

# Lesson Plans to Introduce Read Naturally Encore II



You must teach the steps of Read Naturally Encore II and set clear expectations about how students should do each step. Once students are able to work independently, you will have the time and opportunity to provide each student with the individual instruction and support he or she needs to become a proficient reader. This section includes two detailed lesson plans that can be used consecutively to teach Encore II to students.

## Overview of the Lesson Plans

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In order to implement a successful Encore II program, you will need to teach your students the Read Naturally steps, one step at a time. In order to teach the steps, it is important you understand them well. For detailed and helpful information about the steps, see *Getting Started (Understanding the Steps)* in the *Encore II Teacher's Manual*.

The two lessons in this section help you introduce Encore II 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 individual 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 each session, collect the stories and begin the next session by reviewing the steps completed in the previous session(s).

A poster listing the Read Naturally steps will help the students learn and follow the procedures.

Every book of reproducible masters for each level includes an 8.5" x 11" version of the Read Naturally Steps poster, and a full-color version is available as a free download on the Read Naturally website ([readnaturally.com/encore-tools](http://readnaturally.com/encore-tools)). You can also purchase a 21" x 29" color poster from Read Naturally.

**Note:** Each student must be individually placed using the *Encore II 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.

The *Encore II Placement Packet* is included with Encore II orders to place students. The placement packet is also available as a free download on the Read Naturally website ([readnaturally.com/encore-placement](http://readnaturally.com/encore-placement)).

# Introduction to Encore II—Lesson 1

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During this lesson, the students will walk through the steps of Encore II together using the same story. As your students move through the steps of this lesson, you will also teach them to:

- Conduct a cold timing.
- Count the number of words read.
- Record and graph scores.
- Read along with the audio.
- 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 the students even though it may not be the correct level for all the students. If most students in your group will be working in Phonics, you should choose a Phonics story for this lesson because the steps are slightly different from a Sequenced or Idioms story.

## 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 graph page for each student
- The audio CD for 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:** For detailed directions on how to organize these materials, see Getting Started (Organizing Materials) in the *Encore II Teacher's Manual*.

## Lesson Preview for Students

Explain to the students that today they will learn how to work in a new program: Encore II. Show them the Read Naturally Steps poster. 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 CD players and headphones to read along with audio of key words and a story. Tell the students that they will practice reading the story many times using their timers until they can read the story well enough to reach a goal, and then they will answer questions to show that they comprehend the story. Explain that, after they pass each story, they will choose a new story to read. 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 the students that the purpose of this step is to select a story.

Tell the students that for this lesson you have 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. Learn the Key Words

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

Tell the students that the key-words step teaches important words in the story that will help them understand the story better. Teach the students to listen or read along quietly aloud with the audio while looking at the key words on the top of the story page. Have the students point to each key word as you play the audio.

**Note:** In Phonics, the key words use the phonics pattern(s) featured in the selected story. The students listen to a phonics lesson about how to decode the key words rather than listen to a definition of each word. Then, they read along to learn to read the key words.

## Step 3. Write a Prediction

Explain to the students that the purpose of this step is to get ready to read the story by thinking about what the story may be about. Tell the students that writing a prediction will help them think about what they are going to read and prepare them to read 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. Students should never spend more than a few minutes on the prediction so that they have more time to read.

## Step 4. Do Your Cold Timing

Explain to the 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 done 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 the students have underlined the same words on their papers. Explain to the students that they will always underline words they do not know during the cold-timing step.

Tell the students that you will teach them how to count and calculate the number of words they read correctly when you teach them the read-along step.

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

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

Tell the students that today, during this step, they will read along quietly aloud with the audio 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.

Teach them how to read along quietly aloud with the audio of the story. Explain and demonstrate to the students how they must touch, look at, and listen to the words as they read along quietly aloud with the audio.

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. Each student should read just loudly enough to be heard but not so loudly that other students are distracted. To encourage the students to read along correctly, stop the audio each time a student loses his or her place, looks up at you, stops reading quietly aloud, or points to the wrong word. Then, tell the students that someone was not reading along correctly, so we need to begin again.

After you play the second audio recording of the story, show the students how to count the number of words they have read. Use the Topics to Teach During the Read-Along Step table in this section as you complete the second and third read-alongs to teach how to count words read and how to graph the cold-timing score.

**Note:** For more information about counting and calculating the number of words read correctly in a story, see *Calculating Words Correct Per Minute for Stories* in the appendix of the *Encore II Teacher's Manual*.

