

# Word Warm-ups 1 Assessment Scoring Worksheet

## Examiner Script

Name \_\_\_\_\_

**Section A:** Say to the student, "Look at the letters in this section, and make the sound of each letter for me."

Date \_\_\_\_\_

**Sections B through E:** Say to the student, "Look at the words in this section. Most of the words are the first or last names of people. The names are unusual. You may not recognize them. Read each name to me."

## Blue Section A: Sounds of the Consonants and Short Vowels

<u>  b  </u>	<u>  d  </u>	<u>  u  </u>	<u>  f  </u>	<u>  a  </u>	<u>  h  </u>	<u>  j  </u>	<u>  l  </u>	<u>  n  </u>	<u>  p  </u>	
(blue ex. 2)	(blue ex. 2)	(blue ex. 3)	(blue ex. 2)	(blue ex. 3)	(blue ex. 2)	(blue ex. 2)	(blue ex. 2)	(blue ex. 2)	(blue ex. 2)	
<u>  i  </u>	<u>  r  </u>	<u>  t  </u>	<u>  v  </u>	<u>  x  </u>	<u>  z  </u>	<u>  c  </u>	<u>  g  </u>	<u>  o  </u>	<u>  k  </u>	
(blue ex. 3)	(blue ex. 2)	(blue ex. 2)	(blue ex. 2)	(blue ex. 2)	(blue ex. 2)	(blue ex. 2)	(blue ex. 2)	(blue ex. 3)	(blue ex. 2)	
<u>  m  </u>	<u>  q  </u>	<u>  s  </u>	<u>  e  </u>	<u>  w  </u>	<u>  y  </u>					
(blue ex. 2)	(blue ex. 2)	(blue ex. 2)	(blue ex. 3)	(blue ex. 2)	(blue ex. 2)					

Errors \_\_\_\_\_  
 + Self-corrected \_\_\_\_\_  
 + Slowly decoded \_\_\_\_\_  
 = Total score \_\_\_\_\_

If the total score is 3 or more, assign Section A.

## Blue Section B: Words With Short Vowels

<u>Lex</u>	<u>Zav</u>	<u>Rif</u>	<u>Con</u>	<u>Bos</u>	
(blue ex. 9)	(blue ex. 6)	(blue ex. 7)	(blue ex. 8)	(blue ex. 8)	
<u>Jep</u>	<u>Lan</u>	<u>Kip</u>	<u>Hud</u>	<u>Gus</u>	
(blue ex. 9)	(blue ex. 6)	(blue ex. 7)	(blue ex. 10)	(blue ex. 10)	

Errors \_\_\_\_\_  
 + Self-corrected \_\_\_\_\_  
 + Slowly decoded \_\_\_\_\_  
 = Total score \_\_\_\_\_

If the total score is 3 or more, assign Section B.  
 If the total score is less than 3, consider the Corrective Option for specific lessons.

## Blue Section C: Words With sh, ch, th, wh, or ng

<u>Shef</u>	<u>Wong</u>	<u>Whin</u>	<u>Thad</u>	<u>Chaz</u>	
(blue ex. 15)	(blue ex. 18)	(blue ex. 17)	(blue ex. 17)	(blue ex. 16)	
<u>Dutch</u>	<u>Kung</u>	<u>Finch</u>	<u>Seth</u>	<u>Rash</u>	
(blue ex. 16)	(blue ex. 18)	(blue ex. 16)	(blue ex. 17)	(blue ex. 15)	

Errors \_\_\_\_\_  
 + Self-corrected \_\_\_\_\_  
 + Slowly decoded \_\_\_\_\_  
 = Total score \_\_\_\_\_

If the total score is 3 or more, assign Section C.  
 If the total score is less than 3, consider the Corrective Option for specific lessons.

## Blue Section D: Words Ending With Two Consonants

<u>Helm</u>	<u>Gump</u>	<u>Milt</u>	<u>Hulk</u>	<u>Taft</u>	
(blue ex. 25)	(blue ex. 26)	(blue ex. 25)	(blue ex. 25)	(blue ex. 26)	
<u>Dond</u>	<u>Rust</u>	<u>Kent</u>	<u>Hank</u>	<u>Fisk</u>	
(blue ex. 23)	(blue ex. 24)	(blue ex. 23)	(blue ex. 23)	(blue ex. 24)	

Errors \_\_\_\_\_  
 + Self-corrected \_\_\_\_\_  
 + Slowly decoded \_\_\_\_\_  
 = Total score \_\_\_\_\_

If the total score is 3 or more, assign Section D.  
 If the total score is less than 3, consider the Corrective Option for specific lessons.

## Blue Section E: Words Beginning With Two or More Consonants

<u>Scot</u>	<u>Clif</u>	<u>Bren</u>	<u>Flip</u>	<u>Plum</u>	
(blue ex. 33)	(blue ex. 32)	(blue ex. 31)	(blue ex. 32)	(blue ex. 32)	
<u>Spam</u>	<u>Fron</u>	<u>Trin</u>	<u>Sprat</u>	<u>Strub</u>	
(blue ex. 33)	(blue ex. 31)	(blue ex. 31)	(blue ex. 34)	(blue ex. 34)	

Errors \_\_\_\_\_  
 + Self-corrected \_\_\_\_\_  
 + Slowly decoded \_\_\_\_\_  
 = Total score \_\_\_\_\_

If the total score is 3 or more, assign Section E.  
 If the total score is less than 3, consider the Corrective Option for specific lessons.

