



Read Naturally Live

TEACHER'S MANUAL

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Introduction

Welcome to Read Naturally Live, a powerful intervention for striving readers. Read Naturally Live is designed to improve reading fluency, support comprehension, develop vocabulary, and provide phonics instruction (Phonics series). The evidence-based Read Naturally Strategy is the core of this effective and motivating reading program.

Read Naturally Live is one of four programs included in the Read Live suite. For more information about the other programs included in the Read Live suite, please visit the [Read Naturally website](#).

This section describes the Read Naturally Strategy: the evidence base, the process, and the benefits. It explains how the Read Naturally Strategy is integral to Read Naturally Live. It also provides teachers with useful information for identifying which students will benefit from Read Naturally Live.

Background on the Science of Reading

The Science of Reading is a comprehensive body of reading research gathered over decades of study. Research compiled in the Science of Reading provides information on what skills are involved in the process of reading, how they work together, and which parts of the brain are responsible for reading development (Ordetx, 2021). This collective knowledge reflects the contributions of many disciplines, including psychology, education, and neuroscience.

Since their inception in 1991, the Read Naturally Strategy and Read Naturally programs have been based on the Science of Reading. The Read Naturally Strategy aligns with evidence-based best practices in reading instruction, using the research-proven methods of teacher modeling, repeated reading, and progress monitoring to deliver positive results. Read Naturally Live uses the Read Naturally Strategy to systematically develop the skills students need to become proficient readers. For more information, see the [Read Live Research Overview](#).

Rationale for the Read Naturally Strategy

This section briefly describes the evidence-based instructional strategies and relevant reading research that form the powerful Read Naturally Strategy. For more information, see [Read Naturally Rationale and Research](#).

Fluency and the Striving Reader

Fluent readers are able to read orally with appropriate speed, accuracy, and proper expression (National Institute of Child Health and Human Development, NICHD, 2000a).

Over forty years of research studies indicate that fluency is one of the critical building blocks of reading. Many researchers have found that fluency:

- Highly correlates with reading comprehension (Fuchs et al., 2001).
- Strongly predicts later reading achievement (Reschly et al., 2009).
- Causally contributes to improved comprehension (Price et al., 2015).

When a student reads fluently, that student is likely to comprehend what they are reading because they are able to devote more mental energy to understanding what they're reading. Consequently, teachers need to implement strategies to intentionally develop their students' fluency. While some students learn to read fluently without explicit fluency instruction, many students need more support than what is provided during regular classroom instruction.

Students become fluent readers by practicing. However, research analyzed by the National Reading Panel (National Institute of Child Health and Human Development, NICHD, 2000a) found that just encouraging students to read independently is not the most effective way to improve reading fluency. In fact, during independent reading time, many students with or at risk for reading difficulties pretend to read or do not read at all because they do not have the skills to independently read the books that are available.

As a result, poor fluency is a self-perpetuating problem. Striving readers read so few words during their instructional and independent reading time that the gap between the number of words they read compared to the number of words their peers read continually widens. These readers need targeted and intensive instruction in order to become fluent readers. Read Naturally Live was developed to help teachers meet this need.

Evidence-Based Strategies

Research provides evidence that teacher modeling (Lee & Yoon Yoon, 2015), repeated reading (Stevens et al., 2017), and progress monitoring (Morgan et al., 2011) are effective instructional strategies to involve striving readers in the act of reading. These methods improve fluency, enhance understanding, and accelerate reading achievement.

Teacher Modeling

Using this strategy, a student reads along quietly as a proficient reader models correct pronunciation, appropriate rate, and proper expression. Teacher modeling teaches word recognition in a meaningful context and helps the student learn unknown words and practice difficult words. The student must be actively involved and subvocalize while reading along in order to practice pronunciation and expression in a multisensory way.

Repeated Reading

Using this strategy, a student reads a short story or passage many times until able to read it fluently. Repeated reading helps the student learn to recognize some words, master others, and increase their overall fluency and confidence when reading. The student then transfers knowledge of the words learned and mastered to subsequent texts.

Progress Monitoring

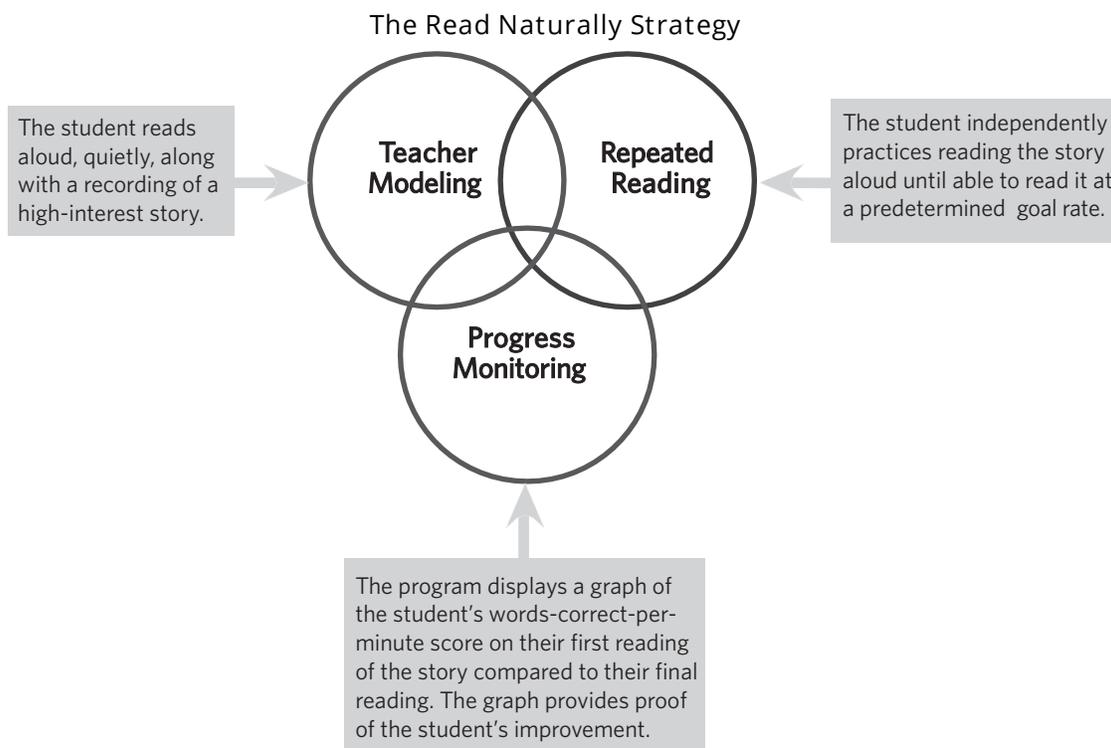
Using this strategy, a teacher works with a student to set goals and expectations, provide feedback, and track progress over time by using data. Progress monitoring has been shown to deepen student involvement in the learning process, improve student performance, develop higher student self-efficacy (the student's belief they will have success on similar future tasks), reward student effort, and increase student motivation to keep reading. It also promotes teacher awareness of each student's progress.

The Read Naturally Strategy combines these three powerful, evidence-based strategies—teacher modeling, repeated reading, and progress monitoring—to improve reading proficiency.

The Read Naturally Strategy

By combining teacher modeling, repeated reading, and progress monitoring into one highly-structured, easy-to-learn process, the Read Naturally Strategy lays the groundwork for individualizing instruction and providing motivating opportunities to read. It provides the support, structure, and motivation that striving readers need in order to become proficient readers.

The process begins with the cold timing step, when the student reads aloud to their teacher for one minute. As the student reads, they click on any unknown words. When the timer sounds, they click on the last word read. The program calculates the cold timing score by subtracting the number of unknown words from the total words attempted and immediately displays the score on a graph. This is the first step in progress monitoring. During the read along step, the student benefits from the support of teacher modeling by reading the story quietly along with a carefully paced recording, typically three times. Next, the student practices reading the story without audio support three to ten times until able to read it accurately, with expression, and at the goal rate. After each repeated reading, the student's score is recorded. When the student reaches their words-correct-per-minute goal during the practice step, they move on to the pass step. During the pass step, the student reads the story aloud as the teacher counts errors and monitors the student's expression. A colorful graph showing the student's cold and hot timing scores provides positive feedback and evidence of the student's improved performance. It also serves to motivate the student to begin the process again.

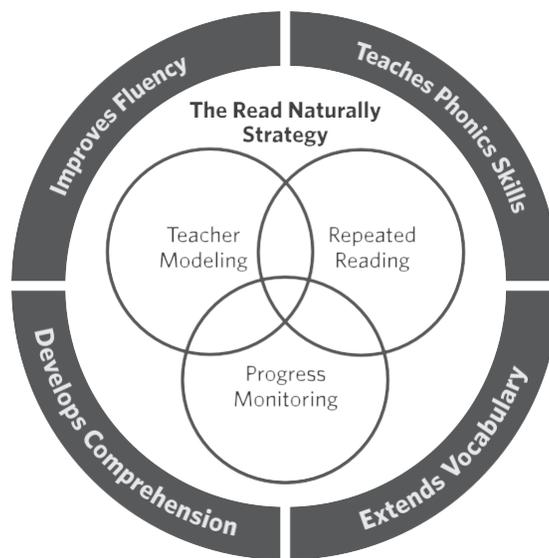


Read Naturally Live

The Read Naturally Strategy is the core of Read Naturally Live. The structure and content of Read Naturally Live broaden the scope of this powerful strategy by integrating comprehension, vocabulary, and phonics instruction with fluency instruction. Read Naturally Live not only addresses these essential components of reading instruction, but it also improves students' attitudes and motivation. The result is an effective and efficient reading program for striving readers.

The Strategy Plus the Components of Reading

In 2000, the National Reading Panel identified five essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension (NICHD, 2000a). Read Naturally Live presents opportunities for each student to learn phonics skills while improving fluency, acquiring vocabulary knowledge, and developing better comprehension.



Phonics

[Phonics](#) is the relationship between the letters (or letter combinations) in written language and the individual sounds in spoken language. Phonics instruction teaches students how to use this relationship between letters and sounds to read and spell words. Readers use phonics skills, beginning with letter/sound correspondences, to pronounce words and then attach meaning to them.

Students who must use all of their mental energy to sound out the words as they read are not able to focus on the meaning of what they are reading (LaBerge and Samuels, 1974). Research shows that to become fluent readers, students need to learn to decode unknown words accurately and automatically. In fact, research findings show that those students who have not developed automaticity by the beginning of second grade are at risk for reading failure (Berninger et al., 2003, Berninger et al., 2006).

Most phonics programs teach students to decode accurately, but learning phonics does not guarantee that students are able to decode words automatically. Students must develop the ability to read words quickly and effortlessly. In the Read Naturally Live Phonics series, students learn featured phonics patterns and then bring these patterns to automaticity through repeated practice in word lists and connected text.

In the Read Naturally Live Phonics series, a student reviews and masters phonics skills through:

- Key words step: Completing a lesson provided with each story about the featured phonics pattern(s).
- Read along step: Reading the story along with audio to learn the words with the featured patterns.
- Practice and word list steps: Repeatedly reading the story and word list independently until able to read them well.
- Spelling step: Encoding words with the featured phonics pattern.

Fluency

Fluent readers are able to read orally with appropriate rate, accuracy, and proper expression. [Fluency](#) is the ability to read like we speak and to make sense of the text without having to stop and decode each word. The National Reading Panel's research findings concluded that guided oral reading and repeated oral reading had a significant and positive impact on word recognition, reading fluency, and comprehension in students of all ages.

In Read Naturally Live, a student becomes more fluent using the Read Naturally Strategy (teacher modeling, repeated reading, and progress monitoring) through:

- Cold timing step: Reading an unpracticed story and comparing their words-correct-per-minute score to a predetermined fluency goal on a graph.
- Read along step: Reading the story aloud along with an appropriately paced audio recording, typically three times.
- Practice step: Repeatedly reading the story independently until able to read it accurately, with expression, and at an appropriate rate.
- Pass step: Reading the story for the teacher and seeing the graph of the hot timing score compared to the cold timing score and goal.

Vocabulary

[Vocabulary development](#) is closely connected to comprehension. The larger the reader's vocabulary (either oral or print), the easier it is for them to make sense of the text. According to the National Reading Panel, vocabulary can be learned incidentally through storybook reading or listening to others, and vocabulary should be taught both directly and indirectly. Students should be actively engaged in instruction that includes learning words before reading, repetition and multiple exposures, learning in rich contexts, incidental learning, and use of computer technology.

In Read Naturally Live, a student acquires vocabulary through:

- Key words step: Reading and listening to definitions of key words and sentences.
- Prediction step: Using key words to write story predictions.
- Read along and practice steps: Encountering targeted vocabulary words in the context of the story and choosing to click on unknown words for student-friendly definitions.
- Wordtastic: Increasing exposure to words and boosting vocabulary and phonics by playing a word-definition game while waiting for the teacher.

Comprehension

[Comprehension](#) is the complex cognitive process readers use to understand what they have read. Vocabulary development and instruction play a critical role in comprehension. The National Reading Panel determined that young readers develop text comprehension through a variety of techniques, including answering questions (quizzes) and summarization (retelling the story).

In Read Naturally Live, a student develops comprehension through:

- Prediction step: Using the title, key words, and picture to write a story prediction.
- Read along and practice steps: Deepening understanding as a result of repeated readings.
- Quiz step: Answering a variety of question types about the story.
- Retell step: Summarizing the story.
- Pass/Review step:
 - Correcting any questions answered incorrectly on the first attempt.
 - Reviewing a graph with the teacher that shows the number and types of questions answered correctly.
 - Analyzing strengths and weaknesses with teacher support.

Additional Benefits of Read Naturally Live

Teachers have noticed several benefits for students who use Read Naturally Live in addition to significant improvement in reading skills. Students often:

- Experience increased confidence and self-esteem.
- Take responsibility for their successes.
- Express that immediate and frequent feedback motivates them to keep reading.
- Express pride in their reading achievements and hope for their academic futures.

Read Naturally Live also helps meet the needs of a diverse range of learners by assigning each student to the series and level of material that will maximize their progress in reading. The structure of Read Naturally Live makes it possible for students working in different series and levels of material to participate in the program at the same time.

In addition, making adaptations to the settings in Read Naturally Live is an easy way to accommodate the diverse needs of students. Generating reports in Read Naturally Live allows teachers to analyze student performance data and make adjustments to a student's level or goal settings. Making recommended adjustments based on the suggestions offered by [Data Mentor](#) during the pass/review step is another way to differentiate instruction to meet the changing needs of the student.

[Student training videos](#) are available on the [Read Live Help Page](#) of the Read Naturally website to show students how to work in Read Naturally Live. After watching a video, the student completes the same steps in their assigned level. Once the student has been taught how to follow the steps, their time on task is very high, and they spend most of the instructional time engaged in the act of reading. Moreover, the structure of Read Naturally Live allows students to work independently most of the time, enabling teachers to provide more individualized support to students who need extra attention.

Students who use Read Naturally Live become excited about reading. They enjoy selecting and reading the high-interest stories, learning to read with ease, and tracking their progress on the graphs.

Because students receive immediate feedback that encourages them to “beat their scores,” they get hooked on Read Naturally Live, much as they would on a video game. When students are interested and engaged, they are less likely to be disruptive. Many students also report reading books at home, and parents comment on improvements both in the amount of time their children spend reading and in their attitudes toward reading.

Who Can Benefit from Read Naturally Live?

Any student striving to become a proficient reader can benefit from Read Naturally Live, including students who have been identified as needing reading intervention through a Response to Intervention (RTI) or Multi-Tiered System of Supports (MTSS) process. There are many ways to determine which students would benefit from a fluency-building program, including results from standardized reading tests, informal reading inventories, and oral reading fluency (ORF) benchmark assessments.

Using Oral Reading Fluency (ORF) Assessments to Screen Students

Research confirms that students’ results from one-minute ORF assessments are strongly correlated with their comprehension scores and are, therefore, good indicators of overall reading proficiency (Fuchs et al., 2001).

Consequently, many educators use ORF assessments to screen students and use the results to determine who needs additional reading assessment, who needs extra support in reading instruction, and who can benefit from Read Naturally Live.

In most ORF assessments, students are assessed using grade-level passages three times per year: fall, winter, and spring. Fall data are typically used to screen for students needing extra support, while winter and spring data are used to monitor student progress. However, winter and spring data may also identify additional students who are at risk.

Most ORF assessments require a student to read one to three unpracticed grade-level passages aloud for one minute. When more than one passage is read, the student’s average words-correct-per-minute (WCPM) score from the passages is calculated. These assessments typically include recommendations for instruction based on their norms.

A Tool for Comparison: ORF Norms

If a school district's benchmark assessment does not include national norms, teachers can use the 50th Percentile ORF Norms table to compare students' average ORF scores (WCPM) to national averages. Educators often use scores at the 50th percentile as target scores. The table displays the WCPM score at the 50th percentile for first- through sixth-grade students in the fall, winter, and spring.

50th Percentile ORF Norms
2017 Hasbrouck & Tindal

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

*Previous research indicates that WCPM at the 50th percentile in sixth grade and above remain about the same, so teachers can compare sixth-grade norms for older students as well.

Assigning Read Naturally Live

Teachers can compare a student's score to the 50th percentile ORF Norms at their grade level to determine if the student's score is at or below the 50th percentile. Students with scores at or below the 50th percentile may need further evaluation to identify other specific weaknesses in their reading skills. Additionally, their reading achievement should be monitored periodically. Teachers should also decide whether or not to assign Read Naturally Live to these students using the following guidelines and the Who Can Benefit? table.

Guidelines

If the student's score is at or below the WCPM score at the 50th percentile, use the following recommendations. If the student's score is:

- Ten or more words below the WCPM score at the 50th percentile—assign Read Naturally Live.
- At the WCPM 50th percentile score or up to 9 words below it—consider Read Naturally Live.
 - Use additional assessments, observations, and/or teacher judgement to determine if the student should use Read Naturally Live.
 - Continue to monitor reading performance.

Refer to the Who Can Benefit? table to apply these guidelines.

Who Can Benefit?

	Recommended Action	Grade1 WCPM Score	Grade2 WCPM Score	Grade3 WCPM Score	Grade4 WCPM Score	Grade5 WCPM Score	Grade6 WCPM Score
Fall	Assign RNL	—	≤40	≤73	≤84	≤111	≤122
	Consider RNL	—	41–50	74–83	85–94	112–121	123–132
Winter	Assign RNL	≤19	≤74	≤87	≤110	≤123	≤135
	Consider RNL	20–29	75–84	88–97	111–120	124–133	136–145
Spring	Assign RNL	≤50	≤90	≤102	≤123	≤136	≤136
	Consider RNL	51–60	91–100	103–112	124–133	137–146	137–146

Examples of third-grade students:

1. Henry has an average WCPM score of 73 in the fall—assign Read Naturally Live.
2. Isabella has an average WCPM score of 80 in the fall—consider assigning Read Naturally Live.

Content and Features

Before implementing Read Naturally Live, teachers should become familiar with its content and features. This section provides detailed information about the elements of Read Naturally Live.

Read Naturally Live Introduction

Read Naturally Live—a program in the Read Live suite—is an intervention program that focuses on fluency and provides support in phonics, vocabulary, spelling, and comprehension. Visual and auditory prompts guide the student through the highly structured steps of this powerful reading intervention, while the program stores and analyzes performance data. The student can work from a desktop computer, laptop, Chromebook, or iPad with internet access.

Read Naturally Live Curriculum

Read Naturally Live consists of 23 levels of nonfiction stories across three series. All three series have the same basic design with strategic differences.

Read Naturally Live Series

A series is a set of levels, each containing nonfiction stories with audio support. All series build fluency as well as comprehension and vocabulary. However, some series are designed for a specific purpose.

Sequenced

The Sequenced series (levels 1.0–8.0) is the basic series and is appropriate for any reader needing improvement in fluency, comprehension, and/or vocabulary. Stories in Levels 1.0–5.6 in this series also include a Spanish translation of each story, which is useful as a pre-reading activity for English learners who are native Spanish speakers.

Phonics

The [Phonics series](#) (levels 0.8–2.7) supports the reading development of students who read below level 3.0 and need phonics instruction or review. Each story includes many words with the phonics pattern(s) featured at that level. See the [Phonics Series Scope and Sequence](#) for specific phonics patterns covered in each level. Each story includes a phonics lesson, a word list, and an encoding activity where the student practices writing words from the word list.

Idioms

The [Idioms series](#) (levels 3.0–4.5) provides native English speakers or English language learners with an opportunity to learn common American idioms while developing fluency, vocabulary, and comprehension. See the [list of idioms](#) covered in this series.

Read Naturally Live Levels

A level is a set of stories of similar difficulty. Levels in the Read Naturally Live Sequenced series range in difficulty from a first-grade reading level through an eighth-grade reading level. Read Naturally stories are assigned to levels based on several readability formulas. Levels are available at half-year increments through level 5.6. Each Sequenced and Phonics level includes 24 high-interest, nonfiction stories written at a specific reading level. The Sequenced and Phonics series divide the stories into two sets of 12 stories each. Levels in the Idioms series contain 12 stories each.

Series and Level Options

Each Read Naturally Live series is made up of multiple levels. Use the Series and Level Options table along with the series descriptions to become familiar with all of the available options.

Series and Level Options

Sequenced	Phonics	Idioms
1.0	0.8 Short Vowels	
1.5	1.3 Long Vowels	
2.0	1.8 Blends/Digraphs	
2.5	2.3 R-Controlled and Other Letter Combinations	
3.0	2.6 Short Vowels 2.7 Long Vowels	3.0
3.5		3.5
4.0		4.0
4.5		4.5
5.0		
5.6		
6.0		
7.0		
8.0		

Read Naturally Live Steps

A student is initially placed in Read Naturally Live either through an independent, voice-recognition placement process or by a teacher-conducted, built-in placement process. The student then progresses through a series of highly structured steps systematically designed to accelerate their reading proficiency:

1. **Select a Story:** The student selects a story to work through.
2. **Key Words:** In the Sequenced series, the student clicks each key word to read along with the pronunciation of the word and learn more about the word.
 - a. In the Phonics series, the key words step includes a phonics lesson and introduces the student to words with the featured phonics pattern.
 - b. In the Idioms series, the student hears a brief audio lesson about several idioms used in the story.
3. **Prediction:** The student uses the title, picture, and key words to write a prediction about the story.
4. **Cold Timing:** The student reads the selected story for the first time for one minute, clicking any unknown or difficult words. Then, the program generates a graph that shows how many words the student read correctly compared to their story goal.
5. **Read Along:** The student reads the story along with an audio recording for a predetermined number of times, vocalizing quietly with the narration.
6. **Practice:** The student practices reading the story aloud, without audio support, until they are able to read it accurately at their predetermined story goal rate.
7. **Quiz:** The student answers the comprehension questions.
8. **Retell or Word List/Spelling:** The student retells the story or writes a summary.
 - a. In the Phonics series, the student reads a word list until they are able to read it accurately at their predetermined word-list goal rate.
 - b. In the Phonics series, the student tries to spell several words with the featured phonics pattern.
9. **Pass:** The student reads the story for the teacher. To pass, the student must read at their story goal rate, use appropriate expression, and make three or fewer errors. Then, the program generates a graph that shows how many words the student read correctly compared to the student's cold timing score. The student must also answer all comprehension questions correctly and retell the story well enough to meet the teacher's expectations (or pass the word list step in the Phonics series).

Read Naturally Live Content

Each level of Read Naturally Live includes high-interest, nonfiction stories written at students' instructional levels. Stories in the Read Naturally Live Phonics series also include words with the featured phonics patterns at each level.

Stories

The nonfiction stories in each level of Read Naturally Live represent a diverse range of topics that cover several content areas, such as history, science, and biography. The stories in each level are carefully written to be appropriate for that level and interesting to students of all ages. Most stories contain at least one interesting fact that the average adult is unlikely to know.

Several formulas are used to measure the readability of each story. Each story adheres to strict word count and readability requirements to ensure that all stories in a level are similar in length and difficulty. [Lexile® measures](#)* are available for each level.

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Common Features of the Story Page

There are many helpful features of the story page in the student module as shown on the infographic.

Common Features of the Story Page

The infographic shows a screenshot of the Read Naturally Live story page for the story "Capital Confectioner". The page is titled "Practice" and includes a "Cancel Timing" button. The story text is displayed with a yellow highlight on the sentence: "It was just the family name of a persistent young man named Milton Hershey." A "Reading Guide" is visible on the right side of the page, and a "Scores (WCPM)" section shows a score of 91 for "Cold Timing". The page also features a "Back" button and a "Next" button.

Navigation Menu
Allows students to move between Read Live applications.

Story Title
Displays title of current story.

Start/Cancel Timing
Click to start or cancel a timing. If you stop and restart, the timing starts over.

Level | Goal
Click this link to display the student's series, level, and goal.

Teacher
Click and log in to print stories and awards, review student work, reset stories, change story options, and perform other tasks.

Timing in Progress
This icon indicates that a timing is in progress.

Progress Bar
Shows the steps and highlights student progress through the story.

Log Out
Click to exit the story and return to the Login page.

Reading Guide On/Off
Click once to turn the reading guide off or back on.

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

Requirements
Click to read the requirements for this step.

Audio Directions
Click to repeat audio directions for a page.

Page Controls
Click to move between pages of a multi-page story.

Spanish Translation
Click for a Spanish translation of the story.

Score
Shows the student's cold timing and practice scores for this story.

Back
Review the previous step.

Next
Advance to the next step. Next is disabled until the student meets requirements for this step.

Progress Bar

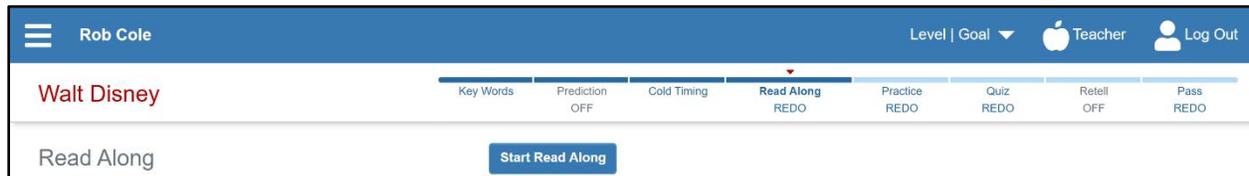
On most pages in the student module, the progress bar at the top shows the student where they are in the steps. The step the student is currently working on is highlighted with a red pointer. As the student finishes each step, the progress bar highlights the completed step in dark blue. See [Checking the Progress Bar](#) in the Read Live User Guide.

The progress bar changes under certain circumstances. If a step is turned off, the word “OFF” will appear under the step. If the teacher has assigned remedial actions during the pass step, the word “REDO” will appear under reassigned steps. See the images that follow for examples.

Progress Bar Showing Steps Turned Off



Progress Bar Showing Remedial Actions



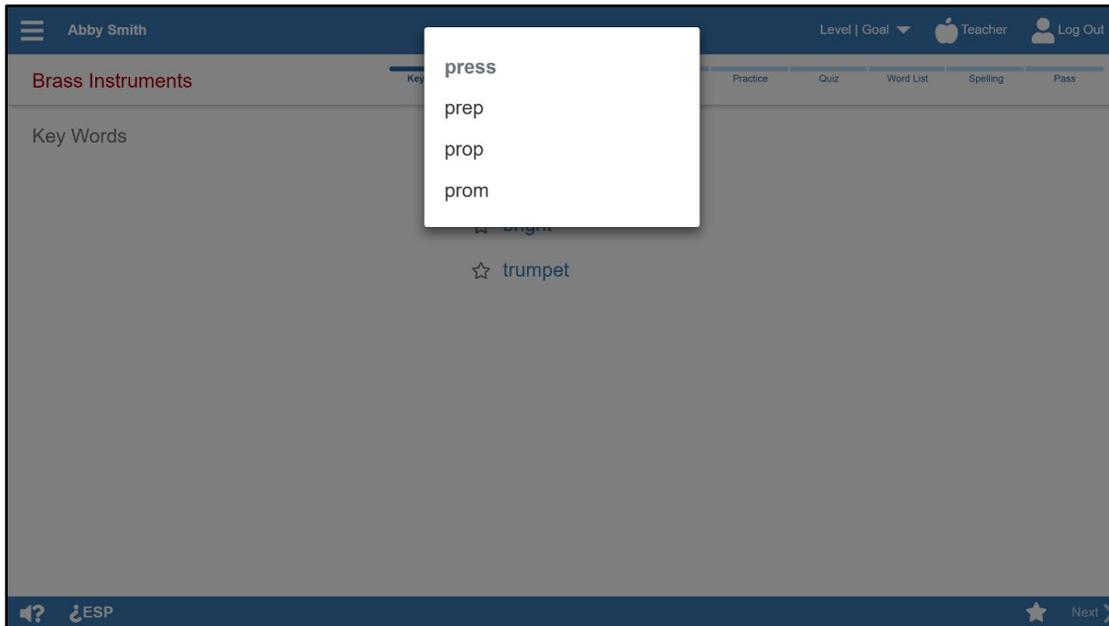
Components of Reading in Read Naturally Live

Focus on Phonics

The Read Naturally Live Phonics series contains stories designed to facilitate a student’s ability to learn and decode words with a featured phonics pattern. Each level of the Phonics series focuses on a different phonics pattern. See the [Phonics Series Scope and Sequence](#) on the Read Naturally website. The steps in the lessons in the Phonics series follow the same pattern as the steps in the lessons in the Sequenced series with some modifications to the steps for key words, word lists, spelling, and passing a story.

