

>> Welcome to closing the gap solutions.

This webinar Readings for Meaning Fluently was sponsored by Read Naturally and was recorded September 17th, 2018.

Is presented by Ben Weisner.

Ben is a senior solutions manager at Read Naturally.

>> Good afternoon, everyone,

this is Ben weisner your presenter for today's webinar.

Thank you for joining me,

for Reading for Meaning with Read Live.

If you have questions after our presentation,

please contact me at my email address,

[ben@readnaturally.com](mailto:ben@readnaturally.com) or my direct line.

My job is to educate and support teachers and

administrators for using our program with their students.

This afternoon I'm going to provide you with an overview of read

naturally and how it addresses the development of fluency and why that's important.

I'll talk about planning and the resources you'll need to use

Read Naturally Live effectively with your students.

I'll show you how students use the program through demonstration lesson,

and then I will talk about where you can find

additional Read Naturally online resources on our website.

We've got a lot to cover so given our time constraints today,

our presentation may not include real time Q&A but please do ask

your questions using the questions tool

in your meeting panel on the right side of your screen,

and I'll make an effort to get back to as many of

you as possible in the coming days with email responses.

Without further delay, let's get started with today's webinar.

Today we're going to be talking about a strategy for helping students improve their fluency, comprehension, and vocabulary.

As we talk however,

keep in mind that there's more to reading development than fluency and the strategy you'll see today is not a total reading program.

This strategy should be used as one part of a well balanced program that also includes grade level instruction and phonemic awareness, phonics, vocabulary, and comprehension.

Let's picture a non-fluent reader.

Think of a specific students.

Take a moment to imagine what this students sounds like when they're reading.

Think about some of the words that describe how a non-fluent reader sounds.

Some words that would describe a non-fluent reader maybe, someone who read hauntingly, slowly, and laboriously.

Someone who's uncertain about sight words, reads word-by-word, ignores punctuation, and make many errors.

Now that we understand what a non-fluent reader sounds like, let's talk about the research behind the definition of oral reading fluency.

We say that fluency is described as the ability to read like you speak in three key areas and those are accurate reading of connected text, reading at a conversational rate, and reading with appropriate expression.

But why focus on fluency?

For many years, educators have recognize that fluency is an important aspect of reading.

Reading researchers agree, over 30 years of research indicate that fluency is one of the critical building blocks of reading, because fluency development is directly related to comprehension.

Many researchers have found that fluency is highly correlated with reading comprehension.

That is, when a student reads fluently that student is likely to comprehend what he or she is reading.

Why are reading fluency and reading comprehension so highly correlated?

Because a fluent reader who can automatically decode the words, can instead give full attention to comprehending the text.

To become proficient readers, our students need to become automatic with texts so they can pay attention to the meaning.

Now, how do you determine which of your students will need extra help in order to become automatic readers.

The Hasbrouck continual table that you see in front of you can help you find that out.

This table shows the reading development of typical students across the United States.

It's based on the work of Jan Hasbrouck and Gerald Tindal who combine data on thousands of students from across the country to create the norms that you see here.

This table shows the oral reading fluency norms for students in grade 1-8 as reported by the researchers.

As we look at the chart, keep in mind that it's the trends that are important not individual numbers.

Take a look at second graders in the fall who were in the 75th percentile.

They read 79 words correct per minute on average.

Then look across that line,

what happens throughout the year.

As you can see the number of correct words per minute increases throughout the year,

over the fall, winter to spring.

You'll also notice that the same pattern occurs for the students in

the 50th percentile and in the 25th percentile.

However, what do you notice when you compare the spring results of the students in the 25th percentile to the fall results of the students in the 75th percentile.

You can see that there's a big gap here.

At the end of the year, the struggling readers are still below

where the proficient readers were at the beginning of the year.

There's also a ceiling beyond which we can't reasonably expect students to perform.

Even upper level students in the 90th percentile on

the spring can't read aloud much faster than

200 words correctly in a minute and most students level off at about 150 words a minute.

In fact, most adults read somewhere between 150 and 200 words per minute.

You can use this table to draw conclusions and make

decisions about the oral reading fluency of your own students.

