Word Warm-ups®

Quick Exercises for Word Mastery

Conference Presentation

Presenter's Guide

June 2009

ReadNaturally®

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Overview

Word Warm-ups® is a program designed to help developing and struggling readers. It uses three research-based strategies—teacher modeling, repeated reading, and progress monitoring—to reinforce phonemic awareness and phonics skills, develop mastery and automaticity in decoding, and support fluency development.

This presentation informs educators about the benefits of Word Warm-ups and its research-based strategies. Participants will be able to see the Word Warm-ups 1, 2, and 3 materials, identify which students can benefit from using Word Warm-ups, see the Word Warm-ups placement process, and get a hands-on introduction to the Word Warm-ups exercises and program steps.

Preparation

Read Naturally Materials:

- PowerPoint presentation
- Check slides titled Look, Listen, and Respond Step; Cold Timing Step; Read Along Step; Hot Timing Step; Level 2 Lesson; and Level 3 Lesson to make sure the audio features are working.
- Samples: Word Warm-ups 1, 2, and 3 materials (starter kit, blackline master books, teacher's manuals, assessment book, audio CDs, and poster)
- Other: _____
- _____
- _____

General Materials:

- Laptop computer (with Word Warm-ups PowerPoint presentation loaded)
- LCD projector
- Power strip
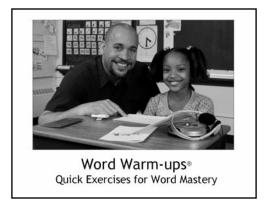- Microphone
- Speakers for laptop
- Post-it Notes
- Other: _____
- _____
- _____

Handouts for Participants:

- Word Warm-ups Presentation Packet

Agenda and Time Guide

Approximate time: one hour

Rationale	Topic	Duration
Why is it valuable?	Introduction	5 minutes
What is the strategy?	Word Warm-ups Program Overview	5 minutes
How do you use Word Warm-ups? What are the materials?	Using Word Warm-ups	10 minutes
How do I place students? What are the steps?	Using Word Warm-ups With Your Students	30 minutes
Questions	Questions and Evaluation	10 minutes (time will vary)

Word Warm-ups

For this presenter's guide, presenter notes are italicized.

Check to make sure the audio features work correctly before giving this presentation.

Before the presentation, you can customize this slide by adding your name.

Consider determining who your audience is by asking some questions as you begin (for example: How many of you are reading specialists?).

Welcome to Read Naturally's Word Warm-ups presentation.

Introduce yourself.

Identify handouts for participants: presentation packet.

Evaluation: Ask participants to tear off the evaluation and complete the form by the end of the presentation.

Most of us have students who need to develop phonemic awareness, master phonics skills, and decode words with automaticity. Many of these students need additional instruction outside the core curriculum to ensure that they make the appropriate reading gains. To fill this need, Read Naturally developed an independent, audio-supported, phonics-based curriculum—Word Warm-ups.

Once students are trained in the Word Warm-ups steps, teachers only need to be available for one step—the one-minute "hot timing."

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Purpose of Word Warm-ups

In our work with developing and struggling readers, we have often seen that some of the barriers for student progress in fluency are a weakness in phonemic awareness, a lack of automaticity in applying phonics patterns, and a lack of strategy for decoding multisyllabic words.

Because these students lack mastery, when they come to unfamiliar words, they're forced to slow down to decode them. As they struggle to read the words, they may eventually decode the words correctly. But often, students hesitate, because they do not have automaticity with an effective strategy. Students who do not decode words with automaticity do not read fluently.

In order to address this need, Read Naturally developed Word Warm-ups. This program uses brief (one- to two-minute) audio instruction, repeated reading, and progress monitoring to promote phonemic awareness, teach the rules of common phonics and syllable patterns, and develop mastery and automaticity in decoding. These skills help students become more fluent readers.

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Presentation Goals

Program Overview
- What is the strategy?
- What are the materials?

Using Word Warm-ups
- How do I place students?
- What are the steps?

