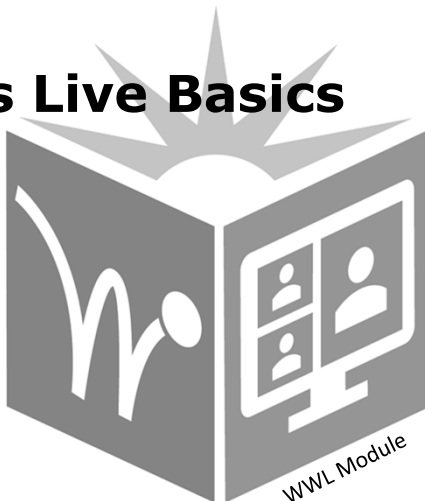


Read Live

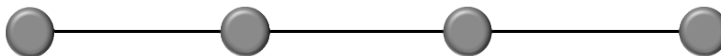
# Word Warm-ups Live Basics



## Word Warm-ups Live Basics

Why It Works

How It Works



Assessment and  
Instructional  
Decisions

Meeting  
Various  
Needs





 **Read Live**  
Programs

 **Read Naturally® Live**

 **Word Warm-ups® Live**

 **One Minute Reader® Live**

 **Read Naturally® Live—Español**

 **Read Naturally Live**



*Focus: Fluency & Phonics*  
*Additional Support: Vocabulary, Comprehension, and spelling*

 **Word Warm-ups® Live**



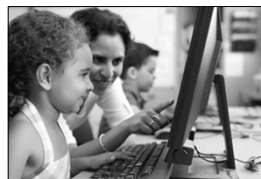
*Focus: Phonics*  
*Additional Support: Fluency, Spelling, and Phonemic Awareness*

 **One Minute Reader® Live**







*Focus: Fluency*  
*Additional Support: Vocabulary and Comprehension*

 **Read Naturally® Live—Español**



*Focus: Fluency*  
*Additional Support: Vocabulary and Comprehension*

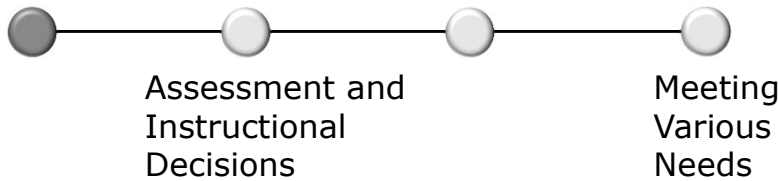
## Read Live Programs

	 Read Naturally Live	 Word Warm-ups Live	 One Minute Reader Live	 Read Naturally Live-Español
Purpose	Fluency intervention that supports vocabulary, comprehension, and phonics (Phonics series)	<ul style="list-style-type: none"> <li>Phonics intervention</li> <li>Can be paired with Read Naturally Live for Fluency</li> </ul>	<ul style="list-style-type: none"> <li>Structured, independent reading practice—any student</li> <li>Extra practice for a student already working in RNL and/or WWL</li> </ul>	<ul style="list-style-type: none"> <li>Builds native-Spanish speaker's fluency in reading Spanish</li> <li>Supports any student's Spanish reading development</li> </ul>
Fluency, Vocabulary, Comprehension	<ul style="list-style-type: none"> <li>Sequenced 1.0 - 8.0</li> <li>Idioms 3.0 - 4.5</li> </ul>	One story exercise in each section	Levels E - 5 (early first through mid-fifth grade)	Sequenced 1.0 – 5.6
Phonics Series/Phonics Emphasis	Phonics 0.8 - 2.7 Instruction in context of non-fiction stories	Level 1: One-Syllable Level 2: Two-Syllable Level 3: Multi-Syllabic	No	No
English Language Learners	<ul style="list-style-type: none"> <li>English content</li> <li>English or Spanish directions</li> <li>Spanish read along option</li> </ul>	English content	English content	<ul style="list-style-type: none"> <li>Spanish content</li> <li>Spanish or English directions</li> <li>English read along option</li> </ul>
Teacher Required	<ul style="list-style-type: none"> <li>Cold-timing step (optional)</li> <li>Pass step</li> </ul>	Pass step	Students work independently	<ul style="list-style-type: none"> <li>Cold-timing step (optional)</li> <li>Pass step</li> </ul>

## Word Warm-ups Live

Why It Works

How It Works



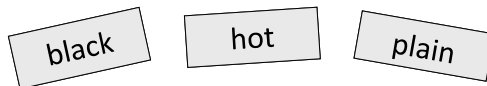
## Purpose of Word Warm-ups Live

- Reinforce phonemic awareness and phonics
- Develop mastery and automaticity in decoding
- Support fluency development



## Decoding Skills are Essential

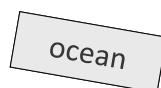
- Approximately \_\_\_\_% of words are decodable.



- Another 37% have just one exception.



- The remaining 13% must be memorized.



## Building Automaticity is Critical

- Students need automatic word recognition skills in order to develop fluency, an essential skill for comprehension.
- Students who have not developed automaticity in single word reading by the beginning of second grade are at risk for reading failure.



## Read Naturally Strategy

Teacher Modeling

Repeated Reading

Progress Monitoring

The collage consists of three screenshots from the Read Naturally software interface. The top screenshot shows a 'Word List' for 'One vowel and r: ar' with words like card, yard, park, art, bar, hand, dark, part, tar, hard, hark, tart, star, shard, shark, start. The bottom-left screenshot shows a 'Lock, Listen & Respond' screen with a cat illustration and word cards for cat, card, park, art, and barn. The bottom-right screenshot shows a 'Shooting Star! 43 WCPM' progress monitoring graph.



# Word Warm-ups Live

## Scope and Sequence by Level

Phonics Skills Reinforced Within Word Warm-ups Live, Levels 1, 2, & 3

### Level 1: One-syllable Words

Section	Exercise
A: Letter sounds	Short a and b, g, t, f, s
	Short i and p, c, m, r, h
	Short o and d, j, n, c, y
	Short u and v, b, x, g, l
	Short e and k, z, d, w, qu
B. Short vowels	Short a
	Short i
	Short o
	Short e
	Short u
C. Long vowels with silent e	Long a with silent e
	Long i with silent e
	Long o with silent e
	Long u with silent e
D. Long vowels	Long vowels: ai, ay
	Long vowels: ee, e, ea
	Long vowels: oa, o, oe, ow
	Long vowels: ie, igh, y, ui, ue
E. Consonant digraphs with short vowels	Consonant digraph: sh
	Consonant digraph: ch, tch
	Consonant digraph: th (voiced and unvoiced)
	Consonant digraph: wh*
	Consonant digraph: ng
F. Consonant blends with short vowels	Beginning blends with an r
	Beginning blends with an l
	Beginning blends with an s
	Ending blends with an n
	Ending blends with an s
	Ending blends with an l
G. Vowels and the consonant r	One vowel and r: ar
	One vowel and r: or
	One vowel and r: ir, er, ur
	One vowel and r with silent e: ure, are, ore
	Two vowels and r: ear, air, oar, eer
H. Soft & silent consonant sounds	Soft sound of c: ce, ci, cy
	Soft sound of g: ge, gi, gy, dge
	Silent consonants: kn, wr, gn
I. Other vowel sounds	Vowel sound: aw, au, all
	Vowel sound: ow, ou
	Vowel sound: oi, oy
	Vowel sound: oo, ew
	Vowel sound: oo, u

\*Some long vowel words are included in the wh lists.

### Level 2: Two-syllable Words

Section	Exercise
A. Compound words <i>Review of skills taught in Level 1, Sections B, C, D, E, &amp; F</i>	Compound words: short vowels
	Compound words: long vowels / silent e
	Compound words: long vowel
	Compound words: consonant digraphs
	Compound words: consonant blends
B. More compound words <i>Review of skills taught in Level 1, Sections G, H, &amp; I</i>	Compound words: vowels and r
	Compound words: soft c and g, kn, gn, wr
	Compound words: au, aw, ou, ow
	Compound words: oo, ew, oy, oi
C. One-syllable words not changed by suffixes	One-syllable words and -s or -es
	One-syllable words and -ed saying d
	One-syllable words and -ed saying t
	One-syllable words and -ed saying ed
	One-syllable words and -ing
	One-syllable words and -er or -est
D. One-syllable words changed by suffixes	Silent-e words and -ing
	Silent-e words and -ed
	Short-vowel words and -ing
	Short-vowel words and -ed
	One-syllable words changed by -er or -est
	Words that look alike when suffixes are added
E. Words with two syllables <i>Includes introduction of unstressed syllables and schwa</i>	Words with two middle consonants
	Words with middle blends and digraphs
	Words ending with long vowel patterns
	Words with vowels and r
	Words with long vowel teams
	Words with other vowel teams
F. Closed and open syllables	Closed syllables and consonant-l-e
	Open syllables and consonant-l-e
	Mixed syllables and consonant-l-e
	Closed syllables: one middle consonant
	Open syllables: one middle consonant
	One middle consonant: open or closed?
G. Two-syllable words with suffixes	Words not changed by -s, -es
	Words not changed by -ed
	Words not changed by -ing
	Words not changed by -er
	Silent-e words changed by suffixes
	Words with y changed by suffixes
H. Words with prefixes	Words with the prefix re-
	Words with the prefix un-
	Words with the prefix dis-
	Words with the prefix mis-
	Words with the prefix de-



