



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

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 Read Naturally

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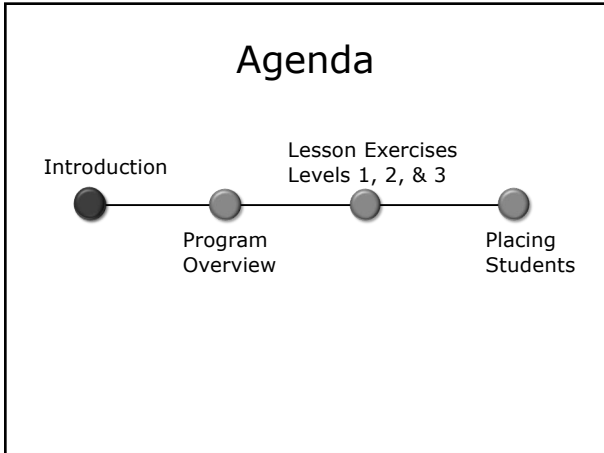
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### Purpose of **Word Warm-ups™**

- Reinforce phonemic awareness and phonics
- Develop mastery and automaticity in decoding  
 Progressing from single syllable words through multisyllabic words
- Support fluency development




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## Decoding Skills are Valuable

- Approximately \_\_\_\_% of words are decodable.

black hot plain

- Another 37% have just one exception.

temperature

- The remaining 13% must be memorized.

ocean

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## 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.



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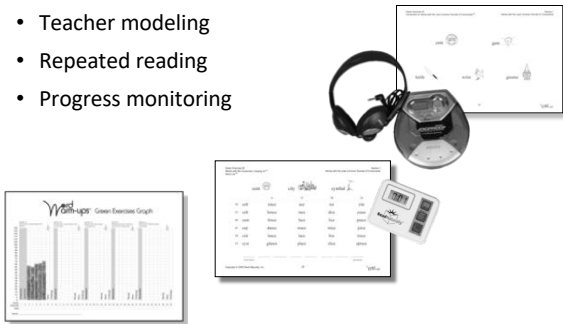
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## Word Warm-ups Strategy

- Teacher modeling
- Repeated reading
- Progress monitoring



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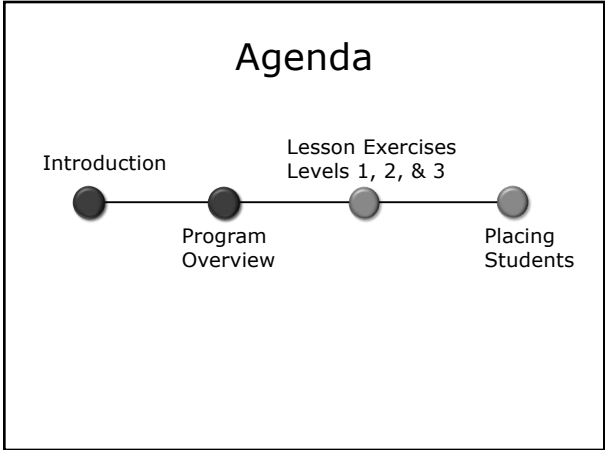
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## Using Word Warm-ups™

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

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## Word Warm-ups Levels 1, 2, and 3

The table below shows each level of Word Warm-ups and the skills taught in each.		
<b>Word Warm-ups 1</b> <b>Word Exercises</b> Exercises A-E focus on the sound and meaning of one-syllable words. Exercise F: Words with short vowels. Exercise G: Words with /ch, ck, sh, ss, and qu/ digraphs. Exercise H: Words ending with one-syllable compound words. Exercise I: Words beginning with one- or two-syllable compound words. <b>Color-by Exercise</b> Exercise J: Words with long vowels and silent e. Exercise K: Words with long vowels and silent e. Exercise L: Words with one-syllable compound words. Exercise M: Words with one-syllable compound words. Exercise N: Words with other sounds of vowels. <b>Blank Exercises</b>	<b>Word Warm-ups 2</b> <b>Word Exercises</b> Exercise A: Compound words with long vowels and silent e. Exercise B: Compound words with long vowels and silent e. Long vowel pairs are used followed by a two-syllable word of one-syllable and other sounds of vowels. <b>Color-by Exercise</b> Exercise C: Three-syllable words. Exercise D: Three-syllable words. Exercise E: Three-syllable words. Exercise F: Words with long vowels and silent e. Exercise G: Words with long vowels and silent e. Exercise H: Words with long vowels and silent e. Exercise I: Words with long vowels and silent e. Exercise J: Words with long vowels and silent e. Exercise K: Words with long vowels and silent e. Exercise L: Words with long vowels and silent e. Exercise M: Words with long vowels and silent e. Exercise N: Words with long vowels and silent e. <b>Blank Exercises</b>	<b>Word Warm-ups 3</b> <b>Word Exercises</b> Exercise A: Words with long vowels and silent e. Exercise B: Words with long vowels and silent e. Exercise C: Words with long vowels and silent e. Exercise D: Words with long vowels and silent e. Exercise E: Words with long vowels and silent e. Exercise F: Words with long vowels and silent e. Exercise G: Words with long vowels and silent e. Exercise H: Words with long vowels and silent e. Exercise I: Words with long vowels and silent e. Exercise J: Words with long vowels and silent e. Exercise K: Words with long vowels and silent e. Exercise L: Words with long vowels and silent e. Exercise M: Words with long vowels and silent e. Exercise N: Words with long vowels and silent e. <b>Blank Exercises</b>

