

Lesson Plan

Read Naturally recommends that you devote your initial class sessions to teaching students how to work in Read Naturally Live. This lesson plan will help you walk through each step of the program with your students to make sure they understand how to work efficiently and independently. Students will learn:

- The technology for working in the program
- The learning strategies for using the program effectively
- Your expectations for student performance

IMPORTANT: It is important that you enroll, license, and place your students before using this lesson plan.

Contents

Preparation	2
Materials	2
Modifications	4
Preview of Lesson Plan	4
Demonstration to Students	5
Introduce Read Naturally Live	5
Log In	6
Select a Story	7
Key Words	7
Prediction	8
Wordtastic	9
Cold Timing	10
Read Along	11
Practice	12
Quiz	13
Retell (Sequenced or Idioms Series)	15
Word List (Phonics Series)	15
Pass/More Practice	16
Pass	17

Preparation

Before presenting this lesson to students, set up the materials, consider possible modifications, and preview these lessons.

Materials

You will need:

- Internet access and a computer with Read Live bookmarked or an iPad with the Read Naturally Live app downloaded and the Account ID entered
- A projection system with screen and external speakers
- A demonstration student and story (see below)

Each student will need:

- Internet access and a computer with Read Live bookmarked or an iPad with the Read Naturally Live app downloaded and the Account ID entered
- Headphones
- The account ID and a unique user ID and password
- An appropriate series, level, and goal in Read Naturally Live
- A wait-time activity (independent activity to work on while waiting for others to finish)

Select demonstration student(s)

To teach this lesson plan, you will project a student's story as you work through the steps of Read Naturally Live. If you have unassigned licenses available, set up a temporary student for each group you are teaching, and use the temporary student's story to demonstrate the lesson. If not, use the story of a student from each group (see Teacher Tip).

To set up a temporary student, follow the steps in the **Set up a temporary student** section of this document. First, add and license the student. Then assign the student the same series that most students in the group are assigned and a level with at least as many questions as the levels of the other students (see table in Teacher Tip).

Teacher Tip

If you do not have extra licenses:

1. Select a student with the same series as most of the students in the group and whose level has at least as many questions as the other students' levels (see table below).

Number of Questions per Level

1.0 to 2.5	3.0	3.5 to 5.0	5.6 to 8.0
5	6 Sequenced 7 Idioms	7	9

2. Choose a story from the selected student's level, following the steps in the **Select and prepare a demonstration story** section.
3. Use the chosen story to demonstrate each step.
4. After demonstrating each step, direct the selected student to complete the step at the same time as the rest of the group.

To make your demonstration more time efficient, adjust the temporary student's Story Options. Finally, you will need to select and prepare a story from the demonstration student's level.

Set up temporary student(s)

If you have unassigned licenses available, complete the following steps to add a temporary student for each group of students you teach.

1. Add temporary student(s).
 - 🔗 Log into Read Live on a computer by entering your account ID, user ID and password on the Staff Member login page.
 - 🔗 Click the **Students** tab.
 - 🔗 Click the **Summary** link.
 - 🔗 Click the **Add Student** button.
 - 🔗 Fill in the required student information fields.
 - 🔗 Click **Save**.
2. License the temporary student(s).
 - 🔗 Click the **Licensing** tab.
 - 🔗 Click the **Assign to Students** link.
 - 🔗 Select the school and program teacher.
 - 🔗 In the row with the student's name, check the box in the RN Live column.
 - 🔗 Click **Save** at the bottom of the page.
3. Enter a series, level, and goal for the temporary student(s).
 - 🔗 Click the **Students** tab.
 - 🔗 Click the **Read Naturally Live** link.
 - 🔗 In the row with the student's name, click **Edit** in the Assignment column.
 - 🔗 Select the series and level, and enter the goal.
 - 🔗 Click **Save**.
4. Set Story Options for the temporary student(s).
 - 🔗 On the **Students** tab, Read Naturally Live page, select the temporary student(s).
 - 🔗 Click the **Story Options** button.
 - 🔗 Change the following options:
 - Read Along, Required listening = 1
 - Read Along, Speed = baseline
 - Story Practice/Hot Timings, Required practice = 1
 - 🔗 Click **Save**.

Helpful Resources

As you prepare for teaching this lesson plan, refer to the resources below as necessary.

