

Read Naturally<sup>®</sup>  
*Encore II*  
Masters Edition

**Teacher's Manual**



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# Introduction

Welcome to Read Naturally Encore II, a powerful program for striving readers. Encore II is designed to improve reading fluency, support comprehension, develop vocabulary, and provide phonics instruction. The evidence-based Read Naturally Strategy is the core of this effective and motivating reading program.

This unit describes the Read Naturally Strategy: the evidence base, the process, and the benefits. It explains how the Read Naturally Strategy is integral to Encore II. It also provides information useful in identifying which students will benefit from Encore II.

# Rationale for the Read Naturally Strategy

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This section briefly describes the evidence-based instructional strategies and relevant reading research that form the powerful Read Naturally Strategy.

## Fluency and the Striving Reader

*Fluent readers are able to read orally with appropriate speed, accuracy, and proper expression.*<sup>1</sup>

Forty years of research studies indicate that fluency is one of the critical building blocks of reading. Many researchers have found that fluency:

- Highly correlates with reading comprehension.<sup>2</sup>
- Strongly predicts later reading achievement.<sup>3</sup>
- Causally contributes to improved comprehension.<sup>4</sup>

When a student reads fluently, that student is likely to comprehend what he or she is reading. Consequently, teachers need to find ways to intentionally develop their students' fluency. While some students learn to read fluently without explicit fluency instruction, many students need more support than provided in the course of normal classroom instruction.

Students become fluent by reading. However, research analyzed by the National Reading Panel (National Institute of Child Health and Human Development, NICHD, 2000) found that just encouraging students to read independently is not the most effective way to improve reading fluency. In fact, during independent reading time, many at-risk students do not read at all, will not or cannot independently read the books in classroom libraries, pretend to read, or just look at the pictures.

As a result, poor fluency is a self-perpetuating problem. Striving readers read so few words during their instructional and independent reading time that the gap between the number of words they read compared to their peers continually widens. These readers need targeted and intensive instruction in order to achieve fluency. Encore II was developed to help teachers meet this need.

## Evidence-Based Strategies

Research provides evidence that teacher modeling,<sup>5</sup> repeated reading,<sup>6</sup> and progress monitoring<sup>7</sup> are effective instructional strategies to involve striving readers in the act of reading and improve their fluency. These methods also enhance understanding and accelerate reading achievement.

### Teacher Modeling

In this strategy, a striving reader reads along as a proficient reader models correct pronunciation, rate, and expression. Teacher modeling helps students learn unknown words, practice difficult words, and use proper pronunciation and expression.

### Repeated Reading

In this strategy, a student reads a short story or passage many times until able to read it fluently. Repeated reading helps the student learn to recognize some words, master others, and increase fluency. The student then transfers knowledge of the words learned and mastered to subsequent texts.

## Progress Monitoring

In this strategy, a teacher works with a student to set goals and expectations, provide feedback, and track progress over time by graphing data. Progress monitoring has been shown to increase student involvement in the learning process, improve student performance, develop higher student self-efficacy (the student's belief he or she will have success on similar future tasks), reward student effort, and increase student motivation to keep reading. It also promotes teacher awareness of each student's progress.

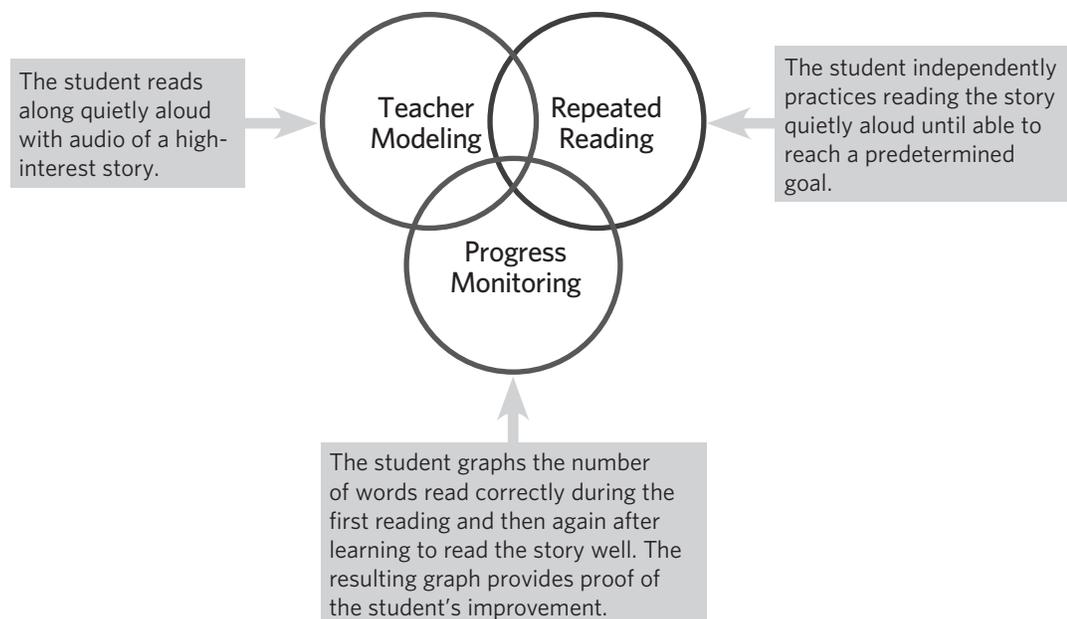
The Read Naturally Strategy combines these three powerful, evidence-based strategies—teacher modeling, repeated reading, and progress monitoring—to improve reading proficiency.

## The Read Naturally Strategy

By combining the three evidenced-based strategies above into one easily learned, highly structured process, the Read Naturally Strategy lays the groundwork for individualizing instruction and providing motivating opportunities to read. It provides the support, structure, and motivation that striving readers need in order to become proficient readers.

The process begins when the student selects and reads an unfamiliar, high-interest, nonfiction story. The student graphs the number of words read correctly per minute—the first step in progress monitoring. Then, the student benefits from the support of teacher modeling by reading the story quietly aloud along with a carefully paced recording. Next, the student reads the story repeatedly and unassisted until able to read it accurately and with expression at a goal rate. Finally, the student completes the progress monitoring by graphing the number of words read correctly per minute on the final reading. The resulting graph provides concrete proof to the student of improved performance and serves to motivate the student to begin the process again.

### The Read Naturally Strategy

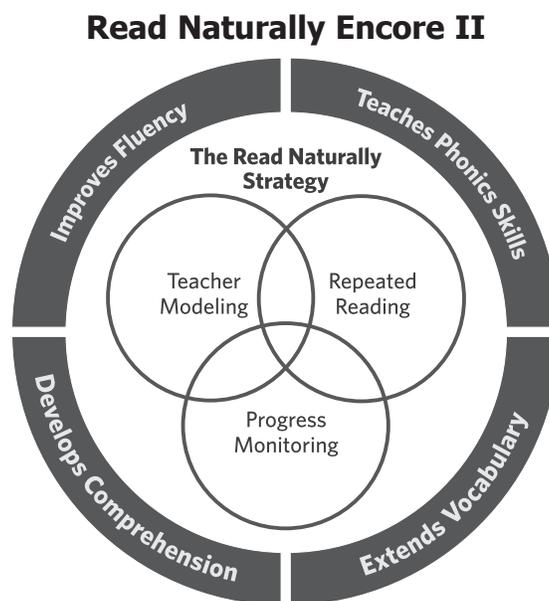


# Read Naturally Encore II

The Read Naturally Strategy is the core of Encore II. The structure and content of Encore II broaden the scope of this powerful strategy by integrating comprehension, vocabulary, and phonics with fluency instruction. Encore II not only addresses these essential components of reading instruction but also improves students' attitude and motivation. The result is an effective and efficient reading program for striving readers.

## Encore II: The Strategy Plus the Components of Reading

In 2000, the National Reading Panel identified five essential components of reading instruction: phonemic awareness, vocabulary, comprehension, phonics, and fluency. Encore II presents opportunities for each student to acquire vocabulary, develop comprehension, and learn phonics skills while improving fluency.



## Vocabulary

In Encore II, a student acquires vocabulary through:

- Reading and listening to definitions of key words.
- Using key words to write predictions.
- Encountering more targeted vocabulary words in the context of the story.
- Utilizing a student-friendly glossary.
- Considering and using targeted words when answering comprehension questions.

## **Comprehension**

In Encore II, a student develops comprehension through:

- Writing predictions.
- Summarizing stories.
- Deepening understanding as a result of repeated readings.
- Answering a variety of question types.
- Graphing the number and types of questions answered correctly.
- Analyzing strengths and weaknesses with teacher support.

## **Phonics**

In the Encore II Phonics series, a student reviews and masters phonics skills through:

- Completing a lesson provided with each story about the featured letter pattern(s).
- Reading the story and word list along with audio to learn the words with the featured patterns.
- Repeatedly reading the story and word list independently until able to read them well.
- Writing dictated words from the word list.

## **Fluency**

In Encore II, a student becomes more fluent using the Read Naturally Strategy (teacher modeling, repeated reading, and progress monitoring) through:

- Reading an unpracticed story and graphing the number of words read correctly per minute.
- Reading the story along with an appropriately paced audio.
- Repeatedly reading the interesting, nonfiction story independently until able to read it well.
- Reading the story for the teacher and graphing the results.

## **Additional Benefits of Read Naturally Encore II**

In addition to significant improvement in their students' reading, teachers have noted several other benefits of Encore II. Students often:

- Experience increased confidence and self-esteem.
- Take responsibility for their successes.
- Verbalize that immediate and frequent feedback motivates them to keep reading.
- Express pride in their reading achievements and hope for their academic futures.

Encore II also helps to meet the needs of a diverse range of learners by assigning each student to the series and level of material that will maximize the student's progress in reading. The structure of Encore II makes it possible for students working in different series and levels of material to participate in the program at the same time.

In addition, making an adaptation to Encore II based on the age and first language of each student is an easy way to accommodate the diverse needs of students. Analyzing student data on each student's story and graph pages offers a concrete way to monitor student performance in order to refine the student's level or goal. Making recommended adjustments is another way to differentiate instruction in order to meet the changing needs of the student.

Once students have been taught how to follow the steps, their time on task is very high, and they spend most of the instructional time engaged in the act of reading. Moreover, the structure of Encore II allows students to work independently most of the time. Teachers can thus give more individualized time to students.

And finally, students using the Read Naturally Strategy get excited about reading. They often show an increased interest in coming to reading class. They enjoy selecting and reading the high-interest stories, learning to read with ease, and tracking their progress on the graphs. Because students get immediate feedback that encourages them to "beat their scores," they get hooked on Encore II, much as they might get hooked on a video game. When students are interested and engaged, they are less likely to become disruptive. Many students also report reading books at home, and parents comment on improvements both in the amount of time their children spend reading at home and in their attitudes about reading.

# Who Can Benefit from Read Naturally Encore II?

Students striving to become proficient readers can benefit from Encore II. There are many ways to determine who these students are. Results from standardized reading tests, informal reading inventories, and oral reading fluency (ORF) assessments are common tools teachers use to determine which students need Encore II.

## Using Oral Reading Fluency (ORF) Assessments to Screen Students

Research confirms that results from one-minute ORF assessments have a strong correlation with comprehension and are, therefore, good indicators of overall reading proficiency (see Endnote 3). Consequently, many educators use ORF assessments to screen students. These educators use the results to determine who needs additional reading assessment, who needs extra support in reading instruction, and who can benefit from Encore II.

In most ORF assessments, students are assessed using grade-level passages three times per year: fall, winter, spring. Data collected in the fall is typically used to screen for students needing extra support, and data collected in the winter and spring are used to monitor student progress. However, data collected in the winter and spring may also identify additional students who are at risk.

Most ORF assessments require each student to read one to three unpracticed, grade-level passages aloud for one minute. When more than one passage is read, the average of each student's words-correct-per-minute (wcpm) scores from the passages is calculated. These assessments typically include recommendations for instruction based on their norms.

## A Tool for Comparison: ORF Norms

If your assessment does not have national norms, you can use the 50th Percentile ORF Norms table included here to compare each of your students' average ORF scores (wcpm) to other students nationally. Educators often use scores at the 50th percentile as target scores. The table displays the wcpm score at the 50th percentile for first- through sixth-grade students in the fall, winter, and spring.

**50th Percentile ORF Norms**  
*2017 Hasbrouck & Tindal*

Grade	Fall WCPM	Winter WCPM	Spring WCPM
1	—	29	60
2	50	84	100
3	83	97	112
4	94	120	133
5	121	133	146
6*	132	145	146

\*Previous research indicates that wcpm at the 50th percentile in sixth grade and above remain about the same, so you can compare sixth-grade norms for an older student as well.

## Assigning Read Naturally Encore II

Compare a student’s score to the 50th Percentile ORF Norms to determine if the student’s score is at or below the 50th percentile. All students with scores at or below the 50th percentile need further diagnosis to identify other specific weaknesses in their reading skills. Also, the reading achievement of these students should be monitored periodically. In addition, you should decide whether or not to assign Encore II to these students using the following guidelines and the Who Can Benefit? table below.

### Guidelines

If the student’s score is at or below the wcpm score at the 50th percentile, use the following recommendations. If the student’s score is:

- Ten or more words below the wcpm score at the 50th percentile—assign Encore II.
- At the wcpm 50th percentile score or up to 9 words below it—consider Encore II.
  - Use additional assessments, observations, and/or teacher judgement to decide if the student needs to work in Encore II.
  - Continue to monitor reading performance.

Use the Who Can Benefit? table below to apply these guidelines.

**Who Can Benefit?**

	<b>Recommended Action</b>	<b>Grade 1 WCPM Score</b>	<b>Grade 2 WCPM Score</b>	<b>Grade 3 WCPM Score</b>	<b>Grade 4 WCPM Score</b>	<b>Grade 5 WCPM Score</b>	<b>Grade 6 WCPM Score</b>
<b>Fall</b>	Assign Encore II	—	≤40	≤73	≤84	≤111	≤122
	Consider Encore II	—	41–50	74–83	85–94	112–121	123–132
<b>Winter</b>	Assign Encore II	≤19	≤74	≤87	≤110	≤123	≤135
	Consider Encore II	20–29	75–84	88–97	111–120	124–133	136–145
<b>Spring</b>	Assign Encore II	≤50	≤90	≤102	≤123	≤136	≤136
	Consider Encore II	51–60	91–100	103–112	124–133	137–146	137–146

Examples of third-grade students:

1. Henry has an average wcpm score of 73 in the fall—assign Encore II.
2. Isabella has an average wcpm score of 80 in the fall—consider assigning Encore II.

