Read Well
Grades 1—2
Refresher
Daily reading instruction to meet the needs of all young children – from intervention to acceleration:

- Appropriate placement in the curriculum based on student skill level
- **Small group instruction that is mastery-based**
- Continuous progress monitoring
- **Individual and group prescriptions**
- Extra practice to build deeper levels of mastery
- **Differentiated lesson plans which allow easy acceleration or remediation**
- Whole class activities to support skills and content learned in small group instruction
Program Overview
Flexibility Between Programs

Parallel Scope and Sequence

**Read Well K**
- Preludes A–F
- Units 1–20

**PARALLEL SKILLS TAUGHT IN:**
- Read Well K Small Group, Units 1–20
- Read Well 1, Units 1–20

**Read Well 1**
- Intervention Preludes A, B
- Units 1–20
- Units 21–38
- RW1 Plus Units 39–50

**PARALLEL SKILLS TAUGHT IN:**
- Read Well 1 Plus, Units 39–50 and
- Read Well 2, Units 1–12

**Read Well 2**
- Fluency Foundations Units A–J
  (Reviews RW1 Units 16–38)
- Units 1–12
- Units 13–20
- RW2 Plus Units 21–25

**PARALLEL SKILLS TAUGHT IN:**
- Read Well 1, Units 16–38
- Reviewed in Fluency Foundations, Units A–J
Getting Started: A Guide to Implementation

- Program Overview
- Getting the Year Started
- How to Teach Whole Class Routines
- Small Group Lesson Planning
- Small Group Decoding Practice
- Small Group Story Reading
- Comprehension and Skill Work
- End of the Unit
- Appendix
Getting Started: A Guide to Implementation

- Program Overview
- **Getting the Year Started**
- How to Teach Whole Class Routines
- **Small Group Lesson Planning**
- How to Teach the Exercises
- How to Teach Vocabulary and Story Reading
- Comprehension and Skill Work
- Homework
- End of the Unit
- Appendix
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## A Guided Tour

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  - Scope & Sequence pp. 14-16
- Getting the Year Started  pp. 39-48
- Whole Class Routines  pp. 49-62
- Small Group Lesson Planning  pp. 63-70
- Small Group Decoding Practice  pp. 71-104
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  - Scope & Sequence pp. 7-11
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Initial Placement
Overview

Purpose:
  • To ensure that each student enters at the appropriate level

When:
  • Within the first week of school
  • Transfer/new students
  • Remedial students

Who:
  • Classroom teacher
  • Assessment team
Initial Placement
Skills Assessed

Read Well 1

Part 1
• Capital letter names
• Small letter sounds
• High-frequency words
• Pattern words

Part 2
• Sounds
• Blending
• Irregular words
• Sentences/passages read with accuracy and fluency
A Guided Tour
Read Well 1

Overview and Instructions  pp. 1-35

Placement Inventory and forms to be copied  pp. 36-55

Ongoing Assessment Instructions (End of Unit Assessments)  pp. 56-76

Making Decisions and Jell-Well Review  pp. 77-118

End of Unit Assessments (Blackline Masters) pp. 119-167

Student Assessment Record Forms pp. 168-198

Read Well 2

Overview and Instructions  pp. 1-23

Placement Inventory and forms to be copied  pp. 24-31

Ongoing Assessment Instructions (and Written Assessments) pp. 32-46

Making Decisions and Jell-Well Review  pp. 47-60

End of Unit Assessments (Blackline Masters) pp. 61-96

Student Assessment Record Forms pp. 97-108
Initial Placement
Read Well 1

Placement Inventory
Part 1

**PLACEMENT GUIDELINES**

STOP

If the student’s combined score on Subtests C and D is four or fewer correct. Place the student in Unit 1.

Proceed to Part 2 if the student’s combined score on Subtests C and D is five or more correct.

**PLACEMENT INVENTORY PART 2: DETERMINING WHERE TO START**

Using the pattern words score from Subtest D

<table>
<thead>
<tr>
<th>If the student reads . . .</th>
<th>Then . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–4 words correct</td>
<td>Place in Unit 1</td>
</tr>
<tr>
<td>5–9 words correct</td>
<td>Begin with Unit 3 Assessment</td>
</tr>
<tr>
<td>10–15 words correct</td>
<td>Begin with Unit 5 Assessment</td>
</tr>
<tr>
<td>15–20 words correct</td>
<td>Begin with Unit 9 Assessment</td>
</tr>
</tbody>
</table>

---

**Student Placement Record, Part 1 and Part 2 Summary**

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Teacher</th>
<th>Recommended Placement</th>
</tr>
</thead>
</table>

**PART 1**

Name Writing Warm-Up

Record a * for each correct response and a – for each incorrect response. On each subtest, stop if the student makes five consecutive errors. Proceed to the remaining rows and ask the student if he or she knows any other letters, sounds, or words.

