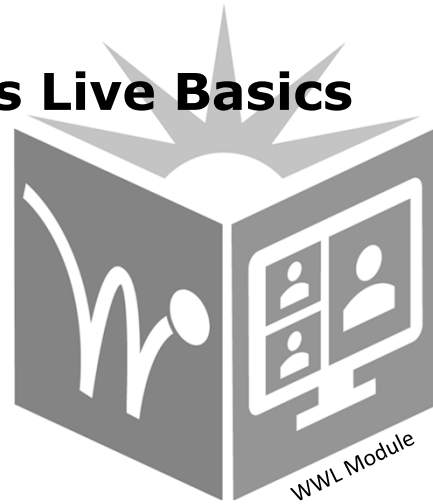


Read Live

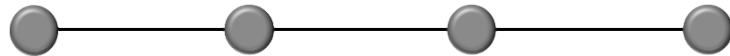
Word Warm-ups Live Basics



Word Warm-ups Live Basics

Why It Works

How It Works



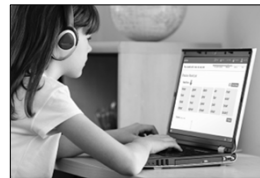
Assessment and
Instructional
Decisions

Meeting
Various
Needs





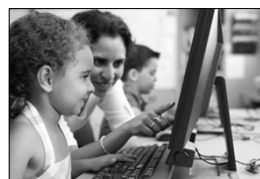
Focus: Fluency & Phonics
Additional Support: Vocabulary, Comprehension, and spelling



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



Focus: Fluency
Additional Support: Vocabulary and Comprehension



Focus: Fluency
Additional Support: Vocabulary and Comprehension

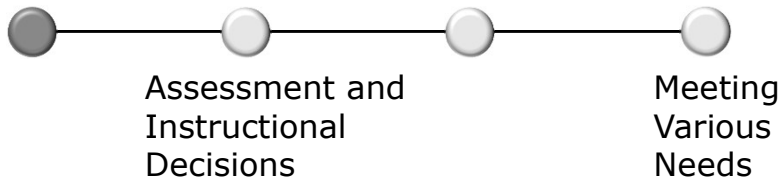
Read Live Programs

	 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)	- Phonics intervention - Can be paired with Read Naturally Live for Fluency	- Structured, independent reading practice—any student - Extra practice for a student already working in RNL and/or WWL	- Builds native-Spanish speaker's fluency in reading Spanish - Supports any student's Spanish reading development
Fluency, Vocabulary, Comprehension	- Sequenced 1.0 - 8.0 - Idioms 3.0 - 4.5	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	- English content - English or Spanish directions - Spanish read along option	English content	English content	- Spanish content - Spanish or English directions - English read along option
Teacher Required	- Cold-timing step (optional) - Pass step	Pass step	Students work independently	- Cold-timing step (optional) - Pass step

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.

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.

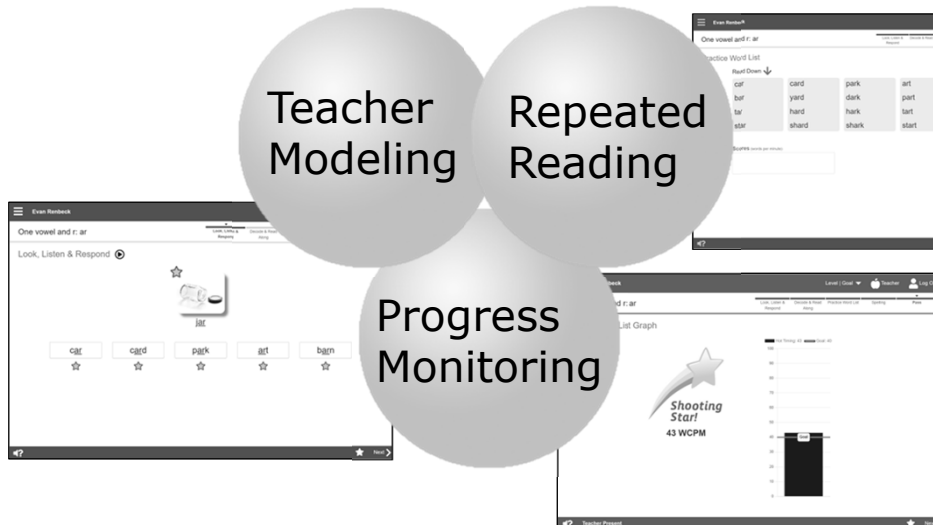


Read Naturally Strategy

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, 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, & 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, & 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
D. One-syllable words changed by suffixes	One-syllable 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>	One-syllable 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

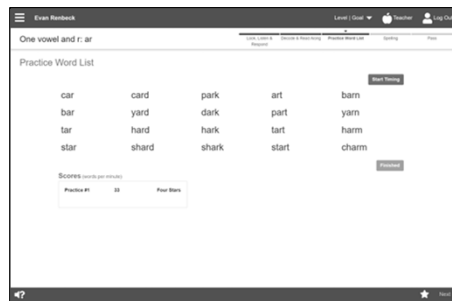
Section	Exercise
A: Word parts: prefixes <i>Includes introduction of schwa and flexed vowel sounds in unstressed prefixes</i>	Prefixes: dis, en, con
	Prefixes: pre, re, de
	Prefixes: a, mis, in, im
	Prefixes: un, pro, ex, e
B. Other word parts	Word parts: closed syllables
	Word parts: more closed syllables
	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, 1st and early 2nd grade level phonics skills



Level 1: One-syllable Words	
Section	Exercise
A. Letter sounds	Short a and b, 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, l
	Short e and k, z, d, w, qu
B. Short vowels	Short a
	Short i
	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, oo, ow
	Long vowels: ie, y, 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*
F. Consonant blends with short vowels	Consonant digraph: ng
	Beginning blends with an r
	Beginning blends with an l
	Beginning blends with an s
G. Vowels and the consonant r	Ending blends with an n
	Ending blends with an s
	Ending blends with an l
	One vowel and r: ar
H. Soft & silent consonant sounds	One vowel and r: or
	One vowel and r: er, ar, 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, dge
	Silent consonants: kn, wr, gn
	Vowel sound: aw, au, all
J. Other vowel sounds	Vowel sound: ow, ou
	Vowel sound: oi, oy
	Vowel sound: oo, ew
	Vowel sound: oo, u

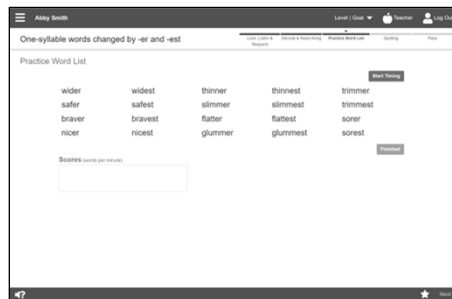
*Some long vowel words are included in the wh lists.