## End Notes

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- <sup>1</sup>These indicators, as articulated by the National Reading Panel (NICHD, 2000), continue to be widely accepted as important markers of fluent reading. For a full review of historical and current theories and definitions of fluency and its components, see Kuhn, Schwanenflugel, & Meisinger, 2010.
- <sup>2</sup>Fuchs, Fuchs, Hosp, and Jenkins (2001) summarize research that found oral reading fluency correlates (.91) to comprehension even more highly than more direct comprehension measures (i.e., question answering, .82; recall, .70; cloze, .72). See also Daane, Campbell, Grigg, Goodman, & Oranje, 2005; Klauda & Guthrie, 2008; Schwanenflugel, Meisinger, Wisenbaker, Kuhn, Strauss, & Morris, 2006; Wayman, Wallace, Tichá, & Espin, 2007.
- <sup>3</sup>Reschly, Busch, Betts, Deno, and Long's meta-analysis (2009) of correlational evidence from 41 studies found significant, strong overall correlation (.67) among measures of fluency and prediction on state-specific and national tests. These findings were consistent across grades 1–5 and when tests were individually or group-administered. See also Kim, Petscher, Schatschneider, & Foorman, 2010; Klauda & Guthrie, 2008; Riedel, 2007.
- <sup>4</sup>Price, Meisinger, Louwerse, and D'Mello (2015) found text reading fluency (oral and silent) to account for 47% of variance in 4th grade students' comprehension. Jenkins, Fuchs, van den Broek, Espin, and Deno (2003) found text reading fluency to uniquely account for 42% of variance on 4th grade students' comprehension scores. Klauda and Guthrie (2008) found that word reading speed explained 43% of the variance in comprehension for 5th grade students, and the additional fluency components of phrasing (10%) and passage-level processing (4%) accounted for additional variance. See also Reutzel & Hollingsworth, 1993.
- <sup>5</sup>Since the development of the first assisted reading strategies of neurological impress (Heckelman, 1969; Hollingsworth, 1978) and reading while listening (Chomsky, 1976), there have been a variety of additional repeated reading methods developed which provide students with a proficient model of the reading: paired or partner reading, shared reading, technology-assisted reading practice. Lee and Yoon Yoon's meta-analysis (2015) of 34 repeated reading studies from 1990 to 2014 found that repeated reading with a model (1.95) yields a statistically greater positive impact than interventions without a listening passage preview (0.94). See also Chard, Vaughn, & Tyler, 2002; Dowhower, 1987; Eldredge & Quinn, 1988; Morgan & Sideridis, 2006; Rasinski, Reutzel, Chard, & Linan-Thompson, 2011; Therrien, 2004.
- <sup>6</sup>Since the development of the repeated reading strategy (Dahl, 1979; Samuels, 1979/1997) and its assisted variant reading while listening (Chomsky, 1978; Carbo, 1978), meta-analyses (Lee & Yoon Yoon, 2015; Morgan & Sideridis, 2006; Morgan, Sideridis, & Hua, 2011; NICHD, 2000; Therrien, 2004; Yang, 2006) have found both unassisted and assisted repeated reading to have significant effect sizes on fluency and comprehension for children and adolescents with or without learning disabilities who are still mastering fluency (Kuhn & Stahl, 2003; Padeliadu & Giazitidou, 2018). Stevens, Walker, and Vaughn (2017) wrote in their recent updated synthesis of research on reading fluency interventions: "Findings suggest that [repeated reading] remains the most effective intervention for improving reading fluency for students with [learning disabilities]" (576).
- <sup>7</sup>Morgan, Sideridis, and Hua's meta-analysis (2011) of 44 studies identified that students participating in interventions with goal-setting and feedback had higher levels of fluency (measured in words correct per minute) than students receiving any of the other six interventions analyzed. For more on the effects of progress monitoring on students with or at-risk of learning disabilities, see also Morgan & Sideridis, 2006; Therrien, 2004. For more on the effects of progress monitoring on student achievement, see also Althoff, Linde, Mason, Nagel, & O'Reilly, 2007; Fuchs, Fuchs, Hamlett, Walz, & Germann, 1993; Fuchs, Fuchs, Hamlett, & Whinnery, 1991.





# Encore II Materials

Before implementing Read Naturally Encore II, you should become familiar with the materials. This unit provides detailed information about the Encore II materials. It describes the included materials, as well as the accessories you will need to implement the program successfully.

## Orientation to Materials

To fully implement Encore II, certain materials are required and a few are optional. The table below lists the materials that you will use in this program. Materials are available through Read Naturally ([readnaturally.com/encore](http://readnaturally.com/encore)).

### Materials List

Encore II Curriculum	Accessories	
	Required	Optional
Teacher’s Manual	Timers	Red/green pouches
Placement Packet	Student folders	Reading guides
Reproducible Masters (for each level):	Audio CD players*	Additional glossaries
Stories	Headphones	Crossword puzzles
Comprehension questions	Colored pencils	
Graphs	Paper or notebook* (Levels 5.6 and above)	
Answer key(s)		
Read Naturally Steps poster		
Certificate of Achievement		
Parent Letter—Introduction to Encore II		
Parent Letter—Fluency at Home		
Audio CDs and album for each level		
Glossary for each level		

\*Materials not available through Read Naturally.

## Encore II Curriculum

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The Encore II curriculum consists of several series of leveled, nonfiction stories with audio support. Each series has multiple levels, and each level includes stories of similar difficulty. A book of reproducible masters, a glossary, and a set of audio CDs are included in each level. Audio CDs typically contain audio of the key words and three recordings of the stories. This section describes the various series and levels, displays the available levels for each series clearly in a table, and then briefly introduces the Placement Packet.

### Encore II Series

A series is a set of levels, each containing nonfiction stories with audio support. All series build fluency, as well as comprehension and vocabulary. However, some series are designed for a specific purpose. Each series described below consists of four or more levels.

#### Sequenced

Sequenced is the basic series and is appropriate for any reader needing improvement in fluency, comprehension, and/or vocabulary. CDs in Levels 1.0–4.5 in this series also include audio of a Spanish translation of each story—useful as a pre-activity for English learners who are native Spanish speakers.

#### Phonics

Phonics is the series that supports students who also need phonics instruction or review. Each story includes many words with the featured phonics pattern(s). CDs in this series also include a short audio phonics lesson, a word list, and an audio-guided opportunity to write words from the word list for each story.

#### Idioms

Idioms provides native English speakers or English learners with an opportunity to learn common American idioms. CDs in this series also include audio for comprehension questions.

#### Español (Sequenced)

This Spanish language version of Read Naturally Encore II develops the literacy skills of multilingual readers. This mostly independent reading program supports native Spanish speakers to develop their Spanish reading fluency while developing general reading skills with Spanish texts. The program may be used with Spanish-speaking students before or while a student learns to read in English. The program also helps native English speakers or others to learn to read Spanish text fluently as an additional language.

#### Resources for the Blind and Visually Impaired

Resources for the Blind and Visually Impaired enable blind and visually impaired students to take advantage of Sequenced and Phonics. CDs are available for each level of the Encore II Sequenced and Phonics series and include resources for creating braille and large-print versions of the stories. These resources are also provided for placement stories.

## Encore II Levels

A level is a set of stories of similar difficulty. Levels range in difficulty from a first-grade reading level through an eighth-grade reading level. Read Naturally assigns stories to levels based on several readability formulas. Because a striving reader can rarely make a full-year leap as he or she progresses, levels are available at almost every half year. Each level has 24 high-interest, nonfiction stories written at a specific reading level. Levels in Idioms are the exception and contain 12 stories each.

## Series and Levels Options

Each Encore II series is made up of multiple levels. Use the table below along with the series descriptions to become familiar with all of the options available.

**Encore II Series and Levels**

Placement Testing Level	Sequenced	Phonics	Idioms	Español (Sequenced)	Blind and Visually Impaired	
					Sequenced	Phonics
1.0	1.0	0.8 Short Vowels		1.0	1.0	0.8 Short Vowels
1.5	1.5	1.3 Long Vowels		1.5	1.5	1.3 Long Vowels
2.0	2.0	1.8 Blends/Digraphs		2.0	2.0	1.8 Blends/Digraphs
2.5	2.5	2.3 R-Controlled		2.5	2.5	2.3 R-Controlled
3.0	3.0	2.6 Short Vowels 2.7 Long Vowels	3.0	3.0	3.0	2.6 Short Vowels 2.7 Long Vowels
3.5	3.5		3.5	3.5	3.5	
4.0	4.0		4.0	4.0	4.0	
4.5	4.5		4.5	4.5	4.5	
5.0	5.0			5.0	5.0	
5.6	5.6				5.6	
6.0	6.0				6.0	
7.0	7.0				7.0	
8.0	8.0				8.0	

## Read Naturally Encore II Placement Packet

The *Read Naturally Encore II Placement Packet* provides placement stories and complete directions for placing a student in Encore II. It guides you in selecting an appropriate series and level and in setting an initial goal. It also includes guidelines for checking placement after the student has completed several stories.

The placement packet is included with Encore II orders and available as a free download on the Read Naturally website ([readnaturally.com/encore-placement](http://readnaturally.com/encore-placement)).

## Levels of Encore II Curriculum

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Each level of Encore II includes all the curricular materials necessary for students to work: a book of reproducible masters, a glossary, and a set of audio CDs. This section describes these curricular materials in detail.

### Reproducible Masters

Each Encore II level includes a book of reproducible masters that contains all the reproducible items necessary for students to work in the level. The items included in each reproducible masters book are described on the following pages.

#### Stories

Most books of reproducible masters contain 24 high-interest, nonfiction stories at a specific reading level. However, each Idioms book of reproducible masters has 12 stories.

The stories in each level represent a diverse range of topics that cover several content areas, such as history, science, and biography. The carefully written stories in each level are appropriate for that level and interesting to students. Most stories contain at least one interesting fact that the average adult is unlikely to know.

Several formulas were used to measure the readability of each story. Each story adheres to strict word count and readability requirements to ensure that all stories in a level are similar in length and difficulty. Lexile® measures\* are available for each level.

All stories in Encore II include rich vocabulary. The audio-supported key-words step at the top of each story highlights words that are key to students' understanding of the story. These words were carefully selected to teach students useful vocabulary and to help students write their predictions about the story.

**Note:** The key-words step in Phonics highlights words with the featured phonics pattern(s). Instead of definitions, the key-words step includes an audio-supported lesson about the featured pattern(s).

Bold-faced words throughout the story indicate additional vocabulary terms that are defined in a corresponding, audio-supported glossary. All definitions are context-specific and explain the words in student-friendly terms.

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The formatting and design of each story page enable students to move efficiently through the steps of the program. The example below highlights the key features of a Read Naturally Encore II story using a story from Sequenced Level 3.5.

Story 7, Tracks 1-4  
Spanish, Track 5

## New Year's Foods

The key-words step provides student-friendly definitions for words that are important to a student's understanding of the story. The superscript number indicates the audio track for reading along with the key words and definitions.

**Review Key Words<sup>1</sup>**

**strikes** Strikes means tells the hour by making a sound like a bell or chime a certain number of times.

**prosperity** Prosperity means success or wealth.

**symbolize** Symbolize means to represent or stand for something other than itself.

**abundance** An abundance is a large amount, a large number, or more than enough of something.

**Write a Prediction**

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**Read the Story<sup>2,4</sup>**

It's New Year's Eve, and the clock **strikes midnight**. All over Spain, people begin eating grapes. Each person eats one grape every time the bell rings. **Tradition** says that the person's **luck** in the coming year is tied to the sweetness of the grapes.

Many people in the southern United States eat "Hopping John" on New Year's Day. This meal is made of **black-eyed peas** and rice. It is often served with vegetable leaves called **greens**. These leaves look a bit like paper money. People eat this meal in the hopes that the New Year will bring **prosperity**.

99  
106  
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In m... is a pop... **symbolize abundance**. By eating these fish, people hope to have their own abundance in the New Year. Germany, some people save a few **scales**. They even put them in their **wallets!**

All over the world, people eat different foods for the New Year. Some of these **traditions** date back to times. The foods may be different place to place, but one thing is the same. People hope the New Year brings them good **fortune** and prosperity.

Each story page features an illustration of the story topic.



**words read** \_\_\_\_\_ **goal** \_\_\_\_\_

**- errors** \_\_\_\_\_ = **cold score** \_\_\_\_\_ **- errors** \_\_\_\_\_ = **hot score** \_\_\_\_\_ **expression** \_\_\_\_\_ **date passed** \_\_\_\_\_

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Sequenced Level 3.5  
Story 7, New Year's Foods

These lines are used to record scores for the cold timing, practice timings, and the hot timing.

In Levels 0.8 through 5.0, these lines are used for writing the prediction. In Levels 5.6 and above, students write predictions in a notebook or on a separate sheet of paper.

The superscript numbers indicate the three audio tracks for reading along with the story.

These numbers are for word counts. The number of words read can be determined by counting on from the number to the left of the last line read over to the last word read.

These numbers indicate which tracks on the audio CD correspond to the story. Sequenced Levels 1.0 through 4.5 include a track with a Spanish translation of the story.

Bold-faced words in the story indicate words that are defined in the corresponding audio-supported Encore II glossary.

## Comprehension Questions

Comprehension questions are included with each story. Because students know they must answer these questions, they read the stories for meaning, not speed.

### Questions Types in the Sequenced Series

Each story in Sequenced has five to nine different types of questions, depending on the level. The question types always follow the same pattern. For example, question number one is always a main idea question. This pattern makes it easy to determine the types of questions that are difficult for a student.

### Comprehension Questions in Sequenced

Levels	1. Main Idea	2. Detail	3. Vocabulary	4. Inferential	5. Short-Answer	6. Vocabulary	7. Literal	8. Inferential	9. Summary
1.0-2.5	✓	✓	✓	✓	✓				
3.0-3.5	✓	✓	✓	✓	✓	✓			
4.0-5.0	✓	✓	✓	✓	✓	✓	✓		
5.6 and above	✓	✓	✓	✓	✓	✓	✓	✓	✓

### Enrichment Activity

Each story in Sequenced Levels 5.6 and above also includes an optional enrichment activity, which directs the student to find information or develop ideas beyond what is available in the text. This enrichment activity gives the student an opportunity to expand his or her knowledge of the story topic. The student will do some research and additional reading and writing.

### Comparison Questions

Each story in Sequenced Levels 6.0 and above has a partner story about a related topic. Each pair of stories has three comparison questions that a student can answer using knowledge obtained from both stories.

Levels 5.6 and above include additional comparison questions that tie non-paired stories together. The comparison questions encourage analysis between different topics and give the student an opportunity to make deeper connections.

The examples below highlight the key features of a question page in Sequenced Level 3.5 and a question page in Sequenced Level 5.6.

**Question 1:** The student must identify the main idea.

**Question 2:** The student must recall a fact from the story.

**Question 3:** The student must determine the meaning of a vocabulary word from the context of the story.

**New Year's Foods**

**Answer the Questions**

- What is the main idea of this story?
  - People eat certain foods in hopes of good fortune in the New Year.
  - People eat green vegetable leaves that look like money on New Year's.
  - People in Spain eat grapes when the clock strikes midnight.
- Which food symbolizes abundance?
  - grapes
  - fish
  - black-eyed peas
- What does the word **greens** mean in this story?
  - leafy vegetables
  - grassy areas
  - paper money
- Why do some people put fish scales in their wallets?
  - Fish scales are worth money.
  - Fish scales bring bad luck.
  - Fish symbolize abundance.
- What do people think might happen if the grapes are not sweet?
 

\_\_\_\_\_

\_\_\_\_\_
- Match each word with its definition.
 

