

Timberdoodle Placement Guide

Grades K - 2

Student Profile

Student's Name _____

When do you plan to start school? _____

Student's age at start of school year _____

If your student has been in traditional school what is his current grade level? _____

Does your student have any special needs that affect learning? _____

Placement Tests Included

Math-U-See

Primer Placement Page 2

Alpha Placement Page 3

Beta Placement Page 4

Thinking Skills

Auditory and Visual Memory Tests Page 5

Thinking Skills Samples Page 6

Language Arts

All About Reading Placement Page 9

Spelling You See Placement Page 31

Science & History Overview Page 34

Placement Results

	Early Learner	Kindergarten	1 st Grade	2 nd Grade	Above 2 nd
Auditory Digit Spans	3 or 4	5	6	7	7
Visual Digit Spans	3 or 4	5	6	7	7
All About Reading	Pre-Reading	Level 1	Level 2	Level 3	Higher than Level 3
Spelling You See	Not ready	Level A	Level B	Level C	Level D or higher
Math-U-See	Not ready	Primer	Alpha	Beta	Gamma or higher



Please work through the following blocks of questions assessing your student's math abilities. Unsure what we're asking? You may refer to the online placement test at timberdoodle.mathusee.com/placement-test for a more in-depth assessment.

Question Block 0.

- 0.1. Is my student showing an interest in numbers and counting?
- 0.2. Can my student focus for 5-10 minutes?

If you answered "Not Yet" to either one of these questions we recommend waiting a year before your student starts Primer. If this is the case it might be helpful to start with our Early Education placement test.

STOP here for math and move on to the Thinking Skills portion of this placement test.

If you answered "Yes" to both questions please proceed to the next block of questions.

Question Block 1. Primer Content.

- 1.1. Can my student read and write numerals from 0 to 9?
- 1.2. Does my student have one-to-one correspondence (e.g. the numeral 7 represents seven objects)?
- 1.3. Do I think my student is ready to start formal instruction?

If you answered "Not Yet" to any of the questions in this set your student is ready to begin in Primer.

STOP here for math and move on to the Thinking Skills portion of this placement test.

If you answered "Yes" to all 3 questions please proceed to the next block of questions.



Question Block 2. Alpha Content.

2.1. Can my student confidently solve word problems involving addition and subtraction?

Example: Would they be able to solve a problem like this one?

Denise found 18 beetles outside on Tuesday. On Wednesday she found only 9.
How many fewer did she find on Wednesday?

2.2. Can my student reword a subtraction problem to make it into a question about addition?

Example: Would they be able to change $7 - 3 = ?$ to $3 + ? = 7$?

2.3. Can my student immediately give the correct answers to all single-digit addition and subtraction problems?

Example: Would they be able to immediately recall that $7 + 8 = 15$ from memory without counting or using objects?

If you answered “Not Yet” to any of the questions in this set your student is ready to begin in Alpha. If you feel your student may have been placed in this level solely due to not having memorized addition facts or not having mastered some other specific math skill, please contact us. We may have specific solutions for this common situation.

STOP here for math and move on to the Thinking Skills portion of this placement test.

If you answered “Yes” to all 3 questions please proceed to the next block of questions.



Question Block 3. Beta Content.

3.1. Does my student have a strong understanding of place value?

Example: Would they be able to explain that the 6 in 167 represents six tens?

3.2. Can my student correctly add and subtract multi-digit numbers (including those which require regrouping)?

Example: Would they be able to add 147 to 385 using only a pencil and paper without counting or using other objects?

3.3. Can my student explain how regrouping (a.k.a. “carrying” or “borrowing”) works using the language of place value?

Example: If they solved $147 + 385$ using only a pencil and paper, would they be able to explain why they wrote a “1” above the “4”? (i.e. “When there are more than 9 in the units or ones place, 10 of them have to be regrouped as 1 ten in the tens place.”)

3.4. Can my student confidently solve word problems involving multiple-digit addition and subtraction?

Example: Would they be able to solve a problem like this one?

Roberto’s book has 235 pages. He has read 167 pages. How many pages does he still have to read?

If you answered “Not Yet” to any of the questions in this set your student is ready to begin in Beta.

If you answered “Yes” to all 4 questions in this set your student may be ready for a more advanced level of math. Please refer to the full Math-U-See placement test online at timberdoodle.mathusee.com/placement-test.

Thinking Skills

Auditory and Visual Memory Tests

Digit span is a common measure of auditory memory. To test your child's auditory memory, say random numbers slowly in one-second intervals, in a monotone voice, and have your child repeat it back. Start with a 3-digit span. Tell your child to listen carefully because you will say a series of numbers and ask him to repeat them back to you in the same order you say them. If your child can repeat 3 digits back to you correctly, move on to the 4-digit span and so on up to 7 digits.

Examples:

- 3-digit span: 7 - 2 - 6
- 4-digit span: 5 - 1 - 4 - 7
- 5-digit span: 8 - 2 - 6 - 9 - 3
- 6-digit span: 4 - 1 - 8 - 5 - 2 - 7
- 7-digit span: 2 - 6 - 9 - 3 - 8 - 4 - 5

Typically children can repeat digit spans that correspond with their age. So a 3-year-old can repeat back 3 digits, a 4-year-old 4 digits, and so on, up to 7 digits for age 7 through adults. If your child (age 7 or younger) struggles with repeating digit spans that correspond to his age this may be an area you'll need to work on. A digit span of at least 5 is usually needed before a child is ready to learn to read.

