

Read Write Inc. and Common Core Correlation

Reading Standards for Literature K–2



	Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details			
Reading Standards for Literature	1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
Read Write Inc.	<p>Children are encouraged to think about and discuss the books they have read in the Think About the Story activities detailed in the teaching notes in <i>Handbooks 1 and 2</i>.</p> <p>All <i>Storybooks</i> have a 'Questions to talk about' section where children are asked to discuss and answer questions about the books they have read.</p> <p>The <i>Storybooks</i> at Yellow, Blue and Grey levels include a 'Questions to read and answer' section where children are asked to read and answer comprehension questions around the books they read.</p>	<p>Children are encouraged to think about and discuss the books they have read in the Think About the Story activities detailed in the teaching notes in <i>Handbooks 1 and 2</i>.</p> <p>All <i>Storybooks</i> have a 'Questions to talk about' section where children are asked to discuss and answer questions about the books they have read.</p> <p>The <i>Storybooks</i> at Yellow, Blue and Grey levels include a 'Questions to read and answer' section where children are asked to read and answer comprehension questions around the books they read.</p>	<p>Children are encouraged to think about and discuss the books they have read in the Think About the Story activities detailed in the teaching notes in <i>Handbooks 1 and 2</i>.</p> <p>All <i>Storybooks</i> have a 'Questions to talk about' section where children are asked to discuss and answer questions about the books they have read.</p> <p>The <i>Storybooks</i> at Yellow, Blue and Grey levels include a 'Questions to read and answer' section where children are asked to read and answer comprehension questions around the books they read. Questions include <i>who, what, where, when, why, and how</i>.</p>

<p>Reading Standards for Literature</p>	<p>2. With prompting and support, retell familiar stories, including key details.</p>	<p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>
<p>Read Write Inc.</p>	<p>The <i>Storybooks</i> have a clear, simple structure, providing opportunities for children to retell the stories after reading.</p> <p>The online <i>Storytime</i> resource provides a canon of traditional tales, written by a variety of different authors, for teachers to read aloud during story time. The teaching notes that support this resource encourage children to retell the story using key events from the story as prompts.</p>	<p>The <i>Storybooks</i> have a clear, simple structure, providing opportunities for children to retell the stories after reading.</p> <p>The online <i>Storytime</i> resource provides a canon of traditional tales, written by a variety of different authors, for teachers to read aloud during story time. The teaching notes that support this resource encourage children to retell the story using key events from the story as prompts. The What's the message? activity included in the teaching notes for each story encourages children to relate the message to their own life.</p>	<p>The <i>Storybooks</i> have a clear, simple structure, providing opportunities for children to retell the stories after reading. Many of the stories in the <i>Storybooks</i> are based on traditional tales, e.g., <i>The gingerbread man</i>, <i>The hole in the hill</i>, <i>Tom Thumb</i>, <i>Robin Hood</i>.</p> <p>The online <i>Storytime</i> resource provides a canon of traditional tales, written by a variety of different authors, for teachers to read aloud during story time. The teaching notes that support this resource encourage children to retell the story using key events from the story as prompts. The What's the message? activity included in the teaching notes for each story encourages children to relate the message to their own life.</p>

<p>Reading Standards for Literature</p>	<p>3. With prompting and support, identify characters, settings, and major events in a story.</p>	<p>3. Describe characters, settings, and major events in a story, using key details.</p>	<p>3. Describe how characters in a story respond to major events and challenges.</p>
<p>Read Write Inc.</p>	<p>The teaching notes in <i>Handbooks 1</i> and <i>2</i> detail that the stories in the <i>Storybooks</i> should be read three times each. The third reading gives children an opportunity to discuss the story in greater depth, including characters and main events.</p> <p>Children are encouraged to think about and discuss the books they have read in the Think About the Story activities detailed in the teaching notes in <i>Handbooks 1</i> and <i>2</i>.</p> <p>All <i>Storybooks</i> have a 'Questions to talk about' section where children are asked to discuss and answer questions about the books they have read. The <i>Storybooks</i> at Yellow, Blue and Grey levels include a 'Questions to read and answer' section where children are asked to read and answer comprehension questions around the books they read.</p> <p>The online <i>Storytime</i> resource provides a canon of traditional tales, written by a variety of different authors, for teachers to read aloud during story time. The teaching notes that support this resource encourage children to discuss the events and characters in the stories.</p>	<p>The teaching notes in <i>Handbooks 1</i> and <i>2</i> detail that the stories in the <i>Storybooks</i> should be read three times each. The third reading gives children an opportunity to discuss the story in greater depth, including characters and main events.</p> <p>Children are encouraged to think about and discuss the books they have read in the Think About the Story activities detailed in the teaching notes in <i>Handbooks 1</i> and <i>2</i>.</p> <p>All <i>Storybooks</i> have a 'Questions to talk about' section where children are asked to discuss and answer questions about the books they have read. The <i>Storybooks</i> at Yellow, Blue and Grey levels include a 'Questions to read and answer' section where children are asked to read and answer comprehension questions around the books they read.</p> <p>The online <i>Storytime</i> resource provides a canon of traditional tales, written by a variety of different authors, for teachers to read aloud during story time. The teaching notes that support this resource encourage children to discuss the events and characters in the stories.</p>	<p>The teaching notes in <i>Handbooks 1</i> and <i>2</i> detail that the stories in the <i>Storybooks</i> should be read three times each. The third reading gives children an opportunity to discuss the story in greater depth, including characters and main events.</p> <p>Children are encouraged to think about and discuss the books they have read in the Think About the Story activities detailed in the teaching notes in <i>Handbooks 1</i> and <i>2</i>.</p> <p>All <i>Storybooks</i> have a 'Questions to talk about' section where children are asked to discuss and answer questions about the books they have read. The <i>Storybooks</i> at Yellow, Blue and Grey levels include a 'Questions to read and answer' section where children are asked to read and answer comprehension questions around the books they read.</p> <p>The online <i>Storytime</i> resource provides a canon of traditional tales, written by a variety of different authors, for teachers to read aloud during story time. The teaching notes that support this resource encourage children to discuss the events and characters in the stories.</p>

Craft and Structure

<p>Reading Standards for Literature</p>	<p>4. Ask and answer questions about unknown words in a text.</p>	<p>4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>
<p>Read Write Inc.</p>	<p>Where appropriate, the <i>Storybooks</i> contain a Vocabulary Check activity where children are introduced to the new vocabulary they will encounter when reading the book. Both a definition and a sample sentence are provided.</p> <p>Vocabulary is then rehearsed and consolidated through the Build a Sentence activity and the Vocabulary activity detailed in the teaching notes for each book in <i>Handbooks 1</i> and <i>2</i>.</p>	<p>The (online) <i>Poetry Time</i> resource includes activities which encourage children to think about the words and phrases used in a poem before they perform the poem themselves.</p>	<p>The (online) <i>Poetry Time</i> resource includes activities which encourage children to replicate the rhythms and sound patterns in rhymes and poems from a range of cultures. Children are asked to perform the poems they read.</p>
<p>Reading Standards for Literature</p>	<p>5. Recognize common types of texts (e.g., storybooks, poems).</p>	<p>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>	<p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>
<p>Read Write Inc.</p>	<p>Each set of <i>Storybooks</i> also has five non-fiction texts. Allowing children to read and explore a range of different text types.</p>	<p>Each set of <i>Storybooks</i> also has five non-fiction texts. Allowing children to read and explore a range of different text types.</p>	<p>N/A</p>

