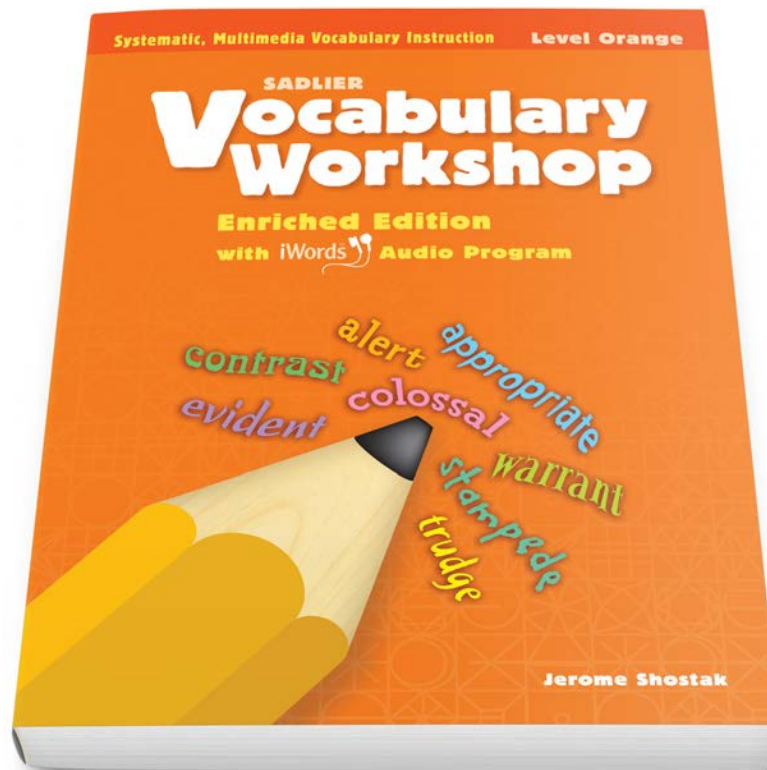


Vocabulary Workshop

Correlation to the English Standards of Learning for Virginia Public Schools – January 2017

Grade 4



Contents

READING

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READING

4.4 The student will expand vocabulary when reading.

(a) Use context to clarify meaning of unfamiliar words.

VOCABULARY WORKSHOP LEVEL ORANGE / GRADE 4 FEATURE	DESCRIPTION
<p>Introducing the Words Unit 1 “Diary of a Rising Star” (Diary Entries), pp. 6–7; Unit 2 “Spring Training: A New Beginning” (Informational Article), pp. 16–17; Unit 3 “The Goat Herder and the Wild Goats” (an Aesop Fable), pp. 26–27; Unit 4 “The FBI” (Magazine Article), pp. 36–37; Unit 5 “Chemistry in Action” (Magazine Article), pp. 46–47; Unit 6 “Persephone, Goddess of Springtime” (Greek Myth), pp. 56–57; Unit 7 “Let’s Be Healthy!” (Magazine Article), pp. 68–69; Unit 8 “Hiking the Appalachian Trail” (Journal Article), pp. 78–79; Unit 9 “The King Who Hated Cheese” (Fairy Tale), pp. 88–89; Unit 10 “Return of the Wolves” (Magazine Article), pp. 98–99; Unit 11 “Blockades Through the Centuries” (Report), pp. 108–109; Unit 12 “Extreme Forces of Nature” (Journal Article), pp. 118–119; Unit 13 “The United Nations” (Textbook Entry), pp. 130–131; Unit 14 “Love Those Bugs!” (Magazine Article), pp. 140–141; Unit 15 “The New Puppy” (Realistic Fiction), pp. 150–151; Unit 16 “The Last Day of Pompeii” (Historical Nonfiction), pp. 160–161; Unit 17 “Odysseus and the Trojan Horse” (Greek Myth), pp. 170–171; Unit 18 “Eleanor Roosevelt (1884–1962)” (Biography), pp. 180–181</p>	<p>In Introducing the Words, students read a passage that presents all 12 Unit words in context. A different genre and theme are presented in each passage.</p> <p>When reading a passage, students are directed to pay close attention to the context of the highlighted Unit words. Photographs and illustrations provide additional clues. This will both improve their comprehension of the passage and help them to begin to figure out the word meanings.</p>
<p>Definitions Unit 1, pp. 8–9; Unit 2, pp. 18–19; Unit 3, pp. 28–29; Unit 4, pp. 38–39; Unit 5, pp. 48–49; Unit 6, pp. 58–59; Unit 7, pp. 70–71; Unit 8, pp. 80–81; Unit 9, pp. 90–91; Unit 10, pp. 100–101; Unit 11, pp. 110–111; Unit 12, pp. 120–121; Unit 13, pp. 132–133; Unit 14, pp. 142–143; Unit 15, pp. 152–153; Unit 16, pp. 162–163; Unit 17, pp. 172–173; Unit 18, pp. 182–183</p>	<p>Located immediately after the Unit passage is Definitions, a two-page alphabetical listing of each of the 12 Unit words. The dictionary-style entry for each word includes its spelling, pronunciation, part (or parts) of speech, an illustrating picture (if applicable), and a short definition.</p> <p>To reinforce the understanding and use of the word in context, students write the word on the line of the sample sentence.</p>
<p>Match the Meaning Unit 1, p. 10; Unit 2, p. 20; Unit 3, p. 30; Unit 4, p. 40; Unit 5, p. 50; Unit 6, p. 60; Unit 7, p. 72; Unit 8, p. 82; Unit 9, p. 92; Unit 10, p. 102; Unit 11, p. 112; Unit 12, p. 122; Unit 13, p. 134; Unit 14, p. 144; Unit 15, p. 154; Unit 16, p. 164; Unit 17, p. 174; Unit 18, p. 184</p>	<p>For Match the Meaning, students choose the word whose meaning is suggested by the context clues given.</p>
<p>Synonyms and Antonyms Unit 1, p. 11; Unit 2, p. 21; Unit 3, p. 31; Unit 4, p. 41; Unit 5, p. 51; Unit 6, p. 61; Unit 7, p. 73; Unit 8, p. 83; Unit 9, p. 93; Unit 10, p. 103; Unit 11, p. 113; Unit 12, p. 123; Unit 13, p. 135; Unit 14, p. 145; Unit 15, p. 155; Unit 16, p. 165; Unit 17, p. 175; Unit 18, p. 185</p>	<p>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.</p>

