



GRADES K-3

Comprehensive, research-based reading and language arts instruction for grades K-3

Read Well delivers
phenomenal results
and builds
confident students.





What is *Read Well*®?

- A K–3 core reading/language arts curriculum that differentiates instruction for every student
- A K–3 reading intervention for students reading below grade level in the primary grades

This mastery-based solution helps students build the critical skills necessary to be successful readers and learners. Through whole-class instruction, differentiated small-group instruction, and individual student practice, teachers have the flexibility necessary to meet students at their skill levels and adapt instruction accordingly.

Read Well K

- Whole-class activities address different learning styles
- Focus on phonics and phonemic awareness with games, songs, stories, art projects, and handwriting activities
- Small-group instruction focuses on decoding, vocabulary, comprehension, and fluency.
- Composition component provides grade-appropriate, explicit instruction in the writing process, writing traits, and handwriting.



Read Well 1

- Features individualized small-group instruction where students:
 - Practice story reading
 - Learn vocabulary
 - Develop decoding strategies
 - Improve comprehension
 - Increase fluency
- Composition component provides grade-appropriate, explicit instruction in the writing process, writing traits, handwriting, and read-aloud comprehension and vocabulary.
- Spelling and Writing Conventions incorporates complementary whole class instruction for teaching alphabet and spelling routines.



Read Well 2

- Focuses on low-frequency letter/sound associations, word parts, and multisyllabic word fluency
- Expansion of vocabulary, content knowledge, and comprehension skills
- Spelling and Writing Conventions provides whole-class activities focusing on spelling rules, multisyllabic and high-frequency words, vocabulary, editing and word choice, grammar, and mechanics.
- Composition and Whole Class component includes a structured writing program and a daily Read-Aloud program designed to expose students to grade-level text while building community and background knowledge to support reading and writing instruction.



Read Well 3

- Teaches critical comprehension and encoding skills for deeper understanding of content-area text
- Provides modeling, collaboration, and independent practice to develop analytical and abstract thinking skills
- Composition and Whole Class component includes a structured writing program and a daily Read-Aloud program designed to expose students to grade-level text while building community and background knowledge.



Why *Read Well* Works

The features embedded in ***Read Well*** give students a clear path to reading comprehension, mastery, and academic success:

- An **innovative instructional design** with a parallel scope and sequence
- **Multiple entry points** and flexible grouping and pacing
- Differentiated **small-group instruction** and **whole-class activities** that meet all students' needs—from at-risk to accelerated
- Systematic, **explicit instruction** in the five areas critical to reading with understanding
- Unique **sound sequence** based on the most frequently used words
- Additional Composition, Whole Class, and Spelling & Writing components for those needing a **full ELA program**
- Effective **assessment system** to place students, monitor progress, and inform instruction
- Comprehensive **training and implementation support**

Read Well consists of whole-class and small-group instruction. Students are placed into small groups based on assessed skills and must acquire mastery to move on to the next unit.





Who Benefits from *Read Well*?

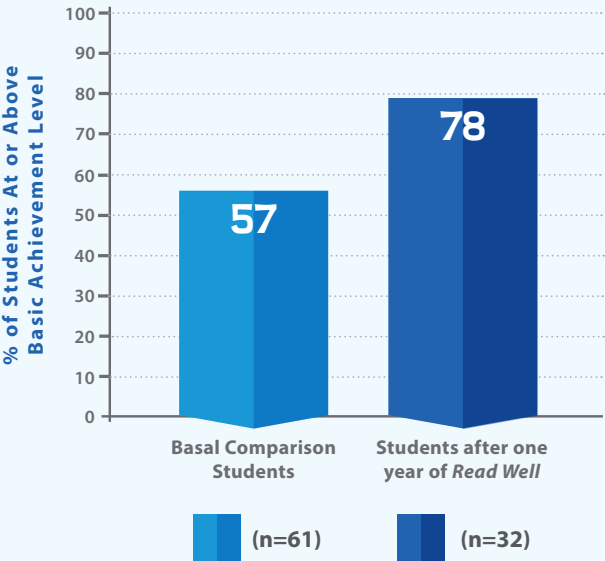
Read Well is designed for **students** in grades K–3.

This research-based program addresses all students’ needs—from low-performing to high-achieving. The program adjusts to each student’s needs—including ELLs and those with learning challenges—allowing students to advance at their own pace.