1. fortune	a. ___ from long ago
2. ancient	b. ___ small cases for carrying money
3. wallets	c. ___ the way things end up in life
4. tradition	d. ___ way of doing something

**Summarize the Story**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Sequenced Story 7, New Year's Foods

**Question 4:** The student must put together more than one fact from the story to draw a conclusion.

**Question 5:** The student must write a short answer using the information the authors provide as well as the student's own ideas.

**Question 6:** The student must select definitions, synonyms, or antonyms for some of the vocabulary words from the story (Levels 3.0 and above).

**Retell/Summarize:** In Levels 1.0–5.0, the student retells or summarizes the story in the space provided. In Levels 5.6 and above, the student writes the summary on a separate sheet of paper or in a notebook.

**The Birth of Television**

**Identifying the main idea**

- What is the main idea of this story?
 

\_\_\_\_\_

\_\_\_\_\_

**Developing vocabulary**

- A synonym is a word that has the same meaning as another word. Match each word with its synonym.
 

1. novelty	a. ___ watch
2. transparent	b. ___ attention
3. view	c. ___ newness
4. option	d. ___ choice
5. publicity	e. ___ clear

**Understanding the information**

- Fill in each blank with a bold-faced word or phrase from the story.
 

The 1939 \_\_\_\_\_ was held in New York. The television got a lot of \_\_\_\_\_ at this event. Many people got to \_\_\_\_\_ a working television. One television set had a \_\_\_\_\_ case so people could see the set's insides. After \_\_\_\_\_ ended in 1945, television sales grew rapidly.

**Making connections within the text**

- How did most people get news and entertainment before 1945?
  - radio
  - television
  - telephone

**Writing a response**

- Why did it take so many years for the television to become common in American homes?
 

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Summarizing information**

- The development of television took many years. Write the major events and their dates to show the development of the television.
 

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Enrichment Activity**

Tel- and tele- are prefixes that mean "from a distance" or "far off." Name two other familiar inventions that begin with this prefix. The dictionary may help you. Explain why tel- or tele- helps describe what the invention does.

**Enrichment Activity:** The student may do additional research related to the topic (Levels 5.6 and above).

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Sequenced Level 5.6 Story 11, The Birth of Television

**Question 7:** The student must recall details from the story by putting events in sequence or filling in the blanks of a summary (Levels 4.0 and above).

**Question 8:** The student must process information about more than one fact from the story in order to draw a conclusion (Levels 5.6 and above).

**Question 9:** The student must either support a particular statement or write a summary statement with facts from the story (Levels 5.6 and above).

## Questions and Word List Activities in the Phonics Series

The examples below highlight the key features of a question page in Phonics Level 0.8 and a question page in Phonics Level 2.3.

**Write the Answers** Story 7, A Crab

1. Look \_\_\_\_\_ the sand.      3. A \_\_\_\_\_ is flat.  
at crab and                              crab at and

2. It has a shell \_\_\_\_\_      4. The claws can \_\_\_\_\_  
ten legs.                                  at fish.  
and jab fat                              jab fat land

5. Where can crabs live?  
\_\_\_\_\_  
\_\_\_\_\_

Number Correct: \_\_\_\_\_

**Practice the Word List (short a)<sup>5</sup>**

	5	10	
15	jab	land	flat
18	cab	and	fat
21	crab	sand	at
24	tat		
27	lat		
30			

Practice 1: \_\_\_\_\_

**Write the Words**

6. \_\_\_\_\_

Number Correct: \_\_\_\_\_

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**Questions 1-4:** In Levels 0.8, 1.3, and 1.8, the student must fill in the blanks. The answer choices include words with the featured phonics pattern(s).

**Question 5:** In all levels, the student writes a response to a question. The answer should include at least one word with the featured phonics pattern(s).

**Questions 1-4:** In Levels 2.3, 2.6, and 2.7 the student must write short answers about the content of the story. Each answer should include at least one word with the featured phonics pattern(s).

**Word List:** The student listens to a short review lesson about the featured phonics pattern(s) and then practices reading a list of words quietly aloud. The superscript number indicates the audio for the short lesson and the optional audio for the word list.

**Write the Words:** The student writes three dictated words on the lines below the word list. The superscript number indicates the audio track with the directions for this activity.

**Write the Answers** Story 2, The Awful Shuttle Launch

1. Who was on the shuttle with Christa McAuliffe when it blew up? \_\_\_\_\_

2. Which people from Christa's family came to watch the launch? \_\_\_\_\_

3. What word from the story means the early morning? \_\_\_\_\_

4. Why did people make new rules after 1986? \_\_\_\_\_

5. Write a sentence telling why some people wanted the launch stopped that day.  
\_\_\_\_\_  
\_\_\_\_\_

Number Correct: \_\_\_\_\_

**Practice the Word List (all, aw, au)<sup>11</sup>**

	7	14	
21	all	saw	launch
24	hall	raw	paunch
27	pall	law	haunt
30	tall	lawn	taunt
33	stall	yawn	pause
36	small	dawn	cause
39	ballpark	drawn	because
42			

Practice 1: \_\_\_\_\_ Practice 2: \_\_\_\_\_ Practice 3: \_\_\_\_\_ Practice 4: \_\_\_\_\_ Practice 5: \_\_\_\_\_ Passed: \_\_\_\_\_

**Write the Words<sup>12</sup>**

6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_

Number Correct: \_\_\_\_\_

Copyright © 2019 Read Naturally, Inc. Read Naturally Encore II, Version 2.0.0 4 Phonics Level 2.3—R-Controlled and Other Letter Combinations Story 2, The Awful Shuttle Launch (all, aw, au)

## Questions in the Idioms Series

To provide additional support to English learners, all questions in the Idioms series are recorded on the audio CDs as well. The example below highlights the key features of a question page in Idioms Level 3.0.

Story 8, In Love

**Answer the Questions**

**Applying the main idea<sup>1</sup>**

1. When are the idioms in this story most likely to be used?

a. when someone trips and falls  
b. when two people go on a date  
c. when someone drinks coffee

**Inferring a fact<sup>2</sup>**

2. What did Lee send Kris after they had been dating for a few months?

a. a cup of coffee  
b. flowers and love letters  
c. tickets to a movie

**Getting meaning from context<sup>3</sup>**

3. What does **treated** mean in this story?

a. took care of an illness  
b. bought lunch for someone  
c. acted in a certain way

**Making connections within the text<sup>4</sup>**

4. Why did Kris say "Lee swept me off my feet"?

a. Lee was charming and thoughtful.  
b. Lee had a crush on Kris.  
c. Lee and Kris were married.

**Processing information<sup>5</sup>**

5. Use an idiom from the story to explain why Lee and Kris got married.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Developing vocabulary<sup>6</sup>**

6. Write bold-faced words from the story that mean the same as the bold-faced word or words in each sentence below.

a. **After a long time**, we moved out our old house and into a new one.

\_\_\_\_\_

b. I was **very excited and happy** when I got a new bike for my birthday.

\_\_\_\_\_

c. I **strongly disliked** my lunch, but I ate it anyway because I was so hungry.

\_\_\_\_\_

**Applying information<sup>7</sup>**

7. a. What would you do if you had a crush on someone?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. How would you act if you were swept off your feet?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c. How can you tell if a friend is head over heels in love?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Number Correct: \_\_\_\_\_

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Read Naturally Encore II, Version 2.0.2      Story 8, In Love

The superscript numbers indicate the audio tracks for the questions.

**Questions 1–5:**  
The student answers multiple-choice questions that are the same types used in Sequenced.

**Question 6:** In this multi-part vocabulary question, the student writes a word from the story that means the same as each bold-faced phrase.

**Question 7:** In this multi-part question, the student writes a short answer to interpret or apply each idiom.

## Questions in Encore—Español

The questions in Encore—Español follow the same format as the questions in Sequenced, but like the stories, the questions are written in Spanish.

## **Graphs**

The books of reproducible masters for Sequenced, Idioms, and Español include graphs and tables that are designed to record student progress for fluency, comprehension, and retelling/summary. In Phonics, the word-list graph and table for written words replace the retelling/summary graph. Each Encore II level has graphs tailored to the series. It is important to use the specific graphs that correspond to the series and level a student is using. The section below explains the purpose of each graph.

### **Fluency**

This graph provides a visual indication of how much the student has improved between the cold and hot timings on stories. It also shows how a student has improved over time. For each story, the cold-timing score is recorded in blue, and the hot-timing score is recorded on the same bar in red. Space is also provided for additional information: story number, goal, cold-timing score details, number of practices, hot-timing score details, expression rating, and date passed.

All levels include a fluency graph numbered appropriately for the level. Levels 5.6 and above include a second fluency graph numbered to 400. This graph is used by students who complete two-minute or whole-story timings when reading the longer stories in Levels 5.6 and above.

### **Comprehension**

This graph provides a visual indication of the questions the student answered correctly on the first attempt for each story. The questions follow a specific pattern, so over time the graph will indicate whether a student is having difficulty with a particular type of question.

The questions in Phonics are not the same types or formats as the questions in the other series. Phonics questions focus on giving a student more practice with the featured phonics pattern(s), so the comprehension graph for Phonics will not indicate a pattern in question types that may be difficult for a student.

### **Retelling/Summary of the Story**

This graph provides a visual indication of the number of words written in the retelling or summary of each story. It also shows how a student has improved over time.

### **Word List**

This graph is included in Phonics in place of a retelling/summary graph. It provides a visual indication of the number of words on the word list the student read correctly in one minute. This graph also shows how a student's decoding has improved over time.

### **Written Words**

This table is included in Phonics to provide a record of the number of dictated words the student wrote correctly on the first attempt. This graph indicates how well the student is able to apply the decoding skill of the featured pattern to writing.

The examples below highlight the key features of the various types of graphs.

### Fluency

The fluency graph displays the improvement between the student's cold- and hot-timing scores on each story and the student's fluency improvement over time.

### Read Naturally® Encore II

#### Comprehension

Vocabulary: 6

Short Answer: 5

Inferential: 4

Vocabulary: 3

Detail: 2

Main Idea: 1

Story:

The comprehension graph displays which questions the student answered correctly or incorrectly.

### Retelling of the Story

The retelling/summary displays the number of words the student wrote in his or her retelling or summary of the story.

#### Comprehension

Short Answer

Detail

Detail

Detail

Detail

Story:

Story Goal

COLD	Words Read	<input type="checkbox"/>
	Errors	<input type="checkbox"/>
	Score	<input type="checkbox"/>
	Practices	<input type="checkbox"/>
HOT	Words Read	<input type="checkbox"/>
	Errors	<input type="checkbox"/>
	Score	<input type="checkbox"/>
	Expression	<input type="checkbox"/>
	Date Passed	<input type="checkbox"/>

This table provides space for any additional information the student or teacher chooses to record.

Word List

In Phonics, the word-list graph displays the number of words the student read correctly in one minute.

Written Words

Number Correct

This box is for teacher recordkeeping.

For Teacher Use Only

Continue in level (odd / even)

Continue in level (odd / even)

Advance to level \_\_\_ with \_\_\_

Dismiss from Read Naturally

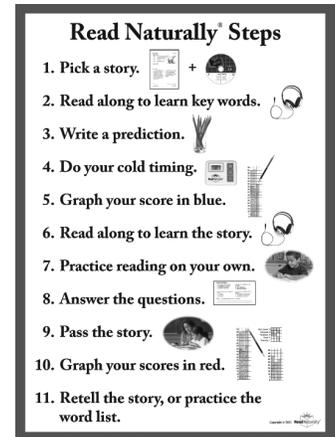
In Phonics, the table for written words shows the number of words the student wrote correctly.

## Answer Key(s)

Each book of reproducible masters contains an answer key, located in the back of the book. The teacher or student can use the answer key to quickly check answers to the comprehension questions. Levels 5.6 and above also include separate answer keys for the comparison questions.

## Poster

Each book of reproducible masters contains an 8.5" x 11" version of the poster that lists the Read Naturally steps. A 21" x 29" color version of the poster is available for purchase from Read Naturally. A printable, color copy of the 8.5" x 11" version is also available as a free download on the Read Naturally website ([readnaturally.com/encore-tools](http://readnaturally.com/encore-tools)).



## Certificate of Achievement

Each book of reproducible masters contains a certificate to keep parents involved in the learning process. After a student passes several stories in a level, you can staple those stories together with a Certificate of Achievement award as a cover letter. The student can take the booklet of stories home, read and discuss the stories with a parent/guardian, and return the tear-off portion of the award signed by the parent/guardian. Printable color versions of these awards are available as free downloads on the Read Naturally website ([readnaturally.com/encore-tools](http://readnaturally.com/encore-tools)).



## Parent Letter—Introduction to Encore II

Each book of reproducible masters contains a letter that explains the Read Naturally Encore II program to the parent(s)/guardian(s). A printable version of this letter is available as a free download on the Read Naturally website ([readnaturally.com/encore-tools](http://readnaturally.com/encore-tools)).

## Parent Letter—Fluency at Home

Each book of reproducible masters also contains a letter that explains how the parent(s)/guardian(s) can support the student's reading development by working on fluency at home. A printable version of this letter is available as a free download on the Read Naturally website ([readnaturally.com/encore-tools](http://readnaturally.com/encore-tools)).

## Audio CDs

Each level of Encore II includes 12 audio CDs. Each CD contains all the audio needed for a student to complete one odd-numbered story and one even-numbered story. Since Idioms has just 12 stories per level, each Idioms CD contains all of the audio needed to complete one story.

The first track for an Encore II story provides the audio for the key words. The next three tracks contain audio of the story recorded at three different rates. All recordings of stories are paced at rates appropriate for the reader to be able to read along and are slow enough to help the reader learn new words and reinforce words not yet mastered. The first recording is slightly slower than the second. The third recording models a proficient reader emphasizing good expression. Each story in Sequenced Levels 1.0 through 4.5 includes an additional track with an optional audio recording of a Spanish translation of the story; these translations can be used to support students whose first language is Spanish. Each story in Phonics includes additional tracks for a phonics lesson, a word list based on that lesson, and a dictation to practice writing. Each story in Idioms includes additional tracks with the comprehension questions.

Superscript numbers follow the headings on each story page. These numbers correspond to the audio tracks the student listens to during audio-supported steps. Each track begins and ends with instructions that tell the student what to do next.

Each CD also includes audio of the vocabulary words defined in the glossary. A superscript number following each entry word in the glossary indicates which audio track the student uses to hear a definition of the bold-faced word from the story.

The following table highlights the audio features of the stories in each series.

### Audio Features

Series	Audio Features for Each Story
<b>Sequenced</b>	<ul style="list-style-type: none"> <li>■ Key words and definitions</li> <li>■ Story read at first rate, second rate, and expressive rate</li> <li>■ Spanish translation of the story (Levels 1.0–4.5)</li> <li>■ Vocabulary words and definitions</li> </ul>
<b>Phonics</b>	<ul style="list-style-type: none"> <li>■ Phonics lesson based on the key words</li> <li>■ Story read at first rate, second rate, and expressive rate</li> <li>■ Phonics lesson (review) and word list (optional)</li> <li>■ Dictation of three words from the word list</li> <li>■ Vocabulary words and definitions</li> </ul>
<b>Idioms</b>	<ul style="list-style-type: none"> <li>■ Featured idioms and definitions</li> <li>■ Story read at first rate, second rate, and expressive rate</li> <li>■ Comprehension questions</li> <li>■ Vocabulary words and definitions</li> </ul>
<b>Español</b>	<ul style="list-style-type: none"> <li>■ Key words and definitions</li> <li>■ Story read at first rate, second rate, and third rate</li> <li>■ Vocabulary words and definitions</li> </ul>

# Glossary

Each level of Encore II Sequenced and Phonics includes a full-color, audio-supported glossary. Words in each glossary are organized by story. Glossaries for Idioms are included in the books of reproducible masters.

