



*Read Well, Grades K-2*

## **Correlated to the to the South Carolina College- and Career-Ready Standards**

February 2017

**Read Well correlated to the South Carolina College- and Career-Ready Standards for English Language Arts, Grades K-2**

South Carolina College- and Career-Ready Standards and Indicators	Voyager Read Well Matches
Kindergarten	
Inquiry-Based Literacy Standards	
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	
1.1 Engage in daily opportunities for play and exploration to foster a sense of curiosity, develop the disposition of inquisitiveness, and begin to verbally articulate “I wonders” about ideas of interest.	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. Students ask and answer questions with informational text in Whole Class and Small Group reading 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
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1 With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.	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 See also 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: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	
3.1 With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.	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
3.2 With guidance and support, select information, revise ideas, and record and communicate findings.	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 4: Synthesize integrated information to share learning and/or take action.	
4.1 With guidance and support, discover relationships and patterns during the inquiry process.	Some opportunities throughout Read Well K as students use text features and illustrations to make connections, 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
4.2 With guidance and support, use tools to communicate findings.	
4.3 With guidance and support, reflect on findings.	
Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.	

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5.1 With guidance and support, recognize the value of individual and collective thinking.	Some opportunities throughout Read Well K as students identify topic and retell details while answering teacher scripted questions in expository text reading activities 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
5.2 With guidance and support monitor and assess learning to guide inquiry.	
Fundamentals of Reading	
<ul style="list-style-type: none"><li>Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.</li><li>Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.</li><li>Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.</li><li>Use metacognition to monitor meaning and adjust strategies while reading.</li><li>Notice and analyze the styles and techniques authors use to help readers construct meaning.</li></ul>	
Reading - Literary Text (RL)	
Principles of Reading	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
1.1 Follow words from left to right, top to bottom, and front to back.	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
1.2 Recognize that spoken words are represented in written language by specific sequences of letters.	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
1.3 Understand that words are separated by spaces in print.	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
1.4 Recognize and name all upper- and lowercase letters of the alphabet.	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.
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
2.1 Recognize and produce rhyming words.	Students work with rhyming words frequently in Read Well K. See Bean 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.
2.2 Count, pronounce, blend, and segment syllables in spoken words.	See blending and segmenting activities in Stretch and Shrink, Smooth and Bumpy Blending, and Sound Counting activities:

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<b>Kindergarten</b>	
	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.
2.3 Blend and segment onsets and rimes of single-syllable 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.
2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.	Students produce words with the same initial sounds in Whole Class activities in RWK. See Whole Class TG, pp. 464, 465, 586, 798, 798
2.5 Add or substitute individual sounds in simple, one-syllable words to make new words.	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. Students work with rhyming words frequently in Read Well K. See Bean 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 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.
<b>Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.</b>	
3.1 Produce one-to-one letter-sound correspondences for each consonant.	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  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 Read Well K White Board and Sentence Writing activities. See: Whole Class TG, pp. 253, 343, 402-403, 495, 581-583, 697, 734-736, 880-881, 876, 1112, 1255-1257, 1279, 1477, 1696-1697

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3.2 Associate long and short sounds of the five major vowels with their common spellings.	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
3.3 Read regularly spelled one-syllable 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.
3.4 Distinguish between similarly spelled consonant-vowel-consonant patterned words by identifying the sounds of the letters that differ.	Students work with rhyming words frequently in Read Well K. See Bean 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
3.5 Read common high-frequency words.	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.
3.6 Recognize grade-appropriate irregularly spelled words.	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
<b>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</b>	
4.1 Read emergent-reader texts with purpose and understanding.	<p>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.</p> <p>They then apply this knowledge 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</p>
4.2 Read emergent-reader texts orally with accuracy, appropriate rate, and expression.	Read Well K students learn text reading strategies throughout the Read Well K program. 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
4.3 Use picture cues to confirm or self-correct word recognition and understanding.	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

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	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
<b>Meaning and Context</b>	
<b>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</b>	
5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.	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.
5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	Students are introduced to the concept of the front of books before reading. See Whole Class TG, pp. 15, 67, 179, 363, 722, 842. Small Group TG 1, pp. 16-17, 26-27; TG 3, p. 27, 33, 37: TG 10, pp. 33, 40-41
<b>Standard 6: Summarize key details and ideas to support analysis of thematic development.</b>	
6.1 Describe the relationship between illustrations and the text.	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
<b>Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.</b>	
7.1 With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.	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
7.2 Read or listen closely to compare familiar texts.	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. Also 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
<b>Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</b>	

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<p>8.1 With guidance and support, read or listen closely to:</p> <ul style="list-style-type: none"> <li>a. describe characters and their actions;</li> <li>b. compare characters' experiences to those of the reader;</li> <li>c. describe setting;</li> <li>d. identify the problem and solution; and</li> <li>e. identify the cause of an event.</li> </ul>	<p>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</p>
<b>Language, Craft, and Structure</b>	
<b>Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</b>	
<p>9.1 With guidance and support, identify the literary devices of repetitive language and the sound devices of rhyme, onomatopoeia, and alliteration; identify when the author uses each.</p>	<p>Students frequently read poetry and rhyming narratives. See Whole Class Getting Started: A Guide to Implementation, pp. 14-15 for a list of titles and genres included in the Read Well K program. For specific instructional examples, see Whole Class TG, pp. 15-20, 179-186, 914. Small Group TG 6, pp. 16-23; TG 16, pp. 14-25</p>
<p>9.2 With guidance and support, identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.</p>	<p>The following matches provide some opportunities: 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</p>
<b>Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</b>	
<p>10.1 With guidance and support, ask and answer questions about known and unknown words.</p>	<p>In Small Group Storybook activities students are prompted to ask and answer questions while reading. New vocabulary is presented with a written definition and a picture. Pictures 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</p>
<p>10.2 With guidance and support, identify new meanings for familiar words and apply them accurately.</p>	<p>This skill is not specifically taught in Read Well K.</p>
<p>10.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.</p>	<p>This skill is not specifically taught in Read Well K.</p>
<p>10.4 With guidance and support, identify the individual words used to form a compound word.</p>	<p>Read Well K introduces some compound words through unit vocabulary but this skill is not explicitly taught.</p>
<p>10.5 With guidance and support, use print and multimedia resources to explore word relationships and nuances in word meanings.</p>	<p>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</p>
<p>10.6 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.</p>	<p>Some opportunities in 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</p>
<b>Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.</b>	
<p>11.1 Identify the author and illustrator and define the role of each.</p>	<p>See reading selection introductions for nonfictions selections: Whole Class TG, pp. 302, 1201, 1258, 1420</p>

