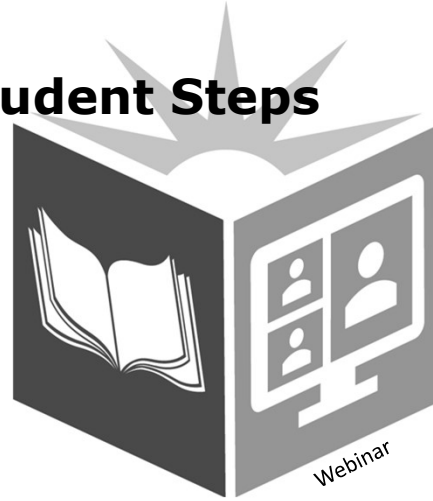


Read Naturally Encore II

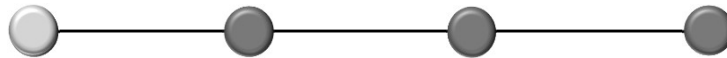
Overview and Student Steps



Read Naturally Encore II

What is Fluency?

The Strategy



Who Needs
Reading
Intervention?

Teacher
Responsibilities



Key Components of Teaching Reading

- Phonemic awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension



A Non-Fluent Reader



What is fluency?



The ability to read
like you speak:

- Accurate reading of connected text
- At a conversational rate
- With appropriate prosody or expression

(Hudson, Lane, & Pullen, 2005)

Oral reading fluency correlates highly with reading comprehension.

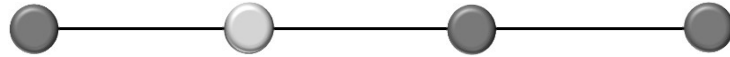
Measure	Validity Coefficient
Oral Recall/Retelling	.70
Cloze (fill in the blank)	.72
Question Answering	.82
Oral Reading Fluency	.91

(Fuchs, Fuchs, Hosp, & Jenkins, 2001)

Read Naturally Encore II

What is Fluency?

The Strategy



Who Needs
Reading
Intervention?

Teacher
Responsibilities



Curriculum-Based Norms

50th Percentile Oral Reading Fluency Norms

Grade	Fall WCPM*	Winter WCPM	Spring WCPM
1	--	29	60
2	50	84	100
3	83	97	112
4	94	120	133
5	121	133	146
6	132	145	146

Hasbrouck, J., & Tindal, G. A. (2017)

*WCPM = words correct per minute

Curriculum-Based Norms

3rd Grade Oral Reading Fluency Norms

Grade	Fall WCPM*	Winter WCPM	Spring WCPM
Proficient	104 75 th %ile		139 75 th %ile
3	83 50 th %ile	97 50 th %ile	112 50 th %ile
Struggling	59 25 th %ile		91 25 th %ile

Hasbrouck, J., & Tindal, G. A. (2017)

*WCPM = words correct per minute

What is Reading Fluency?

Curriculum-Based Norms

50th Percentile Oral Reading Fluency Norms

Grade	Fall WCPM*	Winter WCPM	Spring WCPM
1	--	29	60
2	50	84	100
3	83	97	112
4	94	120	133
5	121	133	146
6	132	145	146

Hasbrouck, J., & Tindal, G. A. (2017)

*WCPM = words correct per minute

Curriculum-Based Norms in Oral Reading Fluency

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
1	90		81	111
	75		47	82
	50		23	53
	25		12	28
	10		6	15
2	90	106	125	142
	75	79	100	117
	50	51	72	89
	25	25	42	61
	10	11	18	31
3	90	128	146	162
	75	99	120	137
	50	71	92	107
	25	44	62	78
	10	21	36	48
4	90	145	166	180
	75	119	139	152
	50	94	112	123
	25	68	87	98
	10	45	61	72

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
5	90	166	182	194
	75	139	156	168
	50	110	127	139
	25	85	99	109
	10	61	74	83
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

Hasbrouck, J., & Tindal, G. A. (2006)

Curriculum-Based Norms in Oral Reading Fluency

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

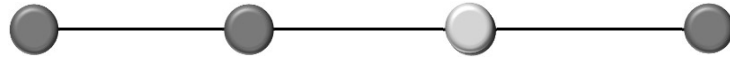
*WCPM = words correct per minute

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

Read Naturally Encore II

What is Fluency?

