

## 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]

	Pretest Date	Posttest Date	Comments
candy [candies]			
tooth [teeth]			
wolf [wolves]			
peach [peaches]			
deer [deer]			
Score	/5	/5	

#### B: Verb Endings

Have the student write each word with the corresponding ending.

Example: chase + -s = chases

	Pretest Date	Posttest Date	Comments
hurry + -ed [hurried]			
try + -ing [trying]			
raise + -ing [raising]			
chance + -s [chances]			
strap + -ed [strapped]			
Score	/5	/5	

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## 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]

	Pretest Date	Posttest Date	Comments
blew [blue]			
stare [stair]			
whole [hole]			
pale [pail]			
threw [through]			
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.]

	Pretest Date	Posttest Date	Comments
bank			
pitcher			
pound			

## Word Study Skills

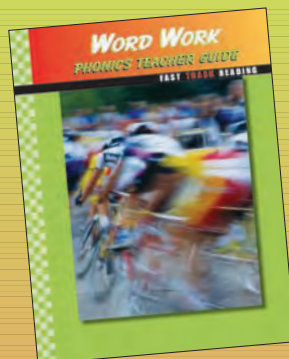
The **Word Study Assessments** help teachers evaluate a variety of word study skills. There are ten sections that cover topics such as changing word meanings, words with multiple meanings, shortened words, dictionary skills, context clues, word origins, and figurative language. Each section contains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

ELL prompts give  
specific strategies for  
English Language  
Learners

## 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.



## Unit 4 Lesson 2

# Syllable Pattern —Closed and Silent e (cvc-cvce)

### LESSON FOCUS

Students will learn to recognize, decode, read, and write two-syllable words that have a closed vowel pattern and a silent e vowel pattern.

### LESSON OBJECTIVES

#### Phonological Awareness

- listen for words with two syllables
- segment and blend words with two syllables
- listen for short vowel and long vowel sounds in two-syllable words
- compare and contrast two-syllable words while listening for words with both closed and silent e vowel patterns

#### Phonics

- identify short and long vowels in two-syllable words
- use the "spot and dot" strategy to syllabicate and decode two-syllable words
- categorize closed, silent e, and two-syllable closed/silent e vowel pattern words
- sort two-syllable words into either those with the closed/silent e pattern or those that don't fit the pattern
- sort two-syllable words onto the Vowel Pattern Chart

### BACKGROUND INFORMATION

Silent e vowel pattern words can be found as the final syllable in many two-syllable words. Often the first syllable will have the closed vowel pattern (cvc), as in *mistake*. Have students use what they know about closed vowel syllables and silent e vowel syllables to decode two-syllable words.

Remind students how to use the "spot and dot" strategy to divide words into syllables. In words with both closed and silent e syllables, students will dot the vowels (except the final e), connect the dots, and then divide the syllables between the two consonants. This will help them see the closed pattern (cvc) with a short vowel and the silent e pattern (cvce) with the long vowel. Some closed pattern words have a schwa sound, short u, instead of a typical short vowel sound. Model how students should always try the short vowel sound first and then, if that doesn't sound right, try the schwa sound.

### ELL SUPPORT

Depending on ELL students' level of proficiency in English, you may wish to include visual support when possible. Also, consider how students are grouped for activities. ELL students benefit from working in mixed groups and partnering with English Only students.

**High-Frequency Words:** Support ELL students who have limited English proficiency by using pictures or real objects to help them understand the words. Teach hard-to-illustrate words in meaningful contexts while acting out the sentences.

**Poems/Stories:** Depending on their level of fluency, some ELL students may need to have the poem or story read to them first. Next, they could read it with a partner. Then they could read it independently. Use retelling to promote oral development in English. After ELL students read a story, have them retell it in a small group or with a partner.



## 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 (cvce) 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, /a/. The second syllable, pole, is a silent e pattern and the vowel o has a long sound, /o/.
- 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?

Repeat this activity with other words from the poem such as *reptile*, *backstroke*, *contest*, and *athlete*.

## 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. If I slowly segment the word *classmate*, I hear an /a/ sound in the first syllable and an /ā/ sound in the second syllable. (phonological awareness)

Repeat the activity with the words *bedtime* and *onstage*. (phonological awareness)



## COACH

### Listening for Sounds

Say pairs of two-syllable words, one word that has the closed/silent e vowel pattern and one word that doesn't. (phonological awareness)

- Listen to these two words: *mudslide*, *earthworm*. 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 cvc/cvce pattern. Say these words: *football*, *campfire*; *herself*, *cupcake*; *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 knee 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 *compete* 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 o has a schwa sound instead of a short o sound. Remind students to try the short vowel sound first and then, if it doesn't sound quite right, to try the schwa sound.