Smart Start Guide

- Adding Students
- Licensing Students in Read Naturally Live
- Entering the Series, Level, and Goal

Read Live User Guide

- Opening Story Options
- Printing Stories
- Resetting a Story
- Removing Student Licenses

Select and prepare a demonstration story

No matter which student(s) you use for the demonstration (temporary or current student(s)), you need to prepare a story for each group you teach.

1. Select the story.
 - ☞ On the **Students** tab, Read Naturally Live page, click the **Print Stories** button.
 - ☞ Select the student's series, level, and the story you plan to demonstrate.
 - ☞ Click **Print**.
2. Print a paper copy of the story.
3. Log out of the teacher module.
4. Mark the word in the printed demonstration story that meets the demonstration student's goal. Use this information when teaching the Cold Timing, Practice, and Hot Timing steps.

Modifications

If necessary, modify this lesson plan to meet the needs of your students. Some possible modifications are listed below.

- Usually students will work through a step immediately after you demonstrate it. However, based on the maturity of your students, you may decide to demonstrate more than one step before directing students to work on their own stories.
- Depending on the skill of your students, provide appropriate instruction in how to write predictions and retellings, and how to answer each type of quiz question.

Preview of Lesson Plan

1. Before presenting this lesson to students, work through this lesson plan using the demonstration story and following the directions that begin on the next page.
2. When finished previewing the lesson and while still logged in as the demonstration student, reset the demonstration story.
 - ☞ Click the **Teacher** button in the upper-right corner.
 - ☞ If required, **log in** with your user ID and password.
 - ☞ Click **Reset Story**.
 - ☞ Select the demonstration story.
 - ☞ Click **Reset Selected Stories**.
 - ☞ Click **Yes** to confirm.
 - ☞ Click **Close**.

Demonstration to Students

This lesson plan is organized for you to introduce each Read Naturally Live step, demonstrate it, and guide students as they complete the step. Teach as many steps as you can in a session, and begin the next session where you left off.

You may want to invite teachers, educational assistants, and/or volunteers to be present when you teach students so the adults working with Read Naturally Live know what is expected of students.

Introduce Read Naturally Live

Inform students they will work in Read Naturally Live to become readers who read as easily and expressively as they speak, with few errors, and with understanding.

Explain that, while working in Read Naturally Live, they will learn to read interesting nonfiction stories well by working through a series of steps.

Tell students they will learn how to work in this program by watching you demonstrate each step. Explain that they will put on their headphones when it is time for them to complete the step on their own computers or iPads.

Reassure students that once they know how to work in the program, they will work in future stories independently.

IMPORTANT: At the end of the first teaching session, show students how to properly log out. Explain that, if the student closes the browser window or tab (computer users) or closes the Read Naturally app (iPad users) instead of logging out of Read Live, the story remains open for 20 minutes and can be accessed by another user.

Log In

Introduction

Tell students they will learn how to log into Read Naturally Live.

Demonstration

Computer users

1. Show students how to open the browser and Read Live.
 - ☞ Open the browser.
 - ☞ Click the bookmark or favorite for your Read Live Home page. (Show students where the Read Live URL can be entered if your Home page is not bookmarked.)
2. Show students how to log in.
 - ☞ On the Read Live Home page, click **Student**.
 - ☞ Enter the account ID if it is not prepopulated.
 - ☞ Enter the demonstration student's user ID and password.
3. Direct students to listen to the audio directions that are given whenever a screen opens.
 - ☞ Click **Log in**.

iPad users

1. Show students how to open the Read Naturally Live app and log in.
 - ☞ Tap the **Read Naturally** icon.
 - ☞ Enter the account ID if it is not prepopulated.
 - ☞ Enter the demonstration student's user ID and password.
2. Tell students to listen to the audio directions that are given whenever a screen opens.
 - ☞ Tap **Log in**.

Guided practice

Computer users

Direct students to:

1. Open the browser.
2. Click the Read Live bookmark or favorite or enter the Read Live Home page URL.
3. Click Student and Log in.
4. Wait to select a story.

iPad users

Direct students to:

1. Tap on the **Read Naturally** icon.
2. Enter the Account ID if necessary.
3. Log in.
4. Wait to select a story.

Select a Story

Introduction

Tell students they will pick any story shown on the screen.

