

# Praxis Study Guide for “Reading”



“Education is the most powerful weapon which you can use to change the world.” Nelson Mandela

## Teaching Reading PRAXIS Handout

Reading: The mechanical skill of turning printed symbols into sounds of the language

Reading also involves: 1) Reconstruction of an author's message and construction of one's own meaning  
2) A transaction among the reader, the text, and the purposes and context of the reading situation

### Emerging Literacy

#### Oral Language

##### Oral Language Stages:

###### Prebirth:

- Sensory stimuli in the womb (esp. mother's voice) promote neurological development

###### Infancy:

- 2 months: cooing
- 6 months: babbling, sounds become more specific
- 9 to 18 months: echolalia-imitation of sounds and speech, but with no real understanding of meaning

###### Holographic stage (12 months):

- Children begin to grasp that the function of speech is to communicate.
- One word (i.e., kitty) may represent an entire concept or idea (all animals).

###### Telegraphic stage (12 to 24 months):

- Two-word stage-Uses two words to describe objects and actions, to identify locations, and to suggest who is doing what (i.e., bad dog, my toy, birdie fly).
- Children are beginning to learn important functions of language.

###### Preschool to Fluency (2 to 5 years old)

- Language explosion—children begin to speak in whole phrases and sentences
- Are able to ask questions
- Are able to take turns in a conversation
- Can make sentences negative, refer to events in the past, and indicate quantities
- Can rephrase a sentence to better communicate meaning

###### Primary Grades

- Children can now use all linguistic constructs in their native language (to a greater or lesser degree), including passive voice.
- A growing appreciation for the ability to communicate, enjoys riddles and puns
- Metalinguistic ability: Children have a conscious awareness of the sound, meaning, and practical nuances of language

Learning a second language follows the same pattern as first language learning. Understanding outpaces the ability to speak.

#### Experience and oral language:

Experiences from birth to age 3 affect language and literacy development:

- at birth, a child has about 100 billion neurons, all a person will ever have
- For learning to take place, brain connections must be made. Brain connections that are used and repeated become permanent. Brain connections not used vanish, called neural shearing.
- Synaptogenesis, the rapid development of neural connections take place as a result of experiences the infant has.

- The right experiences must begin at birth for normal language development to occur. These include:

- 1) the provision of love, food and clothing
- 2) talk to them
- 3) Use sophisticated vocabulary
- 4) Use complex sentences
- 5) Respond to cries, smiles, etc.
- 6) Be playful with language, such as using rhymes
- 7) Play with different toys
- 8) Sing songs
- 9) Read books
- 10) Play many different types of music.

In the classroom:

- 1) Provide sensory objects
- 2) Surround children with sounds
- 3) Converse with the children
- 4) Scaffold children when constructing sentences.
- 5) Provide varied experiences
- 6) Language should be purposeful and integrated with other subjects, rather than taught separately
- 7) Children's literature should be abundant and include multiple genres
- 8) Centers should include dramatic play, blocks, outdoor play

Assessment:

1. Assessment should include several measures over a period of time.
2. Assessment should use tools that reflect instruction
3. Assessment should include words students need to know
4. Assessment should be systematic
5. Assessment should incorporate student self-assessment.
6. Assessment should include both formal and informal measures
  - a. Informal might include checklists, audio recordings, observations
  - b. Formal would include standardized assessments such as Peabody Picture Vocabulary Test, Woodcock-Johnson measures, etc.

### Concepts of Print

Children discover literacy-related concepts when they share literacy experiences:

- ◆ Books are enjoyable
- ◆ Books should be handled in special ways
- ◆ Book sharing involves a routine
- ◆ Illustrations in books represent real things
- ◆ Words in books have meaning
- ◆ Text carries meaning
- ◆ Reading of text goes from left to right, top to bottom
- ◆ Text goes from the left page to the right page

Letters are the black squiggles on the page; A word is composed of letters and is surrounded by white

- ◆ Punctuation marks inform inflection and meaning
- ◆ A book has a front and back cover, a title page, an author, and often an illustrator
- ◆ A story has a beginning, a middle, and an end

Results of Reading Aloud to Children

- ◆ Builds appreciation of literature
- ◆ Develops listening comprehension skills and understanding of various text structures
- ◆ Introduces children to new cultures and ethnicities
- ◆ Provides children with opportunities to acquire new vocabulary and extend their understanding of the world

Activities that enhance Concepts of Print

- 1) Exposure to books, read to regularly and often
- 2) Story talk-talk about concepts
- 3) Use big books

Assessing Concepts of Print

- 1) Checklists
- 2) Observation
- 3) Formal and Informal-Marie Clay's Observational Surveys

## **Phonological Awareness**

Defining phonemic awareness:

- ◆ The ability to hear, identify, and manipulate individual sounds—or phonemes—in spoken words (National Institute for Literacy, 2001).
- ◆ A bridge between spoken and written language (Snider, 1995).
- ◆ An oral language understanding; a child with phonemic awareness can segment and manipulate sounds in words and can blend isolated sounds together to form recognizable word forms (IRA Board, 1998).

What is the difference between phonics and phonemic awareness:

- ◆ *Phonics*: Knowing the relationship between specific, printed letters (and combination of letters) and specific, spoken sounds.
- ◆ *Phonemic awareness*: A precursor to phonics and the coding skills necessary for reading.
- ◆ Children who lack experience with phonemic awareness activities often profit less from phonics instruction. (Griffith & Olson, 1992)

Importance of Phonemic Awareness

- ◆ The ability to segment words into individual sounds is a prerequisite to learning to read in an alphabetic writing system (e.g., English).
- ◆ The degree to which emergent readers are aware of individual sounds in spoken words can predict future reading success.

### Hierarchy of Phonemic Awareness Skills-

1. Awareness of words
2. Ability to rhyme
3. Ability to blend
4. Ability to segment into words and syllables
5. Ability to identify beginning sounds (onsets)
6. Ability to segment words into phonemes
7. Ability to substitute and manipulate beginning phonemes
8. Ability to substitute middle and ending phonemes (rimes)

### Developing Phonemic Awareness

- ◆ Use an assessment device to determine which components of phonemic awareness need to be developed.
- ◆ Provide experiences and activities to enhance a child's specific needs.
- ◆ Explain the task through direct instruction, adequate modeling, and demonstration.
- ◆ Recognize that some languages do not contain the same sounds as English—these sounds may be difficult for English language learners.

### Activities that Enhance Phonemic Awareness

- ◆ Rhyming
- ◆ Word beginnings
- ◆ Comparing and contrasting sounds
- ◆ Blending sounds
- ◆ Substituting sounds
- ◆ Segmenting sounds
- ◆ Manipulating phonemes

### Recommendations for Teaching Phonemic Awareness

- ◆ For younger children, do not accompany sound activities with visual cues if the combination seems confusing.
- ◆ Make the lessons playful.
- ◆ Encourage social interaction.
- ◆ Invite children to experiment with language.
- ◆ Support children's self-esteem—allow for individual differences and variations.

## Alphabetic Principle

### Phonics

- ◆ Helps children associate letters with sounds
- ◆ Teaches beginning readers that printed letters/letter combinations represent speech sounds heard in words
- ◆ Helps children learn to decode words so they can go on to more interesting, enjoyable reading

### Mathew Effect

- ◆ Children who fall behind in first-grade reading have a small chance of ever catching up to grade level.
- ◆ Skilled decoders get better through practice, while poor decoders lag behind.

#### Skills Beginning Readers Need

- ◆ Using letter-sound relationships
- ◆ Acquiring a sight vocabulary of instantly recognizable words
- ◆ Gaining meaning from context

Each newly mastered skill provides a greater degree of independence and automaticity (fluency).

#### Strategies for Blending Sounds to Make Words

- ◆ Make the first sound and then add the second. Put them together before adding the third sound.
- ◆ Make the first sound and add the rime.
- ◆ Look at the rime first and put it together backwards.
- ◆ Identify the word parts you know.
- ◆ Ask yourself: What do I know about this word?

Ask yourself: Do I know any words that look like this one? Does this word make sense?

#### Teaching Sight Words

- ◆ Use a list of high-frequency words.
- ◆ Plan activities that focus directly on the words.
- ◆ Introduce one or two new words each day.
- ◆ Reinforce words through games and stories.
- ◆ Incorporate new words in reading and writing activities.
- ◆ Tie abstract words to something meaningful.
- ◆ Review cumulative words each week.

#### Characteristics of a Model Phonics Program

- ◆ Reinforce phonemic awareness.
- ◆ Teach useful phonics generalizations.
- ◆ Use whole-part-whole instructional sequence.
- ◆ Use minilessons and coaching.
- ◆ Take advantage of teachable moments.
- ◆ Use a variety of activities to apply and reinforce phonics skills.

Use different types of literature

#### General Suggestions for Phonics Instruction

- ◆ Make sure children possess necessary prerequisites in phonemic awareness.
- ◆ Base phonics lessons on prior knowledge about print.
- ◆ Focus attention on detecting patterns, not memorizing rules.
- ◆ Provide opportunities to experiment with print through experimental spelling.
- ◆ Teach new letter-sound correspondences explicitly and clearly.
- ◆ Provide immediate practice for new letter-sound correspondences.
- ◆ Avoid stilted, contrived material.
- ◆ Focus on achieving automatic word recognition skills.
- ◆ Integrate phonics instruction into the total reading program.

### Teaching a typical Phonics Lesson

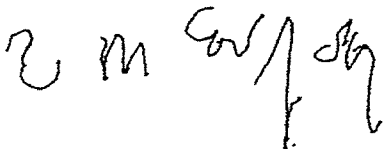

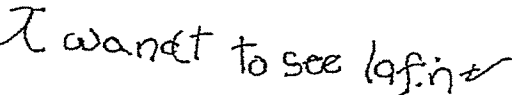
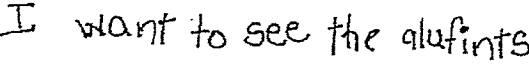
1. Reread yesterday's story from a chart or decodable book
2. Learn a new letter-sound combination
3. Review activity
4. Oral blending and segmentation
5. Instruction in blending
6. High-frequency spelling
7. Writing and spelling
8. Reading
9. Journals and extra help

### Spelling Skills

- ◆ Learning to read, write, and spell occurs simultaneously—
  - Development in one area generally coincides with development in other areas.
- ◆ Children's writing is supported by proficiency in spelling.
- ◆ Children may use early spelling experimentation to "break the code" of reading. (Gentry, 2004)
- ◆ Children who apply spelling skills in writing contexts learn more quickly and accurately than children who are asked to memorize random lists of words.
- ◆ Systematic instruction creates more efficient spellers:
  - Sound segmentation
  - Sound-symbol association or sound mapping
  - Spelling patterns

### Stages of Spelling Development

- ◆ Precommunicative
- ◆ Prephonetic, or preliterate
- ◆ Phonetic, or letter name
- ◆ Transitional, or within-word
- ◆ Conventional spelling, or syllable juncture

(a) Precommunicative stage.	
(b) Prephonetic, or preliterate, stage.	
(c) Phonetic, or letter name, stage.	
(d) Transitional, or within word, stage.	

- ◆ Precommunicative stage:
  - Child learns the alphabet and realizes that words are composed of letters, although he/she may not know which letter stands for which sound.
- ◆ Prephonetic or preliterate stage:
  - Child begins to understand the alphabetic principle and is aware of left-to-right orientation of English.
  - One letter, often the most dominant sound, is used to represent the whole word.
- ◆ Phonetic, or letter name, stage:
  - Child becomes aware of some of the basic spelling patterns and families in English, and may begin to memorize some sight words.
- ◆ Transitional, or writing word, stage:
  - Child comes close to spelling many words correctly, although irregular words are confusing.
  - Vowels are correctly placed in each syllable.
- ◆ Conventional spelling, or syllable juncture, stage:
  - Mastery of the basic principles, and most words are spelled correctly
  - Development of a *spelling consciousness* (child can tell if a word looks right)
  - Knowledge of correct spellings of homonyms and contractions; doubling consonants and adding affixes; alternate spellings of some words

#### Experimental Spelling

- ◆ Knowledge of letter names helps when spelling a word that contains a long vowel sound; short vowel sounds are more problematic.
- ◆ Children may represent certain consonant blends with the wrong letter combinations because they sound similar.
- ◆ Children may replace /t/ in the middle of words with /d/.
- ◆ Early spellers may exclude the first letter of certain consonant pairs—they focus on what they hear rather than on how words look.
- ◆ The way young children represent final letters to signify past tense and plural is consistent.



- ◆ *hopt* (rather than *hoped*); *criz* (rather than *cries*)
- ◆ Children are consistent in the use of patterns they devise in experimental spellings.

#### Activities for spelling instruction: K-1<sup>st</sup> grade

- ◆ Word hunts
- ◆ Picture sorts
- ◆ Word-building activities
- ◆ Cut, paste, and label

Activities reinforce sound–symbol correspondence

#### Effective spelling instruction: 1<sup>st</sup> grade through 3<sup>rd</sup>

- ◆ More systematic spelling lessons and activities
- ◆ Words on spelling lists should be ones that children can already read and those that they use in written form (but misspell!)

#### Ideas for meaningful spelling lists

- ◆ A series of words containing a specific phoneme
- ◆ Any of the dozens of common spelling patterns:
  - oo words, words that end with “y” or “ey,” compound words, words with double consonants, words that contain the pattern “ough,” and so on
- ◆ Words from a decodable text that is being used for reading instruction
- ◆ Words with similar meanings
- ◆ Words that have related roots
- ◆ Words from a specific unit of study
- ◆ Common words we use all the time
- ◆ Place names
- ◆ Any other grouping that will provide related words for sorting

#### ELLs and Spelling

- ◆ Primary focus should be on understanding spelling vocabulary and developing awareness of English sound patterns and specific spelling patterns.
- ◆ Drawings of the word or brief explanations of the word’s meaning may be requested—to demonstrate knowledge.

#### Instructional Practices to Avoid

- ◆ Requiring that children write out their spelling words repeatedly
- ◆ Correcting spelling mistakes for children (rather than have them correct their mistakes themselves)
- ◆ Having children unscramble strings of letters to find words, or giving word-search exercises
- ◆ Lowering grades on written work solely for poor spelling
- ◆ Giving weekly spelling bees
- ◆ Spending more than 10–15 minutes per day on spelling instruction

## Mediated Reading

Shared reading- instructional approach in which the teacher explicitly models strategies and skills proficient readers use.

