Read Naturally Encore II

Masters Edition

Placement Packet

Read Naturally, Inc.
Saint Paul, Minnesota

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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 student 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. Students 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 student reads along quietly aloud with audio of a high-interest story.

Teacher Modeling

Repeated Reading

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

Progress Monitoring

The student 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 student'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 program of Encore II)
- GATE: Reading Intervention for Small Groups
- Word Warm-ups (a phonics intervention)
- One Minute Reader (an independent reading program)

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 student?

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, Idioms, and Español 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 student's placement needs. Five series are available:

- Sequenced
- Phonics
- Idioms
- Español (Sequenced)
- 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 (multilingual 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 a sample story for each level of Sequenced, Phonics, Idioms, and Español.

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 a sample story for each level of Sequenced, Phonics, Idioms, and Español.

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 program

Sequenced is the basic series of Encore II; the name of the series highlights the developmental progression provided by the leveled materials. Most students 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.

Night Flyers

Story 14, Tracks 6–9
Spanish, Track 10

Review Key Words

mammals	Mammals are warm-blooded animals that have fur or hair.
bounce	Bounce means to come back after hitting something.
travel	Travel means to move from one place to another.
born alive	When an animal is born alive, it is not in an egg when it comes out of its mother.

Write a Prediction

_____

_____

Read the Story

    Bats are **mammals**. A mammal is an animal with hair whose babies are **born alive**. Bats are the only mammals that can fly. They have wings, but they do not have any feathers. Their wings are made of skin. Bats sleep in the day and stay awake at night. Some bats use their ears to "see" their food. First, they make sounds. The sounds **travel** through the air and **hit** the food near the bat. The sounds **bounce** back to the bat. Then, the bat knows where the food is.

    There are many kinds of bats. There are many sizes of bats too. The bumblebee bat **weighs** less than a penny. The biggest bats have wings that **stretch** six feet wide.

words read _____

– errors _____ = _____ cold score

words read _____   goal _____

– errors _____ = _____ hot score expression date passed

Night Flyers

Answer the Questions

1. What is most of this story about?
   a. the wings of a bat
   b. many things about bats
   c. how bats fly

2. What do some bats use to find their food?
   a. their ears
   b. their wings
   c. their skin

3. What does the word **hit** mean in this story?
   a. to punch hard
   b. to bump into
   c. to be well liked

4. What do bats have that other mammals do not have?
   a. two ears
   b. hair
   c. wings

5. How do some bats find their food?

_____

_____

Number Correct: _____

Retell the Story

_____

_____

_____

_____

_____

_____

_____

_____

Number of Words Written: _____

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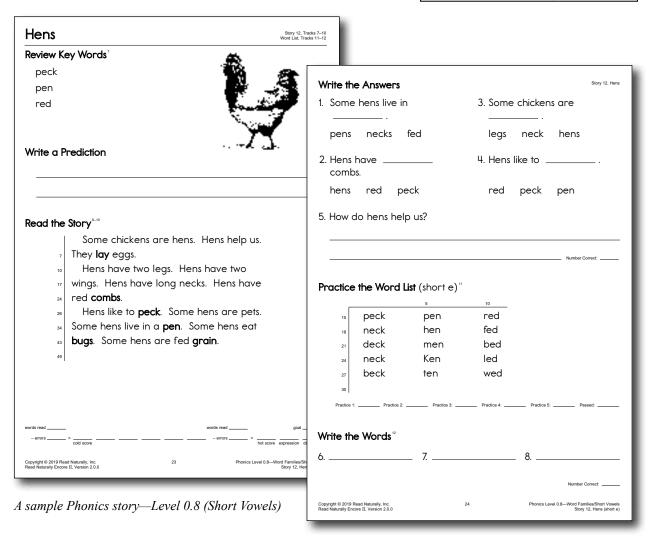
The stories in the Phonics series support a student's mastery of phonics skills, that is, the ability to provide typical sounds represented by letters and groups of letters and to blend those sounds together to read a word. Like the Sequenced series, the Phonics series is designed primarily to build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

A student 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 student 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 student should work in level 3.0 or below.

Phonics Series	
Level 0.8	Short Vowels
Level 1.3	Long Vowels
Level 1.8	Blends & Digraphs
Level 2.3	R-Controlled and Other Letter Combinations
Level 2.6	Short Vowels in One- and Two-Syllable Words
Level 2.7	Long Vowels in One- and Two-Syllable Words

Hens   Story 12, Tracks 7–10
                                                Word List, Tracks 11–12

Review Key Words[7]

peck
pen
red

Write a Prediction

_____

_____

Read the Story[8–10]

      Some chickens are hens. Hens help us.
  7 | They **lay** eggs.
 10 | Hens have two legs. Hens have two
 17 | wings. Hens have long necks. Hens have
 24 | red **combs**.
 26 | Hens like to **peck**. Some hens are pets.
 34 | Some hens live in a **pen**. Some hens eat
 43 | **bugs**. Some hens are fed **grain**.
 49 |

words read _____
– errors _____ = _____ _____ _____ _____ _____
                   cold score

words read _____   goal _____
– errors _____ = _____ _____   _____ _____
                  hot score expression

Write the Answers   Story 12, Hens

1. Some hens live in _____ .

   pens   necks   fed

2. Hens have _____ combs.

   hens   red   peck

3. Some chickens are _____ .

   legs   neck   hens

4. Hens like to _____ .

   red   peck   pen

5. How do hens help us?

   _____

   _____ Number Correct: _____

Practice the Word List (short e)[11]

		5	10
15	peck	pen	red
18	neck	hen	fed
21	deck	men	bed
24	neck	Ken	led
27	beck	ten	wed
30			

Practice 1: _____ Practice 2: _____ Practice 3: _____ Practice 4: _____ Practice 5: _____ Passed: _____

Write the Words[12]

6. _____ 7. _____ 8. _____

                                        Number Correct: _____
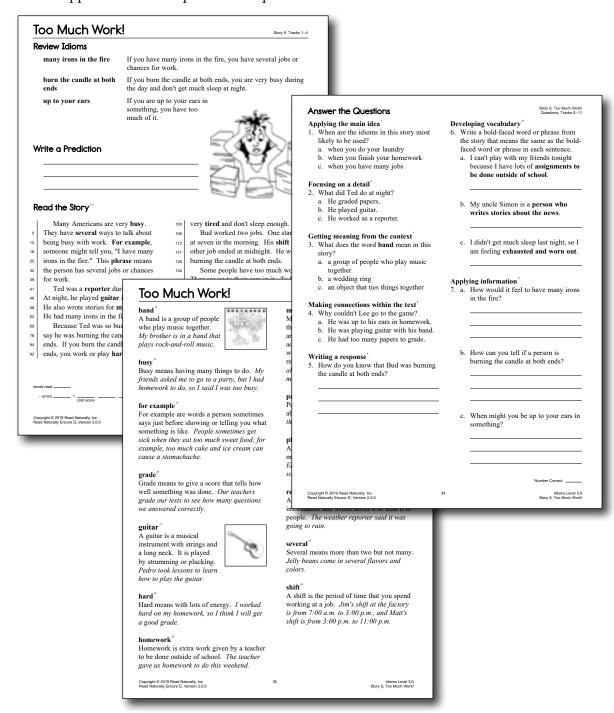
A sample Phonics story—Level 0.8 (Short Vowels)

Idioms Series

Levels 3.0, 3.5, 4.0, 4.5   12 stories/book
Formats available: Reproducible masters with audio CDs; Web-based program

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 students work on their fluency, vocabulary, and comprehension. The series provides additional audio support for the comprehension questions as well.
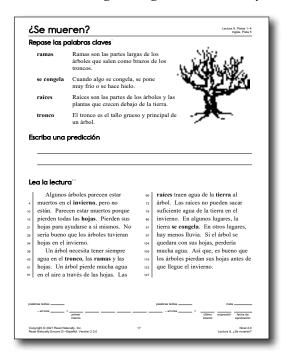
Too Much Work!
Story 9, Tracks 1–4

Review Idioms

many irons in the fire — If you have many irons in the fire, you have several jobs or chances for work.

burn the candle at both ends — If you burn the candle at both ends, you are very busy during the day and don't get much sleep at night.

up to your ears — If you are up to your ears in something, you have too much of it.

Write a Prediction
_____
_____

Read the Story

Many Americans are very **busy**. They have **several** ways to talk about being busy with work. **For example**, someone might tell you, "I have many irons in the fire." This **phrase** means the person has several jobs or chances for work.

Ted was a **reporter** dur... At night, he played **guitar** ... He also wrote stories for m... He had many irons in the fi...

Because Ted was so busy... say he was burning the can... ends. If you burn the cand... ends, you work or play har...

