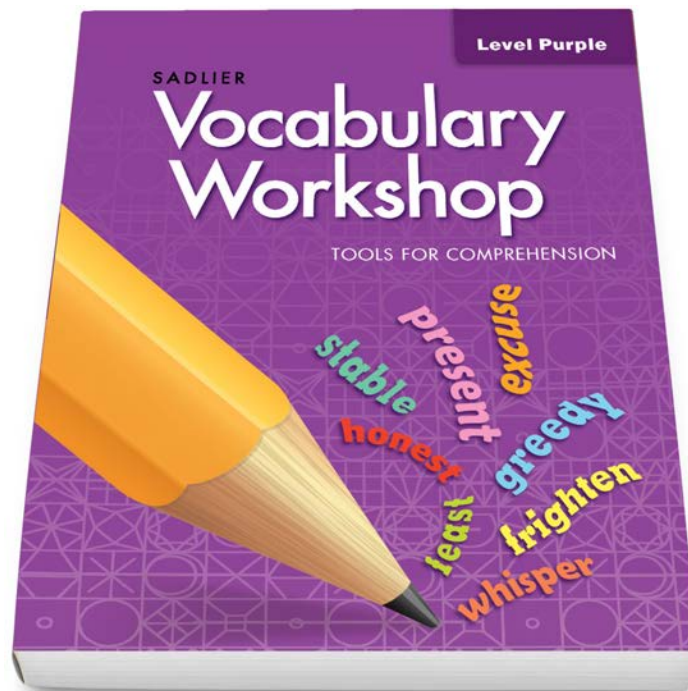


# Vocabulary Workshop

Tools for Comprehension

Correlation to the Pennsylvania Department of Education  
Academic Standards for English Language Arts March 1, 2014

**Grade 2**



### Key Aligned Content

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1.2 Reading Informational Text.....	5
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## Key Aligned Content

### 1.1 Foundational Skills

#### Fluency

##### CC.1.1.2.E

Read with accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 2 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Introducing the Words</b></p> <ul style="list-style-type: none"> <li>• Unit 1 “A Sudden Storm” (Realistic Fiction) 510L, pp. 6–7</li> <li>• Unit 2 “The Cable Car Is Coming!” (Historical Fiction) 590L, pp. 14–15</li> <li>• Unit 3 “What Makes Waves?” (Magazine Article) 570L, pp. 28–29</li> <li>• Unit 4 “A Midnight Rainbow” (Informational Fiction) 780L, pp. 36–37</li> <li>• Unit 5 “Pineapple Pancakes” (Recipe/How-to) 600L, pp. 50–51</li> <li>• Unit 6 “Why Bears Have Short Tails” (Folktale) 570L, pp. 58–59</li> <li>• Unit 7 “Be an Outdoor Detective” (Magazine Article) 600L, pp. 76–77</li> <li>• Unit 8 “Yellowstone National Park” (Magazine Article) 720L, pp. 84–85</li> <li>• Unit 9 “Field Day!” (Personal Narrative) 540L, pp. 98–99</li> <li>• Unit 10 “The Wright Brothers” (Biography) 780L, pp. 106–107</li> <li>• Unit 11 “Margaret Heffernan Borland: Trail Blazer” (Biography) 600L, pp. 120–121</li> <li>• Unit 12 “A Dog with a Job” (Informational Fiction) 630L, pp. 128–129</li> <li>• Unit 13 “Goldilocks and the Bear Family” (Fairy Tale) 490L, pp. 142–143</li> <li>• Unit 14 “One Great Way to Travel” (Magazine Article) 710L, pp. 150–151</li> </ul> <p>Lesson Plan—ATE p. T26</p>	<p>Each <b>Introducing the Words</b> passage includes the ten words children will learn in the unit. A variety of genres and themes are represented.</p> <p>After discussing prior knowledge and presenting the unit words, the teacher reads the brief introduction, then the class discusses genre of the text and how to use visuals to better understand the passage.</p> <p>Depending on the needs of individual children, the class will read the passage together as a Read Aloud, or children may listen to the audio version of the passage, available at <a href="http://SadlierConnect.com">SadlierConnect.com</a>, while reading.</p> <p>The teacher directs class focus and comprehension with key questions then reminds children to pay close attention to the context of the highlighted unit words.</p> <p>This will both improve comprehension of the passage and help them to begin to figure out the word meanings.</p> <p>Finally, children summarize the passage, ask any questions, and discussing the context and meanings of the words as they relate to the passage.</p>

