



**Ben Weisner**  
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**Key Components of Teaching Reading**

- Phonemic awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension



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A Non-Fluent Reader

- Reads haltingly, slowly, laboriously
- Uncertain about sight words
- Reads word-by-word
- Ignores punctuation
- Makes many errors



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What is fluency?



The ability to read *like you speak*:

- Accurate reading of connected text
- At a conversational rate
- With appropriate prosody or expression

Hudson, Lane, & Pullen

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Oral reading fluency correlates highly with reading comprehension.

Results from a study of special education students by Fuchs, Fuchs, Hosp, & Jenkins, 2001

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

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Oral Reading Fluency Norms					
Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	
1	90		81	111	
	75		47	82	
	50		23	53	
	25		12	28	
	10		6	15	
2	90	106	125	142	
	75	79	100	117	
	50	51	72	89	
	25	25	42	61	
	10	11	18	31	
3	90	128	146	162	
	75	99	120	137	
	50	71	92	107	
	25	44	62	76	
	10	21	36	48	
4	90	145	166	180	
	75	119	139	152	
	50	94	112	123	
	25	68	87	98	
	10	45	61	72	
Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	
5	90	166	182	194	
	75	139	156	168	
	50	110	127	139	
	25	85	99	109	
	10	61	74	83	
6	90	177	195	204	
	75	153	167	177	
	50	127	140	150	
	25	98	111	122	
	10	68	82	93	
7	90	180	192	202	
	75	156	165	177	
	50	128	136	150	
	25	102	109	123	
	10	79	88	98	
8	90	185	199	199	
	75	161	173	177	
	50	133	146	151	
	25	106	115	124	
	10	77	84	97	

\*WCPM = words correct per minute

Hasbrouck, J., & Tindal, G. A. (2006, April). Oral Reading Fluency Norms: A Valuable Assessment Tool for Reading Teachers. *The Reading Teacher*, 59(7), 636-644.

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Students become fluent by reading.



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

National Reading Panel Report

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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

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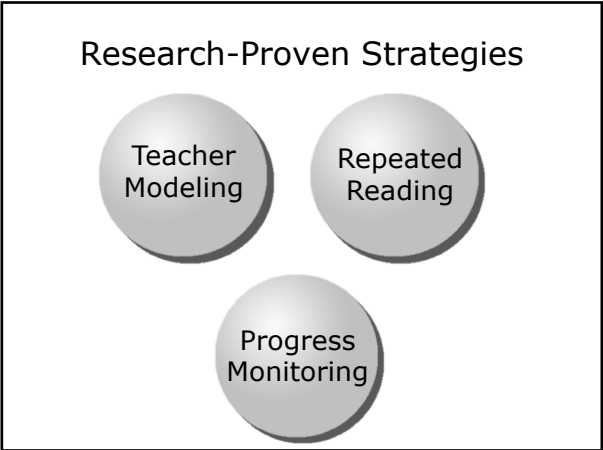
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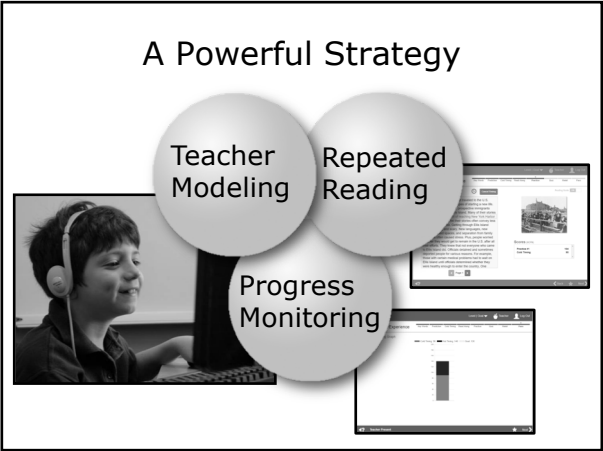
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 **Read Live**

- Comprehensive research-based reading intervention program
- Developed by Read Naturally— a successful track record of more than 25 years in thousands of schools
- Provides differentiated instruction for RTI (Tiers 2 and 3)
- Cloud-based platform for use anywhere (PC, Mac, ChromeBook, iPad)

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Read Naturally Live

- Research-based, interactive reading intervention
- Motivating content for reluctant readers, 1<sup>st</sup>-12<sup>th</sup>
- Three curriculum series, w/ 23 reading levels
- Options to customize for individual needs
- Extensive reports to track progress
- Work with groups or one-on-one
- Suitable for blended classrooms
- Spanish translation for some levels
- High interest, non-fiction text



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Placement in Read Naturally Live

Read Naturally Live Student Placement 3.0

Student: Jeff Awada

Start Timing Cancel Timing

Reading Guide On / Off Read Aloud

**Kinkajou**

It's nighttime in the rainforest. High above the ground, a small, furry animal swings from branch to branch. The animal stops and hangs from its tail in front of a big, white flower, shaped like a cup. It plunges its face into the middle of the flower. When the animal pops its face out again, it looks like it's wearing a powdery mask! What is this animal? What is it doing?

