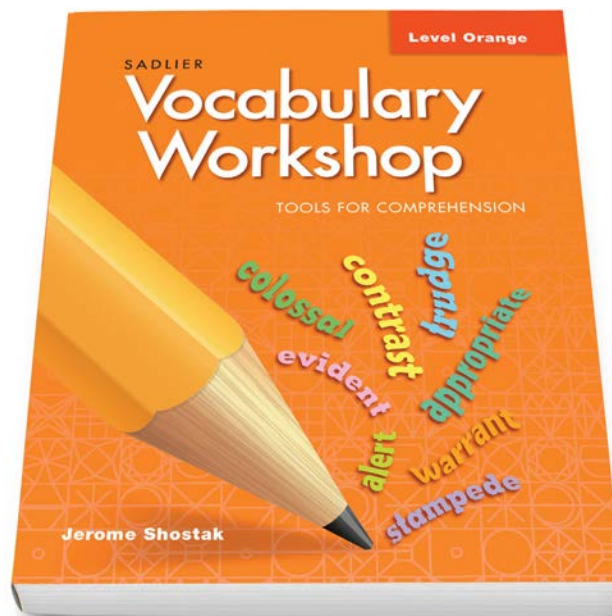


Vocabulary Workshop

Tools for Comprehension

Correlation to the Texas Essential Knowledge and Skills (TEKS)
for English Language Arts and Reading, Adopted 2017

Grade 4



Key Aligned Content

- | | |
|---|---|
| (3) Developing and sustaining foundational language skills—
vocabulary. | 2 |
|---|---|

Additional Aligned Content

- | | |
|--|----|
| (1) Developing and sustaining foundational language skills—
oral language. | 10 |
| (2) Developing and sustaining foundational language skills—
beginning reading and writing. | 11 |
| (4) Developing and sustaining foundational language skills—
fluency. | 13 |
| (5) Developing and sustaining foundational language skills—
self-sustained reading. | 14 |
| (6) Comprehension skills. | 15 |
| (7) Response skills. | 17 |
| (9) Multiple genres—genres. | 18 |
| (10) Author's purpose and craft. | 21 |
| (11) Composition—writing process. | 22 |
| (12) Composition—genres. | 24 |

Key Aligned Content

§110.6. English Language Arts and Reading, Grade 4, Adopted 2017.	
Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Orange / Grade 4
<p>(3) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	
<p>(A) use print or digital resources to determine meaning, syllabication, and pronunciation;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Definitions Located immediately after the unit passage is Definitions, a two-page alphabetical listing of each of the 10 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"> 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 <p>Words with Latin/Greek Roots Students consider a unit word with a Latin or Greek root then examine other words that contain that root. The featured words are presented as abbreviated dictionary entries, including part of speech and definitions.</p> <ul style="list-style-type: none"> 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: Words with Latin/Greek Roots, TE p. T32 <p>Word Study In several Word Study lessons, students look in a dictionary to check meanings and to make sure they have used each word correctly in the lesson assignment. In the Dictionary: Homophones and Multiple-Meaning Words lessons, students use a dictionary to study words that sound alike but have different spellings and meanings, also words with more than one meaning.</p> <ul style="list-style-type: none"> Unit 1 Word Study: Dictionary: Homophones 1, 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 <p style="text-align: right;"><i>continued</i></p>

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- 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 14 Word Study: Suffixes *-ance*, *-ness*, *-able*, *-ible*, SE p. 148/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

Word List

A list of all the words taught in the units of this level of the program is located at the end of the book. The number after each entry indicates the page on which the word is defined.

- SE p. 192

TEACHER'S EDITION

Teaching Notes for the Review: Completing the Idea

Have students keep track of unfamiliar words that they encounter in their reading. For each word, have them consult a dictionary, print or digital, and use prior knowledge to explain its meaning. Have them also include examples, nonexamples, synonyms, and antonyms, if appropriate.

- Expanding Vocabulary, TE p. T48

DIGITAL RESOURCES

Overview

- Pronunciation Key
The pronunciation shows how the word should be spoken and how it is broken into syllables. To find out how to say a unit word, compare the symbols given in the pronunciation with the key provided. The symbols are similar to those used in most standard dictionaries. The accent mark (') shows the syllable in the word that should be stressed or spoken with more force. In Vocabulary Workshop, the accent mark comes after the syllable that should be stressed.

Student Practice: Word Study

Additional Word Study lessons are provided online at SadlierConnect.com. Students are asked to use a print or digital dictionary to check their answers.

