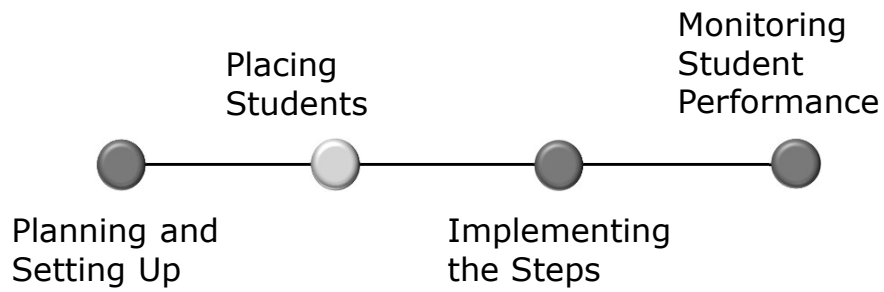


Read Live

Placement



Teacher Responsibilities



Placing Students

- Determine Level



- Select Series



- Set Story Goal



Understanding Initial Placement

Two phases:

- ▪ Conducting Initial Placement
- Checking Initial Placement



Initial Placement Options

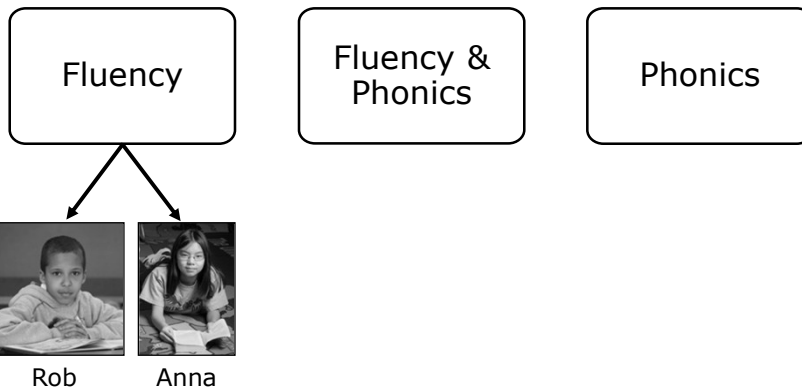


Teacher-Conducted Placement



Independent Student Placement

Determining a Student's Needs



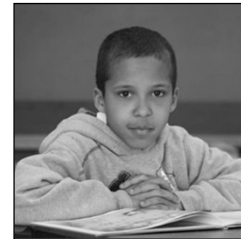
Estimating a Student's Reading Level

- Standardized reading assessments, including state tests
- Reading inventories, formative assessments, school records, input from previous teachers
- Oral reading fluency assessments or screeners



Placing Rob

- Grade 4 student
- Well below expectations on standardized state test
- Currently having difficulty with fourth-grade level chapter books
- Below expectations on fall benchmark fluency assessment



Teacher-Conducted Placement



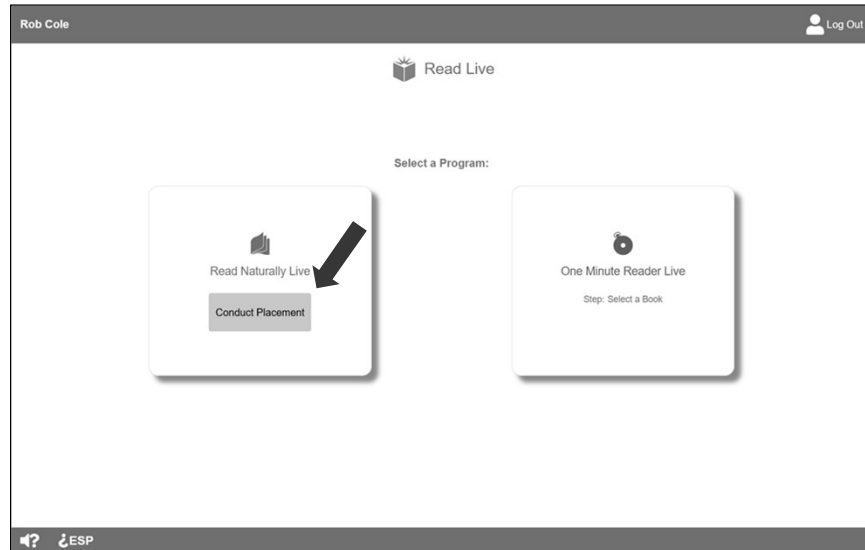
- Student Module
 - Demo: Teacher-Conducted Placement

Placing Students

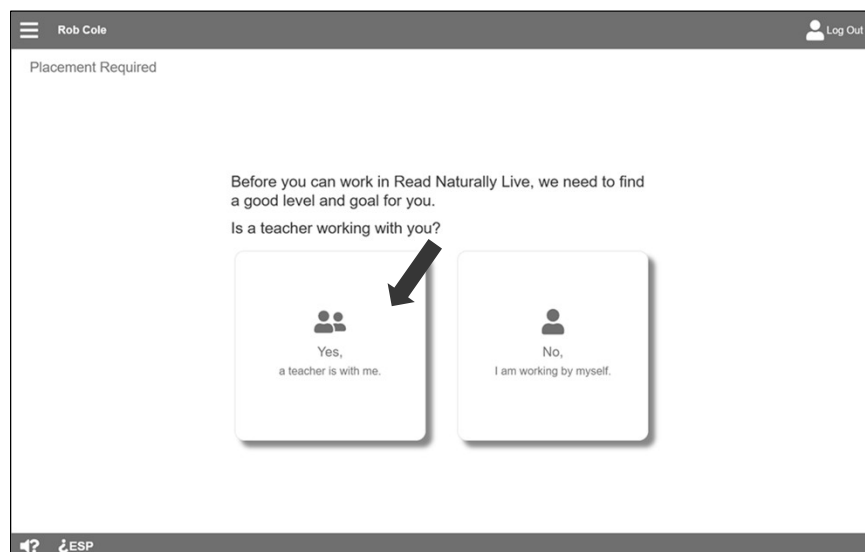
Logging In

A screenshot of the Read Live Student Login page. The page has a dark gray header with a home icon on the left and a "Check System Requirements" link on the right. Below the header, the "Read Live" logo and "Student Login" text are centered. The main content area contains a login form with three input fields: "Account ID" (with "000" entered), "User ID" (with "robcore" entered), and "Password" (with masked characters). To the right of the fields is a "Log In" button. Below the password field is a "Need Help?" link. A small note at the top left of the form says "* Indicates required fields". At the bottom of the page, there is a copyright notice: "Copyright © 2026 Read Naturally, Inc. All rights reserved."