# Word Warm-ups Live

## Scope and Sequence by Level

Phonics Skills Reinforced Within Word Warm-ups Live, Levels 1, 2, & 3

### Level 3: Multi-syllabic Words

Section	Exercise
A: Word parts: prefixes <i>Includes introduction of schwa and flexed vowel sounds in unstressed prefixes</i>	Prefixes: dis, en, con
	Prefixes: pre, re, de
	Prefixes: a, mis, in, im
	Prefixes: un, pro, ex, e
B. Other word parts	Word parts: closed syllables
	Word parts: more closed syllables
	Word parts: vowels and r, vowel teams
	Word parts: silent e
C. Word parts: suffixes <i>Includes introduction of schwa and flexed vowel sounds in unstressed suffixes</i>	Suffixes: ful, ness, ment
	Suffixes: ture, or, al
	Suffixes: ly, ty, tion, sion
	Suffixes: ist, en, able, ible
D. More prefixes	Prefixes: be, ab, anti
	Prefixes: com, per, inter
	Prefixes: trans, sub, ad
E. More suffixes	Suffixes: ate, age, ant, ent
	Suffixes: ize, ity, ance, ence
	Suffixes: ary, tive, sive, tial, cial
	Suffixes: ic, ous, tious, cious
F. Open and closed syllables	Open syllables
	More open syllables
	Flexing vowel sounds
	More flexing vowel sounds
G. Connectors	Connectors: schwa sound
	Connectors: vowel i
	More connectors: vowel i
	Connectors: vowel u

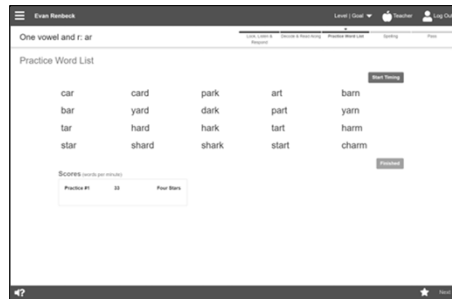
Why It Works

# Word Warm-ups Live

## Scope and Sequence by Level

### Level 1

- One-syllable words
- Typically, 1<sup>st</sup> and early 2<sup>nd</sup> grade level phonics skills



Level 1: One-syllable Words	
Section	Exercise
A. Letter sounds	Short a and h, g, t, l, s
	Short i and p, c, m, r, h
	Short o and d, j, n, c, y
	Short u and v, b, x, g, f
	Short e and k, z, d, w, qu
B. Short vowels	Short a
	Short i
	Short o
	Short e
C. Long vowels with silent e	Long a with silent e
	Long i with silent e
	Long o with silent e
	Long u with silent e
D. Long vowels	Long vowels: ai, ay
	Long vowels: ee, ee, ee
	Long vowels: oa, oo, ow, oo
E. Consonant digraphs with short vowels	Long vowels: ie, y, ui, ue
	Consonant digraph: sh
	Consonant digraph: ch, tch
	Consonant digraph: th (voiced and unvoiced)
F. Consonant blends with short vowels	Consonant digraph: wh*
	Consonant digraph: ng
	Beginning blends with an r
	Beginning blends with an l
	Beginning blends with an s
	Ending blends with an n
	Ending blends with an s
G. Vowels and the consonant r	Ending blends with an l
	One vowel and r: ar
	One vowel and r: or
	One vowel and r: er, ar, ur
	One vowel and r with silent e: ure, are, ore
H. Soft & silent consonant sounds	Two vowels and r: ear, air, ear, eer
	Soft sound of c: ce, ci, cy
	Soft sound of g: ge, gi, gy, dge
	Silent consonants: kn, wr, gn
I. Other vowel sounds	Vowel sound: aw, au, all
	Vowel sound: ow, ou
	Vowel sound: oi, oy
	Vowel sound: oo, ew
	Vowel sound: oo, u

\*Some long vowel words are included in the wh lists.

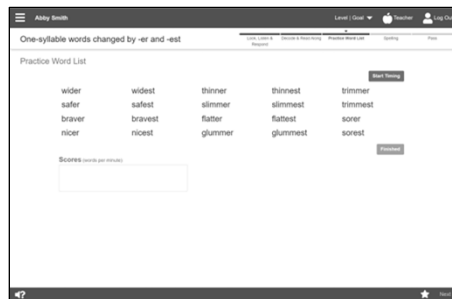
Why It Works

# Word Warm-ups Live

## Scope and Sequence by Level

### Level 2

- Two-syllable words
- Compound words, open/closed syllables, prefixes, suffixes



Level 2: Two-syllable Words	
Section	Exercise
A. Compound words	Compound words: short vowels
	Compound words: silent e
	Compound words: long vowel teams
	Compound words: other vowel teams
	Compound words: blends
B. More compound words	Compound words: vowels and r
	Compound words: soft c and g, kn, gn, wr
	Compound words: au, aw, ou, ow
	Compound words: oo, ew, oy, oi
C. Base words not changed by suffixes	Base words and -s or -es
	Base words and -ed saying d
	Base words and -ed saying t
	Base words and -ed saying ed
	Base words and -ing
D. Base words changed by suffixes	Base words and -er or -est
	Silent-e words and -ing
	Silent-e words and -ed
	Short-vowel words and -ing
E. Words with two syllables	Short-vowel words and -ed
	Base words changed by -er or -est
	Words with suffixes that look alike
	Words with two middle consonants
	Words with middle blends and digraphs
F. Closed and open syllables	Words ending with long vowel patterns
	Words with vowels and r
	Words with long vowel teams
	Words with other vowel teams
	Closed syllables and consonant-l-e
G. Two-syllable words with suffixes	Open syllables and consonant-l-e
	Mixed syllables and consonant-l-e
	Closed syllables: one middle consonant
	Open syllables: one middle consonant
	One middle consonant: open or closed?
H. Words with prefixes	Words not changed by -s, -es
	Words not changed by -ed
	Words not changed by -ing
	Words not changed by -er
	Silent-e words changed by suffixes
	Words with y changed by suffixes
	Words with the prefix re-
	Words with the prefix un-
	Words with the prefix dis-
	Words with the prefix mis-
	Words with the prefix de-

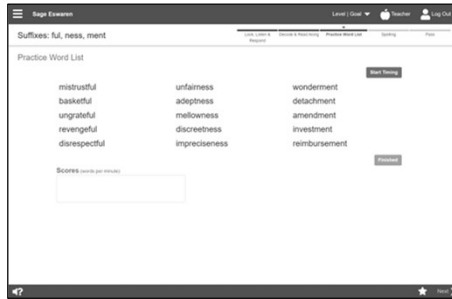


# Word Warm-ups Live

## Scope and Sequence by Level

### Level 3

- Multi-syllabic words
- Flexed vowel sounds, prefixes, suffixes, open/closed syllables, connectors



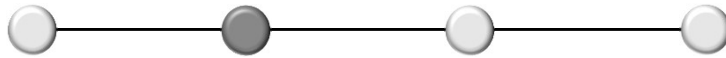
#### Level 3: Multi-syllabic Words

Section	Exercise
A. Word parts: prefixes	Prefixes: dis, en, con Prefixes: pre, re, de Prefixes: a, mis, in, im Prefixes: un, pro, ex, e
B. Other word parts	Word parts: closed syllables Word parts: more closed syllables Word parts: vowels and r, vowel teams Word parts: silent e
C. Word parts: suffixes	Suffixes: ful, ness, ment Suffixes: ture, or, al Suffixes: ly, ty, tion, sion Suffixes: ist, en, able, ible
D. More prefixes	Prefixes: be, ab, anti Prefixes: com, per, inter Prefixes: trans, sub, ad Suffixes: ate, age, ant, ent
E. More suffixes	Suffixes: ize, ity, ance, ence Suffixes: ary, tive, sive, tial, cial Suffixes: ic, ous, tious, cious
F. Open and closed syllables	Open syllables More open syllables Flexing vowel sounds More flexing vowel sounds
G. Connectors	Connectors: schwa sound Connectors: vowel i More connectors: vowel i Connectors: vowel u

# Word Warm-ups Live

Why It Works

How It Works



Assessment and  
Instructional  
Decisions

Meeting  
Various  
Needs



## Determining a Student's Needs

Fluency

Fluency &  
Phonics

Phonics

## Determining Marci's Needs

Fluency

Fluency &  
Phonics

Phonics



Marci

# Word Warm-ups Live Phonics Assessment

**Word Warm-ups Live Phonics Assessment**

**Table of Contents**

Phonics Options in Read Live  
 Which Read Live Program Is Right for My Student?  
 Program Selection, Placement, and Goals  
 Word Warm-ups Live Phonics Assessment  
 Assessment Preparation  
 Assessment Directions  
 Score Worksheets and Student Goals

Level Scores:  
 Level 1, Section A: Letter Sounds  
 Level 1, Sections B-F  
 Level 2, Sections A-J  
 Level 3, Sections A-G

Phonics Series:  
 Phonics Series  
 Audio Guide

**Phonics Options in Read Live**

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

- Word Warm-ups Live (WWL) teaches phonics, syllable, and affix patterns.
- Read Naturally Live (RNL) Phonics series teaches early phonics skills as well as reading fluency.