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11.2 Identify who is telling the story, the narrator or characters.	This skill is not specifically taught in Read Well K.
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	
12.1 Recognize and sort types of literary texts.	<p>Students learn the difference between fiction and nonfiction stories. In the Unit 10-18 review, students are introduced to the vocabulary term "fiction." Students understand that in nonfiction stories they learn facts. Many units provide fiction and nonfiction selections on the same theme or topic. For example, Unit 7 has a nonfiction selection on spider facts and a fiction story, "The Very Busy Spider." See Whole Class Getting Started: A Guide to Implementation: pp. 14-15 for a list of story genres read throughout the RWK curriculum.</p> <p>Students frequently read poetry and rhyming narratives. See Whole Class Getting Started: A Guide to Implementation, pp. 14-15 for a list of titles and genres included in the Read Well K program. For specific instructional examples, see Whole Class TG, pp. 15-20, 179-186, 914. Small Group TG 6, pp. 16-23; TG 16, pp. 14-25</p>
12.2 Recognize the crafted text structure of recurring phrases.	<p>Some opportunities when students read poetry and rhyming narratives. See Whole Class Getting Started: A Guide to Implementation, pp. 14-15 for a list of titles and genres included in the Read Well K program.</p> <p>Whole Class TG, pp. 15-20, 179-186, 914.</p> <p>Small Group TG 6, pp. 16-23; TG 16, pp. 14-25</p>
Range and Complexity	
Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.	
13.1 Engage in whole and small group reading with purpose and understanding.	<p>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</p> <p>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</p>
13.2 Read independently for sustained periods of time to build stamina.	
13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	
Reading - Informational Text (RI)	
Principles of Reading	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
1.1 Follow words from left to right, top to bottom, and front to back.	<p>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</p>
1.2 Recognize that spoken words are represented in written language by specific sequences of letters.	<p>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</p>



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	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
1.3 Understand that words are separated by spaces in print.	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
1.4 Recognize and name all upper- and lowercase letters of the alphabet.	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.
<b>Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.</b>	
2.1 Recognize and produce rhyming words.	Students work with rhyming words frequently in Read Well K. See Bean 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.
2.2 Count, pronounce, blend, and segment 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.
2.3 Blend and segment onsets and rimes of single-syllable 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.
2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.	Students produce words with the same initial sounds in Whole Class activities in RWK. See Whole Class TG, pp. 464, 465, 586, 798, 798
2.5 Add or substitute individual sounds in simple, single-syllable words to make new words.	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. Students work with rhyming words frequently in Read Well K. See Bean 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 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,

**Read Well correlated to the South Carolina College- and Career-Ready Standards for English Language Arts, Grades K-2**

South Carolina College- and Career-Ready Standards and Indicators	Voyager Read Well Matches
<b>Kindergarten</b>	
	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.
<b>Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.</b>	
3.1 Produce one-to-one letter-sound correspondences for each consonant.	<p>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</p> <p>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</p> <p>See Read Well K White Board and Sentence Writing activities. See: Whole Class TG, pp. 253, 343, 402-403, 495, 581-583, 697, 734-736, 880-881, 876, 1112, 1255-1257, 1279, 1477, 1696-1697.</p>
3.2 Associate long and short sounds of the five major vowels with their common spellings.	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
3.3 Read regularly spelled single-syllable 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.
3.4 Distinguish between similarly spelled consonant-vowel-consonant patterned words by identifying the sounds of the letters that differ.	Students work with rhyming words frequently in Read Well K. See Bean 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
3.5 Read common high-frequency words.	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.
3.6 Recognize grade-appropriate irregularly spelled words.	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
<b>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</b>	

South Carolina College- and Career-Ready Standards and Indicators	Voyager Read Well Matches
<b>Kindergarten</b>	
4.1 Read emergent-reader texts with purpose and understanding.	<p>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.</p> <p>They then apply this knowledge 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</p>
4.2 Read emergent-reader texts orally with accuracy, appropriate rate, and expression.	Read Well K students learn text reading strategies throughout the Read Well K program. 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
4.3 Use picture cues to confirm or self-correct word recognition and understanding.	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
<b>Meaning and Context</b>	
<b>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.</b>	
5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.	Students ask and answer questions with informational text in Whole Class and Small Group reading 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
5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	<p>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.</p> <p>See also Journal activities: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 627, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682</p>
<b>Standard 6: Summarize key details and ideas to support analysis of central ideas.</b>	
6.1 With guidance and support, retell the central idea and identify key details to summarize a text heard, read, or viewed.	Students identify topic and retell details while answering teacher scripted questions in expository text reading activities 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
<b>Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</b>	

**Read Well correlated to the South Carolina College- and Career-Ready Standards for English Language Arts, Grades K-2**

South Carolina College- and Career-Ready Standards and Indicators	Voyager Read Well Matches
<b>Kindergarten</b>	
7.1 With guidance and support, compare topics or ideas within a thematic or author study heard, read, or viewed.	Students read different texts on the same/related topic when moving through Unit Themes. For example, the Theme for Units 7, 8 and 9 are related and students read about spiders in Unit 7, worms in Unit 8 and the zoo in Unit 9. In Units 19 and 20, students read about bees and flowers.
<b>Language, Craft, and Structure</b>	
<b>Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</b>	
8.1 With guidance and support, identify words, phrases, illustrations, and photographs used to provide information.	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
8.2 With guidance and support, use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.	Students are introduced to the concept of the front (cover) of books, and preview other text features before reading. See Whole Class TG, pp. 15, 67, 179, 363, 722, 842. Small Group TG 1, pp. 16-17, 26-27; TG 3, p. 27, 33, 37; TG 10, pp. 33, 40-4
<b>Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</b>	
9.1 With guidance and support, ask and answer questions about known and unknown words.	In Small Group Storybook activities students are prompted to ask and answer questions while reading. New vocabulary is presented with a written definition and a picture. Pictures 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
9.2 With guidance and support, identify new meanings for familiar words and apply them accurately.	This skill is not specifically taught in Read Well K.
9.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.	This skill is not specifically taught in Read Well K.
9.4 With guidance and support, use print and multimedia resources to explore word relationships and meanings.	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
9.5 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.	Some opportunities in 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
<b>Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.</b>	
10.1 Identify the author and illustrator and define the role of each.	See reading selection introductions for nonfictions selections: Whole Class TG, pp. 302, 1201, 1258, 1420
<b>Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.</b>	

<b>South Carolina College- and Career-Ready Standards and Indicators</b>		<b>Voyager Read Well Matches</b>
<b>Kindergarten</b>		
11.1 With guidance and support, explore informational text structures within texts heard or read.		Some opportunities as students are introduced to the concept of the front (cover) of books, and preview other text features before reading. See Whole Class TG, pp. 15, 67, 179, 363, 722, 842. Small Group TG 1, pp. 16-17, 26-27; TG 3, p. 27, 33, 37; TG 10, pp. 33, 40-41 See also 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
11.2 With guidance and support, identify the reasons an author gives to support a position.		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
<b>Range and Complexity</b>		
<b>Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.</b>		
12.1 Engage in whole and small group reading with purpose and understanding.		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
12.2 Read independently for sustained periods of time.		
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.		
<b>Writing (W)</b>		
<b>Fundamentals of Writing</b>		
<ul style="list-style-type: none"> <li>• Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.</li> <li>• Interact and collaborate with peers and adults to develop and strengthen writing.</li> <li>• Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.</li> <li>• Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.</li> <li>• Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.</li> <li>• Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.</li> </ul>		
<b>Meaning, Context, and Craft</b>		
<b>Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</b>		
1.1 Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it.		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
1.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.		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
<b>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>		
2.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic.		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

