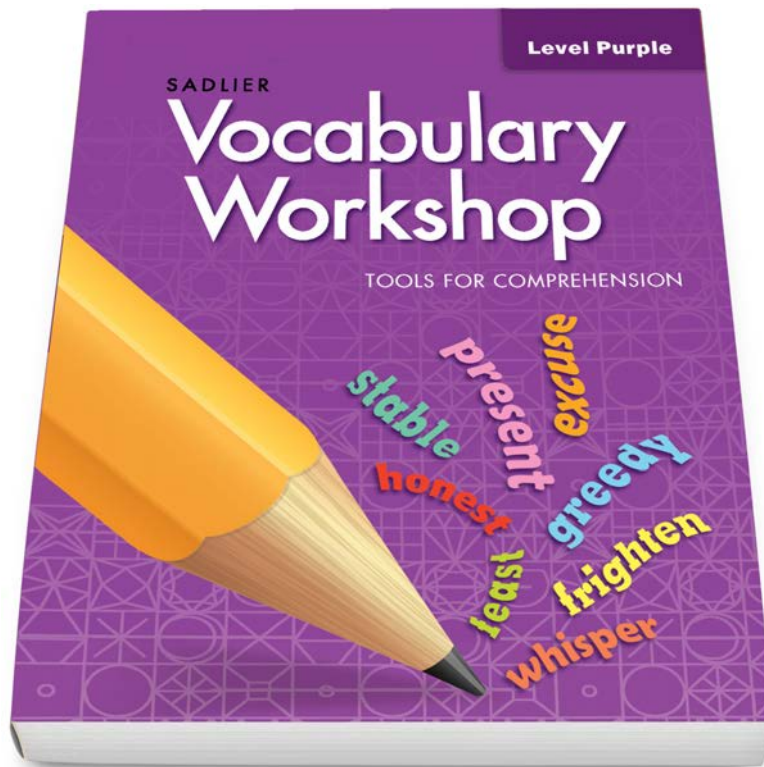


Vocabulary Workshop

Tools for Comprehension

Correlation to the North Carolina English Language Arts
Standard Course of Study

Grade 2



Key Aligned Content

Language Standards: Vocabulary Acquisition and Use 2

Additional Aligned Content

Reading Standards for Literature 9

Reading Standards for Informational Text 13

Reading Foundational Skills 17

Writing Standards 22

Speaking and Listening Standards 24

Language Standards 27

Key Aligned Content

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL PURPLE/ GR. 2

Vocabulary Acquisition and Use

L.2.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: **context clues**, **word parts**, **word relationships**, and **reference materials**.

CONTEXT CLUES

STUDENT EDITION/TEACHER'S EDITION

Introducing the Words: Reading Selections

Introducing the Words is a reading passage at the beginning of each Unit that presents all ten highlighted Unit study words in context.

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).

- Unit 1, SE pp. 6–7; Unit 2, SE pp. 14–15; Unit 3, SE pp. 28–29; Unit 4, SE pp. 36–37; Unit 5, SE pp. 50–51; Unit 6, SE pp. 58–59; Unit 7, SE pp. 76–77; Unit 8, SE pp. 84–85; Unit 9, SE pp. 98–99; Unit 10, SE pp. 106–107; Unit 11, SE pp. 120–121; Unit 12, SE pp. 128–129; Unit 13, SE pp. 142–143; Unit 14, SE pp. 150–151
- Teaching Notes: Introducing the Words—TE p. T26

Word Meanings

Located immediately after the **Introducing the Words** passage is **Word Meanings**, a two-page alphabetical listing featuring the definitions, pronunciations, part(s) of speech, and each Unit word in the context of an example sentence.

- 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: Word Meanings—TE p. T28

Match the Meaning

For **Match the Meaning**, students choose the word whose meaning is suggested by the context clues given

- 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. 110; 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: Match the Meaning: Oral Language—TE p. T33

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.

- 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: Completing the Sentence,—TE p. T30

continued

continued

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL PURPLE/ GR. 2

Vocabulary Acquisition and Use

continued

L.2.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: **context clues**, **word parts**, **word relationships**, and **reference materials**.

continued

continued

CONTEXT CLUES (*continued*)

STUDENT EDITION/TEACHER'S EDITION

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.

- 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: Words in Context—TE p. T33

Synonyms and Antonyms

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.

- 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: Synonyms and Antonyms—TE p. T35

Word Associations

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.

- 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: Word Associations—TE p. T34

Completing the Idea

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.

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.

- 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: Completing the Idea—TE p. T38

Word Study: Context Clues

Guide children to understand that they can sometimes use other words in the sentence as clues to figure out the meaning. Sometimes, the clue is one word that means the same thing as the unknown word. Sometimes, the clue is a group of words that gives the meaning of the unknown word.

- Review Units 13-14, Context Clues—SE p. 162/TE p. T42

continued

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL PURPLE/ GR. 2

Vocabulary Acquisition and Use

continued

L.2.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: **context clues, word parts, word relationships, and reference materials.**

continued

continued

CONTEXT CLUES *(continued)*

STUDENT EDITION/TEACHER'S EDITION

Word Study

Other **Word Study** lessons direct students to pay careful attention to context clues when determining the meaning of unfamiliar words.

- 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 5-6, Homophones—SE p. 70/TE p. T40
- Review Units, 7-8 Prefixes—SE p. 96/TE p. T40
- Review Units, 9-10 Suffixes—SE p. 118/TE p. T41
- Review Units 11-12, Dictionary: Multiple-Meaning Words—SE p. 140/TE p. T41

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. They rely on context clues to clarify similarities and differences.

