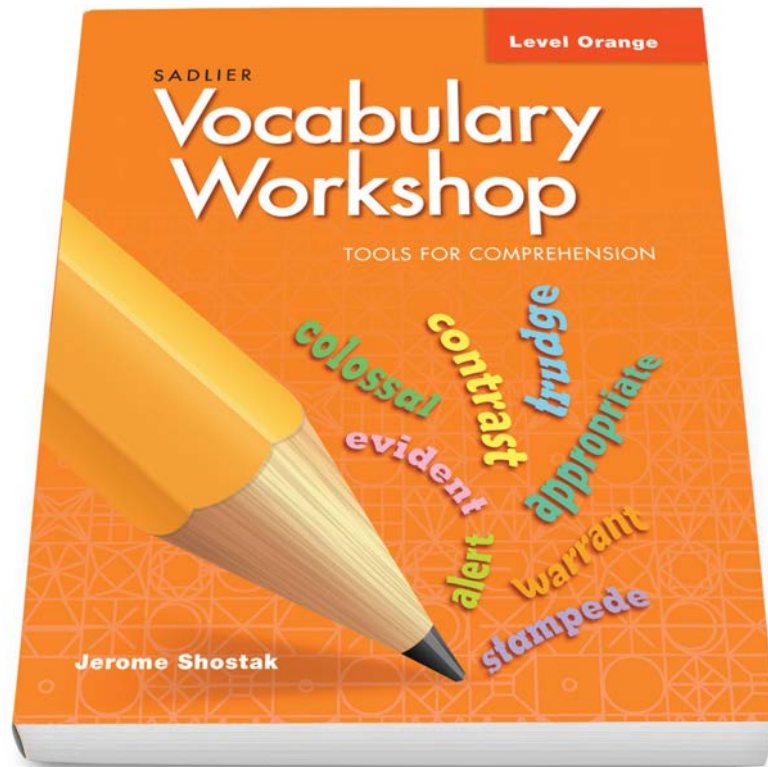


Vocabulary Workshop

Tools for Comprehension

Correlation to the North Carolina English Language Arts
Standard Course of Study

Grade 4



Key Aligned Content

Language Standards: Vocabulary Acquisition and Use 2

Additional Aligned Content

Reading Standards for Literature 10

Reading Standards for Informational Text 14

Reading Foundational Skills 19

Writing Standards 23

Speaking and Listening Standards 26

Language Standards 29

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Key Aligned Content

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

Vocabulary Acquisition and Use

L.4.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies: **context clues**, **word parts**, **word relationships**, and **reference materials**.

CONTEXT CLUES

STUDENT EDITION/TEACHER'S EDITION

Introducing the Words

Introducing the Words is a reading passage at the beginning of each Unit that presents all twelve highlighted Unit study words in context.

- Unit 1, SE pp. 6–7; Unit 2, SE pp. 16–17; Unit 3, SE pp. 26–27; Unit 4, SE pp. 36–37; Unit 5, SE pp. 46–47; Unit 6, SE pp. 56–57; Unit 7, SE pp. 68–69; Unit 8, SE pp. 78–79; Unit 9 SE pp. 88–89; Unit 10 SE pp. 98–99; Unit 11 SE pp. 108–109; Unit 12, SE pp. 118–119; Unit 13, SE pp. 130–131; Unit 14, SE pp. 140–141; Unit 15, SE pp. 150–151; Unit 16, SE pp. 160–161; Unit 17, SE pp. 170–171; Unit 18, SE pp. 180–181
- Teaching Notes: Introducing the Words—TE p. T26

Definitions

After examining the pronunciation, part of speech, and definition for each word, students see the word in the context of one or more example sentences.

- 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, SE pp. 70–71; Unit 8, SE 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: 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 phrase. 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: 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: Completing the Sentence—TE p. T30

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LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

Vocabulary Acquisition and Use

continued

L.4.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: **context clues**, **word parts**, **word relationships**, and **reference materials**.

continued

continued

CONTEXT CLUES (*continued*)

STUDENT EDITION/TEACHER'S EDITION

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: 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, 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. 135; 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: Words in Context—TE p. T33

Word Study: Context Clues

In **Context Clues 1**, students learn about two types of context clues: definition and example. In **Context Clues 2**, they study the following types of context clues: 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, SE p. 14/TE p. T34; Unit 4, SE p. 44/TE p. T35; Unit 5, SE p. 54/TE p. T35; Unit 7, SE p. 76/TE p. T36; Unit 10, SE p. 106/TE p. T37; Unit 11, SE p. 116/TE p. T37; Unit 13, SE p. 136/TE p. T38; Unit 14, SE p. 148/TE p. T38; Unit 16, SE p. 168/TE p. T39; Unit 17, SE p. 178/TE p. T39

DIGITAL RESOURCES*/TEACHER'S EDITION

Word Study

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

- Unit 3, Online/TE p. T34; Unit 6, Online/TE p. T35; Unit 9, Online/TE p. T36; Unit 12, Online/TE p. T37; Unit 15, Online/TE p. T38; Unit 18, Online/TE p. T39

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LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

Vocabulary Acquisition and Use

continued

L.4.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: **context clues**, **word parts**, **word relationships**, and **reference materials**.

continued

continued

CONTEXT CLUES (*continued*)

STUDENT EDITION/TEACHER'S EDITION

Shades of Meaning

Students learn to appreciate subtle differences of meanings of related words by examining their use in context.

- Unit 1, SE p. 15/TE p. T40; Unit 2, SE p. 25/TE p. T40; Unit 4, SE p. 45/TE p. T40; Unit 5, SE p. 55/TE p. T41; Unit 7, SE p. 77/TE p. T41; Unit 8, SE p. 87/TE p. T41; Unit 10, SE p. 107/TE p. T42; Unit 11, SE p. 117/TE p. T42; Unit 13, SE p. 137/TE p. T42; Unit 14, SE p. 149/TE p. T43; Unit 16, SE p. 169/TE p. T43; Unit 17, SE p. 179/TE p. T43

Vocabulary for Comprehension

Each **Vocabulary for Comprehension** passage incorporates several of the words taught in the prior three units, followed by vocabulary-in-context questions.

- Review Units 1-3, SE pp. 34-35; Review Units 1-6, SE pp. 64-65; Review Units 7-9 SE pp. 96-97; Review Units 7-12, SE pp. 126-127; Review Units 13-15, SE pp. 158-159; Review Units 13-18, SE pp. 188-189
- Teaching Notes: 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: Completing the Idea—TE p. T48

WORD PARTS

STUDENT EDITION

Words with Latin/Greek Roots

In **Words with Latin/Greek Roots**, students examine the root or affix 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

continued

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

Vocabulary Acquisition and Use

continued

L.4.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: **context clues**, **word parts**, **word relationships**, and **reference materials**.

continued

continued

WORD PARTS (*continued*)

TEACHER'S EDITION

Words with Latin/Greek Roots

- Teaching Notes: Words with Latin/Greek Roots—TE p. T32

STUDENT EDITION/TEACHER'S EDITION

Word Study

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

- Unit 7 Prefixes (*un-*, *in-*, *im-*, *non-*)—SE p. 76/TE p. T36
- Unit 10 Prefixes (*pre-*, *de-*, *il-*, *ir-*)—SE p. 106/TE p. T37
- Unit 11 Roots (*ec*, *pel*, *ject*)—SE p. 166/TE p. T37
- Unit 14 Suffixes (*-ance*, *-ness*, *-able*, *-ible*)—SE p. 148/TE p. T38
- Unit 16 Prefixes (*dis-*, *re-*, *en-*, *em-*)—SE p. 168/TE p. T39
- Unit 10 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 available at SadlierConnect.com.

