

### CLASSIFICATION OF PROGRAM

**Program Name:** Read Well (K)

**Date of Publication:** 2004

**Publisher:** Sopris West

The program targets instruction on the following essential components:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

This program is being evaluated by the following:

- Multiple Grade:  
(One program rating will be assigned for each relevant item)
- Grade Specific:  
(A separate analysis will be completed for each grade)

The program targets instruction for the following grades:

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Decision Point:

- Meets the criteria for a supplemental program
- Meets the criteria for an intervention program

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	97%			
Phonics	92%			
Fluency				

### Phonemic Awareness

Rating	Criterion	Grade			
		K	1	2	3
●	1. Teaches skills explicitly. (w)	X			
●	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)	X			
●	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)	X			
●	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)	X			
●	5. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next. (w)	X			
●	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)	X			
○+	7. In K, focus is on first the initial sound ( <u>s</u> at), then on final sound, (s <u>a</u> t), and lastly on the medial sound (s <u>a</u> t) in words. In grade 1, focus is on phonemes in all positions. (ss)	X			
●	8. Focuses beginning phonemic level instruction on short words (two to three phonemes; e.g. <i>at, mud, run</i> ). (ss)	X			
●	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)	X			

Tally the number of elements with each rating.

$\frac{8}{(2 \text{ pts})}$  ●   
  $\frac{1}{(1.5 \text{ pts})}$  ○+   
  $\frac{0}{(1 \text{ pts})}$  ○   
  $\frac{0}{(.5 \text{ pts})}$  ○+   
  $\frac{0}{(0 \text{ pts})}$  ○

Total Points/Total Possible Points

$\frac{17.5}{18} = 97\%$

### Comments

#### Sufficient Quality

*Reviewer 1: Students immediately paired with letters in phonemic awareness activities.  
Daily routines of ABC Cheers, songs, etc. to reinforce letter names and sounds.  
Reviewer 2: A variety of phonemic awareness activities (songs, chants, poetry, games, listening) are presented using the following format: 1) show and explain; 2) demonstration; 3) interactive; 4) reinforcement and repetition when appropriate.  
Many opportunities for students to be interactive during instruction.  
Many opportunities for students to use a balance of visual, auditory, and kinesthetic skills.  
Whole group and small group activities are connected to content.*

#### Insufficient Quality

*Reviewer 1: Segmenting (?) is always paired with blending (e.g., Unit 17, day 4- the word cat -segmenting ca together, blending cat)  
Segmenting as indicated on curriculum map includes clapping words in sentences.  
Segmenting syllables in words says syllables.  
Publisher has students hold up fingers for each sound later in program.  
Reviewer 2:*

#### Additional Comments

*Reviewer 1: This program has a whole group piece and the additional small group component.  
Small group is mastery based, whole group is not.  
Small group is where assessments are located.  
Reviewer 2:*

### Phonics Decoding

Rating	Criterion	Grade			
		K	1	2	3
⊙+	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)	×			
⊙+	2. Sequences the introduction of letter sounds, letter combinations, and word parts in combinations, and word parts in ways that minimize confusion. (ss)	×			
●	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	×			
●	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blendings, reading whole words). (w) and (ss)	×			
●	5. Introduces regular words for which students know all the letter sounds. (ss)	×			
⊙+	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)	×			

### Phonics Irregular Words

Rating	Criterion	Grade			
		K	1	2	3
●	1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)	×			
●	2. Controls the number of irregular words introduced at one time. (w)	×			
●	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	×			
⊙+	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	×			
●	5. Pre teaches sight words and incorporates them into connected text. (w)	×			
●	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	×			

Tally the number of elements with each rating.

$$\frac{8}{(2 \text{ pts})} \bullet \quad \frac{4}{(1.5 \text{ pts})} \bullet^+ \quad \frac{\quad}{(1 \text{ pts})} \bullet \quad \frac{\quad}{(.5 \text{ pts})} \circ^+ \quad \frac{\quad}{(0 \text{ pts})} \circ$$

Total Points/Total Possible Points

$$\frac{22}{\quad} / \frac{24}{\quad} = \frac{92\%}{\quad}$$

**Comments**

**Sufficient Quality**

*Reviewer 1: Whole class goes through alphabet 3 times in program, reviewing every 9 units.*  
*Reviewer 2: Hear it-Say it-See it-Say it-Write it-Say it format is used consistently. Constant opportunity for children to repeat after modeled for them.*  
*Vocabulary words both regular and irregular are appropriate for building and extending foundation and background knowledge.*

**Insufficient Quality**

*Reviewer 1:*  
*Reviewer 2:*

**Additional Comments**

*Reviewer 1:*  
*Reviewer 2:*

### Vocabulary

Rating	Criterion	Grade			
		K	1	2	3
●	1. Selects words that are highly useful for passage understanding and/or later learning. (w)	X			
●	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)	X			
●	3. Provides direct instruction of targeted concepts and vocabulary. (w)	X			
○+	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)	X			
○	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)	X			
○	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)	X			
○	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)	X			

Tally the number of elements with each rating.

$\frac{3}{(2 \text{ pts})}$  ●    
  $\frac{1}{(1.5 \text{ pts})}$  ○+    
  $\frac{3}{(1 \text{ pts})}$  ○    
  $\frac{\quad}{(.5 \text{ pts})}$  ○+    
  $\frac{\quad}{(0 \text{ pts})}$  ○

**Comments**

**Sufficient Quality**

*Reviewer 1:*  
*Reviewer 2: Useful regular and irregular words are introduced at appropriate times (students have foundation knowledge needed to blend sounds together in regular words.*

**Insufficient Quality**

*Reviewer 1: Vocab- classmates' name (Unit 1, day 3 p.36)- never explain it to children-is it just getting kids to know kids names in class? Concern that students never retell story, they answer questions but I don't see a lot of the oral language needed to independently retell, sequence story.*  
*Reviewer 2:*

**Additional Comments**

*Reviewer 1: Make sure you go to Lap Book and read directions in it (small gray print). Vocabulary words are explained in context of a story. I can't find where Read Aloud vocabulary is ever reviewed in later lessons, but I really like this activity in Lap Book*  
*Reviewer 2:*



### Comprehension

Rating	Criterion	Grade			
		K	1	2	3
●	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) b providing multiple examples. [NRP, pg. 4-126; pp. 4-100] (w)	X			
●	2. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read. [NRP, pg. 4-108] (w)	X			
○+	3. The text for initial instruction in comprehension; (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)	X			
○+	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)	X			
●	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)	X			
●	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)	X			

Tally the number of elements with each rating.

$\frac{4}{(2 \text{ pts})}$  ●   
  $\frac{2}{(1.5 \text{ pts})}$  ○+   
  $\frac{\quad}{(1 \text{ pts})}$  ○   
  $\frac{\quad}{(.5 \text{ pts})}$  ○+   
  $\frac{\quad}{(0 \text{ pts})}$  ○

**Comments**

**Sufficient Quality**

*Reviewer 1:*  
*Reviewer 2: Powerful modeling of comprehension through shared reading in whole group/small group instruction. Model is strong to reinforce a deeper level of thinking and consistently questioning what it is we are reading and why.*

**Insufficient Quality**

*Reviewer 1:*  
*Reviewer 2:*

**Additional Comments**

*Reviewer 1: Main idea*  
*Literal: Units 1-6*  
*Inferential: Units 1-5,6*  
*Retell: Unit 5*  
*Prediction: Units 1-5, 6*  
*Making Connections: Units 1-6*  
*Reviewer 2:*