Conducting Placement



Teacher-Conducted Placement

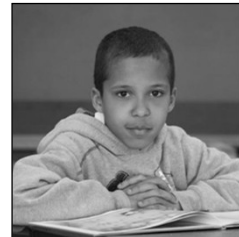


Teacher Login

Determining Rob's Level

Estimate Rob's reading level

- Grade 4 student
- Well below expectations on standardized state test
- Currently having difficulty with fourth-grade level chapter books
- Below expectations on fall benchmark fluency assessment



Start testing Rob at level 3.0

Determining Rob's Level, Part 1

Rob Cole

Close

Read Naturally Live Placement Step 1: Select a level to test

This placement program will suggest one or more Read Naturally Live levels based on the student's fluency (including Phonics levels, if the student's fluency would fit). For Phonics assignments, you can use either:

- Your knowledge of the student's phonics needs to select a Phonics level if one is suggested.
- The Phonics/Word Analysis Assessment to verify or change an assignment after this fluency placement ends.

To begin the fluency placement, estimate the student's reading level, and select the corresponding testing level below. Then, click Next to test the student in that level.

Select a level to test	Series available at the level
☐ 1.0	☐ i
☐ 1.5	☐ i
☐ 2.0	☐ i
☐ 2.5	☐ i
☒ 3.0	☐ i
☐ 3.5	☐ i
☐ 4.0	☐ i
☐ 4.5	☐ i
☐ 5.0	☐ i
☐ 5.6	☐ i
☐ 6.0	☐ i
☐ 7.0	☐ i

?

ESP

Teacher Present

Next

Determining Rob's Level, Part 2

Rob Cole

Close

Kinkajou

Placement Step 2: Test in Level 3.0

Start Timing

Reading Guide

It's nighttime in the rainforest. High above the ground, a small, furry animal swings from branch to branch. The animal stops and hangs from its tail in front of a big white flower shaped like a cup. It plunges its face into the middle of the flower. When the animal pops its face out again, it looks like it's wearing a powdery mask! What is this animal? What is it doing?

The animal is a kinkajou. Kinkajous have sharp claws and teeth, so they are classified as carnivores. Sometimes, they do eat

Timing Results

Words read: 68

Number of missed words: 3

Timing score in words correct per minute (wcpm): 65

< Page 1 >

Back Next

?

ESP

Teacher Present

Back Next

Determining Rob's Level, Part 3

Rob Cole

Close

Placement Step 3: Analyze fluency results

Student's Results

Score from the most recent test is in bold type.

Placement Testing Level	Student Score (wcpm)	Placement Range (wcpm)
3.0	65	30 - 60

The student's results do not fit in a fluency placement range, so we cannot recommend a level.

Click Next to test the student again.
(Suggested testing level: 3.5)

Initial Placement Ranges

Placement Testing Level	Placement Range (wcpm)
1.0 to 3.0	30 to 60 wcpm
3.5 to 5.0	60 to 80 wcpm
5.6 to 7.0	80 to 100 wcpm
8.0	100 to 140 wcpm

Next

Determining Rob's Level, Part 1

Rob Cole

Close

Read Naturally Live Placement Step 1: Select a level to test

This placement program will suggest one or more Read Naturally Live levels based on the student's fluency (including Phonics levels, if the student's fluency would fit). For Phonics assignments, you can use either:

- Your knowledge of the student's phonics needs to select a Phonics level if one is suggested.
- The Phonics/Word Analysis Assessment to verify or change an assignment after this fluency placement ends.

To begin the fluency placement, estimate the student's reading level, and select the corresponding testing level below. Then, click Next to test the student in that level.

Select a level to test

Series available at the level

☐ 1.0	i
☐ 1.5	i
☐ 2.0	i
☐ 2.5	i
☐ 3.0 (tested)	i
☒ 3.5	i
☐ 4.0	i
☐ 4.5	i
☐ 5.0	i
☐ 5.6	i
☐ 6.0	i
☐ 7.0	i

Teacher Present

Back Next

Determining Rob's Level, Part 2

Rob Cole

Close

Velcro

Placement Step 2: Test in Level 3.5

Start Timing

Reading Guide

Have you ever wondered how people get ideas to make new inventions? Sometimes people get ideas by looking in nature. Velcro, now a very popular fastener, was discovered this way.

One day, George de Mestral took a walk through the woods. Along the way, several burs stuck to his clothes. As George pulled the burs off of his clothes, he wondered what made them stick so well. So he looked at them under a microscope. Looking through the microscope, George could see that the burs had tiny hooks all over them. The hooks caught on the loops of his clothes. George began to think about making a fastener with hooks on one side and loops on the other.

Many people laughed at George at first, but he had the last laugh. He found a way to make his fastener and named it Velcro. Now people use Velcro to attach all kinds of things. People use Velcro to fasten their shoes, their clothes, and their backpacks.

Timing Results

Words read: 62

Number of missed words: 7

Timing score in words correct per minute (wcpm): 55

< Page 1 >

ESP Teacher Present

Back Next

Determining Rob's Level, Part 3

Rob Cole

Close

Placement Step 3: Analyze fluency results

Print

Student's Results

Score from the most recent test is in bold type.

Placement Testing Level	Student Score (wcpm)	Placement Range (wcpm)
3.5	55	60 - 80
3.0	65	30 - 60

Initial Placement Ranges

Placement Testing Level	Placement Range (wcpm)
1.0 to 3.0	30 to 60 wcpm
3.5 to 5.0	60 to 80 wcpm
5.6 to 7.0	80 to 100 wcpm
8.0	100 to 140 wcpm

Choose an option and click Next

☒ **Stop testing and pick a level (recommended)**
 The student's results place him or her between two levels. Use your knowledge of the student's strengths and needs to select a series, level, and goal from the list below.

Series	Level	Story Goal
Sequenced	3.5	85
Idioms	3.5	85
Sequenced	3.0	95
Idioms	3.0	95
Phonics	2.7b long o, u, and mixed	95
Phonics	2.7a long a, e, i	95
Phonics	2.6b short o, u, and mixed	95
Phonics	2.6a short a, e, i	95

Any phonics levels listed above are based on the student's fluency assessment results. If you need more information about the student's phonics needs, use the Phonics/Word Analysis Assessment and then adjust the assignment, if appropriate.

Your selection can be edited after placement is saved.

☐ Continue fluency testing
 Return to the first placement screen to select a different level to test.

Next

Determining Rob's Level, Part 3

Rob Cole

Close

Placement Step 3: Analyze fluency results

Student's Results

Score from the most recent test is in bold type.

Placement Testing Level	Student Score (wcpm)	Placement Range (wcpm)
3.5	55	60 - 80
3.0	65	30 - 60

Choose an option and click Next

Stop testing and pick a level (recommended)

The student's results place him or her between two levels. Use your knowledge of the student's strengths and needs to select a series, level, and goal from the list below.

