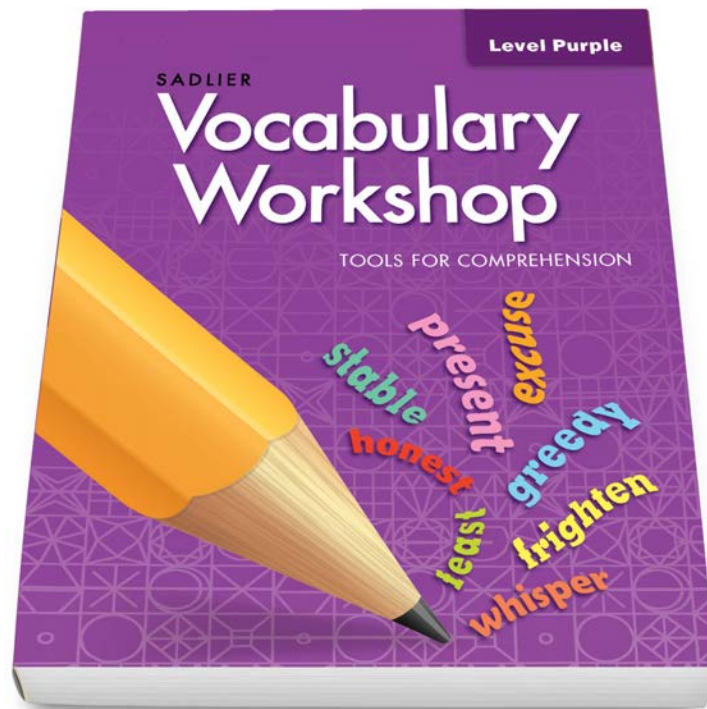


Vocabulary Workshop

Tools for Comprehension

Correlation to the 2021 Alabama Course of Study
English Language Arts

Grade 2



GRADE 2 CORRELATED CONTENT

Recurring Standards

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Grade 2 Content Standards

Literacy Foundations

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Recurring Standards

RECURRING STANDARDS FOR K-3

K-3 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS

VOCABULARY WORKSHOP, LEVEL PURPLE/GRADE 2

Students will:

- R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

STUDENT EDITION/TEACHER'S EDITION

Word Meanings

After learning about the definitions and various elements associated with each word, students work in pairs to complete activities focused on select Unit words. These collaborative activities—identified by the speech bubbles logo—provide additional opportunities for students to interact with the words and enrich understanding.

- Unit 1, SE pp. 8-9; Unit 2, SE pp. 18-19; Unit 3, SE pp. 28-29; Unit 4, SE pp. 38-39; Unit 5, SE pp. 48-49; Unit 6, SE pp. 58-59; Unit 7—pp. 70-71; Unit 8—pp. 80-81; Unit 9, SE pp. 90-91; Unit 10, SE pp. 100-101; Unit 11, SE pp. 110-111; Unit 12, SE pp. 120-121; Unit 13, SE pp. 132-133; Unit 14, SE pp. 142-143; Unit 15, SE pp. 152-153; Unit 16, SE pp. 162-163; Unit 17, SE pp. 172-173; Unit 18, SE pp. 182-183
- Teaching Notes for the Unit: Word Meanings, TE p. T28

Words in Context

After reading aloud the passage on the Words in Context page, develop oral language and listening skills by having children talk about the theme or main idea.

- Unit 1, SE p. 12; Unit 2, SE p. 20; Unit 3, SE p. 34; Unit 4, SE p. 42; Unit 5, SE p. 56; Unit 6, SE p. 64; Unit 7, SE p. 12; Unit 8, SE p. 90; Unit 9, SE p. 104; Unit 10, SE p. 112; Unit 11, SE p. 126; Unit 12, SE p. 134; Unit 13, SE p. 12; Unit 14, SE p. 156
- Teaching Notes for the Unit: Words in Context, TE p. T31

Write and Share

In Write and Share, children write their own stories using three to five unit words. Marked by the speech bubbles logo, the “Talk About Your Work” activity encourages children to work with partners to elicit feedback then add detail to their story.