<p>Reading Standards for Literature</p>	<p>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>6. Identify who is telling the story at various points in a text.</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 Write Inc.</p>	<p>Author and illustrator names are shown on the cover of every <i>Storybook</i>.</p>	<p>The teaching notes in <i>Handbooks 1</i> and <i>2</i> detail that the stories in the <i>Storybooks</i> should be read three times each. The third reading gives children an opportunity to discuss the story in greater depth, including the different characters.</p> <p>The teaching notes that support the (online) <i>Storytime</i> resource encourage children to take on different roles when reading the story, helping them to identify which characters are speaking at various points in the story.</p>	<p>The teaching notes in <i>Handbooks 1</i> and <i>2</i> detail that the stories in the <i>Storybooks</i> should be read three times each. The third reading gives children an opportunity to read the story with expression and intonation, experimenting with different voices for each character.</p> <p>The teaching notes that support the (online) <i>Storytime</i> resource encourage children to take on different roles when reading the story, giving them an opportunity to speak using a different voice when reading the dialogue.</p>
<p>Integration of Knowledge and Ideas</p>			
<p>Reading Standards for Literature</p>	<p>7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p>7. Use illustrations and details in a story to describe its characters, setting, or events.</p>	<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>Read Write Inc.</p>	<p>All <i>Storybooks</i> include interesting and engaging illustrations which support the stories.</p> <p>The (online) <i>Storytime</i> resource asks children to discuss picture prompts from the story and then use them to retell the stories they hear.</p>	<p>All <i>Storybooks</i> include interesting and engaging illustrations which support the stories.</p> <p>The (online) <i>Storytime</i> resource asks children to discuss illustrations from the story and then use them to retell the stories they hear and answer questions about characters and events.</p>	<p>All <i>Storybooks</i> include interesting and engaging illustrations which support the stories.</p> <p>The (online) <i>Storytime</i> resource asks children to discuss illustrations from the story and then use them to retell the stories they hear and answer questions about characters and events.</p>

Reading Standards for Literature	8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
<i>Read Write Inc.</i>	N/A	N/A	N/A
Reading Standards for Literature	9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. Compare and contrast the adventures and experiences of characters in stories.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
<i>Read Write Inc.</i>	<p>The teaching notes in <i>Handbooks 1</i> and <i>2</i> detail that the stories in the <i>Storybooks</i> should be read three times each. The third reading gives children an opportunity to discuss the story in greater depth, including characters and main events.</p> <p>The online <i>Storytime</i> resource provides a canon of traditional tales, written by a variety of different authors, for teachers to read aloud during story time. The teaching notes that support this resource encourage children to discuss the events and characters in the stories.</p>	<p>The teaching notes in <i>Handbooks 1</i> and <i>2</i> detail that the stories in the <i>Storybooks</i> should be read three times each. The third reading gives children an opportunity to discuss the story in greater depth, including characters and main events.</p> <p>The online <i>Storytime</i> resource provides a canon of traditional tales, written by a variety of different authors, for teachers to read aloud during story time. The teaching notes that support this resource encourage children to discuss the events and characters in the stories.</p>	<p>A number of the stories in the <i>Storybooks</i> are traditional tales, for example, <i>The gingerbread man</i>, <i>The foolish witch</i> (Hansel and Gretel), <i>The lion's paw</i> (Androcles and the Lion).</p> <p>There are also 12 traditional tales for teachers to read aloud in the (online) <i>Storytime</i> resource. These include related teaching activities where children are given opportunities to discuss the stories in greater depth.</p>

Range of Reading and Level of Text Complexity

<p>Reading Standards for Literature</p>	<p>10. Actively engage in group reading activities with purpose and understanding.</p>	<p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<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 Write Inc.</p>	<p>As detailed in the <i>Reading Leader Handbook</i>, children should be grouped into broadly homogenous phonic groups, allowing them to read the <i>Storybooks</i> as a group.</p> <p>All <i>Storybooks</i> have a 'Questions to talk about' section where children are asked to discuss and answer questions about the books they have read as a group.</p>	<p>The (online) <i>Poetry Time</i> resource includes activities which encourage children to replicate the rhythms and sound patterns in rhymes and poems from a range of cultures. Children are asked to perform the poems they read.</p>	<p>The <i>Storybooks</i> and non-fiction books provide a variety of different texts for children to read and comprehend, including rhyming stories.</p> <p>The online <i>Storytime</i> resource provides a canon of traditional tales from a range of different cultures, written by a variety of different authors, for teachers to read aloud during story time. The teaching notes which support this resource encourage further discussion around the stories.</p> <p>The (online) <i>Poetry Time</i> resource introduces children to both reading and performing poetry.</p>

Reading Standards for Informational Text K–2

	Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details			
Reading Standards for Informational Text	1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
Read Write Inc.	<p>The <i>Phonics</i> non-fiction books have a 'Questions to talk about' section where children are asked to discuss and answer questions about the books they have read.</p> <p>The books at Yellow, Blue and Grey levels include a 'Questions to read and answer' section where children are asked to read and answer comprehension questions around the books they read.</p>	<p>The <i>Phonics</i> non-fiction books have a 'Questions to talk about' section where children are asked to discuss and answer questions about the books they have read.</p> <p>The books at Yellow, Blue and Grey levels include a 'Questions to read and answer' section where children are asked to read and answer comprehension questions around the books they read.</p>	<p>The <i>Phonics</i> non-fiction books have a 'Questions to talk about' section where children are asked to discuss and answer questions about the books they have read.</p> <p>The books at Yellow, Blue and Grey levels include a 'Questions to read and answer' section where children are asked to read and answer comprehension questions around the books they read. These questions include <i>who, what, where, when, why, and how</i>.</p>

