

Read Well Overview

with Sample Lessons

K-2 Core
K-3 Intervention

Endorsed by



Build the Foundation for
Sustained Reading Success

Read Well delivers phenomenal
results and confident kids



Cambium
LEARNING®
Group





Dear Colleagues:

Many years ago, I was asked to write a book on how to adapt (enhance) reading programs. As I worked on the manuscript, I kept thinking “So many compromises, so much time” and wondering, “When are teachers supposed to do this?”

I decided to write a program instead. With the help of Lisa Howard and Ann Fidanque, we started with research-based findings. Then we infused those findings with content-based themes, stories kids love, and teacher-friendly lessons. We tried to meld the best of the pendulum swings in reading education.

Then we field-tested. We listened, monitored, and revised repeatedly. In the end, our field test kids were stunningly successful. (And we were relieved.)

When *Read Well* is implemented with fidelity, these stories repeat:

- Teachers tell us, “I was so frustrated I was going to retire. I love my job now. My kids love to read and I’m here to stay.”
- Parents, who were high school drops outs ask, “Do you think my child might go to college?”
- Special education numbers drop.

***Read Well* is about opportunities for children—whether rich or poor, gifted or challenged.** We hope you join us. The ability to read and write well makes school a delightful place for children and their teachers.

Wishing the best for you and your students,

Marilyn Sprick

Marilyn Sprick
Senior Author, *Read Well*



Cambium Learning® Group | Voyager | 17855 Dallas Parkway, Suite 400 | Dallas, TX 75287 | Tel 800-547-6747

I walk in the door every morning with a big smile on my face.

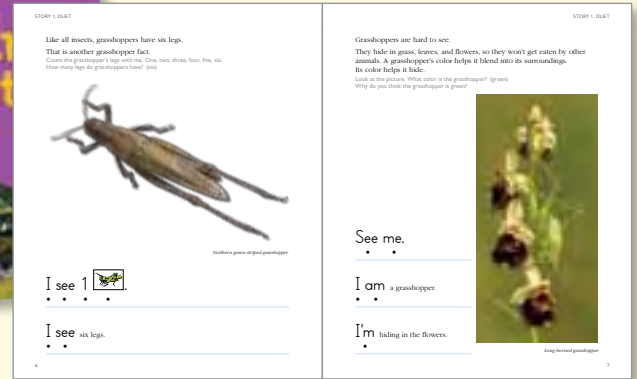
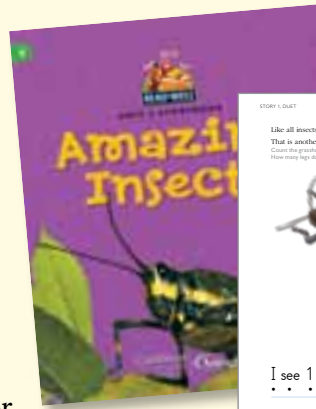
—Staff Member, *Read Well* School, Vancouver, BC



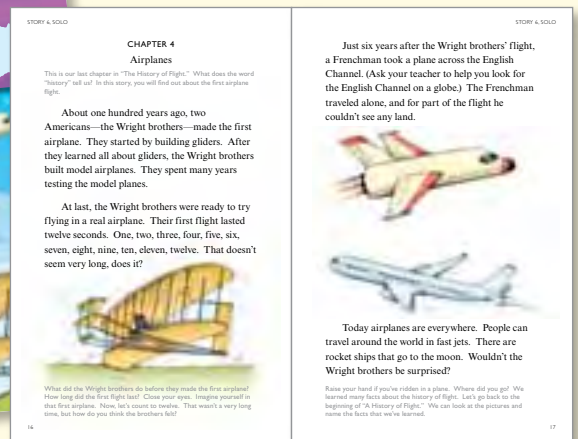
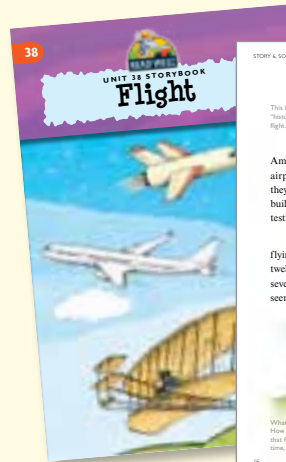
What is *Read Well*?

- A K–2 core reading program that differentiates instruction for every student
- A K–3 reading intervention for students reading below grade level in the primary grades
- A K–2 reading/language arts curriculum for schools that recognize the power of a fully integrated curriculum—meticulously woven and mutually reinforcing

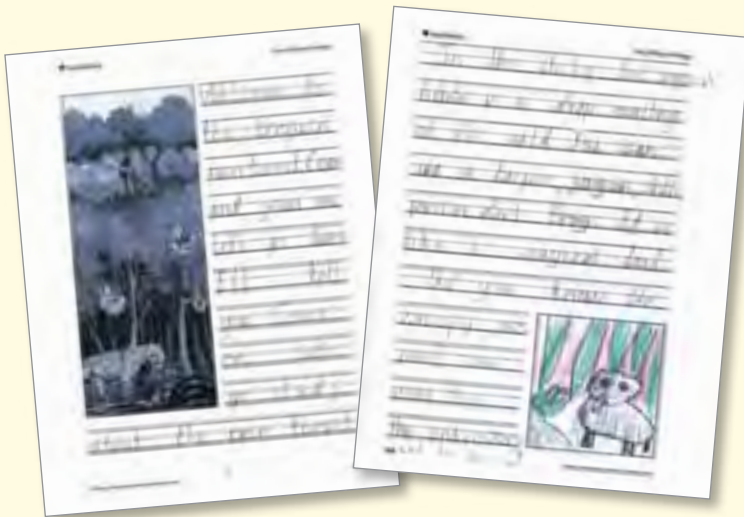
Each student is taught to mastery at their optimal rate—with a full transition into engaging and informative trade books such as *Flat Stanley*, *Judy Moody Saves the World*, and *Time for Kids: Thomas Edison*.



Read Well K, Unit 4



Read Well 1, Unit 38



Read Well 1 Composition, Unit 29



Read Well 2, Units 19 and 20
Read Well 2 Plus, Units 22 and 24

Read Well At a Glance



Results

- Success in Diverse Districts Nationwide (pages 6–8)
- Success with ELL Populations (page 9)

Who Is *Read Well* For?

- A Visionary K–2 Reading and Language Arts Program (page 10)
- Continuity in Skill Development from At-Risk to Accelerated Students (page 11)

How Does *Read Well* Work?

- A Unique Instructional Design (page 12)
- *Read Well* Small Groups: Meet Students Where They Are (pages 13–17)
- *Read Well* Whole Class: Build a Community of Learners (page 18)
- A Practical Sound Sequence (page 19)
- *Read Well* and the Big Five (pages 20–27)
- At a Glance: Connections between the Common Core State Standards, The Big Five, and *Read Well* (pages 28–31)





Supporting Material

- *Read Well Spelling and Writing Conventions* (pages 32–33)
- *Read Well Composition* (pages 34–35)

Track and Manage Student Success

- Maximize Instruction with Practical, Effective Tools (page 37)

Program Components

- *Read Well K* (pages 40–43)
- *Read Well 1* (pages 44–47)
- *Read Well 2* (pages 48–51)

Support for ELL Populations

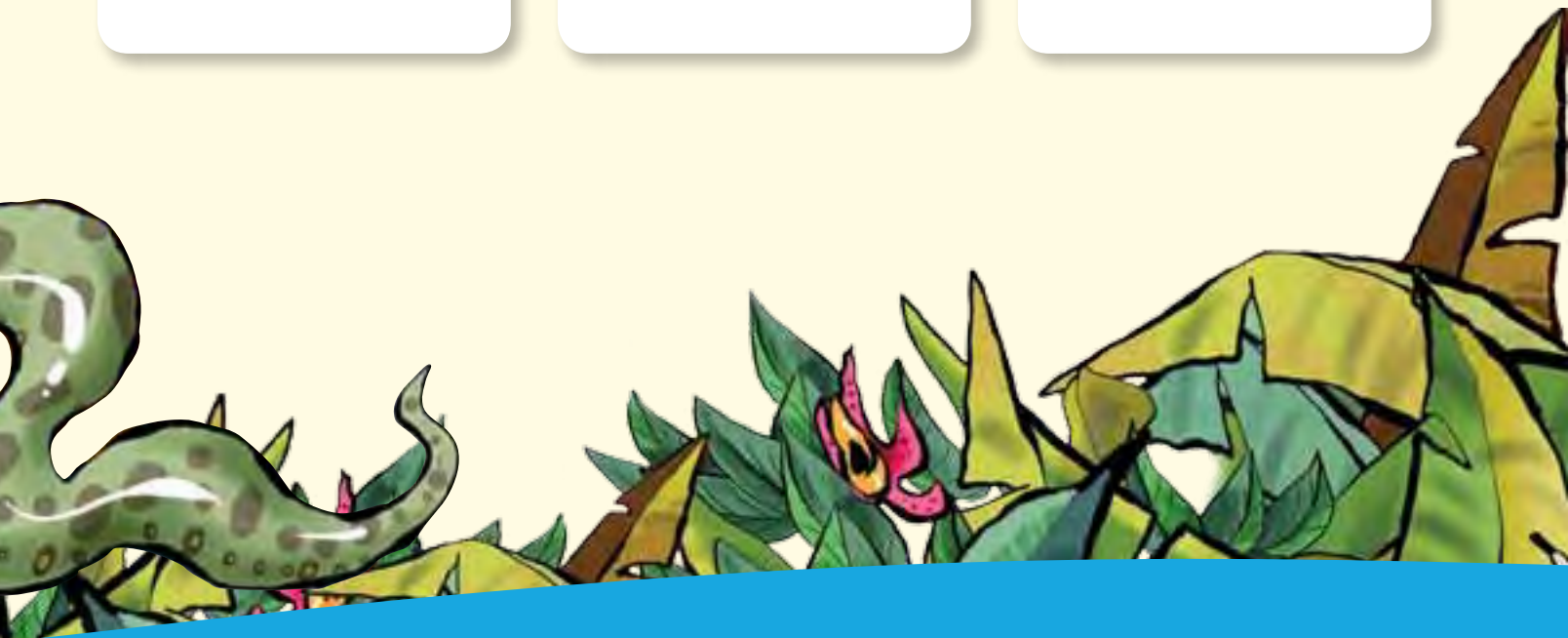
- Research-based Recommendations Provided in *Read Well* (page 36)

Implementation Support

- Deliver Programs with Fidelity (pages 38–39)

Sample Lessons

- *Read Well K* Teacher Guide Unit 15 (pages 52–60)
- *Read Well 1* Teacher Guide Unit 36 (pages 61–69)
- *Read Well 2* Teacher Guide Unit 14 (pages 70–78)



Results

Success in Diverse Districts Nationwide

Lee County, Florida

Using *Read Well K* as their core curriculum and intervention, Lee County's kindergarten students have achieved phenomenal results for two consecutive years.

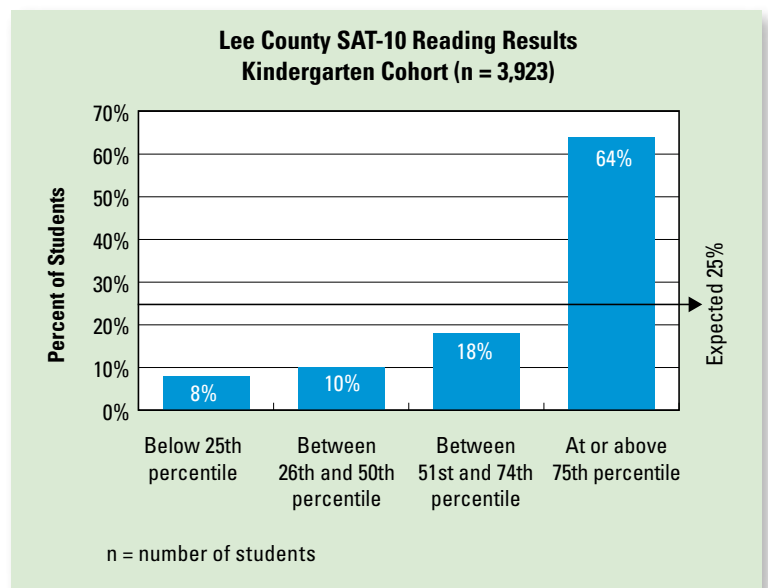
District Demographics • Diverse

80,000 students: 43% low SES, 55% minority, 23% LEP, 7% Special Education

2009 SAT-10 Data

Instead of the expected 25% of students scoring in each quartile, Lee County's nearly 4,000 kindergarten students scored as shown in the graph.

- 19% scored at or above the 99th percentile (instead of an expected 1%)
- 64% scored at or above the 75th percentile (instead of an expected 25%)
- Only 8% scored below the 25th percentile (instead of an expected 25%)



The instruction Lee County teachers provide through the *Read Well* kindergarten program has afforded our kindergarten children the opportunity to beat the bell curve! It is very gratifying to find 19 percent of our kindergarten students scoring at the 99th percentile on SAT-10, while only 8 percent are scoring below the 25th percentile.

—Dr. Larry Tihen, Retired Superintendent for Lee County Public Schools

When we began the reading adoption process at the district level, we looked at the research from the National Reading Panel and Reading First schools. *Read Well* met all the criteria for what was best for kids.

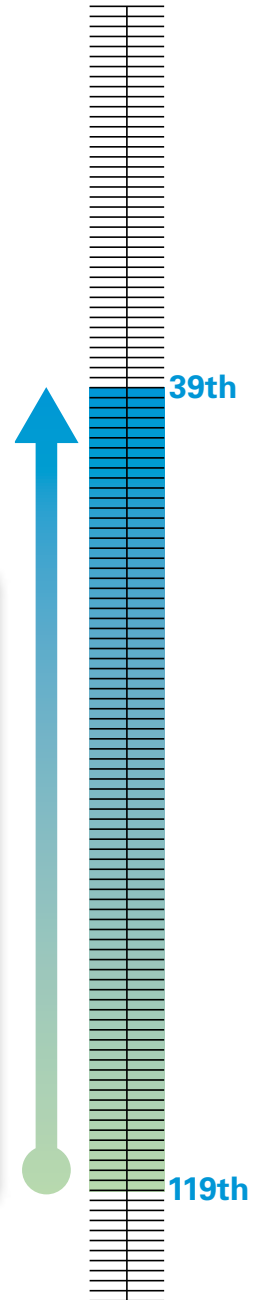
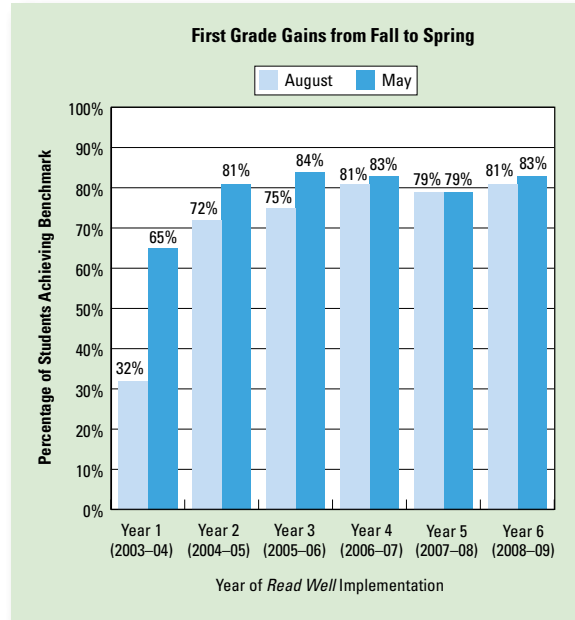
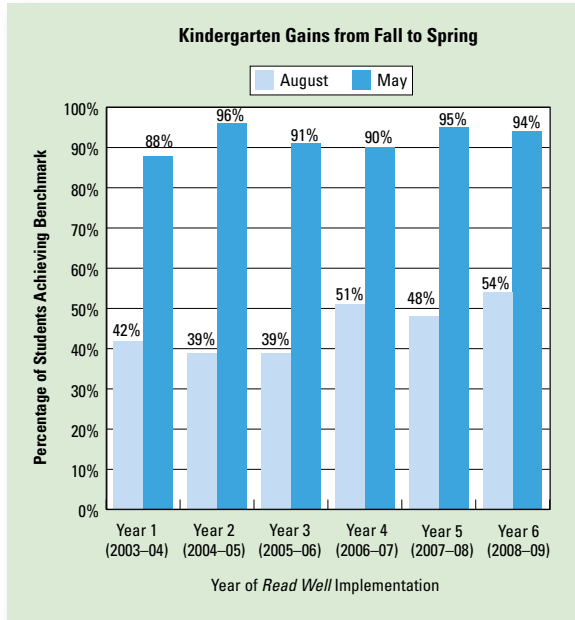
—Elementary Principal, Bremerton, Washington

Montgomery, Alabama

Using *Read Well K* and *Read Well 1* as their core curriculum and intervention, the Montgomery Public Schools went from 119th to 39th of 130 school districts in the state.

District Demographics • High Risk

33,140 students: 66% free and reduced lunch, 81% minority, 2% LEP, 16% Special Education

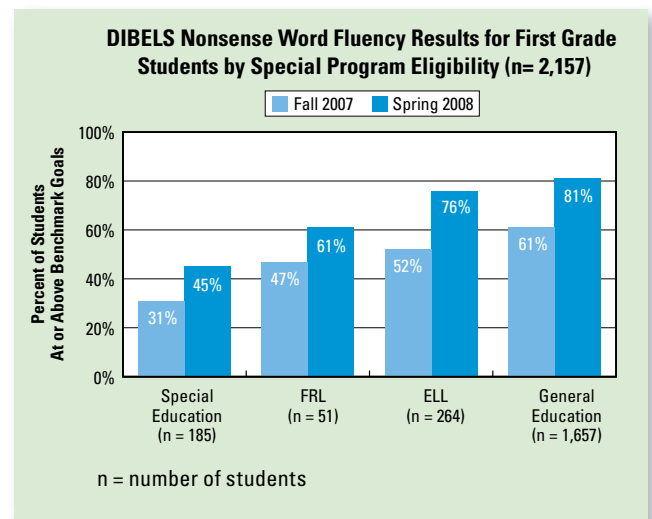
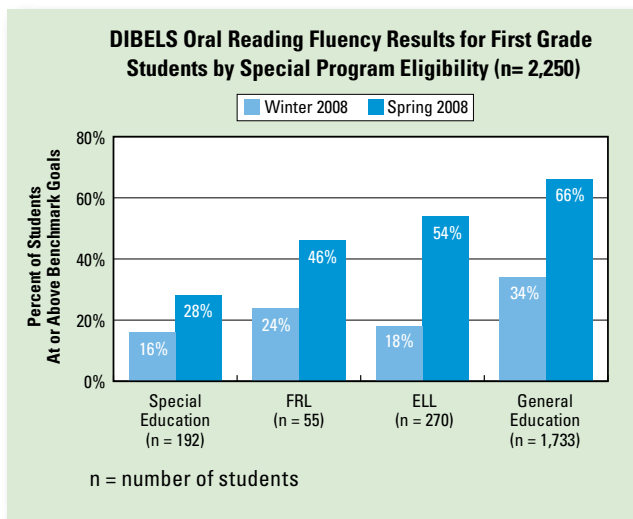


Results

Tacoma, Washington

After piloting *Read Well* for two years, Tacoma Public Schools implemented the curriculum as its district-wide core literacy program in all kindergarten and first grade classrooms.

A realistic goal for a school or district is to experience a 10–20 percent increase in the number of students achieving benchmark in kindergarten and first grade over the first two years of gathering data. Full-day kindergarten and first grade students met or exceeded this goal in less than one school year for both overall grade-level results and white disaggregated by special program and race/ethnicity classification.



The structure and explicitness of *Read Well* offer important advantages over other programs. Differentiated instruction is authentic with *Read Well* and provides a structure for effective classroom management. The mastery-based design benefits students of all levels and is preferable over a more rigid, time-driven pacing guide.

—Kelly Butler, Director, Program Strategy, The Barksdale Reading Institute



Reading Research for English Language Learning

Research indicates that the five core areas of instruction to promote reading development of native English speakers, namely phonemic awareness, phonics, fluency, vocabulary, and comprehension, similarly apply to reading instruction for ELLs (Francis, Rivera, et al., 2006).