## 1.1 Foundational Skills

### Fluency

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Read with accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 2 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Word Meanings</b> Unit 1, pp. 8–9; Unit 2, pp. 16–17; Unit 3, pp. 30–31; Unit 4, pp. 38–39; Unit 5, pp. 52–53; Unit 6, pp. 60–61; Unit 7, pp. 78–79; Unit 8, pp. 86–87; Unit 9, pp. 100–101; Unit 10, pp. 108–109; Unit 11, pp. 122–123; Unit 12, pp. 130–131; Unit 13, pp. 144–145; Unit 14, pp. 152–153 Lesson Plan—ATE p. T28</p>	<p>Located immediately after the unit passage is <b>Word Meanings</b>, a two-page alphabetical listing of each of the ten unit words.</p> <p>The dictionary-style entry for each word includes its part (or parts) of speech, an illustrating picture (if applicable), and an explanation that uses the boldface unit word in context.</p>
<p><b>Match the Meaning</b> Unit 1, p. 10; Unit 2, p. 18; Unit 3, p. 32; Unit 4, p. 40; Unit 5, p. 54; Unit 6, p. 62; Unit 7, p. 10; Unit 8, p. 88; Unit 9, p. 102; Unit 10, p. 110; Unit 11, p. 124; Unit 12, p. 132; Unit 13, p. 10; Unit 14, p. 154 Lesson Plan, ATE p. T29</p>	<p>For <b>Match the Meaning</b>, students choose the word whose meaning is suggested by the context clues given.</p>
<p><b>Completing the Sentence</b> Unit 1, p. 11; Unit 2, p. 19; Unit 3, p. 33; Unit 4, p. 41; Unit 5, p. 55; Unit 6, p. 63; Unit 7, p. 11; Unit 8, p. 89; Unit 9, p. 103; Unit 10, p. 111; Unit 11, p. 125; Unit 12, p. 133; Unit 13, p. 11; Unit 14, p. 155 Midyear Review Units 1–6, p. 73; Final Mastery Test Units 1–14, p. 165 Lesson Plan—ATE p. T30</p>	<p>For each <b>Completing the Sentence</b> exercise, students rely on context clues in order to identify and write the word from the box that best completes the sentence.</p> <p>They learn that one or more context clues in sentences can be before or after the unfamiliar word.</p>
<p><b>Words in Context</b></p> <ul style="list-style-type: none"> <li>• Unit 1 “All Gone” (Story), p. 12</li> <li>• Unit 2 Journal Entry (Personal Narrative), p. 20</li> <li>• Unit 3 “A Summer Idea” (Story), p. 34</li> <li>• Unit 4 Weather Forecast (Weather Forecast Script), p. 42</li> <li>• Unit 5 “The Lion and the Mouse” (Fable), p. 56</li> <li>• Unit 6 “Dr. Martin Luther King, Jr.” (Biography), p. 64</li> <li>• Unit 7 “How to Grow an Avocado Plant” (Instructions), p. 12</li> <li>• Unit 8 “Enormous Elephants” (Article), p. 90</li> </ul> <p style="text-align: right;"><i>continued</i></p>	<p>In <b>Words in Context</b>, children read a passage that incorporates several of the unit words. The passages present different genres and themes.</p> <p>After reading, children write sentences to answer questions to show they understand the meaning of the unit words used in the passage.</p>

## 1.1 Foundational Skills

### Fluency

#### CC.1.1.2.E

Read with accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 2 <i>Vocabulary Workshop</i> Feature/Location	Description
<ul style="list-style-type: none"> <li>• Unit 9 “Jets Win Big!” (Story), p. 104</li> <li>• Unit 10 Personal Letter (Personal Narrative), p. 112</li> <li>• Unit 11 “Sled Dogs and Sled Drivers” (Article), p. 126</li> <li>• Unit 12 “Visit the Red Horse Inn” (Travel Brochure), p. 134</li> <li>• Unit 13 “The Corner Diner” (Restaurant Review), p. 124</li> <li>• Unit 14 “The Space Trip” (Story), p. 156</li> </ul> Lesson Plan—ATE p. T31	
<b>Synonyms and Antonyms</b> Review Units 1-2, p. 22; Review Units 3-4, p. 44; Review Units 5-6, p. 66; Review Units 7-8, p. 92; Review Units 9-10, p. 114; Review Units 11-12, p. 136; Review Units 13-14, p. 158 Lesson Plan—ATE p. T35	The <b>Synonyms</b> and <b>Antonyms</b> exercises require students to use their knowledge of word meanings and context clues to choose the correct responses.
<b>Word Study</b> <ul style="list-style-type: none"> <li>• Review Units 13-14 Context Clues, p. 162</li> </ul> Lesson Plan—ATE p. T42	In <b>Context Clues</b> , children learn how to figure out the meaning of an unknown word using other words in the sentence as clues.
<b>Vocabulary for Comprehension</b> <ul style="list-style-type: none"> <li>• Midyear Review Units 1-6 “Koko the Gorilla,” pp. 74-75</li> <li>• Final Mastery Test Units 1-14 “A Fun Hobby” (stamp collecting), pp. 166-167</li> </ul>	Children use context clues to help them identify the meaning of new or studied words in the <b>Vocabulary for Comprehension</b> reading selections.

## 1.2 Reading Informational Text

### Craft and Structure: Vocabulary

#### CC.1.2.2.F

Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.

Grade 2 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Introducing the Words</b></p> <ul style="list-style-type: none"> <li>Unit 3 “What Makes Waves?” (Magazine Article) 570L, pp. 28–29</li> <li>Unit 5 “Pineapple Pancakes” (Recipe/How-to) 600L, pp. 50–51</li> <li>Unit 7 “Be an Outdoor Detective” (Magazine Article) 600L, pp. 76–77</li> <li>Unit 8 “Yellowstone National Park” (Magazine Article) 720L, pp. 84–85</li> <li>Unit 10 “The Wright Brothers” (Biography) 780L, pp. 106–107</li> <li>Unit 11 “Margaret Heffernan Borland: Trail Blazer” (Biography) 600L, pp. 120–121</li> <li>Unit 14 “One Great Way to Travel” (Magazine Article) 710L, pp. 150–151</li> </ul> <p>Lesson Plan—ATE p. T26</p>	<p>In <b>Introducing the Words</b>, students read a passage that presents all ten unit words in context.</p> <p>When reading a passage, students are directed to pay close attention to the context of the highlighted unit words. Photographs and illustrations provide additional clues.</p> <p>This will both improve their comprehension of the passage and help them to begin to figure out the word meanings.</p>
<p><b>Words in Context</b></p> <ul style="list-style-type: none"> <li>Unit 4 Weather Forecast (Weather Forecast Script), p. 42</li> <li>Unit 6 “Dr. Martin Luther King, Jr.” (Biography), p. 64</li> <li>Unit 7 “How to Grow an Avocado Plant” (Instructions), p. 82</li> <li>Unit 8 “Enormous Elephants” (Article), p. 90</li> <li>Unit 12 “Visit the Red Horse Inn” (Travel Brochure), p. 134</li> <li>Unit 13 “The Corner Diner” (Restaurant Review), p. 124</li> </ul> <p>Lesson Plan—ATE p. T31</p>	<p>In <b>Words in Context</b>, children read a passage that incorporates several of the unit words. The passages present different genres and themes.</p> <p>After reading, children write sentences to answer questions to show they understand the meaning of the unit words used in the passage.</p>
<p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Review Units 11–12 Dictionary: Multiple-Meaning Words, p. 140</li> <li>Review Units 11–12 Words That Describe Food, p. 141</li> <li>Review Units 13–14 Word Choice 3 (slender, skinny, scrawny), p. 163</li> </ul> <p>Lesson Plan—ATE p. T31</p>	<p><b>Word Study</b> lessons include instruction on using a dictionary to help determine which meaning of a multiple-meaning word applies in a specific context..</p>