Key Words step: When the student clicks on a key word, the audio gives a short lesson on the featured phonics element in that word. This lesson provides the student with scaffolding that allows them to decode and pronounce words with accuracy and automaticity.

Key Words Step (Phonics Series)



Word List step: The student listens to a short review lesson about the featured phonics pattern(s) and then practices reading a list of words quietly along with the audio. All words are clickable so the student can hear the correct pronunciation throughout their practice.

Word List Step (Phonics Series)

Abby Smith | Level | Goal | Teacher | Log Out

Brass Instruments

Key Words | Prediction | Cold Timing | Read Along | Practice | Quiz | **Word List** | Spelling | Pass

Practice Word List

Read Down ↓ | Cancel Timing

press	bright	trick
prep	bride	truck
prop	breed	track
prom	greed	tram
prim	grade	cram
from	grate	crab
front	grape	crib

Finished

Scores (words per minute)

ESP | Next

Spelling step: The student hears a word pronounced, sounded out, and used in a sentence; then the student types the word in the box. The program provides immediate feedback about their response, and then the student corrects any misspelled words.

Spelling Step (Phonics Series)

The screenshot displays the 'Spelling Step (Phonics Series)' interface. At the top, a blue navigation bar shows the user's name 'Abby Smith', a 'Level | Goal' dropdown, and 'Teacher' and 'Log Out' options. Below this is a red header for 'Brass Instruments' and a progress bar with tabs for 'Key Words', 'Prediction', 'Cold Timing', 'Read Along', 'Practice', 'Quiz', 'Word List', 'Spelling' (which is highlighted), and 'Pass'. The main content area is titled 'Spelling' and features a speaker icon on the left, the word 'bride' in blue text, a text input field containing 'bride', and a blue 'Check' button to the right. The bottom of the interface has a blue footer with a question mark icon, 'ESP', a star icon, and a 'Next' button with a right-pointing arrow.

Pass step: The student completes a word-list pass timing during the pass step. The teacher listens as the student reads the words and enters the number of missed words on the screen.

Pass/Word List Step (Phonics Series)

The screenshot shows a software interface for a 'Pass / Word List' activity. At the top, there is a navigation bar with the user's name 'Abby Smith', a 'Level | Goal' dropdown, and 'Teacher' and 'Log Out' options. Below this is a menu with 'Brass Instruments' selected, and other options like 'Key Words', 'Prediction', 'Cold Timing', 'Read Along', 'Practice', 'Quiz', 'Word List', 'Spelling', and 'Pass'. The main content area is titled 'Pass / Word List' and contains a 3x7 grid of words: press, prep, prop, prom, prim, from, front, bright, bride, breed, greed, grade, grate, grape, trick, truck, track, tram, cram, crab, and crib. To the right of the grid is a 'Start Timing' button. Further right is the 'Timing Results' section, which shows 'Words correct per minute: 41' and 'Number of missed words: 1' with a minus and plus button to adjust the count. A 'Finished' button is located below the grid. At the bottom of the interface, there is a footer with a help icon, 'ESP', 'Teacher Present', a star icon, and a 'Next' button with a right arrow.

Focus on Fluency

The Read Naturally Live Sequenced series and Phonics series contain high-interest, nonfiction stories that a student is motivated to read. This is important because the student will be reading each story multiple times to learn the words in the story and to develop automaticity. The following steps focus on building fluency.

Cold Timing step: The student establishes a baseline words-correct-per-minute score by reading an unpracticed story aloud to their teacher for one minute and clicking on any unknown or difficult words.

Cold Timing Step (Sequenced Series)

The screenshot shows the Read Naturally Live interface for the 'Zebras' story. The user is Melissa Powell, and the interface is set to 'Teacher Present' mode. The 'Cold Timing' step is active, with a 'Cancel Timing' button. The story text is displayed in a light blue box, and a 'Reading Guide' toggle is visible. A photograph of a zebra in a savanna is shown on the right. Below the photo is a 'Scores (WCPM)' field. The interface includes navigation buttons for 'Page 1' and 'Next'.

After the cold timing, the student receives immediate feedback in the form of a graph that shows their baseline score compared to their words-correct-per-minute story goal.

Read Along step: The student quietly reads along with an appropriately paced audio recording of the story several times. This is the teacher-modeling component of the Read Naturally Strategy.

Read Along Step (Sequenced Series)

The screenshot displays the Read Naturally software interface for a lesson titled "Zebras". At the top, the user's name "Melissa Powell" is visible on the left, and "Level | Goal", "Teacher", and "Log Out" are on the right. A navigation bar below the header includes options: "Key Words", "Prediction", "Cold Timing", "Read Along" (which is highlighted), "Practice", "Quiz", "Retell", and "Pass".

The main content area is titled "Read Along" and features a "Start Read Along" button. The text content is as follows:

Most people know that zebras are wild horses with stripes and that they live in Africa. But did you know that of all the zebras in the world, no two look exactly alike? Each zebra has a unique pattern of stripes.

A zebra's stripes serve many purposes. They help zebras recognize each other. They also work as a form of camouflage. The stripes may confuse predators. They make it hard to pick out one zebra from the group. The stripes help scientists tell zebras apart too. Zoologists use a zebra's stripe pattern to help determine its species. Some zebras have stripes that are far apart, with a lighter stripe between two darker ones. Other zebras have narrow stripes. There are zebras with stripes all over their bodies. Some zebras have no stripes on their legs or bellies.

Many years ago, there was a kind of zebra with beautiful brown and white stripes. The stripes were only on the zebras' heads and front halves.

To the right of the text is an image of a zebra in a savanna. Below the image is the text "Required Read Alongs" followed by three star icons.

At the bottom of the interface, there is a "Page 1" indicator and a "Next" button.

Practice step: The student practices reading the story independently several times until they reach their words-correct-per-minute story goal.

Practice Step (Sequenced Series)

The screenshot shows a digital reading practice interface. At the top, the user's name 'Melissa Powell' is displayed on the left, and 'Level | Goal', 'Teacher', and 'Log Out' are on the right. A navigation bar below the header includes 'Key Words', 'Prediction', 'Cold Timing', 'Read Along', 'Practice' (which is highlighted), 'Quiz', 'Retell', and 'Pass'. The main content area is titled 'Zebras' and features a 'Practice' section with a 'Start Timing' button and a 'Reading Guide' toggle. The text of the story is displayed in a light blue box, with key words highlighted in yellow and blue. A photograph of a zebra in a savanna is shown to the right of the text. Below the photo is a 'Scores (WCPM)' table. At the bottom of the interface, there are navigation icons for 'Back' and 'Next', along with an 'ESP' logo.

Zebras

Practice

Start Timing

Reading Guide

Most people know that zebras are wild horses with stripes and that they live in Africa. But did you know that of all the zebras in the world, no two look exactly alike? Each zebra has a unique pattern of stripes.

A zebra's stripes serve many purposes. They help zebras recognize each other. They also work as a form of camouflage. The stripes may confuse predators. They make it hard to pick out one zebra from the group. The stripes help scientists tell zebras apart too. Zoologists use a zebra's stripe pattern to help determine its species. Some zebras have stripes that are far apart, with a lighter stripe between two darker ones. Other zebras have narrow stripes. There are zebras with stripes all over their bodies. Some zebras have no stripes on their legs or bellies.

Many years ago, there was a kind of zebra with beautiful brown and white stripes. The stripes were only on the zebras' heads and front halves. The

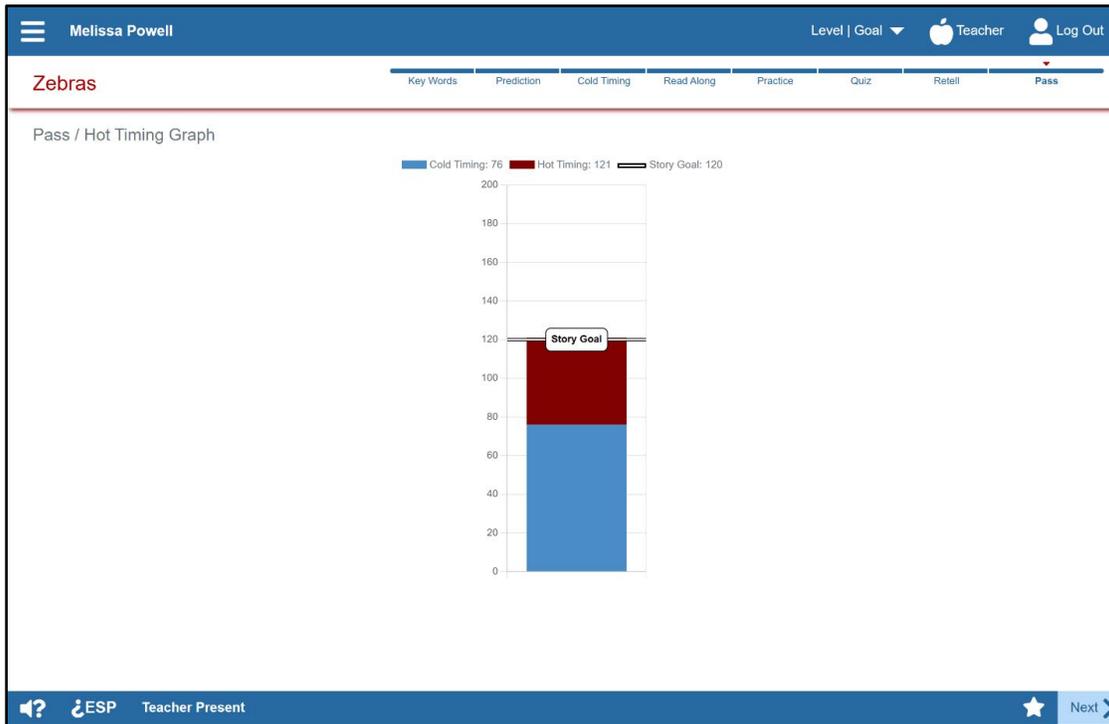
Page 1

Practice #3	123
Practice #2	118
Practice #1	101

Back Next

Pass step: The student reads the story aloud to the teacher, who provides feedback on the student's expression and accuracy. A graph shows their progress from the cold timing to the hot timing.

Pass/Hot Timing Graph (Sequenced Series)

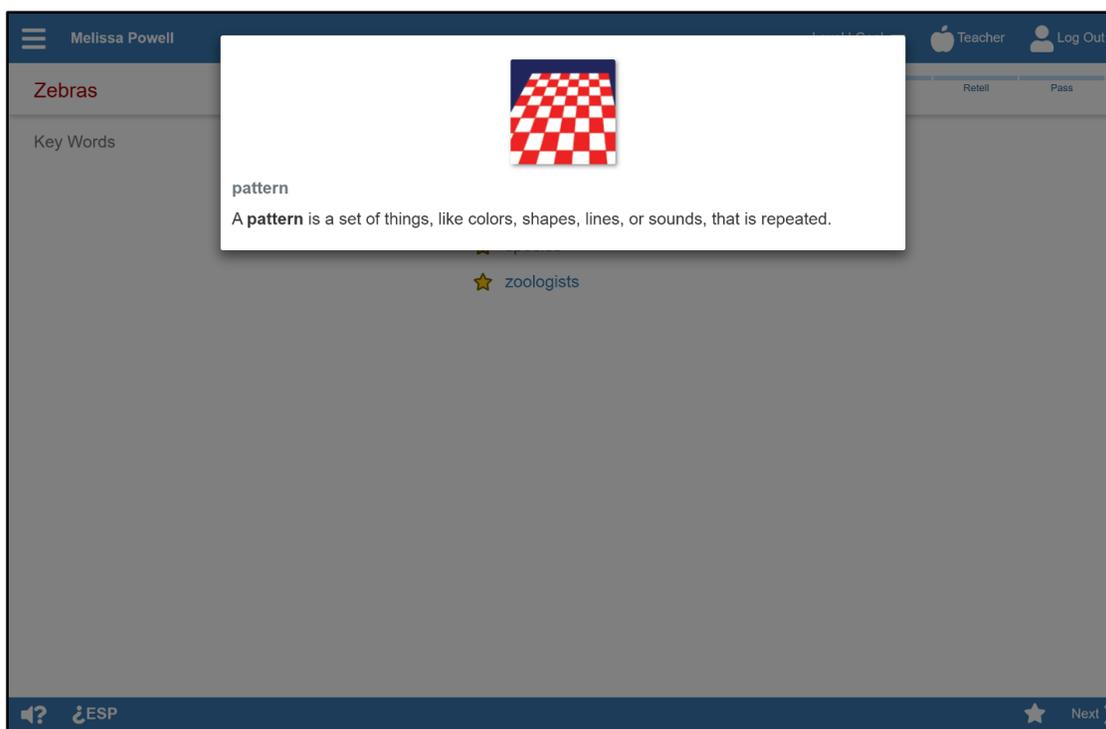


Focus on Vocabulary

Vocabulary development is closely connected to comprehension. When a student has more background knowledge, including understanding important vocabulary words, their comprehension improves. All stories in Read Naturally Live include rich vocabulary. A student working in Read Naturally Live is actively engaged in vocabulary instruction that includes learning words before reading, repetition and multiple exposures, and learning in rich contexts.

Key Words step (Sequenced series): The student clicks on each key word to hear the word pronounced and see and hear a definition, often with a sentence using the word and an image. These words were carefully selected to teach the student useful vocabulary and to help the student write their prediction about the story.

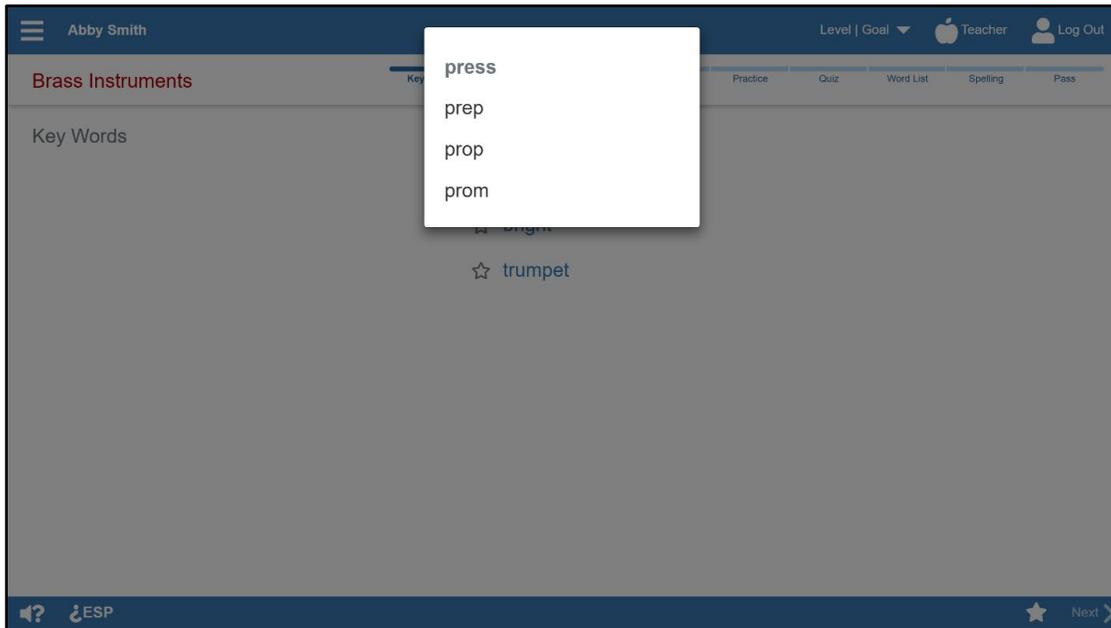
Key Words Step (Sequenced Series)



In addition to the words featured in the key words step, additional vocabulary words are in blue-colored text in the stories. If the student clicks on a vocabulary word, the word, a definition, and a picture or sample sentence appear on the screen, accompanied by audio support. All definitions are context-specific and explain the words in student-friendly terms. See Enhancing Vocabulary Development in this section.

Key Words step (Phonics series): The student clicks on each key word to listen to an audio-supported lesson about the featured pattern(s) and see more examples of words with the featured pattern(s).

Key Words Step (Phonics Series)



Key Words step (Idioms series): The student clicks on each phrase to hear an explanation of words or phrases with similar meanings commonly used in English.

Key Words Step (Idioms Series)

Key Words Step (Idioms Series)

Fast Moving

Key Words

jump the gun

If you **jump the gun**, you start something before it is supposed to begin.

- ★ ahead of the game
- ☆ jump the gun
- ☆ quick on the draw

Teacher Log Out

Retell OFF Pass

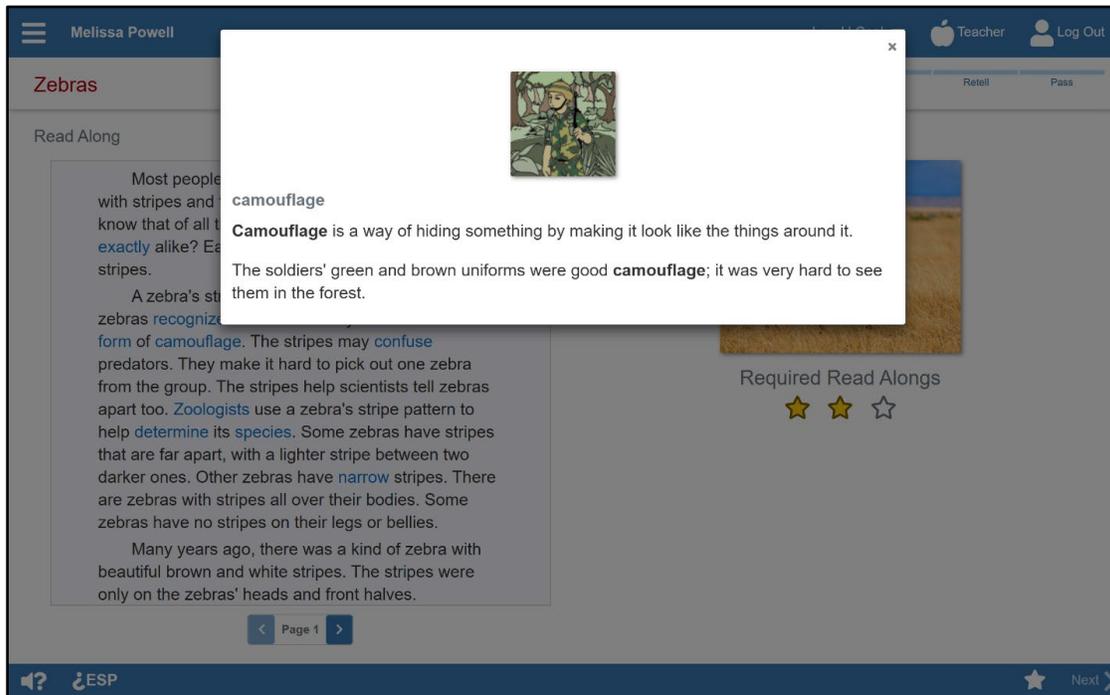
ESP Next

Enhancing Vocabulary Development

There are many ways to enhance the student's vocabulary development in Read Naturally Live:

- During the cold timing step, the student should click or tap unknown words to hear the words pronounced immediately. Hearing the correct version of the word at the point of error (neurological impress) is a powerful step in learning the word in context. The words the student clicks remain underlined when the cold timing ends so that the teacher may provide instruction for each word.
- In the Sequenced series, during the read along and practice steps, the student should click or tap on vocabulary words (in blue-colored text) to see and hear the definitions.

Read Along Step, Clicking on Vocabulary Words



- During the pass step, the teacher should review the words that the student found difficult in the cold timing and/or practice step(s) by clicking the Story Details tab on the pass/review work page.
- During the pass step, the teacher should select the Comprehension tab to see a graph that shows how the student did on each question type. This graph provides data about the student's ability to answer vocabulary questions across multiple stories.

Wordtastic

- The **Wordtastic** vocabulary game is available when the student is waiting for the teacher before the cold timing and pass steps. The student selects synonyms or antonyms for words of similar difficulty to the student's Read Naturally Live level. The student can click on individual words to hear them pronounced.

Wordtastic Vocabulary Game

Melissa Powell Conduct Cold Timing Level | Goal Teacher Log Out

Zebbras Key Words Prediction **Cold Timing** Read Along Practice Quiz Retell Pass

Cold Timing / Wordtastic

Like is a synonym for

- know
- assist
- admire

Hint
A synonym is a word that means the same as another word.

0 points

Waiting for Teacher Next

Crossword Puzzles

One crossword puzzle is available for each story in the Sequenced and Phonics series as a supplemental activity. These crossword puzzles provide the student with an opportunity to use the vocabulary words (blue-colored text) from the stories. The crossword puzzles and Wordtastic are both valuable vocabulary activities that can be used on their own or together. Crossword puzzles are available as free [downloads](#) from the Read Naturally website.

- Each crossword puzzle includes a word bank with all possible answers. The student can read clues, select the correct answer, and then check off each word as it is used in the puzzle.
- A student who would benefit from extra work in vocabulary can work on a crossword puzzle while waiting for a teacher to come for the cold timing step or pass step.
- Crossword puzzles can also be sent home for additional vocabulary practice or used as a reward or center activity.

Amelia Earhart
Level 2.0

ACROSS

- 2 was suddenly gone
- 5 willing to do hard or scary things

DOWN

- 1 a trip through the air made by a bird or airplane
- 3 not with anyone else
- 4 near the beginning

WORD BANK: alone, brave, disappeared, early, flight

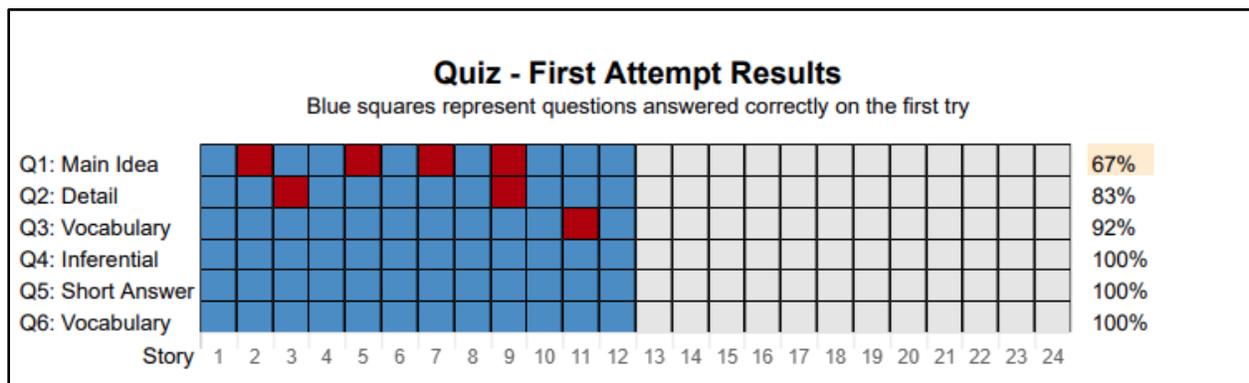
Focus on Comprehension

Comprehension, or extracting meaning from what you read, is the ultimate goal of reading. Experienced readers may take for granted that the process of comprehension is both interactive and strategic. Rather than passively reading text, readers must analyze it, internalize it, and make it their own. A student working in Read Naturally Live needs to know that their fluency and comprehension will be assessed. See the Fluency and the Striving Reader section in this manual for more on the correlation between fluency and comprehension.

Question Types in the Sequenced Series

Each story in the Sequenced series has five to nine different types of questions, depending on the level. The question types always follow the same pattern. For example, the first question is always a main idea question. The Comprehension Graph, available as part of the Student Level Report, is accessible during the pass step. It shows the quiz questions the student answered correctly on the first try for each story in a specified level marked in blue. Questions answered incorrectly on the first try are marked in red. Teachers can utilize the information in this graph to identify which type of questions the student might be struggling with and provide additional comprehension instruction. The scores to the right of the graph provide the average score across all completed stories for the specific question type. Scores lower than 80% indicate the student needs support with the area(s) of comprehension. There are Comprehension Tips and Comprehension Builder documents accessible through the Staff Member Module on the Student Activity page. They provide suggestions and guidance for working with students who need additional support in answering the comprehension questions correctly in Read Naturally Live.

Comprehension Graph



The table below shows the types of comprehension questions included at each level of the Sequenced series.

Comprehension Questions in the Sequenced Series

Levels	1. Main Idea	2. Detail	3. Vocabulary	4. Inferential	5. Short-Answer	6. Vocabulary	7. Literal	8. Inferential	9. Summary
1.0-2.5	✓	✓	✓	✓	✓				
3.0	✓	✓	✓	✓	✓	✓			
3.5-5.0	✓	✓	✓	✓	✓	✓	✓		
5.6 and above	✓	✓	✓	✓	✓	✓	✓	✓	✓

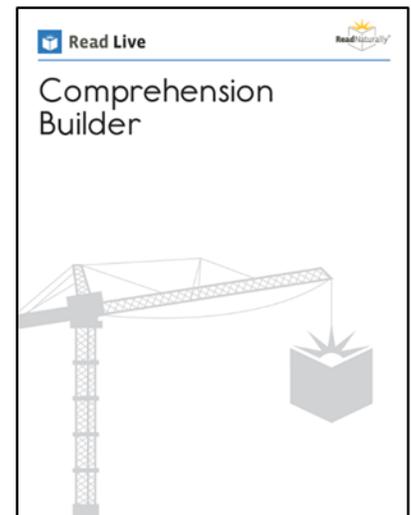
Comparison Questions

Supplemental [comparison questions](#) for Level 5.6 and above in the Sequenced series are available in PDF format for students who need deeper work with comprehension. The comparison questions encourage the student to analyze different topics and make deeper connections between stories. Each story in the Sequenced series Level 5.6 and above has a partner story about a related topic. Each pair of stories has two to three comparison questions that the student can answer using knowledge obtained from both stories.

Comprehension Builder

The Comprehension Builder provides supplemental comprehension strategy instruction for students who need additional practice and support. The paper-based lessons can be taught individually or in small groups, in a variety of formats. Lessons use the research-based strategies identified in the Institute of Education Sciences (IES) Practice Guide (2010).

To access the Comprehension Builder, login to the Read Live Staff Member Module, navigate to the Student Activity page, click on the **Application-Specific Actions** button at the top of the screen, and select the **Comprehension Builder** button under the Read Naturally Live menu.



Comprehension Activities

The comprehension activities in Read Naturally Live offer the student different opportunities to demonstrate their understanding of what they have read. This section includes examples of quiz question types (i.e., main idea, detail, inference) and guidance for teachers about the retell step.

Quiz Question Types—Sequenced Series

Special Features

- All words in the quiz questions and possible responses are clickable, so the student can hear unfamiliar words pronounced correctly. This is an especially important feature for a beginning reader.
- The student receives feedback immediately after answering a quiz question. A unique sound plays for correct and incorrect responses.

Quiz Step

The quiz step in the Sequenced series consists of several questions that measure a student’s comprehension of the story. The story is located next to each question so the student can find the answer.

Question 1: The student identifies the main idea of the story.

