commas, apostrophes, and quotation marks correctly.</p>	<p><b>STUDENT EDITION</b>  <b>Words in Context: Grammar Skill</b>                      Students identify the grammar skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> <li>• Unit 16 Grammar Skill (commas in a series), SE p. 167</li> <li>• Unit 17 Grammar Skill (comma after introductory word), SE p. 177</li> <li>• Unit 18 Grammar Skill (quotation marks), SE p. 187</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Teaching Notes for the Unit</b></p> <ul style="list-style-type: none"> <li>• Words in Context: Grammar Skill, TE p. T33</li> </ul>
<p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Referencing on-page models, students practice correct spelling as they write Unit words for several activities, including Synonyms, Antonyms, Completing the Sentence, Word Study, Shades of Meaning, and Classifying.</p> <p>The complete Word List for this level of the program appears on page 192.</p>
<p><b>EXPRESSION   WRITING</b></p> <p>39. Demonstrate command of the conventions of standard English grammar and usage.</p>	<p><b>STUDENT EDITION</b>  <b>Words in Context: Grammar Skill</b>                      Students identify the grammar skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> <li>• Unit 1 Grammar Skill (exclamatory sentence/exclamation mark), SE p. 13</li> <li>• Unit 2 Grammar Skill (compound sentence), SE p. 23</li> <li>• Unit 3 Grammar Skill (complex sentence), SE p. 33</li> <li>• Unit 4 Grammar Skill (common/proper nouns), SE p. 43</li> <li>• Unit 5 Grammar Skill (possessive noun), SE p. 53</li> <li>• Unit 6 Grammar Skill (irregular plural nouns), SE p. 63</li> <li>• Unit 7 Grammar Skill (add <i>-ed</i> for past tense), SE p. 75</li> <li>• Unit 8 Grammar Skill (main and helping verbs), SE p. 85</li> <li>• Unit 9 Grammar Skill (irregular past tense), SE p. 95</li> <li>• Unit 10 Grammar Skill (demonstrative adjectives), SE p. 105</li> <li>• Unit 11 Grammar Skill (adverbs), SE p. 115</li> <li>• Unit 12 Grammar Skill (prepositions), SE p. 125</li> <li>• Unit 13 Grammar Skill (subject pronoun), SE p. 137</li> <li>• Unit 14 Grammar Skill (object pronoun), SE p. 147</li> <li>• Unit 15 Grammar Skill (possessive pronoun), SE p. 157</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Teaching Notes for the Unit</b></p> <ul style="list-style-type: none"> <li>• Words in Context, TE p. T33</li> </ul>