On Your Mark, Get Set...

Accelerate Your Delayed Readers

FAST TRACK

Reading

Teacher Sampler
Fast Track Reading’s first goal is to accelerate your delayed readers in a minimum amount of time. Designed for fourth-through eighth-grade readers who are two or more years below grade level, Fast Track Reading combines direct, explicit skills and phonics instruction with comprehension coaching and fluency practice.

To get started on the fast track to literacy, use the sample materials included in this guide to see for yourself how effective a true intervention program can be. Familiarize yourself with Fast Track Reading’s three powerful strands: Word Work, Comprehension, and Fluency. These straightforward teacher and student resources take a scaffolded approach, and will accelerate your delayed readers toward reading—and understanding—on their own.
Accelerate Delayed Readers with Fast Track Reading

Program Strands and Components

**Word Work Strand**
- 6 each of 12 Decodable Books
- 6 each of 12 Decodable Plays
- Fast Track Reading Word Work Placement Assessment
- Fast Track Reading Word Work Phonics Teacher Guide
- Fast Track Reading Word Work Word Study Teacher Guide
- MatchWord™ CD-ROM and Teacher Guide

**Comprehension Strand**
- 6 each of 36 magazine anthologies
- Fast Track Reading Comprehension Placement Assessment
- Fast Track Reading Oral Comprehension Teacher Guide, Level 1
- Fast Track Reading Comprehension Teacher Guides, Levels 2–7
- Fast Track Reading Comprehension Evaluation Teacher Guides, Levels 2–7

**Fluency Strand**
- 6 each of 72 Fluency Cards
- 6 Fluency CDs
- 1 each of 36 chapter books
- Fast Track Reading Fluency Teacher Guides, Levels 2–7
Comprehension Placement Assessment

The Fast Track Reading Comprehension Placement Assessment is the first step in the Fast Track Reading program. Students read a series of graded passages (as shown here) to the teacher. When students arrive at the level where they are decoding the text with a 90–94 percent accuracy rate, they are placed at that level. Students assessed at Level 1 begin Fast Track Reading in the Word Work Strand; students assessed at Levels 2–7 will move between the Word Work and Comprehension Strands.

Watching Boats

Jade and her friend Tom
like to go down to the river
and watch the boats go by.

There are all sorts of boats on the river.
There are big boats and little boats.
There are fishing boats and boats for fun.
There are boats for people to live on.
There are boats that take people
up and down the river.

One day, Jade and Tom heard some
of the boat people talking.

"There are now so many boats here on the river,"
a woman said.

"One day we could have a fire.
I wish we had a fire boat here."

Accuray Check

Words: 101
Errors: ______

Comprehension Check

1. Why did Jade and Tom like to go down
to the river?
2. What kinds of boats were on the river?
3. Who did the children hear talking?
4. What kind of boat did the woman think
   they needed?
5. Why would you need a fire boat
   on a busy river?

Application

1. 3–5 errors and at least 4 out of 5 questions
   correct—go to Level 3.
2. 6–10 errors and at least 3 out of 5 questions
   correct—stay at Level 2.
3. More than 10 errors and fewer than 3 questions
   correct—place students in the decodable
   books in the Word Work Strand. Provide oral
   comprehension through the Comprehension
   Teacher Guide Level 1.
Phonological Awareness Assessment Guide

Phonemic Identification

Name ___________________________ Date __________

Directions: Give this assessment orally to one student at a time. Ask the student to listen to each word, then respond. Do not show the student the words.

Scoring: Score correct responses as +, incorrect responses as – for each section. A passing score is 4 out of 5. If a student scores less than 4 out of 5, focus on phonological awareness skills in the Primer Phonics and the Comprehension Readiness Program.

A: Initial, Medial, and Final Sounds
Say each word to the student. Ask the student what sound he or she hears at the beginning, middle, or end of the word.

Example: What is the beginning sound in whisper? [w/]

<table>
<thead>
<tr>
<th>Word</th>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>glass</td>
<td>[g/]</td>
<td>[l/]</td>
<td>[s/]</td>
</tr>
<tr>
<td>wish</td>
<td>[w/]</td>
<td>[i/]</td>
<td>[sh/]</td>
</tr>
<tr>
<td>dream</td>
<td>[d/]</td>
<td>[r/]</td>
<td>[eem]</td>
</tr>
<tr>
<td>mouse</td>
<td>[mou]</td>
<td>[s/]</td>
<td>[e]</td>
</tr>
</tbody>
</table>

Score: /5 /5 /5

B: Segmenting Phonemes
Say each word to the student. Have the student repeat the word and then tell you the series of sounds in that word.