**Subtest A**
Letter Names

<table>
<thead>
<tr>
<th>D</th>
<th>W</th>
<th>T</th>
<th>S</th>
<th>P</th>
<th>C</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td>B</td>
<td>R</td>
<td>W</td>
<td>O</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Q</td>
<td>Y</td>
<td>J</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Subtest B**
Sounds

<table>
<thead>
<tr>
<th>s</th>
<th>w</th>
<th>v</th>
<th>m</th>
<th>a</th>
<th>d</th>
<th>n</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>i</td>
<td>g</td>
<td>h</td>
<td>c</td>
<td>r</td>
<td>k</td>
<td>l</td>
</tr>
<tr>
<td>w</td>
<td>j</td>
<td>y</td>
<td>x</td>
<td>z</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Add the scores for Subtests A and B. Stop if the student scores fewer than 16. Place in Unit A. Proceed to Subtest C and D if the student scores 16 or more.

---

**Subtest C**
High Frequency Words

<table>
<thead>
<tr>
<th>the</th>
<th>to</th>
<th>of</th>
<th>you</th>
<th>a</th>
<th>for</th>
<th>an</th>
<th>is</th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
<td>that</td>
<td>in</td>
<td>was</td>
<td>an</td>
<td>are</td>
<td>is</td>
<td></td>
</tr>
<tr>
<td>at</td>
<td>on</td>
<td>up</td>
<td>be</td>
<td>by</td>
<td>be</td>
<td>on</td>
<td></td>
</tr>
</tbody>
</table>

---

**Subtest D**
Pattern Words

<table>
<thead>
<tr>
<th>see</th>
<th>me</th>
<th>am</th>
<th>me</th>
<th>read</th>
</tr>
</thead>
<tbody>
<tr>
<td>was</td>
<td>the</td>
<td>word</td>
<td>think</td>
<td>crow</td>
</tr>
<tr>
<td>were</td>
<td>what</td>
<td>words</td>
<td>kick</td>
<td>next</td>
</tr>
<tr>
<td>him</td>
<td>friend</td>
<td>them</td>
<td>try</td>
<td>will</td>
</tr>
</tbody>
</table>

---

Add the scores for Subtests C and D. Stop if the student’s combined score on Subtests C and D is four or fewer. Place the student in Unit 1.

---

Add the scores for Subtests A, B, C, and D.

---

**PART 2 — SUMMARY**

Record a SP (Strong Pass), P (Pass), WP (Weak Pass), or NP (No Pass). Stop when the student scores a No Pass or a Weak Pass on any given assessment. Go back and place the student one unit higher than the last assessment with a Strong Pass or Pass.

<table>
<thead>
<tr>
<th>Unit 3 (Place in Unit 4)</th>
<th>Unit 20 (Place in Unit 21)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 5 (Place in Unit 6)</td>
<td>Unit 23 (Place in Unit 24)</td>
</tr>
<tr>
<td>Unit 9 (Place in Unit 10)</td>
<td>Unit 29 (Place in Unit 30)</td>
</tr>
<tr>
<td>Unit 15 (Place in Unit 16)</td>
<td>Unit 38 (Place in Read Well Plus)</td>
</tr>
</tbody>
</table>
## Placement Inventory Part 2

### Subtest A. Sounds
**Goal:** 5/6

| m | S | e | M | ee | s |

### Subtest B. Teacher's Model, Smooth and Bumpy Blending
**Goal:** 4/4

| e | e | e | eee | e | e | see | see |

### Subtest C. Tricky Word (And I'M)
**Goal:** 2/2

| I | I'm |

### Subtest D. Sentences
**Goal:** 3/3

| I see me. |

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**Placement Guidelines**

**Scoring:** If the student needs assistance, the item is incorrect.

**Pass:** The student meets the goals on all subtests. Proceed to Unit 3 Decoding Assessment.

**No Pass:** The student fails to meet the goals on 1 or more subtests. Place in Unit 1.
# Placement Inventory

## ADMINISTRATION SCHEDULE

<table>
<thead>
<tr>
<th>Administer test for . . .</th>
<th>If the student scores a . . .</th>
<th>Then . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 3</td>
<td>No Pass Pass</td>
<td>Place in Unit 1 Administer Unit 5</td>
</tr>
<tr>
<td>Unit 5</td>
<td>No Pass Pass</td>
<td>Place in Unit 4 Administer Unit 9</td>
</tr>
<tr>
<td>Unit 9</td>
<td>Weak or No Pass Strong Pass</td>
<td>Place in Unit 6 Administer Unit 15</td>
</tr>
<tr>
<td>Unit 15</td>
<td>Weak or No Pass Strong Pass</td>
<td>Place in Unit 10 Administer Unit 20</td>
</tr>
<tr>
<td>Unit 20</td>
<td>Weak or No Pass Strong Pass</td>
<td>Place in Unit 16 Administer Unit 23</td>
</tr>
<tr>
<td>Unit 23</td>
<td>Weak or No Pass Strong Pass</td>
<td>Place in Unit 21 Administer Unit 29</td>
</tr>
<tr>
<td>Unit 29</td>
<td>Weak or No Pass Pass or Strong Pass</td>
<td>Place in Unit 24 Administer Unit 38</td>
</tr>
<tr>
<td>Unit 38</td>
<td>Weak or No Pass Pass or Strong Pass</td>
<td>Place in Unit 30 Assess for placement in Read Well Plus</td>
</tr>
</tbody>
</table>

