

## Intervention Taxonomy Brief: Read Naturally Live®

The goal of this brief is to provide educators with information they can use to evaluate the appropriateness of **Read Naturally Live®** for a specific student or group of students who require supplemental and intensive intervention. The brief also may be used to guide decisions about the selection or purchase of a new intervention. We envision that the brief may allow users to examine the extent to which the program aligns to the Taxonomy of Intervention Intensity, a framework used by educators to categorize interventions along key dimensions. The information included in this brief is organized along the seven dimensions of the Taxonomy of Intervention Intensity and can assist educators in answering the following questions:

- Does evidence suggest that this intervention is expected to lead to improved outcomes in the identified area of need (**strength**)?
- Will the group size, duration, structure, and frequency provide sufficient opportunities for students to respond and receive corrective feedback (**dosage**)?
- Does the intervention match the student’s identified needs (**alignment**)?
- Does the intervention assist the student in generalizing target skills to general education or other tasks (**attention to transfer**)?
- Does the intervention include elements of explicit instruction (**comprehensiveness**)?
- Does the student have opportunities to develop the behavior skills necessary to be successful (**behavioral support**)?
- Can the intervention be individualized with a data-based process to meet student needs (**individualization**)?

To learn more about the Taxonomy of Intervention Intensity and find resources to support implementation, visit <https://intensiveintervention.org/taxonomy-intervention-intensity>.

### **Program Summary**

The Read Naturally strategy develops fluency, supports vocabulary, and promotes comprehension by combining research-based strategies of teacher modeling, repeated reading, and progress monitoring. A student works on fluency at his or her own pace in an appropriate level of material. The student masters a story by reading along with audio and then practicing the story until he or she can read it accurately and with expression at a goal rate. The student tracks progress on a graph.

## Exhibit 1. Program Information

Features of program implementation	Program recommendations
<b>Grade level(s)</b>	Reading levels Grades 1–8; appropriate for learners from Grade 1 to adult
<b>Group size</b>	Up to six students per adult in Grades 1–5; up to eight students per adult in Grades 6–adult
<b>Intervention length</b>	Minimum of 8–12 weeks, depending on frequency and duration
<b>Frequency</b>	3–5 days/week
<b>Session duration</b>	20–30 minutes
<b>Cost</b>	<p><i>Read Naturally Live</i> seat licenses are good for 12 months from the time of purchase and may be reassigned as students are exited from and assigned to the intervention.</p> <ul style="list-style-type: none"> <li>▪ 6–29 seats for \$29 each (minimum subscription of six licenses)</li> <li>▪ 30–129 seats for \$23 each</li> <li>▪ More than 130 seats for \$19 each</li> </ul>
<b>Training</b>	<p>All teachers and <i>Read Naturally Live</i> assistants should receive training and supports. Available training resources include the following:</p> <ul style="list-style-type: none"> <li>▪ Online Course (free, eight lessons, approximately 180 minutes)</li> <li>▪ Help page with training videos and job aids (free)</li> <li>▪ User’s Guide (free)</li> <li>▪ Seminars (\$1,500–\$2,400 plus expenses, full-day or half-day on-site trainings)</li> <li>▪ Hands-on Training (\$1,500 plus expenses, half-day training)</li> </ul> <p>For the latest training information, visit <a href="https://www.readnaturally.com/training">https://www.readnaturally.com/training</a></p>

## Evidence of Taxonomy of Intervention Intensity Dimensions

The following section presents definitions for the Taxonomy of Intervention Intensity dimensions and a summary of intervention-specific evidence for each dimension. The evidence comes from the intervention’s vendor or developer. It is accurate as reported to the National Center on Intensive Intervention (NCII); it was not independently verified by NCII. Additional program evidence can be found on the [NCII Tools Chart](#) and might appear on the [What Works Clearinghouse](#). For specific questions about the content, contact the publisher at [customerservice@readnaturally.com](mailto:customerservice@readnaturally.com).

### Taxonomy Dimension: Strength

*Strength tells us how well the program works for students with intensive intervention needs, expressed in terms of effect sizes. Effect sizes greater than 0.25 indicate an intervention has value in improving outcomes. Effect sizes of 0.35 to 0.40 are moderate, and effect sizes of 0.50 or larger are strong (preferred).*

Exhibit 2 provides the effect sizes for students in need of intensive intervention organized by domain and subdomain. These effect size data are calculated on low-achieving participants, those

falling at or below the 20th percentile on pretest measures of achievement. If available, additional effect sizes for disaggregated data can be found on the NCII Tools Chart.

