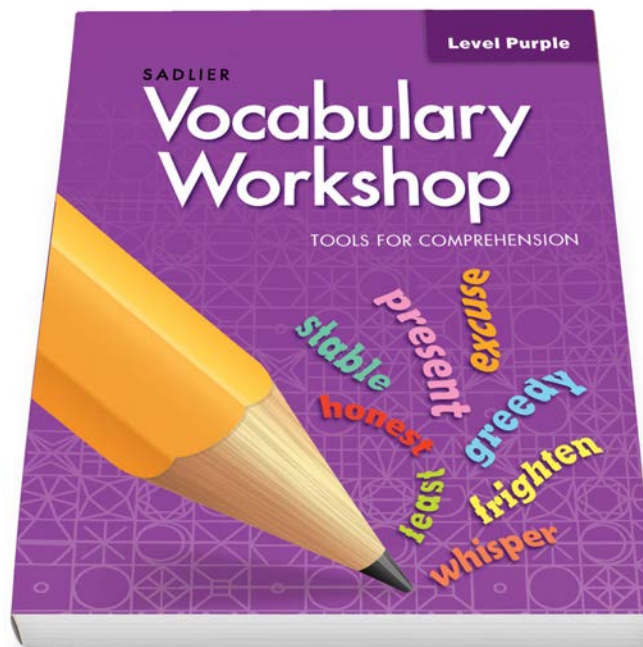


Vocabulary Workshop

Tools for Comprehension

Correlation to the Oklahoma Academic Standards for English Language Arts (2020)

Grade 2



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Key Aligned Content

STANDARD 4: VOCABULARY

Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 2 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL PURPLE / GRADE 2
<p>2.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Vocabulary Workshop: Tools for Comprehension In Level Purple of <i>Vocabulary Workshop, Tools for Comprehension</i> children are introduced to 140 carefully selected, high-utility words, many of which are drawn from academic vocabulary word lists relevant to children's reading. Mastery of these words promotes word consciousness and, together with practice in vocabulary strategies, leads to improved reading and writing skills and improved performance on standardized tests.</p> <p>In each unit, children acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations. Learning activities for each unit include—</p> <ul style="list-style-type: none"> • Introducing the Words (reading selection) • Word Meanings • Match the Meaning • Completing the Sentence • Words in Context (reading selection) • Write and Share <p>After every two units, review activities include—</p> <ul style="list-style-type: none"> • Synonyms • Antonyms • Classifying • Word Associations • Completing the Idea • Word Study • Shades of Meaning <p>The mid-year and end-of-year review activities include—</p> <ul style="list-style-type: none"> • Match the Meaning • Completing the Sentence • Vocabulary for Comprehension <p>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.</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 <p style="text-align: right;"><i>continue</i></p>

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STANDARD 4: VOCABULARY

Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 2 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL PURPLE / GRADE 2
	<p>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> <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. • 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>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.
<p>2.4.R.2 Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</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 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

STANDARD 4: VOCABULARY

Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 2 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL PURPLE / GRADE 2
<p>2.4.R.3 Students will use context clues to determine the meaning of words with guidance and support.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Introducing the Words 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. When reading a passage, students are directed to pay close attention to the context of the highlighted unit 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 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>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 <p style="text-align: right;"><i>continued</i></p>

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STANDARD 4: VOCABULARY

Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 2 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL PURPLE / GRADE 2
	<p>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</p> <ul style="list-style-type: none"> 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>

STANDARD 4: VOCABULARY

Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 2 ELA STANDARD	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>

