



*Read Well, Grades K-2*

**Correlated to the  
Virginia Standards of Learning (VSOL)**

2011

**Read Well K is for kindergarten students who are prereaders and beginning readers. The program integrates instruction in oral language, phonemic awareness, phonics, vocabulary, and comprehension skills in Whole Class and Small Group instruction. Whole Class instruction is paced for the enjoyment of all. Small Group instruction is paced for individual mastery of critical skills.**

## Kindergarten

The kindergarten student will be immersed in a print-rich environment to develop oral language skills, phonological awareness, print awareness, vocabulary, comprehension, and an appreciation for literature. The reading of fiction and nonfiction texts will enable students to develop an awareness of print materials as sources of information and enjoyment. The kindergarten student will have the opportunity to use words that describe people, places, and events. The student will recognize and print letters of the alphabet, use the basic phonetic principles of identifying and writing beginning sounds, identify story elements, and communicate ideas through pictures and writing.

## Oral Language

K.1	The student will demonstrate growth in the use of oral language.	a) Listen to a variety of literary forms, including stories and poems.	<b>Students listen to and discuss many types of literature in the Read Well K program. See Duet and Solo Stories with teacher comprehension and discussion prompts, Story Summaries, and Pocket Chart Retells and other Read Aloud Activities: Small Group TG A: 24; TG 5, p. 45; 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; TG 16, p. 45. Whole Class TG, pp. 265-268, 272, 345, 435, 451, 484, 515, 563, 572, 629-631, 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.</b>
		b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.	<b>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.</b>  <b>Students work with poems and songs often in the program. See: Whole Class TG, pp. 6, 15, 179-180, 181-182, 183-184, 195-196, 206-207, 210, 214, 216, 225, 227, 246, 264, 275, 349, 607-608, 619, 669-670, 865, 973, 1049, 1220, 1260, 1367. Small Group TG15, pp.</b>

		<b>42-44; TG 18, pp. 44-45</b>
	c) Participate in oral generation of language experience narratives.	<b>Students listen to and discuss many types of literature in the Read Well K program. See Duet and Solo Stories with teacher comprehension and discussion prompts, Story Summaries, and Pocket Chart Retells and other Read Aloud Activities: Small Group TG A: 24; TG 5, p. 45; 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; TG 16, p. 45. Whole Class TG, pp. 265-268, 272, 345, 435, 451, 484, 515, 563, 572, 629-631, 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.</b>
	d) Participate in creative dramatics.	<b>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</b>
	e) Use complete sentences that include subject, verb, and object.	<b>By learning how to build complete sentences, students learn to speak in complete sentences. 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</b>
K.2	The student will expand understanding and use of word meanings.	<p>a) Increase listening and speaking vocabularies.</p> <p><b>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></p> <p><b>See Decoding Practice: Accuracy and Fluency Building, Tricky Word practice, Smooth and Bumpy Blending, and Sound and Word cards. Teachers model correct expression while speaking, as shown with the teacher prompting in the curriculum, and students model using expression while reading. See Small Group</b></p>

		<b>TG 1: 16-17, 26-27, 38-39, 48-49; TG 7: 14-15, 26-27, 34-35, 46-47; TG 8: 14-15, 26-27, 34-35, 46-47; TG 9: 14-15, 26-27, 50-51; TG 10: 12-13, 24-25, 34-35, 46-47; TG 12: 12, 26, 36, 48. See Whole Class TG, pp. 284, 437, 488, 549, 620, 671, 728, 789, 847, 906, 964, 1022, 1080, 1135.</b>
	b) Use number words.	<b>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>
	c) Use words to describe/name people, places, and things.	<b>Read Well K students describe while participating in Duet Story Reading activities. See Small Group TG 12, pp. 35, 47; TG 13, p. 44; TG 17, p. 31</b>  <b>See also Journal activities: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 627, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682. Bookmaking activities: Whole Class TG pp. 447, 511, 568, 631, 689, 749, 810, 926</b>
	d) Use words to describe/name location, size, color, and shape.	<b>Read Well K students describe while participating in Duet Story Reading activities. See Small Group TG 12, pp. 35, 47; TG 13, p. 44; TG 17, p. 31</b>  <b>See also Journal activities: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 627, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682. Bookmaking activities: Whole Class TG pp. 447, 511, 568, 631, 689, 749, 810, 926</b>
	e) Use words to describe/name actions.	<b>Read Well K students describe while participating in Duet Story Reading activities. See Small Group TG 12, pp. 35, 47; TG 13, p. 44; TG 17, p. 31</b>  <b>See also Journal activities: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 627, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682. Bookmaking activities: Whole Class TG pp. 447, 511, 568, 631, 689, 749, 810, 926</b>

		f) Ask about words not understood.	<b>Students are encouraged to ask questions regularly, in each activity. See Scaffolding, Duet and Solo Stories with teacher 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.</b>
		g) Use vocabulary from other content areas.	<b>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>  <b>See Whole Class Getting Started: A Guide to Implementation, pp. 14-15 and 18-19 for a list of titles and genres included in the Read Well K program.</b>
K.3	The student will build oral communication skills.	a) Express ideas in complete sentences and express needs through direct requests.	<b>By learning how to build complete sentences, students learn to speak in complete sentences. 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</b>
		b) Begin to initiate conversations.	<b>Students conversational skills during class discussion in Duet and Solo Stories, Story Summaries, and Pocket Chart Retells and other Read Aloud Activities: Small Group TG A: 24; TG 5, p. 45; 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; TG 16, p. 45. Whole Class TG, pp. 265-268, 272, 345, 435, 451, 484, 515, 563, 572, 629-631, 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.</b>

	c) Begin to follow implicit rules for conversation, including taking turns and staying topic.	<b>Students learn how to follow the rules for conversation during class discussion in Duet and Solo Stories, Story Summaries, and Pocket Chart Retells and other Read Aloud Activities: Small Group TG A: 24; TG 5, p. 45; 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; TG 16, p. 45. Whole Class TG, pp. 265-268, 272, 345, 435, 451, 484, 515, 563, 572, 629-631, 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.</b>
	d) Listen and speak in informal conversations with peers and adults.	<b>By learning how to follow the rules for conversation during class, students learn how to conduct informal conversation with peers and adults. See discussion prompts in Duet and Solo Stories, Story Summaries, and Pocket Chart Retells and other Read Aloud Activities: Small Group TG A: 24; TG 5, p. 45; 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; TG 16, p. 45. Whole Class TG, pp. 265-268, 272, 345, 435, 451, 484, 515, 563, 572, 629-631, 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.</b>
	e) Participate in group and partner discussions about various texts and topics.	<b>See Duet and Solo Stories, Story Summaries, and Pocket Chart Retells and other Read Aloud Activities: Small Group TG A: 24; TG 5, p. 45; 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; TG 16, p. 45. Whole Class TG, pp. 265-268, 272, 345, 435, 451, 484, 515, 563, 572, 629-631, 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.</b>
	f) Begin to use voice level, phrasing, and intonation appropriate for various language situations.	<b>Students learn how to follow the rules for conversation during class discussion in Duet and Solo Stories, Story Summaries, and Pocket Chart Retells and other Read Aloud Activities: Small Group TG A: 24; TG 5, p. 45; TG 6: 16-23, 38-45; TG 7: 16-24,</b>



		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; TG 16, p. 45. Whole Class TG, pp. 265-268, 272, 345, 435, 451, 484, 515, 563, 572, 629-631, 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.
	g) Follow one- and two-step directions.	Students follow directions during independent work activities in Whole Class instruction. See Whole Class Teacher Guides, pp. 29-30, 127, 199, 287, 489, 791, 885, 1023, 1081, 1311. See Whole Class Getting Started: A Guide to Implementation, pp. 89-91. See Small Group Getting Started: A Guide to Implementation, pp. 46-48
	h) Begin to ask how and why questions.	Students are asked 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.
K.4 The student will identify, say, segment, and blend various units of speech sounds.	a) Begin to discriminate between spoken sentences, words, and syllables.	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 segmenting work in White Board activities, Whole Class TG, pp. 276, 312-313, 403, 433, 493-495, 615-617, 676, 734-735, 795-796, 852-855, 1027-1029, 1085-1089, 1198-1200, 1255-1257, 1315-1317, 1372-1374, 1431-1342, 1552, 1614-1615.
	b) Identify and produce words that	Students work with rhyming words frequently in Read Well K.

	rhyme.	See <b>Bean Bag Game, Sorting, and Simon Says</b> activities, <b>Whole Class TG</b> , pp. 219, 619, 678, 857. Students generate rhyming words during <b>Whole Class</b> activities in <b>RWK</b> . See: pp. 315, 347, 619, 678, 915, 1346.
	c) Blend and segment multisyllabic words at the syllable level.	See <b>blending activities in Stretch and Shrink, Smooth and Bumpy Blending, and Sound Counting activities: Small Group TG 3</b> , pp. 14-15, 26-27, 34-35, 46-47; <b>TG 8</b> , pp. 14-15, 26-27, 34-35, 46-47. <b>Whole Class TG</b> , pp. 126, 154, 609, 620, 639, 647. See <b>Pocket Chart and Jigsaw Puzzle</b> activities, <b>Whole Class TG</b> , p. 706-707, 942-943, 1556. See <b>Whole Class Getting Started</b> , pp. 80-84 for more information on these blending activities.
	d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).	See <b>segmenting work in White Board</b> activities, <b>Whole Class TG</b> , pp. 276, 312-313, 403, 433, 493-495, 615-617, 676, 734-735, 795-796, 852-855, 1027-1029, 1085-1089, 1198-1200, 1255-1257, 1315-1317, 1372-1374, 1431-1342, 1552, 1614-1615.  Students produce words with the same initial sounds in <b>Whole Class</b> activities in <b>RWK</b> . See <b>Whole Class TG</b> , pp. 464, 465, 586, 798, 798  See <b>Pocket Chart</b> activity and <b>Jigsaw Puzzle</b> activities. <b>Whole Class TG</b> pp. 706-707. See also <b>Small Group decoding practice</b> , <b>Small Group TG 4</b> , pp. 12-13, 22-23, 32-33, 46-47; <b>TG 16</b> , pp. 26-27, 46-47. See <b>Stretch and Shrink</b> and <b>Sound Counting</b> activities. <b>Small Group TG</b> , 3, pp. 14-15, 26-27, 34-35, 46-47. <b>TG 8</b> , pp. 14-15, 26-27, 34-35, 46-47. <b>Whole Class TG</b> , pp. 609, 620-621, 639, 647, 739, 847.
	e) Identify words according to shared beginning and/or ending sounds.	Students produce words with the same initial sounds in <b>Whole Class</b> activities in <b>RWK</b> . See <b>Whole Class TG</b> , pp. 464, 465, 586, 798, 798



**Reading**

K.5	The student will understand how print is organized and read.	a) Hold print materials in the correct position.	<p><b>Students use left to right finger tracking while reading, 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</b></p> <p><b>Students learn to write from left to right and top to bottom 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 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</b></p>
		b) Identify the front cover, back cover, and title page of a book.	<p><b>Students are introduced to the concept of the front (cover) 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></p>
		c) Distinguish between print and pictures.	
		d) Follow words from left to right and from top to bottom on a printed page.	<p><b>Students use left to right finger tracking while reading, 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</b></p> <p><b>Students learn to write from left to right and top to bottom 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 Letter Trace and Letter Book activities in Whole Class TG, pp. 21, 29,</b></p>

		<b>187, 199, 249, 257, 429, 438, 550, 559, 672, 680, 791, 800, 1023, 1033, 1136, 1145, 1311, 1321, 1486, 1498</b>
	e) Match voice with print. (concept of word).	<p><b>Students use left to right finger tracking while reading, 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</b></p> <p><b>Students determine separate sounds in a sentence and build sentences word by word: Small Group TG 4, pp. 22-23, TG 16, pp. 26-27, 35; Whole Class TG pp. 880-881</b></p>
K.6	The student will demonstrate an understanding that print conveys meaning.	a) Identify common signs and logos.
		<b>Students learn to identify symbols in Read Well K. For example, a circle, square, and triangle represent beginning, middle and end, respectively in Whole Class and Small Group retell activities. This concept is first introduced in Whole Class TG, p. 265. 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</b>
		b) Explain that printed materials provide information.
		<b>Students identify main idea, topic and 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>
		c) Read and explain own writing and drawings.
		<b>See Journal activities and Bookmaking activities: Whole Class TG, pp. 203-205, 323-324, 329, 506, 627-628, 631, 922, 926, 1096, 1326, 1503, 1564</b>
		d) Read his/her name and read fifteen meaningful, concrete words.
		<b>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>

		Students write their names on all Independent Work. The Theo Bear line on all Handwriting materials allows students to correctly form the letters of their names.
K.7 The student will develop an understanding of basic phonetic principles.	a) Identify and name the uppercase and lowercase letters of the alphabet.	<p>See Alphabet Routines: ABC Cheers, ABC Poem, Boogie Woogie ABCs. See Whole Class TG pp. 359-361, 372-373, 399-400, 624-625, 642-645, 837-840, 878-879, 1447, 1550-1551. See also Decoding Practice, ABC Poem Posters, ABC Wall Cards, Alphabet Routines, and Student Magazines. Students learn a new letter in every Whole Class unit. After learning the letter and sound, students practice writing the letter with Handwriting activities.</p> <p>See Read Well K Handwriting activities: Whole Class TG, pp. 33, 66, 77, 85, 103, 140, 158, 241, 301, 321, 342, 479, 580, 1657, 1667 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.</p>
	b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.	<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 segmenting work in White Board activities, Whole Class TG, pp. 276, 312-313, 403, 433, 493-495, 615-617, 676, 734-735, 795-796, 852-855, 1027-1029, 1085-1089, 1198-1200, 1255-1257, 1315-1317, 1372-1374, 1431-1342, 1552, 1614-1615.</p> <p>See blending 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.</p>

		<b>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>
	c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.	<b>Read Well K students learn sentence structure by following 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</b>
	d) Identify beginning consonant sounds in single-syllable words.	<b>Students produce words with the same initial sounds in Whole Class activities in RWK. See Whole Class TG, pp. 464, 465, 586, 798, 798</b>
K.8	The student will expand vocabulary.	<p><b>a) Discuss meanings of words.</b></p> <p><b>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></p> <p><b>See Decoding Practice: Accuracy and Fluency Building, Tricky Word practice, Smooth and Bumpy Blending, and Sound and Word cards. Teachers model correct expression while speaking, as shown with the teacher prompting in the curriculum, and students model using expression while reading. See Small Group TG 1: 16-17, 26-27, 38-39, 48-49; TG 7: 14-15, 26-27, 34-35, 46-47; TG 8: 14-15, 26-27, 34-35, 46-47; TG 9: 14-15, 26-27, 50-51; TG 10: 12-13, 24-25, 34-35, 46-47; TG 12: 12, 26, 36, 48. See Whole Class TG, pp. 284, 437, 488, 549, 620, 671, 728, 789, 847, 906, 964, 1022, 1080, 1135.</b></p>
	b) Develop vocabulary by listening to a variety of texts read aloud.	<b>Duet and solo stories and Read Alouds allow students to describe, learn, and discuss new vocabulary while reading. See Small Group TG 1: pp. 18-25; TG 10: pp. 14-23; TG 12: pp. 14-25, 35, 47; TG 13, p. 44; TG 17, p. 31; TG 19, pp. 14-23; TG 20: pp. 14-</b>

		<b>23. Whole Class TG pp. 72, 100, 505, 566, 664-666, 782-785, 856. Small Group Getting Started: A Guide to Implementation: 20-21, 117-118. Whole Class Getting Started: A Guide to Implementation: pp. 65-71, 104.</b>
K.9	The student will demonstrate comprehension of fictional texts.	a) Identify what an author does and what an illustrator does.
		b) Relate previous experiences to what is read.
		c) Use pictures to make predictions.
		d) Begin to ask and answer questions about what is read.
		e) Use story language in discussions and retellings.
		<b>See reading selection introductions for nonfictions selections: Whole Class TG, pp. 302, 1201, 1258, 1420</b>
		<b>See Journal activities, which review Unit themes and create a personal summary of what students have studied in each Unit. See also Bookmaking activities, also related to the Unit theme. Whole Class TG, pp. 203-205, 323-324, 329, 506, 627-628, 631, 922, 926, 1096, 1326, 1503, 1564</b>
		<b>Students use text features to make predictions about stories on a daily basis. 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 C, pp. 28-29; TG 1, pp. 30-32; TG 3, pp. 29-31; TG 11, pp. 40-43; TG 20, pp. 27-31.</b>
		<b>Students are encouraged to ask and answer questions regularly. See Scaffolding, Duet and Solo Stories with teacher 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.</b>
		<b>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,</b>

		<b>753, 797, 805, 824, 872, 914, 940, 988, 1021, 1046-1048, 1191, 1192, 1246, 1285, 1318, 1564, 1566, 1583, 1631, 1686, 1740, 1763.</b>
	f) Retell familiar stories, using beginning, middle, and end.	<p><b>A circle, square, and triangle represent beginning, middle and end, respectively in Whole Class and Small Group retell activities. This concept is first introduced in Whole Class TG, p. 265. 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</b></p> <p><b>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.</b></p>
	g) Discuss characters, setting, and events.	<b>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.</b>
K.10	The student will demonstrate comprehension of nonfiction texts.	
	a) Use pictures to identify topic and make predictions.	<b>Students use text features to make predictions about stories on a daily basis. 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 C, pp. 28-29; TG 1, pp. 30-32; TG 3, pp. 29-31; TG 11, pp. 40-43; TG 20, pp. 27-31.</b>
	b) Identify text features specific to the topic, such as titles, headings, and pictures.	<b>Students use text features to make predictions about stories on a daily basis. See Whole Class Read Alouds and related activities,</b>



		<b>and during 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.</b>
<b>Writing</b>		
K.11	The student will print in manuscript.	a) Print uppercase and lowercase letters of the alphabet independently.  <b>See Handwriting activities: Whole Class TG, pp. 33, 66, 77, 85, 103, 140, 158, 241, 301, 321, 342, 479, 580, 1657, 1667 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</b>
		b) Print his/her first and last names.  <b>Students write their names on all Independent Work. The Theo Bear line on all Handwriting materials allows students to correctly form the letters of their names.</b>
K.12	The student will write to communicate ideas for a variety of purposes.	a) Differentiate pictures from writing.  <b>Students learn how to use text features, including illustrations. See Whole Class Read Alouds and related activities, and Small Group storybook reading: 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.</b>
		b) Draw pictures and/or use letters and phonetically spelled words to write about experiences.  <b>See Journal activities and Bookmaking activities: Whole Class TG, pp. 203-205, 323-324, 329, 506, 627-628, 631, 922, 926, 1096, 1326, 1503, 1564</b>
		c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.  <b>See Journal activities and Bookmaking activities: Whole Class TG, pp. 203-205, 323-324, 329, 506, 627-628, 631, 922, 926, 1096, 1326, 1503, 1564</b>  <b>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.</b>
		d) Write left to right and top to bottom.  <b>Students learn to write from left to right and top to bottom in White Board Activities: 495, 581-583, 1112, 1696-1697. See also</b>



		<b>Handwriting activities: Whole Class TG, pp. 33, 66, 77, 85, 103, 140, 158, 241, 301, 321, 342, 479, 580, 1657, 1667; and 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</b>
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**The *Read Well* program is a comprehensive reading program which guides children from “learning to read” to “reading to learn”. *Read Well*’s researched-based core provides captivating and engaging content for students. *Read Well 1* is for beginning readers and students who are not reading fluently at a beginning second grade level. *Read Well 1 Spelling and Writing Conventions* teaches children the process of segmenting words into sounds and transcribing the sounds they hear into words. Students learn the process of spelling by sound and pattern. *Read Well 1 Composition* provides explicit instruction in the writing process, writing traits, handwriting, and comprehension and vocabulary.**

## Grade One

Reading is the priority in first grade. The student will be immersed in a print-rich environment to develop oral language skills, phonetic skills, vocabulary, comprehension, and an awareness of print materials as sources of information and enjoyment. The student will use listening and speaking skills to participate in classroom discussions. The student will use a variety of strategies to read new words and will read familiar selections with fluency and expression. The student will continue to develop an understanding of character, setting, main idea, and story sequence in a variety of texts. The student will increase vocabulary and comprehension strategies by reading across the curriculum, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will also demonstrate comprehension of fiction and nonfiction texts through classroom discussion and will begin to communicate ideas in writing.

## Oral Language

1.1	The student will continue to demonstrate growth in the use of oral language.	a) Listen and respond to a variety of electronic media and other age-appropriate materials.	<p><b>Students are encouraged to listen and ask questions during every Read Well activity. See Read Well 1 guided practice, Read Alouds, 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.</b></p> <p><b>See Read Well Plus Story reading activities where students use listening skills and then complete Comprehension and Skill activities based on what they have heard. 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</b></p> <p><b>See also Read Well 1 Composition, where students answer questions based on what they have heard during Read Alouds: Vol. 1, pp. 22-28, 131-139, 292-296; Vol. 2, pp. 472-478, 510-514, 734-737</b></p>
		b) Tell and retell stories and events in logical order.	<p><b>See Oral Story Retells in Read Well 1: 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;</b></p>

		<p><b>TG 34. p. 47.</b></p> <p><b>See Read Aloud activities in Read Well 1 Composition where students also 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></p>
	c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.	<p><b>Students recite stories during Read Well 1 Oral Story Retells. 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></p> <p><b>Read Well Plus, TG 39, p. 52; TG 41, pp. 56-57; TG 47, p. 56; TG 50, p. 64</b></p> <p><b>Read Well 1 Composition where students recite rhyming words: Vol. 1, pp. 86-87, 114, 258, 346-347, 372; Vol. 2, pp. 468, 506, 600, 664, 730, 838, 922.</b></p> <p><b>See Read Aloud activities in Read Well 1 Composition where students also 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></p> <p><b>See ABC Poem Posters, the ABC chant, and other song activities in Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 22, 42, 80, 109, 139, 199, 232; Vol. 2, pp. 258, 279, 366, 439, 524, 607, 663</b></p>
	d) Participate in creative dramatics.	<b>This is not explicitly addressed in Read Well 1.</b>
	e) Express ideas orally in complete sentences.	<p><b>Students speak in complete sentences with correct subject-verb agreement in Oral Story Retells. 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></p> <p><b>See Read Aloud activities in Read Well 1 Composition where students also 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></p>
1.2 The student will expand understanding and use of word	a) Increase listening and speaking vocabularies.	<b>See Read Well 1 Getting Started: A Guide to Implementation, pp. 138-142 for a list of all words taught in Read Well 1. Read Well 1 students learn</b>

meanings.		<p><b>high frequency words in a decodable sequence, and review them through regular Decoding Practice and Unit Storybooks. See TG 14, pp. 52-53; TG 17, pp. 52-53; TG 25, pp. 52-53. By Unit 38, students have learned 96 of the first 100 sight words.</b></p> <p><b>See Read Well 1 Spelling and Writing Conventions, pp. F59-F63 for a list of all words taught in Spelling and Writing Conventions.</b></p>
	b) Begin to ask for clarification and explanation of words and ideas.	<p><b>Students are always encouraged to ask questions. They participate in discussions in Read Well 1 Story Reading and Comprehension and Skill activities, and priming questions in a modified K-W-L format. 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</b></p> <p><b>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</b></p>
	c) Use common singular and plural nouns.	<p><b>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 singular and plural nouns, which students use daily.</b></p> <p><b>See Read Well 1 Spelling and Writing Conventions, pp. F59-F63 for a list of all words taught in Spelling and Writing Conventions, including singular and plural nouns, which students use daily.</b></p>
	d) Use vocabulary from other content areas.	<p><b>Read Well 1 students read a variety of text and genres. See Getting Started: A Guide to Implementation, pp. 14-16 for a list of themes and stories read in the program.</b></p> <p><b>See Read Well 1 Getting Started: A Guide to Implementation, pp. 138-142 for a list of all words taught in Read Well 1. Read Well 1 students learn high frequency words in a decodable sequence, and review them through regular Decoding Practice and Unit Storybooks. See TG 14, pp. 52-53; TG 17, pp. 52-53; TG 25, pp. 52-53. By Unit 38, students have learned 96 of the first 100 sight words.</b></p>

		See Read Well 1 Spelling and Writing Conventions, pp. F59-F63 for a list of all words taught in Spelling and Writing Conventions.
1.3	The student will adapt or change oral language to fit the situation.	a) Initiate conversation with peers and adults.  <b>The Read Well 1 program is comprised of Whole Class and Small Group instruction, so students learn to work in varying group sizes. Also, while in Small Group, students participate in daily Duet and Solo Story Reading activities and Partner Reading activities. See Read Well 1 Getting Started: A Guide to Implementation, pp. 109-116</b>
		b) Follow rules for conversation using appropriate voice level in small-group settings.  <b>The Read Well 1 program is comprised of Whole Class and Small Group instruction, so students learn to work in varying group sizes. Also, while in Small Group, students participate in daily Duet and Solo Story Reading activities and Partner Reading activities. See Read Well 1 Getting Started: A Guide to Implementation, pp. 109-116</b>
		c) Ask and respond to questions.  <b>Students are always encouraged to ask questions. They participate in discussions in Read Well 1 Story Reading and Comprehension and Skill activities, and priming questions in a modified K-W-L format. 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</b>  <b>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</b>
		d) Follow simple two-step oral directions.  <b>Students follow oral instructions in every activity in Read Well 1. See: TG A, pp. 20-21; TG B, pp. 12-13; TG 1, pp. 26-29; TG 2, pp. 12-13; TG 5, pp. 12-13; TG 6, pp. 12-13; TG 8, pp. 12-13; TG 10, pp. 12-13; TG 12, pp. 12-13; TG 16, pp. 12-13</b>  <b>See also activities in Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 5-6, 90-92, 119-120, 219-220, 225-228; Vol. 2, pp. 273, 313, 336-337, 361-363, 553-554, 592, 614, 619-621.</b>



	e) Give simple two-step oral directions.	<b>The Read Well 1 program is comprised of Whole Class and Small Group instruction, so students learn to work in varying group sizes. Also, while in Small Group, students participate in daily Duet and Solo Story Reading activities and Partner Reading activities. See Read Well 1 Getting Started: A Guide to Implementation, pp. 109-116</b>
1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.	a) Create rhyming words.	<p><b>Read Well 1 students write words based on rhyming patterns. See Skill Work Activities/ Rhyming Patterns: TG 8, p. 51; TG 11, p. 51; TG 15, p. 51; TG 16, p. 51; TG 18, p. 51; TG 22, p. 39; TG 27, p. 39; TG 31, p. 49</b></p> <p><b>See Read Well 1 Composition, pp. 86-87, 114, 258, 346-347, 372, 468, 506, 600, 664, 730, 838, 922.</b></p> <p><b>Students work with rhyming words in Read Well 1 Spelling and Writing Conventions. See: Vol. 1, pp. 58, 73, 81, 105, 157, 179, 189-190, 197-198, 228, 241; Vol. 2, pp. 298, 337-338, 367-368, 407-408, 447, 455, 473, 520, 525, 590, 611, 630. 651, 671</b></p>
	b) Count phonemes (sounds) in one-syllable words.	<p><b>See Sound Counting, Stretch and Shrink activities, and Smooth and Bumpy Blending practice: TG 4: 12-13, 45, 51-53; TG 6: 12-13; TG 9: 8, 38-39; TG 11: 8, 12-13; TG 13: 8, 51; TG 15: 38-39; TG 16: 12-13; TG 18: 8; TG 20: 58-59; TG 22: 28-29</b></p> <p><b>The first multisyllabic word is taught in Unit 16. After this, students begin to segment syllables and count syllables in words. See TG 28, p. 51, TG 38, pp. 36-37.</b></p> <p><b>Read Well 1 Spelling and Writing Conventions Vol. 1: 91-92, 121-122, 228.</b></p>
	c) Blend sounds to make one-syllable words.	<p><b>Phonemic blending teaching strategies include guided practice, Finger Tracking, Sound Counting, Stretch and Shrink activities, Smooth and Bumpy Blending, and dictation exercises. See: TG 4: 12-13, 45, 51-53; TG 6: 12-13, 38-39; TG 9: 8, 38-39; TG 11: 8, 12-13; TG 13: 8, 51-53; TG 15: 38-39; TG 16: 12-13; TG 18: 8; TG 20: 58-59</b></p> <p><b>Read Well 1 Spelling and Writing Conventions: Vol. 1: F2-F11, F28, 5-6, 90-92, 119-120, 219-220, 225-228; Vol. 2: F35-F36, 273, 313, 336-337, 361-363, 553-554, 592, 614, 619-621.</b></p>

	d) Segment one-syllable words into individual speech sounds (phonemes).	<p><b>Segmenting is emphasized throughout the Read Well 1 curriculum. Specific instructional strategies include guided practice, sound counting, Stretch and Shrink activities, and Smooth and Bumpy Blending practice. See: TG 4: 12-13, 45, 51-53; TG 6: 12-13, 38-39; TG 9: 8, 38-39; TG 11: 8, 12-13; TG 13: 8, 51-53; TG 15: 38-39; TG 16: 12-13; TG 18: 8; TG 20: 58-59</b></p> <p><b>See also 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</b></p>
	e) Add or delete phonemes (sounds) to make new words.	<p><b>Students practice phonemic addition, deletion, and substitution through Read Well 1 Spelling and Writing Conventions materials. See: Vol. 1, pp. 78-79, 91-92, 127, 154, 163, 193-194, 233-234; Vol. 2 pp. 280, 295-296, 301-302, 315, 354, 397, 408, 455, 516, 522, 545, 627, 662, 667-668</b></p>

## Reading

1.5	The student will apply knowledge of how print is organized and read.	a) Read from left to right and from top to bottom.	<p><b>Students learn to finger track from left to right and top to bottom during Duet and Solo Stories in Read Well 1. See: TG 2, pp. 16-17, 20-24; TG 8, pp. 14-20, 34-35; TG 15, pp. 16-20, 34-36; TG 22, pp. 16-20, 36-38; TG 31, pp. 16-19, 46-48</b></p>
		b) Match spoken words with print.	<p><b>See Read Well 1. During all Duet Stories, 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 students see 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. See also Read Well 1 Getting Started: A Guide to Implementation, pp. 72-104</b></p> <p><b>See Dictation activities in Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23-24, 30-31, 60-61, 94, 124-125, 140-141, 163-164, 200, 227-229; Vol. 2, pp. 256-257, 301-302, 349, 469-470, 515-516, 582-583</b></p>

		c) Identify letters, words, sentences, and ending punctuation.	<p><b>Students practice this skill daily using their activity books and in storybook reading. Students learn that letters make up words and words create sentences, when used correctly. See Read Well 1, My Activity Book 2 pp. 62-64, 66, 71, 73-75</b></p> <p><b>See Read Well 1 Composition, where students also learn sentence conventions. Vol. 1, pp. 8-9, 34-35, 200-201, 256-257</b></p> <p><b>See Editing activities in Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 104, 110, 120, 153, 157, 193, 210, 233; Vol. 2, pp. 259, 314, 342, 362, 430, 519, 559</b></p>
		d) Read his/her own writing.	<p><b>See Read Well 1 Composition, where students create a report or a book with visual elements about what they have learned: Vol. 1, pp. 292-307; Vol. 2, pp. 510-514, 515-530, 673-685, 700-704, 705-717</b></p>
1.6	The student will apply phonetic principles to read and spell.	a) Use beginning and ending consonants to decode and spell single-syllable words.	<p><b>Read Well 1 students identify individual sounds in words, learn sounds to mastery and learn decodable words. Students use Sound Counting, Stretch and Shrink, and Smooth and Bumpy Blending exercises to segment and blend words, as well read the words they are decoding. See Read Well 1 TG 3, pp. 12-13, 26-27, 38-39, 52-53; TG 18, pp. 12-13, 26-27, 40-41, 52-53.</b></p> <p><b>Students learn 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.</b></p> <p><b>The list of spelling patterns taught in Read Well 1 Spelling and Writing Conventions can be found in the Spelling and Writing Conventions Teacher's Guide, pp. F59-F63.</b></p>
		b) Use two-letter consonant blends to decode and spell single-syllable words.	<p><b>Read Well 1 students identify individual sounds in words, learn sounds to mastery and learn decodable words. Students use Sound Counting, Stretch and Shrink, and Smooth and Bumpy Blending exercises to</b></p>

		<p><b>segment and blend words, as well read the words they are decoding. See Read Well 1 TG 3, pp. 12-13, 26-27, 38-39, 52-53; TG 18, pp. 12-13, 26-27, 40-41, 52-53.</b></p> <p><b>Students learn consonant blends and practice 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.</b></p> <p><b>The list of spelling patterns taught in Read Well 1 Spelling and Writing Conventions can be found in the Spelling and Writing Conventions Teacher's Guide, pp. F59-F63.</b></p>
	c) Use beginning consonant digraphs to decode and spell single-syllable words.	<p><b>Read Well 1 students identify individual sounds in words, learn sounds to mastery and learn decodable words. Students use Sound Counting, Stretch and Shrink, and Smooth and Bumpy Blending exercises to segment and blend words, as well read the words they are decoding. See Read Well 1 TG 3, pp. 12-13, 26-27, 38-39, 52-53; TG 18, pp. 12-13, 26-27, 40-41, 52-53.</b></p> <p><b>Students learn 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.</b></p> <p><b>The list of spelling patterns taught in Read Well 1 Spelling and Writing Conventions can be found in the Spelling and Writing Conventions Teacher's Guide, pp. F59-F63.</b></p>
	d) Use short vowel sounds to decode and spell single-syllable words.	<p><b>Read Well 1 students learn vowel sounds and practice these 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.</b></p> <p><b>Students learn spelling patterns and use them to decode words and take part in Dictation activities. The list of spelling patterns taught in that</b></p>



		<p><b>program can be found in the Read Well 1 Spelling and Writing Conventions, Vol. 1 and 2, pp. F59-F63.</b></p> <p><b>See also 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.</b></p>
e)	Blend beginning, middle, and ending sounds to recognize and read words.	<p><b>Blending activities include guided practice, Finger Tracking, sound counting, Stretch and Shrink activities, Smooth and Bumpy Blending, and dictation exercises. See: TG 4: 12-13, 45, 51-53; TG 6: 12-13, 38-39; TG 9: 8, 38-39; TG 11: 8, 12-13; TG 13: 8, 51-53; TG 15: 38-39; TG 16: 12-13; TG 18: 8; TG 20: 58-59</b></p> <p><b>Read Well 1 Spelling and Writing Conventions: Vol. 1: F2-F11, F28, 5-6, 90-92, 119-120, 219-220, 225-228; Vol. 2: F35-F36, 273, 313, 336-337, 361-363, 553-554, 592, 614, 619-621.</b></p>
f)	Use word patterns to decode unfamiliar words.	<p><b>Students first decode words with r-controlled letter-sound association in Unit 17, (pp. 12-13). Students begin with /ar/ as in shark, learn /er/ as in sister and brother in Unit 27 (pp. 12-13, 38-39), and /ir/ as in bird in Unit 38 (pp. 10-11). See Read Well 1 Getting started: a Guide to Implementation, pp. 138-142 for a list of pattern words taught by Unit.</b></p> <p><b>See 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</b></p> <p><b>The list of spelling patterns taught in Read Well 1 Spelling and Writing Conventions can be found in the Spelling and Writing Conventions Teacher's Guide, pp. F59-F63.</b></p>
g)	Read and spell simple two-syllable compound words.	<p><b>Compound words are introduced in Read Well 1 Unit 18. The concept and words are explicitly taught during Story Introductions and Decoding Practice. Practice includes using the words that are known to determine the meaning of the compound words. See Read Well 1 TG 18, pp. 40-43. See Getting Started: A Guide to Implementation, pp. 138-141 for a list of all words taught in the Read Well 1 program.</b></p>

1.7	The student will use semantic clues and syntax to expand vocabulary when reading.	h) Read and spell commonly used sight words.	<b>In Read Well 1 Spelling and Writing Conventions, students learn and practice 85 of the 100 most commonly used words by children in writing. See Read Well 1 Spelling and Writing Conventions, Vol. 1, pp. F5-F9, F59-F60</b>
		a) Use words, phrases, and sentences.	<b>Students practice this skill daily using their activity books and in storybook reading. Students learn that letters make up words and words create sentences, when used correctly. See Read Well 1, My Activity Book 2 pp. 62-64, 66, 71, 73-75</b>  <b>See Read Well 1 Composition, where students also learn sentence conventions. Vol. 1, pp. 8-9, 34-35, 200-201, 256-257</b>
		b) Use titles and pictures.	<b>Read Well 1 students look at covers of storybooks, charts, and diagrams to respond to literature. 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</b>  <b>See Read Well 1 Composition, where students make predictions using text features before Read Alouds: Vol. 1, pp. 14, 66, 154, 180, 275, 376; Vol. 2, pp. 577, 604, 767</b>
		c) Use information in the story to read words.	<b>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 32, p. 8; TG 33, p. 23.</b>
		d) Use knowledge of sentence structure.	<b>Students practice this skill daily using their activity books and in storybook reading. Students learn that letters make up words and words create sentences, when used correctly. See Read Well 1, My Activity Book 2 pp. 62-64, 66, 71, 73-75</b>  <b>See Read Well 1 Composition, where students also learn sentence conventions. Vol. 1, pp. 8-9, 34-35, 200-201, 256-257</b>
		e) Use knowledge of story structure.	<b>Each Storybook features Oral Story Retells and Written Retells, where</b>



		<p><b>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.</b></p> <p><b>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</b></p>
	f) Reread and self-correct.	<p><b>See Solo Story Reading activities in Read Well 1: TG 4, pp. 34-36, 46-50; TG 10, pp. 22-25, 48-50; TG 18, pp. 22-25, 48-50; TG 24, pp. 34-37; TG 30, pp. 22-25, 46-49</b></p>
1.8	The student will expand vocabulary.	
	a) Discuss meanings of words in context.	<p><b>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 32, p. 8; TG 33, p. 23.</b></p>
	b) Develop vocabulary by listening to and reading a variety of texts.	<p><b>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 32, p. 8; TG 33, p. 23.</b></p> <p><b>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.</b></p> <p><b>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.</b></p>
	c) Ask for the meaning of unknown words and make connections to familiar words.	<p><b>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</b></p>

		<p><b>32, p. 8; TG 33, p. 23.</b></p> <p><b>Students are encouraged to ask 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.</b></p>
	d) Use text clues such as words or pictures to discern meanings of unknown words.	<p><b>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 32, p. 8; TG 33, p. 23.</b></p>
	e) Use vocabulary from other content areas.	<p><b>Read Well 1 students read a variety of text and genres. See Getting Started: A Guide to Implementation, pp. 14-16 for a list of themes and stories read in the program.</b></p> <p><b>See Read Well 1 Getting Started: A Guide to Implementation, pp. 138-142 for a list of all words taught in Read Well 1. Read Well 1 students learn high frequency words in a decodable sequence, and review them through regular Decoding Practice and Unit Storybooks. See TG 14, pp. 52-53; TG 17, pp. 52-53; TG 25, pp. 52-53. By Unit 38, students have learned 96 of the first 100 sight words.</b></p> <p><b>See Read Well 1 Spelling and Writing Conventions, pp. F59-F63 for a list of all words taught in Spelling and Writing Conventions.</b></p>
1.9	The student will read and demonstrate comprehension of a variety of fictional texts.	
	a) Preview the selection.	<p><b>Students look at covers of storybooks, charts, and diagrams to preview and respond to literature. 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</b></p> <p><b>See Read Well 1 Composition Read Aloud activities, where students preview each text before reading: Vol. 1, pp. 92, 180, 292, 376; Vol. 2, pp. 544, 604, 700, 800</b></p>
	b) Set a purpose for reading.	<p><b>Students learn that sometimes they read for pleasure and sometimes they</b></p>

		<p><b>read to learn facts. See Read Well 1 TG 25, pp. 16-19, 30-32, 41-43, 44.</b></p> <p><b>In Read Well 1 Composition, students determine the purpose for reading. See Vol. 1, pp. 131</b></p>
c)	Relate previous experiences to what is read.	<p><b>See Making Connections prompts in Read Well 1 Story Reading and, Comprehension and Skill activities, and priming questions in a modified K-W-L format. 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</b></p>
d)	Make and confirm predictions.	<p><b>Students predict and confirm predictions during Story Reading activities in Read Well 1. See: TG 1: 31; TG 2: 29; TG 3: 41; TG 5: 17; TG 7: 30; TG 8: 30, 43; TG 9: 17, 19, 31; TG 10: 29; TG 12: 41; TG 13: 29, 35.</b></p> <p><b>See Read Well 1 Composition, where students make predictions using text features before Read Alouds: Vol. 1, pp. 14, 66, 154, 180, 275, 376; Vol. 2, pp. 577, 604, 767</b></p>
e)	Ask and answer who, what, when, where, why, and how questions about what is read.	<p><b>Students are encouraged to ask questions during every Read Well activity. See Read Well 1 guided practice, Read Alouds, 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.</b></p> <p><b>See Read Well Plus Story reading activities where students use listening skills and then complete Comprehension and Skill activities based on what they have heard. 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</b></p> <p><b>See also Read Well 1 Composition, where students answer questions based on what they have heard during Read Alouds: Vol. 1, pp. 22-28, 131-139, 292-296; Vol. 2, pp. 472-478, 510-514, 734-737</b></p> <p><b>See Read Well Plus: TG 39, pp. 37, 50; TG 42, p. 21; TG 46, pp. 12, 15, 22,</b></p>

		<b>33, 35, 41-42, 59-61; TG 47, pp. 14, 17, 21, 37, 39-40</b>
f)	Identify characters, setting, and important events.	<p><b>Students identify characters, plot and setting during Read Alouds 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.</b></p> <p><b>See also 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</b></p> <p><b>See also Read Well 1 Composition, where students answer questions regarding characters, plot and setting: Vol. 1, pp. 22-28, 131-139, 292-296; Vol. 2, pp. 472-478, 510-514, 734-737</b></p>
g)	Retell stories and events, using beginning, middle, and end.	<p><b>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.</b></p> <p><b>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</b></p>
h)	Identify the main idea or theme.	<b>See storybook 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 11: 29-32; TG 14: 28-31; TG 19: 42-46; TG 20: 40-44; TG 23: 23-24, 28-32; TG 26: 35, 38-41; TG 31: 40-43, 44-45; TG 36: 42, 43-44</b>
i)	Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.	<b>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</b>

		<b>all the words independently. See TG 3 pp. 16-20; TG 14 pp. 16-20, 46-48. Students then show comprehension during 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</b>
1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.	a) Preview the selection.	<p><b>Students look at covers of storybooks, charts, and diagrams to respond to literature. 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</b></p> <p><b>See Read Well 1 Composition Read Aloud activities, where students preview each text before reading: Vol. 1, pp. 92, 180, 292, 376; Vol. 2, pp. 544, 604, 700, 800</b></p>
	b) Use prior and background knowledge as context for new learning.	<p><b>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</b></p> <p><b>Read Well Plus, TG 44, pp. 41; 43TG 47, pp. 16, 17, 38, 46</b></p>
	c) Set a purpose for reading.	<p><b>Students learn that sometimes they read for pleasure and sometimes they read to learn facts. See Read Well 1 TG 25, pp. 16-19, 30-32, 41-43, 44.</b></p> <p><b>Using Think Aloud strategies in Read Well 1, teachers guide students' exploration of the author's role and purpose. For example, in Unit 17, the author writes to share shark facts. (See the Unit 17 TG, pp. 14-15.)</b></p> <p><b>In Read Well 1 Composition, students determine the purpose for reading. See Vol. 1, pp. 131</b></p>
	d) Identify text features such as pictures, headings, charts, and captions.	<b>Read Well 1 students look at covers of storybooks, charts, and diagrams to respond to literature. See Read Well 1 TG 1, p. 31; TG 2, pp. 29, 37; TG 3, pp. 14-15, 49; TG 5, pp. 14-15; TG 7, pp. 14-15, 45; TG 10, pp. 14-15, 29; TG 13, pp. 14-15, 29, 35; TG 17, pp. 14-15; TG 19, pp. 14-15</b>

		<p><b>Read Well Plus, TG 39, p. 12; TG 41, p. 12; TG 42, p. 12; TG 43, p. 12; TG 44, pp. 10-11; TG 46, pp. 12-13; TG 49, p. 12</b></p> <p><b>See Read Well 1 Composition Read Aloud activities, where students preview each text before reading: Vol. 1, pp. 92, 180, 292, 376; Vol. 2, pp. 544, 604, 700, 800</b></p>
e)	Make and confirm predictions.	<p><b>Students predict and confirm predictions during Story Reading activities in Read Well 1. See: TG 1: 31; TG 2: 29; TG 3: 41; TG 5: 17; TG 7: 30; TG 8: 30, 43; TG 9: 17, 19, 31; TG 10: 29; TG 12: 41; TG 13: 29, 35.</b></p> <p><b>See Read Well Plus: TG 39, pp. 37, 50; TG 42, p. 21; TG 46, pp. 12, 15, 22, 33, 35, 41-42, 59-61; TG 47, pp. 14, 17, 21, 37, 39-40</b></p> <p><b>See Read Well 1 Composition, where students make predictions using text features before Read Alouds: Vol. 1, pp. 14, 66, 154, 180, 275, 376; Vol. 2, pp. 577, 604, 767</b></p>
f)	Ask and answer who, what, where, when, why, and how questions about what is read.	<p><b>Students are encouraged to ask questions during every Read Well activity. See Read Well 1 guided practice, Read Alouds, 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.</b></p> <p><b>See Read Well Plus Story reading activities where students use listening skills and then complete Comprehension and Skill activities based on what they have heard. 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</b></p> <p><b>See also Read Well 1 Composition, where students answer questions based on what they have heard during Read Alouds: Vol. 1, pp. 22-28, 131-139, 292-296; Vol. 2, pp. 472-478, 510-514, 734-737</b></p>
g)	Identify the main idea.	<p><b>See storybook 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 11: 29-</b></p>



		<b>32; TG 14: 28-31; TG 19: 42-46; TG 20: 40-44; TG 23: 23-24, 28-32; TG 26: 35, 38-41; TG 31: 40-43, 44-45; TG 36: 42, 43-44</b>
	h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.	<b>See Solo Story Reading activities in Read Well 1: TG 4, pp. 34-36, 46-50; TG 10, pp. 22-25, 48-50; TG 18, pp. 22-25, 48-50; TG 24, pp. 34-37; TG 30, pp. 22-25, 46-49</b>
1.11 The student will use simple reference materials.	a) Use knowledge of alphabetical order by first letter.	<b>See Alphabetical Order activities in Read Well 1 Composition: Vol. 1, pp. 60-61, 112-113, 174-175</b>  <b>See alphabet-focused Choral Practice activities in Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 4, 13, 22, 29, 40, 42, 50, 59, 74, 80, 90, 95, 102, 107, 112, 134, 150, 174, 181, 186, 204, 218, 224; Vol. 2, pp. 258, 261, 307, 326, 355, 374, 396, 410, 419, 432, 461, 475, 502, 527, 547, 566, 585, 610, 638, 650, 658, 672</b>
	b) Use a picture dictionary to find meanings of unfamiliar words.	<b>Students begin creating their own My Picture Dictionary in Unit 39. See TG 25, p. 25.</b>
<b>Writing</b>		
1.12 The student will print legibly.	a) Form letters accurately.	<b>Letter formation is taught throughout the curriculum. For specific examples, see: TG A: 37; TG B:25; TG 1: 27; TG 2: 25; TG 3: 21; TG 12: 21; TG 13: 21; TG 14: 21; TG 15: 21; TG 16: 21; TG 17: 21; TG 18: 21; TG 19: 21; TG 20: 21; TG 21: 19; TG 22: 20.</b>  <b>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.</b>
	b) Space words within sentences.	<b>See 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.</b>  <b>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,</b>

		<b>pp. 540-541, 628-629</b>	
		c) Use the alphabetic code to write unknown words phonetically.	<p><b>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 <i>Whole Class Getting Started: A Guide to Implementation</i>, pp. 18-21, 102-104</b></p> <p><b>See Read Well K ABC Cheer and Poem activities, <i>Whole Class TG</i>, pp. 63, 117, 190, 191, 252, 417, 458, 513-514, 597, 820-821, 1299-1302, 1477. See <i>Sound and Word Routines</i>, <i>Small Group TG A</i>, pp. 12-14, 18-19; <i>TG 5</i>, pp. 16-17; <i>TG 12</i>, pp. 12-13; <i>TG 14</i>, pp. 12-13; <i>TG 18</i>, pp. 12-13</b></p> <p><b>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</b></p>
1.13	The student will write to communicate ideas for a variety of purposes.	a) Generate ideas.	<b>See Read Well 1 Composition, where students brainstorm for Journal and Story Writing activities with the help of the teacher, and then 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</b>
		b) Focus on one topic.	<b>See Read Well 1 Composition, where students brainstorm for Journal and Story Writing activities with the help of the teacher, and then begin using simple planners in Unit 14 to help focus and 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. After planning, students write sentences: Vol. 1, pp. 17-21, 96-104, 212-219; Vol. 2, pp. 548-561, 639-653</b>
		c) Revise by adding descriptive words when writing about people, places, things,	<b>In Read Well 1 Composition, students revise and illustrate writing. See Vol. 1, pp. 17-18, 122-124, 248, 267, 269-270, 307, 427; Vol. 2, pp.</b>

	and events.	<b>548, 551, 561, 580, 583, 618, 681, 685, 752, 820, 885, 894, 935, 964</b>
	d) Use complete sentences in final copies.	<p><b>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</b></p> <p><b>See Read Well 1 Composition, where students learn sentence conventions. Vol. 1, pp. 8-9, 34-35, 200-201, 256-257</b></p>
	e) Begin each sentence with a capital letter and use ending punctuation in final copies.	<p><b>See Read Well 1 Composition, where students learn sentence conventions and appropriate end of sentence punctuation: Vol. 1, pp. 8-9, 34-35, 126, 200-201, 256-257, 280, 407; Vol. 2, pp. 507, 525, 581, 648, 697, 719, 796, 838-839, 972</b></p> <p><b>See also Read Well 1 Spelling and Writing Conventions, where students learn to use periods and question marks appropriately: Vol. 1, pp. 26, 110, 241, 226; Vol. 2, pp. 295, 327, 343, 414, 473, 480, 525, 548, 590, 627, 641, 673</b></p>
	f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.	<p><b>Read Well 1 students learn high frequency words in a decodable sequence, and review them through regular Decoding Practice and Unit Storybooks. See TG 14, pp. 52-53; TG 17, pp. 52-53; TG 25, pp. 52-53. By Unit 38, students have learned 96 of the first 100 sight words.</b></p> <p><b>In Read Well 1 Spelling and Writing Conventions, students learn 85 of the 100 most commonly used words by children in writing. See Spelling and Writing Conventions, pp. F5-F9.</b></p>
	g) Share writing with others.	<p><b>In Read Well 1 Composition, students write, rewrite, revise, and illustrate drafts for an intended audience. See Vol. 1, pp. 17-18, 122-124, 248, 267, 269-270, 307, 427; Vol. 2, pp. 548, 551, 561, 580, 583, 618, 681, 685, 752, 820, 885, 894, 935, 964</b></p> <p><b>Read Well 1 Spelling and Writing Conventions: Vol. 1: 126,</b></p>

		<b>150, 236; Vol. 2: 286, 329, 396.</b>
1.14	The student will use available technology for reading and writing.	<b>This is not explicitly addressed in Read Well 1.</b>

The *Read Well* program is a comprehensive reading program which guides children from “learning to read” to “reading to learn”. *Read Well*’s researched-based core provides captivating and engaging content for students. *Read Well 2* is for second grade students who are fluent in first grade skills, and the program also includes five additional units (21-25) for students who have successfully completed *Read Well 2* through Unit 20. The program focuses on phonics, vocabulary, comprehension, and fluency, with an emphasis on placement and pacing appropriate for each child. Progress is monitored regularly throughout. *Read Well 2* is also appropriate for English Language Learners.

*Read Well 2 Spelling and Writing Conventions* focuses on deepening knowledge of letter/sound associations taught in *Read Well 2*. *Read Well 2 Composition* is a Read-Aloud based structured writing program that provides grade-appropriate, explicit instruction in the writing process, writing traits, and writing forms. When *Read Well 2 Spelling and Writing Conventions* and *Read Well 2 Composition* are used along with the *Read Well 2* reading program, there are strong and positive reciprocal effects on learning.

## Grade Two

Reading continues to be a priority in second grade. The student will be immersed in an environment filled with fiction and nonfiction texts, which relate to all areas of the curriculum and interest. The student will expand vocabulary by speaking and listening effectively in classroom discussions, use a combination of strategies when reading, and read familiar selections with fluency and expression. The student will learn comprehension strategies for fiction and nonfiction texts. The student will be asked to identify main ideas, to make and confirm predictions, and to formulate questions about learning in all subjects, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will write stories, letters, and simple explanations; apply simple grammatical principles to writing; and locate information in reference materials.

## Oral Language

2.1 The student will demonstrate an understanding of oral language structure.	a) Create oral stories to share with others.	<b>Students participate in discussions about story reading. Teacher prompts are embedded in the text to facilitate discussion. Students complete Comp and Skill activities after readings. Teachers also utilize Read Alouds. See: TG 1, pp. 24-29; TG 2, pp. 20-25; TG 5, pp. 20-29; TG 10, pp. 20-32; TG 15, pp. 20-31</b>  <b>Students answer questions orally about every story selection. See Story Reading activities: TG 1, pp. 24-29; TG 2, pp. 20-25; TG 5, pp. 20-29; TG 10, pp. 20-32; TG 15, pp. 20-31</b>
	b) Create and participate in oral dramatic activities.	<b>See TG 8 Story Reading activities. Students participate in a dramatic reading of the play <i>Stone Soup</i>.</b>
	c) Use correct verb tenses in oral communication.	<b>Although not explicitly taught in the Read Well 2 program, students use correct subject-verb agreement and correct verb tense when speaking,</b>

		<p><b>completing sentences, writing original sentences, and writing paragraphs. Students also read Storybook Units 1-25 which contain verbs in past, future, and present tense.</b></p>
	<p>d) Use increasingly complex sentence structures in oral communication.</p>	<p><b>In Read Well 2, students learn correct sentence structure while writing and apply this knowledge to oral communication. Students are reminded to write in complete sentences with a coherent topic. See: TG 3, pp. 83; TG 5, pp. 74-75; TG 9, pp. 68-69, 77; TG 10, pp. 95, 103; TG 11, pp. 48, 58, 79-81; TG 12, pp. 38-39; TG 18, pp. 72-73; TG 19, p. 56; TG 21, pp. 44-45, 61, 73, 83, 85; TG 25, p. 119</b></p> <p><b>See Read Well 2 Spelling and Writing Conventions, where students learn proper sentence structure: Vol. 1, pp. 16, 48, 62, 94, 123, 143, 176, 206, 250, 309, 334, 378, 405, 439; Vol. 2, pp. 531, 606</b></p>
	<p>e) Begin to self-correct errors in language use.</p>	<p><b>In Read Well 2, students learn correct sentence structure while writing and apply this knowledge to oral communication. Students are reminded to write in complete sentences with a coherent topic. See: TG 3, pp. 83; TG 5, pp. 74-75; TG 9, pp. 68-69, 77; TG 10, pp. 95, 103; TG 11, pp. 48, 58, 79-81; TG 12, pp. 38-39; TG 18, pp. 72-73; TG 19, p. 56; TG 21, pp. 44-45, 61, 73, 83, 85; TG 25, p. 119</b></p> <p><b>See Read Well 2 Spelling and Writing Conventions, where students learn proper sentence structure: Vol. 1, pp. 16, 48, 62, 94, 123, 143, 176, 206, 250, 309, 334, 378, 405, 439; Vol. 2, pp. 531, 606</b></p>

<p>2.2 The student will expand understanding and use of word meanings.</p>	<p>a) Increase listening and speaking vocabularies.</p>	<p><b>Sound Practices and Reviews are done throughout each Unit, and then applied to vocabulary words and other new words in addition to Reading by Analogy, where students use knowledge of sounds in familiar words to decode new words. For representative examples, see: TG 1 p. 18, 19, 48; TG 3, pp. 48-49; TG 7, pp. 32-33; TG 6, p. 15, 31, TG 15, p. 46, 95; TG 20, p.15, TG 21, p. 12, 47</b></p> <p>See Getting Started: A Guide to Implementation, pp. 157-159 for a complete list of vocabulary words taught in the program. Students also read Storybook Units 1-25 which contain all vocabulary words included in this list. See also Vocabulary activities in every TG: TG 8, pp. 20-21, 60-61, 86-87; TG 10, pp. 37, 55, 85; TG 12, pp. 42-43, 64-65, 114-115; TG 14, p. 19; TG 17, pp. 38-39, 80-81; TG 18, p. 80; TG 19, pp. 24, 31; TG 23, p. 21, 54-55, 72, 94-95</p> <p>See also Fluency Foundations TG A-E, pp. 50-51, 210-211, 238-239, 270-271; TG F-J, pp. 98-99, 154-155, 208-209</p>
	<p>b) Use words that reflect a growing range of interests and knowledge.</p>	<p><b>Sound Practices and Reviews are done throughout each Unit, and then applied to vocabulary words and other new words in addition to Reading by Analogy, where students use knowledge of sounds in familiar words to decode new words. For representative examples, see: TG 1 p. 18, 19, 48; TG 3, pp. 48-49; TG 7, pp. 32-33; TG 6, p. 15, 31, TG 15, p. 46, 95; TG 20, p.15, TG 21, p. 12, 47</b></p> <p>See Getting Started: A Guide to Implementation, pp. 157-159 for a complete list of vocabulary words taught in the program. Students also read Storybook Units 1-25 which contain all vocabulary words included in this list. See also Vocabulary activities in every TG: TG 8, pp. 20-21, 60-61, 86-87; TG 10, pp. 37, 55, 85; TG 12, pp. 42-43, 64-65, 114-115; TG 14, p. 19; TG 17, pp. 38-39, 80-81; TG 18, p. 80; TG 19, pp. 24, 31; TG 23, p. 21, 54-55, 72, 94-95</p> <p>See also Fluency Foundations TG A-E, pp. 50-51, 210-211, 238-239, 270-271; TG F-J, pp. 98-99, 154-155, 208-209</p>
	<p>c) Clarify and explain words and ideas orally.</p>	<p><b>Students participate in discussions about story reading and vocabulary words in stories. Teacher prompts are embedded in the text to facilitate</b></p>





		<p><b>discussion. See: TG 1, pp. 24-29; TG 2, pp. 20-25; TG 5, pp. 20-29; TG 10, pp. 20-32; TG 15, pp. 20-31</b></p> <p><b>Students read a variety of selections in Fluency Foundations. See Fluency Foundations TG A-E, pp. 28-29, 36-37, 86-87, 148-149, 216-217, 272-273, 292-293; TG F-J, pp. 24-25, 80-81, 156-157, 224-225.</b></p>
	d) Identify and use synonyms and antonyms.	<b>See: TG 6 pp. 68-69, 74; TG 8, p. 70; TG 15, pp. 76-77; TG 18, p. 111; TG 24, p. 114</b>
	e) Use vocabulary from other content areas.	<p><b>Sound Practices and Reviews are done throughout each Unit, and then applied to vocabulary words and other new words in addition to Reading by Analogy, where students use knowledge of sounds in familiar words to decode new words. For representative examples, see: TG 1 p. 18, 19, 48; TG 3, pp. 48-49; TG 7, pp. 32-33; TG 6, p. 15, 31, TG 15, p. 46, 95; TG 20, p.15, TG 21, p. 12, 47</b></p> <p><b>See Getting Started: A Guide to Implementation, pp. 157-159 for a complete list of vocabulary words taught in the program. Students also read Storybook Units 1-25 which contain all vocabulary words included in this list. See also Vocabulary activities in every TG: TG 8, pp. 20-21, 60-61, 86-87; TG 10, pp. 37, 55, 85; TG 12, pp. 42-43, 64-65, 114-115; TG 14, p. 19; TG 17, pp. 38-39, 80-81; TG 18, p. 80; TG 19, pp. 24, 31; TG 23, p. 21, 54-55, 72, 94-95</b></p> <p><b>See also Fluency Foundations TG A-E, pp. 50-51, 210-211, 238-239, 270-271; TG F-J, pp. 98-99, 154-155, 208-209</b></p>
2.3	The student will use oral communication skills.	
	a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.	<b>Read Well 2 students frequently use oral language to identify the main idea/topic of text in Comprehension and Skill and Story Reading activities. See: TG 5, pp. 20-21, 32-33, 36-37, 44-51; TG 7, pp. 62, 66-73; TG 13, pp. 20-29; TG 14, pp. 50-59; TG 17, pp. 22-35, 40-59</b>
	b) Share stories or information orally with an audience.	<b>Read Well 2 students frequently use oral language to identify the main idea/topic of text in Comprehension and Skill and Story Reading activities. See: TG 5, pp. 20-21, 32-33, 36-37, 44-51; TG 7, pp. 62, 66-73; TG 13, pp. 20-29; TG 14, pp. 50-59; TG 17, pp. 22-35, 40-59</b>

	c) Participate as a contributor and leader in a group.	<b>Read Well 2 students frequently use oral language to identify the main idea/topic of text in Comprehension and Skill and Story Reading activities. See: TG 5, pp. 20-21, 32-33, 36-37, 44-51; TG 7, pp. 62, 66-73; TG 13, pp. 20-29; TG 14, pp. 50-59; TG 17, pp. 22-35, 40-59</b>
	d) Retell information shared by others.	<b>Students retell, in sequence, 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</b>
	e) Follow three- and four-step directions.	<b>See Comprehension and Skill activities, where students follow multi-step directions on a daily basis: 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</b>
	f) Give three- and four-step directions.	<b>Students work together as partners during Partner Reading, which starts in Unit 5. Students can provide directions to their peers with their Small Groups.</b>
2.4	The student will orally identify, produce, and manipulate various units of speech sounds within words.	
	a) Count phonemes (sounds) within one-syllable words.	<b>See Exercises, where students are introduced to multisyllabic words in TG 1 p. 18-19. They read each syllable out loud, finger count each syllable, and then read the whole word. Students then use this knowledge to sound out and decode other multisyllabic words in subsequent Exercises, Vocabulary activities, and in Story Reading activities. See: TG 1, pp. 30-31, 38-39; TG 6, pp. 14-15, 76-77; TG 12, pp. 14-15, 52-53; TG 13, pp. 40-41, 52-53, 58-59; TG 16, pp. 30-31, 36-37, 56-57; TG 18, pp. 18-19, 40-41, 63-65, 83-87</b>  <b>See Fluency Foundations TG A-E, pp. 26-27, 40-41, 98-99, 100, 152-153, 155-156, 228-229; TG F-J, pp. 30-31, 81, 98-99, 160-163</b>
	b) Blend sounds to make one-syllable words.	<b>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. 14-15, 66-67, 76-77; TG 10, p. 46-47, 80-81; TG 15, p. 47; TG 19, p. 58-59</b>
	c) Segment one-syllable words into individual speech sounds (phonemes).	<b>See Read Well 2 Exercises: TG 1 p. 18, 38, 48, 58; TG 2 pp.70-71; TG 6 p. 14, 15, 42, 43; TG 8, p. 32; TG 12, p. 76; TG 17, p. 36; TG 25, p. 90. See also:</b>

		<p><b>Getting Started: A Guide to Implementation, pp. 84-118</b></p> <p><b>See Read Well 2 Spelling and Writing Conventions: Vol. 1, pp. 132, 140, 185, 204, 234, 274, 339, 363, 377, 443, 488; Vol. 2, pp. 509, 554, 640, 669, 701, 752, 768, 785, 812, 832, 863, 893, 928, 955, 988</b></p>
	<p>d) Add or delete phonemes (sounds) to make words.</p>	<p><b>See Read Well 2 Accuracy and Fluency building activities: TG 1 p. 18-19, 30-31, 38-39; TG 6, pp. 14-15, 76-77; TG 12, pp. 14-15, 52-53; TG 13, p. 40-41, 52-53; TG 16, pp. 30-31, 56-57; TG 18, pp. 14-15, 56-57</b></p> <p><b>See Getting Started: A Guide to Implementation, pp. 84-118</b></p>
	<p>e) Blend and segment multisyllabic words at the syllable level.</p>	<p><b>See Exercises, where students are introduced to multisyllabic words in TG 1 p. 18-19. They read each syllable out loud, finger count each syllable, and then read the whole word. Students then use this knowledge to sound out and decode other multisyllabic words in subsequent Exercises, Vocabulary activities, and in Story Reading activities. See: TG 1, pp. 30-31, 38-39; TG 6, pp. 14-15, 76-77; TG 12, pp. 14-15, 52-53; TG 13, pp. 40-41, 52-53, 58-59; TG 16, pp. 30-31, 36-37, 56-57; TG 18, pp. 18-19, 40-41, 63-65, 83-87</b></p> <p><b>See Fluency Foundations TG A-E, pp. 26-27, 40-41, 98-99, 100, 152-153, 155-156, 228-229; TG F-J, pp. 30-31, 81, 98-99, 160-163</b></p>

**Reading**

<p>2.5 The student will use phonetic strategies when reading and spelling.</p>	<p>a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.</p>	<p><b>Sound Practices and Reviews are done throughout each Unit, and then applied to vocabulary words and other new words in addition to Reading by Analogy, where students use knowledge of sounds in familiar words to decode new words. For representative examples, see: TG 1 p. 18, 19, 48; TG 3, pp. 48-49; TG 7, pp. 32-33; TG 6, p. 15, 31, TG 15, p. 46, 95; TG 20, p.15, TG 21, p. 12, 47</b></p> <p>See Getting Started: A Guide to Implementation, pp. 157-159 for a complete list of vocabulary words taught in the program. Students learn consonant blends. See: See the Read Well 2 Skill Sequence, in Getting Started: A Guide to Implementation, pp. 8-11 for syllable types taught in each Unit. See also: TG 2, pp. 14-15; TG 3, p. 14-15; TG 5, pp. 52-53. Students also read Storybook Units 1-25 which contain all vocabulary words included in this list. See also Vocabulary activities in every TG: TG 8, pp. 20-21, 60-61, 86-87; TG 10, pp. 37, 55, 85; TG 12, pp. 42-43, 64-65, 114-115; TG 14, p. 19; TG 17, pp. 38-39, 80-81; TG 18, p. 80; TG 19, pp. 24, 31; TG 23, p. 21, 54-55, 72, 94-95</p> <p>See also Fluency Foundations TG A-E, pp. 50-51, 210-211, 238-239, 270-271; TG F-J, pp. 98-99, 154-155, 208-209</p>
	<p>b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.</p>	<p>See Read Well 2 TG 1-25, p. iv for letter sounds and combinations taught in each Unit, and pp. 2-3 for Phonics covered in each Unit. See also daily Exercises: TG 2, pp. 52-53, 70-71; TG 5, pp. 30-31, 42-43, 66-67; TG 9, pp. 32-33, 52-53, 78-79; TG 12, pp. 30-31, 53-54, 76-77; TG 17, pp. 36-37, 94-95; TG 21, pp. 46-47, 62-63. See Getting Started: A Guide to Implementation, pp. 8-11 for a comprehensive list of syllables taught in each Unit.</p> <p>Students work with vowel patterns and r-controlled letter-sound associations in Read Well 2 Spelling and Writing. See Getting Started: A Guide to Implementation, pp. 11-16 and 62-65 for a scope and sequence and word list for Read Well 2 Spelling and Writing Conventions.</p>
	<p>c) Decode regular multisyllabic words.</p>	<p>See Read Well 2 Exercises: TG 1 p. 18, 38, 48, 58; TG 2 pp.70-71; TG 6 p. 14, 15, 42, 43; TG 8, p. 32; TG 12, p. 76; TG 17, p. 36; TG 25, p. 90. See also:</p>

		<p><b>Getting Started: A Guide to Implementation, pp. 84-118</b></p> <p>See Read Well 2 Spelling and Writing Conventions: Vol. 1, pp. 132, 140, 185, 204, 234, 274, 339, 363, 377, 443, 488; Vol. 2, pp. 509, 554, 640, 669, 701, 752, 768, 785, 812, 832, 863, 893, 928, 955, 988</p>
2.6	The student will use semantic clues and syntax to expand vocabulary when reading.	<p>a) Use information in the story to read words.</p> <p>Students 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>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>
	b) Use knowledge of sentence structure.	<p>In Read Well 2, students begin writing sentences and build up to paragraphs. Students are always reminded to write in complete sentences with a coherent topic. See: TG 3, pp. 83; TG 5, pp. 74-75; TG 9, pp. 68-69, 77; TG 10, pp. 95, 103; TG 11, pp. 48, 58, 79-81; TG 12, pp. 38-39; TG 18, pp. 72-73; TG 19, p. 56; TG 21, pp. 44-45, 61, 73, 83, 85; TG 25, p. 119</p> <p>See Read Well 2 Spelling and Writing Conventions, where students learn proper sentence structure: Vol. 1, pp. 16, 48, 62, 94, 123, 143, 176, 206, 250, 309, 334, 378, 405, 439; Vol. 2, pp. 531, 606</p>
	c) Use knowledge of story structure and sequence.	<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</p> <p>Students use Written Retells to retell the stories they have read, which requires knowledge of text structure. See: TG 5, p. 74-75; TG 8, pp. 50-51, TG 17, pp. 105-107; TG 18 p. 105</p> <p>For text structure instruction and use during Read Alouds, see Getting</p>

		<b>Started: A Guide to Implementation, p. 63-67.</b>
	d) Reread and self-correct.	<b>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</b>
2.7	The student will expand vocabulary when reading.	a) Use knowledge of homophones.
		<b>This is not explicitly address in Read Well 2.</b>
		b) Use knowledge of prefixes and suffixes.
		<b>Students use affixes to determine word meaning in most Read Well 2 Units. See the Read Well 2 Skill Sequence, in Getting Started: A Guide to Implementation, pp. 8-11. In Unit 17, the teacher explicitly introduces base words in relation to affixes. See: TG 17, p. 60. For instructional examples, see: TG 2, pp. 14-15, 38-39, 52-53; TG 3, pp. 38-39; TG 5, pp. 30-31, 42-43; TG 8, pp. 15, 32-33, 73; TG 15, p. 62, 94-95; TG 17, pp. 36-37, 60-61; TG 18, pp. 36-37, 76-77</b>  <b>See Read Well 2 Spelling and Writing Conventions: Vol. 1, pp. 234-235, 243, 267, 301, 457, 470, 489-490, 524, 536, 561-562, 595, 653, 669, 753, 781, 840</b>
		c) Use knowledge of antonyms and synonyms.
		<b>See Getting Started: a Guide to Implementation, pp. 157-159 for a cumulative scope and sequence of words taught in Read Well 2. Students work with synonyms throughout the program. See: TG 6 pp. 68-69, 74-75; TG 8, p. 70; TG 15, pp. 76-77; TG 18, p. 111; TG 24, p. 114</b>
		d) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
		<b>Sound Practices and Reviews are done throughout each Unit, and then applied to vocabulary words and other new words in addition to Reading by Analogy, where students use knowledge of sounds in familiar words to decode new words. For representative examples, see: TG 1 p. 18, 19, 48;TG</b>

		<p><b>3, pp. 48-49; TG 7, pp. 32-33; TG 6, p. 15, 31, TG 15, p. 46, 95; TG 20, p.15, TG 21, p. 12, 47</b></p> <p><b>See Getting Started: A Guide to Implementation, pp. 157-159 for a complete list of vocabulary words taught in the program. Students also read Storybook Units 1-25 which contain all vocabulary words included in this list. See also Vocabulary activities in every TG: TG 8, pp. 20-21, 60-61, 86-87; TG 10, pp. 37, 55, 85; TG 12, pp. 42-43, 64-65, 114-115; TG 14, p. 19; TG 17, pp. 38-39, 80-81; TG 18, p. 80; TG 19, pp. 24, 31; TG 23, p. 21, 54-55, 72, 94-95</b></p> <p><b>See also Fluency Foundations TG A-E, pp. 50-51, 210-211, 238-239, 270-271; TG F-J, pp. 98-99, 154-155, 208-209</b></p>
e)	Use vocabulary from other content areas.	<p><b>Sound Practices and Reviews are done throughout each Unit, and then applied to vocabulary words and other new words in addition to Reading by Analogy, where students use knowledge of sounds in familiar words to decode new words. For representative examples, see: TG 1 p. 18, 19, 48; TG 3, pp. 48-49; TG 7, pp. 32-33; TG 6, p. 15, 31, TG 15, p. 46, 95; TG 20, p.15, TG 21, p. 12, 47</b></p> <p><b>Students read text from many content areas. See Read Well 2 Getting Started: A Guide to Implementation pp. 8-11 for a list of Storybook readings by genre. Genre is explicitly addressed by the teacher in the following places: TG 2, p. 73; TG 5 p. 17; TG 7 p. 62; TG 8, p. 58; TG 13, p. 16; TG 14, p. 17; TG 21, p. 15</b></p> <p><b>See Getting Started: A Guide to Implementation, pp. 157-159 for a complete list of vocabulary words taught in the program. Students also read Storybook Units 1-25 which contain all vocabulary words included in this list. See also Vocabulary activities in every TG: TG 8, pp. 20-21, 60-61, 86-87; TG 10, pp. 37, 55, 85; TG 12, pp. 42-43, 64-65, 114-115; TG 14, p. 19; TG 17, pp. 38-39, 80-81; TG 18, p. 80; TG 19, pp. 24, 31; TG 23, p. 21, 54-55, 72, 94-95</b></p> <p><b>See also Fluency Foundations TG A-E, pp. 50-51, 210-211, 238-239, 270-271; TG F-J, pp. 98-99, 154-155, 208-209</b></p>



2.8	The student will read and demonstrate comprehension of fictional texts.	a) Make and confirm predictions.	<b>Read Well 2 students make predictions about each new story in Story and Unit Openers and Story Reading activities. See: TG 1, pp. 26, 43, 53; TG 3, pp. 21, 43, 64; TG 5, pp. 44, 59; TG 6, p. 21; TG 7, pp. 39, 53; TG 9, pp. 20, 44, 58, 71; TG 11, p. 65; TG 12, pp. 96, 126; TG 14, p. 21; TG 15, pp. 16, 50, 85; TG 17, pp. 16-19; TG 18, pp. 47, 82; TG 20, p. 60; TG 23, pp. 62, 78, 82</b>
		b) Relate previous experiences to the main idea.	<b>The framework of the Read Well 2 program allows students to explicitly connect characters and events with their own feelings, opinions, and 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>  <b>See Fluency Foundations, TG F-J, pp. 150, 157, 163</b>
		c) Ask and answer questions about what is read.	<b>See Story Reading activities, where students participate in class discussion and ask and answer questions 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</b>  <b>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</b>
		d) Locate information to answer questions.	<b>See Story Reading activities, where students participate in class discussion and ask and answer questions 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</b>  <b>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</b>
		e) Describe characters, setting, and important events in fiction and poetry.	<b>See Story Reading activities, where students participate in class discussion and ask and answer questions 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-</b>

		<b>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>
f)	Identify the problem and solution.	<b>See Written Retells in Read Well 2 to retell the stories they have read, which include information on characters, setting, sequence of events, main idea, and problem/solution. See: TG 5, p. 74-75; TG 8, pp. 50-51, TG 17, pp. 105-107</b>
g)	Identify the main idea.	<b>Students frequently identify and infer the main idea/topic of a narrative or text in Comprehension and Skill Activities, Story Reading, and Exercises. See: TG 1, pp. 24-29, 66; TG 2, pp. 28-29; TG 3, p. 81; TG 4, p. 91; TG 5, p. 28; TG 10, p. 59; TG 12, pp. 100-101; TG 13, p. 27 ; TG 18, p. 87. See Fluency Foundations, TG A-E, pp. 93, 100-101, 107, 155, 162, 211-212; TG F-J, pp. 25, 81, 87, 150, 211, 280</b>
h)	Summarize stories and events with beginning, middle, and end in the correct sequence.	<b>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</b>  <b>Students use Written Retells to retell the stories they have read, which includes sequential order, identifying characters and describing setting and plot. See: TG 5, p. 74-75; TG 8, pp. 50-51, TG 17, pp. 105-107</b>
i)	Draw conclusions based on the text.	<b>Read Well 2 students draw conclusions and make inferences during story reading activities: TG 1, p. 28-29, 34; TG 3, p. 60, 82; TG 7, pp. 44, 45, 86; TG 15, p. 25, 83, 87; TG 18, pp. 85; 19, pp. 33, 62, 63</b>
j)	Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.	<b>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;</b>

		<b>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</b>
2.9	The student will read and demonstrate comprehension of nonfiction texts.	<p>a) Preview the selection using text features.</p> <p><b>In all Read Well 2 Unit, 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</b></p> <p><b>For text structure instruction and use during Read Alouds, see Getting Started: A Guide to Implementation, p. 63-67.</b></p> <p><b>See Fluency Foundations Unit Introductions, TG A-E, pp. 18, 82, 206; TG F-J, pp. 14, 76, 138, 200, 262</b></p>
	b) Make and confirm predictions about the main idea.	<b>Students make predictions about each new story in Story and Unit Openers and Story Reading activities. See: TG 1, pp. 26, 43, 53; TG 3, pp. 21, 43, 64; TG 5, pp. 44, 59; TG 6, p. 21; TG 7, pp. 39, 53; TG 9, pp. 20, 44, 58, 71; TG 11, p. 65; TG 12, pp. 96, 126; TG 14, p. 21; TG 15, pp. 16, 50, 85; TG 17, pp. 16-19; TG 18, pp. 47, 82; TG 20, p. 60; TG 23, pp. 62, 78, 82</b>
	c) Use prior and background knowledge as context for new learning.	<p><b>The framework of the Read Well 2 program allows students to explicitly connect characters and events with their own feelings, opinions, and 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></p> <p><b>See Fluency Foundations, TG F-J, pp. 150, 157, 163</b></p>
	d) Set purpose for reading.	<p><b>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</b></p> <p><b>In Fluency Foundations, students identify the purpose, or the lesson, of a reading selection. See TG A-E, pp. 93, 107.</b></p>

		e) Ask and answer questions about what is read.	See Story Reading activities, where students participate in class discussion and ask and answer questions 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
		f) Locate information to answer questions.	See Story Reading activities, where students participate in class discussion and ask and answer questions 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
		g) Identify the main idea.	Read Well 2 students frequently use oral language to identify the main idea/topic of text in Comprehension and Skill and Story Reading activities. See: TG 5, pp. 20-21, 32-33, 36-37, 44-51; TG 7, pp. 62, 66-73; TG 13, pp. 20-29; TG 14, pp. 50-59; TG 17, pp. 22-35, 40-59
		h) Read and reread familiar passages with fluency, accuracy, and meaningful expression	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
2.10	The student will demonstrate comprehension of information in	a) Use table of contents.	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.

