

SCHOLASTIC

New!
For Grades
3-6

POWERFUL VOCABULARY FOR READING SUCCESS

Written by Recognized Literacy Experts
Cathy Collins Block, PhD John N. Mangieri, PhD

**15 Minutes a Day
to Hundreds of New Words a Year!**

- First Vocabulary Program Designed for Today's Tests
- Research-Based
- Aligns to State Standards and *No Child Left Behind*

SCHOLASTIC
POWERFUL
VOCABULARY
FOR READING
SUCCESS

GRADE
4

Time-Saving
Comprehensive
Teaching
Materials

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Accelerate Vocabulary Growth

Powerful, robust vocabulary instruction is a key catalyst for students' success in reading. Research shows that direct instruction in word meanings combined with strategies to learn words independently can significantly improve reading comprehension and achievement (Beck, McKeown, 2002; Carver, 1995; Nagy and Herman, 1987). *Powerful Vocabulary for Reading Success* provides this key component of instruction on a daily basis.

Teachers Nationwide Say...

- ⦿ **they want a program based on the latest research.**
Powerful Vocabulary for Reading Success builds important vocabulary skills and strategies by providing lessons founded on research-based vocabulary practices.
- ⦿ **they want a balance between explicit instruction and independent practice.**
Powerful Vocabulary for Reading Success combines teacher-directed instruction—including explicit Think-Alouds—with independent purposeful practice.
- ⦿ **they want a program that is easy to manage.**
Powerful Vocabulary for Reading Success provides easy-to-follow lessons that allow students to achieve success in just fifteen minutes a day. A five-day and three-day planner chart help teachers customize instruction to fit their busy schedules.
- ⦿ **they want a program that prepares their students for high-stakes tests.**
Powerful Vocabulary for Reading Success prepares students for high-stakes tests through the study of academic vocabulary that is highly correlated to state and national tests, and it includes test-like assessments.
- ⦿ **they want the words students learn to be important and highly useful.**
Powerful Vocabulary for Reading Success exposes students to high-frequency, generalizable academic words that cross disciplines and boost reading comprehension and achievement.
- ⦿ **they want vocabulary instruction that goes beyond mastering words on a list.**
Powerful Vocabulary for Reading Success helps students master the vocabulary strategies they need to learn hundreds of words independently.

Here's a Research-Based Instructional Program That Does It All

Strategies That Ensure Vocabulary Learning Beyond a List

Built into each grade-level lesson are research-based vocabulary strategies that provide practice and mastery in using context clues, understanding word parts, making associations, seeing word patterns, using semantic mapping, and other strategies designed to expand students' vocabulary.

When students study the words on a list, they learn not only those words but the strategies they need to learn the meaning of other like words they encounter in their reading.

A Variety of Instructional and Practice Exercises

Powerful Vocabulary for Reading Success provides a range of experiences including reading, writing, and speaking and listening. It provides a variety of learning situations in which students can work, including partner, small-group, and independent work.

Multiple Exposure to Important Words

In addition to variety, students benefit from multiple opportunities to interact with targeted words and their definitions. Meaningful activities enable all students, including English Language Learners, to encounter and use each vocabulary word at least seven times (number supported by research), reinforcing their understanding and ensuring long-term retention.

Improved Reading Achievement and Better Test Scores

Powerful Vocabulary for Reading Success accelerates vocabulary growth, leading to improved reading comprehension, oral communication, increased writing ability, and improved overall achievement. The program helps raise test scores through instruction of robust academic and content-area words that are found on national and state tests.



"The best way for students to learn and retain new vocabulary is not by memorizing definitions, but rather by using new words repeatedly in interesting and thought-provoking contexts."

Cathy Collins Block, PhD

Award-Winning Authors

Cathy Collins Block, PhD

Dr. Block, co-author of *Powerful Vocabulary for Reading Success*, has been on the Graduate Faculty of Texas Christian University since 1977. She is the author of several books and has written more than 90 articles for professional journals. Dr. Block serves on standing committees for the American Educational Research Association, International Reading Association, National Council for Excellence in Thinking Instruction, and National Reading Conference.

John N. Mangieri, PhD

Dr. Mangieri, a Fulbright Scholar and co-author of *Powerful Vocabulary for Reading Success*, presently serves as the Director of the Institute for Literacy Enhancement. He is the author/co-author of 87 professional articles and books. He has served as the Chairman of the Reading Department at the University of South Carolina and as Dean of the School of Education at the Texas Christian University.

A Powerful Program Based on the Latest Research

“The research shows what works, and we have used that research to build a program that works for all students.”

John Mangieri, PhD

FEATURE	DESCRIPTION	RESEARCH-BASE	BENEFITS
High Utility Words	The program includes vocabulary words selected from widely referenced English word lists including the Harrison-Jacobson, Francis Kucera, Dolch, and Fry Basic Words of the English Language.	Research shows that students should be taught words that they encounter often in print. The National Reading Panel (NRP, 2000) reports that the more thoroughly students learn high utility words, the better they will be able to comprehend text that contains these or similar words.	Student mastery of these words is reinforced as they see these words in print. Since the words are characteristic of a core set of word families, the learning of one word unlocks the meaning of many other new words.
Multiple Exposures to Words and Meanings	Each lesson teaches word meanings incrementally and repeatedly. Students apply each new vocabulary word at least seven times, ensuring mastery of new words.	Studies show that for students to understand a word’s meaning, they must experience rich, effective instruction around the word (Beck, McKeown & Kucan, 2002; Block 2004).	Students retain newly taught words because they understand their meaning and have had the requisite number of exposures to the word to insure mastery.
Combined Instruction of Word Learning Principles and Vocabulary-Building Strategies	The program teaches word learning principles and vocabulary-building strategies together in every lesson.	Students who are taught word-learning principles and vocabulary-building strategies together increase their vocabulary more rapidly than when they learn only either one word learning principle or one vocabulary-building strategy a week (Block and Mangieri, 1995/6).	Students increase their vocabulary more rapidly. Students develop word consciousness, including the ability to think independently about words and use them in meaningful contexts in their school and outside experiences with text. Thus vocabulary learning becomes an on-going process.
Context-Based Vocabulary Instruction	Every lesson teaches words in context so that vocabulary and comprehension are built simultaneously.	Research findings consistently show that vocabulary instruction is most effective when learners receive both definitional and contextual information (Stahl, 1998).	Content-based instruction improves reading comprehension as well as students’ positive attitude towards reading. As students learn more words, their reading abilities advance to higher levels.
Multi-Modal Instruction	Lessons and activities are presented across several learning modalities. Students have the opportunity to use words in meaningful ways—through reading, listening, speaking writing, dramatizing, and illustrating.	The National Reading Panel (2000) reported that dependence on a single vocabulary method, such as visual, auditory or tactile will not result in optimal vocabulary growth. For maximum learning to result, students must receive multi-modality sensitive instruction. This finding holds true, especially for the development of English vocabulary in English Language Learners, as reported by the Center for Research of the Education of Students Placed at Risk (August 2004)	All students, regardless of learning modality preference, are able to benefit.
Think Alouds	Each lesson in the Teacher’s Edition presents Think Alouds.	Think alouds research has demonstrated that they are one of the best methods of mentoring students into understanding the meanings of words, strategies to use, and word learning principles (Block & Israel, 2004; Galda, 1998). Students learn to fill gaps in knowledge with text-bound inferring, resulting in increased metacognition, and ability to monitor their own learning during independent reading. (Block & Israel, 2002); Baumann, 1992; Seifert-Kessel & Jones, 1992; Payne & Manning, 1992)	Makes the word-learning process visible and explicit.