- Unit 1, SE p. 13; Unit 2, SE p. 21; Unit 3, SE p. 35; Unit 4, SE p. 43; Unit 5, SE p. 57; Unit 6, SE p. 65; Unit 7, SE p. 83; Unit 8, SE p. 91; Unit 9, SE p. 105; Unit 10, SE p. 113; Unit 11, SE p. 127; Unit 12, SE p. 135; Unit 13, SE p. 149; Unit 14, SE p. 157
- Teaching Notes for the Unit: Write and Share, TE pp. T32

TEACHER'S EDITION

Addressing Different Learners

Teachers provide opportunities for oral practice. 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.

- Differentiating Daily Instruction for Striving Readers and ELL Children, TE p. T20

RECURRING STANDARDS FOR K-3

K-3 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	VOCABULARY WORKSHOP, LEVEL PURPLE/GRADE 2
<p>R2. Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study In Word Study children learn strategies that will help them to discover the meanings of new words as they read or listen. They learn about homophones and compound words. They also learn how word parts, such as prefixes and suffixes, can help them figure out the meanings of unfamiliar words.</p> <ul style="list-style-type: none"> • Review Units 1-2 Word Endings, SE p. 26 • Review Units 3-4 Compound Words, SE p. 48 • Review Units 5-6 Homophones, SE p. 70 • Review Units 7-8 Prefixes, SE p. 96 • Review Units 9-10 Suffixes, SE p. 118 • Review Units 11-12 Dictionary: Multiple-Meaning Words, SE p. 140 • Review Units 13-14 Context Clues, SE p. 162 • Teaching Notes for the Review: Word Study, TE p. T39-T42
<p>R3. Expand background knowledge and build vocabulary through discussion, reading, and writing.</p>	<p><u>TEACHER'S EDITION</u> Introducing the Words (Unit Reading Passages)</p> <ul style="list-style-type: none"> • Teaching Notes for the Unit: Introducing the Words (Unit Reading Passages), TE p. T26 <p>In Preparing to Read: Access Prior Knowledge, ask students prompting questions to help them access their prior knowledge about the theme or topic of the passage. In a class discussion, expand on the topic to help students build background knowledge.</p> <ul style="list-style-type: none"> • Background Information, TE p. T27 <p>Before children listen to each passage, provide them with background information about the theme or topic they will encounter. Although some themes will be familiar to children, others will be new. Help children make connections to their own lives, to people, places, and things from the world, and to information and details from familiar texts.</p>
<p>R4. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.</p>	<p><u>DIGITAL RESOURCES</u></p> <p>Digital Resources for Vocabulary Workshop Level Purple are available to students and teachers at SadlierConnect.com. Students and families may use these digital resources without a username and password. Student and teacher digital resources available at SadlierConnect.com include:</p> <ul style="list-style-type: none"> • IWords Audio Program Encourage students to listen to each vocabulary word, its definition, and an illustrative sentence that provides modeling and context. • Audio of Introducing the Words Reading Passages Encourage students to track print as they listen to the Unit reading passages. • Differentiated Introducing the Words Reading Passages Provide support for English language learners and striving readers. The differentiated Unit reading passages have lower Lexile® measures and are shorter in length than the Unit reading passages in the Student Edition. Audio versions of differentiated Unit reading passages are also available for students to track print as they listen. <p style="text-align: right;"><i>continued</i></p>