South Carolina College- and Career-Ready Standards and Indicators	Voyager Read Well Matches
Kindergarten	
2.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	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: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well- structured event sequences.	
3.1 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.	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
3.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	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
Language	
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
4.1 With guidance and support, use nouns.	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
4.2 With guidance and support, form regular plural nouns orally by adding /s/ or /es/.	
4.3 With guidance and support, understand and use interrogatives. 4.4 With guidance and support, use verbs.	
4.5 With guidance and support, use adjectives.	
4.6 With guidance and support, use prepositional phrases.	
4.7 With guidance and support, use conjunctions.	
4.8 Produce and expand complete sentences.	
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
5.1 Capitalize the first word in a sentence and the pronoun I.	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
5.2 Recognize and name end punctuation.	
5.3 Write letter(s) for familiar consonant and vowel sounds.	
5.4 Spell simple words phonetically.	
5.5 Consult print and multimedia resources to check and correct spellings.	
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	
Range and Complexity	
Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	
6.1 With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.	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

South Carolina College- and Career-Ready Standards and Indicators	Voyager Read Well Matches
<b>Kindergarten</b>	
6.2 Print upper-and lower-case letters.	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.
6.3 Recognize that print moves from left to right and that there are spaces between words.	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
6.4 Locate letter keys on an electronic device.	
<b>Communication (C)</b>	
<b>Fundamentals of Communication</b>	
<ul style="list-style-type: none"> <li>• Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.</li> <li>• Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.</li> <li>• Use active and attentive communication skills, building on other's ideas to explore, learn, enjoy, argue, and exchange information.</li> <li>• Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.</li> <li>• Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.</li> <li>• Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.</li> </ul>	
<b>Meaning and Context</b>	
<b>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.</b>	
1.1 Explore and create meaning through play, conversation, drama, and story- telling.	Students speak clearly during 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.
1.2 Practice the skills of taking turns, listening to others, and speaking clearly.	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
1.3 Practice verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.	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
1.4 Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.	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
1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made.	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
<b>Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</b>	

South Carolina College- and Career-Ready Standards and Indicators	Voyager Read Well Matches
Kindergarten	
2.1 With guidance and support, recall information from experiences or gather information from sources to ask and answer questions.	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.
2.2 With guidance and support, participate in shared research exploring a variety of texts; express opinions and talk about findings.	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: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	
3.1 Explore how ideas and topics are depicted in a variety of media and formats.	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.
3.2 Use appropriate props, images, or illustrations to support verbal communication.	Students speak clearly during 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. 45This skill is not specifically addressed by
Language, Craft, and Structure	
Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.	
4.1 Identify speaker’s purpose.	Some opportunities as 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
4.2 Identify the introduction and conclusion of a presentation.	
4.3 Identify when the speaker uses intonation and word stress.	
Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	
5.1 Use voice inflection, expression, rhythm, and rhyme, when presenting poems, short stories, role-plays, or songs.	Students speak clearly during 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
5.2 Employ repetitive language, onomatopoeia, and/or alliteration to impact the audience.	Some opportunities in 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



South Carolina College- and Career-Ready Standards and Indicators	Voyager Read Well Matches
Grade 1	
Inquiry-Based Literacy Standards	
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	
1.1 Translate “wonderings” into questions that lead to group conversations, explorations, and investigations.	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
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1 Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.	See Making Connections prompts in teacher scripting, Comprehension and Skill activities, and priming questions in a modified K-W-L format that engage students existing knowledge. See: TG 2: 44-48; TG 5: 22-24; TG 6: 20, 36, 37, 41; TG 10: 20, TG 11: 23; TG 12: 17-20; TG 16: 30, 48; TG 22: 19, 50; TG 26: 46; TG 28: 39-41, 47; TG 29: 17, 45-46; TG 33: 17-18, 42; TG 35: 42; TG 36: 24
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	
3.1 Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.	In Read Well 1 Composition, 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
3.2 Select the most important information, revise ideas, and record and communicate findings.	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. Students learn how to use editing and Spell Checkers and Rubrics in Skill Work activities. See Read Well 1 Composition, Vol. 1, pp. 286-287; Vol. 2, pp. 598-599, 626-627, 760-761
Standard 4: Synthesize integrated information to share learning and/or take action.	
4.1 Draw conclusions from relationships and patterns discovered during the inquiry process.	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. Students read different texts on the same topic, allowing them to reflect and connect, 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.
4.2 Determine appropriate tools to communicate findings.	
4.3 Reflect on findings and take action.	
Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.	
5.1 Recognize the value of individual and collective thinking.	

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Grade 1	
5.2 Monitor and assess learning to guide inquiry.	Some opportunities throughout Read Well 1 in teacher scripting in 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. 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
5.3 Articulate the thinking process.	
Fundamentals of Reading	
<ul style="list-style-type: none"><li>Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.</li><li>Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.</li><li>Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.</li><li>Use metacognition to monitor meaning and adjust strategies while reading.</li><li>Notice and analyze the styles and techniques authors use to help readers construct meaning.</li></ul>	
Reading - Literary Text (RL)	
Principles of Reading	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
1.1 Recognize the distinguishing features of a sentence.	<p>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</p> <p>See also Read Well 1 Composition, where students learn sentence conventions. Vol. 1, pp. 8-9, 34-35, 200-201, 256-257</p>
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
2.1 Distinguish long from short vowel sounds in spoken single-syllable words.	<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>
2.2 Orally produce single-syllable words by blending sounds, including consonant blends in spoken words.	
2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.	
2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.	
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	
3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.	Read Well 1 students learn vowel sounds and consonant digraphs and practice these skills during the daily alphabet

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Grade 1	
3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	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
3.3 Read a two-syllable word by breaking the word into syllables.	
3.4 Use final-e and common vowel team conventions to read words with long vowel sounds.	
3.5 Read words with inflectional endings.	
3.6 Recognize and read grade-appropriate irregularly spelled words.	
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
4.1 Read grade-level texts with purpose and understanding.	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  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
4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.	
4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.	
Meaning and Context	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	
5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	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. Additionally, in Read Well Plus Story reading activities, 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

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<b>Grade 1</b>	
5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	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
<b>Standard 6: Summarize key details and ideas to support analysis of thematic development.</b>	
6.1 Describe the relationship between the illustrations and the characters, setting, or events.	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: 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  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
<b>Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.</b>	
7.1 Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.	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.  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  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
7.2 Read or listen closely to compare and contrast familiar texts and texts in author and genre studies.	The following provide opportunities for students to compare: Read Well 1 Story Reading activities: TG 1, pp. 52, 55; TG 6, p. 35; TG 16, p. 19; TG 17, pp. 32, 46; TG 33, pp. 21
<b>Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</b>	
8.1 Read or listen closely to: a. describe characters' actions and feelings;	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

