



Read Well, Grades K-3

**Correlated to the Oklahoma Academic
Standards for English Language Arts
and Reading**

October 2018

Read Well correlated to the Oklahoma Academic Standards for English Language Arts and Reading, Grades K-3

Oklahoma Academic Standards for English Language Arts Kindergarten	Voyager Read Well Matches
Standard 1: Speaking and Listening	
Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.	
Reading	
Students will develop and apply effective communication skills through speaking and active listening.	
K.1.R.1 Students will actively listen and speak using agreed-upon rules for discussion with guidance and support.	Students learn to be attentive and interactive during all Read Well K activities. See Whole Class Getting Started: A Guide to Implementation, pp. 44-48
K.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally or through text or other media with guidance and support.	Students ask and answer questions regularly. See oral Duet and Solo Storybook activities, discussion prompts, Story Summaries, and Pocket Chart Retells and other Read Aloud Activities. See: Small Group TG A: 24; TG 6: 16-23, 38-45; TG 7: 16-24, 42-45; TG 8: 16-22, 28-33, 36-40; TG 9: 16-25, 28-37; TG 13: 14-20, 22-24, 29-34, 39-44, 46-47; TG 14: 14-22, 26-45 Whole Class TG, pp. 272, 345, 435, 451, 484, 515, 563, 572, 635, 687, 694, 753, 797, 805, 824, 872, 914, 940, 988, 1021, 1046-1048, 1191, 1192, 1246, 1285, 1318, 1564, 1566, 1583, 1631, 1686, 1740, 1763.
K.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.	Students learn to be attentive and interactive during all Read Well K activities. See Whole Class Getting Started: A Guide to Implementation, pp. 44-48
K.1.R.4 Students will follow one and two step directions.	Students follow one- and two-step directions throughout the program.
Writing	
Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	
K.1.W.1 Students will orally describe personal interests or tell stories, facing the audience and speaking clearly in complete sentences and following implicit rules for conversation, including taking turns and staying on topic.	Students learn to use descriptive words and add detail to speech and writing. See White Board, Sentence Writing, and Pocket Chart activities: Whole Class TG, pp. 406-407, 443, 494-495, 532, 1038, 1163, 1766, 1767. See Journal activities: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682. See also Oral Language activities: Small Group TG 5, pp. 16-17; TG 9, pp. 14-15, 26-27; TG 10, pp. 24-25
K.1.W.2 Students will work respectfully with others with guidance and support.	Provides opportunities: Bookmaking activities: Whole Class TG pp. 447, 511, 568, 631, 689, 749, 810, 926
Standard 2: Reading Foundations	
Students will develop foundational skills for future reading success by working with sounds, letters, and text.	
Phonological Awareness	
Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.	
K.2.PA.1 Students will distinguish spoken words in a sentence.	Read Well K students follow along with oral reading by using left to right finger tracking, in decoding activities, and while creating their own sentences using sentence scrambles and pocket chart sentence building activities. See Whole Class TG, 884-885. Small Group TG A, pp. 15, 26-27; TG 1, pp. 16-17; TG 5, pp. 16-17, 26-27, 46-47; TG 7, pp. 14-15, 46-47
K.2.PA.2 Students will recognize and produce pairs	Students work with rhyming words frequently in Read Well K. See Bean

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of rhyming words, and distinguish them from non-rhyming pairs.	Bag Game, Sorting, and Simon Says activities, Whole Class TG, pp. 219, 619, 678, 857. Students generate rhyming words during Whole Class activities in RWK. See: pp. 315, 347, 619, 678, 915, 1346.
K.2.PA.3 Students will isolate and pronounce the same initial sounds in a set of spoken words (i.e., alliteration) (e.g., “the puppy pounces”).	Students produce words with the same initial sounds in Whole Class activities in RWK. See Whole Class TG, pp. 464, 465, 586, 798, 798
K.2.PA.4 Students will recognize the short or long vowel sound in one syllable words.	Students begin to learn that vowels can make long and short sounds in K. See Read Well K ABC Cheer and Poem activities, Whole Class TG, pp. 63, 117, 190, 191, 252, 417, 458, 513-514, 597, 820-821, 1299-1302, 1477. See Sound and Word Routines, Small Group TG A, pp. 12-14, 18-19; TG 5, pp. 16-17; TG 12, pp. 12-13; TG 14, pp. 12-13; TG 18, pp. 12-13 See Letter Trace and Letter Book activities in Whole Class TG, pp. 21, 29, 187, 199, 249, 257, 429, 438, 550, 559, 672, 680, 791, 800, 1023, 1033, 1136, 1145, 1311, 1321, 1486, 1498.
K.2.PA.5 Students will count, pronounce, blend, segment, and delete syllables in spoken words.	See blending and segmenting activities in Stretch and Shrink, Smooth and Bumpy Blending, and Sound Counting activities: Small Group TG 3, pp. 14-15, 26-27, 34-35, 46-47; TG 8, pp. 14-15, 26-27, 34-35, 46-47. Whole Class TG, pp. 126, 154, 609, 620, 639, 647. See Pocket Chart and Jigsaw Puzzle activities, Whole Class TG, p. 706-707, 942-943, 1556. See Whole Class Getting Started, pp. 80-84 for more information on these blending activities.
K.2.PA.6 Students will blend and segment onset and rime in one syllable spoken words (e.g., Blending: /ch/ + at = chat; segmenting: cat = /c/+ at).	See blending and segmenting activities in Stretch and Shrink, Smooth and Bumpy Blending, and Sound Counting activities: Small Group TG 3, pp. 14-15, 26-27, 34-35, 46-47; TG 8, pp. 14-15, 26-27, 34-35, 46-47. Whole Class TG, pp. 126, 154, 609, 620, 639, 647. See Pocket Chart and Jigsaw Puzzle activities, Whole Class TG, p. 706-707, 942-943, 1556. See Whole Class Getting Started, pp. 80-84 for more information on these blending activities.
K.2.PA.7 Students will blend phonemes to form one syllable spoken words with 3 to 5 phonemes (e.g., /f/ /a/ /s/ /t/= fast).	See blending and segmenting activities in Stretch and Shrink, Smooth and Bumpy Blending, and Sound Counting activities: Small Group TG 3, pp. 14-15, 26-27, 34-35, 46-47; TG 8, pp. 14-15, 26-27, 34-35, 46-47. Whole Class TG, pp. 126, 154, 609, 620, 639, 647. See Pocket Chart and Jigsaw Puzzle activities, Whole Class TG, p. 706-707, 942-943, 1556. See Whole Class Getting Started, pp. 80-84 for more information on these blending activities.
K.2.PA.8 Students will segment phonemes in one syllable spoken words with 3 to 5 phonemes (e.g., “fast” = /f/ /a/ /s/ /t/).	See blending and segmenting activities in Stretch and Shrink, Smooth and Bumpy Blending, and Sound Counting activities: Small Group TG 3, pp. 14-15, 26-27, 34-35, 46-47; TG 8, pp. 14-15, 26-27, 34-35, 46-47. Whole Class TG, pp. 126, 154, 609, 620, 639, 647. See Pocket Chart and Jigsaw Puzzle activities, Whole Class TG, p. 706-707, 942-943, 1556. See Whole Class Getting Started, pp. 80-84 for more information on these blending activities.
K.2.PA.9 Students will add, delete, and substitute phonemes in one syllable spoken words. (e.g., “add /c/ to the beginning of “at” to say “cat;” “remove the /p/ from “pin,” to say “in;” “change the /d/ in “dog” to /f/ /r/ to say “frog”).	Students produce words with the same initial sounds in Whole Class activities in RWK. See Whole Class TG, pp. 464, 465, 586, 798, 798
Print Concepts	
Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide	

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information and tell stories.	
K.2.PC.1 Students will correctly form letters to write their first and last name and most uppercase and lowercase letters correctly.	See Read Well K Handwriting activities: Whole Class TG, pp. 33, 66, 77, 85, 103, 140, 158, 241, 301, 321, 342, 479, 580, 1657, 1667. See also Letter Trace and Letter Book activities in Whole Class TG, pp. 21, 29, 187, 199, 249, 257, 429, 438, 550, 559, 672, 680, 791, 800, 1023, 1033, 1136, 1145, 1311, 1321, 1486, 1498. Students continue to develop their knowledge of uppercase and lowercase letters during White Board activities. See Whole Class TG, pp. 644, 996, 1668.
K.2.PC.2 Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment.	Read Well K students follow along with oral reading by using left to right finger tracking, in decoding activities, and while creating their own sentences using sentence scrambles and pocket chart sentence building activities. See Whole Class TG, 884-885. Small Group TG A, pp. 15, 26-27; TG 1, pp. 16-17; TG 5, pp. 16-17, 26-27, 46-47; TG 7, pp. 14-15, 46-47
K.2.PC.3 Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book.	Read Well K students learn text-reading strategies throughout the Read Well K program. Students learn to recognize common words, follow along with oral reading using left to right finger tracking. See Whole Class Read Alouds and related activities, and Small Group storybook reading. See: Whole Class TG, pp. 665, 722-724. Small Group TG C, pp. 28-29; TG 1, pp. 30-32; TG 3, pp. 29-31; TG 11, pp. 40-43; TG 20, pp. 27-31.
K.2.PC.4 Students will recognize that written words are made up of letters and are separated by spaces.	Students learn to leave appropriate spaces between words in White Board Activities: 495, 581-583, 1112, 1696-1697. See also Handwriting activities: Whole Class TG, pp. 33, 66, 77, 85, 103, 140, 158, 241, 301, 321, 342, 479, 580, 1657, 1667, and Sentence Writing activities: Whole Class TG, pp. 1163, 1635, 1692, 1766, 1767
K.2.PC.5 Students will recognize that print moves from top to bottom, left to right, and front to back (does not have to be matched to voice).	Read Well K students follow along with oral reading by using left to right finger tracking, in decoding activities, and while creating their own sentences using sentence scrambles and pocket chart sentence building activities. See Whole Class TG, 884-885. Small Group TG A, pp. 15, 26-27; TG 1, pp. 16-17; TG 5, pp. 16-17, 26-27, 46-47; TG 7, pp. 14-15, 46-47
K.2.PC.6 Students will recognize the distinguishing features of a sentence. (e.g., capitalization of the first word, ending punctuation: period, exclamation mark, question mark) with guidance and support.	Read Well K students learn how to build complete sentences with correct capitalization and punctuation. See White Board, Sentence Writing, and Pocket Chart activities. See Whole Class TG, pp. 253, 343, 402-403, 406-407, 443, 494-495, 532, 581-583, 676-678, 697, 876-877, 1038, 1163, 1766, 1767. See also Language Priming: Small Group TG 5, p. 14, TG 10, p. 10, TG 20, p. 10
Phonics and Word Study	
Students will decode and read words in context and isolation by applying phonics and word analysis skills.	
K.2.PWS.1 Students will identify all uppercase and lowercase letters.	See Letter Trace and Letter Book activities in Whole Class TG, pp. 21, 29, 187, 199, 249, 257, 429, 438, 550, 559, 672, 680, 791, 800, 1023, 1033, 1136, 1145, 1311, 1321, 1486, 1498. Students continue to develop their knowledge of uppercase and lowercase letters during White Board activities. See Whole Class TG, pp. 644, 996, 1668.
K.2.PWS.2 Students will sequence the letters of the alphabet.	Students learn letter formation, including upper and lower case letters. For specific examples, see: TG A, p. 37; TG B, p. 25; TG 1, p. 27; TG 2, p. 25; TG 3, p. 21; TG 12, p. 21; TG 13, p. 21; TG 14, p. 21; TG 15, p. 21; TG 16, p. 21; TG 17, p. 21; TG 18, p. 21; TG 19, p. 21; TG 20, p. 21; TG 21, p. 19; TG 22, p. 20. Students continue to develop their knowledge of uppercase and lowercase letters during White Board activities.
K.2.PWS.3 Students will produce the primary or most common sound for each consonant, short and	See Read Well K ABC Cheer and Poem activities, Whole Class TG, pp. 63, 117, 190, 191, 252, 417, 458, 513-514, 597, 820-821, 1299-1302, 1477. See

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long vowel sound (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/).	Sound and Word Routines, Small Group TG A, pp. 12-14, 18-19; TG 5, pp. 16-17; TG 12, pp. 12-13; TG 14, pp. 12-13; TG 18, pp. 12-13 See Letter Trace and Letter Book activities in Whole Class TG, pp. 21, 29, 187, 199, 249, 257, 429, 438, 550, 559, 672, 680, 791, 800, 1023, 1033, 1136, 1145, 1311, 1321, 1486, 1498. Students continue to develop their knowledge of uppercase and lowercase letters during White Board activities. See Whole Class TG, pp. 644, 996, 1668.
K.2.PWS.4 Students will blend letter sounds to decode simple Vowel / Consonant (VC) and Consonant / Vowel / Consonant (CVC) words (e.g., VC words= at, in, up; CVC words = pat, hen, lot).	See blending and segmenting activities in Stretch and Shrink, Smooth and Bumpy Blending, and Sound Counting activities: Small Group TG 3, pp. 14-15, 26-27, 34-35, 46-47; TG 8, pp. 14-15, 26-27, 34-35, 46-47. Whole Class TG, pp. 126, 154, 609, 620, 639, 647. See Pocket Chart and Jigsaw Puzzle activities, Whole Class TG, p. 706-707, 942-943, 1556. See Whole Class Getting Started, pp. 80-84 for more information on these blending activities.
Fluency	
Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.	
K.2.F.1 Students will read first and last name in print.	Provides some opportunities: See Read Well K Handwriting activities: Whole Class TG, pp. 33, 66, 77, 85, 103, 140, 158, 241, 301, 321, 342, 479, 580, 1657, 1667. See also Letter Trace and Letter Book activities in Whole Class TG, pp. 21, 29, 187, 199, 249, 257, 429, 438, 550, 559, 672, 680, 791, 800, 1023, 1033, 1136, 1145, 1311, 1321, 1486, 1498. Students continue to develop their knowledge of uppercase and lowercase letters during White Board activities. See Whole Class TG, pp. 644, 996, 1668.
K.2.F.2 Students will read common high frequency grade-level words by sight (e.g., not, was, to, have, you, he, is, with, are).	By Unit 20, students have learned 40 of the 100 most commonly used words in the English language. These words are all taught in a decodable sequence. See Whole Class Getting Started: A Guide to Implementation, pp. 18-21, 102-104
Standard 2: Reading and Writing Process	
Students will use a variety of recursive reading and writing processes.	
Reading	
Students will read and comprehend increasingly complex literary and informational texts.	
K.2.R.1 Students will retell or reenact major events from a read-aloud with guidance and support to recognize the main idea.	Students retell events in stories during retell activities. Small Group lessons include Oral Story Retells and Whole Class activities include Pocket Chart Retells. See: Whole Class TG, pp. 265-267, 445-446, 509-510, 629-630, 866-867, 924-925, 982-983, 1098-1099, 1268-1269, 1444-1445. Small Group TG 5, p. 45; TG 9, pp. 48-49; TG 14, p. 45; TG 18, p. 47; TG 20, p. 45
K.2.R.2 Students will discriminate between fiction and nonfiction/informational text with guidance and support.	Provides opportunities: See Duet and Solo story reading activities: Small Group TG A: 24; TG 6: 16-23, 38-45; TG 7: 16-24, 42-45; TG 8: 16-22, 28-33, 36-40; TG 9: 16-25, 28-37; TG 13: 14-20, 22-24, 29-34, 39-44, 46-47; TG 14: 14-22, 26-45; Whole Class TG, pp. 272, 345, 435, 451, 484, 515, 563, 572, 635, 687, 694, 753, 797, 805, 824, 872, 914, 940, 988, 1021, 1046-1048, 1191, 1192, 1246, 1285, 1318, 1564, 1566, 1583, 1631, 1686, 1740, 1763. See expository text reading in Whole Class and Small Group activities. See Whole Class TG, pp. 322, 376, 435, 677, 737, 1201, 1420-1422. Small Group TG 1, pp. 18-25; TG 5, pp. 18-25; TG 11, pp. 16-25; TG 18, pp. 14-23

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K.2.R.3 Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text with guidance and support.	See Oral Story Retells and Whole Class activities include Pocket Chart Retells. Students identify characters, setting, and main events. See: Whole Class TG, pp. 265-267, 445-446, 509-510, 629-630, 866-867, 924-925, 982-983, 1098-1099, 1268-1269, 1444-1445. Small Group TG 5, p. 45; TG 9, pp. 48-49; TG 14, p. 45; TG 18, p. 47; TG 20, p. 45
Writing	
Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	
K.2.W.1 Students will begin to develop first drafts by expressing themselves through drawing and emergent writing.	This is not explicitly addressed in the Read Well K program. The activities below provide limited opportunities: See Journal activities: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 627, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682. See also Bookmaking activities: Whole Class TG pp. 447, 511, 568, 631, 689, 749, 810, 926
K.2.W.2 Students will begin to develop first drafts by sequencing the action or details of stories/texts.	This is not explicitly addressed in the Read Well K program. The activities below provide limited opportunities: See Journal activities: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 627, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682. See also Bookmaking activities: Whole Class TG pp. 447, 511, 568, 631, 689, 749, 810, 926
K.2.W.3 Students will begin to edit first drafts using appropriate spacing between letters and words.	This is not explicitly addressed in the Read Well K program. The activities below provide limited opportunities: See Journal activities: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 627, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682. See also Bookmaking activities: Whole Class TG pp. 447, 511, 568, 631, 689, 749, 810, 926
Standard 3: Critical Reading and Writing	
Students will apply critical thinking skills to reading and writing.	
Reading	
Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	
K.3.R.1 Students will name the author and illustrator, and explain the roles of each in a particular story.	Provides some opportunities as students use illustrations to make and confirm predictions about stories on a daily basis. See Whole Class Read Alouds and related activities, and Small Group storybook reading. See: Whole Class TG, pp. 665, 722-724. Small Group TG C, pp. 28-29; TG 1, pp. 30-32; TG 3, pp. 29-31; TG 11, pp. 40-43; TG 20, pp. 27-31. See also Journal activities: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 627, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682
K.3.R.2 Students will describe characters and setting in a story with guidance and support.	See Oral Story Retells and Whole Class activities include Pocket Chart Retells. Students identify characters, setting, and main events. See: Whole Class TG, pp. 265-267, 445-446, 509-510, 629-630, 866-867, 924-925, 982-983, 1098-1099, 1268-1269, 1444-1445. Small Group TG 5, p. 45; TG 9, pp. 48-49; TG 14, p. 45; TG 18, p. 47; TG 20, p. 45
K.3.R.3 Students will tell what is happening in a picture or illustration.	Students use text features, including illustrations, to draw conclusions and make predictions about stories. See Whole Class Read Alouds and related activities, and during Small Group storybook reading. See: Whole Class TG, pp. 665, 722-724. Small Group TG 1, pp. 18-19, 30-32; TG 10, pp. 14-15, 21, 37; TG 11, pp. 16-17, 20-21, 40-43; TG 14, pp. 14-15

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K.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, and when) about texts during shared reading or other text experiences with guidance and support.	Read Well K students answer and are encouraged to ask questions regularly. See Duet and Solo Storybook activities, discussion prompts, Story Summaries, and Pocket Chart Retells and other Read Aloud Activities. See: Small Group TG A: 24; TG 6: 16-23, 38-45; TG 7: 16-24, 42-45; TG 8: 16-22, 28-33, 36-40; TG 9: 16-25, 28-37; TG 13: 14-20, 22-24, 29-34, 39-44, 46-47; TG 14: 14-22, 26-45 Whole Class TG, pp. 272, 345, 435, 451, 484, 515, 563, 572, 635, 687, 694, 753, 797, 805, 824, 872, 914, 940, 988, 1021, 1046-1048, 1191, 1192, 1246, 1285, 1318, 1564, 1566, 1583, 1631, 1686, 1740, 1763.
Writing	
Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
K.3.W Students will use drawing, labeling, dictating, and writing to tell a story, share information, or express an opinion with guidance and support.	See Journal activities: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 627, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682. See also Bookmaking activities: Whole Class TG pp. 447, 511, 568, 631, 689, 749, 810, 926
Standard 4: Vocabulary	
Students will expand their working vocabularies to effectively communicate and understand texts.	
Reading	
Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and to class discussion.	
K.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support.	In Small Group Storybook activities, new words are presented with a written definition and a picture. These words also appear in Storybook readings. See Small Group TG 2, pp. 16-23, 42-45, TG 9, pp. 16-25, 40-49, TG 15, pp. 14-23, 36-45, TG 20, pp. 14-23, 40-49 See White Board, Sentence Writing, and Pocket Chart activities: Whole Class TG, pp. 406-407, 443, 494-495, 532, 1038, 1163, 1766, 1767. See Journal activities: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682.
K.4.R.2 Students will begin to develop an awareness of context clues through read-alouds and other text experiences.	In Small Group Storybook activities, new vocabulary is presented with a written definition and a picture. These words also appear in Storybook readings. See Small Group TG 2, pp. 16-23, 42-45, TG 9, pp. 16-25, 40-49, TG 15, pp. 14-23, 36-45, TG 20, pp. 14-23, 40-49 See Whole Class Getting Started: A Guide to Implementation, pp. 102-104 and Small Group Getting Started: A Guide to Implementation, pp. 117-118 for a list of reading and spelling words taught by Unit.
K.4.R.3 Students will name and sort pictures of objects into categories based on common attributes with guidance and support.	See Read Well K Sorting activities. Students sort objects or words into categories. For specific examples, see Whole Class TG, pp. 46, 100, 155, 277, 455, 577, 757, 934, 1221 Students learn to use adjectives when writing. See White Board, Sentence Writing, and Pocket Chart activities: Whole Class TG, pp. 406-407, 443, 494-495, 532, 1038, 1163, 1766, 1767. See Journal activities: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682.
Writing	
Students will apply knowledge of vocabularies communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	

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K.4.W.1 Students will use new vocabulary to produce and expand complete sentences in shared language activities with guidance and support.	Students learn how to build complete sentences during White Board, Sentence Writing, and Pocket Chart activities. See Whole Class TG, pp. 406-407, 443, 494-495, 532, 676-678, 697, 876-877, 1038, 1163, 1766, 1767. See also Language Priming: Small Group TG 5, p. 14, TG 10, p. 10, TG 20, p. 10
K.4.W.2 Students will select appropriate language according to purpose with guidance and support.	See White Board, Sentence Writing, and Pocket Chart activities: Whole Class TG, pp. 406-407, 443, 494-495, 532, 1038, 1163, 1766, 1767. See Journal activities: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682.
Standard 5: Language	
Students will apply knowledge of grammar and rhetorical style to reading and writing.	
Reading	
Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
K.5.R.1 Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading.	Students learn how to build complete sentences during White Board, Sentence Writing, and Pocket Chart activities. See Whole Class TG, pp. 406-407, 443, 494-495, 532, 676-678, 697, 876-877, 1038, 1163, 1766, 1767. See also Language Priming: Small Group TG 5, p. 14, TG 10, p. 10, TG 20, p. 10
K.5.R.2 Students will recognize concrete objects as persons, places or things (i.e., nouns).	The following provide opportunity: Students learn how to build complete sentences during White Board, Sentence Writing, and Pocket Chart activities. See Whole Class TG, pp. 406-407, 443, 494-495, 532, 676-678, 697, 876-877, 1038, 1163, 1766, 1767. See also Language Priming: Small Group TG 5, p. 14, TG 10, p. 10, TG 20, p. 10
K.5.R.3 Students will recognize words as actions (i.e., verbs).	The following provide opportunity: Students learn how to build complete sentences during White Board, Sentence Writing, and Pocket Chart activities. See Whole Class TG, pp. 406-407, 443, 494-495, 532, 676-678, 697, 876-877, 1038, 1163, 1766, 1767. See also Language Priming: Small Group TG 5, p. 14, TG 10, p. 10, TG 20, p. 10
K.5.R.4 Students will group pictures and/or use movement to determine spatial and time relationships such as up, down, before, and after.	The following provide opportunity: Students learn how to build complete sentences during White Board, Sentence Writing, and Pocket Chart activities. See Whole Class TG, pp. 406-407, 443, 494-495, 532, 676-678, 697, 876-877, 1038, 1163, 1766, 1767. See also Language Priming: Small Group TG 5, p. 14, TG 10, p. 10, TG 20, p. 10
Writing	
Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	
K.5.W.1 Students will capitalize, with guidance and support: ● their first name ● the pronoun "I."	See Read Well K Handwriting activities: Whole Class TG, pp. 33, 66, 77, 85, 103, 140, 158, 241, 301, 321, 342, 479, 580, 1657, 1667. See also Letter Trace and Letter Book activities in Whole Class TG, pp. 21, 29, 187, 199, 249, 257, 429, 438, 550, 559, 672, 680, 791, 800, 1023, 1033, 1136, 1145, 1311, 1321, 1486, 1498. Students continue to develop their knowledge of uppercase and lowercase letters during White Board activities. See Whole Class TG, pp. 644, 996, 1668.
K.5.W.2 Students will begin to compose simple sentences that begin with a capital letter and end with a period or question mark.	Read Well K students learn how to build complete sentences with correct capitalization and punctuation. See White Board, Sentence Writing, and Pocket Chart activities. See Whole Class TG, pp. 253, 343, 402-403, 406-407, 443, 494-495, 532, 581-583, 676-678, 697, 876-877, 1038, 1163, 1766, 1767. See also Language Priming: Small Group TG 5, p. 14, TG 10, p.

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	10, TG 20, p. 10
Standard 6: Research	
Students will engage in inquiry to acquire, refine, and share knowledge.	
Reading	
Students will comprehend, evaluate, and synthesize resources to acquire knowledge.	
K.6.R.1 Students will identify relevant pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.	See Journal activities where students write and draw respond to personally-themed prompts and about text that is read in class: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 627, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682. See also Bookmaking activities: Whole Class TG pp. 447, 511, 568, 631, 689, 749, 810, 926
K.6.R.2 Students will identify graphic features to understand a text including photos, illustrations, and titles to understand a text.	See Journal activities where students write and draw respond to personally-themed prompts and about text that is read in class: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 627, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682. See also Bookmaking activities: Whole Class TG pp. 447, 511, 568, 631, 689, 749, 810, 926
Writing	
Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	
K.6.W.1 Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.	See Journal activities where students write and draw respond to personally-themed prompts and about text that is read in class: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 627, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682. See also Bookmaking activities: Whole Class TG pp. 447, 511, 568, 631, 689, 749, 810, 926
K.6.W.2 Students will find information from provided sources during group research with guidance and support.	See Journal activities where students write and draw respond to personally-themed prompts and about text that is read in class: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 627, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682. See also Bookmaking activities: Whole Class TG pp. 447, 511, 568, 631, 689, 749, 810, 926
Standard 7: Multimodal Literacies	
Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.	
Reading	
Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	
K.7.R.1 Students will recognize formats of print and digital text with guidance and support.	This is not explicitly addressed in the Read Well K program.
K.7.R.2 Students will explore how ideas and topics are depicted in a variety of media and formats.	See Journal activities: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 627, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682. See also Bookmaking activities: Whole Class TG pp. 447, 511, 568, 631, 689, 749, 810, 926
Writing	
Students will create multimodal texts to communicate knowledge and develop arguments.	
K.7.W.1 Students will use appropriate technology	This is not explicitly addressed in the Read Well K program.

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or media to communicate with others with guidance and support.	
K.7.W.2 Students will use appropriate props, images, or illustrations to support verbal communication.	See Oral Story Retells and Pocket Chart Retells. Students examine many different characters across related Unit Themes: Whole Class TG, pp. 265-267, 445-446, 509-510, 629-630, 866-867, 924-925, 982-983, 1098-1099, 1268-1269, 1444-1445. Small Group TG 5, p. 45; TG 9, pp. 48-49; TG 14, p. 45; TG 18, p. 47; TG 20, p. 45
Standard 8: Independent Reading and Writing	
Students will read and write for a variety of purposes including, but not limited to, academic and personal.	See expository text reading in Whole Class and Small Group activities. See Whole Class TG, pp. 322, 376, 435, 677, 737, 1201, 1420-1422. Small Group TG 1, pp. 18-25; TG 5, pp. 18-25; TG 11, pp. 16-25; TG 18, pp. 14-23 See Duet and Solo story reading activities: Small Group TG A: 24; TG 6: 16-23, 38-45; TG 7: 16-24, 42-45; TG 8: 16-22, 28-33, 36-40; TG 9: 16-25, 28-37; TG 13: 14-20, 22-24, 29-34, 39-44, 46-47; TG 14: 14-22, 26-45; Whole Class TG, pp. 272, 345, 435, 451, 484, 515, 563, 572, 635, 687, 694, 753, 797, 805, 824, 872, 914, 940, 988, 1021, 1046-1048, 1191, 1192, 1246, 1285, 1318, 1564, 1566, 1583, 1631, 1686, 1740, 1763.
Reading	
Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	
K.8.R Students will demonstrate interest in books during read-alouds and shared reading, and interact independently with books.	Students learn to be attentive and interactive during all Read Well K activities. See Whole Class Getting Started: A Guide to Implementation, pp. 44-48 Whole Class Read Alouds and related activities, and Small Group storybook reading. See: Whole Class TG, pp. 665, 722-724. Small Group TG C, pp. 28-29; TG 1, pp. 30-32; TG 3, pp. 29-31; TG 11, pp. 40-43; TG 20, pp. 27-31.
Writing	
Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.	
K.8.W Students will express their ideas through a combination of drawing and emergent writing with guidance and support.	See Journal activities: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 627, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682. See also Bookmaking activities: Whole Class TG pp. 447, 511, 568, 631, 689, 749, 810, 926

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Standard 1: Speaking and Listening	
Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.	
Reading	
Students will develop and apply effective communication skills through speaking and active listening.	
1.1.R.1 Students will actively listen and speak using agreed-upon rules for discussion.	<p>Read Well 1 students participate in discussions about what has been read and are encouraged to ask questions for clarification. Teacher prompts are embedded in the text to facilitate discussion and interaction. See TG 1: 30-36; TG 16: 49-50; TG 18: 22-24, 33-34; TG 20: 8, 22-23, 49-50; TG 24: 17-19; TG 26: 47; TG 28: 35, 47, TG 18, pp. 14-24, 29-34; TG 22, pp. 30-38.</p> <p>See Read Well Plus Story Reading activities where students discuss what is read. Read Well Plus: TG 39, pp. 14-19, 36-39, 50-54; TG 42, pp. 14-17, 30-35, 46-49, 52-62; TG 44, pp. 20-27, 40-45, 62-76; TG 46, pp. 14-19, 32-37, 50-55; TG 47, pp. 14-17, 36-41, 46-49; TG 49, pp. 14-21, 34-39, 52-57</p>
1.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media, to confirm understanding.	<p>Read Well 1 students are encouraged to ask questions in every Read Well 1 activity. They are prompted to answer questions orally through the teacher scripting in story reading activities, and during Comprehension and Skill activities. See TG 1: 30-36; TG 16: 49-50; TG 18: 22-24, 33-34; TG 20: 8, 22-23, 49-50; TG 24: 17-19; TG 26: 47; TG 28: 35, 47.</p> <p>See Story reading activities and Comprehension and Skill activities in Read Well Plus: TG 39, pp. 14-19, 36-39, 50-54; TG 42, pp. 14-17, 30-35, 46-49, 52-62; TG 44, pp. 20-27, 40-45, 62-76; TG 46, pp. 14-19, 32-37, 50-55; TG 47, pp. 14-17, 36-41, 46-49; TG 49, pp. 14-21, 34-39, 52-57</p>
1.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.	<p>Read Well 1 students participate in discussions about what has been read and are encouraged to ask questions for clarification. Teacher prompts are embedded in the text to facilitate discussion and interaction. See TG 1: 30-36; TG 16: 49-50; TG 18: 22-24, 33-34; TG 20: 8, 22-23, 49-50; TG 24: 17-19; TG 26: 47; TG 28: 35, 47, TG 18, pp. 14-24, 29-34; TG 22, pp. 30-38.</p> <p>See Read Well Plus Story Reading activities where students discuss what is read. Read Well Plus: TG 39, pp. 14-19, 36-39, 50-54; TG 42, pp. 14-17, 30-35, 46-49, 52-62; TG 44, pp. 20-27, 40-45, 62-76; TG 46, pp. 14-19, 32-37, 50-55; TG 47, pp. 14-17, 36-41, 46-49; TG 49, pp. 14-21, 34-39, 52-57</p>
1.1.R.4 Students will restate and follow simple two-step directions.	The following provide opportunities: See Read Well 1 Composition, where students write reports and journals: Vol. 1, pp. 267-274, 297-307, 308-309; Vol. 2, pp. 705-717, 738-752, 752-753, 876-885. See also Read Well 1 Composition Scope and Sequence for a list of writing activities for the entire program: Getting Started, a Guide to Implementation, pp. 28-32.
Writing	
Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	
1.1.W.1 Students will orally describe people, places, things, and events with relevant details expressing their ideas.	See Read Well Plus Story Reading activities where students where students describe character, setting, and events of a story: TG 39, pp. 14-19, 36-39, 50-54; TG 42, pp. 14-17, 30-35, 46-49, 52-62; TG 44, pp. 20-27,

