

# **Read Naturally SE**

## Teacher's Guide

Version 2.1





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# 1

## Getting Started with Read Naturally SE

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Read Naturally's pioneering programs offer a proven strategy to help struggling readers improve their fluency and comprehension. This chapter provides an introduction to Read Naturally Software Edition (SE), the software version of our reading strategy.

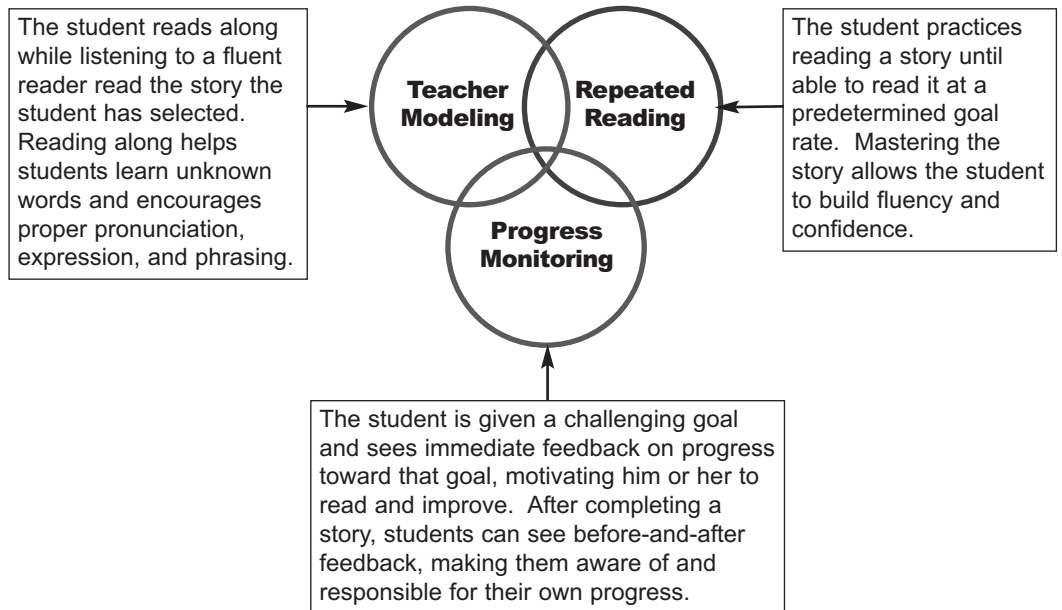
This chapter includes the following information:

- An overview of the Read Naturally strategy on which our products are based.
- Key features and benefits of Read Naturally SE.
- Guidelines for identifying students who need fluency training.
- An overview of the components of Read Naturally SE—Teacher Management, Student Stories, and utility programs.
- A comparison of stand-alone and network installations of Read Naturally SE.
- Instructions for starting and exiting Read Naturally SE.
- Descriptions of the resources available if you need assistance using Read Naturally SE.

# The Read Naturally Strategy

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The Read Naturally strategy combines three research-proven strategies to develop reading fluency.



## Key Features and Benefits of Read Naturally SE

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Students all over the country have made significant improvements in reading fluency and in comprehension scores using the Read Naturally strategy. A number of case studies provide evidence of these successes. If you would like more information about the results of using the Read Naturally strategy, contact Read Naturally or visit our website, [www.readnaturally.com](http://www.readnaturally.com).

In addition to significantly improving fluency and comprehension, the Read Naturally strategy positively impacts other areas of student development. Improvements include the following:

- Increases self-esteem and confidence.
- Gets students excited about reading.
- Encourages students to take responsibility for their own successes.
- Reduces behavior problems.

### Advantages of the Software Edition

Read Naturally SE (Software Edition) provides the same powerful strategy and the same high-interest stories as Read Naturally ME (Masters Edition) but is designed to take advantage of the benefits and added functionality of computers. Some of the advantages of Read Naturally SE include the following:

- A **placement program** that automates the process of determining what reading level and goal is right for each student.
- **Guided steps** with prompts that help students learn what to do next.
- **Professional recordings** of the stories, synchronized with the story text during the read-along step.
- **Vocabulary features**, including spoken definitions of vocabulary words and the ability to click difficult words to hear them spoken.
- **Automatic calculation** of reading scores and automatic scoring of multiple-choice questions.
- Pictures, animations, and sounds that **engage** students.
- **Customization options**, including the ability to skip steps for advanced students and set the amount of time allowed for steps.
- **Extensive reports** that automatically track students' progress and help you determine when students need coaching or changes to their program.

## Identifying Students Who Need Fluency Training

Students who read slowly and laboriously need to improve their fluency. A fluency assessment tool, such as Read Naturally's Reading Fluency Benchmark Assessor, can help you identify such students.

You can also use the information in the table below to draw conclusions and make decisions about the oral reading fluency of your students. Students scoring significantly below the 50th percentile using the average score from two unpracticed readings from grade-level materials need a fluency-building program (such as Read Naturally SE or ME).

### Oral Reading Fluency Norms

Jan Hasbrouck and Gerald Tindal completed an extensive study of oral reading fluency in 2004. The results of their study are published in a technical report entitled "Oral Reading Fluency: 90 Years of Measurement," which is available on the University of Oregon's website: [brt.uoregon.edu/tech\\_reports.htm](http://brt.uoregon.edu/tech_reports.htm).

The table below shows the median oral reading fluency of students in grades 1 through 8 as determined by Hasbrouck and Tindal's data:

| Grade | Percentile | Fall WCPM* | Winter WCPM* | Spring WCPM* |
|-------|------------|------------|--------------|--------------|
| 1     | 90         | 0          | 81           | 111          |
|       | 75         | 0          | 47           | 82           |
|       | 50         | 0          | 23           | 53           |
|       | 25         | 0          | 12           | 28           |
|       | 10         | 0          | 6            | 15           |
| 2     | 90         | 106        | 125          | 142          |
|       | 75         | 79         | 100          | 117          |
|       | 50         | 51         | 72           | 89           |
|       | 25         | 25         | 42           | 61           |
|       | 10         | 11         | 18           | 31           |
| 3     | 90         | 128        | 146          | 162          |
|       | 75         | 99         | 120          | 137          |
|       | 50         | 71         | 92           | 107          |
|       | 25         | 44         | 62           | 78           |
|       | 10         | 21         | 36           | 48           |
| 4     | 90         | 145        | 166          | 180          |
|       | 75         | 119        | 139          | 152          |
|       | 50         | 94         | 112          | 123          |
|       | 25         | 68         | 87           | 98           |
|       | 10         | 45         | 61           | 72           |

\*WCPM = Words Correct Per Minute

| Grade | Percentile | Fall WCPM* | Winter WCPM* | Spring WCPM* |
|-------|------------|------------|--------------|--------------|
| 5     | 90         | 166        | 182          | 194          |
|       | 75         | 139        | 156          | 168          |
|       | 50         | 110        | 127          | 139          |
|       | 25         | 85         | 99           | 109          |
|       | 10         | 61         | 74           | 83           |
| 6     | 90         | 177        | 195          | 204          |
|       | 75         | 153        | 167          | 177          |
|       | 50         | 127        | 140          | 150          |
|       | 25         | 98         | 111          | 122          |
|       | 10         | 68         | 82           | 93           |
| 7     | 90         | 180        | 192          | 202          |
|       | 75         | 156        | 165          | 177          |
|       | 50         | 128        | 136          | 150          |
|       | 25         | 102        | 109          | 123          |
|       | 10         | 79         | 88           | 98           |
| 8     | 90         | 185        | 199          | 199          |
|       | 75         | 161        | 173          | 177          |
|       | 50         | 133        | 146          | 151          |
|       | 25         | 106        | 115          | 124          |
|       | 10         | 77         | 84           | 97           |

\*WCPM = Words Correct Per Minute

## Components of Read Naturally SE

Read Naturally SE includes the following components:

|                           |   |
|---------------------------|---|
| <b>Teacher Management</b> | Teachers use this component to manage student, teacher, and class information, specify student story options, place students in the appropriate level, and print awards and letters. A powerful reporting feature lets you track and analyze results for individual students and groups of students.  |
| <b>Student Stories</b>    | Students use this component when working with stories in their reading levels. Student Stories automatically leads the students through the steps of the Read Naturally strategy.   |
| <b>Utilities</b>          | <b>Database utilities</b> make it easy for you to import data, back up data, and check who is logged in. Customers with district server licenses use the <b>district administration utility</b> to maintain the district and school names and administrator passwords, manage the licenses for SE levels, and generate a district usage summary report. Customers with school server licenses use an <b>install license utility</b> to add licenses for levels they have purchased. |

## Stand-Alone vs. Network Installation

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You can run the software locally on individual computers (stand-alone installation) or from a server in a local area network environment (network installation). The software is available for both Windows and Macintosh operating systems.

### **Stand-Alone Installation**

With a stand-alone installation, you run the SE applications from each computer's hard drive. Student, teacher, and class data is stored locally on that computer. When students read the stories, the CD containing the stories for their level must be in the computer's CD drive. Since a student's data is stored on the computer where he or she reads the stories, each student must always use the same computer in order to keep his or her results in one place.

### **Network Installation**

With a network installation, the stories, as well as student, teacher, and class data, are stored on a shared central computer called a server. SE client software is installed on workstations that have access to this district or school server. This setup makes it possible for students, teachers, and administrators to work from any workstation that has SE installed and can access the server.

## Starting and Exiting Read Naturally SE

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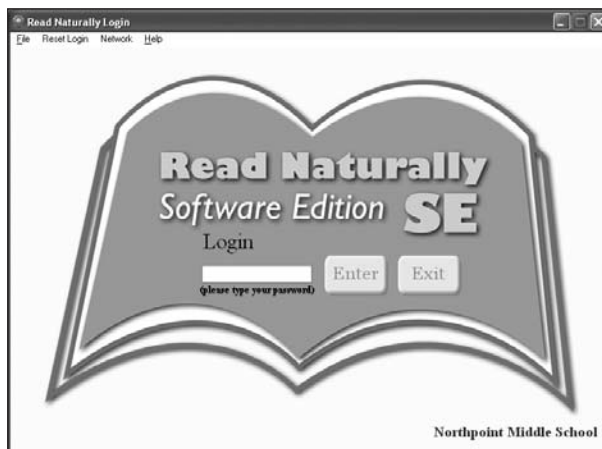
You can start either Teacher Management or Student Stories by double-clicking the same Read Naturally SE icon. This icon is placed on the Windows or Macintosh desktop when the software is installed and is also located in the Read Naturally SE folder. The password you enter when you log in determines whether Teacher Management or Student Stories starts.

### To start Read Naturally SE:

- 1 Double-click the Read Naturally icon on your desktop.



SE checks to see if there are any updates for the SE client software. If updates are available on the server, SE automatically installs them. Then the login screen displays.



- 2 Type your password, and click **Enter**.
  - If you enter a teacher or school administrator password, Teacher Management starts.
  - If you enter a student password, Student Stories starts.

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**Note:** For stand-alone installations, you must insert the appropriate level CD in the computer's CD drive before you log in as a student.

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- For stand-alone and school server installations, the first person who logs in after SE is installed must enter the special password **rnse** to start Teacher Management. This password is intended for one-time use only and no longer works once an administrator password is set up.

### **To exit Read Naturally SE:**

- 1 From either Teacher Management or Student Stories, click **Quit** (or choose **Quit** from the File menu). This returns you to the login screen.
- 2 From the login screen, you can:
  - Click **Exit** to exit Read Naturally SE completely.
  - Log in to Teacher Management with a teacher or school administrator password.
  - Log in to Student Stories with a student password.

## Getting Assistance When You Have Questions or Problems

If you have questions or problems while using Read Naturally SE, you have the following options for getting assistance:

- Check the manuals (*SE Teacher's Guide*, *SE Software Guide*, and *SE Answer Guides*).
- Check the online help (Teacher Management and Student Stories).
- Check the Read Naturally website.
- Contact Read Naturally.

### Check the Manuals

The manuals that ship with Read Naturally SE contain in-depth information for setting up and using the software.

- The *SE Teacher's Guide* is written from a teacher's perspective and includes extensive information for setting up and using the software with students.
- The *SE Software Guide* contains information about installing the software, setting it up for the first time, and administering the information in SE.
- The *SE Answer Guides* list the answers to the quiz questions. Teachers and their assistants can use this guide to check students' answers.

The *SE Teacher's Guide* and the *SE Software Guide* include key word indexes to help you find specific information quickly.

### Check the Online Help

SE Teacher Management and Student Stories both include online help that you can browse or search to find answers to your questions. Much of the information is similar to the topics in the *SE Teacher's Guide* and the *SE Software Guide*.

To view the online help in either Teacher Management or Student Stories, select **Read Naturally Help** from the Help menu. The help opens in a separate window. From this window, you can locate information using the Contents and Search tabs.

|                     |  |
|---------------------|--|
| <b>Contents Tab</b> | Allows you to locate help topics by browsing through a list of the topics available. This option is equivalent to a book's table of contents.  |
| <b>Search Tab</b>   | Provides full-text search capabilities. To search, enter a word or phrase and then either click the <b>Find</b> button or press the Enter key. The search locates all occurrences of the word or phrase throughout the help system and displays a list of help topics found. |

## Check the Read Naturally Website

If you have problems using Read Naturally SE, check the support section of the Read Naturally website:

[www.readnaturally.com/support/](http://www.readnaturally.com/support/)

The support pages include frequently asked questions, knowledgebases, troubleshooting information, updates to the software, electronic files of the manuals, and more.

Other pages on the website contain background information about the Read Naturally strategy, case studies illustrating the effectiveness of the strategy, and information about Read Naturally products and seminars.

## Contact Read Naturally

You can contact Read Naturally with questions, problems, or to order additional products.

|  |  |
|--|--|
| <b>Online Software Support Request</b>   | <a href="http://www.readnaturally.com/support/supportRequest.htm">www.readnaturally.com/support/supportRequest.htm</a> |
| <b>Telephone</b>                         | 651.452.4085 or 800.788.4085   |
| <b>Fax</b>                               | 651.452.9204   |
| <b>E-mail Address for General Issues</b> | <a href="mailto:info@readnaturally.com">info@readnaturally.com</a>   |
| <b>Website</b>                           | <a href="http://www.readnaturally.com">www.readnaturally.com</a>   |
| <b>Office Hours</b>                      | Monday through Friday<br>9:00 a.m. to 5:00 p.m. Central Time   |

# 2

## Using Teacher Management

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The Teacher Management component opens when you log in to Read Naturally SE with a teacher or administrator password. You use Teacher Management to set up and maintain the following information:

- School information—the school name, district name or number, and administrator password.
- Teacher information—the names and passwords of the teachers and teacher assistants who use Read Naturally SE.
- Class information—the names of the classes and the teachers assigned to them.
- Student information, including:
  - Identification and profile information, such as the student's name, ID, password, grade, class, teacher, and characteristics.
  - Story options, including their goal, level, and SE step options.

You can also perform the following tasks from Teacher Management:

- Reset stories if a student has difficulty passing a story.
- Place students in the appropriate level and goal by testing them with sample stories. (For information on placing students, see Chapter 3.)
- Print awards and parent letters for students.
- Print the stories in a level.
- Generate reports to analyze data for the school, classes, teachers, or individual students. (For information on reports, see Chapter 7.)

### Logging In to Teacher Management

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You can log in to either Teacher Management or Student Stories from the same login screen. When you log in with a teacher or school administrator password, Teacher Management starts.

## Changing Your Teacher Information

---

Teachers can change their own name and password. The school administrator can add teachers, delete teachers, and change any of the teachers' names and passwords (see the *SE Software Guide* for more information).

### To change your teacher information:

- 1 Log in with your teacher password.
- 2 Select the Teachers tab.
- 3 Change your name or password as necessary.
- 4 Click **Save**.

