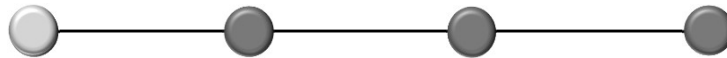Read Naturally Encore II

Overview and Student Steps

Webinar

Read Naturally Encore II

What is Fluency?

The Strategy

Who Needs Reading Intervention?

Teacher Responsibilities

Webinar

Key Components of Teaching Reading

- Phonemic awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension

A Non-Fluent Reader

What is fluency?

The ability to read *like you speak*:

- Accurate reading of connected text
- At a conversational rate
- With appropriate prosody or expression

(Hudson, Lane, & Pullen, 2005)

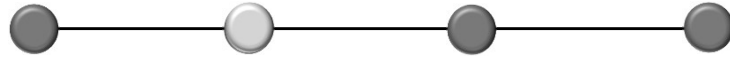# Oral reading fluency correlates highly with reading comprehension.

Measure	Validity Coefficient
Oral Recall/Retelling	.70
Cloze (fill in the blank)	.72
Question Answering	.82
Oral Reading Fluency	.91

(Fuchs, Fuchs, Hosp, & Jenkins, 2001)

Read Naturally Encore II

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Curriculum-Based Norms
50th Percentile Oral Reading Fluency Norms

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

Hasbrouck, J., & Tindal, G. A. (2017)

*WCPM = words correct per minute

Curriculum-Based Norms in Oral Reading Fluency

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
1	90		81	111
	75		47	82
	50		23	53
	25		12	28
	10		6	15
2	90	106	125	142
	75	79	100	117
	50	51	72	89
	25	25	42	61
	10	11	18	31
3	90	128	146	162
	75	99	120	137
	50	71	92	107
	25	44	62	78
	10	21	36	48
4	90	145	166	180
	75	119	139	152
	50	94	112	123
	25	68	87	98
	10	45	61	72

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
5	90	166	182	194
	75	139	156	168
	50	110	127	139
	25	85	99	109
	10	61	74	83
6	90	177	195	204
	75	153	167	177
	50	127	140	150
	25	98	111	122
	10	68	82	93
7	90	180	192	202
	75	156	165	177
	50	128	136	150
	25	102	109	123
	10	79	88	98
8	90	185	199	199
	75	161	173	177
	50	133	146	151
	25	106	115	124
	10	77	84	97

*WCPM = words correct per minute

Hasbrouck, J., & Tindal, G. A. (2006)

Curriculum-Based Norms

3rd Grade Oral Reading Fluency Norms

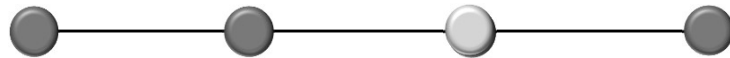| Grade	Fall WCPM*	Winter WCPM	Spring WCPM
Proficient	104 75th %ile		139 75th %ile
3	83 50th %ile	97 50th %ile	112 50th %ile
Struggling	59 25th %ile		91 25th %ile

Hasbrouck, J., & Tindal, G. A. (2017)

*WCPM = words correct per minute

Read Naturally Encore II

What is Fluency?

The Strategy

Who Needs
Reading
Intervention?

Teacher
Responsibilities

Students become fluent by reading.

Just setting aside time for independent silent reading is <u>not</u> sufficient.

National Reading Panel Report

In 10 minutes of independent reading…

A fluent reader might read 2,000 words.

A struggling reader might read only 500 words.

Equal practice time, unequal practice

A Powerful Strategy

- Teacher Modeling
- Repeated Reading
- Progress Monitoring

Read Naturally Encore II

What is Fluency?

The Strategy
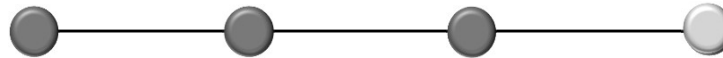
Who Needs Reading Intervention?

