

Table of Contents

Placement in Read Naturally Live—Español.....	3
The Read Naturally Strategy	5
Read Naturally Live—Español	6
Understanding Initial Placement	7
What is initial placement?.....	7
What is conducting initial placement?.....	7
What is checking initial placement?	7
Phase 1: Conducting Initial Placement	8
Step 1: Estimate the student’s reading level.....	8
Step 2: Locate the placement story in the testing level.....	8
Step 3: Conduct a one-minute timing using the testing level.....	9
Step 4: Calculate the words correct per minute (wcpm) score	10
Step 5: Determine whether the level of the placement story is appropriate for the student.....	12
Step 6: Set an initial goal	12
Phase 2: Checking Initial Placement.....	13
Step 1: Calculate the student’s data	14
Step 2: Check the initial level	15
Step 3: Check the initial goal.....	17
 Placement Stories	 19
Testing Level 1.0: Los osos	21
Testing Level 1.5: El animal más alto	22
Testing Level 2.0: Los globos aerostáticos.....	23
Testing Level 2.5: Un carnívoro polinizador	24
Testing Level 3.0: La jinete	25
Testing Level 3.5: La invención del velcro	26
Testing Level 4.0: La isla Espiral	27
Testing Level 4.5: Un maratón de esperanza.....	28
Testing Level 5.0: Antoni Gaudí.....	29
Testing Level 5.6: El Hindenburg.....	30
 Appendix.....	 31
Conducting Initial Placement—Instructions and Worksheet.....	32
Checking Initial Placement—Instructions and Worksheet	33
Calculating Words Correct Per Minute for Stories	34

This initial version of the Read Naturally Live—Español Placement Packet is a work in progress. The process and guidelines in this document are based on Spanish Fluency norms¹ and the process and guidelines used for placement in Read Naturally Live (English). We will refine this placement process and these guidelines as we gather information from you, the teachers using them to place students in Read Naturally Live—Español. We appreciate your assistance with this endeavor.

¹ University of Oregon Center on Teaching and Learning. (2021). IDEL benchmark goals. UO DIBELS data system.
<https://dibels.uoregon.edu/assessment/idel/benchmark-goals/>



Read Naturally Live—Español Placement Packet (Draft)

In this section, you will be guided through the two phases of initial placement of students new to Read Naturally Live—Español.

- Phase 1: Conducting Initial Placement
- Phase 2: Checking Initial Placement

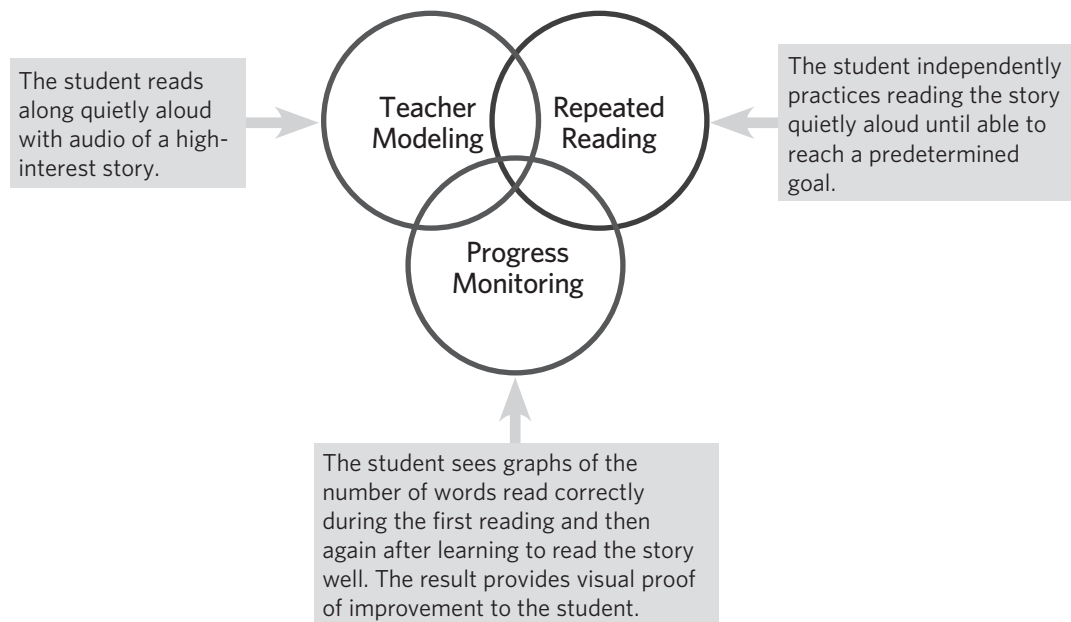
Note: *Conducting initial placement* requires you to assess each student individually using the procedures and stories included in this packet.

Checking initial placement requires a proficient reader to conduct the cold timings for each student's first three stories in Read Naturally Live—Español.

The Read Naturally Strategy

The Read Naturally Strategy combines three powerful, research-proven reading intervention strategies to create one effective tool that individualizes instruction and improves reading proficiency. These three strategies are teacher modeling, repeated reading, and progress monitoring. Students read with audio support and track their progress as they work with high-interest material at their skill level in order to improve fluency, vocabulary, and comprehension.

Using the Read Naturally Strategy



Read Naturally Live—Español

Current Levels 1.0, 1.5, 2.0, 2.5, 3.5, 4.5, 5.0, 5.6

24 stories/level

Read Naturally Live—Español features content that corresponds with Read Naturally Live. In most cases, this content is comprised of Spanish translations that closely match the corresponding English content. However, in order to avoid phrases and constructions that would be too unnatural in Spanish, some story text, questions, and vocabulary words were altered.

Many teachers will use Read Naturally Live—Español with Spanish-speaking readers who need to improve fluency in Spanish before learning to read English as a new language. Others will use Read Naturally Live—Español in conjunction with its English equivalent, with students who are learning to read in a new language. These students often read the story in their native language first in order to gain an understanding of the story content and vocabulary, before working through the same story in the new language.

Understanding Initial Placement

Accurate placement in Read Naturally Live—Español will help readers make faster progress. This introduction explains the placement process.

What is initial placement?

Initial placement is the process of selecting an appropriate series, level, and goal for a student new to Read Naturally Live—Español. This process has two phases: first conducting initial placement and then checking initial placement to evaluate the appropriateness of each student's initial placement after at least three stories are completed.

What is conducting initial placement?

Conducting initial placement is the first phase of the initial placement process, and it occurs before a student begins working in Read Naturally Live—Español. In this phase, you listen to the student read one or more placement stories and then use the student's score(s) to select a starting level and goal.

Note: Do not attempt to place a student using standardized Oral Reading Fluency (ORF) scores (or similar measures) for initial placement.

Standardized ORF assessments require the student to read grade-level material in order to allow comparison of the student's scores to national scores. By contrast, Read Naturally Live—Español initial placement requires the student to read from one or more reading levels at or near his or her own reading level (often not at grade level) to find an appropriate instructional level.

In addition, the readability of the ORF assessment materials is unlikely to align with Read Naturally Live levels. Though standardized assessment may help you estimate reading levels for step 1 of the initial placement process, it is important to use the whole placement process to place students in Read Naturally Live—Español.

What is checking initial placement?

Checking initial placement is the second phase of the initial placement process, and it occurs after the student has completed at least three stories in a level. Checking initial placement determines whether the selected level and goal are challenging but not frustrating for the reader. In this phase, you analyze the student's fluency and comprehension data on the completed stories, compare that data to provided criteria and guidance, and adjust the level or goal if needed.

Phase 1: Conducting Initial Placement

Phase 1 of the initial placement process results in the selection of an initial level and goal for a student new to Read Naturally Live—Español. The steps of this phase are outlined below.

Step 1: Estimate the student's reading level

In order to place the student in an appropriate level, you must first estimate the student's reading level.

How do I estimate a student's reading level?

