

READ NATURALLY SE

User Guide

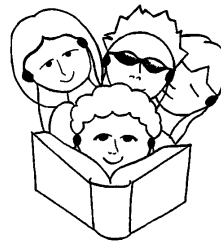


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Chapter 1—General Information

This chapter provides general information about READ NATURALLY SE. This chapter includes the following topics:

- The READ NATURALLY Strategy
- READ NATURALLY Results
- Benefits of READ NATURALLY SE
- System Requirements
- System Configuration
- Licensing Information
- READ NATURALLY Levels Available

The READ NATURALLY Strategy

The READ NATURALLY strategy combines the research-proven strategies of teacher modeling, repeated reading, and progress self-monitoring to develop reading fluency.

Teacher Modeling

The student reads along while listening to a fluent reader read the story the student has selected. This step helps students learn unknown words and encourages proper pronunciation, expression, and phrasing.

Repeated Reading

The student practices reading the story until s/he can read it at his/her predetermined goal rate. Mastering the story allows the student to build fluency and confidence.

Progress Monitoring

The student views a graph of the number of words read correctly before practicing and then again after practicing. The graph provides proof of the student's progress, motivating him/her to continue to read and improve.

READ NATURALLY Results

Students all over the country have made significant improvements in reading fluency and in comprehension scores using the READ NATURALLY strategy. A number of case studies provide evidence of these successes. If you would like more information about the results of using the READ NATURALLY strategy, contact READ NATURALLY.

In addition to significantly improving fluency and comprehension, the READ NATURALLY strategy positively impacts other areas of student development. Improvements include the following:

- Increases self-esteem and confidence.
- Gets students excited about reading.
- Encourages students to take responsibility for their own successes.
- Reduces behavior problems.

Benefits of READ NATURALLY SE

READ NATURALLY SE (Software Edition) provides the same powerful strategy and the same high-interest stories used with READ NATURALLY ME (Masters Edition) in a software version. READ NATURALLY SE offers the following benefits:

- Automatically leads students through each step of the strategy.
- Provides teachers with a powerful tool to track individual student progress, as well as the progress of groups of students.
- Eliminates the need for cassettes, cassette players, timers, reading guides, pencils, graphs, and duplicating blackline masters.
- Provides a solution for parents who would like their children to use READ NATURALLY in the home.

System Requirements

To use the READ NATURALLY SE applications, you must meet the following minimum hardware and software requirements.

Windows

- Windows 95 or higher
- 200 MHz or faster
- 32 MB RAM
- 10 MB hard disk space
- CD-ROM drive
- 800 x 600 screen resolution
- Internet Explorer 5.0 or higher
(included on the Installation CD)

Macintosh

- OS 9
- 200 MHz or faster
- 64 MB RAM
- 15 MB hard disk space
- CD-ROM drive
- 800 x 600 screen resolution
- Internet Explorer 5.0 or higher
(included on the Installation CD)

System Configuration

READ NATURALLY SE consists of two applications. The applications are available for both Windows and Macintosh operating systems. You can run the applications locally on individual computers (stand-alone installation) or from a server in a network environment (network installation).

Application	Description
Teacher Management System	<p>Teachers use this application to manage student, teacher, and class information, define student story options, place students in the appropriate level, and track student progress.</p> <p>With a stand-alone installation, you run this application from the computer's hard drive and update a set of data files on the hard drive. With a network installation, you run this application from a client workstation and update a set of data files on a network drive on the server.</p>
Student Stories	<p>Students use this application when working with stories in their reading levels.</p> <p>With a stand-alone installation, you run this application from the computer's hard drive, run the stories from the CD drive (using a separate CD for each level), and update a set of data files on the hard drive. With a network installation, you run this application from a client workstation, run the stories from either the workstation's CD drive or a network drive, and update a set of data files located on a network drive on the server.</p>

Licensing Information

When you purchase READ NATURALLY SE, your software license includes the following:

- An installation CD.
- A separate CD for each level you purchased.

During the installation process, you must activate each level you purchased by entering a separate license number. You will find a list of license numbers with your CDs. If you purchase additional levels at a later date, you must run the installation program again and enter the additional license numbers to activate the new levels. The installation program will add the new levels to your setup without modifying any of your existing information.

Under the terms of your license agreement, you have permission to use only the levels you purchased with the number of users you licensed. It is illegal to duplicate the READ NATURALLY SE CDs or reproduce the READ NATURALLY SE documentation.

Note: By opening the CD bag, you agree to the terms of the software license and limited warranty agreement. Before opening the bag, please verify that the software is appropriate for your system configuration and your curriculum needs.

For more information about licensing restrictions, see the READ NATURALLY Software Edition License Agreement. For more information about the installation process, see the Installation Guide.

Levels Available

You can purchase the following READ NATURALLY SE levels.

Sequenced Levels	Phonics Levels
1.0	.8
1.5	1.3
2.0	1.8
2.5	2.6
3.0	2.7
3.5	
4.0	
4.5	
5.0	
5.6	
6.0	
7.0	

Chapter 2—Getting Help

This chapter provides information about how you can get help when you have questions about using the READ NATURALLY SE applications. This chapter includes the following topics:

- Using the Online Help
- Using this Guide
- Contacting READ NATURALLY

Using the Online Help

If you have questions while using READ NATURALLY SE, you can use the online help. Two types of online help are available:

- Help Tips
- Help Topics

Help Tips

The help tips provide a brief explanation of each item that displays on a screen.

- To view the help tips, select Show Help Tips from the RN Help menu and then hold the cursor over the name of the item for which you want help. A help description displays in a pop-up window.
- To turn off the help tips, select Hide Help Tips from the RN Help menu.

Using the Online Help, continued

Help Topics

The help topics provide information designed to help you work with READ NATURALLY SE. You can access a variety of information, including step-by-step procedures, overview topics, and troubleshooting topics.

To open the help topics, select Help Topics from the RN Help menu. The help opens in a browser window. From this window, you can locate information using the Contents, Index, and Search tabs.

Tab	Description
Contents	Allows you to locate help topics using a set of expandable and collapsible books. This option is equivalent to a book's table of contents.
Index	Allows you to locate help topics using an alphabetized list of keywords. This option is equivalent to a book's index.
Search	Provides full-text search capabilities. To search, enter a word or phrase and press the Enter key. The search locates all occurrences of the word or phrase throughout the entire help system and displays a list of help topics.

Using this Guide

The READ NATURALLY SE User Guide is intended to help you become familiar with the application's basic functionality. You can find the following types of information:

- Topic overviews
- Step-by-step procedures
- Report definitions
- Troubleshooting information

Note: This guide does not contain all the information available in the online help (e.g., report field definitions). For comprehensive information, you should use the online help.

Note: This guide does not contain installation instructions. For more information, see the Installation Guide.

Tip: The online help's table of contents and index follows the same organization as this guide. To help you locate the help topics you need, the online help also includes full-text search capabilities.

Contacting READ NATURALLY

You can contact READ NATURALLY using the information below.

Telephone	651-452-4085 800-788-4085
Fax	651-452-9204
Email	info@readnaturally.com—For general questions. support@readnaturally.com—For technical assistance.
Web	www.readnaturally.com
Office Hours	Monday through Friday 9:00 A.M. to 5:00 P.M. Central Standard Time

Chapter 3—Getting Started

This chapter provides information about how to get started using READ NATURALLY SE. This chapter includes the following topics:

- Gathering Materials
- Setting Up Your Workspace
- Lesson Plan to Introduce READ NATURALLY SE

Gathering Materials

To use READ NATURALLY SE, you need the items listed below.

- Computer workstation(s)
- Headphones
- Appropriate level CD for each student (unless you copied the stories to your server)
- Answer Guide(s) for those who will pass students
- READ NATURALLY SE poster (optional)
- Student folders for copies of the stories, awards, results, etc. (optional)

READ NATURALLY sells headphones, additional Answer Guides (one copy is complimentary), and posters. For more information, contact READ NATURALLY.

Setting Up Your Workspace

You can use READ NATURALLY SE in a variety of settings:

- Classroom
- Media center
- Computer lab

You need to set up your workspace differently depending on whether you install the applications on individual computers (stand-alone setup) or on a server (network setup). With either option, it is helpful to hang a READ NATURALLY SE poster in the room and to make Answer Guides available in a central location.

Stand-Alone Setup

If you installed READ NATURALLY SE on individual computers, you need to make the CDs for the appropriate levels available to each student. If you have multiple students working in the same level, you may want to purchase enough CD albums to divide the CDs according to level. You can also group the CDs within an album by color (they are color-coded by level). We recommend labeling the spine of the CD albums to indicate which level(s) are included.

In a stand-alone setup, each student should use the Student Stories application on the same computer every time to keep all of his/her results in one place.

Network Setup

If you installed READ NATURALLY SE on a server, the student may or may not need access to the CDs.

If you copied the stories from the CD to the server during the installation process,

Setting Up Your Workspace, continued

the CD for the level in use does not need to be in the CD drive of the student's computer. In this situation, simply make sure that the Student Stories shortcut is available on the computers where students will use the Student Stories application.

If you did not copy the stories from the CD to the server during the installation process (e.g., due to availability of drive space), the CD for the level in use does need to be in the CD drive of the student's computer. In this situation, you need to make the CDs for the appropriate levels available to each student (as with the stand-alone setup).

In a network setup, all student results are stored on a server. As a result, students can use the Student Stories application on any computer connected to the network and set up to run the Student Stories application.

Poster

You can hang a READ NATURALLY SE poster on the wall near the computers where the students will work. The poster helps the students understand the process and provides them with helpful tips for using the Student Stories application.

Answer Guide

You should make Answer Guides available in a central location where each individual who will pass students can locate one (e.g., teaching assistants, volunteers). The Answer Guide includes the answers to all the open-ended questions for all the READ NATURALLY SE levels. You need to correct the open-ended questions during the Pass step. If you need additional Answer Guides, you can order extra copies from READ NATURALLY.

Lesson Plan to Introduce READ NATURALLY SE

Before asking students to begin working independently, you may want to demonstrate the Student Stories application and walk through the steps of the process together. To demonstrate, you can work through one or two stories together.

Setting Up the Lesson

For the purpose of the demonstration, you can set yourself up as a student and set your story options to an appropriate level, goal, etc. You can delete yourself as a student after the demonstration. For more information, see Adding Students, Defining Student Story Options, and Deleting Students in the Using the Teacher Management System chapter.

First Demonstration

Opening Student Stories

- 1 Show the students how to open the Student Stories application. Make sure they see what the icon looks like and how to open the program.
- 2 Show the students how to enter a password, click the Enter button, and verify who they are. Explain that they will each have their own password.

Select a Story Step

- 1 Select a story to read. Show the students how the selected story is outlined in blue.
- 2 Explain as you demonstrate that they must click the story, click the Open Story button, and then verify that the Student Stories application opened the correct story.

Lesson Plan to Introduce READ NATURALLY SE, continued

Prior Knowledge Step

- 1 Look at the title and picture. Discuss what the story might say about the topic.
- 2 Show the students how to type their thoughts into the text box. Use this opportunity to teach how the text boxes work. For more information, see Typing in Text Boxes in the Using the Teacher Management System chapter.
- 3 Click the Next button to continue to the Cold Timing step. Explain to the students that they will often need to click the Next button to go to the next screen.

