READ NATURALLY SE

Teacher's Guide

Version 2.0

READ NATURALLY
The Fluency Company

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1   Getting Started with READ NATURALLY SE

READ NATURALLY's pioneering programs offer a proven strategy to help struggling readers improve their fluency and comprehension. This chapter provides an introduction to READ NATURALLY Software Edition (SE), the software version of our reading strategy.

This chapter includes the following information:

- An overview of the READ NATURALLY strategy on which our products are based.

- Key results and benefits of the READ NATURALLY strategy.

- Guidelines for identifying students who need fluency training.

- An overview of the components of READ NATURALLY SE—Teacher Management and Student Stories.

- A comparison of stand-alone and network installations of READ NATURALLY SE.

- Instructions for starting and exiting READ NATURALLY SE.

- Descriptions of the resources available if you need assistance using READ NATURALLY SE.

The READ NATURALLY Strategy

The READ NATURALLY strategy combines three research-proven strategies to develop reading fluency.

The student reads along while listening to a fluent reader read the story the student has selected. Reading along helps students learn unknown words and encourages proper pronunciation, expression, and phrasing.

Teacher Modeling

Repeated Reading

The student practices reading a story until able to read it at a predetermined goal rate. Mastering the story allows the student to build fluency and confidence.

Progress Monitoring

The student is given a challenging goal and sees immediate feedback on progress toward that goal, motivating him or her to read and improve. After completing a story, students can see before-and-after feedback, making them aware of and responsible for their own progress.

READ NATURALLY Results and Benefits

Students all over the country have made significant improvements in reading fluency and in comprehension scores using the READ NATURALLY strategy. A number of case studies provide evidence of these successes. If you would like more information about the results of using the READ NATURALLY strategy, contact READ NATURALLY or visit our website, **www.readnaturally.com**.

In addition to significantly improving fluency and comprehension, the READ NATURALLY strategy positively impacts other areas of student development. Improvements include the following:

- Increases self-esteem and confidence.

- Gets students excited about reading.

- Encourages students to take responsibility for their own successes.

- Reduces behavior problems.

READ NATURALLY SE (Software Edition) provides the same powerful strategy and the same high-interest stories as READ NATURALLY ME (Masters Edition) but in a software version. READ NATURALLY SE also offers the following benefits:

- Automatically leads students through each step of the strategy.

- Provides teachers with a powerful tool to track individual student progress, as well as the progress of groups of students.

- Eliminates the need for cassettes or audio CDs, cassette or CD players, timers, reading guides, pencils, graphs, and duplicating blackline masters.

Identifying Students Who Need Fluency Training

Students who read slowly and laboriously need to improve their fluency. A fluency assessment tool, such as READ NATURALLY's *Reading Fluency Monitor*, can help you identify such students.

You can also use the information in the table below to draw conclusions and make decisions about the oral reading fluency of your students. Students scoring significantly below the 50th percentile using the average score from two unpracticed readings from grade-level materials need a fluency building program (such as READ NATURALLY SE or ME).

Oral Reading Fluency Norms

Jan Hasbrouck and Gerald Tindal completed an extensive study of oral reading fluency in 2004. The results of their study are published in a technical report entitled, "Oral Reading Fluency: 90 Years of Measurement," which is available on the University of Oregon's website, **brt.uoregon.edu/tech_reports.htm**.

The table below shows the median oral reading fluency of students in grades 1 through 8 as determined by Hasbrouck and Tindal's data:

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
1	90	0	81	111
	75	0	47	82
	50	0	23	53
	25	0	12	28
	10	0	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

*WCPM = Words Correct Per Minute

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

Components of READ NATURALLY SE

READ NATURALLY SE consists of two components:

Teacher Management	Teachers use this component to manage student, teacher, and class information, specify student story options, place students in the appropriate level, and print awards and letters. A powerful reporting feature lets you track and analyze results for individual students and groups of students.
Student Stories	Students use this component when working with stories in their reading levels. Student Stories automatically leads the students through the steps of the READ NATURALLY strategy.

Stand-Alone vs. Network Installation

You can run the software locally on individual computers (stand-alone installation) or from a server in a local area network environment (network installation). The software is available for both Windows and Macintosh operating systems.

Stand-Alone Installation

With a stand-alone installation, you run the SE applications from each computer's hard drive. Student, teacher, and class data is stored locally on that computer. When students read the stories, the CD containing the stories for their level must be in the computer's CD drive. Since a student's data is stored on the computer where he or she reads the stories, each student must always use the same computer in order to keep his or her results in one place.

Network Installation

With a network installation, the stories as well as student, teacher, and class data are stored on a shared central computer called a server. SE client software is installed on workstations that have access to this network server. This setup makes it possible for students, teachers, and administrators to work from any workstation that has SE installed and can access the server.

Starting and Exiting READ NATURALLY SE

You can start either Teacher Management or Student Stories by double-clicking the same READ NATURALLY SE icon. This icon is placed on the Windows or Macintosh desktop when the software is installed and is also located in the READ NATURALLY SE folder. The password you enter when you log in determines whether Teacher Management or Student Stories starts.

To start READ NATURALLY SE:

1   Double-click the READ NATURALLY SE icon on your desktop.

The login screen displays.

2   Type your password and click **Enter**.

- If you enter a teacher or administrator password, Teacher Management starts.

- If you enter a student password, Student Stories starts.

Note: For stand-alone installations, you must insert the appropriate level CD in the computer's CD-ROM drive before you log in as a student.

- The first person who logs in after SE is installed must enter the special password **rnse** to start Teacher Management. This password is intended for one-time use only and no longer works once an administrator password is set up.

To exit READ NATURALLY SE:

1 From either Teacher Management or Student Stories, click **Quit** (or choose **Quit** from the File menu). This returns you to the log-in screen.

2 From the log-in screen, you can:

- Click **Exit** to exit READ NATURALLY SE completely.

- Log in with a teacher or administrator password to Teacher Management.

- Log in with a student password to Student Stories.

Getting Assistance When You Have Questions or Problems

If you have questions or problems while using READ NATURALLY SE, you have the following options for getting assistance:

- Check the manuals (*SE Teacher's Guide, SE Software Guide*, and *SE Answer Guide*).

- Check the online help (Teacher Management and Student Stories).

- Check the READ NATURALLY website.

- Contact READ NATURALLY.

Check the Manuals

The manuals that ship with READ NATURALLY SE contain in-depth information for setting up and using the software.

- The *SE Teacher's Guide* is written from a teacher's perspective and includes extensive information for setting up and using the software with students.

- The *SE Software Guide* contains information about installing the software, setting it up for the first time, and administering the information in SE.

- The *SE Answer Guide* lists the answers to the open-ended quiz questions. Teachers and their assistants can use this guide to check students' answers.

The *SE Teacher's Guide* and the *SE Software Guide* include key word indexes to help you find specific information quickly.

Check the Online Help

Both READ NATURALLY SE components—Teacher Management and Student Stories—include online help that you can browse or search to find answers to your questions. Much of the information is similar to the topics in the *SE Teacher's Guide* and the *SE Software Guide*.

To view the online help in either Teacher Management or Student Stories, select **Read Naturally Help** from the Help menu. The help opens in a separate window. From this window, you can locate information using the Contents and Search tabs.

Contents Tab	Allows you to locate help topics by browsing through a list of the topics available. This option is equivalent to a book's table of contents.
Search Tab	Provides full-text search capabilities. To search, enter a word or phrase and then either click the **Find** button or press the Enter key. The search locates all occurrences of the word or phrase throughout the help system and displays a list of help topics found.

Check the READ NATURALLY Website

If you have problems using READ NATURALLY SE, check the support section of the READ NATURALLY website:

> www.readnaturally.com/support/

The support pages include frequently asked questions, troubleshooting information, updates to the software, electronic files of the manuals, and more.

Other pages on the website contain background information about the READ NATURALLY strategy, case studies illustrating the effectiveness of the strategy, and information about READ NATURALLY products and seminars.

Contact READ NATURALLY

You can contact READ NATURALLY with questions, problems, or to order additional products.

Telephone	651.452.4085 or 800.788.4085
Fax	651.452.9204
Email	**General questions:** info@readnaturally.com **Technical questions:** support@readnaturally.com
Web	www.readnaturally.com
Office Hours	Monday through Friday 9:00 a.m. to 5:00 p.m. Central Time

2 Using Teacher Management

The Teacher Management component opens when you log in to READ NATURALLY SE with a teacher or administrator password. You use Teacher Management to set up and maintain the following information:

- School information—the school name, district name or number, and administrator password.

- Teacher information—the names and passwords of the teachers and teacher assistants who use READ NATURALLY SE.

- Class information—the names of the classes and the teachers assigned to them.

- Student information, including:

    - Identification and profile information, such as the student's name, ID, password, grade, class, teacher, and characteristics.

    - Story options, including their goal, level, and SE step options.

You can also perform the following tasks from Teacher Management:

- Reset stories if a student has difficulty passing a story.

- Place a student in the appropriate level and goal by testing them with sample stories. (For information on placing students, see Chapter 3.)

- Print awards and parent letters for students.

- Generate reports to analyze data for the school, classes, teachers, or individual students. (For information on reports, see Chapter 7.)

Logging In to Teacher Management

You can log in to either Teacher Management or Student Stories from the same log-in screen. When you log in with a teacher or administrator password, Teacher Management starts.

Changing Your Teacher Information

Teachers can change their own name and password. The administrator can add teachers, delete teachers, and change any of the teachers' names and passwords (see the *SE Software Guide* for more information).

To change your teacher information:

1 Log in with your teacher password.

2 Select the Teachers tab.

3 Change your name or password as necessary.

4 Click **Save**.

Searching the Class and Student Lists

Teacher Management has sort and search features to help you find students and classes. (The administrator can also sort and search the teacher list.)

To sort a list	Click a column heading to sort by that column.
To search a list	1 Click the heading of the column you want to search.
	2 In the Find box at the bottom of the window, type the text you want to search for.
	3 Click **Find**. The list shows the items that match your search.
	Click **Show All** to see the complete list again.

Maintaining Class Information

Teachers can add, rename, and delete only those classes that are assigned to them. The administrator can add, change, and delete any of the classes.

To maintain class information:

1   Log in with your teacher password.

2   Choose the Classes tab.

3   Perform any of the following actions:

Add a class	a	Click **Add**.
	b	Specify a class name.
	c	Administrators must select a teacher from the drop-down list to assign the class to him or her. When teachers add classes, the classes are automatically assigned to them.
	c	Click **Save**.
Edit a class	a	Choose the class you want to change.
	b	Click **Edit**.
	c	Edit the class as necessary. Teachers can only change the name of the class. Administrators can also change the teacher assigned to the class.
		(To change which students are assigned to a class, you must edit the individual students' information as described on the next page.)
	d	Click **Save**.
Delete a class	a	Choose the class you want to delete. You cannot delete classes with students assigned to them.
	b	Click **Delete**.
	c	Click **Yes** to confirm.

Maintaining Student Information

If you log in as a teacher, you can add, change, and delete only those students that are assigned to you. If you log in as an administrator, you can add, change, and delete students assigned to any of the teachers.

You can enter an unlimited number of students into the Teacher Management System.

To maintain student information:

1   Log in with your teacher password.

2   Choose the Students tab.

3   Perform any of the following actions.

Add a student	**a**	Click **Add**.
	b	Complete the following required information (blue headings):
		■ First Name/Last Name
		■ Grade
		■ Password: This is what the student will enter when logging in. It must be 3 to 14 characters long.
		■ Teacher: If you log in as a teacher, no selection is necessary, since all of the students you add are assigned to you.
		■ Class: Choose the class to which the student belongs. Only the classes assigned to the current teacher are available.
	c	You can also provide the following optional information:
		■ Student ID
		■ Characteristics (gender and type of student)
	d	Click **Save**.
	e	Click **Yes** to set up the student's story options right away (see Chapter 3) or click **No** to set them up later.
Edit a student's identification information	**a**	Either double-click the name of a student, or choose a student and then click **Edit**.
	b	Change the student information as necessary.
	c	Click **Save**.
Delete a student	**a**	Choose the student you want to delete.
	b	Click **Delete**.
	c	Click **Yes** to confirm.

