



Read Well, Grades K-3

Correlated to the Louisiana Student Standards for English Language Arts

June 2018

Read Well correlated to the Louisiana Student Standards for English Language Arts, Grades K-3

Louisiana K-12 Student Standards for English Language Arts	Voyager Read Well Matches
Kindergarten	
Reading Standards for Literature	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about key details in a text.	Read Well K students answer and are encouraged to ask questions regularly. See Duet and Solo Storybook activities, discussion prompts, Story Summaries, and Pocket Chart Retells and other Read Aloud Activities. See: Small Group TG A: 24; TG 6: 16-23, 38-45; TG 7: 16-24, 42-45; TG 8: 16-22, 28-33, 36-40; TG 9: 16-25, 28-37; TG 13: 14-20, 22-24, 29-34, 39-44, 46-47; TG 14: 14-22, 26-45 Whole Class TG, pp. 272, 345, 435, 451, 484, 515, 563, 572, 635, 687, 694, 753, 797, 805, 824, 872, 914, 940, 988, 1021, 1046-1048, 1191, 1192, 1246, 1285, 1318, 1564, 1566, 1583, 1631, 1686, 1740, 1763.
2. With prompting and support, retell familiar stories, including key details.	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
3. With prompting and support, identify characters, settings, and major events in a story.	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
Craft and Structure	
4. Ask and answer questions about unknown words in a text.	In Small Group Storybook activities, new vocabulary is presented with a written definition and a picture. Pictures also appear in Storybook readings. See Small Group TG 2, pp. 16-23, 42-45, TG 9, pp. 16-25, 40-49, TG 15, pp. 14-23, 36-45, TG 20, pp. 14-23, 40-49 Students use ABC Wall Cards and Poem Posters in Whole Class instruction to identify words. See Whole Class TG, pp. 77, 271, 417, 523, 692, 837, 1011-1012, 1084, 1263, 1457, 1600-1601
5. Recognize common types of texts (e.g., storybooks, poems).	Students learn the difference between fiction and nonfiction stories. In the Unit 10-18 review, students are introduced to the vocabulary term "fiction." Students understand that in nonfiction stories they learn facts. Many units provide fiction and nonfiction selections on the same theme or topic. For example, Unit 7 has a nonfiction selection on spider facts and a fiction story, "The Very Busy Spider." See Whole Class Getting Started: A Guide to Implementation: pp. 14-15 for a list of story genres read throughout the RWK curriculum. 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

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	TG, pp. 15-20, 179-186, 914. Small Group TG 6, pp. 16-23; TG 16, pp. 14-25
6. With prompting and support, define the role of the author and the illustrator of a story in telling the story.	Students are introduced to the concept of the front of books before reading. See Whole Class TG, pp. 15, 67, 179, 363, 722, 842. Small Group TG 1, pp. 16-17, 26-27; TG 3, p. 27, 33, 37; TG 10, pp. 33, 40-41
Integration of Knowledge and Ideas	
7. With prompting and support, make connections between the illustrations in the story and the text.	Students use text features, including illustrations, to draw conclusions and make predictions about stories. See Whole Class Read Alouds and related activities, and during Small Group storybook reading. See: Whole Class TG, pp. 665, 722-724. Small Group TG 1, pp. 18-19, 30-32; TG 10, pp. 14-15, 21, 37; TG 11, pp. 16-17, 20-21, 40-43; TG 14, pp. 14-15
8. (Not applicable to literature)	
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	See Oral Story Retells and Pocket Chart Retells. Students examine many different characters across related Unit Themes: Whole Class TG, pp. 265-267, 445-446, 509-510, 629-630, 866-867, 924-925, 982-983, 1098-1099, 1268-1269, 1444-1445. Small Group TG 5, p. 45; TG 9, pp. 48-49; TG 14, p. 45; TG 18, p. 47; TG 20, p. 45
Range of Reading and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and understanding.	See Duet and Solo story reading activities: Small Group TG A: 24; TG 6: 16-23, 38-45; TG 7: 16-24, 42-45; TG 8: 16-22, 28-33, 36-40; TG 9: 16-25, 28-37; TG 13: 14-20, 22-24, 29-34, 39-44, 46-47; TG 14: 14-22, 26-45; Whole Class TG, pp. 272, 345, 435, 451, 484, 515, 563, 572, 635, 687, 694, 753, 797, 805, 824, 872, 914, 940, 988, 1021, 1046-1048, 1191, 1192, 1246, 1285, 1318, 1564, 1566, 1583, 1631, 1686, 1740, 1763.
Reading Standards for Informational Text	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about key details in a text.	Students ask and answer questions with informational text in Whole Class and Small Group reading activities. See Whole Class TG, pp. 322, 376, 435, 677, 737, 1201, 1420-1422. Small Group TG 1, pp. 18-25; TG 5, pp. 18-25; TG 11, pp. 16-25; TG 18, pp. 14-23
2. With prompting and support, identify the main topic and retell key details of a text.	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
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Students make connections 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
Craft and Structure	
4. With prompting and support, ask and answer questions about unknown words in a text.	In Small Group Storybook activities students are prompted to ask and answer questions while reading. New vocabulary is presented with a written definition and a picture. Pictures also appear in Storybook readings. See Small Group TG 2, pp. 16-23,

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	42-45, TG 9, pp. 16-25, 40-49, TG 15, pp. 14-23, 36-45, TG 20, pp. 14-23, 40-49
5. Identify the front cover, back cover, and title page of a book.	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
6. With prompting and support, define the role of the author and the illustrator of a text and present the ideas or information in a text.	See reading selection introductions for nonfiction selections: Whole Class TG, pp. 302, 1201, 1258, 1420
Integration of Knowledge and Ideas	
7. With prompting and support, make connections between the illustrations and the text. <i>provides opportunities</i>	Students use illustrations to make and confirm predictions about stories on a daily basis. See Whole Class Read Alouds and related activities, and Small Group storybook reading. See: Whole Class TG, pp. 665, 722-724. Small Group TG C, pp. 28-29; TG 1, pp. 30-32; TG 3, pp. 29-31; TG 11, pp. 40-43; TG 20, pp. 27-31. See also Journal activities: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 627, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682
8. With prompting and support, identify the reason(s) an author gives to support point(s) in a text.	See expository text reading in Whole Class and Small Group activities. See Whole Class TG, pp. 322, 376, 435, 677, 737, 1201, 1420-1422. Small Group TG 1, pp. 18-25; TG 5, pp. 18-25; TG 11, pp. 16-25; TG 18, pp. 14-23
9. With prompting and support, identify similarities and differences between two texts on the same topic.	Students read different texts on the same/related topic when moving through Unit Themes. For example, the Theme for Units 7, 8 and 9 are related and students read about spiders in Unit 7, worms in Unit 8 and the zoo in Unit 9. In Units 19 and 20, students read about bees and flowers.
Range of Reading and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and understanding.	See expository text reading in Whole Class and Small Group activities. See Whole Class TG, pp. 322, 376, 435, 677, 737, 1201, 1420-1422. Small Group TG 1, pp. 18-25; TG 5, pp. 18-25; TG 11, pp. 16-25; TG 18, pp. 14-23
Reading Standards for Foundational Skills	
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print.	
a. Follow words from left to right, top to bottom, and page by page.	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. Recognize that spoken words are represented in written language by specific sequences of letters.	Read Well K students follow along with oral reading by using left to right finger tracking, in decoding activities, and while creating their own sentences using sentence scrambles and pocket chart sentence building activities. See Whole Class TG, 884-885. Small Group TG A, pp. 15, 26-27; TG 1, pp. 16-17; TG 5, pp. 16-17, 26-27, 46-47; TG 7, pp. 14-15, 46-47

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c. Understand that words are separated by spaces in print.	Students learn to leave appropriate spaces between words in White Board Activities: 495, 581-583, 1112, 1696-1697. See also Handwriting activities: Whole Class TG, pp. 33, 66, 77, 85, 103, 140, 158, 241, 301, 321, 342, 479, 580, 1657, 1667, and Sentence Writing activities: Whole Class TG, pp. 1163, 1635, 1692, 1766, 1767
d. Recognize and name all upper- and lowercase letters of the alphabet.	See Letter Trace and Letter Book activities in Whole Class TG, pp. 21, 29, 187, 199, 249, 257, 429, 438, 550, 559, 672, 680, 791, 800, 1023, 1033, 1136, 1145, 1311, 1321, 1486, 1498. Students continue to develop their knowledge of uppercase and lowercase letters during White Board activities. See Whole Class TG, pp. 644, 996, 1668.
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words.	Students work with rhyming words frequently in Read Well K. See Bean Bag Game, Sorting, and Simon Says activities, Whole Class TG, pp. 219, 619, 678, 857. Students generate rhyming words during Whole Class activities in RWK. See: pp. 315, 347, 619, 678, 915, 1346.
b. Count, pronounce, blend, and segment syllables in spoken words.	See blending and segmenting activities in Stretch and Shrink, Smooth and Bumpy Blending, and Sound Counting activities: Small Group TG 3, pp. 14-15, 26-27, 34-35, 46-47; TG 8, pp. 14-15, 26-27, 34-35, 46-47. Whole Class TG, pp. 126, 154, 609, 620, 639, 647. See Pocket Chart and Jigsaw Puzzle activities, Whole Class TG, p. 706-707, 942-943, 1556. See Whole Class Getting Started, pp. 80-84 for more information on these blending activities.
c. Blend and segment onsets and rimes of single-syllable spoken words.	See blending and segmenting activities in Stretch and Shrink, Smooth and Bumpy Blending, and Sound Counting activities: Small Group TG 3, pp. 14-15, 26-27, 34-35, 46-47; TG 8, pp. 14-15, 26-27, 34-35, 46-47. Whole Class TG, pp. 126, 154, 609, 620, 639, 647. See Pocket Chart and Jigsaw Puzzle activities, Whole Class TG, p. 706-707, 942-943, 1556. See Whole Class Getting Started, pp. 80-84 for more information on these blending activities.
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	Students produce words with the same initial sounds in Whole Class activities in RWK. See Whole Class TG, pp. 464, 465, 586, 798, 798
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	By Unit 20, students have learned 40 of the 100 most commonly used words in the English language. These words are all taught in a decodable sequence. See Whole Class Getting Started: A Guide to Implementation, pp. 18-21, 102-104 See Read Well K ABC Cheer and Poem activities, Whole Class TG, pp. 63, 117, 190, 191,

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	252, 417, 458, 513-514, 597, 820-821, 1299-1302, 1477. See Sound and Word Routines, Small Group TG A, pp. 12-14, 18-19; TG 5, pp. 16-17; TG 12, pp. 12-13; TG 14, pp. 12-13; TG 18, pp. 12-13 See Read Well K White Board and Sentence Writing activities. See: Whole Class TG, pp. 253, 343, 402-403, 495, 581-583, 697, 734-736, 880-881, 876, 1112, 1255-1257, 1279, 1477, 1696-1697.
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	
Fluency	
4. Read emergent-reader texts with purpose and understanding.	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. They then apply this knowledge in decoding activities and while creating their own sentences using sentence scrambles and pocket chart sentence building activities. See Whole Class TG, 884-885. Small Group TG A, pp. 15, 26-27; TG 1, pp. 16-17; TG 5, pp. 16-17, 26-27, 46-47; TG 7, pp. 14-15, 46-47
Writing Standard	
Text Types and Purposes	
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	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
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	See Journal activities: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 627, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682. See also Bookmaking activities: Whole Class TG pp. 447, 511, 568, 631, 689, 749, 810, 926
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	See Journal activities: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 627, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682. See also Bookmaking activities: Whole Class TG pp. 447, 511, 568, 631, 689, 749, 810, 926
Production and Distribution of Writing	
4. Begins in grade 3.	

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5. With guidance and support, orally respond to questions and suggestions from adults and peers and add details to strengthen writing as needed.	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
6. With guidance and support from adults and peers, explore a variety of digital tools in participating in a production of a published writing.	This is not explicitly addressed in the Read Well K program.
Research to Build and Present Knowledge	
7. With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	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
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	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
9. Begins in grade 4.	
Range of Writing	
10. Begins in grade 3.	
Speaking and Listening Standards	
Comprehension and Collaboration	
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	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
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Students ask and answer questions regularly. See oral Duet and Solo Storybook activities, discussion prompts, Story Summaries, and Pocket Chart Retells and other Read Aloud Activities. See: Small Group TG A: 24; TG 6: 16-23, 38-45; TG 7: 16-24, 42-45; TG 8: 16-22, 28-33, 36-40; TG 9: 16-25, 28-37; TG 13: 14-20, 22-24, 29-34, 39-44, 46-47; TG 14: 14-22, 26-45 Whole Class TG, pp. 272, 345, 435, 451, 484, 515, 563, 572, 635, 687, 694, 753, 797, 805, 824, 872, 914, 940, 988, 1021, 1046-1048, 1191, 1192, 1246, 1285, 1318, 1564, 1566, 1583, 1631, 1686, 1740, 1763.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	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.
Presentation of Knowledge and Ideas	
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	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-

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	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
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	See Journal activities and Bookmaking activities, where students draw pictures that correspond with their writing. Whole Class TG, pp. 203-205, 323-324, 329, 506, 627-628, 631, 922, 926, 1096, 1326, 1503, 1564
6. Speak audibly and express thoughts, feelings, and ideas clearly.	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.
Language Standards	
Conventions of Standard English	
<p>1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f. Produce and expand complete sentences in shared language activities.</p>	<p>See Read Well K Handwriting activities: Whole Class TG, pp. 33, 66, 77, 85, 103, 140, 158, 241, 301, 321, 342, 479, 580, 1657, 1667. 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> <p>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</p> <p>Students answer who, what, where, when and how questions in expository text reading activities in Whole Class and Small Group activities. See: Whole Class TG, pp. 665, 722-724. Small Group TG C, pp. 28-29; TG 1, pp. 30-32; TG 3, pp. 29-31; TG 11, pp. 40-43; TG 20, pp. 27-31.</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>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</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>
Knowledge of Language	

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3. Begins in grade 2.	
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. With guidance and support, identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. With guidance and support, use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>	<p>In Small Group Storybook activities, new vocabulary is presented with a written definition and a picture. These words also appear in Storybook readings. See Small Group TG 2, pp. 16-23, 42-45, TG 9, pp. 16-25, 40-49, TG 15, pp. 14-23, 36-45, TG 20, pp. 14-23, 40-49</p> <p>See Whole Class Getting Started: A Guide to Implementation, pp. 102-104 and Small Group Getting Started: A Guide to Implementation, pp. 117-118 for a list of reading and spelling words taught by Unit.</p>
<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>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</p> <p>Students learn to use adjectives when writing. See White Board, Sentence Writing, and Pocket Chart activities: Whole Class TG, pp. 406-407, 443, 494-495, 532, 1038, 1163, 1766, 1767. See Journal activities: Whole Class TG, pp. 204-205, 262-263, 323-324, 506, 685, 980, 1096, 1209, 1326, 1384, 1679, 1682.</p>
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>In Small Group Storybook activities, new words are presented with a written definition and a picture. These words also appear in Storybook readings. See Small Group TG 2, pp. 16-23, 42-45, TG 9, pp. 16-25, 40-49, TG 15, pp. 14-23, 36-45, TG 20, pp. 14-23, 40-49</p> <p>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.</p>

Read Well correlated to the Louisiana Student Standards for English Language Arts, Grades K-3

Louisiana K-12 Student Standards for English Language Arts	Voyager Read Well Matches
Grade 1	
Reading Standards for Literature	
Key Ideas and Details	
1. Ask and answer questions about key details in a 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>
2. a . Retell stories, including key details. b. Recognize and understand the central message or lesson.	<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>
3. Describe characters, settings, and major events in a story, using key details.	<p>Each Storybook features Oral Story Retells and Written Retells, where students describe character, setting, and events of a story. See: TG 1, pp. 35-36; TG 6, pp. 49-50; TG 16, pp. 49-50; TG 17, pp. 37-38; TG 18, pp. 33-44; TG 20, pp. 49-50; TG 34. p. 47.</p> <p>See Read Well Plus Story Reading activities where students where students describe character, setting, and events of a story: TG 39, pp. 14-19, 36-39, 50-54; TG 42, pp. 14-17, 30-35, 46-49, 52-62; TG 44, pp. 20-27, 40-45, 62-76; TG 46, pp. 14-19, 32-37, 50-55; TG 47, pp. 14-17, 36-41, 46-49; TG 49, pp. 14-21, 34-39, 52-57</p> <p>See Read Aloud activities in Read Well 1Composition. Teachers prompt students to answer questions about characters, setting andevents 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>
Craft and Structure	

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Louisiana K-12 Student Standards for English Language Arts	Voyager Read Well Matches
Grade 1	
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	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.
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<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>
6. Identify who is telling the story at various points in a text.	<p>See Read Well 1 teacher scripting in Storybook activities, and questions answered by students in Comprehension and Skill activities. See TG 1: 30-36; TG 16: 49-50; TG 18: 22-24, 33-34; TG 20: 8, 22-23, 49-50; TG 24: 17-19; TG 26: 47; TG 28: 35, 47.</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>
Integration of Knowledge and Ideas	
7. Use illustrations and details in a story to describe its characters, setting, or events. 8. (Not applicable to literature)	<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: 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>
9. Compare and contrast the adventures and experiences of characters in stories.	Students compare during Read Well 1 Story Reading activities: TG 1, pp. 52, 55; TG 6, p. 35; TG 16, p. 19; TG 17, pp. 32, 46; TG 33, pp. 21
Range of Reading and Level of Text Complexity	
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	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,

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Louisiana K-12 Student Standards for English Language Arts	Voyager Read Well Matches
Grade 1	
	<p>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>
Reading Standards for Informational Text	
Key Ideas and Details	
1. Ask and answer questions about key details in a text.	<p>In Read Well 1, see teacher scripting in Storybook activities, and Comprehension and Skill activities. See TG 1: 30-36; TG 16: 49-50; TG 18: 22-24, 33-34; TG 20: 8, 22-23, 49-50; TG 24: 17-19; TG 26: 47; TG 28: 35, 47.</p> <p>See Read Well Plus: TG 39, pp. 14-19, 36-39, 50-54; TG 42, pp. 14-17, 30-35, 46-49, 52-62; TG 44, pp. 20-27, 40-45, 62-76; TG 46, pp. 14-19, 32-37, 50-55; TG 47, pp. 14-17, 36-41, 46-49; TG 49, pp. 14-21, 34-39, 52-57</p> <p>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>
2. Identify the main topic and retell key details of a text.	<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>
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<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>
Craft and Structure	
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<p>Students learn new vocabulary during Decoding Practice and Storybook Introductions. Students then take this knowledge to reading selections, as well as use them to create sentences. Students are encouraged to ask questions for clarification. See nonfiction selections: TG 24, pp. 14-19, 21, 24-27; TG 26, pp. 14-19, 21, 36-37, 50-51; TG 28, pp. 14-19, 21, 26-27, 36-37</p>

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Louisiana K-12 Student Standards for English Language Arts	Voyager Read Well Matches
Grade 1	
	<p>See Read Well 1 Getting Started: A Guide to Implementation, pp. 138-142 for a list of all words taught in Read Well 1, including nouns and verbs, which students use daily.</p> <p>See Read Well 1 Spelling and Writing Conventions, pp. F59-F63 for a list of all words taught in Spelling and Writing Conventions, including nouns and verbs, which students use daily.</p>
<p>5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p>Students look at covers of books, charts, and diagrams to respond to questions and locate information and facts. See TG 5, pp. 14-15; TG 10, pp. 14-15; TG 13, pp. 14-15; TG 17, pp. 14-15; TG 19, pp. 14-15</p> <p>Read Well 1 Composition students preview and identify expository text features in Read Aloud activities before reading: Vol. 1, pp. 92, 180, 292, 376; Vol. 2, pp. 544, 604, 700, 737, 800</p>
<p>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>In Read Well 1, students answer questions about what is read, and also answer questions about text features such as charts, graphs and illustrations. See Storybook and Comprehension and Skill activities: 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. 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 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. Read Well 1 Composition students also identify expository text features: Vol. 1, pp. 92, 180, 292, 376; Vol. 2, pp. 544, 604, 700, 737, 800</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>
Integration of Knowledge and Ideas	
<p>7. Use the illustrations and details in a text to describe its key ideas.</p>	<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>
<p>8. Identify the reasons an author gives to support points in a text.</p>	<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</p>

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Louisiana K-12 Student Standards for English Language Arts	Voyager Read Well Matches
Grade 1	
	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.
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Students read different texts on the same topic when moving through Unit Themes. For example, the Theme for Units 26 and 27 is “Freedom”. Unit 26 focuses on Harriet Tubman and Unit 27 focuses on Dr. Martin Luther King, Jr. The Theme for Units 11, 12 and 13 is “Mammals”. Unit 11 is “All about Mammals”, Unit 12 “Mammal Pets” and Unit 13 “Mammals in Winter”.
Range of Reading and Level of Text Complexity	
10. With prompting and support read informational texts appropriately complex for grade 1.	<p>In Read Well 1, see Storybook activities and Comprehension and Skill activities. See TG 1: 30-36; TG 16: 49-50; TG 18: 22-24, 33-34; TG 20: 8, 22-23, 49-50; TG 24: 17-19; TG 26: 47; TG 28: 35, 47.</p> <p>See reading activities in Read Well 1 Composition. For expository text examples, see: Vol. 1, pp. 262-266, 292-296, 322-326, 376-381; Vol. 2, pp. 510-514, 668-672, 734-737</p> <p>See also Read Well 1 Spelling and Writing Conventions: Vol. 1: 27, 39, 57, 73, 74, 124, 191, 205; Vol. 2: 335, 341, 352, 355, 410, 445, 450, 483, 489, 575, 604, 629, 650, 653.</p>
Reading Standards for Foundational Skills	
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, 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</p> <p>See also Read Well 1 Composition, where students learn sentence conventions. Vol. 1, pp. 8-9, 34-35, 200-201, 256-257</p>
Phonological Awareness	
<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</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>
Phonics and Word Recognition	

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Louisiana K-12 Student Standards for English Language Arts	Voyager Read Well Matches
Grade 1	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</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>
Fluency	
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<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>
Writing Standards	
Text Types and Purposes	
<p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>See Read Well 1 Composition: Vol. 1, pp. 78-80, 166-168, 279-280, 396-398, 496-498; Vol. 2, pp. 654-656, 718-721, 786-788, 863-864, 971-973</p>
<p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>See Read Well 1 Composition, where students write expository text, including reports and journals: Vol. 1, pp. 267-274, 297-307, 308-309; Vol. 2, pp. 705-717, 738-752, 752-753, 876-885. See also Read Well 1 Composition Scope and Sequence for a list of writing activities for the entire program: Getting Started, a Guide to Implementation, pp. 28-32.</p>
<p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>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</p>

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Grade 1	
	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.
Production and Distribution of Writing	
4. Begins in grade 3.	
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	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
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	This is not explicitly addressed in the Read Well 1 program.
Research to Build and Present Knowledge	
7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	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.
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	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
9. Begins in grade 4.	
Range of Writing	
10. Begins in grade 3.	
Speaking and Listening Standards	
Comprehension and Collaboration	
1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	Read Well 1 students participate in discussions about what has been read and are encouraged to ask questions for clarification. Teacher prompts are embedded in the text to facilitate discussion and interaction. See TG 1: 30-36; TG 16: 49-50; TG 18: 22-24, 33-34; TG 20: 8, 22-23, 49-50; TG 24: 17-19; TG 26: 47; TG 28: 35, 47, TG 18, pp. 14-24, 29-34; TG 22, pp. 30-38. See Read Well Plus Story Reading activities where students discuss what is read. Read Well Plus: TG 39, pp. 14-19, 36-39, 50-54; TG 42, pp. 14-17, 30-35, 46-49, 52-62; TG 44, pp. 20-27, 40-45, 62-76; TG 46, pp. 14-19, 32-37, 50-55; TG 47, pp. 14-17, 36-41, 46-49; TG 49, pp. 14-21, 34-39, 52-57
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Read Well 1 students are encouraged to ask questions in every Read Well 1 activity. They are prompted to answer questions orally through the teacher scripting in story reading activities, and during Comprehension and Skill activities. See TG 1: 30-36; TG 16: 49-50; TG 18: 22-24, 33-34; TG 20: 8, 22-23, 49-50; TG 24: 17-19; TG 26: 47; TG 28: 35, 47.