It is important to realize that estimating a reading level is an inexact process, so don't spend too much time on this task before beginning placement. Reading assessments provide varied outputs—reading levels, grade-level equivalents, and other such identifiers—so it is not possible to provide one simple method for estimating a reading level. However, the following are among the variety of sources that may help you estimate a student's reading level:

- Standardized reading assessments, including state tests
- Reading inventories, formative assessments, school records, and input from previous reading teachers
- Oral Reading Fluency assessments or other screeners (A standardized ORF measure cannot be used to place a student, but it can be used to estimate his or her reading level.)
- Your knowledge of the student

While a poor estimate will not result in poor placement, the closer this initial placement process starts to a student's current level, the faster the process will go. Generally, the farther away a student is from a grade-level target, the lower you will estimate the reading level.

Step 2: Locate the placement story in the testing level

Select the placement story from the testing level that corresponds to the student's estimated reading level.

The level of each placement story (testing level) within this placement packet is indicated in the lower right corner of the story page.

Conducting Initial Placement in Read Naturally Live—Español Date: _____ Name: _____

Quick Reference Instructions

Step 1: Estimate the student's reading level.
On the Initial Placement in Read Naturally Live—Español Worksheet (right), mark the student's grade (Gr) and estimated reading level (ERL).

Step 2: Determine the testing level and locate the story.
Select the placement story at the testing level closest to the student's ERL and record it.

Step 3: Conduct a one-minute timing using the testing level.
Conduct a one-minute timing, tallying the student's errors in the Errors column of the Placement Testing Results table (right).

Step 4: Calculate the words correct per minute (wcpm) score.
Subtract the number of errors from the number of words read to calculate the wcpm score for the level tested.

Step 5: Determine whether the level of the placement story is appropriate for the student.
If the student's wcpm score falls within the range for the testing level of the placement story (see table, right), use that level as the initial level.
If not, select a higher or lower placement story based on whether the student's wcpm score was above or below the range. Then repeat steps 3 through 5 until you find an appropriate level.

Step 6: Set an initial goal.
To set an initial goal, add 30 (Gr 1-4) or 40 (Gr 5+) to the student's wcpm and round down to the nearest five.
Calculate and record the goal on the Initial Placement in Read Naturally Live—Español Worksheet (right).

Initial Placement in Read Naturally Live—Español Worksheet

Steps 1-2: Estimate reading level and select testing level.
Gr: _____ ERL (estimated reading level): _____

Testing Levels

1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.6
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Steps 3-4: Record testing level, conduct one-minute timing, and calculate wcpm score.
Record the testing level, tally the errors during the cold timing, and calculate the wcpm score on the table below.

Placement Testing Results

Testing Level	Words Attempted	Errors	Equals	WCPM Score	FR (✓)

Step 5: Determine whether the placement story is at an appropriate level (and if not, keep testing).
Compare the wcpm score from the Placement Results table with the Initial Placement Ranges table and determine whether the tested level is appropriate. If so, select the level and go to step 6. If not, repeat steps 3-5 with another story.

Initial Level: _____

Step 6: Set an initial goal.

wcpm	+30 (Gr 1-4)	+40 (Gr 5+)	Initial Goal	round answer down to nearest 5 for goal

Copyright © 2022 Read Naturally, Inc. Conducting Initial Placement—Instructions and Worksheet

Step 3: Conduct a one-minute timing using the testing level

Have the student read the placement story from the selected testing level for one minute while you keep track of any errors. In order to complete this step, you will need to know:

- How to conduct a one-minute timing.
- What counts as an error.
- What does *not* count as an error.

How do I conduct a one-minute timing?

1. Sit next to the student so that you both can see the story text (or make two copies).
2. Explain the purpose of the timing in terms the student can understand. For example, “I’m going to have you read this story for one minute to see if it is a good match. Do your best reading.”
3. Read the title of the story to the student.
4. Set the timer for one minute, and then say, “When I hear your voice, I’ll start my timer.”
5. When the student begins reading the story, activate the timer.
6. As the student reads, tally his or her errors in the Errors column of the Placement Testing Results table found on the Conducting Initial Placement Worksheet.
7. When the timer sounds, tell the student to stop reading. Make note of the last word read.

Note: Easy-to-use one-minute timers and other accessories for use with the placement stories are available from the Read Naturally website (readnaturally.com/accessories).

Step 4: Calculate the words correct per minute (wcpm) score

Record the results of the one-minute timing on the Conducting Initial Placement in Read Naturally Live—Español Worksheet. Write the number of words attempted and count the number of tallies in the appropriate columns. Then, calculate the number of words read correctly, or wcpm, by subtracting the number of tallies (errors) from the number of words attempted.

Steps 3-4: Record testing level, conduct one-minute timing, and calculate wcpm score.

Record the testing level, tally the errors during the cold timing, and calculate the wcpm score on the table below.

Placement Testing Results

Testing Level	Words Attempted	minus	Errors	equals	WCPM Score
		-		=	
		-		=	
		-		=	
		-		=	

Record results and calculate wcpm on the Conducting Initial Placement in Read Naturally Live—Español Worksheet.

How do I count words attempted?

Each number on the left side of the story indicates the total number of words through the end of the previous line of text. To count the number of words read, start with the number on the left-hand side of the line and count across to the last word read. For more information, see “Calculating Words Correct Per Minute for Stories” in the Appendix of this placement packet.

What counts as a word?

Count words using the following guidelines:

- Words in the title do not count as words in the story. If the student reads the title, do not start the timer until the student reads the first word of the story.
- Each word counts as one word. Also count each of the following as one word:
 - A number written as a numeral
 - Each word in a number written in words
 - An abbreviation
 - Each initial when it appears within a person's name
- If two full words are connected by a hyphen, each word counts as one word.

What counts as an error?

Description	Example	
Mispronunciations and dropped endings If a student mispronounces a word or does not pronounce an ending, count it as an error.	Sentence: Juan ya comió la papa. Student: Juan ya comió la papá.	Errors: 1
Transpositions (out of sequence) If a student transposes two or more words, count each word read out of order as an error.	Sentence: Shanta corrió rápidamente a casa. Student: Shanta rápidamente corrió a casa.	Errors: 2
Hesitations (words supplied by the examiner) If a student hesitates for three seconds, tell the word to the student and count the word as an error.	Sentence: La jirafa es alta. Student: La . . . (<i>three-second pause</i>) Examiner: jirafa Student: es alta.	Errors: 1
Omissions If a student skips a word, several words, or an entire line, count each skipped word as an error.	Sentence: Él es un gran actor. Student: Él es un actor.	Errors: 1
Substitutions If a student substitutes one word for another, even if the substitution is a synonym, count it as an error.	Sentence: El coche es rojo. Student: El carro es rojo.	Errors: 1
Repeated errors If a student makes the same error more than once, count each instance as an error.	Passage: El sofá es grande. Cinco personas pueden caber en el sofá. Student: La sofá es grande. Cinco personas pueden caber en la sofá.	Errors: 2

Note: All guidelines for counting errors, including the repeated errors rule, apply to proper nouns as well.

What does *not* count as an error?

Description	Example	
Mispronunciations and dropped endings due to speech problems or dialect Mispronunciations due to speech problems or dialect are typically not counted as errors.	Sentence: Jugamos afuera cada día. Student: Jugamos afuera cada día.	Errors: 0
Self-corrections If a student self-corrects an error, count the word(s) as correct.	Sentence: Fui al parque. Student: Fui al pal . . . parque.	Errors: 0
Repetitions If a student repeats words or phrases while reading, do not count the repetitions as errors.	Sentence: Estoy feliz. Student: Estoy . . . estoy feliz.	Errors: 0
Insertions If a student adds words, do not count the words as errors.	Sentence: Sheila es inteligente. Student: Sheila es muy inteligente.	Errors: 0

Note: Counting self-corrections, repetitions, or insertions as errors would result in subtracting them from the number of words read correctly, giving the student a lower number of wcpm than he or she actually read.

Step 5: Determine whether the level of the placement story is appropriate for the student

Compare the student's wcpm score to the Initial Placement Ranges table on the right.

- If the score falls within the wcpm score range for the testing level of the story read, use this level as the initial level.
- If the score does not fall within the wcpm score range for the testing level of the story read, continue testing. Use the guidelines below to select the next testing level, and repeat steps 3 through 5 for that story.

