Word Recognition: Assignments and Activities

Assignments and Activities Title 1: Assessing Phonics Knowledge

Learning Outcome 1: Outline how to assess each of the major areas of word recognition: sight words, context clues, structural analysis, and phonics.

Standard 3: Assessment, Diagnosis, and Evaluation
Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

Standard Element 3.1: As a result, candidates use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.

Candidates
- administer scripted formal and informal assessments and technology-based assessments under the direction of certified personnel.
- select and administer appropriate formal and informal assessments including technology-based assessments.
- understand the requirements for technical adequacy of assessments and can select technically adequate assessment tools.
- can interpret the results of these tests and assessments.

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Assignment Introduction Text: In this video clip, three methods for assessing phonics proficiency are discussed. After watching the video, return to this exercise and answer the questions.

Video Asset: Assessing Phonics Knowledge

Question 1 Text: The video discusses three methods for assessing phonics proficiency. Explain how each method is different and the purpose for using each method.
Question 1 Hint: Listen as the teacher discusses the benefits of each assessment method.
Question 1 Feedback: The three methods for assessing phonics proficiency include having students read words with specific phonics patterns, having students read nonsense words, and having students write words the teacher dictates. Having students read words with specific phonics patterns is a quick assessment to determine whether students have mastered a newly taught pattern. The drawback is that students could be memorizing
words instead of learning phonics patterns. Therefore, using nonsense words with distinct phonics patterns helps eliminate the possibility that students are memorizing specific words. However, using nonsense words for assessment purposes is controversial because decoding nonsense words is often more difficult than decoding real words. Decoding nonsense words is more difficult because students cannot use their meaning and context processors to assist their decoding. Having students write words that the teacher dictates is an excellent assessment method, as long as the student’s writing ability is equivalent to their phonics ability. Otherwise, a teacher may not be able to gather accurate assessment information.

**Question 2 Text:** Which of the assessment methods is the teacher in the video using to assess the student’s phonics knowledge? Why might the teacher have chosen this method?

**Question 2 Hint:** Review the three methods discussed in the video.

**Question 2 Feedback:** The teacher in the video is not using any of the three methods discussed. In a sense, the teacher is assessing isolated phonetic patterns—in this case, the sounds of initial consonants and consonant digraphs. The teacher may have chosen this assessment method because the student’s knowledge of vowels and end sounds is not as developed, so assessing her knowledge of entire words would be too challenging, and not representative of what the student knows.

**Assignments and Activities Title 2: Characteristics of Good Phonics Instruction**

**Learning Outcome 2:** Describe how to teach students to use phonics strategies to recognize unknown words.

**Standard 1: Foundational Knowledge**
Candidates have knowledge of the foundations of reading and writing processes and instruction.

  Standard Element 1.4: As a result, candidates will demonstrate knowledge of the **major components of reading** (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Candidates
- list and define the major components of reading.
- explain how the components of reading are integrated during fluent reading.
- can articulate the research that grounds their practice.
- identify students’ strengths and weaknesses in relation to the various components.

**Standard 2: Instructional Strategies and Curriculum Materials**
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard Element 2.2: As a result, candidates use a **wide range of instructional practices**, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

Candidates
- use a wide range of instructional practices, approaches, and methods, including technology-based practices.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard Element 2.3: As a result, candidates use a **wide range of curriculum materials** in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Candidates
- use a wide range of curriculum materials selected by a classroom teacher or reading specialist.
- plan for the use of a wide range of curriculum materials.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

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**Assignment Introduction Text:** In this video clip, Dr. Tim Shanahan and Dr. Connie Juel discuss the characteristics of good phonics instruction. After watching the video, return to this exercise and answer the questions.

**Video Asset:** *Characteristics of Good Phonics Instruction*
**URL:**

**Question 1 Text:** Describe two aspects of good phonics instruction.

**Question 1 Hint:** Review what Dr. Tim Shanahan discusses with regards to phonics instruction.
**Question 1 Feedback:** Good phonics instruction has students trying to read and write words using newly learned phonics patterns. Instruction needs to incorporate real reading and writing practice so students make the connection between newly learned skills and their application in reading whole text. In addition, good phonics instruction needs to be systematic. There needs to be a logical sequence to the phonics instruction.

