



Read Naturally Live: Understanding the steps

Although students work mostly independently in Read Naturally Live, teachers need an understanding of the steps of the program:

1. **Select a Story**

The student selects the story he or she wants to read. Choosing the story deepens the student's investment in the material.

2. **Key Words**

The student reads the key words and their definitions while listening to an audio recording. The key words provide definitions that are important to understanding the story. In the Phonics series, the student instead listens to a phonics lesson and reads words that have the featured phonics patterns.

3. **Prediction**

The student uses the title, key words, and picture to write a prediction of what he or she thinks the story is about. The prediction prepares the student's mind for reading the story.

4. **Cold Timing**

The teacher may time the student reading the story for one minute, or the student may complete this step independently. The student clicks unknown words while reading, and then clicks the last word read when the timer expires. Read Naturally Live calculates the number of words read correctly per minute and displays this cold-timing score on a graph. This step establishes a baseline for progress monitoring, the component of the Read Naturally Strategy that motivates the student to improve.

5. **Read Along**

The student reads along quietly with a recording of the story, typically three times. This step is the teacher-modeling component of the Read Naturally Strategy, which helps the student learn new words and master others as well as learn proper pronunciation, expression, and phrasing.

6. **Practice**

The student practices reading the story without audio support three to ten times until able to read it accurately, with expression, and at the goal rate. This step is the repeated-reading component of the Read Naturally Strategy, which helps the student improve fluency, master difficult words, and understand the story.

7. **Quiz**

The student answers questions about the story. Responding to the text holds the student accountable for meaning, develops the ability to answer many types of questions, and provides teachers with information about how well the student comprehends the story.

8. **Retell/Word List**

The student retells or summarizes the story to improve comprehension, or, in the Phonics series, the student works on decoding skills by practicing the word list until able to read it accurately at a predetermined rate.

9. **Pass**

The student reads the story for the teacher to show that he or she can read it at the goal rate, with appropriate expression, and with three or fewer errors. The teacher corrects or reviews the comprehension questions with the student and the retelling of the story (if applicable). In the Phonics series, the student also reads the word list to show that he or she can read it with three or fewer errors at the goal rate.

A graph shows how much the student's fluency has improved since the cold timing. Additional graphs show results for the comprehension questions, the retelling, and the word lists (if applicable).