Resetting Stories for a Student

If students are struggling with a story and cannot pass it, you can reset it and allow them to try it again later.

Note: Only teachers and the administrator can reset stories. (Teacher assistants cannot reset stories.)

To reset stories for a student:

1 Log in with your teacher password.

2 Choose the Students tab.

3 Select a student and click **Story Options**.

4 Choose the Advanced tab.

5 Choose the story you want to reset and click **Reset**.

6 Click **Yes** to confirm.

7 Click **Save**.

Printing Awards and Letters

READ NATURALLY SE provides two documents for communicating with parents:

- A letter introducing the READ NATURALLY program that you can give to parents when their children begin working with the program.

- A Super Reader award you can send home to parents when their child completes 12 stories in a level.

You can use awards to keep parents involved in the learning process. After a student passes 12 stories in a level, you may want to staple printed copies of the stories together, attach the award as a cover letter, and ask the student to take the booklet of stories home to read and discuss with his or her parents. Parents can then sign the award, and the student can then return the bottom portion to you.

To print a parent letter:

1   Log in with your teacher password.

2   From the Students tab, choose a student and click **Letters**.

3   Choose **Parent Letter** and click **OK**. The parent letter opens in a separate window. Because the student's name is not included in the letter, you can send the same letter to all of the students in a class.

4   To print the letter, choose **Print** from the File menu. If you want to print multiple copies, change the quantity in the Print dialog.

5   Be sure to sign the letters before sending them home with students.

To print a Super Reader award:

1   Log in with your teacher password.

2   From the Students tab, choose a student and click **Letters**.

3   Choose **Super Reader Award** and click **OK**.

4   Choose the level for which the student has completed 12 stories and then click **OK**. The Super Reader Award opens in a separate window with the student's name, the level, and the goal rate they achieved.

5   To print the award, choose **Print** from the File menu.

6   Sign the award and add comments to personalize it for the student.

7   Send the award home with the student and include copies of the stories he or she completed. For information about printing the stories, see "Printing Stories and Student Results" in Chapter 4.

3 | Working with Students

This chapter includes the following information:

- A summary of teachers' responsibilities for setting up and using READ NATURALLY SE with their students.

- Guidelines for setting up your workspace for READ NATURALLY SE.

- Explanations of the concepts of instructional level and reading rate goal.

- Instructions for placing students in an appropriate level and goal.

- Instructions for setting up story options for students.

- A lesson plan for introducing READ NATURALLY SE to your students.

- Guidelines for monitoring students and determining when to adjust their levels or goals.

Use the information in this chapter as a guideline. You need to use your knowledge of your students in conjunction with these guidelines to determine the correct level of material and to set developmentally appropriate goals for them.

SE Teacher Responsiblities

Teachers have the following responsibilities for setting up and using READ NATURALLY SE with their students:

1   Set up your schedule and workspace, gather the materials you will need, and set up the computers (see below).

2   Place the students to determine the appropriate goal and level of material (see "Placing Students" in this chapter).

3   Set the story options for the students in Teacher Management (see "Setting Up Story Options for Students" in this chapter).

4   Teach behaviors, such as logging on to Student Stories and following the steps (see "Lesson Plan to Introduce READ NATURALLY SE" in this chapter).

5   Monitor the students' progress by timing them every two weeks to make sure the goal rate and reading level of material are correct.

6   Communicate with students and parents. Periodically, take time to recognize students' progress and to let parents know how their children are doing. (See "Printing Letters and Awards" in Chapter 2.)

Setting Up Your Workspace

You can use READ NATURALLY SE in a variety of settings, depending upon where computers are available, such as a classroom, media center, or computer lab.

You need to set up your workspace differently depending on whether you install the applications on individual computers (stand-alone setup) or on a server (network setup). With either option, it is helpful to hang a READ NATURALLY SE poster in the room and to make *SE Answer Guides* available in a central location.

Materials You Will Need

To use READ NATURALLY SE, you need the items listed below.

- Computer workstation(s)

- Headphones

- Appropriate level CD for each student (stand-alone installations only)

- *SE Answer Guides* for checking the students' answers to the open-ended quiz questions

- READ NATURALLY SE poster (optional)

- Student folders for copies of the stories, awards, results, etc. (optional)

READ NATURALLY sells headphones, additional *SE Answer Guides* (one copy is complimentary), and posters. For more information, contact READ NATURALLY.

Stand-Alone Setup

For stand-alone installations of READ NATURALLY SE, you need to make the CDs for the appropriate levels available to each student. If you have multiple students working in the same level, you may want to purchase enough CD albums to divide the CDs according to level. You can also group the CDs within an album by color (they are color-coded by level). We recommend labeling the spine of the CD albums to indicate which level(s) are included.

In a stand-alone setup, each student should use the Student Stories application on the same computer every time to keep all of his or her results in one place.

Network Setup

For network installations of READ NATURALLY SE, the student does not need access to the CDs. The stories and student results are stored on a server. As a result, students can use Student Stories from any computer that is connected to the network and set up with the SE client software.

Make sure that the SE icon is on the desktop of the computers where students will use Student Stories.

Poster

You can hang a READ NATURALLY SE poster on the wall near the computers where the students will work. The poster helps the students understand the process and provides them with helpful tips for using Student Stories.

SE Answer Guide

You should make *SE Answer Guides* available in a central location where each individual who will pass students (for example, teaching assistants and volunteers) can locate one. The *SE Answer Guide* includes the answers to all of the questions for all the READ NATURALLY SE levels. The computer automatically corrects the multiple-choice questions, but you need to correct the open-ended questions during the Pass step. If you need additional *SE Answer Guides*, you can order extra copies from READ NATURALLY.

Levels and Goals

When you place students, you establish both an instructional level and a reading rate goal that are appropriate for each student.

Levels

The following levels are available for READ NATURALLY SE:

Sequenced Levels		Phonics Levels
1.0	4.5	.8
1.5	5.0	1.3
2.0	5.6	1.8
2.5	6.0	2.3
3.0	7.0	2.6
3.5	8.0	2.7
4.0		

READ NATURALLY assigned levels to its materials based on the following 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.

When a student begins READ NATURALLY, use the placement program to place the student in the initial level. The level of reading material needs to be sufficiently difficult to challenge the student with new words and/or more complex sentences. The level of material needs to be easy enough that the student can pass a story after reading along and then practicing the story five to ten times.

As the student continues to work with the program, adjust the difficulty of the reading material to meet the changing needs of the student. For more information, see "Adjusting Levels" in this chapter.

Goals

The reading rate goal is the number of words a student must read correctly per minute in order to pass a story. Each student has a predetermined goal, set by you. The goal needs to be sufficiently high to require the student to read the story many times after reading along. Except for beginning readers, the minimum goal should be 80 words per minute.

After you have set the initial goal for students, they usually keep that goal for at least two weeks. You can adjust the goal as the students' reading fluency improves. For more information, see "Adjusting Goals" in this chapter.

Placing Students

READ NATURALLY SE includes a placement program that automates the process of placing students at an appropriate level and goal. The table below shows the guidelines the placement program uses to recommend levels and goals. The placement program's recommendations are only guidelines. You should select the goals and levels best suited for your students.

If you tested the student in this READ NATURALLY level...	And the student scored between...	Then, by adding 30 or 40* to the assessment score, the initial goal should fall between...
1.0 to 3.0	30 – 60 wcpm	60 – 100 wcpm
3.5 to 5.0	60 – 80 wcpm	90 – 120 wcpm
5.6 and above	80 – 100 wcpm	110 – 140 wcpm

*For students below grade 5, add 30 to the assessment score. For students in grade 5 and above, add 40. To make it easier for students to work with their goals, you can round up or down to the nearest 5.

Beginning readers can enter the program untested. Start them in READ NATURALLY level .8 or 1.0 when they know beginning sounds and can recognize approximately 50 words. Set the initial goal around 50 words per minute in level .8 and about 60 to 70 words per minute in level 1.0.

To place students using the SE placement program:

1 Log in with your teacher password. (Teacher assistants cannot place students.)

2 Choose the Students tab.

3 Select the student you want to place, and then click **Place**.

4 Estimate the instructional level the student is currently reading at. You can base this estimate on test results, your own knowledge and experience, or a formal assessment tool, such as READ NATURALLY's *Reading Fluency Monitor*. Select a story that is at or close to the estimated instructional level of the student.

5 Click **Next**. The story you selected opens.

6 If desired, click the Reading Guide icon to turn the reading guide on or off. The reading guide can help the student follow along.

7 When the student is ready to start reading, have him or her click **Start**.

8 As the student reads aloud, listen and silently count the number of errors he or she makes. (See the description of the Pass step in Chapter 5 for guidelines for counting errors.)

9 When the bell sounds, click on the last word the student read.

10 Enter the number of words the student missed, and then click **Next**.

The placement program analyzes the results and either recommends a level and goal or recommends that you test the student at a higher or lower level.

11 Depending upon the situation, take one of the following actions:

If the placement program recommends a level and goal...	Click **OK** if you want to accept the recommendation.
If the placement program recommends testing the student at another level...	Click **New Story** to test the student with another story, and then repeat the process. Continue to test the student at additional levels until the placement program recommends a level and goal.
If you think you have enough information to place the student on your own without a recommendation...	1 Click **Change**. 2 Enter the level and goal in the student options. 3 Click **Save**.

Setting Up Story Options for Students

In the story options, you customize the READ NATURALLY process for each student. You set each student's level and goal, specify which steps are included, and tailor the behavior of the program to suit each individual student.

You can access story options from either Teacher Management or Student Stories. From Teacher Management, teachers can set up or change the options for all of their students. From Student Stories, teachers can only change the options for the student that is currently logged in. Teacher assistants cannot set up or change story options.

To set up story options from Teacher Management:

1. Access student options in either of the following ways:

   - Log in with a teacher password to start Teacher Management. From the Students tab, choose a student and then click **Story Options**.

   - From Student Stories, choose **Story Options** from the Edit menu. Then enter your teacher password, and click **OK**.

3. Change the story options as necessary. Click the Advanced tab for more options. The options are described in the tables below.

4. Click **Save**.

Basic Tab: Placement Options

Goal	Specify the reading rate, in words correct per minute, that you are setting as the student's goal.
Level	Select the student's instructional level as determined by placement tests or previous READ NATURALLY results. Only the levels installed on your system are listed.
Set	Select which set of stories you want available for students: ■ **Set 1**: Only the first 12 stories in the level are available. ■ **Set 2**: Only the second 12 stories in the level are available. ■ **Auto**: When the student starts the level, the first 12 stories are available. When the student finishes all 12 stories, the second 12 stories automatically become available. If you choose **Set 1** or **Set 2**, when the student finishes all 12 stories in the set, the teacher must manually change to the other set to make the other 12 stories available. This gives the teacher a chance to check a student's progress before he or she continues with the rest of the stories. For instance, the teacher might decide to raise the student's level rather than have him or her read the rest of the stories in the current level.

Basic Tab: SE Steps

The steps that are checked are included as a student works through a story. This lets you customize the process for each student.