Grades 3–6

Aligns to State Standards and **No Child Left Behind** for Vocabulary Development.

A Flexible and Easy-to-Manage Program

Powerful Vocabulary for Reading Success is flexible, enabling teachers to use the program as a complete independent vocabulary program in grades 3-6 or as a supplement to the school's current reading program.

Each lesson section takes approximately fifteen minutes to complete. One or more sections may be taught each day, spread out over the week, or used flexibly to accommodate scheduling and curriculum requirements.

An Effective Program Structure

Each *Powerful Vocabulary for Reading Success* student book contains four chapters with effective and easy-to-use lessons. The lessons help students learn important words and develop the skills they need to meet state standards and do well on standardized tests.

CHAPTER 1: CONTEXT CLUES

Standards Connection

Students use syntax and context clues to determine the meaning of unfamiliar words.

CHAPTER 2: WORDS & THEIR PARTS

Standards Connection

Students use knowledge of word parts (prefixes, suffixes, roots, compound words, related words) to determine the meaning of unfamiliar words.

CHAPTER 3: CONTENT WORDS

Standards Connection

Students determine the meaning of content words.

CHAPTER 4: WORDS & THEIR HISTORIES

Standards Connection

Students use knowledge of word origins and derivatives to determine the meaning of unfamiliar words.

Students determine the meaning of homophones and commonly confused words.
Students determine the meaning of figurative language and idioms.



Student Materials that Teach Students Impo

Chapter 1: Context Clues

Where Do the Vocabulary Words Come From?

The vocabulary words students learn in this chapter are ones they are expected to know at each grade level as identified by lists such as the Harris-Jacobson and Francis Kucera word lists.

How Are the Word Lists Organized?

Words are organized by parts of speech, multiple-meaning words, synonyms, and antonyms.

What Strategy Do Students Apply to Determine Their Meaning?

Students learn to use context clues to determine the meaning of unfamiliar words.

All of the vocabulary words to learn in this lesson are verbs.

Students learn an important tip about verbs that will help them learn new words.

Students learn to use context clues to find the meaning of unfamiliar words.

Lesson 1
Verbs to Know

Connect Words and Meanings

advance	compete	fascinate	maintain	relieve
angry	enlarge	hesitate	neglect	relieve
assume	exhaust	indicate	prefer	relieve

Directions: Read each definition below. Circle the word that matches each definition. You may use the glossary to help you.

- to take away a problem or cause or to ease someone's trouble or pain
relieve
- to make someone feel angry or upset or less confident
relieve
- to make very tired
exhaust
- to like one thing better than another
prefer
- to suppose that something is true or will happen without checking it
assume
- to free something or someone
relieve
- to try hard to do better than others at a task or in a race or other competition
compete
- to show or point out something
indicate
- to move forward toward a goal
advance
- to attract and hold someone's attention
fascinate

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Chapter 1 • Context Clues

Each lesson introduces ten to fifteen new vocabulary words.

After students use context clues to determine word meaning, they reinforce their new knowledge by connecting each word to its definition.

Lesson 2
Verbs to Know

Read Words in Context

Racers on Four Paws

Every March, teams of sled dogs **compete** in a special race called the Iditarod [i-dit-oh-ehd]. They pull a sled over more than a thousand miles of ice and snow across Alaska from Anchorage to Nome. The fastest team wins.

Whether **lovers** or having a good team of dogs, most drivers **prefer** sleds, since this breed of dog has a lot of energy. A race as hard as the Iditarod would **exhaust** weaker dogs. The dogs and their human drivers train all year. They need to **maintain** good health and fitness so that they're ready for this difficult race.

The dog at the head of the team is the lead dog. During the race, drivers **assume** that their lead dog will follow their commands right away. If the lead dog **hesitates**, the other dogs will be confused. They might become upset or **annoyed**. Drivers are careful not to **enlarge** the dogs. They look for dangerous patches of ice. They watch the snow for signs of trouble. Lumping or a deepening trail may **indicate** that a dog is injured or sick. The driver must **not neglect** a dog that needs help.

There are several rest stops along the way. At a rest stop, the driver will **relieve** the dogs from their harnesses. The driver and dogs **take** the opportunity to eat and rest. The resting team **believes** the lead dog from its job for a while.

At a rest stop, the team gets back to the race and **advances** over the icy trail. The first team may reach the finish line in about ten days.

Dog-dog racing **fascinates** many people. They become fans of one driver and team and are there every year to cheer them on!

Vocabulary Words

advance	hesitate
angry	maintain
assume	neglect
compete	prefer
enlarge	relieve
exhaust	relieve
fascinate	take
hesitate	take

Word Learning Tip!
A verb is a word that shows actions or feelings. Often a verb comes right after a noun or pronoun. Sometimes you can spot a verb because it ends in -s, -ed, or -ing. Sometimes a verb has a helping word such as am, was, could, shall, should, will, or would in front of it. You can use these clues to learn new words.

Vocabulary Building Strategy
Use Context Clues When you come across a verb you do not know, look at the context. Often, you will find clues that help you understand what someone or something is doing or feeling. These clues will help you determine the meaning of the unfamiliar verb.

Lesson 2 • Verbs to Know

All words appear in boldface in a high-interest story. Students use context clues to determine their meaning.

Students read high-interest, engaging passages.

Important Word-Learning Strategies

Chapter 2: Words and Their Parts

Where Do the Words Come From?

The vocabulary words in this chapter are more challenging than in Chapter 1. They are at a higher grade level than indicated by the Harris-Jacobson or Francis Kucera word lists. Students can use their knowledge of word parts to determine an unfamiliar word's meaning.

How Are the Word Lists Organized?

Vocabulary words are organized by prefixes, suffixes, roots, compound words, and related words.

What Strategy Do Students Apply to Determine Their Meaning?

Students use their knowledge of word parts to determine the meaning of unfamiliar words.

LESSON 12 Words With Prefixes (dis-, in-, sub-, under-)

Be a Word Architect

Vocabulary Words

disagreeable	disagree	forecast	subscription	underground
discomfort	discomfort	forecast	subscription	underpass
discontent	discontent	forecast	subscription	understate
displeased	displeased	forecast	subscription	understate
disrupt	disrupt	forecast	subscription	understate
disrupt	disrupt	forecast	subscription	understate
disrupt	disrupt	forecast	subscription	understate
disrupt	disrupt	forecast	subscription	understate
disrupt	disrupt	forecast	subscription	understate
disrupt	disrupt	forecast	subscription	understate

Word Learning Tip!
To learn a long word, try looking for the meaning in its parts. Some long words are made up of a prefix and a word or root. A prefix is a letter or group of letters you can add to a word to form a new word. For example, dis- + please = disagree. You can also add a prefix to a word—another word part. For example, the root *under* comes from the Latin word for "below": sub- + under = underneath.

