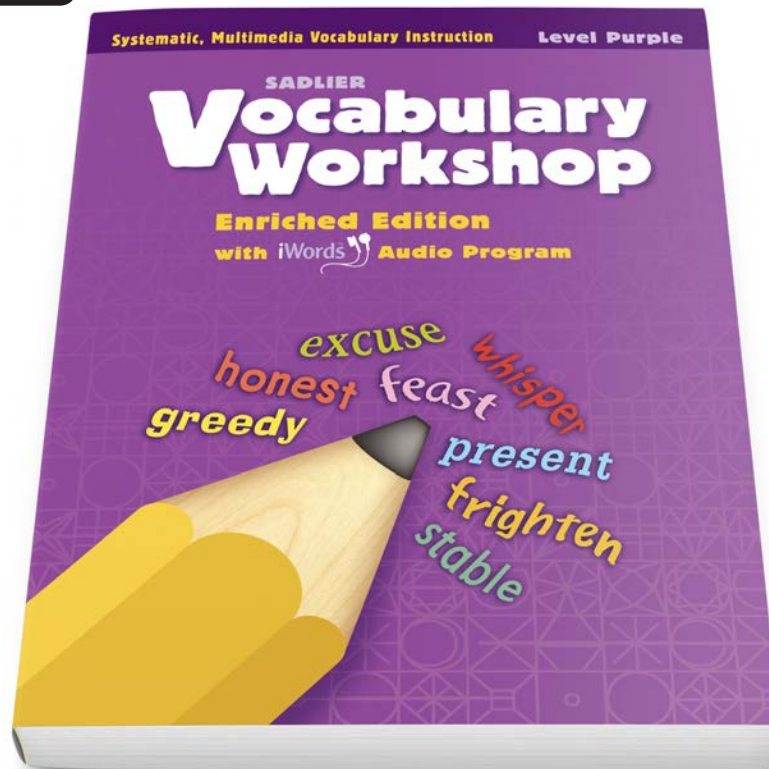


# Vocabulary Workshop

Correlation to the English Standards of Learning for  
Virginia Public Schools – January 2017

Grade 2



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## READING

### 2.5 The student will use semantic clues and syntax to expand vocabulary when reading.

- (a) Use information and context clues in the story to read words.
- (b) Use knowledge of sentence structure to determine the meaning of unknown words.

VOCABULARY : WORKSHOP LEVEL PURPLE / GRADE 2 FEATURE	DESCRIPTION
<p><b>Introducing the Words</b>                      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</p>	<p>Each Unit passage introduces the 10 words in context that children will learn in the Unit. When listening to or reading a passage, children are directed to pay close attention to the context of these highlighted Unit words. Photographs and illustrations provide additional clues. This will both improve their comprehension of the passage and help them to begin to figure out the word meanings.</p>
<p><b>Word Meanings</b>                      Unit 1, pp. 8–9; Unit 2, pp. 16–17; Unit 3, pp. 30–31; Unit 4, pp. 38–39; Unit 5, pp. 52–53; Unit 6, pp. 60–61; Unit 7, pp. 78–79; Unit 8, pp. 86–87; Unit 9, pp. 100–101; Unit 10, pp. 108–109; Unit 11, pp. 122–123; Unit 12, pp. 130–131; Unit 13, pp. 144–145; Unit 14, pp. 152–153</p>	<p>Located immediately after the Unit passage is Word Meanings, a two-age alphabetical listing of each of the 10 Unit words. The dictionary-style entry for each word includes its part (or parts) of speech, an illustrating picture (if applicable), and an explanation that uses the boldface Unit word in context.</p> <p>To reinforce the understanding and use of the word in context, children write the word on the line of the sample sentence.</p>
<p><b>Match the Meaning</b>                      Unit 1, p. 10; Unit 2, p. 18; Unit 3, p. 32; Unit 4, p. 40; Unit 5, p. 54; Unit 6, p. 62; Unit 7, p. 80; Unit 8, p. 88; Unit 9, p. 102; Unit 10, p. 110; Unit 11, p. 124; Unit 12, p. 132; Unit 13, p. 146; Unit 14, p. 154</p>	<p>For Match the Meaning, students choose the word whose meaning is suggested by the context clues given.</p>
<p><b>Completing the Sentence</b>                      Unit 1, p. 11; Unit 2, p. 19; Unit 3, p. 33; Unit 4, p. 41; Unit 5, p. 55; Unit 6, p. 63; Unit 7, p. 81; Unit 8, p. 89; Unit 9, p. 103; Unit 10, p. 111; Unit 11, p. 125; Unit 12, p. 133; Unit 13, p. 147; Unit 14, p. 155</p>	<p>For each the Completing the Sentence exercise, students rely on context clues in order to identify and write the word from the box that best completes the sentence.</p>

## READING

### 2.5 The student will use semantic clues and syntax to expand vocabulary when reading.

- (a) Use information and context clues in the story to read words.
- (b) Use knowledge of sentence structure to determine the meaning of unknown words.

