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Welcome to Read Naturally® Encore, a powerful and effective program that helps developing and struggling readers become fluent. The foundation for Read Naturally Encore is the research-based Read Naturally strategy. This section describes the Read Naturally strategy: its research base, how it works, and its benefits. This section also guides you through the process of determining which students will benefit from Read Naturally Encore.
The Read Naturally Strategy

A solid foundation of research provides the basis for the Read Naturally strategy. This section explains this research and how Read Naturally has incorporated the research into a powerful program for building fluency. This section also highlights the benefits of using the Read Naturally strategy with readers who struggle with fluency.

Struggling Readers Often Have Fluency Problems

Picture one of your struggling readers. Turn on the audio portion of your imagination, and listen to that student read. You would probably describe that student's reading as word-by-word, halting, slow, and laborious. A student whose reading has these characteristics has a fluency problem. Over 30 years of research indicates that fluency is one of the critical building blocks of reading, because fluency development is directly related to comprehension. Many researchers have found that fluency is highly correlated with reading comprehension and that fluency is a strong predictor of later reading achievement (Armstrong; Breznitz; Fuchs, Fuchs, Hosp, & Jenkins; Good, Simmons, & Kame'enui; Hintze & Silberglitt; Knupp; Lesgold, Resnick, & Hammond; Pinnell, Pikulski, Wixson, Campbell, Gough, & Beatty; Stage & Jacobsen). And evidence suggests there could be a causal link between fluency instruction and increases in comprehension (Reutzel & Hollingsworth). Simply put, when a student reads fluently, that student is likely to comprehend what he or she is reading. Consequently, teachers need to develop their students' fluency.

Students become fluent by practicing reading (Allington). Some students can learn to read fluently without explicit instruction. For others, however, fluency doesn't develop in the course of normal classroom instruction.

Research analyzed by the National Reading Panel suggests that just encouraging students to read independently isn't the most effective way to improve reading achievement (National Institute of Child Health and Human Development, a). Too often, simply encouraging at-risk students to read doesn't result in increased reading on their part.

During independent reading time, at-risk students often do not read. They cannot or will not independently read the books in classroom libraries. When asked to read quietly, they sometimes pretend to read or just look at the pictures. Often these students are not able to read the basal textbooks and anthologies in use in their classrooms.

Poor fluency is a self-perpetuating problem. Struggling readers read so few words during their instructional and independent reading time that the gap between the number of words they read and the number of words their peers read continually widens. Struggling readers need targeted help to achieve fluency.
What Struggling Readers Need to Become Fluent

Struggling readers need a supportive, structured, and highly motivating opportunity to read on a daily basis. Research supports teacher modeling, repeated reading, and progress monitoring as ways to involve struggling readers in the act of reading, improve their fluency, and accelerate their reading achievement.

Teacher modeling improves students' reading fluency (Daly & Martens; Eldredge & Quinn; Heckelman; Kuhn & Stahl; McAllister; Reitsma; Skinner, Logan, Robinson, & Robinson). Teacher modeling consists of a proficient reader modeling correct pronunciation, rate, and expression while reading with a less able reader. Dyad (paired or partner) reading, echoic reading, neurological impress method, and choral reading are examples of this strategy. Teacher modeling helps students learn unknown words and practice difficult words. It also encourages proper pronunciation and expression.

Repeated reading also improves fluency (Dowhower; Knupp; Koskinen & Blum; Kuhn & Stahl; LaBerge & Samuels; Larking; O'Shea, Sindelar, & O'Shea; Rashotte & Torgeson; Richek & McTague). A student applies this strategy by reading a short story or passage many times until he or she is able to read it fluently. Repeated reading helps students learn to recognize some words, master others, and increase fluency. The student will be able to transfer knowledge of the words learned and mastered to subsequent text.

Finally, daily monitoring of student progress improves student achievement (Schunk). Monitoring increases student involvement in the learning process and promotes teacher awareness of each student's progress. By communicating goals and expectations, a teacher can increase students' academic achievement (Althoff, Linde, Mason, Nagel, & O'Reilly). In addition, providing students with feedback on their progress toward short- and long-term goals has been shown to increase students' performance (Conte & Hintze). When students are given specific goals, they demonstrate significantly higher self-efficacy (Schunk & Rice). Progress monitoring rewards students for their efforts by showing evidence of their progress and motivates them to keep reading. When performance data is graphed, both teachers and students can easily monitor progress (Fuchs & Fuchs, a, b; Fuchs, Fuchs, Hamlett, Walz, & Germann; Fuchs, Fuchs, Hamlett, & Whinnery).

The Read Naturally strategy combines these three powerful, research-proven strategies of teacher modeling, repeated reading, and progress monitoring to improve reading fluency.
Overview of the Read Naturally Strategy

Combining teacher modeling, repeated reading, and progress monitoring creates a powerful tool to individualize instruction and to improve the reading fluency of a struggling reader.

The Read Naturally Steps

The Read Naturally strategy incorporates teacher modeling, repeated reading, and progress monitoring into a set of 11 steps. A student working in Read Naturally Encore will use these steps with short, high-interest, nonfiction stories at an appropriate reading level.

The steps of the Read Naturally strategy are as follows:

1. **Select a Story**
   The student selects a story and locates the corresponding audio CD. Choosing the story deepens the student's investment in the material.

2. **Key Words**
   With audio support, the student learns a few vocabulary words that are key to understanding the story.

3. **Prediction**
   The student uses the story title, illustration, and key words to write a prediction about the story, which sets a framework for comprehension.

4. **Cold Timing**
   The student times himself or herself reading the story for one minute and records the words-correct-per-minute score. This data is the baseline for progress monitoring.

5. **Graph Cold-Timing Score**
   The student graphs the number of words read correctly in blue on a Fluency graph.
6. **Read Along**
   The student reads along quietly with an audio recording of the story (teacher modeling) until he or she is able to read the story without errors. Usually a student reads along three times, but this varies depending on the age and ability of the student.

7. **Practice**
   The student reads the story aloud quietly multiple times (repeated reading), timing himself or herself to check progress. The student continues to read the story until he or she can reach an individual goal, a predetermined number of words read correctly per minute.

8. **Answer the Questions**
   The student answers comprehension questions about the story.

9. **Pass**
   When the student is ready to pass the story, the teacher does a hot timing. The teacher listens to the student read the story and determines whether or not the student passes the story and is ready to work on a new story. The student passes the story only when he or she reaches the goal with three or fewer errors, reads the story with expression, and answers the comprehension questions correctly.

10. **Graph Hot-Timing Score**
    If the student passes, he or she records the hot-timing score in red on the Fluency graph. The student graphs the hot-timing score above the cold-timing score, which provides visual feedback on how much improvement the student made by working on the story. Over time, the student should show gradual improvement on both the cold-timing and hot-timing scores.

11. **Retell the Story/Practice the Word List**
    The student retells or summarizes the story, reinforcing comprehension. (In the Phonics series, a student instead practices reading a word list that focuses on specific phonics patterns.)

After completing these steps, the student will begin the process again with a new story in the same level of material. As the student's fluency improves, he or she will advance to more challenging levels of material and work to reach higher goals.

**Note:** A more detailed description of the Read Naturally steps and how to implement them is provided in the Teacher Responsibilities (Implementing the Steps) section of this manual.
Benefits of the Read Naturally Strategy

The Read Naturally strategy results in significant improvement in the reading fluency of students. Teachers have noted several additional benefits of the strategy, including the following:

- Students often experience an increase in confidence and self-esteem.
- Students express confidence in their academic abilities and hope for their academic futures.
- Students often express that the immediate and frequent feedback motivates them to keep reading.

The Read Naturally strategy helps to meet the needs of a diverse range of learners by differentiating instruction based on individual placement. The structure of the strategy allows students to work independently most of the time. Once they have been taught how to follow the steps, students' time on task is very high, and they spend most of the instructional time engaged in the act of reading. As a result, many behavior problems are eliminated. Because students work independently, teachers can give more individualized time to students, and students placed at different levels of material can participate in the program at the same time.

Students using the Read Naturally strategy get excited about reading. They show an increased interest in coming to reading class. They enjoy selecting and reading the high-interest stories, learning to read with ease, and tracking their progress on the graphs. Because students get immediate feedback that encourages them to "beat their scores," they get hooked on the strategy much as they might get hooked on a video game. Perhaps most importantly, students feel responsible for their own successes. Many students report reading books at home, and parents comment on improvements both in the amount of time their children spend reading at home and in their attitudes about reading.
Who Needs the Read Naturally Strategy?

One way to determine who needs the Read Naturally strategy is to use the results from oral reading fluency assessments. The following pages explain how to use oral reading fluency assessments and how to compare the results to national norms. This data enables you to determine which students are performing at benchmark and which students may benefit from additional instruction or intervention, such as the Read Naturally strategy.

Using Oral Reading Fluency Assessments to Screen Students

From research, we know that results from one-minute oral reading fluency measures correlate highly with comprehension (Fuchs, Fuchs, Hosp, & Jenkins) and are therefore a good indication of overall reading proficiency. You can use Read Naturally's Reading Fluency Benchmark Assessor (RFBA) or another oral reading fluency assessment to screen students to determine who is performing at benchmark and who needs extra instructional support.

Students are assessed using grade-level passages three times per year: in the fall, winter, and spring. Data collected in the fall is typically used to screen for students needing extra support, and data collected in the winter and spring is used to monitor student progress. However, data collected in winter and spring may also identify additional students who are at risk. (Refer to your selected benchmark assessment to determine when the fall, winter, and spring assessments should be administered.)

To assess students, time each student reading two or three unpracticed, grade-level passages aloud for one minute, and calculate how many words the student read correctly on each passage. For each student, average the scores from the passages, and compare the resulting words-correct-per-minute (wcpm) score to national norms to determine if the student may benefit from working in the Read Naturally strategy.

Tools for Comparison: Oral Reading Fluency Norms

Dr. Jan Hasbrouck and Dr. Gerald Tindal collected and analyzed a wide range of oral reading fluency data and used this data to compile a set of norms published in The Reading Teacher in 2006. The table that follows displays scores from first- through eighth-grade students in the fall, winter, and spring. The wcpm scores are shown at various percentiles for each grade. You can use this table to interpret the screening results of your students and to determine which students may need fluency support.
After assessing students during the testing period recommended by your selected assessment, compare each student’s score to the fall, winter, or spring score for his or her grade level on the Hasbrouck & Tindal table. Students whose oral reading fluency assessment scores are ten or more words below the 50th percentile most likely need an intervention such as Read Naturally Encore. These students may also need further diagnosis to identify specific weaknesses in their reading skills. Students whose oral reading fluency assessment scores range from the 50th percentile to ten wcpm below the 50th percentile may be struggling with reading. This range of performance indicates that students should be closely monitored and may benefit from placement in Read Naturally Encore.

For example, on the Hasbrouck & Tindal table, the 50th percentile for third grade in the fall is 71 wcpm. So, third-grade students whose fall oral reading fluency assessment scores are 60 wcpm or below most likely need reading intervention. Third-grade students whose fall oral reading fluency assessment scores are 61 to 71 wcpm possibly need reading intervention.

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Read Naturally Encore Materials

Before implementing Read Naturally® Encore, teachers should become familiar with the materials. This section provides detailed information about the Read Naturally Encore materials. It describes the materials included in Encore, as well as the additional materials you will need to implement the program successfully.
Orientation to Materials

The table below lists the materials that you will use in your Read Naturally Encore program.

Materials List

<table>
<thead>
<tr>
<th>Included Materials (Required)</th>
<th>Additional Materials (Required)</th>
<th>Recommended Materials</th>
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</thead>
<tbody>
<tr>
<td>Teacher's manual</td>
<td>Timers</td>
<td>Red/green pouches</td>
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<tr>
<td>Placement packet</td>
<td>Student folders</td>
<td>Reading guides</td>
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<td>Blackline masters book:</td>
<td>Audio CD players</td>
<td>Additional glossaries</td>
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<td>Stories</td>
<td>Headphones</td>
<td>Crossword puzzles</td>
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<td>Comprehension questions</td>
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<td>Graphs</td>
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<td>Answer key(s)</td>
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<td>Poster</td>
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<td>Certificate of Achievement</td>
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<td>Parent Letter—Introduction to Encore</td>
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<td>Parent Letter—Fluency at Home</td>
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<td>Audio CDs in album</td>
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<td>Glossary</td>
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A detailed description of each item on the materials list is provided on the pages that follow. Materials are available through Read Naturally (www.readnaturally.com).

Note: Read Naturally offers several series: Sequenced, Phonics, American Manners & Customs, Idioms, and ME Spanish. Resources for Blind and Visually Impaired students are also available to be used in conjunction with Read Naturally ME (Masters Edition) Sequenced and Phonics series. Materials included in each series have slight variations to accommodate the specific features of the series.
Included Materials (Required)

**Read Naturally Encore Placement Packet**

The Read Naturally Encore Placement Packet provides placement stories and complete directions for placing individual students in Read Naturally Encore. It guides you in selecting an appropriate level, choosing an appropriate series, setting an initial goal, and confirming placement after students have completed several stories.

**Read Naturally Encore Blackline Masters Book**

Each Encore level includes a Read Naturally Encore Blackline Masters book that contains all of the reproducible items necessary for students to work in the level. The items included in each blackline masters book are as follows:

- Stories
- Comprehension questions
- Graphs
- Answer key(s)
- Poster
- Certificate of Achievement
- Parent Letter—Introduction to Encore
- Parent Letter—Fluency at Home

The sections that follow describe these reproducible items in detail.
Stories

Each blackline masters book contains 24 high-interest, nonfiction stories at a specific reading level.

Note: Levels in the American Manners & Customs and Idioms series contain 12 stories each.

The stories in each level represent a diverse range of topics that cover several content areas, such as history, science, and biography. The carefully written stories in each level are appropriate for that level and interesting to students. Most stories contain at least one interesting fact that the average adult is unlikely to know.

Several readability formulas were used to develop the stories in each level. Each story adheres to strict word count and readability requirements to ensure that all stories in a level are similar in length and difficulty.

All stories in Encore include rich vocabulary. The audio-supported key words section at the top of each story page highlights words that are key to the student's understanding of the story. These words were carefully selected to teach students useful vocabulary and to help students write their predictions about the story.

Note: The key words section in the Phonics series highlights words with the featured phonics patterns. Instead of definitions, the Phonics key words section includes an audio-supported lesson about the featured patterns.