### UNIT 5 DECODING ASSESSMENT

(With Teacher’s Model on Subtest B and Placement Guideline)

#### SUBTEST A. SOUNDS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>a</td>
</tr>
<tr>
<td>s</td>
<td>ee</td>
</tr>
<tr>
<td>d</td>
<td>M</td>
</tr>
</tbody>
</table>

#### SUBTEST B. TEACHER’S MODEL, SMOOTH AND BUMPY BLENDING

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>m</td>
<td>e</td>
</tr>
<tr>
<td>.</td>
<td>me</td>
</tr>
</tbody>
</table>

#### SUBTEST B. SMOOTH AND BUMPY BLENDING

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>m</td>
</tr>
<tr>
<td>.</td>
<td>am</td>
</tr>
</tbody>
</table>

#### SUBTEST C. SOUNDING OUT SMOOTHLY

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>dad</td>
<td>me</td>
</tr>
<tr>
<td>add</td>
<td>seed</td>
</tr>
</tbody>
</table>

#### SUBTEST D. TRICKY WORDS

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>said</td>
</tr>
</tbody>
</table>

*continued*
## Placement Inventory

### PROCEDURES AND SCORING FOR ALL SUBTESTS

<table>
<thead>
<tr>
<th>If the student...</th>
<th>Then...</th>
<th>Record...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Assistance</td>
<td>Wait three seconds. Gently tell the student the correct response, draw a line through the item, and write an “A” for “assisted.”</td>
<td>Incorrect M d ee s a 0</td>
</tr>
<tr>
<td>Mispronounces</td>
<td>Draw a line through the word. Record what the student said.</td>
<td>Incorrect see was seas</td>
</tr>
<tr>
<td>Fails to Blend Smoothly (Smooth and Bumpy Blending Subtest)</td>
<td>If the student fails to blend smoothly—pauses or stops between sounds—draw a line through the item. Rewrite the word and draw dashes between sounds to indicate where the student paused.</td>
<td>Incorrect Seed me add dad</td>
</tr>
<tr>
<td>Self-Corrects</td>
<td>If the student spontaneously self-corrects, write “SC,” so that you do not count the error. If the student requires more than two attempts, write the words the student said.</td>
<td>Incorrect Correct Does/Dan/Did sun sc Did Tim sit in the sand?</td>
</tr>
</tbody>
</table>

### UNIT 3

<table>
<thead>
<tr>
<th>ASSESSMENT ITEMS</th>
<th>SCORE/COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subtest A</td>
<td>m S e M ee s</td>
</tr>
<tr>
<td></td>
<td>m-m m mmm m-e me</td>
</tr>
<tr>
<td>Subtest C</td>
<td>I I m</td>
</tr>
<tr>
<td></td>
<td>I see me.</td>
</tr>
<tr>
<td>Assessment Date(s):</td>
<td>Goals Met _/4 Subtests P (All subjects) NP (Fails one or more subtests)</td>
</tr>
</tbody>
</table>

Pass: Proceed to Unit 5 Assessment. No Pass: Place in Unit 1.

### UNIT 5

<table>
<thead>
<tr>
<th>ASSESSMENT ITEMS</th>
<th>SCORE/COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subtest A</td>
<td>D a s ee d M</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtest B</td>
<td>a-m am</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtest C</td>
<td>dad me add seed</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtest D</td>
<td>said I</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtest E</td>
<td>I’m mad.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Date(s):</td>
<td>Goals Met _/4 Subtests P (All subjects) NP (Fails one or more subtests)</td>
</tr>
</tbody>
</table>

Placing Students

- Complete Placement Testing
- Sort assessments
- Determine number of groups based on time and adults available to teach
- As reading instruction begins, unit pacing will be adjusted to meet the needs of all students

Implementation Tip:
- Place conservatively, place appropriately
# Initial Placement