To decide which Read Live program 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 (findy 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:

Phonics	Phonics	Fluency and Phonics	
		Estimated reading level or <i>or above third grade</i>	Estimated reading level <i>below third grade</i>
<b>Should be placed in:</b>			
RNL, Sequenced or Idioms Series	WWL	Both RNL, Sequenced Series and WWL	RNL, Phonics Series or Both RNL, Sequenced Series and WWL

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## Administer the Word Warm-ups Live Phonics Assessment:

- To identify earliest phonics need
- To place in the appropriate section of Word Warm-ups Live
- To consider placement in the Phonics Series

# Word Warm-ups Live Phonics Assessment

**Level 1, Section C: Long vowels with silent e**

kase ✓ Error SD/SC	libe ✓ Error SD/SC	tupe ✓ Error SD/SC	wane ✓ Error SD/SC	sime ✓ Error SD/SC	Errors <u>1</u> SD/SCs + <u>1</u> Total Score <u>2</u>
rupe Error SD/SC	cale ✓ Error SD/SC	jove ✓ Error SD/SC	tine ✓ Error SD/SC	moze ✓ Error SD/SC	

roof ✓ (SD/SC)      time ✓ (Error)

**Level 1, Section D: Long vowels**


gaib ✓ Error SD/SC	noal ✓ Error SD/SC	vie ✓ Error SD/SC	nue ✓ Error SD/SC	tay ✓ Error SD/SC	Errors <u>3</u> SD/SCs + <u>1</u> Total Score <u>4</u>
rean ✓ Error SD/SC	meez ✓ Error SD/SC	vo ✓ Error SD/SC	hy ✓ Error SD/SC	dight ✓ Error SD/SC	

rain ✓ (Error)      mez ✓ (SD/SC)

**Scoring Worksheet**

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.

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.



## Meeting Marci's Needs



For phonics, work in Word Warm-ups Live:  
▪ Level 1  
▪ Section D

Fluency

Fluency & Phonics

Phonics

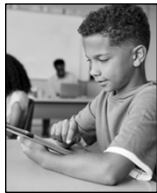


## Determining Evan's Needs

Fluency

Fluency & Phonics

Phonics




Evan

# Placing Evan

## Needs: Fluency and Phonics

Read Naturally Live > Placement for Evan Renbeck Close

Placement Step 3: Analyze Results 

**Student's Results** Choose an option and click Next


Score from the most recent test is in bold type.

Placement Testing Level	Student Score (wcpm)	Placement Range (wcpm)
3.5	<b>70</b>	<b>60 - 80</b>

**Continue testing**  
Return to the first placement screen to select a different level to test.

**Stop testing and pick a level (recommended)**  
The student's results fit in a placement range. Select a series, level, and goal from the list below.

Series	Level	Goal
Sequenced	3.5	110
Idioms	3.5	110

Your selection can be edited after placement is saved. 

Next Cancel

# Phonics Series Levels

## Series and Level Options

Read Naturally Live			
Reading Level	Sequenced	Phonics*	Idioms
1.0	1.0	0.8	
1.5	1.5	1.3	
2.0	2.0	1.8	
2.5	2.5	2.3	
3.0	3.0	2.6 2.7	3.0
3.5	3.5		3.5
4.0	4.0		4.0
4.5	4.5		4.5
5.0	5.0		
5.6	5.6		
6.0	6.0		
7.0	7.0		
8.0	8.0		

\*Phonics Content by Level

0.8	short vowels
1.3	long vowels
1.8	blends/digraphs
2.3	r-controlled & other letter combinations
2.6	short vowels (one- & two-syllable words)
2.7	long vowels (one- & two-syllable words)



fitch	vung	konch	cath	rush		
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC		
Level 1, Section F: Consonant blends with short vowels						
hilm	kemp	wilt	bulk	ruft	Errors	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	SD/SC	+ _____
					Total Score	_____
scan	clem	brax	floss	stran		
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC		
Level 1, Section G: Vowels and the consonant r						
gar	fern	kirk	gord	curt	Errors	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	SD/SC	+ _____
					Total Score	_____
kear	vair	zoar	dure	sare		
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC		
Level 1, Section H: Soft and silent consonants						
cyl	jace	gile	civ	ges	Errors	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	SD/SC	+ _____
					Total Score	_____
knuck	gnop	wrin	knaf	wrep		
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC		
Level 1, Section I: Other vowel sounds						
coyl	hew	naum	wook <sup>2</sup>	tawn	Errors	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	SD/SC	+ _____
					Total Score	_____
hoit	voud <sup>3</sup>	powt <sup>4</sup>	boon <sup>5</sup>	pall		
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC		

If 3 or more errors or a total score of 6 or more:  
 • Place in WWL Level 1, Section E.  
 • Or if student reads below 3<sup>rd</sup> grade level, use RNL testing level 2.0 for possible placement in RNL Phonics level 1.8a.  
 If not, continue testing.

If 3 or more errors or a total score of 6 or more:  
 • Place in WWL Level 1, Section F.  
 • Or if student reads below 3<sup>rd</sup> grade level, use RNL testing level 2.0 for possible placement in RNL Phonics level 1.8b.  
 If not, continue testing.

If 3 or more errors or a total score of 6 or more:  
 • Place in WWL Level 1, Section G.  
 • Or if student reads below 3<sup>rd</sup> grade level, use RNL testing level 2.5 for possible placement in RNL Phonics level 2.3a.  
 If not, continue testing.

If 3 or more errors or a total score of 6 or more:  
 • Place in WWL Level 1, Section H.  
 • Or if student reads below 3<sup>rd</sup> grade level, use RNL testing level 2.5 for possible placement in RNL Phonics level 2.3a.  
 If not, continue testing.

If 3 or more errors or a total score of 6 or more:  
 • Place in WWL Level 1, Section I.  
 • Or if student reads below 3<sup>rd</sup> grade level, use RNL testing level 2.5 for possible placement in RNL Phonics level 2.3b.  
 If not, continue testing.

Assessment and Instructional Decisions

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## Word Warm-ups Live Phonics Assessment

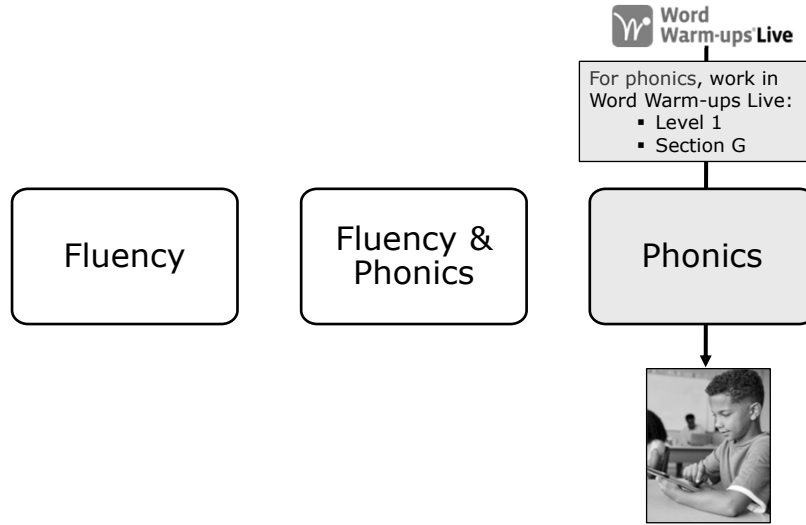
Level 1, Section G: Vowels and the consonant r						
gar	fern	kirk	gord	curt	Errors	<u>3</u>
✓	✓	kick	✓	cut	SD/SCs	+ <u>0</u>
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Total Score	<u>3</u>
kear	vair	zoar	dure	sare		
✓	✓	✓	dune	✓		
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC		

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.