Teacher Responsibilities

Teacher Responsibilities

→ ▪ Planning and Setting Up
  ▪ Placing Students
  ▪ Implementing the Steps
  ▪ Monitoring Student
    Performance
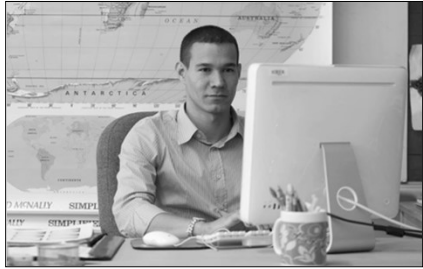
Planning and Setting Up

Think like an
efficiency expert.

▪ Increase time
  spent reading.

▪ Increase the
  number of words
  read.

Setting Up Workspace and Schedule

Workspace

- Resource room
- Reading lab
- Classroom station
- Computer lab
- Extended day

Teacher-to-student ratio: 1:6

Scheduling

- 30 minutes per session preferred
- 3 to 5 days (5 preferred)

Materials

Read Naturally Encore II

Read Naturally Live

A Sample Story
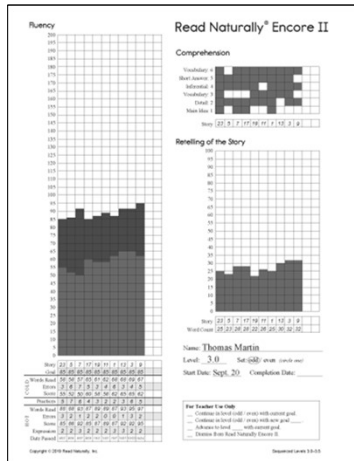
Read Naturally Encore II

Read Naturally Live

Quiz Questions

Question Format

1. Main Idea
2. Detail
3. Vocabulary
4. Inferential
5. Short Answer
6. Vocabulary
7. Literal
8. Inferential
9. Summary
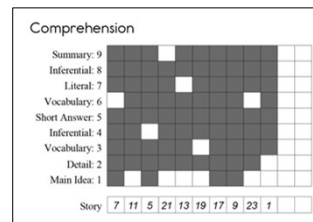
Read Naturally Encore
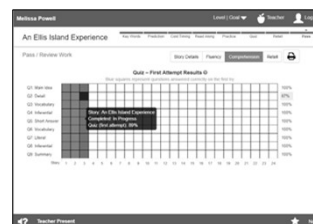
Read Naturally Live

Retelling
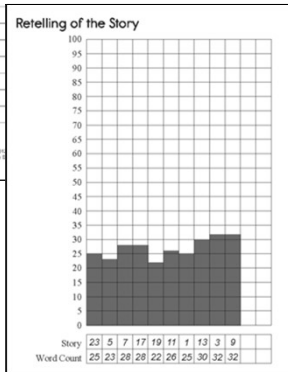
Read Naturally Encore II

Read Naturally Live

Audio

Read Naturally Encore II

Read Naturally Live

Preparing for Students

Read Naturally Encore II   Read Naturally Live

Preparing Student Materials

Encore II Curricula

Series and Level Options

Read Naturally Live			
Reading Level	Sequenced	Phonics*	Idioms
1.0	1.0	0.8	
1.5	1.5	1.3	
2.0	2.0	1.8	
2.5	2.5	2.3	
3.0	3.0	2.6 2.7	3.0
3.5	3.5		3.5
4.0	4.0		4.0
4.5	4.5		4.5
5.0	5.0		
5.6	5.6		
6.0	6.0		
7.0	7.0		
8.0	8.0		

*Phonics Content by Level	
0.8	short vowels
1.3	long vowels
1.8	blends/digraphs
2.3	r-controlled & other letter combinations
2.6	short vowels (one- & two-syllable words)
2.7	long vowels (one- & two-syllable words)

Sequenced Series

Read Naturally Encore II

Phonics Series

Read Naturally Encore II

Idioms Series

Read Naturally Encore II

Teacher Responsibilities

- Planning and Setting Up
➡ - Placing Students
- Implementing the Steps
- Monitoring Student Performance

Determining Initial Placement

Determining Level

1. Estimate reading level.
2. Conduct timing, counting errors.
3. Calculate score.
4. Determine whether tested level is appropriate.
5. Continue to test if needed.