Presentation Goals

Today, we are going to take a close look at the Word Warm-ups program. We'll start by talking about the strategy behind the program and the materials necessary to implement the program.

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Then, we'll shift gears and take a more in-depth look at how to place students and implement the program.

Let's start by looking at the curriculum and its strategy.

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Speaker Notes:

Word Warm-ups Levels 1, 2, and 3

There are three Word Warm-ups levels.

Word Warm-ups 1 briefly reviews letter names and sounds and then goes on to teach early phonics skills using one-syllable words.

These skills correlate with phonics curriculum taught in first- and early second-grade core programs.

Word Warm-ups 2 begins with a quick review of the early phonics skills that are taught in the original Word Warm-ups. But, in this second level, the early phonics skills are reviewed using compound words. Word Warm-ups 2 goes on to teach two-syllable word patterns and two- and three-syllable words with simple prefixes and suffixes.

These skills correlate with decoding skills typically taught in second- and early third-grade core programs.

Word Warm-ups 3 teaches multisyllabic word patterns. Students learn to pronounce all common prefixes and suffixes. Students learn a strategy for decoding open and closed syllables and syllables with a vowel that says the ə (schwa) sound. Latin and Greek roots are included in multisyllabic words for decoding practice.

These advanced decoding skills are typically taught beginning in third-grade core programs.

Each level of Word Warm-ups can be used as independent practice or as part of an intervention program.

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Key Components of Reading Instruction

- Phonemic awareness
- Phonics
- Vocabulary
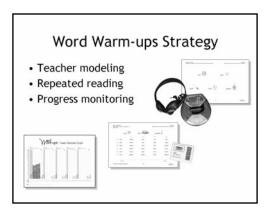- Fluency
- Comprehension

Key Components of Reading Instruction

Word Warm-ups should be used as one part of a well-balanced, high-quality reading program that includes instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension. Word Warm-ups is a supplemental program that specifically addresses phonemic awareness and phonics.

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Using Word Warm-ups

Word Warm-ups is a quick, timed, mostly independent program. Students only need help when they are ready to pass exercises. The teacher-to-student ratio in Word Warm-ups is 1:6. Word Warm-ups is an excellent program for guided independent practice to reinforce phonemic awareness, phonics, and syllable patterns presented in the core program.

Students can be individually placed in Word Warm-ups to maximize their growth. Individual placement provides targeted, differentiated instruction.

In an RTI model, Word Warm-ups provides independent practice for developing readers served in Tier 1. Many teachers use Word Warm-ups as a 10 minute "warm-up" daily before working in Read Naturally Masters Edition or Software Edition.

Word Warm-ups is also an excellent intervention for students served in Tiers 2 and 3 who need to build automaticity in their decoding skills. Students can work for 20- to 30-minute intervention periods daily.

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Word Warm-ups Strategy

The Word Warm-ups strategy combines three components: teacher modeling, repeated reading, and progress monitoring.

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In the teacher modeling step, students look at letters or words while listening and responding to a short audio lesson.

Depending on the Word Warm-ups level, the audio instruction teaches:

- The names or sounds of the letters
- Letter or letter combinations that form the most common phonics patterns in the English language and how these sounds blend into words, or
- Syllable patterns and how to join these syllables to form words

‣Next build

To do the repeated reading strategy, students practice decoding words until they are able to read them at a predetermined goal rate (in Section A of Word Warm-ups 1, students name or make the sounds of letters).

Students practice until they can read the words (or letters) with automaticity.

‣Next build

Students monitor their own progress by graphing the number of words they read in one minute.

They do this both before they practice and again after they practice.

The graph provides proof of progress, which motivates students.

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Word Warm-ups Research Base

The National Reading Panel found "solid support for the conclusion that systematic phonics instruction makes a more significant contribution to children's growth in reading than do alternative programs providing unsystematic or no phonics instruction" (NRP, 2000, p. 2-132). The panel also stated that "the hallmark of systematic phonics programs is that they delineate a planned, sequential set of phonic elements, and they teach these elements explicitly and systematically" (NRP, 2000, p. 2-99).

