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DRF SOFTWARE USER GUIDE

Getting Started

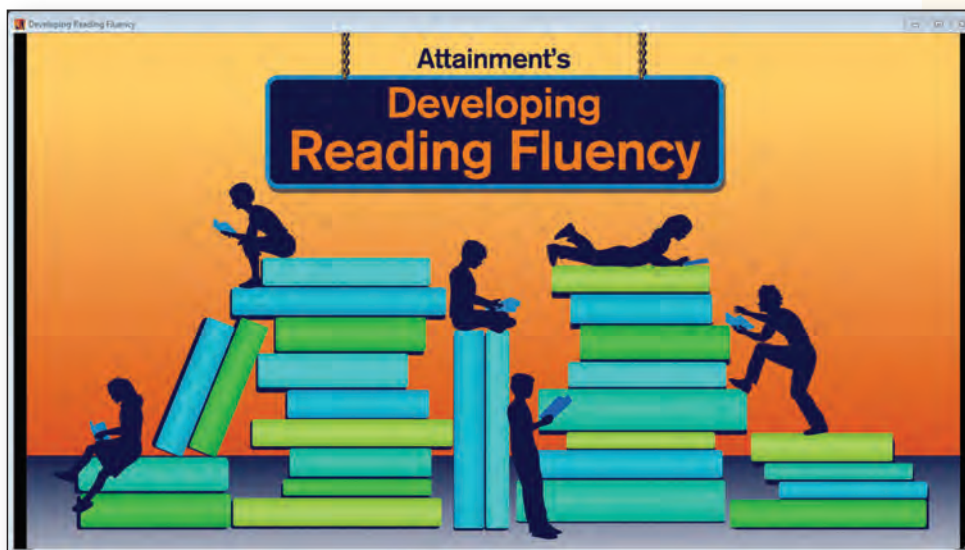
This section includes the software User Guide, which provides the information and instructions needed to set up and use *Developing Reading Fluency (DRF)*. *DRF* is designed to systematically improve the reading fluency of students ages 10 to adult who struggle to read text written at the fourth-grade level and above.

A sequence of 90 lessons are presented at three readability levels: Level I—fourth grade, Level II—fifth grade, and Level III—sixth grade. Each level has 30 lessons with its own reading passage. The passages increase in difficulty within the levels (i.e., 4.0 to 4.9, 5.0 to 5.9, and 6.0 to 6.9).

The software teaches four strategies for improving reading fluency:

- Noticing word parts
- Mastering challenging words
- Focusing on phrases
- Reading by phrases

DRF promotes independent learning, with students progressing through the lessons on their own. The teacher is needed only at the beginning of each lesson to count miscues in the Pre-test and at the end of the lesson to count miscues again in the Post-test. The software collects student data and monitors progress automatically.



TIP: When a user is logged in, the student user's scoring results from the lesson are stored in Options → Results. Results are not stored when logged in as Guest.

Open and Start *DRF*

Windows

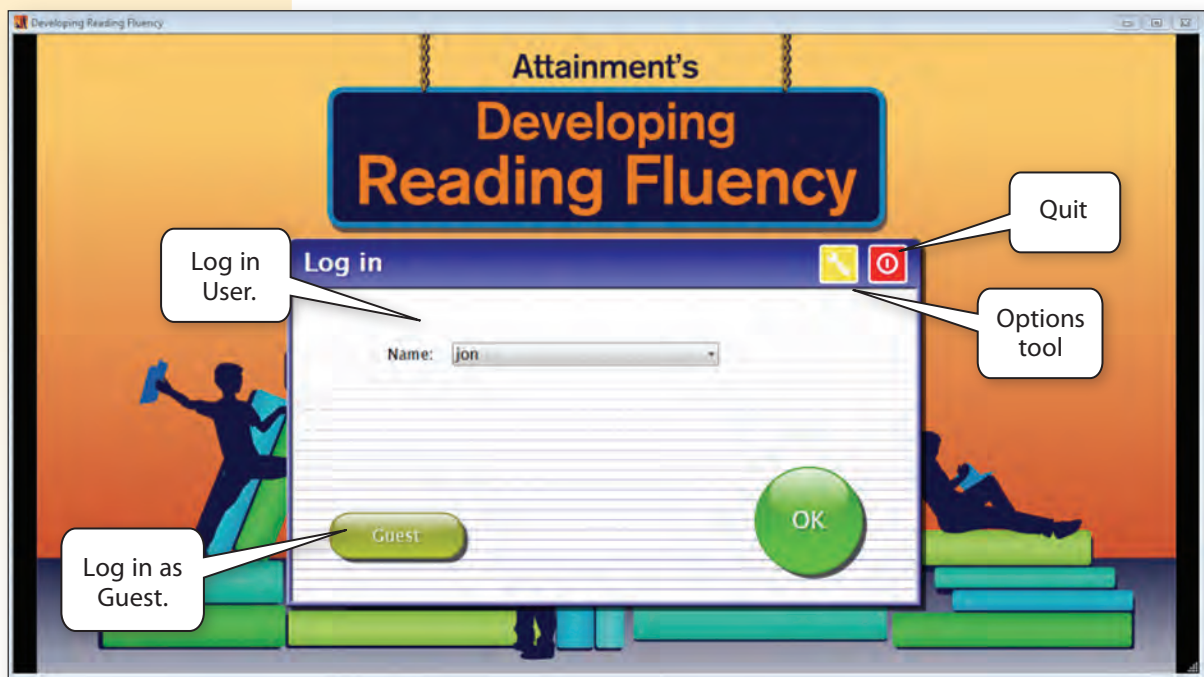
Go to the Start menu at the bottom left of the screen.
Start → All Programs → Attainment Company → Developing Reading Fluency

Mac

Go to the menu bar at the top of the screen.
Go → Applications → Attainment → Developing Reading Fluency

DRF opens with the Log in window. At the Log in window you can log-in a user (a student), log in as Guest, go to the program's **Options**, or quit the program. Select a student's name from the drop-down list or click the **Guest** button. Switch or log in a new user at this screen as well.

To add or delete users, set up user accounts, view a student's scores, and adjust preferences and settings, choose the Options tool.



Read the User Guide

Read this User Guide for detailed instruction on using the software. If upgrades occur after this Teacher's Manual is published, the User Guide on the software will be current and should be referred to for changes. A PDF of the User Guide is available for viewing and/or printing from the DRF software.