The glossary helps students learn the meanings of challenging words in the stories. Many of the student-friendly definitions include full-color pictures and/or sample sentences to further clarify the meanings of the words. These carefully selected words appear bold-faced in the stories, so students know which words they can look up in the glossary.

Glossary words are listed alphabetically by story. The CD for each story includes tracks with audio of the glossary words, definitions, and sample sentences. The words on the CD are in the same order as they appear in the story. A track number follows each entry word in the glossary, so a student can easily find the track and listen to or read along with the audio of the definition.

The example below highlights the key features of a glossary page.

Each story in Encore II has a corresponding page(s) in an audio-supported glossary.

Glossary items are alphabetized. A superscript number following each entry word indicates which audio track corresponds to the word and definition.

Many glossary items include a full-color picture to help clarify meaning.

Most glossary items include a clarifying sentence that uses the vocabulary word in context.

### New Year's Foods

Story 7  
Glossary, Tracks 11-24

**abundance**<sup>11</sup>  
An abundance is a large amount, a large number, or more than enough of something. *We had an abundance of food at the party, so there was a lot of food left over, even though everyone ate a lot.*

**ancient**<sup>12</sup>  
Ancient means from a very long time ago. *He found an ancient coin; it was over 2,000 years old.*

**black-eyed peas**<sup>13</sup>  
Black-eyed peas are white beans that have black dots on them.

**fortune**<sup>14</sup>  
Fortune is what happens in life. *It was good fortune that it didn't rain on the day of the outdoor party.*

**greens**<sup>15</sup>  
Greens are leafy green vegetables, such as spinach and cabbage.

**luck**<sup>16</sup>  
Luck is what seems to happen to people by chance.

**midnight**<sup>17</sup>  
Midnight is the middle part of the night, or 12:00 a.m. *When my friend slept at my house, we played video games until midnight.*

**prosperity**<sup>18</sup>  
Prosperity means success or wealth.

**scales**<sup>19</sup>  
Scales are the hard coverings on the bodies of reptiles and most fish.



**strikes**<sup>20</sup>  
Strikes means tells the hour by making a sound like a bell or chime a certain number of times. *When the clock strikes three, the bell will ring three times.*

**symbolize**<sup>21</sup>  
Symbolize means to represent or stand for something other than itself. *Red roses symbolize love.*

**tradition**<sup>22</sup>  
Tradition is a belief or a way of doing something that is passed from one generation to another. *In my family, tradition says that you should make a wish as you blow out the candles on your birthday cake.*

**traditions**<sup>23</sup>  
Traditions are things that have been done in a special way for a long time. *My family's birthday traditions include eating cake and opening presents.*

**wallets**<sup>24</sup>  
Wallets are small, pocket-sized cases that people use to carry money.

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Sequenced Level 3.5  
Story 7, New Year's Foods

# Accessories

Besides the curricular materials, you also need to gather some additional equipment and supplies before implementing Encore II. Some of these accessories are required while others are optional. All of the accessories, except for CD players and notebooks, are available through Read Naturally ([readnaturally.com/encore-acc](http://readnaturally.com/encore-acc)).

## Required Accessories

The following accessories are required to implement Encore II with fidelity.

### Timers

Each student needs a digital timer to complete some of the steps of the program. Read Naturally offers timers that work well with this program. They do not display the countdown of the seconds because a visual countdown tempts students to take their eyes off the page to check the time.

	<b>Standard Electronic Timer</b> 	<b>Words-Per-Minute Timer</b> 	<b>Basic One-Minute Timer</b> 
<b>Description</b>	<ul style="list-style-type: none"> <li>■ Times for any number of minutes</li> <li>■ Beeps after the set number of minutes</li> </ul>	<ul style="list-style-type: none"> <li>■ Times and calculates words per minute, whether the student is reading the whole story or for a specific length of time</li> <li>■ Beeps after each minute</li> </ul>	<ul style="list-style-type: none"> <li>■ Times for one minute only</li> <li>■ Beeps after one minute</li> </ul>
<b>Uses</b>	<ul style="list-style-type: none"> <li>■ One-minute story timings</li> <li>■ Two-minute story timings</li> <li>■ Five-minute retelling/summary timings</li> <li>■ One-minute word list timings</li> </ul>	<ul style="list-style-type: none"> <li>■ One-minute story timings</li> <li>■ Two-minute story timings</li> <li>■ Whole-story timings</li> <li>■ Five-minute retelling/summary timings</li> <li>■ One-minute word list timings</li> <li>■ Whole word list timings</li> </ul>	<ul style="list-style-type: none"> <li>■ One-minute story timings</li> <li>■ One-minute word list timings</li> </ul>

## Student Folders

A folder holds copies of a student's stories, graphs, and glossary pages. Students may also keep red/blue pencils, red/green pouches, and reading guides in their folders. Read Naturally offers folders in five colors. You can organize your student groups by color for easy management of materials. The folders include lines for tracking level and goal adjustments and recording comments (printed discreetly on the inside pockets of the folders). Each folder has the steps of the Read Naturally program listed on the back.



## Audio CD Players

Each student needs to have access to an audio CD player and be able to work on this equipment alone. Ideally, each student should have a CD player at his or her workstation. However, one way to share CD players is to have a listening table. The student sits at the listening table only while doing the audio steps; the student must work at another location during the other steps. A student can also share equipment by picking up a CD player from a central location for the audio steps and returning it when finished.



## Headphones

Headphones allow students to hear the audio recordings clearly without distracting others. Students can also use headphones while practicing independently to reduce the sounds of the other students reading. Read Naturally offers headphones for student use.



## Colored Pencils

Colored pencils allow students to mark their cold- and hot-timing scores on the graphs. Use blue for the cold timing and red for the hot timing. Using blue for the cold timing and red for the hot timing helps the student and teacher quickly identify the amount of progress the student has made. Read Naturally offers colored pencils with red on one end and blue on the other end.



## Paper or Notebook (Levels 5.6 and Above)

The story pages for Levels 5.6 and above do not provide space for writing a prediction or for summarizing the story. To complete these steps, a student working in Level 5.6 or above will need paper or a notebook in his or her folder.

## Optional Accessories

The following materials are recommended for use in Encore II, but are not required. These materials are available through Read Naturally ([readnaturally.com/encore-acc](http://readnaturally.com/encore-acc)).

### Red/Green Pouches

A red/green pouch is a vinyl pouch with red on one side and green on the other that can be used to signal the teacher and to store student supplies. A student turns the green side up when he or she is working and does not need assistance (the teacher can go). The student turns the red side up to signal that he or she needs help (the teacher should stop). The student can keep pencils and a reading guide in the pouch. Read Naturally offers these pouches for student use.



### Reading Guides

A reading guide is a transparent piece of colored plastic with straight edges that helps a student track words across a line of text. Read Naturally's reading guides are made of sturdy, blue-tinted plastic to reduce glare.



### Additional Glossaries

You may need additional glossaries when several students are working in the same Sequenced or Phonics level. Additional glossaries are available in two formats:

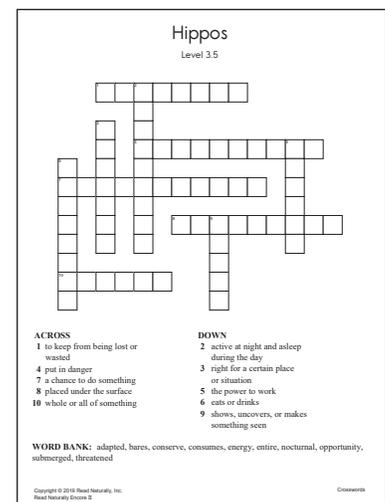
- Copies of the full-color glossaries are available for purchase from Read Naturally.
- A black-and-white PDF of the glossary for any level of Sequenced or Phonics is available as a free download from the Read Naturally website ([readnaturally.com/encore-glossaries](http://readnaturally.com/encore-glossaries)) and can be printed/copied for multiple students.

### Crossword Puzzles

One crossword puzzle is available for each story in the Sequenced and Phonics series. These crossword puzzles provide students with an opportunity to use the vocabulary words that are bold-faced in the stories and defined in the glossaries.

Each crossword puzzle includes a word bank with all possible answers. The student can read clues, select the correct answer, and then check off each word as it is used in the puzzle. The student can refer to the definitions in the corresponding glossary and listen to the audio of the definitions for additional support.

A student who would benefit from extra work in vocabulary can work on a crossword puzzle while waiting for a teacher to come for the cold-timing step or pass step. Crossword puzzles for any level are available as free downloads from the Read Naturally website ([readnaturally.com/encore-crosswords](http://readnaturally.com/encore-crosswords)).





# Getting Started

The teacher plays a crucial role in the successful implementation of all instructional programs. In Read Naturally Encore II, the teacher must understand how to implement the program, set up a productive learning environment, and be available to work with individual students for specific steps. This unit provides the information necessary for you to implement Encore II effectively.

Read Naturally offers a variety of professional development options. These options include seminars, webinars, online training, and additional resources. For more information, visit the Read Naturally website ([readnaturally.com/training](http://readnaturally.com/training)). These resources are tools to enhance your knowledge of the Read Naturally Strategy and Encore II.

# Placing the Students

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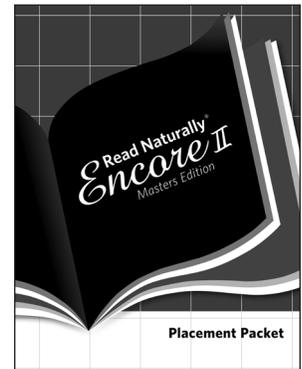
Accurate placement in Encore II is critical to student achievement. A student is accurately placed if the student has been assigned an appropriate level of material in a suitable series and given a challenging, yet achievable, goal. Understanding the terms series, level, and goal as they apply to Encore II is essential.

- A series is a set of levels, each containing nonfiction stories with audio support.
- A level is a set of stories of similar difficulty.
- A goal is the number of words a student must read correctly per minute to pass a story.

## Placement Packet

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

The placement packet has the directions, placement stories, and other resources you need to determine an accurate placement for each student. It guides you through a system to effectively determine and validate initial placement for each student. This system has two parts: initial placement and checking initial placement.



## Initial Placement

Initial placement is the process of matching the student to a combination of series, level, and goal that challenges but does not discourage the student.

- To select a level, you listen to the student read one or more placement stories and compare the student's wcpm score(s) to the Initial Placement Ranges table.
- To set a goal, you use the student's wcpm score for the selected level. For a student in grades 1–4 add 30 to the wcpm score and round down to the nearest 5; for a student in grades 5 and above add 40 and round down to the nearest 5.

## Checking Initial Placement

Checking initial placement is a set of steps to be completed after the student has finished three stories. Use the student's performance data from those three stories to make sure the student's initial placement (level of reading material and wcpm goal) is appropriate.

# Preparing the Learning Environment

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In order to implement Encore II with fidelity, you must create an effective learning environment for your students. Determine the schedule and staff, select the setting, and organize materials in a way that maximizes efficiency and ensures that students spend as much time as possible reading.

## Determining Schedule and Staff

The amount of time and frequency that students work in Encore II as well as the student-teacher ratio impact student success.

### Time Requirement

The more your students read, the faster they will improve. Schedule Encore II sessions at least:

- 3 to 5 times per week (5 is preferred).
- 30 minutes or more per session.

Students who participate in five 30-minute sessions per week are likely to make the greatest improvements. Ways to increase the amount of time students spend reading are to schedule more sessions or lengthen the sessions.

### Student-Teacher Ratio

Encore II is best implemented with a maximum of 6 students per teacher. Educational assistants, parents, or other adult volunteers can also be trained to help under the direction of a teacher, allowing more students to be served in the same session.

## Selecting the Setting

A suitable workplace is important for student engagement. The following settings work well:

- Classroom
- Resource room
- Reading lab
- Extended-day site
- School library

Carefully consider how to best organize the workplace in order to efficiently manage the students while they work in the room.

## Organizing Materials

Organize your Encore II materials in a strategic way to maximize efficiency for both you and your students. For more detailed information about materials, see Encore II Materials in this manual.

### Sets of Stories

The stories included in each book of reproducible masters are listed in the table of contents by odd-numbered stories and even-numbered stories (Set 1 and Set 2). Dividing the stories into odd and even sets reduces potential conflicts students may have over CDs; it also organizes the stories in the Phonics series by the featured phonics pattern(s). Make a master copy for duplication of each set of story/questions pages and one graph page. Follow the steps below:

1. Cut the book apart or copy all story pages (front and back) in a level.
2. Make two copies of the graph page you plan to use. (See the appendix of the masters book.)
3. Organize the stories into odd-numbered stories (Set 1) and even-numbered stories (Set 2).
4. Include one copy of the graph page with each set of stories.
5. Reproduce these master sets as needed for student folders.

**Note:** It is not necessary to divide the stories into odd and even sets when using the Idioms series because each Idioms CD contains the audio for only one story.

### Albums With Audio CDs

The center hole and the edges of each CD are securely fastened into the CD case for shipment. Readjust the CDs ahead of time to make it easier for students once they begin working independently in the program.

1. Carefully remove each CD from the album.
2. Put the CD back into the album, pressing gently until just the center hole snaps in.
3. Do not press the CD so firmly that the edges are secured again.

### Glossaries

Keep the glossaries in a central location for students to share, or place a glossary in each student's folder. One glossary for each level is included in the materials. You have two options for providing additional glossaries:

- Purchase additional glossaries from Read Naturally.
- Make copies of the glossary for any level from the reproducible masters that are available as free downloads on the Read Naturally website ([readnaturally.com/encore-glossaries](http://readnaturally.com/encore-glossaries)).

### Answer Keys

Copy the answer key(s) for each level and make them available to students in a central location (if students will be correcting their own work), or store copies for use by teachers and assistants. To quickly identify the correct answer key(s) for a certain level, color-code the answer keys to match the colors of the levels. Laminate copies of the answer key(s) to make them last longer.

## Poster

Hang a Read Naturally Steps poster in a central location, or give each student an 8.5" x 11" copy of the poster to keep in his or her folder. (If you use Read Naturally folders, the poster is printed on the back.) This way, if a student has difficulty remembering the sequence of steps, he or she can refer to the poster after completing each step.

## Timers

Number your timers with a permanent marker, and arrange them numerically so that students can quickly locate their assigned timers. Instruct each student to use only his or her assigned timer. This system will also enable you to quickly inventory the timers at the end of the period.

## Wait-Time Activities

Prepare an independent activity that the students can do while waiting for the teacher. Suggestions for wait-time activities include the following:

- Work on the crossword for the story. Crosswords are available as free downloads on the Read Naturally website ([readnaturally.com/encore-crosswords](http://readnaturally.com/encore-crosswords)).
- Work with the glossary, reading the definitions of the words.
- Read a previously completed Encore II story.
- Read an appropriate library book or leveled reader.