100 very **tired** and don't sleep enough.
106 Bud worked two jobs. One star...
112 at seven in the morning. His **shift**
121 other job ended at midnight. He w...
128 burning the candle at both ends.
134 Some people have too much wo...

words read _____
– errors _____ = _____ cold score

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Too Much Work!

band — A band is a group of people who play music together. *My brother is in a band that plays rock-and-roll music.*

busy — Busy means having many things to do. *My friends asked me to go to a party, but I had homework to do, so I said I was too busy.*

for example — For example are words a person sometimes says just before showing or telling you what something is like. *People sometimes get sick when they eat too much sweet food; for example, too much cake and ice cream can cause a stomachache.*

grade — Grade means to give a score that tells how well something was done. *Our teachers grade our tests to see how many questions we answered correctly.*

guitar — A guitar is a musical instrument with strings and a long neck. It is played by strumming or plucking. *Pedro took lessons to learn how to play the guitar.*

hard — Hard means with lots of energy. *I worked hard on my homework, so I think I will get a good grade.*

homework — Homework is extra work given by a teacher to be done outside of school. *The teacher gave us homework to do this weekend.*

m... — M... th... an... ac... w... re... at... m...

pa... — Pa... ab... th...

pl... — A... m... E... so...

re... — A... information and writes about it or tells it to people. *The weather reporter said it was going to rain.*

several — Several means more than two but not many. *Jelly beans come in several flavors and colors.*

shift — A shift is the period of time that you spend working at a job. *Jim's shift at the factory is from 7:00 a.m. to 3:00 p.m., and Matt's shift is from 3:00 p.m. to 11:00 p.m.*

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Idioms Level 3.0
Story 9, Too Much Work!

Answer the Questions
Story 9, Too Much Work!
Questions, Tracks 5–11

Applying the main idea
1. When are the idioms in this story most likely to be used?
   a. when you do your laundry
   b. when you finish your homework
   c. when you have many jobs

Focusing on a detail
2. What did Ted do at night?
   a. He graded papers.
   b. He played guitar.
   c. He worked as a reporter.

Getting meaning from the context
3. What does the word **band** mean in this story?
   a. a group of people who play music together
   b. a wedding ring
   c. an object that ties things together

Making connections within the text
4. Why couldn't Lee go to the game?
   a. He was up to his ears in homework.
   b. He was playing guitar with his band.
   c. He had too many papers to grade.

Writing a response
5. How do you know that Bud was burning the candle at both ends?
_____
_____
_____

Developing vocabulary
6. Write a bold-faced word or phrase from the story that means the same as the bold-faced word or phrase in each sentence.
   a. I can't play with my friends tonight because I have lots of **assignments to be done outside of school**.
   _____
   b. My uncle Simon is a **person who writes stories about the news**.
   _____
   c. I didn't get much sleep last night, so I am feeling **exhausted and worn out**.
   _____

Applying information
7. a. How would it feel to have many irons in the fire?
   _____
   _____
   b. How can you tell if a person is burning the candle at both ends?
   _____
   _____
   c. When might you be up to your ears in something?
   _____
   _____

Number Correct: _____

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Idioms Level 3.0
Story 9, Too Much Work!

A sample Idioms story—Level 3.0

Español (Sequenced)

Levels 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, 5.0, 5.6 **24 stories/book**
Formats available: Reproducible masters with audio CDs

Read Naturally Encore II—Español features content aligned to Read Naturally Encore II. In most cases this content is comprised of Spanish translations that closely match the corresponding English content. However, in order to avoid phrases and constructions that would be too unnatural in Spanish, some story text, questions, and vocabulary words were altered.

Many teachers will use Read Naturally Encore II—Español with Spanish-speaking readers who need to improve fluency in Spanish before learning to read English as a new language. Others will use Read Naturally Encore II—Español in conjunction with its English equivalent, with students who are learning to read in a new language, having the student read the story in their native language first in order to gain an understanding of the story content and vocabulary, before working through the same story in the new language.

A sample Spanish 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 **24 stories/book**
Phonics Levels 0.8, 1.3, 1.8, 2.3, 2.6, 2.7 **24 stories/book**

Teachers can adapt Read Naturally Encore II for blind and visually impaired students using these digital resources. A braille embosser is required, and the content is compatible with the most recent version of Duxbury Braille Translation software. Blind and visually impaired students can then use these braille materials with the corresponding Read Naturally Encore II audio CDs.

Note: Typically, teachers organize these braille versions of the story text by level in a plastic binding. Students often use a braillewriter or BrailleNote for steps that require a written response. Asking the students to provide verbal responses is also an option.

Initial Placement

In this section, you will be guided through the two phases of initial placement of students 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 student individually, using the procedures and stories included in this packet.

Checking initial placement requires a proficient reader to conduct the cold timings for each student'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 student 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 student 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 student's placement after three stories are completed in a level, is well worthwhile and puts the student 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 student begins working in Encore II. In this phase, you listen to the student read one or more placement stories (carefully aligned to Encore II levels) and then use the student'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 student to read grade-level material in order to allow comparison of the student's scores to national scores. By contrast, Encore II initial placement requires the student 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 student 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 student'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 student 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 student's reading level and determine if the student has phonics needs

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

How do I estimate a student'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 student'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 student, 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 student's current level, the faster the process will go. Generally, the farther away a student is from a grade-level target, the lower you will estimate the reading level.

Conducting Initial Placement Instructions and Worksheet

Conducting Initial Placement Instructions and Worksheet   Date: _____   Name: _____

Quick Reference Instructions

Step 1: Estimate the student's reading level and determine phonics need, if any, noting the earliest phonics need.
Mark the student's grade (Gr) and estimated reading level (ERL) on the Conducting Initial Placement Worksheet (right). If appropriate, mark the student'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 below third grade, 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 student'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 student'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 student.
If the student'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 student's wcpm score was above or below the range. Then, repeat steps 3 through 5 until you find an appropriate level.

Initial Placement Ranges

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

Step 6: Select an appropriate series and level.
Select a series and level from the Placement Testing Levels and Options table (below). Appropriate options are listed in the column under each testing level. (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 student's earliest phonics need *and falls within the appropriate range.*
Write your selections on the worksheet to the right.

Placement Testing Levels and Options

Testing 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
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
Phonics Series Levels*	0.8	1.3	1.8	2.3	2.6, 2.7**	—	—	—	—	—	—	—	—
Idioms Series Levels	—	—	—	—	3.0	3.5	4.0	4.5	—	—	—	—	—

*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.
To set an initial goal, add 30 (Gr 1–4) or 40 (Gr 5+) to the student'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): _____

Determining Testing Level for Phonics Need (for ERL < 3 only)

Check Earliest Phonics Need	Phonics Level[1]	Set[2]	Testing Level[3]
☐ Short a, o, and i	0.8	Odd	1.0
☐ Short u, e, and mixed	0.8	Even	1.0
☐ Long vowels w/ silent e	1.3	Odd	1.5
☐ Long-vowel teams	1.3	Even	1.5
☐ Digraphs	1.8	Odd	2.0
☐ Blends	1.8	Even	2.0
☐ R-controlled & soft c/g	2.3	Odd	2.5
☐ Other letter combos	2.3	Even	2.5
☐ Short a, e, and i	2.6[4]	Odd	3.0
☐ Short o, u, and mixed	2.6[4]	Even	3.0
☐ Long a, e, and i	2.7[4]	Odd	3.0
☐ Long o, u, and mixed	2.7[4]	Even	3.0

[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 students who need review in short and long vowels and are ready for two-syllable words.

Testing 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

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

Testing Level	Words Attempted	minus	Errors	equals	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 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.
Series: _____   Level: _____   Set: _____ (if Phonics series)

Step 7: Set an initial goal.
wcpm for the level selected +30 (Gr 1–4) / +40 (Gr 5+) = Initial Goal = round answer down to nearest 5 for initial goal

How do I determine a student's phonics needs?

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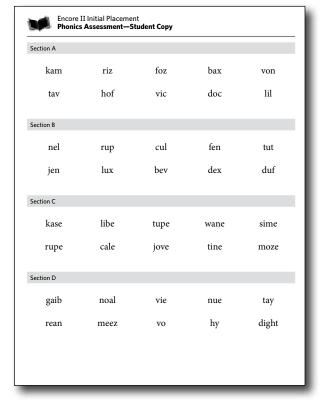
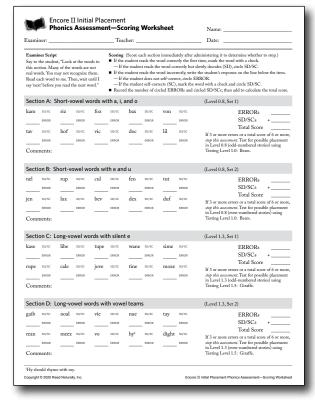Does this student accurately and automatically read:

- 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 student has mastered the above skills.

If you do not have information on the student'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 student's phonics skills in the order that the Encore II Phonics series reinforces them.

Initial Placement Phonics Assessment

Student copy

Scoring worksheet

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

Instructions (partially obscured)

...nt's reading level and determine ...g the earliest phonics need.

