

Read Well K & Read Well 1 Check Sheet

Name of Teacher _____ Grade Level _____ Date _____

Purpose of Program	Observed	Comments
Use of core program shows evidence of instruction in phonemic awareness, phonics, comprehension strategies and skills, vocabulary and fluency.		
Materials – Observable and ready for use -Teacher’s Guide, decoding books/magazines, storybooks, activity books, tools for stretch and shrink, sound and word cards, smooth and bumpy blending cards		
Small Group Expectations – Looks Like -sit up, follow directions, help each other, work hard and have fun -TEAM--talk, effort, ask, move -CHAMPS—conversation, help, activity, movement, participation		
Program Routines – Looks Like Demonstration, guided practice, independent practice -Sound and tricky word flash card warm-up -Decoding books/magazines: stretching and shrinking words, smooth and bumpy blending practice, rhyming or pattern word practice, tricky words reading practice -Storybook reading: finger tracking as reading, eyes on book, students responding to teacher’s questions; duet stories—teacher reads small print, students read big print; solo stories—students read independent of teacher’s voice -Comprehension and skill activities: teacher introduction, students working independently, teacher monitoring and giving feedback		
Student Engagement – Looks Like -Echoing new sound poem -Stretching and shrinking words (physically and verbally) -Finger tracking on decoding pages, in storybooks -Reading out loud, chorally, with a partner, individually		
Key Words to Listen For -My turn/our turn/your turn -Tracking finger on the ___ row -Ready begin -How many sounds do you hear, what sound, what sound..., what word? -Stretch the word, shrink it or say it fast -Bumpy blend/smooth blend		
Practice of Day’s Learning – Looks Like -Partner reading of decoding page/solo stories -Students engaged in extra practice activities (skill pages, fluency passages, Read and Roll, Kaboom, etc.)		
Informal Daily Assessments -Listening to individual students read decoding page, solo stories -Monitoring and giving feedback to each student during decoding, comprehension and skill activities Formal Program Assessments -Placement Inventory -End of Unit Assessment		