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	40-45, 62-76; TG 46, pp. 14-19, 32-37, 50-55; TG 47, pp. 14-17, 36-41, 46-49; TG 49, pp. 14-21, 34-39, 52-57
1.1.W.2 Students will work respectfully in groups.	See Read Aloud activities in Read Well 1 Composition. Teachers prompt students to answer questions about characters, setting and events in the Read Aloud activity, and students perform Oral Story Retells: Vol. 1, pp. 40-43, 118-121, 206-211, 275-278 ; Vol. 2, pp. 544-547, 604-606, 766-770
Standard 2: Reading Foundations	
Students will develop foundational skills for future reading success by working with sounds, letters, and text.	
Phonological Awareness	
Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.	
1.2.PA.1 Students will blend and segment onset and rime in spoken words (e.g., /ch/+ /at/ = chat).	Students blend and segment words in Sound Counting, Stretch and Shrink, and Smooth and Bumpy Blending exercises. See Read Well 1 TG 3, pp. 12-13, 26-27, 38-39, 52-53; TG 4, pp. 12-13, 45, 51-53; TG 6, pp. 12-13, 38-39; TG 9, pp. 8, 38-39; TG 11, pp. 8, 12-13; TG 13, pp. 8, 51-53; TG 15, pp. 38-39; TG 16, pp. 12-13; TG 18, pp. 12-13, 26-27, 40-41, 52-53.
1.2.PA.2 Students will differentiate short from long vowel sounds in one syllable words.	Read Well 1 students learn vowel sounds and consonant digraphs and practice these skills during the daily alphabet chant, and work toward mastery during regular Decoding Practice as well as through the Storybook Stories and related exercises and activities. See TG 15, pp. 12-13, 26-27; TG 18, pp. 12-13, 26-27, 40-41, 52-53. See also My Activity Book 2, pp. 11, 17, 18, 23, 36, 71, and 82. Students learn to recognize Bossy E by an arrow icon in Read Well 1 Decoding Practice. See: TG 34, pp. 8-9, 26-27, 36-37, 50-51; TG 35, pp. 12-13, 26-27, 38-39, 52-53; TG 38, pp. 10-11, 24-25 See the list of spelling patterns taught in Read Well 1 Spelling and Writing Conventions in the Spelling and Writing Conventions Teacher's Guide, pp. F59-F63. Students learn the word ending -s in Unit 17 and 18. Vol. 2, pp. 295-296, 301-302, 319, 327. See also Pattern Words activities in Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 46, 60, 78, 97, 110, 127, 143, 160, 179, 197, 213; Vol. 2, pp. 273, 298, 308, 327, 353, 375, 397, 417, 437, 458, 484, 541, 586, 611, 651, 670 Students identify individual sounds in words, learn sounds to mastery and learn decodable words. Students blend and segment words in Sound Counting, Stretch and Shrink, and Smooth and Bumpy Blending exercises. See Read Well 1 TG 3, pp. 12-13, 26-27, 38-39, 52-53; TG 4, pp. 12-13, 45, 51-53; TG 6, pp. 12-13, 38-39; TG 9, pp. 8, 38-39; TG 11, pp. 8, 12-13; TG 13, pp. 8, 51-53; TG 15, pp. 38-39; TG 16, pp. 12-13; TG 18, pp. 12-13, 26-27, 40-41, 52-53. See Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 26, 30, 53, 57, 60, 64, 72, 75, 81, 89, 91, 94, 97, 105, 108, 110, 113, 121, 124, 127, 128, 137, 140, 143, 146, 160, 163, 171, 182, 193, 200; Vol. 2, pp. 219, 227, 237, 256, 266, 280, 301, 349, 393, 411, 469, 515, 541, 559, 582, 601, 611, 621, 641, 651, 673
1.2.PA.3 Students will isolate and pronounce initial, medial, and final sounds in spoken words.	Read Well 1 students learn vowel sounds and consonant digraphs and practice these skills during the daily alphabet chant, and work toward mastery during regular Decoding Practice as well as through the Storybook Stories and related exercises and activities. See TG 15, pp. 12-13, 26-27; TG 18, pp. 12-13, 26-27, 40-41, 52-53. See also My Activity Book 2, pp. 11, 17,

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	18, 23, 36, 71, and 82. Students learn to recognize Bossy E by an arrow icon in Read Well 1 Decoding Practice. See: TG 34, pp. 8-9, 26-27, 36-37, 50-51; TG 35, pp. 12-13, 26-27, 38-39, 52-53; TG 38, pp. 10-11, 24-25 See the list of spelling patterns taught in Read Well 1 Spelling and Writing Conventions in the Spelling and Writing Conventions Teacher's Guide, pp. F59-F63. Students learn the word ending -s in Unit 17 and 18. Vol. 2, pp. 295-296, 301-302, 319, 327. See also Pattern Words activities in Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 46, 60, 78, 97, 110, 127, 143, 160, 179, 197, 213; Vol. 2, pp. 273, 298, 308, 327, 353, 375, 397, 417, 437, 458, 484, 541, 586, 611, 651, 670
1.2.PA.4 Students will blend phonemes to form spoken words with 4 to 6 phonemes) including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/=string).	<p>Students identify individual sounds in words, learn sounds to mastery and learn decodable words. Students blend and segment words in Sound Counting, Stretch and Shrink, and Smooth and Bumpy Blending exercises. See Read Well 1 TG 3, pp. 12-13, 26-27, 38-39, 52-53; TG 4, pp. 12-13, 45, 51-53; TG 6, pp. 12-13, 38-39; TG 9, pp. 8, 38-39; TG 11, pp. 8, 12-13; TG 13, pp. 8, 51-53; TG 15, pp. 38-39; TG 16, pp. 12-13; TG 18, pp. 12-13, 26-27, 40-41, 52-53.</p> <p>See Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 26, 30, 53, 57, 60, 64, 72, 75, 81, 89, 91, 94, 97, 105, 108, 110, 113, 121, 124, 127, 128, 137, 140, 143, 146, 160, 163, 171, 182, 193, 200; Vol. 2, pp. 219, 227, 237, 256, 266, 280, 301, 349, 393, 411, 469, 515, 541, 559, 582, 601, 611, 621, 641, 651, 673</p>
1.2.PA.5 Students will segment phonemes in spoken words with 4 to 6 phonemes into individual phonemes (e.g. string= /s/ /t/ /r/ /i/ /ng/).	Read Well 1 students learn vowel sounds and consonant digraphs and practice these skills during the daily alphabet chant, and work toward mastery during regular Decoding Practice as well as through the Storybook Stories and related exercises and activities. See TG 15, pp. 12-13, 26-27; TG 18, pp. 12-13, 26-27, 40-41, 52-53. See also My Activity Book 2, pp. 11, 17, 18, 23, 36, 71, and 82. Students learn to recognize Bossy E by an arrow icon in Read Well 1 Decoding Practice. See: TG 34, pp. 8-9, 26-27, 36-37, 50-51; TG 35, pp. 12-13, 26-27, 38-39, 52-53; TG 38, pp. 10-11, 24-25 See the list of spelling patterns taught in Read Well 1 Spelling and Writing Conventions in the Spelling and Writing Conventions Teacher's Guide, pp. F59-F63. Students learn the word ending -s in Unit 17 and 18. Vol. 2, pp. 295-296, 301-302, 319, 327. See also Pattern Words activities in Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 46, 60, 78, 97, 110, 127, 143, 160, 179, 197, 213; Vol. 2, pp. 273, 298, 308, 327, 353, 375, 397, 417, 437, 458, 484, 541, 586, 611, 651, 670
1.2.PA.6 Students will add, delete, and substitute phonemes in spoken words (e.g., "add /g/ to the beginning of low to say 'glow;" "remove the /idge/ from 'bridge,' to say 'br;" "change the /ar/ in 'charm' to /u/ to say 'chum').	<p>Students identify individual sounds in words, learn sounds to mastery and learn decodable words. Students blend and segment words in Sound Counting, Stretch and Shrink, and Smooth and Bumpy Blending exercises. See Read Well 1 TG 3, pp. 12-13, 26-27, 38-39, 52-53; TG 4, pp. 12-13, 45, 51-53; TG 6, pp. 12-13, 38-39; TG 9, pp. 8, 38-39; TG 11, pp. 8, 12-13; TG 13, pp. 8, 51-53; TG 15, pp. 38-39; TG 16, pp. 12-13; TG 18, pp. 12-13, 26-27, 40-41, 52-53.</p> <p>See Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 26, 30, 53, 57, 60, 64, 72, 75, 81, 89, 91, 94, 97, 105, 108, 110, 113, 121, 124, 127, 128, 137, 140, 143, 146, 160, 163, 171, 182, 193, 200; Vol. 2, pp. 219, 227, 237, 256, 266, 280, 301, 349, 393, 411, 469, 515, 541, 559, 582, 601, 611, 621, 641, 651, 673</p>
Print Concepts	
Students will demonstrate their understanding of	

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the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.	
1.2.PC.1 Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.	Students learn letter formation, including upper and lower case letters. For specific examples, see: TG A, p. 37; TG B, p. 25; TG 1, p. 27; TG 2, p. 25; TG 3, p. 21; TG 12, p. 21; TG 13, p. 21; TG 14, p. 21; TG 15, p. 21; TG 16, p. 21; TG 17, p. 21; TG 18, p. 21; TG 19, p. 21; TG 20, p. 21; TG 21, p. 19; TG 22, p. 20.
1.2.PC.2 Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation, comma, quotation marks).	See Read Well 1 Spelling and Writing Conventions activities. Specific teaching strategies include explicit instruction, editing exercises, and Spelling Folder activities. See: Spelling and Writing Conventions TG Vol. 1: 71, 75, 88, 91, 94, 104, 110, 120, 127, 153, 157, 193, 210, 233; Vol. 2: 259, 314, 342, 362, 389, 406, 430, 446, 476, 519, 538, 559, 586, 605, 620, 644, 660, 670. See also Read Well 1 Composition, where students learn sentence conventions. Vol. 1, pp. 8-9, 34-35, 200-201, 256-257
Phonics and Word Study	
Students will decode and read words in context and isolation by applying phonics and word analysis skills.	
1.2.PWS.1 Students will decode phonetically regular words by using their knowledge of: <ul style="list-style-type: none"> • single consonants (e.g., c=/k/, c=/s/, s=/s/, s=/z/, x=/ks/, x=/z/) • consonant blends (e.g., bl, br, cr) • consonant digraphs and trigraphs (e.g., sh-, -tch) • vowel sounds: <ul style="list-style-type: none"> ○ long ○ short • r-controlled vowels (e.g., ar, er, ir or, ur) • vowel spelling patterns: <ul style="list-style-type: none"> ○ vowel digraphs (e.g., ea, oa, ee) ○ vowel-consonant-silent-e (e.g., lake) 	<p>Read Well 1 students learn vowel sounds and consonant digraphs and practice these skills during the daily alphabet chant, and work toward mastery during regular Decoding Practice as well as through the Storybook Stories and related exercises and activities. See TG 15, pp. 12-13, 26-27; TG 18, pp. 12-13, 26-27, 40-41, 52-53. See also My Activity Book 2, pp. 11, 17, 18, 23, 36, 71, and 82. Students learn to recognize Bossy E by an arrow icon in Read Well 1 Decoding Practice. See: TG 34, pp. 8-9, 26-27, 36-37, 50-51; TG 35, pp. 12-13, 26-27, 38-39, 52-53; TG 38, pp. 10-11, 24-25 See the list of spelling patterns taught in Read Well 1 Spelling and Writing Conventions in the Spelling and Writing Conventions Teacher's Guide, pp. F59-F63. Students learn the word ending -s in Unit 17 and 18. Vol. 2, pp. 295-296, 301-302, 319, 327. See also Pattern Words activities in Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 46, 60, 78, 97, 110, 127, 143, 160, 179, 197, 213; Vol. 2, pp. 273, 298, 308, 327, 353, 375, 397, 417, 437, 458, 484, 541, 586, 611, 651, 670</p> <p>Students identify individual sounds in words, learn sounds to mastery and learn decodable words. Students blend and segment words in Sound Counting, Stretch and Shrink, and Smooth and Bumpy Blending exercises. See Read Well 1 TG 3, pp. 12-13, 26-27, 38-39, 52-53; TG 4, pp. 12-13, 45, 51-53; TG 6, pp. 12-13, 38-39; TG 9, pp. 8, 38-39; TG 11, pp. 8, 12-13; TG 13, pp. 8, 51-53; TG 15, pp. 38-39; TG 16, pp. 12-13; TG 18, pp. 12-13, 26-27, 40-41, 52-53.</p> <p>See Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 26, 30, 53, 57, 60, 64, 72, 75, 81, 89, 91, 94, 97, 105, 108, 110, 113, 121, 124, 127, 128, 137, 140, 143, 146, 160, 163, 171, 182, 193, 200; Vol. 2, pp. 219, 227, 237, 256, 266, 280, 301, 349, 393, 411, 469, 515, 541, 559, 582, 601, 611, 621, 641, 651, 673</p>
1.2 PWS.2 Students will decode words by applying knowledge of structural analysis: <ul style="list-style-type: none"> • most major syllable patterns (e.g., closed, open, vowel team, vowel silent e, r-controlled) • inflectional endings (e.g., -s, -ed, -ing) • compound words 	<p>These skills are taught in Read Well 1's decoding books. See for example Unit 24 Decoding Book 3, Units 24-29, Unit 30 Decoding book 4, Units 30-38</p> <p>See the list of spelling patterns taught in Read Well 1 Spelling and Writing Conventions in the Spelling and Writing Conventions Teacher's Guide, pp. F59-F63. Students learn the word ending -s in Unit 17 and 18. Vol. 2, pp.</p>

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<ul style="list-style-type: none"> contractions 	<p>295-296, 301-302, 319, 327. See also Pattern Words activities in Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 46, 60, 78, 97, 110, 127, 143, 160, 179, 197, 213; Vol. 2, pp. 273, 298, 308, 327, 353, 375, 397, 417, 437, 458, 484, 541, 586, 611, 651, 670</p> <p>Compound Words: See Read Well 1's Spelling and Writing Conventions Vol. 2, pp. 332, 344, 375, 376, 400, 430, 486, 491, 492</p> <p>Contractions: Opportunity exists to meet this objective when students read unit decoding books. See selected examples: Read Well 1 TG Unit 8: 13, 19, 20, 23, 25, 27, 29, 41, 53, Unit 33: 18, 21, 27, 31, 39, 47, 64, 66</p>
1.2.PWS.3 Students will read words in common word families (e.g., -at, -ab, -am, -in).	Provides some opportunities: Sound Counting, Stretch and Shrink, and Smooth and Bumpy Blending exercises. See Read Well 1 TG 3, pp. 12-13, 26-27, 38-39, 52-53; TG 4, pp. 12-13, 45, 51-53; TG 6, pp. 12-13, 38-39; TG 9, pp. 8, 38-39; TG 11, pp. 8, 12-13; TG 13, pp. 8, 51-53; TG 15, pp. 38-39; TG 16, pp. 12-13; TG 18, pp. 12-13, 26-27, 40-41, 52-53.
Fluency	
Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.	
1.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.	In Read Well 1 Spelling and Writing Conventions, students learn and practice 85 of the 100 most commonly used words by children in writing. Students learn spelling patterns and use them to decode words and take part in Dictation activities. See Read Well 1 Spelling and Writing Conventions, Vol. 1, pp. F5-F9, F59- F60
1.2.F.2 Students will orally read grade- level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.	<p>During Read Well 1 Duet and Solo reading activities, students read along and finger track as the teacher and students read the story together. They learn words and are able to decode and read those words during stories. Other words are read by the teacher as the student sees them on the page. Once students begin reading solo stories, they are able to read and decode all the words independently. See TG 3 pp. 16-20; TG 14 pp. 16-20, 46-48. Students then show comprehension during Comprehension and Skill activities and Oral Story Retells: TG 1, pp. 35-36; TG 6, pp. 49-50; TG 16, pp. 49-50; TG 17, pp. 37-38; TG 18, pp. 33-44; TG 20, pp. 49-50; TG 34. p. 47</p> <p>See Read Well Plus: TG 39, pp. 14-19, 36-39, 50-54; TG 42, pp. 14-17, 30-35, 46-49, 52-62; TG 44, pp. 20-27, 40-45, 62-76; TG 46, pp. 14-19, 32-37, 50-55; TG 47, pp. 14-17, 36-41, 46-49; TG 49, pp. 14-21, 34-39, 52-57</p>
Standard 2: Reading and Writing Process	
Students will use a variety of recursive reading and writing processes.	
Reading	
Students will read and comprehend increasingly complex literary and informational texts.	
1.2.R.1 Students will retell or reenact major events in a text, focusing on important details to recognize the main idea.	<p>Each Storybook features Oral Story Retells and Written Retells, where students summarize key events of a story in the correct sequence. See: TG 1, pp. 35-36; TG 6, pp. 49-50; TG 16, pp. 49-50; TG 17, pp. 37-38; TG 18, pp. 33-44; TG 20, pp. 49-50; TG 34. p. 47.</p> <p>See Read Well 1 reading and Comprehension and Skill activities. TG 5, pp. 20, 29-32; TG 7, p. 17; TG 11, pp. 17-20, 29-32; TG 24, pp. 17-19, 41-42; TG 37, pp. 45-51.</p> <p>See Story reading activities and Comprehension and Skill activities in Read Well Plus: TG 39, pp. 14-19, 36-39, 50-54; TG 42, pp. 14-17, 30-35,</p>

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	<p>46-49, 52-62; TG 44, pp. 20-27, 40-45, 62-76; TG 46, pp. 14-19, 32-37, 50-55; TG 47, pp. 14-17, 36-41, 46-49; TG 49, pp. 14-21, 34-39, 52-57</p> <p>See Read Aloud activities in Read Well 1 Composition. Teachers prompt students to answer questions about plot in the Read Aloud activity and students perform Oral Story Retells: Vol. 1, pp. 40-43, 118-121, 206-211, 275-278 ; Vol. 2, pp. 544-547, 604-606, 766-770</p> <p>Students identify the topic and retell details during Read Aloud activities in Read Well 1 Composition. For expository text examples, see: Vol. 1, pp. 262-266, 292-296, 322-326, 376-381; Vol. 2, pp. 510-514, 668-672, 734-737</p>
<p>1.2.R.2 Students will discriminate between fiction and nonfiction/informational text.</p>	<p>A wide variety of text is read in the Read Well 1 program. See Getting Started: A Guide to Implementation, pp. 14-16 for a list of the different texts read in the program. Specific teaching strategies include guided practice, Echo and Partner Reading of Solo Stories, Repeated Readings, regular timed Oral Reading Fluency Assessments with Tricky Word Warm-Ups, and optional Extra Practice Fluency Passages. For representative examples, see: Read Well 1 Teacher's Guides: TG 14: 22-24, 64; TG 16: 10, 22-24, 56, 64; TG 17: 8, 48-50, 56, 64; TG 19: 22-23, 56, 61, 64; TG 21: 34-36, 64</p> <p>See Read Well Plus: TG 39, pp. 14-19, 36-39, 50-54; TG 42, pp. 14-17, 30-35, 46-49, 52-62; TG 44, pp. 20-27, 40-45, 62-76; TG 46, pp. 14-19, 32-37, 50-55; TG 47, pp. 14-17, 36-41, 46-49; TG 49, pp. 14-21, 34-39, 52-57</p> <p>In Read Well 1, see Storybook activities and Comprehension and Skill activities. See TG 1: 30-36; TG 16: 49-50; TG 18: 22-24, 33-34; TG 20: 8, 22-23, 49-50; TG 24: 17-19; TG 26: 47; TG 28: 35, 47.</p> <p>See reading activities in Read Well 1 Composition. For expository text examples, see: Vol. 1, pp. 262-266, 292-296, 322-326, 376-381; Vol. 2, pp. 510-514, 668-672, 734-737</p> <p>See also Read Well 1 Spelling and Writing Conventions: Vol. 1: 27, 39, 57, 73, 74, 124, 191, 205; Vol. 2: 335, 341, 352, 355, 410, 445, 450, 483, 489, 575, 604, 629, 650, 653.</p>
<p>1.2.R.3 Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text.</p>	<p>Each Storybook features Oral Story Retells and Written Retells, where students describe character, setting, and events of a story. See: TG 1, pp. 35-36; TG 6, pp. 49-50; TG 16, pp. 49-50; TG 17, pp. 37-38; TG 18, pp. 33-44; TG 20, pp. 49-50; TG 34. p. 47.</p> <p>See Read Well Plus Story Reading activities where students where students describe character, setting, and events of a story: TG 39, pp. 14-19, 36-39, 50-54; TG 42, pp. 14-17, 30-35, 46-49, 52-62; TG 44, pp. 20-27, 40-45, 62-76; TG 46, pp. 14-19, 32-37, 50-55; TG 47, pp. 14-17, 36-41, 46-49; TG 49, pp. 14-21, 34-39, 52-57</p> <p>See Read Aloud activities in Read Well 1Composition. Teachers prompt students to answer questions about characters, setting and events in the Read Aloud activity, and students perform Oral Story Retells: Vol. 1, pp. 40-43, 118-121, 206-211, 275-278 ; Vol. 2, pp. 544-547, 604-606, 766-770</p>
<p>Writing</p>	
<p>Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.</p>	

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1.2.W.1 Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.	Read Well 2 Composition Vol. 1 pp. 33, 35, 44-54, 57, 60, 74-75, 87, 92-94, 97-107, 122, 136, 139, 148, 162-172, 193-197, 240-241, 386-393, Vol. 2 pp. 416, 442-443, 450, 453, 455-457, 459, 467, 470-472, 477, 478, 542-544, 556-562, 573, 601-604, 612, 616, 625-631, 634, 662, 668, 672, 683-694, 697-703, 725-731, 749-750, 752-753, 757, 759, 796-801, 809, 811-813, 822-831, 844, 858, 863-876, 879-882, 885-890, 902, 905-906, 929, 933, 934
1.2.W.2 Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences with guidance and support.	Read Well 2 Composition Vol. 1 pp. 33, 35, 44-54, 57, 60, 74-75, 87, 92-94, 97-107, 122, 136, 139, 148, 162-172, 193-197, 240-241, 386-393, Vol. 2 pp. 416, 442-443, 450, 453, 455-457, 459, 467, 470-472, 477, 478, 542-544, 556-562, 573, 601-604, 612, 616, 625-631, 634, 662, 668, 672, 683-694, 697-703, 725-731, 749-750, 752-753, 757, 759, 796-801, 809, 811-813, 822-831, 844, 858, 863-876, 879-882, 885-890, 902, 905-906, 929, 933, 934
1.2.W.3 Students will correctly spell grade-appropriate, highly decodable words (e.g., cup, like, cart) and common, irregularly spelled sight words (e.g., the) while editing.	Read Well 2 activities have Check and Correct boxes which let students self-edit their work. See: TG 1, p. 29; TG 5, p. 81; TG 7, p. 59; TG 11, pp. 29, 79-81, TG 17, pp. 92, 107; TG 23, p. 38-39 See Editing activities in Read Well 2 Spelling and Writing: Vol. 2, pp. 838, 843, 868, 874, 921, 961, 1019, 1068
1.2.W.4 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook).	See Editing activities in Read Well 2 Spelling and Writing: Vol. 2, pp. 838, 843, 868, 874, 921, 961, 1019, 1068
Standard 3: Critical Reading and Writing	
Students will apply critical thinking skills to reading and writing.	
Reading	
Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	
1.3.R.1 Students will identify the author's purpose (i.e., tell a story, provide information) with guidance and support.	Students talk about informational selections during Story Reading and Comprehension and Skill exercises. Specific teaching strategies include guided practice, teacher scripting and prompts during Duet and Solo Story readings, oral and written story retells and comparisons, fact sheets, guided reports, and Story Maps. See: TG 5, pp. 20, 29-32; TG 7, p. 17; TG 11, pp. 17-20, 29-32; TG 24, pp. 17-19, 41-42; TG 37, pp. 45-51.
1.3.R.2 Students will describe who is telling the story (i.e., point of view).	See Read Well 1 teacher scripting in Storybook activities, and questions answered by students in Comprehension and Skill activities. See TG 1: 30-36; TG 16: 49-50; TG 18: 22-24, 33-34; TG 20: 8, 22-23, 49-50; TG 24: 17-19; TG 26: 47; TG 28: 35, 47. See Read Well Plus: TG 39, pp. 14-19, 36-39, 50-54; TG 42, pp. 14-17, 30-35, 46-49, 52-62; TG 44, pp. 20-27, 40-45, 62-76; TG 46, pp. 14-19, 32-37, 50-55; TG 47, pp. 14-17, 36-41, 46-49; TG 49, pp. 14-21, 34-39, 52-57
1.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization: <ul style="list-style-type: none"> ● setting (i.e., time, place) ● plot ● main characters and their traits in a story 	Each Storybook features Oral Story Retells and Written Retells, where students describe character, setting, and events of a story. See: TG 1, pp. 35-36; TG 6, pp. 49-50; TG 16, pp. 49-50; TG 17, pp. 37-38; TG 18, pp. 33-44; TG 20, pp. 49-50; TG 34, p. 47. See Read Well Plus Story Reading activities where students where students describe character, setting, and events of a story: TG 39, pp. 14-19, 36-39, 50-54; TG 42, pp. 14-17, 30-35, 46-49, 52-62; TG 44, pp. 20-27,

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	40-45, 62-76; TG 46, pp. 14-19, 32-37, 50-55; TG 47, pp. 14-17, 36-41, 46-49; TG 49, pp. 14-21, 34-39, 52-57 See Read Aloud activities in Read Well 1Composition. Teachers prompt students to answer questions about characters, setting and events in the Read Aloud activity, and students perform Oral Story Retells: Vol. 1, pp. 40-43, 118-121, 206-211, 275-278 ; Vol. 2, pp. 544-547, 604-606, 766-770
1.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, why, and when) about texts.	Students ask and answer questions in every Read Well 1 activity. See guided practice, regular use of a modified K-W-L format, frequent scripting in teacher text, and various Comprehension and Skill activities. See TG 1: 30-36; TG 16: 49-50; TG 18: 22-24, 33-34; TG 20: 8, 22-23, 49-50; TG 24: 17-19; TG 26: 47; TG 28: 35, 47. See Read Well Plus Story reading activities where students ask and answer questions about what is read. Read Well Plus: TG 39, pp. 14-19, 36-39, 50-54; TG 42, pp. 14-17, 30-35, 46-49, 52-62; TG 44, pp. 20-27, 40-45, 62-76; TG 46, pp. 14-19, 32-37, 50-55; TG 47, pp. 14-17, 36-41, 46-49; TG 49, pp. 14-21, 34-39, 52-57
1.3.R.5 Students will begin to locate facts that are clearly stated in a text.	Students look at illustrations, charts, and diagrams to respond to locate information and facts. See TG 5, pp. 14-15; TG 10, pp. 14-15; TG 13, pp. 14-15; TG 17, pp. 14-15; TG 19, pp. 14-15 Read Well 1 Composition students preview and identify expository text features in Read Aloud activities before reading: Vol. 1, pp. 92, 180, 292, 376; Vol. 2, pp. 544, 604, 700, 737, 800
Writing	
Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
1.3.W.1 NARRATIVE Students will begin to write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with guidance and support.	See Read Well 1 Composition, where students write narratives: Vol. 1, pp. 17-21, 96-104, 212-219; Vol. 2, pp. 548-561, 639-653. See also Read Well 1 Composition Scope and Sequence for a list of writing activities for the entire program: Getting Started, a Guide to Implementation, pp. 28-32.
1.3.W.2 INFORMATIVE Students will begin to write facts about a subject in response to a text read aloud to demonstrate understanding with guidance and support.	See Read Well 1 Composition, where students write expository text, including reports and journals: Vol. 1, pp. 267-274, 297-307, 308-309; Vol. 2, pp. 705-717, 738-752, 752-753, 876-885. See also Read Well 1 Composition Scope and Sequence for a list of writing activities for the entire program: Getting Started, a Guide to Implementation, pp. 28-32.
1.3.W.3 OPINION Students will express an opinion in writing about a topic and provide a reason to support the opinion with guidance and support.	See Read Well 1 Composition: Vol. 1, pp. 78-80, 166-168, 279-280, 396-398, 496-498; Vol. 2, pp. 654-656, 718-721, 786-788, 863-864, 971-973
Standard 4: Vocabulary	
Students will expand their working vocabularies to effectively communicate and understand texts.	
Reading	
Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	
1.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.	Students learn new vocabulary during Decoding Practice story reading activities, and Comprehension and Skill activities. See TG 1: 30-36; TG 14, pp. 14-15; TG 16: 49-50; TG 18: 22-24, 33-34; TG 19, pp. 14-20; TG 20, pp. 8, 14-15, 22-23, 49-50; TG 21, pp. 14-18, 26-27, 28-31, 32; TG 24: 17-19; TG

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	26: 47; TG 28: 35, 47. See Read Well 1 Getting Started: A Guide to Implementation, pp. 138-142 for a list of all words taught in Read Well 1 during Story Reading and Decoding Practice.
1.4.R.2 Students will use word parts (e.g., affixes, roots, stems) to decode unfamiliar words with guidance and support.	The following affixes and their meanings are introduced in the Read Well 1 program: -ed, -en, -er, -es, -est, -ing, -ly, -s, -y, -tion, re-, un-, ex-, -ful, o-, bi-, de-, -able, i-, be-, dis-, -ous. See TG 20, pp. 12-13, 53; TG 25, pp. 12-13; TG 28, pp. 26-27. See also: Spelling and Writing Conventions Teacher's Guide Vol. 2 pp. 394, 408, 648, 667-668.
1.4.R.3 Students will use context clues to determine the meaning of words with guidance and support.	Beginning in Read Well 1 Unit 32, students encounter words with known phonetic elements that have yet to be practiced in isolation, and are coached on how to determine meanings based on context. Students learn that context provides important clues for determining meaning. See TG 1, p. 31; TG 2 p. 38; TG 6, p.76; TG 12, p. 90; TG 17, pp. 14, 35; TG 18, pp. 96-97; TG 20, p. 42; TG 21, p. 13, TG 32, p. 8; TG 33, p. 23. Students begin creating their own My Picture Dictionary in Unit 39. See TG 25, p. 25.
1.4.R.4 Students will name and sort words into categories based on common attributes.	See Vocabulary activities in Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 56, 63, 80, 126, 156, 174, 191, 227, 239; Vol. 2, pp. 275, 347, 366, 413, 439, 494, 502, 558, 569, 607, 643, 650, 659
1.4.R.5 Students will use a dictionary (print and/or electronic) to find words.	See teacher resource guide, pp. 32, 34
Writing	
Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
1.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing with guidance and support.	See Read Well 1 Composition, where students take notes during Read Alouds and then write a report about what they have learned: Vol. 1, pp. 510-514, 515-530, 673-685, 700-704, 705-717
1.4.W.2 Students will select appropriate language according to purpose in writing with guidance and support.	In Read Well 1 Composition, students reread and revise by adding details and adjusting sentence structure in every piece of writing beginning in Unit 3. See Vol. 1, pp. 248, 307, 427; Vol. 2, pp. 561, 618, 681, 752, 820, 885, 894, 935, 964.
Standard 5: Language	
Students will apply knowledge of grammar and rhetorical style to reading and writing.	
Reading	
Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
1.5.R.1 Students will recognize nouns as concrete objects (i.e., people persons, places, and things) and use the pronoun "I."	See Read Well 2 Spelling and Writing Conventions: Vol. 1, pp. 376, 420, 424, 443, 476; Vol. 2, pp. 575, 669, 757, 844, 900, 922, 950, 983, 1011, 1016, 1058, 1074, 1086
1.5.R.2 Students will recognize verbs as actions.	See Read Well 2 Spelling and Writing Conventions: Vol. 1, pp. 376, 420, 424, 443, 476; Vol. 2, pp. 575, 669, 757, 844, 900, 922, 950, 983, 1011, 1016, 1058, 1074, 1086
1.5.R.3 Students will recognize color and number adjectives.	See Read Well 2 Spelling and Writing Conventions: Vol. 1, pp. 376, 420, 424, 443, 476; Vol. 2, pp. 575, 669, 757, 844, 900, 922, 950, 983, 1011, 1016, 1058, 1074, 1086