Cold Timing Step

- 1 Explain that the Student Stories application will time them for one minute as they read the story.
- 2 Explain what the reading guide will do, and show how to turn it on and off using the Reading Guide button.
- 3 Point out the light bulb/question mark button in the upper left-hand corner, and demonstrate how it repeats the verbal directions. Explain that the icon is available throughout the process.
- 4 Click the Start button, explaining to the students that they will click on this Start button when they are ready to begin reading. Instruct them to read the story aloud, but quietly. At this point, you may want to point out the reading guide again. If you turned it on, they can see what it looks like.

Lesson Plan to Introduce READ NATURALLY SE, continued

- 5 Tell the students that as they read they should click on the words they are unsure of. Click on a word to demonstrate how the unknown words display in the difficult words list on the left-side of the screen.
- 6 When the timer sounds, show the students how to click on the last word read and click the Next button.
- 7 When the cold timing graph displays, point out that the graph fills in blue to the number of words read in a minute. Click the Next button to continue to the Read Along step.

Read Along Step

- 1 Explain to the students that they will read along with the story three times (or how ever many times you determine).
- 2 Click the Start button to begin the first reading. Point out that the sentence displays in blue as the narrator reads it.
- 3 Show the students that they can tell how many more times to read along by looking at the message at the bottom of the screen. At the end of the first read along, point out that the number of read alongs in the message was reduced by one.
- 4 Begin another read along, and show the students that they can stop if necessary by clicking on the Stop sign above the story. Point out that the number of read alongs was not reduced this time because you did not complete the read along.
- 5 After completing all the required read alongs, tell the students that they can read along again if they think it's necessary. Otherwise, they can click the Next button to continue to the Practice step.

Lesson Plan to Introduce READ NATURALLY SE, continued

Practice Step

- 1 Explain to the students that they will practice the story until they can read it at their goal rate. You can tell each student his/her goal or tell all the students that you will inform them of their goals later.
- 2 Show the students how to click the Start button to begin practicing. You should practice without reaching the goal the first couple of times.
- 3 Show the students that the practice scores display at the bottom of the screen so they can tell when they are getting closer to the goal. You may want to turn off the reading guide for one of the practice readings so the students can see what it looks like when the reading guide is off.
- 4 If you demonstrate with level 5.6 or above, show the students how to move between the two pages of the story by clicking the green arrow at the bottom of the screen. If you demonstrate with level 5.0 or below, click the Stop button under the difficult words box before the timer sounds to show the students that they can use this button when they finish reading the story before the minute is up. When you reach the goal, click the Next button to continue to the Questions step.

Exiting Before Finishing a Story

- 1 Exit the program, and explain to the students that they can exit the program at any point if the class period ends while they are in the middle of a story.
- 2 Re-enter the program. Show the students that the unfinished story is highlighted in green, and they must select it.

Lesson Plan to Introduce READ NATURALLY SE, continued

- 3 Point out that the Student Stories application brings them back to the point where they left off in the story.

Questions Step

- 1 Answer the questions, making sure the students understand the mechanics of answering each type of question (e.g., click the letter for multiple choice, click the word that belongs in the highlighted line for fill in the blank, type in the text box for open-ended questions). The question format depends on the level.
- 2 Answer one of the questions incorrectly to demonstrate how the Student Stories application asks the students to reanswer any questions that they answered incorrectly. Explain that they cannot pass until they answer all the questions correctly.

Retell Step

- 1 Tell the students that after they answer the questions, they will write a retell.
- 2 Discuss what the story was about.
- 3 Show the students how to click on the picture to see the story one last time. Explain that they can return to the story only once before completing the retell. After closing the story, point out that clicking on the picture no longer works.
- 4 Type a retell. If you will have requirements for the retell (e.g., at least three ideas), explain them to the students. Click the Next button to continue to the Pass step.

Lesson Plan to Introduce READ NATURALLY SE, continued

Pass Step

- 1 Point out that a red flag displays on the screen to alert you that it's time to pass the story. Tell the students that they should continue practicing while they wait for you to come over to them.
- 2 Begin a practice timing. Stop the practice timing by clicking on the clock above the story.
- 3 Select the Go to Pass Section option from the Pass menu, and enter your teacher password. You may want to select this option and enter your password without commenting about what you are doing. If you provide too much information, you may increase the students' interest in trying to pass themselves.
- 4 Tell the students that for the pass timings you will click the Start button when you hear them begin to read. At the end of the one-minute timing, click on the last word read, enter the number of errors and the expression rating, and correct the open-ended question(s). You may want to fail one of the criteria needed to pass to show the students what will happen if they don't pass the first time. For more information, see *When a Student Does Not Pass* in the *Using the Student Stories Application* chapter.
- 5 Once you pass all of the criteria, the final timing graph displays. Point out that the graph displays the number of words read correctly and fills in the space between the cold timing number and the passing number in red.
- 6 Click on the Graph of All Stories button. Show the students that the stories they passed in the level will all display on the graph so they can see their progress from story to story. (Before the demonstration, you may want to pass a different story in the level so that the graph displays more than one story.)

Lesson Plan to Introduce READ NATURALLY SE, continued

- 7 Click on the New Story button to show the students that after passing a story, they begin the process again.

Second Demonstration

If you have the resources, running through the steps a second time with each student at his/her computer may further increase his/her understanding of the program. If you do a hands on demonstration, you need to set up each student's story options for the level they will use during the demonstration. Once you finish, delete each story used during the demonstration so those stories do not show up in your official report results. For more information, see Deleting Stories in the Using the Teacher Management System chapter.

Chapter 4—Using the Teacher Management System

This chapter provides information about using the READ NATURALLY SE Teacher Management System. This chapter includes the following topics:

- Opening the Teacher Management System
- Closing the Teacher Management System
- Teacher Management Entry Overview
- Typing in Text Boxes
- Working with Teacher Information
- Working with Class Information
- Working with Student Information

Opening the Teacher Management System

- 1 Open the READ NATURALLY folder.
- 2 Double-click the RNMgmt program.
- 3 Enter your teacher password and click Enter.

Note: The "rnse" password becomes invalid once you enter a teacher. Before you close the application, make sure you know at least one teacher password. The next time you open the Teacher Management System, you must use one of your own teacher passwords.

Note: If you forget your password and the "rnse" password no longer works, contact READ NATURALLY for another password.

Closing the Teacher Management System

To close the Teacher Management System, do one of the following:

- Click the Exit button in the lower-right corner of the Main Menu screen.
- Select Exit from the File menu.
- Enter Ctrl+Q (Windows) or ⌘-Q (Macintosh).

Each time you close the Teacher Management System, the application will remind you to back up the data files. For more information, see [Backing Up the Data Files](#) in the System Administration chapter.

Teacher Management Entry Overview

The Teacher Management System allows you to manage student and class information, define student story options, place students in the appropriate levels, and track student progress.

Before students can begin using the Student Stories application, you must enter information in the Teacher Management System in the order listed below.

- 1 Add teachers. You must add at least one teacher before you can add a class.
- 2 Add classes, assigning a teacher to each class. You must add at least one class before you can add a student.
- 3 Add students, assigning a class and teacher(s) to each student.
- 4 Place students using the Placement program.
- 5 Define each student's story options (e.g., reading level, goal).

Typing in Text Boxes

Use the keys below to move around and edit text when doing the following:

- Typing notes about students and teachers in the Teacher Management System.
- Typing prior knowledge, answers to open-ended questions, and retells in the Student Stories application.

Key	Description
Home	Moves to the beginning of the text.
End	Moves to the end of the text.
Backspace	Moves backward and deletes text.
Delete	Moves forward and deletes text.
Arrows	Move backward and forward.

Working with Teacher Information

After opening the Teacher Management System, click the Teachers button. A list of all the existing teachers displays. You can click the table headings to sort the list of teachers according to a specific column. If multiple pages of teachers exist, you can use the <Back Page and Next Page> buttons to scroll through each page of teachers.

From the Teachers screen, you can do the following:

- Add Teachers
- Edit Teachers
- Delete Teachers
- View Teacher Scores/Reports

Adding Teachers

- 1 After opening the Teacher Management System, click the Teachers button.
- 2 Click the Add Teacher button.
- 3 Enter information about the teacher. The required fields display in blue. For more information, use the help tips.

Tip: The teacher's password must be 3-10 characters long. For simplicity, you may want to assign passwords using the first letter of the teacher's first name followed by the teacher's last name (e.g., John Smith's password would be "jsmith").



The screenshot shows a web-based form titled "Please enter teacher information below." with a "Hide Help" button in the top right. The form contains the following fields: "Teacher ID" (required, empty), "First Name" (required, "John"), "Middle" (empty), "Last Name" (required, "Anderson"), "Phone" (161-555-5555), and "Password" (required, "janderson"). Below these is the "Teacher Type" section with radio buttons for "Homework Teacher" (selected), "Reading Teacher", and "Volunteer/Tutor". A note on the right says "Note: Select one of the three options." At the bottom are "Save", "Add Notes", and "Cancel" buttons.

Note: If you set the Teacher Type field to volunteer/tutor, there are some limitations involved. The volunteer/tutor has access to run reports and change story options for students. However, they currently do not have any add/edit/delete access.

- 4 If applicable, click the Add Notes button to enter any notes or comments about the teacher, and then click the Back button. When entering notes, you can use the Home, End, Backspace, Delete, and arrow keys to move around and edit text. For more information, see Typing in Text Boxes in this chapter.
- 5 Click the Save button.
- 6 Click yes to add another teacher. Click no to return to the Teachers screen.

Editing Teachers

- 1 After opening the Teacher Management System, click the Teachers button.
- 2 Click the name of the teacher to edit.
- 3 Click the Edit Teacher button.
- 4 Edit the teacher information as necessary. If applicable, click the Edit Notes button to edit the comments about the teacher. For more information, use the help tips.
- 5 Click the Save button.

Deleting Teachers

You cannot delete a teacher if students are already assigned to that teacher. Before you can delete a teacher, you must reassign his/her students to another teacher by editing student information. For more information, see Editing Students in this chapter.

- 1 After opening the Teacher Management System, click the Teachers button.
- 2 Click the name of the teacher to delete.
- 3 Click the Delete Teacher button.
- 4 Click yes to verify the deletion.

Viewing Teacher Scores/Reports

- 1 After opening the Teacher Management System, click the Teachers button.
- 2 Click the name of the teacher for whom you want to view a report. If you want to run the Teacher List Report, you do not need to select a teacher.
- 3 Click the Scores/Reports button.
- 4 Click the report to view. Options are as follows:
 - Student Enrollment
 - Level Report
 - Quiz Report
 - Needs Report
 - Retell Report
 - Expression Report
 - Accuracy Report
 - Teacher List
- 5 If sort options are available, click a sort option for the report and then click the View Report button.

Result: The report opens in a browser window. You can use the options available within the browser to view and print the report.

