

Reading for Meaning

with  Read Live



Presentation
Packet



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Reading for Meaning



with **Read Live**



Presenter's Name



Read Live

- Interventions for striving readers
- Evidence-based solutions on a web-based platform
- Programs that build fluency, develop phonics skills, and improve vocabulary and comprehension



Key Components of Teaching Reading

- Phonemic awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension



A Non-Fluent Reader



What is fluency?



Fluent readers are able to read orally with:

- Appropriate speed,
- Accuracy, and
- Proper expression.

Oral reading fluency correlates highly with reading comprehension.

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

Results from a study of special education students (Fuchs, Fuchs, and Maxwell)

Curriculum-Based Norms

50th Percentile Oral Reading Fluency Norms

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

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

*WCPM = words correct per minute

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

Students become fluent by reading.



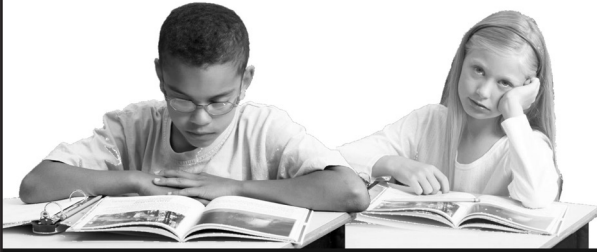
Just setting aside time for independent silent reading is not sufficient.

National Reading Panel Report

In 10 minutes of independent reading ...

A fluent reader might read 2,000 words.

A struggling reader might read only 500 words.



Equal practice time, unequal practice

Research-Proven Strategies

Teacher Modeling

Research-Proven Strategies

Teacher Modeling

Repeated Reading

Research-Proven Strategies

Teacher Modeling

Repeated Reading

Progress Monitoring

A Powerful Strategy

Teacher Modeling

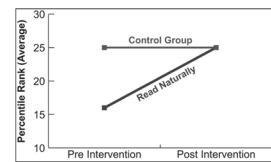
Repeated Reading

Progress Monitoring

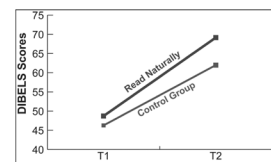


Strong Evidence for the Read Naturally Strategy

Christ, T. J., & Davie, J. (2009). Empirical evaluation of Read Naturally effects: A randomized control trial.









Arvans, R. (2010). Improving reading fluency and comprehension in elementary students using Read Naturally.









- Comprehensive research-based interventions
- Developed by Read Naturally, with a track record of more than 30 years in thousands of schools
- Provides differentiated instruction for RTI/MTSS
- Cloud-based platform for use anywhere, including remote learning

Choosing the Appropriate Program

	 Read Naturally Live	 Word Warm-ups Live	 One Minute Reader Live	 Read Naturally Live—Español
Purpose	<ul style="list-style-type: none"> · Fluency intervention that supports vocabulary, comprehension, and phonics (Phonics series) 	<ul style="list-style-type: none"> · Phonics intervention · Can be paired with Read Naturally Live for Fluency 	<ul style="list-style-type: none"> · Structured, independent reading practice—any student · Extra practice for a student already working in RNL and/or WWL 	<ul style="list-style-type: none"> · Builds native-Spanish speaker’s fluency in Spanish · Supports any student’s Spanish reading development
Fluency, Vocabulary, Comprehension	<ul style="list-style-type: none"> · Sequenced 1.0 - 8.0 · Idioms 1.0 - 4.5 	One story exercise in each section	Levels E - 5 (early first through mid-fifth grade)	Sequenced 1.0 - 4.5
Phonics Series/ Phonics Emphasis	Phonics 0.8 - 2.7 Instruction in context of non-fiction stories	Phonics intervention <ul style="list-style-type: none"> · Level 1: One-syllable words · Level 2: Two- & three-syllable words 	No	No
English Language Learners	<ul style="list-style-type: none"> · English content · English or Spanish directions · Spanish read along option 	English content	English content	<ul style="list-style-type: none"> · Spanish content · Spanish or English directions · English read along option
Teacher Required	<ul style="list-style-type: none"> · Cold Timing step (optional) · Pass step 	<ul style="list-style-type: none"> · Cold Timing step · Pass step 	No	<ul style="list-style-type: none"> · Cold Timing step (optional) · Pass step