- 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 (*look, search, watch*)—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 (*hop, jump, leap*)—SE p. 119/TE p. T45
- Review Units 11-12, Words That Describe Food (*lean, spicy, juicy*)—SE p. 141/TE p. T45

WORD PARTS

STUDENT EDITION/TEACHER'S EDITION

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.

- 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

continued

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL PURPLE/ GR. 2

Vocabulary Acquisition and Use

continued

L.2.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: **context clues, word parts, word relationships, and reference materials.**

continued

continued

WORD RELATIONSHIPS

STUDENT EDITION/TEACHER'S 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.

- 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: Synonyms and Antonyms—TE p. T35

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. They rely on context clues to clarify similarities and differences.

- 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 (*look, search, watch*)—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 (*hop, jump, leap*)—SE p. 119/TE p. T45
- Review Units 11-12, Words That Describe Food (*lean, spicy, juicy*)—SE p. 141/TE p. T45

Classifying

For the **Classifying** activity, children look for relationships among words and organize these words by category.

- Review Units 1-2, SE p. 23; Review Units 3-4, SE p. 45; Review Units 5-6, SE p. 67; Review Units 7-8, SE p. 93; Review Units 9-10, SE p. 115; Review Units 11-12, SE p. 137; Review Units 13-14, SE p. 159
- Teaching Notes: Classifying—TE p. T47

DIGITAL RESOURCES*/TEACHER'S EDITION

Units 1-14

Interactive Graphic Organizers

Graphic organizers are valuable tools for learning new vocabulary. Children connect words they already know to related words, such as synonyms and antonyms.

- Concept Circle
- Word Square
- Word Web

continued

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL PURPLE/ GR. 2

Vocabulary Acquisition and Use

<p style="text-align: center;"><i>continued</i></p> <p>L.2.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">REFERENCE MATERIALS</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Word Meanings Located immediately after the Introducing the Words passage is Word Meanings, a two-page, dictionary-style listing of the ten Unit study words. It features correct word spelling, definition(s), pronunciation(s), and part(s) of speech. Each Unit word is also presented in the context of an example sentence.</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: Word Meanings—TE p. T28 <p>Word Study This Word Study lesson focuses on using a dictionary to learn about words with more than one meaning.</p> <ul style="list-style-type: none"> Review Units 11–12, Dictionary: Multiple-Meaning Words—SE p. 140/ TE p. T41 <p>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. Point out that when a word has more than one part of speech or has multiple meanings, a second entry appears.</p> <ul style="list-style-type: none"> SE/TE pp. 168–175 Teaching Notes for the Glossary—TE p. T47 <p>Word List An alphabetized 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 defined.</p> <ul style="list-style-type: none"> SE/TE p. 176
<p>L.2.5 Demonstrate understanding of nuances in word meanings.</p>	
<p>a. Distinguish shades of meaning among closely related verbs and closely related adjectives.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>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"> 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

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL PURPLE/ GR. 2

Vocabulary Acquisition and Use

L.2.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

STUDENT EDITION/TEACHER'S EDITION

Vocabulary Workshop: Tools for Comprehension

In **Level Purple** of *Vocabulary Workshop: Tools for Comprehension*, 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.

Each Unit provides both contextual learning and direct instruction on ten vocabulary words. Activities that promote collaboration and deeper understanding include —

- **Introducing the Words** (reading selection)
- **Word Meanings**
- **Match the Meaning**
- **Completing the Sentence**
- **Words in Context** (reading selection)
- **Write and Share**

After every two Units, review activities include—

- **Synonyms**
- **Antonyms**
- **Classifying**
- **Word Associations**
- **Completing the Idea**
- **Word Study**
- **Shades of Meaning**

The end-of-book **Glossary** is followed by a **Word List** that includes all the words taught and used in the Units of this book. The number after each entry indicates the page on which the word is defined.

- **Glossary**—SE pp. 168–175
- **Level Purple Word List**—SE p. 176

DIGITAL RESOURCES*

Digital Resources for each Unit of **Level Purple** of *Vocabulary Workshop: Tools for Comprehension* are available to students and teachers at SadlierConnect.com. Students and families may use these digital resources without a username and password.

Instruction

- **Introducing the Words: Audio Version**
 Encourage students to track print as they listen to the Unit reading passages.

Additional Practice

- **Practice Quizzes**
 Automatically scored interactive practice quizzes provide students with feedback on their mastery of the Unit words. The quizzes are also available in a printable version (PDF).

continued

continued

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL PURPLE/ GR. 2

Vocabulary Acquisition and Use

continued

L.2.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

continued

DIGITAL RESOURCES* (continued)

Additional Practice (continued)

- **Practice Worksheets**

In printable format only (PDF), the Practice Worksheets mirror the format of the Unit Practice Quizzes. In Part 1, students choose the word that means the same, or about the same, as the underlined Unit word. In Part 2, they answer vocabulary-in-context questions after reading the short passage. Worksheets can also be used as reteaching tools for all learners.

Interactive Activities

Students review the Unit vocabulary through fun and engagement.

- **What's the Word?**
- **Match It!**
- **Word Search**

Interactive Graphic Organizers

Support and extend learning of Unit words with interactive graphic organizers.

- **Concept Circle**
- **Word Map**
- **Word Square**
- **Word Web**

Student Resources

- ***iWords* Audio Program**

Encourage students to listen to each vocabulary word, its definition, and an illustrative sentence that provides modeling and context.

- **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.

Teacher Resources

- **Introducing the Words: Abridged**

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.

- **More Word Games**

Vocabulary Workshop: Tools for Comprehension is also available in a fully interactive format.

- **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.