Tip: If the report does not fit on your screen, you can change your browser settings to see more of the report. For more information, see Logistics in the Troubleshooting chapter.

Working with Class Information

After opening the Teacher Management System, click the Classes button. A list of all the existing classes displays. You can click the table headings to sort the list of classes according to a specific column. If multiple pages of classes exist, you can use the <Back Page and Next Page> buttons to scroll through each page of classes.

From the Classes screen, you can do the following:

- Add Classes
- Edit Classes
- Delete Classes
- View Class Scores/Reports

Note: Before you can open the Classes screen, you must add at least one teacher. For more information, see Working with Teacher Information in this chapter.

Adding Classes

- 1 After opening the Teacher Management System, click the Classes button.
- 2 Click the Add Class button.
- 3 Enter the class name.
- 4 If applicable, enter the sections in the class. To add a section, click the Add Section button, enter the section name, and click the Save button. To edit a section, click on the name of the section and then click the Edit Section button.
- 5 Select the teacher to assign to the class from the drop-down list. To add teachers, go back to the main menu and select Teachers.
- 6 Click the Save button.
- 7 Click yes to add another class. Click no to return to the Classes screen.



The screenshot shows a web application window titled "Read Naturally Teacher Management". The main heading is "Please enter class information below." with a "Hide Help" button to the right. Below the heading, there are several input fields: "Class Name" (containing "Reading"), "Teacher ID" (containing "1"), "Sections" (a list box containing "Group 1" and "Group 2"), and "Teacher Name" (containing "Anderson"). At the bottom of the form, there are four buttons: "Save", "Add Section", "Edit Section", and "Cancel".

Editing Classes

- 1 After opening the Teacher Management System, click the Classes button.
- 2 Click the name of the class to edit.
- 3 Click the Edit Class button.
- 4 Edit the class information as necessary. For more information, use the help tips.
- 5 Click the Save button.

Deleting Classes

You cannot delete a class if students are already assigned to that class. Before you can delete a class, you must reassign the students in the class to another class by editing student information. For more information, see [Editing Students](#) in this chapter.

- 1 After opening the Teacher Management System, click the Classes button.
- 2 Click the name of the class to delete.
- 3 Click the Delete Class button.
- 4 Click yes to verify the deletion.

Note: When you delete a class, you also delete the sections in that class.

Viewing Class Scores/Reports

- 1 After opening the Teacher Management System, click the Classes button.
- 2 Click the name of the class for which you want to view a report. If you want to run the Class List Report, you do not need to select a class.
- 3 Click the Scores/Reports button.
- 4 Click the report to view. Options are as follows:
 - Student Enrollment
 - Level Report
 - Quiz Report
 - Needs Report
 - Retell Report
 - Expression Report
 - Accuracy Report
 - Class List
- 5 If sort options are available, click a sort option for the report and then click the View Report button.

Result: The report opens in a browser window. You can use the options available within the browser to view and print the report.

Tip: If the report does not fit on your screen, you can change your browser settings to see more of the report. For more information, see Logistics in the Troubleshooting chapter.

Working with Student Information

After opening the Teacher Management System, click the Students button. A list of all the existing students assigned to your classes displays. You can click the Show All Students button to expand the list to show all students. You can also click the table headings to sort the list of students according to a specific column. If multiple pages of students exist, you can use the <Back Page and Next Page> buttons to scroll through each page of students.

From the Students window, you can do the following:

- Add Students
- Edit Students
- Delete Students
- Place Students
- Delete Stories
- Define Student Story Options
- View Student Scores/Reports
- Create Awards
- Create Parent Letters

Note: Before you can open the Students screen, you must add at least one teacher and class. For more information, see *Working with Teacher Information* and *Working with Class Information* in this chapter.

Adding Students

- 1 After opening the Teacher Management System, click the Students button.
- 2 Click the Add Student button.
- 3 Enter information about the student. The required fields display in blue. For more information, use the help tips.

Tip: The student's password must be 3-10 characters long. For simplicity, you may want to assign passwords using the first letter of the student's first name followed by the student's last name (e.g., Mary Larson's password would be "mlarson").

The screenshot shows a web form titled "Please enter student information below." with a "Hide Help" button in the top right. The form is divided into two columns. The left column contains fields for Student ID (with a blue "Required" label), First Name (with "Carr" entered), Middle Initial, Last Name (with "Johnson" entered), Address, City, State, Postal Code, Phone, and Password (with "mlarson" entered). The right column contains fields for Grade (with "3" entered), Class (with "Reading" entered), Section (with "Group 1" entered), Homeroom Teacher ID (with "1" entered), Reading Teacher ID (with "0" entered), and Volunteer/Tutor ID (with "0" entered). A note next to the Reading Teacher ID field states "Note: At least one teacher ID is required." Below these fields are checkboxes for "Characteristics": Male, Female (checked), EDL, ELL, EFL, Title I, Learning Disabled, Special Education, Extended Day Student, and Other. At the bottom of the form are three buttons: "Save", "Add Notes", and "Cancel".

- 4 If applicable, click the Add Notes button to enter any notes or comments about the student and then click the Back button. When entering notes, you can use the Home, End, Backspace, Delete, and arrow keys to move around and edit text. For more information, see Typing in Text Boxes in this chapter.

Adding Students, continued

5 Click the Save button.

Note: If you add students assigned to other teachers' classes, they may not display on the Students screen. This screen displays only the students assigned to your classes. To see all students, click the Show All Students button.

6 Click yes to add another student. Click no to return to the Students screen.

Editing Students

- 1 After opening the Teacher Management System, click the Students button.
- 2 Click the name of the student to edit.
- 3 Click the Edit Student button.
- 4 Edit the student information as necessary. If applicable, click the Edit Notes button to edit the comments about the student. For more information, use the help tips.
- 5 Click the Save button.

Deleting Students

- 1 After opening the Teacher Management System, click the Students button.
- 2 Click the name of the student to delete.
- 3 Click the Delete Student button.
- 4 Click yes to verify the deletion.

Placing Students

Before you enter a student's story options in the Teacher Management System, you must place the student in the appropriate reading level and determine a goal. Placing students in the appropriate level is important to their ultimate success. The level must provide the student with sufficient challenge while allowing him/her to build confidence through success.

To help determine the appropriate level and goal, you should use the placement program to test the student using stories from multiple levels. After testing the student, the program provides a reading level and goal recommendation based on the results.

- 1 After opening the Teacher Management System, click the Students button.
- 2 Click the name of the student to place.
- 3 Click the Place Student button.
- 4 Enter the student's estimated reading level, and then click the Continue button.
- 5 Select the story from the level in which you want to test the student, click the Next button, and then click yes to verify your selection. A sample story from the selected level displays.
- 6 Click the Start button when the student begins reading the story.
- 7 Listen to the student read for one minute, and count any errors to yourself. For more information about determining errors, see Counting Words Correct Per Minute in the Using the Student Stories Application chapter.
- 8 When the timer sounds, click on the last word the student read. If the student finishes reading before the timer sounds, click the Stop button.

Placing Students, continued

9 Enter the number of errors, click OK, and then click the Next button.

Result: The placement program analyzes the results and either recommends a level and goal or recommends that you test the student in a higher or lower level.

10 If the placement program makes a level and goal recommendation, click OK to accept the recommendation, verify the correct level and goal defaults to the student's story options, and then click the Save button. If the placement program does not make a recommendation, continue testing the student at different levels until the placement program makes a recommendation. To test the student with another story, click the New Story button. If you feel you have enough information to place the student on your own without a recommendation, click the Change button, enter the level and goal manually, and then click the Save button.

Note: If the placement program recommends placing the student in level 3.0 or below, you can click the Phonics button on the Recommendation screen to place the student in a phonics level. For more information, see Placing Students in Phonics Levels in the Determining Levels and Goals chapter.

Deleting Stories

If a student is struggling with a story and cannot pass it, you can delete the story from his/her set of stories. Deleting a story deletes all the student's work on the story and resets it as new, allowing the student to skip it and move on to a new story. Students can then try the story again at a later time. **USE WITH CAUTION.**

- 1 After opening the Teacher Management System, click the Students button.
- 2 Click the name of the student for whom you want to delete a story.
- 3 Click the Delete Stories button. A list of all the stories on which the student has worked in the current level displays.
- 4 Click the name of the story to delete. The selected story displays in red.
- 5 Click the Delete Story button.
- 6 Click yes to verify the deletion.

Tip: You can click on the Delete All button to reset all the stories in the level as new. This option may be useful if you want a student to continue working in the level and complete the passed stories a second time.

Defining Student Story Options

The story options you enter for a student define how the Student Stories application works for that student. Story options include the reading level, goal, number of times the student must read along, read along speed, and the retell time limit.

- 1 After opening the Teacher Management System, click the Students button.
- 2 Click the name of the student for whom you want to define story options.
- 3 Click the Story Options button.

The screenshot shows a window titled "Read Naturally Teacher Management" with a sub-window titled "Story Options". The sub-window has a "Hide Help" button in the top right. Below the title, it says "Level 2.0" and "Individual student options for: Carrie Johnson". There are several input fields and radio button options:

- Goal:** A text box containing "80".
- Required Listening:** A text box containing "3".
- Level:** A text box containing "2.0".
- Retell Time:** A text box containing "5".
- Set:** Three radio button options: "Set 1", "Set 2", and "Auto".
- Speeds:** A table with three columns: "First speed", "Second speed", and "Third speed". Each column has three radio button options: "Original Speed", "10% increase", and "20% increase".

At the bottom of the dialog are "Save" and "Cancel" buttons.

- 4 Enter the reading rate goal for the student. To help determine the appropriate reading rate goal, you should test the student using the placement program. For more information, see *Placing Students* in this chapter. If you already tested the student and accepted the placement program's recommendation, a goal automatically defaults.

Defining Student Story Options, continued

- 5 Enter the reading level for the student. To help determine the appropriate reading level, you should test the student using the placement program. For more information, see *Placing Students* in this chapter. If you already tested the student and accepted the placement program's recommendation, a level automatically defaults.
- 6 Select the set of stories the student should read. READ NATURALLY recommends the Auto option, which includes both sets and automatically moves from set 1 to set 2.
- 7 Enter the number of times the student must listen during the Read Along step (0 to 6 times). READ NATURALLY recommends 3 times.
- 8 Select the speed(s) to use during the Read Along step. If the student must listen more than 3 times, the highest speed applies to each subsequent listening. READ NATURALLY recommends using the original speed first, then a 10% increase, and finally a 20% increase.
- 9 Enter the time limit for the Retell step (in minutes). READ NATURALLY recommends 5 minutes.
- 10 Click the Save button.

Viewing Student Scores/Reports

- 1 After opening the Teacher Management System, click the Students button.
- 2 Click the name of the student for whom you want to view a report. If you want to run the Student Enrollment Report, you do not need to select a student.
- 3 Click the Scores/Reports button.
- 4 Click the report to view. Options are as follows:
 - Student Enrollment
 - Fluency Report
 - Question Report
 - Student Summary
 - Retell Report
 - Expression Report
 - Accuracy Report
 - Graph of Stories
- 5 If sort options are available, click a sort option for the report and then click the View Report button.