...) and estimated reading level (ERL) on the ...nt Worksheet (right). If appropriate, mark the ...eed on the Phonics Testing Levels table (right).

...ting level and locate the story.

...n the Phonics Testing Levels table (right) ...de, select the placement story at the testing ...t phonics need. If not, select the placement ...osest to the student's ERL.

...inute timing using the testing level.

...you conduct the timing, tally the student's ...e Placement Testing Results table (right).

...rds correct per minute (wcpm) score.

...ds attempted. Then, subtract the number of ... score for the level tested.

...r the level of the placement story is ...

...alls within ...el of the ...right), use that ...itial level.

Initial Placement Ranges

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

...lacement ...udent's ...elow the range. ...gh 5 until you

...te series and level.

...e Placement Testing Levels and Options ...ptions are listed in the column under ...onics Testing Levels table, in steps 1–2 of ...lp with appropriate phonics level and set

...ly if the level reinforces the student's ...nd falls within the appropriate range.

...e worksheet to the right.

...t Testing Levels and Options

	3.0	3.5	4.0	4.5	5.0	5.6	6.0	7.0	8.0
	3.0	3.5	4.0	4.5	5.0	5.6	6.0	7.0	8.0
	2.6, 2.7	—	—	—	—	—	—	—	—

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): _____

Determining Testing Level for Phonics Need (for ERL < 3 only)

Check Earliest Phonics Need	Phonics Level[1]	Set[2]	Testing Level[3]
☐ Short a, o, and i	0.8	Odd	1.0
☐ Short u, e, and mixed	0.8	Even	1.0
☐ Long vowels w/ silent e	1.3	Odd	1.5
☐ Long-vowel teams	1.3	Even	1.5
☐ Digraphs	1.8	Odd	2.0
☐ Blends	1.8	Even	2.0
☐ R-controlled & soft c/g	2.3	Odd	2.5
☐ Other letter combos	2.3	Even	2.5
☐ Short a, e, and i	2.6[4]	Odd	3.0
☐ Short o, u, and mixed	2.6[4]	Even	3.0
☐ Long a, e, and i	2.7[4]	Odd	3.0
☐ Long o, u, and mixed	2.7[4]	Even	3.0

[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 students who need review in short and long vowels and are ready for two-syllable words.

Testing 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

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

Testing Level	Words Attempted	minus	Errors	equals	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 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.

...ep 6: Sel... appropri... ...ies and ...

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 student's **estimated reading level** (ERL) is below third grade. In all other cases, use the standard level-selection method.

> **Note:** If the student's ERL is third 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 student's ERL.

Phonics level selection

Select the placement story from the testing level that corresponds to the earliest phonics skill the student 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.

Short-Form Testing Levels (for ERL < 3 Only)

Earliest Phonics Needs	Testing Level
Words with short vowels (e.g., short a, e, i, o, u)	1.0
Words with long-vowel patterns (e.g., long vowels with silent e and long-vowel pairs)	1.5
Words with blends/digraphs (e.g., bl, cr, sh, th)	2.0
Words with r-controlled vowels and other letter combinations (e.g., ir, ur, soft c/g, au, aw, ou, ow)	2.5
One- and two-syllable words with short-vowel patterns (e.g., short a, e, i, o, u)	3.0
One- and two-syllable words with long-vowel patterns (e.g., long a, e, i, o, u)	3.0

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 student 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 student so that you both can see the story text (or make two copies).
2. Explain the purpose of the timing in terms the student 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 student.
4. Set the timer for one minute, and then say, "When I hear your voice, I'll start my timer."
5. When the student begins reading the story, activate the timer.
6. As the student 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 student 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?

Description	Example	
Mispronunciations and dropped endings If a student mispronounces a word or does not pronounce an ending, count it as an error.	Sentence: John caught a bass. Student: John caught a base.	Errors: 1
Transpositions (out of sequence) If a student transposes two or more words, count each word read out of order as an error.	Sentence: Shanta walked quietly away. Student: Shanta quietly walked away.	Errors: 2
Hesitations (words supplied by the examiner) If a student hesitates for three seconds, tell the word to the student and count the word as an error.	Sentence: Ariel walked her dog. Student: Ariel . . . *(three-second pause)* Examiner: walked Student: her dog.	Errors: 1
Omissions If a student skips a word, several words, or an entire line, count each skipped word as an error.	Sentence: He is in the big chair. Student: He is in the chair.	Errors: 1
Substitutions If a student substitutes one word for another, even if the substitution is a synonym, count it as an error.	Sentence: I went to my house. Student: I went to my home.	Errors: 1
Repeated errors If a student makes the same error more than once, count each instance as an error.	Passage: The cat likes milk. She drinks it every day. The cat likes me. Student: The cat licks milk. She drinks it every day. The cat licks me.	Errors: 2

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

What does *not* count as an error?

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

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 wcpm 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.

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

Testing Level	Words Attempted	*minus*	Errors	*equals*	WCPM Score
		-		=	
		-		=	
		-		=	
		-		=	

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 student reads the title, do not start the timer until the student 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 student

Compare the student'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

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

Standard level selection

If the student's wcpm score is...	Then...
lower than the range,	continue testing using the placement story from the next lower testing level.*
higher than the range,	continue testing using the placement story from the next higher testing level.**
above the placement range in one level but below the placement range in the next level,	stop testing, go to step 6, and use what you know about the student—such as grade level, comprehension skills, motivation, or frustration level—to choose a level.

*If the student's score on Testing Level 1.0 is less than 30 wcpm and the student 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 student's score on Testing Level 8.0 is more than 140 wcpm, select 8.0 and skip to step 7.

Phonics level selection

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

*If the student 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 student's fluency and phonics needs should be addressed in the same level only when *both* of the following are true:

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

If the student'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 student'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).

Series and Levels Options

Testing Level	Sequenced Series*	Phonics Series*	Idioms Series
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 and 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	—	—

* 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 student to improve his or her reading rate while maintaining accuracy. Use the table below to set a goal based on the student's grade level.

Goal Setting

Grade	Guideline
Grade 4 and below	Add 30 to the student's wcpm score for the selected level and round down to the nearest 5.
Grade 5 and above	Add 40 to the student's wcpm score for the selected level and round down to the nearest 5.

Step 7

Additional Considerations for Conducting Initial Placement

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

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

In Encore II, a student 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 student 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 student 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 student 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 student's progress to determine whether to move him or her into Phonics Level 1.3 (long vowels). Alternatively, you may assign the student 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 Phonics story —Level 0.8

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 student knows 15 to 20 words, you may work with that student (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 students. For more information on GATE, visit the Read Naturally website (readnaturally.com/product/read-naturally-gate).

Pages from a lesson in GATE—Level 0.8

What if a student's phonics needs cannot be addressed in Encore II?

When the student'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 student 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 student'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 student in Read Naturally's Word Warm-ups program. Have the student complete a lesson in Word Warm-ups after completing each Encore II story lesson. A pretest for each level identifies which lesson a student 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 student needs to complete.

Examples of Conducting Initial Placement

The four examples presented below illustrate the initial placement process for students 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 that matches her earliest phonics need (short vowels)—Testing Level 1.0, Bears.

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

Can this student 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 student 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 student 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 student's level and goal are appropriate after he or she has completed the first three stories in the initial level. Consider using the the Checking Initial Placement Calculator for these calculations (https://www.readnaturally.com/encore-calculator). Or use 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 to ensure accurate data.

Read Naturally Encore II

Checking Initial Placement Summary

The criteria used for checking initial placement are based on averages of the student'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 student's average cold-timing score (avgCT) falls within the range listed for the initial level on the Initial Placement Ranges table.

- The student's percent correct on comprehension questions (%Comp) is at least 60%.

Initial Placement Ranges

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

Criteria for an Appropriate Initial Goal

- The student's avgCT is lower than the goal by approximately:

  - 30 if in grade 4 or below.

  - 40 if in grade 5 or above.

- The student's average hot-timing score (avgHT) is equal to or slightly higher than the goal.

- The student's average number of practices (avg#P) is 3 to 10.

*Important: 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.

Step 1: Calculate the student's data

To check the student's initial level and goal, locate the scores from the first three stories* on the student'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)

Fluency

Comprehension

Short Answer: 5			
Inferential: 4			
Vocabulary: 3			
Detail: 2			
Main Idea: 1			

| Story | 3 | 7 | 1 |

Retel

Example: Percent Correct

%Comp:

13 correct ÷ 15 total = 0.87 or 87%

Student's Goal

	Story	3	7	1
	Goal	70	70	70
COLD	Words Read	45	41	43
	Errors	4	2	1
	Score	41	39	42
	Practices	7	7	5
HOT	Words Read	77	73	79
	Errors	3	2	2
	Score	74	71	77
	Expression	2	2	2
	Date Passed	9/22	9/24	9/25

Examples: Average Scores

avgCT:
41 + 39 + 42 = 122
122 ÷ 3 = 40.66 or 41

avg#P:
7 + 7 + 5 = 19
19 ÷ 3 = 6.33 or 6

avgHT:
74 + 71 + 77 = 222
222 ÷ 3 = 74

Name: Lee (Grade 3)

Level: 2.5   Set: odd / even *(circle one)*

Start Date: Sept. 18   Completion Date: _____

__ Continue in level (odd / even) with new goal ____ .
__ Advance to level ____ with current goal.
__ Dismiss from Read Naturally Encore II.

The example graphs above show data for a student 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

To see if the student'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:

Initial Placement Ranges

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

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

First, compare the student's avgCT to the Initial Placement Ranges table at right. Does the score fall above, within, or below the WCPM Score range for the student's initial level?

Second, find the row in the Level Analysis table below that matches the results of the comparison.

Third, find the column in the Level Analysis table for the student's %Quiz.

Level Analysis

If the avgCT is...	If the %Comp is...		
	80% or higher, the level may be appropriate.	**60–79%**, the level may be challenging.[*]	**59% or lower**, the level may be too difficult.[*]
above placement range, the level may be too easy.	Raise level.	Continue level.	Lower level.
within placement range, the level may be appropriate.	Continue level.	Continue level.	Lower level.
below placement range, the level may be too difficult.	Lower level.	Lower level.	Lower level.

[*]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 from the Level Analysis table and your knowledge of the student, decide if you should raise, continue, or lower the initial level.

- If you decide the student 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 student's earliest phonics need, you will move the student from the Phonics level to a Sequenced level.

If the student'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 student's fluency needs and support phonics separately. (Consider using Word Warm-ups to address the phonics need in this case.)

Level Adjustment

If the IL is...	0.8[1]/ 1.0[2]	1.3/ 1.5	1.8/ 2.0	2.3/ 2.5	2.6/2.7/ 3.0	3.5	4.0	4.5	5.0	5.6	6.0	7.0	8.0[3]
Raise to...	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.6	6.0	7.0	8.0	8.0
Lower to...	0.8	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.6	6.0	7.0

[1]If the student 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 student is in Level 1.0, knows beginning sounds and about 50 words, and the suggested action is to lower the level, lower to Phonics Level 0.8.
[3]If the student 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 student'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 student.

Goal Setting

Grade	Guideline
Grade 4 and below	Add 30 to the student's wcpm score for the selected level and round down to the nearest 5.
Grade 5 and above	Add 40 to the student's wcpm score for the selected level and round down to the nearest 5.

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 student 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 student 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 statement in each row that best describes the student's progress: the student's goal compared to avgCT (top row), the student's goal compared to avgHT (middle row), and the student's avg#P (third row).

Relationship of Scores to Goal

The graph illustrates an appropriate relationship between a student's cold-timing score, goal, and hot-timing score.

Goal Analysis

Signs that the goal may be...		
Too Low	**Appropriate**	**Too High**
The student's goal is lower than, at, or too close to the **avgCT**: ■ *24 or fewer words above the avgCT is too close for grades 1–4* ■ *34 or fewer words above the avgCT is too close for grades 5+*	The student's goal is an appropriate amount above the **avgCT**: ■ *25–35 words above the avgCT is appropriate for grades 1–4* ■ *35–45 words above the avgCT is appropriate for grades 5+*	The student's goal is too far above the **avgCT**: ■ *36 or more words above the avgCT is too far for grades 1–4* ■ *46 or more words above the avgCT is too far for grades 5+*
The student's **avgHT** is more than 10 words above the goal.	The student's **avgHT** is 0–10 words above the goal.	The student's **avgHT** is below the goal.
The student's **avg#P** is less than 3.	The student's **avg#P** is 3 to 10.	The student's **avg#P** is more than 10.

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 at 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.

Goal Adjustment

Number of signs the goal may be...			Suggested Action
Too Low	**Appropriate**	**Too High**	
3	0	0	Raise goal
2	1	0	Raise goal
2	0	1	Raise or continue goal
1	2	0	Raise or continue goal
1	1	1	Continue goal
0	3	0	Continue goal
1	0	2	Continue or lower goal
0	2	1	Continue or lower goal
0	1	2	Lower goal
0	0	3	Lower goal

Next, based on the suggested action and your knowledge of the student, 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

Grade	Guideline
Grade 4 and below	Add 30 to the student's avgCT score for the selected level and round down to the nearest 5.
Grade 5 and above	Add 40 to the student's avgCT score for the selected level and round down to the nearest 5.

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 student completes the next three stories in the level, check the goal again.

Checking Initial Placement Calculator

An online calculator to check initial placement after the student has completed three stories is available. The calculator averages the student's scores and provides a level and goal recommendation.

Note: 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.

Visit the Read Naturally website (https://www.readnaturally.com/encore-calculator) to check initial placement for your Encore II students.

Placement Stories

Use the stories on the pages that follow to test a student in order to determine his or her placement level. Before testing a student 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.
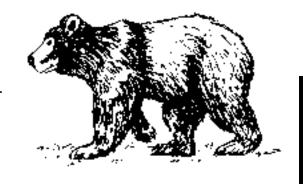
Bears

Review Key Words[1]

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[2-4]

	Bears are **big** animals. They
5	have big heads. They have big
11	feet. Bears are very **strong**
16	animals. They can kill with one
22	**hit**. They have **short legs**. Bears
28	have little ears. They have little
34	eyes. Bears have **fur**. Most
39	grizzly bears have brown fur.
44	Some black bears have brown fur.
50	The fur of a polar bear looks
57	white. Cubs are baby bears.
62	

words read _____

– errors _____ = _____   _____ _____ _____ _____
                 cold score

words read _____   goal _____

– 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[1]

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[2–4]

The giraffe is a very **tall** animal. **In fact**,
9 | the giraffe is the tallest of all animals. The
18 | giraffe has **long**, thin legs. It can run very
27 | fast. The giraffe has a long neck. It eats
36 | leaves from trees. It eats **fruit** from trees.
44 | The giraffe can sleep standing up. It **rests**
52 | its head on a **branch** of a tree. Africa is
62 | the home of the giraffe. The giraffe lives in
71 | small groups. A giraffe can close its nose.
79 | This keeps out sand and **dust**. At birth, a
88 | giraffe is 150 **pounds**. It can stand up when
97 | it is just one hour old.
103 |

words read _____

– errors _____ = _____   _____ _____ _____ _____ _____
                    cold score

words read _____

– errors _____ = _____   _____   _____   _____
                    hot score   expression   date passed

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.

_____

_____ Number Correct: _____

Retell the Story

_____

_____

_____

_____

_____

_____ Number of Words Written: _____

Hot-Air Balloons

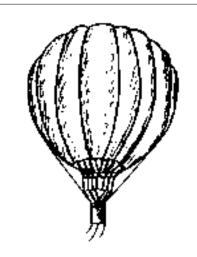## Review Key Words[1]

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

_____

_____

Read the Story[2–4]

Are you afraid of **heights**? Then
6 a hot-air balloon is not for you. A
15 hot-air balloon is a very big balloon.
23 It **floats** high above the ground.
29 A basket can be tied to a hot-air
38 balloon. People can ride in the
44 basket.
45 A **burner** is at the bottom of the
53 balloon. It **heats** the air inside the
60 balloon. The air in the balloon gets

67 warm. Warm air is **lighter** than cold
74 air. The warm air in the balloon is
82 lighter than the cold air outside. This
89 makes the hot-air balloon **rise**. When
96 the burner is turned off, the air **cools**.
104 Then the balloon can **land**.
109 Some hot-air balloons are pretty.
115 Some are brightly colored. They are
121 fun to watch in the sky.
127

words read _____

– errors _____ = _____   _____   _____   _____   _____
                        cold score

words read _____   goal _____

– errors _____ = _____   _____   _____
                        hot score   expression   date passed

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?

_____

_____ Number Correct: _____

Retell the Story

_____

_____

_____

_____

_____

_____

_____

_____ Number of Words Written: _____

Julie Krone

Review Key Words[1]

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[2–4]

Julie Krone began riding horses

5 before she was 3 years old. She

12 was only 5 when she won her first

20 prize at a horse show. As a **teen**,

28 Julie decided she wanted to become

34 a **jockey**. Most jockeys were men.

40 Many people thought that women did

46 not belong in horse racing. But Julie

53 believed in herself. She believed she

59 could make her **dream** come true.

65 Julie **trained** hard for many years.

71 Slowly, her work began to **pay off**.

78 By age 25, she was one of the **top**

87 jockeys in the United States. In

93 1993, Julie won the Belmont Stakes.

99 She was the first woman to win this

107 **major** race.

109 Julie was **injured** many times

114 while racing. But she always

119 got back on a horse. By the time

127 Julie stopped racing, she had won

133 thousands of races. She had shown

139 the world that she was a great jockey.

147 In 2000, she became the first woman

154 ever to be **voted** into the United

161 States horse racing **Hall of Fame**.

167

words read _____

– errors _____ = _____ _____ _____ _____ _____ _____
                cold score

words read _____   goal _____

– errors _____ = _____ _____ _____
                hot score expression date passed

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?

_____

_____ Number Correct: _____

Retell the Story

_____

_____

_____

_____

_____

_____

_____

_____ Number of Words Written: _____

Kinkajou

Review Key Words[1]

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[2-4]

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!

words read _____

– errors _____ = _____ _____ _____ _____ _____
               cold score

words read _____   goal _____

– errors _____ = _____ _____ _____
            hot score expression date passed

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[1]

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[2–4]

Have you ever **wondered** how	The hooks caught on the **loops** of his
5 people get ideas to make new	91 clothes. George began to think about
11 **inventions**? Sometimes people get	99 making a fastener with hooks on one
15 ideas by looking in **nature**. Velcro,	105 side and loops on the other.
21 now a very popular **fastener**, was	112 Many people laughed at George at
27 **discovered** this way.	118 first, but he had **the last laugh**. He
30 One day, George de Mestral took	124 found a way to make his fastener and
36 a walk through the woods. Along the	132 named it Velcro. Now people use
43 way, several **burs** stuck to his clothes.	140 Velcro to **attach** all kinds of things.
50 As George pulled the burs off of his	146 People use Velcro to **fasten** their shoes,
58 clothes, he wondered what made them	153 their clothes, and their backpacks. Even
64 stick so well. So he looked at them	160 **astronauts** use Velcro. The Velcro
72 under a **microscope**. Looking through	166 helps them keep things from floating
77 the microscope, George could see that	171 away in space.
83 the burs had tiny **hooks** all over them.	177
	180

words read _____

– errors _____ = _____ _____ _____ _____ _____ _____
　　　　　　　　　　　cold score

words read _____　　　　　　　　　　goal _____

– errors _____ = _____ _____ _____
　　　　　　　　　hot score　expression　date passed

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 used to see tiny things
   4. wondered   d. ___ new things that people create

Number Correct: _____

Summarize the Story

_____

_____

_____

_____

_____

_____

_____

_____ Number of Words Written: _____

Spiral Island

Review Key Words[1]

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

_____

_____

Read the Story[2-4]

7	Many people dream of living on a **tropical** island. Richart Sowa made this
13	dream a **reality**—by **constructing** his own
20	island!
21	Sowa wanted to live in a way that did
30	not hurt the **environment**. In the 1990s, he
38	began collecting **plastic** bottles along the
44	coast of Mexico. Over time, he gathered
51	more than 250,000 of them. Using nets to
59	hold the bottles together, Sowa made the
66	**base** of a floating **artificial** island. He
73	placed wood on top of this base and then
82	covered it with sand. Sowa also planted
89	trees for shade, plus fruits and vegetables
96	for food. The plants' roots grew around the

104	underwater bottles and made the island's
110	base more **stable**.
113	Sowa called his creation Spiral Island.
119	The island was about the size of a tennis
128	court, and it was **located** just off Mexico's
136	coast. Sowa built a small house in the
144	middle of his island. He made an oven that
153	got its power from the sun. He even made
162	a washing machine that got its power from
170	the ocean's waves.
173	Sadly, a **hurricane** destroyed Spiral
178	Island in 2005. But Sowa did not give up
187	the dream of living on his own tropical
195	island. By 2008, he had finished building
202	Spiral Island II.
205	

words read _____

− errors _____ = _____ _____ _____ _____ _____ _____
           cold score

words read _____   goal _____

− errors _____ = _____ _____ _____
           hot score   expression   date passed

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: _____

Placement Stories

A Marathon of Hope

Review Key Words[1]

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[2-4]

For 143 days, Terry Fox ran nearly a 8 **marathon** each day. His goal was to run 16 across Canada—over 5,000 miles! Terry 22 ran to raise **donations** for **cancer research**. 29 And he set out on this **incredible** journey 37 with only one leg.

41 Three years earlier, when Terry was 47 18, he learned that he had bone cancer. To 56 prevent the cancer from spreading, doctors 62 **amputated** Terry's right leg and replaced 68 it with a **prosthetic leg**. Terry didn't **dwell** 76 on his **misfortune**; instead, he worked on 83 learning to walk and run again.

89 Terry **recovered**, but he thought about 95 all the people still suffering from cancer. 102 He decided to run across Canada and call it 111 the "Marathon of Hope." His goal was to

119 raise money to help cure cancer and give 127 hope back to people with the disease.

134 Terry ran from dawn to nightfall. He 141 ran in rough weather and when he wasn't 149 feeling well. Terry's **determination** 153 **inspired** thousands of people. But then, 159 after 143 days and 3,339 miles, Terry was 167 forced to **abandon** his run—his cancer had 175 returned.

176 Sadly, Terry died the next year. But 183 he had already raised millions of dollars, 190 and his **cause** lived on. Every year, people 198 **organized** races in Terry's honor. These 204 races helped raise millions more for cancer 211 research.
212

words read _____

– errors _____ = _____ _____ _____ _____ _____ _____
cold score

words read _____   goal _____

– errors _____ = _____ _____ _____
hot score   expression   date passed

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
   5. organized   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 [1]

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 [2–4]

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

86 | Gaudí grew up in the 1850s. As a
94 | boy, he was often ill and spent much of
103 | his time alone. He used this time to study
112 | the plants, animals, and rocks he saw
119 | outdoors. He loved the **forms** and colors
126 | of the outside world. When he became an

134 | architect, this love of nature became the
141 | **inspiration** for his work.

145 | Gaudí designed many buildings, but he
151 | didn't like to use straight lines and corners.
159 | Instead, he copied the curves he found
166 | in nature. Many of his buildings have
173 | **sloping** roofs, strangely shaped chimneys,
178 | and leaning **arches**. He used colors and
185 | **textures** that reminded him of forests,
191 | animals, and the sky.

195 | Like nature, Gaudí's designs were
200 | **unpredictable**. His **style** was different
205 | from anything people had seen before. At
212 | first, many people disliked it. Yet over
219 | time, more people came to **appreciate** it.
226 | Today, the structures he designed interest
232 | people all over the world.
237 |

words read _____

– errors _____ = _____ _____ _____ _____ _____ _____
cold score

words read _____   goal _____

– errors _____ = _____ _____ _____
hot score expression date passed

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: _____

The Hindenburg

precautions

Precautions are actions taken ahead of time to guard against dangers or mistakes.

hydrogen

Hydrogen is a gas that has no color or smell and burns easily.

flammable

Flammable means that something burns easily.

rigid airship

A rigid airship is a vehicle that travels in the air. It floats by means of balloons or gasbags. The ship is rigid, or unbendable, because it has a frame.
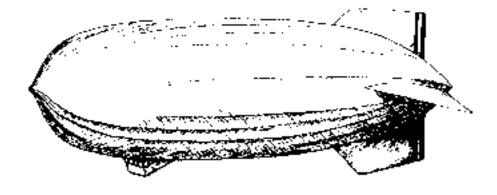
	Can you imagine an **aircraft** the size
7	of three football fields? The German-built
14	Hindenburg was a **rigid airship** that was
21	almost that long. Its **massive frame**, made
28	of mostly **aluminum** and **copper**, measured
34	over 803 feet long and 135 feet in **diameter**.
43	Sixteen **gasbags** held the more than seven
50	million **cubic feet** of **flammable hydrogen** gas
57	needed to lift the ship into the air.
65	The **designer** wanted to fill the Hindenburg
72	with **helium**, not hydrogen. Helium is much
79	safer because it is not flammable. At the time,
88	only the United States made helium. But due
96	to **political** problems, the Germans could
102	not buy helium from the United States. So
110	hydrogen filled the Hindenburg's gasbags
115	instead.
116	The Germans knew using hydrogen could
122	cause the Hindenburg to come to a **fiery** end.
131	So they took care to prevent such a **disaster**.
140	A special **gel lined** the gasbags to reduce
148	the **risk** of leaks. And the crew checked the
157	gasbags often for leaks. The crew even wore
165	spark-**resistant** boots when walking in the

172	padded **catwalks**. Even the passengers had
178	to follow a number of rules in order to make
188	the Hindenburg safe. They had to give up
196	their lighters and matches and smoke only
203	in a fireproof smoking room. A lighter in
211	the middle of the smoking room **provided**
218	passengers with the only way to light their
226	cigarettes. All of these **precautions**, however,
232	could not save the Hindenburg.
237	On May 3, 1937, the Hindenburg left
244	Germany on its way to America. While **on**
252	**board**, the passengers traveled **in style**. They
259	ate in a fancy dining room and looked out over
269	the ocean from the **observation deck**. Just
276	after 7:00 p.m. on May 6, it was finally time
286	to land. Suddenly, while hundreds of people
293	watched, the Hindenburg burst into flames,
299	killing about 35 of the nearly 100 people
307	on board and one person on the ground. In
316	less than a minute, the Hindenburg burned
323	completely. After the Hindenburg disaster,
328	travel by rigid airship came to an end.
336	

words read _____

– errors _____ = _____   _____   _____   _____   _____   _____
cold score

words read _____   goal _____

– errors _____ = _____   _____   _____
hot score   expression   date passed

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.

An Ellis Island Experience

deported
Deported means made someone leave a country.

immigrants
Immigrants are people who come to a new country to live.

detained
Detained means delayed or held someone for a time.

reunited
Reunited means came together again.

8 Millions of people have traveled to the U.S.
16 throughout its history in hopes of starting a
23 new life. Between 1892 and 1954, **prospective**
29 **immigrants** commonly arrived at Ellis Island.
36 Many of their stories **express** the excitement
44 of reaching New York Harbor after weeks at
52 sea. Yet their stories often **convey** less positive
59 feelings too. Getting through Ellis Island could
66 be **trying** and scary. New languages, new
72 foods, crowded spaces, and separation from
78 family members often caused stress. Plus,
85 people worried whether they would get to
94 remain in the U.S. after all their efforts. They
102 knew that not everyone who came to Ellis
108 Island did. **Officials detained** and sometimes
114 **deported** people for **various** reasons. For
120 example, those with certain medical problems
128 had to wait on Ellis Island until officials
133 **determined** whether they were healthy
141 enough to enter the country. One person who
146 experienced such struggles was Angelina
147 Palmiero.
155 In 1923, 10-year-old Angelina boarded a
164 ship with her mother and sisters. She wanted to
175 join her father in the U.S. Still, she was sad to
182 leave her grandparents behind in Sicily. After
191 about two weeks at sea, the eager voices of
198 fellow passengers alerted Angelina to the sight
207 of the Statue of Liberty. Ellis Island was too
216 full to take in the ship's passengers right after
it **docked**. For days, Angelina and her family

224 waited to **disembark**. During this time, her
231 father came alongside the ship on a tugboat.
239 Angelina looked down at the smaller **vessel** and
247 saw him for the first time in several years.
256 Once on Ellis Island, Angelina's mother
262 and sisters passed their **inspections** and
268 went to Pennsylvania with Angelina's father.
274 Meanwhile, officials took a sobbing Angelina
280 to the hospital. During the **voyage**, she
287 had developed a fever and swollen **glands**.
294 Angelina stayed on Ellis Island without her
301 family for 23 days until officials sent a message
310 to them that she had recovered. Finally, she
318 **reunited** with her family and began her life in
327 the U.S.
329 The 23 days Angelina spent on Ellis
336 Island was much longer than the time most
344 immigrants spent there. Though the inspection
350 process caused many people **distress**, the
356 **majority** of them left the immigration station
363 in less than five hours. Like Angelina, even
371 those **initially** detained usually entered the U.S.
378 eventually. About 98 percent of the people
385 who came to Ellis Island made it through
393 successfully—over 12 million immigrants in
399 all.
400

words read _____

– errors _____ = _____ _____ _____ _____ _____
                          cold score

words read _____   goal _____

– errors _____ = _____ _____ _____
                          hot score expression date passed

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   a. ____ likely or upcoming
   2. various   b. ____ a trip
   3. prospective   c. ____ more than half
   4. majority   d. ____ to tell
   5. voyage   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.

6	Machu Picchu was an amazing hidden city built in South America in the 1400s. The
15	**Incas** built this city on a steep mountaintop in
24	the Andes mountains of Peru. The ruins of this
33	Inca city lie about 8,000 feet above **sea level**,
42	between two peaks overlooking the **Peruvian**
48	river valley below.
51	The Incas ruled the largest **native empire**
58	in the Americas. At one time, their numbers
66	may have topped 12 million, but their
73	**dominance** ended with the Spanish invasion
79	in 1532. In the 16th century, the Spanish
87	**conquistadors** destroyed nearly all of the Inca
94	cities. But Machu Picchu was so high up in the
104	mountains that the invaders never found it.
111	For nearly 400 years, Machu Picchu
117	remained **virtually** unknown to outsiders
122	until Hiram Bingham, an **archeologist** from
128	the United States, came across the ruins in
136	1911. The Inca city had been **abandoned**
143	centuries ago, so it took many workers four
151	months to **clear** away the jungle covering
158	that camouflaged the ruins. When the ruins
165	came into clear view, Bingham found that they
173	covered several square miles. Bingham named
179	the old city for the mountain beside it. Machu
188	Picchu means "Old Peak."
192	Archeologists believe Machu Picchu served
197	as a **royal estate**. Members of the royal family
206	used it when they were away from the Inca
215	capital city. The site had houses for servants,
223	farmers, and **weavers** who worked for the
230	royal family. The granite buildings had steep
237	**thatched** roofs. Machu Picchu is noted for the
245	**architecture** of its more than 200 buildings.
252	The Incas erected the buildings with huge,
259	smoothly polished stones that fit together
265	perfectly. They did all of this work by hand.
274	The Incas had no **sophisticated** machines, iron
281	tools, or horses.
284	The Incas **adapted** well to the surrounding
291	mountainous landforms. They cut hundreds of
297	farming **terraces** into the nearby mountainside
303	for growing crops. The Incas designed
309	**aqueducts** to supply water. They constructed
315	a system of stairways throughout the city,
322	so people could get around easily. The
329	architecture created the appearance of a city
336	carved out of the mountainside.
341	Today, Machu Picchu is Peru's chief
347	tourist attraction and one of the most famous
355	archeological monuments in the world.
360	

words read _____

– errors _____ = _____ _____ _____ _____ _____ _____
                        cold score

words read _____   goal _____

– 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?

Golda Meir

convictions
  Convictions are strong opinions, beliefs, or principles.

pogrom
  A pogrom is an organized attack by a mob against a minority group, often with the approval of the government. Historically, pogroms were carried out against Jews in Eastern Europe.

emigrate
  Emigrate means to leave one's country and live elsewhere.

initiated
  Initiated means began or did something for the first time.

9	In 1902, in Kiev, Russia, 4-year-old Golda watched as her father **barricaded** the windows of
17	their family's small apartment in a **feeble** attempt
25	to shield them from the violence of a **pogrom**
34	he believed to be **imminent**. Dreaming of a life
43	without fear, her family **resolved** to **emigrate**
50	to the United States. Golda's father departed in
58	1903, and the rest of the family followed three
67	years later by means of illegal **passports** and
75	bribes. Many Jews remained in danger in Russia
83	and throughout the world, but Golda and her
91	family were finally safe.
95	Golda loved her new life in America,
102	especially school. As wonderful as school was,
109	however, Golda noticed room for improvement.
115	The families of many students could not **afford**
123	to purchase the books required for school. Golda
131	did not simply wish to correct this problem—she
140	acted. While in fourth grade, she **initiated** the
148	American Young Sisters Society, and the group
155	collected **donations** door-to-door and organized a
163	fundraiser.
164	When Golda was only 14, her parents
171	arranged for her to marry a middle-aged man and
181	demanded that she discontinue school. Golda
187	desired more from life, so she ran away to her
197	older sister in Denver and **resumed** her education.
205	Recalling the terror of her years in Russia and
214	listening to the opinions expressed by her sister
222	caused another dream to form in Golda's mind
230	and heart. She believed the **Jewish** people needed
238	a **sovereign** nation if they were to stop being
247	victims and become masters of their own fates.
255	In 1917, the British announced a **commitment**
262	to establishing a homeland for the Jewish people
270	in Palestine. The Jewish people would have to

278	build this homeland themselves, though. Many
284	people would need to settle in Palestine, develop
292	the necessary **infrastructure**, and create a **viable**,
299	if unofficial, government. Golda's hope was
305	**renewed**, and she knew she could contribute to
313	the effort.
315	In the following years, Golda devoted herself
322	to the **Zionist** movement. She raised money,
329	**recruited** people to live in Palestine, moved to
337	Palestine herself, and served in the unofficial
344	government. Finally, in 1948, Golda signed
350	Israel's Declaration of Independence.
354	Even after Israel became an independent
360	nation, Golda continued to assist the new country
368	in its development. She served in Israel's
375	**parliament**, as Israel's **foreign minister**, and
381	as **chair** of the Israeli **delegation** to the United
390	Nations. In 1969, she agreed to come out of
399	retirement to become **prime minister**.
404	Golda died in Jerusalem in 1978, at which
412	time her doctors revealed her 15-year struggle
420	with cancer.
422	Golda once said, "I was never so **naive** or
431	foolish as to think that if you merely believe in
441	something it happens. You must struggle for it."
449	Throughout her life,
452	Golda proved that
455	strong **convictions**
457	can only make a
461	difference in the
464	world if they are
468	backed by **decisive**
471	actions.
472	

words read _____

– errors _____ = _____ _____ _____ _____ _____ _____
                        cold score

words read _____   goal _____

– errors _____ = _____ _____ _____ _____
                        hot score   expression   date passed

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.