Initial Placement Ranges

Testing Level	WCPM Score
1.0 to 3.0	30 to 60 wcpm
3.5 to 5.0	60 to 80 wcpm
5.6 to 7.0	80 to 100 wcpm
8.0	100 to 140 wcpm

Setting Goal

- Grades 1–4: placement score + 30, rounded down to nearest 5
- Grades 5+: placement score + 40, rounded down to nearest 5

Teacher Responsibilities

- Planning and Setting Up
- Placing Students
➡ - Implementing the Steps
- Monitoring Student Performance

Read Naturally® Steps

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

Kllr Bs

Rvw K Wrds [6]

gntl   Gntl mns mld r nt lkl t cs hrm.

mn   Whn n nml s mn, t s sl pst
              nd ds nt ct n a nc w.

swrm   A swrm s a bg grp f nscts,
              ftn bs, mvng tgthr.

chs   Chs mns t fllw smthng
              n rdr t ctch t.

Wrt a Prdctn

_____

_____

Rd th Str [7–9]

	Bs r vr mprtnt. Th
5	mk hn nd hlp **crps** t grw.
12	Thr r mn knds f bs. n
19	knd s **gntl**, bt t ds nt wrk
27	hrd. nthr knd f b s vr
34	**mn**, bt t s a hrd wrkr. Ths
42	b mks mch mr hn thn
48	th gntl b. n mn thght
54	tht **mtng** ths tw bs wld b
61	a gd d. H thght **crssng**
67	th tw knds f bs wld mk a
75	gntl, hrd-wrkng b. Tht ws a
82	bg mstk.
84	Crssng th tw knds f bs
90	**prdcd** a nw b. Ths b s

97	knwn s th kllr b. Th kllr
104	b s **dngrs**. t gts pst
110	sl. Jst a **sddn** ns cn pst
117	ths b. Thn t m ttck nd
124	stng.
125	n stng frm a kllr b s
132	nt ngh t kll a prsn. Bt
139	whn ths b stngs, t lvs ts
146	**gts** wth ts stngr. thr kllr
152	bs cn smll th gts lft bhnd.
159	Th **chs** th prsn. Thsnds
164	f kllr bs wll chs n prsn.
171	Mn ppl hv bn klld b
177	ths bs. N wndr ppl r
183	frd f a **swrm** f kllr bs!
190	

wrds rd _____

– rrrs _____ = _____ _____ _____ _____ _____ _____
                      cld scr

wrds rd _____   gl _____

– rrrs _____ = _____ _____ _____
                      ht scr   xprssn   dt pssd

Overview and Student Steps
Webinar Handout

Kllr Bs

nswr th Qstns

1. Wht s th mn d f ths str?
   a. Sm bs r gntl bt d nt wrk hrd.
   b. A swrm f kllr bs wll chs a prsn.
   c. Crssng tw knds f bs prdcd a dngrs b.

2. Wht cn pst th kllr b?
   a. a swrm
   b. a sddn ns
   c. a gntl b

3. Wht ds th wrd **crssng** mn n ths str?
   a. mtng tw knds f nmls
   b. drwng a ln thrgh smthng
   c. gng t th thr sd f th strt

4. Wh d thsnds f kllr bs chs smn?
   a. Th kllr bs gt pst whn th smll ppl.
   b. Th bs smll th gts lft bhnd whn a kllr b stngs smn.
   c. A stng frm n kllr b s nt ngh t kll a prsn.

5. Why s th kllr b s dngrs?

_____

_____ Nmbr Crrct: _____

Rtll th Stry

_____

_____

_____

_____

_____

_____

_____

_____ Nmbr f Wrds Wrttn: _____

Read Naturally® Encore II

Fluency

150									
145									
140									
135									
130									
125									
120									
115									
110									
105									
100									
95									
90									
85									
80									
75									
70									
65									
60									
55									
50									
45									
40									
35									
30									
25									
20									
15									
10									
5									
0									

Story								
Goal								
COLD Words Read								
Errors								
Score								
Practices								
HOT Words Read								
Errors								
Score								
Expression								
Date Passed								

Comprehension

Short Answer: 5								
Inferential: 4								
Vocabulary: 3								
Detail: 2								
Main Idea: 1								
Story								