Listen to your students read three unpractice grade level passages for one minute each.

On each timing count the number of words read correctly by

subtracting the number of errors the student made from the number of words read.

Then average the scores from the three timings,

and compare the results to the 50th percentile on the Hasbrouck continual table.

Students likely need a fluency building intervention that supports comprehension and

vocabulary if they score 10 or more words below the 50th percentile,

using the average score from two or three unpractice readings from grade level

material.

Once you've determined which students need help,  
how do you get them to become more fluent?

Students will become fluent by practicing reading, it's simple.

Some students learn to read fluently without explicit instruction for others however,  
fluency doesn't develop in the course of normal classroom instruction.

Research analyze by the National Reading Panel suggests that just encouraging  
students to read independently

isn't the most effective way to improve reading achievement.

Too often, simply encouraging at risk students to  
read doesn't result in increased reading on their part.

Even if at risk students do read,  
they read more slowly than the other students.

In a 10 minute reading period,  
a proficient reader who reads 200 words a minute silently could read 2,000 words.

In the same 10 minutes an at risk student who reads  
50 words a minute would only read 500 words.

This is equal reading time but certainly not an equal number of words read.

Now, consider how that disparity and number of words plays out over  
the course of the year. What can we do?

These students need to practice reading,  
but just asking them to read on their own often doesn't work.

The National Reading Panel concluded that a more effective course of action is for  
us to

explicitly teach developing readers how to read fluently step by step.

What I'm going to talk about now is the read naturally strategy,  
which is based on three research proven components: teacher modeling,

repeated reading, and progress monitoring.

Here's how these pieces can be combined into a single powerful strategy.

A student begins by getting a baseline for progress monitoring.

The student reads a non-fiction passage for the first time to get his or her cold score.

This is a timed reading,

and the resulting score represents

the number of words the student read correctly in a minute.

The score is recorded and displayed on a graph in blue.

The teacher modeling occurs as a student reads

along with an audio recording of the story,

sub-vocalizing with a narration until they're able to read the story without errors.

Usually a student reads along two or three times,

but this will vary depending on the age and the ability of the students.

Next, the student repeatedly times him or herself

reading the story aloud using the scores to check progress.

The student keeps reading the story until he or she can read

at the individual goal rate that the teacher set.

A student who reaches the goal moves on to answer

some comprehension questions and then

continues to practice while waiting for the teacher.

Finally, the teacher listens to the student read,

the student who reads with expression at the goal rate with

three or fewer errors and who answers all of

the comprehension questions correctly passes the story.

The hot score is graphed in red giving

the student visual feedback on how much improvement was made by working on the story.

Over time as students should show gradual improvement in both the cold and the hot scores.

Combining these three strategies together in this way can have a dramatic results for you developing and struggling readers.

Now, before I demonstrate this process to you, let's talk about our program Read Live.

Read Live is a comprehensive research-based reading intervention program.

Was developed by Read Naturally which has a successful track record of more than 25 years of success in thousands of schools.

The program provides differentiated instruction for response to intervention, focusing on tiers 2 and 3.

It's a technology solution,

it runs as a web based program for use anywhere

you have an internet connection and an appropriate device,

which is any PC or Mac,

Chrome books or iPads.

The content in Read Naturally Live is high-interest nonfiction,

and it's appropriate for reluctant readers from first to 12th grade.

You'll have access to three different curriculum series with 23 separate reading levels.

You can customize the program for individual student needs.

There are extensive reports to assist you in tracking the students progress over time.

The program is flexible enough for you to work with small groups or one-on-one.

You can use it in a blended classroom environment.

There is a Spanish translation feature for some levels.

Before students get started,

there is a short assessment that you provide to students to determine

their starting reading level and words correct per minute goal.

What you see in front of you now is the Read Naturally Live curriculum options.

As I mentioned, you have 23 separate reading levels.

They are organized into what we call Series.

Sequenced series consists of 13 levels,

beginning with 1.0, moving up in half grade reading levels through 8.0.

You may have a fifth grader, for example,

but based on the placement test,

they will start and read naturally at a level 2.0. as an example.

Twenty-four passages in each of the sequence series levels.