Bold-faced words throughout the story indicate additional vocabulary terms that are defined in a corresponding, audio-supported glossary. All definitions are context-specific and explain the words in student-friendly terms.
The formatting and design of each story page enables students to move efficiently through the steps of the program. The example below highlights the key features of a Read Naturally Encore story.

**New Year's Foods**

**Review Key Words**
- strikes: Strikes means tells the hour by making a sound like a bell or chime a certain number of times.
- prosperity: Prosperity means success or wealth.
- symbolize: Symbolize means to represent or stand for something other than itself.
- abundance: An abundance is a large amount, a large number, or more than enough of something.

**Write a Prediction**

1. It's New Year's Eve, and the clock strikes midnight. All over Spain, ______.
2. People begin eating grapes. Each ______.
3. Person eats one grape every time the bell rings. Tradition says that the person's luck in the coming year is tied ______.
4. Many people in the southern United States eat “Hopping John” on New Year's Day. This meal is made of ______.
5. It is often served with vegetable leaves called ______.
6. Greens these leaves look a bit like paper money. People eat this meal in the hopes that the New Year will bring ______.
7. In many parts of the world, fish is a popular New Year’s meal. Fish often ______.

In levels 0.8 through 5.0, these lines are used for writing the prediction. In levels 5.6 and above, students write predictions in a notebook or on a separate sheet of paper.

**A sample Sequentail story—Level 3.5**
Comprehension Questions

Comprehension questions are included with each story. Because students know they must answer these questions, they are accountable to read for meaning, not speed.

Questions in the Sequenced Series

Each story in the Sequenced series has five to nine different types of questions, depending on the level. The question types always follow the same pattern. For example, question number one is always a main idea question. This pattern makes it easy to determine the types of questions that are difficult for a student.

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Enrichment Activity

Each story in Sequenced levels 5.6 and above also includes an optional enrichment activity, which directs the student to find information or develop ideas beyond what is available in the text. The Enrichment Activity gives the student an opportunity to expand his or her knowledge of the story topic. The student will do some research and additional reading and writing.

Comparison Questions

Each story in Sequenced levels 6.0 and above has a partner story about a related topic. Each pair of stories has three comparison questions that a student can answer using knowledge obtained from both stories.

Levels 5.6 and above include additional comparison questions that tie non-paired stories together. The comparison questions encourage analysis between different topics and give the student an opportunity to make deeper connections.
The example below highlights the key features of a question page in Sequenced level 3.5 and a question page in Sequenced level 5.6.

**New Year's Foods**

**Answer the Questions**

1. What is the main idea of this story?
   - a. People eat certain foods hoping that they will have good fortune in the New Year.
   - b. "Hopping John" is often served with green vegetable leaves that look like money.
   - c. People in Spain eat grapes when the clock strikes midnight on New Year's Eve.

2. Which food symbolizes abundance?
   - a. grapes
   - b. fish
   - c. leafy vegetables

3. What does the word *greens* mean in this story?
   - a. leafy vegetables
   - b. grassy areas
   - c. paper money

4. In Spain, how many grapes do people eat at midnight on New Year's Eve?
   - a. 6
   - b. 8
   - c. 12

5. Why do some people put fish scales in their wallets?
   - a. a small case for carrying money
   - b. leaves for carrying money
   - c. the way things end up in life

6. Match each word with its definition.
   - 1. prosperity: a. from long ago
   - 2. ancient: b. from long ago
   - 3. wallets: c. the way things end up in life
   - 4. tradition: d. a small case for carrying money

**Summarize the Story**

- __________
- __________
- __________
- __________
- __________
- __________

**Retell/Summarize**

In levels 1.0 through 5.0, the student retells or summarizes the story in the space provided. In levels 5.6 and above, the student writes the summary on a separate sheet of paper or in a notebook.

**Question 1:** The student must identify the main idea.

**Question 2:** The student must recall a fact from the story.

**Question 3:** The student must determine the meaning of a vocabulary word from the context of the story.

**Question 4:** The student must put together more than one fact from the story to draw a conclusion.

**Question 5:** The student must write a short answer using the information the authors provide as well as the student’s own ideas.

**Question 6:** The student must select definitions, synonyms, or antonyms for some of the vocabulary words from the story (levels 3.0 and above).

**Television**

- 1. What is the main idea of this story?
- 2. When was the first working model of an electronic television built?
- 3. View c. newness
- 4. Option d. choice
- 5. Publicity e. clear

**Developing vocabulary**

- A synonym is a word that has the same meaning as another word. Match each word with its synonyms.
- 1. novelty a. watch
- 2. ancient b. newness
- 3. view c. to grow rapidly
- 4. option d. choice
- 5. publicity e. clear

**Attending to details**

- Fill in each blank with a bold-faced word from the story.
- 1. television set had a case so people could see the set's insides. After ended in 1945, television set had a case so people could see the set's insides. After ended in 1945, television sales grew rapidly.

**Connecting author’s ideas with reader’s ideas**

- Why did it take so many years for the television to become common in American homes?
- TV and radio are prefixes that mean "from a distance" or "far off." Name four other familiar inventions that begin with this prefix. The dictionary may help you. Explain why tel- or tele- helps describe what the invention does.

**Summarizing information**

- The development of television took many years. Write the major events and their dates to show the development of the television.

**Enrichment Activity**

- The student may do additional research related to the topic (levels 5.6 and above).

**Question 7:** The student must recall details from the story by putting events in sequence or filling in the blanks of a summary (levels 4.0 and above).

**Question 8:** The student must process information about more than one fact from the story in order to draw a conclusion (levels 5.6 and above).

**Question 9:** The student must either support a particular statement or write a summary statement with facts from the story (levels 5.6 and above).
Questions in the Phonics Series

Each story in the Phonics series has five questions. The first four questions in levels 0.8, 1.3, and 1.8 are fill-in-the-blank questions that require the student to find the correct word to complete a sentence. The choices include the featured phonics patterns. The first four questions in levels 2.3, 2.6, and 2.7 are short-answer questions. The answers to these questions provide an opportunity for the student to write at least one word containing a featured phonics pattern. The fifth question always requires the student to write a response to a question.

Word List

The question page for each story in the Phonics series includes a word list. Instead of retelling or summarizing the story, a student working in the Phonics series practices reading a list of words with the featured phonics patterns.

The example below shows a question page from Phonics level 0.8 and a question page from Phonics level 2.3.
Questions in the American Manners & Customs and Idioms Series
To provide additional support to English language learner (ELL) students, all questions in the American Manners & Customs and Idioms series are recorded on the audio CDs. The stories in these series have seven questions each. The first five questions are the same types of questions and have the same formats as the questions in the Sequenced series. The sixth question is a vocabulary question and the seventh is a literal question, but these questions have different formats from the questions in the Sequenced series.

For examples of the question pages in the American Manners & Customs and Idioms series, visit the Read Naturally website (www.readnaturally.com).

Questions in the ME Spanish Series
Stories in the ME Spanish Series have five questions each. These questions have the same formats as the first five questions in the Sequenced series, but the questions are written in Spanish.

Graphs
The blackline masters book for each level includes bar graphs that are designed to record student progress for fluency, comprehension, and retelling. It is important to use the specific graphs that correspond to the series and level a student is using.

Each Encore level has three types of graphs:

- **Fluency graph**—This graph provides a visual indication of how much the student has improved between the cold and hot timings on stories. It also shows how a student has improved over time. For each story, the cold-timing score is recorded in blue, and the hot-timing score is recorded on the same bar in red. Space is provided for additional information: story number, goal, cold-timing score details, hot-timing score details, expression rating, number of practices to goal, and date passed.

  **Note:** All levels include a Fluency graph numbered to 200. Levels 5.6 and above also include a Fluency graph numbered to 400. The Fluency graph numbered to 400 is used if students do two-minute or whole-story timings when reading the longer stories in levels 5.6 and above.

- **Comprehension graph**—This graph provides a visual indication of the questions the student answered correctly on the first attempt for each story. The questions follow a specific pattern, so over time the graph will indicate whether a student is having difficulty with a particular type of question.

  **Note:** The questions in the Phonics series focus on giving a student more practice with the featured phonics patterns, so the questions are not the same types or formats as the questions in the other series. Therefore, the Comprehension graph for Phonics levels will not indicate a pattern in question types that may be difficult for a student.
Retelling/Summary of the Story graph—This graph provides a visual indication of the number of words written in the retelling or summary of each story. It also shows how a student has improved over time.

Note: Word List graph—A Word List graph is included in the Phonics series in place of the Retelling/Summary graph. The Word List graph provides a visual indication of the number of words the student read correctly in one minute on the word list. This graph also shows how a student has improved over time on word lists.

The example below highlights the key features of the graphs.
Answer Key(s)

Answer key(s) are located in the back of each blackline masters book. The teacher or a student can use the answer key to quickly correct the answers to the comprehension questions. Levels 5.6 and above also include answer keys for the comparison questions.

Poster

Each blackline masters book contains an 8.5" x 11" version of the poster that lists the Read Naturally steps. A 21" x 29" color version of the poster is available for purchase from Read Naturally. A printable, color copy of the 8.5" x 11" version is also available as a free download from the Read Naturally website (www.readnaturally.com).

Certificate of Achievement

Each blackline masters book contains a Certificate of Achievement to keep parents involved in the learning process. After a student passes several stories in a level, you can staple the stories together with a Certificate of Achievement award as a cover letter. The student can take the booklet of stories home, read and discuss the stories with a parent/guardian, and return the tear-off portion of the award signed by a parent/guardian. Printable color versions of these awards are available as free downloads from the Read Naturally website (www.readnaturally.com).

Parent Letter—Introduction to Encore

Each blackline masters book contains a parent letter that explains the Read Naturally program to parents.

Parent Letter—Fluency at Home

Each blackline masters book also contains a parent letter that explains how parents can support the student's reading development by working on fluency at home.
Audio CDs in Album

Each level of Read Naturally Encore includes 12 audio CDs. Each CD contains all of the audio tracks needed for a student to complete one odd-numbered story and one even-numbered story.

Note: The Idioms series and the American Manners & Customs series have 12 stories per level, so each CD contains all of the audio tracks needed to complete one story.

The first track for a story contains the audio recording for the key words. The next three tracks contain audio recordings of the story. The stories are recorded at three different rates. The second recording is slightly faster than the first. The third recording models a proficient reader emphasizing good expression. All recordings of stories are paced at rates appropriate for the reader to be able to read along and slow enough to increase the learning of new words and the reinforcement of words not firmly mastered. Each story in Encore Sequenced levels 1.0 through 4.5 includes an additional track with an optional audio recording of a Spanish translation of the story to support students whose first language is Spanish.

Superscript numbers following the headings on the story pages indicate which tracks on the audio CD the student should listen to for the audio-supported steps. Each track begins and ends with instructions that tell the student what to do next. The audio CD also includes recordings for the vocabulary words defined in the glossary. Superscript numbers following the entry words in the glossary indicate which track on the audio CD the student should listen to for a definition of each bold-faced word in the story.

The following table highlights the audio features for the stories in each individual series.

<table>
<thead>
<tr>
<th>Series</th>
<th>Audio Features for Each Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequenced</td>
<td>- Key words and definitions</td>
</tr>
<tr>
<td></td>
<td>- Story read at first rate, second rate, and expressive rate</td>
</tr>
<tr>
<td></td>
<td>- Spanish translation of the story (levels 1.0–4.5)</td>
</tr>
<tr>
<td></td>
<td>- Vocabulary words and definitions</td>
</tr>
<tr>
<td>Phonics</td>
<td>- Phonics lesson based on the key words</td>
</tr>
<tr>
<td></td>
<td>- Story read at first rate, second rate, and expressive rate</td>
</tr>
<tr>
<td></td>
<td>- Word list</td>
</tr>
<tr>
<td></td>
<td>- Vocabulary words and definitions</td>
</tr>
<tr>
<td>American Manners &amp; Customs</td>
<td>- Key words and definitions</td>
</tr>
<tr>
<td></td>
<td>- Story read at first rate, second rate, and expressive rate</td>
</tr>
<tr>
<td></td>
<td>- Questions</td>
</tr>
<tr>
<td></td>
<td>- Vocabulary words and definitions</td>
</tr>
<tr>
<td>Idioms</td>
<td>- Idioms and definitions</td>
</tr>
<tr>
<td></td>
<td>- Story read at first rate, second rate, and expressive rate</td>
</tr>
<tr>
<td></td>
<td>- Questions</td>
</tr>
<tr>
<td></td>
<td>- Vocabulary words and definitions</td>
</tr>
<tr>
<td>ME Spanish</td>
<td>- Key words and definitions</td>
</tr>
<tr>
<td></td>
<td>- Story read at first rate, second rate, and third rate</td>
</tr>
</tbody>
</table>
Glossary

Each level of Read Naturally Encore includes a full-color, audio-supported glossary. The glossary helps students learn the meanings of challenging words in the stories. Many of the student-friendly definitions include full-color pictures and sample sentences to further clarify the meanings of the words. These carefully selected words are bold-faced in the stories, so the student knows which words he or she can look up in the glossary.

The glossary words are listed alphabetically by story. The audio CD for each story includes tracks with recordings of the vocabulary words, definitions, and sample sentences. An audio track number follows each entry word in the glossary, so a student who needs more support can listen to or read along with the definitions.

Note: Glossaries for the American Manners & Customs and Idioms series are included in the blackline masters books for these levels.

The example below highlights the key features of a glossary page.
Additional Materials (Required)

The following additional materials are required for Read Naturally Encore. These materials (with the exception of notebooks) are available through Read Naturally (www.readnaturally.com).

Timers

Each student needs a timer to complete the Read Naturally steps. Read Naturally timers are digital but do not display the countdown of the seconds, because a visual countdown tempts a student to take his or her eyes off the page to check the time. Read Naturally offers three timers.

