

Grade 4

National Reading Vocabulary

The following list contains 900 “new” reading words that students need to master by the end of Grade 4. Students who master these vocabulary words (along with knowing all words in our Grades 1 – 2 – and 3 vocabulary lists) will be reading at approximately a 5.0 grade level and typically score in the top 10% on 4th Grade national reading tests (such as the Woodcock-Johnson or Stanford Achievement Test). These 900 words are the “next” most-common reading words used in reading and textbooks after the 2036 words introduced in the Grades 1 – 2 – and 3 Lists. Words in this list (and all lists) were selected after detailed computer analysis for word frequency in grade level textbooks including Houghton Mifflin, Scholastic, and Accelerated Reader. To insure comprehension of test questions in a school’s end-of-year testing, we also include critical test question vocabulary (i.e. author, locate, paragraph, details, sequence, fact, opinion, pattern etc.).

Words in our Grade 4 List are organized as follows - **TOTAL = 900 words**

- | |
|---|
| 1 st nine weeks - 144 new words (plus an additional 108 review words from Grade 3) |
| 2 nd nine weeks - 252 new words |
| 3 rd nine weeks - 252 new words |
| 4 th nine weeks - 252 new words |

Vocabulary Organization

Although 1008 total words are used in the Grade 4 list, 900 are “new” reading vocabulary words and 108 words are important review words from the Grade 3 list (Review words are designated by an “R” appearing to the left of the word). Words are introduced at a steady rate of 7 words per day for a total of 28 words per week. Friday is to be used by classroom teachers as a review and/or test day to determine mastery of the week’s vocabulary. The list words are organized from “most-common” to “least-common” along common vowel sound or reading rule categories. Teaching words together that share the same vowel sound has been shown to dramatically improve the learning rate for students.

Word of the Day

Some of our daily lists show a “WD” next to the last word. This is called the “Word of the Day” and has been placed here because it is typically more difficult to learn than the other phonics based words. This difficulty occurs because it is either visually similar to other words (i.e. went – want) or its letters are not consistent with typical phonics rules (i.e. does/duz – what/wut). The Word of the Day typically requires more practice to insure its complete memorization.

Readiness TEST

An excellent test to determine if a student is ready for the Grade 4 Program is to have the student read the 108 “R” review words listed in Weeks 1 through 9. If your student can read 50% correctly (54 of 108) then he/she is reading at approximately a 3.5 Grade level (3rd Grade 5th month) and should begin with our Grade 3 Student Reading Program. If 75% are answered correctly (81 of 108), then he/she is reading at approximately a 3.8 Grade level and should be tested on the individual words in the Grade 3 program. If your student can read the 108 review words with 5 or less errors they should be ready for the Grade 4 Vocabulary Building Program. Along with reading the words correctly, it is very important for your student to read the words fluently. Fluency is the process of being able to read words easily - smoothly and without hesitation. National research has shown that vocabulary and fluency are the two essential components for achieving maximum reading comprehension.

The Most Progress - The Least Effort

With over 20 years researching reading methods and student progress, the evidence clearly shows that teaching reading vocabulary words in small groups that share the same vowel sound will generate far more progress than any other method of teaching reading.

Drug Use Vocabulary Words

You will come across several “drug related” vocabulary words in weeks 20 through 24 in the Grade 4 list including – **alcohol** – **cigarettes** - **marijuana** and **cocaine**. Some teachers are startled when they encounter these words out of context, however, the ReadingKEY program is a compilation of words used in typical grade level textbooks including those from science and health. Since national research shows many students typically begin experimenting with drug use in Grade 4, we strongly recommend you use this opportunity to discuss with your students or child the harmful consequences of these drugs and how to “say no” when they are exposed to them in a typical social situation. The vocabulary word “attrition” is also repeated in this list and is an excellent word to help students understand how and why drug use can be harmful to one’s health.