The animal is a kinkajou. Kinkajous have sharp claws and teeth, so they are classified as carnivores. Sometimes, they do eat insects and other small animals. But kinkajous seem to prefer eating fruit. They also like to drink flower nectar.

When kinkajous drink nectar from flowers, they act as pollinators. Pollen from a flower sticks to the kinkajou's furry face. Later, the kinkajou moves to another flower. Pollen falls from the kinkajou's face into the new flower. In this way, the kinkajou spreads

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**Timing Results**

Words read: 67

Enter the number of words the student missed: 8

Timing Score (words correct per minute): 59

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Read Naturally Live

Series Options				
Reading level	Sequenced	Includes Spanish Translation (Read Along)	Phonics	Idioms
1.0	1.0	1.0	0.8 short vowels	
1.5	1.5	1.5	1.3 long vowels	
2.0	2.0	2.0	1.8 blends/digraphs	
2.5	2.5	2.5	2.3 r-controlled	
3.0	3.0	3.0	2.6 short vowels 2.7 long vowels	3.0
3.5	3.5	3.5		3.5
4.0	4.0	4.0		4.0
4.5	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			

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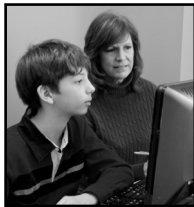
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Planning and Setting Up

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)

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Placing Students

Beginning Readers

- Exception if below range on level 1.0
- May still work in Read Naturally if:
  - Recognizes 50 written words
  - Knows beginning sounds

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



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Planning and Setting Up

3 Steps to Start

- 1.Add students
- 2.Place students
- 3.Teach students how to use Read Naturally Live

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## Working Through a Story

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Read Naturally Live		Report date: 10/21/2015																														
<b>Students At-a-Glance</b>																																
Report period: 9/22/2015 to 10/21/2015																																
<b>Current program teacher: Jane Murray</b>																																
School: Springfield Elementary																																
<b>Current Grade</b>	<table border="1"> <thead> <tr> <th>Series/Level</th><th>Series/Level</th><th>Fluency</th><th>Comprehension</th><th>Phonics</th></tr> <tr> <th>Stories passed</th><th>Gold timing (first 3 task 3)</th><th>Words (first 3 task 3)</th><th>Score (first 3 task 3)</th><th>Score (first 3 task 3)</th></tr> </thead> <tbody> <tr> <td>3 Her Lee</td><td>Goss, H</td><td>Seq 2.5 12 41148 7070 7480</td><td>2/3 6/6 87/93 13/61</td><td></td></tr> <tr> <td>3 Smith, Jeff</td><td>Goss, H</td><td>Seq 3.0 12 6161 9050 9207</td><td>6/3 6/3 67/83 12/65</td><td></td></tr> <tr> <td>4 Anderson, John</td><td>Goss, H</td><td>Seq 5.0 12 133154 149740 141144</td><td>2/6 6/6 76/81 13/61</td><td></td></tr> <tr> <td>4 Stack, Janette</td><td>Goss, H</td><td>Seq 2.5 12 46687 76585 78565</td><td>2/3 6/3 80/100 15/64</td><td></td></tr> </tbody> </table>	Series/Level	Series/Level	Fluency	Comprehension	Phonics	Stories passed	Gold timing (first 3 task 3)	Words (first 3 task 3)	Score (first 3 task 3)	Score (first 3 task 3)	3 Her Lee	Goss, H	Seq 2.5 12 41148 7070 7480	2/3 6/6 87/93 13/61		3 Smith, Jeff	Goss, H	Seq 3.0 12 6161 9050 9207	6/3 6/3 67/83 12/65		4 Anderson, John	Goss, H	Seq 5.0 12 133154 149740 141144	2/6 6/6 76/81 13/61		4 Stack, Janette	Goss, H	Seq 2.5 12 46687 76585 78565	2/3 6/3 80/100 15/64		
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- Highly effective, research-proven intervention
- Monitor progress of students as they work through intervention
- Standard protocol implementation, hands-on training, and professional development components to ensure fidelity
- Standards-based instruction



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**Read Live**

**Resources**

[www.readnaturally.com/read-live-help](http://www.readnaturally.com/read-live-help)

- Read Live Help Videos
- Read Live Guides
- Read Live Help Topics
- Knowledgebase Topics
- Free Training & Webinars
- Read Naturally Live Job Aids



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**Read Live**

**Pricing**

Read Naturally Live - 12 Month Subscription	
1 - 5 seats	\$159/seat
6 - 29 seats	\$ 55/seat
30 - 129 seats	\$ 23/seat
130+ seats	\$ 19/seat

Call 800-788-4085 or [info@readnaturally.com](mailto:info@readnaturally.com) for quotes or more detailed licensing and pricing information.

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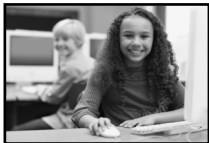
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