

Read Well

Grades 1—2

Refresher

Cambium
LEARNING®
Group

Voyager


Sopris West®
ADDITIONAL SERVICES
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Program Overview

All-Inclusive Framework



Daily reading instruction to meet the needs of all young children – from intervention to acceleration:

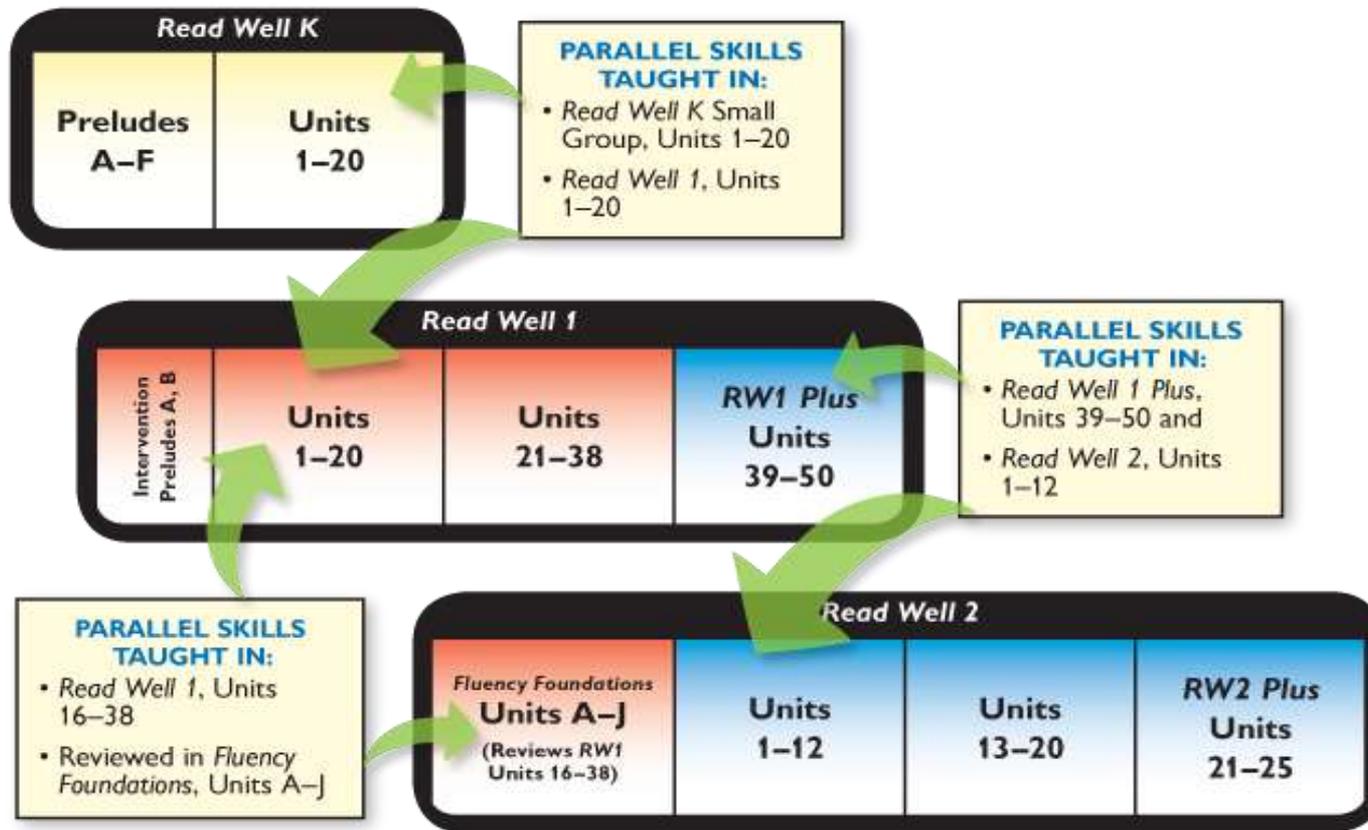
- **Appropriate placement in the curriculum based on student skill level**
- **Small group instruction that is mastery-based**
- **Continuous progress monitoring**
- **Individual and group prescriptions**
- **Extra practice to build deeper levels of mastery**
- **Differentiated lesson plans which allow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