Key Words	Check this box to include the Key Words step.
Prediction	Check this box to include the Prediction step. You can also change the length of time allowed for writing the prediction.
Cold Timing	Check this box to include the Cold Timing step.
Read Along	Check this box to include the Read Along step. You can further customize the Read Along step with these options: ■ **Vocabulary**: Check this box to to let students click vocabulary words to see and hear their definitions. ■ **Required Listening**: Specify how many times the student is required to read along (up to 7). The default is 3. ■ **Speeds**: Specify the reading speed for each of the read alongs. For three read alongs, the recommended settings are **normal** for the first one, **7.5% increase** for the second one, and **15% increase** for the third one.
Questions	Check this box to include the Quiz step. If you check the **Open-ended questions** box, all of the questions are included. If this box is not checked, open-ended questions (typically questions 5, 8, and 9) are not included.
Retell	Check this box to include the Retell step. You can also change the length of time allowed for writing the retell. Students may be able to skip the Retell step when they can read material half a year to a year above their grade level with very few errors and with fluency approaching grade-level expectations on cold readings.

Basic Tab: Phonics Options

The following option is available only if a phonics level is selected.

Word List	Check this box to include the Practice Word List and Pass Word List steps. See Chapter 6 for more information.

Advanced Tab

Practice/Pass Timings	Select how you want to time the student in the practice and pass timing steps: ■ **1-minute**: Students read for one minute, after which a bell sounds, and they click the last word they read. ■ **2-minute**: Students read for two minutes, after which a bell sounds, and they click the last word they read. ■ **Whole story timing**: Students read the whole story and click the Finished button when they are done.
Cold Timing	Check **student** to allow students to start cold timing on their own. Check **teacher required** to require a teacher to enter a password before cold timing can begin. This option lets you observe the cold timing to make sure it is accurate.
Word List Timings	**Phonics levels only:** Select either 45 seconds or 1 minute as the length of time allowed for the word list timings. Forty-five seconds may be enough time for lower levels with shorter word lists.
Reset Stories	If students are struggling with a story and cannot pass it, you can reset it and allow them to try it again later. To reset a story: **1** Choose the story you want to reset. **2** Click **Reset**.
Enable Instructional Audio	Check this box if you want students to hear audio instructions that tell them what they need to do as they work through the steps. Once a student is familiar with the process, you may be able to turn the audio instructions off.
Reset all options to defaults	Click this button to return all of the options to their original settings.

Lesson Plan to Introduce READ NATURALLY SE

Before asking students to begin working independently, you may want to demonstrate the Student Stories software and walk through the steps of the process together. To demonstrate, you can work through one or two stories together.

Setting Up the Lesson

For the purpose of the demonstration, you can set yourself up as a student and set your story options to an appropriate level, goal, etc. You can delete yourself as a student after the demonstration. For more information, see "Maintaining Student Information" in Chapter 2.

First Demonstration

Opening Student Stories

1   Show the students how to open READ NATURALLY SE. Make sure they see what the icon looks like and how to double-click it to open the log-in screen.

2   Show the students how to enter a password and click the **Enter** button. Explain that they will each have their own password.

Select a Story Step

1   Select a story to read.

2   Explain as you demonstrate that they must click the story and then verify that Student Stories opened the correct story.

Key Words Step

1   Tell the students to read along as the key words are spoken.

2   Tell the students they should click the key words they don't know to see and hear their definitions.

Prediction Step

1   Look at the title, key words, and picture. Discuss what the story might say about the topic.

2   Point out that they can click the **Back** button to return to the Key Words step if they want to review the key words and what they mean.

3   Show the students how to type their thoughts into the text box. Use this opportunity to teach how the text boxes work.

4   Click the **Next** button to continue to the Cold Timing step. Explain that they will often need to click **Next** to go to the next screen, and that the software will not let them click **Next** until they complete what they need to do on the current screen.

Cold Timing Step

1   Explain that Student Stories will time them as they read the story.

2   Explain what the reading guide will do, and show how to turn it on and off using the Reading Guide button.

3   Point out the speaker/question mark button in the upper left-hand corner, and demonstrate how it repeats the audio instructions. Explain that the icon is available throughout the process.

4   Click the **Start** button, explaining to the students that they will click on this **Start** button when they are ready to begin reading. Instruct them to read the story aloud, but quietly. At this point, you may want to point out the reading guide again. If you turned it on, they can see what it looks like.

5   Tell the students that as they read they should click on the words they are unsure of. Click on a word to demonstrate how the unknown words change color.

6   If you demonstrate with level 5.6 or above, show the students how to advance to the second page of the story by clicking the **Page 2** button.

7   Wait for the bell to sound, and then show the students how to click on the last word they read. Click the **Next** button to display the cold timing graph.

8   Point out that the cold timing graph fills in blue to the number of words read per minute. Point out that their goal is on the graph. Click the **Next** button to continue to the Read Along step.

Read Along Step

1   Explain to the students that they will read along with the story three times (or however many times you determine). Teach students that they can't just listen to the narrator but must quietly read aloud.

2   Click the **Start** button to begin the first reading. Point out that the sentence displays in blue as the narrator reads it.

3   Show the students that they can tell how many more times to read along by holding the cursor over the Read Along tab. At the end of the first read along, point out that there are two read alongs left (assuming they were set up for three read alongs).

4   Begin another read along, and show the students that they can stop if necessary by clicking on the **Stop** button above the story. Point out that the number of read alongs left did not change, because you did not complete the read along.

5   After completing all the required read alongs, tell the students that they can read along again if they think it's necessary. Otherwise, they can click the **Next** button to continue to the Practice step.

Practice Step

1 Explain to the students that they will practice the story until they can read it at their goal rate. You can tell each student his or her goal or tell all the students that you will inform them of their goals later.

2 Show the students how to click the **Start** button to begin practicing. You should practice without reaching the goal the first couple of times.

3 Show the students that the practice scores display at the bottom of the screen so they can tell when they are getting closer to the goal. You may want to turn off the reading guide for one of the practice readings so the students can see what it looks like when the reading guide is off.

4 Show students they can click on a word to hear it pronounced.

5 If you demonstrate with level 5.6 or above, show the students how to advance to the second page of the story by clicking the **Page 2** button at the bottom of the screen. If you demonstrate with level 5.0 or below, click the **Finished** button before the timer sounds to show the students that they can use this button if they finish reading the story before the bell sounds. When you reach the goal, click the **Next** button to continue to the Questions step.

Exiting Before Finishing a Story

1 Click the **Quit** button to exit the program, and explain to the students that they can exit the program at any point if the class period ends while they are in the middle of a story.

2 Log in again with the same student password. Point out that Student Stories brings them back to the point where they left off in the story.

Questions Step

1 Answer the questions, making sure the students understand the mechanics of answering each type of question (e.g., click the letter for multiple choice, click the word that belongs in the highlighted line for fill in the blank, type in the text box for open-ended questions). The question format depends on the level.

2 Answer one of the multiple-choice questions incorrectly to demonstrate how Student Stories asks the students to reanswer the questions that they answered incorrectly. Explain that they cannot pass until they answer all the questions correctly.

Retell Step

1 Tell the students that after they answer the questions, they will retell the story.

2 Discuss what the story was about.

3 Show the students how to click the **Review Story** button to see the story one last time. Explain that they can return to the story only once before completing the retell. After closing the story, point out that the **Review Story** button is no longer available.

4 Type a retell. If you will have requirements for the retell (e.g., at least three ideas), explain them to the students. Click the **Next** button to continue to the Pass step.

Pass Step

1 Point out that a red "Ready to Pass" box displays at the top of the screen to alert you that it's time to pass the story. Tell the students that they should continue practicing while they wait for you to come over to them.

2 Begin a practice timing. Stop the practice timing by clicking on the clock above the story to show that when the teacher comes, they can stop their current timing and move on to the Pass step.

3 Click the **Pass** button, and enter your teacher password. You may want to click this button and enter your password without commenting about what you are doing. If you provide too much information, you may increase the students' interest in trying to pass themselves.

4 Tell the students that, for the pass timings, you will click the **Start** button when you hear them begin to read. For whole-story timings, click the **Finished** button when the student finishes the story. For one- or two-minute timings, wait for the bell to sound and then click on the last word the student read. Then enter the number of errors and the expression rating, and correct the open-ended question(s). You may want to fail one of the criteria needed to pass to show the students what will happen if they don't pass the first time. For more information, see the description of the Pass step in Chapter 5.

5 Once you pass all of the criteria, the final timing graph displays. Point out that the graph displays the number of words read correctly and fills in the space between the cold timing number and the passing number in red.

6 Click on the **Graph Stories** button. Show the students that the stories they passed in the level will all display on the graph so they can see their progress from story to story. (Before the demonstration, you may want to pass a different story in the level so that the graph displays more than one story.)

7 Click on the **New Story** button to show the students that after passing a story, they begin the process again.

Second Demonstration

If you have the resources, running through the steps a second time with each of the students at their computers may further increase their understanding of the program. If you do a hands-on demonstration, you need to set up each student's story options for the level they will use during the demonstration. Once you finish, delete each story used during the demonstration so those stories do not show up in your official report results. For more information, see "Resetting Stories for a Student" in Chapter 2.

Adjusting Levels and Goals for Students

As students' reading fluency improves, you will need to adjust their levels and goals to ensure that they are sufficiently challenged and will continue to improve. The information below provides guidelines for monitoring students' progress and adjusting their levels and goals.

Monitoring Progress

You should review each student's results every two weeks to determine if the goal rate and level of reading material are still correct. After the student completes the first set of stories in a level (12 stories), you and the student should decide on the next step. Options are as follows:

- Continue in the same level with the same goal.

- Adjust the reading rate goal.

- Move to a more difficult level of reading material.

Adjusting Goals

You should adjust the students' goals as their reading fluency improves. You can change the goal at any time, but do not increase the goal at the same time you raise the level of reading material. You can adjust a student's goal in the Story Options screen from either Teacher Management or Student Stories.

Increasing the Goal

Increase the students' goal if they pass stories after only a few practice readings, if they pass stories in less than one class session, or if they exceed their goal consistently. Usually, you will increase a goal by 10 words correct per minute at a time. The goal must be sufficiently high to require the student to practice the story several times after reading along with the program.

Decreasing the Goal

You will rarely decrease a goal. You may decrease a goal if students cannot pass a story after several practice readings and show signs of frustration. You may also decrease a goal if the error rate is too high as a result of too much emphasis on speed.

Adjusting Levels

As students continue to work with the READ NATURALLY program, adjust the difficulty of the reading material to meet their changing needs. You can adjust a student's level on the Story Options screen from either Teacher Management or Student Stories.

Maintaining the Level

You will usually maintain the difficulty of the reading material until the student finishes all 24 stories in a level. When students begin to pass the stories without practicing several times, consider increasing the goal first. Occasionally, a student will improve enough to skip the second 12 stories in a level.

Increasing the Level

After students read 24 stories in a level, they work in the next level of reading material. The goal usually remains the same at the time you increase the level of difficulty. Occasionally, a student improves significantly before passing all 24 stories in a level. Evidence of this improvement is the student's ability to read unpracticed stories well after reading along only once or not at all. If students make rapid progress, raise the difficulty level of material even if they have not read all 24 stories in the level.

Decreasing the Level

Decrease the level of material if a student cannot pass stories after several practice readings and shows signs of frustration. Also, consider decreasing the level of material if a student consistently makes a high number of errors during the final timing or if the student has extreme difficulty answering questions correctly or writing retells.

Increasing Independence

When students can read material half a year to one year above their grade level, with very few errors and at a fluency approaching grade-level expectations on cold readings, you may want to drop the teacher modeling (Read Along) step. The students should still do a cold timing, practice readings, a pass timing, retell, etc.

4 Using Student Stories

Student Stories opens when you log in to READ NATURALLY SE with a student password. Student Stories automatically leads students through the READ NATURALLY steps as they work with the stories in their reading levels.

This chapter includes the following information:

- Descriptions of the common features of the Student Stories screens.

- Descriptions of the Student Stories menu options.

- Descriptions of the Scores summary available from the Student Stories screens.

- Procedures for changing students' story options, changing Student Stories preferences, and printing stories and students' results.

See Chapter 5 for in-depth instructions for the steps that students follow when working with stories in Student Stories.

Logging In to Student Stories

You can log in to either Teacher Management or Student Stories from the same login screen. When you log in with a student password, Student Stories starts.

