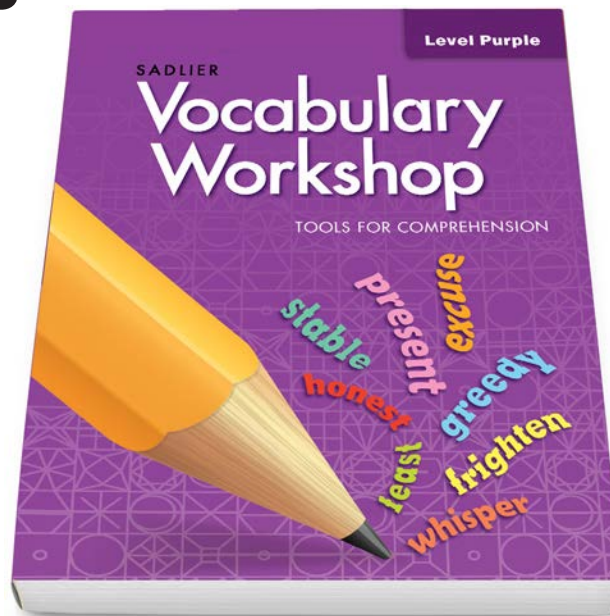


Vocabulary Workshop

Tools for Comprehension

Correlation to the Texas Essential Knowledge and Skills (TEKS)
for English Language Arts and Reading, Adopted 2017

Grade 2



Key Aligned Content

- (3) Developing and sustaining foundational language skills—
vocabulary. 2

Additional Aligned Content

- (1) Developing and sustaining foundational language skills—
oral language. 7
- (2) Developing and sustaining foundational language skills—
beginning reading and writing. 9
- (4) Developing and sustaining foundational language skills—
fluency. 11
- (5) Developing and sustaining foundational language skills—
self-sustained reading. 11
- (6) Comprehension skills. 12
- (7) Response skills. 14
- (9) Multiple genres—genres. 16
- (10) Author's purpose and craft. 18
- (11) Composition—writing process. 20
- (12) Composition—genres. 21

Key Aligned Content

§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Purple/Grade 2
<p>(3) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	
<p>(A) use print or digital resources to determine meaning and pronunciation of unknown words;</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Word Meanings Located immediately after the unit passage is Word Meanings, a two-page alphabetical listing of the ten unit words. Similar to a dictionary entry, each word includes the pronunciation, part(s) of speech, meaning, and a sample sentence that shows the word in context. Some entries include a clarifying picture.</p> <ul style="list-style-type: none"> Unit 1, SE pp. 8–9; Unit 2, SE pp. 16–17; Unit 3, SE pp. 30–31; Unit 4, SE pp. 38–39; Unit 5, SE pp. 52–53; Unit 6, SE pp. 60–61; Unit 7, SE pp. 78–79; Unit 8, SE pp. 86–87; Unit 9, SE pp. 100–101; Unit 10, SE pp. 108–109; Unit 11, SE pp. 122–123; Unit 12, SE pp. 130–131; Unit 13, SE pp. 144–145; Unit 14, SE pp. 152–153 Teaching Notes for the Unit: Word Meanings, TE p. T28 <p>Word Study</p> <ul style="list-style-type: none"> Review Units 11–12 Dictionary: Multiple-Meaning Words, SE p. 140/TE p. T41 <p>Glossary In the Glossary, each unit word is followed by its pronunciation, part or parts of speech, and definition(s). Some entries feature a clarifying illustration or photograph.</p> <ul style="list-style-type: none"> SE pp. 168–175 <p>Teaching Notes for the Glossary Point out the alphabetical order of the Glossary words. Explain that any word coming between the guide words at the top of a page appears on the page. Pronounce words using the Pronunciation Key above.</p> <ul style="list-style-type: none"> Pronunciation Key/Teach, Practice/Apply, Follow-Up, TE p. T47 <p><u>DIGITAL RESOURCES</u></p> <p>Overview</p> <ul style="list-style-type: none"> Student Resources: Pronunciation Key The pronunciation shows how the word should be spoken and how it is broken into syllables. To find out how to say a unit word, compare the symbols given in the pronunciation with the key provided. The symbols are similar to those used in most standard dictionaries. The accent mark (ˈ) shows the syllable in the word that should be stressed or spoken with more force. In Vocabulary Workshop, the accent mark comes after the syllable that should be stressed. <p style="text-align: right;"><i>continued</i></p>

§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Purple/Grade 2
	<p>Student Resources (each unit)</p> <ul style="list-style-type: none"> iWords Audio Program <p>The iWords Audio Program is especially useful for English language learners. Students hear the recommended pronunciation of each unit word and are given an opportunity to pronounce each unit word themselves. This program may be downloaded to a cellphone, allowing students to listen multiple times to the recommended pronunciations, definitions, and examples of usage for all taught vocabulary words.</p>
<p>(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;</p>	<p>STUDENT EDITION/TEACHER’S EDITION Introducing the Words</p> <p>Each Introducing the Words 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 the 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> <p>When reading a passage, students are directed to pay close attention to the context of the highlighted unit words.</p> <p>A shorter version of each unit Introducing the Words passage, the printable Differentiated Passages with a lower Lexile® measure are designed for striving readers and ELL students (see Digital Resources below).</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 style="text-align: right;"><i>continued</i></p>