The Strategy



Who Needs
Reading
Intervention?

Teacher
Responsibilities



Students become fluent by reading.



Just setting aside time for independent silent reading is not sufficient.

National Reading Panel Report

In 10 minutes of independent reading...

A fluent reader might read 2,000 words.

A struggling reader might read only 500 words.



Equal practice time, unequal practice

A Powerful Strategy

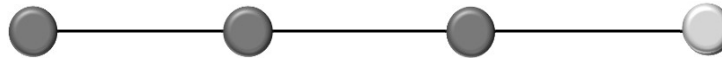
The collage features several key elements:

- Teacher Modeling**: A large grey circle containing the text 'Teacher Modeling'.
- Repeated Reading**: A large grey circle containing the text 'Repeated Reading'.
- Progress Monitoring**: A large grey circle containing the text 'Progress Monitoring'.
- Stingray Reading Passage**: A document titled 'Stingray' with sections for 'Review Key Words', 'Write a Prediction', and 'Read the Story'. It includes a diagram of a stingray and a list of key words.
- Read Naturally Audio Player**: A silver audio player with headphones, featuring the 'Read Naturally' logo.
- Progress Monitoring Grid**: A grid with columns for 'Number of Words', 'Number of Errors', and 'Number of Corrections'.
- Read Naturally Logo**: A logo with the text 'Read Naturally' and a stylized 'RN'.

Read Naturally Encore II

What is Fluency?

The Strategy



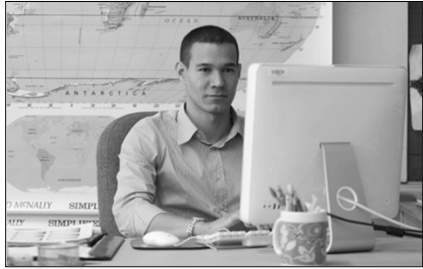
Who Needs Reading Intervention?

Teacher Responsibilities



Teacher Responsibilities

- ➔ ▪ Planning and Setting Up
- Placing Students
- Implementing the Steps
- Monitoring Student Performance



Planning and Setting Up

Think like an efficiency expert.

- Increase time spent reading.
- Increase the number of words read.