Word Warm-ups Live

Scope and Sequence by Level

Level 2

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



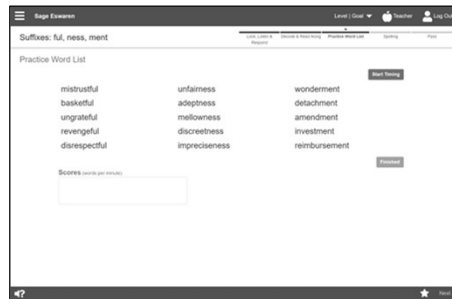
Level 2: Two-syllable Words	
Section	Exercise
A. Compound words	Compound words: short vowels
	Compound words: silent e
	Compound words: long vowel teams
	Compound words: other vowel teams
	Compound words: blends
B. More compound words	Compound words: vowels and r
	Compound words: soft c and g, kn, gn,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



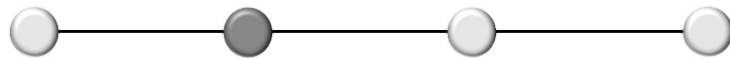
Level 3: Multi-syllabic Words

Section	Exercise
A. Word parts: prefixes <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
	Suffixes: ate, age, ant, ent
E. More suffixes	Suffixes: ize, ity, ance, ence
	Suffixes: ary, tive, sive, tial, cial
	Suffixes: ic, ous, tious, cious
	Open syllables
F. Open and closed syllables	More open syllables
	Flexing vowel sounds
	More flexing vowel sounds
	Connectors: schwa sound
G. Connectors	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

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 Level 1, Sections B-I
 Level 2, Sections A-I
 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 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 (fully 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	Fluency and Phonics
		Estimated reading level	Estimated reading level
		at or above third grade	below third grade
Should be placed in:			
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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Word Warm-ups Live Phonics Assessment Administration Guide

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

Errors 1
 SD/SCs + 1
 Total Score 2

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.

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 ✓ Error SD/SC	dight ✓ Error SD/SC

Errors 3
 SD/SCs + 1
 Total Score 4

If 3 or more errors or a total score of 6 or more, stop testing:

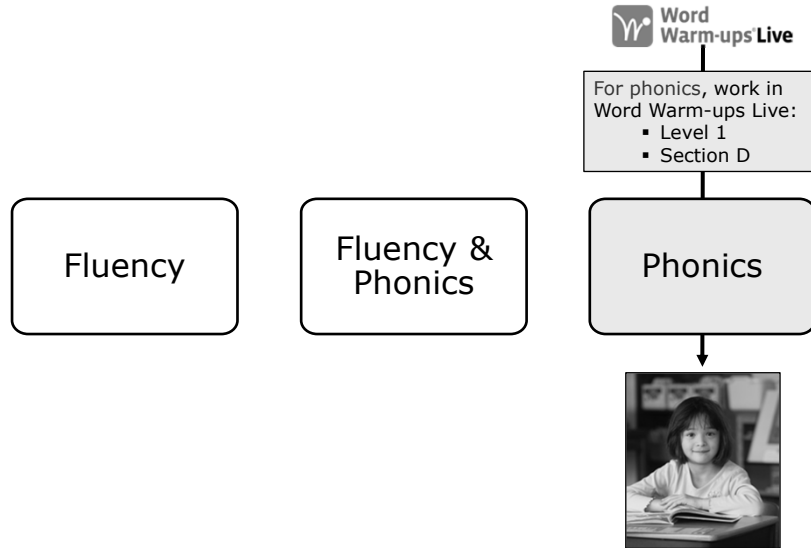
- Place in WWL Level 1, Section D.
- Or use RNL testing level 1.5 for possible placement in RNL Phonics level 1.3b.

If not, continue testing.

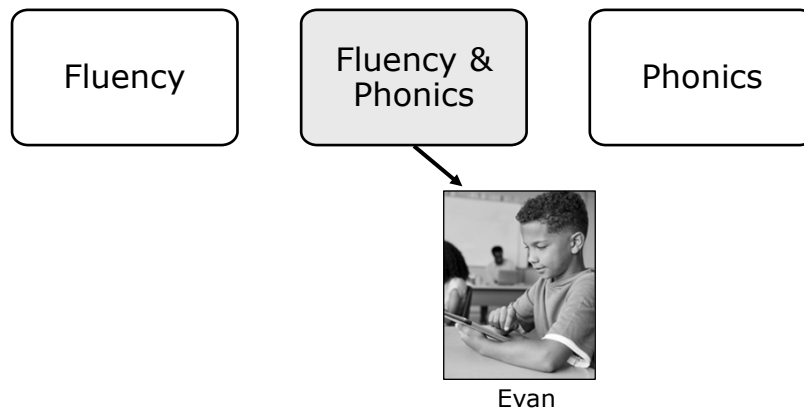
Scoring Worksheet



Meeting Marci's Needs



Determining Evan's Needs



Placing Evan

Needs: Fluency and Phonics

Read Naturally Live > Placement for Evan Renbeck Close

Placement Step 3: Analyze Results 

Student's Results 

Score from the most recent test is in bold type.

Placement Testing Level	Student Score (wcpm)	Placement Range (wcpm)
3.5	70	60 - 80

Choose an option and click Next

☐ 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)

Determining Evan's Needs

Fluency

Fluency & Phonics

Phonics



Evan

Word Warm-ups Live Phonics Assessment
Level 1, Sections B-I—Scoring Worksheet (continued)

Level 1, Section E: Consonant digraphs with short vowels					Errors
shob	jong	whes	thal	chen	SD/SC
Score 100/100	Score 100/100	Score 100/100	Score 100/100	Score 100/100	Total Score
fitch vung kanch cath rush					If 3 or more errors or a total score of 6 or more: • Show to WFLS, Level 1, Section E. • If 2 or more errors but not 3 or more, use SD/SC, writing level 2.2 for possible placement on LNS, Phonics level 2.2b. Blank, continue testing.
Score 100/100	Score 100/100	Score 100/100	Score 100/100	Score 100/100	
Level 1, Section F: Consonant blends with short vowels					Errors
hilm	kemp	wit	bulk	ruft	SD/SC
Score 100/100	Score 100/100	Score 100/100	Score 100/100	Score 100/100	Total Score
scan clem brax flass stran					If 3 or more errors or a total score of 6 or more: • Show to WFLS, Level 1, Section F. • If 2 or more errors but not 3 or more, use SD/SC, writing level 2.2 for possible placement on LNS, Phonics level 2.2b. Blank, continue testing.
Score 100/100	Score 100/100	Score 100/100	Score 100/100	Score 100/100	
Level 1, Section G: Vowels and the consonant r					Errors
gar	ferm	kirk	gord	curt	SD/SC
Score 100/100	Score 100/100	Score 100/100	Score 100/100	Score 100/100	Total Score
kear vair zoar dure sare					If 3 or more errors or a total score of 6 or more: • Show to WFLS, Level 1, Section G. • If 2 or more errors but not 3 or more, use SD/SC, writing level 2.2 for possible placement on LNS, Phonics level 2.2b. Blank, continue testing.
Score 100/100	Score 100/100	Score 100/100	Score 100/100	Score 100/100	
Level 1, Section H: Soft and silent consonants					Errors
cyl	jace	gile	civ	ges	SD/SC
Score 100/100	Score 100/100	Score 100/100	Score 100/100	Score 100/100	Total Score
knuck gnop wrin knaf wrap					If 3 or more errors or a total score of 6 or more: • Show to WFLS, Level 1, Section H. • If 2 or more errors but not 3 or more, use SD/SC, writing level 2.2 for possible placement on LNS, Phonics level 2.2b. Blank, continue testing.
Score 100/100	Score 100/100	Score 100/100	Score 100/100	Score 100/100	
Level 1, Section I: Other vowel sounds					Errors
coyl	hew	naum	wook ¹	town	SD/SC
Score 100/100	Score 100/100	Score 100/100	Score 100/100	Score 100/100	Total Score
hail vouz ² pow ³ boon ³ pall					If 3 or more errors or a total score of 6 or more: • Show to WFLS, Level 1, Section I. • If 2 or more errors but not 3 or more, use SD/SC, writing level 2.2 for possible placement on LNS, Phonics level 2.2b. Blank, continue testing on Level 2, Section A.
Score 100/100	Score 100/100	Score 100/100	Score 100/100	Score 100/100	