Steps in shared reading using a book that all students can easily see:

1. Warm up activity
2. Discuss the cover, including title, author, etc.
3. Conduct a picture walk
4. Read the book, use prediction and questioning
5. Reread, teaching strategies and skills explicitly
6. Follow up activity, extending the text

Purposes of shared reading:

- Develop print concepts
- Decode text in authentic context
- Explore language
- Think creatively
- Improve comprehension through listening
- Foster an appreciation of reading

Benefits of shared reading

- Engages all children regardless of ability or background
- Balances meaning based and skills based instruction
- Models how proficient readers comprehend and/or decode

Guided reading-instructional approach in which teacher works with small group to practice and refine reading strategies and skills

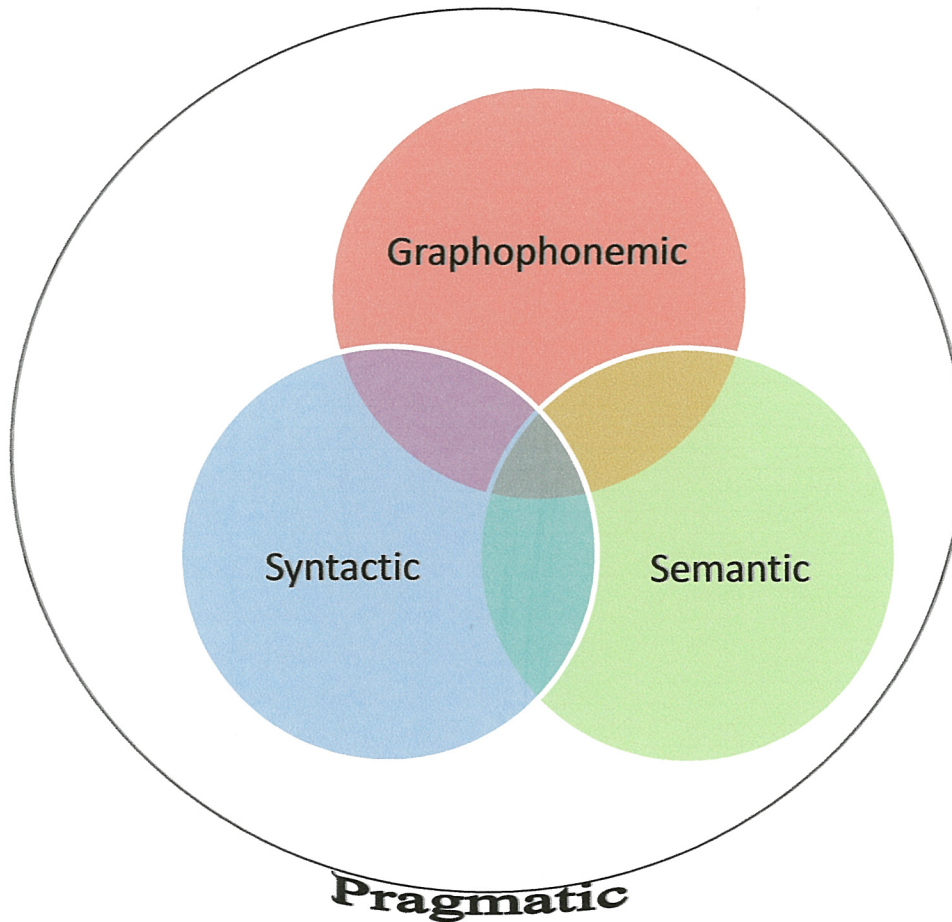
Steps in guided reading:

1. Introduce the book
2. Conduct a picture walk, eliciting difficult vocabulary
3. Children read the book, usually silently or quietly subvocalizing
4. Discuss the reading
5. Teach a minilesson on phonics or other skill, strategy
6. Follow up activities, extend the book

Purposes of guided reading:

- Helps children construct meaning
- Allows teacher to observe the reading processes of each child
- Allows teacher to scaffold the amount of instruction and modeling to meet each child's needs

## Cueing Systems



- ❖ Grapho-phonological system
  - How sounds correspond to letters
  - This system involves:
    - ❖ Sounds and symbols-the alphabet
    - ❖ Analogies – comparing patterns in words to ones already known
    - ❖ Print conventions- directionality, words/spaces, letters beginnings/endings, punctuation
    - ❖ Does it look right

❖ Syntactic system

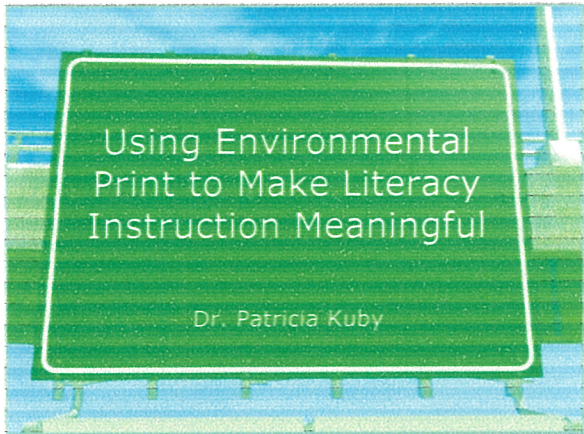
- How language is structured
- This system involves:
  - ❖ Natural language-the language and grammar the child uses
  - ❖ Knowledge of English-is the child just learning English, how much does the child know
  - ❖ Grammatical patterns and language structure-subject/verb agreement, adjective placement
  - ❖ Does it sound right?

❖ Semantic system

- What words mean
- This system involves:
  - ❖ Story sense-knowing that stories have structure and make sense
  - ❖ Prior knowledge-what knowledge a child brings to the reading about the subject
  - ❖ Text-the words of the story and making meaning of them
  - ❖ Illustrations-using the pictures to bring meaning to the words
  - ❖ Does it make sense?

❖ Pragmatic system

- The social and cultural functions of language



Using Environmental Print to Make Literacy Instruction Meaningful

Dr. Patricia Kuby

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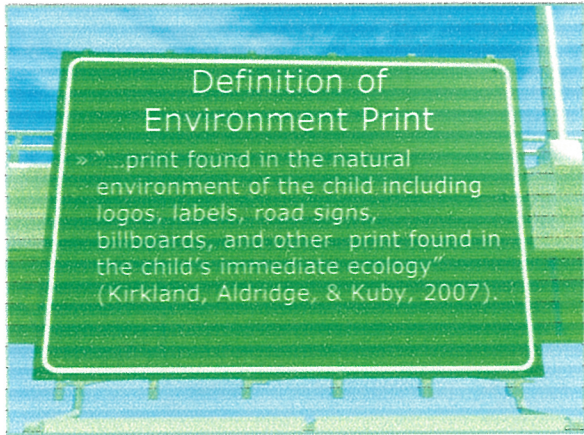
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Definition of Environment Print

- » "...print found in the natural environment of the child, including logos, labels, road signs, billboards, and other print found in the child's immediate ecology" (Kirkland, Aldridge, & Kuby, 2007).

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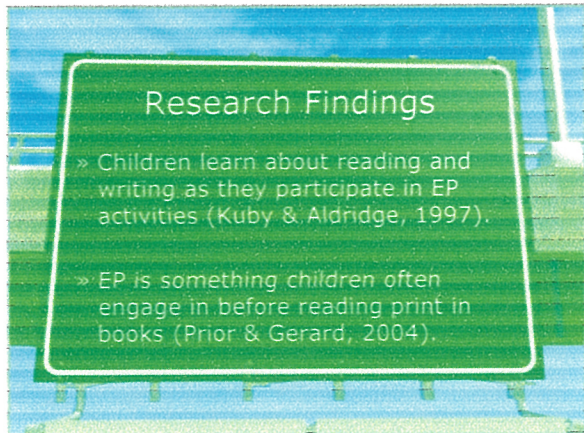
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Research Findings

- » Children learn about reading and writing as they participate in EP activities (Kuby & Aldridge, 1997).
- » EP is something children often engage in before reading print in books (Prior & Gerard, 2004).

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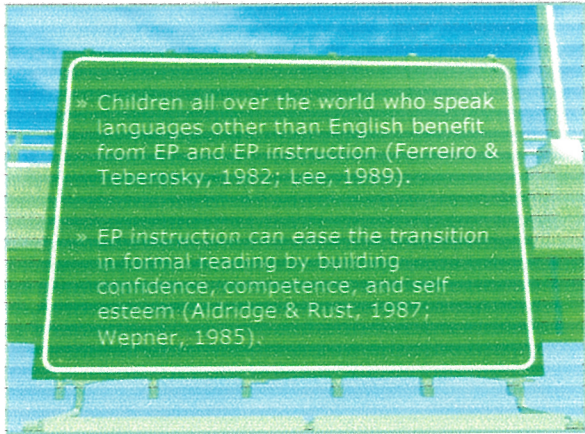
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- » Children all over the world who speak languages other than English benefit from EP and EP instruction (Ferreiro & Teberosky, 1982; Lee, 1989).
- » EP instruction can ease the transition in formal reading by building confidence, competence, and self esteem (Aldridge & Rust, 1987; Wepner, 1985).

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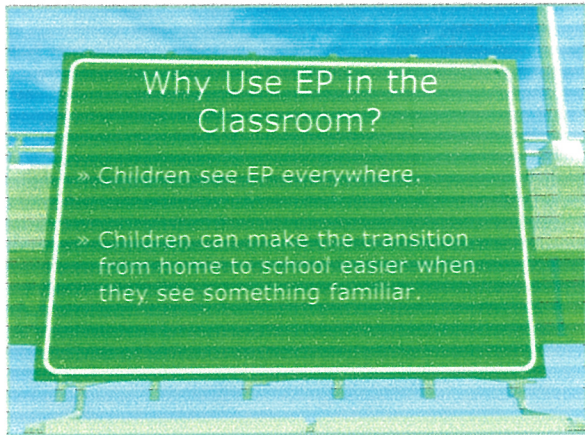
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### Why Use EP in the Classroom?

- » Children see EP everywhere.
- » Children can make the transition from home to school easier when they see something familiar.

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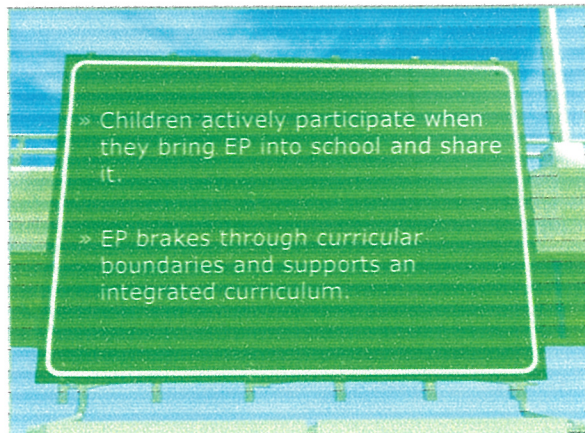
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- » Children actively participate when they bring EP into school and share it.
- » EP breaks through curricular boundaries and supports an integrated curriculum.

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Reasons  
to Use EP

- » Use EP
  - » to bridge the gap from home to school
  - » to teach letters and words in meaningful context
  - » to boost the confidence & self esteem of all readers
  - » to give students ownership of their learning

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How to use EP in the  
Classroom

- » Books
- » Alphabet
- » Signs
- » Foods, health, science, & math

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## CONVENTIONS OF PRINT

Bobbi Fisher developed the following print concepts which are found in her *Joyful Learning in Kindergarten*.

### 1. Book Knowledge

- Front of the book
- Back of the book
- Reading the left-hand page before the right-hand page
- Holding a book and turning the pages
- Distinction between pictures and print
- Title
- Author

### 2. Directionality

- Where to start reading on the page
- Reading left to right
- Return sweep
- Page sequence

### 3. Visual Conventions

- Difference between a letter, word, and sentence
- Spaces between words
- Punctuation (period, question mark, exclamation mark, comma, quotation marks)
- Letter recognition (upper and lowercase)



#### 4. Auditory Conventions

- Sound-symbol relationship
- One-to-one correspondence
- Intonation (use of punctuation, emphasis of certain words, for example)

EL 413 Teaching Reading in the Intermediate Grades

*Alphabetic Principle/Phonics & Word Analysis*

Pgs.72-74

- The process of analyzing a polysyllabic word is the same as that for one-syllable words, except the process is applied more than once.
- Multiple applications are based on the total number of syllables in the word; the process will be applied twice for a two-syllable word, three times for a three syllable word.
- The learner must first divide the unknown word into individual syllables, pronounce each syllable and put the syllables back together.
- Morphology refers to the internal structure and forms of words.
- Structural features of words that need to be taught are roots, prefixes, suffixes, and inflections (plurals or past tense), compound words.
- Roots, prefixes, and compound words are most directly tied to meaning so they provide the most helpful information related to vocabulary.

## *Comprehension and Fluency*

Pgs.16-17, 201-210

- In a balanced and comprehensive approach to literacy in the primary grades, the process of transaction, or learning to negotiate meaning with the author of the text, begins in early literacy instruction even before children themselves are able to read.
- In a balanced and comprehensive literacy program in grades 4-8, students need to be explicitly taught how proficient readers construct text in order to comprehend written material.
- Explicit teaching still occurs at this level and involves making clear to learners what the particular skill is that they are learning, how they can best learn it, when and under what conditions to utilize the skill, and how they will know when they have been successful at employing it.
- Students must be shown how effective comprehension strategies work, and then they must be given examples of how each strategy can help them as they read to make meaning from the written page.
- Comprehension strategies are used through scaffolding and modeling.
- Modeling can occur during writers workshop, as the teacher directly demonstrates the various steps needed to publish a piece of written work.
- During guided reading procedure, the teacher has the opportunity to introduce literature, think aloud through a compendium of decoding and comprehension strategies, and demonstrate his own response to text.

- Minilessons developed on the needs of the individual students, are ideal opportunities for the teacher to model the exact literacy strategies that are needed for the literacy context.
- Reading and writing are related and can be taught together.
- The use of dialogue journals offers a vehicle through which students can use writing in much the same way as they use conversation with friends.
- The opportunity to write a narrative piece that is both longer and more in-depth than the ordinary story writing assignment is helpful.
- Reading and writing poetry through the use of literacy scaffolds, offers students the opportunity to express their creative thoughts and ideas.
- Writing informational text, which allows students to explain ideas, objects or processes to a reader in an understandable way while at the same time improving their own knowledge and understanding of the topic.

### *Fluency*

Pgs.84-86, 43-53

- One effective strategy for improving fluency and oral reading that many students find motivating is readers theatre.
- Readers theatre is defined as “an interpretative reading activity for all the children in the classroom.”

- Through readers theatre, readers practice oral reading and address all the areas of fluency (speed, accuracy, prosody) through rehearsals of the material to be read to the audience.
- Phrase marking improves students' expression by helping them read in meaningful word groups. This is accomplished by having the teacher physically mark the phrase boundaries in text, through the use of colored high-lighters or slashes, or by rewriting sentences using spaces between the phrases. The student reads the text while adhering to the word groupings the teacher has identified.
- Fluency-oriented reading instruction (FORI), connects the research-based practices of repeated readings with independent, silent reading within a three-part classroom program, set up and partially assisted by the teacher.
- For students still having difficulty decoding, it is imperative that they continue to receive instruction that will enhance their decoding ability so they can increase their sight vocabulary, in turn permitting rapid access to word and text meaning.
- An informal reading inventory, or (IRI), is one of the most valuable diagnostic tools for assessing the reading progress of each student in the class as well as diagnosing specific reading strengths and needs.
- IRI is an individual diagnostic reading test composed of lists of leveled sight words or sentences and a set of graded reading passages (both narrative and expository) from preprimer through grade 8 or even grade 12, with accompanying comprehension questions for each passage.
- IRI is an invaluable tool because it enables the teacher to: estimate a student's independent, instructional, frustration, and listening comprehension levels;

determine strengths and needs in word analysis and comprehension abilities; understand how a student is using syntactic (structure), graphonic (visual-sound), and semantic (meaning) cues to make sense of reading; compare how a student decodes words in isolation with how that student decodes words in the context of meaningful sentences; and assess oral reading fluency if the oral reading is timed. The reading rate in words per minute can then be computed, and a determination made about fluency as related to reading rate.

