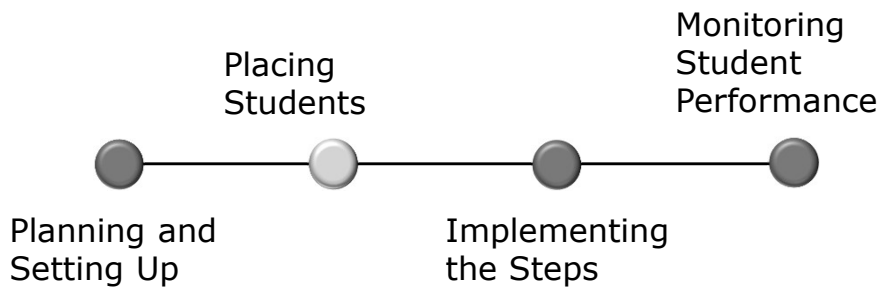


Read Naturally Live

Placing Students

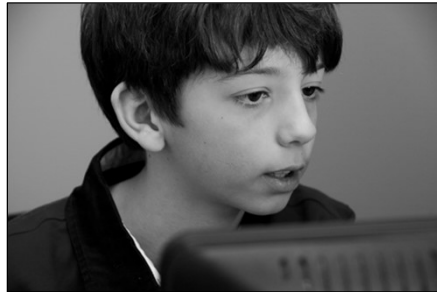


Teacher Responsibilities



Placing Students

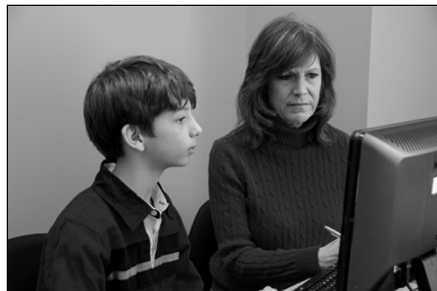
- Determine Level
- Select Series
- Set Story Goal



Understanding Initial Placement

Two phases:

- ▪ Conducting Initial Placement
- Checking Initial Placement

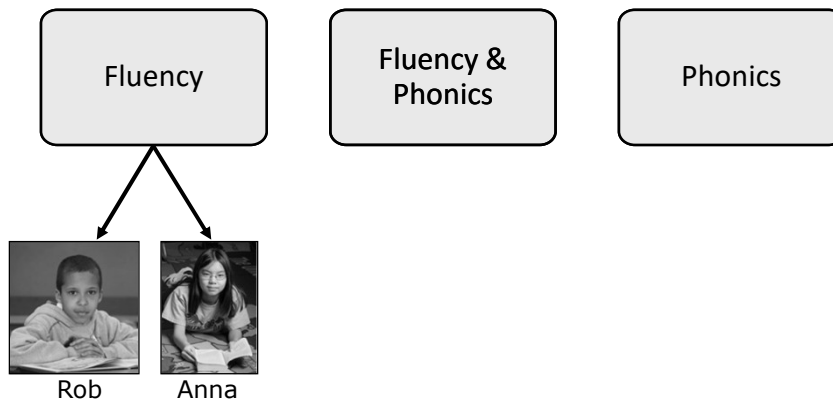


Understanding Initial Placement

- Conducting Initial Placement
 - Teacher Assisted Placement
 - Student Independent Placement



Determine 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 Assisted Placement

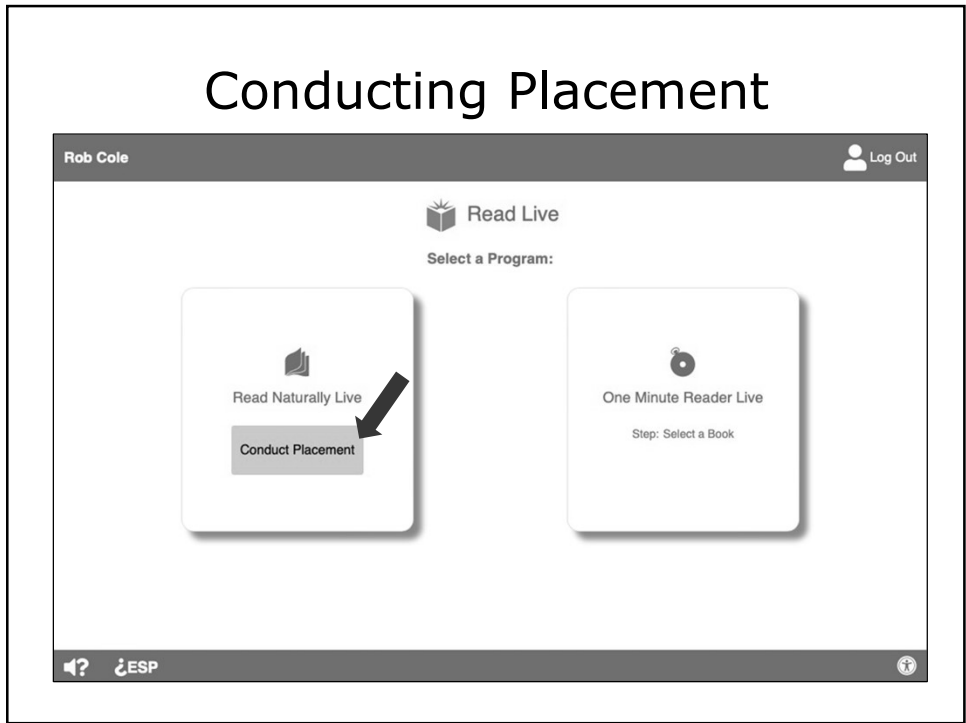


- Teacher Module
 - Enrolling a student
 - Licensing a student
- Placement Test
- Placing a Student