Reading Intervention

supports fluency, vocabulary, comprehension, and phonics

- Motivating content for reluctant readers, 1st-Adult
- High interest, non-fiction text
- Accommodations for native Spanish speakers
- Three curriculum series, with 23 reading levels
- Options to customize for individual needs
- Detailed reports to track progress
- Work with groups or one-on-one
- Well-suited for distance learning



Read Naturally Live

Series and Level Options

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

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

Placement in Read Naturally Live

Read Naturally Live > Placement for Anna Aubid Close

Antoni Gaudi

Placement Step 2: Test in Level 5.0 Start Timing Reading Guide ON

A strange building stands along a busy street in Barcelona. It has balconies that look like skulls and a roof that resembles the back of a dragon. In another part of the city, people can rest in a park that is different from any other park. It has stone columns built to look like tree trunks, a long, winding bench shaped like a sea serpent, and a fountain that looks like a lizard. These are just some of the structures designed by Barcelona's architect Antoni Gaudi.

Gaudi grew up in the 1850s. As a boy, he was often ill and spent much of his time alone. He used this time to study the plants, animals, and rocks he saw outdoors. He loved the forms and colors of the outside world. When he became an architect, this love of nature became the inspiration for

Timing Results

Words read: 93

Number of missed words: 8

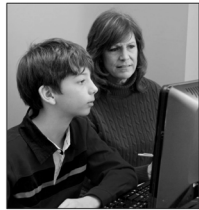
Timing score in words correct per minute (wcpm): **85**

Page 1

Back Next Cancel



Setting Up Workspace and Schedule



Workspace

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

Teacher-to-student ratio: 1:8

Scheduling

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

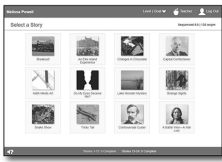


Demo

Working Through a Story



Read Naturally **Live** Steps



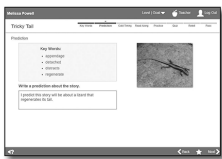
1. Select a Story

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

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.



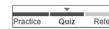
Opening Read Naturally Live

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.



Story Options

Read Naturally Live > Change Story Options Karen Hunter Log Out

Change Story Options for Anna Aubid
Sequenced 4.5 / 120 words correct per minute

Key Words

Prediction
Time limit (minutes): 2

Cold Timing
Teacher required

Read Along
Required read alongs: 1
Speed: Expressive
 Spanish Read Along

Quiz
Retell (Sequenced & Idioms only)
Time limit (minutes): 5

Word List (Phonics only)
Duration: 1 minute

Enable recording features

Practice
Duration: 1 minute
Required practices: 3

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Select a Story

Melissa Powell Level 1 Goal Teacher Log Out

Select a Story Sequenced 3.5 / 120 wpm

The Lake That Disappeared Passed
Atlantis—Found? Passed
Old Faithful
Ice-Cream Soda
Figuring Out Fungi
Treasures in a Tomb
Passed
Three-Legged Man
Saint Bernards
Hopes
Hummingbird
Zebras
Saguanas

ESP Stories 1-12: 0 Complete Stories 13-24: 3 Complete

Key Words

Melissa Powell Level 1 Goal Teacher Log Out

Zebras

Key Words

- ☆ pattern
- ☆ recognize
- ☆ species
- ☆ zoologists

ESP Next

Prediction

Melissa Powell Level 1 Goal Teacher Log Out

Zebras

Prediction

Key Words:

- pattern
- recognize
- species
- zoologists

Write a prediction about the story.

Zebras are horses with a stripe pattern.