Read Naturally Live—Español Initial Placement Ranges

Testing Level	WCPM Score
1.0 to 2.5	25 to 55 wcpm
3.0 to 3.5	45 to 65 wcpm
4.0 to 4.5	55 to 75 wcpm
5.0 to 5.6	>65 wcpm

If the student's wcpm score is...	Then...
lower than the range,	continue testing using the placement story from the next lower testing level.*
higher than the range,	continue testing using the placement story from the next higher testing level.
above the placement range in one level but below the placement range in the next level,	stop testing, go to step 6, and use what you know about the student—such as grade level, comprehension skills, motivation, or frustration level—to choose a level.

*If the student's score on Testing Level 1.0 is less than 25 wcpm and the student knows at least 50 words, select 1.0 as the initial level and skip to step 6.

Step 6: Set an initial goal

An appropriate goal motivates a student to improve his or her reading rate while maintaining accuracy. Use the table below to set a goal based on the student's grade level.

Goal Setting

Grade	Guideline
Grade 4 and below	Add 30 to the student's wcpm score for the selected level and round down to the nearest 5.
Grade 5 and above	Add 40 to the student's wcpm score for the selected level and round down to the nearest 5.

Phase 2: Checking Initial Placement

Phase 2 of the initial placement process evaluates whether the student’s level and goal are appropriate after he or she has completed at least three stories in the initial level. Consider using the Checking Initial Placement Read Naturally Live—Español Instructions and Worksheet provided in the Appendix to help you through the process.

Important! A teacher must be present for the three cold timings in the initial level in order to ensure accurate data.

Read Naturally Live—Español Checking Initial Placement Summary

The criteria used for checking initial placement are based on averages of the student’s scores for at least three stories. The scores on the Students At-a-Glance report are averages of either the first three or last three stories.* The scores that meet the criteria listed below indicate that the level or goal may be appropriate. Scores that do not meet these criteria indicate that a level or goal adjustment may be necessary.

Criteria for an Appropriate Initial Level

- The student’s cold-timing score (CT) falls within the range listed for the initial level on the Initial Placement Ranges table.
- The student’s percent correct on the quiz (% correct) is at least 60%.

Criteria for an Appropriate Initial Goal

- The student’s CT is lower than the goal by approximately:
 - 30 if in grade 4 or below.
 - 40 if in grade 5 or above.
- The student’s hot-timing score (HT) is equal to or slightly higher than the goal.
- The student’s number of practices (#P) is 3 to 10.

Read Naturally Live—Español Initial Placement Ranges

Testing Level	WCPM Score
1.0 to 2.5	25 to 55 wcpm
3.0 to 3.5	45 to 65 wcpm
4.0 to 4.5	55 to 75 wcpm
5.0 to 5.6	>65 wcpm

*Checking initial placement should occur after at least three stories. However, if done after story 4, 5, or 6, use the scores from the three most recent stories. The Initial Placement Ranges table is no longer valid after six stories.

Step 1: Calculate the student's data

In order to check the student's initial level and goal, locate the average scores from the last three stories* on the Student At-a-Glance report. Use these scores to find the following:

- Cold-timing score (CT)
- Practices (#P)
- Hot-timing score (HT)
- Percent correct on the first attempt of the quiz (% correct)

			Series/Level		Stories passed	Fluency					Comprehension		Phonics
Current Grade	Student	Current Homeroom	Series/Level	Date Level started		Cold timing (first 3/last 3)	Goal (first/last)	Hot timing (first 3/last 3)	Expression (first 3/last 3)	Practices (first 3/last 3)	Quiz % correct (first 3/last 3)	Words in Retail (first 3/last 3)	
3	Herr, Lee	Goss, H.	Esp/2.5	9/5/2019	8	47 / 48	70 / 70	74 / 80	2 / 3	6 / 5	87 / 93	13 / 24	— / —
3	Smith, Jeff	Goss, H.	Esp/2.0	9/5/2019	8	61 / 64	90 / 90	93 / 97	3 / 3	6 / 3	67 / 83	12 / 20	— / —
4	Cole, Rob	Goss, H.	Esp/3.0	9/5/2019	9	59 / 70	90 / 90	92 / 100	2 / 2	4 / 4	73 / 94	15 / 21	— / —
4	Stack, Janelle	Goss, H.	Esp/2.5	9/5/2019	11	47 / 64	75 / 85	78 / 92	2 / 3	6 / 4	80 / 100	15 / 23	— / —
6	Anderson, John	Goss, H.	Esp/5.0	9/5/2019	10	101 / 104	140 / 140	141 / 144	2 / 2	6 / 5	76 / 81	18 / 29	— / —
7	Aubid, Anna	Goss, H.	Esp/5.6	9/5/2019	11	82 / 90	120 / 120	124 / 132	2 / 2	6 / 5	78 / 85	23 / 30	— / —

* Teacher was not present for one or more of the cold timings used to calculate the first 3 or last 3 cold timing score.

The example Student At-a-Glance report above shows data for a student whose level and goal are appropriate.

*Checking initial placement should occur after the first three stories. However, if done after story 4, 5, or 6, use the scores from the most recent three stories. The Initial Placement Ranges table is no longer valid after six stories.

Step 2: Check the initial level

In order to see if the student’s initial level is appropriate, you need to analyze the relationship between the initial placement range (IPR) and two of the values you found in Step 1 of Checking Initial Placement:

- Cold timing score (CT)
- Percent correct on the first attempt of the quiz (% correct)

First, use the Initial Placement Ranges table on the right to evaluate whether the student’s CT falls above, within, or below the wcpm score range for the student’s initial level.

**Read Naturally Live—Español
Initial Placement Ranges**

Testing Level	WCPM Score
1.0 to 2.5	25 to 55 wcpm
3.0 to 3.5	45 to 65 wcpm
4.0 to 4.5	55 to 75 wcpm
5.0 to 5.6	>65 wcpm

Second, compare the results of that evaluation to the Level Analysis table below (using the first column) to determine whether the level may be too easy, appropriate, or too difficult.

Third, compare the student’s % correct to the Level Analysis table (using the top row) to see whether the level may be appropriate, challenging, or too difficult.

Level Analysis

If the CT is...	If the % correct is...		
	80% or higher, the level may be appropriate .	60–79%, the level may be challenging .*	59% or lower, the level may be too difficult .*
above placement range, the level may be too easy .	Raise level.	Continue level.	Lower level.
within placement range, the level may be appropriate .	Continue level.	Continue level.	Lower level.
below placement range, the level may be too difficult .	Lower level.	Lower level.	Lower level.

*Support comprehension if % correct is below 80%.

Then, find the point on the Level Analysis table where those comparisons intersect. This is the suggested action.

Next, based on the suggested action you found on the Level Analysis table and your knowledge of the student, decide if you should raise, continue, or lower the initial level.

- If you decide the student should continue in the initial level, skip ahead to Step 3: Check the Initial Goal.
- If you decide to adjust the initial level (IL), raise or lower it based on the Level Adjustment table below.

Level Adjustment

If the initial level (IL) is...	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.6
Raise to...	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.6	5.6 ²
Lower to...	1.0 ¹	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0

¹If the student is in Level 1.0, knows beginning sounds and about 50 words and the suggested action is to lower the level, continue the level.

²If the student is in Level 5.6 and the suggested action is to raise the level, continue the level.

Finally, if you adjusted the student's level, conduct his or her first cold timing in the new level and assign a new goal using the Goal Setting table below and your knowledge of the student.

Goal Setting

Grade	Guideline
Grade 4 and below	Add 30 to the student's wcpm score for the selected level and round down to the nearest 5.
Grade 5 and above	Add 40 to the student's wcpm score for the selected level and round down to the nearest 5.

You have completed the checking initial placement process and do not need Step 3 because the student will be working in a new level with a new goal.

Note: After the student completes three stories in the new level with the new goal, begin the process of checking placement (level and goal) again.