Word Warm-ups is a systematic phonics program that explicitly teaches letter/sound correspondences, blending sounds to form words, and joining syllables to form multisyllabic words.

The ability to decode automatically allows students to focus on the meaning of text (LaBerge & Samuels, 1974). Students need to learn to decode unknown words automatically to become fluent readers who understand what they read.

Word Warm-ups gives students practice in decoding words with the featured phonics or syllable patterns until they are able to recognize the patterns easily and read the words with automaticity.

Student academic achievement can be increased by communicating goals and expectations (Althoff et al., 2007). Providing students with feedback on their progress toward short- and long-term goals has also been shown to increase students' performance (Conte & Hintze, 2000). When students are given specific goals, they demonstrate significantly higher self-efficacy (Schunk, 1988).

In Word Warm-ups, students know they are working to decode words or read stories accurately and rapidly enough to meet a set goal. They graph and track their progress on each lesson.

Researchers have studied intervention methods to determine what instructional components increase the achievement of students with diverse learning needs (Swanson, Hoskyn, & Lee, 1999).

The lessons in Word Warm-ups include many of these instructional components: attention to sequencing, control of task difficulty, modeling, practice and repetition, and review.

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Program Materials

Now, let's take a look at the Word Warm-ups program materials that are included in each level.

Hold up the materials as you talk about them.

Six copies of each exercise come in the sturdy **storage box**. These materials allow teachers to "quick start" the program. Labeled tabs are provided to divide the sections for teacher convenience.

A reproducible, **blackline master book** contains blackline masters of all the exercises, mini-folders, student graphs, and Super Word Reader awards. The blackline masters of the exercises can be copied to replenish the pre-cut copies that come with the program.

Each level of Word Warm-ups includes six copies of each **audio CD**, which allows many students to work in the program at one time. The CD labels are color-coordinated with exercise titles to allow for easy teacher management.

Each level has a **student assessment**. The student assessment is used to place students in the appropriate level and section of the Word Warm-ups program. The assessment can also be used as a pre- and post-assessment and as a progress monitor as students move through the program.
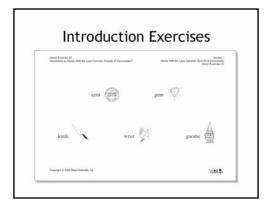
The **teacher's manual** for each level explains the materials, the steps students must follow, and what the teacher needs to do to place students and implement Word Warm-ups. Sample lesson plans are included for training students to do the steps.

An 11" x 17" wall **poster** of the Word Warm-ups steps prompts students as they work independently.

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Exercises Overview

- Each level has multiple sections.
- Each section has five types of exercises:
  - Introduction
  - Lesson
  - Review
  - Story
  - Challenge

Exercises Overview

Now, let's take a look at the components of Word Warm-ups exercises.

Each Word Warm-ups level is organized into sections. Each section has a specific focus and five types of exercises.

Take a look at your handout on page ____ to see a table that shows each level of Word Warm-ups and the skills taught in each.

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Introduction Exercises

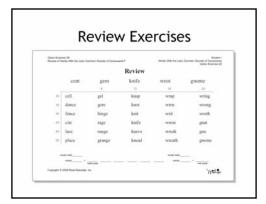Now, let's look at each type of exercise using level 1.

Each introduction exercise provides words with illustrations that represent featured sounds or syllable patterns in the section.

Each introduction exercise emphasizes phonemic awareness by having students listen for the phonics or syllable patterns featured in the section and then read the sample words.

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Speaker Notes:

Lesson Exercises

This is a sample lesson exercise. There are three to seven lesson exercises in each section.

The lesson exercises develop decoding skills by teaching a phonics or syllable pattern, modeling the reading of words with the pattern, and providing an opportunity to practice reading many words with the pattern.

Word Warm-ups exercises are carefully sequenced to follow the continuum of phonics skills.