STANDARD 4: VOCABULARY

Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 2 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL PURPLE / GRADE 2
	<p>DIGITAL RESOURCES Digital Resources for Vocabulary Workshop Level Green 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>2.4.R.4 Students will infer relationships among words, including synonyms, antonyms, and simple multiple-meaning words.</p>	<p>STUDENT EDITION/TEACHER EDITION 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>Word Study</p> <ul style="list-style-type: none"> Review Units 11-12 Dictionary: Multiple-Meaning Words, SE p. 140/TE p. T41
<p>2.4.R.5 Students will use a dictionary or glossary (<i>print and/or electronic</i>) to determine or clarify the meanings of words or phrases.</p>	<p>STUDENT EDITION/TEACHER'S EDITION 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 style="text-align: right;"><i>continued</i></p>

STANDARD 4: VOCABULARY

Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 2 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL PURPLE / GRADE 2
	<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</p> <p>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</p> <p>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 <p>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 (') 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> <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>

STANDARD 4: VOCABULARY

Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

GRADE 2 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL PURPLE / GRADE 2
<p>2.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Write and Share In Write and Share, children communicate ideas in writing by composing 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 p. T32 Writing Portfolio: Have children collect their stories in a folder. Ask them to reread the stories in future weeks to review the vocabulary words from earlier units. <p>Completing the Idea 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 <p>TEACHER’S EDITION</p> <p>Addressing Different Learners 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 Assessment for Above Grade-Level Children, TE p. T21 Assign a written test. Require children to use several of the vocabulary words in their response to a writing prompt. Alternatively, have children write on topics of their choice. <p>TEACHER’S EDITION</p> <p>Addressing Different Learners 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> <p style="text-align: right;"><i>continued</i></p>

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STANDARD 4: VOCABULARY

Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

GRADE 2 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL PURPLE / GRADE 2
	<ul style="list-style-type: none"> Differentiating Assessment for Above Grade-Level Children, TE p. T21 Assign a written test. Require children to use several of the vocabulary words in their response to a writing prompt. Alternatively, have children write on topics of their choice.
<p>2.4.W.2 Students will select appropriate language according to purpose in writing.</p>	<p>STUDENT EDITION/TEACHER EDITION</p> <p>Match the Meaning In Match the Meaning, children select the unit word from the box 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 that best completes the sentence. They learn that one or more context clues in sentences can be before or after an 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>Synonyms and Antonyms The Synonyms and Antonyms exercises guide children through an examination of the relationship between words. They learn that some words are very similar in meaning while others are the opposite.</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>Shades of Meaning 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 <p style="text-align: right;"><i>continued</i></p>

STANDARD 4: VOCABULARY

Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

GRADE 2 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL PURPLE / GRADE 2
	<ul style="list-style-type: none"> • 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

Additional Aligned Content

STANDARD 1: SPEAKING AND LISTENING

Reading

Students will develop and apply effective communication skills through speaking and active listening.

GRADE 2 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL PURPLE / GRADE 2
<p>2.1.R.1 Students will actively listen and speak using appropriate discussion rules.</p> <p>2.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally, through text or other media to confirm understanding.</p> <p>2.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</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 <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>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.</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>TEACHER’S EDITION</p> <p>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.</p> <ul style="list-style-type: none"> Differentiating Daily Instruction for Striving Readers and ELL Children, TE p. T20 <p style="text-align: right;"><i>continued</i></p>

STANDARD 1: SPEAKING AND LISTENING

Reading

Students will develop and apply effective communication skills through speaking and active listening.

GRADE 2 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL PURPLE / GRADE 2
	<p>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.</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.

Writing

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

GRADE 2 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL PURPLE / GRADE 2
<p>2.1.W.1 Students will report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Word Meanings Word Meanings collaborative activities—identified by the speech bubbles logo—provide opportunities for children to share experiences, thoughts, and feelings. Examples: “Name some things you can see at a beach” (Unit 3, SE p. 30); “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

STANDARD 1: SPEAKING AND LISTENING

Writing

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

GRADE 2 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL PURPLE / GRADE 2
<p>2.1.W.2 Students will work respectfully within groups, share responsibility for collaborative work, and value individual contributions made by each group member.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Word Meanings Collaborative activities—identified by the speech bubbles logo—provide 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 <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>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.</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

STANDARD 2: READING AND WRITING PROCESS

Reading

Students will read and comprehend increasingly complex literary and informational texts.