Demonstration

1. Show students how to hear the directions repeated.
 - 🔊 Click the speaker icon in the page footer.
2. Tell students you will pick the story for the demonstration.
3. Direct them to listen for the story title and the question.
 - 🔊 Click the demonstration story icon.

Key Words

If most your students are in the Sequenced or Idioms series, teach that version of the Key Words step; otherwise, teach the Phonics version.

Introduction

Sequenced or Idioms Series

Direct students to listen to the audio directions when the next screen appears.

- 🔊 Click **Yes**.

Tell students they will click each key word to learn its pronunciation and meaning.

Explain that knowing the meaning of important words in the story will help them to understand the story.

Phonics Series

Direct students to listen to the phonics lesson and directions when the next screen appears.

- 🔊 Click **Yes**.

Tell students they will click each key word to review the featured sound and read other words with the same pattern.

Explain that knowing the featured phonics pattern will help them to learn the words.

Demonstration

Sequenced or Idioms Series

1. Show students how to listen to or read along quietly with the definition.
 - 🔊 Click one key word and listen or read along quietly.
2. Point out that the Next button cannot be clicked until all the key words have been clicked.
3. Describe the wait-time activity you have selected for the students.

Phonics Series

1. Show students how to listen to the lesson and read along quietly.
 - 🔊 Click one key word, listen, and read along quietly when prompted.
2. Point out that the Next button cannot be clicked until all the key words have been clicked.
3. Describe the wait-time activity you have selected for the students.

Guided Practice for Select a Story and Key Words

Sequenced or Idioms Series

Direct students to:

1. Select a story.
2. Click **Yes** to confirm.
3. Click each key word to learn its meaning.
4. Stay on the Key Word screen when finished. (Do *not* click Next.)
5. Work independently on the wait-time activity.

Phonics Series

Direct students to:

1. Select a story.
2. Click **Yes** to confirm.
3. Listen to the phonics lesson.
4. Click each key word to learn about its phonics pattern and how to read it.
5. Stay on the Key Word screen when finished. (Do *not* click Next.)
6. Work independently on the wait-time activity.

IMPORTANT: If you are using the story of a temporary student, while students listen to their key words, mute the volume on your computer, and click your remaining key words to enable the Next button. Then restore the volume.

Prediction

Introduction

Direct students to listen to the audio directions when the next screen appears.

- 🔊 Click **Next** on the Key Words screen.

Tell students they will write a prediction. Explain that thinking about the story before reading it will help them understand it.

Demonstration

1. Tell students you will use one or more key words in your prediction.
2. Show students how to review the key words.
 - 🔊 Click **Back**.
 - 🔊 Click one word.
 - 🔊 Click **Next**.
3. Tell students the prediction has a two-minute time limit.
 - 🔊 Enter a prediction.
4. Tell students a timer appears when there are 30 seconds left of the time limit.
5. While you are waiting for the timer to appear, show that the progress bar names each step and has an arrow that shows which step the student is on.
6. Explain that when you are finished entering your prediction, you usually click Next, but not today.

Guided Practice

Direct students to:

1. Click **Next** on the Key Words screen.
2. Enter their predictions.
3. Stay on the Prediction screen when finished. (Do *not* click Next.)
4. Work independently on the wait-time activity.

Wordtastic

Introduction

Direct students to listen to the audio directions when the next screen appears.

- 🔊 Click **Next** on the Prediction screen.

Tell students Wordtastic is a vocabulary game that requires them to select the best synonym, antonym, or definition for a word.

Explain that this fun game will help them learn the meanings of words.

Demonstration

1. Point out that the red header and footer is a signal to the teacher that the student is waiting to be timed.
2. Explain that you will play Wordtastic while waiting to be timed.
3. Show the process of answering Wordtastic questions.
 - 🔊 Point out that you need to check to see if the item should be matched to a synonym or antonym. (In levels below 2.0: the word should always be matched to its meaning.)
 - 🔊 Click several words in the first item to hear them read.
 - 🔊 Answer the question correctly.
4. Point out that when the twinkle sounded, the word CORRECT appeared, the correct answer was provided, you earned points, and Next question was enabled.
 - 🔊 Click **Next**.
 - 🔊 Answer a question incorrectly.
5. Point out the different sound. Tell students you will read the correct answer to learn the synonym, antonym, or definition because incorrectly answered questions will be repeated.
6. Show that only correct answers earned points.

