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Overview of Read Naturally Encore II

Understanding the basic instructional strategies of Read Naturally Encore II and the materials used to implement these strategies is essential to the accurate placement of a learner into a series and level.
**Instructional Strategies, Series, and Levels in Encore II**

In this section, you will discover how Encore II uses the powerful, evidence-based Read Naturally Strategy. You will also see a list of the various Read Naturally programs that incorporate this strategy and learn about the different series and levels that are available in Encore II.

Before you begin to learn the process and considerations for placement, you must first understand how several key terms apply to Encore II:

- **Program**  A program is all materials associated with a specific Read Naturally intervention.
- **Series**  A series is a collection of leveled materials available within a program that are designed to meet targeted needs.
- **Level**  A level is one or two sets of 12 stories of similar difficulty within a given series.
- **Goal**  A goal is the fluency target required to pass a story.

**Review of 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. Learners 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**

The learner reads along quietly aloud with audio of a high-interest story.

The learner independently practices reading the story quietly aloud until able to reach a predetermined goal.

The learner graphs the number of words read correctly during the first reading and then again after learning to read the story well. The resulting graph provides proof of the learner’s improvement.

To learn more about these three evidence-based strategies at the heart of the Read Naturally Strategy, see “Rationale for the Read Naturally Strategy” in the *Encore II Teacher’s Manual.*
Which programs use the Read Naturally Strategy?

Encore II is a print-based intervention program that uses the Read Naturally Strategy to build fluency while supporting vocabulary and comprehension development. To accommodate the many varied structures and needs of districts, charters, schools, and individuals, the Encore II program is available a la carte, allowing users to purchase individual materials from the available series and levels of the program.

Other programs that incorporate the Read Naturally Strategy include:

- Read Naturally Live (the web-based application of Encore II)
- GATE: Reading Intervention for Small Groups
- Word Warm-ups (a phonics intervention)
- One Minute Reader (an independent reading program available in print and as an iPad app)

Visit the Read Naturally website for more information on these reading interventions (readnaturally.com/intervention-programs).

How do you know if Encore II is an appropriate intervention for a learner?

At its core, Encore II is a reading intervention that focuses on fluency—the ability to read with accuracy, at an appropriate rate, and with expression—and includes built-in vocabulary and comprehension support and practice. This placement packet assumes you have already determined that Encore II is needed for a developing reader. For a discussion of considerations and methods for making this decision, see “Who Can Benefit From Read Naturally Encore II?” in the Encore II Teacher's Manual.
Available Series and Levels

Both the Read Naturally Encore II and Read Naturally Live programs include the Sequenced, Phonics, and Idioms series. Multiple levels are available within each series. Use the following information to become familiar with the distinctions between the different series.

What series are available in Encore II?

Each Encore II series incorporates all the evidence-based components of the Read Naturally Strategy: teacher modeling, repeated reading, and progress monitoring. All available series also build fluency, comprehension, and vocabulary, but some series target additional needs or provide the specific language supports described in this section. Use the descriptions that follow to decide which Encore II series and level is the best match to a learner’s placement needs. Five series are available:

- Sequenced
- Phonics
- Idioms
- Spanish (Masters Edition)
- Blind and Visually Impaired

Most students will work in the Sequenced series, which is the basic series and offers the most levels. The other four Encore II series either address additional literacy needs or provide supports beyond those included in the basic series. Specifically, the Phonics series (phonics development) and the Idioms series (English language development) provide additional instruction, whereas the Spanish series (English learners) and the Blind and Visually Impaired series (low or no vision) provide additional resources to support specific student groups.

Where can you see sample stories from the levels?

The placement stories that appear later in this packet provide one example of a Sequenced story for each level. Additional sample stories are also shown in the series descriptions on the following pages. Visit the Read Naturally website (readnaturally.com/enc-samples) to see an additional story for each level of Sequenced, Phonics, and Idioms. You can find sample Spanish stories online as well (readnaturally.com/span-samples).
Sequenced Series

Levels 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, 5.0, 5.6, 6.0, 7.0, 8.0

24 stories/book

Formats available: Reproducible masters with audio CDs; Web-based software

Sequenced is the basic series of Encore II; the name of the series highlights the developmental progression provided by the leveled materials. Most learners working within the Encore II intervention program will work in the Sequenced series, since this series spans first- through eighth-grade reading levels. The Sequenced materials build fluency while supporting comprehension and vocabulary growth. In order to provide extra support for Spanish speakers learning to read in English, levels 1.0 through 4.5 also offer a Spanish audio translation of each story.

Each Sequenced level includes a glossary of words from every story, both in print and on CD. A student can listen to the definition of the glossary words prior to reading along with the story or use the glossary for additional vocabulary instruction as needed.

A sample Sequenced story—Level 2.0
Phonics Series

Levels 0.8, 1.3, 1.8, 2.3, 2.6, 2.7
24 stories/book

Formats available: Reproducible masters with audio CDs; Web-based software

The stories in the Phonics series support a learner’s mastery of phonics skills, that is, the ability to provide typical sounds represented by letters and groups of letters and to blend those sounds together to read a word. Like the Sequenced series, the Phonics series is designed primarily to build fluency and support comprehension and vocabulary growth. However, in addition to reading a story and answering questions, a learner using the Phonics series also hears, reads, and writes many words with the featured phonics pattern after listening to a mini phonics lesson.

A learner who reads at a first- or second-grade level and is not yet automatic with phonics skills may benefit from the additional instruction and practice provided in the Phonics series. An older learner can be placed in Phonics if he or she would benefit from additional phonics instruction and practice and if the placement test indicates that the learner should work in level 3.0 or below.
Idioms Series

Levels 3.0, 3.5, 4.0, 4.5  
12 stories/book

Formats available: Reproducible masters with audio CDs; Web-based software

The common American idioms covered in this series, such as pie in the sky and give the cold shoulder, can be especially problematic for English learners and for native English speakers with limited language exposure or language deficits. Each Idioms level teaches 36 common idioms as learners work on their fluency, vocabulary, and comprehension. The series provides additional audio support for the comprehension questions as well.

A sample Idioms story—Level 3.0
Spanish Series/Versión en Español (ME)

Levels 1.0, 1.5, 2.0, 2.5, 3.5R, 4.5R

24 stories/book

Formats available: Reproducible masters with audio CDs

The Spanish series offers Sequenced series content aligned to the Masters Edition (ME) with additional features to support Spanish-speaking readers who are learning to read English as a new language. This series provides, as much as possible, word-for-word Spanish translations of the corresponding stories and questions from the ME Sequenced series. A student whose first language is Spanish can work in the Spanish version first, in order to gain an understanding of the story content and vocabulary, before working through the same story in English. Some teachers also use this series to help students who are learning Spanish.

A sample Spanish (ME) story—Level 2.0

Blind and Visually Impaired Series

Sequenced Levels 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, 5.0, 5.6, 6.0, 7.0, 8.0

24 stories/book

Phonics Levels 0.8, 1.3, 1.8, 2.3, 2.6, 2.7

24 stories/book

Formats available: Reproducible masters with audio CDs

The Blind and Visually Impaired series presents the Sequenced and Phonics series content in formats that allow learners with low or no vision to complete the program. Each level includes an additional CD with files and instructions that a teacher can follow to create braille copies of the Encore II materials. The CD also includes all the placement stories and all the level materials (stories, glossaries, and comprehension questions) and is used in conjunction with the level CDs and reproducible masters.
In this section, you will be guided through the two phases of initial placement of learners new to Encore II. This section covers the following topics:

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

**Important!** Conducting initial placement requires you to assess each learner individually, using the procedures and stories included in this packet.

Checking initial placement requires a proficient reader to conduct the cold timings for each learner’s first three stories in Encore II.
Understanding Initial Placement

Accurate placement in Encore II is critical to a developing reader’s achievement. Perhaps no decision has more impact on achievement in Encore II than placement. This introduction explains the placement process—based on over 30 years of classroom use—and sets you up for success in placing a learner new to the Encore II intervention program.

What is initial placement?

Initial placement is the process of selecting an appropriate series, level, and goal for a learner new to Encore II. This process has two phases: conducting initial placement and checking initial placement. The time invested in completing the one-on-one process described in this packet, including the evaluation of each learner’s placement after three stories are completed in a level, is well worthwhile and puts the learner on a path for growth and success.

What is conducting initial placement?

Conducting initial placement is the first phase of the initial placement process, and it occurs before a learner begins working in Encore II. In this phase, you listen to the learner read one or more placement stories (carefully aligned to Encore II levels) and then use the learner’s score(s) to select a starting level and goal.

Note: Do not use standardized Oral Reading Fluency (ORF) scores for initial placement.

Standardized ORF assessments require the learner to read grade-level material in order to allow comparison of the learner’s scores to national scores. By contrast, Encore II initial placement requires the learner 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 each placement story in this packet (one at each testing level) is equivalent to the readability of the stories in the corresponding level of Encore II. By contrast, the readability of the ORF assessment materials is unlikely to align with Encore II levels.

What is checking initial placement?

Checking initial placement is the second phase of the initial placement process, and it occurs after the learner has completed 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 learner’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 learner new to Encore II. The seven steps of this phase are outlined below.

Consider using the Conducting Initial Placement Instructions and Worksheet provided in the Appendix to help you through the process.

Step 1: Estimate the learner's reading level and determine if the learner has phonics needs

In order to place the learner in an appropriate level, you must first estimate the learner’s reading level and then determine if he or she needs phonics support.

How do I estimate a learner'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 learner’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 learner, but it can be used to estimate his or her reading level.)

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

---

**Conducting Initial Placement Instructions and Worksheet**

Quick Reference Instructions

Step 1: Estimate the learner’s reading level and determine if the learner has phonics needs. If any, note the earliest phonics need.

Mark the learner’s grade (Gr) and estimated reading level (LR) on the Conducting Initial Placement Worksheet (right). If appropriate, note the learner’s earliest phonics need on the Phonics Testing Levels table (right).

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

If the estimated phonics need is on the Phonics Testing Levels table (right), and if the story is available, select the placement story on the Placement Testing Results table (right) and circle the testing level.

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

Record the testing level, and as you conduct the timing, tally the learner’s errors at the top of the Conducting Initial Placement Worksheet (right).

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

Record the number of words attempted. Then, subtract the number of errors to calculate the wcpm score.

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

Compare the wcpm score from the Placement Testing Results table with the initial Placement Range table and determine whether the placement story is at an appropriate level. If it is, go to step 6. If not, repeat steps 3–5 with another story.

Step 6: Select an appropriate series and level.

Mark your selections below.

Step 7: Set an initial goal.

If the testing level falls within 1.5 (Gr 1–4) or 2 (Gr 5+) of the learner’s wcpm score, use the testing level to select an appropriate goal.

If not, select a higher or lower placement story based on the learner’s wcpm score and the Placement Testing Results table (right).
How do I determine a learner’s phonics needs?

In order to place a learner into the Phonics series, it is important to know which elements of phonics the learner has not yet mastered. Knowing the answers to the following questions, using either existing or newly generated data, will be beneficial.

Does this learner accurately and automatically read:

- Single-syllable words with short vowels?
- Single-syllable words with long-vowel patterns?
- Single-syllable words with beginning and final consonant digraphs and blends?
- Single-syllable words with r-controlled vowels?
- Single-syllable words with other letter combinations?
- Two-syllable words with short- and long-vowel patterns?

Your education system may administer one or more assessments for screening and diagnosing phonics needs. Consult the guides of any phonics assessments you may be using to determine if the learner has mastered the above skills.

If you do not have information on the learner’s phonics needs, you may use Read Naturally’s Encore II Initial Placement Phonics Assessment, provided in the Appendix of this packet. This tool assesses the learner’s phonics skills in the order that the Encore II Phonics series reinforces them.

### Initial Placement Phonics Assessment

**Section A**

<table>
<thead>
<tr>
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<th>Riz</th>
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<th>Von</th>
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<tr>
<td>Tav</td>
<td>Hof</td>
<td>Vic</td>
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<td>Lil</td>
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**Section B**

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<td>Bev</td>
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</table>

**Section C**

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<th>Sime</th>
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</thead>
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<tr>
<td>Rufe</td>
<td>Cale</td>
<td>Jove</td>
<td>Time</td>
<td>More</td>
</tr>
</tbody>
</table>

**Section D**

<table>
<thead>
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<th>Noal</th>
<th>Vie</th>
<th>Nue</th>
<th>Cay</th>
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</thead>
<tbody>
<tr>
<td>Rean</td>
<td>Meez</td>
<td>Vo</td>
<td>Ty</td>
<td>Dight</td>
</tr>
</tbody>
</table>

---

**Encore II Initial Placement Phonics Assessment—Scoring Worksheet**

**Examiner:** ______________________  **Teacher:** ______________________  **Date:** _________________________

**Comments:**

---

**Encore II Initial Placement Phonics Assessment—Student Copy**

**Examiner Script**

**Student copy**

**Scoring worksheet**

---

**Testing Level 1.0:** Bears.

Testing Level 1.3: Giraffe.

Testing Level 1.5: Giraffe.

**Placement Packet**

Initial Placement
After you have determined the learner’s estimated reading level and phonics needs (if any), record that level and the earliest phonics need on the Conducting Initial Placement Worksheet.