Success with ELL Populations

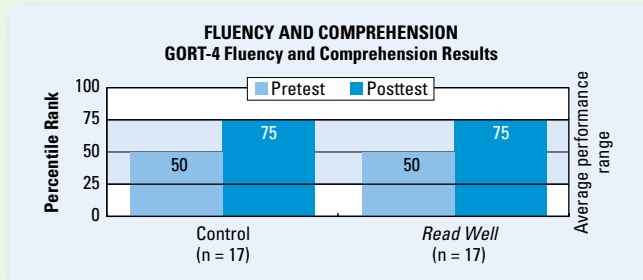
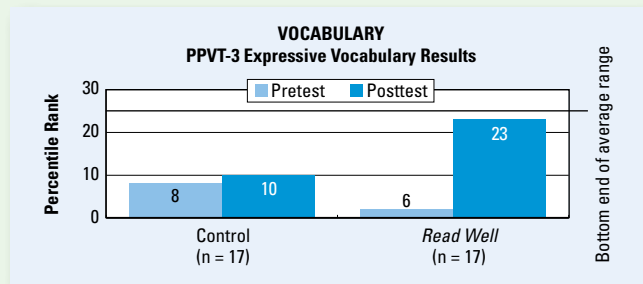
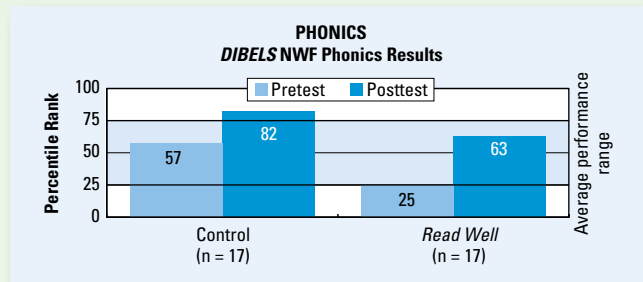
Read Well focuses on the same five core areas of reading instruction for English language learners (ELLs) recommended by researchers (see page 36). Efficacy studies are promising.

Using an experimental design, Frasco randomly assigned first grade ELL students to *Read Well* or a control group. The control group received instruction from a basal enhanced with lesson maps and templates for effective teaching developed by the Western Regional Reading First Technical Assistance Center.

Findings after only three months of instruction:

- The *Read Well* group significantly outperformed the comparison group in phonemic awareness.
- The *Read Well* group significantly outperformed the comparison group in vocabulary.
- Both groups showed gains in phonics, fluency, and comprehension; however in this three-month period, there were no significant differences between the *Read Well* and the comparison group.
- *Read Well* students made significant and positive percentile rank gains on all outcome measures.

Frasco, R. D. (2008). Effectiveness of Reading First for English language learners: Comparison of two programs (Doctoral dissertation, Walden University, 2008). Dissertation Abstracts International, 69(03A), 141–879.



See page 36 for a list of research-based recommendations for working with ELL populations

Who Is *Read Well* For?

A Visionary K–2 Reading and Language Arts Program

For educators looking to make a serious change in student outcomes, *Read Well* uses a mastery-based approach to provide students with the differentiated instruction they need to build the foundation for sustained reading success.



Read Well K is for general education kindergarten students, both prereaders and beginning readers, and students with special needs.



Read Well 1 is for general education first grade students and students who are not reading fluently at a beginning second grade level.



Read Well 1 Plus is for advanced first grade students who have completed *Read Well 1* or students at a beginning second grade level.



Read Well 2 Fluency Foundations™ is for students who have learned basic first grade skills but could benefit from a quick review to build fluency.



Read Well 2 is for general education second grade students and students who are not reading fluently at a third grade level.



Read Well 2 Plus is for advanced general education second grade students who have completed *Read Well 2*.

Supporting Material

For educators in need of a full English Language Arts (ELA) curriculum, add *Read Well Composition* and *Read Well Spelling and Writing Conventions* to your *Read Well* purchase to meet all your ELA needs (see pages 32–35 for more information).

***Read Well Composition* (K–2)**

A K–2 writing and composition program that provides explicit instruction in the writing process, writing traits, handwriting, and read-aloud comprehension and vocabulary

***Read Well Spelling and Writing Conventions* (Grades 1 and 2)**

A spelling and writing program that focuses on spelling rules, vocabulary, editing, grammar, and mechanics to reinforce students' phonological writing skills



Continuity in Skill Development from At-Risk to Accelerated Students

Read Well meets students at their level to ensure they get the instruction they need.

	Intensive Intervention	Strategic Intervention	At Benchmark	Accelerated
Kindergarten				→
First Grade	and/or			→
Second Grade		or	→	→
Third Grade	→	→		

Acceleration, Prevention, Intervention with *Read Well's* Research-Based Core

Low-performing students gradually attain grade level.

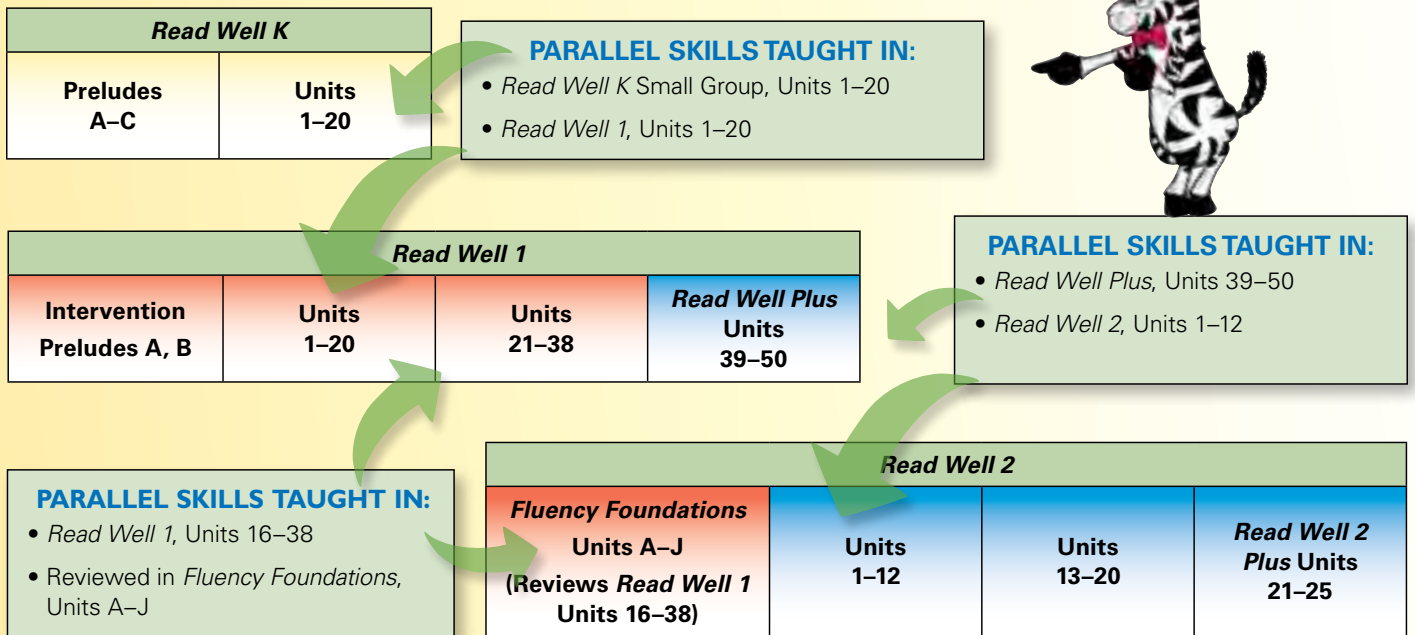
Average-performing students do better than average.

High performing students soar.

How Does *Read Well* Work?

A Unique Instructional Design

Read Well's instructional design offers an elegantly interwoven blend of whole class activities and differentiated small group instruction. The curriculum maintains engagement through teacher-friendly instructional materials and exciting student components that cross content areas. The parallel Scope and Sequence of the *Read Well* programs allows teachers to move students back and forth between components to achieve maximum results.





**RESEARCH
CONNECTION**

“Differentiation is at the heart of the *Read Well* programs and it is strategically woven into many levels: placement at different points in the program, pacing of the lessons, small group instruction that is explicit and systematic, review lessons, extra practice lessons, the use of scaffolding, and immediate corrective feedback.”

—Florida Center for Reading Research (2007)

Read Well Small Groups: Meet Students Where They Are

Step 1: Students Are Placed Appropriately

Great care is taken in placing students in instructional groups that ensure success and an optimum pace of learning. Every child is successful.

Student Placement Record, Part 1 and Part 2 Summary
Name: Emily Sellers Date: Aug 31 Teacher: Scott
Recommended Placement: _____

PART 1
Name Writing Warm-Up: Emily Sellers

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 → C → A → G → L → B → W → O → E → U → F → N → V → H → K → Z → Y → J → X →	26/26
Subtest B Sounds	a → e → i → o → u → b → c → d → f → g → h → j → k → l → m → n → p → q → r → s → t → v → w → x → y → z →	26/26
Subtest C High-Frequency Words	the → in → he → on → with → of → you → for → the → they → and → that → far → his → say → a → you → that → are → to → I →	20/20
Subtest D Pattern Words	see → from → cap → sheet → me → out → read → word → are → that → crash → rest → did → more → tick → try → send → him → none → fly → → → → → →	20/20

Add the scores for Subtests A and B. Stop if the student scores fewer than 10. Place in Unit A. Proceed to Subtest C and D if the student scores 11 or more. **52/52** Subtests A & B

Add the scores for Subtests C and D. Stop if the student's combined score on Subtests C and D is a four or lower. Place the student in Unit 1. **40/40** Subtests C & D

Add the score for Subtests A, B, C, and D. **92/92** 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) **SP** Unit 20 (Place in Unit 21)
Unit 5 (Place in Unit 6) **SP** Unit 22 (Place in Unit 24)
Unit 9 (Place in Unit 10) **SP** Unit 29 (Place in Unit 30)
Unit 15 (Place in Unit 16) **SP** Unit 38 (Place in Read Well Plus)

© Savvas Learning Company LLC. All rights reserved. **Bookline Master 49**

Words = words correct per minute


54 Bookline Master

Entry Points
Read Well K
Prelude A
Unit 1
Unit 6
Unit 10
Unit 16
Read Well 1
Prelude A
Unit 1
Unit 4
Unit 6
Unit 10
Unit 16
Unit 21
Unit 24
Unit 30
Read Well Plus
Read Well 2
Fluency Foundations, Unit A
Unit 1
Unit 8
Unit 13

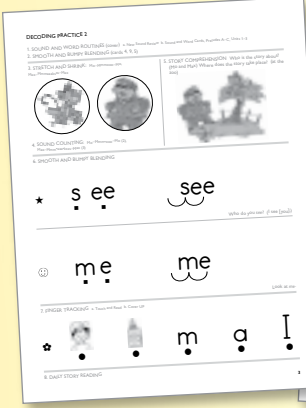
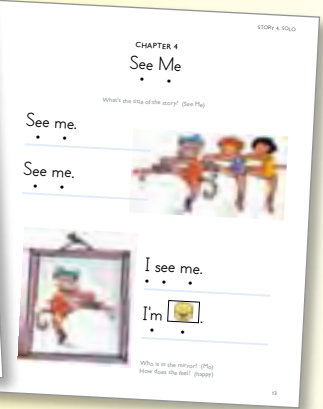
How Does *Read Well* Work?


Step 2: Teachers Study the Scaffolded Lessons and Teach with Joy!

Daily lessons include **explicit instruction** and **systematic review**. *Read Well* is lightly scripted to help teachers visualize lessons before teaching. Reading skills are taught daily and all skills are presented within a common context.

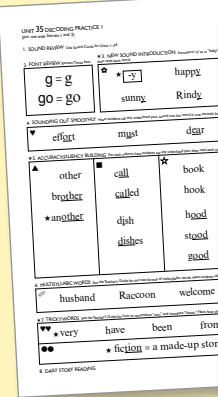
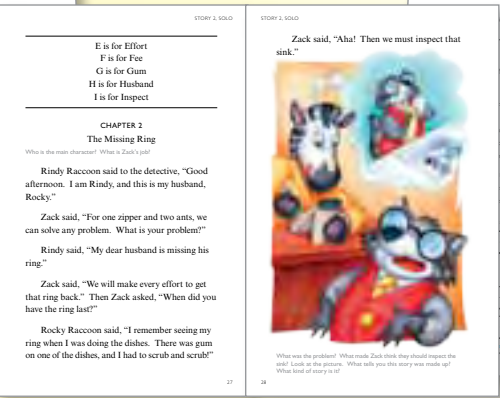
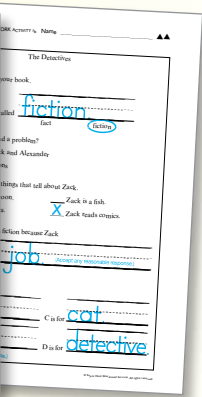



READ WELL K

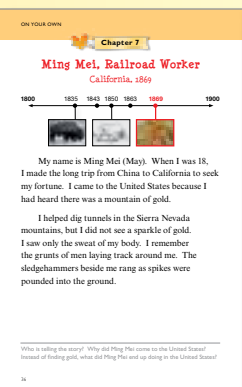
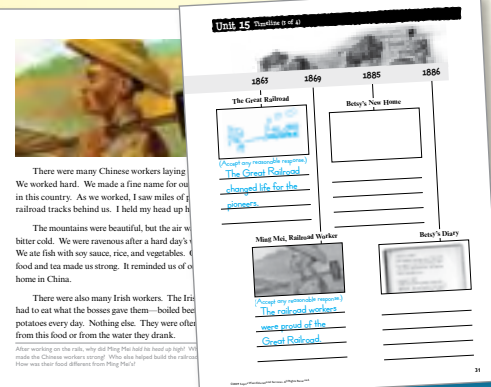


READ WELL 1



READ WELL 2



RESEARCH CONNECTION

A Measure of Reading Competence

A wealth of research supports the value of oral reading fluency as an indicator of overall reading competence and its utility for helping teachers plan better instruction and affect superior outcomes (Fuchs, Fuchs, Hosp, & Jenkins, 2001).

Step 3: Every Student is Assessed at the End of Each Unit

Teachers use **continuous progress monitoring** to assess each student's oral reading fluency at the end of each unit in *Read Well K* Small Group, *Read Well 1*, and *Read Well 2*. This quick thermometer test allows teachers to:

- Frequently assess progress without losing large amounts of instructional time
- Determine levels of mastery (automaticity) on skills that allow comprehension to occur
- Identify the need to differentiate practice across groups and within a group of students

Making Decisions

GENERAL ASSESSMENT GUIDELINES

1. All students read Story Reading 6, "E-Mall 2," give the group the Link & Wiggle Assessment in place of Comprehension and Skill Work. Follow the instructions on pages 81 and 82 of the guide.
2. While the group is completing the Written Assessment, or any time during the day, administer the Oral Reading Fluency Assessment. Assess each student individually.
3. Score oral fluency responses on the Student Assessment Record. Adhere to the scoring criteria in the Assessment Manual. Use a stopwatch to time how long it takes each student to read the Oral Reading Fluency Passage, and record errors.

USING WRITTEN ASSESSMENT RESULTS

Results of the Written Assessment should not be used to determine whether a student or group of students continues forward in the program. As long as students pass the Oral Reading Fluency Assessment, they should continue forward with the next unit. The Written Assessment should be used to informally monitor how well students read independently and answer questions in writing. If any student has difficulty with the Written Assessment, re-administer the assessment orally.

If the student has difficulty answering the questions orally:

- Record the types of errors (e.g., main idea, sequencing, open-ended responses)
- Provide explicit instruction for these types of questions during reading group before independent work, and if needed, provide

- 1) Encourage the student appropriate responses, gentle practice, and provide opportunities for independent practice.
- 2) For inferential questions, think aloud with students—explain how you arrive at an answer.
- 3) For literal questions, coach students to extend a passage, locate information, reread the question, and respond.

At this level, if the student is able to answer the questions orally but not on paper, it may not be due to comprehension problems. The student's difficulties may be related to a lack of motivation, an inability to work independently, or a struggle with handwriting, spelling, language, or vocabulary.

Unit 18 Written Assessment

1 TONE (1 point)
 What is this passage about?
 This passage is about sea snakes.

2 FACTSUPPORTING DETAILS CHART (3 points) (Accept any reasonable response)
 Write facts that support the main idea.
 If you need to, look back at the passage.

Main Idea: Sea snakes are interesting reptiles that live in the sea.

Fact 1 Sea snakes have a tail that is shaped <u>like a paddle.</u>	Fact 2 Sea snakes get air from the water through <u>their skins.</u>	Fact 3 <u>Sea snakes are carnivores.</u>
--	--	--

3 FACT SUPPORTARY WRITTEN RESPONSE (1 point) (Accept any reasonable response)
 Using the facts you've listed, write a paragraph that tells why sea snakes are interesting reptiles. Start with the main idea. Then write at least three supporting details. Use your own words.

Sea snakes are interesting reptiles that live in the sea. They have tails that are shaped like paddles and flat bodies. They breathe air through their skin. Sea snakes are carnivores that hunt for fish.

From the page

UNIT 6 DECODING ASSESSMENT

ADMINISTRATION GOAL 5/6

SUBTEST A. SOUNDS GOAL 5/6
 D m e d th A

SUBTEST B. SMOOTH AND BUMPY BLENDING GOAL 5/2
 D a d D a d

SUBTEST C. SMOOTH BLENDING GOAL 3/4
 see am add seed

SUBTEST D. TRICKY WORDS (AND YES) GOAL 3/3
 the I'm said

UNIT 16 ORAL READING FLUENCY ASSESSMENT

ADMINISTRATION GOAL 8/5

TRICKY WORD WARM-UP
 was to his do shouldn't

ORAL READING FLUENCY PASSAGE

Did He?

Did the raccoon think it was meat? 7

Did the moose crash into Mack? 13

Did the deer swim at noon? 19

Did the moon sink too soon? 25

UNIT 20 ORF ASSESSMENT

ADMINISTRATION AND SCORING

TRICKY WORD AND FOCUS SKILL WARM-UP
 stomach microscope gurgling disgusting unbelievable examine

ORAL READING FLUENCY PASSAGE

The Best Day of My Life

★ Some day I'm going to be a doctor. For me, science class is always exciting. Last week we studied the human body. Our teacher had us learn about the stomach first. We watched a film and tasted a gurgling stomach. We saw chunks of food that the stomach was churning and mashing around. It looked disgusting and very cool!

Next, we looked at giant red blood cells under a microscope. The cells jumped and bounced around like big red balls. Our teacher said that blood cells go on a wild ride through the heart, lungs, and brain.

The most unbelievable thing happened last Friday. A doctor came to our class and brought a real pig's heart for us to examine. It was fascinating. Someone told me later that the whole class turned green. Everyone but me. I got to hold the heart, but nobody else did. That was the best day of my life!

SCORING
ORAL READING FLUENCY Write student's words and dots, mark any errors, and record oral passage errors and WCPM on this page. Start timing at the 10th mark. Make a single slash in the box for all words. If the student completes the passage but does not finish, leave the remaining box in the 20th column empty. Place a double slash if the student reads the passage but does not finish. Score the student's oral reading fluency (ORF) and WCPM on this page.
WCPM Determine words correct per minute by subtracting oral fluency words from total words read in all words.
STRONG PASS The student reads one more than 2 errors on the first pass through the passage and reads 102 or more words correct per minute. Proceed to Unit 21.
PASS The student reads one more than 2 errors on the first pass through the passage and reads 82 to 102 words correct per minute. Proceed to Unit 21.
NO PASS The student reads 3 or more errors on the first pass through the passage and/or reads 62 or fewer words correct per minute. Provide additional reading and fluency practice. For 1 of 3 days, reread or reread again and use a benchmark passage for fluency practice, then retest.

How Does *Read Well* Work?

Step 4: Teachers Adjust Instruction and Grouping Based on Data

Teachers can **differentiate lesson plans** to accelerate students by shortening practice or intervene with students by lengthening practice. All students attain mastery before moving on and all students move along once mastery is attained. Every unit guide provides varied lesson plans to accommodate the needs of every student.

