

Word Warm-ups Live Phonics Assessment

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Phonics Options in Read Live

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

- Word Warm-ups Live (WWL) teaches phonics and decoding skills.
- 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 (likely available in your school or district).

Compare the student’s needs to the following tables, “Which Read Live Program Is Right for My Student” and “Program Selection, Placement, and Goals,” to guide your decision.

Which Read Live Program Is Right for My Student?

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

Program Selection, Placement, and Goals

| Does student need phonics work? | Does student need fluency work? | Does student read at or above a third-grade level? | Recommended program(s), placement, and goal instructions |
|---------------------------------|---------------------------------|--|--|
| No ¹ | Yes | N/A | RNL only (Sequenced or Idioms series) <i>Test the student with the RNL built-in placement test and select a recommended level and goal.</i> |
| Yes | No | N/A | WWL only <i>Place the student in the WWL level and section recommended by the WWL Phonics Assessment.²</i> |
| Yes | Yes | Yes | Both WWL and RNL (Sequenced or Idioms series) <i>1. Place the student in the WWL level and section recommended by the WWL Phonics Assessment.²</i> <i>2. Test the student with the RNL built-in placement test and select a recommended level and goal.</i> |
| Yes | Yes | No | RNL Phonics Series may be possible. <i>Test the student with the RNL built-in placement test, using the RNL testing level recommended by the WWL Phonics Assessment for Level 1.</i> If RNL recommends placement in the level tested, select the Phonics level recommended by the WWL Phonics Assessment. The student can work on both fluency and phonics with the RNL Phonics series. If RNL does not recommend placement in the level tested, teach fluency and phonics separately: <i>1. Continue assessing with the RNL built-in placement test and select a recommended Sequenced level and goal.</i> <i>2. Place the student in the WWL level and section recommended by the WWL Phonics Assessment.²</i> |

¹If the student has not had three or more errors or a total score of six or more on any section of the WWL Phonics Assessment, this program may not be useful for this student.

²Word Warm-ups Live has a default goal of 40 words correct per minute (wcpm). Adjust the goal if the student cannot pass after 3–10 practices or if the student needs more challenge.

Word Warm-ups Live Phonics Assessment

Word Warm-ups Live Phonics Assessment determines:

- What the student's phonics needs are.
- Where to begin phonics instruction in Word Warm-ups Live (WWL) to meet the student's earliest phonics needs.
- Whether a Read Naturally Live Phonics level could provide the necessary phonics instruction along with the student's fluency instruction.

Assessment Preparation

Prior to testing, you will need to decide which part of the of assessment to administer, gather the necessary materials, and review the assessment procedures.

Select a WWL assessment

Read Live programs teach phonics elements in a specific order, so it is important to determine the earliest element of phonics the student has not yet mastered.

Use what you know about the student to select one of the three parts listed below. Based on the student's results, you may have to give more than one part of the assessment.

WWL Level Screener helps you determine the level of assessment to administer. Start the assessment with the Level Screener if a student does not clearly meet the criteria for Level 1 or Level 2 below.

WWL Phonics Assessment Level 1 tests the student's ability to read one-syllable nonsense words. (Section A, Letter Sounds, is optional.)

Start the assessment with this level **if the student is a beginning reader** or meets both of these criteria:

- Reads below a third-grade level.
- Has difficulty decoding one-syllable words.

WWL Phonics Assessment Level 2 tests the student's ability to read two-syllable words. Start the assessment with this level if the student meets both of these criteria:

- Reads at or above a third-grade level.
- Has difficulty decoding two-syllable words.

Gather Materials

To administer the assessment, you need:

- The WWL Phonics Assessment—Scoring Worksheet (one copy of the selected level per student)
- The selected part of the WWL Phonics Assessment—Student Copy (one copy of the selected level per administrator)

Review Assessment Directions

The assessment directions are located on the following page. The assessment directions explain how to record student responses, calculate the scores for each section, and determine when to stop the assessment.

Assessment Directions

IMPORTANT! Bring a copy of this page to the Word Warm-ups Live (WWL) testing session. Complete Steps 1-4 listed below before moving to the next section.

Step 1: Read the examiner script to the student.

An examiner's script is found on each scoring worksheet in the WWL assessment.

Step 2: Record the student's responses on the worksheet.

| If the student's FIRST response is... | Then record this on the worksheet: |
|---------------------------------------|--|
| Correct | <ul style="list-style-type: none">■ Mark the item with a check.■ Circle SD/SC if the response is slowly decoded (SD). |
| Incorrect | <ul style="list-style-type: none">■ Write the response on the line below the item.■ Circle Error if the student does not self-correct.■ Circle SD/SC if the student self-corrects (SC) and mark the item with a check. |

Step 3: Calculate the score at the end of each section.

| If score type is... | Then calculate and record this on the worksheet: |
|---------------------|---|
| Errors | <ul style="list-style-type: none">■ Count the number of times you circled Error.■ Write the number on the Errors line. |
| SD/SCs | <ul style="list-style-type: none">■ Count the number of times you circled SD/SC.■ Write the number on the SD/SCs line. <p>Note: Count each SD/SC only once, even if the student slowly decoded and self-corrected the same word.</p> |
| Total Score | <ul style="list-style-type: none">■ Add the number of Errors and SD/SCs.■ Write the sum on the Total Score line. |

Step 4: Determine whether to continue testing in the next section.

Follow the directions under the **Total Score** on the WWL scoring worksheet.

If you reach the end of the assessment for Level 1 and the student has not had three or more errors or a total score of six or more in any section, continue to Level 2 of the assessment.

If you reach the end of the assessment for Level 2 and the student has not had three or more errors or a total score of six or more in any section, Word Warm-ups Live may not meet this student's needs.

Step 5: Select placement and goals.

Recommendations for level and section placement are listed under **Total Score** in each section.

The default goal for Word Warm-ups Live is 40 words correct per minute. Once the student starts working, adjust the goal if the student cannot pass after 3-10 practices or if the student needs more challenge.



**Word Warm-ups Live Phonics Assessment
Level Screener—Scoring Worksheet**

Name: _____

Examiner: _____ Teacher: _____ Date: _____

This Word Warm-ups Live (WWL) **Level Screener** will help you decide which level of the phonics assessment to use with students who are not beginning readers: Level 1 or Level 2. If the student is a beginning reader, start testing in Level 1, Section A.

See **Assessment Directions** in this document to learn how to score and calculate results.

Examiner Script for the Level Screener

Say to the student:

“Look at these words. Most of them are not real words. Read each word to me. Wait to read each word until I say next.”

Screening, Part 1 (Assesses skills taught in WWL Level 1, Sections B-E)

| | | | | |
|-------------|-------------|-------------|-------------|-------------|
| dax | chof | jed | fung | tiv |
| _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |

| | | | | |
|-------------|-------------|-------------|-------------|-------------|
| sike | shome | thale | beav | zoat |
| _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |

Errors _____
SD/SCs + _____
Total Score _____

If 3 or more errors or a total score of 6 or more:
 ■ Stop this assessment.
 ■ Begin testing in WWL Level 1 Phonics Assessment Level 1, Section B.
 If not, continue to Screening, Part 2.

Screening, Part 2 (Assesses skills taught in WWL Level 1, Sections F-I)

| | | | | |
|-------------|-------------|-------------|-------------|-------------|
| hosk | strell | knap | vern | hawn |
| _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |

| | | | | |
|-------------------|-------------|-------------|-------------|-------------|
| moud ¹ | gart | foyd | tew | tace |
| _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |

Errors _____
SD/SCs + _____
Total Score _____

If 3 or more errors or a total score of 6 or more, begin testing in WWL Phonics Assessment Level 1, Section F.
 If not, begin testing in WWL Phonics Assessment Level 2, Section A.

¹Moud should rhyme with loud.



Word Warm-ups Live Phonics Assessment
Level Screener—Student Copy

Part 1

dax

chof

jed

fung

tiv

sike

shome

thale

beav

zoat

Part 2

hosk

strell

knap

vern

hawn

moud

gart

foyd

tew

tace



Name: _____

Examiner: _____ Teacher: _____ Date: _____

Level 1, Section A, Letter Sounds will help you identify consonant or short vowel sounds the student has not yet mastered with automaticity.

See **Assessment Directions** in this document to learn how to score and calculate results.

Examiner Script for Level 1, Section A

Say to the student:

"Make the sound of each letter. Wait to make the next sound until I say next. Be sure to make the short sound of each vowel."

If the student says a sound other than the short vowel sound or the soft sound of c or g, say:

"What is the other sound for the letter?" Mark the item with a check if the student provides the correct sound after prompting.

Level 1, Section A: Letter sounds

| | | | | | | |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| u | b | f | r | h | j | q |
| _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |
| d | i | a | v | x | z | l |
| _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |
| m | p | k | e | w | y | t |
| _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |
| s | n | c | g | o | | |
| _____ | _____ | _____ | _____ | _____ | | |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | | |

Errors _____
 SD/SCs + _____
 Total Score _____

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

- Stop testing.
- Either:
 - Place in WWL Level 1, Section A.
 - Continue testing and place student in the next recommended section.¹

If less than 3 errors or a total score of less than 6, continue testing in Level 1, Section B.¹

¹Reinforce the sounds of the letters said incorrectly in this assessment while the student works in another section of Level 1.



Word Warm-ups Live Phonics Assessment
Level 1, Section A—Student Copy

Level 1, Section A: Letter sounds

| | | | | | | |
|---|---|---|---|---|---|---|
| u | b | f | r | h | j | q |
| d | i | a | v | x | z | l |
| m | p | k | e | w | y | t |
| s | n | c | g | o | | |



Name: _____

Examiner: _____ Teacher: _____ Date: _____

Level 1, Sections B-I will help you decide whether to use Word Warm-ups Live (WWL), Read Naturally Live (RNL), or both with a student.

See **Assessment Directions** in this document to learn how to score and calculate results.

If the recommendation is possible placement in Read Naturally Live, use the Program Selection, Placement, and Goals table in this document.

Examiner Script for Level 1, Sections B-I

Say to the student:

“Look at the words. Most of them are not real words. Read each word to me. Wait to read each word until I say next.”

Level 1, Section B: Short vowels: a, i, o

| | | | | |
|-------------|-------------|-------------|-------------|-------------|
| kam | riz | foz | bax | von |
| _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |
| tav | hof | vic | doc | lil |
| _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |

Errors _____
SD/SCs + _____
Total Score _____

If 3 or more errors or a total score of 6 or more, stop testing:
 ■ Place in WWL Level 1, Section B.
 ■ Or use RNL testing level 1.0 for possible placement in RNL Phonics level 0.8a.
 If not, continue testing.

Level 1, Section B: Short vowels: e, u

| | | | | |
|-------------|-------------|-------------|-------------|-------------|
| nel | rup | cul | fen | tut |
| _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |
| jen | lux | bev | dex | duf |
| _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |

Errors _____
SD/SCs + _____
Total Score _____

If 3 or more errors or a total score of 6 or more, stop testing:
 ■ Place in WWL Level 1, Section B.
 ■ Or use RNL testing level 1.0 for possible placement in RNL Phonics level 0.8b.
 If not, continue testing.

Level 1, Section C: Long vowels with silent e

| | | | | |
|-------------|-------------|-------------|-------------|-------------|
| kase | libe | tupe | wane | sime |
| _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |
| rupe | cale | jove | tine | moze |
| _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |

Errors _____
SD/SCs + _____
Total Score _____

If 3 or more errors or a total score of 6 or more, stop testing:
 ■ Place in WWL Level 1, Section C.
 ■ Or use RNL testing level 1.5 for possible placement in RNL Phonics level 1.3a.
 If not, continue testing.

Level 1, Section D: Long vowels

| | | | | |
|-------------|-------------|-------------|-----------------|-------------|
| gaib | noal | vie | nue | tay |
| _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |
| rean | meez | vo | hy ¹ | dight |
| _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |

Errors _____
SD/SCs + _____
Total Score _____

If 3 or more errors or a total score of 6 or more, stop testing:
 ■ Place in WWL Level 1, Section D.
 ■ Or use RNL testing level 1.5 for possible placement in RNL Phonics level 1.3b.
 If not, continue testing.

¹Hy should rhyme with my.

Level 1, Sections E-I—Scoring Worksheet

Level 1, Section E: Consonant digraphs with short vowels

| | | | | |
|-------------|-------------|-------------|-------------|-------------|
| shab | jong | whes | thil | chen |
| _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |
| fitch | vung | konch | cath | rush |
| _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |

Errors _____
SD/SCs + _____
Total Score _____

If 3 or more errors or a total score of 6 or more, stop testing:
 ■ Place in WWL Level 1, Section E.
 ■ Or use RNL testing level 2.0 for possible placement in RNL Phonics level 1.8a.
 If not, continue testing.

Level 1, Section F: Consonant blends with short vowels

| | | | | |
|-------------|-------------|-------------|-------------|-------------|
| hilm | kemp | wilt | bulk | ruft |
| _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |
| scan | clem | brax | floss | stran |
| _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |

Errors _____
SD/SCs + _____
Total Score _____

If 3 or more errors or a total score of 6 or more, stop testing:
 ■ Place in WWL Level 1, Section F.
 ■ Or use RNL testing level 2.0 for possible placement in RNL Phonics level 1.8b.
 If not, continue testing.

Level 1, Section G: Vowels and the consonant r

| | | | | |
|-------------|-------------|-------------|-------------|-------------|
| gar | fern | kirk | gord | curt |
| _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |
| kear | vair | zoar | dure | sare |
| _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |

Errors _____
SD/SCs + _____
Total Score _____

If 3 or more errors or a total score of 6 or more, stop testing:
 ■ Place in WWL Level 1, Section G.
 ■ Or use RNL testing level 2.5 for possible placement in RNL Phonics level 2.3a.
 If not, continue testing.

Level 1, Section H: Soft and silent consonants

| | | | | |
|-------------|-------------|-------------|-------------|-------------|
| cyl | jace | gile | civ | ges |
| _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |
| knuck | gnop | wrin | knaf | wrep |
| _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |

Errors _____
SD/SCs + _____
Total Score _____

If 3 or more errors or a total score of 6 or more, stop testing:
 ■ Place in WWL Level 1, Section H.
 ■ Or use RNL testing level 2.5 for possible placement in RNL Phonics level 2.3b.
 If not, continue testing.

Level 1, Section I: Other vowel sounds

| | | | | |
|-------------|-------------------|-------------------|-------------------|-------------|
| coyl | hew | naum | wook ² | tawn |
| _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |
| hoit | voud ³ | powt ⁴ | boon ⁵ | pall |
| _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |

Errors _____
SD/SCs + _____
Total Score _____

If 3 or more errors or a total score of 6 or more, stop testing:
 ■ Place in WWL Level 1, Section I.
 ■ Or use RNL testing level 2.5 for possible placement in RNL Phonics level 2.3b.
 If not, continue testing in Level 2, Section A.

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



Word Warm-ups Live Phonics Assessment
Level 1, Sections B-D—Student Copy

Level 1, Section B: Short vowels: a, i, o

| | | | | |
|-----|-----|-----|-----|-----|
| kam | riz | foz | bax | von |
| tav | hof | vic | doc | lil |

Level 1, Section B: Short vowels: e, u

| | | | | |
|-----|-----|-----|-----|-----|
| nel | rup | cul | fen | tut |
| jen | lux | bev | dex | duf |

Level 1, Section C: Long vowels with silent e

| | | | | |
|------|------|------|------|------|
| kase | libe | tupe | wane | sime |
| rupe | cale | jove | tine | moze |

Level 1, Section D: Long vowels

| | | | | |
|------|------|-----|-----|-------|
| gaib | noal | vie | nue | tay |
| rean | meez | vo | hy | dight |

Level 1, Sections E-I—Student Copy (continued)

Level 1, Section E: Consonant digraphs with short vowels

| | | | | |
|-------|------|-------|------|------|
| shab | jong | whes | thil | chen |
| fitch | vung | konch | cath | rush |

Level 1, Section F: Consonant blends with short vowels

| | | | | |
|------|------|------|-------|-------|
| hilm | kemp | wilt | bulk | ruft |
| scan | clem | brax | floss | stran |

Level 1, Section G: Vowels and the consonant r

| | | | | |
|------|------|------|------|------|
| gar | fern | kirk | gord | curt |
| kear | vair | zoar | dure | sare |

Level 1, Section H: Soft and silent consonants

| | | | | |
|-------|------|------|------|------|
| cyl | jace | gile | civ | ges |
| knuck | gnop | wrin | knaf | wrep |

Level 1, Section I: Other vowel sounds

| | | | | |
|------|------|------|------|------|
| coyl | hew | naum | wook | tawn |
| hoit | voud | powt | boon | pall |



Name: _____

Examiner: _____ Teacher: _____ Date: _____

Phonics Assessment Level 2, Sections A and B will help you determine if the student needs to review the skills taught in Word Warm-ups Live (WWL) Level 1. The rest of the Level 2 sections will help you determine if the student needs help decoding two-syllable words.