Testing visual memory is very similar. This time write the digit spans with a bold black marker on an index card or small piece of paper, one digit span per card. Start with 3 digits. Hold up the card and allow your child to study it silently. Then turn the card face down and ask your child to repeat back the numbers in order. If your child can repeat 3 digits back to you correctly, move on to the 4-digit span and so on up to 7 digits.

Results:

- 3-digit span = Preschool level
- 4-digit span = PreK level
- 5-digit span = Kindergarten level
- 6- or 7-digit span = 1st grade and up

The following pages provide samples of the Thinking Skills activities included in each grade. These aren't meant to be placement tests, but rather just to give you an idea of what each level looks like. You can find more in-depth samples on our website.

Thinking Skills

Sample of Kindergarten Thinking Skills

Have your child name all of these pictures. Then circle the pictures that rhyme with SNOW, and cross out the ones that don't rhyme.



1. blow



2. snail



3. bow



snow



4. baby



6. toys



5. tow

Thinking Skills

Sample of 1st Grade Thinking Skills

Name _____

 **Spring**

Number the words
in order from 1 to 5.

_____ water

_____ pick

_____ eat

_____ grow

_____ plant

Draw a flower using only
straight lines.

What can you see in spring? _____

What can you hear in spring? _____

What can you feel in spring? _____

What can you smell in spring? _____

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Thinking Skills

Sample of 2nd Grade Thinking Skills

Building Thinking Skills® — Level 1

Verbal Similarities and Differences

SIMILARITIES—SELECT

DIRECTIONS: Each line contains four words from science. Read the first word and think about what it means. One of the next three words will mean almost the same thing. Underline the word that is most like the first word.

G-133	sound	a. noise	b. quiet	c. silence
G-134	heat	a. light	b. stove	c. warmth
G-135	sun	a. beam	b. shine	c. star
G-136	rock	a. mountain	b. ocean	c. stone
G-137	fog	a. cloud	b. ice	c. snow
G-138	beak	a. bill	b. claw	c. wing
G-139	baby	a. brother	b. child	c. sister
G-140	earth	a. continent	b. country	c. world
G-141	map	a. country	b. drawing	c. photograph



Reading Placement Test

For All About[®] Reading Level 1

by Marie Rippel

Placement Test for Level 1

This Placement Test will help you determine if your student is ready to begin Level 1 of *All About Reading*.

Before beginning Level 1:

Your student should display letter knowledge.

- Your student can recite the alphabet song.
- Your student recognizes the capital letters. If you ask your student to point to an M, he can do it.
- Your student recognizes the lowercase letters. If you ask your student to point to an r, he can do it.

Your student should display print awareness.

- Your student knows the proper way to hold a book.
- Your student understands that books are read from front to back.
- Your student understands that sentences are read from left to right.
- Your student knows that words on the page can be read.

Your student should display listening comprehension.

- Your student is able to retell a familiar story in his own words.
- Your student can answer simple questions about a story.
- Your student asks questions (*Why did the elephant laugh?*) during read-alouds.

Your student should display phonological awareness.

- Your student can rhyme. If you say *bat*, your student can come up with a rhyming word like *hat*.
- Your student understands word boundaries. If you say the sentence *Don't let the cat out*, your student is able to separate the sentence into five individual words.

- Your student can clap syllables. If you say *dog*, your student knows to clap once. If you say *umbrella*, your student knows to clap three times.
- Your student can blend sounds to make a word. If you say the sounds *sh...eep*, your student responds with the word *sheep*.
- Your student can identify the beginning sound in a word. If you ask your student to say the first sound in *pig*, your student is able to respond with the sound /p/.
- Your student can identify the ending sound in a word. If you ask your student to say the last sound in the word *jam*, your student is able to respond with the sound /m/.

Your student should display motivation to read.

Use your intuition to understand if your student is motivated to begin reading. The following are all signs that your student is motivated to read and has achieved the understanding that reading is fun.

- Does your student enjoy being read to, at least for short periods of time?
- Does your student pretend to read or write?
- Does your student frequently request read-aloud time and show a general enthusiasm for books?

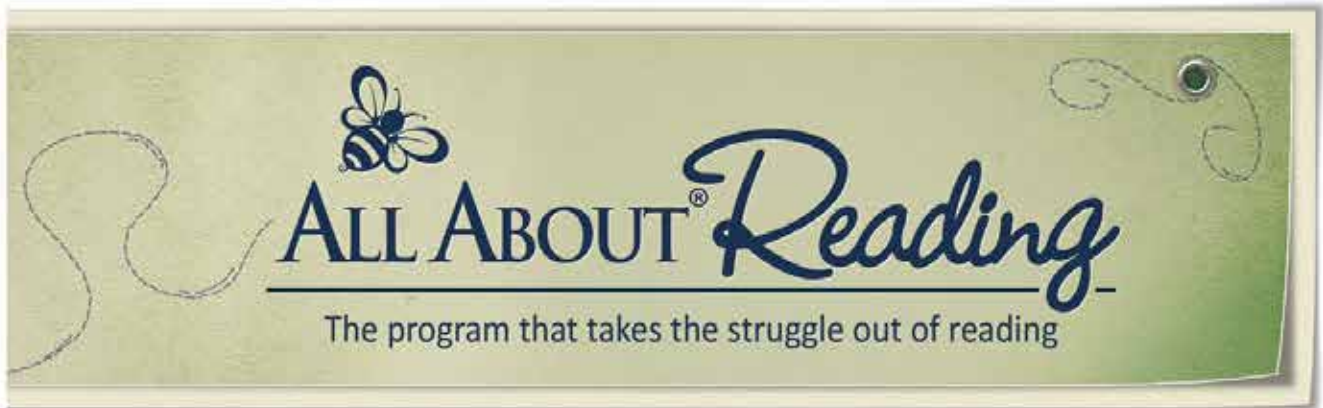
How did your student do?