Program Overview

Flexibility Between Programs

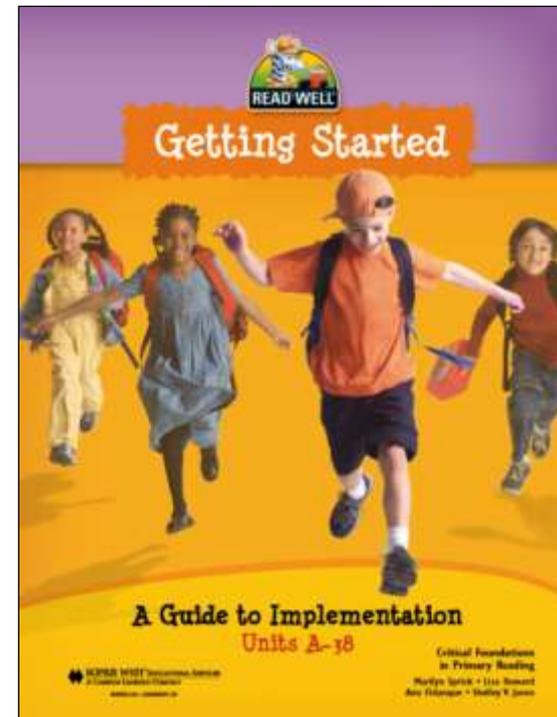


Parallel Scope and Sequence



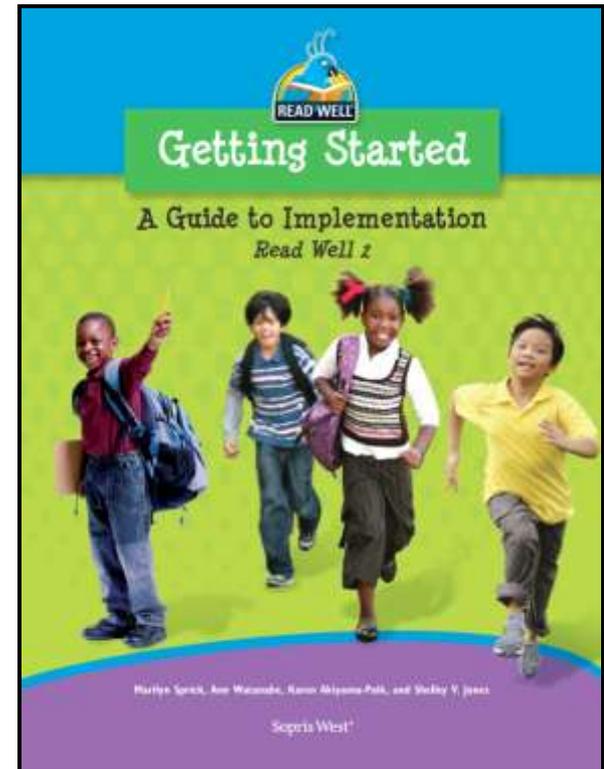
Getting Started: A Guide to Implementation

- 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



Getting Started Guides

A Guided Tour



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Expectations pp. 4-5

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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

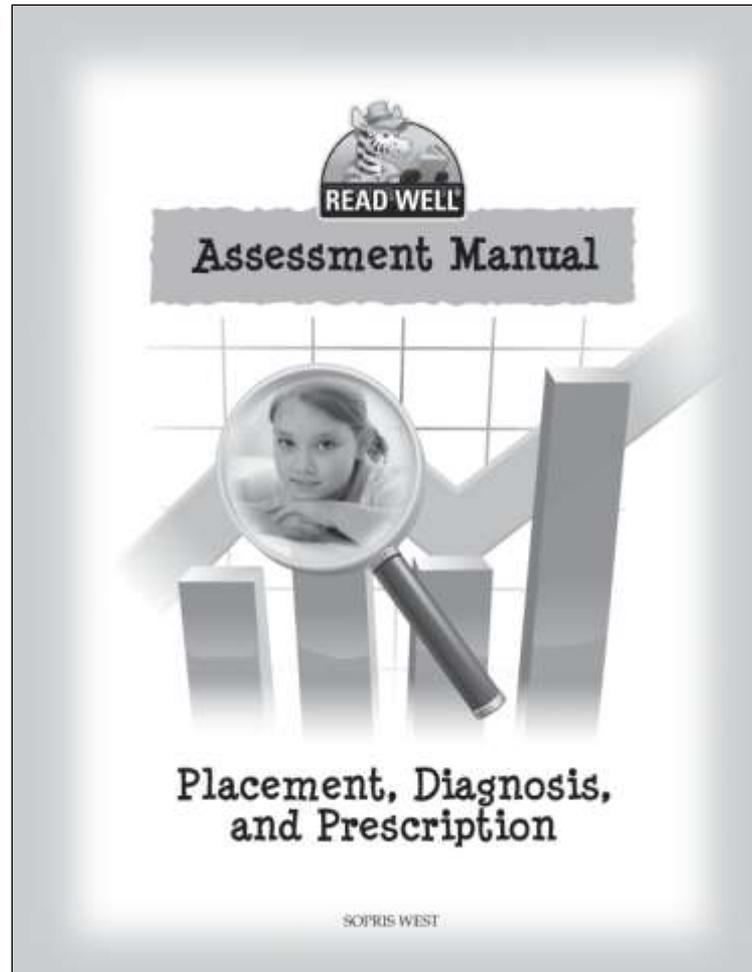
- Sounds
- Blending
- Irregular words
- Sentences/passages read with accuracy and fluency



Initial Placement Assessment Manual



A Guided Tour



Initial Placement Assessment Manual



Read Well 1

Overview and Instructions pp. 1-35

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

**Ongoing Assessment Instructions
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**Making Decisions and Jell-Well
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**Student Assessment Record Forms
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**Placement Inventory and forms
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**Student Assessment Record Forms
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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	
If the student reads . . .	Then . . .
0–4 words correct	Place in Unit 1
5–9 words correct	Begin with Unit 3 Assessment
10–15 words correct	Begin with Unit 5 Assessment
15–20 words correct	Begin with Unit 9 Assessment

Student Placement Record, Part 1 and Part 2 Summary

Name _____ Date _____ Teacher _____
 Recommended Placement _____

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. Point to the remaining rows and ask the student if he or she knows any other letters, sounds, or words.

Subtest A Letter Names	D _____ M _____ T _____ S _____ P _____ C _____ A _____ I _____ L _____ B _____ R _____ W _____ O _____ E _____ G _____ F _____ N _____ V _____ H _____ K _____ Z _____ U _____ Q _____ Y _____ J _____ X _____	____/26
Subtest B Sounds	s _____ e _____ m _____ a _____ d _____ n _____ t _____ w _____ i _____ h _____ c _____ r _____ o _____ k _____ l _____ o _____ b _____ g _____ f _____ u _____ y _____ p _____ v _____ j _____ q _____ x _____ z _____	____/26
Add the scores for Subtests A and B. Stop if the student scores fewer than 10. Place in Unit A. Proceed to Subtests C and D if the student scores 11 or more.		____/52 Subtests A & B
Subtest C High-Frequency Words	the _____ in _____ he _____ as _____ of _____ is _____ for _____ with _____ and _____ you _____ was _____ his _____ a _____ that _____ on _____ they _____ to _____ it _____ are _____ at _____	____/20
Subtest D Pattern Words	see _____ than _____ can _____ start _____ me _____ ant _____ read _____ whack _____ am _____ weeds _____ crash _____ rest _____ dad _____ mint _____ kick _____ try _____ seed _____ him _____ noon _____ will _____	____/20
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.		____/40 Subtests C & D
Add the scores for Subtests A, B, C, and D.		____/92 Total Score A–D

Proceed to Part 2 if the student's combined score on Subtests C and D is five or more. (The student is able to read five or more words correctly.)