**Exhibit 2. Read Naturally Live Effect Sizes for Students ≤20th Percentile by Domain and Subdomain**

Domain	Subdomain	Outcome measures	Effect size <sup>a</sup>
Reading	Early Literacy—Phonics	Woodcock-Johnson III, Test 1: Letter-Word Identification	Unavailable
Reading	Early Literacy—Phonics	Woodcock-Johnson III, Test 13: Word Attack	Unavailable
Reading	Oral Reading Fluency	Dynamic Indicators of Basic Literacy Skills Curriculum-Based Measurement of Reading/Oral Reading Fluency	Unavailable
Reading	Oral Reading Fluency	Test of Word Reading Efficiency	Unavailable
Reading	Oral Reading Fluency	Gray Oral Reading Test—4th Edition (GORT-4)	Unavailable
Reading	Reading Accuracy	GORT-4	Unavailable
Reading	Reading Accuracy	Woodcock Reading Mastery Test—Revised (WRMT-R)	Unavailable
Reading	Reading Comprehension	GORT-4	Unavailable
Reading	Reading Comprehension	WRMT-R	Unavailable
Reading	Reading Comprehension	Woodcock-Johnson III, Test X: Passage Comprehension	Unavailable

<sup>a</sup> To ensure comparability of effect size across studies, NCII uses a standard formula to calculate effect sizes across all studies and outcome measures—Hedges *g*, corrected for small-sample bias.

**Taxonomy Dimension: Dosage**

*Dosage is the number of opportunities a student has to respond or practice and receive corrective feedback. Dosage may be impacted by the size of the instructional group, the number of minutes each session lasts, the number of student-teacher interactions built into lessons, and the number of sessions provided per week.*

*Read Naturally Live* may be administered one-on-one or concurrently with multiple students working in the program at once (up to six students per teacher or Read Naturally Live assistant in Grades 1–5 and up to eight students per teacher or Read Naturally Live assistant in Grade 6–adult).

A minimum dose is 24 stories, or the equivalent of one sequenced or phonics level, and Read Naturally recommends that students work 20–30 minutes, 3–5 sessions per week. Depending on the frequency and duration of intervention, a dose typically takes 8–12 weeks to complete.

Each student has an estimated 15 opportunities to respond and receive corrective feedback per completed lesson.

### **Taxonomy Dimension: Alignment**

*Alignment (Exhibit 3) focuses on how well the program (a) addresses the target student’s full set of academic skill deficits, (b) does not address skills the target student has already mastered (extraneous skills for that student), and (c) incorporates a meaningful focus on grade appropriate curricular standards.*

### **Exhibit 3. Alignment With Content Areas Addressed**

<b>Instructional grade level(s)</b>	<b>Content area addressed</b>	<b>Skill strands</b>
Grades 1–12	Reading	<ul style="list-style-type: none"><li>▪ Early Literacy (phonics)</li><li>▪ Reading Fluency</li><li>▪ Reading Comprehension</li></ul>

### **Taxonomy Dimension: Teaching to Promote Transfer**

*Attention to transfer is the extent to which an intervention is designed to help students (a) transfer the skills they learn to other formats and contexts and (b) realize connections between mastered and related skills.*

For Reading Fluency development, three activities are explicitly built into the steps of each lesson to teach for transfer: (a) repeated reading, (b) teacher modeling, and (c) opportunities to apply and synthesize information.

**Activity 1: Repeated Reading.** *Read Naturally Live* uses the evidence-based practice of repeated reading, which research has shown transfers the benefits of improved reading fluency of practiced texts to the reading of new texts. Multiple exposures and opportunities to practice with new words has been shown to add words into a student’s sight word vocabulary (a process known as orthographic mapping), which is especially important for students with learning disabilities in reading.

**Activity 2: Teacher Modeling.** While working in *Read Naturally Live*, students experience a variety of models—including audio-supported key word preview, read along narrations recorded at three speeds, phonics lessons, and just-in-time teaching through teacher-student conferencing—during the Key Words/Phonics, Read Along, and Pass step activities. Modeling promotes proper pronunciation, orthographic mapping of sight words, multimodal learning, vocabulary acquisition, and the development of appropriate reading rate and prosody.