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- (a) Use context to clarify meaning of unfamiliar words.

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<p>Completing the Sentence Unit 1, p. 12; Unit 2, p. 22; Unit 3, p. 32; Unit 4, p. 42; Unit 5, p. 52; Unit 6, p. 62; Unit 7, p. 74; Unit 8, p. 84; Unit 9, p. 94; Unit 10, p. 104; Unit 11, p. 114; Unit 12, p. 124; Unit 13, p. 136; Unit 14, p. 146; Unit 15, p. 156; Unit 16, p. 166; Unit 17, p. 176; Unit 18, p. 186</p>	For each the 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.
<p>Word Associations Unit 1, p. 13; Unit 2, p. 23; Unit 3, p. 33; Unit 4, p. 43; Unit 5, p. 53; Unit 6, p. 63; Unit 7, p. 75; Unit 8, p. 85; Unit 9, p. 95; Unit 10, p. 105; Unit 11, p. 115; Unit 12, p. 125; Unit 13, p. 137; Unit 14, p. 147; Unit 15, p. 157; Unit 16, p. 167; Unit 17, p. 177; Unit 18, p. 187</p>	In each Word Associations exercise, students see a Unit word in an abbreviated context then choose which of four options best completes the sentence or answers the question.
<p>Word Study: Context Clues Unit 2, Context Clues 1 (Definition, Example), p. 24 Unit 8, Context Clues 2 (Definition, Example, Restatement, Contrast), p. 86</p>	In the Word Study: Context Clues lessons, students learn how to recognize and use six types of context clues: Definition, Example, Restatement, Cause/Effect, Contrast, and Comparison.
<p>Vocabulary for Comprehension Review Units 1–3, “School Without Books, Just Snow” (building an igloo), pp. 34–35; Review Units 1–6, “The World’s Largest Flower” (rafflesia), pp. 64–65; Review Units 7–9, “Why Coyote’s Tail Has a White Tip” (Native American myth), pp. 96–97; Review Units 7–12, “Artist: Faith Ringgold” (African-American fashion designer), pp. 126–127; Review Units 13–15, “The Catnapper Mystery” (fiction), pp. 158–159; Review Units 13–18, “Bower Builders” (bowerbird mating rituals), pp. 188–189</p>	In Vocabulary for Comprehension, students read a passage that incorporates six of the words taught in the prior three to six Units. After reading, students answer vocabulary-in-context and comprehension questions based on the passage
<p>Completing the Idea Review Units 1–6, p. 67; Review Units 7–12, p. 129; Review Units 13–18, p. 191</p>	In Completing the Idea, students apply their knowledge of word meanings by completing a writing activity. Within the context of a sentence starter that contains a taught word, they draw on personal experience or prior knowledge in order to complete the sentence.

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4.4 The student will expand vocabulary when reading.

- (b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.