RECURRING STANDARDS FOR K-3

K-3 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	VOCABULARY WORKSHOP, LEVEL PURPLE/GRADE 2
	<ul style="list-style-type: none"> • Interactive Activities. Review the Unit vocabulary through fun and engagement. • Interactive Flash Cards. Reinforce word meanings by flipping from the word on the front of the card to the meaning on the back of the card. The interactive flash cards are printable. • Interactive Graphic Organizers. Support and extend learning of Unit words with interactive graphic organizers: Concept Circle, Word Map, Word Square, and Word Web. <p>Vocabulary Workshop: Tools for Comprehension is also available in a fully interactive format.</p> <ul style="list-style-type: none"> • Interactive Edition (optional purchase) Vocabulary Workshop Interactive Edition provides all of the program's print components, including the program's ancillary component (Unit Test Booklet), in a fully interactive online format. Vocabulary Workshop Interactive Edition includes exercises that build academic vocabulary knowledge by using contextual and definitional information and ample practice of Unit words in multiple contexts, including responding to text-based questions. Vocabulary Workshop Interactive Edition also provides personalized student learning by allowing teachers to build custom assessments that meet the varying needs of students. Teachers have the ability to adjust instruction and track student progress based on data reports.

Grade 2 Content Standards

LITERACY FOUNDATIONS

Phonics

GRADE 2 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL PURPLE/GRADE 2
<p>Students will:</p> <p>8. Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.</p>	
<p>m. Decode and encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.</p> <p><i>Examples: pro-, trans-, non-, mid-; -ful, -less, -ness, -ed, ing, -es, -er, -est, -en, -y, -ly</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study</p> <p>In Word Study children learn strategies that will help them to discover the meanings of new words as they read or listen. They learn about homophones and compound words. They also learn how word parts, such as prefixes and suffixes, can help them figure out the meanings of unfamiliar words.</p> <ul style="list-style-type: none"> • Review Units 1–2 Word Endings, SE p. 26 • Review Units 7–8 Prefixes, SE p. 96 • Review Units 9–10 Suffixes, SE p. 118 • Teaching Notes for the Review: Word Study, TE p. T39–T42

Fluency

GRADE 2 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL PURPLE/GRADE 2
<p>Students will:</p> <p>12. Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Introducing the Words (Unit Reading Passages)</p> <p>Each Unit passage introduces 10 words in context that children will learn in the Unit. When listening to or reading a passage, children are directed to pay close attention to the context of these highlighted Unit words. Photographs and illustrations provide additional clues. This will both improve their comprehension of the passage and help them to begin to figure out the word meanings.</p> <ul style="list-style-type: none"> • Unit 1 “A Sudden Storm” (Realistic Fiction), pp. 6–7 • Unit 2 “The Cable Car Is Coming!” (Historical Fiction), pp. 14–15 • Unit 3 “What Makes Waves?” (Magazine Article), pp. 28–29 • Unit 4 “A Midnight Rainbow” (Informational Fiction), pp. 36–37 • Unit 5 “Pineapple Pancakes” (Recipe/How-to), pp. 50–51 • Unit 6 “Why Bears Have Short Tails” (Folktales), pp. 58–59 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Fluency

GRADE 2 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL PURPLE/GRADE 2
	<ul style="list-style-type: none"> • Unit 7 “Be an Outdoor Detective” (Magazine Article), pp. 76–77 • Unit 8 “Yellowstone National Park” (Magazine Article), pp. 84–85 • Unit 9 “Field Day!” (Personal Narrative), pp. 98–99 • Unit 10 “The Wright Brothers” (Biography), pp. 106–107 • Unit 11 “Margaret Heffernan Borland: Trail Blazer” (Biography), pp. 120–121 • Unit 12 “A Dog with a Job” (Informational Fiction), pp. 128–129 • Unit 13 “Goldilocks and the Bear Family” (Fairy Tale), pp. 142–143 • Unit 14 “One Great Way to Travel” (Magazine Article), pp. 150–151 • Teaching Notes for the Unit: Introducing the Words, TE pp. T26 <p>Vocabulary for Comprehension Children use context clues to help them identify the meaning of new or studied words in the Vocabulary for Comprehension reading selections</p> <ul style="list-style-type: none"> • Midyear Review Units 1–6 “Koko the Gorilla,” pp. 74–75 • Final Mastery Test Units 1–14 “A Fun Hobby” (stamp collecting), pp. 166–167 • Teaching Notes for the Review: Introducing the Words, TE pp. T26