The screenshot shows a digital reading interface for a story titled "Zebras". At the top, the user's name "Melissa Powell" is displayed on the left, and "Level | Goal" with a dropdown arrow, "Teacher" with an Apple logo, and "Log Out" with a user icon are on the right. Below the title, a progress bar shows stages: Key Words, Prediction, Cold Timing, Read Along, Practice, Quiz (highlighted), Retell, and Pass. The "Quiz" section contains a question: "1. What is the main idea of this story?". To the left of the question is a text box containing the story. The story text includes: "Most people know that zebras are wild horses with stripes and that they live in Africa. But did you know that of all the zebras in the world, no two look exactly alike? Each zebra has a unique pattern of stripes." "A zebra's stripes serve many purposes. They help zebras recognize each other. They also work as a form of camouflage. The stripes may confuse predators. They make it hard to pick out one zebra from the group. The stripes help scientists tell zebras apart too. Zoologists use a zebra's stripe pattern to help determine its species. Some zebras have stripes that are far apart, with a lighter stripe between two darker ones. Other zebras have narrow stripes. There are zebras with stripes all over their bodies. Some zebras have no stripes on their legs or bellies." "Many years ago, there was a kind of zebra with beautiful brown and white stripes. The stripes were only on the zebras' heads and front halves. The zebras had no stripes on their legs, bellies,". Below the text box is a "Page 1" indicator with left and right arrows. At the bottom of the interface, there is a blue bar with a speaker icon, "ESP", a star icon, and "Next" with a right arrow.

Question 2: The student recalls a fact from the story.

The screenshot shows a digital reading platform interface. At the top, the user's name 'Melissa Powell' is on the left, and 'Level | Goal', 'Teacher', and 'Log Out' are on the right. Below the header is a navigation bar with tabs: 'Key Words', 'Prediction', 'Cold Timing', 'Read Along', 'Practice', 'Quiz' (which is highlighted), 'Retell', and 'Pass'. The main content area is titled 'Zebras' and contains a 'Quiz' section. On the left, there is a text box with the following text: 'Most people know that zebras are wild horses with stripes and that they live in Africa. But did you know that of all the zebras in the world, no two look exactly alike? Each zebra has a unique pattern of stripes. A zebra's stripes serve many purposes. They help zebras recognize each other. They also work as a form of camouflage. The stripes may confuse predators. They make it hard to pick out one zebra from the group. The stripes help scientists tell zebras apart too. Zoologists use a zebra's stripe pattern to help determine its species. Some zebras have stripes that are far apart, with a lighter stripe between two darker ones. Other zebras have narrow stripes. There are zebras with stripes all over their bodies. Some zebras have no stripes on their legs or bellies. Many years ago, there was a kind of zebra with beautiful brown and white stripes. The stripes were only on the zebras' heads and front halves. The zebras had no stripes on their legs, bellies,'. On the right, question 2 asks: '2. Why did the zebras with beautiful brown and white stripes become extinct?'. There are three radio button options: 'They didn't have enough stripes.', 'Hunters killed too many of them.', and 'Predators could recognize them.'. At the bottom of the text box, there is a 'Page 1' indicator with left and right arrows. The bottom navigation bar includes a help icon, 'ESP', a star icon, and a 'Next' button.

Question 3: The student determines the meaning of a vocabulary word from the context of the story.

The screenshot shows the same digital reading platform interface as above. The navigation bar and header are identical. The 'Quiz' section is the same, but question 3 asks: '3. What does the word narrow mean in this story?'. There are three radio button options: 'colorful', 'thin', and 'large'. The rest of the interface, including the text box and navigation elements, is identical to the previous screenshot.

Question 4: The student draws a conclusion based on more than one fact from the story.

The screenshot shows a digital reading interface for a story titled "Zebras". The user is logged in as "Melissa Powell". The interface includes a navigation bar with options like "Key Words", "Prediction", "Cold Timing", "Read Along", "Practice", "Quiz", "Retell", and "Pass". The "Quiz" section is active, displaying a text passage on the left and a multiple-choice question on the right. The text passage discusses zebra stripes, their functions (camouflage, predator confusion), and how they help zebras recognize each other. The question asks how stripes help a zebra survive, with three radio button options: "The stripes may help zoologists find the zebra.", "The stripes may help the zebra find other zebras.", and "The stripes may confuse a predator." The interface also features a "Page 1" indicator and a "Next" button.

Melissa Powell Level | Goal Teacher Log Out

Zebras Key Words Prediction Cold Timing Read Along Practice Quiz Retell Pass

Quiz

Most people know that zebras are wild horses with stripes and that they live in Africa. But did you know that of all the zebras in the world, no two look exactly alike? Each zebra has a unique pattern of stripes.

A zebra's stripes serve many purposes. They help zebras recognize each other. They also work as a form of camouflage. The stripes may confuse predators. They make it hard to pick out one zebra from the group. The stripes help scientists tell zebras apart too. Zoologists use a zebra's stripe pattern to help determine its species. Some zebras have stripes that are far apart, with a lighter stripe between two darker ones. Other zebras have narrow stripes. There are zebras with stripes all over their bodies. Some zebras have no stripes on their legs or bellies.

Many years ago, there was a kind of zebra with beautiful brown and white stripes. The stripes were only on the zebras' heads and front halves. The zebras had no stripes on their legs, bellies,

< Page 1 >

4. How can a zebra's stripes help the zebra survive?

- The stripes may help zoologists find the zebra.
- The stripes may help the zebra find other zebras.
- The stripes may confuse a predator.

Next >

Question 5: The student writes a short answer based on information from the story and their own ideas.

The screenshot shows the same digital reading interface for the story "Zebras". The user is logged in as "Melissa Powell". The "Quiz" section is active, displaying the same text passage on the left and a short-answer question on the right. The question asks "What purposes do zebras' stripes serve?". Below the question is a large empty text box for the student's response. The interface also features a "Page 1" indicator and a "Next" button.

Melissa Powell Level | Goal Teacher Log Out

Zebras Key Words Prediction Cold Timing Read Along Practice Quiz Retell Pass

Quiz

Most people know that zebras are wild horses with stripes and that they live in Africa. But did you know that of all the zebras in the world, no two look exactly alike? Each zebra has a unique pattern of stripes.

A zebra's stripes serve many purposes. They help zebras recognize each other. They also work as a form of camouflage. The stripes may confuse predators. They make it hard to pick out one zebra from the group. The stripes help scientists tell zebras apart too. Zoologists use a zebra's stripe pattern to help determine its species. Some zebras have stripes that are far apart, with a lighter stripe between two darker ones. Other zebras have narrow stripes. There are zebras with stripes all over their bodies. Some zebras have no stripes on their legs or bellies.

Many years ago, there was a kind of zebra with beautiful brown and white stripes. The stripes were only on the zebras' heads and front halves. The zebras had no stripes on their legs, bellies,

< Page 1 >

5. What purposes do zebras' stripes serve?

Next >

Question 6: The student completes a vocabulary activity (i.e., identifying definitions, synonyms, or antonyms for words from the story).

Melissa Powell Level | Goal Teacher Log Out

Zebras Key Words Prediction Cold Timing Read Along Practice Quiz Retell Pass

Quiz

Most people know that zebras are wild horses with stripes and that they live in Africa. But did you know that of all the zebras in the world, no two look **exactly** alike? Each zebra has a **unique pattern** of stripes.

A zebra's stripes **serve** many **purposes**. They help zebras **recognize** each other. They also work as a **form** of **camouflage**. The stripes may **confuse** predators. They make it hard to pick out one zebra from the group. The stripes help scientists tell zebras apart too. **Zoologists** use a zebra's stripe pattern to help **determine** its **species**. Some zebras have stripes that are far apart, with a lighter stripe between two darker ones. Other zebras have **narrow** stripes. There are zebras with stripes all over their bodies. Some zebras have no stripes on their legs or bellies.

Many years ago, there was a kind of zebra with beautiful brown and white stripes. The stripes were only on the zebras' heads and front halves. The zebras had no stripes on their legs, bellies,

6. Select the best word for each definition.

figure out Select...

be useful determine

died out extinct

different from all the rest serve

unique

< Page 1 >

ESP Next >

Note: In Levels 4.0 and above there are two options for Question 7.

Question 7 (option 1): The student chooses words from the passage to complete a short paragraph.

The screenshot shows a digital reading interface for a quiz titled "Zebras". The user is Melissa Powell, and the interface includes navigation tabs for Key Words, Cold Timing, Read Along, Practice, Quiz, Retell, and Pass. The "Quiz" tab is active. The passage text is as follows:

Most people know that zebras are wild horses with stripes and that they live in Africa. But did you know that of all the zebras in the world, no two look exactly alike? Each zebra has a unique pattern of stripes.

A zebra's stripes serve many purposes. They zebras recognize each other. They also work as a form of camouflage. The stripes may confuse predators. They make it hard to pick out one zebra from the group. The stripes help scientists tell zebras apart too. Zoologists use a zebra's stripe pattern to help determine its species. Some zebras have stripes that are far apart, with a lighter stripe between two darker ones. Other zebras have narrow stripes. There are zebras with stripes all over their bodies. Some zebras have no stripes on their legs or bellies.

Many years ago, there was a kind of zebra with beautiful brown and white stripes. The stripes were only on the zebras' heads and front halves. The zebras had no stripes on their legs, bellies,

A dropdown menu is open over the passage, listing the following words: exactly, extinct, pattern, rear halves, recognize, unique, and zoologists. The word "exactly" is highlighted.

Question 7 asks: "Choose the correct word to fill in each blank." The text to be completed is: "No two zebras look _____ the same. Each one has a unique _____ of stripes. Many years ago, there was one kind of zebra _____ knew about with a pattern of brown and white stripes. These zebras didn't have any stripes on their _____. Hunters caused these beautiful animals to become _____."

Question 7 (option 2): The student puts events from the story in the correct sequence.

The screenshot shows a digital reading interface for a quiz titled "The Frisbee". The user is Anna Aubid, and the interface includes navigation tabs for Key Words, Prediction, Cold Timing, Read Along, Practice, Quiz, Retell, and Pass. The "Quiz" tab is active. The passage text is as follows:

Have you ever noticed that a Frisbee looks like a plate or a pan? Actually, many early "Frisbees" were pans—pie pans! The Frisbie Baking Company in Connecticut sold pies. The tin pans in which they sold the pies had the words "Frisbie's Pies" stamped on them. Sometime in the early 1900s, students at New England colleges began throwing the pans to each other. As they played catch, they would yell "Frisbie!" to announce that they were tossing the pans.

In the late 1940s, Walter Frederick Morrison and Warren Franscioni made a round, flat plastic toy for playing catch. This flying disc, and others like it, often had names related to space and UFOs. None of these labels would be the name under which flying discs would become widely known, though. In 1957, the Wham-O manufacturing company released the Pluto Platter. The Pluto Platter was a version of a flying disc

Question 7 asks: "Move the events into chronological order." The events to be ordered are:

- Wham-O trademarked the term "Frisbee."
- Morrison and Franscioni made flat plastic toys.
- Wham-O released the Pluto Platter.
- Students played with the Frisbie pie plates.
- The Frisbie Baking Company made pies.

Question 8 (Levels 5.6 and above): The student draws a conclusion based on more than one fact from the story.

The screenshot shows a digital reading platform interface. At the top, the user's name 'Anna Aubid' is on the left, and 'Level | Goal' with a dropdown arrow, 'Teacher' with an Apple logo, and 'Log Out' are on the right. Below this is a progress bar with stages: Key Words, Prediction, Cold Timing, Read Along, Practice, Quiz (highlighted in red), Retell, and Pass. The main content area is titled 'Running Down a Dream' and 'Quiz'. On the left, there is a text box containing three paragraphs about Billy Mills. On the right, there is a question: '8. Why might Billy Mills make a good motivational speaker?' followed by a large empty text input box. At the bottom of the text box, there is a 'Page 1' indicator with left and right arrows. The bottom navigation bar includes a help icon, 'ESP', a star icon, and 'Next' with a right arrow.

Anna Aubid Level | Goal Teacher Log Out

Running Down a Dream Key Words Prediction Cold Timing Read Along Practice Quiz Retell Pass

Quiz

Billy Mills made history at the 1964 Olympic Games in Tokyo. He became the first Olympic athlete from the United States to win a gold medal in a long-distance race. Billy had believed he could win, but to most people, the race's exciting finish was a surprise.

Billy was born in an **impoverished** part of South Dakota, on the Pine Ridge Indian Reservation. His mother died when he was young. Afterward, Billy's father told him that **pursuing** his dreams could heal his pain. **Unfortunately**, more pain came to Billy first. His father died a few years later, and Billy went to **boarding school**.

In high school, Billy **excelled** at distance running and broke several records. Then he attended college on a track **scholarship** and helped his track team win two national **titles**. Yet Billy was still hurting. For a while, he wanted to give up on running and even on himself. He found that he had a dream to pursue, though. His **aspiration** was to win a gold medal in the **10,000-meter race** at the Olympics. In 1964, Billy

8. Why might Billy Mills make a good motivational speaker?

< Page 1 >

ⓘ ? ESP ★ Next >

Note: In Levels 5.6 and above there are two options for **Question 9**.

Question 9 (option 1): The student supports a statement with evidence from the story.

The screenshot shows a digital reading interface for the story "Running Down a Dream". At the top, the user's name "Anna Aubid" is displayed on the left, and "Level | Goal", "Teacher", and "Log Out" are on the right. A navigation bar below the header includes "Key Words", "Prediction", "Cold Timing", "Read Along", "Practice", "Quiz" (which is highlighted), "Retell", and "Pass". The main content area is titled "Quiz" and contains a text box with the following text:

Billy Mills made history at the 1964 Olympic Games in Tokyo. He became the first Olympic athlete from the United States to win a gold medal in a long-distance race. Billy had believed he could win, but to most people, the race's exciting finish was a surprise.

Billy was born in an **impoverished** part of South Dakota, on the Pine Ridge Indian Reservation. His mother died when he was young. Afterward, Billy's father told him that **pursuing** his dreams could heal his pain. **Unfortunately**, more pain came to Billy first. His father died a few years later, and Billy went to **boarding school**.

In high school, Billy **excelled** at distance running and broke several records. Then he attended college on a track **scholarship** and helped his track team win two national **titles**. Yet Billy was still hurting. For a while, he wanted to give up on running and even on himself. He found that he had a dream to pursue, though. His **aspiration** was to win a gold medal in the **10,000-meter race** at the Olympics. In 1964, Billy

Below the text box is a "Page 1" navigation button. To the right of the text box is a question prompt: "9. Write three facts from the story that support this statement: Billy Mills believed in himself and did not give up easily." Below the prompt is a large empty rectangular box for the student's answer. At the bottom of the interface, there are icons for a question mark, "ESP", a star, and "Next".

Question 9 (option 2): The student writes a summary statement using facts from the story.

The screenshot shows a digital reading interface for the story "Automotive Perfection". At the top, the user's name "Anna Aubid" is displayed on the left, and "Level | Goal", "Teacher", and "Log Out" are on the right. A navigation bar below the header includes "Key Words", "Prediction", "Cold Timing", "Read Along", "Practice", "Quiz" (which is highlighted), "Retell", and "Pass". The main content area is titled "Quiz" and contains a text box with the following text:

"Small things make **perfection**, but perfection is no small thing," said English **engineer** Frederick Henry Royce. It was this **attitude** that caused him to **design** one of the most respected automobiles of all time.

Frederick Henry Royce was born in England in 1863. His family struggled **financially**, and so Royce began working at a young age. He had several jobs throughout his teens. He delivered **telegrams**, worked as a railroad **apprentice**, and had a job making tools. When he was about 21, he opened his own business making doorbells. Royce was a hard worker and a **perfectionist**. He tried to **ensure** the highest **quality** in everything he made, and his sales and product **line** grew.

Around 1902, Royce bought a car. At that time, cars were not very **reliable**, and Royce's car was no **exception**. He spent time working on the car, trying to improve it.

Not long after, Royce decided to build his own car. As he worked, he made sure that each part of the car

Below the text box is a "Page 1" navigation button. To the right of the text box is a question prompt: "9. Write a summary statement for these facts: Royce was a hard worker who wanted a car that was reliable. He was a perfectionist and made every part the best it could be. He cared about quality and built an excellent car." Below the prompt is a large empty rectangular box for the student's answer. At the bottom of the interface, there are icons for a question mark, "ESP", a star, and "Next".

Retell Step

Retell/Summarize: The student retells or summarizes the story in their own words by typing in the box provided. The student can review the story by clicking on **Review Story**.

Teacher Tip: By default, the retell step is initially turned off in levels 3.0 and below.

A student who struggles with keyboarding skills can complete this step orally or by writing their response in a notebook. The retell step can be turned on or off from the Change Story Options page.

Retell Step

The screenshot shows a web interface for the 'Retell Step'. At the top, there is a blue navigation bar with the user's name 'Melissa Powell', a 'Level | Goal' dropdown, and 'Teacher' and 'Log Out' links. Below this is a horizontal menu with tabs for 'Key Words', 'Prediction', 'Cold Timing', 'Read Along', 'Practice', 'Quiz', 'Retell' (which is highlighted), and 'Pass'. The main content area is titled 'Retell' and contains the instruction 'Retell the story in your own words.' followed by a large empty text input box. A 'Review Story' button is located to the right of the input box. At the bottom of the interface, there is a blue footer bar with a help icon, 'ESP', a star icon, and a 'Next' button with a right-pointing arrow.

Quiz Question Types—Phonics Series

Note: In Levels 0.8, 1.3, and 1.8 for **Questions 1–4**, the student chooses a word to complete a sentence. The answer choices include words with the featured phonics pattern(s).

Question 1 in Phonics Series Level 1.8

The screenshot shows a digital reading and quiz interface. At the top, the user is identified as Abby Smith, and the interface includes navigation options like 'Level | Goal', 'Teacher', and 'Log Out'. The main title is 'Brass Instruments', and the current activity is 'Quiz'. The reading passage contains several words highlighted in blue: 'parade', 'brass instruments', 'bright', 'trombones', 'front', 'trumpets', and 'trick'. The quiz question asks to fill in the blank for 'Brass instruments make _____ sounds.' The answer choices are 'bright', 'bring', and 'trick'. The word 'bright' is highlighted in a blue box, indicating it is the correct answer. The interface also includes a 'Page 1' indicator and a 'Next' button.

Note: In Levels 2.3, 2.6, and 2.7 for **Questions 1–4**, the student selects words using the featured phonics patterns to complete two sentences about the story.

Question 1 in Phonics Series Level 2.3

The screenshot shows a quiz interface for the story "Fighting for Fairness". The user is Marci Gasper, and the interface includes navigation tabs for Key Words, Prediction, Cold Timing, Read Along, Practice, Quiz, Word List, Spelling, and Pass. The quiz question asks to choose the correct word to fill in a blank. The text on the left contains several words in blue: "appears", "board", "return", "steer", "Constitution", "served", "lawyer", "practices", and "return". A dropdown menu is open over the word "appears", showing the options: "appears", "board", "return", and "steer". The question text reads: "1. Choose the correct word to fill in each blank. Thurgood's teacher said he could only **return** to the class after he learned part of the Constitution. Learning it _____ to have served him." The interface also shows "Page 1" and "Next" buttons.

Note: At all levels for **Question 5**, the student writes a response to a question about the story.

Question 5 in Phonics Series Level 1.8

The screenshot shows a quiz interface for the story "Brass Instruments". The user is Abby Smith, and the interface includes navigation tabs for Key Words, Prediction, Cold Timing, Read Along, Practice, Quiz, Word List, Spelling, and Pass. The quiz question asks: "5. How are trombones and trumpets different?". The text on the left contains several words in blue: "parade", "brass instruments", "trombones", "front", "trumpets", and "trick". The question text reads: "5. How are trombones and trumpets different?" Below the question is a text input box. The interface also shows "Page 1" and "Next" buttons.

Quiz Question Types—Idioms Series

Note: For **Questions 1–5**, the student answers multiple-choice questions that are similar to those in the Sequenced series. For example, the student determines the meaning of a word or phrase from the context of the story and synthesizes information from the story to explain an idiom.

Question 1 in Idioms Series Level 3.0

The screenshot shows a digital quiz interface. At the top, a blue header bar contains the user's name 'Karen Jones', a 'Level | Goal' dropdown, and 'Teacher' and 'Log Out' links. Below the header, a navigation bar includes 'Fast Moving' and several tabs: 'Key Words', 'Prediction OFF', 'Cold Timing', 'Read Along', 'Practice', 'Quiz' (which is active), 'Retell OFF', and 'Pass'. The main content area is titled 'Quiz' and features a light blue text box with the following passage:

In the *Wild West*, gunslingers had to draw their guns out of their holsters fast. If they couldn't, they might get shot. Those who could draw their guns the fastest were called "quick on the draw." Today, Americans use this expression to talk about people who react quickly to situations.

Maya was quick on the draw in science class. She always knew the right answers to our teacher's questions before anyone else.

Someone who is not quick on the draw may have to make plans to stay ahead of the

Below the passage is a 'Page 1' navigation button. To the right of the passage, a question is displayed:

1. When are the idioms in this story most likely to be used?

- when someone plants flowers late
- when someone is failing a class
- when someone starts a project

The bottom of the interface has a blue bar with a help icon, 'ESP', a star icon, and a 'Next' button.

Question 5 in Idioms Series Level 3.0

Karen Jones Level | Goal Teacher Log Out

Fast Moving Key Words Prediction OFF Cold Timing Read Along Practice Quiz Retell OFF Pass

Quiz

In the *Wild West*, **gunslingers** had to **draw** their **guns** out of their **holsters** fast. If they couldn't, they might get **shot**. Those who could draw their guns the fastest were called "quick on the draw." Today, Americans use this **expression** to talk about people who **react** quickly to **situations**.

Maya was quick on the draw in **science** class. She always knew the right **answers** to our teacher's **questions** before anyone else.

Someone who is not quick on the draw may have to make **plans** to stay ahead of the

5. How did Matt get ahead of the game?

< Page 1 >

ESP Next >

Getting Started

The teacher plays a crucial role in the successful implementation of all instructional programs. In Read Naturally Live, the teacher must understand how to implement the program in order to provide the appropriate support to students. Teacher responsibilities covered in this section include:

- Professional development
- Adding and licensing students
- Placing students
- Preparing the learning environment

Professional Development

Comprehensive training and ongoing support for teachers are an essential part of the successful implementation of Read Naturally Live. In addition to this teacher’s manual, Read Naturally provides a variety of professional development opportunities to empower teachers to use best practices in the implementation of Read Naturally Live.

Free Online Course

The [Read Naturally Live Online Course](#) is interactive and self-paced. This course connects research to real-world practice in Read Naturally Live. Teachers can learn independently through a self-paced format that helps them improve their classroom practice, advance their professional development, and earn continuing education credits.

Read Naturally Live Online Course Topics:

- Read Live Overview and Course Description
- Why is Fluency Important?
- Conducting a Timed Reading
- The Read Naturally Strategy
- Planning Instruction and Setting Up the Classroom
- Placing Students in Read Naturally Live
- Implementing the Steps of the Program
- Checking Initial Placement
- Monitoring Student Performance/Keeping Students Challenged
- Responding to the Data—Differentiating Instruction
- Troubleshooting Student Performance

Free Webinars

[Free webinars](#) on the implementation and use of Read Naturally Live and other Read Live programs, as well as a range of literacy instruction topics, are available for educators.

Read Live User Guide

The [Read Live User Guide](#) provides step-by-step instructions for completing different actions and making adjustments in Read Live. Throughout this manual there are links to key pages of the Read Live User Guide where teachers can get more information.

Read Live Smart Start Guide

The [Read Live Smart Start Guide](#) is a technical guide that provides educators with step-by-step instructions to set up and implement Read Live.

Read Live Help Page

The [Read Live Help page](#) is designed to help Read Live users find helpful resources quickly. The main section includes how-to videos that guide teachers through important steps for setting up Read Live and working with students in Read Naturally Live, Word Warm-ups Live, One Minute Reader Live, and Read Naturally Live—Español. The side bar on the Read Live Help page has links to resources for each program.

Read Live Knowledgebase

The [Read Naturally Knowledgebase](#) is an online library of articles, videos, and resources to help teachers answer questions and find information about our programs.

Adding and Licensing Students

To work in Read Naturally Live, each student must be enrolled, assigned a license, and given access to the program on the Student Details page (in the Staff Member Module).

Additional Resources for Adding and Licensing Students:

- Read Live User Guide: [Adding a Student](#)
- Read Live User Guide: [Assigning a License to One Student](#)
- Read Live Help Page Video: [How to Add Students Individually](#)
- Read Live Help Page Video: [How to Assign Licenses to Students](#)

Student Details Page Showing Licensing and Adding Lead Teacher

The screenshot shows the 'Student Details for Anna Aubid' page. The page is divided into several sections: Student Information, Student Login Info, License, and Contact information. The License section is highlighted with a red circle. In this section, the 'License this student?' dropdown is set to 'Yes', and the 'Lead Teacher' dropdown is set to 'Phillips, Diana'. Other options include 'Read Naturally Live', 'Word Warm-ups Live', 'One Minute Reader Live', and 'Read Naturally Live—Español'. The page also includes a footer with 'Subscription Agreement | Privacy Policy | Help | Contact Us' and '© 2011 – 2025 Read Naturally, Inc. All rights reserved.'

Placement in Read Naturally Live

Once the student has been assigned a license in Read Live and assigned access for Read Naturally Live, they must go through the placement process. Accurate placement in Read Naturally Live is important for maximizing student progress in the program. A student is accurately placed if the student has been assigned an appropriate level of material in a suitable series and given a challenging, yet achievable, story goal. The student should be able to reach their story goal—not easily, but with effort. This ongoing “tension” (reading challenging material and working toward a goal that requires effort) will maximize the student’s achievement.

Understanding the terms *series*, *level*, and *story goal* as they apply to Read Naturally Live is essential.

- A series is a set of progressively more difficult levels, each containing high-interest, nonfiction stories. There are three series: Sequenced (1.0 to 8.0), Phonics (0.8 to 2.7), and Idioms (3.0 to 4.5).
- A level is a set of stories of similar difficulty.
- A story goal is the number of words a student must read correctly per minute to pass a story (WCPM).

The Read Naturally Live placement passages are representative of each Read Naturally Live level in the Sequenced series, and a student’s performance on one or more passages is used to determine the appropriate level for the student. Using any data other than a student’s fluency performance on Read Naturally Live placement passages may result in multiple trial and error attempts to determine the correct level and goal.

There are two built-in options for placement in Read Naturally Live:

- Independent Student Placement: Speech-recognition technology allows the student to do the placement test independently.
- Teacher-Conducted Placement: The teacher conducts the placement test with the student.

Independent Student Placement

[Independent Student Placement](#) incorporates the latest speech recognition technology and places the student without teacher support. A student using Independent Student Placement will quickly get started in the Sequenced series with an initial level and story goal.

Teacher Tip: Watch this [video](#) with your students before they use Independent Student Placement. In this video, a student demonstrates the process for navigating Independent Student Placement, which uses voice recognition software.

Placing a Student With Phonics/Word Analysis Needs

Independent Student Placement only places the student into the Sequenced series, which develops fluency, vocabulary, and comprehension. Therefore, after a student with phonics needs completes Independent Student Placement, you will likely need to make an adjustment to their placement.

If the student needs phonics instruction (in addition to fluency instruction), and you already know the student's phonics needs based on previous assessments, there are two options:

- Change the student's assignment to the Read Naturally Live Phonics series based on the Student Placement Results Report (shown in this section).
 - If the student is placed at or below Sequenced level 3.0, this report lists placement options in the Phonics series (see Notes in the report shown in this section). Use what you know about the student's phonics needs to decide if both fluency and phonics can be addressed in the Phonics series. If so, consider changing the student's assignment to the appropriate Phonics level. For directions on changing the student's assignment, see [Entering the Series, Level, and Goal](#) in the Read Live User Guide.

OR

- Assign [Word Warm-ups Live](#) in addition to the Read Naturally Live Sequenced series.
 - If the student is placed at Sequenced level 3.5 or above, there will be no Read Naturally Live Phonics levels available. Therefore, consider adding Word Warm-ups Live (to address the student's phonics needs) in addition to their Read Naturally Live assignment (to address their fluency needs). Use the [Word Warm-ups Live Scope and Sequence](#) to identify the section and level that meets the student's previously identified phonics needs. For example, if the student needs to learn r-controlled vowels, consider assigning Level 1, Section G. For directions on assigning levels and sections in Word Warm-ups Live, see [Changing a Student's Level, Section, or Word List Goal](#) in the Read Live User Guide.

Independent Student Placement Results Report with Phonics Options Circled

Read Naturally Live

Student Placement Results

Placement Teacher: N/A: student independent
 Grade When Placed: 2
 Date Tested: 01/06/2025

Report Date: 01/06/2025

Aubree Larkness

Current Grade: 2
 Current Homeroom:
 Current Lead Teacher: B Hailey
 School: Springfield Elementa...

