Read Naturally

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**WHO?** Most of the time student use Read Naturally once dyslexia intervention is completed. ELL or Special Education students assigned by committee. Of course there are always exceptions!

**WHAT?** It helps increase and maintain fluency and comprehension.

**WHEN?** 30 minutes per session. 3-5 days a week. Program prefers 5 days.

**WHERE?** During ELA time or RtI times for elementary. Literacy Achievement or ELA at secondary. Or where the committee decides :)
Basic Outline - It won’t let you mess up :) 

- Once student is in. Teachers help students to do a placement story... or two?
- They will go over the key words (can’t bypass this step)
- The prediction step is based on the keywords. It’s a text box, when appreciate you can use text to speech.
- Cold read. Teacher needs- paper for you note any miscues
- Read Along (self guided) they read along with the story at least three times. If they try to rush through the program will make them try again. They are allowed and encouraged to click on unknown words.
- Practice
- Quiz
- Retell
- Hot Read (teacher)
HELPFUL HINTS

HTTPS://WWW.READNATURALLY.COM/READ-LIVE-HELP

- Blue header student guided
- Red header- teacher needed
Login Screen

Account ID: 00016425
Teacher Username
Teacher Password
Adding students into Read Naturally
## Student Placement Test Page

### Placement Step 1: Select a level to test

To begin, estimate a student's reading level, and select the corresponding placement testing level below.

Then click Next to test the student in that level.

<table>
<thead>
<tr>
<th>Select a level to test</th>
<th>Series available at the level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>![Information Icon]</td>
</tr>
<tr>
<td>1.5</td>
<td>![Information Icon]</td>
</tr>
<tr>
<td>2.0</td>
<td>![Information Icon]</td>
</tr>
<tr>
<td>2.5</td>
<td>![Information Icon]</td>
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<td>3.0</td>
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<td>![Information Icon]</td>
</tr>
<tr>
<td>8.0</td>
<td>![Information Icon]</td>
</tr>
</tbody>
</table>
Student Homepage
Key words

Predictions

appendage

An **appendage** is a body part that is connected to the main body or head of an animal.

A finger is an **appendage**; so is a fin, a tail, a tentacle, or an antenna.
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, rear halves, or tails. Sadly, hunters killed too many of these zebras. They became extinct in 1883.
**Read Along**

**Practice**

**Tricky Tail**

**Read Along**

**Bir**ds of prey are birds that hunt animals for food. Sur**rounded by predators, the western skink must find **s**afe havens to escape. Eagles and hawks are **b**irds of prey that kill and eat reptiles, fish, and rodents.

**Required Read Alongs**

**Practice**

**Birds of prey circle above, and snakes slither through the grass and leaves on the ground. These and other predators might be in search of a meal. Surround**ed by such threats, it's not surprising that the western skink tries to keep out of sight. Still, this lizard does expose itself periodically. It spends time basking in the warmth of the sun and pursuing the insects and spiders that make up its diet. Fortunately for the skink, remaining hidden isn't its sole means of protecting itself.

**A fully grown western skink measures approximately seven inches from tip to tail. More than half of that length is its tail. It is this long tail, which is bright blue when the skink is young, that can help it escape danger. If a predator attacks its tail, the skink simply lets the appendage go.**

**Scores**

**Cold Timing**

90
Most people know that zebras are known for their black and white 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, rear halves, or tails. Sadly, hunters killed too many of these zebras. They became extinct in 1883.
Birds of prey circle above, and snakes slither through the grass and leaves on the ground. These and other predators might be in search of a meal. Surrounded by such threats, it’s not surprising that the western skink tries to keep out of sight. Still, this lizard does expose itself periodically. It spends time basking in the warmth of the sun and pursuing the insects and spiders that make up its diet. Fortunately for the skink, remaining hidden isn’t its sole means of protecting itself.