LITERACY FOUNDATIONS

Vocabulary

GRADE 2 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL PURPLE/GRADE 2
<p>Students will:</p> <p>15. Utilize new academic, content-specific, grade-level vocabulary, making connections to previously learned words and relating new words to background knowledge.</p>	
<p>a. Make connections to a word’s structure using knowledge of phonology, morphology, and orthography of the word to aid learning.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Word Meanings In Word Meanings, children consider the meanings and structure of words. They study each word’s spelling, word, part(s) of speech, meaning(s), the picture that clarifies the meaning (if applicable), its pronunciation, and the sample sentence(s).</p> <ul style="list-style-type: none"> Unit 1, SE pp. 8–9; Unit 2, SE pp. 18–19; Unit 3, SE pp. 28–29; Unit 4, SE pp. 38–39; Unit 5, SE pp. 48–49; Unit 6, SE pp. 58–59; Unit 7–pp. 70–71; Unit 8–pp. 80–81; Unit 9, SE pp. 90–91; Unit 10, SE pp. 100–101; Unit 11, SE pp. 110–111; Unit 12, SE pp. 120–121; Unit 13, SE pp. 132–133; Unit 14, SE pp. 142–143; Unit 15, SE pp. 152–153; Unit 16, SE pp. 162–163; Unit 17, SE pp. 172–173; Unit 18, SE pp. 182–183 Teaching Notes for the Unit: Word Meanings, TE p. T28 <p>Word Study In Word Study children learn strategies that will help them to discover the meanings of new words as they read or listen. They learn about homophones and compound words. They also learn how word parts, such as prefixes and suffixes, can help them figure out the meanings of unfamiliar words.</p> <ul style="list-style-type: none"> Review Units 1–2 Word Endings, SE p. 26 Review Units 3–4 Compound Words, SE p. 48 Review Units 5–6 Homophones, SE p. 70 Review Units 7–8 Prefixes, SE p. 96 Review Units 9–10 Suffixes, SE p. 118 Review Units 11–12 Dictionary: Multiple-Meaning Words, SE p. 140 Review Units 13–14 Context Clues, SE p. 162 Teaching Notes for the Review: Word Study, TE p. T39–T42 <p>DIGITAL RESOURCES Digital Resources for <i>Vocabulary Workshop</i> Level Purple are available to students and teachers at SadlierConnect.com. Students and families may use these digital resources without a username and password. Student and teacher digital resources available at SadlierConnect.com include:</p> <ul style="list-style-type: none"> IWords Audio Program Encourage students to listen to each vocabulary word, its definition, and an illustrative sentence that provides modeling and context

LITERACY FOUNDATIONS

Vocabulary

GRADE 2 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL PURPLE/GRADE 2
<p>16. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.</p>	
<p>a. Use knowledge of antonyms and synonyms.</p>	<p>STUDENT EDITION/TEACHER EDITION Synonyms and Antonyms</p> <p>The Synonyms and Antonyms exercises require children to circle and write the recently studied word that has the same or opposite meaning as the boldface word in the given sentence. To check meanings, they are referred to the Glossary at the back of the book.</p> <ul style="list-style-type: none"> Review Units 1-2, SE p. 22; Review Units 3-4, SE p. 44; Review Units 5-6, SE p. 66; Review Units 7-8, SE p. 92; Review Units 9-10, SE p. 114; Review Units 11-12, SE p. 136; Review Units 13-14, SE p. 158 Teaching Notes for the Review: Synonyms and Antonyms, TE p. T35
<p>b. Distinguish shades of meaning among verbs and adjectives.</p> <p><i>Examples: Act out jog, gallop, and sprint to distinguish shades of meaning in words related to run . pretty, beautiful, gorgeous; tiny, small, petite</i></p>	<p>STUDENT EDITION/TEACHER EDITION Shades of Meaning</p> <p>Shades of Meaning activities help students deepen their understanding of colorful words and phrases used in grade-level text by examining relationships among related words and by analyzing nuances of meaning.</p> <ul style="list-style-type: none"> Review Units 1-2: Analogies 1, SE p. 27 Review Units 3-4: Word Families, SE p. 49 Review Units 5-6: Word Choice 1, SE p. 71 Review Units 7-8: Analogies 2, SE p. 97 Review Units 9-10: Word Choice 2, SE p. 119 Review Units 11-12: Words That Describe Food, SE p. 141 Review Units 13-14: Word Choice 3, SE p. 163 Teaching Notes for the Review: Shades of Meaning, TE p. pp. T43-T46
<p>c. Use knowledge of homophones to determine use of the correct word.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Word Study</p> <p>In Word Study children learn strategies that will help them to discover the meanings of new words as they read or listen. They learn about homophones and compound words. They also learn how word parts, such as prefixes and suffixes, can help them figure out the meanings of unfamiliar words.</p> <ul style="list-style-type: none"> Review Units 5-6 Homophones, SE p. 70 Teaching Notes for the Review: Word Study, TE p. T39-T42