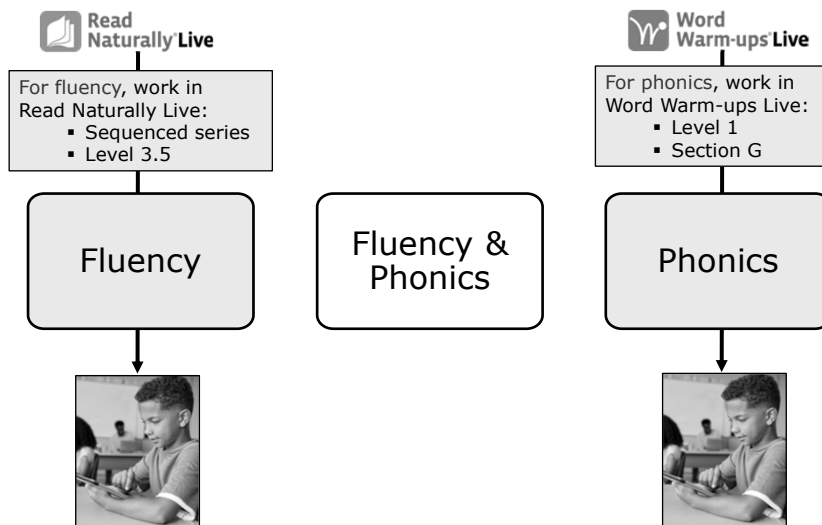
Scoring Worksheet



# Meeting Evan's Needs



# Meeting Evan's Needs





Takeaway

## Assessment Directions

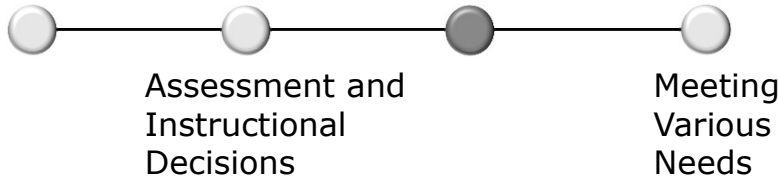
- Gather materials:
  - Scoring worksheets
  - Student copies
- Based on what you already know about a student, choose Level 1, 2, or 3 to begin assessment.
- If unsure, consider administering level screener to determine which level to start assessment.
- Read the examiner script to the student.
- Record the student's responses on the worksheet.
- Calculate the score at the end of each section.
- Determine whether to place or to continue testing in the next section.
- Select placement and goal.



## Word Warm-ups Live

Why It Works

How It Works







# Level 2 Content

Eight sections/68 exercises

- Compound words
- One-syllable words not changed by suffixes
- One-syllable words changed by suffixes
- Words with two syllables
- Open and closed syllables
- Two-syllable words with suffixes
- Words with prefixes

# Content Level 3

**Yr Word Warm-ups Live**  
 Scope and Sequence by Level  
*Phonics Skills Reinforced Within Word Warm-ups Live, Levels 1, 2, & 3*

Level 2: Multi-syllabic Words	
Section	Exercises
<b>A. Word parts: prefixes</b> <small>includes identification of prefix and the root word and the word's meaning</small>	Prefixes: ab, in, dis Prefixes: pre, re, de Prefixes: a, sub, in, on Prefixes: up, up, on, e
<b>B. Other word parts</b>	Word parts: closed syllables Word parts: open/closed syllables Word parts: vowels and r, vowel teams Word parts: silent e
<b>C. Word parts: suffixes</b> <small>includes identification of suffix and the root word and the word's meaning</small>	Suffixes: -ed, -ing, -ment Suffixes: -ure, -er, -ly Suffixes: -ly, -less, -less Suffixes: -ist, -er, -ible, -ible
<b>D. More prefixes</b>	Prefixes: be, ab, anti Prefixes: open, pre, inter Prefixes: trans, sub, ad Suffixes: -ing, -ed, -est
<b>E. More suffixes</b>	Suffixes: -er, -ly, -est, -ence Suffixes: -ure, -ion, -ness, -ous
<b>F. Open and closed syllables</b>	Open syllables More open syllables Flipping vowel sounds More flipping vowel sounds
<b>G. Connectors</b>	Connectors: vowel + vowel Connectors: vowel + consonant Connectors: vowel + vowel

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## Level 3 Content

Seven sections/48 exercises

- Word parts: prefixes
- Other word parts
- Word parts: suffixes
- More prefixes
- More suffixes
- Open and closed syllables
- Connectors



## Exercise Types

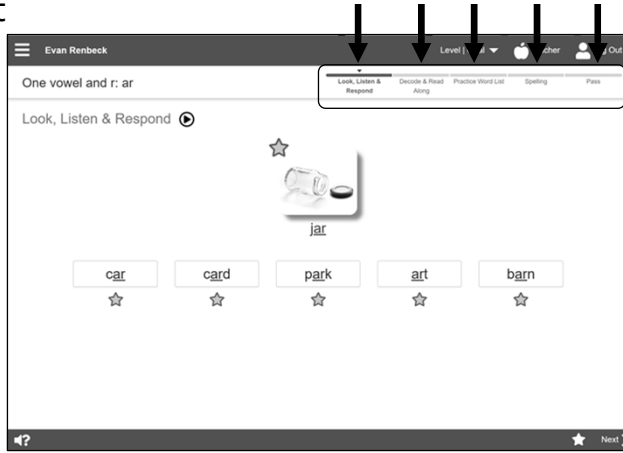
Each section has five exercise types:

- Introduction
- Word List Lessons
- Review
- Story
- Challenge



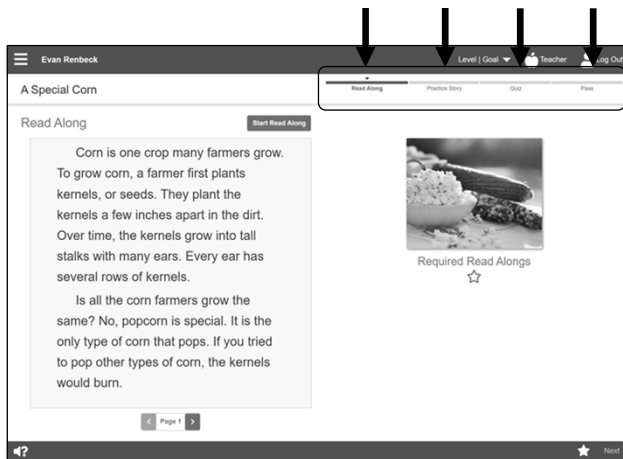
## Word List Exercise Steps

- Look, Listen & Respond
- Decode & Read Along (Optional)
- Word List
- Spelling
- Pass



## Story Exercise Steps

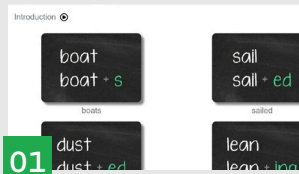
- Read Along
- Practice Story
- Quiz
- Pass



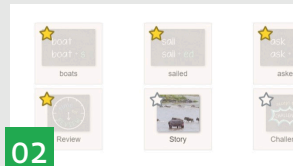


# Word Warm-ups Live Steps

## Getting Started

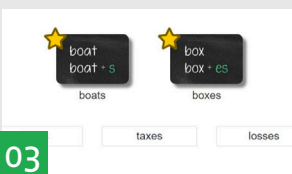


**Introduction**  
Click each word to learn about the phonics pattern.

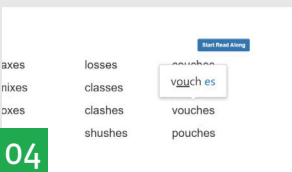


**Select an Exercise**  
Click the exercise you want to work on.

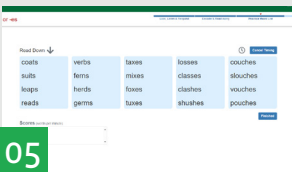
## Word List Exercises



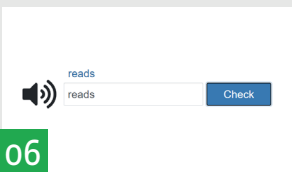
**Look, Listen, & Respond**  
Click the picture to hear a lesson. Then click each word to read the pattern.




**Decode & Read Along**  
Click the Read Along if you need to hear the words decoded as you practice.

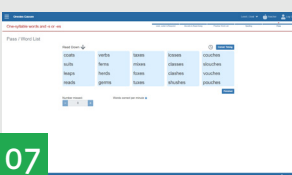


**Practice the Word List**  
Read the words down the columns and then across the rows.

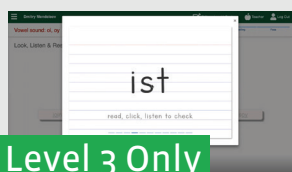


**Spelling**  
Click , type the word, click Show Me to see the answer, then click Check to check your answer.

**Play Phontastic!**



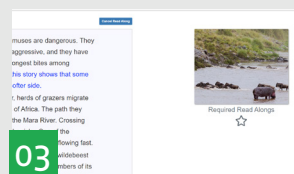
**Pass the Word List**  
Read the word list to your teacher, down and across, and then review the results together.