# Word Warm-ups 1 Assessment Scoring Worksheet

## Examiner Script

Name \_\_\_\_\_

Date \_\_\_\_\_

**Sections F through J:** Say to the student, "Look at the words in this section. Most of the words are the first or last names of people. The names are unusual. You may not recognize them. Read each name to me."

**Tip:** If a student uses the short vowel sounds when decoding the first few words in section F, stop the student and point out that in the previous sections all the words had short vowel sounds. Tell the student that, beginning with this section, the words are not short. Ask the student to begin again. If s/he continues to use short vowel sounds, mark the words as errors.

## Green Section F: Words With Long Vowels and Silent e

Dale (green ex. 3)	Pike (green ex. 4)	Rupe (green ex. 6)	Lane (green ex. 3)	Fife (green ex. 4)	If the total score is 3 or more, assign Section F.  If the total score is less than 3, consider the Corrective Option for specific lessons.	Errors _____
Rune (green ex. 6)	Wade (green ex. 3)	Cole (green ex. 5)	Kile (green ex. 4)	Rove (green ex. 5)		+ Self-corrected _____
						+ Slowly decoded _____
						= Total score _____

## Green Section G: Words With Long Vowels With Vowel Pairs

Haig (green ex. 11)	Doan (green ex. 13)	Fie (green ex. 14)	Rue (green ex. 14)	Fay (green ex. 11)	If the total score is 3 or more, assign Section G.  If the total score is less than 3, consider the Corrective Option for specific lessons.	Errors _____
Keas (green ex. 12)	Deen (green ex. 12)	Moe (green ex. 13)	Nye (green ex. 14)	Suit (green ex. 14)		+ Self-corrected _____
						+ Slowly decoded _____
						= Total score _____

## Green Section H: Words With One Vowel Followed by r

Zar (green ex. 19)	Herd (green ex. 21)	Morg (green ex. 20)	Barb (green ex. 19)	Mert (green ex. 21)	If the total score is 3 or more, assign Section H.  If the total score is less than 3, consider the Corrective Option for specific lessons.	Errors _____
Wirt (green ex. 21)	Tor (green ex. 20)	Burl (green ex. 21)	Lars (green ex. 19)	Cort (green ex. 20)		+ Self-corrected _____
						+ Slowly decoded _____
						= Total score _____

## Green Section I: Words With the Less Common Sounds of Consonants

Lance (green ex. 26)	Sage (green ex. 27)	Knute (green ex. 28)	Wray (green ex. 28)	Cyd (green ex. 26)	If the total score is 3 or more, assign Section I.  If the total score is less than 3, consider the Corrective Option for specific lessons.	Errors _____
Cimm (green ex. 26)	Gen (green ex. 27)	Knox (green ex. 28)	Gnos (green ex. 28)	Gin (green ex. 27)		+ Self-corrected _____
						+ Slowly decoded _____
						= Total score _____

## Green Section J: Words With Other Sounds of Vowels

Toyd (green ex. 35)	Lew (green ex. 36)	Roul (green ex. 34)	Saul (green ex. 33)	Dawn (green ex. 33)	If the total score is 3 or more, assign Section J.  If the total score is less than 3, consider the Corrective Option for specific lessons.	Errors _____
Rois (green ex. 35)	Koos* (green ex. 36)	Cowl (green ex. 34)	Nall (green ex. 33)	Mook* (green ex. 37)		+ Self-corrected _____
						+ Slowly decoded _____
						= Total score _____

\* Koos should rhyme with loose, and mook should rhyme with book.

cent



gem



knife



wrist



gnome



Copyright © 2008 Read Naturally, Inc.



cent



city



cymbal



	6	12	18	24	
30	cell	since	ace	ice	cite
35	celt	hence	race	dice	cease
40	cent	fence	face	lice	peace
45	cep	dance	mace	mice	juice
50	cist	lance	lace	lice	truce
55	cyst	glance	place	slice	spruce

words read \_\_\_\_\_

- errors \_\_\_\_\_ = \_\_\_\_\_  
cold score

words read \_\_\_\_\_

- errors \_\_\_\_\_ = \_\_\_\_\_  
hot score

Copyright © 2008 Read Naturally, Inc.





dis pleased



dis con nect

	5	10	15	20	
25	dis a ble	dis com fort	dis temper	dis cussed	dis closed
30	dis or der	dis con nect	dis mem ber	dis missed	dis mayed
35	dis color	dis con tent	dis fig ure	dis liked	dis played
40	dis loy al	dis man tle	dis cred it	dis graced	dis pleased
45	dis lo cate	dis grun tle	dis re gard	dis placed	dis charged

words read \_\_\_\_\_

- errors \_\_\_\_\_

= \_\_\_\_\_  
cold score

words read \_\_\_\_\_

- errors \_\_\_\_\_

= \_\_\_\_\_  
hot score



-ism -ous -ity -ent -ant

-ant	-ism	-ity	-age	-ous	-ent	-ic	-ism	-ant	-ous
-ent	-ate	-ous	-ity	-ant	-ish	-ism	-ent	-ity	-ize

1 2 3    1 2 3

	4	8	12	16	
20	external ism	gen erous	extremity	in dif fer ent	re pent ant
25	de feat ism	haz ard ous	ab normal ity	per sist ent	de scend ant
30	im moral ism	rig orous	per plex ity	absorbent	a bund ant
35	per fec tion ism	boisterous	com mod ity	de pend ent	in tol er ant

words read \_\_\_\_\_

- errors \_\_\_\_\_

= \_\_\_\_\_  
cold score

words read \_\_\_\_\_

- errors \_\_\_\_\_

= \_\_\_\_\_  
hot score