<p>Reading Standards for Informational Text</p>	<p>2. With prompting and support, identify the main topic and retell key details of a text.</p>	<p>2. Identify the main topic and retell key details of a text.</p>	<p>2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>
<p>Read Write Inc.</p>	<p>The <i>Phonics</i> non-fiction books have a 'Questions to talk about' section where children are asked to discuss and answer questions about the books they have read.</p> <p>The books at Yellow, Blue and Grey levels include a 'Questions to read and answer' section where children are asked to read and answer comprehension questions around the books they read.</p> <p>Children are encouraged to think about and discuss the books they have read in the Think About the Story activities detailed in the teaching notes in <i>Handbooks 1 and 2</i>.</p>	<p>The <i>Phonics</i> non-fiction books have a 'Questions to talk about' section where children are asked to discuss and answer questions about the books they have read.</p> <p>The books at Yellow, Blue and Grey levels include a 'Questions to read and answer' section where children are asked to read and answer comprehension questions around the books they read.</p> <p>Children are encouraged to think about and discuss the books they have read in the Think About the Story activities detailed in the teaching notes in <i>Handbooks 1 and 2</i>.</p>	<p>The <i>Phonics</i> non-fiction books have a 'Questions to talk about' section where children are asked to discuss and answer questions about the books they have read.</p> <p>The books at Yellow, Blue and Grey levels include a 'Questions to read and answer' section where children are asked to read and answer comprehension questions around the books they read.</p> <p>The texts at Blue and Grey are divided into paragraphs.</p> <p>Children are encouraged to think about and discuss the books they have read in the Think About the Information activities detailed in the teaching notes in <i>Handbooks 1 and 2</i>.</p>

<p>Reading Standards for Informational Text</p>	<p>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</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 Write Inc.</p>	<p>The <i>Phonics</i> non-fiction books have a 'Questions to talk about' section where children are asked to discuss and answer questions about the books they have read.</p> <p>The books at Yellow, Blue and Grey levels include a 'Questions to read and answer' section where children are asked to read and answer comprehension questions around the books they read.</p> <p>The teaching notes in <i>Handbooks 1</i> and <i>2</i> detail that the texts should be read three times each. The third reading gives children an opportunity to discuss the information provided in the text in greater detail.</p>	<p>The <i>Phonics</i> non-fiction books have a 'Questions to talk about' section where children are asked to discuss and answer questions about the books they have read.</p> <p>The books at Yellow, Blue and Grey levels include a 'Questions to read and answer' section where children are asked to read and answer comprehension questions around the books they read.</p> <p>The teaching notes in <i>Handbooks 1</i> and <i>2</i> detail that the texts should be read three times each. The third reading gives children an opportunity to discuss the information provided in the text in greater detail.</p>	<p>The <i>Phonics</i> non-fiction books have a 'Questions to talk about' section where children are asked to discuss and answer questions about the books they have read.</p> <p>The books at Yellow, Blue and Grey levels include a 'Questions to read and answer' section where children are asked to read and answer comprehension questions around the books they read.</p> <p>The teaching notes in <i>Handbooks 1</i> and <i>2</i> detail that the texts should be read three times each. The third reading gives children an opportunity to discuss the information provided in the text in greater detail.</p>

Craft and Structure

<p>Reading Standards for Informational Text</p>	<p>4. With prompting and support, ask and answer questions about unknown words in a text.</p>	<p>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>
<p>Read Write Inc.</p>	<p>Where appropriate, the non-fiction books contain a Vocabulary Check activity where children are introduced to the new vocabulary they will encounter when reading the book. Both a definition and a sample sentence are provided.</p> <p>Vocabulary is then rehearsed and consolidated through the Build a Sentence activity detailed in the teaching notes in <i>Handbooks 1 and 2</i> for two non-fiction books at each level.</p>	<p>Where appropriate, the non-fiction books contain a Vocabulary Check activity where children are introduced to the new vocabulary they will encounter when reading the book. Both a definition and a sample sentence are provided.</p> <p>Vocabulary is then rehearsed and consolidated through the Build a Sentence activity detailed in the teaching notes in <i>Handbooks 1 and 2</i> for two non-fiction books at each level.</p>	<p>Where appropriate, the non-fiction books contain a Vocabulary Check activity where children are introduced to the new vocabulary they will encounter when reading the book. Both a definition and a sample sentence are provided.</p> <p>Vocabulary is then rehearsed and consolidated through the Build a Sentence activity detailed in the teaching notes in <i>Handbooks 1 and 2</i> for two non-fiction books at each level.</p>
<p>Reading Standards for Informational Text</p>	<p>5. Identify the front cover, back cover, and title page of a book.</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>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>
<p>Read Write Inc.</p>	<p>All <i>Phonics</i> non-fiction books have a front cover, back cover and title page. Book titles are phonically decodable to ensure children are able to read them.</p>	<p>Some non-fiction features such as labels, diagrams, subheadings, bullet points, numbering and lists are used in the <i>Phonics</i> non-fiction books. Allowing children to become familiar with the features of non-fiction texts.</p>	<p>Some non-fiction features such as labels, diagrams, subheadings, bullet points, numbering and lists are used in the <i>Phonics</i> non-fiction books. Allowing children to become familiar with the features of non-fiction texts.</p>

Reading Standards for Informational Text	6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Read Write Inc.	Author and illustrator names are shown on the cover of every <i>Phonics</i> book.	The teaching notes in <i>Handbooks 1</i> and <i>2</i> detail that the text in the non-fiction books should be read three times. The third reading gives children an opportunity to discuss the text in greater depth, looking at how the information is presented.	The teaching notes in <i>Handbooks 1</i> and <i>2</i> detail that the text in the non-fiction books should be read three times. The third reading gives children an opportunity to discuss the text in greater depth, this could include a focus on the purpose of the text.
Integration of Knowledge and Ideas			
Reading Standards for Informational Text	7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	7. Use the illustrations and details in a text to describe its key ideas.	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
Read Write Inc.	<p>The teaching notes in <i>Handbooks 1</i> and <i>2</i> detail that the text in the non-fiction books should be read three times. The third reading gives children an opportunity to discuss the text in greater depth.</p> <p>Children are encouraged to think about and discuss the books they have read in the Think About the Information activities detailed in the teaching notes in <i>Handbooks 1</i> and <i>2</i>.</p>	<p>The teaching notes in <i>Handbooks 1</i> and <i>2</i> detail that the text in the non-fiction books should be read three times. The third reading gives children an opportunity to discuss the text in greater depth.</p> <p>Children are encouraged to think about and discuss the books they have read in the Think About the Information activities detailed in the teaching notes in <i>Handbooks 1</i> and <i>2</i>.</p>	<p>The teaching notes in <i>Handbooks 1</i> and <i>2</i> detail that the text in the non-fiction books should be read three times. The third reading gives children an opportunity to discuss the text in greater depth.</p> <p>Children are encouraged to think about and discuss the books they have read in the Think About the Information activities detailed in the teaching notes in <i>Handbooks 1</i> and <i>2</i>.</p>

