

Zip-a-Dee-Doo-Dah!

Jell-Well Review Plan

For *Read Well 1* Students

Go back to easy units to:

Build automaticity on known skills.

Each day of your review:

1. Practice all vowels to date.
2. Practice Decoding Practice 4.
3. Do repeated readings of Solo Stories.

For Units 1–10

Decoding Practice 4

Sound Rows: Fun Practice Options

1. Choral read two rows at a comfortable pace.

- Option: Time how long it takes the group to read.
- Option: Circle a hard sound, say it three times.

2. Repeat at a slightly faster pace.

- Option: Students try to beat their time.

3. Individual turns (Rotate turns each day)

- Time and chart number of sounds/30 seconds.

For Units 1–10

Pattern Rows: Fun Practice Options

1. For each word in a row or column:

Have students sound each word.

(iiiit, iiinnn, tiiinnn, Tiiimmm)

Go back to the beginning of the row or column and count:

1, 2, 3 (it) 1, 2, 3 (in) 1, 2, 3 (tin) 1, 2, 3 (Tim)

Go back to the beginning of the row or column and count.

1, 2 (it) 1,2 (in), 1,2 (tin) 1, 2, 3 (Tim)

Go back to the beginning of the row or column and have students read each word just as if they were talking.

(it, in, tin, Tim)

Other Practice Options: boys/girls, big voices/little voices, my turn/your turn

Remember to periodically mix in individual turns.

For Units 11–38

Pattern Columns (Rhyming) • Fun Practice Options

Have students read in the rhythms below.

1. **ats, ats, Hats**
ats, ats, Cats
ats, ats, Nat's
ats, ats, That's

2. Read each word on the count of 3.

1, 2, 3—Hats
1, 2, 3—Cats
1, 2, 3—Nat's
1, 2, 3—that's

3. My turn, your turn (establishes pace).

hats, cats, Nat's, that's

Mix in individual turns.

For Units 5–38

Tricky Word Rows

1. 1, 2, 3—**wasn’t**

1, 2, 3—**said**

1, 2, 3—**has**

1, 2, 3—**the**

1, 2, 3—**a**

2. Read each word on the count of 2.

Errors • Correct the specific error.

Reads “has” for “his”

(Point to the vowel. Have students read the sound. Then reread the word)

Reads “when” for “then”

(Point to “th.” Have students read the sound. Then reread the word)

Read other words and go back to the hard word at least 3 times. Add the minimal pair of words into whiteboard practice: then/when, etc.

Solo Story Reviews • Keys to Fluency

Daily Solo Story Reading is essential. Consider reviewing Solo Stories before and after Decoding Practice.

1. Model a sentence or two for expression.
(We are practicing for a professional recording.)

2. Choral read the story one or two times.

3. Partner reading for accuracy. Teach error counting.
(Partners count errors on fingers.)

4. Partner reading for expression.
(Partners compliment.)

5. Audio record. Personal goal (wcpm).
(Send recordings to someone!)

One-to-One Checkouts for the Lowest

Each day, have the student read a page to a
an older student volunteer . . .

Chart practice.

Use a simple chart. Once accurate, begin timings.

Group	Unit 20 Story 2	Unit 20 Story 4	Unit 20 Story 6	Unit 21 Story 2	Unit 22 Story 4	Unit 22 Story 6
Marie	1 error	0 errors	0 errors		46 wcpm	50 wcpm
Andrew	3 errors	1 error	0 errors		52 wcpm	56 wcpm
Shelly	0 errors	1 error	1 error			
Joshua	4/2 errors	2 errors	2 errors	0 errors	0 errors	46 wcpm
Taneesha	3 errors	0 errors	0 errors	44 wcpm	44 wcpm	46 wcpm

Unit 21: Strong Pass Goal = 49

One-to-One Checkouts for the Lowest

Use the repeated reading charts from *RW 1 Extra Practice*.
Use passages from extra practice, and/or Fluency Boosters.

Retest periodically during your review . . . to see:

Strong Pass, Strong Pass, Strong Pass . . .

“It has been a lot of work, but I think it has all been worth it. I am very excited about these kids having a firm foundation and being able to be successful readers . . .

“The kids were excited to read their letters. One of the kiddos was reading it over and over to himself. He finally said ‘Hey, I can read this!’ So cute and exciting to see that they are excited about reading.” — Teacher Comment