¹Wook should rhyme with book.
²Vouz should rhyme with house.
³Boon should rhyme with moon.

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Level 1, Sections B-I—Scoring Worksheet

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					Errors _____ SD/SC + _____ Total Score _____
hilm	kemp	wilt	bulk	ruff	
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	
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					Errors _____ SD/SC + _____ Total Score _____
gar	fern	kirk	gord	curt	
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	
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					Errors _____ SD/SC + _____ Total Score _____
cyl	jace	gile	civ	ges	
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	
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					Errors _____ SD/SC + _____ Total Score _____
coyl	hew	naum	wook ²	tawn	
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	
hoit	voud ³	powt ⁴	boon ⁵	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 3rd 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 3rd 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 3rd 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 3rd 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 3rd 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

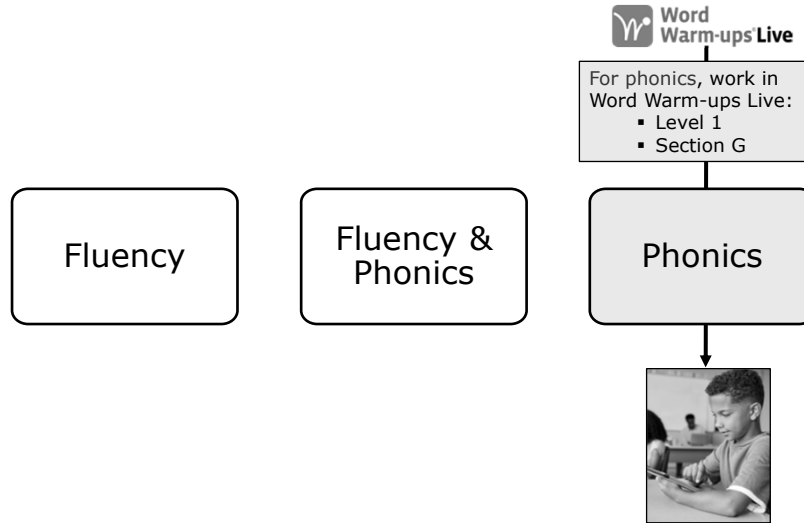
Word Warm-ups Live Phonics Assessment

Level 1, Section G: Vowels and the consonant r

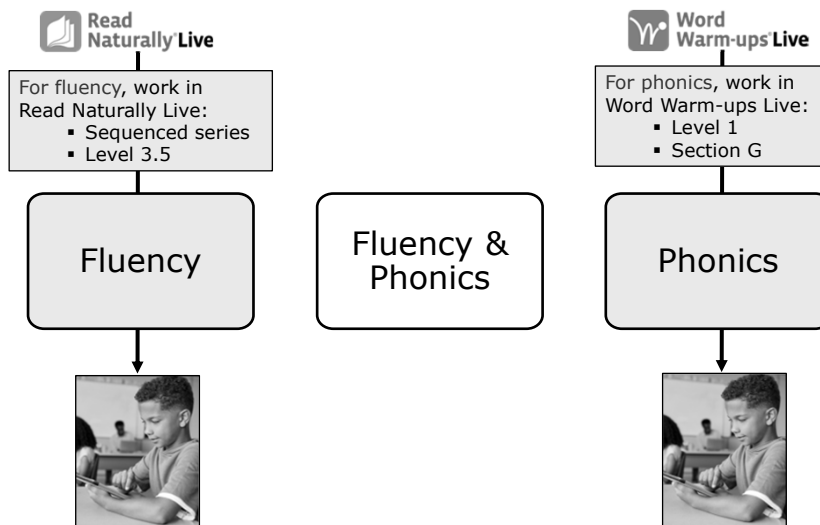
gar ✓	fern ✓	kirk kick	gord ✓	curt cut	Errors _____ SD/SCs + <u>3</u> Total Score <u>3</u>
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	
kear ✓	vair ✓	zoar ✓	dure dune	sare ✓	If 3 or more errors or a total score of 6 or more, stop testing: ■ Place in WWL Level 1, Section G. ■ Or use RNL testing level 2.5 for possible placement in RNL Phonics level 2.3a. If not, continue testing.
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	

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



Assessment and
Instructional
Decisions

Meeting
Various
Needs



How It Works

Content

Level 1 and 2

Word Warm-ups Live

Scope and Sequence by Level

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

Level 1: Single Syllable Words

Section	Exercise
Letter sounds	Short a and i, e, o, u
	Short a and i, e, o, u, h
	Long a and i, e, o, u
	Long a and i, e, o, u, h
	Short a and i, e, o, u, d, g
Short vowels	Short a
	Short e
	Short i
	Short o
	Short u
C Long vowels with short a	Long a with short a
	Long e with short a
	Long i with short a
	Long o with short a
	Long u with short a
D Long vowels	Long e with o, u, i, e, a, o, u
	Long i with o, u, i, e, a, o, u
	Long o with o, u, i, e, a, o, u
	Long u with o, u, i, e, a, o, u
	Long a with o, u, i, e, a, o, u
Consonant digraphs with short vowels	Consonant digraph, sh, th
	Consonant digraph, ck, qu
	Consonant digraph, ch, wh
	Consonant digraph, ai, au
	Consonant digraph, ay, aw
F Consonant blends with short vowels	Consonant digraph, ck
	Consonant digraph, qu
	Consonant digraph, sh, th
	Consonant digraph, ai, au
	Consonant digraph, ay, aw
G vowels and the consonant g	One vowel and g
	One vowel and g, i, e, o, u, a, o, u
	One vowel and g, i, e, o, u, a, o, u, h
	One vowel and g, i, e, o, u, a, o, u, d, g
	One vowel and g, i, e, o, u, a, o, u, h, d, g
H Soft h silent consonant blends	Soft h and silent ai, au, ay, aw
	Soft h and silent e, i, o, u, a, o, u
	Soft h and silent sh, th, ck, qu
	Soft h and silent ch, wh, ai, au
	Soft h and silent ay, aw, qu, u, g, ai
Other vowel sounds	Sound covered in all 40
	Sound covered in all 40
	Sound covered in all 40
	Sound covered in all 40
	Sound covered in all 40