- Unit 3 Word Study: Dictionary: Multiple-Meaning Words, SE p. Online/TE p. T34
- Unit 6 Word Study: Suffixes *-ment*, *-ity*, *-ive*, *-like*, Online/TE p. T35
- Unit 9 Word Study: Suffixes *-ion*, *-tion*, *-sion*, *-y*, *-en*, Online/TE p. T36
-

Student Resources (each unit)

- 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

continued

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Orange / Grade 4
	<p>themselves. This program may be downloaded to a cellphone, allowing students to listen multiple times to the recommended pronunciations, definitions, and examples of usage for all taught vocabulary words.</p>
<p>(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p>	<p>STUDENT EDITION/TEACHER'S EDITION Introducing the Words In Introducing the Words, students read a passage that presents all ten 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. 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 (see Digital Resources below).</p> <ul style="list-style-type: none"> • 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 <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)

Vocabulary Workshop, Level Orange / Grade 4

Definitions

In addition to the pronunciation, part(s) of speech, definition, and synonyms and antonyms for each word, students see the word used in the context of an example sentence.

- 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

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

continued

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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,” SE p. 13
- Unit 2 “Baseball and Statistics,” SE p. 23
- Unit 3 “What Is Herding?,” SE p. 33
- Unit 4 “FBI Vehicles,” SE p. 43
- Unit 5 “Annoying Nettles,” SE p. 53
- Unit 6 “How Glooskap Found Summer,” SE p. 63
- Unit 7 “Sugar Tax,” SE p. 75
- Unit 8 “The Pacific Crest Trail,” SE p. 85
- Unit 9 “Tales as Old as Time,” SE p. 95
- Unit 10 “The Founding of Yellowstone,” SE p. 105
- Unit 11 “The Blockade of Confederate Ports (1861-1865),” SE p. 115
- Unit 12 “L. Frank Baum’s Wonderful World,” SE p. 125
- Unit 13 “World Heritage Sites,” SE p. 137
- Unit 14 “Bats and Their Diet,” SE p. 147
- Unit 15 “The Work of a Therapy Dog,” SE p. 157
- Unit 16 “The Enchanted Garden,” SE p. 167
- Unit 17 “Who Was Homer?,” SE p. 177
- Unit 18 “The National Youth Administration,” SE 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

continued

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Vocabulary Workshop, Level Orange / Grade 4

- 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
- Review Units 7-12 “Artist: Faith Ringgold,” pp. 126–127
- Review Units 13-15 “The Catnapper Mystery,” pp. 158–159
- Review Units 13-18 “Bower Builders,” pp. 188–189
- Teaching Notes for the Review: Vocabulary for Comprehension, TE pp. T45–T46

Completing the Idea

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.

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.

- Review Units 1–6, SE p. 67; Review Units 7–12, SE p. 129; Review Units 13–18, SE p. 191
- Teaching Notes for the Unit: Completing the Idea, TE p. T48

DIGITAL RESOURCES

Student Practice: Word Study

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.

- Unit 3 Word Study: Dictionary: Multiple-Meaning Words, Online/TE p. T34
- Unit 6 Word Study: Suffixes (*-ment, -ity, -ive, -like*), Online/TE p. T35
- Unit 9 Word Study: Suffixes (*-ion, -tion, -sion, -y, -en*), Online/TE p. T36
- Unit 12 Word Study: Homophones 2, Online/TE p. T37
- Unit 15 Word Study: Words Often Confused, Online/TE p. T38
- Unit 18 Word Study: Roots (*pos, duc/duct, graph*), Online/TE p. T39

Teacher Resources (each unit)

- 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.

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Texas Essential Knowledge and Skills (TEKS)

Vocabulary Workshop, Level Orange / Grade 4

- (C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and

STUDENT EDITION/TEACHER'S EDITION

Words with Latin/Greek Roots

In Words with Latin/Greek Roots, students study the root of a unit word and apply its meaning to other words.

- Unit 1 Latin (*monstr*), SE p. 12
- Unit 2 Latin (*vac*), SE p. 22
- Unit 3 Latin (prefixes *ad-*, *at-*; root *tract*), SE p. 32
- Unit 4 Latin (prefix *ex-*; roots *tend*, *tens*, *tent*), SE p. 42
- Unit 5 Latin (prefix *ob-*; root *ponere*), SE p. 52
- Unit 6 Latin (prefix *con-*; root *sta*), SE p. 62
- Unit 7 Greek (prefix *epi-*; root *dem*), SE p. 74
- Unit 8 Latin (prefix *re-*; root *serv*), SE p. 84
- Unit 9 Latin (*grad*), SE p. 94
- Unit 10 Latin (*juven*), SE p. 104
- Unit 11 Latin (*cant*), SE p. 114
- Unit 12 Latin (*magn*, *magni*), SE p. 124
- Unit 13 Latin (prefix *man-*; root *facere*), SE p. 136
- Unit 14 Latin (*domin*), SE p. 146
- Unit 15 Latin (*capt*), SE p. 156
- Unit 16 Latin (prefix *ex-*; roots *fac*, *fec*), SE p. 166
- Unit 17 Latin (prefix *con-*; root *struc*), SE p. 176
- Unit 18 Latin (prefix *de-*; root *press*), SE p. 186
- Teaching Notes for the Unit: Words with Latin/Greek Roots, TE p. T32

Word Study

In these Word Study activities, students build vocabulary by analyzing word parts, including roots and affixes.

