Karen Hunter  
Educational Consultant  
Read Naturally

Using Word Warm-ups™
to Develop Mastery & Automaticity in Decoding

Agenda

Introduction  
Lesson Exercises Levels 1, 2, & 3  
Program Overview  
Placing Students

Purpose of Word Warm-ups™

• Reinforce phonemic awareness and phonics
• Develop mastery and automaticity in decoding
  Progressing from single syllable words through multisyllabic words
• Support fluency development
Decoding Skills are Valuable

• Approximately ____% of words are decodable.
  - black
  - hot
  - plain

• Another 37% have just one exception.
  - temperature

• The remaining 13% must be memorized.
  - ocean

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.

Word Warm-ups® Strategy

• Teacher modeling
• Repeated reading
• Progress monitoring
Agenda

- Introduction
- Program Overview
- Lesson Exercises Levels 1, 2, & 3
- Placing Students

Using Word Warm-ups

- Tier 1 independent practice (10 minutes daily)
- Tier 2 and 3 intervention (20–30 minutes daily)

Word Warm-ups Levels 1, 2, and 3

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Word Warm-ups
The table below shows each level of Word Warm-ups and the skills taught in each.

<table>
<thead>
<tr>
<th>Word Warm-ups 1</th>
<th>Word Warm-ups 2</th>
<th>Word Warm-ups 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Blue Exercises</strong></td>
<td><strong>Yellow Exercises</strong></td>
<td><strong>Tan Exercises</strong></td>
</tr>
<tr>
<td>Section A: Letter names and sounds of the consonants and short vowels</td>
<td>Section A: Compound words with short vowels, consonant digraphs, and beginning and ending consonant blends</td>
<td>Section A: Words with prefixes re-, un-, dis-, mis-, de-, in-, en-, pro-, pre-, non-, im-, en-, over-, under-, a-</td>
</tr>
<tr>
<td>Section B: Words with short vowels</td>
<td>Section B: Compound words with long vowels and silent e, long vowel pairs, one vowel followed by r, less-common sounds of consonants, and other sounds of vowels</td>
<td>Section B: Words with suffixes -able, -ible, -less, -ness, -ful, -tion, -sion, -ly, -en, -ment, -ture, -ist, -est, -ty, -ary</td>
</tr>
<tr>
<td>Section C: Words with sh, ch, th, wh, or ng (consonant digraphs)</td>
<td>Section C: Two-syllable word patterns including compound words, words with two or three consonants between two vowels (VCCV, VCCCV), one vowel followed by r, long vowel pairs, and other sounds of vowels</td>
<td>Section C: Words with more prefixes ab-, ad-, per-, trans-, be-, con-, com-, fore-, ex-, anti-, inter-, mid-, semi-, super-</td>
</tr>
<tr>
<td>Section D: Words ending with two consonants (consonant blends)</td>
<td>Section D: Two-syllable word patterns with short and long vowel words that end with l-e, and short and long vowel words with one medial consonant (VC/V, V/CV)</td>
<td>Section E: Words with open and closed syllable patterns, prefixes, and suffixes</td>
</tr>
<tr>
<td>Section E: Words beginning with two or more consonants (consonant blends)</td>
<td>Section E: Words with suffixes -s, -es, -ing, -er, -ed /t/, -ed /d/, and -ed syllable</td>
<td>Section F: words containing syllables with the θ sound, open and closed syllable patterns, prefixes, and suffixes</td>
</tr>
<tr>
<td><strong>Green Exercises</strong></td>
<td><strong>Orange Exercises</strong></td>
<td><strong>Silver Exercises</strong></td>
</tr>
<tr>
<td>Section F: Words with long vowels and silent e</td>
<td>Section C: Words with more suffixes -age, -ic, -ate, ish, -ize, -ous, -ism, -ity, -ant, -ent, -cial, -tial, -ance, -ence, -sive, -tive, -al</td>
<td>Section D: Words with more suffixes -age, -ic, -ate, ish, -ize, -ous, -ism, -ity, -ant, -ent, -cial, -tial, -ance, -ence, -sive, -tive, -al</td>
</tr>
<tr>
<td>Section G: Words with long vowels with vowel pairs</td>
<td>Section D: Two-syllable word patterns with short and long vowel words that end with l-e, and short and long vowel words with one medial consonant (VC/V, V/CV)</td>
<td>Section E: Words with open and closed syllable patterns, prefixes, and suffixes</td>
</tr>
<tr>
<td>Section H: Words with one vowel followed by r</td>
<td>Section E: Words with suffixes -s, -es, -ing, -er, -ed /t/, -ed /d/, and -ed syllable</td>
<td>Section F: words containing syllables with the θ sound, open and closed syllable patterns, prefixes, and suffixes</td>
</tr>
<tr>
<td>Section I: Words with the less-common sounds of consonants</td>
<td>Section F: Words with prefixes re-, un-, dis-, mis-, and de-</td>
<td><strong>Black Exercises</strong></td>
</tr>
<tr>
<td>Section J: Words with other sounds of vowels</td>
<td>Section G: Words with Latin roots urb, stat, mem, voc, ped, pop, spec, dic, fig, form, ject, vis, mis, cred, rupt, flec, form, man, junct, struct, ven, bene, cap, script, duc, fac, scend, tract, fract, vor</td>
<td>Section G: Words with Latin roots urb, stat, mem, voc, ped, pop, spec, dic, fig, form, ject, vis, mis, cred, rupt, flec, form, man, junct, struct, ven, bene, cap, script, duc, fac, scend, tract, fract, vor</td>
</tr>
<tr>
<td><strong>Brown Exercises</strong></td>
<td><strong>Tan Exercises</strong></td>
<td>Section H: Words with Greek roots graph, scope, astro, phon, hydro, geo, pod, sphere, hemi, bio, tele, syn, photo, meter, auto, ology, micro, hyper, chron, macro, biblio, thermo, para, mech, psycho, mono, log, ortho, phys, the</td>
</tr>
</tbody>
</table>
Program Materials
Each level includes:
• Teacher’s manual
• Student assessment
• Steps poster
• Audio CDs
• Starter set of exercises
• Storage box
• Reproducible masters