## Searching the Class and Student Lists

---

Teacher Management has sort and search features to help you find students and classes. The administrator can also sort and search the teacher list.

|                         |  |
|-------------------------|--|
| <b>To sort a list</b>   | Click a column heading to sort by that column.   |
| <b>To search a list</b> | <ol style="list-style-type: none"><li>1 Click the heading of the column you want to search.</li><li>2 In the Find box at the bottom of the window, type the text you want to search for.</li><li>3 Click <b>Find</b>. The list shows the items that match your search. Click <b>Show All</b> to see the complete list again.</li></ol> |

## Maintaining Class Information

---

Teachers can add, rename, and delete only those classes that are assigned to them. The administrator can add, change, and delete any of the classes.

### To maintain class information:

- 1 Log in with your teacher password.
- 2 Choose the Classes tab.
- 3 Perform any of the following actions:

|                       |   |
|-----------------------|---|
| <b>Add a class</b>    | <ol style="list-style-type: none"><li>a Click <b>Add</b>.</li><li>b Specify a class name.</li><li>c Administrators must select a teacher from the drop-down list to assign the class to him or her. When teachers add classes, the classes are automatically assigned to them.</li><li>c Click <b>Add</b> to add another class, or click <b>Save</b> to return to the class list.</li></ol> |
| <b>Edit a class</b>   | <ol style="list-style-type: none"><li>a Choose the class you want to change.</li><li>b Click <b>Edit</b>.</li><li>c Edit the class as necessary. Teachers can only change the name of the class. Administrators can also change the teacher assigned to the class.</li><li>d Click <b>Save</b>.</li></ol>   |
| <b>Delete a class</b> | <ol style="list-style-type: none"><li>a Choose the class you want to delete. You cannot delete classes with students assigned to them.</li><li>b Click <b>Delete</b>.</li><li>c Click <b>Yes</b> to confirm.</li></ol>  |

## Maintaining Student Information

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If you log in as a teacher, you can add, change, and delete only those students that are assigned to you. If you log in as an administrator, you can add, change, and delete students assigned to any of the teachers.

You can enter an unlimited number of students into the Teacher Management System.

### To maintain student information:

- 1 Log in with your teacher password.
- 2 Choose the Students tab.
- 3 Perform any of the following actions.

|  |  |
|--|--|
| <b>Add a student</b>                               | <p><b>a</b> Click <b>Add</b>.</p> <p><b>b</b> Complete the following required information (blue headings):</p> <ul style="list-style-type: none"><li>■ First Name/Last Name</li><li>■ Grade</li><li>■ Password: This is what the student will enter when logging in. It must be 3 to 14 characters long.</li><li>■ Teacher: If you log in as a teacher, no selection is necessary, since all of the students you add are assigned to you.</li><li>■ Class: Choose the class to which the student belongs. Only the classes assigned to the current teacher are available.</li></ul> <p><b>c</b> You can also provide the following optional information:</p> <ul style="list-style-type: none"><li>■ Student ID</li><li>■ Characteristics (gender and type of student)</li></ul> <p><b>d</b> Click <b>Add</b> to add another student or click <b>Save</b> to return to the student list.</p> <p><b>e</b> Click <b>Yes</b> to set up the student's story options right away (see Chapter 3), or click <b>No</b> to set them up later.</p> |
| <b>Edit a student's identification information</b> | <p><b>a</b> Either double-click the name of a student, or choose a student and then click <b>Edit</b>.</p> <p><b>b</b> Change the student information as necessary.</p> <p><b>c</b> Click <b>Save</b>.</p>   |
| <b>Delete a student</b>                            | <p><b>a</b> Choose the student you want to delete.</p> <p><b>b</b> Click <b>Delete</b>.</p> <p><b>c</b> Click <b>Yes</b> to confirm.</p>   |

## Reassign students

- a Select the students you want to reassign.
  - To select a group of students that are listed together, click the first student, hold down the Shift key, and then click the last student.
  - To select multiple students that are not listed together, hold down the Control key (Windows) or the Command key (Macintosh) and then click the students you want to reassign.
- b Click **Reassign**.
- c Specify the new class and grade to which you want the student assigned. Administrators can also reassign students to another school (district licenses only) and teacher.
- d Click **Save**.
- e Click **Yes** to confirm the changes.

## Resetting Stories for a Student

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If a student is struggling with a story and cannot pass it, you can reset the story and allow the student to try it again later.

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**Note:** Only teachers and the administrator can reset stories. Teacher assistants cannot reset stories.

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### To reset stories for a student:

- 1 Access student options in either of the following ways:
  - Log in with a teacher password to start Teacher Management. From the Student tab, choose a student, and then click **Story Options**.
  - From Student Stories, choose Story Options from the Edit menu. Then enter your teacher password, and click **OK**.
- 2 Choose the Advanced tab.
- 3 Choose the story you want to reset, and click **Reset**.
- 4 Click **Yes** to confirm.
- 5 Click **Save**.

## Printing Awards and Letters

---

Read Naturally SE provides the following documents for communicating with parents:

- A letter introducing the Read Naturally program that you can give to parents when their children begin working with the program.
- A periodic report that tells parents about the progress that their children have made in the Read Naturally program (see Chapter 7 for more information).
- A Super Reader award you can send home to parents when their child completes 12 stories in a level.

You can use awards to keep parents involved in the learning process. After a student passes 12 stories in a level, you may want to staple printed copies of the stories together, attach the award as a cover letter, and ask the student to take the booklet of stories home to read and discuss with his or her parents. Parents can then sign the award, and the student can return the bottom portion to you.

### To print a parent letter:

- 1 Log in with your teacher password.
- 2 From the Students tab, choose a student, and click **Letters**.
- 3 Choose **Parent Letter**, and click **OK**. The parent letter opens in a separate window.
- 4 To print the letter, choose **Print** from the File menu.
- 5 Be sure to sign the letters before sending them home with students.

### To print a Super Reader award:

- 1 Log in with your teacher password.
- 2 From the Students tab, choose a student and click **Letters**.
- 3 Choose **Super Reader Award**, and click **OK**.
- 4 Choose the level for which the student has completed 12 stories, and then click **OK**. The Super Reader Award opens in a separate window with the student's name, the level, and the goal rate he or she achieved.
- 5 To print the award, choose **Print** from the File menu.
- 6 Sign the award, and add comments to personalize it for the student.
- 7 Send the award home with the student, and include copies of the stories he or she completed. For information about printing the stories, see "Printing the Stories in a Level" on the next page.

## Printing the Stories in a Level

---

From Teacher Management, you can print one or more of the stories in a level, including the quiz questions, regardless of which levels and stories students are working in.

### To print the stories in a level:

- 1 Log in with your teacher password.
- 2 From the File menu, choose **Print Stories**.
- 3 Select the level for which you want to print stories. Only licensed levels are shown.
- 4 Select the stories you want to print.
  - To select one story, click the story name.
  - To select all of the stories in a level, click **Select All**.
  - To select a group of stories that are listed together, click the first story, hold down the Shift key, and then click the last story.
  - To select multiple stories that are not listed together, hold down the Control key (Windows) or ⌘ key (Macintosh) and then click the stories you want to print.
- 5 Click **OK**. The selected stories open in your default web browser.
- 6 To print the stories, choose **Print** from the File menu.



# 3

## Working With Students

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This chapter includes the following information:

- A summary of teachers' responsibilities for setting up and using Read Naturally SE with their students.
- Guidelines for setting up your workspace for Read Naturally SE.
- Explanations of the concepts of instructional level and reading rate goal.
- Instructions for placing students in an appropriate level and goal.
- Instructions for setting up story options for students.
- A lesson plan for introducing Read Naturally SE to your students.
- Guidelines for monitoring students and determining when to adjust their levels or goals.

Use the information in this chapter as a guideline. You need to use your knowledge of your students in conjunction with these guidelines to determine the correct level of material and to set developmentally appropriate goals for them.

## SE Teacher Responsibilities

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Teachers have the following responsibilities for setting up and using Read Naturally SE with their students:

- 1 Set up your schedule and workspace, gather the materials you will need, and set up the computers (see below).
- 2 Place the students to determine the appropriate goal and level of material (see "Placing Students" in this chapter).
- 3 Set the story options for the students in Teacher Management (see "Setting Up Story Options for Students" in this chapter).
- 4 Teach behaviors, such as logging on to Student Stories and following the steps (see "Lesson Plan to Introduce Read Naturally SE" in this chapter).
- 5 Monitor the students' progress by timing them every two weeks to make sure the goal rate and reading level of material are correct (see "Adjusting Levels and Goals for Students."
- 6 Communicate with students and parents. Periodically, take time to recognize students' progress and to let parents know how their children are doing. (See "Printing Letters and Awards" in Chapter 2.)

## Setting Up Your Workspace

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You can use Read Naturally SE in a variety of settings, depending upon where computers are available, such as a classroom, media center, or computer lab.

You need to set up your workspace differently depending on whether you install the applications on individual computers (stand-alone setup) or on a server (network setup). With either option, it is helpful to hang a Read Naturally SE poster in the room and to make *SE Answer Guides* available in a central location.

### Materials You Will Need

To use Read Naturally SE, you need the items listed below:

- Computer workstation(s)
- Headphones
- Appropriate level CD for each student (stand-alone installations only)
- *SE Answer Guides* for checking the students' answers to the quiz questions
- Read Naturally SE poster (optional)
- Student folders for copies of the stories, awards, results, etc. (optional)

Read Naturally sells headphones, additional *SE Answer Guides* (one copy is complimentary), folders, and posters. For more information, contact Read Naturally or visit the Read Naturally website at [www.readnaturally.com](http://www.readnaturally.com).

## Stand-Alone Setup

For stand-alone installations of Read Naturally SE, you need to make the CDs for the appropriate levels available to each student. If you have multiple students working in the same level, you may want to purchase enough CD albums to divide the CDs according to level. You can also group the CDs within an album by color (they are color-coded by level). We recommend labeling the spine of the CD albums to indicate which level(s) are included.

In a stand-alone setup, each student should use Student Stories on the same computer every time to keep all of his or her results in one place.

## Network Setup

For network installations of Read Naturally SE, the student does not need access to the CDs. The stories and student results are stored on a school or district server. As a result, students can use Student Stories from any computer that is connected to the network and set up with the SE client software.

Make sure that the SE icon is on the desktop of the computers where students will use Student Stories.

## Poster

You can hang a Read Naturally SE poster on the wall near the computers where the students will work. The poster helps the students understand the process and provides them with helpful tips for using Student Stories.

## SE Answer Guides

You should make *SE Answer Guides* available in a central location where each individual who will pass students (for example, teaching assistants and volunteers) can locate one. The *SE Answer Guides* include the answers to the questions in the quiz step. The computer automatically corrects the multiple-choice questions, but you need to correct the open-ended questions during the Pass step. If you need additional *SE Answer Guides*, you can order extra copies from Read Naturally.

## Levels and Goals

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When you place students, you establish both an instructional level and a reading rate goal that are appropriate for each student. You also select the type of curriculum that best meets the needs of each student. Correctly placing a student is crucial to the student's success in Read Naturally. The combination of instructional level and goal rate should challenge the student without being frustrating.

### Levels

Reading levels indicate the degree of difficulty. Read Naturally assigns levels to its materials, from first to eighth grade reading level, based on the following readability formulas:

- Fry and Spache readability formulas for levels .8 through 2.7.
- Harris-Jacobson readability formula for levels 3.0 through 5.0.
- Dale Chall readability formula for levels 5.6 and above.

When a student begins Read Naturally, use the placement program to place the student in the initial level. The level of reading material needs to be sufficiently difficult to challenge the student with new words and/or more complex sentences. The level of material needs to be easy enough that the student can pass a story after reading along and then practicing the story five to ten times.

As the student continues to work with the program, adjust the difficulty of the reading material to meet the changing needs of the student. For more information, see "Adjusting Levels" in this chapter.

### Types of Curriculum

The following levels and types of curriculum are available for Read Naturally SE:

| Sequenced |     | Phonics | American Manners & Customs, Idioms | Spanish Series |
|-----------|-----|---------|------------------------------------|----------------|
| 1.0       | 4.5 | .8      | 3.0                                | 1.0            |
| 1.5       | 5.0 | 1.3     | 3.5                                | 1.5            |
| 2.0       | 5.6 | 1.8     | 4.0                                | 2.0            |
| 2.5       | 6.0 | 2.3     | 4.5                                | 2.5            |
| 3.0       | 7.0 | 2.6     |                                    | 3.5            |
| 3.5       | 8.0 | 2.7     |                                    | 4.5            |
| 4.0       |     |         |                                    |                |

The **Sequenced Series** is the basic curriculum and is appropriate for any developing or struggling reader. The sequenced levels build fluency and support comprehension and vocabulary growth.

The **Phonics Series** is primarily designed to build fluency. But the Phonics Series also includes features that focus on decoding specific phonics patterns. Each story includes words with the featured pattern, a short audio phonics lesson, and a word list activity.

The **American Manners and Customs Series** is designed to acquaint English language learners with some American manners and customs as they work on reading fluency and comprehension. The stories include extra audio and vocabulary support.

With the **Idioms Series**, both native speakers and English language learners can learn common American idioms as they work on reading fluency. The stories include extra audio and vocabulary support.

The stories in the **Spanish Series** are translations of the corresponding stories in the English-language Sequenced Series. Spanish-speaking students can work through a level in Spanish before working through the same level in English.

## Goals

The reading rate goal is the number of words a student must read correctly per minute in order to pass a story. For each student, you set a predetermined goal that is appropriate for his or her current reading ability. The goal needs to be sufficiently high to require the student to practice reading the story many times in order to achieve the goal rate, but not so high that the student becomes frustrated.

After you have set the initial goal for students, they usually keep that goal for at least six stories, typically about two weeks. You can adjust the goal as the students' reading fluency improves. For more information, see "Adjusting Goals" in this chapter.

## Placing Students

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Read Naturally SE includes a placement program that automates the process of determining what level and goal are appropriate for a student. The placement program's recommendations are guidelines. Select the goals and levels best suited for students.

The table on the right shows the guidelines the placement program uses to determine which level is appropriate. To determine the goal, the placement program adds 40 to the student's score for grades 5 and above and 30 to the score for grades below 5. The goal is then rounded up or down to the nearest 5 to make it easier for students to work with their goals.

Beginning readers can start in Read Naturally level .8 or 1.0 when they know beginning sounds and can recognize approximately 50 words. The initial goal is typically around 50 wcpm in level .8 and about 60–70 wcpm in level 1.0.

| Placement Testing Level | Scores in This Range Indicate a Potential Fit |
|-------------------------|---|
| 1.0 to 3.0              | 30 – 60 wcpm                                  |
| 3.5 to 5.0              | 60 – 80 wcpm                                  |
| 5.6 to 7.0              | 80 – 100 wcpm                                 |
| 8.0                     | 100 – 140 wcpm                                |

wcpm = words correct per minute

## To place students using the SE placement program:

- 1 Log in with your teacher password. (Teacher assistants cannot place students.)
- 2 Choose the Students tab.
- 3 Select the student you want to place, and then click **Place**.
- 4 Estimate the level at which the student is currently reading. You can base this estimate on test results, your own knowledge and experience, or a formal assessment tool, such as Read Naturally's Reading Fluency Benchmark Assessor. Select the placement testing level, and click **Next**.

If you have not purchased SE curriculum at the instructional level you selected, a warning is displayed. Click **Yes** to continue testing the student with the level you selected, or click **No** to select another level. A story at the level you selected opens.

- 5 If desired, click the Reading Guide icon to turn the reading guide on or off. The reading guide can help the student follow along.
- 6 When the student is ready to start reading, have him or her click **Start**.
- 7 As the student reads aloud, listen and silently count the number of errors he or she makes. (See the description of the Pass step in Chapter 5 for guidelines for counting errors.)
- 8 When the bell sounds, click the last word the student read.
- 9 Enter the number of words the student missed, and then click **Next**.