## Group Placement Sample

**Date:** Fall ’06, August 28–Sept. 6  
**Teachers:** Mr. Scott (Room 6), Ms. Jefferson (Room 8)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Group Placement</th>
<th>Possible In-Program Placement</th>
<th>Part Total Score</th>
<th>Letter Names</th>
<th>Sounds</th>
<th>High-Frequency Words</th>
<th>Pattern Words</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Emily S.</td>
<td>1</td>
<td>RWI +</td>
<td>92</td>
<td>26</td>
<td>26</td>
<td>20</td>
<td>20</td>
<td>RWK-20/RWK-32</td>
</tr>
<tr>
<td>2. Hannah</td>
<td>1</td>
<td>Unit 30</td>
<td>92</td>
<td>26</td>
<td>26</td>
<td>20</td>
<td>20</td>
<td>Transfer</td>
</tr>
<tr>
<td>3. Carlos</td>
<td>1</td>
<td>Unit 30</td>
<td>91</td>
<td>26</td>
<td>25</td>
<td>20</td>
<td>19</td>
<td>RWK-20/RWK-32</td>
</tr>
<tr>
<td>4. Jamal</td>
<td>1</td>
<td>Unit 21</td>
<td>86</td>
<td>26</td>
<td>25</td>
<td>16</td>
<td>19</td>
<td>RWK-20/RWK-32</td>
</tr>
<tr>
<td>5. Andrew</td>
<td>1</td>
<td>Unit 21</td>
<td>83</td>
<td>25</td>
<td>23</td>
<td>15</td>
<td>20</td>
<td>RWK-20/RWK-32</td>
</tr>
<tr>
<td>6. Michael A.</td>
<td>1</td>
<td>Unit 21</td>
<td>86</td>
<td>26</td>
<td>26</td>
<td>14</td>
<td>20</td>
<td>RWK-17</td>
</tr>
<tr>
<td>7. Tamela</td>
<td>2</td>
<td>Unit 16</td>
<td>84</td>
<td>26</td>
<td>23</td>
<td>17</td>
<td>18</td>
<td>RWK-17</td>
</tr>
<tr>
<td>8. Dominic</td>
<td>2</td>
<td>Unit 16</td>
<td>74</td>
<td>26</td>
<td>26</td>
<td>10</td>
<td>12</td>
<td>RWK-17</td>
</tr>
<tr>
<td>9. Paulino</td>
<td>2</td>
<td>Unit 16</td>
<td>79</td>
<td>26</td>
<td>25</td>
<td>14</td>
<td>14</td>
<td>RWK-17</td>
</tr>
<tr>
<td>10. Amira</td>
<td>2</td>
<td>Unit 16</td>
<td>78</td>
<td>26</td>
<td>24</td>
<td>13</td>
<td>15</td>
<td>RWK-17</td>
</tr>
<tr>
<td>11. Sylvia</td>
<td>2</td>
<td>Unit 16</td>
<td>77</td>
<td>26</td>
<td>23</td>
<td>14</td>
<td>13</td>
<td>RWK-17</td>
</tr>
<tr>
<td>12. Steven</td>
<td>2</td>
<td>Unit 16</td>
<td>77</td>
<td>26</td>
<td>24</td>
<td>12</td>
<td>15</td>
<td>RWK-17</td>
</tr>
<tr>
<td>13. Bethany</td>
<td>2</td>
<td>Unit 16</td>
<td>70</td>
<td>26</td>
<td>20</td>
<td>12</td>
<td>13</td>
<td>RWK-17</td>
</tr>
<tr>
<td>14. Makaila</td>
<td>3</td>
<td>Unit 10</td>
<td>78</td>
<td>26</td>
<td>25</td>
<td>12</td>
<td>15</td>
<td>RWK-17</td>
</tr>
<tr>
<td>15. Bianca</td>
<td>3</td>
<td>Unit 10</td>
<td>70</td>
<td>26</td>
<td>24</td>
<td>10</td>
<td>12</td>
<td>RWK-17</td>
</tr>
<tr>
<td>16. Tyrone</td>
<td>3</td>
<td>Unit 10</td>
<td>69</td>
<td>26</td>
<td>25</td>
<td>9</td>
<td>9</td>
<td>Transfer</td>
</tr>
<tr>
<td>17. Tyler</td>
<td>3</td>
<td>Unit 10</td>
<td>69</td>
<td>26</td>
<td>24</td>
<td>10</td>
<td>9</td>
<td>RWK-12</td>
</tr>
<tr>
<td>18. Dylan</td>
<td>3</td>
<td>Unit 10</td>
<td>66</td>
<td>26</td>
<td>22</td>
<td>8</td>
<td>10</td>
<td>RWK-12</td>
</tr>
<tr>
<td>19. LaMarcus</td>
<td>3</td>
<td>Unit 10</td>
<td>68</td>
<td>26</td>
<td>25</td>
<td>8</td>
<td>9</td>
<td>RWK-12</td>
</tr>
<tr>
<td>20. Lacie</td>
<td>3</td>
<td>Unit 10</td>
<td>65</td>
<td>26</td>
<td>24</td>
<td>8</td>
<td>8</td>
<td>RWK-12</td>
</tr>
<tr>
<td>21. Arqui</td>
<td>3</td>
<td>Unit 10</td>
<td>62</td>
<td>26</td>
<td>23</td>
<td>6</td>
<td>7</td>
<td>RWK-12</td>
</tr>
<tr>
<td>22. Severna</td>
<td>3</td>
<td>Unit 10</td>
<td>59</td>
<td>25</td>
<td>20</td>
<td>6</td>
<td>8</td>
<td>RWK-12</td>
</tr>
<tr>
<td>23. Guadalupe</td>
<td>4</td>
<td>Unit 10</td>
<td>52</td>
<td>26</td>
<td>19</td>
<td>6</td>
<td>8</td>
<td>RWK-12</td>
</tr>
<tr>
<td>24. Daniel</td>
<td>4</td>
<td>Unit 10</td>
<td>52</td>
<td>26</td>
<td>22</td>
<td>7</td>
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<tr>
<td>25. Anna</td>
<td>4</td>
<td>Unit 10</td>
<td>50</td>
<td>21</td>
<td>15</td>
<td>6</td>
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<td>26. Andy</td>
<td>4</td>
<td>Unit 10</td>
<td>46</td>
<td>20</td>
<td>12</td>
<td>6</td>
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<td>27. Jasmine</td>
<td>4</td>
<td>Unit 10</td>
<td>45</td>
<td>22</td>
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<td>28. Dillon</td>
<td>4</td>
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<td>22</td>
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<td>29. Yassir</td>
<td>4</td>
<td>Unit 10</td>
<td>44</td>
<td>20</td>
<td>10</td>
<td>6</td>
<td>8</td>
<td>Transfer</td>
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<td>30. Jadae</td>
<td>4</td>
<td>Unit 10</td>
<td>40</td>
<td>18</td>
<td>10</td>
<td>6</td>
<td>6</td>
<td>RWK-12</td>
</tr>
</tbody>
</table>

