

# Reading for Meaning

with  **Read Live**



Presentation  
Packet



Read Naturally, Inc.  
Saint Paul, Minnesota

Phone: 800.788.4085/651.452.4085

Website: [www.readnaturally.com](http://www.readnaturally.com)

Email: [info@readnaturally.com](mailto:info@readnaturally.com)

## Key Components of Teaching Reading

- Phonemic awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension



---

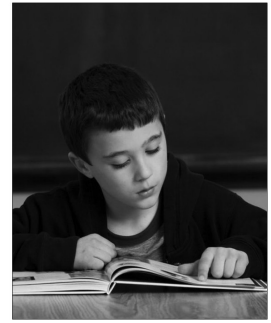
---

---

---

---

## A Non-Fluent Reader



---

---

---

---

---

## 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

---

---

---

---

---

## 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	.91

---

---

---

---

---

# Oral Reading Fluency Norms

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
<b>1</b>	90		81	111
	75		47	82
	50		23	53
	25		12	28
	10		6	15
<b>2</b>	90	106	125	142
	75	79	100	117
	50	51	72	89
	25	25	42	61
	10	11	18	31
<b>3</b>	90	128	146	162
	75	99	120	137
	50	71	92	107
	25	44	62	78
	10	21	36	48
<b>4</b>	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*
<b>5</b>	90	166	182	194
	75	139	156	168
	50	110	127	139
	25	85	99	109
	10	61	74	83
<b>6</b>	90	177	195	204
	75	153	167	177
	50	127	140	150
	25	98	111	122
	10	68	82	93
<b>7</b>	90	180	192	202
	75	156	165	177
	50	128	136	150
	25	102	109	123
	10	79	88	98
<b>8</b>	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.




---

---

---

---

---

---

---

---

---

---

---

---

## 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

---

---

---

---

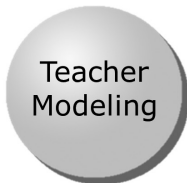
---

---

---

---

## Research-Proven Strategies



---

---

---

---

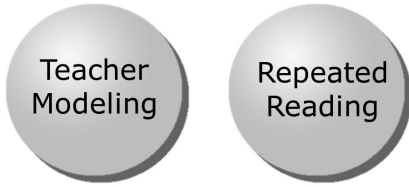
---

---

---

---

## Research-Proven Strategies



---

---

---

---

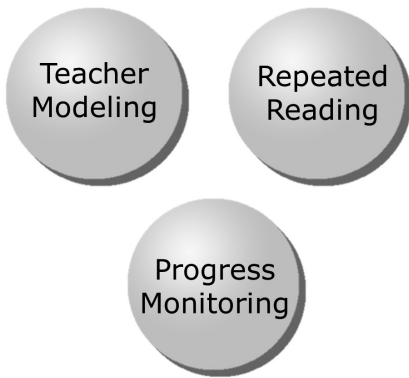
---

---

---

---

## Research-Proven Strategies



---

---

---

---

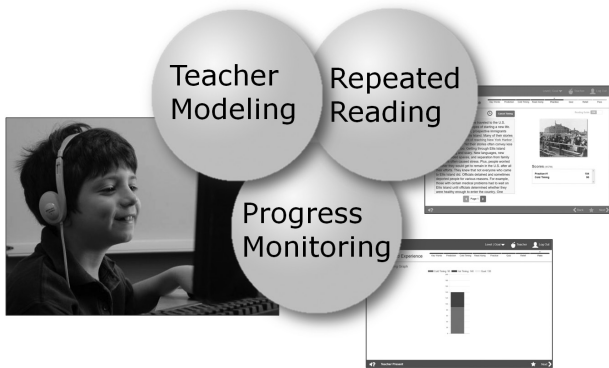
---

---

---

---

## A Powerful Strategy



---

---

---

---

---

---

---

---



## Read Live

### Assessment + Intervention

- Comprehensive, research-based reading intervention and assessment program
- Developed by Read Naturally— a successful track record of more than 20 years in thousands of schools
- Provides differentiated instruction for RTI (Tiers 2 and 3)
- Cloud-based platform for use anywhere (PC, Mac, ChromeBook, iPad)