® and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Purple/Grade 2
	<p>Word Meanings 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. 16–17; Unit 3, SE pp. 30–31; Unit 4, SE pp. 38–39; Unit 5, SE pp. 52–53; Unit 6, SE pp. 60–61; Unit 7, SE pp. 78–79; Unit 8, SE pp. 86–87; Unit 9, SE pp. 100–101; Unit 10, SE pp. 108–109; Unit 11, SE pp. 122–123; Unit 12, SE pp. 130–131; Unit 13, SE pp. 144–145; Unit 14, SE pp. 152–153 Teaching Notes for the Unit: Word Meanings, TE p. T28 <p>Match the Meaning 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, SE p. 10; Unit 2, SE p. 18; Unit 3, SE p. 32; Unit 4, SE p. 40; Unit 5, SE p. 54; Unit 6, SE p. 62; Unit 7, SE p. 10; Unit 8, SE p. 88; Unit 9, SE p. 102; Unit 10, SE p. 110; Unit 11, SE p. 124; Unit 12, SE p. 132; Unit 13, SE p. 10; Unit 14, SE p. 154 Teaching Notes for the Unit: Match the Meaning, TE p. T29 <p>Completing the Sentence For each 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. They learn that one or more context clues in sentences can be before or after the unfamiliar word.</p> <ul style="list-style-type: none"> Unit 1, SE p. 11; Unit 2, SE p. 19; Unit 3, SE p. 33; Unit 4, SE p. 41; Unit 5, SE p. 55; Unit 6, SE p. 63; Unit 7, SE p. 11; Unit 8, SE p. 89; Unit 9, SE p. 103; Unit 10, SE p. 111; Unit 11, SE p. 125; Unit 12, SE p. 133; Unit 13, SE p. 11; Unit 14, SE p. 155 Teaching Notes for the Unit: Completing the Sentence, TE p. T30 <p>Words in Context Students read a short passage related to the topic or theme of the Introducing the Words reading passage at the beginning of the unit. They pay close attention to the context of the unit words in the passage as they answer vocabulary-in-context questions.</p> <ul style="list-style-type: none"> Unit 1 “All Gone” (story), SE p. 12 Unit 2 Journal Entry (personal narrative), SE p. 20 Unit 3 “A Summer Idea” (story), SE p. 34 Unit 4 Weather Forecast (weather forecast script), SE p. 42 Unit 5 “The Lion and the Mouse” (fable), SE p. 56 Unit 6 “Dr. Martin Luther King, Jr.” (biography), SE p. 64 Unit 7 “How to Grow an Avocado Plant” (instructions), SE p. 82 Unit 8 “Enormous Elephants” (article), SE p. 90 Unit 9 “Jets Win Big!” (story), SE p. 104 Unit 10 Personal Letter (personal narrative), SE p. 112 Unit 11 “Sled Dogs and Sled Drivers” (article), SE p. 126; <p style="text-align: right;"><i>continued</i></p>

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Purple/Grade 2
	<ul style="list-style-type: none"> • Unit 12 “Visit the Red Horse Inn” (travel brochure/persuasive text), SE p. 134 • Unit 13 “The Corner Diner” (restaurant review/opinion), SE p. 148 • Unit 14 “The Space Trip” (story), SE p. 156 • Teaching Notes for the Unit: Words in Context, TE p. T31 Remind children that context clues are hints about the meaning of a word. If they cannot understand the word by the way it is used in the sentence, have them check the sentences before and after for clues about the word’s meaning. A picture on a page can provide more information. <p>Synonyms and Antonyms</p> <p>The Synonyms and Antonyms exercises require children to rely on their knowledge of word meanings and context clues to identify 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>Word Associations</p> <p>Each Word Associations exercise presents a unit word in an abbreviated context. Children choose which of four options best completes the sentence or answers the question.</p> <ul style="list-style-type: none"> • Review Units 1-2, SE p. 24; Review Units 3-4, SE p. 46; Review Units 5-6, SE p. 68; Review Units 7-8, SE p. 94; Review Units 9-10, SE p. 116; Review Units 11-12, SE p. 138; Review Units 13-14, SE p. 160 • Teaching Notes for the Review: Word Associations, TE p. T34 <p>Completing the Idea</p> <p>Within the context of a sentence starter that contains a taught word, students draw on personal experience or prior knowledge in order to complete the sentence.</p> <p>When a multiple-meaning word is used in a sentence, students can figure out the intended meaning by using the context clues. However, they first need to be familiar with the various meanings.</p> <ul style="list-style-type: none"> • Review Units 1-2, SE p. 25; Review Units 3-4, SE p. 47; Review Units 5-6, SE p. 69; Review Units 7-8, SE p. 95; Review Units 9-10, SE p. 117; Review Units 11-12, SE p. 139; Review Units 13-14, SE p. 161 • Teaching Notes for the Unit: Completing the Idea, TE p. T38 <p style="text-align: right;"><i>continued</i></p>