ESP Back Next

Wordtastic

The screenshot shows the Wordtastic interface for a 'Zebra' unit. The 'Cold Timing' tab is active. A question asks for an antonym of 'depart'. The correct answer, 'arrive', is highlighted. A hint box explains that an antonym is the opposite of another word. The score is 8 points.

Correct!

Arrive is an antonym for depart.

- appear
- remain
- depart

Hint
An antonym is a word that means the opposite of another word.

8 points

Cold Timing

The screenshot shows the Cold Timing interface for 'Zebra'. It features a text passage about zebra stripes, a zebra image, and a score of 74. The 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'

Score (WCPM)
Cold Timing: 74

Cold Timing/Graph

The screenshot shows the Cold Timing/Graph interface for 'Zebra'. It displays a bar graph with a score of 76 and a goal of 100. The graph has a vertical axis from 0 to 100 in increments of 10. A grey bar reaches the 76 mark.

Cold Timing: 76 **Goal: 100**

Read Along

The screenshot shows the Read Along interface for 'Zebra'. It features the same text passage and zebra image as the Cold Timing interface. The 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'

Required Read Alongs

Practice

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, rear halves, or tails. Sadly, hunters killed too many of these zebras. They became extinct in 1883.

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

Quiz Questions

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

7. Choose the correct word to fill in each blank.

No two zebras look exactly the same. Each one has a unique pattern of stripes. Many years ago, there was one kind of zebra who know about with a pattern of brown and white stripes. These zebras didn't have any stripes on their bellies. Hunters caused these beautiful animals to become extinct.

Word Bank: exactly, extinct, pattern, rear halves, recognize, unique, zoologists

Retell

Retell the story in your own words.

Zebras have unique stripes that serve many purposes. They can be used for camouflage or...

Pass/Wordtastic

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

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

Pass/Hot Timing

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

Student's retelling of the story

Zebras have unique stripes that serve many purposes. They can be used for camouflage or...

Does the student's text meet your expectations?

Yes No

Pass/Review Work

CRITERIA	PASS RESULTS	REQUIREMENTS
Hot timing	121 wcpm (first attempt): Joe Teacher	Goal 120 wcpm
Errors	2 (first attempt)	3 or fewer
Expression	3 (first attempt)	2 or higher
Quiz	777 (first attempt)	All correct
Retell	15 words / met expectations (first attempt)	Meets teacher expectations

Retell

First Attempt

Zebras have unique stripes that serve many purposes. They can be used for camouflage or...

Congratulations

Congratulations!

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



Data-Driven Decision Making

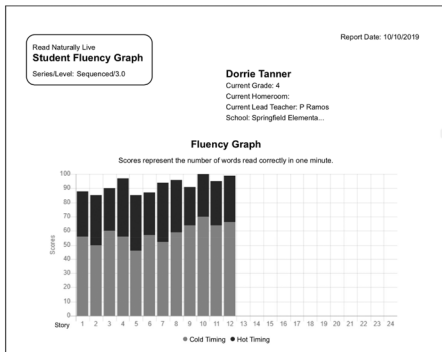
Graphs

- [Student Fluency Graph](#)
- [Student Comprehension Graph](#)
- [Student Retell Graph](#)
- [Word List Graph](#)

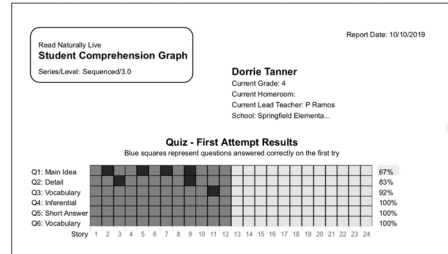
Reports

- [Students At-a-Glance Report](#)
- [Student Level Summary Report](#)
- [Story Details Report](#)