Vocabulary Building Strategy
Use Prefixes A prefix is always added to the beginning of a word or root. Put together the meaning of the prefix with the meaning of the word or root to determine the meaning of a new word.

Learn More!
A prefix always has the same meaning. Use the meaning of the prefix to help learn what a new word means. You know something right away about all the words that begin with the prefix dis-. They all contain the meaning "not, lack of, or opposite of." Words with the prefix in- all contain the meaning "in front of, ahead of, or below." Words with the prefix sub- all contain the meaning "under or below." Words with the prefix under- all contain the meaning "below, beneath, or less than." Notice that the prefixes sub- and under- mean basically the same thing.

Prefix	Meaning
dis-	not, lack of, opposite of
in-	in front of, ahead of, below
sub-	under, lower than
under-	below, beneath, less than

Final Use Words With Prefixes Look through magazines and books. Find at least five new words, one each for the prefixes dis-, in-, sub-, and under-. Write the words and the sentences in your journal. Then try to write a new sentence for each word.



LESSON 12 Words With Prefixes (dis-, in-, sub-, under-)

Be a Word Architect

disagreeable disagree forecast subscription underground
discomfort discomfort forecast subscription underpass
discontent discontent forecast subscription understate

Directions: Look at each branch of the prefix tree below. Place each vocabulary word in the blank on the correct branch. Circle the prefix in each word.

LESSON 12 • Words With Prefixes (dis-, in-, sub-, under-)

All of the vocabulary words to learn in this lesson have the same targeted word parts—in this case, prefixes.

Students learn what prefixes are and an important principle that will help them learn new words with these prefixes.

Students learn to use their knowledge of prefixes to determine the meaning of unfamiliar words.

Students sort vocabulary words to place them on the correct branch of the graphic organizer prefix tree.

Student Materials that Teach High-Utility

Chapter 3: Content Words

Where Do the Words Come From?

The vocabulary words in this chapter include content-area words that are likely to be assessed on standardized and state achievement tests. The McRel lists, Fry's Basic Words of the English Language, and actual textbooks were used as references for the words selected.

How Are the Word Lists Organized?

Vocabulary words are organized by the content areas—math, science, social studies, geography, and language arts. The chapter also contains test-taking words.

What Strategy Do Students Apply to Determine Their Meaning?

Students learn to determine the meaning of content words by thinking about the topic and the relationship of each unknown word to that topic.

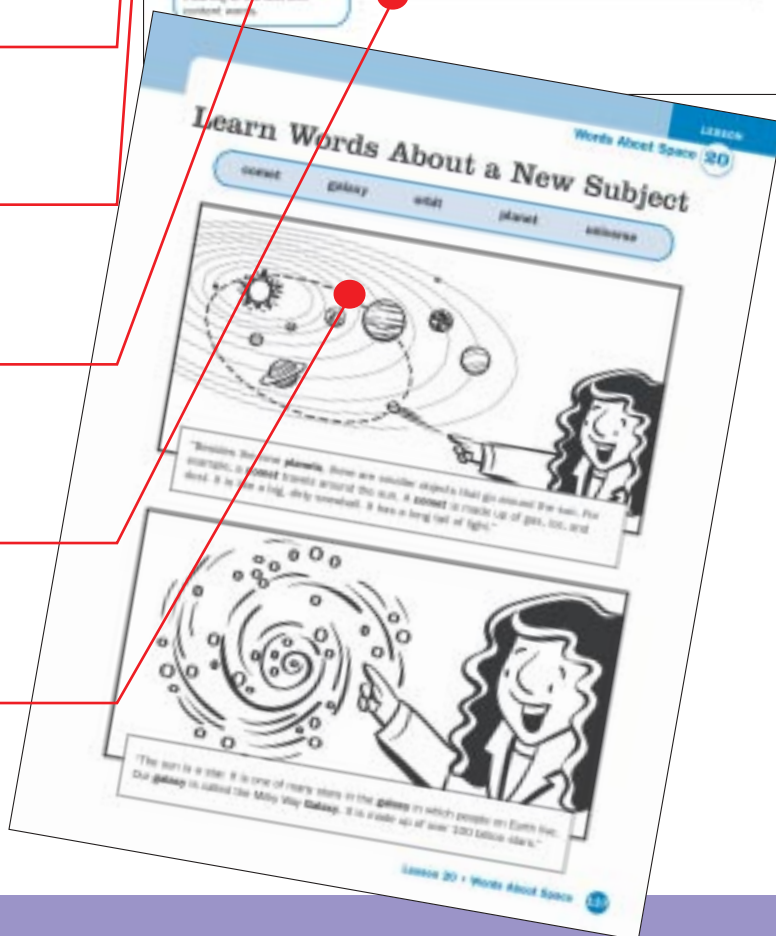
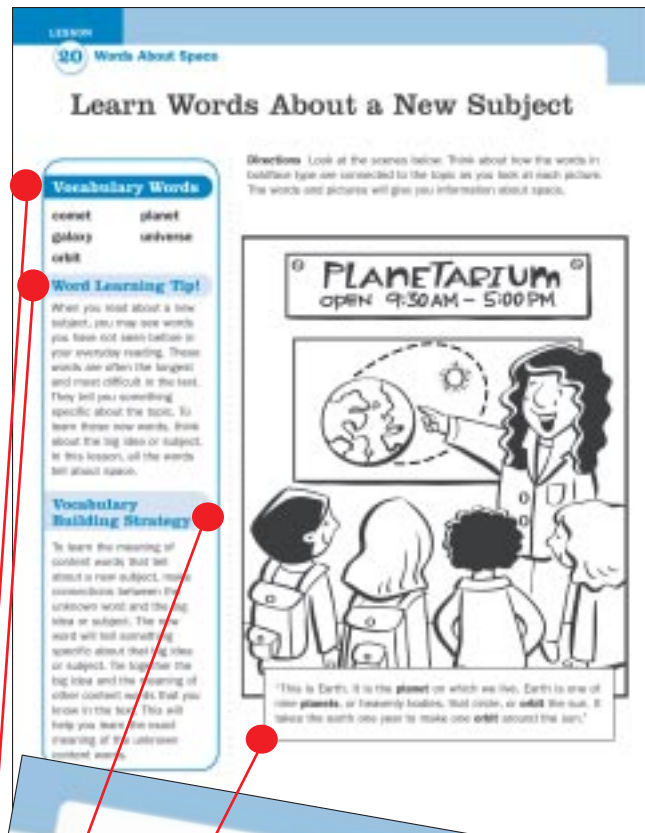
All of the vocabulary words to learn are science words. They are connected to the topic of space.

Students learn an important principle about words they encounter in the content area.

Students learn to make connections between the big idea or subject they are reading about and the unknown word to determine its meaning.

All words appear in boldface in context in the type of material students might read in that content area.

Charts and diagrams further enrich students' understanding of content-area words.



and Academic Words

Chapter 4: Words & Their Histories

Where Do the Words Come From?