- Unit 4 Word Study: Word Families, SE p. 44/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 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

DIGITAL RESOURCES/TEACHER'S EDITION

Student Practice: Word Study

Additional Word Study lessons on roots, prefixes, and suffixes are provided online at SadlierConnect.com.

- Unit 6 Word Study: Suffixes (*-ment*, *-ity*, *-ive*, *-like*), Online/TE p. T35
- Unit 9 Word Study: Suffixes (*-ion*, *-tion*, *-sion*, *-y*, *-en*), Online/TE p. T36
- Unit 18 Word Study: Roots (*pos*, *duc/duct*, *graph*), Online/TE p. T39

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<p>(D) identify, use, and explain the meaning of homophones such as reign/rain.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study</p> <ul style="list-style-type: none"> Unit 1 Word Study: Dictionary: Homophones, SE p. 14/TE p. T34 <p><u>DIGITAL RESOURCES/TEACHER'S EDITION</u> Student Practice: Word Study</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"> Unit 12 Word Study: Homophones 2, Online/TE p. T37

Additional Aligned Content

§110.6. English Language Arts and Reading, Grade 4, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Orange / Grade 4
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p>(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p> <p>(B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p> <p>(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and</p> <p>(D) work collaboratively with others to develop a plan of shared responsibilities.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>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.</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <ul style="list-style-type: none"> • Review Units 1–6, SE p. 66, Review Units 7–12, SE p. 128, Units 13–18, SE p. 190 <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> Teaching Notes for the Review: Classifying: Follow-Up, TE p. T47 <p>TEACHER'S EDITION Addressing Different Learners Provide opportunities for oral practice. Have 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"> Differentiating Daily Instruction for Striving Readers and ELL Children, TE p. T20 <p>Teaching Notes for the Unit: Definitions</p> <ul style="list-style-type: none"> Practice/Apply (ask volunteers to read example sentences aloud/pair students for collaborative activities), TE p. T28 Follow-Up: Oral Language (use a Word Wall), TE p. T28 <p>Teaching Notes for the Unit: Word Study</p> <ul style="list-style-type: none"> Unit 6: Follow-Up (Oral Language: Use words in small-group conversations), TE p. T35 Unit 18: Follow-Up (Word Play: Work in small groups), TE p. T39 <p>Teaching Notes for the Review: Vocabulary for Comprehension</p> <ul style="list-style-type: none"> Follow-Up: Oral Language, TE p. T46
<p>(2) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	
<p>(A) demonstrate and apply phonetic knowledge by:</p>	
<p>(iv) decoding words using knowledge of prefixes;</p>	<p>STUDENT EDITION/TEACHER'S EDITION Words with Latin/Greek Roots 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"> Unit 3 Latin (prefixes <i>ad-</i>, <i>at-</i>; root <i>tract</i>), SE p. 32 Unit 4 Latin (prefix <i>ex-</i>; roots <i>tend</i>, <i>tens</i>, <i>tent</i>), SE p. 42 Unit 5 Latin (prefix <i>ob-</i>; root <i>ponere</i>), SE p. 52 Unit 6 Latin (prefix <i>con-</i>; root <i>sta</i>), SE p. 62 Unit 7 Greek (prefix <i>epi-</i>; root <i>dem</i>), SE p. 74 Unit 8 Latin (prefix <i>re-</i>; root <i>serv</i>), SE p. 84 Unit 13 Latin (prefix <i>man-</i>; root <i>facere</i>), SE p. 136 Unit 16 Latin (prefix <i>ex-</i>; roots <i>fac</i>, <i>fec</i>), SE p. 166 <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Orange / Grade 4
	<ul style="list-style-type: none"> Unit 17 Latin (prefix <i>con-</i>; root <i>struc</i>), SE p. 176 Unit 18 Latin (prefix <i>de-</i>; root <i>press</i>), SE p. 186 Teaching Notes for the Unit: Words with Latin/Greek Roots, TE p. T32 <p>Word Study</p> <ul style="list-style-type: none"> Unit 7 Word Study: Prefixes (<i>un-</i>, <i>in-</i>, <i>im-</i>, <i>non-</i>), SE p. 76/TE p. T36 Unit 10 Word Study: Prefixes (<i>pre-</i>, <i>de-</i>, <i>il-</i>, <i>ir-</i>), SE p. 106/TE p. T37 Unit 16 Word Study: Prefixes (<i>dis-</i>, <i>re-</i>, <i>en-</i>, <i>em-</i>), SE p. 168/TE p. T39