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<b>Grade 1</b>	
<p>b. compare and contrast characters' experiences to those of the reader;</p> <p>c. describe setting;</p> <p>d. identify the plot including problem and solution; and</p> <p>e. describe cause and effect relationships.</p>	<p>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>
<b>Language, Craft, and Structure</b>	
<b>Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</b>	
9.1 Identify the literary devices of rhythm, repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author uses each.	The opportunity to examine narrative poetry exists in Units 9 and 16.
9.2 Identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.	Read Well 1 students complete Oral Story Retells and Written Retells, where students use sensory details to retell the 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
<b>Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</b>	
10.1 Ask and answer questions about known and unknown words.	Students learn new vocabulary during Decoding Practice and Storybook Introductions. Students then take this knowledge to reading selections, as well as use them to create sentences. Students are encouraged to ask questions for clarification. See nonfiction selections: TG 24, pp. 14-19, 21, 24-27; TG 26, pp. 14-19, 21, 36-37, 50-51; TG 28, pp. 14-19, 21, 26-27, 36-37
10.2 Identify new meanings for familiar words and apply them accurately.	<p>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</p> <p>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</p>
10.3 Use inflectional endings and affixes to determine the meaning of unknown words.	Some opportunities as students learn the word ending -s in Unit 17 and 18. Vol. 2, pp. 295-296, 301-302, 319, 327.
10.4 Identify the individual words used to form a compound word.	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

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<b>Grade 1</b>	
10.5 Use print and multimedia resources to explore word relationships and nuances in word meanings.	Some opportunities as students begin creating their own My Picture Dictionary in Unit 39. See TG 25, p. 25.
10.6 Use words and phrases acquired through talk and text; explore nuances of words and phrases.	Some opportunities in the 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
<b>Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.</b>	
11.1 Identify the author's purpose—to explain, entertain, inform, or convince.	The concepts of fact and fiction are explicitly taught in Read Well 1. These concepts are guided by teacher prompts in Duet and Solo Stories. In addition, fictional and factual stories often occur within the same thematic unit which aids in teaching the distinction. See TG 30 pp. 14-21, 28-33; TG 36, pp. 16-21; TG 37, pp. 14-21. See Getting Started: A Guide to Implementation, pp. 14-16 for a list of the different texts read in the program.
11.2 Distinguish who is telling the story at various points in a text, the narrator or characters.	Some opportunities as 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
<b>Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</b>	
12.1 Classify literary texts according to characteristics of a genre.	The opportunity to examine Folk Tale/Tall Tale exists in Units 19 and 22. The opportunity to examine narrative poetry exists in Units 9 and 16.
12.2 Recognize how the author uses crafted text structures of recurring phrases and dialogue.	The opportunity to examine Folk Tale/Tall Tale exists in Units 19 and 22.
<b>Range and Complexity</b>	
<b>Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.</b>	
13.1 Engage in whole and small group reading with purpose and understanding.	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  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
13.2 Read independently for sustained periods of time to build stamina.	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

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<b>Grade 1</b>	
	<p>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>
13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	<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>
<b>Reading - Informational Text (RI)</b>	
<b>Principles of Reading</b>	
<b>Standard 1: Demonstrate understanding of the organization and basic features of print.</b>	
1.1 Recognize the distinguishing features of a sentence.	<p>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</p> <p>See also Read Well 1 Composition, where students learn sentence conventions. Vol. 1, pp. 8-9, 34-35, 200-201, 256-257</p>
<b>Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.</b>	
2.1 Distinguish long from short vowel sounds in spoken single-syllable words.	<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,</p>
2.2 Orally produce single-syllable words by blending sounds, including consonant blends in spoken words.	
2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.	
2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.	

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Grade 1	
	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
<b>Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.</b>	
3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.	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
3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	
3.3 Read a two-syllable word by breaking the word into syllables.	
3.4 Use final -e and common vowel team conventions to read words with long vowel sounds.	
3.5 Read words with inflectional endings.	
3.6 Recognize and read grade-appropriate irregularly spelled words.	
<b>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</b>	
4.1 Read grade-level texts with purpose and understanding.	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  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
4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.	
4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.	
<b>Meaning and Context</b>	
<b>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.</b>	
5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	In Read Well 1, see teacher scripting in 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. 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



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<b>Grade 1</b>	
	<p>Students identify the topic and answer questions about what is read 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>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>
5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	Some opportunities: 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
<b>Standard 6: Summarize key details and ideas to support analysis of central ideas.</b>	
6.1 Retell the central idea and key details to summarize a text heard, read, or viewed.	<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>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>
<b>Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</b>	
7.1 Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed.	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”.
<b>Language, Craft, and Structure</b>	
<b>Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</b>	
8.1 Identify words, phrases, illustrations, and photographs used to provide information.	<p>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</p> <p>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</p>
8.2 Use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.	<p>Students look at covers of books, charts, and diagrams to respond to questions and 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</p> <p>Read Well 1 Composition students preview and identify expository text features in Read Aloud activities before</p>

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	reading: Vol. 1, pp. 92, 180, 292, 376; Vol. 2, pp. 544, 604, 700, 737, 800
<b>Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</b>	
9.1 Ask and answer questions about known and unknown words in a text.	<p>Students learn new vocabulary during Decoding Practice and Storybook Introductions. Students then take this knowledge to reading selections, as well as use them to create sentences. Students are encouraged to ask questions for clarification. See nonfiction selections: TG 24, pp. 14-19, 21, 24-27; TG 26, pp. 14-19, 21, 36-37, 50-51; TG 28, pp. 14-19, 21, 26-27, 36-37</p> <p>See Read Well 1 Getting Started: A Guide to Implementation, pp. 138-142 for a list of all words taught in Read Well 1, including nouns and verbs, which students use daily.</p> <p>See Read Well 1 Spelling and Writing Conventions, pp. F59-F63 for a list of all words taught in Spelling and Writing Conventions, including nouns and verbs, which students use daily.</p>
9.2 Identify new meanings for familiar words and apply them accurately.	<p>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</p> <p>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</p>
9.3 Use inflectional endings and affixes to determine the meaning of unknown words.	Some opportunities as students learn the word ending -s in Unit 17 and 18. Vol. 2, pp. 295-296, 301-302, 319, 327.
9.4 Use print and multimedia resources to explore word relationships and meanings.	Some opportunities as students begin creating their own My Picture Dictionary in Unit 39. See TG 25, p. 25.
9.5 Use words and phrases acquired through talk and text; explore nuances of words and phrases.	Some opportunities in the 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
<b>Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.</b>	
10.1 Identify the author's purpose – to explain, entertain, inform, or convince.	<p>The concepts of fact and fiction are explicitly taught in Read Well 1. These concepts are guided by teacher prompts in Duet and Solo Stories. In addition, fictional and factual stories often occur within the same thematic unit which aids in teaching the distinction. See TG 30 pp. 14-21, 28-33; TG 36, pp. 16-21; TG 37, pp. 14-21.</p> <p>See Getting Started: A Guide to Implementation, pp. 14-16 for a list of the different texts read in the program.</p>
<b>Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.</b>	

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11.1 Explore informational text structures within texts heard or read; identify sequential order and compare and contrast relationships.	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 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
11.2 Identify the reasons an author gives to support a position.	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
<b>Range and Complexity</b>	
<b>Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.</b>	
12.1 Engage in whole and small group reading with purpose and understanding.	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.  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  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.
12.2 Read independently for sustained periods of time.	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.  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  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.
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	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.  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