**Question 2 Text:** Write a brief lesson to teach the digraph *sh* using the four components of effective phonics instruction.

**Question 2 Hint:** Review what Dr. Connie Juel discusses with regards to phonics instruction.

**Question 2 Feedback:** Begin by introducing the purpose of the lesson, which is to teach the letter-sound combination of *sh*. Next, warm up with a phonemic awareness activity that might include orally reviewing various words that begin with the *sh* sound (sheep, ship, sheet, shirt). Then show students the *sh* letter combination on the chalkboard, flashcards, or in books. Finish up with practice spelling the *sh* combination in new words and reading words with *sh* in decodable text.

**Assignments and Activities Title 3: Word Analysis Strategy**

**Learning Outcome 3:** Describe how to teach students to use context clue strategies to recognize unknown words.

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Standard Element 1.4: As a result, candidates will demonstrate knowledge of the **major components of reading** (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Candidates
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- explain how the components of reading are integrated during fluent reading.
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**Assignment Introduction Text:** Word analysis strategies help students actively construct meaning. In this video clip, a teacher uses a cloze passage to help readers learn to use context clues to figure out unknown words. After watching the video, return to this exercise and answer the questions.

**Video Asset:** Word Analysis Strategy
**URL:**
http://abavtooldev.pearsoncmg.com/myeducationlab/simpleviewer.php?projectId=readingmethods&clipID=RMET_008_291.flv

**Question 1 Text:** What is a cloze passage and how is it related to context clues?
**Question 1 Hint:** Review what Alan Crawford discusses regarding context clues and the cloze passage.
**Question 1 Feedback:** A cloze passage consists of a passage of 250 words beyond the first sentence. Every fifth word is deleted from the passage. The students are expected to fill in the deleted words based on their understanding of the passage. Students need to use context clues to determine what words fit best in the blanks.
**Question 2 Text:** How did the students in this video use context clues to recognize unknown words?

**Question 2 Hint:** Describe how the lesson was structured.

**Question 2 Feedback:** The purpose of this lesson was to learn how to use context clues and to review vocabulary from the student’s science curriculum. The students were given a modified cloze passage (it was modified because the words were selectively deleted rather than deleting every fifth word as in a traditional cloze passage). The deleted words were key content area words that the students were working on learning. The students then worked in teams to determine what words would appropriately fit in the blanks. A cloze passage is a great way for students to not only review vocabulary but also to review how to use a sentence’s context to create the meaning of an unknown word.

**Question 3 Text:** Discuss the effectiveness of this lesson. Did it achieve the goal of teaching students to use context clues?

**Question 3 Hint:** How did this lesson help students review strategies to identify unknown words?

**Question 3 Feedback:** This lesson effectively demonstrated to students that even when a word is unknown (or missing) from a sentence, you can determine what the word might be, or at least its meaning, by using the rest of the words in the sentence. Using a cloze passage is an effective method of teaching students how to use context clues. When students are taught to use context clues in combination with structural analysis and phonics, they will become effective at recognizing unknown words.

**Assignments and Activities Title 4: Context Clues**

**Learning Outcome 3:** Describe how to teach students to use context clue strategies to recognize unknown words.

**Standard 1: Foundational Knowledge**
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.4: As a result, candidates will demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Candidates
- list and define the major components of reading.
- explain how the components of reading are integrated during fluent reading.
- can articulate the research that grounds their practice.
- identify students’ strengths and weaknesses in relation to the various components.
Standard 2: Instructional Strategies and Curriculum Materials
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard Element 2.2: As a result, candidates use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

Candidates
- use a wide range of instructional practices, approaches, and methods, including technology-based practices.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard Element 2.3: As a result, candidates use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Candidates
- use a wide range of curriculum materials selected by a classroom teacher or reading specialist.
- plan for the use of a wide range of curriculum materials.
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Assignment Introduction Text: In this video clip, a teacher listens as a student reads aloud a short passage. The teacher then discusses a few of the potentially unfamiliar words with the student to determine if and how he constructed a definition of these words. After watching the video, return to this exercise and answer the questions.