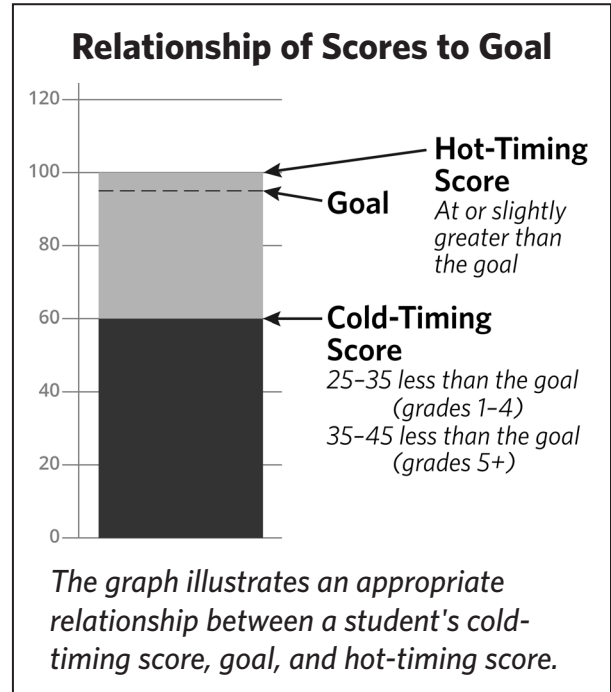
Step 3: Check the initial goal

If the student continues in the same level, your next step is to check the initial goal. For this step, you will need to look at the initial goal (IG) and three of the values found in Step 1 of Checking Initial Placement:

- Cold-timing score (CT)
- Hot-timing score (HT)
- Practices (#P)

How the CT and HT compare to the goal and whether the #P is appropriate are important signs indicating whether the initial goal is too low, appropriate, or too high.

First, use the Goal Analysis table below to analyze these values. Select the one statement in each row that best describes the student's progress: the student's goal compared to CT (top row), the student's goal compared to HT (middle row), and the student's #P (third row).



Goal Analysis

Signs that the goal may be...		
Too Low	Appropriate	Too High
The student's goal is lower than, at, or too close to his or her CT : ■ 24 or fewer words above the CT is too close for grades 1–4 ■ 34 or fewer words above the CT is too close for grades 5+	The student's goal is an appropriate amount above his or her CT : ■ 25–35 words above the CT is appropriate for grades 1–4 ■ 35–45 words above the CT is appropriate for grades 5+	The student's goal is too far above the CT : ■ 36 or more words above the CT is too far for grades 1–4 ■ 46 or more words above the CT is too far for grades 5+
The student's HT is more than 10 words above the goal.	The student's HT is 0–10 words above the goal.	The student's HT is below the goal.
The student's #P is less than 3.	The student's #P is 3 to 10.	The student's #P is more than 10.

Second, count how many statements you selected under each column heading: Too Low, Appropriate, and Too High. Use these totals to find the suggested action on the Goal Adjustment table on the next page.

Third, using your totals from the Goal Analysis table, find the row in the Goal Adjustment table on the right that matches the number of signs that the goal may be too low, appropriate, or too high. Read across to the last column to determine the suggested action.

Next, based on the suggested action and your knowledge of the student, decide if you should raise, continue, or lower the goal.

- If you decide to continue the goal, you have completed the checking initial placement process.
- If you decide to adjust the goal, use the Setting an Adjusted Goal table below to set a new goal.

Goal Adjustment

Number of signs the goal may be...			Suggested Action
Too Low	Appropriate	Too High	
3	0	0	Raise goal
2	1	0	
2	0	1	Raise or continue goal
1	2	0	
0	3	0	Continue goal
1	1	1	
0	2	1	Continue or lower goal
1	0	2	
0	1	2	Lower goal
0	0	3	

Setting an Adjusted Goal

Grade	Guideline
Grade 4 and below	Add 30 to the student's CT score for the selected level and round down to the nearest 5.
Grade 5 and above	Add 40 to the student's CT score for the selected level and round down to the nearest 5.

If the new goal is above the HT, consider setting the goal at the HT or slightly below. As the student completes more stories and his or her cold timings improve, you will increase the goal.

You have now completed the checking initial placement process.

Note: After the student completes the next three stories in the level, check the goal again.



Placement Stories

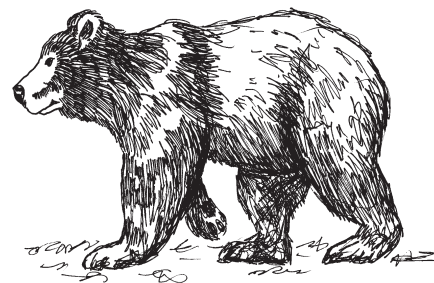
Use the stories on the pages that follow to test a student in order to determine his or her placement level. Before testing a student for placement, review the instructions for conducting initial placement presented earlier in this packet.

Note: This section includes both the story page and the comprehension activities page for each story to illustrate the difficulty of questions and activities at each level. Typically, however, you do not ask students to complete the comprehension questions or other activities during initial placement.

Los osos

Repase las palabras claves¹

- fuertes** Una persona fuerte puede levantar o mover cosas pesadas.
- golpe** Un golpe es un toque rápido y duro.
- piernas** Las piernas son las partes del cuerpo de los animales de las personas que les ayudan a caminar y ponerse de pie.



Escriba una predicción

Lea la lectura²⁻⁴

6 Los osos son animales **grandes**. Tienen
11 cabezas grandes. Tienen patas grandes.
18 Los osos son animales muy **fuertes**. Pueden
25 matar de un solo **golpe**. Tienen **piernas**
30 **cortas**. Tienen orejas pequeñas. Tienen
37 ojos pequeños. Los osos tienen **pelaje**. La
44 mayoría de los osos grizzly tienen pelaje
49 pardo. Algunos osos negros también
58 tienen el pelaje pardo. El pelaje de un oso
66 polar se ve blanco. Los cachorros son osos
67 bebés.

palabras leídas _____

- errores _____ = _____
primer intento

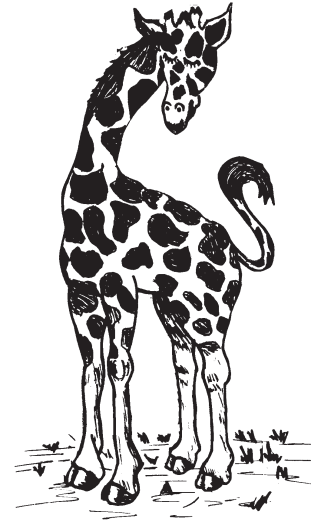
palabras leídas _____

- errores _____ = _____
último intento expresión fecha de aprobación

El animal más alto

Repase las palabras claves¹

- alto** Si algo es alto, es más elevado que la mayoría de las otras cosas.
- fruta** La fruta es la parte de una planta que es generalmente dulce y buena para comer.
- largas** Si algo es largo, un extremo está lejos del otro.



Escriba una predicción

Lea la lectura²⁻⁴

La jirafa es un animal muy **alto**. La
8 jirafa es el animal más alto de todos. Tiene
17 patas **largas** y **delgadas**. Puede correr
23 muy rápido. La jirafa tiene un cuello largo.
31 Come hojas de los árboles. Come **fruta**
38 de los árboles. La jirafa puede dormir de
46 pie. **Descansa** la cabeza en la **rama** de un
55 árbol. La jirafa es de África. Vive en grupos
64 pequeños. Una jirafa puede cerrar la nariz.
71 Esto evita que entre la arena y el **polvo**. Al
81 nacer, una jirafa pesa 150 **libras**. Puede
88 levantarse sola cuando apenas tiene una
94 hora de nacida.
97

palabras leídas _____

- errores _____ = _____
primer intento

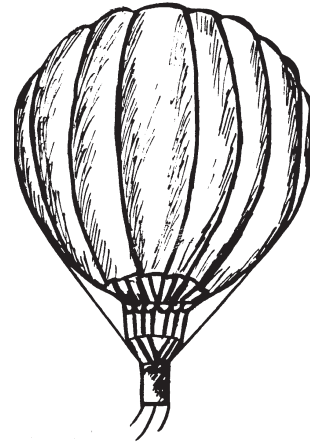
palabras leídas _____

- errores _____ = _____
último intento expresión fecha de aprobación

Los globos aerostáticos

Repase las palabras claves¹

quemador	Un quemador es la parte de una máquina que produce calor.
calienta	Calienta significa que algo produce más calor.
alturas	Las alturas son lugares altos.
se eleve	Cuando algo se eleva, sube.



