

Teacher's Manual

**Read
Naturally[®]**

Masters Edition ME



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Introduction to Read Naturally

The Read Naturally strategy is an effective tool for improving reading fluency in developing and struggling readers. Read Naturally combines three powerful strategies to improve fluency: teacher modeling, repeated reading, and progress monitoring.

Struggling Readers Often Have Fluency Problems

Picture one of your struggling readers. Turn on the audio portion of your brain, and listen to that student read. You would probably describe that student's reading as word-by-word, halting, slow, and laborious. Students with these characteristics associated with their reading have a fluency problem. Educators often describe reading problems in terms of fluency, indicating that teachers know fluency is an important component of good reading. Research demonstrates a strong correlation between fluency and reading comprehension (Armstrong, Breznitz, Knupp, Lesgold). Consequently, teachers need to develop the fluency of their students.

Struggling Readers Do Not Read Enough

Students become fluent by practicing reading (Allington). Some students can learn to read fluently without explicit instruction. For others, however, fluency doesn't develop in the course of normal classroom instruction. Research analyzed by the National Reading Panel suggests that just encouraging students to read independently isn't the most effective way to improve reading achievement. Too often, simply encouraging at-risk students to read doesn't result in increased reading on their part. During Drop Everything and Read (DEAR) time, at-risk students often do not read. They cannot or will not independently read the books in classroom libraries. When asked to read quietly, they sometimes pretend to read or just look at the pictures. Often these students are not able to read the basals and anthologies in use in their classrooms. Also, poor fluency is a self-perpetuating problem. Struggling readers read so few words during their instructional and independent reading time that the gap between them and their peers continually widens.

What Struggling Readers Need to Become Fluent

Struggling readers need a safe, structured, and highly motivating opportunity to engage in reading on a daily basis. Research supports teacher modeling, repeated reading, and progress monitoring as ways to involve struggling readers in the act of reading, to improve their fluency, and to accelerate their reading achievement.

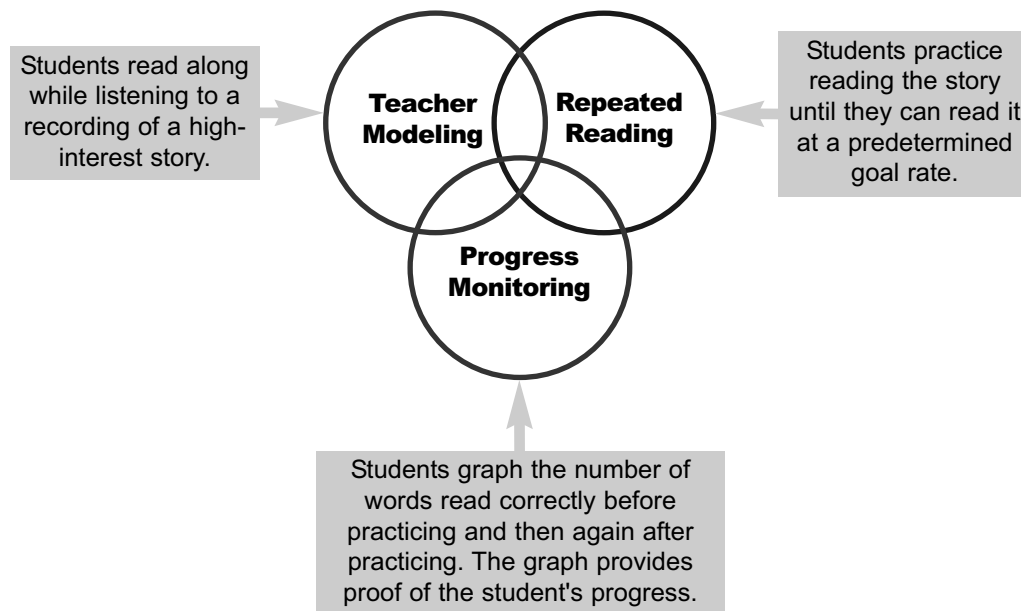
Teacher modeling improves the reading fluency of students (Eldredge and Quinn, Heckelman, McAllister, Reitsma). Teacher modeling consists of a proficient reader modeling correct pronunciation, rate, and expression while reading with a less able reader. Dyad reading, echoic reading, NIM (neurological impress method), and choral reading are examples of this strategy.

Repeated reading also improves fluency (Dowhower, Knupp, Koskinen, Larking, O'Shea, Rashotte, Richek). With this strategy, the student reads a short story or passage many times until able to read it fluently.

Finally, daily monitoring of student progress improves student achievement (Schunk). It increases student involvement in the learning process and promotes teacher awareness of each student's progress.

Overview of the Read Naturally Strategy

Combining teacher modeling, repeated reading, and progress monitoring creates a powerful tool to improve the reading fluency of struggling readers.



Read Naturally incorporates teacher modeling, repeated reading, and progress monitoring into a single set of steps to improve fluency in the following ways:

- Students select a story and get a baseline for progress monitoring by timing themselves for one minute as they read the passage for the first time. They graph the number of words they read.
- Teacher modeling occurs as students read along with an audio recording of the story, subvocalizing with the narration, until able to read the passage without errors. Usually students read along two or three times, but this varies depending on the age and ability of the student.
- Students read the passage aloud repeatedly, timing themselves to check progress. They keep reading the passage until they can read at an individual goal rate set by the teacher.
- When students reach their goal rate, they move on to answer the comprehension questions and then continue to practice while waiting for the teacher.
- When students are ready to pass the story, the teacher listens to them read. Students pass the story only when they read the story with expression, at their goal rate with three or fewer errors, and answer the comprehension questions correctly. They graph this passing score above the first score they graphed, which gives them visual feedback on how much improvement they made by working on the story. Over time, students should show gradual improvement on both the cold (initial) and hot (final) scores.

Benefits of Read Naturally

The Read Naturally strategy results in significant improvement in the reading fluency of students. In addition, teachers have noted several other benefits of the strategy, including the following:

- Students often experience an increase in their confidence and self-esteem.
- Students express confidence in their academic abilities and hope for their academic future.
- Students often tell teachers that the immediate and frequent feedback makes them want to keep reading.

The structure of Read Naturally allows students to work independently most of the time. Once they have been taught how to follow the steps, students' time on task is very high, and students spend most of the instructional time engaged in the act of reading. As a result, many behavior problems are eliminated. Because students work independently, teachers can give their time to more students, and students of different levels can participate in the program at the same time.

Students using the Read Naturally strategy get excited about reading. They show an increased interest in coming to reading class. They enjoy selecting and reading the interesting stories, learning to read them with ease, and watching their progress on the graphs. Because students get immediate feedback that encourages them to "beat themselves," they get hooked on the strategy much like they might get hooked on a video game. Perhaps most importantly, students feel responsible for their own success. Many students report reading books at home, and parents comment on improvements in the amount of time their children read at home as well as in their attitudes about reading.

Who Needs Fluency Training?

Students who read slowly and laboriously need to improve their fluency. Compare a student's average words-correct-per-minute (WCPM) score from two or three unpracticed readings of grade-level material to the Hasbrouck-Tindal Oral Reading Fluency Norms table (below). If this score places the student ten or more words below the 50th percentile, you should add a fluency-building program to his/her regular instructional program and further diagnose the student to see if s/he also needs support in other areas of reading. For more information on fluency assessments and Read Naturally's assessment tools—the Reading Fluency Benchmark Assessor and the Reading Fluency Progress Monitor—visit the Read Naturally website (www.readnaturally.com).

Tools for Comparison: Oral Reading Fluency Norms

Dr. Jan Hasbrouck and Dr. Gerald Tindal published the results of an extensive study on oral reading fluency in 2006. The results of their study are published as "Oral Reading Fluency Norms: A Valuable Assessment Tool for Reading Teachers" in *The Reading Teacher*. The table below lists oral reading fluency scores for students at various percentiles in grades one through eight as determined by their data. You can use this information together with an assessment process, such as one-minute oral readings, to draw conclusions and make decisions about the oral reading fluency of your students.

Hasbrouck-Tindal Oral Reading Fluency Norms (2006)

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
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

Conducting a One-Minute Timing

You will need to conduct one-minute timings to determine who needs fluency support. For students using Read Naturally, you will conduct one-minute timings to place each student in the correct level of material and for hot timings, which students do as part of the Pass step for each story.

Steps for Timing

1. Sit next to the student so that you can both see the passage text (or make two copies of the text so you each have one).
2. Explain the purpose of the timing in terms the student can understand.
3. Read the title of the passage to the student.
4. Set the timer for one minute, and then say: "When I hear your voice, I'll start my timer."
5. When the student begins reading, activate the timer.
6. As the student reads, tally his/her errors on a separate sheet of paper.

Guidelines for Counting Errors

- Make a tally mark on scratch paper for each error. Be sure to mark errors in a way that does not distract the student.
 - Be consistent in what you count as an error. See the tables that follow these steps for recommendations on what should, and should not, count as an error.
7. When the timer sounds, tell the student to stop reading, and make note of the last word the student read.
 8. Count the number of words the student read in the minute.

Guidelines for Counting Words

- Each number on the left side of the passage indicates the total number of words through the end of the previous line of text.
 - The words in the title do not count as words in the passage. If the student reads the title, wait and start the timer when the student begins reading the passage.
 - Each word in the passage counts as one word.
 - A number written as a numeral counts as one word.
 - Each word in a number written in words counts as a word.
 - An abbreviation counts as one word.
 - If words are connected by a hyphen, each word counts as one word.
9. Subtract the errors from the number of words read to determine the student's words-correct-per-minute (WCPM) score.

What Counts as an Error?

Description	Example
<p>Mispronunciations and dropped endings</p> <p>If a student mispronounces a word or does not pronounce an ending, count it as an error.</p>	<p>Sentence: John caught a bass. Errors: 1</p> <p>Student: John caught a base.</p>
<p>Transpositions (out of sequence)</p> <p>If a student transposes two or more words, count each word read out of order as an error.</p>	<p>Sentence: Tim walked quietly away. Errors: 2</p> <p>Student: Tim quietly walked away.</p>
<p>Hesitations (words supplied by the examiner)</p> <p>If a student hesitates for three seconds, tell the word to the student, and count the word as an error.</p>	<p>Sentence: Tom walked his dog. Errors: 1</p> <p>Student: Tom... (3-second pause)</p> <p>Examiner: walked</p> <p>Student: his dog.</p>
<p>Omissions</p> <p>If a student skips a word, several words, or an entire line, count each skipped word as an error.</p>	<p>Sentence: He is in the big chair. Errors: 1</p> <p>Student: He is in the chair.</p>
<p>Substitutions</p> <p>If a student substitutes one word for another, even if the substitution is a synonym, count it as an error.</p>	<p>Sentence: I went to my house. Errors: 1</p> <p>Student: I went to my home.</p>
<p>Repeated errors</p> <p>If a student makes the same error more than once, count each instance as an error.</p>	<p>Passage: The cat likes milk. She Errors: 2</p> <p> drinks it every day. The cat likes me.</p> <p>Student: The cat licks milk. She</p> <p> drinks it every day. The cat licks me.</p>

Note: All guidelines for counting errors, including the repeated errors rule, apply to proper nouns.

What Doesn't Count as an Error?

Description	Example
<p>Mispronunciations and dropped endings due to speech problems or dialect</p> <p>Mispronunciations due to speech problems or dialect are typically not counted as errors.</p>	<p>Sentence: Pam made it for him. Errors: 0</p> <p>Student: Pam made it fo him.</p>
<p>Self-corrections</p> <p>If a student self-corrects an error, count the word(s) as correct.</p>	<p>Sentence: I ran to the park. Errors: 0</p> <p>Student: I ran to the pan... park.</p>
<p>Repetitions</p> <p>If a student repeats words or phrases while reading, do not count the repetitions as errors.</p>	<p>Sentence: I am happy. Errors: 0</p> <p>Student: I am...I am happy.</p>
<p>Insertions</p> <p>If a student adds words, do not count the words as errors. Counting insertions as errors would result in subtracting them from the number of words read correctly, giving the student a lower number of WCPM than s/he actually read.</p>	<p>Sentence: Sheila cried hard. Errors: 0</p> <p>Student: Sheila cried very hard.</p>

Teacher Responsibilities

Once your students learn the steps, they will be able to work independently through the Read Naturally stories without needing any reminders of what to do next. However, teacher preparation is necessary to make sure the implementation of the strategy runs smoothly. The major teacher responsibilities include:

1. **Planning and setting up**
2. **Placing students**
3. **Implementing the steps of the Read Naturally strategy**
4. **Monitoring student performance**
5. **Communicating with students and parents**

As you begin planning and implementing the strategy, keep in mind the features that make the program work: teacher modeling, repeated reading, and progress monitoring. Also, keep in mind the underlying reasons that make the strategy work: it increases the time students actually spend reading, and it increases the number of words they read.