Student's Results

Score from the most recent test is in bold type.

Placement Testing Level	Student Score (wcpm)	Placement Range (wcpm)
1.0	37	30 - 60

Placement

Series	Level	Goal (wcpm)
Sequenced	1.0	65

Notes

The following levels might also work well for this student. Use your knowledge of the student's strengths and needs to decide.

Series	Level	Goal (wcpm)
Phonics	0.8b short u, e, and mixed	65
Phonics	0.8a short a, o, i	65

If the placement level and goal assigned through student-independent placement seems inaccurate, a technical problem with the recording may have occurred. If you prefer to place the student again, using the teacher-supported placement program, you can do so through the staff module.

If the student needs phonics instruction (in addition to fluency instruction) and **you do not know the student's phonics needs:**

- Assess the student using Read Live's Phonics/Word Analysis Assessment found in the student module under the Teacher Menu. This assessment provides suggestions for phonics instruction in Read Live by combining the results of the student's fluency placement with the student's phonics needs. For more information about this assessment, see the Read Live's Phonics/Word Analysis Assessment section of this manual, or refer to [Using the Assess Phonics/Word Analysis Tool to Refine Student Placement](#) in the Read Live User Guide.

Teacher-Conducted Placement

[Teacher-Conducted Placement](#) is completed with the teacher present. The student orally reads a passage from a level chosen by their teacher. The teacher counts the student's errors and enters the total number into the program after the student completes the timing. For guidelines about counting errors, see the Appendix of this manual. Based on the student's initial performance, the program recommends either assigning a level or continuing placement by having the student read another placement passage.

The Read Naturally Live placement test automates the initial process of determining what series, instructional level, and story goal are appropriate for most students. However, the placement test's recommendations are only guidelines. The teacher should select the series, level, and story goal best suited for each student. For more guidance, see the [Read Naturally Live: Placement](#) webinar video in the Knowledgebase.

Selecting a Starting Point for Teacher-Conducted Placement

There is no singular method for estimating a student's reading level, but various sources of information can help guide you. Sources of information that may be helpful include:

- Standardized reading assessments, including state tests.
- Reading inventories, formative assessments, school records, and input from previous reading teachers.
- Benchmark Oral Reading Fluency (ORF) assessments or screeners.

Note: A standardized ORF measure cannot be used to place a student in Read Naturally Live, but that score can be used to estimate a student's reading level.

Teacher Tip: If you don't have sufficient information about the student's reading level, start testing them at the level that is two years below their actual grade level.

Using the Student's Scores During Teacher-Conducted Placement

During the placement test, a level is considered a match for a student if the number of words the student reads correctly falls within the range listed in the Initial Placement Ranges table.

Initial Placement Ranges

Placement Testing Level	Scores in This Range Indicate a Potential Fit
1.0 to 3.0	30 to 60 WCPM
3.5 to 5.0	60 to 80 WCPM
5.6 to 7.0	80 to 100 WCPM
8.0	100 to 140 WCPM

Placing a Student With Phonics/Word Analysis Needs

Teacher-Conducted Placement suggests placing the student into either a Sequenced, Idioms, or Phonics series. When choosing the Phonics series, you need to consider the specific phonics needs of the student.

- If you know the student's phonics needs during the fluency placement assessment and an appropriate Phonics level is suggested, you can choose the Phonics level to complete the placement process.

The Student Placement Results report shows the levels of the Phonics series recommended during this student's Teacher-Conducted Placement.

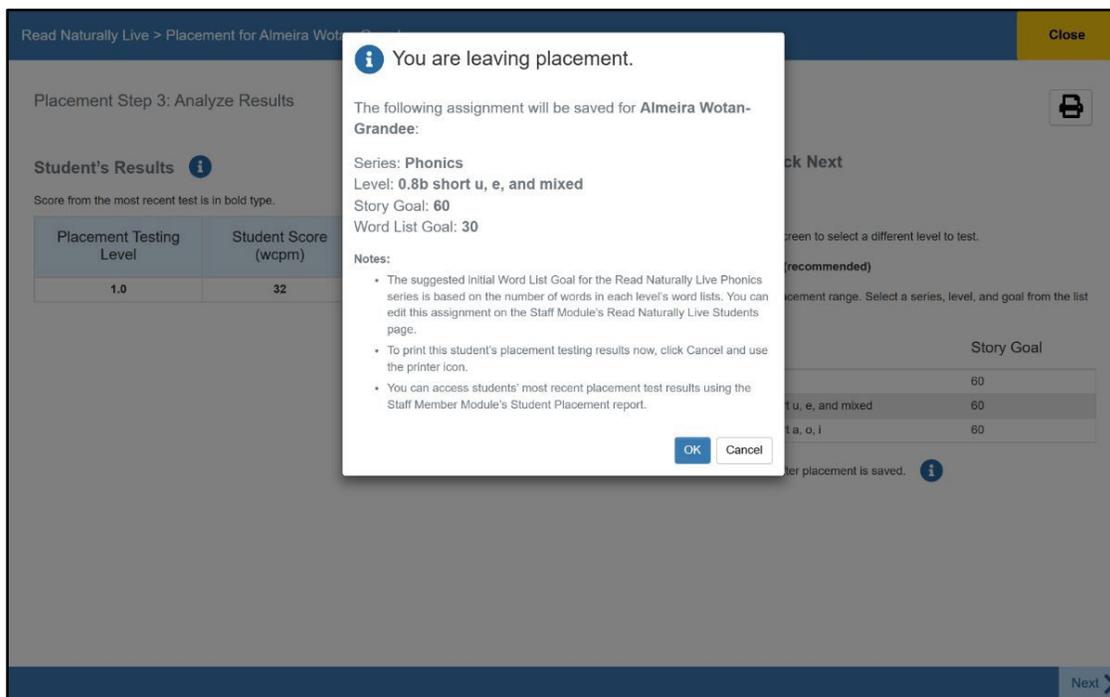
Teacher-Conducted Placement Results Report With Phonics Options Circled

Read Naturally Live	Report Date: 12/31/2024	
Student Placement Results		
Placement Teacher: Murray, Jane	Rob Cole	
Grade When Placed: 4	Current Grade: 4	
Date Tested: 10/18/2024	Current Homeroom:	
	Current Lead Teacher: J Murray	
	School: Springfield School	
Student's Results		
Score from the most recent test is in bold type.		
Placement Testing Level	Student Score (wcpm)	Placement Range (wcpm)
3.5	55	60 - 80
3.0	65	30 - 60
Recommendation(s)		
Includes recommendations made at any point during the student's most recent placement.		
Series	Level	Goal (wcpm)
Sequenced	3.5	85
Idioms	3.5	85
Sequenced	3.0	95
Idioms	3.0	95
Phonics	2.7b long o, u, and mixed	95
Phonics	2.7a long a, e, i	95
Phonics	2.6b short o, u, and mixed	95
Phonics	2.6a short a, e, i	95
Placement		
Series	Level	Goal (wcpm)
Sequenced	3.0	95

- If you do not know the student’s phonics needs during the fluency placement assessment:
 1. Choose a suggested Sequenced level at the end of fluency placement.
 2. Assess the student’s phonics skills using Read Live’s Phonics/Word Analysis Assessment. For more information, see [Using the Assess Phonics/Word Analysis Tool to Refine Student Placement](#) in the Read Live User Guide.
 3. Choose a suggested level generated at the end of Read Live’s phonics assessment that combines the student’s fluency placement and earliest phonics need.

The final placement screen in Teacher-Conducted Placement shows the student’s assignment: series, level, story goal, and, if the student is placed in a Phonics series, word list goal. The story goal and word list goal are in words correct per minute (WCPM). Students are automatically assigned a default word-list goal. To change either goal, see [Entering the Series, Level, and Goal](#) in the Read Live User Guide.

Final Placement Screen for a Student in Phonics Series



Additional Resources for Teacher-Conducted Placement:

- Help Page Video: [How to Conduct Teacher Led Placement](#)
- Read Live User Guide: [Conducting a One-Minute Timing](#)
- Read Live User Guide: [Guidelines for Counting Errors](#)
- Knowledgebase Video: [Read Naturally Live—Conducting a Timed Reading](#)

Troubleshooting Teacher-Conducted Placement

The Student's Score Fits in Multiple Levels or Does Not Fit in Any Levels

During placement, if a student's score on a placement story does not fall in the range of that story's level per the Initial Placement Ranges table, continue testing the student. If the student's score does not fit in any of the levels tested or fits in more than one level, you must decide how to proceed. Use your knowledge of the student's strengths and needs based on the student's age, background knowledge, and motivation to select a series, level, and story goal. A younger student may need to start in a lower level to build confidence. A student who is motivated and has extensive background knowledge may be able to handle a higher level.

The Student Is a Beginning Reader

In Read Naturally Live, a student is considered a beginning reader if their WCPM score on the placement story for testing level 1.0 falls below the range of 30 to 60 WCPM. A student with this profile will be able to work successfully in Read Naturally Live only if they know beginning sounds and can recognize about 50 written words.

Phonics series level 0.8 provides more support for a student who reads below 30 WCPM. The stories in this series and level are shorter than the stories in the Sequenced series level 1.0, and they provide instruction and practice of words with short vowels.

For a student who does not know initial sounds and about 50 words, we recommend providing phonics instruction first, using either Word Warm-ups Live or [Read Naturally GATE+](#). Word Warm-ups Live is part of the Read Live platform and provides phonics instruction in the same order as the Read Naturally Live Phonics series but without story fluency expectations. GATE+ is another phonics program that offers direct instruction in phonemic awareness and phonics, as well as fluency and comprehension skill development for small groups or a whole class.

Read Live's Phonics/Word Analysis Assessment

Read Live's Phonics/Word Analysis Assessment, included in all Read Live subscriptions, is designed to evaluate the student's phonics skills in the order that Read Live addresses them. The skills in the assessment range from identifying letter sounds to decoding advanced multisyllabic words. The skill sets in the assessment are comprised of five to six test items. This assessment helps the teacher identify the phonics or word analysis skills the student needs to learn and determine where to begin phonics instruction in Read Live. The recommended assignment is an efficient way to address the student's fluency and/or phonics needs using Read Live programs. See the sample Read Live Student Phonics/Word Analysis Assessment Report in the Appendix of this manual.

There are three types of program suggestions provided after the Read Live phonics assessment is administered and phonics needs are identified:

- Placement in the Read Naturally Live Phonics series to work on fluency and phonics in one program
- Placement in the Read Naturally Live Sequenced series to work on fluency and Word Warm-ups Live to work on phonics
- Placement in Word Warm-ups Live to work on phonics

Placement in the Read Naturally Live Phonics Series

If the Phonics/Word Analysis Assessment results indicate the student has phonics needs, and the student's Read Naturally Live assignment is at or below 3.0, the Read Live Phonics/Word Analysis Assessment recommends an appropriate assignment in the Read Naturally Live Phonics series. See the Phonics Skills and Assignment Options – Assessment Level 1 table in the Appendix of this manual for details on Phonics Series assignment options.

Placement in the Read Naturally Live Sequenced Series and Word Warm-ups Live

If the assessment results indicate the student has phonics/word analysis needs and the student's fluency placement level is above 3.0, the assessment recommends placement in a Read Naturally Live Sequenced level and placement in Word Warm-ups Live. See the Phonics Skills and Assignment Options – Assessment Level 2 and Assessment Level 3 table in the Appendix of this manual for details on the combination of a Read Naturally Live Sequenced and Word Warm-ups Live assignment.

Placement in Word Warm-ups Live

If the student does not need support in fluency, and the assessment results indicate the student has phonics/word analysis needs, the program recommends placement in Word Warm-ups Live.

A teacher may [administer the Read Live Phonics/Word Analysis Assessment](#) as needed, giving them the flexibility to use the assessment for placement, but also for progress monitoring purposes. The report shows a student's correct and incorrect responses, highlighting gaps in phonics knowledge and showing progress over time.

Preparing the Learning Environment

In order to implement Read Naturally Live with fidelity, the teacher must create an effective learning environment for their students.

Determining Schedule and Staff

When determining how to implement Read Naturally Live, it is important to consider the frequency and length of sessions, the student-teacher ratio, the setting, and the program materials. All of these factors impact student success. Adjusting these factors is one way to intensify instruction and differentiate the program for individual student needs. See the Read Naturally Live Fidelity Checklists in the Appendix of this manual for more guidance on implementing the program with fidelity.

Time Requirement

The more students read, the faster they improve. Schedule Read Naturally Live sessions at least:

- 3 to 5 times per week (5 is preferred).
- 30 to 45 minutes per session.

Students who participate in five 30-minute sessions per week are likely to make the greatest improvements. If possible, increase the amount of time a student spends reading by scheduling more sessions each week or by lengthening the sessions.

Another way to increase time spent reading is to assign the read along and practice steps as homework if the student has a computer/tablet and an internet connection at home.

Student-Teacher Ratio

A teacher-to-student ratio of 1:8 is recommended when students are working in the Sequenced or Idioms series. If many students are working in the Phonics series, a teacher-to-student ratio of 1:6 is recommended.

Selecting the Setting

A suitable environment is important for student engagement. The following settings work well:

- Classroom
- Resource room
- Reading lab
- After-school program
- Summer school program

Carefully consider how to best organize the workspace in order to efficiently manage the classroom environment. For more ideas, see the blog article [Classroom Management for Read Naturally – Subvocalization](#).

Program Materials

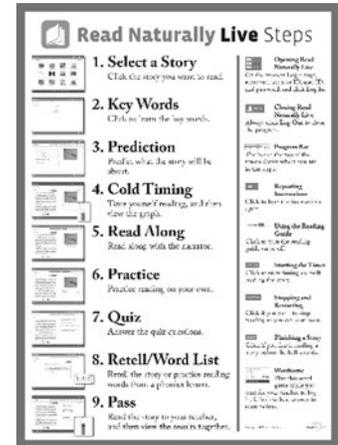
To work in Read Naturally Live, each student needs a computer, iPad, or Chromebook, access to the internet, and headphones.

Note: A student will also need a microphone if they are expected to perform independent student placement or record their hot timing.

Steps Poster

The steps poster is a helpful tool for you and your students to keep visible as a reminder of the steps in Read Naturally Live. This resource is available in the Appendix of this manual. A printable, color copy of the 8.5" x 11" version is also available as a [free download](#) on the Read Naturally website, and there are large wall posters available for purchase on the [Read Naturally website](#).

The steps listed on the poster align with the progress bar that runs across the top of each student screen in Read Naturally Live.



Instructional Strategies

The steps of Read Naturally Live were carefully designed so that a student can work mostly independently, stay motivated, and spend the majority of their time reading. Although each student will be working independently most of the time, teacher support is necessary to help individual students progress through some of the steps. This section provides a detailed explanation of each step and instructional strategies for implementing them.

Read Naturally Live Steps

The steps of Read Naturally Live are:

1. Select a Story
2. Key Words
3. Prediction
4. Cold Timing
5. Read Along
6. Practice
7. Quiz
8. Retell/Word List-Spelling
9. Pass

A student must complete all required steps for each story they work on. See [Turning Steps Off and On](#) in the Read Live User Guide for directions on how to turn certain steps off. So, a student who has completed an entire level of Read Naturally Live material (24 stories for most series) will have worked through these steps 24 times. A student usually requires one to two 30-minute class periods to complete all the steps for one story; however, the amount of time required depends on factors such as the needs of the individual student, the length of the class period, the student-to-teacher ratio, and the level the student is working in (higher levels usually take longer).

Teacher Tip: On the Read Live Help page, there are links to [Read Naturally Live Lesson Plan](#) and [Student Training Videos](#) for teaching students how to use the program. Watch the Student Training Videos with your students and discuss each video after viewing. A student needs to be enrolled and licensed in Read Live before they log in. After watching each video, have each student log in and perform the steps that were demonstrated.

1. Select a Story

The purpose of this step is to motivate the student by allowing the student to select a story based on personal interest. On the Select a Story page, the story counter displays the student's total number of completed stories in the current program.

To complete this step, the student selects a story from the set of 12 stories that appear on the Select a Story page. The stories in each level of a series are similar in difficulty, so the student can choose to read them in any order.

Note: Teachers can [turn individual stories on and off](#) in the Read Live Staff Member Module.

Teacher Tip: Each story in the Phonics series features a [specific phonics pattern\(s\)](#). So, you may choose to direct a student working in the Phonics series to a story with a specific phonics pattern(s) in order to address a challenge or to reinforce classroom instruction. For example, if the student has mastered all the short vowels except short i, the student would look for the four titles that contain a short i, or the teacher could turn off the stories containing the other short vowels so that only the short i stories are displayed.

2. Key Words

The purpose of this step is to ensure that the student understands several key words from the story. The story title, image, and key words are important components used in writing a prediction about the story. The key words and prediction steps activate the student's background knowledge, an important component of reading comprehension.

To complete the key words step, the student clicks each word and listens to or reads along quietly with the audio. Each key word includes a definition, and most also include an illustration and a sample sentence using the word in context.

In most series, the student listens to the definitions of the key words or phrases in order to learn the meanings of the words. In the Phonics series, the key words are used to teach the featured phonics pattern(s), so an audio-supported phonics lesson is given during this step.

Teacher Tip: Multilingual learners may benefit from listening to the key words and definitions more than once.

3. Prediction

The purpose of this step is to have the student think about what they are going to read and to prepare the student to read for meaning. This helps build background knowledge, an important element of reading comprehension.

To complete this step, the student uses the story title, picture, and key words to come up with a prediction of what the story will be about. The student types a few words, phrases, or sentences, depending on the student's skill level. The default time limit for this step is two minutes, but teachers can [change the time limit](#) from the Change Story Options page. This step should take only a minute or two, because the student should spend most of their time reading.

Teacher Tip: To give a student more vocabulary practice, require them to use one or more of the key words in their predictions.

Some beginning readers may not be able to type well enough to do the prediction step. For these students, predicting the story orally may be more efficient and allow them more time to practice reading. Or, the teacher may decide to [turn this step off](#) completely from the Change Story Options page. The teacher can turn the prediction step back on when the student is ready.

Wordtastic

After a student completes the prediction step and is waiting for the teacher to work with them for the cold timing step, the computer screen will have a red border at the top and bottom of the screen. This is a visual cue for the teacher to work with the student. While the student is waiting for the teacher to complete the cold timing, they may play Wordtastic, a vocabulary game that quizzes the student on antonyms and synonyms. All the words in Wordtastic are clickable, so a student can hear them pronounced. The student earns points for each correct answer in the game.

4. Cold Timing

The purpose of this step is to determine how many words the student can read correctly in one minute when reading a new, unpracticed story. This step provides baseline data for progress monitoring, which helps motivate the student and guide the teacher.

When the teacher arrives at the student's computer to conduct the cold timing, they need to login by clicking the yellow **Conduct Cold Timing** button and entering their login information.

Read Naturally recommends that the teacher work with the student during the cold timing step. Teacher-conducted cold timings ensure accurate data, which the Data Mentor feature in Read Naturally Live can then use to suggest changes to the student's level and/or goal. Data Mentor recommendations are intended to accelerate the student's progress.

As you listen to the student read the story aloud, encourage them to click (or tap) on words they stop at, stumble on, or want to skip. When you see that a student is hesitant to click on words, point out any words they should click. When the student clicks on a word, the software supplies the pronunciation, which is immediate feedback through neurological impress, hearing the correct version of the word at the point of error.

When the timer sounds during the cold timing, the student should click on the last word they read. The difficult words the student selected remain underlined, providing an opportunity for the teacher to discuss them with the student before choosing **Next**.

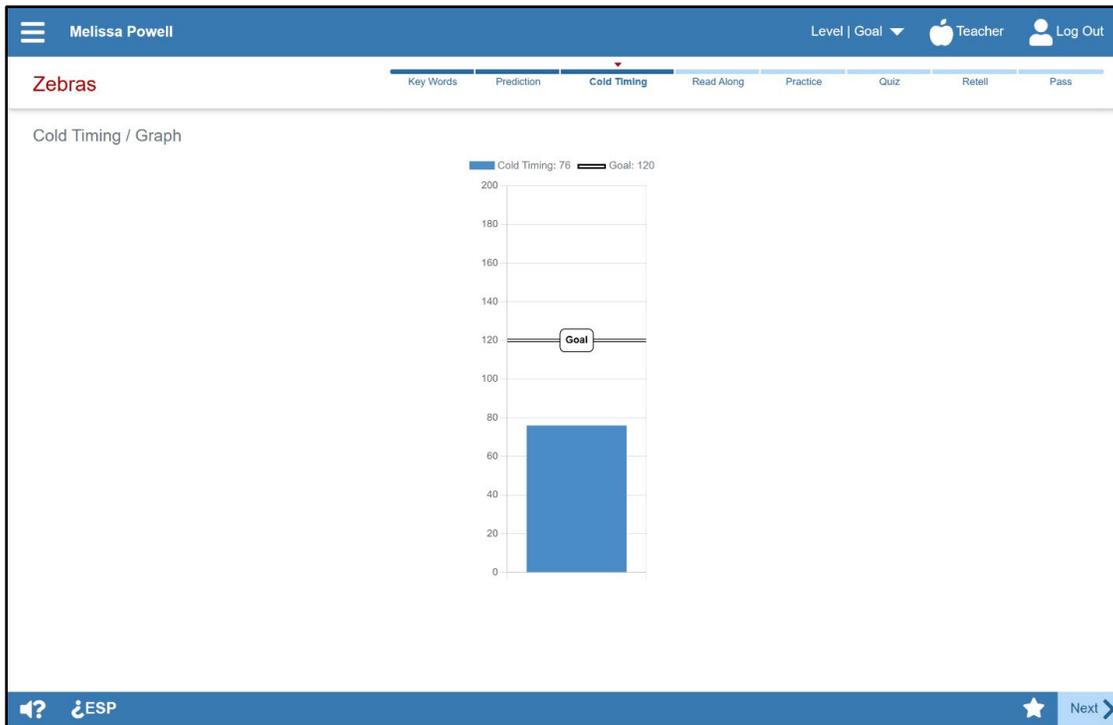
On the next screen, a graph will appear that shows the student's cold timing score in comparison to their words-correct-per-minute story goal.

For additional information see Guidelines for Counting Errors in the Appendix of this manual and the [Conducting a Timed Reading](#) video in the Knowledgebase.

Will having a student click on errors lower the rate of the cold timing?

Putting the student, not the teacher, in charge of clicking on the errors may lower the rate of the cold timing initially, but using the cold timing as an instructional tool, not an assessment, will improve student accuracy. As a student makes fewer errors, the interruptions by the teacher decline and the cold timing scores increase. Often, the student realizes they can score higher on their cold timing by clicking on unknown words before being told to do so by the teacher. Reminding the student to click on errors raises the student's awareness of words that are difficult for them, which is the first step in learning to self-correct. As the student develops this awareness, reliance on teacher judgement begins to diminish.

Cold Timing Graph



Teacher Tip: Occasionally, you may have a student who is very frustrated by the cold timing. Consider turning off the cold timing step and graph only the hot timing score. Turn the cold timing step back on once the student is more confident.

5. Read Along

The purpose of this step is to have the student learn to read all the words in the story with proper pronunciation and expression by reading along with a recording of a proficient reader. This is the teacher-modeling component of the Read Naturally Strategy.

To complete this step, the student reads along with the audio for the entire story, quietly subvocalizing with the narration. By listening to a fluent reader and quietly reading along, the student will improve their fluency and comprehension.

In most cases, the student reads along with the audio three times. The number of [required read alongs can be adjusted](#) from the Change Story Options page. The number of stars under the story's picture indicates the number of required read alongs. Each star turns gold after a read along is completed.

Teacher Tip: A younger student, a multilingual learner (ML), or a student with disabilities may need to read along more than three times. An older student, a student with excellent auditory memory, or a student who has made significant progress in the program may require reading along fewer than three times.

Reading along quietly aloud means a student is reading along with the audio, just loud enough to be heard, but not so loud that other students are distracted. This ensures that the student is actively engaged in reading along with the narrator.

Teacher Tip: If a student questions the value of reading along quietly aloud, explain that for the brain to make the connections necessary to read well, the student needs to hear, see, and say the words all at the same time.

Additional Options for the Read Along Step

A student may take advantage of additional support while working in Read Naturally Live.

Spanish Translation

A Spanish-speaking, multilingual learner (ML) working in the Sequenced series (Levels 1.0–5.6) can listen to the Spanish translation of the story. The teacher can [turn on this option](#) from the Change Story Options page. This exposure to the story in Spanish before reading along with the audio in English helps the student develop an understanding of the story by building some background and vocabulary knowledge. After the student listens to the Spanish translation of the story, the remaining steps are in English.



Spanish-speaking students can access Read Naturally Live directions in Spanish by clicking on this icon.

Vocabulary Words

Vocabulary words appear in blue-colored text in the read along step, and students can click on them for audio-supported definitions. You may consider requiring a student to click on all of the blue words to hear the correct pronunciations and definitions before they do the read along. These words are not clickable when the read along is in progress.

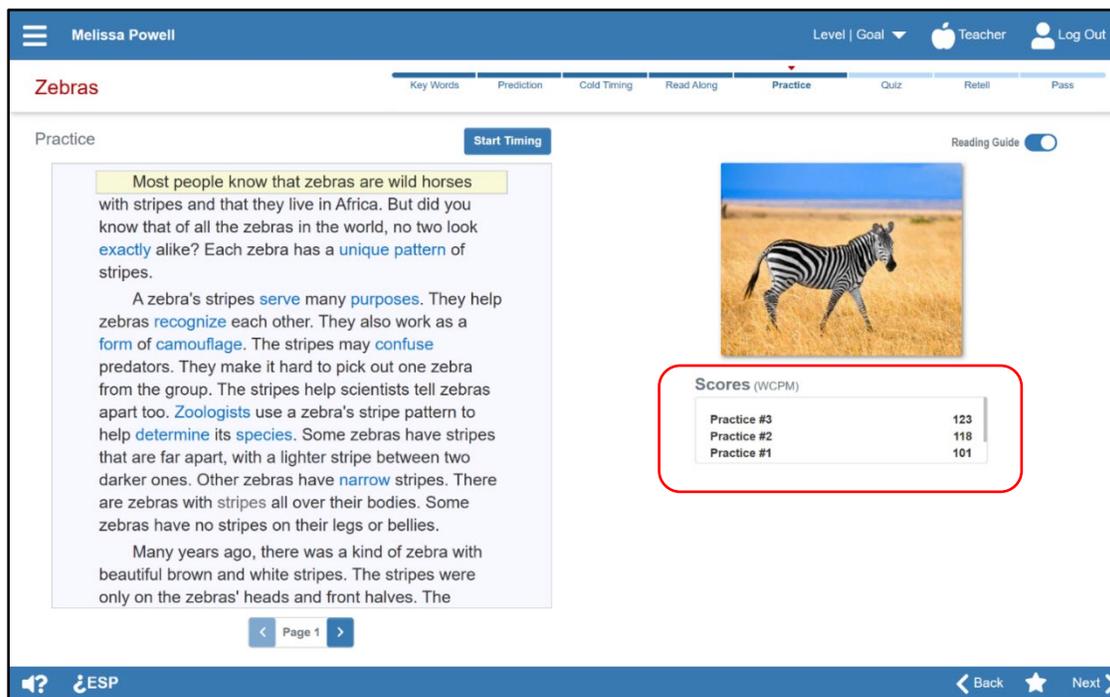
6. Practice

The purpose of this step is for the student to learn to read the story fluently and to understand what the story is about. The ability to read the words learned in the previous step and reinforced in this step will likely transfer to subsequent text. This is the repeated-reading component of the Read Naturally Strategy.

To complete this step, the student reads for one minute quietly aloud, without audio support. The student repeats this timed reading several times, trying to improve their score each time. They can click any difficult words while they are reading to hear them pronounced correctly. Vocabulary words are in blue-colored text. The student keeps practicing until they are able to reach their story/words-correct-per-minute (WCPM) goal. The student's scores from each practice will appear in the box below the picture. When they meet their goal they will be able to click **Next**. Typically, it should take a student between three and ten practices to reach their goal.

Note: The student can check their current level/story goal by clicking on **Level/Goal**.

Practice Step: Sequenced Series Level 3.5 with Practice Scores Circled



The screenshot shows the 'Zebras' practice step in the Read Naturally interface. The user is Melissa Powell, and the level is 3.5. The interface includes a navigation bar with 'Key Words', 'Prediction', 'Cold Timing', 'Read Along', 'Practice', 'Quiz', 'Retell', and 'Pass'. The 'Practice' step is active. The text passage is titled 'Zebras' and contains several paragraphs. A 'Start Timing' button is visible. To the right of the text is an image of a zebra. Below the image is a 'Scores (WCPM)' table with the following data:

Practice	Score (WCPM)
Practice #3	123
Practice #2	118
Practice #1	101

Teacher Tip: Occasionally, a student may finish reading a story before the timer sounds. If the student reaches the end of the story before the timer sounds, they should click **Finished**.