<table>
<thead>
<tr>
<th>Timer</th>
<th>Standard Electronic Timer</th>
<th>Words-Per-Minute Timer</th>
<th>Basic One-Minute Timer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>Times for any number of minutes</td>
<td>Times and calculates words per minute whether the student is reading for a specific length of time or the whole story</td>
<td>Times for one minute only</td>
</tr>
<tr>
<td></td>
<td>Beeps after the set number of minutes</td>
<td>Beeps after each minute</td>
<td>Beeps after one minute</td>
</tr>
<tr>
<td>Uses</td>
<td>One-minute story timings</td>
<td>One-minute story timings</td>
<td>One-minute story timings</td>
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<tr>
<td></td>
<td>Two-minute story timings</td>
<td>Two-minute story timings</td>
<td>Two-minute story timings</td>
</tr>
<tr>
<td></td>
<td>Five-minute retelling/summary timings</td>
<td>Whole-story timings</td>
<td>Whole-story timings</td>
</tr>
<tr>
<td></td>
<td>One-minute word list timings</td>
<td>Five-minute retelling/summary timings</td>
<td>Five-minute retelling/summary timings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>One-minute word list timings</td>
<td>One-minute word list timings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Entire word list timings</td>
</tr>
</tbody>
</table>
Student Folders

A folder holds copies of a student's stories, graphs, and glossary pages. Students may also keep red/blue pencils, red/green pouches, and reading guides in their folders. Read Naturally folders are available in five colors. You can organize your student groups by color for easy management of materials. The folders include lines for tracking level and goal adjustments and recording comments (printed discreetly on the inside pockets of the folders). Each folder has the steps of the Read Naturally strategy listed on the back.

Audio CD Players

Each student needs to have access to an audio CD player and be able to work on this equipment alone. Ideally, each student should have a CD player at his or her workstation. However, one way to share CD players is to have a listening table. The student sits at the listening table only while doing the audio steps. The student must work at another location during the other steps. A student can also share equipment by picking up a CD player from a central location for the audio steps and returning it when finished.

CD players can run on electricity or batteries. You will need a power source for each player in use. Power strips and extension cords work fine but can be cumbersome. Battery-operated CD players provide flexibility in seating arrangements, and rechargeable batteries are cost-efficient.

Headphones

Headphones allow students to hear the audio recordings clearly without distracting others. Students can also use headphones while practicing independently to reduce the sounds of the other students reading.

Colored Pencils

Colored pencils allow students to mark their cold- and hot-timing scores on the graphs. Use blue for the cold timing and red for the hot timing. Using blue for the cold timing and red for the hot timing helps the student and teacher quickly identify the amount of progress the student has made. Read Naturally offers colored pencils with red on one end and blue on the other end.

Paper or Notebook (Levels 5.6 and Above)

The story pages for levels 5.6 and above do not provide space for writing a prediction or for summarizing the story. To complete these steps, a student working in level 5.6 or above will need paper or a notebook in his or her folder.
Recommended Materials

The following materials are recommended for use in Read Naturally Encore, but are not required. These materials are available through Read Naturally (www.readnaturally.com).

Red/Green Pouches

A red/green pouch is a pouch with red on one side and green on the other that can be used to signal the teacher and to store student supplies. A student turns the green side up when he or she is working and does not need assistance. (The teacher can "go.") The student turns the red side up to signal that he or she needs help. (The teacher should "stop.") The student can keep pencils and a reading guide in the pouch.

Reading Guides

A reading guide is a clear piece of plastic with straight edges that helps a student track words across a line of text. Read Naturally's reading guides are made of sturdy, blue-tinted plastic to reduce glare.

Additional Glossaries

You will need additional glossaries when several students are working in a level of the Encore Sequenced or Phonics series at the same time. Additional glossaries are available in two forms:

- Additional copies of the full-color glossaries are available for purchase from Read Naturally.
- Blackline masters of the glossary for any level are available as free downloads from the Read Naturally website (www.readnaturally.com).

Crossword Puzzles

One crossword puzzle is available for each story in the Encore Sequenced and Phonics series. These crossword puzzles provide students with an opportunity to use the vocabulary words that are bold-faced in the stories and defined in the glossaries.

Each crossword puzzle includes a word bank from which the student can select the correct answer and then check off each word as it is used in the puzzle. The student can refer to the definitions in the corresponding glossary and listen to the audio recordings of the definitions for additional support.

A student who would benefit from extra work in vocabulary can work on a crossword puzzle while waiting for a teacher to come for the Cold Timing step or Pass step. Crossword puzzles for any level are available as free downloads from the Read Naturally website (www.readnaturally.com).
Caring for Materials

Audio CDs

The following tips will help you care for your audio CDs:

- Store CDs in their albums, face (label side) up.
- Teach students to handle CDs by their edges to avoid getting fingerprints or dirt on them.
- Teach students that the CDs should always be kept in the albums or in the CD players. Students should not set CDs on top of the CD players or where they may become dirty or scratched.

If you notice problems with the sound of your CDs or if some of the tracks skip, the CDs are most likely dirty or scratched. Clean your CDs with a cleaning kit to help improve the sound and help prevent skipping. If a CD skips or the sound drops out, try using a repair kit to buff out the minor scratches. You can purchase CD cleaning or repair kits from electronics or office supply stores.

Audio CD Players

To ensure that your audio CD players keep working properly, you may need to clean the laser lens occasionally. Follow the steps below to clean the laser lens of your audio CD player:

1. Make sure the CD player is unplugged or turned off, and open the top.
2. Saturate a cotton swab with isopropyl alcohol.
3. Locate the laser lens. It looks like a small glass bubble about ¼ inch in diameter.
4. Use the cotton swab to gently brush the lens in a circular motion for about ten seconds.
5. Allow at least ten minutes for the lens to dry before you close the top of the CD player.
Teacher Responsibilities

The teacher plays a crucial role in any successful intervention. The teacher must understand how the program should be implemented, set up a productive learning environment, and be available to work with individual students for specific steps. This section provides the information necessary for you to place students in the appropriate Read Naturally® Encore levels and to implement your Read Naturally Encore program effectively.

Note: As you plan your Read Naturally Encore program, keep in mind that Read Naturally offers a variety of professional development options, from seminars to online trainings, which will enhance your knowledge of the Read Naturally strategy and provide additional tools for implementation. For more information on professional development options, visit the Read Naturally website (www.readnaturally.com). The website also includes training resources for some of the topics covered in this section.
Placing Students—Brief Overview

To appropriately place a student in Read Naturally Encore, you must individually test the student using the steps for initial placement. Then you must confirm initial placement by checking the student's data to see whether he or she was placed correctly. For detailed directions on initial placement and confirming placement, refer to the Read Naturally Encore Placement Packet. A placement packet is included with Read Naturally Encore orders. It is also available as a free download from the Read Naturally website (www.readnaturally.com).

Initial Placement

Correct initial placement is crucial to success in Read Naturally Encore. Placing a student in Encore involves determining the appropriate level, series, and goal. You must select a combination of level, series, and goal that will challenge but not discourage the student. The reading material and the goal need to be difficult enough to require the student to practice reading the story several times to reach his or her goal. However, the level and goal should not be so difficult that the student gives up because of frustration.

Confirming initial placement is the process of checking the student's level of reading material and goal to make sure the initial placement was appropriate. For detailed directions on confirming placement, refer to the Read Naturally Encore Placement Packet or to the Teacher Responsibilities (Monitoring Student Performance) section of this manual.

Level

Stories are grouped into levels based on their difficulty. Levels range in difficulty from a first-grade reading level through an eighth-grade reading level. Read Naturally assigns stories to levels based on several readability formulas. Because a struggling reader can rarely make a full-year leap as he or she progresses, levels are available at almost every half year.

Series

For many of the levels, you have a choice of series. Regardless of the series you choose, the primary purpose of the program is to build fluency in developing and struggling readers. Some series focus on other areas of instruction in addition to fluency. The following series are available:

- Sequenced
- Phonics
- American Manners & Customs
- Idioms
- ME Spanish
- ME Resources for the Blind & Visually Impaired

Goal

The goal is the number of words a student must read correctly in one minute to pass a story. The goal must be high enough to require the student to practice several times but not so high that the student becomes frustrated.
Available Levels and Series

A variety of levels are available in several series. Use the table below and the following descriptions to become familiar with the options available.

<table>
<thead>
<tr>
<th>Placement Testing Level</th>
<th>Series Options</th>
<th>Sequenced</th>
<th>Phonics</th>
<th>Amer. Manners &amp; Customs</th>
<th>Idioms</th>
<th>ME Spanish Series</th>
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<tbody>
<tr>
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</table>

Note: Resources for blind and visually impaired students are available for all ME Sequenced and ME Phonics levels.

* The R indicates a revision of Read Naturally ME (Masters Edition) Sequenced series.

Sequenced Series

The Sequenced series is the basic series and is appropriate for any developing or struggling reader. The Sequenced series builds fluency and supports comprehension and vocabulary growth. An audio recording of a Spanish translation of each story is included in levels 1.0 through 4.5 in order to provide extra support for a Spanish-speaking student who is learning to read in English.

Phonics Series

Like the Sequenced series, the Phonics series is primarily designed to build fluency and support comprehension and vocabulary growth. However, the Phonics series also provides support for a student who needs additional phonics instruction or review. Each story includes many words with the featured phonics patterns, a short audio phonics lesson, and a word list to support the development of phonics skills.

American Manners & Customs Series

The American Manners & Customs series is designed to acquaint an English language learner or a student with special needs with some American manners and customs as he or she works on reading fluency and comprehension. The stories have extra audio and vocabulary support to help a student who is new to the English language.
Idioms Series

The Idioms series is designed to provide a native English speaker or an English language learner an opportunity to learn common American idioms as he or she works on reading fluency and comprehension. Like the American Manners & Customs series, these stories include extra audio and vocabulary support.

ME Spanish Series/Versión en Español

Each Spanish story in this series is, as much as possible, a word-for-word translation of the corresponding story in the Read Naturally ME (Masters Edition) Sequenced series. A student whose first language is Spanish can work in the Spanish series first to gain an understanding of the story content and vocabulary before working through the same story in English. Some teachers may also use these stories to support a student who is learning to read in Spanish.

ME Resources for the Blind & Visually Impaired

Read Naturally offers resources that enable blind and visually impaired students to take advantage of the Read Naturally ME (Masters Edition) Sequenced and Phonics series. A special CD for each level includes resources for creating braille and large-print versions of the stories. These resources are also provided for placement stories. Visit the Read Naturally website (www.readnaturally.com) for more information.
Planning and Setting Up

Before you implement Read Naturally Encore, you should create an effective learning environment for your students. Organize your schedule, setting, and materials in a way that maximizes efficiency and ensures that students spend as much time as possible reading.

Preparing a Schedule

You should schedule Encore sessions at least three to five times per week in blocks of 30 minutes or more. Students who participate in five sessions per week are likely to make the greatest improvements. One direct way to increase the amount of time students spend reading is to schedule more sessions. The more reading your students do, the more quickly they will improve.

Encore is best implemented with a maximum of six students per teacher. Educational assistants, parents, or other adult volunteers can be trained to help under the direction of a teacher.

Choosing a Setting

You can set up Encore in a variety of ways. The following settings work well:

- **Resource Room/Reading Lab**
  
  Students who need reading intervention come to a resource room or reading lab. The teacher sets up the Encore materials permanently, or he or she sets them up each time students come to class.

- **Classroom**
  
  The classroom teacher sets up an Encore station in the classroom. During small group instruction or independent work time, a few students improve their fluency by working at the Encore station with a teacher, educational assistant, or volunteer.

- **Cart**
  
  A collaborative support teacher brings the materials for an Encore station into a classroom on a cart. Students help set up the reading station using materials from the cart and help put the materials back after each class. The collaborative support teacher then takes the cart to the next classroom on the schedule.

- **Before or After School**
  
  Under the direction of a teacher, an Encore class can be offered before or after school. The staff, community educators, parents, or other volunteers can set up the reading station prior to class and put the materials away after each class.
Organizing for Instruction

Organizing your Read Naturally Encore materials in a strategic way will maximize efficiency for both you and your students. For more detailed information about materials, see the Read Naturally Encore Materials section of this manual.

Sets of Stories/Comprehension Questions

Notice in the Table of Contents in each Read Naturally Encore Blackline Masters book that the stories are organized into Set 1 and Set 2. Create a master set of all of the stories/comprehension questions for each level, and organize them into two sets: odd-numbered stories (Set 1) and even-numbered stories (Set 2). Use these master sets to make copies for student folders. Since each audio CD has the audio for two stories (one odd-numbered story and one even-numbered story), dividing the stories into odd and even sets enables more students to use the same audio CDs. Each student will have 12 audio CDs to choose from for his or her current set of stories, which reduces potential conflicts over materials.

For the Phonics series, dividing the stories into odd and even sets will also enable a student to read the stories that feature the same phonics patterns, because these stories are in the same set.

Although the stories within a level are of similar reading difficulty, Read Naturally recommends giving a student the odd-numbered stories first to more easily keep track of which students have worked in Set 1 or Set 2. After the student completes the first 12 odd-numbered stories, give him or her the set of even-numbered stories (if the student will continue working in the same level of material).

Note: It is not necessary to divide the stories into odd and even sets when using the Idioms series or the American Manners & Customs series, because each CD contains the audio for only one story.

Albums With Audio CDs

The center hole and the edges of each CD are securely fastened into the CD case for shipment. Carefully remove each CD from the album, and then put it back into the album, gently pressing until just the center hole snaps in. Do not press the CD so firmly that the edges are secured again. This will make it easier for students to remove the CDs once they begin working independently in the program.

Glossaries

Glossaries can be placed in a central location for students to share, or you can place a glossary in each student's folder. One glossary for each level is included in your materials. You have two options for providing additional glossaries:

- Purchase additional glossaries.
- Make copies of the glossary for any level from the blackline masters that are available as free downloads from the Read Naturally website, www.readnaturally.com.
**Answer Keys**

Copy the answer key(s) for each level and make them available to students in a central location (if students will be correcting their own work), or store copies for use by teachers and assistants. To quickly identify the correct answer key(s) for a certain level, color-code the answer keys to match the colors of the levels. Laminating copies of the answer key(s) for each level will make the answer keys last longer.

**Poster**

Hang a Read Naturally Steps poster in a central location, or give each student an 8.5" x 11" copy of the poster to keep in his or her folder. (Read Naturally folders have the poster printed on the back.) This way, if a student has difficulty remembering the sequence of steps, he or she can refer to the poster after completing each step. At the end of class, the teacher can write the number of each student's current step on a class chart. A Class Step Tracker is available as a free download from the Read Naturally website (www.readnaturally.com). When students return to class the following day, they can quickly identify where they left off and begin working.

**Timers**

Number your timers with a permanent marker, and arrange them numerically so that students can quickly locate their assigned timers. Instruct each student to use only his or her assigned timer and folder. This system will also enable you to quickly inventory the timers at the end of the period.