GRADE 2 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL PURPLE / GRADE 2
<p>2.2.R.1 Students will locate the main idea and supporting details of a text.</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>2.2.R.3 Students will begin to summarize events or plots (<i>i.e., beginning, middle, end, and conflict</i>) of a story or text .</p>	<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.

Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

GRADE 2 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL PURPLE / GRADE 2
<p>2.2.W.4 Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, dictionaries</i>).</p>	<p>In addition to the resources listed below, several lessons in each unit model the correct spelling of unit words. These include Introducing the Words, Word Meanings, Match the Meaning, Completing the Sentence, and Words in Context.</p> <p>In each Review Unit, correct spellings are presented in Synonyms, Antonyms, Classifying, Word Associations, Completing the Idea, Word Study, and Shades of Meaning.</p> <p>STUDENT EDITION Glossary Children will find the correct spelling of each unit word in the Glossary, located at the back of the book.</p> <ul style="list-style-type: none"> • SE pp. 168-169 <p>Word List An easy-to-access reference for correct spelling, the list of all the words taught in the units of this level of the program is located at the end of the book. The number after each entry indicates the page on which the word is taught.</p> <ul style="list-style-type: none"> • SE p. 176 <p>TEACHER'S EDITION 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.</p> <ul style="list-style-type: none"> • Pronunciation Key/Teach, Practice/Apply, Follow-Up, TE pp. T47

STANDARD 3: CRITICAL READING AND WRITING

Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

GRADE 2 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL PURPLE / GRADE 2
<p>2.3.R.1 Students will determine the author’s purpose (<i>i.e., tell a story, provide information</i>).</p>	<p>STUDENT EDITION/TEACHER EDITION Vocabulary for Comprehension Children answer comprehension questions that include determining the author’s purpose. 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 • Teaching Notes for the Review: Introducing the Words, TE pp. T26
<p>2.3.R.4 Students will find examples of literary devices:</p> <ul style="list-style-type: none"> • simile • metaphor 	<p>STUDENT EDITION/TEACHER EDITION Shades of Meaning 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>2.3.R.7 Students will answer inferential questions (<i>e.g., how and why</i>) with guidance and support.</p>	<p>STUDENT EDITION/TEACHER EDITION Vocabulary for Comprehension Children answer inferential questions about the passage. For example, “This passage is mostly about—stamp collecting” (Final Mastery Test: Units 1-14, p. 167).</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>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.

STANDARD 3: CRITICAL READING AND WRITING

Writing

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

GRADE 2 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL PURPLE / GRADE 2
<p>NARRATIVE 2.3.W.1 Students will write narratives incorporating characters, plot (<i>i.e., beginning, middle, end</i>), and a basic setting (<i>i.e., time, place</i>) with guidance and support.</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
<p>OPINION 2.3.W.3 Students will express an opinion about a topic and provide reasons as support.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Completing the Idea 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 5-6 (favorite foods, favorite hear), SE p. 69 Review Units 11-12 (favorite object in my room), SE p. 141 Review Units 13-14 (favorite section of the neighborhood), SE p. 161 Teaching Notes for the Unit: Completing the Idea, TE pp. T38 <p>See also related content</p> <p>TEACHER'S EDITION Teaching Notes for the Review: Shades of Meaning</p> <ul style="list-style-type: none"> Review Units 11-12 Words That Describe Food: Teach (discuss favorite foods), TE p. T45

STANDARD 5: LANGUAGE

Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

GRADE 2 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL PURPLE / GRADE 2
<p>2.5.W.1 Students will capitalize and appropriately punctuate:</p> <ul style="list-style-type: none"> the first letter of a quotation holidays product names initials months and days of the week 	<p>TEACHER'S EDITION Teaching Notes for the Unit: Write and Share In Write and Share, children write their own stories using the unit words. Children are encouraged to collaborate with partners to elicit feedback.</p> <ul style="list-style-type: none"> Practice/Apply (discuss favorite foods), TE p. T32 After children correct any mistakes with the unit words, have them check for correct spelling, capitalization, and punctuation.