Guided Practice

Direct students to:

1. Click **Next** on the Prediction screen.
2. Play Wordtastic for a few minutes.

Cold Timing

Introduction

Direct students to listen to the audio directions when the next screen appears.

- 🔊 Click **Conduct Cold Timing**.
- 🔊 Enter your teacher user ID and password. Click **Log In**.

Tell students they will each read their chosen story to you for one minute and then see a graph showing the number of words they read correctly.

Explain that students will use their cold-timing scores to see how much their reading improved after working in a story.

Demonstration

1. Explain that you will read the demonstration story aloud and click words you don't know.
2. Tell students that, when they read their chosen story to you, they will click the errors, and you will point out any errors they miss (see Teacher Tip).
3. Computer users: show students how to use the reading guide.
(The reading guide is not available on the iPad.)
 - 🔊 Toggle the **Reading Guide** switch off and on.
 - 🔊 Click **Start Timing**, and move the guide using the mouse or keyboard arrows.
 - 🔊 Click **Cancel Timing**.
4. Show students how to begin the cold timing.
 - 🔊 Click **Start Timing**.
5. Read aloud slowly so you do not reach the goal, and say several words incorrectly.
 - 🔊 Click the words you read incorrectly.
6. Point out that, after one minute, the bell sounded.
 - 🔊 Click the last word read.
7. Point out the cold-timing score in the scores box.
 - 🔊 Click **Next** to continue.
8. Watch as the bar fills in blue to show the cold timing score, and point out that the grey bar shows the student's goal.

Teacher Tip: Power Charge the Cold Timing

The student should be in charge of clicking errors during the cold timing, even if the teacher is present. Giving the student control of the mouse transfers the responsibility of identifying errors from the teacher to the student. If the student fails to identify an error, the teacher raises the student's awareness by pointing out the error. In time, the student will become a more self-directed learner and will be able to conduct the cold timing independently.

Guided Practice

1. Direct students to play Wordtastic until you come to each student to conduct a cold timing.
2. To begin the timing, click the Conduct Cold Timing button in header.
 - 🔊 Click **Conduct Cold Timing**.
 - 🔊 Enter the teacher user ID and password and click **Log In**.

3. Direct the student to:
 - Click **Start Timing** and read the story for one minute.
 - Click words they don't know and errors you point out.
 - Click the last word read.
 - Click **Next**.
4. Review the graph with the student.
5. Direct the student to:
 - Stay on the graph screen when finished.
 - Work independently on the wait-time activity.

Read Along

Introduction

Direct students to listen to the audio directions when the next screen appears.

- 🔊 Click **Next** on the Cold Timing Graph screen.

Tell students that they will read the story aloud quietly with the audio three times.

Explain to students that reading along will help them to read the story accurately and with expression, and to answer the questions correctly (they'll need to do all these things to pass).

Tell students that this step also provides an opportunity to learn the meanings of additional vocabulary words in the story.

Demonstration

1. Explain that the blue vocabulary words are only clickable when the read-along audio is not playing.
2. Show students how to access the definition and pronunciation of a blue vocabulary word. (If you plan to require listening to the meanings of all the vocabulary words before reading along, tell students now.)
 - 🔊 Click a blue word and listen to the audio.
 - 🔊 Click **X** to close the vocabulary word window.
3. Tell students that "read along" means to say words quietly while looking at each word and listening to the audio (see Teacher Tip).

Teacher Tip: Develop the Skill of Reading Along Correctly

To encourage students to read along correctly, help them understand that their brains make connections between what they see, hear, and speak. So, when their eyes see a word and their ears hear the word as they say it, their brains learn the word.

An effective way to teach students to read along correctly is to stop and restart the read along each time a student loses his or her place, looks away from the story text, or stops reading aloud. Students will soon realize how reading along is done correctly and strive to maintain their focus. In addition, the desire to get to the end of the story will motivate them to read along correctly.

4. Direct students to read along quietly with the audio.
🔊 Click **Start Read Along**.
5. When the read along is complete, point out that the star becomes gold.
6. Tell students the number of read alongs required is indicated by the number of stars under the picture. Tell them a star turns gold after a read along is completed. If you are using a temporary student, explain that your screen has one star, but their screens will have three because they must read along quietly with the audio three times to complete the step.