On Windows, the PDF is available from the Start menu:

All Programs → Attainment Company → Documentation → Developing Reading Fluency

On a Mac, the PDF can be found inside the program folder:

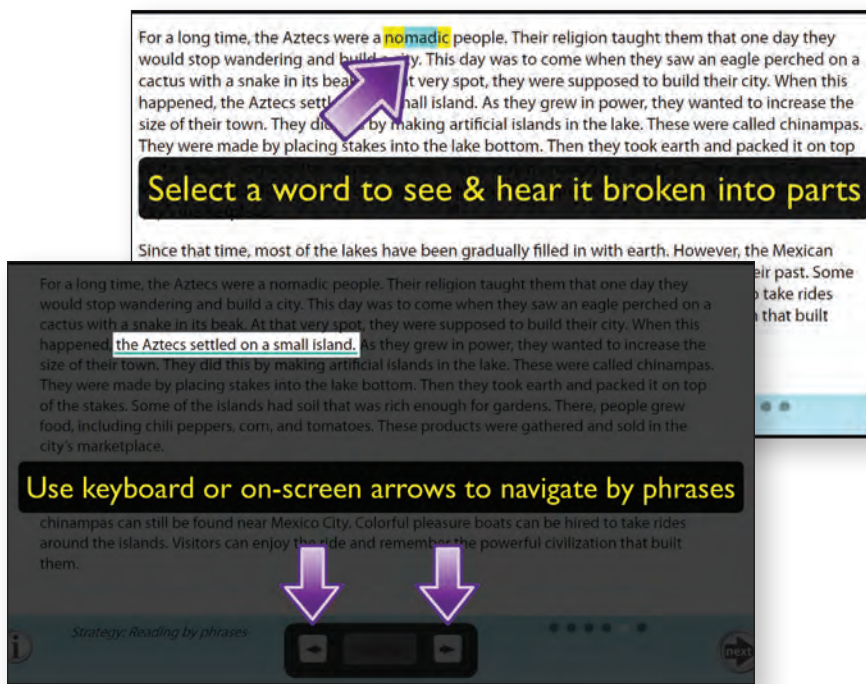
Applications → Attainment → Developing Reading Fluency

A PDF of a current User Guide is also available for printing from Attainment's website: www.AttainmentCompany.com

Search for and open the Developing Reading Fluency product page, scroll toward the bottom of the page, select the Support tab, and then open and print the User Guide.

Video Tutorials

Tutorial videos are available to help you and your students get started with DRF. It is recommended that you watch these tutorials before using DRF for the first time. The videos are copied to your computer during the installation, and can be found along with the PDF User Guide.



OPTIONS

Choose **Options** to add or delete student's names, personalize settings, and view or print user results. You can access Options at the Log in screen or to access Options while in the program, select File → Options from the drop-down menu bar. (**Note:** The menu bar is hidden on some Windows computers until you roll the cursor to the left edge of the top of the screen.)

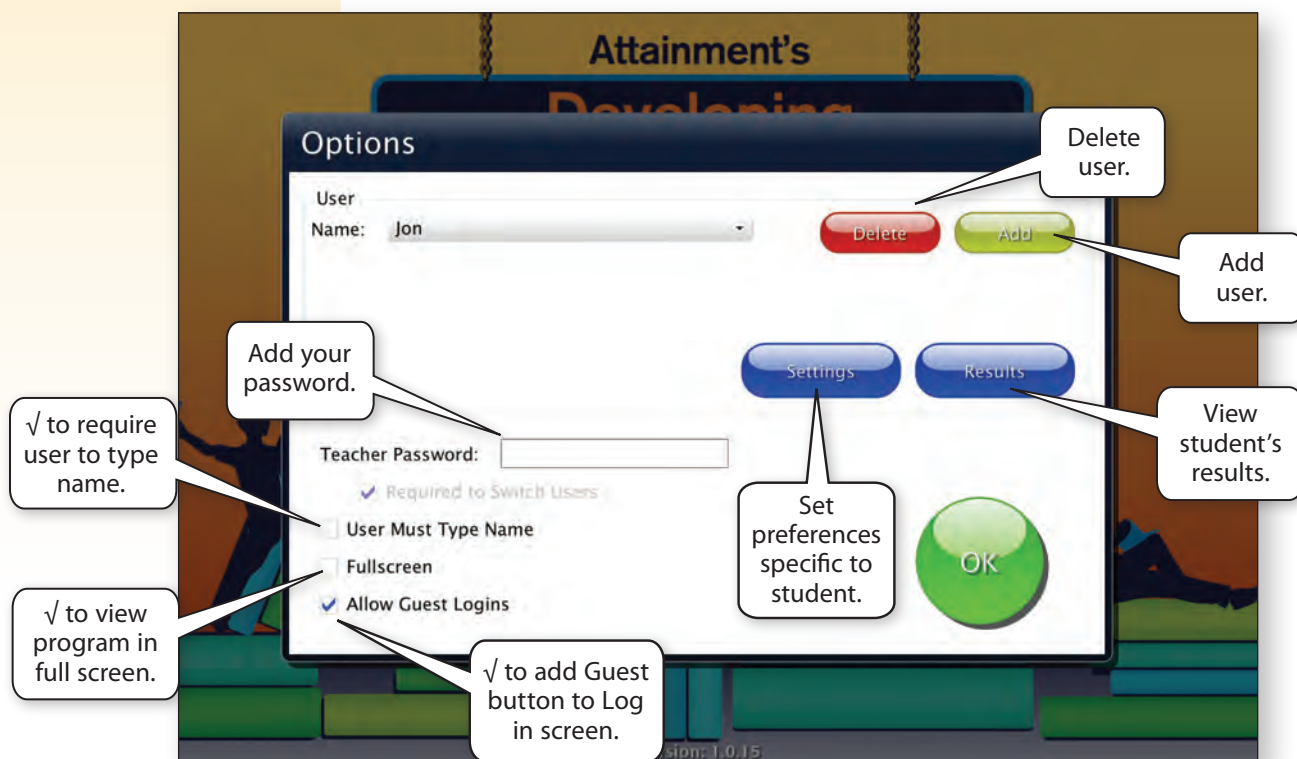
Whenever you access Options, you'll be prompted to type your Teacher Password. As a backup, **Attainment** will always work as a password.