Reading Standards for Informational Text	8. With prompting and support, identify the reasons an author gives to support points in a text.	8. Identify the reasons an author gives to support points in a text.	8. Describe how reasons support specific points the author makes in a text.
Read Write Inc.	The teaching notes in <i>Handbooks 1</i> and <i>2</i> detail that the text in the non-fiction books should be read three times. The third reading gives children an opportunity to discuss the text in greater depth.	The teaching notes in <i>Handbooks 1</i> and <i>2</i> detail that the text in the non-fiction books should be read three times. The third reading gives children an opportunity to discuss the text in greater depth.	The teaching notes in <i>Handbooks 1</i> and <i>2</i> detail that the text in the non-fiction books should be read three times. The third reading gives children an opportunity to discuss the text in greater depth.
Reading Standards for Informational Text	9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Compare and contrast the most important points presented by two texts on the same topic.
Read Write Inc.	N/A	N/A	N/A
Range of Reading and Level of Text Complexity			
Reading Standards for Informational Text	10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read informational texts appropriately complex for grade 1.	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 Write Inc.	As detailed in the <i>Reading Leader Handbook</i> , children should be grouped into broadly homogenous phonic groups, allowing them to read the books as a group.	There are five <i>Phonics</i> non-fiction books for children to read at each level.	The <i>Phonics</i> non-fiction books cover a wide range of non-fiction topics including instructional texts, historical texts and texts about animals and environments.

Reading Standards: Foundational Skills Text K-2

	Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details			
Reading Standards: Foundational Skills	<p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom and page by page.</p> <p>b. Recognise that spoken words are represented in written language by specific sequences of letters.</p> <p>c. understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	
Read Write Inc.	<p>The teaching notes in <i>Handbooks 1</i> and <i>2</i> explain that the <i>Storybooks</i> should be read three times each. Allowing children to familiarise themselves with the layout of the book. As soon as they begin reading the <i>Ditty books</i> children are made aware that print is read from left to right. The use of images and phrases at the earliest levels embeds the idea that print conveys meaning.</p>	<p>The teaching notes in <i>Handbooks 1</i> and <i>2</i> explain that the <i>Storybooks</i> should be read three times each. Allowing children to familiarise themselves with the layout of the book. As soon as they begin reading the <i>Ditty books</i> children are made aware that print is read from left to right. The use of images and phrases at the earliest levels embeds the idea that print conveys meaning.</p>	

Phonic knowledge is taught in the Speed Sounds lessons and applied in the storybook lessons. Children start reading simple sentences in the Red *Ditty books* and then read fiction and non-fiction books carefully matched to their growing phonic knowledge from Green level onwards.

Phonic knowledge is taught in the Speed Sounds lessons and applied in the storybook lessons. Children start reading simple sentences in the Red *Ditty books* and then read fiction and non-fiction books carefully matched to their growing phonic knowledge from Green level onwards.

There are 9 *Get Writing!* activities for each of the *Storybooks*. Each book is supported by a Proofread activity which requires children to look at the use of capital letters and full stops and edit short texts to ensure capital letters and full stops are used correctly.

Phonological Awareness

<p>Reading Standards: Foundational Skills</p>	<p>2. Demonstrate understanding of spoken words, syllables & sounds (phonemes).</p> <p>a. Recognise and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes).</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<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.</p> <p>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>Read Write Inc.</p>	<p>Phonic knowledge is taught in the Speed sounds lessons and applied in the storybook lessons. Children start reading simple sentences in the <i>Red Ditty books</i> and then read fiction and non-fiction books carefully matched to their growing phonic knowledge from Green level onwards.</p> <p>Children begin by reading the Green Words (decodable words) in every <i>Storybook</i>. These are divided into single syllable and multi-syllabic words. Children are given time to practice reading these words before they begin reading the story.</p>	<p>Phonic knowledge is taught in the Speed sounds lessons and applied in the storybook lessons. Children start reading simple sentences in the <i>Red Ditty books</i> and then read fiction and non-fiction books carefully matched to their growing phonic knowledge from Green level onwards.</p> <p>Children begin by reading the Green Words (decodable words) in every <i>Storybook</i>. These are divided into single syllable and multi-syllabic words. Children are given time to practice reading these words before they begin reading the story.</p>	

Phonics and Word Recognition

<p>Reading Standards: Foundational Skills</p>	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she)</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<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.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<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.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>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 Write Inc.</p>	<p>The <i>Read Write Inc.</i> Speed Sounds lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way. The broad order follows three sets:</p>	<p>The <i>Read Write Inc.</i> Speed Sounds lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way. The broad order follows three sets:</p>	<p>The <i>Read Write Inc.</i> Speed Sounds lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way. The broad order follows three sets:</p>

Set 1 teaches the most common sound-letter correspondences: **m a s d t / i n p g o / c k u b / f e l h s h r / j v y w / t h z ch qu x ng nk**

Set 2 teaches alternative vowel sounds: **ay ee igh ow oo oo ar or air ir ou oy**

Set 3 is made up of alternative spellings of Set 2 sounds: **ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure**

The Speed sounds are taught using cards and are the key focus sounds that children learn. As they move up the levels, more unusual correspondences that they need to learn are pointed out to them as alternatives on the Complex Speed Sound chart, e.g. 'ph' is not taught using a sound card but as an alternative to the more common spelling 'f'.

They read and write more high frequency and other familiar words as they learn more Speed Sounds.

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Children decode words using phonic knowledge but also learn Red words (common irregular words). Talking about the books is an integral part of the programme.

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Children decode words using phonic knowledge but also learn Red words (common irregular words). Talking about the books is an integral part of the programme.

Fluency

<p>Reading Standards: Foundational Skills</p>	<p>4. Read emergent-reader texts with purpose and understanding.</p>	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text 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>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text 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>Read Write Inc.</p>	<p>Children start reading simple sentences in the <i>Red Ditty books</i> and then read fiction and non-fiction books carefully matched to their growing phonic knowledge from Green level onwards.</p> <p>Children are encouraged to read each <i>Storybook</i> three times to support comprehension and fluency.</p> <p>The online <i>Storytime</i> resource provides a canon of traditional tales, written by a variety of different authors, for teachers to read aloud during story time. This resource gives children access to fiction and poetry at a level beyond which they can read independently.</p>	<p>Children start reading simple sentences in the <i>Red Ditty books</i> and then read fiction and non-fiction books carefully matched to their growing phonic knowledge from Green level onwards.</p> <p>Children are encouraged to read each <i>Storybook</i> three times to support comprehension and fluency.</p> <p>The online <i>Storytime</i> resource provides a canon of traditional tales, written by a variety of different authors, for teachers to read aloud during story time. This resource gives children access to fiction and poetry at a level beyond which they can read independently.</p>	<p>Children start reading simple sentences in the <i>Red Ditty books</i> and then read fiction and non-fiction books carefully matched to their growing phonic knowledge from Green level onwards.</p> <p>Children are encouraged to read each <i>Storybook</i> three times to support comprehension and fluency.</p> <p>The online <i>Storytime</i> resource provides a canon of traditional tales, written by a variety of different authors, for teachers to read aloud during story time. This resource gives children access to fiction and poetry at a level beyond which they can read independently.</p>

