

A Quick Start for a Strong Finish

Keys to a Strong Finish

A quick start!

Instruction is the best way to rapidly recover lost skills. Avoid waiting for the kids to remember.

Valid placement procedures

Appropriate placement is critical to later success.

See [Placement Shortcuts](#).

The First Two Weeks of School Instruction, Whole Class

Kindergarten: *RWK* Whole Class, Units 1 and 2

Teach with joy! Teach Units 1 through 4 of *RWK* Whole Class—before adding *RWK* Small Group. **Note:** Span units across weekends so you can devote five days of instruction to each Whole Class unit.



First Grade: *RW1*, Units 1 and 2

Teach Units 1 and 2 to your whole class while completing *Read Well* placement testing. If students had *RWK*, this easy start provides a great way for students to celebrate knowledge, learn classroom routines, and share new stories. (If your students come to school with rich literacy backgrounds, begin with Units 6 and 7.)

Note: *RW1* Units 1 and 2 were designed as Start-Up units for the whole class.



Second Grade: *RW2*, Start-Up Unit

Begin the year with the *RW2* Start-Up Unit and our favorite character, Miss Tam. Follow the 4- to 6-day lesson plans with your homeroom class while teaching students your classroom routines and assessing students for placement in *Read Well*.

Note: The *RW2* Start-Up Unit was developed to get your whole class started. (Supplement this unit with two to four days of your own start-up activities.)



(continued)



The First Two Weeks of School (*continued*)

Complete Assessments for Small Group Instruction

- During the first two weeks of school, use assessment teams or assess five students each day in your homeroom class.
- Use the results of *Read Well* assessments (first-year adoptions) or our recommended Placement Shortcuts for schools (second-year and up adoptions) to determine small group placement.
- Start *Read Well* Small Group using the schedule below. Avoid delay. Do not wait until universal screening is completed (e.g., DIBELS, AIMS Web, I-Steep, etc.).

See [Placement Shortcuts](#).

A NOTE ON DIBELS AND READ WELL

Recommendation from
DIBELS Next coauthor
Ruth Kaminski, Ph.D.

“If you are using a research-based program with a placement test, like *Read Well*, use that to place students in the curriculum!” (personal communication, June 6, 2013; used with permission)

The Third Week of School, Starting Small Groups

- Kindergarten** Continue *RWK* Whole Class instruction. Begin *RWK* Small Group instruction at the completion of *RWK* Whole Class, Unit 4 (about Week 5 of school).
- First Grade** Begin small group instruction by the third week of school.
- Second Grade** Begin small group instruction no later than the third week of school.

FAQ: Why Assess Students Who Were in *Read Well* Last Year?

That’s a great question.

Strong Kids

Some kids pop over the summer. It isn’t unusual to find kids who completed *RWK* Unit 17 in kindergarten ready to begin *RW1* Unit 30.

Wobbly Kids

Some kids need a systematic review to rebuild a foundation that has become wobbly over the summer. Reviews can be done quickly.

See [Pacing Guidelines](#).