Create a User Account

To add a user account, type the user's (student's) name in the box, and press Next. As an option, add a password this student user will need to type to log in. Skip for no password.

Delete a User Account

Select the user (student) name from the drop-down list of names and choose Delete.



Teacher Password

Create your own password. This Teacher Password will need to be typed in to set and edit Options. As a backup, the password: Attainment will always work. If Required to Switch Users is checked, the Teacher Password will need to be entered to log in a new or different user.

User Must Type Name

Check to require the user to type his or her name to log in. This option ensures the privacy of users. Uncheck to have a list of users' names appear in the drop-down menu for easier log-in.

Fullscreen

Check to have the program fill the monitor screen. Uncheck to have the DRF program run in a window that can be resized or minimized.

Allow Guest Logins

Check to have a Guest button on the Log in screen. Uncheck to remove the Guest button. This option can only be unchecked after one user name has added.

Options → Settings

To set or adjust a student's settings, select **Settings** at the **Options** window. In Options, there are two tabs with adjustable settings.

Options → Settings → Program Settings Tab

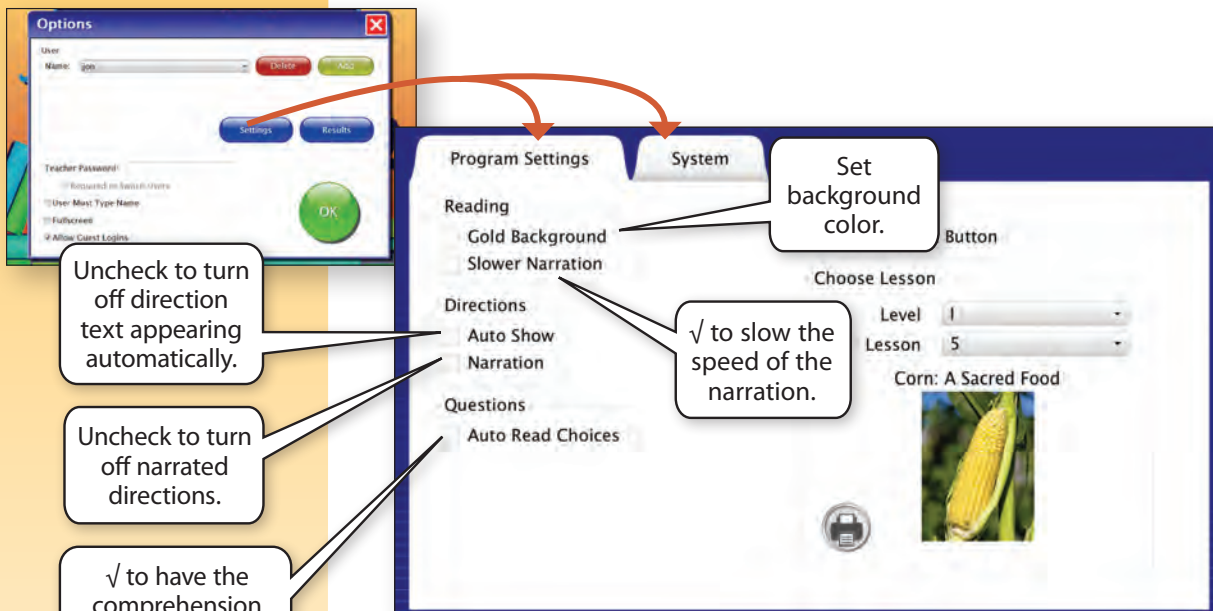
In settings, you can set the background color behind text to be gold (required for some students with visual impairments). Unchecked, the passages will have a white background. You can also slow the speed of the narrator when the passage is read; unchecked, the passages will be read at a typical speed of approximately 120 words per minute.

You have the option to turn off (uncheck) directions (text) automatically appearing at the start of every step. If checked, the direction text will automatically appear. You also can turn off (uncheck) the option to have directions read automatically at the start of every step. After participating in a few lessons, students may no longer need the directions to automatically appear and/or be read.

The comprehension questions and multiple-choices are also automatically read. Uncheck to have the play button and roll-over text be used for reading questions and choices.

TIP: When logging in as a Guest, lesson results are not saved. Guest log ins are useful when you are demonstrating the program or want a student to try out the program.

TIP: The results screen can be printed later by accessing Options → Settings. If a student chooses the print button when a printer is unavailable to the device, the device will continue to search, sometimes requiring a forced quit.



Uncheck to turn off direction text appearing automatically.

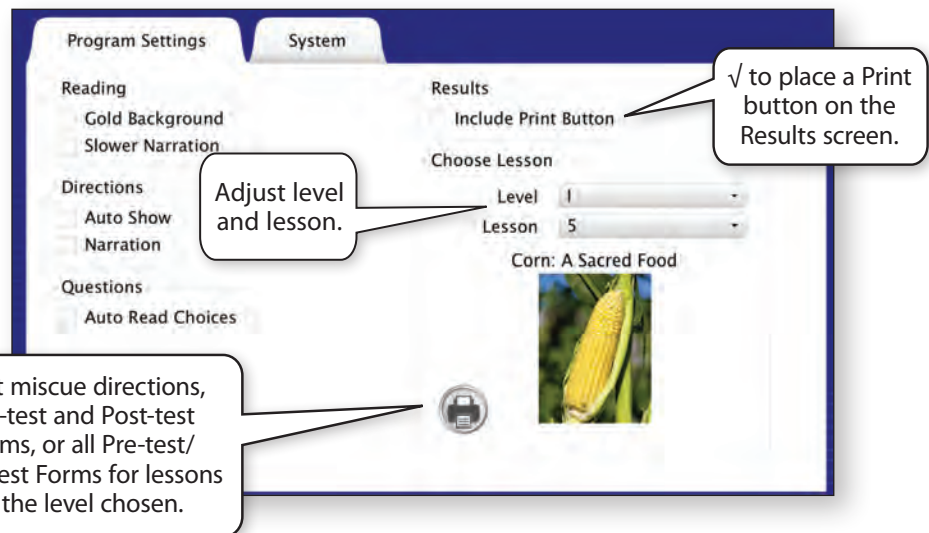
Uncheck to turn off narrated directions.