After you play the third audio recording of the story, show the 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

Topic to Teach	Description
Counting words read <i>(Taught during the second read-along)</i>	The second time you play the audio 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, but stop after a few more words/lines and direct the students to count the total number of words they have read now. Continue the audio, stopping and counting as before, until you reach the end of the story and the students know how to count the number of words read. Reinforce reading along quietly aloud while you teach counting.
Graphing the score <i>(Taught during the third read-along)</i>	The third time you play the audio of 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 quietly aloud while you teach graphing.
Counting words read during the cold-timing step and graphing the score <i>(Taught after the third read-along)</i>	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 first 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 squares in blue up to that number.  <b>Note:</b> 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 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 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 along quietly aloud with you. Pace this practice timing so that you get a little further 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 then help them count the number of words read. Show the students where to write their scores 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 they have practiced several times, tell the students to compare their cold-timing scores with their practice scores. Point out that they are reading better. Each time a student practices, the student reads a little further. 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 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, 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 the 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 mastery of the story. Inform the students that they will pass the story 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. (For more information, see the Expression Rubric in Getting Started (9. Pass the story) in the *Encore II Teacher's Manual*.)
- The student answers all the comprehension questions correctly.

In addition:

- If you require the student to write a retell or summary, the student must meet your criteria in order to pass.
- If the student is working in Phonics, the student must read the word list down and across with three or fewer errors in a minute or less, and the student must meet your criteria for the written words.

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 the students record the hot-timing score. Tell the 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 their 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 the comprehension question results.

Demonstrate how to:

- Graph the hot-timing score in red (coloring above the last blue cold-timing square) on the fluency graph.
- Add additional information under the graph if you want students to record this data.
- Fill in the squares on the comprehension graph in blue for each question answered correctly.

Then tell the students to complete their own graphs.

## **Step 11. Retell the Story, or Practice the Words**

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

**Note:** This step was designed for students who read fluently enough to justify spending part of their reading intervention time writing a retelling or summary of the story. Consequently, you may not want to have your students retell the story when they first begin to work in Encore II. (Retell the Story is a step in Read Naturally Encore II Sequenced or Read Naturally ME Spanish only)

### **Retell the Story**

Explain to the 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 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 you and the students wrote, and then demonstrate how to record the score on the story page and how to graph the score on the retelling graph.

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

### **Practice the Words (Phonics)**

Explain to the students that the purpose of this step is to learn to read and write words with the featured phonics pattern(s).

Tell the students that today, during this step, first you will time the students for one minute while you read the word list with them. Next, you will show them how to count the number of words read and how to record and graph their scores. Finally, you'll listen to the audio with them, and you will all write the three dictated words.

#### **Word List**

Explain to the students that they will be able to read most of the words in the word list because they have already practiced reading words with the same phonics pattern(s) in the story. Demonstrate how to read down the columns first and then across the rows. 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 all of the columns and 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:** For information about counting the number of words read correctly, see the three examples in the Counting Words Per Minute for Word Lists section of the appendix of the *Encore II Teacher's Manual*.

If the students are unable to read some of the words when they practice the word list, have them underline the difficult words. Explain that if they need help to learn the words, they can listen to the audio of the word list.

Next, direct the students to time themselves while they read the word list alone several more times, setting their timers for one minute for each timing. Direct the 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 that 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, have the students 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 and with three or fewer errors. Direct the 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.

### **Written Words**

Then, show the students the three blank lines at the bottom of the page and explain that the students will need to write a specific word with the featured phonics pattern(s) on each line. Tell the students you will play the audio for the first word. Tell them that the narrator will say the word, use the word in a sentence, and then say the word again before telling the student to pause the audio and write the word.

Play the audio for the first word. When you pause the audio, guide the students to write that word on the first blank line if necessary. Repeat this process for the other two words. Show the students how to record their score on the Written Words table on the graph page.

### **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 Encore II—Lesson 2

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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 own set of stories. In this lesson, as your students move through the steps, they will also learn to:

- 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 for the student
  - A copy of the graph page corresponding to the level
  - 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
- An album 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
- An answer key(s) for each level in which a student is placed
- A glossary for each level in which a student is placed (kept in a central location or placed in each student's folder)

**Note:** For detailed directions on preparing materials, see Getting Started (Organizing Materials) in the *Encore II Teacher's Manual*.

### Lesson Preview for Students

Explain to the students that today they will learn more about how to work in Encore II. 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. Demonstrate how to move the selected story to the top of the set. Allow a minute or two for each student to pick his or her story.

Explain that the 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 a CD 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. Learn the 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 heading. 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 complete the step correctly, they must touch, look at, and listen to or read along quietly aloud with the audio for each key word.

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

**Note:** Students working in Phonics will listen to a phonics lesson and then read along to learn to read key words that include the featured phonics pattern(s).

## 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. Writing a prediction will help them think about what they are going to read and prepare them to read for meaning.

