

Start with the evidence

This informal 10-item check helps you choose an instructional starting point. It is not a standardized assessment or a grade-placement test. Allow about 10–15 minutes, without a speed limit. Use pages 2–3 with the learner, page 4 to score, and page 5 as the daily reference card.

Say this

“You are a word detective. Read each sentence. Underline one part of the bold word that you know. Tell me what that part means, then tell me what the whole word means here. You may speak or write. An unsure answer is useful evidence.”

Keep the conditions clear

Read the directions aloud. First invite the student to try the target word. If pronunciation blocks the task, read it aloud and mark A for assisted reading. Accept oral, typed, or scribed responses. Do not give the meaning of a word part or use a dictionary during this check. Record language and response supports.

One scoring method

For each item, award 1 point for identifying a useful taught word part AND explaining its meaning, plus 1 point for a reasonable whole-word meaning in context. Total 2 per item. Do not score spelling, speed, or handwriting in this morphology score.

Score out of 20	Provisional next step
0–7	Begin the Academy and a foundational case. Model the routine before retesting.
8–13	Teach the earliest unfamiliar word-part family. Start with supported practice.
14–17	Try the current grade case sequence. Use item patterns to reteach specific gaps.
18–20	Try a novel transfer word from the current grade. Extend when reasoning is independent.

These bands are instructional starting rules, not validated cut scores. Use the student’s explanation and classroom reading alongside the total. High vocabulary knowledge alone does not establish morphological skill.

Materials

A pencil, these two learner pages, and a quiet conversation. No special purchases, apps, or account required.

Your first investigation

Name _____ Date _____

Underline a useful word part. Explain its meaning and the meaning of the whole word. You may tell your teacher instead of writing.

1 unhappy

Mina felt unhappy when her model broke.

Part and its meaning _____

Whole word _____

2 rewrite

Please rewrite the unclear label.

Part and its meaning _____

Whole word _____

3 submarine

The submarine traveled below the sea's surface.

Part and its meaning _____

Whole word _____

4 washable

We chose washable paint for the table.

Part and its meaning _____

Whole word _____

5 transport

The truck will transport the exhibit to town.

Part and its meaning _____

Whole word _____

Your first investigation

Name _____ Date _____

Underline a useful word part. Explain its meaning and the meaning of the whole word. You may tell your teacher instead of writing.

6 photograph

A photograph recorded the scene with light.

Part and its meaning _____

Whole word _____

7 transmit

The radio can transmit a message.

Part and its meaning _____

Whole word _____

8 visible

The sign was visible from the road.

Part and its meaning _____

Whole word _____

9 telescope

A telescope helped us view distant objects.

Part and its meaning _____

Whole word _____

10 geology

In geology, we study Earth's rocks and structure.

Part and its meaning _____

Whole word _____

Placement scoring key

Item	Word part clue	Whole-word meaning
1 unhappy	un- = not	not happy
2 rewrite	re- = again	write again
3 submarine	sub- = under	a vessel that travels underwater
4 washable	-able = able to be	able to be washed
5 transport	trans- = across OR port = carry	carry or move from one place to another
6 photograph	photo = light OR graph = write/record	an image made by recording light
7 transmit	mit = send OR trans- = across	send a message
8 visible	vis = see OR -ible = able to be	able to be seen
9 telescope	tele = far OR scope = viewing instrument	an instrument for viewing distant objects
10 geology	geo = Earth OR -logy = study	the study of Earth, especially rocks and structure

Award a point for any accurate, relevant alternative part and explanation. For example, photograph may be approached through photo, light, or graph, write/record. A dictionary-perfect definition is unnecessary.

Clue points ____ / 10 Meaning points ____ / 10 Total ____ / 20

A reading assistance used on items _____

Response mode and language support _____

First case chosen _____ Reason _____

Review the same skill with an unfamiliar example after instruction. If reusing these words, record that they are familiar and do not interpret improvement as standardized growth.

The word detective routine

1 Spot

Look for a familiar prefix, suffix, base, or root. Box an affix. Underline a base or root. Do not force every letter into a part.

2 Read

Use the sounds and syllables you know. Blend the whole word. Ask for pronunciation help when needed.

3 Think

Explain what the part suggests. Build a possible whole-word meaning.

4 Check

Reread the sentence. Does your meaning fit? Use a dictionary to confirm meaning or word history.

Part	Meaning clue	Example
Prefix	At the beginning	re + play = replay
Base	Central meaning; may be a word	play
Suffix	At the end	play + ful = playful

Detective rule: A familiar string of letters is only a clue. The meaning and the word's history must support it.

My evidence sentence: "I noticed _____, meaning _____. In this sentence, the whole word probably means _____."

The reopened case

Goal: Use un- and re- as clues, then check a whole word in context. Plan five 20-minute sessions; timing is a pilot estimate.

Prepare: Print learner pages 2–4 of this case, provide the two cards below, a pencil, scrap paper and a dictionary. Keep page 5 as the key. No previous purchase is required.

Evidence card A	Evidence card B
un- prefix not, opposite Old English unlock, unhappy	re- prefix again, back Latin rewrite, redo

Entry bridge and review

Say: “A prefix goes before a base, a suffix after it. A base or root carries central meaning and may be free or bound. Spot a useful part, read the word, think about meaning, then check the sentence.” Review un-, not or reversal, and re-, again. Teach these now if this is a single-case purchase.

Monday: Say: “In unlock, un- gives the clue not, opposite. Here the whole word means open a lock.” Model Spot, Read, Think, Check. Teach the second card and complete practice 1–2 together.

