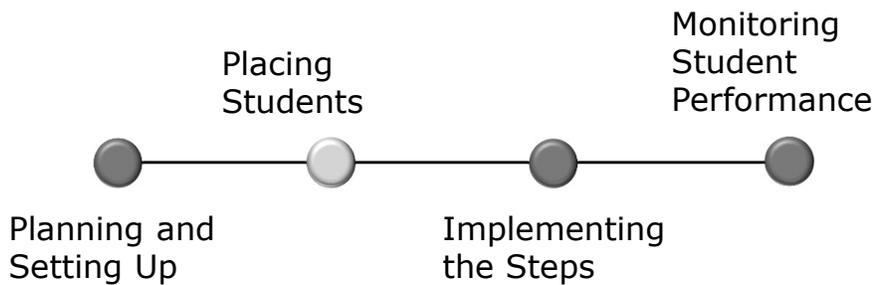


Read Naturally Live

Placing Students



Teacher Responsibilities



Placing Students

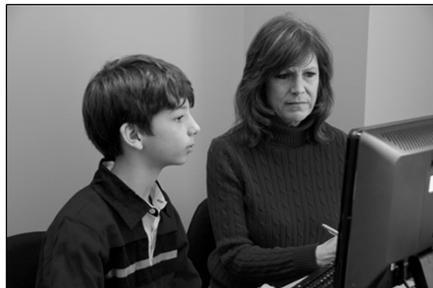
- Determine level
- Select series
- Set goal



Understanding Initial Placement

Two phases:

- Conducting Initial Placement
- Checking Initial Placement

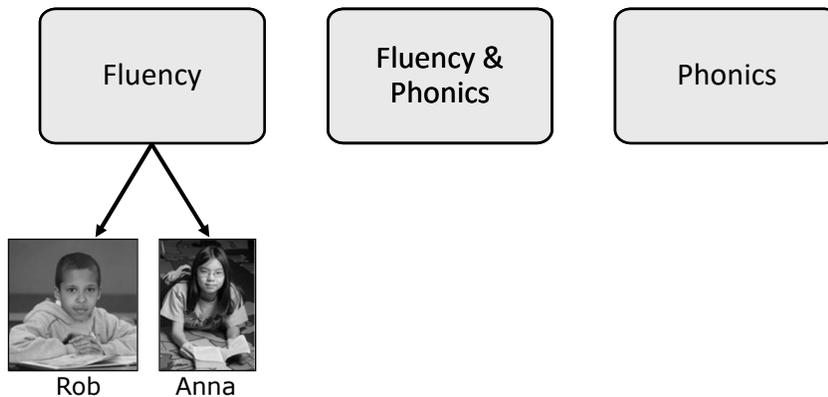


Understanding Initial Placement

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



Determine a Student's Needs



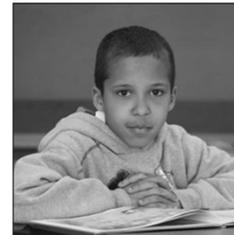
Estimating a Student's Reading Level

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



Placing Rob

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



Teacher Assisted Placement



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

Determining Rob's Level, Part 1

The screenshot shows a web interface for "Rob Cole" with a "Close" button. The main heading is "Read Naturally Live Placement Step 1: Select a level to test". Below this, there are instructions: "To begin, estimate this student's reading level, and select the corresponding placement testing level below. Then click Next to test the student in that level." A note follows: "Before you place this student in Read Naturally Live consider whether the student has phonics needs. If the answer is yes: 1. In the Read Live Staff Module, go to the home page and click the Word Warm-ups Live tile. 2. Click Print Phonics Assessment to access a phonics test which includes instructions on when to place the student in Read Naturally Live, Word Warm-ups Live, or both." The main content area is a table with two columns: "Select a level to test" and "Series available at the level". The table lists levels from 1.0 to 4.5. The level 3.0 is selected, indicated by a radio button with a plus sign and a box around the row. Each row also has an information icon (i) in the second column.

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

At the bottom of the interface, there is a navigation bar with a question mark icon, "ESP Teacher Present", an information icon, and a "Next" button with a right arrow.