In our sequence series,

you also have the option of turning on

the Spanish translation for one of the steps called Read Along,

which I will demonstrate for you.

In the Read Along for your native Spanish speakers,

to assist them with comprehension,

you can toggle switch so that before they begin the English version of the Read Along,

they're presented with Spanish text and the narrator reads the story in Spanish first, before moving to the English.

If your students are reading at or below a third grade reading level,

you can place them into the phonic series.

There are many similarities to the sequenced series,

but the phonics series will focus the content using words with

a specific phonics elements or supporting a particular phonics family.

For example, all of the passages in level 2.6 will have words with short vowels.

You also will notice

that there will be an additional step called a Word List step, where students read words supporting that phonics element or phonic family and will have to read a set of words down and across within a minute as part of the requirements for completing the passage.

Then in our idiom series,

we have four levels,

very similar again to the sequence series.

The primary difference is that all of the stories in

the levels will contain 3-4 American language idioms.

Those also are appropriate for English language learners or for students who need content at level 3.0 through 4.5.

Before you begin using the program,

you will need to set up the workspace in the schedule.

Our recommendations include having

a teacher-to-student ratio of approximately one adult to eight students,

and again, that may vary depending on the age

and the independence of the students in your classroom.

You can extend that ratio by adding an additional adult.

For example, a classroom aide or a parent volunteer,

so you can have larger groups with more adults in the room.

As far as scheduling is concerned,

we recommend 30 minutes per session,

3-5 days a week.

The more that you can use the program with your students,

the faster you should be able to see progress.

It's not unusual for students to complete one reading level in approximately eight weeks,

so students can complete 4-5 reading levels in one school year.

If you have beginning readers, for example,

if you have the students complete

the placement tests and they don't score high

enough to be placed within one of the levels,

you can still allow your students to use the program,

at the lowest level,

if they can recognize 50 written words and they know beginning sounds.

There are three simple steps for students to begin using the program.

You simply add a student's record into the roster,

into the what we call the staff member module.

You place the students.

In other words, you assign them a reading level and a goal.

You teach your students how to use the program with the resources that we provide you,

and then students can begin working mostly independently in the program.

What I'm going to do now is step out of

my PowerPoint presentation and I'm going to show you the program in real time through

a web browser and I'll work through a student lesson and talk about

how student and teacher work together when using Read Naturally Live.

As I mentioned earlier,

ReadLive is a web-based program.

You can either access it from a standard web browser on a computer or on a Chromebook,

or as I mentioned earlier,

if you have an iPad,

you can download a free iPad app

from the iTunes store and as long as you have an account, you can log in from there.

I won't show you quite yet the staff member module, but what I'm going to do is login as if I were a student.

Actually, I'm going to turn off my password manager so I don't cause a lot of problems here for myself.

Bear with me here for a minute.

Actually, I won't be able to do that. There we go.

That's better. I'll log in as a student.

We're going to presume this student has already been placed into the program and has an assigned level and a goal.

>> Please, select a story.

>> When the student logs in,

they're taken to a Select

a Story screen where they can choose which story they want to work in.

As I mentioned earlier, all of our stories are nonfiction.

You notice in this screen that three of the stories have already been passed.

If a story is passed,

they cannot select it again.

Twenty-four stories in a level,

they see 12 stories at a time.

I'll begin by clicking on the Zebras story.

>> Zebras.

>> Are you ready to start the story?

>> All a student really needs is a set of headphones and a device to begin working.

>> Click each key word to learn the word and what it means.

>> We are taken to the key word step where students are introduced to

key vocabulary words and their definition.

All of these words will appear in the passage.

Students receive visual feedback upon clicking on each of the words, this star will turn yellow.

Also, note that the Next button in the lower right-hand corner is dimmed, so I cannot move forward until all of the key words have been clicked on and listened to.

>> Pattern. A pattern is a set of things, like colors, shapes, lines, or sounds, that is repeated.

>> Notice the star lights up after I've clicked on that word.

>> Recognize. Recognize means to know what something is after seeing, hearing, smelling, touching, or tasting it.

Alex knows Mom is baking cookies

because he can recognize the smell coming from the kitchen.

>> The student will be re-introduced to

these vocabulary words in the Read Along and the Quiz steps that are coming up.