Result: The report opens in a browser window. You can use the options available within the browser to view and print the report.

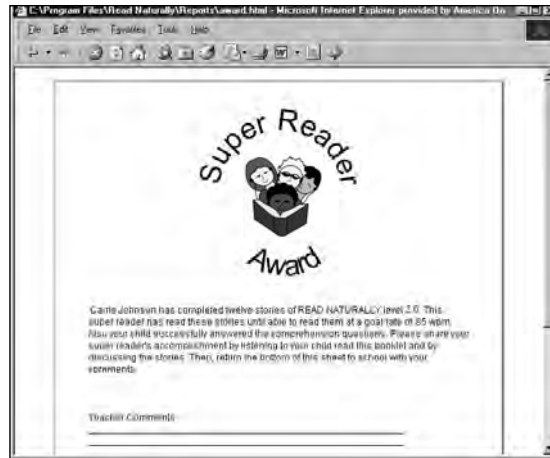
Tip: If the report does not fit on your screen, you can change your browser settings to see more of the report. For more information, see Logistics in the Troubleshooting chapter.

Creating Awards

You can use awards to keep parents involved in the learning process. After a student passes 12 stories in a level, you may want to create an award to give to his/her parents. You can staple printed copies of the stories together, attach the award as a cover letter, and ask the student to take the booklet of stories home to read and discuss with his/her parents. Parents can then sign the award, and the student can then return the tear-off portion to you.

- 1 After opening the Teacher Management System, click the Students button.
- 2 Click the name of the student for whom you want to create an award.
- 3 Click the Awards/Letter button.
- 4 Click the type of award to create. You can select from two different styles.

Result: The award opens in a browser window and includes the student's name, current goal, and current level. You can use the options available within the browser to view and print the award.



Creating Parent Letters

When a student begins working with the READ NATURALLY program, you may want to create a letter to give to his/her parents that introduces the program.

- 1 After opening the Teacher Management System, click the Students button.
- 2 Click the name of the student for whom you want to create a letter.
- 3 Click the Awards/Letter button.
- 4 Click the Parent Letter button.

Result: The letter opens in a browser window and includes the current date, the student's name, and the teacher's name. You can use the options available within the browser to view and print the letter.



Chapter 5—Determining Levels and Goals

This chapter provides information about how to determine reading levels and goals for your students. This chapter includes the following topics:

- Identifying Students Who Need Fluency Training
- Levels
- Goals
- Placing Students
- Placing Students in Phonics Levels
- Placement Table
- Monitoring Progress
- Adjusting Goals
- Adjusting Levels

Identifying Students Who Need Fluency Training

Students who read slowly and laboriously need to improve their fluency. You can use the information in the table below to draw conclusions and make decisions about the oral reading fluency of your students. Students scoring significantly below the 50th percentile using the average score from two unpracticed readings from grade-level materials need a fluency building program (like READ NATURALLY).

Identifying Students Who Need Fluency Training, continued

Oral Reading Fluency Norms

Jan Hasbrouck and Gerald Tindal published the results of a compilation of studies of oral reading fluency in the 1992, spring edition of *Teaching Exceptional Children*. The name of the article is "Curriculum-Based Oral Reading Fluency Norms for Students in Grades 2 through 5." The data was collected on 7,000 to 9,000 students from five western and midwestern states. The table below provides the median oral reading fluency for students in grades 2 through 5 as determined by the data.

Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
2	75	82	106	124
	50	53	78	94
	25	23	46	65
3	75	107	123	142
	50	79	93	114
	25	65	70	87
4	75	125	133	143
	50	99	112	118
	25	72	89	92
5	75	126	143	151
	50	105	118	128
	25	77	93	100

WCPM = Words correct per minute

50th percentile for upper grades: 125-150 WCPM

Levels

READ NATURALLY assigned levels to its materials based on the following readability formulas:

- Fry and Spache readability formulas for levels .8 through 2.7.
- Harris-Jacobson readability formula for levels 3.0 through 5.0.
- Dale Chall readability formula for levels 5.6 and above.

When a student begins READ NATURALLY, use the placement program to place the student in the initial level. The level of reading material needs to be sufficiently difficult to challenge the student with new words and/or more complex sentences. The level of material needs to be easy enough that the student can pass a story after reading along and then practicing the story five to ten times.

As the student continues to work with the program, adjust the difficulty of the reading material to meet the changing needs of the student. For more information, see Adjusting Levels in this chapter.

Goals

The reading rate goal is the number of words a student must read in one minute in order to pass a story. Each student has a predetermined goal, set by you. The goal needs to be sufficiently high to require the student to read the story many times after reading along. Except for beginning readers, the minimum goal should be 80 words per minute.

After you have set the initial goal for a student, s/he usually keeps that goal for at least two weeks. You can adjust the goal as the student's reading fluency improves. For more information, see Adjusting Goals in this chapter.

Placing Students in Sequenced Levels

Before you enter a student's story options in the Teacher Management System, you must place the student in the appropriate reading level and determine a goal. Placing students in the appropriate level is important to their ultimate success. The level must provide the student with sufficient challenge while allowing him/her to build confidence through success.

To help determine the appropriate level and goal, you should use the placement program to test the student using stories from multiple levels. After testing the student, the program provides a reading level and goal recommendation based on the results.

- 1 After opening the Teacher Management System, click the Students button.
- 2 Click the name of the student to place.
- 3 Click the Place Student button.
- 4 Enter the student's estimated reading level, and then click the Continue button.
- 5 Select the story from the level in which you want to test the student, click the Next button, and then click yes to verify your selection. A sample story from the selected level displays.
- 6 Click the Start button when the student begins reading the story.
- 7 Listen to the student read for one minute and count any errors to yourself. For more information about determining errors, see Counting Words Correct Per Minute in the Using the Student Stories Application chapter.
- 8 When the timer sounds, click on the last word the student read. If the student finishes reading before the timer sounds, click the Stop button.

Placing Students in Sequenced Levels, continued

9 Enter the number of errors, click OK, and then click the Next button.

Result: The placement program analyzes the results and either recommends a level and goal or recommends that you test the student in a higher or lower level.

10 If the placement program makes a recommendation, click OK to accept the recommendation, verify the correct level and goal defaults to the student's story options, and then click the Save button. If the placement program does not make a recommendation, continue testing the student at different levels until the placement program makes a recommendation. To test the student with another story, click the New Story button. If you feel you have enough information to place the student on your own without a recommendation, click the Change button, enter the level and goal manually, and then click the Save button.

Note: If the placement program recommends placing the student in level 3.0 or below, you can click the Phonics button on the Recommendation screen to place the student in a phonics level. For more information, see Placing Students in Phonics Levels in this chapter.

Placing Students in Phonics Levels

If a student needs work on phonics and the placement program recommends a READ NATURALLY level of 3.0 or below, you may want to place the student in a phonics level. The phonics levels provide beginning readers with an opportunity to read words with specific patterns in context and to practice word lists that focus on particular sounds. READ NATURALLY phonics levels include the following:

- Level .8 Word Families—Short Vowels
- Level 1.3 Word Families—Long Vowels
- Level 1.8 Blends and Digraphs
- Level 2.6 Short Vowels
- Level 2.7 Long Vowels

After the placement program recommends level 3.0 or below, you can test the student on a story from a phonics level.

- 1 Click on the Phonics button on the Recommendation screen in the placement program.
- 2 Select the story from the phonics level in which you want to test the student, click the Next button, and then click yes to verify your selection. A sample story from the selected phonics level displays.
- 3 Click the Start button when the student begins reading the story.
- 4 Listen to the student read for one minute and count any errors to yourself. For more information about determining errors, see Counting Words Correct Per Minute in the Using the Student Stories Application chapter.

Placing Students in Phonics Levels, continued

- 5 When the timer sounds, click on the last word the student read. If the student finishes reading before the timer sounds, click the Stop button.
- 6 Enter the number of errors, click OK, and then click the Next button.

Result: The placement program reports the number of words the student read correctly in the one minute timing. The phonics level you tested is right for the student if the words read correctly fall between 30-60 words per minute and the level addresses the student's phonics needs.

- 7 If you want the student to work with the phonics level, click the Change button, enter the phonics level and goal with the student's story options, and then click the Save button. If you want to test the student with another story, click the New Story or the Phonics button.

Note: Clicking OK defaults the sequenced level and goal recommendation made by the placement program before you tested the phonics level.

Placement Table

The table below shows the guidelines used by the placement program to recommend levels and goals. The placement program's recommendations are only guidelines. You should select the goals and levels best suited for your students.

If you tested the student in...	And the student scored between...	Then the initial goal should fall between...	And later goals may fall between...
READ NATURALLY Level 1.0-3.0	30-60	60-100	100-125+
READ NATURALLY Level 3.5-5.0	60-80	90-120	120-145+
READ NATURALLY Level 5.6 and above	80-100	120-155	140-175+

Beginning readers enter the program untested. They can begin in READ NATURALLY levels .8 or 1.0 when they know beginning sounds and can recognize approximately 50 words. Set the initial goal at about 50 words per minute in level .8 and about 60-70 words per minute in level 1.0.

Monitoring Progress

You should review each student's results every two weeks to determine if the goal rate and level of reading material are still correct. After the student completes the first set of stories in a level (12 stories), you and the student should decide on the next step. Options are as follows:

- Continue in the same level with the same goal.
- Adjust the reading rate goal.
- Move to a more difficult level of reading material.

For more information about when to make changes, see *Adjusting Goals and Adjusting Levels* in this chapter.

Adjusting Goals

You should adjust a student's goal as the student's reading fluency improves. You can change the goal at any time, but do not increase the goal at the same time you raise the level of reading material. You can adjust the student's goal on the Story Options screen in the Teacher Management System or after a student passes a story in the Student Stories application.

Increasing the Goal

Increase a student's goal if the student passes stories after only a few practice readings, if the student passes stories in less than one class session, or if the student exceeds his/her goal consistently. Usually, you will increase a goal by 10 words at a time. The goal must be sufficiently high to require the student to practice the story several times after reading along with the program.

Decreasing the Goal

You will rarely decrease a goal. You may decrease a goal if a student cannot pass stories after several practice readings and shows signs of frustration. You may also decrease a goal if the error rate is too high as a result of too much emphasis on speed.

Adjusting Levels

As a student continues to work with the READ NATURALLY program, adjust the difficulty of the reading material to meet his/her changing needs. You can adjust the student's level on the Story Options screen in the Teacher Management System or after a student passes a story in the Student Stories application.

Maintaining the Level

You will usually maintain the difficulty of the reading material until the student finishes the 24 stories in a level. When the student begins to pass the stories without practicing several times, consider increasing the goal first. Occasionally, a student will improve enough to skip the second 12 stories in a level.

Increasing the Level

After a student reads 24 stories in a level, the student works in the next level of reading material. The goal usually remains the same at the time you increase the level of difficulty. Occasionally, a student improves significantly before passing the 24 stories in a level. Evidence of this improvement is the student's ability to read unpracticed stories well after reading along only once or not at all. If a student makes rapid progress, raise the difficulty level of material even if s/he has not read all 24 stories in the level.