LITERACY FOUNDATIONS

Vocabulary

GRADE 2 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL PURPLE/GRADE 2
<p>17. Analyze meaningful parts of words and phrases in discussions and/or text.</p>	
<p>b. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections.</p> <p><i>Examples: -less, -ful, -est</i></p> <p><i>Note: Adding suffix - est changes an adjective to a superlative adjective; adding suffix - ful changes the part of speech.</i></p>	<p>Word Study</p> <p>In Word Study children learn strategies that will help them to discover the meanings of new words as they read or listen. They learn about homophones and compound words. They also learn how word parts, such as prefixes and suffixes, can help them figure out the meanings of unfamiliar words.</p> <ul style="list-style-type: none"> • Review Units 1–2 Word Endings, SE p. 26 • Review Units 3–4 Compound Words, SE p. 48 • Review Units 7–8 Prefixes, SE p. 96 • Review Units 9–10 Suffixes, SE p. 118 • Teaching Notes for the Review: Word Study, TE p. T39–T42
<p>18. Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Review Units 11–12 Dictionary: Multiple-Meaning Words, SE p. 140 • Teaching Notes for the Review: Word Study, TE p. T39–T42 <p>Glossary</p> <ul style="list-style-type: none"> • Pages 168–175 • Teaching Notes for the Glossary, TE p. T47
<p>21. Identify new vocabulary and the use of word meanings in text to establish real-life connections.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Word Meanings</p> <p>Located immediately after the Unit passage is Word Meanings, a two-page alphabetical listing featuring definitions and example sentences for each of the ten unit words.</p> <ul style="list-style-type: none"> • Unit 1, SE pp. 8–9; Unit 2, SE pp. 18–19; Unit 3, SE pp. 28–29; Unit 4, SE pp. 38–39; Unit 5, SE pp. 48–49; Unit 6, SE pp. 58–59; Unit 7–pp. 70–71; Unit 8–pp. 80–81; Unit 9, SE pp. 90–91; Unit 10, SE pp. 100–101; Unit 11, SE pp. 110–111; Unit 12, SE pp. 120–121; Unit 13, SE pp. 132–133; Unit 14, SE pp. 142–143; Unit 15, SE pp. 152–153; Unit 16, SE pp. 162–163; Unit 17, SE pp. 172–173; Unit 18, SE pp. 182–183 • Teaching Notes for the Unit: Word Meanings, TE p. T28 <p>Match the Meaning</p> <p>For Match the Meaning, students choose the word whose meaning is suggested by the context clues given</p> <ul style="list-style-type: none"> • 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 • Teaching Notes for the Unit: Match the Meaning, TE p. T29 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Vocabulary

