

Placement in  
Word Warm-ups®  
Live



## Word Warm-ups Live: Placement

- Overview: Word Warm-ups Live
- Introduction: Phonics Assessments
- Walk-through: Phonics Assessments
- Program Selection and Placement



## Purpose of Word Warm-ups Live

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



## 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.

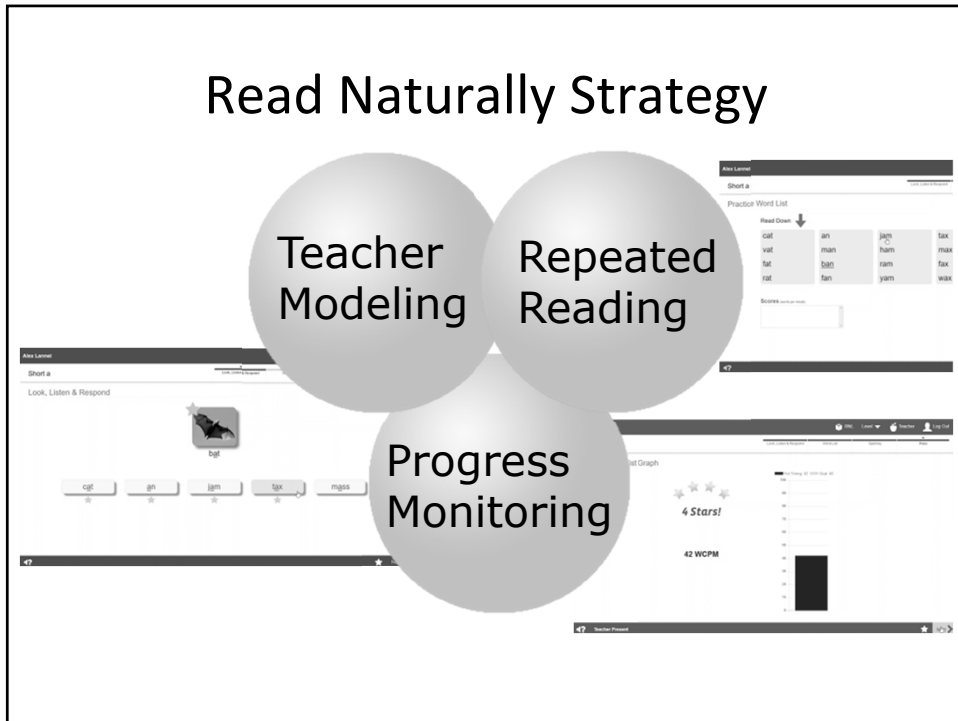


# Read Naturally Strategy

Teacher Modeling

Repeated Reading

Progress Monitoring





# 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
	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
	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

### 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. 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
	Short-vowel words and -ed
E. Words with two syllables <i>Includes introduction of unstressed syllables and schwa</i>	Base words changed by -er or -est
	Words that look alike when suffixes are added
	Words with two middle consonants
	Words with middle blends and digraphs
	Words ending with long vowel patterns
F. Closed and open syllables	Words with vowels and r
	Words with long vowel teams
	Words with other vowel teams
	Closed syllables and consonant-l-e
	Open syllables and consonant-l-e
G. Two-syllable words with suffixes	Mixed syllables and consonant-l-e
	Closed syllables: one middle consonant
	Open syllables: one middle consonant
	One middle consonant: open or closed?
	Words not changed by -s, -es
H. Words with prefixes	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

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

### Level 3: Multi-syllabic Words

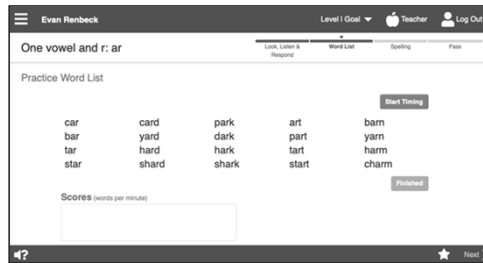
Section	Exercise
A: Word parts: prefixes <i>Includes introduction of schwa and flexed vowel sounds in unstressed prefixes</i>	Prefixes: dis, en, con
	Prefixes: pre, re, de
	Prefixes: a, mis, in, im
	Prefixes: un, pro, ex, e
B. Other word parts	Word parts: closed syllables
	Word parts: more closed syllables
	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

# 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 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
C. Long vowels with silent e	Short u
	Long a with silent e
	Long i with silent e
	Long o with silent e
D. Long vowels	Long u with silent e
	Long vowels: ai, ay
	Long vowels: ee, e, ea
	Long vowels: oa, o, oe, ow
E. Consonant digraphs with short vowels	Long vowels: ie, ig, y, ui, ue
	Consonant digraph: sh
	Consonant digraph: ch
	Consonant digraph: th
	Consonant digraph: wh
F. Consonant blends with short vowels	Consonant digraph: ng
	Beginning blends with an r
	Beginning blends with an l
	Beginning blends with an s
	Ending blends with an n
G. Vowels and the consonant r	Ending blends with an s
	Ending blends with an l
	One vowel and r: ar
	One vowel and r: or
H. Soft & silent consonant sounds	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
I. Other vowel sounds	Soft sound of c: ce, ci, cy
	Soft sound of g: ge, gi, gy
	Silent consonants: kn, wr, gn
	Vowel sound: aw, au, all
	Vowel sound: ow, ou
	Vowel sound: oi, oy
	Vowel sound: oo, ew
	Vowel sound: oo, u

## Level 1 Content

Nine sections/69 exercises

- Letter sounds
- Short vowels
- Long vowels with silent e
- Long vowels
- Digraphs
- Blends
- Vowels with the consonant r
- Other consonant sounds
- Other vowel sounds