Determining Rob's Level, Part 2

Rob Cole Close

Kinkajou

Placement Step 2: Test in Level 3.0 Reading Guide

Start Timing

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

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

< Page 1 >

Timing Results

Words read: 68

Number of missed words: - 3 +

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

? ESP Teacher Present < Back Next >

Determining Rob's Level, Part 3

Rob Cole Close

Placement Step 3: Analyze Results Print

Student's Results ⓘ

Score from the most recent test is in bold type.

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

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

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

Initial Placement Ranges

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

? Next >

Determining Rob's Level, Part 1

The screenshot shows the 'Rob Cole' profile page for 'Read Naturally Live Placement Step 1: Select a level to test'. The interface includes a 'Close' button in the top right. Below the title, there are instructions: 'To begin, estimate this student's reading level, and select the corresponding placement testing level below. Then click Next to test the student in that level.' A note follows: 'Before you place this student in Read Naturally Live consider whether the student has phonics needs. If the answer is yes: 1. In the Read Live Staff Module, go to the home page and click the Word Warm-ups Live tile. 2. Click Print Phonics Assessment to access a phonics test which includes instructions on when to place the student in Read Naturally Live, Word Warm-ups Live, or both.'

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

The bottom navigation bar contains a help icon, 'ESP Teacher Present', and 'Back' and 'Next' buttons.

Determining Rob's Level, Part 2

The screenshot shows the 'Rob Cole' profile page for 'Read Naturally Live Placement Step 2: Test in Level 3.5'. The interface includes a 'Close' button in the top right. The title is 'Velcro'. Below the title, there is a 'Start Timing' button and a 'Reading Guide' toggle switch. The main content area contains a text passage about Velcro's invention. To the right, the 'Timing Results' section shows 'Words read: 62' and a 'Number of missed words' spinner set to 7. Below that, the 'Timing score in words correct per minute (wcpm):' is displayed as 55. At the bottom, there is a 'Page 1' navigation button and a bottom navigation bar with a help icon, 'ESP Teacher Present', and 'Back' and 'Next' buttons.

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

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

Many people laughed at George at first, but he had the

Timing Results

Words read: 62

Number of missed words: 7

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

Determining Rob's Level, Part 3

☰ Rob Cole
Close

Placement Step 3: Analyze Results 🖨️

Student's Results ⓘ

Score from the most recent test is in bold type.

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

Initial Placement Ranges

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

Choose an option and click Next

Continue testing

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

Stop testing and pick a level (recommended)

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

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

🔍 Next >

Determining Rob's Level, Part 3

☰ Rob Cole
Close

Placement Step 3: Analyze Results 🖨️

Student's Results ⓘ

Score from the most recent test is in bold type.

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

Choose an option and click Next

Continue testing

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

Stop testing and pick a level (recommended)

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

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

🔍 ESP Teacher Present
🔍 Next >

Setting Rob's Goal

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

Rob:
 $65 + 30 = 95$



Placing Rob



For fluency, work in
Read Naturally Live:
▪ Sequenced series
▪ Level 3.0

Fluency

Fluency &
Phonics

Phonics



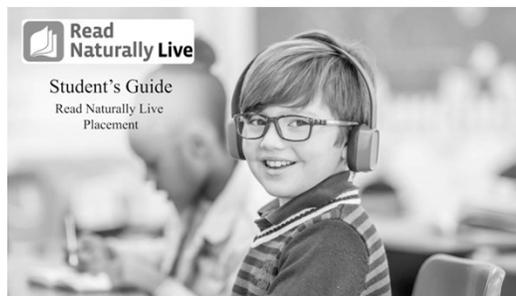
Placing Anna

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



Student Independent Placement

Training Students to Conduct Independent Placement



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

Logging In

The screenshot shows the Read Live Student Login interface. At the top, there is a home icon and a "Check System Requirements" link. The main heading is "Read Live" with a book icon, followed by "Student Login". A dark grey login box contains the following fields: "Account ID *" with the value "00004243", "User ID *" with the value "annaaubid", and "Password *" with masked characters. A "Log In" button is positioned to the right of the password field. Below the password field is a "Need Help?" link. At the bottom of the page, a copyright notice reads "Copyright © 2023 Read Naturally, Inc. All rights reserved."