## 1.2 Reading Informational Text

### Craft and Structure: Vocabulary

#### CC.1.2.2.F

Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.

Grade 2 <i>Vocabulary Workshop</i> Feature/Location	Description
<b>Vocabulary for Comprehension</b> <ul style="list-style-type: none"> <li>Midyear Review Units 1–6 “Koko the Gorilla,” pp. 74–75</li> <li>Final Mastery Test Units 1–14 “A Fun Hobby” (stamp collecting), pp. 166–167</li> </ul>	Children use context clues to help them identify the meaning of studied words in the <b>Vocabulary for Comprehension</b> reading selections.

### Vocabulary Acquisition and Use

#### CC.1.2.2.J

Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

Grade 2 <i>Vocabulary Workshop</i> Feature/Location	Description
<b>Units: Instructional Activities</b> <ul style="list-style-type: none"> <li>Introducing the Words</li> <li>Word Meanings</li> <li>Match the Meaning</li> <li>Completing the Sentence</li> <li>Words in Context</li> <li>Write and Share</li> </ul> <b>Review Units: Review/Extension Activities</b> <ul style="list-style-type: none"> <li>Synonyms</li> <li>Antonyms</li> <li>Classifying</li> <li>Word Associations</li> <li>Completing the Idea</li> <li>Word Study</li> <li>Shades of Meaning</li> </ul> <b>Midyear Review: Review</b> <ul style="list-style-type: none"> <li>Vocabulary for Comprehension</li> </ul> <b>Final Mastery Test</b> <ul style="list-style-type: none"> <li>Vocabulary for Comprehension</li> </ul>	Throughout the program students learn and use grade-appropriate conversational, general academic, and domain-specific words and phrases through a variety of increasingly sophisticated language arts activities. These activities include gleaning extended and short reading selections for context clues that unlock the meaning of unfamiliar words and phrases, as well as improve comprehension.  Students practice regularly selecting and using the right words in their speaking and writing. Word-relationship and word-building lessons covering synonyms, antonyms, roots, and shades of meaning likewise help equip students for independent development of academic and domain-specific vocabulary.

## 1.2 Reading Informational Text

### Vocabulary Acquisition and Use

#### CC.1.2.2.K

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

Grade 2 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Review Units 1–2 Word Endings, p. 26</li> <li>Review Units 3–4 Compound Words, p. 48</li> <li>Review Units 5–6 Homophones, p. 70</li> <li>Review Units 7–8 Prefixes, p. 96</li> <li>Review Units 9–10 Suffixes, p. 118</li> <li>Review Units 11–12 Dictionary: Multiple-Meaning Words, p. 140</li> <li>Review Units 13–14 Context Clues, p. 162</li> </ul> <p>Lesson Plan—ATE p. T31</p>	<p><b>Word Study</b> lessons help student build vocabulary by applying a variety of strategies, such as examining context clues and analyzing word parts, including roots and affixes.</p>

## 1.3 Reading Literature

### Craft and Structure: Vocabulary

#### CC.1.3.2.F

Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

Grade 2 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Introducing the Words</b></p> <ul style="list-style-type: none"> <li>Unit 1 “A Sudden Storm” (Realistic Fiction) 510L, pp. 6–7</li> <li>Unit 2 “The Cable Car Is Coming!” (Historical Fiction) 590L, pp. 14–15</li> <li>Unit 4 “A Midnight Rainbow” (Informational Fiction) 780L, pp. 36–37</li> <li>Unit 5 “Pineapple Pancakes” (Recipe/How-to) 600L, pp. 50–51</li> <li>Unit 6 “Why Bears Have Short Tails” (Folktale) 570L, pp. 58–59</li> <li>Unit 12 “A Dog with a Job” (Informational Fiction) 630L, pp. 128–129</li> </ul>	<p>Each <b>Introducing the Words</b> passage includes the ten words children will learn in the unit. A variety of genres and themes are represented.</p> <p>The teacher previews the unit words. Depending on the needs of individual children, the class will read the passage together as a Read Aloud, or children may listen to the audio version of the passage, available at SadlierConnect.com, while reading.</p> <p>Children are reminded to pay attention to context clues that can help them understand how the unit words provide meaning in the story.</p>