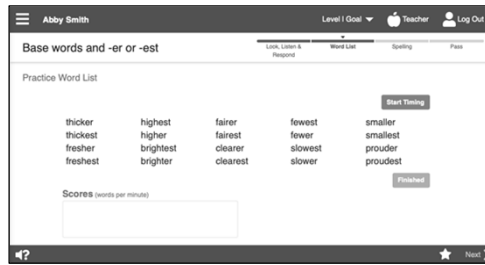


# Word Warm-ups Live

## 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
B. More compound words	Compound words: blends
	Compound words: vowels and r
	Compound words: soft c and g, kn, gn, wr
	Compound words: au, aw, ou, ow
C. Base words not changed by suffixes	Compound words: oo, ew, oy, oi
	Base words and -s or -es
	Base words and -ed saying d
	Base words and -ed saying t
	Base words and -ed saying ed
D. Base words changed by suffixes	Base words and -ing
	Base words and -er or -est
	Silent-e words and -ing
	Silent-e words and -ed
	Short-vowel words and -ing
	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
E. Words with two syllables	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
G. Two-syllable words with suffixes	One middle consonant: open or closed?
	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
H. Words with prefixes	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-



## Level 2 Content

Eight sections/68 exercises

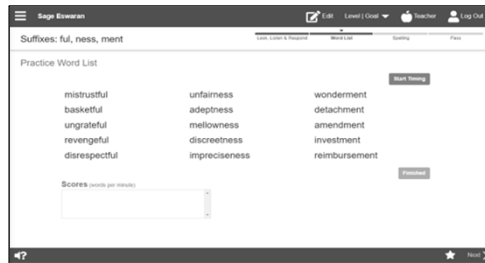
- Compound words
- Base words not changed by suffixes
- Base words changed by suffixes
- Words with two syllables
- Open and closed syllables
- Two-syllable words with suffixes
- Words with prefixes

# 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 <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
E. More suffixes	Prefixes: trans, sub, ad
	Suffixes: ate, age, ant, ent
	Suffixes: ize, ity, ance, ence
	Suffixes: ary, tive, sive, tial, cial
F. Open and closed syllables	Suffixes: ic, ous, tious, cious
	Open syllables
	More open syllables
	Flexing vowel sounds
G. Connectors	More flexing vowel sounds
	Connectors: schwa sound
	Connectors: vowel i
	More connectors: vowel i
	Connectors: vowel u



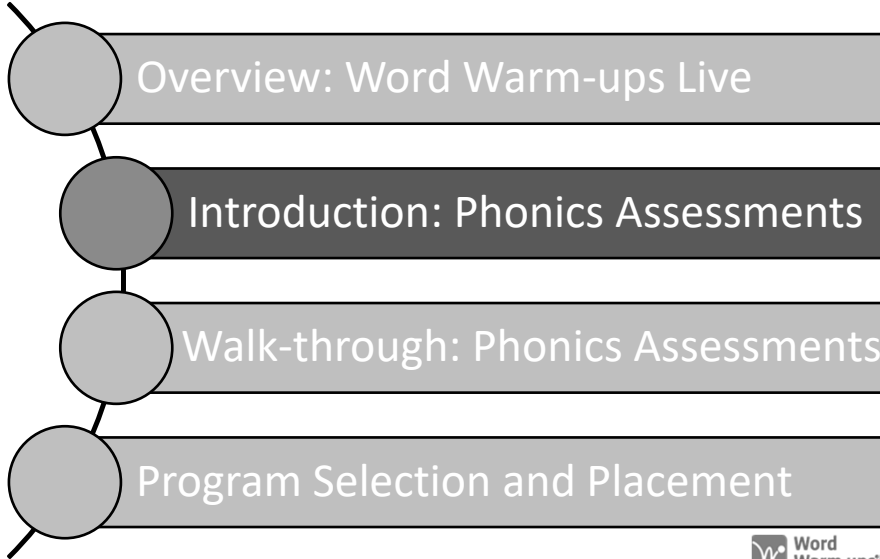
## Level 3 Content

Seven sections/48 exercises

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



# Word Warm-ups Live: Placement



## Word Warm-ups Live Phonics Assessments

### 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
- Scoring Worksheets and Student Copies
  - Level Screener
  - Level 1, Section A: Letter Sounds
  - Level 1, Sections B-I
  - Level 2, Sections A-H
  - Level 3, Sections A-G
- Pronunciation Guide
  - Audio Guide

**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*

*Scoring Worksheets and Student Copies*

*Level Screener*

*Level 1, Section A: Letter Sounds*

*Level 1, Sections B-I*

*Level 2, Sections A-H*

*Level 3, Sections A-G*

*Pronunciation Guide*

*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 sight words.
- 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 (daily available in your school or district).

Compare the student's results 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	Phonics and Phonics	
		Estimated reading level at or above third grade	Estimated reading level below third grade
<b>Should be placed in:</b>			
RNL, Sequenced or Literate Series	WWL	Both RNL, Sequenced Series and WWL	RNL, Phonics Series or Both RNL, Sequenced Series and WWL

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## Demonstration: Downloading the Phonics Assessments



## Word Warm-ups Live Phonics Assessments

Read Live (RL) 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 along with reading fluency.