(v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> Unit 14 Word Study: Suffixes (<i>-ance</i>, <i>-ness</i>, <i>-able</i>, <i>-ible</i>), SE p. 146/TE p. T38 <p>DIGITAL RESOURCES/TEACHER'S EDITION</p> <p>Student Practice: Word Study</p> <p>Additional Word Study lessons on suffixes are available at SadlierConnect.com.</p> <ul style="list-style-type: none"> Unit 6 Word Study: Suffixes (<i>-ment</i>, <i>-ity</i>, <i>-ive</i>, <i>-like</i>), Online/TE p. T35 Unit 9 Word Study: Suffixes (<i>-ion</i>, <i>-tion</i>, <i>-sion</i>, <i>-y</i>, <i>-en</i>), Online/TE p. T36
(B) demonstrate and apply spelling knowledge by:	
(ii) spelling homophones;	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Word Study</p> <p>Other Word Study lessons direct students to pay careful attention to context clues when determining the meaning of unfamiliar words.</p> <ul style="list-style-type: none"> Unit 1 Word Study: Dictionary: Homophones, SE p. 14/TE p. T34 <p>DIGITAL RESOURCES</p> <p>Student Practice: Word Study</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"> Unit 12 Word Study: Homophones 2, Online/TE p. T37
(v) spelling words using knowledge of prefixes; and	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Words with Latin/Greek Roots</p> <p>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"> Unit 3 Latin (prefixes <i>ad-</i>, <i>at-</i>; root <i>tract</i>), SE p. 32 Unit 4 Latin (prefix <i>ex-</i>; roots <i>tend</i>, <i>tens</i>, <i>tent</i>), SE p. 42 Unit 5 Latin (prefix <i>ob-</i>; root <i>ponere</i>), SE p. 52 <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Orange / Grade 4
	<ul style="list-style-type: none"> Unit 6 Latin (prefix <i>con-</i>; root <i>sta</i>), SE p. 62 Unit 7 Greek (prefix <i>epi-</i>; root <i>dem</i>), SE p. 74 Unit 8 Latin (prefix <i>re-</i>; root <i>serv</i>), SE p. 84 Unit 13 Latin (prefix <i>man-</i>; root <i>facere</i>), SE p. 136 Unit 16 Latin (prefix <i>ex-</i>; roots <i>fac, fec</i>), SE p. 166 Unit 17 Latin (prefix <i>con-</i>; root <i>struc</i>), SE p. 176 Unit 18 Latin (prefix <i>de-</i>; root <i>press</i>), SE p. 186 Teaching Notes for the Unit: Words with Latin/Greek Roots, TE p. T32 <p>Word Study</p> <ul style="list-style-type: none"> Unit 7 Word Study: Prefixes (<i>un-, in-, im-, non-</i>), SE p. 76/TE p. T36 Unit 10 Word Study: Prefixes (<i>pre-, de-, il-, ir-</i>), SE p. 106/TE p. T37 Unit 16 Word Study: Prefixes (<i>dis-, re-, en-, em-</i>), SE p. 168/TE p. T39
(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Word Study</p> <ul style="list-style-type: none"> Unit 14 Word Study: Suffixes (<i>-ance, -ness, -able, -ible</i>), SE p. 146/TE p. T38 <p><u>DIGITAL RESOURCES/TEACHER'S EDITION</u></p> <p>Student Practice: Word Study</p> <p>Additional Word Study lessons on suffixes are available at SadlierConnect.com.</p> <ul style="list-style-type: none"> Unit 6 Word Study: Suffixes (<i>-ment, -ity, -ive, -like</i>), Online/TE p. T35 Unit 9 Word Study: Suffixes (<i>-ion, -tion, -sion, -y, -en</i>), Online/TE p. T36
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	<p><u>STUDENT EDITION</u></p> <p>Reading Passages</p> <p>Vocabulary Workshop Level Orange builds reading comprehension and fluency with reading passages of grade-level text in three lessons—Introducing the Words (each unit), Words in Context (each unit), and Vocabulary for Comprehension (each review).</p> <p><u>TEACHER'S EDITION</u></p> <p>Teaching Notes for the Unit: Introducing the Words</p> <p>Each Introducing the Words reading passage provides an opportunity to monitor student reading fluency.</p> <ul style="list-style-type: none"> During Reading, TE p. T26 Depending on the needs of individual students, assign the passage as independent reading, allow them to read it together as a Read Aloud, or have them listen to the audio version of the passage, available at SadlierConnect.com, while reading. <p><u>DIGITAL RESOURCES</u></p> <p>Reading Passages</p> <p>Available online at SadlierConnect.com are Differentiated Introducing the Words passages. The differentiated passages have lower Lexile®</p> <p style="text-align: right;"><i>continued</i></p>