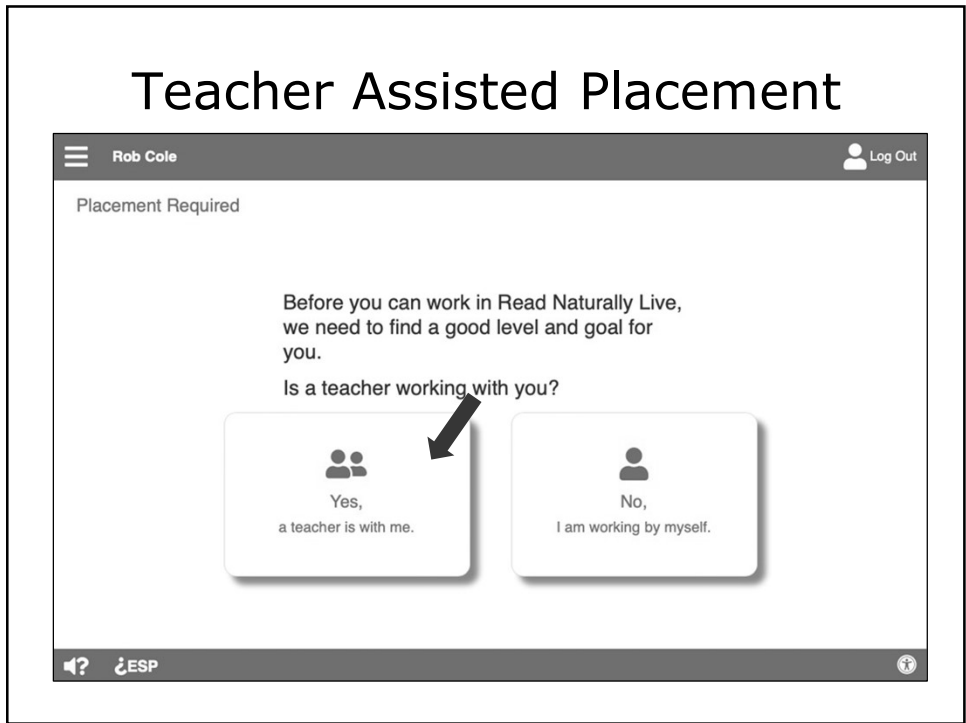
Logging In

A screenshot of the Read Live Student Login page. The page has a dark 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 dark gray login form with three input fields: "Account ID *" (containing "00000"), "User ID *" (containing "robcole"), and "Password *" (containing "****"). To the right of the fields is a "Log In" button with a key icon. Below the fields is a "Need Help?" link. At the bottom of the page, there is a copyright notice: "Copyright © 2023 Read Naturally, Inc. All rights reserved."

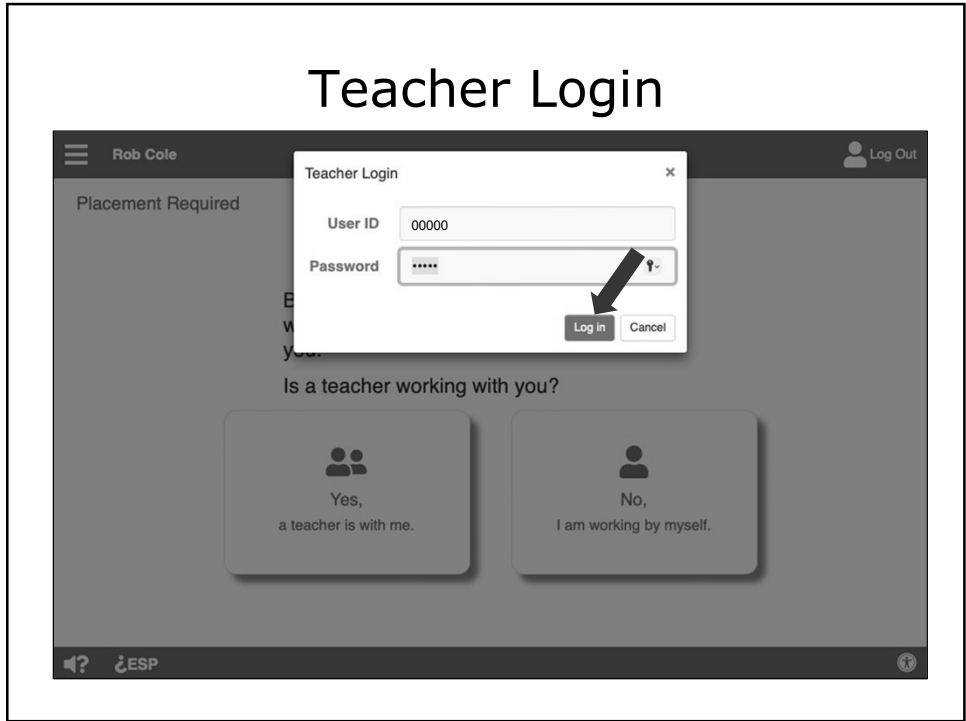
Conducting Placement



Teacher Assisted Placement



Teacher Login



Placing Students

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

Before you place this student in Read Naturally Live consider whether the student has phonics needs. If the answer is yes:
1. In the Read Live Staff Module, go to the home page and click the Word Warm-ups Live tile.
2. Click Print Phonics Assessment to access a phonics test which includes instructions on when to place the student in Read Naturally Live, Word Warm-ups Live, or both.

Select a level to test	Series available at the level
<input type="radio"/> 1.0	<input type="checkbox"/>
<input type="radio"/> 1.5	<input type="checkbox"/>
<input type="radio"/> 2.0	<input type="checkbox"/>
<input type="radio"/> 2.5	<input type="checkbox"/>
<input checked="" type="radio"/> 3.0	<input type="checkbox"/>
<input type="radio"/> 3.5	<input type="checkbox"/>
<input type="radio"/> 4.0	<input type="checkbox"/>
<input type="radio"/> 4.5	<input type="checkbox"/>

Teacher Present Next

Determining Rob's Level, Part 2

Rob Cole Close

Kinkajou

Placement Step 2: Test in Level 3.0 Reading Guide

Start Timing

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 insects and other small

Page 1

Timing Results

Words read: 68

Number of missed words: 3

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

Teacher Present Back Next

Determining Rob's Level, Part 3

☰ Rob Cole
Close

Placement Step 3: Analyze 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 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

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

Before you place this student in Read Naturally Live consider whether the student has phonics needs. If the answer is yes:

- In the Read Live Staff Module, go to the home page and click the Word Warm-ups Live tile.
- Click Print Phonics Assessment to access a phonics test which includes instructions on when to place the student in Read Naturally Live, Word Warm-ups Live, or both.