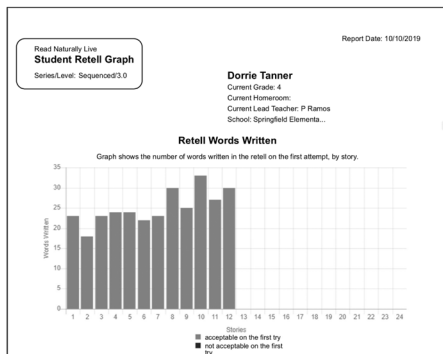
Student Fluency Graph



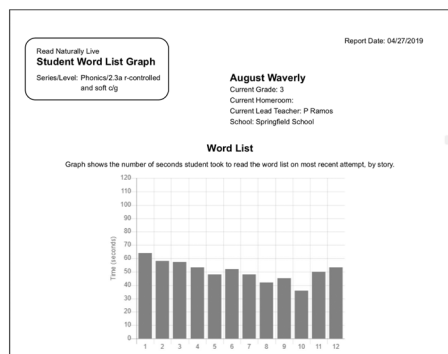
Student Comprehension Graph



Student Retell Graph



Student Word List Graph



Students At-a-Glance Report

Read Naturally Live
Students At-a-Glance

Report Date: 10/18/2019

Report Period: 9/5/2019 to 10/18/2019

Current Lead Teacher: Jane Murray
School: Springfield Elementary

Student	Current Homeroom	Series Level			Fluency			Comprehension			Phonics		
		Series Level	Date Level Achieved	Points Earned (of 100)	Goal (Points)	Rate (Words per Minute)	Goal (Words per Minute)	Score (of 100)	Goal (Score)	Score (of 100)	Goal (Score)	Score (of 100)	Goal (Score)
1. Mori, Lee	Goss, H.	Seq2.5	9/5/2019	8	47/48	79/70	74/80	2/3	0/5	87/83	13/24	/	/
2. Smith, Jeff	Goss, H.	Seq2.5	9/5/2019	8	81/84	80/90	80/87	3/3	0/3	47/83	13/20	/	/
3. Cook, Rob	Goss, H.	Seq3.0	9/5/2019	9	59/70	80/90	82/100	2/2	4/4	73/84	15/21	/	/
4. Black, Janelle	Goss, H.	Seq2.5	9/5/2019	11	47/84	79/88	78/82	2/3	0/4	80/100	15/23	/	/
5. Jackson, JORD	Goss, H.	Seq2.5	9/5/2019	10	100/100	148/148	81/104	2/2	0/5	79/81	18/28	/	/
6. Auld, Anna	Goss, H.	Seq3.4	9/5/2019	11	82/90	100/100	124/132	2/2	0/5	78/85	23/30	/	/

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

Student Level Summary Report

Read Naturally Live
Student Level Summary

Report Date: 10/15/2019

Series Level: Sequenced 3.0

Current Grade: 4
Current Homeroom: Dorrie Tanner
Current Lead Teacher: P Ramon
School: Springfield Elementary

Other Passed	Passed Story (Date Passed)	Reading			Fluency			Phonics			Story		
		Goal (Points)	Score (Points)	%	Goal (Words per Minute)	Score (Words per Minute)	%	Goal (Score)	Score (Score)	%	Goal (Score)	Score (Score)	%
	1. Dorrie Tanner	85	56	2	6	3	88	1	1	3	100%	23	Y
	2. Calling All Citizens! (Date Passed)	85	50	1	6	3	85	2	1	3	83%	18	Y
	3. Electric Eel (Date Passed)	85	60	6	4	8	90	3	1	3	83%	23	Y
	4. Destructive Builders (Date Passed)	85	50	1	7	2	97	0	1	3	100%	24	Y
	5. Trapdoor Spider (Date Passed)	85	40	6	3	7	85	0	1	3	83%	24	Y
	6. The Tree of Life (Date Passed)	85	57	4	3	5	87	1	1	3	100%	22	Y
	7. A Remarkable Friendship (Date Passed)	85	52	1	4	1	94	0	1	3	83%	23	Y
	8. Reading for the Stars (Date Passed)	85	59	2	3	3	96	1	1	3	100%	30	Y
	9. Poison Dart Frog (Date Passed)	85	64	1	3	2	91	0	1	3	67%	25	Y
	10. Paving With Eggs (Date Passed)	85	70	0	5	1	100	0	1	4	100%	33	Y
	11. Fish Creek (Date Passed)	85	64	0	3	0	95	2	1	4	83%	27	Y
	12. Puffer Fish (Date Passed)	85	60	0	3	0	99	1	1	4	100%	30	Y