For stand-alone installations, the level CD must be in the computer's CD drive before you log in to Student Stories.

Common Features of the Student Stories Screens

The following diagram shows some of the common features of some or all of the Student Stories screens. The Windows version of the screen is shown below. In the Macintosh version, the title bar and menu bar will appear differently.

Audio Instructions Icon: Click this to hear the audio instructions repeated.

Start/Stop Icon: Click this to start and stop timing. If you stop and restart, timing starts over.

Progress Bar: Shows all of the steps and highlights the current step in blue.

Title Bar: Shows the story title and reading level.

Menu Bar: See the next page for descriptions of the menu options. On Macs, the menu bar is at the top of the screen.

Scores: Click this to view a summary of the student's options and progress so far. See page 36 for more information.

Reading Guide Icon: Click this to turn the Reading Guide off and on.

Reading Guide: Highlights each line to help the students' eyes track correctly across the line.

Hippos - Level 3.5

File   Edit   Retest   Help

Key Words | Prediction | Cold Timing | Read Along | Practice | Quiz | Retell | Ready to Pass

Scores

Start

Many people think a hippopotamus would eat a person if it had the opportunity. But hippos are plant eaters; they do not eat people. Still, they are mean and fast, so it is best to stay far away from them.

Hippos spend most of the day in shallow African rivers. They like to walk on the bottom of rivers, but they are not looking for food. They are trying to stay cool. Hippos are excellent swimmers. They can hold their breath for five or six minutes while submerged in the water.

Hippos are nocturnal. At night they move to land to eat grass and plants. They eat for five or six hours a night. They can eat 130 pounds of food at a single meal. Eating large meals allows hippos to live for weeks without eating anything if they must. They live in large mud pits and stay as still as possible to conserve energy.

Hippos have enormous mouths with huge teeth. Their lips are two feet wide, and each tooth weighs about six pounds. Most hippos weigh around 5,000 pounds. Only the elephant and the rhinoceros are larger land animals.

Practice #1:   80
Practice #2:   91

Finished

Quit

Back   Next

Quit Button: Click this to exit the story and return to the login screen.

Back Button: Click this to review the previous step.

Next Button: Click this to advance to the next step.

Student Stories Menu Options

The Student Stories menus include the following options:

File Menu

Print	Prints the story elements and student results you select.
Quit	Closes Student Stories and returns you to the login screen.

Edit Menu

Story Options	Lets you change the story options for the current student (requires a teacher password). See "Setting Up Story Options for Students" in Chapter 3 for more information.

Retest Menu

Cold Timing	Discards the student's previous Cold Timing score and lets the student repeat the Cold Timing step.
Pass Timing	Discards the student's previous Pass Timing score and lets the student repeat the Pass Timing step.
Word List	Discards the student's previous Pass Word List score and lets the student repeat the Pass Word List step. This option is available only for phonics levels.

Help Menu

Read Naturally Help	Displays help information that explains how to use Student Stories. See "Getting Assistance When You Have Questions or Problems" in Chapter 1 for more information.
About Read Naturally	Displays the SE version number and contact information for READ NATURALLY.

Scores Summary

Starting with the Read Along step in Student Stories, students or teachers can click Scores in the upper right corner (see "Common Features of the Student Stories Screens" in this chapter) to display a quick summary of the student's settings and his or her results for the current story up to that point. Depending on which step the student is currently working on, the Scores summary can display some or all of the following information:

Level	The reading level currently assigned to this student in the story options.
Set	Which set of stories in the level is currently available to the student—**1** (for the first 12 stories) or **2** (for the second 12 stories).
Goal	The reading rate, in words correct per minute, that is currently set as the student's goal.
Cold Timing	The number of words correct per minute that the student read during the Cold Timing step.
Difficult Words	The unknown or difficult words that the student clicked on during the Cold Timing and Practice steps. Click ▶ to view them.
Read Along Required	The number of times the student is required to read along.
Read Along Times	The number of times the student actually read along.
Practices to Goal	The number of times the student had to practice reading the story before reading at the goal rate.
Total Practices	The total number of times the student practiced reading the story.
Highest Practice Score	The student's fastest reading rate, in words correct per minute, during the Practice step.
Retell Word Count	The number of words in the retell that the student wrote.
Initial Quiz Score	The number of questions the student answered correctly the first time he or she took the quiz.
Hot Timing	The number of words correct per minute that the student read during the Pass timing.

Changing Story Options for Students

You can change the story options for students while they are working in Student Stories.

Note: Only teachers and the administrator can change story options. Teacher assistants cannot change story options.

To change the story options from Student Stories:

1 From the Edit menu, choose **Story Options**.

2 Enter your teacher password and click **OK**.

3 Change the student options as necessary.

- Click the Advanced tab for more options.

- For detailed descriptions of all of the options, see "Setting Up Story Options for Students" in Chapter 3.

4 Click **Save**.

Printing Stories and Student Results

From Student Stories, you can print the current story and its vocabulary words as well as all or part of the student's results for the current story.

To print a story and/or a summary of a student's results:

1   From the File menu in Student Stories, choose **Print**.

2   Choose the story elements and student results you want to print. You can only print results from steps students have completed.

Story	Check this box to print the text of the current story.
Prediction	Check this box to print the prediction that the student wrote.
Questions	Check this box to print the quiz questions and student's answers. Specify whether you want to print the multiple-choice questions, open-ended questions (typically questions 5, 8, and 9), or both.
Word List	Check this box to print the word list (phonics levels only).
Retell	Check this box to print the retell that the student wrote.
Vocabulary	Check this box to print the vocabulary words for the current story.
Difficult Words	Check this box to print the unknown or difficult words that the student clicked on during the Cold Timing and Practice steps.
Story Results	Check this box to print the student's results for the current story.
Select All	Check this box to print all available story elements and student results.

3   Click **Print**. The information you selected opens in a separate window.

4   Click **Print This Page** or choose **Print** from the File menu.

5   Steps for Reading the Stories

This chapter provides in-depth instructions for the steps that students follow when working with the stories in READ NATURALLY SE. These are the READ NATURALLY steps:

1   **Select a Story**: The students click a picture to select a story.

2   **Key Words**: The students read along as the key words are spoken and then click them to see and hear definitions.

3.   **Prediction**: The students use the title, key words, and picture to write a prediction of what the story is about.

4   **Cold Timing**: The students time themselves as they read the story for the first time and then view a graph of the results.

5   **Read Along**: The students read along as the story is read to them.

6   **Practice**: The students practice reading the story on their own.

7   **Quiz**: The students answer questions about the story.

8   **Retell**: The students write a brief summary in their own words of what the story was about.

9   **Pass**: The teacher listens as the students read the story as they are timed in order to verify that the students can read the story at their goal rate. The teacher and student then view the results together.

The READ NATURALLY strategy is generally most effective when all of the steps are included. However, READ NATURALLY SE allows you to omit steps for individual students as needed. For example, students who are reading well above their grade level may be able to skip the Read Along step.

The sequenced levels follow the steps as described in this chapter. The phonics levels have differences and extra steps that are described in Chapter 6.

Select a Story Step

Each reading level includes 24 stories in two sets of 12. The set of stories available to a student is based on the reading level the teacher chose for the student in story options. The students continue to work on the stories in a level until they pass all the stories in the level or they are ready for a new level.

If the student didn't finish a story the last time they used the Student Stories, they must pass that story before selecting a new one. Student Stories marks the pictures for the stories the student has passed.

To select a story:

1   The students click on a picture to select a story from the ones available for their reading level.

2   The students click **Yes** to confirm the story selection.

Key Words Step

The Key Words step is a vocabulary step that teaches students some key words that are used in the story. They learn how to pronounce the words and what they mean.

To learn the key words:

1   The students listen and read along as the key words are read for them.

2   The students can then click each of the words to see and hear their definitions.

3   The students click **Next** when they are ready for the next step.

Prediction Step

In this step, the students use the story title, key vocabulary words, and picture to write a brief prediction of what they think the story is about. If they need to, they can go back to the Key Words step to review the key words.

This step is important because it teaches students to prepare to read by thinking about the topic briefly before beginning to read. This shouldn't take more than a minute or two, because you want the students to spend most of their time reading.

Teachers can set the time allowed for this step in the students' story options.

To write a prediction:

1   The students look at the picture, the key words, and the story title for clues about what the story is about.

      They can also click **Back** if they want to review the key words and what they mean.

2   In the box, the students type a prediction of what they think the story is about. When typing, students can use the Backspace, Delete, and arrow keys to move around and edit text.

3   The students click **Next** when they are ready for the next step. If the time allowed for the prediction step expires, the program automatically advances to the next step.

Cold Timing Step

In this step, SE times the students for one minute as they read the story for the first time. This gives you a baseline for measuring the students' improvement. As they read, students should click words they don't know or have problems with. This increases a student's awareness of unknown words and alerts you to words or word patterns you need to teach.

To do the cold timing:

1 If the teacher is required for cold timing, click the lock icon [lock], enter your teacher password, and click **OK**.

2 The students can turn the reading guide on or off before they start reading.

3 The students click **Start** when they are ready to start reading.

   If they need to stop and start over, they can click **Stop** and then click **Start** when they are ready to start again.

4 The students read the story quietly and click words they don't know or have problems with. The words they click on change color and are added to the Difficult Words list.

5 If the students finish the story, they should click the **Finished** button. If students click the **Finished** button early (before they actually finish the story), the program makes them start over because the words per minute is too high.

6 If students are set up for one- or two-minute timings, a bell sounds when the time is up. Students should click the last word they read when the bell sounded.

7 After the timing stops, students can click the difficult words they selected (highlighted in red) to hear them spoken.

8   The students click **Next** when they are ready to continue. The Cold Timing Graph
displays.
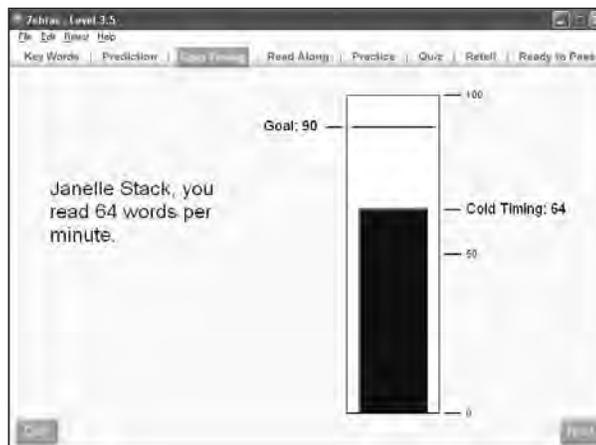
The graph shows the number of words the students read correctly in one minute
during the cold timing. SE calculates the number of words read correctly in the
cold timing by subtracting the number of difficult words the students clicked on
from the total number of words read.

A black line marks the student's goal as set up in the story options.

9   The students click **Next** when they are ready for the next step.

Read Along Step

In this step, the students read along while listening to a recording of the story, usually three times. Older students may need to read along only once or twice. Younger or very disabled students may need to read along four or more times.

In the students' story options, teachers specify the number of read alongs and the reading speed of each read along. Normally, the first read along is at the slowest speed, the second read along is 7.5% faster, and the third read along is 15% faster.

This step helps students learn new words and encourages proper pronunciation, expression, and phrasing. The students should quietly subvocalize as they read to ensure that they actually read along.

To read along:

1   The students click the **Start** button when they are ready to start reading along.

     If they need to stop and start over, they can click **Stop** and then click **Start** when they are ready to start again.

2   Each sentence in the story is highlighted as it is read. Students should quietly read aloud with the recording.

3   After each read along, students can click the vocabulary words (highlighted in blue) to see and hear their definitions. This helps the students learn the words.

4   After finishing the story, the students click **Start** to read along again until they have read the required number of times. A partial read along, where the student stops the recording and restarts it, does not count. To see how many read-alongs the student has remaining, hold the cursor over the Read Along tab.