and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Purple/Grade 2
	<p><u>DIGITAL RESOURCES</u> Digital Resources for Vocabulary Workshop Level Red are available to students and teachers at SadlierConnect.com. Students and families may use these digital resources without a username and password.</p> <p>Student Resources (each unit)</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. <p>Teacher Resources (each unit)</p> <ul style="list-style-type: none"> • Introducing the Words: Differentiated Passage A shorter version of each Unit Introductory Passage, the printable Differentiated Passages with a lower Lexile® measure are designed for striving readers and ELL students. As with the original version of Introducing the Words, students read a passage that presents all ten unit words in context.
<p>(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and</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 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/TE p. T39 • Review Units 3–4 Compound Words, SE p. 48/TE p. T39 • Review Units 7–8 Prefixes, SE p. 96/TE p. T40 • Review Units 9–10 Suffixes, SE p. 118/TE p. T41
<p>(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p>	<p><u>STUDENT EDITION/TEACHER EDITION</u> Synonyms and Antonyms 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><u>TEACHER'S EDITION</u> Teaching Notes for the Unit: Match the Meaning</p> <ul style="list-style-type: none"> • Follow-Up, TE p. T29 Help children relate new concepts and idiomatic expressions to prior experiences and knowledge. Explain idioms when necessary.

and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

Additional Aligned Content

§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Purple/Grade 2
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	
<p>(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;</p> <p>(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;</p> <p>(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;</p> <p>(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and</p> <p>(E) develop social communication such as distinguishing between asking and telling.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>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.</p> <ul style="list-style-type: none"> • Unit 1, SE pp. 8–9; Unit 2, SE pp. 16–17; Unit 3, SE pp. 30–31; Unit 4, SE pp. 38–39; Unit 5, SE pp. 52–53; Unit 6, SE pp. 60–61; Unit 7, SE pp. 78–79; Unit 8, SE pp. 86–87; Unit 9, SE pp. 100–101; Unit 10, SE pp. 108–109; Unit 11, SE pp. 122–123; Unit 12, SE pp. 130–131; Unit 13, SE pp. 144–145; Unit 14, SE pp. 152–153 • Teaching Notes for the Unit: Word Meanings, TE p. T28 Pair children for collaborative activities. Collaborative activities provide additional opportunities for children to interact with the words and enrich understanding. <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. 82; 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. 148; Unit 14, SE p. 156 • Teaching Notes for the Unit: Words in Context, TE p. T31 <p>Write and Share: Talk About Your Work 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.</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 <p style="text-align: right;"><i>continued</i></p>

and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)

Vocabulary Workshop, Level Purple/Grade 2

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

Teaching Notes for the Review: Word Study

In Shades of Meaning, children deepen their understanding of word meanings by examining relationships among related words and by analyzing nuances of meaning.

- Units 9-10: Suffixes: Oral Language, TE p. T41
Have children write sentences that tell about the words with suffixes in exercises 1-4, and then have them read those sentences aloud.

Teaching Notes for the Review: Shades of Meaning

In Shades of Meaning, children deepen their understanding of word meanings by examining relationships among related words and by analyzing nuances of meaning.

- Units 1-2: Analogies 1: Word Play, TE p. T43
Have the child act out both words. Engage the class in a discussion about how the actions go together.
- Units 3-4: Word Families: Expanding Vocabulary, TE p. T43
Have partners take turns using the words in oral sentences.
- Units 7-8 Analogies 2: Informal Assessment, TE p. T44
Lead children in a brainstorming activity to name at least two more word pairs for each category.
- Units 9-10 Word Choice 2: Writing, TE p. T45
Work with children to brainstorm a list of words that reflect various shades of meaning for the word *said*.
- Units 11-12 Words That Describe Food: Oral Language, TE p. T45
Work with partners to discuss how to describe foods.

DIGITAL RESOURCES

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.

- 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 using the differentiated unit reading passages, which 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.

§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Purple/Grade 2
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	
<p>(B) demonstrate and apply phonetic knowledge by:</p>	
<p>(iv) decoding compound words, contractions, and common abbreviations;</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study</p> <ul style="list-style-type: none"> Review Units 3–4 Compound Words, SE p. 48/TE p. T39 <p>Glossary</p> <ul style="list-style-type: none"> Abbreviations (parts of speech), SE p. 168
<p>(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and</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 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/TE p. T39 Review Units 3–4 Compound Words, SE p. 48/TE p. T39 Review Units 7–8 Prefixes, SE p. 96/TE p. T40 Review Units 9–10 Suffixes, SE p. 118/TE p. T41
<p>(C) demonstrate and apply spelling knowledge by:</p>	
<p>(iii) spelling compound words, contractions, and common abbreviations;</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study</p> <ul style="list-style-type: none"> Review Units 3–4 Compound Words, SE p. 48/TE p. T39 <p>Glossary</p> <ul style="list-style-type: none"> Abbreviations (parts of speech), SE p. 168
<p>(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;</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 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/TE p. T39 Review Units 3–4 Compound Words, SE p. 48/TE p. T39 Review Units 7–8 Prefixes, SE p. 96/TE p. T40 Review Units 9–10 Suffixes, SE p. 118/TE p. T41