GRADE 2 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL PURPLE/GRADE 2
	<p>Completing the Sentence For each the Completing the Sentence exercise, students rely on context clues in order to identify and write the word from the box that best completes the sentence.</p> <ul style="list-style-type: none"> 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 Teaching Notes for the Unit: Completing the Sentence, TE p. T30 <p>Words in Context After reading aloud the passage on the Words in Context page, develop oral language and listening skills by having children talk about the theme or main idea.</p> <ul style="list-style-type: none"> Unit 1, SE p. 12; Unit 2, SE p. 20; Unit 3, SE p. 34; Unit 4, SE p. 42; Unit 5, SE p. 56; Unit 6, SE p. 64; Unit 7, SE p. 12; Unit 8, SE p. 90; Unit 9, SE p. 104; Unit 10, SE p. 112; Unit 11, SE p. 126; Unit 12, SE p. 134; Unit 13, SE p. 12; Unit 14, SE p. 156 Teaching Notes for the Unit: Words in Context, TE p. T31 <p>Word List The complete list of words taught at this level includes the page number where each word can be found</p> <ul style="list-style-type: none"> Page 176
<p>READING 20. Use grade-level academic and domain-specific vocabulary to gain meaning from text.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Words in Context Children use their understanding of grade-level academic and domain-specific vocabulary to gain meaning from the reading selections. After reading, have children talk about the theme or main idea.</p> <ul style="list-style-type: none"> Unit 1, SE p. 12; Unit 2, SE p. 20; Unit 3, SE p. 34; Unit 4, SE p. 42; Unit 5, SE p. 56; Unit 6, SE p. 64; Unit 7, SE p. 12; Unit 8, SE p. 90; Unit 9, SE p. 104; Unit 10, SE p. 112; Unit 11, SE p. 126; Unit 12, SE p. 134; Unit 13, SE p. 12; Unit 14, SE p. 156 Teaching Notes for the Unit: Words in Context, TE p. T31
<p>WRITING 21. Use grade-level academic and domain-specific vocabulary in writing.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Write and Share In Write and Share, children write their own stories using three to five unit words. They talk about their work with partners to elicit feedback then add detail to their story.</p> <ul style="list-style-type: none"> Unit 1, SE p. 13; Unit 2, SE p. 21; Unit 3, SE p. 35; Unit 4, SE p. 43; Unit 5, SE p. 57; Unit 6, SE p. 65; Unit 7, SE p. 83; Unit 8, SE p. 91; Unit 9, SE p. 105; Unit 10, SE p. 113; Unit 11, SE p. 127; Unit 12, SE p. 135; Unit 13, SE p. 149; Unit 14, SE p. 157 Teaching Notes for the Unit: Write and Share, TE pp. T32

LITERACY FOUNDATIONS

Comprehension

GRADE 2 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL PURPLE/GRADE 2
<p>Students will:</p> <p>22. Use content knowledge built during read-alouds and independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Introducing the Words (Unit Reading Passages) Each Unit passage introduces 10 words in context that children will learn in the Unit. When listening to or reading a passage, children are directed to pay close attention to the context of these highlighted Unit words. Photographs and illustrations provide additional clues. This will both improve their comprehension of the passage and help them to begin to figure out the word meanings.</p> <ul style="list-style-type: none"> • Unit 1 "A Sudden Storm" (Realistic Fiction), pp. 6–7 • Unit 2 "The Cable Car Is Coming!" (Historical Fiction), pp. 14–15 • Unit 3 "What Makes Waves?" (Magazine Article), pp. 28–29 • Unit 4 "A Midnight Rainbow" (Informational Fiction), pp. 36–37 • Unit 5 "Pineapple Pancakes" (Recipe/How-to), pp. 50–51 • Unit 6 "Why Bears Have Short Tails" (Folktale), pp. 58–59 • Unit 7 "Be an Outdoor Detective" (Magazine Article), pp. 76–77 • Unit 8 "Yellowstone National Park" (Magazine Article), pp. 84–85 • Unit 9 "Field Day!" (Personal Narrative), pp. 98–99 • Unit 10 "The Wright Brothers" (Biography), pp. 106–107 • Unit 11 "Margaret Heffernan Borland: Trail Blazer" (Biography), pp. 120–121 • Unit 12 "A Dog with a Job" (Informational Fiction), pp. 128–129 • Unit 13 "Goldilocks and the Bear Family" (Fairy Tale), pp. 142–143 • Unit 14 "One Great Way to Travel" (Magazine Article), pp. 150–151 • Teaching Notes for the Unit: Introducing the Words, TE pp. T26 <p>Vocabulary for Comprehension Children use context clues to help them identify the meaning of new or studied words in the Vocabulary for Comprehension reading selections</p> <ul style="list-style-type: none"> • Midyear Review Units 1–6 "Koko the Gorilla," pp. 74–75 • Final Mastery Test Units 1–14 "A Fun Hobby" (stamp collecting), pp. 166–167 • Teaching Notes for the Review: Introducing the Words, TE pp. T26

