Group: _____   Date: _____

Word Warm-ups Live Fidelity Checklists

Use the Observation Checklist to monitor the set-up and implementation of Word Warm-ups Live. Use the Follow-Up Questions Checklist to refine the implementation of the program. You can use these checklists to review your own implementation or as a starting point for conversation and coaching with another teacher. For detailed information about setting up and effectively implementing Word Warm-ups Live, see the *Read Live User Guide*.

Observation Checklist: What Should I See?

Observe students using Word Warm-ups Live and check each item below that is implemented correctly.

Planning and Setting Up *Observe a group of students.*

❐ Setting promotes students' engagement for entire session (location, room arrangement).

❐ Session length is at least 10 minutes.

❐ Students attend 3–5 sessions per week.

❐ Student-to-teacher ratio is no more than six students per adult.

Implementing the Steps *Observe individual students.*

Word List Exercises

❐ **Look, Listen, and Respond step:** The student participates in the phonics lesson by clicking on each picture, listening to the audio lesson, and responding appropriately.

❐ **Decode and Read Along step:** The student reads each word, first sound-by-sound, then the whole word, vocalizing quietly along with the audio.

❐ **Practice Word List step:** The student clicks **Start Timing** and reads down each column and then across each row. The student clicks on any difficult words to hear them pronounced sound-by-sound, then the whole word. After reading all the columns, the student clicks **Finished**. After reading all the rows, the student clicks **Finished** again. The student practices until reaching the Word List Goal and completing the required number of practices.

❐ **Spelling step:** The student clicks the speaker icon to hear the whole word, the word pronounced sound-by-sound, then a sentence using the word, then the whole word again. The student spells the word and clicks **Show Me** to check their spelling against the correct spelling of the word, makes any corrections, and clicks **Check** to confirm it is correct. The student continues entering corrections and clicking **Check** until the spelling is correct.

❐ **Pass step:** While waiting for the teacher, the student plays Phontastic. After the teacher logs in, the student clicks **Start Timing** and reads each word aloud down the columns and clicks **Finished**. Then the student reads each word aloud across the rows and clicks **Finished** again. (The teacher enters the number of errors and the software calculates the student's words correct per minute (WCPM) score.)

❐ **Remedial Actions:** If the student has not met the criteria for passing the word list and the teacher has assigned remedial actions, the student completes the remedial actions.

Story Exercises

❐ **Read Along step:** The student clicks **Start Read Along** and quietly reads the story aloud with the narrator until they finish the required number of read alongs. (**Note:** The teacher can select the easier or more challenging story in Story Options.)

❐ **Practice Story step:** The student clicks **Start Reading** and quietly reads the story aloud—clicking on difficult words to hear them pronounced. The student uses the Reading Guide and the page controls to move through the pages.

❐ **Quick Quiz step:** The student clicks on an answer for each blank in the quiz text. The student reviews the story text, if necessary, to confirm answer choices.

- ❑ **Pass step:** While waiting for the teacher, the student plays Phontastic. After the teacher logs in, the student reads the story aloud. (The teacher decides if the student should read all or part of the story.) Then the teacher evaluates the student's reading and reviews the student's responses to the Quiz questions.
- ❑ **Remedial Actions:** If the student has not met the criteria for passing a Story exercise and the teacher has assigned remedial actions, the student completes the remedial actions.

Student Behavior

- ❑ Students confidently follow the steps.
- ❑ Students' time on task is high. They complete the steps and pass a story in 20–30 minutes.
- ❑ Students know how to use the software.
- ❑ Students spend most of the class time engaged in the act of reading.

Follow-up Questions Checklist: What Should I Ask?

Ask these questions as a follow-up and check each item that is implemented correctly.

Assessment and Placement

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

Implementing the Steps

- ❑ Have you taught the students how to complete the steps in Word Warm-ups Live? Train students in how to successfully complete the steps independently. Have students view the *A Student's Guide to Word Warm-ups Live* video series.
- ❑ Are you prompting students to do the steps correctly? Remind students to read along quietly during the Look, Listen, and Respond step, the Decode and Read Along step, and the Practice step (Word List exercises). Remind students to read along quietly during the Read Along step and the Practice step (Story exercises).
- ❑ Are you adapting the program to help differentiate instruction for students? Adjust the program to meet specific needs. Possible changes include assigning the easier or more challenging story, adjusting the number of read alongs and/or practices required, checking for accuracy by requiring a student to read the words to a teacher or another adult before practicing, or raising or lowering the goal rate. When a student does not meet criteria for passing an exercise, assign remedial actions.

Monitoring and Communicating Student Performance

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