Additional Aligned Content

READING STRAND

Reading Standards for Literature

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL PURPLE/ GR. 2

Key Ideas and Evidence

<p>RL.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Introducing the Words: Reading Selections Have children answer key questions about the passage. Encourage them to ask any questions they may have about the text or the meanings of the words.</p> <ul style="list-style-type: none"> Unit 1 “A Sudden Storm” (Realistic Fiction)—SE pp. 6–7; Unit 2 “The Cable Car Is Coming!” (Historical Fiction)—SE pp. 14–15; Unit 4 “A Midnight Rainbow” (Informational Fiction)—SE pp. 36–37; Unit 6 “Why Bears Have Short Tails” (Folktale)—SE pp. 58–59; Unit 9 “Field Day!” (Personal Narrative)—SE pp. 98–99; Unit 12 “A Dog with a Job” (Informational Fiction)—SE pp. 128–129; Unit 13 “Goldilocks and the Bear Family” (Fairy Tale)—SE pp. 142–143 Teaching Notes: Introducing the Words—TE p. T26 <p>Words in Context After reading aloud the passage on the Words in Context page, children ask and answer questions about the text.</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 5, “The Lion and the Mouse” (fable)—SE p. 56; Unit 9, “Jets Win Big!” (story)—SE p. 104; Unit 10, Personal Letter (personal narrative)—SE p. 112; Unit 14, “The Space Trip” (story)—SE p. 156 Teaching Notes: Words in Context—TE p. T31
<p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Introducing the Words: Reading Selections Invite children to summarize the passage. Then review the answers to the questions that were asked while they were reading.</p> <ul style="list-style-type: none"> Unit 1 “A Sudden Storm” (Realistic Fiction)—SE pp. 6–7; Unit 2 “The Cable Car Is Coming!” (Historical Fiction)—SE pp. 14–15; Unit 4 “A Midnight Rainbow” (Informational Fiction)—SE pp. 36–37; Unit 6 “Why Bears Have Short Tails” (Folktale)—SE pp. 58–59; Unit 9 “Field Day!” (Personal Narrative)—SE pp. 98–99; Unit 12 “A Dog with a Job” (Informational Fiction)—SE pp. 128–129; Unit 13 “Goldilocks and the Bear Family” (Fairy Tale)—SE pp. 142–143 Teaching Notes: Introducing the Words—TE p. T26 <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, “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 5, “The Lion and the Mouse” (fable)—SE p. 56; Unit 9, “Jets Win Big!” (story)—SE p. 104; Unit 10, Personal Letter (personal narrative)—SE p. 112; Unit 14, “The Space Trip” (story)—SE p. 156 Teaching Notes: Words in Context—TE p. T31

READING STRAND

Reading Standards for Literature

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL PURPLE/ GR. 2

Key Ideas and Evidence

RL.2.3 Describe how characters in a story respond to major events and challenges.

STUDENT EDITION/TEACHER'S EDITION

Words in Context

Children discuss answers to questions about how characters respond to events in the story. For example, "Why do you think Amelia is **eager** to fly again?" (SE p. 112)

- 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 5, "The Lion and the Mouse" (fable)—SE p. 56; Unit 9, "Jets Win Big!" (story)—SE p. 104; Unit 10, Personal Letter (personal narrative)—SE p. 112; Unit 14, "The Space Trip" (story)—SE p. 156
- Teaching Notes: Words in Context—TE p. T31

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL PURPLE/ GR. 2

Craft and Structure

RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

STUDENT EDITION/TEACHER'S EDITION

Introducing the Words: Reading Selections

When reading a passage, children will want to 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.

- Unit 1 "A Sudden Storm" (Realistic Fiction)—SE pp. 6–7; Unit 2 "The Cable Car Is Coming!" (Historical Fiction)—SE pp. 14–15; Unit 4 "A Midnight Rainbow" (Informational Fiction)—SE pp. 36–37; Unit 6 "Why Bears Have Short Tails" (Folktale)—SE pp. 58–59; Unit 9 "Field Day!" (Personal Narrative)—SE pp. 98–99; Unit 12 "A Dog with a Job" (Informational Fiction)—SE pp. 128–129; Unit 13 "Goldilocks and the Bear Family" (Fairy Tale)—SE pp. 142–143
- Teaching Notes: Introducing the Words—TE p. T26

Words in Context

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.

- 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 5, "The Lion and the Mouse" (fable)—SE p. 56; Unit 9, "Jets Win Big!" (story)—SE p. 104; Unit 10, Personal Letter (personal narrative)—SE p. 112; Unit 14, "The Space Trip" (story)—SE p. 156
- Teaching Notes: Words in Context—TE p. T31

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.

This expectation is beyond the scope of a supplemental vocabulary development program.

RL.2.6 Distinguish differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

This expectation is beyond the scope of a supplemental vocabulary development program.

READING STRAND

Reading Standards for Literature

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL PURPLE/ GR. 2

Integration of Ideas and Analysis

<p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Introducing the Words Discuss any photographs or illustrations, pointing out how students can use the information in these visuals to help them better appreciate the passage.</p> <ul style="list-style-type: none"> Unit 1 "A Sudden Storm" (Realistic Fiction)—SE pp. 6–7; Unit 2 "The Cable Car Is Coming!" (Historical Fiction)—SE pp. 14–15; Unit 4 "A Midnight Rainbow" (Informational Fiction)—SE pp. 36–37; Unit 6 "Why Bears Have Short Tails" (Folktale)—SE pp. 58–59; Unit 9 "Field Day!" (Personal Narrative)—SE pp. 98–99; Unit 12 "A Dog with a Job" (Informational Fiction)—SE pp. 128–129; Unit 13 "Goldilocks and the Bear Family" (Fairy Tale)—SE pp. 142–143 Teaching Notes: Introducing the Words—TE p. T26 <p>Words in Context Remind children that context clues are hints about the meaning of a word. A picture on a page can provide more information.</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 5, "The Lion and the Mouse" (fable)—SE p. 56; Unit 9, "Jets Win Big!" (story)—SE p. 104; Unit 10, Personal Letter (personal narrative)—SE p. 112; Unit 14, "The Space Trip" (story)—SE p. 156 Teaching Notes: Words in Context—TE p. T31
<p>RL.2.8 Not applicable to literature.</p>	
<p>RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.</p>	<p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p>