Tip: As you make decisions about planning and implementing your program, your guiding principles should be: "Does this increase the time my students will actually be reading?" and "Does it increase the number of words they'll be reading?" If the answer to either question is "no," rethink your decision.

Tip: Read Naturally offers a video workshop that shows how to implement the program to maximize student improvement. These videos are designed for teachers who are new to the program, teachers who have never had formal Read Naturally training, or as a refresher for teachers who have previously received training. To learn more about the *Read Naturally Video Workshop*, visit the Read Naturally website (www.readnaturally.com).

Planning and Setting Up

This section explains the responsibilities involved in preparing to implement the strategy and the setup and materials required. Planning and setting up involves preparing a schedule, choosing a setting, and gathering materials.

Preparing a Schedule

It is best to set up sessions at least three times a week in blocks of 30 minutes or more. One direct way to increase the amount of time students spend reading is to schedule more sessions. If possible, try to schedule sessions for five days a week. The more practice your students get, the quicker they will improve.

As you prepare your schedule, keep in mind that Read Naturally is best implemented with a student-to-teacher ratio of no more than six students per supervising adult. Not all of the adults need to be teachers. Educational assistants, parents, or other adult volunteers can be taught to help run a Read Naturally program.

Choosing a Setting

You can set up the Read Naturally program in a variety of settings. The following settings work well:

- **Resource Room**

Students come to a resource room to work with a teacher on reading. Part of the instruction includes fluency improvement. You can set up the necessary materials permanently or as the students come to class.

- **Reading Lab**

The Read Naturally materials are set up in a permanent lab. Students leave their classroom to work on reading fluency with a teacher, educational assistant, or volunteer. The lab may be in the media center, an empty classroom, or other adequate space.

- **Classroom**

The classroom teacher sets up a Read Naturally station in the classroom. While most students in the room read quietly, write in journals, or work on projects independently, a few students improve their fluency by working at the Read Naturally station.

- **Cart**

A collaborative support teacher brings the necessary materials for a Read Naturally station into a classroom on a cart. Students help set up the reading station using materials from the cart, and they help put the materials back on the cart after class. The collaborative teacher then brings the Read Naturally station into another classroom.

- **Extended Day**

Teachers, parents, community education staff, or other volunteers can offer a Read Naturally class before or after school. The instructor(s) can set up the station prior to class and take it down after class.

Gathering Materials

Before implementing the Read Naturally strategy, you need to make sure you have the necessary materials. Use the program, additional, and optional materials lists below to help gather the materials you will need.

Program Materials

- Stories
- Audio CDs/cassettes
- Answer keys
- Super Reader awards
- Graphs
- Posters

Additional Materials

- Student folders
- Timers
- Colored pencils/crayons
- Audio CD/cassette players
- Headphones

Optional Materials

- Red and green pouches
- Reading guides
- ME Decision Assistant
- Glossaries
- Crosswords

Note: The pages that follow give a detailed explanation of each of the materials listed. The program materials are required to use the Read Naturally program and can only be purchased through Read Naturally. The additional materials are also required for the program and are available through Read Naturally. The optional materials are also available through Read Naturally. For more information on any of these items, visit the Read Naturally website (www.readnaturally.com).

Program Materials

■ Stories

Each student should begin with 12 of the stories from his/her level. Students enjoy choosing the order that they read the stories. For the Sequenced and Phonics series, which have 24 stories per level, divide the stories into two sets of 12: one set of the odd stories and one of the even stories. Although the stories within a level are of similar reading difficulty, we recommend giving students the odd-numbered stories first. After the student completes the first twelve odd-numbered stories, give him/her the even-numbered stories (if the student is to continue working in the same level of material). Since each audio CD or cassette has two stories (one odd and one even), dividing the stories into odd and even sets allows more students to use the same set of audio CDs or cassettes. Students will have 12 audio CDs or cassettes to choose from rather than just six, which reduces potential conflicts over materials.

Giving each student his/her own copy of the stories allows the students to work with the stories by underlining difficult words, marking reading rates, writing answers, and recording scores, and students can keep copies of their stories. You can send the passed stories home with the students to read to their parents. If you cannot make copies for each student, laminate a copy of each story for students and implement a checkout system.

■ Audio CDs/Cassettes

Each Read Naturally level includes 12 audio CDs or cassettes. In some series, the stories are recorded at three different speeds with each recording slightly faster than the previous one. On the audio CDs, the key words are recorded on the first track for a particular story and the next three tracks contain the story at each of the speeds. The stories are recorded at rates appropriate for readers at each level to enable them to read along, increasing the likelihood of students learning new words and reinforcing words of which they are uncertain. Small numbers next to the headings on ME story pages indicate which track(s) on the audio CD the student should listen to for a particular step. The table below shows the audio features for each individual series.

Series Audio Features

Series	Audio Features
Sequenced	Story read at three different speeds; audio recording of key words
Phonics	Story read at three different speeds; audio recording of key words
Spanish Translations	Story read at three different speeds; audio recording of key words
American Manners and Customs	Story read at three different speeds; audio recording of key words, comprehension questions, and glossary definitions
Idioms	Story read at three different speeds; audio recording of key words, comprehension questions, and glossary definitions
African American History	Story read at one speed; audio recording of key words, comprehension questions, and activity
Mexican American History	Story read at one speed; audio recording of key words, comprehension questions, and activity

■ **Answer Keys**

Answers to the quiz questions are located in the back of each ME book. Copy these answer keys, and make them available to students in a central location. To help students quickly locate the answer key they need, you can color-code them to match the colors of the levels. Laminating a copy of the answer key for each level will make the answer keys last longer.

■ **Super Reader Awards**

You can use awards to keep parents involved in the learning process. After a student passes several stories in a level, staple the stories together with a Super Reader award as a cover letter. The student should take the booklet of stories home, read and discuss the stories with his/her parents, and return the tear-off portion of the award signed by the parent. Blackline masters of these awards are included in the appendix.

■ **Graphs**

Students use fluency graphs to monitor progress on each story, which helps them see how much they improve between their cold and hot timings. They also graph their comprehension and retell scores, which enables them to track their progress and shows teachers if specific types of questions are problematic for the student. Students working in the Phonics series graph their word list scores. Blackline masters of graphs are available in the appendix.

■ **Posters**

You can hang a poster that lists the Read Naturally steps in your room. If students have difficulty remembering the process, they can refer to the poster after they complete each step. At the end of class, each student can write the number of his/her current step on his/her paper, or you can record the number of each student's step on a clipboard. When students return to class the following day, they can quickly begin working where they left off. A 21" x 29" color version of the poster is available. An 8.5" x 11" version of this poster is included in the appendix. Color copies of the 8.5" x 11" version are also available on the Read Naturally website (www.readnaturally.com).

Additional Materials

■ **Student Folders**

Students need a folder to hold copies of the stories, graphs, the red and green pouch, and a reading guide. You can attach the stories to the folder with self-adhesive, pronged fasteners. Each folder should have 12 stories from the student's level.

The Read Naturally folders come in five colors, include lines for tracking level and goal adjustments and recording comments (printed discreetly on the inside pockets of the folders), and have the steps of the strategy listed on the back.

■ **Timers**

Several of the Read Naturally steps require a timer: Prediction, Cold Timing, Practice, Pass, and Retell.

To prevent losses, you may want to number the timers with indelible ink and assign one to each student. Write a timer number on each student's folder. Instruct each student to use only the timer assigned to him/her.

Read Naturally timers are digital but don't count down the seconds. Having a countdown is counter-productive because it tempts students to take their eyes off the page to check the time. The timers also have an audio signal to indicate when the time is up. The table below discusses the features of Read Naturally timers.

Read Naturally Timers

Timer	Description	Advantages	Disadvantages
The Standard Electronic Timer	Can be set for any number of minutes and beeps after the set number of minutes has elapsed	Is motivating because feedback is immediate and frequent Can be used for one- or two-minute timings, predictions, and retells	Continues to beep after the set time has elapsed until turned off Is more complex to use than the basic timer
The Words-Per-Minute Timer	Calculates students' words per minute whether they are reading for a specific length of time or an entire story Beeps after each minute	Enables students to read and practice entire stories Calculates words per minute	May decrease motivation if used for longer than one minute, in students who are discouraged by a longer reading time
The Basic One-Minute Timer	Times for one minute only Has a two-second alarm and an indicator light that shows when the timer is running	Is motivating because feedback is immediate and frequent Is quietest and easiest to use	Is not conducive to timing predictions or retells Does not allow for two-minute timings

■ **Colored Pencils/Crayons**

Students use colored pencils and/or crayons to mark the cold- and hot-timing scores on the bar graphs. Although they can use any colors, blue for the cold timing and red for the hot timing works well. Using one color for the cold timing and another color for the hot timing helps students and teachers to quickly identify the amount of progress. It is most efficient if you choose the colors ahead of time; otherwise, students may waste reading time selecting the colors. Give all students the same colors of pencils or crayons to prevent interpersonal problems that will waste reading time. Read Naturally offers colored pencils with red on one end and blue on the other end.

■ **Audio CD/Cassette Players**

Each student needs to have access to a cassette or audio CD player and be able to work on this equipment alone. Ideally, each student would have a cassette or CD player at his/her workstation. However, students can share equipment if the players are centrally located. One way to share cassette or CD players is to have a listening table. The students sit at the table with the players only while doing the audio steps. Each student must work at another location during all other steps. Students can also share equipment by picking the players up from a central location for the audio steps and returning them when finished.

Cassettes or CD players can run on electricity or batteries. You will need a power source for each player in use. Power strips and extension cords work fine but can be cumbersome. Another option is to use batteries. Battery-operated cassette or CD players provide flexibility in seating arrangements, and rechargeable batteries are cost-efficient.

■ **Headphones**

Headphones are very important for ensuring that students hear the recording of the story clearly. Headphones can also be used to reduce the sounds of the other students reading.

Optional Materials

■ **Red and Green Pouches**

The red and green pouch (also called stop and go pouch) is simply a pouch that is red on one side and green on the other side. Students turn the green side up when they are working and do not need assistance (i.e., the teacher can "go"). They turn the red side up to signal that they are ready to pass a story (i.e., the teacher should "stop"). Students can keep their pencils and reading guides in the pouch.

■ **Reading Guides**

Reading guides are transparent pieces of plastic with a straight edge that students use to help track words across a line of text. The guides are clear to help students find the first word of the next line. Read Naturally sells reading guides made of sturdy, blue-tinted plastic to reduce glare.

■ **ME Decision Assistant**

ME Decision Assistant is a software program that offers powerful record-keeping, placement, and reporting features for schools using Read Naturally ME.


The teacher records the story data on a stand-alone Windows or Macintosh computer. Once the data is stored in ME Decision Assistant, you can generate reports to help you monitor student performance and determine when to intervene by providing extra coaching or adjusting levels and goals.

ME Decision Assistant reports can be shared with other teachers, at parent-teacher conferences, and with collaborative teams evaluating the effectiveness of interventions.

■ **Glossaries**


Read Naturally's level-specific glossaries will help students learn the meanings of challenging words in the stories. Many definitions include full-color pictures to further clarify the meaning of the word. The words that appear in the glossaries are bold in the stories, so students will know which words they can look up.

Aa-Bb


ax (noun)
An ax is a tool with a handle and a sharp blade, used to cut down trees. 

beady (adjective)
Beady means small and round.


bears (verb)
Bears means has or shows. *My dog bears his teeth when he is angry.*

beat (verb)
1. Beat means to do better than somebody. *She beat him in the race.*
2. Beat means to move up and down. *The bird will beat its wings.* 

blazing (verb)
Blazing means marking a trail.

bongos (noun)
Bongos are small drums that you play with your hands. 

bound (verb)
Bound means tied up. *Jenny needs a scissors to open the package because it is bound with string.*

boxing (noun)
Boxing is the sport of fighting with leather gloves on your hands. 

break (noun)
Break means a chance to have something good happen. *Joe got a break when the football coach saw how well he could throw a ball.*

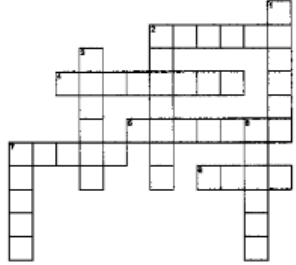
bugged (verb)
Bugged means bothered or annoyed. *Mike's little sister bugged him when she whined.*

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READ NATURALLY, INC. 2
Glossary
Levels 3.0 and 3.5H

■ **Crosswords**

If a student needs extra work in vocabulary, you can give him/her a crossword puzzle created for the story the student is learning. There is one crossword puzzle book for each Sequenced level from 3.0 to 8.0. Each book includes 26 puzzles—one for each of the stories in the level plus two review puzzles. In the back of the book, there are puzzle solutions plus word banks—lists of the words used in each puzzle to help students if they have trouble. A teacher can make as many copies of the puzzles as necessary for his/her students. The crossword puzzles are an excellent activity for a student to do while waiting for the teacher to come do the Pass step.