Retelling of the Story

100									
95									
90									
85									
80									
75									
70									
65									
60									
55									
50									
45									
40									
35									
30									
25									
20									
15									
10									
5									
0									
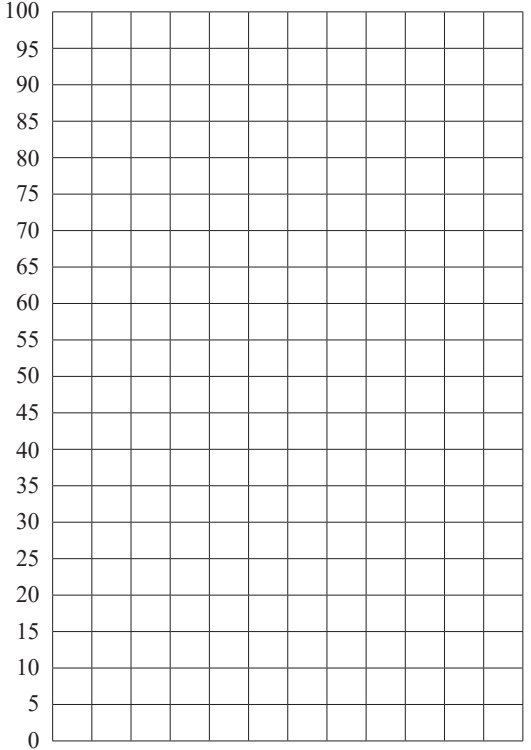
Story								
Word Count								

Name: _____

Level: _____   Set: odd / even *(circle one)*

Start Date: _____   Completion Date: _____

For Teacher Use Only
__ Continue in level (odd / even) with current goal.
__ Continue in level (odd / even) with new goal ____ .
__ Advance to level ____ with current goal.
__ Dismiss from Read Naturally Encore II.

Step 1: Select a Story

Step 2: Key Words
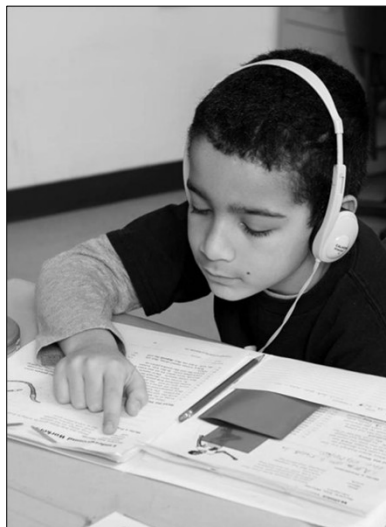
Step 3: Prediction

Step 4: Cold Timing

Step 5: Graph Cold-Timing Score
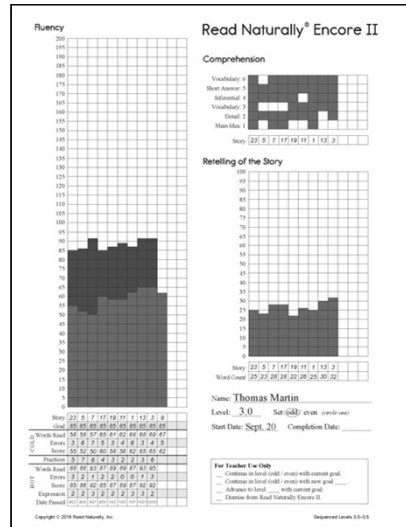
Step 6: Read Along

Step 7: Practice

Step 8: Answer the Questions

Step 9: Pass

Step 10: Graph Hot-Timing Score
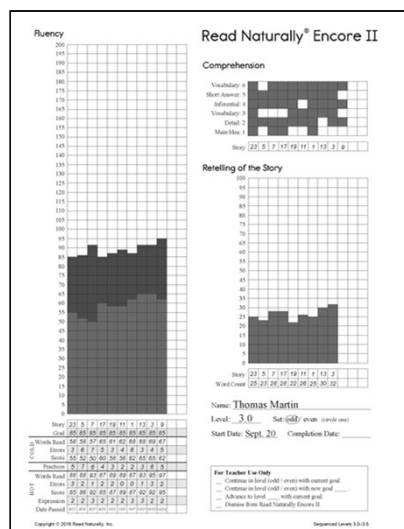
Step 11: Retell or Word List

