

VOCABULARY FOR ACHIEVEMENT

GRADES 3-5

correlated to

Arizona Reading Standard Articulated by Grade Level



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Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts

Demonstrate understanding of print concepts.

Grade 3 Performance Objectives	Vocabulary for Achievement
PO 1. Alphabetize a series of words to the third letter.	Teacher's Edition: 21-23

Concept 3: Phonics

Decode words, using knowledge of phonics, syllabication, and words parts.

Grade 3 Performance Objectives	Vocabulary for Achievement
PO 3. Apply knowledge of the following common spelling patterns to read words: <ul style="list-style-type: none"> • that drop the final e and add endings such as: -ing, -ed, or -able (e.g., use/using/used/usable) • with final consonants that need to be doubled when adding an ending (e.g., hop/hopping) • that require changing the final y to i (e.g., baby/babies) • that end in -tion, -sion, (e.g., election, vision) • with complex word families (e.g., -ight, -ought); and that include common prefixes, suffixes and root words.	Teacher's Edition: 8, 58, 62-64, 65-68, 69-72, 73-76, 78, 96, 98
PO 6. Use knowledge of word order (syntax) and context to confirm decoding.	Teacher's Edition: 41-44, 91, 97, 117

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

Grade 3 Performance Objectives	Vocabulary for Achievement
PO 1. Use knowledge of prefixes to (e.g., un-, re-, in-, is-) to determine the meaning of words.	Teacher's Edition: 101-104, 105-108, 109-112, 113-116, 117-120
PO 2. Use knowledge of suffixes (e.g., -ful, -ly, -less) to determine the meaning of words.	Teacher's Edition: 12, 61-64, 65-68, 69-72, 73-76, 79
PO 5. Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).	Teacher's Edition: 3, 4, 13, 14-15, 16, 17, 20
PO 6. Determine the meaning of common synonyms, antonyms, and homonyms.	Teacher's Edition: 1-2, 4, 5, 6-7, 8, 9, 10-11, 12, 17, 18, 19, 20, 25-28, 31, 35, 39, 40, 47, 51, 82-84, 89-92, 97, 98, 116
PO 7. Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and CD-ROM and Internet when available.	Teacher's Edition: 21-24, 36

Concept 5: Fluency

Read fluently.

Grade 3 Performance Objectives	Vocabulary for Achievement
PO 1. Consistently read grade -level text with at least 90 percent accuracy.	Teacher's Edition: 6, 10, 26, 30, 34, 46, 50, 54, 66, 86, 90, 94, 106, 110

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

Grade 3 Performance Objectives	Vocabulary for Achievement
PO 4. Answer clarifying questions in order to comprehend text.	Teacher's Edition: 7, 11, 15, 27, 31, 51, 67, 71, 75, 87, 91

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

Grade 3 Performance Objectives	Vocabulary for Achievement
PO 2. Describe characters (e.g., traits, roles, similarities) within a literary selection.	Teacher's Edition: 7, 31, 55
PO 4. Make relevant connections (e.g., relationships, cause/effect, comparisons) between earlier events and later events in text.	Teacher's Edition: 15, 31, 67, 71, 75, 107, 111, 115
PO 5. Identify the speaker or narrator in a literary selection.	Teacher's Edition: 90-91
PO 7. Distinguish between/among fiction, nonfiction, poetry, plays, and narratives, using knowledge of their structural elements.	Teacher's Edition: 36, 53, 55, 56

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

Grade 3 Performance Objectives	Vocabulary for Achievement
PO 2. Locate facts in response to questions about expository text.	Teacher's Edition: 11, 27, 47, 51, 71, 75, 95, 107, 111
PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, key words, glossary, indices, italics, key words) in expository text.	Teacher's Edition: 6, 10, 26, 30, 34, 46, 50, 54, 66, 86, 90, 94, 106, 110
PO 4. Use a variety of sources (e.g., trade books, encyclopedias, magazines, atlases, almanacs, electronic source, textbooks) to answer specific questions, and/or gather information.	Teacher's Edition: 45

Grade 3 Performance Objectives	Vocabulary for Achievement
PO 5. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text.	Teacher's Edition: 45

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

Grade 3 Performance Objectives	Vocabulary for Achievement
PO 1. Follow a set of written multi-step directions.	Teacher's Edition: 16, 28, 32, 36, 38, 39, 48, 52, 56, 72, 79
PO 4. Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.	Teacher's Edition: 45



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Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

Grade 4 Performance Objectives	Vocabulary for Achievement
PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	Teacher's Edition: 61-64, 65-68, 69-72, 73-76, 77-80, 101-104, 105-108, 109-112, 113-116, 117-119
PO 2. Use context to determine the relevant meaning of a word.	Teacher's Edition: 17-18, 37-38, 41-44, 57-58, 77-78, 97-98, 117-118
PO 3. Determine the difference between figurative language and literal language.	Teacher's Edition: 81-84, 85-88
PO 4. Identify figurative language, including similes, personification, and idioms.	Teacher's Edition: 81-84, 85-88
PO 5. Determine meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD_ROM and internet when available.	Teacher's Edition: 21-24, 44, 58, 81-84
PO 6. Identify antonyms, synonyms, and homonyms for given words within text.	Teacher's Edition: 1-4, 5-8, 20, 40, 31, 51, 115, 120

Concept 5: Fluency

Read fluently.

Grade 4 Performance Objectives	Vocabulary for Achievement
PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	Teacher's Edition: 6, 10, 14, 26, 30, 34, 46, 50, 54, 66, 70, 74, 86, 90, 94, 106, 110, 114



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Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

Grade 5 Performance Objectives	Vocabulary for Achievement
PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	Teacher's Edition: 11, 61-64, 65-68, 69-72, 73-76, 77-80, 101-104, 105-108, 109-112, 113-116, 117-120
PO 2. Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).	Teacher's Edition: 17, 23, 33-36, 37, 39, 41-44, 45-48, 53-56, 57, 58, 77, 97, 117
PO 3. Determine the difference between figurative language and literal language.	Teacher's Edition: 93-96, 98
PO 4. Determine the meaning of figurative language, including similes, personification, and idioms.	Teacher's Edition: 93-96, 98
PO 5. Determine meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD_ROM and internet when available.	Teacher's Edition: 21 -24, 81-84
PO 6. Identify antonyms, synonyms, and homonyms for given words within text.	Teacher's Edition: 1-4, 7, 35, 40, 44, 47, 55, 71, 75, 84, 107

Concept 5: Fluency

Read fluently.

Grade 5 Performance Objectives	Vocabulary for Achievement
PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	Teacher's Edition: 6, 10, 14, 26, 30, 34, 46, 50, 54, 66, 70, 74, 86, 90, 94, 106, 110, 114



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