PART 2—SUMMARY

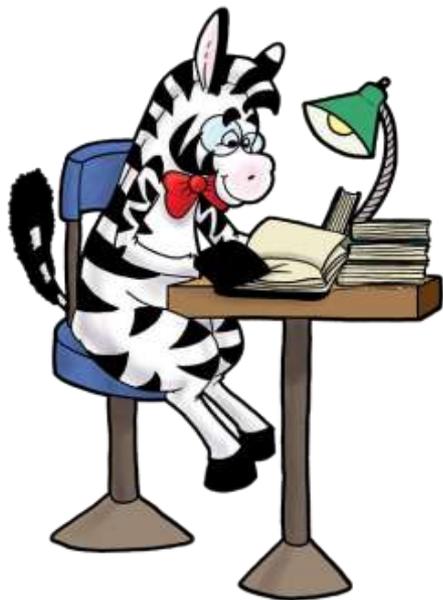
Record a SP (Strong Pass), P (Pass), WP (Weak Pass) or NP (No Pass). Stop when the student scores a No Pass or a Weak Pass on any given assessment. Go back and place the student one unit higher than the last assessment with a Strong Pass or Pass.

____ Unit 3 (Place in Unit 4)	____ Unit 20 (Place in Unit 21)
____ Unit 5 (Place in Unit 6)	____ Unit 23 (Place in Unit 24)
____ Unit 9 (Place in Unit 10)	____ Unit 29 (Place in Unit 30)
____ Unit 15 (Place in Unit 16)	____ Unit 38 (Place in Read Well Plus)

Initial Placement Read Well 1



Placement Inventory Part 2



Placement Inventory Part 2	Administration
UNIT 3 DECODING ASSESSMENT (With Teacher's Model on Subtest B)	
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 s ee see	
SUBTEST B. SMOOTH AND BUMPY BLENDING	GOAL 4/4
m m m mmm m e me	
SUBTEST C. TRICKY WORD (AND I'M)	GOAL 2/2
I I'm	
SUBTEST D. SENTENCES	GOAL 3/3
I see me.	
PLACEMENT GUIDELINES	
SCORING	If the student needs assistance, the item is incorrect.
PASS	The student meets the goals on all subtests. Proceed to Unit 5 Decoding Assessment.
NO PASS	The student fails to meet the goals on 1 or more subtests. Place in Unit 1.
40	Blackline Master
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Initial Placement

Read Well 1



Placement Inventory

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

Placement Inventory Part 2

Administration

UNIT 5 DECODING ASSESSMENT (With Teacher's Model on Subtest B and Placement Guidelines)

SUBTEST A. SOUNDS

GOAL 5/6

D a s ee d M

SUBTEST B. TEACHER'S MODEL, SMOOTH AND BUMPY BLENDING

m e me

SUBTEST B. SMOOTH AND BUMPY BLENDING

GOAL 2/2

a m am

SUBTEST C. SOUNDING OUT SMOOTHLY

GOAL 4/4

dad me add seed

SUBTEST D. TRICKY WORDS

GOAL 2/2

said I

(continued)

Initial Placement Read Well 1



Placement Inventory

PROCEDURES AND SCORING FOR ALL SUBTESTS		
If the student . . .	Then . . .	Record . . .
Needs Assistance	Wait three seconds. Gently tell the student the correct response, draw a line through the item, and write an "A" for "assisted."	Incorrect M d ee s a ^A
Mispronounces	Draw a line through the word. Record what the student said.	Incorrect said was ^{see} sees
Fails to Blend Smoothly (Smooth and Bumpy Blending Subtest)	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.	Incorrect Seed me add ^{d-ad} dad
Self-Corrects	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.	Incorrect Correct Does/Dan/Did ^{SC} sun Did Tim sit in the sand?

UNIT 3	ASSESSMENT ITEMS	SCORE/COMMENTS
Subtest A	m S e M ee s	Goal 5/6 ____/6
Subtest B	m·m·m mmm m·e me	Goal 4/4 ____/4
Subtest C	I I'm	Goal 2/2 ____/2
Subtest D	I see me.	Goal 3/3 ____/3
Assessment Date(s):		Goals Met ____/4 Subtests P (All subtests) NP (Fails one or more subtests)
Pass: Proceed to Unit 5 Assessment. No Pass: Place in Unit 1.		

UNIT 5	ASSESSMENT ITEMS	SCORE/COMMENTS
Subtest A	D a s ee d M	Goal 5/6 ____/6
Subtest B	a·m am	Goal 2/2 ____/2
Subtest C	dad me add seed	Goal 4/4 ____/4
Subtest D	said I	Goal 2/2 ____/2
Subtest E	I'm mad. Dad said, "I see."	Goal 6/6 ____/6
Assessment Date(s):		Goals Met ____/4 Subtests P (All subtests) NP (Fails one or more subtests)
Pass: Proceed to Unit 9 Assessment. No Pass: Place in Unit 4.		

