**Word Study Assessment**

**Section 1: Changing Word Meanings**

Name ___________________________ Teacher Score Sheet

Directions: Give each section of the Word Study Assessment to the students. This assessment may be given individually or to a small group of students.

Scoring: Score correct responses as +, incorrect responses as - . A passing score for each section is 4/5. If a student scores less than 4/5, use the lessons in the Fast Track Reading Word Study Teacher Guide to introduce or reteach each word study skill.

(Note: The lessons in the Fast Track Reading Word Study Teacher Guide are designed to be used repeatedly at various times and for different levels of instruction.)

A: Plurals

Have the student write the plural form of each word.

Example: story [stories]

<table>
<thead>
<tr>
<th>Word</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>candy</td>
<td>[camey]</td>
</tr>
<tr>
<td>tooth</td>
<td>[teeth]</td>
</tr>
<tr>
<td>wolf</td>
<td>[wolves]</td>
</tr>
<tr>
<td>pen</td>
<td>[pens]</td>
</tr>
<tr>
<td>bear</td>
<td>[beers]</td>
</tr>
</tbody>
</table>

Score: /5 /5

B: Verb Endings

Have the student write each word with the corresponding ending.

Example: chose + -ed = chased

<table>
<thead>
<tr>
<th>Word</th>
<th>Verb Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>hurry</td>
<td>hurried</td>
</tr>
<tr>
<td>try</td>
<td>trying</td>
</tr>
<tr>
<td>raise</td>
<td>raising</td>
</tr>
<tr>
<td>chance</td>
<td>chances</td>
</tr>
<tr>
<td>sleep</td>
<td>slept</td>
</tr>
</tbody>
</table>

Score: /5 /5

---

**Word Study Assessment (cont.)**

**Section 2: Words with Multiple Meanings**

Name ___________________________ Teacher Score Sheet

Directions: Give each section of the Word Study Assessment to the students. This assessment may be given individually or to a small group of students.

Scoring: Score correct responses as +, incorrect responses as - . A passing score for each section is 4/5. If a student scores less than 4/5, use the lessons in the Fast Track Reading Word Study Teacher Guide to introduce or reteach each word study skill.

(Note: The lessons in the Fast Track Reading Word Study Teacher Guide are designed to be used repeatedly at various times and for different levels of instruction.)

A: Homophones (words that sound the same but have different spellings and different meanings)

Have the student read each word and then write a homophone for it.

Example: red [read]

<table>
<thead>
<tr>
<th>Word</th>
<th>Homophone</th>
</tr>
</thead>
<tbody>
<tr>
<td>blew</td>
<td>[blew]</td>
</tr>
<tr>
<td>stare</td>
<td>[stare]</td>
</tr>
<tr>
<td>whole</td>
<td>[hole]</td>
</tr>
<tr>
<td>pale</td>
<td>[pale]</td>
</tr>
<tr>
<td>threw</td>
<td>[through]</td>
</tr>
</tbody>
</table>

Score: /5 /5

B: Homographs (words that sound and are spelled the same but have different meanings)

Have the student use each homograph twice in a sentence to demonstrate the two meanings of the word.

Example: rest [be sure you rest for the rest of the night]

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>bank</td>
<td>[book]</td>
</tr>
<tr>
<td>pitcher</td>
<td>[pitcher]</td>
</tr>
<tr>
<td>pound</td>
<td>[pound]</td>
</tr>
</tbody>
</table>

---

**Word Study Skills**

The **Word Study Assessments** help teachers evaluate a variety of word study skills. There are ten sections that cover topics such as changing word meanings, words with multiple meanings, shortened words, dictionary skills, context clues, word origins, and figurative language. Each section contains student worksheets and teacher scoring sheets.
Phonics Teacher Guide

The phonics component of Fast Track Reading helps delayed readers discover and understand the alphabetic principle and develop phonological awareness. Each lesson uses six steps—Introduce, Demonstrate, Coach, Apply, Assess, and Reteach—and teaches a different phonics pattern.

The CVC/CVCe lesson shown here was designed to accompany Decodable Book 4, Brice and the Whale. Additionally, each lesson in the Word Work Phonics Teacher Guide includes a decodable poem, so students learn the skill or pattern in context. Incorporating controlled vocabulary in the poems and stories this way decreases the frustration students may feel when they encounter unfamiliar words. The assessment blackline master at the end of the lesson helps you evaluate the student’s understanding of the skill in order to inform further instruction.