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

WORD RELATIONSHIPS

STUDENT EDITION/TEACHER'S EDITION

Definitions

For each of the twelve Unit study words, students examine the pronunciation, part(s) of speech, definition(s), and example sentences. **Also listed are word synonyms and antonyms.**

- 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, SE pp. 70–71; Unit 8, SE 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: Definitions—TE p. T28

Synonyms and Antonyms

The **Synonyms** and **Antonyms** exercises focus on word relationships. Students read each phrase and consider each choice before choosing their answer. Next, they write the word that has the same or opposite meaning as the boldface word in the given phrase.

- 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: Synonyms and Antonyms—TE p. T29

continued

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

Vocabulary Acquisition and Use

continued

L.4.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: **context clues**, **word parts**, **word relationships**, and **reference materials**.

continued

continued

WORD RELATIONSHIPS (*continued*)

STUDENT EDITION/TEACHER'S EDITION

Shades of Meaning

In the **Shades of Meaning** lessons, students deepen their understanding of word meanings by examining relationships between related words, relying on context to help explain subtle differences in meaning.

- Unit 1, SE p. 14/TE p. T40; Unit 2, SE p. 24/TE p. T40; Unit 4, SE p. 44/TE p. T40; Unit 5, SE p. 54/TE p. T41; Unit 7, SE p. 76/TE p. T41; Unit 8, SE p. 86/TE p. T41; Unit 10, SE p. 106/TE p. T42; Unit 11, SE p. 116/TE p. T42; Unit 13, SE p. 136/TE p. T42; Unit 14, SE p. 148/TE p. T43; Unit 16, SE p. 168/TE p. T43; Unit 17, SE p. 178/TE p. T43

Classifying

For the **Classifying** activity, students look for a relationship among a group of words and choose the word that may be considered a member of the group. Students then explain the relationship.

- Review Units 1–6—SE p. 66; Review Units 7–12—SE p. 128; Units 13–18—SE p. 190
- Teaching Notes: Classifying—TE p. T47

DIGITAL RESOURCES*/TEACHER'S EDITION

Student Practice

Word Study

Students figure out the relationship between the first two words in order to identify the second pair of words that completes the analogy.

- Unit 13 Analogies—SE p. 138/TE p. T38

REFERENCE MATERIALS

STUDENT EDITION/TEACHER'S EDITION

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.

- 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, SE pp. 70–71; Unit 8, SE 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: Definitions—TE p. T28

Words with Latin/Greek Roots

Students consider a unit word with a Latin/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.

- 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: Words with Latin/Greek Roots—TE p. T32

continued

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

Vocabulary Acquisition and Use

<i>continued</i>	<i>continued</i>
<p>L.4.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p>	<p style="text-align: center;">REFERENCE MATERIALS (<i>continued</i>)</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study Students use a dictionary to distinguish between words that sound alike but have different spellings and meanings. • Unit 1 Dictionary: Homophones 1—SE p. 14/TE p. T34</p> <p><u>DIGITAL RESOURCES*/TEACHER'S EDITION</u> Student Practice Word Study The Unit 3 Word Study lesson focuses on using a dictionary to study words with more than one meaning. • Unit 3 Dictionary: Multiple-Meaning Words—Online/TE p. T34</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study For these other Word Study activities, students use a print or digital dictionary. • Unit 4, SE p. 44/TE p. T35; Unit 5, SE p. 54/TE p. T35; Unit 7, SE p. 76/TE p. T36; Unit 10, SE p. 106/TE p. T37; Unit 14, SE p. 148/TE p. T38; Unit 16, SE p. 168/TE p. T39; Unit 17, SE p. 178/TE p. T39</p> <p><u>DIGITAL RESOURCES*/TEACHER'S EDITION</u> Student Practice Word Study For these online Word Study lessons, students use a dictionary to check spellings and meanings to make sure they have used each word correctly in the lesson assignment. • Unit 6, Online/TE p. T35; Unit 9, Online/TE p. T36</p> <p><u>STUDENT EDITION</u> Word List An alphabetized 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</p>
<p>L.4.5 Demonstrate understanding of nuances in word meanings.</p>	
<p>a. Explain the meaning of simple similes and metaphors in context.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Shades of Meaning Included in the Teacher's Edition for this activity is a three-part lesson plan: Teach, Practice/Apply, Follow-Up. • Unit 4 Similes—SE p. 45/TE p. T40 • Unit 17 Metaphors—SE p. 179/TE p. T43</p>
<p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</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. • Unit 1 Idioms 1—SE p. 15/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</p>

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

Vocabulary Acquisition and Use

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

STUDENT EDITION/TEACHER'S EDITION

Vocabulary Workshop: Tools for Comprehension

In **Level Orange** of *Vocabulary Workshop: Tools for Comprehension*, students are introduced to 216 carefully selected, high-utility words, many of which are drawn from academic vocabulary word lists relevant to students' reading. Mastery of these words promotes word consciousness and, together with practice in vocabulary strategies, leads to improved reading and writing skills and improved performance on standardized tests.

For each Unit, activities that increase student knowledge of academic, domain-appropriate, grade-level vocabulary and their ability to infer the meaning of grade-level text include—

- **Introducing the Words** (reading selection)
- **Definitions**
- **Synonyms**
- **Antonyms**
- **Completing the Sentence**
- **Word Associations**
- **Words with Latin/Greek Roots**
- **Words in Context** (reading selection)
 - **Write Your Own**
- **Word Study**
- **Shades of Meaning**

After every three Units, review activities include—

- **Vocabulary for Comprehension** (reading selection)
 - **Write Your Own**
- **Classifying**
- **Completing the Idea**

The end-of-book Word List includes all the words taught and used in the Units of this book. The number after each entry indicates the page on which the word is defined.

- **Level Orange Word List**—SE p. 192

DIGITAL RESOURCES*

Digital Resources for each Unit of **Level Orange** of *Vocabulary Workshop: Tools for Comprehension* are available to students and teachers at SadlierConnect.com. Students and families may use these digital resources without a username and password.

Instruction

- **Introducing the Words: Audio Version**
 Encourage students to track print as they listen to the Unit reading passages.

Additional Practice

- **Practice Quizzes**
 Automatically scored interactive practice quizzes provide students with feedback on their mastery of the Unit words. The quizzes are also available in a printable version (PDF).