LITERACY FOUNDATIONS

Comprehension

GRADE 2 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL PURPLE/GRADE 2
24. Identify the main idea and supporting details of literary and informational texts.	
b. Recount or summarize key ideas from the text.	<p>TEACHER'S EDITION Introducing the Words (Unit Reading Passages) <ul style="list-style-type: none"> Teaching Notes for the Unit: Introducing the Words (Unit Reading Passages), TE p. T26 After Reading: Invite children to summarize the passage. Then review the answers to the questions that were asked while they were reading.</p>
25. Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats.	
a. Identify and locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations. b. Explain how specific features can clarify a text or enhance comprehension.	<p>TEACHER'S EDITION Introducing the Words (Unit Reading Passages) <ul style="list-style-type: none"> Teaching Notes for the Unit: Introducing the Words (Unit Reading Passages), TE p. T26 During Reading: Discuss any photographs or illustrations, pointing out how students can use the information in these visuals to help them better appreciate the passage.</p> <p>Glossary <ul style="list-style-type: none"> Pages 168–175 Teaching Notes for the Glossary, TE p. T47 </p>
<p>READING</p> 30. Read and comprehend literary and informational texts.	<p>STUDENT EDITION/TEACHER'S EDITION Introducing the Words (Unit Reading Passages) Each Unit passage introduces 10 words in context that children will learn in the Unit. When listening to or reading a passage, children are directed to pay close attention to the context of these highlighted Unit words. Photographs and illustrations provide additional clues. This will both improve their comprehension of the passage and help them to begin to figure out the word meanings.</p> <ul style="list-style-type: none"> Unit 1 "A Sudden Storm" (Realistic Fiction), pp. 6–7 Unit 2 "The Cable Car Is Coming!" (Historical Fiction), pp. 14–15 Unit 3 "What Makes Waves?" (Magazine Article), pp. 28–29 Unit 4 "A Midnight Rainbow" (Informational Fiction), pp. 36–37 Unit 5 "Pineapple Pancakes" (Recipe/How-to), pp. 50–51 Unit 6 "Why Bears Have Short Tails" (Folktale), pp. 58–59 Unit 7 "Be an Outdoor Detective" (Magazine Article), pp. 76–77 Unit 8 "Yellowstone National Park" (Magazine Article), pp. 84–85 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Comprehension