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	<p>asures and are shorter in length than the unit reading passages in the Student Edition.</p> <p>Also available online is a Practice Worksheet for each unit. Each of these worksheets features a short reading selection. Students read the passage then choose the word that best completes each sentence with a numbered blank.</p>
<p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>	<p>TEACHER'S EDITION Developing Vocabulary Through Literature (TE p. T24) Included in the Teacher's Edition is a list of children's books that are appropriate for independent reading. These titles support a literature-based approach to vocabulary study. Seeing recently studied words in such classic and contemporary literature can reinforce students' appreciation of the value of possessing a strong vocabulary.</p> <ul style="list-style-type: none"> • Avi, <i>The True Confessions of Charlotte Doyle</i> (Historical/Adventure) • Babbit, Natalie, <i>The Search for Delicious</i> (Fantasy/Dictionary Definitions) • Banks, Lynne Reid, <i>The Indian in the Cupboard</i> (Fantasy/Adventure) • Brink, Carol Ryrie, <i>Caddie Woodlawn</i> (Historical/Prairie) • Brittain, Bill, <i>The Wish Giver</i> (Mystery/Suspense) • Burnford, Shirley, <i>The Incredible Journey</i> (Animal/Adventure) • Byars, Betsy, <i>Summer of the Swans</i> (Realistic/Family) • Clement, Andrew, <i>Frindle</i> (Realistic/History of Language) • Conrad, Pam, <i>Our House</i> (Short Stories/Humor/Levittown) • Curtis, Christopher Paul, <i>The Watsons Go to Birmingham—1963</i> (Historical/African American) • Dorris, Michael, <i>Morning Girl</i> (Historical/Native American) • Fitzgerald, John D., <i>The Great Brain</i> (Realistic/Humor) • Fitzhugh, Louise, <i>Harriet the Spy</i> (Realistic/Humor) • George, Jean Craighead, <i>My Side of the Mountain</i> (Adventure/Survival) • Giblin, James, <i>Many Rides of Paul Revere</i> (Nonfiction/Historical/Revolutionary War) • Gipson, Frederick, <i>Old Yeller</i> (Animal/Realistic) • Gray, Lulu, <i>Falcon's Egg</i> (Fantasy/Family) • Hale, Shannon, <i>Princess Academy</i> (Fantasy/Friendship) • Hiassen, Carl, <i>Hoot</i> (Humor/Animal/Environmental) • Jackson, Donna, <i>ER Vets: Life in an Animal Emergency Room</i> (Nonfiction/Animals/Medicine) • Kelly, Jacqueline, <i>The Evolution of Calpurnia Tate</i> (Realistic/Family/Science) • King-Smith, Dick, <i>School Mouse</i> (Animal/Books & Reading) • Konigsburg, E.L., <i>The View from Saturday</i> (Realistic/Language Contest) • Lofting, Hugh, <i>The Story of Doctor Doolittle</i> (Animal/Fantasy/Adventure) • Lord, Betty, <i>Bao In the Year of the Boar and Jackie Robinson</i> (Historical/Chinese American) • Lowry, Lois, <i>Number the Stars</i> (Historical/WWII) <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • MacLachlan, Patricia, <i>Sarah, Plain and Tall</i> (Historical/Prairie), <i>The Facts and Fictions of Minna Pratt</i> (Realistic/Musicians) • Martin, Ann M., <i>A Corner of the Universe</i> (Realistic/Family/Disabilities) • Merrill, Jean, <i>The Pushcart War</i> (Realistic/Humor) • Mohr, Nicholasa, <i>Felita</i> (Realistic/Hispanic) • Murphy, Jim, <i>An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic</i> (Nonfiction/Historical) • Naylor, Phyllis Reynolds, <i>Shiloh</i> (Realistic/Animal) • North, Sterling, <i>Rascal</i> (Autobiography/Animal/Humor) • Norton, Mary, <i>The Borrowers</i> (Fantasy/Family) • Schmidt, Gary, <i>The Wednesday Wars</i> (Realistic/Historical/1960s) • Snyder, Zilpha Keatley, <i>Cat Running</i> (Historical/Great Depression/Dust Bowl) • Steig, William, <i>Dominic</i> (Animal/Humor/Fantasy) • Tate, Eleanor, <i>Thank You, Dr. Martin Luther King, Jr.!</i> (Historical/Realistic) • Taylor, Sidney, <i>All-of-a-Kind</i> (Family Historical Fiction/NYC/Jewish) • Woodson, Jacqueline, <i>Last Summer with Maizon</i> (African American/Friendship/Realistic)
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	
<p>(E) make connections to personal experiences, ideas in other texts, and society;</p>	<p>STUDENT EDITION/TEACHER'S EDITION Vocabulary for Comprehension: Write Your Own The Write Your Own activity at the end of each Vocabulary for Comprehension lesson is an opportunity for students to write on a topic related to the passage. The prompt may ask students to interact with their reading and vocabulary in a variety of ways, including expanding on the theme of the passage, expressing feelings about the subject, and relating the passage to personal experience. Students are directed to use at least three words from the previous three units.</p> <ul style="list-style-type: none"> • Review Units 1-6 (create a persuasive travel brochure), SE p. 65/TE p. T46 • Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE pp. T45-T46 <p>Completing the Idea 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> <ul style="list-style-type: none"> • Review Units 1-6, SE p. 67; Review Units 7-12, SE p. 129; Review Units 13-18, SE p. 191 • Teaching Notes for the Unit: Completing the Idea, TE p. T48