This chapter focuses on words that have interesting histories or sounds. They are derived from lists such as the Harrison-Jacobson and Francis Kucera word lists among others, as well as from standard references texts on idioms and word origins.

How Are the Word Lists Organized?

Vocabulary words are organized by word histories, homophones, commonly-confused words, and idioms.

What Strategy Do Students Apply to Determine Their Meaning?

Students learn to determine a word's meaning by using a word's history as well as spelling and sound clues, and to create mnemonic devices that have personal meaning.

LESSON 23 Words Based on Myths and Legends

Read Words in Context

LEARN! A Day on the Job with Zeus

It was Monday morning. I gulped down my bowl of breakfast cereal and milk, because I was late for work. I had a meeting with my boss, Mr. Zeus. If I didn't get there on time, his usual friendly, jovial manner might quickly turn into one of his thunderous, temper-rage-filled-with-fury moods.

Mr. Zeus had a mercurial personality; he could be the nicest guy in the world one moment, then yell if you said the slightest thing he didn't like, and then forgive you and turn back into your pal the very next moment. In his angry moods, his voice would echo in a loud, booming way through the office as if it were bouncing off the walls.

Despite that, he was my **pal** and **mentor**, the person who had taught me the market design business. He was a **striver**, huge figure in my life, almost like a father.

He told us that we were doing important work, trying to reduce the **fatality** or death rate in space accidents. We were trying to invent a supersonic jet light **aircraft** by **enhancing** existing materials at high levels of heat. My boss had set a **January** deadline for my part of the work, and it was November already. I was behind schedule. We had been working on this project for a long time. It was turning into a long, complicated **odyssey**.

I really wanted this project to work. First of all, I didn't want to disappoint my mentor. Second, the material had proved as well as **mental** work. And last, if I succeeded, I would receive a big bonus. The idea of that bonus rang loud and clear like a siren song, urging me to do my best work. So I drove to the office. I tried to become temporarily my personal **name**, the creative force that brings no ideas when you need them. Would I have anything to show Mr. Zeus at the meeting? The important thing was to stay calm and not **panic**, and the plan idea would come. And then, all of a sudden I began to have creative thoughts and my mind was on fire with ideas. "Be Jovial!" I said. "I think I've got it!"

Vocabulary Words	
cereal	mercurial
echo	mentor
fatally	odyssey
Jovial	panic
January	striver
jovial	titanic
mercurial	volcanic

Word Learning Tip: Some English words come from names of characters in ancient myths and legends—especially gods and goddesses—and heroes in Greek and Roman myths and legends. If you know something about the legend of the mythic character, you have a clue to what the English word means.

Vocabulary Building Strategy: The more you know about a word's origin, the better you will be able to learn it. When you read words that come from myths and legends, think about what you know about these stories. Connect that information about your culture to the way the word is used in the passage to help you learn and to remember English words to learn the meaning.

All of the vocabulary words to learn in this lesson derive from Greek and Latin myths.

Students learn an important principle about word origins.

Students learn to use their knowledge of an unknown word's history to determine its meaning.

All words appear in boldface in a high-interest story that shows new words used in natural situations.

After reading the story and determining the meaning of each vocabulary word, students reinforce their understanding of how word history affects word meaning.

LESSON 23 Words Based on Myths and Legends

Connect Words and Meanings

Word	Mythical Origin	Meaning	Word	Mythical Origin	Meaning
mercurial	Mercury	volatile	panic	Pan	panic
January	Janus	month	mentor	Mentor	advisor
jovial	Jupiter	friendly	mercurial	Mercury	volatile
striver	Strife	ambitious	odyssey	Odysseus	journey
panic	Pan	fear	volcanic	Volcano	fiery

Directions: You read the word history. Now choose the vocabulary word that matches each definition from the story. Write it in the blank. You may use the dictionary or the glossary to help you.

- History:** Echo—single nymph who could repeat only what was said to her. When she fell in love with a beautiful young man who didn't love her, she stayed in a cave and wailed away and only her voice was left.
Definition: repetition of a sound produced by the reflection of sound waves off a surface.
- History:** The Sirens—the sea nymphs who lured sailors to their death. These half bird, half women creatures sang a beautiful song that caused sailors to steer their boats toward it and crash on the rocks.
Definition: a device that makes a loud warning sound; any warning signal.
- History:** The Furies—the three terrible and fierce spirits with wings and snake hair. They punished people who committed crimes, pursuing them until they became insane.
Definition: vicious anger and rage.
- History:** Mars—the Roman god of war. He particularly enjoyed violent battles.
Definition: having to do with war or soldiers.
- History:** Hermes—the messenger of the gods. He moved quickly by and quickly to first and last.
Definition: quick and changeable in manner.
- History:** Ceres—the Roman goddess of corn and agriculture. She gave the gifts of the harvest to people.
Definition: a beautiful food prepared from wheat, oats, or corn.
- History:** Vulcan—the Roman god of fire and the forge. This blacksmith forged armor for other gods and heroes and was known for his skill at metal-working.
Definition: to handle or change by great heat.
- History:** Mentor—character in the epic tale The Odyssey. The wise teacher and counselor was a friend to the hero Odysseus and a teacher to his son.
Definition: a wise teacher, guide, or advisor.

Lesson 23 • Words Based on Myths and Legends

Student Materials that Get Students Thinking About the M

Students Read New Words in High Interest Stories

7 Progress Check to Know

Read Words in Context

Vocabulary Words

above	under
among	with
beneath	open
during	while
forest	without

Word Learning Tip!

A **possibility** is a word that shows a relationship between a noun and another word in a sentence. Possibilities can show location (where something is), direction (where something is going), and time (when something happens).

Vocabulary Building Strategy

Use Context Clues When you read, you may see a word you don't know. Be a word detective. Look around and see if you can find other words that might help you. Use these words as clues to help the word you don't know.

Helpful Bugs

Bees, or bugs, are everywhere! They live in the grass, on bushes, and in trees. If you stand in the middle of a field of flowers, you will probably see bees flying **among** the bright blossoms. If you pick up a rock, you might cricker **under** it. There are even groundhills crickets, for example. Bees may be small, but so are people, but that happens in a flower. After it lands **upon** the center of the blossom. While it is well gather the nectar that is in the sweet part of a flower. The work is long, hollow tubes. At and up next to each one. The flowers. Then the bees will taste **without** here, there would be a word!

Look up! There's a ladybug help farmers. They on the farm farmers crops. When the words ladybug have in find places to crawl into cracks, under leaves, say in those hiding places **where** the weather gets warmer in even hole in the woodwork of it to be good hole to have ladybug fall back to have a ladybug hole.

CHAPTER 7 • Vocabulary Words

14 Words With Common Roots (prefix, suffix, etc.) (read, write, edge, ridge)

Learn Words in Context

apparatus	astronomer	astronaut	astronaut
asterisk	astronomical	astronomy	astronomy
astronaut	cosmopolitan	cosmos	cosmos

Daydreaming

It was September. The white and purple **asterisks** were in bloom. Late on the deck of the **astronaut**. The sun was shining brightly on the **astronomical** water. The sunlight on the water sparkled like silver **astronomy**. Sailboats passed by quietly as if in a **dream**.