A fully grown western skink measures approximately seven inches from tip to tip. More than half of that length is its tail. It is this long tail, which is bright blue when the skink is young, that can help it escape danger. If a predator attacks its tail, the skink simply lets the appendage go. Even after the tail has left the skink’s body, it continues to...

1. What is the main idea of this story?

   - The western skink’s ability to drop off its tail helps it to elude its enemies.
   - The western skink exposes itself to predators when it basks in the sun.
   - The western skink’s new tail consists of cartilage rather than hard bone.

Retell the story in your own words.
Alternates from wordtastic and practicing the story.

Plus the teacher reviews quiz and retell to see if student is ready to move on.
Rubric for Expression

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 their 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, rear legs, or tails. Zebras have killed many of these...
If a student doesn’t pass...

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>PASS RESULTS</th>
<th>REQUIREMENTS</th>
<th>SELECT REMEDIAL ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hot timing</td>
<td>81 wcpm (first attempt)</td>
<td>Goal 80 wcpm</td>
<td>Practice story</td>
</tr>
<tr>
<td>Errors</td>
<td>4 errors (first attempt)</td>
<td>3 or fewer</td>
<td>Read along for accuracy</td>
</tr>
<tr>
<td>Expression</td>
<td>3 (first attempt)</td>
<td>2 or higher</td>
<td>Read along for expression</td>
</tr>
<tr>
<td>Quiz</td>
<td>6/6 (first attempt)</td>
<td>All correct</td>
<td>Redo missed questions</td>
</tr>
<tr>
<td>Retell</td>
<td>27 words / met expectations (first attempt)</td>
<td>Meets teacher expectations</td>
<td>Rework the Retell step</td>
</tr>
</tbody>
</table>

If a student doesn’t pass, remedial actions can be selected based on the criteria and pass results. The table above outlines specific actions for each criterion, such as practicing or redoing missed questions.
Phonics

Practice Word List
Read Down
- eat
- meat
- beat
- feat
- heat
- feat
- seal
- meal
- deal
- zeal
- real
- deep
- sleep
- keep
- jeep
- weep

Scores (seconds)

Idiom

Tough Times
Read Along

In the game of pool, players try to hit balls with numbers on them into holes. Sometimes a ball rolls behind the eight ball. This position makes a player's next turn difficult because the eight ball cannot go into a hole until the game ends. That's where the phrase "behind the eight ball" comes from. It describes a difficult situation in which it's hard to move ahead.

Pablo was late for school, and he forgot his homework, his notebook, and his pencil at home. He started his day behind the eight ball.

When you're in a difficult situation, you can also say you're in a jam. Maria stepped on her glasses and broke them. She couldn't see well enough to drive home. She was in a jam.

You might be in one jam. Then you might change the situation and find yourself in a worse one. "Out of the frying pan, into the fire" describes this situation. It means you get out of one bad situation but then get into a worse one.
**Student Reports**

- **Students At-a-Glance**
  - Summarizes students' work completed during a specified period.
  - Start here to quickly identify students who are not making adequate progress. Then generate other reports with more detail.

- **Student Level Reports (Recent)**
  - Describes students' most recent work by level using several reports, including:
    - Fluency graph
    - Comprehension graph
    - Retell or Word List graphs
    - Level Summary report

- **Student Level Reports (Archived)**
  - Provides access to a selected student's work by level, including:
    - Fluency graph
    - Comprehension graph
    - Retell or Word List graphs
    - Level Summary report

- **Story Details**
  - Lists details of a selected student's work in a particular story.

- **Student Passwords**
  - Lists students with their current home screens, grades, and login credentials.

- **Student Roster**
  - Lists students for a given lead teacher with their current home screens, levels, and goals.
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.
Need additional campus license?

Email Krystal Dean, RTI Instructional Coach

Krystal.dean@gcisd.net

Want the placement stories printed for students?

Click here: Read Naturally Placement Stories

Webinar on using Read Naturally

Read Naturally Webinar: Walkthrough
Begin Video at the 38:59 to watch student walkthrough