<p style="text-align: center;">2-Day Plan Acceleration</p> <p>Day 1</p> <ul style="list-style-type: none"> Decoding Practice 1 Story 1, Fact Summary, and Story 2 Comprehension Work 1b Comprehension Work 2 Homework 1, Story 2 <p>Day 2</p> <ul style="list-style-type: none"> Decoding Practice 2 Stories 3 and 4 Comprehension Work 3a Comprehension Work 3b Comprehension Work 4 Homework 2, Story 4 <p>Day 3</p> <ul style="list-style-type: none"> Decoding Practice 3 Stories 5 and 6 Comprehension Work 5a Comprehension Work 6 Homework 3, Story 6 <p>Day 4</p> <ul style="list-style-type: none"> Decoding Practice 4 Review Stories 2, 4, and 6 Skill Work 5b (Optional) Homework 4, Storybook Decoding Review 	<p style="text-align: center;">4-Day Plan Core/Average</p> <p>Day 1</p> <ul style="list-style-type: none"> Decoding Practice 1 Story 1, Fact Summary, and Story 2 Comprehension Work 1b Comprehension Work 2 Homework 1, Story 2 <p>Day 2</p> <ul style="list-style-type: none"> Decoding Practice 2 Stories 3 and 4 Comprehension Work 3a Comprehension Work 3b Comprehension Work 4 Homework 2, Story 4 <p>Day 3</p> <ul style="list-style-type: none"> Decoding Practice 3 Stories 5 and 6 Comprehension Work 5a Comprehension Work 6 Homework 3, Story 6 <p>Day 4</p> <ul style="list-style-type: none"> Decoding Practice 4 Review Stories 2, 4, and 6 Skill Work 5b (Optional) Homework 4, Storybook Decoding Review 	<p style="text-align: center;">6-Day Plan Strategic Intervention</p> <p>Day 1</p> <ul style="list-style-type: none"> Decoding Practice 1 Story 1 and Fact Summary Skill Work 1a (Optional) Comprehension Work 1b <p>Day 2</p> <ul style="list-style-type: none"> Review Decoding Practice 1 Story 2 Comprehension Work 2 Homework 1, Story 2 <p>Day 3</p> <ul style="list-style-type: none"> Decoding Practice 2 Story 3 Comprehension Work 3a Comprehension Work 3b <p>Day 4</p> <ul style="list-style-type: none"> Review Decoding Practice 2 Story 4 Comprehension Work 4 Homework 2, Story 4 <p>Day 5</p> <ul style="list-style-type: none"> Decoding Practice 3 Story 5 Comprehension Work 5a Skill Work 5b (Optional) Homework 4, Storybook Decoding Review <p>Day 6</p> <ul style="list-style-type: none"> Decoding Practice 4 Story 6 Comprehension Work 6 Homework 3, Story 6 	<p style="text-align: center;">8-Day Plan Intensive Intervention</p> <p>Day 1</p> <ul style="list-style-type: none"> Decoding Practice 1 Story 1 and Fact Summary Skill Work 1a (Optional) Comprehension Work 1b <p>Day 2</p> <ul style="list-style-type: none"> Review Decoding Practice 1 Story 2 Comprehension Work 2 Homework 1, Story 2 <p>Day 3</p> <ul style="list-style-type: none"> Decoding Practice 2 Story 3 Comprehension Work 3a Comprehension Work 3b <p>Day 4</p> <ul style="list-style-type: none"> Review Decoding Practice 2 Story 4 Comprehension Work 4 Homework 2, Story 4 <p>Day 5</p> <ul style="list-style-type: none"> Decoding Practice 3 Story 5 Comprehension Work 5a Skill Work 5b (Optional) Homework 4, Storybook Decoding Review <p>Day 6</p> <ul style="list-style-type: none"> Decoding Practice 4 Story 6 Comprehension Work 6 Homework 3, Story 6 <p>Day 7</p> <ul style="list-style-type: none"> Extra Practice 1 Extra Practice 1 Fluency Passage <p>Day 8</p> <ul style="list-style-type: none"> Extra Practice 2 Extra Practice 2 Fluency Passages
---	---	--	---

Step 5: Staff Work Collaboratively To Provide Early Intervention

In *Read Well*, students do not fail before we intervene. Concurrently, students are accelerated as soon as they are ready.

		Read Well 1 Instructional Days																							
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Group A (Average) 2-Day Accelerated Students consistently score a "Strong Pass" with high fluency scores. (Additional practice is provided on vowel units.)		Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6 Unit 7 Unit 8 Unit 9 Unit 10																							
	This group may also be able to skip units by testing up.																								
Group B 4-Day Average Students score a "Strong Pass, Pass" This group can progress at an average pace. Depending on initial placement, this group will be at or above grade level by the end of the year.		Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6																							
Group C 6-Day Low-Average (some risk) Students score a "Weak Pass." Depending on initial placement and the frequency of weak passes, this group may be below grade level by the end of the year without periodic intervention.		Unit 1 Unit 2 Unit 3 Unit 4																							
Group D 8-Day Below-Average (high-risk) Students require reteaching with Extra Practice to achieve a "Pass." Intervention is provided with a second dose of <i>Read Well</i> , shortening units back to 4 to 6 day units.		Unit 1 Unit 2 Unit 3 Unit 4 Unit 3 Unit 4																							
		Low performers are double dosed in the same skill sequence to avoid overload with two different skill sequences.																							

How Does *Read Well* Work?

Read Well Whole Class: Build a Community of Learners

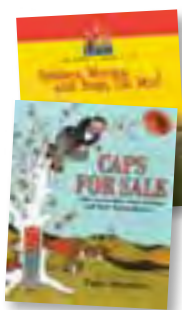
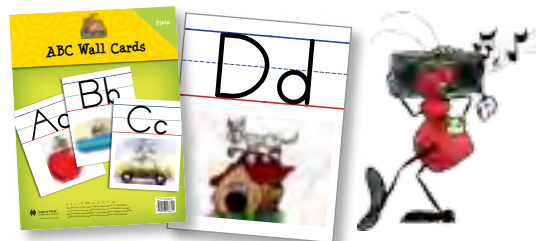
With whole class literacy activities, teachers read aloud and students engage in age-appropriate activities to build phonemic awareness, phonics, vocabulary, content knowledge, and comprehension. *Read Well* students sing, cheer each other along, and engage in shared writing activities. *Read Well K* features its own Whole Class Instruction Kit to be taught alongside small group instruction, while *Read Well 1* and *Read Well 2* both integrate whole class instructional time into its Small Group Instruction Kits.

Cheers, Chants, and Songs

Students build phonologic and phonics skills through rhythm, rhyme, and repetition.

Engaging Read Alouds

Students build background knowledge, vocabulary, and an understanding of narrative and expository text.



Read Well K Whole Class



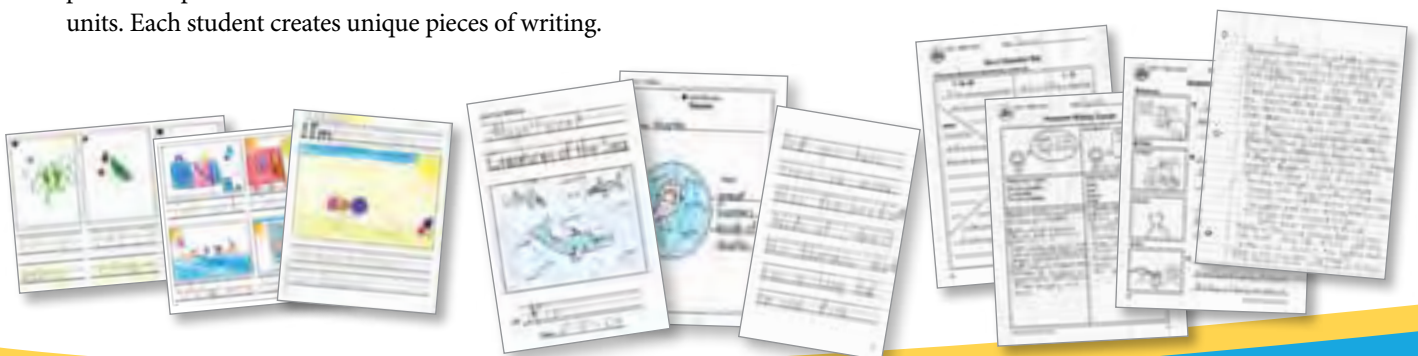
Read Well 1 Composition



Read Well 2 Composition

Writing

In *Read Well Composition*, students work with their peers on topics and text structures—related to *Read Well* units. Each student creates unique pieces of writing.



A Practical Sound Sequence

The *Read Well* curriculum introduces **high-frequency sounds** before introducing less frequently used sounds. This allows students to decode more words earlier, which enables them to comprehend meaningful sentences and stories sooner. Students begin reading meaningful text in the very first unit!

High-Frequency Words

Three hundred words make up about 65 percent of all written materials.¹ By the end of *Read Well 1* or *Read Well 2 Fluency Foundations*, students will have learned and practiced 244 of these words. Students learn the remaining words in *Read Well Plus* or *Read Well 2*. In addition, *Read Well 2 Spelling and Writing Conventions* teaches the second grade high-frequency words identified by Graham, Harris, and Loynachan.²



Read Well K	Aa*	I*	Mm*	Ss	Ee	ee	Mm	Aa
	/äää/	(word)	/mmm/	/sss/	/eēē/	/ēēē/	/mmm/	/äää/
Read Well 2 Fluency Foundations	Dd	th	Nn	Tt	Ww	Ii	Hh	Cc
	/d/	/ththth/	/nnn/	/t/	/www/ (woo)	/iīi/	/h/	/k/
	Rr	ea	sh	Kk, -ck	oo	ar	wh	Ee
Read Well 1	Ll	-y	Oo	Bb	all	Gg	Ff	Uu
	/lll/	/iīi/	/ōōō/	/b/	/all/	/g/	/fff/	/ūūū/
	er	oo	Yy	Aa	Pp	ay	Vv	qu
	/er/	/ōō/	/y- /	/ə/	/p/	/āāā/	/vvv/	/kw/
Read Well 2	Jj	Xx	or	Zz	a_e	-y	i_e	ou
	/j/	/ksss/	/or/	/zzz/	/āāā/	/ēēē/	/iīi/	/ou/
Read Well Plus	ow	ch	ai	igh	o_e	ir		aw
	/ou/	/ch/	/āāā/	/iīi/	/ōōō/	/ir/		/aw/
Read Well Plus	ew	ue	u_e	ow	ge	-dge	ce	ci
	/ew/ /ōō/	/ōō/	/ōō/	/ōōō/	/j/	/j/	/sss/	/sss/
	kn	ph	oa	oi	ea	gi	au	oy
	/nnn/	/fff/	/ōōō/	/oi/	/ēēē/	/j/	/au/	/oy/

*Included in Prelude units for use with students who need more help.
Note: There are minor deviations in the sound sequence between programs.

¹Fry, E. B., Kress J. E., & Fountoukidis, D. L. (2000). *The reading teacher's book of lists*. San Francisco, CA: Jossey-Bass.
²Graham, J., Harris, K., & Loynachan, C. (1943). The basic spelling vocabulary list. *Journal of Educational Research*, 86(6).

How Does *Read Well* Work?

Read Well and the Big Five



RESEARCH
CONNECTION

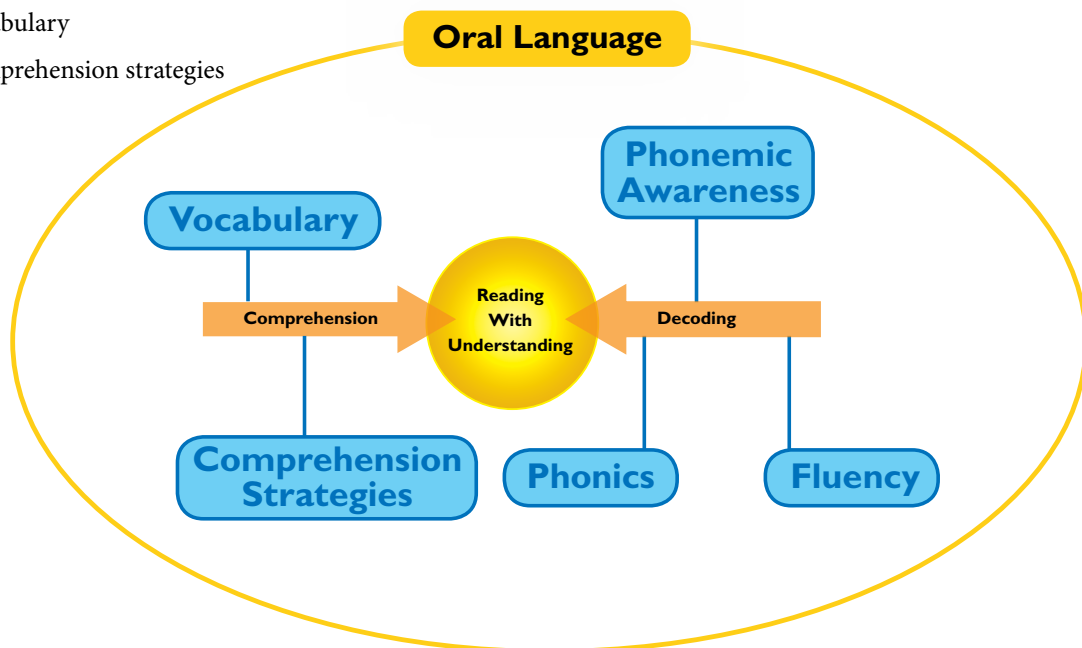
“The inclusive *Read Well* framework incorporates the following important instructional components into daily lessons: phonemic awareness, phonics, fluency, vocabulary, and comprehension.”

—Florida Center for Reading Research (2007)

Understanding Why It Works

Reading is a learned skill—a complex mental activity that requires sophisticated interaction among language, thought, and print. *Read Well* provides explicit, systematic daily instruction in the five areas identified by researchers as critical to reading with understanding:

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension strategies



Adapted from Archer, A. (2001). *New Mexico's mission to read*. Speech presented for the Statewide Professional Development for Reading. Albuquerque, NM.



RESEARCH CONNECTION

Blending and Segmenting

The National Reading Panel found that “teaching two PA [phonemic awareness] skills to children has a greater long-term benefit for reading than teaching only one PA skill or teaching a global array of skills” (Sec. 2, p. 21). The two skills recommended for instruction are blending and segmenting.

—National Reading Panel (2000). Report of the National Reading Panel. Washington, DC: National Institute of Child Health and Human Development.

Phonemic Awareness

Daily Oral Blending with Stretch and Shrink

Read Well students engage in daily oral blending with Stretch and Shrink Activities in:

- *Read Well K Whole Class*
- Daily in *Read K Small Group* through the first 15 units
- Daily in *Read Well 1* through the first 15 units

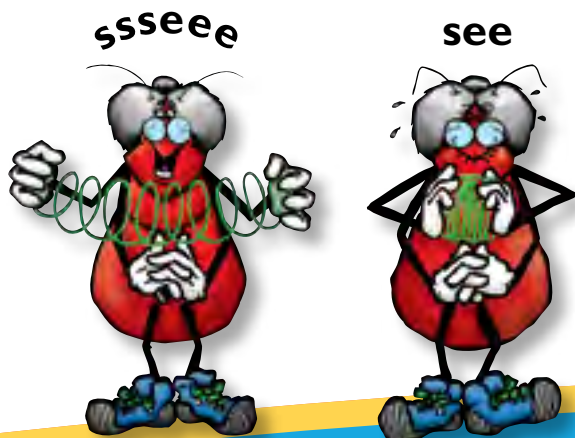
“Blending phonemes helps children to decode unfamiliar words” (NRP Sec. 2, p. 21).

Daily Oral Segmenting with Sound Counting and Spelling

Students practice oral segmenting as follows:

- During *Read Well K Whole Class Whiteboard Activities* in each unit, starting with Unit 6
- Daily during *Read Well 1 and 2 Spelling and Writing Conventions*
- During Sound Counting activities in *Read Well K Small Group* and *Read Well 1*

Stretch and Shrink



Sound Counting

1 /sss/ • 2 /ēēē/ • 3 /d/



How Does *Read Well* Work?



RESEARCH CONNECTION

"Each new [*Read Well*] unit usually begins with one new letter sound, which serves as a stimulus for all activities that follow. The new letter sound is related to a word that is related to the theme students will read about later in the lesson."

—Florida Center for Reading Research (2007)

Phonics

A Complete Decoding Sequence

By *Read Well 2*, Unit 13, students complete a basic decoding sequence allowing all students to read uncontrolled text. Decoding work is continued to build automaticity, knowledge of morphemes, and the ability to read multisyllabic words.



Read Well K, Storybook 5, Duet Story 1

Read Well K, Storybook 5, Solo Story 4

High-Frequency Words

High-frequency words (both regular and irregular words) are taught within the decoding sequence—not as sight words.

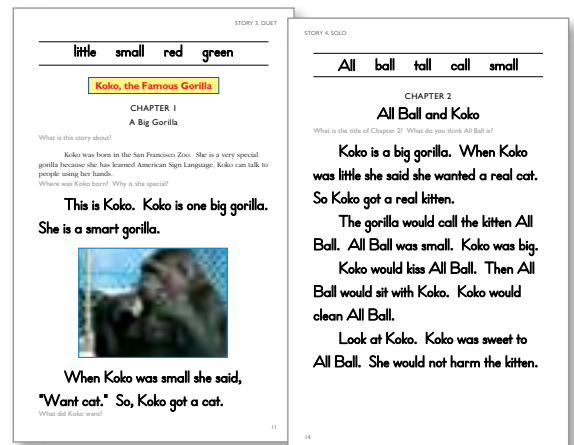
By *Read Well 2*, Unit 15, students can decode 200 of the first 200 high-frequency words as well as 100 of the third hundred, 97 of the fourth hundred, 94 of the fifth hundred, and 97 of the sixth hundred.

Duet Stories

Duet stories build comprehension. These unique stories are a hybrid of a teacher read aloud and decodable text. In this shared format, teachers read nondecodable text and students read fully decodable text. *Read Well's* duet stories are discontinued by *Read Well 1*, Unit 35.

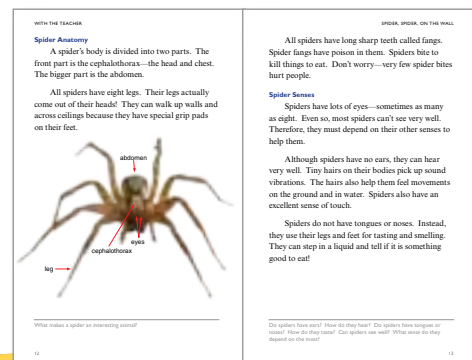
Solo Stories

Solo stories build fluency and independence in reading. Solo stories are fully decodable and are read by students.



Read Well 1, Storybook 24, Duet Story 3

Read Well 1, Storybook 24, Solo Story 4



Read Well 2, Storybook, Unit 13



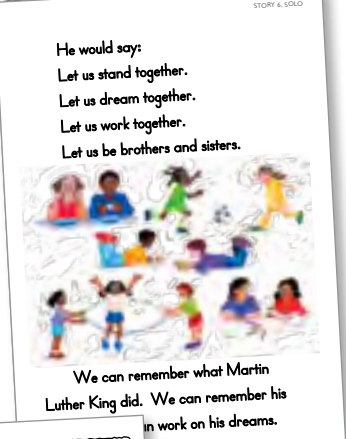
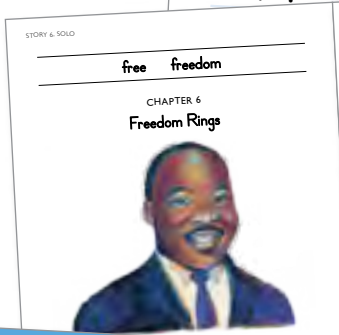
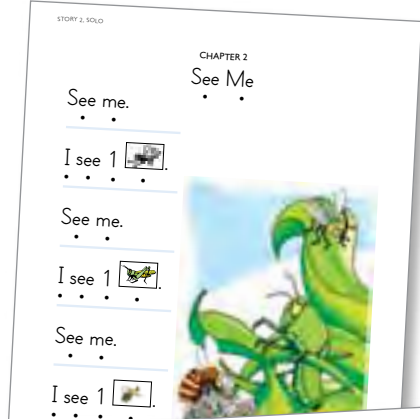
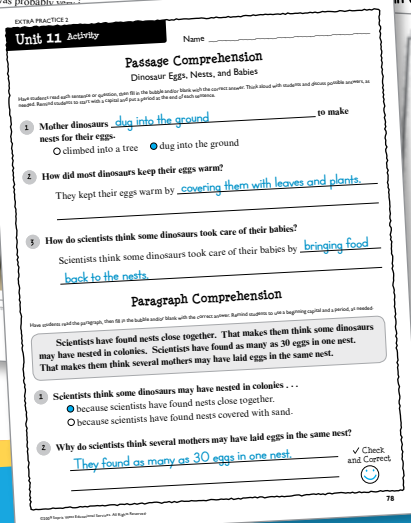
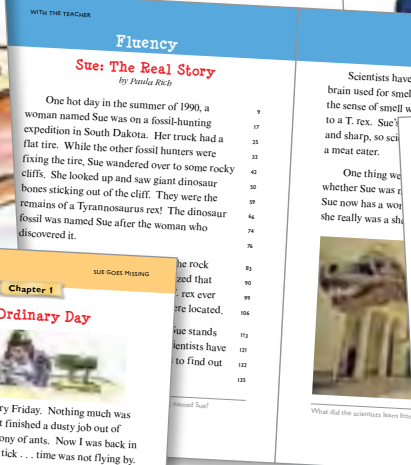
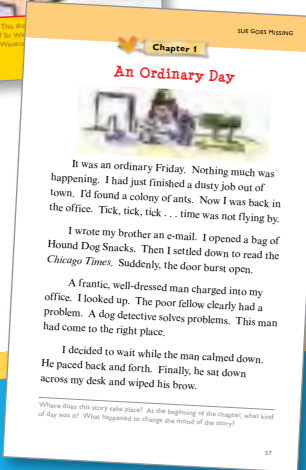
Reading fluency is recognized by researchers as an essential element of comprehension (Adams, 1990; National Reading Panel, 2000; Samuels & Flor, 1997). Hirsch (2003) explains, "A person who reads fast has automated many of the underlying processes involved in reading and can, therefore, devote conscious attention to textual meaning rather than to the processes themselves."

Fluency

By learning to read with fully decodable text, students learn to fluently process text instead of memorizing text.

Throughout *Read Well K*, *Read Well 1*, and *Read Well 2*, students participate in guided oral reading of decodable text on a daily basis.

Repeated readings are featured with partner and whisper reading, timed fluency passages, and daily homework passages.



How Does *Read Well* Work?