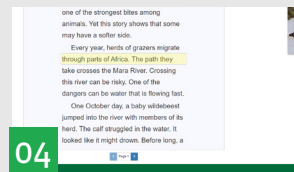
**Flashcards**  
In Level 3, Click the flashcards during the Look, Read, & Respond step to practice syllable patterns.

**Level 3 Only**

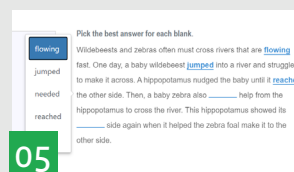
## Story Exercises



**Read Along**  
Read the story quietly with the narrator.

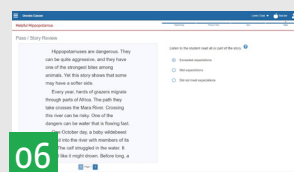


**Practice the Story**  
Practice reading the story on your own.



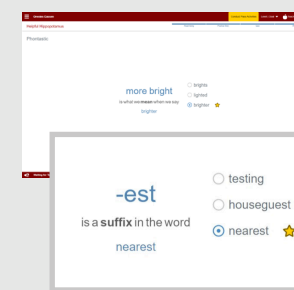
**Quick Quiz**  
Choose an answer for each blank in the text.

**Play Phontastic!**



**Pass the Story**  
Read the story to your teacher and then view the results together.

## Play Phontastic while you wait!



**Phontastic**  
Play this word game while you wait for your teacher to log in. Click the best answer to score points.

**Takeaway**

## Getting Started

- Have access to Read Live.
- Add students.
- Assess students.
- License students who will benefit from working in Word Warm-ups Live.
- Give students access to program.
- Teach students to do the steps.



## Demonstration: Getting Started



How It Works

# Introduction



How It Works

# Word List Exercises



# Look, Listen & Respond

Evan Renbeck Level | Goal Teacher Log Out

One vowel and r: ar Look, Listen & Respond Decode & Read Along Practice Word List Spelling Pass

Look, Listen & Respond

jar

car card park art barn

Next

# Decode & Read Along

Evan Renbeck Level | Goal Teacher Log Out

One vowel and r: ar Decode & Read Along Practice Word List Spelling Pass

Decode & Read Along

bar card park art barn  
bar yard dark part yarn  
tar hard hark tart harm  
star shard shark start charm

Cancel Read Along

Next

# Practice Word List

One vowel and r: ar

Practice Word List

Read Down ↓

Cancel Timing

car card park art barn  
bar yard dark part yarn  
tar hard hark tart harm  
star shard shark start charm

Finished

Scores (words per minute)

Next >

# Spelling

One vowel and r: ar

Spelling

tar

tar Check ☆

Next >

# Phontastic

Evan Renbeck | Conduct Pass Activities | Level | Goal | Teacher | Log Out

One vowel and r: ar

Phontastic

tarp

has the same ending sound as

chirp

barb

chirp ☆

perk

2 points

Waiting for Teacher | Next

# Pass Timing

Evan Renbeck | Level | Goal | Teacher | Log Out

One vowel and r: ar

Pass / Word List

car	card	park	art	barn
bar	yard	dark	part	yarn
tar	hard	hark	tart	harm
star	shard	shark	start	charm

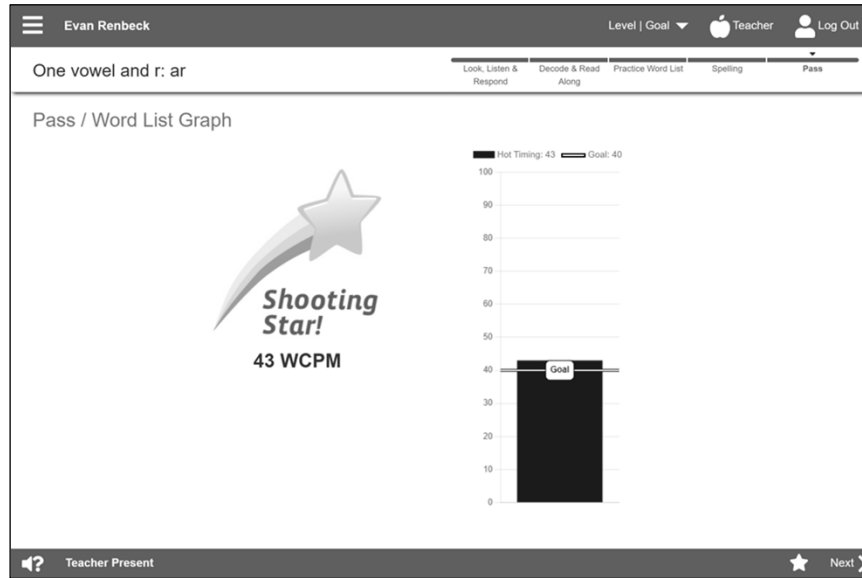
Start Timing

Number missed: 6 | Words correct per minute: 43

Finished

Teacher Present | Next

# Graph of Pass Score



# Review Work

Level | Goal Teacher Log Out

One vowel and r: ar

Look, Listen & Respond Decode & Read Along Practice Word List Spelling Pass

Pass / Review Work

Exercise Details Word List Spelling

Start date: 07/16/2024  
Last login: 07/16/2024

CRITERIA	PASS RESULTS	REQUIREMENTS
Word list pass timing	☆ 43 wcpm (first attempt)	Goal 40 wcpm
Word list errors	✘ 6 (first attempt)	3 or fewer
Spelling	☆ 5/5 (first attempt)	5/5

Decode & Read Along

Decode & read alongs completed 1

Practice Word List

Total practices 3  
Difficult words 0

Teacher Present Next

# Remedial Actions

Evan Renbeck | Level | Goal | Teacher | Log Out

Look, Listen & Respond | Decode & Read Along | Practice Word List | Spelling | Pass

One vowel and r: ar

### Remedial Actions

CRITERIA	PASS RESULTS	REQUIREMENTS	SELECT REMEDIAL ACTIONS
Pass Timing	☆ 43 wcpm (first attempt)	40 wcpm	<input type="checkbox"/> Practice word list Required practices 1
Errors	✘ 6 (first attempt)	3 or fewer	<input checked="" type="checkbox"/> Decode & read along Required read alongs 1
Spelling	☆ 5/5 (first attempt)	5/5	<input type="checkbox"/> Redo spelling <input type="checkbox"/> Retest word list <input type="checkbox"/> Pass with current scores

Teacher Present | Next

# Congratulations

Evan Renbeck | Level | Goal | Teacher | Log Out

Look, Listen & Respond | Decode & Read Along | Practice Word List | Spelling | Pass

One vowel and r: ar

### Congratulations!

**Word List**  
Met your goal on the first try!

**Word List Accuracy**  
No errors on hot timing!

**Word List Rank**  
*Shooting Star!*  
40-49 words correct per minute

**Spelling**  
Words spelled correctly on the first try!

Done

# Story Exercises

Evan Renbeck Level | Goal Teacher Log Out

Vowels and the consonant r

Select an Exercise

jar fork bird lure ear Review

Story Challenge

# Read Along



Evan Renbeck Level | Goal Teacher Log Out

A Special Corn

Read Along Practice Story Quiz Pass

Read Along Start Read Along

Corn is one crop many farmers grow. To grow corn, a farmer first plants kernels, or seeds. They plant the kernels a few inches apart in the dirt. Over time, the kernels grow into tall stalks with many ears. Every ear has several rows of kernels.

Is all the corn farmers grow the same? No, popcorn is special. It is the only type of corn that pops. If you tried to pop other types of corn, the kernels would burn.

Required Read Along ☆

Page 1 Next

How It Works

# Teacher Menu



The screenshot shows the 'Teacher Menu' for user 'Evan Renbeck'. The interface includes a top navigation bar with 'Level | Goal' and a 'Close' button. A left sidebar lists menu options: 'Print Exercises', 'Print Award', 'Review Work', 'Change Level/Section/Goal', 'Change Exercise Options', 'Reset Exercise', and 'Retest Timing'. The main area is divided into two sections: 'Word List Exercises' and 'Story Exercises'. 'Word List Exercises' has a 'Decode & Read Along' toggle, 'Required decode & read alongs' (0), 'Required word list practices' (1), 'Duration' (Whole list), and 'Spelling' toggle. 'Story Exercises' has a 'Story version' dropdown (Easier), 'Required read alongs' (1), 'Required practices' (1), and a 'Full Audio Directions' toggle. At the bottom are 'Save', 'Cancel', and 'Restore defaults' buttons. A 'Teacher Present' indicator is at the very bottom.