√ to have the comprehension questions and multiple-choices automatically read.

Finally, you have the option to place a Print button on the Results screen. Uncheck the Print Button if the student's device does not have access to a printer.

DRF automatically starts a student at Level I, Lesson 1. However, you can choose a different starting place using these guidelines.

Approx. Reading Level at Entry	Start with Lesson
Reading at grade level 2.5 to 3.5 (in Grade 4 or above)	Level I-1 (Fourth Grade)
Reading at grade level 3.6 to 4.5 (in Grade 5 or above)	Level II-1 (Fifth Grade)
Reading at grade level 4.6 to 5.5 (in Grade 6 or above)	Level III-1 (Sixth Grade)



Adjust level and lesson.

√ to place a Print button on the Results screen.

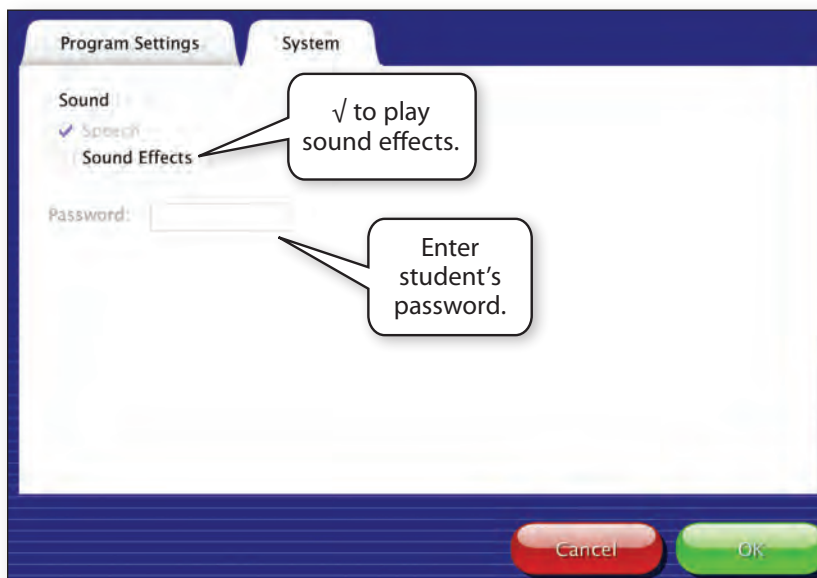
Print miscie directions, Pre-test and Post-test Forms, or all Pre-test/Post-test Forms for lessons in the level chosen.

DRF automatically advances students to the next lesson but you can manually adjust the level and the lesson if a lesson is too difficult (by moving back 10 lessons) or too easy (by moving ahead 10 lessons).

Options → Settings → System Settings Tab

The system tab allows you to also set features and options for the user selected. Enter a password for the student user that the student will need to type to log in. This password is optional, so if left blank, no password will be required.

You can also choose to have sound effects (e.g., mouse clicks, button clicks) be audible or you can choose to keep sound effects from playing.

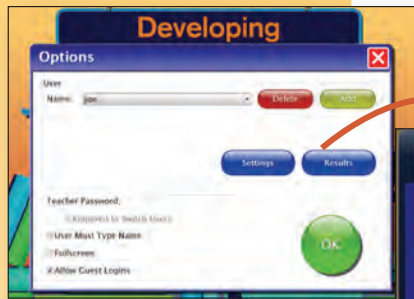


Options → Results

As the student advances through a lesson, her or his data are saved. The Results option allows you to access the historical results for a user. Results are saved when a student is logged into his or her account. (Remember that results are not saved when logged in as Guest.)

The student's level and lesson number, date and time of the lesson, and post-test comprehension score are listed on the General screen. The post-test comprehension score allows you to easily monitor the comprehension improvements of your student.

To view, print, or delete a lesson, highlight it and choose the corresponding button.



Results

General

- I-5 Corn: A Sacred Food
3/25/2014 1:54 PM - 80%
- I-6 A Life for Freedom
3/31/2014 2:06 PM - 100%

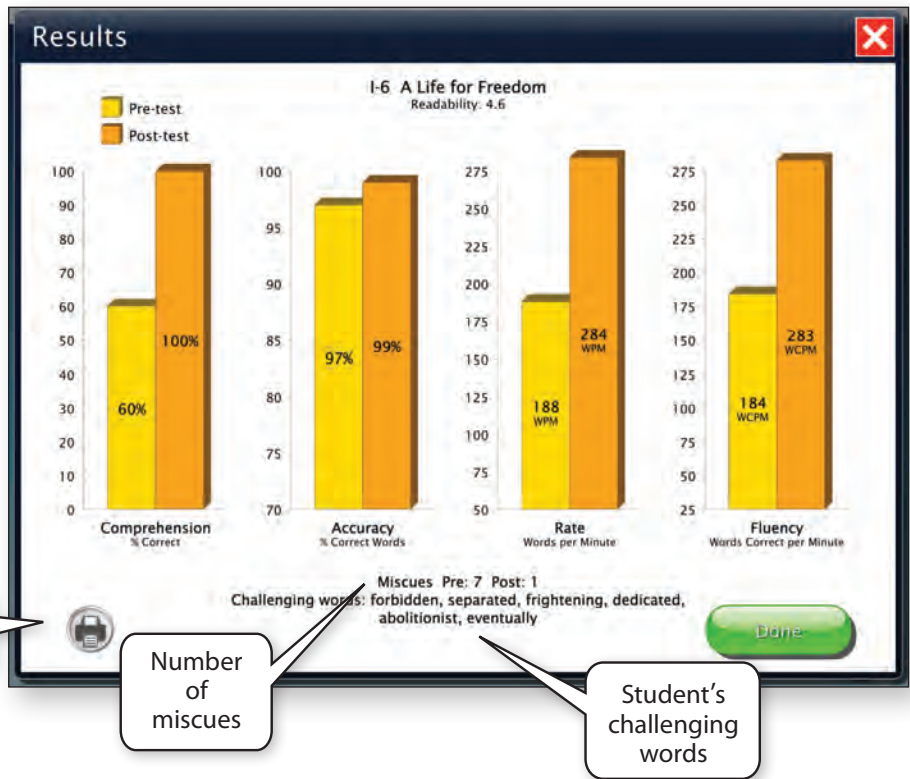
Buttons: View, Print, Delete, Delete All, OK

Sort by date

Callouts:

- Level and Lesson number
- Date and time of the lesson
- Student's post-test comprehension score
- View the student's results of a lesson.
- Print the results of a lesson.
- Delete a lesson.
- Sort the lessons listed by date rather than by number.