The boy, Jack, late think of the colors of long ago. These colors are present in patterns in the stars in the night sky. The colors of long ago could have patterns to see there by the stars in the open space. These clusters of stars come to be called **constellations**. The stars give names to the stars. A group of stars might look like a bear or a man with a top hat.

Astronomer Jack thought he wanted to become an **astronomer**. Then he could know all about the stars, planets, and other heavenly bodies. Maybe he would even invent an **astronomical** device that would advance the science of **astronomy**. Or, he could become an **astronaut** and travel into space.

If he couldn't go to outer space, perhaps he could have a **spacecraft** career and travel the waterways of the earth. He could work on a huge container ship or an oil tanker or maybe under the sea in a **submarine**. A career as a **submarine** officer would be a **stellar** adventure. Everyone would admire him, and he could travel all around the world. He could **navigate** easily from country to country. When he traveled from the way, he could **navigate** wherever he wanted. Perhaps by that time he could **navigate** to a colony on the Moon or Mars. Or he could stay in the United States if he did not want to **emigrate**. He would have the knowledge to make the best possible choice for himself.

Suddenly, Jack realized the sun was setting and he had spent the afternoon daydreaming about his future. It was time to return to the present and go home for dinner.

CHAPTER 14 • Words with Their Roots

10 Words and Other Common Expressions

Read Words in Context

Vocabulary Words

It is by the **astrophysics** a big to be used on the job on the way on the way.

Language Connection

back on the wrong track is an idiom that means to get a situation or a project back on the right track.

Word Learning Tip!

astrophysics is a scientific expression that means something different from when the individual words separately mean. When these words are put together, they are an imaginative way of representing a single idea. For example, the idiom "to catch someone's eye" doesn't mean that you got not and catch a person's eye without get someone's eye.

Vocabulary Building Strategy

When several words don't make sense for meaning an idiom, substitute the individual words, think about how they are used, and see if you can find a way to make sense of the idiom.

CHAPTER 10 • Words and Other Common Expressions

Students read passages that connect to various content areas.

Students read passages with a variety of themes.

Students read passages in a variety of different formats.

Students read both fiction and nonfiction.

14 Homophones

Read Words in Context

The Flea Diamonds: A Play

Character: Lillian, a student; Jake, a friend.

Setting: The library. Lillian sits at a table behind a partition that makes her invisible to most of the room.

Lillian: (to a group of students) I've been writing in this journal for hours. I don't feel well. My nose is stuffy. I think I've caught a cold with the flu. The longer I write I feel something is crawling on my skin. It's like a caterpillar. One of the boys has been writing his, singing holiday carols at our teacher's house. He's writing here practicing his research paper.

Student: (with his finger on the paper) Oh, I see a word. I'll have to see a **quack** to show where it belongs and then write it in by hand.

What a word! Did I just hear the clear open and **click** about? That's a few footsteps coming toward me. I thought back here so you would be here.

(Enter Jake, wearing a mask and carrying a small bag filled with green coins.)

Jake: Perfect! Who would you guess that I would take my **cache** of stolen diamonds to a library? I'll stall them in the **flow** of this crowded library. I'll come back when the police have stopped looking for me, return the bag, and sell the pearls for **cash**. Why the biggest diamond in this bag more weight at least ten **carats**.

Lillian: (sneaking from behind the partition) I thought I heard someone. Hey, you! I see what you are up to! You must get away with it! Hey! That! I'm playing you under someone's arm!

Jake: Oh, it! Fished again! All my dreams of riches just **flow** out the window.

Lillian: That is coming into a pretty good day at the library. Just wait until my friends hear about it.

CHAPTER 14 • Homophones

Opportunities to Apply New Words

Students Put Words Into Action

Activities address different learning modalities.

Students make associations as they sort words.

Students use new words as they write sentences and longer passages.

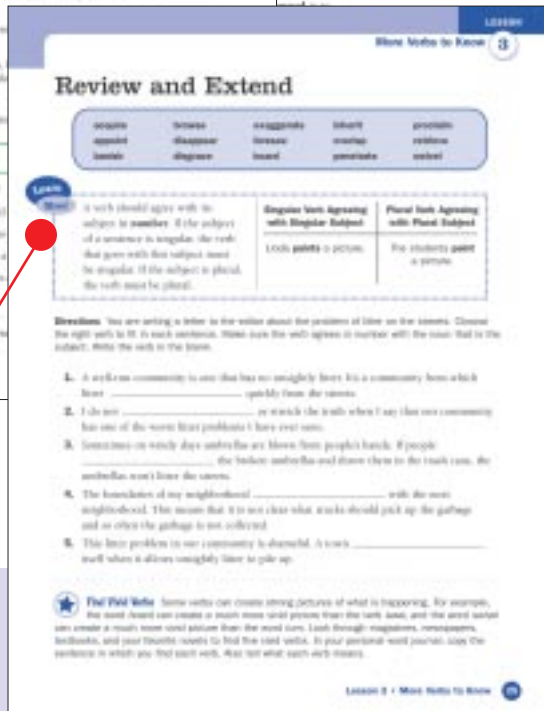
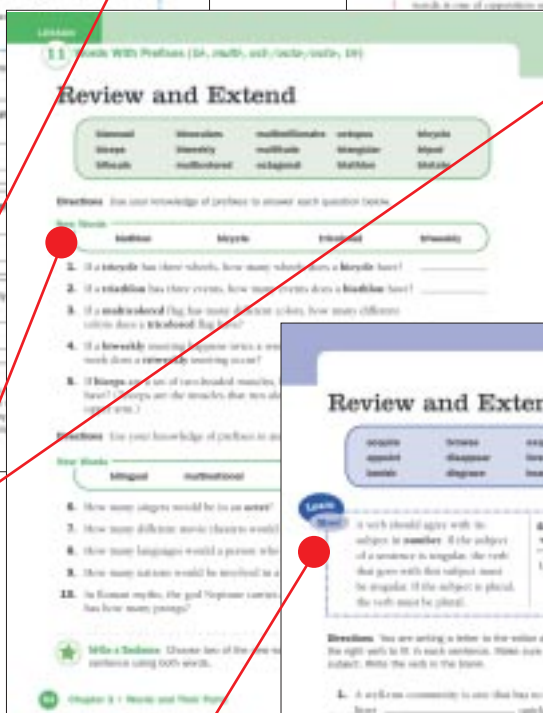
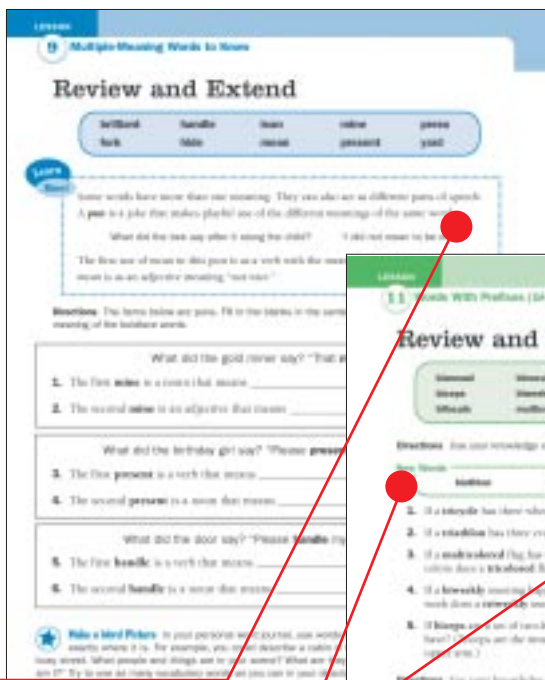
Students learn how words can be used in a variety of contexts.

