

PAPER

Paper Reading

A how-to guide 

For teachers

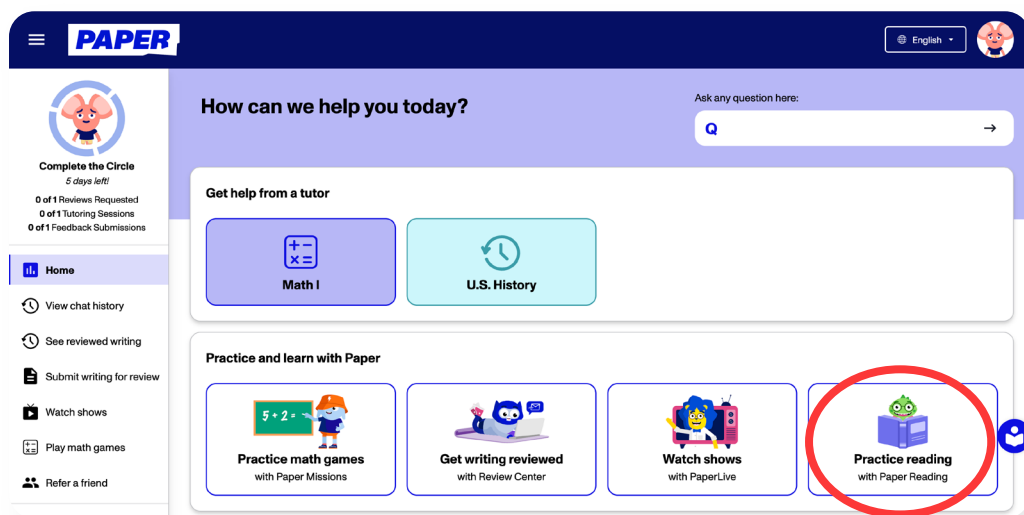
What is Paper Reading?

Paper Reading is a platform that uses speech recognition to listen to students as they practice reading out loud. It provides immediate feedback, helping them improve over time. This also gives teachers visibility on which students are reading, how much they are reading, and how well they are reading.

🎥 Watch the [demo video](#).

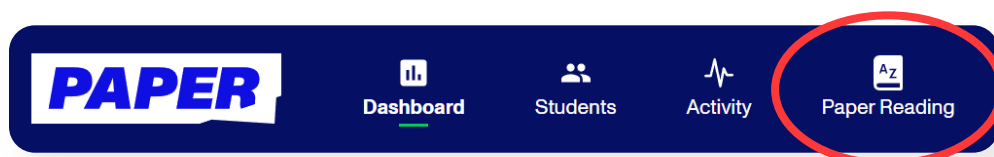
How can students access this?

1. Sign in to their [Paper student account](#)
2. From the dashboard, click on **Practice reading with Paper Reading**



How can teachers access this?

1. Sign in to their [Paper teacher account](#)
2. From the top navigation bar, click on the **Paper Reading button**



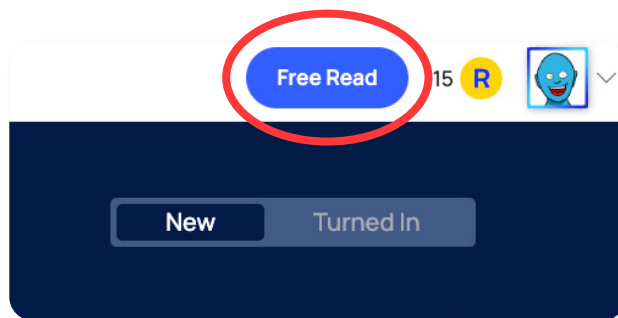
How can teachers use it?

✨ In-class free reading time

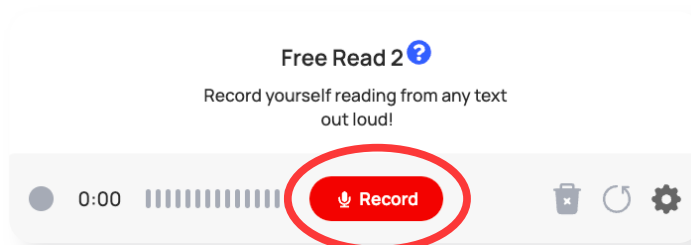
Promote independent reading in your classes by setting aside 10–15 minutes for reading. Students can choose what they want to read and record themselves reading it out loud. The platform then provides personalized feedback, freeing up your time to support struggling students.