The placement program analyzes the results and either recommends a level and goal or recommends that you test the student at a higher or lower level.

- 10 Depending upon the situation, take one of the following actions:

|  |   |
|--|---|
| <b>If the placement program recommends a level and goal...</b>   | Choose <b>Select Level/Curriculum and Goal</b> , select a curriculum for the student, and then click <b>Next</b> . Curriculum you have not licensed is dimmed.  |
| <b>If the placement program recommends testing the student at another level...</b>                           | Choose <b>Continue Testing</b> and click <b>Next</b> to test the student with another story, and then repeat the process.<br><br>Continue to test the student at additional levels until the placement program recommends a level and goal. |
| <b>If you think you have enough information to place the student on your own without a recommendation...</b> | <ol style="list-style-type: none"><li>1 Choose <b>Manually Set Level and Goal</b> and click <b>Next</b>.</li><li>2 Enter the level and goal in the story options.</li><li>3 Click <b>Save</b>.</li></ol>                                    |

## Setting Up Story Options for Students

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In the story options, you customize the Read Naturally process for each student. You set each student's level and goal, specify which steps are included, and tailor the behavior of the program to suit each individual student.

You can access story options from either Teacher Management or Student Stories. From Teacher Management, teachers can set up or change the options for all of their students. From Student Stories, teachers can only change the options for the student that is currently logged in. Teacher assistants cannot set up or change story options.

### To set up story options from Teacher Management:

- 1 Access story options in either of the following ways:
  - Log in with a teacher password to start Teacher Management. From the Students tab, choose a student and then click **Story Options**.
  - From Student Stories, choose **Story Options** from the Edit menu. Then enter your teacher password, and click **OK**.
- 3 Change the story options as necessary. Click the Advanced tab for more options. The options are described in the tables below.
- 4 Click **Save**.

### Basic Tab: Placement

|              |  |
|--------------|--|
| <b>Goal</b>  | Specify the reading rate, in words correct per minute, that you are setting as the student's goal.   |
| <b>Level</b> | Select the student's instructional level as determined by placement tests or previous Read Naturally results. Only the levels installed on your system are listed.   |
| <b>Set</b>   | <p>Select which set of stories you want available for students:</p> <ul style="list-style-type: none"><li>■ <b>Set 1</b>: Only the first 12 stories in the level are available.</li><li>■ <b>Set 2</b>: Only the second 12 stories in the level are available.</li><li>■ <b>Auto</b>: When the student starts the level, the first 12 stories are available. When the student finishes all 12 stories, the second 12 stories automatically become available.</li></ul> <p>If you choose <b>Set 1</b> or <b>Set 2</b>, when the student finishes all 12 stories in the set, the teacher must manually change to the other set to make the other 12 stories available. This gives the teacher a chance to check a student's progress before he or she continues with the rest of the stories. For instance, the teacher might decide to raise the student's level rather than have him or her read the rest of the stories in the current level.</p> |

## Basic Tab: SE Steps

The steps that are checked are included as a student works through a story. This lets you customize the process for each student.

|                    |  |
|--------------------|--|
| <b>Key Words</b>   | Check this box to include the Key Words step.  |
| <b>Prediction</b>  | Check this box to include the Prediction step. You can also change the length of time allowed for writing the prediction.  |
| <b>Cold Timing</b> | Check this box to include the Cold Timing step.  |
| <b>Read Along</b>  | Check this box to include the Read Along step. You can further customize the Read Along step with these options: <ul style="list-style-type: none"><li>■ <b>Vocabulary:</b> Check this box to let students click vocabulary words to see and hear their definitions.</li><li>■ <b>Required Listening:</b> Specify how many times the student is required to read along (up to 7). The default is 3.</li><li>■ <b>Speeds:</b> Specify the reading speed for each of the read alongs. For three read alongs, the recommended settings are <b>normal</b> for the first one, <b>7.5% increase</b> for the second one, and <b>15% increase</b> for the third one.</li></ul> |
| <b>Questions</b>   | Check this box to include the Quiz step. If you check the <b>Open-ended questions</b> box, all of the questions are included. If this box is not checked, open-ended questions (typically questions 5, 8, and 9) are not included.   |
| <b>Retell</b>      | Check this box to include the Retell step. You can also change the length of time allowed for writing the retell.<br><br>Students may be able to skip the Retell step when they can read material half a year to a year above their grade level with very few errors and with fluency approaching grade-level expectations on cold readings.   |

## Basic Tab: Phonics Options

The following option is available only if a phonics level is selected.

|                  |  |
|------------------|--|
| <b>Word List</b> | Check this box to include the Practice Word List and Pass Word List steps. See Chapter 6 for more information. |
|------------------|--|

## Advanced Tab

|                                      |  |
|--------------------------------------|--|
| <b>Practice/Pass Timings</b>         | <p>Select how you want to time the student in the practice and pass timing steps:</p> <ul style="list-style-type: none"><li>■ <b>1-minute:</b> Students read for one minute, after which a bell sounds, and they click the last word they read.</li><li>■ <b>2-minute:</b> Students read for two minutes, after which a bell sounds, and they click the last word they read.</li><li>■ <b>Whole story timing:</b> Students read the whole story and click the <b>Finished</b> button when they are done.</li></ul> |
| <b>Cold Timing</b>                   | <p>Check <b>student</b> to allow students to start cold timing on their own. Check <b>teacher required</b> to require a teacher to enter a password before cold timing can begin. This option lets you observe the cold timing to make sure it is accurate.</p>  |
| <b>Word List Timings</b>             | <p><b>Phonics levels only:</b> Select either 45 seconds or 1 minute as the length of time allowed for the word list timings. Forty-five seconds may be enough time for lower levels with shorter word lists.</p>   |
| <b>Reset Stories</b>                 | <p>If a student is struggling with a story and cannot pass it, you can reset the story and allow the student to try it again later. To reset a story:</p> <ol style="list-style-type: none"><li>1 Choose the story you want to reset.</li><li>2 Click <b>Reset</b>.</li></ol>  |
| <b>Enable Instructional Audio</b>    | <p>Check this box if you want students to hear audio instructions that tell them what they need to do as they work through the steps. Once a student is familiar with the process, you may be able to turn off the audio instructions.</p>   |
| <b>Reset all options to defaults</b> | <p>Click this button to return all of the options to their original settings.</p>  |

# Lesson Plan to Introduce Read Naturally SE

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Before asking students to begin working independently, you may want to demonstrate Student Stories and walk through the steps of the process together. To demonstrate, you can work through one or two stories together.

## Setting Up the Lesson

For the purpose of the demonstration, you can set yourself up as a student and set your story options to an appropriate level, goal, etc. You can delete yourself as a student after the demonstration. For more information, see "Maintaining Student Information" in Chapter 2.

## First Demonstration

### Opening Student Stories

- 1 Show the students how to open Read Naturally SE. Make sure they see what the icon looks like and how to double-click it to open the login screen.
- 2 Show the students how to enter a password and click the **Enter** button. Explain that they will each have their own password.

### Select a Story Step

- 1 Select a story to read.
- 2 Explain as you demonstrate that they must click the story, and then verify that Student Stories opened the correct story.

### Key Words Step

- 1 Tell the students to read along as the key words are spoken.
- 2 Tell the students they should click the key words they don't know to see and hear their definitions.

### Prediction Step

- 1 Look at the title, key words, and picture. Discuss what the story might say about the topic.
- 2 Point out that they can click the **Back** button to return to the Key Words step if they want to review the key words and what they mean.
- 3 Show the students how to type their thoughts into the text box. Use this opportunity to teach how the text boxes work.
- 4 Click the **Next** button to continue to the Cold Timing step. Explain that they will often need to click **Next** to go to the next screen, and that the software will not let them click **Next** until they complete what they need to do on the current screen.

## Cold Timing Step

- 1 Explain that Student Stories will time them as they read the story.
- 2 Explain what the reading guide will do, and show how to turn it on and off using the reading guide button.
- 3 Point out the speaker/question mark button in the upper left-hand corner, and demonstrate how it repeats the audio instructions. Explain that the icon is available throughout the process.
- 4 Click the **Start** button, explaining to the students that they will click this **Start** button when they are ready to begin reading. Instruct them to read the story aloud, but quietly. At this point, you may want to point out the reading guide again. If you turned it on, they can see what it looks like.
- 5 Tell the students that as they read they should click on the words they are unsure of. Click on a word to demonstrate how the unknown words change color.
- 6 If you demonstrate with level 5.6 or above, show the students how to advance to the second page of the story by clicking the **More** button.
- 7 Wait for the bell to sound, and then show the students how to click on the last word they read. Click the **Next** button to display the cold timing graph.
- 8 Point out that the cold timing graph fills in blue to the number of words read correctly per minute. Point out that their goal is on the graph. Click the **Next** button to continue to the Read Along step.

## Read Along Step

- 1 Explain to the students that they will read along with the story three times (or however many times you determine). Teach students that they can't just listen to the narrator but must quietly read aloud.
- 2 Click the **Start** button to begin the first reading. Point out that the sentence displays in blue as the narrator reads it.
- 3 Show the students that they can tell how many more times to read along by holding the cursor over the Read Along tab. At the end of the first read along, point out that there are two read alongs left (assuming they were set up for three read alongs).
- 4 Begin another read along, and show the students that they can stop if necessary by clicking on the **Stop** button above the story. Point out that the number of read alongs left did not change, because you did not complete the read along.
- 5 After completing all the required read alongs, tell the students that they can read along again if they think it's necessary. Otherwise, they can click the **Next** button to continue to the Practice step.

## Practice Step

- 1 Explain to the students that they will practice the story until they can read it at their goal rate. You can tell each student his or her goal or tell all the students that you will inform them of their goals later.
- 2 Show the students how to click the **Start** button to begin practicing. You should practice without reaching the goal the first couple of times.
- 3 Show the students that the practice scores display at the bottom of the screen so they can tell when they are getting closer to the goal. You may want to turn off the reading guide for one of the practice readings so the students can see what it looks like when the reading guide is off.
- 4 Show students they can click on a word to hear it pronounced.
- 5 If you demonstrate with level 5.6 or above, show the students how to advance to the second page of the story by clicking the **More** button at the bottom of the screen. If you demonstrate with level 5.0 or below, click the **Finished** button before the timer sounds to show the students that they can use this button if they finish reading the story before the bell sounds. When you reach the goal, click the **Next** button to continue to the Questions step.

## Exiting Before Finishing a Story

- 1 Click the **Quit** button to exit the program, and explain to the students that they can exit the program at any point if the class period ends while they are in the middle of a story.
- 2 Log in again with the same student password. Point out that Student Stories brings them back to the point where they left off in the story.

## Questions Step

- 1 Answer the questions, making sure the students understand the mechanics of answering each type of question (e.g., click the letter for multiple choice, click the word that belongs in the highlighted line for fill in the blank, type in the text box for open-ended questions). The question format depends on the level.
- 2 Answer one of the multiple-choice questions incorrectly to demonstrate how Student Stories asks the students to re-answer the questions that they answered incorrectly. Explain that they cannot pass until they answer all the questions correctly.

## Retell Step

- 1 Tell the students that after they answer the questions, they will retell the story.
- 2 Discuss what the story was about.
- 3 Show the students how to click the **Review Story** button to see the story one last time. Explain that they can return to the story only once before completing the retell. After closing the story, point out that the **Review Story** button is no longer available.
- 4 Type a retell. If you will have requirements for the retell (e.g., at least three ideas), explain them to the students. Click the **Next** button to continue to the Pass step.

## Pass Step

- 1 Point out that a red "Ready to Pass" box displays at the top of the screen to alert you that it's time to pass the story. Tell the students that they should continue practicing while they wait for you to come over to them.
- 2 Begin a practice timing. Stop the practice timing by clicking the Stop button above the story to show that, when the teacher comes, they can stop their current timing and move on to the Pass step.
- 3 Click the **Pass** button, and enter your teacher password. You may want to click this button and enter your password without commenting about what you are doing. If you provide too much information, you may increase the students' interest in trying to pass themselves.
- 4 Tell the students that, for the pass timings, you will click the **Start** button when you hear them begin to read. For whole-story timings, click the **Finished** button when the student finishes the story. For one- or two-minute timings, wait for the bell to sound, and then click on the last word the student read. Then enter the number of errors and the expression rating, and correct the open-ended question(s). You may want to fail one of the criteria needed to pass to show the students what will happen if they don't pass the first time. For more information, see the description of the Pass step in Chapter 5.
- 5 Once you pass all of the criteria, the final timing graph displays. Point out that the graph displays the number of words read correctly and fills in the space between the cold timing number and the passing number in red.
- 6 Click the **Graph Stories** button. Show the students that the stories they passed in the level will all display on the graph so they can see their progress from story to story. (Before the demonstration, you may want to pass a different story in the level so that the graph displays more than one story.)
- 7 Click the **New Story** button to show the students that after passing a story, they begin the process again.

## Second Demonstration

If you have the resources, running through the steps a second time with each of the students at their computers may further increase their understanding of the program. If you do a hands-on demonstration, you need to set up each student's story options for the level they will use during the demonstration. Once you finish, delete each story used during the demonstration so those stories do not show up in your official report results. For more information, see "Resetting Stories for a Student" in Chapter 2.

## Adjusting Levels and Goals for Students

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It is essential that students using Read Naturally work in the level of material that both challenges them and allows them to succeed. Consequently, teachers need to continuously observe each student in order to know when to change reading levels and goals.

You and the student should discuss the situation whenever you adjust goals or reading levels. Students need to become aware of their successes and challenges so they know what needs their attention.

### When to Adjust a Student's Goal or Level

You should assess students every two weeks and after students complete 12 stories in a level to determine if the goal rate or reading level of material is still appropriate. You and the student should decide whether he or she should continue in the same level with the same goal, adjust the reading rate goal, or move to more difficult reading material.

Occasionally, you will need to adjust a reading level or goal within a few days of beginning the program because of an incorrect initial placement. Usually, however, students work in their initial level and with their initial goal for at least two weeks and sometimes for several weeks before you need to adjust their levels and goals.

You need to consider raising goal rates or reading levels when one or more of the following conditions apply to the student:

- The student's cold reading rates constantly increase.
- The student only needs to read along once or twice.
- The student only needs to practice a story without the recording a few times.
- The student consistently surpasses his or her goal.
- The student begins to show signs of boredom.

## Raising Goals vs. Raising Levels

You must decide whether to raise a goal or level based on each individual situation. When deciding, keep in mind the following:

- Raise goals more often than levels.
- Raise only one element (level or goal) at a time.
- Usually wait until the student has completed 24 stories in a level to raise the level.
- Sometimes when students have made rapid progress, they do need to change levels after reading less than 24 stories, sometimes 12 or less.
- Don't lose sight of the long-term fluency goals.

## Raising the Goal

You should raise a student's goal as the student's reading fluency improves. Raise the goal if a student passes stories after only a few practice readings or if a student consistently exceeds the goal. You can change the goal at any time, but do not increase it at the same time you raise the level of reading material. Usually, you raise a goal by 10 words correct per minute at a time.

## Raising the Level of Material

As a student continues to work with the program, adjust the level of the reading material to meet the student's changing needs. The student usually finishes all 24 stories in a level before advancing to the next level. The goal usually remains the same when you raise the level.

If the student begins to pass the stories without practicing several times, consider raising the goal instead of raising the level of material.

Occasionally, a student improves significantly before passing all 24 stories in a level. Evidence of this is the student's ability to read unpracticed stories well after reading along with the recording only once or not at all. If a student makes rapid progress, raise the difficulty level of material even if he or she has not read all 24 stories in the level—for example, after completing the first 12 stories in the level.

