

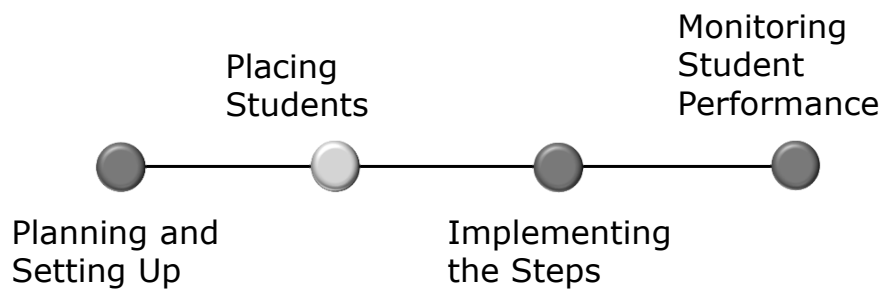
Read Naturally Live

Placing Students

Claire Hayes
Presenter

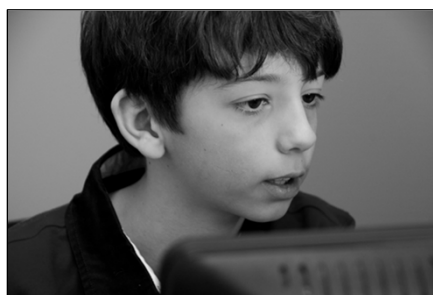


Teacher Responsibilities



Placing Students

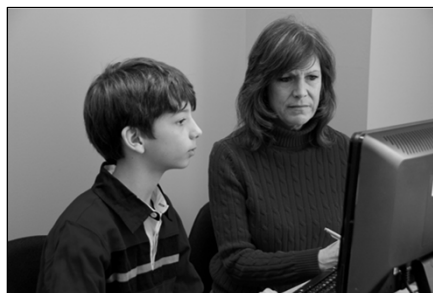
- Determine level
- Select series
- Set goal



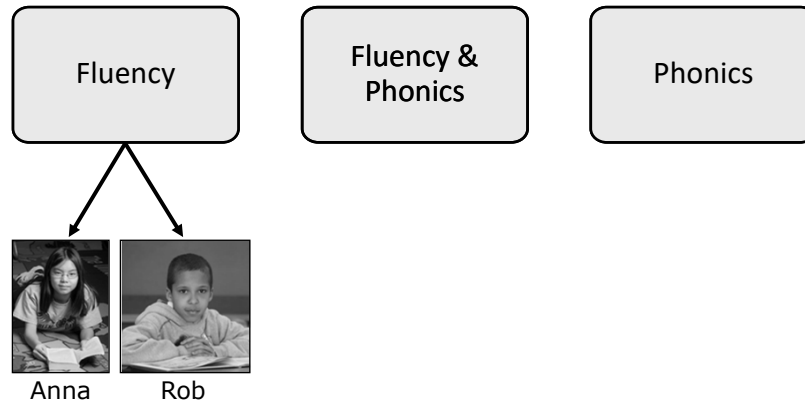
Understanding Initial Placement

Two phases:

- Conducting Initial Placement
- Checking Initial Placement

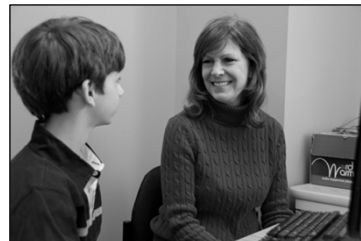


Determine a Student's Needs



Estimating a Student's Reading Level

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



Determining Anna's Level

Estimate Anna's reading level

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



Read Naturally® Live Demo

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

Determining Rob's Level

Read Naturally Live > Placement for Rob Cole

Placement Step 3: Analyze Results

Student's Results ⓘ

Score from the most recent test is in bold type.

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

Initial Placement Ranges

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

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

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

Next Cancel

Determining Rob's Level

Read Naturally Live > Placement for Rob Cole

Placement Step 3: Analyze Results

Student's Results ⓘ

Score from the most recent test is in bold type.