**Conducting Initial Placement Worksheet**

**Steps 1-2: Estimate reading level, check earliest phonics need (if any), and select testing level.**

Gr: ___________ ERL (estimated reading level): ___________

**Phonics Testing Levels (for ERL ≤ 3 only)**

<table>
<thead>
<tr>
<th>Check Earliest Phonics Need</th>
<th>Phonics Level</th>
<th>Set</th>
<th>Testing Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short a, o, and i</td>
<td>0.8</td>
<td>Odd</td>
<td>1.0</td>
</tr>
<tr>
<td>Short u, e, and mixed</td>
<td>0.8</td>
<td>Even</td>
<td>1.0</td>
</tr>
<tr>
<td>Long vowels w/ silent e</td>
<td>1.3</td>
<td>Odd</td>
<td>1.5</td>
</tr>
<tr>
<td>Long-vowel teams</td>
<td>1.3</td>
<td>Even</td>
<td>1.5</td>
</tr>
<tr>
<td>Digraphs</td>
<td>1.8</td>
<td>Odd</td>
<td>2.0</td>
</tr>
<tr>
<td>Blends</td>
<td>1.8</td>
<td>Even</td>
<td>2.0</td>
</tr>
<tr>
<td>R-controlled &amp; soft c/g</td>
<td>2.3</td>
<td>Odd</td>
<td>2.5</td>
</tr>
<tr>
<td>Other letter combos</td>
<td>2.3</td>
<td>Even</td>
<td>2.5</td>
</tr>
<tr>
<td>Short a, e, and i</td>
<td>2.6</td>
<td>Odd</td>
<td>3.0</td>
</tr>
<tr>
<td>Short o, u, and mixed</td>
<td>2.6</td>
<td>Even</td>
<td>3.0</td>
</tr>
<tr>
<td>Long a, e, and i</td>
<td>2.7</td>
<td>Odd</td>
<td>3.0</td>
</tr>
<tr>
<td>Long o, u, and mixed</td>
<td>2.7</td>
<td>Even</td>
<td>3.0</td>
</tr>
</tbody>
</table>

1. The level from the Phonics series that reinforces specified skills.
2. The set within the Phonics level that reinforces specified skills.
3. The placement testing level that corresponds with the Phonics level.
4. Levels 2.6 and 2.7 are for learners who need review in short and long vowels and are ready for two-syllable words.

**Testing Levels**

<table>
<thead>
<tr>
<th>Initial Placement Ranges</th>
<th>WCPM Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 to 3.0</td>
<td>30 to 60</td>
</tr>
<tr>
<td>3.5 to 5.0</td>
<td>60 to 80</td>
</tr>
<tr>
<td>5.6 to 7.0</td>
<td>80 to 100</td>
</tr>
<tr>
<td>8.0</td>
<td>100 to 140</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Testing Level</th>
<th>Words Attempted</th>
<th>Errors</th>
<th>WCPM Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>minus</td>
<td>equals</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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, go to step 6. If not, repeat steps 3–5 with another story.

**Step 6: Select an appropriate series and level.**

<table>
<thead>
<tr>
<th>Test Series and Level</th>
<th>Phonics Testing Levels</th>
<th>Testing Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.8</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Short a, o, and i</td>
<td>0.8</td>
<td>Odd</td>
</tr>
<tr>
<td>Short u, e, and mixed</td>
<td>0.8</td>
<td>Even</td>
</tr>
<tr>
<td>Long vowels w/ silent e</td>
<td>1.3</td>
<td>Odd</td>
</tr>
<tr>
<td>Short a, e, and i</td>
<td>2.6</td>
<td>Odd</td>
</tr>
<tr>
<td>Short o, u, and mixed</td>
<td>2.6</td>
<td>Even</td>
</tr>
<tr>
<td>Long a, e, and i</td>
<td>2.7</td>
<td>Odd</td>
</tr>
<tr>
<td>Long o, u, and mixed</td>
<td>2.7</td>
<td>Even</td>
</tr>
</tbody>
</table>

1. The level from the Phonics series that reinforces specified skills.
2. The set within the Phonics level that reinforces specified skills.
3. The placement testing level that corresponds with the Phonics level.
4. Levels 2.6 and 2.7 are for learners who need review in short and long vowels and are ready for two-syllable words.

**Record estimated reading level and phonics needs on the Conducting Initial Placement Worksheet**
**Step 2: Determine the testing level and locate the story**

Use the phonics level-selection method described below only if the learner’s estimated reading level is third grade or below. In all other cases, use the standard level-selection method.

**Note:** If the learner’s estimated reading level is fourth grade or above and he or she needs phonics support, you will need to address his or her phonics needs in another program. Consider using Read Naturally’s Word Warm-ups. Visit the Read Naturally website for more information on this program (readnaturally.com/product/word-warm-ups).

**Standard level selection**

Select the placement story from the testing level that corresponds to the learner’s estimated reading level.

**Phonics level selection**

Select the placement story from the testing level that corresponds to the earliest phonics skill the learner needs to master (see the table below). The Appendix also includes Phonics Elements by Level, a summary guide to the specific phonics skills covered in each level of the Encore II Phonics series.

<table>
<thead>
<tr>
<th>Short-Form Testing Levels (for ERL ≤3 Only)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earliest Phonics Needs</strong></td>
</tr>
<tr>
<td>Words with short vowels</td>
</tr>
<tr>
<td>(e.g., short a, e, i, o, u)</td>
</tr>
<tr>
<td>Words with long-vowel patterns</td>
</tr>
<tr>
<td>(e.g., long vowels with silent e and long-vowel pairs)</td>
</tr>
<tr>
<td>Words with blends/digraphs</td>
</tr>
<tr>
<td>(e.g., bl, cr, sh, th)</td>
</tr>
<tr>
<td>Words with r-controlled vowels and other letter combinations</td>
</tr>
<tr>
<td>(e.g., ir, ur, soft c/g, au, aw, ou, ow)</td>
</tr>
<tr>
<td>One- and two-syllable words with short-vowel patterns</td>
</tr>
<tr>
<td>(e.g., short a, e, i, o, u)</td>
</tr>
<tr>
<td>One- and two-syllable words with long-vowel patterns</td>
</tr>
<tr>
<td>(e.g., long a, e, i, o, u)</td>
</tr>
</tbody>
</table>

The level of each placement story (testing level) within this placement packet is indicated in the lower right corner of the story page.
Step 3: Conduct a one-minute timing using the testing level

Have the learner 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 learner so that you both can see the story text (or make two copies).
2. Explain the purpose of the timing in terms the learner 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 learner.
4. Set the timer for one minute, and then say, “When I hear your voice, I’ll start my timer.”
5. When the learner begins reading the story, activate the timer.
6. As the learner 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 learner to stop reading. Make note of the last word read.

Note: Easy-to-use one-minute timers and other accessories for use with Encore II are available from the Read Naturally website (readnaturally.com/accessories).
What counts as an error?

<table>
<thead>
<tr>
<th>Description</th>
<th>Example</th>
<th>Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mispronunciations and dropped endings</td>
<td>Sentence: John caught a bass.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Learner: John caught a base.</td>
<td></td>
</tr>
<tr>
<td>Transpositions (out of sequence)</td>
<td>Sentence: Shanta walked quietly away.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Learner: Shanta quietly walked away.</td>
<td></td>
</tr>
<tr>
<td>Hesitations (words supplied by the examiner)</td>
<td>Sentence: Ariel walked her dog.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Learner: Ariel . . . (three-second pause)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Examiner: walked</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learner: her dog.</td>
<td></td>
</tr>
<tr>
<td>Omissions</td>
<td>Sentence: He is in the big chair.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Learner: He is in the chair.</td>
<td></td>
</tr>
<tr>
<td>Substitutions</td>
<td>Sentence: I went to my house.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Learner: I went to my home.</td>
<td></td>
</tr>
<tr>
<td>Repeated errors</td>
<td>Passage: The cat likes milk. She drinks it every day. The cat likes me.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Learner: The cat licks milk. She drinks it every day. The cat licks me.</td>
<td></td>
</tr>
</tbody>
</table>

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

What does not count as an error?

<table>
<thead>
<tr>
<th>Description</th>
<th>Example</th>
<th>Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mispronunciations and dropped endings due to speech problems or dialect</td>
<td>Sentence: Pam made it for him.</td>
<td>0</td>
</tr>
<tr>
<td>Mispronunciations due to speech problems or dialect are typically not counted as errors.</td>
<td>Learner: Pam made it fo him.</td>
<td></td>
</tr>
<tr>
<td>Self-corrections</td>
<td>Sentence: I ran to the park.</td>
<td>0</td>
</tr>
<tr>
<td>If a learner self-corrects an error, count the word(s) as correct.</td>
<td>Learner: I ran to the pan . . . park.</td>
<td></td>
</tr>
<tr>
<td>Repetitions</td>
<td>Sentence: I am happy.</td>
<td>0</td>
</tr>
<tr>
<td>If a learner repeats words or phrases while reading, do not count the repetitions as errors.</td>
<td>Learner: I am . . . I am happy.</td>
<td></td>
</tr>
<tr>
<td>Insertions</td>
<td>Sentence: Sheila cried hard.</td>
<td>0</td>
</tr>
<tr>
<td>If a learner adds words, do not count the words as errors.</td>
<td>Learner: Sheila cried very hard.</td>
<td></td>
</tr>
</tbody>
</table>

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 wcps than he or she actually read.
Step 4: Calculate the words correct per minute (wcpm) score

Record the results of the one-minute timing on the Conducting Initial Placement 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.

<table>
<thead>
<tr>
<th>Testing Level</th>
<th>Words Attempted</th>
<th>Errors</th>
<th>WCPM Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Record results and calculate wcpm on the Conducting Initial Placement 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 the Encore II Teacher’s Manual.

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 learner reads the title, do not start the timer until the learner 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.
**Step 5: Determine whether the level of the placement story is appropriate for the learner**

Compare the learner’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 in step 6 to select the initial level.
- If the score does not fall within the wcpm score range for the testing level of the story read, the level is not appropriate. Continue testing, using the guidelines below to select the next testing level, and repeat steps 3 through 5 for that story.

### Initial Placement Ranges

<table>
<thead>
<tr>
<th>Testing Level</th>
<th>WCPM Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 to 3.0</td>
<td>30 to 60 wcpm</td>
</tr>
<tr>
<td>3.5 to 5.0</td>
<td>60 to 80 wcpm</td>
</tr>
<tr>
<td>5.6 to 7.0</td>
<td>80 to 100 wcpm</td>
</tr>
<tr>
<td>8.0</td>
<td>100 to 140 wcpm</td>
</tr>
</tbody>
</table>

**Standard level selection**

<table>
<thead>
<tr>
<th>If the learner’s wcpm score is...</th>
<th>Then...</th>
</tr>
</thead>
<tbody>
<tr>
<td>lower than the range,</td>
<td>continue testing using the placement story from the next lower testing level.*</td>
</tr>
<tr>
<td>higher than the range,</td>
<td>continue testing using the placement story from the next higher testing level.**</td>
</tr>
<tr>
<td>above the placement range in one level but below the placement range in the next level,</td>
<td>stop testing, go to step 6, and use what you know about the learner—such as grade level, comprehension skills, motivation, or frustration level—to choose a level.</td>
</tr>
</tbody>
</table>

*If the learner’s score on Testing Level 1.0 is less than 30 wcpm and the learner knows at least 50 words, select 0.8 as the initial level and skip to step 7. (For more information, see “Additional Considerations for Conducting Initial Placement” later in this section.)

**If the learner’s score on Testing Level 8.0 is more than 140 wcpm, select 8.0 and skip to step 7.

**Phonics level selection**

<table>
<thead>
<tr>
<th>If the learner’s wcpm score is...</th>
<th>Then...</th>
</tr>
</thead>
<tbody>
<tr>
<td>lower than 30 wcpm in Testing Level 1.0,</td>
<td>stop testing, select Phonics Level 0.8, and skip to step 7 (as long as the learner knows beginning sounds and can read about 50 written words*).</td>
</tr>
<tr>
<td>lower than 30 wcpm in Testing Levels 1.5 to 3.0,</td>
<td>continue testing using the placement story from the next lower testing level in order to place the learner in the Sequenced series.**</td>
</tr>
<tr>
<td>higher than 60 wcpm in Testing Levels 1.0 to 3.0,</td>
<td>continue testing using the placement story from the next higher testing level in order to place the learner in the Sequenced or Idioms series.**</td>
</tr>
</tbody>
</table>

*If the learner does not know beginning sounds or about 50 words, see “Additional Considerations for Conducting Initial Placement” later in this section.

**Provide supplemental phonics instruction in addition to the Encore II fluency instruction.

**Step 6: Select an appropriate series and level**

**Standard level selection**

Use the testing level you determined to be appropriate in Step 5 to select a series and level from the Series and Levels Options table on the next page.
**Phonics level selection**

Use the testing level you determined to be appropriate in Step 5 to select the corresponding Phonics Level from the Series and Levels Options table below. Remember, the learner’s fluency and phonics needs should be addressed in the same level only when both of the following are true:

- The level addresses the learner’s earliest phonics need.
- The learner’s wcpm score falls within the 30 to 60 range.

If the learner’s earliest phonics need cannot be met in the level that is appropriate for his or her fluency needs, assign a Read Naturally Encore II level that matches the learner’s fluency needs and then support phonics separately. Consider using Word Warm-ups to address phonics needs in this case (readnaturally.com/product/word-warm-ups).