Were you able to mark 17 or more checkboxes?

Yes: Your student is ready for *All About Reading* Level 1! If there are one or two missing checkmarks, you can work on those areas with your student as you proceed. If you marked all 20 checkboxes have your student proceed to the Level 2 placement test to see if that would be a better fit.

No: If there are three or more missing checkmarks, then you have identified areas that you should work on with your student before beginning Level 1. It is surprisingly easy to fill in these gaps in an engaging way with the *All About Reading* Pre-Reading program.

- 17-19 checkmarks. **Stop here for Reading and move on to the Spelling portion of this placement test.**
- 20 checkmarks. Proceed to the next section of the reading assessment to see if your child is ready for Level 2.



Reading Placement Test

For *All About*® *Reading* Level 2

by Marie Rippel

This Placement Test will help you determine if your student has mastered the concepts taught in Level 1 of *All About Reading*.

First, have your student read the short story "The Best Lunch" aloud. This story includes all of the concepts taught in Level 1. Ensure that he is able to read the story fluently and with good comprehension.



196

The Best Lunch



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197

Liz has ham for lunch.

It is not the best lunch, but it will do.



198

Then Liz gets a plan.

She will fix up the ham.

Liz runs to get Swiss.



199

Ned has a bit of Swiss in his lunch box.
A bit of Swiss is not much of a lunch,
but Ned spots the ham.



200

Ned adds the Swiss to the ham.

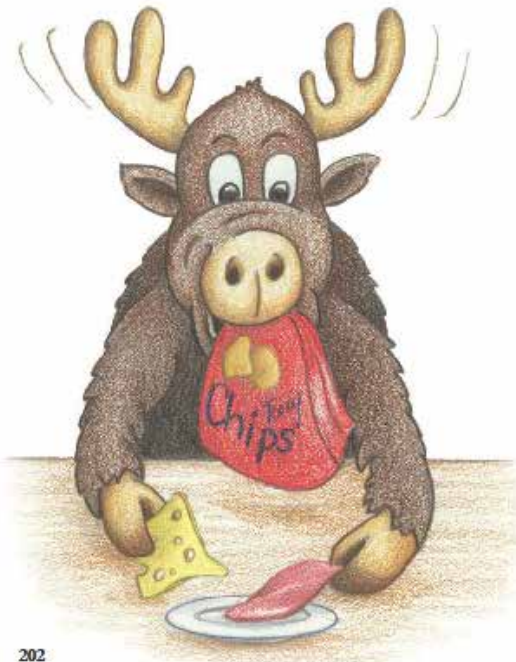
Then Ned thinks—no chips!



Ned runs to get chips.

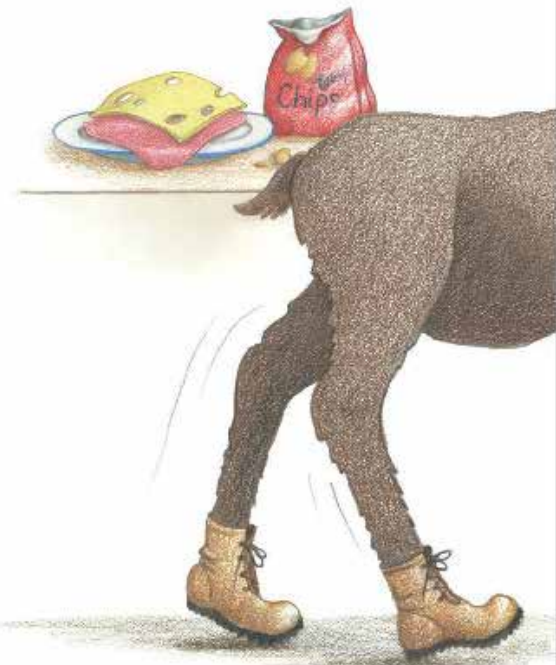
201

Brad has chips. A bag of chips
is not much of a lunch, but he
grabs the ham and Swiss.



202

Then Brad thinks—no drink!



Brad runs to get a drink.

203

Nan has a glass of milk.
She spots the ham, Swiss, and chips.
This is not a bad lunch!



204

Still, a dab of jam will help.

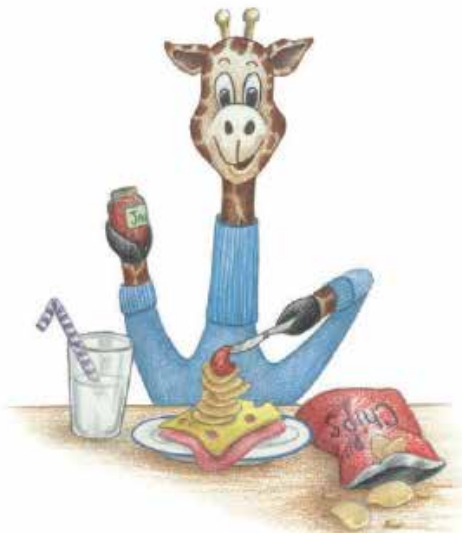


Nan runs to get the jam.

205

Cliff has jam. That is not much
of a lunch.

Then he spots the milk, the chips,
the Swiss, and the ham.



Cliff adds the jam on top.