For Levels 5.6 and above:

- Work on the Enrichment Activity at the bottom of the questions page.
- Complete the comparison questions for the story. Comparison questions are found in the appendix of the book of reproducible masters.

## Student Folders

Prepare a folder for each student with the student's name on the front. Number each folder to correspond to the number on the timer the student will be using; students will be responsible for their own timers. Each student folder should contain the following:

### Stories

Put a set of 12 odd- or even-numbered stories in the right side of the student's folder. If you use Read Naturally folders, attach the stories to the top with the self-adhesive, pronged fasteners. Be aware that folders with prongs down the center of the folder do not work well because the student will not be able to see all the print on the pages.

### Graph Page

Put the graph page in the left folder pocket, or attach the graph page to the folder under the stories. If you place the graph page under the stories, copy the graph page onto colored paper for easy identification.

### Glossary

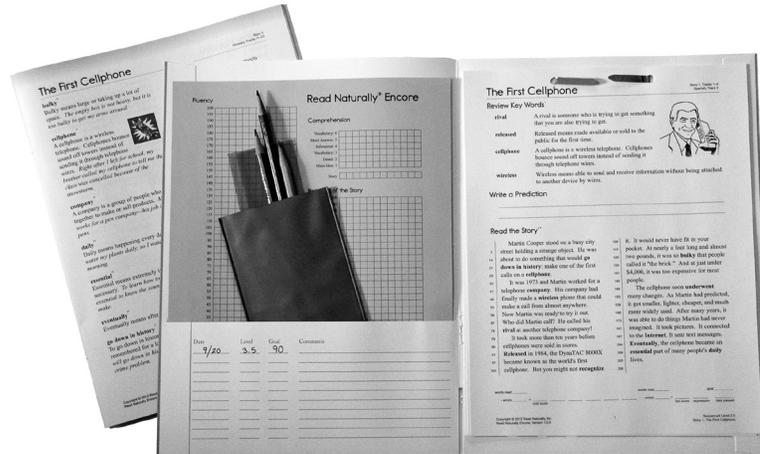
Place a glossary that corresponds to the student's level in each student's folder if you have enough copies (glossary books or printouts). Otherwise, place glossaries in a central location.

## Red/green pouch, pencils, and reading guide

Place the student's pencil, red/blue pencil, and reading guide in the red/green pouch. Then place the pouch in the folder pocket.

## Paper or notebook (Levels 5.6 and above)

Place lined paper or a notebook in the folder for each student working in Levels 5.6 and above. Because of the length of the stories, these levels do not provide space on the reproducible masters for writing story predictions or summaries.



## Understanding the Steps

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The steps of Encore II were carefully designed so that students can work independently, stay motivated, and spend the majority of their time reading. Although students will be working independently most of the time, teacher support is necessary to help individual students progress through some of the steps.

The steps of Encore II are as follows:

1. Pick a story.
2. Learn the key words.
3. Write a prediction.
4. Do your cold timing.
5. Graph your score in blue.
6. Read along to learn the story.
7. Practice reading on your own.
8. Answer the questions.
9. Pass the story.
10. Graph your scores in red.
11. Retell the story, or practice the words.

A student will complete all 11 steps for each story he or she works on. So, a student who has completed an entire level of Read Naturally material (24 stories for most series) will have worked through these steps 24 times. A student usually requires one to two 30-minute class periods to complete all 11 steps for one story; however, the amount of time required depends on factors such as the needs of the individual student, the length of the class period, and the student-to-teacher ratio.

Each step is explained in detail on the following pages.

### **1. Pick a story.**

The purpose of this step is to motivate the student by allowing the student to select a story based on personal interest.

To complete this step, the student selects a story from the set of 12 odd-numbered or even-numbered stories provided in the student's assigned folder. Immediately after selecting a story, the student gets the corresponding audio CD. The student should select a different story if the CD is already in use.

The stories in each level of a series are similar in difficulty, so the student can choose to read them in any order. However, each story in Phonics features a specific phonics pattern(s). So, you may choose to direct a student using Phonics to a story with a specific phonics pattern(s) in order to address a weakness or to reinforce classroom instruction.

## 2. Learn the key words.

The purpose of this step is to ensure that the student understands key words in the story and has enough information to write a prediction.

To complete this step, the student listens to or reads along quietly aloud with the audio. The superscript number next to Review Key Words on the story page indicates the audio track for key words and definitions.

In most series, the student reads along or listens to the definitions of the key words or phrases in order to learn the meaning. In Phonics, the key words are used to teach the featured phonics pattern(s), so the audio includes a phonics lesson instead of definitions. The student may read along more than once if the words or phonics pattern(s) are challenging.

## 3. Write a prediction.

The purpose of this step is to have the student think about what he or she is going to read and to prepare the student to read for meaning.

To complete this step, the student uses the story title, illustration, and key words to come up with a prediction of what the story will be about. The student writes a few words, phrases, or sentences, depending on the student's skill level. This step should take only a minute or two because the student should spend most of the time reading.

**Tip:** To give students more vocabulary practice, require them to use one or more of the key words in their predictions.

Some beginning readers may not be able to write well enough to do the prediction step. Predicting the story orally may be more efficient, thus allowing more time to practice reading.

## 4. Do your cold timing.

The purpose of this step is to determine how many words the student can read correctly in one minute when reading a new, unpracticed story. This step provides baseline data for progress monitoring, which helps motivate the student and guide the teacher.

It is important that you conduct the first three cold timings in order to check the student's initial placement. Once you have checked initial placement, you decide if you should continue conducting the timings or if the student should self-time. For more information about checking initial placement see Getting Started (Placement Packet) in this manual.

### Teacher-conducted Timing

You time the student reading the story orally for one minute, and the student underlines any unknown words. Help the student identify errors by pointing out any errors the student does not underline. Then, the student records the number of words read and the number of errors made, using the lines provided below the story. Finally, the student calculates and records the cold-timing score on the next line.

**Tip:** Occasionally, you may have a student who is very frustrated by the cold timing. Try letting the student skip the cold timing and graph only the hot-timing score. Have the student do the cold timing once he or she is more confident.

## Student-conducted Timing

After guiding the student through several cold timings and verifying that the student can identify most of his or her errors independently, you may consider having the student self-time. Although student-conducted timings may not be as accurate as teacher-conducted timings, the student will learn the words he or she read incorrectly by reading along with the audio during the read-along step. There are several benefits to student-conducted timings:

- The student doesn't waste time waiting for you to conduct the cold timing.
- The student becomes responsible for recognizing his or her reading errors.
- You have more time to support individual students.

## 5. Graph your score in blue.

The purpose of this step is to have the student record his or her baseline score before moving on to subsequent steps.

To complete this step, the student records the story number on the fluency graph. You or the student may also record the goal, number of words read, number of errors, and cold-timing score in the spaces provided. Then, the student graphs the cold-timing score by coloring the appropriate number of squares on the fluency graph in blue.

## 6. Read along to learn the story.

The purpose of this step is to have the student learn to read all the words in the story with proper pronunciation and expression by reading along with a recording of a proficient reader.

To complete this step, the student reads along quietly aloud with the audio of the entire story. The superscript numbers next to the Read the Story heading indicate the audio tracks for the story. For information about the story audio on the CD see Encore II Materials (Audio CDs) in this manual.

In most cases, the student initially reads along with the audio three times. A young student, an English learner (EL), or a student with significant reading disabilities may need to read along more than three times. An older student, a student with an exceptional auditory memory, or a student who has made excellent progress may require reading along fewer than three times.

Reading along quietly aloud means a student is audibly reading along with the audio, just loud enough to be heard, but not so loud that other students are distracted. This ensures that students are actively engaged in reading along with the narrator.

**Tip:** If a student questions the value of reading along quietly aloud, explain that for the brain to make the connections necessary to read well, the student needs to hear, see, and say the words all at the same time.

## Additional Resources for the Read-Along

A student may take advantage of additional audio-supported resources while working in Encore II.

### Spanish Translation

A Spanish-speaking EL student working in Sequenced (Levels 1.0–4.5) can listen to the Spanish track on the CD to hear a Spanish translation of the story. This exposure to the story in Spanish before reading along with the audio in English helps the student develop an understanding of the story by building some background and vocabulary knowledge.

### Glossary

The student should use the audio-supported glossary to learn the meanings of unfamiliar words. This additional resource may be used any time after the student has completed the cold timing. A student who has difficulty reading the definitions and/or sample sentences should listen to rather than read along with the audio. The superscript number following each entry word on a glossary page indicates the corresponding audio track on the CD.

## 7. Practice reading on your own.

The purpose of this step is for the student to learn to read the story fluently and to understand what the story is about. The ability to read the words newly mastered in this step will transfer to subsequent text.

To complete this step, the student times him- or herself reading the story quietly aloud, without audio support, several times. The student keeps practicing until able to reach the words-correct-per-minute (wcpm) goal you set during the placement process.

Typically, it takes a student between three and ten practice readings to reach the goal. Once he or she reaches the goal, the student turns up the red side of the red/green pouch to signal being ready to pass. While waiting for you, the student should read the whole story, answer the comprehension questions, write a retelling/summary of the story, and continue practicing. The student can also work on a wait-time activity.

Initially, the student will time him- or herself reading the story for one minute and then count the number of words read. Requiring a student to practice reading a story for only one minute helps motivate a striving or beginning reader. With each one-minute timing, the student reads a little further into the story, experiencing improvement in a short amount of time. This short, repeated practice builds confidence and helps the student stay motivated and eager to try again.

**Tip:** Stories in the lowest levels have fewer than 80 words. Occasionally, a student may finish reading a story in these levels before the timer sounds. If the student is not using Read Naturally's Words-Per-Minute Timer, the student should begin to read the story again and draw a vertical line behind the last word read when the timer sounds. To learn how to count words in this situation, see Calculating Words Correct Per Minute for Stories, example 2, in the appendix of this manual.

## **Additional Timing Options**

When a student's fluency improves, consider going from one-minute to whole-story or two-minute timings. Requiring longer timings develops reading stamina. Also, reading more of the story during each practice may help some students answer questions more accurately.

### **Whole Story**

As a student's reading and confidence improve, you may choose to require the student to practice reading the whole story. During a timing of the whole story, the student reads the entire story and calculates his or her wcpm score using Read Naturally's Words-Per-Minute Timer. For more information about timers see Encore II Materials (Required Accessories) in this manual.

### **Two Minute**

In Levels 5.6 and above, because of the length of the stories, you may decide the student should do two-minute practice and pass timings in these levels in order to go deeper into the story. The student will need a timer that can be set for two minutes. To set a goal for the student, double the student's one-minute timing goal. For more information about timers see Encore II Materials (Required Accessories) in this manual.

## **8. Answer the questions.**

The purpose of this step is to emphasize reading for meaning and to develop the ability to answer many types of questions.

To complete this step, the student answers the questions either while waiting for a hot timing or after completing a hot timing. You or the student can check the answers using the answer key(s).

## **9. Pass the story.**

The purpose of this step is for the student to try to meet the criteria for passing the story with you present.

To complete this step, you will listen to the student read the story using the same timing option the student used when practicing the story (one-minute, whole-story, or two-minute timing). Then, you will count the student's errors, calculate the number of words read correctly, and rate the student's expression using the Expression Rubric in this section. If the student has finished the questions, either you or the student should correct the questions using the answer key(s).

The student passes the story only if he or she does all the following:

- Reaches his or her goal during the hot timing
- Makes 3 or fewer errors during the hot timing
- Reads with an expression rating of 2 or higher (see the Expression Rubric that follows)
- 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.

Use the following table as a guideline for determining an appropriate expression rating.

### Expression Rubric

Expression Rating	Description
1	Reads haltingly, seldom uses phrasing, and reads without expression.
2	Reads phrases of three or four words and usually pauses for end punctuation.
3	Uses correct phrasing and appropriate inflection most of the time, and shows attention to punctuation in some of the story.
4	Reads conversationally, consistently uses correct phrasing and inflection, and attends to all punctuation.

If the student meets the criteria for passing the story, record the number of words read and the number of errors, calculate and record the hot-timing score, and record the expression rating on the lines provided below the story.

**Tips:** Do not stop to conduct the pass step for a student who is not reading, answering comprehension questions, writing a retelling/summary, or working on a wait-time activity. If a student is not working while waiting for you, tell the student that he or she has lost his or her turn. Then conduct the pass step with a different student who is on task. Losing a turn while watching you go to another student who is working will motivate the student to work while waiting.

After passing a story, ask the student to read each of the difficult words (the words that he or she underlined during the cold timing) again.

### Options for a Student Who Does Not Pass

If the student does not pass, use your teacher judgment to decide how to proceed. The following section lists some possible next steps for a student who does not meet one or more of the criteria for passing.

#### Student Does Not Reach Goal

Instruct the student to practice more until he or she can reach the goal. Retest the student as soon as he or she is ready.

#### Student Makes More Than Three Errors

Remind the student that he or she must read accurately in order to pass.

If the student was close to passing, review the missed words. Then listen again, with or without the timer, to see if the student can read the story with three or fewer errors.

If the student made many errors, consider the cause. If the student was rushing or being careless, review the missed words and ask the student to practice again, reading more carefully and focusing on the missed words. Return after a short time to test the student again.

If the student has difficulty decoding some words, review the decoding skills for the missed words, and ask the student to read along with the audio again, focusing on the missed words. Have the student practice once more without the audio, and then test the student again.

If the student has difficulty with high-frequency words, have the student underline the missed words and then reread the story with the audio, paying special attention to the underlined words. You could also make a list of the high-frequency words that are troublesome for the student and then review the words in isolation and in phrases until the student masters them.

### **Student Reads With Poor Expression**

Remind the student to read like he or she talks. Demonstrate what proper expression sounds like, reminding the student to pause at periods and other punctuation. Have the student read along with the third recording (expressive rate) again and then practice some more. Another option is to direct the student to read the story without the timer, instructing the student to focus on expression.

### **Student Does Not Answer All the Comprehension Questions Correctly**

Require the student to locate and underline the correct answers or related clues in the text and then answer the incorrect questions again. For more ideas on how to support students who struggle with comprehension, *A Teacher's Strategy for Teaching the Comprehension Questions* is available as a free download on the Read Naturally website ([readnaturally.com/question-strategy](http://readnaturally.com/question-strategy)).

## **10. Graph your scores in red.**

The purpose of this step is to have the student record fluency, comprehension, and retelling/summary scores after working on the story and to notice improvement. Seeing evidence of progress motivates a student to keep reading.

To complete this step, the student graphs his or her hot-timing score in red on the fluency graph, coloring above the last blue cold-timing square. You or the student may fill in additional information in the practice and hot-timing details spaces below the graph: number of practices completed before the student met the goal, number of words read, number of errors, hot-timing score, expression rating, and the date the student passed the story.

When the student has completed the comprehension questions and the answers have been corrected, the student records the story number and fills in the squares on the comprehension graph in blue to indicate which questions he or she answered correctly on the first attempt.