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<p>(F) make inferences and use evidence to support understanding;</p>	<p>STUDENT EDITION Vocabulary for Comprehension Students are asked to make inferences when answering the inferential questions following Vocabulary for Comprehension passages. For example, : “What is the main idea of this passage?” (SE p. 35). • 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</p> <p>TEACHER’S EDITION Teaching Notes for the Review: Vocabulary for Comprehension • Teach: Make Inferences, TE p. T46 Authors do not always state directly everything that happens. Instead, they provide details that allow readers to figure out things for themselves. Making inferences is combining clues or details in the passage with prior knowledge to make logical decisions about events and actions.</p>
<p>(G) evaluate details read to determine key ideas;</p>	<p>STUDENT EDITION Vocabulary for Comprehension Students are asked to identify the main idea of the paragraph or passage, also point out the details that tell about the main idea. For example, “What is the main idea of this passage?” (SE p. 35). • 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</p> <p>TEACHER’S EDITION Teaching Notes for the Review: Vocabulary for Comprehension • Teach: Identify Main Idea/Details, TE p. T45 The main idea of a passage is what the passage is about. It is the most important point that the author makes about a topic or subject. The main idea is often stated at the beginning of the passage. The rest of the passage usually gives details that help explain or support the main idea.</p>
<p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p>TEACHER’S EDITION Teaching Notes for the Unit: Introducing the Words • Preparing to Read: Access Prior Knowledge, TE p. T26 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. • Background Information, TE p. T27 As students prepare to read each Introducing the Words 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.</p> <p style="text-align: right;"><i>continued</i></p>

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	<p>Teaching Notes for the Review: Vocabulary for Comprehension</p> <ul style="list-style-type: none"> Teach: Make Inferences, TE p. T46 <p>Model how to monitor comprehension. Show how you would stop and reread to understand important details or what you might do to clarify confusing parts.</p>
<p>(7) Response skills: listening, speaking, reading, writing, and thinking using texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>	
<p>(A) describe personal connections to a variety of sources, including self-selected texts;</p> <p>(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</p> <p>(C) use text evidence to support an appropriate response;</p> <p>(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p> <p>(F) respond using newly acquired vocabulary as appropriate; and</p> <p>(G) discuss specific ideas in the text that are important to the meaning.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Words in Context: Write Your Own</p> <p>In Words in Context: Write Your Own, students write a response to the Words in Context reading selection, including three recently studied vocabulary words.</p> <ul style="list-style-type: none"> 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 Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33 <p>Vocabulary for Comprehension: Write Your Own</p> <p>Students include at least recently three studied vocabulary words when writing to the prompt following the Vocabulary for Comprehension passage.</p> <p>For example, "You read about Faith Ringgold and her story quilts. You also learned that Tar Beach, one of her story quilts, was based on a real childhood experience. Imagine that you want to make a story quilt about one of your childhood experiences. On a separate sheet of paper, describe what you would include in your story quilt and why. Use at least three words from Units 7-12" (Review Units 7-12, p. 127).</p> <ul style="list-style-type: none"> 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 Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE pp. T45-T46 <p><u>TEACHER'S EDITION</u></p> <p>Teaching Notes for the Unit: Introducing the Words</p> <ul style="list-style-type: none"> After Reading, TE p. T26 <p>Invite students to summarize the passage. Then review the answers to the questions that were asked while they were reading. Encourage students to ask any questions they may have about the passage or the meanings of the words.</p>

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<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	
<p>(A) demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Introducing the Words In Introducing the Words, students read a passage that presents all ten unit words in context. A different genre and theme are presented in each 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 (see Digital Resources below). <ul style="list-style-type: none"> • Unit 3 “The Goat Herder and the Wild Goats” (an Aesop Fable) 800, SE pp. 26–27 • Unit 6 “Persephone, Goddess of Springtime” (Greek Myth) 910, SE pp. 56–57 • Unit 9 “The King Who Hated Cheese” (Fairy Tale) 700, SE pp. 88–89 • Unit 15 “The New Puppy” (Realistic Fiction) 660, SE pp. 150–151 • Unit 17 “Odysseus and the Trojan Horse” (Greek Myth) 860, SE pp. 170–171 • Teaching Notes for the Unit: Introducing the Words (Unit Reading Passages), TE p. T26 Discuss the genre of the passage, and encourage students to name other stories and books they have read in the genre. <u>DIGITAL RESOURCES</u> Teacher Resources (each unit) <ul style="list-style-type: none"> • 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. </p>
<p>(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Shades of Meaning 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. <ul style="list-style-type: none"> • Unit 1 Idioms 1, SE p. 15/TE p. T40 • Unit 4 Similes, SE p. 45/TE p. T40 • Unit 5 Adages and Proverbs 1, SE p. 55/TE p. T41 • Unit 10 Adages and Proverbs 2, SE p. 107/TE p. T42 • Unit 14 Idioms 2, SE p. 149/TE p. T43 • Unit 17 Metaphors, SE p. 179/TE p. T43 </p>

