

Read Naturally Live Fidelity Checklists

Use the Observation Checklist to monitor the set-up and implementation of Read Naturally Live or Read Naturally Live—Español. Use the Follow-Up Questions Checklist to refine the implementation of the program. You can use these checklists to review your own implementation or as a starting point for conversation and coaching with another teacher. For detailed information about setting up and effectively implementing a program, see the *Read Live Teacher's Manual*.

Observation Checklist: What Should I See?

Observe students using Read Naturally Live and check each item below that is implemented correctly.

Planning and Setting Up *(Observe a group of students.)*

- Setting promotes students' engagement for entire session (location, room arrangement).
- Students attend 3–5 sessions per week.
- Session length is 30–45 minutes.
- Student-to-teacher ratio is no more than eight students per adult.

Implementing the Steps *(Observe individual students.)*

- Select a Story step:** The student selects a story from the set.
- Key Words step:** The student clicks each key word 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 plays Wordtastic while waiting for a teacher or independently conducts a cold timing. During the cold timing, the student should always click their 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, vocalizing quietly along with the audio.
- Practice step:** The student practices reading the story aloud quietly until they reach their goal and complete the required number of practices.
- Quiz step:** The student answers the comprehension questions presented.
- Retell/Word List step:** In the Sequenced and Idioms series, the student retells the story. In the Phonics series, the student practices reading a word list until they reach a predetermined goal and complete the required number of practices.
- Pass step:** The student practices the story and plays Wordtastic while waiting for a teacher. When a teacher is available, the student completes the hot timing, and then the teacher evaluates the student's work from the Quiz and Retell/Word List steps. The teacher reviews the work completed on the story with the student. If necessary, the teacher assigns remedial actions.

Student Behavior *(Observe a group of students.)*

- 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 engaged in the act of reading.
- Students know their goals.

Follow-up Questions Checklist: What Should I Ask?

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

Assessment and Placement

- Have you assessed each student to determine whether they could benefit from working in Read Naturally Live?
Compare the student's score on an oral reading fluency assessment to national norms.
If the student's score is:
 - More than 10 WCPM below the 50th percentile score, assign the student to Read Naturally Live.
 - Between the 50th percentile score and 10 WCPM below it, consider Read Naturally Live.
- Have you placed students individually, or did students place themselves independently?
Each student should be placed individually in an appropriate series, level, and goal using the built-in Read Naturally Live placement test.
- Have you considered placement in Read Naturally Live—Español for a native Spanish speaker building Spanish fluency or a student learning Spanish?

Implementing the Steps

- Have you taught the students how to complete the steps in Read Naturally Live?
Train students how to successfully complete the steps independently. Use the lesson plan on the Read Live Help page or *A Student's Guide to Read Naturally Live* video series to teach the steps.
- Are you prompting students to do the steps correctly?
Remind students to:
 - Listen attentively or read along quietly aloud during the Key Words step.
 - Read along quietly aloud during the Read Along step.
 - Read aloud quietly during the Practice step.
- 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 switching to whole-story timings, adjusting the number of read alongs and/or practices required, and adding a Spanish read along (Sequenced series only) for native speakers of Spanish.

Monitoring and Communicating Student Performance

- Have you checked each student's initial placement (after completing at least 3 but no more than 6 stories) by considering the Data Mentor suggestions (if presented) or analyzing the data using the Read Naturally Live Checking Initial Placement instructions?
If using the Checking Initial Placement instructions, use the averages of the data for the three most recent stories on the Students At-a-Glance report.
 - The level is appropriate if the average cold-timing score is within the range for the student's placement level on the Initial Placement Ranges table and the average quiz score is at least 60%.
 - The goal is appropriate if the student's average 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 by considering Data Mentor suggestions and analyzing the data to keep each student challenged?
Make sure each student is continually challenged by regularly monitoring performance to determine when to make changes and when to raise a student's goal or level (typically after 12 or 24 stories). You can also use the software to create reports and use the guidelines in the *Read Live Teacher's Manual* to decide when to make a change, when to raise the goal or level, and how to involve the student. (**Note:** Data Mentor only suggests changes for students who complete cold timings with a teacher present and complete the Quiz step.)
- Are you communicating student progress to parents/guardians and colleagues?
Use the Read Naturally Live resources to support communication. A welcome letter, progress letter, and certificates can be printed or emailed.