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. (phonics)

- What vowel pattern do you see in the first syllable, tad?
- What sound does the vowel make in the closed vowel syllable?
- 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 *reptile*, *athlete*, *backstroke*, and *umpire*.

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

Closed	Open		Silent e
tad rep back.			pole tile stroke
r-Controlled	Two Vowels		C + le
	Talkers Vowel Digraph	Winners Vowel Diphthong	

## APPLY: THE UMPIRE'S ADVICE

### Reading the Poem

Give each student a copy of the book. 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 poem *The Umpire's Advice* on page 11. Remind them to look for words that have both the closed and silent e vowel patterns.

## 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*, *were*, *why*) **MATCHWORD**

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: *contest*, *umpire*, *insane*, *advise*, *trombone*, *pancake*, *pastime*, *mistake*. Have students "spot and dot" each word and divide it into syllables. (phonics) **MATCHWORD**

## 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 it.



Vowel pattern charts provide visual phonics support



High-frequency words are taught sequentially

### Introduce High-Frequency Words

Introduce the high-frequency words from the story. Write each high-frequency word on a word card. Have students play "Go Fish" by fishing out a word and reading it. (*across, saw, two*) **MATCHWORD**

### 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.

### APPLY: IGNITE! Reading the Story

Have students turn to *Ignite!* on page 14. Review with students the closed and silent e vowel patterns in two-syllable words in this 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?

### Introduce High-Frequency Words

Introduce the high-frequency words from the story. Have students use magnetic letters to practice spelling and reading each word. (*began, everyone, fall, need, people, someone*)

### Strategy Reminder

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

### Read Silently

As students are reading independently, monitor individual students' use of decoding strategies and reading fluency.



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### Returning to the Story

#### List Words and Write

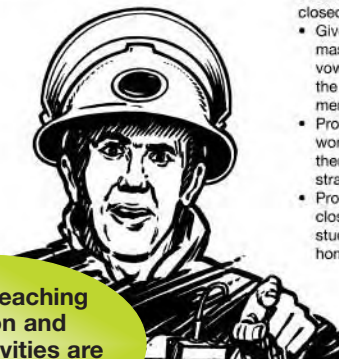
Together, make a list of the two-syllable words from the story that have the closed/silent e vowel patterns. Have students use some of the words from the list to write their own story or to create their own fire safety poster.

### ASSESS

- Have pairs of students look through both poems and all four stories and make three lists of words: (1) all the one-syllable closed pattern words (cvc), (2) all the silent e pattern words (cve), and (3) all the two-syllable closed/silent e pattern words (cvc/cve). (phonics)
- Have students select six words from the lists of words they made in the above activity and then sort those words onto their Vowel Pattern Charts. (phonics)
- Use the Assessment blackline master on page 65 to assess students' understanding of closed and silent e vowel patterns in two-syllable words. (phonics)

### RETEACH

Provide additional instruction for those students who are having difficulty decoding two-syllable words that have both the closed and silent e vowel patterns.



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



### Practice Activities

- Provide several word cards that have two-syllable words with the closed and silent e vowel patterns (cvc/cve) and two-syllable words that do not have these vowel patterns. Have students select the words that have the same pattern. **MATCHWORD**
- Create a word search blackline master and have students find all the two-syllable words that have the closed/silent e patterns. **MATCHWORD**
- Read the decodable plays *Tessa Tadpole*, *the Complete Athlete* and *Ignite!* Encourage students to take the characters' parts and practice presenting the play. They may wish to work in small groups and then present one of the plays to others in the classroom.

### HOME CONNECTIONS

Provide opportunities for students to practice decoding two-syllable words that have the closed/silent e vowel patterns.

- 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. **MATCHWORD**
- Provide students with a list of two-syllable words with closed/silent e patterns. Have them practice using the "spot and dot" strategy on each word. **MATCHWORD**
- Provide a spelling list of words that have the closed and silent e patterns. Encourage students to practice spelling these words at home. **MATCHWORD**

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## 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 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Assessment  
blackline masters  
are included for  
formal assessment  
of each skill

## 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



# 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.

