

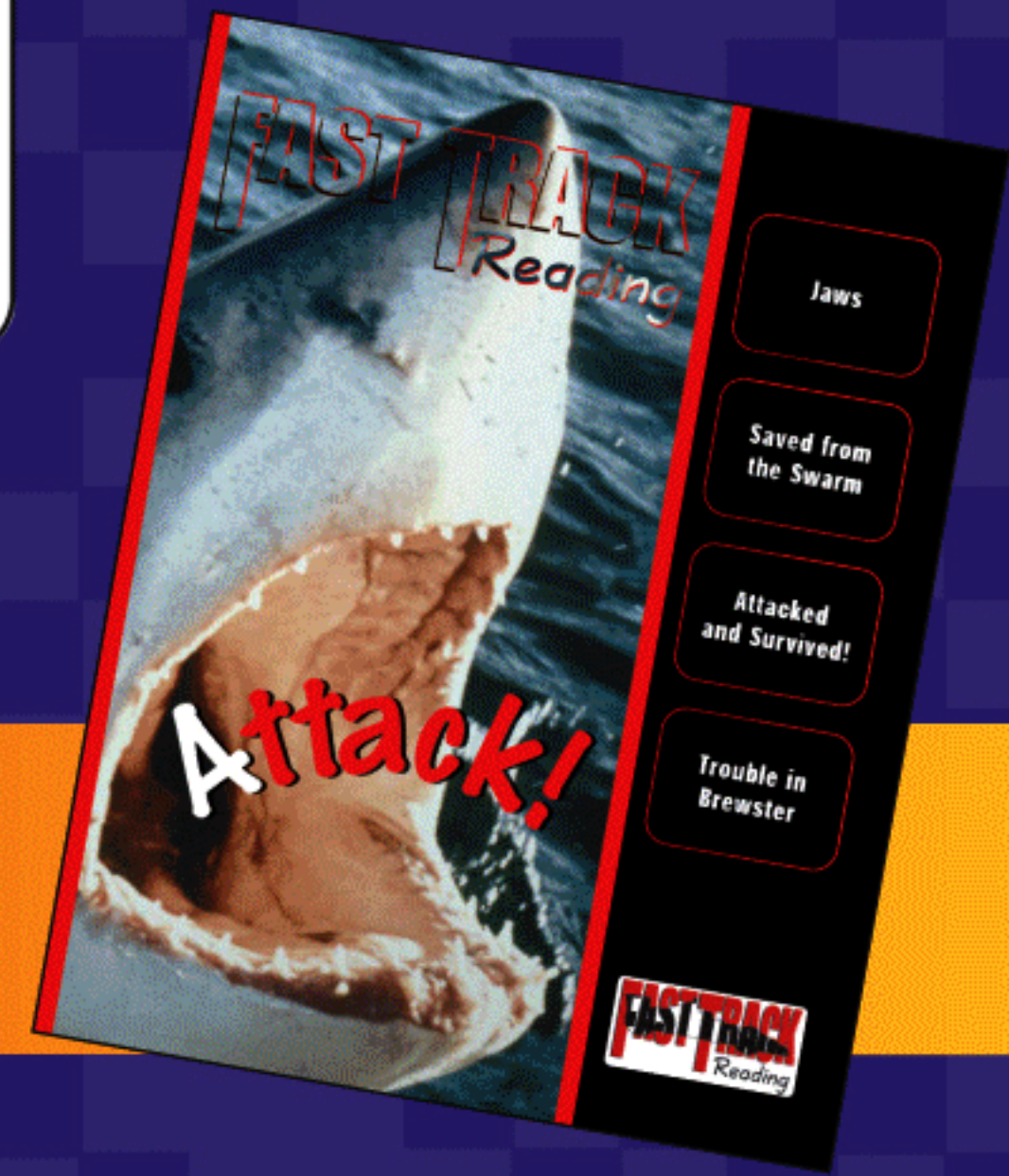


**On Your Mark, Get Set...**

**Accelerate Your Delayed Readers**



**Teacher Sampler**





## Components of the Program

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.