Writing Standards K-2

	Kindergartners:	Grade 1 students:	Grade 2 students:
Text Types and Purposes			
Writing Standards	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., <i>My favorite book is . . .</i>).	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.	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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.
Read Write Inc.	N/A	N/A	N/A
Writing Standards	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.	2. Write informative / explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	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.
Read Write Inc.	The Write About activities in the <i>Get Writing!</i> practice books and supported in the teaching notes in <i>Handbooks 1</i> and <i>2</i> ask children to write a variety of different texts for different purposes, these include how to ride a bike safely, making a clay pot, looking after a pet, etc.	The Write About activities in the <i>Get Writing!</i> practice books and supported in the teaching notes in <i>Handbooks 1</i> and <i>2</i> ask children to write a variety of different texts for different purposes, these include how to ride a bike safely, making a clay pot, looking after a pet, etc.	The Write About activities in the <i>Get Writing!</i> practice books and supported in the teaching notes in <i>Handbooks 1</i> and <i>2</i> ask children to write a variety of different texts for different purposes, these include how to ride a bike safely, making a clay pot, looking after a pet, etc.

Writing Standards	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.	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.	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.
Read Write Inc.	The Write About activities in the <i>Get Writing!</i> practice books and supported in the teaching notes in <i>Handbooks 1</i> and <i>2</i> ask children to narrate events, using the <i>Storybooks</i> to support them, e.g., how they learned to ride a bike, newspaper reports, letter writing, how they get dressed in the morning.	The Write About activities in the <i>Get Writing!</i> practice books and supported in the teaching notes in <i>Handbooks 1</i> and <i>2</i> ask children to narrate events, using the <i>Storybooks</i> to support them, e.g., how they learned to ride a bike, newspaper reports, letter writing, how they get dressed in the morning.	The Write About activities in the <i>Get Writing!</i> practice books and supported in the teaching notes in <i>Handbooks 1</i> and <i>2</i> ask children to narrate events, using the <i>Storybooks</i> to support them, e.g., how they learned to ride a bike, newspaper reports, letter writing, how they get dressed in the morning.

Production and Distribution of Writing

Writing Standards	4. (Begins in grade 3)	4. (Begins in grade 3)	4. (Begins in grade 3)
Read Write Inc.	N/A	N/A	N/A
Writing Standards	5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	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.	5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
Read Write Inc.	The Write About activities detailed in the teaching notes in <i>Handbooks 1</i> and <i>2</i> (and supported online) encourage children to write for different purposes. Children are encouraged to write letters, descriptions, commands and speech for different purposes and audiences. Children are encouraged to proofread and edit their work.	The Write About activities detailed in the teaching notes in <i>Handbooks 1</i> and <i>2</i> (and supported online) encourage children to write for different purposes. Children are encouraged to write letters, descriptions, commands and speech for different purposes and audiences. Children are encouraged to proofread and edit their work.	The Write About activities detailed in the teaching notes in <i>Handbooks 1</i> and <i>2</i> (and supported online) encourage children to write for different purposes. Children are encouraged to write letters, descriptions, commands and speech for different purposes and audiences. Children are encouraged to proofread and edit their work.

Writing Standards	6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Read Write Inc.	N/A	N/A	N/A
Research to Build and Present Knowledge			
Writing Standards	7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	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)	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).
Read Write Inc.	N/A	Opportunities are provided in the activities in the <i>Get Writing!</i> practice books for children to write a sequence of instructions based on the stories and texts they have read in the <i>Phonics</i> non-fiction books and storybooks, e.g., how to make a clay pot, how to be safe on a bike, how to look after a dog.	N/A
Writing Standards	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. Recall information from experiences or gather information from provided sources to answer a question.
Read Write Inc.	N/A	N/A	N/A
Writing Standards	9. (Begins in grade 4)	9. (Begins in grade 4)	9. (Begins in grade 4)
Read Write Inc.	N/A	N/A	N/A

Range of Writing

Writing Standards	10. (Begins in grade 3)	10. (Begins in grade 3)	10. (Begins in grade 3)
Read Write Inc.	N/A	N/A	N/A

Speaking and Listening Standards K-2

	Kindergartners:	Grade 1 students:	Grade 2 students:
Comprehension and Collaboration			
Speaking and Listening Standards	<p>1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>	<p>1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>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).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> 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>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
Read Write Inc.	<p>In the <i>Handbooks 1 and 2</i>, talk is recognised as the route to good language comprehension and <i>participation</i> is one of the five principles of the programme. Participation in talk is encouraged through strategies such as <i>My turn, your turn</i> and partner work. It is recommended in the handbook that <i>Turn to your partner</i> is used to prompt discussion about the <i>Storybooks</i> to ensure children understand the stories and to help grow ideas for writing.</p>	<p>In the <i>Handbooks 1 and 2</i>, talk is recognised as the route to good language comprehension and <i>participation</i> is one of the five principles of the programme. Participation in talk is encouraged through strategies such as <i>My turn, your turn</i> and partner work. It is recommended in the handbook that <i>Turn to your partner</i> is used to prompt discussion about the <i>Storybooks</i> to ensure children understand the stories and to help grow ideas for writing.</p>	<p>In the <i>Handbooks 1 and 2</i>, talk is recognised as the route to good language comprehension and <i>participation</i> is one of the five principles of the programme. Participation in talk is encouraged through strategies such as <i>My turn, your turn</i> and partner work. It is recommended in the handbook that <i>Turn to your partner</i> is used to prompt discussion about the <i>Storybooks</i> to ensure children understand the stories and to help grow ideas for writing.</p>