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL PURPLE/ GR. 2

Range of Reading and Level of Complexity

<p>RL.2.10 By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Introducing the Words: Reading Selections Guide the class's focus and comprehension by having students answer key questions about the passage. Review the answers to the questions that were asked while they were reading. Encourage students to ask any questions they may have about the passage or the meanings of the words.</p> <ul style="list-style-type: none"> Unit 1 "A Sudden Storm" (Realistic Fiction) 510L—SE pp. 6–7; Unit 2 "The Cable Car Is Coming!" (Historical Fiction) 590L—SE pp. 14–15; Unit 4 "A Midnight Rainbow" (Informational Fiction) 780L—SE pp. 36–37; Unit 6 "Why Bears Have Short Tails" (Folktale) 570L—SE pp. 58–59; Unit 9 "Field Day!" (Personal Narrative) 540L—SE pp. 98–99; Unit 12 "A Dog with a Job" (Informational Fiction) 630L—SE pp. 128–129; Unit 13 "Goldilocks and the Bear Family" (Fairy Tale) 490L—SE pp. 142–143 Teaching Notes: Introducing the Words—TE p. T26 <p style="text-align: right;"><i>continued</i></p>
--	--

READING STRAND

Reading Standards for Literature

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL PURPLE/ GR. 2

Range of Reading and Level of Complexity

continued

RL.2.10 By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

continued

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. Discuss the genre and its characteristics, as well as the theme or main idea.

- 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 5, “The Lion and the Mouse” (fable)—SE p. 56; Unit 9, “Jets Win Big!” (story)—SE p. 104; Unit 10, Personal Letter (personal narrative)—SE p. 112; Unit 14, “The Space Trip” (story)—SE p. 156
- Teaching Notes: Words in Context—TE p. T31

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.

BOOKS FOR INDEPENDENT READING

- Aesop, *City Mouse-Country Mouse* and *Two More Mouse Tales from Aesop* (Fable)
- Aliki, *Digging Up Dinosaurs* (Nonfiction Science)
- Barretta, Gene, *Now & Ben: The Modern Inventions of Benjamin Franklin* (Nonfiction History)
- Bemelmans, Ludwig, *Madeline* (Realistic Fiction)
- Hopkinson, Deborah, *Sweet Clara and the Freedom Quilt* (Historical Fiction)
- Keats, Ezra Jack, *Pet Show!* (Realistic Fiction)
- Kellogg, Steven, *Best Friends* (Realistic Fiction)
- Lauber, Patricia, *Who Eats What? Food Chains and Food Webs* (Nonfiction Science)
- Levine, Ellen, *Henry's Freedom Box* (Historical Fiction)
- Lionni, Leo, *Alexander and the Wind-Up Mouse* (Animal Fantasy)
- Lobel, Arnold, *Frog and Toad Together* (Animal Fantasy)
- Lowell, Susan, *The Three Little Javelinas* (Animal Fantasy)
- Marshall, Edward, *Fox on Wheels* (Animal Fantasy)
- Penn, Audrey, *The Kissing Hand* (Animal Fantasy)
- Rathmann, Peggy, *Ruby the Copycat* (Realistic Fiction)
- Rylant, Cynthia, *Henry and Mudge in Puddle Trouble* (Realistic Fiction)
- Williams, Vera B., *A Chair for My Mother* (Realistic Fiction)

BOOKS TO READ ALOUD

- Baum, L. Frank, *The Wonderful Wizard of Oz* (Fantasy)
- Grahame, Kenneth, *The Wind in the Willows* (Animal Fantasy)
- Hoban, Russell, *A Bargain for Frances* (Animal Fantasy)
- Orr, Wendy, *Nim's Island* (Fantasy/Adventure)
- Roop, Peter and Connie, *Keep the Lights Burning, Abbie* (Historical Fiction)
- Scieszka, Jon, *The True Story of the Three Little Pigs* (Animal Fantasy)
- Williams, Margery, *The Velveteen Rabbit* (Fantasy)