<table>
<thead>
<tr>
<th>Testing Level</th>
<th>Sequenced Series</th>
<th>Phonics Series</th>
<th>Idioms Series</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>1.0</td>
<td>0.8</td>
<td>—</td>
</tr>
<tr>
<td>1.5</td>
<td>1.5</td>
<td>1.3</td>
<td>—</td>
</tr>
<tr>
<td>2.0</td>
<td>2.0</td>
<td>1.8</td>
<td>—</td>
</tr>
<tr>
<td>2.5</td>
<td>2.5</td>
<td>2.3</td>
<td>—</td>
</tr>
<tr>
<td>3.0</td>
<td>3.0</td>
<td>2.6 and 2.7**</td>
<td>3.0</td>
</tr>
<tr>
<td>3.5</td>
<td>3.5</td>
<td>—</td>
<td>3.5</td>
</tr>
<tr>
<td>4.0</td>
<td>4.0</td>
<td>—</td>
<td>4.0</td>
</tr>
<tr>
<td>4.5</td>
<td>4.5</td>
<td>—</td>
<td>4.5</td>
</tr>
<tr>
<td>5.0</td>
<td>5.0</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>5.6</td>
<td>5.6</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>6.0</td>
<td>6.0</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>7.0</td>
<td>7.0</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>8.0</td>
<td>8.0</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

* Levels are also available in the Blind and Visually Impaired series.
** Levels 2.6 and 2.7 are intended for students who need review in short and long vowels and are ready to read two-syllable words.

## Step 7: Set an initial goal

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Guideline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4 and below</td>
<td>Add 30 to the learner’s wcpm score for the selected level and round down to the nearest 5.</td>
</tr>
<tr>
<td>Grade 5 and above</td>
<td>Add 40 to the learner’s wcpm score for the selected level and round down to the nearest 5.</td>
</tr>
</tbody>
</table>
Additional Considerations for Conducting Initial Placement

The seven steps laid out for initial placement will help you place most of your learners in appropriate levels with suitable goals. However, placing some learners may require additional considerations.

How do I place a learner whose wcpm score is below 30 on Testing Level 1.0?

In Encore II, a learner is considered a beginning reader if his or her wcpm score on the placement story for Testing Level 1.0, Bears, falls below the range of 30 to 60 wcpm. Such a learner will be able to work successfully in Encore II only if he or she knows beginning sounds and can recognize about 50 written words. When a learner knows beginning sounds and approximately 50 words, he or she usually has the skill to recognize whether the word being viewed in the story text matches the audio.

Note: To work in Encore II, beginning readers do not need to know the words from a specific word list. You may discover known sight words by administering a sight-words or high-frequency-words screener or by listening to a learner read.

Read Naturally recommends placing beginning readers into Phonics Level 0.8. The stories are shorter than those in Sequenced Level 1.0, and they provide review and practice of words with short vowels. At the conclusion of Level 0.8, you can evaluate the learner’s progress to determine whether to move him or her into Phonics Level 1.3 (long vowels). Alternatively, you may assign the learner Sequenced Level 1.0 in order to provide additional practice reading words with short vowels and to increase his or her sight-word vocabulary before moving on to words with long vowels.
A beginning reader who does not yet know initial sounds and some sight words is not ready to work independently in Encore II and must receive phonics intervention outside of the program. If a learner knows 15 to 20 words, you may work with that learner (and any others needing support) using Read Naturally’s GATE: Reading Intervention for Small Groups, Level 0.8. The GATE program offers direct phonics instruction and fluency support for small groups of learners. For more information on GATE, visit the Read Naturally website (readnaturally.com/product/read-naturally-gate).

What if a learner’s phonics needs cannot be addressed in Encore II?
When the learner’s wcpm score on the placement story for the testing level associated with his or her earliest phonics need does not fall within the range of 30 to 60 wcpm, place the learner in a Sequenced level based on his or her fluency score. Then, provide supplemental instruction of the needed phonics skills in addition to the Encore II fluency intervention.

There are a variety of ways to meet a learner’s phonics needs while he or she works at the optimal level for fluency development. See the Read Naturally website for more information on each of the following Read Naturally programs that support a beginning reader’s phonics needs.

- For phonics intervention in a semi-independent fashion like Encore II, consider placing the learner in Read Naturally’s Word Warm-ups program. Have the learner complete a lesson in Word Warm-ups after completing each Encore II story lesson. A pretest for each level identifies which lesson a learner needs to complete.

- For direct instruction and support in phonemic awareness and phonics, see the information about GATE earlier in this section.

- The Signs for Sounds program provides direct instruction of targeted phonics skills taught in the context of spelling. A pretest for each level identifies which lessons a learner needs to complete.
Examples of Conducting Initial Placement

The four examples presented below illustrate the initial placement process for learners new to Encore II. At each question, pause and consider the decisions you might make, given the information provided. Then, check your thinking by reading the recommendations and explanations that follow.

**Placement example 1: A beginning reader**

**Background:** Hattie is in second grade, and English is her first language. Prior to conducting a one-minute timing with her, Hattie’s teacher, Mr. Feeney, has estimated her reading level at beginning first grade and determined that her earliest phonics need is short vowels. Hattie knows beginning sounds but can recognize only 60 written words. Mr. Feeney intends to use the Phonics series to support students’ phonics development when appropriate.

**What should the first placement story selection be?**

Since Hattie’s estimated reading level is below 3.0, Mr. Feeney selects the placement story at the testing level closest to the learner’s ERL.

**Placement testing results:** Hattie scores 26 wcpm on Testing Level 1.0.

**Can this learner work in Encore II?**

Hattie can work in Encore II, even though her wcpm score for Testing Level 1.0 falls below the range of 30 to 60 wcpm on the Initial Placement Ranges table. She may work in Encore II because she knows beginning sounds and more than 50 written words. Had Hattie known fewer than 50 written words or not known beginning sounds, she would not have been ready to begin in Encore II; Mr. Feeney would have needed to provide alternative instruction until Hattie could be successful with the teacher modeling and vocabulary supports built into Encore II.

**What series and level might be appropriate?**

Phonics Level 0.8 is appropriate for Hattie because it matches both her earliest phonics need and her fluency placement score. This selection provides phonics instruction and practice along with fluency, vocabulary, and comprehension practice.

However, if Hattie is receiving good phonics instruction or intervention outside of Encore II and therefore does not need more phonics practice, Mr. Feeney could place her into Sequenced Level 1.0 to work on only her fluency, comprehension, and vocabulary.

**What should the goal be?**

Since Hattie is a second-grade student, Mr. Feeney adds 30 to Hattie’s wcpm score of 26 and rounds down to the nearest 5 to set an initial goal of 55 wcpm (26 + 30 = 56, rounded down to the nearest 5).
Placement example 2: A learner needing phonics support

Background: Ayak, a third-grade student whose first language is English, transferred to school in December. Administration of the Initial Placement Phonics Assessment (located in the Appendix) reveals that she has mastered short-vowel words but is not automatic with long-vowel words with silent e. Her oral reading fluency assessment score from winter is below the 50th percentile, so Ayak would work in a late first-grade or early second-grade reading level. The student support team determines that she would benefit from additional reading intervention. Ayak’s teacher, Mr. Lor, is considering using the Phonics series.

What should the first placement story selection be?

Even though Ayak’s estimated reading level is around an early second-grade level, Mr. Lor starts placement testing using the level corresponding to her earliest phonics need (long vowels)—Testing Level 1.5, Giraffe.

Placement testing results: Ayak scores 48 wcpm on Testing Level 1.5.

What series and level might be appropriate?

Because Ayak’s placement score of 48 wcpm fits within the range of 30 to 60 wcpm for Testing Level 1.5 on the Initial Placement Ranges table, this level is a fit for both her phonics and fluency needs. After consulting the Series and Levels Options table (see Step 6 of Conducting Initial Placement), Mr. Lor places Ayak into the corresponding Phonics Level 1.3 (long vowels). Ayak will practice and hopefully master long-vowel phonics skills while she works on fluency, vocabulary, and comprehension.

Note: If Ayak’s wcpm score had been above the wcpm range for Testing Level 1.5, Mr. Lor would have needed to continue the placement process in order to determine the appropriate initial placement level for Ayak in the Sequenced series. He also would have needed to provide separate phonics instruction.

What should the goal be?

Since Ayak is a second-grade student, Mr. Lor adds 30 to her score of 48 wcpm and rounds down to the nearest 5 to set an initial goal of 75 wcpm (48 + 30 = 78, rounded down to the nearest 5).
**Placement example 3: A learner who does not score within a wcpm score range**

**Background:** Nathan, a native English speaker, is in fifth grade and has been diagnosed with dyslexia. District assessments have shown that his earliest phonics need is to master words with long vowels. However, because Nathan is receiving additional phonics instruction from his special education teacher, his Read Naturally teacher, Ms. Mastell, is not considering placement into the Phonics series at this time. Screening assessment suggests that Nathan is reading at a third-grade level.

**What should the first placement story selection be?**

Since the Phonics series is not being considered, Ms. Mastell selects the closest match to Nathan’s estimated reading level—in this case, Testing Level 3.5.

**Placement testing results:** Nathan scores 57 wcpm (67 words read, 10 errors) on Testing Level 3.5, Velcro, which is lower than the range of 60 to 80 wcpm on the Initial Placement Ranges table. Ms. Mastell then conducts a one-minute timing on the next lower level, Testing Level 3.0, Kinkajou. Nathan scores 65 wcpm (72 words read, 7 errors) on Testing Level 3.0, which is higher than the range of 30 to 60 wcpm for the level. Ms. Mastell stops testing and considers selection of a series and level.

**What series and level might be appropriate?**

Because each of Nathan’s wcpm scores falls out of the range, Ms. Mastell must use what she knows about Nathan to make her best judgment about a starting series and level. Because phonics is being addressed outside of Encore II, Ms. Mastell will place Nathan into the Sequenced series.

Nathan made quite a few errors in his reading, so the teacher considers placing him in the lower level, Sequenced Level 3.0. However, because Nathan is a fifth grader and receives significant reading supports, she decides to place him into Sequenced Level 3.5 instead, which is closer to grade level. Checking initial placement after three stories will determine if the level is appropriate or too difficult for Nathan.

**What should the goal be?**

Since Nathan is a fifth-grade student, Ms. Mastell adds 40 to his score of 57 wcpm on the Testing Level 3.5 placement story and rounds down to the nearest 5 to set an initial goal of 95 wcpm (57 + 40 = 97, rounded down to the nearest 5).
**Placement example 4: An English learner**

**Background:** Deng is a fourth-grade student who is not a native English speaker. Deng’s teacher, Ms. Rojas, is considering placing him in the Phonics series. The Encore II Initial Placement Phonics Assessment shows that he has not yet mastered digraphs. Deng’s fall benchmark assessment shows that he is reading considerably below grade level.

**What should the first placement story selection be?**

In order to see if Deng’s phonics needs can be addressed along with his fluency, comprehension, and vocabulary needs, Ms. Rojas begins with Testing Level 2.0, which corresponds to digraphs, Deng’s earliest phonics need.

**Placement testing results:** Deng scores 65 wcpm on Testing Level 2.0, Hot-Air Balloons. Since the wcpm score range for Testing Level 2.0 is 30 to 60 wcpm, Deng’s score indicates level 2.0 is too easy for him. He scores 58 wcpm on Testing Level 2.5, Julie Krone, which falls within the range for level 2.5.

**What series and level might be appropriate?**

Ms. Rojas knows that Deng also needs to work on other vowel combinations that are covered in Phonics Level 2.3, the corresponding Phonics Level for Testing Level 2.5. She briefly considers placing him in Level 2.3. However, Ms. Rojas remembers that Phonics Level 2.3 includes word lists and writing activities with digraphs, which Deng has not yet mastered. So, she places Deng in Sequenced Level 2.5 instead and has Deng complete a Word Warm-ups lesson on digraphs after he finishes each story in the level.

**What should the goal be?**

Since Deng is a fourth-grade student and his wcpm score on Testing Level 2.5 was 58, Ms. Rojas sets an initial goal of 85 wcpm (58 + 30 = 88, rounded down to the nearest 5).
Phase 2: Checking Initial Placement

Phase 2 of the initial placement process evaluates whether the learner’s level and goal are appropriate after he or she has completed the first three stories in the initial level. Consider using the Checking Initial Placement Instructions and Worksheet provided in the Appendix to help you through the process.

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

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**Read Naturally Encore II**

**Checking Initial Placement Summary**

The criteria used for checking initial placement are based on averages of the learner’s scores for the first three stories.* The averages that meet the criteria listed below indicate that the level or goal may be appropriate. Averages that do not meet these criteria indicate that a level or goal adjustment may be necessary.

**Criteria for an Appropriate Initial Level**

- The learner’s average cold-timing score (avgCT) falls within the range listed for the initial level on the Initial Placement Ranges table.
- The learner’s percent correct on comprehension questions (%Comp) is at least 60%.

**Criteria for an Appropriate Initial Goal**

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

*Checking initial placement should occur after the first 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.