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<p>(D) recognize characteristics and structures of informational text, including:</p> <ul style="list-style-type: none"> (i) the central idea with supporting evidence; (ii) features such as pronunciation guides and diagrams to support understanding; and (iii) organizational patterns such as compare and contrast; 	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Introducing the Words In Introducing the Words, students read a passage that presents all ten unit words in context. A different genre and theme are presented in each 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 (see Digital Resources below).</p> <ul style="list-style-type: none"> • 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 4 “The FBI” (Magazine Article) 800, SE pp. 36–37 • Unit 5 “Chemistry in Action” (Magazine Article) 820, SE pp. 46–47 • 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 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 16 “The Last Day of Pompeii” (Historical Nonfiction) 830, SE pp. 160–161 • Unit 18 “Eleanor Roosevelt (Biography) 760, SE pp. 180–181 • Teaching Notes for the Unit: Introducing the Words (Unit Reading Passages), TE p. T26 <p>Discuss the genre of the passage, and encourage students to name other stories and books they have read in the genre.</p> <p><u>DIGITAL RESOURCES</u> Teacher Resources (each unit)</p> <ul style="list-style-type: none"> • 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.
<p>(F) analyze characteristics of multimodal and digital texts.</p>	<p><u>DIGITAL RESOURCES</u> 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. Student and teacher digital resources available at SadlierConnect.com include:</p> <ul style="list-style-type: none"> • iWords Audio Program Encourage students to listen to each vocabulary word, its definition, and an illustrative sentence that provides modeling and context. <p style="text-align: right;"><i>continued</i></p>

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- Audio of Introducing the Words Reading Passages
Encourage students to track print as they listen to the unit reading passages.
- 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.

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<p>(10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	
<p>(A) explain the author’s purpose and message within a text;</p>	<p>STUDENT EDITION Vocabulary for Comprehension Students are asked to make inferences when answering the inferential questions following Vocabulary for Comprehension passages. Examples: “What is the main idea of this passage?” (SE p. 35); “What does the author mean by the word <i>reflect</i> in paragraph 3? (SE p. 127). • 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</p> <p>TEACHER’S EDITION Teaching Notes for the Review: Vocabulary for Comprehension • Teach: Identify Main Idea/Details, TE p. T46</p>
<p>(C) analyze the author’s use of print and graphic features to achieve specific purposes;</p>	<p>STUDENT EDITION Introducing the Words The Introducing the Words reading selections use several graphic features, including title, genre, illustrations, photos, and captions. In addition, unit study words appear in context in each passage and are highlighted for easy reference. • 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</p>
<p>(D) describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;</p>	<p>STUDENT EDITION/TEACHER EDITION Shades of Meaning These Shades of Meaning activities emphasize the importance of context in determining the meaning of words and phrases used in creative expression. • Unit 1 Idioms 1, SE p. 15/TE p. T40 • Unit 4 Similes, SE p. 45/TE p. T40 • Unit 5 Adages and Proverbs 1, SE p. 55/TE p. T41 • Unit 10 Adages and Proverbs 2, SE p. 107/TE p. T42 • Unit 14 Idioms 2, SE p. 149/TE p. T43 • Unit 17 Metaphors, SE p. 179/TE p. T43</p>

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<p>(F) discuss how the author’s use of language contributes to voice; and</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Shades of Meaning The Shades of Meaning activities help students deepen their understanding of colorful words and phrases that reflect voice in grade-level text.</p> <ul style="list-style-type: none"> • Unit 2 Words That Describe People (<i>stern, generous, gracious, sympathetic</i>), SE p. 25/TE p. T40 • Unit 7 Words That Express Your Feelings (<i>envy, adore, detest, respect</i>), SE p. 77/TE p. T41 • Unit 8 Words That Describe Sounds (<i>clatter, creak, gurgle, rustle</i>), SE p. 87/TE p. T41 • Unit 11 Words That Name Emotions (<i>despair, horror, jubilation, contentment</i>), SE p. 117/TE p. T42 • Unit 13 Word Choice (<i>ally, companion, acquaintance</i>), SE p. 139/TE p. T42 • Unit 16 Word Choice (<i>scamper, bolt, stroll, jog</i>), SE p. 169/TE p. T43
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	
<p>(D) edit drafts using standard English conventions, including:</p>	
<p>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Words in Context: Grammar Skill Students identify the grammar skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> • Unit 2 Grammar Skill (compound sentence), SE p. 23 • Unit 3 Grammar Skill (complex sentence), SE p. 33 • Teaching Notes for the Unit: Words in Context, TE p. T33
<p>(ii) past tense of irregular verbs;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Words in Context: Grammar Skill Students identify the grammar skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> • Unit 7 Grammar Skill (add <i>-ed</i> for past tense), SE p. 75 • Unit 8 Grammar Skill (main and helping verbs), SE p. 85 • Unit 9 Grammar Skill (irregular past tense), SE p. 95 • Teaching Notes for the Unit: Words in Context, TE p. T33