Harry Houdini Story 2



Across

2 the last meal of the day

4 something you prefer or like the most

5 an item of furniture with shelves and drawers

7 cooked in an oven

8 a device often found on a door or safe that keeps it from

being opened without a key

Down

1 someone who can do something very well

2 the top of water

3 a job a person does for a long period of time; a profession

6 to free yourself

7 tied up

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READ NATURALLY, INC. 3
Level 3.5H
Crossword Puzzles

Tips for Caring for Materials

The following tips will help you take proper care of your cassettes and audio CDs.

Care of Cassettes

The best way to avoid problems with your cassettes and cassette players is to take good care of them. You should store cassettes in their albums, away from computers, televisions, video equipment, telephones, and other magnetic fields. Keep cassettes out of the sun and locations where the temperature may get too high. And finally, take good care of the cassette players you use with your cassettes, cleaning the heads and replacing them when necessary.

If you notice problems with the sound on your cassette tapes, there are a few things you need to know. First, duplicated cassettes do have a very faint echo on them called a "print through." These faint echoes cannot be avoided. However, if you notice an echo that is easily heard, Read Naturally will replace the cassette. Second, the sound on a cassette can be altered after it leaves the duplicator. Some of the most common reasons for sound alterations are as follows:

- Worn out cassette player heads can scratch and crease the cassette tape, damaging the sound and sometimes causing the cassette tapes to break.
- A damaged puck roller on the cassette player can damage the cassette.
- Storing cassettes next to or on top of a television, computer, cassette player, or any magnetic field can cause partial erasure of the content of the cassette. (Partial erasures can cause an echo on the cassette.)
- Extensive use reduces the quality of the sound on cassettes over time.

Care of Audio CDs

If you notice problems with the sound of your audio CDs or if some of the tracks skip, the audio CDs are most likely dirty or scratched. Cleaning your audio CDs with a CD cleaning kit will usually improve the sound and help prevent skipping. Cleaning your audio CD players with a CD player cleaning kit will help prevent audio CDs from getting dirty or scratched. You can purchase a CD cleaning kit and a CD player cleaning kit from a computer or electronics store.

The following tips will help you care for your audio CDs:

- Store CDs in their albums, face (label side) up.
- Teach students to handle CDs by their edges to avoid getting fingerprints or dirt on them.
- Teach students that the CDs should be in the albums or in the CD players. Students should not set CDs down on top of the players or in places where they may become dirty or scratched.
- If a CD skips or the sound drops out, you can purchase CD repair kits from office supply stores that enable you to buff out the minor scratches.

Note: Even if you care for them properly, cassettes or audio CDs will eventually wear out and need replacing. Replacement cassettes or audio CDs and cassette or audio CD albums are available through Read Naturally.

Care of Cassette Players

To care for cassette players, you need to clean the heads regularly. Follow the steps below to clean the heads on each cassette player:

1. Saturate the tips of several cotton swabs with isopropyl alcohol.
2. Swipe the chrome head of the machine vertically and horizontally.
3. Use the remaining cotton swabs to clean everywhere the tape touches the machine, including all tape guides, the chrome pin, and the black rubber puck roller. Keep cleaning the roller until the cotton swab no longer has brown residue left on it (black is okay—that is from the roller itself).

If you use your cassette players often, you may also need to erase the heads. If you have an audiovisual department, they can erase them for you. Otherwise, you can take them to an electronics store to have a technician do it. Or, you can purchase an eraser (demagnetizer) and do it yourself. If you decide to do it yourself, keep the eraser away from all cassettes, videos, and compact discs because it can also damage these items. And, do not pull the eraser away from the cassette player too quickly as it can put a magnetic charge onto the cassette player, rather than pulling the charge off the cassette player.

Care of Audio CD Players

To ensure that your audio CD players keep working properly, you may need to clean the laser lens occasionally. Follow the steps below to clean the laser lens of your audio CD player:

1. Make sure the CD player is unplugged or turned off, and open the top.
2. Saturate a cotton swab with isopropyl alcohol.
3. Locate the laser lens. It looks like a small glass bubble about $\frac{1}{4}$ inch in diameter.
4. Use the cotton swab to gently brush the lens in a circular motion for about ten seconds.
5. Allow at least ten minutes for the lens to dry before you close the top of the CD player.

Placing Students

This section provides guidelines for placing students in the appropriate Read Naturally materials when they begin the program. To appropriately place a student, you must separately test the student for placement using the steps for initial placement described in the *Read Naturally Masters Edition Placement Packet*, which is available for download on the Read Naturally website (www.readnaturally.com).

What Is Placement?

Placement is the process of selecting reading materials and setting an initial goal for a student who is about to begin using Read Naturally. Placing a student in the Read Naturally program involves determining the following:

- Level—Which level of material is most appropriate for this student?
- Curriculum—Which curriculum would most benefit this student?
- Goal—What initial goal rate will challenge but not frustrate the student?

Correct placement is crucial to success in Read Naturally. When working in Read Naturally, you must select a combination of reading materials and goal rate that will challenge the student without being discouraging. The materials and the goal rate need to be difficult enough to require the student to practice reading the story several times to reach his/her goal, even though the student listens to audio recordings of the story first. However, the level and goal should not be so difficult that the student gives up because of frustration.

Important!

You may have already assessed students using a fluency assessment tool such as Read Naturally's Reading Fluency Benchmark Assessor (RFBA). Do not attempt to use these assessment results to place students in Read Naturally. You must use the *Read Naturally Masters Edition Placement Packet* to place students in Read Naturally.

What Levels are Available?

Read Naturally passages are grouped into levels according to their degree of difficulty. The Read Naturally levels range in difficulty from a first-grade reading level through an eighth-grade reading level. Because students who struggle with reading can rarely make full-year leaps as they progress, levels are available at almost every half year.

Read Naturally assigns levels to its materials based on these readability formulas:

- Fry and Spache readability formulas for levels .8 through 2.7
- Harris-Jacobson readability formula for levels 3.0 through 5.0
- Dale Chall readability formula for levels 5.6 and above

To determine a student's level, time him/her reading for one minute. For a level to fit, the student's words-correct-per-minute score should fall within the range listed in the Placement Table (to the right).

Refer to the placement packet for more detailed instructions on determining a student's correct level.

Placement Table

Placement testing level	Scores in this range indicate a potential fit
1.0 to 3.0	30–60 WCPM
3.5 to 5.0	60–80 WCPM
5.6 to 7.0	80–100 WCPM
8.0	100–140 WCPM

WCPM = words correct per minute

What Curricula are Available?

For many of the Read Naturally levels, you have a choice of curriculum. Regardless of the series you choose, the primary purpose of Read Naturally is to build fluency in developing and struggling readers. Each series works on additional areas of reading development. The following series are available:

- Sequenced
- Spanish Translations
- Phonics
- American Manners and Customs
- Idioms
- Multicultural

Placement testing level	Curriculum Options					
	Sequenced	Sequenced Spanish Translation	Phonics	Amer. Manners & Customs	Idioms	Multi-cultural
1.0	1.0	1.0	0.8 short vowels			
1.5	1.5	1.5	1.3 long vowels			
2.0	2.0	2.0	1.8 blends/digraphs			
2.5	2.5	2.5	2.3 r-controlled			
3.0	3.0		2.6 short vowels 2.7 long vowels	3.0	3.0	3.0/4.0
3.5	3.5R	3.5		3.5	3.5	3.0/4.0
4.0	4.0			4.0	4.0	3.0/4.0
4.5	4.5R	4.5		4.5	4.5	
5.0	5.0					
5.6	5.6					
6.0	5.8/6.0					
7.0	7.0R					
8.0	8.0					

Sequenced Series

Levels 1.0, 1.5, 2.0, 2.5, 3.0, 3.5R, 4.0, 4.5R, 5.0, 5.6, 5.8/6.0, 7.0R, 8.0 24 stories/book

The Sequenced stories comprise the basic curriculum and are appropriate for any developing or struggling reader. This series spans first- through eighth-grade reading levels. The Sequenced materials build fluency and support comprehension and vocabulary growth.

Spanish Translations/Versión en Español

Levels 1.0, 1.5, 2.0, 2.5, 3.5, 4.5 24 stories/book

The Spanish stories are, as much as possible, word-for-word translations of the corresponding stories in the Sequenced series. Native Spanish speakers may wish to read along with the Spanish version first, to gain an understanding of the story content and vocabulary before working through the story in English. Some teachers also use these passages to support students who are learning to read in Spanish.

Phonics Series

Levels .8, 1.3, 1.8, 2.3, 2.6, 2.7 24 stories/book

Like the Sequenced materials, the Phonics materials are primarily designed to build fluency. In the Phonics series, each story and its supporting activities focus on the decoding of a featured phonics pattern, as follows:

Level .8	Short Vowels	Level 2.3	R-Controlled
Level 1.3	Long Vowels	Level 2.6	Short Vowels
Level 1.8	Blends/Digraphs	Level 2.7	Long Vowels

Each story includes many words with the featured pattern, a short audio phonics lesson, and a word list activity to support the development of phonics skills.

American Manners and Customs Series

Levels 3.0, 3.5, 4.0, 4.5 12 stories/book

This series is designed to acquaint English language learners with some American manners and customs as they work on reading fluency and comprehension. The stories have extra audio and vocabulary support to help students who are new to the English language.

Idioms Series

Levels 3.0, 3.5, 4.0, 4.5 12 stories/book

Using this series, both native English speakers and English language learners can learn common American idioms as they work on reading fluency. Like the American Manners and Customs series, these stories include extra audio and vocabulary support.

Multicultural Series

Level 3.0/4.0—African American History

12 stories/book

Level 3.0/4.0—Mexican American History

12 stories/book

Students reading these stories learn about African American or Mexican American history as they build fluency. Extending activities support mastery of the story content. For variety, you may wish to intermix these stories with stories in the Sequenced series.

What is a Reading-Rate Goal?

In addition to selecting a level and curriculum, the teacher must set an individualized, developmentally appropriate goal rate for each student. This goal is the number of words a student must read correctly in one minute to pass a story. The goal needs to be sufficiently high to require the student to practice reading the story many times before achieving the goal rate but not so high that the student becomes frustrated.

Changing the Level of Material or the Goal

After placing a student, you will check to make sure the placement was appropriate. Typically, check the student's placement after s/he completes two or three stories. Once you have confirmed the placement is correct, the student will remain in the same level of material and will keep the same goal for at least several stories. As s/he continues to work in the program, you will adjust the level of the reading material or the goal (but not both at once) to keep the student appropriately challenged.

For more information on checking placement and keeping students challenged, refer to the Monitoring Student Performance section of this manual.

Implementing the Steps

This section provides information about each step of Read Naturally ME and includes helpful ideas and tips for implementing them. It also provides guidelines for rating expression, ideas for adapting the strategy when working with older students or ELL students, key features of a Read Naturally story, and a sample story with instructions.

The steps of the strategy are as follows:

1. Select a Story
2. Key Words
3. Prediction
4. Cold Timing
5. Graph Cold-Timing Score
6. Read Along
7. Practice
8. Answer the Questions
9. Pass
10. Graph Hot-Timing Score
11. Retell/Word List

Note: Students will usually require one to two thirty-minute class periods to complete these steps and pass a story. The time required depends on a number of elements including the individual characteristics of the student, the length of the class periods, the student-to-teacher ratio, and whether retells are oral or written.

1. Select a Story Step

Each student selects a story at his/her reading level and gets the cassette or audio CD for the story. Allowing students to select their own stories helps keep them interested in what they read.

2. Key Words Step

In Read Naturally, the student reads along while listening to a recording of the key words and their definitions. A student may read along more than once if the words are challenging. This step helps prepare the student to read the story and learn unknown words and their definitions.

In the Phonics series, the recording of the key words teaches the featured phonics patterns and reads through the key words that include the featured patterns. The recordings in the Phonics stories do not include definitions of the key words.

On the cassettes, the key words come right before the recording of the story. On the audio CDs, the track number for the key words is listed on the story page next to the Key Words heading.

3. Prediction Step

The student writes a sentence predicting what the story will say about the topic. The student should use the title, picture, and key words to help him/her. If you would like the student to work on vocabulary, ask the student to use one or two of the key words in the prediction. Allow students only two minutes to write predictions.

4. Cold Timing Step

The student orally reads the story for one minute, marking unknown words. This is the student's first time reading the story. The purpose of this step is to see how many words the student can read correctly in the new story in a minute. This reading score sets a baseline for progress monitoring.

Read Naturally recommends that you teach students to time themselves and are present for the first few stories to coach them through self-timing. Being present for the cold timings during the first few stories will help you:

- Check if placement is appropriate.
- Determine if the student is able to self-time in the future.

When you conduct the cold timings, the student should underline all his/her mistakes. Help teach students to identify their errors by pointing out any that they miss. As soon as you determine the placement is correct and believe the student can self-time, the student should do the cold timings independently.

Be sure that the student proves to you that s/he is capable of doing cold timings independently by accurately identifying his/her errors.