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Grade 1	
	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
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<p>Read Well 1 students are encouraged to ask questions in every Read Well 1 activity. They are prompted to answer questions orally through the teacher scripting in story reading activities, and during Comprehension and Skill activities. See TG 1: 30-36; TG 16: 49-50; TG 18: 22-24, 33-34; TG 20: 8, 22-23, 49-50; TG 24: 17-19; TG 26: 47; TG 28: 35, 47.</p> <p>See Story Reading activities and Comprehension and Skill activities in Read Well Plus: TG 39, pp. 14-19, 36-39, 50-54; TG 42, pp. 14-17, 30-35, 46-49, 52-62; TG 44, pp. 20-27, 40-45, 62-76; TG 46, pp. 14-19, 32-37, 50-55; TG 47, pp. 14-17, 36-41, 46-49; TG 49, pp. 14-21, 34-39, 52-57</p>
Presentation of Knowledge and Ideas	
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<p>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> <p>See Read Aloud activities in Read Well 1 Composition. Teachers prompt students to answer questions about characters, details and events in the Read Aloud activities, and students also perform Oral Story Retells: Vol. 1, pp. 40-43, 118-121, 206-211, 275-278 ; Vol. 2, pp. 544-547, 604-606, 766-770</p>
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<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>
6. Produce complete sentences when appropriate to task, audience, and situation.	<p>See Read Well 1 Spelling and Writing Conventions activities. Specific teaching strategies include explicit instruction, editing exercises, and Spelling Folder activities. See: Spelling and Writing Conventions TG Vol. 1: 71, 75, 88, 91, 94, 104, 110, 120, 127, 153, 157, 193, 210, 233; Vol. 2: 259, 314, 342, 362, 389, 406, 430, 446, 476, 519, 538, 559, 586, 605, 620, 644, 660, 670</p> <p>See Read Well 1 Composition, where students learn sentence conventions. Vol. 1, pp. 8-9, 34-35, 200-201, 256-257</p>
Language Skills	
Conventions of Standard English	

Read Well correlated to the Louisiana Student Standards for English Language Arts, Grades K-3

Louisiana K-12 Student Standards for English Language Arts	Voyager Read Well Matches
Grade 1	
<p>1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Legibly print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal and possessive pronouns (e.g., I, me, my; they, them, their). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 	<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> <p>See also Read Well 1 Spelling and Writing Conventions: Vol. 1: 7, 44, 62, 64, 79, 82, 92, 98, 106, 114, 125, 160, 214, 230, 235; Vol. 2: 274, 278, 317, 321, 339, 412, 418, 557, 580, 603, 622, 642, 665.</p> <p>See also Handwriting activities in Read Well 1 Composition, where students learn to write legibly and then apply this skill to their compositions: Vol. 1, pp. 88-89, 176-177, 258-259, 346-347, 406-407; Vol. 2, pp. 540-541, 628-629</p> <p>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</p> <p>See Read Well 1 Composition, where students learn sentence conventions. Vol. 1, pp. 8-9, 34-35, 200-201, 256-257</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<p>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.</p> <p>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.</p> <p>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</p> <p>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</p>

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Louisiana K-12 Student Standards for English Language Arts	Voyager Read Well Matches
Grade 1	
	Read Well 1 Spelling and Writing Conventions, Vol. 1, pp. F5-F9, F59- F60
Knowledge of Language	
3. Begins in grade 2.	
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use knowledge of frequently occurring affixes (prefixes and suffixes) to interpret the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<p>Beginning in Read Well 1 Unit 32, students encounter words with known phonetic elements that have yet to be practiced in isolation, and are coached on how to determine meanings based on context. Students learn that context provides important clues for determining meaning. See TG 1, p. 31; TG 2 p. 38; TG 6, p.76; TG 12, p. 90; TG 17, pp. 14, 35; TG 18, pp. 96-97; TG 20, p. 42; TG 21, p. 13, TG 32, p. 8; TG 33, p. 23. Students begin creating their own My Picture Dictionary in Unit 39. See TG 25, p. 25.</p> <p>The following affixes and their meanings are introduced in the Read Well 1 program: -ed, -en, -er, -es, -est, -ing, -ly, -s, -y, -tion, re-, un-, ex-, -ful, o-, bi-, de-, -able, i-, be-, dis-, -ous. See TG 20, pp. 12-13, 53; TG 25, pp. 12-13; TG 28, pp. 26-27.</p> <p>See also: Spelling and Writing Conventions Teacher's Guide Vol. 2 pp. 394, 408, 648, 667-668.</p>
<p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<p>See Vocabulary activities in Read Well 1 Spelling and Writing Conventions: Vol. 1, pp. 56, 63, 80, 126, 156, 174, 191, 227, 239; Vol. 2, pp. 275, 347, 366, 413, 439, 494, 502, 558, 569, 607, 643, 650, 659</p>
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<p>Students learn new vocabulary during Decoding Practice story reading activities, and Comprehension and Skill activities. See TG 1: 30-36; TG 14, pp. 14-15; TG 16: 49-50; TG 18: 22-24, 33-34; TG 19, pp. 14-20; TG 20, pp. 8, 14-15, 22-23, 49-50; TG 21, pp. 14-18, 26-27, 28-31, 32; TG 24: 17-19; TG 26: 47; TG 28: 35, 47.</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 during Story Reading and Decoding Practice.</p>

Read Well correlated to the Louisiana Student Standards for English Language Arts, Grades K-3

Louisiana K-12 Student Standards for English Language Arts	Voyager Read Well Matches
Grade 2	
Reading Standards for Literature	
Key Ideas and Details	
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a 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, 280-281</p>
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<p>See Read Well 2 Story Reading activities and Comprehension and Skill, where students ask and answer who, what, where, when, why, and how questions about plot and main characters: TG 1, pp. 24-27, 32-35; TG 3, pp. 20-23, 42-45; TG 4, pp. 25-29; TG 8, pp. 36-39; TG 11 pp. 25-31; TG 12, pp. 20-25; TG 13, p. 101-107, 117-126; TG 14 pp. 27-31; TG 15, pp. 20-29, 50-57; TG 16, pp. 49-52; TG 17, p. 93; TG 18, pp. 82, 92; TG 20, pp. 33-39, 73-81; TG 21, p. 70; TG 23, pp. 56-65, 76-88; TG 23 pp. 63-69, 83-91; TG 24, pp. 24-27, 36-39, 60-63; TG 25, pp. 18-29, 80-86</p> <p>See also Read Well 2 Written Retells: TG 5, p. 74-75; TG 8, pp. 50-51, TG 17, pp. 105-107; TG 18 p. 105</p>
3. Describe how characters in a story respond to major events and challenges.	<p>Read Well 2 students answer questions regarding characters' actions, motives, etc., see: TG 1, p. 28-29; TG 4, p. 30; TG 6, p. 40; TG 9, p. 22; TG 14, p. 51; TG 18, p. 47, 87; TG 19, p. 56-57; TG 24, p. 62. Students also use the Character Comparison Matrix and the Compare/Contrast Matrix graphic organizers to further examine throughout the program. Unit 8 is folktale- specific. For specific examples, see: TG 1: 67-69; TG 2 p. 40; TG 5: 48-50; TG 8, p. 42, 48; TG 10, p. 77; TG 14, pp. 39-41; TG 15, pp. 44-45, 75, 92 TG 18, p. 55; TG 20, p. 54-55; TG 25, pp. 61-63</p>
Craft and Structure	
4. Describe how words and phrases supply rhythm and meaning in a poem or song; determine the meaning of words and phrases as they are used in text.	<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>
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<p>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.</p>

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Louisiana K-12 Student Standards for English Language Arts	Voyager Read Well Matches
Grade 2	
	<p>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 compete Story Maps: TG 1, pp. 66-67, 68-69; TG 8, p. 42-43; TG 11, pp. 70-71; TG18, p. 55</p>
<p>6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>Read Well 2 students examine characters. See: TG 1, p. 28-29; TG 4, p. 30; TG 6, p. 40; TG 9, p. 22; TG 14, p. 51; TG 18, p. 47, 87; TG 19, p. 56-57; TG 24, p. 62. Students also use the Character Comparison Matrix and the Compare/Contrast Matrix graphic organizers to further examine throughout the program. Unit 8 is folktale- specific. For specific examples, see: TG 1: 67-69; TG 2 p. 40; TG 5: 48-50; TG 8, p. 42, 48; TG 10, p. 77; TG 14, pp. 39-41; TG 15, pp. 44-45, 75, 92 TG 18, p. 55; TG 20, p. 54-55; TG 25, pp. 61-63</p>
Integration of Knowledge and Ideas	
<p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>See Read Well 2 Story Reading activities and Comprehension and Skill activities, where students answer questions about plot, setting and main characters: TG 1, pp. 24-27, 32-35; TG 3, pp. 20-23, 42-45; TG 4, pp. 25-29; TG 8, pp. 36-39; TG 11 pp. 25-31; TG 12, pp. 20-25; TG 13, p. 101-107, 117-126; TG 14 pp. 27-31; TG 15, pp. 20-29, 50-57; TG 16, pp. 49-52; TG 17, p. 93; TG 18, pp. 82, 92; TG 20, pp. 33-39, 73-81; TG 21, p. 70; TG 23, pp. 56-65, 76-88; TG 23 pp. 63-69, 83-91; TG 24, pp. 24-27, 36-39, 60-63; TG 25, pp. 18-29, 80-86</p> <p>See also Fluency Foundations Story Reading activities: TG A-E, pp. 28-30, 100-101, 148-149, 224-225; TG F-J, pp. 80-82, 162-163, 210-212, 280-281</p>
<p>8. (Not applicable to literature)</p>	
<p>9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. <i>provides opportunities</i></p>	<p>Students compare and contrast elements within a text as well as elements in different texts. In Unit 8, students use the Character Comparison Matrix for the first time. In Unit 14, students use the Story Comparison Matrix for the first time. See Story Reading and Comprehension and Skill activities: TG 1, p. 65; TG 6, pp. 72, 80; TG 8, pp. 48-49, 95; TG 12, pp. 21, 50-51; TG 14, pp. 39, 41; TG 22, p. 38</p> <p>In addition, the Read Well 2 program offers recommended reading selections to accompany all Units, with coordinating themes. For example, students learn about Abraham Lincoln in Unit 21, and a suggested reading is a historical fiction piece involving young girl's role in guiding slaves to freedom.</p>
Range of Reading and Level of Text Complexity	
<p>10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Read Well 2 students read unpracticed text with the teacher each day. Students finger track, read for accuracy, and read for expression in the Read Well 2 program. Students undergo timed reading fluency exercises on the last day of each Unit. Scores are tracked by the teacher in each Unit. 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</p>

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Louisiana K-12 Student Standards for English Language Arts	Voyager Read Well Matches
Grade 2	
	<p>Implementation, pp. 8-11 and 25-27. For examples of reading practice and instruction with the teacher and examples of independent reading, see: TG 1, p. 24-27, 32-35; TG 3, 20-23, 42-45; TG 4, pp. 25-29; TG 8, pp. 36-39; TG 12, pp. 20-25; TG 15, pp. 20-29, 50-57; TG 16, pp. 49-52; TG 17, p. 93; TG 18, pp. 82, 92; TG 20, pp. 33-39, 73-81; TG 21, p. 70; TG 23, pp. 56-65, 76-88; TG 25, pp. 18-29, 80-86</p> <p>See Fluency Foundations Story Reading activities: TG A-E, pp. 28-30, 100-101, 148-149, 224-225; TG F-J, pp. 80-82, 162-163, 210-212, 280-281</p>
Reading Standards for Informational Text	
Key Ideas and Details	
<p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</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, Units 1-25, See Getting Started: A Guide to Implementation, pp. 63-67. Students also complete fact summaries for stories they have read. See: TG 3, pp. 60-61; TG 5, p. 24; TG 10, p. 65; TG 20, p. 24</p> <p>See also Fluency Foundations Story Reading and Comprehension and Skill Activities: TG A-E, pp. 18-19, 25, 44-45, 108, 170-171, 232-233; TG F-J, pp. 39-40, 102-103, 213, 266-267</p>
<p>2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>	<p>Read Well 2 students frequently identify the main idea/topic of an expository text in Comprehension and Skill and Story Reading activities. See: TG 5, p. 28; TG 7, pp. 62, 66-73; TG 13, p. 27 ; TG 17, pp. 22-35, 40-59. For main ideas in Read Aloud stories, Units 1-25, See Getting Started: A Guide to Implementation, pp. 63-67.</p>
<p>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>Read Well 2 students make connections when reading expository text in Comprehension and Skill and Story Reading activities. See: TG 5, p. 28; TG 7, pp. 62, 66-73; TG 13, p. 27 ; TG 17, pp. 22-35, 40-59. For main ideas in Read Aloud stories, Units 1-25, See Getting Started: A Guide to Implementation, pp. 63-67.</p>
Craft and Structure	
<p>4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<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.</p>

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Louisiana K-12 Student Standards for English Language Arts	Voyager Read Well Matches
Grade 2	
	34-36, 54-55, 152-156, 214-218, 290-293; TG F-J, pp. 22-26, 78-82, 112-113, 140-144, 216-219
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	<p>In all Read Well 2 Units, students review text features of each Storybook with the teacher in the Unit and Story Openers before they start reading, and use these text features to enhance their reading experience. In Unit 1, the teacher explicitly presents the cover, title page, and table of contents. For representative examples, see: TG 1, pp. 20-21; TG 2, p. 16; TG 3, pp. 72, 77; TG 8, p. 35; TG 10 p. 16; TG 13, p. 16; TG 15, p. 65; TG 17, pp. 16-17; TG 18, p. 80; TG 20 p. 16; TG 23, pp. 22; TG 25, pp. 14-15. For text structure instruction and use during Read Alouds, see Getting Started: A Guide to Implementation, p. 63-67.</p> <p>See Fluency Foundations Unit Introductions, TG A-E, pp. 18, 82, 206; TG F-J, pp. 14, 76, 138, 200, 262</p>
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<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.</p>
Integration of Knowledge and Ideas	
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<p>Read Well 2 students frequently use pictures and graphics located within a text to complete comprehension questions. See: TG 2, pp. 32-33, 43; TG 5, pp. 25, 32-33, 47; TG 10, pp. 60-63; TG 17, pp. 30-33; TG 23, pp. 28-29, 99-101</p> <p>Students interpret information from illustrations, symbols, and charts in Fluency Foundations Story Reading and Comprehension and Skill Activities. See Fluency Foundations, TG A-E, pp. 18-19, 25, 44-45, 108, 170-171, 232-233; TG F-J, pp. 39-40, 102-103, 213, 266-267</p>
8. Describe how reasons or evidence support specific points the author makes in a text.	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
9. Compare and contrast the most important points presented by two texts on the same topic.	Students use the Compare/Contrast Matrix graphic organizers to compare and contrast throughout the program. For specific examples, see: TG 8, pp. 48-49, 95; TG 10, p. 77; TG 14, pp. 39-41
Range of Reading and Level of Text Complexity	
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	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

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Grade 2	
	See Getting Started: A Guide to Implementation pp. 8-11 for a list of Storybook readings for Units 1-25.
Reading Standards for Foundational Skills	
Print Concepts	
1. Mastered in grade 1.	
Phonological Awareness	
2. Mastered in grade 1.	
Phonics and Word Recognition	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Read Well 2 students learn words with r- controlled vowels, short and long vowels, irregular words, consonant blends, and vowel digraphs. See: See the Read Well 2 Skill Sequence, in Getting Started: A Guide to Implementation, pp. 8-11. See also: TG 2, pp. 14-15; TG 3, p. 14-15; TG 5, pp. 52-53</p> <p>Read Well 2 students use prefixes and suffixes frequently in most Units. See the Read Well 2 Skill Sequence, in Getting Started: A Guide to Implementation, pp. 8-11. Read Well 2 does a cumulative review of all affixes taught in Read Well 1: -ed, -en, -es, -ing, -s, etc. See: TG 1 pp. 31, 39; TG 2, pp. 38, 52; TG 8, pp. 14, 44, 85, TG 12, p. 62; TG 22, p. 15, 75. In Unit 17, the teacher explicitly introduces base words. See: TG 17, p. 60</p> <p>Sound Practices and Reviews throughout each Read Well 2 Unit are applied to vocabulary words and other new words. In addition, Reading by Analogy activities require students to use knowledge of sounds in familiar words to decode new words. For representative examples, see: TG 1 pp. 18-19, 48-49; TG 3, pp. 48-49; TG 7, pp. 32-33; TG 6, pp. 14-15, 30-31, TG 15, pp. 46-47, 94-95; TG 20, pp.14-15; TG 21, pp. 12-13, 46-47</p> <p>See Read Well 2 Spelling and Writing Conventions, where students spell high frequency words and learn to recognize irregular sight words: Vol. 1, pp. 25-28, 45-49, 117-119, 139-144, 215-220, 347-350, 402-406, 456-459; Vol. 2, pp. 567-572, 657-660, 756-759, 899-902, 1019-1021, 1086-1090. See also Getting Started: A Guide to Implementation, pp. 2-4. 11-16</p> <p>Spelling Patterns are explicitly taught in Read Well 2, Spelling and Writing. See: Vol. 1, pp. 8-9, 40, 62, 93, 112, 122, 153, 216, 227, 234-235, 261, 282, 301, 333, 340, 429, 443, 489-490, 503, 536, 575, 589, 595, 636, 653, 701, 746, 757, 770, 840, 871, 929, 989, 1042, 1100</p>
Fluency	
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>Read Well 2 students read unpracticed text with the teacher each day and are consistently reminded to finger track, read aloud and to themselves for accuracy, and read for expression when reading aloud in the Read Well 2 program. Additionally, students undergo timed reading fluency exercises on the last</p>

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Grade 2	
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>day of each Unit. Scores are tracked by the teacher in each Unit. By the end of Unit 12, students have learned all the basic letter/sound correspondences required to read most second grade level text. See Getting Started, A Guide to Implementation, pp. 25-27. For examples of reading practice and instruction with the teacher and examples of independent reading, see Read Well 2: TG 1, p. 24-27, 32-35; TG 3, 20-23, 42-45; TG 4, pp. 25-29; TG 8, pp. 36-39; TG 12, pp. 20-25; TG 15, pp. 20-29, 50-57; TG 16, pp. 49-52; TG 17, p. 93; TG 18, pp. 82, 92; TG 20, pp. 33-39, 73-81; TG 21, p. 70; TG 23, pp. 56-65, 76-88; TG 25, pp. 18-29, 80-86</p>
Writing Standards	
Text Types and Purposes	
<p>1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>The framework of the Read Well 2 program allows students to explicitly express opinions, and relate what they have read to personal experiences in order to enhance retention and understanding of text. See: TG 3, p. 67; TG 8, p. 30; TG 18, pp. 66, 74-75; TG 19 pp. 26-27; TG 21, p. 35-38; TG 22, pp. 36-37</p> <p>Comp: U2: W2: D1: 253-261, D2: 262-269, D3: 270-275, D4: 276-279, D5: 280-284, U5: W2: D5: 543-548, U7: W1: D1: 613-621, D3: 634-638, D4: 639-644, D5: 645-650, W2: D1: 651-659, D2: 660-664, D3: 665-669, D4: 670-675, D5: 676-678</p>
<p>2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>Read Well 2 students create a mini book about President Lincoln's life in Unit 21. See TG 21, pp. 28-29, 44-45, 61, 72-73, 84-85. See also fact summaries in Read Well 2: TG 3, pp. 60-61; TG 5, p. 24; TG 10, p. 65; TG 20, p. 24. See also TG 17, pp. 34-35, 58-59, 62-63, 76-77, 114-115, TG 20, pp. 54-55, 67, 84-85, 98-99, TG 21, pp. 28-29, 44-45, 61, 72-73, 84-85</p> <p>Comp: U1: W1: D1: 151-157, D2: 158-164, D3: 165-169, D4: 170-177, D5: 178-181, W2: D1: 182-185, D2: 186-190, D3: 191-197, D4: 198-205, D5: 206-210, U2: W1: D1: 215-216, U5: W2: D1: 518-524, D2: 525-529, D3: 530-537, D4: 538-542, U6: W1: D1: 553-560, D2: 561-566, D3: 567-572, D4: 573-578, D5: 579-583, W2: D1: 584-588, D2: 589-595, D3: 596-601, D4: 602-605, U9: W1: D1: 775-785, D2: 786-793, D3: 794-800, D4: 801-808, D5: 809-814, W2: D1: 815-822, D2: 823-830, D3: 831-840, D4: 841-847, D5: 848-853, W3: D1: 854-860, D2: 861-865, D3: 866-870, D4: 871-874, D5: 875-878, W4: D1: 879-883, D2: 884-887, D3: 889-891, D4: 892-893, D5: 894-895</p>
<p>3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>See Read Well 2 Personal Narrative activities: TG 9, pp. 68-69, 77; TG 10, pp. 79, 82-83, 95, 103; TG 18, pp. 72-73; TG 19, pp. 86-87, 110.</p> <p>Students also write letters to story characters in the Read Well 2 program. See: TG 15, p. 60-61; TG 17, p. 92; TG 24, pp. 38-39, 51, 104-105</p>

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Grade 2	
	<p>Comp: UA: W1: D5: 44-45, 47, UB: W1: D1: 87-91, D2: 92-96, D3: 97-102, D4: 105-109, W2: D1: 116-121, D2: 122-128, D3: 129-134, D4: 135-140, D5: 141-145, U2: W1: D1: 215-223, D2: 224-231, D4: 240-246, D5: 247-252, W2: D5: 280-284, U3: W1: D3: 307-313, D4: 314-321, D5: 322-326, W2: D1: 327-334, D2: 335-340, D3: 341-349, D4: 350-356, U4: W1: D1: 363-368, D2: 369-374, D3: 375-380, D4: 381-388, D5: 389-395, W2: D1: 397-403, D2: 404-410, D3: 411-419, D4: 420-426, D5: 427-437, W3: D1: 438-443, D2: 444-449, D3: 450-459, D4: 460-466, U5: W1: D1: 475-486, D2: 487-496, D3: 497-504, D4: 505-509, D5: 510-517, W2: D5: 543-548, U8: W1: D1: 683-688, D2: 689-694, D3: 695-700, D4: 701-707, D5: 708-712, W2: D1: 713-718, D2: 719-724, D3: 725-729, D4: 730-736, D5: 737-740, W3: D1: 741-746, D2: 747-752, D3: 753-758, D4: 759-765, D5: 766-770, U11: W1: D1: 997-1004, D2: 1005-1013, D3: 1014-1020, D4: 1021-1025, D5: 1026-1031, W2: D1: 1032-1034, D2: 1035-1038, D3: 1039-1043, D4: 1044-1046, D5: 1047-1049</p>
Production and Distribution of Writing	
4. Begins in grade 3.	
<p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>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</p> <p>See Editing activities in Read Well 2 Spelling and Writing: Vol. 2, pp. 838, 843, 868, 874, 921, 961, 1019, 1068</p> <p>Comp: UA: W1: D4: 35-36, 40-41, W2: D4: 70-74, D5: 76-81, UB: W1: D2: 92-96, D2: 97-103, D4: 104-109, W2: D1: 116-121, D2: 122-128, W2: D3: 129-134, D4: 135-140, D5: 141-145, U1: W1: D1: 157, D2: 158-164, D3: 165-169, W2: D1: 182-185, D2: 186-190, D3: 191-197, D4: 198-205, D5: 206-210, U2: W1: D1: 215-223, D2: 229-231, D3: 232-239, D5: 247-252, W2: D1: 253-261, D2: 262-269, D4: 276-279, D5: 280-284, U3: W1: D2: 301-305, D3: 307-313, D4: 314-321, D5: 322-326, W2: D1: 327-334, D2: 335-340, D3: 341-349, D4: 350-356, U4: W1: D3: 375-380, D4: 381-388, W2: D1: 397-403, D2: 404-410, D3: 411-419, D4: 420-426, D5: 427-437, W3: D1: 438-443, D3: 450-459, D4: 460-466, U5: W1: D1: 475-486, D2: 487-496, D4: 505-509, W2: D1: 518-524, D2: 525-529, D3: 530-537, D4: 538-542, D5: 543-548, U6: W1: D2: 561-566, D4: 573-578, W2: D2: 589-595, D3: 596-601, D4: 602-605, U7: W1: D1: 617-621, D2: 622-633, D3: 634-638, D4: 639-644, D5: 645-650, W2: D1: 651-659, D2: 660-664, D3: 665-669, D4: 670-675, U8: W1: D3: 695-700, D4: 701-707, D5: 708-712, W2: D1: 713-718, D2: 719-724, D3: 725-729, D4: 730-736, D5: 737-740, W3: D1: 741-746, D2: 747-752, D4: 759-765, D5: 766-770, U9: W1: D5: 809-814, W2: D2: 823-830, D4: 841-847, D5: 848-853, W3: D1: 854-860, D2: 861-865, D4: 871-874, D5: 875-878, W4: D1: 879-883, D2: 884-887, D3: 889-891, D4: 892-893, U10: W2: D4: 957-963, W3: D1: 969-974, D3: 981-985,</p>