“Vocabulary words should be those that the learner will find useful in many contexts. When vocabulary items are derived from content learning materials, the learner will be better equipped to deal with specific reading matter in content areas” (National Reading Panel, 2000).

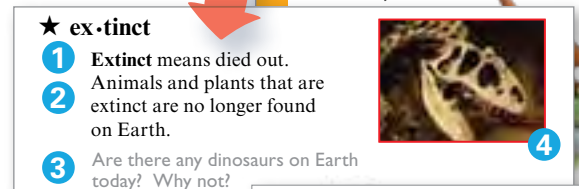
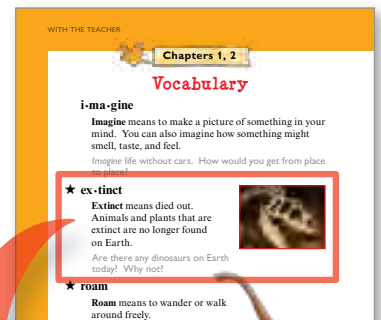
Vocabulary

Read Well provides explicit teaching of words within a unit and multiple exposures across units. Content words are included in many nonfiction selections of *Read Well*. Students learn great words such as: community, colony, predator, prey, habitat, immigrant, and immigration. Words like these are taught directly, used extensively within a unit, and then used across units.

Vocabulary Development of... “Extinct”

- 1 Student-Friendly Definitions:** The word “extinct” is introduced in the vocabulary section of the storybook.
- 2 Teacher Modeling:** The teacher demonstrates how to use the word with a clarifying sentence.
- 3 Teacher Guided:** Students use and explain the word with teacher support.
- 4 Contextualized Use with Pictures:** Pictures provide options for rich discussions.
- 5 Story Reading:** The word “extinct” is used in Story Reading across multiple units—in Units 10, 11, 12, 14, 18, and 24.
- 6 Comprehending as You Go:** Student interaction with the word “extinct” is prompted by a gray-text question in the storybook.
- 7 Now You Try It!:** In Now You Try It!, students define words in their own words. The directions read, “Try defining each word. Then look up the word in the glossary. Your definition might be better.”
- 8 Written Work:** In addition to the examples above, the word “extinct” is used in Comprehension and Skill Activities in Units 10, 11, 12, 14, 18, and 24.

Read Well 2 Storybook
All About Dinosaurs, page 26



Read Well 2 Storybook
Units 10 and 11, Glossary



“Research shows that teacher questioning strongly supports and advances students’ learning from reading. Questions give students a purpose for reading, focus students’ attention on what they are to learn, help students to think actively as they read, encourage students to monitor their comprehension and help students to review content and relate what they have learned to what they already know” (Armbruster, Lehr, & Osborn, 2001).

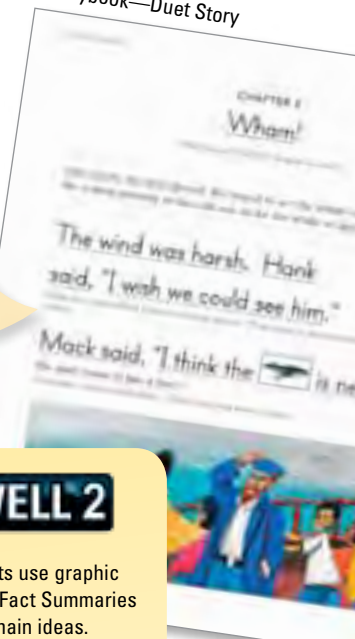
Comprehension Strategies

Read Well students focus on comprehending text as they read. *Read Well* engages students in meaningful text. Teacher prompts are directly at point-of-use in the storybooks to encourage highly interactive story reading. These notes focus student attention on predicting what will happen and identifying important story elements.

Comprehension strategies are repeated across units and levels, gradually increasing in length and sophistication. Beginning with kindergarten Read Alouds, students work with graphic organizers and guided report formats in *Read Well 1*. By *Read Well 2*, students work regularly with main idea charts and written summaries.

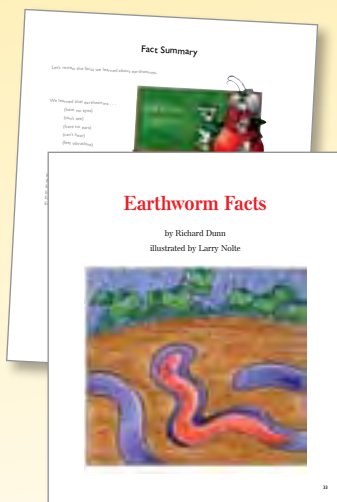
“What do Captain Mack and the kids hope to see?
(They hope to see the whale one more time.)”

Read Well 1, Unit 18,
Storybook—Duet Story



READ WELL K

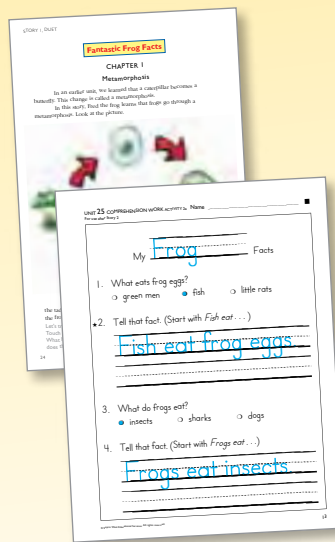
In *Read Well K Whole Class*, all students (regardless of reading abilities) engage in oral fact summaries via a modified K-W-L process.



Read Well K Whole Class, Unit 8

READ WELL 1

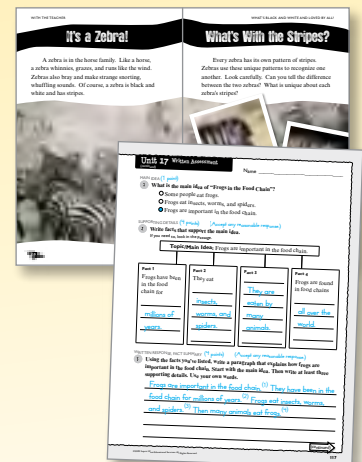
In *Read Well 1*, students work through guided oral and written fact summaries.



Read Well 1, Unit 25

READ WELL 2

In *Read Well 2*, students use graphic organizers for Written Fact Summaries that include inducing main ideas. This skill is gently scaffolded across multiple units.



Read Well 2, Unit 17

How Does *Read Well* Work?



"From the earliest ages, reading is much more than decoding ... If we want to raise later achievement and avoid the fourth-grade slump, we need to combine early instruction in the procedures of literacy with early instruction in the content of literacy, specifically: vocabulary, conventions of language, and knowledge of the world" (Chall & Jacobs, 2001).

A Wide Variety of Genres and Rich Content

Read Well is infused with themed topics that capture the imagination of children. Topics are meaningful and interesting, and are presented through a variety of genres:

- Nonfiction: cultural diversity, biography, social studies, and science
- Fiction: poetry, folktales, fables, legends, myths, detective stories, and science fiction

Read Well Addresses National Social Studies/Social Sciences Standards

Civics

- *Sharing Sheep*
(*Read Well* 1, Unit 14)
 - *Lessons Learned*
(*Read Well* 1, Units 19–20)
 - *An Old Story*
(*Read Well Plus*, Unit 40)
- ... and more

Economics

- *Communities*
(*Read Well* 2, Units 5–7)
 - *From Generation to Generation*
(*Read Well* 2, Units 8–9)
 - *Snapshots of the American West*
(*Read Well* 2, Units 15–16)
- ... and more

Geography

- *Habitats: Wet and Dry*
(*Read Well* 1, Units 32–33)
 - *Mapping Our World*
(*Read Well* 2, Unit 2)
 - *The Reef*
(*Read Well* 2, Unit 22)
- ... and more

U.S. History

- *Let Freedom Ring*
(*Read Well* 1, Units 26–27)
 - *Harriet Tubman Escapes*
(*Read Well* 2 Fluency Foundations, Unit D)
 - *Wild Wild West*
(*Read Well* 2, Unit 16)
- ... and more



Read Well Addresses National Science Standards

Earth and Space Science

- *Wind, Rain, and Sun*
(Read Well 1, Unit 9)
 - *Earth Science*
(Read Well 1, Units 30–31)
 - *Space*
(Read Well Plus, Unit 48)
- ... and more

Life Science

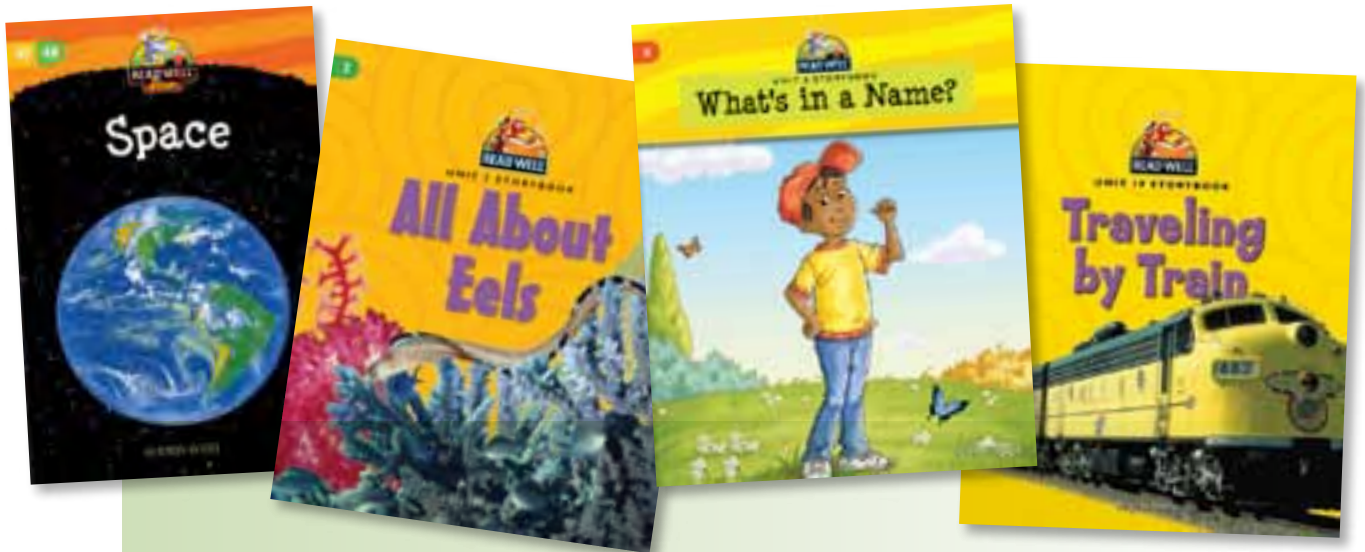
- *All About Eels*
(Read Well K, Unit 2)
 - *An Eagle's Nest*
(Read Well 1, Unit 6)
 - *Dinosaur Clues*
(Read Well Plus, Units 49–50)
- ... and more

Personal and Social Perspectives

- *Eating Well* (Read Well K Whole Class, Unit 13)
 - *What's in a Name?*
(Read Well 1, Unit 6)
 - *Families, Near and Far*
(Read Well 1, Units 28–29)
- ... and more

Science and Technology

- *Traveling by Train*
(Read Well K, Unit 19)
 - *Flight*
(Read Well 1, Unit 38)
 - *Inventors*
(Read Well 2, Unit 21)
- ... and more



More than 70% of content is nonfiction and expository text

How Does *Read Well* Work?

At a Glance: Connections between the Common Core State Standards, The Big Five, and *Read Well*

Common Core State Reading Standards	The Big Five Research-Based	Read Well			
		WHERE			HOW
		RWK	RW1	RW2	Read Well Activities
Print Concepts					One or more of these activities is included in each unit listed.
Demonstrate understanding of the organization and basic features of print.		RWK Whole Class* Units 1–26 & Review RWK Small Group* Units A–15	RW 1 Units 1–15		Finger Tracking, Sentence Scramble, Smooth and Bumpy Blending (left to right blending)
Phonological Awareness	Phonemic Awareness				One or more of these activities is included in each unit listed.
Demonstrate understanding of spoken words, syllables, and sounds in words.	Blending	RWK Whole Class* Units 1–26 & Review RWK Small Group* Units A–20	RW 1* Units 1–15		Stretch and Shrink
	Segmenting	RWK Whole Class* Units 1–26 & Review RWK Small Group* Units A–15	RW1* Units A–3 RW1 Spelling* Units 1–34	RW2* Spelling Units 1–34	Sound Counting, Whiteboard Dictation, Spelling Dictation
		RWK Whole Class* Units 4–26 & Review		RW2* Units 1–34	Songs, Poems, Rhyming Games, Rhyming Words
Phonics and Word Recognition	Phonics				One or more of these activities is included in each unit listed.
Apply grade-level phonics and word analysis skills in decoding words.	Letter-Sound Knowledge	RWK Whole Class* Units 1–26 & Review RWK Small Group* Units A–20	RW1 & Plus* Units A–50 RW1 Spelling* Units 1–34	RW2 & Plus* Units 1–25 RW2 Spelling* Units 1–30	ABC Cheer, ABC Poems, Letter Books, Scrapbook Art, Sound Card Practice, Sound Ladders/Race Tracks, Sound Practice, Sound Review, Accuracy and Fluency Building—Mixed Practice, Sound Dictation
	Letter-Sound Blending	RWK Whole Class* Units 1–26 & Review RWK Small Group* Units A–20	RW1 & Plus* Units A–50	RW2* Units 1–25	Smooth and Bumpy Blending, Shifty Word Blending
	Letter-Sound Segmenting	RWK Whole Class Units 1–26 & Review RWK Small Group Units 1–5	RW1 Units 1–15* Units A–3 RW1 Spelling* Units 2–34	RW2 Spelling* Units 1–34	Sound Counting, Spelling Dictation—Pattern Words, Skill Work—Hearing Sounds
	Rhyming Words and Sound Substitution	RWK Whole Class Units 1, 3–7, 9–12, 14–25 RWK Small Group Units 6–8, 10–11, 13–20	RW1 & Plus Units 3–50 RW1 Spelling Units 4–34	RW2 Units 1–25 RW2 Spelling Units 1–30	Accuracy and Fluency Building—Rhyming Words, Skill Work—Rhyming Words, Spelling Dictation—Pattern Words that Rhyme, Pattern Words With Sound Substitution
	Irregular Words	RWK Whole Class* Units 3–20 RWK Small Group* Units 5–20	RW1 & Plus* Units 5–50 RW1 Spelling* Units 6–34	RW2* Units 1–25 RW2 Spelling* Units 1–30	Tricky Word Practice, Names and Places, Spelling Dictation—Tricky Words
	Multisyllabic Words		RW1 & Plus Units 5–50 RW1 Spelling Units 19, 22–34	RW2 Units 1–30 RW2 Spelling Units 2–34	Accuracy and Fluency Building—Multisyllabic Words, Word Endings, Compound Words, Morphographs and Affixes, Related Words, Reading By Analogy, Open Syllables Spelling Dictation—Multisyllabic Pattern Words

* Daily practice is provided.

Common Core State Reading Standards	The Big Five Research-Based	Read Well			
		WHERE			HOW
		RWK	RW1	RW2	Read Well Activities
Fluency	Fluency				One or more of these activities is included in each unit listed.
<p>Read emergent texts with purpose and understanding.</p> <p>(Emergent text is defined in Appendix A as “Texts consisting of short sentences comprised of learned sight words and cvc words; may also include rebuses to represent words.”)</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p>	Accuracy	RWK Small Group* Units 1–20 Fully Decodable Text	RW1 & Plus* Units 1–50 Fully Decodable Text Ready for Uncontrolled Trade Books	RW2* Units 1–12 Fully Decodable Text RW2 & Plus* Units 13–25 Transition to Trade Books	Unit Mastery Assessments (Decoding and/or ORF) Gradually increasing to 98% Accuracy by RW1 Unit 38
	Expression and Prosody	RWK Small Group* Units 9–20	RW1 & Plus* Units 11–50	RW2* Units 1–25	Underlined Phrases, Expressive Reading, Focus on Expression, Short Passage Practice (model, guide, independent practice)
	Rate (gradually increasing rate requirements across programs)	RWK Small Group Units 6–20 21–45+ wcpm	RW1 Units 6–38 24–99+ wcpm RW1 Plus Units 39–50 80–110+ wcpm	RW2 Units 1–20 80–122+ wcpm RW2 Plus Units 21–25 132+ wcpm	Repeated Readings—Choral, Whisper Reading, Partner Reading, Timed Readings, Checkouts, Individual Assessments
Vocabulary Acquisition and Use	Vocabulary				One or more of these activities is included in each unit listed.
<p>The vocabulary standards focus on understanding words or phrases, their relationships, and their nuances on acquiring new vocabulary, particularly academic and domain-specific words and phrases.</p> <p>Program Note: Vocabulary is pretaught. Vocabulary is also taught within the context of reading. Selected words are used within and across units and across programs.</p> <p>Depth knowledge is developed with selected words across levels.</p>	Useful Words (Tier 2 and 3 Words, Beck, MeKeown, Kucan, 2002)	RWK Whole Class Units 1–26 (e.g., fact, insect, protect) RWK Small Group Units 1–20 (e.g., disability, main character, distraught)	RW1 & Plus Units 1–50 (e.g., fact, mammal, extinct) RW1 Composition Units 1–34 (e.g., fact, mammal, extinct) RW1 Spelling Units 1–34 (e.g., fact, mammal, extinct)	RW2 & Plus Units 1–25 (e.g., fact, fiction, endangered, extinct, ancient, insist, ordinary)	Read Alouds, Story Reading, Comprehension and Skill Work
	Preteaching	RWK Whole Class Units 5–7, 11–14, 16–26 RWK Small Group Units 1–20	RW1 & Plus Units 5–50 RW1 Composition Read Alouds Units 1–5, 8, 10–11, 13, 15–16, 19, 22–23	RW2 & Plus Units 1–25	Read Alouds—Introducing the Story, Introduce the Vocabulary Word, Story Reading—Introducing Vocabulary
	Illustration (or photos) of Words	RWK Whole Class Units 7–8, 10–13, 16, 19, 22–24 RWK Small Group Units 1–20 (e.g. disability, insect)	RW1 Units 1–38 (e.g., fact/fiction, shed, molt)	RW2 & Plus Units 1–25	Story Reading—Introducing Vocabulary, Comprehension and Skill Work—Alphabetical Order and My Picture Dictionary (illustrate), Vocabulary and Alphabetic Order (illustrate the word)
	Repetition and Extended Use (review in many contexts)	RWK Whole Class Units 1–26 & Review RWK Small Group Units 1–20	RW1 & Plus Units 5–38 RW1 Composition Units 1–30 RW1 Spelling Units 1–34	RW2 & Plus Units 1–25 RW2 Spelling Units 1–30	Read Alouds (in context), Story Reading (in context), Comprehension and Skill Work—Story Comprehension, Vocabulary and Alphabetic Order (define, write a sentence, illustrate), Characterization, Crossword Puzzles, Personal Response (written paragraphs—try to use the snazzy word)
	Formulate Definitions			RW2 & Plus Units 8–10, 14–23	Now You Try It (define a word)

* Daily practice is provided.

How Does *Read Well* Work?