	Children are encouraged to think about and discuss the books they have read in the Think About the Story activities detailed in the teaching notes in <i>Handbooks 1 and 2</i> .	Children are encouraged to think about and discuss the books they have read in the Think About the Story activities detailed in the teaching notes in <i>Handbooks 1 and 2</i> .	Children are encouraged to think about and discuss the books they have read in the Think About the Story activities detailed in the teaching notes in <i>Handbooks 1 and 2</i> .
Speaking and Listening Standards	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.	2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Read Write Inc.	<p>In the <i>Handbooks 1 and 2</i>, talk is recognised as the route to good language comprehension and <i>participation</i> is one of the five principles of the programme. Participation in talk is encouraged through strategies such as <i>My turn, your turn</i> and partner work. It is recommended in the handbook that <i>Turn to your partner</i> is used to prompt discussion about the <i>Storybooks</i> to ensure children understand the stories and to help grow ideas for writing.</p> <p>Children are encouraged to think about and discuss the books they have read in the Think About the Story activities detailed in the teaching notes in <i>Handbooks 1 and 2</i>.</p> <p>All <i>Storybooks</i> have a 'Questions to talk about' section where children are asked to discuss and answer questions about the books they have read.</p>	<p>In the <i>Handbooks 1 and 2</i>, talk is recognised as the route to good language comprehension and <i>participation</i> is one of the five principles of the programme. Participation in talk is encouraged through strategies such as <i>My turn, your turn</i> and partner work. It is recommended in the handbook that <i>Turn to your partner</i> is used to prompt discussion about the <i>Storybooks</i> to ensure children understand the stories and to help grow ideas for writing.</p> <p>Children are encouraged to think about and discuss the books they have read in the Think About the Story activities detailed in the teaching notes in <i>Handbooks 1 and 2</i>.</p> <p>All <i>Storybooks</i> have a 'Questions to talk about' section where children are asked to discuss and answer questions about the books they have read.</p>	<p>In the <i>Handbooks 1 and 2</i>, talk is recognised as the route to good language comprehension and <i>participation</i> is one of the five principles of the programme. Participation in talk is encouraged through strategies such as <i>My turn, your turn</i> and partner work. It is recommended in the handbook that <i>Turn to your partner</i> is used to prompt discussion about the <i>Storybooks</i> to ensure children understand the stories and to help grow ideas for writing.</p> <p>Children are encouraged to think about and discuss the books they have read in the Think About the Story activities detailed in the teaching notes in <i>Handbooks 1 and 2</i>.</p> <p>All <i>Storybooks</i> have a 'Questions to talk about' section where children are asked to discuss and answer questions about the books they have read.</p>

	<p>The <i>Storybooks</i> at Yellow, Blue and Grey levels include a 'Questions to read and answer' section where children are asked to read and answer comprehension questions around the books they read.</p>	<p>The <i>Storybooks</i> at Yellow, Blue and Grey levels include a 'Questions to read and answer' section where children are asked to read and answer comprehension questions around the books they read.</p>	<p>The <i>Storybooks</i> at Yellow, Blue and Grey levels include a 'Questions to read and answer' section where children are asked to read and answer comprehension questions around the books they read.</p> <p>The online <i>Storytime</i> resource provides a canon of traditional tales, written by a variety of different authors, for teachers to read aloud during story time. The teaching notes that support this resource encourage children to retell the story using key events from the story as prompts.</p>
<p>Speaking and Listening Standards</p>	<p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>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.</p>
<p>Read Write Inc.</p>	<p>Children are encouraged to think about and discuss the books they have read in the Think About the Story activities detailed in the teaching notes in <i>Handbooks 1</i> and <i>2</i>.</p> <p>All <i>Storybooks</i> have a 'Questions to talk about' section where children are asked to discuss and answer questions about the books they have read.</p> <p>The <i>Storybooks</i> at Yellow, Blue and Grey levels include a 'Questions to read and answer' section where children are asked to read and answer comprehension questions around the books they read.</p>	<p>Children are encouraged to think about and discuss the books they have read in the Think About the Story activities detailed in the teaching notes in <i>Handbooks 1</i> and <i>2</i>.</p> <p>All <i>Storybooks</i> have a 'Questions to talk about' section where children are asked to discuss and answer questions about the books they have read.</p> <p>The <i>Storybooks</i> at Yellow, Blue and Grey levels include a 'Questions to read and answer' section where children are asked to read and answer comprehension questions around the books they read.</p>	<p>Children are encouraged to think about and discuss the books they have read in the Think About the Story activities detailed in the teaching notes in <i>Handbooks 1</i> and <i>2</i>.</p> <p>All <i>Storybooks</i> have a 'Questions to talk about' section where children are asked to discuss and answer questions about the books they have read.</p> <p>The <i>Storybooks</i> at Yellow, Blue and Grey levels include a 'Questions to read and answer' section where children are asked to read and answer comprehension questions around the books they read.</p>

Presentation of Knowledge and Ideas

<p>Speaking and Listening Standards</p>	<p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
<p>Read Write Inc.</p>	<p>In the <i>Handbooks 1</i> and <i>2</i>, talk is recognised as the route to good language comprehension and <i>participation</i> is one of the five principles of the programme. Participation in talk is encouraged through strategies such as <i>My turn, your turn</i> and partner work. It is recommended in the handbook that <i>Turn to your partner</i> is used to prompt discussion about the <i>Storybooks</i> to ensure children understand the stories and to help grow ideas for writing.</p> <p>The Write About activities in the <i>Get Writing!</i> practice books and supported in <i>Handbooks 1</i> and <i>2</i> ask children to <i>Think out loud</i> about a topic before writing about it. They are asked to relate the topic to their own experiences and produce a narrative around it to help them to plan their writing.</p>	<p>In the <i>Handbooks 1</i> and <i>2</i>, talk is recognised as the route to good language comprehension and <i>participation</i> is one of the five principles of the programme. Participation in talk is encouraged through strategies such as <i>My turn, your turn</i> and partner work. It is recommended in the handbook that <i>Turn to your partner</i> is used to prompt discussion about the <i>Storybooks</i> to ensure children understand the stories and to help grow ideas for writing.</p> <p>The Write About activities in the <i>Get Writing!</i> practice books and supported in <i>Handbooks 1</i> and <i>2</i> ask children to <i>Think out loud</i> about a topic before writing about it. They are asked to relate the topic to their own experiences and produce a narrative around it to help them to plan their writing.</p>	<p>In the <i>Handbooks 1</i> and <i>2</i>, talk is recognised as the route to good language comprehension and <i>participation</i> is one of the five principles of the programme. Participation in talk is encouraged through strategies such as <i>My turn, your turn</i> and partner work. It is recommended in the handbook that <i>Turn to your partner</i> is used to prompt discussion about the <i>Storybooks</i> to ensure children understand the stories and to help grow ideas for writing.</p> <p>The Write About activities in the <i>Get Writing!</i> practice books and supported in <i>Handbooks 1</i> and <i>2</i> ask children to <i>Think out loud</i> about a topic before writing about it. They are asked to relate the topic to their own experiences and produce a narrative around it to help them to plan their writing.</p>
<p>Speaking and Listening Standards</p>	<p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>