A Powerful Tool for Teachers

If you are a classroom teacher and want to give your students a tremendous jump in reading ability at the start of school, we strongly encourage you to use our Grade Level Lists (like this one) to test all your students in a one-on-one situation during the first week of school. Grade 4 teachers should enlist the help of assistants, other students or parents and test each student on the Grade 3 words. Grade 3 teachers should test all students using the Grade 2 Vocabulary list. Grade 2 teachers should test their students using the Grade 1 list, etc. By doing this, you are identifying critical vocabulary that your student should have mastered before beginning their current Grade Level Vocabulary Program (remember, words from a previous grade list occur with greater frequency in books, and therefore, are more important to have mastered). It is suggested that you print one copy (12 pages) of each vocabulary list for each student. While this takes considerable time (and about a half ream of paper), it keeps things much more organized and allows for less confusing identification of words during the testing process. (*It is also quite impressive to the parents in your beginning of the year teacher conference to give them a list of words specifically for their child.*)

Testing Procedure

To test a student, simply sit down at a table and ask him/her to read the words from the beginning of this list. If your student is able to read the words easily and without hesitation, you may wish to save some time and ask them to read only the more difficult “WD” words (Words of the Day). If a child can read these words correctly, then he/she most likely can read the other words correctly (since the WD words are typically more difficult). When your student reads a word incorrectly, it is highly beneficial to write the word the child actually said next to the list word. For example, if the word on the list is “certain” - and your student said “curtain,” – you should write down “curtain” directly next to the list word “certain.” This way they can be practiced together later. You should also record if your student hesitates on a word. For example, if your student hesitates 5 seconds on the word “sure,” you should write a “5” next to the word “sure.” If they hesitate even 2 seconds – you should write a “2” next to the word.

Follow Up Practice

After completing the testing, write 20-30 list words that you previously marked onto a 4x6 card and tape to the top right of your student’s desk. (Students love the fact that they have their very own special set of words). From time to time, ask a student to read the words on their 4x6 card. You can also make a classroom activity of having students put their words into sentences as well as timing them during the day on how fast they can say their words. When mastery of the card words is reached, you can then tape another card onto their desk with the next 20-30 words. Note: When putting words onto the card it is recommended that you skip a space between each word. Mastery is attained when the student can read the list words correctly without hesitation. As added encouragement, you may wish to set up a reward for mastery of the words from the list.

For classroom teachers who take time to conduct pre-testing and subsequent practice, you'll observe an immediate advancement in student reading level.

Name _____ Class _____ Date _____

Week 1 GRADE 4 National Reading Vocabulary 1st Quarter

Grade 3 Words Reviewed for #1-3 First 9 weeks

MONDAY short a	TUESDAY short e	WEDNESDAY short i	THURSDAY short o
R tax	R length	R build	R lock
R act	R crept	R split	R fond
R wrap	R mend	R wrist	R cross
plan	pest	bill	jog
task	deaf	thrill	loss
grams	depth	twitch	shot
shallow	edge	guilt	solve

Week 2

MONDAY short u	TUESDAY 2 Cons. Rule	WEDNESDAY 2 Cons. Rule	THURSDAY 1 Cons. Rule
R hut	R chapter	R million	R used
R dull	R discuss	R gallon	R belong
R struck	R difference	R rotten	R super
skull	lesson	magnetism	equal
husband	magnet	rather	silent
muscle	culture	experiment	musician
WD touch	alphabetical	WD response	WD finish

Week 3

MONDAY 1 Consonant Rule	TUESDAY 1 Cons. Rule	WEDNESDAY 1 Cons. Rule	THURSDAY 1 Cons. Rule
R writer	R report	R elect	R frozen
R develop	R refund	R climate	R protect
R human	R famous	R pronoun	R remove
define	return	glacier	label
medium	demand	beyond	remind
major	flames	protest	research
minor	request	grocery	WD Britain

Comments:

Name _____ Class _____ Date _____

Week 4 GRADE 4 National Reading Vocabulary 1st Quarter

MONDAY ai – long a	TUESDAY ee – long e	WEDNESDAY ea – long e	THURSDAY ea – short e
R mail	R speed	R leave	R measure
R gain	R agree	R reason	R treasure
R contains	R squeeze	R peace	R breath
fair	peek	really	sweat
daily	peer	clearly	weapon
airline	sleet	decrease	deadly
Maintain	greedy	meanwhile	meadow

Week 5

MONDAY ar	TUESDAY er	WEDNESDAY er - ir	THURSDAY ur
R harm	R neither	R birth	R curtain
R market	R several	R thirty	R burst
R apart	R discover	R squirrel	R surface
artist	service	personal	fur
article	deliver	thirst	surf
shark	uglier	liter	curved
starve	WD erase	litter	hurricane