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Grade 2	
	U11: W1: D1: 997-1004, D2: 1005-1013, D3: 1014-1020, D4: 1021-1025, W2: D3: 1039-1043, D4: 1044-1046, D5: 1047-1049
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Comp: UB: W2: D5: 142, 145, U1: W2: D5: 206-210, U4: W3: D4: 462, D5: 467-470, U7: W2: D3: 667, U9: W4: D2: 884-887, D3: 889-891, D4: 892-893, D5: 894-895, U11: W2: D4: 1044-1046, D5: 1047-1049, SU1: D1: 1055-1060, D2: 1061-1067, D3: 1068-1076, D4: 1077-1081, D5: 1082-1086
Research to Build and Present Knowledge	
7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	<p>Read Well 2 students create a mini book about President Lincoln's life in Unit 21. See TG 21, pp. 28-29, 44-45, 61, 72-73, 84-85. See also fact summaries in Read Well 2: TG 3, pp. 60-61; TG 5, p. 24; TG 10, p. 65; TG 20, p. 24. See also TG 17, pp. 34-35, 58-59, 62-63, 76-77, 114-115, TG 20, pp. 54-55, 67, 84-85, 98-99, TG 21, pp. 28-29, 44-45, 61, 72-73, 84-85</p> <p>Comp: U1: W1: D1: 151-157, D2: 158-164, D4: 170-177, D5: 178-181, W2: D1: 182-185, D2: 186-190, D3: 195-197, D4: 198-205, D5: 206-210, U9: W1: D1: 775-785, D2: 786-793, D3: 794-800, D4: 801-808, D5: 809-814, W2: D1: 815-822, D2: 823-830, D3: 831-840, D4: 841-847, D5: 848-853, W3: D1: 854-860, D2: 861-865, D3: 866-870, D4: 871-874, D5: 875-878, W4: D1: 879-883, D2: 884-887, D3: 889-891, D4: 892-893, D5: 894-895</p>
8. Recall information from experiences or gather information from provided sources to answer a question.	<p>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</p> <p>Comp: U7: W1: D2: 622-633, D3: 634-638, D5: 645-650, W2: D1: 651-659, U9: W1: D1: 775-785, D2: 786-793, D3: 794-800, D4: 801-808, D5: 809-814, W2: D1: 815-822, D2: 823-830, D3: 831-840, D4: 841-847, SU2: D1: 1091-1094, D2: 1095-1098, D3: 1099-1106, D4: 1107-1110, D5: 1111-1114</p>
9. Begins in grade 4	
Range of Writing	
10. Begins in grade 3.	
Speaking and Listening Standards	
Comprehension and Collaboration	
<p>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p>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</p>

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Grade 2	
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	See Read Well 2 Story Reading activities, where students describe key details about plot and main characters: TG 1, pp. 24-27, 32-35; TG 3, pp. 20-23, 42-45; TG 4, pp. 25-29; TG 8, pp. 36-39; TG 12, pp. 20-25; TG 15, pp. 20-29, 50-57; TG 16, pp. 49-52; TG 17, p. 93; TG 18, pp. 82, 92; TG 20, pp. 33-39, 73-81; TG 21, p. 70; TG 23, pp. 56-65, 76-88; TG 25, pp. 18-29, 80-86. See also Comprehension and Skill activities: TG 1, pp. 67-69; TG 3, p. 24, 56-57; TG 8, pp. 50-51, 82-83, 96-97; TG 22, pp. 38-39, 71-73
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	See Read Well 2 Story Reading activities, where students ask and answer questions about plot and main characters: TG 1, pp. 24-27, 32-35; TG 3, pp. 20-23, 42-45; TG 4, pp. 25-29; TG 8, pp. 36-39; TG 12, pp. 20-25; TG 15, pp. 20-29, 50-57; TG 16, pp. 49-52; TG 17, p. 93; TG 18, pp. 82, 92; TG 20, pp. 33-39, 73-81; TG 21, p. 70; TG 23, pp. 56-65, 76-88; TG 25, pp. 18-29, 80-86. See also Comprehension and Skill activities: TG 1, pp. 67-69; TG 3, p. 24, 56-57; TG 8, pp. 50-51, 82-83, 96-97; TG 22, pp. 38-39, 71-73
Presentation of Knowledge and Ideas	
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<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 describing setting and plot. See: TG 5, p. 74-75; TG 8, pp. 50-51, TG 17, pp. 105-107</p>
5. Create audio recordings of stories or poems with the guidance and support from adults and/or peers; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Read Well 2 students illustrate when completing Written Retells and during Comprehension and Skill activities. See TG 8, pp. 17, 31, 51, 83, 96; TG 12, pp. 26-27; TG 17, pp. 35, 77, 104, 105; TG 24, pp. 83, 103
6. Produce complete sentences when appropriate to task, audience, and situation in order to provide requested detail or clarification.	<p>Read Well 2 students always write in complete sentences when completing Comprehension and Skill activities and in Focus Lessons, and are encouraged to check their work to ensure there are no sentence fragments. See: TG 1, pp. 28-29, 50-51, 68-69; TG 5, pp. 28-29, 49-51, 74; TG 8, pp. 30, 42-43, 69, 96-97; TG 15, pp. 34-35, 44, 58, 92-93; TG 22, pp. 24-25, 36-37, 62-63, 81-83</p> <p>See Sentence Jumbles in Fluency Foundations Comprehension and Skill activities, where students have to put words in the correct order to form a correct sentence. Fluency Foundations, TG A-E, pp. 31, 95, 157, 281; TG F-J, pp. 89, 275</p> <p>See Read Well 2 Spelling and Writing Conventions: Vol. 2, pp. 574, 608, 626, 700, 811, 892, 927</p>
Language Standards	
Conventions of Standard English	

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Louisiana K-12 Student Standards for English Language Arts	Voyager Read Well Matches
Grade 2	
<p>1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., group).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>c. Use reflexive pronouns (e.g., myself, ourselves) and indefinite pronouns (e.g., anyone, everything).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>	<p>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</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>Read Well 2 students first learn contractions in Unit 12. Contractions are irregular words, or "Tricky Words," and are practiced and reviewed regularly in Decoding Practice and in Story Reading activities. See Unit 12, pp. 34-35, 38-39. For a complete list of words taught in Read Well 2, see Getting Started: A Guide to Implementation, pp. 157-159.</p> <p>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</p> <p>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.</p>
Knowledge of Language	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>a. Compare formal and informal uses of English.</p>	
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell)</p>	<p>Students learn language conventions through daily activities in all Read Well 2 programs. See Read Well 2 Story Reading activities, where students participate in daily class discussions: 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</p>

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Louisiana K-12 Student Standards for English Language Arts	Voyager Read Well Matches
Grade 2	
<p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>See Read Well 2 Spelling and Writing Conventions, where students learn language conventions to apply to speaking and writing through the program's lessons: Vol. 1, pp. 241, 331, 446, 479, 495 510-511; Vol. 2, pp. 545, 610-611, 642-643, 702, 846-847, 928, 943, 955, 962, 9671048, 1090.</p>
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>Read Well 2 students learn about word choice when writing, and learn new vocabulary to use when speaking and writing. For representative examples, see: TG 8, p. 35; TG 9, pp. 68-69, 77; TG 10, pp. 37, 55, 79, 85, 95; TG 14, p. 19; TG 17, pp. 39, 81; TG 18, pp. 72-73, 80; TG 19, pp. 86-87, 110; TG 23, p. 21, 72. See also writing activities: TG 3, p. 67; TG 8, p. 30; TG 18, pp. 66, 74-75; TG 19 pp. 26-27; TG 21, p. 35-38; TG 22, pp. 36-37</p> <p>New compound words are introduced in each Read Well 2 Unit. See New and Important Objectives, pp. 2-3 in TGs 1-25 for a list of compound words introduced in each Unit. For instructional examples see: TG 1 p. 18; TG 2 pp. 38, 62-63; TG 4, p. 32; TG 12, p. 30; TG 16, p. 14</p> <p>Students specifically learn how to determine meaning through context in the Read Well 2 program. For specific examples, see: TG 1, p. 31; TG 2 p. 38; TG 6, p.76; TG 12, p. 90; TG 17, pp. 14, 35; TG 18, pp. 96-97; TG 20, p. 42; TG 21, p. 13</p> <p>In Read Well 2 Spelling and Writing Conventions, students learn vocabulary daily and use this vocabulary in daily writing and editing activities. See Read Well 2 Spelling and Writing Conventions, Vol. 1, pp. 24, 71, 110, 131, 173, 266, 376, 408, 442, 446, 467, 479, 510-511; Vol. 2, pp. 521, 526, 545, 610-611, 634, 642-643, 651, 659, 702, 751, 806, 846-847, 862, 921, 930, 987, 991, 1015, 1048, 1090</p> <p>Read Well 2 Spelling and Writing Conventions specifically teaches compound words: Vol. 2, pp. 565, 605, 640-641, 958, 1006, 1058, 1111-1112</p>
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<p>In Read Well 2, new words are presented to students in categories. See: TG 2, pp. 27, 53; TG 5, pp. 15, 31, 66-67; TG 10, p. 46-47, 69, 81; TG 14, pp. 79, 93; TG 19, p. 58-59</p>

Read Well correlated to the Louisiana Student Standards for English Language Arts, Grades K-3

Louisiana K-12 Student Standards for English Language Arts	Voyager Read Well Matches
Grade 3	
Reading Standards for Literature	
Key Ideas and Details	
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>TG: UB: L1: 75-80, L2: 83-88, L3: 92-98, L4: 102, 107, UC: L2: 149-150, UD: L1: 198-203, L2: 207-211, L3: 216-220, UE: L1: 253-259, L2: 263-269, UG: L1: 79-81, L2: 89-97, L3: 100-107, L4: 113-114, UJ: L1: 287-294, L2: 298-303, L3: 308-315, L4: 322-323, U1: L1: 22-30, L2: 34, 35-37, L3: 46-47, 51, L4: 54-57, 60, U2: L1: 130-132, L2: 140-142, L3: 148, 149-151, 152-154, L4: 158, 159-161, 162-164, L5: 168-171, 172-175, L6: 178, 179-181, 181-184, L7: 188, 189-192, 193-194, L8: 196-198, U4: L1: 129-133, L2: 148, L3: 152-157, L4: 164-169, L8: 210-211, U5: L5: 294-297, L6: 304-306, 307-310, L7: 312-316, 317-321, L8: 324-326, 328, U6: L1: 23-25, 26-28, L2: 31-33, 33-35, L3: 38-39, 39-42, L4: 46-47, 50, L5: 53-56, L6: 60, 61-63, L7: 66-67, 68-71, L8: 74-78, L9: 82-83, L9: 84-86, L10: 89-92, L11: 95-98, L12: 105, U7: L5: 179-185, L6: 188-194, L7: 197-204, L8: 206-209, 210-211, U8: L1: 20-24, 25-30, L2: 34-37, 38-42, L3: 45-53, L4: 56-64, L5: 68-75, L6: 78-86, L7: 89-95, L8: 98-105, U11: L7: 191-197, L8: 199-204, L9: 208-217, L10: 219-228, L11: 231-237, L12: 245-247, U13: L1: 143-151, L2: 154-163, L3: 167-175, L4: 177-186, L5: 188-193, L6: 199-207, L7: 209-217, L8: 221-230, L9: 233-240, L10: 243-249, U14: L1: 305-316, L2: 318-326, L3: 329-337, L4: 340-348, L5: 352-359, L6: 362-370, L7: 372-380, L8: 383-391, L9: 395-401, L10: 403-410, L11: 413-420, L12: 430-432, U15: L1: 15-25, L2: 27-36, L3: 39-48, L4: 50-57, U18: L1: 211-215, L2: 221-226, L3: 228-233, L4: 236-240, L5: 243-248, L6: 250-255, L7: 257-262, L8: 264-269, U20: L1: 69-75, L2: 78-84, L3: 86-93, L4: 95-102, L5: 104-110, L6: 112-118, L7: 120-126, L8: 128-135</p> <p>AB: UB: L2: 29, L4: CW15, 39-42, UC: L2: CW19, UD: L1: CW24, 73, L2: CW26, 79, L3: CW28, UE: L1: 96, L2: 101-102, UG: L4: 44-45, UJ: L1: 91, L2: 95, L3: CW39, 99, L4: 105-107, U1: L1: 3, L3: CW3, 10, L4: 14, L3: 45, 49, CW15, L6: CW17, 61, CW18, 65-66, L7: CW19, 71, U4: L2: 52-53, L4: 59, L8: 86-90, L6: CW31-32, 118, 119, L7: CW33, CW34-35, U6: L1: 3, L2: CW2, 6-7, L4: 15, 16, L5: 22, L6: 26, 27, L7: 31, L8: CW8, L9: 42, L10: 45, L11: 48-49, L12: 55-58, U7: L6: CW20, 91, L7: 197-204, L8: 101-106, U8: L1: 3, L2: 7, L3: 7, L5: 25-26, L8: CW10-11, 41-43, U11: L7: 56-58, L8: 59-61, L9: 65-67, L10: CW26-27, 68-69, L11: CW28, 72-73, L12: 78-81, U13: L1: 51-52, L2: 55-56, L3: 61, L4: 63-65, L5: 67-69, L6: 73-74, L7: 76-77, L8: CW29, 80, L9: CW31, 83-85, L10: 88-90, U14: L1: CW38, 107, L2: 110, 112, L3: 115-116, L4: 120-122, L5: 352-359, L7: CW45-46, 135-136, L9: 146, L10: 149-150, L12: 157-164, U15: L1: 8, L3: CW3, 20, L4: 23-26, U18: L1: 68, L2: 71-72, L3: 74, L4: CW28, 77, L5: CW29, L6: CW30, 85, L7: CW31, 87, L8: 264-269, CW32, 92-95, U20: L1: CW5-6, 23-24, L2: CW7, 26-27, L3: CW8, 30-31, L4: 34, L6: 40, L8: 49-51</p> <p>Student Text: UB: L1: 13-15, L2: 15-17, L3: 17-21, L4: 12-21, 40(AB), UC: L2: 26-27, UD: L1: 33-35, L2: 36-39, L3: 39-41, UE: L1: 45-57, L2: 52-57, UG: L1: 17-22, L2: 22-28, L3: 17-22 L4: 41-</p>

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Grade 3	
	<p>43(AB), UJ: L1: 19-25, L2: 26-29, L3: 30-37, L4: 103-104(AB), U2: L1: 37-39, L2: 41-44, L3: 47-51, L4: 52-55, L5: 57-60, 61-63, L6: 67-70, L7: 71-74, 74-75, L8: 75-76, U4: L1: 3-9, L2: 7-15, L3: 16-21, L4: 21-27, U5: L5: 60-63, L6: 64-66, L7: 66-72, 72-74, L8: 70-74, U6: L1: 1-6, 7-15, L2: 16-30, L3: 31-34, 35-39, L4: 40-44, 44-49, L5: 50-58, L6: 59-66, 67-75, L7: 76-77, 78-85, L8: 87-94, L9: 95-99, L9: 100-103, L10: 112-120, L11: 121-128, U7: L5: 19-23, L6: 24-31, L7: 32-36, U8: L1: 2-6, 7-14, L2: 15-19, 19-23, L3: 24-31, L4: 32-39, L5: 43-51, L6: 52-62, L7: 63-69, L8: 67-69, U11: L7: 48, L8: 49, L9: 53-61, L10: 62-69, L11: 69-73, U13: L1: 4-13, L2: 14-24, L3: 25-34, L6: 1-10, L7: 11-24, L8: 23-37, L9: 38-43, U14: L1: 9-15, L2: 16-20, L3: 21-28, L4: 29-39, L5: 40-48, L6: 49-55, L7: 56-61, L8: 62-66, L9: 67-70, L10: 71-73, L11: 74-79, U15: L1: 6-7(AB), L2: 12-13(AB), L3: 18-19(AB), U18: L1: 13-19, L2: 19-24, L3: 24-30, L4: 30-35, L5: 37-41, L6: 41-47, L7: 48-52, L8: 53-57, 89-91(AB), U20: L1: 1-19, L2: 20-37, L3: 39-59, L4: 61-78, L5: 79-98, L6: 98-121, L7: 123-134, L8: 114-121, CW15-16(AB), 45-48(AB)</p> <p>Comp: UB: W1: D5: 110-115, U2: W1: D2: 224-231, U3: W1: D1: 289-295, D2: 296-305; U4: W1: D1: 363-368, D2: 369-374, D4: 381-388, D5: 389-395, W3: D2: 444-449, U5: W1: D3: 497-504, D5: 510-517, U8: W1: D1: 683-688, D2: 689-694, U10: W1: D1: 901-906, D2: 907-914, D3: 915-924, D4: 925-931, W2: D3: 951-956, W3: D1: 969-974</p> <p>Whole Class: UA: W1: D1: 5-7, D2: 8-10, D3: 11-13, D4: 14-15, D5: 17-19, W2: D1: 20-21, D2: 22-24, D3: 25-26, D4: 27-29, D5: 30-31, UB: W1: D1: 37-39, D2: 40-42, D3: 43-45, D4: 46-48, W2: D1: 50-51, D2: 52-53, D3: 54-55, D4: 56-57, U2: W1: D1: 91-93, D2: 94-97, D3: 98-101, W2: D1: 108-110, D2: 111-112, U3: W1: D1: 123-127, D2: 128-131, D3: 132-134, D4: 135-137, D5: 138-140, W2: D1: 141-143, D2: 144-146, D3: 147-148, D4: 149-150, D5: 151-152, U4: W1: D1: 157-158, D2: 159-161, D3: 162-164, D4: 165-166, D5: 167-169, W2: D1: 170-173, D2: 174-176, D3: 177-178, D4: 179-181, D5: 182-183, W3: D1: 184-185, D2: 186-187, D3: 188-190, D4: 191-193, D5: 194-196, U5: W1: D1: 201-203, D2: 204-206, D3: 207-208, D4: 209, W2: D1: 212-213, D2: 214-215, D5: 221, U6: W1: D1: 227-231, D2: 232-234, D3: 235-237, D4: 238-240, D5: 241-244, U8: W1: D1: 307-310, D2: 311-313, D3: 314-317, D4: 318-320, D5: 321-323, W2: D1: 324-325, D2: 326-327, D3: 328-330, D4: 331-333, D5: 334-336, W3: D1: 337-339, D2: 340-341, D3: 342-343, D4: 344-345, D5: 346-348, U10: W1: D1: 421-424, D2: 425-426, D3: 427-432, D4: 433-435, D5: 436-438, W2: D1: 439-442, D2: 443-445, D3: 446-448, D4: 449-451, D5: 452-453, W3: D1: 454-457, D3: 461-463, D5: 466-468, U11: W1: D1: 473-477, D2: 478-481, D3: 482-483, D4: 484-486, D5: 487-490, W2: D1: 491-493, D2: 494-495</p>
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message,	TG: U2: L4: 162-164, U5: L5: 294-297(P.O.), L5: 298-300, L6: 304-306, L7: 312-316, 317-321, L8: 328, L10: 90-92

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Grade 3	
<p>lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>AB: U2: L4: 55-56, U5: L5: 114, L7: CW32, 124-125, L8: CW34-35</p> <p>Student Text: U5: L5: 60-63, L6: 64-66, L7: 66-72, 72-74 L10: 112-120</p> <p>Comp: U3: W1: D1: 289-295, D2: 296-305</p> <p>Whole Class: U3: W1: D1: 123-127, D2: 128-131, D3: 132-134, D4: 135-137, D5: 138-140, U11: W2: D2: 494-495</p>
<p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>TG: UB: L4: 105, UD: L1: 198-203, L2: 207-211, U1: L3: 46-47, U2: L1: 130-132, 135, L2: 140-142, 149-151, L3: 148, L4: 162-164, L5: 168-171, 172-175, L6: 178, 179-181, 181-184, L7: 189-192, 193-195, U4: L1: 129-133, 134-137, L2: 142-145, 146-147, 148, L3: 152-157, 158-162, L4: 164-169, L4: 170-173, U5: L5: 294-297, 298-300, L6: 303, L6: 304-306, 307-310, L7: 312-316, 317-321, U6: L1: 26-28, L3: 38-42, L6: 60, 61-63, L9: 82-83, L10: 90-92, U7: L5: 179-185, L6: 188-194, L7: 197-204, U8: L1: 20-24, L3: 45-48, L4: 56-64, L5: 68, L6: 78-86, L8: 104-105, U11: L9: 208-217, L10: 219-228, L11: 231-237, U13: L2: 154-163, L3: 167-175, L4: 177-186, L5: 188-193, L7: 209-217, L11: 252-257, U14: L1: 305-316, L2: 318-326, L3: 329-337, L4: 340-348, L6: 370, L7: 372-380, L8: 383-391, L9: 395-401, L11: 413-417, L12: 430-432, U18: L2: 221-226, L3: 228-233, L4: 236-240, L5: 243-248, L6: 250-252, L7: 258, 262, L8: 264-269, U20: L1: 73-75, L2: 80-83, L3: 88, 91-92, L5:106, 108-109</p> <p>AB: UB: L4: CW15, UD: L1: CW24, L2: 78, U2: L1: 41, L4: CW16, L5: 60-61, CW17, 61, L6: 65, L7: 71 U4: L1: 46, L2: CW17, 52, L3: 52, 58-59, L4: 63 U5: L5: 114, L6: CW30, CW31-32, 118-119, L7: CW31, 124-125, U6: L1: 3, CW3, L6: 27, L10: CW10, U7: L5: CW19, 86, L6: CW20, L7: 95, U8: L3: 12, L4: CW4, L5: 25, L8: 41, U11: L9: CW23-25, L10: CW26, U13: L3: 61, L4: CW22-23, L5: CW24, L7: CW28, L11: 96, U14: L1: 106, CW38, 108, L2: 110, 112, L3: 115-116, L4: 122, L6: CW43, 132, L7: CW45-46, L8: 139-142, L9: 146, L12: 161-162, U18: L3: CW26, L4: CW27-28, 77, L5: CW39, 82, L7: 87, L8: CW32-33, 92-93, U20: L1: CW5-6, L2: CW7, L3: CW8, L5: CW10</p> <p>Student Text: UB: L4: 12-21, UD: L1: 33-35, L2: 36-39, U2: L1: 37-39, L2: 41-44, L3: 45, L4: 52-55, L5: 57-60, 61-63, L6: 64-67, 67-70, L7: 71-74, U4: L1: 3-9, L2: 7-15, L3: 16-21, L4: 21-27, U5: L5: 60-63, L6: 64-66, L7: 66-72, 72-74, U6: L1: 7-15, L3: 31-39, L6: 59-66, 67-75, L9: 95-99, L10: 112-120, U7: L5: 19-22, L6: 24-31, L7: 32-36, U8: L1: 2-6, L3: 24-26, L4: 32-39, L5: 43-47, L6: 52-62, U11: L9: 53-61, L10: 62-69, L11: 69-73, U13: L2: 14-24, L3: 15-24, L4: 40-48, L5: 24-36, L7: 11-24, U14: L1: 9-15, L2: 16-20, L3: 21-28, L4: 29-39, L6: 49-55, L7: 56-61, L8: 62-66, L9: 67-70, L11: 74-79, U18: L2: 19-24, L3: 24-30, L4: 30-35, L5: 37-41, L6: 41-47, L7: 48-52, L8: 53-57, 89-91(AB), U20: L1: 1-19, L2: 20-37, L3: 39-59, L5: 79-98</p>