Read Write Inc.	When completing the Write About activities in the <i>Get Writing!</i> practice books, children can be invited to illustrate their work as appropriate.	When completing the Write About activities in the <i>Get Writing!</i> practice books, children can be invited to illustrate their work as appropriate.	When completing the Write About activities in the <i>Get Writing!</i> practice books, children can be invited to illustrate their work as appropriate.
Speaking and Listening Standards	6. Speak audibly and express thoughts, feelings, and ideas clearly.	6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)
Read Write Inc.	<p>In the <i>Handbooks 1</i> and <i>2</i>, <i>talk</i> is recognised as the route to good language comprehension and <i>participation</i> is one of the five principles of the programme. Participation in talk is encouraged through strategies such as <i>My turn</i>, <i>your turn</i> and partner work. It is recommended in the handbook that <i>Turn to your partner</i> is used to prompt discussion about the <i>Storybooks</i> to ensure children understand the stories and to help grow ideas for writing.</p> <p>The Write About activities in the <i>Get Writing!</i> practice books and supported in <i>Handbooks 1</i> and <i>2</i> ask children to <i>Think out loud</i> about a topic before writing about it. They are asked to relate the topic to their own experiences and produce a narrative around it to help them to plan their writing.</p>	<p>In the <i>Handbooks 1</i> and <i>2</i>, <i>talk</i> is recognised as the route to good language comprehension and <i>participation</i> is one of the five principles of the programme. Participation in talk is encouraged through strategies such as <i>My turn</i>, <i>your turn</i> and partner work. It is recommended in the handbook that <i>Turn to your partner</i> is used to prompt discussion about the <i>Storybooks</i> to ensure children understand the stories and to help grow ideas for writing.</p> <p>The Write About activities in the <i>Get Writing!</i> practice books and supported in <i>Handbooks 1</i> and <i>2</i> ask children to <i>Think out loud</i> about a topic before writing about it. They are asked to relate the topic to their own experiences and produce a narrative around it to help them to plan their writing.</p>	<p>In the <i>Handbooks 1</i> and <i>2</i>, <i>talk</i> is recognised as the route to good language comprehension and <i>participation</i> is one of the five principles of the programme. Participation in talk is encouraged through strategies such as <i>My turn</i>, <i>your turn</i> and partner work. It is recommended in the handbook that <i>Turn to your partner</i> is used to prompt discussion about the <i>Storybooks</i> to ensure children understand the stories and to help grow ideas for writing.</p> <p>The Write About activities in the <i>Get Writing!</i> practice books and supported in <i>Handbooks 1</i> and <i>2</i> ask children to <i>Think out loud</i> about a topic before writing about it. They are asked to relate the topic to their own experiences and produce a narrative around it to help them to plan their writing.</p>

Language Standards K-2

	Kindergartners:	Grade 1 students:	Grade 2 students:
Conventions of Standard English			
Language Standards	<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., <i>dog, dogs; wish, wishes</i>).</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>f. Produce and expand complete sentences in shared language activities.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<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., <i>group</i>).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</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., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>

<p>Read Write Inc.</p>	<p>In the <i>Handbooks 1</i> and <i>2</i>, talk is recognised as the route to good language comprehension and <i>participation</i> is one of the five principles of the programme. Participation in talk is encouraged through strategies such as <i>My turn, your turn</i> and partner work. It is recommended in the handbook that <i>Turn to your partner</i> is used to prompt discussion about the <i>Storybooks</i> to ensure children understand the stories and to help grow ideas for writing.</p> <p>The teaching notes in <i>Handbooks 1</i> and <i>2</i> give regular timetabled slots for handwriting to ensure that children build up their handwriting skills every day. Children are encouraged to concentrate on their own letter formation and not to copy letters or words.</p> <p>The Grammar activities in the <i>Get Writing!</i> practice books ask children to identify grammatical structures within sentences, for example, adjectives, verbs, adverbs, nouns and tense.</p> <p>All <i>Storybooks</i> have a 'Questions to talk about' section where children are asked to discuss and answer questions about the books they have read. Questions include <i>who, what, where, when, why, and how</i>.</p>	<p>In the <i>Handbooks 1</i> and <i>2</i>, talk is recognised as the route to good language comprehension and <i>participation</i> is one of the five principles of the programme. Participation in talk is encouraged through strategies such as <i>My turn, your turn</i> and partner work. It is recommended in the handbook that <i>Turn to your partner</i> is used to prompt discussion about the <i>Storybooks</i> to ensure children understand the stories and to help grow ideas for writing.</p> <p>The teaching notes in <i>Handbooks 1</i> and <i>2</i> give regular timetabled slots for handwriting to ensure that children build up their handwriting skills every day. Children are encouraged to concentrate on their own letter formation and not to copy letters or words.</p> <p>The Grammar activities in the <i>Get Writing!</i> practice books ask children to identify grammatical structures within sentences, for example, adjectives, verbs, adverbs, nouns and tense.</p> <p>The <i>Read Write Inc.</i> online resource provides support for the Write About activities detailed in the teaching notes. Children are able to write texts either individually or as part of a group using the software provided.</p>	<p>In the <i>Handbooks 1</i> and <i>2</i>, talk is recognised as the route to good language comprehension and <i>participation</i> is one of the five principles of the programme. Participation in talk is encouraged through strategies such as <i>My turn, your turn</i> and partner work. It is recommended in the handbook that <i>Turn to your partner</i> is used to prompt discussion about the <i>Storybooks</i> to ensure children understand the stories and to help grow ideas for writing.</p> <p>The Grammar activities in the <i>Get Writing!</i> practice books ask children to identify grammatical structures within sentences, for example, adjectives, verbs, adverbs, nouns and tense.</p> <p>The <i>Read Write Inc.</i> online resource provides support for the Write About activities detailed in the teaching notes. Children are able to write texts either individually or as part of a group using the software provided.</p>
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	The <i>Read Write Inc.</i> online resource provides support for the Write About activities detailed in the teaching notes. Children are able to write texts either individually or as part of a group using the software provided.		
Language Standards	<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>I</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>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</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>
<i>Read Write Inc.</i>	Children are taught to spell words using their knowledge of graphemes. They are taught how to read and write high frequency words and other familiar words as soon as they have learnt the first set of Speed Sounds (m, a, s, d, t,). They read and write more high frequency and other familiar words as they learn more Speed Sounds.	Children are taught to spell words using their knowledge of graphemes. They are taught how to read and write high frequency words and other familiar words as soon as they have learnt the first set of Speed Sounds (m, a, s, d, t,). They read and write more high frequency and other familiar words as they learn more Speed Sounds.	Children are taught to spell words using their knowledge of graphemes. They are taught how to read and write high frequency words and other familiar words as soon as they have learnt the first set of Speed Sounds (m, a, s, d, t,). They read and write more high frequency and other familiar words as they learn more Speed Sounds.

	Proofread activities are included in the <i>Get Writing!</i> practice books which require children to correct words that have been spelled incorrectly and add capital letters and end punctuation where appropriate.	Proofread activities are included in the <i>Get Writing!</i> practice books which require children to correct words that have been spelled incorrectly and add capital letters and end punctuation where appropriate.	Proofread activities are included in the <i>Get Writing!</i> practice books which require children to correct words that have been spelled incorrectly and add capital letters and end punctuation where appropriate. The Grammar activities in the <i>Get Writing!</i> practice books focus on features including apostrophes to form contractions, proper nouns and commas.
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Knowledge of Language

Language Standards	3. (Begins in grade 2)	3. (Begins in grade 2)	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.
Read Write Inc.	N/A	N/A	In the <i>Handbooks 1</i> and <i>2</i> , talk is recognised as the route to good language comprehension and <i>participation</i> is one of the five principles of the programme. <i>Participation</i> in talk is encouraged through strategies such as <i>My turn, your turn</i> and partner work. It is recommended in the handbook that <i>Turn to your partner</i> is used to prompt discussion about the <i>Storybooks</i> to ensure children understand the stories and to help grow ideas for writing. The <i>Storybooks</i> include both formal and informal vocabulary and children are encouraged to use both in their writing as appropriate.