It will also include additional vocabulary for the student to listen to and learn from.

Because we're going to be using the vocabulary terms as an aspect of the quiz and the retell so that we can

determine whether the students understand what they are actually reading.

>> Species. Species are groups of plants or animals that are alike in certain ways.

Mammals include many species such as lions, giraffes, and humans.

>> After I click "zoologists",

notice that the Next button will display.

>> Zoologists. Zoologists are people who study animals.

>> Click a word again or click "Next" to continue.

Look at the story title,  
key words, and picture.

Write a prediction about the story.

Then click "Next" to continue.

>> The Prediction allows the student to write a short passage about what they think the story will be about using the key words, the title, and the picture.

They have two minutes to complete this step.

Once they begin typing,

the Next button will allow them to move forward,

and they can always click "Back" to review the key words in the previous screen.

Now, I mentioned earlier that you can customize the program to meet individual student needs.

I'm going to log in via

the Teacher Menu to

a screen called Change Story Options.

This allows you to adjust the program from a variety of aspects.

I mentioned the prediction has a two-minute time limit.

You can increase that for students who need more time,

or you can just decide that you don't want

students to have to complete a prediction and then just turn it off.

Other customizations [NOISE] include allowing the student to

perform one of the upcoming steps independently without the teacher being present.

You can change the number of read alongs.

The default number of read alongs is three,

but I've changed it to zero so that we don't have

to sit through a number of read alongs together for the demo.

This is also where you turn on

the Spanish Read Along for your native Spanish speakers, etc.

Very, very customizable.

You can customize for individual students,

or you can create groups of students and customize the program for an entire group.

>> Look at the story title,

key words, and picture.

Write a prediction about the story.

Then click "Next" to continue.

>> As I said, once a student types something into the box,

they are allowed to move forward,

and the teacher will be able to review what the student has

typed with the student at any time.

>> Play Wordtastic while you wait for your teacher.

Click the best answer to score points.

Click on the words you don't know to hear them read to you.

>> The next step, called Cold Timing,

is where the student reads the passage for the first time.

Typically, a teacher is with the student for

that step so the teacher can monitor the cold timing.

If a teacher is required,

so that the student isn't necessarily not engaged with the program,

we provide this waiting time activity called Wordtastic.

It's a vocabulary game that asks the student

to match synonyms and antonyms with words that

may not be in the story but are written

at the particular reading level that the student is on.

They receive points for correct answers,

[NOISE] and they can click on words,

"Depressed, angry," to hear them spoken aloud.

If they miss an answer,

[NOISE] it's provided for them and then

this question will be recycled when they come back to this step later.

When the teacher becomes available,

he or she will click the Conduct Cold Timing button,

enter in their password,

and now the student and teacher are sitting together in front of the device.

There is a reading guide,

which is the yellow bar that you see on the screen that will follow the cursor and

is useful for students who would need eye-tracking support.

You can also print out the passage so teacher can follow along on the printed page,

or you can have the student read from the printed page.

The teacher can manipulate the mouse either way. It's very flexible.

When we click on "Start timing",

a one-minute timing begins in the background.

Student is reading aloud to the teacher.

As the student reads,

the teacher and/or the student,

working together, will identify any missed words, difficult words.

If a student mispronounces a word or skips

a word or stops on that word for more than a few seconds,

that word should be clicked on.

>> Exactly. Purposes. Recognize.

>> When the word is clicked on its underlined,  
it's spoken aloud, and then the word is also  
subtracted from the student's score to give us a words correct per minute score.  
Very important to start identifying these difficult words during the cold timing,  
so that the aspect of fluency related to accuracy is emphasized.

>> [NOISE] Click on the last word you read when the bell sounded.

>> Remember that fluency is not just about reading quickly,  
it's about reading accurately as well.

After a bell rings,

we'll click on the last word the student read correctly.

>> Click "Next" to continue.

>> I clicked on the word zebras.

That gives me a cold timing score of 87.

When I click "Next",

I'll see that score displayed in a graph.

>> [NOISE] Look at how many words you read correctly per minute.

Click "Next" to continue.

Click "Start Read Along",

to read along, or click "Next" to continue.