When the student has completed the retelling and you have scored it, the student records the story number, writes the number of words written for his or her retelling, and then colors in the squares on the retelling/summary graph.

In Phonics, when the student has read the word list down and across in one minute or less for you, the student records the score. First, the student records the story number and the number of words read in one minute. Then the student colors in the appropriate number of squares in the word-list graph.

In Phonics, when the student has completed the written-words activity and you have scored it, the student records the number of words written correctly in the written-words table near the bottom of the graph page.

The student's sense of accomplishment for passing the story motivates the student to keep reading, so be sure to acknowledge the student's performance on each story. If appropriate, point out the overall cold- and hot-timing progress for the stories completed.

## **11. Retell the story or practice the words.**

In most series, the student retells or summarizes the story. In Phonics, the student practices reading the word list and then writes three words from the list that are dictated in the audio.

### **Retell or Summarize the Story**

The purpose of this step is to develop the student's retelling and summarizing skills, to emphasize the importance of reading for meaning, and to connect reading to writing. 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 do this step when they first begin to work in Encore II. Consider the following to decide when to include this step:

- Students who are significantly below grade-level expectations in fluency should initially spend as much time reading as possible.
- Beginning readers may not be able to write well enough to write a retelling independently.
- Initially, students need significant teacher support as they learn the steps of the program. Teaching and managing the retell step requires more teacher time. Once students can work independently through the first ten steps of the program, you will have more time to coach students on how to write a retelling or summary and enough time to score the writing.

To complete this step, the student retells or summarizes the story in his or her own words. The student writes for a specific amount of time, usually five minutes. In Levels 1.0–5.0, space for this activity is provided below the comprehension questions. In Levels 5.6 and above, the summary must be written on a separate sheet of paper or in a notebook.

Set a time limit for this step, typically five minutes. With a set time limit, you and the student can see the improvement in the number of words written in that specific amount of time. The student should set his or her timer before writing.

You will need to read the retelling or summary either during the pass step or after the student has completed the pass step. Count only the parts that are accurate and original, ignoring any content that is repetitive, plagiarized, or incorrect. The student should graph the number of words written on the retelling/summary graph to track progress. For more information, see Getting Started (10. Graph your scores in red) in this manual.

At first, a student may just use phrases, but over time, the student should begin to write in full sentences. Once a student's retelling scores plateau, offer extra points for correct punctuation, capitalization, structure, and spelling. As a student masters the ability to retell the stories, teach him or her how to move away from the basic skill of retelling the story to the more difficult skill of summarizing. For summaries, pay more attention to the structure of the writing.

Some beginning readers are not able to write well enough to do the retell step independently. Occasionally, a student may benefit more from retelling the story orally. Retelling the story orally may be more efficient for a younger student, allowing more time to practice reading. A student who needs oral language opportunities may also benefit from retelling the story orally.

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

The purpose of this step is to reinforce the phonics pattern(s) featured in the Phonics stories. This step helps the student to both build automaticity in reading words with the featured phonics pattern(s) and learn to write/spell words with the featured phonics pattern(s).

#### **Word List**

To complete this step, the student practices reading the words on the word list until able to read down each column and then across each row in one minute or less with three or fewer errors. After each practice, the student records the number of words read during the one-minute practice on the lines below the word list.

A student who needs more support can be directed to listen to a brief review of the phonics lesson and listen to or read the word list along with the audio. The lesson and word list share an audio track on the audio CD. The superscript number next to the Practice the Word List heading indicates the audio track for this activity.

#### **Written Words**

Once the student has practiced the word list five times and/or is able to read the words down the columns and across the rows with three or fewer errors in one minute or less, the student listens to the audio of three words from the word list. The superscript number next to the Write the Words heading indicates the audio track for this activity.

A narrator says the word, uses the word in a sentence, and then says the word again before telling the student to pause the audio and write the word. The dictated words are listed in the answer key for each story.

When the student can read the word list down and across in one minute and has written the three words, you pass the student on the word list and check the written words. The student then graphs his or her scores on the word list graph and table for written words. For more information, see Getting Started (10. Graph your scores in red) in this manual.

# Summary of Steps 1-7, 9, and 10

## 1. Pick a Story

The student selects a story and gets the corresponding audio CD.

## 2. Key Words

The student reads along quietly aloud or listens to the key words and their definitions. In Phonics, the student listens to a phonics lesson.

## 3. Prediction

The student uses the story title, illustration, and key words to write a prediction.

## 4. Cold Timing

The student reads the story for one minute, underlines errors, and calculates the score.

## 5. Graph Cold Timing

The student graphs the cold-timing score in blue on the fluency graph.

## 6. Read Along

The student reads the story quietly aloud along with the audio.

## 7. Practice

The student practices reading the story quietly aloud several times until able to reach the goal. The student times each practice and records the number of words read on the lines below the story.

# New Year's Foods

Story 7, Tracks 1-4  
Spanish, Track 5

## Review Key Words<sup>1</sup>

- strikes** Strikes means tells the hour by making a sound like a bell or chime a certain number of times.
- prosperity** Prosperity means success or wealth.
- symbolize** Symbolize means to represent or stand for something other than itself.
- abundance** An abundance is a large amount, a large number, or more than enough of something.



## Write a Prediction

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## Read the Story<sup>2,4</sup>

7 It's New Year's Eve, and the clock  
12 **strikes midnight**. All over Spain,  
17 people begin eating grapes. Each  
24 person eats one grape every time the  
30 bell rings. **Tradition** says that the  
38 person's **luck** in the coming year is tied  
44 to the sweetness of the grapes.

50 Many people in the southern United  
56 States eat "Hopping John" on New  
63 Year's Day. This meal is made of  
71 **black-eyed peas** and rice. It is often  
76 served with vegetable leaves called  
83 **greens**. These leaves look a bit like  
90 paper money. People eat this meal in  
98 the hopes that the New Year will bring  
**prosperity**.

99 In many parts of the world, fish  
106 is a popular New Year's meal. Fish  
113 often swim in huge groups, so they  
120 **symbolize abundance**. By eating  
124 these fish, people hope to have their  
131 own abundance in the New Year. In  
138 Germany, some people save a few fish  
145 **scales**. They even put them in their  
152 **wallets!**

153 All over the world, people eat  
159 different foods for the New Year. Many  
166 of these **traditions** date back to **ancient**  
173 times. The foods may be different from  
180 place to place, but one thing is the same.  
189 People hope the New Year brings them  
196 good **fortune** and prosperity.  
200

words read \_\_\_\_\_ words read \_\_\_\_\_ goal \_\_\_\_\_  
- errors \_\_\_\_\_ = \_\_\_\_\_ - errors \_\_\_\_\_ = \_\_\_\_\_  
cold score hot score expression date passed

## 9. Pass

The student passes if he or she reaches the goal during the hot timing, makes three or fewer errors, reads with expression, and answers all comprehension questions correctly. The teacher or student records the results on the score lines below the story.

## 10. Graph Hot Timing

The student graphs the hot-timing score on the fluency graph, coloring in red above the last blue cold-timing square.

# Summary of Steps 8 and 11

## New Year's Foods

### Answer the Questions

1. What is the main idea of this story?
  - a. People eat certain foods in hopes of good fortune in the New Year.
  - b. People eat green vegetable leaves that look like money on New Year's.
  - c. People in Spain eat grapes when the clock strikes midnight.
2. Which food symbolizes abundance?
  - a. grapes
  - b. fish
  - c. black-eyed peas
3. What does the word **greens** mean in this story?
  - a. leafy vegetables
  - b. grassy areas
  - c. paper money
4. Why do some people put fish scales in their wallets?
  - a. Fish scales are worth money.
  - b. Fish scales bring bad luck.
  - c. Fish symbolize abundance.
5. What do people think might happen if the grapes are not sweet?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
6. Match each word with its definition.
 

1. fortune	a. ___ from long ago
2. ancient	b. ___ small cases for carrying money
3. wallets	c. ___ the way things end up in life
4. tradition	d. ___ way of doing something

### 8. Questions

The student answers five to nine comprehension questions, depending on the level/series. After the teacher or student checks the answers, the student corrects any errors and graphs the initial score on the comprehension graph.

### Summarize the Story

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 11. Retelling

In Encore II Sequenced and Español, the student retells or summarizes the story, writing for a specific amount of time. The student graphs the number of words written on the retelling/summary graph.

Number Correct: \_\_\_\_\_

### Practice the Word List (fl, sl, gl)<sup>11</sup>

	7		
21	float	slide	
24	fleet	slime	
27	flute	slope	
30	fluke	sleep	
33	flume	sleet	
36	flame	sleek	glee
39	flake	sleeve	glue
42			

Practice 1: \_\_\_\_\_ Practice 2: \_\_\_\_\_ Practice 3: \_\_\_\_\_ Practice 4: \_\_\_\_\_ Practice 5: \_\_\_\_\_ Passed: \_\_\_\_\_

### 11. Word List (Phonics)

The student reads words with the featured phonics pattern(s). If needed, the student listens to a review of the phonics lesson and reads along with the audio of the word list. The student practices until able to read the words down the columns and across the rows with three or fewer errors in one minute or less.

### Write the Words<sup>12</sup>

6. \_\_\_\_\_ 7. \_\_\_\_\_

### 11. Written Words (Phonics)

The student listens to the audio of three words from the word list. After hearing each word and a sentence using the word, the student writes the word on the line. The student graphs the number of words read in one minute and the number of words written correctly.

**Note:** For examples of the fluency, comprehension, retelling/summary, and word list graphs and the written words table see Encore II Materials (Graphs) in this manual.

## Communicating With Students and Parents/Guardians

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Communicating with students and their parents/guardians helps to ensure that students are having a positive experience with Encore II and are progressing at a good pace.

When students first begin working in Encore II, it is important to send home a letter to parents/guardians that explains Read Naturally Encore II. The Parent Letter—Introduction to Encore II is included in the appendix of each book of reproducible masters and is also available as a free download on the Read Naturally website ([readnaturally.com/encore-tools](http://readnaturally.com/encore-tools)).

Keep parents/guardians involved in the process by sending home a packet of several stories as the student completes them. You can also include the completed graph page to provide a visual record of the student's progress. Use a Certificate of Achievement as a cover letter for the packet and include comments about the student's progress. The Certificate of Achievement is included in the appendix of each Encore II book of reproducible masters, and a color version is available as a free download on the Read Naturally website ([readnaturally.com/encore-tools](http://readnaturally.com/encore-tools)).

It is important to communicate information and progress with students and their parents/guardians. Sharing success can be very motivating to students and reassuring to parents.



# Differentiation

One of the strengths of Read Naturally Encore II is the ease with which a teacher can effectively differentiate the instruction to meet individual student needs. This unit provides recommendations for adaptations, monitoring student performance, and adjustments based on student data.

# Adaptations

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Adaptations are alterations you can make to Encore II in order to use it effectively and efficiently with diverse groups of learners. You usually implement adaptations when the student first begins to work in Encore II, but adaptations may also be made after the student has been working in the program for a while. This section provides suggestions for a variety of adaptations that, in special situations, may be beneficial to the student.

## Adaptations for an Older Student

Some simple adaptations may be helpful when working with older students or adults. Consider the following adaptations.

### Read Along

Require the older student to read along fewer times. Most students need to read along three times in order to read all the words in the story correctly. However, older students or students in higher levels may need to read along only once or twice to learn unknown words.

### Retelling

Teach the older student how to write a summary instead of a retelling. Have the student begin with a main idea statement followed by supporting details from the story. At first, the student may simply copy the main idea statement from the answer to the question #1 (main idea question). Eventually, ask the student to write a main idea statement in his or her own words.

### Timings

Lengthen the practice and pass timings to whole-story or two-minute timings. Longer practice and pass timings can be beneficial for an older or more proficient reader.

- The student is more likely to answer the comprehension questions accurately because the student reads more of the story.
- The student also develops reading stamina, which is a critical skill.

However, timing for one minute is extremely important for motivation, so the cold timing should always remain a one-minute timing.

**Note:** A striving reader should continue using the one-minute timings on the practice and pass steps because the student will likely master new words more quickly using one-minute timings.

It is appropriate to use whole-story practice and pass timings with an older student in any level. You can use either two-minute or whole-story practice and pass timings with a student in Level 5.6 or above.

- If the student does the whole-story timing, continue with the one-minute timing goal and use the Read Naturally Words-Per-Minute Timer.
- If the student does the two-minute timing, double the student's one-minute timing goal, and use the Read Naturally Standard Electronic Timer.

For more information on timers see Encore II Materials (Required Accessories) in this manual or visit the Read Naturally website ([readnaturally.com/encore-acc](http://readnaturally.com/encore-acc)).

## **Graphing**

Direct the student to mark each entry on the graphs with a line, dot, or checkmark if coloring is inefficient or viewed as childish.

## **Glossary and Crossword**

Focus on vocabulary development by teaching the student how to use the glossary. Printable black-and-white glossaries are available as free downloads on the Read Naturally website ([readnaturally.com/encore-glossaries](http://readnaturally.com/encore-glossaries)). Then have the student reinforce the vocabulary using the crossword puzzle that accompanies each story. The crossword puzzles are available as free downloads on the Read Naturally website ([readnaturally.com/encore-crosswords](http://readnaturally.com/encore-crosswords)).

## **Adaptations for a Younger Student**

Some simple adaptations may be helpful when working with younger students. Consider the following:

### **Writing**

If writing takes too much time away from the act of reading, direct the student to either omit one or more of the following or to do them orally for you.

- Prediction
- Retelling the story
- Question #5

### **Graphing**

If the student does not know how to mark a bar graph, teach the student where to draw a line on the graph to mark his or her score. Then, have the student color in the squares up to that line.

### **Phonics Word List**

If the student cannot read the word list in one minute or makes many errors while reading it, require the student to listen to the word list track of the CD before practicing. This track includes a short phonics review lesson along with audio of the word list.

## **Adaptations for an EL Student**

The benefits of Encore II for English learners can be enhanced with simple adaptations. Consider the following:

### **Read Along**

Direct a Spanish-speaking EL student to listen to a Spanish translation of the story before doing the read-along step in English. Listening to the story first in Spanish helps the student develop an understanding of the story by building some background and vocabulary knowledge before continuing with the rest of the steps in English. Sequenced Levels 1.0–4.5 include audio of a Spanish translation for each story.

## **Write a Prediction/Retell the Story**

Direct an EL student to write a prediction or retell the information from the story orally rather than in writing. An oral prediction or retelling of the story provides the following opportunities to stretch a student's English language skills.

- The student expresses ideas in spoken English.
- The student uses key words and other vocabulary from the story orally.
- You can define difficult words and explain misconceptions to the student.
- You and the student can have a short conversation about the story in English.
- You can assess the student's ability to understand the key words or what he or she has read.

## **Series Options**

Read Naturally has series that are especially beneficial for an EL student. See the following sources for more information on the Idioms series and Encore—Español.

- The *Read Naturally Encore II Placement Packet*.
- Encore II Materials (Encore II Series) in this manual.
- The Read Naturally website ([readnaturally.com/encore](http://readnaturally.com/encore) and [readnaturally.com/me](http://readnaturally.com/me)).