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Grade 3	
	<p>Comp: UB: W1: D5: 113-114; U2: W1: D2: 225-228; U3: W1: D1: 289-295, D2: 296-305; U4: W1: D1: 363-368, D2: 369-374, W1: 381-388, D5: 389-395, W3: D2: 444-449, U5: W1: D3: 497-504, D5: 510-517, U8: W1: D1: 683-688, D2: 689-694</p> <p>Whole Class: UA: W1: D1: 5-7, D2: 8-10, D3: 11-13, D4: 14-15, D5: 17-19, UB: W1: D1: 37-39, D2: 40-42, D3: 43-45, D4: 46-48, W2: D1: 50-51, D2: 52-53, D3: 54-55, D4: 56-57, D5: 58-60, U2: W1: D1: 91-93, D2: 94-97, D3: 98-101, W2: D1: 108-110, D2: 111-112, D3: 113-115, D4: 116, D5: 117-118, U3: W1: D1: 123-127, D2: 128-131, D3: 132-134, D4: 135-137, D5: 138-140, W2: D1: 141-143, D2: 144-146, D3: 147-148, D4: 149-150, D5: 151-152, U4: W1: D1: 157-158, D2: 159-161, W2: D1: 170-173, D4: 179-181, U5: W1: D1: 201-203, D2: 204-206, D3: 207-208, D4: 209, W2: D2: 214-215, U8: W1: D1: 307-310, D2: 311-313, D3: 314-317, D4: 318-320, D5: 321-323, W2: D1: 324-325, D2: 326-327, D3: 328-330, D4: 331-333, D5: 334-336, W3: D1: 337-339, D2: 340-341, D3: 342-343, D4: 344-345, D5: 346-348, U11: W1: D1: 473-477, D2: 478-481, D3: 482-483, D4: 484-486, D5: 487-490, W2: D1: 491-493, D2: 494-495</p>
Craft and Structure	
<p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p>	<p>TG: UD: L4: 226-227, UG: L1: 79-81, UJ: L1: 287-294, L4: 322-323, U1: L1: 24, 31, L2: 33, L3: 46-47, L4: 56, 60, U2: L2: 140-142, L3: 149-151, L4: 162-164, L6: 181-184, L7: 189-192, 193-195, L8: 196-198, U4: L1: 129-133, L2: 138-141, L3: 158-162, L4: 170-173, U5: L5: 294-297, L6: 298-300, L6: 310, L7: 321, U6: L1: 23-25, 26-28, L2: 33-35, L3: 38-42, L6: 61-63, L7: 66-67, 68-71, L8: 74-78, L9: 82-83, L9: 84-86, L10: 90-92, L11: 95-98, L12: 105, U7: L5: 184, U8: L1: 20-24, L2: 38-42, L4: 56-64, L5: 68-75, L6: 79, L8: 104-105, U9: L1: 141-142, U11: L7: 191-197, L8: 199-204, L9: 208-217, L10: 219-228, L11: 231-237, L12: 245-247, U13: L1: 143-151, L2: 154-163, L3: 167-175, L4: 177-186, L6: 207, L7: 209-217, L8: 222, L9: 233-240, U14: L1: 316, L2: 321, 326, L3: 329-337, L4: 338, 340-348, L5: 352-359, L6: 362-370, L7: 372-380, L8: 383-391, L10: 403-410, L11: 413-420, L12: 430-432, U15: L1: 15-25, L2: 27-36, L3: 39-48, U18: L1: 211-218, L4: 240, L5: 241, 243-248, L7: 257-262, U20: L1: 70, 75, L2: 78-79, 84, L3: 87-88, L4: 96, 102, L5: 105, 110, L7: 120-123, L8: 134-135</p> <p>AB: UD: L4: 90-91, UG: L1: 28, UJ: L1: 92, L4: 106-107, U1: L1: 2, 4, L2: 6, L4: 15, U2: L2: 41-44, L3: 49, L4: 57, L6: 65, L7: 70, 72, L8: 74, U4: L2: 47, 48, 51, L3: 60-61, L4: 63-64, U5: L5: 115, L6: 120-122, L7: 126, U6: L1: 4, L2: 7, L3: 12, L6: 28, L7: 32, L8: 36, L9: 41, L9: 43, L11: 50, L12: 57-58, U7: L5: 88, U8: L2: 9-10, L4: 20-21, L5: 27, L8: 43, U9: L1: 46, U11: L8: 61, L9: 67, CW27, 70, L11: 73-74, L12: 79-81, U13: L1: 53, L2: 57-59, L3: 62, L4: 66, L6: 75, L7: 78, U14: L1: 109, L2: 111, 113, L3: 117-118, L4: 119, 122, L6: 133, L10: 151-152, L11: 155, L12: 164-164, U15: L1: 10, L3: 17, CW3, 20-21 U18: L1: 70, L4: 79, L5: 83-84, U20: L1: 25, L2: 28, L4: 33, 35, L5: 39, L7: 43, L8: 51-52</p>

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Louisiana K-12 Student Standards for English Language Arts	Voyager Read Well Matches
Grade 3	
	<p>Student Text: UD: L4: 87-88(AB), UG: L1: 17-22, UJ: L1: 19-25, L4: 103-104(AB), U2: L6: 67-70, L7: 71-74 U4: L1: 3-9, U5: L5: 60-63, L6: 64-66, L7: 72-74, U6: L1: 1-6, L2: 16-30, L3: 31-39, L6: 67-75, L7: 76-77, 78-85, L9: 95-99, 100-103, L10: 112-120, L11: 121-128, U7: L5: 19-22, U8: L1: 2-6, L2: 19-23, L3: 24-31, L4: 32-39, L5: 43-51, L6: 56, U11: L7: 48, L8: 49, L9: 53-61, L10: 62-69, L11: 69-73, U13: L1: 4-13, L2: 14-24, L3: 25-34, L4: 34-48, L7: 11-24, L8: 23-31, U14: L1: 9-15, L2: 16-20, L3: 21-28, L4: 23, 30, L5: 40-48, L6: 49-55, L7: 56-61, L8: 62-66, L10: 71-73, L11: 74-79, U15: L1: 6-7(AB), L2: 12-13(AB), L3: 18-19(AB), U18: L1: 13-19, L4: 30-35, L5: 37-41, L7: 48-52, U20: L1: 1-19, L2: 20-37, L3: 39-53, L4: 61-78, L5: 79-98, L7: 123-134, L8: 45-48(AB)</p> <p>Comp: UB: W1: D5: 110-111, U3: W1: D1: 289-295, D2: 297, U4: W1: D1: 363-368, D2: 369-374, U8: W1: D1: 683-688, D2: 689-694, U10: W2: D2: 945-950, D3: 951-956, W3: D1: 969-974</p> <p>Whole Class: UB: W2: D1: 50-51, U3: W1: D1: 123-127, D2: 128-131, U8: W1: D1: 307-310, D3: 314-317, W2: D4: 331-333, W3: D1: 337-339, W2: D1: 439-442, D2: 443-445, D4: 449-451, D5: 452-453, W3: D1: 454-457</p>
<p>5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p>TG: UE: L1: 253-259, UJ: L2: 303, U1: L1: 27-28, L2: 36, L3: 46-47, L4: 52, 54-57, 60, U2: L1: 130-132, L2: 140-142, L4: 159-161, L6: 181-184, L7: 188, U4: L3: 152-157, 158-162, L4: 164-169, 170-173, U5: L5: 298-300, L6: 304-306, 307-310, U6: L1: 23-25, L2: 31-33, L3: 38-42, L5: 53-56, L6: 60, 61-63, L7: 68-71, L9: 84-86, L11: 95-98, U8: L1: 20-24, U11: L7: 191-197, L8: 199-204, U13: L1: 143-151, L9: 233-240, U14: L7: 377-380, U15: L1: 15-25, L3: 39-48, U18: L6: 253-255, U20: L2: 84, L4: 95, L5: 108-109</p> <p>AB: UE: L1: 96, UJ: L2: 95, U1: L1: 3, L4: 14, 65, L3: 58-59, L4: 63-64, U5: L5: 114, L6: CW31-32, 118-119, U6: L3: CW3, 10, L7: 31, L9: 42, L11: 49, U11: L7: CW21, 56, L8: 59, U13: L1: 52, L9: 84, U14: L7: CW45-46, U15: L1: 4-5, L3: CW3, U18: L6: 85, U20: L2: 26-27, L5: CW10</p> <p>Student Text: UE: L1: 45-57, UJ: L2: 26-29, U2: L1: 37-39, L2: 41-44, L4: 54, L6: 67-70, U4: L3: 16-21, L4: 21-27, U5: L5: 60-63, L6: 64-66, U6: L1: 1-6, L2: 16-19, L3: 31-39, L5: 50-58, L6: 59-66, 67-75, L7: 78-85, L9: 100-103, L11: 121-128, U8: L1: 2-6, U11: L7: 48, L8: 49, U13: L1: 4-13, L9: 38-43, U14: L7: 56-61, U15: L1: 6-7(AB), L3: 18-19(AB), U18: L6: 41-47, U20: L2: 20-37, L4: 61-72, L5: 89-98</p> <p>Comp: U10: W1: D1: 901-906, D2: 907-914, D3: 915-924, D4: 925-931, W3: D1: 969-974</p> <p>Whole Class: U6: W1: D1: 227-231, D2: 232-234, D3: 235-237, D4: 238-240, D5: 241-244, U10: W1: D1: 421-424, D2: 425-426, D3: 427-432, D4: 433-435, D5: 436-438, W2: D1: 439-442, D2:</p>

Read Well correlated to the Louisiana Student Standards for English Language Arts, Grades K-3

Louisiana K-12 Student Standards for English Language Arts	Voyager Read Well Matches
Grade 3	
	443-445, D3: 446-448, D4: 449-451, D5: 452-453, W3: D1: 454-457, D2: 458-460, D3: 461-463, D4: 464-465, D5: 466-468
6. Distinguish the student's point of view from that of the narrator or those of the characters.	<p>TG: UJ: L1: 294, U2: L7: 193-195, U6: L1: 26-28, L9: 84-86, L10: 90-92, U7: L7: 197-204, U8: L3: 45-53, L4: 56, L5: 68-75, L6: 78-86, L7: 89-95, L8: 98-103, 104-105, U11: L11: 231-237, U14: L2: 318-326, L4: 340-344, L8: 383-387, L9: 399-401, L11: 415, U18: L5: 246-248, L7: 257, U20: L5: 110</p> <p>AB: UJ: L1: 91, U2: L7: 71, U6: L1: CW1, L9: CW9, L10: 45, U7: L7: CW21, 98, U8: L3: CW3, 12, L5: 25, L6: 30, L7: 35, CW7, L8: 42, U11: L11: 72, U14: L2: CW39, L8: 139, L9: CW48, U18: L5: CW29, U20: L5: 37</p> <p>Student Text: UJ: L1: 19-25, U8: L3: 24-31, L5: 43-47, L6: 52-62, L7: 63-69, U11: L11: 69-73, U14: L2: 16-20, L4: 29-33, L8: 62-66, L9: 67-70, L11: 74-79, U18: L5: 37-41, L7: 48-52, U20: L5: 79-98</p> <p>Whole Class: UB: W1: D3: 43-45, W2: D4: 56-57, D5: 58-60</p>
Integration of Knowledge and Ideas	
7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<p>TG: UB: L1: 75-80, L3: 92-98, UG: L2: 89-97, L4: 109-114, UJ: L2: 303, U1: L2: 34, 35, L3: 46-47, U4: L2: 142-145, L4: 164-169, U6: L2: 33-35, L7: 66-67, 68-71, U8: L5: 68-75, U11: L7: 191-197, U13: L3: 170, L6: 200, U14: L1: 305-316, L2: 318-326, L3: 330, L11: 418-420, U18: L1: 211-218, L2: 225, L8: 265, U20: L3: 86-93, L3: 92</p> <p>AB: UB: L1: CW9-10, L3: CW12-13, 34, UG: L2: CW9-11, 31-32, L4: CW19, 44, UJ: L2: 95, U1: L1: U6: L2: CW2, L7: CW7, U11: L7: CW21, U14: CW40, L11: 154, U18: L2: CW25, U20: L3: CW8</p> <p>Student Text: UB: L1: 13-15, L3: 17-21, UG: L2: 22-28, L4: CW18(AB), 41-43(AB), UJ: L2: 26-29, U4: L4: 21-27, U6: L2: 16-30, L7: 76-77, 78-85, U11: L7: 48, U13: L3: 25-26, L6: 1-3, U14: L1: 9-15, L2: 16-20, L3: 21-20, L11: 74-79, U18: L1: 13-19, L2: 19-24, L8: 53-57, U20: L3: 55-59</p> <p>Comp: UB: W1: D5: 112, U3: W1: D2: 296-305, U4: W1: D1: 363-368</p> <p>Whole Class: U3: W1: D1: 123-127, U8: W1: D1: 307-310, D2: 311-313, D3: 314-317, D4: 318-320, D5: 321-323, W2: D1: 324-325, D2: 326-327, D3: 328-330, D4: 331-333, D5: 334-336, W3: D1: 337-339, D2: 340-341, D3: 342-343, D4: 344-345, D5: 346-348, U11: W1: D1: 473-477, D2: 478-481, D3: 482-483, D4: 484-486, D5: 487-490, W2: D1: 491-493, D2: 494-495</p>
8. (Not applicable to literature)	
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	<p>TG: U13: L1: 143-151, L6: 199-207, L11: 252-257, L12: 265</p> <p>AB: U13: L11: 94-96, CW33, L12: CW36,</p> <p>Student Text: U13: L1: 4-13, L6: 1-10</p>

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Louisiana K-12 Student Standards for English Language Arts	Voyager Read Well Matches
Grade 3	
	<p>Comp: U4: W1: D1: 363-368 (P.O.), D2: 369-374 (P.O.)</p> <p>Whole Class: U3: W1: D1: 123-127(P.O.), D4: 135-137(P.O.)</p>
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	<p>TG: UB: L1: 75-80, L2: 83-88, L3: 92-98, L4: 99-105, UC: L2: 149-150, UD: L1: 198-203, L2: 207-211, L3: 216-220, L4: 226-227, UE: L1: 253-259, L2: 263-269, UG: L1: 79-85, L2: 89-97, L3: 100, L4: 109-114, UJ: L1: 287-294, L2: 298-304, L3: 308-315, L4: 322-323, U1: L1: 25-26, L2: 37, 39-41, L3: 46-47, L4: 55, U2: L1: 130-132, L2: 140-142, L3: 149-151, 152-154, L4: 159-161, L4: 162-164, L5: 168-171, 172-175, 179-181, 181-184, U4: L1: 129-133, L2: 142-145, L3: 152-157, L4: 164-169, U5: L5: 294-297, 298-300, L6: 304-306, 307-310, L7: 312-316, U6: L1: 23-25, 26-28, L2: 31-33, 33-35, L3: 38-42, L4: 46-47, L5: 53-56, L6: 60, 61-63, L7: 68-71, L8: 74-78, L9: 82-83, L9: 84-86, L10: 90-92, L11: 95-98, U7: L5: 179-185, L6: 188-194, L7: 197-204, U8: L1: 20-24, 25-30, L2: 34-37, 38-42, L3: 45-53, L4: 56-64, L5: 68-75, L6: 78-86, L7: 89-95, U11: L7: 191-197, L8: 199-204, L9: 208-217, L10: 219-228, L11: 231-237, U13: L1: 143-151, L2: 154-163, L3: 167-175, L4: 177-186, L5: 188-193, L6: 199-207, L7: 209-217, L8: 221-230, L9: 233-240, L10: 243-249, U14: L1: 305-316, L2: 318-326, L3: 329-337, L4: 340-348, L5: 352-359, L6: 362-370, L7: 372-380, L8: 383-391, L9: 395-401, L10: 403-410, L11: 413-420, U15: L1: 15-25, L2: 27-36, L3: 39-48, U15: L4: 50-53, U18: L1: 211-218, L2: 221-226, L3: 228-233, L4: 236-240, L5: 243-248, L6: 250-255, L7: 257-262, U18: L8: 264-269, U20: L1: 69-75, L2: 78-84, L3: 86-93, L4: 95-102, L5: 104-110, L6: 112-118, L7: 120-126, L8: 114-121</p> <p>AB: UD: L1: 73, L2: CW26, L3: CW28, L4: 89, UJ: L1: 91, L2: CW38, 95, L3: CW39, 99, L4: 105-106, U2: L6: 65-66, U11: L7: CW21, U14: L1: 107, U15: L1: 6-7, L2: 12-13, L3: 18-19, U20: L8: CW15-16, 45-48</p> <p>Student Text: UB: L1: 13-15, L2: 15-17, L3: 17-21, L4: 12-21, UC: L2: 26-27, UD: L1: 33-35, L2: 36-39, L3: 39-41, L4: 87-88(AB), UE: L1: 45-51, L2: 52-57, UG: L1: 17-22, L2: 22-28, L4: CW18(AB), 41-43(AB), UJ: L1: 19-25, L2: 26-29, L3: 30-37, L4: 103-104(AB), U1: L1: 4-7, 8-10, 12-17, L3: 17-18, L4: 20-23, U2: L1: 37-39, L2: 41-44, L3: 47-51, L4: 52-57, L5: 57-60, 61-63, L6: 64-67, 67-70, U4: L1: 3-9, L3: 16-21, L4: 21-27, U5: L5: 60-63, L6: 64-66, L7: 66-72, U6: L1: 1-6, 7-15, L2: 16-30, L3: 31-39, L4: 40-44, 44-49, L5: 50-58, L6: 59-66, 67-75, 76-77, L7: 78-85, L8: 87-94, L9: 95-99, L9: 100-103, L10: 112-120, L11: 121-128, U7: L5: 19-22, L6: 24-31, L7: 32-36, U8: L1: 2-6, 7-14, L2: 15-19, 19-23, L3: 24-31, L4: 32-39, L5: 43-51, L6: 52-62, L7: 63-69, U11: L7: 48, L8: 49, L9: 53-61, L10: 62-69, L11: 69-73, U13: L1: 4-13, L2: 14-24, L3: 25-34, L4: 25-34, L5: 24-36, L6: 1-10, L7: 11-24, L8: 23-31, L9: 38-43, U14: L1: 9-15, L2: 16-20, L3: 21-28, L4: 29-39, L5: 40-48, L6: 39-55, L7: 56-61, L8: 62-66, L9: 67-70, L10: 71-73, L11: 74-79, U15: L1: 6-7(AB), L2: 12-13(AB), L3: 18-19(AB), U18: L1: 13-19, L2: 19-</p>

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Louisiana K-12 Student Standards for English Language Arts	Voyager Read Well Matches
Grade 3	
	<p>24, L3: 24-30, L4: 30-35, L5: 37-41, L6: 41-47, L7: 48-57, L8: 53-57, 89-91(AB), U20: L1: 1-19, L2: 20-37, L3: 39-59, L4: 61-78, L5: 79-87, L6: 98-121, L7: 123-134, L8: 114-121</p> <p>Whole Class: UA: W1: D1: 5-7, D2: 8-10, D3: 11-13, D4: 14-15, D5: 17-19, W2: D1: 20-21, D2: 22-24, D3: 25-26, D4: 27-29, D5: 30-31, WC: UB: W1: D1: 37-39, D2: 40-42, D3: 43-45, D4: 46-48, W2: D1: 50-51, D2: 52-53, D3: 54-55, D4: 56-57, D5: 58-60, U2: W1: D1: 91-93, D2: 94-97, D3: 98-101, D4: 102-104, D5: 105-107, W2: D1: 108-110, D2: 111-112, WC: U3: W1: D1: 123-127, D2: 128-131, D3: 132-134, D4: 135-137, D5: 138-140, W2: D1: 141-143, D2: 144-146, D3: 147-148, D4: 149-150, D5: 151-152, U4: W1: D1: 157-158, D2: 159-161, D3: 162-164, D4: 165-166, D5: 167-169, W2: D1: 170-173, D2: 174-176, D3: 177-178, D4: 179-181, D5: 182-183, W3: D1: 184-185, D2: 186-187, D3: 188-190, D4: 191-193, D5: 194-196, U5: W1: D1: 201-203, D2: 204-206, D3: 207-208, D4: 209, W2: D1: 212-213, D2: 214-215, D3: 216-217, D4: 218-220, D5: 221, U6: W1: D1: 227-231, D2: 232-234, D3: 235-237, D4: 238-240, D5: 241-244, U8: W1: D1: 307-310, D2: 311-313, D3: 314-317, D4: 318-320, D5: 321-323, W2: D1: 324-325, D2: 326-327, D3: 328-330, D4: 331-333, D5: 334-336, W3: D1: 337-339, D2: 340-341, D3: 342-343, D4: 344-345, D5: 346-348, U10: W1: D1: 421-424, D2: 425-426, D3: 427-432, D4: 433-435, D5: 436-438, W2: D1: 439-442, D2: 443-445, D3: 446-448, D4: 449-451, D5: 452-453, W3: D1: 454-457, D2: 458-460, D3: 461-463, D4: 464-465, D5: 466-468, U11: W1: D1: 473-477, D2: 478-481, D3: 482-483, D4: 484-486, D5: 487-490, W2: D1: 491-493, D2: 494-495, D3: 496-497, D4: 498-499, D5: 500-501</p>
Reading Standards for Informational Text	
Key Ideas and Details	
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>TG: UA: L1: 20-25, L2: 26-27, L3: 36-40, L4: 43-48, UC: L1: 135-143, L2: 147-148, 151, L3: 156-162, L4: 166-170, 171-172, UE: L3: 274-279, L4: 282-288, 289-290, UF: L1: 18-26, L2: 31-35, L3: 39-44, UG: L3: 100-107, L4: 109-110, UH: L1: 143-153, L2: 157-163, L3: 170-180, L4: 183-190, UI: L1: 218-227, L2: 231-239, L3: 243-250, UI: L4: 254-259, U1: L5: 64-66, 69, L6: 74-76, L7: 81, 83-84, U3: L1: 20-24, 25-28, L2: 33-36, L3: 44-46, L4: 53-55, L5: 63-65, L6: 66-68, L7: 71-74, 75-77, L8: 80-82, 83-87, U4: L5: 178-180, L6: 181-184, L7: 188-190, 190-193, L8: 196, 197-199, L9: 200-202, U5: L1: 250-253, 254-257, L2: 260-265, 266-268, L3: 273-276, L4: 282-285, 286-287, U7: L1: 140-143, 144-146, L2: 150-158, L3: 162-167, L4: 170-176, U9: L1: 144-147, L2: 151-156, L3: 160-165, L4: 169-174, L5: 178-184, L6: 188-192, L7: 197-203, L8: 205-208, U10: L1: 19-27, L2: 29-37, L3: 40-47, L4: 49-57, L5: 61-68, L6: 71-78, L7: 81-88, L8: 95-96, U11: L1: 131-138, L2: 140-147, L3: 150-158, L4: 160-168, L5: 170-177, L6: 179-188, U12: L1: 18-30, L2: 33-43, L3: 46-54, L4: 57-65, L5: 69-76, L6: 79-87, L7: 90-97, L8: 100-106, U16: L1: 81-92, L2: 95-107, L3: 110-122, L4: 124-130, U17: L1: 146-156, L2: 159-170, L3:</p>

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Louisiana K-12 Student Standards for English Language Arts	Voyager Read Well Matches
Grade 3	
	<p>173-183, L4: 185-194, U19: L1: 13-22, L2: 24-34, L3: 36-42, L4: 45-51</p> <p>AB: UA: L1: CW1-2, 5, L2: CW3-4, 10, L3: CW6, 14, L4: CW8, 19, UC: L1: CW17, 49, L2: 54, L3: CW21, L4: 65-67, UE: L3: CW25, 106, L4: CW36-37, 111, L2: CW4, 8, UF: L3: 13-14, UG: L3: 36-37, CW17, UH: L1: 49-50, L2: CW32, 53, L3: 57-58, L4: CW27, 65-66, UI: L1: 70-71, L4: CW35, 87-88, U1: L5: 19-21, L6: 25, 26, L7: 30, L2: 7, L4: 16, L5: 21, CW8, L6: 26, CW10-11, 27, L7: 33, U4: L5: 69-70, L6: 74-75, L7: 74-75, L7: 80, U5: L1: CW25-26, 94, L2: CW27, 98, L3: 102, L4: CW29, U7: L1: 62, 63, L2: CW15, 70-72, L3: 76, L4: 80, CW18, 81, U9: L1: CW12, 47, L3: 57-59, CW16, L4: 63, L6: 72-73, CW21, L7: CW22-23, 79-80, L8: 87-89, U10: L1: CW1, 5, L2: 7, L3: 10, L4: 12-13, L5: CW5-6, 17-18, L6: 21, L7: 25, L8: 29-34, U11: L1: 38, L2: 40, L3: 43-44, L4: 46, L5: CW18, 49-50, L6: 52-54, U12: L1: CW1-2, 4-5, L2: CW3-7, 10-11, L4: 20-21, L5: CW12-13, 28, L6: CW14, 33, L8: 41-47, U16: L1: CW6-7, 29-31, L2: CW8-9, 32-34, L3: 38-39, L4: 44-46, U17: L1: 48-49, L2: 52-53, L3: 55-56, L4: 62-64, U19: L1: 3, CW1, 4-5, L2: 10, L4: 18-20</p> <p>Student Text: UA: L1: 3-4, CW1 (AB), UA: L2: 4-6, CW3(AB), L3: 6-8, L4: 9-10, 17-18(AB), UC: L1: 22-23, L2: 24-25, L3: 28-29, L4: 30-31 63-64(AB), UE: L3: 58-62, L4: 63-69, 109-110(AB), UF: L1: 3-8, L2: 8-11, L3: 11-13, UG: L3: 29-32, L4: 31-32, UH: L1: 5-13, L2: 14-29, L3: 30-45, L4: 50-57, 63-64(AB), UI: L1: 2-6, L2: 7-11, L3: 12-15, L4: 16-17, CW34(AB), U1: L6: 30-33, L7: 27-35, U3: L2: 33-36, L4: 12-13, L5: 16-17, L6: 21-23, CW11, 27, L7: 26-27, U4: L5: 28-32, 32-35, L6: 36-39, L7: 40-42, U5: L1: 45-47, L2: 47-50, L3: 51-55, L4: 55-58, U7: L1: 3-6, L2: 7-11, L3: 9-12, L4: 13-17, U9: L1: 1-8, L2: 9-15, L3: 16-25, L4: 25-35, L5: 36-45, L6: 43-50, L7: 51-60, U10: L1: 3-9, L2: 10-16, L3: 16-24, L4: 17-19, 20-24, L5: 25-31, L6: 25-31, L7: 32-39, U11: L1: 3-7, L2: 8-12, L3: 13-18, L4: 19-33, L5: 34-40, L6: 41-47, U12: L1: 2-5, L2: 6-10, L3: 11-14, L4: 15-19, L5: 20-25, L6: 26-32, L7: 6-10, L8: 31-32, U16: L1: 3-15, L2: 16-30, L3: 31-47, L4: 41-43(AB), U17: L1: 53-66, L2: 67-71, L3: 82-96, L4: 97-105, 62-64(AB), U19: L1: 3-8, L2: 10-15, L3: 16-19, L4: 4-8, 15-18(AB)</p> <p>Comp: U1: W1: D5: 178-181, U2: W1: D2: 224-231, U5: W2: D2: 525-529, U6: W1: D1: 553-560, U7: W1: D1: 613-621, D2: 622-633, U9: W1: D1: 775-785, D2: 786-793, D3: 794-800, W2: D1: 815-822</p> <p>Whole Class: U1: W1: D1: 65-66, D2: 67-68, D3: 69-70, D4: 71-72, D5: 73-74, W2: D1: 75-77, D2: 78-80, D3: 81-82, D4: 83-84, D5: 85-86, W2: D3: 113-115, D4: 116, D5: 117-118, U7: W1: D1: 265-268, D2: 269-271, D3: 272-276, D4: 277-281, D5: 282-284, W2: D1: 285-289, D2: 290-295, D3: 296-297, D4: 298-299, D5: 300-301, U9: W1: D1: 353-355, D2: 356-358, D3: 359-362, D4: 363-365, D5: 366-368, W2: D1: 369-371, D2: 372-374, D3: 375-</p>