How It Works

# Read Along

The screenshot shows the 'Read Along' interface for 'Popcorn'. The top navigation bar includes 'Evan Renbeck', 'Level | Goal', 'Teacher', and 'Log Out'. Below the title, there are tabs for 'Read Along', 'Practice Story', 'Quiz', and 'Pass'. The 'Read Along' tab is active, showing a 'Start Read Along' button. The main content area contains a text box with the following text:

Popcorn is one sort of corn.  
First, farmers plant kernels in dirt.  
The kernels turn into tall plants.  
Then ears grow with more kernels.  
The kernels have hard shells.  
There is starch inside.  
There is water inside.  
A person cooks the kernels.  
They get very hot.  
They don't burn.  
Instead, they burst.

To the right is an image of popcorn and a corn cob. Below the image is the text 'Required Read Alongs' with a star icon. At the bottom, there is a 'Page 1' indicator and a 'Next' button.

# Practice

The screenshot shows a user interface for a reading practice session. At the top, the user's name 'Evan Renbeck' is displayed on the left, and 'Level | Goal', 'Teacher', and 'Log Out' are on the right. Below this is a progress bar with four segments: 'Read Along', 'Practice Story', 'Quiz', and 'Pass'. The current segment is 'Practice'. The main content area is titled 'Popcorn' and contains a 'Practice' section with a 'Start Reading' button. The text in the practice section reads: 'Popcorn is one sort of corn. First, farmers plant kernels in dirt. The kernels turn into tall plants. Then ears grow with more kernels. The kernels have hard shells. There is starch inside. There is water inside. A person cooks the kernels. They get very hot. They don't burn. Instead, they burst.' To the right of the text is an image of popcorn and corn cobs. Below the image is a 'Required Practices' section with a star icon. At the bottom of the page, there is a 'Page 1' indicator and a 'Next' button.

# Quick Quiz

The screenshot shows a user interface for a quick quiz session. At the top, the user's name 'Evan Renbeck' is displayed on the left, and 'Level | Goal', 'Teacher', and 'Log Out' are on the right. Below this is a progress bar with four segments: 'Read Along', 'Practice Story', 'Quiz', and 'Pass'. The current segment is 'Quiz'. The main content area is titled 'Popcorn' and contains a 'Quick Quiz' section. The text in the quiz section reads: 'Popcorn is one sort of corn. First, farmers plant kernels in dirt. The kernels turn into tall plants. Then ears grow with more kernels. The kernels have hard shells. There is starch inside. There is water inside. A person cooks the kernels. They get very hot. They don't burn. Instead, they burst.' To the right of the text is a quiz question: 'Pick the best answer for each blank. Popcorn is one sort of corn. The kernels don't \_\_\_\_\_ when they get hot. Instead, they \_\_\_\_\_. The \_\_\_\_\_ part comes out. Other \_\_\_\_\_ of corn would burn.' A dropdown menu is open over the text, showing the words 'burn', 'burst', 'corn', 'sorts', and 'starch'. At the bottom of the page, there is a 'Page 1' indicator and a 'Next' button.



# Phontastic

The screenshot shows the Phontastic interface. At the top, there is a navigation bar with a menu icon, the name "Evan Renbeck", and buttons for "Conduct Pass Activities", "Level | Goal", "Teacher", and "Log Out". Below the navigation bar, there are four tabs: "Read Along", "Practice Story", "Quiz", and "Pass". The "Pass" tab is selected. The main content area displays the word "yarn" and the text "rhymes with". To the right of "yarn" are three radio button options: "gran", "norm", and "barn". In the bottom right corner, it says "4 points". At the very bottom, there is a status bar with a question mark icon, the text "Waiting for Teacher", a star icon, and a "Next" button with a right arrow.

# Pass/Story Review

The screenshot shows the Pass/Story Review interface. At the top, there is a navigation bar with a menu icon, the name "Evan Renbeck", and buttons for "Level | Goal", "Teacher", and "Log Out". Below the navigation bar, there are four tabs: "Read Along", "Practice Story", "Quiz", and "Pass". The "Pass" tab is selected. The main content area displays the text "Pass / Story Review" and a list of sentences: "Popcorn is one sort of corn.", "First, farmers plant kernels in dirt.", "The kernels turn into tall plants.", "Then ears grow with more kernels.", "The kernels have hard shells.", "There is starch inside.", "There is water inside.", "A person cooks the kernels.", "They get very hot.", "They don't burn.", "Instead, they burst." To the right of the text is a question: "Listen to the student read all or part of the story." with a question mark icon. Below the question are three radio button options: "Exceeded expectations", "Met expectations", and "Did not meet expectations". At the bottom, there is a status bar with a question mark icon, the text "Teacher Present", a star icon, and a "Next" button with a right arrow.

How It Works

# Pass/Review Quick Quiz

The screenshot shows a user interface for a 'Pass/Review Quick Quiz' on the word 'Popcorn'. The top navigation bar includes the user name 'Evan Renbeck', 'Level | Goal', 'Teacher', and 'Log Out'. Below the navigation, there are tabs for 'Read Along', 'Practice Story', 'Quiz', and 'Pass'. The main content area is titled 'Pass / Review Quick Quiz' and features a dropdown menu for 'Student's most recent responses'. On the left, a list of sentences is displayed in a light gray box: 'Popcorn is one sort of corn.', 'First, farmers plant kernels in dirt.', 'The kernels turn into tall plants.', 'Then ears grow with more kernels.', 'The kernels have hard shells.', 'There is starch inside.', 'There is water inside.', 'A person cooks the kernels.', 'They get very hot.', 'They don't burn.', and 'Instead, they burst.'. On the right, a paragraph of text explains the word: 'Popcorn is one sort of corn. The kernels don't burn when they get hot. Instead, they burst. The starch part comes out. Other sorts of corn would burn.' At the bottom, there is a 'Page 1' indicator and a 'Teacher Present' button.

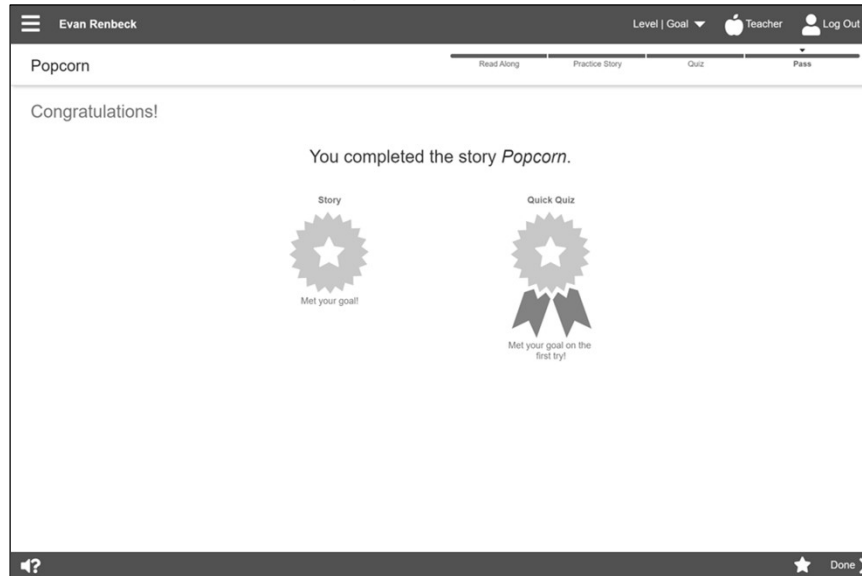
How It Works

# Remedial Actions

The screenshot shows a 'Remedial Actions' interface for the word 'Popcorn'. The top navigation bar is identical to the previous screenshot. Below the navigation, there are tabs for 'Read Along', 'Practice Story', 'Quiz', and 'Pass'. The main content area is titled 'Remedial Actions' and contains a table with four columns: 'CRITERIA', 'PASS RESULTS', 'REQUIREMENTS', and 'SELECT REMEDIAL ACTIONS'. The table lists two criteria: 'Story performance' and 'Quick Quiz'. For 'Story performance', the pass result is 'Met expectations (first attempt)' and the requirement is 'Met expectations'. For 'Quick Quiz', the pass result is '3/5 (first attempt)' and the requirement is 'All correct'. The 'SELECT REMEDIAL ACTIONS' column contains four rows of toggle switches: 'Read along again', 'Practice story again', 'Redo quick quiz', and 'Pass with current scores'. At the bottom, there is a 'Teacher Present' button.