reference materials.		<b>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</b>
	b) Use pictures, captions, and charts.	<b>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</b>  <b>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</b>
	c) Use dictionaries, glossaries, and indices.	<b>See Read Well 2 Comprehension and Skill activities in Read Well 2: TG 1, pp. 46, TG 3, p. 47, TG 8, p. 83, TG 14, p. 31, TG 17, p. 77, TG 25, p. 75</b>
	d) Use online resources.	<b>This is not explicitly addressed in Read Well 2.</b>

**Writing**

2.11	The student will maintain legible printing and begin to make the transition to cursive.	<p><b>In Read Well 2, presentation is emphasized throughout. Students are encouraged to write legibly in all Units' Activity Books and Exercise Books. Activity Books have Check and Correct boxes which remind students to ensure their handwriting is neat. See: TG 1, p. 29; TG 2, p. 76; TG 5, p. 81; TG 7, p. 59; TG 11, pp. 29, 79-81, TG 17, p. 107; TG 23, p. 38-39</b></p> <p><b>In Fluency Foundations, see Comprehension and Skill activities, where students are encouraged to self monitor the neatness of their work, including their handwriting: TG A-E, pp. 31-33, 44-45, 95-97, 157-159, 213, 288-289; TG F-J, pp. 27-29, 83, 145, 151-153, 207, 226-227</b></p> <p><b>Read Well 2 Spelling and Writing students participate in daily dictation activities, where they are instructed to write legibly using the Theo the Bear lines on their worksheets. See Read Well 2 Spelling and Writing Conventions, Vol. 1, pp. 133, 206, 244, 315, 363, 429, 491; Vol. 2, pp. 537, 591, 725, 807, 923, 989</b></p>	
2.12	The student will write stories, letters, and simple explanations.	a) Generate ideas before writing.	Students learn to generate ideas and prewrite in Read Well 2 Composition. See: Vol. 1, pp. 14, 25, 46, 76, 126, 155, 239, 310, 338, 378; Vol. 2, pp. 430, 456, 521, 550, 602, 657, 700, 727, 763, 796, 832
		b) Organize writing to include a beginning, middle, and end for narrative and expository writing.	<p><b>Read Well 2 Composition students learn how to write topic sentences and paragraphs. See: Vol. 1, pp. 315-319, 347-348, 350-351</b></p> <p><b>In Read Well 2, students begin writing sentences and build up to paragraphs. Students are always reminded to write in complete sentences with a coherent topic. See: TG 3, pp. 83; TG 5, pp. 74-75; TG 9, pp. 68-69, 77; TG 10, pp. 95, 103; TG 11, pp. 48, 58, 79-81; TG 12, pp. 38-39; TG 18, pp. 72-73; TG 19, p. 56; TG 21, pp. 44-45, 61, 73, 83, 85; TG 25, p. 119</b></p>
		c) Expand writing to include descriptive detail.	Students write Personal Narratives and Written Retells throughout Read Well 2, which require descriptions. See: TG 5, p. 74-75; TG 8, pp. 50-51; TG 9, pp. 68-69, 77; TG 10, p. 95, 103; TG 17, pp. 105-107; TG 18, pp. 66, 74-75; TG 19 pp. 26-27; TG 21, p. 35-38; TG 22, pp. 36-37

		See also Read Well 2 Composition. Students write character descriptions, as well as other descriptive pieces. See Read Well 2 Composition Getting Started: A Guide to Implementation pp. 23-25 for a Scope and Sequence of the program. For specific instructional examples see: Vol. 1, pp. 19, 41, 130, 155, 251, 347, 406; Vol. 2, pp. 489, 550, 576, 663, 713, 740, 778, 808, 853
	d) Revise writing for clarity.	Students write first drafts in Read Well 2 Composition, and then edit. See: Vol. 1, pp. 19, 41, 130, 155, 251, 347, 406; Vol. 2, pp. 489, 550, 576, 663, 713, 740, 778, 808, 853  See Editing activities in Read Well 2 Spelling and Writing: Vol. 2, pp. 838, 843, 868, 874, 921, 961, 1019, 1068
2.13	The student will edit writing for correct grammar, capitalization, punctuation, and spelling.	a) Recognize and use complete sentences.  <b>In Read Well 2, students begin writing sentences and build up to paragraphs. Students are always reminded to write in complete sentences with a coherent topic. See: TG 3, pp. 83; TG 5, pp. 74-75; TG 9, pp. 68-69, 77; TG 10, pp. 95, 103; TG 11, pp. 48, 58, 79-81; TG 12, pp. 38-39; TG 18, pp. 72-73; TG 19, p. 56; TG 21, pp. 44-45, 61, 73, 83, 85; TG 25, p. 119</b>  See Read Well 2 Spelling and Writing Conventions, where students learn proper sentence structure: Vol. 1, pp. 16, 48, 62, 94, 123, 143, 176, 206, 250, 309, 334, 378, 405, 439; Vol. 2, pp. 531, 606
	b) Use and punctuate declarative, interrogative, and exclamatory sentences.	<b>Activity Books have Check and Correct boxes which let students self-edit their work for correct punctuation. See: TG 1, p. 29; TG 5, p. 81; TG 7, p. 59; TG 11, pp. 29, 79-81, TG 17, pp. 92, 107; TG 23, p. 38-39. Read Well 2 students write letters to story characters: TG 15, p. 60-61; TG 17, p. 92; TG 24, pp. 38-39, 51, 104-105</b>  <b>Also in Read Well 2 Spelling and Writing Conventions, students specifically edit for end of sentence punctuation: Vol. 1, pp. 6, 31, 65, 97, 125, 179, 242, 260, 344, 339, 409, 442, 462, 536, 640, 663, 680, 700, 772, 811, 875, 962, 1019</b>  <b>See Read Well 2 Composition, where students learn punctuation: Vol. 1, pp. 8, 25, 46, 76, 162, 287, 351, 361; Vol. 2, pp. 378, 406, 498, 707, 740, 808, 856, 864</b>
	c) Capitalize all proper nouns and the	<b>Read Well 2 students use correct capitalization when writing sentences in all</b>



	word <i>I</i> .	<p><b>Read Well programs. In Read Well 2, students produce Written Retells, generating sentences using correct capitalization. See: TG 8, p. 30; TG 13, p. 124; TG 17, p. 92, 106; TG 18, pp. 72-73. Activity Books have Check and Correct boxes which let students self-edit their work for correct capitalization. See: TG 1, p. 29; TG 5, p. 81; TG 7, p. 59; TG 11, pp. 29, 79-81, TG 17, pp. 92, 107; TG 23, p. 38-39</b></p> <p><b>See Read Well 2 Spelling and Writing Conventions editing activities. See: Vol. 1, pp. 6, 13, 60, 92, 117, 125, 157, 173, 189, 215, 226, 248, 307, 377, 402, 443; Vol. 2, pp. 509, 567, 626, 664, 728, 780, 811, 875, 962, 1019, 1069</b></p> <p><b>See also Read Well 2 Composition where students learn to use capitals correctly and other writing conventions: Vol. 1, pp. 123, 126, 130, 288; Vol. 2, pp. 707, 714, 718, 731, 737, 741</b></p>
	d) Use singular and plural nouns and pronouns.	<p><b>Students learn parts of speech including nouns and pronouns. For examples, see: TG 1, pp. 28-29; TG 5, p. 74-75; TG 8, pp. 50-51, TG 17, pp. 92, 105-107; TG 18, p. 113; TG 22, p. 63; TG 24, pp. 38-39, 51; TG 25, p. 119</b></p> <p><b>In Read Well 2 Spelling and Writing Conventions, students learn to use the parts of speech correctly by labeling them in sentences that they write. See: Vol. 1, pp. 115, 137, 163, 264, 270, 298, 304, 336, 360, 392, 486, 496, 503, 552, 568, 588, 592, 620, 632, 635, 689, 710, 740, 766, 801, 900, 961, 974, 1032, 1057, 1068, 1091</b></p>
	e) Use apostrophes in contractions and possessives.	<p><b>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. For instructional examples, see: TG 1 p. 48, 49, TG 2 p. 52; TG 4, p. 14; TG 10, p. 96; TG 12, p. 124; TG 15, p. 78, TG 20, p. 14</b></p> <p><b>See also Read Well 2 Spelling and Writing Conventions: See: Vol. 1, pp. 56, Vol. 2, pp. 928, 943, 955, 962, 967</b></p>
	f) Use contractions and singular possessives.	<p><b>Read Well 2 students first learn contractions in Unit 12. Contractions are irregular words, or "Tricky Words," and are practiced and reviewed</b></p>

		<p><b>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. For instructional examples, see: TG 1 p. 48, 49, TG 2 p. 52; TG 4, p. 14; TG 10, p. 96; TG 12, p. 124; TG 15, p. 78, TG 20, p. 14</b></p> <p><b>See also Read Well 2 Spelling and Writing Conventions: See: Vol. 1, pp. 56, Vol. 2, pp. 928, 943, 955, 962, 967</b></p>
	g) Use knowledge of simple abbreviations.	<b>This is not explicitly addressed in the Read Well 2 program.</b>
	h) Use correct spelling for commonly used sight words, including compound words and regular plurals.	<b>See Read Well 2 Spelling and Writing Conventions, where students spell high frequency as well as irregular words daily: 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</b>
	i) Use commas in the salutation and closing of a letter.	<b>Read Well 2 students write letters to story characters: TG 15, p. 60-61; TG 17, p. 92; TG 24, pp. 38-39, 51, 104-105</b>
	j) Use verbs and adjectives correctly in sentences.	<p><b>In Read Well 2, students learn correct sentence structure. Students are reminded to write in complete sentences. See: TG 3, pp. 83; TG 5, pp. 74-75; TG 9, pp. 68-69, 77; TG 10, pp. 95, 103; TG 11, pp. 48, 58, 79-81; TG 12, pp. 38-39; TG 18, pp. 72-73; TG 19, p. 56; TG 21, pp. 44-45, 61, 73, 83, 85; TG 25, p. 119</b></p> <p><b>See Read Well 2 Spelling and Writing Conventions, where students learn proper sentence structure: Vol. 1, pp. 16, 48, 62, 94, 123, 143, 176, 206, 250, 309, 334, 378, 405, 439; Vol. 2, pp. 531, 606</b></p>
2.14	The student will use available technology for reading and writing.	<b>This is not explicitly addressed in the Read Well 2 program.</b>