Select a level to test

- 1.0
- 1.5
- 2.0
- 2.5
- 3.0 (tested)
- 3.5
- 4.0
- 4.5

Series available at the level

- ⓘ
- ⓘ
- ⓘ
- ⓘ
- ⓘ
- ⓘ
- ⓘ
- ⓘ

🔊 ESP Teacher Present
⏪ Back ⓘ Next >

Determining Rob's Level, Part 2

Rob Cole Close

Velcro

Placement Step 2: Test in Level 3.5 Reading Guide

Start Timing

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

Timing Results

Words read: 62

Number of missed words:

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 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

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

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 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

Next >

Determining Rob's Level, Part 3

Rob Cole 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	55	60 - 80
3.0	65	30 - 60

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 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
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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

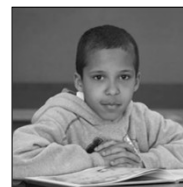
Teacher Present Next

Placing Students

Setting Rob's Goal

- Grades 4 and below:
Placement score + 30,
rounded down to nearest 5
- Grades 5+ :
Placement score + 40,
rounded down to nearest 5













Rob:
 $65 + 30 = 95$



Determining Level and Goal

Rob Cole Level 1 Goal Teacher Log Out

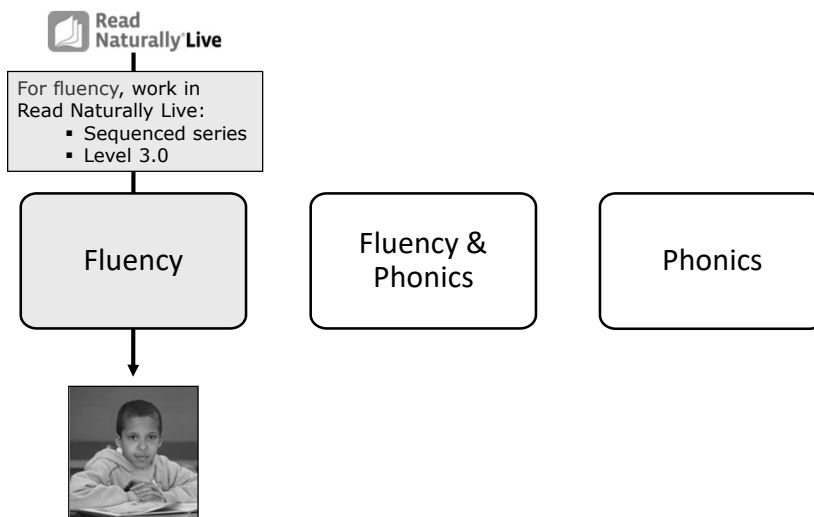
Select a Story Sequenced 3.0 | 95 wcpm

 Gorilla	 Ida Lewis	 Reaching for the Stars	 A Remarkable Friendship
 Trapdoor Spider	 Poison Dart Frog	 Electric Eel	 The Tree of Life
 Destructive Builders	 Puffer Fish	 Calling All Citizens!	 Painting With Eggs

Stories 1-12: 0 Complete Stories 13-24: 0 Complete

Placing Students

Placing Rob



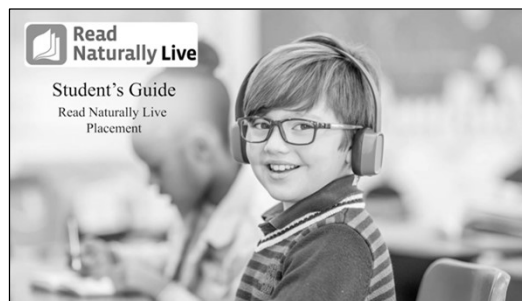
Placing Anna

- 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



Student Independent Placement

Training Students to Conduct Independent Placement



A Student's Guide to
Read Naturally Live
Independent Placement
Video

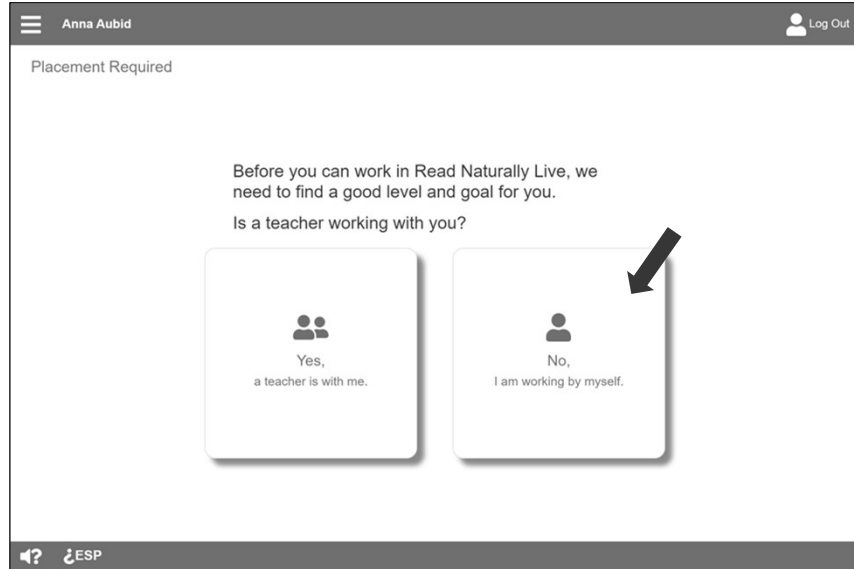
Logging In

The screenshot shows the Read Live Student Login interface. 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". A dark grey box contains the login form with the following fields: "Account ID*" (containing "000"), "User ID*" (containing "aaubid"), and "Password*" (containing "*****"). A "Log In" button with a key icon is positioned to the right of the password field. Below the password field is a "Need Help?" link. At the bottom of the page, there is a copyright notice: "Copyright © 2024 Read Naturally, Inc. All rights reserved."