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The shaded bands show preliminary groups formed by the instructional team.
Administer End-of-Unit Oral Reading Fluency Assessments

- Read Well 2 Initial Placement Test (Read Well 1 Unit 38 Assessment)
- Read Well 2 Unit 7
- Read Well 2 Unit 12

Students who do not place into Read Well 2 or Fluency Foundations should be assessed for placement into Read Well 1 for intervention.
Some students will benefit from systematic and explicit instruction in first grade reading skills.

If mastery is acquired quickly, students will move through the program rapidly and transition into RW2.
Small Group Instruction
Classroom Management Routines

• Establish routines and procedures that will foster success – TEAM model

  T  Talk
  E  Effort
  A  Ask
  M  Move
Small Group Instruction
Classroom Management Routines

- Reinforce regularly and as needed
- **4—5 positively stated expectations**
- Each student in the teacher’s line of vision
- All students finger tracking the text

“When your expectations are clear, students never have to guess how you expect them to behave.”
Small Group Instruction
Teacher’s Guides

• Decoding Practice
  • Follow the numbered tasks
  • ♦♦ Provides repeated use of the language patterns for students with language delays.
• New Skills and new Tricky Words are marked with a ★
• Zebra notes provide brief explanations, instructional pointers and important reminders.
Storybook introduction:

• Task or Teacher talk = Blue Text
• Student Response with Teacher = Gray Text
• Student Response without Teacher (Gray text in parentheses)
• Word Choices that can be tailored to a group [Bracketed text]
Small Group Instruction

Pacing Options

RW1: 2—10 Days

RW2: 6—11 Days

Appropriate pacing . . . "optimum rate with mastery"
Small Group Instruction Scheduling

Instructional Recommendations:

- Every group
- Every day
- 30-40 minutes (RW1, RW2)
- Double dose for the lower performing students
- Be prepared
- Routines and procedures
- If you expect it, TEACH IT
## Small Group Instruction
### Explicit Instruction

### Critical Steps

<table>
<thead>
<tr>
<th></th>
<th>Demonstrate</th>
<th>Guide Practice</th>
<th>Mix group and individual turns...independent of your voice.. be creative!</th>
<th>Provide mastery-based instruction</th>
<th>Acknowledge students’ efforts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Model, my turn, I do it</td>
<td>Lead, our turn, we do it</td>
<td>Test, your turn, you do it</td>
<td>Be diagnostic as you teach. What are the errors? Repeat Steps 1, 2, and 3. Return to the difficult skill 3 times.</td>
<td>Highlight and give specific praise</td>
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<tr>
<td>2</td>
<td>Demonstrate</td>
<td>Guide Practice</td>
<td>Mix group and individual turns...independent of your voice.. be creative!</td>
<td>Provide mastery-based instruction</td>
<td>Acknowledge students’ efforts</td>
</tr>
</tbody>
</table>

- Model when skills are new or difficult
- Model as a correction procedure
# Small Group Instruction