At a Glance: Connections between the Common Core State Standards, The Big Five, and *Read Well*

Common Core State Reading Standards	The Big Five Research-Based	Read Well			
		WHERE			HOW
		RWK	RW1	RW2	Read Well Activities
Key Ideas and Details	Comprehension				Thematically Related Fiction/Nonfiction
<p>1. Ask and answer questions about key details in a text.</p> <p>2. Retell stories, including key details, and demonstrate understanding of their central message or lessons. Identify the main topic and retell key details of a text.</p> <p>3. Describe characters, settings, and major events in a story, using key details. Describe the connection between two individuals, events, ideas or pieces of information in a text.</p>	Question Answering	RWK Whole Class* Units 1–26 RWK Small Group* Units 1–20	RW1 & Plus* Units 1–50 RW1 Composition Read Alouds* Units 1–30	RW2 & Plus* Units 1–25	Read Alouds—Interactive, Duet Stories—Decodable and Read Aloud Hybrids, Student Story Reading—Embedded Questions, Think and Talks, Comprehension and Skill Work—Story Comprehension
	Question Asking	(Preteaches: What do you think you know? What did you learn?)	RW1 Recommended for Read Alouds Units 1, 5, 7–8, 10–11, 13, 17–18, 24–27, 31–32, 36–38 RW1 Composition Read Alouds Units 1, 5, 11–12	RW2 & Plus KWL Units 5, 10, 12–14, 16 Writing Questions Units 17, 22	Modified KWLs (What do you think you know? What would you like to learn? What did you learn?), Comprehension and Skill Work—Write a Riddle, Asking Questions
	Story Mapping (character, setting, problem, action, conclusion)	RWK Oral Retell/Story Map Units 5, 7–11, 13–23, 26 RWK Small Group Units 1–20	RW1 & Plus Oral Retell/Story Map Units 1–6, 8–10, 12–21, 23–26, 29, 32, 34–36 Written Story Map Units 23–32, 34–37 Written Story Map/Retell Units 39–44, 46–47, 50 Characterization Units 39–43, 46	RW2 & Plus Written Story Maps/Retells Units 1, 3–9, 11, 17–18 Characterization Units 2, 8, 11, 16–18, 21–22, 25	Story Summaries (oral retells), Oral Retell Books, Pocket Chart Retells, Comprehension and Skill Work—Story Maps, Written Retells, Character Webs, Characterization, Genre and Vocabulary, Composition—Character Maps, Story Maps
Summarization	RWK Whole Class KWL Units 7, 8, 12 RWK Small Group Oral Fact Summary Units 1–2, 8–9, 12, 19–20	RW1 & Plus Oral Fact Summary Units 7, 11, 22, 28, 30, 37 Written Fact Summary/Report Units 30–31, 33, 36–38, 45, 48–49	RW2 & Plus Written Fact Summary/Note Taking, Reports Units 1–3, 5, 7–8, 10, 13–14, 17	Modified KWLs (What We Learned), Fact Summaries (Comprehension and Skill Work—Main Idea, Main Idea and Supporting Details), See Integration of Knowledge and Ideas, Item 8	
Craft and Structure	Comprehension				
<p>4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Ask and answer questions to clarify the meaning of words and phrases in a text.</p>	Question Asking and Answering	RWK Whole Class Feelings/Senses Units 2 (see), 3 (hear), 5–10, 13–26 RWK Small Group Units 2–3, 5–10, 12–17, 19–20	RW1 & Plus Feelings/Senses Units 1–9, 12–16, 17–18, 20–21, 23–29, 31–32, 34–38 Rhyming Poems 39–42, 45–48, 50	RW2 & Plus Ask and answer questions about the meaning of words. Units 1–25	Story Reading—Embedded Questions, Comprehension and Skill Work—Story Comprehension, Rhyming Poem—Cloze/Multiple Choice
<p>5. Identify who is telling the story at various points in the text. Distinguish between information provided by pictures or other illustration and information provided by words in a text.</p>	Answering Questions and Graphic Organizers	RWK Whole Class Information from Illustrations/Photos Units 1–26 RWK Small Group Units 1–20	RW1 & 1 Plus Information from Illustrations/Photos/Graphic Organizers Units 1–50	RW2 & Plus Information from Illustrations/Photos/Graphic Organizers Units 1–50	Read Alouds—Interactive, Duet Stories—Decodable and Read Aloud Hybrids, Student Story Reading—Embedded Questions, Comprehension and Skill Work

* Daily practice is provided.

Common Core State Reading Standards	The Big Five Research-Based	Read Well			
		WHERE			HOW
		RWK	RW1	RW2	Read Well Activities
Integration of Knowledge and Ideas	Comprehension				
6. Use the illustrations and details in a story to describe its characters, setting or events; or its key ideas.	Illustrations and Graphic Organizers	RWK Whole Class Units 1–26 RWK Small Group Units 1–20	RW1 & Plus Units 1–50	RW2 & Plus Units 1–25	Read Alouds—Interactive, Duet Stories—Decodable and Read Aloud Hybrids, Student Story Reading—Embedded Questions
7. Identify the reasons an author gives to support points in a text.	Graphic Organizers (hierarchy: main idea and supporting details)		RW1 & Plus Graphic Organizer Main Idea and Supporting Details Units 39–50	RW2 Main Idea Units 1–7 Graphic Organizer Main Idea and Supporting Details Units 8–20, 22–25 Sequence of Events, Cause/Effect Units 5, 7, 10, 12, 18–21, 24	Story Reading—Questions, Comprehension and Skill Work—Main Idea and Supporting Details, Sequence of Events/Cause and Effect
8. Compare and contrast the adventures and experiences of characters in stories. Identify the basic similarities and differences between two texts on the same topic.	Graphic Organizers (matrix)		RW1 & Plus Story Comparison (Matrix) Units 39–40	RW2 Story Comparison (Matrix) Units 5, 8, 12, 14	Storybook—Story Comparison, Comprehension and Skill Work—Story Comprehension
Range of Reading and Level of Text Complexity	Comprehension				
9. Read and comprehend complex literary and informational texts independently and proficiently.		RWK Small Group Units 4–20 Emergent Reader Text	RW1 Units 1–23 Not Applicable Units 24–38 Readability Range** .08 to 2.8 RW1 Plus Units 39–50 1.7 to 5.4	RW2 Units 1–20 Readability Range** 1.9 to 4.6 RW2 Plus Units 21–25 Readability Range** 2.7 to 5.1	Over 50% of text includes informational text. Units are built thematically—frequently pairing nonfiction and fictional text in read alouds and student reading.

** Flesch-Kincaid Readability

First grade standards are listed for this at-a-glance chart. See the Common Core State Standards for the related kindergarten and second grade standards. Go to www.voyagerlearning.com for a detailed curriculum map.

Supporting Material



RESEARCH CONNECTION

Teaching phonemic awareness, particularly how to segment words into phonemes helps children learn to spell. The explanation for this may be that children who have phonemic awareness understand that sounds and letters are related in a predictable way (Armbruster, Lehr, Osborn, 2001).

Read Well Spelling and Writing Conventions

Spelling Reinforces Reading and Reading Reinforces Spelling

Read Well Spelling and Writing Conventions was developed to reinforce and complement the skills and lessons from its *Read Well* counterpart. It is a spelling and writing program for grades 1 and 2 that focuses on spelling rules, vocabulary, editing, grammar, and mechanics to reinforce students' phonological writing skills.

UNIT 17

ar as in Shark

Letter Pattern
ar
ar: says /ar/
Word (B-Consonant)

Day 1 ES Meets

Objectives—Phonological Awareness, Phonemic Awareness, Phonics, Oral Language, Music Experience

Choral Practice
Vowel Song
Alphabet Cheer (★ ar)

Poem
★ ar as in Shark

Day 2 ES Meets

Objectives—Phonological Awareness, Phonemic Awareness, Phonics, Handwriting, Writing Traces—Conventions, Writing Process—Editing, Parts of Speech

Choral Practice
Bussy E (Verse 1)
Zee-Zi-Ziddly (Instrumental)

Poem
ar as in Shark

Day 3 ES Meets

Objectives—Phonological Awareness, Phonemic Awareness, Phonics, Handwriting, Writing Traces—Conventions, Writing Process—Editing, Oral Language

Choral Practice
Tricky Words (Vocal)
Alphabet Cheer or Zee-Zi-Ziddly (Instrumental)

Poem
ar as in Shark

Day 4 ES Meets

Objectives—Phonological Awareness, Phonemic Awareness, Phonics, Handwriting, Writing Traces—Conventions, Writing Process—Editing, Parts of Speech

Editing
Can we eat at night?

Dictation
Sounds • ar, h, ea, k, oo
★ Pattern Words With Word Building • ear-start, pree-trees, cake-cakes
Tricky Words • a, has, are
Sentence • See that man. His name is Rick.
Oral Sentence Expansion and Editing (using objectives)

HOMEWORK (Optional)

Spelling Folder

UNIT 17 Name _____

LETTERSOUND ASSOCIATION

air

HANDWRITING PRACTICE

air ar ar ar ar ar ar ar

Are Are Are Are

TRICKY WORD PRACTICE

should

Spelling Folder

UNIT 17 Name Nolan 11/10/07

LETTERSOUND ASSOCIATION

ar

HANDWRITING PRACTICE

ar ar ar ar ar ar

Are Are Are Are

TRICKY WORD PRACTICE

should should should

EDITING (in question mark at the end)

Day 1	→ The mint is sweetly	2
Day 2	● I like to see him.	3
Day 3	■ His hat was in the sock	2
Day 4	▲ Can we eat at night?	3

Unit 17 • Daily Planner 291

Key Features

Through a blend of whole class and small group instruction, flexible 30-minute lessons help students translate spoken words into written English and master the conventions of sentence writing. Exercises focus on vocabulary, parts of speech, handwriting, and revision.

Read Well Spelling and Writing Conventions:

- Utilizes systematic and scaffolded instruction
- Teaches content-rich, useful words
- Features mastery-based instruction
- Provides vocabulary practice across the curriculum
- Utilizes related themes to build content knowledge and a context for spelling

UNIT 10

O-r as in Horn

There once was an ant
(Not an ordinary ant)
Who played the horn
In the neighborhood
band.
Or, or, horn,
no ordinary
horn.



20

Letter/Sound Associations Poem

Read Well 2, Unit 10, Activity 3

Unit 10 Activity 3 Name _____

SPELLING CHANT: MIXED
or i_e a_e -y ch sh ea Oo

EDITING
How many eggs does a queen ant lay? 3

SOUNDS
1. ay 2. er 3. ir 4. or 5. y

PATTERN WORDS
about together one
ago winter very
cleaned does
alarm work

SOUND SUBSTITUTION OR WORD BUILDING

TRICKY WORDS

SENTENCE
The small ant sounded
an alarm.
N V

©2008 Savvas Learning Company LLC. All rights reserved.

58



Note: *Read Well Spelling and Writing Conventions* and *Read Well Composition* were built as separate components so each district, school, or interventionist can prioritize needs when facing time limitations or budget constraints.

Supporting Material



Across multiple studies, researchers have found that effective writing lessons have clear and specific objectives, prepare students to write about specific topics and include planned brainstormed activities that help students organize information prior to writing (Baker, et al., 2003; Englert, et al., 1991; Hillock, 1984). Research suggests that explicit strategy instruction in planning can ameliorate and perhaps prevent writing difficulties (Saddler, et al., 2004).

Read Well Composition

The Writing Program Teachers Always Wish They Had Time to Create

Read Well Composition was developed to reinforce and complement the skills and lessons from its *Read Well* counterpart. It is a K–2 writing program that provides explicit instruction in the writing process, writing traits, handwriting, and read-aloud comprehension and vocabulary.



Read Well 1 Composition, Unit 6, Personal Narrative

Read Well 1 Composition, Unit 15, Narrative, Problem Solution

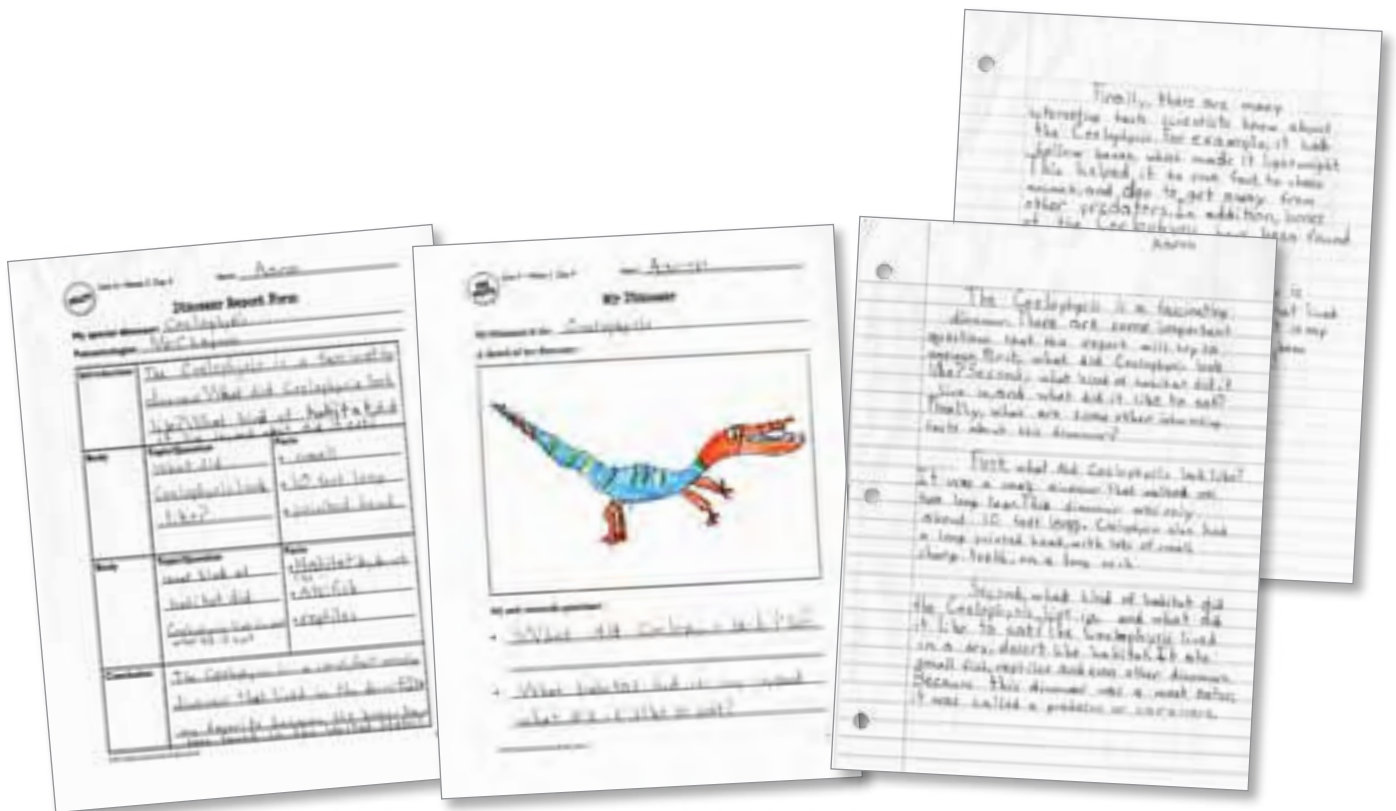


Key Features

In each unit of *Read Well Composition*, students create different forms of writing, working from the simple to the more complex. Bit by bit, week by week, students learn to write like authors and complete each unit thinking, “I am a writer.”

Read Well Composition:

- Utilizes systematic and scaffolded instruction in the writing process
- Teaches students to tackle problems with creative solutions and happy endings
- Features mastery-based instruction
- Integrates reading, spelling, writing, literature, and science curriculum
- Utilizes outstanding children’s literature to stimulate ideas and gain insight into text structures.



Support for ELL Populations

This table summarizes research-based recommendations made by the Institute of Education Sciences, cross-references them with *Read Well* features, and provides suggested enhancements for English language learners.

Research-Based Recommendations (Strong Level of Evidence)	Provided in <i>Read Well</i>	Enhancements Needed for ELLs	
<p>Recommendation 1 Screen for reading problems and monitor progress.</p> <ul style="list-style-type: none"> Conduct formative assessments. Use English-language measures of phonological processing, letter knowledge, and word and text reading. 	<p>End-of-Unit Assessments</p> <ul style="list-style-type: none"> If students place in RW1, they are continuously assessed on letter/sound associations, blending, word reading, and text reading in Units 1–16 and on oral reading fluency in Units 17–38. If students place in RW2, they are continuously assessed on oral reading fluency. 	None required.	<p>◆◆ELL RECOMMENDATION</p> <p>MONITOR PROGRESS</p>
<p>Recommendation 2* Provide intensive small group reading interventions.</p> <ul style="list-style-type: none"> Interventions should include the five core reading elements: phonological awareness, phonics, reading fluency, vocabulary, and comprehension. Instruction should be explicit. 	<p>Core Instruction, Small Group</p> <ul style="list-style-type: none"> <i>Read Well</i>'s core instruction is in small groups. Instruction is explicit and systematic with a focus on phonological awareness, phonics, reading fluency, vocabulary, and comprehension. 	<p>Double Dosing</p> <ul style="list-style-type: none"> ELLs will benefit from a second dose of <i>Read Well</i> small group instruction five days each week. <p>Instruction should include preteaching and reteaching.</p>	<p>◆◆ELL RECOMMENDATION</p> <p>INTENSIVE SMALL GROUP INSTRUCTION</p>
<p>Recommendation 3 Provide extensive and varied vocabulary instruction.</p> <ul style="list-style-type: none"> Provide high-quality and varied vocabulary instruction throughout the day. 	<p>Core Instruction, Small Group</p> <ul style="list-style-type: none"> Small group lessons provide intensive and varied vocabulary instruction. <p>Whole Class Instruction</p> <ul style="list-style-type: none"> Vocabulary is reviewed and previewed throughout the day when teachers adopt recommended procedures. 	<p>Double Dosing</p> <ul style="list-style-type: none"> Preteach/reteach selected words using visuals, artifacts, and demonstrations to assist students. 	<p>◆◆ELL RECOMMENDATION</p> <p>VOCABULARY</p>
<p>Recommendation 4 Schedule regular peer-assisted learning opportunities.</p> <ul style="list-style-type: none"> Pair students with different English-language proficiencies to work on structured tasks. These activities should practice and extend material already taught. 	<p>Core Instruction, Small Group</p> <ul style="list-style-type: none"> Small group lessons provide daily repeated readings with partners. Recommendations for active engagement include use of partner Think and Talk activities. Opportunities for partner work is dependent on time allocated to core instruction. 	<p>Double Dosing</p> <ul style="list-style-type: none"> Preteach/reteach: With added time, ELLs can engage in partner Think and Talk regularly. Preteach: <i>Read Well</i> Comprehension and Skill activities can be restructured for completion with partners before completing them independently. 	<p>◆◆ELL RECOMMENDATION</p> <p>PEER ASSISTED</p>
<p>Recommendation 5 Develop formal or academic English.</p> <ul style="list-style-type: none"> Provide a separate instructional period to develop English oral language. Provide explicit instruction in academic English. Have students read, discuss, and write about text. Explicitly teach students how to tell stories, describe events, define words and concepts, explain problems, retell actions, summarize content, and question intentions. 	<p>Core Instruction, Small Group</p> <ul style="list-style-type: none"> Lessons include academic vocabulary (e.g., fiction, main idea). Lessons include daily reading, discussing, and writing about text, which develops academic English. Lessons include interactive daily reading and explicit instruction in retelling stories through pictures and writing, describing events, defining and using words, summarizing factual information, writing main ideas and topic sentences, and asking questions. 	<p>Provide a separate instructional period for English language development.</p> <p>Double Dosing</p> <ul style="list-style-type: none"> Add explicit instruction on academic English, as needed, within the context of <i>Read Well</i> activities. For example, in structured writing activities, ELLs may need explicit instruction in subject/verb agreement. Preteach and reteach activities that focus on how to tell stories, describe events, define words, explain problems, retell actions, summarize content, and ask questions. 	<p>◆◆ELL RECOMMENDATION</p> <p>ACADEMIC ENGLISH</p>

*What Works Clearinghouse lists *Read Well 1* as one of three first grade programs to have potentially positive effects on reading achievement for ELLs.

Track and Manage Student Success

Maximize Instruction with Practical, Effective Tools

In addition to being a powerful data management tool, VPORT® is an educator's personal online portal to web-based product training and supporting resources custom built to enhance your *Read Well* implementation. These include:

- Online product training gives teachers the opportunity to train at their own pace with 24/7 access to self-paced tutorials, downloadable documents, and informative videos
- An online video library features exemplary classroom instruction, interviews with educators, and more
- Downloadable documents detail research on the what, how, and why certain classroom practices work
- Student materials include *Fluency Works* e-Readers, *Ticket to Read*®, and interactive whiteboard activities



READ
tutorials



WATCH
videos



DOWNLOAD
materials

VPORT supports data collection and analysis on a wide range of Cambium Learning® Group programs and curricula, including *DIBELS*® Next, *Inside Algebra*, *Kurzweil 3000*™, *LANGUAGE!*® *The Comprehensive Literacy Curriculum*, *Voyager Passport*®, *Passport Reading Journeys*®, *TransMath*®, *Universal Literacy*, and *Vmath*®. VPORT is closely aligned to Voyager student applications as well—including *Ticket to Read*®, *SOLO*® (Strategic Online Learning Opportunities), *VmathLive*®, and *VocabJourney*®—allowing teachers and parents to track usage and measure performance.

Implementation Support

Deliver Programs with Fidelity

We recognize that intervention solutions do not come from programs alone. It takes a multifaceted approach that includes implementation fidelity, commitment from leaders and staff, and ongoing training and support. For this reason, Voyager has an elite service organization dedicated to supporting educators and improving instructional effectiveness.

In an effort to increase student outcomes by helping teachers become more effective in the classroom, we provide:

- Product training
- Implementation services
- Consulting and customized services

Product training

Effective teacher training is the cornerstone of a strong implementation. Voyager offers a flexible set of training options that allow teachers to learn when, where, and how they choose. Teacher training solutions are available for all major Voyager products.



Face-to-face training

In-person training focuses on research-based strategies and in-depth curriculum content. Participants observe demonstrations and model lessons followed by purposeful practice. A focus on the assessment model enables teachers to understand how to administer the assessments and differentiate instruction. Participants review and discuss implementation schedules, pacing, and tips for serving diverse student populations.