Setting Up Workspace and Schedule

Workspace



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

Teacher-to-student ratio: 1:6

Scheduling

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

Materials

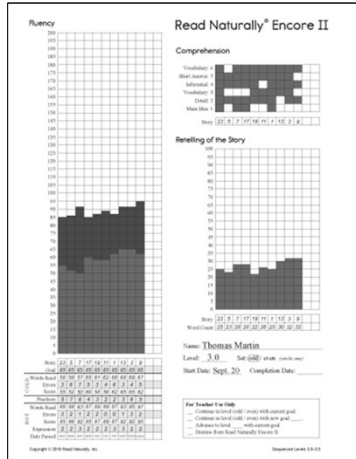


Read Naturally Encore II

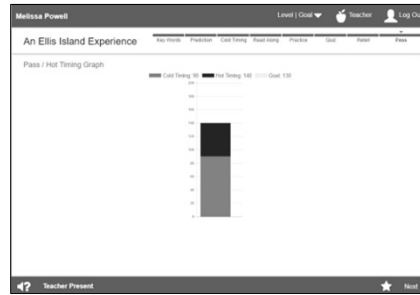


Read Naturally Live

Performance Data



Read Naturally Encore II

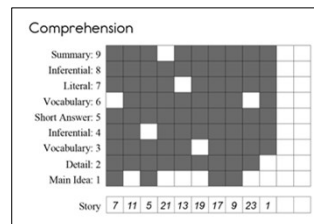


Read Naturally Live

Quiz Questions

Question Format

1. Main Idea
2. Detail
3. Vocabulary
4. Inferential
5. Short Answer
6. Vocabulary
7. Literal
8. Inferential
9. Summary



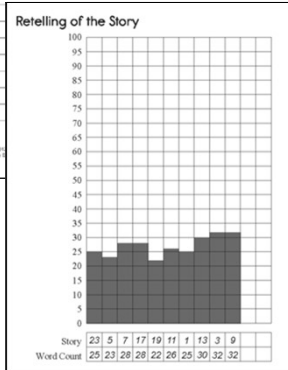
Read Naturally Encore



Read Naturally Live

Retelling

Summarize the Story
 Gorillas look frightening but they are really shy animals. Sometimes they pound their chests but if the enemy does not run away the gorilla does. They grow other gorillas in their group.



Read Naturally Encore II

Retell
 Retell the story in your own words.
 Ellis Island was a place where immigrants came before they entered America. Many people were scared and tired from the long journey. One girl, Angelina, was sick when she got to Ellis Island. She was held there until she got better.

Retell Words Written
 Graph shows the number of words written in the retell on the first attempt, by story.

Story	Words Written
An Ellis Island Experience	100
Capital Confectioner	100
Ellis Island	100
Ellis Island (2)	100
Ellis Island (3)	100
Ellis Island (4)	100
Ellis Island (5)	100
Ellis Island (6)	100
Ellis Island (7)	100
Ellis Island (8)	100
Ellis Island (9)	100
Ellis Island (10)	100
Ellis Island (11)	100
Ellis Island (12)	100
Ellis Island (13)	100
Ellis Island (14)	100
Ellis Island (15)	100
Ellis Island (16)	100
Ellis Island (17)	100
Ellis Island (18)	100
Ellis Island (19)	100
Ellis Island (20)	100
Ellis Island (21)	100
Ellis Island (22)	100
Ellis Island (23)	100
Ellis Island (24)	100
Ellis Island (25)	100
Ellis Island (26)	100
Ellis Island (27)	100
Ellis Island (28)	100
Ellis Island (29)	100
Ellis Island (30)	100
Ellis Island (31)	100
Ellis Island (32)	100

Read Naturally Live

Audio

Sequenced Level 6.0

Story	Key Words	Story	Key Words
An Ellis Island Experience	3 Key Words	Capital Confectioner	5 Key Words
2-4 Story	2-4 Story	4-8 Story	4-8 Story
9-28 Glossary	9-28 Glossary	29-53 Glossary	29-53 Glossary

Read Naturally Encore II

An Ellis Island Experience

Read Along

Millions of people have traveled to the U.S. throughout its history in hopes of starting a new life. Between 1882 and 1954, prospective immigrants commonly arrived at Ellis Island. Many of their stories express the excitement of reaching New York Harbor after weeks at sea. Yet their stories often convey less positive feelings too. Getting through Ellis Island could be trying and scary. New languages, new foods, crowded spaces, and separation from family members often caused stress. Plus, people worried whether they would get to remain in the U.S. after all their efforts. They knew that not everyone who came to Ellis Island did. Officials detained and sometimes deported people for various reasons.

Required Read Alongs ☆☆☆

Read Naturally Live

Preparing for Students



Read Naturally Encore II



Read Naturally Live

Preparing Student Materials



Encore II Curricula

Series and Level Options

Read Naturally Live			
Reading Level	Sequenced	Phonics*	Idioms
1.0	1.0	0.8	
1.5	1.5	1.3	
2.0	2.0	1.8	
2.5	2.5	2.3	
3.0	3.0	2.6 2.7	3.0
3.5	3.5		3.5
4.0	4.0		4.0
4.5	4.5		4.5
5.0	5.0		
5.6	5.6		
6.0	6.0		
7.0	7.0		
8.0	8.0		

*Phonics Content by Level	
0.8	short vowels
1.3	long vowels
1.8	blends/digraphs
2.3	r-controlled & other letter combinations
2.6	short vowels (one- & two-syllable words)
2.7	long vowels (one- & two-syllable words)

Sequenced Series

Hot Air Balloons

Story 11, Theme 1 of
Book 1, Unit 1


Review Key Words

burner A burner is a part of a machine that makes heat.

heats Heats means makes warmer.

heights Heights are high places.

rise When things rise, they go up.



