Read Naturally Encore

Implementing the steps

Read Naturally®

Blue Red Orange Purple White
Black Green Blue Yellow Black Red
Gray Black Black Green Yellow Blue
Orange Red Blue Yellow Red Green
Orange Purple White Green Yellow
Black Red Orange Gray Black Red
Purple Yellow Blue Red Blue Gray
Purple White Black Gray Green
Blue Red Green Yellow Blue Gray
Purple White Black Green Orange

Key Components of Teaching Reading

- Phonemic awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension

A Non-Fluent Reader

- Reads haltingly, slowly, laboriously
- Uncertain about sight words
- Reads word-by-word
- Ignores punctuation
- Makes many errors

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

Oral Reading Fluency Norms

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
1	90		81	111	5	90	166	182	194
	75		47	82		75	139	156	168
	50		23	53		50	110	127	139
	25		12	28		25	85	99	109
	10		6	15		10	61	74	83
2	90	106	125	142	6	90	177	195	204
	75	79	100	117		75	153	167	177
	50	51	72	89		50	127	140	150
	25	25	42	61		25	98	111	122
	10	11	18	31		10	68	82	93
3	90	128	146	162	7	90	180	192	202
	75	99	120	137		75	156	165	177
	50	71	92	107		50	128	136	150
	25	44	62	78		25	102	109	123
	10	21	36	48		10	79	88	98
4	90	145	166	180	8	90	185	199	199
	75	119	139	152		75	161	173	177
	50	94	112	123		50	133	146	151
	25	68	87	98		25	106	115	124
	10	45	61	72		10	77	84	97

***WCPM** = words correct per minute

Hasbrouck, J., & Tindal, G. A. (2006, April). Oral Reading Fluency Norms: A Valuable Assessment Tool for Reading Teachers. *The Reading Teacher, 59*(7), 636–644.
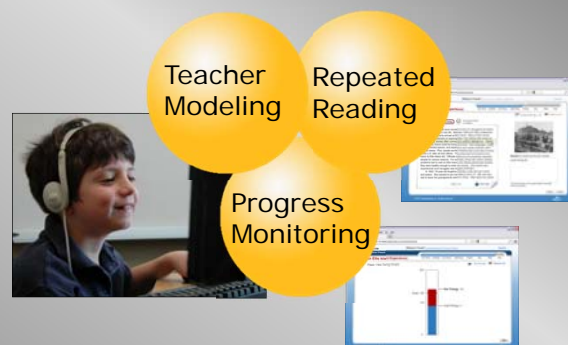
Students become fluent by reading.

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

National Reading Panel Report

The Read Naturally Strategy

Teacher Modeling

Repeated Reading

Progress Monitoring

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

Read Naturally Strategy Programs

- In use for more than 20 years
- Continual development and improvement

Read Naturally Encore   Read Naturally Live

Research-Proven Strategies

Teacher Modeling

Repeated Reading

Progress Monitoring

Read Naturally Encore
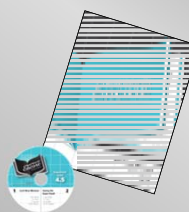
Students work individually, using reproducible masters and audio CDs.

Teacher Responsibilities

Placing Students

Monitoring Student Performance

Planning and Setting Up

Implementing the Steps
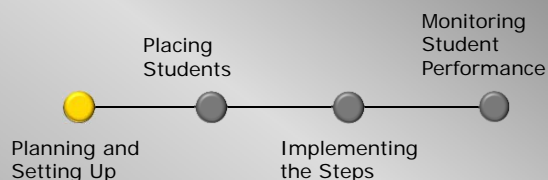
Preparing Student Materials—Encore

Planning and Setting Up

Think like an efficiency expert.
- Increase time spent reading.
- Increase the number of words read.

Encore Fidelity Checklist

Preparing Student Materials—Encore

For example, you will learn …

- Why the stories are organized into Set 1 and Set 2, and how that maximizes the use of the audio CDs.
- What to consider when choosing a timer.
- How a student can use the red/green pouch to signal the teacher.
- How you can access the **FREE** crossword puzzles to use as a "wait time" activity.