Week 6

MONDAY 2 Cons. Rule	TUESDAY 2 Cons. Rule	WEDNESDAY 2 Cons. Rule	THURSDAY 2 Cons. Rule
R public	R common	R suffer	R ribbon
R language	R expect	R offer	R sandwich
R master	R subject	R signal	R gather
atlas	added	admit	gallop
skinny	selfish	jagged	pressure
effort	agriculture	seldom	interest
canyon	handsome	messenger	plastic

Comments:

Name _____ Class _____ Date _____

Week 7 GRADE 4 National Reading Vocabulary 1st Quarter

MONDAY ai	TUESDAY Final-e Rule	WEDNESDAY 1 Cons. Rule	THURSDAY ie – long e
R main	R ache	R usual	R field
R hail	R value	R hero	R niece
R straight	R continue	R museum	R brief
trailer	gaze	total	shield
remain	rate	even	priest
railroad	latitude	rules	fierce
maintenance	longitude	frequent	briefcase

Week 8

MONDAY Silent Letters	TUESDAY C-Rule	WEDNESDAY G-Rule	THURSDAY Short Vowels
R known	R certain	R gentle	R attic
R thought	R office	R imagine	R swift
R palm	R necessary	R biology	R flock
though	citizen	Germany	rust
knight	cancel	challenge	shin
doubt	balance	knowledge	width
knob	accelerate	legislature	sniff

Week 9

MONDAY ly ty ending	TUESDAY Silent Letters	WEDNESDAY ol – long o	THURSDAY long o - oa
R finally	R whistle	R pole	R coast
R plenty	R listening	R solar	R roam
R duty	R foreign	R folder	R boast
hourly	doubtful	bold	coal
monthly	neighborhood	scold	goal
yearly	lamb	mold	load
annually	debt	scroll	cocoa

Comments:

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Name _____ Class _____ Date _____

Week 10 GRADE 4 National Reading Vocabulary 2nd Quarter

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
ay	ai ee ea (2)	oa ee ie ea	all - al
bay	brain	loan	mall
payroll	plain	groan	eyeball
delay	kneecap	proceed	hallway
display	teasing	volunteer	swallow
relay	repeal	frontier	stall
halfway	wealthy	keen	altogether
Mayflower	threaten	retreat	although

Week 11

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
le al ol (endings)	Final-e Rule	1 Cons. Rule	2 Cons. Rule
fumble	gale	defend	kidneys
pebble	rescue	fatal	mattress
horrible	type	bakery	understood
trial	describe	previous	contact
normal	excite	odor	import
individual	device	labor	export
capitol	WD judge	equator	WD critical

Week 12

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
C-Rule	tion - sion	or	ar – or ending
scientist	location	organ	regular
divorce	fiction	organized	bachelor
cancer	information	ignore	senator
pesticide	population	boredom	horror
rice	conversation	forecast	elevator
spice	condition	orchestra	interior
circular	decision	WD worse	exterior

Comments:

Name _____ Class _____ Date _____

Week 13

GRADE 4 National Reading Vocabulary

2nd Quarter

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
ar	er ir ury	or – or ending	Short vowels
chart	mercy	tornado	comet
partner	wonder	historic	gravity
tardy	wander	support	guilty
depart	jury	visitor	mass
barbecue	firm	governor	discovery
hardware	internal	divisor	conflict
WD parallel	external	janitor	friendship

Week 14

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
short o – au aw	ou	oi oy	oo ew
proper	ounce	moist	proof
cause	outline	moisture	shampoo
automatic	discount	foil	toothbrush
automobile	outgoing	disappointed	toothpaste
awkward	housing	avoid	crew
withdraw	proud	royal	chewy
WD lawyer	WD tour	employ	WD cruel

Week 15

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
un prefix	dis	Ex – short e short i	co – short u
unfair	dishonest	excitement	connect
unsure	disrespect	explanation	confuse
uneven	disagree	expensive	confusing
unknown	discontinue	exceptional	contribute
unbelievable	disbelief	except	convince
unless	discourage	WD exist	confess
unnecessary	WD disaster	WD exact	contract (2)

Comments:

Name _____ Class _____ Date _____

Week 16 GRADE 4 National Reading Vocabulary 2nd Quarter

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
tion	sion	ful	able
nation	discussion	fearful	available
national	confusion	skillful	dependable
station	erosion	successful	understandable
instruction	conclusion	peaceful	pleasurable
combination	explosion	meaningful	profitable
selection	compassion	merciful	desirable
description	WD tension	plentiful	reasonable