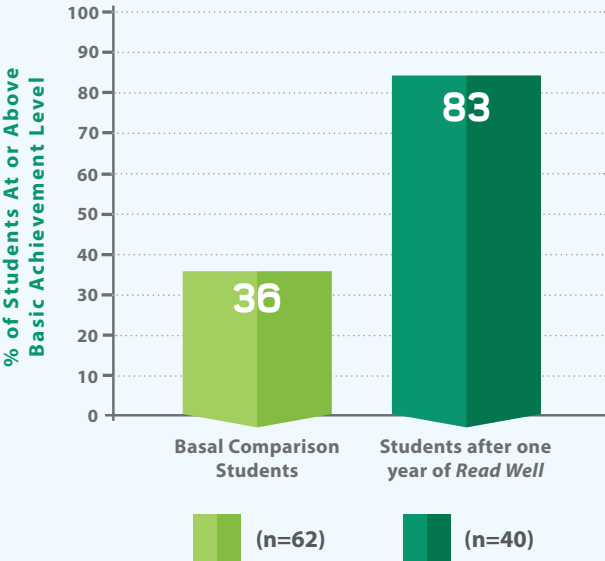
High-risk, grade-level, and accelerated learners using *Read Well* significantly outperform their peers!

In a retrospective evaluation of a Florida elementary school, the performance of students who received *Read Well* instruction was compared to that of students who transferred from another school in the district and had received instruction in a commonly used basal reading program.

Percentage of Students At or Above Basic Achievement Level on FCAT in Spring of Grade 3 After a 2-Year Follow-Up Period



Percentage of Students At or Above Basic Achievement Level on FCAT in Spring of Grade 4 After a 3-Year Follow-Up Period



For the full report, visit voyagersopris.com/readwell

Who Benefits from *Read Well*?

Teachers have continuous progress-monitoring that enables them to differentiate instruction based on individual student needs. They will appreciate the program's comprehensive features:

- **Read Well** reflects current and confirmed research about how students learn to read and on effective teaching strategies
- Aligns with RTI and MTSS by focusing on early intervention to close the achievement gap
- Provides multiple entry points for appropriate student placement
- Incorporates an innovative blend of small-group and whole-class instruction
- Uses a unique sound sequence that enables students to read meaningful text in the first unit
- Offers comprehensive training and implementation support