Write a Prediction

Read the Story

Are you afraid of heights? Then

a hot air balloon is not for you. A

hot air balloon is a very big balloon.

It floats high above the ground. A

basket can be tied to a hot air

balloon. People can ride in the

basket.

A burner is at the bottom of the

balloon. It heats the air inside the

balloon. The air in the balloon gets

warm. Warm air is lighter than cold

air. The warm air in the balloon is

lighter than the cold air outside. This

makes the hot air balloon rise. When

the burner is turned off, the air cools.

Then the balloon can land.

Some hot air balloons are pretty.

Some are brightly colored. They are

fun to watch in the sky.

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Read Naturally Encore II

Phonics Series

A Lake Story 3, Pages 4-6

Review Key Words*

make
wade
wave



Write a Prediction

Read the Story**

A lake is water with land all around it.
Most lakes are made by nature. Some lakes are made by people.
Lakes are good places for animals. Fish live in lakes. Some snakes live in lakes.
Animals drink water from lakes. Animals get food from lakes.
Lakes are good places for people. We get food and water from lakes. We play at lakes.
Go to a lake. Wade in the lake. Make some waves. Catch some fish. Play some games.

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Write the Answers Story 3, Page 6

1. A _____ has land all around it. 3. You can make _____ in a lake.
wade wave lake waves snakes wades

2. You can _____ in a lake. 4. Lakes can be _____ by nature.
make wade game made wade wave

5. What can people do at lakes?

Practice the Word List (a,e)


14	make	wade	wave
15	lake	made	cave
16	sake	jade	gave
17	snake	fade	pave
18	quake	fame	rave
19	fake	game	save

Practice 1 Practice 2 Practice 3 Practice 4 Practice 5 Practice 6 Practice 7

Write the Words*

6. _____ 7. _____ 8. _____

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Read Naturally Encore II 

Idioms Series


That's Easy! Story 7, Pages 1-3

Review Idioms

in the bag If you have something in the bag, you are sure to get or achieve that thing.

piece of cake If something is a piece of cake, it is very easy or no trouble.

ace up your sleeve If you have an ace up your sleeve, you have an advantage that nobody knows about.



Write a Prediction

Read the Story**

Rashid told Stacy he had the spelling bee in the bag. In other words, Rashid was saying he was sure to win the spelling bee. In the bag means that you are certain to get or achieve something.
Dina applied for a new job, but he wasn't worried. He thought he had the job in the bag because his sister was friends with the employer.
You might have something in the bag because it's a piece of cake. If something is a piece of cake, it is very easy or no trouble.
Yang knew he would win the race because running was very easy for him. The race would be a piece of cake for Yang.

Cooking was a piece of cake for Sara because she went to school to become a chef.
Something might be a piece of cake for you because you have an advantage over others. When nobody knows about your advantage, you have an ace up your sleeve. Harry won \$10,000 on the game show. But Harry had an ace up his sleeve: he had been studying history books all week. Harry was in a better position than his quiz show opponents, who did not study history books before the show.

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Read Naturally Encore II

Review Key Words¹

make
wade
wave



Write a Prediction

Read the Story²⁻⁴

9 A lake is water with land all around it.
16 Most lakes are made by **nature**. Some
21 lakes are made by people.
28 Lakes are good places for animals. Fish
36 live in lakes. Some **snakes** live in lakes.
42 Animals drink water from lakes. Animals
46 get food from lakes.
53 Lakes are good places for people. We
61 get food and water from lakes. We play
63 at lakes.
72 Go to a lake. **Wade** in the lake. Make
79 some **waves**. **Catch** some fish. Play some
80 games.

