

# 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 4<sup>th</sup> 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 <sup>st</sup> nine weeks - 144 new words (plus an additional 108 review words from Grade 3)
2 <sup>nd</sup> nine weeks - 252 new words
3 <sup>rd</sup> nine weeks - 252 new words
4 <sup>th</sup> 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 (3<sup>rd</sup> Grade 5<sup>th</sup> 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.**

Week 1

**GRADE 4 National Reading Vocabulary**

1<sup>st</sup> 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

1<sup>st</sup> 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**      **1<sup>st</sup> Quarter**

<b>MONDAY</b> ai	<b>TUESDAY</b> Final-e Rule	<b>WEDNESDAY</b> 1 Cons. Rule	<b>THURSDAY</b> 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**

<b>MONDAY</b> Silent Letters	<b>TUESDAY</b> C-Rule	<b>WEDNESDAY</b> G-Rule	<b>THURSDAY</b> 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**

<b>MONDAY</b> ly ty ending	<b>TUESDAY</b> Silent Letters	<b>WEDNESDAY</b> ol – long o	<b>THURSDAY</b> 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:

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**Week 10**      **GRADE 4 National Reading Vocabulary**      **2nd Quarter**

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

**Week 11**

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

**Week 12**

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

Comments:

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Week 13

GRADE 4 National Reading Vocabulary

2nd Quarter

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

Week 14

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

Week 15

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

Comments:

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**Week 16**      **GRADE 4 National Reading Vocabulary**      **2nd Quarter**

<b>MONDAY</b> tion	<b>TUESDAY</b> sion	<b>WEDNESDAY</b> ful	<b>THURSDAY</b> 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	<b>WD</b> tension	plentiful	reasonable

**Week 17**

<b>MONDAY</b> le ending	<b>TUESDAY</b> al ending	<b>WEDNESDAY</b> est	<b>THURSDAY</b> 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**

<b>MONDAY</b> Consonant - y	<b>TUESDAY</b> Consonant - y	<b>WEDNESDAY</b> Consonant - y	<b>THURSDAY</b> 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	<b>WD</b> reply	<b>WD</b> 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 4<sup>th</sup> 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 benefits for their child, there should not be any negative concern.

Week 19 **GRADE 4 National Reading Vocabulary** 3<sup>rd</sup> 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	<b>marijuana</b>
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
<b>cocaine</b>	volume	severe	height
religion	admire	calculate	frightened
minority	stroke	silverware	freight
italics	demonstrate	telescope	grind
recover	create	microwave	quotient
provided	<b>WD</b> Europe	<b>WD</b> 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	<b>alcohol</b>	talent	maximum
<b>WD</b> acre	attitude	vanish	recognize

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Week 22

**GRADE 4 National Reading Vocabulary**

3rd Quarter

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

Week 23

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

Week 24

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

Comments:

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Week 25 **GRADE 4 National Reading Vocabulary** 3rd Quarter

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

Week 26

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

Week 27

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

Comments:

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Week 28

GRADE 4 National Reading Vocabulary

4th Quarter

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

Week 29

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

Week 30

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

Comments:

Week 31

**GRADE 4 National Reading Vocabulary**

4th Quarter

<b>MONDAY</b> tion	<b>TUESDAY</b> Unusual short u	<b>WEDNESDAY</b> 2 Cons. Rule	<b>THURSDAY</b> 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

<b>MONDAY</b> 1 Cons. Rule	<b>TUESDAY</b> Final-e Rule	<b>WEDNESDAY</b> ar er or	<b>THURSDAY</b> 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
<b>WD</b> secondary	educate	organize	voyage

Week 33

<b>MONDAY</b> Short o sound	<b>TUESDAY</b> Short Vowels	<b>WEDNESDAY</b> Long Vowels	<b>THURSDAY</b> 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
<b>WD</b> lawyer	solid	migrant	salmon

Comments:

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**Week 34**      **GRADE 4 National Reading Vocabulary**      **4th Quarter**

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

**Week 35**

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

**Week 36**

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

Comments: