



Read Well, Grades K-2

**Correlated to the Texas Essential
Knowledge and Skills (TEKS) Standards**

January 2016

Texas Essential Knowledge and Skills	Voyager <i>Read Well</i> Matches
Grade K	
(b) Knowledge and skills.	
(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:	
(A) recognize that spoken words can be represented by print for communication;	Read Well K students follow along with oral reading by using left to right finger tracking, in decoding activities, and while creating their own sentences using sentence scrambles and pocket chart sentence building activities. See Whole Class TG, 884-885. Small Group TG A, pp. 15, 26-27; TG 1, pp. 16-17; TG 5, pp. 16-17, 26-27, 46-47; TG 7, pp. 14-15, 46-47
(B) identify upper- and lower-case letters;	See Letter Trace and Letter Book activities in Whole Class TG, pp. 21, 29, 187, 199, 249, 257, 429, 438, 550, 559, 672, 680, 791, 800, 1023, 1033, 1136, 1145, 1311, 1321, 1486, 1498. Students continue to develop their knowledge of uppercase and lowercase letters during White Board activities. See Whole Class TG, pp. 644, 996, 1668.
(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;	Read Well K students follow along with oral reading by using left to right finger tracking, in decoding activities, and while creating their own sentences using sentence scrambles and pocket chart sentence building activities. See Whole Class TG, 884-885. Small Group TG A, pp. 15, 26-27; TG 1, pp. 16-17; TG 5, pp. 16-17, 26-27, 46-47; TG 7, pp. 14-15, 46-47
(D) recognize the difference between a letter and a printed word;	By Unit 20, students have learned 40 of the 100 most commonly used words in the English language. These words are all taught in a decodable sequence. See Whole Class Getting Started: A Guide to Implementation, pp. 18-21, 102-104 See Read Well K ABC Cheer and Poem activities, Whole Class TG, pp. 63, 117, 190, 191, 252, 417, 458, 513-514, 597, 820-821, 1299-1302, 1477. See Sound and Word Routines, Small Group TG A, pp. 12-14, 18-19; TG 5, pp. 16-17; TG 12, pp. 12-13; TG 14, pp. 12-13; TG 18, pp. 12-13
(E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping);	They apply this knowledge in decoding activities and while creating their own sentences using sentence scrambles and pocket chart sentence building activities. See Whole Class TG, 884-885. Small Group TG A, pp. 15, 26-27; TG 1, pp. 16-17; TG 5, pp. 16-17, 26-27, 46-47; TG 7, pp. 14-15, 46-47
(F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and	Read Well K students learn text-reading strategies throughout the Read Well K program. Students learn to recognize common words, follow along with oral reading using left to right finger tracking. See Whole Class Read Alouds and related activities, and Small Group storybook reading. See: Whole Class TG, pp. 665, 722-724. Small Group TG C, pp. 28-29; TG 1, pp. 30-32; TG 3, pp. 29-31; TG 11, pp. 40-43; TG 20, pp. 27-31.
(G) identify different parts of a book (e.g., front and back covers, title page).	Students are introduced to the concept of the front (cover) of books, and preview other text features before reading. See Whole Class TG,

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	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
(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:	
(A) identify a sentence made up of a group of words;	Read Well K students follow along with oral reading by using left to right finger tracking, in decoding activities, and while creating their own sentences using sentence scrambles and pocket chart sentence building activities. See Whole Class TG, 884-885. Small Group TG A, pp. 15, 26-27; TG 1, pp. 16-17; TG 5, pp. 16-17, 26-27, 46-47; TG 7, pp. 14-15, 46-47
(B) identify syllables in spoken words;	At this level of the Read Well K program individual sound isolation, blending and segmenting are emphasized. Words taught are largely one syllable so this skill is not explicitly addressed. See Read Well 1, RW1 & Plus Units 5–50, and RW1 Spelling Units 19, 22–34, and Read Well 2, RW2 Units 1–30, RW2 Spelling, Units 2–34.
(C) orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?");	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.
(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;	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.
(E) recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball");	Students produce words with the same initial sounds in Whole Class activities in RWK. See Whole Class TG, pp. 464, 465, 586, 798, 798
(F) blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat);	See blending and segmenting activities in Stretch and Shrink, Smooth and Bumpy Blending, and Sound Counting activities: Small Group TG 3, pp. 14-15, 26-27, 34-35, 46-47; TG 8, pp. 14-15, 26-27, 34-35, 46-47. Whole Class TG, pp. 126, 154, 609, 620, 639, 647. See Pocket Chart and Jigsaw Puzzle activities, Whole Class TG, p. 706-707, 942-943, 1556. See Whole Class Getting Started, pp. 80-84 for more information on these blending activities.
(G) blend spoken phonemes to form one-syllable words (e.g., /m/ .../a/ .../n/ says man);	See blending and segmenting activities in Stretch and Shrink, Smooth and Bumpy Blending, and Sound Counting activities: Small Group TG 3, pp. 14-15, 26-27, 34-35, 46-47; TG 8, pp. 14-15, 26-27, 34-35, 46-47. Whole Class TG, pp. 126, 154, 609, 620, 639, 647. See Pocket Chart and Jigsaw Puzzle activities, Whole Class TG, p. 706-707, 942-943, 1556. See Whole Class Getting Started, pp. 80-84 for more information on these blending activities.
(H) isolate the initial sound in one-syllable	Students produce words with the same initial sounds in Whole Class

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spoken words; and	activities in RWK. See Whole Class TG, pp. 464, 465, 586, 798, 798
(l) segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ .../o/ .../g/).	See blending and segmenting activities in Stretch and Shrink, Smooth and Bumpy Blending, and Sound Counting activities: Small Group TG 3, pp. 14-15, 26-27, 34-35, 46-47; TG 8, pp. 14-15, 26-27, 34-35, 46-47. Whole Class TG, pp. 126, 154, 609, 620, 639, 647. See Pocket Chart and Jigsaw Puzzle activities, Whole Class TG, p. 706-707, 942-943, 1556. See Whole Class Getting Started, pp. 80-84 for more information on these blending activities.
(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:	
(A) identify the common sounds that letters represent;	See Read Well K ABC Cheer and Poem activities, Whole Class TG, pp. 63, 117, 190, 191, 252, 417, 458, 513-514, 597, 820-821, 1299-1302, 1477. See Sound and Word Routines, Small Group TG A, pp. 12-14, 18-19; TG 5, pp. 16-17; TG 12, pp. 12-13; TG 14, pp. 12-13; TG 18, pp. 12-13 See Letter Trace and Letter Book activities in Whole Class TG, pp. 21, 29, 187, 199, 249, 257, 429, 438, 550, 559, 672, 680, 791, 800, 1023, 1033, 1136, 1145, 1311, 1321, 1486, 1498. Students continue to develop their knowledge of uppercase and lowercase letters during White Board activities. See Whole Class TG, pp. 644, 996, 1668.
(B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);	See Sound and Word Routines, Small Group TG A, pp. 12-14, 18-19; TG 5, pp. 16-17; TG 12, pp. 12-13; TG 14, pp. 12-13; TG 18, pp. 12-13 See blending and segmenting activities in Stretch and Shrink, Smooth and Bumpy Blending, and Sound Counting activities: Small Group TG 3, pp. 14-15, 26-27, 34-35, 46-47; TG 8, pp. 14-15, 26-27, 34-35, 46-47. Whole Class TG, pp. 126, 154, 609, 620, 639, 647. See Pocket Chart and Jigsaw Puzzle activities, Whole Class TG, p. 706-707, 942-943, 1556. See Whole Class Getting Started, pp. 80-84 for more information on these blending activities.
(C) recognize that new words are created when letters are changed, added, or deleted; and	See Sound and Word Routines, Small Group TG A, pp. 12-14, 18-19; TG 5, pp. 16-17; TG 12, pp. 12-13; TG 14, pp. 12-13; TG 18, pp. 12-13. Students work with rhyming words frequently in Read Well K. See Bean Bag Game, Sorting, and Simon Says activities, Whole Class TG, pp. 219, 619, 678, 857. Students generate rhyming words during Whole Class activities in RWK. See: pp. 315, 347, 619, 678, 915, 1346. See blending and segmenting activities in Stretch and Shrink, Smooth and Bumpy Blending, and Sound Counting activities: Small Group TG 3, pp. 14-15, 26-27, 34-35, 46-47; TG 8, pp. 14-15, 26-27, 34-35, 46-47. Whole Class TG, pp. 126, 154, 609, 620, 639, 647. See Pocket Chart and Jigsaw Puzzle activities, Whole Class TG, p. 706-707, 942-943, 1556. See Whole Class Getting Started, pp. 80-84 for more information on these blending activities.

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(D) identify and read at least 25 high-frequency words from a commonly used list.	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
(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:	
(A) predict what might happen next in text based on the cover, title, and illustrations; and	Students use text features, including illustrations, to draw conclusions and make predictions about stories. See <i>Whole Class Read Alouds</i> and related activities, and during <i>Small Group storybook reading</i> . See: <i>Whole Class TG</i> , pp. 665, 722-724. <i>Small Group TG 1</i> , pp. 18-19, 30-32; <i>TG 10</i> , pp. 14-15, 21, 37; <i>TG 11</i> , pp. 16-17, 20-21, 40-43; <i>TG 14</i> , pp. 14-15
(B) ask and respond to questions about texts read aloud.	Read Well K students answer and are encouraged to ask questions regularly. See <i>Duet</i> and <i>Solo Storybook</i> activities, discussion prompts, <i>Story Summaries</i> , and <i>Pocket Chart Retells</i> and other <i>Read Aloud Activities</i> . See: <i>Small Group TG A</i> : 24; <i>TG 6</i> : 16-23, 38-45; <i>TG 7</i> : 16-24, 42-45; <i>TG 8</i> : 16-22, 28-33, 36-40; <i>TG 9</i> : 16-25, 28-37; <i>TG 13</i> : 14-20, 22-24, 29-34, 39-44, 46-47; <i>TG 14</i> : 14-22, 26-45 <i>Whole Class TG</i> , pp. 272, 345, 435, 451, 484, 515, 563, 572, 635, 687, 694, 753, 797, 805, 824, 872, 914, 940, 988, 1021, 1046-1048, 1191, 1192, 1246, 1285, 1318, 1564, 1566, 1583, 1631, 1686, 1740, 1763. Students ask and answer questions with informational text in <i>Whole Class</i> and <i>Small Group</i> reading activities. See <i>Whole Class TG</i> , pp. 322, 376, 435, 677, 737, 1201, 1420-1422. <i>Small Group TG 1</i> , pp. 18-25; <i>TG 5</i> , pp. 18-25; <i>TG 11</i> , pp. 16-25; <i>TG 18</i> , pp. 14-23
(5) Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:	
(A) identify and use words that name actions, directions, positions, sequences, and locations;	Students answer who, what, where, when and how questions in expository text reading activities in <i>Whole Class</i> and <i>Small Group</i> activities. See: <i>Whole Class TG</i> , pp. 665, 722-724. <i>Small Group TG C</i> , pp. 28-29; <i>TG 1</i> , pp. 30-32; <i>TG 3</i> , pp. 29-31; <i>TG 11</i> , pp. 40-43; <i>TG 20</i> , pp. 27-31. In <i>Small Group Storybook</i> activities, new vocabulary is presented with a written definition and a picture. These words also appear in <i>Storybook</i> readings. See <i>Small Group TG 2</i> , pp. 16-23, 42-45, <i>TG 9</i> , pp. 16-25, 40-49, <i>TG 15</i> , pp. 14-23, 36-45, <i>TG 20</i> , pp. 14-23, 40-49 See <i>Whole Class Getting Started: A Guide to Implementation</i> , pp. 102-104 and <i>Small Group Getting Started: A Guide to Implementation</i> , pp. 117-118 for a list of reading and spelling words taught by Unit.
(B) recognize that compound words are	Read Well K introduces some compound words through unit

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made up of shorter words;	vocabulary but this skill is not explicitly taught.
(C) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures); and	See Read Well K Sorting activities. Students sort objects or words into categories. For specific examples, see Whole Class TG, pp. 46, 100, 155, 277, 455, 577, 757, 934, 1221
(D) use a picture dictionary to find words.	In Small Group Storybook activities, new words are presented with a written definition and a picture. These words also appear in Storybook readings. See Small Group TG 2, pp. 16-23, 42-45, TG 9, pp. 16-25, 40-49, TG 15, pp. 14-23, 36-45, TG 20, pp. 14-23, 40-49
(6) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A) identify elements of a story including setting, character, and key events;	See Oral Story Retells and Whole Class activities include Pocket Chart Retells. Students identify characters, setting, and main events. See: Whole Class TG, pp. 265-267, 445-446, 509-510, 629-630, 866-867, 924-925, 982-983, 1098-1099, 1268-1269, 1444-1445. Small Group TG 5, p. 45; TG 9, pp. 48-49; TG 14, p. 45; TG 18, p. 47; TG 20, p. 45
(B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;	The following provides opportunity: Students retell events in stories during retell activities. Small Group lessons include Oral Story Retells and Whole Class activities include Pocket Chart Retells. See: Whole Class TG, pp. 265-267, 445-446, 509-510, 629-630, 866-867, 924-925, 982-983, 1098-1099, 1268-1269, 1444-1445. Small Group TG 5, p. 45; TG 9, pp. 48-49; TG 14, p. 45; TG 18, p. 47; TG 20, p. 45
(C) recognize sensory details; and	In Read Well K, students learn to use describing words to make connections and inferences about feelings thus identifying details that appeal to the senses within a limited scope. See for example, Whole Class TG's: Unit 7, p. 384, Unit 9, p. 482, Unit 13, p. 805, Unit 18, p. 1077, Unit 21, p. 1306. IN Read Well K Composition, Vols. 1 and 2, they learn to use describing word in graphic organizers. See for example, TG Vol. 1 Describing Words, 422–423
(D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.	The following provide opportunity: See Oral Story Retells and Whole Class activities include Pocket Chart Retells. Students identify characters, setting, and main events. See: Whole Class TG, pp. 265-267, 445-446, 509-510, 629-630, 866-867, 924-925, 982-983, 1098-1099, 1268-1269, 1444-1445. Small Group TG 5, p. 45; TG 9, pp. 48-49; TG 14, p. 45; TG 18, p. 47; TG 20, p. 45
(7) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are	Students frequently read poetry and rhyming narratives. See Whole Class Getting Started: A Guide to Implementation, pp. 14-15 for a list of titles and genres included in the Read Well K program. For specific instructional examples, see Whole Class TG, pp. 15-20, 179-186, 914. Small Group TG 6, pp. 16-23; TG 16, pp. 14-25

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expected to respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.	
(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
(A) retell a main event from a story read aloud; and	Students retell events in stories during retell activities. Small Group lessons include Oral Story Retells and Whole Class activities include Pocket Chart Retells. See: Whole Class TG, pp. 265-267, 445-446, 509-510, 629-630, 866-867, 924-925, 982-983, 1098-1099, 1268-1269, 1444-1445. Small Group TG 5, p. 45; TG 9, pp. 48-49; TG 14, p. 45; TG 18, p. 47; TG 20, p. 45
(B) describe characters in a story and the reasons for their actions.	See Oral Story Retells and Whole Class activities include Pocket Chart Retells. Students identify characters, setting, and main events. See: Whole Class TG, pp. 265-267, 445-446, 509-510, 629-630, 866-867, 924-925, 982-983, 1098-1099, 1268-1269, 1444-1445. Small Group TG 5, p. 45; TG 9, pp. 48-49; TG 14, p. 45; TG 18, p. 47; TG 20, p. 45
(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic of an informational text heard.	Limited opportunity exists to address this skill through Read Well K Small Group reading material. See SG TG Unit 10, <i>Inuit Tales</i> and U17, <i>Mark and Nan go West</i> .
(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:	
(A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations;	Students identify topic and retell details while answering teacher scripted questions in expository text reading activities in Whole Class and Small Group activities. See Whole Class TG, pp. 322, 376, 435, 677, 737, 1201, 1420-1422. Small Group TG 1, pp. 18-25; TG 5, pp. 18-25; TG 11, pp. 16-25; TG 18, pp. 14-23
(B) retell important facts in a text, heard or read;	Students identify topic and retell details while answering teacher scripted questions in expository text reading activities in Whole Class and Small Group activities. See Whole Class TG, pp. 322, 376, 435, 677, 737, 1201, 1420-1422. Small Group TG 1, pp. 18-25; TG 5, pp.

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	18-25; TG 11, pp. 16-25; TG 18, pp. 14-23
(C) discuss the ways authors group information in text; and	Students are introduced to the concept of the front (cover) of books, and preview other text features before reading. See Whole Class TG, pp. 15, 67, 179, 363, 722, 842. Small Group TG 1, pp. 16-17, 26-27; TG 3, p. 27, 33, 37; TG 10, pp. 33, 40-41 See also expository text reading in Whole Class and Small Group activities. See Whole Class TG, pp. 322, 376, 435, 677, 737, 1201, 1420-1422. Small Group TG 1, pp. 18-25; TG 5, pp. 18-25; TG 11, pp. 16-25; TG 18, pp. 14-23
(D) use titles and illustrations to make predictions about text.	Students use text features, including illustrations, to draw conclusions and make predictions about stories. See Whole Class Read Alouds and related activities, and during Small Group storybook reading. See: Whole Class TG, pp. 665, 722-724. Small Group TG 1, pp. 18-19, 30-32; TG 10, pp. 14-15, 21, 37; TG 11, pp. 16-17, 20-21, 40-43; TG 14, pp. 14-15
(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	
(A) follow pictorial directions (e.g., recipes, science experiments); and	Whole Class TG U7: pp. 352,
(B) identify the meaning of specific signs (e.g., traffic signs, warning signs).	This is not explicitly addressed in the Read Well. Some opportunity may be found in Read Well K's Read Well K Composition Safety Unit, Vol. 2. Unit 15, pp. 346, 356-362 and Small Group Unit 10, p. 62, Unit 12, p. 64, Unit 16, p. 62, Unit 18, p. 64. Some safety cards may also be found in Read Well K's Pocket Chart Cards.
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students (with adult assistance) are expected to:	
(A) identify different forms of media (e.g., advertisements, newspapers, radio programs); and	This standard is beyond the scope of Read Well K.
(B) identify techniques used in media (e.g., sound, movement).	This standard is beyond the scope of Read Well K.
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students (with adult assistance) are expected to:	
(A) plan a first draft by generating ideas for writing through class discussion;	This is not explicitly addressed in the Read Well K program. The activities below provide limited opportunities:

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	See Journal activities: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 627, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682. See also Bookmaking activities: Whole Class TG pp. 447, 511, 568, 631, 689, 749, 810, 926
(B) develop drafts by sequencing the action or details in the story;	This is not explicitly addressed in the Read Well K program. The activities below provide limited opportunities: See Journal activities: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 627, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682. See also Bookmaking activities: Whole Class TG pp. 447, 511, 568, 631, 689, 749, 810, 926
(C) revise drafts by adding details or sentences;	This is not explicitly addressed in the Read Well K program. The activities below provide limited opportunities: See Journal activities: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 627, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682. See also Bookmaking activities: Whole Class TG pp. 447, 511, 568, 631, 689, 749, 810, 926
(D) edit drafts by leaving spaces between letters and words; and	This is not explicitly addressed in the Read Well K program. The activities below provide limited opportunities: See Journal activities: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 627, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682. See also Bookmaking activities: Whole Class TG pp. 447, 511, 568, 631, 689, 749, 810, 926
(E) share writing with others.	This is not explicitly addressed in the Read Well K program. The activities below provide limited opportunities: See Journal activities: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 627, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682. See also Bookmaking activities: Whole Class TG pp. 447, 511, 568, 631, 689, 749, 810, 926
(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	
(A) dictate or write sentences to tell a story and put the sentences in chronological sequence; and	See Journal activities: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 627, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682. See also Bookmaking activities: Whole Class TG pp. 447, 511, 568, 631, 689, 749, 810, 926
(B) write short poems.	Although students are exposed to the poems that are used throughout the program, this skill is not explicitly addressed in Read Well K.
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to dictate or write	See Journal activities: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 627, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682. See also Bookmaking activities: Whole Class TG pp. 447, 511, 568, 631, 689, 749, 810, 926

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information for lists, captions, or invitations.	
(16) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:	
(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):	
(i) past and future tenses when speaking;	The following provide opportunity: Students learn how to build complete sentences during White Board, Sentence Writing, and Pocket Chart activities. See Whole Class TG, pp. 406-407, 443, 494-495, 532, 676-678, 697, 876-877, 1038, 1163, 1766, 1767. See also Language Priming: Small Group TG 5, p. 14, TG 10, p. 10, TG 20, p. 10
(ii) nouns (singular/plural);	Students learn how to build complete sentences during White Board, Sentence Writing, and Pocket Chart activities. See Whole Class TG, pp. 406-407, 443, 494-495, 532, 676-678, 697, 876-877, 1038, 1163, 1766, 1767. See also Language Priming: Small Group TG 5, p. 14, TG 10, p. 10, TG 20, p. 10
(iii) descriptive words;	Students learn to use descriptive words and add detail to speech and writing. See White Board, Sentence Writing, and Pocket Chart activities: Whole Class TG, pp. 406-407, 443, 494-495, 532, 1038, 1163, 1766, 1767. See Journal activities: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682. See also Oral Language activities: Small Group TG 5, pp. 16-17; TG 9, pp. 14-15, 26-27; TG 10, pp. 24-25
(iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and	The following provide opportunity: Students learn how to build complete sentences during White Board, Sentence Writing, and Pocket Chart activities. See Whole Class TG, pp. 406-407, 443, 494-495, 532, 676-678, 697, 876-877, 1038, 1163, 1766, 1767. See also Language Priming: Small Group TG 5, p. 14, TG 10, p. 10, TG 20, p. 10
(v) pronouns (e.g., I, me);	The following provide opportunity: Students learn how to build complete sentences during White Board, Sentence Writing, and Pocket Chart activities. See Whole Class TG, pp. 406-407, 443, 494-495, 532, 676-678, 697, 876-877, 1038, 1163, 1766, 1767. See also Language Priming: Small Group TG 5, p. 14, TG 10, p. 10, TG 20, p. 10
(B) speak in complete sentences to communicate; and	Students learn how to build complete sentences during White Board, Sentence Writing, and Pocket Chart activities. See Whole Class TG, pp. 406-407, 443, 494-495, 532, 676-678, 697, 876-877, 1038, 1163,

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	1766, 1767. See also Language Priming: Small Group TG 5, p. 14, TG 10, p. 10, TG 20, p. 10
(C) use complete simple sentences.	Students learn how to build complete sentences during White Board, Sentence Writing, and Pocket Chart activities. See Whole Class TG, pp. 406-407, 443, 494-495, 532, 676-678, 697, 876-877, 1038, 1163, 1766, 1767. See also Language Priming: Small Group TG 5, p. 14, TG 10, p. 10, TG 20, p. 10
(17) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	
(A) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression);	See Read Well K Handwriting activities: Whole Class TG, pp. 33, 66, 77, 85, 103, 140, 158, 241, 301, 321, 342, 479, 580, 1657, 1667. See also Letter Trace and Letter Book activities in Whole Class TG, pp. 21, 29, 187, 199, 249, 257, 429, 438, 550, 559, 672, 680, 791, 800, 1023, 1033, 1136, 1145, 1311, 1321, 1486, 1498. Students continue to develop their knowledge of uppercase and lowercase letters during White Board activities. See Whole Class TG, pp. 644, 996, 1668.
(B) capitalize the first letter in a sentence; and	Read Well K students learn how to build complete sentences with correct capitalization and punctuation. See White Board, Sentence Writing, and Pocket Chart activities. See Whole Class TG, pp. 253, 343, 402-403, 406-407, 443, 494-495, 532, 581-583, 676-678, 697, 876-877, 1038, 1163, 1766, 1767. See also Language Priming: Small Group TG 5, p. 14, TG 10, p. 10, TG 20, p. 10
(C) use punctuation at the end of a sentence.	Read Well K students learn how to build complete sentences with correct capitalization and punctuation. See White Board, Sentence Writing, and Pocket Chart activities. See Whole Class TG, pp. 253, 343, 402-403, 406-407, 443, 494-495, 532, 581-583, 676-678, 697, 876-877, 1038, 1163, 1766, 1767. See also Language Priming: Small Group TG 5, p. 14, TG 10, p. 10, TG 20, p. 10
(18) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:	
(A) use phonological knowledge to match sounds to letters;	By Unit 20, students have learned 40 of the 100 most commonly used words in the English language. These words are all taught in a decodable sequence. See Whole Class Getting Started: A Guide to Implementation, pp. 18-21, 102-104 See Read Well K ABC Cheer and Poem activities, Whole Class TG, pp. 63, 117, 190, 191, 252, 417, 458, 513-514, 597, 820-821, 1299-1302, 1477. See Sound and Word Routines, Small Group TG A, pp. 12-14,

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	<p>18-19; TG 5, pp. 16-17; TG 12, pp. 12-13; TG 14, pp. 12-13; TG 18, pp. 12-13</p> <p>See Read Well K White Board and Sentence Writing activities. See: Whole Class TG, pp. 253, 343, 402-403, 495, 581-583, 697, 734-736, 880-881, 876, 1112, 1255-1257, 1279, 1477, 1696-1697.</p>
(B) use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut"); and	<p>By Unit 20, students have learned 40 of the 100 most commonly used words in the English language. These words are all taught in a decodable sequence. See Whole Class Getting Started: A Guide to Implementation, pp. 18-21, 102-104</p> <p>See Read Well K ABC Cheer and Poem activities, Whole Class TG, pp. 63, 117, 190, 191, 252, 417, 458, 513-514, 597, 820-821, 1299-1302, 1477. See Sound and Word Routines, Small Group TG A, pp. 12-14, 18-19; TG 5, pp. 16-17; TG 12, pp. 12-13; TG 14, pp. 12-13; TG 18, pp. 12-13</p> <p>See Read Well K White Board and Sentence Writing activities. See: Whole Class TG, pp. 253, 343, 402-403, 495, 581-583, 697, 734-736, 880-881, 876, 1112, 1255-1257, 1279, 1477, 1696-1697.</p>
(C) write one's own name.	<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. See also Letter Trace and Letter Book activities in Whole Class TG, pp. 21, 29, 187, 199, 249, 257, 429, 438, 550, 559, 672, 680, 791, 800, 1023, 1033, 1136, 1145, 1311, 1321, 1486, 1498. Students continue to develop their knowledge of uppercase and lowercase letters during White Board activities. See Whole Class TG, pp. 644, 996, 1668.</p>
(19) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:	
(A) ask questions about topics of class-wide interest; and	<p>See Journal activities: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 627, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682. See also</p> <p>Bookmaking activities: Whole Class TG pp. 447, 511, 568, 631, 689, 749, 810, 926</p>
(B) decide what sources or people in the classroom, school, library, or home can answer these questions.	<p>See Journal activities where students write and draw respond to personally-themed prompts and about text that is read in class: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 627, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682. See also</p> <p>Bookmaking activities: Whole Class TG pp. 447, 511, 568, 631, 689, 749, 810, 926</p>
(20) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information	

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they gather. Students (with adult assistance) are expected to:	
(A) gather evidence from provided text sources; and	See Journal activities where students write and draw respond to personally-themed prompts and about text that is read in class: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 627, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682. See also Bookmaking activities: Whole Class TG pp. 447, 511, 568, 631, 689, 749, 810, 926
(B) use pictures in conjunction with writing when documenting research.	See Journal activities where students write and draw respond to personally-themed prompts and about text that is read in class: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 627, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682. See also Bookmaking activities: Whole Class TG pp. 447, 511, 568, 631, 689, 749, 810, 926
(21) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:	
(A) listen attentively by facing speakers and asking questions to clarify information; and	Students learn to be attentive and interactive during all Read Well K activities. See Whole Class Getting Started: A Guide to Implementation, pp. 44-48
(B) follow oral directions that involve a short related sequence of actions.	Students learn to follow directions during all Read Well K activities. Bookmaking activities: Whole Class TG pp. 447, 511, 568, 631, 689, 749, 810, 926
(22) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.	Students speak clearly during Oral Story Retells and Whole Class activities include Pocket Chart Retells. See: Whole Class TG, pp. 265-267, 445-446, 509-510, 629-630, 866-867, 924-925, 982-983, 1098-1099, 1268-1269, 1444-1445. Small Group TG 5, p. 45; TG 9, pp. 48-49; TG 14, p. 45; TG 18, p. 47; TG 20, p. 45.
(23) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.	Students learn to be attentive and interactive during all Read Well K activities. See Whole Class Getting Started: A Guide to Implementation, pp. 44-48 See also Journal activities: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 627, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682. See also Bookmaking activities: Whole Class TG pp. 447, 511, 568, 631, 689, 749, 810, 926
Figure: 19 TAC 110.10(b)	
Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and	

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independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	
(A) discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language);	Students ask and answer questions regularly. See oral Duet and Solo Storybook activities, discussion prompts, Story Summaries, and Pocket Chart Retells and other Read Aloud Activities. See: Small Group TG A: 24; TG 6: 16-23, 38-45; TG 7: 16-24, 42-45; TG 8: 16-22, 28-33, 36-40; TG 9: 16-25, 28-37; TG 13: 14-20, 22-24, 29-34, 39-44, 46-47; TG 14: 14-22, 26-45 Whole Class TG, pp. 272, 345, 435, 451, 484, 515, 563, 572, 635, 687, 694, 753, 797, 805, 824, 872, 914, 940, 988, 1021, 1046-1048, 1191, 1192, 1246, 1285, 1318, 1564, 1566, 1583, 1631, 1686, 1740, 1763.
(B) ask and respond to questions about text;	Students ask and answer questions regularly. See oral Duet and Solo Storybook activities, discussion prompts, Story Summaries, and Pocket Chart Retells and other Read Aloud Activities. See: Small Group TG A: 24; TG 6: 16-23, 38-45; TG 7: 16-24, 42-45; TG 8: 16-22, 28-33, 36-40; TG 9: 16-25, 28-37; TG 13: 14-20, 22-24, 29-34, 39-44, 46-47; TG 14: 14-22, 26-45 Whole Class TG, pp. 272, 345, 435, 451, 484, 515, 563, 572, 635, 687, 694, 753, 797, 805, 824, 872, 914, 940, 988, 1021, 1046-1048, 1191, 1192, 1246, 1285, 1318, 1564, 1566, 1583, 1631, 1686, 1740, 1763.
(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);	Students ask and answer questions regularly. See oral Duet and Solo Storybook activities, discussion prompts, Story Summaries, and Pocket Chart Retells and other Read Aloud Activities. See: Small Group TG A: 24; TG 6: 16-23, 38-45; TG 7: 16-24, 42-45; TG 8: 16-22, 28-33, 36-40; TG 9: 16-25, 28-37; TG 13: 14-20, 22-24, 29-34, 39-44, 46-47; TG 14: 14-22, 26-45 Whole Class TG, pp. 272, 345, 435, 451, 484, 515, 563, 572, 635, 687, 694, 753, 797, 805, 824, 872, 914, 940, 988, 1021, 1046-1048, 1191, 1192, 1246, 1285, 1318, 1564, 1566, 1583, 1631, 1686, 1740, 1763.
(D) make inferences based on the cover, title, illustrations, and plot;	Students use text features, including illustrations, to draw conclusions and make predictions about stories. See Whole Class Read Alouds and related activities, and during Small Group storybook reading. See: Whole Class TG, pp. 665, 722-724. Small Group TG 1, pp. 18-19, 30-32; TG 10, pp. 14-15, 21, 37; TG 11, pp. 16-17, 20-21, 40-43; TG 14, pp. 14-15
(E) retell or act out important events in stories; and	Students participate in 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

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(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	<p>Students learn to be attentive and interactive during all Read Well K activities. See Whole Class Getting Started: A Guide to Implementation, pp. 44-48</p> <p>See also Journal activities: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 627, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682.</p> <p>See also</p> <p>Bookmaking activities: Whole Class TG pp. 447, 511, 568, 631, 689, 749, 810, 926</p>

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(b) Knowledge and skills.	
(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:	
(A) recognize that spoken words are represented in written English by specific sequences of letters;	<p>During Read Well 1 Duet and Solo reading activities, students read along and finger track as the teacher and students read the story together. They learn words and are able to decode and read those words during stories. Other words are read by the teacher as the student sees them on the page. Once students begin reading solo stories, they are able to read and decode all the words independently. See TG 3 pp. 16-20; TG 14 pp. 16-20, 46-48. Students then show comprehension during Comprehension and Skill activities and Oral Story Retells: TG 1, pp. 35-36; TG 6, pp. 49-50; TG 16, pp. 49-50; TG 17, pp. 37-38; TG 18, pp. 33-44; TG 20, pp. 49-50; TG 34. p. 47</p> <p>See Read Well Plus: TG 39, pp. 14-19, 36-39, 50-54; TG 42, pp. 14-17, 30-35, 46-49, 52-62; TG 44, pp. 20-27, 40-45, 62-76; TG 46, pp. 14-19, 32-37, 50-55; TG 47, pp. 14-17, 36-41, 46-49; TG 49, pp. 14-21, 34-39, 52-57</p>
(B) identify upper- and lower-case letters;	<p>Students learn letter formation, including upper and lower case letters. For specific examples, see: TG A, p. 37; TG B, p. 25; TG 1, p. 27; TG 2, p. 25; TG 3, p. 21; TG 12, p. 21; TG 13, p. 21; TG 14, p. 21; TG 15, p. 21; TG 16, p. 21; TG 17, p. 21; TG 18, p. 21; TG 19, p. 21; TG 20, p. 21; TG 21, p. 19; TG 22, p. 20.</p>
(C) sequence the letters of the alphabet;	<p>Students learn letter formation, including upper and lower case letters. For specific examples, see: TG A, p. 37; TG B, p. 25; TG 1, p. 27; TG 2, p. 25; TG 3, p. 21; TG 12, p. 21; TG 13, p. 21; TG 14, p. 21; TG 15, p. 21; TG 16, p. 21; TG 17, p. 21; TG 18, p. 21; TG 19, p. 21; TG 20, p. 21; TG 21, p. 19; TG 22, p. 20. Students continue to develop their knowledge of uppercase and lowercase letters during White Board activities.</p>
(D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);	<p>See Read Well 1 Spelling and Writing Conventions activities. Specific teaching strategies include explicit instruction, editing exercises, and Spelling Folder activities. See: Spelling and Writing Conventions TG Vol. 1: 71, 75, 88, 91, 94, 104, 110, 120, 127, 153, 157, 193, 210, 233; Vol. 2: 259, 314, 342, 362, 389, 406, 430, 446, 476, 519, 538, 559, 586, 605, 620, 644, 660, 670. See also Read Well 1 Composition, where students learn sentence conventions. Vol. 1, pp. 8-9, 34-35, 200-201, 256-257</p>
(E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep; and	<p>See Read Well 1 Spelling and Writing Conventions activities. Specific teaching strategies include explicit instruction, editing exercises, and Spelling Folder activities. See: Spelling and Writing Conventions TG Vol. 1: 71, 75, 88, 91, 94, 104, 110, 120, 127, 153, 157, 193, 210, 233; Vol. 2: 259, 314, 342, 362, 389, 406, 430, 446, 476, 519, 538, 559, 586, 605, 620, 644, 660, 670. See also Read Well 1 Composition, where students learn sentence conventions. Vol. 1, pp. 8-9, 34-35,</p>

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	200-201, 256-257
(F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).	See Read Well 1 Spelling and Writing Conventions activities. Specific teaching strategies include explicit instruction, editing exercises, and Spelling Folder activities. See: Spelling and Writing Conventions TG Vol. 1: 71, 75, 88, 91, 94, 104, 110, 120, 127, 153, 157, 193, 210, 233; Vol. 2: 259, 314, 342, 362, 389, 406, 430, 446, 476, 519, 538, 559, 586, 605, 620, 644, 660, 670. See also Read Well 1 Composition, where students learn sentence conventions. Vol. 1, pp. 8-9, 34-35, 200-201, 256-257
(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:	
(A) orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr);	<p>Students identify individual sounds in words, learn sounds to mastery and learn decodable words. Students blend and segment words in Sound Counting, Stretch and Shrink, and Smooth and Bumpy Blending exercises. See Read Well 1 TG 3, pp. 12-13, 26-27, 38-39, 52-53; TG 4, pp. 12-13, 45, 51-53; TG 6, pp. 12-13, 38-39; TG 9, pp. 8, 38-39; TG 11, pp. 8, 12-13; TG 13, pp. 8, 51-53; TG 15, pp. 38-39; TG 16, pp. 12-13; TG 18, pp. 12-13, 26-27, 40-41, 52-53.</p> <p>See Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 26, 30, 53, 57, 60, 64, 72, 75, 81, 89, 91, 94, 97, 105, 108, 110, 113, 121, 124, 127, 128, 137, 140, 143, 146, 160, 163, 171, 182, 193, 200; Vol. 2, pp. 219, 227, 237, 256, 266, 280, 301, 349, 393, 411, 469, 515, 541, 559, 582, 601, 611, 621, 641, 651, 673</p>
(B) distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite);	<p>Read Well 1 students learn vowel sounds and consonant digraphs and practice these skills during the daily alphabet chant, and work toward mastery during regular Decoding Practice as well as through the Storybook Stories and related exercises and activities. See TG 15, pp. 12-13, 26-27; TG 18, pp. 12-13, 26-27, 40-41, 52-53. See also My Activity Book 2, pp. 11, 17, 18, 23, 36, 71, and 82. Students learn to recognize Bossy E by an arrow icon in Read Well 1 Decoding Practice. See: TG 34, pp. 8-9, 26-27, 36-37, 50-51; TG 35, pp. 12-13, 26-27, 38-39, 52-53; TG 38, pp. 10-11, 24-25 See the list of spelling patterns taught in Read Well 1 Spelling and Writing Conventions in the Spelling and Writing Conventions Teacher's Guide, pp. F59-F63. Students learn the word ending -s in Unit 17 and 18. Vol. 2, pp. 295-296, 301-302, 319, 327. See also Pattern Words activities in Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 46, 60, 78, 97, 110, 127, 143, 160, 179, 197, 213; Vol. 2, pp. 273, 298, 308, 327, 353, 375, 397, 417, 437, 458, 484, 541, 586, 611, 651, 670</p>
(C) recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g.,/b/l/o/w/ to/g/l/o/w/);	<p>Students identify individual sounds in words, learn sounds to mastery and learn decodable words. Students blend and segment words in Sound Counting, Stretch and Shrink, and Smooth and Bumpy Blending exercises. See Read Well 1 TG 3, pp. 12-13, 26-27, 38-39, 52-53; TG 4, pp. 12-13, 45, 51-53; TG 6, pp. 12-13, 38-39; TG 9, pp.</p>

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

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	Students learn the word ending -s in Unit 17 and 18. Vol. 2, pp. 295-296, 301-302, 319, 327. See also Pattern Words activities in Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 46, 60, 78, 97, 110, 127, 143, 160, 179, 197, 213; Vol. 2, pp. 273, 298, 308, 327, 353, 375, 397, 417, 437, 458, 484, 541, 586, 611, 651, 670
(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A) decode words in context and in isolation by applying common letter-sound correspondences, including:	
(i) single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z;	<p>Read Well 1 students learn vowel sounds and consonant digraphs and practice these skills during the daily alphabet chant, and work toward mastery during regular Decoding Practice as well as through the Storybook Stories and related exercises and activities. See TG 15, pp. 12-13, 26-27; TG 18, pp. 12-13, 26-27, 40-41, 52-53. See also My Activity Book 2, pp. 11, 17, 18, 23, 36, 71, and 82. Students learn to recognize Bossy E by an arrow icon in Read Well 1 Decoding Practice. See: TG 34, pp. 8-9, 26-27, 36-37, 50-51; TG 35, pp. 12-13, 26-27, 38-39, 52-53; TG 38, pp. 10-11, 24-25 See the list of spelling patterns taught in Read Well 1 Spelling and Writing Conventions in the Spelling and Writing Conventions Teacher's Guide, pp. F59-F63.</p> <p>Students learn the word ending -s in Unit 17 and 18. Vol. 2, pp. 295-296, 301-302, 319, 327. See also Pattern Words activities in Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 46, 60, 78, 97, 110, 127, 143, 160, 179, 197, 213; Vol. 2, pp. 273, 298, 308, 327, 353, 375, 397, 417, 437, 458, 484, 541, 586, 611, 651, 670</p> <p>Students identify individual sounds in words, learn sounds to mastery and learn decodable words. Students blend and segment words in Sound Counting, Stretch and Shrink, and Smooth and Bumpy Blending exercises. See Read Well 1 TG 3, pp. 12-13, 26-27, 38-39, 52-53; TG 4, pp. 12-13, 45, 51-53; TG 6, pp. 12-13, 38-39; TG 9, pp. 8, 38-39; TG 11, pp. 8, 12-13; TG 13, pp. 8, 51-53; TG 15, pp. 38-39; TG 16, pp. 12-13; TG 18, pp. 12-13, 26-27, 40-41, 52-53.</p> <p>See Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 26, 30, 53, 57, 60, 64, 72, 75, 81, 89, 91, 94, 97, 105, 108, 110, 113, 121, 124, 127, 128, 137, 140, 143, 146, 160, 163, 171, 182, 193, 200; Vol. 2, pp. 219, 227, 237, 256, 266, 280, 301, 349, 393, 411, 469, 515, 541, 559, 582, 601, 611, 621, 641, 651, 673</p>
(ii) single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e),	Read Well 1 students learn vowel sounds and consonant digraphs and practice these skills during the daily alphabet chant, and work toward mastery during regular Decoding Practice as well as through

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<p>long u (u-e), y=long e, and y=long i;</p>	<p>the Storybook Stories and related exercises and activities. See TG 15, pp. 12-13, 26-27; TG 18, pp. 12-13, 26-27, 40-41, 52-53. See also My Activity Book 2, pp. 11, 17, 18, 23, 36, 71, and 82. Students learn to recognize Bossy E by an arrow icon in Read Well 1 Decoding Practice. See: TG 34, pp. 8-9, 26-27, 36-37, 50-51; TG 35, pp. 12-13, 26-27, 38-39, 52-53; TG 38, pp. 10-11, 24-25 See the list of spelling patterns taught in Read Well 1 Spelling and Writing Conventions in the Spelling and Writing Conventions Teacher's Guide, pp. F59-F63. Students learn the word ending -s in Unit 17 and 18. Vol. 2, pp. 295-296, 301-302, 319, 327. See also Pattern Words activities in Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 46, 60, 78, 97, 110, 127, 143, 160, 179, 197, 213; Vol. 2, pp. 273, 298, 308, 327, 353, 375, 397, 417, 437, 458, 484, 541, 586, 611, 651, 670</p> <p>Students identify individual sounds in words, learn sounds to mastery and learn decodable words. Students blend and segment words in Sound Counting, Stretch and Shrink, and Smooth and Bumpy Blending exercises. See Read Well 1 TG 3, pp. 12-13, 26-27, 38-39, 52-53; TG 4, pp. 12-13, 45, 51-53; TG 6, pp. 12-13, 38-39; TG 9, pp. 8, 38-39; TG 11, pp. 8, 12-13; TG 13, pp. 8, 51-53; TG 15, pp. 38-39; TG 16, pp. 12-13; TG 18, pp. 12-13, 26-27, 40-41, 52-53.</p> <p>See Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 26, 30, 53, 57, 60, 64, 72, 75, 81, 89, 91, 94, 97, 105, 108, 110, 113, 121, 124, 127, 128, 137, 140, 143, 146, 160, 163, 171, 182, 193, 200; Vol. 2, pp. 219, 227, 237, 256, 266, 280, 301, 349, 393, 411, 469, 515, 541, 559, 582, 601, 611, 621, 641, 651, 673</p>
<p>(iii) consonant blends (e.g., bl, st);</p>	<p>Read Well 1 students learn vowel sounds and consonant digraphs and practice these skills during the daily alphabet chant, and work toward mastery during regular Decoding Practice as well as through the Storybook Stories and related exercises and activities. See TG 15, pp. 12-13, 26-27; TG 18, pp. 12-13, 26-27, 40-41, 52-53. See also My Activity Book 2, pp. 11, 17, 18, 23, 36, 71, and 82. Students learn to recognize Bossy E by an arrow icon in Read Well 1 Decoding Practice. See: TG 34, pp. 8-9, 26-27, 36-37, 50-51; TG 35, pp. 12-13, 26-27, 38-39, 52-53; TG 38, pp. 10-11, 24-25 See the list of spelling patterns taught in Read Well 1 Spelling and Writing Conventions in the Spelling and Writing Conventions Teacher's Guide, pp. F59-F63. Students learn the word ending -s in Unit 17 and 18. Vol. 2, pp. 295-296, 301-302, 319, 327. See also Pattern Words activities in Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 46, 60, 78, 97, 110, 127, 143, 160, 179, 197, 213; Vol. 2, pp. 273, 298, 308, 327, 353, 375, 397, 417, 437, 458, 484, 541, 586, 611, 651, 670</p> <p>Students identify individual sounds in words, learn sounds to mastery and learn decodable words. Students blend and segment words in Sound Counting, Stretch and Shrink, and Smooth and Bumpy Blending exercises. See Read Well 1 TG 3, pp. 12-13, 26-27, 38-39, 52-53; TG 4, pp. 12-13, 45, 51-53; TG 6, pp. 12-13, 38-39; TG 9, pp. 8, 38-39; TG 11, pp. 8, 12-13; TG 13, pp. 8, 51-53; TG 15, pp. 38-39; TG 16, pp. 12-13; TG 18, pp. 12-13, 26-27, 40-41, 52-53.</p>

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	See Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 26, 30, 53, 57, 60, 64, 72, 75, 81, 89, 91, 94, 97, 105, 108, 110, 113, 121, 124, 127, 128, 137, 140, 143, 146, 160, 163, 171, 182, 193, 200; Vol. 2, pp. 219, 227, 237, 256, 266, 280, 301, 349, 393, 411, 469, 515, 541, 559, 582, 601, 611, 621, 641, 651, 673
(iv) consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph;	<p>Read Well 1 students learn vowel sounds and consonant digraphs and practice these skills during the daily alphabet chant, and work toward mastery during regular Decoding Practice as well as through the Storybook Stories and related exercises and activities. See TG 15, pp. 12-13, 26-27; TG 18, pp. 12-13, 26-27, 40-41, 52-53. See also My Activity Book 2, pp. 11, 17, 18, 23, 36, 71, and 82. Students learn to recognize Bossy E by an arrow icon in Read Well 1 Decoding Practice. See: TG 34, pp. 8-9, 26-27, 36-37, 50-51; TG 35, pp. 12-13, 26-27, 38-39, 52-53; TG 38, pp. 10-11, 24-25 See the list of spelling patterns taught in Read Well 1 Spelling and Writing Conventions in the Spelling and Writing Conventions Teacher's Guide, pp. F59-F63. Students learn the word ending -s in Unit 17 and 18. Vol. 2, pp. 295-296, 301-302, 319, 327. See also Pattern Words activities in Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 46, 60, 78, 97, 110, 127, 143, 160, 179, 197, 213; Vol. 2, pp. 273, 298, 308, 327, 353, 375, 397, 417, 437, 458, 484, 541, 586, 611, 651, 670</p> <p>Students identify individual sounds in words, learn sounds to mastery and learn decodable words. Students blend and segment words in Sound Counting, Stretch and Shrink, and Smooth and Bumpy Blending exercises. See Read Well 1 TG 3, pp. 12-13, 26-27, 38-39, 52-53; TG 4, pp. 12-13, 45, 51-53; TG 6, pp. 12-13, 38-39; TG 9, pp. 8, 38-39; TG 11, pp. 8, 12-13; TG 13, pp. 8, 51-53; TG 15, pp. 38-39; TG 16, pp. 12-13; TG 18, pp. 12-13, 26-27, 40-41, 52-53.</p> <p>See Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 26, 30, 53, 57, 60, 64, 72, 75, 81, 89, 91, 94, 97, 105, 108, 110, 113, 121, 124, 127, 128, 137, 140, 143, 146, 160, 163, 171, 182, 193, 200; Vol. 2, pp. 219, 227, 237, 256, 266, 280, 301, 349, 393, 411, 469, 515, 541, 559, 582, 601, 611, 621, 641, 651, 673</p>
(v) vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay, ai, aw, au, ew, oa, ie as in chief, ie as in pie, and -igh; and	<p>Read Well 1 students learn vowel sounds and consonant digraphs and practice these skills during the daily alphabet chant, and work toward mastery during regular Decoding Practice as well as through the Storybook Stories and related exercises and activities. See TG 15, pp. 12-13, 26-27; TG 18, pp. 12-13, 26-27, 40-41, 52-53. See also My Activity Book 2, pp. 11, 17, 18, 23, 36, 71, and 82. Students learn to recognize Bossy E by an arrow icon in Read Well 1 Decoding Practice. See: TG 34, pp. 8-9, 26-27, 36-37, 50-51; TG 35, pp. 12-13, 26-27, 38-39, 52-53; TG 38, pp. 10-11, 24-25 See the list of spelling patterns taught in Read Well 1 Spelling and Writing Conventions in the Spelling and Writing Conventions Teacher's Guide, pp. F59-F63. Students learn the word ending -s in Unit 17 and 18. Vol. 2, pp. 295-296, 301-302, 319, 327. See also Pattern Words activities in Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 46, 60, 78,</p>

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	<p>97, 110, 127, 143, 160, 179, 197, 213; Vol. 2, pp. 273, 298, 308, 327, 353, 375, 397, 417, 437, 458, 484, 541, 586, 611, 651, 670</p> <p>Students identify individual sounds in words, learn sounds to mastery and learn decodable words. Students blend and segment words in Sound Counting, Stretch and Shrink, and Smooth and Bumpy Blending exercises. See Read Well 1 TG 3, pp. 12-13, 26-27, 38-39, 52-53; TG 4, pp. 12-13, 45, 51-53; TG 6, pp. 12-13, 38-39; TG 9, pp. 8, 38-39; TG 11, pp. 8, 12-13; TG 13, pp. 8, 51-53; TG 15, pp. 38-39; TG 16, pp. 12-13; TG 18, pp. 12-13, 26-27, 40-41, 52-53.</p> <p>See Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 26, 30, 53, 57, 60, 64, 72, 75, 81, 89, 91, 94, 97, 105, 108, 110, 113, 121, 124, 127, 128, 137, 140, 143, 146, 160, 163, 171, 182, 193, 200; Vol. 2, pp. 219, 227, 237, 256, 266, 280, 301, 349, 393, 411, 469, 515, 541, 559, 582, 601, 611, 621, 641, 651, 673</p>
(vi) vowel diphthongs including oy, oi, ou, and ow;	<p>Read Well 1 students learn vowel sounds and consonant digraphs and practice these skills during the daily alphabet chant, and work toward mastery during regular Decoding Practice as well as through the Storybook Stories and related exercises and activities. See TG 15, pp. 12-13, 26-27; TG 18, pp. 12-13, 26-27, 40-41, 52-53. See also My Activity Book 2, pp. 11, 17, 18, 23, 36, 71, and 82. Students learn to recognize Bossy E by an arrow icon in Read Well 1 Decoding Practice. See: TG 34, pp. 8-9, 26-27, 36-37, 50-51; TG 35, pp. 12-13, 26-27, 38-39, 52-53; TG 38, pp. 10-11, 24-25 See the list of spelling patterns taught in Read Well 1 Spelling and Writing Conventions in the Spelling and Writing Conventions Teacher's Guide, pp. F59-F63.</p> <p>Students learn the word ending -s in Unit 17 and 18. Vol. 2, pp. 295-296, 301-302, 319, 327. See also Pattern Words activities in Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 46, 60, 78, 97, 110, 127, 143, 160, 179, 197, 213; Vol. 2, pp. 273, 298, 308, 327, 353, 375, 397, 417, 437, 458, 484, 541, 586, 611, 651, 670</p> <p>Students identify individual sounds in words, learn sounds to mastery and learn decodable words. Students blend and segment words in Sound Counting, Stretch and Shrink, and Smooth and Bumpy Blending exercises. See Read Well 1 TG 3, pp. 12-13, 26-27, 38-39, 52-53; TG 4, pp. 12-13, 45, 51-53; TG 6, pp. 12-13, 38-39; TG 9, pp. 8, 38-39; TG 11, pp. 8, 12-13; TG 13, pp. 8, 51-53; TG 15, pp. 38-39; TG 16, pp. 12-13; TG 18, pp. 12-13, 26-27, 40-41, 52-53.</p> <p>See Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 26, 30, 53, 57, 60, 64, 72, 75, 81, 89, 91, 94, 97, 105, 108, 110, 113, 121, 124, 127, 128, 137, 140, 143, 146, 160, 163, 171, 182, 193, 200; Vol. 2, pp. 219, 227, 237, 256, 266, 280, 301, 349, 393, 411, 469, 515, 541, 559, 582, 601, 611, 621, 641, 651, 673</p>
(B) combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words;	<p>Read Well 1 students learn vowel sounds and consonant digraphs and practice these skills during the daily alphabet chant, and work toward mastery during regular Decoding Practice as well as through the Storybook Stories and related exercises and activities. See TG 15, pp. 12-13, 26-27; TG 18, pp. 12-13, 26-27, 40-41, 52-53. See also My Activity Book 2, pp. 11, 17, 18, 23, 36, 71, and 82. Students learn to</p>

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	<p>recognize Bossy E by an arrow icon in Read Well 1 Decoding Practice. See: TG 34, pp. 8-9, 26-27, 36-37, 50-51; TG 35, pp. 12-13, 26-27, 38-39, 52-53; TG 38, pp. 10-11, 24-25 See the list of spelling patterns taught in Read Well 1 Spelling and Writing Conventions in the Spelling and Writing Conventions Teacher's Guide, pp. F59-F63. Students learn the word ending -s in Unit 17 and 18. Vol. 2, pp. 295-296, 301-302, 319, 327. See also Pattern Words activities in Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 46, 60, 78, 97, 110, 127, 143, 160, 179, 197, 213; Vol. 2, pp. 273, 298, 308, 327, 353, 375, 397, 417, 437, 458, 484, 541, 586, 611, 651, 670</p> <p>Students identify individual sounds in words, learn sounds to mastery and learn decodable words. Students blend and segment words in Sound Counting, Stretch and Shrink, and Smooth and Bumpy Blending exercises. See Read Well 1 TG 3, pp. 12-13, 26-27, 38-39, 52-53; TG 4, pp. 12-13, 45, 51-53; TG 6, pp. 12-13, 38-39; TG 9, pp. 8, 38-39; TG 11, pp. 8, 12-13; TG 13, pp. 8, 51-53; TG 15, pp. 38-39; TG 16, pp. 12-13; TG 18, pp. 12-13, 26-27, 40-41, 52-53.</p> <p>See Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 26, 30, 53, 57, 60, 64, 72, 75, 81, 89, 91, 94, 97, 105, 108, 110, 113, 121, 124, 127, 128, 137, 140, 143, 146, 160, 163, 171, 182, 193, 200; Vol. 2, pp. 219, 227, 237, 256, 266, 280, 301, 349, 393, 411, 469, 515, 541, 559, 582, 601, 611, 621, 641, 651, 673</p>
(C) use common syllabication patterns to decode words, including:	
decode words, including: (i) closed syllable (CVC) (e.g., mat, rab-bit); (ii) open syllable (CV) (e.g., he, ba-by); (iii) final stable syllable (e.g., ap-ple, a-ble);	These skills are taught in Read Well 1's decoding books. See for example Unit 24 Decoding Book 3, Units 24-29, Unit 30 Decoding book 4, Units 30-38
(iv) vowel-consonant-silent "e" words (VCe) (e.g., kite, hide);	See also My Activity Book 2, pp. 11, 17, 18, 23, 36, 71, and 82. Students learn to recognize Bossy E by an arrow icon in Read Well 1 Decoding Practice. See: TG 34, pp. 8-9, 26-27, 36-37, 50-51; TG 35, pp. 12-13, 26-27, 38-39, 52-53; TG 38, pp. 10-11, 24-25 See the list of spelling patterns taught in Read Well 1 Spelling and Writing Conventions in the Spelling and Writing Conventions Teacher's Guide, pp. F59-F63. Students learn the word ending -s in Unit 17 and 18. Vol. 2, pp. 295-296, 301-302, 319, 327.
(v) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal); and	Read Well 1 students learn vowel sounds and consonant digraphs and practice these skills during the daily alphabet chant, and work toward mastery during regular Decoding Practice as well as through the Storybook Stories and related exercises and activities. See TG 15, pp. 12-13, 26-27; TG 18, pp. 12-13, 26-27, 40-41, 52-53. See also My Activity Book 2, pp. 11, 17, 18, 23, 36, 71, and 82. 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. See also Pattern Words activities in Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 46, 60, 78, 97, 110,

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	<p>127, 143, 160, 179, 197, 213; Vol. 2, pp. 273, 298, 308, 327, 353, 375, 397, 417, 437, 458, 484, 541, 586, 611, 651, 670</p> <p>Students identify individual sounds in words, learn sounds to mastery and learn decodable words. Students blend and segment words in Sound Counting, Stretch and Shrink, and Smooth and Bumpy Blending exercises. See Read Well 1 TG 3, pp. 12-13, 26-27, 38-39, 52-53; TG 4, pp. 12-13, 45, 51-53; TG 6, pp. 12-13, 38-39; TG 9, pp. 8, 38-39; TG 11, pp. 8, 12-13; TG 13, pp. 8, 51-53; TG 15, pp. 38-39; TG 16, pp. 12-13; TG 18, pp. 12-13, 26-27, 40-41, 52-53.</p> <p>See Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 26, 30, 53, 57, 60, 64, 72, 75, 81, 89, 91, 94, 97, 105, 108, 110, 113, 121, 124, 127, 128, 137, 140, 143, 146, 160, 163, 171, 182, 193, 200; Vol. 2, pp. 219, 227, 237, 256, 266, 280, 301, 349, 393, 411, 469, 515, 541, 559, 582, 601, 611, 621, 641, 651, 673</p>
(vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or);	<p>Read Well 1 students learn vowel sounds and consonant digraphs and practice these skills during the daily alphabet chant, and work toward mastery during regular Decoding Practice as well as through the Storybook Stories and related exercises and activities. See TG 15, pp. 12-13, 26-27; TG 18, pp. 12-13, 26-27, 40-41, 52-53. See also My Activity Book 2, pp. 11, 17, 18, 23, 36, 71, and 82. Students learn to recognize Bossy E by an arrow icon in Read Well 1 Decoding Practice. See: TG 34, pp. 8-9, 26-27, 36-37, 50-51; TG 35, pp. 12-13, 26-27, 38-39, 52-53; TG 38, pp. 10-11, 24-25 See the list of spelling patterns taught in Read Well 1 Spelling and Writing Conventions in the Spelling and Writing Conventions Teacher's Guide, pp. F59-F63.</p> <p>Students learn the word ending -s in Unit 17 and 18. Vol. 2, pp. 295-296, 301-302, 319, 327. See also Pattern Words activities in Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 46, 60, 78, 97, 110, 127, 143, 160, 179, 197, 213; Vol. 2, pp. 273, 298, 308, 327, 353, 375, 397, 417, 437, 458, 484, 541, 586, 611, 651, 670</p> <p>Students identify individual sounds in words, learn sounds to mastery and learn decodable words. Students blend and segment words in Sound Counting, Stretch and Shrink, and Smooth and Bumpy Blending exercises. See Read Well 1 TG 3, pp. 12-13, 26-27, 38-39, 52-53; TG 4, pp. 12-13, 45, 51-53; TG 6, pp. 12-13, 38-39; TG 9, pp. 8, 38-39; TG 11, pp. 8, 12-13; TG 13, pp. 8, 51-53; TG 15, pp. 38-39; TG 16, pp. 12-13; TG 18, pp. 12-13, 26-27, 40-41, 52-53.</p> <p>See Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 26, 30, 53, 57, 60, 64, 72, 75, 81, 89, 91, 94, 97, 105, 108, 110, 113, 121, 124, 127, 128, 137, 140, 143, 146, 160, 163, 171, 182, 193, 200; Vol. 2, pp. 219, 227, 237, 256, 266, 280, 301, 349, 393, 411, 469, 515, 541, 559, 582, 601, 611, 621, 641, 651, 673</p>
(D) decode words with common spelling patterns (e.g., -ink, -onk, -ick);	<p>Read Well 1 students learn vowel sounds and consonant digraphs and practice these skills during the daily alphabet chant, and work toward mastery during regular Decoding Practice as well as through the Storybook Stories and related exercises and activities. See TG 15, pp. 12-13, 26-27; TG 18, pp. 12-13, 26-27, 40-41, 52-53. See also My Activity Book 2, pp. 11, 17, 18, 23, 36, 71, and 82. See the list of</p>

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	<p>spelling patterns taught in Read Well 1 Spelling and Writing Conventions in the Spelling and Writing Conventions Teacher's Guide, pp. F59-F63.</p> <p>Students identify individual sounds in words, learn sounds to mastery and learn decodable words. Students blend and segment words in Sound Counting, Stretch and Shrink, and Smooth and Bumpy Blending exercises. See Read Well 1 TG 3, pp. 12-13, 26-27, 38-39, 52-53; TG 4, pp. 12-13, 45, 51-53; TG 6, pp. 12-13, 38-39; TG 9, pp. 8, 38-39; TG 11, pp. 8, 12-13; TG 13, pp. 8, 51-53; TG 15, pp. 38-39; TG 16, pp. 12-13; TG 18, pp. 12-13, 26-27, 40-41, 52-53.</p> <p>See Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 26, 30, 53, 57, 60, 64, 72, 75, 81, 89, 91, 94, 97, 105, 108, 110, 113, 121, 124, 127, 128, 137, 140, 143, 146, 160, 163, 171, 182, 193, 200; Vol. 2, pp. 219, 227, 237, 256, 266, 280, 301, 349, 393, 411, 469, 515, 541, 559, 582, 601, 611, 621, 641, 651, 673</p>
(E) read base words with inflectional endings (e.g., plurals, past tenses);	<p>See the list of spelling patterns taught in Read Well 1 Spelling and Writing Conventions in the Spelling and Writing Conventions Teacher's Guide, pp. F59-F63. Students learn the word ending -s in Unit 17 and 18. Vol. 2, pp. 295-296, 301-302, 319, 327. See also Pattern Words activities in Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 46, 60, 78, 97, 110, 127, 143, 160, 179, 197, 213; Vol. 2, pp. 273, 298, 308, 327, 353, 375, 397, 417, 437, 458, 484, 541, 586, 611, 651, 670</p>
(F) use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream);	<p>See Read Well 1's Spelling and Writing Conventions Vol. 2, pp. 332, 344, 375, 376, 400, 430, 486, 491, 492</p>
(G) identify and read contractions (e.g., isn't, can't);	<p>Opportunity exists to meet this objective when students read unit decoding books. See selected examples: Read Well 1 TG Unit 8: 13, 19, 20, 23, 25, 27, 29, 41, 53, Unit 33: 18, 21, 27, 31, 39, 47, 64, 66</p>
(H) identify and read at least 100 high-frequency words from a commonly used list; and	<p>By Unit 20, students have learned 40 of the 100 most commonly used words in the English language. These words are all taught in a decodable sequence. See Whole Class Getting Started: A Guide to Implementation, pp. 18-21, 102-104</p>
(I) monitor accuracy of decoding.	<p>This skill is taught in Read Well 1's decoding books. See for example Unit 24 Decoding Book 3, Units 24-29, Unit 30 Decoding book 4, Units 30-38. Additionally, decoding exercises are embedded with in each unit. See for example, TG Unit 8: 13, 27, 39, 52, 53, 54-56, 65. Decoding Assessments are also available in the <i>Assessment Manual</i>.</p>
(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:	
(A) confirm predictions about what will happen next in text by "reading the part that tells";	<p>This skill is met in each reading unit. See selected examples TG Unit 2: pp. 21, 29, 30, 45, 51, Unit 3: 17, 23, 29, 30, 32, 41, Unit 12: 29-30, 40-41, Unit 21: 17, 23, 28, 29, 48, Unit 35: 42, 43, 47</p>

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(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and	<p>Students ask and answer questions in every Read Well 1 activity. See guided practice, regular use of a modified K-W-L format, frequent scripting in teacher text, and various Comprehension and Skill activities. See TG 1: 30-36; TG 16: 49-50; TG 18: 22-24, 33-34; TG 20: 8, 22-23, 49-50; TG 24: 17-19; TG 26: 47; TG 28: 35, 47.</p> <p>See Read Well Plus Story reading activities where students ask and answer questions about what is read. Read Well Plus: TG 39, pp. 14-19, 36-39, 50-54; TG 42, pp. 14-17, 30-35, 46-49, 52-62; TG 44, pp. 20-27, 40-45, 62-76; TG 46, pp. 14-19, 32-37, 50-55; TG 47, pp. 14-17, 36-41, 46-49; TG 49, pp. 14-21, 34-39, 52-57</p>
(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	<p>Each Storybook features Oral Story Retells and Written Retells, where students summarize key events of a story in the correct sequence. See: TG 1, pp. 35-36; TG 6, pp. 49-50; TG 16, pp. 49-50; TG 17, pp. 37-38; TG 18, pp. 33-44; TG 20, pp. 49-50; TG 34. p. 47.</p> <p>See Story reading activities and Comprehension and Skill activities in Read Well Plus: TG 39, pp. 14-19, 36-39, 50-54; TG 42, pp. 14-17, 30-35, 46-49, 52-62; TG 44, pp. 20-27, 40-45, 62-76; TG 46, pp. 14-19, 32-37, 50-55; TG 47, pp. 14-17, 36-41, 46-49; TG 49, pp. 14-21, 34-39, 52-57</p> <p>See Read Aloud activities in Read Well 1 Composition. Teachers prompt students to answer questions about plot in the Read Aloud activity and students perform Oral Story Retells: Vol. 1, pp. 40-43, 118-121, 206-211, 275-278; Vol. 2, pp. 544-547, 604-606, 766-770</p>
(5) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	<p>A wide variety of text is read in the Read Well 1 program. See Getting Started: A Guide to Implementation, pp. 14-16 for a list of the different texts read in the program. Specific teaching strategies include guided practice, Echo and Partner Reading of Solo Stories, Repeated Readings, regular timed Oral Reading Fluency Assessments with Tricky Word Warm-Ups, and optional Extra Practice Fluency Passages. For representative examples, see: Read Well 1 Teacher's Guides: TG 14: 22-24, 64; TG 16: 10, 22-24, 56, 64; TG 17: 8, 48-50, 56, 64; TG 19: 22-23, 56, 61, 64; TG 21: 34-36, 64</p> <p>See Read Well Plus: TG 39, pp. 14-19, 36-39, 50-54; TG 42, pp. 14-17, 30-35, 46-49, 52-62; TG 44, pp. 20-27, 40-45, 62-76; TG 46, pp. 14-19, 32-37, 50-55; TG 47, pp. 14-17, 36-41, 46-49; TG 49, pp. 14-21, 34-39, 52-57</p>
(6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);	<p>Students learn new vocabulary during Decoding Practice and Storybook Introductions. Students then take this knowledge to reading selections, as well as use them to create sentences. Students are encouraged to ask questions for clarification. See nonfiction selections: TG 24, pp. 14-19, 21, 24-27; TG 26, pp. 14-19, 21, 36-37, 50-51; TG 28, pp. 14-19, 21, 26-27, 36-37</p> <p>See Read Well 1 Getting Started: A Guide to Implementation, pp. 138-142 for a list of all words taught in Read Well 1, including nouns and verbs, which students use daily.</p>

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	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) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime);	These skills are taught in Read Well 1's decoding books. See for example Unit 24 Decoding Book 3, Units 24-29, Unit 30 Decoding book 4, Units 30-38
(C) determine what words mean from how they are used in a sentence, either heard or read;	See Vocabulary activities in Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 56, 63, 80, 126, 156, 174, 191, 227, 239; Vol. 2, pp. 275, 347, 366, 413, 439, 494, 502, 558, 569, 607, 643, 650, 659
(D) identify and sort words into conceptual categories (e.g., opposites, living things); and	See Vocabulary activities in Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 56, 63, 80, 126, 156, 174, 191, 227, 239; Vol. 2, pp. 275, 347, 366, 413, 439, 494, 502, 558, 569, 607, 643, 650, 659
(E) alphabetize a series of words to the first or second letter and use a dictionary to find words.	See teacher resource guide, pp. 32, 34
(7) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A) connect the meaning of a well-known story or fable to personal experiences; and	The opportunity to examine Folk Tale/Tall Tale exists in Units 19 and 22.
(B) explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk- and fairy tales.	The opportunity to examine Folk Tale/Tall Tale exists in Units 19 and 22.
(8) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to and use rhythm, rhyme, and alliteration in poetry.	The opportunity to examine narrative poetry exists in Units 9 and 16.
(9) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	

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(A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events; and	<p>Each Storybook features Oral Story Retells and Written Retells, where students describe character, setting, and events of a story. See: TG 1, pp. 35-36; TG 6, pp. 49-50; TG 16, pp. 49-50; TG 17, pp. 37-38; TG 18, pp. 33-44; TG 20, pp. 49-50; TG 34. p. 47.</p> <p>See Read Well Plus Story Reading activities where students where students describe character, setting, and events of a story: TG 39, pp. 14-19, 36-39, 50-54; TG 42, pp. 14-17, 30-35, 46-49, 52-62; TG 44, pp. 20-27, 40-45, 62-76; TG 46, pp. 14-19, 32-37, 50-55; TG 47, pp. 14-17, 36-41, 46-49; TG 49, pp. 14-21, 34-39, 52-57</p> <p>See Read Aloud activities in Read Well 1 Composition. Teachers prompt students to answer questions about characters, setting and events in the Read Aloud activity, and students perform Oral Story Retells: Vol. 1, pp. 40-43, 118-121, 206-211, 275-278 ; Vol. 2, pp. 544-547, 604-606, 766-770</p>
(B) describe characters in a story and the reasons for their actions and feelings.	<p>Each Storybook features Oral Story Retells and Written Retells, where students describe character, setting, and events of a story. See: TG 1, pp. 35-36; TG 6, pp. 49-50; TG 16, pp. 49-50; TG 17, pp. 37-38; TG 18, pp. 33-44; TG 20, pp. 49-50; TG 34. p. 47.</p> <p>See Read Well Plus Story Reading activities where students where students describe character, setting, and events of a story: TG 39, pp. 14-19, 36-39, 50-54; TG 42, pp. 14-17, 30-35, 46-49, 52-62; TG 44, pp. 20-27, 40-45, 62-76; TG 46, pp. 14-19, 32-37, 50-55; TG 47, pp. 14-17, 36-41, 46-49; TG 49, pp. 14-21, 34-39, 52-57</p> <p>See Read Aloud activities in Read Well 1 Composition. Teachers prompt students to answer questions about characters, setting and events in the Read Aloud activity, and students perform Oral Story Retells: Vol. 1, pp. 40-43, 118-121, 206-211, 275-278 ; Vol. 2, pp. 544-547, 604-606, 766-770</p>
(10) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why.	<p>The concepts of fact and fiction are explicitly taught in Read Well 1. These concepts are guided by teacher prompts in Duet and Solo Stories. In addition, fictional and factual stories often occur within the same thematic unit which aids in teaching the distinction. See TG 30 pp. 14-21, 28-33; TG 36, pp. 16-21; TG 37, pp. 14-21.</p> <p>See Getting Started: A Guide to Implementation, pp. 14-16 for a list of the different texts read in the program.</p>
(11) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize	<p>Read Well 1 students complete Oral Story Retells and Written Retells, where students use sensory details to retell the story. See: TG 1, pp. 35-36; TG 6, pp. 49-50; TG 16, pp. 49-50; TG 17, pp. 37-38; TG 18, pp. 33-44; TG 20, pp. 49-50; TG 34. p. 47.</p>

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sensory details in literary text.	
(12) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time.	<p>A wide variety of text is read in the Read Well 1 program. See <i>Getting Started: A Guide to Implementation</i>, pp. 14-16 for a list of the different texts read in the program. Specific teaching strategies include guided practice, Echo and Partner Reading of Solo Stories, Repeated Readings, regular timed Oral Reading Fluency Assessments with Tricky Word Warm-Ups, and optional Extra Practice Fluency Passages. For representative examples, see: <i>Read Well 1 Teacher's Guides</i>: TG 14: 22-24, 64; TG 16: 10, 22-24, 56, 64; TG 17: 8, 48-50, 56, 64; TG 19: 22-23, 56, 61, 64; TG 21: 34-36, 64</p> <p>See <i>Read Well Plus</i>: TG 39, pp. 14-19, 36-39, 50-54; TG 42, pp. 14-17, 30-35, 46-49, 52-62; TG 44, pp. 20-27, 40-45, 62-76; TG 46, pp. 14-19, 32-37, 50-55; TG 47, pp. 14-17, 36-41, 46-49; TG 49, pp. 14-21, 34-39, 52-57</p> <p>In <i>Read Well 1</i>, see Storybook activities and Comprehension and Skill activities. See TG 1: 30-36; TG 16: 49-50; TG 18: 22-24, 33-34; TG 20: 8, 22-23, 49-50; TG 24: 17-19; TG 26: 47; TG 28: 35, 47.</p> <p>See reading activities in <i>Read Well 1 Composition</i>. For expository text examples, see: Vol. 1, pp. 262-266, 292-296, 322-326, 376-381; Vol. 2, pp. 510-514, 668-672, 734-737</p> <p>See also <i>Read Well 1 Spelling and Writing Conventions</i>: Vol. 1: 27, 39, 57, 73, 74, 124, 191, 205; Vol. 2: 335, 341, 352, 355, 410, 445, 450, 483, 489, 575, 604, 629, 650, 653.</p>
(13) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing about the text.	<p>Students talk about informational selections during Story Reading and Comprehension and Skill exercises. Specific teaching strategies include guided practice, teacher scripting and prompts during Duet and Solo Story readings, oral and written story retells and comparisons, fact sheets, guided reports, and Story Maps. See: TG 5, pp. 20, 29-32; TG 7, p. 17; TG 11, pp. 17-20, 29-32; TG 24, pp. 17-19, 41-42; TG 37, pp. 45-51. Students read different texts on the same topic when moving through Unit Themes. For example, the Theme for Units 26 and 27 is "Freedom". Unit 26 focuses on Harriet Tubman and Unit 27 focuses on Dr. Martin Luther King, Jr.</p>
(14) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	
(A) restate the main idea, heard or read;	<p>In <i>Read Well 1</i>, see teacher scripting in Storybook activities, and Comprehension and Skill activities. See TG 1: 30-36; TG 16: 49-50; TG 18: 22-24, 33-34; TG 20: 8, 22-23, 49-50; TG 24: 17-19; TG 26: 47; TG 28: 35, 47. See <i>Read Well Plus</i>: 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</p>

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	<p>46, pp. 14-19, 32-37, 50-55; TG 47, pp. 14-17, 36-41, 46-49; TG 49, pp. 14-21, 34-39, 52-57</p> <p>Students identify the topic and answer questions about what is read during Read Aloud activities in Read Well 1 Composition. For expository text examples, see: Vol. 1, pp. 262-266, 292-296, 322-326, 376-381; Vol. 2, pp. 510-514, 668-672, 734-737</p> <p>See also Read Well 1 Spelling and Writing Conventions: Vol. 1: 27, 39, 57, 73, 74, 124, 191, 205; Vol. 2: 335, 341, 352, 355, 410, 445, 450, 483, 489, 575, 604, 629, 650, 653.</p>
(B) identify important facts or details in text, heard or read;	<p>See Read Well 1 reading and Comprehension and Skill activities. TG 5, pp. 20, 29-32; TG 7, p. 17; TG 11, pp. 17-20, 29-32; TG 24, pp. 17-19, 41-42; TG 37, pp. 45-51.</p> <p>Students identify the topic and retell details during Read Aloud activities in Read Well 1 Composition. For expository text examples, see: Vol. 1, pp. 262-266, 292-296, 322-326, 376-381; Vol. 2, pp. 510-514, 668-672, 734-737</p>
(C) retell the order of events in a text by referring to the words and/or illustrations; and	<p>See Read Well 1 reading and Comprehension and Skill activities. TG 5, pp. 20, 29-32; TG 7, p. 17; TG 11, pp. 17-20, 29-32; TG 24, pp. 17-19, 41-42; TG 37, pp. 45-51.</p> <p>Students identify the topic and retell details during Read Aloud activities in Read Well 1 Composition. For expository text examples, see: Vol. 1, pp. 262-266, 292-296, 322-326, 376-381; Vol. 2, pp. 510-514, 668-672, 734-737</p>
(D) use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.	<p>Students look at illustrations, charts, and diagrams to respond to locate information and facts. See TG 5, pp. 14-15; TG 10, pp. 14-15; TG 13, pp. 14-15; TG 17, pp. 14-15; TG 19, pp. 14-15</p> <p>Read Well 1 Composition students preview and identify expository text features in Read Aloud activities before reading: Vol. 1, pp. 92, 180, 292, 376; Vol. 2, pp. 544, 604, 700, 737, 800</p>
(15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	
(A) follow written multi-step directions with picture cues to assist with understanding; and	<p>The following provide opportunities: See Read Well 1 Composition, where students write reports and journals: Vol. 1, pp. 267-274, 297-307, 308-309; Vol. 2, pp. 705-717, 738-752, 752-753, 876-885. See also Read Well 1 Composition Scope and Sequence for a list of writing activities for the entire program: Getting Started, a Guide to Implementation, pp. 28-32.</p>
(B) explain the meaning of specific signs and symbols (e.g., map features).	<p>Students look at illustrations, charts, and diagrams to respond to locate information and facts. See TG 5, pp. 14-15; TG 10, pp. 14-15; TG 13, pp. 14-15; TG 17, pp. 14-15; TG 19, pp. 14-15</p> <p>Read Well 1 Composition students preview and identify expository</p>

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	text features in Read Aloud activities before reading: Vol. 1, pp. 92, 180, 292, 376; Vol. 2, pp. 544, 604, 700, 737, 800
(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance); and	Opportunity to meet this objective may be found in Read Well 1 Composition TG Vol. 2, pp. 673, 674
(B) identify techniques used in media (e.g., sound, movement).	Opportunity to meet this objective may be found in Read Well 1 Composition TG Vol. 2, pp. 673, 674
(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	
(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);	See Read Well 1 Composition, where students write reports and journals: Vol. 1, pp. 267-274, 297-307, 308-309; Vol. 2, pp. 705-717, 738-752, 752-753, 876-885. See also Read Well 1 Composition Scope and Sequence for a list of writing activities for the entire program: Getting Started, a Guide to Implementation, pp. 28-32.
(B) develop drafts by sequencing ideas through writing sentences;	See Read Well 1 Composition, where students take notes during Read Alouds and then write a report about what they have learned: Vol. 1, pp. 510-514, 515-530, 673-685, 700-704, 705-717
(C) revise drafts by adding or deleting a word, phrase, or sentence;	In Read Well 1 Composition, students reread and revise by adding details and adjusting sentence structure in every piece of writing beginning in Unit 3. See Vol. 1, pp. 248, 307, 427; Vol. 2, pp. 561, 618, 681, 752, 820, 885, 894, 935, 964. Students learn how to use editing and Spell Checkers and Rubrics in Skill Work activities. See Read Well 1 Composition, Vol. 1, pp. 286-287; Vol. 2, pp. 598-599, 626-627, 760-761
(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and	In Read Well 1 Composition, students reread and revise by adding details and adjusting sentence structure in every piece of writing beginning in Unit 3. See Vol. 1, pp. 248, 307, 427; Vol. 2, pp. 561, 618, 681, 752, 820, 885, 894, 935, 964. Students learn how to use editing and Spell Checkers and Rubrics in Skill Work activities. See Read Well 1 Composition, Vol. 1, pp. 286-287; Vol. 2, pp. 598-599, 626-627, 760-761
(E) publish and share writing with others.	This is not explicitly addressed in the Read Well 1 program.
(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected	

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to:	
(A) write brief stories that include a beginning, middle, and end; and	See Read Well 1 Composition, where students write narratives: Vol. 1, pp. 17-21, 96-104, 212-219; Vol. 2, pp. 548-561, 639-653. See also Read Well 1 Composition Scope and Sequence for a list of writing activities for the entire program: Getting Started, a Guide to Implementation, pp. 28-32.
(B) write short poems that convey sensory details.	This is not explicitly addressed in the Read Well 1 program. In Read Well 1 in Composition, Vol. 1 TG pp. 234, 238, 442 narrative poems are used to discuss poetry.
(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	
(A) write brief compositions about topics of interest to the student;	See Read Well 1 Composition, where students write expository text, including reports and journals: Vol. 1, pp. 267-274, 297-307, 308-309; Vol. 2, pp. 705-717, 738-752, 752-753, 876-885. See also Read Well 1 Composition Scope and Sequence for a list of writing activities for the entire program: Getting Started, a Guide to Implementation, pp. 28-32.
(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and	See Read Well 1 in Composition, Vol. 2. TG pp. 570, 580, 583, 586, 682
(C) write brief comments on literary or informational texts.	See Read Well 1 Composition, where students write expository text, including reports and journals: Vol. 1, pp. 267-274, 297-307, 308-309; Vol. 2, pp. 705-717, 738-752, 752-753, 876-885. See also Read Well 1 Composition Scope and Sequence for a list of writing activities for the entire program: Getting Started, a Guide to Implementation, pp. 28-32.
(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:	
understand and use the following parts of speech in the context of reading, writing, and speaking: (i) verbs (past, present, and future); (ii) nouns (singular/plural, common/proper); (iii) adjectives (e.g., descriptive: green, tall); (iv) adverbs (e.g., time: before, next);	See sentence writing in Read Well 1 Spelling and Writing Conventions. Students use all parts of speech and sentence types. Specific teaching strategies include explicit instruction, editing exercises, and Spelling Folder activities. See: Spelling and Writing Conventions TG Vol. 1: 71, 75, 88, 91, 94, 104, 110, 120, 127, 153, 157, 175, 193, 210, 233; Vol. 2: 259, 314, 342, 362, 389, 406, 430, 446, 476, 519, 538, 559, 586, 605, 620, 644, 660, 670 See Read Well 1 Composition, where students learn sentence conventions. Vol. 1, pp. 8-9, 34-35, 200-201, 256-257

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(v) prepositions and prepositional phrases; (vi) pronouns (e.g., I, me); and (vii) time-order transition words;	
(C) ask questions with appropriate subject-verb inversion.	See sentence writing in Read Well 1 Spelling and Writing Conventions. Students use all parts of speech and sentence types. Specific teaching strategies include explicit instruction, editing exercises, and Spelling Folder activities. See: Spelling and Writing Conventions TG Vol. 1: 71, 75, 88, 91, 94, 104, 110, 120, 127, 153, 157, 193, 210, 233; Vol. 2: 259, 314, 342, 362, 389, 406, 430, 446, 476, 519, 538, 559, 586, 605, 620, 644, 660, 670 See Read Well 1 Composition, where students learn sentence conventions. Vol. 1, pp. 8-9, 34-35, 200-201, 256-257
(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	
(A) form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;	Students learn letter formation, including capitalization. For specific examples, see: TG A, p. 37; TG B, p. 25; TG 1, p. 27; TG 2, p. 25; TG 3, p. 21; TG 12, p. 21; TG 13, p. 21; TG 14, p. 21; TG 15, p. 21; TG 16, p. 21; TG 17, p. 21; TG 18, p. 21; TG 19, p. 21; TG 20, p. 21; TG 21, p. 19; TG 22, p. 20.
(B) recognize and use basic capitalization for: (i) the beginning of sentences; (ii) the pronoun "I"; and (iii) names of people; and	Students learn letter formation, including capitalization. For specific examples, see: TG A, p. 37; TG B, p. 25; TG 1, p. 27; TG 2, p. 25; TG 3, p. 21; TG 12, p. 21; TG 13, p. 21; TG 14, p. 21; TG 15, p. 21; TG 16, p. 21; TG 17, p. 21; TG 18, p. 21; TG 19, p. 21; TG 20, p. 21; TG 21, p. 19; TG 22, p. 20. See also work with letters in Read Well 1 Spelling and Writing Conventions: Vol. 1: 7, 44, 62, 64, 79, 82, 92, 98, 106, 114, 125, 160, 214, 230, 235; Vol. 2: 274, 278, 317, 321, 339, 412, 418, 557, 580, 603, 622, 642, 665. See Read Well 1 Composition, Vol. 1, pp. 8-9, and Story Writing activities, where students edit for proper capitalization: Vol. 1, pp. 248, 307, 427; Vol. 2, pp. 561, 618, 681, 752, 820, 885, 894, 935, 964. See also Handwriting activities in Read Well 1 Composition: Vol. 1, pp. 88-89, 176-177, 258-259, 346-347, 406-407; Vol. 2, pp. 540-541, 628-629
(C) recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.	See Read Well Composition Vols. 1 and 2, capitals and periods: Unit 2, 34, 37, 50, Unit 3, 63, 74, 76, Unit 4, 89, 98, 100, 102, Unit 5, 115, 124, 126, 128, 142, Unit 6, 151, 160, 161, 163, 167, Unit 7, 177, 187, 189, 194, Unit 8, 202, 203, 215, 216, 218, 221, Unit 9, 230, 243, 245, 247, 250, Unit 10, 259, 269, 271, 273, 280, Unit 11, 288, 301, 304, 305, 309, Unit 12, 319, 330, 332, 334, 337, Unit 13, 347, 357, 359, 361, 364, Unit 14, 373, 385, 388, 391, 394, 397 Unit 15, 404, 419, 422, 425, 429 Unit 16, 439, 448, 451, 454, 459 Unit 17, 468,

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	482, 486, 490, 494, 497 Unit 18, 507, 516, 521, 525, 529, 532, Unit 19, 541, 552, 556, 559, 563, Unit 20, 573, 581, 584, 587, 591, Unit 21, 613, 620, Unit 22, 629, 648, 655, Unit 23, 664, 678, 683, 687, Unit 24, 694, 696, 706, 711, 714, 719, Unit 25, 731, 743, 754, Unit 26, 762, 763, 787, Unit 27, 825, Unit 28, 839, 850, 854, 858, 864, Unit 29, 873, 911, Unit 30, 923, 972, Capitals and question marks: Unit 15, 407, Unit 16, 439, 454, Unit 17, 469, Unit 18, 507, 532, Unit 19, 541, Unit 20, 581, Unit 21, 601, Unit 23, 683, Unit 24, 697, Unit 27, 796, 797, Unit 28, 838, Unit 30, 922
(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:	
(A) use phonological knowledge to match sounds to letters to construct known words;	<p>Read Well 1 students learn vowel sounds and consonant digraphs and practice these skills during the daily alphabet chant, and work toward mastery during regular Decoding Practice as well as through the Storybook Stories and related exercises and activities. See TG 15, pp. 12-13, 26-27; TG 18, pp. 12-13, 26-27, 40-41, 52-53. See also My Activity Book 2, pp. 11, 17, 18, 23, 36, 71, and 82. Students learn to recognize Bossy E by an arrow icon in Read Well 1 Decoding Practice. See: TG 34, pp. 8-9, 26-27, 36-37, 50-51; TG 35, pp. 12-13, 26-27, 38-39, 52-53; TG 38, pp. 10-11, 24-25</p> <p>See the list of spelling patterns taught in Read Well 1 Spelling and Writing Conventions in the Spelling and Writing Conventions Teacher's Guide, pp. F59-F63. Students learn the word ending -s in Unit 17 and 18. Vol. 2, pp. 295-296, 301-302, 319, 327. See also Pattern Words activities in Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 46, 60, 78, 97, 110, 127, 143, 160, 179, 197, 213; Vol. 2, pp. 273, 298, 308, 327, 353, 375, 397, 417, 437, 458, 484, 541, 586, 611, 651, 670</p>
(B) use letter-sound patterns to spell:	
(i) consonant-vowel-consonant (CVC) words;	<p>Read Well 1 students learn vowel sounds and consonant digraphs and practice these skills during the daily alphabet chant, and work toward mastery during regular Decoding Practice as well as through the Storybook Stories and related exercises and activities. See TG 15, pp. 12-13, 26-27; TG 18, pp. 12-13, 26-27, 40-41, 52-53. See also My Activity Book 2, pp. 11, 17, 18, 23, 36, 71, and 82. Students learn to recognize Bossy E by an arrow icon in Read Well 1 Decoding Practice. See: TG 34, pp. 8-9, 26-27, 36-37, 50-51; TG 35, pp. 12-13, 26-27, 38-39, 52-53; TG 38, pp. 10-11, 24-25</p> <p>See the list of spelling patterns taught in Read Well 1 Spelling and Writing Conventions in the Spelling and Writing Conventions Teacher's Guide, pp. F59-F63. Students learn the word ending -s in Unit 17 and 18. Vol. 2, pp. 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,</p>

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Grade 1	
	197, 213; Vol. 2, pp. 273, 298, 308, 327, 353, 375, 397, 417, 437, 458, 484, 541, 586, 611, 651, 670
(ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); and	<p>Read Well 1 students learn vowel sounds and consonant digraphs and practice these skills during the daily alphabet chant, and work toward mastery during regular Decoding Practice as well as through the Storybook Stories and related exercises and activities. See TG 15, pp. 12-13, 26-27; TG 18, pp. 12-13, 26-27, 40-41, 52-53. See also My Activity Book 2, pp. 11, 17, 18, 23, 36, 71, and 82. Students learn to recognize Bossy E by an arrow icon in Read Well 1 Decoding Practice. See: TG 34, pp. 8-9, 26-27, 36-37, 50-51; TG 35, pp. 12-13, 26-27, 38-39, 52-53; TG 38, pp. 10-11, 24-25</p> <p>See the list of spelling patterns taught in Read Well 1 Spelling and Writing Conventions in the Spelling and Writing Conventions Teacher's Guide, pp. F59-F63. Students learn the word ending -s in Unit 17 and 18. Vol. 2, pp. 295-296, 301-302, 319, 327. See also Pattern Words activities in Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 46, 60, 78, 97, 110, 127, 143, 160, 179, 197, 213; Vol. 2, pp. 273, 298, 308, 327, 353, 375, 397, 417, 437, 458, 484, 541, 586, 611, 651, 670</p>
(iii) one-syllable words with consonant blends (e.g., "drop");	<p>Read Well 1 students learn vowel sounds and consonant digraphs and practice these skills during the daily alphabet chant, and work toward mastery during regular Decoding Practice as well as through the Storybook Stories and related exercises and activities. See TG 15, pp. 12-13, 26-27; TG 18, pp. 12-13, 26-27, 40-41, 52-53. See also My Activity Book 2, pp. 11, 17, 18, 23, 36, 71, and 82. Students learn to recognize Bossy E by an arrow icon in Read Well 1 Decoding Practice. See: TG 34, pp. 8-9, 26-27, 36-37, 50-51; TG 35, pp. 12-13, 26-27, 38-39, 52-53; TG 38, pp. 10-11, 24-25</p> <p>See the list of spelling patterns taught in Read Well 1 Spelling and Writing Conventions in the Spelling and Writing Conventions Teacher's Guide, pp. F59-F63. Students learn the word ending -s in Unit 17 and 18. Vol. 2, pp. 295-296, 301-302, 319, 327. See also Pattern Words activities in Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 23, 46, 60, 78, 97, 110, 127, 143, 160, 179, 197, 213; Vol. 2, pp. 273, 298, 308, 327, 353, 375, 397, 417, 437, 458, 484, 541, 586, 611, 651, 670</p>
(C) spell high-frequency words from a commonly used list;	In Read Well 1 Spelling and Writing Conventions, students learn and practice 85 of the 100 most commonly used words by children in writing. Students learn spelling patterns and use them to decode words and take part in Dictation activities. See Read Well 1 Spelling and Writing Conventions, Vol. 1, pp. F5-F9, F59- F60
(D) spell base words with inflectional endings (e.g., adding "s" to make words plurals); and	Students learn the word ending -s in Unit 17 and 18. Vol. 2, pp. 295-296, 301-302, 319, 327.

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Grade 1	
(E) use resources to find correct spellings.	Beginning in Read Well 1 Unit 32, students encounter words with known phonetic elements that have yet to be practiced in isolation, and are coached on how to determine meanings based on context. Students learn that context provides important clues for determining meaning. See TG 1, p. 31; TG 2 p. 38; TG 6, p.76; TG 12, p. 90; TG 17, pp. 14, 35; TG 18, pp. 96-97; TG 20, p. 42; TG 21, p. 13, TG 32, p. 8; TG 33, p. 23. Students begin creating their own My Picture Dictionary in Unit 39. See TG 25, p. 25.
(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:	
(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and	The following provide opportunities: See Read Well 1 Composition, where students take notes during Read Alouds and then write a report about what they have learned: Vol. 1, pp. 510-514, 515-530, 673-685, 700-704, 705-717
(B) decide what sources of information might be relevant to answer these questions.	The following provide opportunities: See Read Well 1 Composition, where students take notes during Read Alouds and then write a report about what they have learned: Vol. 1, pp. 510-514, 515-530, 673-685, 700-704, 705-717
(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:	
(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts;	See Read Well 1 Composition, where students take notes during Read Alouds and then write a report about what they have learned: Vol. 1, pp. 510-514, 515-530, 673-685, 700-704, 705-717
(B) use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and	Students look at covers of books, charts, and diagrams to respond to questions and locate information and facts. See TG 5, pp. 14-15; TG 10, pp. 14-15; TG 13, pp. 14-15; TG 17, pp. 14-15; TG 19, pp. 14-15 Read Well 1 Composition students preview and identify expository text features in Read Aloud activities before reading: Vol. 1, pp. 92, 180, 292, 376; Vol. 2, pp. 544, 604, 700, 737, 800
(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).	See Read Well 1 Composition, where students take notes during Read Alouds and then write a report about what they have learned: Vol. 1, pp. 510-514, 515-530, 673-685, 700-704, 705-717
(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students (with adult assistance) are expected to revise the topic as a result of answers to initial research questions.	In Read Well 1 Composition, students reread and revise by adding details and adjusting sentence structure in every piece of writing beginning in Unit 3. See Vol. 1, pp. 248, 307, 427; Vol. 2, pp. 561, 618, 681, 752, 820, 885, 894, 935, 964. Students learn how to use editing and Spell Checkers and Rubrics in Skill Work activities. See Read Well 1 Composition, Vol. 1, pp. 286-287; Vol. 2, pp. 598-599, 626-627, 760-761

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Grade 1	
(26) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.	<p>This is not explicitly addressed in the Read Well 1 program but the following provides opportunities:</p> <p>See Read Well 1 Composition, where students take notes during Read Alouds and then write a report about what they have learned: Vol. 2, pp. 510-514, 515-530, 673-685, 700-704, 705-717</p> <p>Read Well 1 Composition students begin using simple planners in Unit 14 to help guide writing. Planners include outlines, character webs, and story maps. See Read Well 1 Composition, Vol. 1, pp. 212, 214, 217, 267, 269, 271, 273, 382, 384-386; Vol. 2, pp. 479, 482-493, 677, 683</p>
(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:	
(A) listen attentively to speakers and ask relevant questions to clarify information; and	<p>Read Well 1 students participate in discussions about what has been read and are encouraged to ask questions for clarification. Teacher prompts are embedded in the text to facilitate discussion and interaction. See TG 1: 30-36; TG 16: 49-50; TG 18: 22-24, 33-34; TG 20: 8, 22-23, 49-50; TG 24: 17-19; TG 26: 47; TG 28: 35, 47, TG 18, pp. 14-24, 29-34; TG 22, pp. 30-38.</p> <p>See Read Well Plus Story Reading activities where students discuss what is read. Read Well Plus: TG 39, pp. 14-19, 36-39, 50-54; TG 42, pp. 14-17, 30-35, 46-49, 52-62; TG 44, pp. 20-27, 40-45, 62-76; TG 46, pp. 14-19, 32-37, 50-55; TG 47, pp. 14-17, 36-41, 46-49; TG 49, pp. 14-21, 34-39, 52-57</p>
(B) follow, restate, and give oral instructions that involve a short related sequence of actions.	<p>The following provide opportunities: In Read Well 1 Oral Story Retells and Written Retells, students summarize key elements of a story using details and description, and presenting the correct sequence of events. See: TG 1, pp. 35-36; TG 6, pp. 49-50; TG 16, pp. 49-50; TG 17, pp. 37-38; TG 18, pp. 33-44; TG 20, pp. 49-50; TG 34. p. 47.</p>
(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.	<p>See Read Well 1 Spelling and Writing Conventions activities. Specific teaching strategies include explicit instruction, editing exercises, and Spelling Folder activities. See: Spelling and Writing Conventions TG Vol. 1: 71, 75, 88, 91, 94, 104, 110, 120, 127, 153, 157, 193, 210, 233; Vol. 2: 259, 314, 342, 362, 389, 406, 430, 446, 476, 519, 538, 559, 586, 605, 620, 644, 660, 670. See Read Well 1 Composition, where students learn sentence conventions. Vol. 1, pp. 8-9, 34-35, 200-201, 256-257</p>
(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-	<p>Read Well 1 students participate in discussions about what has been read and are encouraged to ask questions for clarification. Teacher prompts are embedded in the text to facilitate discussion and interaction. See TG 1: 30-36; TG 16: 49-50; TG 18: 22-24, 33-34; TG</p>

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Grade 1	
upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	<p>20: 8, 22-23, 49-50; TG 24: 17-19; TG 26: 47; TG 28: 35, 47, TG 18, pp. 14-24, 29-34; TG 22, pp. 30-38.</p> <p>See Read Well Plus Story Reading activities where students discuss what is read. Read Well Plus: TG 39, pp. 14-19, 36-39, 50-54; TG 42, pp. 14-17, 30-35, 46-49, 52-62; TG 44, pp. 20-27, 40-45, 62-76; TG 46, pp. 14-19, 32-37, 50-55; TG 47, pp. 14-17, 36-41, 46-49; TG 49, pp. 14-21, 34-39, 52-57</p>
Figure 19 TAC 110.10(b)	
Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	
(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;	<p>The concepts of fact and fiction are explicitly taught in Read Well 1. These concepts are guided by teacher prompts in Duet and Solo Stories. In addition, fictional and factual stories often occur within the same thematic unit which aids in teaching the distinction. See TG 30 pp. 14-21, 28-33; TG 36, pp. 16-21; TG 37, pp. 14-21.</p> <p>See Getting Started: A Guide to Implementation, pp. 14-16 for a list of the different texts read in the program.</p>
(B) ask literal questions of text;	<p>Students ask and answer questions in every Read Well 1 activity. See guided practice, regular use of a modified K-W-L format, frequent scripting in teacher text, and various Comprehension and Skill activities. See TG 1: 30-36; TG 16: 49-50; TG 18: 22-24, 33-34; TG 20: 8, 22-23, 49-50; TG 24: 17-19; TG 26: 47; TG 28: 35, 47.</p> <p>See Read Well Plus Story reading activities where students ask and answer questions about what is read. Read Well Plus: TG 39, pp. 14-19, 36-39, 50-54; TG 42, pp. 14-17, 30-35, 46-49, 52-62; TG 44, pp. 20-27, 40-45, 62-76; TG 46, pp. 14-19, 32-37, 50-55; TG 47, pp. 14-17, 36-41, 46-49; TG 49, pp. 14-21, 34-39, 52-57</p>
(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);	<p>Read Well 1 students complete Oral Story Retells and Written Retells, where students use sensory details to retell the story. See: TG 1, pp. 35-36; TG 6, pp. 49-50; TG 16, pp. 49-50; TG 17, pp. 37-38; TG 18, pp. 33-44; TG 20, pp. 49-50; TG 34. p. 47.</p>
(D) make inferences about text and use textual evidence to support understanding;	<p>See Read Well 1 in Composition, Vol. 1 TG pp. 14, 15, 40, 41, 43, 66-69, 93-96, 102, 116, 118, 120, 131, 133-134, 136-138, 154, 155, 181-183, 206-209, 214, 215, 234, 235, 237, 262, 266, 275-276, 292, 295-298, 322, 323, 325, 326, 350-353, 376-379, 410, 412, 445, Vol. 2. TG pp. 474, 544-547, 576-579, 604-606, 632-634, 636, 670-672, 700, 766-769, 783-785, 800, 803, 821-823</p>
(E) retell or act out important events in stories in logical order; and	<p>Each Storybook features Oral Story Retells and Written Retells, where students summarize key events of a story in the correct sequence. See: TG 1, pp. 35-36; TG 6, pp. 49-50; TG 16, pp. 49-50; TG 17, pp. 37-38; TG 18, pp. 33-44; TG 20, pp. 49-50; TG 34. p. 47.</p>

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Grade 1	
	<p>See Story reading activities and Comprehension and Skill activities in Read Well Plus: TG 39, pp. 14-19, 36-39, 50-54; TG 42, pp. 14-17, 30-35, 46-49, 52-62; TG 44, pp. 20-27, 40-45, 62-76; TG 46, pp. 14-19, 32-37, 50-55; TG 47, pp. 14-17, 36-41, 46-49; TG 49, pp. 14-21, 34-39, 52-57</p> <p>See Read Aloud activities in Read Well 1 Composition. Teachers prompt students to answer questions about plot in the Read Aloud activity and students perform Oral Story Retells: Vol. 1, pp. 40-43, 118-121, 206-211, 275-278 ; Vol. 2, pp. 544-547, 604-606, 766-770</p> <p>See Read Well 1 reading and Comprehension and Skill activities. TG 5, pp. 20, 29-32; TG 7, p. 17; TG 11, pp. 17-20, 29-32; TG 24, pp. 17-19, 41-42; TG 37, pp. 45-51.</p> <p>Students identify the topic and retell details during Read Aloud activities in Read Well 1 Composition. For expository text examples, see: Vol. 1, pp. 262-266, 292-296, 322-326, 376-381; Vol. 2, pp. 510-514, 668-672, 734-737</p>
(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	<p>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</p>

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Grade 2	
(b) Knowledge and skills.	
(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).	See Read Well 2 Spelling and Writing Conventions, where students learn punctuation, capitalization, and contractions: Vol. 1, pp. 241, 331, 495; Vol. 2, pp. 928, 943, 955, 962, 967. See also spelling activities: Vol. 1, pp. 25-28, 45-49, 117-119, 139-144, 215-220, 347-350, 402-406, 456-459; Vol. 2, pp. 567-572, 657-660, 756-759, 899-902, 1019-1021, 1086-1090.
(2) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A) decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including: (i) single letters (consonants and vowels); (ii) consonant blends (e.g., thr, spl); (iii) consonant digraphs (e.g., ng, ck, ph); and (iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou);	Read Well 2 students learn words with r- controlled vowels, short and long vowels, irregular words, consonant blends, and vowel digraphs. See: See the Read Well 2 Skill Sequence, in Getting Started: A Guide to Implementation, pp. 8-11. See also: TG 2, pp. 14-15; TG 3, p. 14-15; TG 5, pp. 52-53. Sound Practices and Reviews throughout each Read Well 2 Unit are applied to vocabulary words and other new words. In addition, Reading by Analogy activities require students to use knowledge of sounds in familiar words to decode new words. For representative examples, see: TG 1 pp. 18-19, 48-49; TG 3, pp. 48-49; TG 7, pp. 32-33; TG 6, pp. 14-15, 30-31, TG 15, pp. 46-47, 94-95; TG 20, pp.14-15; TG 21, pp. 12-13, 46-47
(B) use common syllabication patterns to decode words including: (i) closed syllable (CVC) (e.g., pic-nic, mon-ster); (ii) open syllable (CV) (e.g., ti-ger); (iii) final stable syllable (e.g., sta-tion, tum-ble); (iv) vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape); (v) r-controlled vowels (e.g., per-fect, cor-ner); and (vi) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal);	Read Well 2 students learn words with r- controlled vowels, short and long vowels, irregular words, consonant blends, and vowel digraphs. See: See the Read Well 2 Skill Sequence, in Getting Started: A Guide to Implementation, pp. 8-11. See also: TG 2, pp. 14-15; TG 3, p. 14-15; TG 5, pp. 52-53. Sound Practices and Reviews throughout each Read Well 2 Unit are applied to vocabulary words and other new words. In addition, Reading by Analogy activities require students to use knowledge of sounds in familiar words to decode new words. For representative examples, see: TG 1 pp. 18-19, 48-49; TG 3, pp. 48-49; TG 7, pp. 32-33; TG 6, pp. 14-15, 30-31, TG 15, pp. 46-47, 94-95; TG 20, pp.14-15; TG 21, pp. 12-13, 46-47
(C) decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant);	Spelling Patterns are explicitly taught in Read Well 2, Spelling and Writing. See: Vol. 1, pp. 8-9,40, 62, 93, 112, 122, 153, 216, 227, 234-235, 261, 282, 301, 333, 340, 429, 443, 489-490, 503, 536, 575, 589, 595, 636, 653, 701, 746, 757, 770, 840, 871, 929, 989, 1042, 1100
(D) read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful);	Read Well 2 students use prefixes and suffixes frequently in most Units. See the Read Well 2 Skill Sequence, in Getting Started: A

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Grade 2	
	Guide to Implementation, pp. 8-11. Read Well 2 does a cumulative review of all affixes taught in Read Well 1: -ed, -en, -es, -ing, -s, etc. See: TG 1 pp. 31, 39; TG 2, pp. 38, 52; TG 8, pp. 14, 44, 85, TG 12, p. 62; TG 22, p. 15, 75. In Unit 17, the teacher explicitly introduces base words. See: TG 17, p.60
(E) identify and read abbreviations (e.g., Mr., Ave.);	Limited opportunity may be found in Read Well 2 Composition Vol. 1, pp. 98, 106, 176, 192, 258, and Vol.2, 482, 543, 578, 750, 754
(F) identify and read contractions (e.g., haven't, it's);	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.
(G) identify and read at least 300 high-frequency words from a commonly used list; and	See Read Well 2 Spelling and Writing Conventions, where students spell high frequency words and learn to recognize irregular sight words: Vol. 1, pp. 25-28, 45-49, 117-119, 139-144, 215-220, 347-350, 402-406, 456-459; Vol. 2, pp. 567-572, 657-660, 756-759, 899-902, 1019-1021, 1086-1090. See also Getting Started: A Guide to Implementation, pp. 2-4. 11-16
(H) monitor accuracy of decoding.	Read Well 2 students read unpracticed text with the teacher each day in the Read Well 2 program. By the end of Unit 12, students have learned all the basic letter/sound correspondences required to read most second grade level text. 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
(3) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:	
(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;	The following provide opportunity: See Read Well 2 Story Reading activities and Comprehension and Skill activities, where students answer questions about plot, setting and main characters: TG 1, pp. 24-27, 32-35; TG 3, pp. 20-23, 42-45; TG 4, pp. 25-29; TG 8, pp. 36-39; TG 11 pp. 25-31; TG 12, pp. 20-25; TG 13, p. 101-107, 117-126; TG 14 pp. 27-31; TG 15, pp. 20-29, 50-57; TG 16, pp. 49-52; TG 17, p. 93; TG 18, pp. 82, 92; TG 20, pp. 33-39, 73-81; TG 21, p. 70; TG 23, pp. 56-65, 76-88; TG 23 pp. 63-69, 83-91; TG 24, pp. 24-27, 36-39, 60-63; TG 25, pp. 18-29, 80-86 See also Fluency Foundations Story Reading activities: TG A-E, pp. 28-30, 100-101, 148-149, 224-225; TG F-J, pp. 80-82, 162-163, 210-212, 280-281 Read Well 2 students frequently use pictures and graphics located within a text to complete comprehension questions. See: TG 2, pp.

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Grade 2	
	<p>32-33, 43; TG 5, pp. 25, 32-33, 47; TG 10, pp. 60-63; TG 17, pp. 30-33; TG 23, pp. 28-29, 99-101</p> <p>Students interpret information from illustrations, symbols, and charts in Fluency Foundations Story Reading and Comprehension and Skill Activities. See Fluency Foundations, TG A-E, pp. 18-19, 25, 44-45, 108, 170-171, 232-233; TG F-J, pp. 39-40, 102-103, 213, 266-267</p>
(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and	<p>See Read Well 2 Story Reading activities and Comprehension and Skill activities, where students ask and answer who, what, where, when, why, and how questions about plot and main characters: TG 1, pp. 24-27, 32-35; TG 3, pp. 20-23, 42-45; TG 4, pp. 25-29; TG 8, pp. 36-39; TG 11 pp. 25-31; TG 12, pp. 20-25; TG 13, p. 101-107, 117-126; TG 14 pp. 27-31; TG 15, pp. 20-29, 50-57; TG 16, pp. 49-52; TG 17, p. 93; TG 18, pp. 82, 92; TG 20, pp. 33-39, 73-81; TG 21, p. 70; TG 23, pp. 56-65, 76-88; TG 23 pp. 63-69, 83-91; TG 24, pp. 24-27, 36-39, 60-63; TG 25, pp. 18-29, 80-86</p> <p>See also Fluency Foundations Story Reading activities: TG A-E, pp. 28-30, 100-101, 148-149, 224-225; TG F-J, pp. 80-82, 162-163, 210-212, 280-281</p> <p>Read Well 2 students answer questions about an expository text in Comprehension and Skill and Story Reading activities. See: TG 5, p. 28; TG 7, pp. 62, 66-73; TG 13, p. 27 ; TG 17, pp. 22-35, 40-59. For main ideas in Read Aloud stories, Units1-25, See Getting Started: A Guide to Implementation, pp. 63-67. Students also complete fact summaries for stories they have read. See: TG 3, pp. 60-61; TG 5, p. 24; TG 10, p.65; TG 20, p. 24</p> <p>See also Fluency Foundations Story Reading and Comprehension and Skill Activities: TG A-E, pp. 18-19, 25, 44-45, 108, 170-171, 232-233; TG F-J, pp. 39-40, 102-103, 213, 266-267</p>
(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	<p>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</p> <p>In Fluency Foundations, students identify the purpose, or the lesson, of a reading selection. See TG A-E, pp. 93, 107. Students learn about organizational structures of stories when completing Written Retells of whole stories and parts of stories in most Read Well 2 Units. For Written Retell examples and other sequencing examples, see: TG 3, pp. 24-25, 68; TG 5, pp. 36-40, 65, 73, 74-75; TG 7, pp. 48-49; TG 8, pp. 50-51; TG 9, p. 77; TG 10, pp. 48-49, 65, 79; TG 12, pp. 28-29; TG 15, p. 92; TG 17, pp. 105-107; TG 18 pp. 55, 72-73, 105; TG 21, pp. 44-45, 60-61, 72-73, 84-85; TG 25, pp. 46-47</p> <p>Students also complete Story Maps: TG 1, pp. 66-67, 68-69; TG 8, p. 42-43; TG 11, pp. 70-71; TG 18, p. 55</p>
(4) Reading/Fluency. Students read grade-level text with fluency and comprehension.	Read Well 2 students read unpracticed text with the teacher each day. Students finger track, read for accuracy, and read for expression

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Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	<p>in the Read Well 2 program. Students undergo timed reading fluency exercises on the last day of each Unit. Scores are tracked by the teacher in each Unit. By the end of Unit 12, students have learned all the basic letter/sound correspondences required to read most second grade level text. See <i>Getting Started, A Guide to Implementation</i>, pp. 8-11 and 25-27. For examples of reading practice and instruction with the teacher and examples of independent reading, see: TG 1, p. 24-27, 32-35; TG 3, 20-23, 42-45; TG 4, pp. 25-29; TG 8, pp.36-39; TG 12, pp. 20-25; TG 15, pp. 20-29, 50-57; TG 16, pp. 49-52; TG 17, p. 93; TG 18, pp. 82, 92; TG 20, pp. 33-39, 73-81; TG 21, p. 70; TG 23, pp. 56-65, 76-88; TG 25, pp. 18-29, 80-86</p> <p>See Fluency Foundations Story Reading activities: TG A-E, pp. 28-30, 100-101, 148-149, 224-225; TG F-J, pp. 80-82, 162-163, 210-212, 280-281</p> <p>Read Well 2 students work with Informational Text throughout the program. The selections get progressively more difficult as the year goes on. See: TG 3, p. 81; TG 5, p. 28; TG 10, p. 59; TG 12, pp. 100-101; TG 13, p. 27</p> <p>See <i>Getting Started: A Guide to Implementation</i> pp. 8-11 for a list of Storybook readings for Units 1-25.</p>
(5) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A) use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow);	See Read Well 2 Spelling and Writing Conventions Vol. 2 pp. 1069, 1074, 1093
(B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;	Students specifically learn how to determine meaning through context in the Read Well 2 program. For specific examples, see: TG 1, p. 31; TG 2 p. 38; TG 6, p.76; TG 12, p. 90; TG 17, pp. 14, 35; TG 18, pp. 96-97; TG 20, p. 42; TG 21, p. 13
(C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning; and	Read Well 2 Composition Vol. 1 p. 66, Read Well 2, Unit 6, Focus Lesson, Exercise 5b, Read Well 2 Composition Vol. 2 p. 964
(D) alphabetize a series of words and use a dictionary or a glossary to find words.	Read Well 2 Composition Vol. 1 p. 130, 272, 279, 302-303, 307-309, 312-313, 352, 354, Vol. 2 pp. 399, 919
(6) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A) identify moral lessons as themes in well-known fables, legends, myths, or	The following provide opportunity: See Read Well 2 Story Reading activities and Comprehension and Skill, where students ask and

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stories; and	answer who, what, where, when, why, and how questions about plot and main characters: TG 1, pp. 24-27, 32-35; TG 3, pp. 20-23, 42-45; TG 4, pp. 25-29; TG 8, pp. 36-39; TG 11 pp. 25-31; TG 12, pp. 20-25; TG 13, p. 101-107, 117-126; TG 14 pp. 27-31; TG 15, pp. 20-29, 50-57; TG 16, pp. 49-52; TG 17, p. 93; TG 18, pp. 82, 92; TG 20, pp. 33-39, 73-81; TG 21, p. 70; TG 23, pp. 56-65, 76-88; TG 23 pp. 63-69, 83-91; TG 24, pp. 24-27, 36-39, 60-63; TG 25, pp. 18-29, 80-86 See also <i>Read Well 2 Written Retells</i> : TG 5, p. 74-75; TG 8, pp. 50-51, TG 17, pp. 105-107; TG 18 p.105
(B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.	Students compare and contrast elements within a text as well as elements in different texts. In Unit 8, students use the Character Comparison Matrix for the first time. In Unit 14, students use the Story Comparison Matrix for the first time. See <i>Story Reading and Comprehension and Skill</i> activities: TG 1, p. 65; TG 6, pp. 72, 80; TG 8, pp. 48-49, 95; TG 12, pp. 21, 50-51; TG 14, pp. 39, 41; TG 22, p. 38 In addition, the <i>Read Well 2</i> program offers recommended reading selections to accompany all Units, with coordinating themes. For example, students learn about Abraham Lincoln in Unit 21, and a suggested reading is a historical fiction piece involving young girl's role in guiding slave to freedom.
(7) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe how rhyme, rhythm, and repetition interact to create images in poetry.	<i>Read Well 2 Composition Vol. 1</i> p. Vol. 2 pp. 491-496, 498-502, 506, 508-509, 514, 520-521, 523-530, 534, 540, 545, 547-551, 553, 556, 561, 562, 564, 565-568, 573-575 See also <i>Read Well 2 Read-Aloud Collection</i> pp. 36-43.
(8) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to identify the elements of dialogue and use them in informal plays.	See <i>Read Well 2 Read-Aloud Collection Unit 4</i> pp. 2-19.
(9) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
(A) describe similarities and differences in the plots and settings of several works by the same author; and	The following provides opportunity for describing similarities and differences. Students compare and contrast elements within a text as well as elements in different texts. In Unit 8, students use the Character Comparison Matrix for the first time. In Unit 14, students use the Story Comparison Matrix for the first time. See <i>Story Reading</i>

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	<p>and Comprehension and Skill activities: TG 1, p. 65; TG 6, pp. 72, 80; TG 8, pp. 48-49, 95; TG 12, pp. 21, 50-51; TG 14, pp. 39, 41; TG 22, p. 38</p> <p>In addition, the Read Well 2 program offers recommended reading selections to accompany all Units, with coordinating themes. For example, students learn about Abraham Lincoln in Unit 21, and a suggested reading is a historical fiction piece involving young girl's role in guiding slaves to freedom.</p>
(B) describe main characters in works of fiction, including their traits, motivations, and feelings.	<p>Read Well 2 students examine characters and answer questions regarding characters' actions, motives, etc.,. See: TG 1, p. 28-29; TG 4, p. 30; TG 6, p. 40; TG 9, p. 22; TG 14, p. 51; TG 18, p. 47, 87; TG 19, p. 56-57; TG 24, p. 62. Students also use the Character Comparison Matrix and the Compare/Contrast Matrix graphic organizers to further examine throughout the program. Unit 8 is folktale- specific. For specific examples, see: TG 1: 67-69; TG 2 p. 40; TG 5: 48-50; TG 8, p. 42, 48; TG 10, p. 77; TG 14, pp. 39-41; TG 15, pp. 44-45, 75, 92 TG 18, p. 55; TG 20, p. 54-55; TG 25, pp. 61-63</p>
(10) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to distinguish between fiction and nonfiction.	<p>The following examples provide opportunity: The Read Well 2 program offers recommended reading selections to accompany all Units, with coordinating themes. For example, in Unit 7 students learn about Western Expansion by reading Tall Tales about John Henry, railroad workers and cowboys, and in Unit 21, they study Abraham Lincoln along with a reading a historical fiction piece involving young girl's role in guiding slaves to freedom.</p>
(11) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).	<p>Students work with Poetry in Read Well 2. See: TG 2, pp. 46-50; TG 13, pp. 59-63, 70-71; TG 14, pp. 94-99; TG 17, pp. 57-59</p>
(12) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.	<p>For examples of reading practice and instruction with the teacher and examples of independent reading, see: TG 1, p. 24-27, 32-35; TG 3, 20-23, 42-45; TG 4, pp. 25-29; TG 8, pp. 36-39; TG 12, pp. 20-25; TG 15, pp. 20-29, 50-57; TG 16, pp. 49-52; TG 17, p. 93; TG 18, pp. 82, 92; TG 20, pp. 33-39, 73-81; TG 21, p. 70; TG 23, pp. 56-65, 76-88; TG 25, pp. 18-29, 80-86</p> <p>Read Well 2 students work with Informational Text throughout the program. The selections get progressively more difficult as the year goes on. See: TG 3, p. 81; TG 5, p. 28; TG 10, p. 59; TG 12, pp. 100-101; TG 13, p. 27</p>

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	See Getting Started: A Guide to Implementation pp. 8-11 for a list of Storybook readings for Units 1-25.
(13) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing the text.	The following examples provide opportunity: The Read Well 2 program offers recommended reading selections to accompany all Units, with coordinating themes. For example, students learn about Abraham Lincoln in Unit 21, and a suggested reading is a historical fiction piece involving young girl's role in guiding slaves to freedom.
(14) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding. Students are expected to:	
(A) identify the main idea in a text and distinguish it from the topic;	Read Well 2 students frequently identify the main idea/topic of an expository text in Comprehension and Skill and Story Reading activities. See: TG 5, p. 28; TG 7, pp. 62, 66-73; TG 13, p. 27; TG 17, pp. 22-35, 40-59. For main ideas in Read Aloud stories, Units 1-25, See Getting Started: A Guide to Implementation, pp. 63-67.
(B) locate the facts that are clearly stated in a text;	For main ideas in Read Aloud stories, Units 1-25, See Getting Started: A Guide to Implementation, pp. 63-67. Students also complete fact summaries for stories they have read. See: TG 3, pp. 60-61; TG 5, p. 24; TG 10, p. 65; TG 20, p. 24 See also Fluency Foundations Story Reading and Comprehension and Skill Activities: TG A-E, pp. 18-19, 25, 44-45, 108, 170-171, 232-233; TG F-J, pp. 39-40, 102-103, 213, 266-267
(C) describe the order of events or ideas in a text; and	See Read Well 2 Comprehension and Skill and Story Reading activities. See: TG 5, p. 28; TG 7, pp. 62, 66-73; TG 13, p. 27 ; TG 17, pp. 22-35, 40-59. For main ideas in Read Aloud stories, Units 1-25, See Getting Started: A Guide to Implementation, pp. 63-67. Students also complete fact summaries for stories they have read. See: TG 3, pp. 60-61; TG 5, p. 24; TG 10, p. 65; TG 20, p. 24
(D) use text features (e.g., table of contents, index, headings) to locate specific information in text.	In all Read Well 2 Units, students review text features of each Storybook with the teacher in the Unit and Story Openers before they start reading, and use these text features to enhance their reading experience. In Unit 1, the teacher explicitly presents the cover, title page, and table of contents. For representative examples, see: TG 1, pp. 20-21; TG 2, p. 16; TG 3, pp. 72, 77; TG 8, p. 35; TG 10 p. 16; TG 13, p. 16; TG 15, p. 65; TG 17, pp. 16-17; TG 18, p. 80; TG 20 p. 16; TG 23, pp. 22; TG 25, pp. 14-15. For text structure instruction and use during Read Alouds, see Getting Started: A Guide to Implementation, p. 63-67.

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	See Fluency Foundations Unit Introductions, TG A-E, pp. 18, 82, 206; TG F-J, pp. 14, 76, 138, 200, 262
(15) Reading/Comprehension of Informational Text/Procedural Text. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	
(A) follow written multi-step directions; and	Read Well 2 Composition Vol. 1 pp. 386
(B) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).	In all Read Well 2 Units, students review text features of each Storybook with the teacher in the Unit and Story Openers before they start reading, and use these text features to enhance their reading experience. In Unit 1, the teacher explicitly presents the cover, title page, and table of contents. For representative examples, see: TG 1, pp. 20-21; TG 2, p. 16; TG 3, pp. 72, 77; TG 8, p. 35; TG 10 p. 16; TG 13, p. 16; TG 15, p. 65; TG 17, pp. 16-17; TG 18, p. 80; TG 20 p. 16; TG 23, pp. 22; TG 25, pp. 14-15. For text structure instruction and use during Read Alouds, see Getting Started: A Guide to Implementation, p. 63-67. See Fluency Foundations Unit Introductions, TG A-E, pp. 18, 82, 206; TG F-J, pp. 14, 76, 138, 200, 262
(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A) recognize different purposes of media (e.g., informational, entertainment);	Opportunity to meet this objective may be found in Read Well 2 Composition TG Vol. 2, pp. 405, 439, 441, 941, 945, 946, 949, 951, 952, 957, 961
(B) describe techniques used to create media messages (e.g., sound, graphics); and	Opportunity to meet this objective may be found in Read Well 2 Composition TG Vol. 2, pp. 405, 439, 441, 941, 945, 946, 949, 951, 952, 957, 961
(C) identify various written conventions for using digital media (e.g., e-mail, website, video game).	Opportunity to meet this objective may be found in Read Well 2 Composition TG Vol. 2, pp. 405, 439, 441, 941, 945, 946, 949, 951, 952, 957, 961
(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	
(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);	Read Well 2 Composition Vol. 1 pp. 33, 35, 44-54, 57, 60, 74-75, 87, 92-94, 97-107, 122, 136, 139, 148, 162-172, 193-197, 240-241, 386-393, Vol. 2 pp. 416, 442-443, 450, 453, 455-457, 459, 467, 470-472, 477, 478, 542-544, 556-562, 573, 601-604, 612, 616, 625-631, 634, 662, 668, 672, 683-694, 697-703, 725-731, 749-750, 752-753, 757, 759, 796-801, 809, 811-813, 822-831, 844, 858, 863-876, 879-882,

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	885-890, 902, 905-906, 929, 933, 934
(B) develop drafts by sequencing ideas through writing sentences;	Read Well 2 Composition Vol. 1 pp. 33, 35, 44-54, 57, 60, 74-75, 87, 92-94, 97-107, 122, 136, 139, 148, 162-172, 193-197, 240-241, 386-393, Vol. 2 pp. 416, 442-443, 450, 453, 455-457, 459, 467, 470-472, 477, 478, 542-544, 556-562, 573, 601-604, 612, 616, 625-631, 634, 662, 668, 672, 683-694, 697-703, 725-731, 749-750, 752-753, 757, 759, 796-801, 809, 811-813, 822-831, 844, 858, 863-876, 879-882, 885-890, 902, 905-906, 929, 933, 934
(C) revise drafts by adding or deleting words, phrases, or sentences;	Read Well 2 activities have Check and Correct boxes which let students self-edit their work. See: TG 1, p. 29; TG 5, p. 81; TG 7, p. 59; TG 11, pp. 29, 79-81, TG 17, pp. 92, 107; TG 23, p. 38-39 See Editing activities in Read Well 2 Spelling and Writing: Vol. 2, pp. 838, 843, 868, 874, 921, 961, 1019, 1068
(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and	Read Well 2 activities have Check and Correct boxes which let students self-edit their work. See: TG 1, p. 29; TG 5, p. 81; TG 7, p. 59; TG 11, pp. 29, 79-81, TG 17, pp. 92, 107; TG 23, p. 38-39 See Editing activities in Read Well 2 Spelling and Writing: Vol. 2, pp. 838, 843, 868, 874, 921, 961, 1019, 1068
(E) publish and share writing with others.	See Read Well 2 Composition Vol. 2 pp. 902, 905-906, 929, 933, 934 for word processing skills.
(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	
(A) write brief stories that include a beginning, middle, and end; and	See Read Well 2 Personal Narrative activities: TG 9, pp. 68-69, 77; TG 10, pp. 79, 82-83, 95, 103; TG 18, pp. 72-73; TG 19, pp. 86-87, 110. Students also write letters to story characters in the Read Well 2 program. See: TG 15, p. 60-61; TG 17, p. 92; TG 24, pp. 38-39, 51, 104-105
(B) write short poems that convey sensory details.	Read Well 2 Composition Vol. 1 p. Vol. 2 pp. 491-496, 498-502, 506, 508-509, 514, 520-521, 523-530, 534, 540, 545, 547-551, 553, 556, 561, 562, 564, 565-568, 573-575
(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	
(A) write brief compositions about topics of interest to the student;	Read Well 2 students create a mini book about President Lincoln's life in Unit 21. See TG 21, pp. 28-29, 44-45, 61, 72-73, 84-85. See also fact summaries in Read Well 2: TG 3, pp. 60-61; TG 5, p. 24; TG 10, p. 65; TG 20, p. 24. See also TG 17, pp. 34-35, 58-59, 62-63, 76-77, 114-115, TG 20, pp. 54-55, 67, 84-85, 98-99, TG 21, pp. 28-29, 44-45, 61, 72-73, 84-85

