Word Warm-ups Live Phonics Assessment

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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 (likely 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 *at or above third grade*	Estimated reading level *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

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[1]	Yes	N/A	RNL only (Sequenced or Idioms series) *Test the student with the RNL built-in placement test and select a recommended level and goal.*
Yes	No	N/A	WWL only *Place the student in the WWL level and section recommended by the WWL Phonics Assessment.[2]*
Yes	Yes	Yes	Both WWL and RNL (Sequenced or Idioms series) *1. Place the student in the WWL level and section recommended by the WWL Phonics Assessment.[2]* *2. Test the student with the RNL built-in placement test and select a recommended level and goal.*
Yes	Yes	No	RNL Phonics Series may be possible. *Test the student with the RNL built-in placement test, using the RNL testing level recommended by the WWL Phonics Assessment for Level 1.* **If 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. **If RNL does not recommend placement** in the level tested, teach fluency and phonics separately: *1. Continue assessing with the RNL built-in placement test and select a recommended Sequenced level and goal.* *2. Place the student in the WWL level and section recommended by the WWL Phonics Assessment.[2]*

[1]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.

[2]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 3–10 practices or if the student needs more of a challenge.

Word Warm-ups Live Phonics Assessment

The Word Warm-ups Live Phonics Assessment determines:

- What the student's phonics needs are.
- Where 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 procedures. Read Live programs teach phonics elements 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: ↓	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-syllabic words. Start with Level 3 if the following are true: ↓
	Level 1 Criteria	**Level 2 Criteria**	**Level 3 Criteria**
	The student • is a beginning reader. • has difficulty decoding one-syllable words.	The student • can decode one-syllable, phonetically regular words. • has difficulty decoding two-syllable words.	The student • can decode two-syllable words. • has difficulty decoding multi-syllabic 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 administrator).

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.

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	• Mark the item with a check. • Circle **SD/SC** if the response is slowly decoded (SD).
Incorrect	• Write the response on the line below the item. • Circle **Error** if the student does not self-correct. • Circle **SD/SC** if the student self-corrects (SC) and mark the item with a check.

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	• Count the number of times you circle Error. • Write the number on the **Errors** line.
SD/SCs	• Count the number of times you circle **SD/SC**. • Write the number on the **SD/SCs** line. **Note:** Count each **SD/SC** only once, even if the student slowly decoded and self-corrected the same word.
Total Score	• Add the number of **Errors** and **SD/SCs**. • Write the sum on the **Total Score** line.

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.

Word Warm-ups Live Phonics Assessment
Level Screener—Scoring Worksheet

Name: _____

Examiner: _____ Teacher: _____ Date: _____

This Word Warm-ups Live (WWL) **Level Screener** will help you decide which level of the phonics assessment to use with students who are not beginning readers: Level 1, 2, or 3. If the student is a beginning reader, start testing in Level 1, Section A.

See **Assessment Directions** in this document to learn how to score and calculate results.

Examiner Script for the Level Screener

Say to the student: "Look at the words. Some of them are not real words. Read each word to me. Wait to read each word until I say next."

Screening, Part 1 (Assesses skills taught in WWL Level 1, Sections B–E)

dax	chof	jed	fung	tiv
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC
sike	shome	thale	beav	zoat
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC

Errors _____
SD/SC + _____
Total Score _____

If 3 or more errors or a total score of 6 or more:
- Stop this assessment.
- Begin testing in WWL Phonics Assessment Level 1, Section B.

If not, continue to Screening, Part 2.

Screening, Part 2 (Assesses skills taught in WWL Level 1, Sections F–I)

hosk	strell	knap	vern	hawn
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC
moud[1]	gart	foyd	tew	tace
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC

Errors _____
SD/SC + _____
Total Score _____

If 3 or more errors or a total score of 6 or more:
- Stop this assessment.
- Begin testing in WWL Phonics Assessment Level 1, Section F.

If not, continue to Screening, Part 3.