Options → Results → View or Print



Pre-test

Each lesson begins by gathering pre-test data on the student's reading fluency and comprehension in order to determine a baseline for measuring the student's progress. Comprehension, accuracy, rate, and fluency data are saved when a student is logged in. Data are not saved when logged in as Guest.

Fluency

The first portion of the pre-test measures the student's fluency. To measure fluency, the student reads the lesson's passage aloud while you mark the miscues (errors) made. The software keeps track of the time it takes the student to read the passage. However, you will need to determine the student's accuracy manually by marking and counting the miscues (errors) the student makes while he or she reads the passage aloud.

While the student is reading the passage aloud, mark his or her miscues on the Pre-test Form. Be sure the student reads the entire passage from beginning to end without interruptions. Count the miscues at the end of the reading. The software automatically saves the student's reading rate and uses the number of miscues (entered after the comprehension test) to automatically calculate the student's fluency score.

TIP: Before beginning, be certain you have a way to manually mark the student's miscues. Print and study the Directions for Counting Miscues and print a Pre-test Form on which to mark the miscues. Go to Options → Settings and print the forms needed.

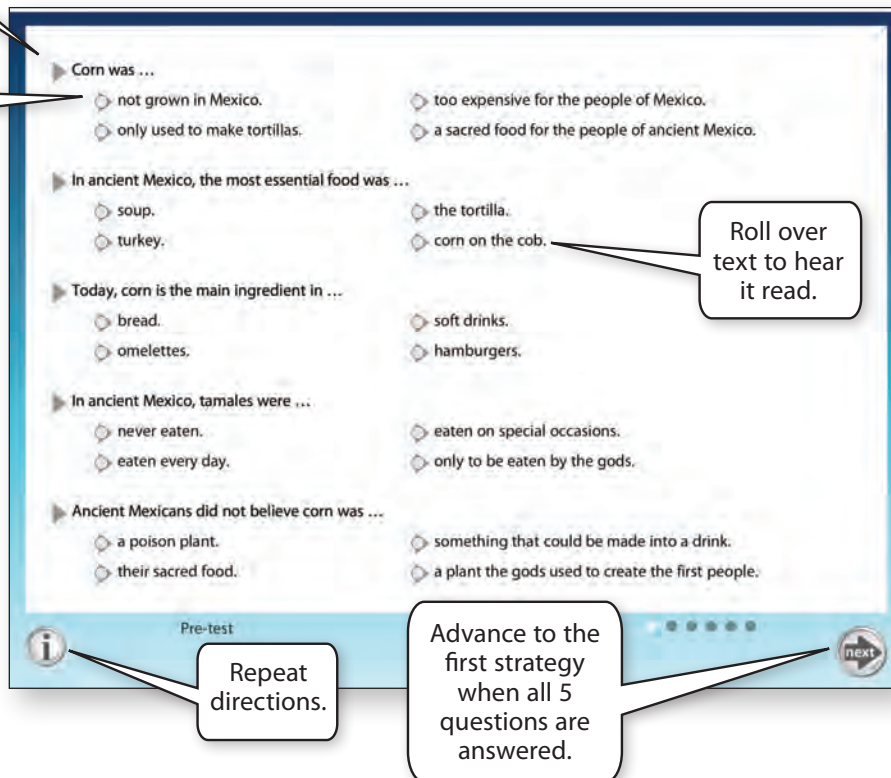
The image displays two screenshots of the software interface for a pre-test. The top screenshot shows the title 'I-5 Corn: A Sacred Food' and a photograph of a corn cob. Below the photo, it says 'Select Start and begin reading aloud. Select Stop when you are done.' A callout box points to the 'Start' button, stating: 'Be certain the student chooses Start to begin the timing.' The bottom screenshot shows the same text but with the 'Stop' button highlighted. A callout box points to the 'Stop' button, stating: 'Be certain the student chooses Stop to end the timing.'

Comprehension

The second portion of the pre-test measures the student's comprehension of the passage. Following the student's read of the passage, five comprehension questions are asked and the student is given four choices. The program automatically scores and saves the student's responses to the comprehension questions.

Reads the comprehension question.

Select the correct answer.



The screenshot shows a pre-test interface with five comprehension questions about corn. Each question has four multiple-choice options. Callouts provide instructions: 'Reads the comprehension question.' points to the question text; 'Select the correct answer.' points to the radio button options; 'Roll over text to hear it read.' points to the text of an option; 'Repeat directions.' points to an information icon; and 'Advance to the first strategy when all 5 questions are answered.' points to a 'next' button. The interface also includes a 'Pre-test' label and a progress indicator.

Questions and options shown in the screenshot:

- ▶ Corn was ...
 - ◊ not grown in Mexico.
 - ◊ only used to make tortillas.
 - ◊ too expensive for the people of Mexico.
 - ◊ a sacred food for the people of ancient Mexico.
- ▶ In ancient Mexico, the most essential food was ...
 - ◊ soup.
 - ◊ turkey.
 - ◊ the tortilla.
 - ◊ corn on the cob.
- ▶ Today, corn is the main ingredient in ...
 - ◊ bread.
 - ◊ omelettes.
 - ◊ soft drinks.
 - ◊ hamburgers.
- ▶ In ancient Mexico, tamales were ...
 - ◊ never eaten.
 - ◊ eaten every day.
 - ◊ eaten on special occasions.
 - ◊ only to be eaten by the gods.
- ▶ Ancient Mexicans did not believe corn was ...
 - ◊ a poison plant.
 - ◊ their sacred food.
 - ◊ something that could be made into a drink.
 - ◊ a plant the gods used to create the first people.