Read Well correlated to the Louisiana Student Standards for English Language Arts, Grades K-3

Louisiana K-12 Student Standards for English Language Arts	Voyager Read Well Matches
Grade 3	
<p>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>377, D4: 378-381, D5: 382-383, W3: D1: 384-386, D2: 387-391, D3: 392-393, D4: 394-396, D5: 397-400, W4: D1: 401-404, D2: 405-407, D3: 408-410, D4: 411-413, D5: 414-415</p> <p>TG: UF: L1: 18-26, L2: 31-35, L3: 39-44, UI: L2: 231-239, UI: L4: 256-259, U1: L5: 64-66, L6: 74-76, 77-78 L7: 81, 83-84, U2: L1: 133-134, L7: 188, U3: L2: 31-32, L2: 33-36, L3: 44-46, 47-49, L4: 53-55, L6: 190-193, U5: L1: 250-253, 254-257, L2: 260-265, 266-268, U7: L1: 140-143, 144-146, L2: 150-158, L3: 162-167, L4: 171-176, U10: L2: 29, U11: L1: 131-138, L2: 140-147, L3: 150-158, U12: L2: 33-43, L3: 46-54, L5: 69-76, L6: 79-87, U16: L1: 81-87, L2: 95-107, L3: 110-118, L4: 129-130, U17: L1: 146-151, L3: 178-179, U17: L4: 193-194, U19: L1: 16-22, L2: 27-28, L4: 50-51</p> <p>AB: UF: L1: 3, 4, L2: 8, L3: 13-14, UI: L2: 75-76, L4: CW35, 87, U1: L5: 64-66, L6: 25, 26, L7: 30, U2: L1: CW12-13, L7: CW18, U3: L2: CW1-2, 4, 7, L3: CW5-6, 12, L4: 16, L6: CW21, 74-74, U5: L1: 94, L2: 98, U7: L1: 62, 63, L2: 68-69, L4: 80, U11: L3: 43-44, U12: L2: CW3-7, L5: 28, U16: L1: CW6-7, L2: CW8-9, 32-34, L3: 37, L4: 44, U17: L3: CW19, U17: L4: 63, U19: L1: 4-5, L2: 8, L4: 18</p> <p>Student Text: UF: L1: 3-8, L2: 8-11, UF: L3: 11-13, UI: L2: 7-11, UI: L4: 254-259, L4: CW34(AB), 85-86(AB), U1: L6: 30-33, L7: 27-35, L3: 9-11, L4: 12-13, L6: 36-39, U5: L1: 45-47, L2: 47-50, U7: L1: 3-6, L2: 7-11, L3: 9-12, L4: 13-17, U10: L2: 10-16, U11: L1: 3-7, L2: 8-12, L3: 13-18, U12: L2: 6-10, L3: 11-14, L5: 20-25, L6: 26-32, U16: L1: 3-15, L2: 16-30, L3: 31-43, L4: 41-43(AB), U17: L1: 53-62, L3: 88-96, U17: L4: 59-61(AB), U19: L1: 3-8, L2: 10-15, L4: 15-18(AB)</p> <p>Comp: U1: W1: D4: 173-176, D5: 178-181, W2: D1: 182-185, U5: W2: D2: 525-529, U7: W1: D1: 613-621, D2: 622-633, U9: W1: D1: 775-785, D2: 786-793, D3: 794-800, W2: D1: 815-822</p> <p>Whole Class: U1: W1: D1: 65-66, D2: 67-68, D3: 69-70, D4: 71-72, D5: 73-74, W2: D1: 75-77, D2: 78-80, D3: 81-82, D4: 83-84, D5: 85-86, U7: W1: D1: 265-268, D2: 269-271, D3: 272-276, D4: 277-281, D5: 282-284, W2: D1: 285-289, D2: 290-295, D3: 296-297, D4: 298-299, D5: 300-301, U9: W1: D1: 353-355, D2: 356-358, D3: 359-362, D4: 363-365, D5: 366-368, W2: D1: 369-371, D2: 372-374, D3: 375-377, D4: 378-381, D5: 382-383, W3: D1: 384-386, D2: 387-391, D3: 392-393, D4: 394-396, D5: 397-400, W4: D1: 401-404, D2: 405-407, D3: 408-410, D4: 411-413, D5: 414-415</p>
<p>3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>TG: U3: L1: 20-24, L3: 44-46, 47-49, U4: L5: 178-180, 181-184, L6: 190-193, L7: 197-199, L7: 200-202, U5: L3: 273-276, L4: 282-285, 288, U7: L3: 162-167, U9: L3: 160-165, L4: 169-174, L5: 178-184, L7: 197-203, L8: 205-208, U10: L2: 29-37, L3: 40-47, L4: 49-57, L5: 61-68, L6: 71-78, L7: 81-88, U12: L2: 33-43, U17: L3: 173-174, L4: 192</p>

Read Well correlated to the Louisiana Student Standards for English Language Arts, Grades K-3

Louisiana K-12 Student Standards for English Language Arts	Voyager Read Well Matches
Grade 3	
	<p>AB: U3: L3: CW5-6, U4: L5: 69-70, L6: 188-190, L6: CW21, L7: 79-80, U5: L3: 103, L4: 107, U9: L3: 57-59, L4: 62-63, L5: 67, CW19-20, L7: CW23, L8: 87-89, U10: L2: CW3, L3: CW4, 10, L4: CW4, 12, CW5-6, L6: CW7-9, U12: L2: 10-11, U17: L4: CW23</p> <p>Student Text: U3: L1: 3-5, 30-31, L3: 9-11, U4: L5: 28-32, 32-35, L6: 36-39, L7: 40-42, U5: L3: 273-276, L4: 55-58, U7: L3: 9-12, U9: L3: 16-24, L4: 25-35, L7: 51-60, U10: L2: 10-16, L3: 16-24, L4: 17-19, 20-24, L5: 25-31, L7: 32-39, U12: L2: 6-10, U17: L4: 54-62</p> <p>Comp: U6: W1: D1: 553-560, U9: W1: D1: 775-785, D2: 786-793, D3: 794-800, W2: D1: 815-822</p>
Craft and Structure	
<p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p>TG: UA: L1: 25, L3: 36, UC: L1: 136, L2: 152, L3: 156-162, UC: L4: 172, UE: L4: 290, UF: L1: 18-26, L3: 45, UH: L2: 163, L3: 180, UH: L4: 183-190, UI: L1: 218-227, L2: 239, L3: 250, L4: 259, U1: L4: 60, U2: L6: 181-184, U3: L1: 25-28, L2: 37-39, L3: 47-49, L5: 62, L6: 71-74, 75-77, L7: 80-82, U4: L1: 125-126, L5: 185, L6: 193, L7: 200-202, U5: L1: 248-249, L1: 254-257, L2: 260-265, L2: 269, L3: 273-276, 279, L5: 292-293, U7: L1: 140-143, L2: 158, L3: 167, U9: L1: 144-147, L2: 151-156, L3: 160, L4: 170, L5: 176, 179, 184, L6: 188, L7: 197-203, L8: 205-208, U10: L1: 19-23, 27, L2: 29-37, L3: 41-42, L4: 57, L5: 61, L6: 71-78, L7: 81-88, U11: L1: 138, L2: 140-147, L3: 150-158, L4: 160-168, L5: 170-177, L6: 179-188, U12: L1: 18-30, L2: 33-43, L3: 46-54, L4: 57-65, L5: 69-76, L6: 79-87, L7: 90-97, L7: 90-97, L8: 104-107, U13: L6: 207, U16: L1: 81-92, L2: 107, L3: 110-122, L4: 129-130, U17: L1: 146-156, L2: 159-164, L3: 173-183, L4: 192, U19: L1: 13-22, L2: 24, 34, L3: 42</p> <p>AB: UA: L1: 6, L3: 15, UC: L2: 147-55, L3: CW20, L4: 66, UE: L4: 112, UF: L1: 5, L3: 16, UH: L2: 54, L3: 60, UH: L4: CW27, 65, UI: L1: 71, 72, L2: 77, L3: 83, L4: 88, U1: L4: 14, U2: L6: 67-68, U3: L1: 5, L2: 9-10, L3: 13, L5: 20, L6: 28, L7: CW12, 31-34, U4: L1: 44-45, L5: 70-71, L6: 76-77, L7: 81, U5: L1: 92-93, 95, L2: 99-100, L3: 104, L5: 112-113, U7: L2: 73, L3: 77-78, U9: L1: 48, L2: 51-53, L5: 66, 69, L7: 81-82, L8: 87-89, U10: L1: 6, L2: 8, L4: 13, L6: 22-23, L7: 26-27, U11: L1: 39, L2: 41, L3: 45, L4: 47, L5: 51, U12: L1: 2-3, 6, L2: 8, 12-13, L4: 19, L4: 22-24, L5: 26-27, 30, L6: 31, 34-35, L7: 38-39, L8: 40, 46-47, U13: L6: 75, U16: L1: 31, L2: 35-36, L3: 40, L4: 46, U17: L1: 50-51, L3: 57, L4: CW63-64, U19: L1: 6, L2: 11, L3: 13-14</p> <p>Student Text: UA: L1: 3-4, L3: 6-8, UC: L1: 22-23, L2: 24-25, L3: 28-29, L4: 63-64(AB), UE: L4: 109-110(AB), UF: L1: 3-8, L3: 11-13, UH: L2: 22-29, L3: 46-49, L4: 60-61, UI: L1: 2-6, L2: 7-11, L3: 12-15, L4: 2-17, U2: L6: 67-70, U3: L1: 4-7, L6: 21-23, 24-25, U4: L5: 32-35, U5: L1: 45-47, L2: 47-50, L3: 51-55, U7: L1: 3-5, L2: 7-11, L3: 9-12, U9: L1: 1-8, L2: 9-15, L3: 16-21, L4: 25-28, L5: 36-42, L6: 43-47, L7: 51-60, U10: L1: 3-7, L2: 10-16, L3: 17-19, L4:</p>

Read Well correlated to the Louisiana Student Standards for English Language Arts, Grades K-3

Louisiana K-12 Student Standards for English Language Arts	Voyager Read Well Matches
Grade 3	
	<p>17-19, 20-24, 40-42, L5: 25-29, L6: 25-31, L7: 32-39, U11: L1: 3-7, L2: 8-12, L3: 13-18, L4: 19-33, L5: 34-40, L6: 41-47, U12: L1: 2-5, L2: 6-10, L3: 11-14, L4: 15-19, L5: 20-25, L6: 26-32, U13: L6: 1-10, U16: L1: 3-15, L2: 16-30, L3: 31-47, U16: L4: 41-43(AB), U17: L1: 53-62, L2: 67-71, L3: 82-96, L4: CW59-61(AB), U19: L1: 3-8, L2: 10-15, L3: 16-19</p> <p>Comp: U1: W1: D5: 178-181, U6: W1: D1: 553-560, U7: W1: D1: 613-621, D2: 622-633, U9: W1: D1: 775-785, D2: 786-793, D3: 794-800, W2: D1: 815-822, U5: W1: D1: 201-203</p> <p>Whole Class: U7: W1: D1: 265-268, W2: D2: 290-295, U9: W1: D1: 353-355, D2: 356-358, D3: 359-362, D4: 363-365, D5: 366-368, W2: D2: 372-374, D3: 375-377, D4: 378-381, W4: D3: 408-410</p>
<p>5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>TG: UC: L1: 135-142, L3: 156-162, L4: 171-172, UE: L3: 274, L4: 282-288, 289-290, UF: L1: 18, L3: 39-40, UH: L1: 143-153, L2: 157-163, L4: 183-190, UI: L1: 218-227, U1: L5: 64-69, L6: 73, U3: L1: 20-24, L2: 31-32, 33-36, L4: 53-55, L7: 80-82, U4: L5: 178-180, 181-184, L6: 188-190, U5: L1: 250-253, U7: L1: 143, L4: 170-176, U10: L1: 19-23, L2: 29-37, L5: 61-62, L7: 81, U11: L2: 140-147, L3: 150-158, U12: L1: 18-30, L4: 57-65, L5: 69-76, L8: 102-105, U16: L1: 81-87, U17: L1: 146-151, L2: 159-164, U19: L1: 13-22</p> <p>AB: UC: L1: 46, CW17, 48, L3: 59, L4: 65, UE: L4: CW36-37, 111-112, UH: L1: CW20-21, 49-50, L4: CW27, 65, UI: L1: 70, U1: L5: CW7, 19-21, L6: CW7, U3: L2: 7, L4: 16, U4: L5: 69-70, U12: L4: CW11, 20-21, L8: 44</p> <p>Student Text: UC: L1: 22-23, L3: 28-29, L4: 63-64(AB), UE: L3: 58-62, L4: 63-69, 109-110(AB), UF: L1: 3-8, L3: 11-13, UH: L1: 5-13, L2: 14-21, L4: 58-61, 63-64(AB), UI: L1: 2-6, U3: L4: 14, L7: 25-26, U4: L5: 28-32, 32-35, L6: 36-39, U5: L1: 45-47, U7: L1: 5, L4: 13-17, U10: L1: 3-7, L2: 10-16, L5: 25-29, U11: L2: 8-12, L3: 13-18, U12: L1: 2-5, 15-17, L4: 15-19, L5: 20-25, U16: L1: 3-7, U17: L1: 53-62, L2: 67-71, U19: L1: 3-8</p> <p>Comp: U6: W1: D1: 553-560, U7: W1: D2: 622-633, U9: W1: D1: 775-785, D2: 786-793, D3: 794-800, W2: D1: 815-822</p> <p>WC: U9: W1: D1: 353-355, D2: 356-358, D3: 359-362, D4: 363-365, D5: 366-368, W2: D1: 369-371, D2: 372-374, D4: 378-381, D5: 382-383, W4: D1: 401-404, D2: 405-407, D3: 408-410, D4: 411-413</p>
<p>6. Distinguish the student's point of view from that of the author of a text.</p>	<p>TG: U7: L1: 144-146 (P.O. Makes Connections), U9: L5: 178-184, L6: 188-192, U11: L6: 179-188</p> <p>AB: U7: L1: CW14, 63(P.O. Makes Connections), U9: L5: 68</p> <p>Student Text: U7: L1: 144-146, (P.O. Makes Connections) U9: L5: 36-42, L6: 43-47, U11: L6: 41-47</p>

Read Well correlated to the Louisiana Student Standards for English Language Arts, Grades K-3

Louisiana K-12 Student Standards for English Language Arts	Voyager Read Well Matches
Grade 3	
	Comp: U7: W1: D1: 613-621(PO)
Integration of Knowledge and Ideas	
<p>7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>TG: UA: L1: 20-22, L3: 38-39, UC: L1: 135-143, L3: 156-162, L4: 171-172, UE: L3: 274-279, L4: 282-288, 289-290, UF: L1: 18, UG: L4: 111-114, UH: L1: 143-153, L2: 157-163, L3: 170-177, L4: 183-190, UI: L1: 218-223, U1: L5: 64-69, L6: 73, U3: L1: 20-24, 25-28, L2: 31-32, L4: 53-55, U4: L5: 178-180, 181-184, L6: 188-190, L7: 197-199, 200-202, U5: L1: 250-253, L2: 266-267, L3: 278, U7: L4: 170-176, U9: L3: 160-165, L5: 178-184, L6: 192, U10: L1: 19-23, L2: 29-37, L5: 61-62, L7: 81, U11: L1: 131-135, L2: 140-147, L4: 160-168, L5: 170-177, L4: 57-65, U12: L5: 69-76, L8: 102-105, U16: L3: 119-120, U17: L1: 146-151, L2: 159-164, U18: L2: 225, U19: L3: 37-38</p> <p>AB: UA: L3: CW5, UC: L3: 59, L4: 65, UE: L3: CW35, L4: CW36-37, 111-112, UG: L4: CW19, 44, UH: L1: CW20-21, 49-50, L3: CW24-25, U1: L5: CW7, 19-21, L6: CW7, U3: L1-2: CW1-2, 4, L4: 14, U4: L5: 69-70, L7: 80, L2: CW27, L3: CW28, U9: L3: CW16-17, L5: CW20, L6: 73, U12: L4: CW11, L8: 44, U16: L3: CW12, U18: L2: CW25</p> <p>Student Text: UA: L1: 3-4, L3: 6-8, UC: L1: 22-23, L3: 28-29, L4: 63-64(AB), UE: L3: 58-62, L4: 63-69, 109-110(AB), UF: L1: 3-8, UG: L4: 41-43(AB), UH: L1: 5-13, L2: 14-29, L3: 30-45, L4: 50-57, UI: L1: 2-6, U4: L5: 28-32, L6: 36-39, L7: 40-42, U5: L1: 45-47, U7: L4: 13-17, U9: L3: 16-24, L5: 40-47, L6: 48-50, U10: L1: 3-7, L2: 10-16, L5: 25-29, U11: L1: 3-7, L2: 8-12, L4: 19-33, L5: 34-40, U12: L4: 15-19, L5: 20-25, U16: L3: 38-47, U17: L1: 53-62, L2: 67-71, U18: L2: 19-24, U19: L3: 16-19</p> <p>Comp: U6: W1: D1: 553-560, U7: W1: D2: 622-633, U9: W1: D2: 786-793, D3: 794-800</p> <p>Whole Class: U7: W1: D1: 265-268, D2: 269-271, D3: 272-276, D4: 277-281, D5: 282-284, W2: D1: 285-289, D2: 290-295, D4: 298-299, D5: 300-301</p>
<p>8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>TG: U4: L5: 181-184, L6: 190-191, U5: L3: 273-276, 279, L4: 282-285, 288, U9: L2: 151-156, L3: 160-165, L4: 169-174, L5: 178-184, L7: 197-203, L8: 205-208, U10: L2: 29-37, L3: 40-47, L4: 49-57, L5: 61-68, L6: 71-78, L8: 91-94, U12: L4: 57-65, U17: L4: 192</p> <p>AB: U4: L5: CW20, L6: CW21, L3: 273-276, U5: L3: 103, L4: 107, U9: L2: 51-52, L3: 57-59, L4: 62-63, L5: 67-68, CW19-20, L7: 78, CW23, L8: 87-89, U10: L2: CW3, L4: CW4, 12, CW5-6, L6: CW7-9, L8: CW12, U17: L4: CW23</p> <p>Student Text: U4: L6: 36-39, U5: L3: 51-55, L4: 55-58, U9: L3: 16-24, L4: 25-35, L7: 51-60, U10: L2: 10-16, L3: 17-24, L4: 17-19, 20-24, 40-42, L5: 25-31, L6: 25-31, L8: 40-42, U12: L4: 15-19, U17: L4: CW21-22 (AB)</p>

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Louisiana K-12 Student Standards for English Language Arts	Voyager Read Well Matches
Grade 3	
	<p>Comp: U6: W1: D1: 553-560, U9: W1: D2: 786-793,</p> <p>Whole Class: U1: W2: D2: 78-80, D3: 81-82, D5: 85-86</p>
<p>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>TG: UC: L3: 160, UG: L3: 100-107, U2: L1: 133-134, L7: 181-182, 188, U4: L5: 178-180, 181-184, L6: 187, L7: 197-199, L7: 200-202, U9: L6: 188-192, L7: 197-203, U9: L8: 205-208, U10: L6: 71-78, U12: L1: 18-30, L2: 33-43, L3: 46-54, L4: 57-65, L5: 69-76, L6: 83-87, L7: 90-97, L8: 102-105, U16: L1: 81-92, L4: 129-130, U17: L3: 173-174, U19: L2: 24-34</p> <p>AB: UC: L3: CW21, UG: L3: 36-37, CW17, U2: L1: CW13, L7: 65, CW18, U4: L5: CW20, L7: 79, U9: L6: CW21, L7: 78, U9: L8: 87-89, U10: L6: 21, U12: L1: CW1-2, L2: CW3-7, 10-11, L3: 15-16, U12: L4: 21, L5: CW12-13, L6: 32, L7: 37, L8: 46, U16: L1: 29-30, L4: 45, U19: L2: 8-9</p> <p>Student Text: UC: L3: 3-4, 28-29, UG: L3: 17-22, 29-32, CW12-16(AB), U4: L5: 28-32, L7: 40-42, U9: L6: 48-50, L7: 51-60, U10: L6: 25-31, U12: L1: 2-5, L2: 6-10, L3: 11-14, L4: 15-19, L5: 20-25, L6: 30-32, L7: 6-10, U16: L1: 3-15, L4: 41-43(AB), U17: L3: 82-87, U19: L2: 10-15</p> <p>Whole Class: U1: W2: D2: 78-80, D3: 81-82, D5: 85-86, U9: W2: D1: 369-371, D4: 378-381, D5: 382-383</p>
Range of Reading and Level of Text Complexity	
<p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>TG: UA: L1: 20-25, L2: 26-27, L3: 36-40, L4: 43-48, UC: L1: 135-143, L2: 147-148, 151, L3: 156-162, L4: 171-172, UE: L3: 274-279, L4: 282-288, 289-290, UF: L1: 18-26, L2: 31-35, L3: 39-44, UG: L3: 100-107, L4: 109-110, UH: L1: 143-153, L2: 157-163, L3: 170-180, L4: 183-190, UI: L1: 218-227, L2: 231-239, L3: 243-250, L4: 254-259, U1: L5: 64-69, L6: 74-76, 77-78 L8: 89-91 U2: L1: 133-134, U3: L1: 20-24, 25-28, L2: 31-32, L3: 44-46, L4: 53-55, L5: 63-65, U4: L5: 178-180, 181-184, L6: 188-190, 190-193, L7: 196-199, L7: 200-202, U5: L1: 254-257, L2: 260-265, L3: 273-276, L4: 282-285, 286-287, U7: L1: 140-146, L2: 150-158, L3: 162-167, U9: L1: 144-147, L2: 151-156, L3: 160-165, L4: 169-174, L5: 178-184, L6: 188-192, L7: 197-203, U10: L1: 19-23, L2: 29-37, L3: 40-47, L4: 49-57, L5: 61-68, L6: 71-78, L7: 81-88, L8: 91-94, U11: L1: 131-138, L2: 140-147, L3: 150-158, L4: 160-168, L5: 170-177, L6: 179-188, U12: L1: 18-30, L2: 33-43, L3: 46-54, L4: 57-65, L5: 69-76, L6: 79-87, L7: 90-97, L8: 100-105, U16: L1: 81-92, L2: 95-107, L3: 110-122, L4: 124-130, U17: L1: 146-156, L2: 159-170, L3: 173-183, L4: 186-192, U19: L1: 13-22, L2: 24-34, L3: 36-42, L4: 45-51</p> <p>AB: UA: L1: CW1, L2: CW3, L4: CW7, 17-18, UE: L3: 106, L4: CW36-37, 111, UF: L2: CW4, L3: 13-14, UH: L3: CW24-25, UI: L1: CW28, 71, L2: 75-76, L4: CW35-36, 87-88, U1: L8: CW10, U2: L1: CW12, U3: L2: CW1-2, 4, L8: 41-43, U16: L4: 41-43, U17: L4: CW21-23</p>