Setting Up Workspace and Schedule

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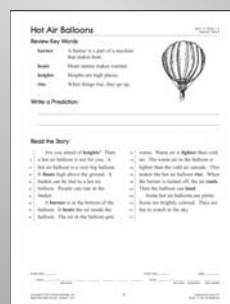- Extended day

Teacher-to-student ratio: 1:6

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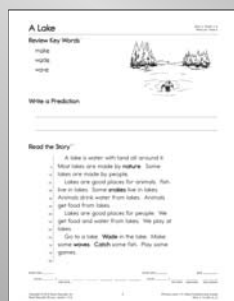- 3 to 5 days (5 preferred)

Sequenced Series

Read Naturally Encore

Read Naturally Live
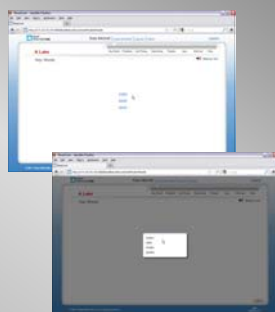
Slide 1:

Planning and Setting Up

Phonics Series

Read Naturally Encore   Read Naturally Live

Slide 2:

Placing Students

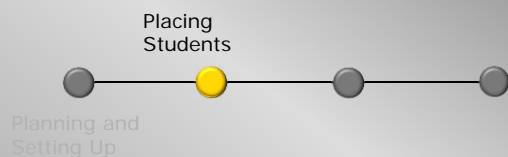# Determining Anna's Level, Part 1

Estimate Anna's reading level

- Grade 7 student
- Well below expectations on standardized state test
- Current English teacher reports difficulty with sixth-grade novels
- Below expectations on fall benchmark fluency assessment

Start testing Anna at level 5.0

Slide 3:

Teacher Responsibilities Review

Placing Students

Planning and Setting Up

Slide 4:

Placing Students

Determining Anna's Level, Part 2

Conduct the Placement Test

- One-minute timed reading, counting errors
- Words attempted – Errors = Score
- Anna's placement data:
  – Level 5.0
  – Read 93 words with 8 errors

Anna's test results:

Level 5.0 – 85 wcpm

Slide 5:

Placing Students

- Determine level
- Select series
- Set goal

Slide 6:

Placing Students

Determining Anna's Level, Part 3

Analyze Placement Results

Placement Table	
Placement testing level	Scores in this range indicate a potential fit
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

Anna's test results:

Level 5.0 – 85 wcpm

Level 5.6 – 82 wcpm

Slide 1

Determining Rob's Level

Analyze Placement Results

Placement Table	
Placement testing level	Scores in this range indicate a potential fit
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

Rob's test results:

Level 3.0 – 65 wcpm

Level 3.5 – 55 wcpm

Slide 2

Beginning Readers

- Exception if below range on level 1.0
- May still work in Read Naturally if:
  - Recognizes 50 written words
  - Knows beginning sounds

Placement testing level	Scores in this range indicate a potential fit
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

Slide 3

Selecting a Series

Series Options

Reading level	Basic Series Read Naturally Live, Encore, SE, and ME			Additional Series Read Naturally SE and ME		
	Sequenced	Phonics		American Manners and Customs	Idioms	Spanish
1.0	1.0	0.8 short vowels				1.0
1.5	1.5	1.3 long vowels				1.5
2.0	2.0	1.8 blends/digraphs				2.0
2.5	2.5	2.3 r-controlled				2.5
3.0	3.0	2.6 short vowels 2.7 long vowels		3.0	3.0	
3.5	3.5			3.5	3.5	3.5R
4.0	4.0			4.0	4.0	
4.5	4.5			4.5	4.5	4.5R
5.0	5.0					
5.6	5.6					
6.0	6.0					
7.0	7.0					
8.0	8.0					

Note: Resources for blind and visually impaired students available in all ME Sequenced and ME Phonics levels.

Slide 4

Placing Students and Beyond
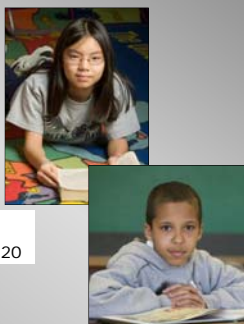
- Determine level
- Select series
- Set goal
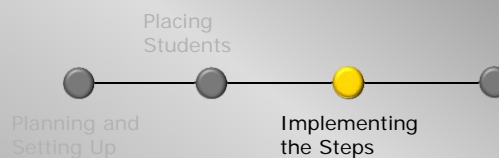
Slide 5
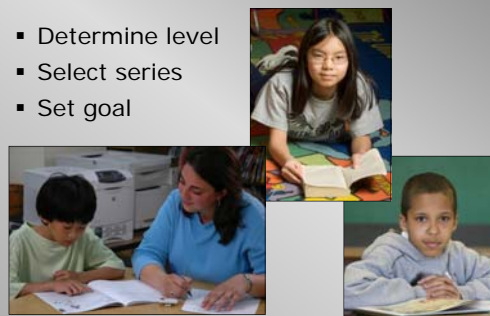
Setting the Goal

- **Grades 4 and below:**
  Placement score + 30, rounded to nearest 5
- **Grades 5+:**
  Placement score + 40, rounded to nearest 5