Tip: You may want to ask students to read the underlined words in isolation after passing a story.

Once students have proven they're ready, there are several benefits to having them conduct their own cold timings:

- Students who time themselves don't waste time waiting for the teacher to time them.
- Students hear the words read correctly in the Read Along step, so they will soon learn the words they thought they knew but didn't.
- Students raise their level of awareness of their reading strengths and weaknesses.
- The teacher can manage more students.

Tip: If a student exaggerates his/her cold-timing score, you can set a rule that to pass a story, s/he must exceed his/her cold-timing score by 25–30 regardless of his/her goal.

Occasionally a student is very frustrated by the cold timing. This student can skip the Cold Timing step at first. S/he will then only color the graph one time—at the Pass step. However, as soon as the student becomes more confident, instruct him/her to do the Cold Timing step. This step gives the student concrete evidence of improvement when comparing the cold timing to the hot timing. Comparing cold-timing scores will indicate to you whether the student is transferring what s/he learns to new material.

5. Graph Cold-Timing Score Step

The student marks the cold-timing score in blue. Younger students can color in the graph. Older students may not want to color in the bar graph. These students can monitor their progress by marking the graph with a line and the date for each timing.

6. Read Along Step

The student reads along while listening to a recording of the story, usually three times. This step helps the student learn unknown words and encourages proper pronunciation, expression, and phrasing. The student should quietly subvocalize while s/he reads.

Tip: If students question the value of subvocalizing, explain that for the brain to make the connections necessary to read well, they need to hear, see, and say the words.

Young students, ELL students, and students with significant disabilities may need to read along more than three times (in most levels the story is recorded on the cassette or audio CD three times). Older students may require fewer than three read alongs.

7. Practice Step

The student practices reading the story alone (without audio support) several times using the timer. The student reads the story over and over until s/he can reach his/her goal. It typically takes three to ten readings to reach the goal and pass the story. Mastering the story helps the student to build fluency and confidence.

Requiring students to practice reading a story for only one minute is very motivating. The ability to see their progress in a short amount of time and time themselves again immediately after the timer sounds is very motivating. Though students do not read to the end of a story during each practice, they read the whole story each time they read along with the audio. Because of the increased length of the stories, students working in levels 5.6 and above may do two-minute timings. If appropriate, students may also read the whole story.

Tip: To conduct one-minute timings, students can use the basic, standard, or words-per-minute timer. To conduct two-minute timings, students can use the standard or words-per-minute timer. To conduct whole-story timings, students can use the words-per-minute timer with its calculating feature.

When a student can reach the goal, s/he can turn up the red side of his/her red and green pouch to signal to you that s/he is ready to pass. After turning up the red side of the card, the student can answer the story questions and continue practicing until you come to his/her desk.

8. Answer the Questions Step

The student answers the questions either while waiting to pass a story or after passing a story. The student may check his/her own answers or you may check the answers for him/her.

The questions for the stories in Read Naturally follow a format. Understanding the purpose of the questions will help you to identify the comprehension problems of your students. You can use the comprehension and retell graphs, located in the appendix, to track what questions each student answers correctly. A pattern of errors may indicate the student is having trouble in a particular area of comprehension or is having trouble answering a particular type of question.

Question Format—Sequenced Levels and Spanish Translations

Students work on different types of questions based on their level and curriculum.

Quiz Questions

Each story in Sequenced levels 2.0 through 8.0 and the corresponding Spanish Translations levels (2.0 through 4.5) include at least five questions. The first four questions are multiple-choice and the fifth is open-ended.

Note: Levels 1.0 and 1.5 also include five questions. However, due to the constraints of stories written at lower reading levels, the questions do not strictly adhere to the question format listed in the table below.

Format of Questions 1–5, Sequenced Levels 2.0–8.0 and Spanish Translations

Question	Type	Description	Hints for Students
1	Main idea	This question asks students to identify the main idea. In levels 1.0 through 2.0 the question is phrased, "What is most of this story about?" In levels 2.5 and above the question is phrased, "What is the main idea of this story?"	Remind students that the main idea of the story is not just one fact from the story but what the story is mostly about.
2	Literal	This question asks students to recall a fact from the story.	Tell students that they should refer back to the text for verification. They can also underline the answer in the story.
3	Vocabulary	This question asks students to determine the meaning of a vocabulary word from the context of the story. Sometimes the word chosen has multiple meanings, and sometimes it is a difficult word. The first occurrence of the vocabulary word in the story appears in boldface type.	Tell students that they should use the sentences surrounding the vocabulary word, as well as the sentence the word itself is in, to help decipher the word's meaning.
4	Inferential	This question asks students to make connections within the text, putting together more than one fact from the story to draw a conclusion.	Tell students that inference questions require them to look for clues in the story. They can underline the clues. Tell them that for inference, the author is "showing without telling."
5	Short Answer	This question asks students to use the information the authors provide with their own ideas.	Tell students to always write sentences that can stand on their own. Tell them that when someone reads their written response, they should be able to understand what the question asked without having to read it.

Sequenced levels 5.6 and above include nine questions and an enrichment activity for each story. The first five questions follow the format explained in the Format of Questions 1–5 table.

Format of Questions 6–9, Sequenced Levels 5.6 and Above

Question	Type	Description
6	Vocabulary	This question is designed to develop vocabulary. In most cases, several words are chosen from the story. The question sometimes asks the student to define words, sometimes it asks for synonyms, and sometimes it asks for antonyms.
7	Literal	This question asks students to recall details from the story. The question sometimes asks the student to put events in sequence. Other times students must fill in the blanks of an excerpt summary. And some require a few short-answer responses.
8	Inferential	This question usually asks the student to connect more than one fact from the story to draw a conclusion. Occasionally this question asks students to differentiate between factual statements and opinions.
9	Summary	This question asks students to work on their summarizing skills. The question sometimes asks the student to support a particular statement. Other times it asks them to write a summary statement for the information provided in the question.

Enrichment Activity

Sequenced levels 5.6 and above also include an optional enrichment activity, which asks students to find information or develop ideas beyond what is available in the text. The enrichment activities point out specific topics for students to read about. These activities give students an opportunity to do some research about and expand their knowledge of the story topics. Students also get the chance to do some additional reading and writing.

Comparison Questions

Each story in Sequenced levels 7.0R and 8.0 has a partner story about a related topic. And, each pair of stories has three comparison questions that students must answer using knowledge obtained from both stories. Level 8.0 includes additional comparison questions that tie non-paired stories together. Comparison questions are included in levels 5.6 and 5.8/6.0, but these stories were not written as pairs. The comparison questions were written as an option for teachers who want to encourage analysis between different topics and give students the opportunity to be more analytical and make deeper connections.

Question Format—Phonics Series

The Phonics stories have five questions. The first four questions in levels .8, 1.3, and 1.8 are multiple-choice questions asking students to find the correct word to complete a sentence. The choices follow the featured phonics pattern(s). The first four questions in levels 2.3, 2.6, and 2.7 are short answer questions. Most of the answers to these questions require words following the featured phonics pattern(s). The fifth question always asks students to write out a sentence.

Question Format—American Manners and Customs and Idioms

The American Manners and Customs and Idioms stories have seven questions. The first five follow the format from the Format of Questions 1–5 table. The sixth question is a vocabulary question and the seventh is literal (as explained in the Format of Questions 6–9 table).

9. Pass Step

You conduct the hot timing after the student has read along with the recording and practiced the story until s/he has reached his/her goal.

Tip: Do not stop to conduct a hot timing for a student who is not reading or answering quiz questions while waiting for you. If a student is not reading while waiting for you, tell the student s/he has lost his/her turn. Then work with a different student who is reading. Losing his/her turn while watching you go to a student who is reading will motivate the student to read while waiting.

Time the student for one minute and calculate the number of words read correctly by subtracting the number of words read incorrectly from the number of words attempted. For more information about counting words correct per minute, see the Conducting a One-Minute Timing section of this manual.

Tip: Students working in levels 5.6 and above may do two-minute timings on their Practice and Pass steps. When graphing scores from two-minute timings, use the graph numbered to 400.

The student passes the story only if s/he meets the following criteria:

- S/he reaches his/her reading-rate goal.
- S/he makes three or fewer errors.
- S/he reads with good expression.
- S/he answers the comprehension questions correctly.

If the student does not pass, point out the area(s) s/he needs to work on and instruct the student to read along again, continue to practice, or correct the questions answered incorrectly. Then retest the student a few minutes later. If the student missed some questions, you can ask the student to go back to the story and underline the correct answer or clue for the correct answer for each missed question.

You can use the table below as a guideline for determining an appropriate expression rating when passing a student.

Rating Expression

Expression Rating	Description
1	The student reads haltingly, seldom uses phrasing, and reads without expression.
2	The student reads phrases of three to four words (especially when reading words s/he knows well) and usually pauses for end punctuation.
3	The student usually uses correct phrasing. Appropriate use of inflection and attention to punctuation occurs in some of the story.
4	The student reads conversationally, consistently using correct phrasing and inflection and attending to all punctuation.

10. Graph Hot-Timing Score Step

Students mark hot-timing rates in red using the bar on the graph used for the cold timing. Younger students can color in the graph. Older students may want to draw a line. Comparing cold and hot timings proves students' progress, motivating them to continue to read and improve. Improving scores show students are applying what they learn to new material.

11. Retell/Word List Step

The student may retell or summarize information from the story orally or in written form. In the Phonics series, the student practices the word lists instead of a retell.

Written Retell

Students retell information from the story in written form. They can write a few facts or several sentences. To improve comprehension and monitor progress, students should set a timer for five minutes and write information they remember from the story. Then, they should count and graph the number of words they wrote in the five minutes. Over time, students write more information because they improve their ability to remember what they read. Once a student's retell scores plateau, you can give extra points for correct punctuation, capitalization, structure, and spelling. Older students should write a summary with a main idea and supporting details.

Oral Retell

Students orally retell information from the story at the time of the hot timing. Oral retells are more time efficient for younger students, allowing more time for them to practice reading.

Phonics Word Lists

In Phonics stories, students practice reading lists of words after they pass a story. Students practice word lists until able to read the words down the columns and then across the rows in one minute with three or fewer errors. Students count and graph the number of words they read in one minute. The word lists are not recorded.

Practicing the lists provides students with an opportunity to improve their decoding skills. Phonics word lists include words with the featured pattern used in the story and additional words from the same pattern as the story. The experience of reading these words in context makes the exercise of reading the words in isolation more meaningful and less frustrating for the students.

Steps for Comprehension

The Read Naturally strategy focuses on comprehension in the Prediction, Answer the Questions, and Retell steps. Writing a prediction and retelling the story provide a framework for comprehension. Answering story-specific questions ensures students read for meaning.

Vocabulary Development

The Read Naturally strategy focuses on vocabulary development in the Key Words step and question three in Sequenced levels 2.0–5.0 and questions three and six in levels 5.6–8.0. Vocabulary words in each story are bold to indicate students can look up these words in the glossaries. The glossaries give definitions, and, in many cases, sample sentences and pictures to teach the meaning of the words. As an additional vocabulary-building activity, you can purchase crossword puzzles that use vocabulary words from Read Naturally stories. For more information about glossaries and crosswords, see the Gathering Materials section of this manual.

Adaptations for Older Students

You may want to consider making some of the following adaptations when working with older students or adults. Determine what changes, if any, are necessary based on your knowledge of the particular student.

- The student may have a higher goal.
- The student may use a pencil to mark the graph with a line and the date.
- The student may require fewer read alongs.
- You may require the student to write the retell as a summary with a main idea statement and three supporting details. At first, the main idea statement could be copied from the answer to question number one.
- If a student works in 5.6 or above, require a one-minute timing for their Cold Timing step and then two-minute timings for their Practice and Hot Timing steps. Set two-minute goals by doubling the goal you would have set for the one-minute timing. When graphing scores, use the graph numbered to 400. You can use the words-per-minute timer with its calculating timer for two-minute timings.
- Make use of glossaries and crossword puzzles to focus on vocabulary development.

Adaptations for ELL Students

You may want to consider making some of the following adaptations when working with students who are English language learners.

- Add a vocabulary step. Ask the student to underline any words s/he does not understand during the Cold Timing, Read Along, and/or Practice steps. Then, do one of the following:
 - Define the underlined words for the student during the Pass step.
 - Require the student to look up the underlined words in the Read Naturally glossary or a dictionary.
 - Use Read Naturally crossword puzzles to reinforce vocabulary development.
- Alter the Retell step. Ask the student to retell the information from the story orally. This activity provides the following opportunities:
 - The student uses the English language.
 - You can define difficult words and explain misconceptions to the student.
 - You can assess the student's ability to understand what s/he has read.

Note: Read Naturally offers curriculum options that may be especially beneficial for ELL students. For more information on the American Manners and Customs, Idioms, Multicultural, and Spanish Translations stories, see the Placing Students section of this manual.