VOCABULARY : WORKSHOP LEVEL PURPLE / GRADE 2 FEATURE	DESCRIPTION
<p><b>Words in Context</b>                      Unit 1 “All Gone” (story), p. 12; Unit 2 Journal Entry (personal narrative), p. 20; Unit 3 “A Summer Idea” (story), p. 34; Unit 4 Weather Forecast (weather forecast script), p. 42; Unit 5 “The Lion and the Mouse” (story), p. 56; Unit 6 “Dr. Martin Luther King, Jr.” (biography), p. 64; Unit 7 “How to Grow an Avocado Plant” (instructions), p. 82; Unit 8 “Enormous Elephants” (article), p. 90; Unit 9 “Jets Win Big!” (story), p. 104; Unit 10 Personal Letter (personal narrative), p. 112; Unit 11 “Sled Dogs and Sled Drivers” (article), p. 126; Unit 12 “Visit the Red Horse Inn” (travel brochure), p. 134; Unit 13 “The Corner Diner” (restaurant review), p. 148; Unit 14 “The Space Trip” (story), p. 156</p>	<p>In Words in Context, children listen to or read a passage that incorporates six or seven Unit words. This format allows them to examine sentence-level context clues as well as clues from multiple sentences for help in determining the meaning of an unfamiliar word.</p> <p>A different genre and theme is presented in each passage. After reading, children answer vocabulary-in-context and comprehension questions based on the passage.</p>
<p><b>Word Study: Context Clues</b>                      Review Units 13–14, Word Study: Context Clues, p. 162</p>	<p>In Word Study: Context Clues, students use other words in a sentence to figure out the meaning of an unknown word.</p> <p>For the first set of exercises, they underline the words that help them determine the meaning of the word in dark print.</p> <p>For the second set, they circle the word that best completes the sentence. Next, they underline the word that helped them make their choice.</p>
<p><b>Vocabulary for Comprehension</b>                      “Koko the Gorilla” (Midyear Review Units 1–6), pp. 74–75; “A Fun Hobby” (stamp collecting, Final Mastery Test Units 1–14), pp. 166–167</p>	<p>In Vocabulary for Comprehension, children read a multiple-paragraph reading selection that contains six taught words. Children examine sentence-level context clues as well as clues from multiple sentences for help in determining the meaning of unfamiliar words.</p> <p>The multiple-choice vocabulary and comprehension questions at the end of the passage helps familiarize children with the “fill-in-the-circle” format of many standardized-test questions.</p>

## READING

### 2.6 The student will expand vocabulary and use of word meanings.

(a) Use knowledge of homophones.

VOCABULARY : WORKSHOP LEVEL PURPLE / GRADE 2 FEATURE	DESCRIPTION
<p><b>Word Study</b> Review Units 5–6, Word Study: Homophones, p. 70</p>	<p>The Word Study: Homophones lessons teach students about words that sound alike but have different spellings and meanings.</p>

(b) Use knowledge of prefixes and suffixes.

VOCABULARY : WORKSHOP LEVEL PURPLE / GRADE 2 FEATURE	DESCRIPTION
<p><b>Shades of Meaning</b> Review Units 346, Shades of Meaning: Word Families (<i>wonder</i>, <i>wonderful</i>, <i>wonderfully</i>), p. 49</p>	<p>The Shades of Meaning: Word Families lesson illustrates the closeness in meaning between words with the same root but different endings.</p>
<p><b>Word Study</b> Review Units 9–10, Word Study: Suffixes, p. 118</p>	<p>In Word Study: Suffixes, children learn that a suffix is a word part that is added to the end of a word. A suffix can change the meaning of the word.</p> <p>Following the general instruction, the first set of exercises direct children to add the suffixes <i>ful</i> and <i>less</i> to each given root word.</p> <p>The second activity requires children to complete each of the five sentences by writing the correct word that is formed by combining the appropriate suffix and root word.</p>

(c) Use knowledge of antonyms and synonyms.