Exercises Overview
Each section in a level has five types of exercises:
• Introduction
• Lesson
• Review
• Story
• Challenge

Introduction Exercises

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Word Warm-ups
Lesson Exercises

cell, well, now, one, tree, site.
cell, home, nose, face, same.
crop, dance, face, tree, piece.
egg, insane, bone, mine, piece.
exit, once, line, tree, twice.
exit, glance, place, slice, space.

Review Exercises

cell, girl, keep, soap, wing.
cell, get, know, seen, wrong.
croak, dogs, hair, wet, wind.
cite, ray, knife, route, past.
face, range, leave, weak, gripe.
plunge, grenade, local, south, grammar.

Story Exercises

Strange Creatures

- Head: The Cyclops is big. He has large eyes, nose, and mouth. His hands, stomach, and wrists are big too. His hair is very long. He has three arms. One arm is good, one is small, and one is ugly. He has a beard on his chest. His fingers are long. The Cyclops has a nose and a mouth.
- Body: The Cyclops is big. He has a big stomach, and a big mouth. He has a big arm, and a big eye. The eye is in the center of his head.

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Word Warm-ups 6
Webinar Handout
1. Look, listen, and respond.

2. Do your cold timing.

3. Mark and graph your cold score.

4. Read along with the audio.

5. Practice reading on your own.

6. Do your hot timing with a teacher.

7. Mark and graph your hot score.
Green Exercise 25
Introduction to Words With the Less Common Sounds of Consonants

Section I
Words With the Less Common Sounds of Consonants
Green Exercise 25

cent

knife

wrist
gnome

cent

city
cymbal

|   | 6   | 12  | 18  | 24
|---|-----|-----|-----|---
| 30 | cell | since | ace | ice | cite
| 35 | cell | hence | race | dice | cease
| 40 | cent | fence | face | lice | peace
| 45 | cep  | dance | mace | mice | juice
| 50 | cist | lance | lace | lice | truce
| 55 | cyst | glance | place | slice | spruce

words read __________
- errors _________ = cold score

words read __________
- errors _________ = hot score

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**Multisyllabic Words**  
**Level 2 and Level 3**

- By middle grades, students need to know how to decode multisyllabic words—typically seven or more letters and two or more syllables.

- Students can be taught to flexibly segment words into spelling units (chunks) that can be decoded.

- Students must be able to:
  1. Pronounce affixes in isolation.
  2. Decode open and closed syllables.

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**Prefixes and Suffixes**

- 80% of all words have one or more affixes.

- Affixes are worth teaching, because they are limited in number, occur frequently, and suffixes are especially consistent across words.
### Open/Closed Syllables

- Open and closed syllables make up almost 75% of syllables in English words.
- There is a significant relationship between students’ sight knowledge of open and closed syllables and students’ ability to read multi-syllabic words.