206

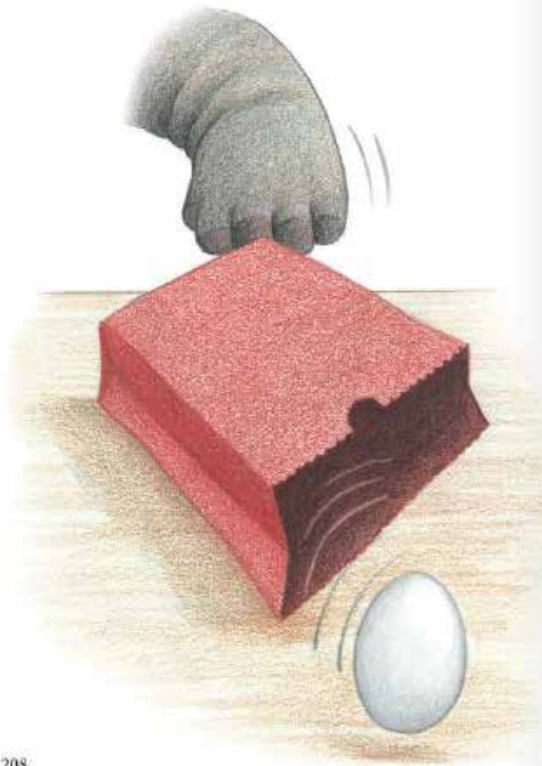
But Cliff wishes he had an egg
to go with his lunch.



He runs to get an egg.

207

Bill has an egg in his sack.



208

Bill checks the lunch.

The egg will go with the ham.
It will go with the Swiss.
It will go with the chips.
It will go with the milk.
It will go with the jam.



209

Bill sits at the desk. This is the best lunch!



210



The End

211


If your student was able to read the story fluently, continue with the Placement Test below to confirm that he is comfortable with the remaining concepts taught in Level 1.

Before beginning Level 2:

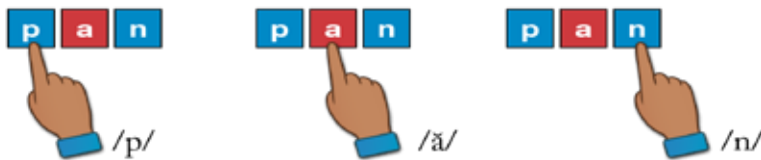
- Your student should understand how to sound out words using the blending procedure demonstrated below.

Blending Procedure

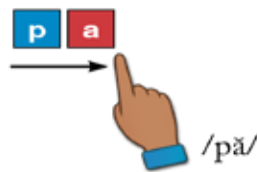
Blending one-syllable words

1 Build the word with letter tiles. 

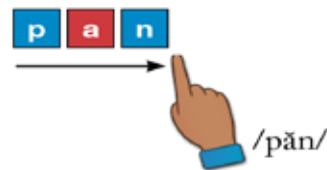
2 Touch under one letter at a time and say the sound of each letter.



3 Go back to the beginning of the word and blend the first two sounds together.



4 Start over at the beginning of the word. Slide your finger under the letters and blend all three sounds together.



Starting over at the beginning of the word is optional. Some students need the extra support provided by this step, while others do not.



Whenever you feel that your student is ready, blend all the letters without this additional step.

5 Finally, say the word at a normal pace as we do when we speak.



“Touch the Vowel” Technique

Many errors in sounding out words are related to the vowel. If your student says the wrong vowel sound, ask him to touch the vowel and say the vowel sound first. After he says the correct sound for the vowel, he should go back and sound out the word from the beginning.



Before beginning Level 2:

- Your student should be able to read words with final blends. To test, have your student read the following words.

film bunch dent lost next

- Your student should be able to read words with initial blends. To test, have your student read the following words.

stem flat brush twin drip

- Your student should be able to differentiate between vowels and consonants and understand that every syllable contains at least one vowel. To test, have your student tell you whether each letter below is a vowel or a consonant.

b a e t h r o

- Your student should have a basic understanding of compound words. To test, have your student read the following words.

sunset sandbox windmill cobweb chopstick

Now have your student identify the two smaller words in each compound word.

- Your student should be able to count syllables. To test, say the following words and have your student tell you the number of syllables in each word. (Note: Your student does not read these words. You will say the words aloud.)

hilltop duck yesterday crash elephant bathtub

- Your student should understand the concept of Open and Closed syllable types. To test, have your student read each of the following words and tell you whether it is an Open syllable or a Closed syllable.

me met she shed wet we

Answer key: *me (Open), met (Closed), she (Open), shed (Closed), wet (Closed), we (Open)*

- Your student should have a basic understanding of plurals. To test, have your student read the following plural words.

boxes wings wishes checks acts

- Your student should have mastered the sounds of Phonograms 1-32. Be sure your student knows all the sounds for each phonogram. Some phonograms have just one sound (h says /h/), while others have two or more sounds (c says /k/ and /s/). For example, if you ask for the sounds of the letter s, your student should say “/s/-/z/.” If you ask for the sounds of the letter a, your student should say “/ă/-/ā/-/ah/.”

Phonograms 1-32

These are the phonograms your student should know before starting Level 2.

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)
1	m	/m/	moon
2	s	/s/-/z/	sun has
3	p	/p/	pig
4	a	/ă/-/ā/-/ah/	apple acorn father
5	n	/n/	nest
6	t	/t/	tent
7	b	/b/	bat
8	j	/j/	jam
9	g	/g/-/j/	goose gem
10	d	/d/	deer
11	c	/k/-/s/	cow city
12	y	/y/-/ÿ/-/ï/-/ē/	yarn gym my happy
13	h	/h/	hat
14	k	/k/	kite
15	r	/r/	rake
16	i	/î/-/ï/-/ē/	itchy ivy radio
17	v	/v/	vase
18	f	/f/	fish
19	z	/z/	zipper
20	o	/ō/-/ō/-/ōō/-/ū/	otter open to oven
21	l	/l/	leaf
22	w	/w/	wave
23	u	/ū/-/ū/-/ōō/	udder unit put
24	e	/ē/-/ē/	echo even
25	qu	/kw/	queen
26	x	/ks/	ax

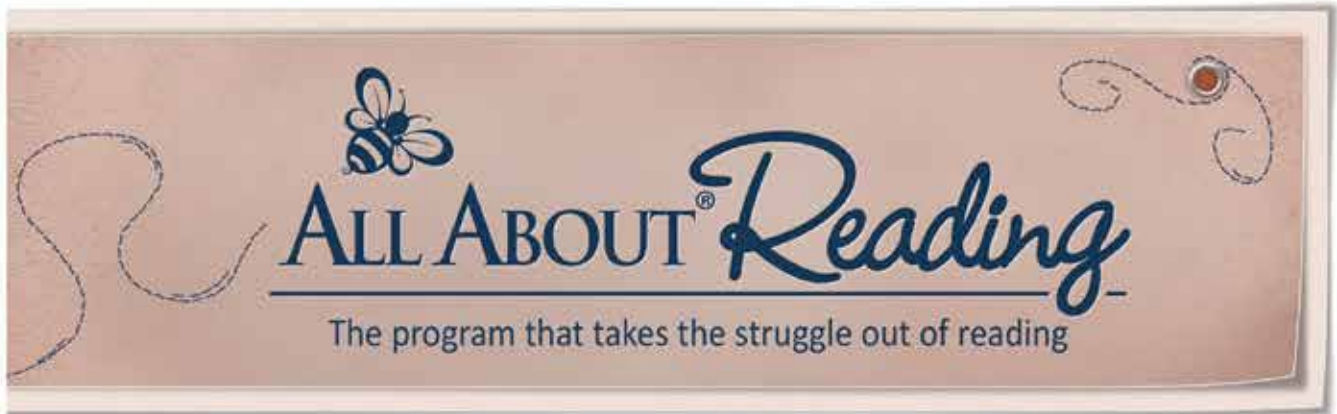
Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)
27	th	/th/-/th/	three then
28	sh	/sh/	ship
29	ch	/ch/-/k/-/sh/	child school chef
30	ck	/k/, two-letter /k/	duck
31	ng	/ng/	king
32	nk	/ngk/	thank

How did your student do?

Were you able to mark 8 or more checkboxes?

Yes: Your student is ready for *All About Reading* Level 2! If just one area was difficult, you can remediate in that specific area as you proceed.

No: If your student needs help in two or more areas, start with Level 1 to build a strong foundation for reading.



Reading Placement Test

For *All About*® Reading Level 3

by Marie Rippel

This Placement Test will help you determine if your student has mastered the concepts taught in Level 2 of *All About Reading*.

First, have your student read the short story "Rawhide" aloud. This story includes all of the concepts taught in Level 2. Ensure that he is able to read the story fluently and with good comprehension.

Rawhide



198

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199

My name is Rawhide. I'm a ranch dog. I'm the boss of this place. I protect the kids and keep things in order.



200

Mr. and Mrs. August drove off in the truck. They left me in charge of the kids. There is a ranch hand, but he's not much help.

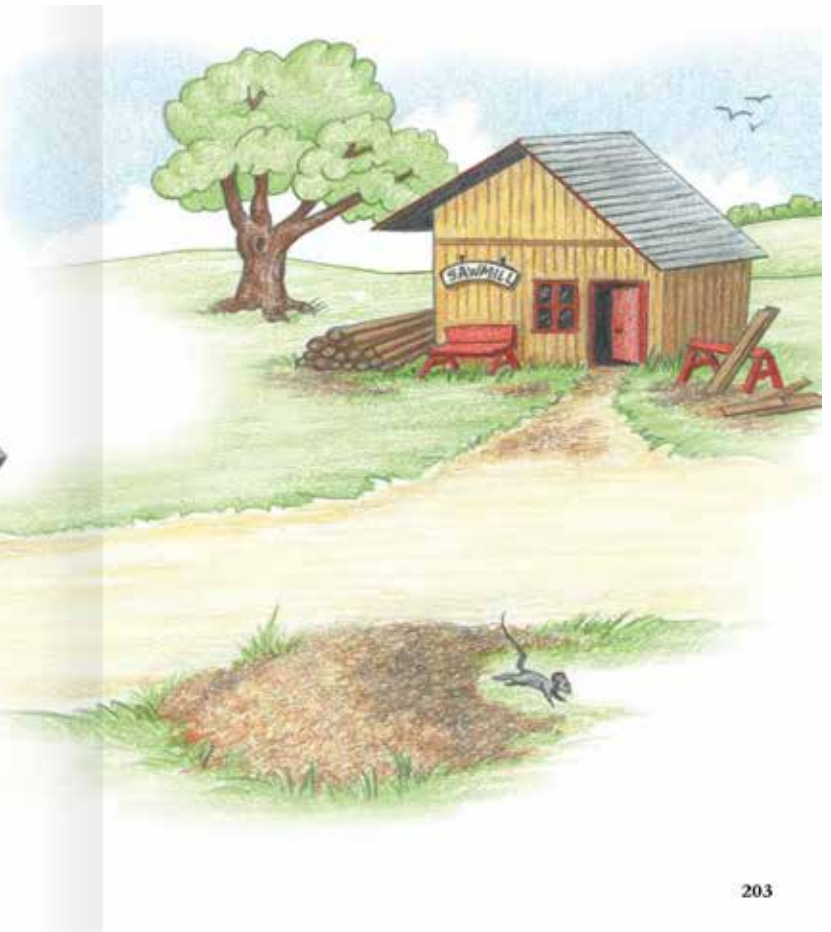
201

While the kids have pancakes, I go for a short stroll.

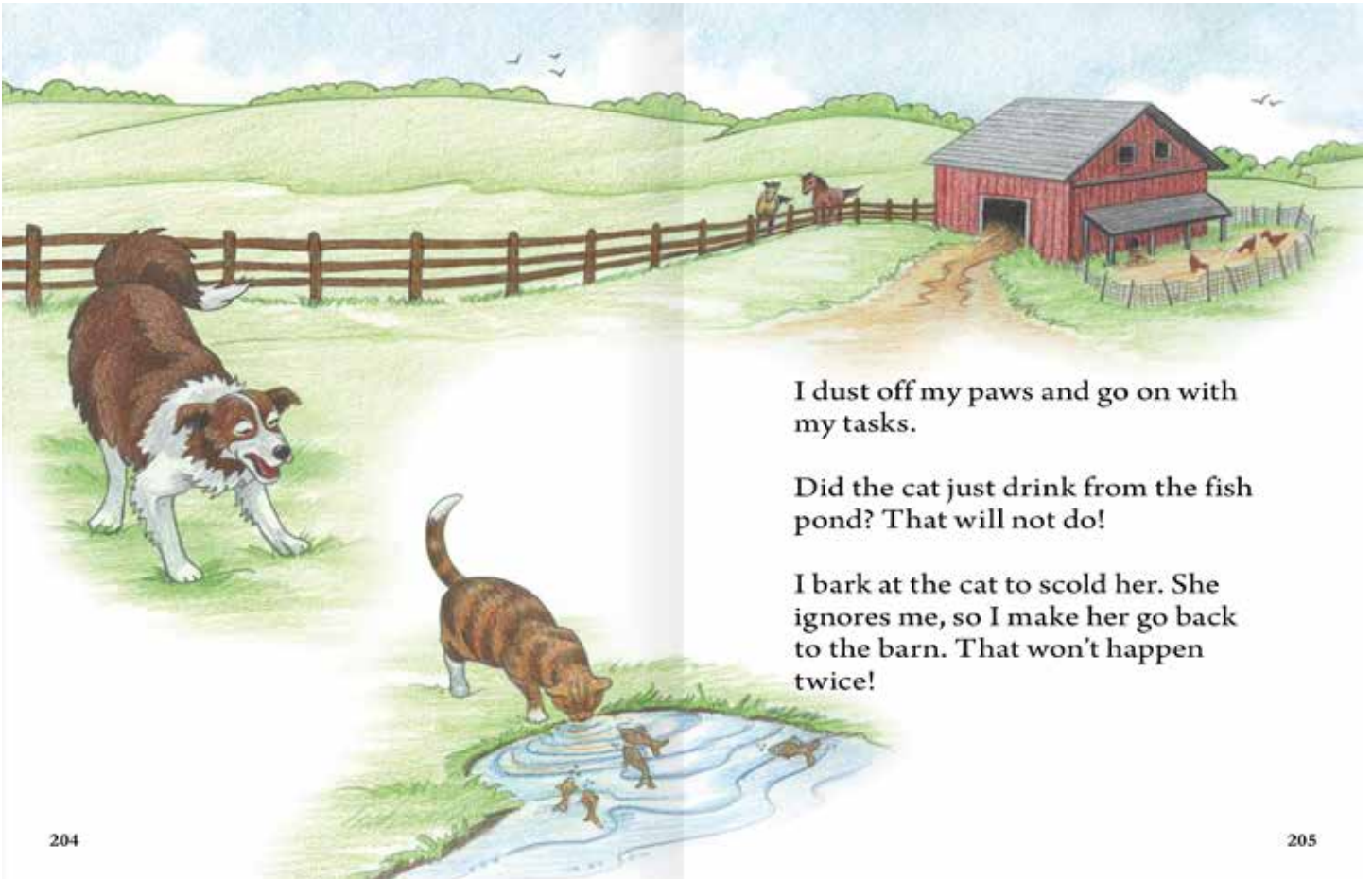
I spot a large rat by the sawmill. I chase it over a pile of sawdust. He won't be back while I'm on the job.



202



203



204

I dust off my paws and go on with my tasks.

Did the cat just drink from the fish pond? That will not do!

I bark at the cat to scold her. She ignores me, so I make her go back to the barn. That won't happen twice!

205



206

The ranch hand enters the chicken pen. I crawl over to spy on him. Did he just nab an egg? I'll put a stop to that!

I creep over the straw and jump at him. He drops his basket and flees.

207

The kids are on the lawn in bare feet. I see a huge green snake coiled up by the seesaw.

I pause ... then I jump onto the wild snake and haul it off. I have saved the kids!



208

209

Just then, the truck chugs up the lane. Mr. and Mrs. August step out—but who is with them?

They call her Aunt Sue, and she has a blue shawl. Her arms are filled with boxes and bags. This upsets me!



210

I have never seen her before, but the kids seem to like her. I don't understand why!

The kids take the boxes from her. Stop! I have not checked the boxes yet to see if they are safe!



211

Aunt Sue sets a box in front of me and opens it. It smells like bacon. I love bacon!

Perhaps she isn't as bad as she seems. In fact, I love Aunt Sue!



212



We all go inside to wash up for supper. I sprawl on my bed while Mrs. August makes the sauce.

I am tired. Yawn!

I must rest up so I can start over in the morning.

213


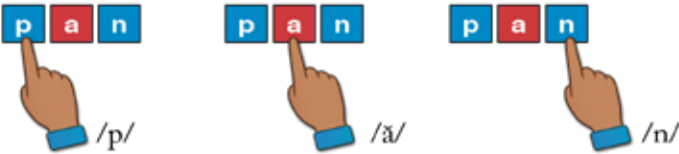
If your student was able to read the story fluently, continue with the Placement Test below to confirm that he is comfortable with the remaining concepts taught in Levels 2 and.

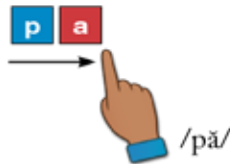
Before beginning Level 3:

- Your student should understand how to sound out one-syllable words using the blending procedure demonstrated below.

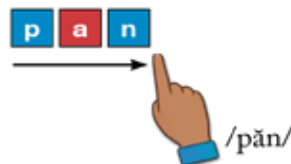
Blending Procedure

Blending one-syllable words

- 1** Build the word with letter tiles. 
- 2** Touch under one letter at a time and say the sound of each letter.

- 3** Go back to the beginning of the word and blend the first two sounds together.



- 4** Start over at the beginning of the word. Slide your finger under the letters and blend all three sounds together.



Starting over at the beginning of the word is optional. Some students need the extra support provided by this step, while others do not.



Whenever you feel that your student is ready, blend all the letters without this additional step.

- 5** Finally, say the word at a normal pace as we do when we speak.



“Touch the Vowel” Technique


Many errors in sounding out words are related to the vowel. If your student says the wrong vowel sound, ask him to touch the vowel and say the vowel sound first. After he says the correct sound for the vowel, he should go back and sound out the word from the beginning.



Before beginning Level 3:

- Your student should understand how to sound out two-syllable words using the blending procedure demonstrated below.

Blending multisyllable words

1 Build the word with letter tiles. 

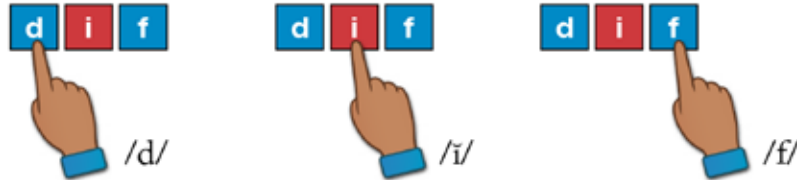
2 Divide the word into syllables using the appropriate syllable division rules.



3 Label the syllable types.



4 Decode one syllable at a time, following the same procedure you would use for a one-syllable word.



5 Start at the beginning of the word again. Slide your finger under each syllable, saying the sound of the syllables.



6 Finally, say the word at a normal pace as we do when we speak.

Before beginning Level 3:

- Your student should be able to read words with blends at the beginning and end. To test, have your student read the following words.

branch swept print frost trust

- Your student should be able to read words with the Name Game (Vowel-Consonant-E) syllable type. To test, have your student read the following words.

hope dime cane flute grape

- Your student should be able to read words with Bossy R (R-controlled) vowels. To test, have your student read the following words.

over forest garden north perhaps

- Your student should have a basic understanding of contractions. To test, have your student read the following words.

can't what's you're I'll we've

Now have your student identify the two smaller words in each contraction.

- Your student should be able to read words with the past tense ending ed. To test, have your student read the following words.

wanted planned danced printed mixed

- Your student should understand syllable division rules for reading multisyllable words. To test, have your student divide the following words into syllables and then read the words.

robin napkin hero admit refund

Answer key: *rob-in, nap-kin, he-ro, ad-mit, re-fund*

Before beginning Level 3:

- Your student should have mastered the sounds of Phonograms 1-44. Be sure your student knows all the sounds for each phonogram. Some phonograms have just one sound (h says /h/), while others have two or more sounds (c says /k/ and /s/). For example, if you ask for the sounds of the letter s, your student should say “/s/-/z/.” If you ask for the sounds of ow, your student should say “/ow/-/ō/” without hesitation.

Phonograms 1-44

These are the phonograms your student should know before starting Level 3.

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)
1	m	/m/	moon
2	s	/s/-/z/	sun has
3	p	/p/	pig
4	a	/ă/-/ā/-/ah/	apple acorn father
5	n	/n/	nest
6	t	/t/	tent
7	b	/b/	bat
8	j	/j/	jam
9	g	/g/-/j/	goose gem
10	d	/d/	deer
11	c	/k/-/s/	cow city
12	y	/y/-/ī/-/ī/-/ē/	yarn gym my happy
13	h	/h/	hat
14	k	/k/	kite
15	r	/r/	rake
16	i	/ī/-/ī/-/ē/	itchy ivy radio
17	v	/v/	vase
18	f	/f/	fish
19	z	/z/	zipper
20	o	/ō/-/ō/-/ō/-/ū/	otter open to oven
21	l	/l/	leaf
22	w	/w/	wave
23	u	/ū/-/ū/-/ō/	udder unit put
24	e	/ē/-/ē/	echo even
25	qu	/kw/	queen
26	x	/ks/	ax

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)
27	th	/th/-/th/	three then
28	sh	/sh/	ship
29	ch	/ch/-/k/-/sh/	child school chef
30	ck	/k/, two-letter /k/	duck
31	ng	/ng/	king
32	nk	/ngk/	thank
33	wh	/hw/	while
34	ee	/ē/, double e	feed
35	er	/er/ as in <i>her</i>	her
36	ar	/ar/	car
37	or	/or/-/er/ as in <i>work</i>	corn work
38	ed	/ēd/-/d/-/t/	wanted snowed dropped
39	oy	/oy/ that we may use at the end of English words	toy
40	oi	/oy/ that we may not use at the end of English words	oil
41	aw	/aw/ that we may use at the end of English words	saw
42	au	/aw/ that we may not use at the end of English words	haul
43	ow	/ow/-/ō/	cow low
44	ou	/ow/-/ō/-/ōō/-/ū/	mouse soul soup touch

How did your student do?