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Grade 3	
	<p>Student Text: UA: L1: 3-4, L2: 4-6, L3: 6-8, L4: 9-10, UC: L1: 22-23, L2: 24-25, L3: 28-29, L4: 63-64(AB), UE: L3: 58-62, L4: 63-69, 109-110(AB), UF: L1: 3-8, L2: 3-11, CW3(AB), L3: 11-13, UG: L3: 29-32, L4: 31-32, UH: L1: 5-13, L2: 14-29, L3: 30-49, L4: 50-57, 63-64(AB), UI: L1: 2-6, L2: 7-11, L3: 12-15, L4: 16-17, CW34(AB), 85-86(AB), U1: L5: 27-29, L6: 30-33, U3: L1: 4-7, L3: 9-11, L4: 12-14, L5: 16-17, U4: L5: 28-32, 32-35, L7: 40-42, U5: L1: 45-47, L2: 47-50, L3: 51-55, L4: 55-58, U7: L1: 3-6, L2: 7-11, L3: 9-12, U9: L1: 1-8, L2: 9-15, L3: 16-24, L4: 25-35, L5: 36-42, L6: 43-50, L7: 51-60, U10: L1: 3-7, L2: 10-16, L3: 13, 16-24, L4: 17-19, 20-24, 40-42, L5: 25-31, L6: 25-31, L7: 32-39, L8: 40-42, U11: L1: 3-7, L2: 8-12, L3: 13-18, L4: 19-33, L5: 34-40, L6: 41-47, U12: L1: 2-5, L2: 6-10, L3: 11-14, L4: 15-19, L5: 20-25, L6: 26-32, L7: 6-10, L8: 102-105, 31-32, U16: L1: 3-15, L2: 16-30, L3: 31-43, L4: 48-50, U17: L1: 53-62, L2: 67-81, L3: 82-96, L4: 97-105, CW21-22(AB), U19: L1: 3-8, L2: 10-15, L3: 16-19, L4: 4-8, 15-18(AB),</p> <p>Global Neighbors U1: p 27, 34-35, L6: 36-39</p> <p>Whole Class: U1: W1: D1: 65-66, D2: 67-68, D3: 69-70, D4: 71-72, D5: 73-74, W2: D1: 75-77, D2: 78-80, D3: 81-82, D4: 83-84, D5: 85-86, U7: W1: D1: 265-268, D2: 269-271, D3: 272-276, D4: 277-281, D5: 282-284, W2: D1: 285-289, D2: 290-295, D3: 296-297, D4: 298-299, D5: 300-301, U9: W2: D3: 375-377, D4: 378-381, D5: 382-383, W3: D1: 384-386, D2: 387-391, D3: 392-393, D4: 394-396, D5: 397-400, W4: D1: 401-404, D2: 405-407, D3: 408-410, D4: 411-413, D5: 414-415</p>
Reading Standards for Foundational Skills	
Print Concepts	
Mastered in grade 1.	
Phonological Awareness	
2. Mastered in grade 1.	
Phonics and Word Recognition	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes.</p> <p>c. Decode multi-syllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>	<p>TG: UA: L1: 16-19, 25, L2: 26-27, 33, L3: 35, 40, L4: 41-42, UB: L1: 71-73, L2: 81-82, L3: 89, 98, L4: 99-100, UC: L1: 131-133, 142, L2: 144-146, 151, L3: 153-154, 162, L4: 164-165, UD: L1: 194-195, L2: 211, L3: 213-214, 220, L4: 221, UE: L1: 249-250, 259, L2: 269, L3: 271-272, L4: 280, UF: L1: 15-16, 26, L2: 27-29, L3: 36-37, 44, L4: 46, UG: L1: 75-76, 81, UG: L2: 86-87, 97, L4: 108, UH: L1: 139-140, 153, L2: 154-155, 163, L3: 166-167, 180, L4: 181-182, UI: L1: 215-216, 227, L2: 228-229, 239, L3: 240-241, 250, L4: 251-252, 259, UJ: L1: 283-285, 294, L2: 295-296, 304, L3: 305-306, 315, UJ: L4: 316, U1: L1: 19, 20, L2: 32-33, 35, 42, L3: 43-44, 51, L4: 52-53, 60, L5: 61-62, L6: 71-72, 79, L7: 81, 87, L8: 88, EP-L1: 97-98, 101-102, EP-L2: 103-104, 105, U2: L2: 137-138, L3: 146-147, L4: 156-157, L5: 165-166, 172-175, L6: 176-177, 181-184, L7: 186-187, L8: 196-198, U3: L1: 16-17, L2: 29-30, 37-39, L3: 47-49, L4: 50-51, 59, L5: 60-61, 68, L6: 69, 71-74, 75-77, L7: 78, L8: 88, U4: L1: 125-126, L2: 138-140, L3: 150-151, L4: 162-163, L5: 174-175, 181-184, L6: 186, 193, L7: 194-195, L8:</p>

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Grade 3	
	<p>204, U5: L1: 246-247, 254-257, L2: 258-259, L3: 270-271, 279, L4: 280, 289, L5: 290-291, 292-293, L6: 301-302, L7: 311, 321, L8: 322, U6: L1: 20-21, 26-28, L2: 29-30, L3: 36, 42, L4: 43-44, 50, L5: 51, 56, L6: 57-58, L7: 64, 66-67, 68-71, L8: 74-78, L9: 79, L11: 93, L12: 99, U7: L1: 138, 144-146, L2: 147, 158, L3: 159, L4: 168, 170-176, L5: 177, L6: 186, L7: 195, L8: 205, U8: L1: 15, L3: 43, 53, L4: 54, L5: 65, 68-75, L6: 76, U9: L1: 140, 147, L3: 157, L5: 175, L6: 185, 192, L7: 193, U10: L1: 16-18, 21, L3: 38, L5: 58, 68, U11: L3: 148, L9: 205-206, L11: 229, U12: L1: 15, L2: 31, 43, L3: 44, L4: 55, L5: 66, L8: 98, U13: L2: 152, L6: 194, L9: 231, L11: 250, L12: 258, U14: L3: 327, L6: 360, L12: 421, U15: L1: 12, U17: L2: 159, 162, U20: L2: 78-79, 84</p> <p>AB: UA: L1: 1-3, 4, L2: 7-8, 9, L3: 12, 13, L4: 16, UB: L1: 21-22, L2: 27, L3: 31, 33, L4: 36-37, UC: L1: 43-44, 47, UC: L2: 51-52, 53, L3: 56, 57, L4: 61, UD: L1: 69-70, L2: 77, L3: 81-82, 83, L4: 86, UE: L1: 93, 95, L2: 100, L3: 104, L4: 108, UF: L1: 1, 6, L2: 7, L3: 11-12, 15, L4: 17, UG: L1: 25, 29, L2: 30, 34, L4: 40, UH: L1: 47, 51, L2: 52, 55, L3: 56, 59, L4: 61, UI: L1: 67, 73, L2: 74, 78, L3: 79, 82, L4: 84, 88, UJ: L1: 89, 93, L2: 94, 97, L3: 98, 100, L4: 102, U1: L1: 1, L2: 6, L3: 9, 12, L4: 13, 16, L5: 17, L6: 24, 28, 29, L7: 30, 32, L8: 33, U2: L2: 44, L3: 48, L4: 54, L5: 58, 63, L6: 64, 67-68, L7: 69, L8: 74, U3: L1: 1, L2: 6, 10, L3: 13-14, L4: 15, 17-18, L5: 19, 24, L6: 25, 29, L7: 30, L8: 35, U4: L1: 43, L2: 50-51, L3: 57, L4: 62, L5: 66, 71-72, L6: 73, 77, L7: 78, L8: 83, U5: L1: 91, 96, L2: 97, L3: 101, 105, L4: 106, 108-110, L5: 111, 112-113, L6: 117, L7: 123, 127, L8: 128, U6: L1: 1, 4, L2: 5, L3: 9, 13, L4: 14, 18, L5: 19, 23, L6: 25, L7: 30, 33, L8: 37, L9: 38, L11: 47, L12: 51, U7: L1: 59, 65, L2: 66, 74, L3: 75, L4: 79, 83, L5: 84, L6: 90, L7: 94, L8: 99, U8: L1: 1, L3: 11, 16, L4: 17, L5: 22, 28, L6: 29, U9: L1: 45, 49, L3: 55, L5: 65, L6: 70, 74, L7: 75, U10: L1: 1, L3: 9, L5: 14, 19, U11: L3: 42, L9: 62, L11: 71, U12: L1: 1, L2: 8, 13, L3: 14, L4: 19, L5: 25, L8: 40, U13: L2: 54, L6: 71, L9: 82, L11: 93, L12: 98, U14: L3: 114, L6: 130, L12: 156, U15: L1: 1, U20: L2: 28</p> <p>Student Text: UA: L2: 4-6, L3: 6-8, UC: L1: 22-23, L2: 22-25, L3: 28-29, UD: L2: 36-39, L3: 39-41, UE: L1: 45-51, L2: 52-57, UF: L1: 3-8, L3: 11-13, UG: L1: 17-22, L2: 22-28, UH: L1: 5-13, L2: 14-29, L3: 30-49, UI: L1: 2-6, L2: 6, 8, 17, L3: 6, 7, 14, UJ: L3: 19-34, U10: L1: 3, U17: L2: 67-71, U20: L2: 20-37</p>
Fluency	
<p>4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>TG: UA: L1: 20-25, L2: 28-32, L3: 36-40, L4: 43-46, UB: L1: 75-80, L2: 83-88, L3: 92-98, L4: 99-104, UC: L1: 135-142, L2: 147-151, L3: 156-162, L4: 166-170, UD: L1: 198-203, L2: 207-210, L3: 216-220, L4: 222-225, UE: L1: 253-259, L2: 263-269, L3: 274-279, L4: 282-288, UF: L1: 18-26, L2: 31-35, L3: 39-44, L4: 47-50, UG: L1: 79-83, L2: 89-97, L3: 100-107, L4: 109-112, UH: L1: 143-153, L2: 157-163, L3: 170-180, L4: 183-190, UI: L1: 218-227, L2: 231-239, L3: 243-250, UJ: L4: 254-259, UJ: L4: 254-257, UJ: L1: 287-294, L2: 298-304, L3: 308-315, L4: 318-321, UJ: L4: 318-321, U1: L5: 64-66, L6: 74-76, 77-78, L8: 89-91, U2: L1: 130-132, L2: 140-142,</p>

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

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	<p>L2: 26-29, L3: 30-37, UJ: L4: 18-35, UJ: L4: 18-35, U1: L5: 27-29, L6: 30-33, U2: L1: 37-39, L2: 41-44, 45-46, L4: 52-55 L5: 61-63, L6: 64-67, 67-70, L7: 71-74, L8: 75-76, U3: L1: 4-7, L2: 8-9, L3: 9-11, L4: 12-14, L5: 16-17, 18-19, L6: 21-23, 24-25, L7: 26-27, L8: 22-23, U4: L1: 3-9, L3: 16-21, L4: 21-27, L5: 28-32, 29-35, L6: 36-39, L7: 40-42, L8: 31-35, U5: L1: 45-47, L2: 47-50, L3: 51-55, L4: 55-58, L5: 60-63, L6: 64-66, L7: 66-72, L7: 72-74, L8: 70-74, U6: L1: 1-6, 7-15, L2: 16-30, L3: 31-39, L4: 40-44, 44-49, L5: 50-58, L6: 59-66, 67-75, L7: 76-77, 78-85, L8: 87-94, L9: 95-99, L9: 100-103, L10: 112-120, L11: 121-128, L12: 137-138, U7: L1: 3-6, L2: 7-11, L3: 9-12, L4: 13-17, L5: 19-23, L6: 24-31, L8: 36-37, U8: L1: 2-14, L2: 15-19, 19-23, L3: 24-31, L4: 32-39, L5: 43-51, L6: 52-62, L7: 63-69, L8: 67-69, U9: L1: 1-8, L2: 9-15, L3: 16-24, L4: 25-35, L5: 36-42, L6: 43-50, L7: 51-60, U10: L1: 3-9, L2: 10-16, L3: 16-24, L4: 17-19, 20-24, 40-42, L5: 25-31, L6: 25-31, L7: 32-39, L8: 40-42, U11: L1: 3-7, L2: 8-12, L3: 150-158, L4: 19-33, L5: 34-40, L6: 41-47, L7: 48, L8: 49, L9: 51-61, L10: 62-69, L11: 69-73, L12: 48-49, U12: L1: 2-5, L2: 6-10, L3: 11-14, L4: 15-19, L5: 20-25, L6: 26-32, L7: 6-10, L8: 31-32, U13: L1: 4-13, L2: 14-24, L3: 25-34, L4: 34-48, L5: 24-36, L6: 1-10, L7: 11-24, L8: 23-31, L9: 38-43, L12: 5-8, U14: L1: 9-15, L2: 16-20, L3: 21-28, L4: 29-33, L5: 40-48, L6: 49-55, L7: 56-61, L8: 62-66, L9: 67-70, L10: 71-73, L11: 74-79, U15: L1: 6-7(AB), L2: 12-13(AB), L3: 18-19(AB), L4: 6-7(AB), 12-13(AB), 18-19(AB), U16: L1: 3-15, L2: 16-30, L3: 31-47, L4: 48-50, U17: L1: 53-62, L2: 67-81, L3: 82-96, L4: 97-105, CW21-22(AB), U18: L1: 13-19, L2: 19-24, L3: 24-30, L4: 30-35, L5: 37-41, L6: 41-47, L7: 48-52, L8: 53-57, 89-91(AB), U19: L1: 3-8, L2: 10-15, L3: 16-19, L4: 4-8, U20: L1: 1-19, L2: 20-37, L3: 39-59, L4: 61-78, L5: 79-98, L6: 98-121, L7: 123-134, L8: 114-121</p> <p>Global Neighbors U1: p. 27, 34-35</p> <p>Whole Class: U8: W1: D3: 314-317, D4: 318-320</p>
Writing Standards	
Text Types and Purposes	
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p>TG: U11: L6: 187, U14: L2: 325, U18: L3: 232, U19: L2: 32-34</p> <p>AB: U11: L6: CW19-20, U14: L2: CW39, U18: L3: CW26, U19: L2: CW2</p> <p>Student Text: U18: L3: 24-30, U19: L2: 10-15</p> <p>Comp: U2: W2: D1: 253-261, D2: 262-269, D3: 270-275, D4: 276-279, D5: 280-284, U5: W2: D5: 543-548, U7: W1: D1: 613-621, D3: 634-638, D4: 639-644, D5: 645-650, W2: D1: 651-659, D2: 660-664, D3: 665-669, D4: 670-675, D5: 676-678</p> <p>WNB1 48-49, WNB2: 1-5, 6-9, 10, 11-12</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>TG: U1: L4: 58-59, U2: L7: 193-195, U16: L3: 120, U17: L2: 165-169</p>

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<p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>AB: U1: L4: CW4, U2: L7: CW19, U16: L3: CW10-11, U17: L2: CW18</p> <p>Student Text: U16: L3: 38-47, U17: L2: 72-81</p> <p>Comp: U1: W1: D1: 151-157, D2: 158-164, D3: 165-169, D4: 170-177, D5: 178-181, W2: D1: 182-185, D2: 186-190, D3: 191-197, D4: 198-205, D5: 206-210, U2: W1: D1: 215-216, U5: W2: D1: 518-524, D2: 525-529, D3: 530-537, D4: 538-542, U6: W1: D1: 553-560, D2: 561-566, D3: 567-572, D4: 573-578, D5: 579-583, W2: D1: 584-588, D2: 589-595, D3: 596-601, D4: 602-605, U9: W1: D1: 775-785, D2: 786-793, D3: 794-800, D4: 801-808, D5: 809-814, W2: D1: 815-822, D2: 823-830, D3: 831-840, D4: 841-847, D5: 848-853, W3: D1: 854-860, D2: 861-865, D3: 866-870, D4: 871-874, D5: 875-878, W4: D1: 879-883, D2: 884-887, D3: 889-891, D4: 892-893, D5: 894-895</p> <p>WNB1: 24, 32-34, 35-37, 38, 85, 87-88, 89-91, 92-93, 94-96, 97-98, 99, 100-101, WNB2: 29, 30-38, 40-44, 45-49, 50-55 WC: U2: W1: D1: 91-93, D2: 94-97, D3: 98-101, D4: 102-104, D5: 105-107, W2: D1: 108-110, D2: 111-112, D3: 113-115, D4: 116, D5: 117-118, U5: W1: D1: 201-203, D2: 204-206, D3: 207-208, D4: 209, D5: 210-211, U6: W2: D2: 248-250, D3: 251-254, D4: 255-257, D5: 258-259</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<p>TG: U8: L1: 25-30</p> <p>AB: U8: L1: CW1</p> <p>Comp: UA: W1: D5: 44-45, 47, UB: W1: D1: 87-91, D2: 92-96, D3: 97-102, D4: 105-109, W2: D1: 116-121, D2: 122-128, D3: 129-134, D4: 135-140, D5: 141-145, U2: W1: D1: 215-223, D2: 224-231, D4: 240-246, D5: 247-252, W2: D5: 280-284, U3: W1: D3: 307-313, D4: 314-321, D5: 322-326, W2: D1: 327-334, D2: 335-340, D3: 341-349, D4: 350-356, U4: W1: D1: 363-368, D2: 369-374, D3: 375-380, D4: 381-388, D5: 389-395, W2: D1: 397-403, D2: 404-410, D3: 411-419, D4: 420-426, D5: 427-437, W3: D1: 438-443, D2: 444-449, D3: 450-459, D4: 460-466, U5: W1: D1: 475-486, D2: 487-496, D3: 497-504, D4: 505-509, D5: 510-517, W2: D5: 543-548, U8: W1: D1: 683-688, D2: 689-694, D3: 695-700, D4: 701-707, D5: 708-712, W2: D1: 713-718, D2: 719-724, D3: 725-729, D4: 730-736, D5: 737-740, W3: D1: 741-746, D2: 747-752, D3: 753-758, D4: 759-765, D5: 766-770, U11: W1: D1: 997-1004, D2: 1005-1013, D3: 1014-1020, D4: 1021-1025, D5: 1026-1031, W2: D1: 1032-1034, D2: 1035-1038, D3: 1039-1043, D4: 1044-1046, D5: 1047-1049</p> <p>WNB1: 16, WB1, 17, 18-19, 20-21, 22, 23, 42, 56-58, 59-61, 63, 64-65, 65-67, 68, 70-71, 72, 73-77, 80, WNB2: 13-22, 23-28, 73-80, 81-84</p>
Production and Distribution of Writing	

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<p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>TG: U2: L7: 193-195, U4: L4: 170-171, U16: L1: 84-86</p> <p>AB: U2: L7: CW19, U4: L4: CW19, U16: L1: CW6-7</p> <p>Comp: UA: W1: D3: 25-33, D5: 34-46, W2: D1: 50-56, D5: 76-81, UB: W1: D3: 97-103, D4: 104-109, W2: D1: 116-121, D2: 122-128, D3: 129-134, D4: 135-140, D5: 141-145, U1: W1: D1: 157, D2: 158-164, D3: 165-169, D4: 170-176, D5: 178-181, W2: D2: 186-190, D3: 191-197, D4: 198-205, D5: 206-210, U2: W1: D1: 215-223, D2: 229-231, D3: 232-239, D4: 240-246, D5: 249-252, W2: D1: 253-261, D2: 262-269, D4: 276-279, D5: 280-284, U3: W1: D1: 294-295, D2: 301-305, D3: 307-313, D4: 314-321, D5: 322-326, W2: D1: 327-334, D2: 335-340, D3: 341-349, D4: 350-356, U4: W1: D1: 367-368, D2: 372-374, D3: 375-380, D4: 381-388, D5: 389-395, W2: D1: 397-403, D2: 404-410, D3: 411-419, D4: 420-426, D5: 427-437, D3: 450-459, U4: W3: D4: 460-466, D5: 467-470, U5: W1: D1: 475-486, D2: 487-496, D4: 505-509, W2: D1: 518-524, D2: 525-529, D3: 530-537, D4: 538-542, D5: 543-548, U6: W1: D2: 561-566, D4: 573-578, D5: 579-583, W2: D2: 589-595, D3: 596-601, D4: 602-605, U7: W1: D1: 617-621, D2: 622-633, D3: 634-638, D4: 639-644, D5: 645-650, W2: D1: 651-659, D2: 660-664, D3: 665-669, D4: 670-675, U8: W1: D3: 695-700, D4: 701-707, D5: 708-712, W2: D1: 713-718, D2: 719-724, D3: 725-729, D4: 730-736, D5: 737-740, W3: D1: 741-746, D2: 747-752, D3: 753-758, D4: 759-765, D5: 766-770, U9: W1: D5: 809-814, W2: D4: 841-847, D5: 848-853, W3: D1: 854-860, D2: 861-865, D4: 871-874, D5: 875-878, W4: D1: 879-883, D2: 884-887, D3: 889-891, D4: 892-893, D5: 894-895, U10: W1: D3: 915-924, D4: 925-931, D5: 932-936, W2: D1: 937-944, D4: 957-963, D5: 964-968, W3: D1: 969-974, D2: 975-980, D3: 981-985, D4: 986-989, D5: 990-991, U11: W1: D1: 997-1004, D2: 1005-1013, D3: 1014-1020, D4: 1021-1025, D5: 1026-1031, W2: D1: 1032-1034, D2: 1035-1038, D3: 1039-1043, D4: 1044-1046, D5: 1047-1049</p> <p>WNB1: 10, 14-16, WB1, 17-22, 23, 30-31, 32-34, 35-37, 38, 42, 43-46, 50, 52-53, 54-56, 56-58, 59-61, 62, 65-67, 70-71, 73-77, 92-93, 98-101, WNB2: 5, 6-9, 10, 11-12, 13-22, 23-28, 29, 37-38, 44-49, 50-55, 61-63, 68-69, 70-72, 73-80, 81-84</p> <p>Whole Class: U2: W1: D1: 91-93, D2: 94-97, D3: 98-101, D4: 102-104, D5: 105-107, W2: D4: 116, U5: W1: D1: 201-203, D2: 204-206, D3: 207-208, D4: 209, D5: 210-211, W2: D1: 212-213, D2: 214-215, D3: 216-217, D4: 218-220, D5: 221, U6: W2: D1: 245-247, D2: 248-250, D3: 251-254, D4: 255-257, D5: 258-259</p>
<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>Comp: UA: W1: D4: 35-36, 40-41, W2: D4: 70-74, D5: 76-81, UB: W1: D2: 92-96, D2: 97-103, D4: 104-109, W2: D1: 116-121, D2: 122-128, W2: D3: 129-134, D4: 135-140, D5: 141-145, U1: W1: D1: 157, D2: 158-164, D3: 165-169, W2: D1: 182-185, D2: 186-190, D3: 191-197, D4: 198-205, D5: 206-210, U2: W1: D1: 215-223, D2: 229-231, D3: 232-239, D5: 247-252, W2: D1: 253-261,</p>

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	<p>D2: 262-269, D4: 276-279, D5: 280-284, U3: W1: D2: 301-305, D3: 307-313, D4: 314-321, D5: 322-326, W2: D1: 327-334, D2: 335-340, D3: 341-349, D4: 350-356, U4: W1: D3: 375-380, D4: 381-388, W2: D1: 397-403, D2: 404-410, D3: 411-419, D4: 420-426, D5: 427-437, W3: D1: 438-443, D3: 450-459, D4: 460-466, U5: W1: D1: 475-486, D2: 487-496, D4: 505-509, W2: D1: 518-524, D2: 525-529, D3: 530-537, D4: 538-542, D5: 543-548, U6: W1: D2: 561-566, D4: 573-578, W2: D2: 589-595, D3: 596-601, D4: 602-605, U7: W1: D1: 617-621, D2: 622-633, D3: 634-638, D4: 639-644, D5: 645-650, W2: D1: 651-659, D2: 660-664, D3: 665-669, D4: 670-675, U8: W1: D3: 695-700, D4: 701-707, D5: 708-712, W2: D1: 713-718, D2: 719-724, D3: 725-729, D4: 730-736, D5: 737-740, W3: D1: 741-746, D2: 747-752, D4: 759-765, D5: 766-770, U9: W1: D5: 809-814, W2: D2: 823-830, D4: 841-847, D5: 848-853, W3: D1: 854-860, D2: 861-865, D4: 871-874, D5: 875-878, W4: D1: 879-883, D2: 884-887, D3: 889-891, D4: 892-893, U10: W2: D4: 957-963, W3: D1: 969-974, D3: 981-985, U11: W1: D1: 997-1004, D2: 1005-1013, D3: 1014-1020, D4: 1021-1025, W2: D3: 1039-1043, D4: 1044-1046, D5: 1047-1049</p> <p>WNB1: 7-9, 18-19, 20-22, 23, 24, 26, 30-31, 32-37, 38, 40, 42, 43-46, 50, 54-56, 56-58, 59-61, 63, 65, 68-69, 70-71, 72, 73-77, 80, 85-88, 92-93, 98-101, WNB2: 5, 6-9, 10, 11-12, 13-22, 23-28, 37-38, 44-49, 50-55, 61-63, 68-69, 70-72, 73-84</p> <p>Whole Class: U2: W1: D1: 91-93, D2: 94-97, D3: 98-101, D4: 102-104, D5: 105-107, W2: D1: 108-110, D2: 111-112, U5: W1: D1: 201-203, D2: 204-206, D3: 207-208, D4: 209, W2: D2: 214-215, D3: 216-217, D4: 218-220, D5: 221, U6: W2: D2: 248-250, D3: 251-254, D4: 255-257</p>
<p>6. With guidance and support from adults, produce and publish grade-appropriate writing, using technology, either independently or in collaboration with others.</p>	<p>Comp: UB: W2: D5: 142, 145, U1: W2: D5: 206-210, U4: W3: D4: 462, D5: 467-470, U7: W2: D3: 667, U9: W4: D2: 884-887, D3: 889-891, D4: 892-893, D5: 894-895, U11: W2: D4: 1044-1046, D5: 1047-1049, SU1: D1: 1055-1060, D2: 1061-1067, D3: 1068-1076, D4: 1077-1081, D5: 1082-1086</p>
Research to Build and Present Knowledge	
<p>7. Conduct short research projects that build knowledge about a topic.</p>	<p>TG: U4: L4: 170-171 (P.O.)</p> <p>AB: U4: L4: CW19 (P.O.)</p> <p>Comp: U1: W1: D1: 151-157, D2: 158-164, D4: 170-177, D5: 178-181, W2: D1: 182-185, D2: 186-190, D3: 195-197, D4: 198-205, D5: 206-210, U9: W1: D1: 775-785, D2: 786-793, D3: 794-800, D4: 801-808, D5: 809-814, W2: D1: 815-822, D2: 823-830, D3: 831-840, D4: 841-847, D5: 848-853, W3: D1: 854-860, D2: 861-865, D3: 866-870, D4: 871-874, D5: 875-878, W4: D1: 879-883, D2: 884-887, D3: 889-891, D4: 892-893, D5: 894-895</p> <p>WNB1: 24, 26, 32-34, 35-37, 38, WNB2: 29, 30-38, 40-44, 45-49, 50-52</p>