## Decreasing the Goal or Level

Occasionally, you may need to decrease a goal or a reading level. Usually, you will make such adjustments in the first week or two of the program if the initial level and/or goal are incorrect.

Later, you may need to decrease the goal or level if a student cannot pass stories after several practice readings, shows signs of frustration, or consistently makes a high number of errors during the pass timing.

Students sometimes make too many errors because they are focused on trying to read faster. If simply drawing attention to the increased error rate does not solve the problem, you may need to temporarily lower the goal and attend to accuracy.

## Adjusting the Steps

The read along step is crucial for teaching correct pronunciation, phrasing, and expression. However, middle and high school students may be ready to drop the read along step when they can read grade-level material with very few errors at a fluency approaching grade-level expectations. If an older student regularly has cold timing scores above 90 words correct per minute with few errors and few phrasing and expression problems, have the student go directly to the practice step after the cold timing step. Rather than drop the read along step all at once, you could also gradually reduce the number of read alongs from three to two to one and finally to none.

The writing steps—prediction and retell—promote comprehension and have proven to be beneficial for many students. However, if a student is very deficient in fluency and you have a limited amount of time, you might consider making the following changes to these steps:

- Drop the prediction step. The student would still use the key words, title, and picture to mentally prepare for reading the story.
- Have students retell the story orally instead of in writing at the time of the final pass step.

Teachers may also consider these changes for students who very slow at keyboarding.

# 4

## Using Student Stories

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Student Stories opens when you log in to Read Naturally SE with a student password. Student Stories automatically leads students through the Read Naturally steps as they work with the stories in their reading levels.

We recommend that students use Read Naturally a minimum of three times a week, although four or five times a week is even better. Ideally, each Read Naturally session should be at least 30 minutes long, although 45 minutes is better.

This chapter includes the following information:

- Descriptions of the common features of the Student Stories screens.
- Descriptions of the Student Stories menu options.
- Descriptions of the Scores summary available from the Student Stories screens.
- Procedures for changing students' story options, changing Student Stories preferences, and printing stories and students' results.

See Chapter 5 for in-depth instructions for the steps that students follow when working with stories in Student Stories.

### Logging In to Student Stories

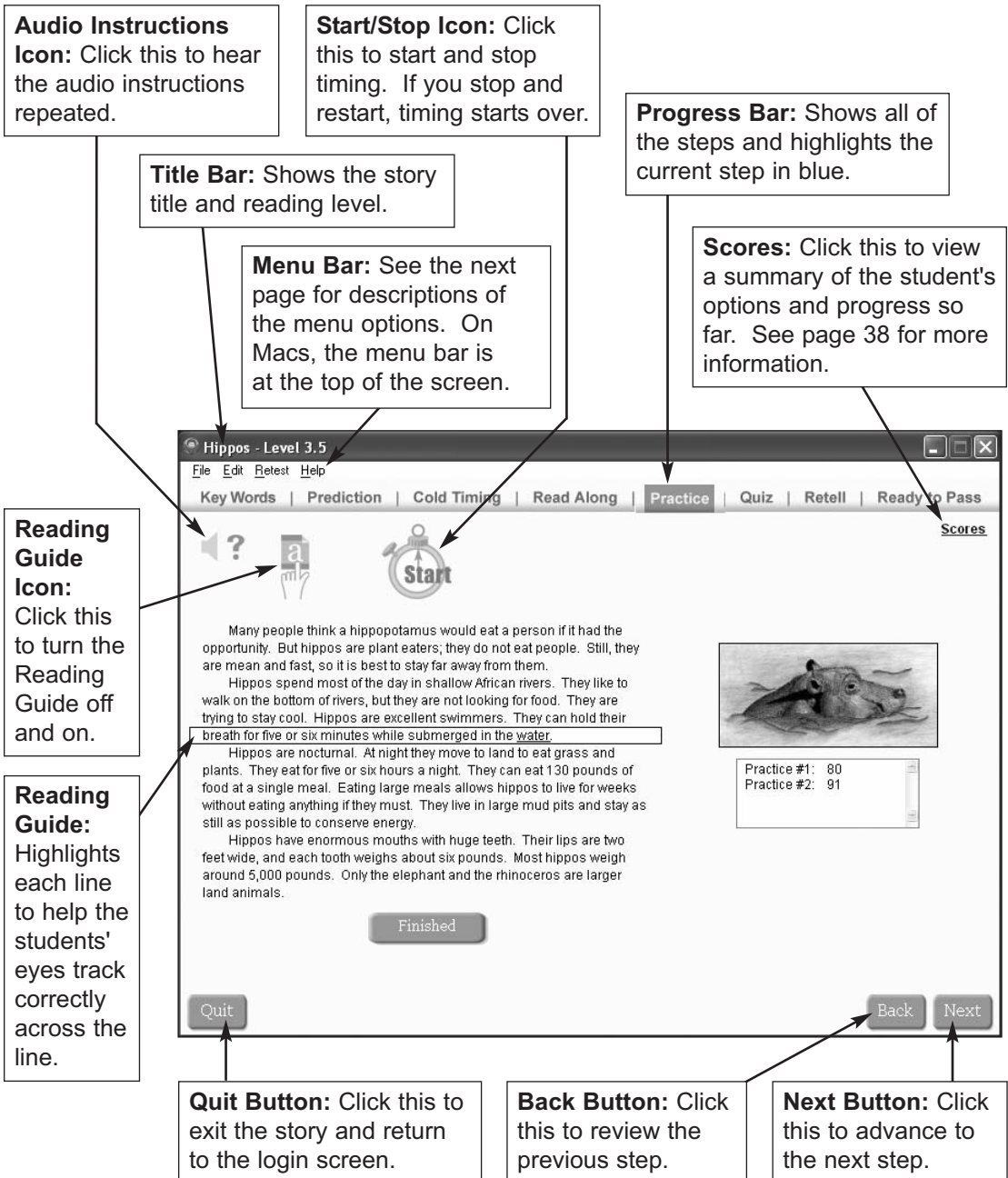
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You can log in to either Teacher Management or Student Stories from the same login screen. When you log in with a student password, Student Stories starts.

For stand-alone installations, the level CD must be in the computer's CD drive before you log in to Student Stories.

# Common Features of the Student Stories Screens

The following diagram shows some of the common features of the Student Stories screens. The Windows version of the screen is shown below. In the Macintosh version, the title bar and menu bar will appear differently.



## Student Stories Menu Options

---

The Student Stories menus include the following options:

### File Menu

|                     |   |
|---------------------|---|
| <b>Print Screen</b> | Prints the Congratulations screen at the end of a story.    |
| <b>Print</b>        | Prints the story elements and student results you select.   |
| <b>Quit</b>         | Closes Student Stories and returns you to the login screen. |

### Edit Menu

|                      |   |
|----------------------|---|
| <b>Story Options</b> | Lets you change the story options for the current student (requires a teacher password). See "Setting Up Story Options for Students" in Chapter 3 for more information. |
|----------------------|---|

### Retest Menu

|                    |   |
|--------------------|---|
| <b>Cold Timing</b> | Discards the student's previous Cold Timing score and lets the student repeat the Cold Timing step.   |
| <b>Pass Timing</b> | Discards the student's previous Pass Timing score and lets the student repeat the Pass Timing step.   |
| <b>Word List</b>   | Discards the student's previous Pass Word List score and lets the student repeat the Pass Word List step. This option is available only for phonics levels. |

### Help Menu

|                             |   |
|-----------------------------|---|
| <b>Read Naturally Help</b>  | Displays help information that explains how to use Student Stories. See "Getting Assistance When You Have Questions or Problems" in Chapter 1 for more information. |
| <b>About Read Naturally</b> | Displays the SE version number and contact information for Read Naturally.  |

## Scores Summary

---

Starting with the Read Along step in Student Stories, students or teachers can click Scores in the upper right corner (see "Common Features of the Student Stories Screens" in this chapter) to display a quick summary of the student's settings and his or her results for the current story up to that point. Depending on which step the student is currently working on, the Scores summary can display some or all of the following information:

|                               |   |
|-------------------------------|---|
| <b>Level</b>                  | The reading level currently assigned to this student in the story options.  |
| <b>Set</b>                    | Which set of stories in the level is currently available to the student— <b>1</b> (for the first 12 stories) or <b>2</b> (for the second 12 stories). |
| <b>Goal</b>                   | The reading rate, in words correct per minute, that is currently set as the student's goal.   |
| <b>Cold Timing</b>            | The number of words correct per minute that the student read during the Cold Timing step.   |
| <b>Difficult Words</b>        | The unknown or difficult words that the student clicked on during the Cold Timing and Practice steps. Click ► to view them.                           |
| <b>Read Along Required</b>    | The number of times the student is required to read along.  |
| <b>Read Along Times</b>       | The number of times the student actually read along.  |
| <b>Practices to Goal</b>      | The number of times the student had to practice reading the story before reading at the goal rate.  |
| <b>Total Practices</b>        | The total number of times the student practiced reading the story.  |
| <b>Highest Practice Score</b> | The student's fastest reading rate, in words per minute, during the Practice step.  |
| <b>Retell Word Count</b>      | The number of words in the retell that the student wrote.   |
| <b>Initial Quiz Score</b>     | The number of questions the student answered correctly the first time he or she took the quiz.  |
| <b>Hot Timing</b>             | The number of words correct per minute that the student read during the Pass timing.  |

## Changing Story Options for Students

---

You can change the story options for students while they are working in Student Stories.

---

**Note:** Only teachers and the administrator can change story options. Teacher assistants cannot change story options.

---

### To change the story options from Student Stories:

- 1 From the Edit menu, choose **Story Options**.
- 2 Enter your teacher password, and click **OK**.
- 3 Change the student options as necessary.
  - Click the Advanced tab for more options.
  - For detailed descriptions of all of the options, see "Setting Up Story Options for Students" in Chapter 3.
- 4 Click **Save**.

## Printing Stories and Student Results

---

From Student Stories, you can print the current story and its vocabulary words as well as all or part of the student's results for the current story.

### To print a story and/or a summary of a student's results:

- 1 From the File menu in Student Stories, choose **Print**.
- 2 Enter your teacher password and click **OK**.
- 3 Choose the story elements and student results you want to print. You can only print results from steps students have completed.

|                        |   |
|------------------------|---|
| <b>Story</b>           | Check this box to print the picture and text for the current story.   |
| <b>Prediction</b>      | Check this box to print the prediction that the student wrote.  |
| <b>Questions</b>       | Check this box to print the quiz questions and student's answers. Specify whether you want to print the multiple-choice questions, open-ended questions (typically questions 5, 8, and 9), or both. You can also specify whether you want the correct answers marked, the student's answers marked, or no answers marked. |
| <b>Word List</b>       | Check this box to print the word list (phonics levels only).  |
| <b>Retell</b>          | Check this box to print the retell that the student wrote.  |
| <b>Vocabulary</b>      | Check this box to print the current story's vocabulary words and their definitions.   |
| <b>Difficult Words</b> | Check this box to print the unknown or difficult words that the student clicked during the Cold Timing and Practice steps.  |
| <b>Story Results</b>   | Check this box to print the student's results for the current story.  |
| <b>Select All</b>      | Click this to select all available story elements and student results.  |

- 4 Click **Print Preview**. The information you selected opens in a separate window.
- 5 Click **Print This Page**, or choose **Print** from the File menu.

# 5

## Steps for Reading the Stories

---

This chapter provides in-depth instructions for the steps that students follow when working with the stories in Read Naturally SE. These are the Read Naturally steps:

- 1 **Select a Story:** The student clicks a picture to select a story.
- 2 **Key Words:** The student reads along as the key words are spoken, and then clicks each word to see and hear its definition.
3. **Prediction:** The student uses the title, key words, and picture to write a prediction of what the story is about.
- 4 **Cold Timing:** The student times him- or herself as he reads the story for the first time and then views a graph of the results.
- 5 **Read Along:** The student reads along as the story is read to him or her.
- 6 **Practice:** The student practices reading the story on his or her own.
- 7 **Quiz:** The student answers questions about the story.
- 8 **Retell:** The student writes a brief summary in his or her own words of what the story was about.
- 9 **Pass:** The teacher listens as the student reads the story. The student is timed in order to verify that the student can read the story at his goal rate. The teacher and student then view the results together.

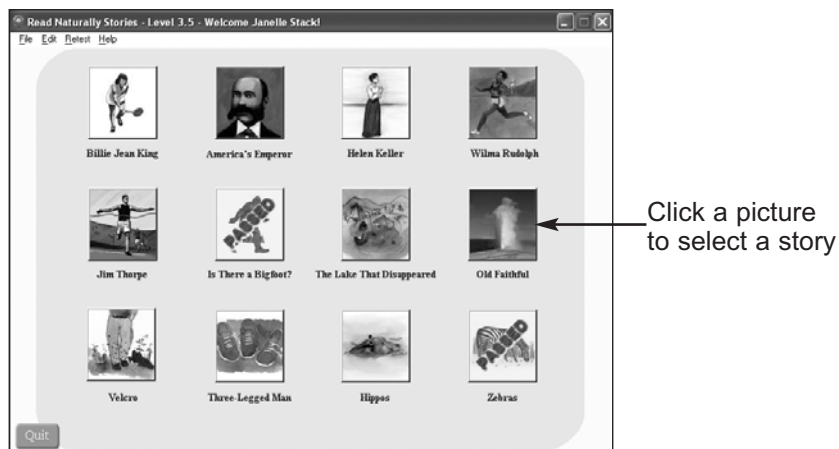
The Read Naturally strategy is generally most effective when all of the steps are included. However, Read Naturally SE allows you to omit steps for individual students as needed. For example, students who are reading well above their grade level may be able to skip the Read Along step.

The sequenced levels follow the steps as described in this chapter. The phonics levels have differences and extra steps that are described in Chapter 6.

## Select a Story Step

Each reading level includes 24 stories in two sets of 12. The set of stories available to a student is based on the reading level the teacher chose for the student in story options. The students continue to work on the stories in a level until they pass all the stories in the level or they are ready for a new level.

If students didn't finish a story the last time they used Student Stories, they must continue with that story and pass it before selecting a new one. Student Stories marks the pictures for the stories the student has passed.



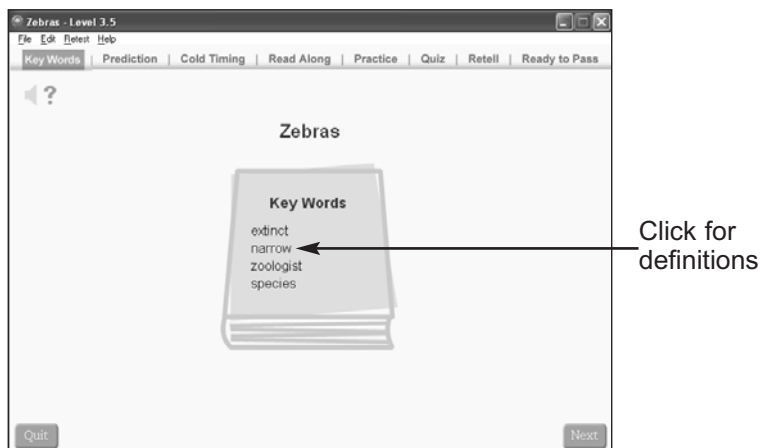
### To select a story:

- 1 The students click a picture to select a story from the ones available for their reading level.
- 2 The students click **Yes** to confirm the story selection.

## Key Words Step

---

This is a vocabulary step that teaches students some key words that are used in the story. The students learn how to pronounce the words and what they mean.



### To learn the key words:

- 1 The students listen and read along as the key words are read for them.
- 2 The students can then click each of the words to see and hear its definition.
- 3 The students click **Next** when they are ready for the next step.

## Prediction Step

---

In this step, the students use the story title, key vocabulary words, and picture to write a brief prediction of what they think the story is about. If needed, they can go back to the Key Words step to review the key words.