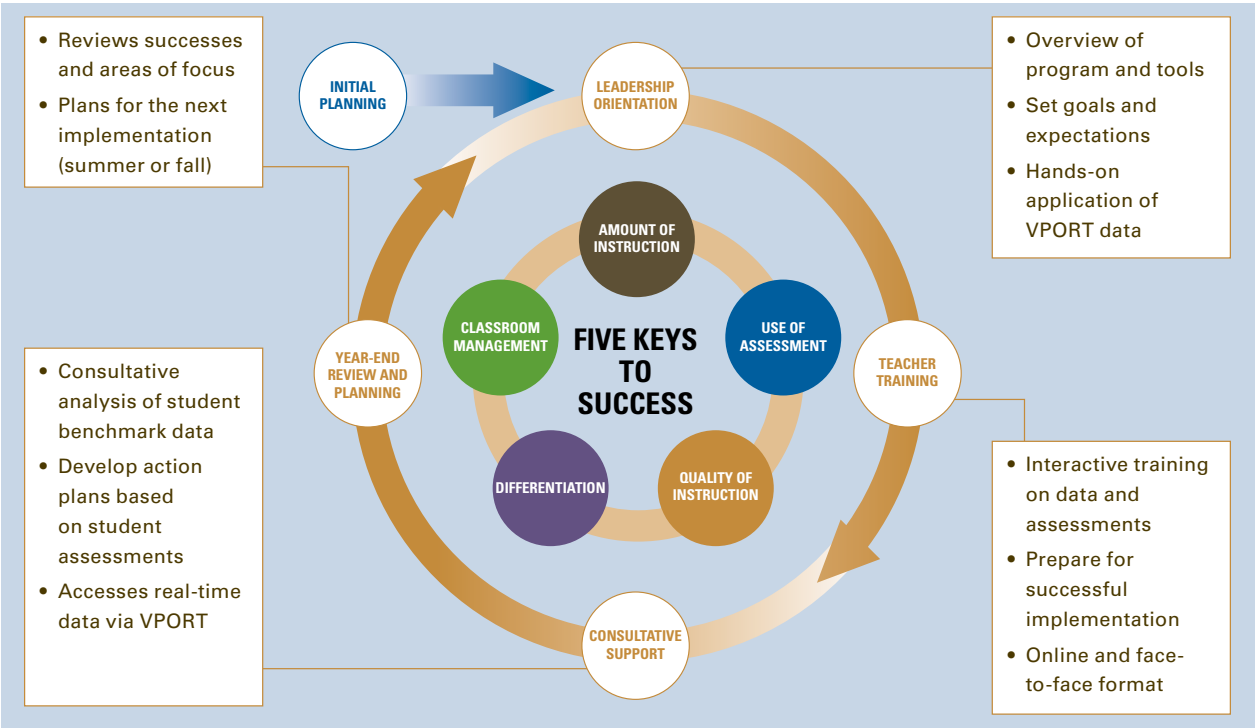


Online product training

Online product training provides additional instructional support and resources in a web-based environment with 24/7 access. Course options include instructor-led sessions as well as self-paced tutorials through the assistance of a Video Host. On-demand access to downloadable documents, a library of resources, and a wide range of video footage is available.

Implementation Services

Voyager’s implementation services team focuses on the Five Keys to Success, employing a comprehensive implementation approach that is critical for increasing student performance. Follow-up training and site visits focus on demonstration and model lessons, data analysis, sharing ideas, and troubleshooting. Classroom coaching provides opportunities for skills transfer, feedback, and practice. With access to highly skilled professional trainers and consultants throughout the year, the Implementation Services team partners with schools and districts to promote ongoing success and measurable results.



Program Components

Packaged for Ease of Use

Instead of several huge teacher's guides to lug around, each *Read Well* Unit Guide is bound separately—allowing teachers, specialists, and instructional assistants to share materials within and across grade levels. The smaller guides are user-friendly.

Reading, spelling, and writing are separately packaged and bound for differential adoptions. Because each program is taught at different times and with different groupings, the separately bound Unit Guides are easier to teach from.

Read Well K Whole Class Components



Whole Class Getting Started Program Guide

A comprehensive guide to implementing *Read Well K* Whole Class with fidelity, it features a program overview, tools for getting the program started successfully, teaching instructions, and a complete appendix.



Teacher's Guides

Six full-color, teacher-friendly, spiral-bound teacher's guides, providing detailed instruction for 30 five-day units

Includes: Daily Lesson Planning, Objectives, Instructions for Alphabet Routines, Read Alouds, Independent Work

Lap Books

Nine casebound books containing theme-related stories for whole class reading (10x12)

Teaches and Supports: Concepts of Print, Comprehension, Vocabulary



Children's Literature Set

Twenty-six celebrated books—such as *Brown Bear, Brown Bear, What Do You See?*—introduce written text and comprehension strategies, vocabulary, and story elements.

Teaches and Supports: Vocabulary, Comprehension



Activity Books

Three casebound books containing independent works that parallel *Read Well* instruction

Blackline Masters Sets

(Available in plain or slanted text)

Whole class activities include optional Homework, Art Projects, and ABC Scrapbook Art



Additional Components

- ABC Poem Posters
- ABC Wall Cards
- CD of Songs
- Whole Class Blending Cards
- Pocket Chart Cards
- Whole Class Blackline Masters CD-ROM

Read Well K Small Group Components

All materials are organized into teacher-friendly kits.

Small Group Getting Started Program Guide

A comprehensive guide to implementing *Read Well K* Small Group with fidelity, it features a program overview, tools for getting the program started successfully, teaching instructions, guidance on assessment and placement, and a complete appendix.

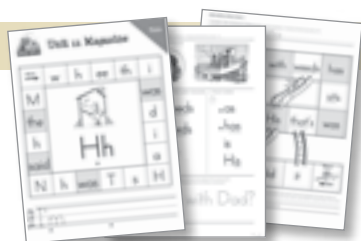


Program Components

Teacher's Guides Preludes A–C

Bound by unit for ease of sharing (Preludes A–C and Units 1–20)

Includes: Important Tips, Daily Lesson Planning, Objectives, Instructions for Decoding Practice (Magazines), Story Reading, Assessments, and Extra Practice Blackline Masters for Lessons, Games, and Fluency Passages



Student Magazines

Preludes A–C and Units 1–20
(consumable; available in plain or slanted text)

Teaches and Supports: Concepts of Print, Oral Language, Phonemic Awareness, Phonics, Comprehension, Vocabulary, Handwriting



Teacher's and Student Storybooks

(Nonconsumable)

Twenty Student Storybooks include Solo Stories and *Read Well's* unique Duet Stories. Students read content-rich text from the first unit. Enlarged copies of Storybooks 1 and 2 come with the set for whole class reading.



Assessment Manual and Assessment Activities Set

The Assessment Manual contains detailed instructions for placing students, assessing students, flexible grouping, diagnostic prescriptions, and Jell-Well reviews. Blackline Masters include Placement Inventory, Decoding and Fluency Assessments, and Student and Group Assessment Records. The activities set includes Blackline Masters for Independent Work activities done while other students are being assessed.

Additional Components

- Small Group Blackline Masters CD-ROM
- Blending Cards
- Sound and Word Cards



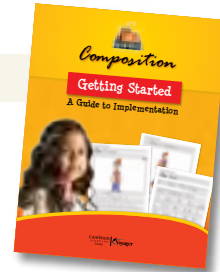
Activity Centers: Appropriate Independent Practice

Multisensory activities align with *Read Well K* units to provide students with an independent way to practice the skills for independent mastery.

Read Well K Composition Components

Getting Started Program Guide

A comprehensive guide to implementing *Read Well K Composition* with fidelity, it features a program overview, tools for getting the program started successfully, teaching instructions, and a complete appendix.



Teacher's Guides

Two spiral-bound guides (Units 1–14; Units 15–Vowel Review)

- Materials and Materials Preparation
- Writing Daily Planner
- Skill Work and Composition Work Important Tips
- Daily Lessons
- Objectives
- Instructions: Skill Work, Composition Work

Student Composition Book

Teaches and Supports: Oral Language, Concepts of Print, Genre/Type of Writing, Writing Process, Writing Traits, Fine Motor Skills (consumable)



Student Skill Books

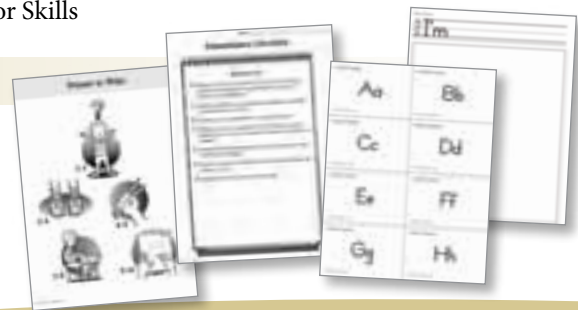
(Consumable)

Teaches and Supports: Name Writing, Handwriting, Writing Process, Writing Traits, Fine Motor Skills

Online Resources

Read Well K Composition Online Resources include the following Blackline Masters:

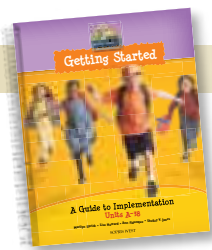
- Writing templates
- Word Wall cards
- Answer Keys
- Anchor Charts
- Expectations Checklists



Program Components

Read Well 1 Components

All materials are organized into teacher-friendly kits.



Getting Started Program Guide

A comprehensive guide to implementing *Read Well 1* with fidelity, it features a program overview, tools for getting the program started successfully, teaching instructions, guidance on assessment and placement, and a complete appendix.

Teacher's Guides

Bound by unit for ease of sharing (Units A–38)

Includes: Important Tips, Daily Lesson Planning, Objectives, Instructions for Decoding Practice, Story Reading, Comprehension and Skill Work, Assessment and Extra Practice Blackline Masters for Lessons, Games, and Passages



Student Storybooks

(Nonconsumable)

Teaches and Supports: Phonics, Vocabulary, Comprehension, Fluency

Decoding Books

(Nonconsumable; available in plain or slanted text)

Teaches and Supports: Oral Language, Phonemic Awareness, Phonics



Comprehension and Skill Work

(Consumable; Blackline Masters also included in the instructor's package; available in plain or slanted text)

Teaches and Supports: Phonemic Awareness, Phonics, Comprehension

Additional Components

Whole Class Materials

- ABC Poem Posters
- ABC Wall Cards
- CD of Songs

Small Group Materials

- Assessment Manual
- Homework Blackline Masters (available in print or on CD-ROM)
- Blending Cards
- Sound and Word Cards
- Manipulatives



Activity Centers: Appropriate Independent Practice

Multisensory activities align with *Read Well 1* units to provide students with an independent way to practice the skills for independent mastery.



Read Well 1 Spelling and Writing Conventions Components

Whiteboard compatible!



Teacher's Guides

Teacher's Guides include a program overview, instruction for teaching alphabet and spelling routines, and detailed daily lessons with objectives and assessments for Units 1–34. Lessons include letters and sounds, pattern words, Tricky Words, vocabulary, parts of speech, editing and word choice, spelling songs, and handwriting.

Student Spelling Folders

Thirty-four consumable folders (one for each unit) include letter/sound associations; handwriting practice with Theo Bear's hat, belt, and shoe lines; Tricky Word practice; editing; and dictation.



Additional Components

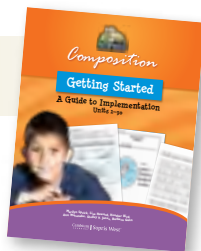
- Big Book of Alphabet Poems
- Blackline Masters CD-ROM (includes extra materials)
- Spelling Songs CDs

Program Components

Read Well 1 Composition Components

Getting Started: A Guide to Implementation

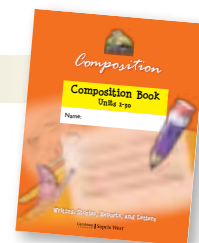
- Program Overview
- Getting the Year Started
- How to Teach



Composition Book

(Consumable; Blackline Masters also included on the CD; slanted text version found only on the CD)

Teaches and Supports: Study Skills, Writing Process, Writing Traits



Teacher's Guides

The two spiral-bound guides (Units 1–16, 17–30) include Important Tips, Daily Lessons, Objectives, and Instructions (Focus Lessons, Handwriting, Story Writing, and Journal Writing).



Blackline Masters CD

This CD includes the following Blackline Masters:

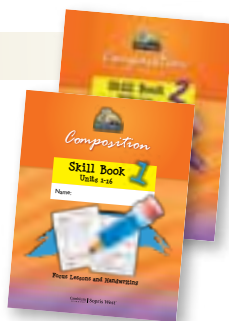
- Skills Books 1 and 2: Focus Lessons and Handwriting in plain and slanted text
- Composition Book: Story Writing in plain and slanted text
- Journal Writing (available on the CD only): Covers and journal entry pages



Student Skill Books

(Consumable; Blackline Masters also included on the CD; slanted text version found only on the CD)

Teaches and Supports: Study Skills, Handwriting, Writing Process, Writing Traits



Additional materials available on the CD only:

- Spell Checkers 1 and 2: Unit 11 and unit of teacher's choice in plain and slanted text
- Word Wall Cards in plain and slanted text
- Pocket Chart Cards
- Word Charts in plain and slanted text
- Rain Forest Mural Materials (Unit 28)

Teaches and Supports: Study Skills, Handwriting, Writing Process, Writing Traits

Literature Books and DVD

The Literature Set includes 21 fiction titles and 14 nonfiction titles.

Teaches and Supports: Oral Language, Comprehension Processes, Vocabulary, Skills and Strategies, Study Skills



Read Well Plus Components

All materials are organized into teacher-friendly kits.

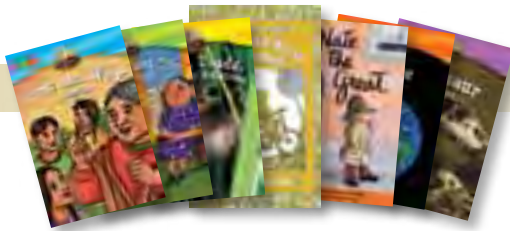


Getting Started Program Guide

A comprehensive guide to implementing *Read Well Plus* with fidelity, it features a program overview, tools for getting the program started successfully, teaching instructions, guidance on assessment and placement, and a complete appendix.

Teacher's Guides

The *Read Well Plus* Teacher's Guides supply detailed lesson plans and flexible pacing options.

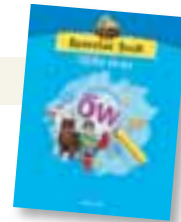


Student Storybooks

Read Well Plus includes seven Student Storybooks, two of which are popular tradebooks.

Exercise Book

This nonconsumable student Exercise Book emphasizes decoding skills and fluency practice with additional reading passages.

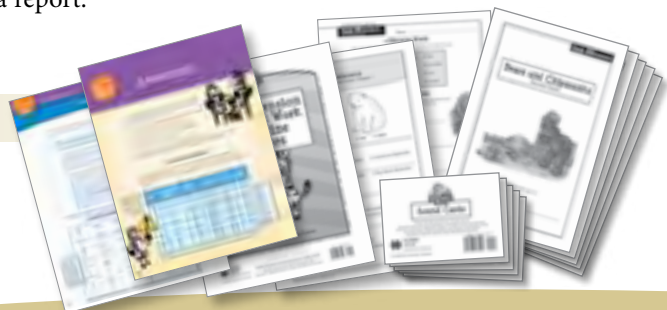


Comprehension and Skill Work

This consumable student workbook provides more complex activities as students develop their skills. Students alphabetize, complete story maps, finish poems, and even write a report.

Additional Components

- Homework Blackline Masters (available in print or on CD-ROM)
- Comprehension and Skill Work Blackline Masters
- Sound Cards



Program Components

Read Well 2 Fluency Foundations Components

Getting Started: A Guide to Implementation

- Program Overview
- Getting Started: Placing Students, Scheduling
- Small Group Lesson Planning
- How to Teach: Decoding Practice, Introductions, Story Reading
- Comprehension and Skill Work
- Homework
- End of the Unit: Assessments, Making Decisions, Extra Practice
- Blackline Masters: Timing Charts, Lesson Planning, Double Dose Lesson Planner, Placement Records, Assessment Records



Teacher's Guides

Two spiral-bound guides
(Units A–E, F–J)

Includes: Important Tips, Daily Lesson Planning, Objectives, Instructions for Decoding Practice, Story Reading, Comprehension and Skill Work



Student Activity Books A–E, F–J

(Consumable; Blackline Masters also included on the CD; slanted text version found only on the CD)

Teaches and Supports: Oral Language, Phonics, Vocabulary, Fluency, and Comprehension

Includes: Decoding Practice, Comprehension and Skill Work



Student Storybooks A–E, F–J

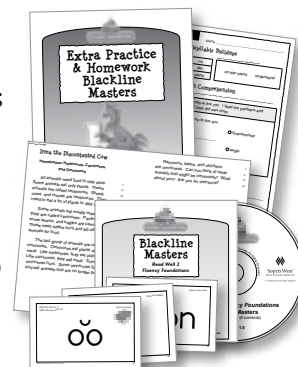
(Nonconsumable)

Teaches and Supports: Oral Language, Phonics, Vocabulary, Fluency, Comprehension



Additional Components

- Sound Cards
- Extra Practice and Homework (consumable; Blackline Masters also included on the CD; slanted text version found only on the CD)
- Fluency Foundations CD (includes Blackline Masters of multiple components)



Read Well 2 Components

All materials are organized into teacher-friendly kits.



Getting Started Program Guide

A comprehensive guide to implementing *Read Well 2* with fidelity, it features a program overview, tools for getting the program started successfully, teaching instructions, homework preparation, guidance on assessment and placement, and a complete appendix.



Teacher's Guides A–E, F–J

Two spiral-bound guides (Units A–E, F–J)

Includes: Important Tips, Daily Lesson Planning, Objectives, Instructions for Exercises, Read Aloud Story Reading, Comprehension and Skill Work



Student Storybooks

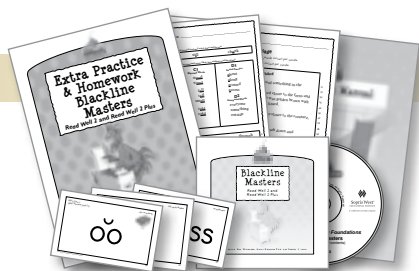
(Nonconsumable)

Eight Student Storybooks and four popular tradebooks cover a variety of genres.



Exercise Books and Student Activity Books

- Student Activity Books (consumable) provide more complex activities as students develop their skills
- Student Exercise Books (nonconsumable) emphasize decoding skills



Additional Components

- Assessment Manual
- Sound Cards
- Blackline Masters (available in print or on CD-ROM)

Program Components

Read Well 2 Plus Components

Five units include two Student Storybooks and three popular tradebooks, extending instruction beyond a second grade reading level.



Read Well 2 Spelling and Writing Conventions Components

Whiteboard compatible!

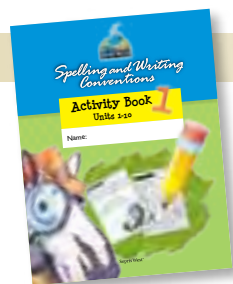
Getting Started Program Guide

A comprehensive guide to implementing *Read Well 2 Spelling and Writing* with fidelity, it features a program overview, tools for getting the program started successfully, teaching instructions, homework preparation, guidance on assessment and placement, and a complete appendix.



Teacher's Guides

Includes: Daily Lessons, Objectives, Instructions, Assessment



Student Activity Books

The Activity Books include activities for daily dictation lessons in Units 1–30 and Unit Assessments.

Teaches and Supports: Phonemic Awareness, Phonics (Pattern Words, Word Endings, Spelling Rules, Multisyllabic Words, and Tricky Words), Sentence Writing, Handwriting, Editing

Additional Components

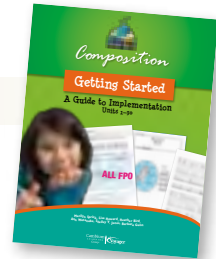
- ABC Wall Cards
- Poem and Song Book
- Spelling Songs CD
- Blackline Masters CD-ROM



Read Well 2 Composition Components

Getting Started Program Guide

A comprehensive guide to implementing *Read Well 2 Composition* with fidelity, it features a program overview, tools for getting the program started successfully, teaching instructions, and a complete appendix.



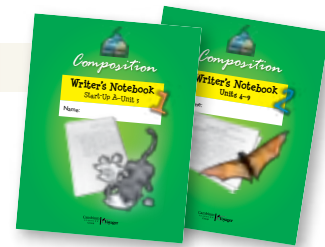
Teacher's Guides

Two spiral-bound guides, Units A–3 and 4–9 include:

- Daily Lessons
- Objectives

Student Composition Books

Students brainstorm, plan, and write their drafts in the Writer's Notebooks, the main resource for sharing ideas and demonstrating knowledge and creativity.



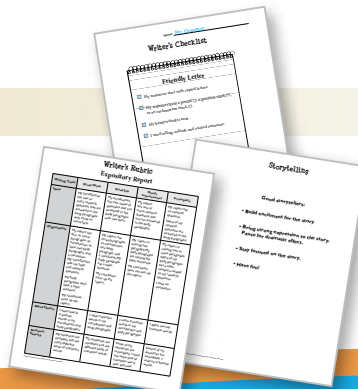
Literature Set and DVD

- 12 Fiction Titles
- 3 Nonfiction Titles
- 2 Poetry Collections
- 1 DVD

Additional Components

Online Resources include:

- *Writer's Checklists*
- *Writer's Rubrics*
- Teacher Sample Copies
- Anchor Chart



How to Teach the Lessons

Teach from this section. Each instructional component is outlined in an easy-to-teach format. Special tips are provided to help you nurture student progress.