Escriba una predicción

Lea la lectura²⁻⁴

¿Usted le tiene miedo a las
alturas? Entonces los globos
aerostáticos no son para usted. Es
un globo muy grande. Flota lejos del
suelo. Tiene una canasta atada. Las
personas pueden subir a la canasta.

Un **quemador** está en el fondo
del globo. **Calienta** el aire dentro
del globo. Entonces, el aire dentro
del globo está caliente. El aire
caliente es más **liviano** que el aire

frío. El aire caliente dentro del globo
es más liviano que el aire frío afuera.
Esto hace que el globo aerostático **se
eleve**. Cuando el quemador se apaga,
el aire **se enfría**. Entonces el globo
puede **atterrizar**.

Algunos globos aerostáticos
son bonitos. Algunos son de vivos
colores. Es muy divertido verlos en
el cielo.

palabras leídas _____

- errores _____ = _____
primer intento

palabras leídas _____

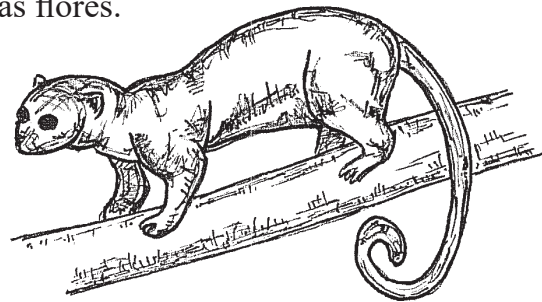
meta _____

- errores _____ = _____
último intento expresión fecha de aprobación

Un carnívoro polinizador

Repase las palabras claves¹

- se benefician** Se benefician significa que reciben algo bueno de algo.
- néctar** El néctar es el jugo dulce que hacen las flores.
- polinizan** Polinizan significa que mueven el polen de una flor a otra para que las flores puedan producir semillas.
- bosque tropical** Un bosque tropical es un área de bosque denso cerca del ecuador donde el clima es caliente y húmedo.



Escriba una predicción

Lea la lectura²⁻⁴

Es de noche en el **bosque tropical**.
 7 Lejos del suelo, un animal pequeño
 13 y peludo salta de rama en rama. El
 21 animal se para y cuelga de la cola en
 30 frente de una flor blanca y grande.
 37 **Entierra** la cara en medio de la
 44 flor. Cuando saca la cara de nuevo,
 51 ¡parece como si llevara una máscara
 57 **polvorienta**! ¿Qué es este animal?
 62 ¿Qué está haciendo?

65 El animal es un kinkajú. Los
 71 kinkajúes **se clasifican** como
 75 **carnívoros**. Tienen garras y dientes
 80 filosos. A veces, comen insectos y otros
 87 animales pequeños. Pero los kinkajúes
 92 parecen **preferir** comer fruta. También
 97 les gusta tomar el **néctar** de flores.

104 Al hacerlo, los kinkajúes actúan
 109 como polinizadores. El **polen** de una
 115 flor se pega a la cara peluda del kinkajú.
 124 Luego, el kinkajú se mueve a otra flor.
 132 El polen cae de la cara del kinkajú en la
 142 nueva flor. Así, el kinkajú desparrama
 148 el polen de flor en flor.

154 Los kinkajúes son unos de los únicos
 161 carnívoros que **polinizan** flores. Ellos
 166 ayudan a mantener el bosque tropical
 172 vivo y saludable. Los kinkajúes **se**
 178 **benefician** también—¡el néctar es un
 184 dulce delicioso!
 186

palabras leídas _____

- errores _____ = _____
 primer intento

palabras leídas _____

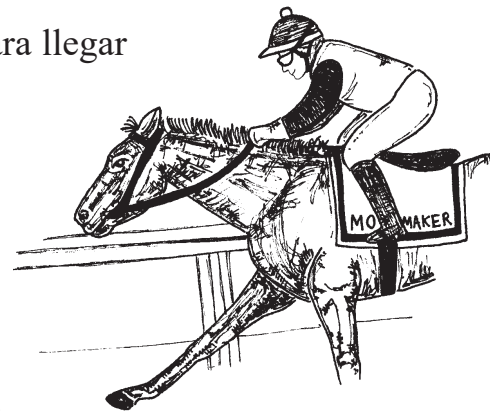
meta _____

- errores _____ = _____
 último intento expresión fecha de aprobación

La jinete

Repase las palabras claves¹

- entrenó** Entrenó significa que trabajó duro para llegar a ser bueno en algo.
- jinete** Un jinete es alguien que monta a caballo en una carrera.
- hípico** Hípico significa relativo a los caballos, generalmente con respecto a los concursos o carreras.
- dar resultados** Dar resultados significa valer la pena.



Escriba una predicción

Lea la lectura²⁻⁴

	Julie Krone comenzó a montar	93
5	a caballo antes de cumplir 3 años.	99
12	Tenía sólo 5 años cuando ganó su	105
19	primer premio en un concurso hípico.	112
25	Como adolescente , Julie decidió que	114
30	quería hacerse jinete . La mayoría	120
35	de los jinetes eran hombres. Muchas	125
41	personas pensaban que las mujeres no	132
47	pertenecían a las carreras de caballos.	138
53	Pero Julie creía en sí misma. Creía	144
60	que podía hacer realidad su sueño .	152
66	Julie entrenó duro por muchos	160
71	años. Poco a poco, su trabajo comenzó	168
78	a dar resultados . A la edad de 25	175
86	años, era una de los mejores jinetes	176

de los Estados Unidos. En 1993, Julie ganó los Belmont Stakes. Fue la primera mujer en ganar esta carrera muy **importante**.

Julie **se lastimó** muchas veces en las carreras. Pero nunca renunció. Para cuando Julie dejó de participar en carreras de caballos, ya había ganado miles de ellas. Le había demostrado al mundo que era una gran jinete. En 2000, llegó a ser la primera mujer en ser **votada** para el **Salón de la Fama** de los Estados Unidos de carreras de caballos.

palabras leídas _____

- errores _____ = primer intento

palabras leídas _____

meta _____

- errores _____ = último intento expresión fecha de aprobación

La invención del velcro

Repase las palabras claves¹

atar	Atar significa conectar las cosas.
cadillos	Los cadillos son cubiertas espinosas de las semillas de algunas plantas.
ganchos	Los ganchos son cosas curvas que se utilizan para atrapar y sujetar.
lazos	Los lazos son cuerdas con formas casi redondas.



Escriba una predicción

Lea la lectura²⁻⁴

6 ¿Ha **pensado** en cómo a las
13 personas se les ocurren ideas para hacer
19 **invenciones** nuevas? A veces se hace
25 al observar la **naturaleza**. El Velcro,
31 ahora un **cierre** muy popular, fue
35 **descubierto** de esta manera.

35 Un día, George de Mestral salió
41 de paseo por el bosque. Mientras
47 caminaba, varios **cadillos** se le pegaron
53 a la ropa. Mientras George se quitaba
60 los cadillos, se preguntó por qué se
67 pegaron tan bien. Entonces los observó
73 bajo un **microscopio**. George vio que
79 los cadillos tenían **ganchos** pequeños
84 por todas partes. Los ganchos se
90 pegaron a los **lazos** de la ropa. George

98 comenzó a pensar en hacer un cierre con
106 ganchos en un lado y lazos en el otro.