5   After completing the required number of read alongs, students can either click **Start** to read along again for more practice or click **Next** to continue with the next step.

Practice Step

In this step, the students are timed as they practice reading the story without the recording. They are required to practice until they can read the story at or above the goal rate their teacher set for them. It may take students six or seven practice readings to reach their goal.

To practice reading the story:

1   The students can turn the reading guide on or off before they start reading.

The students can also click **Back** if they want to read along again.

2   The students click **Start** when they are ready to start practicing.

If they need to stop and start over, they can click **Stop** and then click **Start** when they are ready to start again.

3   The students should read the story aloud but quietly. If they finish the story, they should click the **Finished** button. If students are set up for whole-story timing, they **must** click **Finished** to stop the timing.

- If students click the **Finished** button early (before they actually finish the story), the program makes them start over because their words per minute is too high.

- As they read, students can click words they don't know to hear them spoken. These are counted as difficult words.

4   If they are set up for one- or two-minute timings, a bell sounds when the time is up. Students should click the last word they read when the bell sounded.

5   A box displays the number of words per minute they read. If they did not reach their goal, they must click **Start** to practice again. If they do reach their goal, the **Next** button is enabled, allowing them to continue with the next step.

6   Once students reach their goal, they can either click **Start** to practice again or click **Next** to continue by taking the quiz.

Quiz Step

In this step, the students answer up to nine quiz questions about the story. SE checks the answers to the multiple-choice questions and repeats them if the students answer them incorrectly. During the Pass step, the teacher corrects the open-ended questions, using the answers in the *SE Answer Guide* for guidance.

To answer the quiz questions:

1 For sequenced levels 1.0 through 5.0 and phonics levels .8 through 1.8, the story is on the same screen as the questions. For sequenced levels 5.6 and above and phonics levels 2.3 and above, students can click **Review Story** to view the story. Students can also click the vocabulary words in blue to see and hear definitions.

2 The students answer each of the questions in order. They click **Done** after answering the open-ended questions.

3 SE checks the answers to the multiple choice questions. It re-asks any questions that the students answered incorrectly until the answers are all correct.

4 The teacher corrects the open-ended questions during the Pass step, using the answers in the *SE Answer Guide* for guidance.

Question Formats

The questions for the READ NATURALLY stories follow a specific format. Understanding the purpose of the questions helps you identify your students' comprehension problems. You can use the Comprehension Details Report (see Chapter 7) to track which types of questions a student answers correctly. A pattern of errors may indicate that a student is having trouble with a particular area of comprehension or does not know how to answer a particular type of question. In such cases, you may need to provide more instructions.

The table on the next page describes the question formats for the sequenced series. (See Chapter 6 for the question formats for the phonics series.)

The number and types of questions vary by level:

- Levels 1.0 and 1.5 include only the first five questions; however, due to the constraints of stories written at the lower reading levels, the questions do not strictly adhere to the question formats described in the table.

- Levels 2.0 through 5.0 include only the first five questions.

- Levels 5.6 through 8.0 include all of the questions.

Question	Type	Description
1	Main Idea	Asks students to identify the main idea of the story (not just one fact from the story but what the story is mostly about).
2	Literal	Asks students to recall a fact. Students should refer back to the text for verification.
3	Vocabulary	Asks students to determine the meaning of a vocabulary word from the context of the story. Sometimes the word has multiple meanings. Students should use the surrounding text to help decipher the word's meaning.
4	Inferential	Asks students to make connections within the text, putting together more than one fact from the story to draw a conclusion. These questions require students to look for clues in the story.
5	Short Answer	Asks students to use the information authors provide with their own ideas. Students should write sentences that stand on their own.
6	Vocabulary	This question is designed to develop vocabulary. In most cases, the question includes several words from the story. The question sometimes asks the student to define words, sometimes asks for synonyms, and sometimes asks for antonyms.
7	Literal	Asks students to recall details from the story. The question sometimes asks the students to put events in sequence. Other times, the students must fill in the blanks of an excerpt summary. Some require a few short-answer responses.
8	Inferential	Usually asks students to connect more than one fact from the story to draw a conclusion. Occasionally asks students to differentiate between factual statements and opinions.
9	Summary	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.

Retell Step

In this step, the students retell information from the story. In the students' story options, you can specify the number of minutes allowed for the Retell step. You could also disable this step in story options and have students tell you their retell orally instead of typing it on the computer.

Note: Students using the phonics levels do not complete this step. Instead, they practice reading word lists after passing the story. For more information, see Chapter 6.

To type a retell:

1   If students want to review the story again before they type their retell, they can click the **Review Story** button under the picture. **Students can only review the story once.**

2   The students type their retell in the box under the story title. When typing, students can use the Backspace, Delete, and arrow keys to move around and edit text.

3   When the students finish their retell, they click **Next** to continue with the next step. (If the time allowed for the retell expires, a bell sounds, and they are not allowed to write any more for their retell. Student Stories automatically advances to the next step.)

4   The teacher reviews the retell during the Pass step.

Pass Step

The students pass a story only if they meet the following criteria:

- They reach their reading goal (words correct per minute).

- They make no more than three reading errors.

- They read with good expression.

- They answer the questions correctly.

If students do not pass, point out the areas they need to work on and assign some remedial activity (for example, more read alongs or practice) and then test them again.
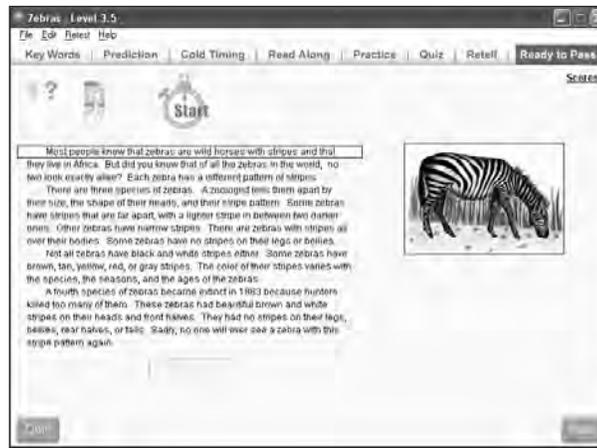
To pass a student:

1 After the students complete the previous step, they are held at the Ready to Pass screen until the teacher has time to pass them. A red "Ready to Pass" box in the upper right-hand corner alerts the teacher that the student is ready to pass.

2 If the teacher is not immediately available (for example, he or she may be working with another student), the student should click **Start** to practice some more until the teacher has time to listen to them read. When the teacher is ready to pass the student, click **Stop** to stop the practice timing.

3 To enable the students to begin pass timing, the teacher clicks **Pass** in the lower right corner, enters his or her password, and clicks **OK**.

4 The students click **Start** when they are ready to start reading.

5 As the students read, the teacher listens and counts the number of errors they make. (See "Counting Words as Correct or Errors" on the next page for guidelines for counting errors.)

Counting Words as Correct or Errors

While listening to students read, follow these guidelines to help decide when students make reading errors.

General Guidelines

- Count a word read correctly as correct.

- Do not say the correct word after the student has said the incorrect word (unless the student stops and is unable to continue).

- Wait three seconds before supplying a word to a student stopped on a word.

Count as Errors

- Mispronunciations and dropped endings

- Out of sequence/transpositions (count as two errors)

- Omissions

- Words supplied by teachers

- Substitutions with synonyms

- Repeated errors (count each time)

Do Not Count as Errors

- Mispronunciations due to dialect and speech problems

- Repetitions

- Insertions

- Self-corrections

---

6 If the students finish the story, they should click the **Finished** button. If students are set up for whole-story timing, they **must** click **Finished** to stop the timing.

If the students are set up for one- or two-minute timings, a bell sounds when the time is up. Students should click the last word they read when the bell sounded.

7 The teacher enters the number of errors the student made, rates the student's expression, and then clicks **Next**. Use the following guidelines to rate the student's 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 the student 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.

8   The teacher reviews the student's answers to the open-ended questions, indicates whether the answers are correct (Yes or No), and then clicks Next.

■   Use the answers in the *SE Answer Guide* to evaluate the student's answers.

■   Students must change their answers for the open-ended questions if teachers determine they are incorrect.

9   SE shows a summary of the pass results. In order to pass, the students must meet these criteria:

■   They must meet their goal (words correct per minute).

■   They cannot have more than three reading errors.

■   They must read with good expression (a rating of 2 or higher).

■   They must answer all of the questions correctly (even if it takes them more than one try).

10 After reviewing the pass summary, the teacher can click **Change Scores** if he or she needs to change the number of errors, expression rating, or evaluation of the short-answer questions.

11 The teacher clicks **Next** when ready to continue.

12 If the student did not pass, SE shows the pass requirements results. Red stars mark the requirements that the student met.

SE lets the teacher decide how to proceed. You have the following options:

| Pass the student with the current scores | 1 | Check the box for **Pass with Current Scores**. |
| | 2 | Enter your teacher password and click **OK**. |

Have the student repeat some of the steps	Check one or more of the following boxes: ■ **Read Along**: Specify how many read alongs the student should go through. ■ **Practice**: The student repeats the Practice step until he or she reaches the goal. ■ **Retest:** The student repeats the pass timing. ■ **Reanswer Questions and Recheck**: If the student failed some of the open-ended quiz questions, he or she can try them again.
Reset a story for the student	If students are struggling with a story and cannot pass it, you can reset it and allow them to try it again later. 1 From the Edit menu, choose **Story Options**. 2 Enter your teacher password and click **OK**. 3 Choose the Advanced tab. 4 Choose the story you want to reset and click **Reset**. 5 Click **Save**.

13 When the student passes, SE displays a Congratulations screen with a pass graph.
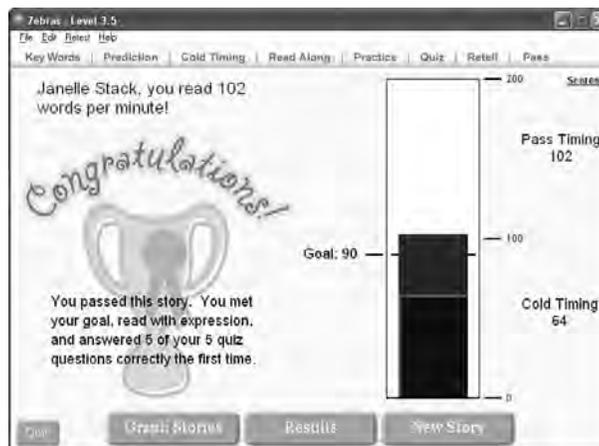
The red bar in the graph shows the number of words read correctly during the pass timing. The difference between the cold timing bar (blue) and the pass timing bar (red) shows the student's progress.

14 From Congratulations screen, you can click any of these buttons to continue:

■ **Quit**: Closes Student Stories and returns to the login screen.

■ **Graph Stories**: Displays a results graph of all the stories this student has read.

■ **Results**: Displays the student's detailed results for the current story.

■ **New Story**: Lets the student select another story to read.

To print the story and the student's results, choose **Print** from the File menu.

Viewing Story Results

From the Congratulations screen, you can view two types of story results—a graph of all the stories the student has passed so far and detailed results for the current story.

Stories Graph

The stories graph is a bar chart showing the cold timing and pass timing results for all the stories in the level that the student has passed so far. The graph provides a valuable tool for monitoring students' progress.
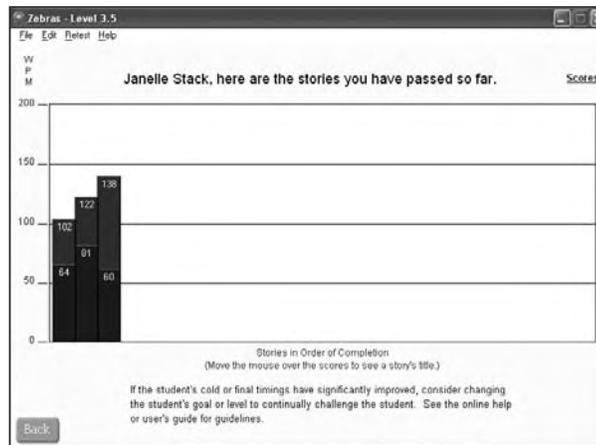
To view the stories graph:

1 From the Congratulations screen, click **Graph Stories**. The graph shows the student's results in the order he or she read the stories. Hold the cursor over a bar to see the story name for the results.