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

Word Warm-ups 1	Word Warm-ups 2	Word Warm-ups 3
<p><b>Blue Exercises</b></p> <p>Section A: Letter names and sounds of the consonants and short vowels</p> <p>Section B: Words with short vowels</p> <p>Section C: Words with sh, ch, th, wh, or ng (consonant digraphs)</p> <p>Section D: Words ending with two consonants (consonant blends)</p> <p>Section E: Words beginning with two or more consonants (consonant blends)</p> <p><b>Green Exercises</b></p> <p>Section F: Words with long vowels and silent e</p> <p>Section G: Words with long vowels with vowel pairs</p> <p>Section H: Words with one vowel followed by r</p> <p>Section I: Words with the less-common sounds of consonants</p> <p>Section J: Words with other sounds of vowels</p>	<p><b>Yellow Exercises</b></p> <p>Section A: Compound words with short vowels, consonant digraphs, and beginning and ending consonant blends</p> <p>Section B: Compound words with long vowels and silent e, long vowel pairs, one vowel followed by r, less-common sounds of consonants, and other sounds of vowels</p> <p><b>Orange Exercises</b></p> <p>Section C: Two-syllable word patterns including compound words, words with two or three consonants between two vowels (VCCV, VCCCV), one vowel followed by r, long vowel pairs, and other sounds of vowels</p> <p>Section D: Two-syllable word patterns with short and long vowel words that end with l-e, and short and long vowel words with one medial consonant (VC/V, V/CV)</p> <p><b>Brown Exercises</b></p> <p>Section E: Words with suffixes -s, -es, -ing, -er, -ed /t/, -ed /d/, and -ed <i>syllable</i></p> <p>Section F: Words with prefixes re-, un-, dis-, mis-, and de-</p>	<p><b>Tan Exercises</b></p> <p>Section A: Words with prefixes re-, un-, dis-, mis-, de-, in-, en-, pro-, pre-, non-, im-, em-, over-, under-, a-</p> <p>Section B: Words with suffixes -able, -ible, -less, -ness, -ful, -tion, -sion, -ly, -en, -ment, -ture, -ist, -est, -ty, -ary</p> <p>Section C: Words with more prefixes ab-, ad-, per-, sub-, trans-, be-, con-, com-, fore-, ex-, anti-, inter-, mid-, semi-, super-</p> <p><b>Silver Exercises</b></p> <p>Section D: Words with more suffixes -age, -ic, -ate, ish, -ize, -ous, -ism, -ity, -ant, -ent, -cial, -tial, -ance, -ence, -sive, -tive, -al</p> <p>Section E: Words with open and closed syllable patterns, prefixes, and suffixes</p> <p>Section F: words containing syllables with the <math>\Theta</math> sound, open and closed syllable patterns, prefixes, and suffixes</p> <p><b>Black Exercises</b></p> <p>Section G: Words with Latin roots urb, stat, mem, voc, ped, pop, spec, dic, fig, form, ject, vis, mis, cred, rupt, flec, form, man, junct, struct, ven, bene, cap, script, duc, fac, scend, tract, fract, vor</p> <p>Section H: Words with Greek roots graph, scope, astro, phon, hydro, geo, pod, sphere, hemi, bio, tele, syn, photo, meter, auto, ology, micro, hyper, chron, macro, biblio, thermo, para, mech, psycho, mono, log, ortho, phys, the</p>

## Program Materials

Each level includes:

- Teacher's manual
- Student assessment
- Steps poster
- Audio CDs
- Starter set of exercises
- Storage box
- Reproducible masters