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1.5.R.4 Students will recognize the prepositions (e.g., The dog is on top of the doghouse) through pictures and movement.	See Read Well 2 Spelling and Writing Conventions: Vol. 1, pp. 376, 420, 424, 443, 476; Vol. 2, pp. 575, 669, 757, 844, 900, 922, 950, 983, 1011, 1016, 1058, 1074, 1086
1.5.R.5 Students will recognize singular and plural nouns with correct verbs in simple sentences (e.g. He sits; we sit).	See Read Well 2 Spelling and Writing Conventions: Vol. 1, pp. 376, 420, 424, 443, 476; Vol. 2, pp. 575, 669, 757, 844, 900, 922, 950, 983, 1011, 1016, 1058, 1074, 1086
Writing	
Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	
1.5.W.1 Students will capitalize:	See Read Well 2 Spelling and Writing Conventions, where students learn punctuation, capitalization, and contractions: Vol. 1, pp. 241, 331, 495; Vol. 2, pp. 928, 943, 955, 962, 967. See also spelling activities: Vol. 1, pp. 25-28, 45-49, 117-119, 139-144, 215-220, 347-350, 402-406, 456-459; Vol. 2, pp. 567-572, 657-660, 756-759, 899-902, 1019-1021, 1086-1090.
1.5.W.2 Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks.	See Read Well 2 Spelling and Writing Conventions, where students learn punctuation, capitalization, and contractions: Vol. 1, pp. 241, 331, 495; Vol. 2, pp. 928, 943, 955, 962, 967. See also spelling activities: Vol. 1, pp. 25-28, 45-49, 117-119, 139-144, 215-220, 347-350, 402-406, 456-459; Vol. 2, pp. 567-572, 657-660, 756-759, 899-902, 1019-1021, 1086-1090.
Standard 6: Research	
Students will engage in inquiry to acquire, refine, and share knowledge.	
Reading	
Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	
1.6.R.1 Students will decide who can answer questions about their topic or what resources they will need to find the information.	The following provide opportunity: Read Well 2 students create a mini book about President Lincoln's life in Unit 21. See TG 21, pp. 28-29, 44-45, 61, 72-73, 84-85. See also fact summaries in Read Well 2: TG 3, pp. 60-61; TG 5, p. 24; TG 10, p. 65; TG 20, p. 24. See also TG 17, pp. 34-35, 58-59, 62-63, 76-77, 114-115, TG 20, pp. 54-55, 67, 84-85, 98-99, TG 21, pp. 28-29, 44-45, 61, 72-73, 84-85
1.6.R.2 Students will identify graphic features including photos, illustrations, titles, labels, headings, charts, and graphs to understand a text.	The following provide opportunity: Read Well 2 students create a mini book about President Lincoln's life in Unit 21. See TG 21, pp. 28-29, 44-45, 61, 72-73, 84-85. See also fact summaries in Read Well 2: TG 3, pp. 60-61; TG 5, p. 24; TG 10, p. 65; TG 20, p. 24. See also TG 17, pp. 34-35, 58-59, 62-63, 76-77, 114-115, TG 20, pp. 54-55, 67, 84-85, 98-99, TG 21, pp. 28-29, 44-45, 61, 72-73, 84-85
1.6.R.3 Students will identify the location and purpose of various visual and text reference sources.	In all Read Well 2 Units, students review text features of each Storybook with the teacher in the Unit and Story Openers before they start reading, and use these text features to enhance their reading experience. In Unit 1, the teacher explicitly presents the cover, title page, and table of contents. For representative examples, see: TG 1, pp. 20-21; TG 2, p. 16; TG 3, pp. 72, 77; TG 8, p. 35; TG 10 p. 16; TG 13, p. 16; TG 15, p. 65; TG 17, pp. 16-17; TG 18, p. 80; TG 20 p. 16; TG 23, pp. 22; TG 25, pp. 14-15. For text structure instruction and use during Read Alouds, see Getting Started: A Guide to Implementation, p. 63-67. See Fluency Foundations Unit Introductions, TG A-E, pp. 18, 82, 206; TG F-J, pp. 14, 76, 138, 200, 262
Writing	
Students will summarize and paraphrase, integrate evidence, and cite sources to create reports,	

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projects, papers, texts, and presentations for multiple purposes.	
1.6.W.1 Students will generate questions about topics of interest.	The following provide opportunity: Read Well 2 students create a mini book about President Lincoln's life in Unit 21. See TG 21, pp. 28-29, 44-45, 61, 72-73, 84-85. See also fact summaries in Read Well 2: TG 3, pp. 60-61; TG 5, p. 24; TG 10, p. 65; TG 20, p. 24. See also TG 17, pp. 34-35, 58-59, 62-63, 76-77, 114-115, TG 20, pp. 54-55, 67, 84-85, 98-99, TG 21, pp. 28-29, 44-45, 61, 72-73, 84-85
1.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids with guidance and support.	The following provide opportunity: In Read Well 2, students recall what is read to answer questions regarding main characters, settings, and events in Story Reading and Comprehension and Skill activities. See: TG 1, p. 28-29; TG 6, p. 40; TG 7, p. 21; TG 18, pp. 47, 87; TG 19, p. 56-57; TG 24, p. 27
1.6.W.3 Students will make informal presentations of information gathered.	This is not explicitly addressed in the Read Well 2 program. The following provide opportunity: Read Well 2 students illustrate when completing Written Retells and during Comprehension and Skill activities. See TG 8, pp. 17, 31, 51, 83, 96; TG 12, pp. 26-27; TG 17, pp. 35, 77, 104, 105; TG 24, pp. 83, 103
Standard 7: Multimodal Literacies	
Students will acquire, re20ne, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.	
Reading	
Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	
1.7.R.1 Students will use provided print and digital resources with guidance and support.	This is not explicitly addressed in the Read Well 1 program.
1.7.R.2 Students will explore and compare how ideas and topics are depicted in a variety of media and formats.	Students read different texts on the same topic when moving through Unit Themes. For example, the Theme for Units 26 and 27 is "Freedom". Unit 26 focuses on Harriet Tubman and Unit 27 focuses on Dr. Martin Luther King, Jr. The Theme for Units 11, 12 and 13 is "Mammals". Unit 11 is "All about Mammals", Unit 12 "Mammal Pets" and Unit 13 "Mammals in Winter".
Writing	
Students will create multimodal texts to communicate knowledge and develop arguments.	
1.7.W.1 Students will select and use appropriate technology or media to communicate with others with guidance and support.	This is not explicitly addressed in the Read Well 1 program.
1.7.W.2 Students will use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.	This is not explicitly addressed in the Read Well 1 program.
Standard 8: Independent Reading and Writing	
Students will read and write for a variety of purposes including, but not limited to, academic and personal.	
Reading	
Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	

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<p>1.8.R Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time with guidance and support.</p>	<p>A wide variety of text is read in the Read Well 1 program. See <i>Getting Started: A Guide to Implementation</i>, pp. 14-16 for a list of the different texts read in the program. Specific teaching strategies include guided practice, Echo and Partner Reading of Solo Stories, Repeated Readings, regular timed Oral Reading Fluency Assessments with Tricky Word Warm-Ups, and optional Extra Practice Fluency Passages. For representative examples, see: Read Well 1 Teacher's Guides: TG 14: 22-24, 64; TG 16: 10, 22-24, 56, 64; TG 17: 8, 48-50, 56, 64; TG 19: 22-23, 56, 61, 64; TG 21: 34-36, 64</p> <p>In Read Well 1, see Storybook activities and Comprehension and Skill activities. See TG 1: 30-36; TG 16: 49-50; TG 18: 22-24, 33-34; TG 20: 8, 22-23, 49-50; TG 24: 17-19; TG 26: 47; TG 28: 35, 47.</p> <p>See Read Well Plus: TG 39, pp. 14-19, 36-39, 50-54; TG 42, pp. 14-17, 30-35, 46-49, 52-62; TG 44, pp. 20-27, 40-45, 62-76; TG 46, pp. 14-19, 32-37, 50-55; TG 47, pp. 14-17, 36-41, 46-49; TG 49, pp. 14-21, 34-39, 52-57</p> <p>See reading activities in Read Well 1 Composition. For expository text examples, see: Vol. 1, pp. 262-266, 292-296, 322-326, 376-381; Vol. 2, pp. 510-514, 668-672, 734-737</p> <p>See also Read Well 1 Spelling and Writing Conventions: Vol. 1: 27, 39, 57, 73, 74, 124, 191, 205; Vol. 2: 335, 341, 352, 355, 410, 445, 450, 483, 489, 575, 604, 629, 650, 653.</p>
Writing	
<p>Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.</p>	
<p>1.8.W Students will write independently for extended and shorter periods of time through a combination of emergent and conventional writing with guidance and support.</p>	<p>See Read Well 1 Composition, where students write expository text, including reports and journals: Vol. 1, pp. 267-274, 297-307, 308-309; Vol. 2, pp. 705-717, 738-752, 752-753, 876-885. See also Read Well 1 Composition Scope and Sequence for a list of writing activities for the entire program: <i>Getting Started, a Guide to Implementation</i>, pp. 28-32.</p>

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Oklahoma Academic Standards for English Language Arts 2nd Grade	Voyager Read Well Matches
Standard 1: Speaking and Listening	
Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.	
Reading	
Students will develop and apply effective communication skills through speaking and active listening.	
2.1.R.1 Students will actively listen and speak using appropriate discussion rules.	See Story Reading activities, where students participate in class discussion about aspects of stories such as plot and main characters: TG 1, pp. 24-27, 32-35; TG 3, pp. 20-23, 42-45; TG 4, pp. 25-29; TG 8, pp. 36-39; TG 12, pp. 20-25; TG 15, pp. 20-29, 50-57; TG 16, pp. 49-52; TG 17, p. 93; TG 18, pp. 82, 92; TG 20, pp. 33-39, 73-81; TG 21, p. 70; TG 23, pp. 56-65, 76-88; TG 25, pp. 18-29, 80-86
2.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally, through text or other media to confirm understanding.	See Read Well 2 Story Reading activities, where students ask and answer questions about plot and main characters: TG 1, pp. 24-27, 32-35; TG 3, pp. 20-23, 42-45; TG 4, pp. 25-29; TG 8, pp. 36-39; TG 12, pp. 20-25; TG 15, pp. 20-29, 50-57; TG 16, pp. 49-52; TG 17, p. 93; TG 18, pp. 82, 92; TG 20, pp. 33-39, 73-81; TG 21, p. 70; TG 23, pp. 56-65, 76-88; TG 25, pp. 18-29, 80-86. See also Comprehension and Skill activities: TG 1, pp. 67-69; TG 3, p. 24, 56-57; TG 8, pp. 50-51, 82-83, 96-97; TG 22, pp. 38-39, 71-73
2.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.	See Story Reading activities, where students participate in class discussion about aspects of stories such as plot and main characters: TG 1, pp. 24-27, 32-35; TG 3, pp. 20-23, 42-45; TG 4, pp. 25-29; TG 8, pp. 36-39; TG 12, pp. 20-25; TG 15, pp. 20-29, 50-57; TG 16, pp. 49-52; TG 17, p. 93; TG 18, pp. 82, 92; TG 20, pp. 33-39, 73-81; TG 21, p. 70; TG 23, pp. 56-65, 76-88; TG 25, pp. 18-29, 80-86
2.1.R.4 Students will restate and follow multi-step directions.	Read Well 2 Composition Vol. 1 pp. 386
Writing	
Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	
2.1.W.1 Students will report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Students retell whole stories and parts of stories in most Read Well 2 Units. For examples, see: TG 1, p. 33, 52; TG 3, p. 24-25; TG 5, p. 73, 74-75; TG 7, pp. 48-49; TG 15, p. 82; TG 17, pp. 54, 56; TG 18 p. 105; TG 21, p. 28, 61 Students use Written Retells to retell the stories they have read, which includes sequential order, identifying characters and describing setting and plot. See: TG 5, p. 74-75; TG 8, pp. 50-51, TG 17, pp. 105-107
2.1.W.2 Students will work respectfully within groups, share responsibility for collaborative work, and value individual contributions made by each group member.	Provides opportunities: Read Well 2 students create a mini book about President Lincoln's life in Unit 21. See TG 21, pp. 28-29, 44-45, 61, 72-73, 84-85. See also fact summaries in Read Well 2: TG 3, pp. 60-61; TG 5, p. 24; TG 10, p. 65; TG 20, p. 24. See also TG 17, pp. 34-35, 58-59, 62-63, 76-77, 114-115, TG 20, pp. 54-55, 67, 84-85, 98-99, TG 21, pp. 28-29, 44-45, 61, 72-73, 84-85
Standard 2: Reading Foundations/Reading and Writing Process	
Students will develop foundational skills for future reading success by working with sounds, letters,	

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and text. Students will use a variety of recursive reading and writing processes.	
Phonological Awareness	
Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.	
Students will continue to review and apply earlier grade level expectations for this standard. If phonological awareness skills are not mastered, students will address skills from previous grades.	
Print Concepts	
Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.	
2.2.PC Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences.	Handwriting is specifically addressed in lower levels of Read Well. In Grade 2, students have the opportunity to practice their skills in writing activities. Comp: UA: W1: D5: 44-45, 47, UB: W1: D1: 87-91, D2: 92-96, D3: 97-102, D4: 105-109, W2: D1: 116-121, D2: 122-128, D3: 129-134, D4: 135-140, D5: 141-145, U2: W1: D1: 215-223, D2: 224-231, D4: 240-246, D5: 247-252, W2: D5: 280-284, U3: W1: D3: 307-313, D4: 314-321, D5: 322-326, W2: D1: 327-334, D2: 335-340, D3: 341-349, D4: 350-356, U4: W1: D1: 363-368, D2: 369-374, D3: 375-380, D4: 381-388, D5: 389-395, W2: D1: 397-403, D2: 404-410, D3: 411-419, D4: 420-426, D5: 427-437, W3: D1: 438-443, D2: 444-449, D3: 450-459, D4: 460-466, U5: W1: D1: 475-486, D2: 487-496, D3: 497-504, D4: 505-509, D5: 510-517, W2: D5: 543-548, U8: W1: D1: 683-688, D2: 689-694, D3: 695-700, D4: 701-707, D5: 708-712, W2: D1: 713-718, D2: 719-724, D3: 725-729, D4: 730-736, D5: 737-740, W3: D1: 741-746, D2: 747-752, D3: 753-758, D4: 759-765, D5: 766-770, U11: W1: D1: 997-1004, D2: 1005-1013, D3: 1014-1020, D4: 1021-1025, D5: 1026-1031, W2: D1: 1032-1034, D2: 1035-1038, D3: 1039-1043, D4: 1044-1046, D5: 1047-1049
Students will continue to review and apply earlier grade level expectations for this standard. If print concepts skills are not mastered, students will address skills from previous grades.	
Phonics and Word Study	
Students will decode and read words in context and isolation by applying phonics and word analysis skills.	
2.2.PWS.1 Students will decode one- and two-syllable words by using their knowledge of: <ul style="list-style-type: none"> • single consonants, including those with two different sounds (e.g., soft and hard c [cent, cat] and g [gem, goat]) • consonant blends (e.g., bl, br, cr) • consonant digraphs and trigraphs (e.g., sh-, -tch) • vowel sounds: <ul style="list-style-type: none"> ○ long ○ short ○ “r” controlled vowels (e.g., ar, er, ir or, ur) • vowel spelling patterns: 	<p>Read Well 2 students learn words with r- controlled vowels, short and long vowels, irregular words, consonant blends, and vowel digraphs. See: See the Read Well 2 Skill Sequence, in Getting Started: A Guide to Implementation, pp. 8-11. See also: TG 2, pp. 14-15; TG 3, p. 14-15; TG 5, pp. 52-53</p> <p>Read Well 2 students use prefixes and suffixes frequently in most Units. See the Read Well 2 Skill Sequence, in Getting Started: A Guide to Implementation, pp. 8-11. Read Well 2 does a cumulative review of all affixes taught in Read Well 1: -ed, -en, -es, -ing, -s, etc. See: TG 1 pp. 31, 39; TG 2, pp. 38, 52; TG 8, pp. 14, 44, 85, TG 12, p. 62; TG 22, p. 15, 75. In Unit 17, the teacher explicitly introduces base words. See:</p>

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<ul style="list-style-type: none"> o vowel digraphs (e.g., ea, oa, ee) o vowel-consonant-silent-e (e.g., lake) o vowel diphthongs (vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy) 	<p>TG 17, p. 60</p> <p>Sound Practices and Reviews throughout each Read Well 2 Unit are applied to vocabulary words and other new words. In addition, Reading by Analogy activities require students to use knowledge of sounds in familiar words to decode new words. For representative examples, see: TG 1 pp. 18-19, 48-49; TG 3, pp. 48-49; TG 7, pp. 32-33; TG 6, pp. 14-15, 30-31, TG 15, pp. 46-47, 94-95; TG 20, pp.14-15; TG 21, pp. 12-13, 46-47</p> <p>See Read Well 2 Spelling and Writing Conventions, where students spell high frequency words and learn to recognize irregular sight words: Vol. 1, pp. 25-28, 45-49, 117-119, 139-144, 215-220, 347-350, 402-406, 456-459; Vol. 2, pp. 567-572, 657-660, 756-759, 899-902, 1019-1021, 1086-1090. See also Getting Started: A Guide to Implementation, pp. 2-4. 11-16</p> <p>Spelling Patterns are explicitly taught in Read Well 2, Spelling and Writing. See: Vol. 1, pp. 8-9, 40, 62, 93, 112, 122, 153, 216, 227, 234-235, 261, 282, 301, 333, 340, 429, 443, 489-490, 503, 536, 575, 589, 595, 636, 653, 701, 746, 757, 770, 840, 871, 929, 989, 1042, 1100</p>
<p>2.2.PWS.2 Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> • all major syllable patterns (e.g., closed, consonant +le, open, vowel team, vowel silent e, r-controlled) • inflectional endings (e.g., -s, -ed, -ing) • compound words • contractions • abbreviations • common roots and related prefixes and suffixes 	<p>Read Well 2 students learn words with r- controlled vowels, short and long vowels, irregular words, consonant blends, and vowel digraphs. See: See the Read Well 2 Skill Sequence, in Getting Started: A Guide to Implementation, pp. 8-11. See also: TG 2, pp. 14-15; TG 3, p. 14-15; TG 5, pp. 52-53. Sound Practices and Reviews throughout each Read Well 2 Unit are applied to vocabulary words and other new words. In addition, Reading by Analogy activities require students to use knowledge of sounds in familiar words to decode new words. For representative examples, see: TG 1 pp. 18-19, 48-49; TG 3, pp. 48-49; TG 7, pp. 32-33; TG 6, pp. 14-15, 30-31, TG 15, pp. 46-47, 94-95; TG 20, pp.14-15; TG 21, pp. 12-13, 46-47</p> <p>Read Well 2 students first learn contractions in Unit 12. Contractions are irregular words, or "Tricky Words," and are practiced and reviewed regularly in Decoding Practice and in Story Reading activities. See Unit 12, pp. 34-35, 38-39. For a complete list of words taught in Read Well 2, see Getting Started: A Guide to Implementation, pp. 157-159.</p> <p>Abbreviations: Limited opportunity may be found in Read Well 2 Composition Vol. 1, pp. 98, 106, 176, 192, 258, and Vol.2, 482, 543, 578, 750, 754</p>
<p>2.2.PWS.3 Students will read words in common word families (e.g., -ight, -ink, -ine, ow).</p>	<p>Spelling Patterns are explicitly taught in Read Well 2, Spelling and Writing. See: Vol. 1, pp. 8-9,40, 62, 93, 112, 122, 153, 216, 227, 234-235, 261, 282, 301, 333, 340, 429, 443, 489-490, 503, 536, 575, 589, 595, 636, 653, 701, 746, 757, 770, 840, 871, 929, 989, 1042, 1100</p>
Fluency	
<p>Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.</p>	
<p>2.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.</p>	<p>See Read Well 2 Spelling and Writing Conventions, where students spell high frequency words and learn to recognize irregular sight words: Vol. 1, pp. 25-28, 45-49, 117-119, 139-144, 215-220, 347-350, 402-406, 456-459; Vol. 2, pp. 567-572, 657-660, 756-759, 899-902, 1019-1021, 1086-1090. See also Getting Started: A Guide to Implementation, pp. 2-4. 11-16</p>
<p>2.2.F.2 Students will orally read grade- level text at</p>	<p>Read Well 2 students read unpracticed text with the teacher each day and</p>

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an appropriate rate, smoothly and accurately, with expression that connotes comprehension.	are consistently reminded to finger track, read aloud and to themselves for accuracy, and read for expression when reading aloud in the Read Well 2 program. Additionally, students undergo timed reading fluency exercises on the last day of each Unit. Scores are tracked by the teacher in each Unit. By the end of Unit 12, students have learned all the basic letter/sound correspondences required to read most second grade level text. See Getting Started, A Guide to Implementation, pp. 25-27. For examples of reading practice and instruction with the teacher and examples of independent reading, see Read Well 2: TG 1, p. 24-27, 32-35; TG 3, 20-23, 42-45; TG 4, pp. 25-29; TG 8, pp. 36-39; TG 12, pp. 20-25; TG 15, pp. 20-29, 50-57; TG 16, pp. 49-52; TG 17, p. 93; TG 18, pp. 82, 92; TG 20, pp. 33-39, 73-81; TG 21, p. 70; TG 23, pp. 56-65, 76-88; TG 25, pp. 18-29, 80-86
Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.	
Reading	
Students will read and comprehend increasingly complex literary and informational texts.	
2.2.R.1 Students will locate the main idea and supporting details of a text.	Read Well 2 students frequently identify the main idea/topic of an expository text in Comprehension and Skill and Story Reading activities. See: TG 5, p. 28; TG 7, pp. 62, 66-73; TG 13, p. 27 ; TG 17, pp. 22-35, 40-59. For main ideas in Read Aloud stories, Units 1-25, See Getting Started: A Guide to Implementation, pp. 63-67.
2.2.R.2 Students will begin to compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.	Students learn about organizational structures of stories when completing Written Retells of whole stories and parts of stories in most Read Well 2 Units. For Written Retell examples and other sequencing examples, see: TG 3, pp. 24-25, 68; TG 5, pp. 36-40, 65, 73, 74-75; TG 7, pp. 48-49; TG 8, pp. 50-51; TG 9, p. 77; TG 10, pp. 48-49, 65, 79; TG 12, pp. 28-29; TG 15, p. 92; TG 17, pp. 105-107; TG 18 pp. 55, 72-73, 105; TG 21, pp. 44-45, 60-61, 72-73, 84-85; TG 25, pp. 46-47 Students also complete Story Maps: TG 1, pp. 66-67, 68-69; TG 8, p. 42-43; TG 11, pp. 70-71; TG18, p. 55
2.2.R.3 Students will begin to summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.	See Read Well 2 Story Reading activities and Comprehension and Skill, where students ask and answer who, what, where, when, why, and how questions about plot and main characters: TG 1, pp. 24-27, 32-35; TG 3, pp. 20-23, 42-45; TG 4, pp. 25-29; TG 8, pp. 36-39; TG 11 pp. 25-31; TG 12, pp. 20-25; TG 13, p. 101-107, 117-126; TG 14 pp. 27-31; TG 15, pp. 20-29, 50-57; TG 16, pp. 49-52; TG 17, p. 93; TG 18, pp. 82, 92; TG 20, pp. 33-39, 73-81; TG 21, p. 70; TG 23, pp. 56-65, 76-88; TG 23 pp. 63-69, 83-91; TG 24, pp. 24-27, 36-39, 60-63; TG 25, pp. 18-29, 80-86 See also Read Well 2 Written Retells: TG 5, p. 74-75; TG 8, pp. 50-51, TG 17, pp. 105-107; TG 18 p. 105
Writing	
Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	
2.2.W.1 Students will develop drafts by sequencing	Read Well 2 Composition Vol. 1 pp. 33, 35, 44-54, 57, 60, 74-75, 87, 92-94,

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the action or details in a story or about a topic through writing sentences.	97-107, 122, 136, 139, 148, 162-172, 193-197, 240-241, 386-393, Vol. 2 pp. 416, 442-443, 450, 453, 455-457, 459, 467, 470-472, 477, 478, 542-544, 556-562, 573, 601-604, 612, 616, 625-631, 634, 662, 668, 672, 683-694, 697-703, 725-731, 749-750, 752-753, 757, 759, 796-801, 809, 811-813, 822-831, 844, 858, 863-876, 879-882, 885-890, 902, 905-906, 929, 933, 934
2.2.W.2 Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences.	Read Well 2 Composition Vol. 1 pp. 33, 35, 44-54, 57, 60, 74-75, 87, 92-94, 97-107, 122, 136, 139, 148, 162-172, 193-197, 240-241, 386-393, Vol. 2 pp. 416, 442-443, 450, 453, 455-457, 459, 467, 470-472, 477, 478, 542-544, 556-562, 573, 601-604, 612, 616, 625-631, 634, 662, 668, 672, 683-694, 697-703, 725-731, 749-750, 752-753, 757, 759, 796-801, 809, 811-813, 822-831, 844, 858, 863-876, 879-882, 885-890, 902, 905-906, 929, 933, 934
2.2.W.3 Students will correctly spell grade-appropriate words while editing. 2.2.W.4 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, dictionaries).	Read Well 2 activities have Check and Correct boxes which let students self-edit their work. See: TG 1, p. 29; TG 5, p. 81; TG 7, p. 59; TG 11, pp. 29, 79-81, TG 17, pp. 92, 107; TG 23, p. 38-39 See Editing activities in Read Well 2 Spelling and Writing: Vol. 2, pp. 838, 843, 868, 874, 921, 961, 1019, 1068
Standard 3: Critical Reading and Writing	
Students will apply critical thinking skills to reading and writing.	
Reading	
Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	
2.3.R.1 Students will determine the author's purpose (i.e., tell a story, provide information).	Read Well 2 students determine author's purpose in the following places: TG 4, p. 42; TG 6, pp. 23, 36; TG 10, pp. 26, 70; TG 12, pp. 69, 82, 97; TG 15, pp. 27, 70; TG 24, pp. 25, 49, 91
2.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.	Read Well 2 students examine characters. See: TG 1, p. 28-29; TG 4, p. 30; TG 6, p. 40; TG 9, p. 22; TG 14, p. 51; TG 18, p. 47, 87; TG 19, p. 56-57; TG 24, p. 62. Students also use the Character Comparison Matrix and the Compare/Contrast Matrix graphic organizers to further examine throughout the program. Unit 8 is folktale- specific. For specific examples, see: TG 1: 67-69; TG 2 p. 40; TG 5: 48-50; TG 8, p. 42, 48; TG 10, p. 77; TG 14, pp. 39-41; TG 15, pp. 44-45, 75, 92 TG 18, p. 55; TG 20, p. 54-55; TG 25, pp. 61-63
2.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization: <ul style="list-style-type: none"> ● setting (i.e., time, place) ● plot ● characters ● characterization 	Read Well 2 students answer questions regarding characters' actions, motives, etc., see: TG 1, p. 28-29; TG 4, p. 30; TG 6, p. 40; TG 9, p. 22; TG 14, p. 51; TG 18, p. 47, 87; TG 19, p. 56-57; TG 24, p. 62. Students also use the Character Comparison Matrix and the Compare/Contrast Matrix graphic organizers to further examine throughout the program. Unit 8 is folktale- specific. For specific examples, see: TG 1: 67-69; TG 2 p. 40; TG 5: 48-50; TG 8, p. 42, 48; TG 10, p. 77; TG 14, pp. 39-41; TG 15, pp. 44-45, 75, 92 TG 18, p. 55; TG 20, p. 54-55; TG 25, pp. 61-63
2.3.R.4 Students will find examples of literary devices: <ul style="list-style-type: none"> ● simile ● metaphor 	In Read Well 1 in Composition, Vol. 1 TG pp. 234, 238, 442 narrative poems are used to discuss poetry and provide some opportunities to find examples of literary devices
2.3.R.5 Students will locate facts that are clearly	See Read Well 2 Comprehension and Skill and Story Reading activities. See:

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stated in a text.	TG 5, p. 28; TG 7, pp. 62, 66-73; TG 13, p. 27 ; TG 17, pp. 22-35, 40-59. For main ideas in Read Aloud stories, Units 1-25, See Getting Started: A Guide to Implementation, pp. 63-67. Students also complete fact summaries for stories they have read. See: TG 3, pp. 60-61; TG 5, p. 24; TG 10, p. 65; TG 20, p. 24
2.3.R.6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.	In all Read Well 2 Units, students review text features of each Storybook with the teacher in the Unit and Story Openers before they start reading, and use these text features to enhance their reading experience. In Unit 1, the teacher explicitly presents the cover, title page, and table of contents. For representative examples, see: TG 1, pp. 20-21; TG 2, p. 16; TG 3, pp. 72, 77; TG 8, p. 35; TG 10 p. 16; TG 13, p. 16; TG 15, p. 65; TG 17, pp. 16-17; TG 18, p. 80; TG 20 p. 16; TG 23, pp. 22; TG 25, pp. 14-15. For text structure instruction and use during Read Alouds, see Getting Started: A Guide to Implementation, p. 63-67. See Fluency Foundations Unit Introductions, TG A-E, pp. 18, 82, 206; TG F-J, pp. 14, 76, 138, 200, 262
6.3.R.7 Students will ask and answer inferential questions (e.g., how and why) using the text to support answers with guidance and support.	See Read Well 2 Story Reading activities and Comprehension and Skill activities, where students ask and answer who, what, where, when, why, and how questions about plot and main characters: TG 1, pp. 24-27, 32-35; TG 3, pp. 20-23, 42-45; TG 4, pp. 25-29; TG 8, pp. 36-39; TG 11 pp. 25-31; TG 12, pp. 20-25; TG 13, p. 101-107, 117-126; TG 14 pp. 27-31; TG 15, pp. 20-29, 50-57; TG 16, pp. 49-52; TG 17, p. 93; TG 18, pp. 82, 92; TG 20, pp. 33-39, 73-81; TG 21, p. 70; TG 23, pp. 56-65, 76-88; TG 23 pp. 63-69, 83-91; TG 24, pp. 24-27, 36-39, 60-63; TG 25, pp. 18-29, 80-86 See also Fluency Foundations Story Reading activities: TG A-E, pp. 28-30, 100-101, 148-149, 224-225; TG F-J, pp. 80-82, 162-163, 210-212, 280-281
Writing	
Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
2.3.W.1 NARRATIVE Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with guidance and support.	See Read Well 2 Personal Narrative activities: TG 9, pp. 68-69, 77; TG 10, pp. 79, 82-83, 95, 103; TG 18, pp. 72-73; TG 19, pp. 86-87, 110. Students also write letters to story characters in the Read Well 2 program. See: TG 15, p. 60-61; TG 17, p. 92; TG 24, pp. 38-39, 51, 104-105 Comp: UA: W1: D5: 44-45, 47, UB: W1: D1: 87-91, D2: 92-96, D3: 97-102, D4: 105-109, W2: D1: 116-121, D2: 122-128, D3: 129-134, D4: 135-140, D5: 141-145, U2: W1: D1: 215-223, D2: 224-231, D4: 240-246, D5: 247-252, W2: D5: 280-284, U3: W1: D3: 307-313, D4: 314-321, D5: 322-326, W2: D1: 327-334, D2: 335-340, D3: 341-349, D4: 350-356, U4: W1: D1: 363-368, D2: 369-374, D3: 375-380, D4: 381-388, D5: 389-395, W2: D1: 397-403, D2: 404-410, D3: 411-419, D4: 420-426, D5: 427-437, W3: D1: 438-443, D2: 444-449, D3: 450-459, D4: 460-466, U5: W1: D1: 475-486, D2: 487-496, D3: 497-504, D4: 505-509, D5: 510-517, W2: D5: 543-548, U8: W1: D1: 683-688, D2: 689-694, D3: 695-700, D4: 701-707, D5: 708-712, W2: D1: 713-718, D2: 719-724, D3: 725-729, D4: 730-736, D5: 737-740, W3: D1:

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2.3.W.2 INFORMATIVE Students will write facts about a subject and include a main idea with supporting details.	<p>Read Well 2 students create a mini book about President Lincoln's life in Unit 21. See TG 21, pp. 28-29, 44-45, 61, 72-73, 84-85. See also fact summaries in Read Well 2: TG 3, pp. 60-61; TG 5, p. 24; TG 10, p. 65; TG 20, p. 24. See also TG 17, pp. 34-35, 58-59, 62-63, 76-77, 114-115, TG 20, pp. 54-55, 67, 84-85, 98-99, TG 21, pp. 28-29, 44-45, 61, 72-73, 84-85</p> <p>Comp: U1: W1: D1: 151-157, D2: 158-164, D3: 165-169, D4: 170-177, D5: 178-181, W2: D1: 182-185, D2: 186-190, D3: 191-197, D4: 198-205, D5: 206-210, U2: W1: D1: 215-216, U5: W2: D1: 518-524, D2: 525-529, D3: 530-537, D4: 538-542, U6: W1: D1: 553-560, D2: 561-566, D3: 567-572, D4: 573-578, D5: 579-583, W2: D1: 584-588, D2: 589-595, D3: 596-601, D4: 602-605, U9: W1: D1: 775-785, D2: 786-793, D3: 794-800, D4: 801-808, D5: 809-814, W2: D1: 815-822, D2: 823-830, D3: 831-840, D4: 841-847, D5: 848-853, W3: D1: 854-860, D2: 861-865, D3: 866-870, D4: 871-874, D5: 875-878, W4: D1: 879-883, D2: 884-887, D3: 889-891, D4: 892-893, D5: 894-895</p>
2.3.W.3 OPINION Students will express an opinion about a topic and provide reasons as support.	<p>The framework of the Read Well 2 program allows students to explicitly express opinions, and relate what they have read to personal experiences in order to enhance retention and understanding of text. See: TG 3, p. 67; TG 8, p. 30; TG 18, pp. 66, 74-75; TG 19 pp. 26-27; TG 21, p. 35-38; TG 22, pp. 36-37</p> <p>Comp: U2: W2: D1: 253-261, D2: 262-269, D3: 270-275, D4: 276-279, D5: 280-284, U5: W2: D5: 543-548, U7: W1: D1: 613-621, D3: 634-638, D4: 639-644, D5: 645-650, W2: D1: 651-659, D2: 660-664, D3: 665-669, D4: 670-675, D5: 676-678</p>
Standard 4: Vocabulary	
Students will expand their working vocabularies to effectively communicate and understand texts.	
Reading	
Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	
2.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.	In Read Well 2, new words are presented to students in categories. See: TG 2, pp. 27, 53; TG 5, pp. 15, 31, 66-67; TG 10, p. 46-47, 69, 81; TG 14, pp. 79, 93; TG 19, p. 58-59
2.4.R.2 Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.	Read Well 2 students use prefixes and suffixes frequently in most Units. See the Read Well 2 Skill Sequence, in Getting Started: A Guide to Implementation, pp. 8-11. Read Well 2 does a cumulative review of all affixes taught in Read Well 1: -ed, -en, -es, -ing, -s, etc. See: TG 1 pp. 31, 39; TG 2, pp. 38, 52; TG 8, pp. 14, 44, 85, TG 12, p. 62; TG 22, p. 15, 75. In Unit 17, the teacher explicitly introduces base words. See: TG 17, p.60
2.4.R.3 Students will use context clues to determine the meaning of words with guidance and support.	Students specifically learn how to determine meaning through context in the Read Well 2 program. For specific examples, see: TG 1, p. 31; TG 2 p. 38; TG 6, p.76; TG 12, p. 90; TG 17, pp. 14, 35; TG 18, pp. 96-97; TG 20, p. 42; TG 21, p. 13
2.4.R.4 Students will infer relationships among	Read Well 2 Composition Vol. 1 p. 66, Read Well 2, Unit 6, Focus Lesson,

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words, including synonyms, antonyms, and simple multiple-meaning words.	Exercise 5b, Read Well 2 Composition Vol. 2 p. 964
2.4.R.5 Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings of words or phrases.	Read Well 2 Composition Vol. 1 p. 130, 272, 279, 302-303, 307-309, 312-313, 352, 354, Vol. 2 pp. 399, 919
Writing	
Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
2.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing.	Read Well 2 activities have Check and Correct boxes which let students self-edit their work. See: TG 1, p. 29; TG 5, p. 81; TG 7, p. 59; TG 11, pp. 29, 79-81, TG 17, pp. 92, 107; TG 23, p. 38-39
2.4.W.2 Students will select appropriate language according to purpose in writing.	See Editing activities in Read Well 2 Spelling and Writing: Vol. 2, pp. 838, 843, 868, 874, 921, 961, 1019, 1068 Comp: UA: W1: D4: 35-36, 40-41, W2: D4: 70-74, D5: 76-81, UB: W1: D2: 92-96, D2: 97-103, D4: 104-109, W2: D1: 116-121, D2: 122-128, W2: D3: 129-134, D4: 135-140, D5: 141-145, U1: W1: D1: 157, D2: 158-164, D3: 165-169, W2: D1: 182-185, D2: 186-190, D3: 191-197, D4: 198-205, D5: 206-210, U2: W1: D1: 215-223, D2: 229-231, D3: 232-239, D5: 247-252, W2: D1: 253-261, D2: 262-269, D4: 276-279, D5: 280-284, U3: W1: D2: 301-305, D3: 307-313, D4: 314-321, D5: 322-326, W2: D1: 327-334, D2: 335-340, D3: 341-349, D4: 350-356, U4: W1: D3: 375-380, D4: 381-388, W2: D1: 397-403, D2: 404-410, D3: 411-419, D4: 420-426, D5: 427-437, W3: D1: 438-443, D3: 450-459, D4: 460-466, U5: W1: D1: 475-486, D2: 487-496, D4: 505-509, W2: D1: 518-524, D2: 525-529, D3: 530-537, D4: 538-542, D5: 543-548, U6: W1: D2: 561-566, D4: 573-578, W2: D2: 589-595, D3: 596-601, D4: 602-605, U7: W1: D1: 617-621, D2: 622-633, D3: 634-638, D4: 639-644, D5: 645-650, W2: D1: 651-659, D2: 660-664, D3: 665-669, D4: 670-675, U8: W1: D3: 695-700, D4: 701-707, D5: 708-712, W2: D1: 713-718, D2: 719-724, D3: 725-729, D4: 730-736, D5: 737-740, W3: D1: 741-746, D2: 747-752, D4: 759-765, D5: 766-770, U9: W1: D5: 809-814, W2: D2: 823-830, D4: 841-847, D5: 848-853, W3: D1: 854-860, D2: 861-865, D4: 871-874, D5: 875-878, W4: D1: 879-883, D2: 884-887, D3: 889-891, D4: 892-893, U10: W2: D4: 957-963, W3: D1: 969-974, D3: 981-985, U11: W1: D1: 997-1004, D2: 1005-1013, D3: 1014-1020, D4: 1021-1025, W2: D3: 1039-1043, D4: 1044-1046, D5: 1047-1049
Standard 5: Language	
Students will apply knowledge of grammar and rhetorical style to reading and writing.	
Reading	
Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
2.5.R.1 Students will recognize nouns, pronouns, and irregular plural nouns.	See Read Well 2 Spelling and Writing Conventions: Vol. 1, pp. 376, 420, 424, 443, 476; Vol. 2, pp. 575, 669, 757, 844, 900, 922, 950, 983, 1011, 1016, 1058, 1074, 1086
2.5.R.2 Students will recognize different types and tenses of verbs.	See Read Well 2 Spelling and Writing Conventions: Vol. 1, pp. 376, 420, 424, 443, 476; Vol. 2, pp. 575, 669, 757, 844, 900, 922, 950, 983, 1011, 1016, 1058, 1074, 1086

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2.5.R.3 Students will recognize adjectives.	See Read Well 2 Spelling and Writing Conventions: Vol. 1, pp. 376, 420, 424, 443, 476; Vol. 2, pp. 575, 669, 757, 844, 900, 922, 950, 983, 1011, 1016, 1058, 1074, 1086
2.5.R.4 Students will recognize prepositions.	See Read Well 2 Spelling and Writing Conventions: Vol. 1, pp. 376, 420, 424, 443, 476; Vol. 2, pp. 575, 669, 757, 844, 900, 922, 950, 983, 1011, 1016, 1058, 1074, 1086
2.5.R.5 Students will recognize the subject and predicate of a sentence.	See Read Well 2 Spelling and Writing Conventions: Vol. 1, pp. 376, 420, 424, 443, 476; Vol. 2, pp. 575, 669, 757, 844, 900, 922, 950, 983, 1011, 1016, 1058, 1074, 1086
Writing	
Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	
2.5.W.1 Students will capitalize and appropriately punctuate: <ul style="list-style-type: none"> the first letter of a quotation holidays product names initials months and days of the week 	See Read Well 2 Spelling and Writing Conventions, where students learn punctuation, capitalization, and contractions: Vol. 1, pp. 241, 331, 495; Vol. 2, pp. 928, 943, 955, 962, 967. See also spelling activities: Vol. 1, pp. 25-28, 45-49, 117-119, 139-144, 215-220, 347-350, 402-406, 456-459; Vol. 2, pp. 567-572, 657-660, 756-759, 899-902, 1019-1021, 1086-1090.
2.5.W.2 Students will use simple contractions (e.g., isn't, aren't, can't).	See Read Well 2 Spelling and Writing Conventions, where students learn punctuation, capitalization, and contractions: Vol. 1, pp. 241, 331, 495; Vol. 2, pp. 928, 943, 955, 962, 967. See also spelling activities: Vol. 1, pp. 25-28, 45-49, 117-119, 139-144, 215-220, 347-350, 402-406, 456-459; Vol. 2, pp. 567-572, 657-660, 756-759, 899-902, 1019-1021, 1086-1090.
2.5.W.3 Students will compose grammatically correct simple and compound declarative, interrogative, imperative, and exclamatory sentences with appropriate end marks.	See Read Well 2 Spelling and Writing Conventions: Vol. 1, pp. 241, 331, 376, 420, 443, 476, 495; Vol. 2, pp. 575, 669, 757, 844, 900, 922, 928, 943, 955, 962, 967. See also spelling activities: Vol. 1, pp. 25-28, 45-49, 117-119, 139-144, 215-220, 347-350, 402-406, 456-459; Vol. 2, pp. 567-572, 657-660, 756-759, 899-902, 1019-1021, 1086-1090.
Standard 6: Research	
Students will engage in inquiry to acquire, refine, and share knowledge.	
Reading	
Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	
2.6.R.1 Students will create their own questions to find information on their topic.	The following provide opportunity: Read Well 2 students create a mini book about President Lincoln's life in Unit 21. See TG 21, pp. 28-29, 44-45, 61, 72-73, 84-85. See also fact summaries in Read Well 2: TG 3, pp. 60-61; TG 5, p. 24; TG 10, p. 65; TG 20, p. 24. See also TG 17, pp. 34-35, 58-59, 62-63, 76-77, 114-115, TG 20, pp. 54-55, 67, 84-85, 98-99, TG 21, pp. 28-29, 44-45, 61, 72-73, 84-85
2.6.R.2 Students will use graphic features including photos, illustrations, titles, labels, headings, subheadings, charts, and graphs to understand a text.	In all Read Well 2 Units, students review text features of each Storybook with the teacher in the Unit and Story Openers before they start reading, and use these text features to enhance their reading experience. In Unit 1, the teacher explicitly presents the cover, title page, and table of contents. For representative examples, see: TG 1, pp. 20-21; TG 2, p. 16; TG 3, pp. 72, 77; TG 8, p. 35; TG 10 p. 16; TG 13, p. 16; TG 15, p. 65; TG 17, pp. 16-17; TG 18, p. 80; TG 20 p. 16; TG 23, pp. 22; TG 25, pp. 14-15. For text structure instruction and use during Read Alouds, see Getting Started: A Guide to Implementation, p. 63-67. See Fluency Foundations Unit Introductions, TG A-E, pp. 18, 82, 206; TG F-

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	J, pp. 14, 76, 138, 200, 262
2.6.R.3 Students will consult various visual and text reference sources to gather information.	The following provide opportunity: Read Well 2 students create a mini book about President Lincoln's life in Unit 21. See TG 21, pp. 28-29, 44-45, 61, 72-73, 84-85. See also fact summaries in Read Well 2: TG 3, pp. 60-61; TG 5, p. 24; TG 10, p. 65; TG 20, p. 24. See also TG 17, pp. 34-35, 58-59, 62-63, 76-77, 114-115, TG 20, pp. 54-55, 67, 84-85, 98-99, TG 21, pp. 28-29, 44-45, 61, 72-73, 84-85
Writing	
Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	
2.6.W.1 Students will generate a list of topics of interest and individual questions about one specific topic of interest.	The following provide opportunity: Read Well 2 students create a mini book about President Lincoln's life in Unit 21. See TG 21, pp. 28-29, 44-45, 61, 72-73, 84-85. See also fact summaries in Read Well 2: TG 3, pp. 60-61; TG 5, p. 24; TG 10, p. 65; TG 20, p. 24. See also TG 17, pp. 34-35, 58-59, 62-63, 76-77, 114-115, TG 20, pp. 54-55, 67, 84-85, 98-99, TG 21, pp. 28-29, 44-45, 61, 72-73, 84-85
2.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids.	The following provide opportunity: In Read Well 2, students recall what is read to answer questions regarding main characters, settings, and events in Story Reading and Comprehension and Skill activities. See: TG 1, p. 28-29; TG 6, p. 40; TG 7, p. 21; TG 18, pp. 47, 87; TG 19, p. 56-57; TG 24, p. 27
2.6.W.3 Students will organize and present their information in written and/or oral reports or display.	This is not explicitly addressed in the Read Well 2 program. The following provide opportunity: Read Well 2 students illustrate when completing Written Retells and during Comprehension and Skill activities. See TG 8, pp. 17, 31, 51, 83, 96; TG 12, pp. 26-27; TG 17, pp. 35, 77, 104, 105; TG 24, pp. 83, 103
Standard 7: Multimodal Literacies	
Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.	
Reading	
Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	
2.7.R.1 Students will locate and use print and digital resources with guidance and support.	Opportunity to meet this objective may be found in Read Well 2 Composition TG Vol. 2, pp. 405, 439, 441, 941, 945, 946, 949, 951, 952, 957, 961
2.7.R.2 Students will explain how ideas and topics are depicted in a variety of media and formats.	This is not explicitly addressed in the Read Well 2 program.
Writing	
Students will create multimodal texts to communicate knowledge and develop arguments.	
2.7.W.1 Students will select and use appropriate technology or media to communicate with others with guidance and support.	This is not explicitly addressed in the Read Well 2 program.
2.7.W.2 Students will create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.	This is not explicitly addressed in the Read Well 2 program.
Standard 8: Independent Reading and Writing	

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Students will read and write for a variety of purposes including, but not limited to, academic and personal.	
Reading	
Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	
2.8.R Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time.	<p>Read Well 2 students read unpracticed text with the teacher each day. Students finger track, read for accuracy, and read for expression in the Read Well 2 program. Students undergo timed reading fluency exercises on the last day of each Unit. Scores are tracked by the teacher in each Unit.</p> <p>By the end of Unit 12, students have learned all the basic letter/sound correspondences required to read most second grade level text. See Getting Started, A Guide to Implementation, pp. 8-11 and 25-27. For examples of reading practice and instruction with the teacher and examples of independent reading, see: TG 1, p. 24-27, 32-35; TG 3, 20-23, 42-45; TG 4, pp. 25-29; TG 8, pp. 36-39; TG 12, pp. 20-25; TG 15, pp. 20-29, 50-57; TG 16, pp. 49-52; TG 17, p. 93; TG 18, pp. 82, 92; TG 20, pp. 33-39, 73-81; TG 21, p. 70; TG 23, pp. 56-65, 76-88; TG 25, pp. 18-29, 80-86</p> <p>See Fluency Foundations Story Reading activities: TG A-E, pp. 28-30, 100-101, 148-149, 224-225; TG F-J, pp. 80-82, 162-163, 210-212, 280-281</p> <p>Read Well 2 students work with Informational Text throughout the program. The selections get progressively more difficult as the year goes on. See: TG 3, p. 81; TG 5, p. 28; TG 10, p. 59; TG 12, pp. 100-101; TG 13, p. 27</p> <p>See Getting Started: A Guide to Implementation pp. 8-11 for a list of Storybook readings for Units 1-25.</p>
Writing	
Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.	
2.8.W Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two).	<p>Comp: UA: W1: D4: 35-36, 40-41, W2: D4: 70-74, D5: 76-81, UB: W1: D2: 92-96, D2: 97-103, D4: 104-109, W2: D1: 116-121, D2: 122-128, W2: D3: 129-134, D4: 135-140, D5: 141-145, U1: W1: D1: 157, D2: 158-164, D3: 165-169, W2: D1: 182-185, D2: 186-190, D3: 191-197, D4: 198-205, D5: 206-210, U2: W1: D1: 215-223, D2: 229-231, D3: 232-239, D5: 247-252, W2: D1: 253-261, D2: 262-269, D4: 276-279, D5: 280-284, U3: W1: D2: 301-305, D3: 307-313, D4: 314-321, D5: 322-326, W2: D1: 327-334, D2: 335-340, D3: 341-349, D4: 350-356, U4: W1: D3: 375-380, D4: 381-388, W2: D1: 397-403, D2: 404-410, D3: 411-419, D4: 420-426, D5: 427-437, W3: D1: 438-443, D3: 450-459, D4: 460-466, U5: W1: D1: 475-486, D2: 487-496, D4: 505-509, W2: D1: 518-524, D2: 525-529, D3: 530-537, D4: 538-542, D5: 543-548, U6: W1: D2: 561-566, D4: 573-578, W2: D2: 589-595, D3: 596-601, D4: 602-605, U7: W1: D1: 617-621, D2: 622-633, D3: 634-638, D4: 639-644, D5: 645-650, W2: D1: 651-659, D2: 660-664, D3: 665-669, D4: 670-675, U8: W1: D3: 695-700, D4: 701-707, D5: 708-712, W2: D1: 713-718, D2: 719-724, D3: 725-729, D4: 730-736, D5: 737-740,</p>

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Oklahoma Academic Standards for English Language Arts 3rd Grade	Voyager Read Well Matches
Standard 1: Speaking and Listening	
Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.	
Reading	
Students will develop and apply effective communication skills through speaking and active listening.	
3.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules.	<p>TG: UF: L1: 18-26, UH: L2: 161-162, UI: L1: 224-225, L3: 246-247, UJ: L3: 308-314, U1: L1: 24-28, L2: 35-37, L3: 46-47, L4: 55, L5: 64-66, L6: 74-76, U2: L4: 159-161, L7: 188, U3: L6: 75-77, U4: L3: 158-162, L7: 196-201, U5: L4: 286-287, U6: L1: 26-28, L5: 53-56, L9: 84-86, L11: 95-98, U7: L1: 144-146, L3: 162-167, L4: 170-176, L7: 197-204, U8: L1: 25-26, L6: 78-86, L7: 89-95, U10: L5: 61-68, L7: 81-88, U11: L2: 140-147, L3: 155-158, L4: 166-168, L8: 199-204, L11: 235-237, U12: L2: 33-43, L7: 90-97, U13: L6: 203-207, U14: L2: 324-326, L4: 346-348, L5: 352-359, L8: 388-391, L9: 399-401, L11: 418-420, U15: L1: 23-25, U16: L3: 120, U17: L2: 165-169, L3: 172, U18: L3: 231-233, L6: 250-255, U19: L2: 32-34, U20: L5: 104-110, L6: 116-118, L7: 124-126, L8: 130-132</p> <p>AB: UF: L1: CW1, UH: L2: CW22-23, UI: L1: CW28-29, L3: CW32-33, UJ: L3: CWQ40, U1: L1: L5: CW5-CW6, L6: CW8, U5: L4: CW29, U6: L9: CW9, U7: L1: CW14, L4: CW18, U8: L1: CW1, L6: CW6, L7: CW7, U10: L5: CW5-6, U11: L3: CW16, L4: CW17, L8: CW22, L11: CW28, U12: L2: CW3-7, L7: CW15, U13: L6: CW25-26, U14: L2: CW39, L4: CW41, L5: CW42, L8: CW47, L9: CW48, L11: CW50-51, U15: L1: CW1, U16: L3: CW10-11, U17: L2: CW18, L3: CW19, U18: L3: CW26, L6: CW30, U19: L2: CW2, U20: L5: CW10-11, L7: CW14, L8: CW17-18</p> <p>Student Text: UF: L1: 3-8, UH: L2: 18-21, UI: L1: 2-6, L3: CW31(AB), UJ: L3: 19-34, U1: L1: 4-7, 8-10, L2: 10-11, L3: 17-18, L4: 20-23, L5: 27-29, L7: 65, CW18, U3: L6: CW9-11, L7: 40-42, U5: L4: 55-58, U6: L1: CW1, L9: 100-103, L11: 121-128, U7: L1: 3-6, L3: 9-12, L4: 13-17, U8: L1: 7-14, L6: 52-62, L7: 63-69, U10: L5: 25-31, L7: 32-39, U11: L2: 8-12, L3: 13-18, L4: 19-33, L8: 48, U12: L2: 6-10, U13: L6: 1-10, U14: L2: 16-20, L4: 34-39, L5: 45-48, L8: 62-66, L9: 67-70, L11: 74-79, U15: L1: 6-7(AB), U16: L3: 38-47, U17: L2: 72-81, L3: 88-96, U18: L3: 24-30, L6: 41-47, U19: L2: 10-15, U20: L5: 79-98, L6: 108-121, L7: 123-134, L8: 128-135, L8: CW15-16(AB)</p> <p>Comp: UA: W1: D1: 12-13, W2: D4: 74, UB: W1: D2: 96, D3: 102, D4: 107-108, W2: D1: 120, D2: 124, D4: 139-140, U1: W1: D1: 157, D2: 164, D4: 177, D5: 181, W2: D4: 201-203, U2: W1: D1: 221, D2: 229, D3: 232-239, W2: D1: 259, D2: 267, U3: W1: D2: 301-305, D3: 307-313, D4: 314-321, U4: W1: D1: 363-368, D2: 369-374, D3: 375-380, D4: 381-388, D5: 389-395, W2: D1: 397-403, D2: 404-410, D3: 411-419, D4: 420-426, D5: 427-437, W3: D1: 438-443, D2: 444-449, D3: 450-459, D4: 460-466, D5: 467-470, U5: W1: D1: 475-486, D2: 487-496, D3: 497-504, D5: 510-517, W2: D1: 518-524, D2: 525-529, D3: 530-537, D4: 538-542, U6: W1: D2: 561-566, D3: 567-572, D4: 573-578, D5: 579-583, W2: D1: 584-588, D2: 589-595, D3: 596-601, U7: W1: D1: 613-621, D2: 622-633, D3: 634-638, D4: 639-644, D5: 645-650, W2: D1: 651-659, D2: 660-664, D3: 665-669, D4: 670-675, U8: W1: D1: 683-688, D2: 689-694, D3: 695-700, D4: 701-707, D5: 708-712, W2: D1: 713-718, D2: 719-724, D3: 725-729, D4: 730-736, D5:</p>

Read Well correlated to the Oklahoma Academic Standards for English Language Arts and Reading, Grades K-3

Oklahoma Academic Standards for English Language Arts 3rd Grade	Voyager Read Well Matches
	<p>737-740, W3: D1: 741-746, D2: 747-752, D3: 753-758, D4: 759-765, D5: 766-770, U9: W1: D1: 775-785, D2: 786-793, D3: 794-800, D4: 801-808, D5: 809-814, W2: D1: 815-822, D2: 823-830, D3: 831-840, D4: 841-847, D5: 848-853, W3: D1: 854-860, D2: 861-865, D3: 866-870, W4: D1: 879-883, D2: 884-887, D4: 892-893, U10: W1: D1: 901-906, D2: 907-914, D3: 915-924, D4: 925-931, D5: 932-936, W2: D1: 937-944, D2: 945-950, D3: 951-956, D4: 957-963, D5: 964-968, W3: D2: 975-980, D4: 986-989, D5: 990-991, U11: W1: D1: 997-1004, D2: 1005-1013, D3: 1014-1020, D4: 1021-1025, D5: 1026-1031, W2: D1: 1032-1034, D2: 1035-1038, D3: 1039-1043, D5: 1047-1049, SU1: D1: 1055-1060, D2: 1061-1067, SU2: D1: 1091-1094, D2: 1095-1098, D3: 1099-1106, D4: 1107-1110, D5: 1111-1114</p> <p>Whole Class: UA: W1: D1: 5-7, D2: 8-10, UB: W1: D1: 37-39, D2: 40-42, D3: 43-45, D4: 46-48, D5: 49, W2: D3: 54-55, D4: 56-57, D5: 58-60, U2: W1: D2: 94-97, D3: 98-101, D4: 102-104, D5: 105-107, W2: D3: 113-115, U3: W1: D1: 123-127, D2: 128-131, D3: 132-134, D4: 135-137, D5: 138-140, W2: D1: 141-143, D2: 144-146, D3: 147-148, D4: 149-150, D5: 151-152, U4: W1: D1: 157-158, D2: 159-161, D3: 162-164, D4: 165-166, D5: 167-169, W2: D1: 170-173, D2: 174-176, D3: 177-178, D4: 179-181, D5: 182-183, W3: D1: 184-185, D2: 186-187, D3: 188-190, D4: 191-193, D5: 194-196, U5: W1: D2: 204-206, W2: D2: 214-215, D3: 216-217, U6: W1: D5: 241-244, U6: W2: D1: 245-247, D4: 255-257, U7: W1: D1: 265-268, D2: 269-271, D3: 272-276, D4: 277-281, D5: 282-284, W2: D1: 285-289, D2: 290-295, D3: 296-297, D4: 298-299, D5: 300-301, U8: W1: D2: 311-313, D3: 314-317, D4: 318-320, D5: 321-323, W2: D1: 324-325, D2: 326-327, D3: 328-330, D4: 331-333, D5: 334-336, W3: D1: 337-339, D2: 340-341, D3: 342-343, D4: 344-345, D5: 346-348, U9: W1: D1: 353-355, D2: 356-358, D3: 359-362, D4: 363-365, D5: 366-368, W2: D1: 369-371, D2: 372-374, D3: 375-377, D4: 378-381, D5: 382-383, W3: D1: 384-386, D2: 387-391, D3: 392-393, D4: 394-396, D5: 397-400, W4: D1: 401-404, D2: 405-407, D3: 408-410, D4: 411-413, D5: 414-415, U10: W1: D2: 425-426, D3: 427-432, D4: 433-435, D5: 436-438, W2: D1: 439-442, D2: 443-445, D3: 446-448, D4: 449-451, D5: 452-453, W3: D1: 454-457, D2: 458-460, D3: 461-463, D4: 464-465, D5: 466-468, U11: W1: D2: 478-481, D4: 484-486, D5: 487-490, W2: D1: 491-493, D2: 494-495, D5: 500-501</p>
<p>3.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.</p>	<p>Comp: UA: W1: D1: 7-10, D3: 25-33, D5: 46, W2: D1: 50-53, D4: 74, D5: 78, UB: W1: D1: 87-89, D3: 102, D4: 107-108, D5: 110-115, W2: D1: 116-121, D2: 124, D3: 129-134, D4: 139-140, D5: 141-145, U1: W1: D1: 156, D2: 161-164, D3: 165-166, D4: 174-176, D5: 178-181, W2: D1: 182-185, D3: 191-197, D4: 198-205, U2: W1: 215-223, D2: 224-231, D3: 232-239, D4: 240-246, D5: 247-252, W2: D1: 253-261, D2: 262-269, D3: 270-275, D4: 276-279, U2: W2: D5: 280-284, U3: W1: D1: 289-295, D2: 296-305, D3: 307-313, D4: 314-321, D5: 322-326, W2: D5: 357-358, U4: W1: D1: 363-368, D3: 375-380, D2: 369-374, D4: 381-388, D5: 389-395, W2: D1: 397-403, D2: 404-410, D3: 411-419, D4: 420-426, D5: 427-437, W3: D1: 438-443, D2: 444-449, D3: 450-459, D4: 460-466, D5: 467-470, U5: W1: D1: 475-486, U5: W1: D2: 487-496, D3: 497-504, D4: 505-509, D5: 510-517, W2: D1: 518-524, D2: 525-529, D3: 530-537, D4: 538-542, D5: 543-548, U6: W1: D1: 553-560, D2: 561-566, D3: 567-572, D4: 573-578, D5: 579-583, W2: D1: 584-588, D2: 589-595, D3: 596-601, D4: 602-605, D5: 606-607, U7: W1: D1: 613-621, D2: 622-633, D3: 634-638, D4: 639-644, D5: 645-650, W2: D1: 651-659, D2: 660-664, D3: 665-669, D4: 670-675, D5: 676-678, U8: W1: D1: 683-688, D2: 689-694, D3: 695-700, D4: 701-707, D5: 708-712, W2: D1: 713-718, D2: 719-724, D3: 725-729, D4: 730-</p>

Read Well correlated to the Oklahoma Academic Standards for English Language Arts and Reading, Grades K-3

Oklahoma Academic Standards for English Language Arts 3rd Grade	Voyager Read Well Matches
	<p>736, D5: 737-740, W3: D1: 741-746, D2: 747-752, D3: 753-758, D4: 759-765, U9: W1: D1: 775-785, D2: 786-793, D3: 794-800, D4: 801-808, D5: 809-814, W2: D1: 815-822, D2: 823-830, D3: 831-840, D4: 841-847, D5: 848-853, W3: D1: 854-860, D2: 861-865, D3: 866-870, D5: 875-878, W4: D1: 879-883, D2: 884-887, D3: 889-891, D4: 892-893, D5: 894-895, U10: W1: D1: 901-906, D2: 907-914, D3: 915-924, D4: 925-931, D5: 932-936, W2: D1: 937-944, D2: 945-950, D3: 951-956, D4: 957-963, D5: 964-968, W3: D1: 969-974, D2: 975-980, D4: 986-989, D5: 990-991, U11: W1: D1: 997-1004, D2: 1005-1013, D3: 1014-1020, D4: 1021-1025, W2: D1: 1032-1034, D2: 1035-1038, SU1: D1: 1055-1060, D2: 1061-1067, D3: 1068-1076, D4: 1077-1081, D5: 1082-1086, SU2: D1: 1091-1094, D2: 1095-1098, D3: 1099-1106, D4: 1107-1110, D5: 1111-1114</p> <p>Whole Class: UA: W1: D1: 5-7, D2: 8-10, UB: W1: D1: 37-39, D2: 40-42, D3: 43-45, D4: 46-48, D5: 49, W2: D1: 50-51, D2: 52-53, D3: 54-55, D4: 56-57, D5: 58-60, U1: W1: D1: 65-66, D2: 67-68, D3: 69-70, D4: 71-72, D5: 73-74, W2: D1: 75-77, D2: 78-80, D3: 81-82, D4: 83-84, D5: 85-86, U2: W1: D1: 91-93, D2: 94-97, D3: 98-101, D4: 102-104, D5: 105-107, W2: D1: 108-110, D2: 111-112, D3: 113-115, D5: 117-118, U3: W1: D1: 123-127, D2: 128-131, D3: 132-134, D4: 135-137, D5: 138-140, W2: D1: 141-143, D2: 144-146, D3: 147-148, D4: 149-150, D5: 151-152, U4: W1: D1: 157-158, D2: 159-161, D3: 162-164, D4: 165-166, D5: 167-169, W2: D1: 170-173, D2: 174-176, D3: 177-178, D4: 179-181, D5: 182-183, W3: D1: 184-185, D2: 186-187, D3: 188-190, D4: 191-193, D5: 194-196, U5: W1: D1: 201-203, D2: 204-206, D3: 207-208, D4: 209, D5: 210-211, W2: D2: 214-215, D3: 216-217, D4: 218-220, U6: W1: D1: 227-231, D2: 232-234, D4: 238-240, D5: 241-244, U6: W2: D1: 245-247, D2: 248-250, D3: 251-254, D4: 255-257, D5: 258-259, U7: W1: D1: 265-268, D2: 269-271, D3: 272-276, D4: 277-281, D5: 282-284, W2: D1: 285-289, D2: 290-295, D3: 296-297, D4: 298-299, D5: 300-301, U8: W1: D1: 307-310, D2: 311-313, D3: 314-317, D4: 318-320, D5: 321-323, W2: D1: 324-325, D2: 326-327, D3: 328-330, D4: 331-333, D5: 334-336, W3: D1: 337-339, D2: 340-341, D3: 342-343, D4: 344-345, D5: 346-348, U9: W1: D1: 353-355, D2: 356-358, D3: 359-362, D4: 363-365, D5: 366-368, W2: D1: 369-371, D2: 372-374, D4: 378-381, D5: 382-383, W3: D1: 384-386, D2: 387-391, D3: 392-393, D4: 394-396, D5: 397-400, W4: D1: 401-404, D2: 405-407, D3: 408-410, D4: 411-413, U10: W1: D1: 421-424, D2: 425-426, D3: 427-432, D4: 433-435, D5: 436-438, W2: D1: 439-442, D2: 443-445, D3: 446-448, D4: 449-451, D5: 452-453, W3: D1: 454-457, D2: 458-460, D3: 461-463, D4: 464-465, D5: 466-468, U11: W1: D1: 473-477, D2: 478-481, D3: 482-483, D4: 484-486, D5: 487-490, W2: D1: 491-493, D2: 494-495, D5: 500-501</p>
3.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly in pairs, diverse groups, and whole class settings.	<p>TG: UF: L1: 18-26, UH: L2: 161-162, UI: L1: 224-225, L3: 246-247, UJ: L3: 308-314, U1: L1: 24-28, L2: 35-37, L3: 46-47, L4: 55, L5: 64-66, L6: 74-76, U2: L4: 159-161, L7: 188, U3: L6: 75-77, U4: L3: 158-162, L7: 196-201, U5: L4: 286-287, U6: L1: 26-28, L5: 53-56, L9: 84-86, L11: 95-98, U7: L1: 144-146, L3: 162-167, L4: 170-176, L7: 197-204, U8: L1: 25-26, L6: 78-86, L7: 89-95, U10: L5: 61-68, L7: 81-88, U11: L2: 140-147, L3: 155-158, L4: 166-168, L8: 199-204, L11: 235-237, U12: L2: 33-43, L7: 90-97, U13: L6: 203-207, U14: L2: 324-326, L4: 346-348, L5: 352-359, L8: 388-391, L9: 399-401, L11: 418-420, U15: L1: 23-25, U16: L3: 120, U17: L2: 165-169, L3: 172, U18: L3: 231-233, L6: 250-255, U19: L2: 32-34, U20: L5: 104-110, L6: 116-118, L7: 124-126, L8: 130-132</p> <p>AB: UF: L1: CW1, UH: L2: CW22-23, UI: L1: CW28-29, L3: CW32-33, UJ: L3:</p>