---

---

---

---

---

---

---

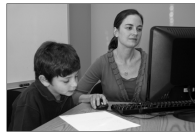
---



## Benchmark Assessor Live

### Assessment

- Benchmark assessment for grades 1 through 8
- Field-tested fluency passages
- Results compared to national norms
- Reports for individuals, classrooms, schools to:
  - Inform instructional decisions
  - Monitor and document progress
  - Predict performance on standardized tests




---

---

---

---

---

---

---

---

## Assessment Passage

The screenshot shows a web browser window with the Read Live assessment interface. The main content area displays a reading passage titled "Jim's New Pig" with a "Start Timing" button. To the right, there is a "Timing Results" section with fields for "Words read" (0), "Enter the number of words the student missed" (0), and "Timing Score (words correct per minute)" (0). Below this, there are instructions for rating student expression on a scale of 1 to 4. The passage text includes: "Jim was in the car with his dad. He saw a sign that said, 'Pigs for Sale.' Jim bounced in his seat. 'Dad!' he shouted. 'We have to stop!' Jim's Dad slammed on the brakes. 'What's wrong?' he asked. 'Look,' Jim said, 'pigs for sale!' Jim's Dad knew that Jim wanted to raise a pig for the fair. 'Okay,' he said, 'let's take a look.' They walked into the barn where the pigs were kept. The farmer who owned the pigs pointed and said, 'You can pick any of the pigs over there.' Jim looked at all the pigs. One pig seemed special to him. 'I'll take that one!' he said to the farmer. 'Well, that's up to you," said the farmer, "but he is the runt." Maybe you'd like to choose another one.'

---

---

---

---

---

---

---

---

## Assessment Scores

---

---

---

---

---

---

---

---

---

---



## Intervention

- Research-based reading intervention
  - Successfully used for more than 20 years in thousands of schools
  - Ongoing enhancements to content and functionality
- Access all 23 reading levels (appropriate for first grade through adult)
  - Sequenced series
  - Phonics series
  - Idioms series




---

---

---

---

---

---

---

---

---

---

## Placement in Read Naturally Live

---

---

---

---

---

---

---

---

---

---



# 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			

---

---

---

---

---

---

---

---

---

---



## Demo

Working Through a Story

---

---

---

---

---

---

---

---

---

---

## Story Options

Melissa Powell Level | Goal ▼ Close

**Teacher Menu**

- Print Stories
- Print Awards
- Review Work
- Change Series/Level/Goal
- Change Story Options
- Reset Story
- Retest Timing

Key Words

Prediction

Time limit (minutes): 2

Cold Timing

Teacher required: Yes

Read Along

Required read alongs: 3

Speed: Auto

Spanish Read Along: OFF

Restore defaults Save Cancel

Practice Duration: 1 minute

Required practices: 3

Quiz

Retell (Sequenced and Idioms only)

Time limit (minutes): 5

Word List (Phonics only)

Duration: 1 minute

Teacher Present

---

---

---

---

---

---

---

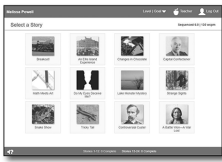
---

---

---



# Read Naturally Live Steps



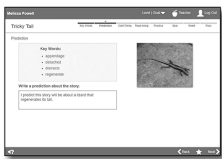
## 1. Select a Story

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.



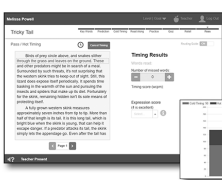
## 7. Quiz

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.





## Select a Story


Melissa Powell Level | Goal ▼ Teacher Log Out


Sequenced 6.0 | 150 wcpm


  
Breakout


  
An Ellis Island Experience


  
Changes in Chocolate


  
Capital Confectioner


  
Math Meets Art


  
Do My Eyes Deceive Me?


  
Lake Monster Mystery

  
Strange Sights

  
Snake Show

  
Tricky Tail

  
Controversial Custer

  
A Battle Won—A War Lost

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

---

---

---

---

---

---

---

---

---

---

## Key Words

Melissa Powell Level | Goal ▼ Teacher Log Out

Tricky Tail

Key Words    Prediction    Cold Timing    Read Along    Practice    Quiz    Retell    Pass

Key Words

- ☆ appendage
- ☆ detached
- ☆ distracts
- ☆ regenerate

★ Next >

---

---

---

---

---

---

---

---

---

---

## Prediction

Melissa Powell Level | Goal ▼ Teacher Log Out


Tricky Tail

Key Words    Prediction    Cold Timing    Read Along    Practice    Quiz    Retell    Pass

Prediction

**Key Words:**

- appendage
- detached
- distracts
- regenerate



**Write a prediction about the story.**

I predict this story will be about a lizard that regenerates its tail.