words read _____

words read _____

goal _____

- errors _____ = _____
cold score

- errors _____ = _____
hot score expression date passed

Write the Answers

1. A _____ has land all around it.

wade wave lake

3. You can make _____ in a lake.

waves snakes wades

2. You can _____ in a lake.

make wade game

4. Lakes can be _____ by nature.

made wade wave

5. What can people do at lakes?

Number Correct: _____

Practice the Word List (a_e)⁵

	6	12	
18	make	wade	wave
21	lake	made	cave
24	sake	jade	gave
27	snake	fade	pave
30	quake	fame	rave
33	fake	game	save
36			

Practice 1: _____ Practice 2: _____ Practice 3: _____ Practice 4: _____ Practice 5: _____ Passed: _____

Write the Words⁶

6. _____ 7. _____ 8. _____

Number Correct: _____

Teacher Responsibilities

- Planning and Setting Up
- ➔ ▪ Placing Students
- Implementing the Steps
- Monitoring Student Performance



Determining Initial Placement

Determining Level

1. Estimate reading level.
2. Conduct timing, counting errors.
3. Calculate score.
4. Determine whether tested level is appropriate.
5. Continue to test if needed.

Initial Placement Ranges

Testing Level	WCPM Score
1.0 to 3.0	30 to 60 wcpm
3.5 to 5.0	60 to 80 wcpm
5.6 to 7.0	80 to 100 wcpm
8.0	100 to 140 wcpm

Setting Goal












- Grades 1–4: placement score + 30, rounded down to nearest 5
- Grades 5+: placement score + 40, rounded down to nearest 5

Teacher Responsibilities

- Planning and Setting Up
- Placing Students
- ➔ ▪ Implementing the Steps
- Monitoring Student Performance

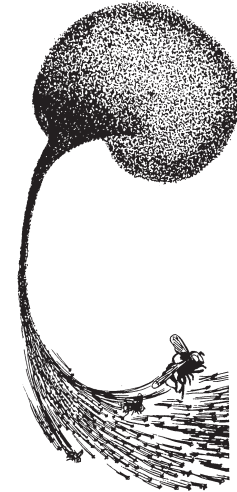


Read Naturally® Steps

1. Pick a story.  + 
2. Learn the key words. 
3. Write a prediction. 
4. Do your cold timing. 
5. Graph your score in blue. 
6. Read along to learn the story. 
7. Practice reading on your own. 
8. Answer the questions. 
9. Pass the story. 
10. Graph your score in red. 
11. Retell the story, or practice the words.

Rvw K Wrds⁶

- gntl** Gntl mns mld r nt lkl t cs hrm.
- mn** Whn n nml s mn, t s sl pst nd ds nt ct n a nc w.
- swrm** A swrm s a bg grp f nscts, ftn bs, mvng tghr.
- chs** Chs mns t flw smthng n rdr t ctch t.



Wrt a Prdctn

Rd th Str⁷⁻⁹

5 Bs r vr mprtnt. Th
12 mk hn nd hlp **crps** t grw.
19 Thr r mn knds f bs. n
27 knnd s **gntl**, bt t ds nt wrk
34 hrd. nthr knnd f b s vr
42 **mn**, bt t s a hrd wrkr. Ths
48 b mks mch mr hn thn
54 th gntl b. n mn thght
61 tht **mtng** ths tw bs wld b
67 a gd d. H thght **crssng**
75 th tw knnds f bs wld mk a
82 gntl, hrd-wrknng b. Tht ws a
84 bg mstk.
90 Crssng th tw knnds f bs
prded a nw b. Ths b s

97 knwn s th kllr b. Th kllr
104 b s **dngrs**. t gts pst
110 sl. Jst a **sddn** ns cn pst
117 ths b. Thn t m ttck nd
124 stng.
125 n stng frm a kllr b s
132 nt ngh t kll a prsn. Bt
139 whn ths b stngs, t lvs ts
146 **gts** wth ts stngr. thr kllr
152 bs cn smll th gts lft bhnd.
159 Th **chs** th prsn. Thsnds
164 f kllr bs wll chs n prsn.
171 Mn ppl hv bn klld b
177 ths bs. N wndr ppl r
183 frd f a **swrm** f kllr bs!
190

wrds rd _____

– rrrs _____ = _____
cld scr

wrds rd _____

gl _____

– rrrs _____ = _____
ht scr xprssn dt pssd

Kllr Bs

nswr th Qstns

1. Wht s th mn d f ths str?
 - a. Sm bs r gntl bt d nt wrk hrd.
 - b. A swrm f kllr bs wll chs a prsn.
 - c. Crssng tw knds f bs prcd a dngrs b.