Key Features of a Read Naturally Story

These numbers indicate which tracks on the audio CD correspond to the story.

The student reads along with the recording of these words. The number indicates which track on the audio CD is for the key words.

Harry Houdini

Story 2, Tracks 5-8

Review Key Words*

- career** a person's life's work; a profession or occupation
- escape** to get away from
- lock** a fastener usually needing a key to open
- bound** tied up



The student writes a prediction here.

Write a Prediction

The student reads along with recordings of this story. The numbers indicate which tracks on the audio CD are for the story recordings.

Read the Story**

<p>6 When Harry Houdini was a little</p> <p>13 boy, his favorite food was apple pie.</p> <p>20 When his mother baked a pie for</p> <p>27 supper, he would find it, no matter</p> <p>35 where it was hidden, and eat it up</p> <p>41 before anyone else got any. Finally,</p> <p>49 his mother decided to put a stop to</p> <p>57 that. Next time she baked a pie, she</p> <p>65 locked it in a cabinet. She left the</p> <p>72 room, and when she came back five</p> <p>78 minutes later, what did she find?</p> <p>84 There was little Harry, happily eating</p> <p>92 a big piece of pie. He had picked</p> <p>94 the lock!</p> <p>Maybe that is what started</p>	<p>99 Houdini on his career as an escape</p> <p>106 artist. No matter how he was tied</p> <p>113 up, Houdini could always free</p> <p>118 himself. Sometimes he would have</p> <p>123 himself bound up in all kinds of</p> <p>130 locks and chains, then thrown into a</p> <p>137 river. He would make his escape</p> <p>143 under water while holding his breath,</p> <p>149 then come up to the surface again.</p> <p>156 People would come from miles</p> <p>161 around to watch Houdini do a trick</p> <p>168 like that. To this day, no one can</p> <p>176 figure out how he did it.</p> <p>182</p>
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Bold words indicate which words are defined in the Read Naturally glossary.

These numbers are for word counts. The student can see how many words s/he read by counting ahead from the number to the left of the text.

words read _____ - errors _____ = _____ <small>cold score</small>	words read _____ - errors _____ = _____ <small>hot score</small> <small>expression</small> <small>date passed</small>
---	---

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3

Level 3.5R
Harry Houdini

The student writes cold-timing, practice, and hot-timing scores on these lines. There is also a line to record the student's goal and expression score on the hot timing.

Story Sample Illustrating the Steps

1. Select a Story
The student selects a story and gets the cassette or audio CD for that story.

2. Key Words
The student reads the key words and their definitions with the cassette or audio CD.

3. Prediction
The student uses the title, picture, and key words to write a prediction about the story.

4. Cold Timing
The student times him/herself for one minute orally reading the story and marking unknown words.

5. Graph Cold-Timing Score
The student graphs the number of words read correctly in the cold timing.

6. Read Along
The student reads the story a predetermined number of times, tracking and subvocalizing with the audio recording.

7. Practice
The student practices reading the story, without audio support, several times until able to read at the predetermined goal rate. The student times each practice.

(step 8 on next page)

Harry Houdini

Story 2, Tracks 5-8

Review Key Words⁵

career	a person's life's work; a profession or occupation
escape	to get away from
lock	a fastener usually needing a key to open
bound	tied up



Write a Prediction

Read the Story⁶⁻⁸

<p>6 When Harry Houdini was a little 13 boy, his favorite food was apple pie. 20 When his mother baked a pie for 27 supper, he would find it, no matter 35 where it was hidden, and eat it up 41 before anyone else got any. Finally, 49 his mother decided to put a stop to 57 that. Next time she baked a pie, she 65 locked it in a cabinet. She left the 72 room, and when she came back five 78 minutes later, what did she find? 84 There was little Harry, happily eating 92 a big piece of pie. He had picked 94 the lock! Maybe that is what started</p>	<p>99 Houdini on his career as an escape 106 artist. No matter how he was tied 113 up, Houdini could always free 118 himself. Sometimes he would have 123 himself bound up in all kinds of 130 locks and chains, then thrown into a 137 river. He would make his escape 143 under water while holding his breath, 149 then come up to the surface again. 156 People would come from miles 161 around to watch Houdini do a trick 168 like that. To this day, no one can 176 figure out how he did it. 182</p>
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words read _____	words read _____	goal _____
- errors _____ = _____	- errors _____ = _____	hot score _____ expression _____ date passed _____
cold score		

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Harry Houdini

9. Pass
The teacher times the student reading the story for one minute, subtracts the errors, and determines whether the student has reached the goal. To pass, the student must reach the goal, make three or fewer errors, read with good expression, and answer the questions correctly.

10. Graph Hot-Timing Score
The student graphs the number of words read correctly in the hot timing. The student marks the same bar of the graph used in step 5.

Monitoring Student Performance

Once students begin working in Read Naturally, you need to monitor their performance. Monitoring performance helps you to respond in a timely way if a student isn't placed correctly or isn't progressing and keep students who are making progress continually challenged. To monitor performance, you must first check to see if students are placed correctly and then keep students challenged.

Checking Initial Placement

Once a student has finished two or three stories, check the student's data to see if s/he is placed correctly. Refer to the student's story pages and graph to find the necessary data.

To check placement, ask yourself:

- Is the cold-timing score approximately 30 less than the goal for students below fifth grade or 40 less than the goal for students in fifth grade and above?
- Can the student read at the goal rate after practicing 3 to 10 times?
- Is the hot-timing score at or just above the goal?
- Does the student answer most of the questions correctly?

Students are correctly placed when most of their data fit within these suggested ranges for cold and hot timings, number of practices, and comprehension questions. Use these guidelines and your teacher judgment to determine if placement is correct.

Keeping Students Challenged

After checking placement, you'll turn your attention to accelerating learning by keeping students challenged as they improve.

To be sure your students are continually challenged, you should regularly monitor their performance to determine if they need a change in level or goal. Every time you conduct a hot timing, make note of how each student is doing. You can make a change at any time, but don't make changes on every story. Typically, you should carefully review performance, and consider changes after a student has completed 12 stories, since you'll need to provide the student with a new set of stories.

Determining When to Make a Change

If you see a trend in one or more of the following, it may be time to make a change:

- The student's cold- and hot-timing scores improve significantly.
- The number of practices to goal has decreased significantly. If a student typically reaches the goal in fewer than three practices this is a strong indication that it is time for a change.
- The student's goal is consistently exceeded.
- The student's behavior indicates the student is no longer challenged. For example, the student may appear bored.

Determining Whether to Raise the Level or the Goal

Once you determine a change in level or goal is needed, you must decide which one to raise. When changing levels and goals, raise only one element at a time.

After a student completes all of the stories in a level, which is typically 24 stories, raise the student's level.

If you need to make a change after the student has completed 12 stories, consider the student's comprehension and accuracy, and use your teacher judgment.

- If the student generally scores less than 80 percent correct on the quiz questions on the first try, keep the level the same.
- If the student has high error rates during cold or hot timings because s/he lacks the oral vocabulary to read the current level of material or lacks the phonics skills to decode the words in this level, keep the level the same.
- If the student has high error rates due to carelessness or a desire for speed, keep the goal the same.

If the student's comprehension is good and error rates are low, consider the gains s/he needs to make in level of material and reading rate to achieve his/her long-term fluency goal. The student's long-term fluency goal is typically reading unpracticed, grade-level material at a rate that is at least at the 50th percentile of national norms.

Once you've decided which element to raise—level or goal—follow the guidelines below to help ensure the student's continued success.

- Typically, raise levels by half a year. In rare cases, you may raise levels by a whole year if a student is reading in level 3.0 or above and has made significant fluency progress, comprehends well, and can handle the extra challenge.
- Raise goals by 10 words at a time.
- Discuss the change with the student, asking for his/her input.

Increasing Independence

When a student can read material half a year to one year above his/her grade level with very few errors and at a fluency rate approaching grade-level expectations on cold timings, you may want to drop the step that includes teacher modeling (the Read Along step). Instruct the student to practice reading the story without listening to the recording and continue to complete the rest of the steps.

A student is ready to graduate from Read Naturally when s/he meets the long-term fluency goal of reading unpracticed, grade-level material at a rate that is at least at the 50th percentile of national norms. A student will need to work in Read Naturally material that is half a year to one year above his/her grade level before s/he is ready to leave the program. Use a benchmark assessment tool, such as Read Naturally's Reading Fluency Benchmark Assessor, to determine if a student has met his/her long-term fluency goal.

Troubleshooting Tips

If a student isn't making the appropriate gains, first check to make sure s/he is correctly and efficiently following the program steps.

If you have a student who is not making progress and is following the steps correctly, try the following troubleshooting tips:

- Make program adjustments such as changing the number of read alongs required or asking for an oral retell.
- Add supplementary instruction in phonemic awareness, phonics, or vocabulary as necessary for students who are lacking skills in these critical areas.
- Apply some classroom management techniques, such as re-arranging seating assignments or recording and acknowledging the number of stories completed per week.
- Lower the student's level or goal. Once a student is working successfully in the program, generally, you will not need to lower levels or goals. But, for example, you might lower the goal for a student who makes many errors because s/he is too focused on speed.
- Raise the student's level or goal. If your student is not improving in fluency, even though your data show the student is correctly placed, the student may need more of a challenge to accelerate his/her learning.

Communicating with Students and Parents

Communicating with students and parents will help you ensure that students are having a positive experience with Read Naturally and progressing at a good pace.

When a student begins working in Read Naturally, it is helpful to send home a letter to his/her parents that explains the strategy so that parents are involved from the beginning. A blackline master of this letter is included in the appendix.

You can keep parents involved in the process by sending home a packet of several stories each time a student completes them. You can use a Super Reader award as a cover letter and include comments about the student's progress. Blackline masters of Super Reader awards are available in the appendix. You can also send home the student's graphs to provide parents with a visual of the student's fluency gains.

If a student is making fluency gains, it is important to communicate this success with both the student and the student's parents. Sharing this success can be very motivating for the student.

If a student is not making the gains you expect while working in Read Naturally, try the following:

- Call his/her home, and discuss the lack of progress with the student's parent(s)/guardian(s). They may have information to help you better understand the student. They may also be willing to work with the student at home.
- Make suggestions to parents about how they can work on fluency with their child at home. The appendix includes a blackline master of a letter that explains how to support teacher modeling, repeated reading, and progress monitoring at home. This letter also gives information about Read Naturally's home product, One Minute Reader, which interested parents may want to purchase. For more information about One Minute Reader, see the appendix.

Lesson Plans to Introduce the Strategy

This section provides sample lesson plans to help introduce the Read Naturally strategy to your students. You need to teach students the Read Naturally strategy one step at a time, beginning with the first step. You should walk through the entire process with the students twice. The first time you walk through the steps, the students will all work on the same story. The second time you walk through the steps, each student will select a story from his/her set of stories. Depending on the age and skill level of your students, the first lesson may take as many as five teaching sessions and the second lesson may take three sessions.

Note: Read Naturally recommends using these lesson plans to teach the steps of the strategy to small groups (10 or fewer students).

Introduction to Read Naturally—Lesson 1

Give each student a copy of the same story. Select a story that will interest all the students, even though it may not be the correct level for all of the students.

This lesson may take as many as five teaching sessions. Teach as many steps as you can in a session. At the end of the session, collect the stories and begin the next session by reviewing the steps completed in the previous sessions. A poster with the steps listed will help the students follow the procedures. A poster is available in the appendix and on the Read Naturally website, or you can purchase a 21" x 29" poster from Read Naturally.

Materials

You will need the following materials:

- Album with the audio CD or cassette of the story
- Audio CD or cassette player
- Copy of the same story for each student
- Pencil for each student
- Timer for you
- Timer for each student
- Graph for each student
- Red/blue pencil or crayons for each student
- Red and green pouch for each student
- Answer sheet for the level of the story used

1. Select a Story

Give each student a copy of the same story. Tell the students they can usually pick any story they want, but today you selected the story for them. Show the students the album of audio CDs or cassettes, and demonstrate how to find the audio CD or cassette of the story. Set the audio CD or cassette on a desk, and tell students not to set them on the CD or cassette players.

2. Key Words

Demonstrate and explain to the students what you mean by reading along. Tell them to touch, look at, listen to, and say the words (quietly using their voices). This quiet reading is called subvocalizing. Play the audio of the key words for the students as they read along. They must touch, look at, listen to, and say each word quietly as they read aloud.

3. Prediction

Demonstrate how to write a prediction telling what you, the teacher, think the story will tell you about the topic. Then direct the students to use the title, picture, and key words to write their own prediction. If you plan to require students to use one or more of the key words in their predictions, inform them of this requirement. Allow them only two minutes to complete this task.

4. Cold Timing

Tell the students that today you will time them while they read the story aloud quietly. Explain that when they begin to work independently you will guide them through this step until they can do it well. Inform them that when they can time themselves accurately without your help, they will do this step independently.