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8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. 9. Begins in grade 4.	<p>Comp: U7: W1: D2: 622-633, D3: 634-638, D5: 645-650, W2: D1: 651-659, U9: W1: D1: 775-785, D2: 786-793, D3: 794-800, D4: 801-808, D5: 809-814, W2: D1: 815-822, D2: 823-830, D3: 831-840, D4: 841-847, SU2: D1: 1091-1094, D2: 1095-1098, D3: 1099-1106, D4: 1107-1110, D5: 1111-1114</p> <p>WNB2: 30-38, 40-43, 44, 45, 46-49</p>
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>TG: UC: L4: 166-170, UD: L2: 209-210, L4: 222-225, UF: L1: 18-26, L3: 42-43, UG: L2: 96, L2: 161-162, UI: L1: 224-225, L3: 246-247, U1: L4: 59, L6: 77-78, L7: 86, L8: 90-91, U2: L7: 188, 193-195, U3: L6: 75-77, U4: L3: 159, L4: 170-171, L7: 200-202, U5: L8: 324-326, U6: L5: 56, L6: 59, L9: 84-86, L10: 90-92, L12: 101-103, U7: L4: 170-176, U8: L1: 25-30, L3: 45-53, L6: 86, L7: 89-95, U11: L8: 199-204, L11: 236-237, U12: L3: 52, L4: 63, L5: 69-76, L6: 83-87, L7: 90-97, L8: 100-103, U13: L4: 177-186, L12: 265, U14: L2: 318-326, L4: 346-348, L9: 399-401, L11: 418-420, L12: 424-429, U16: L3: 120, U17: L2: 165-169, L3: 179, U18: L1: 211-218, L3: 232, U18: L4: 239-240, U19: L2: 32-34, L3: 40-42, L4: 48-51, U20: L4: 100-101, L5: 110, L7: 124-126</p> <p>AB: UC: L4: CW23, UD: L2: CW27, L4: CW30, UF: L1: CW1, L3: CW5, UG: L2: 31-32, UH: L2: CW23, UI: L1: CW29, L3: CW32-33, U1: L4: CW4, L6: CW8, L7: CW6, L8: CW10, U2: L7: 65, CW18, CW19, U3: L6: CW9-11, 27, U4: L3: CW18, L4: CW19, L7: CW22, U5: CW34-35 U6: L5: 22, L6: 22, L9: CW9, L10: 45, L12: CW12-13, U7: L4: 80, CW18, 81, U8: L1: CW1, L3: CW3, L6: 31, L7: CW7, 35, U11: L8: 48, L11: CW28, 72, U12: L3: CW8-9, L4: CW10-11, L5: 28-29, L6: CW14, L7: CW15, L8: CW17, U13: L4: CW22-23, L12: CW37, U14: L2: CW39, L4: CW41, L9: CW48, L11: CW50-51, L12: CW52-54, U16: L3: CW10-11, U17: L2: CW18, L3: CW20, U18: L1: 69, L3: CW26, L4: CW28, 78, U19: L2: CW2, L3: 12, L4: CW4, U20: L4: CW9, L5: 37-38, L7: CW14, 42</p> <p>Student Text: UC: L4: 22-31, UD: L2: 36-39, L4: CW29(AB), UF: L1: 3-8, L3: 11-13, UG: L2: 22-28, UH: L2: 18-21, UI: L1: 2-6, L3: CW31(AB), U4: L3: 16-21, L4: 22-27, L7: 40-42, U6: L5: 50-58, L10: 112-120, L12: 137-138, U7: L4: 13-17, U8: L3: 45-53, L6: 52-62, L7: 63-69, U12: L4: 15-19, L5: 20-25, L6: 30-32, U13: L4: 39-48, U14: L2: 16-20, L4: 34-39, L9: 67-70, U16: L3: 38-47, U17: L2: 72-81, L3: 88-96, U18: L1: 13-19, L3: 24-30, L4: 30-35, U19: L2: 10-15, L3: 16-19, L4: 4-8, U20: L4: 73-78, L5: 79-98, L7: 123-134</p> <p>Comp: UA: W1: D1: 10-11, D2: 15-24, D5: 44-45, 47, W2: D1: 50-56, D5: 76-81, UB: W1: D1: 87-91, D2: 97-103, D4: 104-109, W2: D1: 116-121, D2: 122-128, D3: 129-134, D4: 135-140, D5: 141-145, U1: W1: D1: 157, D3: 165-169, D4: 170-176, D5: 178-181, W2: D2: 186-190, D3: 191-197, D4: 198-205, D5: 206-210, U2: W1: D1: 215-223, D2: 229-231, U2: W1: D3: 232-239, D4: 240-246, U2: W1: D5: 249-252, W2: D1: 253-261, D2: 262-269, D4: 276-279, D5: 280-284, U3: W1: D1: 294-295, D2: 301-305,</p>

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	<p>D3: 307-313, D4: 314-321, D5: 322-326, W2: D1: 327-334, D2: 335-340, D3: 341-349, D4: 350-356, U4: W1: D1: 367-368, D2: 372-374, D3: 375-380, D4: 381-388, D5: 389-395, W2: D1: 397-403, D2: 404-410, D3: 411-419, D4: 420-426, D5: 427-437, W3: D1: 438-443, D2: 444-449, D3: 450-459, D4: 460-466, D5: 467-470, U5: W1: D1: 475-486, D2: 487-496, D4: 505-509, W2: D1: 518-524, D2: 525-529, D3: 530-537, D4: 538-542, D5: 543-548, U6: W1: D2: 561-566, D3: 567-572, D4: 573-578, D5: 579-583, W2: D1: 584-588, D2: 589-595, D3: 596-601, D4: 602-605, U7: W1: D1: 617-621, D2: 622-633, D3: 634-638, D4: 639-644, W2: D1: 651-659, D2: 660-664, D3: 665-669, D4: 670-675, U8: W1: D3: 695-700, D4: 701-707, W2: D1: 713-718, D2: 719-724, D3: 725-729, D4: 730-736, D5: 737-740, W3: D1: 741-746, D2: 747-752, D3: 753-758, D4: 759-765, D5: 766-770, U9: W1: D1: 775-785, D2: 786-793, D3: 794-800, D4: 801-808, D5: 809-814, W2: D1: 815-822, D2: 823-830, D3: 831-840, D4: 841-847, D5: 848-853, W3: D1: 854-860, D2: 861-865, D4: 871-874, D5: 875-878, W4: D1: 879-883, D2: 884-887, D3: 889-891, D4: 892-893, D5: 894-895, U10: W1: D3: 915-924, D4: 925-931, W2: D1: 937-944, D4: 957-963, D5: 964-968, W3: D1: 969-974, D2: 975-980, D3: 981-985, D4: 986-989, D5: 990-991 U11: W1: D1: 997-1004, D2: 1005-1013, D3: 1014-1020, D4: 1021-1025, D5: 1026-1031, W2: D1: 1032-1034, D2: 1035-1038, D3: 1039-1043, D4: 1044-1046, D5: 1047-1049</p> <p>WNB1: 10, 14, 15, 16, WB1, 17-21, 22, 23, 24, 30-31, 32-34, 35-37, 38, 42, 43-46, 50, 51, 52-53, 56-58, 59-61, 62, 63, 64-65, 65-67, 70-71, 72, 73-77, 78, WNB2: 5, 6-8, 10, 11-12, 13-22, 23-28, 29, 30-38, 40-44, 45-49, 50-55, 60-63, 68-69, 70-72, 73-76, 81-84</p> <p>Whole Class: U2: W1: D1: 91-93, D2: 94-97, D3: 98-101, D4: 102-104, D5: 105-107, W2: D1: 108-110, D2: 111-112, D3: 113-115, D4: 116, D5: 117-118, U5: W1: D1: 201-203, D2: 204-206, D3: 207-208, D4: 209, D5: 210-211, W2: D1: 212-213, D2: 214-215, D3: 216-217, D4: 218-220, D5: 221, U6: W2: D2: 248-250, D3: 251-254, D4: 255-257</p>
Speaking and Listening Standards	
Comprehension and Collaboration	
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>TG: UF: L1: 18-26, UH: L2: 161-162, UI: L1: 224-225, L3: 246-247, UJ: L3: 308-314, U1: L1: 24-28, L2: 35-37, L3: 46-47, L4: 55, L5: 64-66, L6: 74-76, U2: L4: 159-161, L7: 188, U3: L6: 75-77, U4: L3: 158-162, L7: 196-201, U5: L4: 286-287, U6: L1: 26-28, L5: 53-56, L9: 84-86, L11: 95-98, U7: L1: 144-146, L3: 162-167, L4: 170-176, L7: 197-204, U8: L1: 25-26, L6: 78-86, L7: 89-95, U10: L5: 61-68, L7: 81-88, U11: L2: 140-147, L3: 155-158, L4: 166-168, L8: 199-204, L11: 235-237, U12: L2: 33-43, L7: 90-97, U13: L6: 203-207, U14: L2: 324-326, L4: 346-348, L5: 352-359, L8: 388-391, L9: 399-401, L11: 418-420, U15: L1: 23-25, U16: L3: 120, U17: L2: 165-169, L3: 172, U18: L3: 231-233, L6: 250-255,</p>

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<p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>U19: L2: 32-34, U20: L5:104-110, L6: 116-118, L7: 124-126, L8: 130-132</p> <p>AB: UF: L1: CW1, UH: L2: CW22-23, UI: L1: CW28-29, L3: CW32-33, UJ: L3: CWQ40, U1: L1: L5: CW5-CW6, L6: CW8, U5: L4: CW29, U6: L9: CW9, U7: L1: CW14, L4: CW18, U8: L1: CW1, L6: CW6, L7: CW7, U10: L5: CW5-6, U11: L3: CW16, L4: CW17, L8: CW22, L11: CW28, U12: L2: CW3-7, L7: CW15, U13: L6: CW25-26, U14: L2: CW39, L4: CW41, L5: CW42, L8: CW47, L9: CW48, L11: CW50-51, U15: L1: CW1, U16: L3: CW10-11, U17: L2: CW18, L3: CW19, U18: L3: CW26, L6: CW30, U19: L2: CW2, U20: L5: CW10-11, L7: CW14, L8: CW17-18</p> <p>Student Text: UF: L1: 3-8, UH: L2: 18-21, UI: L1: 2-6, L3: CW31(AB), UJ: L3: 19-34, U1: L1: 4-7, 8-10, L2: 10-11, L3: 17-18, L4: 20-23, L5: 27-29, L7: 65, CW18, U3: L6: CW9-11, L7: 40-42, U5: L4: 55-58, U6: L1: CW1, L9: 100-103, L11: 121-128, U7: L1: 3-6, L3: 9-12, L4: 13-17, U8: L1: 7-14, L6: 52-62, L7: 63-69, U10: L5: 25-31, L7: 32-39, U11: L2: 8-12, L3: 13-18, L4: 19-33, L8: 48, U12: L2: 6-10, U13: L6: 1-10, U14: L2: 16-20, L4: 34-39, L5: 45-48, L8: 62-66, L9: 67-70, L11: 74-79, U15: L1: 6-7(AB), U16: L3: 38-47, U17: L2: 72-81, L3: 88-96, U18: L3: 24-30, L6: 41-47, U19: L2: 10-15, U20: L5:79-98, L6: 108-121, L7: 123-134, L8: 128-135, L8: CW15-16(AB)</p> <p>Comp: UA: W1: D1: 12-13, W2: D4: 74, UB: W1: D2: 96, D3: 102, D4: 107-108, W2: D1: 120, D2: 124, D4: 139-140, U1: W1: D1: 157, D2: 164, D4: 177, D5: 181, W2: D4: 201-203, U2: W1: D1: 221, D2: 229, D3: 232-239, W2: D1: 259, D2: 267, U3: W1: D2: 301-305, D3: 307-313, D4: 314-321, U4: W1: D1: 363-368, D2: 369-374, D3: 375-380, D4: 381-388, D5: 389-395, W2: D1: 397-403, D2: 404-410, D3: 411-419, D4: 420-426, D5: 427-437, W3: D1: 438-443, D2: 444-449, D3: 450-459, D4: 460-466, D5: 467-470, U5: W1: D1: 475-486, D2: 487-496, D3: 497-504, D5: 510-517, W2: D1: 518-524, D2: 525-529, D3: 530-537, D4: 538-542, U6: W1: D2: 561-566, D3: 567-572, D4: 573-578, D5: 579-583, W2: D1: 584-588, D2: 589-595, D3: 596-601, U7: W1: D1: 613-621, D2: 622-633, D3: 634-638, D4: 639-644, D5: 645-650, W2: D1: 651-659, D2: 660-664, D3: 665-669, D4: 670-675, U8: W1: D1: 683-688, D2: 689-694, D3: 695-700, D4: 701-707, D5: 708-712, W2: D1: 713-718, D2: 719-724, D3: 725-729, D4: 730-736, D5: 737-740, W3: D1: 741-746, D2: 747-752, D3: 753-758, D4: 759-765, D5: 766-770, U9: W1: D1: 775-785, D2: 786-793, D3: 794-800, D4: 801-808, D5: 809-814, W2: D1: 815-822, D2: 823-830, D3: 831-840, D4: 841-847, D5: 848-853, W3: D1: 854-860, D2: 861-865, D3: 866-870, W4: D1: 879-883, D2: 884-887, D4: 892-893, U10: W1: D1: 901-906, D2: 907-914, D3: 915-924, D4: 925-931, D5: 932-936, W2: D1: 937-944, D2: 945-950, D3: 951-956, D4: 957-963, D5: 964-968, W3: D2: 975-980, D4: 986-989, D5: 990-991, U11: W1: D1: 997-1004, D2: 1005-1013, D3: 1014-1020, D4: 1021-1025, D5: 1026-1031, W2: D1: 1032-1034,</p>

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Grade 3	
	<p>D2: 1035-1038, D3: 1039-1043, D5: 1047-1049, SU1: D1: 1055-1060, D2: 1061-1067, SU2: D1: 1091-1094, D2: 1095-1098, D3: 1099-1106, D4: 1107-1110, D5: 1111-1114</p> <p>Whole Class: UA: W1: D1: 5-7, D2: 8-10, UB: W1: D1: 37-39, D2: 40-42, D3: 43-45, D4: 46-48, D5: 49, W2: D3: 54-55, D4: 56-57, D5: 58-60, U2: W1: D2: 94-97, D3: 98-101, D4: 102-104, D5: 105-107, W2: D3: 113-115, U3: W1: D1: 123-127, D2: 128-131, D3: 132-134, D4: 135-137, D5: 138-140, W2: D1: 141-143, D2: 144-146, D3: 147-148, D4: 149-150, D5: 151-152, U4: W1: D1: 157-158, D2: 159-161, D3: 162-164, D4: 165-166, D5: 167-169, W2: D1: 170-173, D2: 174-176, D3: 177-178, D4: 179-181, D5: 182-183, W3: D1: 184-185, D2: 186-187, D3: 188-190, D4: 191-193, D5: 194-196, U5: W1: D2: 204-206, W2: D2: 214-215, D3: 216-217, U6: W1: D5: 241-244, U6: W2: D1: 245-247, D4: 255-257, U7: W1: D1: 265-268, D2: 269-271, D3: 272-276, D4: 277-281, D5: 282-284, W2: D1: 285-289, D2: 290-295, D3: 296-297, D4: 298-299, D5: 300-301, U8: W1: D2: 311-313, D3: 314-317, D4: 318-320, D5: 321-323, W2: D1: 324-325, D2: 326-327, D3: 328-330, D4: 331-333, D5: 334-336, W3: D1: 337-339, D2: 340-341, D3: 342-343, D4: 344-345, D5: 346-348, U9: W1: D1: 353-355, D2: 356-358, D3: 359-362, D4: 363-365, D5: 366-368, W2: D1: 369-371, D2: 372-374, D3: 375-377, D4: 378-381, D5: 382-383, W3: D1: 384-386, D2: 387-391, D3: 392-393, D4: 394-396, D5: 397-400, W4: D1: 401-404, D2: 405-407, D3: 408-410, D4: 411-413, D5: 414-415, U10: W1: D2: 425-426, D3: 427-432, D4: 433-435, D5: 436-438, W2: D1: 439-442, D2: 443-445, D3: 446-448, D4: 449-451, D5: 452-453, W3: D1: 454-457, D2: 458-460, D3: 461-463, D4: 464-465, D5: 466-468, U11: W1: D2: 478-481, D4: 484-486, D5: 487-490, W2: D1: 491-493, D2: 494-495, D5: 500-501</p>
<p>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>TG: UF: L2: 31-35, UJ: L3: 308-314, U1: L1: 24-28, L2: 35-37, L3: 46-47, L4: 55-57, L6: 74-76, 77-78, L7: 81, EP-L1: 99, U2: L4: 159-161, U5: L4: 286-287, U7: L3: 162-167, U16: L1: 81-87</p> <p>AB: UF: L2: 8, UJ: L3: CW40, U1: L6: CW8, 26, L7: 30, U5: L4: CW29</p> <p>Student Text: UF: L2: 8-11, UJ: L3: 19-34, U1: L1: 4-7, 8-10, L3: 17-18, L4: 20-23, U5: L4: 55-58, U7: L3: 9-12, U16: L1: 3-7</p> <p>Comp: UA: W1: D5: 46, U1: W1: D1: 153-156, U1: W1: D2: 161-164, D3: 165-166, D4: 173-176, D5: 178-181, U2: W1: D1: 215-223, D2: 225-228, W2: D2: 262-269, U3: W1: D1: 289-295, U5: W2: D1: 518-524, U6: W1: D1: 553-560, D2: 561-566, U6: W1: D2: 561-566, U7: W1: D1: 613-621, D2: 622-633, D3: 634-638, W2: D4: 670-675, D5: 676-678, U9: W1: D1: 775-785, D2: 786-793, D3: 794-800, D4: 801-808, D5: 809-814, D2: 823-830, D3: 831-840, W4: D1: 879-883, D4: 892-893, D2: 1035-1038</p>

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Grade 3	
	<p>Whole Class: UA: W1: D1: 5-7, D2: 8-10, UB: W1: D1: 37-39, U1: W1: D1: 65-66, D2: 67-68, D3: 69-70, D4: 71-72, D5: 73-74, W2: D1: 75-77, D2: 78-80, D3: 81-82, D4: 83-84, D5: 85-86, W2: D5: 117-118, U5: W1: D5: 210-211, U6: W1: D4: 238-240, D5: 241-244, U7: W1: D1: 265-268, D2: 269-271, D3: 272-276, D4: 277-281, D5: 282-284, W2: D1: 285-289, D2: 290-295, D3: 296-297, D4: 298-299, D5: 300-301, U9: W1: D1: 353-355, D2: 356-358, D3: 359-362, D4: 363-365, D5: 366-368, W2: D1: 369-371, D2: 372-374, D3: 375-377, D4: 378-381, D5: 382-383, W4: D1: 401-404, D2: 405-407, D3: 408-410, D4: 411-413</p>
<p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>Comp: UA: W1: D1: 7-10, D3: 25-33, D5: 46, W2: D1: 50-53, D4: 74, D5: 78, UB: W1: D1: 87-89, D3: 102, D4: 107-108, D5: 110-115, W2: D1: 116-121, D2: 124, D3: 129-134, D4: 139-140, D5: 141-145, U1: W1: D1: 156, D2: 161-164, D3: 165-166, D4: 174-176, D5: 178-181, W2: D1: 182-185, D3: 191-197, D4: 198-205, U2: W1: 215-223, D2: 224-231, D3: 232-239, D4: 240-246, D5: 247-252, W2: D1: 253-261, D2: 262-269, D3: 270-275, D4: 276-279, U2: W2: D5: 280-284, U3: W1: D1: 289-295, D2: 296-305, D3: 307-313, D4: 314-321, D5: 322-326, W2: D5: 357-358, U4: W1: D1: 363-368, D3: 375-380, D2: 369-374, D4: 381-388, D5: 389-395, W2: D1: 397-403, D2: 404-410, D3: 411-419, D4: 420-426, D5: 427-437, W3: D1: 438-443, D2: 444-449, D3: 450-459, D4: 460-466, D5: 467-470, U5: W1: D1: 475-486, U5: W1: D2: 487-496, D3: 497-504, D4: 505-509, D5: 510-517, W2: D1: 518-524, D2: 525-529, D3: 530-537, D4: 538-542, D5: 543-548, U6: W1: D1: 553-560, D2: 561-566, D3: 567-572, D4: 573-578, D5: 579-583, W2: D1: 584-588, D2: 589-595, D3: 596-601, D4: 602-605, D5: 606-607, U7: W1: D1: 613-621, D2: 622-633, D3: 634-638, D4: 639-644, D5: 645-650, W2: D1: 651-659, D2: 660-664, D3: 665-669, D4: 670-675, D5: 676-678, U8: W1: D1: 683-688, D2: 689-694, D3: 695-700, D4: 701-707, D5: 708-712, W2: D1: 713-718, D2: 719-724, D3: 725-729, D4: 730-736, D5: 737-740, W3: D1: 741-746, D2: 747-752, D3: 753-758, D4: 759-765, U9: W1: D1: 775-785, D2: 786-793, D3: 794-800, D4: 801-808, D5: 809-814, W2: D1: 815-822, D2: 823-830, D3: 831-840, D4: 841-847, D5: 848-853, W3: D1: 854-860, D2: 861-865, D3: 866-870, D5: 875-878, W4: D1: 879-883, D2: 884-887, D3: 889-891, D4: 892-893, D5: 894-895, U10: W1: D1: 901-906, D2: 907-914, D3: 915-924, D4: 925-931, D5: 932-936, W2: D1: 937-944, D2: 945-950, D3: 951-956, D4: 957-963, D5: 964-968, W3: D1: 969-974, D2: 975-980, D4: 986-989, D5: 990-991, U11: W1: D1: 997-1004, D2: 1005-1013, D3: 1014-1020, D4: 1021-1025, W2: D1: 1032-1034, D2: 1035-1038, SU1: D1: 1055-1060, D2: 1061-1067, D3: 1068-1076, D4: 1077-1081, D5: 1082-1086, SU2: D1: 1091-1094, D2: 1095-1098, D3: 1099-1106, D4: 1107-1110, D5: 1111-1114</p> <p>Whole Class: UA: W1: D1: 5-7, D2: 8-10, UB: W1: D1: 37-39, D2: 40-42, D3: 43-45, D4: 46-48, D5: 49, W2: D1: 50-51, D2: 52-53, D3: 54-55, D4: 56-57, D5: 58-60, U1: W1: D1: 65-66, D2: 67-68, D3: 69-70, D4: 71-72, D5: 73-74, W2: D1: 75-77, D2: 78-80, D3:</p>