2. Wht cn pst th kllr b?
 - a. a swrm
 - b. a sddn ns
 - c. a gntl b

3. Wht ds th wrd **crssng** mn n ths str?
 - a. mtng tw knds f nmls
 - b. drwng a ln thrgh smthng
 - c. gng t th thr sd f th strt

4. Wh d thsnds f kllr bs chs smn?
 - a. Th kllr bs gt pst whn th smll ppl.
 - b. Th bs smll th gts lft bhnd whn a kllr b stngs smn.
 - c. A stng frm n kllr b s nt ngh t kll a prsn.

5. Why s th kllr b s dngrs?

Nmbr Crrct: _____

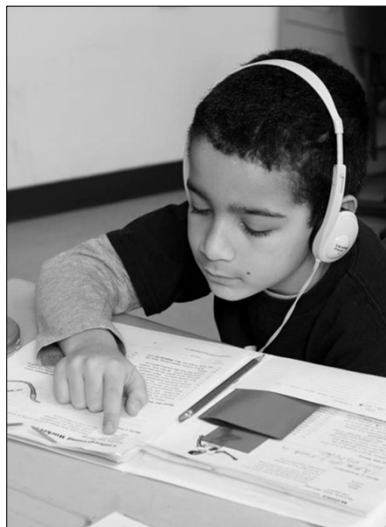
Rtll th Stry

Nmbr f Wrds Wrtn: _____

Step 1: Select a Story



Step 2: Key Words



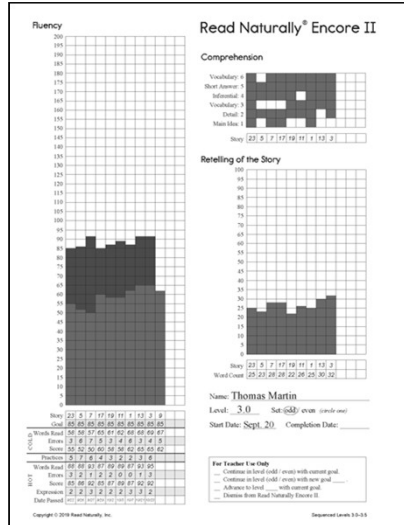
Step 3: Prediction



Step 4: Cold Timing



Step 5: Graph Cold-Timing Score



Step 6: Read Along



Step 7: Practice



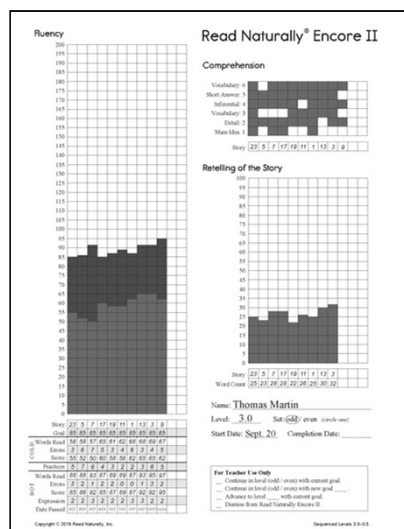
Step 8: Answer the Questions



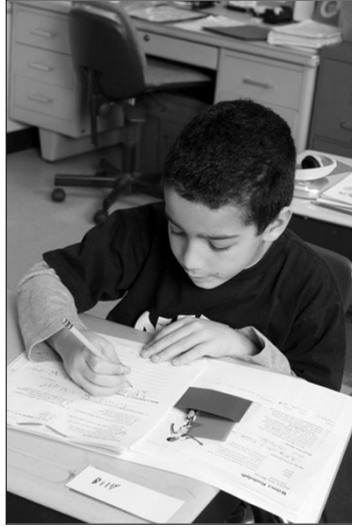
Step 9: Pass



Step 10: Graph Hot-Timing Score



Step 11: Retell or Word List



A Lake

Answer the Questions

1. A _____ has land all around it.
wade wave lake waves snakes wades

2. You can _____ in a lake.
make wade game made wade wave

3. You can make _____ in a lake.
waves snakes wades

4. Lakes can be _____ by nature.
made wade wave

5. What can people do at lakes?

_____ Number Correct: _____

Practice the Word List (a_e)

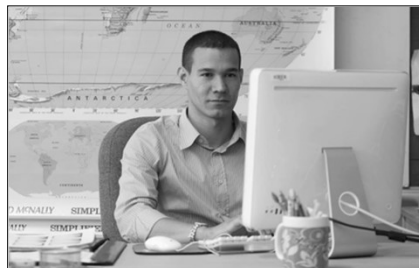
10	make	wade	wave
11	lake	made	cave
12	sake	bade	gave
13	snake	jade	pave
14	quake	wade	rave
15	fake	fade	save

Practice 1 _____ Practice 2 _____ Practice 3 _____ Practice 4 _____ Practice 5 _____ Practice _____

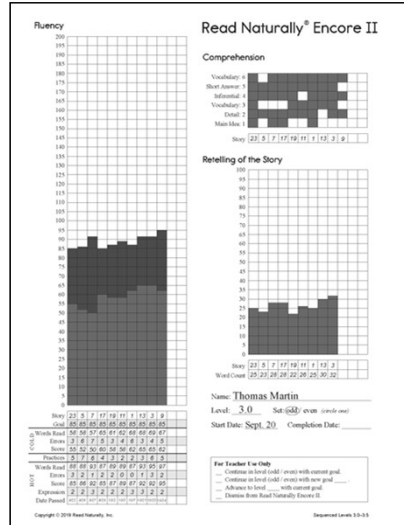
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Read Naturally System, Version 11.0

Teacher Responsibilities

- Planning and Setting Up