GRADE 2 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL PURPLE/GRADE 2
	<ul style="list-style-type: none"> • Unit 9 “Field Day!” (Personal Narrative), pp. 98–99 • Unit 10 “The Wright Brothers” (Biography), pp. 106–107 • Unit 11 “Margaret Heffernan Borland: Trail Blazer” (Biography), pp. 120–121 • Unit 12 “A Dog with a Job” (Informational Fiction), pp. 128–129 • Unit 13 “Goldilocks and the Bear Family” (Fairy Tale), pp. 142–143 • Unit 14 “One Great Way to Travel” (Magazine Article), pp. 150–151 • Teaching Notes for the Unit: Introducing the Words, TE pp. T26 <p>Vocabulary for Comprehension</p> <p>Children use context clues to help them identify the meaning of new or studied words in the Vocabulary for Comprehension reading selections</p> <ul style="list-style-type: none"> • Midyear Review Units 1–6 “Koko the Gorilla,” pp. 74–75 • Final Mastery Test Units 1–14 “A Fun Hobby” (stamp collecting), pp. 166–167 • Teaching Notes for the Review: Introducing the Words, TE pp. T26
<p>b. Use background knowledge to make connections to new text.</p>	<p>TEACHER’S EDITION</p> <p>Introducing the Words (Unit Reading Passages)</p> <ul style="list-style-type: none"> • Teaching Notes for the Unit: Introducing the Words (Unit Reading Passages), TE p. T26 <p>In Preparing to Read: Access Prior Knowledge, ask students prompting questions to help them access their prior knowledge about the theme or topic of the passage. In a class discussion, expand on the topic to help students build background knowledge.</p> <ul style="list-style-type: none"> • Background Information, TE p. T27 <p>Before children listen to each passage, provide them with background information about the theme or topic they will encounter. Although some themes will be familiar to children, others will be new. Help children make connections to their own lives, to people, places, and things from the world, and to information and details from familiar texts.</p>
<p>LISTENING</p> <p>35. Demonstrate listening skills and build background knowledge by asking and answering questions about texts read aloud.</p>	<p>DIGITAL RESOURCES</p> <p>Digital Resources for Vocabulary Workshop Level Purple are available to students and teachers at SadlierConnect.com. Students and families may use these digital resources without a username and password.</p> <ul style="list-style-type: none"> • Audio of Introducing the Words Reading Passages <p>Encourage students to track print as they listen to the Unit reading passages.</p>

LITERACY FOUNDATIONS

Writing

GRADE 2 CONTENT STANDARDS	VOCABULARY WORKSHOP, LEVEL PURPLE/GRADE 2
<p>Students will:</p> <p>WRITING</p> <p>38. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.</p>	
<p>n. Encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.</p> <p><i>Examples: pro-, trans-, non-, mid-, -ful, -less, -ness, -ed, ing, -es, -er, -est, -en, -y, -ly</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study</p> <p>In Word Study children learn strategies that will help them to discover the meanings of new words as they read or listen. They learn about homophones and compound words. They also learn how word parts, such as prefixes and suffixes, can help them figure out the meanings of unfamiliar words.</p> <ul style="list-style-type: none"> • Review Units 1–2 Word Endings, SE p. 26 • Review Units 7–8 Prefixes, SE p. 96 • Review Units 9–10 Suffixes, SE p. 118 • Teaching Notes for the Review: Word Study, TE p. T39–T42
<p>q. Encode frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning.</p> <p><i>Examples: their/they're/there; eight/ate; cent/scent/sent</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study</p> <p>In Word Study children learn strategies that will help them to discover the meanings of new words as they read or listen. They learn about homophones and compound words.</p> <ul style="list-style-type: none"> • Review Units 5–6 Homophones, SE p. 70 • Teaching Notes for the Review: Word Study, TE p. T39–T42
<p>WRITING</p> <p>40. Write a personal or fictional narrative using a logical sequence of events, including details to describe actions, thoughts, and feelings and providing a sense of closure.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Write and Share</p> <p>In Write and Share, 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> <ul style="list-style-type: none"> • Unit 1, SE p. 13; Unit 2, SE p. 21; Unit 3, SE p. 35; Unit 4, SE p. 43; Unit 5, SE p. 57; Unit 6, SE p. 65; Unit 7, SE p. 83; Unit 8, SE p. 91; Unit 9, SE p. 105; Unit 10, SE p. 113; Unit 11, SE p. 127; Unit 12, SE p. 135; Unit 13, SE p. 149; Unit 14, SE p. 157 • Teaching Notes for the Unit: Write and Share, TE pp. T32