Decoding Practice 1

- Storybook Introduction
- Story 1, Solo
- Skill Work Activity 1a
- Comprehension Work Activity 1b
- Story 2, Solo
- Comprehension Work Activity 2

Decoding Practice 2

- Story 3, Solo
- Comprehension Work Activity 3
- Story 4, Solo
- Comprehension Work Activity 4

Decoding Practice 3

- Story 5, Solo
- Story Summary
- Comprehension Work Activity 5a
- Skill Work Activity 5b
- Story 6, Solo
- Comprehension Work Activity 6

Decoding Practice 4

Review Solo Stories

BUILDING INDEPENDENCE

Next Steps • Principles of Instruction

For Units 21–38, follow the scaffolded principles of instruction below.

Provide demonstration and/or guided practice only with:

- New sounds
- Pattern words with new sounds
- New Tricky Words
- New multisyllabic words

Provide independent practice (practice without your assistance or voice) on:

- New and review pattern words with known sounds
- Review Tricky Words
- Review multisyllabic words

If students make errors, provide appropriate corrections.

- Have students identify any difficult sound and then sound out the word. Provide discrimination practice.
- Reintroduce difficult Tricky Words based on the initial introduction procedures.

If students require your assistance on words with known sounds, evaluate placement and consider a Jell-Well Review.



DECODING PRACTICE 1

Note: Time estimates help you pace your lesson and should be adjusted to meet student needs.

1 SOUND AND WORD ROUTINES (cover) 2 minutes

- a. New Sound Introduction/Review
Kk says /k/. Kangaroo and koala, /k/, /k/, /k/.
- b. Sound and Word Racetrack

◆◆ 2 SMOOTH BLENDING, TRICKY WORDS (cards 29, 30, 28) 4 minutes

Direct each card as indicated. Mix group and individual turns, independent of your voice.

- For cards 29 and 30, demonstrate and guide practice blending the words.
- For card 28, have students identify the words, independent of your voice.

◆◆ 3 STRETCH AND SHRINK 2 minutes

- Guide practice with each word. Use each word in a language pattern.
- Repeat, mixing group and individual turns, independent of your voice.

wink-wwiiinnnk-wink Watch me *wink* at you. Show me a *wink*.
tree-trrreeee-tree The cat is up in the . . . (tree).

4 VOCABULARY 2 minutes

- Touch under the koala and the kangaroo.
This is a story about kangaroos and koalas.
Look at the picture. Touch the kangaroo.
Look at the picture. Touch the koala.
Kangaroos and koalas have pouches on their stomachs.
What do you think the pouches are for?
- Think aloud with students about kangaroos and koalas.

5 ACCURACY AND FLUENCY BUILDING 3 minutes

- For each word, guide saying the underlined part, blending the whole word, and then reading the word.
- Repeat with group and individual turns, independent of your voice.
- Have students read each row, giving students time to think before each response.

6 TRICKY WORDS 2 minutes

★ New Tricky Words: couldn't, wouldn't, shouldn't

- Introduce "couldn't."
- Have students say the underlined part of the word, say the whole word, then use the word in a sentence.
- Repeat with new Tricky Words "wouldn't" and "shouldn't," then review the Tricky Word "isn't."

★ = Introduction of a new skill, activity, or story

◆◆ = For ELLs and children with language delays, provide repeated and extended practice with the oral language patterns. See page 10 for Tips.

DECODING PRACTICE 1

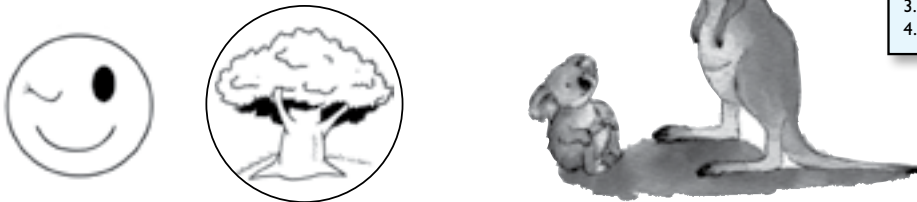
7 DAILY STORY READING

10–15 minutes

Proceed to the Unit 15 Storybook. See Daily Lesson Planning for pacing suggestions.

DECODING PRACTICE 1

1. SOUND AND WORD ROUTINES (cover) a. New Sound Intro/Review b. Sound and Word Racetrack
2. SMOOTH BLENDING, TRICKY WORDS (cards 29, 30, 28)
3. STRETCH AND SHRINK: wink-wwiiinnk-wink, tree-trrrreee-tree



4. VOCABULARY This is a story about kangaroos and koalas. Look at the picture. Touch the kangaroo. Touch the koala. Kangaroos and koalas have pouches on their stomachs. What do you think the pouches are for?

5. ACCURACY AND FLUENCY BUILDING

♥ treat tree three

☺ think trick smack

6. TRICKY WORDS

• couldn't wouldn't

• shouldn't isn't

7. DAILY STORY READING

2

MRS. B'S SMALL GROUP EXPECTATIONS (Reminder)

Begin each daily lesson with a quick review.

1. Sit up.
2. Follow directions.
3. Help each other.
4. Work hard and have fun.

BUILDING MASTERY (Reminder)

Word Error: Sound

If a student misidentifies a sound, point to the sound missed on your decoding practice page. Have everyone identify the correct sound. Have students blend the word again. Mix group and individual turns. Proceed with the lesson but return to the word at least three times.



COMPREHENSION PROCESSES

Remember, Understand, Apply

PROCEDURES

1. Introducing the Storybook

Making Connections, Using Vocabulary—zoo; Priming Background Knowledge

Tell students the title of the book is *Kangaroos*.

Today, we're going to start a new storybook called *Kangaroos*.

Raise your hand if you've ever seen a kangaroo.

Where did you see it? (on TV, in a zoo, in a book . . .)

What do you already know about kangaroos?

2. Introducing the Story

Identifying—Title

Our first story is called "Kangaroo Facts."

What's the title of the story? (Kangaroo Facts)

3. Introducing Vocabulary

Defining and Using Vocabulary—koala, kangaroo, pouch, marsupial

kangaroo

This page shows three pictures.

Touch under the first picture. This is a kangaroo.

What is this? (a kangaroo)

A *kangaroo* is an animal with short front legs and strong back legs.

Kangaroos can hop long distances.

koala

Touch under the next picture. This is a koala.

What is this? (a koala)

A *koala* is a small furry animal that lives in trees.

Koalas are cousins of kangaroos.

That's an interesting fact. What animals are koalas related to? (kangaroos)

Many people think that koalas are bears.

In fact, we call them koala bears, but they are not bears.

pouch

Touch under the next picture. This is a pouch. What is this? (a pouch)

A *pouch* is like a pocket. Mother kangaroos and mother koalas carry their babies in pouches.

See page 17 for how the vocabulary word "marsupial" is taught within the context of the story.



Kangaroo Facts

by Jessica Sprick

illustrated by Anna-Maria L. Crum

Chapter 1, Marsupials.....	5
Chapter 2, I Think I See	8

Vocabulary Words



kangaroo

A kangaroo is an animal with short front legs and strong back legs. Kangaroos can hop long distances.



koala

A koala is a small furry animal that lives in trees. Koalas are cousins of kangaroos.



pouch

A pouch is like a pocket. Mother kangaroos and mother koalas carry their babies in pouches.

See the Unit 15 Teacher's Guide for how to teach the vocabulary words: kangaroo, koala, pouch, marsupial.

4

STORY 1, DUET

DUET STORY READING INSTRUCTIONS

Students read from their storybooks. The teacher reads the small text, and students read the large text and picture words.

PACING

- 4- to 5-Day Plans: Have students do the first reading of Duet Story 1. Then proceed to repeated readings of Solo Story 2.
- 7- to 12-Day Plans: Have students do the first *and* repeated readings of Duet Story 1.



COMPREHENSION PROCESSES

Remember, Understand, Apply

PROCEDURES

1. First Reading


- Have students practice reading the picture words {kangaroo} and {leaves}.
- Read the small text to students.
- Prompt students to read the large text together. Guide with your voice, only as needed.
Put your finger under the first big word and read.
(This is a {kangaroo}.)
- Echo read the student text and complete the sentences with expression, as appropriate. Demonstrate reading with expression at a rate slightly faster than students' rate. Compliment students on smooth, accurate, and expressive reading.
- Ask the comprehension questions and discuss the story as indicated by the gray text. If students have difficulty with a comprehension question, think aloud with them or reread the portion of the text that answers the question.

2. Repeated Readings

- Repeat the story, as appropriate.
- Mix group and individual turns on the student-read text, independent of your voice.

Kangaroo Facts

CHAPTER 1
Marsupials

This is a .

Look at the picture.

Does a kangaroo have eight legs? No, a kangaroo doesn't have eight legs. So it isn't a spider.

Does a kangaroo have six legs? No, a kangaroo doesn't have six legs. So it isn't an insect either.



INTRODUCING VOCABULARY—marsupial

The word “marsupial” is introduced and taught in the text of the story.

FOCUS ON VOCABULARY—marsupial


Classifying, Inferring
After completing the page, say something like:

Wow! You just learned a great word—*marsupial*. Say the word again. (marsupial)

Now you know a lot about animals. You know that a fly is an . . . insect.

What is a kangaroo? (a marsupial)

Can you think of another animal that is a marsupial?

A  is a marsupial.

A marsupial is a type of animal with four legs. Most marsupials have pouches on their stomachs. After a marsupial has a baby, the baby stays in the mother's pouch for a few months while it grows.

Look at the picture. Touch the kangaroo's stomach.¹ Does it have a baby in its pouch? (yes)²
What is a kangaroo? (a marsupial)³


- 1 Remember: Identifying—What
- 2 Remember: Identifying
- 3 Understand: Using Vocabulary—marsupial

Note: Questions focus students on important story elements and provide prompts for story discussions. Student answers provide guidance, not verbatim responses.

STORY 1, DUET

Kangaroos, koalas, and opossums are all marsupials. Kangaroos, like most marsupials, live in Australia and nearby islands. They live in many different places—in the desert, grasslands, rocky hills, and sometimes even in trees!

I see a .

I think I see a .

near the trees.



That  sees the .

He could eat the .

Most kangaroos sleep during the day and eat at night. They eat mostly plants.

What did you learn about most kangaroos? (They sleep during the day. They eat at night. They eat plants.) 1

6

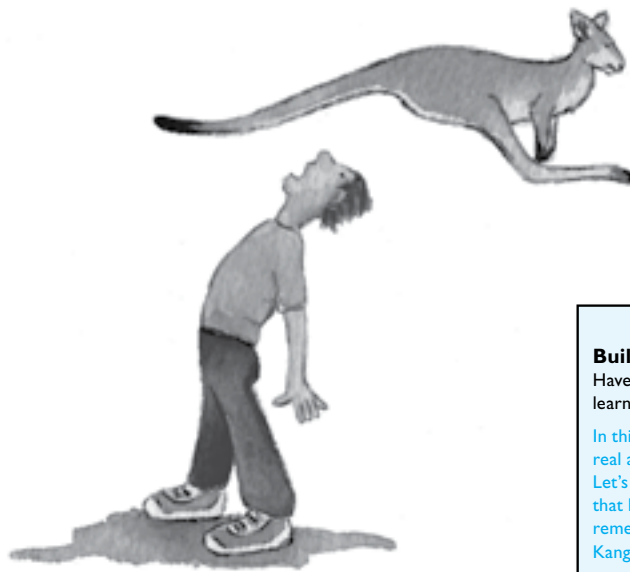
CORRECTING ERRORS

(Reminder)

If students make decoding errors during Story Reading, gently correct by providing the correct word, then have students reread the sentence. Practice the word in between readings.

1 Remember: Identifying—Facts; Summarizing

Kangaroos are the largest of all marsupials, sometimes growing up to seven feet tall! Kangaroos hop on their back legs to get from one place to another. Big kangaroos can hop up to 40 miles per hour. They can hop more than six feet high! A big kangaroo could hop right over a tall man. What do you know about kangaroos? (They are very fast. They can hop very high.) ¹



FACT SUMMARY

Building Knowledge

Have students summarize what they've learned on the last reading.

In this story we learned facts—things that are real about kangaroos.

Let's see what we remember. I remember that kangaroos have four legs. What do you remember?

Kangaroos:

- are marsupials
- stay in their mothers' pouches when they are little
- live in Australia
- sleep during the day
- eat plants
- can hop over a man
- are fast

I think a  can run very fast.

I think a  can jump very high!



1 Remember: Identifying—Facts; Summarizing

How to Teach the Lessons

Teach from this section. Each instructional component is outlined in an easy-to-teach format. Special tips are provided to help you nurture student progress.

Decoding Practice 1

- Storybook Introduction
- Story 1, Solo
- Skill Work Activity 1a
- Comprehension Work Activity 1b
- Story 2, Solo
- Comprehension Work Activity 2

Decoding Practice 2

- Story 3, Solo
- Comprehension Work Activity 3
- Story 4, Solo
- Comprehension Work Activity 4

Decoding Practice 3

- Story 5, Solo
- Story Summary
- Comprehension Work Activity 5a
- Skill Work Activity 5b
- Story 6, Solo
- Comprehension Work Activity 6

Decoding Practice 4

Review Solo Stories

BUILDING INDEPENDENCE

Next Steps • Principles of Instruction

For Units 21–38, follow the scaffolded principles of instruction below.

Provide demonstration and/or guided practice only with:

- New sounds
- Pattern words with new sounds
- New Tricky Words
- New multisyllabic words

Provide independent practice (practice without your assistance or voice) on:

- New and review pattern words with known sounds
- Review Tricky Words
- Review multisyllabic words

If students make errors, provide appropriate corrections.

- Have students identify any difficult sound and then sound out the word. Provide discrimination practice.
- Reintroduce difficult Tricky Words based on the initial introduction procedures.

If students require your assistance on words with known sounds, evaluate placement and consider a Jell-Well Review.



DECODING PRACTICE I

1 SOUND REVIEW

Note: Rotate easy cards in and out of practice.

2 NEW SOUND INTRODUCTION

★ New sound: /ou/ as in “cloud”

- Introduce the new sound /ou/ as in “cloud.”

Say something like:

The letters ou say /ou/ as in “cloud.” Tell me the sound. (/ou/)

Look at the Heart Rows. All the words have your new sound . . . (/ou/).

Say any underlined sound and then read the whole word.

- Provide repeated practice. Mix group and individual turns, independent of your voice.

3 NEW SOUND INTRODUCTION

★ New sound: /ow/ as in “cow”

- Introduce the new sound /ow/ as in “cow.” Say something like:

There are two spellings for the sound /ow/—o-u as in “cloud” and o-w as in “cow.”

Look at the Square Row. All the words have your new sound, /ow/, spelled with o-w.

Tell me the sound. (/ow/)

Say any underlined sound and then read the whole word.

- Provide repeated practice. Mix group and individual turns, independent of your voice.

4 ACCURACY AND FLUENCY BUILDING

- Have students say any underlined part, read the word, and practice the column.
- Provide repeated practice. Mix group and individual turns, independent of your voice.

5 MULTISYLLABIC WORDS

- Have students sound out each word to themselves and then read the word.
- Provide repeated practice. Mix group and individual turns, independent of your voice.

6 TRICKY WORDS

New Tricky Words: “Rain,” “woman,” “English,” “Again”

- ★ For the Tricky Word “Rain,” help students determine what says /ai/.

Look at the first Tricky Word. It says “Rain.” “Rain” isn’t really tricky. It has a pattern that you haven’t learned yet. Stretch out the word “Rain.” /Rrrainnn/

What sound do the letters a-i make? /ai/

- For the remaining words, have students read the word to themselves, then say the word following the appropriate sentence prompt below.

A word for a grown-up girl is . . . *woman*. Mrs. [Shinn] is a . . . *woman*.

People born in the United States are American. People born in England are . . . *English*.

Please read the Tricky Words . . . *again*.

- Have students read the row. Repeat, mixing group and individual turns, independent of your voice.

7 DAILY STORY READING

Proceed to the Unit 36 Storybook. See Daily Lesson Planning for pacing suggestions.

8 COMPREHENSION AND SKILL WORK ACTIVITY 1 AND/OR ACTIVITY 2

See pages 20, 21, and/or 25.

◆◆ FOR ENGLISH LANGUAGE LEARNERS AND CHILDREN WITH LANGUAGE DELAYS

Throughout Decoding Practice and Extra Practice, provide repeated use of the language patterns—both within and outside of lessons. See page 10 for tips.

DECODING PRACTICE I

UNIT 36 DECODING PRACTICE I (For use with Stories 1 and 2)



1. SOUND REVIEW Use Sound Cards for Units 1–35.

★2. NEW SOUND INTRODUCTION Introduce /ou/ as in “cloud.” For each word, have students say any underlined part, then read the word.

♥	★ <u>ou</u>	<u>sound</u>	<u>clouds</u>	<u>ground</u>
♥♥	<u>out</u>	shouted	about	around

★3. NEW SOUND INTRODUCTION Introduce /ow/ as in “cow.” For each word, have students say any underlined part, then read the word.

■	★ <u>ow</u>	<u>how</u>	<u>down</u>	<u>town</u>	<u>shower</u>
---	-------------	------------	-------------	-------------	---------------

4. ACCURACY/FLUENCY BUILDING For each column, have students say any underlined part, then read each word. Next, have students practice the column.

▲	<u>houses</u>	●	<u>however</u>	✈	<u>lick</u>
	<u>safety</u>		<u>indoors</u>		<u>leak</u>
	<u>planet</u>		<u>everyone</u>		<u>luck</u>
	<u>ever</u>		<u>everywhere</u>		<u>like</u>

5. MULTISYLLABIC WORDS Have students silently figure out each word and read it aloud.

☆	summer	happening	expected
---	--------	-----------	----------

★6. TRICKY WORDS See the Teacher’s Guide for how to introduce each word. Next, have students silently figure out each word and read it aloud.

✍	★Rain	★woman	★English	★Again
---	-------	--------	----------	--------

7. DAILY STORY READING

◆◆ SENTENCE SUGGESTIONS

Use gestures for “in” and “out,” “around,” “up,” and “down.”

♥♥ out – I came in. He went . . . out.

♥♥ around – We walked . . . around the block.

■ down – The opposite of up is . . . down.

■ town – Let’s go to . . . town.

▲ ever – He said, “I won’t ever tell a lie.”

☆ expected – We looked at the dark clouds and expected it to rain.

☆ happening – She asked, “What’s . . . happening?”



Sentence Suggestions: If a sentence is included, use it *after* decoding the individual word. The sentences may be used to build oral language patterns and vocabulary. Use of sentences also emphasizes that words have meaning.

STORYBOOK INTRODUCTION

1 INTRODUCING THE STORYBOOK AND THE TITLE PAGE

Identifying—Title, Priming Background Knowledge, Classifying

Vocabulary—Fact, Fiction

Ask students what they already know about the words “fact” and “fiction.”

Say something like:

You already know that a fact is something . . . that is real.

In the last unit, you learned that fiction is something that is . . . made up.

Your new book is called *Fact or Fiction*.

What kind of story was “The Case of the Missing Ring,” fact or fiction? (Fiction)

How could you tell?

What kind of story was “A Dry Desert Home,” fact or fiction? (Fact)

Predicting

Unit 36 is “Weather Tales.”

What kinds of stories do you think are in this unit?



2 INTRODUCING VOCABULARY

Vocabulary—Cloud, Rain, Shower, Storm

Cloud

Put your finger under the first picture.

- ★ What do you already know about a cloud?

This is a definition for a cloud.

A *cloud* is something that floats high in the sky. A cloud is made up of tiny drops of water.

Clouds are an important part of this story.

Rain

Put your finger under the next picture.

What do you already know about rain?

This is a definition for rain.

Rain is water that falls in drops from the clouds.

Shower

Put your finger under the next picture.

A *shower* is a short fall of rain. In a shower, it doesn't rain very long.

Storm

Put your finger under the next picture.

A *storm* is a strong wind with rain, ice, or snow.

Weather Tales

Illustrated by Ilene Richard and Eldon Doty

Rain, Rain, Go Away
By Marilyn Sprick

The Grumpy Groundhog
By Jessica Sprick and Marilyn Sprick

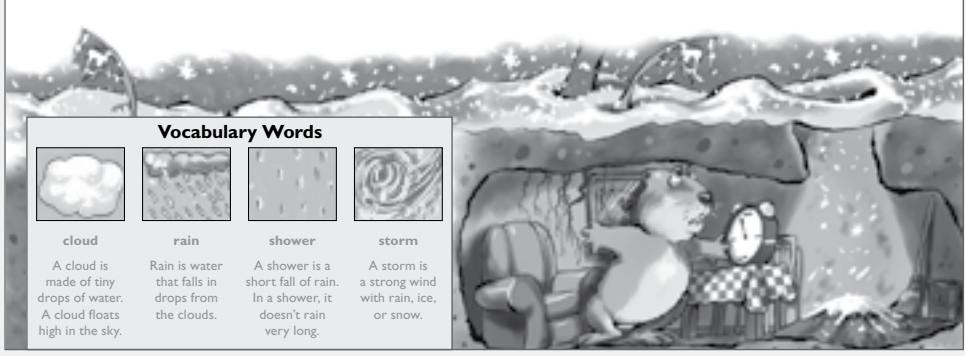
Flip, Flop, Kerplop
By Shelley V. Jones

UNIT 36 STORIES





Rain, Rain, Go Away
Introduction 6
Chapter 1, An Afternoon Shower 7
Chapter 2, Come Again Another Day..... 9
Chapter 3, It's a Fact! 11

The Grumpy Groundhog
Chapter 1, A Foolish Fear 13
Chapter 2, A Sunny Winter Day..... 15
Story Summary 18

Flip, Flop, Kerplop..... 19
Storybook Decoding Review 21




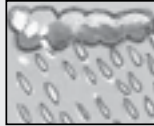


Vocabulary Words

			
cloud A cloud is made of tiny drops of water. A cloud floats high in the sky.	rain Rain is water that falls in drops from the clouds.	shower A shower is a short fall of rain. In a shower, it doesn't rain very long.	storm A storm is a strong wind with rain, ice, or snow.