VOCABULARY : WORKSHOP LEVEL PURPLE / GRADE 2 FEATURE	DESCRIPTION
<p><b>Synonyms and Antonyms</b> Review Units 1–2, p. 22; Review Units 3–4, p. 44; Review Units 5–6, p. 66; Review Units 7–8, p. 92; Review Units 9–10, p. 114; Review Units 11–12, p. 136; Review Units 13–14, p. 158</p>	<p>The Synonyms and Antonyms exercises require children to circle and write the recently studied word that has the same or opposite meaning as the boldface word in the given sentence. To check meanings, they are referred to the Glossary at the back of the book.</p>

**READING**

**2.6 The student will expand vocabulary and use of word meanings.**

(d) Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.

VOCABULARY : WORKSHOP LEVEL PURPLE / GRADE 2 FEATURE	DESCRIPTION
<p><b>Introducing the Words</b>                      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</p>	<p>Each Unit passage introduces the 10 words in context that children will learn in the Unit. When listening to or reading a passage, children are directed to pay close attention to the context of these highlighted Unit words. Photographs and illustrations provide additional clues. This will both improve their comprehension of the passage by helping them make real-life connections between the new words and their personal experience.</p> <p>The variety of texts exposes students to vocabulary from other content areas, including history/social studies, science, and technology.</p>
<p><b>Word Meanings</b>                      Unit 1, pp. 8–9; Unit 2, pp. 16–17; Unit 3, pp. 30–31; Unit 4, pp. 38–39; Unit 5, pp. 52–53; Unit 6, pp. 60–61; Unit 7, pp. 78–79; Unit 8, pp. 86–87; Unit 9, pp. 100–101; Unit 10, pp. 108–109; Unit 11, pp. 122–123; Unit 12, pp. 130–131; Unit 13, pp. 144–145; Unit 14, pp. 152–153</p>	<p>Located immediately after the Unit passage is Definitions, a two-page alphabetical listing of each of the 10 Unit words. Students pay attention to meaning clues for each word—short definitions, coupled with the opportunity to use the word in an illustrative sentence.</p>
<p><b>Words in Context</b>                      Unit 1 “All Gone” (story), p. 12; Unit 2 Journal Entry (personal narrative), p. 20; Unit 3 “A Summer Idea” (story), p. 34; Unit 4 Weather Forecast (weather forecast script), p. 42; Unit 5 “The Lion and the Mouse” (story), p. 56; Unit 6 “Dr. Martin Luther King, Jr.” (biography), p. 64; Unit 7 “How to Grow an Avocado Plant” (instructions), p. 82; Unit 8 “Enormous Elephants” (article), p. 90; Unit 9 “Jets Win Big!” (story), p. 104; Unit 10 Personal Letter (personal narrative), p. 112; Unit 11 “Sled Dogs and Sled Drivers” (article), p. 126; Unit 12 “Visit the Red Horse Inn” (travel brochure), p. 134; Unit 13 “The Corner Diner” (restaurant review), p. 148; Unit 14 “The Space Trip” (story), p. 156</p>	<p>In Words in Context, children listen to or read a passage that presents six or seven Unit words in a grade-appropriate context—in literature or informational text—that young learners can relate to. A different genre and theme is presented in each passage. After reading, children answer vocabulary-in-context and comprehension questions based on the passage.</p> <p>For the Write Your Own activity at the end of the lesson, children choose one of the three or four Unit words in the adjacent box then use that word in writing an original sentence. The teacher can read the sentence to check that children understand how to use the vocabulary correctly.</p>
<p><b>Vocabulary for Comprehension</b>                      “Koko the Gorilla” (Midyear Review Units 1–6), pp. 74–75; “A Fun Hobby” (stamp collecting, Final Mastery Test Units 1–14), pp. 166–167</p>	<p>In Vocabulary for Comprehension, children read a multiple-paragraph reading selection that features vocabulary from other content areas. Children examine sentence-level context clues as well as clues from multiple sentences for help in determining the meaning of unfamiliar words.</p> <p>The multiple-choice vocabulary and comprehension questions at the end of the passage helps familiarize children with the “fill-in-the-circle” format of many standardized-test questions.</p>

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## READING

### 2.6 The student will expand vocabulary and use of word meanings.

(e) Use word-reference materials including dictionaries, glossaries and indices.