Screening, Part 3 (Assesses skills taught in WWL Level 2, Sections A–D)

hatted	starred	smocked	renter	loosest
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC
rated	fused	staked	baring	breaches
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC

Errors _____
SD/SC + _____
Total Score _____

If 3 or more errors or a total score of 6 or more:
- Stop this assessment.
- Begin testing in WWL Phonics Assessment Level 2, Section A.

If not, continue to Screening, Part 4.

Screening, Part 4 (Assesses skills taught in WWL Level 2, Sections E–H)

burrow	nettle	slogan	vivid	bailiff
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC
album	stifle	yodel	closet	laundry
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC

Errors _____
SD/SC + _____
Total Score _____

If 3 or more errors or a total score of 6 or more, begin testing in WWL Phonics Assessment Level 2, Section E.

If not, begin testing in WWL Phonics Assessment Level 3, Section A.

[1]Moud should rhyme with loud.

Part 1

dax	chof	jed	fung	tiv
sike	shome	thale	beav	zoat

Part 2

hosk	strell	knap	vern	hawn
moud	gart	foyd	tew	tace

Part 3

hatted	starred	smocked	renter	loosest
rated	fused	staked	baring	breaches

Part 4

burrow	nettle	slogan	vivid	bailiff
album	stifle	yodel	closet	laundry

Name: _____

Examiner: _____ Teacher: _____ Date: _____

Level 1, Section A: Letter Sounds will help you identify consonant or short vowel sounds the student has not yet mastered with automaticity.

See **Assessment Directions** in this document to learn how to score and calculate results.

Examiner Script for Section A

Say to the student: "Make the sound of each letter. Wait to make the next sound until I say next. Be sure to make the short sound of each vowel."

If the student says a sound other than the short vowel sound or the soft sound of c or g, say: "What is the other sound for the letter?" Mark the item with a check if the student provides the correct sound after prompting.

Level 1, Section A: Letter Sounds

u	b	f	r	h	j	q
_____	_____	_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC
d	i	a	v	x	z	l
_____	_____	_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC
m	p	k	e	w	y	t
_____	_____	_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC
s	n	c	g	o		
_____	_____	_____	_____	_____		
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC		

Errors _____

SD/SC + _____

Total Score _____

If 3 or more errors or a total score of 6 or more:
- Stop testing.
- Either:
  - Place in WWL Level 1, Section A.
  - Continue testing and place student in the next recommended section.

If not, continue testing in Level 1, Section B.[1]

[1]Reinforce the sounds of the letters said incorrectly in this assessment while the student works in another section in Level 1.

Level 1, Section A: Letter Sounds

u	b	f	r	h	j	q
d	i	a	v	x	z	l
m	p	k	e	w	y	t
s	n	c	g	o		

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

Name: _____

Examiner: _____ Teacher: _____ Date: _____

Level 1, Sections B–I will help you decide whether to use Word Warm-ups Live (WWL), Read 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 <u>Program Selection, Placement, and Goals</u> 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
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC
tav	hof	vic	doc	lil
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC

Errors _____
SD/SC + _____
Total Score _____

If 3 or more errors or a total score of 6 or more:
- Place in WWL Level 1, Section B.
- Or if student reads below 3rd grade level, use RNL testing level 1.0 for possible placement in RNL Phonics level 0.8a.

If not, continue testing.

Level 1, Section B: Short vowels: e, u

nel	rup	cul	fen	tut
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC
jen	lux	bev	dex	duf
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC

Errors _____
SD/SC + _____
Total Score _____

If 3 or more errors or a total score of 6 or more:
- Place in WWL Level 1, Section B.
- Or if student reads below 3rd grade level, use RNL testing level 1.0 for possible placement in RNL Phonics level 0.8b.

If not, continue testing.

Level 1, Section C: Long vowels with silent e

kase	libe	tupe	wane	sime
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC
rupe	cale	jove	tine	moze
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC

Errors _____
SD/SC + _____
Total Score _____

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 3rd 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	noal	vie	nue	tay
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC
rean	meez	vo	hy[1]	dight
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC

Errors _____
SD/SC + _____
Total Score _____

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 3rd grade level, use RNL testing level 1.5 for possible placement in RNL Phonics level 1.3b.