Focusing on a detail

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

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

Making connections within the text

4. Why did Golda emigrate from the United States?
   a. She wanted to continue her education instead of getting married.
   b. Her father wanted to escape the pogroms in their town.
   c. She wanted to help Jews work toward having a sovereign nation.

Writing a response

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

   _____

   _____

   _____

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

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.

Processing information

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

   _____

   _____

   _____

   _____

Summarizing information

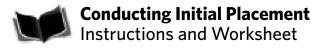9. Write three facts from the story that support this statement: Golda Meir was devoted to the things she believed in.

   _____

   _____

   _____

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

Conducting Initial Placement
Instructions and Worksheet

Date: _____ Name: _____

Quick Reference Instructions

Step 1: Estimate the student's reading level and determine phonics needs, if any, noting the earliest phonics need.

Mark the student's grade (Gr) and estimated reading level (ERL) on the Conducting Initial Placement Worksheet (right). If appropriate, mark the student'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 below third grade, 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 student'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 student'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 student.

If the student'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 student's wcpm score was above or below the range. Then, repeat steps 3 through 5 until you find an appropriate level.

Initial Placement Ranges

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

Step 6: Select an appropriate series and level.

Select a series and level from the Placement Testing Levels and Options table (below). Appropriate options are listed in the column under each testing level. (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 student's earliest phonics need *and* falls within the appropriate range.

Write your selections on the worksheet to the right.

Placement Testing Levels and Options

Testing 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
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
Phonics Series Levels*	0.8	1.3	1.8	2.3	2.6, 2.7**	—	—	—	—	—	—	—	—
Idioms Series Levels	—	—	—	—	3.0	3.5	4.0	4.5	—	—	—	—	—

*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.

To set an initial goal, add 30 (Gr 1–4) or 40 (Gr 5+) to the student'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): _____

Determining Testing Level for Phonics Need (for ERL < 3 only)

Check Earliest Phonics Need	Phonics Level[1]	Set[2]	Testing Level[3]
☐ Short a, o, and i	0.8	Odd	1.0
☐ Short u, e, and mixed	0.8	Even	1.0
☐ Long vowels w/ silent e	1.3	Odd	1.5
☐ Long-vowel teams	1.3	Even	1.5
☐ Digraphs	1.8	Odd	2.0
☐ Blends	1.8	Even	2.0
☐ R-controlled & soft c/g	2.3	Odd	2.5
☐ Other letter combos	2.3	Even	2.5
☐ Short a, e, and i	2.6[4]	Odd	3.0
☐ Short o, u, and mixed	2.6[4]	Even	3.0
☐ Long a, e, and i	2.7[4]	Odd	3.0
☐ Long o, u, and mixed	2.7[4]	Even	3.0

[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 students who need review in short and long vowels and are ready for two-syllable words.

Testing 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

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

Testing Level	Words Attempted	minus	Errors	equals	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 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.

Series: _____   Initial Level: _____   Set: _____
(if Phonics series)

Step 7: Set an initial goal.

_____ + _____ = _____ = Initial Goal = _____
wcpm for the   +30 (Gr 1–4)   round answer down to
level selected   +40 (Gr 5+)   nearest 5 for initial goal

Checking Initial Placement
Instructions and Worksheet

Date: _____   Name: _____

Instructions

Step 1: Record and calculate the student's data.

a. Determine Initial Placement Range by comparing student's initial level to the *Initial Placement Ranges* table.

b. Record data from student's first three stories in the spaces at right.

c. Calculate the average Cold Timing, Hot Timing, and Practices from the first three stories.

d. Calculate the percentage of comprehension questions the student answered correctly on the first three stories combined.

Initial Placement Ranges (IPR)

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

Worksheet

Grade (**GR**): _____

Initial Goal (**IG**): _____   Initial Level (**IL**): _____

Initial Placement Range (**IPR**): _____ to _____ WCPM

Cold Timing   (_____ + _____ + _____)/3 = _____
(**avgCT**)   story 1   story 2   story 3   avgCT

Hot Timing   (_____ + _____ + _____)/3 = _____
(**avgHT**)   story 1   story 2   story 3   avgHT

Practices   (_____ + _____ + _____)/3 = _____
(**avg#P**)   story 1   story 2   story 3   avg#P

Comprehension Questions
(**%Comp**)   (_____ / _____) x 100 = _____%
                    # correct in   total ques. in   %Comp
                    1st 3 stories   1st 3 stories

Step 2: Check initial level.

a. Use the IPR, avgCT, and %Comp with the *Level Analysis* table (right) to determine whether to raise, continue, or lower the initial level.

b. Either:
   Continue the initial level: circle the IL near the top of the worksheet. Then skip to Step 3: Check initial goal.

   Or, raise or lower the level:
   - Use the *Level Adjustment* table below to find the new level and write it on the New Level line.
   - Set a goal for the new level: add 30 (Gr 1-4) or 40 (Gr 5+) to the first cold-timing score in that level; round down to the nearest 5.
   - Recheck placement after three stories in the new level.

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

Level Analysis

If avgCT is…	AND %Comp is…		
	≥ 80% then:	60 − 79%[1] then:	≤ 59%[1] then:
> IPR	Raise level	Cont. level	Lower level
in IPR	Cont. level	Cont. level	Lower level
< IPR	Lower level	Lower level	Lower level

[1]Support comprehension if %Comp is below 80%

If in the *Level Analysis* table (above), you circled…

Cont. level, circle IL (above) and skip to → step 3	Raise level or **lower level**, set a new level and goal below
	New level (from *Level Adjustment* table): _____
	Calculate new goal:
	_____ + _____ = _____ _____
	1st CT score in new level 30 (Gr 1-4) 40 (Gr 5+) round down to nearest 5
	Recheck placement after three stories.

Level Adjustment

If initial level is…	0.8 1.0[1]	1.3 1.5	1.8 2.0	2.3 2.5	2.6 2.7 3.0	3.5	4.0	4.5	5.0	5.6	6.0	7.0	8.0[2]
Raise to…	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.6	6.0	7.0	8.0	8.0
Lower to…	0.8	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.6	6.0	7.0

[1] If suggested action is to lower the level and the student knows beginning sounds and about 50 words:
- If student is in Level 0.8, continue the level.
- If student is in Level 1.0, lower to Phonics Level 0.8.

[2] If student is in Level 8.0 and the suggested action is to raise the level, continue level.

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

a. In the *Goal Analysis* table, (far right) calculate answers in column 1. Then in each row, circle the true statement for the answer in column 1. Fill in the total circled in each column.

b. Compare totals to *Goal Adjustment* table (right); decide whether to raise, lower, or continue the goal.

c. If you change the goal, add 30 (gr 1-4) or 40 (Gr 5+) to the avgCT and round down to the nearest 5. Verify that new goal is at or below the avgHT. Recheck goal after the next 3 stories in the level.

Goal Adjustment

Too Low	Appro-priate	Too High	Action
3	0	0	Raise goal
2	1	0	Raise goal
2	0	1	Raise or continue goal
1	2	0	Raise or continue goal
1	1	1	Continue goal
0	3	0	Continue goal
1	0	2	Continue or lower goal
0	2	1	Continue or lower goal
0	1	2	Lower goal
0	0	3	Lower goal

Goal Analysis

Calculate answers below	For each row, circle cell that describes the answer in column 1		
____ - ____ = ____ IG avgCT	≤ 24 (Gr 1-4) ≤ 34 (Gr 5+)	25 − 35 (Gr 1-4) 35 − 45 (Gr 5+)	≥ 36 (Gr 1-4) ≥ 46 (Gr 5+)
____ - ____ = ____ avgHT IG	> 10	0 − 10	< 0
avg#P = ____	< 3	3 − 10	> 10
Total circled in each column:			
	Too Low	**Appropriate**	**Too High**

Calculate new goal:

_____ + _____ = _____ _____
avgCT   30 (Gr 1-4)   Round down
               40 (Gr 5+)   to nearest 5

Phonics Elements by Level

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

Level	Vowel Phonemes (Sounds)	Vowel Graphemes (Spellings)	Word Families
0.8 Short Vowels (in single-syllable words)	/ă/ /ĕ/ /ĭ/ /ŏ/ /ŭ/	a e i o u	-ab, -ad, -an, -ap, -at, -ack, -and -ed, -en, -et, -eck, -ell -id, -ig, -in, -ip, -it, -ill -ob, -od, -og, -op, -ot, -ox, -ock -ub, -ud, -ug, -un, -ut, -uck
1.3 Long Vowels	/ā/ /ē/ /ī/ /ō/ /ū/	a_e, ai, ay ee, ea, e i_e, ie, igh, y o_e, oa, o u_e, ue	-ade, -ake, -ale, -ame, -ane, -ape, -ate, -ave; -aid, -ail, -ain, -ait; -ay -ee, -eed, -een, -eep; -eal, -eam, -eat; -e -ide, -ike, -ile, -ime, -ine, -ite, -ive; -ie, -ies; -ight; -y -ode, -oke, -ole, -ome, -one, -ope, -ose, -ove, -oze; -oad, -oak, -oal, -oam, -oan, -oap, -oat; -o -ude, -uke, -ule, -ume, -une, -use, -ute; -ue
2.6 Short Vowels	/ă/ /ĕ/ /ĭ/ /ŏ/ /ŭ/	a, e, i, o, u	*Level 2.6 continues to reinforce short vowels within compound and other multi-syllable words, many including common affixes.*
2.7 Long Vowels	/ā/ /ē/ /ī/ /ō/ /ū/	*Review of Level 1.3 and:* e_e old ild ow ind ui oe	*Level 2.7 continues to reinforce long vowels within compound and other multi-syllable words, many including common affixes.*

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

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

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

Level	R-Controlled Vowel Phonemes (Sounds)	R-Controlled Vowel Graphemes (Spellings)	Other Vowel Phonemes (Sounds)	Other Vowel Graphemes (Spellings)
2.3 R-controlled & Other Letter Combinations	/ar/ /er/ /or/	ar er, ir, ur or	/aw/ /oi/ /ow/ /ō/ /ū/ /ō͞o/ /o͝o/	all, au, aw, augh oi, oy ou, ow ow ew, oo oo

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

Level	Other Consonant Phonemes (Sounds)	Other Consonant Graphemes (Spellings)	Consonant Phonemes (Sounds)	Silent Letter Combinations (Spellings)
2.3 Soft c and g; Silent Letter Combinations	/s/ /j/	ce, ci, cy ge, gi, _dge, _ge	/n/ /r/	gn, kn wr

Initial Placement Phonics Assessment—Administration Guide

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

- If a student needs supplemental phonics support.
- If a student'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 student 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 student 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 student to wait until you say "next" before attempting the next word. Record the student's responses by marking the scoring worksheet as follows:

- If the student reads the word correctly the first time, mark the word with a check.
  - If the student reads the word correctly but slowly decodes (SD), circle SD/SC.
- If the student reads the word incorrectly, write the student's response on the line below the item.
  - If the student does not self-correct, circle ERROR.
  - If the student 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 student's concern about errors.

Calculating Scores and Determining Next Action

After administering a section of the assessment, stop to calculate the student'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 student is not automatic with the skill(s) tested in the section. If the student had three or more errors in the section, stop testing and use the recommended story (corresponding to the tested section) to assess the student for possible placement in an Encore II Phonics level. See "Conducting Initial Placement," Step 3, from earlier in this placement packet. If the student 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 student 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 student 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 student for possible placement in a Phonics level. See "Conducting Initial Placement," Step 3 from earlier in this placement packet. If the student 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 student has not had three or more errors or a total score of six or more on any section, then the student's phonics and fluency needs do not match. Assess the student's fluency according to the steps of Conducting Initial Placement in this placement packet, and place the student in a Sequenced or Idioms level to address his or her fluency needs. To address any phonics needs the student does have, provide intervention in phonics using a different program, such as Read Naturally Word Warm-ups (readnaturally.com/product/word-warm-ups).

Encore II Initial Placement
Phonics Assessment—Scoring Worksheet

Name: _____

Examiner: _____ Teacher: _____ Date: _____

Examiner Script

Say to the student, "Look at the words in this section. Many of the words are not real words. 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 student reads the word correctly the first time, mark the word with a check.
  —If the student reads the word correctly but slowly decodes (SD), circle SD/SC.
- If the student reads the word incorrectly, write the student's response on the line below the item.
  —If the student does not self-correct, circle ERROR.
  —If the student 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   (Level 0.8, Set 1)

kam SD/SC	riz SD/SC	foz SD/SC	bax SD/SC	von SD/SC
ERROR	ERROR	ERROR	ERROR	ERROR
tav SD/SC	hof SD/SC	vic SD/SC	doc SD/SC	lil SD/SC
ERROR	ERROR	ERROR	ERROR	ERROR

ERRORs _____
SD/SCs + _____
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.

Comments:

Section B: Short-vowel words with e and u   (Level 0.8, Set 2)

nel SD/SC	rup SD/SC	cul SD/SC	fen SD/SC	tut SD/SC
ERROR	ERROR	ERROR	ERROR	ERROR
jen SD/SC	lux SD/SC	bev SD/SC	dex SD/SC	duf SD/SC
ERROR	ERROR	ERROR	ERROR	ERROR

ERRORs _____
SD/SCs + _____
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.

Comments:

Section C: Long-vowel words with silent e   (Level 1.3, Set 1)

kase SD/SC	libe SD/SC	tupe SD/SC	wane SD/SC	sime SD/SC
ERROR	ERROR	ERROR	ERROR	ERROR
rupe SD/SC	cale SD/SC	jove SD/SC	tine SD/SC	moze SD/SC
ERROR	ERROR	ERROR	ERROR	ERROR

ERRORs _____
SD/SCs + _____
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.

Comments:

Section D: Long-vowel words with vowel teams   (Level 1.3, Set 2)

gaib SD/SC	noal SD/SC	vie SD/SC	nue SD/SC	tay SD/SC
ERROR	ERROR	ERROR	ERROR	ERROR
rean SD/SC	meez SD/SC	vo SD/SC	hy[1] SD/SC	dight SD/SC
ERROR	ERROR	ERROR	ERROR	ERROR

ERRORs _____
SD/SCs + _____
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.

Comments:

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[1]Hy should rhyme with my.

Phonics Assessment—Scoring Worksheet

Section E: Consonant-digraph words · (Level 1.8, Set 1)

shab SD/SC	jong SD/SC	whes SD/SC	thil SD/SC	chen SD/SC
_____ ERROR	_____ ERROR	_____ ERROR	_____ ERROR	_____ ERROR
fitch SD/SC	vung SD/SC	konch SD/SC	cath SD/SC	rush SD/SC
_____ ERROR	_____ ERROR	_____ ERROR	_____ ERROR	_____ ERROR

Comments:

ERRORs _____
SD/SCs   + _____
Total Score _____

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

Section F: Consonant-blend words · (Level 1.8, Set 2)

hilm SD/SC	kemp SD/SC	wilt SD/SC	bulk SD/SC	ruft SD/SC
_____ ERROR	_____ ERROR	_____ ERROR	_____ ERROR	_____ ERROR
scan SD/SC	clem SD/SC	brax SD/SC	floss SD/SC	stran SD/SC
_____ ERROR	_____ ERROR	_____ ERROR	_____ ERROR	_____ ERROR

Comments:

ERRORs _____
SD/SCs   + _____
Total Score _____

If 3 or more errors or a total score of 6 or more, *stop this assessment.* Test for possible placement in Level 1.8 (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 · (Level 2.3, Set 1)

gar SD/SC	fern SD/SC	kirk SD/SC	gord SD/SC	curt SD/SC
_____ ERROR	_____ ERROR	_____ ERROR	_____ ERROR	_____ ERROR
cyl SD/SC	jace SD/SC	gile SD/SC	civ SD/SC	ges SD/SC
_____ ERROR	_____ ERROR	_____ ERROR	_____ ERROR	_____ ERROR

Comments:

ERRORs _____
SD/SCs   + _____
Total Score _____

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 · (Level 2.3, Set 2)

coyl SD/SC	hew SD/SC	naum SD/SC	wook[2] SD/SC	tawn SD/SC
_____ ERROR	_____ ERROR	_____ ERROR	_____ ERROR	_____ ERROR
hoit SD/SC	voud[3] SD/SC	powt[4] SD/SC	boon[5] SD/SC	pall SD/SC
_____ ERROR	_____ ERROR	_____ ERROR	_____ ERROR	_____ ERROR

Comments:

ERRORs _____
SD/SCs   + _____
Total Score _____

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.

[2]Wook should rhyme with look. [3]Voud should rhyme with loud. [4]Powt should rhyme with either shout or coat. [5]Boon should rhyme with moon.

Section A

kam	riz	foz	bax	von
tav	hof	vic	doc	lil

Section B

nel	rup	cul	fen	tut
jen	lux	bev	dex	duf

Section C

kase	libe	tupe	wane	sime
rupe	cale	jove	tine	moze

Section D

gaib	noal	vie	nue	tay
rean	meez	vo	hy	dight

Phonics Assessment—Student Copy

shab	jong	whes	thil	chen
fitch	vung	konch	cath	rush

hilm	kemp	wilt	bulk	ruft
scan	clem	brax	floss	stran

gar	fern	kirk	gord	curt
cyl	jace	gile	civ	ges

coyl	hew	naum	wook	tawn
hoit	voud	powt	boon	pall

Answer Key for Placement Stories

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): Gaudí 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.

Answer Key for Placement Stories (continued)

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.