- IRI takes about 20 to 30 minutes to administer and is often taped; the student reads aloud while the teacher records the reader's miscues.
- Running record assessments use a system of checks and other marking conventions to represent what a reader says and does while reading text aloud.
- With the running record students orally read text passages ranging from easy to difficult.
- Some observation time should be scheduled every day to focus on particular students and take brief logs, or anecdotal notes, about the students' involvement in literacy events.
- Often teachers use checklists as a starting point for documenting their observations. Checklists can be used while observing individuals or groups, with dates or students' names inserted as column headings.

### *Vocabulary*

Pgs. 101-104, 107-127, 144-145

- Effective vocabulary instruction for intermediate- and middle-grade students begins with explanations as opposed to definitions.

- New words should be integrated with familiar words and concepts.
- Students should experience multiple exposures to words in meaningful and varied contexts.
- Students should be taught word-learning strategies they can independently apply to words they meet in other contexts.
- Morphemic analysis (also known as structural analysis) focuses attention on word parts: root words, prefixes, derivational suffixes, and inflectional suffixes.
- A morpheme is the smallest element having meaning in a word.
- Vocabulary instruction should engage students in active processing of word meanings and in developing an interest in learning new words.
- Most learning of word meanings occurs through incidental learning: listening and discussion, writing and the act of reading widely.
- Three factors for explicit instruction; the nature of the word, the possibility for grouping the word with others, and the possibility for graphically illustrating the word.
- Effective strategies for a comprehensive vocabulary program: relate new words to what they already know, use context to figure out partially known words, consult a resource (e.g. dictionary) when needed, learn to determine the meanings of polysemantic words, infuse new vocabulary words into their writing and speaking, and commit to learning new words.

## *Instructional Processes*

Pgs.312-313, 368, 225-227, 18, 30-42, 356

- The most important aspect of planning a differentiated lesson is to establish clear goals to students.
- The teacher should generate specific lists of what students should know (facts), understand (concepts and principles), and be able to do (skills) by the time the unit ends.
- In planning and implementing a differentiated lesson the following are important; differentiating the content, differentiating the process, differentiating the product.
- Achieving differentiation through tiered activities: identify the concept that will be the focus of the lesson, know your students talents, interests, and learning profiles, create one activity that is interesting, requires high-level thought and understanding of a key idea, clone the activity to provide versions to meet the needs of all students, and match a version of the activity to each student based on their needs.
- Provide a classroom climate conducive to literacy.
- Use a variety of texts; picture books, graphic books, fiction, nonfiction, trade books, novels.
- The most common text structures are description, cause/effect, comparison/contrast, time/order, problem/solution, enumeration, and persuasion.
- Expository text is used to explain.

- Teachers must ensure that students are given myriad opportunities to respond personally to text.
- Remember to show respect for each student's culture and background.
- Principles of assessment: involve daily observation, take many different forms, avoid cultural bias, actively engage students in the assessment process, and focus on students' abilities.
- Two types of assessment are summative and formative.
- Formative assessment refers to the process of ongoing data gathering during instruction that both informs and guides teachers as they make instructional decisions.
- Summative assessment refers to evaluative assessments, or tests, resulting in a grade, or a ranking, as from a final unit test, end of chapter test, weekly spelling test, or standardized achievement test.
- Standardized testing focuses on norm-referenced tests to measure reading and writing skills as well as the subskills of these areas.
- Norm-references are administered to a large group of students to establish the reference scores to which subsequent score areas compared- they not have been developed to assess a specific curriculum.
- Curriculum-based assessments use school district-adopted curriculum materials to provide information about students' abilities.
- Criterion-referenced test compare a student's performance to standards (the criteria) deemed appropriate for mastery in a particular area.



- Standards-based performance assessment is a type of criterion-referenced assessment, describes assessment that views standards as the criteria on which performance is evaluated.
- Authentic assessment is often understood to mean assessment that represents literacy behavior found in the community and in the work-place. Instruction focuses on real-world experiences.
- Process-oriented assessment refers to a teacher's direct observations of students' actual reading and writing abilities for the purpose of noting which specific behaviors or strategies students use.
- In most schools, reading achievement is evaluated by standardized or norm-referenced test.
- Percentile scores are the most commonly reported on standardized tests. The percentile scores range from 1 to 99, with an average score of 50.
- Communication with parents is very important. Useful ways of communication are flyers, new letters, progress notes, and parent-teacher conferences.

## Reference

Cecil, N. and Gipe, J.P. ( 2009). *Literacy in grades 4-8*. California State University, Holcomb Hathaway Publishers. Second edition.

## Key Terms

**Cloze test-** assessment where students read the passage and every nth word is deleted. Above 50% is independent. Below 30% is frustration.

**Phonological-** study of the sound system of language.

**Graphonics-** 26 letters of the alphabet are graphemes, the 44 sounds are phonemes, the relationship between the two is graphonics. Cues based on sound or visual similarities.

**Similes-** comparing two unlike things using the words like or as. Ex: Her eyes are blue like the sky.

**Metaphors-** comparing two unlike objects without using like or as. Ex: Lies are a friend of some.

**Morphemes-** smallest unit of meaning in the English language. Ex: re means to do again.

**Expository** (3 features of expository writing)- informational writing which explains an idea, object, or process. 1. Topic. 2. Transition phrases such as first or next. 3. Examples and evidence. (4. Conclusion).

**Syllables-** a unit of pronunciation. English syllable has only one vowel phoneme. There are as many syllables in a word as there are vowel phonemes. There is only one vowel phoneme in a syllable.

**Long vowel sounds-** say its name. A says A. Ex: acorn

**Short vowel sounds-** a-apple, e-egg, i-inch, o-octopus, u-umbrella

**Nonsense words-** words that make no sense Ex: tiv, lav, nam

**Context clues-** clues within the passage that help determine the meaning of the word.

**Types of genres-** poetry, fantasy, mystery, biography, fiction, non-fiction, suspense, and etc.

**Word families-** set of words formed from common rimes by onset substitution.

**Shared reading-** an individual student or partnership takes the responsibility of reading, and learning the material, summarizing, and sharing.

**Guided reading-** a teacher-mediated instructional method designed to help readers improve skills, comprehension, recall, and appreciation of text.

**Literature Circles-** small, student-led book discussion groups that meet regularly in the classroom to read and discuss self-selected books.

**Basic words-** commonplace words that are the building blocks for everyday language.

**General utility words-** more complex words that are used often by proficient readers and speakers but tend not to be specific to any particular subject.

**Low utility words-** words encountered less frequently and are usually found in a particular content area Ex: solar, crater, tropism

**Academic language-** language that teachers and students use for imparting information, acquiring, new knowledge and skills, describing abstract ideas, and developing content area and conceptual understanding.

**Incidental learning-** learning by listening, discussing, writing, and reading.

**Explicit instruction-** three factors of explaining 1). The nature of the word concrete or abstract 2). The possibility for grouping words with other words 3). Possibility for graphically illustrating words.

**Word consciousness-** student awareness of new words and their desire to learn to use them.

**Morphemic analysis-** analyzing the smallest units of meaning.

**Graphic organizers-** visual ways of representing a body of knowledge. Help students focus their thoughts for responding to text.

**Semantic feature analysis-** used when concepts fall into categories. Ex: trees, past presidents

**Semantic map-** helps students visualize related information and develop new words for the same concept.

**Clarifying g table-** graphic organizing strategy teachers use to pre-teach or clarify vocabulary terms, usually low utility words.

**Interactive oral reading-** teacher reads aloud, stops periodically to focus or discuss words or aspects of what is being read.

# The Five Components of Reading

## 1. Phonemic Awareness

### **Phonemic awareness in consonants:**

-Being able to hear two similar words with different initial consonants, and tell whether the initial sounds are the same or different. Examples: mat-set; big-beg

-Being able to hear two similar words with different final consonants, and tell whether the final sounds are the same or different. Examples: sat-sad; met-mat

-Do the same with consonant endings.

### **Phonemic awareness in vowels:**

-Being able to hear two similar words with different vowel sounds, and tell whether the vowel (medial) is the same or different. Examples: mane-cane; pin-pen

## 2. Phonics

**Phonics** is a child's ability to understand that letters represent sounds in our language.

## 3. Fluency

**Fluency** is reading smoothly and with ease, as well as, being automatic, accurate and reading with expression. All of these characteristics play into your child reading fluently.

## 4. Vocabulary

**Vocabulary** is understanding the meaning of the words you read.

## 5. Comprehension

**Comprehension** is whether or not your child fully understands what he or she reads. To test this have your child read the text to you and then ask them questions pertaining to you.

Fry, E. B. & Kress, J. E. (2006). *The Reading Teacher's Book of Lists* (5th Ed.). San Francisco, CA: Josey-Bass

## Interferences to Reading Success

<i>Interferences</i>	<i>Possible Interventions</i>
<b>System of Meaning &amp; Experience</b>	
<ul style="list-style-type: none"> <li>▪ The lack of experience can limit a child's ability to comprehend situations within text.</li> <li>▪ Failing to understand the author's meaning can create an interference to comprehension</li> <li>▪ The reader's system of meaning should overlap sufficiently with the author's systems of meaning.</li> </ul>	-Use prior knowledge and context to predict and confirm meaning
<b>System of Language</b>	
<p><b>-Vocabulary:</b> understanding the meaning of the word</p> <p><b>-Syntax:</b> the way our English language works.  <i>Ex. The boy is running. The word <u>boy</u> could be substituted for a noun and still retain meaning according to syntax.</i></p> <p><b>-Idioms:</b> familiar expressions of speech.  <i>Ex. "Bury the hatchet."</i></p>	<p>-Voracious (eager, persistent) reading</p> <p>-Use pictures, illustrations and diagrams</p> <p>-Use word parts to determine meaning of words (prefixes, suffixes, origins, abbreviations)</p>
<b>System of Print</b>	
<b>Accuracy:</b> reading the word correctly	<p>-Cross Checking (Do the pictures and/or words look/sound right? Does it make sense?)</p> <p>-Use beginning sounds and ending sounds</p> <p>-Blend sounds, stretch and read</p> <p>-Chunk letters and sounds together</p> <p>-Skip the word then come back</p> <p>-Trade a word/guess a word that makes sense</p>
<b>Automaticity:</b> fast, accurate and effortless word identification at the single word level (within 3 seconds)	<p>-Instruction using the visual patterns inherent in the six syllable types (see below)</p> <p>-Single word level word drills - regular and irregular words</p> <p>-Practice reading HF words using whole brain exercises</p> <p>-Volume of reading with appropriate text on students' IRL</p>
<b>Fluency:</b> reading smoothly, with ease and with expression (prosody)	<p>-Model fluent reading</p> <p>-Voracious reading</p> <p>-Repeated readings of connected text</p> <p>-Read appropriate level texts that are a "good fit"</p> <p>-Practice common sight words and high frequency words</p> <p>-Adjust and apply different reading rates to match text</p> <p>-Use punctuation to enhance phrasing and prosody (end marks, commas etc)</p>
<b>Attention/ Motivation/Disposition</b>	
<ul style="list-style-type: none"> <li>▪ Possessing a short attention span, veering away from text, or easily distracted</li> <li>▪ Lacking the desire to read</li> </ul>	<p>-Give student a purpose for reading</p> <p>-Have student use sticky notes for text talk</p>

### \*The Six Syllable Types

1. **closed** - not  
(closed in by a consonant - vowel makes its **short** sound.)
2. **open** - no  
(ends in a vowel - vowel makes its **long** sound)
3. **silent e** - note  
(ends in vowel consonant e - vowel makes its **long** sound)

4. **Vowel combination** - nail  
(the two vowels together make a sound)
5. **r controlled** - bird  
(contains a vowel plus 4 - vowel sound is changed)
6. **consonant-** le-table  
(at the end of a word)

The Praxis II Teaching Reading 0204 Test at a Glance

Part A (Multiple Choice)

I. Emergent Literacy

A. Oral Language

The reading teacher:

- Understands the interrelatedness between oral language development and reading skills such as phonemic awareness, vocabulary, fluency, and comprehension
- Recognizes receptive and expressive components associated with stages of oral language development
- Understands how environmental influences affect students' oral language development
- Knows how to model the rules of standard English while respecting regional and dialectical variations

EL 321 Teaching Language Arts – p. 44, 48, 49-53

- Understands appropriate techniques to assess students' oral language development

B. Concept of Print - Living Literature – p. 280

The reading teacher

- Recognizes the interrelatedness between print and speech
- Understands how environmental print, pictures, and symbols contribute to literacy development
- Understands the importance of modeling one-to-one word correspondence and directionality, including left-to-right, top-to-bottom, front-to-back

- Understands how environmental influences affect students' development of print awareness
- Understands the importance of students' being able to differentiate words and spaces, first and last letters, and identification of basic punctuation

**EL 321 Teaching Language Arts – p. 47-48**

- Understands appropriate strategies for teaching letter recognition
- Knows appropriate techniques, including observation, to assess students' print awareness

## II. Phonological Awareness

### The reading teacher

- Understands the relationship between phonological and phonemic awareness
- Understands the fundamental relationship between phonemic awareness and the development of decoding and encoding skills

**EL 321 Teaching Language Arts – Chapter 1 - Spelling**

- Understands the progression of phonological awareness skills (e.g., manipulating sounds in spoken words, progressing from words in sentences to compound word parts and syllables, to onsets and rimes, and finally to phonemes)

**EL 321 Teaching Language Arts – p. 26**

- Knows the age ranges at which the various phonological awareness skills should be acquired and how that knowledge applies to instructional practice

**EL 321 Teaching Language Arts – p. 7-11**

- Knows systematic and explicit instructional strategies for teaching phonological awareness skills

## EL 321 Teaching Language Arts – p. 11-16

- Understands the theory and practice of effective techniques to assess students' phonological awareness

### III. Alphabetic Principle/Phonics & Word Analysis

The reading teacher

- Understands the differences between phonics and phonological awareness
- Understands the developmental stages that readers of all ages progress through when learning to decode and encode (spell)

EL 321 Teaching Language Arts – p. 7-11

- Understands that the instruction of phonics for decoding and encoding progresses from simple to more complex (e.g., letter-sound correspondences, blends, and digraphs)

EL 321 Teaching Language Arts – p. 7-11

- Understands how to differentiate between phonetically regular and irregular words

EL 321 Teaching Language Arts – p. 7-11

- Knows syllable types and syllabication principles

EL 321 Teaching Language Arts – p. 8-12

- Understands systematic and explicit instructional strategies for teaching phonics and word analysis

EL 321 Teaching Language Arts – Chapter 1- Spelling

- Understands instructional strategies for reading and spelling multisyllabic words using meaningful units, such as morphemes, syllables, and accenting principles

EL 321 Teaching Language Arts – p. 7-12



- Understands that the use of decodable text, writing practice, and spelling practice can reinforce specific phonics skills

EL 321 Teaching Language Arts – p. 7-12

- Knows effective techniques to assess students' phonics and word analysis skills (e.g., formal and informal phonics and spelling inventories)

EL 321 Teaching Language Arts – p. 11-16

#### IV. Comprehension and Fluency

##### A. Comprehension

###### The reading teacher

- Understands the relationship between students' background knowledge and comprehension