## 1.3 Reading Literature

### Vocabulary Acquisition and Use: Strategies

#### CC.1.3.2.I

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

Grade 2 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Review Units 1–2 Word Endings, p. 26</li> <li>Review Units 3–4 Compound Words, p. 48</li> <li>Review Units 5–6 Homophones, p. 70</li> <li>Review Units 7–8 Prefixes, p. 96</li> <li>Review Units 9–10 Suffixes, p. 118</li> <li>Review Units 11–12 Dictionary: Multiple-Meaning Words, p. 140</li> <li>Review Units 13–14 Context Clues, p. 162</li> </ul> <p>Lesson Plan—ATE p. T31</p>	<p><b>Word Study</b> lessons help student build vocabulary by applying a variety of strategies, such as using context clues and analyzing word parts.</p>

### Vocabulary Acquisition and Use

#### CC.1.3.2.J

Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

Grade 2 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Units: Instructional Activities</b></p> <ul style="list-style-type: none"> <li>Introducing the Words</li> <li>Word Meanings</li> <li>Match the Meaning</li> <li>Completing the Sentence</li> <li>Words in Context</li> <li>Write and Share</li> </ul> <p><b>Review Units: Review/Extension Activities</b></p> <ul style="list-style-type: none"> <li>Synonyms</li> <li>Antonyms</li> <li>Classifying</li> <li>Word Associations</li> <li>Completing the Idea</li> <li>Word Study</li> <li>Shades of Meaning</li> </ul> <p><b>Midyear Review: Review</b></p> <ul style="list-style-type: none"> <li>Vocabulary for Comprehension</li> </ul> <p><b>Final Mastery Test</b></p> <ul style="list-style-type: none"> <li>Vocabulary for Comprehension</li> </ul>	<p>Throughout the program students learn and use grade-appropriate conversational, general academic, and domain-specific words and phrases through a variety of increasingly sophisticated language arts activities. These activities include gleaning extended and short reading selections for context clues that unlock the meaning of unfamiliar words and phrases, as well as improve comprehension.</p> <p>Students practice regularly selecting and using the right words in their speaking and writing. Word-relationship and word-building lessons covering synonyms, antonyms, roots, and shades of meaning likewise help equip students for independent development of academic and domain-specific vocabulary.</p>



## Additional Aligned Content

### 1.1 Foundational Skills

#### Fluency

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Read with accuracy and fluency to support comprehension.

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- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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<p><b>Introducing the Words</b></p> <ul style="list-style-type: none"> <li>• Unit 1 “A Sudden Storm” (Realistic Fiction) 510L, pp. 6–7</li> <li>• Unit 2 “The Cable Car Is Coming!” (Historical Fiction) 590L, pp. 14–15</li> <li>• Unit 3 “What Makes Waves?” (Magazine Article) 570L, pp. 28–29</li> <li>• Unit 4 “A Midnight Rainbow” (Informational Fiction) 780L, pp. 36–37</li> <li>• Unit 5 “Pineapple Pancakes” (Recipe/How-to) 600L, pp. 50–51</li> <li>• Unit 6 “Why Bears Have Short Tails” (Folktale) 570L, pp. 58–59</li> <li>• Unit 7 “Be an Outdoor Detective” (Magazine Article) 600L, pp. 76–77</li> <li>• Unit 8 “Yellowstone National Park” (Magazine Article) 720L, pp. 84–85</li> <li>• Unit 9 “Field Day!” (Personal Narrative) 540L, pp. 98–99</li> <li>• Unit 10 “The Wright Brothers” (Biography) 780L, pp. 106–107</li> <li>• Unit 11 “Margaret Heffernan Borland: Trail Blazer” (Biography) 600L, pp. 120–121</li> <li>• Unit 12 “A Dog with a Job” (Informational Fiction) 630L, pp. 128–129</li> <li>• Unit 13 “Goldilocks and the Bear Family” (Fairy Tale) 490L, pp. 142–143</li> <li>• Unit 14 “One Great Way to Travel” (Magazine Article) 710L, pp. 150–151</li> </ul> <p>Lesson Plan—ATE p. T26</p>	<p>Each <b>Introducing the Words</b> passage includes the ten words children will learn in the unit. A variety of genres and themes are represented.</p> <p>After discussing prior knowledge and presenting the unit words, the teacher reads the brief introduction then the class discusses genre of the text and how to use visuals to better understand the passage.</p> <p>Depending on the needs of individual children, the class will read the passage together as a Read Aloud, or children may listen to the audio version of the passage, available at <a href="http://SadlierConnect.com">SadlierConnect.com</a>, while reading.</p> <p>The teacher directs class focus and comprehension with key questions then reminds children to pay close attention to the context of the highlighted unit words.</p> <p>This will both improve comprehension of the passage and help them to begin to figure out the word meanings.</p> <p>Finally, children summarize the passage, ask any questions, and discussing the context and meanings of the words as they relate to the passage.</p>