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Level 1 has 30 one-syllable words in each word list exercise. Level 2 has 25 two- and three-syllable words in each word list exercise. Level 3 has 20 words with at least three syllables in each word list exercise. As the length of words increases, students will be able to read fewer words in one minute. Thus, as the length of the words increases in each level, the number of words decreases. Although an exercise in Level 3 has only 20 words, the exercise may contain 60 syllables or more.

Word Warm-ups

Review Exercises

The review exercise is a list of words containing the phonics or syllable patterns featured in the section.

This exercise reviews selected words previously taught in the lesson exercises of the section.

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Story Exercises

Each story exercise gives students an opportunity to apply the decoding skills by reading words with the featured phonics or syllable patterns in a nonfiction story.

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The stories in level 1 are written at grade level 2.5. The stories in level 2 are written at grade level 3.5. And, the stories in level 3 are written at grade level 4.5.

In the story exercises, students read along first with audio then practice to pass, as in Read Naturally Masters Edition and Software Edition.

Challenge Exercises

Challenge exercises are at the end of each section. They give students an opportunity to apply decoding skills taught in the sections the student has completed.

This exercise includes a list of new words made up of phonics and syllable patterns taught in the student's current section as well as previous sections of the program. Many of the words are a combination of multiple patterns.

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Speaker Notes:

Using Word Warm-ups With Your Students

Now that we have briefly described the strategy and looked at the program materials, let's take a more in-depth look at how to implement Word Warm-ups with your students.

First, you will need to assess each student and decide on the appropriate placement.

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Word Warm-ups Assessments

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

Word Warm-ups Assessments

During the assessments, students name letters, say sounds, or read words, and the teacher records their errors, slowly decoded words, and self-corrected words.

The Word Warm-ups assessments ensure that you will place your students in individualized programs that address their specific needs.

First, the assessment will help you place each student in the correct level.

Then, the assessment will help you determine which portions of the level each student should complete. Some students will need to complete all of the exercises in all of the sections; some students will only need to complete some of the sections or lessons.

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Slowly decoded and self-corrected words are counted as errors because students need to decode accurately with automaticity.

The teacher's manual for each level gives a detailed explanation of how to place students in Word Warm-ups.

Speaker Notes:

Calculating Student Scores

Now, let's practice assessing a student on one section of the student assessment.

For this exercise, I'll be the student, and you be the teacher.

Look at section C on the Word Warm-ups 1 Assessment Scoring Worksheet on page _____ of your handout. You will use this section to mark any errors you hear.

I will read each word. Mark any mistakes I make by writing the word I say. Mark the slowly decoded words with an SD, and mark the self-corrected words with an SC. Put a checkmark by the words that I say correctly.

Read each of the words exactly as they are written. In the parentheses next to each word, you will see how the words should be scored by participants.

Shef *(correct)*; Wog *(wrong)*; Whin *(correct)*; Tad, Thad *(SC)*; Chaz *(correct)*; Duck *(wrong)*; K—un—g *(SD)*; Fink *(wrong)*; Seth *(correct)*; Ras, Rash *(SC)*

Now let's look at the errors. See if your score sheet agrees with the sample on the slide.

Click to reveal each of the ten answers to the participants.

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First, record the number of errors: three.

‣Next build

Then, record the number of self-corrected words: two.

‣Next build

Then, record the number of slowly decoded words: one.

‣Next build

Then, add the number of errors, self-corrected words, and slowly decoded words to determine the student's total score.

If a student has a total score of three or more on a section of the assessment, he or she should do that section of Word Warm-ups. This student has a total score of six, which means he or she would need to do Blue Section C.

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The small numbers under each assessment item on the scoring worksheets correspond with the exercises in the program. This way, teachers can easily target the exact exercises a student needs to do based on the assessment results.

Placing Students—Jenny

Now, let's look at a student who's been given the Student Assessment.

This is Jenny. Jenny's teacher suspects she may have weak decoding skills based on her core program assessment. He is considering using Word Warm-ups as an intervention. So, he will assess Jenny with the Word Warm-ups 1 Student Assessment.