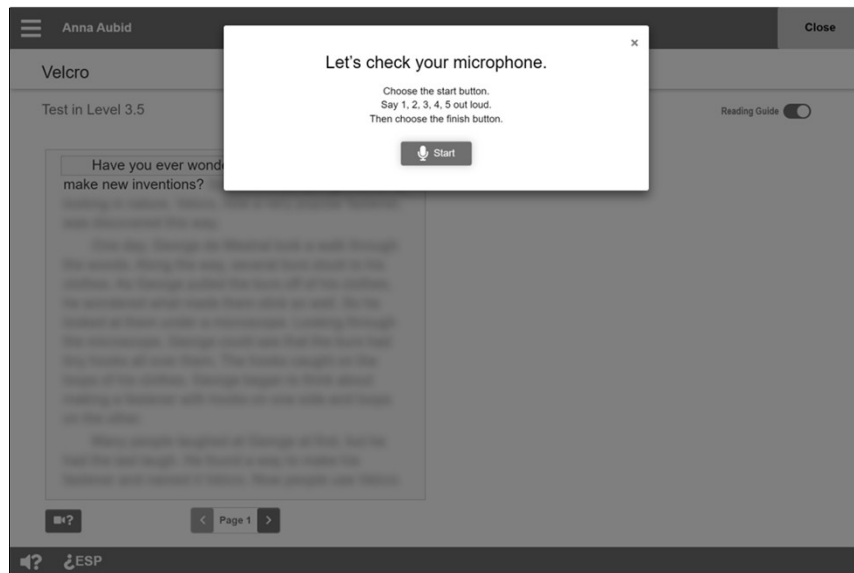
Conducting Placement

The screenshot shows the Read Live program selection page. At the top, the user's name "Anna Aubid" is displayed on the left, and a "Log Out" link with a user icon is on the right. The main heading is "Read Live" with a book icon. Below this is the instruction "Select a Program:". There are two program cards: "Read Naturally Live" with a book icon and a "Conduct Placement" button (indicated by a black arrow), and "One Minute Reader Live" with a CD icon and the text "Step: Select a Book". At the bottom left, there is a speaker icon and the text "ESP".

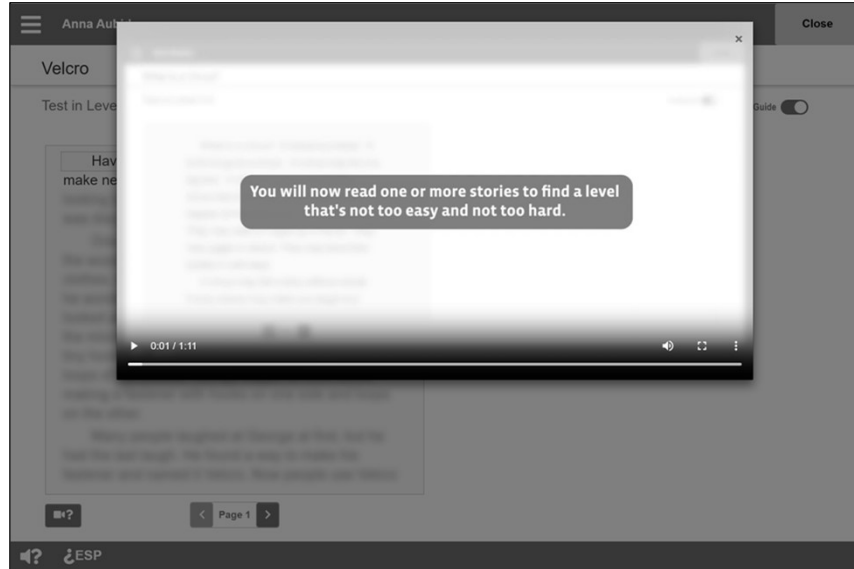
Student Independent Placement



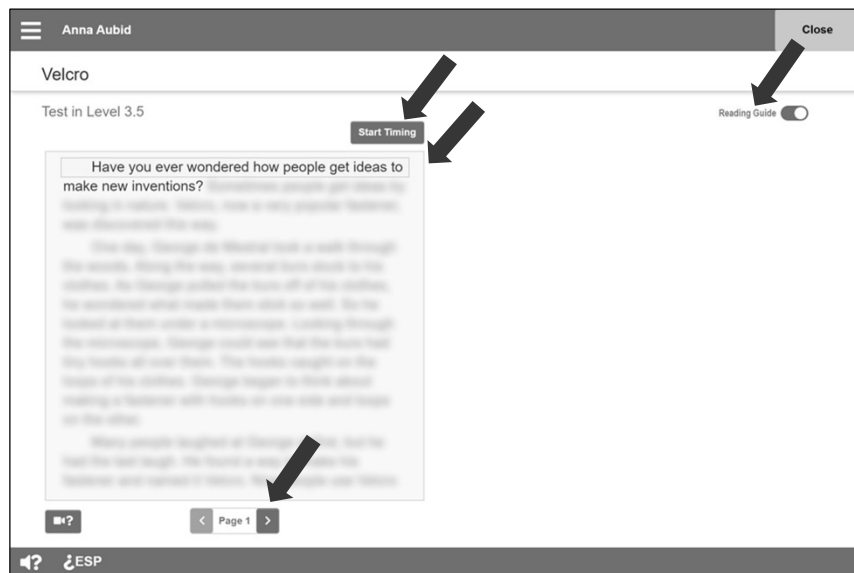
Microphone Check



Tutorial Video



Determining Level and Goal



Determining Level and Goal

The screenshot displays a software interface for determining reading levels. At the top, a window titled 'Anna Aubid' shows 'Placement Results' with a puzzle piece graphic and the text: 'Let's try another story. It might be a better fit.' Below this are three smaller windows, each representing a different reading level:

- Velcro (Level 3.5):** 'Test in Level 3.5' with a 'Start Timing' button and a large '3.5' score. The text asks: 'Have you ever wondered how people get ideas to make new inventions?'
- Spiral Island (Level 4.0):** 'Test in Level 4.0' with a 'Start Timing' button and a large '4.0' score. The text says: 'Many people dream of living on a tropical island.'
- A Marathon of Hope (Level 4.5):** 'Test in Level 4.5' with a 'Start Timing' button and a large '4.5' score. The text says: 'For 143 days, Terry Fox ran nearly a marathon each day.'

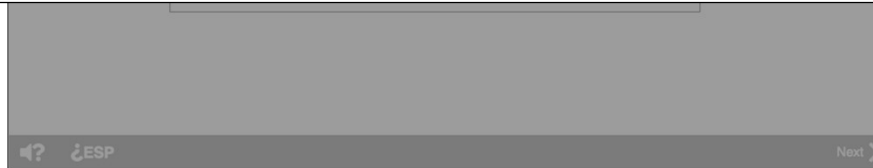
Determining Level and Goal

The screenshot shows a reading test interface for 'Antoni Gaudí' at Level 5.0. The window title is 'Anna Aubid' and it includes a 'Close' button. The text reads: 'Antoni Gaudí' and 'Test in Level 5.0'. There is a 'Start Timing' button and a 'Reading Guide' toggle switch. The main text block begins with: 'A strange building stands along a busy street in Barcelona.' Below the text is a 'Page 1' indicator and a 'ESP' logo at the bottom.

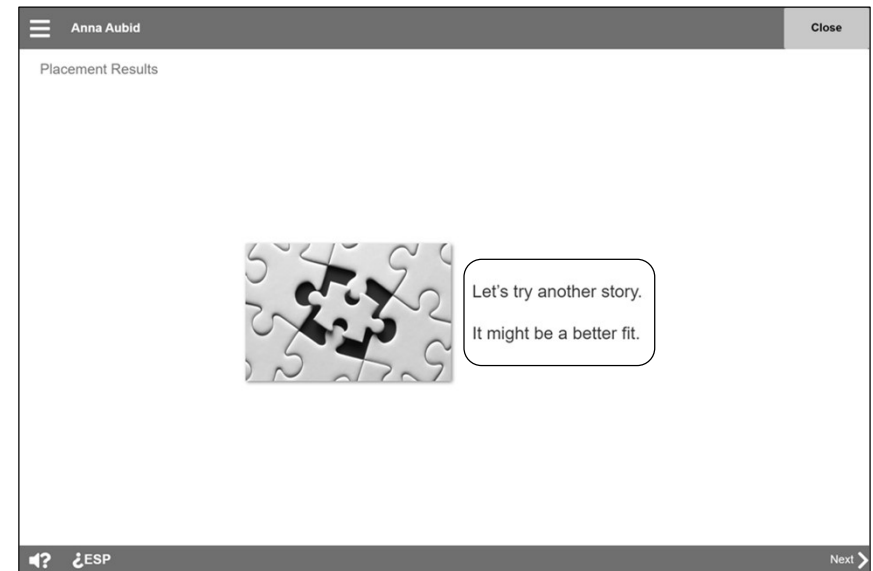
Determining Level and Goal



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



Determining Level and Goal



Determining Level and Goal

The screenshot shows a digital reading assessment interface. At the top, it says 'Anna Aubid' and 'Close'. The title of the passage is 'The Hindenburg'. Below the title, there is a 'Test in Level 5.6' button and a 'Start Timing' button. A 'Reading Guide' toggle is visible on the right. The main text area contains a question: 'Can you imagine an aircraft the size of three football fields?' followed by several paragraphs of text. At the bottom, there is a 'Page 1' indicator and a 'Next' button.

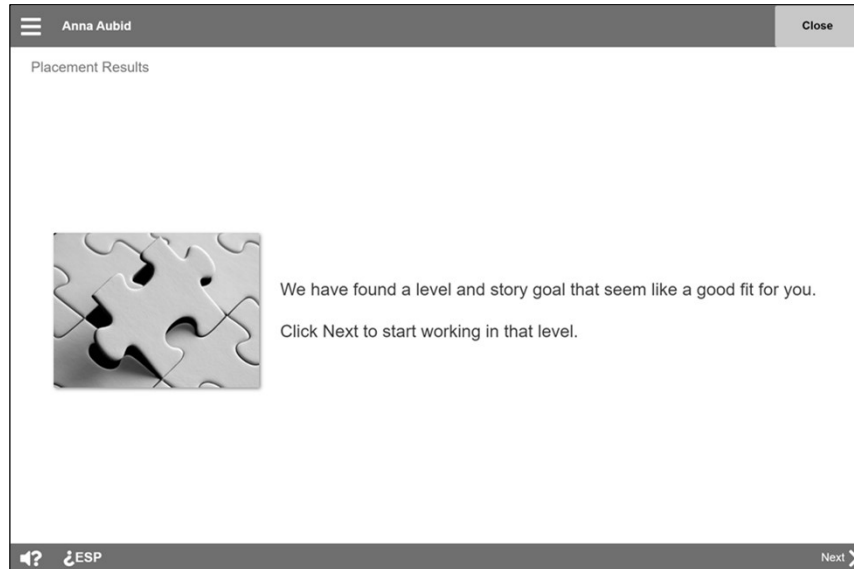
Determining Level and Goal

The screenshot shows the 'Placement Results' section of the assessment. A table displays the following information:

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

Below the table, there is a 'Next' button.