2 Click **Back** to return to the Congratulations screen.

Detailed Story Results

The detailed story results include the student's goal, the text he or she wrote for the prediction, retell, and open-ended questions, and the scores from the cold timing and pass timing.

To view the detailed story results:

1 From the Congratulations screen, click **Results**. The detailed story results display, including:

- The student's goal.

- The prediction and retell that the student wrote, plus the number of words in the retell.

- The cold timing results, including the words correct per minute and the number of difficult words the student clicked.

- The quiz results, including the student's answers to the open-ended questions. A red X by an open-ended question means the student's first response was wrong.

- The pass timing results, including the words correct per minute and the expression rating.

- For phonics levels, the words correct per minute for the word list pass timing.

2 From the story results you can:

- Print the story and results (see "Printing Stories and Student Results" in Chapter 4).

- Click **New Story** to close the story and let the student select another story to read.

- Click **Back** to return to the Congratulations screen.

- For phonics levels, you can click **Word List** to continue with the Practice Word List step (see Chapter 6 for more information).

6 Differences in the Steps for the Phonics Series

The phonics levels provide beginning readers with an opportunity to read words with specific patterns in the context of a story and then to practice word lists that focus on particular sounds.

For the most part, the phonics levels follow the same steps as the sequenced levels as described in Chapter 5. However, there are some differences that are described in this chapter.

This chapter includes the following information:

- Descriptions of the phonics levels available for READ NATURALLY SE.

- A summary of the differences between the phonics levels and the sequenced levels.

- Explanations of the Practice Word List and Pass Word List steps, which are additional steps included in the phonics levels.

Phonics Levels Available

READ NATURALLY offers the following phonics levels:

Phonics Level	Featured Sounds	Notes
.8	Word Families—Short Vowels (short a, e, i, o, and u)	This level is easier to read than the 1.0 level. The readability of the two levels is similar according to the Fry and Spache formulas. However, the .8 level is easier for beginining readers, because the stories are shorter and make use of sentence patterns.
1.3	Word Families—Long Vowels (long a, e, i, o, and u)	
1.8	Blends and Digraphs (bl, br, ch, cl, cr, dr, fl, fr, gl, gr, ld, lk, nk, pl, pr, sc, scr, sh, sk, sm, sn, sp, spl, spr, st, str, th, tr, and wh)	
2.3	R-Controlled and Other Letter Combinations (alk, all, ar, au, augh, aw, soft c, er, ew, gn, soft g, ir, kn, oi, oo, or, ou, ough, ow, oy, ph, ur, and wr)	
2.6	Short Vowels (short a, e, i, o, and u)	The short vowels level (2.6) is slightly easier for students than the long vowels level (2.7). Students should complete level 1.8 and/or level 2.0 before working in either of these levels. Some students may also need to complete level 2.5 before working in these levels.
2.7	Long Vowels (long a, e, i, o, and u)	

Summary of the Differences for the Phonics Series

The following table summarizes the differences in the READ NATURALLY steps for the phonics levels compared to the sequenced level steps described in Chapter 5.

Step	Differences in the Phonics Levels
Key Words	All of the key words in a story feature a particular sound. The recording describes the featured sound and then reads the key words. Students should read along as the words are spoken. When you click a key word, the word is spoken but not defined. The definitions are not included because the purpose of the key words is to illustrate the featured sounds.
Quiz	Phonics levels .8, 1.3, and 1.8 include five quiz questions in the following format: ■ The first four questions are multiple-choice questions that ask students to find the word that correctly completes a sentence. The choices follow the sound patterns focused on in the story. ■ The fifth question asks students to answer a question by writing a sentence. Phonics levels 2.3, 2.6, and 2.7 include two quiz questions in the following format: ■ The first question is a paragraph with missing words or a cloze procedure. Students complete the sentences by choosing the right word from a list. ■ The second question is an open-ended question that students answer by writing a sentence.
Retell	The phonics levels do not include the Retell step.
Pass Results	After the student passes the hot timing, a bar chart shows their cold and hot timing results, but there is no trophy picture. Instead of a New Story button, there is a Word List button for advancing to the word list steps. The final pass results include the score from the word list pass timing, but do not include a retell, since that step is skipped.
Practice Word List and Pass Word List	The phonics levels include two word list steps after the Pass step. The word lists are intended to provide students with an opportunity to improve their decoding skills. ■ In the Practice Word List step, the student practices reading the word lists. ■ In the Pass Word List step, the teacher listens to the students read the word lists in order to pass them.

Practice Word List Step

The phonics levels include word lists that students practice reading after they have passed the story. Reading these words in the context of a story makes reading the words by themselves more meaningful and less frustrating for students. After students can read the word list in the time allowed, you pass them on the word list.

The students practice reading the word list in two directions. Students first practice reading down columns of words and then practice reading across rows of words. Students must read the word list in both directions in the time allowed (45 seconds or one minute).

The word lists for levels .8, 1.3, 1.8, and 2.3 include most of the words with the featured sounds from the story plus other words with the featured sounds. The word lists for levels 2.6 and 2.7 include all of the words with the featured sounds used in the story.

To practice reading the word lists:

1   From the pass results of a phonics level, click the **Word List** button.

2   The students click **Start** when they are ready to start practicing the word list.

  If they need to stop and start over, they can click **Stop** and then click **Start** when they are ready to start again.
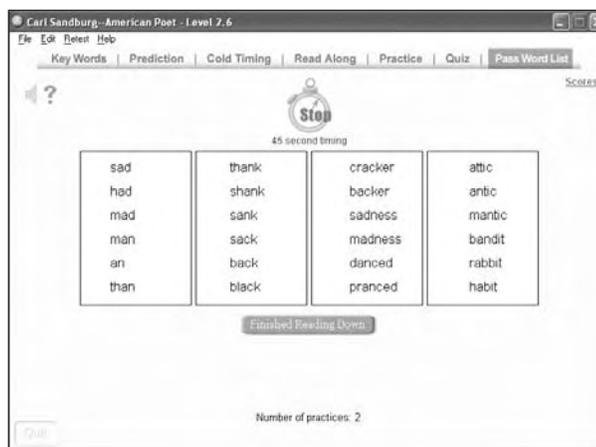
3   The students first read quietly down the columns of words and click the **Finished Reading Down** button when they finish.

  As they read, students can click words they don't know to hear them spoken.

4   The students then read quietly across the rows of words and click the **Finished Reading Across** button when they finish.

The goal of the students is to read the entire word list in both directions in the time allowed (45 seconds or one minute). If the bell sounds before they finish reading the list, the students must practice the list again by clicking **Start**.

5   When students reach their goal practicing the word list, a red "Ready to Pass Words" box in the upper right corner alerts the teacher that they are ready to pass the word list.

6   The students should click **Start** to continue to practice until the teacher is ready to pass them on the word lists.

Pass Word List Step

To pass the word list, students must meet two requirements:

- They must finish reading the word list in two directions (down and across) in the time available (45 seconds or one minute).

- They cannot make more than three errors.
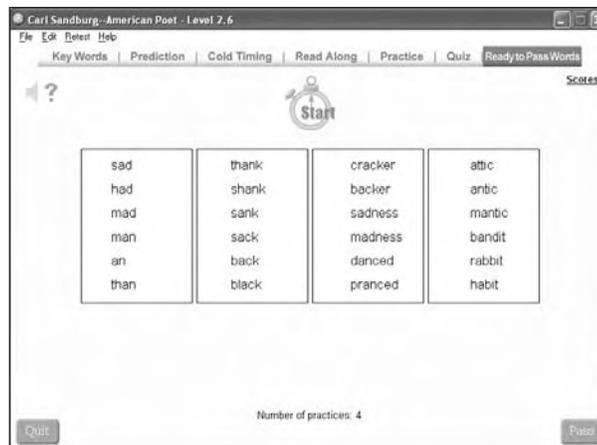
To pass a word list:

1   After students have reached their goal practicing the word lists, the teacher clicks the **Pass** button. (If the student is in the middle of a practice timing, click **Stop** before you click **Pass**.)

2   The teacher enters his or her password and clicks **OK**.

3   The students click **Start** when they are ready to start reading the word list.

4   As the students read down the columns of words, the teacher listens and counts the number of words they miss. (See Chapter 5 for guidelines for counting errors.)

5   When the students finish reading down the word list, they click the **Finished Reading Down** button.

6   The students then read across the rows of words. The teacher listens and counts the number of word they miss. (See Chapter 5 for guidelines for counting errors.)

7   When the students finish reading across the word list, they click the **Finished Reading Across** button.

8   If students do not finish the word lists in both directions before the time is up, they do not pass the word list. The teacher must decide which of the following actions to take:

- Click **Practice Again** to have the students practice the word list again. The students can then try to pass the word list again with their teacher.

- Choose **Word List** from the Retest menu to have the students try to pass the word list again without practicing.

- Click **New Story** to exit the word list steps and let the students choose another story to read.

9   If students do finish the word list in both directions before the time is up, the teacher enters the number of words missed and clicks **OK**.

- If students have more than three errors, they do not pass the story. Teachers must choose from the same three options described in step 8.

- If students have three or fewer errors, the screen displays their number of words per minute.

10 Click **Next**. A Congratulations screen shows a bar chart of the cold and pass timing scores and the word list pass score.

11 From the Congratulations screen, you can click any of these buttons to continue:

- **Quit**: Closes Student Stories and returns to the login screen.

- **Graph Stories**: Displays a results graph of all the stories this student has read. (See "Viewing Story Results" in Chapter 5 for more information.)

- **Results**: Displays the student's detailed results for the current story, including the score from the word list pass timing. (See "Viewing Story Results" in Chapter 5 for more information.)

- **New Story**: Lets the student select another story to read.

7   Generating Reports

Reports show summary and detail information about the teachers and students who use READ NATURALLY SE. Most of the reports are student reports that help you monitor students' progress and determine when to intervene by providing extra coaching or adjusting students' levels or goals.

This chapter includes procedures for generating reports and descriptions of the reports that are available:

All teachers	**Teacher/Assistant Roster:** Lists the teachers, their classes, and the number of students in each class, plus any teacher assistants.
All active students for a teacher	**Needs At-A-Glance for Students Report:** Summarzies the status and results for each student who has completed at least one story in the reporting period. It also includes links to other student reports. **Students Active in READ NATURALLY Report:** Lists the teacher's students who have completed at least one story in the reporting period.
Individual students, letters to parents	**Periodic Report:** A letter you can send to parents about the progress their children have made in the READ NATURALLY program.
Individual students, details for a level	**Level Details Report*:** Includes a summary of results for each story a student has passed at a given level. **Fluency Details Report*:** Shows charts and data that help you evaluate a student's reading fluency. **Comprehension Details Report*:** Shows retell and quiz results that help you evaluate the student's comprehension. *All three of these reports include links to the Story Details reports.
Individual students, details for a story	**Story Details Report:** Provides a student's detailed results for a specific story.

Generating a Teacher/Assistant Roster

The Teacher/Assistant Roster lists the teachers who use READ NATURALLY SE, their classes, and the number of students in their classes. Any teacher assistants are also listed. Only the administrator can generate the Teacher/Assistant Roster report.

To create a Teacher/Assistant Roster:

1   Log in with the administrator password.

2   From any of the tabs, click **Reports**.

3   In the Reports window, choose the School tab.

4   Specify the report period for which you want to include teacher data. Enter the dates in the format *mm/dd/yy* (for example, **9/5/04** for September 5, 2004).

