



# Implementing “A Student’s Guide to Read Naturally Live”

“A Student’s Guide to Read Naturally Live,” a four-part video series, combines detailed training videos with hands-on activities for teaching students each step of Read Naturally Live. After watching a student demonstrate two to three steps per video, students log into and complete the same steps in their first Read Naturally Live story.

## **Where do I access the videos?**

Go to [www.readnaturally.com](http://www.readnaturally.com), click the **Training** menu, and choose **Student Training Videos**.

## **Who should use the videos?**

- A group of students new to Read Naturally Live.
- A student entering the program mid-year.
- Parents needing to learn to supervise a student at home.

## **How should I present the videos?**

- Project the videos on a screen or whiteboard; students watch each video in a group.
- Set a student up to watch each video individually on a computer with headphones.

## **What do I need to do BEFORE showing the videos?**

1. Enroll and license your students.
2. Place each student in a series and level with an appropriate goal using the built-in Placement Test.
3. Set up the equipment and online access:
  - Internet access and a computer with “A Student’s Guide to Read Naturally Live” bookmarked.
  - Read Live bookmarked on student computers, or student iPads with the Read Naturally Live app downloaded.
  - Headphones for each student.
  - The Account ID and each student’s unique User ID and Password.
  - A projection system with a screen and external speakers if presenting to a group of students.
4. Preview the videos to plan the time needed for students to do the featured steps independently.

## How do I introduce the videos to the students?

- Inform students they will work in Read Naturally Live to become readers who read as easily and expressively as they speak, with few errors, and with understanding.
- Explain that, while working in Read Naturally Live, they'll learn to read interesting nonfiction stories well by working through a series of steps.
- Tell students they'll learn how to work in this program by watching a series of videos. After each video, they'll put on their headphones and complete the same steps on their own computers or iPads.

## Modifications

- Usually students will work through the series of steps following the viewing of each video. However, based on the maturity of your students, you may decide to present more than one video before directing your students to work on their own stories.
- Depending on the skill of your students, you may want to provide additional instruction in how to write predictions and retellings, and how to answer each type of quiz question.

## Beyond the Video Training

### 1. Power Charge the Cold Timing

The student should be in charge of clicking errors during the cold timing, even if the teacher is present. Giving the student control of the mouse transfers the responsibility of identifying errors from the teacher to the student. If the student fails to identify an error, the teacher raises the student's awareness by pointing out the error. In time, the student will become a more self-directed learner and will be able to conduct the cold timing independently.

### 2. Develop the Skill of Reading Along Correctly

To encourage students to read along correctly, help them understand that their brains make connections between what they see, hear, and speak. So, when their eyes see a word and their ears hear the word as they say it, their brains learn the word. An effective way to teach students to read along correctly is to stop and restart the read along each time a student loses his or her place, looks away from the story text, or stops reading aloud. Students will soon realize how reading along is done correctly and strive to maintain their focus. In addition, the desire to get to the end of the story will motivate them to read along correctly.

### 3. Discourage Reading Too Fast

If you hear a student reading too fast:

- a. Tell the student to click **Cancel Timing**.
- b. Explain that reading should sound like speaking, so the student needs to slow down.
- c. Tell the student to click **Start Timing**.
- d. Listen while the student reads a few sentences, and provide feedback.

#### 4. Teach Question-Answering Strategies

The questions in Read Naturally follow a pattern (for example, question 1 is always a main idea question). Teach effective question-answering strategies for specific types of questions. Students will benefit by applying these strategies as they work independently.

Sequenced Series		Idioms Series		Phonics Series
1. Main Idea	5. Short Answer	1. Common Idea	5. Literal	1. to 4. Detail 5. Short Answer
2. Detail	6. Vocabulary	2. Detail	6. Vocabulary	
3. Vocabulary (Context)	7. Literal	3. Vocabulary (Context)	7. Application	
4. Inferential	8. Inferential	4. Inferential		
	9. Summary			

Access this [teacher-created resource](#) for teaching the quiz question strategies in the Sequenced series.

#### 5. The Retelling is a Rough Draft

Evaluate the students' retellings based on content, rather than grammar and punctuation. Students have only five minutes to complete their retellings, so they are equivalent to rough drafts. You can extend the time limit to provide more time for editing; however, that will reduce the amount of time students spend reading and may slow their progress in fluency improvement.