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Words Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 externalism generous extremity indifferent repentant</td>
<td></td>
</tr>
<tr>
<td>25 defeatism hazardous abnormality persistent descendant</td>
<td></td>
</tr>
<tr>
<td>30 immoralism rigorous perplexity absorbent abundant</td>
<td></td>
</tr>
<tr>
<td>35 perfectionism boisterous commodity dependent intolerant</td>
<td></td>
</tr>
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</table>

Errors = 
Cold Score = 
Hot Score =
Silver Exercise 11
Words With Open/Sound Syllables

<table>
<thead>
<tr>
<th>du</th>
<th>di</th>
<th>mo</th>
<th>ci</th>
<th>fa</th>
</tr>
</thead>
<tbody>
<tr>
<td>hu</td>
<td>pla</td>
<td>lu</td>
<td>su</td>
<td>vo</td>
</tr>
<tr>
<td>du</td>
<td>di</td>
<td>rec</td>
<td>ci</td>
<td>mo</td>
</tr>
</tbody>
</table>

| 20 | subduing | misdiagnose | commotion | encipher | disfavored |
| 25 | subhuman | misdirect | complacent | ensuing | disciple |
| 30 | sublunar | misusing | comprehension | enclosure | disregarded |
| 35 | subvocalize | mislabeling | computation | environment | disrespectful |

words read _______  
errors _______ cold score _______  
words read _______  
errors _______ hot score _______
# Word Warm-ups 1 Assessment Scoring Worksheet

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>

### Blue Section A: Sounds of the Consonants and Short Vowels

<table>
<thead>
<tr>
<th>b</th>
<th>d</th>
<th>u</th>
<th>f</th>
<th>a</th>
<th>h</th>
<th>j</th>
<th>l</th>
<th>n</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>i</th>
<th>r</th>
<th>t</th>
<th>v</th>
<th>x</th>
<th>z</th>
<th>c</th>
<th>g</th>
<th>o</th>
<th>k</th>
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</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>m</th>
<th>q</th>
<th>s</th>
<th>e</th>
<th>w</th>
<th>y</th>
</tr>
</thead>
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<td></td>
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</table>

(Blue ex. 2)  (Blue ex. 2)  (Blue ex. 3)  (Blue ex. 2)  (Blue ex. 3)  (Blue ex. 2)  (Blue ex. 2)  (Blue ex. 2)  (Blue ex. 2)  (Blue ex. 2)
(Blue ex. 3)  (Blue ex. 2)  (Blue ex. 2)  (Blue ex. 2)  (Blue ex. 2)  (Blue ex. 2)  (Blue ex. 2)  (Blue ex. 2)  (Blue ex. 2)  (Blue ex. 2)
(Blue ex. 2)  (Blue ex. 2)  (Blue ex. 2)  (Blue ex. 2)  (Blue ex. 2)  (Blue ex. 2)  (Blue ex. 2)  (Blue ex. 2)  (Blue ex. 2)  (Blue ex. 2)

<table>
<thead>
<tr>
<th>Errors</th>
<th>+ Self-corrected</th>
<th>+ Slowly decoded</th>
<th>= Total score</th>
</tr>
</thead>
</table>

### Blue Section B: Words With Short Vowels

<table>
<thead>
<tr>
<th>Lex</th>
<th>Zav</th>
<th>Riff</th>
<th>Conv</th>
<th>Bos</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Blue ex. 9)  (Blue ex. 6)  (Blue ex. 7)  (Blue ex. 8)  (Blue ex. 8)
(Blue ex. 9)  (Blue ex. 6)  (Blue ex. 7)  (Blue ex. 10)  (Blue ex. 10)

<table>
<thead>
<tr>
<th>Jep</th>
<th>Lan</th>
<th>Kip</th>
<th>Hud</th>
<th>Gus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

(Blue ex. 9)  (Blue ex. 6)  (Blue ex. 7)  (Blue ex. 10)  (Blue ex. 10)

### Blue Section C: Words With sh, ch, th, wh, or ng

<table>
<thead>
<tr>
<th>Shef</th>
<th>Wong</th>
<th>Whin</th>
<th>Thad</th>
<th>Chaz</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Blue ex. 15)  (Blue ex. 18)  (Blue ex. 17)  (Blue ex. 17)  (Blue ex. 16)
(Blue ex. 16)  (Blue ex. 18)  (Blue ex. 16)  (Blue ex. 17)  (Blue ex. 15)

### Blue Section D: Words Ending With Two Consonants

<table>
<thead>
<tr>
<th>Helm</th>
<th>Gump</th>
<th>Milt</th>
<th>Hulk</th>
<th>Taft</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Blue ex. 25)  (Blue ex. 26)  (Blue ex. 25)  (Blue ex. 25)  (Blue ex. 26)
(Blue ex. 23)  (Blue ex. 24)  (Blue ex. 23)  (Blue ex. 23)  (Blue ex. 24)

### Blue Section E: Words Beginning With Two or More Consonants

<table>
<thead>
<tr>
<th>Scot</th>
<th>Clif</th>
<th>Bren</th>
<th>Flip</th>
<th>Plum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

(Blue ex. 33)  (Blue ex. 32)  (Blue ex. 31)  (Blue ex. 32)  (Blue ex. 32)
(Blue ex. 33)  (Blue ex. 31)  (Blue ex. 31)  (Blue ex. 34)  (Blue ex. 34)