READING STRAND

Reading Standards for Informational Text

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL PURPLE/ GR. 2

Key Ideas and Evidence

<p>RI.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Introducing the Words: Reading Selections Have children answer key questions about the passage. Encourage them to ask any questions they may have about the text or the meanings of the words.</p> <ul style="list-style-type: none"> Unit 3 “What Makes Waves?” (Magazine Article)—SE pp. 28–29; Unit 5 “Pineapple Pancakes” (Recipe/How-to)—SE pp. 50–51; Unit 7 “Be an Outdoor Detective” (Magazine Article)—SE pp. 76–77; Unit 8 “Yellowstone National Park” (Magazine Article)—SE pp. 84–85; Unit 10 “The Wright Brothers” (Biography)—SE pp. 106–107; Unit 11 “Margaret Heffernan Borland: Trail Blazer” (Biography)—SE pp. 120–121; Unit 14 “One Great Way to Travel” (Magazine Article)—SE pp. 150–151 Teaching Notes: Introducing the Words—TE p. T26 <p>Words in Context After reading aloud the passage on the Words in Context page, children ask and answer questions about the text.</p> <ul style="list-style-type: none"> Unit 4, Weather Forecast (weather forecast script)—SE p. 42; 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 11, “Sled Dogs and Sled Drivers” (article)—SE p. 126;; 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: Words in Context—TE p. T31
<p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Introducing the Words: Reading Selections Guide the class's focus and comprehension by having children answer key questions about the passage.</p> <ul style="list-style-type: none"> Unit 3 “What Makes Waves?” (Magazine Article)—SE pp. 28–29; Unit 5 “Pineapple Pancakes” (Recipe/How-to)—SE pp. 50–51; Unit 7 “Be an Outdoor Detective” (Magazine Article)—SE pp. 76–77; Unit 8 “Yellowstone National Park” (Magazine Article)—SE pp. 84–85; Unit 10 “The Wright Brothers” (Biography)—SE pp. 106–107; Unit 11 “Margaret Heffernan Borland: Trail Blazer” (Biography)—SE pp. 120–121; Unit 14 “One Great Way to Travel” (Magazine Article)—SE pp. 150–151 Teaching Notes: Introducing the Words—TE p. T26 <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 4, Weather Forecast (weather forecast script)—SE p. 42; 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 11, “Sled Dogs and Sled Drivers” (article)—SE p. 126;; 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: Words in Context—TE p. T31
<p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p>

READING STRAND

Reading Standards for Informational Text

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL PURPLE/ GR. 2

Craft and Structure

<p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Introducing the Words: Reading Selections Read aloud each word, emphasizing correct pronunciation. Have children repeat each word after you. Provide children with a brief explanation of each word that will prepare them for their encounter with the word within the passage.</p> <p>Return to each of the highlighted words in the passage. Discuss context clues and the meanings of the words as they relate to the passage.</p> <ul style="list-style-type: none"> Unit 3 “What Makes Waves?” (Magazine Article)—SE pp. 28-29; Unit 5 “Pineapple Pancakes” (Recipe/How-to)—SE pp. 50-51; Unit 7 “Be an Outdoor Detective” (Magazine Article)—SE pp. 76-77; Unit 8 “Yellowstone National Park” (Magazine Article)—SE pp. 84-85; Unit 10 “The Wright Brothers” (Biography)—SE pp. 106-107; Unit 11 “Margaret Heffernan Borland: Trail Blazer” (Biography)—SE pp. 120-121; Unit 14 “One Great Way to Travel” (Magazine Article)—SE pp. 150-151 Teaching Notes: Introducing the Words—TE p. T26 <p>Words in Context 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> <ul style="list-style-type: none"> Unit 4, Weather Forecast (weather forecast script)—SE p. 42; 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 11, “Sled Dogs and Sled Drivers” (article)—SE p. 126;; 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: Words in Context—TE p. T31
<p>RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.</p>	<p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p>
<p>RI.2.6 Identify the author’s main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> 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 4, Weather Forecast (weather forecast script)—SE p. 42; 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 11, “Sled Dogs and Sled Drivers” (article)—SE p. 126;; 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: Words in Context—TE p. T31

READING STRAND

Reading Standards for Informational Text

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL PURPLE/ GR. 2

Integration of Ideas and Analysis

<p>RI.2.7 Explain how specific images contribute to and clarify a text.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Introducing the Words Discuss any photographs or illustrations, pointing out how students can use the information in these visuals to help them better appreciate the passage.</p> <ul style="list-style-type: none"> Unit 3 “What Makes Waves?” (Magazine Article)—SE pp. 28–29; Unit 5 “Pineapple Pancakes” (Recipe/How-to)—SE pp. 50–51; Unit 7 “Be an Outdoor Detective” (Magazine Article)—SE pp. 76–77; Unit 8 “Yellowstone National Park” (Magazine Article)—SE pp. 84–85; Unit 10 “The Wright Brothers” (Biography)—SE pp. 106–107; Unit 11 “Margaret Heffernan Borland: Trail Blazer” (Biography)—SE pp. 120–121; Unit 14 “One Great Way to Travel” (Magazine Article)—SE pp. 150–151 Teaching Notes: Introducing the Words—TE p. T26 <p>Words in Context Remind children that context clues are hints about the meaning of a word. A picture on a page can provide more information.</p> <ul style="list-style-type: none"> Unit 4, Weather Forecast (weather forecast script)—SE p. 42; 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 11, “Sled Dogs and Sled Drivers” (article)—SE p. 126;; 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: Words in Context—TE p. T31
<p>RI.2.8 Identify the reasons an author gives to support ideas in a text.</p>	<p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p>
<p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p>

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL PURPLE/ GR. 2

Range of Reading and Level of Complexity

<p>RI.2.10 By the end of grade 2, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Introducing the Words: Reading Selections Guide the class's focus and comprehension by having students answer key questions about the passage. Review the answers to the questions that were asked while they were reading. Encourage students to ask any questions they may have about the passage or the meanings of the words.</p> <ul style="list-style-type: none"> Unit 3 “What Makes Waves?” (Magazine Article)—SE pp. 28–29; Unit 5 “Pineapple Pancakes” (Recipe/How-to)—SE pp. 50–51; Unit 7 “Be an Outdoor Detective” (Magazine Article)—SE pp. 76–77; Unit 8 “Yellowstone National Park” (Magazine Article)—SE pp. 84–85; Unit 10 “The Wright Brothers” (Biography)—SE pp. 106–107; Unit 11 “Margaret Heffernan Borland: Trail Blazer” (Biography)—SE pp. 120–121; Unit 14 “One Great Way to Travel” (Magazine Article)—SE pp. 150–151 Teaching Notes: Introducing the Words—TE p. T26 <p style="text-align: right;"><i>continued</i></p>
---	---

READING STRAND

Reading Standards for Informational Text

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL PURPLE/ GR. 2

Range of Reading and Level of Complexity

continued

RI.2.10 By the end of grade 2, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

continued

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. Discuss the genre and its characteristics, as well as the theme or main idea.