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## Exercises Overview

Each section in a level has five types of exercises:

- Introduction
- Lesson
- Review
- Story
- Challenge

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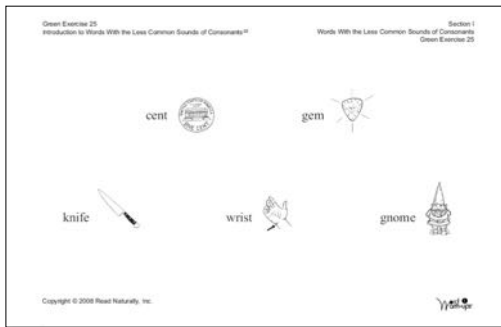
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## Introduction Exercises



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## Lesson Exercises


Green Exercise 25  
Words With the Consonant c Saying /s/

Section 1  
Words With the Less Common Sounds of Consonants  
Green Exercise 25

cent      city      cymbal

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

words read \_\_\_\_\_ words read \_\_\_\_\_  
 errors \_\_\_\_\_ total score \_\_\_\_\_ errors \_\_\_\_\_ total score \_\_\_\_\_

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## Review Exercises

Green Exercise 26  
Review of Words With the Less Common Sounds of Consonants

Section 1  
Words With the Less Common Sounds of Consonants  
Green Exercise 26

cent      gem      knife      wrist      gnome

	6	12	18	24	
30	cell	gel	knap	wrap	wring
35	dance	gem	knot	wren	wrong
40	fence	hinge	knit	writ	wroth
45	cite	rage	knife	wrote	gnat
50	lace	range	knave	wreak	gnu
55	place	grange	knave	wreath	gnome

words read \_\_\_\_\_ words read \_\_\_\_\_  
 errors \_\_\_\_\_ total score \_\_\_\_\_ errors \_\_\_\_\_ total score \_\_\_\_\_

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## Story Exercises

Green Exercise 26  
Story with Words With the Less Common Sounds of Consonants

Section 1  
Words With the Less Common Sounds of Consonants  
Green Exercise 26

Strange Creatures



4 A long time ago,  
 7 people made up  
 10 stories. Often these  
 13 tales told of strange creatures. People  
 16 wrote the stories down. We still read  
 19 them today.

22 Some stories were written in Greece.  
 25 One tale tells of the Cyclops and a man  
 28 named Odysseus. In the tale, the  
 31 Cyclops belongs to a race of giants. He  
 34 has a face like a man. But he has just  
 37 one eye. The eye is in the center of his


74 forehead. The Cyclops is huge. He has  
 77 large legs, knees, and feet. His hands,  
 80 knuckles, and wrists are big too. He can  
 83 wrap one hand around a man.

86 People in other places wrote stories  
 89 too. Some tales are about small  
 92 creatures. Some people in Norway  
 95 wrote about gnomes. Fairies fill the  
 98 pages of some German tales. The Irish  
 101 love their leprechauns.

104 Do you know any stories about these  
 107 creatures?

110

words read \_\_\_\_\_ words read \_\_\_\_\_  
 errors \_\_\_\_\_ total score \_\_\_\_\_ errors \_\_\_\_\_ total score \_\_\_\_\_

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## Challenge Exercises

Open Exercise 31  
Challenge: Section 1<sup>st</sup>

Section 1  
Words With the Less Common Sounds of Consonants  
Open Exercise 31

**Challenge!**

	6	12	18	24	
30	germ	farce	gorge	knob	burge
35	force	dirge	knar	gnu	wry
40	gnarl	merge	urge	cyst	gee
45	known	gnat	wretch	gym	verge
50	Wright	celt	knight	surge	cede
55	cinch	scent	wrench	splurge	scene

words read \_\_\_\_\_ words read \_\_\_\_\_  
- errors \_\_\_\_\_ - errors \_\_\_\_\_ hot score \_\_\_\_\_ hot score \_\_\_\_\_

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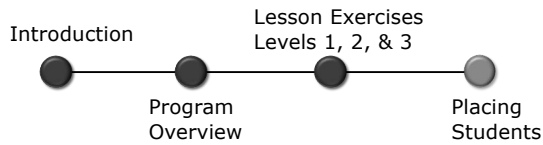
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## Agenda




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## One-Syllable Words

Level 1



**Word Warm-ups steps**

1. Look, listen, and respond.
2. Do your cold timing.
3. Mark and graph your cold score.
4. Read along with the audio.
5. Practice reading on your own.
6. Do your hot timing with a teacher.
7. Mark and graph your hot score.