Initial Placement Read Well 1 Summary



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**

Entry Points
<i>Read Well 1</i>
Prelude A
Unit 1
Unit 4
Unit 6
Unit 10
Unit 16
Unit 21
Unit 24
Unit 30
<i>Read Well Plus</i>

Implementation Tip:

- **Place conservatively, place appropriately**

Initial Placement Group Placement Sample



DATE Fall '06, August 28-Sept. 6 TEACHER(S) Mr. Scott (Room 6), Ms. Jefferson (Room 8)

STUDENT NAME	Group Placement	Possible In-Program Placement	Part Total Score	Letter Names	Sounds	High-Frequency Words	Pattern Words	Comments
1. Emily S.	1	RW1 +	92	26	26	20	20	RWK-20/RW1-32
2. Hannah	1	Unit 30	92	26	26	20	20	Transfer
3. Carlos	1	Unit 30	91	26	25	20	19	RWK-20/RW1-32
4. Jamal	1	Unit 21	86	26	25	16	19	RWK-20/RW1-32
5. Andrew	1	Unit 21	83	25	23	15	20	RWK-20/RW1-32
6. Michael A.	1	Unit 21	86	26	26	14	20	RWK-17
7. Tamela	2	Unit 16	84	26	23	17	18	RWK-17
8. Dominic	2	Unit 16	74	26	26	10	12	RWK-17
9. Paulino	2	Unit 16	79	26	25	14	14	RWK-17
10. Amira	2	Unit 16	78	26	24	13	15	RWK-17
11. Sylvia	2	Unit 16	77	26	23	14	13	RWK-17
12. Steven	2	Unit 16	77	26	24	12	15	RWK-17
13. Bethany	2	Unit 16	70	25	20	12	13	RWK-17
14. Makaila	3	Unit 10	78	26	25	12	15	RWK-17
15. Bianca	3	Unit 10	70	26	24	10	12	RWK-17
16. Tyrone	3	Unit 10	69	26	25	9	9	Transfer
17. Tyler	3	Unit 10	69	26	24	10	9	RWK-12
18. Dylan	3	Unit 10	66	26	22	8	10	RWK-12
19. LaMarcus	3	Unit 10	68	26	25	8	9	RWK-12
20. Lacie	3	Unit 10	65	25	24	8	8	RWK-12
21. Angus	3	Unit 10	62	26	23	6	7	RWK-12
22. Severina	3	Unit 10	59	25	20	6	8	RWK-12
23. Guadelupe	4	Unit 10	52	26	19	6	8	RWK-12
24. Daniel	4	Unit 10	52	26	22	7	7	RWK-12
25. Anna	4	Unit 10	50	21	15	6	8	RWK-12
26. Andy	4	Unit 10	46	20	12	6	8	RWK-12
27. Jasmine	4	Unit 10	45	22	11	5	7	RWK-12
28. Dillon	4	Unit 10	47	22	11	6	8	RWK-12
29. Yassir	4	Unit 10	44	20	10	6	8	Transfer
30. Jadae	4	Unit 10	40	18	10	6	6	RWK-12

The shaded bands show preliminary groups formed by the instructional team.

Initial Placement

Read Well 2



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**

Entry Points
Read Well 2
Fluency Foundations, Unit A
Unit 1
Unit 8
Unit 13

Students who do not place into Read Well 2 or Fluency Foundations should be assessed for placement into Read Well 1 for intervention.

Initial Placement Entry Points Summary



Entry Points
<i>Read Well 1</i>
Prelude A
Unit 1
Unit 4
Unit 6
Unit 10
Unit 16
Unit 21
Unit 24
Unit 30
<i>Read Well Plus</i>

Entry Points
<i>Read Well 2</i>
Fluency Foundations, Unit A
Unit 1
Unit 8
Unit 13

- **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**

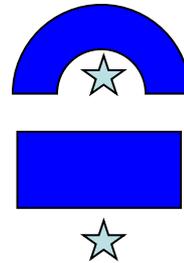


Small Group Instruction

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.**

Small Group Instruction Teacher's Guides



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"**

7-DAY PLAN				
Day 1 • Decoding Practice 1 • Storybook and Story Introduction • Story 1	Day 2 • Decoding Practice 1 • Story 2	Day 3 • Decoding Practice 2 • Story Introduction • Story 3	Day 4 • Decoding Practice 2 • Story 4	Day 5 • Decoding Practice 3 • Story Introduction
Day 6 • Decoding Practice 4 • Story 6 • Story Summary	Day 7 • Assessment Lesson • Stories 2, 4, and 6 • Assessment Activity Unit 4 Assessment	PRE-INTERVENTION See Getting Started 4 Guide to learn about how to address mastery who currently require reteach or		

9-DAY PLAN • Pre-Intervention				
Day 1 • Decoding Practice 1 • Storybook and Story Introduction • Story 1	Day 2 • Decoding Practice 1 • Story 2	Day 3 • Decoding Practice 2 • Story Introduction • Story 3	Day 4 • Decoding Practice 2 • Story 4	
Day 6 • Decoding Practice 4 • Story 6 • Story Summary	Day 7 • Extra Practice Passage 1	Day 8 • Extra Practice Passage 2	Day 9 • Assessment Lesson • Stories 2, 4, and 6 • Assessment Activity Unit 4 Assessment	

12-DAY PLAN • Intervention				
Day 1 • Decoding Practice 1 • Storybook and Story Introduction • Story 1	Day 2 • Decoding Practice 1 • Story 2	Day 3 • Decoding Practice 2 • Story Introduction • Story 3	Day 4 • Decoding Practice 2 • Story 4	
Day 6 • Decoding Practice 3 • Story 6 • Story Summary	Day 7 • Decoding Practice 4 • Stories 2 and 4	Day 8 • Decoding Practice 4 • Stories 4 and 6	Day 9 • Extra Practice Passage 1	
Day 11 • Extra Practice Passage 2	Day 12 • Assessment Lesson • Stories 2, 4, and 6 • Assessment Activity Unit 4 Assessment			

DIFFERENTIATED LESSON PLANS

The differentiated lesson plans illustrate how materials can be used for students with various learning needs. As you set up your unit plans, always include *Word Wall 2* exercises and Story Reading on a daily basis. Unit 5 includes 6-, 8-, 9-, 10-, and 11-day plans.