Conducting Placement

The screenshot shows the Read Live "Select a Program" page. The user is logged in as "Anna Aubid" and has a "Log Out" option. The page features two program cards. The first card, "Read Naturally Live", includes a "Conduct Placement" button which is highlighted with a black arrow. The second card, "One Minute Reader Live", shows the step "Step: Select a Book". At the bottom of the page, there are icons for help and ESP.

Student Independent Placement

Anna Aubid Log Out

Placement Required

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

Is a teacher working with you?

Yes, a teacher is with me.

No, I am working by myself.

ESP

Student Independent Placement

Anna Aubid Close

Velcro

Test in Level 3.5

Have you ever w
make new inventions?

Do you wish to continue?

You will be recorded, so read clearly. You will have only one chance to read each story.

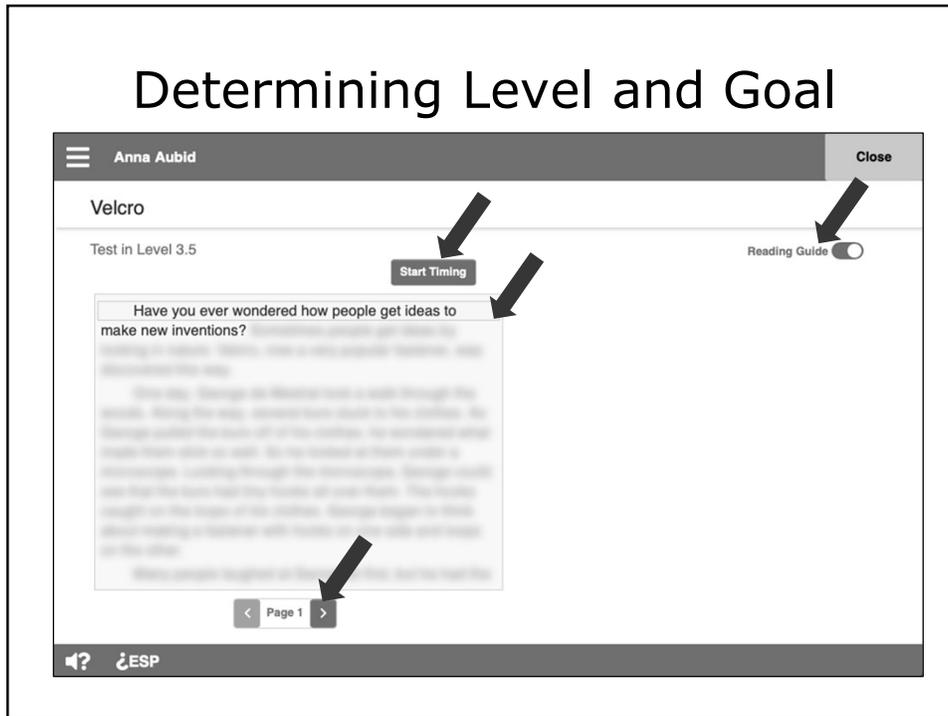
Click Yes to begin or No to go back.