115 Muchas personas se reían de George
121 al principio, pero él **rio al último**.
128 Encontró una manera para hacer su
134 cierre y lo llamó Velcro. Ahora se usa
142 Velcro para **atar** todo tipo de cosas. Se
150 usa para **abrochar** los zapatos, la ropa
157 y las mochilas. Incluso los **astronautas**
163 usan Velcro. El Velcro mantiene el
169 equipo fijo para que no se les vaya en el
179 espacio.
180

palabras leídas _____

- errores _____ = _____
primer intento

palabras leídas _____

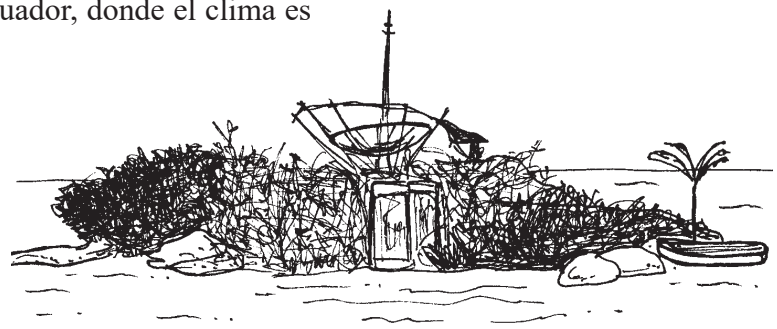
meta _____

- errores _____ = _____
último intento expresión fecha de aprobación

La isla Espiral

Repase las palabras claves¹

- medio ambiente** El medio ambiente es el exterior y todo lo que vive allí.
- localizada** Localizada significa situada en un lugar determinado.
- tropical** Tropical significa que se encuentra en partes del mundo cerca del ecuador, donde el clima es caliente y húmedo.
- artificial** Artificial significa hecho por personas, no hecho por la naturaleza.



Escriba una predicción

Lea la lectura²⁻⁴

6	Muchas personas sueñan con vivir en una isla tropical . Richart Sowa hizo este	99	alrededor de las botellas sumergidas e
13	sueño una realidad —al construir su propia	105	hicieron la base de la isla más estable .
20	isla.	113	Sowa llamó a su creación la isla Espiral.
21	Sowa quería vivir de una manera que no	121	La isla era del tamaño de una cancha de
29	dañara el medio ambiente . En los 1990,	130	tenis, y estaba localizada justo al lado de
36	comenzó a recolectar botellas de plástico	138	la costa de México. Sowa construyó una
42	por la costa de México. Con el tiempo,	145	casa pequeña en el medio de su isla. Hizo
50	juntó más de 250.000. Usando redes para	154	un horno que recibía su energía del sol.
57	mantener las botellas juntas, Sowa hizo la	162	Incluso hizo una lavadora que recibía su
64	base de una isla artificial flotante. Puso	169	energía de las olas del océano.
71	madera sobre esta base y entonces la cubrió	175	Tristemente, un huracán destruyó
79	con arena. Sowa también plantó árboles	179	la isla Espiral en 2005. Pero Sowa no
85	para sombra, más frutas y vegetales para	187	abandonó su sueño de vivir en su propia
92	comida. Las raíces de las plantas crecieron	195	isla tropical. Para 2008, había terminado
		201	de construir la isla Espiral II.
		207	

palabras leídas _____	palabras leídas _____	meta _____
- errores _____ = _____	- errores _____ = _____	
primer intento	último intento	expresión
		fecha de aprobación

Un maratón de esperanza

Repase las palabras claves¹

maratón	Un maratón es una carrera en la que la gente corre aproximadamente 26,2 millas.
inspiró	Inspiró significa que hizo que otros quisieran hacer algo o intentar algo.
amputaron	Amputaron significa que, generalmente médicos, cortaron una parte del cuerpo.
pierna protésica	Una pierna protésica es una pierna artificial que se usa para reemplazar una pierna que falta. Muchas piernas protésicas están hechas de plástico u otros materiales resistentes.



Escriba una predicción

Lea la lectura²⁻⁴

8 Por 143 días, Terry Fox corrió casi un
16 **maratón** cada día. Su meta era correr a
23 través de Canadá—¡más de 5.000 millas!
29 Terry corría para recaudar **donaciones** para
35 la **investigación del cáncer**. Y comenzó
este **increíble** viaje con sólo una pierna.

42 Tres años antes, cuando Terry tenía 18
49 años, se enteró de que tenía cáncer de hueso.
58 Para prevenir que el cáncer se extendiera,
65 los médicos **amputaron** la pierna derecha
71 de Terry y la reemplazaron con una **pierna**
79 **protésica**. Terry no **se detuvo** demasiado
85 en su **infortunio**; al contrario, trabajó en
92 aprender a caminar y correr de nuevo.

99 Terry **se recuperó**, pero pensó en toda
106 la gente que todavía estaba sufriendo de
113 cáncer. Decidió correr a través de Canadá
120 y llamar a esta carrera el "Maratón de

128 Esperanza". Su meta era recaudar dinero
134 para ayudar a curar el cáncer y restaurar la
143 esperanza de la gente con esta enfermedad.

150 Terry corría desde la madrugada hasta el
157 anochecer. Corría en mal tiempo y cuando
164 no se sentía bien. La **determinación** de
171 Terry **inspiró** a miles de personas. Pero
178 entonces, después de 143 días y 3.339
185 millas, Terry fue forzado a **abandonar** su
192 carrera—el cáncer había regresado.

197 Tristemente, Terry murió un año
202 después. Pero ya había recaudado millones
208 de dólares, y su **causa** siguió viviendo.
215 Cada año, la gente **organizaba** carreras en
222 honor a Terry. Estas carreras ayudaron a
229 recaudar millones más para la investigación
235 del cáncer.
237

palabras leídas _____

- errores _____ = _____
primer intento

palabras leídas _____

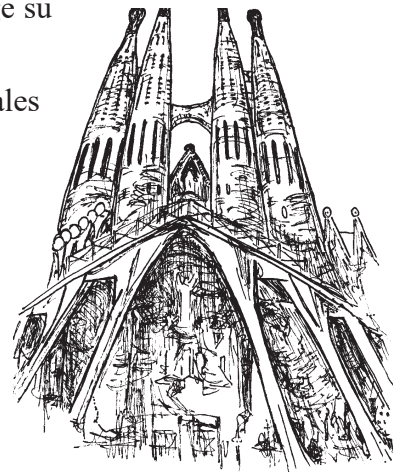
meta _____

- errores _____ = _____
último intento expresión fecha de aprobación

Antoni Gaudí

Repase las palabras claves¹

arquitecto	Un arquitecto es una persona que diseña edificios, puentes y otras estructuras grandes y a menudo dirige su construcción.
diseñadas	Si algo está diseñado, alguien hizo los planes originales para ello, a menudo con cuidado y creatividad.
estilo	Estilo es cierto modo, manera o forma de comportamiento que tiene algo o alguien al hacer algo.
impredecibles	Si algo es impredecible, es difícil o imposible hacer predicciones sobre él.



Escriba una predicción

Lea la lectura²⁻⁴

Un edificio extraño se encuentra a lo largo de una calle concurrida en Barcelona. Tiene **balcones** que parecen cráneos y un techo que **se asemeja** a la parte posterior de un dragón. En otra parte de la ciudad, la gente puede descansar en un parque que es diferente de cualquier otro parque. Tiene **columnas** de piedra construidas para parecer troncos de árboles, un banco largo y **sinuoso** con forma de **serpiente marina** y una fuente que parece un lagarto. Estas son sólo algunas de las **estructuras diseñadas** por el **arquitecto** barcelonés Antoni Gaudí.

Gaudí creció en la década de 1850. Cuando era niño, a menudo estaba enfermo y pasaba gran parte de su tiempo solo. Utilizó este tiempo para estudiar las plantas, animales y rocas que veía al aire libre. Le encantaban las **formas** y los colores del

mundo exterior. Cuando se hizo arquitecto, este amor por la naturaleza se convirtió en la **inspiración** para su trabajo.

Gaudí diseñó muchos edificios, pero no le gustaba usar líneas y esquinas rectas. En cambio, copió las curvas que encontró en la naturaleza. Muchos de sus edificios tienen techos **inclinados**, chimeneas con formas extrañas y **arcos** inclinados. Usó colores y **texturas** que le recordaban a los bosques, los animales y el cielo.