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continued

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

Vocabulary Acquisition and Use

continued

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

continued

DIGITAL RESOURCES* (continued)

Additional Practice (continued)

• **Practice Worksheets**

In printable format only (PDF), the Practice Worksheets mirror the format of the Unit Practice Quizzes. In Part 1, students choose the word that means the same, or about the same, as the underlined Unit word. In Part 2, they answer vocabulary-in-context questions after reading the short passage. Worksheets can also be used as reteaching tools for all learners.

Interactive Activities

Students review the Unit vocabulary through fun and engagement.

- **Antonyms: Match It!**
- **Synonyms: Match It!**
- **What's the Word?**
- **Word Search**

Interactive Graphic Organizers

Support and extend learning of Unit words with interactive graphic organizers.

- **Concept Circle**
- **Word Map**
- **Word Square**
- **Word Web**

Student Resources

• **iWords Audio Program**

Encourage students to listen to each vocabulary word, its definition, and an illustrative sentence that provides modeling and context.

• **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.

Teacher Resources

• **Introducing the Words: Abridged**

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.

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.

Additional Aligned Content

READING STRAND

Reading Standards for Literature

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

Key Ideas and Evidence

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

STUDENT EDITION

Introducing the Words: Reading Selections

Introducing the Words is a reading passage at the beginning of each Unit that presents all twelve highlighted Unit study words in context.

- Unit 1, “Diary of a Rising Star” (Diary Entries)—SE pp. 6–7; Unit 3, “The Goat Herder and the Wild Goats” (an Aesop Fable)—SE pp. 26–27; Unit 6, “Persephone, Goddess of Springtime” (Greek Myth)—SE pp. 56–57; Unit 9, “The King Who Hated Cheese” (Fairy Tale)—SE pp. 88–89; Unit 15, “The New Puppy” (Realistic Fiction)—SE pp. 150–151; Unit 17, “Odysseus and the Trojan Horse” (Greek Myth)—SE pp. 170–171

TEACHER’S EDITION

Introducing the Words

Guide the class’s focus and comprehension by having students answer key questions about the passage.

- Teaching Notes: Introducing the Words—TE p. T26

STUDENT EDITION

Vocabulary for Comprehension

In **Vocabulary for Comprehension**, students read a passage that incorporates six of the words taught in the prior three units. After reading, students discuss questions based on the passage.

- Review Units 7-9, “Why Coyote’s Tail Has a White Tip”—SE pp. 96–97; Review Units 13-15, “The Catnapper Mystery”—SE pp. 158–159

TEACHER’S EDITION

Vocabulary for Comprehension

Help students determine the main idea of the passage. Guide them in making inferences by combining clues or details in the passage with prior knowledge to make logical decisions about events and actions.

- Teaching Notes: Vocabulary for Comprehension—TE pp. T45–T46

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

STUDENT EDITION

Introducing the Words: Reading Selections

Introducing the Words is a reading passage at the beginning of each Unit that presents all twelve highlighted Unit study words in context.

- Unit 1, “Diary of a Rising Star” (Diary Entries)—SE pp. 6–7; Unit 3, “The Goat Herder and the Wild Goats” (an Aesop Fable)—SE pp. 26–27; Unit 6, “Persephone, Goddess of Springtime” (Greek Myth)—SE pp. 56–57; Unit 9, “The King Who Hated Cheese” (Fairy Tale)—SE pp. 88–89; Unit 15, “The New Puppy” (Realistic Fiction)—SE pp. 150–151; Unit 17, “Odysseus and the Trojan Horse” (Greek Myth)—SE pp. 170–171

TEACHER’S EDITION

Introducing the Words

Ask students prompting questions to help them access their prior knowledge about the theme or topic of the passage. Invite students to summarize the passage.

- Teaching Notes: Introducing the Words—TE p. T26

READING STRAND

Reading Standards for Literature

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

Key Ideas and Evidence

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

STUDENT EDITION/TEACHER'S EDITION

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 5 (write a story)—SE p. 53; 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: Words in Context: Write Your Own—TE p. T33

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

Craft and Structure

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.

STUDENT EDITION/TEACHER'S EDITION

Introducing the Words

Introducing the Words is a reading passage at the beginning of each Unit that presents all twelve highlighted Unit study words in context. Use context clues to help determine the meanings of the words as they relate to the passage.

- Unit 1, "Diary of a Rising Star" (Diary Entries)—SE pp. 6–7; Unit 3, "The Goat Herder and the Wild Goats" (an Aesop Fable)—SE pp. 26–27; Unit 6, "Persephone, Goddess of Springtime" (Greek Myth)—SE pp. 56–57; Unit 9, "The King Who Hated Cheese" (Fairy Tale)—SE pp. 88–89; Unit 15, "The New Puppy" (Realistic Fiction)—SE pp. 150–151; Unit 17, "Odysseus and the Trojan Horse" (Greek Myth)—SE pp. 170–171
- Teaching Notes: Introducing the Words—TE p. T26

Vocabulary for Comprehension

Each **Vocabulary for Comprehension** passage incorporates several of the words taught in the prior three units, followed by vocabulary-in-context questions.

- Review Units 7–9, "Why Coyote's Tail Has a White Tip"—SE pp. 96–97; Review Units 13–15, "The Catnapper Mystery"—SE pp. 158–159
- Teaching Notes: Vocabulary for Comprehension—TE pp. T45–T46

RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.

This expectation is beyond the scope of a supplemental vocabulary development program.

RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

This expectation is beyond the scope of a supplemental vocabulary development program.

READING STRAND

Reading Standards for Literature

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

Integration of Ideas and Analysis

<p>RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Introducing the Words Discuss any photographs or illustrations, pointing out how students can use the information in these visuals to help them better appreciate the passage.</p> <ul style="list-style-type: none"> Unit 1, "Diary of a Rising Star" (Diary Entries)—SE pp. 6-7; Unit 3, "The Goat Herder and the Wild Goats" (an Aesop Fable)—SE pp. 26-27; Unit 6, "Persephone, Goddess of Springtime" (Greek Myth)—SE pp. 56-57; Unit 9, "The King Who Hated Cheese" (Fairy Tale)—SE pp. 88-89; Unit 15, "The New Puppy" (Realistic Fiction)—SE pp. 150-151; Unit 17, "Odysseus and the Trojan Horse" (Greek Myth)—SE pp. 170-171 Teaching Notes: Introducing the Words—TE p. T26
<p>RL.4.8 Not applicable to literature.</p>	
<p>RL.4.9 Compare and contrast the use of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</p>	<p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p>