**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  
Scoring Worksheets and Student Copies  
Level Summary  
Level 1, Section A: Letter Sounds  
Level 1, Sections B-I  
Level 2, Sections A-G  
Level 3, Sections A-G  
Personalization Guide  
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(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 (daily 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>
<b>Should be placed in:</b>			
RNL, Sequenced or Mixed Series	WWL	Both RNL, Sequenced Series and WWL	RNL, Phonics Series or Both RNL, Sequenced Series and WWL

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# Word Warm-ups Live Phonics Assessments

There are two tables to guide your decisions about:

- Program Selection
- Placement
- Goal

**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  
 Scoring, Workbooks, and Student Copies  
 Level 1: Sequences  
 Level 1: Sections A, Letter Sounds  
 Level 1: Sections B-F  
 Level 2: Sections A-F  
 Level 2: Sections G-J  
 Phonics Options in Read Live  
 Fluency Goals

**Phonics Options in Read Live**

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

- Word Warm-ups Live (WWL) teaches phonics, orthography, 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. Answering 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 (data available in your school or district).

Compare the student's needs to the following table, "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	Phonics and Phonics	Phonics and Phonics
		Estimated reading level or oral reading grade	Estimated reading level or oral reading grade
Should be placed in:			
RNL, Sequenced or Libras Series	WWL	Both RNL, Sequenced Series and WWL	RNL, Phonics Series or 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, placement, and goal instructions
No	Yes	N/A	RNL, only (Sequenced or Libras series) For the student with the RNL, help in placement test and select a recommended level and goal.
No	No	N/A	WWL, only Place the student in the WWL level and select an instructional level and goal.
Yes	Yes	Yes	1. Place the student in the WWL level and select an instructional level and goal. 2. The student with the RNL, help in placement test and select a recommended level and goal.
Yes	No	No	RNL, Phonics Series may be possible. For the student with the RNL, help in placement test, using the RNL entry level recommended by the WWL Phonics Assessment. <b>IF RNL recommends placement in the level word, select the Phonics level recommended by the WWL Phonics Assessment.</b> The student can work on both fluency and phonics with the RNL, Phonics series. <b>IF RNL does not recommend placement in the level word, teach fluency and phonics separately.</b> 1. Continue working with the RNL, help in placement test and select a recommended level and goal. 2. Place the student in the WWL level and select an instructional level and goal.

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## Phonics Options in Read Live



Fluency



Fluency & Phonics



Phonics



# Word Warm-ups Live Phonics Assessments

The assessments will determine:

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

**Word Warm-ups Live Phonics Assessment**

The Word Warm-ups Live Phonics Assessment determines:

- What the student's phonics needs are.
- When 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 assessment to administer, gather the necessary materials, and review the assessment procedure. Read Live programs each phonics element 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 four parts listed below. Based on the student's results, you may have to give more than one part of the assessment.

**Select a WWL Assessment Level**

WWL Screener	Level 1	Level 2	Level 3
Using assessment to determine the level of assessment to administer to student does not clearly meet the criteria for Level 1, Level 2, or Level 3 to the right.	Assesses the student's ability to decode one-syllable phonetically regular words. Start with Level 1 unless the following are true:	Assesses the student's ability to read two-syllable words. Start with Level 2 if the following are true:	Assesses the student's ability to read multi-syllable words. Start with Level 3 if the following are true:
	<b>Level 1 Criteria</b> The student: • is a beginning reader. • has difficulty decoding one-syllable words.	<b>Level 2 Criteria</b> The student: • can decode one-syllable, phonetically regular words. • has difficulty decoding two-syllable words.	<b>Level 3 Criteria</b> The student: • can decode two-syllable words. • has difficulty decoding multi-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 administration)

**Review Assessment Directions**

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

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## Assessment Preparation

**Word Warm-ups Live Phonics Assessment**

The Word Warm-ups Live Phonics Assessment determines:

- What the student's phonics needs are.
- When 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 assessment to administer, gather the necessary materials, and review the assessment procedure. Read Live programs each phonics element 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 four parts listed below. Based on the student's results, you may have to give more than one part of the assessment.

**Select a WWL Assessment Level**

WWL Screener	Level 1	Level 2	Level 3
Using assessment to determine the level of assessment to administer to student does not clearly meet the criteria for Level 1, Level 2, or Level 3 to the right.	Assesses the student's ability to decode one-syllable phonetically regular words. Start with Level 1 unless the following are true:	Assesses the student's ability to read two-syllable words. Start with Level 2 if the following are true:	Assesses the student's ability to read multi-syllable words. Start with Level 3 if the following are true:
	<b>Level 1 Criteria</b> The student: • is a beginning reader. • has difficulty decoding one-syllable words.	<b>Level 2 Criteria</b> The student: • can decode one-syllable, phonetically regular words. • has difficulty decoding two-syllable words.	<b>Level 3 Criteria</b> The student: • can decode two-syllable words. • has difficulty decoding multi-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 administration)

**Review Assessment Directions**

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

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- Use **Level Screener** if:
- the student does not clearly meet the criteria for Level 1, Level 2, or Level 3 below.
- Use **Phonics Assessment Level 1** if the student:
- is a beginning reader or
  - has difficulty decoding one-syllable words.
- Use **Phonics Assessment Level 2** if the student:
- can decode one-syllable, phonetically regular words and
  - has difficulty decoding two-syllable words.
- Use **Phonics Assessment Level 3** if the student:
- can decode two-syllable words and
  - has difficulty decoding multi-syllabic words.

# Assessment Preparation

**Word Warm-ups Live Phonics Assessment**

The Word Warm-ups Live Phonics Assessment determines:

- What the student's phonics reach are.
- When to begin phonics instruction in Word Warm-ups Live (WWL) to meet the student's current phonics reach.
- 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 assessment to administer, gather the necessary materials, and review the assessment procedures. Read Live programs teach phonics concepts 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 four parts listed below. Based on the student's results, you may have to give more than one part of the assessment.