Anna:
82 + 40 = 122, rounded to 120

Rob:
65 + 30 = 95

Slide 6

Teacher Responsibilities Review

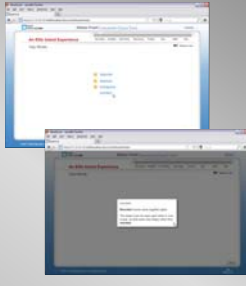Placing Students

Planning and Setting Up

Implementing the Steps

Implementing the Steps
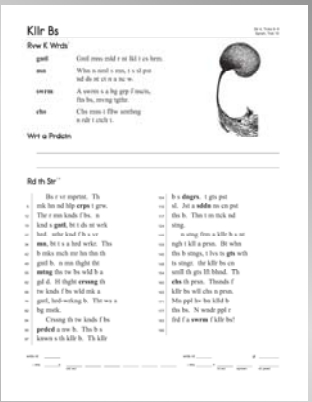
Key Words

Read Naturally Encore

Read Naturally Live

Prediction

Read Naturally Encore

Read Naturally Live

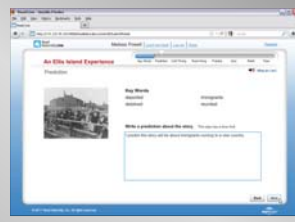## Select a Story

Read Naturally Encore

Read Naturally Live

Cold Timing

Read Naturally Encore

Read Naturally Live

Implementing the Steps
Graph Cold-Timing Score
Read Naturally Encore — Read Naturally Live

Implementing the Steps
Answer the Questions
Read Naturally Encore — Read Naturally Live

Implementing the Steps
Read Along
Read Naturally Encore — Read Naturally Live

Implementing the Steps
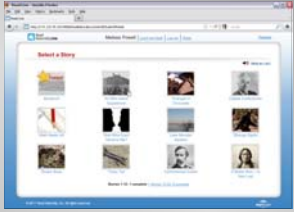### Pass
Read Naturally Encore — Read Naturally Live
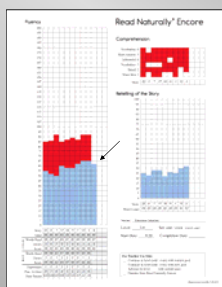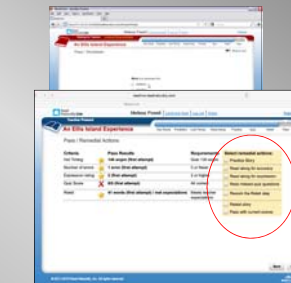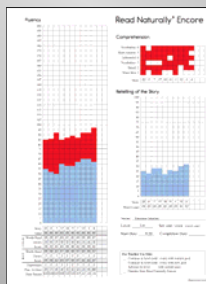

Implementing the Steps
Practice
Read Naturally Encore — Read Naturally Live

Implementing the Steps
Graph Hot-Timing Score
Read Naturally Encore — Read Naturally Live

Implementing the Steps

Retelling or Word List

Retelling (Sequenced)   Word List (Phonics)
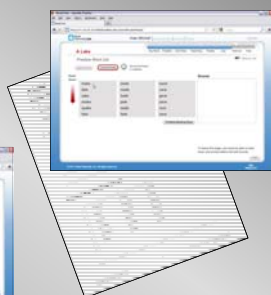
Monitoring Student Performance

Two phases:

- Check the student's initial placement after three stories.

- Keep the student challenged over time.

Teacher Responsibilities Review

Planning and Setting Up

Placing Students

Implementing the Steps

Monitoring Student Performance
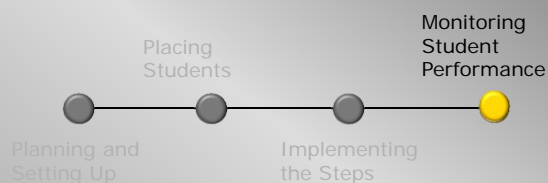
Monitoring Student Performance

Checking Initial Placement

Compare the student's average data from the first three stories to:

- Initial Level Criteria
- Initial Goal Criteria
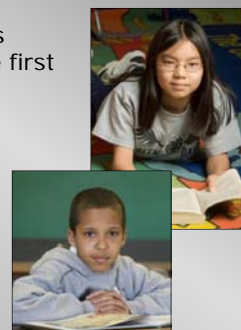
Monitoring Student Performance

Create ongoing tension to maximize achievement:

- The student should be challenged, but not frustrated, by the level of text difficulty.

- The student should be able to reach the goal—not easily, but with effort.

Monitoring Student Performance

Sources of Student Data

Read Naturally Live
Students At-a-Glance Report

Read Naturally Encore Graphs

Monitoring Student Performance
Initial Level Criteria

- Student's average cold-timing score is within the range for the placement level (see table).

- Student's average quiz score is at least 60%.