4

5

Vocabulary Words

			
cloud A cloud is made of tiny drops of water. A cloud floats high in the sky.	rain Rain is water that falls in drops from the clouds.	shower A shower is a short fall of rain. In a shower, it doesn't rain very long.	storm A storm is a strong wind with rain, ice, or snow.

Defining Vocabulary—Cloud, Rain, Shower, Storm

STORY 1, SOLO

SOLO STORY READING INSTRUCTIONS

Students read from their own storybooks.

PACING

- 3- to 4-Day Plans: Have students do the first reading of Solo Story 1. Then proceed to repeated readings of Solo Story 2.
- 6- to 10-Day Plans: Have students do the first *and* second readings.



COMPREHENSION BUILDING: DISCUSSION QUESTIONS AND TEACHER THINK ALOUDS

- Ask questions and discuss text on the *second* reading when indicated in the storybook in light gray text.
- Encourage students to answer questions with complete sentences and to elaborate when appropriate.
- If students have difficulty with a comprehension question, think aloud with them or reread the portion of the story that answers the question. Then, ask the question again.

PROCEDURES

1. First Reading

- Have students individually whisper read the story using their fingers to track text.
- After students complete the first reading and before the second reading, have students practice a few paragraphs. First demonstrate expressive reading for students, then give individual turns. Acknowledge student efforts.

2. Second Reading

- Mix group and individual turns, independent of your voice. Have students work toward an accuracy goal of 0–2 errors. Quietly keep track of errors made by all students in each group.
- After reading the story, practice any difficult words.
- If the group has not reached the accuracy goal, have the group reread the story, mixing group and individual turns.

3. Repeated Readings

a. Timed Readings



- Once the accuracy goal has been achieved, have individual students read the page while the other children track the text with their fingers and whisper read.

Time individuals for 30 seconds and encourage each student to work for a personal best.

- Count the number of words read correctly in 30 seconds (words read minus errors). Multiply by two to determine words correct per minute. Record student scores.

Note: If a student is unable to read with close to 100% accuracy, the personal goal should be accuracy. If the student is unable to read with accuracy, evaluate group placement and consider a Jell-Well Review.

b. Partner Reading



During students' daily independent work, have them do Partner Reading.

STORY I, SOLO

fiction = something that is made up
fact = something that is real

FINGER TRACKING
(Reminder)

Continue having children track the large text with their fingers.



Rain, Rain, Go Away

Introduction

When someone makes up a story, the story is called fiction. The stories about the detectives, Zack and Alexander, were fiction. Bats do not have hats. Raccoons do not have wedding rings, and zebras are not detectives.



When you read this next story, it may be hard to tell whether it is fact or fiction.

6

CHAPTER I

An Afternoon Shower

When does this story take place?¹The chapter is called “An Afternoon Shower.” A shower is a light rain.²So what do you think this story is about?³



One summer day in a small English town, clouds began to darken the sky. It had been a dry summer. The people looked up at the clouds and said, “The rain will be welcome!”

Why were the people looking forward to the rain?⁴

7

- ❶ **Identifying—When** (The story takes place in the afternoon.)
- ❷ **Teacher Think Aloud, Using Vocabulary—Shower**
- ❸ **Inferring** (The story is about a light rain in the afternoon.)
- ❹ **Inferring, Explaining** (The people were looking forward to the rain because it had been a dry summer.)

STORY I, SOLO

The people expected an afternoon shower. However, when the rain started to fall, it was more than just a shower.



The people could hear funny sounds all around them. Whack! Plop, plop, plop! Plop, plop, whack! Everyone ran indoors.

Where did the people run?¹ Why do you think they ran indoors?²

8

**FOCUS ON
VOCABULARY,
VISUALIZING,
CLASSIFYING**

After completing the page, say something like: Close your eyes. Imagine there is an afternoon shower.

Now imagine that you hear funny sounds all around you. Listen. "Whack! Plop, plop, plop! Plop, plop, whack!"

You run indoors. Could this be something that really happened to people? (Yes)

Could this be fact?

Could it be fiction?

At this point, the story could be fact or fiction.

1 Identifying—Where (The people ran indoors.)

2 Inferring (The people ran to get out of the rain.)



How to Teach the Lessons

Teach from this section. Each instructional component is outlined in an easy-to-teach format.

Exercise 1

- Unit and Story Opener: Bats, The War Between Birds and Mammals
- Vocabulary
- Story Reading 1
With the Teacher: Introduction, Chapter 1
On Your Own: Chapter 2
- Comprehension and Skill Activities 1, 2

Exercise 2

- Story Reading 2
With the Teacher: Chapter 3
- Story Comparison: Focus Lesson
- Comprehension and Skill Activities 3, 4

Exercise 3a

- Exercise 3b: Focus Lesson
- Story Opener: Incredible Flying Machine
- Vocabulary
- Story Reading 3
With the Teacher: Chapter 1
- Comprehension and Skill Classification Chart

Exercise 4

- Vocabulary
- Story Reading 4
With the Teacher: Chapter 2
On Your Own: Chapter 3
- Comprehension and Skill Activities 5, 6

Exercise 5a

- Exercise 5b: Focus Lesson
- Vocabulary
- Story Reading 5
With the Teacher: Chapter 4
- Comprehension and Skill Activities 7, 8

Exercise 6

- Story Reading 6
With the Teacher: A Bat's Life (Fluency)
- Written Assessment

Note: Lessons include daily homework.



**Included
in this
overview**

EXERCISE 5a

1 SOUND REVIEW

Use selected Sound Cards from Units 1–14.

2 ACCURACY AND FLUENCY BUILDING

- For each task, have students say any underlined part, then read the word.
- Set a pace. Then have students read the whole words in each task and column.
- Provide repeated practice, building accuracy first, then fluency.

B1. Rhyming Words

Have students read each word set and identify what's the same about them.

E1. Tricky Words

- For each Tricky Word, have students use the sounds and word parts they know to silently sound out the word. Use the word in a sentence to help with pronunciation.
- If the word is unfamiliar, tell students the word.

lose	You can't always win. Sometimes you . . . <i>lose</i> .
losing	The Red Team was behind. They were . . . <i>losing</i> .
cycle	All plants and animals have a life . . . <i>cycle</i> .
suited	Stella looked nice in her dress. The color . . . <i>suited</i> . . . <i>her</i> .
heart	The organ that pumps blood through your body is the . . . <i>heart</i> .
tongues	Snakes have long, forked . . . <i>tongues</i> .
southern	The opposite of northern is . . . <i>southern</i> .
especially	I like to eat fruit . . . <i>especially</i> . . . <i>apples</i> .

- Have students go back and read the whole words in the column.

3 MULTISYLLABIC WORDS

For each word, have students read the syllables, then the whole word. Use the word in a sentence, as appropriate.

nocturnal	An animal that is active at night is . . . <i>nocturnal</i> .
superb	The chocolate cake was . . . <i>superb</i> .
shallow	The water wasn't deep. It was . . . <i>shallow</i> .
company	Jason started his own toy . . . <i>company</i> .
remarkable	The circus performers did . . . <i>remarkable</i> . . . <i>stunts</i> .
importance	The rules were listed in order of . . . <i>importance</i> .

4 MORPHOGRAPHS AND AFFIXES

- Have students read the underlined part, then the word.
- Repeat practice with whole words, mixing group and individual turns. Build accuracy, then fluency.

5 GENERALIZATION: READING NEW WORDS IN PARAGRAPHS

- Have students read the paragraph silently, then out loud. Tell students to use the sounds and word parts they know to read any difficult words.
- Repeat practice, as needed.

PACING

Exercise 5a should take about 10 minutes, allowing about 10 minutes for the Focus Lesson.

EXERCISE 5a

Incredible Flying Machine

Unit 14 Exercise 5a

Use before Chapter 4

1. SOUND REVIEW Use selected Sound Cards from Units 1–14.

2. ACCURACY/FLUENCY BUILDING For each column, have students say any underlined part, then read each word. Next, have them read the column.

A1 Mixed Practice	B1 Rhyming Words	C1 Related Words	D1 Word Endings	E1 Tricky Words
roosts	mate	locate	<u>sh</u> rink <u>ing</u>	lose
<u>pow</u> der	rate	location	<u>beet</u> les	losing
<u>weath</u> er	migrate	echolocation	<u>warm</u> er	cycle
creep <u>y</u>	kind	pollen	breathe	suited
A2 Compound Words	mind	pollinate	breath <u>ing</u>	heart
daytime	blind	pollinating	hibernate	tongues
farmland			hibernat <u>ion</u>	southern
newborn				especially

3. MULTISYLLABIC WORDS Have students read each word part, then read each whole word.

A noc•tur•nal	nocturnal	su•perb	superb
B shal•low	shallow	com•pa•ny	company
C re•mark•a•ble	remarkable	im•por•tance	importance

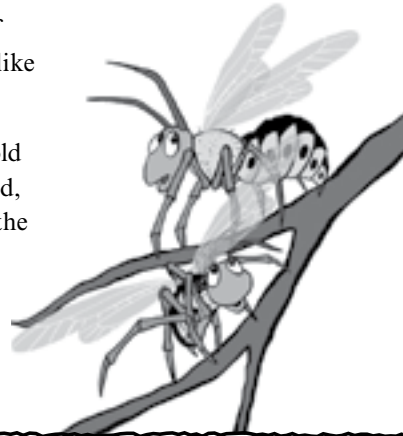
4. MORPHOGRAPHS AND AFFIXES Have students read each underlined part, then the word.

suscept <u>ible</u>	populat <u>ions</u>	supr <u>is</u> ingly	ext <u>in</u> ction
---------------------	---------------------	----------------------	---------------------

5. GENERALIZATION Have students read the paragraph silently, then out loud. (New words: common, jacket, approaches, active)

Ants and wasps have many things in common. Like ants, there are thousands of different types of wasps. One type of wasp is the yellow jacket. Just like ants, yellow jackets live in colonies.

Unlike ants, yellow jackets cannot survive in cold areas. As winter approaches, the workers die of cold, and the queen leaves to find shelter. In the spring, the queen becomes active and builds a new colony.



©2009 Sopris West Educational Services. All Rights Reserved.

19

MASTERY TEACHING/ DISCRIMINATION PRACTICE

Repeated Practice (Reminder)

Provide repeated practice on each task. If you hear an error, gently correct the whole group with a demonstration and/or guided practice. Move to another skill or task, then return to the difficult item many times—mixing group and individual turns, independent of your voice. When a task is easy, build speed of recognition.

Remember, practice makes perfect! And practice builds fluency.



EXERCISE 5b (Focus Lesson)



FACT SUMMARY

PURPOSE

The purpose of this lesson is to provide explicit instruction in how to use notes to write a fact summary. The lesson prepares students for Comprehension and Skill Work. Students do not write in their books.

COMPREHENSION PROCESSES

Remember, Understand, Create

PROCEDURES

1 INTRODUCTION

Identifying—Topic, Fact; Defining and Using Vocabulary—endangered

Explain the purpose of the lesson. Say something like:

Remember, a fact summary is a great strategy for remembering and understanding interesting information. Look at your Focus Lesson. It shows a chart that we can use to write down and remember what we learned about bumblebee bats. This chart has been filled out for us. Read the topic. (the bumblebee bat)

Now, let's review the facts that we learned about this little bat.

Look at the first fact box. What did we learn about the bumblebee bat?

(It's the smallest bat in the world. Its wings are six inches wide.)

Repeat with each fact box.

2 WRITING A FACT SUMMARY

Identifying—Topic; Using Vocabulary—endangered; Generating Ideas; Word Choice

- Guide writing a topic sentence. Say something like:

Now we can use the chart to write a fact summary about bumblebee bats.

We always start with a topic sentence. The topic sentence tells what our paragraph will be about.

We can start with the topic and then write an interesting sentence.

We could say, "The bumblebee bat is small."

That sentence is a little dull. I think I'll make it more interesting by adding something more about the bat's size. I could write, "The smallest bat is the bumblebee bat."

That's still a little dull. What else could we add? (It's the smallest bat in the world.)

That's much better.

Write "The smallest bat in the world is the bumblebee bat."

Everyone, read the topic sentence. (The smallest bat in the world is the bumblebee bat.)

That's a great topic sentence. It tells us what the paragraph will . . . (be about).

- Demonstrate and guide selecting and writing the facts.

Now we need to write facts about the topic. Look at the boxes.

We've already used the information about the bumblebee bat being the smallest bat.

What else could we include? (It has wings that are six inches wide.)

Let's start with "A bumblebee bat . . ."

After the word "Fact," write "A bumblebee bat has wings that are only six inches wide."

- Have students review the remaining facts and select or combine facts to complete the fact summary.

Write something like: "It has big ears and a pig-like nose. The bumblebee bat is endangered. There are only 130 of these small carnivores left in the world."

PREP NOTES

To demonstrate how to write a fact summary, use an overhead of page 20 in student *Exercise Book 3*, write on a transparency placed over the page, or use a paper copy.

PACING

Exercise 5b should take about 10 minutes.

EXERCISE 5b (Focus Lesson)

3 CHECK AND CORRECT

Have students read the paragraph and assist as you check and correct the paragraph.

Incredible Flying Machine

Unit 14 Exercise 5b (Focus Lesson)
Use after Exercise 5b and before Chapter 4



Fact Summary



1 What did we learn about the bumblebee bat?

Topic: the bumblebee bat.

Fact 1

- smallest bat
- wings 6 inches wide

Fact 2

- big ears
- pig-like snout

Fact 3

- carnivores
- eat spiders and insects

Fact 4

- endangered
- only 130 left

2 Use the facts to write a fact summary about the bumblebee bat.

Topic Sentence: The smallest bat in the world is the bumblebee bat.

Fact: A bumblebee bat has wings that are only six inches wide.

Fact: It has big ears and a pig-like nose.

Conclusion: The bumblebee bat is endangered.



COMPREHENSION PROCESSES

Understand, Apply, Analyze

PROCEDURES

Introducing Vocabulary

★ common ★ nocturnal ★ roost, pollen

- For each vocabulary word, have students read the word by parts, then read the whole word.
- Read the student-friendly explanations to students as they follow with their fingers. Then have students use the vocabulary word by following the gray text.
- Review and discuss the photos and illustrations.



“The key to a successful vocabulary program is to use both formal and informal encounters so that attention to vocabulary is happening any time and all the time” (McKeown & Beck, p. 21, 2004).

Encourage students to use vocabulary words from *Read Well 2* throughout the day. Here are some suggestions for keeping words alive in your classroom.

Thumbs Up: When a student spontaneously uses a new vocabulary word, give the student a thumbs up.

Vocabulary Stars: Keep a list of vocabulary words on a bulletin board or chart. When you hear a student use a word, put his or her name and a star next to the word.

Rotate words from previous units in and out of practice.

Vocabulary Stars

nocturnal ★ Leah ★ Kelton

classify ★ Aref ★ Ranelle

obviously ★ Molly ★ Mychal

WITH THE TEACHER

Chapter 4

Vocabulary

★ **com·mon**

Something that is **common** happens a lot. Something that is common can be found in many places.



Many people have dogs for pets. What is a **common** pet?¹

★ **noc·tur·nal**

An animal that is active at night is **nocturnal**.

When do owls hunt?² What kind of animal is an owl?³



★ **roost**

A **roost** is a place where birds and other animals rest or sleep.

Some birds use hollow trees for their **roost**. What are some other places birds might use for their roost?⁴

pol·len

Pollen is a yellow powder made by plants. Pollen helps plants grow seeds.

Bees gather **pollen** as they fly from flower to flower. What do flowers make that helps them grow seeds?⁵



Bees help pollinate plants as they fly from flower to flower. That means they move the pollen from one plant to another.

★ = New

96

USING VOCABULARY

- 1 **Understand: Using Vocabulary—common** (Dogs are common pets. Cats are common pets.)
- 2 **Understand: Explaining** (Owls hunt at night.)
- 3 **Analyze: Classifying; Apply: Using Vocabulary—nocturnal** (An owl is a nocturnal animal.)
- 4 **Apply: Using Vocabulary—roost** (Birds might use a bird house for their roost.)
- 5 **Understand: Using Vocabulary—pollen** (Flowers make pollen.)



CHAPTER 4 INSTRUCTIONS

Students read Chapter 4 with the teacher.

COMPREHENSION PROCESSES

Understand, Analyze

PROCEDURES**1. Reviewing Chapter 3****Explaining—Facts, Using Vocabulary—except**

Have students turn to page 91. Quickly discuss the questions from Chapter 3, Setting a Purpose. Say something like:

Yesterday, you read Chapter 3 on your own. Let's see what you learned.

Where do bats live? (They live everywhere, except where it's too cold.

They live in cities, in the country, in trees, in people's houses . . .)

What's the smallest bat? (The bumblebee bat is the smallest bat.)

What's the largest bat? (The flying fox is the largest bat.)

How does a vampire bat eat? (It bites sleeping animals and drinks their blood.)

**2. Introducing Chapter 4****Identifying—Title**

- Have students read the chapter title.
- Ask the gray text questions under the chapter title.

3. First Reading

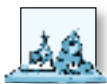
- Ask questions and discuss the story as indicated by the gray text.
- Mix group and individual turns, independent of your voice. Have students work toward a group accuracy goal of 0–6 errors. Quietly keep track of errors made by all students in the group.
- After reading the story, practice any difficult words. Reread the story if students have not reached the accuracy goal.

4. Second Reading, Short Passage Practice: Developing Prosody

- Demonstrate expressive, fluent reading of the first two paragraphs.
- Guide practice with your voice.
- Provide individual turns while others track with their fingers and whisper read.
- Repeat with one paragraph at a time.

**CORRECTING
DECODING
ERRORS**

During story reading, gently correct any error, then have students reread the sentence.

5. Partner or Whisper Reading: Repeated Reading

Before beginning independent work, have students finger track and partner or whisper read.

6. Comprehension and Skill Work

Tell students they will do Comprehension and Skill Activities 7 and 8 after they read Chapter 4. Guide practice, as needed. For teacher directions, see pages 90 and 91.

7. Homework 5: Repeated Reading



INCREDIBLE FLYING MACHINE

Chapter 4

Little Brown Bats

Why do you think the author included a whole chapter about little brown bats?¹
 Look at the headers. What do you think you will learn about little brown bats?²

Little Flying and Eating Machines

The most common bat in North America is the little brown bat. These flying machines are found all the way from southern Alaska to Mexico and across Canada and the United States.



Little Brown Bat

Of course, little brown bats have brown fur. Their wingspan is about eight to ten inches. They have small ears and 38 sharp little teeth—all the better to catch insects with.

Little brown bats are eating machines. These carnivores eat moths, wasps, beetles, and mosquitoes. A little brown bat can eat 1,200 mosquitoes in just one hour! For their small size, they eat an enormous amount of food. You would have to eat about 240 apples in one day to eat as much as a brown bat.

What bat are you most likely to see? Why?³ Name two interesting facts about little brown bats.⁴

COMPREHENDING AS YOU GO

- 1 **Analyze: Drawing Conclusions** (Little brown bats must be important. Little brown bats must be very interesting. Maybe there are little brown bats where the author lives . . .)
- 2 **Apply: Using Headings, Inferring; Understand: Using Vocabulary—colony, life cycle** (We will learn what little brown bats eat, what their colonies are like, how they hibernate, what their life cycle is like, and why they are important.)
- 3 **Apply: Inferring; Explaining; Using Vocabulary—common** (We are most likely to see a little brown bat because it is the most common bat in North America.)
- 4 **Understand: Summarizing—Facts** (Little brown bats have 38 sharp little teeth. They can eat 1,200 mosquitoes in just an hour . . .)

Educators across the country are building the foundation for sustained reading success with Voyager's *Read Well*®, a K-2 reading and language arts curriculum that differentiates instruction for every student. Through a strategic blend of whole class activities and small group support, students become skillful, independent readers. Endorsed by CASE, *Read Well* also aligns with the Common Core State Standards.

Dedicated to the success of every student, Voyager provides core programs and comprehensive interventions that adapt to the needs of diverse populations, empower educators, and accelerate students to grade-level proficiency and beyond.



Cambium
LEARNING®
Group

Voyager

800-547-6747
www.voyagerlearning.com



facebook.com/voyagerreadwell

