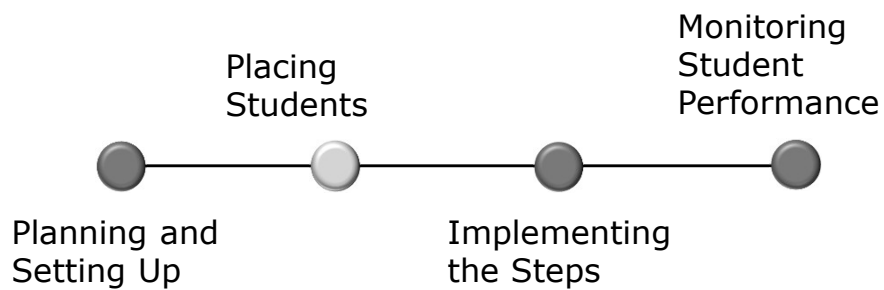


Read Naturally Live

## Placement



## Teacher Responsibilities



## Placing Students

- Determine Level



- Select Series



- Set Story Goal



## Understanding Initial Placement

Two phases:

- ▪ Conducting Initial Placement
- Checking Initial Placement



## Initial Placement Options

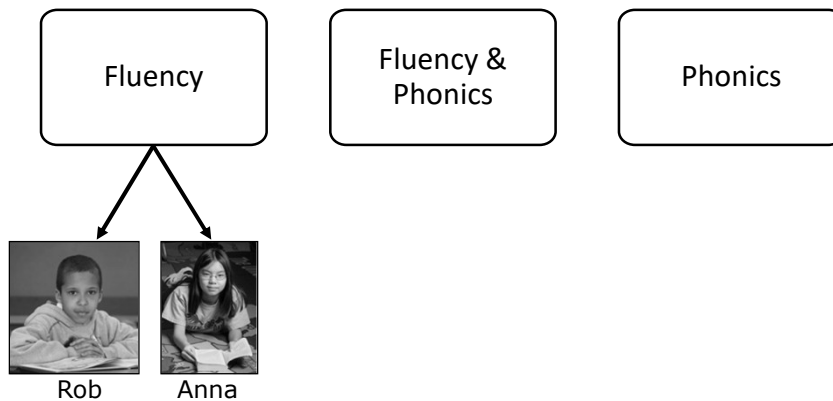


Teacher-Conducted Placement



Independent Student Placement

## Determining a Student's Needs



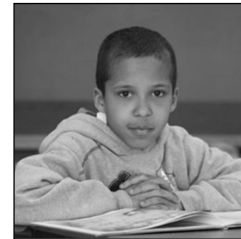
## Estimating a Student's Reading Level

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



## Placing Rob

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



Teacher-Conducted Placement



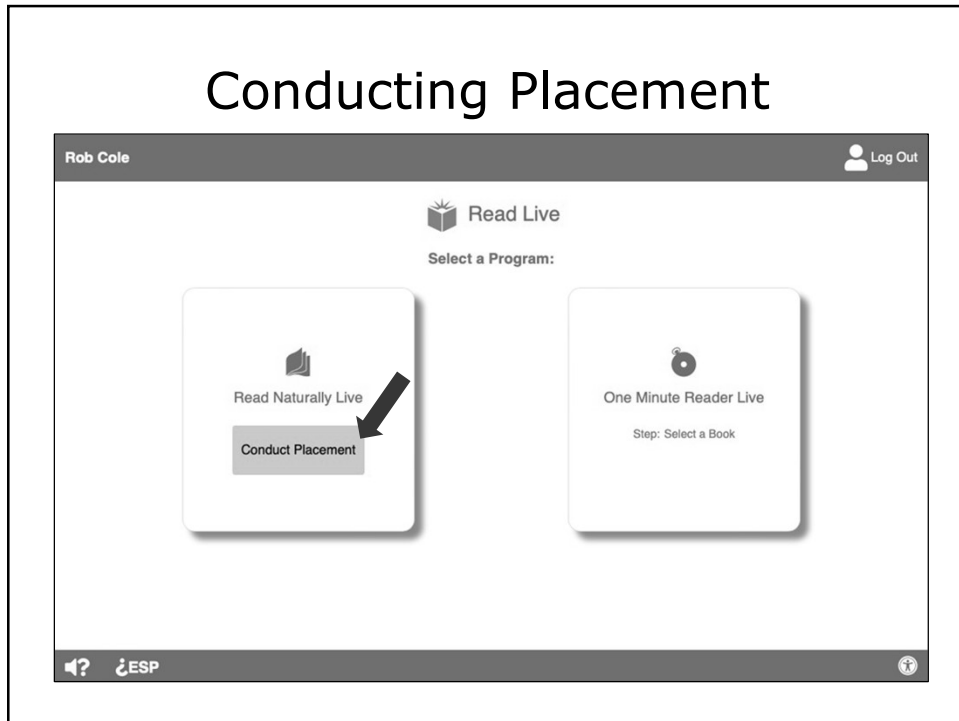
## Read Naturally® Live Demo

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

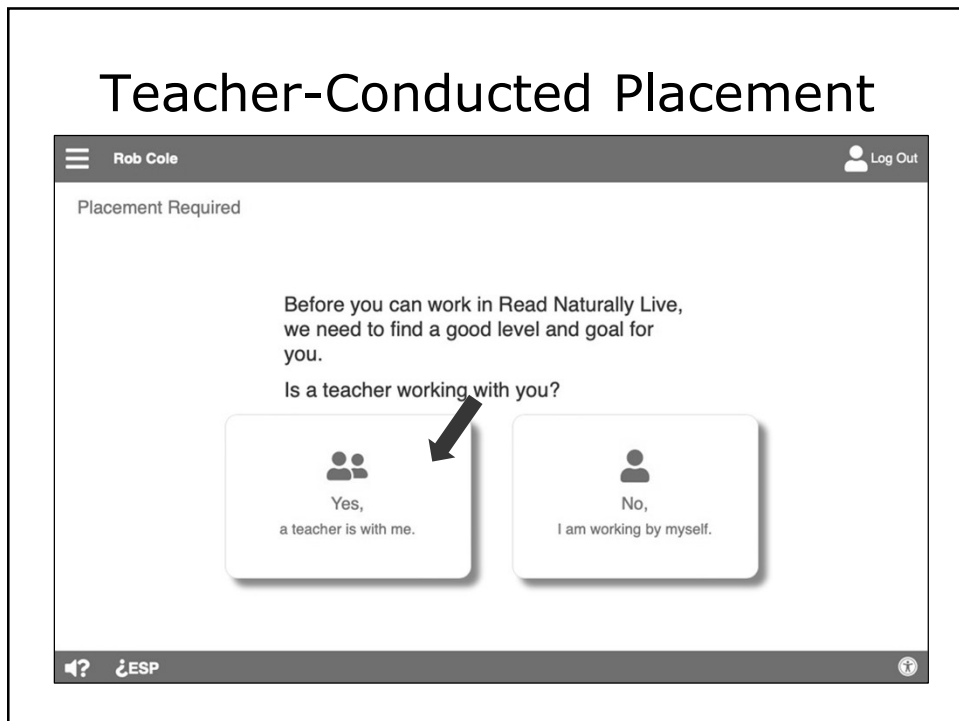
## Logging In

A screenshot of the Read Live Student Login page. The page has a dark grey header with a home icon on the left and a "Check System Requirements" link on the right. Below the header, the "Read Live" logo is centered, followed by the text "Student Login". The main content area is a light grey box containing a login form. The form has three input fields: "Account ID \*" with the value "00000", "User ID \*" with the value "robcole", and "Password \*" with masked characters "\*\*\*\*\*". To the right of these fields is a dark grey "Log In" button with a white key icon. Below the password field is a "Need Help?" link. At the bottom of the page, a small copyright notice reads "Copyright © 2023 Read Naturally, Inc. All rights reserved."

# Conducting Placement



# Teacher-Conducted Placement



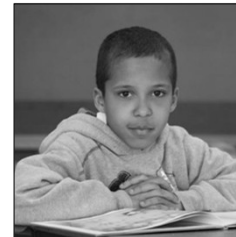
## Teacher Login

### Placing Students

## Determining Rob's Level

### Estimate Rob's reading level

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



Start testing Rob at level 3.0

# Determining Rob's Level, Part 1

Rob Cole

Close

Read Naturally Live Placement Step 1: Select a level to test

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

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

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

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

Teacher Present Next

# Determining Rob's Level, Part 2

Rob Cole

Close

Kinkajou

Placement Step 2: Test in Level 3.0

Start Timing

Reading Guide ☐

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

Timing Results

Words read: 68

Number of missed words:

Timing score in words correct per minute (wcpm):

65

Page 1

Teacher Present Next



## Determining Rob's Level, Part 3

Rob Cole

Close

Placement Step 3: Analyze Results

Student's Results

Score from the most recent test is in bold type.

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

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

Click Next to test the student again.

(Suggested testing level: 3.5)

Initial Placement Ranges

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

Next

## Determining Rob's Level, Part 1

Rob Cole

Close

Read Naturally Live Placement Step 1: Select a level to test

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

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

1. In the Read Live Staff Module, go to the home page and click the Word Warm-ups Live tile.

2. Click Print Phonics Assessment to access a phonics test which includes instructions on when to place the student in Read Naturally Live, Word Warm-ups Live, or both.

Select a level to test

Series available at the level

<input type="radio"/> 1.0	<div></div>
<input type="radio"/> 1.5	<div></div>
<input type="radio"/> 2.0	<div></div>
<input type="radio"/> 2.5	<div></div>
<input type="radio"/> 3.0 (tested)	<div></div>
<input checked="" type="radio"/> 3.5	<div></div>
<input type="radio"/> 4.0	<div></div>
<input type="radio"/> 4.5	<div></div>

Back

Next

## Determining Rob's Level, Part 2

Rob Cole

Close

Velcro

Placement Step 2: Test in Level 3.5

Start Timing

Reading Guide ☐

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

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

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

Timing Results

Words read: 62

Number of missed words: 7

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

<

Page 1

>

?

ESP

Teacher Present

< Back

Next >

## Determining Rob's Level, Part 3

Rob Cole

Close

Placement Step 3: Analyze Results

Print

Student's Results

Score from the most recent test is in bold type.

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

Choose an option and click Next

☐ Continue testing
 

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

☒ Stop testing and pick a level (recommended)
 

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

Initial Placement Ranges

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

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

<

Next >

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Read Naturally Live Webinar

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Read Naturally Live Placement  
Webinar Handout

## Determining Rob's Level, Part 3

Rob Cole

Close

Placement Step 3: Analyze Results

Student's Results

Score from the most recent test is in bold type.

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

Choose an option and click Next

☐ Continue testing
 

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

☒ Stop testing and pick a level (recommended)
 

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

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

?

ESP

Teacher Present

Next

### Placing Students

## Setting Rob's Goal

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

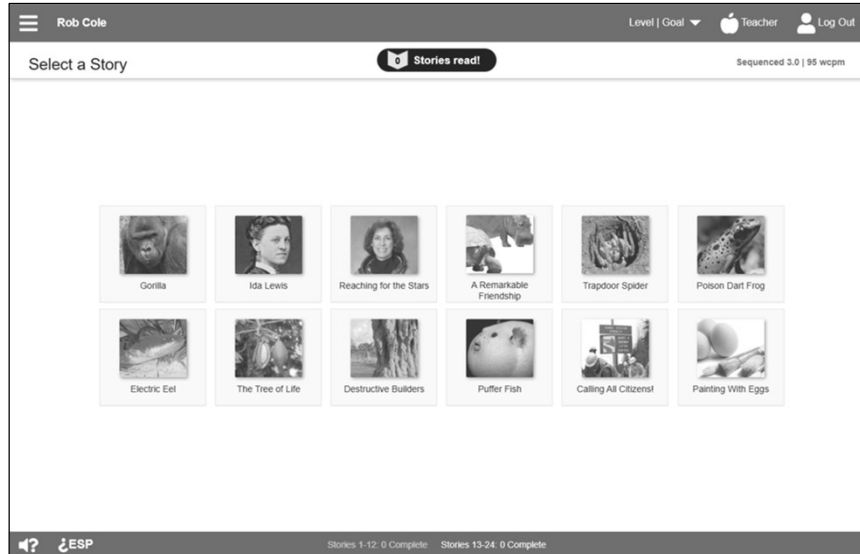
$$65 + 30 = 95$$

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Read Naturally Live Webinar

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Read Naturally Live Placement  
Webinar Handout

## Select a Story



### Placing Students

## Placing Rob

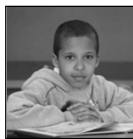


For fluency, work in  
Read Naturally Live:  
▪ Sequenced series  
▪ Level 3.0

Fluency

Fluency &  
Phonics

Phonics



## Placing Anna

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



Independent Student Placement

## Training Students to Conduct Independent Placement



# Logging In

The screenshot shows the 'Read Live' Student Login interface. At the top, there is a home icon and a 'Check System Requirements' link. The main heading is 'Read Live' with a book icon, followed by 'Student Login'. A dark gray login box contains the following fields: 'Account ID \*' with the value '000', 'User ID \*' with the value 'aaubid', and 'Password \*' with masked characters. A 'Log In' button is to the right of these fields. Below the password field is a 'Need Help?' link. A footer at the bottom states 'Copyright © 2024 Read Naturally, Inc. All rights reserved.'

# Conducting Placement

The screenshot shows the 'Read Live' interface for a user named 'Anna Aubid'. At the top right is a 'Log Out' button. The main heading is 'Read Live'. Below it is the instruction 'Select a Program:'. There are two program cards: 'Read Naturally Live' with a book icon and a 'Conduct Placement' button (indicated by a large black arrow), and 'One Minute Reader Live' with a CD icon and the text 'Step: Select a Book'. At the bottom left, there are icons for a help/question mark and 'ESP'.

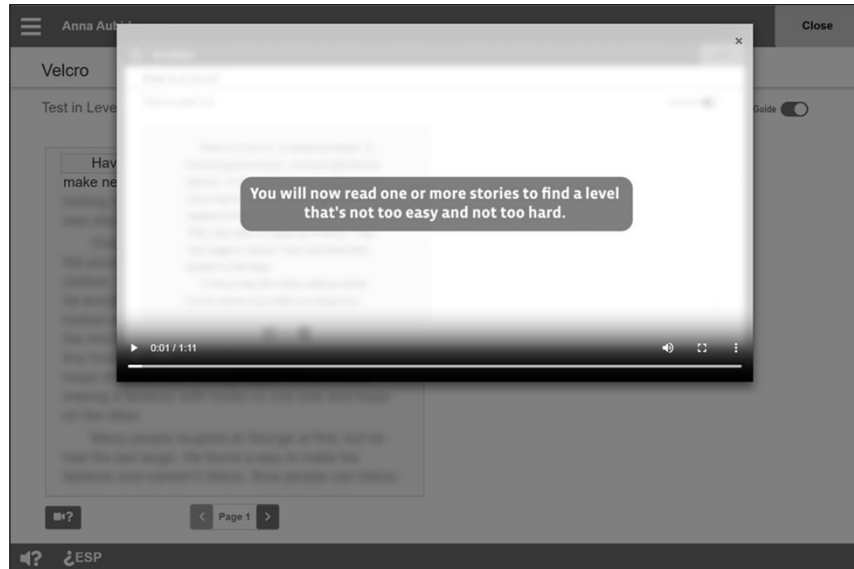
# Independent Student Placement

The screenshot shows the 'Independent Student Placement' screen. At the top, there is a header bar with a menu icon, the name 'Anna Aubid', and a 'Log Out' button. Below the header, the title 'Placement Required' is displayed. The main content area contains the following text: 'Before you can work in Read Naturally Live, we need to find a good level and goal for you. Is a teacher working with you?'. Below this text are two large, rounded rectangular buttons. The left button has an icon of two people and the text 'Yes, a teacher is with me.' The right button has an icon of a single person and the text 'No, I am working by myself.' A black arrow points to the right button. At the bottom of the screen, there is a dark gray bar with a help icon (a speech bubble with a question mark) and the text 'ESP'.

# Sound Check

The screenshot shows a 'Sound Check' dialog box overlaid on the main interface. The dialog box has a title bar with 'Sound Check' and a close button (an 'x' icon). The text inside the dialog box reads: 'It's important that we can understand you, so we need to do a sound check. Please speak clearly and loudly enough to be recorded. Choose the Start button and repeat these words out loud: A wet dog sat in the hot sun.' Below the text is a 'Start' button with a microphone icon. The background interface is dimmed, showing the 'Velcro' section with the text 'Test in Level 3.5' and 'Have you ever wondered how to make new inventions?'. At the bottom of the background interface, there is a 'Page 1' indicator and a 'ESP' logo.

## Tutorial Video

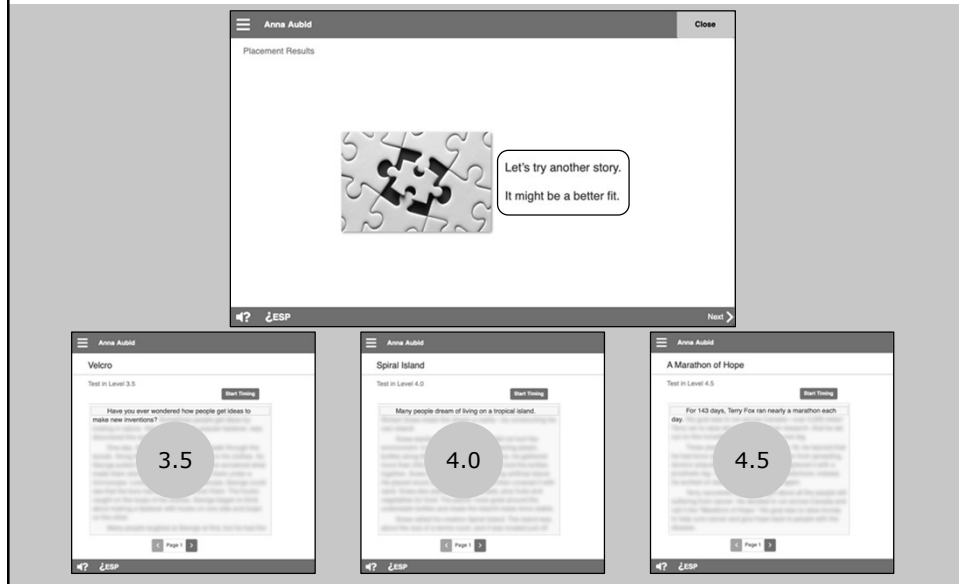


## Determining Level and Goal





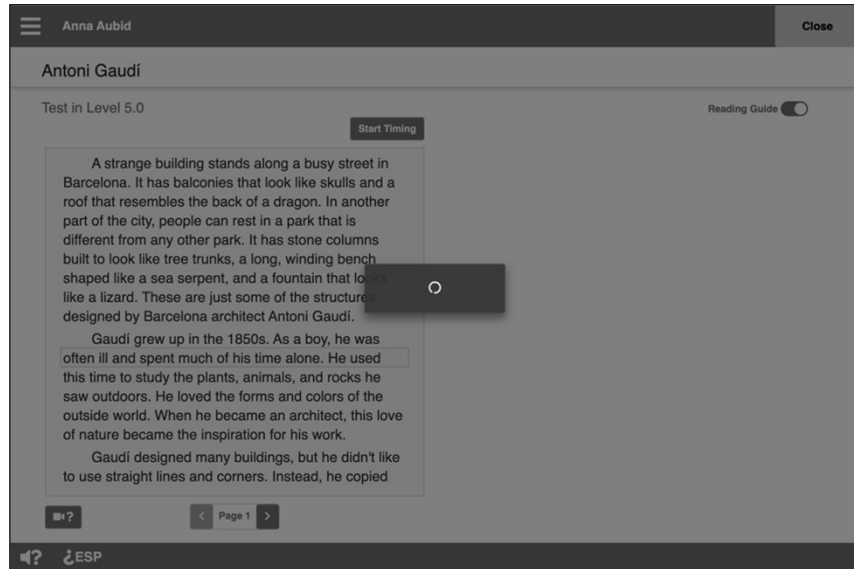
# Determining Level and Goal



# Determining Level and Goal



## Determining Level and Goal



## Determining Level and Goal


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

# Determining Level and Goal

Anna Aubid

Close

Placement Results



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

🔊 ?

ESP

Next >

# Determining Level and Goal

Anna Aubid

Close

The Hindenburg

Test in Level 5.6

Start Timing

Reading Guide ☐

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

The Hindenburg was a rigid airship that was almost that long. Its massive frame, made of flexible aluminum and ropes, measured over 300 feet long and 100 feet in diameter. Between garages held the more than seven million cubic feet of hydrogen hydrogen gas needed to lift the ship into the air.

The designer wanted to fill the Hindenburg with helium, not hydrogen. Helium is much safer because it is nonflammable. At the time, only the United States made helium. But due to political problems, the Germans could not buy helium from the United States. So hydrogen filled the Hindenburg's garages instead.

The Germans knew using hydrogen would make the Hindenburg's voyage to a New York City shipyard seem to proceed much more smoothly. A special gift from the

🔊 ?

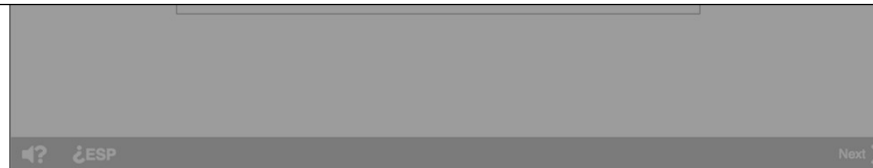
< Page 1 >

🔊 ? ESP

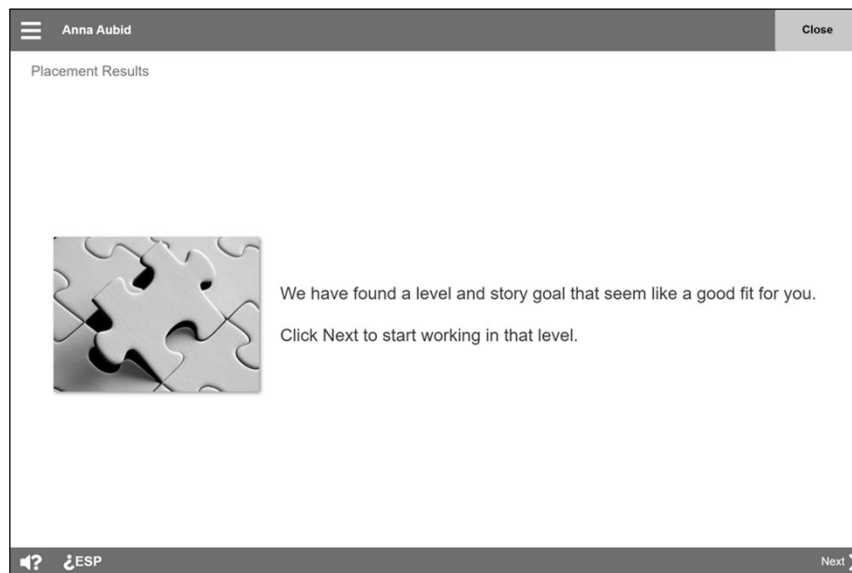
## Determining Level and Goal



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



## Determining Level and Goal



## Setting Anna's Goal

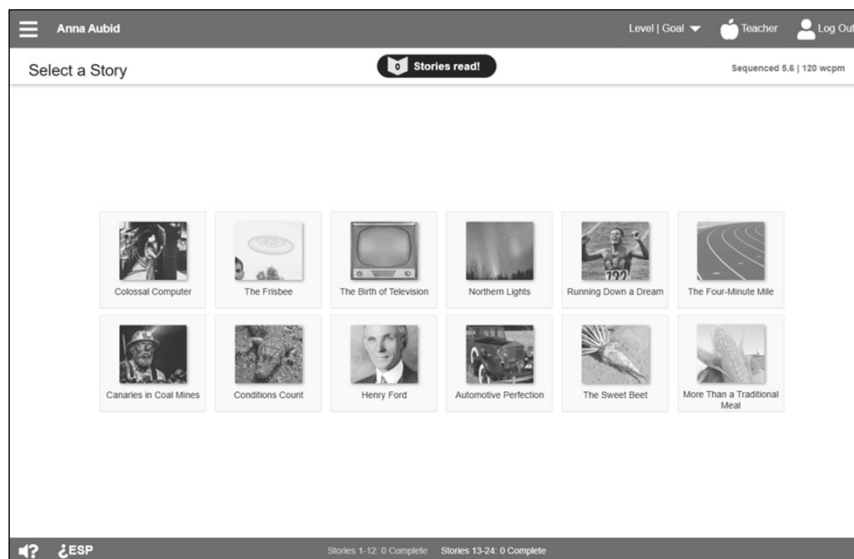
- Grades 5 and up:  
Placement score + 40,  
rounded down to nearest 5



$$82 + 40 = 122$$

rounded down to 120

## Select a Story



Anna Aubid

Level | Goal Teacher Log Out

Select a Story

Stories read!

Sequenced 5.6 | 120 wcpm

Colossal Computer

The Frisbee

The Birth of Television

Northern Lights

Running Down a Dream

The Four-Minute Mile

Canaries in Coal Mines

Conditions Count

Henry Ford

Automotive Perfection

The Sweet Beet

More Than a Traditional Meal

ESP

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

## Placing Anna



For fluency, work in  
Read Naturally Live:  
▪ Sequenced series  
▪ Level 5.6

Fluency

Fluency &  
Phonics

Phonics

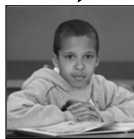


## Determining a Student's Needs

Fluency

Fluency &  
Phonics

Phonics



## Beginning Readers

Fluency

Fluency &  
Phonics

Phonics



Ella



Marci

## Beginning Readers

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



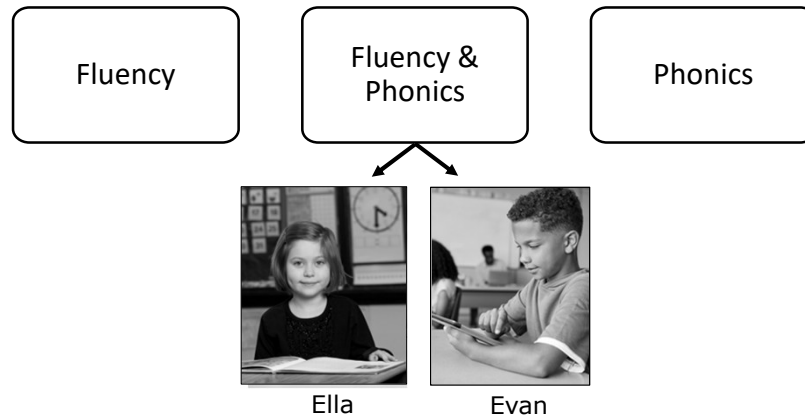
### Two Options:

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

### Initial Placement Ranges

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

## Determining a Student's Needs



## Phonics Series Levels

### Series and Level Options

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

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



## Phonics Series Placement

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

Phonics-Based Testing Level

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

Initial Placement Ranges

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

## Placing Ella

Needs: Phonics and Fluency

### Ella


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




# Placing Ella

## Needs: Phonics and Fluency

Read Naturally Live > Placement for Ella Page Close

Placement Step 3: Analyze Results 

**Student's Results** 

Score from the most recent test is in bold type.

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

Choose an option and click Next


☐ Continue testing

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

☒ Stop testing and pick a level (recommended)

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

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

Your selection can be edited after placement is saved. 

Next Cancel

# Placing Ella

## Needs: Phonics and Fluency

### Ella

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



### Work on phonics and fluency together:

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

## Placing Ella



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

Fluency

Fluency &  
Phonics

Phonics

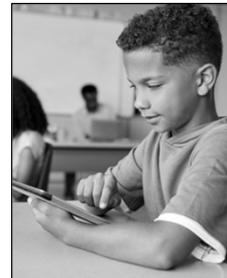


## Placing Evan

Needs: Phonics and Fluency

### Evan

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



# Placing Evan

## Needs: Phonics and Fluency

Read Naturally Live > Placement for Evan Renbeck Close

Placement Step 3: Analyze Results Print

**Student's Results** ⓘ

Score from the most recent test is in bold type.

Placement Testing Level	Student Score (wcpm)	Placement Range (wcpm)
3.5	<b>70</b>	<b>60 - 80</b>

Choose an option and click Next

☐ Continue testing

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

☒ Stop testing and pick a level (recommended)

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

Series	Level	Goal
Sequenced	3.5	110
Idioms	3.5	110

Your selection can be edited after placement is saved. ⓘ

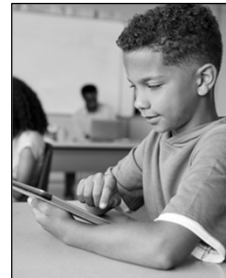
Next Cancel

# Placing Evan

## Needs: Phonics and Fluency

### Evan

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

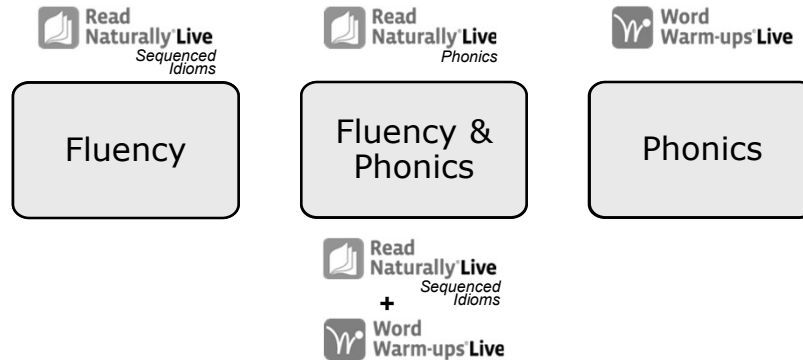


### Work in Read Naturally Live for fluency:

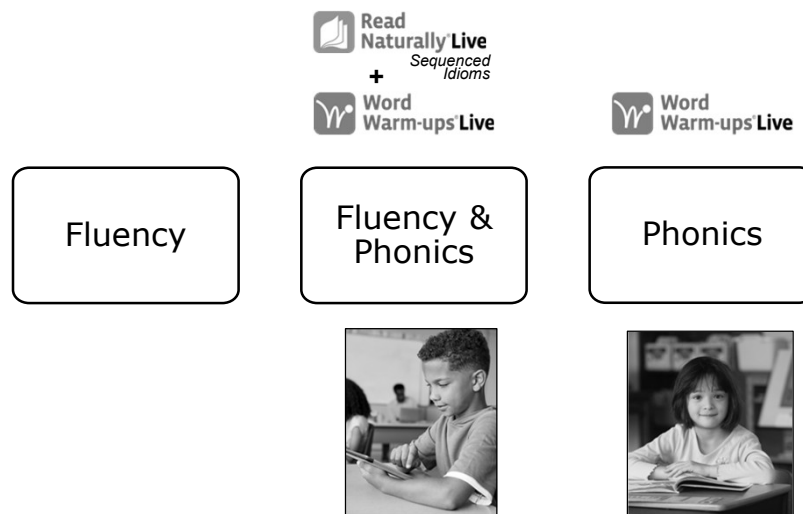
- Sequenced series
- Level 3.5
- Story Goal 110

Work on phonics separately

## Determining a Student's Needs



## Determining a Student's Needs



## Placing Students



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



## Placing Students

# Placing Students with Phonics Needs

### Resources:

- Phonics/Word Analysis Assessments (online)
- Word Warm-ups Live Phonics Assessment (paper-based)
- Word Warm-ups Live Phonics Scope and Sequence by Level

The Read Naturally logo, featuring the letters 'RN' in a stylized font.

### Phonics/Word Analysis Assessments

The Phonics/Word Analysis assessments, available from the Teacher Menus of Read Naturally Live and Word Warm-ups Live, are:

- The letter sounds assessment (accessed from the Assess Letter Sounds Knowledge screen)
- The decoding skills assessment (accessed from the Assess Decoding Skills screen)

You can use these assessments to:

- Determine which phonics skills a student has not mastered.
- Place a student in an appropriate Read Naturally Live level and/or Word Warm-ups Live section.
- Plan phonics instruction outside of Read Live.
- Monitor progress in mastering phonics skills over time.

### Preparing to administer the assessments

You can administer these assessments in these two ways:

- You and the student share the screen (i.e., the student reads from the screen while you score the responses on the screen).
- The student reads from a printed copy of the test items while you score the responses on the screen.

If you would like to have students read from a printed copy of the test items:

1. Choose **Student copy of assessment PDF** from either the Assess Letter Sounds Knowledge or the Assess Decoding Skills screen.
2. Print the whole PDF or the page(s) that include(s) the test items for the set(s) of the assessment you will administer.
3. Cut the pages into sets of test items.

Copyright © 2015 Read Naturally, Inc.      3      Phonics/Word Analysis Assessment Instructions

# Placing Marci

## Needs: Phonics

### Marci

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



# Placing Marci

## Needs: Phonics



### Word Warm-ups Live Phonics Assessment

#### Table of Contents

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

#### Phonics Options in Read Live

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

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

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

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

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

#### Which Read Live Program is Right for My Student?

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

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

### Administer the Word Warm-ups Live Phonics Assessment:

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

# Word Warm-ups Live Phonics Assessment

## Level 1, Section C: Long vowels with silent e

kase	libe	tupe	wane	sime
<u>✓</u>	<u>✓</u>	<u>✓</u>	<u>✓</u>	<u>✓</u>
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC
rupe	cale	jove	tine	mوزه
<u>roof</u> ✓	<u>✓</u>	<u>✓</u>	<u>time</u>	<u>✓</u>
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC

Errors	1
SD/SC	+
Total Score	2

If 3 or more errors or a total score of 6 or more:

- Place in WWL Level 1, Section C.
- Or if student reads below 3<sup>rd</sup> grade level, use RNL testing level 1.5 for possible placement in RNL Phonics level 1.3a.

If not, continue testing.

## Level 1, Section D: Long vowels

gaib	noal	vie	nue	tay
<u>gab</u>	<u>✓</u>	<u>✓</u>	<u>✓</u>	<u>✓</u>
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC
rean	meez	vo	hy <sup>1</sup>	dight
<u>rain</u>	<u>mez</u>	<u>✓</u>	<u>✓</u>	<u>✓</u>
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC

Errors	3
SD/SC	+
Total Score	4

If 3 or more errors or a total score of 6 or more:

- Place in WWL Level 1, Section D.
- Or if student reads below 3<sup>rd</sup> grade level, use RNL testing level 1.5 for possible placement in RNL Phonics level 1.3b.

If not, continue testing.

Scoring Worksheet

# Phonics/Word Analysis Assessment

☰

Marci Gasper

88  
00

Close

Analyze phonics/word analysis results

Student's results

The skill in bold type is the stopping point of the current assessment, and suggests a good starting point for this student's phonics/word analysis instruction.

Skills Tested	Percent Correct
<b>Long vowel teams</b>	40
Long vowels with silent e	80

Choose an assignment

The student's phonics/word analysis assessment results indicate that the student needs phonics instruction that is available in Read Live.