◀ Back    ★ Next >

---

---

---

---

---

---

---

---

---

---

# Cold Timing

**Cold Timing**

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

Scores (WCPM)

---

---

---

---

---

---

---

---

---

---

# Cold Timing/Graph

**Cold Timing / Graph**

Legend: Cold Timing 90, Goal 130

Graph showing Cold Timing score (90) and Goal (130).

---

---

---

---

---

---

---

---

---

---

# Read Along

**Read Along**

Required Read Alongs  
★ ☆ ☆

---

---

---

---

---

---

---

---

---

---


# Practice

Melissa Powell Level | Goal Teacher Log Out

Tricky Tail Key Words Prediction Cold Timing Read Along Practice Quiz Retell Pass

Practice Cancel Timing Reading Guide ON

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

Page 1

Back Next

---

---

---

---

---

---

---

---

---

---

# Quiz Questions

Melissa Powell Level | Goal Teacher Log Out

Tricky Tail Key Words Prediction Cold Timing Read Along Practice Quiz Retell Pass

Quiz

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

2. What does the western skink eat?

- Insects and spiders
- grass and leaves
- snakes

Page 1

Next

---

---

---

---

---

---

---

---

---

---

# Retell

Melissa Powell Level | Goal Teacher Log Out

Tricky Tail Key Words Prediction Cold Timing Read Along Practice Quiz Retell Pass

Retell Review Story

Retell the story in your own words.

The western skink protects itself by letting go if its tail if someone grabs it. The tail keeps wiggling even after the skink escapes. The skink grows another tail but the new tail is not exactly the same as the old one. The new tail can also break off, but it is not as easy as the first time. The skink can eat the old tail to get energy.

Next

---

---

---

---

---

---

---

---

---

---

## Pass/Wordtastic

Melissa Powell    Conduct Pass Activities    Level | Goal    Teacher    Log Out

Tricky Tail    Key Words    Prediction    Cold Timing    Read Along    Practice    Quiz    Retest    Pass

Pass / Wordtastic

**Camouflage** is a synonym for

hunt  
 overshadow  
 conceal

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

**0** points

⏪ Waiting for Teacher    ⭐ Next ⏩

---

---

---

---

---

---

---

---

---

---

## Pass/Hot Timing

Melissa Powell    Level | Goal    Teacher    Log Out

Tricky Tail    Key Words    Prediction    Cold Timing    Read Along    Practice    Quiz    Retest    Pass

Pass / Hot Timing    Start Timing    Reading Guide ON

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

⏪ Page 1 ⏩

**Timing Results**

Words read: 136

Number of missed words:

Timing score (wcpm): **134**

Expression score (4 is excellent):

⏪ Teacher Present    ⭐ Next ⏩

---

---

---

---

---

---

---

---

---

---

## Pass/Hot Timing

Melissa Powell    Level | Goal    Teacher    Log Out

Tricky Tail    Key Words    Prediction    Cold Timing    Read Along    Practice    Quiz    Retest    Pass

Pass / Hot Timing Graph

■ Cold Timing 90    ■ Hot Timing 134    ■ Goal 130

⏪ Teacher Present    ⭐ Next ⏩

---

---

---

---

---

---

---

---

---

---

## Pass/Hot Timing

Melissa Powell Level | Goal Teacher Log Out

Tricky Tail

Pass / Grade Quiz

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 help its owner get

9. Write three facts from the story that support this statement: There are some drawbacks to leaving a tail behind.

The new tail does not break off as easily. The lizard loses a lot of energy along with the tail. It uses energy to grow the new tail.

See correct answer

Is this answer correct?

Yes  No

Page 1

Next

---

---

---

---

---

---

---

---

---

---

## Pass/Hot Timing

Melissa Powell Level | Goal Teacher Log Out

Tricky Tail

Pass / Grade Retell

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 help its owner get

Student's retelling of the story

The western skink protects itself by letting go if its tail if someone grabs it. The tail keeps wiggling even after the skink escapes. The skink grows another tail but the new tail is not exactly the same as the old one. The new tail can also break off, but it is not as easy as the first time. The skink can eat the old tail to get energy.

Does the student's text meet your expectations?