Decreasing the Level

Decrease the level of material if a student cannot pass stories after several practice readings and shows signs of frustration. Also, consider decreasing the level of material if a student consistently makes a high number of errors during the final timing or if the student has extreme difficulty answering questions correctly or writing retells.

Chapter 6—Using the Student Stories Application

This chapter provides information about how to use the READ NATURALLY SE Student Stories application. This chapter includes the following topics:

- Opening the Student Stories Application
- Closing the Student Stories Application
- Student Stories Steps
- Using the Reading Guide
- Typing in Text Boxes
- Question Format
- Monitoring Students
- Passing Students on Stories
- Passing Students on Word Lists
- Counting Words Correct Per Minute
- Rating Student Expression
- When a Student Does Not Pass
- Viewing Story Results
- Changing Story Options
- Printing Stories

Opening the Student Stories Application

- 1 Insert the CD for the student's level in the CD-ROM drive. The student's level must match the CD's level. If you copied the stories to a server (network installation), students do not need to use a CD to open the Student Stories application.
- 2 Double-click the Student Stories shortcut on the student's desktop.
- 3 Enter the student password and click Enter.

Note: You can define a level and password for each student using the Teacher Management System. For more information, see *Working with Student Information* in the *Using the Teacher Management System* chapter.

Closing the Student Stories Application

To close the Student Stories application, do one of the following:

- Click the Exit button in the upper-left corner of the screen.
- Select Exit from the File menu.
- Enter Ctrl+Q (Windows) or ⌘-Q (Macintosh).

Note: If a student closes the Student Stories application before passing a story, s/he must finish that story the next time s/he opens the Student Stories application. The program saves the student's place and automatically begins where s/he left off next time. When the student opens the Student Stories application to continue, the story is outlined in green and s/he must select it.

Student Stories Steps

After opening the Student Stories Application, the program automatically leads students through the steps below. You can view the current step in the upper-right corner of the screen. Students can click the light bulb/question mark button to repeat the instructions for each step. For detailed information about each step, see the information on the following pages.

- 1 Select a Story:** The student clicks on a picture.
- 2 Prior Knowledge:** The student uses the title and the picture to write what s/he already knows about the topic.
- 3 Cold Timing:** The student times him/herself reading for one minute and views the cold timing graph.
- 4 Read Along:** The student reads along as the narrator reads the story to him/her.
- 5 Practice:** The student practices reading without the narrator's voice.
- 6 Questions:** The student answers questions about the story.
- 7 Retell:** The student writes a retell of the story.
- 8 Pass:** The student reads the story to you and you view results together.

Note: In the phonics levels, students do not complete the Retell step. Instead, they practice reading word lists after passing the story. For more information, see Word List Steps in this chapter.

Select a Story Step

The Student Stories application says, "Please select a story."

The student selects a story from his/her reading level by clicking on a picture and then clicking the Open Story button. The Student Stories application asks the student to verify the selection saying, "Is this the story you selected?"

Each reading level includes 24 stories in two sets of 12. The level and set of stories is based on the student's story options. The student continues to work on the stories in a level until s/he passes all the stories in the level or s/he is ready for a new level. If the student didn't finish a story last time s/he used the Student Stories application, s/he must finish that story before selecting a new one.



The Student Stories application outlines the story pictures in different colors to indicate different situations.

Color	Description
Blue	Indicates the student selected this story as the story to open next.
Red	Indicates the student passed the story.
Green	Indicates the student started working on this story but did not finish it. The student must complete this story before selecting a new one.

Prior Knowledge Step

The Student Stories application says, "Write what you already know about <topic>."

The student uses the title and the picture to write what s/he already knows about the topic. The student has two minutes to type ideas in the text box on the screen. When typing, students can use the Home, End, Backspace, Delete, and arrow keys to move around and edit text. For more information, see Typing in Text Boxes in this chapter.

After one and a half minutes, a clock displays next to the text box to remind the student that time is almost up. After two minutes, a bell sounds. The student can complete his/her thought before clicking Next to continue.

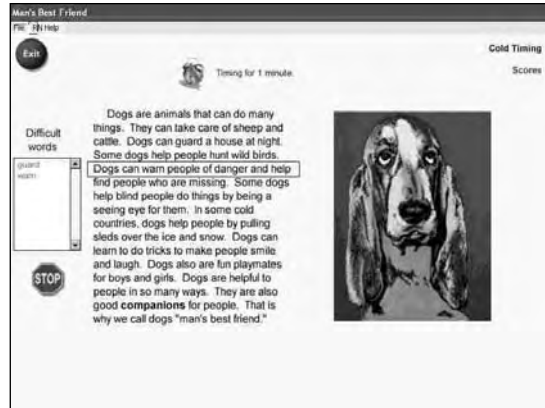


Cold Timing Step

The Student Stories application says, "Click the Start button when you're ready to begin. Click on the words you don't know. Use the reading guide or pointer to follow along."

The student clicks the Start button to start the timer. "Timing for one minute" displays next to the clock. The student reads the story and clicks on unknown words. The unknown words display in the Difficult Words box. After one minute, the Student Stories application asks the student to click on the last word read and calculates the number of words read correctly.

Note: In levels 5.0 and below, students must click the Stop button if they finish before the timer sounds. In levels 5.6 and above, students must click the green arrow to go to the second page of the story.



The Cold Timing step increases a student's awareness of unknown words and alerts you to words or word patterns you need to teach.

After clicking on the last word or the Stop button, the student clicks Next to continue and the cold timing graph displays.

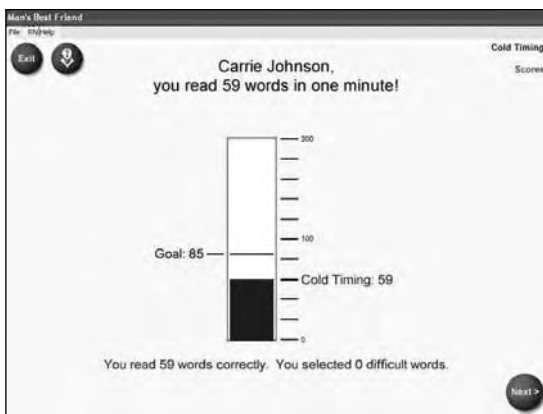
Cold Timing Step, continued

Cold Timing Graph

The Student Stories application says, "Look at how many words you read in one minute."

A bar graph displays the number of words the student read correctly and fills in the space between zero and that number in blue. The number of words read correctly and the number of difficult words display under the graph. The goal displays in black.

Note: The Student Stories application calculates the number of words read correctly in the cold timing by subtracting the number of words the student added to the Difficult Words box from the number of words attempted in the one minute timing. If the student clicked the Stop button, the Student Stories application prorates the number of words to calculate the number of words the student probably would have read in one minute.



Read Along Step

The Student Stories application says, "Review the difficult words list. Then, click the start button and read along as the story is read to you."

Though the student may not be able to read the words in the difficult word list, it may be helpful for the student to look at them before reading along. Reviewing the words increases the likelihood that the student will notice the difficult words during the Read Along step, thus increasing the likelihood the student will learn the difficult words.



The student reads along with the recording, tracking and subvocalizing. As the Student Stories application reads each sentence, the sentence displays in blue. This step helps students learn unknown words and encourages proper pronunciation, expression, and phrasing.

You define the number of times a student must read along and the speed at which the story is read with each student's story options. The number of times the student must read along displays in blue at the bottom of the story.

The student can stop reading and start again by clicking the Stop and Start buttons. If the student stops, the recording starts over again from the beginning of the story. Students must complete the required number of full read alongs to continue. Completing half a read along does not count.

Practice Step

The Student Stories application says, "Click the start button to begin practicing. Use the reading guide or pointer to follow along."

The student practices reading the story without audio support several times until able to read it at his/her predetermined goal rate. The Student Stories application times the student for one minute during each practice and lists the results on the bottom of the screen. It may take six or seven readings to reach the goal. Once the student reaches his/her goal, s/he can continue practicing or click Next to answer the questions.



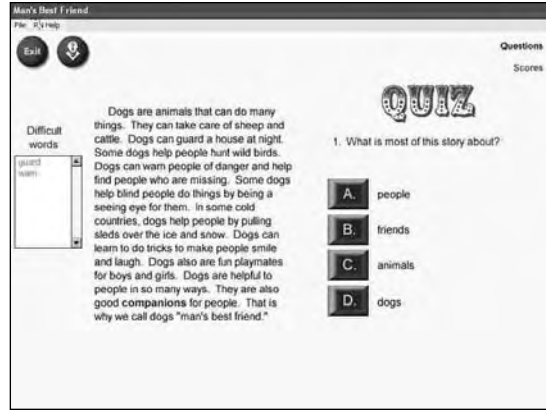
Questions Step

The Student Stories application says, "Now you are ready to take the quiz. Click or type the best answer."

When the student can read the story at the predetermined goal rate, s/he takes the quiz. The student continues to answer the multiple-choice questions until they are all correct.

When typing the answers to open-ended questions, students can use the Home, End, Backspace, Delete, and arrow keys to move around and edit text. For more information, see Typing in Text Boxes in this chapter. You correct the answers to the open-ended questions during the Pass step.

For a list of answers to the open-ended questions, see the Answer Guide. The Answer Guide includes the answers to all the open-ended questions for all the READ NATURALLY SE levels. You may want to carry an Answer Guide with you as you walk around and pass students. That way, you can quickly determine whether students answered their questions correctly. If you need additional Answer Guides for other people who pass students (e.g., teaching assistants, volunteers), you can order extra copies from READ NATURALLY.



Tip: The questions for the READ NATURALLY stories follow a specific format. For more information on the format, see Question Format in this chapter.

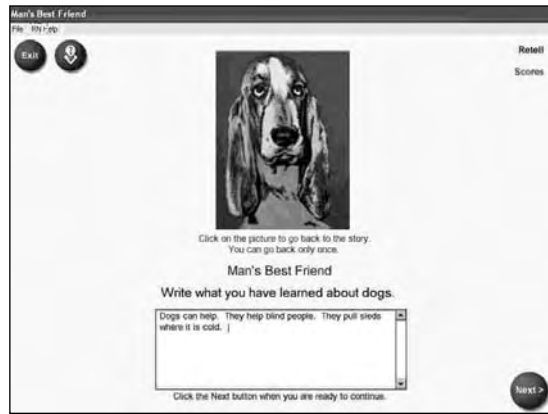
Retell Step

The Student Stories application says, "Write what you have learned about <topic>."

The student types a retell of the story in the text box on the screen. The student can click on the picture to review the story but can go back to the story only once.

When typing the retell, students can use the Home, End, Backspace, Delete, and arrow keys to move around and edit text. For more information, see *Typing in Text Boxes* in this chapter.

You define the time limit for the retell with each student's story options. Thirty seconds before the allotted time is up, a clock displays next to the text box to remind students that time is almost up. A bell sounds when time is up, but the student can complete his/her thought. The computer counts the number of words typed. You can review the retell after the Pass step.