**Wait-Time Activities**

Prepare an activity that the students can do independently while waiting for the teacher. Suggestions for wait-time activities include the following:

- Work on the crossword for the story (crosswords are available as free downloads from the Read Naturally website, www.readnaturally.com).
- Work with the glossary, reading the definitions of the words.
- Read an Encore story previously completed.
- Read an appropriate library book or leveled reader.
Student Folders

Prepare a folder for each student with his or her name on the front. Number each folder to correspond to the number on the timer the student will be using. Each student folder should contain the following:

- **Stories/comprehension questions**
  Each folder should have the set of 12 odd-numbered stories (and corresponding questions) or the set of 12 even-numbered stories (and corresponding questions) from the student's level. Attach the story/question pages to the right side of the folder. Read Naturally folders include self-adhesive, pronged fasteners so that you can easily attach the stories. Hole-punch the stories at the top; otherwise, the word count numbers on the side may be cut off.

- **Graphs**
  Put the graphs in the left folder pocket, or attach the graphs to the folder under the stories. If you place the graphs under the stories, copy the graphs on colored paper for easy identification.

- **Glossary**
  If you have enough glossaries (glossary books or printed pages), place a glossary for the student's level in the folder. Otherwise, place glossaries in a central location.

- **Red/green pouch, pencils, and reading guide**
  Place the student's pencil, red/blue pencil, and reading guide in the red/green pouch. Then place the pouch in the folder pocket.

- **Paper or notebook (levels 5.6 and above)**
  Place paper or a notebook in the folder for each student working in levels 5.6 and above, because these levels do not provide space for writing story predictions or summaries.
Implementing the Steps

The steps of the Read Naturally strategy were designed so that students can work independently, stay motivated, and spend the majority of their time reading. Although students will be working independently most of the time, individualized teacher support is necessary to help students progress through some of the steps.

The steps of the Read Naturally strategy are as follows:

1. Select a Story
2. Key Words
3. Prediction
4. Cold Timing
5. Graph Cold-Timing Score
6. Read Along
7. Practice
8. Answer the Questions
9. Pass
10. Graph Hot-Timing Score
11. Retell the Story/Practice the Word List

A student will complete all 11 steps for each story he or she works on. So, a student who has completed an entire level of Read Naturally material (24 stories) will have worked through these steps 24 times. A student usually requires one to two 30-minute class periods to complete all 11 steps; however, the amount of time required depends on elements such as the needs of the individual student, the length of the class period, and the student-to-teacher ratio.

Each step is explained in detail on the following pages. At the end of this section, you will learn how to adapt the steps to accommodate students with specific needs.

1. Select a Story

The purpose of this step is to motivate the student by allowing the student to select a story based on personal interest.

To complete this step, the student selects a story from the set of 12 odd-numbered or even-numbered stories provided in the student's assigned folder. Immediately after selecting a story, the student gets the corresponding audio CD. The student should select a different story if the CD is already in use.

The stories in each level of a series are similar in difficulty, so the student can choose to read them in any order. However, each story in the Phonics series features specific phonics patterns. So, a teacher using the Phonics series may choose to direct a student to a story with specific phonics patterns to address a weakness or to reinforce classroom instruction.
2. **Key Words**

The purpose of this step is to ensure that the student understands key words in the story and has enough information to write a prediction.

To complete this step, the student reads along with a recording of the key words on the audio CD. In most series, the student reads and learns the meanings of the key words or phrases. In the Phonics series, the key words are used to teach the featured phonics patterns, so the audio includes a phonics lesson instead of definitions. The student may read along more than once if the words or phonics patterns are challenging.

**Tip:** If a student questions the value of reading along quietly, explain that for the brain to make the connections necessary to read well, the student needs to hear, see, and say the words.

3. **Prediction**

The purpose of this step is to have the student think about what he or she is going to read and to remind the student to read for meaning.

To complete this step, the student can use the story title, illustration, and key words to help him or her write a prediction of what the story will be about. Require the student to write a few words, phrases, or sentences depending on the student's skill level. This step should take only a minute or two, because the student should spend most of his or her time reading.

**Tip:** To give a student more vocabulary practice, require the student to use one or more of the key words in his or her prediction.

Some beginning readers may not be able to write well enough to do the Prediction step. Predicting the story orally may be more efficient, allowing more time to practice reading.

4. **Cold Timing**

The purpose of this step is to determine how many words the student can read correctly in the new, unpracticed story in one minute. The student's score from the one-minute cold timing provides baseline data for progress monitoring with minimal frustration for the student.

Initially, you time the student reading the story orally for one minute and the student underlines any unknown words. You should help the student to identify errors by pointing out any errors the student does not underline.

Read Naturally recommends that you are present for the first few cold timings to coach a student through self-timing. This will help you do the following:

- Confirm that a student's placement in Encore material is appropriate.
- Determine whether or not the student is able to conduct cold timings independently.

You will know the student is capable of doing cold timings independently when the student can accurately identify most of his or her errors.
As soon as you determine that the placement is correct and believe the student can self-time, the student should conduct the cold timings independently. There are several benefits to having a student conduct cold timings independently, including the following:

- The student doesn't waste time waiting for the teacher to do the timing.
- The student becomes aware of unmarked errors during the Read Along step. The student soon learns the words that he or she did not recognize as errors.
- The student becomes more aware of his or her reading strengths and weaknesses.
- The teacher has more time to support individual students.

**Tips:** If a student exaggerates cold-timing scores, try setting a rule that to pass, he or she must exceed the cold-timing score by 25 to 30 words, regardless of the goal.

Occasionally, you may have a student who is very frustrated by the cold timing. Try letting the student skip the Cold Timing step and graph only the hot-timing score. Have the student do the Cold Timing step as soon as he or she is more confident.

### 5. Graph Cold-Timing Score

The purpose of this step is to have the student record his or her baseline score before continuing on to subsequent steps.

To complete this step, the student records his or her story number on the Fluency graph. The teacher or the student may record the goal, number of words read, number of errors, and cold-timing score in the spaces provided. Then the student graphs the cold-timing score by coloring in the appropriate bar on the Fluency graph in blue.

### 6. Read Along

The purpose of this step is to have the student learn to read all the words in the story with proper pronunciation and expression by reading along with a recording of a proficient reader.

To complete this step, the student reads along quietly with a recording of the entire story. The student initially reads along three times. A young student, an ELL student, or a student with significant reading disabilities may need to read along more than three times. An older student or a student who has made excellent progress may require fewer than three read alongs.

**Tip:** If a student questions the value of reading along quietly, explain that for the brain to make the connections necessary to read well, the student needs to hear, see, and say the words.
Additional Resources
A student may take advantage of additional audio-supported resources while working in Encore.

Spanish Translation
A Spanish-speaking ELL student working in the Sequenced series (levels 1.0–4.5) can be directed to listen to a Spanish translation of the story before reading along with the audio in English. This exposure to the story in Spanish helps the student develop an understanding of the story by building some background and vocabulary knowledge. Then the student continues by reading along with the story in English to complete this step.

Glossary
A student should use the audio-supported glossary to learn the meanings of unfamiliar words. The student should use this additional resource any time after completing the Cold Timing step. A student who has difficulty reading the definitions and/or sample sentences should read along with the audio recording. The track number following each entry word on a glossary page indicates the corresponding track on the audio CD.

7. Practice
The purpose of this step is for the student to learn to read the story fluently and to understand what the story is about. The ability to read the words learned and mastered in this step will transfer to subsequent text.

To complete this step, the student times himself or herself reading the story independently (without audio support) several times. The student practices until he or she is able to reach the words-correct-per-minute (wcpm) goal you set for him or her during the placement process. Typically, it takes a student between three and ten practice readings to reach the goal. Once the student reaches the goal, the student turns up the red side of the red/green pouch to signal that he or she is ready to pass. While waiting for you, the student should read the whole story, answer the comprehension questions, and continue practicing. The student can also work on a wait-time activity.

Initially, the student will time himself or herself reading the story for one minute and then count the number of words read. Requiring a student to practice reading a story for only one minute is motivating for a struggling or beginning reader. With each one-minute timing, the student reads a little farther into the story, allowing him or her to see improvement in a short amount of time. This short, repeated practice builds confidence and helps the student stay motivated and eager to try again.

Note: Stories in the lowest levels have fewer than 80 words. Occasionally a student may finish reading a story in these levels before the timer sounds. If the student is not using Read Naturally's words-per-minute timer, the student should begin to read the story again and draw a vertical line behind the last word he or she reads when the timer sounds. To learn how to count words in this situation, see Calculating Words Correct Per Minute for Stories, example 2, in the Appendix of this manual.
Additional Timing Options

When a student's fluency improves, consider other timing options.

Whole-Story Timings

As a student's reading improves and the student gains confidence and recognizes the power of repeated reading, you may choose to require the student to practice reading the whole story. During a whole-story timing, the student reads the entire story and calculates his or her score using Read Naturally's words-per-minute timer. See the Materials (Additional Materials—Required) section of this manual for more information about timers.

Two-Minute Timings

In levels 5.6 and above, because of the increased length of the stories, a student may do two-minute practice timings in these levels. To set a goal for the student, double the student's one-minute timing goal. The student will need a timer that can be set for two minutes. See the Materials (Additional Materials—Required) section of this manual for more information about timers.

8. Answer the Questions

The purpose of this step is to emphasize reading for meaning and to develop the ability to answer many types of questions.

To complete this step, the student answers the questions either while waiting for the teacher to come for the hot timing or after completing a hot timing. You can check the student's answers, or the student can check his or her own answers using the answer key(s).

9. Pass

The purpose of this step is to demonstrate that the student can meet the four criteria for passing the story.

To complete this step, do a hot timing by listening to the student read the story using the same timing option the student used when practicing the story (one-minute, whole-story, or two-minute timing). Count the student's errors, and calculate the number of words read correctly. Then rate the student's expression using the Expression Rubric. If the student has finished the questions, either you or the student should correct the questions using the answer key(s).

The student passes the story only if he or she does all of the following:

- Reaches his or her goal during the hot timing.
- Makes three or fewer errors during the hot timing.
- Reads with an expression rating of 2 or higher (see the Expression Rubric that follows).
- Answers the comprehension questions correctly.

Note: Mark a multi-part question as correct only if the student has the correct answers for all parts of the question.
Use the Expression Rubric below as a guideline for determining an appropriate expression rating.

### Expression Rubric

<table>
<thead>
<tr>
<th>Expression Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The student reads haltingly, seldom uses phrasing, and reads without expression.</td>
</tr>
<tr>
<td>2</td>
<td>The student reads phrases of three to four words (especially when reading words he or she knows well) and usually pauses for end punctuation.</td>
</tr>
<tr>
<td>3</td>
<td>The student usually uses correct phrasing. Appropriate use of inflection and attention to punctuation occurs in some of the story.</td>
</tr>
<tr>
<td>4</td>
<td>The student reads conversationally, consistently using correct phrasing and inflection and attending to all punctuation.</td>
</tr>
</tbody>
</table>

**Tips:** Do not stop to conduct the Pass step for a student who is not reading or answering comprehension questions while waiting for you. If a student is not working while waiting for you, tell the student that he or she has lost his or her turn. Then conduct the Pass step with a different student who is on task. Losing his or her turn while watching you go to a student who is working will motivate the student to work while waiting.

After passing a story, ask the student to read each of the difficult words (the words that he or she underlined during the Cold Timing step) again.

**If the Student Passes**

If the student meets the four criteria for passing, record the number of words read and the number of errors, calculate and record the hot-timing score, and record the expression rating in the spaces provided on the story page.

**If the Student Does Not Pass**

If the student does not pass, use your teacher judgment to respond. The following are some ways you might respond if the student does not meet one or more of the criteria for passing.

**Student Does Not Reach Goal**

Instruct the student to practice more until he or she can reach the goal. Retest the student as soon as he or she is ready.

**Student Makes More Than Three Errors**

Remind the student that he or she must read accurately to pass.

If the student was close to passing, review the missed words. Then listen to the student read with or without the timer to see if he or she can make three or fewer mistakes.
If the student made many errors, consider the cause. If the student was rushing or being careless, review the missed words and ask the student to practice again, reading more carefully and focusing on the missed words. Return after a short time to test the student again.

If the student has difficulty decoding the words, teach him or her how to decode the missed words, and ask the student to read along with the audio again, focusing on the missed words. Have the student practice once without the recording, and then test the student again.

**Student Reads With Poor Expression**

Remind the student to read like he or she talks. Demonstrate what proper expression sounds like, reminding the student to stop at periods and other punctuation. Have the student read along with the third recording (expressive rate) again, and then practice. You can also direct the student to read the story without the timer, instructing the student to focus on expression.

**Student Does Not Answer All the Questions Correctly**

Require the student to locate and underline the correct answers or clues in the text and then to answer the incorrect questions again. Provide support as needed.

### 10. Graph Hot-Timing Score

The purpose of this step is to have the student record fluency, comprehension, and retelling/summary scores after working on the story and to notice his or her improvement. Seeing evidence of progress motivates a student to keep reading.

To complete this step, the student graphs the hot-timing score in red (above the blue from the cold-timing score) on the Fluency graph. The teacher or student may fill in additional information in the spaces below the graph: number of words read, number of errors, hot-timing score, expression rating, number of practices required for the student to meet the goal, and date the student passed the story.

When the student has completed the questions and the answers have been corrected, the student records the story number and fills in the squares on the Comprehension graph to indicate which questions were answered correctly on the first attempt.

When the student has completed the retelling and the teacher has scored it, the student records the story number and the words written for his or her retelling and then fills in the bar on the Retelling/Summary graph.

Praise the student for passing the story, because the student's sense of accomplishment motivates him or her to keep reading. If appropriate, point out the overall cold- and hot-timing progress for the stories completed.
11. **Retell the Story/Practice the Word List**

In most series, the student retells or summarizes the story. In the Phonics series, the student practices reading the word list.

### Retell or Summarize the Story

The purpose of this step is to develop the student's retelling and summarizing skills and to emphasize the importance of reading for meaning. This step was designed for students who read fluently enough to justify spending part of their reading intervention time writing a retelling or a summary of the story. Consequently, you may not want to have your students do this step when they first begin to work in Encore. Consider the following when deciding whether or not to include this step:

- Students who are significantly below grade-level expectations in fluency should initially spend as much time reading as possible.
- Beginning readers may not be able to write well enough to write a retelling independently.
- Initially, students need significant teacher support as they learn the steps of the program.

Teaching and managing the Retell the Story step requires more teacher time. Once students can independently work through the first ten steps of the program, the teacher will have more time to coach the students on how to write a retelling or summary and enough time to score the writing.

To complete this step, the student retells or summarizes the story in his or her own words. The student writes for a specific amount of time. In levels 1.0 through 5.0, space for this activity is provided below the questions. In levels 5.6 and above, the summary must be written on a separate sheet of paper or in a notebook.