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Word Warm-ups 1 Assessment

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

- Jenny scored more than 2 on section B and all subsequent sections
- She will complete section B and all subsequent sections

Word Warm-ups 1 Assessment

Jenny knows all of the sounds of the consonants and vowels in Section A. As Jenny's teacher continues testing her, he finds out that she scores a 4 or higher on all the sections B through J.

‣Next build

Based on Jenny's assessment scores, her teacher decides she should complete all the exercises starting with the first section on which she scored three or higher, which is Section B.

She will complete all of the exercises through the end of the program as her teacher closely monitors her progress.

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Placing Students—Tommy

Now, let's place another student.

This is Tommy. Tommy is close to the benchmark on his core program assessments. His teacher is considering using Word Warm-ups 2 as independent practice for him. So, she will assess Tommy using the Word Warm-ups 2 Student Assessment.

▸▸Next slide

Word Warm-ups 2 Assessment

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

- Tommy scored more than 2 on sections D and F
- He will complete only sections D and F

Word Warm-ups 2 Assessment

In the Word Warm-ups 2 assessment Tommy scores above three on some sections and below three on others.
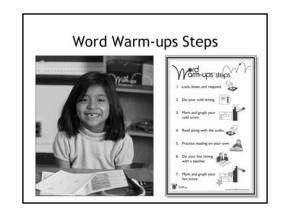
‣Next build

Based on Tommy's assessment scores, his teacher decides he should complete only selected sections of Word Warm-ups. So, Tommy's teacher will put together packets for the sections on which Tommy scored three or higher, and he will complete just these sections.

If you want to try assessing your students, you can download Word Warm-ups student assessments for free from the Read Naturally website, www.readnaturally.com.
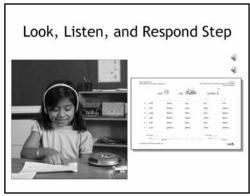
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Word Warm-ups steps

Now, let's take an in-depth look at the Word Warm-ups steps. Turn to page _____ of your handout to view the steps of the program on the Word Warm-ups poster.

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Look, Listen, and Respond Step

This sample exercise is from Word Warm-ups 1 Green Exercise 25, Introduction to Words With Less Common Sounds of Consonants. This exercise is on page _____ in your handout.

First, students Look, Listen, and Respond. The student starts by looking at the exercise sheet, listening to the audio instruction on the CD, and responding appropriately. Students **only** do the first step on introduction exercises.

I will play the audio for this exercise for you. As we listen to the audio, note that this exercise invites the student to listen for the sounds of the featured patterns. It is used to emphasize phonemic awareness as the student reads the sample words with the audio support.

Click the top icon to play the audio. Test this feature before presenting this slide.

After the student has completed the Look, Listen, and Respond step in the introduction exercise, she moves to the lesson exercise: Green Exercise 26, Words With the Consonant c Saying /s/.

‣Next build

For the rest of the exercises, the student completes all of the steps. For this lesson exercise, the student listens to the lesson, which describes the featured pattern and says the sample words with the audio. The audio then guides the student to read across the first row of words in the table to learn the featured pattern.

Look at the lesson exercise on page _____ of your handout. What do you notice about the words in the columns? Take a minute to talk with a partner.

Let participants talk for a minute. Solicit answers from participants.

What did you notice about the words in the columns?

Whenever possible, the words in the columns are organized as word families or grouped together because of a similar pattern.

Now, take a look at the words across the rows. What do you notice?

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Solicit answers from participants.

When reading across the rows, the student does not have the benefit of word families or similar features, and she has to carefully examine each word as she moves from column to column across the rows. This is more challenging.

Now, listen to the sample words and look at the first row of words in the table as I play the audio.

Click the second icon to play the audio. Test this feature before presenting this slide.

‣‣Next slide

Cold Timing Step

The Cold Timing step for the lesson exercise is the student's first attempt to read all of the words in the exercise. The student reads the words down each column and then across each row, underlining any word she does not know. This step is timed; the student reads for one minute.

Click the icon to play the bell audio. Test this feature before presenting this slide.

It sounds like the minute is up.

After one minute, the student makes a vertical line after the last word she read and counts the number of words read.