# Monitoring Student Performance

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Monitoring student performance is the process of analyzing student data in order to make necessary changes to the student's level or goal and adjustments to the student's program. In Encore II, you monitor student performance by evaluating the data on each student's graph and story pages. Monitoring student performance is integral to checking initial placement, validating improvement, keeping the student challenged, and troubleshooting—the four areas discussed in this section.

## Checking Initial Placement

Checking initial placement is the process of analyzing the student's performance in Encore II in order to make the necessary changes to level and goal to ensure the student's level and goal are appropriate. This process involves a step-by-step analysis of the relationships of the level and goal to the cold-timing, hot-timing, and comprehension scores, and the number of practices.

It is best to complete this process after the student has finished two or three stories. Because the cold-timing scores are used to check placement, you must be present for the student's first few cold timings. The student's story pages and resulting graph page contain all the data necessary to check initial placement and to decide whether to continue, raise, or lower the student's level and/or goal.

For complete directions on how to check initial placement, see the *Read Naturally Encore II Placement Packet*. The placement packet is included with all Encore II orders and is also available as a free download on the Read Naturally website ([readnaturally.com/encore-placement](http://readnaturally.com/encore-placement)).

## Validating Progress

Evaluating student progress is one of the most important things you do as an Encore II educator. Personal knowledge of your students, as well as the objective data you collect via the graphs, allows you to make informed instructional decisions and effectively communicate with parents or guardians. In Encore II, the student's graphs offer a quick way to analyze student performance and are an easy way to communicate student performance to parents.

### Analyze the Graphs

First, consider the number of **levels** the student has completed. Steadily advancing through levels is an indication of a student's reading progress.

Then analyze the goal, and the cold-timing, quiz, and word list scores for each level, as shown on the graphs. Compare the student's first three scores in each of these categories to the last three scores, which compares average performance, rather than performance based on a single story.

- An increase in the **cold-timing score** is an indication of progress in fluency, especially if the cold timing is done by the teacher.
- An increase in the **goal** is an indication of progress in fluency.
- An increase in the **comprehension scores** is an indication of an improvement in comprehension. Comprehension scores of 80% or higher indicate adequate comprehension for the level.
- A decrease in the **number of practices** is an indication of progress in fluency.

- A decrease in the **number of errors** is an indication of progress in fluency.
- An increase in the **retelling score** is an indication of improved recall and/or improved writing ability.
- In Phonics, a decrease in the number of seconds to complete a **word list** is an indication of improvement in decoding.

In any of the above categories, an increase from the first three scores to the last three scores **within a level** is an indication of improvement. An increase **across levels** is an even stronger indication of improvement.

In addition to the data from the graphs, scores from oral reading fluency assessments offer critical information about progress in fluency. Compare the student's initial wcpm with his or her current wcpm score. An increase in the wcpm score is an indicator of improvement in fluency.

## Keeping the Student Challenged: Level and Goal

After checking initial placement and making any needed changes to level and goal, focus on keeping the student challenged and supported in order to accelerate his or her achievement. The student's story pages and resulting graph page contain all the data necessary to regularly evaluate the student's level and goal to decide whether to continue, raise, or lower the level or goal.

### Data Analysis

Use the data on the student's story and graph pages to calculate the averages of the student's scores for the last three stories completed. Compare these averages to the level and goal criteria below. The closer the student's data are to meeting the following level and goal criteria, the more confident you can be that the student is working in an appropriate level and with an appropriate goal.

#### Level Criteria

- The student's average percent correct on the comprehension questions is at least 80% (or 60-79% with comprehension support from the teacher).
- The student's average number of practices is between 3 and 10.

#### Goal Criteria

- The student's goal exceeds the average cold-timing score by approximately:
  - 30 in grades 4 and below.
  - 40 in grades 5 and above.
- The student's goal is equal to or slightly less than the average hot-timing score.
- The student's average number of practices is 3 to 10.

## Level Decisions

After comparing the student's data to the level criteria, you have three choices: continue, raise, or lower the level.

### Continue the Level

Generally, the student continues in the same level:

- If the student's data fit the level criteria.
- Until he or she finishes all 24 stories in the level.

Raise the goal to increase the challenge rather than change the level if the student shows progress while working within a level.

### Raise the Level

After the student has completed 24 stories in a level, generally the student will move to the next level. Occasionally, the student's data may indicate that you could raise the level before the student completes all 24 stories. In a few cases, a student may even skip the second 12 stories in a level, especially if the student's Encore II level is several years lower than the student's actual grade level.

Consider raising the level before the student has completed the level if all of the following indicators are true:

- Cold-timing scores have significantly improved.
- Comprehension scores are above 90%.
- Error rates on hot timings are low.
- The number of practices is fewer than 3. (If practices are high because the student is waiting for a teacher to pass, this indicator is not required.)

### Lower the Level

Only lower a student's level in rare circumstances. The student may feel a sense of failure that can negatively impact motivation if you lower a level. However, the following situations may necessitate lowering a student's level:

- Comprehension scores remain below 60% even after explicit comprehension instruction.
- The troubleshooting adjustments you made did not result in a lower number of practices or did not alleviate student frustration. For information on making adjustments, see Differentiation (Troubleshooting and Adjustments) in this manual.

## Goal Decisions

After comparing the student's data to the goal criteria, you have 3 choices: continue, raise, or lower the goal.

### Continue the Goal

If the student's data fit the goal criteria, continue the goal.

## **Raise the Goal**

Consider raising the student's goal if the data show most of the following are true:

- Cold-timing scores improve significantly.
- Hot-timing scores exceed the goal by more than 10.
- Comprehension scores are 80% or higher.
- Error rates decrease or remain low.
- The number of practices decreases significantly.
- The student loses motivation because he or she is not challenged.

## **Lower the Goal**

Only lower a student's goal in rare circumstances. The student may feel a sense of failure that can negatively impact motivation if you lower a goal. However, lower the student's goal if one or more the following are true:

- The student cannot meet the goal even after 10 practices.
- The troubleshooting adjustments you made did not result in an increase of the hot-timing scores or subsequent cold-timing scores. For information on making adjustments, see *Differentiation (Troubleshooting and Adjustments)* in this manual.
- Most comprehension scores remain below 60% even after explicit comprehension instruction, and you are not lowering the level.

## **Guidelines for Changing the Level or Goal**

Once you've decided to raise a level or goal, follow the guidelines below to ensure the student's continued success.

- Change only one element at a time, either level or goal. When only one element is changed:
  - The student has a better chance of experiencing success than if the difficulty of both elements is increased at the same time.
  - You can measure the effect of the change.
- Raise (or in rare cases lower) the level by half a year (for example, from Level 2.0 to Level 2.5).
- Wait to make a change until comprehension scores are 80% or higher. However, you have to raise:
  - The level, if the student has completed all the stories in a level.
  - The goal, if the student's cold-timing score exceeds the goal.
- Raise (or in rare cases lower) the goal by 10 words at a time.
- Discuss any change with the student, asking for his or her input.
- Record change on the student's graph page.

## Troubleshooting and Adjustments

Differentiating instruction often requires you to identify a barrier to the student's progress in reading achievement, to create a solution, and to implement an adjustment that enables the student to overcome the barrier and become a more successful reader.

Often, minor adjustments to Encore II can change the course of progress for a student. This section troubleshoots some common difficulties a student might experience and recommends adjustments that have worked for other students.

Though an area of concern may have more than one possible solution, it is best practice to make one adjustment at a time and see if it is effective before making an additional change. Some areas of concern are:

- Not Making Expected Progress
- Insufficient Rate Gain
- High Number of Errors
- Low Comprehension Scores
- Too Few Stories Completed
- Lack of Motivation
- Inaccurate Self-Timing
- Expression Not Improving
- Too Many Practices
- Vocabulary Support Needed
- Unable to Pass the Word List
- Ready for More Independence

### Not Making Expected Progress

If one or more students are not making the progress you expect, check to make sure the students are correctly and efficiently following the program steps. Use the Read Naturally Encore II Fidelity Checklists located in the appendix of this manual, and observe the students as they work through a story. If necessary, reteach the steps to individuals or to the group. Then coach the students to follow the guidelines as they internalize the best practices for each step. The most critical procedures the student must complete with fidelity are the following:

- Read quietly aloud and underline each difficult word during the cold-timing step.
- Look at and read each word quietly aloud during the read-along step as the narrator reads the story.
- Read each word quietly aloud while practicing.
- Underline difficult words while practicing, and then read along again to learn these words.

If a problem persists even when the student completes the stories with fidelity, consider helping the student write a goal to improve in the problem area, and then monitor progress toward that goal. Reward the student when the goal is reached.

## Insufficient Rate Gain

If the student's cold-timing scores are not improving:

- Require the student to do a minimum number of practices.
- Raise the student's goal to 30/40 above the most recent cold-timing scores if the goal is too low.
- Increase student motivation. For more information see *Differentiation (Lack of Motivation)* in this manual.
- Increase the number of minutes the student engages in the act of reading by reducing the amount of time spent writing. Temporarily omit one or more of the following or direct the student to do them orally for you:
  - Prediction
  - Retelling/summary
  - Short-answer comprehension questions
- Increase the number of sessions per week and/or the amount of time per session that the student works in *Encore II*.
- Contact the student's parent(s)/guardian(s) to discuss the lack of progress. They may have information to help you better understand the student or situation. They may also be willing to work with the student at home.
- Make suggestions to the student's parent(s)/guardian(s) about how to work on fluency with the student at home. Send home a letter that explains how to support teacher modeling, repeated reading, and progress monitoring at home. The *Parent Letter—Fluency at Home* is included in each book of reproducible masters and is available as a free download on the Read Naturally website ([readnaturally.com/encore-tools](http://readnaturally.com/encore-tools)). This letter also provides information about Read Naturally's home program, *One Minute Reader*, which interested parents may want to purchase. For more information about *One Minute Reader*, visit the Read Naturally website ([readnaturally.com/omr](http://readnaturally.com/omr)) or the *One Minute Reader* website ([oneminutereader.com](http://oneminutereader.com)).

## High Number of Errors

If the student is not accurate when attempting to pass:

- Remind the student of the value of accuracy.
- Reteach how to do the read-along step with fidelity.
- Consider requiring more read-alongs.
- Consider lowering the goal if the problem persists.
- Listen to the student read the story without the timer before the practice step. This activity decreases the likelihood the student will practice inaccurately.
- Assess the student's phonics skills. Add phonics instruction to the student's reading program if the student has difficulty decoding.
- Assess the student's mastery of high-frequency words, and work on specific words that prove troublesome.

## Low Comprehension Scores

Consult the student's comprehension graph. Analyze the student data to see if there is a pattern in the type(s) of comprehension questions the student answers incorrectly. The question types are consistent for each story in a level. See the chart below to understand the question types in one particular series.

**Comprehension Questions in Sequenced**

Levels	1. Main Idea	2. Detail	3. Vocabulary	4. Inferential	5. Short-Answer	6. Vocabulary	7. Literal	8. Inferential	9. Summary
1.0-2.5	✓	✓	✓	✓	✓				
3.0-3.5	✓	✓	✓	✓	✓	✓			
4.0-5.0	✓	✓	✓	✓	✓	✓	✓		
5.6 and above	✓	✓	✓	✓	✓	✓	✓	✓	✓

If the student struggles with comprehension:

- Remind the student to read for meaning.
- Wait until the student consistently scores 80% or higher before raising the level or the goal.
- Instruct the student on how to answer one of the troublesome question types. Reward the student for subsequent correct answers for that question type. Once the student has mastered one difficult question type, move onto another troublesome question type. It may be worthwhile to give the whole group a quick lesson on how to answer each of the types of comprehension questions.

The *Strategy for Teaching Comprehension Questions* document provides practical suggestions for supporting students. It is available as a free download on the Read Naturally website ([readnaturally.com/question-strategy](http://readnaturally.com/question-strategy)).

- Require the student to locate and underline the correct answers or related clues in the text.
- Change from one-minute to whole-story timings for practice and hot timings. The student may understand a story better if he or she practices reading the entire story, rather than just part of the story multiple times. In addition, the student may increase reading stamina. However, a student who is reading the whole story needs to be self-motivated enough to practice for a longer time before seeing an improved score.
- Require the student to read the comprehension questions before beginning the practice step in order to encourage reading for meaning.
- Acknowledge the student in some meaningful way when all comprehension questions for a story are answered correctly on the first attempt.

## Too Few Stories Completed

If the student is on task, it should take between 30 minutes and an hour to complete each story, depending on the story length and the number of steps you require. If the student takes too much time to complete a story:

- Observe the student's progress through a story in order to determine how to best help the student complete stories more efficiently.
- Check how long the student must wait for a teacher to conduct the cold timing and pass step.
  - Conduct the timing as soon as the student indicates he or she is ready for the cold or pass timing.
  - Adjust the student-to-teacher ratio if needed.
- Change the seating arrangement if a student is distracted.
- Consider lowering the level or goal **ONLY** if student frustration is high.
- Direct the student to write the last step completed at the top of the story page when class ends, or to write the number of his or her current step on a class chart. The following day, the student can quickly identify where he or she left off and begin working. A Class Step Tracker is available as a free download on the Read Naturally website ([readnaturally.com/encore-tools](http://readnaturally.com/encore-tools)).
- Privately share with each student the number of stories he or she has completed. Publicly provide the range of the number of stories completed by all of the students in the group. The bottom of the range should be lower than the lowest number of stories completed by anyone in the group; the top of the range should be higher than the highest number of stories completed by anyone in the group. Tell the students to compare their own number of completed stories to the range to see if their number is low or high in the range. Seeing how their efforts compare to the efforts of their classmates is often motivating for all the students in the group and shames none.

## Lack of Motivation

If a student is not motivated or loses motivation:

- Provide encouragement or set up a reward system for such things as: completing a set number of stories per week, getting specific comprehension questions correct, getting all comprehension questions correct, improving expression ratings, reducing errors, completing required number of practices, etc.
- Reproduce the story labels available as free downloads on the Read Naturally website ([readnaturally.com/encore-labels](http://readnaturally.com/encore-labels)). Give them to students to put them on their Read Naturally folders as visual proof of each story completed.
- Set an individual or group goal to improve in an area of concern.
- Send home Certificates of Achievement on a regular basis because parental approval is motivating.

## **Inaccurate Self-Timing**

If the student is doing the cold timing independently but inaccurately:

- Reteach student how to do cold timings correctly and observe the student's next few cold timings.
- If the student exaggerates the cold-timing scores, try setting a temporary rule: the student must exceed the cold-timing score by 25 to 30 words in order to pass, regardless of the goal.
- If the problem persists, conduct student's cold timings.

## **Expression Not Improving**

If the student is not reading with expression:

- Remind the student to read like he or she talks. Demonstrate what proper expression sounds like, reminding the student to pause at periods and other punctuation.
- Require the student to read along with the audio again at the expressive rate (track 4 or 9 on each CD) focusing on the expression used by the narrator.

## **Too Many Practices**

If the student practices more than 10 times before passing:

- Reteach the read-along and/or practice step(s) if the student is not doing them with fidelity.
- Increase the number of read-alongs.
- Check how long the student must wait for a teacher to conduct the pass step.
  - Pass student as soon as student indicates he or she is ready to pass.
  - Adjust the student-to-teacher ratio if needed.
- Consider lowering the goal, especially if it is more than 30–40 above the cold-timing scores.