- Unit 4, Weather Forecast (weather forecast script)—SE p. 42; 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 11, “Sled Dogs and Sled Drivers” (article)—SE p. 126;; 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: Words in Context—TE p. T31

READING FOUNDATIONAL SKILLS

Reading Standards for Foundational Skills

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL PURPLE/ GR. 2

Phonics and Word Recognition

<p>RF.2.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels.</p>	<p><i>These skills are beyond the scope of a supplemental vocabulary development program.</i></p>
<p>d. Decode words with common prefixes and suffixes.</p>	<p>STUDENT EDITION/TEACHER'S EDITION 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, 7–8 Prefixes—SE p. 96/TE p. T40 • Review Units, 9–10 Suffixes—SE p. 118/TE p. T41
<p>e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p><i>These skills are beyond the scope of a supplemental vocabulary development program.</i></p>

READING FOUNDATIONAL SKILLS

Reading Standards for Foundational Skills

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL PURPLE/ GR. 2

Fluency

<p>RF.2.5 Read with sufficient accuracy and fluency to support comprehension.</p>	
<p>a. Read on-level text with purpose and understanding.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Introducing the Words: Reading Selections Guide the class's focus and comprehension by having students answer key questions about the passage. Review the answers to the questions that were asked while they were reading. Encourage students to ask any questions they may have about the passage or the meanings of the words.</p> <ul style="list-style-type: none"> Unit 1, "A Sudden Storm" (Realistic Fiction) 510L—SE pp. 6–7; Unit 2, "The Cable Car Is Coming!" (Historical Fiction) 590L—SE pp. 14–15; Unit 3, "What Makes Waves?" (Magazine Article) 570L—SE pp. 28–29; Unit 4, "A Midnight Rainbow" (Informational Fiction) 780L—SE pp. 36–37; Unit 5, "Pineapple Pancakes" (Recipe/How-to) 600L—SE pp. 50–51; Unit 6, "Why Bears Have Short Tails" (Folktale) 570L—SE pp. 58–59; Unit 7, "Be an Outdoor Detective" (Magazine Article) 600L—SE pp. 76–77; Unit 8, "Yellowstone National Park" (Magazine Article) 720L—SE pp. 84–85; Unit 9, "Field Day!" (Personal Narrative) 540L—SE pp. 98–99; Unit 10, "The Wright Brothers" (Biography) 780L—SE pp. 106–107; Unit 11, "Margaret Heffernan Borland: Trail Blazer" (Biography) 600L—SE pp. 120–121; Unit 12, "A Dog with a Job" (Informational Fiction) 630L—SE pp. 128–129; Unit 13, "Goldilocks and the Bear Family" (Fairy Tale) 490L—SE pp. 142–143; Unit 14, "One Great Way to Travel" (Magazine Article) 710L—SE pp. 150–151 Teaching Notes: Introducing the Words—TE p. T26 <p>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. Discuss the genre and its characteristics, as well as the theme or main idea.</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.; 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: Words in Context—TE p. T31
<p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><i>Teacher observation.</i></p>

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

READING FOUNDATIONAL SKILLS

Reading Standards for Foundational Skills

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL PURPLE/ GR. 2

Fluency

RF.2.5 Read with sufficient accuracy and fluency to support comprehension.

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

STUDENT EDITION/TEACHER'S EDITION

Introducing the Words: Reading Selections

Introducing the Words is a reading passage at the beginning of each Unit that presents all ten highlighted Unit study words in context.

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).

- Unit 1, SE pp. 6–7; Unit 2, SE pp. 14–15; Unit 3, SE pp. 28–29; Unit 4, SE pp. 36–37; Unit 5, SE pp. 50–51; Unit 6, SE pp. 58–59; Unit 7, SE pp. 76–77; Unit 8, SE pp. 84–85; Unit 9, SE pp. 98–99; Unit 10, SE pp. 106–107; Unit 11, SE pp. 120–121; Unit 12, SE pp. 128–129; Unit 13, SE pp. 142–143; Unit 14, SE pp. 150–151
- Teaching Notes: Introducing the Words—TE p. T26

Word Meanings

Located immediately after the **Introducing the Words** passage is **Word Meanings**, a two-page alphabetical listing featuring the definitions, pronunciations, part(s) of speech, and each Unit word in the context of an example sentence.

- 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: Word Meanings—TE p. T28

Match the Meaning

For **Match the Meaning**, students choose the word whose meaning is suggested by the context clues given

- 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. 110; 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: Match the Meaning: Oral Language—TE p. T33

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.**

- 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: Completing the Sentence,—TE p. T30

continued

continued

READING FOUNDATIONAL SKILLS

Reading Standards for Foundational Skills

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL PURPLE/ GR. 2

Fluency

RF.2.5 Read with sufficient accuracy and fluency to support comprehension.

continued

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

continued

continued

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.

- 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: Words in Context—TE p. T33

Synonyms and Antonyms

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.

- 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: Synonyms and Antonyms—TE p. T35

Word Associations

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.

- 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: Word Associations—TE p. T34

Completing the Idea

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.

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.

- 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: Completing the Idea—TE p. T38

Word Study: Context Clues

Guide children to understand that they can sometimes use other words in the sentence as clues to figure out the meaning. Sometimes, the clue is one word that means the same thing as the unknown word. Sometimes, the clue is a group of words that gives the meaning of the unknown word.