Series	Level	Story Goal
Sequenced	3.5	85
Idioms	3.5	85
Sequenced	3.0	95
Idioms	3.0	95
Phonics	2.7b long o, u, and mixed	95
Phonics	2.7a long a, e, i	95
Phonics	2.6b short o, u, and mixed	95
Phonics	2.6a short a, e, i	95

Any phonics levels listed above are based on the student's fluency assessment results. If you need more information about the student's phonics needs, use the Phonics/Word Analysis Assessment and then adjust the assignment, if appropriate.

Your selection can be edited after placement is saved.

Continue fluency testing

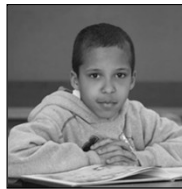
Return to the first placement screen to select a different level to test.

ESP Teacher Present

Next

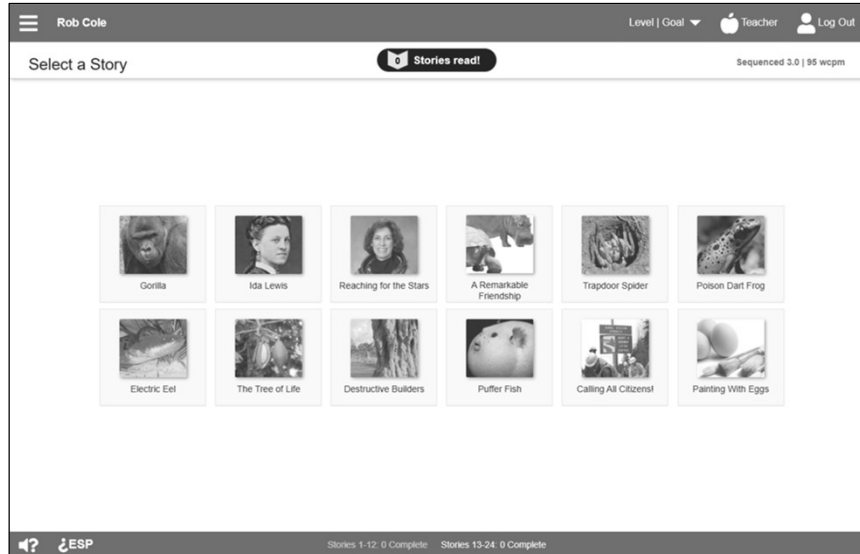
Setting Rob's Goal

- Grades 4 and below:
Placement score + 30,
rounded down to nearest 5



$$65 + 30 = 95$$

Determining Level and Goal



Placing Rob



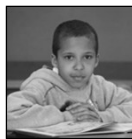
For fluency, work in
Read Naturally Live:

- Sequenced series
- Level 3.0

Fluency

Fluency &
Phonics

Phonics



Placing Anna

- Grade 7 student
- Well below expectations on standardized state test
- Current English teacher reports difficulty with sixth-grade novels
- Below expectations on fall benchmark fluency assessment

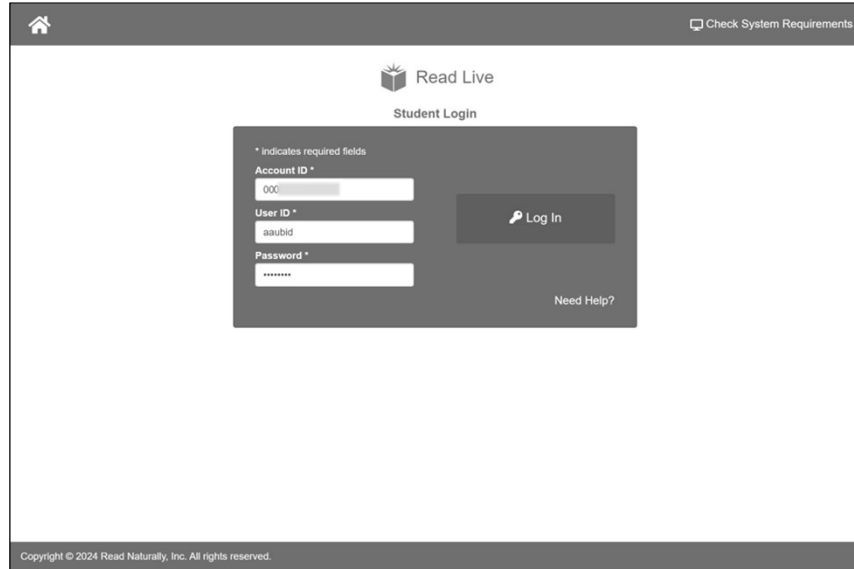


Independent Student Placement

Training Students to Conduct Independent Placement

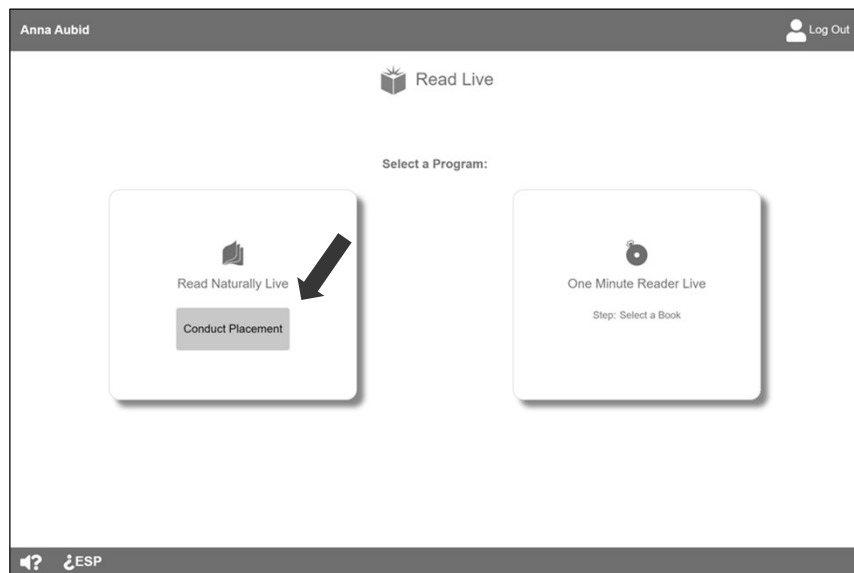


Logging In



The screenshot shows the Read Live Student Login page. At the top, there is a home icon and a "Check System Requirements" link. The main heading is "Read Live" with a book icon, followed by "Student Login". Below this is a login form with three fields: "Account ID *" (containing "000"), "User ID *" (containing "aaubid"), and "Password *" (masked with dots). A "Log In" button is to the right of the fields. Below the password field is a "Need Help?" link. At the bottom, there is a copyright notice: "Copyright © 2024 Read Naturally, Inc. All rights reserved."