Yes  No

Page 1

Teacher Present

Next

---

---

---

---

---

---

---

---

---

---

## Pass/Review Work

Melissa Powell Level | Goal Teacher Log Out

Tricky Tail

Pass / Review Work

Story Details Fluency Comprehension Retell

Start date: 08/01/2017

Summary

CRITERIA	PASS RESULTS	REQUIREMENTS
Hot timing	★ 134 wcpm (first attempt)	Goal 130 wcpm
Errors	★ 2 errors (first attempt)	3 or fewer
Expression	★ 3 (first attempt)	2 or higher
Quiz	★ 9/9 (first attempt)	All correct
Retell	★ 69 words / met expectations (first attempt)	Meets teacher expectations

Retell

First attempt

Teacher Present

Next

---

---

---

---

---

---

---

---

---

---

# Pass/Fluency Graph



---

---

---

---

---

---

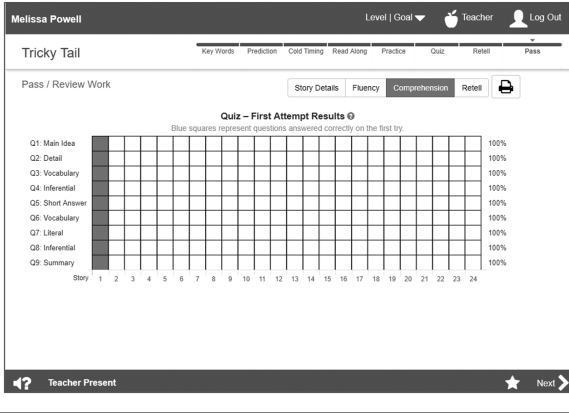
---

---

---

---

# Pass/Comprehension Graph



---

---

---

---

---

---

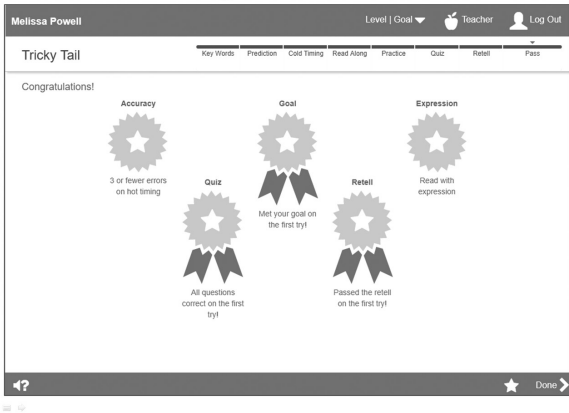
---

---

---

---

# Congratulations



---

---

---

---

---

---

---

---

---

---





## Read Live

### Response to Intervention (RTI)

- Screen for early identification of students at risk
- 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



## Read Live

### Benefits for Teachers

- Research-based, highly effective
- Assessment and intervention in one
- Full range of reading levels for differentiating instruction
- Many new and updated features that motivate students
- Supports foundational skills, including vocabulary, and comprehension
- Easy to implement and affordable



## Read Live

### Benefits for Administrators

- Differentiated instruction for RTI (Tiers 2 and 3)
- Easily scalable; ability to reassign seats
- Cloud-based platform
  - Lower total cost of ownership
  - No additional support fees (internal maintenance or external support)
  - Use anywhere (Chromebook and iPad ready)

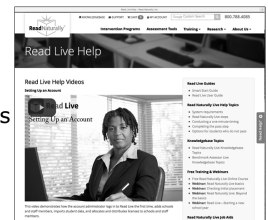


## Read Live

### 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





**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

**Benchmark Assessor Live - 12 Month Subscription**

50 seats	\$ 35
----------	-------

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

---

---

---

---

---

---

---

---



**Read Live**

### Free Trial

Sign up for a **FREE** 60-Day Trial!

800-788-4085

[www.readnaturally.com](http://www.readnaturally.com)




---

---

---

---

---

---

---

---

Questions?