Guided Practice

Direct students to:

1. Click **Next** on the Cold Timing Graph screen.
2. Click each blue vocabulary word to learn its meaning (if you require this action).
3. Read along quietly with the audio three times.
4. Stay on the Read Along screen when finished, and continue reading along even after Next is enabled.

Practice

Introduction

Direct students to listen to the audio directions when the next screen appears.

- 🔊 Click **Next** on the Read Along screen.

Tell students they will practice reading their chosen stories aloud quietly three to ten times.

Explain that reading the story many times will help them reach their individual reading rate goals with accuracy, expression, and understanding. Caution students that having a reading rate goal does not mean reading fast; it means reading as easily as they speak.

Demonstrate step

1. Tell students that, while you read the story together, you will click difficult words to hear them read.
2. Direct students to quietly read the story along with you.
🔊 Click **Start Timing**.
3. Read with students at a pace to reach or exceed the goal. As you read, stop in front of a difficult word.
🔊 Click the word to hear it read.
4. Point out that, after a minute, the bell sounded, and the screen dimmed.
🔊 Click the last word read.
5. If you are demonstrating a story from a level with very short stories, read the story again. This time, complete the whole passage before the bell sounds.
🔊 Click **Finished**.

6. Show students how to view their level and individual reading rate goal.
🔊 Click **Level | Goal** in the header.
7. Point out that the practice score in the scores box is higher than the goal. Since there are two requirements for the Practice step, it is helpful to point out that students can check the requirements for every page by clicking the white star icon in the footer. If you are using a temporary student, point out that for this demonstration, the required number of practices is 1, so you have practiced the required number of times. Tell students that since you have met the goal and practiced the required number of times, Next is enabled.

Guided Practice

Direct students to:

1. Click **Next** on the Read Along screen.
2. Click the white star to check the requirements for the Practice step.
3. Practice reading their stories until they can:
Meet or exceed their individual reading rate goal.
Make fewer than three errors.
Read with expression.
Answer the questions.
4. Practice reading the story aloud quietly at least three times.
5. Stay on the Practice screen when finished, and continue practicing even after Next is enabled.

Teacher Tip: Discourage Reading Too Fast

If you hear a student reading too fast:

1. Tell the student to click **Cancel Timing**.
2. Explain that reading should sound like speaking, so the student needs to slow down.
3. Tell the student to click **Start Timing**.
4. Listen while the student reads a few sentences, and provide feedback.

Quiz

Introduction

Direct students to listen to the audio directions when the next screen appears.

- 🔊 Click **Next** on the Practice screen.

Tell students they will answer questions about the story and must answer all the questions correctly to pass.

Explain that reading well means understanding what you read.

Demonstration

1. Tell students to watch what happens when you answer a question correctly.
🔊 Select the correct answer for the first question.
🔊 Click **Next**.

2. Tell students to watch what happens when you answer a question incorrectly.
 - ☞ Select an incorrect answer for the second question.
 - ☞ Click **Next**.
3. Tell students you will have to correct any mistakes later.
4. Tell students you can change your mind about an answer, if you do it before clicking Next.
 - ☞ Select an incorrect answer for the third question. Do not click Next.
 - ☞ Select the correct answer.
 - ☞ Click **Next**.
5. Continue answering the questions correctly, demonstrating the mechanics of each question type and adding your strategies for answering them.

Be sure to enter the answer for the short-answer questions correctly and in the format you want students to use.
6. Do not click Next after answering the last question. The last question differs based on the level:

Last Question in Each Level

Levels below 3.0	Level 3.0	Levels 3.5 to 5.0	Levels 5.6 to 8.0
5	6 (Sequenced) 7 (Idioms)	7	9

Guided Practice

Direct students to:

1. Click **Next** on the Practice screen.
2. Answer their questions.

Students will not finish all their questions at the same time, so introduce the next step before any student completes the questions, or wait until all students answer all their questions before presenting the next step. Direct students to work independently on the wait-time activity if they complete their questions.

Teacher Tip: Teach Question-Answering Strategies

The questions in Read Naturally follow a pattern (question 1 is always a main idea question, etc.). Add your strategies for answering specific types of questions while you teach each question type.