Level 2: Two Syllable Words

Section	Exercise
A Compound words with short vowels (a, e, i, o, u)	Compound words with short vowels
	Compound words with long vowels
	Compound words with short vowels
	Compound words with long vowels
	Compound words with short vowels
B More compound words (long vowels, short vowels, and short vowels with short vowels)	Compound words with long vowels
	Compound words with short vowels
	Compound words with long vowels
	Compound words with short vowels
	Compound words with long vowels and short vowels
C One syllable words and syllables by syllables	One syllable words and syllables
	One syllable words and syllables
	One syllable words and syllables
	One syllable words and syllables
	One syllable words and syllables
D One syllable words changed by syllables	One syllable words and syllables
	One syllable words and syllables
	One syllable words and syllables
	One syllable words and syllables
	One syllable words and syllables
E Words with two syllables (includes combinations of short vowels and long vowels)	Words with two syllables
	Words with two syllables
	Words with two syllables
	Words with two syllables
	Words with two syllables
F Closed and open syllables	Closed syllables and consonant
	Open syllables and consonant
	Closed syllables and consonant
	Open syllables and consonant
	Open syllables and consonant
G Two syllable words with syllables	One syllable words and syllables
	One syllable words and syllables
	One syllable words and syllables
	One syllable words and syllables
	One syllable words and syllables

*Some long vowel words are included in the 40s.

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Page 2 of 2

How It Works

Level 1 Content

Nine sections/69 exercises

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





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

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

Level 2: Multi-syllable Words	
Section	Exercises
A. Word parts: prefixes	Prefixes: dis, in, sub Prefixes: pre, re, de Prefixes: a, anti, in, on Prefixes: up, up, a, e
B. Other word parts	Word parts: closed syllables Word parts: open/closed syllables Word parts: vowels and r: vowel teams Word parts: silent e
C. Word parts: suffixes	Suffixes: -ful, -less, -ment Suffixes: -ize, -ize, -ize Suffixes: -ly, -less, -less Suffixes: -ist, -able, -ible
D. Word parts: prefixes	Prefixes: in, ab, anti Prefixes: non, pro, inter Prefixes: tri, bi, sub, all Suffixes: -ity, -ity, -ity, -ity
E. Word parts: suffixes	Suffixes: -ize, -ize, -ize Suffixes: -ize, -ize, -ize Suffixes: -ize, -ize, -ize
F. Open and closed syllables	Open syllables More open syllables Placing vowel sounds More open/closed syllables
G. Connectors	Connectors: vowel i Connectors: vowel e 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



Exercise Types

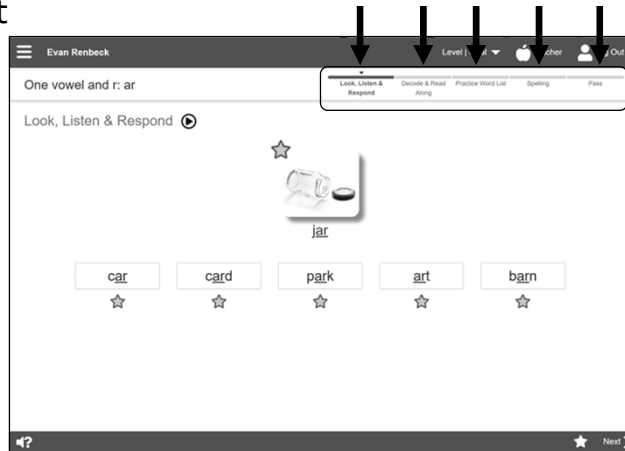
Each section has five exercise types:

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



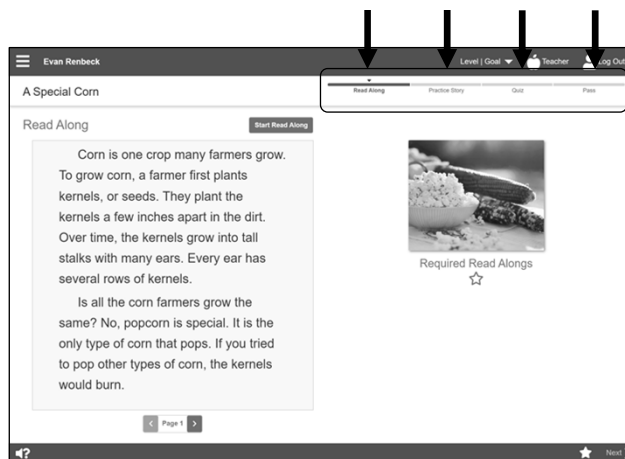
Word List Exercise Steps

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



Story Exercise Steps

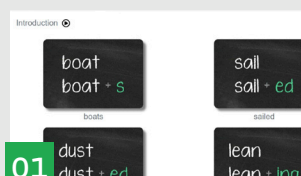
- Read Along
- Practice Story
- Quiz
- Pass





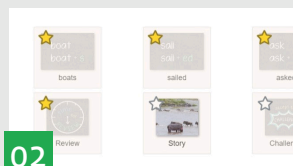
Word Warm-ups Live Steps

Getting Started



Introduction

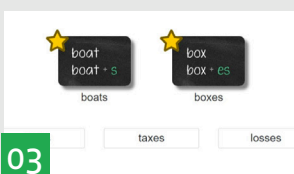
Click each word to learn about the phonics pattern.



Select an Exercise

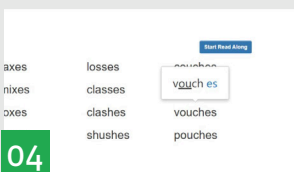
Click the exercise you want to work on.

Word List Exercises



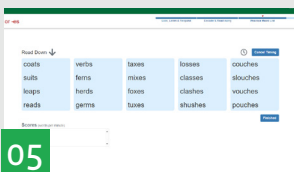
Look, Listen, & Respond

Click the picture to hear a lesson. Then click each word to read the pattern.



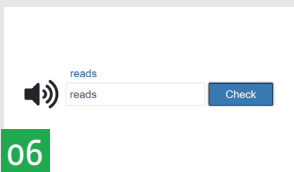
Decode & Read Along

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



Practice the Word List

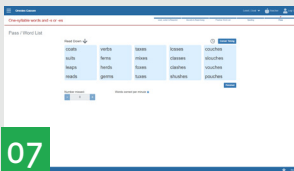
Read the words down the columns and then across the rows.



Spelling

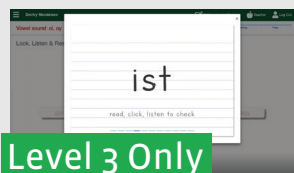
Click , type the word, click Show Me to see the answer, then click Check to check your answer.

Play Phontastic!