---

---

---

---

---

---

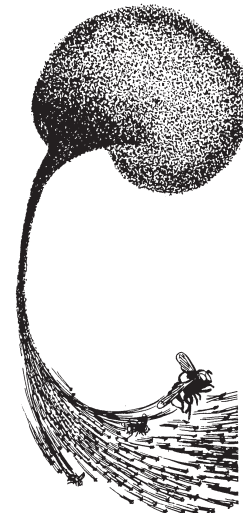
---

---

# Kllr Bs

## Rvw K Wrds<sup>6</sup>

- gntl** Gntl mns mld r nt lkl t es 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 Str<sup>7-9</sup>

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  
 49 b mks mch mr hn thn th  
 55 **mntng** ths tw bs wld b a  
 62 gd d. H thght **crssng** th  
 68 tw knnds f bs wld mk a  
 75 **gntl**, hrd-wrkng b. Tht ws a  
 82 bg mstk.  
 84 Crssng th tw knnds f bs  
 90 **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 nt  
 133 ngh t kll a prsn. Bt whn  
 140 ths b stngs, t lvs ts **gts** wth  
 148 ts stngr. thr kllr bs cn  
 154 smll th gts lft bhnd. Th  
 160 **chs** th prsn. Thsnds f  
 165 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 \_\_\_\_\_

- rrrs \_\_\_\_\_ = \_\_\_\_\_  
 ht scr xprsn dt pssd

gl \_\_\_\_\_

# 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 prdcd 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 thrg smthng
  - c. gng t th thr sde 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. Wh s th kllr b s dngrs?

---

---

Nubr Crrct: \_\_\_\_\_

## Rtll th Str

---

---

---

---

---

---

---

---

Nubr f Wrds Wrtn: \_\_\_\_\_

# Bibliography

---

- Allington, R. (1983). Fluency: The neglected reading goal. *The Reading Teacher*, 36, pp. 556–561.
- Althoff, S. E., Linde, K. J., Mason, J. D., Nagel, N. M., & O'Reilly, K. A. (2007). *Learning objectives: Posting & communicating daily learning objectives to increase student achievement and motivation*. Chicago, IL: Saint Xavier University.
- Anderson, R. C., Wilson, P. T., & Fielding, L. G. (1988). Growth in reading and how children spend their time outside of school. *Reading Research Quarterly*, 23, pp. 285–303.
- Armstrong, S. W. (1983). The effects of material difficulty upon learning disabled children's oral reading and reading comprehension. *Learning Disability Quarterly*, 6, pp. 339–348.
- Breznitz, Z. (1987). Increasing first graders' reading accuracy and comprehension by accelerating their reading rates. *Journal of Educational Psychology*, 79(3), pp. 236–242.
- Chard, D. J., Vaughn, S., & Tyler, B. J. (2002). A synthesis of research on effective interventions for building reading fluency with elementary students with learning disabilities. *Journal of Learning Disabilities*, 35(5), pp. 386–406.
- Chomsky, C. (1976). After decoding: What? *Language Arts*, 53(3), pp. 288–296.
- Conte, K. L., & Hintze, J. M. (2000). The effects of performance feedback and goal setting on oral reading fluency within curriculum-based measurement. *Diagnostique*, 25(2), pp. 85–98.
- Daly, E. J. III, & Martens, B. K. (1994). A comparison of three interventions for increasing oral reading performance: Application of the instructional hierarchy. *Journal of Applied Behavior Analysis*, 25, pp. 823–840.
- Dowhower, S. L. (1987). Effects of repeated reading on second-grade transitional readers' fluency and comprehension. *Reading Research Quarterly*, 22(4), pp. 389–405.
- Eldredge, J. L., & Quinn, D. W. (1988). Increasing reading performance of low-achieving second graders with dyad reading groups. *Journal of Educational Research*, 82(1), pp. 40–46.
- Fuchs, L. S., & Fuchs, D. (1986a). Curriculum-based assessment of progress toward long-term and short-term goals. *Journal of Special Education*, (20), pp. 69–82.
- Fuchs, L. S., & Fuchs, D. (1986b). Effects of systematic formative evaluation: A meta-analysis. *Exceptional Children* (53), pp. 3–14.
- Fuchs, L. S., Fuchs, D., Hamlett, C. L., Walz, L., & Germann, G. (1993). Formative evaluation of academic progress: How much growth can we expect? *School Psychology Review*, 22, pp. 27–48.
- Fuchs, L. S., Fuchs, D., Hamlett, C. L., & Whinnery, K. (1991). Effects of goal line feedback on level, slope, and stability of performance within curriculum-based measurement. *Learning Disabilities Research and Practice*, 6, pp. 66–74.
- Fuchs, L. S., Fuchs, D., Hosp, M. K., & Jenkins, J. R. (2001). Oral reading fluency as an indicator of reading competence: A theoretical, empirical, and historical analysis. *Scientific Studies of Reading*, 5(3), pp. 239–256.
- Good, R. H., Simmons, D. C., & Kame'enui, E. J. (2001). The importance and decision-making utility of a continuum of fluency-based indicators of foundational reading skills for third-grade high-stakes outcomes. *Scientific Studies of Reading*, 5(3), pp. 257–288.
- Hasbrouck, J. E., Ihnot, C., & Rogers, G. H. (1999). "Read Naturally": A strategy to increase oral reading fluency. *Reading Research & Instruction*, 39(1), pp. 27–38.
- Hasbrouck, J. E., Woldbeck, T., Ihnot, C., & Parker, R. I. (1999). One teacher's use of curriculum-based measurement: A changed opinion. *Learning Disabilities Research & Practice*, 14(2), pp. 118–126.
- Hasbrouck, J., & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*, 59(7), pp. 636–644.