Set a time limit for this step. With a set time limit, you and the student can see the improvement in the number of words written in that amount of time. The student should set his or her timer while writing, typically for five minutes. You will need to read the retelling or summary either during the Pass step or after the student has completed the Pass step. Count only the parts that are accurate and original, not any content that is repetitive, plagiarized, or incorrect. The student should graph the number of words written on the Retelling/Summary graph to track progress.

At first, a student may just use phrases, but over time the student should write in full sentences. Once a student's retelling scores plateau, you may want to give extra points for correct punctuation, capitalization, structure, and spelling. As a student masters the ability to retell the stories, you may want to teach the student to move away from the basic skill of retelling the story to the more difficult skill of summarizing. For summaries, pay more attention to the quality of writing.

Some beginning readers are not able to write well enough to do the Retell step independently. Occasionally, a student may benefit more from retelling the story orally. Retelling the story orally may be more efficient for a younger student, allowing more time to practice reading. A student who needs oral language opportunities may also benefit from retelling the story orally.
Practice the Word List

The purpose of this step is to reinforce the phonics patterns featured in the stories in the Phonics series. This step helps the student build automaticity in reading words with the featured phonics patterns.

To complete this step, the student practices reading the words on the word list until he or she can read down each column and then across each row in one minute or less with three or fewer errors. A student who needs more support can be directed to listen to a brief review of the phonics lesson (the lesson presented with the audio recording of the key words). The word list is also recorded on its own track on the audio CD, so a student who needs more support may read along with the word list before beginning to practice. The student should record his or her scores on the lines below the word list. After you pass the student on the word list, the student should graph his or her score on the Word List graph.
Story Sample, Steps 1–7, 9, and 10

1. Select a Story
The student selects a story and gets the corresponding audio CD.

2. Key Words
The student reads the key words and their definitions (or listens to a phonics lesson), tracking the words and reading along quietly with the audio recording.

| New Year’s Foods
| Review Key Words |
|---|---|
| strikes | Strikes means to tell the hour by making a sound like a bell or chime a certain number of times. |
| prosperity | Prosperity means success or wealth. |
| symbolize | Symbolize means to represent or stand for something other than itself. |
| abundance | An abundance is a large amount, a large number, or more than enough of something. |

3. Prediction
The student uses the story title, illustration, and key words to write a prediction.

4. Cold Timing
The student times himself or herself reading the story for one minute, underlining errors.

5. Graph Cold-Timing Score
The student graphs the cold-timing score on the Fluency graph in blue.

6. Read Along
The student reads the story, tracking the words and reading along quietly with the audio recording.

7. Practice
The student practices reading the story aloud quietly several times until he or she is able to reach the predetermined goal. The student times each practice and records the number of words read on the lines below the story.

8. Pass
The teacher passes the student if the student reaches the goal during the hot timing, makes three or fewer errors, reads with expression, and answers the questions correctly. The teacher records the results on the score lines below the story.

9. Graph Hot-Timing Score
The student graphs the hot-timing score on the Fluency graph in red above the same bar used in the Graph Cold-Timing Score step.

(Steps 8 and 11 are on the next page.)
11. Retell the Story
In most series, the student retells or summarizes the story, writing for a specific amount of time. The student graphs the number of words written on the Retelling/Summary graph.

8. Answer the Questions
The student answers the questions. After checking the answers, the student corrects any errors and graphs the initial comprehension score on the Comprehension graph.

Practice the Word List (fl, sl, gl)

11. Practice the Word List
In the Phonics series, the student reads a list of words with the featured phonics patterns. If needed, the student may read along with an audio recording of the word list. The student practices the word list until he or she is able to read the words down the columns and across the rows with three or fewer errors in one minute or less. After the teacher passes the student, the student graphs his or her score on the Word List graph.

Note: See the Materials (Read Naturally Encore Blackline Masters Book) section of this manual for examples of the Fluency, Comprehension, Retelling/Summary, and Word List graphs.
Adaptations

Implementing your Read Naturally Encore program with fidelity is essential; however, you may want to consider making some adaptations for an older student, a younger student, or an ELL student as you begin the program.

Adaptations for an Older Student

You may want to consider making some of the following adaptations when working with older students or adults:

- The student may use a pencil to mark the graph with a line and the date rather than coloring in the graph.
- The student may require fewer read alongs.
- You may require the student to write the retelling as a summary with a main idea statement and three supporting details. At first, the main idea statement could be copied from the answer to question 1.
- If the student is working in level 5.6 or above, require a one-minute timing for the Cold Timing step and then two-minute or whole-story timings for the Practice and Pass steps. You can use Read Naturally's words-per-minute timer and its calculating feature to determine scores. If doing two-minute timings, you can double the goal you would have set for the one-minute timing.
- Make use of glossaries and crossword puzzles to focus on vocabulary development.

Adaptations for a Younger Student

You may want to consider making some of the following adaptations when working with a younger student:

- The student may make a prediction orally or omit the Prediction step.
- The student may retell the story orally to you or omit the Retell the Story step.
- The student may answer the short-answer question in the Answer the Questions step orally or skip this question.
- You may assist the student by drawing a line on the graph to mark the student's score and then have the student color up to that line.
- You may require a younger student working in the Phonics levels to read along with the word list recording one or more times before practicing.
Adaptations for an ELL Student

Consider making some of the following adaptations when working with a student who is an English language learner:

Read Along Step

Direct a Spanish-speaking ELL student to listen to a Spanish translation of the story before doing the Read Along step in English. The opportunity to listen to the story in Spanish helps the student develop an understanding of the story by building some background and vocabulary knowledge before continuing with the rest of the steps in English. Sequenced levels 1.0 through 4.5 include an audio recording of a Spanish translation of each story.

Retell the Story Step

Direct an ELL student to retell the information from the story orally. An oral retelling of the story provides the following benefits:

- The student has the opportunity to express ideas in English.
- The student has the opportunity to use the vocabulary from the story.
- You can define difficult words and explain misconceptions to the student.
- You can assess the student's ability to understand what he or she has read.

Series Options

Read Naturally has series that are beneficial for an ELL student. For more information on the American Manners & Customs, Idioms, and ME Spanish series, see the Read Naturally Encore Placement Packet, review the Teacher Responsibilities (Placing Students—Brief Overview) section of this manual, or visit the Read Naturally website (www.readnaturally.com).
Monitoring Student Performance

Once a student begins working in Read Naturally Encore, you need to monitor the student's performance. To monitor performance, you must first confirm that a student is placed correctly and then keep the student challenged. Monitoring performance helps you do the following:

- Respond in a timely way if a student is not placed correctly.
- Keep a student continually challenged.
- Modify your program when a student is not progressing.
- Decide when a student should exit from Encore.

Confirming Initial Placement

Confirming initial placement is the process of checking the student's level of reading material and the student's individual goal to make sure the initial placement was appropriate. Check the student's initial placement after he or she completes two or three stories.

Refer to the student's story pages and graphs to find the necessary data to verify that the student meets the initial placement criteria. The criteria are as follows:

- The cold-timing scores are approximately 30 less than the goal for a student below fifth grade or 40 less than the goal for a student in fifth grade and above.
- The student is able to reach his or her goal after practicing three to ten times.
- The student's hot-timing scores are at or just above his or her goal with three or fewer errors.
- The student answers most of the comprehension questions correctly on the first attempt or with some support.

If the student's data meets most of the initial placement criteria, the placement was correct. The student should remain in the same level of material with the same goal for at least several more stories. As the student continues in Encore, you will use story data recorded on the graphs to make decisions about adjusting the level and goal.

If the student does not meet one or more of the initial placement criteria, consider raising or lowering the student's goal in order to meet the criteria. If you decide to raise or lower the student's goal, explain to the student that you made an error when placing him or her.

Note: If the student meets the initial placement criteria but has some difficulty with the comprehension questions, offer additional comprehension support, but do not change the level or goal.
Keeping Students Challenged

After confirming placement, turn your attention to accelerating learning by keeping the student challenged as he or she improves. Regularly monitor performance to determine if a change is needed in a student's level or goal. Every time you conduct a hot timing, make note of how a student is doing. You can make a change at any time, but do not make changes on every story, and change only one element at a time: level or goal.

Determining When to Make a Change

There are several situations that indicate a change may be needed in a student's level or goal, including the following:

- You will need to make a change when the student has completed all of the stories in a level, which is typically 24 stories.
- You should carefully review performance and consider a change after a student has completed 12 stories in a level, or any time you see a trend in one or more of the following:
  - The student's cold- and/or hot-timing scores have improved significantly.
  - The student's number of practices to goal has decreased significantly.
  - The student has consistently exceeded his or her goal.
  - The student seems bored or unmotivated, which may indicate that he or she is no longer challenged.

Determining Whether to Raise the Level or the Goal

Once you determine that a change in a student's level or goal may be needed, you must decide which one should be changed. When changing a student's level or goal, remember to change only one element at a time.

- If the student has completed all 24 stories in a level, raise the student's level and record the change in the For Teacher Use Only box on the bottom of the completed graph page.
- If the student has completed 12 stories in a level and/or the student's data indicates a change may be needed, consider the student's comprehension and accuracy, and use your teacher judgment. If you make a change, record the change in the For Teacher Use Only box on the bottom of the graph page. A few examples are as follows:
  - If the student's cold-timing scores have steadily improved and the student's practices have decreased, first consider raising the goal. However, if the student's comprehension is also excellent, error rates are also low, and the student's Encore level is several years lower than the student's grade level, consider raising the level.
  - If the student has consistently exceeded his or her goal, but generally has scored less than 80 percent correct on the comprehension questions on the first try, do not change the level. The student is having difficulty with comprehension in the current level of material. However, you may still consider raising the goal and then work with the student on comprehension.
If the student's cold- and/or hot-timing scores have improved significantly, but the student's error rates were high during cold or hot timings due to a lack of phonics skills, do not change the level or goal.

If the student has consistently reached his or her goal in fewer than three practices, but the student has had high error rates due to carelessness or a desire for speed, keep the level and goal the same, and talk with the student about the importance of accuracy. If the problem persists, consider lowering the goal.

**Note:** Keep the student's long-term benchmark fluency goal in mind as you determine whether to change the level or the goal. The student's long-term benchmark fluency goal is to read unpracticed, grade-level material accurately, expressively, with understanding, and at a rate that is at least at the 50th percentile of national norms. (See the Hasbrouck & Tindal Oral Reading Fluency Norms table in the Introduction section of this manual for more information about national norms.) In order to reach the long-term benchmark fluency goal, the student's level and goal both need to be increased over time.

**Guidelines for Changing the Level or Goal**

Once you've decided which element to raise—level or goal—follow the guidelines below to help ensure the student's continued success.

- Typically, raise the level by half a year (for example, from Sequenced level 2.0 to Sequenced level 2.5). In rare cases, you may raise the level by a whole year if a student is reading in level 3.0 or above and has made significant fluency progress, comprehends well, and can handle the extra challenge.

- Raise the goal by 10 words at a time.

- Discuss the change with the student, asking for his or her input.

Generally, once a student is working successfully in the program, you should not lower the level or the goal. These changes are often perceived by the student as signs of failure and can affect motivation. However, you might occasionally need to lower the level or the goal. For example, if an ELL student is unable to answer the comprehension questions, consider lowering the level.

**Increasing Independence**

When a student has made good progress in Encore and passes stories easily, consider helping the student become less dependent on the audio support. Increase independence in the following ways:

- Require the student to read along with the audio recording only once or twice.

- Allow the student to skip the Read Along step.

- Have the student read the key words without audio support.
Modifying Your Program

If a student is not making the expected gains, first check to make sure the student is correctly and efficiently following the program steps. (See the Read Naturally Encore Fidelity Checklists located in the Appendix of this manual.) Reteach the steps to the student, and coach the student to follow the guidelines.

If a student is following the steps correctly and is not making the progress you expect, first consider the number of minutes the student is actually reading. Then consider ways the program can be modified to meet a student's specific needs.

Adjust the Time

- Lengthen the Encore session each day.
- Increase the number of days per week the student works in Encore.

Adjust the Program

Adjust the program by adapting the steps as described below.

Prediction Step

- Have the student predict the story orally so the student spends more class time reading.
- Eliminate the Retell the Story step so the student spends more class time reading.

Read Along Step

- Increase the number of read alongs for a student who needs more support to learn the words.
- Reduce the number of read alongs for a student who is learning the words easily and may become bored by doing unnecessary read alongs.

Practice Step

- Require the student to do a minimum number of practices to be sure the student is practicing enough.
- Have the student read the story to you once without the timer before he or she begins practicing to be sure the student is able to read the story fairly accurately before practicing.

Answer the Questions Step

- Have the student read the questions before beginning the Practice step to encourage the student to read for meaning.
- Have the student answer short-answer questions orally so the student spends more class time reading.

Retell the Story Step

- Have the student retell the story orally so the student spends more class time reading.
- Eliminate the Retell the Story step so the student spends more class time reading.
**Word List Step**

- Require the student to read along with the word list audio to be sure the student can read the words accurately before practicing.
- Require the student to read the word list with you once without the timer before he or she begins practicing to be sure the student is able to read the words accurately before practicing.

**Supplement the Program**

Add supplementary instruction in phonemic awareness, phonics, or vocabulary for students who are lacking skills in these critical areas.

**Classroom Management/Motivation**

- To decrease distractions, rearrange seating assignments if necessary.
- To increase motivation, record and acknowledge the number of stories completed per week.
- To increase motivation, acknowledge a student in some way when all comprehension questions for a story are answered correctly on the first attempt.

**Exiting the Program**

A student is ready to exit Encore when he or she has met the long-term benchmark fluency goal of reading unpracticed, grade-level material accurately, expressively, with understanding, and at a rate that is at least at the 50th percentile of national norms.

When the student is working in grade-level material in Encore, the student's goal does not reflect the rate at which he or she reads unpracticed, grade-level material. In Encore, the student has extra support. The student reads along with audio recordings of the stories and practices each story multiple times in order to reach his or her goal. So, in order to read at grade level without extra support, a student will need to work successfully in Encore material that is above his or her grade level.

Use a benchmark assessment tool, such as Read Naturally's Reading Fluency Benchmark Assessor (RFBA), in the fall, winter, and spring to determine whether or not a student has met his or her long-term benchmark fluency goal.
Communicating With Students and Parents/Guardians

Communicating with students and parents/guardians will help you ensure that students are having a positive experience with Read Naturally Encore and progressing at a good pace.