Conducting Placement



The screenshot shows the Read Live Conducting Placement page. At the top, the user is logged in as "Anna Aubid" with a "Log Out" link. The main heading is "Read Live". Below this is the text "Select a Program:". There are two program cards. The first card, "Read Naturally Live", has a "Conduct Placement" button and a large black arrow pointing to it. The second card, "One Minute Reader Live", has the text "Step: Select a Book". At the bottom, there is a speaker icon and the text "ESP".

Independent Student Placement

Placement Required

Before you can work in Read Naturally Live, we need to find a good level and goal for you.

Is a teacher working with you?

Yes, a teacher is with me.

No, I am working by myself.

Help ESP

Sound Check

Sound Check

It's important that we can understand you, so we need to do a sound check.

Please speak clearly and loudly enough to be recorded.

Choose the Start button and repeat these words out loud:

A wet dog sat in the hot sun.

Start

Close

Velcro

Test in Level 3.5

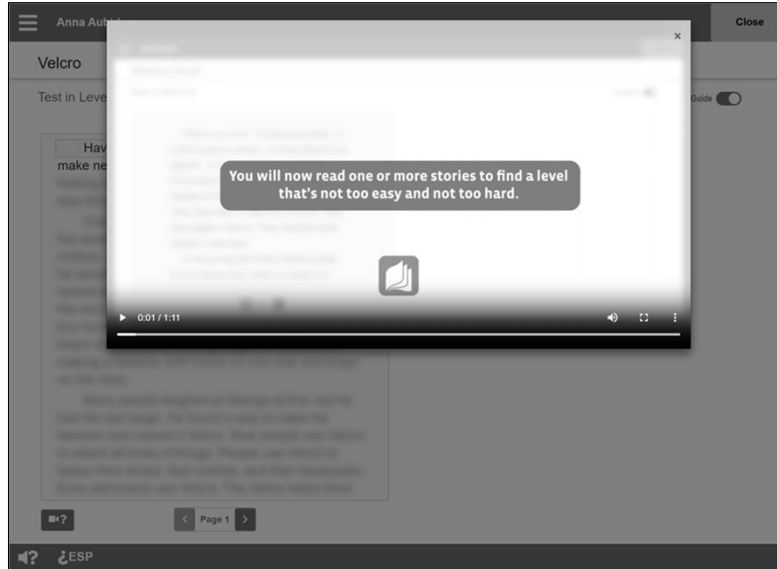
Have you ever wondered how to make new inventions?

Reading Guide

Page 1

Help ESP

Tutorial Video



Determining Level and Goal



Determining Level and Goal

Anna Aubid Close

Antoni Gaudi

Test in Level 5.0 Start Timing Reading Guide

A strange building stands along a busy street in Barcelona. It has balconies that look like skulls and a roof that resembles the back of a dragon. In another part of the city, people can rest in a park that is different from any other park. It has stone columns built to look like tree trunks, a long, winding bench shaped like a sea serpent, and a fountain that looks like a lizard. These are just some of the structures designed by Barcelona architect Antoni Gaudí.

Gaudí grew up in the 1850s. As a boy, he was often ill and spent much of his time alone. He used this time to study the plants, animals, and rocks he saw outdoors. He loved the forms and colors of the outside world. When he became an architect, this love of nature became the inspiration for his work.

Gaudí designed many buildings, but he didn't like to use straight lines and corners. Instead, he copied

Page 1

ESP

Determining Level and Goal

Anna Aubid Close

Placement Results

Placement Testing Level	Student Score (wcpm)	Placement Range (wcpm)
5.0	85	60-80

Next

Determining Level and Goal

Anna Aubid Close

Placement Results



Let's try another story.
It might be a better fit.

Next >

Determining Level and Goal

Anna Aubid Close

The Hindenburg

Test in Level 5.6 Start Timing Reading Guide ☐

Can you imagine an aircraft the size of three football fields?

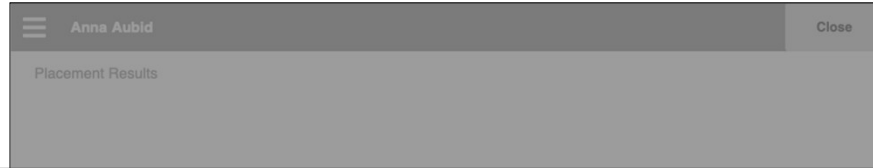
The Hindenburg was a rigid airship that was almost that long. Its massive frame, made of flexible aluminum and ropes, measured over 300 feet long and 100 feet in diameter. Between garages held the more than seven million cubic feet of flammable hydrogen gas needed to lift the ship into the air.

The designer wanted to fill the Hindenburg with helium, not hydrogen. Helium is much safer because it is nonflammable. At the time, only the United States made helium. But there is another problem. The Germans could not buy helium from the United States. So hydrogen. When the Hindenburg garages inflated.

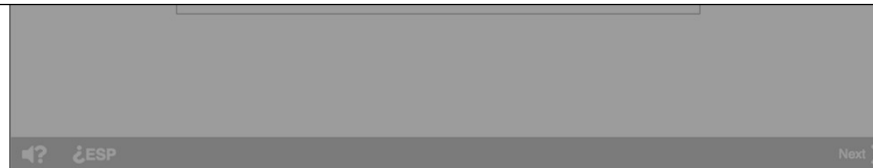
The Germans knew using hydrogen would make the Hindenburg's voyage to a New York. So they took risks to protect their airship. A special gift from the

Page 1

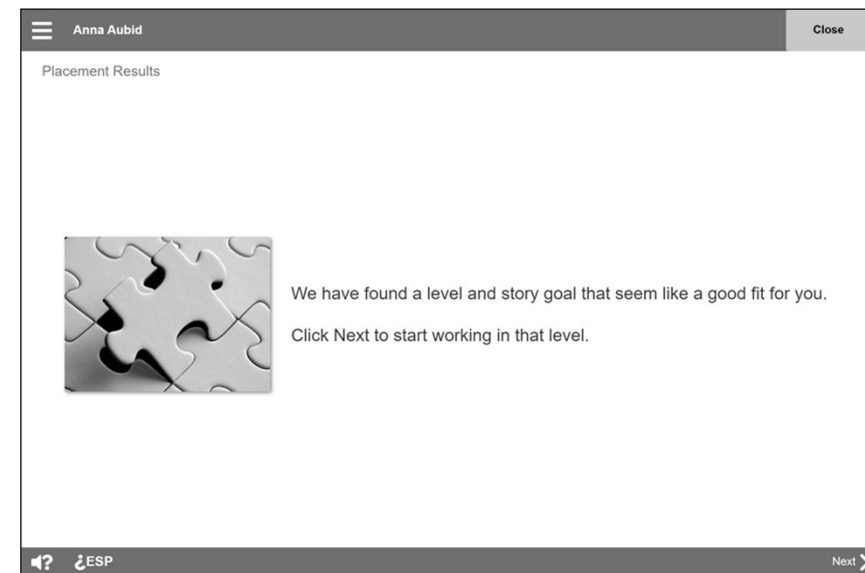
Determining Level and Goal



Placement Testing Level	Student Score (wcpm)	Placement Range (wcpm)
5.6	82	80-100