If not, continue testing.

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[1]Hy should rhyme with my.

Level 1, Section E: Consonant digraphs with short vowels

shab	jong	whes	thil	chen
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC
fitch	vung	konch	cath	rush
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC

Errors _____
SD/SC + _____
Total Score _____

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.

Level 1, Section F: Consonant blends with short vowels

hilm	kemp	wilt	bulk	ruft
_____	_____	_____	_____	_____
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

Errors _____
SD/SC + _____
Total Score _____

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.

Level 1, Section G: Vowels and the consonant r

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

Errors _____
SD/SC + _____
Total Score _____

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.

Level 1, Section H: Soft and silent consonants

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

Errors _____
SD/SC + _____
Total Score _____

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.

Level 1, Section I: Other vowel sounds

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

Errors _____
SD/SC + _____
Total Score _____

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.

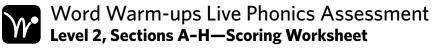If not, continue testing in Level 2, Section A.

[2]Wook should rhyme with look.
[3]Voud should rhyme with loud.
[4]Powt should rhyme with either shout or coat.
[5]Boon should rhyme with moon.

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

kam	riz	foz	bax	von
tav	hof	vic	doc	lil

Level 1, Section B: Short vowels: e, u

nel	rup	cul	fen	tut
jen	lux	bev	dex	duf

Level 1, Section C: Long vowels with silent e

kase	libe	tupe	wane	sime
rupe	cale	jove	tine	moze

Level 1, Section D: Long vowels

gaib	noal	vie	nue	tay
rean	meez	vo	hy	dight

Level 1, Section E: Consonant digraphs with short vowels

shab	jong	whes	thil	chen
fitch	vung	konch	cath	rush

Level 1, Section F: Consonant blends with short vowels

hilm	kemp	wilt	bulk	ruft
scan	clem	brax	floss	stran

Level 1, Section G: Vowels and the consonant r

gar	fern	kirk	gord	curt
kear	vair	zoar	dure	sare

Level 1, Section H: Soft and silent consonants

cyl	jace	gile	civ	ges
knuck	gnop	wrin	knaf	wrep

Level 1, Section I: Other vowel sounds

coyl	hew	naum	wook	tawn
hoit	voud	powt	boon	pall

Word Warm-ups Live Phonics Assessment
Level 2, Sections A-H—Scoring Worksheet

Name: _____

Examiner: _____   Teacher: _____   Date: _____

Phonics Assessment Level 2, Sections A and B help determine if the student needs to review the skills taught in Level 1. The remaining sections help determine if the student needs to learn the decoding of two-syllable words.

See **Assessment Directions** in this document to learn how to score and calculate results.

Examiner Script for Level 2, Sections A–H

Say to the student: "Look at the words. Read each word to me. Wait to read each word until I say next."

Level 2, Section A: Compound words

neckcloth	showboat	nuthatch	wheelbox	cheapskate
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC
highland	hangnail	limestone	playlist	fuseplug
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC

Errors _____
SD/SC + _____
Total Score _____

If 3 or more errors or a total score of 6 or more, place in WWL Level 2, Section A.

If not, continue testing.

Level 2, Section B: More compound words

aircrew	deerhorn	crawlspace	birchwood	cloudburst
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC
knotweed	parboil	plowshare	germproof	bridgeboard
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC

Errors _____
SD/SC + _____
Total Score _____

If 3 or more errors or a total score of 6 or more, place in WWL Level 2, Section B.

If not, continue testing.

Level 2, Section C: Base words not changed by suffixes

searches	scooted	tempting	twitched	oinks
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC
railed	soared	trawler	lauded	sulked
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC

Errors _____
SD/SC + _____
Total Score _____

If 3 or more errors or a total score of 6 or more, place in WWL Level 2, Section C.

If not, continue testing.

Level 2, Section D: Base words changed by suffixes

sized	slipped	budded	scoped	whaling
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC
dropping	ripest	charred	sited	drabber
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC

Errors _____
SD/SC + _____
Total Score _____

If 3 or more errors or a total score of 6 or more, place in WWL Level 2, Section D.