>> The students scored 87 on the cold timing,  
the goal was 120,

so there's a significant gap between the goal and the cold timing score.

The next two steps,

the read along and the practice,

will be at the heart of the read naturally strategy.

The read along step,

is what we referred to earlier as teacher modeling.

In this step, the students will read along actively but quietly with the narrator.

So their lips will be moving,

their vocal chords will be vibrating,

and they'll read along again by default typically three times from start to finish.

The pace and the expressiveness of the narrator,

will increase at each read along.

In between each read along,

students will have access to vocabulary words that they can click on.

So these blue highlighted words are vocabulary,

some of which we were introduced to earlier in the keyword step,

like zoologists and species,

and some of these are new, such as camouflage.

>> Camouflage. Camouflage is a way of

hiding something by making it look like the things around it.

The soldiers' green and brown uniforms were good camouflage.

It was very hard to see them in the forest.

>> Typically, the student would not be able to click "Next" to move forward to practice,

until they've completed all the read alongs required.

For example, if a student has completed two out of

the three read alongs and class period was over and they logged out,

the next time they log back in again,

they would be taken back to the read along to complete

that final reading before being allowed to move forward.

We won't do an entire read along because of time,

but let's listen to and imagine a student reading

quietly with the narrator after I click the Start Read Along Button.

>> 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.

>> Click "Start Read Along", to read along again.

>> I hope that you could hear the expressiveness in the voice of the narrator, and also the pace or the rate of the narrator, which was at what we call an expressive rate.

The first read along will typically be slower and less expressive and then increase after each time.

So student has completed the teacher modeling piece, they've completed all three read alongs, and now they're ready to move forward to practice.

>> Click "Start Timing", and begin reading.

Click on the words you don't know to hear them read to you.

Click "Finished" if you finish reading before the bell sounds.

>> Practice is that other piece of the read naturally strategy repeated reading.

So students will read the passage multiple times, increasing their pace and their accuracy each time during the practice step.

Again, notice the Next button is dimmed.

Students must read at their goal rates, in this case, 120 words correct per minute, before being allowed to move forward.

There is also requirement to read at least three times during practice, which you can adjust if you wish.

Students in the practice step

is reading independently just as they were during the read along step.

When they click "Start Timing",

the one-minute timer begins.

If they are reading much more quickly than as possible, for example,

if they're not following instructions or if their goal is too low,

they'll see the following message,

and I'll click "Finish" now so we can see that.

>> Your score is much higher than your goal.

Please read the story again.

>> If their score is significantly higher than

we believe is possible based on their goal,

they'll see this message indicating that the score will not be counted.

You'll see that in the scores box practice not scored.

If as you are monitoring the student you see practices continue to be not scored,

you'll want to sit with

a student and make sure that they understand what the objective is here.

We'll start the timing again.

Again, the student is responsible for their own success here,

so we asked them to make sure that they will be able to pronounce

any difficult words that they had trouble with initially

during the cold timing or any of that they feel unsure of.

>> Purposes recognized. Camouflage.

>> Again, as you can see just as before in cold timing,

when we click on a word, it's underlined,

it's spoken aloud and of course,

it's subtracted from the score.

Students would typically practice

between 3-10 times if their goal and their level have been set appropriately.

If the number of practices falls outside of that boundary, 3-10, there would be an indication that an adjustment probably needs to be made and probably would be an adjustment to the goal.

>> [NOISE] Click on the last word you read when the bell sounded.

>> I'll click on the word bodies.

>> You've reached your goal, you've finished all your practices.

Click "Start Timing" to practice again, or click "Next" to continue.

>> Now I'm ready to move forward to the quiz and the retell to measure my comprehension.

>> Click the best answer, and then click 'Next'.

>> The quiz is going to be a combination of multiple choice and short answer questions.

You'll have anywhere between 5-9 quiz questions depending on the level.

Students receive audio feedback on the multiple choice questions,

[NOISE] so that boop,

boop sound means I've answered the question incorrectly,

[NOISE] and that casino sound means I've answered it correctly.

As you can see as well,

the student has access to the content of the passage,

including any vocabulary words,

so they can use a strategy of finding the answers in the text.