Pass the Word List

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

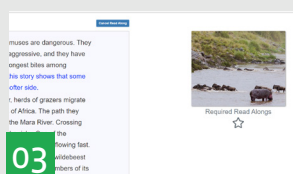


Flashcards

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

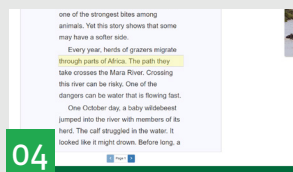
Level 3 Only

Story Exercises



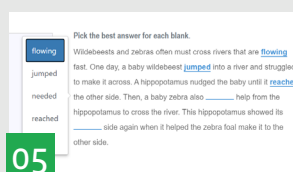
Read Along

Read the story quietly with the narrator.



Practice the Story

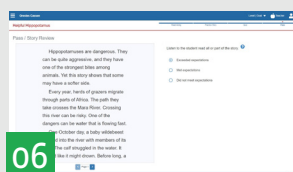
Practice reading the story on your own.



Quick Quiz

Choose an answer for each blank in the text.

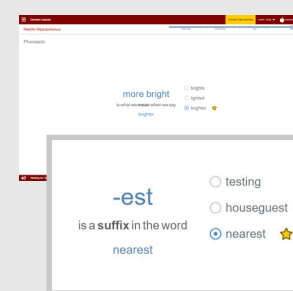
Play Phontastic!



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 ↓

Vowels and the consonant r

Introduction

Level 1: One-Syllable Words	
Section G: Vowels and the consonant r	
jar	One vowel and r: ar
fork	One vowel and r: or
bird	One vowel and r: ir, er, ur
lure	One vowel and r with silent e: ure, are, ore
ear	Two vowels and r: ear, air, oar, eer
Review	Mixed vowels and r
Story	A Special Corn
Challenge	Mixed vowels
Word List Goal: 40 wcpm	



jar



fork



bird



lure



ear

How It Works

Word List Exercises

Evan Renbeck

Level | Goal ▾

Teacher

Log Out

Vowels and the consonant r

Select an Exercise

★

jar

★

fork

★

bird

★

lure

★

ear

★

Review

★

Story

★

Challenge

Look, Listen & Respond

Look, Listen & Respond

jar

car card park art barn

Next

Decode & Read Along

Decode & Read Along

jar

car card park art barn

Next

Practice Word List

One vowel and r: ar

Practice Word List

Read Down ↓

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

Cancel Timing

Finished

Scores (words per minute)

Next >

Spelling

One vowel and r: ar

Spelling

tar

tar

Check

Next >

How It Works

Phontastic

☰ Evan Renbeck

Conduct Pass Activities

Level | Goal ▾

🍏 Teacher

👤 Log Out

One vowel and r: ar

Look, Listen & Respond

Decode & Read Along

Practice Word List

Spelling

Pass

Phontastic

tarp

has the same **ending sound** as

chirp

☐ barb

☒ chirp ☆

☐ perk

2 points

🔊? Waiting for Teacher

★ Next >

How It Works

Pass Timing

☰ Evan Renbeck

Level | Goal ▾

🍏 Teacher

👤 Log Out

One vowel and r: ar

Look, Listen & Respond

Decode & Read Along

Practice Word List

Spelling

Pass

Pass / Word List

Start Timing

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

Finished

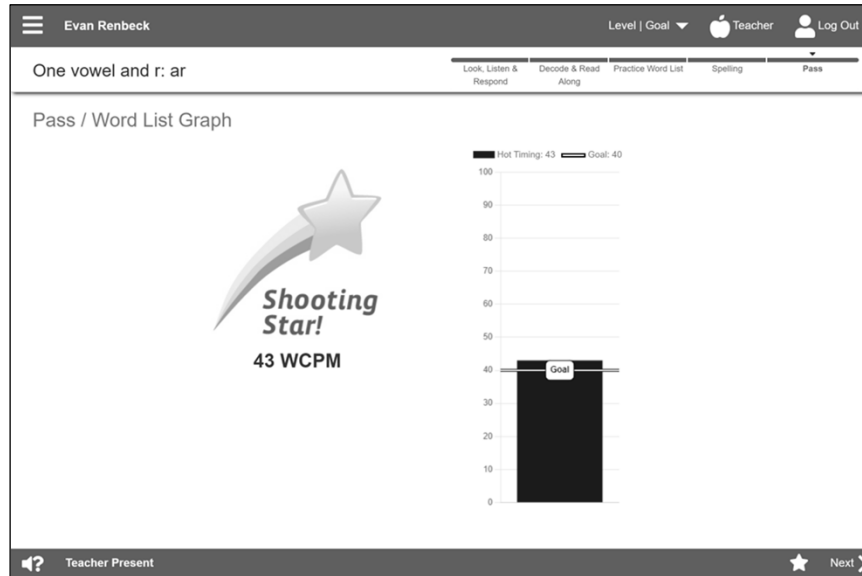
Number missed: - 6 +

Words correct per minute @ 43

🔊? Teacher Present

★ Next >

Graph of Pass Score



Review Work

One vowel and r: ar

Level | Goal Teacher Log Out

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

Word List Summary

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

One vowel and r: ar

Look, Listen & Respond

Decode & Read Along

Practice Word List

Spelling

Pass

Remedial Actions

CRITERIA	PASS RESULTS	REQUIREMENTS	SELECT REMEDIAL ACTIONS	
Pass Timing	☆ 43 wcpm (first attempt)	40 wcpm	☐	Practice word list Required practices 1 ▼
Errors	✖ 6 (first attempt)	3 or fewer	☐	Decode & read along Required read alongs 1 ▼
Spelling	☆ 5/5 (first attempt)	5/5	☐	Redo spelling
			☐	Retest word list
			☐	Pass with current scores

🔊 Teacher Present

★ Next ➤

Congratulations

☰ Evan Renbeck

Level | Goal ▼ Teacher Log Out

One vowel and r: ar

Look, Listen & Respond

Decode & Read Along

Practice Word List

Spelling

Pass

Congratulations!

Word List


Met your goal on the first try!

Word List Accuracy


No errors on hot timing!

Word List Rank


40-49 words correct per minute

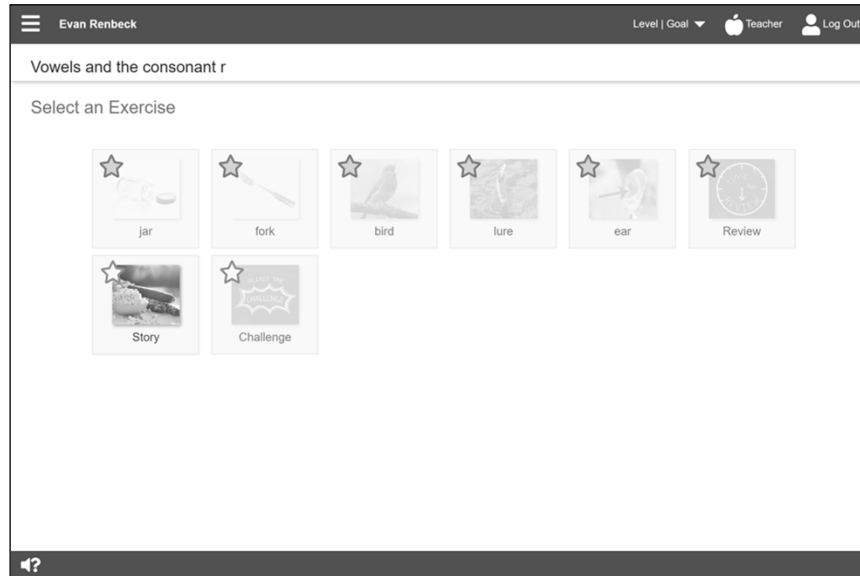
Spelling


Words spelled correctly on the first try!