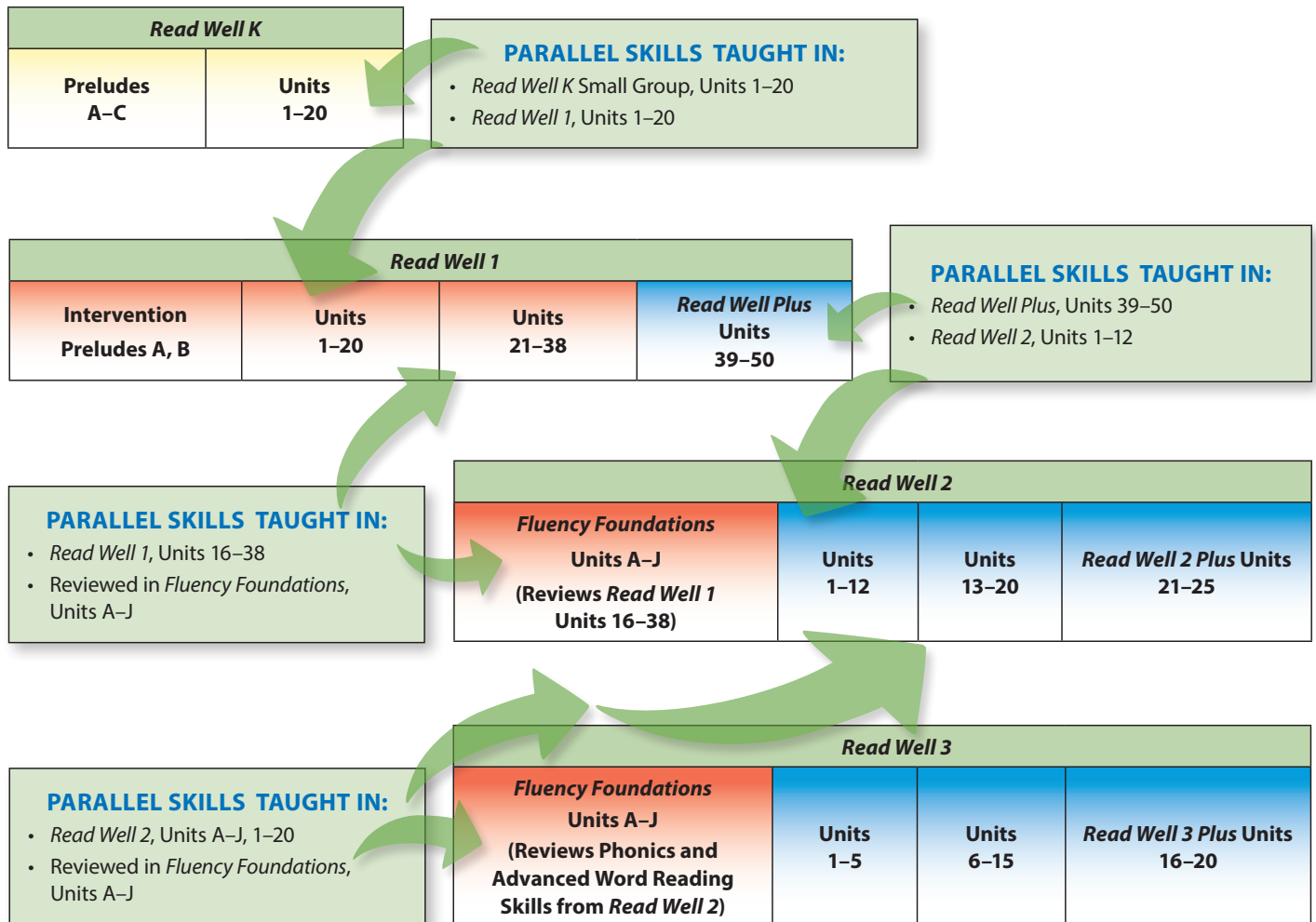


*"The instruction Lee County teachers provide through the **Read Well** kindergarten program has afforded our kindergarten children the opportunity to beat the bell curve. It is very gratifying to find 19 percent of our kindergarten students scoring at the 99th percentile."*

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

Parallel Skills and a Unique Instructional Design

Read Well's instructional design offers an elegantly interwoven blend of whole-class activities and differentiated small-group instruction. The parallel scope and sequence of **Read Well** programs allows teachers to move students back and forth between components to achieve maximum results and enables struggling students to reach benchmark, average students to exceed expectations, and high performers to excel.



Read Well Small Group

What Makes *Read Well* So Successful?

It Starts With Four Essential Steps

STEP 1

Students Are Placed Appropriately

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

ENTRY POINTS

READ WELL K	READ WELL 1	READ WELL 2	READ WELL 3
Prelude A Unit 1 Unit 6 Unit 10 Unit 16 <i>Read Well 1</i>	Prelude A Unit 1 Unit 4 Unit 6 Unit 10 Unit 16 Unit 21 Unit 24 Unit 30 <i>Read Well Plus</i>	Fluency Foundations, Unit A Unit 1 Unit 8 Unit 13	Unit A Unit F Unit 1 Unit 6