## 1.1 Foundational Skills

### Fluency

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Grade 2 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Words in Context</b></p> <ul style="list-style-type: none"> <li>• Unit 1 “All Gone” (Story), p. 12</li> <li>• Unit 2 Journal Entry (Personal Narrative), p. 20</li> <li>• Unit 3 “A Summer Idea” (Story), p. 34</li> <li>• Unit 4 Weather Forecast (Weather Forecast Script), p. 42</li> <li>• Unit 5 “The Lion and the Mouse” (Fable), p. 56</li> <li>• Unit 6 “Dr. Martin Luther King, Jr.” (Biography), p. 64</li> <li>• Unit 7 “How to Grow an Avocado Plant” (Instructions), p. 12</li> <li>• Unit 8 “Enormous Elephants” (Article), p. 90</li> <li>• Unit 9 “Jets Win Big!” (Story), p. 104</li> <li>• Unit 10 Personal Letter (Personal Narrative), p. 112</li> <li>• Unit 11 “Sled Dogs and Sled Drivers” (Article), p. 126</li> <li>• Unit 12 “Visit the Red Horse Inn” (Travel Brochure), p. 134</li> <li>• Unit 13 “The Corner Diner” (Restaurant Review), p. 124</li> <li>• Unit 14 “The Space Trip” (Story), p. 156</li> </ul> <p>Lesson Plan—ATE p. T31</p>	<p>In <b>Words in Context</b>, children read a passage that incorporates several of the unit words. The passages present different genres and themes.</p> <p>After reading, children write sentences to answer questions to show they understand the meaning of the unit words used in the passage.</p>
<p><b>Vocabulary for Comprehension</b></p> <ul style="list-style-type: none"> <li>• Midyear Review Units 1–6 “Koko the Gorilla,” pp. 74–75</li> <li>• Final Mastery Test Units 1–14 “A Fun Hobby” (stamp collecting), pp. 166–167</li> </ul>	<p>Children use context clues to help them identify the meaning of new or studied words in the <b>Vocabulary for Comprehension</b> reading selections.</p>
<p><b>Developing Vocabulary Through Literature</b> ATE p. T24</p>	<p>Included in the <b>Annotated Teacher’s Edition</b> is a list of grade-level appropriate children’s books that can be used to support a literature-based approach to vocabulary study. Furthermore, students’ reading of recommended classic and contemporary literature enhances both comprehension and fluency.</p>

## 1.2 Reading Informational Text

### Range of Reading

#### CC.1.2.2.L

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Grade 2 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Introducing the Words</b></p> <ul style="list-style-type: none"> <li>Unit 3 “What Makes Waves?” (Magazine Article) 570L, pp. 28–29</li> <li>Unit 7 “Be an Outdoor Detective” (Magazine Article) 600L, pp. 76–77</li> <li>Unit 8 “Yellowstone National Park” (Magazine Article) 720L, pp. 84–85</li> <li>Unit 9 “Field Day!” (Personal Narrative) 540L, pp. 98–99</li> <li>Unit 10 “The Wright Brothers” (Biography) 780L, pp. 106–107</li> <li>Unit 11 “Margaret Heffernan Borland: Trail Blazer” (Biography) 600L, pp. 120–121</li> <li>Unit 14 “One Great Way to Travel” (Magazine Article) 710L, pp. 150–151</li> </ul> <p>Lesson Plan—ATE p. T26 Background Information—ATE p. T27</p>	<p>In <b>Introducing the Words</b>, students read a two-page passage of grade-level text that incorporates the ten words they will learn in the unit.</p> <p>Students are directed to pay close attention to the context of these highlighted unit words while reading the passage. This will both improve their comprehension of the reading selection and help them begin to figure out the word meanings.</p> <p>The lesson plan provides teacher suggestions for helping students access prior knowledge, presenting new vocabulary, and asking and answering key questions about the passage.</p> <p>Depending on the needs of individual students, the teacher may read it together as a Read Aloud or have them listen to the audio version of the passage, available at <a href="http://SadlierConnect.com">SadlierConnect.com</a>, while reading.</p>
<p><b>Words in Context</b></p> <ul style="list-style-type: none"> <li>Unit 4 “Weather Forecast” (Weather Forecast Script), p. 42</li> <li>Unit 6 “Dr. Martin Luther King, Jr.” (Biography), p. 64</li> <li>Unit 7 “How to Grow an Avocado Plant” (Instructions), p. 12</li> <li>Unit 8 “Enormous Elephants” (Article), p. 90</li> <li>Unit 11 “Dogs and Sled Drivers” (Article), p. 126</li> <li>Unit 12 “Visit the Red Horse Inn” (Travel Brochure), p. 134</li> <li>Unit 13 “The Corner Diner” (Restaurant Review), p. 12</li> </ul> <p>Lesson Plan—ATE p. T31</p>	<p>In <b>Words in Context</b>, children read a passage that incorporates several of the unit words. The passages present different genres and themes.</p> <p>After reading, children write sentences to answer questions to show they understand the meaning of the unit words used in the passage.</p>
<p><b>Vocabulary for Comprehension</b></p> <ul style="list-style-type: none"> <li>Midyear Review Units 1–6 “Koko the Gorilla,” pp. 74–75</li> <li>Final Mastery Test Units 1–14 “A Fun Hobby” (stamp collecting), pp. 166–167</li> </ul>	<p>The <b>Vocabulary for Comprehension</b> passage incorporates several of the words taught in the prior units. After reading, students answer comprehension and vocabulary-in-context questions based on the passage.</p>

## 1.2 Reading Informational Text

### Range of Reading

CC.1.2.2.L

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Grade 2 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Developing Vocabulary Through Literature</b> Books for Independent Reading—ATE p. T24</p> <ul style="list-style-type: none"> <li>• Digging Up Dinosaurs by Ailiki (Nonfiction Science)</li> <li>• Now &amp; Ben: The Modern Inventions of Benjamin Franklin by Gene Barretta (Nonfiction History)</li> <li>• Who Eats What? Food Chains and Food Webs by Patricia Lauber (Nonfiction Science)</li> </ul>	<p>One of the most important ways for children to develop vocabulary is through reading and listening to books read aloud.</p> <p>In the contemporary and classic stories in the adjacent list, children will read and see vocabulary words that they have learned in this level of <b><i>Vocabulary Workshop</i></b>.</p> <p>They will also learn new words when they listen to the Read Alouds.</p>

## 1.3 Reading Literature

### Range of Reading

CC.1.3.2.K

Read and comprehend literature on grade level, reading independently and proficiently.

