



# Using Read Well K-2

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# What is Read Well?



- ▶ Read Well is a research-based, field tested, literature program that incorporates all 5 components of reading: phonics, phonemic awareness, fluency, vocabulary, and comprehension.
- ▶ New skills and concepts are taught through the gradual release of responsibility: teacher modeling, varying levels of guided practice, and independent practice.
- ▶ Whole group (K only) and small group components complement each other, scaffolding students learning and giving them repeated opportunities to practice and develop mastery of skills.



# A Focus on Fluency

- ▶ *The Read Well program develops fluency through several avenues:*
  - *by assisting students to achieve mastery of letter sound relationships and other phonics skills*
  - *with immediate application of those skills in oral readings of decodable text*
  - *with repeated and timed readings*
  - *with coaching of expressive reading*
- ▶ *Additionally, struggling readers are provided with opportunities to develop fluency through extra practice lessons and proper placement into small groups.*

# Factors That can Affect Implementation

- ▶ Students (Predictors: Phonemic Awareness; Knowledge of Letter Names)
- ▶ Time (Administrative Support; Scheduling; Coordination between programs)
- ▶ Teacher (Management; Attitudes & Beliefs; Use of time)



# Routines and Procedures

- ▶ There are several routines and procedures that must be taught to students and followed consistently to ensure success with the program.
  - Small Group Expectations
  - Smooth and Bumpy Blending Cards
  - Sound and Word Cards
  - Providing Explicit Instruction
  - Decoding Books and Magazines
  - Student Storybooks

# Small Group Expectations

- ▶ Small group rotations are fast and focused!
- ▶ Teach what you expect kids to do (sit down quietly, sitting up straight, hands in lap, ready to learn).
- ▶ Have a routine for how you start your group to make transitions easier.
  - Start with a song (Read Well CD of songs) or Sound and Word cards or Smooth and Bumpy Blending cards.
- ▶ What does a Read Well lesson look like?
  - Example video:  
<http://www.teachertube.com/video/read-well-211374>

# Smooth and Bumpy Blending

- ▶ CRITICAL blending and segmenting practice
- ▶ Purpose: Provides practice in identifying sounds in words.
- ▶ Helps students distinguish between “sounding out smoothly” and “stopping between sounds”.\*

BLENDING CARD 8



see

Who do you see? (I see [you].)



see

# Sound and Word Cards

- ▶ How to use
- ▶ How to organize
- ▶ Important sounds
  - “th”, “w”, “e”, “r”
- ▶ “Tricky words”
- ▶ Do daily with each group
- ▶ These are a QUICK routine (should be done in less than a minute)!



# Provide Explicit Instruction

- ▶ I Do
  - Teacher modeling
- ▶ We Do
  - Guided practice
- ▶ You Do
  - Independent practice
  - Allow students to work independent of your voice!
  - Have child return to a difficult skill at least 3 times
  - Highlight their accomplishments and give specific praise

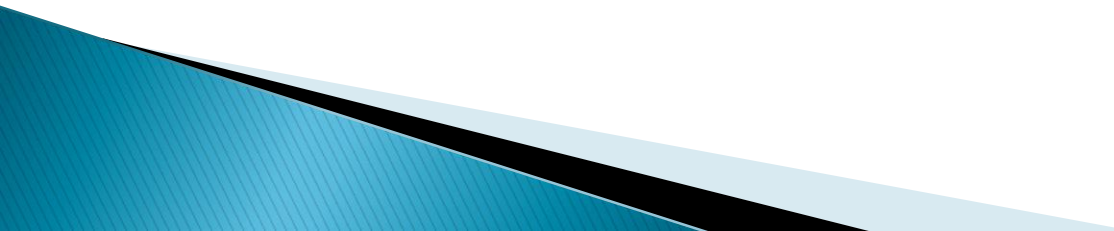
# Decoding Books and Magazines

- ▶ Kindergarten has paper magazines.
  - These are consumable, kids will write in them and will take them home at the end of the unit.
- ▶ 1<sup>st</sup> and 2<sup>nd</sup> Grade uses Decoding Books
  - These are NOT consumable, please don't let kids write in them!
- ▶ The decoding practice goes along with the guided reading practice, it is important to pace yourself so they don't get out of sync.
  - Most kids take 4–8 days to finish a unit, it is more important for them to have a solid foundation in these skills than it is to get through the units quickly!

# Kindergarten Magazine Routines

- ▶ Cover page
  - Do this every day!
- ▶ Decoding practice
  - Blending Cards
  - Stretch and Shrink (slinkies)
  - Sound and Word Cards (daily)
    - My turn/your turn routine
- ▶ Game board
  - Ways to adapt for different groups
  - Play together and have them play alone
- ▶ Reading passages
  - Read together, partner read, read alone
  - In later units you can focus on punctuation, voice, and comprehension.

# Decoding Book Routines

- ▶ There is more than 1 unit in each book.
    - Post-it note flags are a great way to mark the page and allow kids to turn to the correct page quickly!
  - ▶ Sound poem and stretch and shrink are similar to Kindergarten.
  - ▶ Decoding practice:
    - It is important to practice this together, but also to give students opportunities to read independent of your voice!
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# Student Story Books

- ▶ Build schema through building vocabulary
  - Vocabulary folders (Kindergarten)
  - Lots of non-fiction text
- ▶ Parts of the storybook
  - Duets
  - Solos
    - Should be read a variety of ways (echo read, read together, partner read, read independently).
    - Repeated readings and even timed reading can be helpful.
  - Story Summaries
  - Decoding Review
- ▶ Extra reading practice
  - [www.clarkness.com](http://www.clarkness.com)

# End-of-Unit Assessment

- ▶ Administered individually after students complete each unit
- ▶ Used to determine if students are ready to move on to next unit or move up/down a group
  - Tracking your data: Notebooks vs. Packets
- ▶ How to assess
  - Units 6 & 16 are where the assessments change
- ▶ Jell-Well Reviews
  - A Periodic review of previously learned materials
    - This helps to build students' confidence, avoid information overload, and help students who need just a little extra practice to catch up.
  - Can revisit past magazines, use extra practice pages from teacher's guides, or use Activity Center games

Questions?

# References

- ▶ Cambium Learning Group  
<http://www.voyagerlearning.com/readwell/faq.jsp>
- ▶ Florida Center for Reading Research  
[http://www.fcrr.org/fcrrreports/PDF/read\\_well\\_report.pdf](http://www.fcrr.org/fcrrreports/PDF/read_well_report.pdf)
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