§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Purple/Grade 2
<p>(D) alphabetize a series of words and use a dictionary or glossary to find words; and</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Word Meanings Located immediately after the unit passage is Word Meanings, a two-page alphabetical listing of the ten unit words. Similar to a dictionary entry, each word includes the pronunciation, part(s) of speech, meaning, and a sample sentence that shows the word in context. Some entries include a clarifying picture.</p> <ul style="list-style-type: none"> Unit 1, SE pp. 8–9; Unit 2, SE pp. 16–17; Unit 3, SE pp. 30–31; Unit 4, SE pp. 38–39; Unit 5, SE pp. 52–53; Unit 6, SE pp. 60–61; Unit 7, SE pp. 78–79; Unit 8, SE pp. 86–87; Unit 9, SE pp. 100–101; Unit 10, SE pp. 108–109; Unit 11, SE pp. 122–123; Unit 12, SE pp. 130–131; Unit 13, SE pp. 144–145; Unit 14, SE pp. 152–153 Teaching Notes for the Unit: Word Meanings, TE p. T28 <p>Word Study</p> <ul style="list-style-type: none"> Review Units 11–12 Dictionary: Multiple-Meaning Words, SE p. 140/TE p. T41 <p>Glossary In the Glossary, each unit word is followed by its pronunciation, part or parts of speech, and definition(s). Some entries feature a clarifying illustration or photograph.</p> <ul style="list-style-type: none"> SE pp. 168–175 <p><u>TEACHER'S EDITION</u></p> <p>Teaching Notes for the Review: Shades of Meaning In Shades of Meaning, children deepen their understanding of word meanings by examining relationships among related words and by analyzing nuances of meaning.</p> <ul style="list-style-type: none"> Units 3–4: Word Families: Follow-Up, TE p. T43 Expanding Vocabulary: Provide beginning dictionaries. Have partners find the meanings of the words in this word family: act (to do something), action (something you do), active (energetic and busy), activity (an action or movement). Have partners take turns using the words in oral sentences. <p>Teaching Notes for the Glossary Point out the alphabetical order of the Glossary words. Explain that any word coming between the guide words at the top of a page appears on the page. Pronounce words using the Pronunciation Key above.</p> <ul style="list-style-type: none"> Teach, Practice/Apply, Follow-Up, TE p. T47 <p><u>DIGITAL RESOURCES</u></p> <p>Overview</p> <ul style="list-style-type: none"> Student Resources: Pronunciation Key The pronunciation shows how the word should be spoken and how it is broken into syllables. To find out how to say a unit word, compare the symbols given in the pronunciation with the key provided. The symbols are similar to those used in most standard dictionaries. The accent mark (ˈ) shows the syllable in the word that should be stressed or spoken with more force. In Vocabulary Workshop, the accent mark comes after the syllable that should be stressed. <p style="text-align: right;"><i>continued</i></p>

and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Purple/Grade 2
	<p>Student Resources (each unit)</p> <ul style="list-style-type: none"> iWords Audio Program The iWords Audio Program is especially useful for English language learners. Students hear the recommended pronunciation of each unit word and are given an opportunity to pronounce each unit word themselves. This program may be downloaded to a cellphone, allowing students to listen multiple times to the recommended pronunciations, definitions, and examples of usage for all taught vocabulary words.
<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>	<p>STUDENT EDITION Reading Passages Children see grade-level text in three types of reading selections. Each unit includes an Introducing the Words and Words in Context passage. For the Midyear Review and Final Mastery Test, there is a Vocabulary for Comprehension reading selection.</p> <p>TEACHER'S EDITION Teaching Notes for the Unit: Introducing the Words Each Introducing the Words reading passage includes the ten words children will learn in the unit. When reading a passage, children should pay close attention to the context of these highlighted unit words. This will both improve their comprehension of the passage and help them begin to figure out the word meanings.</p> <ul style="list-style-type: none"> During Reading, TE p. T26 Depending on the needs of individual children, read each unit passage together as a Read Aloud, <p>Teaching Notes for the Review: Completing the Idea In Completing the Idea, children apply their knowledge of word meanings by completing a writing activity.</p> <ul style="list-style-type: none"> Follow-Up: Oral Language, TE p. T29 Oral reading is critical for developing children's listening and speaking vocabularies. Select texts that contain concepts related to the words children are learning.
<p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>	<p>TEACHER'S EDITION Developing Vocabulary Through Literature (TE p. T24) One of the most important ways for children to develop vocabulary is through reading and listening to books read aloud. In the contemporary and classic stories listed below, children will read and see vocabulary words that they have learned in Vocabulary Workshop Level Purple. They will also learn new words when they listen to the Read Alouds.</p> <p style="text-align: center;">Books for Independent Reading</p> <ul style="list-style-type: none"> Aesop, <i>City Mouse-Country Mouse and Two More Mouse Tales from Aesop</i> (Fable) Aliki, <i>Digging Up Dinosaurs</i> (Nonfiction Science) Barretta, Gene, <i>Now & Ben: The Modern Inventions of Benjamin Franklin</i> (Nonfiction History) Bemelmans, Ludwig, <i>Madeline</i> (Realistic Fiction) <p style="text-align: center;"><i>continued</i></p>