Determining Level and Goal



Placement Results

We have found a level and story goal that seem like a good fit for you.
Click Next to start working in that level.

Next >

Placing Students

Setting Anna's Goal

- Grades 4 and below:
Placement score + 30,
rounded down to nearest 5
- Grades 5+:
Placement score + 40,
rounded down to nearest 5



Anna:
 $82 + 40 = 122$, rounded down to 120

Determining Level and Goal

The screenshot shows the Read Naturally Live interface. At the top, the user is identified as Anna Aubid, with options for Level | Goal, Teacher, and Log Out. The main heading is "Select a Story" with a sub-header "Sequenced 5.6 | 120 wcpm". A grid of 12 story cards is displayed, each with a small image and a title: 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 are navigation icons and progress indicators for "Stories 1-12: 0 Complete" and "Stories 13-24: 0 Complete".

Placing Students

Placing Anna



For fluency, work in Read Naturally Live:

- Sequenced series
- Level 5.6

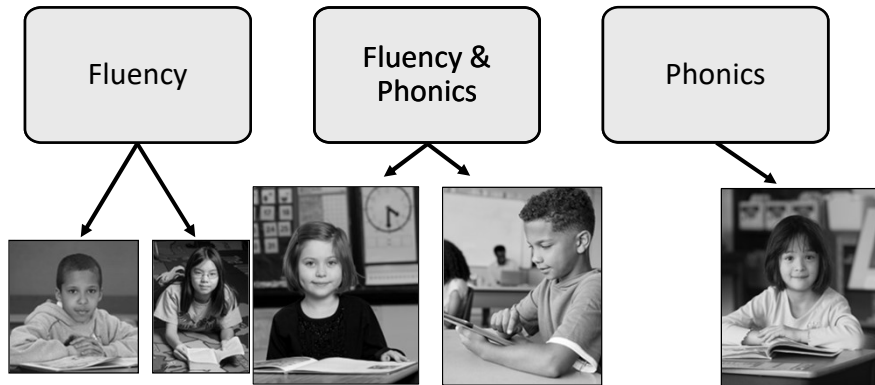
Fluency

Fluency & Phonics

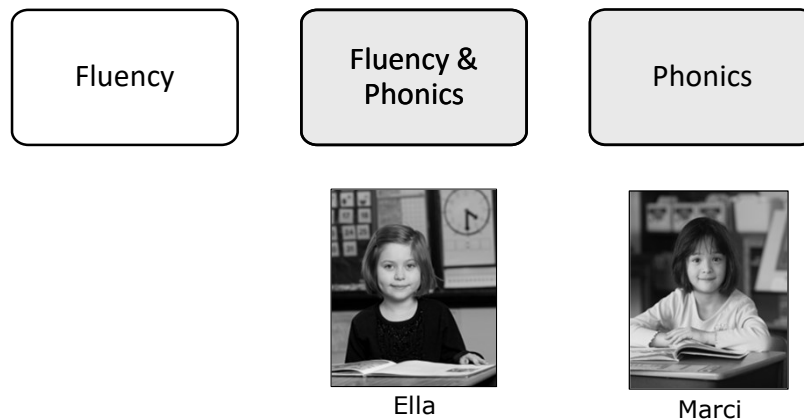
Phonics



Determine 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:
 - Knows beginning sounds
 - Recognizes 50 written words



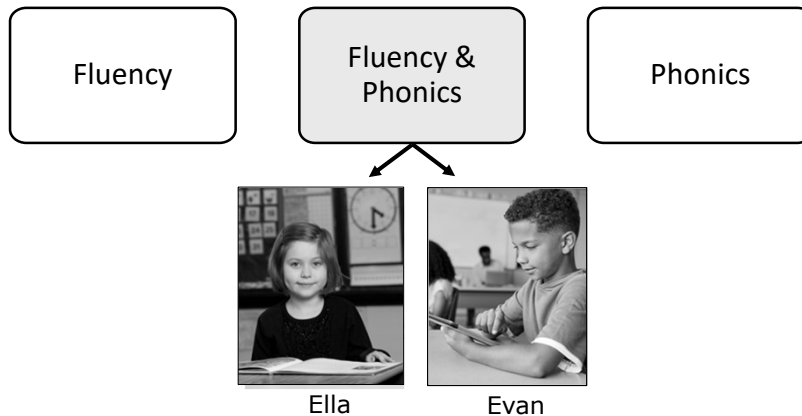
Two Options:

- 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

Determine a Student's Needs



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

Needs: Phonics and Fluency

Ella

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



Placing Ella

Needs: Phonics and Fluency

Read Naturally Live > Placement for Ella Page 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)
1.5	45	30 - 60

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	1.5	75
Phonics	1.3b long vowel pairs	75
Phonics	1.3a long vowels with silent e	75

