

Read Naturally Encore II Fidelity Checklists

Use the Observation Checklist to monitor the set-up and implementation of Read Naturally Encore II. 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 Encore II Teacher's Manual*.

Read Naturally Encore II Observation Checklist: What Should I See?

Observe a group of students using Read Naturally Encore II, 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: Student selects a story from the set.
- Key Words: Student listens to or reads along quietly aloud with the audio for each key word.
- Prediction: Student writes a prediction about the story.
- Cold Timing: 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: Student graphs his or her score in blue.
- Read Along: Student reads the story quietly aloud along with the audio.
- Practice: Student practices reading the story quietly aloud until reaching his or her goal. The student records his or her wcpm score for each timing.
- Answer the Questions: Student answers the comprehension questions.
- Pass: 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: Student graphs hot-timing in red and comprehension scores in blue.
- Retelling/Word List: In Sequenced, student retells the story. In Phonics, student practices reading a list of words until reaching the goal and then writes the three dictated words.

Student Behavior

- Student confidently follows the steps.
- Student uses the CD players, headphones, and timers appropriately.
- Student's time on task is high. Student completes the steps and passes a story in 30–60 minutes.
- Student spends most of the class time reading.
- Student knows his or her goal(s).

Read Naturally Encore II 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 each student to determine whether he or she could benefit from Encore II?
Use the student's assessment data from an oral reading fluency assessment to determine if the student may benefit from Encore II. Compare the student's score to national norms. If the score is:
 - More than 10 words below the wcpm at the 50th percentile, assign the student to Encore II.
 - At the wcpm 50th percentile score or up to 10 words below it, consider Encore II.
- Have you placed each student individually using the placement process?
Place each student individually in an appropriate series, level, and goal using the guidelines in the *Read Naturally Encore II Placement Packet*.

Implementing the Steps

- Have you taught the students how to complete the steps in Encore II?
Train students in how to successfully complete the steps independently. Lesson plans in the *Read Naturally Encore II 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 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.Conduct the cold timings and coach students in identifying errors for at least the first three stories. When a student can accurately identify errors, consider allowing that student to conduct cold timings independently.
- Are you differentiating instruction for students?
Adjust the program to meet specific needs. Possible changes include adjusting the number of read-alongs and/or practices required, having a student do an oral prediction and/or retelling, switching to whole-story timing, and adding a Spanish read-along for a native speaker of Spanish.

Monitoring and Communicating Student Performance

- Have you checked each student's initial placement using the guidelines in the placement packet?
Calculate the averages of the data for the first 3 stories on the student's Encore II graphs.
 - 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 above 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 to keep each student challenged?
Make sure every student is continually challenged by regularly monitoring each student's performance. Refer to the graphs and use the guidelines in the *Read Naturally Encore II Teacher's Manual* (Differentiation) to decide when to raise the level (typically after completing 12 or 24 stories) or goal (typically +10) or when to make another type of change.
- Are you communicating student progress to parents/guardians and other teachers?
Use the Read Naturally Encore II resources to support communication. Graphs, letters, and awards can be sent home with packets of completed stories.