CRITERIA	PASS RESULTS	REQUIREMENTS	SELECT REMEDIAL ACTIONS
Story performance	☆ Met expectations (first attempt)	Met expectations	<input type="checkbox"/> Read along again
			<input type="checkbox"/> Practice story again
Quick Quiz	✘ 3/5 (first attempt)	All correct	<input type="checkbox"/> Redo quick quiz
			<input type="checkbox"/> Pass with current scores

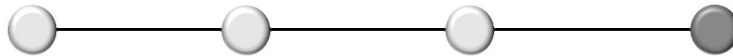
# Congratulations



## Word Warm-ups Live Basics

Why It Works

How It Works



Assessment and  
Instructional  
Decisions

Meeting  
Various  
Needs



## Multi-tiered Systems of Supports

For students served in:

- Tier 1—Independent practice (10 minutes daily)
- Tiers 2 & 3—Intervention (20 - 30 minutes daily)
- Special Education—Targeted intervention on specific phonics (encoding/decoding) skills to meet short-term and long-term IEP goals



## Working in Both Programs

Options for students who are assigned to work in both Word Warm-ups Live and Read Naturally Live:

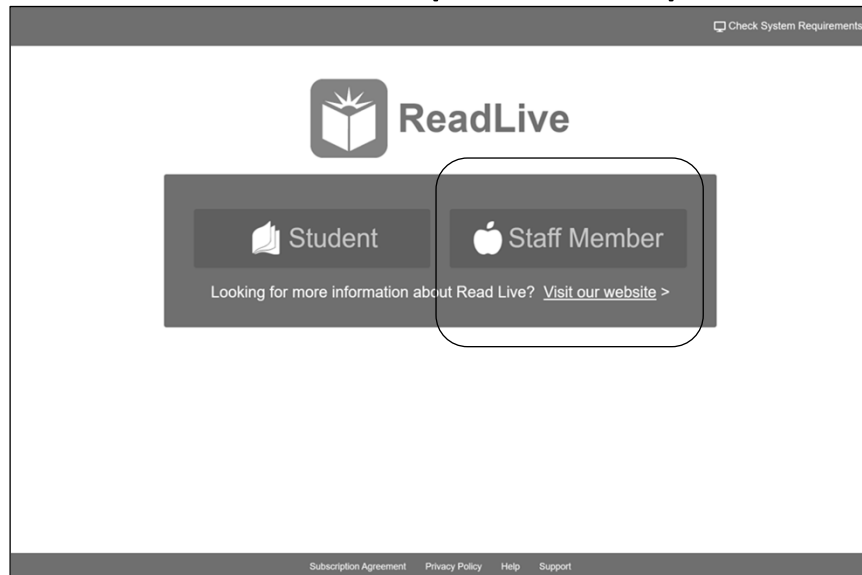


- Work in Word Warm-ups Live for just the first 10 minutes of the Read Live session (*as a warm-up*)—then switch to Read Naturally Live for the remainder of the session.
- Alternate between the two programs. Complete one exercise in Word Warm-ups Live. Then complete all the steps for one story in Read Naturally Live. Then switch back to Word Warm-ups Live.

## Demonstration: Reports and Adjustments



## Word Warm-ups Live Reports



# Word Warm-ups Live Reports

The screenshot shows the Read Live Staff Member Login page. At the top, there is a home icon and a "Check System Requirements" link. The Read Live logo and "Staff Member Login" text are centered. Below this is a login form with three input fields: "Account ID" (containing "000"), "User ID" (containing "dphillips"), and "Password" (containing "\*\*\*\*\*"). A "Log In" button is to the right of the fields. A "Forgot password?" link is at the bottom right of the form. A note above the fields states "\* Indicates required fields". At the bottom of the page, there is a copyright notice: "Copyright © 2024 Read Naturally, Inc. All rights reserved."

# Word Warm-ups Live Reports

The screenshot shows the Read Live Welcome page. At the top, there is a home icon, "Welcome" text, and a user profile for "Diana Phillips" with a "Log Out" link. The Read Live logo and "Welcome to Read Live!" text are centered. Below this is the text "Getting started is easy. Choose one of the options below." and two buttons: "Learn how to get started" (with a sub-link "Go to Orientation & Resources Page") and "Start working" (with a sub-link "Go to Home Page"). Below the buttons is a photograph of seven diverse children reading books. At the bottom of the page, there is a footer with links for "Subscription Agreement", "Privacy Policy", "Help", and "Contact Us", and a copyright notice: "© 2011 - 2024 Read Naturally, Inc. All rights reserved."

# Word Warm-ups Live Reports

The screenshot shows the 'Read Live Home' dashboard for user Diana Phillips. The dashboard is organized into several sections:

- Top Right:** User profile 'Diana Phillips' and a 'Log Out' button.
- Top Right List:**
  - Edit student status, grade, homeroom, school, etc.
  - License students
  - Add/edit/delete homerooms
  - Start a new school year
- Student Activity:** View recent student work across all applications.
  - Place students and adjust assignments
  - Help waiting students
  - Log in as students
  - Customize student options
- Team:**
  - Add Teachers and Read Live Assistants to your team so they can access the Waiting List to help your students
- My Groups:**
  - Organize students into groups (for my use only)
  - Edit my groups
- Reports:**
  - Print rosters and passwords
  - Read Naturally Live Reports
  - Read Naturally Live—Español Reports
  - Word Warm-ups Live Reports
  - One Minute Reader Live Reports
- Orientation & Resources:**
  - Getting started
  - Links to Help and other resources

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# Word Warm-ups Live Reports

The screenshot shows the 'Read Live Reports' dashboard for user Diana Phillips. The dashboard features several report options:

- Student Roster:** Lists students for a given lead teacher with their current homerooms, levels and goals.
- Student Passwords:** Lists students with their current homerooms, grades, and login credentials.
- Read Naturally Live Reports:** Report on student activity in Read Naturally Live.
- Read Naturally Live—Español Reports:** Report on student activity in Read Naturally Live—Español.
- Word Warm-ups Live Reports:** Report on student activity in Word Warm-ups Live.
- One Minute Reader Live Reports:** Report on student activity in One Minute Reader Live.

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# Word Warm-ups Live Reports

Reports > Word Warm-ups Live Reports Diana Phillips Log Out

- Student Level Reports**  
Describes students' work across all the exercises in one or more levels.
- Student Section Reports**  
Describes students' work by section, including Word List and Spelling graphs.
- Exercise Details**  
Lists details of a selected student's work in a particular exercise.

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# Word Warm-ups Live Reports

Reports > Student Word Warm-ups Level Reports Diana Phillips Log Out

Generate Reports for Selected Search by Group Clear Selected

<input type="checkbox"/>	Last Name	First Name	Student ID	Grade	School	Homeroom	License
<input type="checkbox"/>	Aubid	Anna		7	Phillips Academy	Unassigned	licensed
<input type="checkbox"/>	Eswaran	Sage		5	Phillips Academy	Unassigned	licensed
<input type="checkbox"/>	Gasper	Marci		1	Phillips Academy	Unassigned	licensed
<input type="checkbox"/>	Jones	Sarah		4	My School	Unassigned	licensed
<input type="checkbox"/>	Renbeck	Evan		5	Phillips Academy	Unassigned	licensed
<input type="checkbox"/>	Shafer	Wade		1	Phillips Academy	Unassigned	licensed
<input type="checkbox"/>	Smith	Abby	asmith	3	Phillips Academy	Unassigned	licensed
<input checked="" type="checkbox"/>	Wotan-Grandee	Almera		5	Albert Santos Dumond Eleme...	Unassigned	licensed