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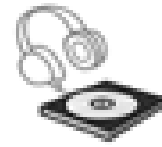
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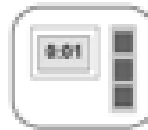
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# Word Warm-ups® steps

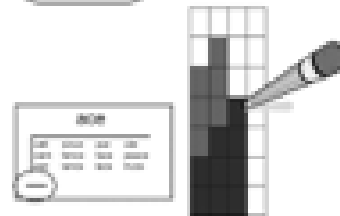
1. Look, listen, and respond.



2. Do your cold timing.



3. Mark and graph your cold score.



4. Read along with the audio.



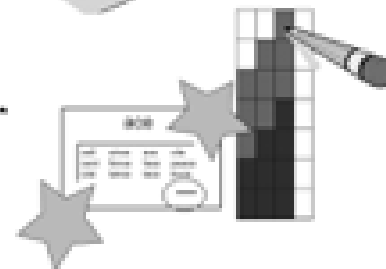
5. Practice reading on your own.



6. Do your hot timing with a teacher.

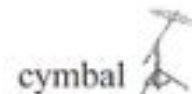


7. Mark and graph your hot score.



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

words read \_\_\_\_\_

- errors \_\_\_\_\_ =

cold score

words read \_\_\_\_\_

- errors \_\_\_\_\_ =

hot score

## Multisyllabic Words

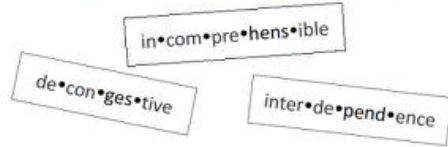
Level 2 and Level 3

- By middle grades, students need to know how to decode multisyllabic words—typically seven or more letters and two or more syllables.
- Students can be taught to flexibly segment words into spelling units (chunks) that can be decoded.
- Students must be able to:
  1. Pronounce affixes in isolation.
  2. Decode open and closed syllables.



## Prefixes and Suffixes

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



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

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Brown Exercise 14  
Words With the Prefix dis-

Section F  
Words With Prefixes  
Brown Exercise 14



displeased



disconnect

	5	10	15	20	
25	dis a ble	dis com fort	dis temper	dis cussed	dis closed
30	dis order	dis con nect	dis mem ber	dis missed	dis mayed
35	dis color	dis con tent	dis fig ure	dis liked	dis played
40	dis loyal	dis man tle	dis cred it	dis graced	dis pleased
45	dis lo cate	dis grun tle	dis re gard	dis placed	dis charged

words read \_\_\_\_\_

- errors \_\_\_\_\_ \* cold score \_\_\_\_\_

words read \_\_\_\_\_

- errors \_\_\_\_\_ \* hot score \_\_\_\_\_

-ism -ous -ity -ent -ant

-ant	-ism	-ity	-age	-ous	-ent	-ic	-ism	-ant	-ous
-ent	-ate	-ous	-ity	-ant	-ish	-ism	-ent	-ity	-ize

1 2 3    1 2 3

	4	8	12	16
20	externalism	generous	extremity	repentant
25	defeatism	hazardous	abnormality	descendant
30	immoralism	rigorous	absorbent	abundant
35	perfectionism	boisterous	commodity	intolerant

words read \_\_\_\_\_

- errors \_\_\_\_\_

total score \_\_\_\_\_

words read \_\_\_\_\_

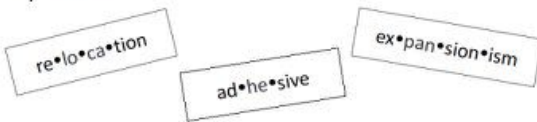
- errors \_\_\_\_\_

total score \_\_\_\_\_

## Open/Closed Syllables

•Open and closed syllables make up almost 75% of syllables in English words.

•There is a significant relationship between students' sight knowledge of open and closed syllables and students' ability to read multi-syllabic words.