and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Purple/Grade 2
	<ul style="list-style-type: none"> • Hopkinson, Deborah, <i>Sweet Clara and the Freedom Quilt</i> (Historical Fiction) • ★ Keats, Ezra Jack, ☆ <i>Pet Show!</i> (Realistic Fiction) • ★ Kellogg, Steven, <i>Best Friends</i> (Realistic Fiction) • Lauber, Patricia, <i>Who Eats What? Food Chains and Food Webs</i> (Nonfiction Science) • Levine, Ellen, ★ <i>Henry's Freedom Box</i> (Historical Fiction) • Lionni, Leo, ★ <i>Alexander and the Wind-Up Mouse</i> (Animal Fantasy) • ★ Lobel, Arnold, <i>Frog and Toad Together</i> (Animal Fantasy) • Lowell, Susan, <i>The Three Little Javelinas</i> (Animal Fantasy) • Marshall, Edward, <i>Fox on Wheels</i> (Animal Fantasy) • ★ Penn, Audrey, <i>The Kissing Hand</i> (Animal Fantasy) • Rathmann, Peggy, <i>Ruby the Copycat</i> (Realistic Fiction) • ★ Rylant, Cynthia, <i>Henry and Mudge in Puddle Trouble</i> (Realistic Fiction) • Williams, Vera B., ★ <i>A Chair for My Mother</i> (Realistic Fiction) <p style="text-align: center;">Books To Read Aloud</p> <ul style="list-style-type: none"> • Baum, L. Frank, <i>The Wonderful Wizard of Oz</i> (Fantasy) • Grahame, Kenneth, <i>The Wind in the Willows</i> (Animal Fantasy) • Hoban, Russell, <i>A Bargain for Frances</i> (Animal Fantasy) • Orr, Wendy, <i>Nim's Island</i> (Fantasy/Adventure) • Roop, Peter and Connie, ☆ <i>Keep the Lights Burning, Abbie</i> (Historical Fiction) • Scieszka, Jon, <i>The True Story of the Three Little Pigs</i> (Animal Fantasy) • Williams, Margery, <i>The Velveteen Rabbit</i> (Fantasy) <ul style="list-style-type: none"> ★ Award-winning Author ★ Caldecott Honor Book ☆ Reading Rainbow Book
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	
<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p>	<p>TEACHER'S EDITION Teaching Notes for the Unit: Introducing the Words</p> <ul style="list-style-type: none"> • During Reading, TE p. T26 Guide the class's focus and comprehension by having children answer key questions about the passage. • After Reading, TE p. T26 Encourage children to ask any questions they may have about the passage or the meanings of the words.

§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Purple/Grade 2
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;	<p>TEACHER'S EDITION Teaching Notes for the Unit: Introducing the Words</p> <ul style="list-style-type: none"> • During Reading, TE p. T26 Discuss the genre of the passage, and encourage children to name other works they have read in the genre. Discuss any photographs or illustrations, pointing out how children can use the information in these visuals to help them better appreciate the passage.
(D) create mental images to deepen understanding;	<p>TEACHER'S EDITION Addressing Different Learners</p> <p>Children who are on or above grade level often already have a basic understanding of many of the vocabulary words. The goal for these children should not just be to recognize the words, but rather to incorporate them into their personal lexicon for writing and speaking.</p> <ul style="list-style-type: none"> • Differentiating Daily Instruction for Striving Readers and ELL Children, TE p. T20 Use graphic organizers is especially important for striving readers and ELL children, as they help learners visualize their words and come to a richer recognition of word meanings.
(E) make connections to personal experiences, ideas in other texts, and society;	<p>STUDENT EDITION/TEACHER'S EDITION Word Meanings</p> <p>Word Meanings collaborative activities—identified by the speech bubbles logo—provide opportunities for children to share experiences, thoughts, and feelings.</p> <p>Examples: “Tell what you were doing one hour ago” (Unit 5, SE p. 52); “Describe how you feel when something frightens you” (Unit 8, SE p. 68); “Describe the proper way to act when someone is speaking” (Unit 11, SE p. 123); “Tell about a famous person you admire” (Unit 14, SE p. 152).</p> <ul style="list-style-type: none"> • Unit 1, SE pp. 8–9; Unit 2, SE pp. 16–17; Unit 3, SE pp. 30–31; Unit 4, SE pp. 38–39; Unit 5, SE pp. 52–53; Unit 6, SE pp. 60–61; Unit 7, SE pp. 78–79; Unit 8, SE pp. 86–87; Unit 9, SE pp. 100–101; Unit 10, SE pp. 108–109; Unit 11, SE pp. 122–123; Unit 12, SE pp. 130–131; Unit 13, SE pp. 144–145; Unit 14, SE pp. 152–153 • Teaching Notes for the Unit: Word Meanings, TE p. T28 <p>Completing the Idea</p> <p>Children relate a personal experience or prior knowledge to each sentence starter that contains a taught word, and then they complete the sentence.</p> <ul style="list-style-type: none"> • Review Units 1-2, SE p. 25; Review Units 3-4, SE p. 47; Review Units 5-6, SE p. 69; Review Units 7-8, SE p. 95; Review Units 9-10, SE p. 117; Review Units 11-12, SE p. 141; Review Units 13-14, SE p. 161 • Teaching Notes for the Unit: Completing the Idea, TE pp. T38
(F) make inferences and use evidence to support understanding; (G) evaluate details read to determine key ideas;	<p>TEACHER'S EDITION Teaching Notes for the Unit: Introducing the Words</p> <ul style="list-style-type: none"> • During Reading, TE p. T26 Guide the class's focus and comprehension by having children answer key questions about the passage.