Determining Level and Goal



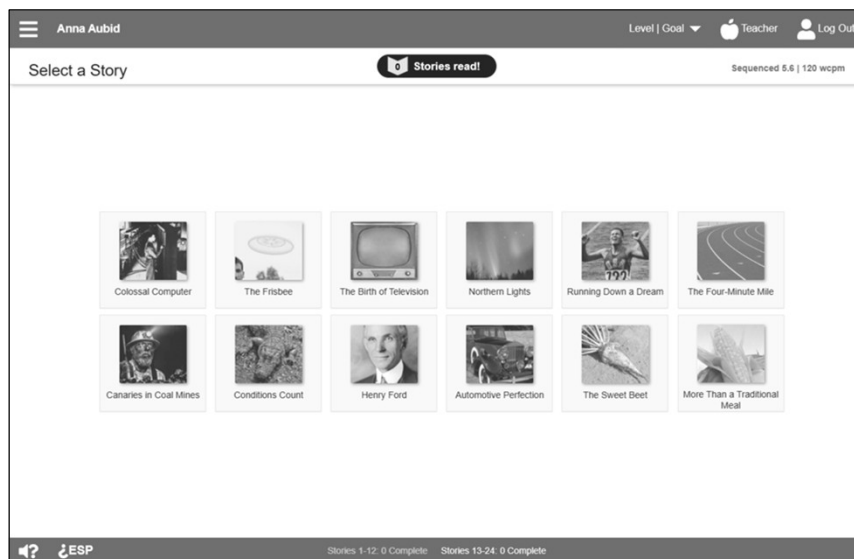
Setting Anna's Goal

- Grades 5 and up:
Placement score + 40,
rounded down to nearest 5



$82 + 40 = 122$
rounded down to 120

Determining Level and Goal



The screenshot shows the Read Naturally software interface. At the top, the user's name "Anna Aubid" is displayed. Below it, there's a "Select a Story" button and a "Stories read!" counter showing 0. The interface is titled "Level | Goal" and "Teacher". The main area displays a grid of 12 story thumbnails, each with a title and a small image. The stories are: "Colossal Computer", "The Frisbee", "The Birth of Television", "Northern Lights", "Running Down a Dream", "The Four-Minute Mile", "Canaries in Coal Mines", "Conditions Count", "Henry Ford", "Automotive Perfection", "The Sweet Beet", and "More Than a Traditional Meal". At the bottom, there's a footer with a question mark icon, "ESP", and progress indicators for "Stories 1-12: 0 Complete" and "Stories 13-24: 0 Complete".

Placing Anna



For fluency, work in
Read Naturally Live:
▪ Sequenced series
▪ Level 5.6

Fluency

Fluency &
Phonics

Phonics



Determining a Student's Needs



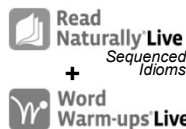
Fluency



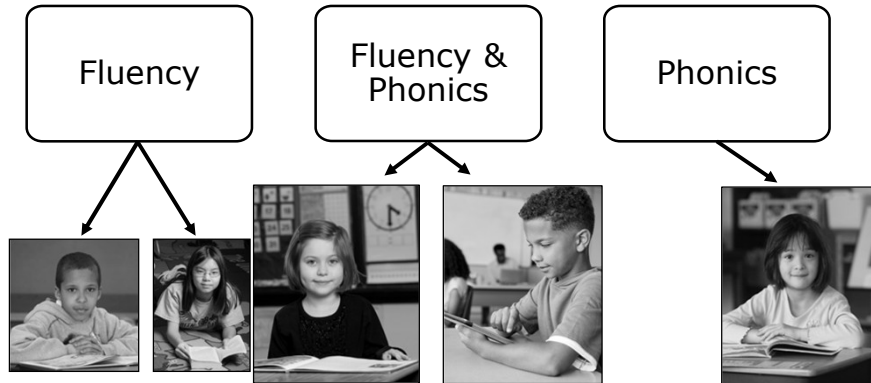
Fluency &
Phonics



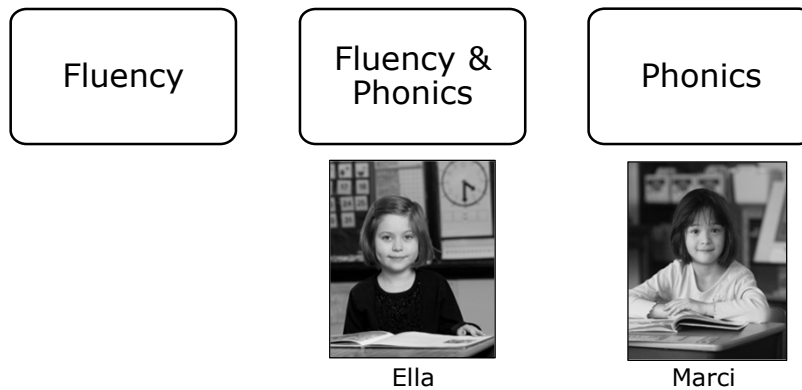
Phonics



Determining a Student's Needs



Beginning Readers



Beginning Readers

- Exception if student reads below placement range on level 1.0
- Student may still work in Read Naturally Live if the student:
 - Knows beginning sounds
 - Recognizes 50 written words



Two Options:

- Sequenced series, Level 1.0
- Phonics series, Level 0.8 (short vowels)

Initial Placement Ranges

Placement Testing Level	Placement Range (WCPM)
1.0 to 3.0	30 to 60 WCPM
3.5 to 5.0	60 to 80 WCPM
5.6 to 7.0	80 to 100 WCPM
8.0	100 to 140 WCPM

Determining a Student's Needs

Fluency

Fluency & Phonics

Phonics



Ella



Evan

Phonics Series Levels

Series and Level Options

Read Naturally Live			
Reading Level	Sequenced	Phonics*	Idioms
1.0	1.0	0.8	
1.5	1.5	1.3	
2.0	2.0	1.8	
2.5	2.5	2.3	
3.0	3.0	2.6 2.7	3.0
3.5	3.5		3.5
4.0	4.0		4.0
4.5	4.5		4.5
5.0	5.0		
5.6	5.6		
6.0	6.0		
7.0	7.0		
8.0	8.0		

*Phonics Content by Level	
0.8	short vowels
1.3	long vowels
1.8	blends/digraphs
2.3	r-controlled & other letter combinations
2.6	short vowels (one- & two-syllable words)
2.7	long vowels (one- & two-syllable words)

Phonics Series Placement

- Consider only for a student who reads at or below Read Naturally level 3.0.
- Assess at the level corresponding to a student's phonics needs.
- Score within 30–60 wcpm range indicates a good fit.
- Otherwise, place in the Sequenced or Idioms series and teach phonics separately.