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	<p>CWQ40, U1: L1: L5: CW5-CW6, L6: CW8, U5: L4: CW29, U6: L9: CW9, U7: L1: CW14, L4: CW18, U8: L1: CW1, L6: CW6, L7: CW7, U10: L5: CW5-6, U11: L3: CW16, L4: CW17, L8: CW22, L11: CW28, U12: L2: CW3-7, L7: CW15, U13: L6: CW25-26, U14: L2: CW39, L4: CW41, L5: CW42, L8: CW47, L9: CW48, L11: CW50-51, U15: L1: CW1, U16: L3: CW10-11, U17: L2: CW18, L3: CW19, U18: L3: CW26, L6: CW30, U19: L2: CW2, U20: L5: CW10-11, L7: CW14, L8: CW17-18</p> <p>Student Text: UF: L1: 3-8, UH: L2: 18-21, UI: L1: 2-6, L3: CW31(AB), UJ: L3: 19-34, U1: L1: 4-7, 8-10, L2: 10-11, L3: 17-18, L4: 20-23, L5: 27-29, L7: 65, CW18, U3: L6: CW9-11, L7: 40-42, U5: L4: 55-58, U6: L1: CW1, L9: 100-103, L11: 121-128, U7: L1: 3-6, L3: 9-12, L4: 13-17, U8: L1: 7-14, L6: 52-62, L7: 63-69, U10: L5: 25-31, L7: 32-39, U11: L2: 8-12, L3: 13-18, L4: 19-33, L8: 48, U12: L2: 6-10, U13: L6: 1-10, U14: L2: 16-20, L4: 34-39, L5: 45-48, L8: 62-66, L9: 67-70, L11: 74-79, U15: L1: 6-7(AB), U16: L3: 38-47, U17: L2: 72-81, L3: 88-96, U18: L3: 24-30, L6: 41-47, U19: L2: 10-15, U20: L5: 79-98, L6: 108-121, L7: 123-134, L8: 128-135, L8: CW15-16(AB)</p> <p>Comp: UA: W1: D1: 12-13, W2: D4: 74, UB: W1: D2: 96, D3: 102, D4: 107-108, W2: D1: 120, D2: 124, D4: 139-140, U1: W1: D1: 157, D2: 164, D4: 177, D5: 181, W2: D4: 201-203, U2: W1: D1: 221, D2: 229, D3: 232-239, W2: D1: 259, D2: 267, U3: W1: D2: 301-305, D3: 307-313, D4: 314-321, U4: W1: D1: 363-368, D2: 369-374, D3: 375-380, D4: 381-388, D5: 389-395, W2: D1: 397-403, D2: 404-410, D3: 411-419, D4: 420-426, D5: 427-437, W3: D1: 438-443, D2: 444-449, D3: 450-459, D4: 460-466, D5: 467-470, U5: W1: D1: 475-486, D2: 487-496, D3: 497-504, D5: 510-517, W2: D1: 518-524, D2: 525-529, D3: 530-537, D4: 538-542, U6: W1: D2: 561-566, D3: 567-572, D4: 573-578, D5: 579-583, W2: D1: 584-588, D2: 589-595, D3: 596-601, U7: W1: D1: 613-621, D2: 622-633, D3: 634-638, D4: 639-644, D5: 645-650, W2: D1: 651-659, D2: 660-664, D3: 665-669, D4: 670-675, U8: W1: D1: 683-688, D2: 689-694, D3: 695-700, D4: 701-707, D5: 708-712, W2: D1: 713-718, D2: 719-724, D3: 725-729, D4: 730-736, D5: 737-740, W3: D1: 741-746, D2: 747-752, D3: 753-758, D4: 759-765, D5: 766-770, U9: W1: D1: 775-785, D2: 786-793, D3: 794-800, D4: 801-808, D5: 809-814, W2: D1: 815-822, D2: 823-830, D3: 831-840, D4: 841-847, D5: 848-853, W3: D1: 854-860, D2: 861-865, D3: 866-870, W4: D1: 879-883, D2: 884-887, D4: 892-893, U10: W1: D1: 901-906, D2: 907-914, D3: 915-924, D4: 925-931, D5: 932-936, W2: D1: 937-944, D2: 945-950, D3: 951-956, D4: 957-963, D5: 964-968, W3: D2: 975-980, D4: 986-989, D5: 990-991, U11: W1: D1: 997-1004, D2: 1005-1013, D3: 1014-1020, D4: 1021-1025, D5: 1026-1031, W2: D1: 1032-1034, D2: 1035-1038, D3: 1039-1043, D5: 1047-1049, SU1: D1: 1055-1060, D2: 1061-1067, SU2: D1: 1091-1094, D2: 1095-1098, D3: 1099-1106, D4: 1107-1110, D5: 1111-1114</p> <p>Whole Class: UA: W1: D1: 5-7, D2: 8-10, UB: W1: D1: 37-39, D2: 40-42, D3: 43-45, D4: 46-48, D5: 49, W2: D3: 54-55, D4: 56-57, D5: 58-60, U2: W1: D2: 94-97, D3: 98-101, D4: 102-104, D5: 105-107, W2: D3: 113-115, U3: W1: D1: 123-127, D2: 128-131, D3: 132-134, D4: 135-137, D5: 138-140, W2: D1: 141-143, D2: 144-146, D3: 147-148, D4: 149-150, D5: 151-152, U4: W1: D1: 157-158, D2: 159-161, D3: 162-164, D4: 165-166, D5: 167-169, W2: D1: 170-173, D2: 174-176, D3: 177-178, D4: 179-181, D5: 182-183, W3: D1: 184-185, D2: 186-187, D3: 188-190, D4: 191-193, D5: 194-196, U5: W1: D2: 204-206, W2: D2: 214-215, D3: 216-217, U6: W1: D5: 241-244, U6: W2: D1: 245-247, D4: 255-257, U7: W1: D1: 265-268, D2:</p>

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	269-271, D3: 272-276, D4: 277-281, D5: 282-284, W2: D1: 285-289, D2: 290-295, D3: 296-297, D4: 298-299, D5: 300-301, U8: W1: D2: 311-313, D3: 314-317, D4: 318-320, D5: 321-323, W2: D1: 324-325, D2: 326-327, D3: 328-330, D4: 331-333, D5: 334-336, W3: D1: 337-339, D2: 340-341, D3: 342-343, D4: 344-345, D5: 346-348, U9: W1: D1: 353-355, D2: 356-358, D3: 359-362, D4: 363-365, D5: 366-368, W2: D1: 369-371, D2: 372-374, D3: 375-377, D4: 378-381, D5: 382-383, W3: D1: 384-386, D2: 387-391, D3: 392-393, D4: 394-396, D5: 397-400, W4: D1: 401-404, D2: 405-407, D3: 408-410, D4: 411-413, D5: 414-415, U10: W1: D2: 425-426, D3: 427-432, D4: 433-435, D5: 436-438, W2: D1: 439-442, D2: 443-445, D3: 446-448, D4: 449-451, D5: 452-453, W3: D1: 454-457, D2: 458-460, D3: 461-463, D4: 464-465, D5: 466-468, U11: W1: D2: 478-481, D4: 484-486, D5: 487-490, W2: D1: 491-493, D2: 494-495, D5: 500-501
Writing	
Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	
3.1.W.1 Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.	<p>TG: U8: L1: 25-26, U15: L4: 54-55, U17: L2: 165-169, L3: 172</p> <p>AB: U8: L1: CW1, U15: L4: CW4-5, U17: L2: CW18</p> <p>Student Text: 6-7(AB), 12-13(AB), 18-19(AB), U17: L2: 72-81</p> <p>Comp: UA: W1: D1: 12-13, UB: W2: D5: 142, U1: W2: D5: 208, U3: W2: D4: 350-356, D5: 357-358, U4: W3: D5: 469, U6: W2: D5: 606-607, U7: W2: D4: 670-675, D5: 676-678, U9: W4: D5: 894-895, U10: W1: D5: 932-936, W2: D1: 937-944, D5: 964-968, D4: 986-989, D5: 990-991 U11: W2: D5: 1047-1049</p> <p>Whole Class: U5: W2: D5: 221, U6: W1: D1: 227-231, D2: 232-234, D3: 235-237, D4: 238-240, D5: 241-244, W2: D2: 248-250, D3: 251-254, D4: 255-257, D5: 258-259, U7: W2: D4: 298-299, D5: 300-301</p>
3.1.W.2 Students will work respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.	<p>TG: U4: L4: 170-171 (P.O.)</p> <p>AB: U4: L4: CW19 (P.O.)</p> <p>Comp: U1: W1: D1: 151-157, D2: 158-164, D4: 170-177, D5: 178-181, W2: D1: 182-185, D2: 186-190, D3: 195-197, D4: 198-205, D5: 206-210, U9: W1: D1: 775-785, D2: 786-793, D3: 794-800, D4: 801-808, D5: 809-814, W2: D1: 815-822, D2: 823-830, D3: 831-840, D4: 841-847, D5: 848-853, W3: D1: 854-860, D2: 861-865, D3: 866-870, D4: 871-874, D5: 875-878, W4: D1: 879-883, D2: 884-887, D3: 889-891, D4: 892-893, D5: 894-895</p> <p>WNB1: 24, 26, 32-34, 35-37, 38, WNB2: 29, 30-38, 40-44, 45-49, 50-52</p>
Standard 2: Reading Foundations	
Students will develop foundational skills for future reading success by working with sounds, letters, and text.	
<i>Students will continue to review and apply earlier grade level expectations for this standard. If phonological awareness skills are not mastered, students will address skills from previous grades.</i>	

Read Well correlated to the Oklahoma Academic Standards for English Language Arts and Reading, Grades K-3

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Print Concepts	
Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.	
3.2.PC Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.	Handwriting is directly addressed at lower Read Well levels. Students have the opportunity to practice their handwriting skills in writing activities. Comp: UA: W1: D1: 10-11, D2: 15-24, D5: 44-45, 47, W2: D1: 50-56, D5: 76-81, UB: W1: D1: 87-91, D2: 97-103, D4: 104-109, W2: D1: 116-121, D2: 122-128, D3: 129-134, D4: 135-140, D5: 141-145, U1: W1: D1: 157, D3: 165-169, D4: 170-176, D5: 178-181, W2: D2: 186-190, D3: 191-197, D4: 198-205, D5: 206-210, U2: W1: D1: 215-223, D2: 229-231, U2: W1: D3: 232-239, D4: 240-246, U2: W1: D5: 249-252, W2: D1: 253-261, D2: 262-269, D4: 276-279, D5: 280-284, U3: W1: D1: 294-295, D2: 301-305, D3: 307-313, D4: 314-321, D5: 322-326, W2: D1: 327-334, D2: 335-340, D3: 341-349, D4: 350-356, U4: W1: D1: 367-368, D2: 372-374, D3: 375-380, D4: 381-388, D5: 389-395, W2: D1: 397-403, D2: 404-410, D3: 411-419, D4: 420-426, D5: 427-437, W3: D1: 438-443, D2: 444-449, D3: 450-459, D4: 460-466, D5: 467-470, U5: W1: D1: 475-486, D2: 487-496, D4: 505-509, W2: D1: 518-524, D2: 525-529, D3: 530-537, D4: 538-542, D5: 543-548, U6: W1: D2: 561-566, D3: 567-572, D4: 573-578, D5: 579-583, W2: D1: 584-588, D2: 589-595, D3: 596-601, D4: 602-605, U7: W1: D1: 617-621, D2: 622-633, D3: 634-638, D4: 639-644, W2: D1: 651-659, D2: 660-664, D3: 665-669, D4: 670-675, U8: W1: D3: 695-700, D4: 701-707, W2: D1: 713-718, D2: 719-724, D3: 725-729, D4: 730-736, D5: 737-740, W3: D1: 741-746, D2: 747-752, D3: 753-758, D4: 759-765, D5: 766-770, U9: W1: D1: 775-785, D2: 786-793, D3: 794-800, D4: 801-808, D5: 809-814, W2: D1: 815-822, D2: 823-830, D3: 831-840, D4: 841-847, D5: 848-853, W3: D1: 854-860, D2: 861-865, D4: 871-874, D5: 875-878, W4: D1: 879-883, D2: 884-887, D3: 889-891, D4: 892-893, D5: 894-895, U10: W1: D3: 915-924, D4: 925-931, W2: D1: 937-944, D4: 957-963, D5: 964-968, W3: D1: 969-974, D2: 975-980, D3: 981-985, D4: 986-989, D5: 990-991 U11: W1: D1: 997-1004, D2: 1005-1013, D3: 1014-1020, D4: 1021-1025, D5: 1026-1031, W2: D1: 1032-1034, D2: 1035-1038, D3: 1039-1043, D4: 1044-1046, D5: 1047-1049
Phonics and Word Study	
Students will decode and read words in context and isolation by applying phonics and word analysis skills.	
3.2.PWS.1 Students will decode multisyllabic words using their knowledge of: <ul style="list-style-type: none"> • “r” controlled vowels (e.g. , ar, er, ir or, ur) • vowel diphthongs (vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy) 3.2.PWS.2 Students will decode multisyllabic words by applying knowledge of structural analysis: <ul style="list-style-type: none"> • all major syllable patterns • contractions • abbreviations • common roots and related prefixes and suffixes 3.2.PWS.3 Students will use decoding skills and semantics in context when reading new words in a	TG: UA: L1: 16-19, 25, L2: 26-27, 33, L3: 35, 40, L4: 41-42, UB: L1: 71-73, L2: 81-82, L3: 89, 98, L4: 99-100, UC: L1: 131-133, 142, L2: 144-146, 151, L3: 153-154, 162, L4: 164-165, UD: L1: 194-195, L2: 211, L3: 213-214, 220, L4: 221, UE: L1: 249-250, 259, L2: 269, L3: 271-272, L4: 280, UF: L1: 15-16, 26, L2: 27-29, L3: 36-37, 44, L4: 46, UG: L1: 75-76, 81, UG: L2: 86-87, 97, L4: 108, UH: L1: 139-140, 153, L2: 154-155, 163, L3: 166-167, 180, L4: 181-182, UI: L1: 215-216, 227, L2: 228-229, 239, L3: 240-241, 250, L4: 251-252, 259, UJ: L1: 283-285, 294, L2: 295-296, 304, L3: 305-306, 315, UJ: L4: 316, U1: L1: 19, 20, L2: 32-33, 35, 42, L3: 43-44, 51, L4: 52-53, 60, L5: 61-62, L6: 71-72, 79, L7: 81, 87, L8: 88, EP-L1: 97-98, 101-102, EP-L2: 103-104, 105, U2: L2: 137-138, L3: 146-147, L4: 156-157, L5: 165-166, 172-175, L6: 176-177, 181-184, L7: 186-187, L8: 196-198, U3: L1: 16-17, L2: 29-30, 37-39, L3: 47-49, L4: 50-51, 59, L5: 60-61, 68, L6: 69, 71-74, 75-77, L7: 78, L8: 88, U4:

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text, including multisyllabic words.	<p>L1: 125-126, L2: 138-140, L3: 150-151, L4: 162-163, L5: 174-175, 181-184, L6: 186, 193, L7: 194-195, L8: 204, U5: L1: 246-247, 254-257, L2: 258-259, L3: 270-271, 279, L4: 280, 289, L5: 290-291, 292-293, L6: 301-302, L7: 311, 321, L8: 322, U6: L1: 20-21, 26-28, L2: 29-30, L3: 36, 42, L4: 43-44, 50, L5: 51, 56, L6: 57-58, L7: 64, 66-67, 68-71, L8: 74-78, L9: 79, L11: 93, L12: 99, U7: L1: 138, 144-146, L2: 147, 158, L3: 159, L4: 168, 170-176, L5: 177, L6: 186, L7: 195, L8: 205, U8: L1: 15, L3: 43, 53, L4: 54, L5: 65, 68-75, L6: 76, U9: L1: 140, 147, L3: 157, L5: 175, L6: 185, 192, L7: 193, U10: L1: 16-18, 21, L3: 38, L5: 58, 68, U11: L3: 148, L9: 205-206, L11: 229, U12: L1: 15, L2: 31, 43, L3: 44, L4: 55, L5: 66, L8: 98, U13: L2: 152, L6: 194, L9: 231, L11: 250, L12: 258, U14: L3: 327, L6: 360, L12: 421, U15: L1: 12, U17: L2: 159, 162, U20: L2: 78-79, 84</p> <p>AB: UA: L1: 1-3, 4, L2: 7-8, 9, L3: 12, 13, L4: 16, UB: L1: 21-22, L2: 27, L3: 31, 33, L4: 36-37, UC: L1: 43-44, 47, UC: L2: 51-52, 53, L3: 56, 57, L4: 61, UD: L1: 69-70, L2: 77, L3: 81-82, 83, L4: 86, UE: L1: 93, 95, L2: 100, L3: 104, L4: 108, UF: L1: 1, 6, L2: 7, L3: 11-12, 15, L4: 17, UG: L1: 25, 29, L2: 30, 34, L4: 40, UH: L1: 47, 51, L2: 52, 55, L3: 56, 59, L4: 61, UI: L1: 67, 73, L2: 74, 78, L3: 79, 82, L4: 84, 88, UJ: L1: 89, 93, L2: 94, 97, L3: 98, 100, L4: 102, U1: L1: 1, L2: 6, L3: 9, 12, L4: 13, 16, L5: 17, L6: 24, 28, 29, L7: 30, 32, L8: 33, U2: L2: 44, L3: 48, L4: 54, L5: 58, 63, L6: 64, 67-68, L7: 69, L8: 74, U3: L1: 1, L2: 6, 10, L3: 13-14, L4: 15, 17-18, L5: 19, 24, L6: 25, 29, L7: 30, L8: 35, U4: L1: 43, L2: 50-51, L3: 57, L4: 62, L5: 66, 71-72, L6: 73, 77, L7: 78, L8: 83, U5: L1: 91, 96, L2: 97, L3: 101, 105, L4: 106, 108-110, L5: 111, 112-113, L6: 117, L7: 123, 127, L8: 128, U6: L1: 1, 4, L2: 5, L3: 9, 13, L4: 14, 18, L5: 19, 23, L6: 25, L7: 30, 33, L8: 37, L9: 38, L11: 47, L12: 51, U7: L1: 59, 65, L2: 66, 74, L3: 75, L4: 79, 83, L5: 84, L6: 90, L7: 94, L8: 99, U8: L1: 1, L3: 11, 16, L4: 17, L5: 22, 28, L6: 29, U9: L1: 45, 49, L3: 55, L5: 65, L6: 70, 74, L7: 75, U10: L1: 1, L3: 9, L5: 14, 19, U11: L3: 42, L9: 62, L11: 71, U12: L1: 1, L2: 8, 13, L3: 14, L4: 19, L5: 25, L8: 40, U13: L2: 54, L6: 71, L9: 82, L11: 93, L12: 98, U14: L3: 114, L6: 130, L12: 156, U15: L1: 1, U20: L2: 28</p> <p>Student Text: UA: L2: 4-6, L3: 6-8, UC: L1: 22-23, L2: 22-25, L3: 28-29, UD: L2: 36-39, L3: 39-41, UE: L1: 45-51, L2: 52-57, UF: L1: 3-8, L3: 11-13, UG: L1: 17-22, L2: 22-28, UH: L1: 5-13, L2: 14-29, L3: 30-49, UI: L1: 2-6, L2: 6, 8, 17, L3: 6, 7, 14, UJ: L3: 19-34, U10: L1: 3, U17: L2: 67-71, U20: L2: 20-37</p>
Fluency	
Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.	
3.2.F.1 Students will read high frequency and irregularly spelled grade-level words with automaticity in text.	<p>TG: UA: L3: 35, UE: L3: 272, U1: L1: 19, 20, L3: 43-44, L5: 62, L6: 71-72, L7: 81, 87, L8: 88, L3: 146-147, L4: 156-157, L5: 165-166, L6: 176-177, L7: 186-187, U3: L1: 16-17, L2: 29-30, L5: 60-61, L6: 70, L8: 88, U4: L1: 125-126</p> <p>AB: UA: L3: 12, UE: L3: 104, U1: L1: 1, L3: 9, L5: 17, L6: 24, L7: 30, 32, L8: 33, L3: 48, L4: 54, L5: 58, L7: 69, U3: L1: 1, 6, L5: 19, L6: 25, L8: 35, U4: L1: 43</p>
3.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.	<p>TG: UA: L1: 20-25, L2: 28-32, L3: 36-40, L4: 43-46, UB: L1: 75-80, L2: 83-88, L3: 92-98, L4: 99-104, UC: L1: 135-142, L2: 147-151, L3: 156-162, L4: 166-170, UD: L1: 198-203, L2: 207-210, L3: 216-220, L4: 222-225, UE: L1: 253-259, L2: 263-269, L3: 274-279, L4: 282-288, UF: L1: 18-26, L2: 31-35, L3: 39-44, L4: 47-50, UG: L1: 79-83, L2: 89-97, L3: 100-107, L4: 109-112, UH: L1: 143-153, L2: 157-163, L3: 170-180, L4: 183-190, UI: L1: 218-227, L2:</p>

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	<p>231-239, L3: 243-250, UI: L4: 254-259, UI: L4: 254-257, UJ: L1: 287-294, L2: 298-304, L3: 308-315, L4: 318-321, UJ: L4: 318-321, U1: L5: 64-66, L6: 74-76, 77-78, L8: 89-91, U2: L1: 130-132, L2: 140-142, 143-144, L4: 159-161, L5: 172-175, L6: 179-181, 181-184, L7: 193-195, L8: 196-198, U3: L1: 20-24, 25-28, L2: 33-36, 37-39, L3: 44-46, L3: 47-49, L4: 53-55, L5: 63-65, 66-68, L6: 71-74, 75-77, L7: 80-82, L8: 89, U4: L1: 129-133, L2: 142-145, L3: 152-157, L4: 164-169, L5: 178-180, 181-184, L6: 188-190, 190-193, L7: 196-199, 200-202, L8: 205-209, U5: L1: 250-253, 254-257, L2: 260-265, L3: 273-276, L4: 282-285, L4: 286-287, L5: 298-300, L6: 304-306, 307-310, L7: 312-316, 317-321, L8: 324-326, 328, U6: L1: 20-21, 23-25, 26-28, L2: 31-33, 33-35, L3: 38-42, L4: 46-47, 48-49, L5: 53-56, L6: 60, 61-63, L7: 66-67, 68-71, L8: 74-78, L9: 82-83, L9: 84-86, L10: 89-92, L11: 95-98, L12: 101-103, U7: L1: 140-146, L2: 150-158, L3: 162-167, L4: 170-176, L5: 179-185, L6: 188-194, L8: 206-209, U8: L1: 20-24, 25-30, L2: 34-37, 38-42, L3: 45-53, L4: 56-64, L5: 68-75, L6: 78-86, L7: 89-95, L8: 98-103, U9: L1: 144-147, L2: 151-156, L3: 160-165, L4: 169-174, L5: 178-184, L6: 188-192, L7: 197-203, L8: 205-208, U10: L1: 19-27, L2: 29-37, L3: 40-47, L4: 49-57, L5: 61-68, L6: 71-78, L7: 81-88, L8: 91-94, U11: L1: 131-138, L2: 140-147, L3: 150-158, L4: 160-168, L5: 170-177, L6: 179-188, L7: 191-197, L8: 199-204, L9: 208-217, L10: 219-228, L11: 231-237, L12: 241-244, U12: L1: 18-30, L2: 33-43, L3: 46-54, L4: 57-65, L5: 69-76, L6: 79-87, L7: 90-97, L8: 100-103, U13: L1: 143-151, L2: 154-163, L3: 167-175, L4: 177-186, L5: 188-193, L6: 199-207, L7: 209-217, L8: 221-230, L9: 233-240, L12: 260-265, U14: L1: 305-316, L2: 318-326, L3: 329-337, L4: 340-348, L5: 352-359, L6: 362-370, L7: 372-380, L8: 383-391, L9: 395-401, L10: 403-410, L11: 413-420, L12: 424-429, U15: L1: 15-25, L2: 27-36, L3: 39-48, 54-55, U16: L1: 81-92, L2: 95-107, L3: 110-122, L4: 124-127, U17: L1: 146-156, L2: 159-170, L3: 173-183, U17: L4: 186-192, U18: L1: 211-218, L2: 221-226, L3: 228-233, L4: 236-240, L5: 243-248, L6: 250-255, L7: 257-262, L8: 264-269, U19: L1: 13-22, L2: 24-34, L3: 36-42, L4: 45-49, U20: L1: 69-75, L2: 78-84, L3: 86-93, L4: 95-102, L5: 104-110, L6: 112-118, L7: 120-126, L8: 128-132</p> <p>AB: UA: L1: CW1, L2: CW3, L4: CW7, UB: L4: CW14, UC: L4: CW22, UD: L4: CW29, UF: L2: CW2-3, L4: CW6, UG: L3: CW12-16, L4: CW18, UI: L3: CW31, L4: CW34, UJ: L4: CW41, U1: L5: CW5-CW6, L6: 25, L8: CW10, U3: L6: CW9, U5: L8: CW34-35, U6: L1: 1, L12: CW12-13, U7: L2: 67, L8: CW22, U8: L8: CW8-9, U9: L8: CW24, U10: L8: CW11, U11: L7: CW21, L12: CW29-30, U12: L8: CW16, U13: L12: CW14-15, U14: L12: CW52-53, U15: L1: 6-7, L2: 12-13, L3: 18-19, U16: L4: CW13, U17: L4: CW21-23, U18: L8: 89-91, U20: L8: CW15-16</p> <p>Student Text: UA: L1: 3-4, L2: 4-6, L3: 6-8, L4: 9-10, UB: L1: 13-15, L2: 15-17, L3: 17-21, L4: 12-21, UC: L1: 22-23, L2: 24-27, L3: 28-29, L4: 30-31, UD: L1: 33-35, L2: 36-39, L3: 39-41, L4: 42-43, UE: L1: 45-51, L2: 52-57, L3: 58-62, L4: 58, 63-69, UF: L1: 3-8, L2: 8-11, L3: 11-13, L4: 13-14, UG: L1: 17-22, L2: 22-28, L3: 29-30, L4: 31-32, UH: L1: 5-13, L2: 14-29, L3: 30-49, L4: 50-57, 63-64(AB), UI: L1: 2-6, L2: 7-11, L3: 12-15, L4: 16-17, UJ: L1: 19-25, L2: 26-29, L3: 30-37, UJ: L4: 18-35, UJ: L4: 18-35, U1: L5: 27-29, L6: 30-33, U2: L1: 37-39, L2: 41-44, 45-46, L4: 52-55, L5: 61-63, L6: 64-67, 67-70, L7: 71-74, L8: 75-76, U3: L1: 4-7, L2: 8-9, L3: 9-11, L4: 12-14, L5: 16-17, 18-19, L6: 21-23, 24-25, L7: 26-27, L8: 22-23, U4: L1: 3-9, L3: 16-21, L4: 21-27, L5: 28-32, 29-35, L6: 36-39, L7: 40-42, L8: 31-35, U5: L1: 45-47, L2: 47-50, L3: 51-55, L4: 55-58, L5: 60-63, L6: 64-66, L7: 66-72, L7: 72-74, L8: 70-74, U6: L1: 1-6, 7-15, L2: 16-30, L3: 31-39, L4: 40-44, 44-49, L5: 50-58, L6: 59-66, 67-</p>

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	<p>75, L7: 76-77, 78-85, L8: 87-94, L9: 95-99, L9: 100-103, L10: 112-120, L11: 121-128, L12: 137-138, U7: L1: 3-6, L2: 7-11, L3: 9-12, L4: 13-17, L5: 19-23, L6: 24-31, L8: 36-37, U8: L1: 2-14, L2: 15-19, 19-23, L3: 24-31, L4: 32-39, L5: 43-51, L6: 52-62, L7: 63-69, L8: 67-69, U9: L1: 1-8, L2: 9-15, L3: 16-24, L4: 25-35, L5: 36-42, L6: 43-50, L7: 51-60, U10: L1: 3-9, L2: 10-16, L3: 16-24, L4: 17-19, 20-24, 40-42, L5: 25-31, L6: 25-31, L7: 32-39, L8: 40-42, U11: L1: 3-7, L2: 8-12, L3: 150-158, L4: 19-33, L5: 34-40, L6: 41-47, L7: 48, L8: 49, L9: 51-61, L10: 62-69, L11: 69-73, L12: 48-49, U12: L1: 2-5, L2: 6-10, L3: 11-14, L4: 15-19, L5: 20-25, L6: 26-32, L7: 6-10, L8: 31-32, U13: L1: 4-13, L2: 14-24, L3: 25-34, L4: 34-48, L5: 24-36, L6: 1-10, L7: 11-24, L8: 23-31, L9: 38-43, L12: 5-8, U14: L1: 9-15, L2: 16-20, L3: 21-28, L4: 29-33, L5: 40-48, L6: 49-55, L7: 56-61, L8: 62-66, L9: 67-70, L10: 71-73, L11: 74-79, U15: L1: 6-7(AB), L2: 12-13(AB), L3: 18-19(AB), L4: 6-7(AB), 12-13(AB), 18-19(AB), U16: L1: 3-15, L2: 16-30, L3: 31-47, L4: 48-50, U17: L1: 53-62, L2: 67-81, L3: 82-96, L4: 97-105, CW21-22(AB), U18: L1: 13-19, L2: 19-24, L3: 24-30, L4: 30-35, L5: 37-41, L6: 41-47, L7: 48-52, L8: 53-57, 89-91(AB), U19: L1: 3-8, L2: 10-15, L3: 16-19, L4: 4-8, U20: L1: 1-19, L2: 20-37, L3: 39-59, L4: 61-78, L5: 79-98, L6: 98-121, L7: 123-134, L8: 114-121</p> <p>Global Neighbors U1: p. 27, 34-35</p> <p>Whole Class: U8: W1: D3: 314-317, D4: 318-320</p>
Standard 2: Reading and Writing Process	
Students will use a variety of recursive reading and writing processes.	
Reading	
Students will read and comprehend increasingly complex literary and informational texts.	
3.2.R.1 Students will locate the main idea and key supporting details of a text or section of text.	<p>TG: UF: L1: 18-26, L2: 31-35, L3: 39-44, UI: L2: 231-239, UI: L4: 256-259, U1: L5: 64-66, L6: 74-76, 77-78 L7: 81, 83-84, U2: L1: 133-134, L7: 188, U3: L2: 31-32, L2: 33-36, L3: 44-46, 47-49, L4: 53-55, L6: 190-193, U5: L1: 250-253, 254-257, L2: 260-265, 266-268, U7: L1: 140-143, 144-146, L2: 150-158, L3: 162-167, L4: 171-176, U10: L2: 29, U11: L1: 131-138, L2: 140-147, L3: 150-158, U12: L2: 33-43, L3: 46-54, L5: 69-76, L6: 79-87, U16: L1: 81-87, L2: 95-107, L3: 110-118, L4: 129-130, U17: L1: 146-151, L3: 178-179, U17: L4: 193-194, U19: L1: 16-22, L2: 27-28, L4: 50-51</p> <p>AB: UF: L1: 3, 4, L2: 8, L3: 13-14, UI: L2: 75-76, L4: CW35, 87, U1: L5: 64-66, L6: 25, 26, L7: 30, U2: L1: CW12-13, L7: CW18, U3: L2: CW1-2, 4, 7, L3: CW5-6, 12, L4: 16, L6: CW21, 74-74, U5: L1: 94, L2: 98, U7: L1: 62, 63, L2: 68-69, L4: 80, U11: L3: 43-44, U12: L2: CW3-7, L5: 28, U16: L1: CW6-7, L2: CW8-9, 32-34, L3: 37, L4: 44, U17: L3: CW19, U17: L4: 63, U19: L1: 4-5, L2: 8, L4: 18</p> <p>Student Text: UF: L1: 3-8, L2: 8-11, UF: L3: 11-13, UI: L2: 7-11, UI: L4: 254-259, L4: CW34(AB), 85-86(AB), U1: L6: 30-33, L7: 27-35, L3: 9-11, L4: 12-13, L6: 36-39, U5: L1: 45-47, L2: 47-50, U7: L1: 3-6, L2: 7-11, L3: 9-12, L4: 13-17, U10: L2: 10-16, U11: L1: 3-7, L2: 8-12, L3: 13-18, U12: L2: 6-10, L3: 11-14, L5: 20-25, L6: 26-32, U16: L1: 3-15, L2: 16-30, L3: 31-43, L4: 41-43(AB), U17: L1: 53-62, L3: 88-96, U17: L4: 59-61(AB), U19: L1: 3-8, L2: 10-15, L4: 15-18(AB)</p> <p>Comp: U1: W1: D4: 173-176, D5: 178-181, W2: D1: 182-185, U5: W2: D2:</p>