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<p>Definitions Unit 1, pp. 8–9; Unit 2, pp. 18–19; Unit 3, pp. 28–29; Unit 4, pp. 38–39; Unit 5, pp. 48–49; Unit 6, pp. 58–59; Unit 7, pp. 70–71; Unit 8, pp. 80–81; Unit 9, pp. 90–91; Unit 10, pp. 100–101; Unit 11, pp. 110–111; Unit 12, pp. 120–121; Unit 13, pp. 132–133; Unit 14, pp. 142–143; Unit 15, pp. 152–153; Unit 16, pp. 162–163; Unit 17, pp. 172–173; Unit 18, pp. 182–183</p>	<p>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 spelling, pronunciation, part (or parts) of speech, an occasional photograph or illustrating picture, and a short definition. Included for several words are synonyms and antonyms.</p>
<p>Word Study Unit 1, Word Study: Homophones 1, p. 14 Unit 12, Word Study: Homophones 2, p. 125</p>	<p>The Word Study: Homophones lessons teach students about words that sound alike but have different spellings and meanings.</p>
<p>Word Study Unit 3, Word Study: Dictionary: Multiple-Meaning Words, p. 33</p>	<p>The Word Study: Homophones lesson teaches students about words that sound alike but have different spellings and meanings.</p>
<p>Word Study Unit 6, Word Study: Suffixes (<i>-ment, -ive, -like</i>), p. 63 Unit 7, Word Study: Prefixes (<i>un-, im-, non-</i>), p. 76 Unit 9, Word Study: Suffixes (<i>-ion, -tion, -sion, -y, -en</i>), p. 95 Unit 10, Word Study: Prefixes (<i>pre-, de-, il-, ir-</i>), p. 106 Unit 11, Word Study: Roots (<i>flec, pel, ject</i>), p. 116 Unit 15, Word Study: Suffixes (<i>-ance, -ness, -able, -ible</i>), p. 157 Unit 16, Word Study: Prefixes (<i>dis-, re-, en-, em-</i>), p. 168 Unit 17, Word Study: Roots (<i>struct, spect, scribe/script</i>), p. 178 Unit 18, Word Study: Roots (<i>pos, duc/duct, graph</i>), p. 187</p>	<p>Several Word Study lessons develop word-building skills. They include study of roots, prefixes, and suffixes.</p>
<p>Synonyms and Antonyms Unit 1, p. 11; Unit 2, p. 21; Unit 3, p. 31; Unit 4, p. 41; Unit 5, p. 51; Unit 6, p. 61; Unit 7, p. 73; Unit 8, p. 83; Unit 9, p. 93; Unit 10, p. 103; Unit 11, p. 113; Unit 12, p. 123; Unit 13, p. 135; Unit 14, p. 145; Unit 15, p. 155; Unit 16, p. 165; Unit 17, p. 175; Unit 18, p. 185</p>	<p>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.</p>

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4.4 The student will expand vocabulary when reading.

(c) Use word-reference materials.

VOCABULARY WORKSHOP LEVEL ORANGE / GRADE 4 FEATURE	DESCRIPTION
<p>Definitions Unit 1, pp. 8–9; Unit 2, pp. 18–19; Unit 3, pp. 28–29; Unit 4, pp. 38–39; Unit 5, pp. 48–49; Unit 6, pp. 58–59; Unit 7, pp. 70–71; Unit 8, pp. 80–81; Unit 9, pp. 90–91; Unit 10, pp. 100–101; Unit 11, pp. 110–111; Unit 12, pp. 120–121; Unit 13, pp. 132–133; Unit 14, pp. 142–143; Unit 15, pp. 152–153; Unit 16, pp. 162–163; Unit 17, pp. 172–173; Unit 18, pp. 182–183</p>	<p>Located immediately after the Unit passage is Definitions, a two-page alphabetical listing of each of the 12 Unit words. The dictionary-style entry for each word includes its spelling, pronunciation, part (or parts) of speech, an illustrating picture (if applicable), and a short definition.</p> <p>To reinforce the understanding and use of the word in context, students write the word on the line of the sample sentence.</p> <p>For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.</p>
<p>Word Study Unit 1, Word Study: Homophones 1, p. 14 Unit 3, Word Study: Dictionary: Multiple-Meaning Words, p. 33 Unit 6, Word Study: Suffixes (<i>-ment, -ive, -like</i>), p. 63 Unit 9, Word Study: Suffixes (<i>-ion, -tion, -sion, -y, -en</i>), p. 95 Unit 10, Word Study: Prefixes (<i>pre-, de-, il-, ir-</i>), p. 106 Unit 11, Word Study: Roots (<i>flec, pel, ject</i>), p. 116 Unit 12, Word Study: Homophones 2, p. 125 Unit 15, Word Study: Suffixes (<i>-ance, -ness, -able, -ible</i>), p. 157 Unit 16, Word Study: Prefixes (<i>dis-, re-, en-, em-</i>), p. 168 Unit 17, Word Study: Roots (<i>struct, spect, scribe/script</i>), p. 178 Unit 18, Word Study: Roots (<i>pos, duc/duct, graph</i>), p. 187</p>	<p>Word Study lessons use reference materials to help build vocabulary. Students are directed to consult a dictionary to check meanings and make sure they have used words correctly.</p>
<p>Student Resources iWords Audio Program (online*) Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6, Unit 7, Unit 8, Unit 9, Unit 10, Unit 11, Unit 12, Unit 13, Unit 14, Unit 15, Unit 16, Unit 17, Unit 18 *www.SadlierConnect.com</p>	<p>The online iWords Audio Program provides a recording of each vocabulary word as a model for correct pronunciation. It also includes a definition or definitions and illustrative sentence or sentences for every vocabulary word taught at this level. The iWords oral models and practice are especially helpful to ELL children.</p>