**Activity 3: Opportunities to Apply and Synthesize Information.** Students working in *Read Naturally Live* have opportunities to apply and synthesize new learning through written retelling/summarizing, short answer quiz questions, and teacher-student conferencing about the text).

### **Taxonomy Dimension: Comprehensiveness**

*Comprehensiveness is the number of explicit instruction principles the intervention incorporates (e.g., providing explanations in simple, direct language; modeling efficient solution strategies instead of expecting students to discover strategies on their own; providing practice so that students use the strategies to generate many correct responses; and incorporating systematic*

*cumulative review*). Additional information can be found within the NCII [Explicit Instruction course content materials](#).

***Dimension: Directions in Clear, Direct Language***

**Activity 1.** Each step of the program provides clear instructions with audio narration. Directions may be repeated in either English or Spanish.

**Activity 2.** The Phonics series begins each story module with a phonics lesson on the featured phonics pattern. This mini-lesson is audio supported and clearly identifies and models the sound-spelling correspondences being learned.

***Dimension: Model Efficient Solution Strategies***

**Activity 1.** During phonics mini-lessons, decoding skills are clearly modeled (e.g., segmenting, blending) and reinforced through practice activities using audio supports.

**Activity 2.** Audio narration of stories models correct pronunciation and prosody at three available speeds.

***Dimension: Ensure Adequate Background Knowledge and Skills***

**Activity 1.** The Key Word step provides a vocabulary preview by teaching key words or idioms through definitions, illustrations, and models of usage within a sample sentence.

**Activity 2.** Story options allow teachers to enable a Spanish read-along prior to the English. This activates the language and knowledge assets that native Spanish-speaking multilingual learners bring to a new passage.

***Dimension: Gradual Release of Support***

**Activity 1.** Within story options, a teacher may adjust the number of read-along and practice opportunities required, gradually removing fluency supports as learners move toward exiting the intervention.

**Activity 2.** Almost all program steps and features may be turned on and off to increase and decrease the level of support provided or allow for accommodation.

***Dimension: Provide Adequate Practice Opportunities***

**Activity 1.** Each story lesson provides multiple practices of word lists and story readings to develop fluent oral reading. Each story quiz provides new opportunities to answer specific question types.

**Activity 2.** Vocabulary is introduced as a prereading activity, reinforced through story narration and clickable story words and practiced during opportunities for application of the new word through vocabulary questions. Many words recur across stories within levels to further reinforce orthographic mapping and vocabulary building across multiple story contexts.

**Taxonomy Dimension: Behavioral Support**

*Behavioral support addresses the extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize undesired*

behavior. Additional information can be found within the [NCII behavioral support course content](#).

**Activity 1.** Every lesson in *Read Naturally Live* follows the same steps. Once students have learned the expectations for each step, they are able to move quickly between activities and maintain active engagement.

**Activity 2.** A built-in wait time activity provides additional literacy learning while waiting for the teacher or Read Naturally Live assistant to administer the Cold Read or Pass steps, keeping students engaged with the program.

**Activity 3.** The story selection screen, progress bar, reports, and graphs allow students and their teachers to monitor their progress in their program. These visual representations of progress and growth motivate students and provide a sense of accomplishment.

**Activity 4.** During the Pass step, teachers provide corrective feedback, may cheerlead or reward progress, motivate, provide mini-lessons, and make program adjustments to ensure that students are not frustrated and are working at their optimal level.

**Activity 5.** Students are given fluency goals (a words-correct-per-minute target and an accuracy goal), which are graphed. Goal setting with progress monitoring has been shown to be highly motivating and promotes both positive engagement and the development of healthy attribution of success.

**Activity 6.** Students also have a comprehension goal, which maintains proper emphasis on the purpose for reading. By graphing the number of correct responses on question types, teachers can provide modeling and feedback to ensure that students are supported in learning to answer question types or demonstrate comprehension skills with success.

### **Additional Information About Read Naturally Live**

*Read Naturally Live* is a component of the web-based Read Live platform of reading intervention programs. Other programs available with a Read Live license include [Word Warm-ups Live](#), [Read Naturally Live—Español](#), and [One Minute Reader Live](#). *Read Naturally Live* also is available in a print with audio CD format called [Read Naturally Encore II](#).

For more information about *Read Naturally Live*, to schedule a demonstration, or to sign up for a free trial, visit the company's website or contact [customerservice@readnaturally.com](mailto:customerservice@readnaturally.com) directly.