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	<p>525-529, U7: W1: D1: 613-621, D2: 622-633, U9: W1: D1: 775-785, D2: 786-793, D3: 794-800, W2: D1: 815-822</p> <p>Whole Class: U1: W1: D1: 65-66, D2: 67-68, D3: 69-70, D4: 71-72, D5: 73-74, W2: D1: 75-77, D2: 78-80, D3: 81-82, D4: 83-84, D5: 85-86, U7: W1: D1: 265-268, D2: 269-271, D3: 272-276, D4: 277-281, D5: 282-284, W2: D1: 285-289, D2: 290-295, D3: 296-297, D4: 298-299, D5: 300-301, U9: W1: D1: 353-355, D2: 356-358, D3: 359-362, D4: 363-365, D5: 366-368, W2: D1: 369-371, D2: 372-374, D3: 375-377, D4: 378-381, D5: 382-383, W3: D1: 384-386, D2: 387-391, D3: 392-393, D4: 394-396, D5: 397-400, W4: D1: 401-404, D2: 405-407, D3: 408-410, D4: 411-413, D5: 414-415</p>
3.2.R.2 Students will compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.	<p>TG: UC: L1: 135-136, UD: L1: 198, UE: L1: 253, L4: 289-290, UG: L1: 79-81, L3: 100, UH: L1: 143, UI: L1: 218, UJ: L1: 288, L2: 298, U1: L1: 22-30, L2: 42, L4: 55-57, U2: L1: 130-132, U5: L5: 294-297, L7: 312-316, U6: L1: 23-25, L2: 31-33, 33-35, L3: 38-42, L4: 46-47, L6: 60, L7: 66-67, L10: 89, 90-92, U7: L7: 197-199, U8: L1: 19-24, L3: 45-53, L4: 56-64, U8: L5: 68, U9: L1: 144-147, L4: 169-174, L7: 197-203, U10: L2: 29-37, L3: 40, L6: 73, U11: L1: 131-138, L6: 179-185, L7: 191-197, L8: 199-204, U12: L2: 33-43, U13: L1: 143-151, L5: 188-193, L6: 199-207, L10: 243-249, L11: 252-257, U14: L1: 305-316, L7: 372-376, L10: 403-410, L11: 413-420, U15: L1: 15-25, L2: 27-36, U18: L1: 211-215, L2: 221-226, L6: 250-255, U19: L1: 13-14, L2: 25, L3: 36, U20: L1: 69, L2: 78, L3: 86-93, L5: 104-106, L7: 120-122, 126, L8: 133-135</p> <p>AB: UE: L4: 111, U1: L1: 2, 4, L2: 7, U6: L3: 11, L6: 26, L3: 7, L3: CW3, U11: L6: 52-54, L7: 56, U13: L11: 94, U14: L10: CW49, L11: CW49, U15: L1: 4, 8, L2: 11, U18: L6: 85, U20: L7: 42, L8: 51</p> <p>Student Text: UC: L1: 22-23, UD: L1: 33-35, UE: L1: 45-49, L4: 109-110(AB), UG: L1: 17-20, UG: L3: 29-30, UH: L1: 5-9, UI: L1: 2-6, UJ: L1: 19-21, L2: 26-29, U2: L1: 37-39, U5: L5: 60-63, L7: 66-72, U6: L1: 1-6, L2: 16-30, L3: 31-39, L4: 40-44, L6: 59-66, L7: 76-77, L10: 112-120, U7: L7: 32-33, U8: L1: 2-6, L3: 24-31, L4: 32-39, L5: 40-47, U9: L1: 1-8, L4: 25-35, L7: 51-60, U10: L2: 10-16, L3: 12-13, U11: L1: 3-7, L6: 41-47, L7: 48, L8: 49, U12: L2: 6-10, U14: L1: 9-15, L7: 56-61, L10: 71-73, L11: 74-79, U15: L1: 6-7(AB), L2: 12-13(AB), U18: L1: 13-19, L2: 19-24, L6: 41-47, U19: L1: 3-8, L2: 10-15, L3: 16-19, U20: L1: 1-11, L2: 20-30, L3: 39-59, L3: 39-59, L5: 79-98, L7: 123-134, L8: 45-48(AB)</p>
3.2.R.3 Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.	<p>TG: UB: L4: 105, UD: L1: 198-203, L2: 207-211, U1: L3: 46-47, U2: L1: 130-132, 135, L2: 140-142, 149-151, L3: 148, L4: 162-164, L5: 168-171, 172-175, L6: 178, 179-181, 181-184, L7: 189-192, 193-195, U4: L1: 129-133, 134-137, L2: 142-145, 146-147, 148, L3: 152-157, 158-162, L4: 164-169, L4: 170-173, U5: L5: 294-297, 298-300, L6: 303, L6: 304-306, 307-310, L7: 312-316, 317-321, U6: L1: 26-28, L3: 38-42, L6: 60, 61-63, L9: 82-83, L10: 90-92, U7: L5: 179-185, L6: 188-194, L7: 197-204, U8: L1: 20-24, L3: 45-48, L4: 56-64, L5: 68, L6: 78-86, L8: 104-105, U11: L9: 208-217, L10: 219-228, L11: 231-237, U13: L2: 154-163, L3: 167-175, L4: 177-186, L5: 188-193, L7: 209-217, L11: 252-257, U14: L1: 305-316, L2: 318-326, L3: 329-337, L4: 340-348, L6: 370, L7: 372-380, L8: 383-391, L9: 395-401, L11: 413-417, L12: 430-432, U18: L2: 221-226, L3: 228-233, L4: 236-240, L5: 243-248, L6: 250-252, L7: 258, 262, L8: 264-269, U20: L1: 73-75, L2: 80-83, L3: 88, 91-92, L5: 106, 108-109</p>

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	<p>AB: UB: L4: CW15, UD: L1: CW24, L2: 78, U2: L1: 41, L4: CW16, L5: 60-61, CW17, 61, L6: 65, L7: 71 U4: L1: 46, L2: CW17, 52, L3: 52, 58-59, L4: 63 U5: L5: 114, L6: CW30, CW31-32, 118-119, L7: CW31, 124-125, U6: L1: 3, CW3, L6: 27, L10: CW10, U7: L5: CW19, 86, L6: CW20, L7: 95, U8: L3: 12, L4: CW4, L5: 25, L8: 41, U11: L9: CW23-25, L10: CW26, U13: L3: 61, L4: CW22-23, L5: CW24, L7: CW28, L11: 96, U14: L1: 106, CW38, 108, L2: 110, 112, L3: 115-116, L4: 122, L6: CW43, 132, L7: CW45-46, L8: 139-142, L9: 146, L12: 161-162, U18: L3: CW26, L4: CW27-28, 77, L5: CW39, 82, L7: 87, L8: CW32-33, 92-93, U20: L1: CW5-6, L2: CW7, L3: CW8, L5: CW10</p> <p>Student Text: UB: L4: 12-21, UD: L1: 33-35, L2: 36-39, U2: L1: 37-39, L2: 41-44, L3: 45, L4: 52-55, L5: 57-60, 61-63, L6: 64-67, 67-70, L7: 71-74, U4: L1: 3-9, L2: 7-15, L3: 16-21, L4: 21-27, U5: L5: 60-63, L6: 64-66, L7: 66-72, 72-74, U6: L1: 7-15, L3: 31-39, L6: 59-66, 67-75, L9: 95-99, L10: 112-120, U7: L5: 19-22, L6: 24-31, L7: 32-36, U8: L1: 2-6, L3: 24-26, L4: 32-39, L5: 43-47, L6: 52-62, U11: L9: 53-61, L10: 62-69, L11: 69-73, U13: L2: 14-24, L3: 15-24, L4: 40-48, L5: 24-36, L7: 11-24, U14: L1: 9-15, L2: 16-20, L3: 21-28, L4: 29-39, L6: 49-55, L7: 56-61, L8: 62-66, L9: 67-70, L11: 74-79, U18: L2: 19-24, L3: 24-30, L4: 30-35, L5: 37-41, L6: 41-47, L7: 48-52, L8: 53-57, 89-91(AB), U20: L1: 1-19, L2: 20-37, L3: 39-59, L5: 79-98</p> <p>Comp: UB: W1: D5: 113-114; U2: W1: D2: 225-228; U3: W1: D1: 289-295, D2: 296-305; U4: W1: D1: 363-368, D2: 369-374, W1: 381-388, D5: 389-395, W3: D2: 444-449, U5: W1: D3: 497-504, D5: 510-517, U8: W1: D1: 683-688, D2: 689-694</p> <p>Whole Class: UA: W1: D1: 5-7, D2: 8-10, D3: 11-13, D4: 14-15, D5: 17-19, UB: W1: D1: 37-39, D2: 40-42, D3: 43-45, D4: 46-48, W2: D1: 50-51, D2: 52-53, D3: 54-55, D4: 56-57, D5: 58-60, U2: W1: D1: 91-93, D2: 94-97, D3: 98-101, W2: D1: 108-110, D2: 111-112, D3: 113-115, D4: 116, D5: 117-118, U3: W1: D1: 123-127, D2: 128-131, D3: 132-134, D4: 135-137, D5: 138-140, W2: D1: 141-143, D2: 144-146, D3: 147-148, D4: 149-150, D5: 151-152, U4: W1: D1: 157-158, D2: 159-161, W2: D1: 170-173, D4: 179-181, U5: W1: D1: 201-203, D2: 204-206, D3: 207-208, D4: 209, W2: D2: 214-215, U8: W1: D1: 307-310, D2: 311-313, D3: 314-317, D4: 318-320, D5: 321-323, W2: D1: 324-325, D2: 326-327, D3: 328-330, D4: 331-333, D5: 334-336, W3: D1: 337-339, D2: 340-341, D3: 342-343, D4: 344-345, D5: 346-348, U11: W1: D1: 473-477, D2: 478-481, D3: 482-483, D4: 484-486, D5: 487-490, W2: D1: 491-493, D2: 494-495</p>
Writing	
Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	
<p>3.2.W.1 Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct paragraph indentations.</p> <p>3.2.W.2 Students will edit drafts and revise for clarity and organization.</p> <p>3.2.W.3 Students will correctly spell grade-appropriate words while editing.</p>	<p>Comp: UA: W1: D4: 35-36, 40-41, W2: D4: 70-74, D5: 76-81, UB: W1: D2: 92-96, D2: 97-103, D4: 104-109, W2: D1: 116-121, D2: 122-128, W2: D3: 129-134, D4: 135-140, D5: 141-145, U1: W1: D1: 157, D2: 158-164, D3: 165-169, W2: D1: 182-185, D2: 186-190, D3: 191-197, D4: 198-205, D5: 206-210, U2: W1: D1: 215-223, D2: 229-231, D3: 232-239, D5: 247-252, W2: D1: 253-261, D2: 262-269, D4: 276-279, D5: 280-284, U3: W1: D2: 301-305, D3: 307-313, D4: 314-321, D5: 322-326, W2: D1: 327-334, D2: 335-340, D3: 341-349, D4: 350-356, U4: W1: D3: 375-380, D4: 381-388, W2: D1: 397-403, D2: 404-410, D3: 411-419, D4: 420-426, D5: 427-437,</p>

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	<p>W3: D1: 438-443, D3: 450-459, D4: 460-466, U5: W1: D1: 475-486, D2: 487-496, D4: 505-509, W2: D1: 518-524, D2: 525-529, D3: 530-537, D4: 538-542, D5: 543-548, U6: W1: D2: 561-566, D4: 573-578, W2: D2: 589-595, D3: 596-601, D4: 602-605, U7: W1: D1: 617-621, D2: 622-633, D3: 634-638, D4: 639-644, D5: 645-650, W2: D1: 651-659, D2: 660-664, D3: 665-669, D4: 670-675, U8: W1: D3: 695-700, D4: 701-707, D5: 708-712, W2: D1: 713-718, D2: 719-724, D3: 725-729, D4: 730-736, D5: 737-740, W3: D1: 741-746, D2: 747-752, D4: 759-765, D5: 766-770, U9: W1: D5: 809-814, W2: D2: 823-830, D4: 841-847, D5: 848-853, W3: D1: 854-860, D2: 861-865, D4: 871-874, D5: 875-878, W4: D1: 879-883, D2: 884-887, D3: 889-891, D4: 892-893, U10: W2: D4: 957-963, W3: D1: 969-974, D3: 981-985, U11: W1: D1: 997-1004, D2: 1005-1013, D3: 1014-1020, D4: 1021-1025, W2: D3: 1039-1043, D4: 1044-1046, D5: 1047-1049</p> <p>WNB1: 7-9, 18-19, 20-22, 23, 24, 26, 30-31, 32-37, 38, 40, 42, 43-46, 50, 54-56, 56-58, 59-61, 63, 65, 68-69, 70-71, 72, 73-77, 80, 85-88, 92-93, 98-101, WNB2: 5, 6-9, 10, 11-12, 13-22, 23-28, 37-38, 44-49, 50-55, 61-63, 68-69, 70-72, 73-84,</p> <p>WC: U2: W1: D1: 91-93, D2: 94-97, D3: 98-101, D4: 102-104, D5: 105-107, W2: D1: 108-110, D2: 111-112, D3: 113-115, D4: 116, U5: W1: D1: 201-203, D2: 204-206, D3: 207-208, D4: 209, D5: 210-211, W2: D1: 212-213, D2: 214-215, D3: 216-217, D4: 218-220, D5: 221, U6: W2: D2: 248-250, D3: 251-254, D4: 255-257</p>
3.2.W.4 Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, print and electronic dictionaries</i>).	Comp: SU1: D2: 1061-1067, D4: 1077-1081B
Standard 3: Critical Reading and Writing	
Students will apply critical thinking skills to reading and writing.	
Reading	
Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	
3.3.R.1 Students determine the author's stated and implied purpose (<i>i.e., entertain, inform, persuade</i>).	<p>TG: UG: L3: 100-107, U1: L5: 64-67, 68-69, L6: 74-76, 77-78, U3: L1: 20-24, U8: L5: 68-69, U9: L5: 178-184, L7: 197-203, U10: L7: 81-88, U11: L1: 131-138, L2: 140-147, L3: 150-158, L4: 160-168, L5: 170-177, L6: 179-188, L12: 245-247, U12: L2: 33-43, L3: 46-54, L4: 57-65, L5: 69-76, L6: 79-87, L7: 90-97, U16: L1: 81-92, L2: 95-107, L3: 110-122, L4: 124-130, U17: L1: 146-156, L2: 159-170, L3: 173-183, L4: 186-194, U19: L1: 13-22, L2: 24-34</p> <p>AB: UG: L3: 36-37, CW17, U1: L5: CW7, 19-21, L6: 25, 26, U9: L4: 62-63, L7: CW22, U11: L1: 38, L2: 40, L3: 43, L4: 46, L5: CW18, 49-50, L6: 52-54, L12: 78-79, U12: L3: CW8-9, L4: 20-21, U16: L1: CW6-7, L3: 38-39, L4: 41-46, U17: L1: 48-49, L2: CW18, 52-53, L3: CW19-20, 55-56, L4: 62-63, U19: L2: 8-10, CW2</p> <p>Student Text: UG: L3: 29-32, U1: L5: 27-29, L6: 30-33, U3: L1: 4-5, U8: L5: 40-47, U9: L5: 36-42, L7: 51-60, U10: L7: 32-39, U11: L1: 3-7, L2: 8-12, L3: 13-18, L4: 19-33, L5: 34-40, L6: 41-47, U12: L2: 6-10, L3: 11-14, L4: 15-19, L5: 20-25, L6: 26-32, L7: 6-10, U16: L1: 3-15, L2: 16-30, L3: 31-47, L4: 48-50, U17: L1: 53-66, L2: 67-81, L3: 82-96, L4: 97-105, CW21-22(AB), 59-61(AB), U19: L1: 3-8, L2: 10-15</p>

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	<p>Comp: U5: W2: D2: 525-529, U9: W1: D1: 775-785, D2: 786-793, D3: 794-800, W2: D1: 815-822</p> <p>WC: U9: W1: D1: 353-355, D2: 356-358, D3: 359-362, D4: 363-365, D5: 366-368, W2: D1: 369-371, D2: 372-374, D3: 375-377, D4: 378-381, D5: 382-383, W3: D1: 384-386, D2: 387-391, D3: 392-393, D4: 394-396, D5: 397-400, W4: D1: 401-404, D2: 405-407, D3: 408-410, D4: 411-413, D5: 414-415</p>
3.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.	<p>TG: UA: L1: 20-25, L2: 28-33, L3: 36-40, L4: 43-46, UC: L1: 135-143, L2: 147-148, L5: 151, L3: 156-162, L4: 171-172, UH: L1: 143-153, L3: 170-180, L4: 183-190, U1: L5: 64-66, U9: L1: 144-147, L2: 151-156, L3: 160-165, L4: 169-174, L5: 178-184, L6: 188-192, L7: 197-203, L8: 205-208, U19: L1: 13-22, L4: 45-51</p> <p>AB: U9: UA: L1: 5, L2: 10, L3: CW6, 14, L4: CW7-8, UC: L1: 49, L2: 54, UC: L3: CW21, 58-59, L4: 65, 67, UH: L1: CW20-21, 49-50, L3: CW24-25, 57-58, L4: CW27, 65-66, L1: CW12-13, 47, L2: 51, CW15, 52, L3: 57-59, CW16, L4: 62-63, L5: 67, L7: CW22-23, 79-80, L8: 87-89, U19: L4: 18-19</p> <p>Student Text: UA: L1: 3-4, L2: 4-6, L3: 6-8, L4: 9-10, UC: L1: 22-23, L2: 24-25, L3: 3-4, 28-29, L4: 63-64(AB), UH: L1: 5-13, L3: 30-49, UH: L4: 183-190, UH: L4: 50-57, 64-64(AB), U9: L1: 1-8, L2: 9-15, L3: 16-24, L4: 25-35, L5: 36-42, L6: 43-50, L7: 51-60, U19: L1: 3-8, L4: 4-8, 15-18(AB)</p> <p>Comp: U2: W1: D2: 224-231</p> <p>WC: U9: W2: D4: 378-381, D5: 382-383, W3: D1: 384-386, D2: 387-391, D3: 392-393, D4: 394-396, D5: 397-400, W4: D1: 401-404, D2: 405-407, D3: 408-410, D4: 411-413, D5: 414-415</p>
<p>3.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization:</p> <ul style="list-style-type: none"> ● setting (<i>i.e., time, place</i>) ● plot ● characters ● characterization ● theme 	<p>TG: UB: L4: 105, UD: L1: 198-203, L2: 207-211, U1: L3: 46-47, U2: L1: 130-132, L3: 135, L2: 140-142, 149-151, L3: 148, L4: 162-164, L5: 168-171, 172-175, L6: 178, 179-181, 181-184, L7: 189-192, 193-195, U4: L1: 129-133, 134-137, L2: 142-145, 146-147, 148, L3: 152-157, 158-162, L4: 164-169, L4: 170-173, U5: L5: 294-297, 298-300, L6: 303, L6: 304-306, 307-310, L7: 312-316, 317-321, U6: L1: 26-28, L3: 38-42, L6: 60, 61-63, L9: 82-83, L10: 90-92, U7: L5: 179-185, L6: 188-194, L7: 197-204, U8: L1: 20-24, L3: 45-48, L4: 56-64, L5: 68, L6: 78-86, L8: 104-105, U11: L9: 208-217, L10: 219-228, L11: 231-237, U13: L2: 154-163, L3: 167-175, L4: 177-186, L5: 188-193, L7: 209-217, L11: 252-257, U14: L1: 305-316, L2: 318-326, L3: 329-337, L4: 340-348, L6: 370, L7: 372-380, L8: 383-391, L9: 395-401, L11: 413-417, L12: 430-432, U18: L2: 221-226, L3: 228-233, L4: 236-240, L5: 243-248, L6: 250-252, L7: 258, 262, L8: 264-269, U20: L1: 73-75, L2: 80-83, L3: 88, 91-92, L5: 106, 108-109</p> <p>AB: UB: L4: CW15, UD: L1: CW24, L2: 78, U2: L1: 41, L4: CW16, L5: 60-61, CW17, 61, L6: 65, L7: 71 U4: L1: 46, L2: CW17, 52, L3: 52, 58-59, L4: 63 U5: L5: 114, L6: CW30, CW31-32, 118-119, L7: CW31, 124-125, U6: L1: 3, CW3, L6: 27, L10: CW10, U7: L5: CW19, 86, L6: CW20, L7: 95, U8: L3: 12, L4: CW4, L5: 25, L8: 41, U11: L9: CW23-25, L10: CW26, U13: L3: 61, L4: CW22-23, L5: CW24, L7: CW28, L11: 96, U14: L1: 106, CW38, 108, L2: 110, 112, L3: 115-116, L4: 122, L6: CW43, 132, L7: CW45-46, L8: 139-142, L9: 146, L12: 161-162, U18: L3: CW26, L4: CW27-28, 77, L5: CW39, 82, L7: 87, L8: CW32-33, 92-93, U20: L1: CW5-6, L2: CW7, L3: CW8, L5: CW10</p>

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	<p>Student Text: UB: L4: 12-21, UD: L1: 33-35, L2: 36-39, U2: L1: 37-39, L2: 41-44, L3: 45, L4: 52-55, L5: 57-60, 61-63, L6: 64-67, 67-70, L7: 71-74, U4: L1: 3-9, L2: 7-15, L3: 16-21, L4: 21-27, U5: L5: 60-63, L6: 64-66, L7: 66-72, 72-74, U6: L1: 7-15, L3: 31-39, L6: 59-66, 67-75, L9: 95-99, L10: 112-120, U7: L5: 19-22, L6: 24-31, L7: 32-36, U8: L1: 2-6, L3: 24-26, L4: 32-39, L5: 43-47, L6: 52-62, U11: L9: 53-61, L10: 62-69, L11: 69-73, U13: L2: 14-24, L3: 15-24, L4: 40-48, L5: 24-36, L7: 11-24, U14: L1: 9-15, L2: 16-20, L3: 21-28, L4: 29-39, L6: 49-55, L7: 56-61, L8: 62-66, L9: 67-70, L11: 74-79, U18: L2: 19-24, L3: 24-30, L4: 30-35, L5: 37-41, L6: 41-47, L7: 48-52, L8: 53-57, 89-91(AB), U20: L1: 1-19, L2: 20-37, L3: 39-59, L5: 79-98</p> <p>Comp: UB: W1: D5: 113-114; U2: W1: D2: 225-228; U3: W1: D1: 289-295, D2: 296-305; U4: W1: D1: 363-368, D2: 369-374, W1: 381-388, D5: 389-395, W3: D2: 444-449, U5: W1: D3: 497-504, D5: 510-517, U8: W1: D1: 683-688, D2: 689-694</p> <p>Whole Class: UA: W1: D1: 5-7, D2: 8-10, D3: 11-13, D4: 14-15, D5: 17-19, UB: W1: D1: 37-39, D2: 40-42, D3: 43-45, D4: 46-48, W2: D1: 50-51, D2: 52-53, D3: 54-55, D4: 56-57, D5: 58-60, U2: W1: D1: 91-93, D2: 94-97, D3: 98-101, W2: D1: 108-110, D2: 111-112, D3: 113-115, D4: 116, D5: 117-118, U3: W1: D1: 123-127, D2: 128-131, D3: 132-134, D4: 135-137, D5: 138-140, W2: D1: 141-143, D2: 144-146, D3: 147-148, D4: 149-150, D5: 151-152, U4: W1: D1: 157-158, D2: 159-161, W2: D1: 170-173, D4: 179-181, U5: W1: D1: 201-203, D2: 204-206, D3: 207-208, D4: 209, W2: D2: 214-215, U8: W1: D1: 307-310, D2: 311-313, D3: 314-317, D4: 318-320, D5: 321-323, W2: D1: 324-325, D2: 326-327, D3: 328-330, D4: 331-333, D5: 334-336, W3: D1: 337-339, D2: 340-341, D3: 342-343, D4: 344-345, D5: 346-348, U11: W1: D1: 473-477, D2: 478-481, D3: 482-483, D4: 484-486, D5: 487-490, W2: D1: 491-493, D2: 494-495</p>
<p>3.3.R.4 Students will find examples of literary devices:</p> <ul style="list-style-type: none"> ● simile ● metaphor ● personification ● onomatopoeia ● hyperbole 	<p>TG: U2: L7: 189-192, U6: L9: 82-83, U11: L7: 191-197, L8: 199-204, L9: 208-217, L10: 219-228, L11: 231-237, U14: L6: 370</p> <p>AB: U2: L7: 70, U6: L9: 82-83, U11: L7: 56-57, L8: CW22, L9: 66, U14: L6: 133</p> <p>Student Text: U6: L9: 95-99, U11: L7: 48, L8: 49, L9: 53-61, L10: 62-69, L11: 69-73, U14: L6: 32</p> <p>Comp: U2: W1: D2: 225-228, U8: W2: D4: 730-736, U10: W2: D2: 945-950, D3: 951-956, U11: W1: D1: 997-1004</p> <p>WC: W2: D1: 439-442, D2: 443-445, D3: 446-448</p>
<p>3.3.R.5 Students will distinguish fact from opinion in a text.</p>	<p>TG: U4: L7: 197-199, U5: L3: 279, L4: 287, U7: L2: 150-158, L3: 162-167, U9: L7: 197-203, U10: L7: 81-88, U11: L6: 179-188, U12: L4: 57-65, L6: 79-87, U16: L3: 110-122, U17: L2: 170, U19: L2: 32-34</p> <p>AB: U5: L3: 103, L4: CW29, U7: L2: 72, L3: 76, U9: L7: CW22, 79-80, U10: L7: 25, U11: L6: 41-47, U12: L4: 20-21, L6: 33, U16: L3: 38-39, U17: L2: 54, U19: L2: CW2, 10</p> <p>Student Text: U5: L7: 40-42, U7: L2: 7-11, L3: 9-12, U9: L7: 51-60, U10: L7: 32-39, U12: L4: 15-19, L6: 26-32, U16: L3: 31-43, U17: L2: 67-81, U19: L2: 10-15</p>

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<p>3.3.R.6 Students will describe the structure of a text (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect</i>) with guidance and support.</p>	<p>TG: UB: L1: 75-80, L2: 83-88, L3: 92-98, L4: 99-107, UD: L1: 198-203, L2: 207-211, L3: 216-220, L4: 226-227, UE: L1: 253-259, L2: 263-269, UG: L1: 79-85, L2: 89-97, L3: 100-107, UJ: L1: 287-294, L2: 298-304, L3: 308-315, L4: 322-323, U1: L1: 22-30, L4: 55-57, U2: L3: 152-154, L4: 159-161, L5: 168-171, 172-175, L6: 178, 179-181, 181-184, L7: 189-192, 193-195, U4: L1: 129-133, 134-137, L2: 142-145, L3: 152-157, L4: 158-162, L4: 164-169, 170-173, U5: L5: 294-297, U5: L5: 298-300, L6: 304-306, L6: 307-310, L7: 317-321, U6: L1: 23-25, 26-28, L2: 31-33, 33-35, L3: 38-42, L4: 46-47, L5: 53-56, L6: 60, 61-63, L7: 66-67, L7: 68-71, L8: 74-75, L9: 82-83, L9: 84-86, L10: 89, L10: 90-92, L11: 95-98, U7: L5: 179-185, L6: 188-194, L7: 197-204, U8: L1: 20-24, 25-30, L2: 34-37, 38-42, L3: 45-53, L4: 56-64, L5: 68-75, L6: 78-86, L7: 89-95, U11: L9: 208-217, L11: 231-237, U13: L1: 143-151, L2: 154-163, L3: 167-175, L4: 177-186, L5: 188-193, L6: 199-207, L7: 209-217, L8: 221-230, L9: 233-240, L10: 243-249, L11: 252-257, L12: 266-267, U14: L1: 305-316, L2: 318-326, L3: 329-337, L4: 340-348, L5: 352-359, L6: 362-370, L7: 372-380, L8: 383-391, L9: 395-401, L10: 403-410, L11: 413-420, L12: 430-432, U18: L1: 211-215, L2: 221-226, L3: 228-233, L4: 236-240, L5: 243-248, L6: 250-255, L7: 257-262, L8: 264-269, U20: L1: 69-75, L2: 78-84, L3: 86-93, L4: 95-102, L5: 104-110, L6: 112-118, L7: 120-126, L8: 128-135</p> <p>AB: UB: L2: CW11, 29, L3CW12-13, 34, L4: CW15-16, 41, UD: L1: CW24, 73, L2: CW26, 78-79, L3: CW28, 84, L4: 89, UE: L1: 96, L2: 101-102, UG: L1: CW8, L2: CW9-11, 31-32, L4: 44, UJ: L1: 91, L2: CW38, 95, L3: CW39-40, 99, L4: 105-106, U1: L1: 2, 4, U2: L3: CW15, 55-56, L6: CW17, 61, 65-66, L7: CW19, L3: 53, L3: 58-59, L4: 63, U5: L5: 298-300, L6: 118-119, L7: 312-316, U6: L1: CW1, 3, L3: 10-11, L6: 26, 27, L7: 31, L9: 42, L11: 48-49, U7: CW19, 86-87, L6: CW20, 91, U8: L1: 3, L2: 7, L3: 12, L5: 26, L7: CW7, U11: L9: 65, L11: CW28, 72, U13: L1: 51-52, L2: CW20, 55-56, L3: CW21, 61, L4: 63-65, L5: CW24, 67-69, L6: 73-74, L7: CW27, 76-77, L8: CW29, 80, L9: CW31, 83-85, L10: 88-89, L12: 99-103, U14: L1: 107, L2: 110, CW39, 112, L3: 115-116, L4: 120-122, L5: 127-128, L6: CW43, 132, L7: CW45-46, 135-136, L8: 139-142, L9: 146, L10: 148-150, L12: 157-164, U18: L1: CW24, 68, L2: CW25, 71-72, L3: 74, L4: CW27-28, 77-78, L6: CW30, 85, L7: CW31, 87, L8: 92-94, U20: L1: CW5-6, 23-24, L2: CW7, 26-27, L3: CW8, 30-31, L4: 34, L5: CW10, L6: 113-114, 116-117, L7: 42, L8: 49-51</p> <p>Student Text: UB: L1: 13-15, L2: 15-17, L3: 17-21, L4: 12-21, CW14(AB), 39-40(AB), UD: L1: 33-35, L2: 36-39, L3: 39-41, L4: 87-88(AB), UE: L1: 45-57, L2: 52-57, UG: L1: 17-22, L2: 22-28, L3: CW12-16(AB), UJ: L1: 19-25, L2: 26-29, L3: 30-34, L4: 103-104(AB), U2: L1: 37-39, L3: 47-51, L4: 52-55, L5: 57-60, 61-63, L6: 64-67, 67-70, L7: 71-75, U4: L1: 3-9, L2: 7-15, L3: 16-21, L4: 21-27, U5: L5: 60-63, L6: 64-66, L7: 66-72, L7: 72-74, U6: L1: 1-6, 7-15, L2: 16-30, L3: 31-39, L4: 40-44, L6: 59-66, 67-75, L7: 76-77, L7: 78-85, L8: 87-91, L9: 95-99, L9: 100-103, L10: 112-120, L11: 121-128, U7: L5: 19-23, L6: 24-31, L7: 32-36, U8: L1: 2-6, 7-14, L2: 15-19, 19-23, L3: 24-31, L4: 32-29, L5: 43-51, L6: 52-62, L7: 63-69, U11: L9: 53-61, L11: 69-73, U13: L1: 4-13, L2: 14-24, L3: 25-34, L4: 34-48, L5: 24-36, L6: 1-10, L7: 11-24, L8: 221-230, 23-37, L9: 38-43, U14: L1: 9-15, L2: 16-20, L3: 21-28, L4: 29-39, L5: 40-48, L6: 49-55, L7: 56-61, L8: 62-66, L9: 67-70, L10: 71-73, L11: 74-79, U18: L1: 13-19, L2: 19-24, L3: 24-30, L4: 30-35, L5: 37-41, L6: 41-47, L7: 48-57, L8: 53-57, 89-91(AB), U20: L1: 1-19, L2: 20-37, L3: 39-53, L4: 61-78, L5: 79-98, L6: 98-121, L7: 123-134, U20: L8: 114-121, CW15-</p>