“The more strategies you use to figure out a word, the better you will understand it.”

John Mangieri, PhD

Student Materials that Extend Learning and

Students Review the Words They Have Learned and Extend Their Knowledge



- Students learn important aspects of word play and language development.
- Students learn how to complete word analogies.
- Students learn additional new words that follow the targeted pattern.

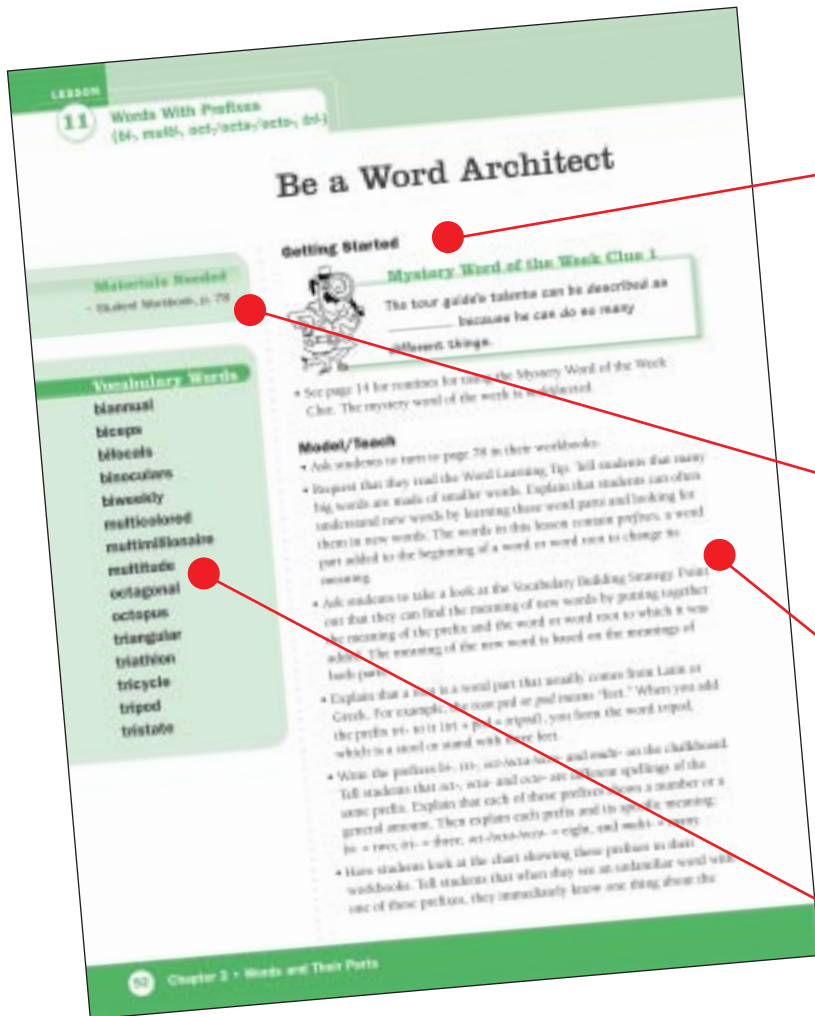


Students develop an understanding of important grammatical concepts.

Students become active word learners and develop a consciousness of words in their own environment.

Teaching Materials that are Systematic

Powerful Vocabulary for Reading Success offers teachers rich and engaging resources needed to build student vocabulary for successful reading comprehension. The flexible program structure and lesson plans offer teachers choice, enabling them to choose from a wide array of activities to meet individual and classroom needs.



Mystery Word of the Week

This introductory activity promotes a positive attitude towards vocabulary learning. Each day begins by providing students with a new clue to the mystery word of the week. At the end of the week, students will use these clues as well as the word learning principle and vocabulary building strategy to determine the word.

Materials Needed

Provides teachers with a quick reference to the resources needed for the lesson.

Model/Teach

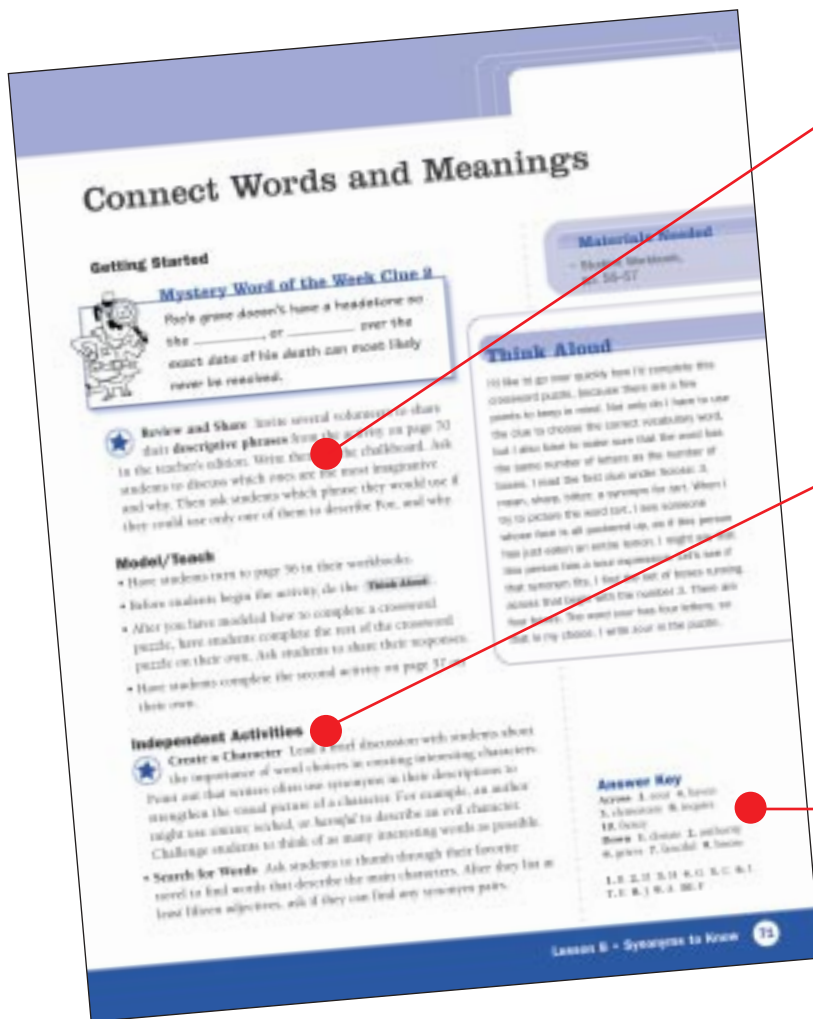
Offers a detailed teaching plan for each lesson.