STEP 2

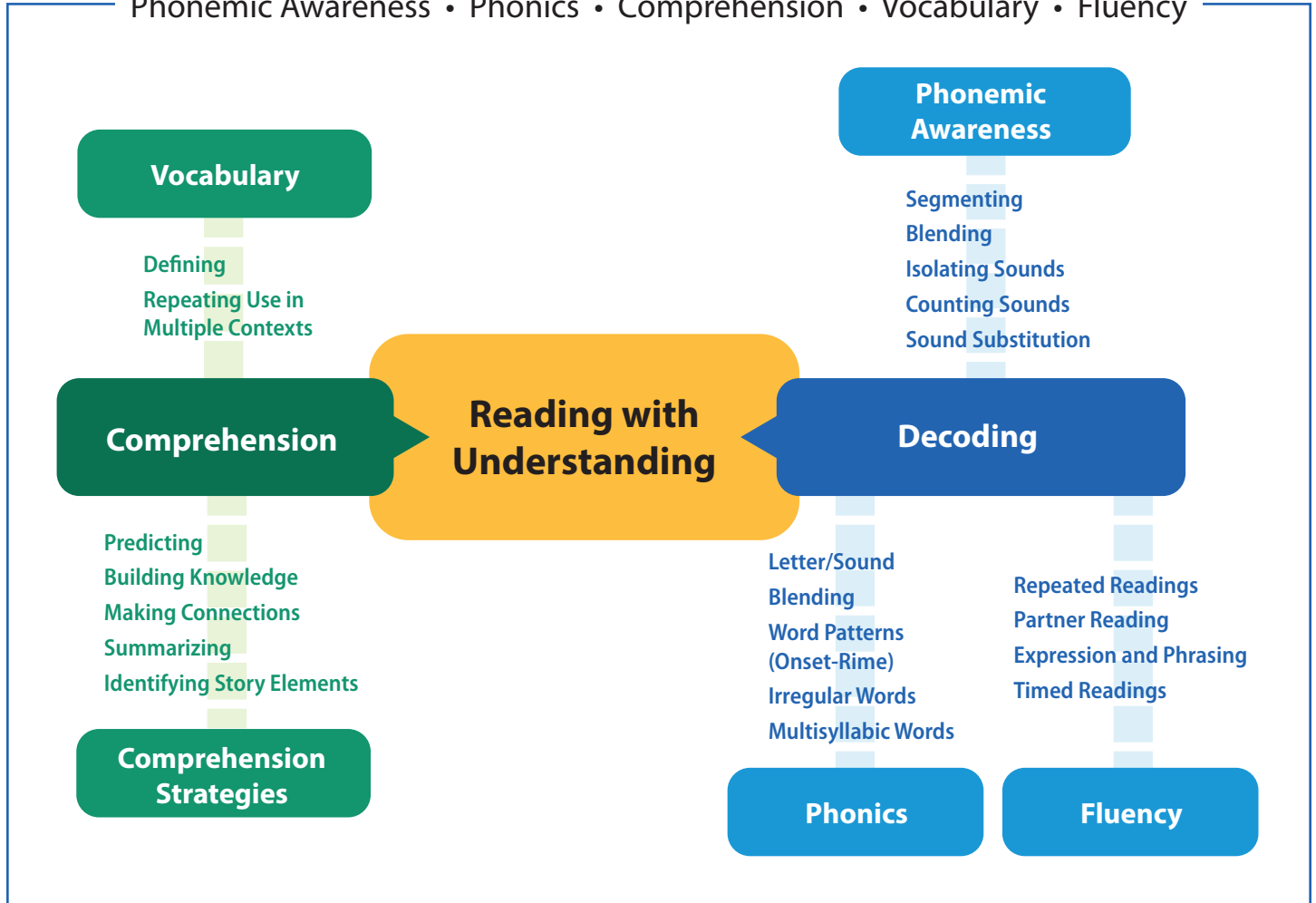
Teachers Deliver Systematic, Explicit Instruction in the Five Key Areas of Reading

Daily lessons include explicit instruction and systematic review. Reading skills are taught daily and all skills are presented within a common context.

Read Well Focuses on the ‘Big Five’

Read Well provides explicit, systematic daily instruction in the five areas critical to reading with understanding:

Phonemic Awareness • Phonics • Comprehension • Vocabulary • Fluency



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

Continuous Progress-Monitoring

STEP 3

Every Student Is Assessed at the End of Each Unit

Teachers use continuous progress-monitoring to assess each student's decoding and/or oral reading fluency at the end of each unit. This allows teachers to:

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



Flexible, Targeted Instruction

STEP 4

Teachers Adjust Instruction and Grouping Based on Data

Teachers can differentiate lesson plans to accelerate students by shortening instruction or intervene with students by lengthening instruction. Every unit guide provides varied lesson plans to accommodate every student's needs.