Placement Table	
Placement level	Scores in this range indicate a potential fit
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

Monitoring Student Performance
Initial Goal Criteria

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

Monitoring Student Performance
Anna's Data for Checking Level

Anna's data for the first three stories:

- Placement level is 5.6.
- Average cold-timing score is 90 (teacher present).
- Average quiz score is 77%.

Monitoring Student Performance
Relationship of Scores to Goal

Goal: 120 — Hot Timing: 123 / Cold Timing: 91
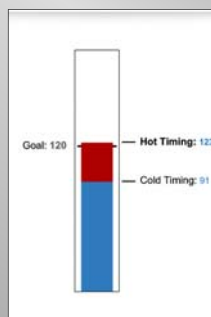
Hot-Timing Score
At or slightly greater than the goal

Goal

Cold-Timing Score
30 or 40 less than the goal

Monitoring Student Performance
Compare Data to Level Criteria

Placement Table	
Placement level	Scores in this range indicate a potential fit
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

- Is Anna's average cold-timing score in the range for her placement level? (Yes)/ No
- Is Anna's average quiz score above 60%? (Yes)/ No

Continue Anna's level.

Monitoring Student Performance
Anna's Data for Checking Goal

Anna's data after the first three stories:

- Anna is in 7th grade.
- Goal is 120.
- Average cold-timing score is 90 (teacher present).
- Average hot-timing score is 132.
- Average number of practices is 6.

Slide 1

Compare Data to Goal Criteria

- Does Anna's goal exceed her average cold-timing score by approximately 40? Yes / No Goal may be too low.

- Is Anna's goal equal to or slightly less than her average hot-timing score? Yes / No Goal may be too low.

- Is Anna's average number of practices 3 to 10? Yes / No

Raise the goal.

Slide 2

Keeping Students Challenged

Slide 3

Monitoring Student Performance

Rob's Data for Checking Level

Rob's data for the first three stories:

- Placement level is 3.0.

- Average cold-timing score is 70 (teacher present).

- Average quiz score is 93%.

Slide 4

Monitoring Student Performance

Indicators for Increasing Challenge

Consider making a change if a student meets two or more of the following indicators:

- Average cold-timing score improves.

- Average hot-timing score improves.

- Average quiz score improves.

- Average hot-timing score exceeds goal by ten or more.

- Average number of practices decreases.

- Student behavior changes.

Slide 5

Monitoring Student Performance

Compare Data to Level Criteria

Placement Table	
Placement level	Scores in this range indicate a potential fit
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

- Is Rob's average cold-timing score in the range for his placement level? Yes / No Level may be too easy.

- Is Rob's average quiz score above 60%? Yes / No

93% is a very high average score.

Raise the level.

Slide 6

Monitoring Student Performance

When Increasing Challenge

- Raise only one element at a time.

- After 12 stories, typically raise the goal.

- After 24 stories, typically raise the level.

- Consider the long-term fluency benchmark goal.

Slide 1

Guidelines for Raising Level or Goal

- Raise the level by half a year (rarely by a whole year).
- Raise the goal by 10 words.
- Discuss the change with the student.

Read Naturally Encore Folder   Read Naturally Live edit window

Slide 2

Monitoring Student Performance

Troubleshooting Student Performance

- Require students to complete steps correctly.
- Make a program adjustment.
- Apply classroom management.
- Provide supplementary instruction.
- Adjust level or goal.

Slide 3

Monitoring Student Performance

Long-Term Fluency Benchmark Goal

The student is able to read <u>unpracticed</u>, <u>grade-level</u> passages at, near, or above the <u>50th percentile</u> on national norms.

Slide 4

Helpful Links

- Encore Fidelity Checklist:
  - http://www.readnaturally.com/knowledgebase/documents-and-resources/23/94
- Encore Placement Video:
  - http://www.readnaturally.com/knowledgebase/how-to/24/255
- Placement Packet and Information:
  - http://www.readnaturally.com/knowledgebase/how-to/4/81
- Working Through the Steps Video:
  - http://www.readnaturally.com/knowledgebase/how-to/24/254
- Monitoring Student Performance:
  - http://www.readnaturally.com/knowledgebase/how-to/4/13

Slide 5

Long-Term Fluency Benchmark Goals

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
1	90		81	111	5	90	166	182	194
	75		47	82		75	139	156	168
	50		23	53		50	110	127	139
	25		12	28		25	85	99	109
	10		6	15		10	61	74	83
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	50	51	72	89		50	127	140	150
	25	25	42	61		25	98	111	122
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*WCPM = words correct per minute

Hasbrouck, J., & Tindal, G. A. (2006, April). Oral Reading Fluency Norms: A Valuable Assessment Tool for Reading Teachers. *The Reading Teacher 59*(7), 636–644.

Slide 6

For more information:

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