- Heckelman, R. G. (1969). A neurological-impress method of remedial-reading instruction. *Academic Therapy Quarterly*, 5(4), pp. 277–282.
- Hintze, J. M., & Silbergitt, B. (2005). A longitudinal examination of the diagnostic accuracy and predictive validity of R-CBM and high-stakes testing. *School Psychology Review*, 34(3), pp. 372–386.
- Honig, B. (1996). *Teaching our children to read*. Thousand Oaks, CA: Corwin Press.
- Hudson, R. F., Lane, H. B., and Pullen, P. C. (2005). Reading fluency assessment and instruction: What, why, and how. *Reading Teacher*, 58(8), pp. 702–714.
- Knupp, R. (1988). Improving oral reading skills of educationally handicapped elementary school-aged students through repeated readings. Practicum paper, Nova University (ERIC Document Reproduction Service No. ED 297275).
- Koskinen, P. S., & Blum, I. H. (1984). Repeated oral reading and the acquisition of fluency. In J. Niles & L. Harris (eds.), *Changing perspectives on research and in reading/language processing and instruction: 33rd yearbook of the National Reading Conference* (pp. 183–187). Rochester, NY: National Reading Conference.
- Kuhn, M. R., & Stahl, S. A. (2003). Fluency: A review of developmental and remedial practices. *Journal of Educational Psychology*, 95(1), pp. 3–21.
- LaBerge, D., & Samuels, S. J. (1974). Toward a theory of automatic information processing in reading. *Cognitive Psychology*, 6, pp. 292–323.
- Larking, L. (1988). Repeated readings to young children. *Australian Journal of Reading*, 11(1), pp. 36–41.
- Lesgold, A., Resnick, L. B., & Hammond, K. (1985). Learning to read: A longitudinal study of word skill development in two curricula. In G. Waller & E. MacKinnon (eds.), *Reading research: Advances in theory and practice*. New York, NY: Academic Press.
- McAllister, E. A. (1989). A study of peer tutors using the neurological impress method. Paper presented at the Annual Meeting of the Eastern Educational Research Association, Savannah, GA, February 23, 1989. (ERIC Document Reproduction Service No. ED 302837).
- Morgan, P. L., & Sideridis, G. D. (2006). Contrasting the effectiveness of fluency interventions for students with or at risk for learning disabilities: A multilevel random coefficient modeling metaanalysis. *Learning Disabilities Research & Practice*, 21(4), pp. 191–210.
- National Institute of Child Health and Human Development. (2000a). Report of the National Reading Panel. *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.
- National Institute of Child Health and Human Development. (2000b). Report of the National Reading Panel. *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups* (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.
- Osborn, J., Lehr, F., & Hiebert, E. H. (2003). A focus on fluency. Retrieved March 13, 2012, from <[http://www.prel.org/products/re\\_/fluency-1.pdf](http://www.prel.org/products/re_/fluency-1.pdf)>.
- O’Shea, L. J., Sindelar, P. T., & O’Shea, D. J. (1985). The effects of repeated readings and attentional cues on reading fluency and comprehension. *Journal of Reading Behavior*, 17(2), pp. 129–141.
- Pikulski, J. J., & Chard, D. J. (2005). Fluency: Bridge between decoding and reading comprehension. *The Reading Teacher*, 58(6), pp. 510–518.