This step is important because it teaches the students to prepare to read by thinking about the topic briefly before beginning to read. This shouldn't take more than a minute or two, because you want the students to spend most of their time reading.

Teachers can set the time allowed for this step in the students' story options.



### To write a prediction:

- 1 The students look at the picture, the key words, and the story title for clues about what the story is about.

The students can also click **Back** if they want to review the key words and what they mean.


- 2 In the box, the students type a prediction of what they think the story is about. When typing, the students can use the Backspace, Delete, and arrow keys to move around and edit text.
- 3 The students click **Next** when ready for the next step. If the time allowed for the prediction step expires, the program automatically advances to the next step.

## Cold Timing Step

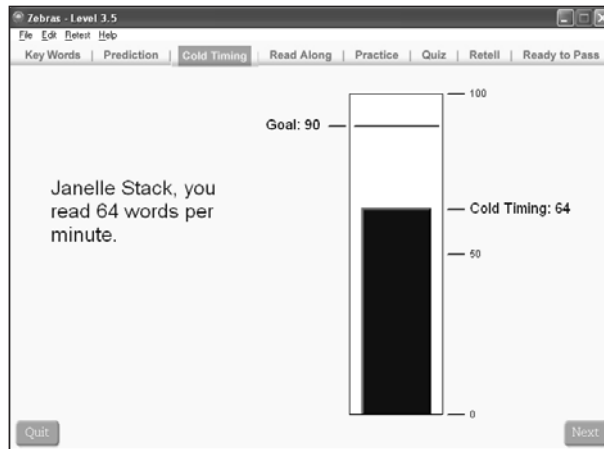
In this step, SE times the students for one minute as they read the story for the first time. This gives you a baseline for measuring the students' improvement. As they read, students should click words they don't know or have problems with. This increases a student's awareness of unknown words and alerts you to words or word patterns you need to teach.



### To do the cold timing:

- 1 If the teacher is required for cold timing, click the lock icon , enter your teacher password, and click **OK**.
- 2 The students can turn the reading guide on or off before they start reading.
- 3 The students click **Start** when they are ready to start reading.  
If they need to stop and start over, they can click **Stop** and then click **Start** when they are ready to start again.
- 4 The students read the story quietly and click words they don't know or have problems with. The words they click change color and are added to the Difficult Words list.
- 5 If the students finish the story, they should click the **Finished** button. If students click the **Finished** button early (before they actually finish the story), the program makes them start over because the words per minute is too high.
- 6 If students are set up for one- or two-minute timings, a bell sounds when the time is up. Students should click the last word they read when the bell sounded.
- 7 After the timing stops, students can click the difficult words they selected (highlighted in red) to hear them spoken.

- 8 The students click **Next** when they are ready to continue. The Cold Timing Graph displays.



The graph shows the number of words the students read correctly in one minute during the cold timing. SE calculates the number of words read correctly in the cold timing by subtracting the number of difficult words the students clicked on from the total number of words read.

A black line marks the student's goal as set up in the story options.

- 9 The students click **Next** when they are ready for the next step.

## Read Along Step

In this step, the students read along while listening to a recording of the story, usually three times. Older students may need to read along only once or twice. Younger or very disabled students may need to read along four or more times.

In the students' story options, teachers specify the number of read alongs and the reading speed of each read along. Normally, the first read along is at the slowest speed, the second read along is 7.5% faster, and the third read along is 15% faster.

This step helps students learn new words and encourages proper pronunciation, expression, and phrasing. The students should quietly subvocalize as they read to ensure that they actually read along.



### To read along:

- 1 The students click the **Start** button when they are ready to start reading along.  
If they need to stop and start over, they can click **Stop** and then click **Start** when they are ready to start again.
- 2 Each sentence in the story is highlighted as it is read. Students should read aloud quietly with the recording.
- 3 After each read along, students can click the vocabulary words (highlighted in blue) to see and hear their definitions. This helps the students learn the words.
- 4 After finishing the story, the students click **Start** to read along again until they have read the required number of times. A partial read along, where the student stops the recording and restarts it, does not count. To see how many read alongs the student has remaining, hold the cursor over the Read Along tab.
- 5 After completing the required number of read alongs, students can either click **Start** to read along again for more practice or click **Next** to continue with the next step.

## Practice Step

In this step, the students are timed as they practice reading the story without the recording. They are required to practice until they can read the story at or above the goal rate their teacher set for them. It may take students six or seven practice readings to reach their goal.

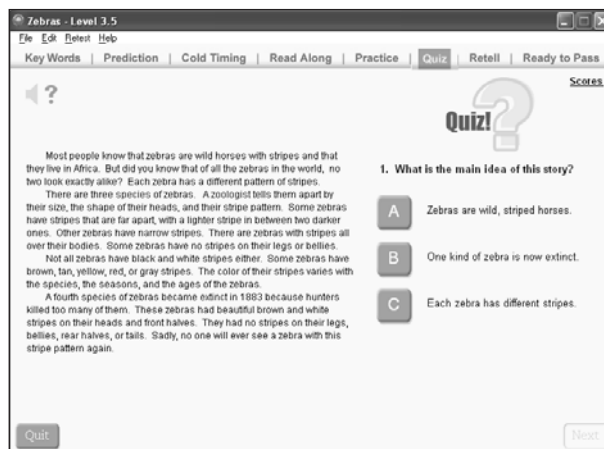


### To practice reading the story:

- 1 The students can turn the reading guide on or off before they start reading. The students can also click **Back** if they want to read along again.
- 2 The students click **Start** when they are ready to start practicing. If they need to stop and start over, they can click **Stop** and then click **Start** when they are ready to start again.
- 3 The students should read the story aloud but quietly. If they finish the story, they should click the **Finished** button. If students are set up for whole-story timing, they **must** click **Finished** to stop the timing.
  - If students click the **Finished** button early (before they actually finish the story), the program makes them start over because their words per minute is too high.
  - As they read, students can click words they don't know to hear them spoken. These are counted as difficult words.
- 4 If they are set up for one- or two-minute timings, a bell sounds when the time is up. Students should click the last word they read when the bell sounded.
- 5 A box displays the number of words per minute they read. If they did not reach their goal, they must click **Start** to practice again. If they do reach their goal, the **Next** button is enabled, allowing them to continue with the next step.
- 6 Once students reach their goal, they can either click **Start** to practice again or click **Next** to continue by taking the quiz.

## Quiz Step

In this step, the students answer up to nine quiz questions about the story. SE checks the answers to the multiple-choice questions and repeats them if the students answer them incorrectly. During the Pass step, the teacher corrects the open-ended questions, using the answers in the *SE Answer Guide* for guidance.



### To answer the quiz questions:

- 1 For sequenced levels 1.0 through 5.0 and phonics levels .8 through 1.8, the story is on the same screen as the questions. For sequenced levels 5.6 and above and phonics levels 2.3 and above, students can click **Review Story** to view the story. Students can also click the vocabulary words in blue to see and hear definitions.
- 2 The students answer each of the questions in order. They click **Done** after answering the open-ended questions.
- 3 SE checks the answers to the multiple-choice questions. It re-asks any questions that the students answered incorrectly until the answers are all correct.
- 4 The teacher corrects the open-ended questions during the Pass step, using the answers in the *SE Answer Guides* for guidance.

## Question Formats

The questions for the Read Naturally stories follow a specific format. Understanding the purpose of the questions helps you identify your students' comprehension problems. You can use the Comprehension Details Report (see Chapter 7) to track which types of questions a student answers correctly. A pattern of errors may indicate that a student is having trouble with a particular area of comprehension or does not know how to answer a particular type of question. In such cases, you may need to provide more instruction.

The table on the next page describes the question formats for the sequenced series. (See Chapter 6 for the question formats for the phonics series.)

The number and types of questions vary by level:

- Levels 1.0 and 1.5 include only the first five questions; however, due to the constraints of stories written at the lower reading levels, the questions do not strictly adhere to the question formats described in the table.
- Levels 2.0 through 5.0 include only the first five questions.
- Levels 5.6 through 8.0 include all of the questions.

| Question | Type         | Description  |
|----------|--------------|--|
| 1        | Main Idea    | Asks students to identify the main idea of the story (not just one fact from the story but what the story is mostly about).  |
| 2        | Literal      | Asks students to recall a fact. Students should refer back to the text for verification.   |
| 3        | Vocabulary   | Asks students to determine the meaning of a vocabulary word from the context of the story. Sometimes the word has multiple meanings. Students should use the surrounding text to help decipher the word's meaning.                         |
| 4        | Inferential  | Asks students to make connections within the text, putting together more than one fact from the story to draw a conclusion. These questions require students to look for clues in the story.   |
| 5        | Short Answer | Asks students to use the information authors provide with their own ideas. Students should write sentences that stand on their own.  |
| 6        | Vocabulary   | This question is designed to develop vocabulary. In most cases, the question includes several words from the story. The question sometimes asks the student to define words, sometimes asks for synonyms, and sometimes asks for antonyms. |
| 7        | Literal      | Asks students to recall details from the story. The question sometimes asks the students to put events in sequence. Other times, the students must fill in the blanks of an excerpt summary. Some require a few short-answer responses.    |
| 8        | Inferential  | Usually asks students to connect more than one fact from the story to draw a conclusion. Occasionally asks students to differentiate between factual statements and opinions.  |
| 9        | Summary      | Asks students to work on their summarizing skills. The question sometimes asks the student to support a particular statement. Other times it asks them to write a summary statement for the information provided in the question.          |

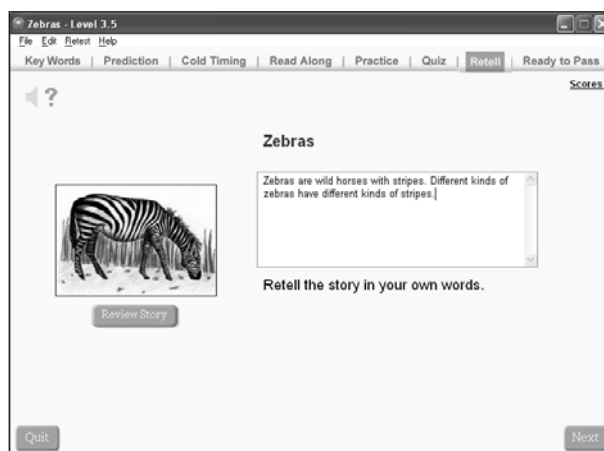
## Retell Step

---

In this step, the students retell information from the story. In the students' story options, you can specify the number of minutes allowed for the Retell step. You could also disable this step in story options and have students tell you their retell orally instead of typing it on the computer.

**Note:** Students using the phonics levels do not complete this step. Instead, they practice reading word lists after passing the story. For more information, see Chapter 6.

---



### To type a retell:

- 1 If students want to review the story again before they type their retell, they can click the **Review Story** button under the picture. **Students can only review the story once.**
- 2 The students type their retell in the box under the story title. When typing, students can use the Backspace, Delete, and arrow keys to move around and edit text.
- 3 When the students finish their retell, they click **Next** to continue with the next step. (If the time allowed for the retell expires, a bell sounds, and they are not allowed to write any more for their retell. Student Stories automatically advances to the next step.)
- 4 The teacher reviews the retell during the Pass step.

## Pass Step

The students pass a story only if they meet the following criteria:

- They reach their reading goal (words correct per minute).
- They make no more than three reading errors.
- They read with good expression.
- They answer the questions correctly.

If students do not pass, point out the areas they need to work on and assign some remedial activity (for example, more read alongs or practice), and then test them again.



Click to start pass step

### To pass a student:

- 1 After the students complete the previous step, they are held at the Ready to Pass screen until the teacher has time to pass them. A red "Ready to Pass" box in the upper right-hand corner alerts the teacher that the student is ready to pass.
- 2 If the teacher is not immediately available (for example, he or she may be working with another student), the student should click **Start** to practice some more until the teacher has time to listen to him or her read. When the teacher is ready to pass the student, click **Stop** to stop the practice timing.
- 3 To enable the students to begin pass timing, the teacher clicks **Pass** in the lower right corner, enters his or her password, and clicks **OK**.
- 4 The students click **Start** when they are ready to start reading.
- 5 As the students read, the teacher listens and counts the number of errors they make. (See "Counting Words as Correct or Errors" on the next page for guidelines for counting errors.)

## Counting Words as Correct or Errors

While listening to students read, follow these guidelines to help decide when students make reading errors.

### General Guidelines

- Count a word read correctly as correct.
- Do not say the correct word after the student has said the incorrect word (unless the student stops and is unable to continue).
- Wait three seconds before supplying a word to a student stopped on a word.

## Count as Errors

- Mispronunciations and dropped endings
- Out of sequence/transpositions (count as two errors)
- Omissions
- Words supplied by teachers
- Substitutions with synonyms
- Repeated errors (count each time)

## Do Not Count as Errors

- Mispronunciations due to dialect and speech problems
- Repetitions
- Insertions
- Self-corrections

- 6 If the students finish the story, they should click the **Finished** button. If students are set up for whole-story timing, they **must** click **Finished** to stop the timing.

If the students are set up for one- or two-minute timings, a bell sounds when the time is up. Students should click the last word they read when the bell sounded.

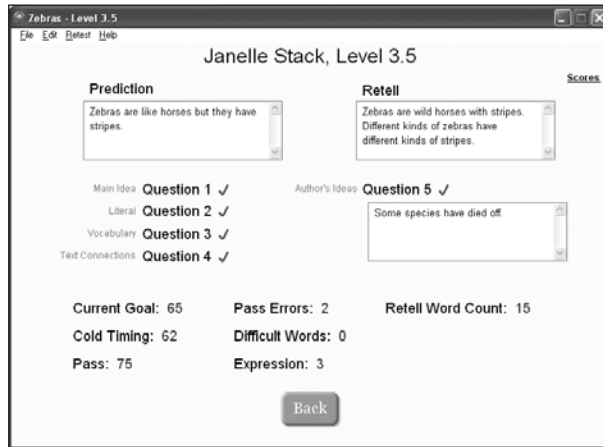
- 7 The teacher enters the number of errors the student made, rates the student's expression, and then clicks **Next**. Use the following guidelines to rate the student's expression:

| Rating | Description  |
|--------|--|
| 1      | The student reads haltingly, seldom uses phrasing, and reads without expression.   |
| 2      | The student reads phrases of three to four words (especially when reading words the student knows well), and usually pauses for end punctuation. |
| 3      | The student usually uses correct phrasing. Appropriate use of inflection and attention to punctuation occurs in some of the story.               |
| 4      | The student reads conversationally, consistently using correct phrasing and inflection and attending to all punctuation.                         |

- 8 The teacher reviews the student's answers to the open-ended questions, indicates whether the answers are correct (Yes or No), and then clicks **Next**.
- Use the answers in the *SE Answer Guide* to evaluate the student's answers.
  - Students must change their answers for the open-ended questions if teachers determine they are incorrect.
- 9 SE shows a summary of the pass results. In order to pass, the students must meet these criteria:
- They must meet their goal (words correct per minute).
  - They cannot have more than three reading errors.
  - They must read with good expression (a rating of 2 or higher).
  - They must answer all of the questions correctly (even if it takes them more than one try).
- 10 After reviewing the pass summary, the teacher can click **Change Scores** if he or she needs to change the number of errors, expression rating, or evaluation of the short-answer questions.
- 11 The teacher clicks **Next** when ready to continue.
- 12 If the student did not pass, SE shows the pass requirements results. Green checkmarks indicate the requirements that students met. Red X's indicate the requirements that the student did not meet.



You should first review the students' work with them. Click **Review Work**. The Results screen displays.