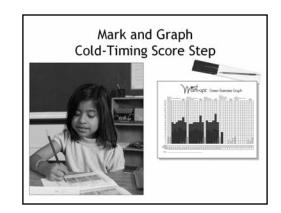Let's say this student read down all of the columns and across the first three rows to the word "face."

‣Next build

To count the number of words she read, simply use the numbers to the left and above the words and keep counting. Since this student got to the word "face" reading across the rows, we would start from the number to the left, which is 40, and count over to the word "face," which would make the total number of words read 43. Then, students subtract the number of words underlined from the number of words read to calculate the cold-timing score.

‣Next build

Let's say this student made four mistakes.

‣Next build

Her cold score would be 39 WCPM.

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Speaker Notes:

Mark and Graph Cold-Timing Score Step

The student marks the cold score, 39, in blue on the Word Warm-ups graph. This is a progress monitoring step.

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Read Along Step

Now, the student reads along with the audio support to learn the words. This is the teacher modeling step.

The student reads along with the audio as the words are read down each column.
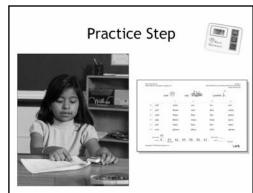
Listen to the words in the columns as I play the audio for the lesson exercise.

Click the icon to play the audio. Test this feature before presenting this slide.

‣Next slide

Practice Step

During the Practice step, the student practices reading the words multiple times until she can reach the goal of reading down all the columns and across all the rows with three or fewer errors in one minute. This is the repeated reading step.

The student records her score at the bottom of the page each time she completes a practice timing. When she reaches her goal, she is ready to move to the next step.

▸▸Next slide

Hot Timing Step

When the student reaches her goal while practicing the word list, she signals to the teacher that she is ready for the Hot Timing step by turning her red/green pouch to the red side.

The teacher then listens to the student read and determines if she passes the exercise. Students must read all the words down and then across in one minute or less and make three or fewer errors to pass.

Click the icon to play the bell audio. Test this feature before presenting this slide.

It sounds like the hot-timing minute is up.

To calculate the student's hot-timing score, follow the same method we did for calculating the cold-timing score.

Let's say a student read down every column and across every row and finished the word "spruce" as the timer sounded.
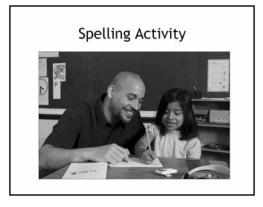
‣Next build

Since this student got to the last word reading across the rows, we would start from the number to the left of that row, which is 55, and count to the last word, which would make the total number of words read 60. If that student had made any errors, the number of errors would be subtracted from the number of words read to calculate the hot-timing score. Since the student did not make any errors, she would pass with a score of 60 WCPM.

‣Next build

Often, students read down every column and across every row and begin to go down the columns again before the timer sounds. When this happens, the teacher counts all words read including the additional number of words read as the student begins down the columns again. Let's say our student pictured here had read down every column and across every row and then down the first column again, and she got to the word "cyst."

‣Next build

Speaker Notes:

Her total words read score would be 66. And, let's say she had two errors: "mace" and "cease."

‣Next build

Her hot score would be 64 WCPM.

‣Next build

Since this student read all the words down each column, then across each row, and then down the first column again, in one minute **and** made fewer than three errors, she would pass this exercise.

After passing, the teacher writes the number of words read on the student's exercise sheet, subtracts the errors, and records her hot-timing score.

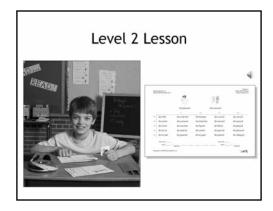▸▸Next slide

Spelling Activity

Now, you have the option of conducting a short spelling test. Once the student has successfully decoded the words, the spelling test will give her the opportunity to encode (spell) the words. This reinforces the phonics or syllable patterns taught in the lesson.

The teacher directs the student to turn to the back of her exercise page. The teacher chooses five of the words the student has just practiced to give as spelling words. After dictating the five words, the teacher corrects the words and gives feedback.