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

Initial Placement Ranges

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

Choose an option and click Next

☐ Continue testing

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

☒ Stop testing and pick a level (recommended)

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

Series	Level	Goal
Sequenced	3.5	85
Idioms	3.5	85
Sequenced	3.0	95
Idioms	3.0	95
Idioms	2.7th level, 2.0 and below	95

Next Cancel

Selecting Rob's Series

Read Naturally Live > Placement for Rob Cole

Placement Step 3: Analyze Results

Student's Results ⓘ

Score from the most recent test is in bold type.

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

Choose an option and click Next

☐ Continue testing

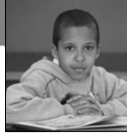
Return to the first placement screen to select a different level to test.

☒ Stop testing and pick a level (recommended)

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

Series	Level	Goal
Sequenced	3.5	85
Idioms	3.5	85
Sequenced	3.0	95
Idioms	3.0	95
Phonics	2.75 (less than 3.0 and below)	85

Next Cancel

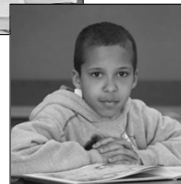


Setting the Goal

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

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


Rob:
 $65 + 30 = 95$



Setting Rob's Goal

Read Naturally Live > Placement for Rob Cole

Placement Step 3: Analyze Results

Student's Results 

Score from the most recent test is in bold type.

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


Choose an option and click Next

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

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

Series	Level	Goal
Sequenced	3.5	85
Idioms	3.5	85
Sequenced	3.0	95
Idioms	3.0	95
Phonics	2.75 (Level 2.5 and below)	95

Next Cancel



Beginning Readers

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



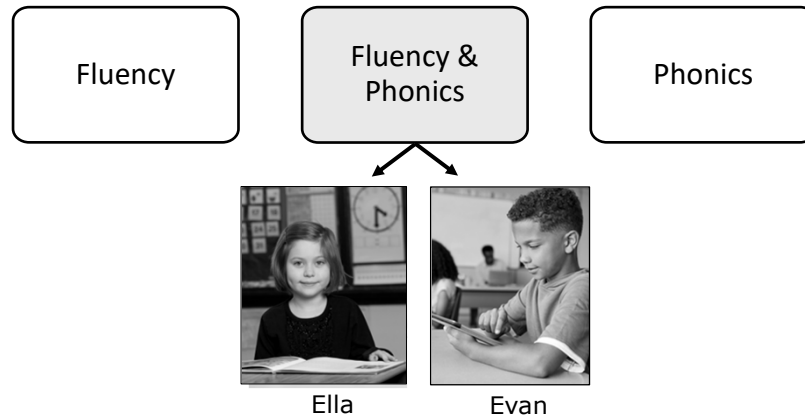
Two Options:

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

Initial Placement Ranges

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

Determine a Student's Needs



Phonics Series Levels

Series and Level Options

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

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

Phonics Series Placement

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

Phonics-Based Testing Level

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

Initial Placement Ranges

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

Placing Ella

Needs: Phonics and Fluency

Ella


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




Placing Ella

Needs: Phonics and Fluency

Read Naturally Live > Placement for Ella Page Close

Placement Step 3: Analyze Results 

Student's Results 

Score from the most recent test is in bold type.


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

Choose an option and click Next

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

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

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

Your selection can be edited after placement is saved. 

Next Cancel

Placing Ella

Needs: Phonics and Fluency

Ella

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



Work on phonics and fluency together:

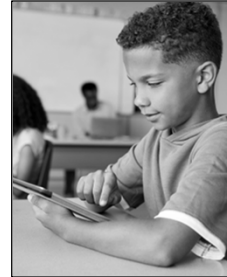
- Phonics series
- Level 1.3a (Long vowels with silent e)
- Story Goal: 75
- Word List Goal: 35

Placing Evan

Needs: Phonics and Fluency

Evan

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



Placing Evan

Needs: Phonics and Fluency

Read Naturally Live > Placement for Evan Renbeck Close

Placement Step 3: Analyze Results Print

Student's Results ⓘ

Score from the most recent test is in bold type.