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	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.
<b>Writing (W)</b>	
<b>Fundamentals of Writing</b>	
<ul style="list-style-type: none"> <li>• Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.</li> <li>• Interact and collaborate with peers and adults to develop and strengthen writing.</li> <li>• Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.</li> <li>• Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.</li> <li>• Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.</li> <li>• Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.</li> </ul>	
<b>Meaning, Context, and Craft</b>	
<b>Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</b>	
1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure.	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
1.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	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
<b>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>	
2.1 Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure.	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
2.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	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
<b>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well- structured event sequences.</b>	
3.1 Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.	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.
3.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	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

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	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.
<b>Language</b>	
<b>Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>	
4.1 Use common, proper, and possessive nouns.	See sentence writing in Read Well 1 Spelling and Writing Conventions. Students use all parts of speech and sentence types. 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
4.1 Use singular and plural nouns with matching verbs in basic sentences.	
4.2 Use personal, possessive, and indefinite pronouns.	
4.4 Use verbs to convey a sense of past, present, and future.	
4.5 Use adjectives and adverbs.	
4.6 Use prepositional phrases.	
4.7 Use conjunctions.	
4.8 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.	
	See Read Well 1 Composition, where students learn sentence conventions. Vol. 1, pp. 8-9, 34-35, 200-201, 256-257
<b>Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>	
5.1 Capitalize the first word of a sentence, dates, names, and the pronoun I.	Students learn letter formation, including capitalization. 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.
5.2 Use: a. periods, question marks, and exclamation marks at the end of sentences; and b. commas in dates and to separate items in a series.	
5.3 Use conventional spelling for words with common spelling patterns.	
5.4 Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.	
5.5 Consult print and multimedia resources to check and correct spellings.	
	See also work with letters in Read Well 1 Spelling and Writing Conventions: Vol. 1: 7, 44, 62, 64, 79, 82, 92, 98, 106, 114, 125, 160, 214, 230, 235; Vol. 2: 274, 278, 317, 321, 339, 412, 418, 557, 580, 603, 622, 642, 665.
	See Read Well 1 Composition, Vol. 1, pp. 8-9, and Story Writing activities, where students edit for proper capitalization: Vol. 1, pp. 248, 307, 427; Vol. 2, pp. 561, 618, 681, 752, 820, 885, 894, 935, 964. See also Handwriting activities in Read Well 1 Composition: Vol. 1, pp. 88-89, 176-177, 258-259, 346-347, 406-407; Vol. 2, pp. 540-541, 628-629
	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
<b>Range and Complexity</b>	
<b>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</b>	
6.1 Write routinely and persevere in writing tasks for a variety of purposes and audiences.	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

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	activities for the entire program: Getting Started, a Guide to Implementation, pp. 28-32. 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
6.2 Print upper- and lower-case letters proportionally, using appropriate handwriting techniques.	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 See also Handwriting activities in Read Well 1 Composition, where students learn to write legibly and then apply this skill to their compositions: Vol. 1, pp. 88-89, 176-177, 258-259, 346-347, 406-407; Vol. 2, pp. 540-541, 628-629
6.3 Write left to right leaving space between words.	Opportunities throughout. 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
6.4 Locate letter keys on an electronic device to type simple messages.	This is not explicitly addressed in the Read Well 1 program.
<b>Communication (C)</b>	
<ul style="list-style-type: none"><li>• Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.</li><li>• Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.</li><li>• Use active and attentive communication skills, building on other’s ideas to explore, learn, enjoy, argue, and exchange information.</li><li>• Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.</li><li>• Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.</li><li>• Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.</li></ul>	
<b>Meaning and Context</b>	
<b>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.</b>	
1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.	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.  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
1.2 Practice the skills of taking turns, listening to others, and speaking clearly.	
1.3 Practice techniques of volume, eye contact, facial expressions, posture, gestures, and space.	
1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.	
1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	
<b>Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</b>	

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2.1 Express ideas gathered from various print and multimedia sources in a clear and concise manner.	<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>
2.2 Participate in shared research exploring a variety of texts; express opinions and talk about findings.	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.
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	
3.1 Explore and compare how ideas and topics are depicted in a variety of media and formats.	This is not explicitly addressed in the Read Well 1 program.
3.2 Use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.	<p>Some opportunities in Read Well 1 Composition, where students take notes during Read Alouds and then write a report about what they have learned: Vol. 2, pp. 510-514, 515-530, 673-685, 700-704, 705-717</p> <p>Read Well 1 Composition students begin using simple planners in Unit 14 to help guide writing. Planners include outlines, character webs, and story maps. See Read Well 1 Composition, Vol. 1, pp. 212, 214, 217, 267, 269, 271, 273, 382, 384-386; Vol. 2, pp. 479, 482-493, 677, 683</p>
Language, Craft, and Structure	
Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.	
4.1 Identify speaker’s purpose and details that keep the listener engaged.	<p>Some opportunities: 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>
4.2 Identify the introduction, body, and conclusion of a presentation.	
4.3 Identify when the speaker uses intonation and word stress and includes media.	
Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	
5.1 Present poems, short stories, role-plays, or songs using voice inflection, expression, rhythm, and rhyme.	Each Storybook features Oral Story Retells and Written Retells, where students summarize key events of a story in

***Read Well* correlated to the South Carolina College- and Career-Ready Standards for English Language Arts, Grades K-2**

South Carolina College- and Career-Ready Standards and Indicators	Voyager <i>Read Well</i> Matches
Grade 1	
5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, onomatopoeia, and alliteration for impact.	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.



South Carolina College- and Career-Ready Standards and Indicators	Voyager Read Well Matches
Grade 2	
Inquiry-Based Literacy Standards	
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	
1.1 Ask self-generated questions that lead to group conversations, explorations, and investigations.	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
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1 Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.	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
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	
3.1 Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers.	The following 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
3.2 Select the most important information, revise ideas, and record and communicate findings.	
Standard 4: Synthesize integrated information to share learning and/or take action.	
4.1 Interpret relationships and patterns discovered during the inquiry process.	The Read Well 2 program offers recommended reading selections to accompany all Units, with coordinating themes. For example, in Unit 7 students learn about Western Expansion by reading Tall Tales about John Henry, railroad workers and cowboys, and in Unit 21, they study Abraham Lincoln along with a reading a historical fiction piece involving young girl’s role in guiding slaves to freedom.
4.2 Use appropriate tools to communicate findings and/or take informed action.	
4.3 Reflect on findings and pose new questions for further inquiry.	
Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.	
5.1 Acknowledge and value individual and collective thinking.	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. Students compare and contrast elements within a text as well as elements in different texts. In Unit 8, students use the Character Comparison Matrix for the first time. In Unit 14, students use the Story Comparison Matrix for the first time. See Story Reading and Comprehension and Skill activities: TG
5.2 Monitor and assess learning to guide inquiry.	
5.3 Articulate the process of learning and seek appropriate help.	