Tuesday: Retrieve both cards without looking. Reread the examples. Complete practice 3, then play the game below. Ask for reasons before revealing the cards.

Wednesday: Retrieve the two review parts above. Complete practice 4–5. Compare a partner’s explanation, revise it, and add both new parts to a notebook.

Thursday: Read the case passage aloud together if needed. Box target affixes or underline roots. Answer the evidence question, then complete the illustrated case report.

Friday: Play one brief retrieval round, then give the independent five-item check without the cards. Accept oral, typed or scribed responses. Score with page 5 and record the next step.

Clue cover

One player chooses a focus word without saying it. Give its part meaning, then a context clue. The partner guesses and explains. Swap roles for four rounds. Earn one evidence mark for an accurate explanation, not for speed. Solo: hide the word, read your clues, then reveal it.

Daily time guide: 3 minutes retrieve, 5 model or reread, 9 practice and play, 3 explain. Add connected reading for a longer class period.

Word evidence practice

Name _____ Date _____

Use the two evidence cards. Explain aloud, write, or ask someone to scribe. A correct meaning matters more than fast writing.

1 Recover the clues

Word part	Meaning clue	Type
un-	_____	_____
re-	_____	_____

2 Mark the evidence

unlock rewrite

Box a target prefix or suffix. Underline a target root. Explain what each clue contributes. You do not have to divide every letter.

3 Build a meaning

Explain unlock to someone who has never heard it. Use the part clue and the full word meaning. Then explain rewrite.

4 Give the words a job

Write one clear sentence for each focus word. Make the meaning visible through the situation. A partner should be able to explain it.

5 Challenge Pilfer

Pilfer says, "A word part always tells the complete meaning." Explain why readers also need the sentence or a reference. Use one focus word.

The case report

The reopened case

Pilfer left a note beside the locked art cabinet. “The clue is gone forever,” it said. Mina noticed an unhappy face drawn under the words. On the back was a second message: “Use the key to **unlock** the cabinet. Then **rewrite** the label so visitors can read it.” Inside, she found a faded label and a fresh pencil. Nothing had vanished. Pilfer had simply turned the label around. Mina began to **rewrite** it, while Pilfer tried to **unlock** a box of crackers with a paintbrush.

Read the word clues

Box target affixes or underline target roots in the bold words. Read each whole word. Which sentence detail helps you understand it?

Solve the evidence question

What evidence shows that the clue can be recovered?

Draw the evidence

Sketch the useful clue, model or comparison. Add both focus words as labels. Stick figures and simple diagrams are welcome.



State the finding

My evidence supports _____

It does not prove _____

Detective reminder: A confident voice is not a substitute for evidence.

Independent case check

Name _____ Date _____

Put the cards away. You may explain aloud or write. The adult may read the target word and record that help. Each item is worth 2 points, 10 points total.

1 Retrieve an earlier clue

What does un- mean? Give one real word that shows this meaning and explain the connection.

2 Retrieve an earlier clue

What does re- mean? Give one real word that shows this meaning and explain the connection.

3 Explain unlock

Name a useful taught part and its meaning. Then explain the whole word as it was used in the case passage.

4 Explain rewrite

Name a useful taught part and its meaning. Then explain the whole word as it was used in the case passage.

5 Use a clue in context

Choose unlock or rewrite. Write or say a new sentence that shows its meaning. Identify the useful part.

Adult record: Score ____ / 10 Reading help _____

Response mode _____ Next review date _____

Answers and next steps

Practice and passage key

1. un-: not, opposite, prefix. re-: again, back, prefix.
- 2-3. Accept a relevant marked form from the printed family. unlock: open a lock. rewrite: write again. Accept supported alternative analyses. The slash labels group related forms, not letters that all appear in one word.
4. Answers vary. A usable sentence applies the whole word correctly and includes enough context for a reader to infer the intended meaning. The passage supplies models.
5. A part narrows possibilities, but words can have specialized or figurative meanings. The sentence and dictionary check the proposed meaning. Accept a sound explanation using either focus word.

Passage finding: The second message gives a key and directions, and the label is inside the cabinet.

Drawing and final statement: Accept an accurate sketch of the supporting evidence with both word labels. The “does not prove” statement should name a conclusion the passage does not justify.

Check scoring

- 1-2. One point for the correct part meaning, one for a real matching example with a sensible connection. Review keys: un-, not or reversal; re-, again.
3. One point for un- or an accurate listed form and its meaning; one for “open a lock.”
4. One point for re- or an accurate listed form and its meaning; one for “write again.”
5. One point for a new sentence using the chosen word accurately with meaning-supporting context; one for identifying a useful taught part. Do not score spelling or speed in this morphology total.

Instructional precision

Un- can express not, as in unhappy, or reversal, as in unlock. Model both uses. Re- expresses again in rewrite.

Decision and next lesson

0-4: model the missed skill and repeat supported practice. 5-7: practice the specific gap, then use a fresh example. 8-10: continue to WD-G4-C02 with review. These are teaching rules, not validated cut scores. Verify transfer with a new card example in a new sentence before recording independent mastery.

At a quarter boundary, complete the scheduled review and quarter check before beginning the next quarter. Sequence link: WD-A08 precedes this case. Single-case buyers have the entry bridge on page 1.

At home in English and Spanish

Choose unlock or rewrite. Explain the word part, act or sketch a situation, and say a sentence. A family member guesses the word. Five minutes is enough.

Elige unlock o rewrite. Explica la parte de la palabra, representa o dibuja una situación y di una oración. Un familiar adivina la palabra. Basta con cinco minutos.