Phonics-Based Testing Level

Phonics Content By Level	Placement Testing Level
0.8 short vowels	Level 1.0
1.3 long vowels	Level 1.5
1.8 blends/digraphs	Level 2.0
2.3 r-controlled & other letter combinations	Level 2.5
2.6 short vowels (one- & two-syllable words)	Level 3.0
2.7 long vowels (one- & two-syllable words)	Level 3.0

Initial Placement Ranges

Testing Level	WCPM Score
1.0 to 3.0	30 to 60 wcpm
3.5 to 5.0	60 to 80 wcpm
5.6 to 7.0	80 to 100 wcpm
8.0	100 to 140 wcpm

Placing Ella

Ella

- 2nd grade student
- Needs to improve fluency
- Needs to work on long vowels
- Estimated reading level 1.5



Placing Ella

Read Naturally Live > Placement for Ella Page Close

Placement Step 3: Analyze fluency results Print

Student's Results ⓘ
Score from the most recent test is in bold type.

Placement Testing Level	Student Score (wcpm)	Placement Range (wcpm)
1.5	45	30 - 60

Choose an option and click Next

☒ **Stop testing and pick a level (recommended)**

The student's results fit in a fluency placement range. Select a series, level, and goal from the list below.

Series	Level	Story Goal
Sequenced	1.5	75
Phonics	1.3b long vowel pairs	75
Phonics	1.3a long vowels with silent e	75

Any phonics levels listed above are based on the student's fluency assessment results. If you need more information about the student's phonics needs, use the Phonics/Word Analysis Assessment and then adjust the assignment, if appropriate.

Your selection can be edited after placement is saved. ⓘ

☐ **Continue fluency testing**

Return to the first placement screen to select a different level to test.

Next >

Placing Ella

Ella

- 2nd grade student
- Needs to improve fluency
- Needs to work on long vowels
- Placement testing level 1.5



Work on phonics and fluency together:

- Phonics series
- Level 1.3a (Long vowels with silent e)
- Story Goal: 75
- Word List Goal: 35

Placing Ella



For fluency and phonics,
work in Read Naturally Live:

- Phonics series
- Level 1.3a

Fluency

Fluency &
Phonics

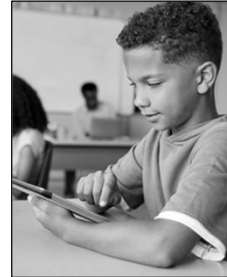
Phonics



Placing Evan

Evan

- 5th grade student
- Needs to improve fluency
- Needs to work on r-controlled vowels
- Estimated reading level 3.5



Placing Evan

Read Naturally Live > Placement for Evan Renbeck Close

Placement Step 3: Analyze Results Print

Student's Results ⓘ

Score from the most recent test is in bold type.

Placement Testing Level	Student Score (wcpm)	Placement Range (wcpm)
3.5	70	60 - 80

Choose an option and click Next

☐ Continue testing
Return to the first placement screen to select a different level to test.

☒ Stop testing and pick a level (recommended)
The student's results fit in a placement range. Select a series, level, and goal from the list below.

Series	Level	Goal
Sequenced	3.5	110
Idioms	3.5	110

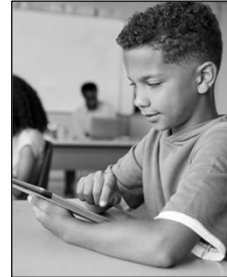
Your selection can be edited after placement is saved. ⓘ

Next Cancel

Placing Evan

Evan

- 5th grade student
- Needs to improve fluency
- Needs to work on r-controlled vowels
- Estimated reading level 3.5



Work in Read Naturally Live for fluency:

- Sequenced series
- Level 3.5
- Story Goal: 110

Work on phonics separately

Determining a Student's Needs



Fluency



Fluency &
Phonics



Phonics



+



Determining a Student's Needs



Fluency

Fluency &
Phonics

Phonics





Placing Students



- Reinforces phonemic awareness and teaches phonics
- Develops mastery and automaticity in decoding
- Supports fluency development



Placing Students with Phonics Needs

Resources:

- Phonics/Word Analysis Assessments (online)
- Word Warm-ups Live Phonics Scope and Sequence by Level



Phonics/Word Analysis Assessments

The Phonics/Word Analysis assessments, available from the Teacher Menus of Read Naturally Live and Word Warm-ups Live, are:

- The letter sounds assessment (accessed from the Assess Letter Sounds Knowledge screen).
- The decoding skills assessment (accessed from the Assess Decoding Skills screen).

You can use these assessments to:

- Determine which phonics skills a student has not mastered.
- Place a student in an appropriate Read Naturally Live level and/or Word Warm-ups Live section.
- Plan phonics instruction outside of Read Live.
- Monitor progress in mastering phonics skills over time.

Preparing to administer the assessments

You can administer these assessments in these two ways:

- You and the student share the screen (i.e., the student reads from the screen while you score the responses on the screen).
- The student reads from a printed copy of the test items while you score the responses on the screen.

If you would like to have students read from a printed copy of the test items,

1. Choose Student copy of assessment PDF from either the Assess Letter Sounds Knowledge or the Assess Decoding Skills screen.
2. Print the whole PDF or the page(s) that include(s) the test items for the set(s) of the assessment you will administer.
3. Cut the pages into sets of test items.

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3

Phonics/Word Analysis Assessment Instructions

Placing Marci

Marci

- 1st grade student
- Meets fluency benchmark goals for 1st grade
- Needs to work on long vowels
- Estimated reading level below third grade



Placing Marci



ae ou Phonics/Word Analysis Assessments

The Phonics/Word Analysis assessments, available from the Teacher Menus of Read Naturally Live and Word Warm-ups Live, are:

- The letter sounds assessment (accessed from the Assess Letter Sounds Knowledge screen).
- The decoding skills assessment (accessed from the Assess Decoding Skills screen).

You can use these assessments to:

- Determine which phonics skills a student has not mastered.
- Place a student in an appropriate Read Naturally Live level and/or Word Warm-ups Live section.
- Plan phonics instruction outside of Read Live.
- Monitor progress in mastering phonics skills over time.

Preparing to administer the assessments

You can administer these assessments in these two ways:

- You and the student share the screen (i.e., the student reads from the screen while you score the responses on the screen).
- The student reads from a printed copy of the test items while you score the responses on the screen.