If not, continue testing.

Level 2, Section E: Words with two syllables

fennel	chowder	derby	advice	weevil
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC
mascot	newton	furnace	tendril	brayer
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC

Errors _____
SD/SC + _____
Total Score _____

If 3 or more errors or a total score of 6 or more, place in WWL Level 2, Section E.

If not, continue testing.

Level 2, Section F: Closed and open syllables

razor	rumple	habit	trifle	fiddle
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC
bacon	modest	prattle	bison	bogle
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC

Errors _____
SD/SC + _____
Total Score _____

If 3 or more errors or a total score of 6 or more, place in WWL Level 2, Section F.

If not, continue testing.

Level 2, Section G: Two-syllable words with suffixes

compasses	existed	fancied	envying	processed
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC
rabies	embracing	pardoning	covered	purchaser
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC

Errors _____
SD/SC + _____
Total Score _____

If 3 or more errors or a total score of 6 or more, place in WWL Level 2, Section G.

If not, continue testing.

Level 2, Section H: Words with prefixes

retreat	unscrew	discharge	dethrone	misjudge
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC
disembark	decompose	misreckon	unfasten	rechannel
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC

Errors _____
SD/SC + _____
Total Score _____

If 3 or more errors or a total score of 6 or more, place in WWL Level 2, Section H.

If not, continue testing in Level 3, Section A.

Level 2, Section A: Compound Words

neckcloth	showboat	nuthatch	wheelbox	cheapskate
highland	hangnail	limestone	playlist	fuseplug

Level 2, Section B: More compound words

aircrew	deerhorn	crawlspace	birchwood	cloudburst
knotweed	parboil	plowshare	germproof	bridgeboard

Level 2, Section C: Base words not changed by suffixes

searches	scooted	tempting	twitched	oinks
railed	soared	trawler	lauded	sulked

Level 2, Section D: Base words changed by suffixes

sized	slipped	budded	scoped	whaling
dropping	ripest	charred	sited	drabber

Level 2, Section E: Words with two syllables

fennel	chowder	derby	advice	weevil
mascot	newton	furnace	tendril	brayer

Level 2, Section F: Closed and open syllables

razor	rumple	habit	trifle	fiddle
bacon	modest	prattle	bison	bogle

Level 2, Section G: Two-syllable words with suffixes

compasses	existed	fancied	envying	processed
rabies	embracing	pardoning	covered	purchaser

Level 2, Section H: Words with prefixes

retreat	unscrew	discharge	dethrone	misjudge
disembark	decompose	misreckon	unfasten	rechannel

Word Warm-ups Live Phonics Assessment
Level 3, Sections A-G—Scoring Worksheet

Name: _____

Examiner: _____ Teacher: _____ Date: _____

The sections in **Phonics Assessment Level 3** help determine if the student needs to learn the decoding of words with affixes.

See **Assessment Directions** in this document to learn how to score and calculate results.

Examiner Script for Level 3, Sections A–G

Say to the student: "Look at the words. Read each word to me. Wait to read each word until I say next."

Level 3, Section A: Word parts: prefixes

disclaimer	abetting	prebaked	debunked	confronted
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC
endearing	represses	misruling	protested	uninvited
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC

Errors _____
SD/SC + _____
Total Score _____

If 3 or more errors or a total score of 6 or more, place in WWL Level 3, Section A.

If not, continue testing.

Level 3, Section B: Other word parts

dejected	revolving	inverted	conceding	unvented
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC
consisting	evoked	detaining	disputed	unprocessed
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC

Errors _____
SD/SC + _____
Total Score _____

If 3 or more errors or a total score of 6 or more, place in WWL Level 3, Section B.

If not, continue testing.

Level 3, Section C: Word parts: suffixes

distortion	enactor	instantly	misgotten	programist
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC
concealment	external	aplenty	deductible	remorsefulness
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC

Errors _____
SD/SC + _____
Total Score _____

If 3 or more errors or a total score of 6 or more, place in WWL Level 3, Section C.