Demonstrate how to underline the words they are unsure of and how to make a vertical mark after the last word read when the timer goes off. Tell them that if they stop in front of, skip, or stumble on a word they should underline it. At this point, you are the only person with a timer. Set the timer for one minute, and time the students while they read. Make sure they underline difficult words, and remind them to draw a vertical line after the last word they read. Do not count the number of words read or the mistakes at this time. Explain to the students that you will teach them how to figure out the number of words they read correctly later.

5. Graph Cold-Timing Score

Explain to the students that you will skip this step for now but that they will learn how to count and graph the number of words they read while they learn the next step.

6. Read Along

Again, demonstrate and explain to the students what you mean by reading along. Tell them to touch, look at, listen to, and say the words (quietly using their voices). Play the audio of the story for the students. They must touch, look at, listen to, and say each word quietly as they read along. Read the story along with the audio all three times.

Tip: To encourage the students to read along correctly, the first time you and your students read together you should start the story over each time a student loses his/her place, looks up at you, stops reading aloud, or points to the wrong word.

The table on the next page lists other topics to teach during the Read Along step.

Topics to Teach During the Read Along Step

Topics to Teach	Description
Counting	The second time you play the audio of the story with the students, stop after a few lines. Demonstrate how to count the number of words the group has read thus far. Then continue the recording, but stop after a few more words/lines and ask the students to count the number of words they read. Continue the recording, stopping and counting, until you reach the end of the story and the students know how to count the number of words read. Reinforce reading along correctly while you teach counting.
Graphing	The third time you read the story with the students, stop after a few lines. Review how to count the number of words read, and then demonstrate how to graph that number. Continue stopping every few lines, and ask them to count and graph the number of words they have read. Reinforce reading along correctly while you teach graphing.
Marking	Tell the students to look back at the vertical line they drew when they did their first cold timing (step four). Ask them to write the number of words they read on the practice lines at the bottom of the page. Tell them to write the number of words they underlined (words they were unsure of) under the number of words they read. Explain that after they do the subtraction they will have the number of words they read correctly. Ask the students to write the number of words read correctly on the cold score line, and direct them to find that number on their graph and draw a line. Demonstrate how to color the bar to the line for that number on their graph. Give them red/blue pencils or crayons to color in their graph. Tip: Using a blue pencil or crayon for the cold timing and a red pencil or crayon for the hot timing works well.

7. Practice

Tell the students that they now know the words well enough to practice the story alone. Explain that they will need to practice the story many times until they can reach their goals, make three or fewer errors, and read with expression. You should inform each student of his/her goal and write that goal on the inside pocket of the student's folder. Monitor students as they practice.

Teach the students how to use the timer. Tell them to read the story over until they reach their goals. Let them know it may take three to ten readings to reach their goals and pass the story.

Give each student a red and green pouch so they can signal to you when they are ready to pass. Tell them to turn up the red side when they can read at their goal rate. They should then continue working by answering questions or practicing until you are available to conduct their hot timings. Warn them that you will only listen to them read if they continue working after turning up the red side of the pouch.

8. Answer the Questions

Tell the students to answer the questions when they think they have practiced enough to meet their goal and pass the story. Instruct students to use information from the story when answering open-ended/essay questions.

9. Pass

Listen to each student read after s/he turns over his/her red pouch to signal to you that s/he can pass. Inform the student of the number of words read, point out the errors, and subtract them to obtain the number of words read correctly. Check the answers to the comprehension questions.

The student passes the story if s/he meets the following criteria:

- S/he reaches his/her reading rate goal.
- S/he makes three or fewer errors.
- S/he reads with good expression.
- S/he answers the comprehension questions correctly.

If the student does not pass, point out the area(s) s/he needs to work on, and instruct the student to read along again, continue to practice, or correct the questions answered incorrectly. If the student missed some questions, you can ask the student to go back to the story and underline the correct answer or clue for the correct answer for each missed question. Then make sure you return to retest the student a few minutes later.

Tip: Do not listen to a student who is not reading while waiting for you. If a student does not read while waiting for you, tell the student s/he has lost his/her turn. Then, listen to a student who is reading. Losing a turn motivates students to read while waiting.

Tip: As students pass, direct them to read independently while waiting for the others to pass. This situation will only occur while teaching the students the steps. Once working independently, students will continue through the steps at their own rates.

10. Graph Hot-Timing Score

When a student passes, write the number of words the student read correctly on the hot score line, and ask him/her to find that number on the graph and draw a line. Direct the student to color the graph in the same bar that s/he did for the cold reading but to use the color red.

11. Retell

If students can write a retell, teach them how to complete this step. Discuss the story they read and what they might write in a retell. Ask older students to summarize the story, using a main idea and supporting details. Then, set the timer for five minutes, and direct them to write about the story. When the timer sounds, ask the students to count the number of words they wrote and mark that number on the retell portion of the Comprehension and Retell graph.

Note: You will need to read the retells, counting only the parts of the retell that are accurate, not repetitive and not plagiarized.

Select a New Story

Explain to the students that they have completed one story and will begin a new one. Students need to understand that they will always begin a new story as soon as they complete one.

The next section, Introduction to Read Naturally Lesson 2, provides directions for walking through the steps a second time with each student working with a story at his/her reading level.

Introduction to Read Naturally—Lesson 2

The students have now walked through each step of the process one time. Next, they will walk through the steps one more time as a group. This time, however, the students will each have their own set of stories. Also, they will learn how to select a story, how to find the audio CDs or cassettes or of the story, and how to use the audio CD or cassette player. This lesson may take two to three teaching sessions.

Materials

You will need the following materials:

- Albums with the audio CDs or cassettes of the stories
- Audio CD or cassette player for each student
- Pencil for each student
- Timer for you
- Timer for each student
- Graph for each student
- Folder with stories at the appropriate level for each student with a goal written on each folder
- Red/blue pencil or crayons for each student
- Red and green pouch for each student
- Answer sheets for the levels of the stories used

1. Select a Story

Each student should have a set of stories in a folder with his/her goal written on the inside pocket of the folder. Tell the students to pick the story they want to read today from the set of stories in their folder. Allow a minute or two for the students to pick their stories. Then demonstrate how to find the audio CDs or cassettes in the albums. Ask each student to find his/her audio CD or cassette while the others watch. If you are using the audio CDs, tell the students where to find the track numbers of a story on their CD.

2. Key Words

Teach the students how to use the CD or cassette player. Take time to show students how to control the volume, use the buttons (including pause), attach the headphones, and if you are using the audio CDs, explain how to find the correct track. Then direct them to insert the audio CD or cassette of the story in the CD or cassette player and read the key words with the recording. Remind the students to subvocalize with the recording. If you are using audio CDs, point out that the little number next to the Key Words heading on their page tells them the track number for the key words.

3. Prediction

Instruct the students to use the title, picture, and key words to write what they think the story will say about the topic. If you plan to require students to use one or more of the key words in their predictions, remind them of this requirement. Allow them only two minutes to complete this task.

4. Cold Timing

Give each student a timer. Review how to use the timers. Review how to do a cold timing. You may need to demonstrate underlining the unknown words and marking the last word read. Remind the students that when they are working on the first few stories, you will be there to guide them through the cold timings.

5. Graph Cold-Timing Score

Instruct the students to write the number of words they read on the cold score line on the page. Ask them to count the number of words underlined and subtract that number from the total number of words read. Direct them to find the number of words read correctly on the graph, draw a line, and color the bar on the graph to that line in blue. You may need to demonstrate building the subtraction problem and graphing the number.

6. Read Along

Review with the students how to use the CD or cassette player. Then direct them to insert the audio CD or cassette of the story in the CD or cassette player, and read the story three times with the recording. Remind the students to subvocalize with the recording. If you are using audio CDs, point out that the little numbers next to the Read the Story heading are the track numbers on the audio CD.

7. Practice

Direct the students to practice the story several times using a timer. Point out the lines at the bottom of the page where students can write their practice scores. If you have Read Naturally glossaries, you can also mention that certain words in the stories are bold, which means a student can look them up in the glossary.

Remind the students to turn up the red side of their red and green pouch when they are ready to pass the story. Stress that you will only come to listen to them read if they continue to work while they wait for you.

8. Answer the Questions

Remind the students to answer the questions when they have practiced many times and can reach the goal written on the inside pockets of their folders. Students can answer the questions while they wait for you to conduct their hot timings.

9. Pass

Listen to each student read the story. Inform him/her of the number of words s/he attempted to read, point out the errors, subtract them to obtain the number of words read correctly, and check the answers to the questions. The student passes the story if s/he meets the following four criteria:

- S/he reaches his/her reading-rate goal.
- S/he makes three or fewer errors.
- S/he reads with good expression.
- S/he answers the comprehension questions correctly.

If the student does not pass, point out the area(s) s/he needs to work on and instruct the student to read along again, continue to practice, or correct the questions answered incorrectly. If the student missed some questions, you can ask the student to go back to the story and underline the correct answer or clue for the correct answer for each missed question. Then go back and retest the student a few minutes later.

10. Graph Hot-Timing Score

Write the number of words the student read correctly on the hot score line. Then watch while the student marks the graph in red, and assist if necessary.

11. Retell

Those students who can write a retell should now set the timer for five minutes and write about the story. Remind older students to summarize the story using a main idea and supporting details. After the timer sounds, they count the number of words they wrote and graph that number on the retell portion of the Comprehension and Retell graph.

Select a New Story

Direct the students to select a new story and follow the steps that they learned to do with the group.

Note: If you are using the Phonics, American Manners and Customs, Idioms, Multicultural, or Spanish Translations series, adjust your lesson plans to accommodate the differences in these stories.

Read Naturally Return Policies

This section provides information on Read Naturally's return policies.

Audio CDs or Cassettes

Follow the instructions below if you have defective or damaged audio CDs or cassettes.

Defective Audio CDs or Cassettes

If an audio CD or cassette is defective when you receive it, you can return it within one year of purchase for a replacement. Mail the audio CD or cassette, a return address, and a description of the problem to Read Naturally.

Read Naturally

2945 Lone Oak Drive, Suite 190
Saint Paul, MN 55121

Damaged Audio CDs or Cassettes

If you lost or damaged an audio CD or cassette, you can order a replacement from Read Naturally. Replacement CDs and cassettes are listed under Accessories on the Read Naturally order form, which is available on the Read Naturally website (www.readnaturally.com).

Audio CD or Cassette Albums

The audio CD and cassette albums are guaranteed for one year. If they are defective within the first year of use, contact Read Naturally, and we will send you a replacement.

If an audio CD or cassette album is worn out after one year's use, you can order a new one (with or without labels) from Read Naturally. Replacement CD and cassette albums are listed under Accessories on the Read Naturally order form, which is available on the Read Naturally website (www.readnaturally.com).

Timers

If you receive a timer that is defective, return it to Read Naturally within one year of purchase, and we will send a replacement.

Appendix

This appendix contains teacher tools that help you communicate with parents and students as well as information about additional programs offered by Read Naturally.

Teaching Tools

Blackline masters are available in this appendix for the following teaching tools:

- **Parent Letter**
Use this letter to introduce parents to the Read Naturally program.
- **Fluency at Home Letter**
Use this letter to give tips to parents to help their children work on fluency at home.
- **Graphs**
Students use these to graph their fluency, comprehension, and retell and/or word list scores. The following types of graphs and descriptions of how to use them are provided:
 - Fluency to 200 + Comprehension and Retell for 5-question format
 - Fluency to 200 + Comprehension and Summary for 9-question format
 - Fluency to 400 + Comprehension and Summary for 9-question format
 - Fluency to 200 + Comprehension and Word List
 - Fluency to 200 + Comprehension and Summary for ELL levels
- **Read Naturally Steps**
Students use this 8.5" x 11" version of the poster to remind them of the steps.
- **Super Reader Awards**
Use these awards to recognize student achievement and share the success with parents.

Read Naturally Curricula and Assessment Tools

The following are curricula and assessment tools offered by Read Naturally:

- **Read Naturally Masters Edition ME:** Fluency-building program, paper-based
- **Read Naturally Software Edition SE:** Fluency-building program, software-based
- **GATE:** Program supporting phonics, fluency, phonemic awareness, and comprehension
- **One Minute Reader:** Fluency-building program, home version
- **Word Warm-ups:** Phonics program developing mastery and automaticity in decoding
- **Take Aim! at Vocabulary:** Vocabulary-building program, includes audio support
- **RFBA:** Benchmark assessment, includes field-tested passages and software reports
- **RFPM:** Progress monitor assessment, includes field-tested passages and graphs
- **QPS:** Diagnostic assessment, diagnoses phonics and decoding strengths and needs

Date _____

Dear Parent/Guardian:

Your child, _____, will begin working with the Read Naturally program soon. Read Naturally is a supplemental reading program designed to enable students to improve reading fluency.

Students who read fluently read smoothly and easily, without pausing to figure out words. These students identify words automatically. As a result, they can focus on meaning rather than word recognition when they read. As a rule, fluent readers comprehend better than non-fluent readers. Consequently, improving reading fluency is important for developing readers.