VOCABULARY : WORKSHOP LEVEL PURPLE / GRADE 2 FEATURE	DESCRIPTION
<p><b>Word Meanings</b> Unit 1, pp. 8–9; Unit 2, pp. 16–17; Unit 3, pp. 30–31; Unit 4, pp. 38–39; Unit 5, pp. 52–53; Unit 6, pp. 60–61; Unit 7, pp. 78–79; Unit 8, pp. 86–87; Unit 9, pp. 100–101; Unit 10, pp. 108–109; Unit 11, pp. 122–123; Unit 12, pp. 130–131; Unit 13, pp. 144–145; Unit 14, pp. 152–153</p>	<p>Located immediately after the Unit passage is Word Meanings, a two-age alphabetical listing of each of the 10 Unit words. The dictionary-style entry for each word includes its part (or parts) of speech, an illustrating picture (if applicable), and an explanation that uses the boldface Unit word in context.</p>
<p><b>Synonyms and Antonyms</b> Review Units 1–2, p. 22; Review Units 3–4, p. 44; Review Units 5–6, p. 66; Review Units 7–8, p. 92; Review Units 9–10, p. 114; Review Units 11–12, p. 136; Review Units 13–14, p. 158</p>	<p>The Synonyms and Antonyms exercises require children to circle and write the recently studied word that has the same or opposite meaning as the boldface word in the given sentence. To check meanings, they are referred to the Glossary at the back of the book.</p>
<p><b>Word Study</b> Review Units 11–12, Dictionary: Multiple-Meaning Words, p. 140</p>	<p>In Word Study: Dictionary: Multiple-Meaning Words, children examine a dictionary entry for a word with more than one meaning.</p>
<p><b>Glossary</b> Pp. 168–175</p>	<p>Located just before the Index at the back of the book, the Glossary is an alphabetical listing of all words taught at this level of the program. Each entry includes a Unit word, a phonetic respelling, the part or parts of speech, and a short definition. Some words include a visual clue in the form of a drawing or photograph.</p>
<p><b>Student Resources</b> <b>iWords Audio Program</b> (online*) Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6, Unit 7, Unit 8, Unit 9, Unit 10, Unit 11, Unit 12, Unit 13, Unit 14, Unit 15, Unit 16, Unit 17, Unit 18  *www.SadlierConnect.com</p>	<p>The online iWords Audio Program provides a recording of each vocabulary word as a model for correct pronunciation. It also includes a definition or definitions and illustrative sentence or sentences for every vocabulary word taught at this level. The iWords oral models and practice are especially helpful to ELL children.</p>

## READING

### 2.6 The student will expand vocabulary and use of word meanings.

(f) Use vocabulary from other content areas.

VOCABULARY : WORKSHOP LEVEL PURPLE / GRADE 2 FEATURE	DESCRIPTION
<p><b>Introducing the Words</b>                      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</p>	<p>Each Unit passage introduces the 10 words in context that children will learn in the Unit. When listening to or reading a passage, children are directed to pay close attention to the context of these highlighted Unit words. Photographs and illustrations provide additional clues. This will both improve their comprehension of the passage by helping them make real-life connections between the new words and their personal experience.</p> <p>The variety of these selections exposes students to vocabulary from other content areas, including history/social studies, science, and technology.</p>
<p><b>Words in Context</b>                      Unit 1 “All Gone” (story), p. 12; Unit 2 Journal Entry (personal narrative), p. 20; Unit 3 “A Summer Idea” (story), p. 34; Unit 4 Weather Forecast (weather forecast script), p. 42; Unit 5 “The Lion and the Mouse” (story), p. 56; Unit 6 “Dr. Martin Luther King, Jr.” (biography), p. 64; Unit 7 “How to Grow an Avocado Plant” (instructions), p. 82; Unit 8 “Enormous Elephants” (article), p. 90; Unit 9 “Jets Win Big!” (story), p. 104; Unit 10 Personal Letter (personal narrative), p. 112; Unit 11 “Sled Dogs and Sled Drivers” (article), p. 126; Unit 12 “Visit the Red Horse Inn” (travel brochure), p. 134; Unit 13 “The Corner Diner” (restaurant review), p. 148; Unit 14 “The Space Trip” (story), p. 156</p>	<p>In Words in Context, children listen to or read a passage that presents six or seven Unit words in a grade-appropriate context—in literature or informational text—that young learners can relate to. A different genre and theme is presented in each passage. After reading, children answer vocabulary-in-context and comprehension questions based on the passage.</p> <p>For the Write Your Own activity at the end of the lesson, children choose one of the three or four Unit words in the adjacent box then use that word in writing an original sentence. The teacher can read the sentence to check that children understand how to use the vocabulary correctly.</p>
<p><b>Vocabulary for Comprehension</b>                      “Koko the Gorilla” (Midyear Review Units 1–6), pp. 74–75; “A Fun Hobby” (stamp collecting, Final Mastery Test Units 1–14), pp. 166–167</p>	<p>In Vocabulary for Comprehension, children read a multiple-paragraph reading selection that features vocabulary from other content areas. Children examine sentence-level context clues as well as clues from multiple sentences for help in determining the meaning of unfamiliar words.</p> <p>The multiple-choice vocabulary and comprehension questions at the end of the passage helps familiarize children with the “fill-in-the-circle” format of many standardized-test questions.</p>