5   Click **Create Report**. The report opens in a separate window.

6   To print the report, either click the **Print This Report** link or choose **Print** from the File menu.

Generating Student Reports

When you generate the student reports, you specify the time period and students you want to include in the report. (The administrator also chooses the teacher whose students are to be included.) READ NATURALLY SE then generates a complete set of student reports. The main report is a Needs At-A-Glance report, from which you can view the other student reports.

Note: If you generated reports previously, make sure you close the browser window displaying the reports before you generate a new set of reports. New reports replace any existing reports, so not closing the report window could cause unpredictable results.

To create the student reports:

1   Log in with a teacher or administrator password. (Teacher assistants cannot generate reports.)

2   From any of the tabs, click **Reports**.

3   From the Teacher tab of the Reports window, specify the report period for which you want to include student data. Enter the dates in the format *mm/dd/yy* (for example, **9/5/04** for September 5, 2004).

4   If you are the administrator, choose a teacher from the list. This is not required for teachers, since they can generate reports only for their own students.

5   Select the student or students for whom you want to generate a report.

   ◼   To select one student, click the name.

   ◼   To select all of the teacher's students, click **Select All**.

   ◼   To select a group of students that are listed together, click the first student in the group, hold down the Shift key, and then click the last student in the group. (You can click a column heading to sort the students by that column.)

   ◼   To select multiple students that are not listed together, hold down the Control key (Windows) or ⌘ key (Macintosh) and then click the students you want to include.

6   Click **Create Report**. The Needs At-A-Glance report opens in a separate window.

7   From the Needs At-A-Glance report, you can do the following:

   ◼   To print the report, either click the **Print This Report** link or choose **Print** from the File menu.

   ◼   To view the Students Active for Teacher report, choose it from the Go To drop-down list.

   ◼   To view a report for a specific student, click the report icon for the report you want to see. Hold the cursor over an icon to see the name of the report it links to. The reports are described in this chapter, starting on the next page.

Teacher/Assistant Roster

Purpose

This report lists the teachers, teacher assistants, classes, and number of students that are set up in READ NATURALLY SE.

Key Information

This report lists the following information:

A The names of the teachers and teacher assistants that are set up in READ NATURALLY SE.

B The names of the classes that are assigned to each teacher.

C The number of students that are assigned to each class.

Things You Can Do from This Report

To print this report, either click the **Print This Report** link or choose **Print** from the File menu.

Teacher/Assistant Roster

Report date: 11/15/04
Report period: 10/1/04 to 11/12/04

Print This Report

Teachers

Ⓐ Teacher Name	Ⓑ Class Name	Ⓒ Number of Students
Murray, Jane	Reading1	6
		Total: 6
White, Terry	Reading 2	10
	Reading 3	12
		Total: 22

Total Teachers: 2   **Total Classes:** 3   **Total Students:** 28

Reading Assistants

Ames, Dale
Brown, Jean
Franklin, Sandy

Needs At-A-Glance for Students Report

Purpose

This report can help you identify students who may need extra help in specific areas. Within each column in the Fluency and Comprehension categories for a given level, compare the "first three" and "last three" averages. If you don't see improvement over time, check the following:

- Look at the Stories Passed column. If the student has not completed at least six stories at the current level during the report period, it may just be that the student has not completed enough stories to show positive results. In this situation, you may wish to recreate this report using a longer reporting period, examine the student's progress on other reading levels (if any), click on the report icons to gather more information to help you determine if there is really a problem, and/or carefully monitor the student's progress.

- If the student has completed at least six stories during the reporting period, click the report icon under the fluency or comprehension columns, as appropriate, to see a more detailed report that can help you diagnose the student's specific areas of weakness.

Key Information

This report includes a summary for each student who completed at least one READ NATURALLY story in the reporting period, including:

A   The levels they've worked in, their goals, and the number of stories they've passed.

B   The average time spent, average cold timing score, and average hot timing score for the first three stories in the reporting period and for the last three stories in the period.

C   The percentage of quiz questions they've answered correctly for the first three stories and the last three stories.

D   The average number of words the student used to retell the first three stories and the last three stories.

Things You Can Do from This Report

- To print the report, either click the **Print This Report** link or choose **Print** from the File menu.

- To view the Students Active for Teacher report, choose it from the Go To drop-down list.

- To view a report for a specific student, click the report icon for the report you want to see. Hold the cursor over an icon to see the name of the report it links to.

Needs At-A-Glance for Students of Jane Murray

Report date: 11/15/04
Report period: 10/1/04 to 11/12/04
Teacher: Jane Murray

Print This Report

Go to....

		Level (A)				Fluency (B)			Comprehension (C) (D)	
Student	Periodic Report	Level	Goal	Stories passed		Avg time per story (first 3 / last 3)	Cold timing (first 3 / last 3)	Hot timing (first 3 / last 3)	Quiz % correct (first 3 / last 3)	Words in Retell (first 3 / last 3)
Reading1										
Awada, Jeff	▥	▥ 3.5	90	12	▥	0 hrs 35 min/ 0 hrs 31 min	63/75	91/99	▥ 80/100	29/34
Black, Chris	▥	▥ 4.5	125	1	▥	0 hrs 40 min/ 0 hrs 40 min	100/100	127/127	▥ 80/80	30/30
Ruiz, Tony	▥	▥ 1.0	70	16	▥	0 hrs 39 min/ 0 hrs 33 min	42/54	72/85	▥ 90/100	17/24
Stack, Janelle	▥	▥ 2.5	90	12	▥	0 hrs 38 min/ 0 hrs 30 min	63/82	92/98	▥ 93/87	15/25
		▥ 3.0	90	8	▥	0 hrs 32 min/ 0 hrs 28 min	75/82	96/103	▥ 87/93	20/21
Timmons, Pat	▥	▥ 7.0	120	12	▥	0 hrs 40 min/ 0 hrs 35 min	84/96	122/131	▥ 70/67	39/47
Tran, John	▥	▥ 5.0	140	20	▥	0 hrs 35 min/ 0 hrs 29 min	90/110	140/141	▥ 80/85	32/42

Students Active in READ NATURALLY Report

Purpose

This report lists the active READ NATURALLY students that were assigned to the teacher during the reporting period. An "active" student is one who completed at least one READ NATURALLY story during the reporting period.

Key Information

The report lists the following information for each student:

A   The student's name.

B   The student's ID number.

C   The class to which the student is assigned.

D   The grade to which the student is assigned.

E   The date the student was enrolled in READ NATURALLY SE.

F   The reading level that was assigned to the student when he or she first enrolled.

G   The student's current reading level.

Things You Can Do from This Report

■   To print this report, either click the **Print This Report** link or choose **Print** from the File menu.

■   To view the Needs At-A-Glance Report, choose the report from the Go To drop-down list.

Students Active in Read Naturally
for Jane Murray

Report date: 11/15/04
Report period: 10/1/04 to 11/12/04
Teacher: Jane Murray

Print This Report

Go to....

(A) Student Name	(B) ID	(C) Class	(D) Grade	(E) Enrollment Date	(F) Enrollment Level	(G) Current Level
Awada, Jeff	0401-20	Reading1	3	10/20/2004	3.5	3.5
Black, Chris	0401-01	Reading1	6	10/27/2004	4.5	4.5
Ruiz, Tony	0402-03	Reading1	2	10/20/2004	1.0	1.0
Stack, Janelle	0402-12	Reading1	4	10/01/2004	2.5	3.0
Timmons, Pat	0562-07	Reading1	8	10/20/2004	7.0	7.0
Tran, John	4220-40	Reading1	7	10/01/2004	5.0	5.0

Periodic Report

Purpose

This report is a letter you can send to parents to inform them of the progress their children have made in the READ NATURALLY program.

Key Information

The report includes the following information for a specific student:

A The reporting period.

B The number of stories read.

C The starting and ending reading levels, pointing out that the ability to work in a higher reading level is an indication of progress.

D The starting and ending goal rates, pointing out that an increase in goal rate is an indication of progress.

E The percentage of questions the student answered correctly.

Things You Can Do from This Report

■ To print the report, either click the **Print This Report** link or choose **Print** from the File menu.

■ To view the Needs At-A-Glance report or the Students Active report, choose the report from the Go To drop-down list.

**Periodic Report for
Janelle Stack**

Report date: 11/15/04
Report period: Ⓐ 10/1/04 to 11/12/04
Teacher: Jane Murray

Print This Report

Go to....

Dear Parent/Guardian,

Janelle Stack has been working with the READ NATURALLY program to improve reading fluency and comprehension. This report describes the work Janelle has done in READ NATURALLY during the reporting period from 10/1/04 to 11/12/04.

While working in this program, your child read stories at reading levels best suited for his/her fluency development. The ability to work in higher reading levels shows progress.

Ⓑ Ⓒ
During this reporting period, Janelle read 20 stories from levels 2.5 and 3.0.

Your child read each story while listening to an audio recording of the story and then practiced it several times until able to read it with good expression at a goal rate. An increase in goal rate shows progress.

Ⓓ At the start of this reporting period Janelle's goal rate was 90 words correct per minute.
At the end of this reporting period Janelle's goal rate was 90 words correct per minute.

After reading each story, your child answered questions about the story. Students are expected to answer 80% of these comprehension questions correctly.

Ⓔ Janelle answered 90% of the comprehension questions correctly.

If you have any questions concerning this report, please contact me.

Jane Murray

Level Details Report

Purpose

This report includes a summary of results for each story a student has passed at a given level. Stories are listed in order of completion, so you can compare the student's scores for earlier and recent stories to see if the student is improving over time.

Key Information

For each story the student has passed, the report lists the following information:

A The name and number of the story.

B The date the student started the story.

C The date the student passed the story.

D The student's reading rate goal, in words correct per minute.

E The student's cold timing score, in words correct per minute.

F The student's hot timing score, in words correct per minute.

G The percentage of questions the student answered correctly the first time he or she took the quiz.

H The number of words in the student's retell.

Things You Can Do from This Report

■ To print the report, either click the **Print This Report** link or choose **Print** from the File menu.

■ To view a Story Details report for a specific story, click the name of the story in the Story column.

■ To view the Needs At-A-Glance report, Students Active report, Periodic Report, Fluency Details report, or Comprehension Details report, choose the report from the Go To drop-down list.

Level 3.0 Details for Janelle Stack

Report date:	11/15/04
Report period:	10/1/04 to 11/12/04
Teacher:	Jane Murray
Level:	3.0

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Stories Passed (listed in order of completion)

(A) Story	(B) Date Started	(C) Date Passed	(D) Goal	(E) Cold Timing	(F) Hot Timing	(G) Quiz % Correct	(H) Retell
Gorilla (#1)	10/21/2004	10/22/2004	90	72	96	100	20
Vampire Bat (#3)	10/25/2004	10/26/2004	90	77	99	80	18
Sandra Day O'Connor (#23)	10/26/2004	10/27/2004	90	75	93	80	22
Termites (#9)	10/27/2004	10/28/2004	90	73	102	100	23
Electric Eels (#7)	11/01/2004	11/03/2004	90	76	96	80	15
Horned Toad (#13)	11/04/2004	11/05/2004	90	80	106	100	18
Harriet Tubman (#21)	11/08/2004	11/09/2004	90	82	100	80	24
Flying Dragon (#17)	11/10/2004	11/11/2004	90	85	102	100	21

Total Stories Completed: 8

Story Details Report

Purpose

This report provides a student's detailed results for a specific story.

Key Information

A The Summary section of the report lists the following information:

- The title of the story.
- The student's goal.
- The cold timing results, including the number of errors.
- The hot timing results, including the number of errors and expression rating.
- The date the student started the story and the date he or she passed it.
- The amount of time the student spent on the story.
- The number of practices it took the student to achieve the goal rate.