If not, continue testing.

Level 3, Section D: More prefixes

betrayer	commonness	conjuncture	transversely	intercoastal
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC
abstraction	antifungal	imperceivable	subcompact	inadmissible
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC

Errors _____
SD/SC + _____
Total Score _____

If 3 or more errors or a total score of 6 or more, place in WWL Level 3, Section D.

If not, continue testing.

Level 3, Section E: More suffixes

implicate	enormity	deceptive	prolific	abundant
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC
rambunctious	ignorance	discretionary	advantageous	differential
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC

Errors _____
SD/SC + _____
Total Score _____

If 3 or more errors or a total score of 6 or more, place in WWL Level 3, Section E.

If not, continue testing.

Level 3, Section F: Open and closed syllables

cremation	implosion	reclusive	refusable	citation
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC
commuter	incredulous	corrosiveness	exclusionary	recuperate
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC

Errors _____
SD/SC + _____
Total Score _____

If 3 or more errors or a total score of 6 or more, place in WWL Level 3, Section F.

If not, continue testing.

Level 3, Section G: Connectors

predicament	clinician	abbreviate	spatula	peculiar
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC
tenement	fraudulent	differentiate	viciousness	negativity
_____	_____	_____	_____	_____
Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC	Error SD/SC

Errors _____
SD/SC + _____
Total Score _____

If 3 or more errors or a total score of 6 or more, place in WWL Level 3, Section G.

If not, Word Warm-ups Live may not be useful for this student.

Level 3, Section A: Word parts: prefixes

disclaimer	abetting	prebaked	debunked	confronted
endearing	represses	misruling	protested	uninvited

Level 3, Section B: Other word parts

dejected	revolving	inverted	conceding	unvented
consisting	evoked	detaining	disputed	unprocessed

Level 3, Section C: Words parts: suffixes

distortion	enactor	instantly	misgotten	programist
concealment	external	aplenty	deductible	remorsefulness

Level 3, Section D: More prefixes

betrayer	commonness	conjuncture	transversely	intercoastal
abstraction	antifungal	imperceivable	subcompact	inadmissible

Level 3, Section E: More suffixes

implicate	enormity	deceptive	prolific	abundant
rambunctious	ignorance	discretionary	advantageous	differential

Level 3, Section F: Open and closed syllables

cremation	implosion	reclusive	refusable	citation
commuter	incredulous	corrosiveness	exclusionary	recuperate

Level 3, Section G: Connectors

predicament	clinician	abbreviate	spatula	peculiar
tenement	fraudulent	differentiate	viciousness	negativity

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
b	bat
c	cut
d	dip
f	fun
g	get
h	hat
j	jog
k	kit
l	lip
m	mug
n	nap
p	pet
q	quest*
r	rid
s	sod
t	tuck
v	van
w	wet
x	mix**
y	yak
z	zip

Short Vowel	Example
a	apple
e	elephant
i	igloo
o	octopus
u	umbrella

Digraph	Example
sh	ship
ch	chick
th	thumb/the
wh	whip
ng	ring

Long Vowel	Example
a consonant e	cake
i consonant e	kite
o consonant e	rope
u consonant e	mule/lute
ai	pail
ay	say
ea	team
ee	feet
oa	boat
oe	toe
ie	pie
ye	bye
ue	due
ui	suit

Vowels and r	Example
ar	jar
or	fork
er/ir/ur	herd/bird/turn
air, are	pair, share
oar	soar
ear	hear (eer)
ure	lure (oor)

Soft and Silent Consonant(s)	Example
gn	gnome
kn	knife
wr	wrist
ce/ci/cy	cent/circus/cycle
ge/gi/gy	gem/giant/gym

Other Vowel Teams	Example
au/aw/all	haul/hawk/ball
ow/ow/ou	show/cow/out
oi/oy	soil/toy
oo/ew	boot/new
oo/u	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 /x/ or /ks/. X often comes in the middle or at the end of the word. When this occurs, the sound is pronounced /ks/.