Grade 2 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Introducing the Words</b></p> <ul style="list-style-type: none"> <li>• Unit 1 “A Sudden Storm” (Realistic Fiction) 510L, pp. 6–7</li> <li>• Unit 2 “The Cable Car Is Coming!” (Historical Fiction) 590L, pp. 14–15</li> <li>• Unit 4 “A Midnight Rainbow” (Informational Fiction) 780L, pp. 36–37</li> <li>• Unit 5 “Pineapple Pancakes” (Recipe/How-to) 600L, pp. 50–51</li> <li>• Unit 6 “Why Bears Have Short Tails” (Folktale) 570L, pp. 58–59</li> <li>• Unit 12 “A Dog with a Job” (Informational Fiction) 630L, pp. 128–129</li> <li>• Unit 13 “Goldilocks and the Bear Family” (Fairy Tale) 490L, pp. 142–14</li> </ul> <p>Lesson Plan—ATE p. T261 Background Information—ATE p. T27</p>	<p>In <b>Introducing the Words</b>, students read a two-page passage of grade-level text that incorporates the ten words they will learn in the unit.</p> <p>Students are directed to pay close attention to the context of these highlighted unit words while reading the passage. This will both improve their comprehension of the reading selection and help them begin to figure out the word meanings.</p> <p>The lesson plan provides teacher suggestions for helping students access prior knowledge, presenting new vocabulary, and asking and answering key questions about the passage.</p> <p>Depending on the needs of individual students, the teacher may read it together as a Read Aloud or have them listen to the audio version of the passage, available at SadlierConnect.com, while reading.</p>

## 1.3 Reading Literature

### Range of Reading

#### CC.1.3.2.K

Read and comprehend literature on grade level, reading independently and proficiently.

Grade 2 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Words in Context</b></p> <ul style="list-style-type: none"> <li>Unit 1 “All Gone” (Story), p. 12</li> <li>Unit 2 Journal Entry (Personal Narrative), p. 20</li> <li>Unit 3 “A Summer Idea” (Story), p. 34</li> <li>Unit 5 “The Lion and the Mouse” (Fable), p. 56</li> <li>Unit 9 “Jets Win Big!” (Story), p. 104</li> <li>Unit 10 Personal Letter (Personal Narrative), p. 112</li> <li>Unit 14 “The Space Trip” (Story), p. 156</li> </ul> <p>Lesson Plan—ATE p. T31</p>	<p>In <b>Words in Context</b>, children read a passage that incorporates several of the unit words. The passages present different genres and themes.</p> <p>After reading, children write sentences to answer questions to show they understand the meaning of the unit words used in the passage.</p>
<p><b>Developing Vocabulary Through Literature</b></p> <p>Books for Independent Reading—ATE p. T24</p> <ul style="list-style-type: none"> <li>City Mouse-Country Mouse and Two More Mouse Tales from Aesop by Aesop (Fable)</li> <li>Madeline by Ludwig Bemelmans (Realistic Fiction)</li> <li>Sweet Clara and the Freedom Quilt by Deborah Hopkinson (Historical Fiction)</li> <li>☆ Pet Show! by ★ Ezra Jack Keats (Realistic Fiction)</li> <li>Best Friends by ★ Steven Kellogg (Realistic Fiction)</li> <li>★ Henry’s Freedom Box by Ellen Levine (Historical Fiction)</li> <li>★ Alexander and the Wind-Up Mouse by Leo Lionni (Animal Fantasy)</li> <li>Frog and Toad Together by ★ Arnold Lobel (Animal Fantasy)</li> <li>The Three Little Javelinas by Susan Lowell (Animal Fantasy)</li> <li>Fox on Wheels by ★ Edward Marshall (Animal Fantasy)</li> <li>The Kissing Hand by ★ Audrey Penn (Animal Fantasy)</li> <li>Ruby the Copycat by Peggy Rathmann (Realistic Fiction)</li> <li>Henry and Mudge in Puddle Trouble by ★ Cynthia Rylant (Realistic Fiction)</li> <li>★ A Chair for My Mother by Vera B. Williams (Realistic Fiction)</li> </ul> <p>Books to Read Aloud—ATE p. T24</p> <ul style="list-style-type: none"> <li>The Wonderful Wizard of Oz by L. Frank Baum (Fantasy)</li> </ul> <p style="text-align: right;"><i>continued</i></p>	<p>One of the most important ways for children to develop vocabulary is through reading and listening to books read aloud.</p> <p>In the contemporary and classic stories in the adjacent list, children will read and see vocabulary words that they have learned in this level of <b><i>Vocabulary Workshop</i></b>.</p> <p>They will also learn new words when they listen to the Read Alouds.</p>

## 1.3 Reading Literature

### Range of Reading

#### CC.1.3.2.K

Read and comprehend literature on grade level, reading independently and proficiently.

Grade 2 <i>Vocabulary Workshop</i> Feature/Location	Description
<ul style="list-style-type: none"> <li>• The Wind in the Willows by Kenneth Grahame (Animal Fantasy)</li> <li>• A Bargain for Frances by Russell Hoban (Animal Fantasy)</li> <li>• Nim’s Island by Wendy Orr (Fantasy/Adventure)</li> <li>• ☆ Keep the Lights Burning, Abbie by Peter and Connie Roop (Historical Fiction)</li> <li>• The True Story of the Three Little Pigs by Jon Scieszka (Animal Fantasy)</li> <li>• The Velveteen Rabbit by Margery Williams (Fantasy)</li> </ul> <p>★ Award-winning Author * Caldecott Honor Book ☆ Reading Rainbow Book</p>	

## 1.4 Writing

### Narrative

#### CC.1.4.2.M

Write narratives to develop real or imagined experiences or events.