South Carolina College- and Career-Ready Standards and Indicators	Voyager <i>Read Well</i> Matches
<b>Grade 2</b>	
	1, p. 65; TG 6, pp. 72, 80; TG 8, pp. 48-49, 95; TG 12, pp. 21, 50-51; TG 14, pp. 39, 41; TG 22, p. 38
<b>Fundamentals of Reading</b>	
<ul style="list-style-type: none"> <li>• Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.</li> <li>• Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.</li> <li>• Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.</li> <li>• Use metacognition to monitor meaning and adjust strategies while reading.</li> <li>• Notice and analyze the styles and techniques authors use to help readers construct meaning.</li> </ul>	
<b>Reading - Literary Text (RL)</b>	
<b>Principles of Reading</b>	
Standard 1: Demonstrate understanding of the organization and basic features of print.	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. Students learn about organizational structures of stories when completing Written Retells of whole stories and parts of stories in most Read Well 2 Units.
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	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 <i>Getting Started: A Guide to Implementation</i> , 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. 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. Read Well 2 students read unpracticed text with the teacher each day in the Read Well 2 program. By the end of Unit 12, students have learned all the basic letter/sound correspondences required to read most second grade level text.
<b>Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.</b>	
3.1 Use knowledge of r-controlled vowels to read.	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 <i>Getting Started: A Guide to Implementation</i> ,
3.2 Use knowledge of how syllables work to read multisyllabic words. 3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.	

South Carolina College- and Career-Ready Standards and Indicators	Voyager Read Well Matches
Grade 2	
3.4 Use and apply knowledge of vowel diphthongs.	pp. 8-11. See also: TG 2, pp. 14-15; TG 3, p. 14-15; TG 5, pp. 52-53  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  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  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  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
3.5 Use and apply knowledge of how inflectional endings change words.	
3.6 Recognize and read grade-appropriate irregularly spelled words.	
<b>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</b>	
4.1 Read grade-level texts with purpose and understanding.	Read Well 2 students read unpracticed text with the teacher each day and 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
4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	
<b>Meaning and Context</b>	

South Carolina College- and Career-Ready Standards and Indicators	Voyager <i>Read Well</i> Matches
<b>Grade 2</b>	
<b>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</b>	
5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.	<p>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</p> <p>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</p>
5.2 Make predictions before and during reading; confirm or modify thinking.	<p>Read Well 2 students frequently use pictures and graphics located within a text to complete comprehension questions. See: TG 2, pp. 32-33, 43; TG 5, pp. 25, 32-33, 47; TG 10, pp. 60-63; TG 17, pp. 30-33; TG 23, pp. 28-29, 99-101</p> <p>Students interpret information from illustrations, symbols, and charts in Fluency Foundations Story Reading and Comprehension and Skill Activities. See Fluency Foundations, TG A-E, pp. 18-19, 25, 44-45, 108, 170-171, 232-233; TG F-J, pp. 39-40, 102-103, 213, 266-267</p>
<b>Standard 6: Summarize key details and ideas to support analysis of thematic development.</b>	
6.1 Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.	<p>See Read Well 2 Story Reading activities and Comprehension and Skill activities, where students answer questions about plot, setting 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</p> <p>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</p>
<b>Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.</b>	
7.1 Retell the sequence of major events using key details; determine the theme in a text heard or read.	<p>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,</p>

South Carolina College- and Career-Ready Standards and Indicators	Voyager Read Well Matches
<b>Grade 2</b>	
	<p>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</p> <p>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</p>
<p>7.2 Read or listen closely to compare and contrast multiple versions of the same story; compare and contrast texts in author and genre studies.</p>	<p>Students compare and contrast elements within a text as well as elements in different texts. In Unit 8, students use the Character Comparison Matrix for the first time. In Unit 14, students use the Story Comparison Matrix for the first time. See Story Reading and Comprehension and Skill activities: TG 1, p. 65; TG 6, pp. 72, 80; TG 8, pp. 48-49, 95; TG 12, pp. 21, 50-51; TG 14, pp. 39, 41; TG 22, p. 38</p> <p>In addition, the Read Well 2 program offers recommended reading selections to accompany all Units, with coordinating themes. For example, students learn about Abraham Lincoln in Unit 21, and a suggested reading is a historical fiction piece involving young girl's role in guiding slave to freedom.</p>
<b>Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</b>	
<p>8.1 Read or listen closely to:</p> <ul style="list-style-type: none"> <li>a. compare and contrast characters' actions, feelings, and responses to major events or challenges;</li> <li>b. describe how cultural context influences characters, setting, and the development of the plot; and</li> <li>c. explain how cause and effect relationships affect the development of plot.</li> </ul>	<p>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</p>
<b>Language, Craft, and Structure</b>	
<b>Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</b>	
<p>9.1 Identify the literary devices of simile and metaphor and sound devices; explain how the author uses each.</p>	<p>Students work with Poetry in Read Well 2. See: TG 2, pp. 46-50; TG 13, pp. 59-63, 70-71; TG 14, pp. 94-99; TG 17, pp. 57-59</p>
<p>9.2 Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.</p>	<p>Students interpret information from illustrations, symbols, and charts in Fluency Foundations Story Reading and Comprehension and Skill Activities. See Fluency Foundations, TG A-E, pp. 18-19, 25, 44-45, 108, 170-171, 232-233; TG F-J, pp. 39-40, 102-103, 213, 266-267</p> <p>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</p>
<b>Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</b>	
<p>10.1 Use context to determine the meaning of words and phrases.</p>	<p>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</p>

**Read Well correlated to the South Carolina College- and Career-Ready Standards for English Language Arts, Grades K-2**

South Carolina College- and Career-Ready Standards and Indicators	Voyager Read Well Matches
<b>Grade 2</b>	
10.2 Determine the meaning of a newly formed word when a known affix is added to a known word.	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.
10.3 Use a base word to determine the meaning of an unknown word with the same base.	See Read Well 2 Spelling and Writing Conventions Vol. 2 pp. 1069, 1074, 1093 Additionally, in Unit 17 base words are specifically taught. See: TG 17, p.60
10.4 Use the meanings of individual words to predict the meaning of compound words.	New compound words are introduced in each Read Well 2 Unit. See New and Important Objectives, pp. 2-3 in TGs 1-25 for a list of compound words introduced in each Unit. For instructional examples see: TG 1 p. 18; TG 2 pp. 38, 62-63; TG 4, p. 32; TG 12, p. 30; TG 16, p. 14
10.5 Use print and multimedia resources to determine or clarify the precise meaning 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
10.6 Use general academic and domain-specific words and phrases acquired through talk and text; explore nuances of words and phrases.	Students learn new words and phrases through daily activities in all Read Well 2 programs. See Read Well 2 Story Reading activities, Exercises, and Comprehension and Skill activities: TG 1, pp. 18-19, 24-27, 32-35; TG 3, pp. 20-23, 28-29, 42-45; TG 4, pp. 25-29; TG 5, pp. 15, 31, 66-67; TG 8, pp. 36-39; TG 10, p. 46-47, 80-81; 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 19, p. 58-59; 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
<b>Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.</b>	
11.1 Identify and analyze the author's purpose.	In Fluency Foundations, students identify the purpose, or the lesson, of a reading selection. See TG A-E, pp. 93, 107. 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
11.2 Recognize differences between the points of view and perspectives of the narrator and various characters.	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
<b>Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</b>	
12.1 Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.	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;