Were you able to mark 8 or more checkboxes?

Yes: Your student is ready for *All About Reading* Level 3! If just one area was difficult, you can remediate in that specific area as you proceed.

No: If your student needs help in two or more areas, start with Level 1 or 2 to build a strong foundation for reading.



General Spelling Readiness Guidelines

Please read these important guidelines for spelling readiness and then read the information about each level to see which one will best suit your student's needs.

- *All children move through predictable stages as they learn to spell. It is important not to skip stages or move to a new stage before your student is ready.*
- *Do not try to match the student's reading level to an equivalent spelling level. Students must master each developmental stage of spelling before moving to the next. Research has not indicated a correlation between reading achievement and spelling ability.*
- *To place your student in Spelling You See, read the guidelines for all the levels and determine which level looks the most appropriate. If there is a sample paragraph, have the student write it from dictation and check the spelling of the given words.*
 - *If your student can complete the page easily and spell all the words correctly, try the guidelines for the next level.*
 - *If your student struggles with the first dictation, try the guidelines for the previous level. Continue in this manner until you arrive at the correct placement.*

A Listen and Write

Is Your Child Ready for *Listen and Write*?

This level is for a beginning reader who is still learning letter names and sounds and how to hold a pencil properly when writing.

Questions to ask:

- *Can my student focus on a worksheet for at least 10 minutes?*
- *Can my student identify most of the letters of the alphabet?*
- *Can my student write letters?*
- *Can my student write fairly comfortably?*
- *Does my student understand that letters make sounds?*

If you answered “Yes” to all these questions, your child is ready to begin *Listen and Write*.

Listen and Write will provide lots of practice in writing individual letters and in hearing the sounds they make in simple words.

B Jack and Jill

Is Your Child Ready for *Jack and Jill*?

This level is suggested for a student who prints easily with lowercase letters and who knows most letter sounds, including long and short vowels.

Questions to ask:

- *Can my student focus on a worksheet for at least 10 minutes?*
- *Can my student write comfortably?*
- *Can my student give the sounds for most letters?*
- *Is my student beginning to read?*

If you answered “Yes” to all these questions, your child is ready to begin *Jack and Jill*.

Jack and Jill will provide practice in writing individual letters and in hearing the sounds they make in simple words. It will also provide opportunities for students to study words in the context of nursery rhymes by marking letter patterns, copying words and passages, and writing from dictation.

C Wild Tales

Is Your Child Ready for *Wild Tales*?

This level is suggested for a student who knows letter sounds and spells many common words correctly.

Questions to ask:

- *Is my student becoming comfortable with reading?*
- *Can my student comfortably write two or three sentences at a time?*

Skills assessment:

The following passage is written at the minimum reading level for *Wild Tales*. Can your student read it without difficulty?

Some sheep are wild. Bighorn sheep live on mountains and high hills. Male sheep are called rams. They use horns to fight other rams. Flocks of sheep eat grass in the meadows. They climb steep hills to find more food.

Now dictate the passage to your student. Then answer the following questions:

- *Was my student able to complete the dictation with relative ease?*
- *Was my student able to complete the dictation in 10 minutes or less?*
- *When writing the passage from dictation, did my student correctly spell at least eight of the words from this list?*
 - sheep, called, horns, they, fight, eat, grass, hills, find, food

If you answered “Yes” to all these questions, your child is ready to begin *Wild Tales*.

Wild Tales will provide opportunities for students to study words in the context of factual passages about animals. Students will mark various letter patterns, copy passages, and produce their own compositions or drawings. They will also practice writing the stories from dictation with assistance.

Science and History

Science and History aren't as dependent on the students' abilities as some of the other subjects, so placement isn't as critical. This chart shows the main science and history texts included in our curriculum kits along with the appropriate age range and the subject matter covered. As long as your child is within the suggested age range you may choose the level that most closely corresponds to your child's placement in other subjects.

Subject	Grade	Age Range	Main Text	Covers
Science	K	4-8	<i>Building Blocks of Science - K</i>	Chemistry, biology, physics, astronomy, geology.
	1 (Religious)	5-12	<i>Berean Science in the Beginning</i>	Light, air, water, geology, astronomy, biology.
	1 (Non-Religious)	5-9	<i>Building Blocks of Science - 1</i>	Chemistry, biology, physics, astronomy, geology.
	2 (Religious)	5-12	<i>Berean Science in the Ancient World</i>	Early scientists, geology, physics, biology, anatomy.
	2 (Non-Religious)	6-10	<i>Building Blocks of Science - 2</i>	Chemistry, biology, physics, astronomy, geology.
	History	K (Religious)	4-6	<i>Bede's History of Me</i>
K (Non-Religious)		5-8	<i>This is How We Do It</i>	Lifestyles in Italy, Japan, Iran, India, Peru, Uganda, and Russia.
1		6-9	<i>The Story of the World, Volume 1</i>	Ancient Times (5000 BC to 400 AD)
2		7-10	<i>The Story of the World, Volume 2</i>	The Middle Ages (400 - 1600 AD)