## Sound Sequence

<table>
<thead>
<tr>
<th>Sound</th>
<th>Examples</th>
<th>Unit</th>
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<tbody>
<tr>
<td>I</td>
<td>I</td>
<td></td>
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<tr>
<td>Mm</td>
<td>Monkey</td>
<td>1</td>
</tr>
<tr>
<td>Ss</td>
<td>Snake</td>
<td>2</td>
</tr>
<tr>
<td>Ee</td>
<td>Bee</td>
<td>3</td>
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<td>ee</td>
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<td>3</td>
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<tr>
<td>Mm</td>
<td>Monkey</td>
<td>3</td>
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<td>Aa</td>
<td>Ant</td>
<td>4</td>
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<td>Dd</td>
<td>Dinosaur</td>
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<td>th</td>
<td>the</td>
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<td>Nn</td>
<td>Nest</td>
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<td>Tt</td>
<td>Turkey</td>
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<td>Ww</td>
<td>Wind</td>
<td>9</td>
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<tr>
<td>Li</td>
<td>Insects</td>
<td>10</td>
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<td>Th</td>
<td>Thirteen</td>
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<td>Hh</td>
<td>Hippo</td>
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<td>Cc</td>
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<td>Rr</td>
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<td>ea</td>
<td>EA</td>
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<td>Sh/sh</td>
<td>Shh/shh</td>
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<tr>
<td>Kk,-ck</td>
<td>Kangaroo</td>
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<tr>
<td>oo</td>
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<td>ar</td>
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<td>Wh/wh</td>
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<td>y</td>
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<td>Bb</td>
<td>Bat</td>
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<td>all</td>
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<td>Gg</td>
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<td>Vv</td>
<td>Volcano</td>
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<td>Qu/qu</td>
<td>Quake</td>
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<td>JJ</td>
<td>Jaguar</td>
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<td>Xx</td>
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<td>ee</td>
<td>Ee</td>
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<td>a_e</td>
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<td>_y</td>
<td>Ey</td>
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<td>i_e</td>
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<td>Ail</td>
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<td>igh</td>
<td>Flight</td>
<td>45</td>
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<td>o_e</td>
<td>Bose</td>
<td>46</td>
</tr>
<tr>
<td>ir</td>
<td>Bird</td>
<td>47</td>
</tr>
</tbody>
</table>
Small Group Instruction
Daily Lesson Structure

- Decoding
  15-20 minutes

- Story Reading
  15-20 minutes

- Independent Work/Partner Reading

- Extra Practice Activities

- Homework
Small Group Instruction
Decoding Practice Read Well 1

- Sound Review
- **New Sound Introduction/New Sound Practice**
- Smooth and Bumpy Blending
- Stretch and Shrink
- Sounding Out Smoothly
- Accuracy and Fluency Building
- Bossy E
- Multisyllabic and Compound Words
- Tricky Words
Decoding
Sound Review

- Builds speed of recognition and facilitates easy, fluent word recognition.
- New cards are added on the second day of each unit.
- As students build automatic sound recognition, rotate easy cards in and out of practice, but keep ALL vowels in daily practice.
Tricky Word Cards

• Not listed as a task in the teacher’s edition
• I used these after Sound Review, but they could also be used at another time.
New Sound Introduction

- Decoding 1 introduces a new letter/sound association
- Explicit
- Key word association
- Poem cards
New Sound Practice

- Students trace the new letter with their fingers as they say the sound.
- Make sure students are tracing letters correctly
- Theo Bear provides reference to the writing lines: hat line, belt line, and shoe line.
- Theo Bear paper is located in the Implementation Guide appendix for additional practice.
Stretch and Shrink

- Students orally stretch and shrink words
- These words are sounded out in subsequent lessons
- Found in lessons A-15 in Decoding Practice and Units 1-20 in Extra Practice
- Sustain each continuous sound for about two seconds. These are listed with repeating letters.
- Blend quick sounds immediately with the next sound. These sounds are listed once.
- Slide from one sound to the next. Do not take a breath between sounds.
Smooth and Bumpy Blending

- Students move from bumpy blending to smooth blending.
- Zoe Zebra bumps along in her jeep with the flat tire.
- Zoe Zebra rides smoothly through the air in her glider.
- Look in the Important Tips section of the teacher’s guide for scripts of new skills such as smooth blending with quick sounds beginning in Unit 5.
Sounding Out Smoothly

• Mirrors Smooth Blending, but requires students to blend words while they also track text.

• Students sound out the word in one smooth breath, then read the word.