**Select a WWL Assessment Level**

WWL Screener	Level 1	Level 2	Level 3
Helps determine the level of assessment to administer if a student does not clearly meet the criteria for Level 1, Level 2, or Level 3 to the right.	Assesses the student's ability to decode one-syllable phonetically regular words. Start with Level 1 if either of the following are true: 1. ...	Assesses the student's ability to read two-syllable words. Start with Level 2 if the following are true: 1. ...	Assesses the student's ability to read multi-syllable words. Start with Level 3 if the following are true: 1. ...
	<b>Level 1 Criteria</b> The student: • is a beginning reader • has difficulty decoding one-syllable words.	<b>Level 2 Criteria</b> The student: • can decode one-syllable, phonetically regular words • has difficulty decoding two-syllable words.	<b>Level 3 Criteria</b> The student: • can decode two-syllable words • has difficulty decoding multi-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 administration)

**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.

## Gather Materials

To administer the assessment, you need:

- The WWL Phonics Assessment – Scoring Worksheet
- The selected part of WWL Phonics Assessment – Student Copy

# Assessment Preparation

**Word Warm-ups Live Phonics Assessment**

The Word Warm-ups Live Phonics Assessment determines:

- What the student's phonics reach are.
- When to begin phonics instruction in Word Warm-ups Live (WWL) to meet the student's current phonics reach.
- 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 assessment to administer, gather the necessary materials, and review the assessment procedures. Read Live programs teach phonics concepts 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 four parts listed below. Based on the student's results, you may have to give more than one part of the assessment.

**Select a WWL Assessment Level**

WWL Screener	Level 1	Level 2	Level 3
Helps determine the level of assessment to administer if a student does not clearly meet the criteria for Level 1, Level 2, or Level 3 to the right.	Assesses the student's ability to decode one-syllable phonetically regular words. Start with Level 1 if either of the following are true: 1. ...	Assesses the student's ability to read two-syllable words. Start with Level 2 if the following are true: 1. ...	Assesses the student's ability to read multi-syllable words. Start with Level 3 if the following are true: 1. ...
	<b>Level 1 Criteria</b> The student: • is a beginning reader • has difficulty decoding one-syllable words.	<b>Level 2 Criteria</b> The student: • can decode one-syllable, phonetically regular words • has difficulty decoding two-syllable words.	<b>Level 3 Criteria</b> The student: • can decode two-syllable words • has difficulty decoding multi-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 administration)

**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.

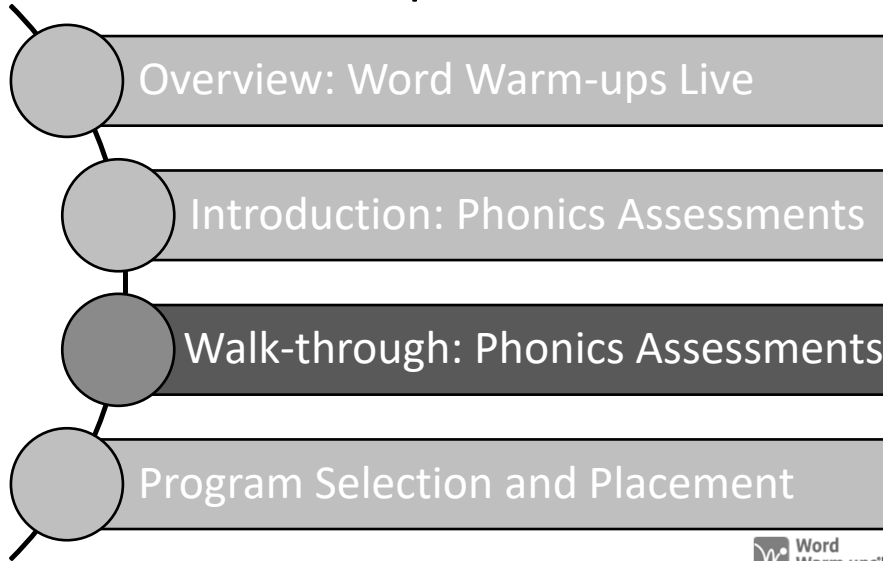
## Review Assessment Directions

The assessment directions are located in the Administration Guide.

They include directions for:

- recording student responses,
- calculating the scores for each section, and
- determining whether to stop the assessment or continue to the next section.

# Word Warm-ups Live: Placement



# Word Warm-ups Live Phonics Assessment Directions—5 Steps

- Step 1: Read the examiner script to the student.
- Step 2: Record the student's responses on the worksheet.
- Step 3: Calculate the score at the end of each section.
- Step 4: Determine whether to continue testing in the next section.
- Step 5: Select placement and goals.

# Assessment Directions

## 5 Steps

- Step 1: Read the examiner script to the student.
- Step 2: Record the student's responses on the worksheet.
- Step 3: Calculate the score at the end of each section.
- Step 4: Determine whether to continue testing in the next section.
- Step 5: Select placement and goals.

**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"> <li>Mark the item with a check.</li> <li>Circle <b>SDSC</b> if the response is slowly decoded (SD).</li> </ul>
Incorrect	<ul style="list-style-type: none"> <li>Write the response on the line below the item.</li> <li>Circle <b>Error</b> if the student does not self-correct.</li> <li>Circle <b>SDSC</b> if the student self-corrects (SC) and mark the item with a check.</li> </ul>

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

If the score type is...	Then calculate and record this on the worksheet:
Errors	<ul style="list-style-type: none"> <li>Count the number of times you circle Error.</li> <li>Write the number on the <b>Errors</b> line.</li> </ul>
SD/SCs	<ul style="list-style-type: none"> <li>Count the number of times you circle SD/SC.</li> <li>Write the number on the <b>SD/SCs</b> line.</li> </ul> <p><b>Note:</b> 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"> <li>Add the number of Errors and SD/SCs.</li> <li>Write the sum on the <b>Total Score</b> line.</li> </ul>

**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 an assessment for a level and the student has not had three or more errors or a total score of six or more in any section, continue to the next level of the assessment.  
If you reach the end of the assessment for Level 3 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 suggested initial word list goal is:

- 40 words correct per minute (wcpm) for WWL Levels 1 and 2.
- 30 wcpm for Level 3. (You need to adjust the WWL default goal of 40 for Level 3).