Vocabulary Words

Includes the Word List for the lesson.



Teaching Materials that Provide the Latest Research-



Review and Share
These activities give students the chance to share the independent work with words they did. They also provide an opportunity to celebrate success.

Independent Activities
These activities get students to interact with and use the words in many different ways. They also provide opportunities for students to move beyond the word list and become active word learners by finding other related words.

Answer Key
Includes definitions and answers for all activity questions.



"Word learning shouldn't stop when students shut the book. Powerful Vocabulary for Reading Success makes students engaged and active learners who find and master new words in their reading, listening, and viewing in the real world."

Cathy Collins Block, PhD

-Based Instructional Strategies

LESSON 8 Synonyms to Know

Use Words in Context

Materials Needed
Student Workbook, p. 54

Think Aloud
There are a couple of ways I could answer the first question. I could say writers of horror stories are most imaginative, because they have to make up a lot of scary and eerie details. Authors have to use a lot of creativity or imagination when writing, since there are not stories based on real life events. However, my favorite author writes terrible detective stories with all kinds of creative twists and turns. I'm going to say that writers of detective stories are the most imaginative. I write, "Detective story writers are more imaginative because there are usually a lot of twists and turns in their stories."

Getting Started
Mystery Word of the Week Clue 2
Biographers are often influenced by their own ideas that can sometimes cause arguments, _____, and _____ among literary people.

Answer and Share Ask volunteers to share their character descriptions with the class from the activity on page 52. After each volunteer shares, invite the class to discuss how the words and phrases helped them to visualize each character.

Model/Teach
• Have students turn to page 56 in their workbooks.
• Before students begin the activity, do the **Think Aloud**.
• After you have modeled how to answer the first question, ask students to answer the rest of the questions on their own and share their responses.

English Language Learners
• Write the following words on index cards to use as flashcards: contribute, obscure, imaginative, influence, investigate, and grave. These words may cause pronunciation problems for English language learners because the final 'd' in each is often. Have pairs take turns pronouncing these words. Encourage more fluent learners to use the words in simple sentences.

Independent Activity
What's the Setting? Discuss how the setting can influence a problem that the main character has to solve. For example, what about the setting usually plays an important role in horror stories—an old boarded house with creaky stairs and howling winds blowing through broken windows creates an immediate feeling of suspense. Then ask students to complete the activity.

Answer Key
Student responses will vary, but page 52 has sample answers.

72 Chapter 1 • Context Clues

Think Aloud

Modeling is an important part of this program. By showing students your thinking as you determine the meaning of a word, you are letting them in on the secret of how to master vocabulary.

Assessment

An objective test measures a student's grasp of the lesson's content.

Student Self-Assessment

Provides writing practice and reinforces the skills learned.

Check Your Mastery

Materials Needed
Student Workbook, p. 61

Give the Test
• Have students turn to page 61 in their workbooks.
• Tell students that this Check Your Mastery activity has two parts.
• Read the directions for the first part aloud: "Read each sentence. Write the word that correctly completes each sentence in the blank." Tell students there are three choices for each sentence. Their job is to pick the word that best fits the context of the sentence and write it in the blank.
• Model how to complete the sentence by writing the following example on the chalkboard:
Tobias is a very _____ (clever/sly/reluctant) writer who has won many short-story contests.
• Ask a volunteer to choose the word that best fits in the blank. Have them explain their choice by telling which context clues helped them to select the correct word.
• Read the directions for the second part aloud: "Answer each of the items below on the line provided."
• Model how to answer a question by writing the following sentence on the chalkboard and reading it aloud:
Write a situation in which you can be creative.
Ask students to answer the questions. Have them explain their answers by telling what they know about the word creative.
• Have students complete both activities and then suggest they trade over the page and check their answers.
• Review the Check Your Mastery activity orally with the students.
• Invite students to share their answers for the second part of the activity. Encourage a variety of individual answers.
• Ask students to work with a partner to discuss the words they got wrong. Ask them to write new sentences in which they use the words correctly.
• Ask students how using the Word Learning Tip and the Vocabulary Building Strategy helped them understand the synonyms and find the correct answers.

Student Self-Assessment
Journal Writing Ask students to write the Word Learning Tip and Vocabulary Building Strategy in their own words. Then have them write how they use synonyms and shades of meaning to make their writing more real and interesting.

Answer Key
1. reluctant 2. inspired 3. invited 4. investigate 5. write
Student responses will vary. Here are sample answers.
6. I consider the topic of memory very elementary.
7. We had and read might be considered one word.
8. Having a lot of knowledge or experience makes a person an authority on a subject.
9. Virginia Hamilton is a very imaginative person because she writes excellent mystery stories.
10. I have usually found different colors, such as purple, yellow and brown.

Lesson 8 • Synonyms to Know 75

Supplemental Materials that are Time-Saving

Flashcards

Reproducible flashcards, included as blackline masters in the Teacher's Edition, provide manipulative practice opportunities, helping students develop automaticity with the learning of new words.

Lesson 1 advantage (ədˈvɑːntɪdʒ)	Lesson 1 agent (eɪˈdʒənt)	Lesson 1 challenge (tʃælɪndʒ)
Lesson 1 foundation (faʊnˈdeɪʃən)	Lesson 1 genius (dʒiˈniəs)	Lesson 1 mainland (meɪnˈlənd)
Lesson 1 mechanic (məˈkænɪk)	Lesson 1 nuisance (ˈnjuːsəns)	Lesson 1 obstacle (əbˈstəkl)
Lesson 1 precaution (preɪˈkæʃən)	Lesson 1 pursuit (pɜːˈsjuːt)	Lesson 1 rival (rɪˈvəl)
Lesson 1 scheme (sɪˈmiː)	Lesson 1 target (ˈtɑːɡɪt)	Lesson 1 vehicle (ˈviːkəl)
Lesson 2 apologize (əˈpɒlədʒaɪz)	Lesson 2 assemble (əˈsembl)	Lesson 2 boost (buːst)
Lesson 2 coax (koʊks)	Lesson 2 concentrate (kənˈkəntraɪt)	Lesson 2 consult (kənˈsʌlt)
Lesson 2 devote (dɪˈvoʊt)	Lesson 2 irritate (ɪˈrɪteɪt)	Lesson 2 manage (ˈmænɪʒ)
Lesson 2 refer (rɪˈfɜːr)	Lesson 2 reject (rɪˈdʒekt)	Lesson 2 reveal (rɪˈviːl)
Lesson 2 topple (ˈtɒpəl)	Lesson 2 transport (trænˈspɔːrt)	Lesson 2 weaken (wiːkən)

noun: something difficult that requires extra effort or work	noun: 1. a person who arranges things for other people; 2. a person who represents other people	noun: something that helps you or is useful to you or gives you a better chance
noun: the largest mass of land of a country or continent	noun: an unusually smart or intelligent person	noun: 1. base; 2. the basis on which something stands
noun: barrier	noun: a barrier or annoyance	noun: person skilled at repairing machinery
noun: someone or something that is an opponent or competitor	noun: the act or instance of chasing someone or something	noun: action taken ahead of time to prevent something dangerous from happening
noun: something used to carry people or objects over land or sea or through the air	noun: 1. a god; 2. something that is aimed at	noun: a plan or plot to do something
verb: 1. to lift; 2. to increase	verb: 1. to put together; 2. to gather in groups	verb: to say you are sorry about something
verb: to go to another person or resource for information and advice	verb: to focus on something	verb: 1. to persuade someone by making a pleasant and easy way; 2. to urge
verb: to control or direct	verb: to annoy or bother	verb: to give time and effort to some purpose
verb: 1. to show or make known; 2. to uncover	verb: to refuse to accept something	verb: to tell someone to go to a certain person or place for help or information
verb: to lose strength	verb: to move someone or something from one place to another	verb: 1. to fall over; 2. to make something fall over

Flashcards
Word on front with definition on the back.