▸▸Next slide

Speaker Notes:

Mark and Graph Hot-Timing Score Step

Then, the student marks the hot-timing score in red on the Word Warm-ups graph. She uses the same bar that she used for the cold timing on the bar graph. This is a progress monitoring step.

Comparing the cold timing and the hot timing provides proof of progress, which motivates students to continue to practice and improve.

We said that our student had a hot-timing score of 64.

As you can see, the graph is marked with her hot-timing score in red, which shows her improvement from 39 WCPM in blue to 64 WCPM in red.

The student has now completed all of the steps for Green Exercise 26, and she is ready to move on to Green Exercise 27.

▸▸Next slide

Level 2 Lesson

Use the following two slides (Level 2 Lesson and Level 3 Lesson) to show an example from each of the other Word Warm-ups levels. For most presentations, show both slides so that participants leave having seen one example from each level. But, if all of your participants are only interested in certain levels, you may skip one or both slides.

Now, let's listen to some sample audio from a lesson in Word Warm-ups level 2. This is Section F from Brown Exercise 14.

Listen to the words as I play the audio for the lesson exercise. This exercise is on page _____ in your handout. Notice the difference in the pattern featured from the level 1 lesson to this level 2 lesson.

Click the icon to play the audio. Test this feature before presenting this slide.

This is an abbreviated version of the audio for this presentation. In the actual program, the audio will continue through each word. What did you notice about how the words are pronounced in this lesson?

Solicit and discuss participant answers.

Possible answers:

1. The syllables are pronounced separately and then the whole word.

2. The syllables are pronounced phonetically, and then the whole word is pronounced the way we really say the word (e.g., dis loy ăl—disloyal).

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Speaker Notes:

Level 3 Lesson

Look at this sample lesson from Word Warm-ups 3. This lesson is from Section D, Silver exercise 3. What do you notice that's different about this level?

Notice the featured suffixes and the two rows of flashcards at the top of the page. In level 3 the student develops automaticity in pronouncing parts of multisyllabic words before working on the word lists.

This lesson presents five suffixes, and the student first practices pronouncing the suffixes on the flashcards. The student reads along with the audio to learn to pronounce the suffixes. Then, the student practices multiple times until he or she can read both rows of flashcards three times in one minute.

Once the student has mastered the featured syllable patterns, he or she then proceeds to the word list portion of the lesson and follows the steps we just walked through using the lesson exercise from Word Warm-ups 1.

Listen to the words as I play the audio for the lesson exercise. This exercise is on page _____ in your handout. Notice the difference between this lesson and the pattern featured in the level 1 and 2 lessons.

Click the icon to play the audio. Test this feature before presenting this slide.

This is an abbreviated version of the audio for this presentation. In Word Warm-ups, the audio will continue through each word.

What did you notice about how the words are pronounced in this lesson?

Solicit and discuss participant answers. Possible answers:

1. The syllables are pronounced separately and then the whole word is read.

2. The syllables are pronounced phonetically, and then the whole word is pronounced the way we really say the word (e.g., per fec tion ism —perfectionism).

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Wrap Up

- Word Warm-ups is designed to support developing and struggling readers.
- Now you know the Word Warm-ups:
  - Strategy
  - Materials
  - Placement
  - Steps

Wrap Up

As you have seen, Word Warm-ups is a program designed to help developing and struggling readers. It uses three research-based strategies—teacher modeling, repeated reading, and progress monitoring—to reinforce phonemic awareness and phonics skills, develop mastery and automaticity in decoding, and support fluency development.

Now you know:

- The Word Warm-ups strategy.
- The program materials.
- The process for assessing and placing students.
- The steps that students work through with each exercise.

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Speaker Notes:

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Contact Information

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

Contact Information

For more information about Word Warm-ups, contact Read Naturally. Visit the Read Naturally website to learn more, view a free webcast, download the student assessments for free, or download a free sample.

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Questions?

Questions?

Thank you. Are there any questions?