Once the student starts working, adjust the goal if the student cannot pass after 3-10 practices or if the student needs more of a challenge.

Page 4

# Word Warm-ups Live Phonics Assessment



- Beginning reader
- Has difficulty decoding one-syllable words

Use **Phonics Assessment Level 1** if the student:

- is a beginning reader or
- has difficulty decoding one-syllable words.



# Word Warm-ups Live Phonics Assessment



**Word Warm-ups Live Phonics Assessment**  
**Level 1, Sections B–I—Student Copy**

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

kam	riz	foz	bax	von
tav	hof	vic	doc	lil

**Level 1, Section C: Long vowels: e, u**

nel	rup	cul	fen	tut
jen	lux	bev	dex	duf

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

kase	libe	tupe	wane	sime
rupe	cale	jove	tine	moze

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

gaib	noal	vie	nue	tay
rean	meez	vo	hy	dight

Copyright © 2022 Read Naturally, Inc. Word Warm-ups Live Phonics Assessment Level 1, Sections B–I—Student Copy

Student Copy

**Word Warm-ups Live Phonics Assessment**  
**Level 1, Sections B–I—Scoring Worksheet**

Examiner: \_\_\_\_\_ Teacher: \_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Level 1, Sections B–I** will help you decide whether to use Word Warm-ups Live (WWL), Real 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	Errors	_____
_____	_____	_____	_____	_____	SD/NC	_____
_____	_____	_____	_____	_____	Total Score	_____

If 0 or more errors or a total score of 0 or more:  
 • Place in WWL, Level 1, Section B.  
 • If 1 or more errors or a total score of 1 or more:  
 • Place in WWL, Level 1, Section B, or RNL, using level 1.0 if possible placement in RNL. Otherwise level 1.1.  
 • If 2 or more errors or a total score of 2 or more:  
 • Place in WWL, Level 1, Section B, or RNL, using level 1.0 if possible placement in RNL. Otherwise level 1.1.  
 • If 3 or more errors or a total score of 3 or more:  
 • Place in WWL, Level 1, Section B, or RNL, using level 1.0 if possible placement in RNL. Otherwise level 1.1.  
 • If 4 or more errors or a total score of 4 or more:  
 • Place in WWL, Level 1, Section B, or RNL, using level 1.0 if possible placement in RNL. Otherwise level 1.1.  
 • If 5 or more errors or a total score of 5 or more:  
 • Place in WWL, Level 1, Section B, or RNL, using level 1.0 if possible placement in RNL. Otherwise level 1.1.  
 • If 6 or more errors or a total score of 6 or more:  
 • Place in WWL, Level 1, Section B, or RNL, using level 1.0 if possible placement in RNL. Otherwise level 1.1.  
 • If 7 or more errors or a total score of 7 or more:  
 • Place in WWL, Level 1, Section B, or RNL, using level 1.0 if possible placement in RNL. Otherwise level 1.1.  
 • If 8 or more errors or a total score of 8 or more:  
 • Place in WWL, Level 1, Section B, or RNL, using level 1.0 if possible placement in RNL. Otherwise level 1.1.  
 • If 9 or more errors or a total score of 9 or more:  
 • Place in WWL, Level 1, Section B, or RNL, using level 1.0 if possible placement in RNL. Otherwise level 1.1.  
 • If 10 or more errors or a total score of 10 or more:  
 • Place in WWL, Level 1, Section B, or RNL, using level 1.0 if possible placement in RNL. Otherwise level 1.1.

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

kase	libe	tupe	wane	sime	Errors	_____
_____	_____	_____	_____	_____	SD/NC	_____
_____	_____	_____	_____	_____	Total Score	_____

If 0 or more errors or a total score of 0 or more:  
 • Place in WWL, Level 1, Section C.  
 • If 1 or more errors or a total score of 1 or more:  
 • Place in WWL, Level 1, Section C, or RNL, using level 1.0 if possible placement in RNL. Otherwise level 1.1.  
 • If 2 or more errors or a total score of 2 or more:  
 • Place in WWL, Level 1, Section C, or RNL, using level 1.0 if possible placement in RNL. Otherwise level 1.1.  
 • If 3 or more errors or a total score of 3 or more:  
 • Place in WWL, Level 1, Section C, or RNL, using level 1.0 if possible placement in RNL. Otherwise level 1.1.  
 • If 4 or more errors or a total score of 4 or more:  
 • Place in WWL, Level 1, Section C, or RNL, using level 1.0 if possible placement in RNL. Otherwise level 1.1.  
 • If 5 or more errors or a total score of 5 or more:  
 • Place in WWL, Level 1, Section C, or RNL, using level 1.0 if possible placement in RNL. Otherwise level 1.1.  
 • If 6 or more errors or a total score of 6 or more:  
 • Place in WWL, Level 1, Section C, or RNL, using level 1.0 if possible placement in RNL. Otherwise level 1.1.  
 • If 7 or more errors or a total score of 7 or more:  
 • Place in WWL, Level 1, Section C, or RNL, using level 1.0 if possible placement in RNL. Otherwise level 1.1.  
 • If 8 or more errors or a total score of 8 or more:  
 • Place in WWL, Level 1, Section C, or RNL, using level 1.0 if possible placement in RNL. Otherwise level 1.1.  
 • If 9 or more errors or a total score of 9 or more:  
 • Place in WWL, Level 1, Section C, or RNL, using level 1.0 if possible placement in RNL. Otherwise level 1.1.  
 • If 10 or more errors or a total score of 10 or more:  
 • Place in WWL, Level 1, Section C, or RNL, using level 1.0 if possible placement in RNL. Otherwise level 1.1.