ELL prompts give specific strategies for English Language Learners
**INTRODUCE**
Read the first stanza of the poem The Umpire's Advice to students. Tell them to listen for words that have two syllables. (phonological awareness)
- What words did you hear that have two syllables?
Tell students that they are going to read a poem and then some stories that have words with two syllables. (phonological awareness)
- Remember that many of the words you will be reading will have a closed vowel pattern (CVC) with a short vowel sound in the first syllable of the word. The last syllable in the words will have the silent e vowel pattern (CVC) with a long vowel sound.
- Listen to the word tadpole. The first syllable, tad, is a closed pattern and the vowel a has a short sound, /æ/. The second syllable, pole, is a silent e pattern and the vowel e has a long sound, /ə/. Now slowly segment tadpole, then blend the sounds back together. Where did you hear the short vowel sound? Where did you hear the long vowel sound?

**DEMONSTRATE**
Listening for Syllables
Say: I'm going to pay special attention to words I hear that have two syllables. I'm listening for words that have a short vowel sound in the first syllable and a long vowel sound in the second syllable. I will slowly segment the word. I hear an /əl/ sound in the first syllable and an /æ/ sound in the second syllable. (phonological awareness)
Repeat the activity with the words bed, vine, and roadside. (phonological awareness)

**COACH**
**Listening for Sounds**
Say pairs of two-syllable words, one word that has the closed /æ/ vowel pattern and one word that doesn't. (phonological awareness)
- Listen to these two words: mudslide, earthwork. Which word has both the closed and silent e vowel patterns?
Continue saying other pairs of words and have students tell you which words have the /æ/ vowel pattern. Say these words: football, campfire, heart, noun, purple, sunrise, tractor, inside, people.

**Using the Poem: The Umpire’s Advice**
Read the poem The Umpire’s Advice. Ask students to listen for words that have two syllables. Have them tap their knees twice when they hear a two-syllable word. (phonological awareness)
- What words did you hear that have two syllables?

Place the poem on the overhead and ask volunteers to find and highlight the two-syllable words in the poem. Ask them to tell you what vowel sounds they heard in the first and second syllables. (phonics)

Note: The words complete and collide are two-syllable words in this poem. You may wish to tell students that these two words are exceptions to the closed short vowel pattern. The vowel /e/ has a schwa sound instead of a short e sound. Remind students to try the short vowel sound first and then, if it doesn't sound quite right, to try the schwa sound.

**APPLY: THE UMPIRE’S ADVICE**
**Reading the Poem**
Give each student a copy of the poem. Turn to page 10 and read aloud with students to reinforce the closed and silent e vowel patterns in two-syllable words.

Have students turn to The Umpire’s Advice on page 11. Remind them to look for words that have both the closed and silent e vowel patterns.

**APPLY: TESSA TADPOLE, THE COMPLETE ATHLETE**
**Reading the Story**
Have students turn to Tessa Tadpole, The Complete Athlete on page 12. Tell them that this story has several two-syllable words that have both the closed and silent e vowel patterns. Remind them to use the “spot and dot” strategy if they have trouble dividing a word into syllables or decoding its meaning.

Vowel pattern charts provide visual phonics support.

Write the word tadpole on the board. Model the “spot and dot” strategy by placing dots above the first and second vowels in the word tadpole. Draw a line to connect the dots above the vowels. Then divide the word into two syllables between the two consonants.

- What vowel pattern do you see in the first syllable, tad?
- What sound does the vowel make in the closed vowel pattern?
- What vowel pattern do you see in the second syllable, pole?
- What sound does the vowel make in the silent e vowel syllable?

Model again using the words complete, athlete, backstroke, and umpire.

Select a few two-syllable words from the poem to model sorting words onto the Vowel Pattern Chart.

<table>
<thead>
<tr>
<th>Closed</th>
<th>Open</th>
<th>Silent e</th>
</tr>
</thead>
<tbody>
<tr>
<td>/æ/</td>
<td>/ə/</td>
<td>/e/</td>
</tr>
</tbody>
</table>

Introduce High-Frequency Words
Introduce the high-frequency words that are new to this poem. Write each high-frequency word on a sticky note. Have students read each word and then find it in the poem. (find, wins, why) MicroW ords

Have students read the poem independently. Monitor their reading and use of decoding strategies.