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READING

4.4 The student will expand vocabulary when reading.

(d) Use vocabulary from other content areas.

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<p>Introducing the Words Unit 1 “Diary of a Rising Star” (Diary Entries), pp. 6–7; Unit 2 “Spring Training: A New Beginning” (Informational Article), pp. 16–17; Unit 3 “The Goat Herder and the Wild Goats” (an Aesop Fable), pp. 26–27; Unit 4 “The FBI” (Magazine Article), pp. 36–37; Unit 5 “Chemistry in Action” (Magazine Article), pp. 46–47; Unit 6 “Persephone, Goddess of Springtime” (Greek Myth), pp. 56–57; Unit 7 “Let’s Be Healthy!” (Magazine Article), pp. 68–69; Unit 8 “Hiking the Appalachian Trail” (Journal Article), pp. 78–79; Unit 9 “The King Who Hated Cheese” (Fairy Tale), pp. 88–89; Unit 10 “Return of the Wolves” (Magazine Article), pp. 98–99; Unit 11 “Blockades Through the Centuries” (Report), pp. 108–109; Unit 12 “Extreme Forces of Nature” (Journal Article), pp. 118–119; Unit 13 “The United Nations” (Textbook Entry), pp. 130–131; Unit 14 “Love Those Bugs!” (Magazine Article), pp. 140–141; Unit 15 “The New Puppy” (Realistic Fiction), pp. 150–151; Unit 16 “The Last Day of Pompeii” (Historical Nonfiction), pp. 160–161; Unit 17 “Odysseus and the Trojan Horse” (Greek Myth), pp. 170–171; Unit 18 “Eleanor Roosevelt (1884–1962)” (Biography), pp. 180–181</p>	<p>In Introducing the Words, students read a passage that presents all 12 Unit words in context. A different genre and theme are presented in each passage. This variety of selections exposes students to vocabulary from other content areas, including history/social studies, science, and technology.</p> <p>When reading a passage, students are directed to pay close attention to the context of the highlighted Unit words. Photographs and illustrations provide additional clues. This will both improve their comprehension of the passage and help them to begin to figure out the word meanings.</p>
<p>Vocabulary for Comprehension Review Units 1–3, “School Without Books, Just Snow” (building an igloo), pp. 34–35; Review Units 1–6, “The World’s Largest Flower” (rafflesia), pp. 64–65; Review Units 7–9, “Why Coyote’s Tail Has a White Tip” (Native American myth), pp. 96–97; Review Units 7–12, “Artist: Faith Ringgold” (African-American fashion designer), pp. 126–127; Review Units 13–18, “Bower Builders” (bowerbird mating rituals), pp. 188–189</p>	<p>In Vocabulary for Comprehension, students encounter vocabulary from other content areas. After reading the passage, students answer vocabulary-in-context and comprehension questions based on the passage.</p>

(e) Develop and use general and specialized vocabulary through speaking, listening, reading, and writing.

VOCABULARY WORKSHOP LEVEL ORANGE / GRADE 4 FEATURE	DESCRIPTION
<p>Throughout the program</p>	<p>Throughout the program students extend general and cross-curricular vocabulary knowledge through a variety of increasingly sophisticated language arts activities. These activities include gleaning extended and short reading selections for context clues that unlock the meaning of unfamiliar words and phrases, as well as improve comprehension. Students practice regularly selecting and using the right words in their speaking and writing. Word-relationship and word-building lessons covering synonyms, antonyms,</p> <p style="text-align: right;"><i>continued</i></p>

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4.4 The student will expand vocabulary when reading.

(e) Develop and use general and specialized vocabulary through speaking, listening, reading, and writing.

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	roots, and shades of meaning likewise help equip students for independent development of academic and domain-specific words and phrases.