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**Initial Placement Ranges**

<table>
<thead>
<tr>
<th>Initial Level</th>
<th>WCPM Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 to 3.0</td>
<td>30 to 60</td>
</tr>
<tr>
<td>3.5 to 5.0</td>
<td>60 to 80</td>
</tr>
<tr>
<td>5.6 to 7.0</td>
<td>80 to 100</td>
</tr>
<tr>
<td>8.0</td>
<td>100 to 140</td>
</tr>
</tbody>
</table>
**Step 1: Calculate the learner’s data**

In order to check the learner’s initial level and goal, locate the scores from the first three stories* on the learner’s graphs. Use these scores to calculate the following:

- Average cold-timing score (avgCT)
- Average number of practices (avg#P)
- Average hot-timing score (avgHT)
- Percent correct on the first attempt of the comprehension questions (%Comp)

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The example graphs above show data for a learner 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 learner’s initial level is appropriate, you need to analyze the relationship between the initial placement range (IPR) and two of the values you calculated in Step 1 of Checking Initial Placement:

- Average cold-timing score (avgCT)
- Percent correct on the first attempt of the comprehension questions (%Comp)

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

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

<table>
<thead>
<tr>
<th>Initial Placement Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Level</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>1.0 to 3.0</td>
</tr>
<tr>
<td>3.5 to 5.0</td>
</tr>
<tr>
<td>5.6 to 7.0</td>
</tr>
<tr>
<td>8.0</td>
</tr>
</tbody>
</table>

Level Analysis

<table>
<thead>
<tr>
<th>If the avgCT is...</th>
<th>If the %Comp is...</th>
</tr>
</thead>
<tbody>
<tr>
<td>above placement range, the level may be too easy.</td>
<td>80% or higher, the level may be appropriate.</td>
</tr>
<tr>
<td>within placement range, the level may be appropriate.</td>
<td>60–79%, the level may be challenging.*</td>
</tr>
<tr>
<td>below placement range, the level may be too difficult.</td>
<td>59% or lower, the level may be too difficult.*</td>
</tr>
</tbody>
</table>

*Support comprehension if %Comp 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 learner, decide if you should raise, continue, or lower the initial level.

- If you decide the learner 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.

**Note:** Because placement in a Phonics level must align to a learner’s earliest phonics need, you will move the learner from the Phonics level to a Sequenced level.

If the learner’s earliest phonics need cannot be met in the level that is appropriate for his or her fluency needs, assign a Read Naturally Encore II level that matches the learner’s fluency needs and support phonics separately. (Consider using Word Warm-ups to address the phonics need in this case.)

<table>
<thead>
<tr>
<th>Level Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the IL is...</td>
</tr>
<tr>
<td>Raise to...</td>
</tr>
<tr>
<td>Lower to...</td>
</tr>
</tbody>
</table>

1 If the learner is in Level 0.8, knows beginning sounds and about 50 words, and the suggested action is to lower the level, continue the level. Go to Step 3 and check the initial goal.
2 If the learner is in Level 1.0, knows beginning sounds and about 50 words, and the suggested action is to lower the level, lower to Level 0.8.
3 If the learner is in Level 8.0 and the suggested action is to raise the level, continue the level. Go to Step 3 and check the initial goal.

Finally, if you adjusted the learner’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 learner.

<table>
<thead>
<tr>
<th>Grade Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4 and below</td>
</tr>
<tr>
<td>Grade 5 and above</td>
</tr>
</tbody>
</table>

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 learner 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 learner 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 calculated in Step 1 of Checking Initial Placement:

- Average cold-timing score (avgCT)
- Average hot-timing score (avgHT)
- Average number of practices (avg#P)

How the avgCT and avgHT compare to the goal and whether the avg#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 learner’s progress: the learner’s goal compared to avgCT (top row), the learner’s goal compared to avgHT (middle row), and the learner’s avg#P (third row).

### Goal Analysis

<table>
<thead>
<tr>
<th>Signs that the goal may be...</th>
<th>Too Low</th>
<th>Appropriate</th>
<th>Too High</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner’s goal is lower than, at, or too close to his or her avgCT:</td>
<td>The learner’s goal is an appropriate amount above his or her avgCT:</td>
<td>The learner’s goal is too far above the avgCT:</td>
<td></td>
</tr>
<tr>
<td>24 or fewer words above the avgCT is too close for grades 1–4</td>
<td>25–35 words above the avgCT is appropriate for grades 1–4</td>
<td>36 or more words above the avgCT is too far for grades 1–4</td>
<td></td>
</tr>
<tr>
<td>34 or fewer words above the avgCT is too close for grades 5+</td>
<td>35–45 words above the avgCT is appropriate for grades 5+</td>
<td>46 or more words above the avgCT is too far for grades 5+</td>
<td></td>
</tr>
<tr>
<td>The learner’s avgHT is more than 10 words above the goal.</td>
<td>The learner’s avgHT is 0–10 words above the goal.</td>
<td>The learner’s avgHT is below the goal.</td>
<td></td>
</tr>
<tr>
<td>The learner’s avg#P is less than 3.</td>
<td>The learner’s avg#P is 3 to 10.</td>
<td>The learner’s avg#P is more than 10.</td>
<td></td>
</tr>
</tbody>
</table>

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 learner, 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.

### Setting an Adjusted Goal

<table>
<thead>
<tr>
<th>Grade</th>
<th>Guideline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4 and below</td>
<td>Add 30 to the learner’s avgCT score for the selected level and round down to the nearest 5.</td>
</tr>
<tr>
<td>Grade 5 and above</td>
<td>Add 40 to the learner’s avgCT score for the selected level and round down to the nearest 5.</td>
</tr>
</tbody>
</table>

If the new goal is above the avgHT, consider setting the goal at the avgHT 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 learner 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 learner in order to determine his or her placement level. Before testing a learner 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 placement.
Bears

Review Key Words

strong If you are strong, you can lift or move heavy things.

hit A hit is a quick, hard touch.

legs Legs are the body parts of animals and people that help them walk and stand.

Write a Prediction


Read the Story

Bears are big animals. They have big heads. They have big feet. Bears are very strong animals. They can kill with one hit. They have short legs. Bears have little ears. They have little eyes. Bears have fur. Most grizzly bears have brown fur. Some black bears have brown fur. The fur of a polar bear looks white. Cubs are baby bears.

words read _______ words read _______ goal _________

errors _______ = _______ cold score _______ errors _______ = _______ hot score expression date passed
Bears

Answer the Questions

1. What is most of this story about?
   a. how big bears are
   b. what color bears are
   c. what bears are like

2. What color are most grizzly bears?
   a. white
   b. brown
   c. black

3. What does the word **fur** mean in this story?
   a. thick hair on an animal
   b. short, strong legs
   c. a baby bear

4. What part of a bear is very strong?
   a. ears
   b. eyes
   c. legs

5. What can bears do with their feet?

   ____________________________________________________________

   ____________________________________________________________
   Number Correct: ______

Retell the Story

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________
   Number of Words Written: ______
Giraffe

Review Key Words

tall  If something is tall, it is higher than most other things.

fruit  Fruit is the part of a plant that is usually sweet and good to eat.

long  If something is long, one end is far from the other.

Write a Prediction


Read the Story

The giraffe is a very tall animal. In fact, the giraffe is the tallest of all animals. The giraffe has long, thin legs. It can run very fast. The giraffe has a long neck. It eats leaves from trees. It eats fruit from trees. The giraffe can sleep standing up. It rests its head on a branch of a tree. Africa is the home of the giraffe. The giraffe lives in small groups. A giraffe can close its nose. This keeps out sand and dust. At birth, a giraffe is 150 pounds. It can stand up when it is just one hour old.
Giraffe

Answer the Questions

1. What is most of this story about?
   a. the giraffe's nose
   b. small groups
   c. a very tall animal

2. What does a giraffe eat?
   a. dust
   b. leaves
   c. animals

3. What does the word **rests** mean in this story?
   a. leans
   b. waits
   c. closes

4. Why does a giraffe need a long neck?
   a. to help it stand up
   b. to keep dust out of its nose
   c. to get leaves from trees

5. Name some things a giraffe can do that a person cannot do.

Retell the Story

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

Number Correct: _______

Number of Words Written: _______
Hot-Air Balloons

Review Key Words

- **burner**: A burner is a part of a machine that makes heat.
- **heats**: Heats means makes warmer.
- **heights**: Heights are high places.
- **rise**: When things rise, they go up.

Write a Prediction

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Read the Story

Are you afraid of **heights**? Then a hot-air balloon is not for you. A hot-air balloon is a very big balloon. It **floats** high above the ground. A basket can be tied to a hot-air balloon. People can ride in the basket.

A **burner** is at the bottom of the balloon. It **heats** the air inside the balloon. The air in the balloon gets warm. Warm air is **lighter** than cold air. The warm air in the balloon is lighter than the cold air outside. This makes the hot-air balloon **rise**. When the burner is turned off, the air **cools**. Then the balloon can **land**.

Some hot-air balloons are pretty. Some are brightly colored. They are fun to watch in the sky.
Hot-Air Balloons

Answer the Questions

1. What is most of this story about?
   a. being afraid of heights
   b. balloons that float
   c. floating in the sky

2. What warms the air in a hot-air balloon?
   a. a burner
   b. heights
   c. a basket

3. What does the word **floats** mean in this story?
   a. heats
   b. lands
   c. stays up

4. Why does a hot-air balloon land?
   a. The air inside the balloon warms.
   b. The air outside the balloon warms.
   c. The air inside the balloon cools.

5. Why does a hot-air balloon rise?

Retell the Story

Number Correct: ________

Number of Words Written: ________
Julie Krone

Review Key Words

- **trained**  Trained means worked hard to become good at something.
- **jockey**   A jockey is someone who rides a horse in a race.
- **top**      Top means best or highest.
- **pay off**  To pay off means to give good results.

Write a Prediction

---

Read the Story

Julie Krone began riding horses before she was 3 years old. She was only 5 when she won her first prize at a horse show. As a **teen**, Julie decided she wanted to become a **jockey**. Most jockeys were men. Many people thought that women did not belong in horse racing. But Julie believed in herself. She believed she could make her **dream** come true.

Julie **trained** hard for many years. Slowly, her work began to **pay off**. By age 25, she was one of the **top** jockeys in the United States. In 1993, Julie won the Belmont Stakes. She was the first woman to win this **major** race.

Julie was **injured** many times while racing. But she always got back on a horse. By the time Julie stopped racing, she had won thousands of races. She had shown the world that she was a great jockey. In 2000, she became the first woman ever to be **voted** into the United States horse racing **Hall of Fame**.

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Read Naturally Encore II, Version 2.0.0
Julie Krone

Answer the Questions

1. What is the main idea of this story?
   a. Julie Krone won a major horse race called the Belmont Stakes.
   b. Julie Krone began riding horses before she was even 3 years old.
   c. Julie Krone was one of the first women to become a great jockey.

2. How old was Julie when she won her first prize at a horse show?
   a. 3
   b. 25
   c. 5

3. What does the word dream mean in this story?
   a. a strong hope or goal
   b. pictures seen while sleeping
   c. something that is very pleasant

4. Why did some people think Julie didn't belong in horse racing?
   a. She was only 5.
   b. She was a woman.
   c. She was injured.

5. How did Julie Krone show the world that she was a great jockey?

Retell the Story

Number Correct: __________

Number of Words Written: __________
Kinkajou

Review Key Words

benefit Benefit means to get something good out of something.
nectar Nectar is the sweet juice that flowers make.
pollinate Pollinate means to move pollen from one flower to another so that the flowers can make seeds.

rainforest A rainforest is an area of dense forest near the equator where the weather is hot and wet.

Write a Prediction

Read the Story

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 animals. But kinkajous seem to prefer eating fruit. They also like to drink flower nectar.

When kinkajous drink nectar from flowers, they act as pollinators. Pollen from a flower sticks to the kinkajou's furry face. Later, the kinkajou moves to another flower. Pollen falls from the kinkajou's face into the new flower. In this way, the kinkajou spreads pollen from flower to flower.

Kinkajous are some of the only carnivores that pollinate flowers. In doing so, kinkajous help to keep the rainforest alive and healthy. The kinkajous benefit too—nectar is a sweet treat!
Kinkajou

Answer the Questions

1. What is the main idea of this story?
   a. Nectar is a sweet treat for rainforest animals.
   b. Kinkajous help pollinate flowers in the rainforest.
   c. Kinkajous are carnivores that have sharp claws and teeth.

2. What do kinkajous seem to prefer to eat?
   a. pollen
   b. insects
   c. fruit

3. What does the word classified mean in this story?
   a. made an advertisement
   b. kept something a secret
   c. put into a certain group

4. How do kinkajous help keep the rainforest healthy?
   a. by eating small animals
   b. by pollinating flowers in the rainforest
   c. by drinking sweet nectar

5. How are kinkajous different from most carnivores?

6. Match each word with its definition.
   1. prefer a. ___ pushes suddenly
   2. carnivores b. ___ like dust
   3. powdery c. ___ meat eaters
   4. plunges d. ___ to favor over another

Number Correct: ______

Summarize the Story

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Number of Words Written: ______
Velcro

Review Key Words

attach  Attach means to connect things together.
burs   Burs are prickly coverings of the seeds of some plants.
hooks  Hooks are curved things used for catching and holding.
loops  Loops are shapes that are nearly round.

Write a Prediction

Read the Story

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. Even astronauts use Velcro. The Velcro helps them keep things from floating away in space.
Velcro

Answer the Questions

1. What is the main idea of this story?
   a. Velcro was invented after George saw how burs attached to clothes.
   b. Several burs stuck to George's clothes as he walked through the woods.
   c. Astronauts use Velcro to keep things from floating away in space.

2. What do burs have all over them?
   a. loops
   b. fasteners
   c. hooks

3. What does the word fasten mean in this story?
   a. to invent something
   b. to join together
   c. fast or quick

4. Why did George use a microscope to look at the burs?
   a. He was looking for little animals.
   b. He wanted to see what made burs stick.
   c. He was a scientist studying plants.