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

Choose an option and click Next

☐ Continue testing

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

☒ Stop testing and pick a level (recommended)

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

Series	Level	Goal
Sequenced	3.5	110
Idioms	3.5	110

Your selection can be edited after placement is saved. ⓘ

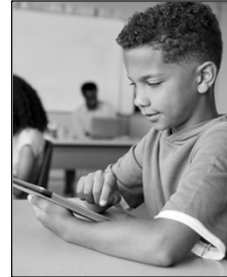
Next Cancel

Placing Evan

Needs: Phonics and Fluency

Evan

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



Work in Read Naturally Live for fluency:

- Sequenced series
- Level 3.5
- Story Goal 110

Work on phonics separately

Determine a Student's Needs

Fluency

Fluency &
Phonics

Phonics



Evan



Marci

Placement



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

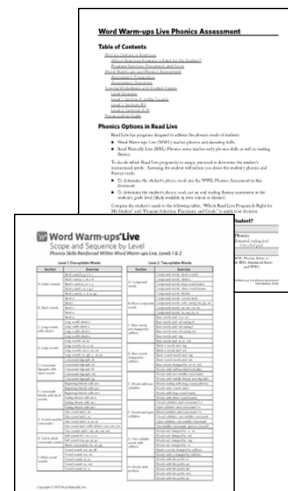


Placement

Placing Students in Word Warm-ups Live

Resources:

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



Placing Marci

Needs: Phonics

Marci

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



Placing Marci

Needs: Phonics



Word Warm-ups Live Phonics Assessment

Table of Contents

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[Which Read Live Program Is Right for My Student?](#)
[Program Selection, Placement, and Goals](#)
[Word Warm-ups Live Phonics Assessment](#)
[Assessment Integration](#)
[Assessment Directions](#)
[Source Worksheets and Student Copies](#)
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[Level 1: Section A: Letter Sounds](#)
[Level 1: Section B: 1](#)
[Level 1: Section A: 11](#)
[Pronunciation Guide](#)

Phonics Options in Read Live

Read Live has programs designed to address the phonics needs of students:

- Word Warm-ups Live (WWL) teaches phonics and decoding skills.
- Read Naturally Live (RNL) Phonics series teaches early phonics skills as well as reading fluency.

To decide which Read Live program(s) to assign, you need to determine the student's instructional needs. Assessing the student will inform you about the student's phonics and fluency needs.

- To determine the student's phonics needs, use the WWL Phonics Assessment in this document.
- To determine the student's fluency needs, use an oral reading fluency assessment at the student's grade level (daily available in your school or district).

Compare the student's needs to the following tables, "Which Read Live Program Is Right for My Student?" and "Program Selection, Placement, and Goals," to guide your decision.

Which Read Live Program Is Right for My Student?

A student who needs intervention in:			
Fluency	Phonics	Estimated reading level 1	Fluency and Phonics
		Estimated reading level at or above third grade	Estimated reading level at or above third grade
Should be placed in:			
RNL, Superscript or Literacy Series	WWL	Both RNL, Superscript Series and WWL	RNL, Phonics Series or Both RNL, Superscript Series and WWL

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Word Warm-ups Live Phonics Assessment

Administer the Word Warm-ups Live Phonics Assessment:

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

Word Warm-ups Live Phonics Assessment

Level 1, Section C: Long vowels with silent e

kase ✓ Error SD/SC	libe ✓ Error SD/SC	tupe ✓ Error SD/SC	wane ✓ Error SD/SC	sime ✓ Error SD/SC
rupe roof ✓ Error SD/SC	cale ✓ Error SD/SC	jove ✓ Error SD/SC	tine time ✓ Error SD/SC	moze ✓ Error SD/SC

Errors 1
SD/SCs + 1
Total Score 2

If 3 or more errors or a total score of 6 or more, stop testing:
 ■ Place in WWL Level 1, Section C.
 ■ Or use RNL testing level 1.5 for possible placement in RNL Phonics level 1.3a.
 If not, continue testing.

Level 1, Section D: Long vowels

gaib gab ✓ Error SD/SC	noal ✓ Error SD/SC	vie ✓ Error SD/SC	nue ✓ Error SD/SC	cay ✓ Error SD/SC
rean rain ✓ Error SD/SC	meez mez ✓ Error SD/SC	vo ✓ Error SD/SC	ty ✓ Error SD/SC	dight ✓ Error SD/SC

Errors 3
SD/SCs + 1
Total Score 4

If 3 or more errors or a total score of 6 or more, stop testing:
 ■ Place in WWL Level 1, Section D.
 ■ Or use RNL testing level 1.5 for possible placement in RNL Phonics level 1.3b.
 If not, continue testing.