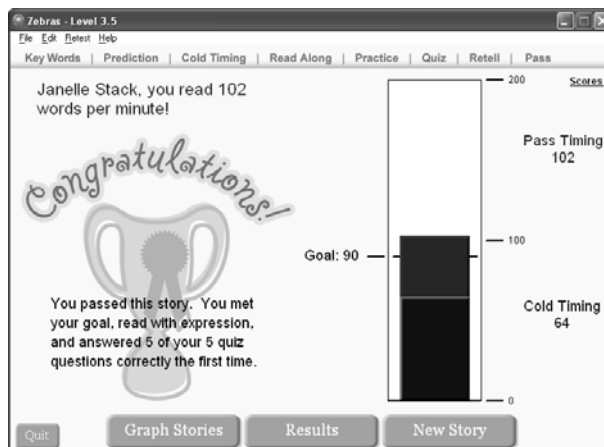


- To review the questions, click a question number, and then choose an option to show the student answer, show the correct answer, or clear the answer (remove the check mark). Click **Back** to return to the Results screen.
- When reviewing the retell, you can click **Retell** to view the story. Click **Close** to return to the Results screen.

After reviewing the student's work, click **Back** to return to the remedial screen. SE lets the teacher decide how to proceed. You have the following options:

|  |  |
|--|--|
| <b>Pass the student with the current scores</b>  | <ol style="list-style-type: none"> <li>1 Check the box for <b>Pass with Current Scores</b>, and click <b>Next</b>.</li> <li>2 Enter your teacher password, and click <b>OK</b>.</li> </ol>   |
| <b>Have the student repeat some of the steps</b> | <p>Check one or more of the following boxes:</p> <ul style="list-style-type: none"> <li>■ <b>Read Along:</b> Specify how many read alongs the student should go through.</li> <li>■ <b>Practice:</b> The student repeats the practice step until he or she reaches the goal.</li> <li>■ <b>Retest:</b> The student repeats the pass timing. This box is automatically checked if you check either the Read Along box or the Practice box.</li> </ul> |
| <b>Reset a story for the student</b>             | <p>If a student is struggling with a story and cannot pass it, you can reset it and allow him or her to try it again later.</p> <ol style="list-style-type: none"> <li>1 From the Edit menu, choose <b>Story Options</b>.</li> <li>2 Enter your teacher password and click <b>OK</b>.</li> <li>3 Choose the Advanced tab.</li> <li>4 Choose the story you want to reset and click <b>Reset</b>.</li> <li>5 Click <b>Save</b>.</li> </ol>             |

13 When the student passes, SE displays a Congratulations screen with a pass graph.



The red bar in the graph shows the number of words read correctly during the pass timing. The difference between the cold timing bar (blue) and the pass timing bar (red) shows the student's progress.

14 From the Congratulations screen, you can click any of these buttons to continue:

- **Quit:** Closes Student Stories and returns to the login screen.
- **Graph Stories:** Displays a results graph of all the stories this student has read.
- **Results:** Displays the student's detailed results for the current story.
- **New Story:** Lets the student select another story to read.

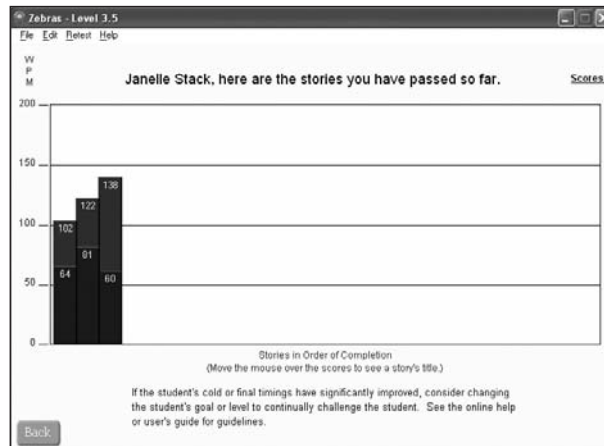
To print the Congratulations screen, choose **Print Screen** from the File menu. To print the story and the student's results, choose **Print** from the File menu.

## Viewing Story Results

From the Congratulations screen, you can view two types of story results—a graph of all the stories the student has passed so far and detailed results for the current story.

### Stories Graph

The stories graph is a bar chart showing the cold timing and pass timing results for all the stories in the level that the student has passed so far. The graph provides a valuable tool for monitoring students' progress.

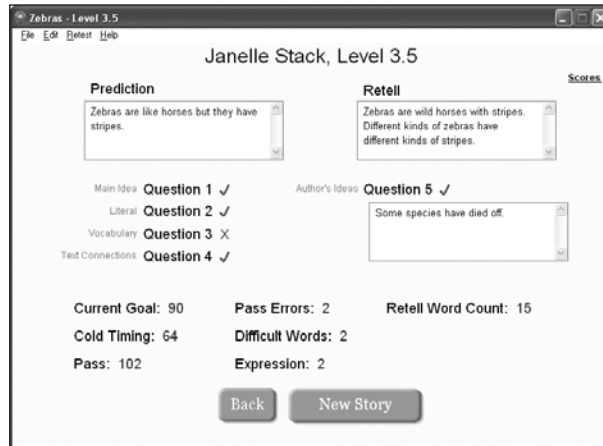


### To view the stories graph:

- 1 From the Congratulations screen, click **Graph Stories**. The graph shows the student's results in the order he or she read the stories. Hold the cursor over a bar to see the story name for the results.
- 2 Click **Back** to return to the Congratulations screen.

### Detailed Story Results

The detailed story results include the student's goal, the text he or she wrote for the prediction, retell, and open-ended questions, and the scores from the cold timing and pass timing. If you want a printed version of this information, view and print the Story Details Report, which is described in Chapter 7.



### To view the detailed story results:

- 1 From the Congratulations screen, click **Results**. The detailed story results display, including:
  - The student's goal.
  - The prediction and retell that the student wrote, plus the number of words in the retell. Click **Retell** to view the story.
  - The cold timing results, including the words correct per minute and the number of difficult words the student clicked.
  - The quiz results, including the student's answers to the open-ended questions. A red X by an open-ended question means the student's first response was wrong. To view the questions, click a question number, and then choose an option to show the student answer, show the correct answer, or clear the answer (remove the check mark). Click **Back** to return to the Results screen.
  - The pass timing results, including the words correct per minute and the expression rating.
  - For phonics levels, the words correct per minute for the word list pass timing.
- 2 From the story results you can:
  - Print the story and results (see "Printing Stories and Student Results" in Chapter 4).
  - Click **New Story** to close the story and let the student select another story to read.
  - Click **Back** to return to the Congratulations screen.
  - For phonics levels, you can click **Word List** to continue with the Practice Word List step (see Chapter 6 for more information).

# 6

## Differences in the Steps for the Phonics Series

---

The phonics levels provide beginning readers with an opportunity to read words with specific patterns in the context of a story and then to practice word lists that focus on particular sounds.

For the most part, the phonics levels follow the same steps as the sequenced levels as described in Chapter 5. However, there are some differences that are described in this chapter.

This chapter includes the following information:

- Descriptions of the phonics levels available for Read Naturally SE.
- A summary of the differences between the phonics levels and the sequenced levels.
- Explanations of the Practice Word List and Pass Word List steps, which are additional steps included in the phonics levels.

## Phonics Levels Available

Read Naturally offers the following phonics levels:

| Phonics Level | Featured Sounds   | Notes  |
|---------------|---|--|
| .8            | Word Families—Short Vowels (short a, e, i, o, and u)  | This level is easier to read than the 1.0 level. The readability of the two levels is similar according to the Fry and Spache formulas. However, the .8 level is easier for beginning readers, because the stories are shorter and make use of sentence patterns.              |
| 1.3           | Word Families—Long Vowels (long a, e, i, o, and u)  |  |
| 1.8           | Blends and Digraphs (bl, br, ch, cl, cr, dr, fl, fr, gl, gr, ld, lk, nk, pl, pr, sc, scr, sh, sk, sm, sn, sp, spl, spr, st, str, th, tr, and wh)          |  |
| 2.3           | R-Controlled and Other Letter Combinations (alk, all, ar, au, augh, aw, soft c, er, ew, gn, soft g, ir, kn, oi, oo, or, ou, ough, ow, oy, ph, ur, and wr) |  |
| 2.6           | Short Vowels (short a, e, i, o, and u)  | The short vowels level (2.6) is slightly easier for students than the long vowels level (2.7). Students should complete level 1.8 and/or level 2.0 before working in either of these levels. Some students may also need to complete level 2.5 before working in these levels. |
| 2.7           | Long Vowels (long a, e, i, o, and u)  |  |

## Summary of the Differences for the Phonics Series

The following table summarizes the differences in the Read Naturally steps for the phonics levels compared to the sequenced level steps described in Chapter 5.

| Step                                  | Differences in the Phonics Levels   |
|---------------------------------------|---|
| Key Words                             | <p>All of the key words in a story feature a particular sound. The recording describes the featured sound and then reads the key words. Students should read along as the words are spoken.</p> <p>When you click a key word, the word is spoken but not defined. The definitions are not included, because the purpose of the key words is to illustrate the featured sounds.</p>  |
| Quiz                                  | <p>Phonics levels .8, 1.3, and 1.8 include five quiz questions in the following format:</p> <ul style="list-style-type: none"> <li>■ The first four questions are multiple-choice questions that ask students to find the word that correctly completes a sentence. The choices follow the sound patterns focused on in the story.</li> <li>■ The fifth question asks students to answer a question by writing a sentence.</li> </ul> <p>Phonics levels 2.3, 2.6, and 2.7 include two quiz questions in the following format:</p> <ul style="list-style-type: none"> <li>■ The first question is a paragraph with missing words or a cloze procedure. Students complete the sentences by choosing the correct word from a list.</li> <li>■ The second question is an open-ended question that students answer by writing a sentence.</li> </ul> |
| Retell                                | <p>The phonics levels do not include the Retell step.</p>   |
| Pass Results                          | <p>After the student passes the hot timing, a bar chart shows their cold and hot timing results, but there is no trophy picture. Instead of a New Story button, there is a Word List button for advancing to the word list steps.</p> <p>The final pass results include the score from the word list pass timing, but do not include a retell, since that step is skipped.</p>  |
| Practice Word List and Pass Word List | <p>The phonics levels include two word list steps after the Pass step. The word lists are intended to provide students with an opportunity to improve their decoding skills.</p> <ul style="list-style-type: none"> <li>■ In the Practice Word List step, the student practices reading the word lists.</li> <li>■ In the Pass Word List step, the teacher listens to the students read the word lists in order to pass them.</li> </ul>  |

## Practice Word List Step

The phonics levels include word lists that students practice reading after they have passed the story. Reading these words in the context of a story makes reading the words by themselves more meaningful and less frustrating for students. After students can read the word list in the time allowed, you pass them on the word list.

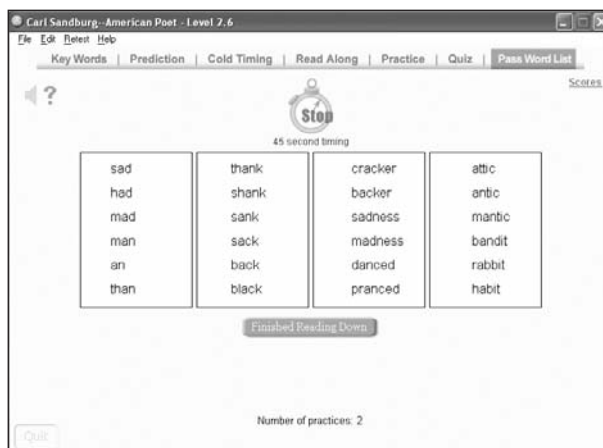
The students practice reading the word list in two directions. Students first practice reading down columns of words and then practice reading across rows of words. Students must read the word list in both directions in the time allowed (45 seconds or one minute).

The word lists for levels .8, 1.3, 1.8, and 2.3 include most of the words with the featured sounds from the story plus other words with the featured sounds. The word lists for levels 2.6 and 2.7 include all of the words with the featured sounds used in the story.

### To practice reading the word lists:

- 1 From the pass results of a phonics level, click the **Word List** button.
- 2 The students click **Start** when they are ready to start practicing the word list.

If they need to stop and start over, they can click **Stop** and then click **Start** when they are ready to start again.



- 3 The students first read quietly down the columns of words and click the **Finished Reading Down** button when they finish.

As they read, students can click words they don't know to hear them spoken.



- 4 The students then read quietly across the rows of words and click the **Finished Reading Across** button when they finish.

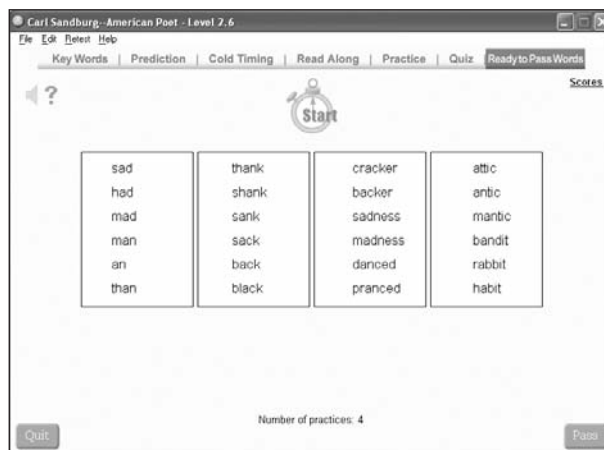
The students' goal is to read the entire word list in both directions in the time allowed (45 seconds or one minute). If the bell sounds before they finish reading the list, the students must practice the list again by clicking **Start**.

- 5 When students reach their goal practicing the word list, a red "Ready to Pass Words" box in the upper right corner alerts the teacher that they are ready to pass the word list.
- 6 The students should click **Start** to continue to practice until the teacher is ready to pass them on the word lists.

## Pass Word List Step

To pass the word list, students must meet two requirements:

- They must finish reading the word list in two directions (down and across) in the time available (45 seconds or one minute).
- They cannot make more than three errors.



### To pass a word list:

- 1 After students have reached their goal practicing the word lists, the teacher clicks the **Pass** button. (If the student is in the middle of a practice timing, click **Stop** before you click **Pass**.)
- 2 The teacher enters his or her password and clicks **OK**.
- 3 The students click **Start** when they are ready to start reading the word list.
- 4 As the students read down the columns of words, the teacher listens and counts the number of words they miss. (See Chapter 5 for guidelines for counting errors.)
- 5 When the students finish reading down the word list, they click the **Finished Reading Down** button.
- 6 The students then read across the rows of words. The teacher listens and counts the number of words they miss. (See Chapter 5 for guidelines for counting errors.)
- 7 When the students finish reading across the word list, they click the **Finished Reading Across** button.

- 8 If students do not finish the word lists in both directions before the time is up, they do not pass the word list. The teacher must decide which of the following actions to take:
- Click **Practice Again** to have the students practice the word list again. The students can then try to pass the word list again with their teacher.
  - Choose **Word List** from the Retest menu to have the students try to pass the word list again without practicing.
  - Click **New Story** to exit the word list steps and let the students choose another story to read.
- 9 If students do finish the word list in both directions before the time is up, the teacher enters the number of words missed and clicks **OK**.
- If students have more than three errors, they do not pass the story. Teachers must choose from the same three options described in step 8.
  - If students have three or fewer errors, the screen displays their number of words per minute.
- 10 Click **Next**. A Congratulations screen shows a bar chart of the cold and pass timing scores and the word list pass score.
- 11 From the Congratulations screen, you can click any of these buttons to continue:
- **Quit**: Closes Student Stories and returns to the login screen.
  - **Graph Stories**: Displays a results graph of all the stories this student has read. (See "Viewing Story Results" in Chapter 5 for more information.)
  - **Results**: Displays the student's detailed results for the current story, including the score from the word list pass timing. (See "Viewing Story Results" in Chapter 5 for more information.)
  - **New Story**: Lets the student select another story to read.



## 7

## Generating Teacher and Student Reports

Reports show summary and detail information about the teachers and students who use Read Naturally SE. Most of the reports are student reports that help you monitor students' progress and determine when to intervene by providing extra coaching or adjusting students' levels or goals.