Living Literature – p. 40-41, 60

- Understands that vocabulary is an important part of comprehension

Living Literature – p. 50-54

- Understands the relationship between comprehension and students' cultural and linguistic backgrounds

Living Literature – p. 22-35, 63, 73

Teaching Writing – p. 25

- Understands how to use systematic and explicit instruction to develop comprehension skills (i.e., self-monitoring, using graphic organizers and story structures, generating questions, and summarizing)

Teaching Writing – p. 47 – 51

Teaching Writing – graphic organizers – p. 205-206, 216-219, 254

- Understands that students should use multiple strategies to enhance reading comprehension
- Understands the role of language structures of text (e.g., sentence, phrase, paragraph) in comprehension  
     Living Literature – p. 279-280
- Understands the role that features of text (e.g., headings, subheadings) play in comprehension  
     Living Literature – p. 71
- Understands how to use genres of written text that have recognizable structures to enhance comprehension  
     Living Literature – Chapters 5 – 9 cover reading genre such as fiction, nonfiction, poetry, realistic fiction, fantasy, etc.  
     Teaching Writing – Chapters 5 – 11
- Understands how to use writing activities to support reading comprehension  
     Living Literature – p. 77-79  
     Teaching Writing – Chapters 5 – 12
- Knows how to model effective strategies for comprehending a variety of writing styles, such as narrative, expository, descriptive, and persuasive  
     Teaching Writing – Chapters 5 – 11
- Knows how to choose appropriate text for students, taking into account interest and ability level  
     Living Literature – p. 61-71, 287-288
- Understands effective formal and informal methods to assess students' reading comprehension  
     Living Literature – p. 43-50

## B. Fluency

The reading teacher

- Understands that fluency with all components of reading acts as a bridge to the comprehension of text
- Understands that oral reading fluency consists of accuracy, appropriate rate, automaticity, and prosody (i.e., intonation, expression, and flow)
- Understands that fluency in the different components of reading can be developed through various strategies such as blending repeated use of word lists, phrases, and passages at appropriate instructional levels
- Understands how to use effective instructional strategies to improve oral reading fluency
- Understands how to use formal and informal methods of assessing reading fluency

## V. Vocabulary Living Literature – p. 49-57

The reading teacher

- Knows how to model the use of context as a strategy to confirm word meaning
- Understands how common prefixes, suffixes, and roots affect the meaning of English words

EL 321 Teaching Language Arts – p. 25

- Understands basic word relationships such as synonyms, antonyms, and homonyms

EL 321 Teaching Language Arts – p. 2, 7-8

- Understands how to use direct and indirect methods to teach vocabulary
- Understands how to select appropriate words for vocabulary instruction

EL 321 Teaching Language Arts – p. 106

- Understands how grammatical functions and word forms affect meaning  
EL 321 Teaching Language Arts – p. 38-58
- Understands the importance of both offering a wide range of reading opportunities and providing materials with rich contextual support for vocabulary development

Teaching Writing – Chapter 6

- Understands how to assess and monitor vocabulary knowledge

Part B (Constructed Response)

VI. Instructional Processes

A. Instructional Practices

The reading teacher

- Creates a learning environment that supports literacy development by incorporating motivational strategies that encourage active student engagement

Living Literature – p. 9-17

EL 321 Teaching Language Arts – Chapter 3 – Putting It All Together

- Understands a variety of strategies to differentiate instruction

EL 321 Teaching Language Arts – p. 2-6, 38-42, 76-80

B. Curriculum Materials

The reading teacher

- Recognizes the differences in kinds of texts and their various uses

Living Literature – Chapters 5-9, Teaching Writing – Chapters 5-11

- Understands how to select instructional materials that reflect societal diversity

Living Literature – p. 22-35

- Understands how to integrate appropriate technology to support literacy instruction

Teaching Writing – p. 195, 220-222, 245-246, 291-292

C. Assessment

The reading teacher

- Understands how to use a variety of types of assessments
- Uses assessment data to inform instruction

Teaching Writing – p. 84

- Communicates students' progress in reading to stakeholders (i.e., parents and administration)

EL 320 Children's Literature

Kasten, W. C., Kristo, J. V., & McClure, A. A. (2005). *Living literature: Using children's literature to support reading and language arts*. Upper Saddle River, NJ: Pearson Education, Inc.

EL 321 Teaching Language Arts

Tompkins, G. E. (2012). *Teaching writing: Balancing process and product*. (6 ed.). Boston, MA: Pearson Education, Inc.

EL 321 Teaching Language Arts

Tompkins, G. E. (2010). *Pearson custom education: EL 321 teaching language arts athens state university*. New York, NY: Pearson Learning Solutions.

# Constructed Response



Praxis II Teaching Reading  
Study Session



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## **Constructed**



Root word: construct

Definition: to build or form by putting together parts

## **Response**

Definition: an answer or reply

(Dictionary.com, 2011)

Therefore, to form a constructed response you must *build an answer by putting the parts together.*

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*...from the Duluth Public Schools Website*



### **Constructed Response**

*What is Constructed Response?*

Assessment items that ask students to *apply* knowledge, skills and critical thinking abilities to real-world, standards-driven performance tasks.

Constructed responses require students to "construct" or develop their own answers without the benefit of any suggestions or choices.

Students generate and intertwine their ideas into a response that is directly related to the item.

Students generate a response in the form of a few sentences, a graphic organizer, or a simple drawing/diagram with explanation.

Constructed responses can be either short or extended

(Duluth schools isd 709,\*)

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*Best practice is to embed well-written questions that assess the content being studied, developing the thinking skills required to perform in today's world.*

("Duluth schools isd 709," )

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Adapted from *6 steps for drafting a constructed response*:

1. Re-read the Scenario at least once, then re-read the parts of the Task carefully to decide what each part is asking. Mark the key words in the question. Key words are the direction verb or verbs, any education or curriculum terms, and key literacy terms.
2. Use the task directive and key words to formulate your sentences in your response.
3. Go back to the Task and check for needed information. Make sure you get the relevant details (if the question asks for criteria, make sure you include criteria).

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4. Organize the details into a logical order. You may use lists, bullets, or numbers if appropriate.
5. Write your answer neatly.
6. Re-read your answer to make sure you answered all the parts of the Task.

("6 steps for," )



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From Chapter 4 of  
*Study Guide for the Teaching Reading Test*



1. *Read and answer the question accurately.*  
Respond to what the Task requires: explain, describe, summarize, discuss, etc.
2. *Answer everything that is asked in the question.*  
You will not receive full credit for a partial answer. If the Task has three parts, you must complete three parts.
3. *Give a thorough and detailed response.*  
Your answer should show you have a complete understanding of the concepts, principles, and guidelines for teaching reading.

**BUT, DO NOT USE "FLUFF!"** Your answer must indicate you know what you are talking about.

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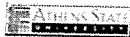
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4. *Do not change the question or challenge the basis of the question.*  
Answer the given question to the best of your ability. Your thoughts about the validity of the question will only cost you precious time.
5. *Reread your response, both to improve your writing and to check that you have written what you thought you wrote.*  
Common errors to check for are incomplete sentences or statements which need more clarification or support.

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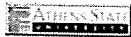
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From Chapter 5 of  
*Study Guide for the Teaching Reading Test*



*To earn the highest number of points from the scorers, you will need to do ALL of the following:*

- ✍ *Answer ALL parts of the question.*
- ✍ *Give reasons for your answers.*
- ✍ *Demonstrate subject-specific knowledge in your answer.*
- ✍ *Refer to the data in the stimulus.*

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Handout: *Preparing for Constructed Response Tests*

Handout: *Test at a Glance Teaching Reading*  
pages 9 and 10

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## Let's practice!

Pages 5, 6, and 7 of Praxis II Teaching Reading (0204)  
Study Guide for Assessment of Reading Content Categories

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<http://www.duluth.k12.mn.us/education/components/docmgr/default.php?schoolid=15770>

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**Instructional Processes** (ETS, 2011, p. 4) 

**Instructional Practices** (1 constructed response)

- ... creates a learning environment that supports literacy development by integrating motivational strategies that encourage active student engagement.
- ... understands a variety of strategies to differentiate instruction.

**Curriculum Materials** (1 constructed response)

- ... recognizes the differences in kinds of texts and their various uses.
- ... understands how to select instructional materials that reflect societal diversity.
- ... understands how to integrate appropriate technology to support literacy instruction.

**Assessment** (1 constructed response)

- ... understands how to use a variety of types of assessments.
- ... uses assessment data to inform instruction.
- ... communicates students' progress in reading to stakeholders.

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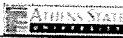
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**CR Scoring Rubric**



3	2	1
<b>The response...</b> ...demonstrates a thorough understanding of the elements of reading and reading instruction relevant to the question.	<b>The response...</b> ...demonstrates a basic or general understanding of the elements of reading and reading instruction relevant to the question.	<b>The response...</b> ...demonstrates a weak or limited understanding of the elements of reading and reading instruction relevant to the question.
...clearly and specifically answers all parts of the question, addressing all crucial aspects of the instructional situation described.	...adequately answers most or all parts of the question in a way that is appropriate for the instructional situation described.	... answers some part (or parts) of the question at a basic level. Fails to answer most parts of the question and/or fails to address crucial aspects of the instructional situation.
... shows strong knowledge of concepts, theories, facts, procedures or methodologies relevant to the question. Any errors do not detract from the understanding shown.	... shows basic or general knowledge of concepts, theories, facts, procedures or methodologies relevant to the question. Any errors do not detract from the understanding shown.	... shows weak or limited knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question. The weakness may be indicated by errors or misconceptions.

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### Some Caveats....



1. Remember that reading strategies are applicable at any grade level, K-12.
2. Some takers found it more suitable to read the CR questions then do the MC part of test, because the MC material "activated" ideas for answering the CR questions.
3. Most takers used the full amount of time allotted for the test.
4. Read the scoring guide for the CR items to assure that you know what the scoring benchmarks are.

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### More Caveats....



6. Practice taking the CR, simulating the conditions as closely as possible (i.e. quiet room, time limits,) then use the scoring guide to score your answer.
7. When answering questions be clear and concise, addressing only the material applicable to the question asked. Attempting to "astound" the people scoring your test with your knowledge of reading will only make it harder for them to score the individual question being answered.
8. After writing your answer, reread both the question and your response to make sure you addressed the question completely and that you have written what you thought you wrote.

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Sari is a new student in the 5<sup>th</sup> grade. It is April and this is the third school Sari has been in this year. Sari adapts well to change, has a positive attitude toward school, and appears to have made friends at her new school. She does well in math and enjoys science and social studies. In the area of reading, she easily decodes unfamiliar words and reads with good expression.

In the area of comprehension, Sari has difficulty answering questions that require reasoning and total understanding of the story. She also has difficulty identifying the main components of a story. Her teacher states that although she enjoys reading and does not seem to be frustrated, Sari will not ask for help when needed, thus her reading grade is beginning to suffer.

a) Identify the two areas of reading comprehension in which Sari is struggling, according to the scenario.

b) Identify which of the two areas would you would address first and explain why.

c) For each goal, identify a strategy and explain why or how it will assist Sari in her comprehension.

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Jesse is a first-grade student at Mitchell Elementary School. His teacher, Ms. Grant, administered a universal Screening measure a few weeks after school began.

Week	PM Score
Wk 1	13 wpm
Wk 2	17 wpm
Wk 3	22 wpm
Wk 4	26 wpm
Wk 5	30 wpm

Jesse's score indicated that he may be struggling in reading. As a result, Ms. Grant monitored his reading performance once per week for five weeks using a measure of reading fluency. The five-week Goal is 22 words per minute (wpm). Jesse's scores are in the table.

- Using the five weeks of progress monitoring data outlined above, calculate Jesse's performance level.
- Determine whether Jesse is responding adequately to Tier 1 instruction. Elaborate on your response.
- Based on your evaluation, what tier of instruction would you recommend for Jesse?

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Bryant, a 4th grader, likes school and especially enjoys reading. However, he has a difficult time comprehending stories because of a limited vocabulary. Bryant's teacher, Ms. Smith, has observed that he is able to read sight words and decode many unfamiliar words. Despite Ms. Smith's "previewing" new vocabulary before each story, Bryant appears to need more instruction in the meaning of words. As she ponders possible strategies to assist Bryant, she realizes all of her students could benefit from the strategies.

Consequently, she decides to implement class-wide strategies that will assist all students and specifically help Bryant reach his instructional goal of being able to provide definitions for and use in context the vocabulary words for each story.

- Describe two strategies that the teacher could use to support vocabulary development her students and specifically help Bryant.
- Describe one activity for each of the two strategies and explain how it could be used to assist Bryant in achieving his goals.

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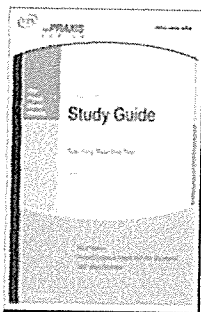
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Information from Alabama Reading Initiative (ARI) is extremely helpful for this test. This is the Elementary ARI manual that students receive at the training.

[http://www.alsde.edu/html/sections/doc\\_download.asp?section=50&id=13185&sort=20](http://www.alsde.edu/html/sections/doc_download.asp?section=50&id=13185&sort=20)

You have to copy and paste the link into your address bar. Then the manual can be downloaded.

Good luck!

Your ASU Reading Team

## **The Language of Literacy**

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**Academic Language:** the language used in textbooks, in classrooms, and on tests. It is different in structure and vocabulary from the everyday spoken English of social interactions.

**Accuracy (part of fluency):** Reading words in text with no errors.

**Accuracy Rate:** This is the rate, shown as a percent, at which students accurately read the text.

**Academically Engaged:** Students are academically engaged when they are participating in activities/instruction in a meaningful way and understanding the tasks in which they are involved.

**Advanced Phonics:** Strategies for decoding multisyllabic words that include morphology and information about the meaning, pronunciation, and parts of speech of words gained from knowledge of prefixes, roots, and suffixes.

**Affix:** A general term that refers to prefixes and suffixes.

**After-Reading Comprehension Strategies:** Strategies that require the reader to actively transform key information in text that has been read (e.g., summarizing, retelling).

**Aligned Materials:** Student materials (texts, activities, manipulatives, homework, etc.) that reinforce classroom instruction of specific skills in reading.

**Alliteration:** The repetition of the initial phoneme of each word in connected text (e.g., Harry the happy hippo hula-hoops with Henrietta).

**Alphabetic Principle:** The concept that letters and letter combinations represent individual phonemes in written words.

**Ample Opportunities for Student Practice:** Students are asked to apply what they have been taught in order to accomplish specific reading tasks. Practice should follow in a logical relationship with what has just been taught. Once skills are internalized, students are provided with more opportunities to independently implement previously learned information.

**Analogy:** Comparing two sets of words to show some common similarity between the sets. When done as a vocabulary exercise this requires producing one of the words (e.g., cat is to kitten: as dog is to \_\_\_\_\_?).

**Anecdotal Records:** An informal, written record (usually positive in tone), based on the observations of the teacher, of a student's progress and/or activities which occur throughout the day.