Returning to the Poem
After students have read the poem, tell them that they will be working with some two-syllable words from the poem using the “spot and dot” strategy to divide each word into syllables according to its vowel patterns.

Make word cards for the following words: context, umpire, instant, advise, homophone, pancake, paste, mistake. Have students “spot and dot” each word and divide it into syllables. (phonics) MicroW ords
APPLY: IGNITE!

Reading the Story
Have students turn to page 14. Review with them the closed and silent e vowel patterns in two-syllable words in the story.
- Look at the first sentence on page 14. What word do you see that has both a closed and a silent e pattern?
- How did knowing those vowel patterns help you decode the word?

Strategy Reminder
Before asking students to read the story, have them suggest possible decoding strategies that will assist them in their reading.

Read Silently
While students are reading the story independently, monitor their decoding and fluency by asking one student at a time to read a section of the story orally to you.

Returning to the Story
Discuss Decoding Strategies
After reading, have students discuss the reading and decoding strategies that they used while reading the story.
- What two-syllable words were hard to decode?
- What did you do to help you decode those words?

Discuss the Story
Have students discuss their understanding of the story.
- What does it mean to be a complete athlete?
- What was the problem in this story?
- What were the two things that kept the tadpoles safe?
- What else might they have done to be safe?

Ask small groups of students to act out their own version of the story.

Introduce High-Frequency Words
Introduce the high-frequency words from the story. Have students write each high-frequency word on a word card.

Tips for reteaching instruction and practice activities are provided for each skill

High-frequency words are taught sequentially

HOME CONNECTIONS
Provide opportunities for students to practice decoding two-syllable words that have the closed/silent e vowel pattern.
- Give students a new word search blackline master using two-syllable closed/silent e vowel pattern words. Ask them to complete the word search at home with a family member.
- Provide students with a list of two-syllable words with closed/silent e patterns. Have them practice using the "spot and slot" strategy on each word.
- Provide a spelling list of words that have the closed and silent e patterns. Encourage students to practice spelling these words at home.
### Phonics Lesson Sequence

Each of the 12 lessons in the Word Work Phonics Teacher Guide teaches a different pattern or skill. The lessons (1–12) correspond directly to the numbered decodable books and plays (1–12).

1. **Closed vowel pattern**
2. **Closed vowel pattern with initial and final blends**
3. **Closed vowel pattern—two syllables**
4. **Silent e**
5. **r-controlled**
6. **Open vowel pattern**
7. **Two-syllable vowel patterns**
8. **Vowel digraphs**
9. **Vowel diphthongs**
10. **Consonant + le**
11. **Vowel/vowel—two syllables**
12. **Compound words/multisyllabic words/pattern review**

---

**Assessment:**

**Lesson 2: Closed and Silent e Syllable Patterns**

1. Circle the words that have a closed vowel pattern.
   - inside
   - outside
   - pendant
   - fact
   - pigpen
   - table
   - man
   - frantic

2. Circle the words that have a silent e vowel pattern.
   - admire
   - inside
   - across
   - water
   - sunshine
   - hand
   - pancake
   - plane

3. Circle the words that have both the closed and silent e vowel patterns.
   - landscape
   - cannot
   - fireplace
   - frantic
   - flagpole
   - pancake
   - pumpkin
   - stampede

4. Use the "spot and dot" strategy to divide each word below into syllables. Then write about how the "spot and dot" strategy helps you decode words with the silent e vowel pattern.
   - reptile
   - mistake
   - inside
   - hillside
   - postpone
   - flagpole
   - onstage
   - sunshine
   - misplace

"Spot and dot" helps me decode words by...
Decodable Books

Fast Track Reading's 12 decodable books use, in sequential order, the high-frequency words and skills taught during Word Work phonics instruction. This way, students have the opportunity to directly apply the skills they've just learned. Have students read the poem “On Prime Time Live” and look for the vowel pattern you taught with the phonics lesson featured in this guide. Use the stories along with the phonics lesson to reinforce the new skill and to show students how their new knowledge translates directly into better reading.