Teacher Responsibilities

- Planning and Setting Up
- Placing Students
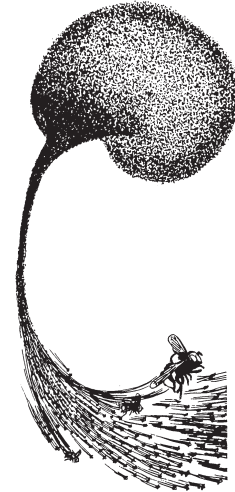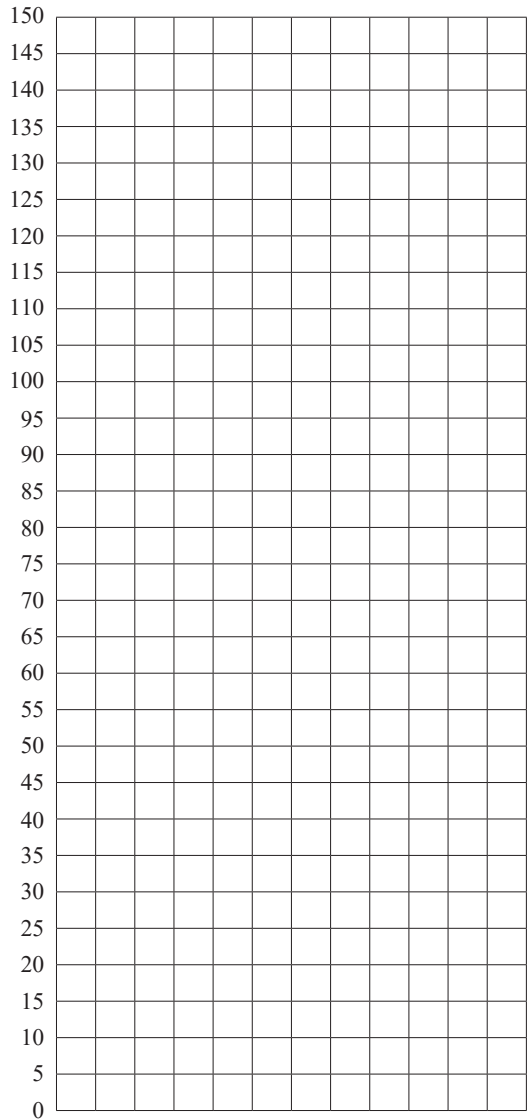- Implementing the Steps
→ - Monitoring Student Performance

Using Data to Monitor Progress
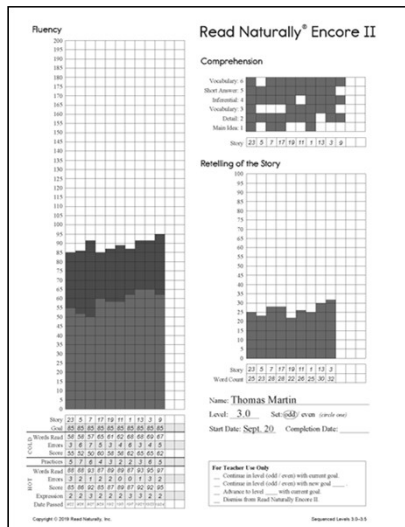
Questions?

Read Naturally®

phone: 800.788.4085
email: info@readnaturally.com
website: readnaturally.com

Group: _____   Date: _____

Read Naturally Encore II Fidelity Checklists

Use the Observation Checklist to monitor the set-up and implementation of Read Naturally Encore II. Use the Follow-Up Questions Checklist to refine the implementation of the program to ensure maximum progress for each student. You can use these checklists as a self-review of your own implementation or use them as an observer to provide a starting point for conversation and coaching with another teacher. For detailed information about setting up and effectively implementing a program, see the *Read Naturally Encore II Teacher's Manual.*

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

Observe a group of students using Read Naturally Encore II, and check each item below that is implemented correctly.

Planning and Setting Up

❒ Setting promotes students' engagement for entire session (location, room arrangement).

❒ Session length is 30–45 minutes.

❒ Students attend 3–5 sessions per week.

❒ Ratio of teachers/adults to students is no greater than 1:6.