- Placing Students
- Implementing the Steps
- ➔ ▪ Monitoring Student Performance



Using Data to Monitor Progress



Questions?



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Read Naturally® Steps

1. Pick a story.



+



2. Learn the key words.



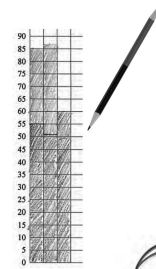
3. Write a prediction.



4. Do your cold timing.



5. Graph your score in blue.



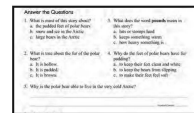
6. Read along to learn the story.



7. Practice reading on your own.



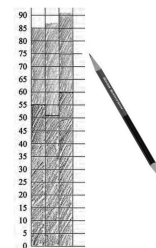
8. Answer the questions.



9. Pass the story.



10. Graph your score in red.



11. Retell the story, or practice the words.

Group: _____

Date: _____

Read Naturally Encore II Fidelity Checklists

Use the Observation Checklist to monitor the set-up and implementation of Read Naturally Encore II. Use the Follow-Up Questions Checklist to refine the implementation of the program to ensure maximum progress for each student. You can use these checklists as a self-review of your own implementation or use them as an observer to provide a starting point for conversation and coaching with another teacher. For detailed information about setting up and effectively implementing a program, see the *Read Naturally Encore II Teacher's Manual*.

Read Naturally Encore II Observation Checklist: What Should I See?

Observe a group of students using Read Naturally Encore II, and check each item below that is implemented correctly.

Planning and Setting Up

- Setting promotes students' engagement for entire session (location, room arrangement).
- Session length is 30–45 minutes.
- Students attend 3–5 sessions per week.
- Ratio of teachers/adults to students is no greater than 1:6.