- Review Units 13-14, Context Clues—SE p. 162/TE p. T42

continued

READING FOUNDATIONAL SKILLS

Reading Standards for Foundational Skills

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL PURPLE/ GR. 2

Fluency

RF.2.5 Read with sufficient accuracy and fluency to support comprehension.

continued

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

continued

Word Study

Other **Word Study** lessons direct students to pay careful attention to context clues when determining the meaning of unfamiliar words.

- 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 5-6, Homophones—SE p. 70/TE p. T40
- Review Units, 7-8 Prefixes—SE p. 96/TE p. T40
- Review Units, 9-10 Suffixes—SE p. 118/TE p. T41
- Review Units 11-12, Dictionary: Multiple-Meaning Words—SE p. 140/TE p. T41

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. They rely on context clues to clarify similarities and differences.

- 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 (*look, search, watch*)—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 (*hop, jump, leap*)—SE p. 119/TE p. T45
- Review Units 11-12, Words That Describe Food (*lean, spicy, juicy*)—SE p. 141/TE p. T45

WRITING STRAND

Writing Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL PURPLE/ GR. 2

Text Types, Purposes, and Publishing

<p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.</p> <p>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> <p>b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Completing the Idea in 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. In several exercises, they express a personal preference or opinion.</p> <ul style="list-style-type: none"> Review Units 5-6 (favorite foods, favorite hero)—SE p. 69; Review Units 11-12 (favorite object in my room)—SE p. 139; Review Units 13-14 (favorite section of the neighborhood)—SE p. 161 Teaching Notes: Completing the Idea—TE p. T38
<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> <p>b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p><i>Related content</i></p> <p><u>STUDENT EDITION</u> Completing the Idea in Completing the Idea, children apply their knowledge of word meanings for this writing activity. Given a sentence starter, they provide supporting detail or evidence to complete a true statement.</p> <p>For example, "6. My gloves are damp because _____." (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: Completing the Idea—TE p. T38
<p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal transition words to signal event order, and provide a sense of closure.</p> <p>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> <p>b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Write and Share In Write and Share, children write their own stories using three to five unit words.</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
<p>W.2.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Write and Share Children collaborate with partners to elicit feedback then add detail to their story and correct any mistake. 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 p. T32

WRITING STRAND

Writing Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL PURPLE/ GR. 2

Research

<p>W.2.5 Participate in shared research and writing projects.</p>	<p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p>
<p>W.2.6 Recall information from experiences or gather information from provided sources to answer a question.</p>	<p><i>Related content (organizing information)</i></p> <p>STUDENT EDITION Classifying For the Classifying activity, children look for relationships among words and organize these words by category.</p> <ul style="list-style-type: none"> Review Units 1-2, SE p. 23; Review Units 3-4, SE p. 45; Review Units 5-6, SE p. 67; Review Units 7-8, SE p. 93; Review Units 9-10, SE p. 115; Review Units 11-12, SE p. 137; Review Units 13-14, SE p. 159 <p>TEACHER'S EDITION Classifying Have children read the words in the word box and the names of the groups. Tell children to think about which group each word belongs to and then write the word in that group. Point out that each word can be used only once. Encourage children to keep track of the words they use by drawing a line through each word as it is used.</p> <ul style="list-style-type: none"> Teaching Notes: Classifying—TE p. T36 <p>DIGITAL RESOURCES* Units 1-14 Interactive Graphic Organizers</p> <ul style="list-style-type: none"> Concept Circle Word Map Word Square Word Web

SPEAKING AND LISTENING STRAND

Speaking and Listening Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL PURPLE/ GR. 2

Collaboration and Communication

- SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions.
 - Build on others' talk in conversations by linking their comments to the remarks of others.
 - Ask for clarification and further explanation as needed about the topics and texts under discussion.

STUDENT EDITION/TEACHER'S EDITION

Word Meanings

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

- Unit 1, SE pp. 8–9; Unit 2, SE pp. 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: Word Meanings—TE p. T28

Match the Meaning

To enhance vocabulary instruction, read aloud to children as often as possible. Oral reading is critical for developing children's listening and speaking vocabularies. Select texts that contain concepts related to the words children are learning. Read Alouds are most effective when you **discuss the selection before, during, and after reading.**

- 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. 110; 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: Match the Meaning: Oral Language—TE p. T33

Words in Context

A second reading passage, containing selected multiple-meaning words from the Unit, monitors children's ability to use context within a reading passage to determine word meaning. Read aloud the passage on the Words in Context page. Discuss the genre and its characteristics, as well as the theme or main idea. Develop oral language and listening skills by having children talk about the theme or main idea.

- Unit 1, SE p. 12; Unit 2, SE p. 20; Unit 3, SE p. 34; Unit 4, SE p. 42; Unit 5, SE p. 56; Unit 6, SE p. 64; Unit 7, SE p. 12; Unit 8, SE p. 90; Unit 9, SE p. 104; Unit 10, SE p. 112; Unit 11, SE p. 126; Unit 12, SE p. 134; Unit 13, SE p. 12; Unit 14, SE p. 156
- Teaching Notes: Words in Context—TE p. T33

Write and Share

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

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

Completing the Idea

Have children work in small groups to choose one of the sentence starters and then provide different endings orally.