Implementing the Steps *(Observe individual students.)*

❒ Select a Story: Student selects a story from the set.

❒ Key Words: Student listens to or reads along quietly aloud with the audio for each key word.

❒ Prediction: Student writes a prediction about the story.

❒ Cold Timing: Student conducts a cold timing either with a teacher or independently. During the cold timing, the student should always mark his or her own errors, and if a teacher is present, the teacher should coach the student on identifying errors.

❒ Graph Cold-Timing Score: Student graphs his or her score in blue.

❒ Read Along: Student reads the story quietly aloud along with the audio.

❒ Practice: Student practices reading the story quietly aloud until reaching his or her goal. The student records his or her wcpm score for each timing.

❒ Answer the Questions: Student answers the comprehension questions.

❒ Pass: Student practices the story while waiting for a teacher. When a teacher is available, the student completes the hot timing. The teacher reviews the work completed on the story with the student. If necessary, the teacher assigns remedial actions.

❒ Graph Hot-Timing Score: Student graphs hot-timing in red and comprehension scores in blue.

❒ Retelling/Word List: In Sequenced, student retells the story. In Phonics, student practices reading a list of words until reaching the goal and then writes the three dictated words.

Student Behavior

❒ Student confidently follows the steps.

❒ Student uses the CD players, headphones, and timers appropriately.

❒ Student's time on task is high. Student completes the steps and passes a story in 30–60 minutes.

❒ Student spends most of the class time reading.

❒ Student knows his or her goal(s).

Read Naturally Encore II Follow-Up Questions Checklist: What Should I Ask?

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

Assessment and Placement

❒ Have you assessed each student to determine whether he or she could benefit from Encore II?

Use the student's assessment data from an oral reading fluency assessment to determine if the student may benefit from Encore II. Compare the student's score to national norms. If the score is:
- More than 10 words below the wcpm at the 50th percentile, assign the student to Encore II.
- At the wcpm 50th percentile score or up to 10 words below it, consider Encore II.

❒ Have you placed each student individually using the placement process?

Place each student individually in an appropriate series, level, and goal using the guidelines in the *Read Naturally Encore II Placement Packet*.

Implementing the Steps

❒ Have you taught the students how to complete the steps in Encore II?

Train students in how to successfully complete the steps independently. Lesson plans in the *Read Naturally Encore II Teacher's Manual* should be used to teach the steps to students.

❒ Are you prompting students to do the steps correctly?

Remind students to:
- Listen attentively or read along quietly aloud during the key-words step.
- Read along quietly aloud during the read-along step.
- Read aloud quietly during the practice step.

Conduct the cold timings and coach students in identifying errors for at least the first three stories. When a student can accurately identify errors, consider allowing that student to conduct cold timings independently.

❒ Are you differentiating instruction for students?

Adjust the program to meet specific needs. Possible changes include adjusting the number of read alongs and/or practices required, having a student do an oral prediction and/or retelling, switching to whole-story timing, and adding a Spanish read along for a native speaker of Spanish.

Monitoring and Communicating Student Performance

❒ Have you checked each student's initial placement (after completing at least 3 but no more than 6 stories) using the Read Naturally Encore Checking Initial Placement Calculator or following the Read Naturally Encore II Checking Initial Placement instructions?

Use the averages of the data for the first 3 stories on the student's Encore II graphs.
- The level is appropriate if the average cold-timing score is within the range for the student's placement level on the Initial Placement Ranges table and the average quiz score is at least 60%.
- The goal is appropriate if the student's average scores meet at least two of the goal criteria: cold-timing score is about 30/40 words below the goal, hot-timing score is at or just above the goal, number of practices is 3 to 10.

❒ Are you monitoring student performance to keep each student challenged?

Make sure every student is continually challenged by regularly monitoring each student's performance. Refer to the graphs and use the guidelines in the *Read Naturally Encore II Teacher's Manual* (Differentiation) to decide when to raise the level (typically after completing 12 or 24 stories) or goal (typically +10) or when to make another type of change.

❒ Are you communicating student progress to parents/guardians and other teachers?

Use the Read Naturally Encore II resources to support communication. Graphs, letters, and awards can be sent home with packets of completed stories.