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	<p>16(AB), 45-48(AB)</p> <p>Comp: UB: W1: D5: 110-115, U3: W1: D1: 289-295, D2: 296-305, U4: W1: D1: 363-368, D2: 369-374, U8: W1: D1: 683-688, D2: 689-694, U10: W1: D1: 901-906</p> <p>WC: UA: W1: D1: 5-7, D2: 8-10, D3: 11-13, D4: 14-15, D5: 17-19, UB: W1: D1: 37-39, D2: 40-42, D3: 43-45, D4: 46-48, W2: D1: 50-51, D2: 52-53, D3: 54-55, D4: 56-57, D5: 58-60, U2: W1: D1: 91-93, D2: 94-97, D3: 98-101, D4: 102-104, D5: 105-107, W2: D1: 108-110, D2: 111-112, U3: W1: D1: 123-127, D2: 128-131, D3: 132-134, D4: 135-137, D5: 138-140, W2: D1: 141-143, D2: 144-146, D3: 147-148, D4: 149-150, D5: 151-152, U4: W1: D1: 157-158, D2: 159-161, D3: 162-164, D4: 165-166, D5: 167-169, W2: D1: 170-173, D2: 174-176, D3: 177-178, D4: 179-181, D5: 182-183, W3: D1: 184-185, D2: 186-187, D3: 188-190, D4: 191-193, D5: 194-196, U5: W1: D1: 201-203, D2: 204-206, D3: 207-208, D4: 209, W2: D1: 212-213, D2: 214-215, D3: 216-217, D4: 218-220, D5: 221, U8: W1: D1: 307-310, D2: 311-313, D3: 314-317, D4: 318-320, D5: 321-323, W2: D1: 324-325, D2: 326-327, D3: 328-330, D4: 331-333, D5: 334-336, W3: D1: 337-339, D2: 340-341, D3: 342-343, D4: 344-345, D5: 346-348, U11: W1: D1: 473-477, D2: 478-481, D3: 482-483, D4: 484-486, D5: 487-490, W2: D1: 491-493, D2: 494-495, D3: 496-497, D4: 498-499, D5: 500-501</p>
<p>3.3.R.7 Students will ask and answer inferential questions using the text to support answers with guidance and support.</p>	<p>TG: UB: L1: 75-80, L2: 83-88, L3: 92-98, L4: 102, 107, UC: L2: 149-150, UD: L1: 198-203, L2: 207-211, L3: 216-220, UE: L1: 253-259, L2: 263-269, UG: L1: 79-81, L2: 89-97, L3: 100-107, L4: 113-114, UJ: L1: 287-294, L2: 298-303, L3: 308-315, L4: 322-323, U1: L1: 22-30, L2: 34, 35-37, L3: 46-47, 51, L4: 54-57, 60, U2: L1: 130-132, L2: 140-142, L3: 148, 149-151, 152-154, L4: 158, 159-161, 162-164, L5: 168-171, 172-175, L6: 178, 179-181, 181-184, L7: 188, 189-192, 193-194, L8: 196-198, U4: L1: 129-133, L2: 148, L3: 152-157, L4: 164-169, L8: 210-211, U5: L5: 294-297, L6: 304-306, 307-310, L7: 312-316, 317-321, L8: 324-326, 328, U6: L1: 23-25, 26-28, L2: 31-33, 33-35, L3: 38-39, 39-42, L4: 46-47, 50, L5: 53-56, L6: 60, 61-63, L7: 66-67, 68-71, L8: 74-78, L9: 82-83, L9: 84-86, L10: 89-92, L11: 95-98, L12: 105, U7: L5: 179-185, L6: 188-194, L7: 197-204, L8: 206-209, 210-211, U8: L1: 20-24, 25-30, L2: 34-37, 38-42, L3: 45-53, L4: 56-64, L5: 68-75, L6: 78-86, L7: 89-95, L8: 98-105, U11: L7: 191-197, L8: 199-204, L9: 208-217, L10: 219-228, L11: 231-237, L12: 245-247, U13: L1: 143-151, L2: 154-163, L3: 167-175, L4: 177-186, L5: 188-193, L6: 199-207, L7: 209-217, L8: 221-230, L9: 233-240, L10: 243-249, U14: L1: 305-316, L2: 318-326, L3: 329-337, L4: 340-348, L5: 352-359, L6: 362-370, L7: 372-380, L8: 383-391, L9: 395-401, L10: 403-410, L11: 413-420, L12: 430-432, U15: L1: 15-25, L2: 27-36, L3: 39-48, L4: 50-57, U18: L1: 211-215, L2: 221-226, L3: 228-233, L4: 236-240, L5: 243-248, L6: 250-255, L7: 257-262, L8: 264-269, U20: L1: 69-75, L2: 78-84, L3: 86-93, L4: 95-102, L5: 104-110, L6: 112-118, L7: 120-126, L8: 128-135</p> <p>AB: UB: L2: 29, L4: CW15, 39-42, UC: L2: CW19, UD: L1: CW24, 73, L2: CW26, 79, L3: CW28, UE: L1: 96, L2: 101-102, UG: L4: 44-45, UJ: L1: 91, L2: 95, L3: CW39, 99, L4: 105-107, U1: L1: 3, L3: CW3, 10, L4: 14, L3: 45, 49, CW15, L6: CW17, 61, CW18, 65-66, L7: CW19, 71, U4: L2: 52-53, L4: 59, L8: 86-90, L6: CW31-32, 118, 119, L7: CW33, CW34-35, U6: L1: 3, L2: CW2, 6-7, L4: 15, 16, L5: 22, L6: 26, 27, L7: 31, L8: CW8, L9: 42, L10: 45, L11: 48-49, L12: 55-58, U7: L6: CW20, 91, L7: 197-204, L8: 101-106, U8: L1: 3, L2: 7, L3: 7, L5: 25-26, L8: CW10-11, 41-43, U11: L7: 56-58, L8: 59-61, L9: 65-67, L10: CW26-27, 68-69, L11: CW28, 72-73, L12: 78-81, U13: L1: 51-52, L2: 55-56,</p>

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	<p>L3: 61, L4: 63-65, L5: 67-69, L6: 73-74, L7: 76-77, L8: CW29, 80, L9: CW31, 83-85, L10: 88-90, U14: L1: CW38, 107, L2: 110, 112, L3: 115-116, L4: 120-122, L5: 352-359, L7: CW45-46, 135-136, L9: 146, L10: 149-150, L12: 157-164, U15: L1: 8, L3: CW3, 20, L4: 23-26, U18: L1: 68, L2: 71-72, L3: 74, L4: CW28, 77, L5: CW29, L6: CW30, 85, L7: CW31, 87, L8: 264-269, CW32, 92-95, U20: L1: CW5-6, 23-24, L2: CW7, 26-27, L3: CW8, 30-31, L4: 34, L6: 40, L8: 49-51</p> <p>Student Text: UB: L1: 13-15, L2: 15-17, L3: 17-21, L4: 12-21, 40(AB), UC: L2: 26-27, UD: L1: 33-35, L2: 36-39, L3: 39-41, UE: L1: 45-57, L2: 52-57, UG: L1: 17-22, L2: 22-28, L3: 17-22 L4: 41-43(AB), UJ: L1: 19-25, L2: 26-29, L3: 30-37, L4: 103-104(AB), U2: L1: 37-39, L2: 41-44, L3: 47-51, L4: 52-55, L5: 57-60, 61-63, L6: 67-70, L7: 71-74, 74-75, L8: 75-76, U4: L1: 3-9, L2: 7-15, L3: 16-21, L4: 21-27, U5: L5: 60-63, L6: 64-66, L7: 66-72, 72-74, L8: 70-74, U6: L1: 1-6, 7-15, L2: 16-30, L3: 31-34, 35-39, L4: 40-44, 44-49, L5: 50-58, L6: 59-66, 67-75, L7: 76-77, 78-85, L8: 87-94, L9: 95-99, L9: 100-103, L10: 112-120, L11: 121-128, U7: L5: 19-23, L6: 24-31, L7: 32-36, U8: L1: 2-6, 7-14, L2: 15-19, 19-23, L3: 24-31, L4: 32-39, L5: 43-51, L6: 52-62, L7: 63-69, L8: 67-69, U11: L7: 48, L8: 49, L9: 53-61, L10: 62-69, L11: 69-73, U13: L1: 4-13, L2: 14-24, L3: 25-34, L6: 1-10, L7: 11-24, L8: 23-37, L9: 38-43, U14: L1: 9-15, L2: 16-20, L3: 21-28, L4: 29-39, L5: 40-48, L6: 49-55, L7: 56-61, L8: 62-66, L9: 67-70, L10: 71-73, L11: 74-79, U15: L1: 6-7(AB), L2: 12-13(AB), L3: 18-19(AB), U18: L1: 13-19, L2: 19-24, L3: 24-30, L4: 30-35, L5: 37-41, L6: 41-47, L7: 48-52, L8: 53-57, 89-91(AB), U20: L1: 1-19, L2: 20-37, L3: 39-59, L4: 61-78, L5: 79-98, L6: 98-121, L7: 123-134, L8: 114-121, CW15-16(AB), 45-48(AB)</p> <p>Comp: UB: W1: D5: 110-115, U2: W1: D2: 224-231, U3: W1: D1: 289-295, D2: 296-305, U4: W1: D1: 363-368, D2: 369-374, D4: 381-388, D5: 389-395, W3: D2: 444-449, U5: W1: D3: 497-504, D5: 510-517, U8: W1: D1: 683-688, D2: 689-694, U10: W1: D1: 901-906, D2: 907-914, D3: 915-924, D4: 925-931, W2: D3: 951-956, W3: D1: 969-974</p> <p>Whole Class: UA: W1: D1: 5-7, D2: 8-10, D3: 11-13, D4: 14-15, D5: 17-19, W2: D1: 20-21, D2: 22-24, D3: 25-26, D4: 27-29, D5: 30-31, UB: W1: D1: 37-39, D2: 40-42, D3: 43-45, D4: 46-48, W2: D1: 50-51, D2: 52-53, D3: 54-55, D4: 56-57, U2: W1: D1: 91-93, D2: 94-97, D3: 98-101, W2: D1: 108-110, D2: 111-112, U3: W1: D1: 123-127, D2: 128-131, D3: 132-134, D4: 135-137, D5: 138-140, W2: D1: 141-143, D2: 144-146, D3: 147-148, D4: 149-150, D5: 151-152, U4: W1: D1: 157-158, D2: 159-161, D3: 162-164, D4: 165-166, D5: 167-169, W2: D1: 170-173, D2: 174-176, D3: 177-178, D4: 179-181, D5: 182-183, W3: D1: 184-185, D2: 186-187, D3: 188-190, D4: 191-193, D5: 194-196, U5: W1: D1: 201-203, D2: 204-206, D3: 207-208, D4: 209, W2: D1: 212-213, D2: 214-215, D5: 221, U6: W1: D1: 227-231, D2: 232-234, D3: 235-237, D4: 238-240, D5: 241-244, U8: W1: D1: 307-310, D2: 311-313, D3: 314-317, D4: 318-320, D5: 321-323, W2: D1: 324-325, D2: 326-327, D3: 328-330, D4: 331-333, D5: 334-336, W3: D1: 337-339, D2: 340-341, D3: 342-343, D4: 344-345, D5: 346-348, U10: W1: D1: 421-424, D2: 425-426, D3: 427-432, D4: 433-435, D5: 436-438, W2: D1: 439-442, D2: 443-445, D3: 446-448, D4: 449-451, D5: 452-453, W3: D1: 454-457, D3: 461-463, D5: 466-468, U11: W1: D1: 473-477, D2: 478-481, D3: 482-483, D4: 484-486, D5: 487-490, W2: D1: 491-493, D2: 494-495</p>
Writing	
Students will write for varied purposes and	

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audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
3.3.W.1 NARRATIVE – Grade Level Focus Students will write narratives incorporating characters, plot, setting, point of view, and conflict (<i>i.e., solution and resolution</i>).	<p>TG: U8: L1: 25-30</p> <p>AB: U8: L1: CW1</p> <p>Comp: UA: W1: D5: 44-45, 47, UB: W1: D1: 87-91, D2: 92-96, D3: 97-102, D4: 105-109, W2: D1: 116-121, D2: 122-128, D3: 129-134, D4: 135-140, D5: 141-145, U2: W1: D1: 215-223, D2: 224-231, D4: 240-246, D5: 247-252, W2: D5: 280-284, U3: W1: D3: 307-313, D4: 314-321, D5: 322-326, W2: D1: 327-334, D2: 335-340, D3: 341-349, D4: 350-356, U4: W1: D1: 363-368, D2: 369-374, D3: 375-380, D4: 381-388, D5: 389-395, W2: D1: 397-403, D2: 404-410, D3: 411-419, D4: 420-426, D5: 427-437, W3: D1: 438-443, D2: 444-449, D3: 450-459, D4: 460-466, U5: W1: D1: 475-486, D2: 487-496, D3: 497-504, D4: 505-509, D5: 510-517, W2: D5: 543-548, U8: W1: D1: 683-688, D2: 689-694, D3: 695-700, D4: 701-707, D5: 708-712, W2: D1: 713-718, D2: 719-724, D3: 725-729, D4: 730-736, D5: 737-740, W3: D1: 741-746, D2: 747-752, D3: 753-758, D4: 759-765, D5: 766-770, U11: W1: D1: 997-1004, D2: 1005-1013, D3: 1014-1020, D4: 1021-1025, D5: 1026-1031, W2: D1: 1032-1034, D2: 1035-1038, D3: 1039-1043, D4: 1044-1:046, D5: 1047-1049</p> <p>WNB1: 16, WB1, 17, 18-19, 20-21, 22, 23, 42, 56-58, 59-61, 63, 64-65, 65-67, 68, 70-71, 72, 73-77, 80, WNB2: 13-22, 23-28, 73-80, 81-84</p>
3.3.W.2 INFORMATIVE Students will write facts about a subject, including a main idea with supporting details, and use transitional and signal words.	<p>TG: U1: L4: 58-59, U2: L7: 193-195, U16: L3: 120, U17: L2: 165-169</p> <p>AB: U1: L4: CW4, U2: L7: CW19, U16: L3: CW10-11, U17: L2: CW18</p> <p>Student Text: U16: L3: 38-47, U17: L2: 72-81</p> <p>Comp: U1: W1: D1: 151-157, D2: 158-164, D3: 165-169, D4: 170-177, D5: 178-181, W2: D1: 182-185, D2: 186-190, D3: 191-197, D4: 198-205, D5: 206-210, U2: W1: D1: 215-216, U5: W2: D1: 518-524, D2: 525-529, D3: 530-537, D4: 538-542, U6: W1: D1: 553-560, D2: 561-566, D3: 567-572, D4: 573-578, D5: 579-583, W2: D1: 584-588, D2: 589-595, D3: 596-601, D4: 602-605, U9: W1: D1: 775-785, D2: 786-793, D3: 794-800, D4: 801-808, D5: 809-814, W2: D1: 815-822, D2: 823-830, D3: 831-840, D4: 841-847, D5: 848-853, W3: D1: 854-860, D2: 861-865, D3: 866-870, D4: 871-874, D5: 875-878, W4: D1: 879-883, D2: 884-887, D3: 889-891, D4: 892-893, D5: 894-895</p> <p>WNB1: 24, 32-34, 35-37, 38, 85, 87-88, 89-91, 92-93, 94-96, 97-98, 99, 100-101, WNB2: 29, 30-38, 40-44, 45-49, 50-55WC: U2: W1: D1: 91-93, D2: 94-97, D3: 98-101, D4: 102-104, D5: 105-107, W2: D1: 108-110, D2: 111-112, D3: 113-115, D4: 116, D5: 117-118, U5: W1: D1: 201-203, D2: 204-206, D3: 207-208, D4: 209, D5: 210-211, U6: W2: D2: 248-250, D3: 251-254, D4: 255-257, D5: 258-259</p>
3.3.W.3 OPINION Students will express an opinion about a topic and provide reasons as support.	<p>TG: U11: L6: 187, U14: L2: 325, U18: L3: 232, U19: L2: 32-34</p> <p>AB: U11: L6: CW19-20, U14: L2: CW39, U18: L3: CW26, U19: L2: CW2</p> <p>Student Text: U18: L3: 24-30, U19: L2: 10-15</p>

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	<p>Comp: U2: W2: D1: 253-261, D2: 262-269, D3: 270-275, D4: 276-279, D5: 280-284, U5: W2: D5: 543-548, U7: W1: D1: 613-621, D3: 634-638, D4: 639-644, D5: 645-650, W2: D1: 651-659, D2: 660-664, D3: 665-669, D4: 670-675, D5: 676-678</p> <p>WNB1 48-49, WNB2: 1-5, 6-9, 10, 11-12</p>
Standard 4: Vocabulary	
Students will expand their working vocabularies to effectively communicate and understand texts.	
Reading	
Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	
3.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	<p>TG: UA: L1: 19, UB: L1: 74, UC: L1: 134, UD: L1: 197, L3: 220, L4: 226-227, UE: L1: 252, 259, L3: 279, L4: 289-290, UF: L1: 17, 26, UG: L1: 77, UH: L1: 141, L3: 180, UI: L1: 217, L3: 250, UJ: L1: 286, L3: 315, U1: L1: 21, L2: 31-34, L3: 51, L4: 60, L5: 63, L6: 79, U2: L1: 125-128, 136, L3: 154, L4: 162-164, L5: 167, 172-175, L6: 181-184, L7: 193-195, U3: L1: 16-19, L3: 47-49, L5: 68, L7: 83-87, U4: L1: 125-126, L2: 149, L3: 158-162, L4: 170-173, L5: 176-177, L7: 200-202, U5: L1: 246-249, 254-257, L2: 269, L4: 289, L5: 292-293, L7: 317-321, L8: 329-330, U6: L1: 22, L2: 33-35, L3: 42, L4: 50, L5: 52, 56, L7: 68-71, L8: 74-78, L9: 80, L11: 95-98, U7: L1: 138-139, 144-146, L3: 162-167, L5: 178, 184, L6: 194, L7: 197-204, U8: L1: 20-24, L3: 45-53, L5: 66-67, 68-75, L6: 86, L7: 95, U9: L1: 141-142, 145-147, L2: 151-156, L3: 158, L4: 166, L7: 197-203, L8: 205-208, U10: L1: 17, 27, L2: 29-37, L4: 49-57, L5: 61-68, U11: L1: 131-138, L5: 169, L6: 179-188, L7: 197, L12: 245-247, U12: L1: 16-17, L5: 67-68, L7: 90-97, U13: L1: 141-142, 143-151, L2: 154-163, L4: 177-186, U14: L1: 304, 316, L2: 318-326, L3: 329-337, L5: 349-351, 353, L7: 372-380, L9: 392-393, 401, U15: L1: 13-14, L2: 27-36, L3: 39-48, U16: L1: 79-80, L2: 95-107, U17: L1: 143-144, 146-156, L2: 170, U18: L1: 209-210, L5: 241-242, L7: 257-262, U19: L1: 11-12, 22, U20: L1: 66-67, L3: 87, 89, 93, L5: 103</p> <p>AB: UA: L1: 3, UB: L1: 23, UC: L1: 45, UD: L1: 71, L3: 85, L4: 90-91, UE: L1: 94, 97, L3: 107, L4: 112, UF: L1: 2, 6, UG: L1: 26-27, UH: L1: 48, L3: 60, UI: L1: 68-69, L3: 83, UJ: L1: 90, L3: 101, U1: L1: 2, 5, L2: 6, L3: 11, L4: 15, L5: 18, L6: 27, U2: L1: 39, 40, 42, L3: 51-52, L4: 57, L5: 59, 62, L6: 67-68, L7: 71-72, U3: L1: 1-3, L3: 13-14, L5: 23, L7: CW12, 31-34, U4: L1: 44-45, L2: 54-56, L3: 60-61, L4: 64-65, L5: 67-68, L7: 81-82, U5: L1: 91-93, 95-96, L2: 99-100, L4: 108-110, L5: 112-113, L7: 126, L8: 132-134, U6: L1: 2, L2: 7, L3: 38-12, L4: 17, L5: 20-21, 23, L7: 32, L8: 36, L9: 39-40, L11: 50, U7: L1: 59-61, 64, L3: 9-12, L5: 85, 88, L6: 92, L7: 96-97, U8: L1: 2-6, L3: 14-15, L5: 23-24, 27, L6: 32-33, L7: 36, U9: L1: 45, 48, L2: 53-54, L3: 56, L4: 61, L7: 81-82, L8: 89, U10: L1: 2-3, 6, L2: 8, L4: 13, L5: 18-19, U11: L1: 39, L5: 48, L6: 55, L7: 58, L12: 79-81, U12: L1: 2-3, L5: 26-27, L7: 38-39, U13: L1: 49-50, 53, L2: 58-59, L4: 66, U14: L1: 105, 109, L2: 111, 113, L3: 117-118, L5: 124-126, L7: 134, 137, L9: 144-145, 147, U15: L1: 2-3, L2: 15, L3: 21, U16: L1: 27-28, L2: 35-36, U17: L1: 47, 50-51, L2: 54, U18: L1: 65-66, L5: 80-81, L7: 88, U19: L1: 1-2, 6, U20: L1: 21-22, L3: 29, 32, L5: 36</p> <p>Student Text: UD: L3: 39-41, L4: 87-88(AB), UE: L1: 45-51, L3: 58-62, L4: 109-110(AB), UF: L1: 3-8, UH: L3: 30-49, UI: L3: 12-15, UJ: L3: 19-34</p>

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	<p>Whole Class: U3: W2: D2: 144-146, U4: W2: D1: 170-173, U5: W1: D1: 201-203, U6: W1: D1: 227-231, U7: W1: D1: 265-268, D3: 272-276, W2: D2: 290-295, U8: W1: D1: 307-310, D3: 314-317, U9: W1: D1: 353-355, D2: 356-358, D3: 359-362, D4: 363-365, D5: 366-368, W2: D2: 372-374, D3: 375-377, D4: 378-381, U10: W1: D1: 421-424</p>
<p>3.4.R.2 Students will use word parts (<i>e.g., affixes, roots, stems</i>) to define and determine the meaning of new words.</p> <p>3.4.R.3 Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.</p>	<p>TG: UH: L3: 166, 180, L4: 181, UI: L1: 215, 227, UI: L2: 228, 239, L4: 251, UJ: L3: 306, L4: 316, U2: L5: 165-166, U3: L1: 16-17, L3: 40-42, 47-49, L5: 60-61, 66-68, L6: 69, L7: 78, U4: L3: 150-151, L5: 174-175, L7: 194-195, 200-202, U5: L2: 258-259, L3: 270-271, L4: 280, 289, L5: 292-293, L6: 301-302, U6: L3: 36, L4: 43-44, L5: 51, 56, L6: 57-58, L8: 72, L11: 93, L12: 99, U7: L1: 138, L2: 147, U8: L2: 31, L3: 53, L5: 65, U9: L2: 148, L5: 175, L6: 185, 192, U10: L1: 16, L3: 38, L5: 58, L7: 79, U11: L9: 205, L11: 229, U12: L1: 15, L2: 31, L3: 44, L5: 66, L7: 88, L8: 98, U13: L6: 194, L11: 250, U17: L2: 159, U20: L2: 78-79, 84</p> <p>AB: UH: L3: 56, 59, L4: 61, UI: L1: 67, 73, UI: L2: 74, 78, L4: 251, UJ: L3: 98, L4: 102, U2: L5: 58, U3: L1: 1, L3: 11, 13, 14, L5: 19, 24, L6: 25, L7: 30, U4: L3: 150-151, L5: 66, L7: 78, 82, U5: L2: 97, L3: 101, L4: 106, 110, L5: 112-113, L6: 117, U6: L3: 9, L4: 14, L5: 19, 24, L6: 25, L8: 34, L11: 47, L12: 51, U7: L1: 59, L2: 66, U8: L2: 6, L3: 16, L5: 22, U9: L2: 50, L5: 65, L6: 70, 74, U10: L1: 1, L3: 9, L5: 14, L7: 24, U11: L9: 62, L11: 71, U12: L1: 1, L2: 8, L3: 14, L5: 25, L7: 36, L8: 40, U13: L6: 71, L11: 93, U20: L2: 28</p>
3.4.R.4 Students will infer relationships among words, including synonyms, antonyms, homographs, and homonyms.	<p>TG: UJ: L1: 286, U2: L1: 125-128, 136, L3: 154-155, L6: 181-184, L7: 189-192, 193-195, U3: L1: 16-19, L5: 68, L6: 69, U5: L7: 321, U6: L1: 22, L6: 61-63, L7: 66-67, L7: 68-71, L9: 82-83, U7: L2: 147-148, 158, L7: 197-204, U8: L1: 15, 29, L5: 66-67, U11: L1: 130, L2: 147, L6: 188, L8: 199-204, L10: 70, 219-228, L12: 245-247, U13: L1: 141-142, L2: 154-163 L3: 164, L3: 167-175, L6: 196, L7: 209-217, L8: 230, L9: 233-240, L10: 242, U14: L2: 321, L3: 337, L4: 338, 348, L5: 126, L6: 370, L7: 374, 380, L9: 393, L11: 420, U15: L1: 13-14, L1: 15-25, L3: 39-48, U16: L1: 79-80, U18: L1: 210, L2: 226, L3: 228-233, L5: 241-242, L6: 255, U19: L2: 34, L3: 42, L4: 51, U20: L2: 79, L3: 89, 93, L4: 96, 102, L6: 114, 118</p> <p>AB: UJ: L1: 90, U2: L1: 39, 40, 42, L3: 51-53, L6: 67-68, L7: 70, 71, 72, U3: L1: 1-3, L5: 23, L6: 25, U5: L7: 126, U6: L1: 2, L6: 28, L7: 32, L9: 41, U7: L2: 66, 73, 96-97, U8: L1: 1, 4, L5: 23-24, U11: L1: 37, L2: 41, L6: 55, L10: 62-69, L12: 245-79-81, U13: L2: 59, L3: 62, L8: 81, L9: 86-87, L10: 86-87, U14: L2: 111, L3: 118, L4: 119, 123, L6: 133, L7: 134, 137, L9: 145, L11: 155, U15: L1: 2-3, 4, L3: 17, 20, U16: L1: 27-28, U18: L1: 66, L2: 73, L3: 76, L5: 81, L6: 86, U19: L2: 11, L3: 14, L4: 20, U20: L3: 29, 32, L4: 33, 35, L6: 41</p> <p>Student Text: U6: L7: 76-77, U7: L7: 32-36, U11: L8: 49, U13: L2: 14-24, L3: 25-34, L9: 38-43, U14: L2: 16-20, L3: 21-28, L4: 23, 30, L6: 49-55, L7: 56-61, L11: 74-79, U15: L1: 6-7(AB), L3: 18-19(AB), U18: L2: 19-24, L3: 24-30, L6: 41-47, U19: L3: 16-19, L4: 15-18(AB), U20: L2: 20-37, L3: 39-53, L4: 61-78, L6: 98-121</p> <p>Comp: U10: W1: D1: 901-906, D2: 907-914, W2: D2: 945-950, D3: 951-956, D4: 957-963, D5: 964-968, W3: D1: 969-974</p> <p>Whole Class: UB: W2: D1: 50-51, U3: W1: D1: 123-127, D2: 128-131</p>
3.4.R.5 Students will use a dictionary or glossary	TG: UA: L1: 19, L3: 40, UB: L1: 74, L3: 98, UC: L1: 134, L3: 163, UD: L1: 197,

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(print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.	<p>203, L3: 220, UE: L1: 252, L3: 279, UF: L1: 17, L3: 45, UG: L1: 77, L3: 107, UH: L1: 141, L1: 143, L3: 180, L4: 183-190, UI: L1: 217, L3: 250, UJ: L1: 286, L3: 315, U2: L5: 167, U3: L1: 20-24, L3: 47-49, L5: 62, L7: 80-82, 83-87, U4: L3: 158-162, L4: 170-173, L5: 176-177, U5: L1: 248-249, L4: 289, L5: 292-293, U6: L1: 22, L7: 68-71, L9: 80, U7: L1: 139, L3: 167, L5: 178, U8: L1: 15, L3: 45-53, L6: 86, L7: 95, U9: L3: 158, L4: 166, L5: 176, L7: 194, U10: L1: 17, L5: 59-60, U11: L1: 129-130, L3: 148, 158, L5: 169, L9: 207, L12: 245-247, U12: L1: 16-17, L3: 54, L5: 67-68, U13: L1: 141-142, L2: 154-163, L6: 195, L8: 218-219, L10: 243-249, L11: 257, U14: L1: 304, L3: 337, L5: 349, 353, L9: 392, 401, U15: L1: 13, L2: 36, U16: L1: 79-80, U17: L1: 143-144, U18: L1: 209, L5: 241-242, U19: L1: 11-12, L2: 34, U20: L1: 66-67, L5: 103, L7: 122, 126</p> <p>AB: UA: L1: 3, L3: 15, UB: L1: 23, L3: 35, UC: L1: 45, L3: 60, UD: L1: 71, 74, L3: 85, UE: L1: 94, L3: 107, UF: L1: 2, L3: 16, UG: L1: 26, L3: 39, UH: L1: 48, L3: 60, L4: CW27, UI: L1: 68-69, L3: 83, UJ: L1: 90, L3: 101, U2: L5: 59, U3: L3: 13, L5: 20, L7: CW13, 31-32, 34, U4: L3: 60, L4: 64-65, L5: 67-68, U6: L1: 2, L9: 39-40, L3: 77, L5: 85, U8: L1: 2, L3: 14-15, L6: 32-33, L7: 36, U9: L3: 56, L4: 61, L5: 66, L7: 76-77, U10: L1: 2-3, L5: 15-16, U11: L1: 35-36, L3: 45, L5: 48, L9: 63-64, L12: 80, U12: L1: 2-3, L3: 17, L5: 26-27, U13: L1: 49-50, L2: 58, L6: 72, L8: 79, L10: 91-92, L11: 97, U14: L1: 105, L3: 117, L5: 124, L9: 144, 147, U15: L1: 2, L2: 15, U16: L1: 27-28, U17: L1: 47, U18: L1: 65, L5: 80, U19: L1: 1-2, L2: 11, U20: L1: 21-22, L5: 36, L7: 43</p> <p>Student Text: L3: 39-41, UE: L1: 45-49, L3: 58-62, UF: L3: 11-13, UG: L3: 29-32, UH: L1: 60-61, L3: 46-49, L4: 60-61, UI: L3: 12-15, UJ: L3: 30-37, U3: L1: 30-31, L7: 26-27, 30-31, U4: L3: 60, U5: L1: 92-93, L4: 108-110, L5: 112-113, L7: 32, U7: L1: 60-61, L3: 24-31, U11: L3: 13-18, U13: L2: 14-24, U14: L5: 40-44, U19: L2: 10-15, U20: L7: 123-134</p> <p>Comp: UA: W1: D1: 8, W2: D1: 52, UB: W1: D1: 88, D5: 111, U1: W1: D1: 152, D4: 171-172, D5: 178-179, U1: W2: D3: 191-197, U3: W1: D1: 291, D2: 297, U4: W1: D1: 365, D2: 371, U6: W1: D1: 553-560, U7: W1: D2: 622-633, U8: W1: D1: 683-688, D2: 689-694, U9: W1: D1: 775-785, D2: 786-793, D3: 794-800, W2: D1: 815-822, U10: W1: D1: 901-906, D2: 907-914, D3: 915-924, SU1: D1: 1055-1060, D2: 1061-1067, D3: 1068-1076</p> <p>WC: U3: W1: D1: 123-127, D2: 128-131, D3: 132-134, D5: 138-140, U7: W1: D1: 265-268, D3: 272-276, W2: D2: 290-295, W2: D4: 331-333, W3: D1: 337-339, U9: W1: D1: 353-355, D4: 363-365, W2: D2: 372-374, U10: W2: D1: 439-442, D2: 443-445, D5: 452-453, W3: D1: 454-457</p>
Writing	
Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
3.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing.	<p>Comp: UA: W1: D4: 35-36, 40-41, W2: D4: 70-74, D5: 76-81, UB: W1: D2: 92-96, D2: 97-103, D4: 104-109, W2: D1: 116-121, D2: 122-128, W2: D3: 129-134, D4: 135-140, D5: 141-145, U1: W1: D1: 157, D2: 158-164, D3: 165-169, W2: D1: 182-185, D2: 186-190, D3: 191-197, D4: 198-205, D5: 206-210, U2: W1: D1: 215-223, D2: 229-231, D3: 232-239, D5: 247-252, W2: D1: 253-261, D2: 262-269, D4: 276-279, D5: 280-284, U3: W1: D2: 301-305, D3: 307-313, D4: 314-321, D5: 322-326, W2: D1: 327-334, D2:</p>