§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Purple/Grade 2
<p>(H) synthesize information to create new understanding; and</p>	<p>STUDENT EDITION/TEACHER EDITION Vocabulary for Comprehension Children answer questions that include synthesizing information. For example, “What would make another good title for this passage?” (Midyear Review: Units 1-6, p. 75).</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
<p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p>	<p>TEACHER’S EDITION Teaching Notes for the Unit: Introducing the Words</p> <ul style="list-style-type: none"> • Preparing to Read: Access Prior Knowledge, TE p. T26 Guide the class’s focus and comprehension by having children answer key questions about the passage. • During Reading, TE p. T26 Discuss any photographs or illustrations, pointing out how children can use the information in these visuals to help them better appreciate the passage. • After Reading, TE p. T26 Encourage children to ask any questions they may have about the passage or the meanings of the words. • Background Information, TE p. T27 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>Teaching Notes for the Unit: Write and Share</p> <ul style="list-style-type: none"> • Teach, TE p. T32 Reread the Words in Context story as a class. Point out the unit words that are used in the story.
<p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>	
<p>(E) describe personal connections to a variety of sources;</p>	<p>TEACHER’S EDITION Teaching Notes for the Unit: Introducing the Words</p> <ul style="list-style-type: none"> • Preparing to Read: Access Prior Knowledge, TE p. T26 Ask children 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 children build background knowledge. <p style="text-align: right;"><i>continued</i></p>

and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Purple/Grade 2
	<ul style="list-style-type: none"> Background Information, TE p. T27 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>(B) write brief comments on literary or informational texts that demonstrate an understanding of the text;</p> <p>(C) use text evidence to support an appropriate response;</p> <p>(D) retell and paraphrase texts in ways that maintain meaning and logical order;</p> <p>(E) interact with sources in meaningful ways such as illustrating or writing; and</p> <p>(F) respond using newly acquired vocabulary as appropriate.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Words in Context In Words in Context, children read a passage that incorporates six or seven of the unit words. The passages present different genres and themes. After reading, children write sentences to answer questions based on the passage.</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. 82; 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. 148; Unit 14, SE p. 156 Teaching Notes for the Unit: Words in Context, TE p. T31 <p>TEACHER'S EDITION Teaching Notes for the Unit: Introducing the Words</p> <ul style="list-style-type: none"> After Reading, TE p. T26 Invite children to summarize the passage. Then review the answers to the questions that were asked while they were reading. Encourage children to ask any questions they may have about the passage or the meanings of the words. <p>Teaching Notes for the Review: Word Study</p> <ul style="list-style-type: none"> Units 3-4 Compound Words, TE p. T39 Follow-Up: Have children compose riddles by drawing pictures to illustrate each part of a compound word. <p>Teaching Notes for the Review: Shades of Meaning</p> <ul style="list-style-type: none"> Units 11-12 Words That Describe Food, TE p. T45 Follow-Up: Make a classroom chart of the foods and all the words that describe them.

§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Purple/Grade 2
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	
<p>(A) demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales;</p>	<p>STUDENT EDITION/TEACHER’S EDITION Introducing the Words A shorter version of each unit Introducing the Words passage, the printable Differentiated Passages with a lower Lexile® measure are designed for striving readers and ELL students (see Digital Resources below).</p> <ul style="list-style-type: none"> • Unit 6 “Why Bears Have Short Tails” (Folktale), pp. 58–59 • Unit 13 “Goldilocks and the Bear Family” (Fairy Tale), pp. 142–143 • Teaching Notes for the Unit: Introducing the Words, TE pp. T26
<p>(C) discuss elements of drama such as characters, dialogue, and setting;</p>	<p>Related content</p> <p>TEACHER EDITION Teaching Notes for the Review: Shades of Meaning In Shades of Meaning, children deepen their understanding of word meanings by examining relationships among related words and by analyzing nuances of meaning.</p> <ul style="list-style-type: none"> • Units 9-10 Word Choice 2: Writing, TE p. T45 Have children write a dialogue that illustrates the different meanings. For example: “‘You have a bigger slice of pizza,’ my sister whined.” “‘You always want what I have,’ I teased.”
<p>(G) recognize characteristics and structures of informational text, including:</p>	
<p>(i) the central idea and supporting evidence with adult assistance;</p>	<p>TEACHER’S EDITION Teaching Notes for the Unit: Introducing the Words</p> <ul style="list-style-type: none"> • During Reading, TE p. T26 Guide the class’s focus and comprehension by having children answer key questions about the passage.
<p>(ii) features and graphics to locate and gain information; and</p>	<p>STUDENT EDITION/TEACHER’S EDITION Introducing the Words Illustrations, photographs, and captions accompany Introducing the Words reading passages.</p> <ul style="list-style-type: none"> • Unit 1, pp. 6–7; Unit 2, pp. 14–15; Unit 3, pp. 28–29; Unit 4, pp. 36–37; Unit 5, pp. 50–51; Unit 6, pp. 58–59; Unit 7, pp. 76–77; Unit 8, pp. 84–85; Unit 9, pp. 98–99; Unit 10, pp. 106–107; Unit <p style="text-align: right;"><i>continued</i></p>