Scoring Worksheet



Placement

Placing Marci

Needs: Phonics

Marci

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



Work in Word Warm-ups Live:

- Level 1
- Section D (long vowels)

Placing Evan

Needs: Phonics



Word Warm-ups^{Live}
Scope and Sequence by Level
Phonics Skills Reinforced Within Word Warm-ups Live, Levels 1 & 2

Level 1: One-syllable Words		Level 2: Two-syllable Words	
Section	Examples	Section	Examples
A. Letter sounds	Short a words: a, e, i, o, u Short e words: e, i, o, u, y Short i words: i, o, u, y Short o words: o, u, y Short u words: u, y	A. Compound words	Compound words: short words Compound words: long words Compound words: other words
B. Short vowels	Short a Short e Short i Short o Short u	B. More compound words	Compound words: words with Compound words: words with Compound words: words with
C. Long vowels with short a	Long a words: a, e, i, o, u Long e words: e, i, o, u, y Long i words: i, o, u, y Long o words: o, u, y Long u words: u, y	C. Base words and compound words	Base words and compound words Base words and compound words Base words and compound words
D. Long vowels	Long a words: a, e, i, o, u Long e words: e, i, o, u, y Long i words: i, o, u, y Long o words: o, u, y Long u words: u, y	D. Base words and compound words	Base words and compound words Base words and compound words Base words and compound words
E. Compound words with short vowels	Compound words: short words Compound words: long words Compound words: other words	E. Words with two syllables	Words with two syllables Words with two syllables Words with two syllables
F. Compound words with long vowels	Compound words: long words Compound words: other words	F. Closed and open syllables	Closed and open syllables Closed and open syllables Closed and open syllables
G. Vowels with short vowels	Short a words: a, e, i, o, u Short e words: e, i, o, u, y Short i words: i, o, u, y Short o words: o, u, y Short u words: u, y	G. Two syllable words with suffixes	Two syllable words with suffixes Two syllable words with suffixes Two syllable words with suffixes
H. Vowels with long vowels	Long a words: a, e, i, o, u Long e words: e, i, o, u, y Long i words: i, o, u, y Long o words: o, u, y Long u words: u, y	H. Words with prefixes	Words with prefixes Words with prefixes Words with prefixes

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Compare Evan's current phonics assessment data to the Word Warm-ups Live Scope and Sequence by Level:

- To place in an appropriate level and section.
- To select a starting point for the placement assessment.



Word Warm-ups® Live

Scope and Sequence by Level

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

Level 1: One-syllable Words

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

Level 2: Two-syllable Words

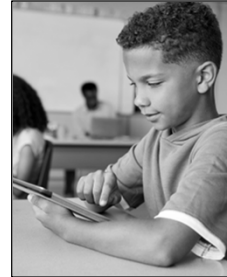
Section	Exercise
A. Compound words	Compound words: short vowels
	Compound words: silent e
	Compound words: long vowel teams
	Compound words: other vowel teams
	Compound words: blends
B. More compound words	Compound words: vowels and r
	Compound words: soft c and g, kn, gn, wr
	Compound words: au, aw, ou, ow
	Compound words: oo, ew, oy, oi
C. Base words not changed by suffixes	Base words and -s or -es
	Base words and -ed saying d
	Base words and -ed saying t
	Base words and -ed saying ed
	Base words and -ing
D. Base words changed by suffixes	Base words and -er or -est
	Silent-e words and -ing
	Silent-e words and -ed
	Short-vowel words and -ing
	Short-vowel words and -ed
E. Words with two syllables	Base words changed by -er or -est
	Words with suffixes that look alike
	Words with two middle consonants
	Words with middle blends and digraphs
	Words ending with long vowel patterns
F. Closed and open syllables	Words with vowels and r
	Words with long vowel teams
	Words with other vowel teams
	Closed syllables and consonant-l-e
	Open syllables and consonant-l-e
G. Two-syllable words with suffixes	Mixed syllables and consonant-l-e
	Closed syllables: one middle consonant
	Open syllables: one middle consonant
	One middle consonant: open or closed?
	Words not changed by -s, -es
H. Words with prefixes	Words not changed by -ed
	Words not changed by -ing
	Words not changed by -er
	Silent-e words changed by suffixes
	Words with y changed by suffixes
	Words with the prefix re-
	Words with the prefix un-
	Words with the prefix dis-
	Words with the prefix mis-
	Words with the prefix de-