Yes No

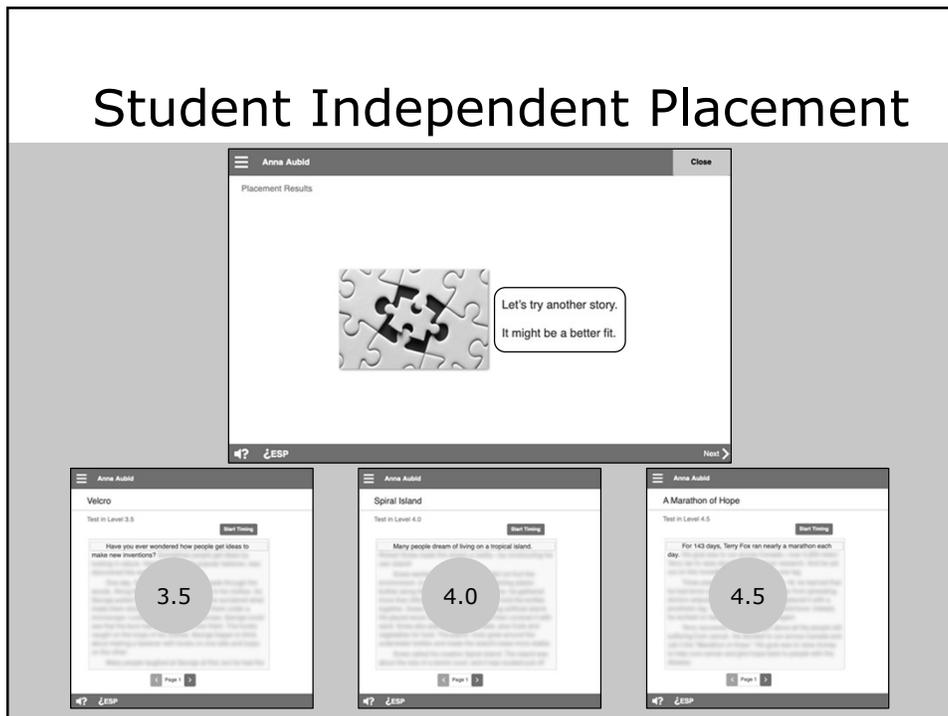
Page 1

ESP

Determining Level and Goal



Student Independent Placement



Determining Level and Goal

The screenshot shows a user interface for a reading assessment. At the top, the user's name "Anna Aubid" is displayed next to a "Close" button. Below this, the name "Antoni Gaudí" is shown. The assessment is set for "Level 5.0" and includes a "Start Timing" button and a "Reading Guide" toggle switch. The main content is a text passage that begins with "A strange building stands along a busy street in Barcelona." and continues with several paragraphs of text. At the bottom of the passage area, there is a "Page 1" indicator. The footer contains a help icon and the "ESP" logo.

Determining Level and Goal

The screenshot shows a user interface for a reading assessment. At the top, the user's name "Anna Aubid" is displayed next to a "Close" button. Below this, the text "Placement Results" is shown. The main content is a table titled "Initial Placement Ranges" with two columns: "Placement Testing Level" and "Placement Range (wcpm)". The table lists four rows of data. At the bottom of the table area, there is a "Next" button. The footer contains a help icon and the "ESP" logo.

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

Determining Level and Goal

Anna Aubid Close

Placement Results

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

ESP Next

Detailed description: This screenshot shows a user interface for a placement test. At the top, there is a header with a hamburger menu icon, the name 'Anna Aubid', and a 'Close' button. Below the header, the text 'Placement Results' is displayed. The main content area features a graphic of several interlocking puzzle pieces, with one piece missing, creating a dark shape. To the right of the puzzle pieces is a speech bubble containing the text 'Let's try another story. It might be a better fit.' At the bottom of the interface, there is a footer with a question mark icon, the 'ESP' logo, and a 'Next' button with a right-pointing arrow.

Determining Level and Goal

Anna Aubid Close

The Hindenburg

Test in Level 5.6 Start Timing Reading Guide

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

Page 1

ESP

Detailed description: This screenshot shows a reading passage interface. At the top, there is a header with a hamburger menu icon, the name 'Anna Aubid', and a 'Close' button. Below the header, the title 'The Hindenburg' is displayed. Underneath the title, there are three elements: a button labeled 'Test in Level 5.6', a 'Start Timing' button, and a 'Reading Guide' toggle switch. The main content area contains a reading passage starting with the question 'Can you imagine an aircraft the size of three football fields?' followed by several paragraphs of text. At the bottom of the passage, there is a 'Page 1' indicator with left and right arrows. At the very bottom of the interface, there is a footer with a question mark icon, the 'ESP' logo, and a 'Next' button with a right-pointing arrow.

Determining Level and Goal

Placement Results

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

Next >

Determining Level and Goal

Placement Results



We have found a level and story goal that seem like a good fit for you.

Click Next to start working in that level.

Next >

Setting Anna's Goal

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



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

Determining Level and Goal

The screenshot shows the Read Naturally software interface. At the top, it displays the user's name "Anna Aubid", a "Level | Goal" dropdown menu, an "Apple Teacher" logo, and a "Log Out" button. Below the header, the text "Select a Story" is followed by "Sequenced 5.6 | 120 wcpm". The main area contains a grid of 12 story cards, each with a small image and a title: "Colossal Computer", "The Frisbee", "The Birth of Television", "Northern Lights", "Running Down a Dream", "The Four-Minute Mile", "Canaries in Coal Mines", "Conditions Count", "Henry Ford", "Automotive Perfection", "The Sweet Beet", and "More Than a Traditional Meal". At the bottom of the interface, there are icons for help and ESP, and progress indicators for "Stories 1-12: 0 Complete" and "Stories 13-24: 0 Complete".