Tell the students that today, during this step, each student will write a prediction about his or her selected story. Tell them it should take only a couple of minutes to complete this step. Remind the students to look at the title, illustration, and key words for clues or 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 should write their predictions in the space provided on their story pages. Students in Levels 5.6 and above should 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 they have practiced 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:

- 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. If you plan to eventually release students to do cold timings independently, explain that once you see a student can do cold timings accurately, the 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 that 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 together, 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 after finishing all of the steps.

Tell the students that today, during this step, each student will graph the number of words he or she reads 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 record in the other spaces provided. Observe the students while they enter the information and color the squares on their graphs. 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 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 along with the audio.

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

Direct the students to read their stories along with the audio on each of the three audio tracks. Observe the students and direct any student not reading along correctly to stop the audio. Tell the student to begin again and touch, look at, listen to, and say the words while reading along quietly aloud with the audio.

## **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 the students how to:

- 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 tell the students how to identify which glossary goes with a particular story. Explain that the bold-faced words from each story are found in the glossary. Point out that the words are organized by story and listed alphabetically, so a student needs to find the page that corresponds to the story he or she is working in and then look for the word he or she does not understand. If a student needs help reading the definition, the student can listen or read along with the audio. Show the students that the superscript number following each entry word corresponds to the audio track number on the CD. Tell the students that they can use their glossaries during the practice step to look up any words they do not know.

Show the students a red/green pouch. Tell the students to turn the green side up when they are working independently to learn a story (the teacher should go) and 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 their 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 answered the questions, they should keep practicing the story or work on their wait-time activities until you come to do a hot timing.

Direct your students to continue practicing their stories until they reach their individual goals and then to answer their questions.

**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 then work on answering the questions while they wait for you to conduct the pass step before switching over to 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 them.

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.

## **Step 9. Pass the Story**

As you meet with each 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 (For more information, see the Expression Rubric in Getting Started (9. Pass the story) in the *Encore II Teacher's Manual*.)
- Answers all the questions correctly

In addition:

- If you require the student to write a retell or summary, the student must meet your criteria in order to pass.
- If the student is working in Phonics, the student must read the word list down and across with three or fewer errors in a minute or less, and the student must meet your criteria for the written words.

Time each student for one minute as he or she 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 student's hot-timing score below the story. 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 work, teach the student how to use the answer key now.

If the student does not pass, point out the area(s) he or she needs to work on. For recommendations about how to direct a student who does not meet one or more of the criteria for passing, see options for students who do not pass in Getting Started (9. Pass the Story) in the *Encore II Teacher's Manual*. 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 once the student meets all 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 Phonics or if you plan to require the students to retell the story, stop all of the students once the first student has completed steps 9 and 10, and then provide detailed instructions for step 11.

## **Step 10. Graph Your Scores in Red**

Tell the students that for this step, they will graph their hot-timing scores and their results for the comprehension questions.

Review how to graph the hot-timing score in red (coloring above the last blue cold-timing square). Demonstrate how to add additional information below the graph if you want students to record this data. Show the students how to complete the comprehension graph by coloring in blue the square for each question answered correctly on the first attempt. Then have the students complete their own graphs.

## **Step 11. Retell the Story, or Practice the Words**

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

### **Retell the Story**

Remind the 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:

- 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 the 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 the students that you will only come to students who are working on a wait-time activity or who have the started the next story.

To make this step more efficient for today, check the students' retellings after class. Count only those 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 Words (Phonics)**

Remind the students that the purpose of this step is to learn to read and write words with the featured phonics pattern(s).

Tell the students that today, during this step, you will review how to do the two parts of the practice-the-words step. First, each student will read his or her word list several times independently until able to pass and then will write three words. To pass, the student must read the words down the columns and across the rows in one minute or less and with three or fewer errors.

Review with the students how to:

- Read the words down each column and then across each row.
- Read along with the audio of the word list if a student has underlined any words. Show the students that the superscript number following the Practice the Word List heading is the CD track number for the audio of the word list.

- Count the number of words read. (For more information, see Counting Words Per Minute for Word Lists in the appendix of the *Encore II Teacher's Manual*.)
- Record scores on the practice lines below the word list.
- Turn the red/green pouch to the red side once the 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. Have the students count the number of words read and record their scores on the practice lines. Students should continue practicing until they are ready to pass.

Tell the students to turn up the red side of their pouches when they are ready to pass, and then to listen to the audio track that corresponds to the superscript number after the Write the Words heading. Remind the students that the narrator will say the word, use the word in a sentence, and then say the word again before telling the student to pause the audio. The student should then pause the audio and write the word on the first line before listening to the dictation for the second and third words. After the student has written all three words, he or she should continue practicing the word list or work 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 (first down and then across) in one minute or less and with three or fewer errors. If the student passes, write the score on the pass line below the word list, check the written words using the answer key, and guide the student to record the score on the word list graph and the number of words written correctly on the Written Words table.

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.