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

Range of Reading and Level of Complexity

<p>RL.4.10 By the end of grade 4, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Introducing the Words: Reading Selections Guide the class's focus and comprehension by having students answer key questions about the passage. 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> <ul style="list-style-type: none"> Unit 1 "Diary of a Rising Star" (Diary Entries) 610L—SE pp. 6-7; Unit 3 "The Goat Herder and the Wild Goats" (an Aesop Fable) 800L—SE pp. 26-27; Unit 6 "Persephone, Goddess of Springtime" (Greek Myth) 910L—SE pp. 56-57; Unit 9 "The King Who Hated Cheese" (Fairy Tale) 700L—SE pp. 88-89; Unit 15 "The New Puppy" (Realistic Fiction) 660L—SE pp. 150-151; Unit 17 "Odysseus and the Trojan Horse" (Greek Myth) 860L—SE pp. 170-171 Teaching Notes: Introducing the Words—TE p. T26
	<p>Vocabulary for Comprehension Each Vocabulary for Comprehension passage incorporates several of the words taught in the prior three units, followed by comprehension and vocabulary-in-context questions.</p> <ul style="list-style-type: none"> Review Units 7-9, "Why Coyote's Tail Has a White Tip"—SE pp. 96-97; Review Units 13-15, "The Catnapper Mystery"—SE pp. 158-159 Teaching Notes: Vocabulary for Comprehension—TE pp. T45-T46 <p style="text-align: right;"><i>continued</i></p>

READING STRAND

Reading Standards for Literature

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

Range of Reading and Level of Complexity

continued

RL.4.10 By the end of grade 4, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

continued

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.

- Avi, *The True Confessions of Charlotte Doyle* (Historical/ Adventure)
- Babbit, Natalie, *The Search for Delicious* (Fantasy/Dictionary Definitions)
- Banks, Lynne Reid, *The Indian in the Cupboard* (Fantasy/ Adventure)
- Brink, Carol Ryrie, *Caddie Woodlawn* (Historical/Prairie)
- Brittain, Bill, *The Wish Giver* (Mystery/Suspense)
- Burnford, Shirley, *The Incredible Journey* (Animal/Adventure)
- Byars, Betsy, *Summer of the Swans* (Realistic/Family)
- Clement, Andrew, *Frindle* (Realistic/History of Language)
- Conrad, Pam, *Our House* (Short Stories/Humor/Levittown)
- Curtis, Christopher Paul, *The Watsons Go to Birmingham—1963* (Historical/ African American)
- Dorris, Michael, *Morning Girl* (Historical/Native American)
- Fitzgerald, John D., *The Great Brain* (Realistic/Humor)
- Fitzhugh, Louise, *Harriet the Spy* (Realistic/Humor)
- George, Jean Craighead, *My Side of the Mountain* (Adventure/Survival)
- Giblin, James, *Many Rides of Paul Revere* (Nonfiction/ Historical/ Revolutionary War)
- Gipson, Frederick, *Old Yeller* (Animal/Realistic)
- Gray, Lulu, *Falcon's Egg* (Fantasy/Family)
- Hale, Shannon, *Princess Academy* (Fantasy/Friendship)
- Hiassen, Carl, *Hoot* (Humor/Animal/Environmental)
- Jackson, Donna, *ER Vets: Life in an Animal Emergency Room* (Nonfiction/ Animals/Medicine)
- Kelly, Jacqueline, *The Evolution of Calpurnia Tate* (Realistic/ Family/ Science)
- King-Smith, Dick, *School Mouse* (Animal/Books & Reading)
- Konigsburg, E.L., *The View from Saturday* (Realistic/Language Contest)
- Lofting, Hugh, *The Story of Doctor Doolittle* (Animal/Fantasy/ Adventure)
- Lord, Betty, *Bao In the Year of the Boar and Jackie Robinson* (Historical/ Chinese American)
- Lowry, Lois, *Number the Stars* (Historical/WWII)
- MacLachlan, Patricia, *Sarah, Plain and Tall* (Historical/Prairie); *The Facts and Fictions of Minna Pratt* (Realistic/Musicians)
- Martin, Ann M., *A Corner of the Universe* (Realistic/Family/ Disabilities)
- Merrill, Jean, *The Pushcart War* (Realistic/Humor)
- Mohr, Nicholasa, *Felita* (Realistic/Hispanic)
- Murphy, Jim, *An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic* (Nonfiction/Historical)
- Naylor, Phyllis Reynolds, *Shiloh* (Realistic/Animal)
- North, Sterling, *Rascal* (Autobiography/Animal/Humor)
- Norton, Mary, *The Borrowers* (Fantasy/Family)
- Schmidt, Gary, *The Wednesday Wars* (Realistic/ Historical/1960s)
- Snyder, Zilpha Keatley, *Cat Running* (Historical/Great Depression/Dust Bowl)
- Steig, William, *Dominic* (Animal/Humor/Fantasy)
- Tate, Eleanor, *Thank You, Dr. Martin Luther King, Jr.!* (Historical/Realistic)
- Taylor, Sidney, *All-of-a-Kind* (Family Historical Fiction/NYC/ Jewish)
- Woodson, Jacqueline, *Last Summer with Maizon* (African American/ Friendship/Realistic)

READING STRAND

Reading Standards for Informational Text

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

Key Ideas and Evidence

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

STUDENT EDITION

Introducing the Words: Reading Selections

Introducing the Words is a reading passage at the beginning of each Unit that presents all twelve highlighted Unit study words in context.

- Unit 2, “Spring Training: A New Beginning” (Informational Article)—SE pp. 16–17; Unit 4, “The FBI” (Magazine Article)—SE pp. 36–37; Unit 5, “Chemistry in Action” (Magazine Article)—SE pp. 46–47; Unit 7, “Let’s Be Healthy!” (Magazine Article)—SE pp. 68–69; Unit 8, “Hiking the Appalachian Trail” (Journal Article)—SE pp. 78–79; Unit 10, “Return of the Wolves” (Magazine Article)—SE pp. 98–99; Unit 11, “Blockades Through the Centuries” (Report)—SE pp. 108–109; Unit 12, “Extreme Forces of Nature” (Journal Article)—SE pp. 118–119; Unit 13, “The United Nations” (Textbook Entry)—SE pp. 130–131; Unit 14, “Love Those Bugs!” (Magazine Article)—SE pp. 140–141; Unit 16, “The Last Day of Pompeii” (Historical Nonfiction)—SE pp. 160–161; Unit 18, “Eleanor Roosevelt (1884–1962)” (Biography)—SE pp. 180–181

TEACHER’S EDITION

Introducing the Words

Guide the class’s focus and comprehension by having students answer key questions about the passage. 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.

- Teaching Notes: Introducing the Words—TE p. T26

STUDENT EDITION

Vocabulary for Comprehension

In **Vocabulary for Comprehension**, students read a passage that incorporates six of the words taught in the prior three Units. After reading, students ask and answer questions based on the passage.

- Review Units 1-3 “School Without Books, Just Snow”—SE pp. 34–35; Review Units 1-6 “The World’s Largest Flower”—SE pp. 64–65; Review Units 7-12 “Artist: Faith Ringgold”—SE pp. 126–127; Review Units 13-18 “Bower Builders”—SE pp. 188–189

TEACHER’S EDITION

Vocabulary for Comprehension

Guide students in making inferences by combining clues or details in the passage with prior knowledge to make logical decisions about events and actions.