Grade 2 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Write and Share</b> Unit 1, p. 13; Unit 2, p. 21; Unit 3, p. 35; Unit 4, p. 43; Unit 5, p. 57; Unit 6, p. 65; Unit 7, p. 83; Unit 8, p. 91; Unit 9, p. 105; Unit 10, p. 113; Unit 11, p. 127; Unit 12, p. 135; Unit 13, p. 149; Unit 14, p. 157 Lesson Plan—ATE p. T32</p>	<p>In <b>Write and Share</b>, children write their own stories using three to five unit words. They collaborate with partners to elicit feedback then add detail to their story.</p>

## 1.4 Writing

### Narrative: Conventions of Language

#### CC.1.4.2.R

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize proper nouns.
- Use commas and apostrophes appropriately.
- Spell words drawing on common spelling patterns.
- Consult reference material as needed.

Grade 2 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Units: Instructional Activities</b></p> <ul style="list-style-type: none"> <li>• Introducing the Words</li> <li>• Word Meanings</li> <li>• Match the Meaning</li> <li>• Completing the Sentence</li> <li>• Words in Context</li> </ul> <p><b>Review Units: Review/Extension Activities</b></p> <ul style="list-style-type: none"> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Classifying</li> <li>• Word Associations</li> <li>• Completing the Idea</li> <li>• Word Study</li> <li>• Shades of Meaning</li> </ul> <p><b>Midyear Review: Review</b></p> <ul style="list-style-type: none"> <li>• Vocabulary for Comprehension</li> </ul> <p><b>Final Mastery Test</b></p> <ul style="list-style-type: none"> <li>• Vocabulary for Comprehension</li> </ul>	<p>Modeling of correct capitalization, punctuation, and spelling are provided in Unit, Review Units, and Midyear Review activities, as well as on the Final Master Test.</p>
<p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Units 11–12 Dictionary: Multiple-Meaning Words, p. 140</li> </ul> <p>Lesson Plan—ATE p. T41</p>	<p>In this lesson, children learn how to use dictionary entries to help determine the meaning of a multiple-meaning word based on its part of speech and use in a sentence.</p>
<p><b>Glossary</b></p> <p>Student Book, pp. 168–175</p> <p>Teaching Notes for the Glossary—ATE p. T47</p>	<p>Entries in the <b>Glossary</b> are listed in alphabetical order. Children learn to use guide words to locate individual entries. Each entry includes one or more definitions, as well as the abbreviation next to each definition for the word’s corresponding part or parts of speech.</p>

## 1.4 Writing

### Production and Distribution of Writing: Writing Process

#### CC.1.4.2.T

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Grade 2 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Write and Share</b>                      Unit 1, p. 13; Unit 2, p. 21; Unit 3, p. 35; Unit 4, p. 43; Unit 5, p. 57; Unit 6, p. 65; Unit 7, p. 83; Unit 8, p. 91; Unit 9, p. 105; Unit 10, p. 113; Unit 11, p. 127; Unit 12, p. 135; Unit 13, p. 149; Unit 14, p. 157                      Lesson Plan: Practice/Apply &amp; Follow-Up—ATE p. T32</p>	<p>In <b>Write and Share</b>, children write their own stories using the unit words. They collaborate with partners to elicit feedback then add detail to their story.</p> <p>After children revise their stories based on partner feedback, they check for correct capitalization, punctuation, and spelling.</p>

### Range of Writing

#### CC.1.4.2.X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 2 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Write and Share</b>                      Unit 1, p. 13; Unit 2, p. 21; Unit 3, p. 35; Unit 4, p. 43; Unit 5, p. 57; Unit 6, p. 65; Unit 7, p. 83; Unit 8, p. 91; Unit 9, p. 105; Unit 10, p. 113; Unit 11, p. 127; Unit 12, p. 135; Unit 13, p. 149; Unit 14, p. 157                      Lesson Plan—ATE p. T32</p>	<p>In <b>Write and Share</b>, children write their own stories using three to five unit words. They collaborate with partners to elicit feedback then add detail to their story.</p>



## 1.5 Speaking and Listening

### Comprehension and Collaboration: Collaborative Discussion

#### CC.1.5.2.A

Participate in collaborative conversations with peers and adults in small and larger groups.