**Antonym:** A word opposite in meaning to another word.

**Automaticity:** Reading without conscious effort or attention to decoding.

**Balanced Literacy:** An approach to reading instruction that strikes a compromise between Phonics approaches and Whole Language approaches -- ideally, the most effective strategies are drawn from the two approaches and synthesized together.□□

**Basal Reader:** A kind of book that is used to teach reading. It is based on an approach in which words are used as a whole. The words are used over and over in each succeeding lesson. New words are added regularly.

**Background Knowledge:** Forming connections between the text and the information and experiences of the reader.

**Base Word:** A unit of meaning that can stand alone as a whole word (e.g., friend, pig). Also called a free morpheme.

**Before Reading Comprehension Strategies:** Strategies employed to emphasize the importance of preparing students to read text (e.g., activate prior knowledge, set a purpose for reading).

**Blending:** Combining parts of a spoken word into a whole representation of the word. For example, /p/ /oo/ // can be blended together to form the word POOL.□

**Bloom's Taxonomy:** A system for categorizing levels of abstraction of questions that commonly occur in educational settings. Includes the following competencies: knowledge, comprehension, application, analysis, synthesis, and evaluation.

**Book Talk:** When a teacher (or media specialist) gives a brief talk about a particular book to generate interest in the book.

**Choral Reading:** Sometimes referred to as unison reading. The whole class reads the same text aloud. Usually the teacher sets the pace. Choral reading helps with the ability to read sight words and builds fluency.

**Chunked Text:** Continuous text that has been separated into meaningful phrases often with the use of single and double slash marks (/ and //). The intent of using chunked text or chunking text is to give children an opportunity to practice reading phrases fluently. There is no absolute in chunking text. Teachers should use judgment when teaching students how to chunk. Generally, slash marks are made between subject and predicate, and before and after prepositional phrases.

**Chunking:** A decoding strategy for breaking words into manageable parts (e.g., /yes /ter/ day). Chunking also refers to the process of dividing a sentence into smaller phrases where pauses might occur naturally (e.g., When the sun appeared after the storm, / the newly fallen snow /shimmered like diamonds).

**Clarifying Table:** a graphic organizer to help students connect the current concept to related concepts or examples

**Cloze:** This is a method of assessment wherein a word is eliminated from a passage, and the child's task is to use the context of the passage to fill in the blank with an appropriate

word. Different cloze tasks focus on different skills; a cloze assessment can be used to test reading comprehension, language comprehension, vocabulary, syntax, and semantics. When the child is given options (multiple choice) from which to select the appropriate word for each blank, the assessment is typically described as a "modified cloze task."

**Cloze Test:** is an exercise, test, or assessment consisting of a portion of text with certain words removed (cloze text), where the participant is asked to replace the missing words. Cloze tests require the ability to understand context and **vocabulary** in order to identify the correct words or type of words that belong in the deleted passages of a text. This exercise is commonly administered for the assessment of native and second **language learning** and instruction.

Example: *Today, I went to the \_\_\_\_\_ and bought some milk and eggs. I knew it was going to rain, but I forgot to take my \_\_\_\_\_, and ended up getting wet on the way \_\_\_\_\_.*

**Coaching:** A professional development process of supporting teachers in implementing new classroom practices by providing new content and information, modeling related teaching strategies, and offering on-going feedback as teachers master new practices.

**Coarticulation:** When saying words our mouth is always ready for the next sound to be made. While saying one sound, the lips, tongue, etc., are starting to form the sound to follow. This can distort individual sounds during speech because the sounds are not produced in isolated units (e.g., ham- the /m/ blends with the /a/ to distort the vowel). This process is called coarticulation. Because of coarticulation, some children have difficulty hearing the individual sounds in words and the concept of phonemes needs to be explicitly brought to their attention through instruction.

**Cognates:** Words that are related to each other by virtue of being derived from a common origin (e.g., 'decisive' and 'decision').

**Coherent Instructional Design:** A logical, sequential, plan for delivering instruction.

**Comprehension:** Understanding what one is reading, the ultimate goal of all reading activity.

**Comprehensive/Core Reading Program (CRP):** is the initial instructional tool teachers use to teach children to learn to read including instruction in the five components of reading identified by the National Reading Panel (phonemic awareness, phonics, fluency, vocabulary, comprehension), spelling, and writing to ensure they reach reading levels that meet or exceed grade-level standards. A CRP should address the instructional needs of the majority of students in a respective school or district.

**Comprehensive Intervention Reading Program (CIRP):** These programs are intended for students who are reading one or more years below grade level, and who are struggling with a broad range of reading skills. Comprehensive Intervention Programs include instructional content based on the five essential components of reading instruction integrated into a coherent instructional design. A coherent design includes explicit instructional strategies, coordinated instructional sequences, ample practice opportunities and aligned student materials. Comprehensive Intervention Programs provide instruction that is more intensive, explicit, systematic, and more motivating than instruction students



have previously received. These programs also provide more frequent assessments of student progress and more systematic review in order to insure proper pacing of instruction and mastery of all instructional components.

**Comprehension Monitoring:** An awareness of one's understanding of text being read. Comprehension monitoring is part of metacognition "thinking about thinking" know what is clear and what is confusing as the reader and having the capabilities to make repairs to problems with comprehension.

**Comprehension Questions:** Address the meaning of text, ranging from literal to inferential to analytical.

**Concept Definition Mapping:** Provides a visual framework for organizing conceptual information in the process of defining a word or concept. The framework contains the category, properties, and examples of the word or concept; allows students to consider relationships among various concepts. Often students are encouraged to draw arrows between related concepts enclosed in oval or other shapes.

**Connected Text:** Words that are linked (as opposed to words in a list) as in sentences, phrases, and paragraphs.

**Consonant:** a letter and a sound. Consonants are the letters of the alphabet except for the vowels *a, e, i, o, u* and sometimes *y* and *w*.

**Consonant Blend:** two or three consonants grouped together; each sound is retained (heard). For example: *st* and *scr*.

**Consonant Digraph:** two or more consonants grouped together in which the consonants produce one sound. For example: *sh* and *ch*.

**Consonant Cluster:** A group of consonants that appear together in a syllable without a vowel between them.

**Context Clue:** Using words or sentences around an unfamiliar word to help clarify its meaning; bits of information from the text that, when combined with the reader's own knowledge, allow the reader to "read between the lines," figure out the meaning of the text, or determine the meaning of unknown words in the text. .

**Continuous Sounds:** A sound that can be held for several seconds without distortion (e.g., /m/, /s/).

**Continuum of Word Types:** Words can be classified by type according to their relative difficulty to decode. Typically this continuum is listed from easy to difficult, beginning with VC and CVC words that begin with continuous sounds and progressing to CCCVC and CCCVCC words.

**Conventions of Print:** the understanding that when the English language is written down, it is transcribed in a standard, uniform manner so that words and ideas communicated through writing are consistently and easily understood by all readers.

Conventions of print include the following:

- ***Directionality***: English is written and read from left to right and from top to bottom.
- ***Punctuation*** communicates meaning and expression to readers.
- ***Space***: Writers use space to separate ideas, indicate when readers should pause for thought, and to separate words so that they are easily read.
- ***Case***: Letters come in two forms, uppercase and lower case. Case can provide additional meaning to readers about the beginning of new ideas and indicates to the reader whether a noun is describing a specific person, place, or thing.
- ***Grammar***: Written language subscribes to the rules affecting the form words can take including verb tense, plurals, possessives, and modifiers like adverbs and adjectives.
- ***Usage***: Writers understand how incomplete sentences, run-on sentences, and improper use of pronouns can impede effective communication of ideas.
- ***Spelling***: Words are spelled according to convention so that they are easily read by others to facilitate effective communication.

**Coordinated Instructional Sequences**: take into consideration how information is selected, sequenced, organized, and practiced. Coordinated instructional sequences occur within each component of reading where a logical progression of skills would be evident: easier skills are introduced before more difficult skills, so that skills build progressively.

The other way coordinated instructional sequences are evident is in the clear and meaningful relationship or linking of instruction across the five components of reading: *phonological awareness, phonics, fluency, vocabulary, and comprehension*. If students orally segment and blend words with the letter-sound /f/ during phonemic awareness instruction, then we would expect to see it followed by practice in connecting the sound /f/ with the letter f. This would be followed by fluency practice in reading words, sentences, and/or passages with the letter-sound /f/. Spelling practice would include /f/ and other previously learned letter-sounds.

**Core Instruction** is instruction provided to all students in the class, and it is usually guided by a comprehensive core reading program. Part of the core instruction is usually provided to the class as a whole, and part is provided during the small group, differentiated instruction period. Although instruction is differentiated by student need during the small group period, materials and lesson procedures from the core program can frequently be used to provide reteaching, or additional teaching to students according to their needs.

**Corrective Feedback**: When an error occurs, the teacher immediately attends to it by scaffolding instruction (i.e., gradual release of responsibility).

**Criterion-Referenced Assessment** — This is a type of assessment in which a child's score is compared against a predetermined criterion score to determine if the child is performing acceptably or unacceptably. Rather than comparing the child's performance against the performance of her peers (as would be the case with a norm-referenced assessment), the criterion or "acceptable score" is set by the author of the assessment. Each child's score, then, is either above or below the criterion score.

**Cueing Systems**: cues that good readers make use of to identify words in text; we use all systems simultaneously as we speak, listen, read, and write (*Hughes, n.d.*)

***Grapho-phonemic: (knowing about print)***

*Grapho-phonemic cues are related to the sounds we hear (both individual letters and letter combinations), the letters of the alphabet and the conventions of print. This*

cueing system is used extensively by students in the primary as they learn to read and write. However, because there are 26 letters and 44 sounds, with many different ways to spell some of those sounds, English language cannot be taught solely through the use of phonics. Consider the many possibilities for spelling the long e sound: read, meet, we, people, concrete. And there are many exceptions to phonics rules as well. Sometimes the patterns do not work. Consider the words: great and head. Beginning writers and struggling writers rely on the phonological system to create invented spellings. Proficient readers and writers draw on their prior experiences with text and the other cueing systems, as well as the phonological system, as their reading and writing develops.

Strategic supports for developing the grapho-phonemic system:

- Ask: Does that look right? What word would you expect to see?
- Point out letters during shared reading and help students to make the connection between what they see and what they hear.
- For primary students, use individual whiteboards or magnetic letters so that students can practice writing letters and words.

### **Syntactic: (knowing about language)**

The syntactic system provides information about the form and the structure of the language, including whether or not the text sounds correct when pronounced. Syntactic cues involve identifying the function of the word (noun, verb, adjective, adverb). They rely on the basic knowledge of how the English language works, and basic language patterns associated with it.

The syntactic system is usually in place when children begin school. From being immersed in language, children begin to recognize that phrases and sentences are usually ordered in certain ways. This notion of ordering is the development of syntax. When errors are made in syntax, it is usually due to an overgeneralization of rules (e.g., "I goed to get ice cream.") Rather than correcting the child directly, the teacher or parent clarifies, reinforces and even extends the proper syntax (e.g., "Yes, went to get ice cream. We went after your sister's soccer game, didn't we?")

The syntactic system is also concerned with word parts that change the meaning of a word, called morphemes. Adding the suffix "less" or the prefix "un" changes the meaning of a word, just as adding "ing" or an "s" to the end of a word changes its meaning or tense. □ Students learning English as a second language are used to different word order patterns, where descriptors often come after the word they are describing. Literally translated from Spanish or French, a sentence might read, "This is my bike blue."

Strategic supports for developing the syntactic system:

- Ask: Can we say it that way? Does that sound right?
- Engage students in many opportunities to explore oral language. Scaffold tricky sentences and sentence patterns.

### **Semantic: (knowing about words and the world)**

The key component of the semantic system is vocabulary. A reader must be able to attach meaning to words and have some prior knowledge to use as a context for understanding the word. They must be able to relate the newly learned word to prior knowledge through personal associations with text and the structure of text

The semantic system is developed from the beginning through early interactions with adults. At first, this usually involves labeling (e.g. This is a tree.) The labeling becomes more sophisticated as more detail is added (e.g., It is a maple tree. Its leaves are turning colours. Some trees lose their leaves in the winter and some greens don't.) The child learns that there is a set of "tree attributes" and that within the category "tree",

there are subsets of “tree” (e.g. deciduous, coniferous). The development of this system and the development of the important concepts that relate to the system are largely accomplished as children begin to explore language independently. As children talk about what they’ve done and play out their experiences, they are making personal associations between their experiences and language. This is critical to success in later literacy practices such as reading comprehension and writing.

*Strategic supports for developing the semantic system:*

- Ask: Does that make sense?
- Scaffold new learning, activate prior knowledge, talk to students about the purposes and functions of literacy.
- Support students in what they can do and push them a little further to do more.
- Use a word wall.

**Pragmatic (knowing about purposes or functions of reading)**

The pragmatic system provides information about the purposes and needs the reader has while reading; it governs what the reader considers important and needs to understand. The pragmatic system has received little formal recognition in many programs and is the one cueing system that is sometimes absent in reading methods textbooks.

By the time children start attending school, they may have developed a tacit understanding of some of the pragmatics of a particular situation, (e.g., turn-taking in conversation). However, depending upon students’ various situational experiences, socialization into school and even into each new classroom may need to happen through explicit guidance. In the case of turn-taking, teachers may have to introduce students to a variety of strategies to help them work in groups effectively so that all students have an opportunity to contribute. Different discourse patterns exist within every subgroup or community. For example, the Discourse in a staff meeting at an elementary school is different than the Discourse of a group of parents at a hockey game (Gee, 1996). Teachers need to be sensitive to their students’ culture, and they must observe closely to help point out pertinent pragmatic features when necessary.

*Strategic supports for developing the pragmatic system:*

- Ask: What is the purpose and function of this literacy event? How should your use of language vary given the context?
- Talk to students about the purposes and functions of language.

*Engage them in activities that help them to understand that how we say something, when we say it, and who we say it to, and often more important than what we say.*

**Cumulative:** Instruction that builds upon previously learned concepts.

**D.E.A.R:** Drop Everything and Read. A time set aside during the school day in which everyone (teachers and students) drop everything and read.

**Decodable Text:** Text in which a high proportion of words (80%-90%) comprise sound-symbol relationships that have already been taught. It is used for the purpose of providing practice with specific decoding skills and is a bridge between learning phonics and the application of phonics in independent reading.

**Decodable Words:** These words contain phonic elements that were previously taught; texts that do not contain irregular words. Also, these texts are usually designed to reinforce certain “rules” that have previously been taught in phonics lessons.

**Decoding:** The ability to translate a word from print to speech, usually by employing knowledge of sound symbol correspondences; also the act of deciphering a new word by sounding it out.

**Derivational Affix:** A prefix or suffix added to a root or base to form another word (e.g., un- in unhappy, -ness in likeness).

**Diagnostic:** Tests that can be used to measure a variety of reading, language, or cognitive skills. Although they can be given as soon as a screening test indicates a child is behind in reading growth, they will usually be given only if a child fails to make adequate progress after being given extra help in learning to read. They are designed to provide a more precise and detailed picture of the full range of a child's knowledge and skill so that instruction can be more precisely planned.

**Dialogic Reading:** During story reading, the teacher/parent asks questions, adds information, and prompts student to increase sophistication of responses by expanding on his/her utterances.

**Differentiated Instruction:** Matching instruction to meet the different needs of learners in a given classroom.

**Difficult Words:** Some words are difficult because they contain phonic elements that have not yet been taught. Others are difficult because they contain letter-sound correspondences that are unique to that word (e.g., yacht).