- Teaching Notes: Vocabulary for Comprehension—TE pp. T45–T46

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STUDENT EDITION

Vocabulary for Comprehension

In **Vocabulary for Comprehension**, students read a passage that incorporates six of the words taught in the prior three Units. After reading, students ask and answer questions based on the passage.

- Review Units 1-3, “Monkey Business” (monkeys who help people)—SE pp. 34–35; Review Units 1-6, “Nellie Bly: Star Reporter”—SE pp. 64–65; Review Units 7-9, “Pants as Good as Gold” (Levi Strauss)—SE pp. 96–97; Review Units 13-15, “An Amazing Creature” (loggerhead turtles)—SE pp. 158–159;

TEACHER’S EDITION

Vocabulary for Comprehension

Model how to identify the main idea and supporting details.

- Teaching Notes: Vocabulary for Comprehension—TE pp. T45–T46

READING STRAND

Reading Standards for Informational Text

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

Key Ideas and Evidence

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

This expectation is beyond the scope of a supplemental vocabulary development program.

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

Craft and Structure

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

STUDENT EDITION

Introducing the Words: Reading Selections

Introducing the Words is a reading passage at the beginning of each Unit that presents all twelve highlighted Unit study words in context.

- Unit 2, “Spring Training: A New Beginning” (Informational Article)—SE pp. 16–17; Unit 4, “The FBI” (Magazine Article)—SE pp. 36–37; Unit 5, “Chemistry in Action” (Magazine Article)—SE pp. 46–47; Unit 7, “Let’s Be Healthy!” (Magazine Article)—SE pp. 68–69; Unit 8, “Hiking the Appalachian Trail” (Journal Article)—SE pp. 78–79; Unit 10, “Return of the Wolves” (Magazine Article)—SE pp. 98–99; Unit 11, “Blockades Through the Centuries” (Report)—SE pp. 108–109; Unit 12, “Extreme Forces of Nature” (Journal Article)—SE pp. 118–119; Unit 13, “The United Nations” (Textbook Entry)—SE pp. 130–131; Unit 14, “Love Those Bugs!” (Magazine Article)—SE pp. 140–141; Unit 16, “The Last Day of Pompeii” (Historical Nonfiction)—SE pp. 160–161; Unit 18, “Eleanor Roosevelt (1884–1962)” (Biography)—SE pp. 180–181

TEACHER’S EDITION

Introducing the Words

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. Return to each of the highlighted words in the passage. Discuss context clues and the meanings of the words as they relate to the passage.

- Teaching Notes: Introducing the Words—TE p. T26

STUDENT EDITION

Words in Context

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

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READING STRAND

Reading Standards for Informational Text

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY	VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4
<i>Craft and Structure</i>	
<i>continued</i>	<i>continued</i>
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<p>TEACHER'S EDITION</p> <p>Words in Context 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. Return to each of the highlighted words in the passage. Discuss context clues and the meanings of the words as they relate to the passage.</p> <ul style="list-style-type: none"> Teaching Notes: Words in Context—TE p. T33
RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	<i>This expectation is beyond the scope of a supplemental vocabulary development program.</i>
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<i>This expectation is beyond the scope of a supplemental vocabulary development program.</i>
NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY	VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

<i>Integration of Ideas and Analysis</i>	
RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	<p>STUDENT EDITION</p> <p>Introducing the Words: Reading Selections Introducing the Words is a reading passage at the beginning of each Unit that presents all twelve highlighted Unit study words in context.</p> <ul style="list-style-type: none"> Unit 2, “Spring Training: A New Beginning” (Informational Article)—SE pp. 16–17; Unit 4, “The FBI” (Magazine Article)—SE pp. 36–37; Unit 5, “Chemistry in Action” (Magazine Article)—SE pp. 46–47; Unit 7, “Let’s Be Healthy!” (Magazine Article)—SE pp. 68–69; Unit 8, “Hiking the Appalachian Trail” (Journal Article)—SE pp. 78–79; Unit 10, “Return of the Wolves” (Magazine Article)—SE pp. 98–99; Unit 11, “Blockades Through the Centuries” (Report)—SE pp. 108–109; Unit 12, “Extreme Forces of Nature” (Journal Article)—SE pp. 118–119; Unit 13, “The United Nations” (Textbook Entry)—SE pp. 130–131; Unit 14, “Love Those Bugs!” (Magazine Article)—SE pp. 140–141; Unit 16, “The Last Day of Pompeii” (Historical Nonfiction)—SE pp. 160–161; Unit 18, “Eleanor Roosevelt (1884–1962)” (Biography)—SE pp. 180–181 <p>TEACHER'S EDITION</p> <p>Introducing the Words Discuss any photographs or illustrations, pointing out how students can use the information in these visuals to help them better appreciate the passage.</p> <ul style="list-style-type: none"> Teaching Notes: Introducing the Words—TE p. T26
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	<i>This expectation is beyond the scope of a supplemental vocabulary development program.</i>
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<i>This expectation is beyond the scope of a supplemental vocabulary development program.</i>

READING STRAND

Reading Standards for Informational Text

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

Range of Reading and Level of Complexity

RI.4.10 By the end of grade 4, read and understand informational texts within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

STUDENT EDITION/TEACHER'S EDITION

Introducing the Words: Reading Selections

Guide the class's focus and comprehension by having students answer key questions about the passage. 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.

- Unit 2 "Spring Training: A New Beginning" (Informational Article) 830L—SE pp. 16–17; Unit 4 "The FBI" (Magazine Article) 800L—SE pp. 36–37; Unit 5 "Chemistry in Action" (Magazine Article) 820L—SE pp. 46–47; Unit 7 "Let's Be Healthy!" (Magazine Article) 770L—SE pp. 68–69; Unit 8 "Hiking the Appalachian Trail" (Journal Article) 840L—SE pp. 78–79; Unit 10 "Return of the Wolves" (Magazine Article) 840L—SE pp. 98–99; Unit 11 "Blockades Through the Centuries" (Report) 830L—SE pp. 108–109; Unit 12 "Extreme Forces of Nature" (Journal Article) 800L—SE pp. 118–119; Unit 13 "The United Nations" (Textbook Entry) 870L—SE pp. 130–131; Unit 14 "Love Those Bugs!" (Magazine Article) 860L—SE pp. 140–141; Unit 16 "The Last Day of Pompeii" (Historical Nonfiction) 830L—SE pp. 160–161; Unit 18 "Eleanor Roosevelt (Biography) 760L—SE pp. 180–18

TEACHER'S EDITION

Introducing the Words

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.