Why would a student read for only one minute?

Requiring a student to practice reading a story for only one minute helps motivate a striving or beginning reader. One-minute timings are a form of curriculum-based measurement. They are short, accessible, and effective assessments for developing readers who may be intimidated by a longer reading assessment or who struggle with reading stamina. For more information, view the video: [Why is reading fluency important?](#)

With each one-minute timing, the student reads a little farther into the story, experiencing improvement in a short amount of time. This short, repeated practice builds confidence and helps the student stay motivated and eager to try again.

How can I discourage my students from reading for speed?

Remind students that trying to reach a reading-rate goal does not mean speed reading; it means reading at about the same rate as they speak. Explain that reading the story many times will help them reach their individual story goals with more accuracy, expression, and understanding. For more ideas, see the blog article: [7 Tips to Slow Down Your Speed Readers](#).

Additional Timing Options for the Practice Step

When a student's fluency improves, consider going from one-minute to whole-story or two-minute timings. Requiring longer timings develops reading stamina. Also, reading more of the story during each practice may help some students answer comprehension questions more accurately. To adjust timing options, go to the Change Story Options page and make a selection under the practice step heading.

Whole-Story Timings

As a student's reading and confidence improve, you may choose to require the student to practice reading the whole story. Comprehension may improve with whole-story timings because the student reads the entire story instead of reading for one minute and clicking on the last word read.

Teacher Tip: Older students in particular may benefit from reading the whole story rather than the default setting of one minute. This will help increase their reading stamina and prepare them for reading longer passages, such as those found in state assessments.

Two-Minute Timings

In Levels 5.6 and above, because of the length of the stories, you may decide the student should do two-minute practice timings in order to read farther into the story. A two-minute time limit may help increase a student's reading stamina without frustrating them. For more information about reading stamina, see the blog article: [Building Reading Stamina](#).

7. Quiz

The purpose of this step is to develop comprehension skills and remind the student to read for meaning. All the words in the quiz questions and possible answers are clickable, so the student can hear the words pronounced correctly.

The quiz questions may require the student to select the correct answer from several options, select an answer from a list, match a word and its definition, drag sentences into the correct order, or type a short answer.

After answering each question, the student clicks **Next** to continue. A sound will indicate whether they answered the question correctly or not. For multi-part questions (for example, matching questions), the student must answer all parts before moving on.

Teacher Tip: The student can refer back to the story when answering quiz questions. Encourage them to look for the answer in the text before answering each question.

Extra Support for Students Who Struggle With Comprehension

Comprehension Builder

The Comprehension Builder is a separate document that provides teachers with instructional strategies for students who need extra support in comprehension. This PDF is accessible through the Student Activity Page in the Staff Member Module of Read Live.

The Comprehension Builder includes three teacher-directed lessons: Before Reading, During Reading, and After Reading. Each teacher-directed lesson contains several activities that can be taught according to the instructional option chosen by the teacher (sequentially, separately, concurrently, or need-based). The lessons transition from listening comprehension to reading comprehension. The Institute of Education Sciences (IES) Practice Guide (2010) states that teachers should explain to students how to use several strategies that have been shown to improve reading comprehension, because different strategies cultivate different kinds of thinking. The Practice Guide identifies six strategies as most important for reading comprehension in the primary grades. These lessons integrate the six identified strategies with their corresponding step in Read Naturally Live.

Additional Support for Students with High Cold Timing Scores and Low Comprehension Scores

Some students are proficient at decoding words but struggle to understand what they have read. Lowering the level is a common intervention for a student who has high cold timing scores and average quiz scores below 60%. If you decide to lower the level due to low comprehension scores, check the student's average quiz score after the student completes three stories in the new level. In order to challenge—but not frustrate—a student, they should work in the highest level at which they can score an average of at least 60% comprehension on the most recent three stories in the current level. You may have to try several levels before finding a level where the student can understand the language of the story well enough to work on improving comprehension scores.

Some other strategies might also be helpful, such as switching to whole-story timings or directing the student to listen to the definition of the vocabulary words before completing the read along step. For additional instructional guidance, see the Comprehension Tips document accessible through the Student Activity Page in Read Live in the Staff Member Module.

Retell/Word List

The purpose of this step is to develop the student's retelling and summarizing skills, to emphasize the importance of reading for meaning, and to connect reading to writing.

To complete this step, the student retells or summarizes the story in their own words by typing in the text box. The student can click **Review Story** while writing. By default, the retell step has a five-minute time limit. The timer starts when the student begins typing in the text box. Teachers can [adjust the time limit](#) from the Change Story Options page.

In the Phonics series, instead of writing a retell, the student works on decoding skills by practicing a word list until they are able to read it accurately at a predetermined rate. The word list contains words with the phonics pattern(s) featured in the story.

By default, the retell step is turned off in levels 3.0 and below and turned on in levels 3.5 and above. Teachers can turn the retell step on or off from the Change Story Options page. Consider the following when deciding whether to turn off the retell step:

- Students who are significantly below grade-level expectations in fluency should initially spend as much time reading as possible. These students may benefit from completing the retell step orally.
- Beginning readers may not be able to write well enough to write a retell independently. They can also complete this step orally.
- Many students do not have the keyboarding skills to complete the retell step and may benefit from completing the retell step orally.

Teacher Tip: If the retell step is turned off for a student, you may want them to use a journal, recording app, or dictation software, if available. Teaching and managing the retell step requires more teacher time than the other steps. Once a student can work independently through most of the steps, you will have more time to coach the student on how to write a retelling or summary. You will also have enough time to evaluate the writing.

Teacher Tip: If the retell step is turned on for a student, their ability to write a retell will develop over time. At first, a student may just type phrases, but gradually, the student should begin to write in full sentences. As a student masters the ability to retell the story, teach them how to move to the more difficult skill of summarizing. For summaries, pay more attention to the structure of the writing, possibly by requiring a main idea and detail sentences.

8. Pass

The purpose of this step is to evaluate the student to see if they have met all of the requirements for the current story so that they can move onto the next story. This step is the final part of the progress monitoring component of the Read Naturally Strategy. The student's screen will turn red at the top and bottom to indicate that they are ready to read with you for their hot timing (pass timing). They can practice the story and play Wordtastic while they are waiting for you. Be sure that students understand your expectations for their behavior when they are waiting.

Teacher Tip: There are wait-time activities built in to Read Naturally Live. When you notice a student doing the wait-time activities well, praise them for practicing the story or playing Wordtastic and/or allow them to switch to One Minute Reader Live for additional reading practice.

To complete this step in the Sequenced series, the teacher listens to the student read the passage for one minute while counting errors. For additional information on accurately counting errors, see Guidelines for Counting Errors in the Appendix and [Conducting a Timed Reading](#) in the Knowledgebase of the Read Naturally website. After the bell rings, the student is prompted to click on the last word read. Then, the teacher enters the number of errors and rates the student's expression.

Teacher Tip: The [Evaluating Expression](#) rubric for scoring expression is also available in an info icon on the scoring page after the student has completed the pass timing.

Teaching Expression

Teaching expression, often called prosody, is important when working with a student who struggles with fluency. Good reading comprehension depends on more than reading individual words correctly; the student also needs to be able to group words into meaningful phrases in order to understand what they are reading. In Read Naturally Live, expression is modeled by the teacher recording in the read along step. The student practices reading with expression in the practice step, and the teacher evaluates the student's expression in the pass step using the expression rubric. Be sure to discuss the student's expression ratings with them and remind them to notice how the narrator's voice changes when they are listening to a story. If you notice that the student's expression is not improving, you may want to model expressive reading for the student or the whole group.

Expression Rubric

Expression Rating	Description
1	Reads haltingly, seldom uses phrasing, and reads without expression.
2	Reads phrases of three or four words and usually pauses for end punctuation.
3	Uses correct phrasing and appropriate intonation most of the time, and shows attention to punctuation in some of the story.
4	Reads conversationally, consistently uses correct phrasing and intonation, and attends to all punctuation.

After rating the student's expression, the teacher grades the open-ended question and the retell. Next, on the pass/review work page, the teacher reviews the work with the student and notes whether expectations were met on the first try. This is a good opportunity for teachers to reinforce and praise the student for what they are doing well. It may also be a good time for a mini-lesson to address any challenges.

After the student has completed the required activities on the pass step, the teacher and the student review the results together on the pass/review work page. For more information see [Reviewing Student Work](#) in the Read Naturally Live User Guide. On the **Story Details** tab, review the student's story results. The student's pass results are listed in the Summary section. Each item is marked with a star or an X. A star indicates the student has met the requirement. An X indicates the student has not met that requirement.

Pass/Review Work

Melissa Powell Level | Goal Teacher Log Out

Zebras Key Words Prediction Cold Timing Read Along Practice Quiz Retell Pass

Pass / Review Work Story Details Fluency Comprehension Retell Data Mentor Eng Esp Start date: 12/31/2024

Summary

CRITERIA	PASS RESULTS	REQUIREMENTS
Hot timing	★ 121 wcpm (first attempt): Dan Phillips	Story Goal 120 wcpm
Errors	★ 2 (first attempt)	3 or fewer
Expression	★ 3 (first attempt)	2 or higher
Quiz	★ 7/7 (first attempt)	All correct
Retell	★ 1 word / met expectations (first attempt)	Meets teacher expectations

Retell

First Attempt

zebras

Quiz

Q1 - Main Idea ★ first attempt

Teacher Present Next

If a student does not successfully complete one or more of the criteria for passing, the teacher may assign remedial actions for any corrections the student needs to make. The student is required to complete any remedial actions the teacher selects. If multiple remedial actions are selected, the program prompts the student to complete the steps in order. For more information see [Options for Students who do not Pass](#) in the Read Live User Guide.

Pass/Remedial Actions

CRITERIA	PASS RESULTS	REQUIREMENTS	SELECT REMEDIAL ACTIONS
Hot timing	★ 54 wcpm (first attempt)	Story Goal 50 wcpm	<input type="checkbox"/> Practice story Required practices 1
Errors	★ 1 (first attempt)	3 or fewer	<input type="checkbox"/> Read along for accuracy and/or expression
Expression	★ 3 (first attempt)	2 or higher	Required read alongs 3 Speed Auto
Quiz	★ 5/5 (first attempt)	All correct	<input type="checkbox"/> Redo missed questions
Phonics word list	✖ 13 wcpm / 0 errors (first attempt)	35 wcpm with 3 of fewer errors	<input checked="" type="checkbox"/> Practice word list
Spelling	★ 3/3 (first attempt)	3/3	<input type="checkbox"/> Redo spelling <input type="checkbox"/> Retest story <input checked="" type="checkbox"/> Retest word list <input type="checkbox"/> Pass with current scores

If the student meets all of the requirements during their first try or successfully completes the remedial actions, they are taken to the congratulations page. For more information, see [Interpreting the Congratulations Screen](#) in the Read Live User Guide.

Congratulations!

Zebbras

Key Words Prediction Cold Timing Read Along Practice Quiz Retell **Pass**

Congratulations!

- Accuracy**: 3 or fewer errors on hot timing
- Quiz**: All questions correct on the first try!
- Story Goal**: Met your story goal on the first try!
- Retell**: Passed the retell on the first try!
- Expression**: Read with expression

Phonics Series Features

Practice Word List

The practice word list step in the Phonics series takes the place of the retell step in the Sequenced series. The purpose of this step is to reinforce the phonics pattern(s) featured in the Phonics stories. This step helps the student build automaticity in reading words with the featured phonics pattern(s).

To complete the word list step, the student practices reading the words in the word list starting down each column and then across each row for one minute. The student clicks **Finished** after reading down the columns, then clicks the last word read when the timer sounds. After each practice, the program records the number of words read during the one-minute practice. The student needs to practice until they reach their word list goal. For more information see [Completing the Practice Word List Step](#) in the Read Live User Guide.

Practice Word List Step in Phonics Series Level 1.8

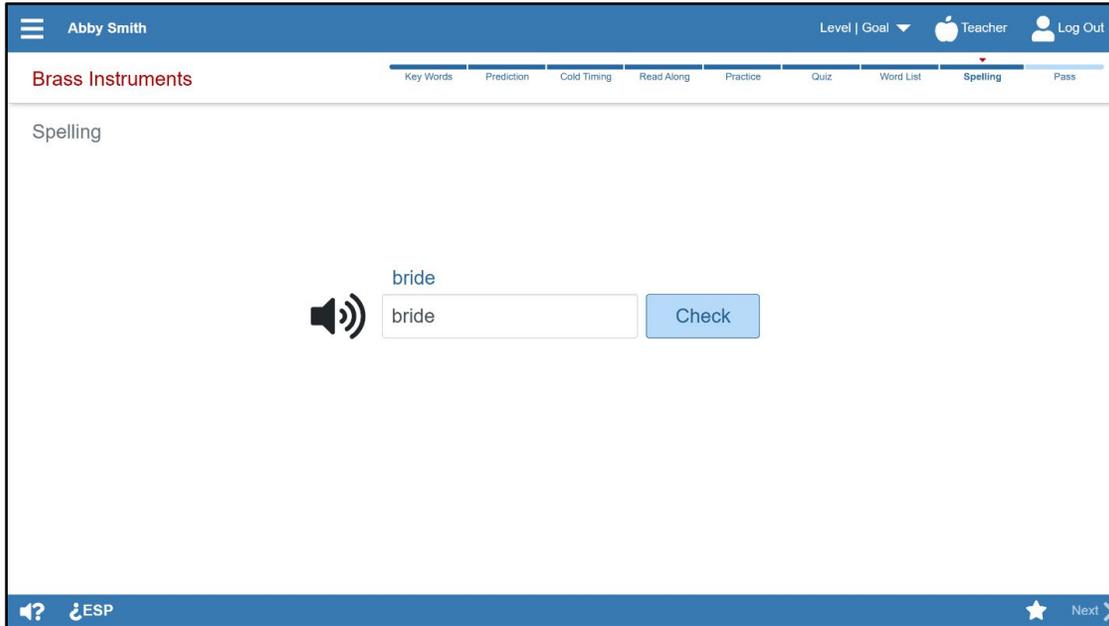
The screenshot displays the 'Practice Word List' interface for 'Brass Instruments' in Phonics Series Level 1.8. The interface is divided into several sections:

- Header:** 'Abby Smith' (user name), 'Level | Goal' (dropdown), 'Teacher' (apple icon), and 'Log Out' (user icon).
- Navigation:** A horizontal bar with tabs: 'Key Words', 'Prediction', 'Cold Timing', 'Read Along', 'Practice', 'Quiz', 'Word List' (active), 'Spelling', and 'Pass'.
- Section Title:** 'Brass Instruments' in red text.
- Practice Word List:** A section titled 'Practice Word List' with a 'Read Down' arrow and a 'Cancel Timing' button. It contains three columns of words:
 - Column 1: press, prep, prop, prom, prim, from, front
 - Column 2: bright, bride, breed, greed, grade, grate, grape
 - Column 3: trick, truck, track, tram, cram, crab, cribA 'Finished' button is located at the bottom right of the word list area.
- Scores:** A section titled 'Scores (words per minute)' with an empty input field.
- Footer:** A blue bar with a question mark icon, 'ESP', and a 'Next' button with a right arrow.

Spelling

Once the student has completed the word list step, they practice spelling three words containing the featured phonics pattern in that lesson. To hear each word, the student clicks on the speaker icon and listens to the word and a sentence using the word. After typing the word, the student clicks **Check** to verify the spelling of the word and make any needed corrections. For more information, see [Completing the Spelling Step](#) in the Read Live User Guide.

Spelling Step in Phonics Series Level 1.8



Pass

To complete the pass step in the Phonics series, the student must pass the story as described above for the Sequenced series. Additionally, the student must pass the word list. For more information, see [Conducting the Phonics Word List Pass Timing](#) in the Read Live User Guide.

Pass/Review Work Step in Phonics Series Level 1.8

The screenshot shows the 'Pass' step in the Phonics Series Level 1.8. The interface includes a navigation bar with 'Pass' selected, a summary table of results, and a spelling list.

Summary

CRITERIA	PASS RESULTS	REQUIREMENTS
Hot timing	★ 52 wcpm (first attempt): Dan Phillips	Story Goal 50 wcpm
Errors	★ 1 (first attempt)	3 or fewer
Expression	★ 3 (first attempt)	2 or higher
Quiz	★ 5/5 (first attempt)	All correct
Phonics word list	✘ 21 wcpm / 0 errors (first attempt)	35 wcpm with 3 or fewer errors
Spelling	★ 3/3 (first attempt)	3/3

Spelling

	first attempt	last remedial attempt	all misspellings
bride	★		
prep	★		

Explicit Instruction and Feedback

While students are working in Read Naturally Live, teachers are encouraged to engage in active supervision and work directly with students to provide explicit instruction and feedback. This teacher-provided instruction and feedback supplements the computer-assisted instruction and feedback provided in the program. Teachers are asked to enter their password when working with a student on the cold timing (if required), hot timing, and pass/review work steps. However, you can sit down with a student working on any of the steps to share a mini-lesson, offer guidance, or provide explicit instruction and feedback. The goal is to have students spend more time reading and read more words on their own; therefore, these interactions for supplemental explicit instruction and feedback should be brief.

Teacher-Provided Explicit Instruction and Feedback

Step	Explicit Instruction	Feedback
1. Select a Story	<p>Set a Purpose: “Here’s where you have a choice of which story you would like to read. There are 12 stories to choose from. You are in charge and can choose the stories in any order.”</p> <p>Guided Practice/Modeling: “Look at the pictures and the titles to see what is interesting to you.” <i>Ask the student which stories they think they would like best and why.</i> “If you want to hear the title of the story before you decide, click on the picture. After hearing the title, you can decide to click ‘yes’ to read the story or click ‘no’ to return to the Select a Story page.”</p>	<p>Feedback: Remind the student to choose a story quickly and provide positive feedback when they do.</p>
2. Key Words	<p>Set a Purpose: “For this step, you will be working on vocabulary skills. When you click on a word, you will see a pop-up box with the definition, which will be read to you. Sometimes there will be a sentence using the word or a picture to go with it. Becoming familiar with these key words will help you understand the story better.”</p> <p>Guided Practice/Modeling: “Let’s look at the first word together. <i>Read the word to the student.</i> “Have you heard that word before? Tell me what you know about this word already. What else do you notice about this word? <i>Based on the age of the student, point out the parts of the word and/or identify the part of speech.</i></p> <p>“When I’m learning a new word, I find it helpful to hear it multiple times. I’m going to read the first word for you this time. When you work on your own, the computer audio will read it to you. It’s important to</p>	<p>Feedback: Remind the student to actively listen while looking at the words on the screen and praise them when they do.</p>

	<p>focus on the audio in order to learn the words and what they mean.”</p> <ul style="list-style-type: none"> • <i>Mute the sound and have the student click on the word.</i> • <i>Pronounce the word and ask the student to repeat the word.</i> • <i>Read the definition.</i> • <i>Ask if the student has any questions about the definition and answer their questions.</i> • <i>If there is a sentence, read it to the student and then ask the student to read it with you.</i> • <i>If there is a picture, talk with the student about how the picture relates to the word.</i> <p>“Let’s listen to the next one together.”</p> <ul style="list-style-type: none"> • <i>Unmute the sound and have the student click on the word.</i> • <i>Model attentive listening as the word and definition are read aloud.</i> <p>“Because I like to hear new words multiple times, I often click them again to hear them repeated. However, we don’t want to take too much time on this step so make sure you only do that for a few words.”</p> <p>Independent Practice: “You’ve shown me that you know what to do in order to learn about the key words. You’re doing a good job! I’m going to work with another student while you do the rest of this step on your own.”</p>	
<p>3. Prediction</p>	<p>Set a Purpose: “Making a prediction helps to get your brain ready to start thinking about what the story is about. That makes the story a little bit easier to understand.”</p> <p>Guided Practice/Modeling: “When I am making a prediction, I use the title, the picture, and key words to help me think about what I already know about this topic.”</p> <ul style="list-style-type: none"> • <i>Talk with the student about the title, picture, and key words.</i> • <i>Ask them what they know about the topic.</i> • <i>Share what you think the story will be about.</i> <p>“I know I only have a couple of minutes to write my prediction, so I think of one or two sentences to write.” <i>Decide on a sentence together.</i></p> <p>“Then I type my prediction. I read it to see if</p>	<p>Feedback: If you notice (or anticipate) that the student has difficulty typing the prediction, ask them to signal the teacher the next time they get to that step.</p> <p>To help the student, the teacher can:</p> <ul style="list-style-type: none"> • Type the prediction using the student’s words. • Provide a notebook where the student can write the prediction. (Note: the student will need to type something—like a period—in the box

	<p>it makes sense before clicking Next.”</p> <p>Independent Practice: <i>Ask the student if they feel comfortable doing the prediction for the next story on their own.</i></p>	<p>before the Next button will be enabled.)</p> <ul style="list-style-type: none"> • Provide a sentence starter for the student.
4. Cold Timing	<p>Set a Purpose: “The cold timing will help us know how fluently you can read a brand-new story out loud. When you finish reading, we’ll see your score on the graph in blue.”</p> <p>Guided Practice: “You’re going to read the story on your own. Click on any word you stop or stumble on or want to skip. I might tell you if I notice that you missed a word, but that’s ok—this is just your first read. When you’re ready, click Start Timing and start reading.”</p>	<p>Feedback: As the student reads the story, quietly remind them to click on words they miss. Eventually, they will be more comfortable noticing and clicking on words they don’t know.</p> <p>After the timer sounds and the student clicks on the last word they read, discuss any words they missed.</p>
5. Read Along	<p>Set a Purpose: “The read along step helps us learn to read more fluently, with expression, like we talk. When we read fluently, we understand what we read.”</p> <p>Guided Practice/Modeling: <i>Read the first few sentences of the story like a robot—no expression, no pauses—or very fast. “Can you easily tell what the story is about/what is happening in the story when I read like that?” Read the same few sentences with expression: pausing at commas and periods and emphasizing important words. “Is it easier to understand when I read it that way? Why?”</i></p> <p>Independent Practice: <i>Have the student practice reading the first few sentences with expression.</i></p> <p>“Remember, when you’re working on your own to read along with the narrator, try to imitate the narrator—pause at commas and periods, and emphasize important words.”</p>	<p>Feedback: If the student doesn’t pause at periods, remind them that a period is like a stop sign when you’re driving. Have them go back and reread the sentence, then praise them for their efforts.</p>
6. Practice	<p>Set a Purpose: “The practice step is your chance to practice reading the story fluently on your own, see if you can meet your goal, and deepen your understanding of the story.” <i>Show the student how to find their level and goal at the top of the screen.</i></p> <p>Guided Practice: “What do I need to remember when I’m reading? When do I pause?”</p> <p>Independent Practice: “Now it’s your turn. You’re going to read for one minute and</p>	<p>Feedback: After listening to the student read the first few sentences aloud, remind them to pause at periods and commas and to emphasize important words. Point out their scores in the box below the image for the story, and praise them for their efforts.</p>

	click on the last word you read. Your score for each practice will show up in the box under the image.”	
7. Quiz	<p>Set a Purpose: “The quiz step is your chance to show what you know by answering some questions about the story. You can go back to the story any time to find the answer.”</p> <p>Guided Practice: “What is this question asking you to do?” <i>Guide the student to the purpose of each question, i.e., main idea, detail, vocabulary, and show them how to go back to the story and find the answer.</i></p> <p>“If you want to hear the words, just click on any word in the question and answer, and the narrator will read them to you.” <i>Demonstrate clicking on the words to hear them read.</i></p> <p>Independent Practice: “Now it’s your turn to answer the questions. The computer will tell you if you’re right, and we can go back and correct the ones you miss when I join you for the review step.”</p>	<p>Additional Resources: If a student is struggling with a particular type of comprehension question, reference the Comprehension Tips and Comprehension Builder in the Read Live Staff Member Module to see teaching strategies for the different types of questions.</p> <p>Feedback: Remind the student to take their time when answering the questions and to read all the answers before choosing one.</p>
8. Retell	<p>Set a Purpose: “For this step, you are going to retell or summarize the story to share all the things you understand and remember about the story.”</p> <p>Guided Practice/Modeling: “When I am getting ready to write a retelling, I like to look back at the story one more time. This helps me remember what the story was about, but I can’t just copy from the story—I need to tell it in my own words. Let me show you an example from a student who used to be in my class and did a good job with the retelling.” <i>Show the student a retelling from a previous student who met your expectations.</i> “This retelling starts with the main idea and then includes related details. I have some sentence starters to help you build on the details.” <i>Share the list of sentence starters from the Comprehension Builder available in Read Live or from the Structured Retell Directions, Organizer, and Checklist.</i></p> <p>Gradual Release: “Let’s write this retelling together. Tell me your ideas and I will type them. We can discuss the main idea and details as we go.” <i>Work on the retelling together, gradually encouraging the student to take more ownership.</i></p>	<p>Feedback: If you notice (or anticipate) that the student has difficulty typing the retelling, ask them to signal the teacher the next time they get to that step. To help the student, the teacher can:</p> <ul style="list-style-type: none"> • Type the retelling for the student as the student dictates. • Provide a notebook where the student can write the retelling. (Note: the student will need to type something—like a period—in the box before the Next button will be enabled.)

	<p>Independent Practice: “You did a nice job with the retelling. Do you feel ready to do one on your own?”</p>	
8a. Word List	<p>Set a Purpose: <i>Think of an age-appropriate activity the student may have practiced—like tying shoes or playing a sport, and use that example in this conversation. “Remember when you were learning to (insert activity)? Did you do it quickly and easily the first time you tried it? Or did you need to practice over and over until it became easy and automatic for you? Well, that is what practicing the word list step does. You get to practice the list multiple times in order to reach your goal. As you continue to practice, reading the words will become easier and more automatic. Soon, you won’t have to stop and think about each sound in the word—you’ll be able to read it right away.”</i></p> <p>Guided Practice/Modeling: <i>“Let me show you what I mean.” Read the list of words down and across slowly. Then do it again with fewer pauses and more automatically.</i></p> <p>Gradual Release: <i>“Let’s read the words together.” (Read the words with the student.) “Nice work! Now, read a few words to me.”</i></p> <p>Independent Practice: <i>“Great job! Now it’s your turn to try it on your own.”</i></p>	<p>Feedback: When a student says a word incorrectly, ask them to pause for a moment. Slowly pronounce the word by sounding it out. Then, have the student sound out the word with you. Prompt the student to look at the letters in the word as they sound out the word again. Finally, have the student read the word without sounding it out first.</p>
8b. Spelling	<p>Set a Purpose: <i>“As you learn to read words, you can also start to learn how to spell them so you can use the words in your writing.”</i></p> <p>Guided Practice/Modeling: <i>Place a small whiteboard and marker in front of you and the student. “When I am trying to spell a word, I say it very slowly and stretch it out.” Choose a word the student is likely to know and demonstrate. “When words rhyme, I can follow the pattern.” Write additional rhyming words on the whiteboard. “I’m going to say a new word slowly. Tell me the letters in the word, and I’ll write them down.” Write down what the student says. “This is the correct spelling of the word.” Write the correct spelling above the previously written word. “Do they match?” If yes... “You got it right!” If no... “Let’s see what’s different and change the first word to match the correct word.” Discuss the changes needed and show how to make the changes.</i></p>	<p>Feedback: When comparing the correct word to an incorrect attempt, let the student know they made a good effort and show them which letters are correct (and can stay the same) and which letters are incorrect and need to be changed.</p>

	<p>Gradual Release: <i>Give the student the marker and ask them to spell a few words. Watch for signs the student is ready to do the spelling step independently.</i></p> <p>Independent Practice: <i>“It looks like you are ready to do this on your own for the spelling step.”</i></p>	
<p>9. Pass</p>	<p>Set a Purpose: <i>“Now it’s time to pass this story. This is a chance to show your improvement with the number of words you read correctly compared to the cold timing. After I score your hot timing, you’ll see a graph in red that shows how well you did. During this step, we can also see how you did on the quiz and the retell (or word list).”</i></p> <p>Guided Practice/Modeling:</p> <p><i>“I’ll listen to you read the story for your hot timing. Make sure to read carefully and use your voice to show expression. Remember, we want to make it sound interesting. Before you start, let me show you what I mean.”</i></p> <p><i>Read the first and second paragraphs of the story demonstrating careful reading, stopping for punctuation, and reading with vocal inflection. Make one mistake to see if the student notices. “What did you notice while I was reading?” If they noticed the word you missed, praise them for paying attention and catching that. Reassure them that they do not have to be error-free on the hot timing. As long as they have three or fewer errors, read with some expression, meet their goal, and answer the comprehension questions correctly, they can pass the story.</i></p> <p>Gradual Release: <i>Let’s try something else. “I’ll read a sentence and then you’ll repeat it after me. Try to read every word and use your voice to make what you’re reading sound interesting.” Read a sentence and have the student read the same sentence after you. “Well done! Now you read a sentence, and I’ll repeat after you.” Repeat the sentence after the student reads it. Provide corrective feedback, if needed.</i></p> <p>Independent Practice: <i>“You seem ready for the hot timing. Do you have any questions?” (Answer any questions.) “When you’re ready, click on Start Timing and start reading.”</i></p>	<p>Feedback: <i>Because the errors show up in the first box on the pass timing page, it is tempting to tell the student how many words they missed. Instead, look at the second box that shows how many words they read correctly and let the student know how many words they got right.</i></p> <p><i>On the pass/review work page, show the student how they did on each step. Praise them for what they did well in specific language. Give corrective feedback and guidance for any step that did not meet expectations.</i></p>

Monitoring Student Performance

Evaluating student progress is one of the most important tasks Read Naturally Live educators do. In this section, teachers will learn about the following areas involved in monitoring student performance:

- Periodic Assessment of Fluency
- Data Mentor
- Checking Initial Placement
- Keeping Students Challenged
- Troubleshooting Student Performance

Purpose of Monitoring Student Performance

The purpose of monitoring student performance is to accelerate student progress by using data to make informed instructional decisions. Read Naturally Live automatically collects student data, allowing teachers to easily generate a variety of reports, evaluate their students' performance, and make timely adjustments to students' levels and story goals.