Grade 2 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Word Meanings</b> Unit 1, pp. 8–9; Unit 2, pp. 16–17; Unit 3, pp. 30–31; Unit 4, pp. 38–39; Unit 5, pp. 52–53; Unit 6, pp. 60–61; Unit 7, pp. 78–79; Unit 8, pp. 86–87; Unit 9, pp. 100–101; Unit 10, pp. 108–109; Unit 11, pp. 122–123; Unit 12, pp. 130–131; Unit 13, pp. 144–145; Unit 14, pp. 152–153 Lesson Plan: Practice/Apply—ATE p. T28</p>	<p>Located immediately after the Unit passage is <b>Word Meanings</b>, a two-page alphabetical listing featuring definitions and example sentences for each of the ten unit words.</p> <p>Pair children for collaborative activities. These activities provide additional opportunities for children to interact with the words and enrich understanding.</p>
<p><b>Words in Context</b> Unit 1, p. 12; Unit 2, p. 20; Unit 3, p. 34; Unit 4, p. 42; Unit 5, p. 56; Unit 6, p. 64; Unit 7, p. 12; Unit 8, p. 90; Unit 9, p. 104; Unit 10, p. 112; Unit 11, p. 126; Unit 12, p. 134; Unit 13, p. 12; Unit 14, p. 156 Lesson Plan: Follow-Up— ATE p. T31</p>	<p>After reading aloud the passage on the <b>Words in Context</b> page, develop oral language and listening skills by having children talk about the theme or main idea.</p> <p>For the <b>Word Play</b> activity, make a set of cards with the unit words. Have small groups sit in a circle. Go around the circle, and have a child provide a sentence using one of the words, saying blank in place of the word.</p>
<p><b>Write and Share</b> Unit 1, p. 13; Unit 2, p. 21; Unit 3, p. 35; Unit 4, p. 43; Unit 5, p. 57; Unit 6, p. 65; Unit 7, p. 83; Unit 8, p. 91; Unit 9, p. 105; Unit 10, p. 113; Unit 11, p. 127; Unit 12, p. 135; Unit 13, p. 149; Unit 14, p. 157 Lesson Plan: Practice/Apply &amp; Follow-Up—ATE p. T32</p>	<p>In <b>Write and Share</b>, children write their own stories using the unit words. They collaborate with partners to elicit feedback then add detail to their story.</p>
<p><b>Digital Resources: Word Games</b> ATE p. T16</p>	<p>Students develop awareness and interest in unit words through printable word puzzles and word play activities.</p>
<p><b>Addressing Different Learners</b> Differentiating Daily Instruction for Striving Readers and ELL Children ATE p. T20</p>	<p>Teachers are urged to provide opportunities for oral practice. Engaging children in actively using the new vocabulary in classroom discussions and conversations allows them to enrich their understanding of the words' meanings and to make connections between words while building their vocabularies.</p> <p>Have striving and/or ELL students work in pairs to complete the Unit's exercises. Partners should work at a similar pace and clarify word meaning by discussing their answers.</p>

## 1.5 Speaking and Listening

### Integration of Knowledge and Ideas: Multimedia

#### CC.1.5.2.F

Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

Grade 2 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Word Meanings</b>                      Unit 1, pp. 8–9; Unit 2, pp. 16–17; Unit 3, pp. 30–31; Unit 4, pp. 38–39; Unit 5, pp. 52–53; Unit 6, pp. 60–61; Unit 7, pp. 78–79; Unit 8, pp. 86–87; Unit 9, pp. 100–101; Unit 10, pp. 108–109; Unit 11, pp. 122–123; Unit 12, pp. 130–131; Unit 13, pp. 144–145; Unit 14, pp. 152–153                      Lesson Plan—ATE p. T28</p>	<p>As a collaborative activity, students and partners may complete graphic organizers for select words.</p> <p>These include Concept Circle, Word Map, Word Square, and Word Web (available online at SadlierConnect.com).</p>
<p><b>Completing the Sentence</b>                      Unit 1, p. 11; Unit 2, p. 19; Unit 3, p. 33; Unit 4, p. 41; Unit 5, p. 55; Unit 6, p. 63; Unit 7, p. 11; Unit 8, p. 89; Unit 9, p. 103; Unit 10, p. 111; Unit 11, p. 125; Unit 12, p. 133; Unit 13, p. 11; Unit 14, p. 155                      Lesson Plan: Follow-Up—ATE p. T30</p>	<p>To encourage daily use of the unit words, list them on a <b>Word Wall</b>. Seeing the words may remind children to use them more frequently in their speaking and writing.</p> <p>Children may also turn to the <b>Word Wall</b> if they need help in spelling the unit words.</p>
<p><b>Classifying</b>                      Units 3–4, p. 44; Units 5–6, p. 66; Units 7–8, p. 92; Units 9–10, p. 114; Units 11–12, p. 136; Units 13–14, p. 158                      Lesson Plan: Follow-Up—ATE p. T30</p>	<p>In <b>Classifying</b>, children look for relationships among words and then group them by category.</p> <p>Use a Concept Circle, available in printable and interactive formats at SadlierConnect.com, for children to sort words into groups. Have children read the words in each circle. Ask them to decide which word doesn't belong and draw a line through it. Have them suggest a word or phrase that tells how the other words in the circle are alike. Write the name or phrase above the Concept Circle.</p>
<p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Units 1–2 Word Endings (create a chart), p. 26</li> <li>• Units 3–4 Compound Words (draw pictures), p. 48</li> <li>• Units 11–12 Dictionary: Multiple-Meaning Words (draw pictures), p. 140</li> </ul> <p>Lesson Plan: Follow-Up—ATE p. T39</p>	<p><b>Word Study</b> teaching strategies include suggestions for making and using visual displays.</p>
<p><b>Shades of Meaning</b></p> <ul style="list-style-type: none"> <li>• Units 11–12 Words That Describe Food (draw pictures), p. 141</li> </ul> <p>Lesson Plan: Practice/Apply—ATE p. T45</p>	<p>For Shades of Meaning: Words That Describe Food, children may use photos or draw pictures of various foods to stimulate discussion of words that describe foods.</p>

## 1.5 Speaking and Listening

### Integration of Knowledge and Ideas: Multimedia

#### CC.1.5.2.F

Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

Grade 2 <i>Vocabulary Workshop</i> Feature/Location	Description
<b>Digital Resources: Graphic Organizers</b> ATE p. T16	Students may extend learning of unit words with interactive and static graphic organizers. These include Concept Circle, Word Map, Word Square, and Word Web (available online at SadlierConnect.com).
<b>Addressing Different Learners</b> Differentiating Daily Instruction for Striving Readers and ELL Children ATE p. T20	Key graphic organizers—Concept Circle, Word Map, Word Square, and Word Web—are available at SadlierConnect.com in interactive and static formats.  Using graphic organizers is especially important for striving readers and ELL students, as they help learners visualize their words and come to a richer recognition of word meanings.