STANDARD 6: RESEARCH

Writing

Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.

GRADE 2 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL PURPLE / GRADE 2
<p>2.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids.</p>	<p>Related content</p> <p>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. Student and teacher digital resources available at SadlierConnect.com include:</p> <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.

STANDARD 7: MULTIMODAL LITERACIES

Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

GRADE 2 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL PURPLE / GRADE 2
<p>2.7.R.1 Students will locate and use print and digital resources with guidance and support.</p>	<p>DIGITAL RESOURCES 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>

STANDARD 7: MULTIMODAL LITERACIES

Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

GRADE 2 ELA STANDARD	VOCABULARY WORKSHOP, 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>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.
<p>2.7.W.2 Students will create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Word Meanings</p> <p>Collaborative activities—identified by the speech bubbles logo—provide opportunities for children to present ideas, thoughts, and feelings. Examples: “Name some things you can see at a beach” (Unit 3, SE p. 30); “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 style="text-align: right;"><i>continued</i></p>

STANDARD 7: MULTIMODAL LITERACIES

Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

GRADE 2 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL PURPLE / GRADE 2
	<p>TEACHER'S EDITION</p> <p>Teaching Notes for the Review: Word Study</p> <ul style="list-style-type: none"> Units 3-4: Compound Words: Follow-Up, TE p. T39 Word Play: Have children compose riddles by drawing pictures to illustrate each part of a compound word. Units 9-10: Suffixes: Follow-Up, TE p. T41 Oral Language: Write sentences that tell about the words with suffixes taught in the lesson, and then have them read those sentences aloud. <p>Teaching Notes for the Review: Shades of Meaning</p> <ul style="list-style-type: none"> Units 11-12: Words That Describe Food: Practice/Apply, Follow-Up, TE p. T45 Draw pictures or show photos of foods. Oral Language: Make a classroom chart of the foods and all the words that describe them.

STANDARD 8: INDEPENDENT READING AND WRITING

Reading

Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.

GRADE 2 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL PURPLE / GRADE 2
<p>2.8.R Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time.</p>	<p>TEACHER'S EDITION</p> <p>Developing Vocabulary Through Literature (TE p. T24)</p> <p>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) 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) <p style="text-align: right;"><i>continued</i></p>

STANDARD 8: INDEPENDENT READING AND WRITING

Reading

Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.

GRADE 2 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL PURPLE / GRADE 2
	<ul style="list-style-type: none"> • 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) <p>★ Award-winning Author ★ Caldecott Honor Book ☆ Reading Rainbow Book</p>

Writing

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

GRADE 2 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL PURPLE / GRADE 2
<p>2.8.W Students will write independently over extended periods of time (e.g., <i>time for reflection and revision</i>) and for shorter timeframes (e.g., <i>a single sitting or a day or two</i>).</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>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 <p style="text-align: right;"><i>continued</i></p>

STANDARD 8: INDEPENDENT READING AND WRITING

Writing

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

GRADE 2 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL PURPLE / GRADE 2
	<ul style="list-style-type: none"> Teaching Notes for the Unit: Write and Share, TE p. T32 Writing Portfolio: Have children collect their stories in a folder. Ask them to reread the stories in future weeks to review the vocabulary words from earlier units. <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 <p>TEACHER'S EDITION</p> <p>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 Assessment for Above Grade-Level Children, TE p. T21 <p>Assign a written test. Require children to use several of the vocabulary words in their response to a writing prompt. Alternatively, have children write on topics of their choice.</p>