TIPS:

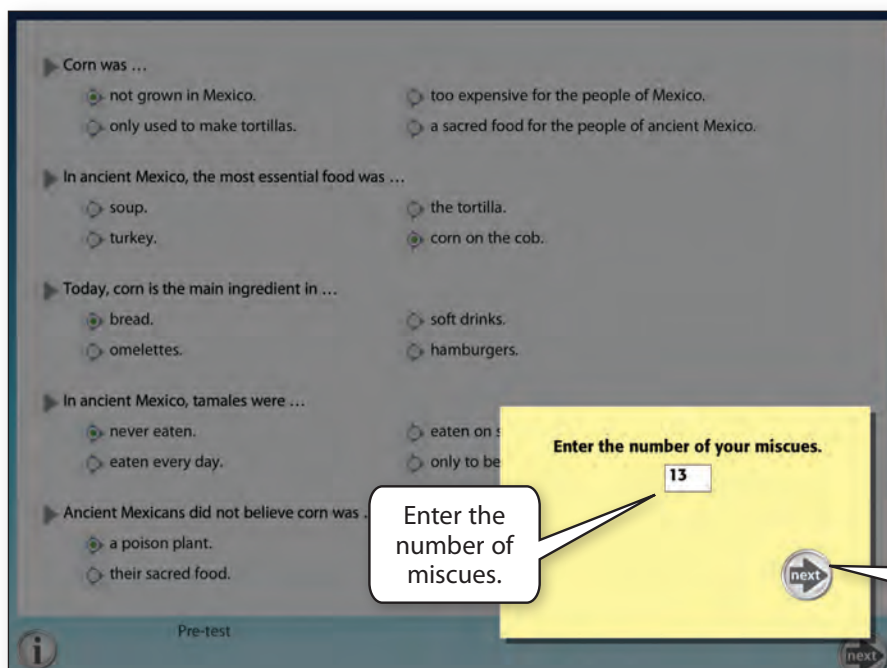
- For struggling readers, check the option (Option → Settings) to have the questions and choices automatically read to the student to get a true measure of comprehension.
- Some students may impulsively choose a response before considering all the choices. Guide students to read ALL of the possible answers before making his or her selection.

Number of Miscues

After completing the comprehension questions, the Enter the number of your miscues box opens, providing a place to enter the number of miscues the student made during the passage reading. Remember to refer to Directions for Counting Miscues on p. 15 to know how and what to count as a miscue.

The program will use this miscue number to automatically determine the percentage of correct words, and then will combine it with the student's reading rate (words per minute read) to calculate a reading fluency score (words correct per minute). Tell the student the number of miscues counted during the passage reading and have him or her enter the number.

After determining the student's baseline, four learning strategies are practiced in succession: Noticing Word Parts, Mastering Challenging Words, Focusing on Phrases, and Reading by Phrases.



Strategies

Noticing Word Parts

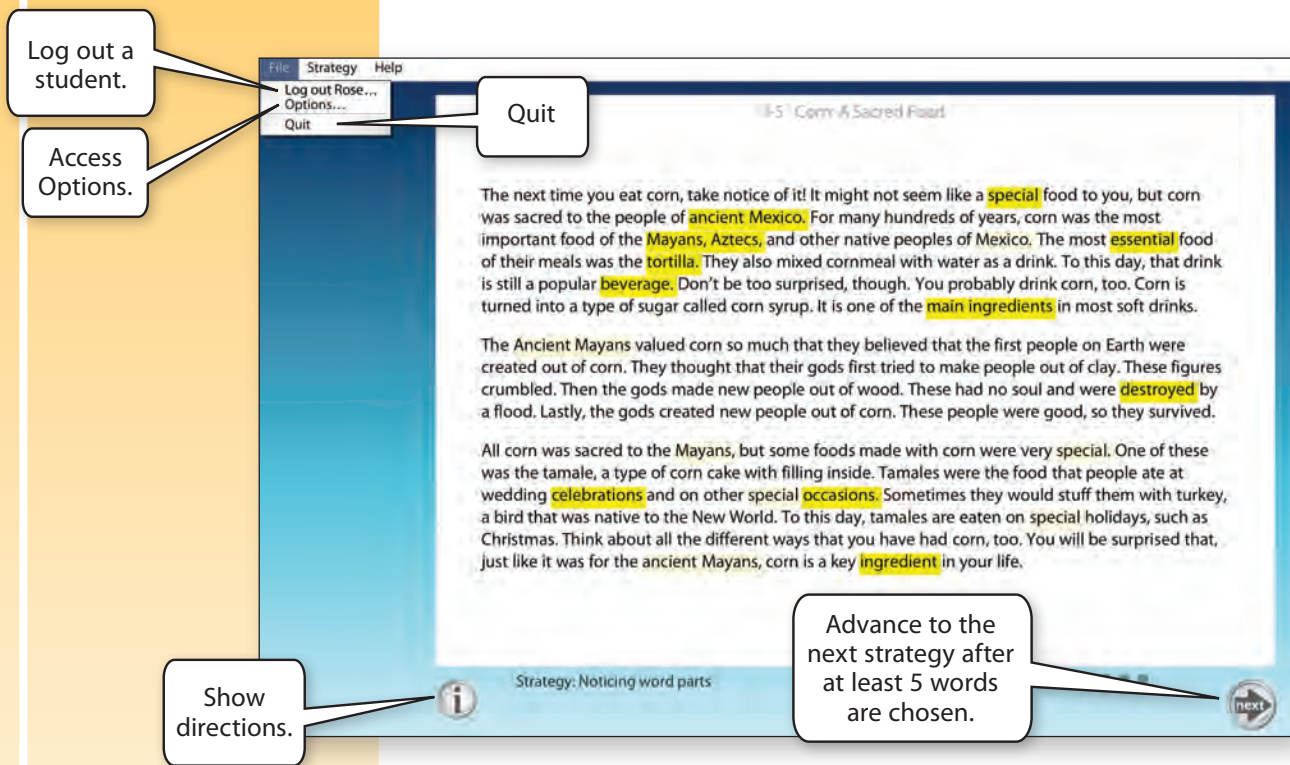
For this first strategy, the student identifies and selects his or her challenging words in the passage. Challenging words are those that the student struggled with during the pre-test—those marked as miscues. Students may need your assistance in determining words that were challenging during the pre-test and then finding them in the passage. Some teachers circle the challenging words on the Pre-test Form and provide the form for the student. Or, you can highlight the words in the passage found in *Passages to Reading*. Challenging words might also be self-selected by the student; they can be any words the student considers challenging and wants to practice.