Implementing the Steps *(Observe individual students.)*

- Select a Story: Student selects a story from the set.
- Key Words: Student listens to or reads along quietly aloud with the audio for each key word.
- Prediction: Student writes a prediction about the story.
- Cold Timing: Student conducts a cold timing either with a teacher or independently. During the cold timing, the student should always mark his or her own errors, and if a teacher is present, the teacher should coach the student on identifying errors.
- Graph Cold-Timing Score: Student graphs his or her score in blue.
- Read Along: Student reads the story quietly aloud along with the audio.
- Practice: Student practices reading the story quietly aloud until reaching his or her goal. The student records his or her wcpm score for each timing.
- Answer the Questions: Student answers the comprehension questions.
- Pass: Student practices the story while waiting for a teacher. When a teacher is available, the student completes the hot timing. The teacher reviews the work completed on the story with the student. If necessary, the teacher assigns remedial actions.
- Graph Hot-Timing Score: Student graphs hot-timing in red and comprehension scores in blue.
- Retelling/Word List: In Sequenced, student retells the story. In Phonics, student practices reading a list of words until reaching the goal and then writes the three dictated words.

Student Behavior

- Student confidently follows the steps.
- Student uses the CD players, headphones, and timers appropriately.
- Student's time on task is high. Student completes the steps and passes a story in 30–60 minutes.
- Student spends most of the class time reading.
- Student knows his or her goal(s).

Read Naturally Encore II Follow-Up Questions Checklist: What Should I Ask?

Ask these questions as a follow-up and check each item below that is implemented correctly.

Assessment and Placement

- Have you assessed each student to determine whether he or she could benefit from Encore II?
Use the student's assessment data from an oral reading fluency assessment to determine if the student may benefit from Encore II. Compare the student's score to national norms. If the score is:
 - More than 10 words below the wcpm at the 50th percentile, assign the student to Encore II.
 - At the wcpm 50th percentile score or up to 10 words below it, consider Encore II.
- Have you placed each student individually using the placement process?
Place each student individually in an appropriate series, level, and goal using the guidelines in the *Read Naturally Encore II Placement Packet*.

Implementing the Steps

- Have you taught the students how to complete the steps in Encore II?
Train students in how to successfully complete the steps independently. Lesson plans in the *Read Naturally Encore II Teacher's Manual* should be used to teach the steps to students.
- Are you prompting students to do the steps correctly?
Remind students to:
 - Listen attentively or read along quietly aloud during the key-words step.
 - Read along quietly aloud during the read-along step.
 - Read aloud quietly during the practice step.Conduct the cold timings and coach students in identifying errors for at least the first three stories. When a student can accurately identify errors, consider allowing that student to conduct cold timings independently.
- Are you differentiating instruction for students?
Adjust the program to meet specific needs. Possible changes include adjusting the number of read-alongs and/or practices required, having a student do an oral prediction and/or retelling, switching to whole-story timing, and adding a Spanish read-along for a native speaker of Spanish.

Monitoring and Communicating Student Performance

- Have you checked each student's initial placement (after completing at least 3 but no more than 6 stories) using the Read Naturally Encore Checking Initial Placement Calculator or following the Read Naturally Encore II Checking Initial Placement instructions?
Use the averages of the data for the first 3 stories on the student's Encore II graphs.
 - The level is appropriate if the average cold-timing score is within the range for the student's placement level on the Initial Placement Ranges table and the average quiz score is at least 60%.
 - The goal is appropriate if the student's average scores meet at least two of the goal criteria: cold-timing score is about 30/40 words below the goal, hot-timing score is at or just above the goal, number of practices is 3 to 10.
- Are you monitoring student performance to keep each student challenged?
Make sure every student is continually challenged by regularly monitoring each student's performance. Refer to the graphs and use the guidelines in the *Read Naturally Encore II Teacher's Manual* (Differentiation) to decide when to raise the level (typically after completing 12 or 24 stories) or goal (typically +10) or when to make another type of change.
- Are you communicating student progress to parents/guardians and other teachers?
Use the Read Naturally Encore II resources to support communication. Graphs, letters, and awards can be sent home with packets of completed stories.