B The Prediction and Retell Results section shows the numbers of words in the student's prediction and retell and shows the text the student wrote for each.

C The Comprehension Quiz Results section shows the percentage of questions the student answered correctly on the first try and indicates whether the answer to each question was correct or incorrect.

D The Difficult Words section lists the difficult or unknown words the student clicked during the Cold Timing and Practice steps.

Things You Can Do from This Report

- To print the report, either click the **Print This Report** link or choose **Print** from the File menu.
- To view the Needs At-A-Glance report, Students Active report, Periodic Report, Level Detail report, Fluency Details report, or Comprehension Details report, choose the report from the Go To drop-down list.

Story Details for
Janelle Stack
Level 3.0 Story #1

Report date:	11/15/04		
Report period:	10/1/04 to 11/12/04	_Print This Report_	
Teacher:	Jane Murray		
Level:	3.0	Go to...	

(A) Summary

Story Title: Gorilla

Goal:	90	**Start Date:**	10/21/2004
Cold Timing:	72	**Pass Date:**	10/22/2004
Hot Timing:	96	**Time spent on story:**	0 hrs 33 min
Cold Timing Errors:	6	**Practices to goal:**	6
Hot Timing Errors:	3		
Expression Rating:	2		

(B) Prediction and Retell Results

	Words Used	Student's Text
Prediction	7	Gorillas are mean. They are big animals.
Retell	20	Gorillas look mean but are really shy. They pound their chests to scare away people. Then they run away fast.

(C) Comprehension Quiz Results

Percent of questions correct on first try: 100%

Question 1 (Main idea):	Correct
Question 2 (Recall literal fact):	Correct
Question 3 (Vocabulary):	Correct
Question 4 (Text connections):	Correct
Question 5 (Author's ideas):	Correct The woman gave the gorilla to the circus because he broke out of his cage.

(D) Difficult Words

Number of words the student found difficult for this story: 8

Creature
circus
The

Fluency Details Report

Purpose

This report shows charts and data that reflect a student's reading fluency. Monitoring trends in a student's fluency can help you decide when it's time to adjust the student's reading level or goal.

Key Information

This report includes the following information:

A A comparison of the average time spent per story, cold timing score, and hot timing score for the first three stories and for the last three stories.

B A bar chart showing the hot and cold timing scores for the stories the student passed in the level. Hold the cursor over a bar to see the name of the story and the score.

C A summary of the results for each story the student passed, including the goal, cold and hot timing scores, time spent per story, number of practices it took the student to reach the goal, number of difficult words clicked, number of errors during the cold and hot timing, and the expression rating.

D The difficult or unknown words the student clicked during the cold timing and practice steps.

Things You Can Do from This Report

■ To print the report, either click the **Print This Report** link or choose **Print** from the File menu.

■ To view a Story Details report for a specific story, click the name of the story in the Passed Story column.

■ To view the Needs At-A-Glance report, Students Active report, Periodic Report, Level Details report, or Comprehension Details report, choose the report from the Go To drop-down list.

Fluency Details for Janelle Stack at Level 3.0

Report date:	11/15/04
Report period:	10/1/04 to 11/12/04
Teacher:	Jane Murray
Level:	3.0

Print This Report

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(A) Fluency At-A-Glance

	Time Spent	Cold Timing	Hot Timing
Average of First 3 Stories:	0 hrs 32 min	75	96
Average of Last 3 Stories:	0 hrs 28 min	82	103

(B) Level 3.0 Fluency Details - Story Set 1
Scores represent the number of words read in one minute

Story	Cold Timing	Hot Timing
#1	72	96
#3	77	99
#23	75	93
#9	73	102
#7	76	96
#13	80	106
#21	82	100
#17	85	102

● Cold Timing   ● Hot Timing
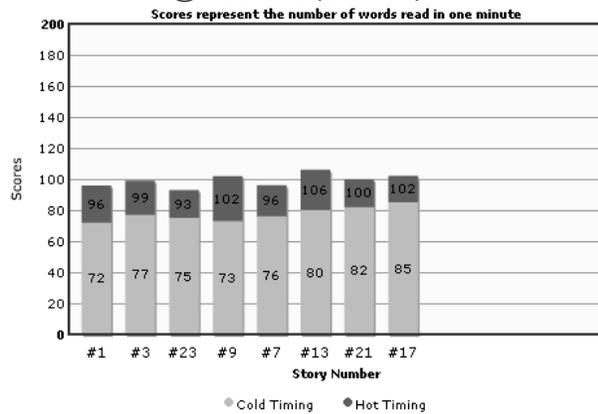
Stories are listed in the order they were read by the student.

(C)

Passed Story	Goal	Cold timing	Hot timing	Time Spent	Practices to Goal	Difficult Words	Cold Timing Errors	Hot Timing Errors	Expression Rating
Story #1 - Gorilla	90	72	96	0 hrs 33 min	6	8	6	3	2
Story #3 - Vampire Bat	90	77	99	0 hrs 30 min	6	3	3	2	2
Story #23 - Sandra Day O'Connor	90	75	93	0 hrs 31 min	4	2	2	1	3
Story #9 - Termites	90	73	102	0 hrs 33 min	7	7	7	1	3
Story #7 - Electric Eel									
Story #13 - Horned Toad									
Story #21 - Harriet Tubma									
Story #17 - Flying Dragon									

(D) Difficult Words

Story #1 - Gorilla

Creature.	circus	The
Gorilla	doesn't	don't
leaves	grass	

Story #3 - Vampire Bat

wings	Dracula	Dracula

Story #23 - Sandra Day O'Connor

fences	none

Story #9 - Termites

house	20	one
fast	homes	Termites
Building		

Comprehension Details Report

Purpose

This report shows charts and data from the student's retells and quiz results to help you evaluate the student's comprehension of the stories.

Key Information

This report includes the following information:

A A chart showing the number of words the student used to retell each story. Hold the cursor over a bar to see the title of the story and the number of words in the retell. Short retells may indicate that the student doesn't understand the stories. (This chart is not included for phonics levels, since they do not include a retell step.)

B A comparison of the average length of the retells for the first three stories and the average length of the retells for the last three stories. The retells should get longer the more a student works with READ NATURALLY.

C A chart showing the percentage of questions the student answered correctly on the first try for each story. Hold the cursor over a bar to see the title of the story and the percent correct. The student should be able to answer at least 80% of the questions correctly the first time (preferably 100%). A lower percentage may indicate that the student had trouble understanding the story and needs extra help.

D A comparison of the percentage of questions answered correctly for the first three stories and the percentage of questions answered correctly for the last three stories. Students should improve their performance on the quiz the more they work with READ NATURALLY.

E A chart showing the percentage of questions answered correctly by question number. Hold the cursor over a bar to see the question type and percent correct. For most levels, each question number is a particular type of question. If a student answers less than 80% of a question number, it may indicate that he or she has problems in a given area of comprehension and needs extra coaching in that area. Scores below 60% warrant immediate, direct intervention. (This chart is not included for phonics levels, since the questions for them are not categorized by type.)

Things You Can Do from This Report

■ To print the report, either click the **Print This Report** link or choose **Print** from the File menu.

■ To view a Story Details report for a specific story, click the name of the story in the key under the Quiz Results by Story chart.

■ To view the Needs At-A-Glance report, Students Active report, Periodic Report, Level Details report, or Fluency Details report, choose the report from the Go To drop-down list.

Comprehension Details for
Janelle Stack at Level 3.0

Report date:	11/15/04
Report period:	10/1/04 to 11/12/04
Teacher:	Jane Murray
Level:	3.0

Print This Report

Go to....

(A) **Level 3.0 Retell Results - Set 1**
Number of words the student used to retell the story
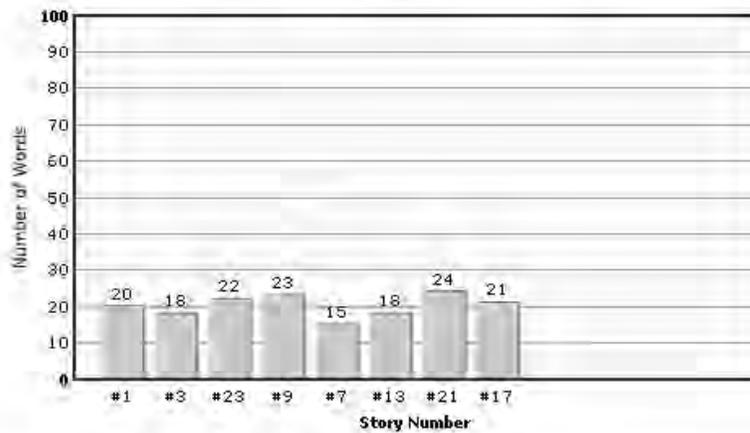
(B)
Number of words

Average number of words used to retell the stories at this reading level for:
The first three stories attempted: 20
The last three stories attempted: 21

View Key for Graph

(report continued on the next page)

C **Level 3.0 Quiz Results by Story - Set 1**
Numbers represent the percentage of correct answers for a given story

	100%			100%		100%		100%
		80%	80%		80%		80%	

Percent Correct

#1 #3 #23 #9 #7 #13 #21 #17
Story Number
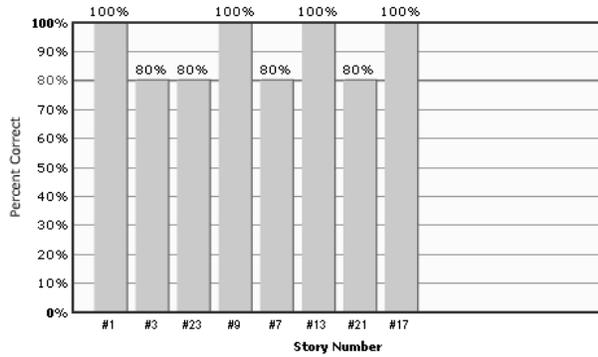
● Percent Correct

D

Percent of questions answered correctly at this reading level for:
  The first three stories attempted: 87%
  The last three stories attempted: 93%

Key

Stories are listed on the graphs in the order they were read by the student.

Story 1 = Gorilla
Story 3 = Vampire Bat
Story 9 = Termites
Story 23 = Sandra Day O'Connor
Story 7 = Electric Eel
Story 13 = Horned Toad
Story 21 = Harriet Tubm
Story 17 = Flying Drago

If the student consistentl
what s/he reads. To help
graph to determine wheth
vocabulary, etc.).

E **Quiz Results by Question Type**
Numbers represent the percentage of correct answers for a given question type

Percent Correct

100% 100% 100% 100%
87%
63%

Concern

Immediate Need

Q1 Q2 Q3 Q4 Q5
Questions

● Percent Correct
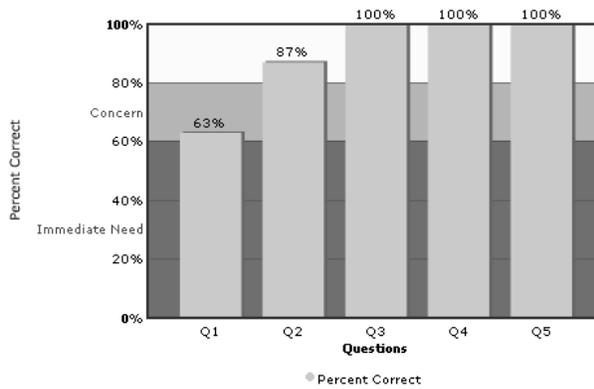
Key

Q1 = Question 1 tests comprehension of the main story idea.
Q2 = Question 2 tests student's ability to recall a fact from the story.
Q3 = Question 3 asks students to determine the meaning of a vocabulary word.
Q4 = Question 4 asks students make inferences from the story to draw a conclusion.
Q5 = Question 5 asks students to combine information the authors provide with their own ideas.

If the student scores between 60% and 80% for any given question type, s/he may require extra support with that type of question. Scores falling below 60% suggest that immediate, direct intervention is required.

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