Sequenced Series

1. Main idea
2. Detail
3. Vocabulary (Context)
4. Inferential
5. Short-Answer
6. Vocabulary
7. Literal
8. Inferential
9. Summary

Idioms Series

1. Common idea
2. Detail
3. Vocabulary (Context)
4. Inferential
5. Literal
6. Vocabulary
7. Application

Phonics Series

1. through 4. Detail
5. Short Answer

Students will benefit by applying your effective question-answering strategies as soon as they begin working independently.

Retell (Sequenced or Idioms Series)

Introduction

Direct students to listen to the audio directions when the next screen appears.

- ☞ Click **Next** on the last quiz question screen.

Tell students they will retell the story. Explain that using their own words to retell the story deepens their understanding.

Demonstration

1. Explain your requirements for an acceptable retelling.
2. Show students how to see the story again if they need to review it.
 - ☞ Click **Review Story**.
 - ☞ Click **Back** to return to the Retell screen.
3. Enter a retelling of the story.
4. Tell students they have five minutes to retell the story once they start typing. Tell students a timer appears when there are 30 seconds left.

Guided Practice

Direct students to:

1. Finish answering their quiz questions, if necessary.
2. Click **Next** on the last quiz question screen, if necessary.
3. Enter their retellings.
4. Stay on the Retell screen when finished, and work on the wait-time activity.

Word List (Phonics Series)

Introduction

Direct students to listen to the phonics lesson and audio directions when the next screen appears.

- ☞ Click **Next** on the last quiz question screen.

Tell students they will read the words down the columns and across the rows.

Explain that practicing the words will help them become automatic with the words with the featured pattern.

Demonstration

1. Tell students they must read the word list at least three times and be able to read down and across in 60 seconds.
2. Explain that they can click on any word to hear it read.

3. Tell students to read the words with you.
 - 🔊 Click **Start Timing**.
4. Read down the columns, slowly and distinctly.
 - 🔊 Click on one or more words to hear them read aloud.
 - 🔊 When done, click **Finished**.
5. Read across the rows.
 - 🔊 When done, click **Finished** again.
6. Show students the score in the scores box.

Guided Practice

Direct students to:

1. Finish answering their questions, if necessary.
2. Click **Next** on the last quiz question screen, if necessary.
3. Practice reading the word list until they can read the list down and across in 60 seconds.
4. Read the word list down and across at least three times.
5. Stay on the Word List screen when finished, and continue practicing even after Next is enabled.

IMPORTANT: If you are using the story of a temporary student, while students practice their word lists, mute the volume on your computer, and complete two more Word List timings (meeting the goal of reading down and across in 60 seconds or less) to enable the Next button. Then restore the volume.

Pass/More Practice

Introduction

Direct students to listen to the audio directions when the next screen appears.

- 🔊 Click **Next** on the Retell or Word List screen.

Tell students they will alternate between practicing the story and playing Wordtastic while waiting for a teacher.

Explain that they need to continue practicing the story so they are ready to pass the first time.

Demonstration

1. Direct students to read the story with you.
 - 🔊 Click **Start Timing**.
2. Read with students at a pace to reach or exceed the goal.
3. Point out that, when the timing ended, the screen dimmed and the bell sounded. Direct students to listen to the audio directions.
 - 🔊 Click the last word read.

4. Tell students you will click Next to play Wordtastic rather than read the story again.
☞ Click **Next**, and answer ten questions.
5. Tell students you must reread the story before playing Wordtastic again.
☞ Click **Next**.

Guided Practice

Direct students to:

1. Click **Next** on the Retell or Word List screen.
2. Alternately read the story and play Wordtastic while waiting for the Pass timing.

Pass

Introduction

Tell students they will read the story for a teacher for one minute. They will pass the story if they:

- Meet or exceed their individual reading rate goal.
- Make three or fewer errors.
- Read with an expression score of two or more.
- Answer all their quiz questions correctly.
- Meet their teacher's expectation for retelling the story (Sequenced and Idioms series), or read the word list in the designated time, making three or fewer errors (Phonics series).