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

gaib	noal	vie	nue	tay	Errors	_____
_____	_____	_____	_____	_____	SD/NC	_____
_____	_____	_____	_____	_____	Total Score	_____

If 0 or more errors or a total score of 0 or more:  
 • Place in WWL, Level 1, Section D.  
 • If 1 or more errors or a total score of 1 or more:  
 • Place in WWL, Level 1, Section D, or RNL, using level 1.0 if possible placement in RNL. Otherwise level 1.1.  
 • If 2 or more errors or a total score of 2 or more:  
 • Place in WWL, Level 1, Section D, or RNL, using level 1.0 if possible placement in RNL. Otherwise level 1.1.  
 • If 3 or more errors or a total score of 3 or more:  
 • Place in WWL, Level 1, Section D, or RNL, using level 1.0 if possible placement in RNL. Otherwise level 1.1.  
 • If 4 or more errors or a total score of 4 or more:  
 • Place in WWL, Level 1, Section D, or RNL, using level 1.0 if possible placement in RNL. Otherwise level 1.1.  
 • If 5 or more errors or a total score of 5 or more:  
 • Place in WWL, Level 1, Section D, or RNL, using level 1.0 if possible placement in RNL. Otherwise level 1.1.  
 • If 6 or more errors or a total score of 6 or more:  
 • Place in WWL, Level 1, Section D, or RNL, using level 1.0 if possible placement in RNL. Otherwise level 1.1.  
 • If 7 or more errors or a total score of 7 or more:  
 • Place in WWL, Level 1, Section D, or RNL, using level 1.0 if possible placement in RNL. Otherwise level 1.1.  
 • If 8 or more errors or a total score of 8 or more:  
 • Place in WWL, Level 1, Section D, or RNL, using level 1.0 if possible placement in RNL. Otherwise level 1.1.  
 • If 9 or more errors or a total score of 9 or more:  
 • Place in WWL, Level 1, Section D, or RNL, using level 1.0 if possible placement in RNL. Otherwise level 1.1.  
 • If 10 or more errors or a total score of 10 or more:  
 • Place in WWL, Level 1, Section D, or RNL, using level 1.0 if possible placement in RNL. Otherwise level 1.1.

If you should display with exp.

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Scoring Worksheet

# Word Warm-ups Live Phonics Assessment

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

kase	libe	tupe	wane	sime
rupe	cale	jove	tine	moze



Student Copy

# Word Warm-ups Live Phonics Assessment

Level 1, Section C: Long vowels with silent e					Errors	_____
kase	libe	tupe	wane	sime	SD/SC	+ _____
_____	_____	_____	_____	_____	Total Score	_____
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 C. • Or if student reads below 3 <sup>rd</sup> grade level, use RNL testing level 1.5 for possible placement in RNL Phonics level 1.3a. If not, continue testing.	
rupe	cale	jove	tine	moze		
_____	_____	_____	_____	_____		
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC		

Scoring Worksheet

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

Level 1, Section C: Long vowels with silent e					Errors	_____
kase	libe	tupe	wane	sime	SD/SC	+ _____
_____	_____	_____	_____	_____	Total Score	_____
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 C. • Or if student reads below 3 <sup>rd</sup> grade level, use RNL testing level 1.5 for possible placement in RNL Phonics level 1.3a. If not, continue testing.	
rupe	cale	jove	tine	moze		
_____	_____	_____	_____	_____		
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC		

# 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
rupe ✓ Error SD/SC	cale ✓ Error SD/SC	jove ✓ Error SD/SC	tine ✓ Error SD/SC	moze ✓ Error SD/SC
roof ✓ Error SD/SC			time ✓ Error SD/SC	

Errors	1
SD/SC	+ 1
Total Score	2

If 3 or more errors or a total score of 6 or more:  
 • Place in WWL Level 1, Section C.  
 • Or if student reads below 3<sup>rd</sup> grade level, 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 ✓ Error SD/SC	noal ✓ Error SD/SC	vie ✓ Error SD/SC	nue ✓ Error SD/SC	tay ✓ Error SD/SC
rean ✓ Error SD/SC	meez ✓ Error SD/SC	vo ✓ Error SD/SC	hy <sup>l</sup> ✓ Error SD/SC	dight ✓ Error SD/SC

Errors	3
SD/SC	+ 1
Total Score	4

If 3 or more errors or a total score of 6 or more:  
 • Place in WWL Level 1, Section D.  
 • Or if student reads below 3<sup>rd</sup> grade level, use RNL testing level 1.5 for possible placement in RNL Phonics level 1.3b.  
 If not, continue testing.