If you would like to have students read from a printed copy of the test items:

1. Choose **Student copy of assessment PDF** from either the Assess Letter Sounds Knowledge or the Assess Decoding Skills screen.
2. Print the whole PDF or the page(s) that include(s) the test item(s) for the assessment you will administer.
3. Cut the pages into sets of test items.

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Administer the Phonics/Word Analysis Assessments:

- To identify earliest phonics need
- To place in the appropriate level and section of Word Warm-ups Live
- To consider placement in the Phonics series

Phonics/Word Analysis Assessment

Marci Gasper 86 86 Close

Analyze phonics/word analysis results

Student's results

The skill in bold type is the stopping point of the current assessment, and suggests a good starting point for this student's phonics/word analysis instruction.

Skills Tested	Percent Correct
Long vowel teams	40
Long vowels with silent e	80

Choose an assignment

The student's phonics/word analysis assessment results indicate that the student needs phonics instruction that is available in Read Live.

Choose the student's Read Live assignment(s) below:

☒ Word Warm-ups Live 1D Long vowels, Word List goal 40 (recommended)

☐ The student's current assignment:
Word Warm-ups Live 1B Short vowels, Word List goal 40

Your selection can be edited after placement is saved. i

Word Warm-ups Live 1D Long vowels, Word List goal 40 (recommended)

Teacher Present

Placing Marci

Marci

- 1st grade student
- Meets fluency benchmark goals for 1st grade
- Needs to work on long vowels
- Estimated reading level below third grade



Work in Word Warm-ups Live for phonics:

- Level 1
- Section D (long vowels)
- Word List Goal: 40

Placing Marci



For phonics, work in
Word Warm-ups Live:
▪ Level 1
▪ Section D

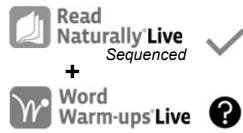
Fluency

Fluency &
Phonics

Phonics



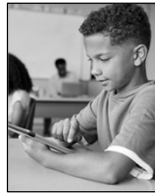
Determining a Student's Needs



Fluency

Fluency & Phonics

Phonics



 **Read Live**
Programs

 **Read Naturally Live**

 **Word Warm-ups Live**

 **One Minute Reader Live**

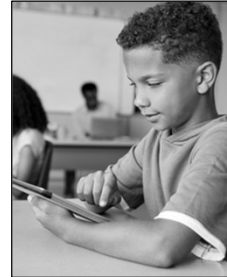
 **Read Naturally Live—Español**



Placing Evan

Evan

- 5th grade student
- Needs to improve fluency
- Needs to work on r-controlled vowels
- Estimated reading level 3.5



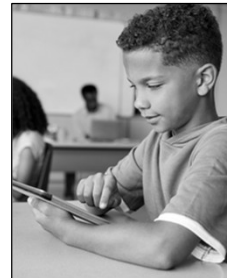
Work in Read Naturally Live for fluency:

- Sequenced series
- Level 3.5
- Story Goal: 110

Placing Evan

Evan

- 5th grade student
- Needs to improve fluency
- Needs to work on r-controlled vowels
- Estimated reading level 3.5



Work in Word Warm-ups Live for phonics:

- Level 1
- Section G
- Word List Goal: 40

Placing Evan



For fluency, work in Read Naturally Live:
 ▪ Sequenced series, Level 3.5
 For phonics, work in Word Warm-ups Live:
 ▪ Level 1, Section G



Fluency

Fluency &
Phonics

Phonics



Student Placement Results Report

Teacher-Conducted Placement

- Student's Results
- Recommendations
- Decision

Read Naturally Live
Student Placement Results

Report Date: 03/19/2020

Placement Teacher: Westley, Janicot
Grade When Placed: 4
Date Tested: 03/15/2020

Ezra Richardson
Current Grade: 4
Current Homeroom:
Current Lead Teacher: P.Ramos
School: Springfield Elements...

Student's Results
Score from the most recent test is in bold type

Placement Testing Level	Student Score (wcpm)	Placement Range (wcpm)
3.5	59	60 - 80
3.0	67	30 - 80

Recommendation(s)
Includes recommendations made at any point during the student's most recent placement.

Series	Level	Goal (wcpm)
Sequenced	3.0	85
Idioms	3.0	85
Phonics	2.7b long o, u, and mixed	85
Phonics	2.7a long a, e, i	85
Phonics	2.6b short o, u, and mixed	85
Phonics	2.6a short a, e, i	85

Decision

Series	Level	Goal (wcpm)
Phonics	2.7a long a, e, i	85

Student Placement Results Report

Independent Student Placement

- Student's Results
- Placement
- Notes

Read Naturally Live
Student Placement Results
 Placement Teacher: N/A, student independent
 Grade When Placed: 5
 Date Tested: 05/01/2024

Report Date: 05/01/2024

Alyssa Green
 Current Grade: 5
 Current Homeroom:
 Current Lead Teacher: J Murray
 School: Springfield School

Student's Results
 Score from the most recent test is in bold type

Placement Testing Level	Student Score (wcpm)	Placement Range (wcpm)
4.0	70	60 - 80
3.5	85	60 - 80

Placement

Series	Level	Goal (wcpm)
Sequenced	4.0	110

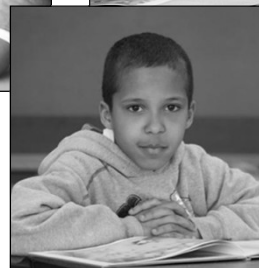
Notes
 The following levels might also work well for this student. Use your knowledge of the student's strengths and needs to decide.