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(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and	Students write letters to story characters in the Read Well 2 program. See: TG 15, p. 60-61; TG 17, p. 92; TG 24, pp. 38-39, 51, 104-105
(C) write brief comments on literary or informational texts.	The framework of the Read Well 2 program allows students to explicitly express opinions, and relate what they have read to personal experiences in order to enhance retention and understanding of text. See: TG 3, p. 67; TG 8, p. 30; TG 18, pp. 66, 74-75; TG 19 pp. 26-27; TG 21, p. 35-38; TG 22, pp. 36-37
(20) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.	The framework of the Read Well 2 program allows students to explicitly express opinions, and relate what they have read to personal experiences in order to enhance retention and understanding of text. See: TG 3, p. 67; TG 8, p. 30; TG 18, pp. 66, 74-75; TG 19 pp. 26-27; TG 21, p. 35-38; TG 22, pp. 36-37
(21) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:	
(A) understand and use the following parts of speech in the context of reading, writing, and speaking:	
(i) verbs (past, present, and future);	See Read Well 2 Spelling and Writing Conventions: Vol. 1, pp. 376, 420, 424, 443, 476; Vol. 2, pp. 575, 669, 757, 844, 900, 922, 950, 983, 1011, 1016, 1058, 1074, 1086
(ii) nouns (singular/plural, common/proper);	See Read Well 2 Spelling and Writing Conventions: Vol. 1, pp. 376, 420, 424, 443, 476; Vol. 2, pp. 575, 669, 757, 844, 900, 922, 950, 983, 1011, 1016, 1058, 1074, 1086
(iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the);	See Read Well 2 Spelling and Writing Conventions: Vol. 1, pp. 376, 420, 424, 443, 476; Vol. 2, pp. 575, 669, 757, 844, 900, 922, 950, 983, 1011, 1016, 1058, 1074, 1086
(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);	See Read Well 2 Spelling and Writing Conventions: Vol. 1, pp. 376, 420, 424, 443, 476; Vol. 2, pp. 575, 669, 757, 844, 900, 922, 950, 983, 1011, 1016, 1058, 1074, 1086
(v) prepositions and prepositional phrases;	See Read Well 2 Spelling and Writing Conventions: Vol. 1, pp. 376, 420, 424, 443, 476; Vol. 2, pp. 575, 669, 757, 844, 900, 922, 950, 983, 1011, 1016, 1058, 1074, 1086
(vi) pronouns (e.g., he, him); and	See Read Well 2 Spelling and Writing Conventions: Vol. 1, pp. 376, 420, 424, 443, 476; Vol. 2, pp. 575, 669, 757, 844, 900, 922, 950, 983, 1011, 1016, 1058, 1074, 1086
(vii) time-order transition words;	See Read Well 2 Spelling and Writing Conventions: Vol. 1, pp. 376, 420, 424, 443, 476; Vol. 2, pp. 575, 669, 757, 844, 900, 922, 950, 983,

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	1011, 1016, 1058, 1074, 1086
(B) use complete sentences with correct subject-verb agreement; and	See Read Well 2 Spelling and Writing Conventions: Vol. 1, pp. 376, 420, 424, 443, 476; Vol. 2, pp. 575, 669, 757, 844, 900, 922, 950, 983, 1011, 1016, 1058, 1074, 1086
(C) distinguish among declarative and interrogative sentences.	See Read Well 2 Spelling and Writing Conventions: Vol. 1, pp. 376, 420, 424, 443, 476; Vol. 2, pp. 575, 669, 757, 844, 900, 922, 950, 983, 1011, 1016, 1058, 1074, 1086
(22) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	
(A) write legibly leaving appropriate margins for readability;	
(B) use capitalization for: (i) proper nouns; (ii) months and days of the week; and (iii) the salutation and closing of a letter; and	See Read Well 2 Spelling and Writing Conventions, where students learn punctuation, capitalization, and contractions: Vol. 1, pp. 241, 331, 495; Vol. 2, pp. 928, 943, 955, 962, 967. See also spelling activities: Vol. 1, pp. 25-28, 45-49, 117-119, 139-144, 215-220, 347-350, 402-406, 456-459; Vol. 2, pp. 567-572, 657-660, 756-759, 899-902, 1019-1021, 1086-1090.
(C) recognize and use punctuation marks, including: (i) ending punctuation in sentences; (ii) apostrophes and contractions; and (iii) apostrophes and possessives.	See Read Well 2 Spelling and Writing Conventions, where students learn punctuation, capitalization, and contractions: Vol. 1, pp. 241, 331, 495; Vol. 2, pp. 928, 943, 955, 962, 967. See also spelling activities: Vol. 1, pp. 25-28, 45-49, 117-119, 139-144, 215-220, 347-350, 402-406, 456-459; Vol. 2, pp. 567-572, 657-660, 756-759, 899-902, 1019-1021, 1086-1090.
(23) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:	
(A) use phonological knowledge to match sounds to letters to construct unknown words;	Read Well 2 students learn words with r- controlled vowels, short and long vowels, irregular words, consonant blends, and vowel digraphs. See: See the Read Well 2 Skill Sequence, in Getting Started: A Guide to Implementation, pp. 8-11. See also: TG 2, pp. 14-15; TG 3, p. 14-15; TG 5, pp. 52-53
(B) spell words with common orthographic patterns and rules:	
(i) complex consonants (e.g., hard and soft c and g, ck);	Read Well 2 students do Shifty Word Blending in Exercise Books. The first instance of this in Read Well 2 includes the words desk, dusk, duck, muck and much. New Sound Practice, Rhyming Words and Shifty Words are common word categories presented to students. See: TG 1, pp. 18-19, 38-39; TG 2, pp. 38-39, 62-63; TG 3, pp. 28-29, 48-49; TG 5, pp. 15, 31, 66-67; TG 6, pp. 66-67; TG 10, p. 46-47, 80-81; TG 15, p. 47; TG 19, p. 58-59
(ii) r-controlled vowels;	Read Well 2 students learn words with r- controlled vowels, short and long vowels, irregular words, consonant blends, and vowel digraphs. See: See the Read Well 2 Skill Sequence, in Getting Started:

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	A Guide to Implementation, pp. 8-11. See also: TG 2, pp. 14-15; TG 3, p. 14-15; TG 5, pp. 52-53
(iii) long vowels (e.g., VCe-hope); and	Read Well 2 students learn words with r- controlled vowels, short and long vowels, irregular words, consonant blends, and vowel digraphs. See: See the Read Well 2 Skill Sequence, in Getting Started: A Guide to Implementation, pp. 8-11. See also: TG 2, pp. 14-15; TG 3, p. 14-15; TG 5, pp. 52-53
(iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy);	Read Well 2 students learn words with r- controlled vowels, short and long vowels, irregular words, consonant blends, and vowel digraphs. See: See the Read Well 2 Skill Sequence, in Getting Started: A Guide to Implementation, pp. 8-11. See also: TG 2, pp. 14-15; TG 3, p. 14-15; TG 5, pp. 52-53
(C) spell high-frequency words from a commonly used list;	See Read Well 2 Spelling and Writing Conventions, where students spell high frequency words and learn to recognize irregular sight words: Vol. 1, pp. 25-28, 45-49, 117-119, 139-144, 215-220, 347-350, 402-406, 456-459; Vol. 2, pp. 567-572, 657-660, 756-759, 899-902, 1019-1021, 1086-1090. See also Getting Started: A Guide to Implementation, pp. 2-4. 11-16
(D) spell base words with inflectional endings (e.g., -ing and -ed);	Read Well 2 students use prefixes and suffixes frequently in most Units. See the Read Well 2 Skill Sequence, in Getting Started: A Guide to Implementation, pp. 8-11. Read Well 2 does a cumulative review of all affixes taught in Read Well 1: -ed, -en, -es, -ing, -s, etc. See: TG 1 pp. 31, 39; TG 2, pp. 38, 52; TG 8, pp. 14, 44, 85, TG 12, p. 62; TG 22, p. 15, 75. In Unit 17, the teacher explicitly introduces base words. See: TG 17, p. 60
(E) spell simple contractions (e.g., isn't, aren't, can't); and	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.
(F) use resources to find correct spellings.	Read Well 2 Spelling and Writing Conventions Vols. 1 and 2 provide an excellent resource for meeting this standard.
(24) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and	The following provide opportunity: Read Well 2 students create a mini book about President Lincoln's life in Unit 21. See TG 21, pp. 28-29, 44-45, 61, 72-73, 84-85. See also fact summaries in Read Well 2: TG 3, pp. 60-61; TG 5, p. 24; TG 10, p. 65; TG 20, p. 24. See also TG 17, pp. 34-35, 58-59, 62-63, 76-77, 114-115, TG 20, pp. 54-55, 67, 84-85, 98-99, TG 21, pp. 28-29, 44-45, 61, 72-73, 84-85
(B) decide what sources of information might be relevant to answer these questions.	The following provide opportunity: Read Well 2 students create a mini book about President Lincoln's life in Unit 21. See TG 21, pp. 28-29, 44-45, 61, 72-73, 84-85. See also fact summaries in Read Well 2: TG 3, pp. 60-61; TG 5, p. 24; TG 10, p. 65; TG 20, p. 24. See also TG

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	17, pp. 34-35, 58-59, 62-63, 76-77, 114-115, TG 20, pp. 54-55, 67, 84-85, 98-99, TG 21, pp. 28-29, 44-45, 61, 72-73, 84-85
(25) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	
(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts;	The following provide opportunity: Read Well 2 students create a mini book about President Lincoln's life in Unit 21. See TG 21, pp. 28-29, 44-45, 61, 72-73, 84-85. See also fact summaries in Read Well 2: TG 3, pp. 60-61; TG 5, p. 24; TG 10, p. 65; TG 20, p. 24. See also TG 17, pp. 34-35, 58-59, 62-63, 76-77, 114-115, TG 20, pp. 54-55, 67, 84-85, 98-99, TG 21, pp. 28-29, 44-45, 61, 72-73, 84-85
(B) use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and	In all Read Well 2 Units, students review text features of each Storybook with the teacher in the Unit and Story Openers before they start reading, and use these text features to enhance their reading experience. In Unit 1, the teacher explicitly presents the cover, title page, and table of contents. For representative examples, see: TG 1, pp. 20-21; TG 2, p. 16; TG 3, pp. 72, 77; TG 8, p. 35; TG 10 p. 16; TG 13, p. 16; TG 15, p. 65; TG 17, pp. 16-17; TG 18, p. 80; TG 20 p. 16; TG 23, pp. 22; TG 25, pp. 14-15. For text structure instruction and use during Read Alouds, see <i>Getting Started: A Guide to Implementation</i> , p. 63-67. See Fluency Foundations Unit Introductions, TG A-E, pp. 18, 82, 206; TG F-J, pp. 14, 76, 138, 200, 262
(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).	The following provide opportunity: In Read Well 2, students recall what is read to answer questions regarding main characters, settings, and events in Story Reading and Comprehension and Skill activities. See: TG 1, p. 28-29; TG 6, p. 40; TG 7, p. 21; TG 18, pp. 47, 87; TG 19, p. 56-57; TG 24, p. 27
(26) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to revise the topic as a result of answers to initial research questions.	The following provide opportunity: Read Well 2 students create a mini book about President Lincoln's life in Unit 21. See TG 21, pp. 28-29, 44-45, 61, 72-73, 84-85. See also fact summaries in Read Well 2: TG 3, pp. 60-61; TG 5, p. 24; TG 10, p. 65; TG 20, p. 24. See also TG 17, pp. 34-35, 58-59, 62-63, 76-77, 114-115, TG 20, pp. 54-55, 67, 84-85, 98-99, TG 21, pp. 28-29, 44-45, 61, 72-73, 84-85
(27) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.	This is not explicitly addressed in the Read Well 2 program. The following provide opportunity: Read Well 2 students illustrate when completing Written Retells and during Comprehension and Skill activities. See TG 8, pp. 17, 31, 51, 83, 96; TG 12, pp. 26-27; TG 17, pp. 35, 77, 104, 105; TG 24, pp. 83, 103
(28) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal	

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settings. Students continue to apply earlier standards with greater complexity. Students are expected to:	
(A) listen attentively to speakers and ask relevant questions to clarify information; and	See Story Reading activities, where students participate in class discussion about aspects of stories such as plot and main characters: TG 1, pp. 24-27, 32-35; TG 3, pp. 20-23, 42-45; TG 4, pp. 25-29; TG 8, pp. 36-39; TG 12, pp. 20-25; TG 15, pp. 20-29, 50-57; TG 16, pp. 49-52; TG 17, p. 93; TG 18, pp. 82, 92; TG 20, pp. 33-39, 73-81; TG 21, p. 70; TG 23, pp. 56-65, 76-88; TG 25, pp. 18-29, 80-86
(B) follow, restate, and give oral instructions that involve a short related sequence of actions.	See Read Well 2 Composition TG Vol. 1, pp. 348, 351, 364, 378
(29) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.	
(30) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	See Story Reading activities, where students participate in class discussion about aspects of stories such as plot and main characters: TG 1, pp. 24-27, 32-35; TG 3, pp. 20-23, 42-45; TG 4, pp. 25-29; TG 8, pp. 36-39; TG 12, pp. 20-25; TG 15, pp. 20-29, 50-57; TG 16, pp. 49-52; TG 17, p. 93; TG 18, pp. 82, 92; TG 20, pp. 33-39, 73-81; TG 21, p. 70; TG 23, pp. 56-65, 76-88; TG 25, pp. 18-29, 80-86
Figure 19 TAC 110.10(b)	
Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	
(A) establish purposes for reading selected texts based upon content to enhance comprehension;	In Fluency Foundations, students identify the purpose, or the lesson, of a reading selection. See TG A-E, pp. 93, 107. Read Well 2 students determine author's purpose in the following places: TG 4, p. 42; TG 6, pp. 23, 36; TG 10, pp. 26, 70; TG 12, pp. 69, 82, 97; TG 15, pp. 27, 70; TG 24, pp. 25, 49, 91

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(B) ask literal questions of text;	<p>See Read Well 2 Story Reading activities and Comprehension and Skill activities, where students ask and answer who, what, where, when, why, and how questions about plot and main characters: TG 1, pp. 24-27, 32-35; TG 3, pp. 20-23, 42-45; TG 4, pp. 25-29; TG 8, pp. 36-39; TG 11 pp. 25-31; TG 12, pp. 20-25; TG 13, p. 101-107, 117-126; TG 14 pp. 27-31; TG 15, pp. 20-29, 50-57; TG 16, pp. 49-52; TG 17, p. 93; TG 18, pp. 82, 92; TG 20, pp. 33-39, 73-81; TG 21, p.70; TG 23, pp. 56-65, 76-88; TG 23 pp. 63-69, 83-91; TG 24, pp. 24-27, 36-39, 60-63; TG 25, pp. 18-29, 80-86</p> <p>See also Fluency Foundations Story Reading activities: TG A-E, pp. 28-30, 100-101, 148-149, 224-225; TG F-J, pp. 80-82, 162-163, 210-212, 280-281Read Well 2 students answer questions about an expository text in Comprehension and Skill and Story Reading activities. See: TG 5, p. 28; TG 7, pp. 62, 66-73; TG 13, p. 27; TG 17, pp. 22-35, 40-59. For main ideas in Read Aloud stories, Units1-25, See Getting Started: A Guide to Implementation, pp. 63-67. Students also complete fact summaries for stories they have read. See: TG 3, pp. 60-61; TG 5, p. 24; TG 10, p. 65; TG 20, p. 24</p> <p>See also Fluency Foundations Story Reading and Comprehension and Skill Activities: TG A-E, pp. 18-19, 25, 44-45, 108, 170-171, 232-233; TG F-J, pp. 39-40, 102-103, 213, 266-267</p>
(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re- reading a portion aloud, generating questions);	<p>See Read Well 2 Getting Started: A Guide to Implementation, pp. 157-159 for a complete list of vocabulary words taught in the program. Students learn new words and how to determine meaning through context in the Read Well 2 program. For specific examples, see Exercises and Comprehension and Skill activities: TG 1, pp. 30-31; TG 2 pp. 38-39; TG 6, pp.76-77; TG 12, pp. 90-91; TG 17, pp. 14-15, 34-35; TG 18, pp. 96-97; TG 20, pp. 42-43; TG 21, pp. 12-13, 46-47</p> <p>See Fluency Foundations Getting Started: A Guide to Implementation, pp. 10-11; Fluency Foundations Decoding Practice and subsequent Story Reading activities: TG A-E, pp. 34-36, 54-55, 152-156, 214-218, 290-293; TG F-J, pp. 22-26, 78-82, 112-113, 140-144, 216-219</p>
(D) make inferences about text using textual evidence to support understanding;	Students learn to make inference throughout the program's comprehension sections. See selected examples in Read Well 2 Whole Class TG Units 1-11: pp. 2, 14, 24, 29, 146, 148, 410
(E) retell important events in stories in logical order; and	<p>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</p> <p>Students use Written Retells to retell the stories they have read, which includes sequential order, identifying characters and</p>

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	describing setting and plot. See: TG 5, p. 74-75; TG 8, pp. 50-51, TG 17, pp. 105-107
(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	Read Well 2 students make connections when reading expository text in Comprehension and Skill and Story Reading activities. See: TG 5, p. 28; TG 7, pp. 62, 66-73; TG 13, p. 27 ; TG 17, pp. 22-35, 40-59. For main ideas in Read Aloud stories, Units 1-25, See Getting Started: A Guide to Implementation, pp. 63-67.