			Semantic Mapping	Analyzing Semantic Features	Drawing Concept Definition Maps	Examples and Non Examples	Developing Possible Sentences	Categorizing Words	Comparing and Contrasting Words	Using word Parts
	Iversen Publishing Ltd Correlation to Texas Essential Knowledge and Skills Rev Up Vocabulary Learning Grade 2 Reading Standards									
	Knowledge and Skills									
3	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:		*	*	*	*	*	*	*	*
	(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;		*	*	*	*	*	*	*	*
	(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text;		*	*	*	*	*	*	*	*
	C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).		*	*	*	*	*	*	*	*
4	Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension		*	*	*	*	*	*	*	*

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5	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. –		*	*	*	*	*	*	*	*
	A) use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow);		*	*	*	*	*	*	*	*
	(B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;		*	*	*	*	*	*	*	*
	(C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning; and		*	*	*	*	*	*	*	*
	(D) alphabetize a series of words and use a dictionary or a glossary to find words		*	*	*	*	*	*	*	*