Fully reproducible flashcards in every Grade level Teacher's Edition

and Meet Diverse Needs

Graphic Organizers

Free
Transparencies
with every
Grade level
Teacher's
Edition

Graphic organizers, available as transparencies in the Teacher's Edition, offer instant whole-class modeling of key strategies.

Powerful Vocabulary for Reading Success Transparency 1

Word	My Thinking	Meaning

Powerful Vocabulary for Reading Success Transparency 2

Author's Big Idea or Subject is _____

is connected to the idea of _____ because _____	is connected to the idea of _____ because _____	is connected to the idea of _____ because _____	is connected to the idea of _____ because _____

is connected to the idea of _____

because _____

Powerful Vocabulary for Reading Success Transparency 3

Word Attribute Chart

Word	What's Special About This Word?	How I Will Remember It	Meaning

Product Components

Student Workbook

Each grade-level Student Workbook includes 26 lessons filled with high-interest nonfiction and fiction selections and engaging activities. Each lesson includes word learning tips, vocabulary-building strategies, application exercises, assessments, and follow-up reading and writing activities.

Teacher's Edition

Each grade-level Teacher's Edition includes:

- ⊙ 26 scaffolded lesson plans including a modeling segment, think alouds, strategies for English Language Learners, suggestions for independent student activities, mastery assessment, and student self-assessment.
- ⊙ Reproducible flashcards for structured independent practice of every word in the program to boost recognition and automaticity.
- ⊙ 3 Free graphic organizers on transparencies for instant whole-class modeling of key strategies.
- ⊙ Concise review of the latest and most significant research on vocabulary instruction.
- ⊙ Complete answer key.
- ⊙ Ongoing Mystery-Word-of-the-Week learning game.
- ⊙ Glossary of all words and definitions used in the grade-level Student Edition.



Flexible Program Makes Implementation Easy

"Direct instruction of vocabulary relevant to a given text leads to better reading comprehension.

Direct instruction includes:

- *providing students with specific word instruction*
- *teaching students word-learning strategies."*

—National Reading Panel

15 Minutes a Day To Hundreds of New Words a Year!

Powerful Vocabulary for Reading Success is the first vocabulary program to offer you a systematic, teacher-directed approach to improving your students' reading achievement. This unique program is:

Research-Based

Developed based on research that is proven effective for all students. Aligns to State Standards and *No Child Left Behind* for Vocabulary Development.

Explicit and Comprehensive

An easy-to-manage, complete instructional program that models effective word learning and gives multiple exposures to hundreds of important words to ensure mastery.

Strategy Based

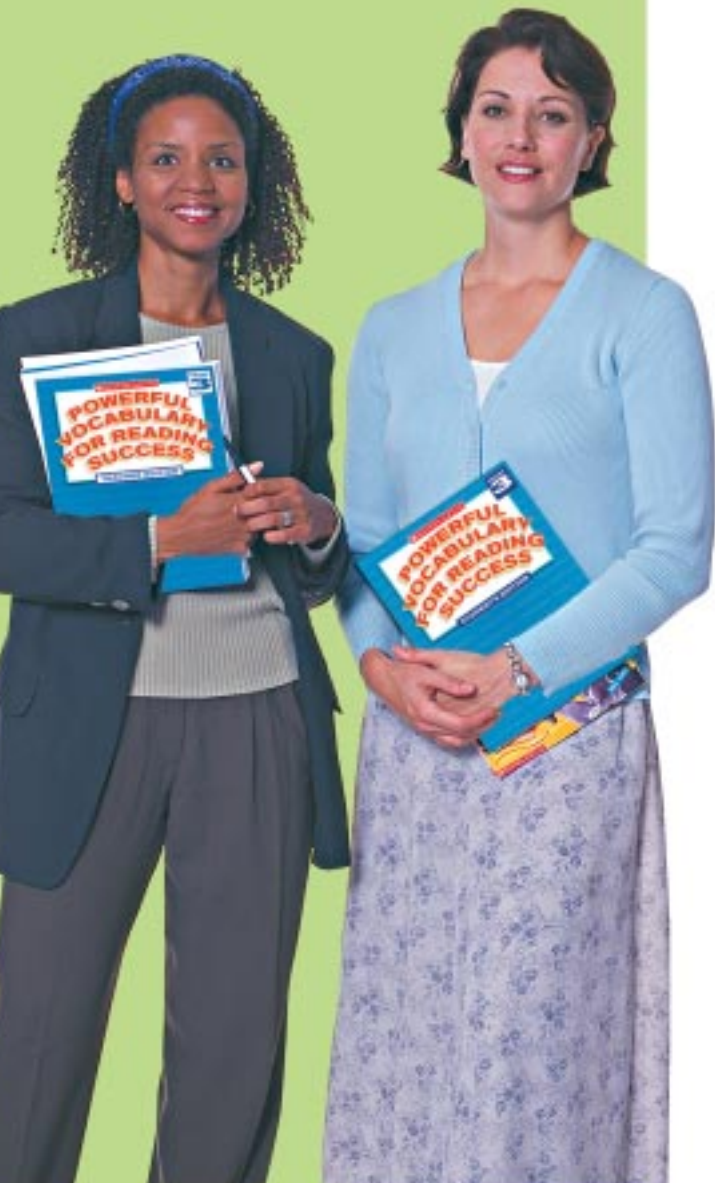
Teaches word learning principles and strategies together to increase vocabulary rapidly and to make vocabulary learning an on-going, cumulative process.

Test Score Boosting

Gives instruction for hundreds of high-utility, academic and content-area words and effective tools for deciphering hundreds more unknown words all found on state and national tests. A powerful combination for ensuring higher test scores.

At just \$8.70 per student, *Powerful Vocabulary for Reading Success* is designed to help develop successful readers and raise standards-based test scores in grades 3-6.

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Teacher's Edition	YLU964053		\$14.99	\$14.99	
Best Value 10 Copies + Teacher's Edition	YLU964050		\$101.99	\$60.00	
Grade 5					
Student Workbook	YLU964056		\$8.70	\$8.70	
Teacher's Edition	YLU964058		\$14.99	\$14.99	
Best Value 10 Copies + Teacher's Edition	YLU964055		\$101.99	\$60.00	
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