→

Your selection can be edited after placement is saved. ⓘ

Next Cancel

Placing Ella

Needs: Phonics and Fluency

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

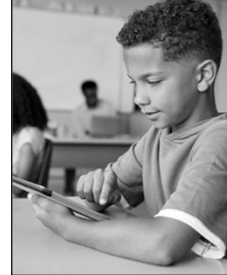


Placing Evan

Needs: Phonics and Fluency

Evan

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



Placing Evan

Needs: Phonics and Fluency

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. ⓘ

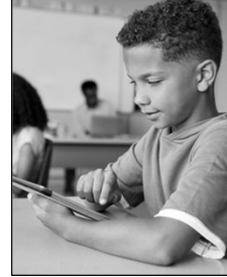
Next Cancel

Placing Evan

Needs: Phonics and Fluency

Evan

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

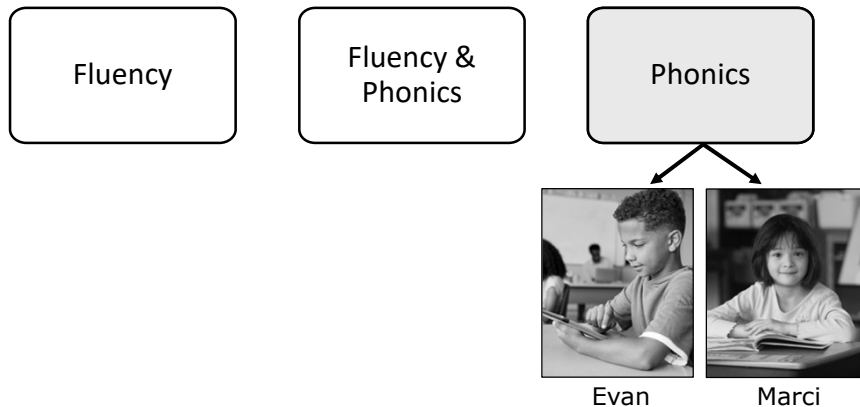


Work in Read Naturally Live for fluency:

- Sequenced series
- Level 3.5
- Story Goal 110

Work on phonics separately

Determine a Student's Needs





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



Placing Students in Word Warm-ups Live

Resources:

- Word Warm-ups Live Phonics Assessment
- Word Warm-ups Live Phonics Scope and Sequence by Level



Placing Marci

Needs: Phonics

Marci

- 1st grade student
- Meets fluency benchmark goals for 1st grade
- Difficulty decoding one-syllable words
- Estimated reading level below third grade



Placing Marci

Needs: Phonics



Word Warm-ups Live Phonics Assessment

Table of Contents

- Phonics Options in Read Live
- Which Read Live Program is Right for My Student?
- Program Selection, Placement, and Goals
- Word Warm-ups Live Phonics Assessment
- Assessment Preparation
- Assessment Directions
- Scoring Worksheets and Student Copies
- Level Scores
- Level 1, Sections A, Letter Sounds
- Level 1, Sections B-F
- Level 2, Sections A-G
- Level 2, Sections A-G
- Pronunciation Guide
- Audio Guide

Phonics Options in Read Live

- Read Live has programs designed to address the phonics needs of students:
- Word Warm-ups Live (WWL) teaches phonics, syllable, and affix patterns.
 - Read Naturally Live (RNL) Phonics series teaches early phonics skills as well as reading fluency.
- To decide which Read Live program to assign, you need to determine the student's instructional needs. Assessing the student will inform you about the student's phonics and fluency needs.
- To determine the student's phonics needs, use the WWL Phonics Assessment in this document.
 - To determine the student's fluency needs, use an oral reading fluency assessment at the student's grade level (daily available in your school or district).
- Compare the student's needs to the following tables, "Which Read Live Program is Right for My Student?" and "Program Selection, Placement, and Goals," to guide your decision.

Which Read Live Program is Right for My Student?

A student who needs intervention in:			
Fluency	Phonics	Phonics and Phonics	
		Estimated reading level at or above third grade	Estimated reading level below third grade
Should be placed in:			
RNL, Sequenced or Idioms Series	WWL	Both RNL, Sequenced Series and WWL	RNL, Phonics Series or Both RNL, Sequenced Series and WWL

Copyright © 2022 Read Naturally, Inc. 1 Word Warm-ups Live Phonics Assessment Administration Guide

Administer the Word Warm-ups Live Phonics Assessment:

- 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

Word Warm-ups Live Phonics Assessment

Level 1, Section C: Long vowels with silent e					Errors	<u>1</u>
kase ✓	libe ✓	tupe ✓	wane ✓	sime ✓	SD/SC	+ <u>1</u>
Error	Error	Error	Error	Error	Total Score	<u>2</u>
rupe	cale ✓	jove ✓	tine ✓	moze ✓	If 3 or more errors or a total score of 6 or more: • Place in WWL Level 1, Section C. • Or if student reads below 3 rd grade level, use RNL testing level 1.5 for possible placement in RNL Phonics level 1.3a. If not, continue testing.	
Error	Error	Error	Error	Error		
roof ✓			time ✓			
Error			Error			
Level 1, Section D: Long vowels					Errors	<u>3</u>
gaib	noal ✓	vie ✓	nue ✓	tay ✓	SD/SC	+ <u>1</u>
Error	Error	Error	Error	Error	Total Score	<u>4</u>
rean	meez ✓	vo ✓	hy ^l ✓	dight ✓	If 3 or more errors or a total score of 6 or more: • Place in WWL Level 1, Section D. • Or if student reads below 3 rd grade level, use RNL testing level 1.5 for possible placement in RNL Phonics level 1.3b. If not, continue testing.	
Error	Error	Error	Error	Error		
rain ✓						
Error				Error		



Scoring Worksheet

Placing Students

Placing Marci Needs: Phonics

Marci

- 1st grade student
- Estimated reading level below third grade
- Meets fluency benchmark goals for 1st grade
- Solid on decoding short-vowel words



Work in Word Warm-ups Live:

- Level 1
- Section D (long vowels)



Word Warm-ups Live

Scope and Sequence by Level

Phonics Skills Reinforced Within 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 vowels	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, 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 and the consonant 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 & silent consonant sounds	Soft sound of c: ce, ci, cy
	Soft sound of g: ge, gi, gy, dge
	Silent consonants: kn, wr, gn
I. Other vowel sounds	Vowel sound: aw, au, all
	Vowel sound: ow, ou
	Vowel sound: oi, oy
	Vowel sound: oo, ew
	Vowel sound: oo, u