5. List three things people use Velcro for today.
   __________________________________________
   __________________________________________
   __________________________________________

6. Match each word with its definition.
   1. discovered a. ___ thought about
   2. microscope b. ___ learned about
   3. inventions c. ___ an instrument
   4. wondered d. ___ new things that people create

   Number Correct: _______

Summarize the Story

_________________________________________
_________________________________________
_________________________________________
_________________________________________
_________________________________________
_________________________________________
_________________________________________

Number of Words Written: _______
Spiral Island

Review Key Words

- **environment**: The environment is the outside and all that lives there.
- **located**: Located means set in a certain place.
- **tropical**: Tropical means found in parts of the world near the equator, where the weather is hot and wet.
- **artificial**: Artificial means made by people, not made by nature.

Write a Prediction

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Read the Story

Many people dream of living on a **tropical** island. Richart Sowa made this dream a **reality**—by **constructing** his own island!

Sowa wanted to live in a way that did not hurt the **environment**. In the 1990s, he began collecting **plastic** bottles along the coast of Mexico. Over time, he gathered more than 250,000 of them. Using nets to hold the bottles together, Sowa made the **base** of a floating **artificial** island. He placed wood on top of this base and then covered it with sand. Sowa also planted trees for shade, plus fruits and vegetables for food. The plants' roots grew around the **underwater bottles** and made the island's base more **stable**.

Sowa called his creation Spiral Island. The island was about the size of a tennis court, and it was **located** just off Mexico's coast. Sowa built a small house in the middle of his island. He made an oven that got its power from the sun. He even made a washing machine that got its power from the ocean's waves.

Sadly, a **hurricane** destroyed Spiral Island in 2005. But Sowa did not give up the dream of living on his own tropical island. By 2008, he had finished building Spiral Island II.
Spiral Island

Answer the Questions

1. What is the main idea of this story?
   a. Richart Sowa used 250,000 plastic bottles as part of the base for an island.
   b. Richart Sowa created two tropical islands that did not hurt the environment.
   c. Richart Sowa built Spiral Island II after a hurricane destroyed the first Spiral Island.

2. Where did Sowa's washing machine get its power?
   a. from wood
   b. from the sun
   c. from ocean waves

3. What does the word base mean in this story?
   a. the bottom part of something
   b. a place where supplies are kept
   c. wood covered with sand

4. Why did Sowa use power from the sun and waves?
   a. so he wouldn't hurt the environment
   b. because he didn't have wood to burn
   c. because the island was so small

5. How did plants help Sowa?

6. An antonym is a word that has the opposite meaning of another word. Match each word with its antonym.
   1. stable a. ____ dream
   2. reality b. ____ destroying
   3. tropical c. ____ natural
   4. artificial d. ____ shaky
   5. constructing e. ____ polar

7. Number the events in chronological order.
   ____ Sowa planted fruits and vegetables.
   ____ Sowa put nets around plastic bottles.
   ____ Sowa gathered bottles from the coast.
   ____ Sowa had a dream of living on an island.
   ____ Plant roots made the island's base more stable.

   Number Correct: ________

Summarize the Story

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Number of Words Written: ________
A Marathon of Hope

Review Key Words

marathon A marathon is a race in which people run about 26.2 miles.

inspired Inspired means made others want to do something or try for something.

amputated Amputated means cut off a body part, usually by a doctor.

prosthetic leg A prosthetic leg is an artificial leg used to replace a leg that is missing. Many prosthetic legs are made of plastic or other sturdy materials.

Write a Prediction

Read the Story

For 143 days, Terry Fox ran nearly a marathon each day. His goal was to run across Canada—over 5,000 miles! Terry ran to raise donations for cancer research. And he set out on this incredible journey with only one leg.

Three years earlier, when Terry was 18, he learned that he had bone cancer. To prevent the cancer from spreading, doctors amputated Terry's right leg and replaced it with a prosthetic leg. Terry didn't dwell on his misfortune; instead, he worked on learning to walk and run again.

Terry recovered, but he thought about all the people still suffering from cancer. He decided to run across Canada and call it the "Marathon of Hope." His goal was to raise money to help cure cancer and give hope back to people with the disease.

Terry ran from dawn to nightfall. He ran in rough weather and when he wasn't feeling well. Terry's determination inspired thousands of people. But then, after 143 days and 3,339 miles, Terry was forced to abandon his run—his cancer had returned.

Sadly, Terry died the next year. But he had already raised millions of dollars, and his cause lived on. Every year, people organized races in Terry's honor. These races helped raise millions more for cancer research.
A Marathon of Hope

Answer the Questions

1. What is the main idea of this story?
   a. Every year, people raised money for cancer research when they organized races in honor of Terry Fox.
   b. After losing his leg to cancer, Terry Fox ran nearly a marathon each day to raise money and inspire hope.
   c. When Terry Fox was 18, he learned that he had bone cancer, and doctors amputated his right leg.

2. Why was Terry forced to abandon his run?
   a. His cancer returned.
   b. Doctors had to amputate his leg.
   c. The weather was rough.

3. What does the word determination mean in this story?
   a. the ability to raise donations
   b. illness or suffering
   c. the willingness to keep trying

4. Which of his goals did Terry meet?
   a. He organized races every year.
   b. He ran over 5,000 miles across Canada.
   c. He raised millions of dollars for cancer research.

5. How did Terry's run give hope to people with cancer?

6. Match each word with its definition.
   1. abandon a. ____ got better
   2. cause b. ____ to give up
   3. recovered c. ____ planned and put together
   4. misfortune d. ____ a goal someone works for
e. ____ something that causes sadness

7. Number the events in chronological order.
   ____ Terry set a goal to run across Canada.
   ____ Terry learned he had bone cancer.
   ____ Terry ran nearly a marathon each day.
   ____ People organized races in Terry's honor.
   ____ Doctors amputated Terry's right leg and gave him a prosthetic leg.

Number Correct: _______

Summarize the Story

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Number of Words Written: _______
Antoni Gaudí

Review Key Words

architect An architect is a person who designs buildings, bridges, and other large structures and often directs their construction.
designed Designed means made the original plans for something.
style Style is a certain look that something has or a certain way that someone does something.
unpredictable If something is unpredictable, it is hard or impossible to make predictions about.

Write a Prediction

Read the Story

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 the curves he found in nature. Many of his buildings have sloping roofs, strangely shaped chimneys, and leaning arches. He used colors and textures that reminded him of forests, animals, and the sky.

Like nature, Gaudí's designs were unpredictable. His style was different from anything people had seen before. At first, many people disliked it. Yet over time, more people came to appreciate it. Today, the structures he designed interest people all over the world.
Antoni Gaudí

Answer the Questions

1. What is the main idea of this story?
   a. Antoni Gaudí designed a strange building with a roof that looks like the back of a dragon.
   b. At first, many people disliked Antoni Gaudí’s style, but over time, more people came to appreciate it.
   c. Antoni Gaudí was an architect who found inspiration for his designs in his love of nature.

2. Which of Gaudí's designs looks like a lizard?
   a. the fountain
   b. the winding bench
   c. the stone columns

3. What does the word structures mean in this story?
   a. things that have been made
   b. things found in nature
   c. things that are not predictable

4. What forms of nature helped make Gaudí’s designs unpredictable?
   a. straight lines
   b. sharp corners
   c. curved shapes

5. How was Gaudí’s style different from what people were used to seeing?

6. A synonym is a word that has the same meaning as another word. Match each word with its synonym.
   1. forms a. ___ pillars
   2. resembles b. ___ shapes
   3. winding c. ___ value
   4. columns d. ___ curved
   5. appreciate e. ___ matches

7. Fill in each blank with a bold-faced word or phrase from the story.
   Antoni Gaudí was an ________ from Barcelona. Nature was an ________ for many of his works. He made winding, sloping, and ________ designs, like the ones he saw in nature. He used colors, forms, and ________ that reminded him of the outdoors. Many people were not able to ________ his style right away.

   Number Correct: _____

Summarize the Story

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Number of Words Written: _____
Can you imagine an aircraft the size of three football fields? The German-built Hindenburg was a rigid airship that was almost that long. Its massive frame, made of mostly aluminum and copper, measured over 803 feet long and 135 feet in diameter. Sixteen gasbags 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 not flammable. At the time, only the United States made helium. But due to political problems, the Germans could not buy helium from the United States. So hydrogen filled the Hindenburg's gasbags instead.

The Germans knew using hydrogen could cause the Hindenburg to come to a fiery end. So they took care to prevent such a disaster. A special gel lined the gasbags to reduce the risk of leaks. And the crew checked the gasbags often for leaks. The crew even wore spark-resistant boots when walking in the padded catwalks. Even the passengers had to follow a number of rules in order to make the Hindenburg safe. They had to give up their lighters and matches and smoke only in a fireproof smoking room. A lighter in the middle of the smoking room provided passengers with the only way to light their cigarettes. All of these precautions, however, could not save the Hindenburg.

On May 3, 1937, the Hindenburg left Germany on its way to America. While on board, the passengers traveled in style. They ate in a fancy dining room and looked out over the ocean from the observation deck. Just after 7:00 p.m. on May 6, it was finally time to land. Suddenly, while hundreds of people watched, the Hindenburg burst into flames, killing about 35 of the nearly 100 people on board and one person on the ground. In less than a minute, the Hindenburg burned completely. After the Hindenburg disaster, travel by rigid airship came to an end.
The Hindenburg

Identifying the main idea
1. What is the main idea of this story?
   a. People took great care to make the Hindenburg safe, but its last flight ended in disaster.
   b. The Hindenburg disaster marked the end of travel by rigid airship.
   c. The Hindenburg was a German-made rigid airship that was the size of three football fields.

Focusing on a detail
2. What was in the Hindenburg's gasbags?
   a. aluminum
   b. helium
   c. hydrogen

Getting meaning from the context
3. What does the word frame mean in this story?
   a. to accuse or blame
   b. a doorway
   c. an inner structure

Making connections within the text
4. Why were the catwalks padded?
   a. to prevent a spark from starting a fire
   b. to add beauty to the Hindenburg
   c. to make it easier to walk on them

Writing a response
5. What may have contributed to the Hindenburg disaster?


Developing vocabulary
6. A synonym is a word that has the same meaning as another word. Match each word with its synonym.
   1. risk a. ___ burning
   2. massive b. ___ planner
   3. fiery c. ___ danger
   4. provided d. ___ huge
   5. designer e. ___ supplied

Understanding the information
7. Fill in each blank with a bold-faced word or phrase from the story.
The _________ of the Hindenburg wanted to use a safe gas. Instead, the Hindenburg's gasbags were filled with _________. The gas they used was very _________. Because of this unsafe gas, the Hindenburg came to a _________ end. Many of the people _________ died, and travel by rigid airship ended.

Processing information
8. Why were so many people watching the Hindenburg land?


Summarizing information
9. Write three facts from the story that support this statement: People took many precautions to make the Hindenburg safe.


Enrichment Activity
Dirigibles and blimps are airships that look like balloons and are filled with a gas. Read about dirigibles and blimps, and write what type of gas is used to fill them and how they are used today.
Millions of people have traveled to the U.S. throughout its history in hopes of starting a new life. Between 1892 and 1954, prospective immigrants commonly arrived at Ellis Island. Many of their stories express the excitement of reaching New York Harbor after weeks at sea. Yet their stories often convey less positive feelings too. Getting through Ellis Island could be trying and scary. New languages, new foods, crowded spaces, and separation from family members often caused stress. Plus, people worried whether they would get to remain in the U.S. after all their efforts. They knew that not everyone who came to Ellis Island did. Officials detained and sometimes deported people for various reasons. For example, those with certain medical problems had to wait on Ellis Island until officials determined whether they were healthy enough to enter the country. One person who experienced such struggles was Angelina Palmiero.

In 1923, 10-year-old Angelina boarded a ship with her mother and sisters. She wanted to join her father in the U.S. Still, she was sad to leave her grandparents behind in Sicily. After about two weeks at sea, the eager voices of fellow passengers alerted Angelina to the sight of the Statue of Liberty. Ellis Island was too full to take in the ship's passengers right after it docked. For days, Angelina and her family waited to disembark. During this time, her father came alongside the ship on a tugboat. Angelina looked down at the smaller vessel and saw him for the first time in several years.

Once on Ellis Island, Angelina's mother and sisters passed their inspections and went to Pennsylvania with Angelina's father. Meanwhile, officials took a sobbing Angelina to the hospital. During the voyage, she had developed a fever and swollen glands. Angelina stayed on Ellis Island without her family for 23 days until officials sent a message to them that she had recovered. Finally, she reunited with her family and began her life in the U.S.

The 23 days Angelina spent on Ellis Island was much longer than the time most immigrants spent there. Though the inspection process caused many people distress, the majority of them left the immigration station in less than five hours. Like Angelina, even those initially detained usually entered the U.S. eventually. About 98 percent of the people who came to Ellis Island made it through successfully—over 12 million immigrants in all.
An Ellis Island Experience

**Identifying the main idea**
1. What is the main idea of this story?
   a. Angelina was an immigrant who experienced the distress of the inspection process at Ellis Island.
   b. About 98 percent of the people who came to Ellis Island made it through successfully.
   c. Angelina saw her father for the first time in several years when she arrived at Ellis Island.