Read Naturally is a research-based program that enables students to become fluent readers. It has three components: teacher modeling, repeated reading, and progress monitoring. It is based on several research-based theories including the following:

- Students become good readers by reading.
- Reading along with a more proficient reader improves word recognition and reading fluency.
- Reading a passage several times improves fluency.
- Self-monitoring of progress improves reading achievement.

While working with the Read Naturally program, your child will select interesting, nonfiction passages at reading levels best suited for his/her development. S/he will read the passage while listening to a recording of the passage and then practice the passage several times until able to read it at a goal rate. Your child will monitor his/her progress by keeping a chart of timed readings before and after practicing each passage.

As your child's reading improves, s/he will be given more difficult passages to read and higher goal rates to achieve. Periodically, your child will bring home packets of passages s/he has already mastered. Please listen to him/her read these passages, discuss them with him/her, and sign the sheet attached to the packet. Thank you for your support, and feel free to call if you have any questions or concerns.

Sincerely,

Graphs

Several graphs are included in this appendix to help track a student's progress in Read Naturally. Tracking progress is important for both students and teachers. Seeing their scores improve motivates many students to try even harder. Teachers can use the information in the graphs to help assess whether changes need to be made to help the student succeed.

The pages that follow include a combination of the following types of graphs. Select the graph page that corresponds to the student's level and curriculum. The types of graphs are as follows:

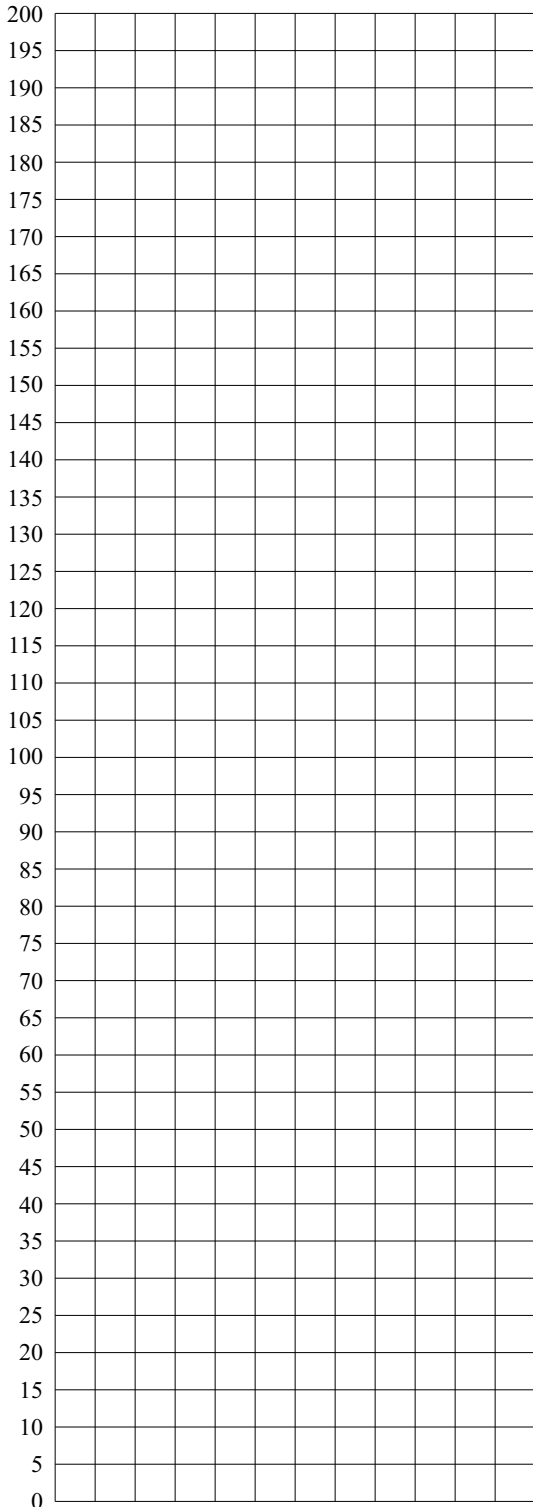
- **Fluency graphs**—Students mark the number of words they read correctly on their cold and hot timings. The graph helps them to see how much they improve between their cold and hot timings. It also helps them to see how their cold timings improve over time.
- **Word list graphs**—For Phonics stories, if you time students for one full minute when reading the word lists, students can graph their scores. Look for the number of words the student can read correctly in a minute to improve over time.
- **Comprehension graphs**—Students use the comprehension graph to mark which questions they answered correctly. For the Sequenced, American Manners and Customs, and Idioms series, the questions follow a specific pattern, so these graphs can indicate whether a student has difficulty with a particular type of question. Questions for Phonics stories focus on giving students more practice with the featured sound, so they do not follow the patterns used by the other series.
- **Retell/Summary graphs**—Students use the retell graph to mark the number of words they wrote during the five-minute retell.

The graphs in this appendix are as follows:

- **Fluency to 200 + Comprehension/Retell/Summary for 5-question format**
Use this graph for Sequenced levels 1.0 to 5.0.
- **Fluency to 200 + Comprehension/Summary for 9-question format**
Use this graph for Sequenced levels 5.6 and above for students doing one-minute timings or when their fluency scores do not exceed 200.
- **Fluency to 400 + Comprehension/Summary for 9-question format**
Use this graph for Sequenced levels 5.6 and above for students doing two-minute timings.
- **Fluency to 200 + Comprehension/Word List**
Use this graph for students in the Phonics series.
- **Fluency to 200 + Comprehension/Summary for ELL levels**
Use this graph for students in the American Manners and Customs or Idioms series.

Note: These graphs have spaces for students to record their scores for 12 stories, so for series with 24 stories per level, students will need two graph pages per level if they are completing all 24 stories.

Fluency



	Story								
	Goal								
COLD	Words Read								
	Errors								
	Score								
HOT	Words Read								
	Errors								
	Score								
	Expression								
	Prac. to Goal								
	Date Passed								

Read Naturally

Fluency and Comprehension/Retell Graph for Sequenced Levels 1.0–5.0

Comprehension

Open-ended: 5									
Inferential: 4									
Vocabulary: 3									
Detail: 2									
Main Idea: 1									
Story									

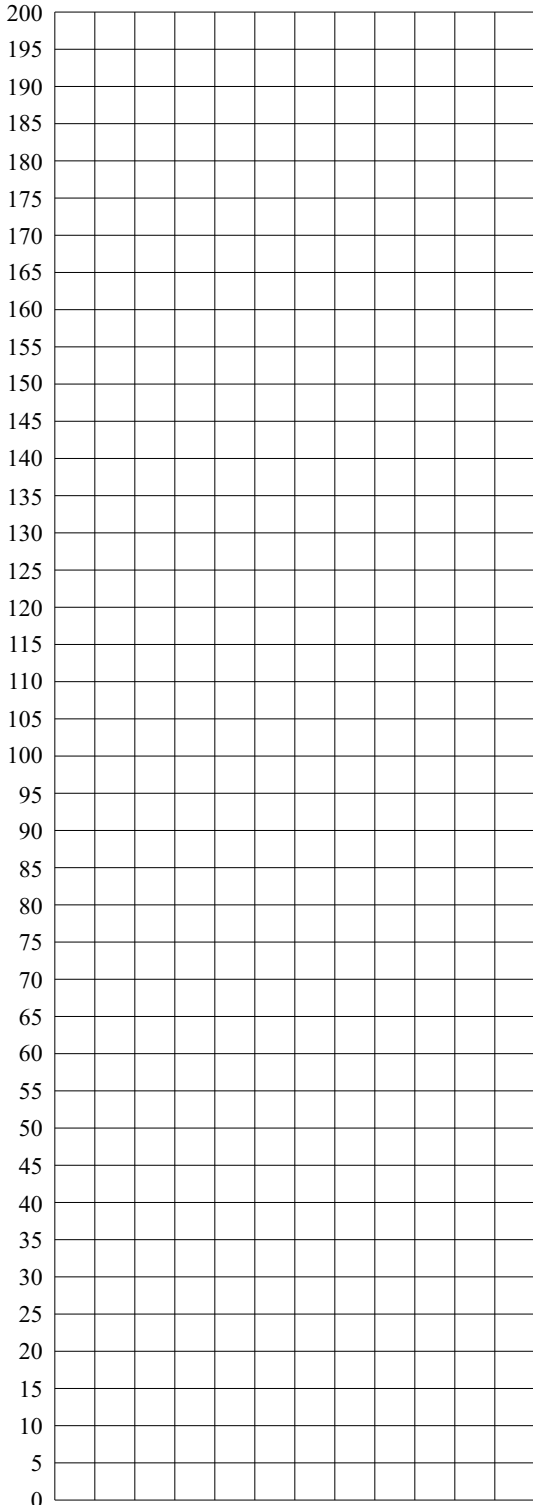
Retell

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

Name _____

Level _____ Start Date _____

Fluency



	Story								
	Goal								
COLD	Words Read								
	Errors								
	Score								
HOT	Words Read								
	Errors								
	Score								
	Expression								
	Prac. to Goal								
	Date Passed								

Read Naturally

Fluency and Comprehension/Summary Graph (to 200) for Sequenced Levels 5.6 and Above

Comprehension

Summary: 9									
Open-ended: 8									
Detail: 7									
Vocabulary: 6									
Open-ended: 5									
Inferential: 4									
Vocabulary: 3									
Detail: 2									
Main Idea: 1									
Story									

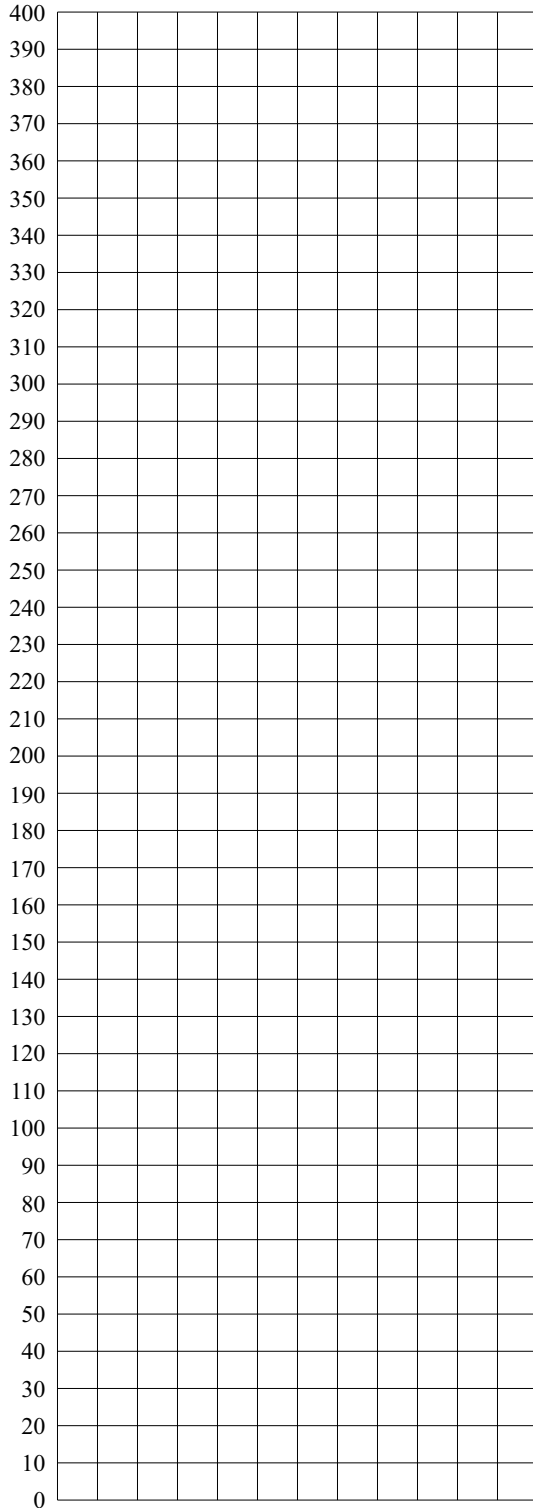
Summary

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

Name _____

Level _____ Start Date _____

Fluency



	Story								
	Goal								
COLD	Words Read								
	Errors								
	Score								
HOT	Words Read								
	Errors								
	Score								
	Expression								
	Prac. to Goal								
	Date Passed								