© and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Purple/Grade 2
	<p>11, pp. 120–121; Unit 12, pp. 128–129; Unit 13, pp. 142–143; Unit 14, pp. 150–151</p> <p>TEACHER’S EDITION Teaching Notes for the Unit: Introducing the Words</p> <ul style="list-style-type: none"> • During Reading, TE p. T26 Discuss any photographs or illustrations, pointing out how children can use the information in these visuals to help them better appreciate the passage.
(H) recognize characteristics of persuasive text, including:	
(i) stating what the author is trying to persuade the reader to think or do; and	<p>STUDENT EDITION/TEACHER’S EDITION Words in Context</p> <p>Students read a short passage related to the topic or theme of the Introducing the Words reading passage at the beginning of the unit. They pay close attention to the context of the unit words in the passage as they answer vocabulary-in-context questions.</p> <ul style="list-style-type: none"> • Unit 12 “Visit the Red Horse Inn” (travel brochure/persuasive text), SE p. 134 • Unit 13 “The Corner Diner” (restaurant review/opinion), SE p. 148 • Teaching Notes for the Unit: Words in Context, TE p. T31
(G) recognize characteristics of multimodal and digital texts.	<p>DIGITAL RESOURCES</p> <p>In addition to the print version of Vocabulary Workshop Level Purple, digital resources supporting the program 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"> • 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. • 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. <p style="text-align: right;"><i>continued</i></p>

§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	<i>Vocabulary Workshop</i> , Level Purple/Grade 2
	<ul style="list-style-type: none"> • Interactive Graphic Organizers Support and extend learning of unit words with interactive graphic organizers: Concept Circle, Word Map, Word Square, and Word Web. • Interactive Practice Quizzes Provide students with feedback on their mastery of the unit words. Interactive practice quizzes are automatically scored. • Practice Quiz Worksheets Review unit words in multiple-choice and passage-based, critical reading formats. Worksheets can also be used as reteaching tools for all learners. • Word Games Develop awareness and interest in unit words through printable word puzzles and word play activities. <p><i>Vocabulary Workshop: Tools for Comprehension</i> 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.
<p>(10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	
<p>(A) discuss the author’s purpose for writing text;</p>	<p><u>STUDENT EDITION/TEACHER EDITION</u> Vocabulary for Comprehension Children answer comprehension questions about the passage. For example, “The author most likely wrote this passage to—give facts about a real gorilla” (Midyear Review: Units 1-6, p. 75).</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

© and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Purple/Grade 2
<p>(C) discuss the author’s use of print and graphic features to achieve specific purposes;</p>	<p>TEACHER’S EDITION Teaching Notes for the Unit: Introducing the Words</p> <ul style="list-style-type: none"> • During Reading, TE p. T26 Discuss any photographs or illustrations, pointing out how students can use the information in these visuals to help them better appreciate the passage.
<p>(D) describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;</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/TE p. T43 • Review Units 3-4: Word Families, SE p. 49/TE p. T43 • Review Units 5-6: Word Choice 1 (<i>look, search, watch</i>), SE p. 71/TE p. T44 • Review Units 7-8: Analogies 2, SE p. 97/TE p. T44 • Review Units 9-10: Word Choice 2 (<i>hop, jump, leap</i>), SE p. 119/TE p. T45 • Review Units 11-12: Words That Describe Food (<i>lean, spicy, juicy</i>), SE p. 141/TE p. T45 • Review Units 13-14: Word Choice 3 (<i>slender, skinny, scrawny</i>), SE p. 163/TE p. T46
<p>(C) discuss how the author’s use of language contributes to voice; and</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 5-6: Word Choice 1 (<i>look, search, watch</i>), SE p. 71/TE p. T44 • Review Units 9-10: Word Choice 2 (<i>hop, jump, leap</i>), SE p. 119/TE p. T45 • Review Units 11-12: Words That Describe Food (<i>lean, spicy, juicy</i>), SE p. 141/TE p. T45 • Review Units 13-14: Word Choice 3 (<i>slender, skinny, scrawny</i>), SE p. 163/TE p. T46