Periodic Assessment of Fluency (PAF) is an additional tool teachers can use to monitor a student's progress throughout the year using reading material at their initial Read Naturally Live level. The assessment is available to administer once a student is placed in Read Naturally Live. After the first administration is completed, PAF will be available at 10-week increments throughout the school year.

In many cases, the Data Mentor feature built into Read Naturally Live is also available to assist educators by making suggestions based on an automatic analysis of student data. Additionally, teacher insight into each student's unique strengths, challenges, and learning context ensures that progress monitoring goes beyond numbers to appropriately reflect individual needs. Student reports, the Data Mentor feature, and the teacher's personal knowledge work together to maximize each student's success and facilitate effective communication with colleagues, parents, and guardians.

Periodic Assessment of Fluency

Read Naturally Live includes progress monitoring features that show student progress within each story and throughout the levels they are assigned. The Data Mentor, Checking Initial Placement, and Keeping Students Challenged sections of this manual provide details about these topics. Periodic Assessment of Fluency provides a streamlined method for teachers to also measure the oral reading fluency (ORF) of a student working in Read Naturally Live using passages from outside the program a few times throughout the school year.

Teachers using Periodic Assessment of Fluency will conduct one-minute timings to measure a student's average words correct per minute (WCPM) score at multiple points during the school year using a consistent set of passages at the same instructional reading level. Periodic Assessment of Fluency becomes available once a student has a Read Naturally Live assignment in a given school year. To minimize the practice effect, each Periodic Assessment of Fluency assessment during the rest of the year becomes available 10 weeks after a completed assessment and can be completed to match the district testing calendar.

Testing Level

Before conducting a student’s initial Periodic Assessment of Fluency, the teacher will need to confirm that their Read Naturally Live assignment is appropriate. The Periodic Assessment of Fluency testing level is set based on this assignment so that the passages align closely with the student’s instructional level.

The Read Naturally Live assignment is the basis for the Periodic Assessment of Fluency testing level. A student’s Periodic Assessment of Fluency testing level will be close to—but not always an exact match with—their initial Read Naturally Live assignment level of that year. The testing level will remain the same for the duration of the school year (defined in Read Live as July 1–June 30), even as the student’s Read Naturally Live assignment changes. This approach ensures that scores are based on a consistent measure and not influenced by increasing passage difficulty. This testing level cannot be adjusted during the school year.

Notifications

When Periodic Assessment of Fluency testing is available for a student (once they have a Read Naturally Live assignment and then 10 weeks after a completed assessment), an icon will appear on the Read Naturally tile as the student enters the program and in the top banner of the Read Naturally Live student module; an icon will also appear on the Student Activity page in the staff module until the assessment is complete.

Assessment Process

A teacher may choose when to start Periodic Assessment of Fluency, ideally conducting the first assessment early in the year. Then the assessment will become available every 10 weeks until the end of the year. The assessment is accessed through the Teacher Menu in the Read Naturally Live student module.

Each assessment should only take a few minutes, and it’s advisable to complete each assessment in one sitting. The process is very similar to conducting a cold or hot timing: the teacher listens to the student read for one minute, counts the number of errors, and then inputs that number so the program may calculate the WCPM score. Ideally, the teacher will conduct two valid timings so that Periodic Assessment of Fluency can average the scores. If only one valid timing is completed, Periodic Assessment of Fluency saves that single score.

Teachers can conduct Periodic Assessment of Fluency assessments and view reports for any students for whom they are the lead teacher and for any students who do not have a lead teacher. Account administrators and school coordinators can conduct Periodic Assessment of Fluency assessments and view reports for all students. For additional details on conducting these assessments, see [Conducting Periodic Assessment of Fluency Timings for a Student](#) in the Read Live User Guide.

Reports

The Periodic Assessment of Fluency report provides documentation about a student’s fluency performance throughout the school year. The report shows the assessment dates, the student’s WCPM scores, the number of valid timings, and the average number of Read Naturally Live stories completed per week between assessments. To view a sample of this report, see the Appendix in this manual.

Data Mentor

The [Data Mentor feature](#) built into the Read Naturally Live Sequenced series monitors student performance by analyzing student data and, when appropriate, making suggestions to teachers for adjusting a student's level, story goal, or comprehension instruction. Data Mentor distills years of data analysis experience into a built-in tool designed to support teachers and improve student outcomes.

Data Mentor provides suggestions when it has enough recent and reliable data. When checking initial placement, Data Mentor will usually make suggestions based on the data from three or more stories. However, if a student's comprehension score is below 60% on the first story, Data Mentor will suggest lowering the level to find a placement where the student can score at least 60%. To ensure each student remains appropriately challenged, Data Mentor evaluates data from the last 42 days and the six most recent stories.

Note: Data Mentor will only make suggestions for students who do the cold timing step with a teacher present and who complete the quiz step. If either or both of these steps are turned off, Data Mentor cannot analyze student data, and the teacher will be responsible for adjusting the student's level and story goal based on reports and personal observations.

When Data Mentor has a suggestion, it will be presented when the teacher reviews the student's work on the pass/review work step. A red dot on the Data Mentor tab indicates a suggestion. Teachers can open the Data Mentor tab on the pass/review work page to review any suggestions.

Data Mentor Tab on the Pass/Review Work Step

The screenshot shows the 'Pass / Review Work' interface for a student named Sloth. The top navigation bar includes the user name 'Rob Cole', 'Level | Goal', 'Teacher', and 'Log Out'. Below the navigation bar, a progress bar shows steps: Key Words, Prediction, Cold Timing, Read Along, Practice, Quiz, Retell, and Pass. The 'Pass' step is active, and the 'Data Mentor' tab is highlighted with a red dot and a red arrow pointing to it. The 'Data Mentor' section displays a notification: 'Change the level from 3.0 to 3.5'. The explanation states: 'A cold-timing average above the range for this level with a satisfactory quiz average indicates a more difficult level of material is needed.' There is an 'Accept' button and a 'more...' link. The bottom of the screen shows 'Teacher Present' and a 'Next' button.

To see suggestions when you're not in the pass/review work step, open the Teacher Menu from the student's screen and select the Data Mentor menu item. For more information about why a suggestion was made, click "more..." under the explanation.

Data Mentor Tab Under the Teacher Menu

The screenshot shows a user interface for a teacher named Rob Cole. At the top right, there are options for 'Level | Goal' and a 'Close' button. The 'Teacher Menu' on the left includes options like 'Print Stories', 'Print Awards', 'Data Mentor' (highlighted with a red arrow), 'Review Work', 'Change Series/Level/Goal', 'Change Story Options', 'Reset Story', and 'Retest Timing'. The main content area is titled 'Read Naturally Live' and contains a 'Data Mentor' section. It explains that the student is on story 3 of 24 in Sequenced level 3.0 with a Story Goal of 95 wcpm. A suggestion is highlighted in a red box: 'Change the level from 3.0 to 3.5'. An 'Explanation' follows: 'A cold-timing average above the range for this level with a satisfactory quiz average indicates a more difficult level of material is needed.' Below the suggestion is an 'Accept' button. At the bottom of the screen, it says 'Teacher Present'.

Teachers are encouraged to consider the changes suggested by Data Mentor and apply their knowledge of the student to determine whether the suggestion is appropriate. If you agree with the Data Mentor suggestion, click **Accept** to apply the change. If you would like the student to continue working without the suggested change, bypass the **Accept** button and click **Next** (from the pass/review work page) or click **Close** (from the Teacher Menu).

It is important to discuss any level or story goal adjustments with the student so they know what to expect as they continue or when they log in the next time. This also provides an opportunity to praise the student for their efforts and discuss their progress. These conversations help deepen the student's investment in their own learning.

Why do I need to know how to monitor student progress if Data Mentor is built into the program?

Teachers need to know how to monitor student progress for three key reasons:

- Data Mentor will only make suggestions for students using the Sequenced series and will not make suggestions for students who do the cold timing on their own or for students who do not complete the comprehension quiz. In those cases, the teacher must check initial placement and monitor progress without suggestions from Data Mentor.
- While Data Mentor offers useful, data-driven recommendations, the teacher has the most complete understanding of a student’s skills and performance and therefore must make the final decision.
- Adjustments to a student’s level or story goal may be necessary based on a teacher’s personal observations—even when Data Mentor does not provide a suggestion.

This manual includes guidelines for checking initial placement and keeping students challenged to help educators make informed instructional decisions. Please note that Data Mentor’s process is more detailed and refined than the basic guidelines included in this manual.

Checking Initial Placement

After placement, it is important to check a student’s initial level and story goal in Read Naturally Live to make sure they are a good fit. As a student completes three to six stories in the Sequenced series, the Data Mentor feature built into the program analyzes their performance data and makes suggestions, if appropriate.

The checking initial placement process is discussed in this section of the teacher’s manual. For more information on this topic, view the recorded webinar [Read Naturally Live: Checking Initial Placement](#).

Teacher Tip: To prepare to check initial placement, you will need to print a Students At-a-Glance report. For directions on how to generate a Students-At-a-Glance report, see [Creating a Students At-a-Glance Report](#) in the Read Live User Guide.

Students At-a-Glance Report

The Students At-a-Glance report allows teachers to view their students’ progress and make instructional decisions to accelerate progress. The report (see the sample Students At-a-Glance report in this section) shows students’ current series and level, the date students started their current level, and the number of stories they have passed. The report also shows the average scores for students’ first three cold timings and the most recent three cold timings. The following columns show students’ goals, hot timing scores, expression scores, average number of practices, quiz scores, and retell scores. This information is essential for monitoring student progress while checking initial placement.

Students At-a-Glance Report

Read Naturally Live			Report date: 2024/10/25										
Students At-a-Glance													
Report period: 2024/09/18 to 2024/10/25			Current Lead Teacher: J Murray										
			School: Springfield School										
Current Grade			Series/Level			Fluency					Comprehension		Phonics
	Student	Current Homeroom	Series/Level	Date Level started	Stories passed	Cold timing (first 3/last 3)	Goal (first/last)	Hot timing (first 3/last 3)	Expression (first 3/last 3)	Practices (first 3/last 3)	Quiz % correct (first 3/last 3)	Words in Retell (first 3/last 3)	Seconds to read word list (first 3/last 3)
3	Her, Lee	Murray, J.	Seq/2.5	2024/09/18	12	41 / 48	70/70	74 / 80	2/3	6/5	87 / 93	13 / 24	/
3	Smith, Jeff	Goss, H.	Seq/3.0	2024/09/18	12	61 / 61	90/90	93 / 97	3/3	6/3	67 / 83	12 / 20	/
4	Stack, Janelle	Brown, P.	Seq/2.5	2024/09/18	12	45 / 67	75/85	78 / 95	2/3	6/3	80 / 100	15 / 24	/
6	Anderson, John	Franks, J.	Seq/5.0	2024/09/18	12	103 / 104	140/140	141 / 144	2/2	6/6	76 / 81	18 / 29	/
						/	/	/	/	/	/	/	/
						/	/	/	/	/	/	/	/
						/	/	/	/	/	/	/	/
						/	/	/	/	/	/	/	/

* Teacher was not present for one or more of the cold timings used to calculate the first 3 or last 3 cold timing score.

Guidance for Checking Initial Placement

This section includes guidelines to follow when checking a student’s initial placement.

Important! By default, the teacher is required to be present for the cold timing. Having the teacher present for the cold timing on the first three to six stories ensures valid cold timing scores, which are used to check initial placement.

The [Checking Initial Placement Summary](#) provides guidance for how to review the student’s data and make decisions about whether the level and/or the story goal are appropriate. By comparing each student’s data on the Students At-a-Glance report to the level and goal criteria found in the Checking Initial Placement Summary, the teacher can determine whether a student is placed correctly or needs a change in level or goal.

To review the data:

- First, compare the student’s average data from the first three stories to the Criteria for an Appropriate Initial Level shown in the summary. Use the data and your knowledge of the student to decide whether to continue, raise, or lower the level.
- If you decide to continue the student in the placement level, compare the student’s average data to the Criteria for an Appropriate Initial Goal shown in the Checking Initial Placement Summary in this section. Use the data and your knowledge of the student to decide whether to continue, raise, or lower the goal.
- If you decide to raise or lower the student’s level, keep the goal the same and check placement again after three stories.

Note: Change only one element at a time—either the level or the goal. Changing both elements at the same time would likely be too challenging and frustrate the student.

Read Naturally Live

Checking Initial Placement Summary

The criteria used for checking initial placement are based on the student’s scores on the Students At-a-Glance Report for the first three stories (see sample below). * Scores that meet the criteria below indicate that the level or goal may be appropriate. Scores that do not meet these criteria indicate that a level or goal adjustment may be necessary.

<p>Criteria for an Appropriate Initial Level</p> <ul style="list-style-type: none">■ The student’s cold-timing score (CT) falls within the range listed for the initial level on the Initial Placement Ranges table.■ The student’s Quiz % correct score (%Quiz) is at least 60%.	<p>Initial Placement Ranges</p> <table border="1" style="margin-left: auto; margin-right: auto;"><thead><tr><th>Initial Level</th><th>WCPM Score</th></tr></thead><tbody><tr><td>1.0 to 3.0</td><td>30 to 60</td></tr><tr><td>3.5 to 5.0</td><td>60 to 80</td></tr><tr><td>5.6 to 7.0</td><td>80 to 100</td></tr><tr><td>8.0</td><td>100 to 140</td></tr></tbody></table>	Initial Level	WCPM Score	1.0 to 3.0	30 to 60	3.5 to 5.0	60 to 80	5.6 to 7.0	80 to 100	8.0	100 to 140
Initial Level	WCPM Score										
1.0 to 3.0	30 to 60										
3.5 to 5.0	60 to 80										
5.6 to 7.0	80 to 100										
8.0	100 to 140										

Criteria for an Appropriate Initial Goal

- The student’s CT is lower than the goal by approximately:
 - 30 if in grade 4 or below.
 - 40 if in grade 5 or above.
- The student’s hot-timing score (HT) is equal to or slightly higher than the goal.
- The student’s number of practices (#P) is 3 to 10.

***Important:** Checking initial placement should occur after the first three stories. However, if done after story 4, 5, or 6, use the scores from the three most recent stories. The Initial Placement Ranges table is no longer valid after six stories.

Notes about Quiz Scores

When a student's average quiz score falls below 60% on the first three to six stories, the level may be too difficult.

If a student's average quiz score falls between 60% and 80% on the first three to six stories, this is a signal to the teacher that the student may need additional comprehension instruction to reach 80%, but the student will likely be successful in the level.

When a student is appropriately placed in a level and with a goal challenging enough to promote fluency growth, their average quiz scores should consistently be 80% or higher.

Additional Resources for Checking Initial Placement:

- Read Live Website: [Read Naturally Live Checking Initial Placement instructions](#)
- Knowledgebase Webinar Video: [Read Naturally Live: Checking Initial Placement](#)

Read Naturally Live Progress Monitoring Reports

In addition to the Students At-a-Glance report, teachers using Read Naturally Live can utilize the reports below to evaluate student growth. These reports are helpful when communicating student progress and areas of need with other educators and parents or for differentiating instruction based on student need. For instructions on how to print reports, see [Creating Read Naturally Live Reports](#) in the Read Live User Guide.

To view a sample of each report, see the Appendix in this manual.

Student Level Reports

The student level reports are a series of reports that, together, describe the student's progress in all aspects of a particular level of Read Naturally Live. The student level reports enable teachers to spot trends in different measures of fluency and comprehension. To view sample reports, see the [Read Naturally Live Sample Reports](#) in the Knowledgebase of the Read Naturally website. The reports include:

Level Summary Report: A table summarizing results for each story the student has passed at a given Read Naturally Live level, including cold and hot timing results, number of practices, quiz results, and more.

Fluency Graph: A bar chart displaying the student's cold and hot timing scores for all stories passed in a specified series and level.

Comprehension Graph: A graph showing the quiz questions the student answered correctly on the first attempt for each story in a specified level. Quiz results are reported by question type and story.

Retell Graph: A graph showing the number of words the student used to retell each completed story on the first attempt and whether or not the student met the teacher's expectations on the first attempt.

Word List Graph (Phonics series only): A graph showing the rate at which the student read the word list for each story the student completed in a specified phonics level. The rate, in words correct per minute, reflects the most recent attempt by the student at that word list.

Additional Reports

Story Details Report: A detailed report showing the student's performance in a specific Read Naturally Live story, including their prediction, cold timing score, number of read alongs and practices, retell, and pass results.

Student Placement Results Report: A report providing detailed information about the student's most recent placement in Read Naturally Live, including the test results, recommendations, and placement decision.

Keeping Students Challenged

After checking initial placement and making appropriate changes to the student's level and story goal, the instructional focus of progress monitoring shifts to keeping the student challenged and supported in order to accelerate their achievement. This phase is where teachers spend most of their time as their students progress through the program. It is important to regularly monitor student performance to determine if they need a change in level or story goal. Typically, after a student has completed 12 stories, the teacher should carefully review their performance and consider changes. In addition to the guidance provided here, teachers may use the data from the [Students At-a-Glance report](#) to monitor student performance.

Data Mentor and Keeping Students Challenged

Data Mentor may provide suggestions when a student is working in the Sequenced series, the teacher is present for the cold timing, and the quiz step is turned on. When these conditions are met, Data Mentor will offer suggestions over time to keep each student challenged and address their needs. Data Mentor's suggestions are automatically generated based on complex data analysis, saving the teacher valuable time and providing meaningful support in setting each student up for maximized progress. In cases where Data Mentor is unavailable, the teacher will use their knowledge of the student along with the comprehensive data from the reports to determine appropriate adjustments. Basic guidelines for such cases are provided in this section.

Guidance for Keeping Students Challenged

Key Questions

As students work in Read Naturally Live, most will need increased challenge as their reading improves. When determining whether adjustments are necessary to keep a student challenged in Read Naturally Live, the teacher should consider two key questions:

1. Does the student need more challenge?

If you notice one or more of the following trends, the student may need more challenge:

- The student's cold and hot timing scores improve significantly.
- The number of practices the student takes to reach the story goal has decreased significantly or remained low. If a student typically reaches the story goal in fewer than three practices, this is a strong indication that it is time for an adjustment.
- The student consistently exceeds their story goal on the hot timing.
- The student's behavior indicates the student is no longer challenged. For example, the student may express that the stories are too easy.

2. If the student needs more challenge, should the level or the story goal be adjusted?

There are two scenarios to consider when deciding to raise the level or the story goal.

Scenario 1: Raising the Level and Continuing the Story Goal

When a student completes all 24 stories in a level, they will automatically move to the next level.

In some cases, the student's data may indicate that they are ready to move up a level before completing all 24 stories. The teacher may even decide the student should skip the second set of 12 stories in a level. This is especially important to consider if the student's Read Naturally Live level is several years lower than the student's actual grade level.

Consider raising the level before the student has completed all 24 stories in a level and if all of the following indicators are true:

- Their cold timing scores have significantly improved.
- Their average comprehension scores are above 90%.
- Their error rates on hot timings are low.
- Their average number of practices is fewer than 3.

Teacher Tip: In most cases, raise levels by half a year at a time. In rare cases (e.g., when a student is reading in level 3.0 or above, has made significant fluency progress, comprehends well, and can handle the extra challenge), a full-year level increase may be appropriate. For directions for manually raising a student's level, see [Changing a Student's Series, Level, or Goal](#) in the Read Live User Guide.

Important! If you raise the student's level, the story goal should stay the same. Remember to discuss the change with the student.

Scenario 2: Continuing the Level and Raising the Story Goal

A student is likely working at the appropriate level if their average comprehension scores are at least 80% (or 60–79% with teacher support), their average number of practices is between 3 and 10, and they show signs of engagement with the story material.

If the student's level is a good fit, check to see if the story goal is still appropriate. Consider raising the story goal if the data indicate that most of the following are true:

- Their cold timing scores have significantly improved.
- Their hot timing scores exceed the goal by more than 10.
- Their comprehension scores are 80% or higher.
- Their error rates on hot timings have decreased or remain low.
- Their average number of practices has decreased significantly or remains low.
- The student expresses the desire for a more challenging goal.

Teacher Tip: In most cases, raise the story goal by 10 words at a time. It is acceptable in some cases to raise the goal by more than 10 words at a time if the new goal is similar to the student's most recent hot timing scores. It's important to meet each student where they are while gradually increasing the challenge.

Scenario 2: Student Example

Here is a sample Students At-a-Glance report for a student whose data indicate that their level should continue and their story goal should increase.

Students At-a-Glance Report

Report date: 2024/10/25

Read Naturally Live
Students At-a-Glance

Report period: 2024/09/18 to 2024/10/25

Current Lead Teacher: J Murray
School: Springfield School

Current Grade	Student	Current Homeroom	Series/Level		Stories passed	Fluency					Comprehension		Phonics
			Series/Level	Date Level started		Cold timing (first 3/last 3)	Goal (first/last)	Hot timing (first 3/last 3)	Expression (first 3/last 3)	Practices (first 3/last 3)	Quiz % correct (first 3/last 3)	Words in Retell (first 3/last 3)	Seconds to read word list (first 3/last 3)
3	Her, Lee	Murray, J.	Seq/2.5	2024/09/18	12	41 / 48	70 / 70	74 / 80	2 / 3	6 / 5	87 / 93	13 / 24	/
						/	/	/	/	/	/	/	/
						/	/	/	/	/	/	/	/
						/	/	/	/	/	/	/	/
						/	/	/	/	/	/	/	/
						/	/	/	/	/	/	/	/

* Teacher was not present for one or more of the cold timings used to calculate the first 3 or last 3 cold timing score.

- Lee’s cold timing score (blue box) on his most recent three stories was 48. His story goal (green box) is 70. The difference between the cold timing score and the story goal is 22 (70 minus 48). **Lee’s average cold timing score is less than 30 from the story goal.**
- Lee’s hot timing score (red box) on his last three stories was 80. **Lee’s average hot timing score exceeds the story goal by 10 (80 minus 70).**
- Lee’s most recent comprehension scores are above 80%** (orange box).
- Lee’s average number of practices has decreased from 6 to 5** (purple box).

Lee’s average cold timing score, hot timing score, and number of practices indicate significant progress in fluency. His average comprehension score reflects adequate comprehension. Based on this data, Lee’s story goal should be raised. Before making the change, Lee’s teacher should check with him to make sure he agrees that he’s ready for a higher story goal. Then the teacher can change his story goal from 70 to 80.

For directions about manually raising the story goal, see [Changing a Student’s Series, Level, or Goal](#) in the Read Live User Guide.

Guidance for Additional Scenarios

Sometimes, the teacher may observe—or the student may express—that the student is **not** ready for more challenge. In these cases, the teacher should continue monitoring progress to determine whether to maintain both the level and story goal, lower the level while maintaining the story goal, or maintain the level while lowering the story goal.

Scenario 3: Continuing the Level and Story Goal

Generally, a student should continue working in the same level if the following criteria are met:

- Their average percent correct on the comprehension questions is at least 80% (or 60–79% with teacher support).
- Their average number of practices is between 3 and 10.
- They have not yet completed all 24 stories in the level.

A student’s story goal should remain the same if the following goal criteria are met:

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

The teacher should keep monitoring the student’s progress and watch for any future indicators they are ready for more challenge.

Scenario 4: Lowering the Level and Continuing the Story Goal

Only lower a student’s level in rare circumstances to avoid negative impacts on student motivation. The following situations may necessitate lowering a student’s level:

- Their average comprehension scores remain below 60%.
- Troubleshooting adjustments did not result in a lower number of practices or did not alleviate student frustration.
 - For information on troubleshooting, see Troubleshooting Student Performance in this manual.

If the student’s level is lowered, the story goal should remain the same, and the level change should be discussed with the student.

Scenario 5: Continuing the Level and Lowering the Story Goal

Only lower a student’s story goal in rare circumstances to avoid negative impacts on student motivation. The following situations may necessitate lowering a student’s goal:

- The student cannot meet the story goal even after 10 practices.
- Troubleshooting adjustments did not result in an increase in the hot timing scores or subsequent cold timing scores.
 - For information on troubleshooting, see the Troubleshooting Student Performance section of this manual.
- Most comprehension scores remain below 60% even after explicit comprehension instruction, and you have decided not to lower the level due to your knowledge of the student.

If the student’s story goal is lowered, the level should remain the same, and the story-goal change should be discussed with the student.

Guidelines for Changing the Level or Story Goal

- Change only one element at a time, either level or goal. When only one element is changed:
 - The student has a better chance of experiencing success.
 - It is easier to measure the effect of the change.
- Discuss any change with the student, asking for their input.
- [Adjust the student's assignment](#) via the Student Activity page in the Read Live Staff Member Module.
- Only make a change when a student's comprehension scores are 80% or higher. There are two exceptions to this guideline:
 - Raise the level if the student has completed all the stories in a level.
 - Raise the goal if the student's cold timing score exceeds the goal.
- In most cases, adjust the level in half-year increments.

Note: In level 6.0 and above, the levels are only available at whole-year increments.

- Raise (or in rare cases lower) the goal by 10 words at a time.

Additional Resources for Keeping Students Challenged:

- Read Live User Guide: [Keeping Students Challenged](#)
- Knowledgebase Webinar Video: [Read Naturally Live—Keeping Students Challenged](#)

Troubleshooting Student Performance

Differentiating instruction often requires teachers to identify barriers to student progress, develop solutions to help students overcome them, and implement adjustments that support student success.

Often, even minor adjustments in Read Naturally Live can significantly influence the course of progress for a student. This section addresses some common challenges a student might face and makes recommendations for program adjustments that may have a positive impact.

While multiple solutions may exist for a given concern, it is best practice to make one adjustment at a time and evaluate its effectiveness before making additional changes.

Some common areas of concern include:

- Not Making Expected Progress
- Insufficient Rate Gain
- High Number of Errors
- Low Comprehension Scores
- Too Few Stories Completed
- Lack of Motivation
- Inaccurate Self-Timing
- Expression Not Improving
- Too Many Practices
- Vocabulary Support Needed
- Unable to Pass the Word List
- Ready for More Independence

Not Making Expected Progress

If a student is not making the expected progress, first check to ensure they are following the program steps correctly and efficiently. Use the Read Naturally Live Fidelity Checklists located in the Appendix of this manual and observe the student as they work through a story. If necessary, reteach the steps to individuals or to the group. Then provide coaching to help the student internalize the best practices for each step. The most critical procedures the student must complete with fidelity are the following:

- Read aloud quietly and click on each difficult word during the cold timing step.
- Look at and quietly read each word aloud during the read along step as the narrator reads the story.
- Click on the blue vocabulary words to hear the definition of important words in the story.
- Quietly read each word during the practice step.
- Click on difficult words during the practice step and then practice again to master them.