The student chooses (clicks on, touches) the challenging words to see and hear them divided into word parts (by syllables and/or by morphological units). Then the word is highlighted and read as a whole word. The student follows the narrator's model by reading the challenging word in parts and then as a whole word. Once chosen, the challenging word is highlighted wherever it occurs in the passage. Repeated practice of reading the challenging words is crucial. Students should practice breaking the challenging words into parts and then reading them as whole words as needed.

The challenging words selected are saved and shown in the lesson Results. Students can also log their challenging words using the Log of Challenging Words found in *Passages to Reading*.

Select to end the pre-test and begin practicing the first strategy.

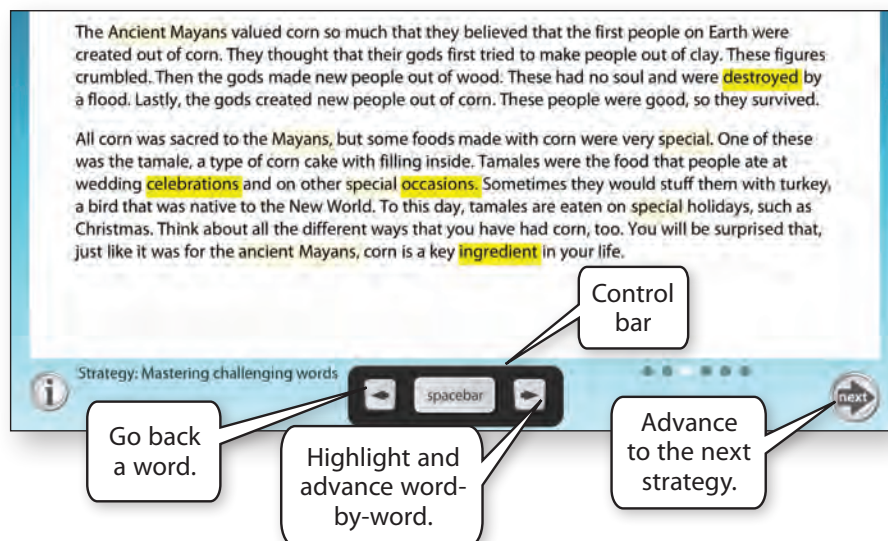
TIP: The student cannot advance to the next strategy until at least five words have been selected and practiced. However, it's important to encourage the student to practice ALL of the words that are challenging for him or her (not just five) and to practice them numerous times before advancing to the next strategy.



Mastering Challenging Words

Noticing Word Parts focused on finding challenging words, reading them in parts, and then reading them as whole words. The second strategy, Mastering Challenging Words, focuses on mastering the challenging words while reading the passage.

The student reads the passage aloud, using the right arrow to highlight each word along the way. If help with a word is needed, the student can select it to see and hear it broken into parts and then hear it read as a whole word. The student should practice the word and then continue to read on. After reading the entire passage, the student presses Next to advance to the next strategy.



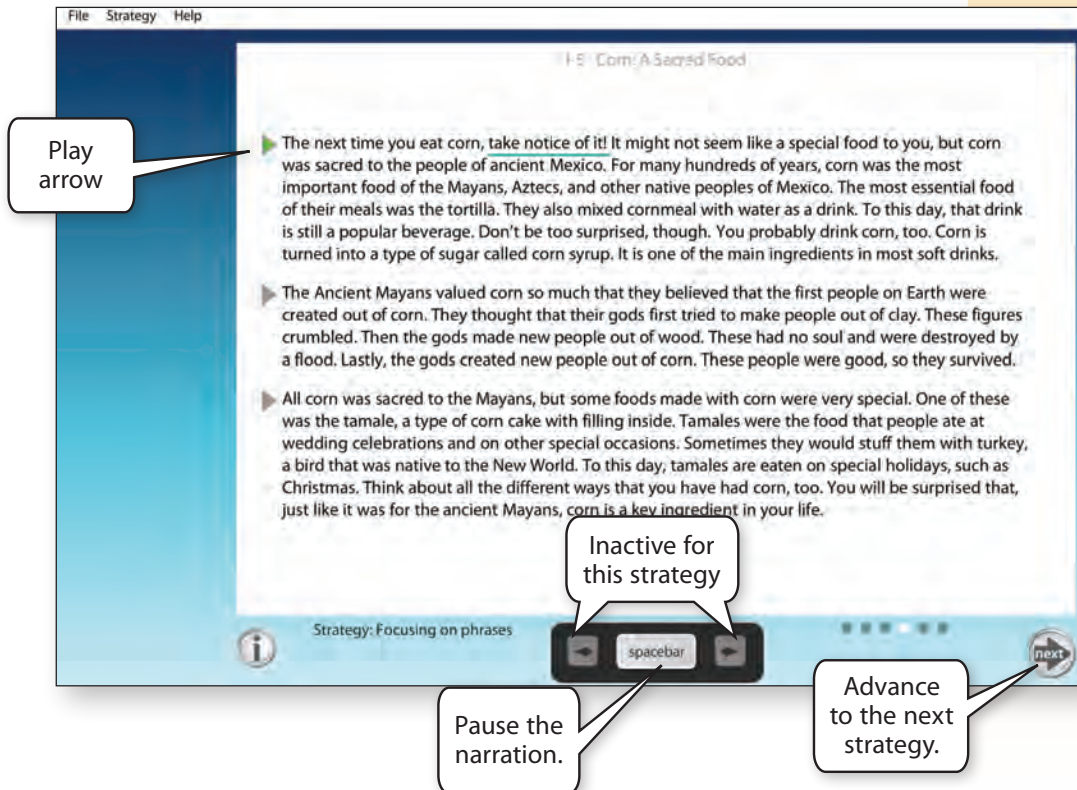
Focusing on Phrases

This strategy teaches students to focus on phrases to make it easier to read and understand lengthy sentences. The student reads the passage aloud along with the narrator.

Choosing the Play arrow at the start of the paragraph will activate the narrator's reading of a paragraph. Phrases are underlined as the passage is narrated, demonstrating to the student how to attend to parts (phrases) in lengthy or complex sentences. The student reads aloud with the narrator.

The spacebar pauses the reading. Pressing the spacebar again resumes the narration from that point in the passage. Choosing Play at the start of the next paragraph starts the narration of the next paragraph, and so on.