Example: clock [k/ /l/ /o/ /k/]

<table>
<thead>
<tr>
<th>Word</th>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>small</td>
<td>[s/]</td>
<td>[m/]</td>
<td>[al]</td>
</tr>
<tr>
<td>teacher</td>
<td>[t/]</td>
<td>[ea]</td>
<td>[sh/ eor]</td>
</tr>
<tr>
<td>loud</td>
<td>[l/]</td>
<td>[ou]</td>
<td>[d/]</td>
</tr>
<tr>
<td>loot</td>
<td>[l/]</td>
<td>[oo]</td>
<td>[t/]</td>
</tr>
<tr>
<td>memory</td>
<td>[me]</td>
<td>[m/]</td>
<td>[or]</td>
</tr>
</tbody>
</table>

Score: /5 /5 /5

Phonological Awareness

The assessments in the phonological awareness section are designed to evaluate how well your students segment, blend, and manipulate sounds. The student is asked to listen to each word, or series of sounds, and then respond by identifying, for instance, the initial, medial, or final sound.

D: Manipulating Phonemes
Say the word. Ask the student to repeat the word, change a phoneme, and then tell you the new word.

Example: road - Change /o/ to /i/. What is the new word? [ride]

<table>
<thead>
<tr>
<th>Word</th>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>east</td>
<td>[e]</td>
<td>[ast]</td>
<td>[t]</td>
</tr>
<tr>
<td>change /e/ to /i/</td>
<td>[c]</td>
<td>[a]</td>
<td>[n]</td>
</tr>
<tr>
<td>sound</td>
<td>[s]</td>
<td>[ound]</td>
<td>[t]</td>
</tr>
<tr>
<td>change /ou/ to /o/</td>
<td>[s]</td>
<td>[m]</td>
<td>[o]</td>
</tr>
<tr>
<td>think</td>
<td>[t]</td>
<td>[h]</td>
<td>[ink]</td>
</tr>
<tr>
<td>change /th/ to /fl/</td>
<td>[t]</td>
<td>[h]</td>
<td>[ink]</td>
</tr>
<tr>
<td>boy</td>
<td>[b]</td>
<td>[oy]</td>
<td>[i]</td>
</tr>
<tr>
<td>change /oy/ to /i/</td>
<td>[b]</td>
<td>[oy]</td>
<td>[i]</td>
</tr>
<tr>
<td>hurt</td>
<td>[h]</td>
<td>[urt]</td>
<td>[t]</td>
</tr>
<tr>
<td>change /ur/ to /o/</td>
<td>[h]</td>
<td>[urt]</td>
<td>[o]</td>
</tr>
</tbody>
</table>

Score: /5 /5 /5
Phonics and Decoding Assessment

Name ___________________________ Teacher Score Sheet

Directions: Show the student the list of pseudowords (nonsense words) and ask him or her to decode and say as many of the words as possible in each section of the assessment.

Scoring: Score correct responses as 4, incorrect responses as 0. A passing score for each section is 4.5. If a student scores less than 4.5 in a section of the assessment, place him or her in the corresponding Fast Track Reading decodable book.

The Red Jets (book 1): Closed Pattern (cvc)
Example: det / d/ / / [n]

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Posttest Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

The Crabs and Frogs (book 2): Closed Pattern with Blends and Digraphs (ccvc)
Example: glam / g/ / / / [n/]

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Posttest Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

High-Frequency Words Quick

Name ___________________________ Student Sheet

High-Frequency Words may be used repeatedly to measure students’ ability to identify and read high-frequency words. The student is given a list of words that corresponds to the decodable book they are reading and is asked to read each word as quickly as possible. The teacher records the number of words read correctly in one minute.

Books 1–3
- make
- look
- our
- some
- or
- about
- all
- went
- do
- take
- where
- now
- could
- of
- would
- come
- put
- was
- should
- are
- many
- won’t

Books 4–6
- more
- good
- again
- were
- every
- been
- were
- their
- other
- saw
- asked
- couldn’t
- school
- another
- full
- nothing

Books 7–9
- much
- can’t
- live
- above
- work
- couldn’t
- ahead
- school
- heard

Books 10–12
- something
- they’re
- friend
- night
- animals
- ahead
- great
- anything

Comments ___________________________