This chapter includes procedures for generating reports and descriptions of the reports that are available:

|   |  |
|---|--|
| <b>All teachers</b>                             | <b>Teacher/Assistant Roster:</b> Lists the teachers, their classes, and the number of students in each class, plus any teacher assistants.   |
| <b>All students for a teacher</b>               | <p><b>Student Enrollment Report:</b> Lists basic information for the students that are assigned to a teacher, regardless of whether the students have started working in the program yet.</p> <p><b>Needs At-A-Glance for Students Report:</b> Summarizes the status and results for each student who has completed at least one story in the reporting period. It also includes links to other student reports.</p> <p><b>Students Active in Read Naturally Report:</b> Lists the teacher's students who have completed at least one story in the reporting period.</p> |
| <b>Individual students, letters to parents</b>  | <b>Periodic Report:</b> A letter you can send to parents about the progress their children have made in the Read Naturally program.  |
| <b>Individual students, details for a level</b> | <p><b>Level Details Report*:</b> Includes a summary of results for each story a student has passed at a given level.</p> <p><b>Fluency Details Report*:</b> Shows charts and data that help you evaluate a student's reading fluency.</p> <p><b>Comprehension Details Report*:</b> Shows retell and quiz results that help you evaluate the student's comprehension.</p> <p>*All three of these reports include links to the Story Details reports.</p>  |
| <b>Individual students, details for a story</b> | <b>Story Details Report:</b> Provides a student's detailed results for a specific story.   |

## Generating a Teacher/Assistant Roster

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The Teacher/Assistant Roster lists the teachers who use Read Naturally SE, their classes, and the number of students in their classes. Any teacher assistants are also listed. Only the school administrator can generate the Teacher/Assistant Roster report.

### To create a Teacher/Assistant Roster:

- 1 Log in to Teacher Management with the school administrator password.
- 2 From any of the tabs, click **Reports**.
- 3 In the Reports window, choose the School tab.
- 4 Click **Create Report**. The report opens in a separate window.
- 5 To print the report, either click the **Print This Report** link or choose **Print** from the File menu.

## Generating Student Reports

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When you generate the student reports, you specify the time period and students you want to include in the report. (The administrator also chooses the teacher whose students are to be included.) Read Naturally SE then generates either a student roster report or a set of student progress reports. The main progress report is a Needs At-A-Glance report, from which you can view the other progress reports.



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**Note:** If you generated reports previously, make sure you close the browser window displaying the reports before you generate a new set of reports. New reports replace any existing reports, so not closing the report window could cause unpredictable results.

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### To create the student reports:

- 1 Log in to Teacher Management with a teacher or school administrator password. (Teacher assistants cannot generate reports.)
- 2 From any of the tabs, click **Reports**.
- 3 From the Teacher tab of the Reports window, Choose the type of report you want to generate—Student Roster or Progress Report.
  - The student roster (Student Enrollment Report) lists basic information for students enrolled in Read Naturally.
  - The progress reports list results for students from their work in Student Stories.

- 4 If you selected the Progress Report, specify the report period for which you want to include student data.
  - a Click in the "from" box, choose a starting date from the calendar, and click the green check mark.
  - b Click in the "to" box, choose an ending date from the calendar, and click the green check mark.
- 5 If you are the administrator, choose a teacher from the list. This is not required for teachers, since they can generate reports only for their own students.
- 6 Select the student or students for whom you want to generate a report.
  - To select one student, click the name.
  - To select all of the teacher's students, click **Select All**.
  - To select a group of students that are listed together, click the first student in the group, hold down the Shift key, and then click the last student in the group. (You can click a column heading to sort the students by that column.)
  - To select multiple students that are not listed together, hold down the Control key (Windows) or  key (Macintosh) and then click the students you want to include.
- 7 Click **Create Report**. The Student Enrollment Report or Needs At-A-Glance Report opens in a separate window.
- 8 You can print the report either by clicking the **Print This Report** link or by choosing **Print** from the File menu. From the Needs At-A-Glance Report, you can also do the following:
  - To view the Students Active for Teacher report, choose it from the Go To drop-down list.
  - To view a report for a specific student, click the report icon  for the report you want to see. Hold the cursor over an icon to see the name of the report it links to. The reports are described in this chapter, starting on the next page.

# Teacher/Assistant Roster

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## **Purpose**

This report lists the teachers, teacher assistants, classes, and number of students that are set up in Read Naturally SE.

## **Key Information**

This report lists the following information:

- A** The names of the teachers and teacher assistants that are set up in Read Naturally SE.
- B** The names of the classes that are assigned to each teacher.
- C** The number of students that are assigned to each class.

## **Things You Can Do From This Report**

To print this report, either click the **Print This Report** link or choose **Print** from the File menu.

# Teacher/Assistant Roster

Read Naturally  
Software Edition  
Reports

---

**Report date:** 11/15/04

[Print This Report](#)

---

## Teachers

| <b>(A)</b><br>Teacher Name | <b>(B)</b><br>Class Name | <b>(C)</b><br>Number of Students |
|----------------------------|--------------------------|----------------------------------|
| Murray, Jane               | Reading1                 | 6<br>Total: 6                    |
| White, Terry               | Reading 2                | 10                               |
|                            | Reading 3                | 12<br>Total: 22                  |

---

**Total Teachers:** 2

**Total Classes:** 3

**Total Students:** 28

## Reading Assistants

Ames, Dale  
Brown, Jean  
Franklin, Sandy

# Student Enrollment Report

---

## Purpose

This report lists basic information for the selected students that are assigned to the teacher during the specified reporting period. The report includes all of the students that are enrolled in Read Naturally, regardless of whether the students have started working in the program yet. Use this report to help manage the students in the classroom.

## Key Information

For each student, this report lists the following information:

- A The name of the student.
- B The name of the class to which the student is assigned.
- C The level in which the student is currently working.
- D The student's current goal in words correct per minute.
- E The student's password for logging in to Student Stories.

## Things You Can Do From This Report

To print this report, either click the **Print This Report** link or choose **Print** from the File menu.

# Student Enrollment Report for Jane Murray

Read Naturally  
Software Edition  
Reports

Report date: 6/29/07  
Teacher: Jane Murray

[Print This Report](#)

| <b>(A)</b>       | <b>(B)</b> | <b>(C)</b>    | <b>(D)</b> | <b>(E)</b> |
|------------------|------------|---------------|------------|------------|
| Student Name     | Class      | Current Level | Goal       | Password   |
| Arndt, Christina | Reading 1  |               | 0          | chris1     |
| Awada, Jeff      | Reading 1  | 3.5           | 90         | jeff1      |
| Black, Chris     | Reading 1  | 4.5           | 125        | chris2     |
| Jones, Angela    | Reading 1  | 2.3           | 90         | angela1    |
| Kincaid, Bruce   | Reading 1  |               | 0          | bruce1     |
| Lentz, Brandon   | Reading 1  |               | 0          | brandon1   |
| Merrill, Rudy    | Reading 1  |               | 0          | rudy1      |
| Ruiz, Tony       | Reading 1  | 1.0           | 70         | tony1      |
| Stack, Janelle   | Reading 1  | 3.0           | 90         | janelle1   |
| Timmons, Pat     | Reading 1  | 7.0           | 120        | pat1       |
| Tran, John       | Reading 1  | 5.0           | 140        | john1      |

# Needs At-A-Glance for Students Report

---

## Purpose

This report can help you identify students who may need extra help in specific areas. Within each column in the Fluency and Comprehension categories for a given level, compare the "first three" and "last three" averages. If you don't see improvement over time, check the following:


- Look at the Stories Passed column. If the student has not completed at least six stories at the current level during the report period, it may just be that the student has not completed enough stories to show positive results. In this situation, you may wish to recreate this report using a longer reporting period, examine the student's progress on other reading levels (if any), click on the report icons to gather more information to help you determine if there is really a problem, and/or carefully monitor the student's progress.
- If the student has completed at least six stories during the reporting period, click the report icon under the fluency or comprehension columns, as appropriate, to see a more detailed report that can help you diagnose the student's specific areas of weakness.

## Key Information

This report includes a summary for each student who completed at least one Read Naturally story in the reporting period, including:

- A The levels they've worked in, their goals, and the number of stories they've passed.
- B The average time spent, average cold timing score, and average hot timing score for the first three stories in the reporting period and for the last three stories in the period.
- C The percentage of quiz questions they've answered correctly for the first three stories and the last three stories.
- D The average number of words the student used to retell the first three stories and the last three stories.

## Things You Can Do From This Report

- To print the report, either click the **Print This Report** link or choose **Print** from the File menu.
- To view the Students Active for Teacher report, choose it from the Go To drop-down list.
- To view a report for a specific student, click the report icon  for the report you want to see. Hold the cursor over an icon to see the name of the report it links to.




























# Needs At-A-Glance for Students of Jane Murray

Read Naturally  
Software Edition  
Reports

**Report date:** 11/15/04  
**Report period:** 10/1/04 to 11/12/04  
**Teacher:** Jane Murray

[Print This Report](#)

Go to.... 

| Student Reading1 | Periodic Report   | Level <b>(A)</b>  |      |                | Fluency <b>(B)</b>  |                                |                               | Comprehension   |                                    |
|------------------|---|---|------|----------------|---|--------------------------------|-------------------------------|---|------------------------------------|
|                  |   | Level   | Goal | Stories passed | Avg time per story (first 3 / last 3)   | Cold timing (first 3 / last 3) | Hot timing (first 3 / last 3) | Quiz % correct (first 3 / last 3)   | Words in Retell (first 3 / last 3) |
| Awada, Jeff      |    |  3.5   | 90   | 12             |  0 hrs 35 min/<br>0 hrs 31 min   | 63/75                          | 91/99                         |  80/100  | 29/34                              |
| Black, Chris     |    |  4.5   | 125  | 1              |  0 hrs 40 min/<br>0 hrs 40 min   | 100/100                        | 127/127                       |  80/80   | 30/30                              |
| Ruiz, Tony       |    |  1.0   | 70   | 16             |  0 hrs 39 min/<br>0 hrs 33 min   | 42/54                          | 72/85                         |  90/100  | 17/24                              |
| Stack, Janelle   |   |  2.5  | 90   | 12             |  0 hrs 38 min/<br>0 hrs 30 min  | 63/82                          | 92/98                         |  93/87  | 15/25                              |
|                  |   |  3.0 | 90   | 8              |  0 hrs 32 min/<br>0 hrs 28 min | 75/82                          | 96/103                        |  87/93 | 20/21                              |
| Timmons, Pat     |  |  7.0 | 120  | 12             |  0 hrs 40 min/<br>0 hrs 35 min | 84/96                          | 122/131                       |  70/67 | 39/47                              |
| Tran, John       |  |  5.0 | 140  | 20             |  0 hrs 35 min/<br>0 hrs 29 min | 90/110                         | 140/141                       |  80/85 | 32/42                              |

Click to view a Periodic Report

Click to view a Level Details Report

Click to view a Fluency Details Report

Click to view a Comprehension Details Report

# Students Active in Read Naturally Report

---

## Purpose

This report lists the active Read Naturally students who were assigned to the teacher during the reporting period. An "active" student is one who completed at least one Read Naturally story during the reporting period.

## Key Information

The report lists the following information for each student:

- A The student's name.
- B The student's ID number.
- C The class to which the student is assigned.
- D The grade to which the student is assigned.
- E The date the student was enrolled in Read Naturally SE.
- F The reading level that was assigned to the student when he or she first enrolled.
- G The student's current reading level.

## Things You Can Do From This Report

- To print this report, either click the **Print This Report** link or choose **Print** from the File menu.
- To view the Needs At-A-Glance Report, choose the report from the Go To drop-down list.

# Students Active in Read Naturally for Jane Murray

Read Naturally  
Software Edition  
Reports

**Report date:** 11/15/04  
**Report period:** 10/1/04 to 11/12/04  
**Teacher:** Jane Murray

[Print This Report](#)

Go to....

| <b>(A)</b>          | <b>(B)</b> | <b>(C)</b>   | <b>(D)</b>   | <b>(E)</b>             | <b>(F)</b>              | <b>(G)</b>           |
|---------------------|------------|--------------|--------------|------------------------|-------------------------|----------------------|
| <b>Student Name</b> | <b>ID</b>  | <b>Class</b> | <b>Grade</b> | <b>Enrollment Date</b> | <b>Enrollment Level</b> | <b>Current Level</b> |
| Awada, Jeff         | 0401-20    | Reading1     | 3            | 10/20/2004             | 3.5                     | 3.5                  |
| Black, Chris        | 0401-01    | Reading1     | 6            | 10/27/2004             | 4.5                     | 4.5                  |
| Ruiz, Tony          | 0402-03    | Reading1     | 2            | 10/20/2004             | 1.0                     | 1.0                  |
| Stack, Janelle      | 0402-12    | Reading1     | 4            | 10/01/2004             | 2.5                     | 3.0                  |
| Timmons, Pat        | 0562-07    | Reading1     | 8            | 10/20/2004             | 7.0                     | 7.0                  |
| Tran, John          | 4220-40    | Reading1     | 7            | 10/01/2004             | 5.0                     | 5.0                  |

# Periodic Report

---

## Purpose

This report is a letter you can send to parents to inform them of the progress their children have made in the Read Naturally program.

## Key Information

The report includes the following information for a specific student:

- A The reporting period.
- B The number of stories read.
- C The starting and ending reading levels, pointing out that the ability to work in a higher reading level is an indication of progress.
- D The starting and ending goal rates, pointing out that an increase in goal rate is an indication of progress.
- E The percentage of questions the student answered correctly.

## Things You Can Do From This Report

- To print the report, either click the **Print This Report** link or choose **Print** from the File menu.
- To view the Needs At-A-Glance report or the Students Active report, choose the report from the Go To drop-down list.

## Periodic Report for Janelle Stack

Read Naturally  
Software Edition  
Reports

**Report date:** 11/15/04

**Report period:** (A) 10/1/04 to 11/12/04

**Teacher:** Jane Murray

[Print This Report](#)

Go to...



Dear Parent/Guardian,

Janelle Stack has been working with the READ NATURALLY program to improve reading fluency and comprehension. This report describes the work Janelle has done in READ NATURALLY during the reporting period from 10/1/04 to 11/12/04.

While working in this program, your child read stories at reading levels best suited for his/her fluency development. The ability to work in higher reading levels shows progress.

During this reporting period, Janelle read 20 stories from levels 2.5 and 3.0.

Your child read each story while listening to an audio recording of the story and then practiced it several times until able to read it with good expression at a goal rate. An increase in goal rate shows progress.

(D) At the start of this reporting period Janelle's goal rate was 90 words correct per minute.

At the end of this reporting period Janelle's goal rate was 90 words correct per minute.

After reading each story, your child answered questions about the story. Students are expected to answer 80% of these comprehension questions correctly.

(E) Janelle answered 90% of the comprehension questions correctly.

If you have any questions concerning this report, please contact me.

Jane Murray

# Level Details Report

---

## Purpose

This report includes a summary of results for each story a student has passed at a given level. Stories are listed in order of completion, so you can compare the student's scores for earlier and recent stories to see if the student is improving over time.

## Key Information

For each story the student has passed, the report lists the following information:

- A** The name and number of the story.
- B** The date the student started the story.
- C** The date the student passed the story.
- D** The student's reading rate goal, in words correct per minute.
- E** The student's cold timing score, in words correct per minute.
- F** The student's hot timing score, in words correct per minute.
- G** The percentage of questions the student answered correctly the first time he or she took the quiz.
- H** The number of words in the student's retell.

## Things You Can Do From This Report

- To print the report, either click the **Print This Report** link or choose **Print** from the File menu.
- To view a Story Details report for a specific story, click the name of the story in the Story column.
- To view the Needs At-A-Glance report, Students Active report, Periodic Report, Fluency Details report, or Comprehension Details report, choose the report from the Go To drop-down list.