Example pacing plan from *Read Well 1*

2-Day Plan Acceleration	4-Day Plan Core/Average	6-Day Plan Strategic Intervention	8-Day Plan Intensive Intervention
Day 1 <ul style="list-style-type: none"> Decoding Practice 1 Stories 3 and 4 Skill Work 3 Comprehension Work 4 Homework 1, Story 2 Homework 2, Story 4 	Day 1 <ul style="list-style-type: none"> Decoding Practice 1 Stories 1 and 2 Skill Work 1 Comprehension Work 2 Homework 1, Story 2 	Day 1 <ul style="list-style-type: none"> Decoding Practice 1 Story 1 Skill Work 1 	Day 1 <ul style="list-style-type: none"> Decoding Practice 1 Story 1 Skill Work 1
Day 2 <ul style="list-style-type: none"> Decoding Practice 2 Stories 5 and 6 and Story Summary Skill Work 5 Skill Work 6 Homework 3, Story 6 Homework 4, Storybook Decoding Review 	Day 2 <ul style="list-style-type: none"> Decoding Practice 2 Stories 3 and 4 Skill Work 3 Comprehension Work 4 Homework 2, Story 4 	Day 2 <ul style="list-style-type: none"> Review Decoding Practice 1 Story 2 Comprehension Work 2 Homework 1, Story 2 	Day 2 <ul style="list-style-type: none"> Review Decoding Practice 1 Story 2 Comprehension Work 2 Homework 1, Story 2
	Day 3 <ul style="list-style-type: none"> Decoding Practice 3 Stories 5 and 6 and Story Summary Skill Work 5 Homework 3, Story 6 	Day 3 <ul style="list-style-type: none"> Decoding Practice 2 Story 3 Skill Work 3 	Day 3 <ul style="list-style-type: none"> Decoding Practice 2 Story 3 Skill Work 3
	Day 4 <ul style="list-style-type: none"> Decoding Practice 4 Review Stories 2, 4, and 6 Skill Work 6 Homework 4, Storybook Decoding Review 	Day 4 <ul style="list-style-type: none"> Review Decoding Practice 2 Story 4 Comprehension Work 4 Homework 2, Story 4 	Day 4 <ul style="list-style-type: none"> Review Decoding Practice 2 Story 4 Comprehension Work 4 Homework 2, Story 4
		Day 5 <ul style="list-style-type: none"> Decoding Practice 3 Story 5 Skill Work 5 Homework 4, Storybook Decoding Review 	Day 5 <ul style="list-style-type: none"> Decoding Practice 3 Story 5 Skill Work 5 Homework 4, Storybook Decoding Review
		Day 6 <ul style="list-style-type: none"> Decoding Practice 4 Story 6 and Story Summary Skill Work 6 Homework 3, Story 6 	Day 6 <ul style="list-style-type: none"> Decoding Practice 4 Story 6 and Story Summary Skill Work 6 Homework 3, Story 6
			Day 7 <ul style="list-style-type: none"> Extra Practice 1 Extra Practice Activity 1
			Day 8 <ul style="list-style-type: none"> Extra Practice 2 Extra Practice Activity 2



"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

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 first unit.

300

words make up about

65%

of all written materials.

High-Frequency Words

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

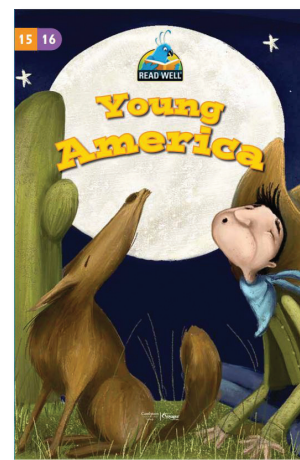
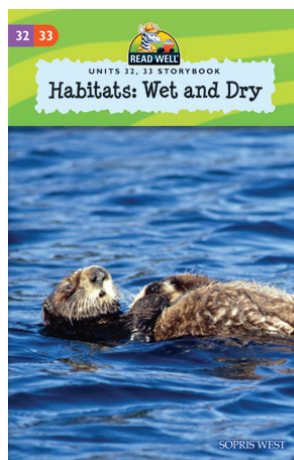
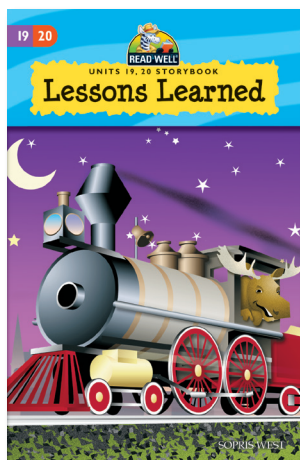
A Wide Variety of Genres and Rich Content