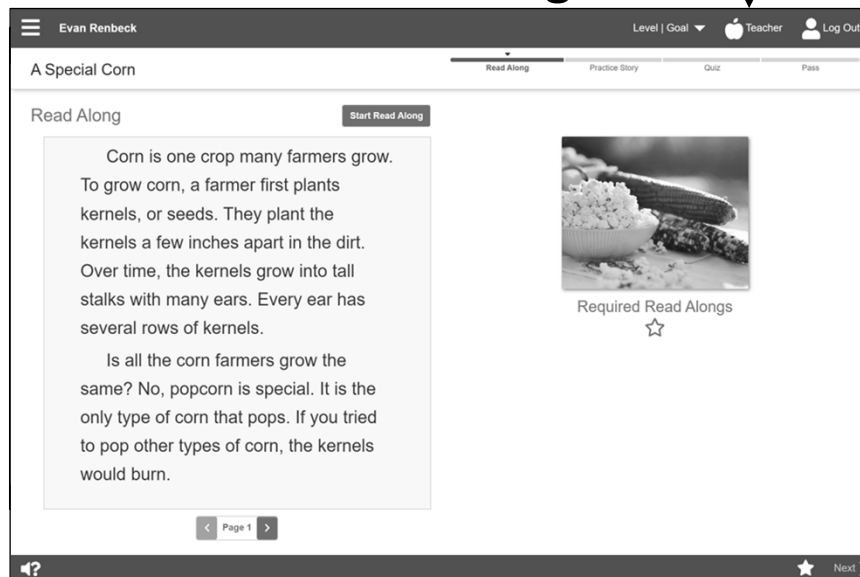
🔊

★ Done ➤

Story Exercises



Read Along



Teacher Menu



Evan Renbeck

Level | Goal

Close

Teacher Menu

Print Exercises

Print Award

Review Work

Change Level/Section/Goal

Change Exercise Options

Reset Exercise

Retest Timing

Word List Exercises

Decode & Read Along

Required decode & read alongs

0

Required word list practices

1

Duration

Whole list

Spelling

Save Cancel Restore defaults

Story Exercises

Story version

Easier

Required read alongs

1

Required practices

1

Full Audio Directions

Teacher Present

Read Along

Evan Renbeck

Level | Goal

Teacher

Log Out

Popcorn

Read Along Practice Story Quiz Pass

Read Along

Start Read Along

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.

Required Read Alongs

☆

< Page 1 >

Next

Practice

Popcorn

Practice

Start Reading

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.

Required Practices

☆

Page 1

Next

Quick Quiz

Popcorn

Quick Quiz

burn
burst
corn
sorts
starch

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.

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.

Page 1

Next

How It Works

Phontastic

☰ Evan Renbeck

Conduct Pass Activities

Level | Goal ▾

🍏 Teacher

👤 Log Out

Popcorn

Read Along Practice Story Quiz Pass

Phontastic

yarn
rhymes with

☐ gran
☐ norm
☐ barn

4 points

🔊? Waiting for Teacher

★ Next >

How It Works

Pass/Story Review

☰ Evan Renbeck

Level | Goal ▾

🍏 Teacher

👤 Log Out

Popcorn

Read Along Practice Story Quiz Pass

Pass / Story Review

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.

Listen to the student read all or part of the story. ?

☐ Exceeded expectations
☒ Met expectations
☐ Did not meet expectations

< Page 1 >

🔊? Teacher Present

★ Next >

How It Works

Pass/Review Quick Quiz

The screenshot shows the 'Pass / Review Quick Quiz' interface for the word 'Popcorn'. The top navigation bar includes 'Evan Renbeck', 'Level | Goal', 'Teacher', and 'Log Out'. Below the navigation bar, the title 'Popcorn' is displayed, followed by a progress bar with four segments: 'Read Along', 'Practice Story', 'Quiz', and 'Pass'. The main content area is titled 'Pass / Review Quick Quiz'. On the left, a list of sentences is shown: '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 dropdown menu labeled 'Student's most recent responses' is shown, followed by a paragraph of text: '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 'Teacher Present' button and a 'Next' button.

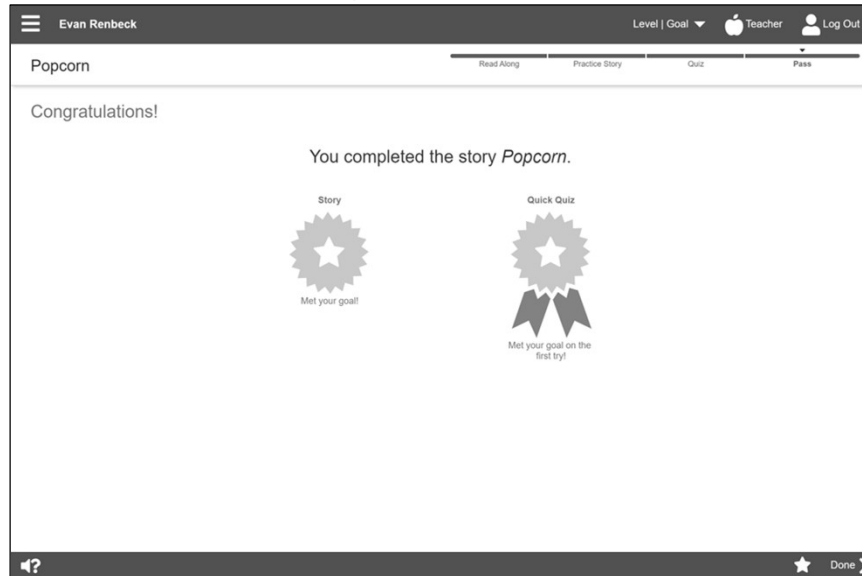
How It Works

Remedial Actions

The screenshot shows the 'Remedial Actions' interface for the word 'Popcorn'. The top navigation bar includes 'Evan Renbeck', 'Level | Goal', 'Teacher', and 'Log Out'. Below the navigation bar, the title 'Popcorn' is displayed, followed by a progress bar with four segments: 'Read Along', 'Practice Story', 'Quiz', and 'Pass'. The main content area is titled 'Remedial Actions'. It contains a table with four columns: 'CRITERIA', 'PASS RESULTS', 'REQUIREMENTS', and 'SELECT REMEDIAL ACTIONS'. The table has two rows of data. The first row is for 'Story performance' with a 'Met expectations (first attempt)' result and 'Met expectations' requirement. The second row is for 'Quick Quiz' with a '3/5 (first attempt)' result and 'All correct' requirement. The 'SELECT REMEDIAL ACTIONS' column contains four 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 and a 'Next' button.