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Grade 3	
	<p>81-82, D4: 83-84, D5: 85-86, U2: W1: D1: 91-93, D2: 94-97, D3: 98-101, D4: 102-104, D5: 105-107, W2: D1: 108-110, D2: 111-112, D3: 113-115, D5: 117-118, U3: W1: D1: 123-127, D2: 128-131, D3: 132-134, D4: 135-137, D5: 138-140, W2: D1: 141-143, D2: 144-146, D3: 147-148, D4: 149-150, D5: 151-152, U4: W1: D1: 157-158, D2: 159-161, D3: 162-164, D4: 165-166, D5: 167-169, W2: D1: 170-173, D2: 174-176, D3: 177-178, D4: 179-181, D5: 182-183, W3: D1: 184-185, D2: 186-187, D3: 188-190, D4: 191-193, D5: 194-196, U5: W1: D1: 201-203, D2: 204-206, D3: 207-208, D4: 209, D5: 210-211, W2: D2: 214-215, D3: 216-217, D4: 218-220, U6: W1: D1: 227-231, D2: 232-234, D4: 238-240, D5: 241-244, U6: W2: D1: 245-247, D2: 248-250, D3: 251-254, D4: 255-257, D5: 258-259, U7: W1: D1: 265-268, D2: 269-271, D3: 272-276, D4: 277-281, D5: 282-284, W2: D1: 285-289, D2: 290-295, D3: 296-297, D4: 298-299, D5: 300-301, U8: W1: D1: 307-310, D2: 311-313, D3: 314-317, D4: 318-320, D5: 321-323, W2: D1: 324-325, D2: 326-327, D3: 328-330, D4: 331-333, D5: 334-336, W3: D1: 337-339, D2: 340-341, D3: 342-343, D4: 344-345, D5: 346-348, U9: W1: D1: 353-355, D2: 356-358, D3: 359-362, D4: 363-365, D5: 366-368, W2: D1: 369-371, D2: 372-374, D4: 378-381, D5: 382-383, W3: D1: 384-386, D2: 387-391, D3: 392-393, D4: 394-396, D5: 397-400, W4: D1: 401-404, D2: 405-407, D3: 408-410, D4: 411-413, U10: W1: D1: 421-424, D2: 425-426, D3: 427-432, D4: 433-435, D5: 436-438, W2: D1: 439-442, D2: 443-445, D3: 446-448, D4: 449-451, D5: 452-453, W3: D1: 454-457, D2: 458-460, D3: 461-463, D4: 464-465, D5: 466-468, U11: W1: D1: 473-477, D2: 478-481, D3: 482-483, D4: 484-486, D5: 487-490, W2: D1: 491-493, D2: 494-495, D5: 500-501</p>
Presentation of Knowledge and Ideas	
<p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>TG: U8: L1: 25-26, U15: L4: 54-55, U17: L2: 165-169, L3: 172</p> <p>AB: U8: L1: CW1, U15: L4: CW4-5, U17: L2: CW18</p> <p>Student Text: 6-7(AB), 12-13(AB), 18-19(AB), U17: L2: 72-81</p> <p>Comp: UA: W1: D1: 12-13, UB: W2: D5: 142, U1: W2: D5: 208, U3: W2: D4: 350-356, D5: 357-358, U4: W3: D5: 469, U6: W2: D5: 606-607, U7: W2: D4: 670-675, D5: 676-678, U9: W4: D5: 894-895, U10: W1: D5: 932-936, W2: D1: 937-944, D5: 964-968, D4: 986-989, D5: 990-991 U11: W2: D5: 1047-1049</p> <p>Whole Class: U5: W2: D5: 221, U6: W1: D1: 227-231, D2: 232-234, D3: 235-237, D4: 238-240, D5: 241-244, W2: D2: 248-250, D3: 251-254, D4: 255-257, D5: 258-259, U7: W2: D4: 298-299, D5: 300-301</p>
<p>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>TG: U15: L4: 54-55 (PO),</p> <p>AB: U15: L4: CW4-5 (PO)</p> <p>Comp: U9: W4: D5: 894-895, U10: W2: D5: 964-968(PO), D4: 986-989(PO), D5: 990-991(PO)</p>

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<p>6. Speak in complete sentences when appropriate to task, audience, and situation in order to provide requested detail or clarification.</p>	<p>Comp: UA: W1: D1: 12-13, UB: W1: D4: 107-108, U1: W2: D4: 201-203, D5: 208, U3: W1: D2: 301-305, W2: D4: 350-356, D5: 357-358, U4: W1: D1: 363-368, D2: 369-374, D3: 375-380, D4: 381-388, D5: 389-395, W2: D1: 397-403, D2: 404-410, D3: 411-419, D4: 420-426, D5: 427-437, W3: D1: 438-443, D3: 450-459, D4: 460-466, D5: 467-470, U5: W1: D1: 475-486, U6: W1: D2: 561-566, D3: 567-572, D5: 579-583, W2: D1: 584-588, D2: 589-595, D3: 596-601, D5: 606-607, U7: W1: D1: 613-621, D2: 622-633, D3: 634-638, D4: 639-644, D5: 645-650, W2: D1: 651-659, D2: 660-664, D3: 665-669, D4: 670-675, D5: 676-678, U8: W1: D1: 683-688, D2: 689-694, D3: 695-700, D4: 701-707, D5: 708-712, W2: D1: 713-718, D2: 719-724, D3: 725-729, D4: 730-736, D5: 737-740, W3: D1: 741-746, D2: 747-752, D3: 753-758, D4: 759-765, D5: 766-770, U9: W1: D1: 775-785, D2: 786-793, D3: 794-800, D4: 801-808, D5: 809-814, W2: D1: 815-822, D2: 823-830, D3: 831-840, D4: 841-847, D5: 848-853, W3: D1: 854-860, D2: 861-865, D3: 866-870, W4: D1: 879-883, D2: 884-887, D4: 892-893, D5: 894-895, U10: W1: D1: 901-906, D2: 907-914, D3: 915-924, D4: 925-931, D5: 932-936, W2: D1: 937-944, D2: 945-950, D3: 951-956, D4: 957-963, D5: 964-968, W3: D2: 975-980, D4: 986-989, D5: 990-991, U11: W1: D1: 997-1004, D2: 1005-1013, D3: 1014-1020, D4: 1021-1025, D5: 1026-1031, W2: D1: 1032-1034, D2: 1035-1038, D3: 1039-1043, D5: 1047-1049</p> <p>Whole Class: UA: W1: D1: 5-7, D2: 8-10, UB: W1: D1: 37-39, D2: 40-42, D3: 43-45, D4: 46-48, D5: 49, W2: D3: 54-55, D4: 56-57, D5: 58-60, U3: W1: D1: 123-127, D2: 128-131, D3: 132-134, D4: 135-137, D5: 138-140, W2: D1: 141-143, D2: 144-146, D3: 147-148, D4: 149-150, D5: 151-152, U4: W1: D1: 157-158, D2: 159-161, D3: 162-164, D4: 165-166, D5: 167-169, W2: D1: 170-173, D2: 174-176, D3: 177-178, D4: 179-181, D5: 182-183, W3: D1: 184-185, D2: 186-187, D3: 188-190, D4: 191-193, D5: 194-196, U6: W1: D2: 232-234, D4: 238-240, D5: 241-244, U6: W2: D1: 245-247, D2: 248-250, D3: 251-254, D4: 255-257, D5: 258-259, U6: W2: D1: 245-247, D4: 255-257, U7: W1: D1: 265-268, D2: 269-271, D3: 272-276, D4: 277-281, D5: 282-284, W2: D1: 285-289, D2: 290-295, D3: 296-297, D4: 298-299, D5: 300-301, U8: W1: D2: 311-313, D3: 314-317, D4: 318-320, D5: 321-323, W2: D1: 324-325, D2: 326-327, D3: 328-330, D4: 331-333, D5: 334-336, W3: D1: 337-339, D2: 340-341, D3: 342-343, D4: 344-345, D5: 346-348, U9: W1: D1: 353-355, D2: 356-358, D3: 359-362, D4: 363-365, D5: 366-368, W2: D1: 369-371, D2: 372-374, D3: 375-377, D4: 378-381, D5: 382-383, W3: D1: 384-386, D2: 387-391, D3: 392-393, D4: 394-396, D5: 397-400, W4: D1: 401-404, D2: 405-407, D3: 408-410, D4: 411-413, D5: 414-415, U10: W1: D2: 425-426, D3: 427-432, D4: 433-435, D5: 436-438, W2: D1: 439-442, D2: 443-445, D3: 446-448, D4: 449-451, D5: 452-453, W3: D1: 454-457, D2: 458-460, D3: 461-463, D4: 464-465, D5: 466-468, U11: W1: D2: 478-481, D4: 484-486, D5: 487-490, W2: D1: 491-493, D2: 494-495, D5: 500-501</p>

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Language Standards	
Conventions of Standard English	
<p>1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>	<p>TG: UC: L3: 160, UE: L2: 260-261, 269, UF: L2: 27-28, L3: 36, UG: L2: 86, 97, U1: L3: 48, L4: 59, L6: 77-78, U2: L1: 125-128,136, L2: 145, L3: 155, L4: 156-157, L6: 181-184, L7: 193-195, U3: L2: 29-30, L3: 47-49, L6: 75-77, L8: 88, U4: L1: 125-126, L2: 138-140, L4: 170-173, L5: 174-175, 176-177, 181-184, L7: 200-202, L8: 204, U5: L4: 289, L5: 290-291, 300, L6: 307-310, U6: L1: 22, L3: 36, 42, L7: 64, L7: 68-71, L11: 93, L12: 105, U7: L2: 147,158, L4: 176, L5: 177,179-185, L6: 186, 194, L7: 195, 204, L8: 205, U8: L1: 29, L5: 66-67, L6: 86, U9: L3: 157, 165, U10: L7: 88, U12: L1: 30, L3: 44, 54, U13: L3: 164, L9: 231, U14: L2: 318-326, L3: 337, L7: 374, 380, L9: 392-393, L12: 421, U17: L2: 159, 162, U19: L2: 34, L3: 42, U20: L1: 66-67, L4: 96, 102, L5: 103, L5:105, L7: 126</p> <p>AB: UC: L3: CW20, UE: L2: 98, 100, UF: L2: 7, L3: 11, UG: L2: 30, 34, U1: L3: CW3, 11, L4: CW4, L6: CW8, U2: L1: 39, 43, L2: 46, L3: 53, L4: 54, L6: 68, L7: 73, U3: L2: 6, L3: 13, L6: 29, L8: 35, U4: L1: 44, L2: 50, L4: 64-65, L5: 66, 67-68, 71-72, L7: 80-81, L8: 83, U5: L4: 108-110, L5: 111, 116, L6: 121, U6: L1: 2, L3: 96, 13, L7: 30, L7: 32-33, L11: 47, L12: 56, U7: L2: 66, 74, L4: 83, L5: 84, 89, L6: 90, 93, L7: 94, 98, L8: 99, U8: L1: 4, L5: 23, L6: 32-33, U9: L3: 55, U10: L7: 26, U12: L1: 7, L3: 14, 18, U13: L3: 60, L9: 82, U14: L2: 111, 113, L3: 117-118, L7: 134, 137-138, L9: 144-145, L12: 156, U19: L2: 11, L3: 14, U20: L1: 21-22, L4: 33, 35, L5: 36, 39, L7: 43</p> <p>Student Text: UC: L3: 28-29, UE: L2: 52-57</p> <p>Comp: UA: W1: D2: 15-24, D3: 25</p> <p>Whole Class: U3: W1: D5: 138-140, W2: D5: 151-152, U4: W1: D4: 165-166, W2: D2: 174-176, D4: 179-181, U5: W1: D4: 209, D5: 210-211, W2: D4: 218-220, U6: W2: D1: 245-247, D2: 248-250, D3: D4: 255-257, U7: W1: D1: 265-268, D2: 269-271, D3: 272-276, D4: 277-281, D5: 282-284, U7: W2: D1: 285-289, D2: 290-295, D3: 296-297, D4: 298-299, D5: 300-301, U9: W1: D3: 359-362, D4: 363-365, U10: W3: D3: 461-463, D5: 466-468, U11: W1: D3: 482-483, W2: D4: 498-499</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p>	<p>TG: UA: L1: 17-18, UB: L1: 73, L2: 81-82, L3: 91, UC: L1: 133, L2: 146, L3: 154, UD: L1: 196, L2: 206, L3: 214, L3: 220, UE: L1: 250, L2: 261, L3: 272, UF: L1: 16, L2: 29, L3: 37, L4: 46, UG: L2: 87, UH: L1: 140, L2: 155, L3: 167, UI: L1: 216, L2: 229, L3: 241, UJ: L1: 285, L3: 306, U1: L1: 19, 20, L2: 33, L3: 43-44, 48, L4: 52, 58-59, L6: 71-72, L6: 77-78, L7: 81, L8: 88, U2: L1: 125-128, L2: 137-138, L3: 146-147, L4: 156-157, L5: 165-166, L6: 176-177, L7: 186-187, U3: L1: 16-17, L2: 29-30, L4: 50-51, L5: 60-61, L6: 70, L7: 78, L8: 88, U4: L1: 125-126, L3: 150-151, L4: 162-163, 170-173, L6: 186, L7: 194-195, U5: L4: 280, L7: 311, U7: L4: 176, U8: L7: 95</p>

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<p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful f. word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>AB: UA: L1: 2, UB: L1: 22, L2: 27, L3: 32, UC: L1: 44, L2: 52, L3: 56, UD: L1: 70, L2: 76, L3: 82, L3: 83, UE: L1: 93, L2: 99, L3: 104, UF: L1: 1, L2: 7, L3: 12, L4: 17, UG: L2: 30, UH: L1: 47, L2: 52, L3: 56, UI: L1: 67, L2: 74, L3: 79, UJ: L1: 89, L3: 98, U1: L1: 1, L2: 6, L3: 9, CW3: L4: 13, CW4: L6: 24, L6: CW8, L7: 30, L8: 33, U2: L1: 40, L2: 44, L3: 48, L4: 54, L5: 58, L6: 64, L7: 69, U3: L1: 1, L2: 6, L4: 15, L5: 19, L6: 25, L7: 30, L8: 35, U4: L1: 43, L3: 57, L4: 62, 64-65, L6: 73, L7: 78, U5: L4: 106, L7: 123, U7: L4: 81-82, U8: L7: 36</p> <p>Student Text: UD: L3: 39-41</p> <p>Comp: UA: W1: D1: 11, D2: 15-24, D3: 25</p> <p>Whole Class: U2: W2: D4: 116, D5: 117-118, U3: W1: D5: 138-140, W2: D5: 151-152, U4: W1: D4: 165-166, U5: W1: D4: 209, D5: 210-211, W2: D4: 218-220, U6: W2: D2: 248-250, D3: 251-254, U7: W2: D3: 296-297, U9: W1: D3: 359-362, D4: 363-365, U10: W3: D3: 461-463, D5: 466-468, U11: W1: D3: 482-483, W2: D4: 498-499</p>
Knowledge of Language	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>b. Recognize and observe differences between the conventions of spoken and written Standard English.</p>	<p>Comp: UA: W1: D1: 11, D2: 15-24, D3: 25-33,</p> <p>Whole Class: U3: W1: D5: 138-140, U6: W2: D1: 245-247, D2: 248-250, D3: 251-254, D4: 255-257, D5: 258-259, U6: W2: D1: 245-247, D2: 248-250, D3: 251-254, D4: 255-257, D5: 258-259, U7: W1: D1: 265-268, D2: 269-271, D3: 272-276, D4: 277-281, D5: 282-284</p>
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>TG: UA: L1: 19, 25, L2: 27, L3: 40, L4: 48, UB: L1: 74, 80, L2: 88, L3: 97, L4: 100, 107, UC: L1: 134, 143, L2: 152, L3: 163, UD: L1: 197, 203, L2: 212, L3: 220, L4: 226-227, UE: L1: 252, 259, L2: 269-270, L3: 274-279, L4: 290, UF: L1: 17, 18-26, L2: 27-28, 35, L3: 36-37, 45, UG: L1: 77, 85, L2: 86, 97, L3: 107, L4: 113-114, UH: L1: 141, 143 L2: 157-163, L3: 180, L4: 190, UI: L1: 217, 227, L2: 239, L3: 250, L4: 259, UJ: L1: 286, 294, L2: 304, L3: 315, L4: 317, 323, U1: L1: 21, L2: 31-34, L3: 51, L4: 56, 60, L5: 62-63, L6: 71-72, 79-80, L8: 88, U2: L1: 125-128, 136, L3: 152-154, L4: 162-164, L5: 167, 172-175, L6: 176-177, 181-184, L7: 186-187, 193-195, U3: L1: 18-19, U3: L1: 20-24, 25-28, 37-39, L3: 47-49, L4: 50-51, 59, L5: 62, 68-69, L6: 75-77, L7: 83-87, U4: L1: 127-128, L2: 138-140, 149, L3: 150-151, 158-162, L4: 170-173, L5: 174-175, 176-177, 181-184, L7: 200-202, U5: L1: 246-249, 254-257, L2: 269, L3: 270-271, L4: 289, L5: 290-291, 292-293, L5: 298-300, L7: 317-321, L8: 329-330, U6: L1: 22, 26-28, L2: 31-33, 33-35, L3: 38-42, L4: 43-44, 50, L5: 52, 56, L6: 57-58, L7: 66-67, L7: 68-71, L8: 72, 78, L9: 80, L9: 84-86, L11: 95-98, L12: 99, U7: L1: 138-139, 144-146, L3: 162-167, L4: 168, 176, L5: 178, 184, U8: L1: 15, 17, 25-30, L2: 38-42, L3: 45-53, L4: 56-64, L5: 66-67, 68-75, L6: 76, 86, L7: 89-95, U9: L1: 141-142, 144-147, L2: 156, L3: 158, L4: 166, 174, L5: 175, 184, L6: 185, 186, L7: 194, 203, L8:</p>

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<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>	<p>TG: UJ: L1: 286, U2: L1: 125-128, 136, L3: 154-155, L6: 181-184, L7: 189-192, 193-195, U3: L1: 16-19, L5: 68, L6: 69, U5: L7: 321, U6: L1: 22, L6: 61-63, L7: 66-67, L7: 68-71, L9: 82-83, U7: L2: 147-148, 158, L7: 197-204, U8: L1: 15, 29, L5: 66-67, U11: L1: 130, L2: 147, L6: 188, L8: 199-204, L10: 70, 219-228, L12: 245-247, U13: L1: 141-142, L2: 154-163 L3: 164, L3: 167-175, L6: 196, L7: 209-217, L8: 230, L9: 233-240, L10: 242, U14: L2: 321, L3: 337, L4: 338, 348, L5: 126, L6: 370, L7: 374, 380, L9: 393, L11: 420, U15: L1: 13-14, L1: 15-25, L3: 39-48, U16: L1: 79-80, U18: L1: 210, L2: 226, L3: 228-233, L5: 241-242, L6: 255, U19: L2: 34, L3: 42, L4: 51, U20: L2: 79, L3: 89, 93, L4: 96, 102, L6: 114, 118</p> <p>AB: UJ: L1: 90, U2: L1: 39, 40, 42, L3: 51-53, L6: 67-68, L7: 70, 71, 72, U3: L1: 1-3, L5: 23, L6: 25, U5: L7: 126, U6: L1: 2, L6: 28,</p>

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	<p>L7: 32, L9: 41, U7: L2: 66, 73, 96-97, U8: L1: 1, 4, L5: 23-24, U11: L1: 37, L2: 41, L6: 55, L10: 62-69, L12: 245-79-81, U13: L2: 59, L3: 62, L8: 81, L9: 86-87, L10: 86-87, U14: L2: 111, L3: 118, L4: 119, 123, L6: 133, L7: 134, 137, L9: 145, L11: 155, U15: L1: 2-3, 4, L3: 17, 20, U16: L1: 27-28, U18: L1: 66, L2: 73, L3: 76, L5: 81, L6: 86, U19: L2: 11, L3: 14, L4: 20, U20: L3: 29, 32, L4: 33, 35, L6: 41</p> <p>Student Text: U6: L7: 76-77, U7: L7: 32-36, U11: L8: 49, U13: L2: 14-24, L3: 25-34, L9: 38-43, U14: L2: 16-20, L3: 21-28, L4: 23, 30, L6: 49-55, L7: 56-61, L11: 74-79, U15: L1: 6-7(AB), L3: 18-19(AB), U18: L2: 19-24, L3: 24-30, L6: 41-47, U19: L3: 16-19, L4: 15-18(AB), U20: L2: 20-37, L3: 39-53, L4: 61-78, L6: 98-121</p> <p>Comp: U10: W1: D1: 901-906, D2: 907-914, W2: D2: 945-950, D3: 951-956, D4: 957-963, D5: 964-968, W3: D1: 969-974</p> <p>Whole Class: UB: W2: D1: 50-51, U3: W1: D1: 123-127, D2: 128-131</p>
<p>6. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>TG: UA: L1: 19, UB: L1: 74, UC: L1: 134, UD: L1: 197, L3: 220, L4: 226-227, UE: L1: 252, 259, L3: 279, L4: 289-290, UF: L1: 17, 26, UG: L1: 77, UH: L1: 141, L3: 180, UI: L1: 217, L3: 250, UJ: L1: 286, L3: 315, U1: L1: 21, L2: 31-34, L3: 51, L4: 60, L5: 63, L6: 79, U2: L1: 125-128, 136, L3: 154, L4: 162-164, L5: 167, 172-175, L6: 181-184, L7: 193-195, U3: L1: 16-19, L3: 47-49, L5: 68, L7: 83-87, U4: L1: 125-126, L2: 149, L3: 158-162, L4: 170-173, L5: 176-177, L7: 200-202, U5: L1: 246-249, 254-257, L2: 269, L4: 289, L5: 292-293, L7: 317-321, L8: 329-330, U6: L1: 22, L2: 33-35, L3: 42, L4: 50, L5: 52, 56, L7: 68-71, L8: 74-78, L9: 80, L11: 95-98, U7: L1: 138-139, 144-146, L3: 162-167, L5: 178, 184, L6: 194, L7: 197-204, U8: L1: 20-24, L3: 45-53, L5: 66-67, 68-75, L6: 86, L7: 95, U9: L1: 141-142, 145-147, L2: 151-156, L3: 158, L4: 166, L7: 197-203, L8: 205-208, U10: L1: 17, 27, L2: 29-37, L4: 49-57, L5: 61-68, U11: L1: 131-138, L5: 169, L6: 179-188, L7: 197, L12: 245-247, U12: L1: 16-17, L5: 67-68, L7: 90-97, U13: L1: 141-142, 143-151, L2: 154-163, L4: 177-186, U14: L1: 304, 316, L2: 318-326, L3: 329-337, L5: 349-351, 353, L7: 372-380, L9: 392-393, 401, U15: L1: 13-14, L2: 27-36, L3: 39-48, U16: L1: 79-80, L2: 95-107, U17: L1: 143-144, 146-156, L2: 170, U18: L1: 209-210, L5: 241-242, L7: 257-262, U19: L1: 11-12, 22, U20: L1: 66-67, L3: 87, 89, 93, L5: 103</p> <p>AB: UA: L1: 3, UB: L1: 23, UC: L1: 45, UD: L1: 71, L3: 85, L4: 90-91, UE: L1: 94, 97, L3: 107, L4: 112, UF: L1: 2, 6, UG: L1: 26-27, UH: L1: 48, L3: 60, UI: L1: 68-69, L3: 83, UJ: L1: 90, L3: 101, U1: L1: 2, 5, L2: 6, L3: 11, L4: 15, L5: 18, L6: 27, U2: L1: 39, 40, 42, L3: 51-52, L4: 57, L5: 59, 62, L6: 67-68, L7: 71-72, U3: L1: 1-3, L3: 13-14, L5: 23, L7: CW12, 31-34, U4: L1: 44-45, L2: 54-56, L3: 60-61, L4: 64-65, L5: 67-68, L7: 81-82, U5: L1: 91-93, 95-96, L2: 99-100, L4: 108-110, L5: 112-113, L7: 126, L8: 132-134, U6: L1: 2, L2: 7, L3: 38-12, L4: 17, L5: 20-21, 23, L7: 32, L8: 36, L9: 39-40,</p>

Read Well correlated to the Louisiana Student Standards for English Language Arts, Grades K-3

Louisiana K-12 Student Standards for English Language Arts	Voyager Read Well Matches
Grade 3	
	<p>L11: 50, U7: L1: 59-61, 64, L3: 9-12, L5: 85, 88, L6: 92, L7: 96-97, U8: L1: 2-6, L3: 14-15, L5: 23-24, 27, L6: 32-33, L7: 36, U9: L1: 45, 48, L2: 53-54, L3: 56, L4: 61, L7: 81-82, L8: 89, U10: L1: 2-3, 6, L2: 8, L4: 13, L5: 18-19, U11: L1: 39, L5: 48, L6: 55, L7: 58, L12: 79-81, U12: L1: 2-3, L5: 26-27, L7: 38-39, U13: L1: 49-50, 53, L2: 58-59, L4: 66, U14: L1: 105, 109, L2: 111, 113, L3: 117-118, L5: 124-126, L7: 134, 137, L9: 144-145, 147, U15: L1: 2-3, L2: 15, L3: 21, U16: L1: 27-28, L2: 35-36, U17: L1: 47, 50-51, L2: 54, U18: L1: 65-66, L5: 80-81, L7: 88, U19: L1: 1-2, 6, U20: L1: 21-22, L3: 29, 32, L5: 36</p> <p>Student Text: UD: L3: 39-41, L4: 87-88(AB), UE: L1: 45-51, L3: 58-62, L4: 109-110(AB), UF: L1: 3-8, UH: L3: 30-49, UI: L3: 12-15, UJ: L3: 19-34</p> <p>Whole Class: U3: W2: D2: 144-146, U4: W2: D1: 170-173, U5: W1: D1: 201-203, U6: W1: D1: 227-231, U7: W1: D1: 265-268, D3: 272-276, W2: D2: 290-295, U8: W1: D1: 307-310, D3: 314-317, U9: W1: D1: 353-355, D2: 356-358, D3: 359-362, D4: 363-365, D5: 366-368, W2: D2: 372-374, D3: 375-377, D4: 378-381, U10: W1: D1: 421-424</p>