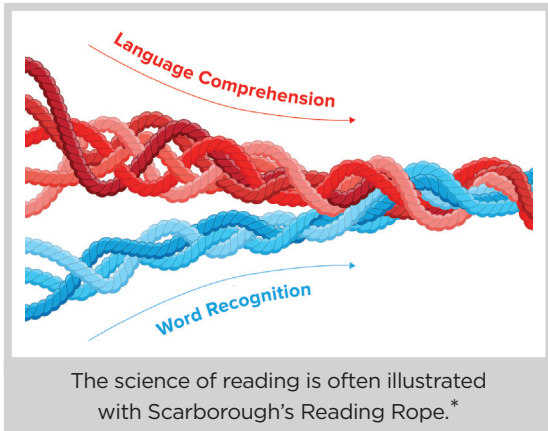


How **STORYWORKS** 2 Aligns with the Science of Reading



The science of reading is a body of research that explains how proficient readers learn to read. Studies show that to read proficiently, you must combine **background knowledge** and **vocabulary skills** with strong decoding skills.

By using *Storyworks 2* in your class, you're building background knowledge and big vocabularies. Paired with your systematic phonics program, *Storyworks 2* is the perfect way to round out your reading instruction.

With *Storyworks 2*[®], educators can:

Build Background Knowledge

- Read and discuss a wide variety of **science, social studies, history, or SEL topics** in each of our six 32-page issues.
- Dig deeper into topics with **multiple articles** on one essential question, helping kids **strengthen and apply** what they've read.
- Watch **inspiring nonfiction videos** that provide facts and information about the topic covered in each issue.
- Give students **background knowledge** before reading a longer text with our monthly Background Builder feature.
- Encourage kids to apply the knowledge they've learned with our **meaningful extension activities**.

Grow Big Vocabularies

- Build **important academic vocabulary** (e.g., observe, compare) and **content area vocabulary** (e.g., carnivorous, compost) with our featured text.
- Preview important words to know before reading with **vocabulary slideshows**, featuring photos, kid-friendly definitions, and read-aloud functionality.
- Reinforce vocabulary through **developmentally appropriate activities** like drawing and using the new words in a sentence.
- Deepen kids' understanding of **shades of meaning** with our monthly synonym feature.
- Spark rich discussions about vocabulary with our **discussion questions**.

For more information, call **(800) 387-1437** or email **magazineinfo@scholastic.com**



*The Reading Rope. Adapted from Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of Early Literacy Research*. (pp. 97-110). New York, NY: Guilford.