When students begin working in Encore, it is helpful to send a letter to parents/guardians that explains the strategy. A blackline master of the Parent Letter—Introduction to Encore is included in each Read Naturally Encore Blackline Masters book and is also available on the Read Naturally website (www.readnaturally.com).

You can keep parents/guardians involved in the process by sending home a packet of several stories each time a student completes them. You can use a Certificate of Achievement as a cover letter and include comments about the student's progress. A blackline master of the Certificate of Achievement is included in each Read Naturally Encore Blackline Masters book, and a color version is available on the Read Naturally website (www.readnaturally.com). You can also send home the student's graphs to provide a visual of his or her progress.

It is important to communicate progress with both students and parents/guardians. Sharing this success can be very motivating to students.

If a student is not making the gains you expect while working in Encore, try the following:

- Call the student's parent(s)/guardian(s) to discuss the lack of progress. They may have information to help you better understand the student. They may also be willing to work with the student at home.
- Make suggestions to the student's parent(s)/guardian(s) about how to work on fluency with the student at home. Send home a letter that explains how to support teacher modeling, repeated reading, and progress monitoring at home. A blackline master of the Parent Letter—Fluency at Home is included in the back of each Read Naturally Encore Blackline Masters book and is available on the Read Naturally website (www.readnaturally.com). This letter also gives information about Read Naturally's home product, One Minute Reader, which interested parents may want to purchase. For more information about One Minute Reader, visit the Read Naturally website (www.readnaturally.com) or the One Minute Reader website (www.oneminutereader.com).
Lesson Plans
to Introduce Read Naturally Encore

The teacher must teach the steps of Read Naturally® Encore and set clear expectations about how students should do each step. When students are able to work independently, the teacher will have the time and opportunity to provide each student the individual instruction and support he or she needs to become a proficient reader. This section includes two detailed lesson plans, which can be used together to teach Encore to students.
Overview of the Lesson Plans

To implement a successful Read Naturally Encore program, you will need to teach your students the Read Naturally strategy, one step at a time. This section provides two lessons to help you introduce Encore to your students. You will walk through the entire process with your students twice. The first time you walk through the steps, the students will all work on the same story. The second time you walk through the steps, each student will select a story from his or her set of stories.

These lessons work best with groups of six or fewer students. Depending on the ages and skill levels of your students, each lesson may take up to five teaching sessions. Teach as many steps as possible in each session. At the end of a session, collect the stories and begin the next session by reviewing the steps completed in the previous session(s).

A poster with the steps listed will help the students follow the procedures. An 8.5" x 11" poster is available in the Read Naturally Encore Blackline Masters book for each level, and a full-color version is available as a free download from the Read Naturally website (www.readnaturally.com). You can also purchase a 21" x 29" color poster from Read Naturally.

**Note:** Each student must be individually placed using the Read Naturally Encore Placement Packet before teaching the second lesson. However, if the placement can be completed before the first lesson, you will have information about your students that will help you select an appropriate story for the first lesson.

Before beginning the second lesson, you must also prepare a folder for each student based on the student's placement results.
Introduction to Read Naturally—Lesson 1

During this lesson, the students will walk through the steps of Read Naturally Encore together using the same story. As your students move through the steps, this lesson will teach them to do the following:

- Conduct a cold timing.
- Count the number of words read.
- Record and graph scores.
- Read along with the audio recordings.
- Use the timers.

Select one story, make a copy for each student, and set a goal that the group will be able to reach in one minute. Select a story that will interest all of the students even though it may not be the correct level for all of the students.

Materials

You will need the following materials:

- A Read Naturally Steps poster
- A copy of the same story and comprehension questions for each student
- A copy of the appropriate graphs for each student
- The audio CD of the selected story
- An audio CD player with a speaker
- A pencil for each student
- A red/blue pencil for each student
- A timer for each student
- An answer key for the level of the selected story

Note: See the Teacher Responsibilities (Planning and Setting Up) section of this manual for detailed directions on how to organize these materials.

Lesson Preview for Students

Explain to the students that today they will learn how to work in a new program: Read Naturally Encore. Point to the Read Naturally Steps poster, and explain that these are the steps of the program and that the students will follow these steps to learn to read a story. Tell the students that they will use timers to see how well they can read a story they have not read before. They will also use a CD player and headphones to read along with recordings of the key words and a story. Tell students they will practice reading the story many times using their timers until they can read the story well enough to reach a goal, and they will answer questions to show that they comprehend the story. Explain that, after they pass the story, they will choose a new story.
Also explain to the students that they will work together as you guide them through the first story (lesson 1), but they will work more independently on the next story (lesson 2).

**Step 1. Pick a Story**

Explain to students that the purpose of this step is to select a story.

Tell the students that for this lesson you selected the story for them, but when they begin to work by themselves, they will pick their own stories.

Give each student a copy of the story.

**Step 2. Read Along to Learn Key Words**

Explain to students that the purpose of this step is to learn key words from the story.

Tell the students that today, during this step, you will teach them how to read along with an audio recording while they learn the key words. Then demonstrate and explain to the students that they must touch, look at, listen to, and read the words quietly with the audio recording.

Play the audio recording of the key words for the students as they read along. To encourage the students to read along correctly, start the recording over each time a student loses his or her place, looks up at you, stops reading aloud, or points to the wrong word.

**Note:** If most students in your group will be working in the Phonics series and you have chosen a Phonics story for this lesson, students will listen to a phonics lesson and read along to learn key words that include the phonics patterns featured in the selected story.

**Step 3. Write a Prediction**

Explain to students that the purpose of this step is to get ready to read the story by thinking about what the story may be about. Remind students that they are reading for meaning.

Tell the students that today, during this step, you will write a prediction of the story together using information from the title, illustration, and key words. If you plan to require the students to use one or more of the key words in their predictions, inform them of this requirement.

Write the prediction with the students, demonstrating how the title, key words, and illustration provide information that can be used in the prediction.

**Note:** Move quickly through the Prediction step. So that they have more time to read, students should never spend more than a few minutes on the prediction.

**Step 4. Do Your Cold Timing**

Explain to students that the purpose of this step is to see how many words they can read correctly in one minute—before they have practiced the story.
**Note:** Some students may not know what the term *cold timing* means. Tell them one meaning for cold is "without preparation," so a cold timing is a timing before a reader has had a chance to practice the story.

Tell the students that today, during this step, you will time them while they read the story aloud with you, and they will underline any words you read incorrectly or skip. Tell the students that they should not read faster than you.

Set the timer for one minute. Read the story while the students read along with you. Read slowly so you do not exceed the goal during the timing and so the students can actually read along. As you read, say three words incorrectly. Emphasize the errors, and model how to underline them. When the timer sounds, tell the students to draw a vertical line after the last word they read with you. Review the words you underlined as errors, and make sure students have underlined the same words on their papers. Explain that students will always underline words they do not know during the Cold Timing step.

Explain to students that you will teach them how to count and calculate the number of words they read correctly later.

**Step 5. Graph Your Score in Blue**

Explain to students that the purpose of this step is to record their cold-timing scores so that when they finish all of the steps, they will be able to see how much they have improved. Tell the students that you will skip this step for now, but they will learn how to count, calculate, and graph the number of words they read when they learn the next step.

**Step 6. Read Along to Learn the Story**

Explain to students that the purpose of this step is to learn to read all of the words in the story accurately and to read with expression.

Tell the students that today, during this step, they will read along with an audio recording of the story, learn to count and calculate the number of words read correctly in a story, and learn to record and graph their scores.

Remind the students that to do the Read Along step correctly, they must touch, look at, listen to, and read the words quietly with the audio recording. Play the first audio recording of the story, and direct the students to read along. Observe the students to be sure they are reading along correctly. Just as you did in the Key Words step, start the recording over each time a student loses his or her place, looks up at you, stops reading aloud, or points to the wrong word.

After you play the second audio recording of the story, show students how to count the number of words they have read.

**Note:** See Calculating Words Correct Per Minute for Stories in the Appendix of this manual for more information about counting and calculating the number of words read correctly in a story.
After you play the third recording of the story, show students how to graph the number of words they have read. Then guide students as they record and graph their scores from the Cold Timing step. See the following table for details on how to teach counting, calculating, and graphing.

### Topics to Teach During the Read Along Step

<table>
<thead>
<tr>
<th>Topic to Teach</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counting words read</td>
<td>The second time you play the audio recording of the story with the students, stop after a few lines. Demonstrate how to count the number of words the group has read thus far. Then continue the audio recording, but stop after a few more words/lines and direct the students to count the total number of words they have now read. Continue the audio recording, stopping and counting, until you reach the end of the story and the students know how to count the number of words read. Reinforce reading along correctly while you teach counting.</td>
</tr>
<tr>
<td>Graphing the score</td>
<td>The third time you read the story with the students, stop after a few lines. Review how to count the number of words read, and then demonstrate how to graph that number. Continue stopping every few lines, and direct the students to count and graph the number of words they have read each time. Reinforce reading along correctly while you teach graphing.</td>
</tr>
</tbody>
</table>
| Counting words read during the Cold Timing step, and graphing the score | Tell the students to look back at the vertical line they drew during the Cold Timing step. Direct the students to count and write the number of words they read on the line below the story text labeled "words read." Tell the students to write the number of words they underlined (words they were unsure of) on the line below the story text labeled "errors." Tell the students to subtract the errors from the number of words read to get the number of words they read correctly. Direct the students to write that number on the line under the story text labeled "cold score." Tell the students to find a number on the graph that matches or is closest to their cold-timing score and to color the bar in blue up to that number.  
**Note:** Students should use a blue pencil for the cold-timing score and a red pencil for the hot-timing score. |

### Step 7. Practice Reading on Your Own

Explain to students that the purpose of this step is to learn to read the story fluently, and to understand what the story is about.

Tell the students that today, during this step, you will teach them how to do the Practice step by having them read the story for one minute with you.

Set the timer for one minute, and direct all of the students to read aloud quietly with you. Pace this practice timing so that you get a little farther than the cold-timing score, but do not reach the goal that you have set for this sample story. When the timer stops, have the students mark the last word they read with you, and help them count the number of words read. Show the students where to write the score on the first practice line at the bottom of their story pages.

Give each student a timer, and teach the students how to use the timers.
Explain that each student will now conduct several one-minute practice timings independently. Review how to count the number of words read, and demonstrate how to record the scores for the practice timings on the practice lines below the story. Provide coaching to individual students as necessary.

After students have practiced several times, tell students to notice their cold-timing scores and their practice scores. Point out that they are reading better. Each time a student practices, the student reads a little farther. Explain that the students are practicing the story many times because they are trying to reach the goal you have set for this sample story.

Step 8. Answer the Questions

Explain to students that the purpose of this step is to emphasize reading for meaning and to develop the ability to answer many types of questions.

Tell the students that today, during this step, you will answer the questions with them.

Answer the questions correctly, providing instruction and explaining your expectations for answering the various types of questions. Tell students that a question is correct only if all parts of the answer are correct.

Step 9. Pass the Story

Explain to the students that the purpose of this step is to demonstrate that they can meet the criteria for passing the story. Inform the students that they will pass if they meet the following criteria:

- The student reaches his or her goal during the hot timing. Tell the students the goal for this story.
- The student makes three or fewer errors during the hot timing.
- The student reads with an expression rating of 2 or higher. (See the Expression Rubric in the Teacher Responsibilities [Implementing the Steps] section of this manual.)
- The student answers the comprehension questions correctly.

Tell the students that today, during this step, you will teach them how to do a hot timing by timing everyone together.

Time the group for one minute as you read the story aloud with the students, making one error. Pace the reading so the group exceeds the number of words required to reach the goal before the timer sounds. When the timer sounds, tell the students to draw a vertical line behind the last word they read and to count the number of words read. Show the students where to record the number of words read, and have the students record one error. Calculate the hot-timing score together, and have students record the hot-timing score. Tell students that they read with fairly good expression, and have the students record a three for expression.

Explain to the students that they have passed the story because they reached the goal, made fewer than three errors, read with good expression, and answered the questions correctly.
Note: When you are doing the Pass step with an individual student, you will record the words read, errors, hot-timing score, expression score, and date on the student's story page yourself.

Step 10. Graph Your Scores in Red

Explain to the students that the purpose of this step is to record the scores after passing a story. Tell the students that today, during this step, you will teach them how to graph a hot-timing score and comprehension question results.

Demonstrate how to graph the hot-timing score in red (above the blue from the cold-timing score) on your Fluency graph. Demonstrate how to add additional information under the graph if you want students to record this data. Demonstrate how to fill in a square on the Comprehension graph for each question answered correctly. Then tell the students to complete their own graphs.

Step 11. Retell the Story, or Practice the Word List

Depending on which series you selected for this lesson, students will either retell the story or practice a word list.

Note: You may not want to have your students retell the story when they first begin to work in Encore.

Retell the Story

Explain to students that the purpose of this step is to develop retelling and summarizing skills and to emphasize the importance of reading for meaning.

Tell the students that today, during this step, the group will write the retelling together, and you will demonstrate how to record the score on the Retelling of the Story graph.

Write the retelling together. Provide instruction, and explain your expectations for this step.

Explain that the score for the retelling of the story is the number of words written. Count the number of words written, and demonstrate how to record the score on the story pages and how to graph the score on the Retelling of the Story graph.

Note: Teach older students or students working in levels 5.6 and above to write a summary instead of a retelling.

Practice the Word List (Phonics Series Only)

Explain to students that the purpose of this step is to learn to read words with the featured phonics patterns.

Tell the students that today, during this step, you will time the students for one minute while you read the word list with them, and you will show them how to count the number of words read and how to record and graph their scores.
Explain to students that they will be able to read most of the words in the word list because they have practiced reading words with the same phonics patterns in the story. Demonstrate how to read down each column and across each row. Set the timer for one minute and read the word list with the students. Read slowly so the students can actually read along and so you do not finish reading down all of the columns and across all of the rows during the timing. When the timer sounds, tell the students to draw a vertical line after the last word they read with you. Teach the students how to count the number of words read and how to write the score on the first practice line.

**Note:** See Counting Words Per Minute for Word Lists in the Appendix of this manual to learn how to count the number of words read in three different examples.

Explain to students that if they are unable to read some of the words when they practice the word list, they should underline the difficult words. Explain that if they need help to learn the words, they can read along with the audio recording of the word list. Tell students that the superscript number following the Practice the Word List heading is the track number for the word list recording.

Then direct students to time themselves while they read the word list alone several more times, setting their timers for one minute for each timing. Direct students to record their scores on the practice lines below the word list. Provide coaching to individual students as necessary.