Placing Evan

Needs: Phonics and Fluency

Evan

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



For fluency, work in Read Naturally Live:

- Sequenced series
- Level 3.5
- Story Goal 110

For phonics, work in Word Warm-ups Live:

- Level 1
- Section G

Placing Evan



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

Fluency



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

Phonics



Student Placement Results Report

- Student's Results
- Recommendations
- Decision

The image shows three overlapping Student Placement Results Report forms. The top form is for Lee Hui, the middle for Rub-Cole, and the bottom for Anna Aubel. Each form includes a header with the student's name, placement teacher, current teacher, and date tested. The main body of the report is divided into three sections: Student's Results, Recommendation(s), and Decision. The Student's Results section includes a table with Placement Range (Low, Mid, High) and Placement Range (Target). The Recommendation(s) section includes a table with Recommendation(s) and Goal (Target). The Decision section includes a table with Decision and Goal (Target).

Student Passwords Report

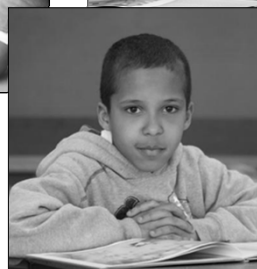
For each student ...

- Name
- User ID
- Password

The image shows a Student Passwords Report form. It includes a header with the student's name, current teacher, and date tested. The main body of the report is a table with columns for Student Name, Current Username, Grade, User ID, and Password. The table lists four students: Anna Aubel, Rub-Cole, Lee Hui, and Anna Aubel. The Password column is highlighted in grey.

Placing Students and Beyond

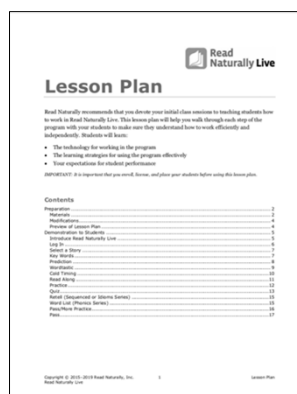
- Determine level
- Select series
- Set goal



Training Students to Work in Read Naturally



A Student's Guide to
Read Naturally Live
Video Series




Read Naturally Live
Lesson Plan



Read Live HELP Resources

• Orientation to Read Live



Read Live
Orientation to Read Live

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

Having trouble playing this video?
Watch the "Orientation to Read Live" video on YouTube

Setting Up Read Live

- Setting Up an Account
- Importing Student Data into a New Account
- Updating Student Data with the Import Feature
- Assigning Licenses to Schools and Students
- Setting Up and Licensing Students
- Setting Up My Groups

Working with Students in Read Naturally Live

- Placing Students
- Working Through a Story in Read Naturally Live
- Special Features of Phonics Stories
- Options for Students Who Do Not Pass a Story
- Setting Story Options
- Monitoring Student Performance

Working with Students in Word Warm-ups Live

- Working Through a Word List Exercise
- Working Through a Story Exercise

Hot Topics

- Using Read Live in a Distance-Learning Model
- Word Warm-ups Live Now Available: Release Notes - August 24, 2020
- New Distance Learning Features - August 2, 2020

Read Live

Recorded Webinars

- Back to school with Read Live
- Read Live basics

Job Aids

- Smart Start Guide
- Read Live User Guide
- Read Live knowledgebase topics
- System requirements
- Starting a new school year
- Read Live phonics assessment

Read Naturally Live

Free Training Course

- Read Naturally Live Online Course

Useful Resources

- Get students started with Read Naturally Live
- Read Naturally Live steps
- Conducting a one-minute timing
- Completing the pass step
- Options for students who do not pass

Recorded Webinars

- Placing students in Read Naturally Live
- Checking initial placement
- Read Live tips and features you need to know
- Read Naturally Live: Beyond the basics

Student Training

- A Student's Guide to Read Naturally Live
- Lesson plan
- Steps poster (English | Spanish)

Job Aids

- Fidelity checklist
- User Guide: Working with Read Naturally

www.readnaturally.com/read-live-help



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

Questions?

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