Scoring Worksheet

# Pronunciation Guide

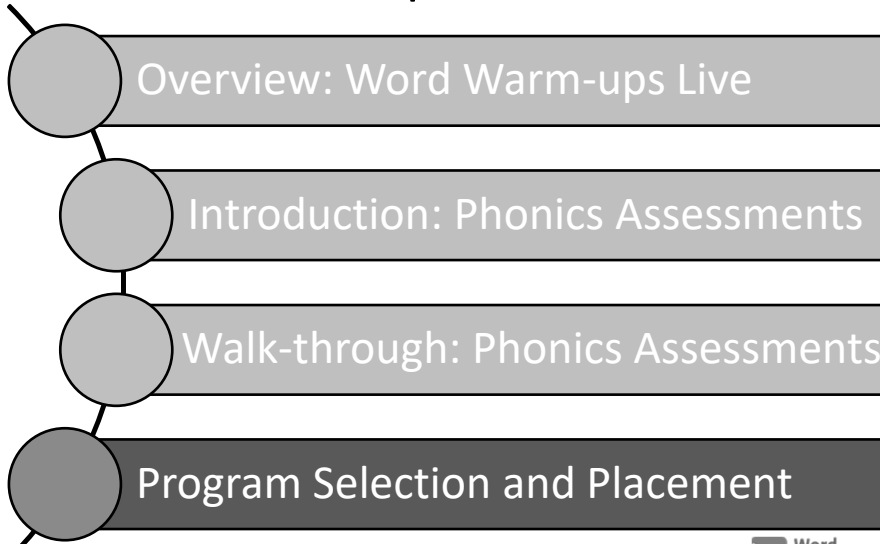
## Pronunciation Guide

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	Long Vowel	Example
b	bat	a consonant e	cake
c	cut	i consonant e	kite
d	dip	o consonant e	rope
f	fun	u consonant e	mute/fute
g	get	ai	poil
h	hat	ea	stay
j	jag	ee	team
k	kit	oo	boat
l	lip	oe	toe
m	mug	ie	pie
n	nap	ye	bye
p	pet	ue	due
q	quest*	ui	suit
r	rid		
s	sod	Vowels and r	Example
t	tuck	or	jar
v	vain	er	fork
w	wet	er/ir/ur	herd/first/turn
x	mix**	air, are	pair, share
y	yak	oar	soar
z	zip	ear	hear (ear)
		ure	lure (oar)
Short Vowel	Example	Soft and Silent Consonant(s)	Example
a	apple	gn	gnome
e	elephant	kn	knife
i	igloo	wr	wrist
o	octopus	ce/ki/ty	cent/jarous/cycle
u	umbrella	ge/ty/ty	gem/joint/jym
Digraph	Example	Other Vowel Teams	Example
sh	ship	ou/ow/all	haul/hawk/ball
ch	chick	ow/ow/ou	show/cow/out
th	thumb/the	oi/oy	soil/hoy
wh	whip	oo/ew	boat/new
ng	ring	oo/uo	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 /s/ or /ks/. X often comes in the middle or at the end of the word. When this occurs, the sound is pronounced /ks/.

# Word Warm-ups Live: Placement



## Program Selection and Placement

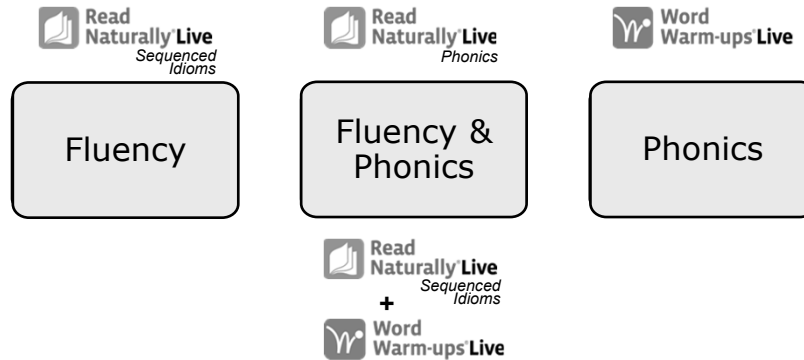
Program Selection, Placement, and Goals			
Does student need phonics work?	Does student need fluency work?	Does student read at or above a third-grade level?	Recommended program(s), placement, and goal instructions
No <sup>1</sup>	Yes	N/A	RNL only (Sequenced or Idioms series) <i>Test the student with 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 action recommended by the WWL Phonics Assessment.<sup>2</sup></i>
Yes	Yes	Yes	Both WWL and RNL (Sequenced or Idioms series) <i>1. Place the student in the WWL level and action recommended by the WWL Phonics Assessment.<sup>2</sup></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>  <b>H 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.</b>  <b>H RNL does not recommend placement in the level tested, teach fluency and phonics separately:</b> <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 action recommended by the WWL Phonics Assessment.<sup>2</sup></i>

<sup>1</sup>If 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, Word Warm-ups Live may not be useful for this student.

<sup>2</sup>Word Warm-ups Live has a default goal of 40 words correct per minute (wcpm). Consider a starting goal of 30 in Level 3 because of the length of the words. Adjust the goal if the student cannot pass after 3-30 practices or if the student needs score of a challenge.

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# Phonics Options in Read Live



# Program Selection and Placement

**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
rupe ✓ Error SD/SC	cale ✓ Error SD/SC	jove ✓ Error SD/SC	tine ✓ Error SD/SC	moze ✓ Error SD/SC

time (Error) SD/SC

Errors: 1  
SD/SC: 1  
Total Score: 2

If 3 or more errors or a total score of 6 or more:  
 • Place in WWL Level 1, Section C.  
 • Or if student reads below 3<sup>rd</sup> grade level, 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 ✓ Error SD/SC	noal ✓ Error SD/SC	vie ✓ Error SD/SC	nue ✓ Error SD/SC	tay ✓ Error SD/SC
rean ✓ Error SD/SC	meez ✓ Error SD/SC	vo ✓ Error SD/SC	hy <sup>l</sup> ✓ Error SD/SC	dight ✓ Error SD/SC

gab (Error) SD/SC

mez (Error) SD/SC

Errors: 3  
SD/SC: 1  
Total Score: 4

If 3 or more errors or a total score of 6 or more:  
 • Place in WWL Level 1, Section D.  
 • Or if student reads below 3<sup>rd</sup> grade level, use RNL testing level 1.5 for possible placement in RNL Phonics level 1.3b.  
 If not, continue testing.