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# Student Level Report

Word Warm-ups Live  
**Word Warm-ups Level Report**  
 Level 1

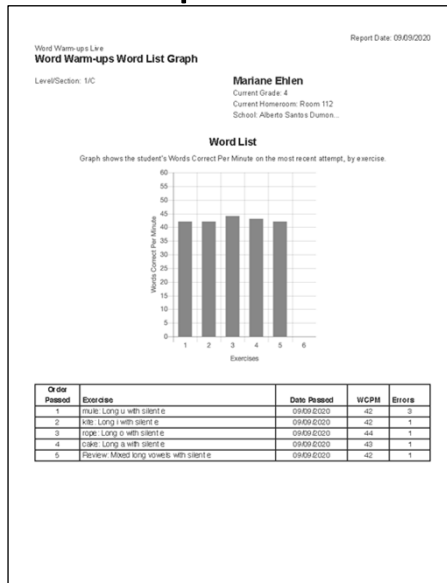
Report Date: 10/08/2021

**Almeira Wotan-Grandee**  
 Current Grade: 5  
 Current Homeroom: 112  
 School: Alberto Santos Dumon...

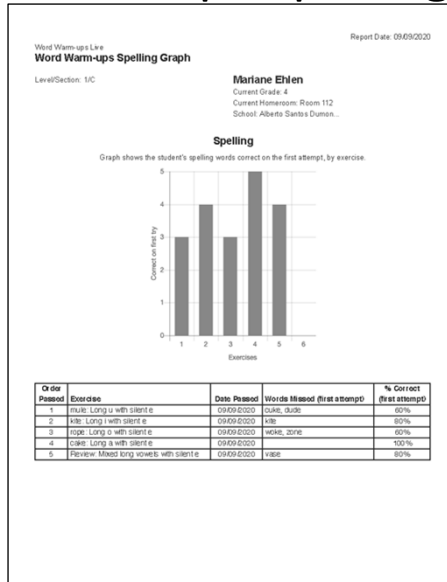
Level: Section	Exercise	Passed	Word Lists					Spelling % Correct first try	Story	
			1st timing* wcpm(errors)	Practices	Pass attempts	1st pass attempt wcpm(errors)	Last pass attempt wcpm(errors)		Goal at pass	Expectation met first try
Level 1: Section C Long vowels with silent e	Long u		33(7)	2						
	Long o	10/05/2021	27(4)	3	1	46(3)		40	80	
	Long a									
	Long i									
	Review									
	Challenge									
Level 1: Section B Short vowels	Challenge	10/01/2021	32(8)	3	3	42(2)		40	80	
	Review	9/29/2021	36(3)	6	1	46(3)		40	80	
	Short i	9/27/2021	34(4)	3	1	45(1)		40	80	
	Short u	9/23/2021	31(5)	4	1	44(3)		40	80	
	Short o	9/21/2021	32(4)	4	2	38(2)	45(3)	40	80	
	Short a	9/17/2021	29(6)	5	3	37(4)	41(2)	40	80	
Short e	9/15/2021	29(4)	4	2	34(6)	40(3)	40	80		

\* Teacher not present

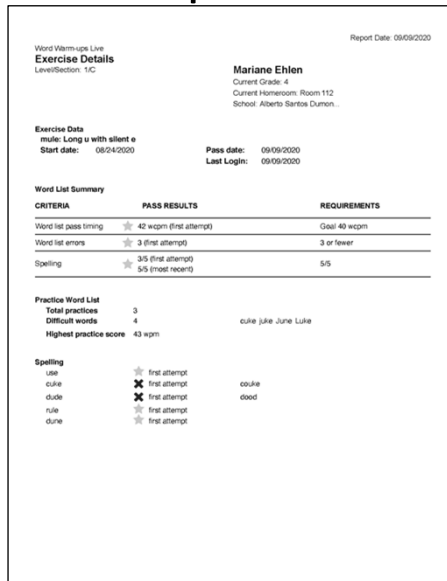
# Word Warm-ups Word List Graph



# Word Warm-ups Spelling Graph

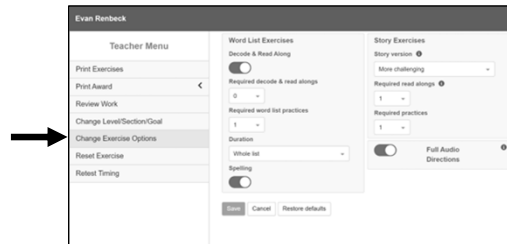


# Word Warm-ups Exercise Details

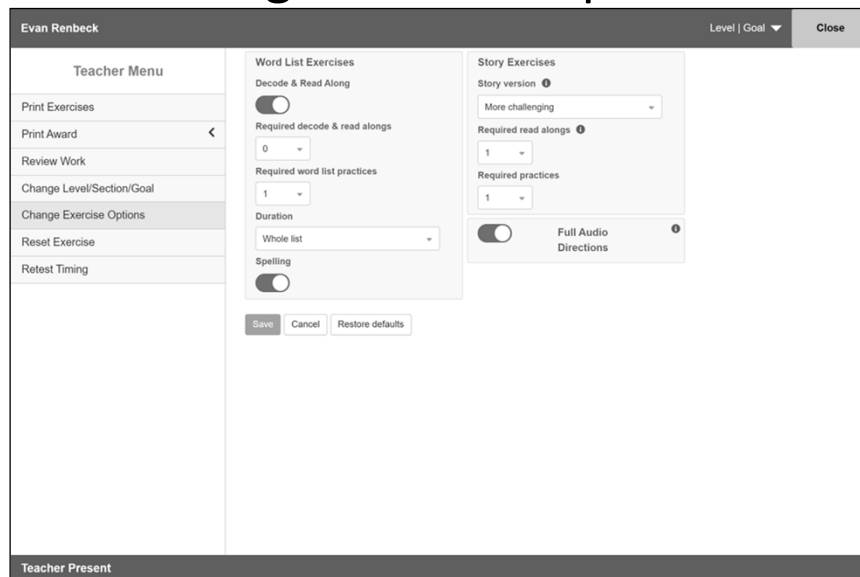


# Teacher Menu

- Print Exercises
- Print Award
- Review Work
- Change Level/Section/Goal
- Change Exercise Options
- Reset Exercise
- Retest Timing



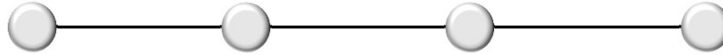
# Change Exercise Options



# Word Warm-ups Live Basics

Why It Works

How It Works




Assessment and  
Instructional  
Decisions

Meeting  
Various  
Needs



## Read Live HELP Resources

• Orientation to Read Live



**Hot Topics**

- Using Read Live in a Distance Learning Model
- Word Warm-ups Live Now Available: Release Notes - August 24, 2020
- New Distance Learning Features - August 2, 2020

**Read Live**

**Recorded Webinars**

- Back to school with Read Live
- Read Live basics

**Job Aids**

- Smart Start Guide
- Read Live User Guide
- Read Live Knowledgebase topics
- System requirements
- Starting a new school year
- Read Live phonics assessment

**Read Naturally Live**

**Free Training Course**

- Read Naturally Live Online Course

**Useful Resources**

- Live students trained with Read Naturally Live
- Read Naturally Live steps
- Conducting a one-minute timing
- Completing the pass map
- Options for students who do not pass

**Recorded Webinars**

- Placing students in Read Naturally Live
- Checking initial placement
- Read Live tips and features you need to know
- Read Naturally Live: Beyond the basics

**Student Training**

- A Student's Guide to Read Naturally Live
- Lesson plan
- Steps poster (English | Spanish)

**Job Aids**

- Fidelity checklist
- User Guide: Working with Read Naturally

**Setting Up Read Live**

- Setting Up an Account
- Importing Student Data into a New Account
- Updating Student Data with the Import Feature
- Assigning Licenses to Schools and Students
- Setting Up My Groups

**Working with Students in Read Naturally Live**

- Placing Students
- Working Through a Story in Read Naturally Live
- Special Features of Phonics Stories
- Options for Students Who Do Not Pass a Story
- Setting Story Options
- Monitoring Student Performance

**Working with Students in Word Warm-ups Live**

- Working Through a Word-List Exercise
- Working Through a Story Exercise

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# Read Live HELP Resources

Working with Students in Word Warm-ups Live

**Assessing Phonics Needs**

This video explains how to conduct a Word Warm-ups Live phonics assessment to identify a student's earliest phonics needs. This helps you determine whether Word Warm-ups Live or the Read Naturally Live Phonics series is best suited for a student and where to place a student who is assigned Word Warm-ups Live.



Assessing Phonics Needs in Read Live

Read Live

Assessing Phonics Needs

Word Warm-ups Live

Read Naturally Live

Watch on YouTube

If you have trouble viewing the video via YouTube, please click here.

Determining a Phonics Intervention

Working Through a Word-List Exercise

Working Through a Story Exercise

**Word Warm-ups Live**

**Free Training Course**

- Word Warm-ups Live Online Course

**Recorded Webinars**

- Word Warm-ups Live basics

**Student Training**

- A Student's Guide to Word Warm-ups Live
- Steps poster

**Job Aids**

- Fidelity checklist
- **User Guide:** Working with Word Warm-ups Live
- Using Data from the Student Level Report
- Word Warm-ups Live phonics assessment
- Welcome Letter
- Word Warm-ups Live scope and sequence
- Audio examples of phonics sounds

[www.readnaturally.com/read-live-help](http://www.readnaturally.com/read-live-help)



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 website: [readnaturally.com](http://readnaturally.com)

## Questions?



# Assessment Directions

- Gather materials:
  - Scoring worksheets
  - Student copies
- Based on what you already know about a student, choose Level 1, 2, or 3 to begin assessment.
- If unsure, consider administering level screener to determine which level to start assessment.
- Read the examiner script to the student.
- Record the student's responses on the worksheet.
- Calculate the score at the end of each section.
- Determine whether to place or to continue testing in the next section.
- Select placement and goal.

# Getting Started

- Have access to Read Live.
- Add students.
- Assess students.
- License students who will benefit from working in Word Warm-ups Live.
- Give students access to program.
- Teach students to do the steps.