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South Carolina College- and Career-Ready Standards and Indicators	Voyager Read Well Matches
Grade 2	
	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 compete Story Maps: TG 1, pp. 66-67, 68-69; TG 8, p. 42-43; TG 11, pp. 70-71; TG18, p. 55
12.2 Recognize characteristics of crafted text structures such as diary, seesaw texts, and circular texts.	For text structure instruction and use during Read Alouds, see Getting Started: A Guide to Implementation, p. 63-67
Range and Complexity	
Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.	
13.1 Engage in whole and small group reading with purpose and understanding.	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. 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  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
13.2 Read independently for sustained periods of time to build stamina.	
13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	
Reading - Informational Text (RI)	
Principles of Reading	
Standard 1: Demonstrate understanding of the organization and basic features of print.	Some opportunities in 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 2: Demonstrate understanding of spoken words, syllables, and sounds.	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
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	

**Read Well correlated to the South Carolina College- and Career-Ready Standards for English Language Arts, Grades K-2**

South Carolina College- and Career-Ready Standards and Indicators	Voyager Read Well Matches
<b>Grade 2</b>	
3.1 Use knowledge of r-controlled vowels to read.	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
3.2 Use knowledge of how syllables work to read multisyllabic words.	
3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.	
3.4 Use and apply knowledge of vowel diphthongs.	
3.5 Use and apply knowledge of how inflectional endings change words.	
3.6 Recognize and read grade-appropriate irregularly spelled words.	<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: 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>
<b>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</b>	
4.1 Read grade-level texts with purpose and understanding.	Read Well 2 students read unpracticed text with the teacher each day and 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,
4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	



South Carolina College- and Career-Ready Standards and Indicators	Voyager <i>Read Well</i> Matches
<b>Grade 2</b>	
	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
<b>Meaning and Context</b>	
<b>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.</b>	
5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.	<p>Read Well 2 students answer questions about 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. 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</p> <p>See also Fluency Foundations Story Reading and Comprehension and Skill Activities: TG A-E, pp. 18-19, 25, 44-45, 108, 170-171, 232-233; TG F-J, pp. 39-40, 102-103, 213, 266-267</p>
5.2 Make predictions before and during reading; confirm or modify thinking.	<p>Read Well 2 students frequently use pictures and graphics located within a text to complete comprehension questions. See: TG 2, pp. 32-33, 43; TG 5, pp. 25, 32-33, 47; TG 10, pp. 60-63; TG 17, pp. 30-33; TG 23, pp. 28-29, 99-101</p> <p>Students interpret information from illustrations, symbols, and charts in Fluency Foundations Story Reading and Comprehension and Skill Activities. See Fluency Foundations, TG A-E, pp. 18-19, 25, 44-45, 108, 170-171, 232-233; TG F-J, pp. 39-40, 102-103, 213, 266-267</p>
<b>Standard 6: Summarize key details and ideas to support analysis of central ideas.</b>	
6.1 Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.	<p>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</p>
<b>Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</b>	
7.1 Compare and contrast topics, ideas, or concepts across texts in a thematic, author, or genre study heard, read, or viewed.	<p>Read Well 2 students make connections when reading 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. 63-6</p>
<b>Language, Craft, and Structure</b>	
<b>Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</b>	
8.1 Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.	<p>See Read Well 2 Getting Started: A Guide to Implementation, pp. 157-159 for a complete list of vocabulary words taught in the program. Students learn new words and how to determine meaning through context in the Read Well 2 program. For specific examples, see Exercises and Comprehension and Skill activities: TG 1, pp.</p>

South Carolina College- and Career-Ready Standards and Indicators	Voyager Read Well Matches
<b>Grade 2</b>	
	<p>30-31; TG 2 pp. 38-39; TG 6, pp.76-77; TG 12, pp. 90-91; TG 17, pp. 14-15, 34-35; TG 18, pp. 96-97; TG 20, pp. 42-43; TG 21, pp. 12-13, 46-47</p> <p>See Fluency Foundations Getting Started: A Guide to Implementation, pp. 10-11; Fluency Foundations Decoding Practice and subsequent Story Reading activities: TG A-E, pp. 34-36, 54-55, 152-156, 214-218, 290-293; TG F-J, pp. 22-26, 78-82, 112-113, 140-144, 216-219</p>
<p>8.2 Use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text.</p>	<p>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.</p> <p>See Fluency Foundations Unit Introductions, TG A-E, pp. 18, 82, 206; TG F-J, pp. 14, 76, 138, 200, 262</p>
<p><b>Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</b></p>	
<p>9.1 Use context to determine the meaning of words and phrases.</p>	<p>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</p>
<p>9.2 Determine the meaning of a newly formed word when a known affix is added to the word.</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.</p>
<p>9.3 Use a base word to determine the meaning of an unknown word with the same base.</p>	<p>See Read Well 2 Spelling and Writing Conventions Vol. 2 pp. 1069, 1074, 1093</p> <p>Additionally, in Unit 17 base words are specifically taught. See: TG 17, p.60</p>
<p>9.4 Use print and multimedia resources to determine or clarify the precise meaning of words and phrases.</p>	<p>Read Well 2 Composition Vol. 1 p. 130, 272, 279, 302-303, 307-309, 312-313, 352, 354, Vol. 2 pp. 399, 919</p>
<p>9.5 Acquire and use general academic and domain-specific words and phrases acquired through talk and text; identify nuances of words and phrases.</p>	<p>Students learn new words and phrases through daily activities in all Read Well 2 programs. See Read Well 2 Story Reading activities, Exercises, and Comprehension and Skill activities: TG 1, pp. 18-19, 24-27, 32-35; TG 3, pp. 20-23, 28-29, 42-45; TG 4, pp. 25-29; TG 5, pp. 15, 31, 66-67; TG 8, pp. 36-39; TG 10, p. 46-47, 80-81; 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 19, p. 58-59; 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>

South Carolina College- and Career-Ready Standards and Indicators	Voyager <i>Read Well</i> Matches
Grade 2	
Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.	
10.1 Identify and analyze the author’s purpose.	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 In Fluency Foundations, students identify the purpose, or the lesson, of a reading selection. See TG A-E, pp. 93, 107
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	
11.1 Identify sequential order, cause and effect relationships, and compare and contrast structures within texts to locate information and gain meaning.	See Read Well 2 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. 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
11.2 Identify the structures an author uses to support specific points.	This standard is not specifically addressed by Read Well 2.
Range and Complexity	
Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.	
12.1 Engage in whole and small group reading with purpose and understanding.	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 See Getting Started: A Guide to Implementation pp. 8-11 for a list of Storybook readings for Units 1-25
12.2 Read independently for sustained periods of time.	
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	
Writing (W)	
Fundamentals of Writing	
<ul style="list-style-type: none"><li>• Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.</li><li>• Interact and collaborate with peers and adults to develop and strengthen writing.</li><li>• Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.</li><li>• Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.</li><li>• Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.</li><li>• Incorporate authors’ craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.</li></ul>	
Meaning, Context, and Craft	
Standard 1: Write arguments to support claims with clear reasons and relevant evidence.	
1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.	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  <b>Comp:</b> U2: W2: D1: 253-261, D2: 262-269, D3: 270-275, D4: 276-279, D5: 280-284, <b>U5:</b> W2: D5: 543-548, <b>U7:</b> W1: D1:

**Read Well correlated to the South Carolina College- and Career-Ready Standards for English Language Arts, Grades K-2**

South Carolina College- and Career-Ready Standards and Indicators	Voyager Read Well Matches
<b>Grade 2</b>	
	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
1.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.	<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><b>Comp:</b> U2: W2: D1: 253-261, D2: 262-269, D3: 270-275, D4: 276-279, D5: 280-284, <b>U5:</b> W2: D5: 543-548, <b>U7:</b> 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>
<b>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>	
2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	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
2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.	<p><b>Comp:</b> 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, <b>U2:</b> W1: D1: 215-216, <b>U5:</b> W2: D1: 518-524, D2: 525-529, D3: 530-537, D4: 538-542, <b>U6:</b> 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, <b>U9:</b> 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>
<b>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well- structured event sequences.</b>	
3.1 Explore multiple texts to write narratives that recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure.	<p>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.</p> <p>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</p> <p><b>Comp:</b> <b>UA:</b> W1: D5: 44-45, 47, <b>UB:</b> 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, <b>U2:</b> W1: D1: 215-223, D2: 224-231, D4: 240-246, D5: 247-252, W2: D5: 280-284, <b>U3:</b> W1: D3: 307-313, D4: 314-321, D5: 322-326, W2: D1: 327-334, D2: 335-340, D3: 341-349, D4: 350-356, <b>U4:</b> 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-</p>
3.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.	

South Carolina College- and Career-Ready Standards and Indicators	Voyager Read Well Matches
Grade 2	
	459, D4: 460-466, <b>U5</b> : W1: D1: 475-486, D2: 487-496, D3: 497-504, D4: 505-509, D5: 510-517, W2: D5: 543-548, <b>U8</b> : 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, <b>U11</b> : 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
Language	
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
4.1 Use collective 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
4.2 Form and use frequently occurring irregular plural nouns.	
4.3 Use reflexive pronouns.	
4.4 Form and use the past tense of frequently occurring irregular verbs.	
4.5 Use adjectives and adverbs, and choose between them depending on what is to be modified.	
4.6 Use positional, time, and place prepositional phrases.	
4.7 Use conjunctions.	
4.8 Produce, expand, and rearrange complete simple and compound sentences.	
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
5.1 Capitalize greetings, months, days of the week, holidays, geographic names, and titles.	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.
5.2 Use: a. periods, question marks, or exclamation marks at the end of sentences; b. commas in greetings and closings of letters, dates, and to separate items in a series; and c. apostrophes to form contractions and singular possessive nouns.	
5.3 Generalize learned spelling patterns and word families.	Read Well 2 students do Shifty Word Blending in Exercise Books. The first instance of this in Read Well 2 includes the words desk, dusk, duck, muck and much. New Sound Practice, Rhyming Words and Shifty Words are common word categories presented to students. See: TG 1, pp. 18-19, 38-39; TG 2, pp. 38-39, 62-63; TG 3, pp. 28-29, 48-49; TG 5, pp. 15, 31, 66-67; TG 6, pp. 66-67; TG 10, p. 46-47, 80-81; TG 15, p. 47; TG 19, p. 58-59
5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high-frequency words.	
5.5 Consult print and multimedia resources to check and correct spellings.	
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	
Range and Complexity	
Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	

South Carolina College- and Career-Ready Standards and Indicators	Voyager Read Well Matches
<b>Grade 2</b>	
6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.	<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>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>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</p>
6.2 Print upper- and lower-case letters proportionally using appropriate handwriting techniques.	Students have the opportunity to meet this standard with various writing assignments throughout the program. See, for example, 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 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
6.4 Begin to develop efficient keyboarding skills.	<b>Comp: UB:</b> W2: D5: 142, 145, <b>U1:</b> W2: D5: 206-210, <b>U4:</b> W3: D4: 462, D5: 467-470, <b>U7:</b> W2: D3: 667, <b>U9:</b> W4: D2: 884-887, D3: 889-891, D4: 892-893, D5: 894-895, <b>U11:</b> W2: D4: 1044-1046, D5: 1047-1049, <b>SU1:</b> D1: 1055-1060, D2: 1061-1067, D3: 1068-1076, D4: 1077-1081, D5: 1082-1086
6.5 Begin to develop cursive writing.	Students have the opportunity to meet this standard with various writing assignments throughout the program. See, for example, 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 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, 104-10
<b>Communication (C)</b>	
<b>Fundamentals of Communication</b>	
<ul style="list-style-type: none"> <li>• Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.</li> <li>• Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.</li> <li>• Use active and attentive communication skills, building on other's ideas to explore, learn, enjoy, argue, and exchange information.</li> <li>• Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.</li> <li>• Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.</li> <li>• Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.</li> </ul>	
<b>Meaning and Context</b>	
<b>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.</b>	

South Carolina College- and Career-Ready Standards and Indicators	Voyager Read Well Matches
<b>Grade 2</b>	
1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.	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
1.2 Apply the skills of taking turns, listening to others, and speaking clearly.	
1.3 Apply verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.	
1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.	
1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	
<b>Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</b>	
2.1 Articulate ideas and information gathered from various print and multimedia sources in a concise manner that maintains a clear focus.	See Read Well 2 Story Reading activities, where students describe key details 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
2.2 Participate in shared research; record observations, new learning, opinions and articulate findings.	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  <b>Comp: U1:</b> 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, <b>U9:</b> 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
<b>Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</b>	
3.1 Explain how ideas and topics are depicted in a variety of media and formats.	Students compare and contrast elements within a text as well as elements in different texts. In Unit 8, students use the Character Comparison Matrix for the first time. In Unit 14, students use the Story Comparison Matrix for the first time. See Story Reading and Comprehension and Skill activities: TG 1, p. 65; TG 6, pp. 72, 80; TG 8, pp. 48-49, 95; TG 12, pp. 21, 50-51; TG 14, pp. 39, 41; TG 22, p. 38 In addition, the Read Well 2 program offers recommended reading selections to accompany all Units, with coordinating themes. For example, students learn about Abraham Lincoln in Unit 21, and a suggested reading is a historical fiction piece involving young girl’s role in guiding slave to freedom.

South Carolina College- and Career-Ready Standards and Indicators	Voyager Read Well Matches
Grade 2	
3.2 Create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.	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
Language, Craft, and Structure	
Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.	
4.1 Identify speaker’s purpose and details that keep the listener engaged.	Some opportunities in 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
4.2 Determine if the presentation has a logical introduction, body, and conclusion.	
4.3 Identify when the speaker uses intonation and word stress, includes media, addresses the audience, and determines word choice.	
Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	
5.1 Utilize intonation and word stress to highlight essential concepts and engage the audience.	Some opportunities as 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
5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, metaphor, onomatopoeia, and alliteration for impact.	