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(iii) singular, plural, common, and proper nouns;	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Words in Context: Grammar Skill Students identify the grammar skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> • Unit 4 Grammar Skill (common/proper nouns), SE p. 43 • Unit 5 Grammar Skill (possessive noun), SE p. 53 • Unit 6 Grammar Skill (irregular plural nouns), SE p. 63 • Teaching Notes for the Unit: Words in Context, TE p. T33
(iv) adjectives, including their comparative and superlative forms;	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Words in Context: Grammar Skill Students identify the grammar skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> • Unit 10 Grammar Skill (demonstrative adjectives), SE p. 105 • Teaching Notes for the Unit: Words in Context, TE p. T33
(v) adverbs that convey frequency and adverbs that convey degree;	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Words in Context: Grammar Skill Students identify the grammar skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> • Unit 11 Grammar Skill (adverbs), SE p. 115 • Teaching Notes for the Unit: Words in Context, TE p. T33
(vi) prepositions and prepositional phrases;	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Words in Context: Grammar Skill Students identify the grammar skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> • Unit 12 Grammar Skill (prepositions), SE p. 125 • Teaching Notes for the Unit: Words in Context, TE p. T33
(vii) pronouns, including reflexive;	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Words in Context: Grammar Skill Students identify the grammar skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> • Unit 13 Grammar Skill (subject pronoun), SE p. 137 • Unit 14 Grammar Skill (object pronoun), SE p. 147 • Unit 15 Grammar Skill (possessive pronoun), SE p. 157 • Teaching Notes for the Unit: Words in Context, TE p. T33
(ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities;	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Words in Context: Grammar Skill Students identify the grammar skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> • Unit 18 Grammar Skill (capitalize first word of a quotation/quotation marks), SE p. 187 • Teaching Notes for the Unit: Words in Context, TE p. T33

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<p>(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Words in Context: Grammar Skill Students identify the grammar skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> • Unit 1 Grammar Skill (exclamatory sentence/exclamation mark), SE p. 13 • Unit 16 Grammar Skill (comma in a series), SE p. 167 • Unit 17 Grammar Skill (comma after introductory word), SE p. 177 • Unit 18 Grammar Skill (capitalize first word of a quotation/quotation marks), SE p. 187 • Teaching Notes for the Unit: Words in Context, TE p. T33
<p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	
<p>(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft;</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Words in Context: Write Your Own 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"> • Unit 1 (describe an imaginary invention), SE p. 13 • Unit 5 (write a story), SE p. 53 • Unit 8 (create an imaginary log), SE p. 85 • Unit 9 (compose a fairy tale), SE p. 95 • Unit 15 (begin a story about an animal helping a person), SE p. 157 • Unit 17 (write an imagined biography), SE p. 177 • Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33 <p>Vocabulary for Comprehension: Write Your Own 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"> • Review Units 7-9 (make up a folktale about how something in nature came to be), SE p. 97 • Review Units 13-15 (write a mystery), SE p. 159 • Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE pp. T45-T46

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- (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;

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Words in Context: Write Your Own

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.

- Unit 2 (describe a game), SE p. 23
- Unit 3 (write a job description), SE p. 33
- Unit 4 (list investigation questions), SE p. 43
- Unit 6 (explain why birds sing early in the morning), SE p. 63
- Unit 7 (draw picture/describe games), SE p. 75
- Unit 11 (write about challenges being a blockade runner), SE p. 115
- Unit 14 (analysis of opinions of bats), SE p. 147
- Unit 16 (tell about an unexpected discovery), SE p. 167
- Unit 18 (write a school problem/solution essay), SE p. 187
- Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33

Vocabulary for Comprehension: Write Your Own

The Write Your Own activity at the end of each Vocabulary for Comprehension lesson is an opportunity for students to write on a topic related to the passage. The prompt may ask students to interact with their reading and vocabulary in a variety of ways, including expanding on the theme of the passage, expressing feelings about the subject, and relating the passage to personal experience.

Students are directed to use at least three words from the previous three units.

- Review Units 1-3 (provide directions for building something), SE p. 35
- Review Units 1-6 (describe a flower or plant), SE p. 65
- Review Units 7-12 (describe a story quilt), SE p. 127
- Review Units 13-18 (describe materials that could be used to build a bower), SE pp. 189
- Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE pp. T45-T46

- (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and

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Words in Context: Write Your Own

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.

- Unit 10 (favorite animal), SE p. 105
- Unit 12 (favorite book that became a movie), SE p. 125
- Unit 13 (choice for a World Heritage Site), SE p. 137
- Teaching Notes for the Unit: Words in Context: Write Your Own, TE p. T33

Vocabulary for Comprehension: Write Your Own

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

continued

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	<p>with their reading and vocabulary in a variety of ways, including expanding on the theme of the passage, expressing feelings about the subject, and relating the passage to personal experience. Students are directed to use at least three words from the previous three units.</p> <ul style="list-style-type: none"> • Review Units 1-6 (create a persuasive travel brochure), SE p. 65/TE p. T46 • Teaching Notes for the Review: Vocabulary for Comprehension: Write Your Own, TE pp. T45-T46