Plans	For groups that:
4-DAY	Complete Oral Reading Fluency Assessments with Passes and Strong Passes
8-DAY	Complete Oral Reading Fluency Assessments with Passes and require teacher-guided assistance with Story Reading and Comprehension and Gift Work
9-, 10-, or 11-DAY	Have difficulty passing the unit Oral Reading Fluency Assessments

6-DAY PLAN		
Day 1 Teacher-Directed • Exercise 1 • Use unit Story Opener (like or as An Ant, An Antennae) • KWLs (optional) • Vocabulary, Ch. 1, 2 • An Antennae, Ch. 1 • Guide practice, as needed, on Comp & Skill 1, 2 Independent Work • On Your Own/Paper or Whisper Read, An Antennae, Ch. 2 • Comp & Skill Activities 1, 2 Homework • Homework Passage 1	Day 2 Teacher-Directed • Exercise 2a • Exercise 2b: Focus Lesson • Vocabulary, Ch. 2, 4 • An Antennae, Ch. 2 • Guide practice, as needed, on Comp & Skill 3, 4 Independent Work • Requested Reading: Partner or Whisper Read, An Antennae, Ch. 2 • Comp & Skill Activities 2, 4 Homework • Homework Passage 2	Day 3 Teacher-Directed • Exercise 3 • An Antennae, Ch. 4 • KWLs (optional) • Guide practice, as needed, on Comp & Skill 5a, 5b Independent Work • Requested Reading: Partner or Whisper Read, An Antennae, Ch. 4 • Comp & Skill Activities 5a, 5b Homework • Homework Passage 3
Day 4 Teacher-Directed • Story Opener: An Ant With Wings • Exercise 4 • Vocabulary, Ch. 1-2 • An Ant With Wings, Ch. 1 • Guide practice, as needed, on Comp & Skill 6, 7 Independent Work • On Your Own/Paper or Whisper Read, An Ant With Wings, Ch. 2 • Comp & Skill Activities 6, 7 Homework • Homework Passage 4	Day 5 Teacher-Directed • Exercise 5 • An Ant With Wings, Ch. 2 • Guide practice, as needed, on Comp & Skill 8a, 8b Independent Work • Requested Reading: Partner or Whisper Read, An Ant With Wings, Ch. 2 • Comp & Skill Activities 8a, 8b Homework • Homework Passage 5	Day 6 Teacher-Directed • Exercise 6 • Flaming The Last Treasure Independent Work • Requested Reading: Partner or Whisper Read, The Last Treasure • Writing Assessment • Oral Reading Fluency Assessment Homework • Homework Passage 6

Note: Unit 5 features an extra just for Fun Comp & Skill activity, located after Activity 7. This page can be used any time after "An Ant With Wings" Chapter 2. The just for Fun activity allows the related activities, story map and writing grid, to be located side by side in the Activity Book.

• The Oral Reading Fluency Assessments are individually administered by the teacher while students are working on their Writing Assessments.

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

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

- **Model when skills are new or difficult**
- **Model as a correction procedure**

Small Group Instruction Sound Sequence



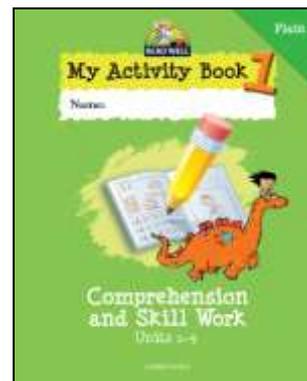
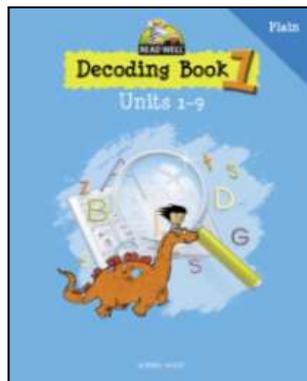
I /ɪ/ Voiced (Word) Unit A	Mm /mmm/ Monkey Continuous Voiced Unit B	Ss /sss/ Snake Continuous Unvoiced Unit 1	Ee /eee/ Emu Continuous Voiced (Long) Unit 2	ee /eeee/ Bee Continuous Voiced (Long) Unit 2	Mm /mmm/ Monkey Continuous Voiced Unit 3
Aa /aaa/ Ant Continuous Voiced (Short) Unit 4	Dd /d/ Dinosaur Quick Voiced (not duh) Unit 5	th /thth/ the Continuous Voiced Unit 6	Nn /nn/ Nest Continuous Voiced Unit 7	Tt /t/ Turkey Quick Unvoiced (not tuh) Unit 8	Ww /www/ Wind Continuous Voiced (woo) Unit 9
Ii /ii/ Insects Continuous Voiced (Short) Unit 10	Th /thth/ The Continuous Voiced Unit 10	Hh /h/ Hippo Quick Unvoiced (not huh) Unit 11	Cc /c/ Cat Quick Unvoiced (not kuh) Unit 12	Rr /rr/ Rabbit Continuous Voiced Unit 13	ea /eaaa/ Eagle Continuous Voiced (Long) Unit 13
Sh/sh /shsh/ Sheep Continuous Unvoiced Unit 14	Kk, -ck /k/ Kangaroo Quick Unvoiced (not kuh) Unit 15	oo /oooo/ Oo Continuous Voiced (Long) Unit 16	ar /ar/ Shark Voiced (R-Controlled) Unit 17	Wh/wh /wh/ Whale Quick Voiced Unit 18	Ee /eēē/ Engine or Ed Continuous Voiced (Short) Unit 19
-y /yy/ Fly Continuous Voiced (Long) Unit 20	Ll /ll/ Litter Continuous Voiced Unit 21	Oo /ooo/ Otter Continuous Voiced (Short) Unit 22	Bb /b/ Bat Quick Voiced (not buh) Unit 23	all /all/ Ball Voiced Unit 23	Gg /g/ Gorilla Quick Voiced (not guh) Unit 24
Ff /ff/ Frog Continuous Unvoiced Unit 25	Uu /uu/ Umbrella Continuous Voiced (Short) Unit 26	er /er/ Sister Voiced (R-Controlled) Unit 27	oo /oo/ Book Voiced (Short) Unit 27	Yy /y-/ Yarn Quick Voiced Unit 28	Aa /a/ Ago Voiced (Schwa) Unit 28
Pp /p/ Pig Quick Unvoiced (not puh) Unit 29	ay /ay/ Hay Voiced Unit 29	Vv /vv/ Volcano Continuous Voiced Unit 30	Qu/qu /qu/ Quake Quick Unvoiced Unit 31	Jj /j/ Jaguar Quick Voiced (not juh) Unit 32	Xx /ksss/ Fox Continuous Unvoiced Unit 33
or /or/ Horn Voiced (R-Controlled) Unit 33	Zz /zz/ Zebra Continuous Voiced Unit 34	a_e /a_e/ Cake Bossy E Voiced (Long) Unit 34	-y /y-/ Baby Voiced Unit 35	i_e /i_e/ Kite Bossy E Voiced (Long) Unit 35	ou /ou/ Cloud Voiced Unit 36
ow /ow/ Cow Voiced Unit 36	Ch/ch /ch/ Chicken Quick Unvoiced Unit 37	ai /ai/ Rain Voiced (Long) Unit 37	igh /igh/ Flight Voiced (Long) Unit 38	o_e /o_e/ Bone Bossy E Voiced (Long) Unit 38	ir /ir/ Bird Voiced (R-Controlled) Unit 38