CRITERIA	PASS RESULTS	REQUIREMENTS	SELECT REMEDIAL ACTIONS
Story performance	☆ Met expectations (first attempt)	Met expectations	☐ Read along again ☐ Practice story again
Quick Quiz	✗ 3/5 (first attempt)	All correct	☐ Redo quick quiz ☐ 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:

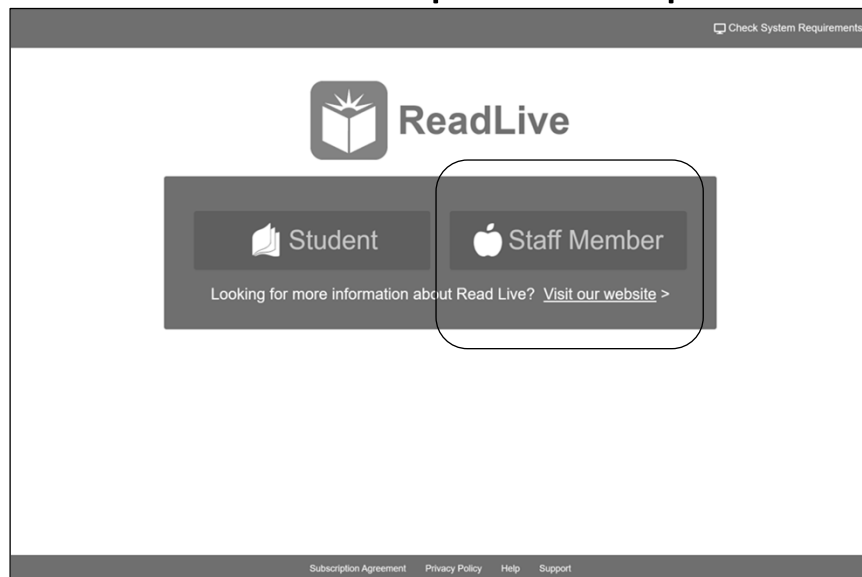


- Work in Word Warm-ups Live for just the first 10 minutes of the Read Live session (*as a warm-up*)—then switch to Read Naturally Live for the remainder of the session.
- Alternate between the two programs. Complete one exercise in Word Warm-ups Live. Then complete all the steps for one story in Read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

Demonstration: Reports and Adjustments



Word Warm-ups Live Reports



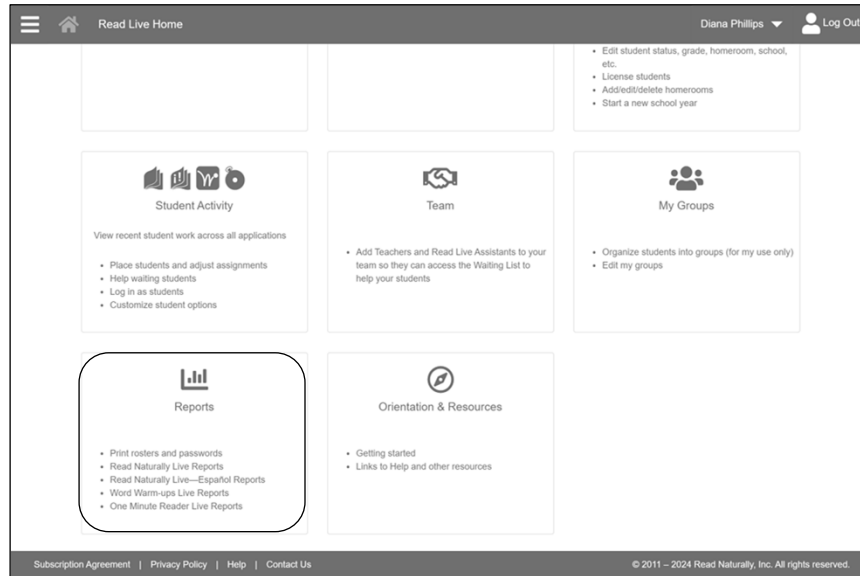
Word Warm-ups Live Reports

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 is centered, followed by the text 'Staff Member Login'. Below this, a login form is displayed with the following fields: 'Account ID *' (containing '000'), 'User ID *' (containing 'dphillips'), and 'Password *' (containing '*****'). A 'Log In' button is to the right of the password field. A 'Forgot password?' link is located below the password field. A footer at the bottom states 'Copyright © 2024 Read Naturally, Inc. All rights reserved.'

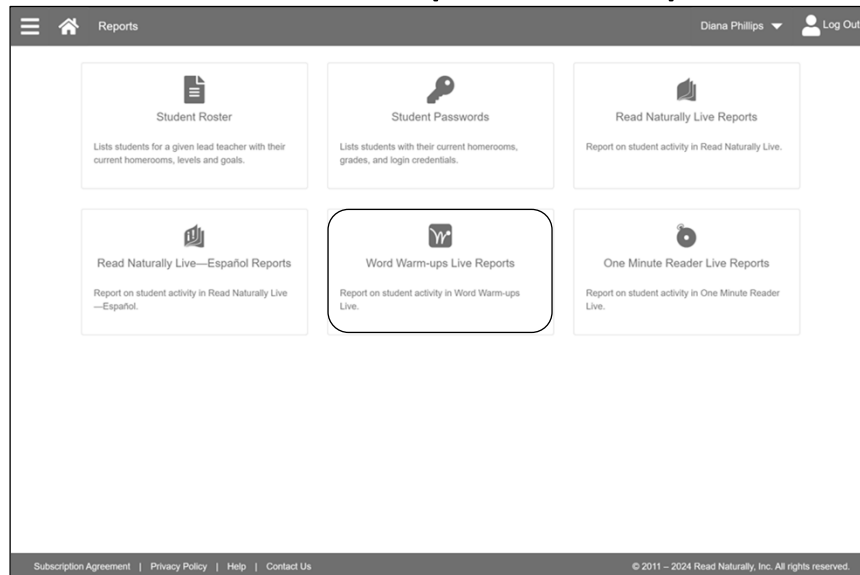
Word Warm-ups Live Reports

The screenshot shows the Read Live Welcome page. The top navigation bar includes a menu icon, a home icon, the text 'Welcome', the user name 'Diana Phillips' with a dropdown arrow, and a 'Log Out' link. The main content area features the Read Live logo and the text 'Welcome to Read Live!'. Below this, it says 'Getting started is easy. Choose one of the options below.' There are two main buttons: 'Learn how to get started' (which links to 'Go to Orientation & Resources Page') and 'Start working' (which links to 'Go to Home Page'). At the bottom of the main content area is a large image of seven diverse children of various ethnicities and ages, all smiling and holding open books. The footer contains links for 'Subscription Agreement', 'Privacy Policy', 'Help', and 'Contact Us', along with the copyright notice '© 2011 - 2024 Read Naturally, Inc. All rights reserved.'