**Digraphs:** A group of two consecutive letters whose phonetic value is a single sound (e.g., /ea/ in bread; /ch/ in chat; /ng/ in sing).

**Diphthong:** A vowel produced by the tongue shifting position during articulation; a vowel that feels as if it has two parts, especially the vowels spelled ow, oy, ou, and oi.

**Direct Instruction:** The teacher defines and teaches a concept, guides students through its application, and arranges for extended guided practice until mastery is achieved.

**Direct Vocabulary Instruction:** Planned instruction to pre-teach new, important, and difficult words to ensure the quantity and quality of exposures to words that students will encounter in their reading.

**Directive Texts:** there is enough information to lead students to the correct meaning of the word or the word is explicitly defined or explained in the text

**Duet Reading:** An activity where a skilled reader sits next to a learner and the two read a text simultaneously and discuss what they have read with each other

**During Reading Comprehension Strategies:** Strategies that help students engage the meanings of a text (e.g., asking questions at critical junctures; modeling the thought process used to make inferences; constructing mental imagery).

**Echo Reading:** When a skilled reader reads a portion of text (sometimes just a sentence) while the less-skilled reader "tracks." The less-skilled reader then imitates or "echoes" the skilled reader.

**Elkonin Boxes:** A framework used during phonemic awareness instruction. Elkonin Boxes are sometimes referred to as Sound Boxes. When working with words, the teacher can draw one box per sound for a target word. Students push a marker into one box as they segment each sound in the word.

**Emergent Literacy:** The skills, knowledge, and attitudes that are developmental precursors to conventional forms of reading and writing.

**Emergent Reader:** An emergent reader: has print awareness, reads in a left-to-right and top-to-bottom progression, uses some beginning and ending letter sounds, may tell the story from memory, may invent text, interprets/uses picture clues to help tell the story, is beginning to use high-frequency words.

**Empirical Research:** Refers to scientifically based research that applies rigorous, systematic, and objective procedures to obtain valid knowledge. This includes research that: employs systematic, empirical methods that draw on observation or experiment; has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review; involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and can be generalized.

**English Language Learners:** Defined by the U.S. Department of Education as national-origin-minority students who are limited-English-proficient. Often abbreviated as ELLs.

**Environmental print:** Print that is all around us: street signs, labels on cans or jars, handwritten notes, etc.

**Error Correction:** Immediate corrective feedback during reading instruction.

**Etymology:** The origin of a word and the historical development of its meaning

**Explicit Instruction:** instruction that involves direct explanation. The teacher's language is concise, specific, and related to the objective. Another characteristic of explicit instruction is a visible instructional approach that includes a high level of teacher/student interaction. Explicit instruction means that the actions of the teacher are clear, unambiguous, direct, and visible. This makes it clear what the students are to do and learn. Nothing is left to guess work.

**Expository Text:** Reports factual information (also referred to as informational text) and the relationships among ideas. Expository text tends to be more difficult for students than narrative text because of the density of long, difficult, and unknown words or word parts.

**Expository Writing:** Text that explains an event, concept, or idea using facts and examples; a type of writing where the purpose is to inform, describe, or explain.

**Expressive Language:** Language that is spoken.

**Fidelity of Implementation:** The degree to which instruction follows the intent and design of the program.

**Figurative Meanings:** Language that departs from its literal meaning (e.g., The snow sparkled like diamonds; That child is a handful.).

**Five Components of Reading:** Phonemic awareness, phonics, fluency, vocabulary, and comprehension.

**Flexible Grouping:** Grouping students according to shared instructional needs and abilities and regrouping as their instructional needs change. Group size and allocated instructional time may vary among groups.

**Floss Rule:** Words of one syllable, ending in “f”, “l”, or “s” - after one vowel, usually end in “ff”, “ll”, or “ss” (sounds /f/, /l/, /s/).

**Fluency:** Ability to read text quickly, accurately, and with proper expression. Fluency provides a bridge between word recognition and comprehension.

**Fluency Probe:** An assessment for measuring fluency, usually a timed oral reading passage at the student’s instructional reading level.

**Fluent Reader:** A fluent reader: reads quickly, smoothly, and with expression; has a large store of sight words; automatically decodes unknown words, self-corrects.

**Formal Assessment:** Follows a prescribed format for administration and scoring. Scores obtained from formal tests are standardized, meaning that interpretation is based on norms from a comparative sample of children.

**Frustration Model:** An adaptation of the concept map. The framework of the Frustration Model includes: the concept word, the definition, characteristics of the concept word, examples of the concept word, and non-examples of the concept word. It is important to include both examples and non-examples, so students are able to identify what the concept word is and what the concept word is not.

**Frustrational Reading Level:** The level at which a reader reads at less than a 90% accuracy (i.e., no more than one error per 10 words read). Frustration level text is difficult text for the reader.

**Function Word** — A word which does not have lexical meaning, which primarily serves to express a grammatical relationship (e.g. AND, OF, OR, THE).

**Generalization:** The ability to use a learned skill in novel situations.

**Genre:** A type or category of literature marked by conventions of style, format, and/or content.

*Types of Genres include:*

<i>Mystery</i>	<i>Fiction</i>	<i>Nonfiction</i>	<i>Fantasy</i>
<i>Science Fiction</i>	<i>Realistic Fiction</i>	<i>Poetry</i>	<i>Myth</i>
<i>Folktale</i>	<i>Fable</i>	<i>Biography</i>	<i>Autobiography</i>

**Grapheme:** A letter or letter combination that spells a phoneme; can be one, two, three, or four letters in English (e.g., e, ei, igh, eigh); the smallest unit of a writing system. A grapheme may be one letter such as *t* or combination of letters such as *sh*. A grapheme represents one phoneme.

**Graphic Organizer:** A visual framework or structure for capturing the main points of what is being read, which may include concepts, ideas, events, vocabulary, or generalizations. Graphic organizers allow ideas in text and thinking processes to become external by showing the interrelatedness of ideas, thus facilitating understanding for the reader. The structure of a graphic organizer is determined by the structure of the kind of text being read.

**Graphophonemic:** The relationship between letters and phonemes.

**Guided Oral Reading:** Instructional support including immediate corrective feedback as students read orally; a context wherein the teacher interacts with small groups of students as they read books that present a challenge. The teacher introduces reading strategies, tailoring the instruction to the needs of the students. When the students read, the teacher provides praise and encouragement as well as support when needed. Proponents of guided reading, Irene C. Fountas and Gay Su Pinell, have stated, "The ultimate goal of guided reading is to help children learn how to use independent reading strategies successfully."

**Guided Practice:** Students practice newly learned skills with the teacher providing prompts and feedback.

**High Frequency Irregular Words:** Words in print containing letters that stray from the most common sound pronunciation because they do not follow common phonic patterns (e.g., were, was, laugh, been).

**High Frequency Words:** A small group of words (300-500) that account for a large percentage of the words in print and can be regular or irregular words (i.e., Dolch or Fry). Often, they are referred to as "sight words" since automatic recognition of these words is required for fluent reading.

**Homograph:** Words that are spelled the same but have different origins and meanings. They may or may not be pronounced the same (e.g., *can* as in a metal container/*can* as in able to).

**Homonym:** Words that sound the same but are spelled differently (e.g., cents/sense, knight/night).



**Homophone:** Words that may or may not be spelled alike but are pronounced the same. These words are of different origins and have different meanings (e.g., ate and eight; scale as in the covering of a fish; and scale as in a device used to weigh things)

**Idiom:** A phrase or expression that differs from the literal meaning of the words; a regional or individual expression with a unique meaning (e.g., it's raining cats and dogs).

**Implicit Instruction:** The opposite of explicit instruction. Students discover skills and concepts instead of being explicitly taught. For example, the teacher writes a list of words on the board that begin with the letter "m" (mud, milk, meal, and mattress) and asks the students how the words are similar. The teacher elicits from the students that the letter "m" stands for the sound you hear at the beginning of the words.

**Important Words:** Unknown words that are critical to passage understanding and which students are likely to encounter in the future.

**Incidental Learning:** some form of indirect / additional / unplanned learning within an informal or formal learning situation; also referred to as *random learning*; unintentional or unplanned learning that results from other activities

**Independent Reading Level:** The level at which a reader can read text with 95% accuracy (i.e., no more than one error per 20 words read). Independent reading level is relatively easy text for the reader.

**Independent-Instructional Reading Level Range:** The reading range that spans instructional and independent reading levels or level of text that a student can read with 90% to 95% or above accuracy.

**Indirect Vocabulary Instruction:** Words learned through independent reading and conversation.

**Inflectional Suffix:** In English, a suffix that expresses plurality or possession when added to a noun, tense when added to a verb, and comparison when added to an adjective and some adverbs. A major difference between inflectional and derivational morphemes is that inflections added to verbs, nouns, or adjectives do not change the grammatical role or part of speech of the base words (-s, -es, -ing, -ed).

**Informal Assessment:** Does not follow prescribed rules for administration and scoring and has not undergone technical scrutiny for reliability and validity. Teacher-made tests, end-of-unit tests, and running records are all examples of informal assessment.

**Informational Text:** Non-fiction books, also referred to as expository text, that contain facts and information.

**Initial Instruction:** First line of defense to prevent reading failure for all students. Instruction is provided in the whole group (class) and small group (differentiated) setting. A core reading program is the instructional tool used for initial instruction in Florida's Reading First initiative.

**Instructional design:** Instructional design in reading refers to the process of translating key learning objectives and goals into a delivery system to meet those goals. When we discuss the instructional design of a reading program, we are referring to the underlying framework of a reading program, the way the curriculum is constructed.

**Instructional Reading Level:** The level at which a reader can read text with 90% accuracy (i.e., no more than one error per 10 words read). Instructional reading level engages the student in challenging, but manageable text.

**Instructional Routines:** include the following sequence of steps

- Explicit instruction
- Modeling
- Guided practice
- Student practice, application, and feedback
- Generalization

**Intensity:** Focused instruction where students are academically engaged with the content and the teacher and receive more opportunities to practice with immediate teacher feedback.

**Intensive Intervention:** Instruction that may include more time, more opportunities for student practice, more teacher feedback, smaller group size, and different materials. It is implemented as soon as assessment indicates that students are not making adequate progress in reading.

**Interactive Oral Reading:**

Some examples:

*An adult or peer reads with the student by modeling fluent reading and then asking the student to read the same passage aloud with encouragement and feedback by the adult or peer.*

*A student listens to a tape of a fluent reader reading text at the student's independent level at a pace of about 80-100 words a minute. The student listens to the tape the first time and then practices reading along with the tape until the student is able to read fluently.*

*The student reads with a peer partner. Each partner takes a turn reading to the other. A more fluent reader can be paired with a less fluent reader to model fluent reading. The more fluent reader can provide feedback and encouragement to the less fluent reader. Students of similar reading skills can also be paired, particularly if the teacher has modeled fluent reading and the partner reading involves practice.*

*Readers' theater - students read scripts and rehearse a play to prepare for a performance. The practice in reading and rereading the scripts provides an excellent opportunity to improve fluency skills.*

**Intervention Instruction:** instruction provided to students who are lagging behind their classmates in the development of critical reading skills. This instruction will usually be guided by a specific intervention program that focuses on one or more of the key areas of reading development.

**Intervention Program:** Provides content for instruction that is intended for flexible use as part of differentiated instruction and/or more intensive instruction to meet student learning needs in one or more of the specific areas of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension). These programs are used to provide targeted, intensive intervention for small groups of struggling readers.

**Invented Spelling:** An attempt to spell a word based on a student's knowledge of the spelling system and how it works (e.g., kt for cat).

**Irregular Words:** Words that contain letters that stray from the most common sound pronunciation; words that do not follow common phonic patterns (e.g., were, was, laugh, been).

**K-W-L:** A technique used most frequently with expository text to promote comprehension. It can be used as a type of graphic organizer in the form of a chart, and it consists of a 3-step process: What I Know (accessing prior knowledge), What I Want to Know (setting a purpose for reading), and What I Learned (recalling what has been read).

**Language Experience Approach (LEA):** Also referred to as LEA. An approach to literacy instruction in which students orally dictate texts to a teacher (or *scribe*). The text is then read aloud by the teacher as the students read along silently. Students are then encouraged to read and re-read the text, thus building fluency. The experiences that serve as stimuli/sources for the dictated text can vary from literature discussions to field trips. Generally, the approach involves: a shared experience, discussion, oral dictation, reading, and re-reading. After the shared experience, the scribe helps the student write about the experience. The approach works not only with beginning readers, but non-native speakers of English, and adult learners as well.

**Latent** — Something which is present but invisible, or inactive but capable of becoming active or visible, so a child may have latent knowledge of a concept, meaning the child understands the concept, but has not had an opportunity to demonstrate that understanding.

**Learning Communities:** A group in which educators commit to ongoing learning experiences with a deliberate intent to transform teaching and learning at their school or within their district.

**Learning log:** A document wherein students write entries (usually short and ungraded) which reflect upon a lesson, activity, event, discussion, presentation, or experiment.

**Letter Combinations:** Also referred to as digraphs, a group of consecutive letters that represents a particular sound(s) in the majority of words in which it appears (e.g., /ai/ in maid; /ch/ in chair; /ar/ in car; /kn/ in know; /ng/ in ring).

**Letter-Sound Correspondence:** The matching of an oral sound to its corresponding letter or group of letters.

**Leveled text:** Books are "leveled" (i.e. placed in a certain category) based on the criteria of the person or entity leveling the books. Irene C. Fountas and Gay Su Pinnell, the developers of Guided Reading, advocate these stages: Emergent Readers (Levels A-E); Early Readers (Levels F-J); Early Fluent Readers (Levels K-P); and Fluent Readers

(Levels Q-W). Individual titles of books are then given a "level" based upon certain criteria. The Lexile Framework is another such tool. Lexile measures reader ability and text difficulty by the same standard. The leveling of texts allows teachers to match books with an individual student's reading ability.

**Lexical** — Refers to the words or the vocabulary of a language as distinguished from its grammar and construction. □□

**Lexicon** — Often called the "mental dictionary," the lexicon is a representation of all knowledge a person has about individual words.

**Linked:** A clear connection among the objectives of what is taught within and across reading components (e.g., students learn some common letter sounds during phonics instruction, then read words that use those same letter sounds to practice fluency and develop vocabulary).

**Listening Vocabulary:** The words needed to understand what is heard.

**Literacy Centers:** Stations or areas where literacy activities are set up for use. Centers may also be portable wherein the student takes the "center" to his or her desk. Examples of literacy centers: Reading the Room (a small area where students may obtain a flyswatter, pointer, large glasses, etc. that they can use to "read" the room as they walk around). Writing Centers which have available various types of paper, writing utensils, stamps, etc. For younger children the Writing Center may contain materials which they can use to form letters or words such as play dough, finger paint, a flat piece of velvet, etc.

**Literal Comprehension:** Understanding of the basic facts that the student has read.

**Literature circles:** Student-led book discussion groups. Students choose their own reading material and meet in small, temporary groups with other students who are reading the same book. The teacher acts as a facilitator. *Literature Circles* by Harvey Daniels is considered by many to be the definitive guide on the subject.