Small Group Instruction Daily Lesson Structure



- **Decoding**
15-20 minutes
- **Story Reading**
15-20 minutes
- **Independent Work/
Partner Reading**
- **Extra Practice
Activities**
- **Homework**

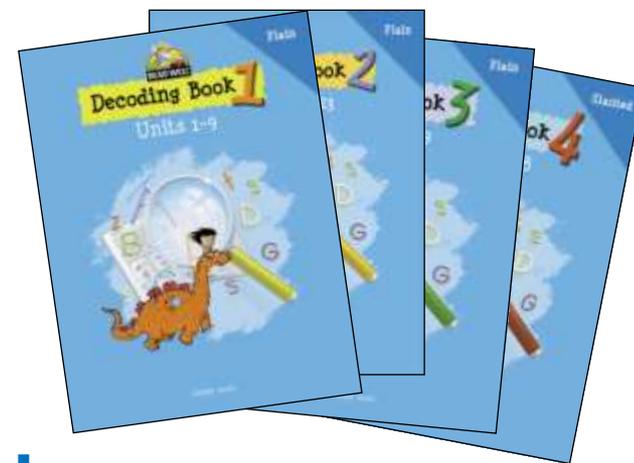


Small Group Instruction

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**



Small Group Instruction Model and Practice



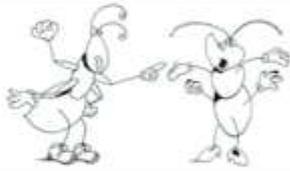
Decoding

UNIT 10 DECODING PRACTICE I
(For use with Stories 1 and 2)

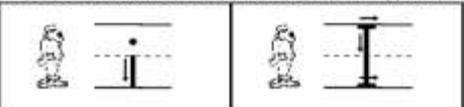
1. SOUND REVIEW Use Sound Cards for Units 1-9.

2. NEW SOUND INTRODUCTION Have students echo (repeat) the phrases. Do not have students read the poem.

I as in Insect
Capital letter I, small letter i,
I says iii.
Interesting insects,
I, i, iii.



3. NEW SOUND PRACTICE Have students read the word, then trace and say the sound.



4. STRETCH AND SHRINK Have students only stretch and shrink, then use each word in a sentence.

did-did-did
did-did-did
he-he-he
he-he-he



Do not have students read the words.

5. SMOOTH AND BUMPY BLENDING Use Blending Cards 20 and 21.

6. SOUNDING OUT SMOOTHLY For each word, have students say the underlined part, sound out the word in one smooth breath, then read the word.

☆ in it sit this
♥ that Did weeds Tim

7. TRICKY WORDS Have students slowly figure out each word, then read it aloud.

➔ I'm was said the

8. DAILY STORY READING



Small Group Instruction

Model and Practice



- **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.**

Small Group Instruction Model and 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.**

Small Group Instruction Model and Practice



New Sound Introduction

- **Decoding 1 introduces a new letter/sound association**
- **Explicit**
- **Key word association**
- **Poem cards**

Small Group Instruction Model and Practice



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.**

Small Group Instruction Model and 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.**

Small Group Instruction Model and Practice



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.**

Small Group Instruction Model and Practice



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:

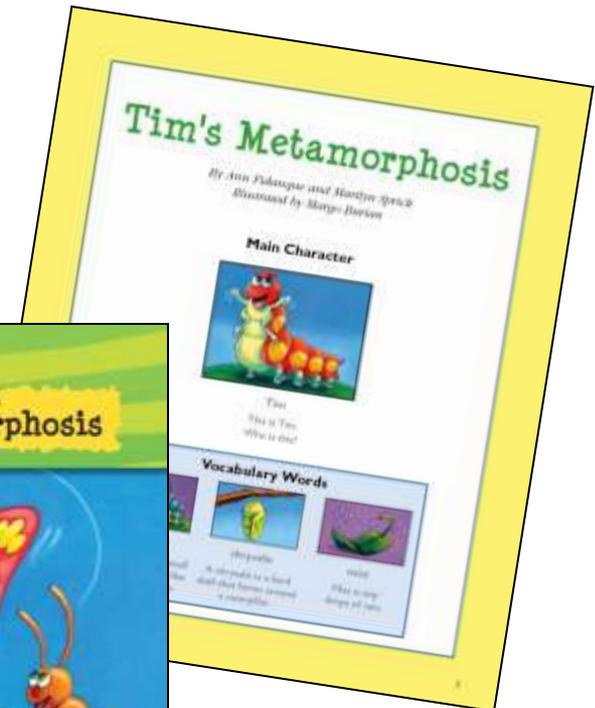
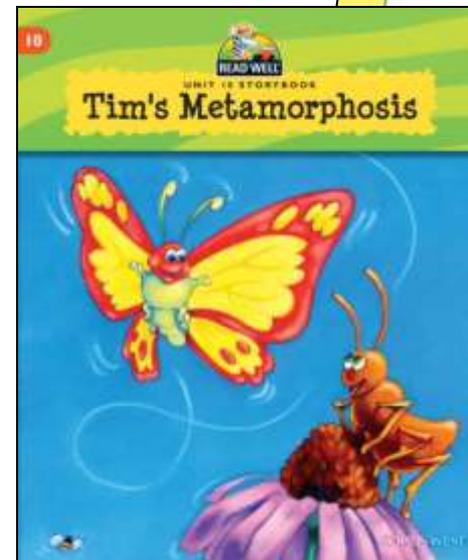
- **Consistency**
- **Controlling responses**
- **Teaching to mastery (listening, stopping, redoing)**
- **Efficient pacing**
- **Energetic pace (brisk movement)**
- **Kept students engaged**
- **How to gently correct student making mistake**

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**



Small Group Instruction

Story 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.**

Small Group Instruction

Story Reading



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.**

Small Group Instruction Model and Practice



Story Reading

STORY 1, DUET

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.

Who is the chapter about? (Tim)
What is Tim? (A caterpillar)
A caterpillar is a small animal that looks like a... (worm with legs)



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STORY 4, SOLO

CHAPTER 4
The Ant

What is the chapter about? (The ant)
The ant in the story is Tim's friend.

The ant said, "I miss Tim."

What is the ant's problem? (The ant missed Tim.)

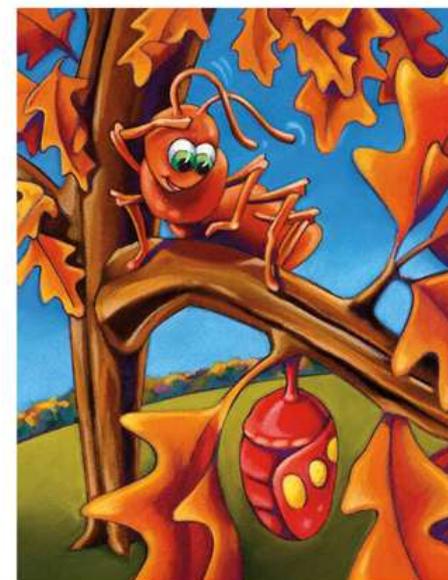
Tim was in the .

Where was Tim? (In the weeds.)

"I see the ,

That's Tim in the .

Who was Tim? (A caterpillar)
What do you think will happen next?



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Small Group Instruction Story Reading Practice



Fluency Works (Solo Stories Online)

READ WELL **Fluency Works**

Hi DemoStudent S7612177!

Unit 11 Unit 13

- Passage 1
The Whale
- Passage 2
The Camel Sat
- Passage 3
With His Dad

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READ WELL **Fluency Works**

Unit 11

The 

• The Whale



"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 .

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Small Group Instruction

Story Reading Reminders



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**

COMPREHENSION WORK ACTIVITY 2

SENTENCE COMPREHENSION
Use work pages from the workbook.

CHECKOUT DIFFICULTY
Look to your students' reading levels and ability with this work.

Multiple Choice—Identifying—What

Multiple Choice—Identifying—What

Writing, Complete Sentences—Comprehension—Improving Capital and Punctuation

Tim sat in the woods.
Tim said, "I need the weeds."

1. Tim _____ in the woods.
 sits sat meets

2. Tim said, "I need the _____."
 birds seeds weeds

Tim needs weeds.
Tim needs weeds.

PROCEDURES
For each step, demonstrate and guide practice as needed.

1. Sentence Comprehension—Basic Instructions

- Have students read the sentences at the top of the page.
- Have students read items 1 and 2, using the word "think" when they see the line.
- Have students fill in the circle next to the correct word to fill in the blank.

★ Students now have three response choices instead of two.

2. Sentence Tracing and Copying—Basic Instructions

- Have students read and trace the sentence on the first line.
- Have students copy the sentence on the second line.

Note: Instruct students that a sentence begins with a capital letter and ends with a period.

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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

UNIT 10 EXTRA PRACTICE I Name _____

1. SMOOTH AND SLIPPERY READING: Skills from Reading Guide 1.31 for review.

2. STITCH AND SHIRAZ: How students write words. **STITCH** and **SHIRAZ**. How students write words.

3. SOUND EXERCISE: How students write words. **STITCH** and **SHIRAZ**. How students write words.

4. WORD DICTATION: How students cover the words and write each word.

5. VOCABULARY: How students identify each picture and use it in a sentence.

6. TRICKY WORDS: For each word, how students identify letters and the word.

7. DAILY STORY READING

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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.**

RW1 Ongoing Assessment



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”