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du di mo ci fa

hu	pla	lu	su	vo	pre	di	pu	ci	la
du	di	re	ci	mo	vi	cu	fa	clo	ci

1 2 3    1 2 3

	4	8	12	16	
20	sub du ing	mis di ag nose	com mo tion	en ci pher	dis fa vored
25	sub hu man	mis di rect	com pla cent	en su ing	dis ci ple
30	sub lu nar	mis cu ing	com pre hen sion	en clo sure	dis re garded
35	sub vo cal ize	mis la bel ing	com pu ta tion	en vi ron ment	dis re spect ful

words read \_\_\_\_\_

- errors \_\_\_\_\_

\* cold score \_\_\_\_\_

words read \_\_\_\_\_

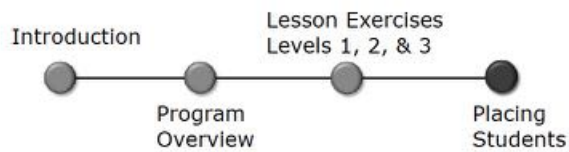
- errors \_\_\_\_\_

\* hot score \_\_\_\_\_

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## Agenda



## Placing Students

- Place each student in the correct level
- Customize the level for each student




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# Word Warm-ups 1 Assessment Scoring Worksheet

## Examiner Script

Name \_\_\_\_\_

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

Date \_\_\_\_\_

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

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

<u>b</u>	<u>d</u>	<u>u</u>	<u>f</u>	<u>a</u>	<u>h</u>	<u>j</u>	<u>l</u>	<u>n</u>	<u>p</u>	
(blue ex. 2)	(blue ex. 2)	(blue ex. 3)	(blue ex. 2)	(blue ex. 3)	(blue ex. 2)	(blue ex. 2)	(blue ex. 2)	(blue ex. 2)	(blue ex. 2)	
<u>i</u>	<u>r</u>	<u>t</u>	<u>v</u>	<u>x</u>	<u>z</u>	<u>c</u>	<u>g</u>	<u>o</u>	<u>k</u>	
(blue ex. 3)	(blue ex. 2)	(blue ex. 2)	(blue ex. 2)	(blue ex. 2)	(blue ex. 2)	(blue ex. 2)	(blue ex. 2)	(blue ex. 3)	(blue ex. 2)	
<u>m</u>	<u>q</u>	<u>s</u>	<u>e</u>	<u>w</u>	<u>y</u>					
(blue ex. 2)	(blue ex. 2)	(blue ex. 2)	(blue ex. 3)	(blue ex. 2)	(blue ex. 2)					

Errors \_\_\_\_\_  
 + Self-corrected \_\_\_\_\_  
 + Slowly decoded \_\_\_\_\_  
 = Total score \_\_\_\_\_

If the total score is 3 or more,  
assign Section A.

## Blue Section B: Words With Short Vowels

<u>Lex</u>	<u>Zav</u>	<u>Rif</u>	<u>Con</u>	<u>Bos</u>	
(blue ex. 9)	(blue ex. 6)	(blue ex. 7)	(blue ex. 8)	(blue ex. 8)	
<u>Jep</u>	<u>Lan</u>	<u>Kip</u>	<u>Hud</u>	<u>Gus</u>	
(blue ex. 9)	(blue ex. 6)	(blue ex. 7)	(blue ex. 10)	(blue ex. 10)	

Errors \_\_\_\_\_  
 + Self-corrected \_\_\_\_\_  
 + Slowly decoded \_\_\_\_\_  
 = Total score \_\_\_\_\_

If the total score is 3 or more,  
assign Section B.  
  
 If the total score is less than 3,  
consider the Corrective Option  
for specific lessons.

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

<u>Shef</u>	<u>Wong</u>	<u>Whin</u>	<u>Thad</u>	<u>Chaz</u>	
(blue ex. 15)	(blue ex. 18)	(blue ex. 17)	(blue ex. 17)	(blue ex. 16)	
<u>Dutch</u>	<u>Kung</u>	<u>Finch</u>	<u>Seth</u>	<u>Rash</u>	
(blue ex. 16)	(blue ex. 18)	(blue ex. 16)	(blue ex. 17)	(blue ex. 15)	

Errors \_\_\_\_\_  
 + Self-corrected \_\_\_\_\_  
 + Slowly decoded \_\_\_\_\_  
 = Total score \_\_\_\_\_

If the total score is 3 or more,  
assign Section C.  
  
 If the total score is less than 3,  
consider the Corrective Option  
for specific lessons.

## Blue Section D: Words Ending With Two Consonants

<u>Helm</u>	<u>Gump</u>	<u>Milt</u>	<u>Hulk</u>	<u>Taft</u>	
(blue ex. 25)	(blue ex. 26)	(blue ex. 25)	(blue ex. 25)	(blue ex. 26)	
<u>Dond</u>	<u>Rust</u>	<u>Kent</u>	<u>Hank</u>	<u>Fisk</u>	
(blue ex. 23)	(blue ex. 24)	(blue ex. 23)	(blue ex. 23)	(blue ex. 24)	

Errors \_\_\_\_\_  
 + Self-corrected \_\_\_\_\_  
 + Slowly decoded \_\_\_\_\_  
 = Total score \_\_\_\_\_

If the total score is 3 or more,  
assign Section D.  
  