Word Warm-ups Live Reports



Word Warm-ups Live Reports



Word Warm-ups Live Reports

The dashboard features a header with a menu icon, a home icon, and the text "Reports > Word Warm-ups Live Reports". On the right, it shows the user "Diana Phillips" and a "Log Out" button. The main content area contains three report category cards, each with a "W" icon and a description:

- 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.

The footer includes links for "Subscription Agreement", "Privacy Policy", "Help", and "Contact Us", along with the copyright notice "© 2011 – 2024 Read Naturally, Inc. All rights reserved."

Word Warm-ups Live Reports

The dashboard features a header with a menu icon, a home icon, and the text "Reports > Student Word Warm-ups Level Reports". On the right, it shows the user "Diana Phillips" and a "Log Out" button. The main content area includes a "Generate Reports for Selected" button and a table of students. A "Search by Group" dropdown and a "Clear Selected" button are also present.

	Last Name	First Name	Student ID	Grade	School	Homeroom	License
☐	Aubid	Anna		7	Phillips Academy	Unassigned	licensed
☐	Eswaran	Sage		5	Phillips Academy	Unassigned	licensed
☐	Gasper	Marci		1	Phillips Academy	Unassigned	licensed
☐	Jones	Sarah		4	My School	Unassigned	licensed
☐	Renbeck	Evan		5	Phillips Academy	Unassigned	licensed
☐	Shafer	Wade		1	Phillips Academy	Unassigned	licensed
☐	Smith	Abby	asmith	3	Phillips Academy	Unassigned	licensed
☒	Wotan-Grandee	Almeira		5	Albert Santos Dumond Eleme...	Unassigned	licensed

The footer includes links for "Subscription Agreement", "Privacy Policy", "Help", and "Contact Us", along with the copyright notice "© 2011 – 2024 Read Naturally, Inc. All rights reserved."

Student Level Report

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

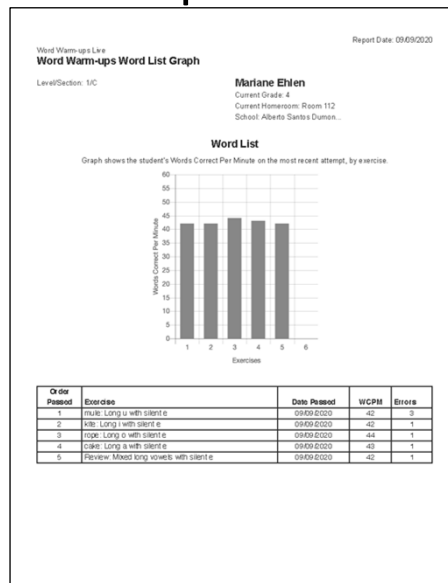
Report Date: 10/08/2021

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

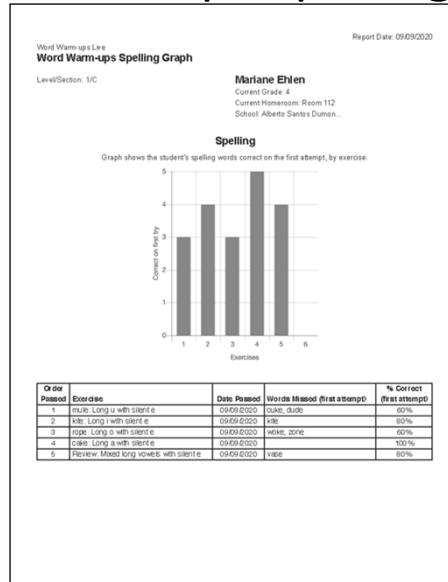
Level: Section	Exercise	Passed	1st timing wcpm(errors)	Practices	Pass attempts	1st pass attempt wcpm(errors)	Last pass attempt wcpm(errors)	Goal at pass	% Correct first try	Story
Level 1: Section C	Long u		33(7)	2					80	
Long vowels with silent e	Long o	10/05/2021	27(4)	3	1	46(3)		40	80	
	Long a									
	Long i									
	Review									
	Challenge									
Level 1: Section B	Challenge	10/01/2021	32(8)	3	3	42(2)		40	80	
Short vowels	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

Word Warm-ups Live
Exercise Details

Report Date: 09/09/2020

Level/Section: 1/C

Mariane Ehlen
Current Grade: 4
Current Homeroom: Room 112
School: Alberta Santos Duman...

Exercise Data
mule: Long u with silent e
Start date: 09/04/2020

Pass date: 09/09/2020
Last Login: 09/09/2020

Word List Summary

CRITERIA	PASS RESULTS	REQUIREMENTS
Word list pass timing	★ 42 wpm (first attempt)	Goal: 40 wpm
Word list errors	★ 3 (first attempt)	3 or fewer
Spelling	★ 3/5 (first attempt) ★ 5/5 (most recent)	5/5

Practice Word List

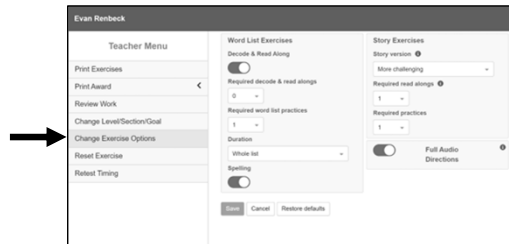
Total practices	Difficult words	Highest practice score
3	4	43 wpm

Spelling

Word	First attempt	Second attempt	Third attempt
duke	★		
kite	✖	★	
edge	✖	★	
cake	★		
rule	★		
duke	★		

Teacher Menu

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



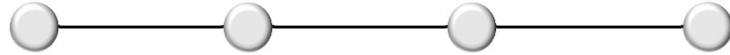
Change Exercise Options

A screenshot of the 'Change Exercise Options' dialog box. The dialog has a title bar with 'Evan Renbeck' on the left, 'Level | Goal' and a dropdown arrow in the center, and a 'Close' button on the right. The main content area is divided into three sections. The left section, titled 'Teacher Menu', contains a list of options: 'Print Exercises', 'Print Award', 'Review Work', 'Change Level/Section/Goal', 'Change Exercise Options' (which is highlighted), 'Reset Exercise', and 'Retest Timing'. The middle section, titled 'Word List Exercises', contains a 'Decode & Read Along' toggle switch, a 'Required decode & read alongs' dropdown menu set to '0', a 'Required word list practices' dropdown menu set to '1', a 'Duration' dropdown menu set to 'Whole list', and a 'Spelling' toggle switch. The right section, titled 'Story Exercises', contains a 'Story version' dropdown menu set to 'More challenging', a 'Required read alongs' dropdown menu set to '1', a 'Required practices' dropdown menu set to '1', and a 'Full Audio Directions' toggle switch. At the bottom of the dialog are 'Save', 'Cancel', and 'Restore defaults' buttons. A 'Teacher Present' status bar is visible at the very bottom of the dialog.

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



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

- Live students started 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

www.readnaturally.com/read-live-help



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



phone: 800.788.4085
email: info@readnaturally.com
website: 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.