Al igual que la naturaleza, los diseños de Gaudí eran **impredecibles**. Su **estilo** era diferente de cualquier cosa que la gente había visto antes. Al principio, a mucha gente no le gustaba. Sin embargo, con el tiempo, más personas llegaron a **apreciarlo**. Hoy en día, las estructuras que diseñó interesan a personas de todo el mundo.

palabras leídas _____

- errores _____ = _____
primer intento

palabras leídas _____

meta _____

- errores _____ = _____
último intento expresión fecha de aprobación

El Hindenburg

precauciones

Las precauciones son acciones tomadas con anticipación para protegerse de peligros o errores.

hidrógeno

El hidrógeno es un gas que no tiene color ni olor y se quema fácilmente.

inflamable

Inflamable significa que algo se quema fácilmente.

avión rígido

Un avión rígido es un vehículo que viaja en el aire. Flota por medio de globos o bolsas de gas. La nave es rígida, o inflexible, porque tiene un marco.

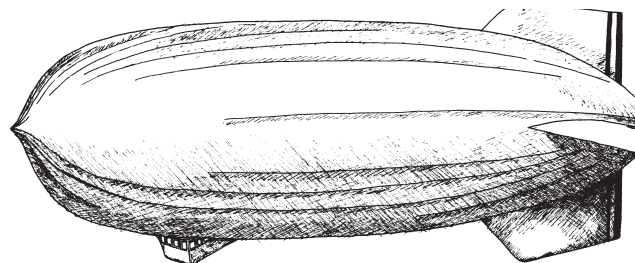
¿Se imagina un **avión** del tamaño de tres campos de fútbol? El Hindenburg, construido en Alemania, era un **avión rígido** que era casi tan largo como el tamaño de estos campos. Su **enorme estructura**, hecha principalmente de **aluminio y cobre**, medía más de 803 pies de largo y 135 pies de **diámetro**. Dieciséis **bolsas de gas** tenían más de siete millones de **pies cúbicos** de gas **hidrógeno inflamable** necesario para levantar la nave en el aire.

El **diseñador** quería llenar el Hindenburg de **helio**, no de hidrógeno. El helio es mucho más seguro porque no es inflamable. En ese momento, sólo los Estados Unidos hacían helio. Pero debido a problemas **políticos**, los alemanes no pudieron comprar el helio de los Estados Unidos. Así que el hidrógeno llenó las bolsas de gas del Hindenburg en su lugar.

Los alemanes sabían que el uso de hidrógeno podría hacer que el Hindenburg llegara a un final **ardiente**. Así que se ocuparon de prevenir tal **desastre**. Un **gel especial** forró las bolsas de gas para reducir el **riesgo** de fugas. Y la tripulación revisó las bolsas de gas a menudo en busca de fugas. La tripulación incluso llevaba botas **resistentes** a las chispas

cuando caminaba en las **pasarelas** acolchadas. Incluso los pasajeros tuvieron que seguir una serie de reglas para hacer que el Hindenburg fuera seguro. Tuvieron que abandonar sus encendedores y cerillas y fumar sólo en una sala de fumadores a prueba de fuego. Un encendedor en medio de la sala de fumadores **proporcionó** a los pasajeros la única manera de encender sus cigarrillos. Sin embargo, todas estas **precauciones** no pudieron salvar el Hindenburg.

El 3 de mayo de 1937, el Hindenburg partió de Alemania en su camino a América. Mientras estaban **a bordo**, los pasajeros viajaban **con estilo**. Comieron en un elegante comedor y miraron hacia el océano desde la **plataforma de observación**. El 6 de mayo, justo después de las 7:00 p.m, finalmente había llegado el momento de aterrizar. De pronto, mientras cientos de personas observaban, el Hindenburg estalló en llamas, matando a unas 35 de las casi 100 personas a bordo y a una persona que se encontraba en la superficie. En menos de un minuto, el Hindenburg ardió por completo. Después del desastre del Hindenburg, los viajes en avión rígido llegaron a su fin.



palabras leídas _____

- errores _____ = _____
primer intento

palabras leídas _____

meta _____

- errores _____ = _____
último intento expresión fecha de aprobación



Appendix

This section includes the following resources:

- Conducting Initial Placement—Instructions and Worksheet
- Checking Initial Placement—Instructions and Worksheet
- Calculating Words Correct Per Minute for Stories



Conducting Initial Placement in Read Naturally Live—Español

Date: _____ Name: _____

Quick Reference Instructions

Step 1: Estimate the student's reading level.

On the Initial Placement in Read Naturally Live—Español Worksheet (right), mark the student's grade (Gr) and estimated reading level (ERL).

Step 2: Determine the testing level and locate the story.

Select the placement story at the testing level closest to the student's ERL and record it.

Step 3: Conduct a one-minute timing using the testing level.

Conduct a one-minute timing, tallying the student's errors in the Errors column of the Placement Testing Results table (right).

Step 4: Calculate the words correct per minute (wcpm) score.

Subtract the number of errors from the number of words read to calculate the wcpm score for the level tested.

Step 5: Determine whether the level of the placement story is appropriate for the student.

If the student's wcpm score falls within the range for the testing level of the placement story (see table, right), use that level as the initial level.

If not, select a higher or lower placement story based on whether the student's wcpm score was above or below the range. Then repeat steps 3 through 5 until you find an appropriate level.

Read Naturally Live—Español Initial Placement Ranges

Testing Level	WCPM Score
1.0 to 2.5	25 to 55
3.0 to 3.5	45 to 65
4.0 to 4.5	55 to 75
5.0 to 5.6	>65

Step 6: Set an initial goal.

To set an initial goal, add 30 (Gr 1-4) or 40 (Gr 5+) to the student's wcpm and round down to the nearest five.

Calculate and record the goal on the Initial Placement in Read Naturally Live—Español Worksheet (right).

Initial Placement in Read Naturally Live—Español Worksheet

Steps 1-2: Estimate reading level and select testing level.

Gr: _____ ERL (estimated reading level): _____

Testing Levels										
1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.6	

Steps 3-4: Record testing level, conduct one-minute timing, and calculate wcpm score.

Record the testing level, tally the errors during the cold timing, and calculate the wcpm score on the table below.

Placement Testing Results						
Testing Level	Words Attempted	minus	Errors	equals	WCPM Score	Fit (✓)
		-		=		
		-		=		
		-		=		
		-		=		

Step 5: Determine whether the placement story is at an appropriate level (and if not, keep testing).

Compare the wcpm score from the Placement Results table with the Initial Placement Ranges table and determine whether the tested level is appropriate. If so, select the level and go to step 6. If not, repeat steps 3-5 with another story.

Initial Level: _____

Step 6: Set an initial goal.

$$\begin{array}{r} \text{wcpm} \\ +30 \text{ (Gr 1-4)} \\ +40 \text{ (Gr 5+)} \end{array} + \begin{array}{r} \text{Initial} \\ \text{Goal} \end{array} = \begin{array}{r} \text{Initial} \\ \text{Goal} \end{array} = \begin{array}{r} \text{round answer down to} \\ \text{nearest 5 for goal} \end{array}$$



Checking Initial Placement in Read Naturally Live—Español

Date: _____ Name: _____

Quick Reference Instructions

Step 1: Locate and record the student's data.

Read Naturally Live—Español Initial Placement Ranges

Initial Level	WCPM Score
1.0 to 2.5	25 to 55
3.0 to 3.5	45 to 65
4.0 to 4.5	55 to 75
5.0 to 5.6	>65

Record the data requested for Step 1 in the Checking Initial Placement Worksheet (right): grade (Gr), initial level (IL), initial goal (IG), and initial placement range (IPR, see Initial Placement Ranges table [left]).

Then, use the data from the student's Read Live Students At-a-Glance report to record the cold-timing score (CT), number of practices (#P), and hot-timing score (HT), as well as the percent correct on the

quiz from the student's last three stories in the IL.

Step 2: Check the initial level.

Use the IPR, cold-timing score, and Quiz % correct with the Short-Form Level Analysis table (right) to determine whether to raise, continue, or lower the initial level.

If you continue the initial level, skip to Step 3: Check the initial goal.