[NOISE]

In addition to the multiple choice,

there are also other types of questions including short answer.

Teacher will have to evaluate the answer during the final step, during the pass timing.

There's also sorting and matching, these are also vocabulary words.

[NOISE] There are fill in the blank as well.

These are also vocabulary words.

[NOISE]

Retell or summarize

the story in your own words,

click "Review Story" if you want to read the story again.

During the Retell, the student responds with a summary of the story in their own words.

They can review the story by clicking on "Review Story", but they can't type while the story text is visible, unlike during the quiz.

What they type is subjective, we don't evaluate content here.

We do count the number of words read, but it's up to the teacher to determine whether a student has met whatever objectives the teacher has prescribed for this step.

Now you're ready to pass, read the story, and play word tested until your teacher comes to pass you on this story.

Click "Start Timing" and begin reading.

This is the final step, the Pass step.

Again, teacher would be required for this step.

This is a requirement that cannot be changed.

Obviously, this is the final assessment here.

When a student gets to this screen,

they'll notice the red bar at the top and the bottom,

which means that they are waiting for the teacher.

While they're waiting, they can continue practicing and also playing the word task,

the game that we saw earlier.

They'll alternate between those two waiting time activities.

When the teacher sees the red bar and is available,

she'll come by and quickly conduct Pass activities,

type in his or her password,

indicating that they're available for the assessment.

While the student is reading aloud to the teacher,

the teacher can keep track of the number of missed words,

again, on a separate sheet of paper.

There's no clicking on difficult words here.

You're just going to be telling or counting the number of

missed words and also indicating an expression score.

I'll show you what the rubric looks for that.

Remember earlier we talked about three indicators of fluency,

and those were rate, accuracy, and expression.

In order for a student to pass a story,

to pass the lesson,

they have to read at the goal rate assigned by the teacher.

In this case, 120. They have to read accurately

with three or fewer words missed and they have to read

expressively with a score of two or higher

on the expression skill that I'll show you momentarily.

If they meet those three fluency criteria,

there are two more comprehension criteria that they also have to pass.

Those are answering all of the quiz questions correctly on the first attempt and responding to the retell appropriately.

Click on the last word you read when the bell sounded.

Five criteria for passing.

They have to meet all five before being allowed to pass to the next story.

I click on the last word read,

that's 125 words, I enter in the number of words missed.

It has to be three or fewer to pass.

Here's my expression scale, two or higher.

I have to be able to read phrases of three or four words and pause for punctuation.

I'll select two.

I've met all of my fluency criteria here on the screen.

[NOISE] The students can see their progress since the cold timing began.

Often, we will see a gain of about 30-40 words during the course of one lesson.

Very exciting and motivating for students.

Teacher also evaluates any open-ended questions with an answer key that's built into

the screen and evaluates the retell.

Again, up to the teacher to determine the criteria here.

Then the Pass/Review Work demonstrates for the teacher

and the student how the student performed during the course of the lesson.

This shows which quiz questions were missed,

how many practices completed,

which difficult words were clicked on,

etc. This is principle.

You can also review an aggregated set of scores for fluency in graph form.

You can see how they performed on the four previous stories, cold and hot timing scores, same with comprehension.

The main thing about the comprehension graph is that it shows you the specific comprehension skills that

the students performed well in or needs additional support with.

Then the Retell shows you how many words were used in retell.

All of these are principle.

From here, you can also print them out as I'll

show you momentarily from the staff member module.

Now because the student did not meet all five criteria for passing,

teacher can assign some additional work before allowing them to pass.

Or you can pass them with current scores.

Let's go back and redo the missed quiz question.

Click the best answer,

and then click "Next".

I'll click the middle option.

[NOISE]

Congratulations. You passed this story.

Click "Done" to finish.

>> Once I've completed a lesson,

a certificate appears, which you can also print out and send home to parents.

The certificate shows the five criteria that the student passed,

and whether they've exceeded or met expectations for that criteria.

Once I click "Done".

>> Please select a story.

>> Notice that zebras is now listed as passed.

I cannot click on it again,

I have to move to a different story in the set.

All of our sequence, series passages work exactly the same way.