## **Vocabulary Support Needed**

If the student's vocabulary interferes with comprehension:

- Require the student to listen to the pronunciation and definition of each bold-faced vocabulary word before reading along in order to introduce the vocabulary.
- Require the student to use some of the key words in the prediction.
- Require the student to use vocabulary words in the retelling or summary.
- Assign the crossword puzzles to reinforce the vocabulary words.
- Consider a lower level more suited to the student's language development.

## Unable to Pass the Word List

If, after practicing 10 times, the student cannot read the word list in a minute with 3 or fewer errors:

- Require the student to read along with the audio of the word list to be sure the student can read the words accurately before practicing.
- Require the student to slowly read the word list with you before practicing the words to verify that the student is able to read the words accurately before practicing independently.
- Consider reducing the standards for passing the word list in one of these ways:
  - Read down the columns one time and across only the top row of words.
  - Increase the amount of time allotted to read down the columns and across the rows.

## Ready for More Independence

When a student has made good progress in Encore II and passes stories easily, consider continuing the level and goal but increasing the challenge by reducing the student's dependence on audio support. Help increase student independence in the following ways:

- Reduce the number of read-alongs to just one or two.
- Allow the student to skip the read-along step.
- Direct the student to read the key words without audio support.
- Require the student to do whole-story timings on the practice and pass steps.

## Exiting the Program

The student is ready to exit Encore II when he or she has met the long-term fluency benchmark goal of reading unpracticed, grade-level material accurately, expressively, with understanding, and at a rate that is at or above the 50th percentile of national norms for the student's grade level. It is best practice to use a benchmark assessment to determine whether or not the student has met his or her long-term benchmark fluency goal.

You should not use the student's goal or hot-timing scores to determine if a student can exit the program. Be aware that when a student is working in grade-level material in Encore II, the student's goal or hot-timing score does not reflect the rate at which he or she reads unpracticed, grade-level material. In Encore II, the student has extra support: the student reads along with audio of the stories and practices each story multiple times in order to reach the assigned goal.

However, the scores from teacher-conducted cold timings can be an indication of student progress and may be used to support your decision to exit a student, especially if the student is working successfully in Encore II material that is above grade level.



# 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 this 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 *Read Naturally 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 *Read Naturally 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 this 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 this 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 this 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 Español 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 this 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 this 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 this 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 this 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 this 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.



# Appendix

This section includes the following Read Naturally Encore II resources:

- Read Naturally Encore II Fidelity Checklists
- Tutorials on the following topics:
  - Conducting a One-Minute Timing
  - Calculating Words Correct Per Minute for Stories
  - Counting Words Per Minute for Word Lists

Group: \_\_\_\_\_

Date: \_\_\_\_\_

## 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.

# Conducting a One-Minute Timing

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As you implement Encore II, you will use a one-minute timing to:

- Screen students when using an oral reading fluency assessment.
- Place each student in the correct level of Encore II with an appropriate goal.
- Conduct a student's cold and hot timings.

## Steps for Conducting a One-Minute Timing

1. Sit next to the student so that you can both see the story text (or make two copies).
2. Explain the purpose of the timing in terms the student can understand.
3. Read the title of the story to the student.
4. Set the timer for one minute, and then say, "When I hear your voice, I'll start my timer."
5. When the student begins reading, activate the timer.
6. As the student reads, tally his or her errors on a separate sheet of paper.

### Guidelines for Counting Errors

- For each error, make a tally mark on a piece of paper (out of sight of the student).
- Be consistent in what you count as an error. For recommendations on what should, and what should not, count as an error, see the tables that follow these steps.

7. When the timer sounds, tell the student to stop reading, and make note of the last word the student read.
8. Count the number of words the student read in one minute.

### Guidelines for Counting Words

- Each number on the left side of the story indicates the total number of words through the end of the previous line of text.
- The words in the title do not count as words in the story. If the student reads the title, do not start the timer until the student reads the first word of the story.
- Each word in the story counts as one word.
- A number written as a numeral counts as one word.
- Each word in a number written in words counts as a word.
- An abbreviation counts as one word.
- Each initial counts as one word when it appears within a person's name.
- If two full words are connected by a hyphen, each word counts as one word.

9. Subtract the number of errors from the number of words read to determine the student's words-correct-per-minute (wcpm) score.

## What Counts as an Error?

Description	Example	
<p><b>Mispronunciations and dropped endings</b> If a student mispronounces a word or does not pronounce an ending, count it as an error.</p>	<p>Sentence: John caught a bass. Student: John caught a base.</p>	<p>Errors: 1</p>
<p><b>Transpositions (out of sequence)</b> If a student transposes two or more words, count each word read out of order as an error.</p>	<p>Sentence: Tim walked quietly away. Student: Tim quietly walked away.</p>	<p>Errors: 2</p>
<p><b>Hesitations (words supplied by the examiner)</b> If a student hesitates for three seconds, tell the word to the student, and count the word as an error.</p>	<p>Sentence: Tom walked his dog. Student: Tom . . . (3-second pause) Examiner: walked Student: his dog.</p>	<p>Errors: 1</p>
<p><b>Omissions</b> If a student skips a word, several words, or an entire line, count each skipped word as an error.</p>	<p>Sentence: He is in the big chair. Student: He is in the chair.</p>	<p>Errors: 1</p>
<p><b>Substitutions</b> If a student substitutes one word for another, even if the substitution is a synonym, count it as an error.</p>	<p>Sentence: I went to my house. Student: I went to my home.</p>	<p>Errors: 1</p>
<p><b>Repeated errors</b> If a student makes the same error more than once, count each instance as an error.</p>	<p>Passage: The cat likes milk. She drinks it every day. The cat likes me. Student: The cat licks milk. She drinks it every day. The cat licks me.</p>	<p>Errors: 2</p>

**Note:** All guidelines for counting errors, including the repeated errors rule, apply to proper nouns.

## What Doesn't Count as an Error?

Description	Example	
<p><b>Mispronunciations and dropped endings due to speech problems or dialect</b> Mispronunciations due to speech problems or dialect are typically not counted as errors.</p>	<p>Sentence: Pam made it for him. Student: Pam made it fo him.</p>	<p>Errors: 0</p>
<p><b>Self-corrections</b> If a student self-corrects an error, count the word(s) as correct.</p>	<p>Sentence: I ran to the park. Student: I ran to the pan . . . park.</p>	<p>Errors: 0</p>
<p><b>Repetitions</b> If a student repeats words or phrases while reading, do not count the repetitions as errors.</p>	<p>Sentence: I am happy. Student: I am . . . I am happy.</p>	<p>Errors: 0</p>
<p><b>Insertions</b> If a student adds words, do not count the words as errors. Counting insertions as errors would result in subtracting them from the number of words read correctly, giving the student a lower number of wcpm than he or she actually read.</p>	<p>Sentence: Sheila cried hard. Student: Sheila cried very hard.</p>	<p>Errors: 0</p>

# Calculating Words Correct Per Minute for Stories

Students and teachers need to know how to count and calculate the number of words read. The first example shows how to count the number of words read and how to calculate the wcpm when using a one-minute timer. The second example shows how to count the words read when a student reads the entire story and starts reading the story again before the one-minute timer sounds.

*Example 1: Student completed cold timing and calculated wcpm.*

**1** During the cold timing, the student read the story for one minute.

**Read the Story**<sup>2-4</sup>

7 It's New Year's Eve, and the clock  
 12 strikes midnight. All over Spain,  
 17 people begin eating grapes. Each  
 24 person eats one grape every time the  
 30 bell rings. Tradition says that the  
 38 person's luck in the coming year is tied  
 44 to the sweetness of the grapes.

50 Many people in the southern United  
 56 States eat "Hopping John" on New  
 63 Year's Day. This meal is made of  
 71 black-eyed peas and rice. It is often  
 76 served with vegetable leaves called  
 83 greens. These leaves look a bit like  
 90 paper money. People eat this meal in  
 98 the hopes that the New Year will bring  
prosperity.

113 world, fish  
 120 meal. Fish  
 124 often swim in huge groups, so they  
 131 symbolize abundance. By eating  
 138 these fish, people hope to have their  
 145 own abundance in the New Year. In  
 152 Germany, some people save a few fish  
 159 scales. They wallet!

166 When the timer sounded,  
 173 the student drew a vertical  
 180 line after the last word read.  
 189 All over the world, people eat  
 different foods for the New Year. Many  
 of these traditions date back to ancient  
 times. The foods may be different from  
 place to place, but one thing is the same.  
 People hope the New Year brings them  
 prosperity.

**2** The student underlined any unknown words.

**3** When the timer sounded, the student drew a vertical line after the last word read.

**4** The student started with the number on the left-hand side of the line (56) and counted across to the last word read (62).

words read 62  
 - errors 7 = 55  
 cold score

words read \_\_\_\_\_ goal \_\_\_\_\_  
 - errors \_\_\_\_\_ = \_\_\_\_\_  
 hot score expression date passed

**5** After marking the last word read, the student calculated and recorded the cold score:

62 (words read in one minute)  
 - 7 (underlined words)  
 55 (wcpm score)

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Sequenced Level 3.5  
 Story 7, New Year's Foods

Notice the vertical line after the word *made*. *Made* was the last word the student read before the timer sounded. To find the number of words read, the student started at the number on the left-hand side of the row (56). Beginning with this number, the student counted the words across the row, stopping at the last word read (62). To calculate the wcpm score, the student subtracted the number of underlined words (7).  $62 - 7 = 55$ .

Example 2: Student read entire story before timer sounded.

**1** During the one-minute practice timing, the student read the entire story and started reading the story again before the timer sounded.

**2** When the timer sounded, the student drew a vertical line after the last word read.

**3** The student noted the total number of words in the story (64).

**4** The student started with the number on the left-hand side of the line (7) and counted across to the last word read (10).

**5** The student added and recorded the practice score:

$$\begin{array}{r} 64 \text{ (words in the story)} \\ + 10 \text{ (words read second time)} \\ \hline 74 \text{ (words read in one minute)} \end{array}$$

Read the Story

7 Fish live in the water. They breathe  
in the water. / They swim in the water.

15 Fish can hear sounds in the water.

22 They can hear sounds made in boats.

29 All fish do not look the same. Some  
fish look like rocks. Some fish look like  
ns. You can catch a fish. You can  
eat a fish. You can have a fish for a  
pet.

53  
63  
64

words read 55 words read \_\_\_\_\_ goal \_\_\_\_\_  
- errors 2 = 53 60 63 74 - errors \_\_\_\_\_ = \_\_\_\_\_  
cold score hot score expression date passed

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Sequenced Level 1.0  
Story 5, Fish

Notice the vertical line after the word *water*. The student read the entire story once before the timer sounded and then started to read the story a second time. *Water* was the last word the student read before the timer sounded, so the student drew a vertical line after *water*.

To find the total number of words read in one minute, the student first noted the number of words in the story (64), because the student read the entire story once. Next, the student counted the number of words read the second time by starting with the number on the left-hand side of the line (7) and counted across to the last word read before the timer sounded (10). Finally, the student found the total number of words read in one minute by adding the number of words in the story to the number of words read the second time.  $64 + 10 = 74$ .

# Counting Words Per Minute for Word Lists

Students and teachers need to know how to count the number of words read in a word list. The first example shows how to count the number of words when the student only read down several columns in one minute. The second example shows how to count the number of words when the student read down the columns and across several rows in one minute. The third example shows how to count the number of words when the student read the entire list down and across and started reading down the columns again before the one-minute timer sounded.

*Example 1: Student read down the columns only.*

**Practice the Word List (short a)<sup>5</sup>**

	5	10	
15	job	land	lat
18	cab	and	fat
21	crab	sand	at
24	tab	band	cat
27	lab	hand	rat
30			

Practice 1: 14    Practice 2: \_\_\_\_\_    Practice 3: \_\_\_\_\_    Passed: \_\_\_\_\_

**Write the Words<sup>6</sup>**

6. \_\_\_\_\_    7. \_\_\_\_\_    8. \_\_\_\_\_

Number Correct: \_\_\_\_\_

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Phonics Level 0.8—Word Families/Short Vowels  
Story 7, A Crab (short a)

Notice the vertical line after the word *cat*. The student only read down the columns to the word *cat* before the timer sounded. To find the number of words read, the student started with the number at the top of the last column (10), because the student was reading down that column when the timer sounded. Beginning with this number, the student counted the words down the column, stopping at the last word read (14).

Example 2: Student read down the columns and across several rows.

**Practice the Word List (all, aw, au)<sup>11</sup>**

		7	14
21	all	saw	launch
24	hall	raw	paunch
27	pall	law	haunt
30	tall	lawn	taunt
33	stall	yawn	pause
36	small	dawn	cause
39	ballpark	drawn	because
42			

Practice 1: 35 Practice 2: \_\_\_\_\_ Passed: \_\_\_\_\_

**Write the Words<sup>12</sup>**

6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_

Number Correct: \_\_\_\_\_

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Phonics Level 2.3—R-Controlled and Other Letter Combinations  
Story 2, The Awful Shuttle Launch (all, aw, au)

**1** During the one-minute practice timing, the student read down the columns and across several rows.

**2** When the timer sounded, the student drew a vertical line after the last word read in this row.

**3** The student started counting from the number on the left-hand side of the row (33) and counted across to the last word read (35).

Notice the vertical line after the word *yawn*. The student read down all the columns and across several rows. The student read the word *yawn* as the timer sounded. To find the number of words read, the student started at the number on the left-hand side of the row (33), because the student was reading across that row when the timer sounded. Beginning with this number, the student counted the words across the row, stopping at the last word read (35).

Example 3: Student read down and across and began reading down the columns again before the timer sounded.

**Practice the Word List (fl, sl, gl)<sup>11</sup>**

		7	14
21	float	slide	glide
24	fleet	slime	glade
		slope	glaze
		sleep	glare
33	flume	sleet	gleam
36	flame	sleek	glee
39	flake	sleeve	glue
42			

Practice 1: 51 Practice 5: \_\_\_\_\_ Passed: \_\_\_\_\_

**Write the Words<sup>12</sup>**

6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_

Number Correct: \_\_\_\_\_

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4

Phonics Level 1.8—Blends and Digraphs  
Story 2, What Is a Glacier? (fl, sl, gl)

**1** The student read all the words down and across and then started reading down the columns again until the timer sounded.

**2** When the timer sounded, the student drew a vertical line after the last word read in this column.

**3** The student noted the total number of words read down and across (42).

**4** The student started counting from the number at the top of the column (7) and counted down to the last word read (9).  
42 (words read down and across)  
+ 9 (words read second time)  
51 (words read in one minute).

Notice the vertical line after the word *slime*. The student read down every column and across every row, and then the student started reading down the columns again. The student read the word *slime* as the timer sounded. To find the number of words read, the student started with the number below the last row (42), which indicated all of the words were read going down the columns and then across the rows. Next, the student looked at the number at the top of the column with the last word read (7). Beginning with this number, the student counted the words down the column, stopping at the last word read (9). To calculate the wcpm, the student added 9 to 42:  $9 + 42 = 51$ .

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