Group: _____   Date: _____

Read Naturally Software Edition (SE) Fidelity Checklists

Use the Observation Checklist to monitor the set-up and implementation of Read Naturally Software Edition (SE). 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 SE Teacher's Guide*.

Read Naturally SE Observation Checklist: What Should I See?

Observe a group of students using Read Naturally SE 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 1:8.

Implementing the Steps *(Observe individual students.)*

❒ Select a Story step: The student selects a story from the set.

❒ Key Words step: The student selects the key words and listens to or reads along quietly with the audio.

❒ Prediction step: The student types 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 click his or her own errors, and if a teacher is present, the teacher should coach the student on identifying errors.

❒ 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.

❒ Quiz step: The student answers the comprehension questions presented.

❒ Retell step: In most series, the student retells the story.

❒ Pass step: The student practices the story while waiting for a teacher. When a teacher is available, the student completes the hot timing, and the teacher evaluates the student's work from the Quiz step. The teacher reviews the work completed on the story with the student. If necessary, the teacher assigns remedial actions.

❒ Phonics Word List step: In the Phonics series, the student practices reading lists of words until he or she reaches a predetermined goal. Then the teacher tests the student on the word list.

Student Behavior

❒ Students confidently follow the steps.

❒ Students know how to use the software.

❒ 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.

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 SE?

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 SE. Students scoring ten or more words below the 50th percentile of national norms should be considered for placement in Read Naturally SE.

❐ Have you placed students individually using the placement process?

Place each student individually in an appropriate series, level, and goal using the Read Naturally SE placement process.

Implementing the Steps

❐ Have you taught the students how to complete the steps in Read Naturally SE?

Train students in how to successfully complete the steps independently. Lesson plans in the *Read Naturally SE Teacher's Guide* should be used to teach the steps to students.

❐ Are you prompting students to do the steps correctly?

Remind students to listen or read along quietly during the Key Words step and with the vocabulary definitions. Remind students 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 using the story options feature to help differentiate instruction for students?

Adjust the program for individual students or groups using story options. Possible changes include turning off steps, adjusting time limits for steps, and adjusting the number of read alongs required.

Monitoring and Communicating Student Performance

❐ Have you checked each student's initial placement?

Use the data for the first three stories on the Needs At-A-Glance report 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 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). Use the software to create reports and use the guidelines in the *Read Naturally SE Teacher's Guide* 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 Read Naturally SE resources to support communication. Reports, a parent letter, and an award can be sent home with packets of completed stories.