

“ The only way students can be successful is by being able to read independently. Our goal with Read Well is increased opportunities for every student.”

What Is Read Well?

Read Well is a K–2 reading/language arts curriculum for schools that recognize one-size literacy instruction doesn't fit all.

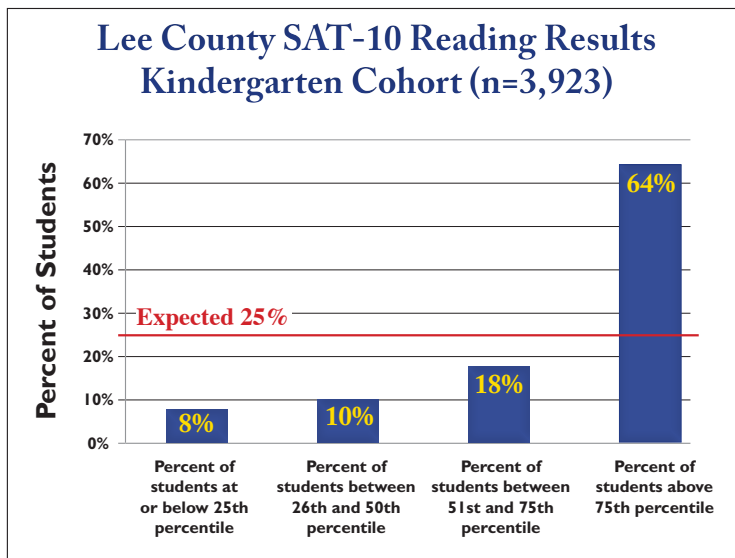
With Read Well's mastery-based instruction and built-in progress monitoring, teachers:

- challenge high-performing students to soar
- stretch average-performing students to be better than just average
- help low-performing students gradually attain grade level

Results

When teachers are taught to use *Read Well* with fidelity, the results confirm our goal of providing a program that provides acceleration, prevention, and intervention. Lee County Florida—a diverse district of 80,000 students (23% LEP, 7% SpEd, 55% Minority, and 43% low SES) posted the following results on the SAT 10 using *RW Kindergarten* as their core and intervention curriculum.

ACCELERATION, PREVENTION, INTERVENTION



In 2010, they achieved similar results on this norm-referenced test:

- 19% of students scored at the 99th percentile, instead of the expected 1% of a normal population
- 63% scored at or above the 75th percentile, instead of the expected 25%
- Only 8% scored below the 25th percentile, instead of the expected 25%

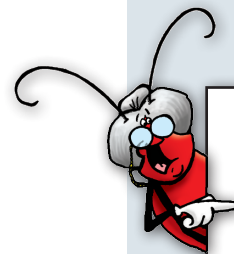
From *Read Well's*
Senior Author
Marilyn Sprick



readwellteachwell.com



*Each child is taught to mastery at an optimum rate — with a full transition into engaging and informative tradebooks such as *Flat Stanley*, *Judy Moody Saves the World*, and *Time for Kids*: Thomas Edison.*



Read Well is now a **comprehensive** K–2 reading language arts series

Core or Intervention? It's Both!

Read Well development was not driven by trends, likes or dislikes, the requirements of one state over another, or the demands of a publisher to please all. Instead, our publisher allowed us to adhere strictly to research-based principles that have been validated for all learners. (See attached reference list.) And it works! *Read Well* works as an intervention but even better as a core curriculum. Differentiated instructional pacing meets the needs of all learners.



Some examples from across the country and Canada:

- **Montgomery Public Schools, Alabama**
Using *Read Well K* and *1* as their core curriculum, the Montgomery Public Schools went from 119th of 130 school districts to 39th using DIBELS as a state-wide measure.
- **Grandview Elementary School, Vancouver, B.C.**
At Grandview Elementary School, nearly half of students are aboriginal and most children come from families living below the poverty line. In 1998, only 21% of students could read at a provincial level at the end of first grade. After adopting *Read Well* as their core and intervention curriculum, 96% to 100% of students consistently perform at a provincial level.
- **Lake Oswego, Oregon School District**
Using *Read Well K* and *1* as their core curriculum, this high socioeconomic district has applied for state waivers to use *Read Well* through two adoption cycles. With parents who demand results, Lake Oswego staff members say, “We stuck with this program because it really works.” Each year, greater than 95% of their students meet or exceed state standards.
- **Montgomery Elementary School; Montgomery, Texas**
Using *Read Well K, 1*, and *2* as their core curriculum, this Title 1 campus was awarded a Distinguished School Award from the Texas Education Association. Only 134 out of more than 1,000 eligible schools received this award with an exemplary rating on the Texas Assessment of Knowledge and Skills (TAKS) for more than three consecutive years. Montgomery staff report, “Each year, all of our students attain grade level by the end of second grade—with the exception of one or two special education students with cognitive delays.”

“*Learning is not to be obtained by chance. It must be sought for with ardor and attended to with diligence.*”

—Abigail Adams

How Does Read Well Get These Results?

There are no magic beans. Every teacher becomes a diagnostician.

Internal Progress Monitoring

Based on quick individualized progress monitoring, teachers adjust instruction based on student need.

Flexible Units

Units can be completed quickly for students who master skills rapidly. These same units can be extended for students who need more practice before moving on.

Collaboration

Read Well works best when adults work in concert. When general education teachers, Title 1 staff, and special education teachers share a common curriculum and communicate regularly, teachers can double up efforts. When instruction is intensified vs. splintered across mismatched supplemental programs, all children learn well.

Every teacher
a diagnostician
and a cheerleader

What Does it Require?

Read Well requires training and support, fidelity of implementation, adequate instructional time, and the collaboration of staff. It isn't easy, but it is effective and worth every minute.

We have been gratified to see parents with hope when there would have been little. We have been delighted to see confident young readers from all walks of life. We have been honored to hear veteran teachers thrilled with the accomplishments of their students.

Every child
learns to
read well.



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