**Focusing on a detail**
2. Why did Angelina's family have to wait several days to disembark?
   a. Angelina had developed a fever.
   b. They were waiting to see her father.
   c. Ellis Island was too full.

**Getting meaning from the context**
3. What does the word *trying* mean in this story?
   a. judging
   b. difficult
   c. determined

**Making connections within the text**
4. Why did Angelina spend more time on Ellis Island than most immigrants?
   a. The island was too full.
   b. She was sobbing.
   c. She did not pass inspection.

**Writing a response**
5. Why could getting through Ellis Island be trying and scary?

**Developing vocabulary**
6. Match each word with its definition.
   1. express
   2. various
   3. prospective
   4. majority
   5. voyage
   a. ___ likely or upcoming
   b. ___ a trip
   c. ___ more than half
   d. ___ to tell
   e. ___ different

**Understanding the information**
7. Number the events in chronological order.
   ___ Angelina reunited with her family.
   ___ Passengers were unable to disembark when they docked.
   ___ Angelina boarded a ship with her mother and sisters.
   ___ Angelina went to the hospital.
   ___ Angelina's mother and sisters passed their inspections.

**Processing information**
8. Why did Angelina have mixed feelings about moving to the United States?

**Summarizing information**
9. Write two facts from the story that support this statement: Angelina's experience on Ellis Island caused distress.

---

**Enrichment Activity**

Smallpox was one of the illnesses that kept immigrants from entering the United States through Ellis Island. Find out when this disease was finally eliminated worldwide.
Machu Picchu

adapted
Adapted means changed in order to better handle a place or situation.

conquistadors
Conquistadors are conquerors, especially the Spanish soldiers who took over native civilizations in Mexico, Central America, and South America in the 1500s.

Peruvian
Peruvian means of or from Peru, a country in South America.

Incas
The Incas are a group of people who ruled the western part of South America in the 1400s and 1500s.

Machu Picchu was an amazing hidden city built in South America in the 1400s. The Incas built this city on a steep mountaintop in the Andes mountains of Peru. The ruins of this Inca city lie about 8,000 feet above sea level, between two peaks overlooking the Peruvian river valley below.

The Incas ruled the largest native empire in the Americas. At one time, their numbers may have topped 12 million, but their dominance ended with the Spanish invasion in 1532. In the 16th century, the Spanish conquistadors destroyed nearly all of the Inca cities. But Machu Picchu was so high up in the mountains that the invaders never found it.

For nearly 400 years, Machu Picchu remained virtually unknown to outsiders until Hiram Bingham, an archeologist from the United States, came across the ruins in 1911. The Inca city had been abandoned centuries ago, so it took many workers four months to clear away the jungle covering that camouflaged the ruins. When the ruins came into clear view, Bingham found that they covered several square miles. Bingham named the old city for the mountain beside it. Machu Picchu means "Old Peak."

Archeologists believe Machu Picchu served as a royal estate. Members of the royal family used it when they were away from the Inca capital city. The site had houses for servants, farmers, and weavers who worked for the royal family. The granite buildings had steep thatched roofs. Machu Picchu is noted for the architecture of its more than 200 buildings.

The Incas erected the buildings with huge, smoothly polished stones that fit together perfectly. They did all of this work by hand. The Incas had no sophisticated machines, iron tools, or horses.

The Incas adapted well to the surrounding mountainous landforms. They cut hundreds of farming terraces into the nearby mountainside for growing crops. The Incas designed aqueducts to supply water. They constructed a system of stairways throughout the city, so people could get around easily. The architecture created the appearance of a city carved out of the mountainside.

Today, Machu Picchu is Peru's chief tourist attraction and one of the most famous archeological monuments in the world.

---

words read _____  words read _____  goal _____

- errors _____ = cold score  hot score  expression  date passed
- errors _____ = hot score  expression  date passed
Machu Picchu

Identifying the main idea
1. What is the main idea of this story?
   a. Machu Picchu was virtually unknown to outsiders for 400 years.
   b. Machu Picchu is an archeological and architectural wonder.
   c. Machu Picchu was once an estate for royals of the Inca empire.

Focusing on a detail
2. How did Machu Picchu survive the Spanish invasion?
   a. It was very high in the mountains.
   b. The jungle camouflaged it.
   c. The stone architecture was so strong.

Getting meaning from the context
3. What does the word clear mean in this story?
   a. to remove or get rid of
   b. allowing light to pass through
   c. sunny, without clouds

Making connections within the text
4. Why is Machu Picchu important to archeologists?
   a. It was not destroyed by the conquistadors.
   b. It is so high up in the Andes mountains.
   c. It was camouflaged so well for so many years.

Writing a response
5. Why is Machu Picchu a chief tourist attraction?

Developing vocabulary
6. A synonym is a word that has the same meaning as another word. Match each word with its synonym.
   1. aqueducts  a. ___ deserted
      2. abandoned   b. ___ advanced
      3. dominance   c. ___ design
      4. sophisticated d. ___ control
      5. architecture e. ___ channels

Understanding the information
7. Number the events in chronological order.
   ___ The Spanish conquistadors invaded South America.
   ___ The Incas abandoned their royal estate.
   ___ Hiram Bingham found Machu Picchu.
   ___ Machu Picchu was empty for hundreds of years.
   ___ The Incas built Machu Picchu.

Processing information
8. What were the benefits of building Machu Picchu high in the mountains? What were likely problems building there?

Summarizing information
9. Give three examples that show how the Incas adapted to their surroundings.

Enrichment Activity
The Maya were another advanced society in the early Americas. Why were they considered advanced?
In 1902, in Kiev, Russia, 4-year-old Golda watched as her father barricaded the windows of their family's small apartment in a feeble attempt to shield them from the violence of a pogrom he believed to be imminent. Dreaming of a life without fear, her family resolved to emigrate to the United States. Golda's father departed in 1903, and the rest of the family followed three years later by means of illegal passports and bribes. Many Jews remained in danger in Russia and throughout the world, but Golda and her family were finally safe.

Golda loved her new life in America, especially school. As wonderful as school was, however, Golda noticed room for improvement. The families of many students could not afford to purchase the books required for school. Golda did not simply wish to correct this problem—she acted. While in fourth grade, she initiated the American Young Sisters Society, and the group collected donations door-to-door and organized a fundraiser.

When Golda was only 14, her parents arranged for her to marry a middle-aged man and demanded that she discontinue school. Golda desired more from life, so she ran away to her older sister in Denver and resumed her education. Recalling the terror of her years in Russia and listening to the opinions expressed by her sister caused another dream to form in Golda's mind and heart. She believed the Jewish people needed a sovereign nation if they were to stop being victims and become masters of their own fates. In 1917, the British announced a commitment to establishing a homeland for the Jewish people in Palestine. The Jewish people would have to build this homeland themselves, though. Many people would need to settle in Palestine, develop the necessary infrastructure, and create a viable, if unofficial, government. Golda's hope was renewed, and she knew she could contribute to the effort.

In the following years, Golda devoted herself to the Zionist movement. She raised money, recruited people to live in Palestine, moved to Palestine herself, and served in the unofficial government. Finally, in 1948, Golda signed Israel's Declaration of Independence.

Even after Israel became an independent nation, Golda continued to assist the new country in its development. She served in Israel's parliament, as Israel's foreign minister, and as chair of the Israeli delegation to the United Nations. In 1969, she agreed to come out of retirement to become prime minister.

Golda died in Jerusalem in 1978, at which time her doctors revealed her 15-year struggle with cancer.

Golda once said, "I was never so naive or foolish as to think that if you merely believe in something it happens. You must struggle for it." Throughout her life, Golda proved that strong convictions can only make a difference in the world if they are backed by decisive actions.
Golda Meir

Identifying the main idea
1. What is the main idea of this story?
   a. Golda Meir had to move many times before she found her true home.
   b. Golda Meir devoted her life to helping Jews become masters of their own fates.
   c. Golda Meir held many positions of importance in Israel's government.

Developing vocabulary
6. A synonym is a word that has the same meaning as another word. Match each word with its synonym.
   1. viable a. ___ decided
   2. feeble b. ___ enduring
   3. naive c. ___ inexperienced
   4. resolved d. ___ revived
   5. renewed e. ___ inadequate

Focusing on a detail
2. What year did Israel become a sovereign nation?
   a. 1948
   b. 1917
   c. 1969

Understanding the information
7. Number the events in chronological order.
   ___ Golda signed Israel's Declaration of Independence.
   ___ Golda emigrated from Russia to the United States.
   ___ Doctors revealed Golda's 15-year struggle with cancer.
   ___ Golda initiated the American Young Sisters Society.
   ___ Golda came out of retirement and became prime minister of Israel.

Getting meaning from the context
3. What does the word chair mean in this story?
   a. a representative
   b. a position of authority
   c. a place to sit down

Processing information
8. Why did recalling the pogroms in Russia cause Golda to want a sovereign Jewish nation?

Writing a response
5. Why is it remarkable that Golda Meir struggled with cancer for 15 years and never told anyone?

Summarizing information
9. Write three facts from the story that support this statement: Golda Meir was devoted to the things she believed in.

Enrichment Activity
Read about how Hebrew became the national language of the new state of Israel. Write a paragraph about what you learn.
Appendix

This section includes the following resources:

- Conducting Initial Placement—Instructions and Worksheet
- Checking Initial Placement—Instructions and Worksheet
- Phonics Elements by Level
- Initial Placement Phonics Assessment—Administration Guide
- Encore II Initial Placement Phonics Assessment—Scoring Worksheet
- Encore II Initial Placement Phonics Assessment—Student Copy
- Answer Key for Placement Stories
**Quick Reference Instructions**

**Step 1:** Estimate the learner’s reading level and determine phonics needs, if any, noting the earliest phonics need.
Mark the learner’s grade (Gr) and estimated reading level (ERL) on the Conducting Initial Placement Worksheet (right). If appropriate, mark the learner’s earliest phonics need on the Phonics Testing Levels table (right).

**Step 2:** Determine the testing level and locate the story.
If you checked a phonics need on the Phonics Testing Levels table (right) and the ERL is third grade or below, select the placement story at the testing level that corresponds to that phonics need. If not, select the placement story at the testing level closest to the learner’s ERL.

**Step 3:** Conduct a one-minute timing using the testing level.
Record the testing level, and as you conduct the timing, tally the learner’s errors in the Errors column of the Placement Testing Results table (right).

**Step 4:** Calculate the words correct per minute (wcpm) score.
Record the number of words attempted. Then, subtract the number of errors to calculate the wcpm score for the level tested.

**Step 5:** Determine whether the level of the placement story is appropriate for the learner.
If the learner’s wcpm score falls within the range for the testing level of the placement story (see table, right), use that level in step 6 to select the initial level.
If not, select a higher or lower placement story based on whether the learner’s wcpm score was above or below the range. Then, repeat steps 3 through 5 until you find an appropriate level.

**Step 6:** Select an appropriate series and level.
Select a series and level from the Placement Testing Levels and Options table (below). (The Phonics Testing Levels table, in steps 1–2 of the Worksheet, can also help with appropriate phonics level and set selection.)

**Note:** Select a phonics level only if the level reinforces the learner’s earliest phonics need and falls within the appropriate range.

Write your selections on the worksheet to the right.

**Placement Testing Levels and Options**

<table>
<thead>
<tr>
<th>Testing Levels</th>
<th>1.0</th>
<th>1.5</th>
<th>2.0</th>
<th>2.5</th>
<th>3.0</th>
<th>3.5</th>
<th>4.0</th>
<th>4.5</th>
<th>5.0</th>
<th>5.6</th>
<th>6.0</th>
<th>7.0</th>
<th>8.0</th>
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<tr>
<td>Sequenced Series Levels*</td>
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<td>— —</td>
<td>— —</td>
<td>— —</td>
</tr>
</tbody>
</table>

* Levels are also available in the Special Needs series.
** Levels 2.6 and 2.7 are intended for students who need review in short and long vowels and are ready for two-syllable words.

**Step 7:** Set an initial goal.
To set an initial goal, add 30 (Gr 1–4) or 40 (Gr 5+) to the learner’s wcpm score on the placement story and round down to the nearest 5.

Calculate and record the goal.

---

**Conducting Initial Placement Worksheet**

**Steps 1-2:** Estimate reading level, check earliest phonics need (if any), and select testing level.
Gr: _____ ERL (estimated reading level): ____________

**Phonics Testing Levels (for ERL ≤ 3 only)**

<table>
<thead>
<tr>
<th>Check Earliest Phonics Need</th>
<th>Phonics Level</th>
<th>Set</th>
<th>Testing Level</th>
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<tbody>
<tr>
<td>Short a, o, and i</td>
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<td>1.0</td>
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<tr>
<td>Short u, e, and mixed</td>
<td>0.8</td>
<td>Even</td>
<td>1.0</td>
</tr>
<tr>
<td>Long vowels w/ silent e</td>
<td>1.3</td>
<td>Odd</td>
<td>1.5</td>
</tr>
<tr>
<td>Long-vowel teams</td>
<td>1.3</td>
<td>Even</td>
<td>1.5</td>
</tr>
<tr>
<td>Digraphs</td>
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<td>Odd</td>
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<tr>
<td>Blends</td>
<td>1.8</td>
<td>Even</td>
<td>2.0</td>
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<tr>
<td>R-controlled &amp; soft c/g</td>
<td>2.3</td>
<td>Odd</td>
<td>2.5</td>
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<tr>
<td>Other letter combos</td>
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<td>Even</td>
<td>2.5</td>
</tr>
<tr>
<td>Short a, e, and i</td>
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</tr>
<tr>
<td>Short o, u, and mixed</td>
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<td>Even</td>
<td>3.0</td>
</tr>
<tr>
<td>Long a, e, and i</td>
<td>2.7*</td>
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<td>3.0</td>
</tr>
<tr>
<td>Long o, u, and mixed</td>
<td>2.7*</td>
<td>Even</td>
<td>3.0</td>
</tr>
</tbody>
</table>

1 The level from the Phonics series that reinforces specified skills.
2 The set within the Phonics level that reinforces specified skills.
3 The placement testing level that corresponds with the Phonics level.
4 Levels 2.6 and 2.7 are for learners who need review in short and long vowels and are ready for two-syllable words.