**Long Vowel Sound:** the same as its name. The diacritical mark for a long vowel is called a macron (¯), which is in the shape of a line above the vowel.

The following is a list of long vowel sounds, shown along with their diacritical marks:

Long a (ā) sound as in *ape, snail, ache, explain, and reindeer*

Long e (ē) sound as in *eat, agony, needle, pianist, and electricity*

Long i (ī) sound as in *eye, cry, tightrope, tile, and violin*

Long o (ō) sound as in *oh, domino, ghost, pillow, and stethoscope*

Long u (ū) sound as in *you, salute, toothbrush, goose, boot, and costume*

**Main Idea:** The central thought or message of a reading passage.

**Metacognition:** An awareness of one's own thinking processes and how they work. The process of consciously thinking about one's learning or reading while actually being engaged in learning or reading. Metacognitive strategies can be taught to students; good readers use metacognitive strategies to think about and have control over their reading.

**Metaphor** — A figure of speech in which a word or phrase is used in place of a more literal description. For example, rather than saying somebody is happy, one might say that person is "on cloud nine" or "walking on air."

**Matthew Effect** — Borrowed from a line in the Bible's Book of Matthew -- the rich get richer and the poor get poorer. In reading, this describes the difference between good readers and poor readers -- while good readers gain new skills very rapidly, and quickly move from "learning to read" to "reading to learn," poor readers become increasingly frustrated with the act of reading, and try to avoid reading when possible. The gap is relatively narrow when the children are young, but rapidly widens as children grow older.

**Meaning vocabulary:** how people learn the meanings of words; describes how people learn the meanings of words. Children can learn the meanings of words by using context clues, word part instruction, and graphic organizers.

**Modeled reading:** Wherein the teacher reads aloud a book which is above the students' reading level. Students may or may not have a copy of the text with which to follow along. The purpose of modeled reading is to demonstrate a skill or ability such as: fluency, fix-up strategy, think aloud.

**Modeling:** Teacher overtly demonstrates a strategy, skill, or concept that students will be learning.

**Morpheme:** The smallest meaningful unit of language.

**Morphemic Analysis:** An analysis of words formed by adding prefixes, suffixes or other meaningful word units to a base word.

**Most Common Letter Sounds:** The sound that is usually pronounced for the letter when it appears in a short word, such as /a/ apple...

**Multisyllabic Words:** These are words with more than one syllable. A systematic introduction of prefixes, suffixes, and multisyllabic words should occur throughout a reading program. The average number of syllables in the words students read should increase steadily throughout the grades.

**Narrative Text:** A story about fictional or real events.

**Nondirective contexts:** the context does not assist the reader in determining the meaning of the word

**Nonsense Words:** see definition for *Pseudoword*

**Norm-referenced assessment** — This is a type of assessment that allows an individual child's score to be compared against the scores of other children who have previously taken the same assessment. With a norm-referenced assessment, the child's raw score can be converted into a comparative score such as a percentile rank or a stanine.

**Objectives:** Measurable statements detailing the desired accomplishments of a program.

**Oddities:** Vowels that are pronounced differently from the expected pronunciation (e.g., the “o” in old is pronounced /ō/ instead of the expected /o/).

**Onomatopoeia** — The formation of a word by imitating the natural sound associated with the object or action. For example, the “crack” of the bat, or the “twang” of the guitar strings.

**Onset and Rime:** In a syllable, the onset is the initial consonant or consonants, and the rime is the vowel and any consonants that follow it (e.g., the word sat, the onset is “s” and the rime is “at”. In the word flip, the onset is “fl” and the rime is “ip”).

**Oral Language:** Spoken language. There are five components of oral language: phonology, morphology, syntax, semantics, and pragmatics.

**Orthographic Units:** The representation of the sounds of a language by written or printed symbols.

**Orthography:** A writing system for representing language.

**Outcome Assessment:** Given at the end of the year for two purposes. First, they can help the principal and teachers in a school evaluate the overall effectiveness of their reading program for all students. Second, they are required in *Reading First* schools to help districts evaluate their progress toward meeting the goal of “every child reading on grade level” by third grade. Schools must show regular progress toward this goal to continue receiving *Reading First* funds.

**Overdifferentiation** — The practice of representing a single phoneme, syllable, or morpheme with two or more symbols in a writing system. For example, the sound /k/ can be represented by C, CH or K.

**Pacing:** The pace of a lesson should move briskly, but not so fast as to rush students beyond their ability to answer correctly. The purposes for a fast pace are to help students pay close attention to the material being presented, and provide students more practice time which increases the opportunity for greater student achievement, keeps students actively engaged, and reduces behavior management problems by keeping students on-task.

**Paired reading:** see duet reading above

**Partner/Peer Reading:** Students reading aloud with a partner, taking turns to provide word identification help and feedback.

**Pedagogy:** How instruction is carried out or the method and practice of teaching.

**Phases of Word Learning:**

Pre-alphabetic-Sight word learning at the earliest period. Children do not form letter-sound connections to read words; if they are able to read words at all, they do so by remembering selected visual features.

Partial alphabetic-Children learn the names or sounds of alphabet letters and use these to remember how to read words. However, they form connections between only some

of the letters and sounds in words, often only the first and final letter-sounds.

Full alphabetic-Children can form complete connections between letters in written words and phonemes in pronunciations.

Consolidated alphabetic-Readers operate with multi-letter units that may be morphemes, syllables, or subsyllabic units such as onsets and rimes. Common spelling patterns become consolidated into letter chunks, and these chunks make it easier to read words.

**Phoneme:** The smallest unit of sound within our language system. A phoneme combines with other phonemes to make words.

**Phoneme Isolation:** Recognizing individual sounds in a word (e.g., /p/ is the first sound in pan).

**Phoneme Manipulation:** Adding, deleting, and substituting sounds in words (e.g., add /b/ to oat to make boat; delete /p/ in pat to make at; substitute /o/ for /a/ in pat to make pot).

**Phonemic Awareness:** The ability to notice, think about, or manipulate the individual phonemes (sounds) in words. It is the ability to understand that sounds in spoken language work together to make words. This term is used to refer to the highest level of phonological awareness: awareness of individual phonemes in words.

**Phonic Analysis:** Attention to various phonetic elements of words.

**Phonics:** The study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences.

**Phonogram:** A succession of letters that represent the same phonological unit in different words, such as “igh” in flight, might, tight, sigh, and high.

**Phonological Awareness:** One’s sensitivity to, or explicit awareness of, the phonological structure of words in one’s language. This is an “umbrella” term that is used to refer to a student’s sensitivity to any aspect of phonological structure in language. It encompasses awareness of individual words in sentences, syllables, and onset-rime segments, as well as awareness of individual phonemes.

**Predictable books:** Also referred to as pattern books. Books which use repetitive language and/or scenes, sequences, episodes. Predictable books allow early readers to predict what the sentences are going to say, thereby increasing enjoyment and helping to build vocabulary.

**Prefix:** an affix that is added to the front of a word and changes its meaning. For example: *un* being placed in front of the word *developed*.

**Prior Knowledge:** knowledge that the reader has prior to engaging in the lesson or reading; sometimes referred to as schema. It is important to activate prior knowledge before the lesson or reading allowing students to connect what they are learning/reading with what they already know; alerts the teacher to gaps in the students' knowledge and/or misconceptions the students have; or schema (knowledge and experience of readers)

**Progress Monitoring:** Tests that keep the teacher informed about the child's progress in learning to read during the school year. These assessment results provide a quick sample of critical reading skills that will inform the teacher if the child is making adequate progress toward grade level reading ability at the end of the year.

**Pronunciation Guide:** A key or guide consisting of graphic symbols that represent particular speech sounds.

**Prosody:** Reading with expression, proper intonation, and phrasing. This helps readers to sound as if they are speaking the part they are reading. It is also this element of fluency that sets it apart from automaticity.

**Pseudoword** — A pronounceable string of letters which has no meaning; also called invented words, nonsense words, or made-up words. For example, MIVIT, HEASE, and MIVE are all pronounceable, but don't mean anything.

**r-controlled Vowel:** When a vowel is followed by the letter *r* and this causes the vowel sound to be altered. For example: *her*.

**Rate:** The speed at which a person reads.

**Readability Level:** Refers to independent, instructional, and frustrational levels of text reading.

**Reader's Theatre:** students take a piece of literature, analyze it and adapt it into a script; this script can then be performed with a minimum of preparation, props or scenery.

**Reader's Workshop:** In a reader's workshop the teacher begins by presenting a mini-lesson on a reading skill or concept. Students are then given uninterrupted time to read their various texts. Afterward students respond to what they have read in a reader response journal or reading log. Many reading workshops also include time for sharing. Many teachers first became familiar with reading workshops through Nancy Atwell's classic book *In the Middle* published in the late 1980s . The latest edition of the book is titled *In the Middle : New Understanding About Writing, Reading, and Learning* (Boynton-Cook/Heinemann). Another extremely popular book which discusses the reader's workshop is *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop* by Ellin Oliver Keene and Susan Zimmerman (Heinemann).

**Reading Centers:** Special places organized in the classroom for students to work in small groups or pairs, either cooperatively or individually. Students work in centers while the teacher is conducting small group reading instruction. Each center contains meaningful, purposeful activities that are an extension and reinforcement of what has already been taught by the teacher in reading groups or in a large group. Reading centers offer students the opportunity to stay academically engaged as they apply the skills they have been learning. They are an excellent way for teachers to determine whether or not students know what they have been taught. It is important to develop a system and organize your classroom in such a way that you can provide feedback to students in a timely manner. Waiting until the end of the week to look at what students have worked on all week is not a productive use of instructional time, as students may have been practicing errors all week.



*Examples of Reading Centers: Students practice phonics skills at the phonics center, sort word cards at the vocabulary center, and at the reading center, they read books, listen to taped books, record the reading of a book, and read in pairs. The reading center would contain a variety of books at various reading levels to meet the needs of all students. Other centers may consist of writing and spelling activities, pocket charts, white boards, magnetic letters to practice word building, sentence strips and word cards to create stories, sequencing activities with pictures, story boards, or sentence strips to retell a story that has been read. Some centers may be permanent; others will change according to the skills, books, and activities being currently addressed. It is recommended that teachers not bring in material from other content areas unless the activity from science or math, for example, specifically focuses on a skill that is being addressed in reading instruction. Reading centers require careful planning.*

**Reading Fluency Prorating Formula:** When students are asked to read connected text for more than one minute or less than one minute, their performance must be prorated to give a fluency rate per minute. The prorating formula for this is the following: words read correctly x 60 ÷ by the number of seconds = Reading Fluency Score.

**Reading Response Logs:** A notebook or binder wherein students can respond to their reading. Reading response logs may take many forms. Teachers may wish to assign a prompt (or selection of prompts) which the students will then write about. Or, they can be used to document: reflections of the student, feelings about the reading, details of the text which interested the students, etc.

**Reading Vocabulary:** The words needed to understand what is read.

**Reading Wars:** A "war" waged primarily in the 1980s and 1990s over the best way to teach reading. On one side the proponents of phonics; on the other the proponents of whole language. Today, the general consensus among researchers and reading specialists is a balanced approach.

**Reciprocal Teaching:** an instructional activity in which students become the teacher in small group reading sessions. Teachers model, then help students learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting. Once students have learned the strategies, they take turns assuming the role of teacher in leading a dialogue about what has been read.

**Receptive Language:** Language that is heard.

**Regular Words:** Any word in which each letter represents its respective, most common sound (e.g., sat, fantastic).

**Repeated Reading:** Rereading of text until the reader is able to read at a predetermined rate to produce fluency.

**Retelling:** Recalling the content of what was read or heard.

**Rhyming:** Words that have the same ending sound.

**Rime:** The part of a syllable (not a word) which consists of its vowel and any consonant sounds that come after it. Contrast with onset.

**Running Records:** In reading, a teacher records the child's reading behavior as he or she reads a book. The teacher may note errors, self-corrections, substitutions, and so forth. Also known as reading assessments. Teachers generally use a standard set of symbols for recording what the reader does while reading.

**Scaffolding:** Refers to the support that is given to students in order for them to arrive at the correct answer. This support may occur as immediate, specific feedback that a teacher offers during student practice. For instance, the assistance the teacher offers may include giving encouragement or cues, breaking the problem down into smaller steps, using a graphic organizer, or providing an example. Scaffolding may be embedded in the features of the instructional design such as starting with simpler skills and building progressively to more difficult skills. Providing the student temporary instructional support assists them in achieving what they could not otherwise have done alone.

**Schema:** Refers to prior knowledge, the knowledge and experience that readers bring to the text.

**Schwa:** The vowel sound sometimes heard in an unstressed syllable and is most often sounded as /uh/ or as the short /u/ sound as in cup.

**Scientifically Based Reading Research (SBRR):** Refers to empirical research that applies rigorous, systematic, and objective procedures to obtain valid knowledge. This includes research that: employs systematic, empirical methods that draw on observation or experiment; has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review; involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and can be generalized.

**Scope and Sequence:** A “roadmap” or “blueprint” for teachers that provides an overall picture of an instructional program and includes the range of teaching content and the order or sequence in which it is taught.

**Screening:** An informal inventory that provides the teacher a beginning indication of the student’s preparation for grade level reading instruction. It is a “first alert” that a child may need extra help to make adequate progress in reading during the year.

**Segmenting:** Separating the individual phonemes, or sounds, of a word into discrete units.

**Self-Monitoring:** Refers to metacognition. When students use self-monitoring strategies, they actively think about how they are learning or understanding the material, activities, or reading in which they are engaged.

**Semantics:** The study of the development and changes of the meanings of speech forms. Semantics is also a study of the process by which meaning is derived from symbols, signs, text, and other meaning-bearing forms.

**Semantic Feature Analysis:** Uses a grid to help explore how a set of things are related to one another. By analyzing the grid one can see connections, make predictions, and master important concepts.

**Semantic Maps:** Portray the schematic relations that compose a concept; a strategy for graphically representing concepts.

**Shared Reading:** An activity in which the teacher reads a story while the students look at the text being read and follow along. During this time the teacher may introduce print conventions, teach vocabulary, introduce a reading skill, encourage predictions, and more.

**Short Vowel Sounds:** When a vowel is followed by a consonant, the vowel is short. The diacritical mark for a short vowel is called a breve (˘), which is in the shape of a downturned arc. A vowel is usually short when there is only one vowel in a word or syllable, as in *cat*, *bed*, and *hot*. However, there are exceptions to this rule, such as with irregular vowels. There is both a long and short sound to “oo”. The short sound appears as in the words *book*, *booth*, and *took*.

The following is a list of short vowel sounds, shown along with their diacritical marks:

Short a (ă) sound as in *at*, *taxi*, *anniversary*, *laboratory*, and *tackle*

Short e (ĕ) sound as in *elm*, *elevator*, *jellyfish*, *pentagon*, and *dentist*

Short i (ĭ) sound as in *it*, *gift*, *inflate*, *spinach*, and *cereal*

Short o (ŏ) sound as in *hop*, *camouflage*, *garage*, *chop*, *father*, *paw*, and *binoculars*

Short u (ŭ) sound as in *up*, *cut* and *subtract*

**Sight Words:** These are words that are recognized immediately. Sometimes sight words are thought to be irregular, or high frequency words (e.g., the Dolch and Fry lists). However, any word that is recognized automatically is a sight word. These words may be phonetically regular or irregular.