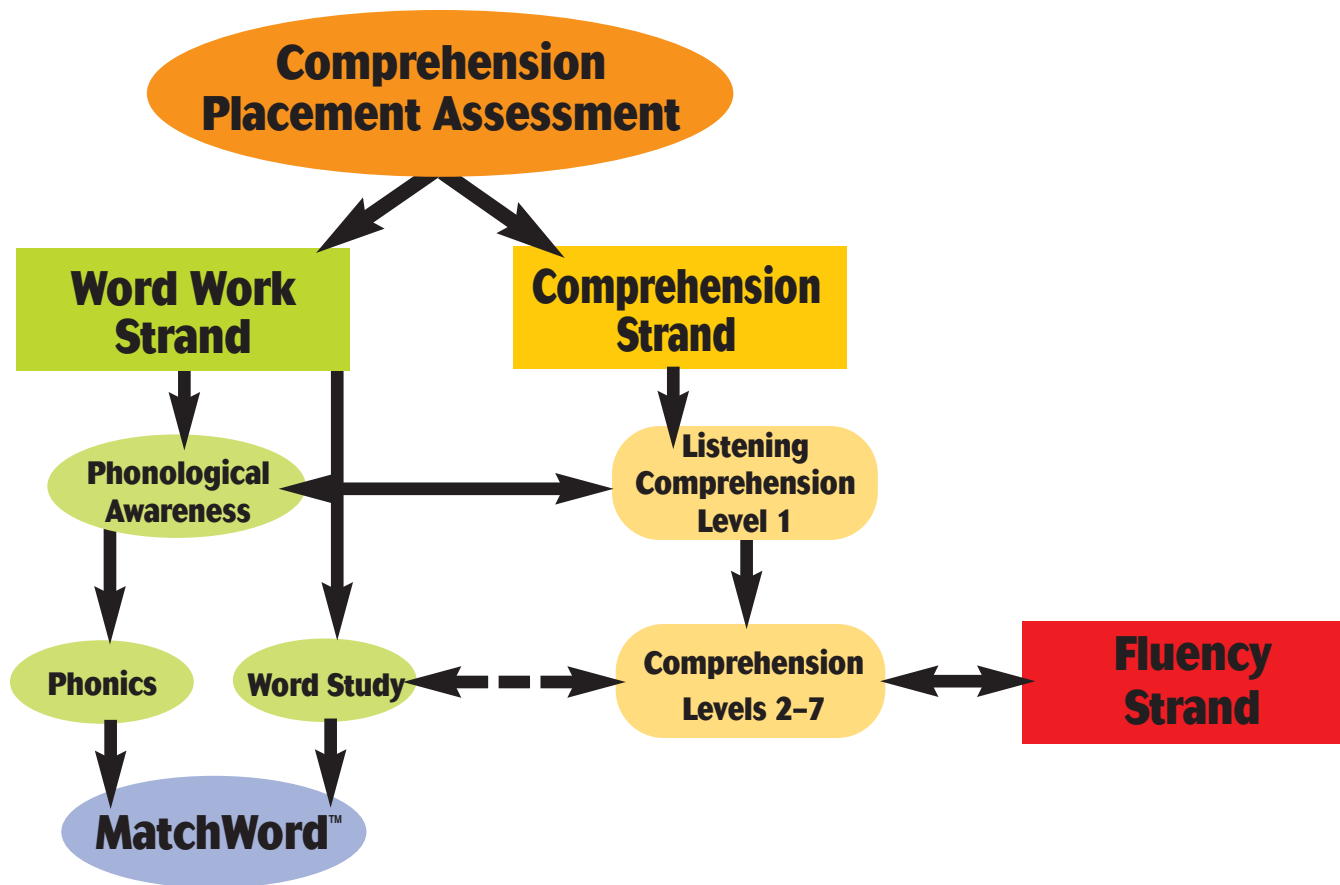
To get started on the fast track to literacy, use the sample materials included in this guide to see for yourself how effective

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 Assessment Guide
- 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.



### PRE-ASSESSMENT: LEVEL 2

Student's Name \_\_\_\_\_

Date \_\_\_\_\_

#### 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."

#### Accuracy 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

- 1–5 errors and at least 4 out of 5 questions correct—go to Level 3.
- 6–10 errors and at least 3 out of 5 questions correct—stay at Level 2.
- More than 10 errors and less 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*.