**Phonics Needs Only**  
**Decision: Assign Word Warm-ups Live (Level 1, Section D)**



## Program Selection and Placement



Fluency

Fluency & Phonics

Phonics



## Demonstration: Selecting Level and Section



## Program Selection and Placement



- 2nd grade student
- Needs to improve fluency
- Has difficulty decoding one-syllable words with long vowels

Use **Phonics Assessment Level 1** if the student:

- is a beginning reader or
- has difficulty decoding one-syllable words.

## Program Selection and Placement

Level 1, Section C: Long vowels with silent e					Errors	
kase	libe	tupe	wane	sime		<u>3</u>
✓	libby	✓	wanny	✓	SD/SC	+ <u>1</u>
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Total Score	<u>4</u>
rupe	cale	jove	tine	moze	If 3 or more errors or a total score of 6 or more: • Place in WWL Level 1, Section C. • Or if student reads below 3 <sup>rd</sup> grade level, use RNL testing level 1.5 for possible placement in RNL Phonics level 1.3a. If not, continue testing.	
✓	✓	✓	tinny	✓		
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC		

### Fluency & Phonics Needs

Ella's estimated reading level—mid first-grade level  
 Use Read Naturally Live testing level 1.5 for possible placement in Phonics level 1.3a.



# Program Selection and Placement

Read Naturally Live > Placement for Ella Page 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)
1.5	<b>45</b>	30 - 60

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	1.5	75
Phonics	1.3b long vowel pairs	75
Phonics	1.3a long vowels with silent e	75

Your selection can be edited after placement is saved.

Next Cancel

# Read Naturally Live Curricula

## 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)



## Program Selection and Placement



### 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	1.5	75
Phonics	1.3b long vowel pairs	75
Phonics	1.3a long vowels with silent e	75

Fluency & Phonics Needs  
Decision: Read Naturally Live Phonics series  
(Level 1.3a)  
Work on phonics and fluency together.



## Program Selection and Placement



Fluency

Fluency & Phonics

Phonics



## Program Selection and Placement

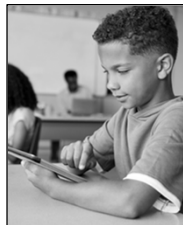


- Reads at a mid third-grade level
- Needs to improve fluency
- Has difficulty decoding two-syllable words

Use **Phonics Assessment Level 2** if the student:

- can decode one-syllable, phonetically regular words and
- has difficulty decoding two-syllable words.

## Program Selection and Placement



- Reads at a mid third-grade level
- Needs to improve fluency
- Has difficulty decoding two-syllable words

Level 2, Section F: Closed and open syllables						
razor ✓ Error SD/SC	rumple rump Error SD/SC	habit ✓ Error SD/SC	trifle trial Error SD/SC	fiddle ✓ Error SD/SC	Errors	<u>5</u>
bacon ✓ Error SD/SC	modest mode Error SD/SC	prattle proddle Error SD/SC	bison ✓ Error SD/SC	bogle robble Error SD/SC	SD/SC	+ <u>0</u>
					Total Score	<u>5</u>
					If 3 or more errors or a total score of 6 or more, place in WWL Level 2, Section F. If not, continue testing.	


### Fluency & Phonics Needs

Evan's estimated reading level—mid third-grade level

Use Read Naturally Live Placement Test to place for fluency needs.

# Program Selection and Placement

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. 



# Read Naturally Live Curricula

## 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)

# Program Selection and Placement



**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

Level 2, Section F: Closed and open syllables

razor ✓ Error SD/SC	rumple rump Error SD/SC	habit ✓ Error SD/SC	trifle trial Error SD/SC	fiddle ✓ Error SD/SC	Errors <u>  5  </u>
bacon ✓ Error SD/SC	modest mode Error SD/SC	prattle proddle Error SD/SC	bison ✓ Error SD/SC	bogle robble Error SD/SC	SD/SC + <u>  0  </u>
					Total Score <u>  5  </u>

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

## Fluency & Phonics Needs

Evan's estimated reading level—mid third-grade level

Read Naturally Live Placement indicates that Level 3.5 is a good fit.

# Program Selection and Placement



**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

Level 2, Section F: Closed and open syllables

razor ✓ Error SD/SC	rumple rump Error SD/SC	habit ✓ Error SD/SC	trifle trial Error SD/SC	fiddle ✓ Error SD/SC	Errors <u>  5  </u>
bacon ✓ Error SD/SC	modest mode Error SD/SC	prattle proddle Error SD/SC	bison ✓ Error SD/SC	bogle robble Error SD/SC	SD/SC + <u>  0  </u>
					Total Score <u>  5  </u>

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

## Fluency & Phonics Needs

Decision: Read Naturally Live Sequenced or Idioms series (Level 3.5) and Word Warm-ups Live (Level 2, Section F)

## Program Selection and Placement



Fluency



Fluency & Phonics



Phonics



## 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—then switch to Read Naturally Live for the remainder of the session.
- Complete one exercise in Word Warm-ups Live. After passing the exercise, switch to Read Naturally Live and work on a new story until pass requirements are met. Then switch back to Word Warm-ups Live.



# Read Live HELP Resources

• Orientation to Read Live



**Orientation to Read Live**

This short video provides a quick introduction to Read Live. It shows how to log in, find your assigned role, navigate to key pages, filter lists to show just the students you want to work with, select students from a list, and how to access help.

**Having trouble playing this video?**

• Watch the "Orientation to Read Live" video on YouTube

**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 and Licensing 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

**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**

- Get students started with Read Naturally Live
- Read Naturally Live steps
- Conducting a one-minute timing
- Completing the pass step
- 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

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



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## Questions?