Note: Students in phonics levels do not complete this step. Instead, they practice reading word lists after passing the story. For more information, see *Word List Steps* in this chapter.

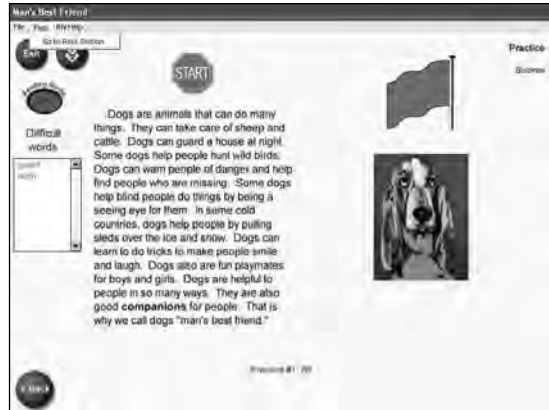
Pass Step

The Student Stories application says, "You are now ready to pass. Keep practicing until your teacher comes."

A red flag displays in the upper-right corner to alert you that the student is ready to pass. When you see the red flag on the student's screen, you should stop at that student's computer and listen to the student read. If necessary, you can stop the student's current practice timing by clicking the clock above the story.

The Student Stories application times the student reading for one minute. In order to pass, the student must read at his/her goal rate with three or fewer errors, read with good expression (a rating of at least 2 out of a possible 4), and answer the questions correctly. For more information about passing students, see Passing Students on Stories in this chapter.

If the student passes, the pass graph displays. If the student does not pass, a warning message displays. For more information about what happens when a student does not pass, see When a Student Does Not Pass in this chapter.



Pass Step, continued

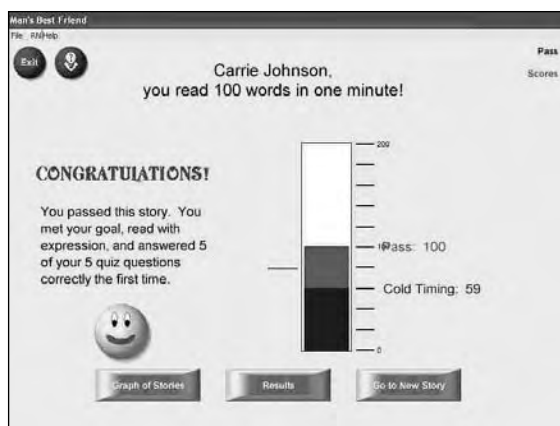
Pass Graph

The Student Stories application says, "Congratulations! You've passed this story."

A bar graph displays the number of words read correctly and fills in the space between the cold timing number and the passing number in red. The graph provides proof of the student's progress.

From this screen you can access two other progress screens: a graph of all stories screen and a results screen. For more information, see Viewing Story Results in this chapter. When you finish viewing the results, students click the Go to New Story button to select a new story.

Note: After passing a story in phonics levels, students click the Word Lists button and continue by practicing word lists. For more information, see Word List Steps in this chapter.



Word List Steps

After passing a story in a phonics level, the student clicks on the Word List button and practices reading a word list. After the student can read the word list at a certain rate (see below), you pass him/her on the word list.

The word lists for levels .8, 1.3, and 1.8 include most of the featured vowel sounds from the story plus other words with the featured sounds. The word lists for levels 2.6 and 2.7 include all the featured vowel words used in the story. The experience of reading these words in context makes the exercise of reading the words in isolation more meaningful and less frustrating for students.

Read Down/Read Across Step

The Student Stories application says, "Click the start button to begin practicing. Use the reading guide or pointer to follow along."

For levels .8, 1.3, and 1.8, the student practices reading the word list in two directions. First, the student practices reading the word list down the columns until s/he can read the entire list in less than one minute. Then, the student practices reading the word list across the rows until s/he can read the entire list in less than one minute.

For levels 2.6 and 2.7, the student practices reading the word list across until s/he can read 50 words in less than one minute. Students do not need to practice reading the word list down.

Note: There is no Read Along step for the word lists. The word lists are intended to provide students with an opportunity to improve their decoding skills.

Word List Steps, continued

Pass Down/Pass Across Step

The Student Stories application says, "You are now ready to pass. Keep practicing until your teacher comes."

A red flag displays in the upper-right corner to alert you the student is ready to pass the word list. When you see the red flag on the student's screen, you should stop at that student's computer and listen to the student read the word list. If necessary, you can stop the student's current practice timing by clicking the clock above the story.

The Student Stories application times the student reading for one minute. In order to pass, the student must reach the word list goal for the level. When the student reaches the goal, the Student Stories application says, "Congratulations! You passed this word list."

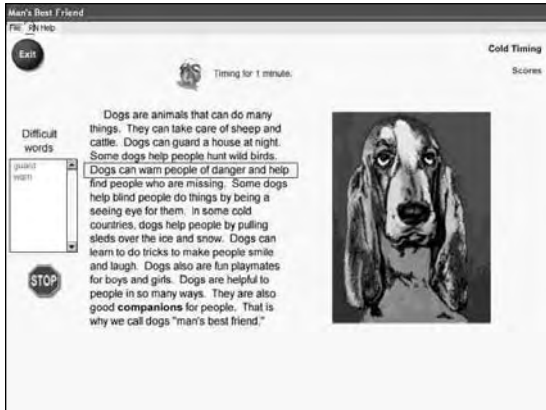


Note: In levels .8, 1.3, and 1.8, students must pass the word list reading in two directions (first reading down and then reading across). In levels 2.6 and 2.7, students only need to pass the word list reading across. For more information, see Passing Students on Word Lists in this chapter.

Using the Reading Guide

Students can use the reading guide and pointer to follow along while reading each story. The reading guide highlights each line and helps the student's eyes track across the line correctly.

- Students can use the reading guide during the Cold Timing, Practice, and Pass steps.
- A student can turn the reading guide either on or off before beginning the step by clicking on the Reading Guide On/Reading Guide Off button in the upper-left corner of the screen. READ NATURALLY SE defaults the Reading Guide On option.



Typing in Text Boxes

Use the keys below to move around and edit text when doing the following:

- Typing notes about students and teachers in the Teacher Management System.
- Typing prior knowledge, answers to open-ended questions, and retells in the Student Stories application.

Key	Description
Home	Moves to the beginning of the text.
End	Moves to the end of the text.
Backspace	Moves backward and deletes text.
Delete	Moves forward and deletes text.
Arrows	Move backward and forward.

Question Format

The questions for the READ NATURALLY stories follow a specific format. Understanding the purpose of the questions will help you identify the comprehension problems of your students.

Sequenced Levels

Levels 2.0 through 5.0 include the first five questions. Levels 5.6 and above include all nine questions. Levels 1.0 and 1.5 include five questions; however, due to the constraints of stories written at lower reading levels, the questions do not strictly adhere to the question format listed in the table below.

Question	Type	Description
1	Main Idea	This question asks students to identify the main idea.
2	Literal	This question asks students to recall a fact.
3	Vocabulary	This question asks students to determine the meaning of a vocabulary word from the context of the story. Sometimes the vocabulary word has multiple meanings.
4	Inferential	This question asks students to make connections within the text, putting together one fact from the story to draw a conclusion.
5	Open-ended	This question asks students to use the information authors provide with their own ideas.

Question Format, continued

Question	Type	Description
6	Vocabulary	This question is designed to develop vocabulary. In most cases, the question includes several words from the story. The question sometimes asks the student to define words, sometimes asks for synonyms, and sometimes asks for antonyms.
7	Literal	This question asks students to recall details from the story. The question sometimes asks the student to put events in sequence. Other times the student must fill in the blanks of an excerpt summary. And, some require short-answer responses.
8	Inferential	This question is an inferential question.
9	Open-ended	This question asks students to work on their summarization skills. The question sometimes asks the student to support a particular statement. Other times it asks for a summary statement for the information provided in the question.

Question Format, continued

Phonics Levels

Phonics Levels .8, 1.3, and 1.8 include five questions.

Question	Description
1-4	The first four questions are multiple-choice questions that ask students to find the word that correctly completes a sentence. The choices follow the sound patterns focused on in the story.
5	The fifth question asks students to answer a question by writing a sentence.

Phonics levels 2.6 and 2.7 include two questions.

Question	Description
1	The first question is a Cloze procedure that includes eight blanks.
2	The second question asks students to answer a question by writing a sentence.

Monitoring Students

You can monitor each student's progress as s/he works by doing the following:

- Check the upper-right corner of the screen to view the current step for the student (e.g., Cold Timing step, Read Along step).
- Click on the word "Scores" in the upper-right corner of the screen to view the current story option settings for the student and a snapshot of the student's progress on the current story.

Passing Students on Stories

When the red flag displays, the student is ready to pass the story. When you are ready, stop at the student's desk and follow the steps below.

- 1 If necessary, stop the student's current practice timing by clicking on the clock above the story.
- 2 Select Go to Pass Section from the Pass menu.
- 3 Enter your teacher password and click Enter.
- 4 Click the Start button when the student begins reading the story.
- 5 Listen to the student read for one minute, and count any errors to yourself. For more information about counting errors, see Counting Words Correct Per Minute in this chapter.
- 6 When the timer sounds, click on the last word the student read. If the student finishes reading before the timer sounds, click the Stop button.
- 7 Enter the number of errors and an expression rating, and then click the Next button. For information about determining an appropriate expression rating, see Rating Student Expression in this chapter.

Man's Best Friend
The Dog's Job

Difficult words

Dogs are animals that can do many things. They can take care of sheep and cattle. Dogs can guard a house at night. Some dogs help people hunt wild birds. Dogs can warn people of danger and help find people who are missing. Some dogs help blind people do things by being a seeing eye for them. In some cold countries, dogs help people by pulling sleds over the ice and snow. Dogs can learn to do tricks to make people smile and laugh. Dogs also are fun playmates for boys and girls. Dogs are helpful to people in so many ways. They are also good companions for people. That is why we call dogs "man's best friend."

Enter the number of words the student missed.

2

Enter a score from 1 to 4 to rate the student's reading expression (4 is excellent).

3

Pass
Scores

Next >

Passing Students on Stories, continued

- 8 Check yes or no to indicate whether the student answered the open-ended question(s) correctly, and then click the Next button.
- 9 Verify the score information for the story, and then click the Next button. If you want to change the score information you entered in steps 7 or 8, you can click on the Change Scores button.

Result: If the student passes, the pass graph displays. If the student does not pass, a message displays explaining why the student did not pass.

Note: To pass, the student must reach his/her goal rate, make three or fewer errors, read with good expression (a rating of at least 2 out of a possible 4), and answer the comprehension questions correctly. For more information about what happens when a student does not pass, see *When a Student Does Not Pass* in this chapter.

Passing Students on Word Lists

In phonics levels, when the second red flag displays, the student is ready to pass the word list. When you are ready, stop at the student's desk and follow the steps below.

Note: In levels .8, 1.3, and 1.8, students must pass the word list reading in two directions (first reading down and then reading across). In levels 2.6 and 2.7, students only need to pass the word list reading across.