Placing Anna



For fluency, work in Read Naturally Live:

- Sequenced series
- Level 5.6

Fluency

Fluency & Phonics

Phonics



Beginning Readers

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



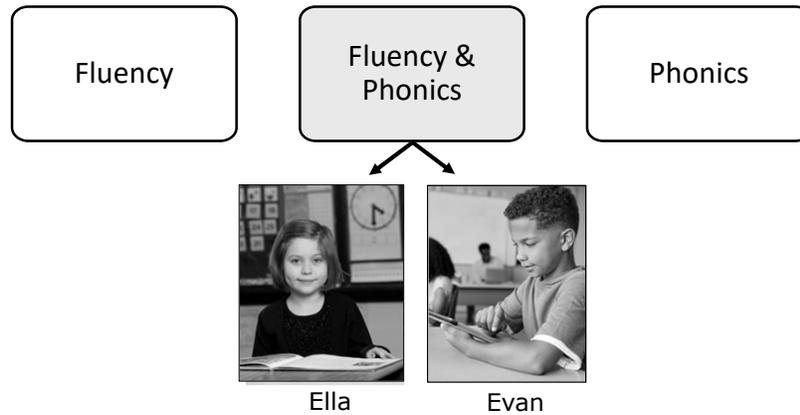
Two Options:

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

Initial Placement Ranges

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

Determine a Student's Needs



Phonics Series Levels

Series and Level Options

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

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

Phonics Series Placement

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

Phonics-Based Testing Level

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

Initial Placement Ranges

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

Placing Ella

Needs: Phonics and Fluency

Ella

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



Placing Ella

Needs: Phonics and Fluency

Read Naturally Live > Placement for Ella Page Close

Placement Step 3: Analyze Results Print

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

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

Choose an option and click Next

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

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

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

→

Your selection can be edited after placement is saved. ⓘ

Next Cancel

Placing Ella

Needs: Phonics and Fluency

Ella

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



Work on phonics and fluency together:

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

Placing Ella



For fluency and phonics,
work in Read Naturally Live:
▪ Phonics series
▪ Level 1.3a

Fluency

Fluency &
Phonics

Phonics



Placing Evan

Needs: Phonics and Fluency

Evan

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



Placing Evan

Needs: Phonics and Fluency

Read Naturally Live > Placement for Evan Renbeck Close

Placement Step 3: Analyze Results Print

Student's Results ⓘ

Score from the most recent test is in bold type.

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

Choose an option and click Next

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

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

Series	Level	Goal
Sequenced	3.5	110
Idioms	3.5	110

Your selection can be edited after placement is saved. ⓘ

Next Cancel

Placing Evan

Needs: Phonics and Fluency

Evan

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

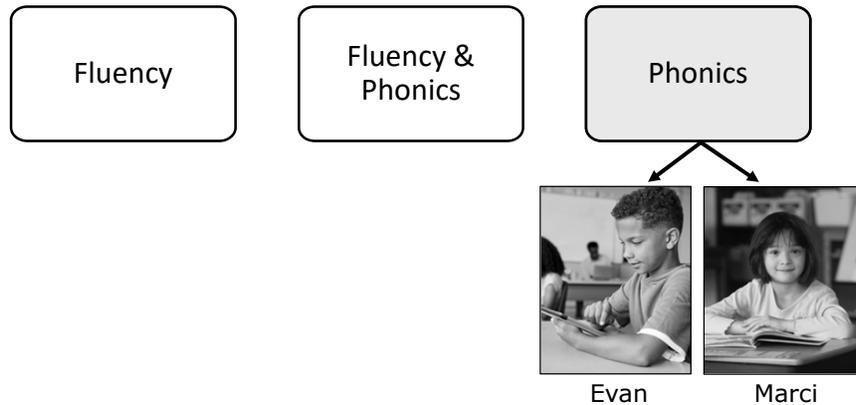


Work in Read Naturally Live for fluency:

- Sequenced series
- Level 3.5
- Story Goal 110

Work on phonics separately

Determine a Student's Needs



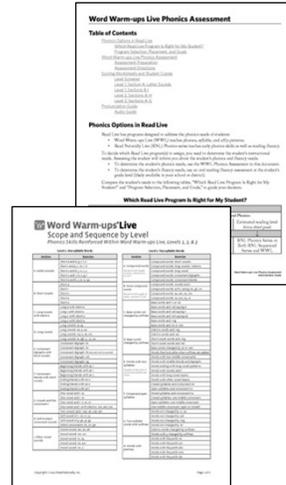
- Reinforces phonemic awareness and phonics
- Develops mastery and automaticity in decoding
- Supports fluency development



Placing Students in Word Warm-ups Live

Resources:

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



Placing Marci

Needs: Phonics

Marci

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



Placing Marci

Needs: Phonics



Word Warm-ups Live Phonics Assessment

Table of Contents

Phonics Criteria in Read Live

- Which Read Live Program is Right for My Student?
- Program Selection, Placement, and Goals

Word Warm-ups Live Phonics Assessment

- Assessment Preparation
- Assessment Directions

Scoring Worksheets and Student Copies

- Level 1, Section A: Letter-Sounds
- Level 1, Section B:1
- Level 1, Section B:2
- Level 2, Section A:1
- Level 2, Section A:2
- Pronunciation Guide
- Audio Guide

Phonics Options in Read Live

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

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

To decide which Read Live program(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 (libly 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	Fluency and Phonics Estimated reading level at or above third grade.	Fluency and Phonics Estimated reading level below third grade.
Should be placed in:			
RNL, Sequenced or Idioms Series	WWL	Both RNL, Sequenced Series and WWL	RNL, Phonics Series or Both RNL, Sequenced Series and WWL

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

Administer the Word Warm-ups Live Phonics Assessment:

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

Word Warm-ups Live Phonics Assessment

Level 1, Section C: Long vowels with silent e

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	tay Error SD/SC
rean rain Error SD/SC	meez mez Error SD/SC	vo ✓ Error SD/SC	hy 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



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 Marci



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

Fluency

Fluency & Phonics

Phonics



Placing Evan

Needs: Phonics



Word Warm-ups Live
Scope and Sequence by Level
Phonics Skills Reinforced Within Word Warm-ups Live, Levels 1, 2, & 3

Level 1: One-Syllable Words		Level 2: Two-Syllable Words	
Section	Example	Section	Example
A. Letter sounds	Chair with c, i, a Chair with c, i, a, c Chair with c, i, a, c, a Chair with c, i, a, c, a, c Chair with c, i, a, c, a, c, a	A. Compound words	Compound words, short vowels Compound words, long vowels, rhotic Compound words, long vowel Compound words, long vowel Compound words, compound syllables
B. Short vowels	Chair Chair Chair	B. Short compound words	Compound words, short vowels Compound words, long vowels Compound words, long vowels
C. Long vowels with silent e	Long with i, e, a Long with i, e, a Long with i, e, a	C. Base words not changed by suffixes	Base words not changed by suffixes Base words not changed by suffixes Base words not changed by suffixes
D. Long vowels	Long vowels, i, e, a Long vowels, i, e, a Long vowels, i, e, a	D. Base words changed by suffixes	Base words changed by suffixes Base words changed by suffixes Base words changed by suffixes
E. Compound syllables with short vowels	Compound syllable, short vowels Compound syllable, short vowels Compound syllable, short vowels	E. Words with two syllables	Words with two syllables Words with two syllables Words with two syllables
F. Compound syllables with long vowels	Compound syllable, long vowels Compound syllable, long vowels Compound syllable, long vowels	F. Closed and open syllables	Closed syllables and compound words Closed syllables, one middle compound Closed syllables, one middle compound
G. Words and the compound	One word and/or One word and/or One word and/or with rhotic, s, sh, ss, st, th	G. Two-syllable words with syllables	Words not changed by affixes Words not changed by affixes Words not changed by affixes
H. Suffixes and the compound	Compound with suffix Compound with suffix Compound with suffix	H. Words with prefixes	Words with the prefix Words with the prefix Words with the prefix

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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.