and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Purple/Grade 2
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	
<p>(A) plan a first draft by generating ideas for writing such as drawing and brainstorming;</p>	<p>Related content TEACHER EDITION Teaching Notes for the Review: Shades of Meaning In Shades of Meaning, children deepen their understanding of word meanings by examining relationships among related words and by analyzing nuances of meaning.</p> <ul style="list-style-type: none"> Units 5-6 Word Choice 1: Writing, TE p. T44 Have children brainstorm to create a list of words that are close in meaning to talk, such as whisper, shout, chat, and mumble. Have them write sentences that illustrate the different meanings. Units 7-8 Analogies 2: Informal Assessment, TE p. T44 Lead children in a brainstorming activity to name at least two more word pairs for each category. Units 9-10 Word Choice 2: Writing, TE p. T45 Work with children to brainstorm a list of words that reflect various shades of meaning for the word <i>said</i>,
<p>(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences; (D) edit drafts using standard English conventions, including:</p>	<p>STUDENT EDITION/TEACHER'S EDITION Write and Share Have children revise their stories based on their partner's feedback. After they add their story details and correct any mistakes with the unit words, have them check for correct spelling, capitalization, and punctuation.</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
<p>(ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place;</p>	<p>Related content STUDENT EDITION/TEACHER'S EDITION Word Meanings In Word Meanings, children are introduced to the ten vocabulary words in the unit. Information for each entry includes its part or parts of speech: noun, verb, adjective, and adverb.</p> <ul style="list-style-type: none"> Unit 1, SE pp. 8-9; Unit 2, SE pp. 16-17; Unit 3, SE pp. 30-31; Unit 4, SE pp. 38-39; Unit 5, SE pp. 52-53; Unit 6, SE pp. 60-61; Unit 7, SE pp. 78-79; Unit 8, SE pp. 86-87; Unit 9, SE pp. 100-101; Unit 10, SE pp. 108-109; Unit 11, SE pp. 122-123; Unit 12, SE pp. 130-131; Unit 13, SE pp. 144-145; Unit 14, SE pp. 152-153 Teaching Notes for the Unit: Word Meanings, TE p. T28

© and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Purple/Grade 2
<p>(ix) capitalization of months, days of the week, and the salutation and conclusion of a letter;</p>	<p>Model</p> <p>STUDENT EDITION/TEACHER'S EDITION Words in Context Children read a short passage related to the topic or theme of the Introducing the Words reading passage at the beginning of the unit. They pay close attention to the context of the unit words in the passage as they answer vocabulary-in-context questions.</p> <ul style="list-style-type: none"> • Unit 10 Personal Letter, SE p. 112 • Teaching Notes for the Unit: Words in Context, TE p. T31
<p>(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and</p> <p>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p>	<p>TEACHER'S EDITION Write and Share Have children revise their stories based on their partner's feedback. After they add their story details and correct any mistakes with the unit words, have them check for correct spelling, capitalization, and punctuation.</p> <ul style="list-style-type: none"> • Teaching Notes for the Unit: Write and Share, TE pp. T32
<p>(F) publish and share writing.</p>	<p>TEACHER'S EDITION Teaching Notes for the Review: Completing the Idea In Completing the Idea, children apply their knowledge of word meanings by completing a writing activity.</p> <ul style="list-style-type: none"> • Practice/Apply, TE p. T38 When children finish the page, have them share their completed sentences. • Follow-Up: Oral Language, TE p. T38 Have children work in small groups to choose one of the sentence starters and then provide different endings orally.
<p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	
<p>(G) compose literary texts, including personal narratives and poetry;</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 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

§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Purple/Grade 2
	<p>TEACHER'S EDITION Teaching Notes for the Review: Shades of Meaning</p> <ul style="list-style-type: none"> Review Units 13-14 Words Choice 3: Follow-Up, TE p. T46 Have children use all three words to write a short paragraph about a fictional or real event.
<p>(H) compose informational texts, including procedural texts and reports; and</p>	<p>Readiness</p> <p>STUDENT EDITION/TEACHER'S EDITION Completing the Idea</p> <p>Children relate a personal experience or prior knowledge to each sentence starter that contains a taught word, and then they complete the sentence. Many sentence starters call for an informational or procedural response.</p> <p>Examples: "When I see a green signal, I _____." (Review Units 1-2, SE p. 25); "At the beach, the giant wave _____." (Review Units 3-4, SE p. 47); "I chew my food well because _____." (Review Units 5-6, SE p. 69); "When my alarm goes off each morning, _____." (Review Units 7-8, SE p. 95).</p> <ul style="list-style-type: none"> Review Units 1-2, SE p. 25; Review Units 3-4, SE p. 47; Review Units 5-6, SE p. 69; Review Units 7-8, SE p. 95; Review Units 9-10, SE p. 117; Review Units 11-12, SE p. 141; Review Units 13-14, SE p. 161 Teaching Notes for the Unit: Completing the Idea, TE pp. T38 <p>TEACHER'S EDITION Teaching Notes for the Review: Shades of Meaning</p> <ul style="list-style-type: none"> Review Units 13-14 Words Choice 3: Follow-Up, TE p. T46 Have children use all three words to write a short paragraph about a fictional or real event.
<p>(I) compose correspondence such as thank you notes or letters.</p>	<p>Model</p> <p>STUDENT EDITION/TEACHER'S EDITION Words in Context</p> <p>Children read a short passage related to the topic or theme of the Introducing the Words reading passage at the beginning of the unit. They pay close attention to the context of the unit words in the passage as they answer vocabulary-in-context questions.</p> <ul style="list-style-type: none"> Unit 10 Personal Letter, SE p. 112 Teaching Notes for the Unit: Words in Context, TE p. T31