

Word Study Check-In

Wild Weather: Cards 10A–10B

Introduction

In this informal assessment, students read lists of words that include examples of the phonics, syllabication, and/or morphology elements targeted in the two Short Reads Decodables Advance cards for this topic.

What Is the Purpose of This Assessment?

This assessment may be used as needed for the following purposes:

- **To check student readiness:** Use this assessment **before** students begin reading a Short Reads Decodables Advance card to determine the level of instruction to provide and the level of support students may need when reading each Short Reads Decodables Advance card.
- **To check for student success:** Use this assessment **after** a student completes his or her use of Short Reads Decodables Advance materials to determine whether he or she has mastered the targets or whether further instruction and support are needed.

How Do I Administer This Assessment?

The Word Study Check-Ins should be administered 1:1 or in a small-group setting. If this assessment is done **before** reading, you may wish to ask students to read the words that go with the specific Short Reads Decodables Advance card they will be reading (Card A or B for the topic). If this assessment is done **after** reading, you may choose to ask students to read one or both of the lists, depending on which cards students are assigned. Students will read aloud the relevant list of words on the Student Form as you follow along using the Performance Tracker Form.

What Do I Need?

To administer this survey, you will need:

- One copy of the Word Study Check-In: Student Form for each student

See also the Performance Tracker Form (p. 3) and Next Step Recommendations (p. 5).

Name: _____

Word List A

Read these words with endings that change the spelling of the base word.

- | | |
|------------|------------|
| 1. driest | 6. saved |
| 2. replies | 7. smiled |
| 3. stories | 8. hiking |
| 4. flies | 9. studies |
| 5. living | 10. closed |

Word List B

Read these words with suffixes *-er* and *-or*.

- | | |
|-----------|-----------------|
| 1. actor | 6. leader |
| 2. jumper | 7. director |
| 3. worker | 8. sensor |
| 4. wilder | 9. thinker |
| 5. mentor | 10. illustrator |

Track Progress

Use the Student Form to make notes as you listen to students read the words. Summarize your findings below. Use this form to track student progress. Sample information for one student is provided.

Word List A Card 10A • <i>Antarctica</i>		
Targeted Elements: Endings With Spelling Changes: -y to -i; Drop Final e		
Words	Names of Students Assessed	Further Support Needed?
driest	Scott Myers	Scott read 4 words incorrectly. Further support with this target needed.
replies		
stories		
flies		
living		
saved		
smiled		
hiking		
studies		
closed		

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Word List B Card 10B • <i>Smokejumpers</i>		
Targeted Elements: Suffixes <i>-er</i> and <i>-or</i>		
Words	Names of Students Assessed	Further Support Needed?
actor		
jumper		
worker		
wilder		
mentor		
leader		
director		
sensor		
thinker		
illustrator		

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Determine Next Steps

After students complete one of the Word Study Check-In lists, use this chart to help you set up a plan to meet students' needs.

When was the assessment given?	If . . .	Then
Before a student reads the card	A student reads all or most words in one of the lists accurately and with ease . . .	<ul style="list-style-type: none"> • Coach the student on ways to self-correct any errors using the Practice Reading routine in the Teacher's Guide lesson. • The student likely requires minimal support. Set up a plan for the student to read the Short Reads Decodables Advance card(s) independently or with a partner. Coach the student, focusing on comprehension and vocabulary as needed.
Before or after a student reads the card	A student reads 3+ words in one of the lists inaccurately . . .	<ul style="list-style-type: none"> • Teach or reteach the Introduce and Practice sections of the corresponding lesson. Also see the lesson's Differentiated Instruction "Review" options for additional strategies.
After a student reads the card	A student reads all or most words in one of the lists accurately and with ease . . .	<ul style="list-style-type: none"> • Praise the student's performance. • Investigate possible instructional needs for comprehension and vocabulary.

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