If a problem persists even when the student completes the steps with fidelity, consider helping the student set a goal to improve in the problem area, and then monitor progress toward that goal. Reward and praise the student when the goal is reached.

Insufficient Rate Gain

If the student's cold timing scores are not improving, consider the following adjustments:

- Increase the number of sessions per week and/or the amount of time per session that the student works in Read Naturally Live.
- [Increase the number of required practices](#) from the Change Story Options page.
- Raise the student's goal to 30/40 above the most recent cold timing scores if the goal is below that threshold.
- Add incentives to increase student motivation. For more information see the Differentiation (Lack of Motivation) section of this manual.
- Increase the number of minutes the student engages in the act of reading by reducing the amount of time spent writing. Temporarily omit one or more of the following or direct the student to do them orally with you:
 - Prediction
 - Retelling/summary
 - Short-answer comprehension questions: These cannot be omitted, but you can instruct a student who struggles with keyboarding to type a single word or their name in the space provided and have them orally tell you their response during the pass/review work step.
- Contact the student's parent(s)/guardian(s) to discuss the lack of progress. They may have information to help you better understand the student or situation. They may also be able to work with the student at home.
- Send home this [form](#) that provides information about using One Minute Reader Live for extra independent practice—this program is free for students who have a Read Live license.

High Number of Errors

If the student frequently makes more than three errors when attempting to pass:

- Remind the student of the value of accuracy.
- Reteach how to do the read along step with fidelity.
- Consider requiring more read alongs.
- Consider lowering the goal by 5 to 10 words.
- Assess the student’s phonics skills using Read Live’s Phonics/Word Analysis Assessment. Add phonics instruction to the student’s reading program if the student has difficulty decoding.

Low Comprehension Scores

[Access the student’s comprehension report](#), and analyze the data to see if there is a pattern in the type(s) of comprehension questions the student answers incorrectly. The question types are consistent for each story in a level. See the Comprehension Questions in the Sequenced Series table below to understand the question types in the Sequenced series.

Comprehension Questions in the Sequenced Series

Levels	1. Main Idea	2. Detail	3. Vocabulary	4. Inferential	5. Short-Answer	6. Vocabulary	7. Literal	8. Inferential	9. Summary
1.0-2.5	✓	✓	✓	✓	✓				
3.0	✓	✓	✓	✓	✓	✓			
3.5-5.0	✓	✓	✓	✓	✓	✓	✓		
5.6 and above	✓	✓	✓	✓	✓	✓	✓	✓	✓

If the student’s average comprehension scores are below 80% for the most recent three stories:

- Remind the student to read for meaning. Use the lessons in the Comprehension Builder PDF or the Comprehension Tips found in the Read Live Staff Member Module on the Student Activity page to support comprehension development.
- Wait until the student consistently scores 80% or higher before raising the level or the goal.
- Instruct the student on how to answer one of the troublesome question types. Reward the student for subsequent correct answers for that question type. Once the student has mastered one difficult question type, move onto another troublesome question type. It may be worthwhile to provide a quick, whole-group lesson on how to answer each of the types of comprehension questions.
- Change from one-minute to whole-story timings for the practice step. The student may understand a story better if they practice reading the entire story, rather than just part of the story multiple times. In addition, especially for older students, reading the whole story may help the student increase reading stamina. However, a student who is reading the whole story needs to be self-motivated enough to practice for a longer time before seeing an improved score.

- Print the stories for the student so they can locate and underline the correct answers or related clues in the text. Allow the student to read the questions before practicing the story.
- Praise or reward the student when they answer all comprehension questions for a story correctly on the first attempt.

Too Few Stories Completed

If the student is on task, it should take between 30 minutes and an hour to complete each story, depending on the story length and the number of steps you require. If the student takes too much time to complete a story:

- Observe the student’s progress through a story in order to determine how to best help the student complete stories more efficiently.
- Check how long the student must wait for a teacher to conduct the cold timing and pass step.
 - Conduct the timing as soon as the student indicates they are ready for the cold or pass timing.
 - Adjust the student-to-teacher ratio if needed.

Teacher Tip: Check with your school’s administrator and parent-teacher organization to ask for paraeducators and/or parent volunteers to provide support during intervention time.

- Change the seating arrangement if a student is distracted.
- Print a copy of the [Read Naturally Live steps poster](#) and place it in a plastic sleeve. Direct the student to check off the steps they have completed with a dry-erase marker.
- Consider lowering the level or goal ONLY if student frustration is high.
- Privately share with each student the number of stories they have completed. Publicly provide the range of the number of stories completed by all of the students in the group. The bottom of the range should be lower than the lowest number of stories completed by anyone in the group; the top of the range should be higher than the highest number of stories completed by anyone in the group. Tell the students to compare their own number of completed stories to the range to see if their number is low or high in the range. Seeing how their efforts compare to the efforts of their classmates is often motivating for all the students in the group and protects students’ feelings. For more ideas, see the blog article: [All Improvement Is Not Equal!](#)

Lack of Motivation

If a student is not motivated or loses motivation:

- Remind them to check the story counter each time they choose a new story to see how many stories they have completed. The story counter is located on the Select a Story page.
- Provide encouragement or set up a reward system for such things as: completing a set number of stories per week, getting specific comprehension questions correct, getting all comprehension questions correct, improving expression ratings, reducing errors, completing required number of practices, etc.
- If the student is using a folder for Read Naturally Live, reproduce the [story title labels](#) available on the Read Naturally website. Have each student put labels on their Read Naturally folder as visual proof of each story completed.
- Set an individual or group goal to improve in an area of concern.
- Send home [certificates of achievement](#) on a regular basis to engage parents in their student’s learning progress; encourage parents to discuss their student’s progress with the student.

Inaccurate Self-Timing

If the student is doing the cold timing independently but inaccurately:

- Reteach the student how to do cold timings correctly and observe the student's next few cold timings.
- If the student exaggerates the cold timing scores, try setting a temporary rule: the student must exceed the cold timing score by 25 to 30 words in order to pass, regardless of the goal.
- If the problem persists, conduct student's cold timings.

Note: Data Mentor will not make a suggestion for a student who is completing the cold timing independently.

Expression Is Not Improving

If the student is not reading with expression:

- Remind the student to listen to the prosody lesson before the read along and practice steps. They can do this by clicking the play button next to the name of the step.
- Remind the student to read like they speak. Demonstrate what proper expression sounds like, reminding the student to pause at periods and other punctuation.
- [Adjust the speed of the read along](#) from the Change Story Options page.
- For examples of common feedback teachers give to students regarding expression, see [Rating Expression](#) in the Read Live User Guide.

Too Many Practices

If the student practices more than 10 times before passing:

- Reteach the read along and/or practice step(s) if the student is not doing them with fidelity. Reteach the read along and/or practice step(s) if the student is not doing them with fidelity.
- [Increase the number of read alongs](#) from the Change Story Options page.
- Make sure a student isn't waiting too long for a teacher to conduct the pass step.

Teacher Tip: The student's screen will turn red at the top and bottom to indicate that they are ready to read with you. If this visual cue is difficult to notice in your classroom setting, implement an additional method for students to signal that they are ready to pass. Some options include turning a red/green card to red or putting a sticky note at the top of the screen.

- Pass a student as soon as they indicate they are ready to pass.
- Adjust the student-to-teacher ratio if needed.
- Consider [lowering the goal](#), especially if it is more than 30–40 above the cold timing scores.

Vocabulary Support Is Needed

If the student's lack of background knowledge interferes with comprehension, here are some tips for providing additional vocabulary support:

- Require the student to use one or two of the key words in the prediction.
- Require the student to listen to the pronunciation and definition of each vocabulary word in blue-colored text before reading along in order to learn the vocabulary words.
- Require the student to use vocabulary words in the retelling or summary.
- [Assign the crossword puzzles](#) to reinforce the vocabulary words.
- Consider a lower level more suited to the student's language development.

Unable to Pass the Word List (Phonics Series)

If, after practicing 10 times, the student cannot meet their word-list goal with 3 or fewer errors:

- Require the student to click each word in the word list before practicing to hear the correct pronunciation.
- [Print the story](#), which includes the word list, for the student and allow them to take it home to practice.
- Require the student to slowly read the word list with you before practicing the words to verify that the student is able to read the words accurately before practicing independently.
- Consider reducing the standards for passing the word list in one of these ways:
 - Have the student read down the columns one time and across only the top row of words.
 - Change to a whole-list timing requirement to increase the amount of time allotted to read down the columns and across the rows.
 - Reduce the student's word-list goal.

Ready for More Independence

When a student has made good progress in Read Naturally Live and passes stories easily, consider continuing the level and story goal but increasing the challenge by reducing the student's dependence on audio support.

Help increase student independence in the following ways:

- Reduce the number of read alongs to just one or two.
- Allow the student to skip the read along step.
- Direct the student to read the key words without audio support.
- Require the student to do whole-story timings on the practice and/or pass steps.

Exiting the Program

A student is ready to exit Read Naturally Live when they have met the long-term benchmark fluency goal of reading unpracticed, grade-level material accurately, expressively, with understanding, and at a rate that is at or above the 50th percentile of [national norms](#) for the student's grade level. It is best practice to use a benchmark assessment to determine whether or not the student has met their long-term benchmark fluency goal.

A teacher should not use the student's story goal or hot timing scores to determine if a student can exit the program. Be aware that when a student is working in grade-level material in Read Naturally Live, the student's goal or hot timing score does not reflect the rate at which they read unpracticed, grade-level material. In Read Naturally Live, the student has extra support: the student reads along with audio of the stories and practices each story multiple times in order to reach the assigned goal.

However, the scores from teacher-conducted cold timings can be an indication of student progress and may be used to support the teacher's decision to exit a student, especially if the student is working successfully in Read Naturally Live material that is above grade level.

Communicating Progress

There are several options for sharing information about a student's progress in Read Naturally Live with the student, their parents/guardians, and other teachers who work with the student.

Students and Parents/Guardians

Communicating with students and their parents/guardians helps to ensure that students are having a positive experience with Read Naturally Live and are progressing at a good pace. Sharing success can be very motivating to students and reassuring to parents.

Welcome Letter

When a student first begins working in Read Naturally Live, it is important to send home a letter to parents/guardians that explains the program. A [welcome letter](#) for parents/guardians can be printed from the Read Naturally website to explain Read Naturally Live. For directions, see [Printing Welcome Letters](#) in the Read Live User Guide.

Progress Letter

A progress letter can be printed from the Read Live platform and sent home informing parents/guardians of a student's progress in Read Naturally Live. For directions, see [Printing Progress Letters](#) in the Read Live User Guide.

Certificate of Achievement

The [certificate of achievement](#) can be printed from the Read Live platform and sent home as a reward after a student has completed one or more stories. Teachers can also print out the stories a student has read and staple those stories together with a certificate of achievement award as a cover letter. The student can take the booklet of stories home and read and discuss the stories with a parent/guardian.



Email Feature

Progress letters, certificates, and awards can be emailed to the parents and guardians of students working in Read Naturally Live. Teachers can only email a student contact whose email address has been entered as part of the student's information.

Note: All emails and attachments sent related to any Read Live application will be in English.

Staff members in the Teacher role can email the parents or guardians of students for whom they are the lead teacher. Account Administrators and School Coordinators can email the contacts of any student, regardless of the student's lead teacher. For more directions, see [Emailing Student Contacts](#) in the Read Live User Guide.

School Teams

One of a teacher's most important responsibilities is to communicate with other school team members regarding student progress, especially when students are receiving intervention outside of the general education classroom.

Team Feature

Read Live includes a Team Feature that allows teachers to create a team. For more information, see [The Team Feature: Allowing Team Members to Work With a Lead Teacher's Students](#) in the Read Live User Guide.

Student Progress

Your district likely has guidelines for sharing student intervention data safely and securely. Please keep these guidelines in mind as you review the following suggestions.

There are formal and informal ways that teachers communicate with each other. These communication methods may include:

- Personal interaction
- Email messages
- Grade level team meetings
- Multidisciplinary team meetings
- Progress reports

When communicating with other team members, keep in mind that Read Naturally Live reports are available through the staff module. These reports are helpful when communicating student progress and areas of need with other educators. To view a sample of each report, see the Appendix in this manual. For instructions on how to print reports, see [Creating Read Naturally Live Reports](#) in the Read Live User Guide.

Differentiation

One of the strengths of Read Naturally Live is the ease with which a teacher can effectively make adjustments to the program to meet individual student needs. This section provides information about changing the story options in order to customize the program for each student. Instructional strategies to use with students with learning disabilities and multilingual learners are included.

Differentiated Instruction

“Differentiating instruction applies to all grade levels and subject areas, and it is critically important when teaching students to read and comprehend new or challenging text” (Gibson, 2011, p.2). Some of the hallmarks of differentiated instruction include working with small groups of students who have similar needs, providing guided practice, delivering explicit instruction at each student’s instructional level, and offering opportunities for independent work after instruction. For more information, see the [Differentiating Instruction: Teaching Differently to Improve Reading Instruction](#) white paper.

Change Story Options Page

The Change Story Options page, which can be accessed from the Student Activity page in the Staff Member Module or the Teacher Menu in the Student Module, lists most of the steps in Read Naturally Live and allows the teacher to turn steps on or off, allow independent cold readings, increase or decrease the number of required completions, change time limits and durations, and/or add Spanish Read Along (levels 1.0–5.6). The teacher can easily differentiate instruction by customizing the story options.

Accessing the Change Story Options Page

For guidance about changing story options, view the video [How to Change Story Options](#) on the Read Live Help Page. For additional information, see [Story Options: Customizing the Program for Students](#) in the Read Live User Guide.

Teachers can access the Change Story Options page in two ways:

Option 1: Change Story Options from Staff Member Module

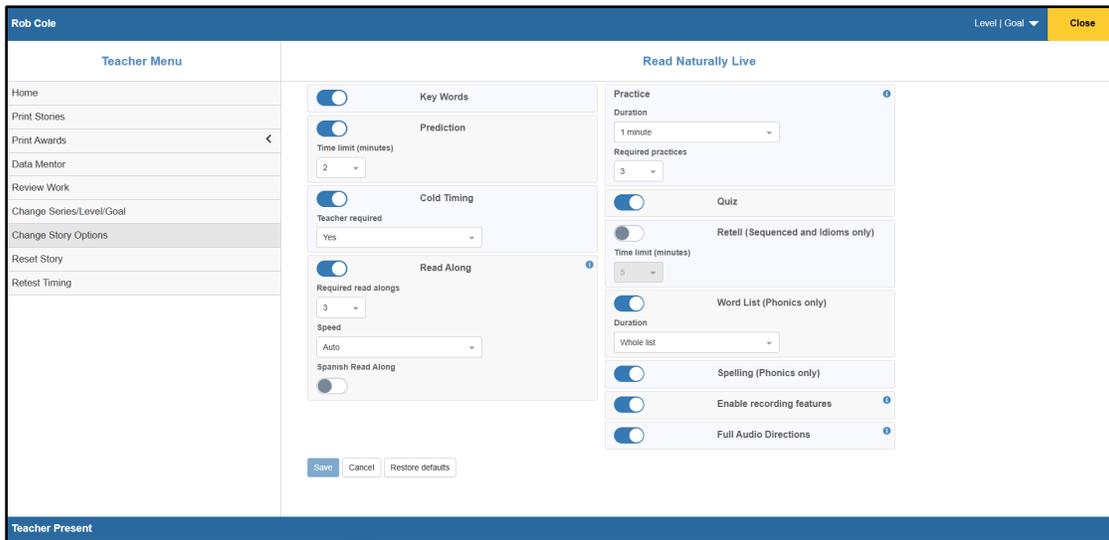
The screenshot shows the 'Change Story Options' page for 'Rob Cole' in Read Naturally Live. The page is titled 'Change Story Options for Rob Cole' and includes the following settings:

- Step Options:**
 - Key Words
 - Prediction (Time limit: 2 minutes)
 - Cold Timing (Teacher required)
 - Read Along (Required read alongs: 3, Speed: Auto)
 - Spanish Read Along
 - Quiz (Retell: Sequenced & Idioms only, Time limit: 5 minutes)
 - Word List (Phonics only) (Duration: Whole list)
 - Spelling (Phonics only)
- Application Options:**
 - Periodic Assessment of Fluency
 - Enable recording features
 - Full Audio Directions

Buttons at the bottom: Save & Close, Cancel, Restore All Defaults.

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Option 2: Change Story Options from Student Module



Turning Steps Off and On

Most of the steps in Read Naturally Live are turned on by default because they have been carefully designed to contribute to student success. However, there are a variety of common scenarios where a teacher may want to turn steps off for particular students.

Before turning off a step, the teacher should carefully consider the impact on student progress. When adjustments are made, it is important to closely monitor the student to ensure the changes yield the desired results. See [Turning Steps Off and On](#) in the Read Live User Guide for a list of common reasons to turn off particular steps and instructions on how to do so.

Note: The practice and pass steps cannot be turned off.

Application Options

In addition to changing a student's step options, a teacher can also turn three application options on or off. These are Periodic Assessment of Fluency, Enable Recording Features, and Full Audio Directions.

Periodic Assessment of Fluency

Teachers may choose to disable Periodic Assessment of Fluency (and therefore its notifications) for an individual or multiple students from the Change Story Options page if they decide not to use it. For directions, see [Enabling or Disabling the Periodic Assessment of Fluency Feature](#) in the Read Live User Guide.

Enable Recording Features

When Enable Recording Features is turned on, the student can save recordings while waiting for a teacher. The student's browser must support recording features, and recordings must also be enabled at the account level. Using this feature may save teachers time by allowing them to listen to the recording later.

See [Turning Recording Features On and Off for Your Account](#) in the Read Live User Guide for more information.

Full Audio Directions

Disabling this feature will prevent most audio directions from playing automatically as a student enters each page. This may make sense for a student who has been working in the program for a while and is familiar with the steps. When this feature is turned off, the student can still click the **What do I do?** icon  on each screen to hear the directions.

See [Enabling or Disabling Full Audio Directions for a Student](#) in the Read Live User Guide for more information.

Adjusting Story Options for Each Step

There are ways to customize each step in Read Naturally Live to maximize individual student progress.

Prediction Step

The time limit on the prediction step is set to two minutes by default, but it may be adjusted if a student needs more time to type their response. It is important to consider how this setting impacts the student's time spent reading. A shorter timeframe for the prediction step is typically recommended in order to maximize the number of words read. If a student struggles with keyboarding, providing an alternative method for completing the prediction step—such as giving their prediction orally or writing it in a notebook—may be more effective.

See [Setting the Time Limit for the Prediction Step](#) in the Read Live User Guide for more information.

Cold Timing Step

By default, the cold timing step requires a teacher to be present. Teachers can use the dropdown on the Change Story Options page to indicate that a teacher is not required. However, if a student completes the cold timing independently, Data Mentor suggestions will not be generated for that student. In such cases, the teacher will need to manually monitor progress and make adjustments when checking initial placement and as the student progresses through the program in order to maintain an appropriate level of challenge.

See [Allowing Students to Complete the Cold Timing Step Independently](#) in the Read Live User Guide for more information.

Read Along Step

This step is very important for student success because it provides teacher modeling. For this step to be effective, it is essential that the student actively participates by quietly subvocalizing along with the narrator. To further maximize the benefits of this step for a student, the teacher may consider adjusting the number of required read alongs and/or the narrator's reading rate.

Required Read Alongs

By default, the read along step is set for three required read alongs.

Decreasing: For older students or for students who are close to meeting their long-term fluency goal and will soon be able to leave the program, it may be beneficial to [reduce the number of read alongs](#) required.

Increasing: For younger students, students who are English language learners, or students with disabilities, it may be beneficial to increase the number of read alongs required. The number of read alongs can be increased up to 10.

Read Along Speed

Each story has been recorded at three different speeds: Baseline, Medium, and Expressive. [Teachers can adjust the speed](#) based on the needs of their students.

Guidelines for adjusting the speed of the read along:

By default, the speed for three required read alongs is set to Auto.

- Auto: This default setting moves from baseline speed to medium speed to expressive speed. It is appropriate for many students as they start the program.

Teachers can also select one speed for all required read alongs. From the Change Story Options page, use the Speed dropdown to choose the speed for all of a student's readings on this step.

- Baseline Only: This speed may be appropriate for younger students, English Learners (ELs), or students with disabilities.
- Medium Only: This speed may be appropriate for students who have surpassed the baseline speed but are not ready for the expressive speed.
- Expressive Only: This speed may be appropriate for older students or students who are close to exiting the program.

Teacher Tip: As you are working with students using Read Naturally Live, occasionally listen to each student read aloud quietly with the narrator during the read along step (without headphones). For a student who is reading ahead of the narrator, consider changing the speed for all read alongs to Expressive. For a student who is reading behind the narrator, consider changing the speed for all read alongs to Baseline.

See [Setting the Number and Speed of Required Read Alongs](#) in the Read Live User Guide for more information.

Turning On the Spanish Read Along

Read Naturally Live stories (levels 1.0–5.6) have an optional Spanish read along. Native Spanish speakers learning to read in English can benefit from this feature. Reading along with the Spanish version first may help a student better understand the English version of the story.

The English read along is available in Read Naturally Live—Español stories, allowing a student to hear an English version of each story before the Spanish one.

See [Turning On the Spanish or English Read Along Steps](#) in the Read Live User Guide for more information.

Practice Step

Changing the Duration of Practice Timings

By default, the practice timings last one minute. However, it may be beneficial to change to a:

- [Two-minute timing](#) if a student is working on the longer stories (level 5.6 and above), or if an older student needs to practice reading for longer, more sustained periods.
- [Whole-story timing](#) if a student is working on the lower-level materials, which have shorter stories, or if a student would benefit from reading the entire story to increase comprehension. This option should be used selectively as some students may lose motivation when required to read the entire story for each practice.

Teacher Tip: For younger students, consider printing the story and having them do their first practice from the paper version to help them focus.

Adjusting the Number of Required Practices

By default, the number of required practices is set to three.

Decreasing: Reducing the number of required practices may be beneficial for older students who consistently meet all passing requirements on the first attempt, especially if raising the level or goal is not appropriate. It may also be beneficial for students nearing their long-term fluency goal and preparing to exit the program.

Increasing: Younger students or multilingual learners may benefit from additional practices, as repeated exposure helps reinforce new and unfamiliar words. The number of required practices can be increased up to 10. However, it is important to consider student motivation when making this adjustment. Although the duration of each practice is typically one minute, reading the same passage more than five times may reduce engagement for some students.

For instructions on adjusting the number of required practices, see [Setting the Number of Required Practices](#) in the Read Live User Guide.

Retell Step

Turning the Retell Step Off or On

By default, the retell step is turned off for students assigned to level 3.0 or below. By default, the retell step is turned on for students assigned to level 3.5 and above. Teachers have the option to turn the retell step off or on, manually, via the Change Story Options page.

Changing the Time Limit

By default, the retell step has a five-minute time limit. A teacher may consider [increasing this time limit](#) for students in the following situations:

- Students who struggle with keyboarding and may benefit from additional practice crafting a summary.
- Older students who may need to practice writing more developed text, such as a summary with a main idea and several detail sentences.

Supporting Multilingual Learners

In the retell step, students write about the story. This benefits all students but is especially important for expanding the language skills of multilingual students. Consider providing additional language support for English learners by adapting the retell step.

It may be beneficial for multilingual learners to retell the information from the story orally rather than in writing. An oral retelling of the story provides the following opportunities to stretch a student's English language skills:

- The student expresses ideas in spoken English.
- The student verbally uses key words and other vocabulary from the story.
- The student receives immediate corrective feedback from the teacher regarding difficult words and misconceptions about meaning.
- The student engages in a short conversation about the story in English.
- The teacher can assess the student's ability to understand the key words and meaning of the story.

Another option is to replace the retell step with a vocabulary activity in which a student:

- selects words underlined during the cold reading (to review a student's difficult words in Read Naturally Live, go to the teacher menu, choose **Review Work**, and click on **Story Details**).
- looks up the words in the dictionary.
- writes the definitions of the words as they were used in the story.
- writes original sentences using the words.

Teacher Tip: For more vocabulary activities, see the blog post: [Effective Strategies for Vocabulary Instruction](#).

Providing a More Structured Approach

For a more structured approach to the retell step, download the [Retell Step Directions, Organizer, and Checklist](#) from the Read Naturally website. This resource was provided to Read Naturally by reading teacher Lynn Bachman. The *Retell Step Directions* page guides the student through retelling each story step-by-step. First, the student is directed to use the *Retell Organizer* to identify the main idea and at least two details from the story. Sentence starters are provided to prompt the student to "Tell Me More" by expressing their personal thoughts related to the story or other connections they can make to the story.

The student is then directed to write a retelling of the story. When the student is finished, they use the *Retell Checklist* to check their work against a list of requirements before the teacher reviews their work. The student gives themselves a plus (+) or check mark in each square indicating they checked for that specific element. The student can also add smiley faces if they feel they've done a good job.

The student then uses a red/green card system to indicate when they need the teacher to check their work. When the teacher notices that a student has turned the card to red to check the retell step, the teacher reminds the student to be sure to use the Retell Checklist to self-evaluate the work before asking the teacher to check it. If the teacher starts to read and notices the student did not check for a certain element, the student is directed to correct it.

Note: The Read Naturally Strategy is highly effective when it is implemented for at least 30 minutes per day, three to five times per week. The more students read, the better readers they become. Teachers who choose to put greater emphasis on the retell step should plan to increase the allotted time for Read Naturally Live.

Word List Step (Phonics Series)

There are two options for timing a student while practicing the word list. The teacher may choose whether they would like each student to do a whole-list timing or a one-minute timing. For instructions on changing the duration of the timing, see [Setting the Duration of the Word List Timing](#) in the Read Live User Guide.

Whole-List Timing

By default, word-list timings are set to a whole-list duration. After reading down the columns, the student clicks **Finished** and moves on to read across the rows. After reading across the rows, the student clicks **Finished** again.

[Interpreting Whole-List Timing Scores](#)

When the duration of the word-list timing is set to whole list, it may take the student more than a minute or less than a minute to read the word list down the columns and across the rows. The program calculates the number of words read in one minute based on the student's pace. If the student reads all the words in less than a minute, the number of words read would be higher than the number of words in the list. If the student reads all the words in more than a minute, the number of words read would be lower than the number of words in the list.

One-Minute Timing

The one-minute timing option stops each timing after 60 seconds. A bell sounds, and the student is asked to click the last word they read when the timing ended. If a student, despite multiple practices and extra support, is unable to read a word list's words both down the columns and across the rows, it may be beneficial to adjust their word-list goal and/or change to the whole-list timing duration option.

Whether a student performed a whole-list or one-minute timing, the reading rate for a timing is calculated based on the number of words read in the elapsed time.

Additional Considerations

Read Naturally Live excels at meeting the needs of various student populations, including culturally and linguistically diverse populations and students with exceptionalities. Because Read Naturally Live was created with struggling students in mind, it is ideal as an intervention. It is designed to meet students where they are and build their skills.

Many students can benefit from the adjustments mentioned in this section. In particular, students with disabilities and multilingual learners may have individualized needs that can be addressed by differentiating instruction and changing story options.

Students with Disabilities

The strategy of **teacher modeling** helps students with disabilities in the following ways:

- Students learn the correct pronunciation of new words and proper expression and phrasing. Students with disabilities may benefit from listening to the audio narration of a story more than the default setting of three times.
- Students activate prior vocabulary knowledge. Students with disabilities often have very well-developed listening vocabularies and background knowledge. Activating this knowledge allows readers to access this information.
- Students experience multimodal exposure to both pronunciation and visual word forms. The built-in Reading Guide feature allows students to visually track the text as they read along orally with the teacher or audio in the read along and practice steps.

The strategy of **repeated reading** helps students with disabilities in the following ways:

- Students encounter key words and vocabulary words multiple times as they are repeated within a story or word list and across the stories and word lists within a level. Students map them into their mental dictionaries (lexicons) and master them as sight words.
- Students independently practice reading each story or word list three to 10 times until able to read with accuracy and reach a goal rate. The number of times students complete the practice step can be adjusted from the Change Story Options page.
- Students become fluent readers by mastering difficult words, increasing accuracy, and improving expression, which increase comprehension and build confidence.