- Teaching Notes: Introducing the Words—TE p. T26
- Background Information—TE p. T27

STUDENT EDITION/TEACHER'S EDITION

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 "Fox in Folklore"—SE p. 13; Unit 2 "The Long and Surprising History of the Electric Car"—SE p. 23; Unit 3 "How Earth Day Began"—SE p. 33; Unit 4 "Once Upon A Time"—SE p. 43; Unit 5 "Space Suits"—SE p. 53; Unit 6 "Archaeology"—SE p. 63; Unit 7 "Independence Hall"—SE p. 75; Unit 8 "The Art of Chinese Calligraphy"—SE p. 85; Unit 9 "The Problem of Food Waste"—SE p. 95; Unit 10 "Hans Christian Andersen's FairTales"—SE p. 105; Unit 11 "The Strait of Magellan"—SE p. 115; Unit 12 "Where Do Wild Tigers Live?"—SE p. 125; Unit 13 "Special Olympics"—SE p. 137; Unit 14 "Flying with Bessie Coleman"—SE p. 147; Unit 15 "Whales, Dolphins, and Porpoises"—SE p. 157; Unit 16 "All About Rain Forests"—SE p. 167; Unit 17 "Exploring the Nile"—SE p. 177; Unit 18 "Boomtowns and Ghost Towns"—SE p. 187
- Teaching Notes: Words in Context—TE p. T33

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READING STRAND

Reading Standards for Informational Text

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

*Range of Reading and Level of Complexity**continued*

RI.4.10 By the end of grade 4, read and understand informational texts within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

*continued***STUDENT EDITION****Vocabulary for Comprehension**

In **Vocabulary for Comprehension**, students read a passage that incorporates six of the words taught in the prior three Units. After reading, students ask and answer questions based on the passage.

- Review Units 1-3 “School Without Books, Just Snow”—SE pp. 34–35; Review Units 1-6 “The World’s Largest Flower”—SE pp. 64–65; Review Units 7-12 “Artist: Faith Ringgold”—SE pp. 126–127; Review Units 13-18 “Bower Builders”—SE pp. 188–189

TEACHER’S EDITION**Vocabulary for Comprehension**

Guide students in making inferences by combining clues or details in the passage with prior knowledge to make logical decisions about events and actions.

- Teaching Notes: Vocabulary for Comprehension—TE pp. T45–T46

READING FOUNDATIONAL SKILLS

Reading Standards for Foundational Skills

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

Phonics and Word Recognition

RF.4.4 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.

STUDENT EDITION

Words with Latin/Greek Roots

Students see how learning about Latin/Greek roots can help them unlock the meanings of English words derived from Latin and Greek roots.

- Unit 1 Latin (*monstr*)—SE p. 12
- Unit 2 Latin (*vac*)—SE p. 22
- Unit 3 Latin (*tract*)—SE p. 32
- Unit 4 Latin (*tend, tens, tent*)—SE p. 42
- Unit 5 Latin (*ponere*)—SE p. 52
- Unit 6 Latin (*sta*)—SE p. 62
- Unit 7 Greek (*dem*)—SE p. 74
- Unit 8 Latin (*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 (*man, facere*)—SE p. 136
- Unit 14 Latin (*domin*)—SE p. 146
- Unit 15 Latin (*capt*)—SE p. 156
- Unit 16 Latin (*fac, fec*)—SE p. 166
- Unit 17 Latin (*struc*)—SE p. 176
- Unit 18 Latin (*press*)—SE p. 186

TEACHER'S EDITION

Words with Latin/Greek Roots

- Teaching Notes: Words with Latin/Greek Roots—TE p. T32

STUDENT EDITION/TEACHER'S EDITION

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

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

- Unit 6 Word Study: Suffixes (*ment, -ity, -ive, -like*)—Online/TE p. T35
- Unit 6 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

READING FOUNDATIONAL SKILLS

Reading Standards for Foundational Skills

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

Fluency

<p>RF.4.5 Read with sufficient accuracy and fluency to support comprehension.</p>	
<p>a. Read on-level text with purpose and understanding.</p>	<p>STUDENT EDITION Introducing the Words: Reading Selections</p> <ul style="list-style-type: none"> Unit 1 “Diary of a Rising Star” (Diary Entries) 610L—SE pp. 6–7; Unit 2 “Spring Training: A New Beginning” (Informational Article) 830L—SE pp. 16–17; Unit 3 “The Goat Herder and the Wild Goats” (an Aesop Fable) 800L—SE pp. 26–27; Unit 4 “The FBI” (Magazine Article) 800L—SE pp. 36–37; Unit 5 “Chemistry in Action” (Magazine Article) 820L—SE pp. 46–47; Unit 6 “Persephone, Goddess of Springtime” (Greek Myth) 910L—SE pp. 56–57; Unit 7 “Let’s Be Healthy!” (Magazine Article) 770L—SE pp. 68–69; Unit 8 “Hiking the Appalachian Trail” (Journal Article) 840L—SE pp. 78–79; Unit 9 “The King Who Hated Cheese” (Fairy Tale) 700L—SE pp. 88–89; Unit 10 “Return of the Wolves” (Magazine Article) 840L—SE pp. 98–99; Unit 11 “Blockades Through the Centuries” (Report) 830L—SE pp. 108–109; Unit 12 “Extreme Forces of Nature” (Journal Article) 800L—SE pp. 118–119; Unit 13 “The United Nations” (Textbook Entry) 870L—SE pp. 130–131; Unit 14 “Love Those Bugs!” (Magazine Article) 860L—SE pp. 140–141; Unit 15 “The New Puppy” (Realistic Fiction) 660L—SE pp. 150–151; Unit 16 “The Last Day of Pompeii” (Historical Nonfiction) 830L—SE pp. 160–161; Unit 17 “Odysseus and the Trojan Horse” (Greek Myth) 860L—SE pp. 170–171; Unit 18 “Eleanor Roosevelt” (Biography) 760L—SE pp. 180–181 <p>TEACHER’S EDITION Introducing the Words: Reading Selections Guide the class’s focus and comprehension by having students answer key questions about the passage. 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> <ul style="list-style-type: none"> Teaching Notes: Introducing the Words—TE p. T26
<p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><i>Teacher observation.</i></p>
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION Introducing the Words: Reading Selections Introducing the Words is a reading passage at the beginning of each Unit that presents all twelve highlighted Unit study words in context.</p> <ul style="list-style-type: none"> Unit 1, SE pp. 6–7; Unit 2, SE pp. 16–17; Unit 3, SE pp. 26–27; Unit 4, SE pp. 36–37; Unit 5, SE pp. 46–47; Unit 6, SE pp. 56–57; Unit 7, SE pp. 68–69; Unit 8, SE pp. 78–79; Unit 9 SE pp. 88–89; Unit 10 SE pp. 98–99; Unit 11 SE pp. 108–109; Unit 12, SE pp. 118–119; Unit 13, SE pp. 130–131; Unit 14, SE pp. 140–141; Unit 15, SE pp. 150–151; Unit 16, SE pp. 160–161; Unit 17, SE pp. 170–171; Unit 18, SE pp. 180–181 Teaching Notes: Introducing the Words—TE p. T26 <p style="text-align: right;"><i>continued</i></p>

READING FOUNDATIONAL SKILLS

Reading Standards for Foundational Skills

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

Fluency

continued

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

continued

continued

STUDENT EDITION/TEACHER'S EDITION

Definitions

After examining the pronunciation, part of speech, and definition for each word, students see the word in the context of one or more example sentences.