- 1 If necessary, stop the student's current practice timing by clicking on the clock above the word list.
- 2 Select Pass Word List from the Pass menu.
- 3 Enter your teacher password and click Enter.
- 4 Click the Start button when the student begins reading the word list. For levels .8, 1.3, and 1.8, students read the word list down. (Once they pass, they must read the word list across.) For levels 2.6 and 2.7, students read the word list across.
- 5 Listen to the student read for one minute.
- 6 When the timer sounds, click on the last word the student read. If the student finishes reading before the timer sounds, click the Stop button.



Passing Students on Word Lists, continued

Note: To pass, the student must reach the word list goal for the level. For levels .8, 1.3, and 1.8, the word list goal is to read the entire list down in less than one minute and then to read the entire list across in less than one minute. For levels 2.6 and 2.7, the goal is to read 50 words or more across in less than one minute.

- 7 For levels .8, 1.3, and 1.8, click the Continue button after the student passes the word list reading down and then repeat steps 4-6 to pass the student reading the word list across.
- 8 Click the Continue button twice to complete the word list and then return to the Select a Story screen.

Counting Words Correct Per Minute

Guidelines

- Count a word read correctly as correct.
- Do not say the correct word after the student has said the incorrect word (unless the student stops and is unable to continue).
- Wait three seconds before supplying a word to a student stopped on a word.

Count as Errors

- Mispronunciations and dropped endings
- Out of sequence/transpositions (count as two errors)
- Omissions
- Words supplied by teachers
- Substitutions with synonyms
- Repeated errors (count each time)

Do Not Count as Errors

- Mispronunciations due to dialect and speech problems
- Repetitions
- Insertions
- Self-corrections

Rating Student Expression

You can use the table below as a guideline for determining an appropriate expression rating when passing a student.

Error Rating	Description
1	The student reads haltingly, seldom uses phrases, and reads without expression.
2	The student reads phrases of three to four words (especially when reading words s/he knows well) and usually pauses for end punctuation.
3	The student usually uses correct phrasing. Appropriate use of inflection and attention to punctuation occurs in some of the story.
4	The student reads conversationally, consistently using correct phrasing and inflection and attending to all punctuation.

When a Student Does Not Pass

A student does not pass a story in the situations described below. If the student does not pass, a message displays explaining why the student did not pass. If you want to accept the student's scores even though s/he did not pass, you can click on the Pass with Current Scores button on the warning message screen. If a student is struggling with a story and cannot pass it, you can delete the story from their set of stories and allow them to try it again at a later time. For more information, see Deleting Stories in the Using the Teacher Management System chapter.

Situation	Description
The student does not reach his/her goal rate.	When the student does not reach his/her goal rate, the Student Stories application tells the student s/he didn't reach his/her goal and returns the student to the Practice step (optional). You can have the student continue practicing until s/he reaches his/her goal rate on his/her own again, or you can retest the student immediately by selecting Go to Pass Section from the Pass menu.
The student makes more than three errors during the final timing.	When the student makes more than three errors, a message displays and the Student Stories application returns the student to the Read Along step (optional). You can have the student read along until s/he is confident s/he knows all the words and then continue practicing until you stop to pass him/her again, or you can retest the student immediately by clicking the Next button and then selecting Go to Pass Section from the Pass menu.

When a Student Does Not Pass, continued

Situation	Description
The student receives an expression rating of one.	When the student receives an expression rating of one, a message displays and the Student Stories application returns the student to the Read Along step (optional). You can have the student read along until s/he is confident s/he knows all the words and then continue practicing until you stop to pass him/her again, or you can retest the student immediately by clicking the Next button and then selecting Go to Pass Section from the Pass menu.
The student answers one or more of the comprehension questions incorrectly.	The Student Stories application continues to ask the student to answer the multiple-choice questions until s/he answers them all correctly. If you mark an open-ended question as incorrect, the Student Stories application asks the student to revise the answer and then asks you to indicate whether the new answer is correct.

Viewing Story Results

After a student passes a story, you can view results from the Congratulations screen.

- Click the Graph of Stories button to view a summary of all the stories in the level and the results of each story the student passed. The story name displays when you hold your cursor over the story number. The graph provides a valuable tool for monitoring the student's progress.
- Click the Results button to view a detailed summary, including the answers to all the story questions, the goal, the cold and final timing scores, the number of difficult words, the expression rating, and the retell word count. You can view the questions that correspond to each answer and a copy of the story by clicking on the answer to a question. From the Results screen, you can also change the student's story options. For more information, see Changing Story Options in this chapter.

The image displays three screenshots from the 'Man's Best Friend' application for a student named Carrie Johnson, Level 2.0.

Top Left Screenshot (Results): Shows a 'Results' screen for 'Carrie Johnson, Level 2.0'. It includes a 'Prior Knowledge' section with a text box containing 'They are funny'. Below this are five quiz questions, all marked with checkmarks. A 'Retell' section contains two text boxes with the text: 'Dogs can help. They help blind people. They pull seeds where it is cast.' and 'They help blind people see.' The screen also shows 'Current Goal: 85', 'Cold Timing: 59', and 'Pass: 100'. A 'Change Options' button is visible at the bottom.

Bottom Center Screenshot (Congratulations): A 'CONGRATULATIONS!' screen with a smiley face icon. It reads: 'Carrie Johnson, you read 100 words in one minute!'. Below this is a progress bar showing 'Pass: 100' and 'Cold Timing: 59'. At the bottom are buttons for 'Graph of Stories', 'Results', and 'Go to Next Story'.

Top Right Screenshot (Graph): A 'Graph' screen titled 'Carrie Johnson, here are the stories you have passed so far.' It features a bar chart with three bars representing stories 1, 2, and 3. The y-axis is labeled 'W P M' and ranges from 0 to 200. Below the chart, it says 'Stories in Order of Completion' and provides a note: 'If the student's cold or final timings have significantly improved, consider changing the student's goal or level to continually challenge the student. See the online help or user guide for guidelines.' There are 'Print' and 'Back' buttons at the bottom right.

Changing Story Options

If necessary, you can change a student's story options (e.g., goal, level, read along speed) from the Student Stories application after the student passes a story.

Note: You can always change a student's story options from the Teacher Management System.

1. Click the Results button on the Congratulations screen.
2. Enter your teacher password, and click the Enter button.
3. Click the Change Options button on the Results screen.
4. Make the necessary changes, and click the Save button.

Result: Your changes apply to the rest of the stories in the level (not the stories the student has already passed). If you change the level, you must exit the Student Stories application and reopen it using the CD for the correct level.

For more information about when to change a student's story options, see Adjusting Goals and Adjusting Levels in the Determining Levels and Goals chapter.

Printing Stories

You may want to print a story so a student can practice reading it on paper. Or, you may want to print stories as a student passes them to allow the student to bring home copies of the stories s/he passed. You can print a story from any screen in the Student Stories application from the time a student selects it through the Congratulations screen.

- 1 Select Print from the File menu.
- 2 Verify that the print settings are correct (correct printer, number of copies, etc.).
- 3 Click OK.

Chapter 7—Reporting

This chapter provides information about each report you can create using the Teacher Management System. This chapter includes the following topics:

- Student Reports
- Teacher Reports
- Class Reports

For more information about how to create the reports, see [Viewing Student Scores/Reports](#), [Viewing Teacher Scores/Reports](#), and [Viewing Class Scores/Reports](#) in the [Using the Teacher Management System](#) chapter.

Student Reports

The table below provides a description of each student report. For more information about how to view these reports, see Viewing Student Scores/Reports in the Using the Teacher Management System chapter.

Report	Description
Student Enrollment	Lists all the students entered in the READ NATURALLY SE Teacher Management System.
Student Fluency Growth	Lists information about the selected student's progress on the cold and final timings of the stories in past and current levels.
Student Question Growth	Provides the selected student's percent correct for each type of question, as well as the percent correct overall, for the stories in past and current levels.
Student Current Summary	Provides a complete listing of the student's progress in the current level.
Student Retell Growth	Displays the selected student's progress on the retells of the stories in past and current levels.
Student Expression Growth	Displays the selected student's progress with the expression rating for the stories in past and current levels.
Student Accuracy Growth	Displays the selected student's progress with accuracy for the stories in past and current levels.
Graph of All Stories	Displays a graph of the selected student's cold and final timings for the stories passed in the current level.

Teacher Reports

The table below provides a description of each teacher report. For more information about how to view these reports, see Viewing Teacher Scores/Reports in the Using the Teacher Management System chapter.

Report	Description
Student Enrollment	Lists all the students assigned to the selected teacher.
Teacher Current Level	Provides information about the progress of each of the selected teacher's students on the cold and final timings of passed stories in their current levels.
Current Teacher Quiz	Calculates the percent correct for each type of question, as well as the percent correct overall, for the stories passed in the current level by the selected teacher's students.
Current Teacher Needs	Displays the average level of proficiency for each of the teacher's students in the current level according to several assessment categories.
Current Teacher Retell	Displays the progress each of the selected teacher's students has made on the retells of the stories passed in the current level.
Current Teacher Expression	Displays the progress each of the selected teacher's students has made with the expression rating for the stories passed in the current level.

Teacher Reports, continued

Report	Description
Current Teacher Accuracy	Displays the progress each of the selected teacher's students has made with accuracy for the stories passed in the current level.
Teacher List	Provides a list of all the teachers entered in the READ NATURALLY SE Teacher Management System.

Class Reports

The table below provides a description of each class report. For more information about how to view these reports, see Viewing Class Scores/Reports in the Using the Teacher Management System chapter.

Report	Description
Student Enrollment	Lists all the students assigned to the selected class.
Class Current Level	Provides information about the progress of each student in the selected class on the cold and final timings of passed stories in their current levels.
Current Class Quiz	Calculates the percent correct for each type of question, as well as the percent correct overall, for the stories passed by the students in the selected class in the current level.
Current Class Needs	Displays the average level of proficiency for each student in the selected class in the current level according to several assessment categories.
Current Class Retell	Displays the progress each student in the selected class has made on the retells of the stories passed in the current level.
Current Class Expression	Displays the progress each student in the selected class has made with the expression rating for the stories passed in the current level.

Class Reports, continued

Report	Description
Current Class Accuracy	Displays the progress each student in the selected class has made with accuracy for the stories passed in the current level.
Class List	Provides a list of all the classes entered in the READ NATURALLY SE Teacher Management System.

Chapter 8—System Administration

This chapter provides information about managing READ NATURALLY SE on your computer system. This chapter includes the following topics:

- Backing Up the Data Files
- Restoring the Data Files
- Resetting User Information

Backing Up the Data Files

READ NATURALLY recommends backing up your READ NATURALLY SE data files every day. The data files contain all the information you've entered in the Teacher Management System and detailed information about each student's progress in the Student Stories application. You can use the backup if your data files ever become lost or damaged.

Note: For additional safety, you should save at least one copy on disk at an off-site location.

Each time you close the Teacher Management System, the application will remind you to back up the data files.

- 1 After closing the Teacher Management System, click yes to back up the data files.
- 2 Browse to the location where you want to save the backup folder. If you want to save multiple backup folders, you may want to create a directory dedicated for backups (e.g., "RFMBackups") and create a new folder within that directory for each backup (e.g., 1-24-03).
- 3 Click the OK button (Windows) or the Choose button (Macintosh).