**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**

<table>
<thead>
<tr>
<th>Testing Level</th>
<th>Words Attempted</th>
<th>minus</th>
<th>Errors</th>
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<th>WCPM Score</th>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

**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, go to step 6. If not, repeat steps 3–5 with another story.

**Step 6:** Select an appropriate series and level.
Mark your selections below.

<table>
<thead>
<tr>
<th>Series:</th>
<th>Initial Level:</th>
<th>Set:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasonable</td>
<td>Gr: 3</td>
<td></td>
</tr>
</tbody>
</table>

**Step 7:** Set an initial goal.

\[ \text{Initial Goal} = \frac{\text{wcpm} + 30 \text{ (Gr 1–4)} + 40 \text{ (Gr 5+)} \times 5} {5} \]

= round answer down to nearest 5 for initial goal
Quick Reference Instructions

**Step 1: Record and calculate the learner’s data.**

Record the data requested for Step 1 on 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, record the cold-timing scores, number of practices, hot-timing scores, and comprehension results from the learner’s first three stories in the IL. Use this data to calculate average cold-timing wcpm score (avgCT), average number of practices (avg#P), average hot-timing wcpm score (avgHT), and percent correct on the comprehension questions (%Comp).

**Step 2: Check the initial level.**

Use the IPR, avgCT, and %Comp 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.

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

**Step 3: Check the initial goal (only if continuing initial level).**

Fill in the equations and calculate the answers in the first column of the Goal Analysis table (right).

**Goal Analysis**

<table>
<thead>
<tr>
<th>Number of signs the goal may be...</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too Low</td>
<td>Raise goal</td>
</tr>
<tr>
<td>Appropriate</td>
<td></td>
</tr>
<tr>
<td>Too High</td>
<td></td>
</tr>
</tbody>
</table>

Compare each answer with the three statements in the same row and mark each true statement.

Count and record the total number of marks in each column (signs that 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 avgCT and round down to the nearest 5. Verify that the new goal is at or below avgHT.

Recheck the goal after the next three stories in the level.

---

### Initial Placement Ranges

<table>
<thead>
<tr>
<th>Initial Level</th>
<th>WCPM Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 to 3.0</td>
<td>30 to 60</td>
</tr>
<tr>
<td>3.5 to 5.0</td>
<td>60 to 80</td>
</tr>
<tr>
<td>5.6 to 7.0</td>
<td>80 to 100</td>
</tr>
<tr>
<td>8.0</td>
<td>100 to 140</td>
</tr>
</tbody>
</table>

---

### Short-Form Level Analysis

<table>
<thead>
<tr>
<th>If avgCT is...</th>
<th>AND if %Comp is...</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 80% then:</td>
<td>≥ 60% then:</td>
</tr>
<tr>
<td>&lt; 69% then:</td>
<td>≤ 59% then:</td>
</tr>
<tr>
<td>&gt; IPR</td>
<td>↑ level</td>
</tr>
<tr>
<td>within IPR</td>
<td>Cont. level</td>
</tr>
<tr>
<td>&lt; IPR</td>
<td>↓ level</td>
</tr>
</tbody>
</table>

If the learner is in Level 0.8, knows beginning sounds and about 50 words, and the suggested action is to lower the level, continue the level.

If the learner is in Level 8.0 and the suggested action is to raise the level, continue.

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 rounding down to the nearest 5. Recheck placement after three stories in the new level.

**Step 2: Check the IL.**

Find the intersection of the true statements about the IPR, avgCT, and %Comp. Mark the suggested action.

**Step 3: Check the IG (only if continuing IL).**

Find the answers in the first 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.
# Phonics Elements by Level

## Table 1: Short and Long Vowels Reinforced in Encore II Phonics Series Levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Vowel Phonemes (Sounds)</th>
<th>Vowel Graphemes (Spellings)</th>
<th>Word Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.8</td>
<td>/ă/</td>
<td>a</td>
<td>-ab, -ad, -an, -ap, -at, -ack, -and</td>
</tr>
<tr>
<td></td>
<td>/e/</td>
<td>e</td>
<td>-ed, -en, -et, -eck, -ell</td>
</tr>
<tr>
<td></td>
<td>/i/</td>
<td>i</td>
<td>-id, -ig, -in, -ip, -it, -ill</td>
</tr>
<tr>
<td></td>
<td>/o/</td>
<td>o</td>
<td>-ob, -od, -og, -op, -ot, -ox, -ock</td>
</tr>
<tr>
<td></td>
<td>/u/</td>
<td>u</td>
<td>-ub, -ud, -ug, -un, -ut, -uck</td>
</tr>
<tr>
<td>1.3</td>
<td>/ă/</td>
<td>a, e, ai, ay</td>
<td>-ide, -ike, -ile, -ime, -ite, -ive; -ie, -ies; -ight; -y</td>
</tr>
<tr>
<td></td>
<td>/e/</td>
<td>ee, ea, e</td>
<td>-ode, -oke, -ole, -ome, -one, -ope, -ove, -oze; -oad, -oak, -oal, -oam, -oan, -oap, -oat; -o</td>
</tr>
<tr>
<td></td>
<td>/i/</td>
<td>i_e, ie, igh, y</td>
<td>-ude, -uke, -ule, -ume, -une, -use, -ute; -ue</td>
</tr>
<tr>
<td></td>
<td>/o/</td>
<td>o_e, oa, o</td>
<td>Level 2.6 continues to reinforce short vowels within compound and other multi-syllable words, many including common affixes.</td>
</tr>
<tr>
<td></td>
<td>/u/</td>
<td>u_e, ue</td>
<td>Level 2.7 continues to reinforce long vowels within compound and other multi-syllable words, many including common affixes.</td>
</tr>
</tbody>
</table>

## Table 2: Digraphs and Blends Reinforced in Encore II Phonics Series Levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Digraph Phonemes (Sounds)</th>
<th>Digraph Graphemes (Spellings)</th>
<th>Initial Blends</th>
<th>Final Blends</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.8</td>
<td>/sh/</td>
<td>sh, _sh</td>
<td>bl_, cl_, fl_, gl_, pl_, sl_</td>
<td>_sk, _sp, _st</td>
</tr>
<tr>
<td></td>
<td>/th/ /th/ /th/</td>
<td>th, _th</td>
<td>br_, cr_, dr_, fr_, gr_, pr_, tr_</td>
<td>_nd, _nk, _nt</td>
</tr>
<tr>
<td></td>
<td>/wh/</td>
<td>wh</td>
<td>sc_, sk_, sl_, sn_, sp_, st_</td>
<td>_ld, _lk, _lr</td>
</tr>
<tr>
<td></td>
<td>/ch/</td>
<td>ch, _ch, _tch</td>
<td>scr_, spl_, spr_, str_</td>
<td></td>
</tr>
<tr>
<td></td>
<td>/ng/</td>
<td>_ng</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Table 3a: Other Vowel Phonemes and Graphemes Reinforced in Encore II Phonics Series Levels

<table>
<thead>
<tr>
<th>Level</th>
<th>R-Controlled Vowel Phonemes (Sounds)</th>
<th>R-Controlled Vowel Graphemes (Spellings)</th>
<th>Other Vowel Phonemes (Sounds)</th>
<th>Other Vowel Graphemes (Spellings)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3</td>
<td>/ar/</td>
<td>ar, er, ir, ur</td>
<td>/aw/</td>
<td>all, au, aw, augh</td>
</tr>
<tr>
<td></td>
<td>/er/</td>
<td>er, ir, ur</td>
<td>/oi/</td>
<td>oi, oy</td>
</tr>
<tr>
<td></td>
<td>/or/</td>
<td>or</td>
<td>/ow/</td>
<td>ou, ow</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>/ɔ/</td>
<td>ow</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>/ʊ/ /ʊə/</td>
<td>ew, oo</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>/ʊ/</td>
<td>oo</td>
</tr>
</tbody>
</table>

## Table 3b: Soft c & g and Silent Letter Combinations Reinforced in Encore II Phonics Series Levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Other Consonant Phonemes (Sounds)</th>
<th>Other Consonant Graphemes (Spellings)</th>
<th>Consonant Phonemes (Sounds)</th>
<th>Silent Letter Combinations (Spellings)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3</td>
<td>/s/</td>
<td>cc, ci, cy</td>
<td>/n/</td>
<td>gn, kn</td>
</tr>
<tr>
<td></td>
<td>/ʃ/</td>
<td>ge, gi, _dge, _ge</td>
<td>/t/</td>
<td>wr</td>
</tr>
</tbody>
</table>
Initial Placement Phonics Assessment—Administration Guide

This guide explains how to evaluate a learner’s decoding skills using the Encore II Initial Placement Phonics Assessment—Scoring Worksheet. When conducting this assessment, you will ask the learner to decode words with common phonics patterns. The results can help you determine:

- If a learner needs supplemental phonics support.
- If a learner’s phonics and fluency needs can be met simultaneously using Encore II or if phonics needs must be supported outside the program.
- Which placement testing level to use in order to begin conducting initial placement in Encore II.

This assessment tests phonics elements in the same order they are taught in the Encore II Phonics series. Each section of the assessment thus corresponds to a set of stories in a particular Phonics level.

Administering the Assessment

To administer the phonics assessment, follow the scripts and scoring guidelines provided on the scoring worksheet. Do not indicate to the learner whether a response is correct or incorrect. Complete one section at a time, using the scores to determine whether you should proceed to the next section or move on to assessing fluency with one or more placement stories.

Materials

For each learner to be tested, you will need one Phonics Assessment—Scoring Worksheet. You will also need a pen or pencil to complete the worksheet and one Phonics Assessment—Student Copy.

Recording Responses

In order to give yourself time to record responses, direct the learner to wait until you say “next” before attempting the next word. Record the learner’s responses by marking the scoring worksheet as follows:

- If the learner reads the word correctly the first time, mark the word with a check.
  - If the learner reads the word correctly but slowly decodes (SD), circle SD/SC.
- If the learner reads the word incorrectly, write the learner’s response on the line below the item.
  - If the learner does not self-correct, circle ERROR.
  - If the learner self-corrects (SC), mark the word with a check and circle SD/SC.
- Record the number of circled ERRORs and circled SD/SCs; then add to calculate the total score.

Note: By making a mark for each response, you can reduce the learner’s concern about errors.
Calculating Scores and Determining Next Action

After administering a section of the assessment, stop to calculate the learner’s scores as described below. These scores will determine your next step (administering the next section or moving on to assess fluency).

- **ERRORs:** Determine the number of errors by counting the number of times you circled ERROR. Three or more errors indicates the learner is not automatic with the skill(s) tested in the section. If the learner had three or more errors in the section, stop testing and use the recommended story (corresponding to the tested section) to assess the learner for possible placement in an Encore II Phonics level. See “Conducting Initial Placement,” Step 3, from earlier in this placement packet. If the learner had fewer than three errors, continue calculating the score for the section.

- **SD/SCs:** Determine the number of slowly decoded or self-corrected words by counting the number of times you circled the abbreviation SD/SC. Count each SD/SC only once, even if the learner slowly decoded and self-corrected the same word.

- **Total Score:** Add the number of circled ERRORs and the number of circled SD/SCs. A total score of six or more indicates the learner is not automatic with the skill(s) tested in the section, even if he or she has provided accurate readings for most words. Stop testing and use the recommended story (corresponding to the tested section) to assess the learner for possible placement in a Phonics level. See “Conducting Initial Placement,” Step 3 from earlier in this placement packet. If the learner had a total score of less than six (with fewer than three errors), administer the next section of the assessment.

If you reach the end of this phonics assessment and the learner has not had three or more errors or a total score of six or more on any section, then the learner’s phonics and fluency needs do not match. Assess the learner’s fluency according to the steps of Conducting Initial Placement in this placement packet, and place the learner in a Sequenced or Idioms level to address his or her fluency needs. To address any phonics needs the learner does have, provide intervention in phonics using a different program, such as Read Naturally Word Warm-ups (readnaturally.com/product/word-warm-ups).
### Examiner Script

Say to the learner, “Look at the words in this section. Many of the words are unusual. You may not recognize them. Read each word to me. Then, wait until I say ‘next’ before you read the next word.”

### Scoring

(Score each section immediately after administering it to determine whether to stop.)

- If the learner reads the word correctly the first time, mark the word with a check.
  - If the learner reads the word correctly but slowly decodes (SD), circle SD/SC.
- If the learner reads the word incorrectly, write the learner’s response on the line below the item.
  - If the learner does not self-correct, circle ERROR.
  - If the learner self-corrects (SC), mark the word with a check and circle SD/SC.
- Record the number of circled ERRORs and circled SD/SCs; then add to calculate the total score.