UNIT 18 DECODING ASSESSMENT		ADMINISTRATION
CRITICAL ASSESSMENT		
SUBTEST A, SOUNDS		GOAL 1/4
w i N a Th e		
SUBTEST B, SOUNDING OUT SMOOTHLY		GOAL 2/4
it That's did seeds		
SUBTEST C, TRICKY WORDS (AND /'S)		GOAL 3/4
I'm was The		
SUBTEST D, SENTENCES	Desired Fluency: 25 seconds or less (29 words)	GOAL 1/12
Tim and I sat in the wind. We said, "Did Nan win?"		
<small>SCORING: If the student reads correctly, the test is correct. STRONG PASS: The student meets the goal on all subtests and has attained the desired fluency. Proceed to Unit 19. WEAK PASS: The student meets the goal on 3 out of 4 subtests and/or fails to attain the desired fluency. Retest on Unit 11 with additional practice on phonics. Extra Practice lessons in Unit 18, and/or provide a job-Hold lesson. NO PASS: The student fails to meet the goal on 2 or more subtests. Provide Extra Practice lessons and a read-aloud practice a job-Hold lesson.</small>		
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Oral Reading Fluency Assessment Units 16—38

Measures:

- **Accuracy**
Number of errors made for the entire passage
- **Oral Reading Fluency**
Words correct per minute

UNIT 17 ORAL READING FLUENCY ASSESSMENT ADMINISTRATION

TRICKY WORD WARM-UP

because worked mother from brother

ORAL READING FLUENCY PASSAGE

Best Friends

■ Tom and Martin were best friends. 6

Tom said, "I am going to school to hit balls." 14

Martin asked, "Can I go?" 21

Tom said, "That would be great fun!

We can hit balls into the sky and under the 28

stands." 35

The two friends went to school and hit balls 42

until it got dark. 49

ORAL READING FLUENCY: Don't miss a ■. Mark errors: Make a single slash in the text (/) at all words where student completes passage. If the student completes the passage in less than 60 seconds, have the student go back to the ■ and continue reading. Make a double slash (//) at the end of 60 seconds.

WCPI: Determine words correct per minute by subtracting errors from words read in 60 seconds.

STRONG PASS: The student scores no more than 2 errors on the first pass through the passage and reads a minimum of 48 or more words correct per minute. Proceed to Unit 20.

PASS: The student scores no more than 2 errors on the first pass through the passage and reads 36 to 47 words correct per minute. Proceed to Unit 20.

WEAK PASS: The student scores no more than 2 errors on the first pass through the passage and reads 48 to 57 words correct per minute. Proceed to Unit 20 with additional fluency practice or provide Extra Practice lessons in Unit 17, and/or provide a 1st-2nd Review.

NO PASS: The student scores 3 or more errors on the first pass through the passage and/or reads 48 or fewer words correct per minute. Provide Extra Practice lessons and retest, and/or provide a 1st-2nd Review.

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RW1 Ongoing Assessment



Scoring

UNIT 10	ASSESSMENT ITEMS	SCORE/COMMENTS
Subtest A	w i N a Th e	Goal 5/6 ____/6
Subtest B	it That's did seeds	Goal 3/4 ____/4
Subtest C	I'm was The	Goal 3/3 ____/3
Subtest D	Tim and I sat in the wind. We said, "Did Nan win?"	Accuracy Goal 11/12 ____/12 words correct Desired Fluency: 25 seconds or less (12/12 in 25 seconds = 29 WCPM) ____ seconds
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)

GROUP ASSESSMENT RECORD					
Directions					
1. For each subtest, write the goal in the appropriate column header. (Subtest goals are located at the bottom of the page.)					
2. For each student and subtest, record the number of correct responses over the number of possible responses.					
3. Using the guide on each Student Assessment Record, determine and record a Pass or a No Pass.					
4. For students who do not pass, provide additional practice and retest. Record retest scores to the right of the original score.					
Student Names	Unit	Subtest A Sounds	Subtest B Smooth and Bumpy Blending	Subtest C Tricky Words (and I'm)	Subtest D Sentences
	Date	Goal /	Goal /	Goal /	Goal /
	P / NP				
	P / NP				
	P / NP				
	P / NP				
	P / NP				
	P / NP				
	P / NP				
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	P / NP				
	P / NP				
	P / NP				

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**



RW1 Ongoing Assessment

Jell-Well Review



Jell-Well Planner

Jell-Well Review Unit <u>4</u> Date <u>10/18</u> Lesson <u>1 of 2</u>	Jell-Well Review Unit <u> </u> Date <u> </u> Lesson <u> </u>
1. SOUND PRACTICE All sounds to date: Except /w/ and /i/. Sound Cards (Add these back in with review units.) • Extra focus on /aaa/ for Arnie • Extra focus on correct pronunciation of /t/ for George	1. SOUND PRACTICE Sound Cards
2. TRICKY WORD PRACTICE Word Cards Quickly review Tricky Words for Units 1-10. Students are firm.	2. TRICKY WORD PRACTICE Word Cards
3. STRETCH AND SHRINK, SOUND COUNTING Oral Examples sat, that, did Gimick: Stopwatch Contest, Who can stretch "sat" the longest? Tell students "sat" ends with a quick sound so they really need to stretch /aaa/. Demonstrate as needed. Repeat with each word.	3. STRETCH AND SHRINK, SOUND COUNTING Oral Examples
4. SMOOTH AND BUMPY BLENDING Blending Cards Cards 9, 10, 11	4. SMOOTH AND BUMPY BLENDING Blending Cards
5. WORD DICTATION Dictation Examples Am, me, Sam, seem	5. WORD DICTATION Dictation Examples
6. SOUNDING OUT SMOOTHLY AND FLUENCY PRACTICE Rhyming Words ee, me, see Discrimination Words am, Sam, seem	6. SOUNDING OUT SMOOTHLY AND FLUENCY PRACTICE Rhyming Words Discrimination Words
7. STORY READING Unit 4 Solo Stories 2, 4, 6 Motivation: Transparencies with markers, • Guided, then choral, followed by individual turns • Timings	7. STORY READING



Implementation

RW1 Grade-Level Expectations



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

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