Story Details Report

Read Naturally Live
Story Details

Report Date: 10/15/2019

Current Grade: 4
Current Homeroom: Dorrie Tanner
Current Lead Teacher: P Ramon
School: Springfield Elementary

Story Date: Puffer Fish
Series Level: Sequenced 3.0
Start Date: 10/15/2019
Goal: 85 points
Pass Date: 10/15/2019

CRITERIA	PASS RESULTS	REQUIREMENTS
9th Timing (of 10 that attempt)	0	Goal 85 points
10th Timing (of 10 that attempt)	0	3 of 100
11th Timing (of 10 that attempt)	0	2 of 100
12th Timing (of 10 that attempt)	0	All correct
13th Timing (of 10 that attempt)	0	80% teacher expectations

Result: Not Attempted
Voice on: 0
Date: 10/15/2019

Goal: 85 points
Pass Date: 10/15/2019

CRITERIA: 01 - Main Idea (of 10 that attempt), 02 - Main (of 10 that attempt), 03 - Vocabulary (of 10 that attempt), 04 - Inferred (of 10 that attempt), 05 - Short Answer (of 10 that attempt), 06 - Vocabulary (of 10 that attempt)

Practice: 1st Practice (of 10 that attempt), Highest practice score (of 100), Difficult words (of 10)



Read Naturally Live

Word Warm-ups Live

One Minute Reader Live

Read Live Programs

Read Naturally Live-Español



RTI/MTSS

- Highly effective, research-proven interventions
- Monitor progress of students as they work through interventions
- Standard protocol implementation, hands-on training, and professional development components to ensure fidelity
- Standards-based instruction





Training Resources

- Students
 - Students' Guides to Read Live videos
 - Steps posters
- Staff
 - Read Live Help
 - Online courses
 - Public, private, and recorded webinars



Pricing— Access to all Read Live Programs

Read Live - 12 Month Subscription	
6 - 29 seats	\$ 29/seat
30 - 129 seats	\$ 23/seat
130+ seats	\$ 19/seat

Call 800-788-4085 or info@readnaturally.com for quotes or more detailed licensing and pricing information.



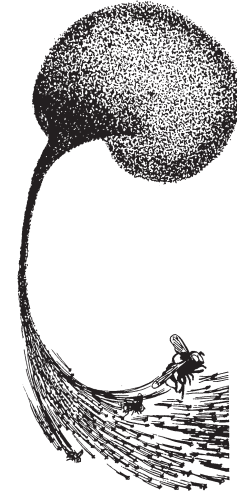
Free Trial

Sign up for a **FREE** 60-Day Trial!
800-788-4085
www.readnaturally.com



Rvw K Wrds⁶

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



Wrt a Prdctn

Rd th Str⁷⁻⁹

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

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

wrds rd _____

- rrrs _____ = _____
 old scr

wrds rd _____

gl _____

- rrrs _____ = _____
 ht scr xprssn dt pssd

Kllr Bs

nswr th Qstns

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

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

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

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

5. Why s th kllr b s dngrs?

Nمبر Crct: _____

Rtll th Stry

Nمبر f Wrds Wrtn: _____

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Evaluation: Reading for Meaning with Read Live

Position (check all that apply)

- Classroom Teacher Reading Specialist Title I Teacher ELL/ESL Teacher
- RTI Coordinator Technology Specialist District Administrator Curriculum Director
- Speech Pathologist Professor Parent Library/Media Specialist
- Student Psychologist Administrator Tutor
- Spec. Ed. Teacher Principal Other _____

Students (check all that apply)

- K-3 4-6 7-9 10-12 Adult

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Comments _____

2 How much information did you gain that you can use in your work? (None) 1 2 3 4 5 (Very Much)

Comments _____

3 How can we improve this presentation? _____

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