### Section A: Short-vowel words with a, i, and o

<table>
<thead>
<tr>
<th>Word</th>
<th>SD/SC</th>
<th>SD/SC</th>
<th>SD/SC</th>
<th>SD/SC</th>
<th>SD/SC</th>
<th>SD/SC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kam</td>
<td>ERROR</td>
<td>ERROR</td>
<td>ERROR</td>
<td>ERROR</td>
<td>ERROR</td>
<td>ERROR</td>
</tr>
<tr>
<td>Riz</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
</tr>
<tr>
<td>Foz</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
</tr>
<tr>
<td>Bax</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
</tr>
<tr>
<td>Von</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
</tr>
</tbody>
</table>

**Total Score**

If 3 or more errors or a total score of 6 or more, stop this assessment. Test for possible placement in Level 0.8 (odd-numbered stories) using Testing Level 1.0: Bears.

### Section B: Short-vowel words with e and u

<table>
<thead>
<tr>
<th>Word</th>
<th>SD/SC</th>
<th>SD/SC</th>
<th>SD/SC</th>
<th>SD/SC</th>
<th>SD/SC</th>
<th>SD/SC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nel</td>
<td>ERROR</td>
<td>ERROR</td>
<td>ERROR</td>
<td>ERROR</td>
<td>ERROR</td>
<td>ERROR</td>
</tr>
<tr>
<td>Rup</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
</tr>
<tr>
<td>Cul</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
</tr>
<tr>
<td>Fen</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
</tr>
<tr>
<td>Tut</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
</tr>
</tbody>
</table>

**Total Score**

If 3 or more errors or a total score of 6 or more, stop this assessment. Test for possible placement in Level 0.8 (even-numbered stories) using Testing Level 1.0: Bears.

### Section C: Long-vowel words with silent e

<table>
<thead>
<tr>
<th>Word</th>
<th>SD/SC</th>
<th>SD/SC</th>
<th>SD/SC</th>
<th>SD/SC</th>
<th>SD/SC</th>
<th>SD/SC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kase</td>
<td>ERROR</td>
<td>ERROR</td>
<td>ERROR</td>
<td>ERROR</td>
<td>ERROR</td>
<td>ERROR</td>
</tr>
<tr>
<td>Libe</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
</tr>
<tr>
<td>Tupe</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
</tr>
<tr>
<td>Wane</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
</tr>
<tr>
<td>Sime</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
</tr>
</tbody>
</table>

**Total Score**

If 3 or more errors or a total score of 6 or more, stop this assessment. Test for possible placement in Level 1.3 (odd-numbered stories) using Testing Level 1.5: Giraffe.

### Section D: Long-vowel words with vowel teams

<table>
<thead>
<tr>
<th>Word</th>
<th>SD/SC</th>
<th>SD/SC</th>
<th>SD/SC</th>
<th>SD/SC</th>
<th>SD/SC</th>
<th>SD/SC</th>
<th>SD/SC</th>
<th>SD/SC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gaib</td>
<td>ERROR</td>
<td>ERROR</td>
<td>ERROR</td>
<td>ERROR</td>
<td>ERROR</td>
<td>ERROR</td>
<td>ERROR</td>
<td>ERROR</td>
</tr>
<tr>
<td>Noal</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
</tr>
<tr>
<td>Vie</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
</tr>
<tr>
<td>Nue</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
</tr>
<tr>
<td>Cay</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
<td>SD/SC</td>
</tr>
</tbody>
</table>

**Total Score**

If 3 or more errors or a total score of 6 or more, stop this assessment. Test for possible placement in Level 1.3 (even-numbered stories) using Testing Level 1.5: Giraffe.
### Section E: Consonant-digraph words

<table>
<thead>
<tr>
<th>Word</th>
<th>_</th>
<th>_</th>
<th>_</th>
<th>_</th>
<th>_</th>
<th>MUSIC</th>
<th>ERRORs</th>
<th>SD/SCs</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shag</td>
<td>SD/SC</td>
<td>Jong</td>
<td>SD/SC</td>
<td>Whes</td>
<td>SD/SC</td>
<td>Thil</td>
<td>SD/SC</td>
<td>Chen</td>
<td>SD/SC</td>
</tr>
<tr>
<td>Fitch</td>
<td>SD/SC</td>
<td>Vung</td>
<td>SD/SC</td>
<td>Conch</td>
<td>SD/SC</td>
<td>Cath</td>
<td>SD/SC</td>
<td>Rush</td>
<td>SD/SC</td>
</tr>
</tbody>
</table>

Comments:

If 3 or more errors or a total score of 6 or more, stop this assessment. Test for possible placement in Level 1.8 (odd-numbered stories) using Testing Level 2.0: Hot-Air Balloons.

### Section F: Consonant-blend words

<table>
<thead>
<tr>
<th>Word</th>
<th>_</th>
<th>_</th>
<th>_</th>
<th>_</th>
<th>_</th>
<th>MUSIC</th>
<th>ERRORs</th>
<th>SD/SCs</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hilm</td>
<td>SD/SC</td>
<td>Kemp</td>
<td>SD/SC</td>
<td>Wilt</td>
<td>SD/SC</td>
<td>Bulk</td>
<td>SD/SC</td>
<td>Ruft</td>
<td>SD/SC</td>
</tr>
<tr>
<td>Scan</td>
<td>SD/SC</td>
<td>Clem</td>
<td>SD/SC</td>
<td>Brax</td>
<td>SD/SC</td>
<td>Floss</td>
<td>SD/SC</td>
<td>Stran</td>
<td>SD/SC</td>
</tr>
</tbody>
</table>

Comments:

If 3 or more errors or a total score of 6 or more, stop this assessment. Test for possible placement in Level 1.8 (even-numbered stories) using Testing Level 2.0: Hot-Air Balloons.

### Section G: Words with a vowel followed by r & words with soft c/g

<table>
<thead>
<tr>
<th>Word</th>
<th>_</th>
<th>_</th>
<th>_</th>
<th>_</th>
<th>_</th>
<th>MUSIC</th>
<th>ERRORs</th>
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Comments:

If 3 or more errors or a total score of 6 or more, stop this assessment. Test for possible placement in Level 2.3 (odd-numbered stories) using Testing Level 2.5: Julie Krone.

### Section H: Words with other vowel or consonant combinations

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<td>SD/SC</td>
<td>Wrin</td>
<td>SD/SC</td>
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<td>Hoit</td>
<td>SD/SC</td>
<td>Knuck</td>
<td>SD/SC</td>
<td>Powt*</td>
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<td>Boon</td>
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Comments:

If 3 or more errors or a total score of 6 or more, stop this assessment. Test for possible placement in Level 2.3 (even-numbered stories) using Testing Level 2.5: Julie Krone.

*Accept either /pout/ or /pōt/.
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<th>Section A</th>
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## Phonics Assessment—Student Copy

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</table>
**Bears** (Testing Level 1.0, page 36)
1. c 2. b 3. a 4. c
5. Possible answer(s): Bears can hit, run, eat, and climb with their feet.

**Giraffe** (Testing Level 1.5, page 38)
1. c 2. b 3. a 4. c
5. Possible answer(s): A giraffe can sleep standing up. A giraffe can stand up when only one hour old. A giraffe can eat leaves and fruit off branches high in trees. A giraffe can rest its head on branches of trees. A giraffe can close its nose.

**Hot-Air Balloons** (Testing Level 2.0, page 40)
1. b 2. a 3. c 4. c
5. Possible answer(s): Air is heated by a burner. Warm air in the balloon is lighter than the cold air outside, so the balloon rises.

**Julie Krone** (Testing Level 2.5, page 42)
1. c 2. c 3. a 4. b
5. Possible answer(s): She won the Belmont Stakes, a major horse race. She always got back on a horse even after she was injured. She won thousands of races. She worked hard to become one of the top jockeys in the United States.

**Kinkajou** (Testing Level 3.0, page 44)
1. b 2. c 3. c 4. b
5. Possible answer(s): They pollinate flowers. They prefer eating fruit. They do not eat many insects or small animals.
6. a. 4, b. 3, c. 2, d. 1

**Velcro** (Testing Level 3.5, page 46)
1. a 2. c 3. b 4. b
5. Possible answer(s): People use Velcro for backpacks, shoes, jackets, clothes, watches, hat straps, and purses, and to hold things down in space.
6. a. 4, b. 1, c. 2, d. 3

**Spiral Island** (Testing Level 4.0, page 48)
1. b 2. c 3. a 4. a
5. Possible answer(s): They gave him shade. They gave him fruits and vegetables for food. Their roots made the base of his island more stable.
6. a. 2, b. 5, c. 4, d. 1, e. 3
7. 4, 3, 2, 1, 5

**A Marathon of Hope** (Testing Level 4.5, page 50)
1. b 2. a 3. c 4. c
5. Possible answer(s): They saw that someone could have cancer and still do great things. They saw that someone was raising money for cancer research. They knew that someone cared about them.
6. a. 3, b. 1, c. 5, d. 2, e. 4
7. 3, 1, 4, 5, 2

**Antoni Gaudí** (Testing Level 5.0, page 52)
1. c 2. a 3. a 4. c
5. Possible answer(s): Gaudi did not like to use straight lines and corners. Gaudí used strange shapes and curves. Gaudí used colors and textures that reminded him of nature. Gaudí’s designs were unpredictable like nature.
6. a. 4, b. 1, c. 5, d. 3, e. 2
7. architect, inspiration, unpredictable, textures, appreciate

**The Hindenburg** (Testing Level 5.6, page 54)
1. a 2. c 3. c 4. a
5. Possible answer(s): Things that may have contributed to the disaster include political trouble between Germany and America, use of hydrogen instead of helium, a spark, a leak in a gasbag, and someone smoking where they weren’t supposed to smoke.
6. a. 3, b. 5, c. 1, d. 2, e. 4
7. designer, hydrogen, flammable, fiery, on board
8. Possible answer(s): People were watching the landing because it was quite a sight to see, still a new form of travel, and an uncommon way to travel. People were watching the landing because they were picking up friends and relatives.
9. Possible answer(s): Gasbags lined with gel reduced the risk of leaks. Gasbags were frequently checked for leaks. The crew wore spark-resistant boots. The catwalks were padded to prevent a spark. Smoking was only allowed in a special room. Passengers could not have matches or lighters.

EA: Helium fills dirigibles and blimps today. Today, dirigibles and blimps are used mostly for advertising.
An Ellis Island Experience  (Testing Level 6.0, page 56)

1. a 2. c 3. b 4. c

5. Possible answer(s): New languages, new foods, crowded spaces, and separation from family members often caused stress. People worried about whether they would get to remain in the United States after all their efforts. People were detained if they were sick.

6. a. 3, b. 5, c. 4, d. 1, e. 2

7. 5, 2, 1, 4, 3

8. Possible answer(s): She wanted to join her father in the United States, but she was sad to leave her grandparents behind in Sicily.

9. Possible answer(s): Angelina did not pass the inspection. She had developed swollen glands and a fever. She had to go to the hospital. She stayed on Ellis Island for 23 days without her family. She was sobbing.

EA: Smallpox was eliminated worldwide around 1980.

Machu Picchu  (Testing Level 7.0, page 58)

1. b 2. a 3. a 4. a

5. Possible answer(s): Machu Picchu is an archeological wonder. Machu Picchu is an architectural wonder. Machu Picchu was never destroyed by conquistadors. Machu Picchu had been a royal estate. Machu Picchu had aqueducts, farming terraces, and a system of staircases. Machu Picchu looks like it was carved out of the mountainside.

6. a. 2, b. 4, c. 5, d. 3, e. 1

7. 2, 3, 5, 4, 1

8. Possible answer(s): Some benefits of building high in the mountains were that it was away from the city, beautiful, safe, hidden, and cool in the summer. Building high in the mountains made it difficult to build and difficult to reach.

9. Possible answer(s): They developed special farming methods using terraces. They built aqueducts to supply water. They were able to fit huge stones together for buildings. They built staircases to get around in the mountainous city.

EA: The Maya achieved outstanding success in astronomy and in arithmetic. They developed an advanced form of writing. In addition, Mayan architecture and art have won the admiration of the world.

Golda Meir  (Testing Level 8.0, page 60)

1. b 2. a 3. b 4. c

5. Possible answer(s): She was in the public eye and never let her suffering be known. She accomplished a great deal even though she was struggling with a serious illness. She was prime minister while she struggled with a fatal disease.

6. a. 4, b. 1, c. 3, d. 5, e. 2

7. 3, 1, 5, 2, 4

8. Possible answer(s): Golda remembered the terror of her childhood and did not want other Jews to have to experience something similar. She believed Jews would risk being victims again if they could not be masters of their own fates, and she believed having a sovereign nation would enable them to accomplish this goal.

9. Possible answer(s): Golda initiated the American Young Sisters Society to help raise money for students' schoolbooks. She ran away from home to avoid marriage and to continue her education. She raised money, recruited people to live in Palestine, and moved to Palestine herself. She served in the government in many roles. She came out of retirement to lead the government of Israel.

EA: By the 1800s, Hebrew had long ago fallen out of use as a spoken language. Jews had been scattered around the world for centuries and generally spoke the languages of their countries of residence. Eliezer Ben-Yehuda believed that reviving Hebrew as a spoken language could help unite Jews around the world. He emigrated from Europe to Palestine in 1881. There he wrote the first modern Hebrew dictionary and helped found the Academy of the Hebrew Language. As a result of his efforts, Hebrew became a spoken language once more, and it is the national language of Israel.