

Group: _____

Date: _____

Word Warm-ups Live Fidelity Checklists

Use the Observation Checklist to monitor the set-up and implementation of Word Warm-ups Live. 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 Word Warm-ups Live, see the *Read Live User Guide*.

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

Observe a Word Warm-ups Live 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.
- Students attend 3–5 sessions per week.
- Ratio of adults to students is no greater than 1:6.

Implementing the Steps *(Observe individual students.)*

Word List Exercises

- Look, Listen, and Respond step: The student participates in the phonics lesson by clicking on each picture, listening to the audio lesson, and responding appropriately.
- Word List step: The student clicks **Start Timing** and reads down each column and then across each row. The student clicks on any difficult words to hear them pronounced. After reading all the columns, the student clicks **Finished**. After reading all the rows, the student clicks **Finished** again. The student practices until reaching the Word List goal and required number of practices.
- Spelling step: The student clicks the speaker icon to hear each word pronounced, along with a sentence using the word. The student spells the word and clicks **Show Me** to check his or her spelling against the correct spelling of the word, makes any corrections, and clicks **Check** to confirm it is correct. The student continues typing any corrections and clicking **Check** until the spelling is correct.
- Pass step: While waiting for the teacher, the student plays Phontastic. After the teacher logs in, the student clicks **Start Timing** and reads each word aloud down the columns and clicks **Finished**. Then the student reads each word aloud across the rows and clicks **Finished** again. (The teacher enters the number of errors and the software calculates the student's words correct per minute (wcpm) score.)
- Remedial Actions: If the student has not met the criteria for passing a Word List exercise and the teacher has assigned remedial actions, the student completes the remedial actions.

Story Exercises

- Read Along step: The student clicks **Start Read Along** and quietly reads the story aloud with the narrator until he or she finishes the required number of read alongs.
- Practice Story step: The student clicks **Start Reading** and quietly reads the story aloud—clicking on difficult words to hear them pronounced and using the Reading Guide and the page controls to move through the pages.
- Quick Quiz step: The student clicks on an answer for each blank in the quiz text. The student reviews the story text, if necessary, to confirm answer choices.
- Pass step: While waiting for the teacher, the student plays Phontastic. After the teacher logs in, the student reads the story aloud. (The teacher decides if the student should read all or part of the story. Then the teacher evaluates the student's reading and reviews the student's responses to the Quick Quiz questions.)
- Remedial Actions: If the student has not met the criteria for passing a Story exercise and the teacher has assigned remedial actions, the student completes the remedial actions.

Student Behavior

- Students confidently follow the steps.
- Students know how to use the software.
- 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.

Word Warm-ups Live 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 Section Assignment

- Have you assessed students to determine whether they could benefit from Word Warm-ups Live?
Assess each student using the Word Warm-ups Live Phonics Assessment available in the teacher module of Read Live and on the Read Naturally website.
- Have you assigned students individually using the Word Warm-ups Live Phonics Assessment?
Use results from the Word Warm-ups Live Assessment to assign each student to a section that addresses the student's earliest phonics needs.

Implementing the Steps

- Have you taught the students how to complete the steps in Word Warm-ups Live?
Train students in how to successfully complete the steps independently.
- Are you prompting students to do the steps correctly?
Remind students to read along quietly during the Look, Listen and Respond (Word List exercises) and Read Along steps (Story exercises). Remind students to click on difficult words during the Practice step.
- 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, requiring a student to click on every word before beginning to practice a word list, checking for accuracy by requiring a student to read the words to a teacher or another adult before practicing, or raising or lowering the goal rate.

Monitoring and Communicating Student Performance

- Have you checked each student's initial assignment during the Pass step?
Check each student's initial assignment and goal during the Pass step (for the first few Word List exercises) to make sure they are appropriate for the student. A student should reach his or her goal after 3–10 practices.
- Are you monitoring student performance to keep each student challenged?
Monitor each student's performance while working independently and review a student's progress on his or her Exercise Details, Word List graph and Spelling graph. Adapt the program for students who are quickly developing decoding/encoding skills or for students who are making insufficient progress. Consider using the Word Warm-ups Phonics Assessment periodically to monitor progress.
- Are you communicating student progress to parents/guardians and colleagues?
Use the Word Warm-ups resources to support communication. Exercise Details reports, Word List graphs, and Spelling graphs can be sent home.