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	ECONOMICS	GEOGRAPHY	U.S. HISTORY
<ul style="list-style-type: none"> • <i>Lessons Learned</i> • <i>Sharing Sheep</i> • <i>An Old Story</i> ... and more 	<ul style="list-style-type: none"> • <i>Communities</i> • <i>From Generation to Generation</i> • <i>Snapshots of the American West</i> ... and more 	<ul style="list-style-type: none"> • <i>Habitats: Wet and Dry</i> • <i>Mapping Our World</i> • <i>The Reef</i> ... and more 	<ul style="list-style-type: none"> • <i>Young America</i> • <i>Harriet Tubman Escapes</i> • <i>Let Freedom Ring</i> ... and more

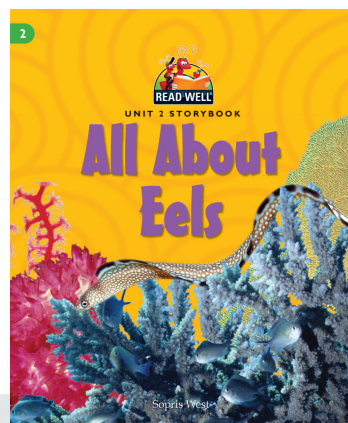
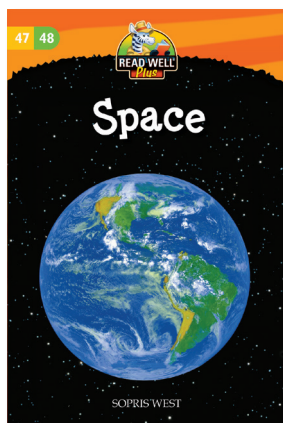


"I don't have to feel like I am teaching to the test. I don't have to pull out test passages and get them to practice the actual things on the test. All these different components really help with the things we have to assess them on later on."

—Rebecca Fairbanks, Kindergarten Teacher,
Springfield Elementary School, Page County, VA

Read Well Addresses National Science Standards

EARTH & SPACE SCIENCE	LIFE SCIENCE	PERSONAL & SOCIAL PERSPECTIVES	SCIENCE & TECHNOLOGY
<ul style="list-style-type: none"> • Space • Wind, Rain, and Sun • Earth Science ... and more 	<ul style="list-style-type: none"> • All About Eels • An Eagle's Nest • Dinosaur Clues ... and more 	<ul style="list-style-type: none"> • A Global Community • Eating Well • Families, Near and Far ... and more 	<ul style="list-style-type: none"> • Wired World • Flight • Inventors ... and more



**More than 70% of
content is nonfiction
and informational text.**

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, comprehension, and spelling and writing.



These Whole-Class Components Support a Full ELA Program:



Read Well Composition

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 Spelling and Writing Conventions

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' writing skills.



Read Well Composition and Whole Class

Read Well Composition for grades 2 and 3 is a Read-Aloud–based, structured writing program that provides grade-appropriate, explicit instruction in the writing process, writing traits, and writing forms.

Whole Class is a daily Read-Aloud program designed to expose students to grade-level text while building community and background knowledge to support reading and writing instruction in **Read Well** and **Read Well** Composition.

Read Well Professional Development

Success Through Ongoing Support

Teaching students how to read and write is a challenging and complex activity that is learned with the help of coaching, and experience.* Professional development for teachers, coaches/mentors, and administrators is integral to the effective implementation of **Read Well**.

Read Well professional development is in-depth and includes initial and ongoing training for teachers, coaches, and administrators. The goal is to build a school district's capacity to sustain quality, long-term implementation.



*"The **Read Well** trainers walked our teachers through the many elements of the program in a hands-on, interactive fashion before school began in August. They returned periodically during the school year to observe implementation and coach teachers. ... They observed **Read Well** in classrooms, met with individual teachers, answered teachers' questions, and provided tips for varying the activities. There is no doubt that [training was] greatly instrumental in **Read Well**'s success in our district."*

—Supervisor of Educational Programs, Cincinnati, Ohio



Credentials of our **Read Well** consultants include:

- Special Education Teachers
- Title I Teachers
- Reading Coaches
- Principals
- Curriculum Coordinators
- Diagnosticians
- Primary Classroom Teachers
- Child Development Instructors

* American Federation of Teachers. (1999). *Teaching reading IS rocket science: What expert teachers of reading should know and be able to do*. Washington, DC: American Federation of Teachers.

CONTACT US: info@voyagersopris.com

To download samples, go to
voyagersopris.com/readwell