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	<p>335-340, D3: 341-349, D4: 350-356, U4: W1: D3: 375-380, D4: 381-388, W2: D1: 397-403, D2: 404-410, D3: 411-419, D4: 420-426, D5: 427-437, W3: D1: 438-443, D3: 450-459, D4: 460-466, U5: W1: D1: 475-486, D2: 487-496, D4: 505-509, W2: D1: 518-524, D2: 525-529, D3: 530-537, D4: 538-542, D5: 543-548, U6: W1: D2: 561-566, D4: 573-578, W2: D2: 589-595, D3: 596-601, D4: 602-605, U7: W1: D1: 617-621, D2: 622-633, D3: 634-638, D4: 639-644, D5: 645-650, W2: D1: 651-659, D2: 660-664, D3: 665-669, D4: 670-675, U8: W1: D3: 695-700, D4: 701-707, D5: 708-712, W2: D1: 713-718, D2: 719-724, D3: 725-729, D4: 730-736, D5: 737-740, W3: D1: 741-746, D2: 747-752, D4: 759-765, D5: 766-770, U9: W1: D5: 809-814, W2: D2: 823-830, D4: 841-847, D5: 848-853, W3: D1: 854-860, D2: 861-865, D4: 871-874, D5: 875-878, W4: D1: 879-883, D2: 884-887, D3: 889-891, D4: 892-893, U10: W2: D4: 957-963, W3: D1: 969-974, D3: 981-985, U11: W1: D1: 997-1004, D2: 1005-1013, D3: 1014-1020, D4: 1021-1025, W2: D3: 1039-1043, D4: 1044-1046, D5: 1047-1049</p> <p>WNB1: 7-9, 18-19, 20-22, 23, 24, 26, 30-31, 32-37, 38, 40, 42, 43-46, 50, 54-56, 56-58, 59-61, 63, 65, 68-69, 70-71, 72, 73-77, 80, 85-88, 92-93, 98-101, WNB2: 5, 6-9, 10, 11-12, 13-22, 23-28, 37-38, 44-49, 50-55, 61-63, 68-69, 70-72, 73-84</p> <p>Whole Class: U2: W1: D1: 91-93, D2: 94-97, D3: 98-101, D4: 102-104, D5: 105-107, W2: D1: 108-110, D2: 111-112, U5: W1: D1: 201-203, D2: 204-206, D3: 207-208, D4: 209, W2: D2: 214-215, D3: 216-217, D4: 218-220, D5: 221, U6: W2: D2: 248-250, D3: 251-254, D4: 255-257</p>
3.4.W.2 Students will select appropriate language according to purpose in writing.	<p>TG: UC: L4: 166-170, UD: L2: 209-210, L4: 222-225, UF: L1: 18-26, L3: 42-43, UG: L2: 96, L2: 161-162, UI: L1: 224-225, L3: 246-247, U1: L4: 59, L6: 77-78, L7: 86, L8: 90-91, U2: L7: 188, 193-195, U3: L6: 75-77, U4: L3: 159, L4: 170-171, L7: 200-202, U5: L8: 324-326, U6: L5: 56, L6: 59, L9: 84-86, L10: 90-92, L12: 101-103, U7: L4: 170-176, U8: L1: 25-30, L3: 45-53, L6: 86, L7: 89-95, U11: L8: 199-204, L11: 236-237, U12: L3: 52, L4: 63, L5: 69-76, L6: 83-87, L7: 90-97, L8: 100-103, U13: L4: 177-186, L12: 265, U14: L2: 318-326, L4: 346-348, L9: 399-401, L11: 418-420, L12: 424-429, U16: L3: 120, U17: L2: 165-169, L3: 179, U18: L1: 211-218, L3: 232, U18: L4: 239-240, U19: L2: 32-34, L3: 40-42, L4: 48-51, U20: L4: 100-101, L5: 110, L7: 124-126</p> <p>AB: UC: L4: CW23, UD: L2: CW27, L4: CW30, UF: L1: CW1, L3: CW5, UG: L2: 31-32, UH: L2: CW23, UI: L1: CW29, L3: CW32-33, U1: L4: CW4, L6: CW8, L7: CW6, L8: CW10, U2: L7: 65, CW18, CW19, U3: L6: CW9-11, 27, U4: L3: CW18, L4: CW19, L7: CW22, U5: CW34-35 U6: L5: 22, L6: 22, L9: CW9, L10: 45, L12: CW12-13, U7: L4: 80, CW18, 81, U8: L1: CW1, L3: CW3, L6: 31, L7: CW7, 35, U11: L8: 48, L11: CW28, 72, U12: L3: CW8-9, L4: CW10-11, L5: 28-29, L6: CW14, L7: CW15, L8: CW17, U13: L4: CW22-23, L12: CW37, U14: L2: CW39, L4: CW41, L9: CW48, L11: CW50-51, L12: CW52-54, U16: L3: CW10-11, U17: L2: CW18, L3: CW20, U18: L1: 69, L3: CW26, L4: CW28, 78, U19: L2: CW2, L3: 12, L4: CW4, U20: L4: CW9, L5: 37-38, L7: CW14, 42</p> <p>Student Text: UC: L4: 22-31, UD: L2: 36-39, L4: CW29(AB), UF: L1: 3-8, L3: 11-13, UG: L2: 22-28, UH: L2: 18-21, UI: L1: 2-6, L3: CW31(AB), U4: L3: 16-21, L4: 22-27, L7: 40-42, U6: L5: 50-58, L10: 112-120, L12: 137-138, U7: L4: 13-17, U8: L3: 45-53, L6: 52-62, L7: 63-69, U12: L4: 15-19, L5: 20-25, L6: 30-32, U13: L4: 39-48, U14: L2: 16-20, L4: 34-39, L9: 67-70, U16: L3: 38-47, U17: L2: 72-81, L3: 88-96, U18: L1: 13-19, L3: 24-30, L4: 30-35, U19: L2: 10-</p>

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	<p>15, L3: 16-19, L4: 4-8, U20: L4: 73-78, L5: 79-98, L7: 123-134</p> <p>Comp: UA: W1: D1: 10-11, D2: 15-24, D5: 44-45, 47, W2: D1: 50-56, D5: 76-81, UB: W1: D1: 87-91, D2: 97-103, D4: 104-109, W2: D1: 116-121, D2: 122-128, D3: 129-134, D4: 135-140, D5: 141-145, U1: W1: D1: 157, D3: 165-169, D4: 170-176, D5: 178-181, W2: D2: 186-190, D3: 191-197, D4: 198-205, D5: 206-210, U2: W1: D1: 215-223, D2: 229-231, U2: W1: D3: 232-239, D4: 240-246, U2: W1: D5: 249-252, W2: D1: 253-261, D2: 262-269, D4: 276-279, D5: 280-284, U3: W1: D1: 294-295, D2: 301-305, D3: 307-313, D4: 314-321, D5: 322-326, W2: D1: 327-334, D2: 335-340, D3: 341-349, D4: 350-356, U4: W1: D1: 367-368, D2: 372-374, D3: 375-380, D4: 381-388, D5: 389-395, W2: D1: 397-403, D2: 404-410, D3: 411-419, D4: 420-426, D5: 427-437, W3: D1: 438-443, D2: 444-449, D3: 450-459, D4: 460-466, D5: 467-470, U5: W1: D1: 475-486, D2: 487-496, D4: 505-509, W2: D1: 518-524, D2: 525-529, D3: 530-537, D4: 538-542, D5: 543-548, U6: W1: D2: 561-566, D3: 567-572, D4: 573-578, D5: 579-583, W2: D1: 584-588, D2: 589-595, D3: 596-601, D4: 602-605, U7: W1: D1: 617-621, D2: 622-633, D3: 634-638, D4: 639-644, W2: D1: 651-659, D2: 660-664, D3: 665-669, D4: 670-675, U8: W1: D3: 695-700, D4: 701-707, W2: D1: 713-718, D2: 719-724, D3: 725-729, D4: 730-736, D5: 737-740, W3: D1: 741-746, D2: 747-752, D3: 753-758, D4: 759-765, D5: 766-770, U9: W1: D1: 775-785, D2: 786-793, D3: 794-800, D4: 801-808, D5: 809-814, W2: D1: 815-822, D2: 823-830, D3: 831-840, D4: 841-847, D5: 848-853, W3: D1: 854-860, D2: 861-865, D4: 871-874, D5: 875-878, W4: D1: 879-883, D2: 884-887, D3: 889-891, D4: 892-893, D5: 894-895, U10: W1: D3: 915-924, D4: 925-931, W2: D1: 937-944, D4: 957-963, D5: 964-968, W3: D1: 969-974, D2: 975-980, D3: 981-985, D4: 986-989, D5: 990-991 U11: W1: D1: 997-1004, D2: 1005-1013, D3: 1014-1020, D4: 1021-1025, D5: 1026-1031, W2: D1: 1032-1034, D2: 1035-1038, D3: 1039-1043, D4: 1044-1046, D5: 1047-1049</p> <p>WNB1: 10, 14, 15, 16, WB1, 17-21, 22, 23, 24, 30-31, 32-34, 35-37, 38, 42, 43-46, 50, 51, 52-53, 56-58, 59-61, 62, 63, 64-65, 65-67, 70-71, 72, 73-77, 78, WNB2: 5, 6-8, 10, 11-12, 13-22, 23-28, 29, 30-38, 40-44, 45-49, 50-55, 60-63, 68-69, 70-72, 73-76, 81-84</p> <p>Whole Class: U2: W1: D1: 91-93, D2: 94-97, D3: 98-101, D4: 102-104, D5: 105-107, W2: D1: 108-110, D2: 111-112, D3: 113-115, D4: 116, D5: 117-118, U5: W1: D1: 201-203, D2: 204-206, D3: 207-208, D4: 209, D5: 210-211, W2: D1: 212-213, D2: 214-215, D3: 216-217, D4: 218-220, D5: 221, U6: W2: D2: 248-250, D3: 251-254, D4: 255-257</p>
Standard 5: Language	
Students will apply knowledge of grammar and rhetorical style to reading and writing.	
Reading	
Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
<p>3.5.R.1 Students will recognize pronouns and possessive nouns.</p> <p>3.5.R.2 Students will recognize irregular and past participle verbs and verb tense to identify settings, times, and sequences in text.</p>	<p>TG: UC: L3: 160, UE: L2: 260-261, 269, UF: L2: 27-28, L3: 36, UG: L2: 86, 97, U1: L3: 48, L4: 59, L6: 77-78, U2: L1: 125-128, 136, L2: 145, L3: 155, L4: 156-157, L6: 181-184, L7: 193-195, U3: L2: 29-30, L3: 47-49, L6: 75-77, L8: 88, U4: L1: 125-126, L2: 138-140, L4: 170-173, L5: 174-175, 176-177, 181-184, L7: 200-202, L8: 204, U5: L4: 289, L5: 290-291, 300, L6: 307-310, U6:</p>

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<p>3.5.R.3 Students will recognize adjectives, articles as adjectives, and adverbs.</p> <p>3.5.R.4 Students will recognize prepositions and conjunctions.</p> <p>3.5.R. Students will recognize the 5 subject and verb agreement.</p>	<p>L1: 22, L3: 36, 42, L7: 64, L7: 68-71, L11: 93, L12: 105, U7: L2: 147,158, L4: 176, L5: 177,179-185, L6: 186, 194, L7: 195, 204, L8: 205, U8: L1: 29, L5: 66-67, L6: 86, U9: L3: 157, 165, U10: L7: 88, U12: L1: 30, L3: 44, 54, U13: L3: 164, L9: 231, U14: L2: 318-326, L3: 337, L7: 374, 380, L9: 392-393, L12: 421, U17: L2: 159, 162, U19: L2: 34, L3: 42, U20: L1: 66-67, L4: 96, 102, L5: 103, L5:105, L7: 126</p> <p>AB: UC: L3: CW20, UE: L2: 98, 100, UF: L2: 7, L3: 11, UG: L2: 30, 34, U1: L3: CW3, 11, L4: CW4, L6: CW8, U2: L1: 39, 43, L2: 46, L3: 53, L4: 54, L6: 68, L7: 73, U3: L2: 6, L3: 13, L6: 29, L8: 35, U4: L1: 44, L2: 50, L4: 64-65, L5: 66, 67-68, 71-72, L7: 80-81, L8: 83, U5: L4: 108-110, L5: 111, 116, L6: 121, U6: L1: 2, L3: 96, 13, L7: 30, L7: 32-33, L11: 47, L12: 56, U7: L2: 66, 74, L4: 83, L5: 84, 89, L6: 90, 93, L7: 94, 98, L8: 99, U8: L1: 4, L5: 23, L6: 32-33, U9: L3: 55, U10: L7: 26, U12: L1: 7, L3: 14, 18, U13: L3: 60, L9: 82, U14: L2: 111, 113, L3: 117-118, L7: 134, 137-138, L9: 144-145, L12: 156, U19: L2: 11, L3: 14, U20: L1: 21-22, L4: 33, 35, L5: 36, 39, L7: 43</p> <p>Student Text: UC: L3: 28-29, UE: L2: 52-57</p> <p>Comp: UA: W1: D2: 15-24, D3: 25</p> <p>Whole Class: U3: W1: D5: 138-140, W2: D5: 151-152, U4: W1: D4: 165-166, W2: D2: 174-176, D4: 179-181, U5: W1: D4: 209, D5: 210-211, W2: D4: 218-220, U6: W2: D1: 245-247, D2: 248-250, D3: D4: 255-257, U7: W1: D1: 265-268, D2: 269-271, D3: 272-276, D4: 277-281, D5: 282-284, U7: W2: D1: 285-289, D2: 290-295, D3: 296-297, D4: 298-299, D5: 300-301, U9: W1: D3: 359-362, D4: 363-365, U10: W3: D3: 461-463, D5: 466-468, U11: W1: D3: 482-483, W2: D4: 498-499</p>
Writing	
Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	
<p>3.5.W.1 Students will capitalize and appropriately punctuate:</p> <ul style="list-style-type: none"> • titles of respect • appropriate words in titles • geographical names <p>3.5.W.2 Students will use complex contractions (<i>e.g., should've, won't</i>).</p> <p>3.5.W.3 Students will compose and expand grammatically correct sentences and questions with appropriate commas, apostrophes, quotation marks, and end marks as needed for dialogue.</p> <p>3.5.W.4 Students will compose simple, compound and complex declarative, interrogative, imperative, and exclamatory sentences.</p>	<p>TG: UA: L1: 17-18, UB: L1: 73, L2: 81-82, L3: 91, UC: L1: 133, L2: 146, L3: 154, UD: L1: 196, L2: 206, L3: 214, L3: 220, UE: L1: 250, L2: 261, L3: 272, UF: L1: 16, L2: 29, L3: 37, L4: 46, UG: L2: 87, UH: L1: 140, L2: 155, L3: 167, UI: L1: 216, L2: 229, L3: 241, UJ: L1: 285, L3: 306, U1: L1: 19, 20, L2: 33, L3: 43-44, 48, L4: 52, 58-59, L6: 71-72, L6: 77-78, L7: 81, L8: 88, U2: L1: 125-128, L2: 137-138, L3: 146-147, L4: 156-157, L5: 165-166, L6: 176-177, L7: 186-187, U3: L1: 16-17, L2: 29-30, L4: 50-51, L5: 60-61, L6: 70, L7: 78, L8: 88, U4: L1: 125-126, L3: 150-151, L4: 162-163, 170-173, L6: 186, L7: 194-195, U5: L4: 280, L7: 311, U7: L4: 176, U8: L7: 95</p> <p>AB: UA: L1: 2, UB: L1: 22, L2: 27, L3: 32, UC: L1: 44, L2: 52, L3: 56, UD: L1: 70, L2: 76, L3: 82, L3: 83, UE: L1: 93, L2: 99, L3: 104, UF: L1: 1, L2: 7, L3: 12, L4: 17, UG: L2: 30, UH: L1: 47, L2: 52, L3: 56, UI: L1: 67, L2: 74, L3: 79, UJ: L1: 89, L3: 98, U1: L1: 1, L2: 6, L3: 9, CW3, L4: 13, CW4, L6: 24, L6: CW8, L7: 30, L8: 33, U2: L1: 40, L2: 44, L3: 48, L4: 54, L5: 58, L6: 64, L7: 69, U3: L1: 1, L2: 6, L4: 15, L5: 19, L6: 25, L7: 30, L8: 35, U4: L1: 43, L3: 57, L4: 62, 64-65, L6: 73, L7: 78, U5: L4: 106, L7: 123, U7: L4: 81-82, U8: L7: 36</p> <p>Student Text: UD: L3: 39-41</p> <p>Comp: UA: W1: D1: 11, D2: 15-24, D3: 25</p>

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	Whole Class: U2: W2: D4: 116, D5: 117-118, U3: W1: D5: 138-140, W2: D5: 151-152, U4: W1: D4: 165-166, U5: W1: D4: 209, D5: 210-211, W2: D4: 218-220, U6: W2: D2: 248-250, D3: 251-254, U7: W2: D3: 296-297, U9: W1: D3: 359-362, D4: 363-365, U10: W3: D3: 461-463, D5: 466-468, U11: W1: D3: 482-483, W2: D4: 498-499
Standard 6: Research	
Students will engage in inquiry to acquire, refine, and share knowledge.	
Reading	
Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	
3.6.R.1 Students will use their own questions to find information on their topic.	TG: U4: L4: 170-171 (P.O.)
3.6.R.2 Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text.	AB: U4: L4: CW19 (P.O.)
3.6.R.3 Students will locate information in visual and text reference sources, electronic resources, and/or interviews.	Comp: U1: W1: D1: 151-157, D2: 158-164, D4: 170-177, D5: 178-181, W2: D1: 182-185, D2: 186-190, D3: 195-197, D4: 198-205, D5: 206-210, U9: W1: D1: 775-785, D2: 786-793, D3: 794-800, D4: 801-808, D5: 809-814, W2: D1: 815-822, D2: 823-830, D3: 831-840, D4: 841-847, D5: 848-853, W3: D1: 854-860, D2: 861-865, D3: 866-870, D4: 871-874, D5: 875-878, W4: D1: 879-883, D2: 884-887, D3: 889-891, D4: 892-893, D5: 894-895
3.6.R.4 Students will determine the relevance and reliability of the information for their specific topic of interest with guidance and support.	WNB1: 24, 26, 32-34, 35-37, 38, WNB2: 29, 30-38, 40-44, 45-49, 50-52
Writing	
Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	
3.6.W.1 Students will generate a list of topics of interest and individual questions about one specific topic of interest.	TG: U4: L4: 170-171 (P.O.)
3.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids.	AB: U4: L4: CW19 (P.O.)
3.6.W.3 Students will summarize and present information in a report.	Comp: U1: W1: D1: 151-157, D2: 158-164, D4: 170-177, D5: 178-181, W2: D1: 182-185, D2: 186-190, D3: 195-197, D4: 198-205, D5: 206-210, U9: W1: D1: 775-785, D2: 786-793, D3: 794-800, D4: 801-808, D5: 809-814, W2: D1: 815-822, D2: 823-830, D3: 831-840, D4: 841-847, D5: 848-853, W3: D1: 854-860, D2: 861-865, D3: 866-870, D4: 871-874, D5: 875-878, W4: D1: 879-883, D2: 884-887, D3: 889-891, D4: 892-893, D5: 894-895 Comp: U7: W1: D2: 622-633, D3: 634-638, D5: 645-650, W2: D1: 651-659, U9: W1: D1: 775-785, D2: 786-793, D3: 794-800, D4: 801-808, D5: 809-814, W2: D1: 815-822, D2: 823-830, D3: 831-840, D4: 841-847, SU2: D1: 1091-1094, D2: 1095-1098, D3: 1099-1106, D4: 1107-1110, D5: 1111-1114
	WNB1: 24, 26, 32-34, 35-37, 38, WNB2: 29, 30-38, 40-44, 45-49, 50-52 WNB2: 30-38, 40-43, 44, 45, 46-49
Standard 7: Multimodal Literacies	
Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.	
Reading	
Students will evaluate written, oral, visual, and	

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digital texts in order to draw conclusions and analyze arguments.	
3.7.R.1 Students will locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal questions.	Provides some opportunities: TG: U1: L1: 23, L2: 35, L5: 64-67, 68-69, U3: L1: 25-28 AB: U1: L5: CW7, 19-21, U3: L1: CW1-2 WC: U7: W1: D1: 265-268, D2: 269-271, D3: 272-276, D4: 277-281, D5: 282-284, (W2: D1: 285-289, D2: 290-295, D3: 296-297, D4: 298-299, D5: 300-301,P.O.) U9: W1: D1: 353-355, D2: 356-358, D3: 359-362, D4: 363-365, D5: 366-368, W2: D1: 369-371, D2: 372-374, D3: 375-377, D4: 378-381, D5: 382-383, U11: W1: D1: 473-477, D2: 478-481, D3: 482-483, D4: 484-486, D5: 487-490, W2: D1: 491-493, D2: 494-495, D3: 496-497, D4: 498-499, D5: 500-501
3.7.R.2 Students will compare how ideas and topics are depicted in a variety of media and formats.	Provides some opportunities: Comp: U1: W1: D1: 156 WC: U7: W1: D1: 265-268, D2: 269-271, D3: 272-276, D4: 277-281, D5: 282-284, (W2: D1: 285-289, D2: 290-295, D3: 296-297, D4: 298-299, D5: 300-301,(P.O.), U9: W1: D1: 353-355, D2: 356-358, D3: 359-362, D4: 363-365, D5: 366-368, W2: D1: 369-371, D2: 372-374, D3: 375-377, D4: 378-381, D5: 382-383
Writing	
Students will create multimodal texts to communicate knowledge and develop arguments.	
3.7.W.1 Students will create multimodal content that communicates an idea using technology or appropriate media. 3.7.W.2 Students will create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.	TG: U15: L4: 54-55 (PO), AB: U15: L4: CW4-5 (PO) Comp: U9: W4: D5: 894-895, U10: W2: D5: 964-968(PO), D4: 986-989(PO), D5: 990-991(PO)
Standard 8: Independent Reading and Writing	
Students will read and write for a variety of purposes including, but not limited to, academic and personal.	
Reading	
Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	
3.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.	TG: UA: L1: 20-25, L2: 26-27, L3: 36-40, L4: 43-48, UC: L1: 135-143, L2: 147-148,151, L3: 156-162, L4: 171-172, UE: L3: 274-279, L4: 282-288, 289-290, UF: L1: 18-26, L2: 31-35, L3: 39-44, UG: L3: 100-107, L4: 109-110, UH: L1: 143-153, L2: 157-163, L3: 170-180, L4: 183-190, UI: L1: 218-227, L2: 231-239, L3: 243-250, L4: 254-259, U1: L5: 64-69, L6: 74-76, 77-78 L8: 89-91 U2: L1: 133-134, U3: L1: 20-24, 25-28, L2: 31-32, L3: 44-46, L4: 53-55, L5: 63-65, U4: L5: 178-180, 181-184, L6: 188-190, 190-193, L7: 196-199, L7: 200-202, U5: L1: 254-257, L2: 260-265, L3: 273-276, L4: 282-285, 286-287, U7: L1: 140-146, L2: 150-158, L3: 162-167, U9: L1: 144-147, L2: 151-156, L3: 160-165, L4: 169-174, L5: 178-184, L6: 188-192, L7: 197-203, U10: L1: 19-23, L2: 29-37, L3: 40-47, L4: 49-57, L5: 61-68, L6: 71-78, L7: 81-88, L8: 91-94, U11: L1: 131-138, L2: 140-147, L3: 150-158, L4: 160-168, L5: 170-

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	<p>177, L6: 179-188, U12: L1: 18-30, L2: 33-43, L3: 46-54, L4: 57-65, L5: 69-76, L6: 79-87, L7: 90-97, L8: 100-105, U16: L1: 81-92, L2: 95-107, L3: 110-122, L4: 124-130, U17: L1: 146-156, L2: 159-170, L3: 173-183, L4: 186-192, U19: L1: 13-22, L2: 24-34, L3: 36-42, L4: 45-51</p> <p>AB: UA: L1: CW1, L2: CW3, L4: CW7, 17-18, UE: L3: 106, L4: CW36-37, 111, UF: L2: CW4, L3: 13-14, UH: L3: CW24-25, UI: L1: CW28, 71, L2: 75-76, L4: CW35-36, 87-88, U1: L8: CW10, U2: L1: CW12, U3: L2: CW1-2, 4, L8: 41-43, U16: L4: 41-43, U17: L4: CW21-23</p> <p>Student Text: UA: L1: 3-4, L2: 4-6, L3: 6-8, L4: 9-10, UC: L1: 22-23, L2: 24-25, L3: 28-29, L4: 63-64(AB), UE: L3: 58-62, L4: 63-69, 109-110(AB), UF: L1: 3-8, L2: 3-11, CW3(AB), L3: 11-13, UG: L3: 29-32, L4: 31-32, UH: L1: 5-13, L2: 14-29, L3: 30-49, L4: 50-57, 63-64(AB), UI: L1: 2-6, L2: 7-11, L3: 12-15, L4: 16-17, CW34(AB), 85-86(AB), U1: L5: 27-29, L6: 30-33, U3: L1: 4-7, L3: 9-11, L4: 12-14, L5: 16-17, U4: L5: 28-32, 32-35, L7: 40-42, U5: L1: 45-47, L2: 47-50, L3: 51-55, L4: 55-58, U7: L1: 3-6, L2: 7-11, L3: 9-12, U9: L1: 1-8, L2: 9-15, L3: 16-24, L4: 25-35, L5: 36-42, L6: 43-50, L7: 51-60, U10: L1: 3-7, L2: 10-16, L3: 13, 16-24, L4: 17-19, 20-24, 40-42, L5: 25-31, L6: 25-31, L7: 32-39, L8: 40-42, U11: L1: 3-7, L2: 8-12, L3: 13-18, L4: 19-33, L5: 34-40, L6: 41-47, U12: L1: 2-5, L2: 6-10, L3: 11-14, L4: 15-19, L5: 20-25, L6: 26-32, L7: 6-10, L8: 102-105, 31-32, U16: L1: 3-15, L2: 16-30, L3: 31-43, L4: 48-50, U17: L1: 53-62, L2: 67-81, L3: 82-96, L4: 97-105, CW21-22(AB), U19: L1: 3-8, L2: 10-15, L3: 16-19, L4: 4-8, 15-18(AB),</p> <p>Global Neighbors U1: p 27, 34-35, L6: 36-39</p> <p>Whole Class: U1: W1: D1: 65-66, D2: 67-68, D3: 69-70, D4: 71-72, D5: 73-74, W2: D1: 75-77, D2: 78-80, D3: 81-82, D4: 83-84, D5: 85-86, U7: W1: D1: 265-268, D2: 269-271, D3: 272-276, D4: 277-281, D5: 282-284, W2: D1: 285-289, D2: 290-295, D3: 296-297, D4: 298-299, D5: 300-301, U9: W2: D3: 375-377, D4: 378-381, D5: 382-383, W3: D1: 384-386, D2: 387-391, D3: 392-393, D4: 394-396, D5: 397-400, W4: D1: 401-404, D2: 405-407, D3: 408-410, D4: 411-413, D5: 414-415</p>
Writing	
Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.	
3.8.W Students will write independently over extended periods of time (<i>e.g., time for reflection and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>) to communicate with different audiences for a variety of purposes.	<p>TG: UC: L4: 166-170, UD: L2: 209-210, L4: 222-225, UF: L1: 18-26, L3: 42-43, UG: L2: 96, L2: 161-162, UI: L1: 224-225, L3: 246-247, U1: L4: 59, L6: 77-78, L7: 86, L8: 90-91, U2: L7: 188, 193-195, U3: L6: 75-77, U4: L3: 159, L4: 170-171, L7: 200-202, U5: L8: 324-326, U6: L5: 56, L6: 59, L9: 84-86, L10: 90-92, L12: 101-103, U7: L4: 170-176, U8: L1: 25-30, L3: 45-53, L6: 86, L7: 89-95, U11: L8: 199-204, L11: 236-237, U12: L3: 52, L4: 63, L5: 69-76, L6: 83-87, L7: 90-97, L8: 100-103, U13: L4: 177-186, L12: 265, U14: L2: 318-326, L4: 346-348, L9: 399-401, L11: 418-420, L12: 424-429, U16: L3: 120, U17: L2: 165-169, L3: 179, U18: L1: 211-218, L3: 232, U18: L4: 239-240, U19: L2: 32-34, L3: 40-42, L4: 48-51, U20: L4: 100-101, L5: 110, L7: 124-126</p> <p>AB: UC: L4: CW23, UD: L2: CW27, L4: CW30, UF: L1: CW1, L3: CW5, UG: L2: 31-32, UH: L2: CW23, UI: L1: CW29, L3: CW32-33, U1: L4: CW4, L6: CW8, L7: CW6, L8: CW10, U2: L7: 65, CW18, CW19, U3: L6: CW9-11, 27, U4: L3:</p>

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	<p>CW18, L4: CW19, L7: CW22, U5: CW34-35 U6: L5: 22, L6: 22, L9: CW9, L10: 45, L12: CW12-13, U7: L4: 80, CW18, 81, U8: L1: CW1, L3: CW3, L6: 31, L7: CW7, 35, U11: L8: 48, L11: CW28, 72, U12: L3: CW8-9, L4: CW10-11, L5: 28-29, L6: CW14, L7: CW15, L8: CW17, U13: L4: CW22-23, L12: CW37, U14: L2: CW39, L4: CW41, L9: CW48, L11: CW50-51, L12: CW52-54, U16: L3: CW10-11, U17: L2: CW18, L3: CW20, U18: L1: 69, L3: CW26, L4: CW28, 78, U19: L2: CW2, L3: 12, L4: CW4, U20: L4: CW9, L5: 37-38, L7: CW14, 42</p> <p>Student Text: UC: L4: 22-31, UD: L2: 36-39, L4: CW29(AB), UF: L1: 3-8, L3: 11-13, UG: L2: 22-28, UH: L2: 18-21, UI: L1: 2-6, L3: CW31(AB), UA: L3: 16-21, L4: 22-27, L7: 40-42, U6: L5: 50-58, L10: 112-120, L12: 137-138, U7: L4: 13-17, U8: L3: 45-53, L6: 52-62, L7: 63-69, U12: L4: 15-19, L5: 20-25, L6: 30-32, U13: L4: 39-48, U14: L2: 16-20, L4: 34-39, L9: 67-70, U16: L3: 38-47, U17: L2: 72-81, L3: 88-96, U18: L1: 13-19, L3: 24-30, L4: 30-35, U19: L2: 10-15, L3: 16-19, L4: 4-8, U20: L4: 73-78, L5: 79-98, L7: 123-134</p> <p>Comp: UA: W1: D1: 10-11, D2: 15-24, D5: 44-45, 47, W2: D1: 50-56, D5: 76-81, UB: W1: D1: 87-91, D2: 97-103, D4: 104-109, W2: D1: 116-121, D2: 122-128, D3: 129-134, D4: 135-140, D5: 141-145, U1: W1: D1: 157, D3: 165-169, D4: 170-176, D5: 178-181, W2: D2: 186-190, D3: 191-197, D4: 198-205, D5: 206-210, U2: W1: D1: 215-223, D2: 229-231, U2: W1: D3: 232-239, D4: 240-246, U2: W1: D5: 249-252, W2: D1: 253-261, D2: 262-269, D4: 276-279, D5: 280-284, U3: W1: D1: 294-295, D2: 301-305, D3: 307-313, D4: 314-321, D5: 322-326, W2: D1: 327-334, D2: 335-340, D3: 341-349, D4: 350-356, U4: W1: D1: 367-368, D2: 372-374, D3: 375-380, D4: 381-388, D5: 389-395, W2: D1: 397-403, D2: 404-410, D3: 411-419, D4: 420-426, D5: 427-437, W3: D1: 438-443, D2: 444-449, D3: 450-459, D4: 460-466, D5: 467-470, U5: W1: D1: 475-486, D2: 487-496, D4: 505-509, W2: D1: 518-524, D2: 525-529, D3: 530-537, D4: 538-542, D5: 543-548, U6: W1: D2: 561-566, D3: 567-572, D4: 573-578, D5: 579-583, W2: D1: 584-588, D2: 589-595, D3: 596-601, D4: 602-605, U7: W1: D1: 617-621, D2: 622-633, D3: 634-638, D4: 639-644, W2: D1: 651-659, D2: 660-664, D3: 665-669, D4: 670-675, U8: W1: D3: 695-700, D4: 701-707, W2: D1: 713-718, D2: 719-724, D3: 725-729, D4: 730-736, D5: 737-740, W3: D1: 741-746, D2: 747-752, D3: 753-758, D4: 759-765, D5: 766-770, U9: W1: D1: 775-785, D2: 786-793, D3: 794-800, D4: 801-808, D5: 809-814, W2: D1: 815-822, D2: 823-830, D3: 831-840, D4: 841-847, D5: 848-853, W3: D1: 854-860, D2: 861-865, D4: 871-874, D5: 875-878, W4: D1: 879-883, D2: 884-887, D3: 889-891, D4: 892-893, D5: 894-895, U10: W1: D3: 915-924, D4: 925-931, W2: D1: 937-944, D4: 957-963, D5: 964-968, W3: D1: 969-974, D2: 975-980, D3: 981-985, D4: 986-989, D5: 990-991 U11: W1: D1: 997-1004, D2: 1005-1013, D3: 1014-1020, D4: 1021-1025, D5: 1026-1031, W2: D1: 1032-1034, D2: 1035-1038, D3: 1039-1043, D4: 1044-1046, D5: 1047-1049</p> <p>WNB1: 10, 14, 15, 16, WB1, 17-21, 22, 23, 24, 30-31, 32-34, 35-37, 38, 42, 43-46, 50, 51, 52-53, 56-58, 59-61, 62, 63, 64-65, 65-67, 70-71, 72, 73-77, 78, WNB2: 5, 6-8, 10, 11-12, 13-22, 23-28, 29, 30-38, 40-44, 45-49, 50-55, 60-63, 68-69, 70-72, 73-76, 81-84</p> <p>Whole Class: U2: W1: D1: 91-93, D2: 94-97, D3: 98-101, D4: 102-104, D5: 105-107, W2: D1: 108-110, D2: 111-112, D3: 113-115, D4: 116, D5: 117-118, U5: W1: D1: 201-203, D2: 204-206, D3: 207-208, D4: 209, D5: 210-211, W2: D1: 212-213, D2: 214-215, D3: 216-217, D4: 218-220, D5: 221,</p>

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	U6: W2: D2: 248-250, D3: 251-254, D4: 255-257