Week 17

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
le ending	al ending	est	less - ness
tumble	natural	freshest	restless
vehicle	capital	tiniest	endless
capable	rental	busiest	worthless
motorcycle	vertical	prettiest	usefulness
tricycle	horizontal	roughest	wilderness
flexible	accidental	straightest	boldness
cattle	material	wealthiest	witness

Week 18

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Consonant - y	Consonant - y	Consonant - y	fy – long i
foggy	usually	delivery	satisfy
curly	activity	deputy	magnify
injury	grumpy	barely	amplify
priority	instantly	previously	simplify
shaggy	memory	practically	ratify
snowy	diary	temporary	modify
simply	poverty	WD reply	WD stuffy

Comments:

Name _____ Class _____ Date _____

IMPORTANT: Please note that the words “marijuana” – “cocaine” – “alcohol” – and “cigarettes” are listed in weeks 19-23. These words are included because of national research showing 4th Grade is the year many students are first exposed to drugs from peers and in social settings. In order to successfully discourage involvement, it is of utmost importance to discuss the health consequences of drug use prior to this first exposure. This will give students the confidence needed to say “no” when the first situation arises. Failure to address this topic has been shown to result in higher rates of student drug use. Teachers may wish to contact parents prior to their introduction in order to explain the rationale for their placement in the lists. Once parents see the important educational and health benefit s for their child, there should not be any negative concern.

Week 19 GRADE 4 National Reading Vocabulary 3rd Quarter

MONDAY a – short u	TUESDAY a – short u	WEDNESDAY a – short u	THURSDAY Final-a Rule
assign	appear	account	comma
attend	alarm	astronomy	Asia
afford	annoy	abuse	California
ability	assist	assume	marijuana
approve	accomplish	associated	peninsula
adjust	aboard	attempt	encyclopedia
achieve	appearance	arrive	China

Week 20

MONDAY 1 Cons. Rule	TUESDAY Final-e Rule	WEDNESDAY Final-e Rule	THURSDAY Tricky Long Vowels
utensils	tone	share	poem
cocaine	volume	severe	height
religion	admire	calculate	frightened
minority	stroke	silverware	freight
italics	demonstrate	telescope	grind
recover	create	microwave	quotient
provided	WD Europe	WD expense	piano

Week 21

MONDAY 2 Cons. Rule	TUESDAY 2 Cons. Rule	WEDNESDAY 1 Cons. Exceptions	THURSDAY 1 Cons. Exceptions
instead	fabric	rapid	topic
champion	fractions	project	limits
restaurant	mathematics	gravel	cavern
customer	gutter	panic	benefit
opportunity	issue	senate	minimum
embarrass	alcohol	talent	maximum
WD acre	attitude	vanish	recognize

Name _____ Class _____ Date _____

Week 22 GRADE 4 National Reading Vocabulary 3rd Quarter

MONDAY co – short o	TUESDAY co – short u	WEDNESDAY co – short u	THURSDAY Unusual short u
comment	compete	comfort	canal
compound	command	comfortable	patrol
compact	combine	communicate	fatigue
compromise	complain	compass	dramatic
competition	compare	completed	tongue
composition	community	commission	committee
commerce	convention	commissioner	WD butcher

Week 23

MONDAY C-Rule	TUESDAY C-Rule	WEDNESDAY G-Rule	THURSDAY al ending
ceramic	cement	geography	carnival
recent	advice	geology	visual
adjacent	Pacific	manager	diagonal
concentrate	replace	frigid	gradual
recently	introduce	region	manual
succeed	cigarettes	budget	identical
society	citizenship	rage	occasional

Week 24

MONDAY ar - except	TUESDAY 1 Cons. Rule	WEDNESDAY y – short i	THURSDAY “s” has “z” sound
married	belief	system	tease
marriage	gigantic	typical	observe
carriage	deposit	mystery	observant
parachute	reserve	symbol	clumsy
rarely	desire	sympathy	despise
vary	resist	sympathetic	advertise
Caribbean	WD present (2)	symphony	advertisement

Comments:

Name _____ Class _____ Date _____

Week 25 GRADE 4 National Reading Vocabulary 3rd Quarter

MONDAY ou - ow	TUESDAY ance – 2 sounds	WEDNESDAY ion ending	THURSDAY ment
outstanding	glance	million	department
boundary	stance	billion	argument
stout	finance	trillion	agreement
mountainous	fragrance	onion	settlement
counselor	ignorance	union	amendment
coward	ambulance	companion	government
WD journey	acquaintance	rebellion	equipment