- 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, SE pp. 70–71; Unit 8, SE 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: 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 phrase. 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: Synonyms and Antonyms—TE p. T29

Completing the Sentence

For **Completing the Sentence** exercises, students rely on context clues in order to identify and write the word from the box that best completes the sentence.

- 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: 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: 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, 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. 135; 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: Words in Context—TE p. T33

continued

READING FOUNDATIONAL SKILLS

Reading Standards for Foundational Skills

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

Fluency

continued

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

continued

STUDENT EDITION/TEACHER'S EDITION

Word Study: Context Clues

In **Context Clues 1**, students learn that sometimes a sentence will provide a context clue in the form of a definition of the unknown word. In the second **Word Study: Context Clues** lesson, they learn to look for definitions and examples.

- 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, SE p. 14/TE p. T34; Unit 4, SE p. 44/TE p. T35; Unit 5, SE p. 54/TE p. T35; Unit 7, SE p. 76/TE p. T36; Unit 7, SE p. 76/TE p. T36; Unit 10, SE p. 106/TE p. T37; Unit 11, SE p. 116/TE p. T37; Unit 13, SE p. 136/TE p. T38; Unit 14, SE p. 148/TE p. T38; Unit 16, SE p. 168/TE p. T39; Unit 17, SE p. 178/TE p. T39

DIGITAL RESOURCES*/TEACHER'S EDITION

Word Study

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

- Unit 3, Online/TE p. T34; Unit 6, Online/TE p. T34; Unit 9, Online/TE p. T34; Unit 12, Online/TE p. T34; Unit 15, Online/TE p. T34; Unit 18, Online/TE p. T34

STUDENT EDITION/TEACHER'S EDITION

Shades of Meaning

Students learn to appreciate subtle differences of meanings of related words by examining their use in context.

- Unit 1, p. 14/TE p. T40; Unit 2, p. 14/TE p. T40; Unit 4, p. 24/TE p. T40; Unit 5, p. 44/TE p. T41; Unit 7, p. 54/TE p. T41; Unit 8, p. 86/TE p. T41; Unit 10, p. 106/TE p. T42; Unit 11, p. 116/TE p. T42; Unit 13, p. 136/TE p. T42; Unit 14, p. 148/TE p. T43; Unit 16, p. 158/TE p. T43; Unit 17, p. 168/TE p. T43

Vocabulary for Comprehension

Each **Vocabulary for Comprehension** passage incorporates several of the words taught in the prior three units, followed by vocabulary-in-context questions.

- Review Units 1-3, SE pp. 34-35; Review Units 1-6, SE pp. 64-65; Review Units 7-9 SE pp. 96-97; Review Units 7-12, SE pp. 126-127; Review Units 13-15, SE pp. 158-159; Review Units 13-18, SE pp. 188-189
- Teaching Notes: 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: Completing the Idea—TE p. T48

WRITING STRAND

Writing Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

Text Types, Purposes, and Publishing

- W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Organize information and ideas around a topic to plan and prepare to write.
 - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - Provide reasons that are supported by facts and details.
 - Link opinion and reasons using words and phrases.
 - Provide a concluding statement or section related to the opinion presented.
 - With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.

STUDENT EDITION

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
- Unit 14 (analyze opinions of bats)—SE p. 147

TEACHER'S EDITION

Words in Context

- Teaching Notes: Words in Context: Write Your Own—TE p. T33

STUDENT 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.

- Review Units 1-6 (create a persuasive travel brochure)—SE p. 65

TEACHER'S EDITION

Vocabulary for Comprehension

- Teaching Notes: Practice/Apply: Write Your Own—TE p. T46

- W.4.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.
- Organize information and ideas around a topic to plan and prepare to write.
 - Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within categories of information using words and phrases.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a concluding statement or section related to the information or explanation presented.
 - With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.

continued

STUDENT EDITION

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 16 (tell about an unexpected discovery)—SE p. 167
- Unit 18 (write a school problem/solution essay)—SE p. 187

TEACHER'S EDITION

Words in Context

- Teaching Notes: Words in Context: Write Your Own—TE p. T33

continued

WRITING STRAND

Writing Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

Text Types, Purposes, and Publishing

<p style="text-align: center;"><i>continued</i></p> <p>W.4.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Organize information and ideas around a topic to plan and prepare to write. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience. 	<p style="text-align: center;"><i>continued</i></p> <p>STUDENT 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 1-3 (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 <p>TEACHER'S EDITION Vocabulary for Comprehension</p> <ul style="list-style-type: none"> Teaching Notes: Practice/Apply: Write Your Own—TE p. T46
<p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Organize information and ideas around a topic to plan and prepare to write. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience. 	<p>STUDENT EDITION 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 <p>TEACHER'S EDITION Words in Context</p> <ul style="list-style-type: none"> Teaching Notes: Words in Context: Write Your Own—TE p. T33
	<p>STUDENT 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 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 <p>TEACHER'S EDITION Vocabulary for Comprehension</p> <ul style="list-style-type: none"> Teaching Notes: Practice/Apply: Write Your Own—TE p. T46

WRITING STRAND

Writing Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

Text Types, Purposes, and Publishing

W.4.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.

This expectation is beyond the scope of a supplemental vocabulary development program.

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

Research

W.4.5 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

This expectation is beyond the scope of a supplemental vocabulary development program.

W.4.6 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Related content (categorize information)

STUDENT EDITION/TEACHER'S EDITION

Classifying

For the **Classifying** activity, students look for a relationship among a group of words and choose the word that may be considered a member of the group. Students then explain the relationship.

- Review Units 1-6, SE p. 66; Review Units 7-12, SE p. 128; Units 13-18, SE p. 190

TEACHER'S EDITION

Classifying

Classifying words can help students see the connection between words. It can help them build their vocabularies.

- Teaching Notes: Classifying—TE p. T47

DIGITAL RESOURCES*

Units 1-18

- Interactive Graphic Organizers
 - Concept Circle
 - Word Map
 - Word Square
 - Word Web

SPEAKING AND LISTENING STRAND

Speaking and Listening Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

Collaboration and Communication

- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon rules for discussions and carry out assigned roles.
 - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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: 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: Words in Context: Write Your Own—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: Word Study—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: Classifying: Follow-Up—TE p. T47

TEACHER'S EDITION

Addressing Different Learners

Provide opportunities for oral practice. **Pair striving and/or ELL students together to complete the Unit's exercises.** Partners should work at a similar pace and clarify word meaning by discussing their answers.