# Level 3.0 Details for Janelle Stack

Read Naturally  
Software Edition  
Reports

**Report date:** 11/15/04  
**Report period:** 10/1/04 to 11/12/04  
**Teacher:** Jane Murray  
**Level:** 3.0

[Print This Report](#)

Go to....

### Stories Passed (listed in order of completion)

| <b>(A)</b><br>Story                  | <b>(B)</b><br>Date Started | <b>(C)</b><br>Date Passed | <b>(D)</b><br>Goal | <b>(E)</b><br>Cold<br>Timing | <b>(F)</b><br>Hot<br>Timing | <b>(G)</b><br>Quiz %<br>Correct | <b>(H)</b><br>Retell |
|--------------------------------------|----------------------------|---------------------------|--------------------|------------------------------|-----------------------------|---------------------------------|----------------------|
| <u>Gorilla (#1)</u>                  | 10/21/2004                 | 10/22/2004                | 90                 | 72                           | 96                          | 100                             | 20                   |
| <u>Vampire Bat (#3)</u>              | 10/25/2004                 | 10/26/2004                | 90                 | 77                           | 99                          | 80                              | 18                   |
| <u>Sandra Day<br/>O'Connor (#23)</u> | 10/26/2004                 | 10/27/2004                | 90                 | 75                           | 93                          | 80                              | 22                   |
| <u>Termites (#9)</u>                 | 10/27/2004                 | 10/28/2004                | 90                 | 73                           | 102                         | 100                             | 23                   |
| <u>Electric Eels (#7)</u>            | 11/01/2004                 | 11/03/2004                | 90                 | 76                           | 96                          | 80                              | 15                   |
| <u>Horned Toad (#13)</u>             | 11/04/2004                 | 11/05/2004                | 90                 | 80                           | 106                         | 100                             | 18                   |
| <u>Harriet Tubman<br/>(#21)</u>      | 11/08/2004                 | 11/09/2004                | 90                 | 82                           | 100                         | 80                              | 24                   |
| <u>Flying Dragon<br/>(#17)</u>       | 11/10/2004                 | 11/11/2004                | 90                 | 85                           | 102                         | 100                             | 21                   |

Total Stories Completed: 8

Click to view a  
Story Details  
Report

# Story Details Report

---

## Purpose

This report provides a student's detailed results for a specific story.

## Key Information

- A** The Summary section of the report lists the following information:
- The title of the story.
  - The student's goal.
  - The cold timing results, including the number of errors.
  - The hot timing results, including the number of errors and expression rating.
  - The date the student started the story and the date he or she passed it.
  - The amount of time the student spent on the story.
  - The number of practices it took the student to achieve the goal rate.
- B** The Prediction and Retell Results section shows the numbers of words in the student's prediction and retell and shows the text the student wrote for each.
- C** The Comprehension Quiz Results section shows the percentage of questions the student answered correctly on the first try and indicates whether the answer to each question was correct or incorrect.
- D** The Difficult Words section lists the difficult or unknown words the student clicked during the Cold Timing and Practice steps.

## Things You Can Do From This Report

- To print the report, either click the **Print This Report** link or choose **Print** from the File menu.
- To view the Needs At-A-Glance report, Students Active report, Periodic Report, Level Details report, Fluency Details report, or Comprehension Details report, choose the report from the Go To drop-down list.

# Story Details for Janelle Stack Level 3.0 Story #1

Read Naturally  
Software Edition  
Reports

**Report date:** 11/15/04  
**Report period:** 10/1/04 to 11/12/04  
**Teacher:** Jane Murray  
**Level:** 3.0

[Print This Report](#)

Go to....

## A Summary

**Story Title:** Gorilla

|                            |    |                             |              |
|----------------------------|----|-----------------------------|--------------|
| <b>Goal:</b>               | 90 | <b>Start Date:</b>          | 10/21/2004   |
| <b>Cold Timing:</b>        | 72 | <b>Pass Date:</b>           | 10/22/2004   |
| <b>Hot Timing:</b>         | 96 | <b>Time spent on story:</b> | 0 hrs 33 min |
| <b>Cold Timing Errors:</b> | 6  | <b>Practices to goal:</b>   | 6            |
| <b>Hot Timing Errors:</b>  | 3  |                             |              |
| <b>Expression Rating:</b>  | 2  |                             |              |

## B Prediction and Retell Results

|                   | Words Used | Student's Text  |
|-------------------|------------|---|
| <b>Prediction</b> | 7          | Gorillas are mean. They are big animals.  |
| <b>Retell</b>     | 20         | Gorillas look mean but are really shy. They pound their chests to scare away people. Then they run away fast. |

## C Comprehension Quiz Results

Percent of questions correct on first try: 100%

|  |         |
|--|---------|
| <b>Question 1 (Main idea):</b>           | Correct |
| <b>Question 2 (Recall literal fact):</b> | Correct |
| <b>Question 3 (Vocabulary):</b>          | Correct |
| <b>Question 4 (Text connections):</b>    | Correct |
| <b>Question 5 (Author's ideas):</b>      | Correct |

The woman gave the gorilla to the circus because he broke out of his cage.

## D Difficult Words

Number of words the student found difficult for this story: 8

Creature  
circus  
The

# Fluency Details Report

---

## Purpose

This report shows charts and data that reflect a student's reading fluency. Monitoring trends in a student's fluency can help you decide when it's time to adjust the student's reading level or goal.

## Key Information

This report includes the following information:

- A** A comparison of the average time spent per story, cold timing score, and hot timing score for the first three stories and for the last three stories.
- B** A bar chart showing the hot and cold timing scores for the stories the student passed in the level. Hold the cursor over a bar to see the name of the story and the score.
- C** A summary of the results for each story the student passed, including the goal, cold and hot timing scores, time spent per story, number of practices it took the student to reach the goal, number of difficult words clicked, number of errors during the cold and hot timing, and the expression rating.
- D** The difficult or unknown words the student clicked during the cold timing and practice steps.

## Things You Can Do From This Report

- To print the report, either click the **Print This Report** link or choose **Print** from the File menu.
- To view a Story Details report for a specific story, click the name of the story in the Passed Story column.
- To view the Needs At-A-Glance report, Students Active report, Periodic Report, Level Details report, or Comprehension Details report, choose the report from the Go To drop-down list.

# Fluency Details for Janelle Stack at Level 3.0

Read Naturally  
Software Edition  
Reports

Report date: 11/15/04  
 Report period: 10/1/04 to 11/12/04  
 Teacher: Jane Murray  
 Level: 3.0

[Print This Report](#)

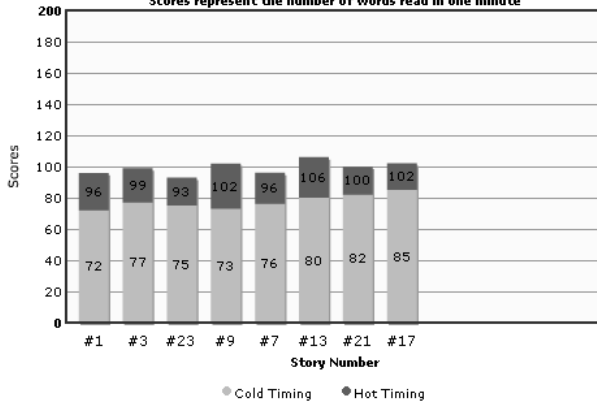
Go to....

## A Fluency At-A-Glance

|                                    |                                   |                          |                         |
|------------------------------------|-----------------------------------|--------------------------|-------------------------|
| <b>Average of First 3 Stories:</b> | <b>Time Spent</b><br>0 hrs 32 min | <b>Cold Timing</b><br>75 | <b>Hot Timing</b><br>96 |
| <b>Average of Last 3 Stories:</b>  | 0 hrs 28 min                      | 82                       | 103                     |

## B Level 3.0 Fluency Details - Story Set 1

Scores represent the number of words read in one minute



Stories are listed in the order they were read by the student.

## C

### Passed Story

| Story   | Goal | Cold timing | Hot timing | Time Spent   | Practices to Goal | Difficult Words | Cold Timing Errors | Hot Timing Errors | Expression Rating |
|---|------|-------------|------------|--------------|-------------------|-----------------|--------------------|-------------------|-------------------|
| <a href="#">Story #1 - Gorilla</a>              | 90   | 72          | 96         | 0 hrs 33 min | 6                 | 8               | 6                  | 3                 | 2                 |
| <a href="#">Story #3 - Vampire Bat</a>          | 90   | 77          | 99         | 0 hrs 30 min | 6                 | 3               | 3                  | 2                 | 2                 |
| <a href="#">Story #23 - Sandra Day O'Connor</a> | 90   | 75          | 93         | 0 hrs 31 min | 4                 | 2               | 2                  | 1                 | 3                 |
| <a href="#">Story #9 - Termites</a>             | 90   | 73          | 102        | 0 hrs 33 min | 7                 | 7               | 7                  | 1                 | 3                 |

## D Difficult Words

|  |           |         |          |
|--|-----------|---------|----------|
| <b>Story #1 - Gorilla</b>              | creature. | circus  | The      |
|  | Gorilla   | doesn't | don't    |
|  | leaves    | grass   |          |
| <b>Story #3 - Vampire Bat</b>          | wings     | Dracula | Dracula  |
| <b>Story #23 - Sandra Day O'Connor</b> | fences    | none    |          |
| <b>Story #9 - Termites</b>             | house     | 20      | one      |
|  | fast      | homes   | Termites |
|  | Building  |         |          |

Click to view a  
Story Details  
Report

# Comprehension Details Report

---

## Purpose

This report shows charts and data from the student's retells and quiz results to help you evaluate the student's comprehension of the stories.

## Key Information

This report includes the following information:

- A** A chart showing the number of words the student used to retell each story. Hold the cursor over a bar to see the title of the story and the number of words in the retell. Short retells may indicate that the student doesn't understand the stories. (This chart is not included for phonics levels, since those levels do not include a retell step.)
- B** A comparison of the average length of the retells for the first three stories and the average length of the retells for the last three stories. The retells should get longer the more a student works with Read Naturally.
- C** A chart showing the percentage of questions the student answered correctly on the first try for each story. Hold the cursor over a bar to see the title of the story and the percent correct. The student should be able to answer at least 80% of the questions correctly the first time (preferably 100%). A lower percentage may indicate that the student had trouble understanding the story and needs extra help.
- D** A comparison of the percentage of questions answered correctly for the first three stories and the percentage of questions answered correctly for the last three stories. Students should improve their performance on the quiz the more they work with Read Naturally.
- E** A chart showing the percentage of questions answered correctly by question number. Hold the cursor over a bar to see the question type and percent correct. For most levels, each question number is a particular type of question. If a student answers less than 80% of a question number, it may indicate that he or she has problems in a given area of comprehension and needs extra coaching in that area. Scores below 60% warrant immediate, direct intervention. (This chart is not included for phonics levels, since the questions for those levels are not categorized by type.)

## Things You Can Do From This Report

- To print the report, either click the **Print This Report** link or choose **Print** from the File menu.
- To view a Story Details report for a specific story, click the name of the story in the key under the Quiz Results by Story chart.
- To view the Needs At-A-Glance report, Students Active report, Periodic Report, Level Details report, or Fluency Details report, choose the report from the Go To drop-down list.

# Comprehension Details for Janelle Stack at Level 3.0

Read Naturally  
Software Edition  
Reports

Report date: 11/15/04  
Report period: 10/1/04 to 11/12/04  
Teacher: Jane Murray  
Level: 3.0

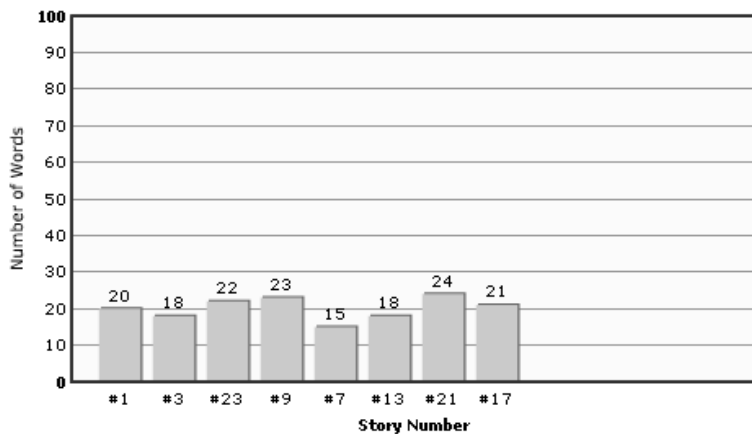
[Print This Report](#)

Go to....

**A**

## Level 3.0 Retell Results - Set 1

Number of words the student used to retell the story



● Number of words

**B**

Average number of words used to retell the stories at this reading level for:

The first three stories attempted: 20

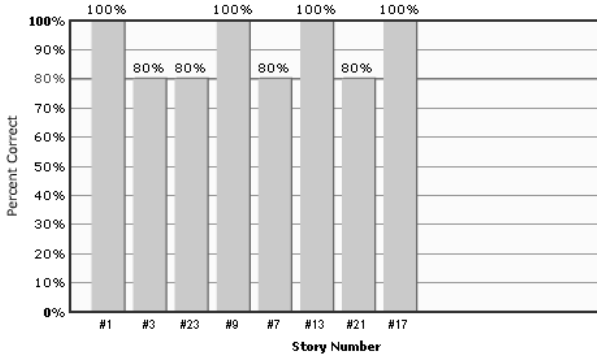
The last three stories attempted: 21

[View Key for Graph](#)

(report continued on the next page)

**C****Level 3.0 Quiz Results by Story - Set 1**

Numbers represent the percentage of correct answers for a given story

**D**

Percent of questions answered correctly at this reading level for:

The first three stories attempted: 87%

The last three stories attempted: 93%

**Key**

Stories are listed on the graphs in the order they were read by the student.

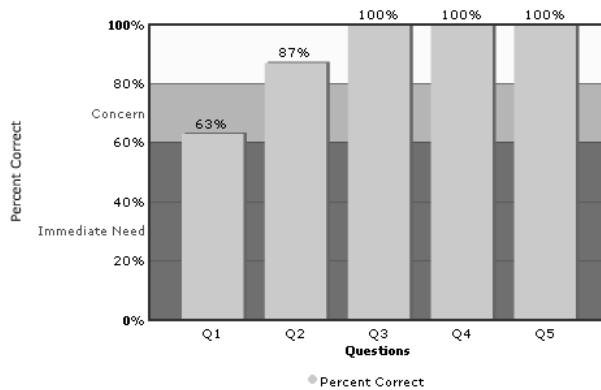
[Story 1](#) = Gorilla  
[Story 3](#) = Vampire Bat  
[Story 9](#) = Termites  
[Story 23](#) = Sandra Day O'Connor  
[Story 7](#) = Electric Eel  
[Story 13](#) = Horned Toad  
[Story 21](#) = Harriet Tubman  
[Story 17](#) = Flying Dragon

If the student consistently  
 what s/he reads. To help  
 graph to determine whether  
 vocabulary, etc.).

Click to view a  
 Story Details  
 Report

**E****Quiz Results by Question Type**

Numbers represent the percentage of correct answers for a given question type

**Key**

Q1 = Question 1 tests comprehension of the main story idea.  
 Q2 = Question 2 tests student's ability to recall a fact from the story.  
 Q3 = Question 3 asks students to determine the meaning of a vocabulary word.  
 Q4 = Question 4 asks students make inferences from the story to draw a conclusion.  
 Q5 = Question 5 asks students to combine information the authors provide with their own ideas.

If the student scores between 60% and 80% for any given question type, s/he may require extra support with that type of question. Scores falling below 60% suggest that immediate, direct intervention is required.



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