Choose the student's Read Live assignment(s) below:

☒ Word Warm-ups Live 1D Long vowels, Word List goal 40 (recommended)

☐ The student's current assignment:  
Word Warm-ups Live 1B Short vowels, Word List goal 40

Your selection can be edited after placement is saved. ⓘ

Word Warm-ups Live 1D Long vowels, Word List goal 40 (recommended)



ⓘ ESP Teacher Present



Read Live		Report Date: 08/04/2025		
<b>Student Phonics/Word Analysis Assessment Report</b>		<b>Marci Gasper</b>		
The report displays only the sections in which a student has completed at least one section subtest.		Current Grade: 1		
		Current Homeroom:		
		Current Lead Teacher: Jane Murray		
		School: My School		
		Current Assignment(s):		
		Word Warm-ups Live: 1D: Long vowels		
<b>Lev 1 Sec C</b>	<b>Initial Response</b>	<b>Most Recent Response(s)</b>		
<b>Long vowels with silent e</b>	Date assessed: 08/04/2025	Date assessed:	Date assessed:	Date assessed:
rade	✓			
pute	✓			
lode	✓			
sume	✓			
	self corrected			
dile	dilly			
<b>Results</b>	80% (passed)			
<b>Lev 1 Sec D</b>	<b>Initial Response</b>	<b>Most Recent Response(s)</b>		
<b>Long vowel teams</b>	Date assessed: 08/04/2025	Date assessed:	Date assessed:	Date assessed:
tain	tan			
keet	✓			
nied	ned			
loab	✓			
	slowly decoded			
dued	dud			
<b>Results</b>	40% (not passed)			

## Placing Students

# Placing Marci

## Needs: Phonics

### Marci

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



### Work in Word Warm-ups Live:

- Level 1
- Section D (long vowels)

# Placing Marci



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

Fluency

Fluency &  
Phonics

Phonics



# Placing Evan

Needs: Phonics



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

Section	Phonics	Section	Phonics
<b>Level 1: Emergent Words</b>		<b>Level 2: Emergent Words</b>	
<b>A. Letter sounds</b>	Short words with a, e, i, o, u Short words with c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z Short words with a, e, i, o, u Short words with c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z	<b>A. Compound words</b>	Compound words with short vowels Compound words with long vowels Compound words with short consonants Compound words with long consonants Compound words with short vowels and short consonants Compound words with long vowels and short consonants Compound words with short vowels and long consonants Compound words with long vowels and long consonants
<b>B. Short vowels</b>	Short words with a, e, i, o, u Short words with c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z	<b>B. More compound words</b>	Compound words with a, e, i, o, u and a, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z Compound words with a, e, i, o, u and c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z Compound words with a, e, i, o, u and a, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z Compound words with a, e, i, o, u and c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z
<b>C. Long vowels</b>	Long words with a, e, i, o, u Long words with c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z	<b>C. Base words and changed by letters</b>	Base words and changing c Base words and changing d Base words and changing g Base words and changing k Base words and changing l Base words and changing m Base words and changing n Base words and changing p Base words and changing q Base words and changing r Base words and changing s Base words and changing t Base words and changing v Base words and changing w Base words and changing x Base words and changing y Base words and changing z
<b>D. Long vowels</b>	Long words with a, e, i, o, u Long words with c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z	<b>D. Base words changed by letters</b>	Base words changed by a Base words changed by c Base words changed by d Base words changed by e Base words changed by f Base words changed by g Base words changed by h Base words changed by i Base words changed by j Base words changed by k Base words changed by l Base words changed by m Base words changed by n Base words changed by o Base words changed by p Base words changed by q Base words changed by r Base words changed by s Base words changed by t Base words changed by u Base words changed by v Base words changed by w Base words changed by x Base words changed by y Base words changed by z
<b>E. Compound words with short vowels</b>	Compound words with a, e, i, o, u Compound words with c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z	<b>E. Words with two syllables</b>	Words with two syllables Words with two syllables and short vowels Words with two syllables and long vowels Words with two syllables and short consonants Words with two syllables and long consonants Words with two syllables and short vowels and short consonants Words with two syllables and long vowels and short consonants Words with two syllables and short vowels and long consonants Words with two syllables and long vowels and long consonants
<b>F. Compound words with long vowels</b>	Compound words with a, e, i, o, u Compound words with c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z	<b>F. Closed and open syllables</b>	Closed syllables and consonants Open syllables and consonants Closed syllables and vowels Open syllables and vowels Closed syllables and short vowels Open syllables and short vowels Closed syllables and long vowels Open syllables and long vowels Closed syllables and short consonants Open syllables and short consonants Closed syllables and long consonants Open syllables and long consonants
<b>G. Words with two syllables</b>	Words with two syllables Words with two syllables and short vowels Words with two syllables and long vowels Words with two syllables and short consonants Words with two syllables and long consonants Words with two syllables and short vowels and short consonants Words with two syllables and long vowels and short consonants Words with two syllables and short vowels and long consonants Words with two syllables and long vowels and long consonants	<b>G. Two syllables with short vowels</b>	Two syllables with short vowels Two syllables with short vowels and short consonants Two syllables with short vowels and long consonants Two syllables with short vowels and short vowels and short consonants Two syllables with short vowels and long vowels and short consonants Two syllables with short vowels and short vowels and long consonants Two syllables with short vowels and long vowels and long consonants
<b>H. Words with two syllables</b>	Words with two syllables Words with two syllables and short vowels Words with two syllables and long vowels Words with two syllables and short consonants Words with two syllables and long consonants Words with two syllables and short vowels and short consonants Words with two syllables and long vowels and short consonants Words with two syllables and short vowels and long consonants Words with two syllables and long vowels and long consonants	<b>H. Words with two syllables</b>	Words with two syllables Words with two syllables and short vowels Words with two syllables and long vowels Words with two syllables and short consonants Words with two syllables and long consonants Words with two syllables and short vowels and short consonants Words with two syllables and long vowels and short consonants Words with two syllables and short vowels and long consonants Words with two syllables and long vowels and long consonants

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

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



# Word Warm-ups Live

## Scope and Sequence by Level

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

### Level 1: One-syllable Words

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

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

### Level 2: Two-syllable Words

Section	Exercise
A. Compound words <i>Review of skills taught in Level 1, Sections B, C, D, E, &amp; F</i>	Compound words: short vowels
	Compound words: long vowels / silent e
	Compound words: long vowel
	Compound words: consonant digraphs
	Compound words: consonant blends
B. More compound words <i>Review of skills taught in Level 1, Sections G, H, &amp; I</i>	Compound words: vowels and r
	Compound words: soft c and g, kn, gn, wr
	Compound words: au, aw, ou, ow
	Compound words: oo, ew, oy, oi
C. One-syllable words not changed by suffixes	One-syllable words and -s or -es
	One-syllable words and -ed saying d
	One-syllable words and -ed saying t
	One-syllable words and -ed saying ed
	One-syllable words and -ing
D. One-syllable words changed by suffixes	One-syllable words and -er or -est
	Silent-e words and -ing
	Silent-e words and -ed
	Short-vowel words and -ing
	Short-vowel words and -ed
E. Words with two syllables <i>Includes introduction of unstressed syllables and schwa</i>	One-syllable words changed by -er or -est
	Words that look alike when suffixes are added
	Words with two middle consonants
	Words with middle blends and digraphs
	Words ending with long vowel patterns
F. Closed and open syllables	Words with vowels and r
	Words with long vowel teams
	Words with other vowel teams
	Closed syllables and consonant-l-e
	Open syllables and consonant-l-e
G. Two-syllable words with suffixes	Mixed syllables and consonant-l-e
	Closed syllables: one middle consonant
	Open syllables: one middle consonant
	One middle consonant: open or closed?
	Words not changed by -s, -es
H. Words with prefixes	Words not changed by -ed
	Words not changed by -ing
	Words not changed by -er
	Silent-e words changed by suffixes
	Words with y changed by suffixes
	Words with the prefix re-
	Words with the prefix un-
	Words with the prefix dis-
	Words with the prefix mis-
	Words with the prefix de-



# Word Warm-ups Live

## Scope and Sequence by Level

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

### Level 3: Multi-syllabic Words

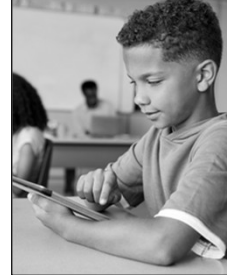
Section	Exercise
A: Word parts: prefixes <i>Includes introduction of schwa and flexed vowel sounds in unstressed prefixes</i>	Prefixes: dis, en, con
	Prefixes: pre, re, de
	Prefixes: a, mis, in, im
	Prefixes: un, pro, ex, e
B. Other word parts	Word parts: closed syllables
	Word parts: more closed syllables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

## Placing Evan

Needs: Phonics and Fluency

### Evan

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



For fluency, work in Read Naturally Live:

- Sequenced series
- Level 3.5
- Story Goal 110

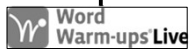
For phonics, work in Word Warm-ups Live:

- Level 1
- Section G

## Placing Evan



For fluency, work in Read Naturally Live:  
▪ Sequenced series, Level 3.5  
For phonics, work in Word Warm-ups Live:  
▪ Level 1, Section G



Fluency

Fluency & Phonics

Phonics



# Student Placement Results Report

## Teacher-Conducted Placement

- Student's Results
- Recommendations
- Decision

Read Naturally Live  
Student Placement Results

Placement Teacher: Westley, Terrell  
Grade When Placed: 4  
Date Tested: 03/19/2020

Report Date: 03/19/2020

**Ezra Richardson**  
Current Grade: 4  
Current Homeroom:  
Current Lead Teacher: P Ramos  
School: Springfield Elements

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

Placement Testing Level	Student Score (wcpm)	Placement Range (wcpm)
3.5	59	60 - 80
<b>3.0</b>	<b>67</b>	<b>30 - 80</b>

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

Series	Level	Goal (wcpm)
Sequenced	3.0	85
Idioms	3.0	85
Phonics	2.7a long a, u, and mixed	85
Phonics	2.7a long a, e, i	85
Phonics	2.6a short o, u, and mixed	85
Phonics	2.6a short a, e, i	85

**Decision**

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

# Student Placement Results Report

## Independent Student Placement

- Student's Results
- Placement
- Notes

Read Naturally Live  
Student Placement Results

Placement Teacher: N/A, student independent  
Grade When Placed: 5  
Date Tested: 05/01/2024

Report Date: 05/01/2024

**Alyssa Green**  
Current Grade: 5  
Current Homeroom:  
Current Lead Teacher: J Murthy  
School: Springfield School

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

Placement Testing Level	Student Score (wcpm)	Placement Range (wcpm)
4.0	79	80 - 90
<b>3.5</b>	<b>85</b>	<b>90 - 80</b>

**Placement**

Series	Level	Goal (wcpm)
Sequenced	4.0	110

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

Series	Level	Goal (wcpm)
Idioms	4.0	110

If the placement level and goal assigned through student-independent placement seems inaccurate, a technical problem with the recording may have occurred. If you prefer to place the student again, using the teacher-supported placement program, you can do so through the staff module.

## Placing Students and Beyond

- Determine Level
- Select Series
- Set Story Goal



## Implementation Resources

A Student's Guide to  
Read Naturally Live Video Series



Read Naturally Live  
Lesson Plan



Student Activity Page

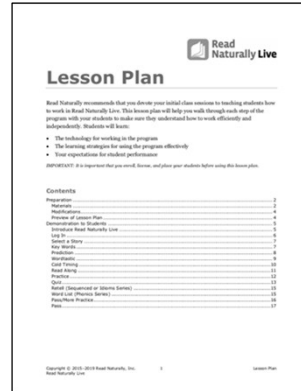


## Implementing the Steps

# Implementation Resources



A Student's Guide to  
Read Naturally Live  
Video Series



Read Naturally Live  
Lesson Plan



## Read Live HELP Resources

### Read Live Help

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

#### Read Live Overview

#### Get started quickly!

Book a time below with one of our Read Live experts for a personalized walkthrough. *Note: if you are new to Read Live and would like to book a demo, click here to connect with us.*

[Read Live Implementation Support](#)

#### Read Live

- ▶ Smart Start Guide
- ▶ Read Live User Guide
- ▶ More Information
- ▶ Job Aids

#### Read Naturally Live

[www.readnaturally.com/read-live-help](http://www.readnaturally.com/read-live-help)





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website: [readnaturally.com](http://readnaturally.com)

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# Questions?