- Differentiating Daily Instruction for Striving Readers and ELL Children—TE p. T20

SPEAKING AND LISTENING STRAND

Speaking and Listening Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

Collaboration and Communication

<p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><i>Related content (listen to text/summarize the text)</i></p> <p>DIGITAL RESOURCES* Units 1-18: Instruction Introducing the Words Reading Selection Depending on individual needs, allow students to read the selection together as a read-aloud, or have them listen to the audio version of the passage. Guide the class's focus and comprehension by having students answer key questions about the passage. Encourage students to ask any questions they may have about the passage or the meanings of the words.</p> <ul style="list-style-type: none"> Unit 1, "Diary of a Rising Star"; Unit 2, "Spring Training: A New Beginning"; Unit 3, "The Goat Herder and the Wild Goats"; Unit 4, "The FBI"; Unit 5, "Chemistry in Action"; Unit 6, "Persephone, Goddess of Springtime"; Unit 7, "Let's Be Healthy!"; Unit 8, "Hiking the Appalachian Trail"; Unit 9, "The King Who Hated Cheese"; Unit 10, "Return of the Wolves"; Unit 11, "Blockades Through the Centuries"; Unit 12, "Extreme Forces of Nature"; Unit 13, "The United Nations"; Unit 14, "Love Those Bugs!"; Unit 15, "The New Puppy"; Unit 16, "The Last Day of Pompeii"; Unit 17, "Odysseus and the Trojan Horse"; Unit 18, "Eleanor Roosevelt (1884-1962)" <p>TEACHER'S EDITION Introducing the Words Invite students to summarize the passage.</p> <ul style="list-style-type: none"> Teaching Notes: Introducing the Words—TE p. T26 <p>Words in Context Challenge students to write their own summary of the Introducing the Words or Words in Context reading passage, using five Unit words.</p> <ul style="list-style-type: none"> Teaching Notes: Follow-up: Writing—TE p. T33
<p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>STUDENT EDITION Vocabulary for Comprehension The Vocabulary for Comprehension selections may be presented as read-alouds, followed by discussion of the comprehension and vocabulary-in-context questions.</p> <ul style="list-style-type: none"> Review Units 1-3, "School Without Books, Just Snow"—SE pp. 34-35; Review Units 1-6, "The World's Largest Flower"—SE pp. 64-65; Review Units 7-9, "Why Coyote's Tail Has a White Tip"—SE pp. 96-97; Review Units 7-12, "Artist: Faith Ringgold"—SE pp. 126-127; Review Units 13-15, "The Catnapper Mystery"—SE pp. 158-159; Review Units 13-18, "Bower Builders"—SE pp. 188-189 <p>TEACHER'S EDITION Vocabulary for Comprehension Model how to identify the main idea and supporting details. Show how to stop and reread passages to locate and better understand important details or clarify confusing parts.</p> <ul style="list-style-type: none"> Teaching Notes: Vocabulary for Comprehension: Identify Main Idea/Details—TE pp. T45-T46

SPEAKING AND LISTENING STRAND

Speaking and Listening Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

Presentation of Knowledge and Ideas

- SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.
- SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

STUDENT EDITION

Words in Context

Write Your Own

Students extend their understanding of the topic of the **Words in Context** reading selection by completing the **Write Your Own** activity. They may then present the **written work orally to the class or make an audio recording**. Additionally, they may create a chart, poster, or other graphic display to help explain details of their report.

- Unit 1 (describe an imaginary invention)—SE p. 13; 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 5 (write a story)—SE p. 53; Unit 6 (explain why birds sing early in the morning)—SE p. 63; Unit 7 (draw picture/describe games)—SE p. 75; Unit 8 (create an imaginary log)—SE p. 85; Unit 9 (compose a fairy tale)—SE p. 95; Unit 10 (favorite animal)—SE p. 105; Unit 11 (write about challenges being a blockade runner)—SE p. 115; Unit 12 (favorite book that became a movie)—SE p. 125; Unit 13 (choice for a World Heritage Site)—SE p. 137; Unit 14 (analysis of opinions of bats)—SE p. 147; Unit 15 (begin a story about an animal helping a person)—SE p. 157; Unit 16 (tell about an unexpected discovery)—SE p. 167; Unit 17 (write an imagined biography)—SE p. 177; Unit 18 (write a school problem/solution essay)—SE p. 187

TEACHER'S EDITION

Words in Context

- Teaching Notes: Words in Context: Write Your Own—TE p. T33

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY	VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4
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Conventions of Standard English

<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum. (See Language Standards – Grammar Continuum page 8.)</p>	<p><u>STUDENT EDITION</u> Words in Context Embedded Grammar Skill Students identify the grammar skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> Unit 2, Compound Sentence—SE p. 23; Unit 3, Subordinating Conjunction—SE p. 33; Unit 4, Common/Proper Nouns—SE p. 43; Unit 5, Possessive Nouns—SE p. 53; Unit 6, Irregular Plural Nouns—SE p. 63; Unit 7, Past-Tense Verbs—SE p. 75; Unit 8, Main and Helping Verbs—SE p. 85; Unit 9, Irregular Verbs—SE p. 95; Unit 10, Demonstrative Adjectives—SE p. 105; Unit 11, Adverbs—SE p. 115; Unit 12, Prepositions/Prepositional Phrases—SE p. 125; Unit 13, Subject Pronouns—SE p. 137; Unit 14, Object Pronouns—SE p. 147; Unit 15, Possessive Pronouns—SE p. 157 <p><u>TEACHER'S EDITION</u> Words in Context</p> <ul style="list-style-type: none"> Teach, Practice/Apply: Grammar Skill in Passage—TE p. T33
<p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum. (See Language Standards – Conventions Continuum page 11.)</p>	<p><u>STUDENT EDITION</u> Words in Context Embedded Grammar Skill Students identify the capitalization or punctuation skill that is embedded in the reading passage.</p> <ul style="list-style-type: none"> Unit 1, Exclamatory Sentence/Exclamation Mark—SE p. 13; Unit 16, Commas in a Series—SE p. 167; Unit 17, Comma after introductory Word—SE p. 177; Unit 18, Quotation Marks—SE p. 187 <p><u>TEACHER'S EDITION</u> Words in Context</p> <ul style="list-style-type: none"> Teach, Practice/Apply: Grammar Skill in Passage—TE p. T33

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY	VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4
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Knowledge of Language

<p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>a. Choose words and phrases to convey ideas precisely.</p> <p style="text-align: right;"><i>continued</i></p>	<p>After seeing Unit words in context (Introducing the Words) and studying their meanings (Definitions), students practice choosing the correct word or phrase to complete exercises in the following Unit activities: Synonyms, Antonyms, Completing the Sentence, Word Associations, and Shades of Meaning.</p> <p style="text-align: right;"><i>continued</i></p>

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL ORANGE / GR. 4

Knowledge of Language

<p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p style="text-align: center;"><i>continued</i></p> <p>a. Choose words and phrases to convey ideas precisely.</p>	<p style="text-align: center;"><i>continued</i></p> <p>STUDENT EDITION/TEACHER'S EDITION Definitions After examining the spelling, pronunciation, part of speech, and definition for each word, students see the word in the context of one or more example sentences.</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, SE pp. 70–71; Unit 8, SE 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: Definitions—TE p. T28 <p>Shades of Meaning Students learn to appreciate subtle differences of meanings of related words by examining their use in context.</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>b. Choose punctuation for effect.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Words in Context Embedded 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 (quotation marks)—SE p. 187 <p>TEACHER'S EDITION Words in Context</p> <ul style="list-style-type: none"> Teach, Practice/Apply: Grammar Skill in Passage—TE p. T33
<p>c. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.</p>	<p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p>