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

Level 2: Two-syllable Words

Section	Exercise
A. Compound words <i>Review of 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
	Compound words: consonant digraphs
	Compound words: consonant blends
B. More compound words <i>Review of skills taught in Level 1, Sections G, H, & I</i>	Compound words: vowels and r
	Compound words: soft c and 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 ed
	One-syllable words and -ing
	One-syllable words and -er or -est
D. One-syllable words changed by suffixes	Silent-e words and -ing
	Silent-e words and -ed
	Short-vowel words and -ing
	Short-vowel words and -ed
	One-syllable words changed by -er or -est
	Words that look alike when suffixes are added
E. Words with two syllables <i>Includes introduction of unstressed syllables and schwa</i>	Words with two middle consonants
	Words with middle blends and digraphs
	Words ending with long vowel patterns
	Words with vowels and r
	Words with long vowel teams
	Words with other vowel teams
F. Closed and open syllables	Closed syllables and consonant-l-e
	Open syllables and consonant-l-e
	Mixed syllables and consonant-l-e
	Closed syllables: one middle consonant
	Open syllables: one middle consonant
	One middle consonant: open or closed?
G. Two-syllable words with suffixes	Words not changed by -s, -es
	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
H. Words with prefixes	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-



Word Warm-ups Live

Scope and Sequence by Level

Phonics Skills Reinforced Within Word Warm-ups Live, Levels 1, 2, & 3

Level 3: Multi-syllabic Words

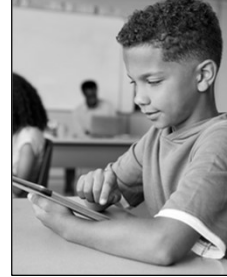
Section	Exercise
A: Word parts: prefixes <i>Includes introduction of schwa and flexed vowel sounds in unstressed prefixes</i>	Prefixes: dis, en, con
	Prefixes: pre, re, de
	Prefixes: a, mis, in, im
	Prefixes: un, pro, ex, e
B. Other word parts	Word parts: closed syllables
	Word parts: more closed syllables
	Word parts: vowels and r, vowel teams
	Word parts: silent e
C. Word parts: suffixes <i>Includes introduction of 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. More prefixes	Prefixes: be, ab, anti
	Prefixes: com, per, inter
	Prefixes: trans, sub, ad
E. More suffixes	Suffixes: ate, age, ant, ent
	Suffixes: ize, ity, ance, ence
	Suffixes: ary, tive, sive, tial, cial
	Suffixes: ic, ous, tious, cious
F. 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

Placing Evan

Needs: Phonics and Fluency

Evan

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



For fluency, work in Read Naturally Live:

- Sequenced series
- Level 3.5
- Story Goal 110

For phonics, work in Word Warm-ups Live:

- Level 1
- Section G

Placing Evan



For fluency, work in Read Naturally Live:
▪ Sequenced series
▪ Level 3.5

Fluency



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

Phonics



Fluency & Phonics

Student Placement Results Report

Teacher Assisted Placement

- Student's Results
- Recommendations
- Decision

Read Naturally Live
Student Placement Results
 Placement Teacher: Wesley, Iancoff
 Grade When Placed: 4
 Date Tested: 03/15/2020

Report Date: 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	2.7a long a, u, and mixed	85
Phonics	2.7a long a, e, i	85
Phonics	2.6a short a, u, and mixed	85
Phonics	2.5a short a, e, i	85

Decision

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

Student Placement Results Report

Student Independent 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 Murthy
 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	80 - 85
3.5	85	90 - 80

Placement

Series	Level	Goal (wcpm)
Sequenced	4.0	110

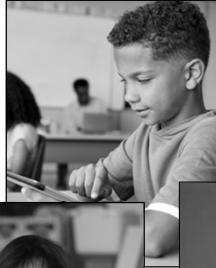
Notes
 The reading levels might also work well for this student. Use your knowledge of the student's strengths and needs to decide.

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

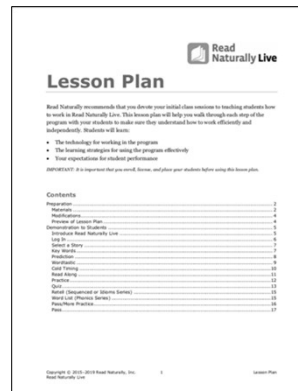
- Determine Level
- Select Series
- Set Story Goal



Training Students to Work in Read Naturally



A Student's Guide to Read Naturally Live Video Series



Read Naturally Live Lesson Plan



Read Live HELP Resources

Read Live Help

The Read Live Help page is designed to help Read Live users be successful. The main section includes how-to videos that guide you through important steps for setting up Read Live and working with students in Read Naturally Live. Read Naturally Live, One Minute Reader Live, and Read Naturally Live-Teacher. Additional resources, job aids, webinar recordings, and other training options can also be found here.

Orientation to Read Live

This short video provides a quick introduction to working in Read Live. It shows how to log in, find your assigned role, navigate to key pages, filter lists to show just the students you want to work with, select students from a list, and how to access help.

Setting Up Read Live

This video demonstrates how an account administrator logs in to Read Live the first time, adds and reserves licenses for schools, adds staff members, imports student data, and assigns licenses and read teachers to students.

Hot Topics

- Independent Placement and Data Monitor
- Data Monitor: Data-Driven Suggestions in Read Naturally Live

Read Live

More Information

- Read Live Basics
- Distance Learning Features Overview

Job Aids

- Smart Start Guide
- Read Live User Guide
- System Requirements
- Starting a New School Year

Read Naturally Live

Free Training Course

- Read Naturally Live Online Course

Useful Resources

- Get students started with Read Naturally Live
- Read Naturally Live user
- Conducting a 5-minute sitting
- Completing the audit tool
- Options for students who do not pass
- Data Monitor: Data-Driven Suggestions in Read Naturally Live

Read Naturally Webinars

- Read Naturally Live basics
- Placing students in Read Naturally Live
- Checking initial placement
- Reassigning students
- Read Live tool and features you need to know

Student Training

- A Student's Guide to Read Naturally Live Placement
- A Student's Guide to Read Naturally Live
- Lesson plan
- Data Monitor (English | Spanish)

Job Aids

www.readnaturally.com/read-live-help



phone: 800.788.4085
 email: info@readnaturally.com
 website: readnaturally.com

Questions?