• Sounding Out Smoothly Script (No underlined letters)
  • Touch under the first word.
  • Blend the word smoothly. (/sssaaad/)  
  • Say the word. (sad)
Small Group Instruction
Decoding Practice Reminders

Successful lessons:

- Consistency
- Controlling responses
- Teaching to mastery (listening, stopping, redoing)
- Efficient pacing
- Energetic pace (brisk movement)
- Kept students engaged
- How to gently correct student making mistake
Small Group Instruction
Story Reading

- Fully Decodable Text (Duet and Solo Stories)
- Priming Background Knowledge
- Vocabulary Introduction
- Procedures
  - Comprehension Building
  - Finger Tracking
  - First Reading
  - Second Reading
  - Correcting Errors
  - Repeated Readings
  - Expressive Reading
Duet Stories

- The first Duet Story in each unit includes a section that introduces the theme for the unit or group.
- Each story is reprinted in the teacher’s guides for easy reference and detailed instructions and scripts.
- Students read from their own storybooks.
- The teacher reads the small text and students read the large text.
Duet Story Procedure

- Use discussion prompts to build comprehension.
- Guide students to use finger tracking.
- Identify the picture words.
- The first reading is an unpracticed choral reading. Guide reading with your voice only if needed.
- Read the Duet story a second time mixing group and individual turns.
Solo Stories

- Read entirely by students.
- They can be read in small groups, with partners, with timings and as homework.
- The solo stories are available in blackline masters for easy homework.

Solo Story Procedure

- Discussion prompts are embedded in the text to build comprehension.
- Students use finger tracking.
- The first reading should be independent of your voice. Only use your voice to get students started and establish pace.
- Do a second reading mixing group and individual turns.
- Repeated readings may be timed or read with partners.
Story Reading

**Tim's Metamorphosis**

**CHAPTER 1**
A Small Caterpillar

What’s the title of the chapter? (A Small Caterpillar)

A small egg hung from the underside of a leaf. One day, a tiny caterpillar hatched from the egg.

Tim was the tiny caterpillar on the leaf.

Did Tim go exploring? No!

Tim sat in the weeds.

**CHAPTER 4**
The Ant

What is the main problem? (The ant missed Tim)

The ant said, "I miss Tim."

Tim was in the

Where was Tim? (in the tree)

"I see the green bug," said the ant.

That’s Tim in the green bug.

Can you think what happened next?
Small Group Instruction
Story Reading Practice

Fluency Works (Solo Stories Online)

Hi DemoStudent S7612177!

Unit 11  Unit 13

Passage 1
The Whale

Passage 2
The Camel Sat

Passage 3
With His Dad

“Meet the 🐳,” said the man.
“See him swim and swim.”
“We see him!” said Nan and Dan.
“I see his 🐓,” said Nan.
“I see his 2 🐰,” said Dan.
Dan and Nan seem 😊.
Successful lessons:

- **I Do, We Do, You Do (as needed)**
- **Practice (repeated and intentional)**
- **Kept students on task (fingers are always tracking the text)**
- **Brisk pacing, with energy and motivation**
- **Review for comprehension**
Small Group Instruction
Comprehension and Skill Work

- Sound Page
- *Alphabet Detective (hearing sounds)*
- Rhyming Patterns
- *Multiple Choice/Fill in the Blanks*
- Sentence Illustration, Copying, and Completion
- Sentence Comprehension
- Fact Sheets/Guided Reports
- Story Maps
Small Group Instruction
Homework and Extra Practice

- **Homework Package**
  (Blackline masters)

- **Extra Practice Activities**
  (Blackline masters in Teacher Guides)
  1-2 “skill” pages for most units
  - Sounds
  - Word Dictation
  - Sentence Completion
  - Accuracy and Fluency
  - Tricky Words

Extra Practice Fluency Passages
Small Group Instruction
Tips

• Keep data on all students and keep data together for easy access for PLC.
• Be flexible.
• Communicate with EA’s often.
• Set clear group behavioral expectations.
• Reread solo stories as much as possible.
• Students should be independent of your voice as much as possible.
• Mix it up, so students aren’t relying on memory.
Decoding Assessment Units 1—15

- Efficient
- Individually administered
- Measures:
  - Mastery of newly taught skills
  - Retention of previously learned skills
- Assess on the last day of every prelude and unit

“Accuracy precedes rate”
Oral Reading Fluency Assessment Units 16—38

Measures:

- **Accuracy**
  Number of errors made for the entire passage

- **Oral Reading Fluency**
  Words correct per minute
## Scoring

<table>
<thead>
<tr>
<th>UNIT 10</th>
<th>ASSESSMENT ITEMS</th>
<th>SCORE/COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subtest A</td>
<td>w i N a The</td>
<td>Goal 5/6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6/6</td>
</tr>
<tr>
<td>Subtest B</td>
<td>it That’s did seeds</td>
<td>Goal 3/4</td>
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<tr>
<td></td>
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<td>4/4</td>
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<tr>
<td>Subtest C</td>
<td>I’m was The</td>
<td>Goal 3/3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3/3</td>
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<tr>
<td>Subtest D</td>
<td>Tim and I sat in the wind.</td>
<td>Accuracy Goal 11/12</td>
</tr>
<tr>
<td></td>
<td>We said, “Did Nan win?”</td>
<td>Desired Fluency: 25 seconds or less</td>
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<td></td>
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<td>12 words correct</td>
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<td>(12/12 in 25 seconds = 29 WCPM)</td>
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<tr>
<td></td>
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<td>4 seconds</td>
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</tbody>
</table>

