

Group: _____

Date: _____

Read Naturally Masters Edition (ME) Fidelity Checklists

Use the Observation Checklist to monitor the set-up and implementation of Read Naturally Masters Edition (ME). 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 Masters Edition Teacher's Manual*.

Read Naturally ME Observation Checklist: What Should I See?

Observe a group of students using Read Naturally ME, 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 listens to or 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 ME 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 ME?
Use students' assessment data from Benchmark Assessor Live (BA Live) or another reading fluency assessment to screen for students who may benefit from working in Read Naturally ME. Students scoring ten or more words below the 50th percentile of national norms should be considered for placement in Read Naturally ME.
- 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 ME?
Train students in how to successfully complete the steps independently. Lesson plans in the *Read Naturally Masters Edition Teacher's Manual* should be used to teach the steps to students.
- Are you prompting students to do the steps correctly?
Remind students to listen to or read along quietly during the Key Words step and to read aloud quietly during the Read Along and Practice steps. Have a teacher present to conduct the cold timings and coach students in identifying errors for at least the first three stories. Once they can accurately identify their errors, consider releasing 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, or switching to whole-story timings.

Monitoring and Communicating Student Performance

- Have you checked each student's initial placement?
Calculate the averages of the data for the first three stories on the student's ME graphs to check the student's level and goal. The level is appropriate if the cold-timing score is within the range for the student's placement level on the Placement Table, and the quiz score is above 60%. The goal is appropriate if the student's scores meet at least two of the goal criteria: cold-timing score is about 30/40 words below the goal, hot-timing score is at or just above the goal, number of practices is 3 to 10.
- 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 Masters Edition 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 ME resources to support communication. Graphs, letters, and awards can be sent home with packets of completed stories.