 If the total score is less than 3,  
consider the Corrective Option  
for specific lessons.

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

<u>Scot</u>	<u>Clif</u>	<u>Bren</u>	<u>Flip</u>	<u>Plum</u>	
(blue ex. 33)	(blue ex. 32)	(blue ex. 31)	(blue ex. 32)	(blue ex. 32)	
<u>Spam</u>	<u>Fron</u>	<u>Trin</u>	<u>Sprat</u>	<u>Strub</u>	
(blue ex. 33)	(blue ex. 31)	(blue ex. 31)	(blue ex. 34)	(blue ex. 34)	

Errors \_\_\_\_\_  
 + Self-corrected \_\_\_\_\_  
 + Slowly decoded \_\_\_\_\_  
 = Total score \_\_\_\_\_

If the total score is 3 or more,  
assign Section E.  
  
 If the total score is less than 3,  
consider the Corrective Option  
for specific lessons.

## Calculating Student Scores

Blue Section C: Words With sh, ch, th, wh, or ng				
Shef ✓ (blue ex. 15)	Wong Wog (blue ex. 18)	Whin ✓ (blue ex. 17)	Thad SC (blue ex. 17)	Chaz ✓ (blue ex. 16)
Dutch Duck (blue ex. 16)	Kung SD (blue ex. 18)	Finch Fink (blue ex. 16)	Seth ✓ (blue ex. 17)	Rash SC (blue ex. 15)
<small>If the total score is 3 or more, assign Section C. If the total score is less than 3, consider the Corrective Option for specific lessons.</small>				Errors <u>3</u>
				+ Self-corrected <u>2</u>
				+ Slowly decoded <u>1</u>
				<b>- Total score <u>6</u></b>

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

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## Placing Students—Jenny



- 2<sup>nd</sup> grade
- Weak decoding skills
- Word Warm-ups as an intervention

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## Jenny's Word Warm-ups 1 Assessment Results

Section	Total Score
A	0
B	7
C	6
D	4
E	6
F	5
G	7
H	5
I	6
J	7

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

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## Placing Students—Tommy



- 3<sup>rd</sup> grade
- Close to benchmark
- Word Warm-ups as independent practice

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## Tommy's Word Warm-ups 2 Assessment Results

Section	Total Score
A	1
B	2
C	1
D	5
E	2
F	5

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

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## Using Word Warm-ups

### Alongside Read Naturally Fluency Programs

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




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## Series Option

Read Naturally Live and Read Naturally Encore

Series Options		
Reading level	Sequenced	Phonics
1.0	1.0	0.8 short vowels
1.5	1.5	1.3 long vowels
2.0	2.0	1.8 blends/digraphs
2.5	2.5	2.3 r-controlled
3.0	3.0	2.6 short vowels 2.7 long vowels
3.5	3.5	
4.0	4.0	
4.5	4.5	
5.0	5.0	
5.6	5.6	
6.0	6.0	
7.0	7.0	
8.0	8.0	




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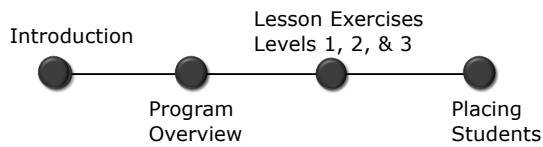
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## Agenda




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## Additional Resources Read Naturally Website

### Program Samples

- [Word Warm-Ups Sample \(pdf\)](#)
- [Step-by-Step Example With Audio Support](#)

### Student Assessments

- [Word Warm-Ups Student Assessment—Level 1 \(pdf\)](#)
- [Word Warm-Ups Student Assessment—Level 2 \(pdf\)](#)
- [Word Warm-Ups Student Assessment—Level 3 \(pdf\)](#)

### Blog Articles

- [Time for Phonics](#)
- [Free Resources: New and Improved Word Warm-ups Graphs \(pdf\)](#)
- [Thinking Outside the Placement Box](#)

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## Questions?

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## Contact Information

For more information about Word Warm-ups,  
contact Read Naturally:

- On the Web: [www.readnaturally.com](http://www.readnaturally.com)
- Via email: [info@readnaturally.com](mailto:info@readnaturally.com)
- By phone: 800.788.4085



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