Demonstration

1. Tell students that, during the pass timing, the words are not clickable, but the teacher will be counting the errors.
2. Direct students to read the story aloud with you and to listen to the directions when the bell sounds.
☞ Click **Conduct Pass Timing**, enter your user ID and password, and click **Log In**.
☞ Click **Start Timing**.
3. Read with students at a pace to exceed the goal by at least three words, making three errors.
☞ Click the last word read.
4. Point out the Timing Results box.
☞ Enter the number **3** in the box for words missed.
☞ Enter the number **2**, **3**, or **4** to rate your expression.
☞ Click the icon to show the rubric for expression, and explain the rating.
☞ Click **Next**.
5. Watch as the graph fills in red. Point out that the hot-timing and cold-timing scores, and the goal, are listed at the top of the graph.
☞ Click **Next**.

6. Correct each short answer question.
 - ☞ Click **See correct answer**.
 - ☞ Click **Yes** to accept each answer.
 - ☞ Click **Next** after each answer.

Sequenced or Idioms Series

7. Correct the retelling.
 - ☞ Click **Yes** to accept the retelling.

Phonics Series

7. Direct students to read the word list with you and to listen to the directions when the bell sounds.
 - ☞ Click **Start Timing**.

Read with students at a pace to exceed the goal, making three errors.

Read down the columns.

☞ When done, click **Finished**.

Read across the rows.

☞ When done, click **Finished**.

Point out the Timing Results box.

Enter the number **3** in the box for words missed.

☞ Click **Next**.

8. Explain that you will review the story results.
 - ☞ Click **Next**.
9. Explain the information on the Story Details page.
10. Show students which pass requirements you met. Tell students a star indicates you met the requirements, and an X means you did not meet the requirements. Explain you must redo some work if you do not meet all the requirements.
 - ☞ Scroll to the bottom of the **Pass/Review Work** screen to see all the information available.
11. Show students that the fluency, comprehension, and other graphs display ongoing results.
 - ☞ Click the button for each graph.
 - ☞ Click **Next**.
12. Review the remedial actions with students. Tell students that since you answered one quiz question incorrectly, you will have to redo that question. Also explain that a teacher can select "Pass with current scores," but rarely does.
 - ☞ Select **Redo missed questions**.
 - ☞ Click **Next**.
13. Correct the missed quiz question.
14. Direct students to listen to the audio.
 - ☞ Click **Next**.

15. Explain that one badge appears for each pass requirement you met.
Blue ribbons are for excellent performance on the requirements. Blue ribbons mean the student went above and beyond the pass requirements.
A missing badge means your teacher turned off that step.
A grey badge means you did not meet the requirements, but your teacher allowed you to pass with current scores.

16. Tell students you have finished one story.

17. Direct them to listen to the directions when the next screen appears.

☞ Click **Done**.

18. Explain that you can now select a new story.

Guided Practice

1. Direct students to alternately read the story and play Wordtastic until you are ready to conduct the pass timing.

2. To begin the timing, click Conduct Pass Activities in the red heading.

☞ Click **Conduct Pass Activities**.

☞ Enter the teacher user ID and password and click **Log In**.

3. Direct student to:

Click **Start Timing**. (Remember to count student errors.)

Read the story aloud for one minute.

Click the last word read.

Enter the number of errors you counted.

Enter the expression number you provide.

Click **Next**.

4. Review the graph with the student; tell the student to click **Next**.

5. Correct the short answer quiz questions; direct the student to:

Click **See Correct Answer**.

Click **Yes** or **No** to accept or reject each answer.

Click **Next** after each answer.

Sequenced or Idioms Series

6. Correct the retelling (see Teacher Tip).
Tell the student to click **Yes** or **No**.
Tell the student to click **Next**.

7. Review student data on the Story Details and graph pages of the Pass/Review Work screen; tell the student to click **Next**.

8. If the student does not pass, select the appropriate remedial actions and click **Next**. Return later to complete the Pass step, if remedial action requires your presence.

9. Congratulate the student, and discuss the badges; tell the student to click **Done**, and select a new story.

Phonics Series

6. Direct students to:
Read the word list by clicking **Start Timing**, and then reading down the columns and clicking **Finished**, and then reading across the rows and clicking **Finished** again.

Point out the Timing Results box.

Enter the number of words read incorrectly in the box for words missed.

Click **Next**.

Teacher Tip: The Retelling is a Rough Draft

Evaluate the students' retellings based on content, rather than grammar and punctuation. Students have only five minutes to complete their retellings, so they are equivalent to rough drafts. You can extend the time limit to provide more time for editing; however, that will reduce the amount of time students spend reading and may slow their progress in fluency improvement.