- Pinnell, G. S., Pikulski, J. J., Wixson, K. K., Campbell, J. R., Gough, P. B., & Beatty, A. S. (1995). Listening to children read aloud: Data from NAEP's integrated reading performance record (IRPR) at grade 4 (NCES Publication 95-726). Washington, DC: U.S. Department of Education, National Center for Educational Statistics.
- Rashotte, C. A., & Torgeson, J. K. (1985). Repeated reading and reading fluency in learning disabled children. *Reading Research Quarterly*, 20(2), pp. 180–188.
- Rasinski, T. V. (2004). Assessing reading fluency. Retrieved March 3, 2012, from <[http://www.prel.org/products/re\\_/assessing-fluency.pdf](http://www.prel.org/products/re_/assessing-fluency.pdf)>.
- Rasinski, T. V. (2003). *The fluent reader: Oral reading strategies for building word recognition, fluency, and comprehension*. New York, NY: Scholastic Professional Books.
- Rasinski, T. V. (1990a). Effects of repeated reading and listening-while-reading on reading fluency. *Journal of Educational Research*, 83(3), pp. 147–150.
- Rasinski, T. V. (1990b). Investigating measures of reading fluency. *Educational Research Quarterly*, 14(3), pp. 37–44.
- Reitsma, P. (1988). Reading practice for beginners: Effects of guided reading, reading-while-listening, and independent reading with computer-based speech feedback. *Reading Research Quarterly*, 23(2), pp. 219–235.
- Reutzel, D. R., & Hollingsworth, P. M. (1993). Effects of fluency training on second graders' reading comprehension. *Journal of Educational Research*, 86(6), pp. 325–331.
- Richek, M. A., & McTague, B. K. (1988). The “Curious George” strategy for students with reading problems. *The Reading Teacher*, 42(3), pp. 220–226.
- Samuels, S. J. (2002). Reading fluency: Its development and assessment. In A. E. Farstrup & S. J. Samuels (eds.), *What research has to say about reading instruction, 3rd ed.* (pp. 166–183). Newark, DE: International Reading Association.
- Samuels, S. J. (1997). The method of repeated readings. *The Reading Teacher*, 50(5), pp. 376–381.
- Samuels, S. J. (2006). Towards a model of reading fluency. In S. J. Samuels and A. E. Farstrup (eds.), *What research has to say about fluency instruction*. Newark, DE: International Reading Association.
- Schunk, D. H. (1982). Progress self-monitoring: Effects of children's self-efficacy and achievement. *Journal of Experimental Education*, 51(2), pp. 84–93.
- Schunk, D. H., & Rice, J. M. (August, 1988). *Learning goals during reading comprehension instruction*. Paper presented at the annual meeting of the American Psychological Association, Atlanta, GA.
- Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. New York, NY: Alfred A. Knopf.
- Skinner, C. H., Logan, P., Robinson, S. L., & Robinson, D. H. (1997). Demonstration as a reading intervention for exceptional learners. *School Psychology Review*, 26(3), pp. 437–447.
- Stage, S. A., & Jacobsen, M. D. (2001). Predicting student success on a state-mandated performance-based assessment using oral reading fluency. *School Psychology Review*, 30(3), pp. 407–419.
- Torgeson, J. K., Rashotte, C. A., & Alexander, A. W. (2001). Principles of fluency instruction in reading: Relationships with established empirical outcomes. In M. Wolfe (ed.), *Dyslexia, fluency, and the brain* (pp. 333–355). Parkton, MD: York Press.
- Turpie, J., & Paratore, J. R. (1995). Using repeated reading to promote reading success in a heterogeneously grouped first grade. In K. A. Hinchman, D. J. Leu, & C. K. Kinzer (eds.), *Perspectives on literacy research and practice: 44th yearbook of the National Reading Conference* (pp. 255–264). Chicago, IL: National Reading Conference.







# 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

## Reactions to the Presentation

1 How would you rate the presentation? (Poor) 1    2    3    4    5 (Excellent)

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? \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

## Provide your contact information if you would like more information.

Name \_\_\_\_\_

Email (Required) \_\_\_\_\_

School Name \_\_\_\_\_

School Address (Mailing) \_\_\_\_\_

City \_\_\_\_\_ State/Province \_\_\_\_\_ Zip/Postal Code \_\_\_\_\_

School Phone (\_\_\_\_\_) \_\_\_\_\_

(check if this is your home address)







[www.readnaturally.com](http://www.readnaturally.com)

RLPP-0917