After the students have practiced several times, time the whole group again for one minute as you read the word list aloud with students. Pace the reading so the group reads all of the words down the columns and across the rows before the timer sounds, and do not make any errors. When the timer sounds, tell students to mark a vertical line after the last word. Tell the students they have passed the word list because they finished reading the list twice (down and across) in one minute or less with three or fewer errors. Direct students to record the score on the pass line below the word list, and show the students how to record the score on their Word List graphs.

**Pick a New Story**

Explain to the students that they have completed all of the steps for one story and now they are ready to begin a new one. Students need to understand that they will always begin a new story as soon as they pass a story.
Introduction to Read Naturally—Lesson 2

During this lesson, the students will walk through the steps one more time in a group setting. However, this time each student will work on a story from his or her set of stories. In this lesson, as your students move through the steps, they will learn to do the following:

- Find the audio CD for a story.
- Use the audio CD players.
- Find the correct track on the audio CD.
- Do a wait-time activity.
- Use the red/green pouch.
- Use the glossary.

Materials

You will need the following materials:

- A Read Naturally Steps poster
- A folder, prepared specifically for each student based on placement results, which contains the following:
  - The student's goal written on the inside pocket
  - A set of 12 stories at the appropriate level
  - A copy of the graphs corresponding to the level of the stories
  - A red/green pouch containing a pencil, a red/blue pencil, and a reading guide
  - A notebook or paper (for students placed in levels 5.6 and above)
- A wait-time activity for each student
- The albums with the audio CDs for each level in which a student is placed
- An audio CD player with headphones for each student
- A timer for each student
- The answer key(s) for each level in which a student is placed
- A glossary for each level in which a student is placed (in a central location or placed in each student's folder)

Note: See the Teacher Responsibilities (Planning and Setting Up) section of this manual for detailed directions on preparing materials.

Lesson Preview for Students

Explain to the students that today they will learn more about how to work in Read Naturally Encore. As in the previous lesson, they will work through the steps of the program (point to the Read Naturally Steps poster), but this time each student will select a story and begin to work more independently.
Step 1. Pick a Story

Remind the students that the purpose of this step is to select a story and get the audio CD for the story.

Tell the students that today, during this step, you will give each student a folder of stories and teach them how to find the audio CDs that correspond to their selected stories.

Give each student the folder you have prepared based on individual placement results with the student's goal written on the inside pocket of the folder. Tell the students to pick a story to read today from the set of stories in their individual folders. Allow a minute or two for each student to pick his or her story.

Explain that each student should always get the CD as soon as he or she picks a story to make sure the corresponding CD is available. Demonstrate how to find the CDs in the albums and where to find the track numbers for a story on the CD.

Ask each student to find his or her audio CD while the other students watch.

Step 2. Read Along to Learn Key Words

Remind students that the purpose of this step is to learn the key words from the story.

Tell the students that today, during this step, you will teach them how to find the correct audio track for the key words and how to use the CD players. Show the students that the audio track number for the key words is the superscript number following the Review Key Words header. Take time to show the students how to control the volume, how to use the buttons (including pause), how to attach the headphones, and how to find the correct track. Remind the students that to read along correctly, they must touch, look at, listen to, and read the words quietly with the audio.

Direct the students to insert their CDs into the CD players and to read the key words along with the recordings. Observe the students while they read the key words, and provide guidance if students are not reading along correctly.

Note: Students working in the Phonics series will listen to a phonics lesson and read along to learn key words that include the featured phonics patterns.

Step 3. Write a Prediction

Remind the students that the purpose of this step is to get ready to read the story by thinking about what the story will be about. Remind students that they are reading for meaning.

Tell the students that today, during this step, each student will write a prediction about his or her selected story. Tell them should take only a couple of minutes to complete this step. Remind the students that the title, illustration, and key words provide helpful information. If you require your students to use one or more of the key words in their predictions, remind them of this requirement.
Allow the students about two minutes to complete this step. Observe students while they are writing their predictions, and provide feedback.

**Notes:** Students in levels 5.0 and below will write their predictions in the space provided on their story pages. Students in levels 5.6 and above will write their predictions in their notebooks or on sheets of paper.

Some beginning readers may not be able to write well enough to do the Prediction step. These students may predict the story to you orally.

**Step 4. Do Your Cold Timing**

Remind the students that the purpose of this step is to see how many words they can read correctly in one minute—before practicing the story.

Tell the students that today, during this step, you will review how to do the Cold Timing step, and then you will guide each student through the step individually.

Review with the students how to do the following:

- Use the timer.
- Underline any word they stop in front of, stumble on, or skip.
- Draw a line after the last word they read when the timer sounds.
- Count the number of words read, and record that number.
- Count the errors, and record that number.
- Calculate the cold-timing score.

Inform the students that you will guide each of them through this step individually for several stories. Tell the students that when you see that a student can do cold timings accurately, that student will be allowed to do this step independently.

Each student should have a wait-time activity in his or her folder to work on independently while you are timing students individually. Tell the students you will time a student who is working on his or her wait-time activity first. A student who is not on task will be passed by and timed later.

Listen to each student read his or her story for one minute. As you work with each student, have the student set the timer, underline the errors, and draw a vertical line behind the last word he or she reads when the timer sounds. Observe as the student counts and records the number of words read and the number of errors and then calculates his or her score. Provide additional instruction as necessary.
Step 5. Graph Your Score in Blue

Remind the students that the purpose of this step is to record their cold-timing scores so they will be able to see how much they have improved when they finish all of the steps.

Tell the students that today, during this step, they will graph the number of words they read correctly during the Cold Timing step.

Demonstrate where to write the story number in the space below the Fluency graph. Inform the students of any other information you want them to write in the other spaces provided below the graph. Observe the students while each student enters the information and colors the bar on his or her graph. Provide guidance as needed.

Step 6. Read Along to Learn the Story

Remind the students that the purpose of this step is to learn to read all of the words in the story accurately and to read with expression.

Tell the students that today, during this step, you will teach them how to find the correct audio tracks for their stories, and that they will read their stories three times with the audio recordings.

Show the students that the audio track numbers for a story are the superscript numbers following the Read the Story header. Explain that each story is recorded three times, once on each track; tell them that each recording is faster than the previous one; and explain that the third recording emphasizes reading with expression. Tell students to focus on reading the story with expression when they read along with the third recording. Remind the students that to read along correctly, they must touch, look at, listen to, and say the words quietly with the audio.

Direct the students to read their stories with the recording on each of the three audio tracks. Observe the students, and provide guidance if students are not reading along correctly.

Step 7. Practice Reading on Your Own

Remind the students that the purpose of this step is to learn to read the story fluently and to understand what the story is about.

Tell the students that today, during this step, you will review how to do the Practice step. You will also teach the students how to use glossaries and red/green pouches.

Explain that each student will practice his or her story until able to reach the individual goal indicated inside his or her folder. Review with students how to do the following:

- Use the timer.
- Draw a line after the last word read when the timer sounds.
- Count the number of words read.
- Record the practice score.
Show the students a glossary, explain that there is a glossary for each level, and show the students how to identify the glossary that goes with their stories. Explain that the bold-faced words in a story are in the glossary. Point out that the words are organized by story, so they need to find the page that corresponds to the story they are working in, and then find the word they do not understand. If a student needs help reading the definition, the student can read along with an audio recording. Show the students that the audio track number for the word is the superscript number following each entry word. Tell the students that they can use their glossaries during this step to look up any words they do not know.

Show the students a red/green pouch. Tell the students that they should turn the green side up when they are working independently to learn a story (the teacher should "go"), and they should turn the red side up when they are ready to pass a story (the teacher should "stop"). Inform the students that they must continue reading their stories or doing the wait-time activities while waiting for you, even after they have turned up the red side of their pouches.

Direct the students to begin practicing their stories. Provide direction to individual students as necessary. As soon as one student has turned up the red side of his or her red/green pouch, stop all of the students and provide instructions for the next step.

**Step 8. Answer the Questions**

Remind the students that the purpose of this step is to emphasize reading for meaning and to develop the ability to answer many types of questions.

Tell the students that today, during this step, they will answer their questions independently. Review your expectations for answering the various types of questions, and remind the students that, in order to pass the story, they must answer all of the questions correctly. Inform the students that after they have completed answering the questions, they should practice the story or work on their wait-time activities until you come to do a hot timing.

Direct your students to continue to practice reading their stories until they reach their individual goals and then to answer their questions. Tell the students to turn up the red side of their pouches when they are ready for a hot timing. They should work on their wait-time activities or continue to practice their stories while they wait for you. Emphasize that you will come and listen to a student read only if he or she continues to work after turning up the red side of the pouch.

**Note:** After students have learned the steps, you may want to direct them to turn their red/green pouches to the red side as soon as they reach their individual goals during the Practice step. They can work on answering the questions while they wait for you to come to conduct the Pass step before working on other wait-time activities. If two students have the red side turned up and both are working, you may want to go to a student who has completed the questions before going to a student who is still working on the questions.
Step 9. Pass the Story

As you meet with an individual student for this step, review the criteria for passing a story. The student passes the story if he or she does the following:

- Reaches his or her goal during the hot timing.
- Makes three or fewer errors during the hot timing.
- Reads with an expression rating of 2 or higher (see the Expression Rubric in the Teacher Responsibilities [Implementing the Steps] section of this manual).
- Answers the questions correctly.

Time each student for one minute as the student reads the story aloud. Keep track of the number of errors the student makes. When the timer sounds, draw a vertical line behind the last word read.

If the student meets the criteria for passing, record the number of words read and the number of errors and calculate the hot-timing score. Then record the expression score and date on the student's paper. Correct the student's comprehension questions using the answer key that corresponds to the story level. If you plan to have the student correct his or her own answers to the comprehension questions, teach the students how to use the answer key.

If the student does not pass, point out the area(s) he or she needs to work on. See the Teacher Responsibilities (Implementing the Steps) section in this manual for recommendations about how to direct a student who does not meet one or more of the criteria for passing. Tell the student what he or she must do to pass, and return a few minutes later to recheck the student's work and retest the student. Record the results when the student meets the criteria for passing.

While meeting with an individual student for this step, explain step 10 to the student, and have the student graph his or her scores. If some students are working in the Phonics series or if you plan to require the students to retell the story, stop all of the students when one student has completed steps 9 and 10, and provide detailed instructions for step 11.

Step 10. Graph Your Scores in Red

Tell the student that for this step, he or she will graph the hot-timing score and the results for the comprehension questions.

Review how to graph the hot-timing score in red (above the blue from the cold-timing score). Demonstrate how to add additional information below the graph if you want students to record this data. Show the student how to complete the Comprehension graph by coloring in the square for each question answered correctly on the first attempt. Then tell the student to complete his or her own graphs.
Step 11. Retell the Story, or Practice the Word List

Depending on which series a student is working in, the student will either retell the story or practice a word list.

**Note:** You may not want to have your students retell the story when they first begin to work in Encore.

**Retell the Story**

Remind students that the purpose of this step is to develop retelling and summarizing skills and to emphasize the importance of reading for meaning.

Tell the students that today, during this step, they will have five minutes to write a retelling of their stories, and then they will record and graph their scores. Remind the students that the score for the retelling of a story is the number of words written.

**Note:** Students in levels 5.0 and below will write in the space provided on their question pages. Students in levels 5.6 and above will write in their notebooks or on sheets of paper.

Review with the students how to do the following:

- Calculate the retelling score (number of words written).
- Record the retelling score.
- Graph the retelling score.

Teach the students how to set the timer for five minutes. Then direct the students to set their timers for five minutes, write a retelling, count the number of words written, record their scores, and fill in their graphs. Assist students as necessary.

When students have completed this step, direct those students you have already passed to pick a new story and start working independently on the steps. Tell the other students to work on their wait-time activities until you come to pass them. Remind students that you will come to a student only if he or she is working on the wait-time activities.

To make this step more efficient for today, check students' retellings after class. Count only the parts of a retelling that do the following:

- Adhere to the expectations you set for the students
- Are accurate
- Are not repetitive
- Are not plagiarized

As some students begin to work independently on new stories, continue to pass the remaining students.
Practice the Word List (Phonics Series Only)

Remind the students that the purpose of this step is to learn to read words with the featured phonics patterns.

Tell the students that today, during this step, you will review how to do the Practice the Word List step. Then each student will read his or her word list several times independently until he or she is able to pass. To pass, the student must read the words down the columns and across the rows in one minute or less with three or fewer errors.

Review with the students how to do the following:

- Read the words down each column and across each row.
- Read along with the audio recording of the word list if a student has underlined any words.
- Count the number of words read. (See Counting Words Per Minute for Word Lists in the Appendix of this manual.)
- Record scores on the practice lines below the word list.
- Turn the red/green pouch to the red side when a student can read all of the words down and across in one minute or less.
- Record the hot-timing score on the Word List graph.

Direct the students to time themselves as they read their word lists several times, setting their timers for one minute for each timing. Direct students to count the number of words read and to record their scores on the practice lines. Students should continue practicing until they are ready to pass. Tell students to turn up the red side of their pouches when they are ready to pass, and to continue practicing or working on their wait-time activities. Provide coaching to individual students as necessary.

Time each student individually. As you time the student, count any errors and subtract that number from the number of words read. The student must finish reading the list twice (down and across) in one minute or less with three or fewer errors. If the student passes, write the score on the pass line below the word list, and guide the student to record the score on the Word List graph.

If the student does not pass because of too many errors, teach him or her how to read the difficult words or direct the student to read along with the audio of the word list. If the student does not pass because he or she reads the words too slowly, direct the student to continue practicing. In either case, return to retest the student in a few minutes. After the student passes, write the score on the pass line below the word list and guide the student to record the score on the Word List graph.

Complete this step with each student. After each student passes, direct the student to pick a new story and start working independently on the steps.

Pick a New Story

Explain that after a student has completed all of the steps for one story, the student is ready to begin a new one. A student will always begin a new story as soon as he or she completes one.
Appendix

This section includes the following Read Naturally® Encore resources:

- Read Naturally Encore Fidelity Checklists
- Tutorials on the following topics:
  - Conducting a One-Minute Timing
  - Calculating Words Correct Per Minute for Stories
  - Counting Words Per Minute for Word Lists
Read Naturally Encore Fidelity Checklists

Use the Observation Checklist to monitor the set-up and implementation of Read Naturally Encore. Use the Follow-Up Questions Checklist to refine the implementation of the program to ensure maximum progress for each student. You can use these checklists as a self-review of your own implementation or use them as an observer to provide a starting point for conversation and coaching with another teacher. For detailed information about setting up and effectively implementing a program, see the Read Naturally Encore Teacher’s Manual.