The idioms passages work exactly the same way.

The phonics level passages work slightly differently.

There's a short phonics lesson that begins each lesson,  
which begins each story.

Instead of vocabulary words and their definitions,  
the students are introduced to the phonics element for that story.

Then instead of a retell step,  
there's a short word list that students have to read down  
and across as a requirement for passing.

I'm going to log out of this screen,  
and I am going to go back to my PowerPoint briefly.

After students have completed a number of stories,  
you'll want to obviously evaluate their progress.

We do that with a variety of reports,  
and I'll show you how you access those in a minute.

But the Students At-a Glance report,  
is where you can see a high level overview of student progress for one or more  
students.

It will show you the levels that they've worked in over a particular time period,  
how many stories they've passed,  
cold and hot timing scores,  
how they performed on the quiz questions and the retell,  
and also how they performed on the word lists in the phonics levels.

Let's take a quick peek again of the program.

I'm going to log in as a teacher,

and I'll quickly show you what that looks like.

The staff member module has extensive support built into it, into the screens as well as a variety of resources which I'll talk about in a little bit on our Help Page.

But you have some powerful abilities here to create new students, to license them, to create groups, to organize and report on them.

This is also where you do your placements to determine what starting level and goal will be for that student. It's also where you adjust story options as I showed you earlier.

You can do that from within the story itself or from within the staff member module. You can print out all of the stories or any of the stories from any of the levels, and you can print out communications to parents, including letters of introduction and progress, as well as certificates and awards.

In the reports area, the Students At-a-Glance report that I showed you earlier is available, as well as a variety of other reports that show you progress.

On our website, we have a set of sample reports that you can view to give you some additional information about the kinds of data that we capture.

This is a Student Level Summary.

Again, it will show you for each passage, how they performed in the key areas.

Cold and hot timings, quizzes, retells, phonics, word list, etc.

That same information can be viewed in a table or in graphs.

Again, very useful for communicating with parents.

In addition to sample reports,

our website also contains a variety of resources including videos, printed documentation, online documentation.

We have free online training,

so if you wanted to learn how to use Read Naturally in a free online course, it would take about three hours,

and you receive a certificate after completing the training.

There are free webinars,

both recorded and Live that we offer throughout the year.

There's a set of resources that assist you in

training your students on how to use the program,

including videos created specifically for the students,

a set of lesson plans,

and a poster that you can print out that shows the students

the steps that they have to complete before passing a story.

This is our Read Live Help page.

You can access it directly from within the program,

or you can just type in read live help from the readnaturally.com website,

and it will take you here.

Another great literal research that I want to put a plug-in for,

if you are currently using it, is the crosswords.

I mentioned the word task the game earlier,

you can also print out a set of crossword puzzles, PDF files,

you can download and print that are an additional waiting time activity for

students that use the vocabulary words in the story.

If you are doing response to intervention,

this is a great resource.

It's research proven.

As I mentioned earlier,

you can monitor student progress as they work through a set of passages.

We have hands-on and online training for professional development,  
and its standards-based instruction.

The resources I mentioned earlier,  
can be found on the Read Live Help page.

If you're interested in subscribing or purchasing,  
this is a one-year subscription program.

We price it out based on the number of licenses that you  
want to purchase for your school or for your group.

So the more licenses that you want to subscribe to,  
the lower the per seat or per license cost is.

We also happen to have a free 60-day trial that you can sign up for on our website,  
or you can just call us at our main number,  
and request a 60-day trial.

You can use the trial with as many students as you wish.

You have complete access to the program,  
to all the features for students and for teachers.

There's no restrictions whatsoever.

At the end of the 60 days,  
you can choose to move forward with a subscription or no obligation,  
just say that you don't want to continue.

I'm going to stop here.

Actually, I'm going to remind you again of how to reach me.

I'll bring up my contact information.

If you have any questions along the way,

I want to thank you for your time and attention.

Becky, thank you very much for your time and for setting up this webinar.

I will be at the Closing the Gap Conference in October,

and I will be presenting this presentations.

So if you'd like to stop by and say hello,

we'll also have a booth there,

please feel free to do so.

If you have any questions at that time,

I'm happy to chat with you about that.