Week 26

MONDAY 2 Cons. Rule	TUESDAY 2 Cons. Rule	WEDNESDAY 2 Cons. Rule	THURSDAY tion
blizzard	intense	practical	stationary
differ	drastic	abnormal	taxation
reptile	entrance	structure	transaction
millimeter	velvet	advance	attrition
ingredient	actually	illustrate	additional
Missouri	dispose	publisher	protection
slender	mistaken	WD essential	WD detention

Week 27

MONDAY er ir ur	TUESDAY or	WEDNESDAY ty my hy ry	THURSDAY ar er ur or
fertile	forms	penalty	cargo
Virginia	oral	security	carpenter
shiver	gorgeous	variety	perfect
stapler	original	anatomy	permanent
helicopter	former	squishy	tolerate
duration	minorities	luxury	survive
purchase	WD coarse	WD purify	torture

Comments:

Name _____ Class _____ Date _____

Week 28

GRADE 4 National Reading Vocabulary

4th Quarter

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
ate – short i accurate adequate immediate appropriate moderate estimate (2) candidate (2)	ine – long e/ short i marine submarine sardines examine famine doctrine determine	ies ending colonies factories armies activities ceremonies responsibilities WD supplies	tive active positive attractive creative relative effective representative

Week 29

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
tion malfunction infection foundation revolution prescription plantation application	ous ending curious serious delicious generous nervous tremendous humorous	ment ending payment movement apartment compliment treatment environment entertainment	tion decoration solution emotion emotional separation attrition WD vision

Week 30

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
2 Cons. Rule victory customs intend summarize industrial empty WD microscope	1 Cons. Rule unity depend revolt supervisor bureau rebel WD process	ch – k sound stomach chemistry chemicals schedule character technology scholar	ph – f sound graph atmosphere geographer photograph photographer Philadelphia emphysema

Comments:

Name _____ Class _____ Date _____

Week 31

GRADE 4 National Reading Vocabulary

4th Quarter

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
tion	Unusual short u	2 Cons. Rule	short vowels
section	amazing	contrast	grasp
tradition	opinion	platform	draft
expedition	assemble	impact	grant
irrigation	contagious	income	check
creation	govern	festival	drench
consideration	collaborative	influence	frost
discrimination	collection	lessen	funds

Week 32

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
1 Cons. Rule	Final-e Rule	ar er or	C-Rule G-Rule
global	polite	hardship	central
prevent	dispute	particle	council
vital	bribe	marshal	ceremony
event	globe	merchant	gentlemen
review	zone	borders	logical
primary	hemisphere	horizon	legend
WD secondary	educate	organize	voyage

Week 33

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Short o sound	Short Vowels	Long Vowels	Unusual Spelling
octopus	satisfied	details	resources
logic	delegates	evil	mechanical
squatter	linen	pretend	tomb
aqueduct	situation	trader	pyramid
audience	column	laborer	anxious
auditorium	combat	vacant	isthmus
WD lawyer	solid	migrant	salmon

Comments:

Name _____ Class _____ Date _____

Week 34 GRADE 4 National Reading Vocabulary 4th Quarter

MONDAY 1 Cons. Except.	TUESDAY 2 Cons. Rule	WEDNESDAY tion - sion	THURSDAY C-Rule G-Rule
Spanish	interview	construction	justice
Japanese	industry	aviation	concept
catalog	immigrant	presentation	hygiene
economics	progress	precipitation	vigilante
refugee	ethnic	international	engineer
minerals	transmitter	mission	refrigerate
clever	method	depression	prejudice

Week 35

MONDAY 1 Cons. Except	TUESDAY 1 Cons. Rule	WEDNESDAY Short Vowels	THURSDAY Unusual short u
tenant	united	mischief	attract
military	rotate	prosper	machinery
manufacture	revolve	custodian	apology
punish	sequence	tolerant	collapse
colony	universe	option	production
volcano	resistance	asteroid	arrival
property	WD kilometer	evident	consumer

Week 36

MONDAY Short vowels	TUESDAY Miscellaneous	WEDNESDAY Miscellaneous	THURSDAY Miscellaneous
dishwasher	ought	capacity	shy
transcontinental	cluster	spiral	transfer
occupy	obvious	terrified	tourism
riddle	pajamas	sheriff	priority
risky	denied	orbit	clippers
lizard	involve	fortune	quality
absolutely	boulder	dawn	quantity

Comments: