

Group: \_\_\_\_\_

Date: \_\_\_\_\_

## Word Warm-ups Fidelity Checklists

Use the Observation Checklist to monitor the set-up and implementation of Word Warm-ups. Use the Follow-Up Questions Checklist to refine the implementation of the program to ensure maximum progress for each student. You can use these checklists as a self-review of your own implementation or use them as an observer to provide a starting point for conversation and coaching with another teacher. For detailed information about setting up and effectively implementing a program, see the corresponding level of the *Word Warm-ups Teacher's Manual*.

### Word Warm-ups Observation Checklist: What Should I See?

Observe a Word Warm-ups group and check each item that is implemented correctly.

#### Planning and Setting Up

- Setting promotes students' engagement for entire session (location, room arrangement).
- Session length is at least 10 minutes or up to 30 minutes.
- Students attend 3–5 sessions per week.
- Ratio of adults to students is no greater than 1:6.

#### Implementing the Steps *(Observe individual students.)*

- Look, Listen, and Respond step: The student looks at the exercise sheet while listening to the audio lesson and responding appropriately. (Students placed in Level 3 practice syllables.)
- Cold Timing step: The student sets a timer and reads the words down each column and then across each row for one minute, underlining any difficult words. The student counts the number of words read and subtracts the number of underlined words (errors) from the number read to calculate the cold score.
- Mark and Graph Cold Score step: The student records the cold score on the exercise sheet and graphs the cold score in blue.
- Read Along step: The student reads along quietly with the recording of the word list or story.
- Practice step: The student practices the word list or story independently until he or she reaches the goal, records his or her wcpm score for each timing, and signals teacher when ready.
- Hot Timing step: The student practices the word list or story while waiting for a teacher. When a teacher is available, the student completes the hot timing. The teacher reviews the work completed on the word list or story with the student. If necessary, the teacher assigns remedial actions. Optional: The teacher may dictate five to ten words with the featured pattern for the student to spell. The student writes the words on the back of the exercise sheet.
- Graph Hot-Timing Score step: The teacher writes the hot score on the student's exercise sheet. The student marks the hot score in red above the cold score in blue on his or her graph.

#### Student Behavior

- Students confidently follow the steps.
- Students use the CD players, headphones, and timers appropriately.
- Students' time on task is high. They complete the steps and pass an exercise in 20–30 minutes.
- Students spend most of the class time engaged in the act of reading.
- Students know their goals.

## Word Warm-ups Follow-Up Questions Checklist: What Should I Ask?

Ask these questions as a follow-up and check each item that is implemented correctly.

### Assessment and Placement

- Have you assessed students to determine whether they could benefit from Word Warm-ups?  
Use students' oral reading fluency assessment data to screen for students who may benefit from reading intervention. Further assessment data from Quick Phonics Screener (QPS) or another diagnostic reading assessment should be used to identify students who may need instruction.
- Have you placed students individually using the Word Warm-ups placement process?  
Place each student individually in an appropriate level (with its corresponding goal) using the Word Warm-ups Student Assessments.

### Implementing the Steps

- Have you taught the students how to complete the steps in Word Warm-ups?  
Train students in how to successfully complete the steps independently. Lesson plans in the *Word Warm-ups Teacher's Manual* should be used to teach the steps to students.
- Are you prompting students to do the steps correctly?  
Remind students to read along quietly during the Look, Listen and Respond and Read Along steps. Remind students to read aloud quietly during the Practice step. Have a teacher present to conduct the cold timings and coach students in identifying errors for the first few exercises. Once they can accurately identify their errors, consider releasing individual students to conduct cold timings independently.
- Are you adapting the program to help differentiate instruction for students?  
Adjust the program to meet specific needs. Possible changes include adjusting the number of read alongs and/or practices required, checking for accuracy by requiring a student to read the words to a teacher or another adult before practicing, or lowering the goal rate for a period of time.

### Monitoring and Communicating Student Performance

- Have you checked each student's initial placement during the Hot Timing step?  
Check each student's initial placement during the Hot Timing step (for the first few exercises) to make sure the student is correctly placed in Word Warm-ups. A student should reach his or her goal after 3–10 practices. The hot-timing score should be at or just above the goal.
- Are you monitoring student performance to keep each student challenged?  
Make sure students are continually challenged by regularly monitoring each student's performance while working independently and by reviewing the student's progress on his or her exercise graph. Use the guidelines in the *Word Warm-ups Teacher's Manual* to adapt the program for students who are quickly developing decoding skills or for students who are making insufficient progress.
- Are you communicating student progress to parents/guardians and colleagues?  
Use the Word Warm-ups resources to support communication. Graphs, letters, and awards can be sent home with packets of completed exercises.