Note: If a backup exists in the location you selected in this step, the program will prompt you whether you want to overwrite the old file.

- 4 Click the Exit button when the backup process completes.

Restoring the Data Files

If you have a problem with your READ NATURALLY data, you may need to restore an older copy of the data files from a backup.

- 1 Locate your most recent backup folder. The backup folder name and location depend on the process you followed to create the backup. For more information, see *Backing Up the Data Files* in this chapter.
- 2 Copy the backup folder to the READ NATURALLY program directory.
- 3 Rename the backup folder "Data" (the original data folder name).

Resetting User Information

With a network installation of one or two users per level, READ NATURALLY SE tracks the number of students currently using the Student Stories application and that number cannot exceed the number of users authorized under your license agreement.

If you receive an error message saying you exceeded the user limit and you have not exceeded the limit, you may need to log one or more students off the Student Stories application. It is possible that READ NATURALLY SE did not clear some of the user records correctly when students closed the Student Stories application (e.g., because of a system crash or not closing the application properly).

To log selected students off the program, follow these steps:

- 1 Open the RNReset program (located in the RN Server folder on the server).
- 2 Select the student you want to log off the program, and then click the Reset Student button.
- 3 Click yes to confirm that you want to log off the selected student from the program.
- 4 If you want to log off another student, go to step 2. If you are finished logging off students, click the Exit button.

To log all students off the program, follow these steps:

Note: Do not use this procedure when students are successfully working in the Student Stories program.

- 1 Open the RNReset program (located in the RN Server folder on the server).

Resetting User Information, continued

- 2 Click the Reset All button, and then click yes to confirm that you want to log off all students.
- 3 Click the OK button.
- 4 Click the Exit button.

Chapter 9—Troubleshooting

This chapter provides troubleshooting information to help you solve problems you may have with READ NATURALLY SE. This chapter includes information on topics in the following categories:

- Logistics Problems
- The Teacher Management System Problems
- Student Stories Problems
- Data Problems
- Compatibility Problems

Note: For installation problems with READ NATURALLY SE, please see the Troubleshooting chapter of the Installation Guide.

Logistics Problems

The table below provides solutions to common logistics issues.

Problem	Solution
The Read Naturally SE applications do not fit on my screen.	<p>You need to change your computer's screen resolution to 800 x 600. The screen resolution increases and decreases the amount of information that displays on your screen. To adjust your screen resolution, complete the following steps:</p> <p>Windows 2000 and lower</p> <p>select Start > Settings > Control Panel > Display > Settings</p> <p>Windows XP</p> <p>select Start > Control Panel > Appearance and Themes > Change the screen resolution</p> <p>Macintosh</p> <p>select the Apple > Control Panels > Monitors</p>

Logistics Problems, continued

Problem	Solution
I can't minimize the READ NATURALLY SE applications to look at another program on my computer.	The minimize and maximize options are not available in the READ NATURALLY SE application. To view something else on your computer without closing the READ NATURALLY SE application, you can press Alt+Tab and then select the icon for another program (Windows) or select another program from the Finder (Macintosh).
The Teacher Management System reports do not fit on my screen, and/or the reports do not print on one page.	You need to change your browser settings to see more of the report. You may want to change the page orientation to landscape and the text to a smaller size. In Internet Explorer, you can change the page orientation by selecting Page Setup from the File menu and then selecting Landscape as the orientation. You can change the text size by selecting Text Size from the View menu and then selecting a smaller size option.
One of my CDs doesn't work.	If the CD is defective, READ NATURALLY will replace it free of charge. If the CD becomes damaged or scratched and no longer works, you can purchase a replacement for \$10.00. To receive a new CD, you must return the damaged or defective CD to READ NATURALLY along with your name, address, phone number, and a description of the problem.

Logistics Problems, continued

Problem	Solution
When typing notes or answers to questions, I cannot highlight text or click in the middle of a sentence to make changes.	Use the Home, End, Backspace, Delete, and arrow keys to move around and edit text. For more information, see Typing in Text Boxes.
I would like to create a shortcut/alias on my desktop.	If you are working in Windows, right-click on the desktop. From the menu that appears, select New > Shortcut. If you are working on a Mac, you can create an alias for the desktop by highlighting an item and entering ⌘-M.

Teacher Management System Problems

The table below provides solutions to common Teacher Management System issues.

Problem	Solution
The "rnse" password does not work when opening the Teacher Management System.	If the "rnse" password no longer works, contact READ NATURALLY for another password.
I can log into the Teacher Management System, but I can't edit some information.	If a person logs in to the Teacher Management System with the designation "Volunteer/Tutor," they will have limited access for editing data. This restriction prevents full access to volunteers who might not know enough about the program to make changes to student parameters.
I added several students, and now they do not display on the Students screen.	If you add students who are assigned to other teacher's classes, they may not display on the Students screen. By default, this screen displays only the students assigned to your classes. To see all students, you must click the Show All Students button.

Teacher Management System Problems, continued

Problem	Solution
<p>When I tried to log onto the Teacher Management System for the first time from a Windows workstation, I got this message: "Invalid password."</p>	<p>The drive letter used by the Windows workstation must match the drive letter to which you installed READ NATURALLY SE on the server. To remap the network drive, follow the steps below:</p> <ol style="list-style-type: none"><li data-bbox="493 380 829 411">1 Open Windows Explorer.<li data-bbox="493 428 1122 459">2 From the Tools menu, select Map Network Drive.<li data-bbox="493 476 1110 537">3 In the Drive field, select the drive letter to which you installed READ NATURALLY SE on the server.<li data-bbox="493 554 1110 642">4 In the Path (or the Folder field on Windows XP), select the shared folder on the server you created for READ NATURALLY SE.<li data-bbox="493 659 1029 720">5 Click the OK button (the Finish button on Windows XP). <p>If this procedure does not correct the problem, uninstall READ NATURALLY SE from the workstation, restart the workstation, and reinstall READ NATURALLY SE. See the Installation Guide (Task 1 on page 28 and Task 6 beginning on page 25, respectively) for specific procedures.</p>

Teacher Management System Problems, continued

Problem	Solution
<p>When I tried to log onto the Teacher Management System for the first time from my Macintosh, I got this message: "Unable to locate the READ NATURALLY data files. Your network connection may not be mounted."</p> <p>Note: The steps in the solution are specific to Macintosh system 9.</p>	<p>To mount the server on this workstation follow the steps below:</p> <ol style="list-style-type: none">1 Click the Choose button in the error message window.2 Select Appleshare.3 Select the file server (shared folder), you created for the READ NATURALLY program.4 Click the OK button.5 Log on to the server. <p>If you are already connected to the READ NATURALLY file server (shared folder), you need to reset the workstation's path to correct the problem.</p> <ol style="list-style-type: none">1 Navigate to the READ NATURALLY folder on the workstation.2 Double-click on the ClientMgmtLaunch icon. <p>Result: The navigation window displays.</p> <ol style="list-style-type: none">3 Navigate to the READ NATURALLY folder on the server. Select, but do not open the folder.4 Click the Choose button.

Student Stories Problems

The table below provides solutions to common Student Stories issues.

Problem	Solution
I get frequent memory errors when running the Student Stories application.	If memory problems occur, close Student Stories and reopen it. If memory problems continue, close and reopen the Student Stories application between stories.
I receive the message, "Unable to log in successfully. Level 2.0 is not a valid level."	Try inserting the READ NATURALLY Install disc into your computer and entering the license number for the level. The license number may have originally been entered incorrectly. Reinsert the CD for the appropriate level and try licensing it again.
I receive the message, "Unable to locate stories for level +."	This message occurs when the story options haven't been set for the student. The "+" means the program detects a blank field. Go to the Students screen in the Teacher Management System. Select the name of the student, and click the Story Options button on the right side of the screen. Enter an appropriate level and goal for the student. Click the Save button, and have the student try to log in again.

Student Stories Problems, continued

Problem	Solution
I receive a message saying a student is already logged in when s/he isn't.	Try running the RNReset program (see page 100). Make sure all students are logged off when you run this program. RNReset will reset all users and take care of the problem.
I receive the message, "Your current Level is 1.0, and the Level of the CD is 0.8. Please reinsert the correct CD or talk to your teacher."	This message displays when the student is assigned a different level in the Teacher Management System/Story Options than the level in the CD drive. Double-check that the CD story level in your computer matches the story level assigned to the students on the Story Options screen.
I use READ NATURALLY SE with the stories loaded on the network, and the program seems to slow down as more students are working in it. Is there any way I can speed it up?	If you experience performance issues with accessing the information for READ NATURALLY from your server, you could purchase additional CDs to be used from the client computer. Accessing the stories from the client CD drive rather than the server puts less strain on the network. Slow response times with the program can also be related to the speed of your server computer, the location of your server computer, the speed and configuration of your network, and the speed of the client workstations.

Student Stories Problems, continued

Problem	Solution
I receive the message, "There is a problem with your student records. Exit and try again."	<p>This message sometimes occurs after the student has selected a story. For some reason the program cannot write to the student record. Here are a few things to try:</p> <ol style="list-style-type: none">1 Go to the Teacher Management System and click the Students button. Select that particular student, and click the Delete Stories button. Delete the story which is causing you problems, and try again.2 If that does not work, run through the following checklist:<ol style="list-style-type: none">a) Can the student select another story? (The problem may be with the single story selected.)b) Can other students access the story? (The problem may be with the student's record.)c) Can the student select a story from another level?3 Contact READ NATURALLY if none of the above seem to solve the problem.

Data Problems

The table below provides solutions to common data issues.

Problem	Solution
Where is my READ NATURALLY data? I did a backup, but I don't see anything.	The READ NATURALLY SE data files are automatically set to hidden/invisible. You can use the HideData.exe (in the SetUp folder on the Install disc) to hide/unhide data files.
I just changed computers. Can I transfer my RN data from my old computer to this new computer?	Yes, uninstall the RN programs from the old computer and reinstall the programs on the new computer. Then copy the entire Data folder to the new computer. Make sure you copy all the files and the files remain in the same file/folder structure. You should unhide the data files so you can compare the contents of the Data folder between the two computers and verify it is the same.

Compatibility Problems

The table below provides solutions to common compatibility issues.

Problem	Solution
Will the stand-alone version SE work with Macs that use the multi-user/admin security options? With this type of setup, I must install the software as the administrator.	You can use SE with the multiuser/admin options. To do so, you need to install the software to a shared folder that all SE users can access. All SE users must have read/write privileges to the folder and access to the shortcut used to open the Student Stories application. You could create a shared folder called "Read Naturally Students" and install the SE software and shortcut to this folder.
We have a Mac with an operating system below system 9 in our building. Will SE work on this computer?	READ NATURALLY does not support using SE with systems lower than 9. In some instances, SE has been successful on Mac System 8.6. However, using SE on lower, unsupported operating systems may cause slow response times or other performance problems. If you have internet access, you can download free operating system upgrades from the Apple website.

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