Read Naturally

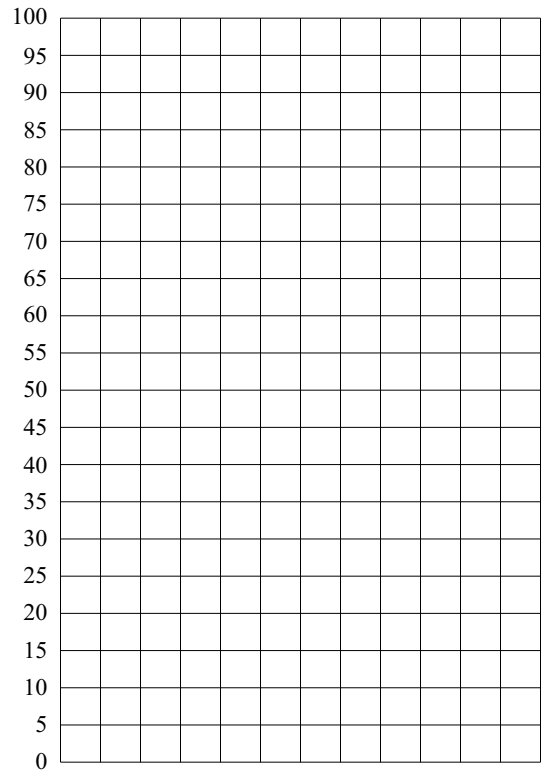
Fluency and Comprehension/Summary Graph (to 400) for Sequenced Levels 5.6 and Above

Comprehension

Summary: 9									
Open-ended: 8									
Detail: 7									
Vocabulary: 6									
Open-ended: 5									
Inferential: 4									
Vocabulary: 3									
Detail: 2									
Main Idea: 1									

Story									
-------	--	--	--	--	--	--	--	--	--

Summary

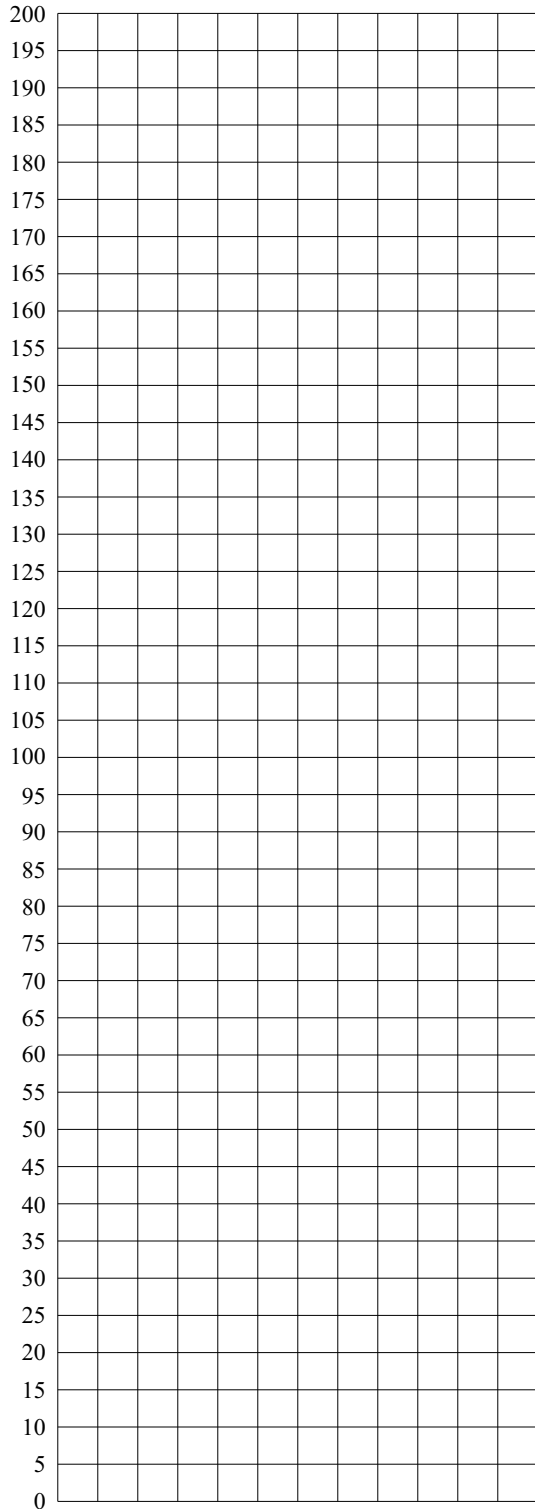


Story									
Summary Score									

Name _____

Level _____ Start Date _____

Fluency



	Story																			
	Goal																			
COLD	Words Read																			
	Errors Score																			
HOT	Words Read																			
	Errors Score																			
	Expression																			
	Prac. to Goal																			
	Date Passed																			

Read Naturally

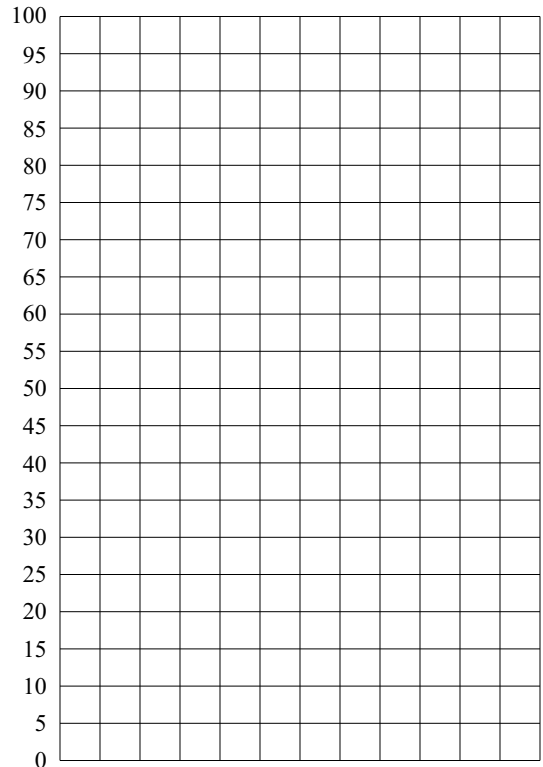
Fluency and Comprehension/Word List
Graph for Phonics Levels

Comprehension

Question 5																				
Question 4																				
Question 3																				
Question 2																				
Question 1																				

Story																				
-------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Word List

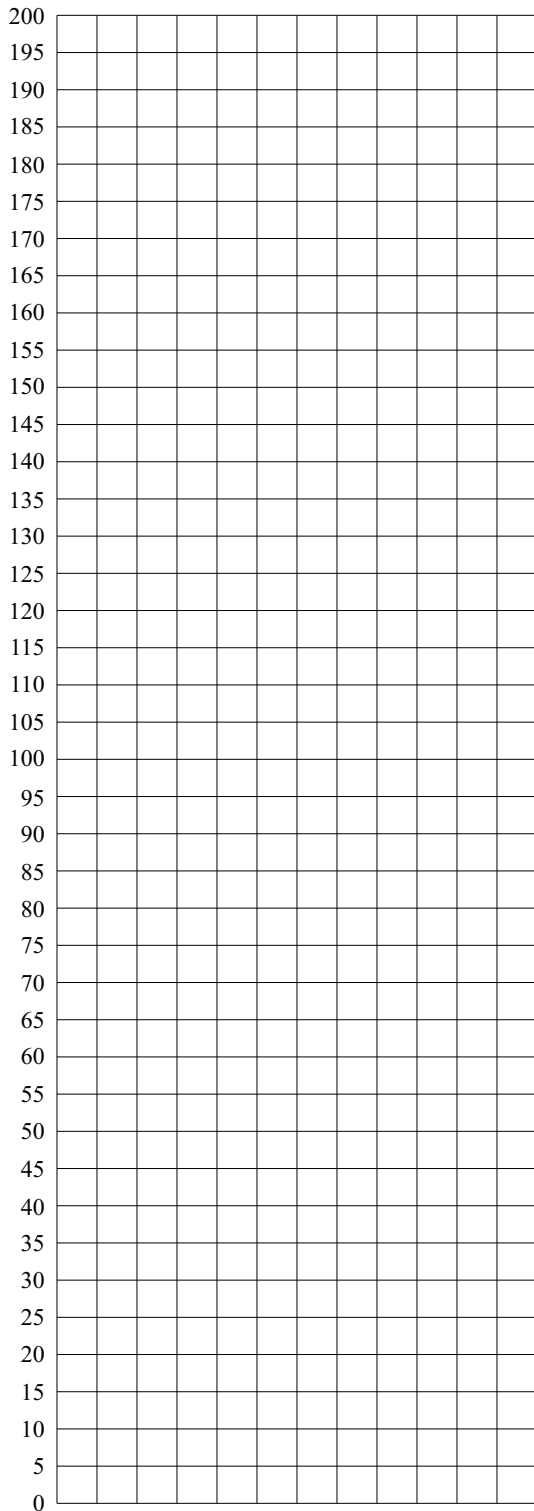


Story																				
Word List Score																				

Name _____

Level _____ Start Date _____

Fluency



	Story									
	Goal									
COLD	Words Read									
	Errors									
	Score									
HOT	Words Read									
	Errors									
	Score									
	Expression									
	Prac. to Goal									
	Date Passed									

Read Naturally

Fluency and Comprehension/Summary Graph for ELL Levels

Comprehension

Application: 7										
Vocabulary: 6										
Open-ended: 5										
Inferential: 4										
Vocabulary: 3										
Detail: 2										
Main Idea: 1										
Story										

Summary

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

Name _____

Level _____ Start Date _____

Read Naturally Steps

1. Pick a story.



+



or



2. Read along to learn the key words.

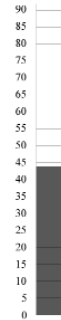


3. Write a prediction.

4. Time yourself reading.



5. Mark your graph in blue.



6. Read along to learn the story.

7. Practice reading on your own.



8. Answer the questions.

Answer the Questions

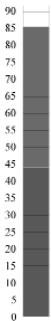
1. What is the main idea of this story?
a. Imagine over the horizon back
b. Imagine can be dangerous back
c. Imagine are around back
2. How do people feel about this?
a. They love it
b. They hate it
c. They read it
3. How do people react to this story?
a. when reading or hearing news on an ocean back
b. when reading or hearing news on an ocean back
c. when reading or hearing news on an ocean

5. How are things around?

9. Pass the story.



10. Mark your graph in red.



11. Write a retell, or practice word lists.



_____ has completed _____ stories of Read Naturally level _____. This super reader has read these stories until able to read them at a goal rate of _____. Your child has also successfully answered the comprehension questions. Please share your super reader's accomplishment by listening to your child read this booklet and by discussing the stories. Then, return the bottom of this sheet to school with your comments.

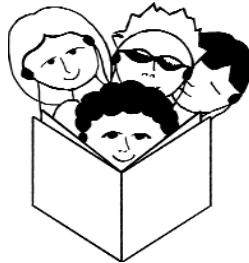
Teacher Comments _____

Teacher's Signature

Parent/Guardian Comments _____

Parent/Guardian Signature

Super Reader



Award

_____ has completed _____ stories of Read Naturally level _____. This super reader has read these stories until able to read them at a goal rate of _____. Your child has also successfully answered the comprehension questions. Please share your super reader's accomplishment by listening to your child read this booklet and by discussing the stories. Then, return the bottom of this sheet to school with your comments.

Teacher Comments _____

Teacher's Signature

Parent/Guardian Comments _____

Parent/Guardian Signature

Read Naturally Curricula

Read Naturally Masters Edition (ME)

ME implements teacher modeling, repeated reading, and progress monitoring to accelerate reading achievement. Students build fluency using printed stories and audio recordings.

Read Naturally Software Edition (SE)

SE implements teacher modeling, repeated reading, and progress monitoring to accelerate reading achievement. Students build fluency using computer software with stories and audio.

Group and Tutoring Edition (GATE)

GATE combines direct instruction for phonemic awareness, phonics, and fluency while supporting comprehension for small groups. Each lesson includes a teacher script and story.

One Minute Reader

One Minute Reader is a home reading program based on the Read Naturally strategy. One Minute Reader is a motivating system that improves fluency and comprehension.

Word Warm-ups

Word Warm-ups is a quick, timed program for developing mastery and automaticity in decoding words with common phonics patterns, two-syllable word patterns, prefixes, and suffixes.

Take Aim! at Vocabulary

Take Aim builds vocabulary by teaching students sophisticated, high-quality words in a set of audio-supported lessons. Words are taught in the context of high-interest, nonfiction stories.

Read Naturally Assessment Tools

Reading Fluency Benchmark Assessor (RFBA)

RFBA is used to quickly assess the reading fluency of students. RFBA includes field-tested passages and software reports with information that helps educators plan instructional or intervention programs.

Reading Fluency Progress Monitor (RFPM)

RFPM enables educators to closely monitor the development of students receiving intervention in reading. Each level includes field-tested passages, instructions, and graphs for recording results.

Quick Phonics Screener (QPS)

QPS is an informal, individually administered diagnostic assessment. Educators can use the results to plan instructional or intervention programs in basic word reading and decoding skills.

Learn More • View a Free Webcast • Download a Free Sample

Visit the Read Naturally website to learn more about our curricula and assessment tools, view free webcasts, download free samples, view video demonstrations, and request more information.

www.readnaturally.com • www.oneminutereader.com

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