TIP: If the narration is too fast for the student, √ Slower Narration in Options → Settings → Program Settings tab. If the volume needs adjusting, use the volume control of the computer to adjust it.



Reading by Phrases

The final strategy in *DRF* focuses on reading the passage aloud while focusing on phrases without the support of the narrator. As the student reads, he or she uses the right arrow in the control bar to show phrases underlined, one phrase at a time, to guide his or her reading.

The screenshot shows the DRF software interface. At the top, there is a menu bar with 'File', 'Strategy', and 'Help'. A dropdown menu is open under 'Strategy', listing four options: 'Noticing word parts', 'Mastering challenging words', 'Focusing on phrases', and 'Reading by phrases' (which is selected with a checkmark). The main window displays a passage titled 'I-5 Corn: A Sacred Food'. The passage text is as follows:

The next time you eat corn, take notice of it! It might not seem like a special food to you, but corn was sacred to the people of ancient Mexico. For many hundreds of years, corn was the most important food of the Mayans, Aztecs, and other native peoples of Mexico. The most essential food of their meals was the tortilla. They also mixed cornmeal with water as a drink. To this day, that drink is still a popular beverage. Don't be too surprised, though. You probably drink corn, too. Corn is turned into a type of sugar called corn syrup. It is one of the main ingredients in most soft drinks.

The Ancient Mayans valued corn so much that they believed that the first people on Earth were created out of corn. They thought that their gods first tried to make people out of clay. These figures crumbled. Then the gods made new people out of wood. These had no soul and were destroyed by a flood. Lastly, the gods created new people out of corn. These people were good, so they survived.

All corn was sacred to the Mayans, but some foods made with corn were very special. One of these was the tamale, a type of corn cake with filling inside. Tamales were the food that people ate at wedding celebrations and on other special occasions. Sometimes they would stuff them with turkey, a bird that was native to the New World. To this day, tamales are eaten on special holidays, such as Christmas. Think about all the different ways that you have had corn, too. You will be surprised that, just like it was for the ancient Mayans, corn is a key ingredient in your life.

At the bottom of the window, there is a control bar. It includes an information icon, the text 'Strategy: Reading by phrases', a 'spacebar' button, and a 'next' button. Callout boxes provide instructions for these elements:

- 'Access other strategies.' points to the Strategy menu.
- 'Return to previous phrase.' points to the left arrow button.
- 'Advance by phrases.' points to the right arrow button.
- 'Advance to Post-test.' points to the 'next' button.

TIP: Some teachers use pens with different-colored inks so the same Pre-test Form can be used to mark Post-test miscues.

Post-test

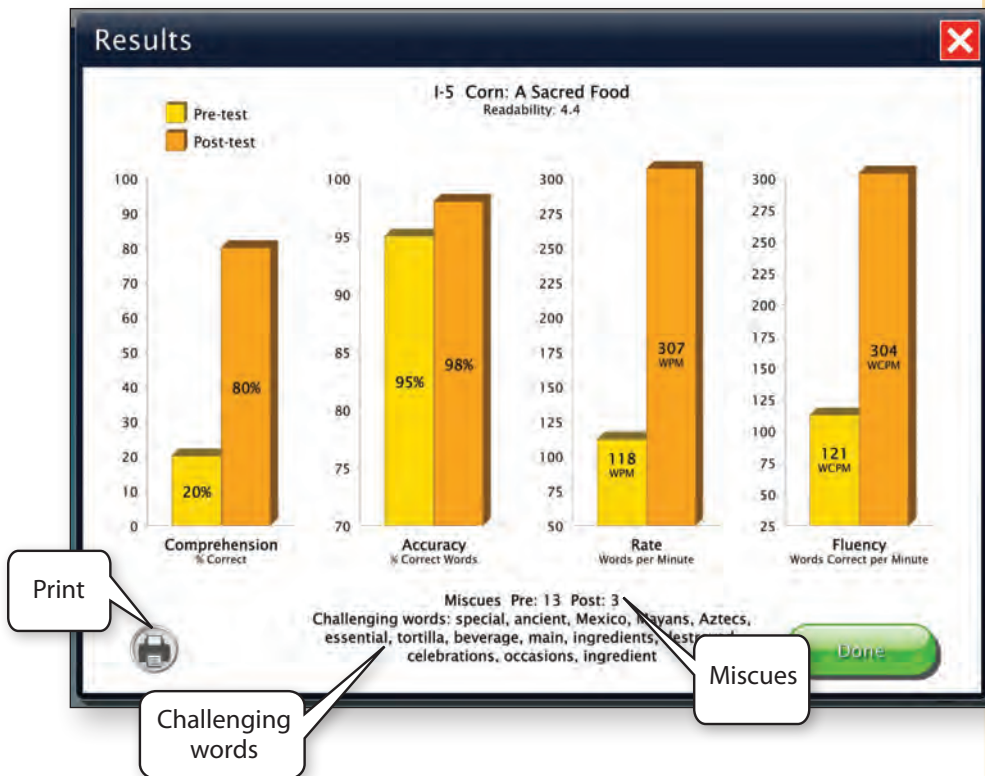
Each lesson ends with a post-test. The post-test scores are compared to pre-test scores to measure the student's improvement in reading fluency and comprehension. The post-test is administered just like the pre-test.

Before the student begins, be sure you have a form on which to mark miscues. Refer to the Directions for Counting Miscues. While the student is reading the passage aloud, mark his or her miscues. Be sure the student reads the entire passage from beginning to end without interruptions. Count the miscues at the end of the reading. Be certain the student chooses Start to begin the timing and Stop to end it.

As in the pre-test, comprehension questions follow and the Enter your miscues box requires the student to enter the number of miscues you tallied.

Results

Following the lesson, the student's results are automatically graphed, and pre- and post-test scores are compared. The graphs are easy for students to read and are very motivating. The graphs can be printed at this window if the student's device has access to a printer and you have chosen to have the printer icon on this screen. If not, Results can also be viewed and printed at Options → Results.



License Agreement

Attainment offers many options for licensing software. Licenses purchased for multiple computer installation will include a certificate verifying the agreement.

Single-User License

Attainment Company, Inc. grants the original purchaser a Single-User License. Under this license, the purchaser may use this software on a single computer. The purchaser may make a copy of this software for backup purposes only. A Single-User License may be modified into a multiple computer license. Call Attainment Company for pricing information.

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