<table>
<thead>
<tr>
<th>Errors</th>
<th>+ Self-corrected</th>
<th>+ Slowly decoded</th>
<th>= Total score</th>
</tr>
</thead>
</table>

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**Examiner Script**

**Section A:** Say to the student, "Look at the letters in this section, and make the sound of each letter for me."

**Sections B through E:** Say to the student, "Look at the words in this section. Most of the words are the first or last names of people. The names are unusual. You may not recognize them. Read each name to me."
Calculating Student Scores

- Add errors (words written phonetically)
- Add self-corrected words (SC)
- Add slowly decoded words (SD)

Placing Students—Jenny

- 2nd grade
- Weak decoding skills
- Word Warm-ups as an intervention

Jenny’s Word Warm-ups 1 Assessment Results

<table>
<thead>
<tr>
<th>Section</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>7</td>
</tr>
<tr>
<td>C</td>
<td>6</td>
</tr>
<tr>
<td>D</td>
<td>4</td>
</tr>
<tr>
<td>E</td>
<td>6</td>
</tr>
<tr>
<td>F</td>
<td>5</td>
</tr>
<tr>
<td>G</td>
<td>7</td>
</tr>
<tr>
<td>H</td>
<td>5</td>
</tr>
<tr>
<td>I</td>
<td>6</td>
</tr>
<tr>
<td>J</td>
<td>7</td>
</tr>
</tbody>
</table>

- Jenny has total scores of four to seven on sections B through J.
- She will complete section B and all subsequent sections
Placing Students—Tommy

- 3rd grade
- Close to benchmark
- Word Warm-ups as independent practice

Tommy’s Word Warm-ups 2 Assessment Results

<table>
<thead>
<tr>
<th>Section</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>1</td>
</tr>
<tr>
<td>D</td>
<td>5</td>
</tr>
<tr>
<td>E</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>5</td>
</tr>
</tbody>
</table>

- Tommy has a total score of five on sections D and F.
- He will complete only sections D and F.

Using Word Warm-ups Alongside Read Naturally Fluency Programs

- Place a student in a Read Naturally fluency program using the Placement Test.
- Consider a student’s phonics needs.
- Determine whether the student’s fluency placement level matches (or is close to) a Phonics series level that addresses the skills the student needs.
- Consider using Word Warm-ups alongside Read Naturally Live or Read Naturally Encore.
## Series Option

Read Naturally Live and Read Naturally Encore

### Series Options

<table>
<thead>
<tr>
<th>Reading Level</th>
<th>Sequence</th>
<th>Phonics</th>
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</thead>
<tbody>
<tr>
<td>1.0</td>
<td>1.0</td>
<td>0.8 short vowels</td>
</tr>
<tr>
<td>1.5</td>
<td>1.5</td>
<td>1.3 long vowels</td>
</tr>
<tr>
<td>2.0</td>
<td>2.0</td>
<td>1.8 blends/digraphs</td>
</tr>
<tr>
<td>2.4</td>
<td>2.5</td>
<td>2.3 r-controlled</td>
</tr>
<tr>
<td>3.0</td>
<td>3.0</td>
<td>2.6 short vowels</td>
</tr>
<tr>
<td>3.5</td>
<td>3.5</td>
<td>2.7 long vowels</td>
</tr>
<tr>
<td>4.0</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>4.5</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td>5.0</td>
<td>5.0</td>
<td></td>
</tr>
<tr>
<td>5.6</td>
<td>5.6</td>
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</tr>
<tr>
<td>6.0</td>
<td>6.0</td>
<td></td>
</tr>
<tr>
<td>7.0</td>
<td>7.0</td>
<td></td>
</tr>
<tr>
<td>8.0</td>
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<td></td>
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</tbody>
</table>

### Agenda

- Introduction
- Program Overview
- Lesson Exercises Levels 1, 2, & 3
- Placing Students

### Additional Resources

Read Naturally Website

- Program Samples
  - Word Warm-Ups Sample (pdf)
  - Step-by-Step Example With Audio Support

- Student Assessments
  - Word Warm-Ups Student Assessment—Level 1 (pdf)
  - Word Warm-Ups Student Assessment—Level 2 (pdf)
  - Word Warm-Ups Student Assessment—Level 3 (pdf)

- Blog Articles
  - Time for Phonics
  - Free Resources: New and Improved Word Warm-Ups Graphs (pdf)
  - Thinking Outside the Placement Box
Questions?

Karen Hunter
khunter@readnaturally.com

Ben Weisner
ben@readnaturally.com

Contact Information

For more information about Word Warm-ups, contact Read Naturally:
- On the Web: www.readnaturally.com
- Via email: info@readnaturally.com
- By phone: 800.788.4085
Bibliography