Vocabulary Acquisition and Use

<p>Language Standards</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, 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 frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, 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., <i>happy/unhappy, tell/retell</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>addition, additional</i>).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>
<p>Read Write Inc.</p>	<p>Where appropriate, the <i>Storybooks</i> contain a Vocabulary Check activity where children are introduced to the new vocabulary they will encounter when reading the book. Both a definition and a sample sentence are provided.</p> <p>Children begin by reading the Green</p>	<p>Where appropriate, the <i>Storybooks</i> contain a Vocabulary Check activity where children are introduced to the new vocabulary they will encounter when reading the book. Both a definition and a sample sentence are provided.</p> <p>Children begin by reading the Green</p>	<p>Where appropriate, the <i>Storybooks</i> contain a Vocabulary Check activity where children are introduced to the new vocabulary they will encounter when reading the book. Both a definition and a sample sentence are provided.</p> <p>Children begin by reading the Green Words (decodable words) in every</p>

	<p>Words (decodable words) in every <i>Storybook</i>. These are divided into single syllable and multi-syllabic words. Children are given time to practise reading these words before they begin reading the story. During the second read of the <i>Storybooks</i> children look at root words with a suffix that appear in the text.</p> <p>Vocabulary is then rehearsed and consolidated through the Build a Sentence activity and the Vocabulary activity detailed in the teaching notes for each book in <i>Handbooks 1</i> and <i>2</i>.</p>	<p>Words (decodable words) in every <i>Storybook</i>. These are divided into single syllable and multi-syllabic words. Children are given time to practise reading these words before they begin reading the story. During the second read of the <i>Storybooks</i> children look at root words with a suffix that appear in the text.</p> <p>Vocabulary is then rehearsed and consolidated through the Build a Sentence activity and the Vocabulary activity detailed in the teaching notes for each book in <i>Handbooks 1</i> and <i>2</i>.</p>	<p><i>Storybook</i>. These are divided into single syllable and multi-syllabic words. Children are given time to practise reading these words before they begin reading the story. During the second read of the <i>Storybooks</i> children look at root words with a suffix that appear in the text.</p> <p>Vocabulary is then rehearsed and consolidated through the Build a Sentence activity and the Vocabulary activity detailed in the teaching notes for each book in <i>Handbooks 1</i> and <i>2</i>.</p>
<p>Language Standards</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 <i>colorful</i>).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</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 <i>duck</i> is a bird that swims; a <i>tiger</i> 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 <i>cozy</i>).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</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 <i>spicy</i> or <i>juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>

<p>Read Write Inc.</p>	<p>Where appropriate, the <i>Storybooks</i> contain a Vocabulary Check activity where children are introduced to the new vocabulary they will encounter when reading the book. Both a definition and a sample sentence are provided.</p> <p>Vocabulary is then rehearsed and consolidated through the Build a Sentence activity and the Vocabulary activity detailed in the teaching notes for each book in <i>Handbooks 1</i> and <i>2</i>. The Vocabulary activities focus on word relationships including synonyms and antonyms.</p>	<p>Where appropriate, the <i>Storybooks</i> contain a Vocabulary Check activity where children are introduced to the new vocabulary they will encounter when reading the book. Both a definition and a sample sentence are provided.</p> <p>Vocabulary is then rehearsed and consolidated through the Build a Sentence activity and the Vocabulary activity detailed in the teaching notes for each book in <i>Handbooks 1</i> and <i>2</i>. The Vocabulary activities focus on word relationships including synonyms and antonyms.</p>	<p>Where appropriate, the <i>Storybooks</i> contain a Vocabulary Check activity where children are introduced to the new vocabulary they will encounter when reading the book. Both a definition and a sample sentence are provided.</p> <p>Vocabulary is then rehearsed and consolidated through the Build a Sentence activity and the Vocabulary activity detailed in the teaching notes for each book in <i>Handbooks 1</i> and <i>2</i>. The Vocabulary activities focus on word relationships including synonyms and antonyms.</p>
<p>Language Standards</p>	<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</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., <i>because</i>).</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., <i>When other kids are happy that makes me happy</i>).</p>
<p>Read Write Inc.</p>	<p>In the <i>Handbooks 1</i> and <i>2</i>, talk is recognised as the route to good language comprehension and <i>participation</i> is one of the five principles of the programme. <i>Participation</i> in talk is encouraged through strategies such as <i>My turn, your turn</i> and partner work. It is recommended in the handbook that <i>Turn to your partner</i> is used to prompt discussion about the <i>Storybooks</i> to ensure children understand the stories and to help grow ideas for writing.</p>	<p>In the <i>Handbooks 1</i> and <i>2</i>, talk is recognised as the route to good language comprehension and <i>participation</i> is one of the five principles of the programme. <i>Participation</i> in talk is encouraged through strategies such as <i>My turn, your turn</i> and partner work. It is recommended in the handbook that <i>Turn to your partner</i> is used to prompt discussion about the <i>Storybooks</i> to ensure children understand the stories and to help grow ideas for writing.</p>	<p>In the <i>Handbooks 1</i> and <i>2</i>, talk is recognised as the route to good language comprehension and <i>participation</i> is one of the five principles of the programme. <i>Participation</i> in talk is encouraged through strategies such as <i>My turn, your turn</i> and partner work. It is recommended in the handbook that <i>Turn to your partner</i> is used to prompt discussion about the <i>Storybooks</i> to ensure children understand the stories and to help grow ideas for writing.</p>

	<p>The Build a Sentence activities detailed in <i>Handbooks 1 and 2</i> encourage children to build upon the language they have encountered when reading the <i>Storybooks</i>.</p>	<p>The Build a Sentence activities detailed in <i>Handbooks 1 and 2</i> encourage children to build upon the language they have encountered when reading the <i>Storybooks</i>.</p> <p>The Grammar activities in the <i>Get Writing!</i> practice books focus on familiarising children with different grammatical structures and concepts, these include looking at the use of conjunctions.</p>	<p>The Build a Sentence activities detailed in <i>Handbooks 1 and 2</i> encourage children to build upon the language they have encountered when reading the <i>Storybooks</i>.</p> <p>The Grammar activities in the <i>Get Writing!</i> practice books focus on familiarising children with different grammatical structures and concepts, these include looking at the use of adjectives and adverbs to describe.</p>
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