- 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: Write and Share—TE p. T38

continued

continued

SPEAKING AND LISTENING STRAND

Speaking and Listening Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL PURPLE/ GR. 2

Collaboration and Communication

<p style="text-align: center;"><i>continued</i></p> <p>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> Follow agreed-upon rules for discussions. Build on others' talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion. 	<p style="text-align: center;"><i>continued</i></p> <p>TEACHER'S EDITION Addressing Different Learners Provide opportunities for oral practice. Pair striving and/or ELL students together 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>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Introducing the Words: Reading Selections Read the passage aloud to children. As you read, pause to point out its key elements, and ask questions to encourage critical thinking.</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, SE pp. 6–7; Unit 2, SE pp. 14–15; Unit 3, SE pp. 28–29; Unit 4, SE pp. 36–37; Unit 5, SE pp. 50–51; Unit 6, SE pp. 58–59; Unit 7, SE pp. 76–77; Unit 8, SE pp. 84–85; Unit 9, SE pp. 98–99; Unit 10, SE pp. 106–107; Unit 11, SE pp. 120–121; Unit 12, SE pp. 128–129; Unit 13, SE pp. 142–143; Unit 14, SE pp. 150–151 Teaching Notes: Introducing the Words—TE p. T26 <p>TEACHER'S EDITION Developing Vocabulary Through Literature Books to Read Aloud The list of classic and contemporary literature that can reinforce students' appreciation for building a strong vocabulary includes titles appropriate for read-alouds (such as Henry and Mudge in Puddle Trouble by Cynthia Rylant). Stop from time to time to discuss questions about the story.</p> <ul style="list-style-type: none"> Developing Vocabulary Through Literature—TE p. T24 <p>DIGITAL RESOURCES* Units 1–14: Instruction Introducing the Words Reading Selection Depending on individual needs, allow students to read the selection together as a read-aloud, or have them listen to the audio version of the passage. Guide the class's focus and comprehension by having students answer key questions about the passage. Encourage students to ask any questions they may have about the passage or the meanings of the words.</p> <ul style="list-style-type: none"> Unit 1 "A Sudden Storm" (Realistic Fiction); Unit 2 "The Cable Car Is Coming!" (Historical Fiction); Unit 3 "What Makes Waves?" (Magazine Article); Unit 4 "A Midnight Rainbow" (Informational Fiction); Unit 5 "Pineapple Pancakes" (Recipe/How-to); Unit 6 "Why Bears Have Short Tails" (Folktale); Unit 7 "Be an Outdoor Detective" (Magazine Article); Unit 8 "Yellowstone National Park" (Magazine Article); Unit 9 "Field Day!" (Personal Narrative); Unit 10 "The Wright Brothers" (Biography); Unit 11 "Margaret Heffernan Borland: Trail Blazer" (Biography); Unit 12 "A Dog with a Job" (Informational Fiction); Unit 13 "Goldilocks and the Bear Family" (Fairy Tale); Unit 14 "One Great Way to Travel" (Magazine Article) Teaching Notes: Introducing the Words—TE p. T26

SPEAKING AND LISTENING STRAND

Speaking and Listening Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL PURPLE/GR. 2

Presentation of Knowledge and Ideas

- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete sentences.
- SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

STUDENT EDITION/TEACHER'S EDITION

Words in Context

Using the **Words in Context** page as a model, invite children to write about that topic. Encourage them to use some Unit words, as well as words from previous Units. Suggest that they highlight these words. **Then have them read their writing aloud.**

- 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;; 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: Words in Context—TE p. T31

Related content (tell a story)

STUDENT EDITION/TEACHER'S EDITION

Write and Share

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

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

Related content (create visual displays)

STUDENT EDITION/TEACHER'S EDITION

Word Study

Compound Words

Have children **compose riddles by drawing pictures** to illustrate each part of a compound word—for example, a picture of a foot + a picture of a ball = football. Have children solve each other's riddles by writing the compound word.

- Review Units 3–4 Compound Words—SE p. 48/TE p. T39

Dictionary: Multiple-Meaning Words

Draw simple pictures of a tree trunk, an elephant's trunk, and a storage trunk. Ask children to name one word that could be used to tell about the drawings. (trunk) As you point to each picture, explain that trunk can mean "the large stem part of a tree," "the long snout of an elephant," or "a large, strong box used for carrying and storing things." Trunk has more than one meaning; it is a multiple-meaning word.

- Review Units 11–12 Dictionary: Multiple-Meaning Words—SE p. 140/TE p. T41

Shades of Meaning

Words That Describe Food

Read aloud the food names in the box before assigning exercises 1–6. If children do not recognize the foods or need support, **show photos or draw pictures** of the foods.

- Review Units 11–12 Words That Describe Food—SE p. 141/TE p. T45

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY		VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL PURPLE/ GR. 2
<i>Conventions of Standard English</i>		
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum. (See Language Standards – Grammar Continuum page 7.)	<p align="center">GRAMMAR AND USAGE</p> <p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p>
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum. (See Language Standards – Conventions Continuum page 10.)	<p align="center">CAPITALIZATION AND PUNCTUATION</p> <p><u>STUDENT EDITION</u> 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. • 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> <p><u>TEACHER'S EDITION</u> 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. • Teaching Notes for the Unit: Write and Share—TE p. T32</p> <p align="center">SPELLING</p> <p>Directly following the Introducing the Words reading selection at the beginning of each Unit, Word Meanings highlights correct spelling at the head of the dictionary-style entry for each of the ten Unit study words.</p> <p>For Match the Meaning, Completing the Sentence, Write and Share, Synonyms, Antonyms, and Shades of Meaning, students reference on-page models of correct spelling when asked to write Unit words.</p> <p>To reference the correct spelling of all words taught at this level, students have the complete, alphabetized Glossary on page 168.</p>
NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY		VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL PURPLE/ GR. 2
<i>Knowledge of Language</i>		
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
	a. Compare formal and informal uses of English.	<i>This expectation is beyond the scope of a supplemental vocabulary development program.</i>