Video Asset: Context Clues
URL: http://abavtooldev.pearsoncmg.com/myeducationlab/simpleviewer.php?projectId=content&clipID=Context_Clues.flv

Question 1 Text: The student discusses how he develops a definition of the new word “teeming.” Describe how he uses context clues.
**Question 1 Hint:** Review the video and listen as the student describes how he developed his definition for “teeming.”

**Question 1 Feedback:** The student uses the other words in the sentence to make an educated guess as to what the word “teeming” means. Once he has an educated guess he substitutes the “guessed” word in for “teeming” to determine if the sentence still makes sense. This type of educated guess and check method is one way to demonstrate to students how to use context clues.

**Question 2 Text:** Why is it important for the student and teacher to discuss how he used context clues to develop the definitions of new words?

**Question 2 Hint:** Reflect on the importance of metacognition and reading.

**Question 2 Feedback:** It is important for the student and teacher to discuss how the student used context clues to develop the definitions of new words so that the student understands that he is using an important reading strategy. As the student encounters more difficult text, it is important that he is aware of the different strategies that he can use to help him create meaning from the text. If a student is unaware of what strategies he uses when reading, he is less likely to use those strategies as the text becomes more challenging.

**Assignments and Activities Title 5: Structural Analysis**

**Learning Outcome 4:** Describe how to teach students to use structural analysis strategies to recognize unknown words.

**Standard 1: Foundational Knowledge**
Candidates have knowledge of the foundations of reading and writing processes and instruction.

- **Standard Element 1.4:** As a result, candidates will demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

  - Candidates
    - list and define the major components of reading.
    - explain how the components of reading are integrated during fluent reading.
    - can articulate the research that grounds their practice.
    - identify students’ strengths and weaknesses in relation to the various components.

**Standard 2: Instructional Strategies and Curriculum Materials**
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**Candidates**
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- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

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**Assignment Introduction Text:** In this video clip, a teacher helps a small group of students to read multisyllabic words. After watching the video, return to this exercise and answer the questions.

**Video Asset:** *Post-Alphabetic Multisyllabic Regular Words*
**URL:**

**Question 1 Text:** How does the teacher present multisyllabic words to the students? How is this technique effective? How could this lesson be modified to promote student independence?

**Question 1 Hint:** Are the students successful during this lesson? Are the students learning a technique they could use on their own?

**Question 1 Feedback:** The teacher presents multisyllabic words to the students by visually showing students the parts of the words and having them pronounce each part.
separately before putting the entire word together. The teacher is modeling for students that words can be broken down into smaller, more recognizable parts. This lesson could be modified to include some opportunities for the students to identify word parts on their own. Identifying word parts on their own would help to promote the students’ independence. For example, the students might be given the word “homework” and be asked to draw a line between the two word parts that they already know.

**Question 2 Text:** What happens when one of the students makes a mistake while reading the word “munching”?

**Question 2 Hint:** What does the teacher do to assist the students in correcting errors while reading?

**Question 2 Feedback:** The teacher stops the students when she hears the mistake, sounds out each letter for the students, and then puts those sounds together. She models what students might do if they were to come across a word unknown in print. She is also able to reinforce the students’ phonics skills.

**Assignments and Activities Title 6: Introducing Sight Words**

**Learning Outcome 5:** Describe how to teach students new sight words.

**Standard 1: Foundational Knowledge**
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.4: As a result, candidates will demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Candidates

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Assignment Introduction Text: In this video clip, a teacher works with a small group of students to learn the sight word she. After watching the video, return to this exercise and answer the questions.

Video Asset: Introducing Words to Young Readers
URL: http://abavtooldev.pearsoncmg.com/myeducationlab/simpleviewer.php?projectID=readingmethods&clipID=RM_04_238.flv

Question 1 Text: Describe the technique the teacher uses to teach the sight word she.
Question 1 Hint: What does the teacher have the students doing to learn the word? What materials are being used? Is the teacher using repetition?
Question 1 Feedback: The teacher has the students spelling and writing the sight word she. She repeats the activity several times. Each time, the students write the word on their dry erase board, point to it, and then read the word aloud. In addition, some of the students spell the word aloud to the teacher. The repetitive nature of this activity helps increase the students’ retention of the new word. In addition, the teacher discusses the definition of the word she, so that the students understand how it is used. Finally, the
teacher finishes the activity by reading a story that uses the students’ new sight word, so they can practice reading it in authentic text.