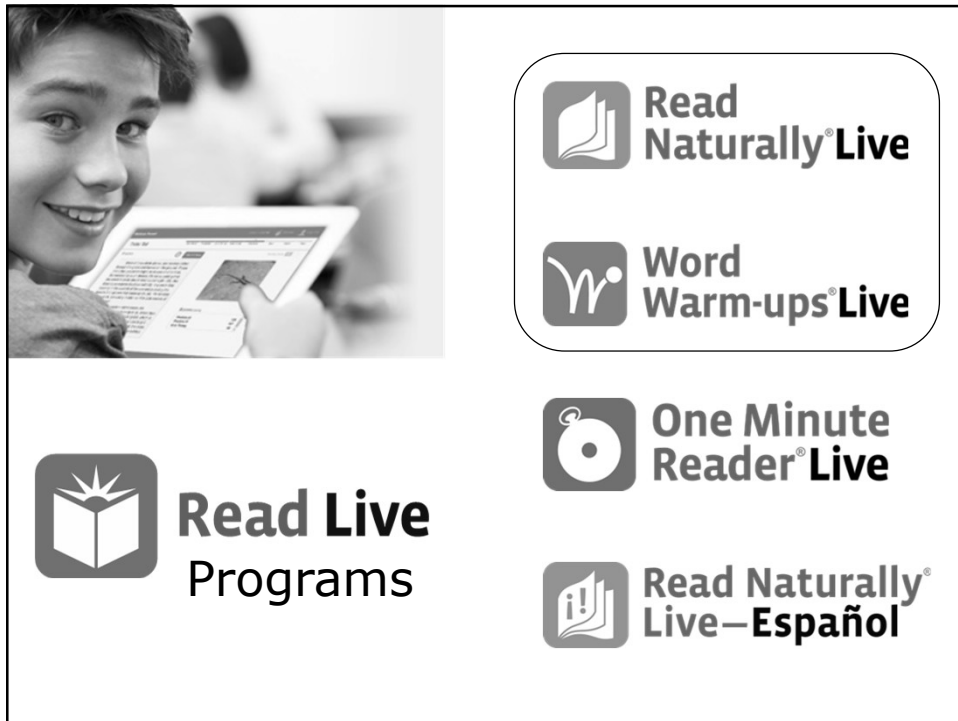
Series	Level	Goal (wcpm)
Idioms	4.0	110

If the placement level and goal assigned through student-independent placement seems inaccurate, a technical problem with the recording may have occurred. If you prefer to place the student again, using the teacher-supported placement program, you can do so through the staff module.

Placing Students and Beyond

- Determine Level
- Select Series
- Set Story Goal







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Questions?





Word Warm-ups Live

Scope and Sequence by Level

Phonics Skills and Word Analysis in Word Warm-ups Live, Levels 1, 2, & 3

Level 1: One-syllable Words

Section	Exercise
A: Letter sounds	Short a and b, g, t, f, s
	Short i and p, c, m, r, h
	Short o and d, j, n, c, y
	Short u and v, b, x, g, l
	Short e and k, z, d, w, qu
B. Short vowels	Short a
	Short i
	Short o
	Short e
	Short u
C. Long vowels with silent e	Long a with silent e
	Long i with silent e
	Long o with silent e
	Long u with silent e
D. Long vowel teams	Long vowels: ai, ay
	Long vowels: ee, e, ea
	Long vowels: oa, o, oe, ow
	Long vowels: ie, igh, y, ui, ue
E. Consonant digraphs with short vowels	Consonant digraph: sh
	Consonant digraph: ch (and tch)
	Consonant digraph: th (voiced and unvoiced)
	Consonant digraph: wh*
	Consonant digraph: ng
F. Consonant blends with short vowels	Beginning blends with an r
	Beginning blends with an l
	Beginning blends with an s
	Ending blends with an n
	Ending blends with an s
	Ending blends with an l
G. Vowels with r	One vowel and r: ar
	One vowel and r: or
	One vowel and r: ir, er, ur
	One vowel and r with silent e: ure, are, ore
	Two vowels and r: ear, air, oar, eer
H. Soft c/g and silent consonants	Soft sound of c: ce, ci, cy
	Soft sound of g: ge, gi, gy (and dge)
	Silent consonants: kn, wr, gn
I. Diphthongs and other vowel sounds	Vowel sound: aw, au, al
	Vowel sound: ow, ou
	Vowel sound: oi, oy
	Vowel sounds: ew, oo, u
	Vowel sounds: long and short ea
	Vowel sounds after w: wa, war, wor

Level 2: Two-syllable Words

Section	Exercise
A. Compound words <i>Review of phonics skills taught in Level 1, Sections B, C, D, E, & F</i>	Compound words: short vowels
	Compound words: long vowels / silent e
	Compound words: long vowel teams
	Compound words: consonant digraphs
	Compound words: consonant blends
B. More compound words <i>Review of phonics skills taught in Level 1, Sections G, H, & I</i>	Compound words: vowels with r
	Compound words: soft c/g, kn, gn, wr
	Compound words: au, aw, ou, ow
	Compound words: oo, ew, oy, oi
C. One-syllable words not changed by suffixes	One-syllable words and -s or -es
	One-syllable words and -ed saying /d/
	One-syllable words and -ed saying /t/
	One-syllable words and -ed saying /əd/
	One-syllable words and -ing
D. One-syllable words changed by suffixes	One-syllable words and -er or -est
	Silent-e words and -ing
	Silent-e words and -ed
	Short-vowel words and -ing
	Short-vowel words and -ed
E. Words with two syllables and schwa <i>Introduction of unstressed syllables and schwa</i>	One-syllable words changed by -er or -est
	Words that look alike when suffixes are added
	Words with two middle consonants
	Words with middle blends and digraphs
	Words ending with long vowel patterns
F. Closed and open syllables	Words with vowels with r
	Words with long vowel teams
	Words with other vowel teams, diphthongs
	Closed syllables and consonant-l-e
	Open syllables and consonant-l-e
G. Two-syllable words with suffixes	Mixed syllables and consonant-l-e
	Closed syllables: one middle consonant
	Open syllables: one middle consonant
	One middle consonant: open or closed?
	Words not changed by -s, -es
H. Words with prefixes	Words not changed by -ed
	Words not changed by -ing
	Words not changed by -er
	Silent-e words changed by suffixes
	Words with y changed by suffixes
	Words with the prefix re-
	Words with the prefix un-
	Words with the prefix dis-
	Words with the prefix mis-
	Words with the prefix de-

*Some long vowel words are included in the wh lists.



Word Warm-ups Live

Scope and Sequence by Level

Phonics Skills and Word Analysis in Word Warm-ups Live, Levels 1, 2, & 3

Level 3: Multisyllabic Words

Section	Exercise
A: Word parts: prefixes <i>Introduction of schwa and flexed vowel sounds in unstressed prefixes</i>	Prefixes: dis, en, con
	Prefixes: pre, re, de
	Prefixes: a, mis, in, im
	Prefixes: un, pro, ex, e
B. Other word parts	Word parts: closed syllables
	Word parts: more closed syllables
	Word parts: vowels with r, vowel teams
	Word parts: silent e
C. Word parts: suffixes <i>Schwa and flexed vowel sounds in unstressed suffixes</i>	Suffixes: ful, ness, ment
	Suffixes: ture, or, al
	Suffixes: ly, ty, tion, sion
	Suffixes: ist, en, able, ible
D. Word parts: more prefixes	Prefixes: be, ab, anti
	Prefixes: com, per, inter
	Prefixes: trans, sub, ad
E. Word parts: more suffixes	Suffixes: ate, age, ant, ent
	Suffixes: ize, ity, ance, ence
	Suffixes: ary, tive, sive, tial, cial
	Suffixes: ic, ous, tious, cious
F. Word parts: open and closed syllables	Open syllables
	More open syllables
	Flexing vowel sounds
	More flexing vowel sounds
G. Connectors	Connectors: schwa sound
	Connectors: vowel i
	More connectors: vowel i
	Connectors: vowel u