Or if not, use the Level Adjustment table below to select the new level.

Level Adjustment

If the initial level (IL) is...	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.6
Raise to...	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.6	5.6 ²
Lower to...	1.0 ¹	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0

¹If the student is in Level 1.0, knows beginning sounds and about 50 words and the suggested action is to lower the level, continue the level.

²If the student is in Level 5.6 and the suggested action is to raise the level, continue the level.

Then, set a goal for the new level by adding 30 (Gr 1-4) or 40 (Gr 5+) to the first cold-timing score in that level and round down to the nearest 5. Recheck placement after three stories in the new level.

Step 3: Check the initial goal

On the worksheet to the right, fill in the equations and calculate the answers in the first column of the Goal Analysis table (IG — cold-timing score, hot-timing score — IG, # of Practices).

Goal Adjustment

Number of signs the goal may be...			Suggested Action
Too Low	Appropriate	Too High	
3	0	0	Raise goal
2	1	0	
2	0	1	Raise or continue goal
1	2	0	
0	3	0	Continue goal
1	1	1	
0	2	1	Continue or lower goal
1	0	2	
0	1	2	Lower goal
0	0	3	

Compare each answer with the statements in its row and mark the one true statement.

Count and record the total number of marks in each column (signs the goal may be Too Low, Appropriate, or Too High).

Compare these totals to the information on the Goal Adjustment table (left) to determine whether to raise, continue, or lower the goal.

If you adjust the goal, add 30 (GR 1-4) or 40 (GR 5+) to the CT and round down to the nearest five. Verify that the new goal is at or below HT.

Recheck the goal after the next three stories.

Checking Initial Placement Worksheet

Step 1: Locate and record the learner's data.

Gr: _____ IL: _____ IG: _____ IPR: _____

Cold-timing score: _____ (last three stories)

of Practices: _____ (last three stories)

Hot-timing score: _____ (last three stories)

Quiz % correct: _____ (last three stories)

Remember, that the Checking Initial Placement is no longer valid after the student has completed six stories.

Step 2: Check the initial level (IL).

Find the intersection of the true statements about the IPR, CT, and Quiz % correct. Mark the suggested action.

Short-Form Level Analysis

If CT is...	AND if Quiz % correct is...		
	≥ 80% then:	60-79% ¹ then:	≤ 59% ¹ then:
> IPR	↑ level	Cont. level	↓ level
within IPR	Cont. level	Cont. level	↓ level
< IPR	↓ level	↓ level	↓ level

¹Support comprehension if Quiz % correct is below 80%

If continuing the level, circle IL (above) and skip to Step 3.

Or if not, see the Level Adjustment table (left)

and record the new level: **New Level = _____**

Then, set a new goal using the first cold-timing score from the new level in the formula below.

_____ + _____ = _____ = **New Goal = _____**
1st cold timing in new level +30 (Gr 1-4) or +40 (Gr 5+) Round answer down to nearest 5 for new goal. Recheck placement after 3 stories in the new level.

Step 3: Check the initial goal (IG)

Find the answers in the 1st column of the Goal Analysis table below. Compare each answer to the statements in the same row and mark the true one. Then, record the number of marks in each column (signs that the goal may be Too Low, Appropriate, or Too High). See the Goal Adjustment table (left) to find the suggested action.

Goal Analysis

If the answer below...	...meets the corresponding criterion, count it as a sign that the goal may be:		
	Too Low: # of signs: _____	Appropriate: # of signs: _____	Too High: # of signs: _____
_____ - _____ = _____ IG CT	≤24 (Gr 1-4) ≤34 (Gr 5+)	25-35 (Gr 1-4) 35-45 (Gr 5+)	≥36 (Gr 1-4) ≥46 (Gr 5+)
_____ - _____ = _____ HT IG	>10	0-10	<0
#P = _____	<3	3-10	>10

If continuing the goal, circle IG (above).

Or if not, calculate and record a new goal.

_____ + _____ = _____ = **New Goal = _____**
CT +30 (Gr 1-4) or +40 (Gr 5+) round answer down to nearest 5 for new goal

Circle the new level and/or new goal if either changed.

Calculating Words Correct Per Minute for Stories

Teachers need to know how to count and calculate the number of words read. The first example shows how to count the number of words read and how to calculate the wcpm when using a one-minute timer. The second example shows how to count the words read when a student reads the entire story and starts reading the story again before the one-minute timer sounds.

Example 1: Student completed cold timing and teacher calculated wcpm.

1 During the cold timing, the student read the story for one minute.

2 The student underlined any unknown words.

3 When the timer sounded, the teacher drew a vertical line after the last word read.

4 The teacher started with the number on the left-hand side of the line (58) and counted across to the last word read (62).

5 After marking the last word read, the teacher calculated and recorded the cold-timing score:

62 (words read in one minute)
 - 7 (underlined words)
 55 (wcpm score)

Lea la lectura²⁻⁴

Es la Nochevieja, y el reloj **marca** **medianoche**. Por toda España, la gente comienza a comer uvas. Cada persona come una uva cada vez que la campana suena. La **tradición** dice que la **suerte** de la persona en el año que **viene** está **ligada** a la **dulzura** de las uvas.

Mucha gente en el **sur** de los Estados Unidos come "**Hopping**" en el día de Año Nuevo. Esta comida está hecha de **frijoles de ojo negro** y arroz. Frecuentemente se sirve con hojas de vegetales llamados **verduras**. Estas hojas se parecen un poco a una moneda. La gente come esta comida con la esperanza de que el Año Nuevo traiga **prosperidad**.

En muchas partes del mundo, el

palabras leídas **62**
 - errores **7** = **55**
 primer intento

palabras leídas _____ meta _____
 - errores _____ = _____
 último intento expresión fecha de aprobación

Copyright © 2021 Read Naturally, Inc.
 Read Naturally Encore II—Español, Versión 2.0

Nivel 3.5
 Lectura 7, Comidas del Año Nuevo

Notice the vertical line after the word *Hopping*. *Hopping* was the last word the student read before the timer sounded. To find the number of words read, the teacher started at the number on the left-hand side of the row (58). Beginning with this number, the teacher counted the words across the row, stopping at the last word read (62). To calculate the wcpm score, the teacher subtracted the number of underlined words (7). $62 - 7 = 55$.

Example 2: Student read entire story before timer sounded.

1 During the one-minute practice timing, the student read the entire story and started reading the story again before the timer sounded.

2 When the timer sounded, the teacher drew a vertical line after the last word read.

3 The teacher noted the total number of words in the story (58).

4 The teacher started with the number on the left-hand side of the line (6) and counted across to the last word read (10).

5 The teacher added and recorded the practice score:

58 (words in the story)
 + 10 (words read second time)
 68 (words read in one minute)

Lea la lectura ²⁻⁴

Los peces viven en el agua.
 6 Respiran en el agua. / Nadan en el
 13 agua. Los peces pueden oír sonidos
 19 en el agua. Pueden oír los sonidos
 26 de los barcos. No todos los peces se
 34 parecen. Algunos peces parecen
 47 otros. Algunos peces parecen
 53 otros. Usted puede pescar un
 58 pez. Puede comer un pez. Puede
 tener un pez como mascota.

palabras leídas 49
 - errores 2 = 47 54 57 68
 primer intento

palabras leídas _____ meta _____
 - errores _____ = _____ último intento expresión fecha de aprobación

Copyright © 2021 Read Naturally, Inc.
 Read Naturally Encore II—Español, Versión 2.0.1

Nivel 1.0
 para 5, Los peces

Notice the vertical line after the word *agua*. The student read the entire story once before the timer sounded and then started to read the story a second time. *Agua* was the last word the student read before the timer sounded, so the teacher drew a vertical line after *agua*.

To find the total number of words read in one minute, the teacher first noted the number of words in the story (58), because the student read the entire story once. Next, the teacher counted the number of words read the second time by starting with the number on the left-hand side of the line (6) and counted across to the last word read before the timer sounded (10). Finally, the teacher found the total number of words read in one minute by adding the number of words in the story to the number of words read the second time. $58 + 10 = 68$.