Read Naturally Encore Observation Checklist: What Should I See?

Observe a Read Naturally Encore group, and check each item below that is implemented correctly.

Planning and Setting Up

- Setting promotes students' engagement for entire session (location, room arrangement).
- Session length is 30–45 minutes.
- Students attend 3–5 sessions per week.
- Ratio of teachers/adults to students is no greater than 1:6.

Implementing the Steps  *(Observe individual students.)*

- Select a Story step: The student selects a story from the set.
- Key Words step: The student reads along quietly with the audio for each key word.
- Prediction step: The student writes a prediction about the story.
- Cold Timing step: The student conducts a cold timing either with a teacher or independently. During the cold timing, the student should always mark his or her own errors, and if a teacher is present, the teacher should coach the student on identifying errors.
- Graph Cold-Timing Score step: The student graphs his or her score in blue.
- Read Along step: The student reads the story quietly along with the audio.
- Practice step: The student practices reading the story aloud quietly until he or she reaches his or her goal. The student records his or her wcpm score for each timing.
- Answer the Questions step: The student answers the comprehension questions.
- Pass step: The student practices the story while waiting for a teacher. When a teacher is available, the student completes the hot timing. The teacher reviews the work completed on the story with the student. If necessary, the teacher assigns remedial actions.
- Graph Hot-Timing Score step: The student graphs hot-timing and comprehension scores in red.
- Retell/Word List step: In most series, the student retells the story. In the Phonics series, the student practices reading lists of words until he or she reaches the predetermined goal.

Student Behavior

- Students confidently follow the steps.
- Students use the CD players, headphones, and timers appropriately.
- Students' time on task is high. They complete the steps and pass a story in 30–60 minutes.
- Students spend most of the class time reading.
- Students know their goals.
Read Naturally Encore Follow-Up Questions Checklist: What Should I Ask?

Ask these questions as a follow-up, and check each item below that is implemented correctly.

Assessment and Placement

☐ Have you assessed students to determine whether they could benefit from Read Naturally Encore?
Use students' assessment data from Reading Fluency Benchmark Assessor (RFBA) or another oral reading fluency assessment to screen for students who may benefit from working in Read Naturally Encore. Students scoring ten or more words below the 50th percentile of national norms should be considered for placement in Read Naturally Encore.

☐ Have you placed students individually using the placement process?
Place each student individually in an appropriate series, level, and goal using the guidelines in the Read Naturally Encore Placement Packet.

Implementing the Steps

☐ Have you taught the students how to complete the steps in Read Naturally Encore?
Train students in how to successfully complete the steps independently. Lesson plans in the Read Naturally Encore Teacher's Manual should be used to teach the steps to students.

☐ Are you prompting students to do the steps correctly?
Remind students to read along quietly during the Key Words and Read Along steps and to read aloud quietly during the Practice step. Have a teacher present to conduct the cold timings and coach students in identifying errors for the first few stories. Once they can accurately identify their errors, consider allowing individual students to conduct cold timings independently.

☐ Are you adapting the program to help differentiate instruction for students?
Adjust the program to meet specific needs. Possible changes include adjusting time limits for steps, adjusting the number of read alongs and/or practices required, having students do an oral prediction and/or retelling, and adding a Spanish read along for native speakers of Spanish.

Monitoring and Communicating Student Performance

☐ Have you confirmed each student's initial placement?
Confirm each student's initial placement during the Cold Timing step (for the first few stories) to make sure the student's cold-timing scores are about 30 less than the goal for students in grades 1–4 and about 40 less than the goal for students in grades 5+; the student can reach his or her goal after 3–10 practices; the hot-timing score is at or just above the goal; and the student answers most questions correctly.

☐ Are you monitoring student performance to keep each student challenged?
Make sure students are continually challenged by regularly monitoring each student's performance to determine when to make changes and when to raise a student's level or goal (typically after completing 12 or 24 stories). Refer to the graphs, and use the guidelines in the Read Naturally Encore Teacher's Manual to decide when to make a change, when to raise the level or goal, and how to involve the student.

☐ Are you communicating student progress to parents/guardians and colleagues?
Use the Read Naturally Encore resources to support communication. Graphs, letters, and awards can be sent home with packets of completed stories.
Conducting a One-Minute Timing

As you implement Read Naturally Encore, you will use a one-minute timing to:

- Screen a student using a benchmark assessment to determine who needs fluency support.
- Place each student in the correct level of Read Naturally materials.
- Conduct a student's cold timing (initially) as he or she begins each story.
- Conduct a student's hot timing when he or she completes work on each story.

Steps for Conducting a One-Minute Timing

1. Sit next to the student so that you can both see the story text (or make two copies).
2. Explain the purpose of the timing in terms the student can understand.
3. Read the title of the story to the student.
4. Set the timer for one minute, and then say, "When I hear your voice, I'll start my timer."
5. When the student begins reading, activate the timer.
6. As the student reads, tally his or her errors on a separate sheet of paper.

Guidelines for Counting Errors

- For each error, make a tally mark on a piece of paper (out of sight of the student).
- Be consistent in what you count as an error. For recommendations on what should, and what should not, count as an error, see the tables that follow these steps.

7. When the timer sounds, tell the student to stop reading, and make note of the last word the student read.
8. Count the number of words the student read in one minute.

Guidelines for Counting Words

- Each number on the left side of the story indicates the total number of words through the end of the previous line of text.
- The words in the title do not count as words in the story. If the student reads the title, do not start the timer until the student reads the first word of the story.
- Each word in the story counts as one word.
- A number written as a numeral counts as one word.
- Each word in a number written in words counts as a word.
- An abbreviation counts as one word.
- Each initial counts as one word when it appears within a person's name.
- If two full words are connected by a hyphen, each word counts as one word.

9. Subtract the number of errors from the number of words read to determine the student's words-correct-per-minute (wcpm) score.
### What Counts as an Error?

<table>
<thead>
<tr>
<th>Description</th>
<th>Example</th>
<th>Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mispronunciations and dropped endings</strong></td>
<td>Sentence: John caught a bass.</td>
<td>Errors: 1</td>
</tr>
<tr>
<td>If a student mispronounces a word or does not</td>
<td>Student: John caught a base.</td>
<td></td>
</tr>
<tr>
<td>pronounce an ending, count it as an error.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Transpositions (out of sequence)</strong></td>
<td>Sentence: Tim walked quietly</td>
<td>Errors: 2</td>
</tr>
<tr>
<td>If a student transposes two or more words, count</td>
<td>away.</td>
<td></td>
</tr>
<tr>
<td>each word read out of order as an error.</td>
<td>Student: Tim quietly walked</td>
<td></td>
</tr>
<tr>
<td></td>
<td>away.</td>
<td></td>
</tr>
<tr>
<td><strong>Hesitations (words supplied by the examiner)</strong></td>
<td>Sentence: Tom walked his dog.</td>
<td>Errors: 1</td>
</tr>
<tr>
<td>If a student hesitates for three seconds, tell</td>
<td>Examiner: Tom . . . (3-second</td>
<td></td>
</tr>
<tr>
<td>the word to the student, and count the word as</td>
<td>pause) walked his dog.</td>
<td></td>
</tr>
<tr>
<td>an error.</td>
<td>Student:</td>
<td></td>
</tr>
<tr>
<td><strong>Omissions</strong></td>
<td>He is in the big chair.</td>
<td>Errors: 1</td>
</tr>
<tr>
<td>If a student skips a word, several words, or an</td>
<td>He is in the chair.</td>
<td></td>
</tr>
<tr>
<td>entire line, count each skipped word as an error.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Substitutions</strong></td>
<td>Sentence: I went to my house.</td>
<td>Errors: 1</td>
</tr>
<tr>
<td>If a student substitutes one word for another,</td>
<td>Student: I went to my home.</td>
<td></td>
</tr>
<tr>
<td>even if the substitution is a synonym, count it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>as an error.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Repeated errors</strong></td>
<td>Passage: The cat likes milk.</td>
<td>Errors: 2</td>
</tr>
<tr>
<td>If a student makes the same error more than once,</td>
<td>She drinks it every day. The</td>
<td></td>
</tr>
<tr>
<td>count each instance as an error.</td>
<td>cat likes me.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student: The cat licks milk.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>She drinks it every day.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The cat licks me.</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** All guidelines for counting errors, including the repeated errors rule, apply to proper nouns.

### What Doesn't Count as an Error?

<table>
<thead>
<tr>
<th>Description</th>
<th>Example</th>
<th>Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>**Mispronunciations and dropped endings due to</td>
<td>Sentence: Pam made it for him.</td>
<td>Errors: 0</td>
</tr>
<tr>
<td>speech problems or dialect**</td>
<td>Pam made it fo him.</td>
<td></td>
</tr>
<tr>
<td>Mispronunciations due to speech problems or dialect are typically not counted as errors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Self-corrections</strong></td>
<td>Sentence: I ran to the park.</td>
<td>Errors: 0</td>
</tr>
<tr>
<td>If a student self-corrects an error, count the</td>
<td>I ran to the pan . . . park.</td>
<td></td>
</tr>
<tr>
<td>word(s) as correct.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Repetitions</strong></td>
<td>Sentence: I am happy.</td>
<td>Errors: 0</td>
</tr>
<tr>
<td>If a student repeats words or phrases while</td>
<td>I am . . . I am happy.</td>
<td></td>
</tr>
<tr>
<td>reading, do not count the repetitions as errors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Insertions</strong></td>
<td>Sentence: Sheila cried hard.</td>
<td>Errors: 0</td>
</tr>
<tr>
<td>If a student adds words, do not count the words</td>
<td>Sheila cried very hard.</td>
<td></td>
</tr>
<tr>
<td>as errors. Counting insertions as errors would</td>
<td></td>
<td></td>
</tr>
<tr>
<td>result in subtracting them from the number of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>words read correctly, giving the student a lower</td>
<td></td>
<td></td>
</tr>
<tr>
<td>number of wcpm than he or she actually read.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Calculating Words Correct Per Minute for Stories

Students and teachers need to know how to count and calculate the number of words read. The first example shows how to count the number of words read and how to calculate the wcpm when using a one-minute timer. The second example shows how to count the words read when a student reads the entire story and starts reading the story again before the one-minute timer sounds.

Example 1: Student completed cold timing and calculated wcpm.

1. During the cold timing, the student read the story for one minute.

2. The student underlined any unknown words. The underlined words symbolize students' attempts to decode words they are unsure of. For example, made was the last word the student read before the timer sounded. To find the number of words read, the student started at the number on the left-hand side of the row (56). Beginning with this number, the student counted the words across the row, stopping at the last word read (62). To calculate the wcpm score, the student subtracted the number of underlined words (7). 62 – 7 = 55.

3. When the timer sounded, the student drew a vertical line after the last word read. Notice the vertical line after the word made. Made was the last word the student read before the timer sounded. To find the number of words read, the student started at the number on the left-hand side of the row (56). Beginning with this number, the student counted the words across the row, stopping at the last word read (62). To calculate the wcpm score, the student subtracted the number of underlined words (7). 62 – 7 = 55.

4. After marking the last word read, the student calculated and recorded the cold score:

   Words read: 62
   Underlined words: 7
   Cold score: 55

5. The student started with the number on the left-hand side of the line (56) and counted across to the last word read (62).

6. The student underlined any unknown words. For example, the word tradition was underlined because it was unknown to the student. The word tradition symbolizes the student's attempts to decode words they are unsure of. To find the number of words read, the student started at the number on the left-hand side of the row (56). Beginning with this number, the student counted the words across the row, stopping at the last word read (62). To calculate the wcpm score, the student subtracted the number of underlined words (7). 62 – 7 = 55.

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Example 2: Student read entire story before timer sounded.

Notice the vertical line after the word *water*. The student read the entire story once before the timer sounded and then started to read the story a second time. *Water* was the last word the student read before the timer sounded, so the student drew a vertical line after *water*.

To find the total number of words read in one minute, the student first noted the number of words in the story (64), because the student read the entire story once. Next, the student counted the number of words read the second time by starting with the number on the left-hand side of the line (7) and counting across to the last word read before the timer sounded (10). Finally, the student found the total number of words read in one minute by adding the number of words in the story to the number of words read the second time. $64 + 10 = 74$. 
Counting Words Per Minute for Word Lists

Students and teachers need to know how to count the number of words read in a word list. The first example shows how to count the number of words when the student only read down several columns in one minute. The second example shows how to count the number of words when the student read down the columns and across several rows in one minute. The third example shows how to count the number of words when the student read the entire list down and across and started reading down the columns again before the one-minute timer sounded.

Example 1: Student read down the columns only.

Notice the vertical line after the word *cat*. The student only read down the columns to the word *cat* before the timer sounded. To find the number of words read, the student started with the number at the top of the last column (10), because the student was reading down that column when the timer sounded. Beginning with this number, the student counted the words down the column, stopping at the last word read (14).
Example 2: Student read down the columns and across several rows.

<table>
<thead>
<tr>
<th>Practice 1</th>
<th>Practice 2</th>
<th>Practice 3</th>
<th>Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>saw</td>
<td>launch</td>
<td>taught</td>
</tr>
<tr>
<td>32</td>
<td>raw</td>
<td>paunch</td>
<td>taught</td>
</tr>
<tr>
<td>36</td>
<td>law</td>
<td>haunt</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>lawn</td>
<td>meant</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>stall</td>
<td>yawn</td>
<td>pause</td>
</tr>
<tr>
<td>48</td>
<td>small</td>
<td>dawn</td>
<td>cause</td>
</tr>
<tr>
<td>52</td>
<td>ballpark</td>
<td>drawn</td>
<td>because</td>
</tr>
</tbody>
</table>

Notice the vertical line after the word *yawn*. The student read down all the columns and across several rows. The student read the word *yawn* as the timer sounded. To find the number of words read, the student started at the number on the left-hand side of the row (44), because the student was reading across that row when the timer sounded. Beginning with this number, the student counted the words across the row, stopping at the last word read (46).
Example 3: Student read down and across and began reading down the columns again before the timer sounded.

Notice the vertical line after the word *slime*. The student read down every column and across every row, and then the student started reading down the columns again. The student read the word *slime* as the timer sounded. To find the number of words read, the student started with the number below the last row (42), which indicated all of the words were read going down the columns and then across the rows. Next, the student looked at the number at the top of the column with the last word read (7). Beginning with this number, the student counted the words down the column, stopping at the last word read (9). To calculate the wcpm, the student added 9 to 42. \( 9 + 42 = 51 \).
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