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## Phonological Awareness Assessment Phonemic Identification

Name \_\_\_\_\_ T \_\_\_\_\_

**Directions:** Give this assessment orally to one student at a time. Ask the student to listen to sounds and then respond. Do not show the student the words.

**Scoring:** Score correct responses as +, incorrect responses as - for each section. A passing score is 4/5. If a student scores less than 4/5, focus on phonological awareness skills in the first *Fast Track* decodable book and the *Comprehension Teacher Guide Level 1*.

### 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.

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

	Pretest Date	Posttest Date	
What is the beginning sound in <i>glass</i> ? [g/]			
What is the ending sound in <i>wish</i> ? [sh/]			
What is the middle sound in <i>dream</i> ? [e/]			
What is the middle sound in <i>mouse</i> ? [ou/]			
What is the ending sound in <i>stay</i> ? [ā/]			
Score	/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/]

	Pretest Date	Posttest Date	Comments
snail [s/ /n/ /ā/ /l/]			
teacher [t/ /ē/ /ch/ /er/]			
loud [l/ /ou/ /d/]			
boil [b/ /oi/ /l/]			
memory [m/ /e/ /m/ /or/ /ē/]			
Score	/5	/5	

# Word Work Assessment Guide

The *Word Work Assessment Guide* places students within the correct decodable book and word study skill lesson. Assessments should be used to test students at the beginning of instruction and again upon completion of instruction. They are designed to help teachers evaluate a range of skill areas, including phonological awareness, phonics and decoding, high-frequency words, and word study skills, as shown on pages 3–5.



## 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.

Score	/5	/5	
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### 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 /ō/ to /ī/. What is the new word? [ride]

	Pretest Date	Posttest Date	Comments
cast change /st/ to /mp/ [camp]			
mound change /ou/ to /e/ [mend]			
think change /th/ to /shr/ [shrink]			
boy change /oy/ to /ī/ [by]			
hurt change /ur/ to /ē/ [heat]			
Score	/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 +, incorrect responses as -. 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: dut /d/ /u/ /t/

	Pretest Date	Posttest Date	Comments
tev [t/ /e/ /v/]			
tism [t/ /i/ /s/ /m/]			
lupp [l/ /u/ /p/]			
baz [b/ /a/ /z/]			
lomp [l/ /o/ /m/ p/]			
Score	/5	/5	

**Crabs and Frogs (book 2): Closed Pattern with Blends and Digraphs (ccvc)**

Example: glam /g/ /l/ /a/ /m/

	Pretest Date	Posttest Date	Comments
glisp [g/ /l/ /i/ /s/ /p/]			
smesh [s/ /m/ /e/ /s/ /h/]			
chemflump [ch/ /e/ /m/ - /f/ /l/ /p/]			
thambish [th/ /a/ /m/ - /b/ /i/ /s/]			
klusteck [k/ /l/ /u/ /s/ - /t/ /e/ /c/ /k/]			

## Phonics and Decoding

Assessments in this section determine students' understanding of syllable patterns and their ability to decipher pseudowords. Using these assessments, the teacher shows the student lists of pseudowords and asks them to decode and say as many as possible in each section.

Comments

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### High-Frequency Words Quick ✓

Name \_\_\_\_\_ Student Sheet

**Directions:** Read the appropriate column of words as fast as you can. You will be timed for 1 minute. If you don't know a word, skip it and move on.

<u>Books 1-3</u>	<u>Books 4-6</u>	<u>Books 7-9</u>	<u>Books 10-12</u>
make	more	much	something
look	good	can't	they're
our	again	live	friend
some	were	above	night
or	every	work	animals
about	been	couldn't	ahead
all	both	school	great
went	their	another	heard
do	full	nothing	anything
take	other		
where	say		
now	saw		
could	asked		
of	won't		
would	two		
come	why		
put	sure		
was	use		
should	old		
are	many	won't	years

## High-Frequency Words

The **High-Frequency Words Quick** ✓ 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.