

## Read Naturally Live BASICS



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## Agenda

- Overview of Read Naturally Live
- Planning and resources you'll need
- Helping students get started
- How students use the program
- How teachers monitor progress
- Read Naturally online resources



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## 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




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## A Non-Fluent Reader

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




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## Read Naturally ELL Support

Read Naturally Intervention Program	Series	English Language Skills				General Background Knowledge
		Audio Support for Each Story	Repeated Readings	Student-Friendly Definitions With Audio Support	Vocabulary Questions	
Read Naturally Live	Sequenced, Phonics	✓	✓	✓	✓	✓
Read Naturally Encore	—	✓	✓	✓	✓	✓
One Minute Reader	iPad App, Book/CD	✓	✓	✓	✓	✓
Read Naturally SE	Sequenced, Phonics	✓	✓	✓	✓	✓
Read Naturally SE	Spanish	✓	✓	✓	✓	✓
Read Naturally ME	Idioms, American Manners & Customs	✓	✓	✓	✓	✓
Read Naturally GATE	—	✓	✓	✓	✓	✓
Take Aim at Vocabulary	—	✓	✓	✓	✓	✓




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### Oral reading fluency correlates highly with reading comprehension.

Results from a study of special education students by Fuchs, Fuchs, Hosp, & Jenkins, 2001

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




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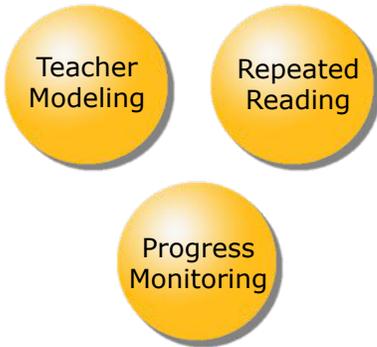
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### Research-Proven Strategies




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### Read Live and CCSS

The strategy and curriculum support:

- Foundational Skills
- Reading Standards for Informational Text
- Language Standards

Substrand or Skill	Read Naturally Live	Read Naturally Encore
Fluency	■■■■	■■■■
Phonics and Word Recognition	■■	■■
Range of Reading and Level of Text Complexity	■■	■■
Integration of Knowledge and Ideas	■	■
Key Ideas and Details	■	■
Vocabulary Acquisition and Use	■	■

■■■ Supports all standards ■■ Supports many standards ■ Supports some standards




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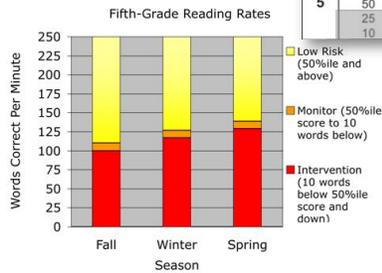
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### Who needs reading intervention in fifth grade?



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




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### 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	39	48
4	90	145	166	180
	75	119	139	152
	50	94	112	123
	25	68	87	98
	10	45	61	72

\*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.




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### Planning and Setting Up

#### Setting Up Workspace and Schedule



#### Workspace

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

Teacher-to-student ratio: 1:8

#### Scheduling

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




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Planning and Setting Up

4 Steps to Get Students Going

- 1. Add students
- 2. License students
- 3. Place students
- 4. Teach students how to use Read Naturally Live




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Read Naturally Live Demo




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Placing Students

Analyze Placement Results

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

Read Naturally Live Student Placement

Student: Rob Cole

Placement Testing Level	Student Score (wcpm)	Placement Range (wcpm)
3.5	55	60 - 80
3.0	<b>65</b>	30 - 60

Score from the most recent test is in bold type.

**Recommendation:**  
The student's scores fell between two levels. Use your knowledge of the student's strengths and needs to select a series, level, and goal from the list to the right.

Close | Print Results




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Placing Students




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Placing Students

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




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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.

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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.




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Monitoring Student Performance

Long-Term Fluency Benchmark Goal

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




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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
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.




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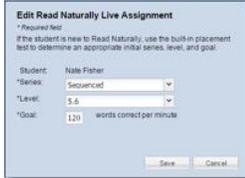
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Monitoring Student Performance

**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 Live edit window




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**Read Live and RTI**

- Screen for early identification of kids at risk
- Highly effective, research-proven intervention
- Monitor progress of students as they work through intervention
- Standard protocol implementation, hands-on training and professional development components to ensure fidelity
- Standards-based instruction




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**Benefits For Teachers**

- Research-based, highly effective
- Assessment and intervention in one
- Full range of reading levels for differentiating instruction
- Many new and updated features that motivate students
- Supports foundational skills, vocabulary, and comprehension
- Easy to implement and affordable




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### Benefits For Administrators

- Differentiated instruction for RTI (Tiers 2 and 3)
- Easily scalable; ability to re-assign seats
- Cloud-based platform
  - Lower total cost of ownership
  - No additional support fees (internal maintenance or external support)
  - Use anywhere (Chromebook and iPad ready)




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### Planning and Setting Up

#### Starting a New School Year

- Advance students to the next grade
- Assign new homeroom teachers
- Reassign licenses to different students
- <http://www.readnaturally.com/knowledgebase/how-to/12/75>




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### Q&A

- Link to recording will be emailed tomorrow
- Look out for Read Live newsletter
- Version 1.8 Update is coming 8/28
- Help Resources: [www.readnaturally.com/read-live-help](http://www.readnaturally.com/read-live-help)
- Smart Start Guide: [www.readnaturally.com/read-live-smart-start-guide](http://www.readnaturally.com/read-live-smart-start-guide)




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