How it works

1. Ask students to open Paper Reading
2. They click on the **Free Read** button to start a reading activity



3. They pick any physical book, digital text or one of our sample readings and start **recording themselves** reading out loud



4. Finish recording → You and the student receive immediate feedback



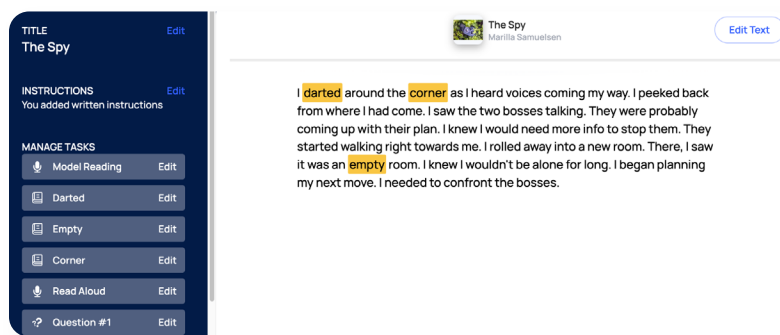
How can teachers use it?

Accountability on reading assignments

Create and assign reading assignments on Paper Reading so you can see exactly who read, how much they read, and how well they read.

How it works

1. Click the **New assignment** button to create reading assignments with built-in scaffolding supports



2. Assign the assignment to specific students or the entire class
3. Ask your students to open Paper Reading and complete the reading assignment
4. You will know exactly how much each student read and gain preliminary insights into their reading fluency

A screenshot of the Paper Reading assignment results summary. At the top, there are five summary cards: '4.3 ★ Avg. Student Interest', '54 Total Words', '3/5 Submissions', '0m 31s Avg. Time', and '156 Avg. WCPM'. Below these is a 'Summary' tab and a 'Task Details' tab. A dropdown menu shows 'All Classes'. The main table has columns: Name, Feedback, Student Interest, % Read, WCPM, Words, Time, Tasks, Date, and Actions. The table lists four entries: 'LL Linda Submitted' (5 stars, 100% read, 230 words, 54 WCPM, 0m 13s time), 'SS Smith, Sam Submitted' (5 stars, 100% read, 45 words, 58 WCPM, 1m 11s time), 'AS student, ABC Submitted' (3 stars, 56% read, 190 words, 30 WCPM, 0m 9s time), and 'CT test, Content' (no stars, no data shown).

Name	Feedback	Student Interest	% Read	WCPM	Words	Time	Tasks	Date	Actions
LL Linda Submitted	-	★★★★★	100%	230	54	0m 13s	1/1	Nov 1, 1:00pm	⋮
SS Smith, Sam Submitted	?	★★★★★	100%	45	58	1m 11s	1/1	Sep 19, 5:17pm	⋮
AS student, ABC Submitted	-	★★★☆☆	56%	190	30	0m 9s	1/1	Mar 14, 1:41pm	⋮
CT test, Content	-	-	-	-	-	-	-	-	⋮

What does feedback look like?

The screenshot shows a reading interface for a student named ABC. On the left, a sidebar displays 'STUDENT INTEREST' (5 stars), 'MY READING STATS' (0m 26s, 95% completion), and 'MY TASKS' (Read Aloud). The main area shows a text passage from 'The Spy' by Marita Samuelson. Callouts highlight three features: 1. 'See reading fluency data to gain high level insights' points to the 'Read Aloud' button. 2. 'Listen to the recording to hear how the students read' points to a play button icon. 3. 'Review the transcript of what the platform heard the student read, to narrow in on potential reading miscues' points to the text passage, which has several words highlighted in red (back, bosses, bases, their, towards, at, was, with, an, Hknew) and blue (into, plan, me, room, I).

ABC student

STUDENT INTEREST: ★★★★★

MY READING STATS

0m 26s 95%
Total Time Read Completion

Jan 6 178
Last Submitted Speed (WCPM)

81 59
Total Words Unique Words Read

ADVANCED STATS

MY TASKS

Read Aloud

What do the colors mean?

- We understood this
- We didn't hear this
- We heard this instead

I darted around the corner as I heard voices coming my way. I peeked **back** **into** from where I had come. I saw the two **bosses** **bases** talking. They were **probably** coming up with **their** **a** plan. I knew I would need more info to stop them. They started walking right **towards** **at** me. I rolled away into a new room. There, I saw it **was** **with** **an** empty room. **Hknew** I wouldn't be alone for long. I began planning my next move. I needed to confront the bosses

0:00 / 0:26

Progress monitoring tool

Easily monitor student reading progress over time. You can export the data to share with parents and administrators.