The strategy of **progress monitoring** helps students with disabilities in the following ways:

- Students recognize their improvement on a single story or word list by visually comparing the cold timing score (before teacher modeling and repeated practice) to the hot timing score (after all of the steps have been completed).
- Students visually monitor their improvement over multiple stories or word lists on the fluency, comprehension, and word-list graphs.
- Students become more motivated to continue working toward proficiency.

For more information on Read Live and students with disabilities, see the [Dyslexia and Read Naturally](#) white paper.

Multilingual Learners

Read Naturally Live supports multilingual learners in acquiring English language skills through the use of the audio built into every lesson. The student listens and reads along as a native English speaker reads each story with correct pronunciation and inflection. The rate of the audio is appropriately paced according to the reading level of the student to provide the scaffolding needed to internalize pronunciation and inflection. Reading the story or word lists aloud multiple times provides the practice a student needs to improve their oral language skills. For these reasons, it is recommended that teachers leave the read along step on and adjust the speed of the read along to meet the needs of each student. It is not recommended to turn the practice step off for English learners, and it may even be necessary to increase the number of required practices.

Easy access to the meanings of many words in each Read Naturally Live story provides multilingual learners with the word knowledge necessary to understand the story while also building their English vocabulary. Many words in each story can be clicked in order to hear a definition. It is important to leave the key words step on so the student can hear the definitions of several words key to the understanding of the story. Leaving the quiz step on is also crucial to check the student's comprehension. All words in the quiz and the answers are clickable so a student can hear them read correctly. Each quiz has at least one question that focuses on the meanings of words.

Teacher Tip: Gather images, videos, and websites in online folders organized by story topics. Images are helpful when trying to communicate abstract ideas and can make them clearer and more concrete.

For more information on Read Naturally Live and Spanish-speaking multilingual learners, see [Read Naturally Live—Español Rationale and Research](#).

Appendix

This section includes the following Read Naturally Live resources:

- Read Naturally Live Steps Poster
- Read Naturally Live Fidelity Checklists
- Read Live Phonics Skills and Assignment Options
- Read Naturally Live Sample Reports
 - Student Periodic Assessment of Fluency Report
 - Student Level Summary Report
 - Student Fluency Graph
 - Student Comprehension Graph
 - Student Retell Graph
 - Word List Graph
 - Story Details Report
 - Student Phonics/Word Analysis Assessment Report
- Guidelines for Counting Errors
- Bibliography

Read Naturally Live Steps Poster



Read Naturally Live Steps



1. Select a Story

Click the story you want to read.



2. Key Words

Click to learn the key words.



3. Prediction

Predict what the story will be about.



4. Cold Timing

Time yourself reading, and then view the graph.



5. Read Along

Read along with the narrator.



6. Practice

Practice reading on your own.



7. Quiz

Answer the quiz questions.



8. Retell/Word List-Spelling

Retell the story or practice reading words from a phonics lesson.



9. Pass

Read the story to your teacher, and then view the results together.



Opening Read Naturally Live

On the Student Login page, enter your account ID, user ID, and password, and click Log In.



Closing Read Naturally Live

Always click Log Out to close the program.



Progress Bar

The bar at the top of the screen shows where you are in the steps.



Repeating Instructions

Click to hear the instructions again.



Using the Reading Guide

Click to turn the reading guide on or off.



Starting the Timer

Click to start timing yourself reading the story.



Stopping and Restarting

Click if you want to stop reading so you can start over.



Finishing a Story

Click if you finish reading a story before the bell sounds.



Wordtastic

Play this word game while you wait for your teacher to log in. Click the best answer to score points.

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Read Naturally Live Fidelity Checklists

Group: _____ Date: _____

Read Naturally Live Fidelity Checklists

Use the Observation Checklist to monitor the set-up and implementation of Read Naturally Live or Read Naturally Live—Español. Use the Follow-Up Questions Checklist to refine the implementation of the program. You can use these checklists to review your own implementation or as a starting point for conversation and coaching with another teacher. For detailed information about setting up and effectively implementing a program, see the *Read Live User Guide*.

Observation Checklist: What Should I See?

Observe students using Read Naturally Live and check each item below that is implemented correctly.

Planning and Setting Up *Observe a group of students.*

- Setting promotes students' engagement for entire session (location, room arrangement).
- Students attend 3–5 sessions per week.
- Session length is 30–45 minutes.
- Student-to-teacher ratio is no more than eight students per adult.

Implementing the Steps *Observe individual students.*

- Select a Story step:** The student selects a story from the set.
- Key Words step:** The student clicks each key word and listens to or reads along quietly with the audio.
- Prediction step:** The student types a prediction about the story.
- Cold Timing step:** The student plays Wordtastic while waiting for a teacher or independently conducts a cold timing. During the cold timing, the student should always click their own errors, and if a teacher is present, the teacher should coach the student on identifying errors.
- Read Along step:** The student reads the story, vocalizing quietly along with the audio.
- Practice step:** The student practices reading the story aloud quietly until they reach their goal and complete the required number of practices.
- Quiz step:** The student answers the comprehension questions presented.
- Retell/Word List step:** In the Sequenced and Idioms series, the student retells the story. In the Phonics series, the student practices reading a word list until they reach a predetermined goal and complete the required number of practices.
- Pass step:** The student practices the story and plays Wordtastic while waiting for a teacher. When a teacher is available, the student completes the hot timing, and then the teacher evaluates the student's work from the Quiz and Retell/Word List steps. The teacher reviews the work completed on the story with the student. If necessary, the teacher assigns remedial actions.

Student Behavior

- Students confidently follow the steps.
- Students know how to use the software.
- Students' time on task is high. They complete the steps and pass a story in 30–60 minutes.
- Students spend most of the class time engaged in the act of reading.
- Students know their goals.

Follow-up Questions Checklist: What Should I Ask?

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

Assessment and Placement

- Have you assessed each student to determine whether they could benefit from working in Read Naturally Live?
Compare the student's score on an oral reading fluency assessment to national norms.
If the student's score is:
 - More than 10 WCPM below the 50th percentile score, assign the student to Read Naturally Live.
 - Between the 50th percentile score and 10 WCPM below it, consider Read Naturally Live.
- Have you placed students individually, or did students place themselves independently?
Each student should be placed individually in an appropriate series, level, and goal using the built-in Read Naturally Live placement test.
- Have you considered placement in Read Naturally Live—Español for a native Spanish speaker building Spanish fluency or a student learning Spanish?

Implementing the Steps

- Have you taught the students how to complete the steps in Read Naturally Live?
Train students how to successfully complete the steps independently. Use the lesson plan on the Read Live Help page or *A Student's Guide to Read Naturally Live* video series to teach the steps.
- Are you prompting students to do the steps correctly?
Remind students to:
 - Listen attentively or read along quietly aloud during the key-words step.
 - Read along quietly aloud during the read-along step.
 - Read aloud quietly during the practice step.
- Are you using the story options feature to help differentiate instruction for students?
Adjust the program for individual students or groups using story options. Possible changes include switching to whole-story timings, adjusting the number of read alongs and/or practices required, and adding a Spanish read along (Sequenced series only) for native speakers of Spanish.

Monitoring and Communicating Student Performance

- Have you checked each student's initial placement (after completing at least 3 but no more than 6 stories) by considering the Data Mentor suggestions (if presented) or analyzing the data using the Read Naturally Live Checking Initial Placement instructions?
If using the Checking Initial Placement instructions, use the averages of the data for the three most recent stories on the Students At-a-Glance report
 - The level is appropriate if the average cold-timing score is within the range for the student's placement level on the Initial Placement Ranges table and the average quiz score is at least 60%.
 - The goal is appropriate if the student's average scores meet at least two of the goal criteria: cold-timing score is about 30/40 words below the goal, hot-timing score is at or just above the goal, number of practices is 3 to 10.
- Are you monitoring student performance by considering Data Mentor suggestions and analyzing the data to keep each student challenged?
Make sure each student is continually challenged by regularly monitoring performance to determine when to make changes and when to raise a student's goal or level (typically after 12 or 24 stories). You can also use the software to create reports and use the guidelines in the *Read Live User Guide* to decide when to make a change, when to raise the goal or level, and how to involve the student. (Note: Data Mentor only suggests changes for students who complete cold timings with a teacher present and complete the Quiz step.)
- Are you communicating student progress to parents/guardians and colleagues?
Use the Read Naturally Live resources to support communication. A welcome letter, progress letter, and certificates can be printed or emailed.

Read Live Phonics Skills and Assignment Options



Read Live Phonics Skills and Assignment Options

Skills tested in the Phonics/Word Analysis Assessment

Assessment Level 1

Section	Skills Assessed	Corresponding Read Live Curriculum	
		Read Naturally Live Phonics Series	Word Warm-ups Live Level 1
A (1-5)	Letter sounds	N/A	Section A Letter sounds
B-1	Short vowels: a, o, i	Levels 0.8a and 2.6a Short vowels: a, o, i	Section B Short vowels: a, o, i, u, e
B-2	Short vowels: u, e	Levels 0.8b and 2.6b Short vowels: u, e, and mixed	
C	Long vowels with silent e	Level 1.3a Long vowels with silent e Level 2.7a Long vowels: a, e, i	Section C Long vowels with silent e
D	Long vowel teams	Level 1.3b Long vowel teams Level 2.7b Long vowels: o, u, and mixed	Section D Long vowel teams
E	Consonant digraphs with short vowels	Level 1.8a Consonant digraphs	Section E Consonant digraphs with short vowels
F	Consonant blends with short vowels	Level 1.8b Consonant blends	Section F Consonant blends with short vowels
G	Vowels with r	Level 2.3a Vowels with r, soft c/g, and silent consonants	Section G Vowels with r
H	Soft c/g and silent consonants		Section H Soft c/g and silent consonants
I	Other vowel sounds	Level 2.3b Other vowel sounds	Section I Other vowel sounds



Read Live

Phonics Skills and Assignment Options

Skills tested in the Phonics/Word Analysis Assessment

Assessment Level 2

Section	Skills Assessed	Corresponding Read Live Curriculum: Word Warm-ups Live Level 2
A	Compounds with early phonics skills	Section A
B	Compounds with advanced phonics skills	Section B
C	One-syllable words not changed by suffixes	Section C
D	One-syllable words changed by suffixes	Section D
E	Two-syllable words and schwa	Section E
F	Closed and open syllables	Section F
G	Two-syllable words with suffixes	Section G
H	Words with prefixes	Section H

Assessment Level 3

Section	Skills Assessed	Corresponding Read Live Curriculum: Word Warm-ups Live Level 3
A	Word parts: prefixes	Section A
B	Word parts between affixes	Section B
C	Word parts: suffixes	Section C
D	More prefixes	Section D
E	More suffixes	Section E
F	Open and closed syllables	Section F
G	Connectors	Section G

Read Naturally Live: Student Periodic Assessment of Fluency Report

Report Date: 04/29/2026

Read Naturally Live

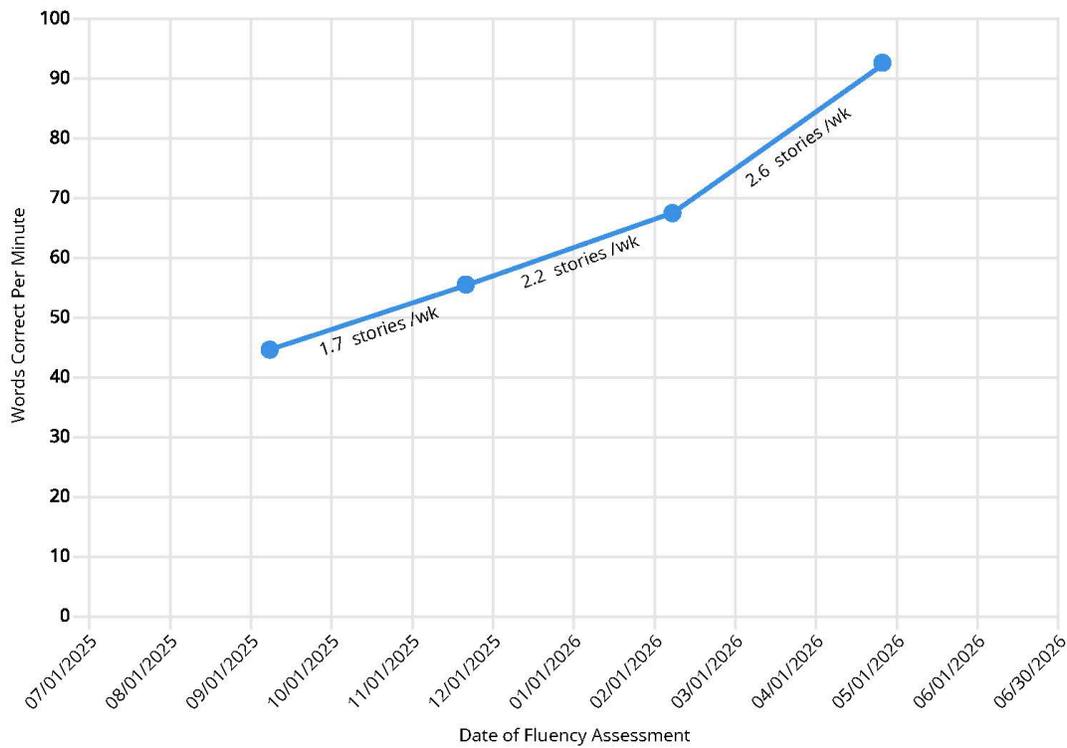
Student Periodic Assessment of Fluency Report

Reed Loughty

Current Grade: 4
 Current Homeroom:
 Current Lead Teacher: Paige Turner
 School: Letterfield Elementary

Report Period: 07/01/2025 to 6/30/2026
 Periodic Assessment of Fluency level: 3.0

Periodic Assessment of Fluency (wcpm)



Date Completed	Mean score (wcpm)	# of valid timings	Stories read/wk (since previous PAF timings)
09/09/2025	45	2	N/A
11/20/2025	56	2	1.7
02/10/2026	68	2	2.2
04/29/2026	91	2	2.6

Student Level Summary Report

Report Date: 10/10/2019

Read Naturally Live

Student Level Summary

Series/Level: Sequenced/3.0

Dorrie Tanner

Current Grade: 4

Current Homeroom:

Current Lead Teacher: P Ramos

School: Springfield Elementa...

Order Passed	Passed Story (Date Passed)	Story											
		Goal (wcpm)	Cold Timing	Cold Timing Errors	Total Practices	Difficult Words	Hot Timing	Hot Timing Errors	Hot Timing Attempts	Expression	Quiz	Retell Words	Retell Met Expectations
1	Gorilla 09/10/2019	85	56	2	6	3	88	1	1	3	100%	23	Y
2	Calling All Citizens! 09/12/2019	85	50	1	6	3	85	2	1	3	83%	18	Y
3	Electric Eel 09/14/2019	85	60	6	4	8	90	3	1	3	83%	23	Y
4	Destructive Builders 09/17/2019	85	56*	1	7	2	97	0	1	3	100%	24	Y
5	Trapdoor Spider 09/21/2019	85	46*	6	3	7	85	0	1	3	83%	24	Y
6	The Tree of Life 09/22/2019	85	57*	4	3	5	87	1	1	3	100%	22	Y
7	A Remarkable Friendship 09/24/2019	85	52*	1	4	1	94	0	1	3	83%	23	Y
8	Reaching for the Stars 09/25/2019	85	59*	2	3	3	96	1	1	3	100%	30	Y
9	Poison Dart Frog 10/04/2019	85	64*	1	3	2	91	0	1	3	67%	25	Y
10	Painting With Eggs 10/06/2019	85	70*	0	5	1	100	0	1	4	100%	33	Y
11	Ida Lewis 10/07/2019	85	64*	0	3	0	95	2	1	4	83%	27	Y
12	Puffer Fish 10/09/2019	85	66*	0	3	0	99	1	1	4	100%	30	Y

Student Fluency Graph

Report Date: 10/10/2019

Read Naturally Live

Student Fluency Graph

Series/Level: Sequenced/3.0

Dorrie Tanner

Current Grade: 4

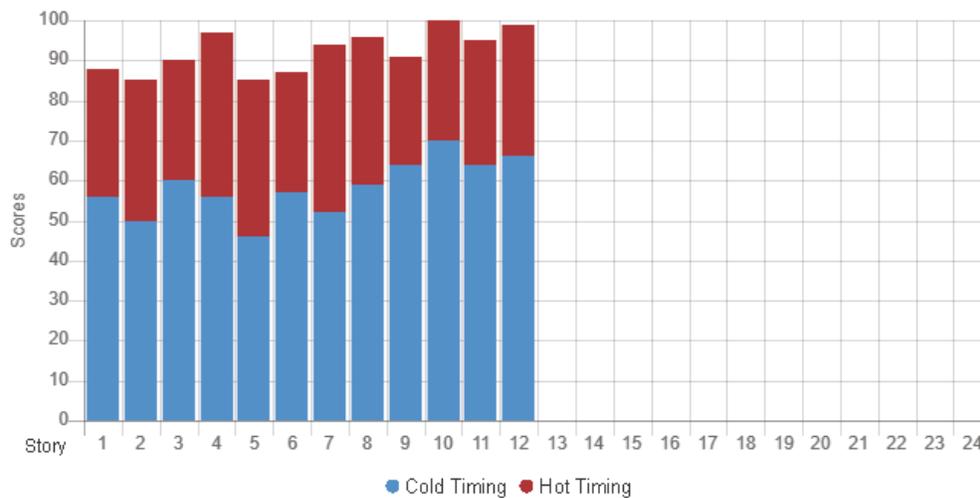
Current Homeroom:

Current Lead Teacher: P Ramos

School: Springfield Elementa...

Fluency Graph

Scores represent the number of words read correctly in one minute.



Order Passed	Story	Date Passed	Cold Timing	Cold Timing Errors	Goal (wcpm)	Hot Timing	Hot Timing Errors	Hot Timing Attempts	Expression
1	Gorilla	09/10/2019	56	2	85	88	1	1	3
2	Calling All Citizens!	09/12/2019	50	1	85	85	2	1	3
3	Electric Eel	09/14/2019	60	6	85	90	3	1	3
4	Destructive Builders	09/17/2019	56*	1	85	97	0	1	3
5	Trapdoor Spider	09/21/2019	46*	6	85	85	0	1	3
6	The Tree of Life	09/22/2019	57*	4	85	87	1	1	3
7	A Remarkable Friendship	09/24/2019	52*	1	85	94	0	1	3
8	Reaching for the Stars	09/25/2019	59*	2	85	96	1	1	3
9	Poison Dart Frog	10/04/2019	64*	1	85	91	0	1	3
10	Painting With Eggs	10/06/2019	70*	0	85	100	0	1	4
11	Ida Lewis	10/07/2019	64*	0	85	95	2	1	4
12	Puffer Fish	10/09/2019	66*	0	85	99	1	1	4

Student Comprehension Graph

Report Date: 10/10/2019

Read Naturally Live

Student Comprehension Graph

Series/Level: Sequenced/3.0

Dorrie Tanner

Current Grade: 4

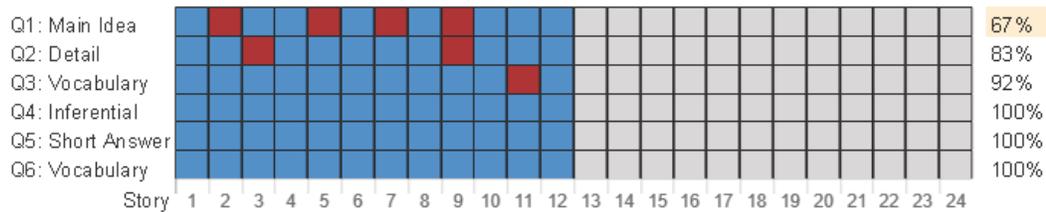
Current Homeroom:

Current Lead Teacher: P Ramos

School: Springfield Elementa...

Quiz - First Attempt Results

Blue squares represent questions answered correctly on the first try



Order Passed	Story	Date Passed	Quiz (first attempt)
1	Gorilla	09/10/2019	100%
2	Calling All Citizens!	09/12/2019	83%
3	Electric Eel	09/14/2019	83%
4	Destructive Builders	09/17/2019	100%
5	Trapdoor Spider	09/21/2019	83%
6	The Tree of Life	09/22/2019	100%
7	A Remarkable Friendship	09/24/2019	83%
8	Reaching for the Stars	09/25/2019	100%
9	Poison Dart Frog	10/04/2019	67%
10	Painting With Eggs	10/06/2019	100%
11	Ida Lewis	10/07/2019	83%
12	Puffer Fish	10/09/2019	100%

Student Retell Graph

Report Date: 10/10/2019

Read Naturally Live
Student Retell Graph

Series/Level: Sequenced/3.0

Dorrie Tanner

Current Grade: 4

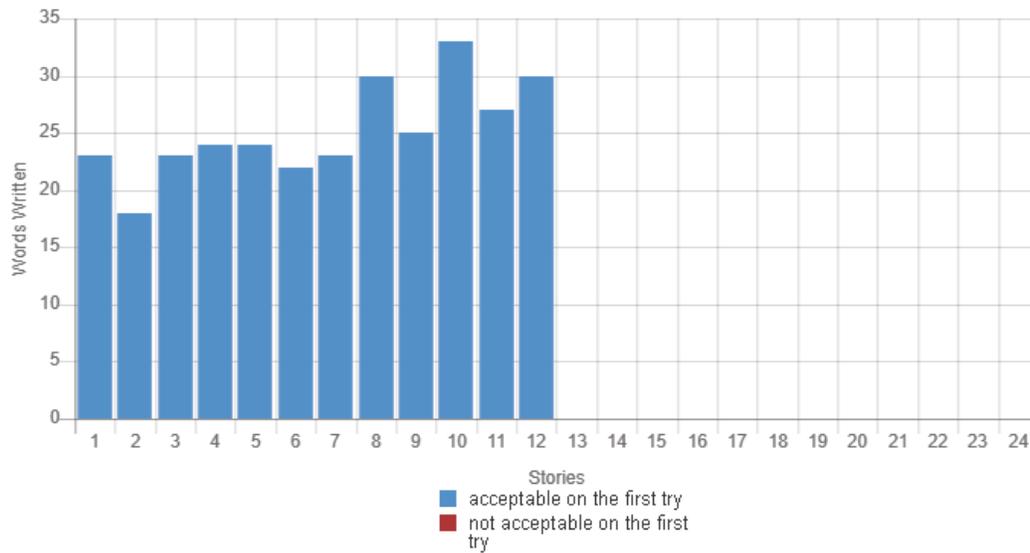
Current Homeroom:

Current Lead Teacher: P Ramos

School: Springfield Elementa...

Retell Words Written

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



Order Passed	Story	Date Passed	Words Written (first attempt)	Retell Met Expectations (first attempt)?
1	Gorilla	09/10/2019	23	Y
2	Calling All Citizens!	09/12/2019	18	Y
3	Electric Eel	09/14/2019	23	Y
4	Destructive Builders	09/17/2019	24	Y
5	Trapdoor Spider	09/21/2019	24	Y
6	The Tree of Life	09/22/2019	22	Y
7	A Remarkable Friendship	09/24/2019	23	Y
8	Reaching for the Stars	09/25/2019	30	Y
9	Poison Dart Frog	10/04/2019	25	Y
10	Painting With Eggs	10/06/2019	33	Y
11	Ida Lewis	10/07/2019	27	Y
12	Puffer Fish	10/09/2019	30	Y

Student Word List Graph

Report Date: 04/27/2019

Read Naturally Live

Student Word List Graph

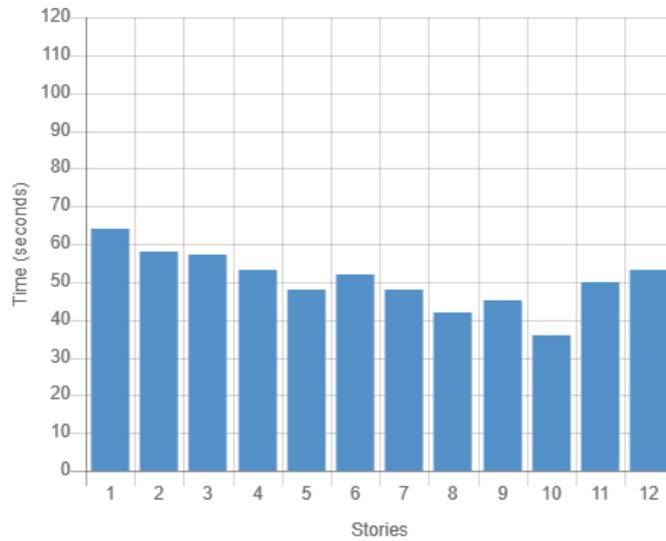
Series/Level: Phonics/2.3a r-controlled
and soft c/g

August Waverly

Current Grade: 3
Current Homeroom:
Current Lead Teacher: P Ramos
School: Springfield School

Word List

Graph shows the number of seconds student took to read the word list on most recent attempt, by story.



Order Passed	Story	Date Passed	Goal (seconds)	Most Recent Attempt (seconds)	Pass Timing Errors	Attempts
1	Tornadoes	01/25/2019	60	64	0	1
2	Hurricanes	02/13/2019	60	58	2	1
3	Cinco de Mayo	02/15/2019	60	57	2	1
4	A Village on the Cliffs	02/22/2019	60	53	0	1
5	Kermit and the Puppet Master	02/23/2019	60	48	0	1
6	Henry Ford	02/27/2019	60	52	0	1
7	What Is Chirping in the Tree?	03/02/2019	60	48	0	1
8	Garter Snakes	03/06/2019	60	42	0	1
9	Thurgood Marshall	03/13/2019	60	45	0	1
10	Aardvarks	03/16/2019	60	36	0	1
11	Battle of the Bicyclists	04/06/2019	60	50	2	2
12	Giants	04/12/2019	60	53	0	1

Story Details Report

Report Date: 10/10/2019

Read Naturally Live

Story Details

Series/Level: Sequenced/3.0

Dorrie Tanner

Current Grade: 4

Current Homeroom:

Current Lead Teacher: P Ramos

School: Springfield Elementa...

Story Data

Title: Puffer Fish
Series/Level: Sequenced 3.0
Start date: 10/07/2019

Goal: 85 wcpm
Pass date: 10/09/2019

Summary

CRITERIA	PASS RESULTS	REQUIREMENTS
Hot timing	★ 99 (first attempt)	Goal 85 wcpm
Errors	★ 1 (first attempt)	3 or fewer
Expression	★ 4 (first attempt)	2 or higher
Quiz	★ 6/6 (first attempt)	All correct
Retell	★ 30 words / met expectations (first attempt)	Meets teacher expectations

Retell

First attempt

Words written: 30

Puffer fish can take in water or air to expand in size so they look too big to eat. If the predator eats the puffer, it will die from poison.

Quiz

Q1 - Main Idea ★ first attempt

Q2 - Detail ★ first attempt

Q3 - Vocabulary ★ first attempt

Q4 - Inferential ★ first attempt

Q5 - Short Answer ★ first attempt

The people like the danger of eating a puffer.

Q6 - Vocabulary ★ first attempt

Practice

Total practices 3

Highest practice score 95 wcpm

Difficult words 0

Student Phonics/Word Analysis Assessment Report

Report Date: 08/29/2025

Read Live

Student Phonics/Word Analysis Assessment Report

The report displays only the sections in which a student has completed at least one set of items.

Aaron Barnes

Current Grade: 3

Current Homeroom:

Current Lead Teacher: Paul Ramos

School: Springfield Elementary

Current Assignment(s):

Read Naturally Live: Sequenced 2.5

Lev 2 Sec A	Initial Response	Most Recent Response(s)		
Compound words	Date assessed: 08/08/2025	Date assessed:	Date assessed:	Date assessed:
tossup	✓			
tuberose	✓			
toenail	✓			
shellfish	✓			
claptrap	✓			
Results	100% (passed)			
Lev 2 Sec B	Initial Response	Most Recent Response(s)		
More compound words	Date assessed: 08/08/2025	Date assessed: 08/29/2025	Date assessed:	Date assessed:
starboard	✗	✓		
knotweed	✗	✓		
ceasefire	✗	✓ SD		
saucepan	✓	✓		
foolproof	✓	✓		
Results	40% (not passed)	100% (passed)		
Lev 2 Sec C	Initial Response	Most Recent Response(s)		
One-syllable words not changed by suffixes	Date assessed: 08/29/2025	Date assessed:	Date assessed:	Date assessed:
searches	✓			
railed	✓			
sulked	✓ SC			
scooted	✓			
tempting	✗ vowel sounds correct			
slickest	✓			
Results	83% (passed)			

Guidelines for Counting Errors

What counts as an error?

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

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

What doesn't count as an error?

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

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