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



Word Warm-ups® Live

Scope and Sequence by Level

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

Level 1: One-syllable Words

Section	Exercise
A: Letter sounds	Short a and b, g, t, f, s
	Short i and p, c, m, r, h
	Short o and d, j, n, c, y
	Short u and v, b, x, g, l
	Short e and k, z, d, w, qu
B. Short vowels	Short a
	Short i
	Short o
	Short e
	Short u
C. Long vowels with silent e	Long a with silent e
	Long i with silent e
	Long o with silent e
	Long u with silent e
D. Long vowels	Long vowels: ai, ay
	Long vowels: ee, e, ea
	Long vowels: oa, o, oe, ow
	Long vowels: ie, igh, y, ui, ue
E. Consonant digraphs with short vowels	Consonant digraph: sh
	Consonant digraph: ch
	Consonant digraph: th (voiced and unvoiced)
	Consonant digraph: wh
	Consonant digraph: ng
F. Consonant blends with short vowels	Beginning blends with an r
	Beginning blends with an l
	Beginning blends with an s
	Ending blends with an n
	Ending blends with an s
	Ending blends with an l
G. Vowels and the consonant r	One vowel and r: ar
	One vowel and r: or
	One vowel and r: ir, er, ur
	One vowel and r with silent e: ure, are, ore
	Two vowels and r: ear, air, oar, eer
H. Soft & silent consonant sounds	Soft sound of c: ce, ci, cy
	Soft sound of g: ge, gi, gy
	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 <i>Review of skills taught in Level 1, Sections B, C, D, E, & F</i>	Compound words: short vowels
	Compound words: long vowels / silent e
	Compound words: long vowel
	Compound words: consonant digraphs
	Compound words: consonant blends
B. More compound words <i>Review of skills taught in Level 1, Sections G, H, & I</i>	Compound words: vowels and r
	Compound words: soft c and g, kn, gn, wr
	Compound words: au, aw, ou, ow
	Compound words: oo, ew, oy, oi
C. 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 <i>Includes introduction of unstressed syllables and schwa</i>	Base words changed by -er or -est
	Words that look alike when suffixes are added
	Words with two middle consonants
	Words with middle blends and digraphs
	Words ending with long vowel patterns
F. Closed and open syllables	Words with vowels 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
	Words not changed by -ed
H. Words with prefixes	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-	



Word Warm-ups[®] Live

Scope and Sequence by Level

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

Level 3: Multi-syllabic Words

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

Placing Evan



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

Fluency



Fluency & Phonics



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

Phonics



Student Placement Results Report

- Student's Results
- Recommendations
- Decision

Student Placement Results
Placement Testing Series: **Lee Her**
Placement Testing Series: **Rob Cole**
Placement Testing Series: **Anna Aubel**

Placement Testing Level	Student Score (range)	Placement Range (range)
3.5	80	80 - 100
3.5	80	80 - 100

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

Series	Level	Goal (range)
Unplanned	3.5	100

Decision

Series	Level	Goal (range)
Unplanned	3.5	100

Placing Students and Beyond

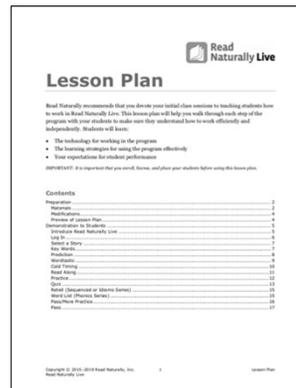
- Determine level
- Select series
- Set goal



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

Read Live Help

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

Orientation to Read Live

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

Orientation to Read Live

Watch on YouTube

If you have trouble viewing the video via YouTube, please click here.

Setting Up Read Live

Setting Up Read Live

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

Setting Up an Account

Hot Topics

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

Read Live

More Information

- Read Live Basics
- Distance Learning Features Overview

Job Aids

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

Read Naturally Live

Free Training Course

- Read Naturally Live Online Course

Useful Resources

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

Read Naturally Webinars

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

Student Training

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

Job Aids

www.readnaturally.com/read-live-help



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 website: readnaturally.com

Questions?

