



Worksheet A For use with **Strategy: Analyzing Word Parts**

Student: _____ Grade: _____ Date: _____

List 1

ad - van - tage

un - ex - pec - ted

grad - u - a - tion

re - spon - sib - il - it - y

List 2

hydrant

drowsy

allergy

employment

triumphant

vacancy

attorney

horizontal

evaporate

opportunity



Worksheet A For use with **Strategy: Analyzing Word Parts**

Student: _____ **Grade:** _____ **Date:** _____

Place a slash (/) on each word in List 1 the student found difficult.

- | | |
|------------|----------------|
| advantage | graduation |
| unexpected | responsibility |

If the student had difficulty with the words in List 1, did sounding out individual syllables help him or her read the whole word? **Y** or **N**

Explain:

Place a slash (/) on each word in List 2 the student found difficult.

- | | |
|------------|-------------|
| hydrant | vacancy |
| drowsy | attorney |
| allergy | horizontal |
| employment | evaporate |
| triumphant | opportunity |

Was the student able to read words that were difficult in List 2 after dividing them into syllables? **Y** or **N**

Explain:

Attach **Worksheet A** with the student's responses to this Student Record Form.

<p>During this activity, the student seemed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively engaged <input type="checkbox"/> Somewhat engaged <input type="checkbox"/> Passively cooperative <input type="checkbox"/> Not interested <input type="checkbox"/> Other: _____ 	<p>Additional Comments:</p>
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Worksheet B For use with **Strategy: Analyzing Word Parts**

Student: _____ Grade: _____ Date: _____

List 1

phos - phor - es - cence

re - hab - il - it - a - tion

ther - a - peu - tic

in - sub - or - din - a - tion

List 2

scoundrel

poverty

fraudulent

substantial

carbohydrate

personality

symptomatic

discontinuance

inconceivable

disqualification



Worksheet B For use with Strategy: Analyzing Word Parts

Student: _____ Grade: _____ Date: _____

Place a slash (/) on each word in List 1 the student found difficult.

- phosphorescence therapeutic
- rehabilitation insubordination

If the student had difficulty with the words in List 1, did sounding out individual syllables help him or her read the whole word? Y or N

Explain:

Place a slash (/) on each word in List 2 the student found difficult.

- scoundrel personality
- poverty symptomatic
- fraudulent discontinuance
- substantial inconceivable
- carbohydrate disqualification

Was the student able to read words that were difficult in List 2 after dividing them into syllables? Y or N

Explain:

Attach **Worksheet B** with the student’s responses to this Student Record Form.

<p>During this activity, the student seemed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively engaged <input type="checkbox"/> Somewhat engaged <input type="checkbox"/> Passively cooperative <input type="checkbox"/> Not interested <input type="checkbox"/> Other: _____ 	<p>Additional Comments:</p>
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