See **Assessment Directions** in this document to learn how to score and calculate results.

Examiner Script for Level 2, Sections A-H

Say to the student:

“Look at the words. Read each word to me. Wait to read each word until I say next.”

Level 2, Section A: Compound words

neckcloth showboat nuthatch wheelbox cheapskate

_____ _____ _____ _____ _____
Error SD/SC Error SD/SC Error SD/SC Error SD/SC Error SD/SC

highland hangnail limestone playlist fuseplug

_____ _____ _____ _____ _____
Error SD/SC Error SD/SC Error SD/SC Error SD/SC Error SD/SC

Errors _____

SD/SCs + _____

Total Score _____

If 3 or more errors or a total score of 6 or more,
place in WWL Level 2, Section A.
If not, continue testing.

Level 2, Section B: More compound words

aircrew deerhorn crawlspace birchwood cloudburst

_____ _____ _____ _____ _____
Error SD/SC Error SD/SC Error SD/SC Error SD/SC Error SD/SC

knotweed parboil plowshare germproof bridgeboard

_____ _____ _____ _____ _____
Error SD/SC Error SD/SC Error SD/SC Error SD/SC Error SD/SC

Errors _____

SD/SCs + _____

Total Score _____

If 3 or more errors or a total score of 6 or more,
place in WWL Level 2, Section B.
If not, continue testing.

Level 2, Section C: Base words not changed by suffixes

searches scooted tempting twitched oinks

_____ _____ _____ _____ _____
Error SD/SC Error SD/SC Error SD/SC Error SD/SC Error SD/SC

railed soared trawler lauded sulked

_____ _____ _____ _____ _____
Error SD/SC Error SD/SC Error SD/SC Error SD/SC Error SD/SC

Errors _____

SD/SCs + _____

Total Score _____

If 3 or more errors or a total score of 6 or more,
place in WWL Level 2, Section C.
If not, continue testing.

Level 2, Section D: Base words changed by suffixes

sized slipped budded scoped whaling

_____ _____ _____ _____ _____
Error SD/SC Error SD/SC Error SD/SC Error SD/SC Error SD/SC

dropping ripest charred sited drabber

_____ _____ _____ _____ _____
Error SD/SC Error SD/SC Error SD/SC Error SD/SC Error SD/SC

Errors _____

SD/SCs + _____

Total Score _____

If 3 or more errors or a total score of 6 or more,
place in WWL Level 2, Section D.
If not, continue testing.

Level 2, Sections E-H—Scoring Worksheet

Level 2, Section E: Words with two syllables

| | | | | |
|-------------|-------------|-------------|-------------|-------------|
| fennel | chowder | derby | advice | weevil |
| _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |
| mascot | newton | furnace | tendrill | brayer |
| _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |

Errors _____
SD/SCs + _____
Total Score _____

If 3 or more errors or a total score of 6 or more,
place in WWL Level 2, Section E.
If not, continue testing.

Level 2, Section F: Closed and open syllables

| | | | | |
|-------------|-------------|-------------|-------------|-------------|
| razor | rumpel | habit | trifle | fiddle |
| _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |
| bacon | modest | prattle | bison | bogle |
| _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |

Errors _____
SD/SCs + _____
Total Score _____

If 3 or more errors or a total score of 6 or more,
place in WWL Level 2, Section F.
If not, continue testing.

Level 2, Section G: Two-syllable words with suffixes

| | | | | |
|-------------|-------------|-------------|-------------|-------------|
| compasses | existed | fancied | envying | processed |
| _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |
| rabies | embracing | pardoning | covered | purchaser |
| _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |

Errors _____
SD/SCs + _____
Total Score _____

If 3 or more errors or a total score of 6 or more,
place in WWL Level 2, Section G.
If not, continue testing.

Level 2, Section H: Words with prefixes

| | | | | |
|-------------|-------------|-------------|-------------|-------------|
| retreat | unscrew | discharge | dethrone | misjudge |
| _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |
| disembark | decompose | misreckon | unfasten | rechannel |
| _____ | _____ | _____ | _____ | _____ |
| Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC | Error SD/SC |

Errors _____
SD/SCs + _____
Total Score _____

If 3 or more errors or a total score of 6 or more,
place in WWL Level 2, Section H.
If not, Level 2 may not be useful for this student.



Word Warm-ups Live Phonics Assessment
Level 2, Sections A-D—Student Copy

Level 2, Section A: Compound words

| | | | | |
|-----------|----------|-----------|----------|------------|
| neckcloth | showboat | nuthatch | wheelbox | cheapskate |
| highland | hangnail | limestone | playlist | fuseplug |

Level 2, Section B: More compound words

| | | | | |
|----------|----------|------------|-----------|-------------|
| aircrew | deerhorn | crawlspace | birchwood | cloudburst |
| knotweed | parboil | plowshare | germproof | bridgeboard |

Level 2, Section C: Base words not changed by suffixes

| | | | | |
|----------|---------|----------|----------|--------|
| searches | scooted | tempting | twitched | oinks |
| railed | soared | trawler | lauded | sulked |

Level 2, Section D: Base words changed by suffixes

| | | | | |
|----------|---------|---------|--------|---------|
| sized | slipped | budded | scoped | whaling |
| dropping | ripest | charred | sited | drabber |

Level 2, Sections E-H—Student Copy (continued)

Level 2, Section E: Words with two syllables

| | | | | |
|--------|---------|---------|----------|--------|
| fennel | chowder | derby | advice | weevil |
| mascot | newton | furnace | tendrils | brayer |

Level 2, Section F: Closed and open syllables

| | | | | |
|-------|--------|---------|--------|--------|
| razor | rumple | habit | trifle | fiddle |
| bacon | modest | prattle | bison | bogle |

Level 2, Section G: Two-syllable words with suffixes

| | | | | |
|-----------|-----------|-----------|---------|-----------|
| compasses | existed | fancied | envying | processed |
| rabies | embracing | pardoning | covered | purchaser |

Level 2, Section H: Words with prefixes

| | | | | |
|-----------|-----------|-----------|----------|-----------|
| retreat | unscrew | discharge | dethrone | misjudge |
| disembark | decompose | misreckon | unfasten | rechannel |

Pronunciation Guide

You may use this guide to understand pronunciation of the patterns in the exercises and to help you score the Word Warm-ups Live Phonics Assessment. ([Audio Guide](#))

| Consonant | Example |
|-------------|-----------|
| b | bat |
| c | cut |
| d | dip |
| f | fun |
| g | get |
| h | hat |
| j | jog |
| k | kit |
| l | lip |
| m | mug |
| n | nap |
| p | pet |
| q | quest* |
| r | rid |
| s | sod |
| t | tuck |
| v | van |
| w | wet |
| x | mix** |
| y | yak |
| z | zip |
| Short Vowel | Example |
| a | apple |
| e | elephant |
| i | igloo |
| o | octopus |
| u | umbrella |
| Digraph | Example |
| sh | ship |
| ch | chick |
| th | thumb/the |
| wh | whip |
| ng | ring |

| Long Vowel | Example |
|------------------------------|-------------------|
| a consonant e | cake |
| i consonant e | kite |
| o consonant e | rope |
| u consonant e | mule/lute |
| ai | pail |
| ay | say |
| ea | team |
| ee | feet |
| oa | boat |
| oe | toe |
| ie | pie |
| ye | bye |
| ue | due |
| ui | suit |
| Vowels and r | Example |
| ar | jar |
| or | fork |
| er/ir/ur | herd/bird/turn |
| air, are | pair, share |
| oar | soar |
| ear | hear (eer) |
| ure | lure (oor) |
| Soft and Silent Consonant(s) | Example |
| gn | gnome |
| kn | knife |
| wr | wrist |
| ce/ci/cy | cent/circus/cycle |
| ge/gi/gy | gem/giant/gym |
| Other Vowel Teams | Example |
| au/aw/all | haul/hawk/ball |
| ow/ow/ou | show/cow/out |
| oi/oy | soil/toy |
| oo/ew | boot/new |
| oo/u | book/bush |

*The letter q says /k/. However, most of the time q is followed by the vowel u. When this occurs, the sound is pronounced /kw/.

**The letter x says /x/ or /ks/. X often comes in the middle or at the end of the word. When this occurs, the sound is pronounced /ks/.