Assessment Date(s):

- Goals Met ___/4 Subtests
- SP (All subtests with desired fluency)
- WP (3/4 subtests, and/or fails to attain the desired fluency)
- NP (Fails two or more subtests)
Assessment Results Inform Instruction

• Consider acceleration when students pass assessments with ease
• Provide intervention and extra practice when students struggle
• Adjust groups, as needed, based on student performance
• Consider optimum pacing with mastery
# Jell-Well Planner

<table>
<thead>
<tr>
<th>Jell-Well Review Unit</th>
<th>Date</th>
<th>Lesson 1 of 2</th>
<th>Jell-Well Review Unit</th>
<th>Date</th>
<th>Lesson 1 of 2</th>
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<tbody>
<tr>
<td><strong>1. SOUND PRACTICE</strong></td>
<td></td>
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<td>Sound Cards</td>
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<td>Sound Cards</td>
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<tr>
<td>Extra focus on /oa/ for Annie</td>
<td></td>
<td></td>
<td>Extra focus on correct pronunciation of /ii/ for George</td>
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<td><strong>2. TRICKY WORD PRACTICE</strong></td>
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<td>Word Cards</td>
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<td>Word Cards</td>
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<tr>
<td>Quickly review Tricky Words for Units 1-10. Students are firm.</td>
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<td><strong>3. STRETCH AND SHRINK, SOUND COUNTING</strong></td>
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<td>Oral Examples</td>
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<tr>
<td>sat, that, did</td>
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<tr>
<td>Gimmick: Stopwatch Contest, Who can stretch “sat” the longest? Tell students “sat” ends with a quick sound so they really need to stretch /oa/. Demonstrate as needed. Repeat with each word.</td>
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<tr>
<td><strong>4. SMOOTH AND BUMPY BLENDING</strong></td>
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<td>Blending Cards</td>
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<td>Cards 9, 10, 11</td>
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<td><strong>5. WORD DICTATION</strong></td>
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<td>Am, me, Sam, seem</td>
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<td><strong>6. SOUNDING OUT SMOOTHLY AND FLUENCY PRACTICE</strong></td>
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<td>ee, me, see</td>
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<td>am, Sam, seem</td>
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<td><strong>7. STORY READING</strong></td>
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<td>Unit 4: Solo Stories 2, 4, 6</td>
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<td>Motivation: Transparencies with markers,</td>
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<td>* Guided, then choral, followed by individual turns</td>
<td></td>
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<td>* Timelines</td>
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</tbody>
</table>
First grade students on grade level should complete Unit 38 by the end of the year.

Quarters:
- End of 1st, Unit 10
- End of 2nd, Unit 20
- End of 3rd, Unit 30
- End of year, Unit 38

Trimesters:
- End of 1st, Unit 13
- End of 2nd, Unit 26
- End of year, Unit 38

First grade students who have had instruction with Read Well K should exceed these goals.
Implementation
RW2 Grade-Level Expectations

Three Components
• 10 Fluency Foundations Units
• 20 Read Well 2 Small Group Units
• 5 Read Well 2 Plus Units
  (integrated into RW2 Instructor Package)

"Optimum Rate with Mastery"
Implementation
Teaching with Fidelity

• Teach complete lessons
  • Decoding practice/exercises
  • Story reading
  • Comprehension/skill work
  • Homework
  • Assess at the end of every unit

• Teach “diagnostically”
• Provide “appropriate” extra practice
• Modify and adjust as needed
• Use assessment to inform and guide instruction
• Have fun!!
Five Keys for a Successful Implementation

1. Amount of Instruction
2. Use of Assessment
3. Quality of Instruction
4. Differentiation
5. Classroom Management
Getting Started in Read Well 1

1. **Scheduling**
   - Determine schoolwide collaboration plan

2. **Day 1**
   - Begin Read Well Alphabet Routines and Read Alouds

3. **Day 1**
   - Begin teaching whole class Read Well Units 1 and 2

4. **Weeks 1—2**
   - Complete Placement Test

5. **Weeks 1—2**
   - Teach students the Behavioral Expectations
Getting Started in Read Well 2

1. **Scheduling**
   - Determine schoolwide collaboration plan

2. **Weeks 1—2**
   - Begin Read Well 2 Start-Up Unit with the whole class

3. **First 6—8 Days**
   - Complete placement testing

4. **Weeks 1—2**
   - Teach students the behavioral expectations