**Silent, Sustained Reading:** A period of time wherein students read silently from a book or other text of their choice.

**Simile:** a figure of speech that directly compares two different things, usually by employing the words "like" or "as" – also, but less commonly, "if", or "than". A simile differs from a metaphor in that the latter compares two unlike things by saying that the one thing *is* the other thing.

**Sound to Symbol:** Phonics instruction that matches phoneme to grapheme.

**Speaking Vocabulary:** The words used when speaking.

**Speed:** The rate at which a student reads.

**Spelling Patterns:** Refers to digraphs, vowel pairs, word families, and vowel variant spellings.

**Stop Sounds:** A stop sound can only be said for an instant, otherwise its sound will be distorted (i.e., / b/, / c/, / d/, / g/, / h/, / j/, / k/, / p/, / q/, / t/, / x/). Words beginning with stop sounds are more difficult for students to sound out than words beginning with a continuous sound.

**Story Elements:** Characters, problem, solutions, themes, settings, and plot.

**Story Grammar:** The general structure of stories that includes story elements.

**Story Maps:** A strategy used to unlock the plot and important elements of a story. These elements can be represented visually through various graphic organizers showing the beginning, middle, and end of a story. Answering the questions of who, where, when, what, and how or why, and listing the main events is also part of story mapping. These elements are also referred to as story grammar.

**Strategic Learners:** Active learners. While reading these learners make predictions, organize information, and interact with the text. They think about what they are reading in terms of what they already know. They monitor their comprehension by employing strategies that facilitate their understanding.

**Structural Analysis:** A procedure for teaching students to read words formed with prefixes, suffixes, or other meaningful word parts.

**Struggling Reader** — any student of any age who has not mastered the skills required to fluently read and comprehend text which is written at a level that one could reasonably expect a student of that age to read.

**Student Friendly Explanation:** An explanation of the word's meaning rather than a definition.

- 1) Characterizes the word and how it is typically used.
- 2) Explains the meaning in everyday language.

**Suffix:** An affix attached to the end of a base, root, or stem that changes the meaning or grammatical function of the word, as “en” in oxen.

**Summarizing:** Reducing large selections of text to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering.

**Supplemental Instruction** is instruction that goes beyond that provided by the comprehensive core program because the core program does not provide enough instruction or practice in a key area to meet the needs of the students in a particular classroom or school. For example, teachers in a school may observe that their comprehensive core program does not provide enough instruction in vocabulary, or in phonics, to adequately meet the needs of the majority of their students. They could then select a supplemental program in these areas to strengthen the initial instruction and practice provided to all students.

**Syllable:** A segment of a word that contains one vowel sound. The vowel may or may not be preceded and/or followed by a consonant.

**Syllable Types:** There are six syllable types:

1. Closed: *cat, cobweb*
2. Open: *he, silo*
3. Vowel-consonant-e (VCE): *like, milestone*
4. Consonant-l-e: *candle, juggle (second syllable)*
5. R-controlled: *star, corner,*
6. Vowel pairs: *count, rainbow*

**Symbol to Sound:** Matching grapheme to phoneme.

**Synonym:** Words that have similar meanings; for example: *big* and *large* are synonyms.

**Syntax:** the word order pattern in sentences, phrases, etc.

**Synthesize:** The process of combining two separate elements into one new element.

**Systematic Instruction:** A carefully planned sequence for instruction, similar to a builder's blueprint for a house. A blueprint is carefully thought out and designed before building materials are gathered and construction begins. The plan for instruction that is systematic is carefully thought out, strategic, and designed before activities and lessons are planned. Instruction is across the five components (phonemic awareness, phonics, fluency, vocabulary, and comprehension). For systematic instruction, lessons build on previously taught information, from simple to complex.

**Systematic Phonics Instruction:** Systematic phonics programs teach children an extensive, pre-specified set of letter-sound correspondences or phonograms.

**Systematic Review:** A planned review of previously learned materials.

**Targeted Supplemental/Intervention Reading Programs (TSRP/TIRP):** These programs and materials provide instruction in one or more areas of reading skill. They are intended for flexible use as part of differentiated instruction or in more intensive interventions to meet student learning needs in specific areas (phonemic awareness, phonics, fluency, vocabulary, or comprehension). When they are used with almost all students in the class because the CCRP does not provide enough instruction and practice in a given area for the majority of students in the class, they are usually referred to as supplemental materials. When they are used to provide targeted, intensive interventions for smaller groups of struggling readers, they are often referred to as intervention materials. Whether referred to as supplemental or intervention materials, these programs provide targeted instruction designed to fill in gaps in student knowledge or skill. These materials can be used to provide either additional instruction or additional practice, or both.

**Target Words:** Are specifically addressed, analyzed, and/or studied in curriculum lessons, exercises, and independent activities.

**Text Structure:** The various patterns of ideas that are embedded in the organization of text (e.g., cause-effect, comparison-contrast, story grammar).

**Think-Alouds:** During shared read aloud, teachers reveal their thinking processes by verbalizing: connections, questions, inferences, and predictions.

**Timed Reading:** Student reads appropriate text with a predetermined number of words to be read within a specific amount of time.

**Trade Book:** A book intended for general reading that is not a textbook.

**Train-the-Trainer Model:** A capacity-building plan to develop master trainers who then deliver the program information to users.

**Underdifferentiation** — The representation of two or more phonemes, syllables, or morphemes with a single symbol. For example, the symbol S is used to represent /s/ /z/ and /sh/.

**Useful Words:** Words that might be unknown to the student, but critical to passage understanding and words that students are likely to encounter in the future.

**Useful Letter Sounds:** Letters that appear frequently in words. Beginning readers can decode more words when they know several useful letters. Knowing the sounds of /m/, /a/, /t/, and /i/ is more advantageous than the sounds /x/, /q/, /y/, and /z/. Other useful letter sounds are /a/, /e/, /i/, /o/, /u/, /b/, /c/, /d/, /f/, /g/, /h/, /k/, /l/, /n/, /p/, and /r/.

**Variant Correspondences:** Various corresponding spelling patterns for a specific sound or a variety of spelling patterns for one sound (e.g., long a spelled a, a\_e, ai\_, \_ay).

**Vocabulary:** Refers to all of the words of our language. One must know words to communicate effectively. Vocabulary is important to reading comprehension because readers cannot understand what they are reading without knowing what most of the words mean. Vocabulary development refers to stored information about the meanings and pronunciation of words necessary for communication. Four types of vocabulary include listening, speaking, reading and writing.

**Vowel:** a letter and a sound. The vowels in the alphabet are represented by the letters *a, e, i, o, u* and sometimes *y* and *w*.

**Vowel digraph or vowel pair:** a group of two vowels in which only one sound is heard. For example: *height*; two vowels together that represent one phoneme, or sound (e.g., *ea, ai, oa*).

**Vowel diphthong:** the blending of two vowel sounds. For example: *boil*. Also referred to as a vowel blend.

**Word Family:** Group of words that share a rime (a vowel plus the consonants that follow; e.g., *-ame, -ick, -out*).

**Whole Language** — An approach to reading instruction that de-emphasizes letter-sound relationships and emphasizes recognition of words as wholes.

**Word analysis:** The identification and/or decoding of a word the reader does not immediately recognize.

**Word Learning Strategies:** Strategies students use to learn words such as: decoding, analyzing meaningful parts of words, using analogy, using context clues, using a dictionary (student friendly definitions), glossary, or other resources.

**Word Bank** — A storage place for learners to keep written words that they have learned so that they can refer to them as needed. They can go to the word bank as they are writing or editing to find out how to spell a word. □□

**Word Calling** — Decoding words without comprehending their meaning. Occurs for one of two reasons -- either the words are outside the listening (spoken) vocabulary of the child, or the decoding process is so slow, laborious, and capacity-demanding that the child is unable to pay attention to word meaning. □□

**Word Consciousness:** characterized by knowledge of words; (ie. recognizing that many words have different meanings); interest in and awareness of words; a disposition toward words that is both cognitive and affective. The student who is word conscious is interested in words and gains enjoyment and satisfaction from using them well and from seeing or hearing them used well by others. Children who are word conscious know the importance of word learning and where they can learn new words.

**Word Families** — A collection of words that share common orthographic rimes, such as HIKE, BIKE, LIKE, etc; also known as phonograms, word families are groups of words that have a common pattern. For example, the *an* word family contains the words *fan, pan, ran, plan, man*, and so on. Go here for a list of the 37 most common phonograms. These 37 make up 500 words!

**Word Parts:** Letters, onsets, rimes, syllables that, when combined, result in words. The ability to recognize various word parts in multisyllabic words is beneficial in decoding unfamiliar words.

**Word Map:** strategy that uses a visual organizer to develop depth and dimension of word knowledge. This can be used to handle new vocabulary as either a pre reading or post reading activity. Maps can be used in large or small groups, although it should be modeled a number of times before students use the maps without teacher direction

**Word Segmentation:** The ability to break words into individual syllables.

**Word Study:** The act of deliberately investigating words (e.g., vocabulary-building exercises, word-identification practice, and spelling).

**Word Wall:** An area of the classroom (such as a bulletin board) on which a collection of words are displayed. (Personal word walls can be made using file folders.)

**Writing Vocabulary:** Words that a student might use while writing.

## **Helpful Literacy Sites on the Web**

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- **Vanderbilt University: Reading, Literacy, Language Arts Resources**

<http://iris.peabody.vanderbilt.edu/resources.html>

- **Phonics on the Web**

<http://www.phonicsontheweb.com/index.php>

- **PPT Presentations on Explicit Vocabulary Instruction**

<http://ctl.uoregon.edu/pd/cf10/presentation/1015>

- **Types of Genre**

<http://quizlet.com/497087/types-of-genre-flash-cards/>

- **Read Write Think**

<http://www.readwritethink.org/classroom-resources/>

- **Exemplary Practices in Vocabulary Instruction**

[http://www.bridgew.edu/library/cags\\_projects/mmorgan/web%20page/intro.htm](http://www.bridgew.edu/library/cags_projects/mmorgan/web%20page/intro.htm)

- **Glossary of Instructional Strategies**

<http://www.beesburg.com/edtools/glossary.html>

- **Glossary of Reading Strategies**

[http://www.duvalschools.org/static/aboutdcps/departments/acadprog/Blueprint\\_Literacy/downloads/Glossary%20of%20Reading%20Strategies1.14.11.pdf](http://www.duvalschools.org/static/aboutdcps/departments/acadprog/Blueprint_Literacy/downloads/Glossary%20of%20Reading%20Strategies1.14.11.pdf)

- **Glossary of Reading Strategies**

[http://teachingandleadershipcenter.pds-hrd.wikispaces.net/file/view/%2327+Glossary\\_of\\_Learning+Strategies+\(BEEP\).pdf](http://teachingandleadershipcenter.pds-hrd.wikispaces.net/file/view/%2327+Glossary_of_Learning+Strategies+(BEEP).pdf)

- **Critical Reading Strategies Glossary Words Flashcards**

<http://www.flashcardexchange.com/cards/critical-reading-strategies-glossary-words-1997324>

- **The 6 Interferences to Reading Success**

<http://www.auburnschools.org/yarbrough/lphudon/Reading%20Coach/6%20interferences%20to%20reading%20success.htm>

- **Summarizing Strategies**

<http://meade.k12.sd.us/PASS/Pass%20Adobe%20Files/March%202007/SummarizingStrategies.pdf>

- **Reading Rockets (wide variety of literacy resources and instruction)**

<http://www.readingrockets.org>

- **The Teaching Channel-videos of literacy strategies and information**

<https://www.teachingchannel.org>

- **Put Reading First (U.S. Department of Education booklet on reading instruction)**

<http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>



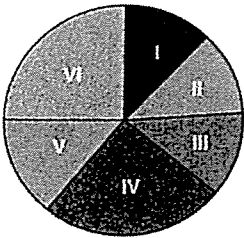
– **Teaching Language and Literacy, K-6**

<http://faculty.uoit.ca/hughes/Reading/ReadingProcess.html>

## Teaching Reading (0204)

### Test at a Glance

Test Name	Teaching Reading		
Test Code	0204		
Time	2 hours		
Number of Questions	90 multiple-choice 3 constructed-response		
Format	Multiple-choice and constructed-response questions		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Emergent Literacy A. Oral Language B. Concepts of Print II. Phonological Awareness III. Alphabetic Principle/ Phonics and Word Analysis IV. Comprehension and Fluency V. Vocabulary VI. Instructional Processes A. Instructional Practices B. Curriculum Materials C. Assessment	15 multiple choice  14 multiple choice  14 multiple choice  30 multiple choice  17 multiple choice  1 constructed response 1 constructed response 1 constructed response	12%  12%  12%  25%  14%  25%
Pacing and Special Tips	In allocating time on this assessment, you should plan to spend about 90 minutes on Part A and about 30 minutes on Part B; the sections are not independently timed.		



## About This Test

The Praxis Teaching Reading test is designed to support both

- Licensing an entry-level reading teacher, and
- Adding a reading endorsement to an existing license.

Teaching Reading is designed for individuals whose preparatory program has included intensive training in the teaching of reading.

The test content reflects the five essential components of effective reading instruction as identified by the National Reading Panel: Phonemic Awareness, Phonics, Fluency, Comprehension, and Vocabulary.

Test questions call on the individual's knowledge of reading theory and practice as well as the ability to apply knowledge and principles to instructional situations. The test taker will be required to analyze and respond to situations involving both classes and individual students for students at grade levels from kindergarten through high school, including students with diverse needs.

**Note:** The Teaching Reading test does not assume that the test taker has graduate-level preparation to be a reading specialist. It does not test the consulting, coordinating, and supervisory roles that might be part of the responsibility of a licensed reading specialist.

## Topics Covered

Representative descriptions of topics covered in each category are provided below.

### I. Emergent Literacy

#### A. Oral Language

The reading teacher

- Understands the interrelatedness between oral language development and reading skills such as phonemic awareness, vocabulary, fluency, and comprehension
- Recognizes receptive and expressive components associated with stages of oral language development
- Understands how environmental influences affect students' oral language development
- Knows how to model the rules of standard English while respecting regional and dialectical variations
- Understands appropriate techniques to assess students' oral language development

### B. Concepts of Print

The reading teacher

- Recognizes the interrelatedness between print and speech
- Understands how environmental print, pictures, and symbols contribute to literacy development
- Understands the importance of modeling one-to-one word correspondence and directionality, including left-to-right, top-to-bottom, front-to-back
- Understands how environmental influences affect students' development of print awareness
- Understands the importance of students' being able to differentiate words and spaces, first and last letters, and identification of basic punctuation
- Understands appropriate strategies for teaching letter recognition
- Knows appropriate techniques, including observation, to assess students' print awareness

### II. Phonological Awareness

The reading teacher

- Understands the relationship between phonological and phonemic awareness
- Understands the fundamental relationship between phonemic awareness and the development of decoding and encoding skills
- Understands the progression of phonological awareness skills (e.g., manipulating sounds in spoken words, progressing from words in sentences to compound word parts and syllables, to onsets and rimes, and finally to phonemes)
- Knows the age ranges at which the various phonological awareness skills should be acquired and how that knowledge applies to instructional practice
- Knows systematic and explicit instructional strategies for teaching phonological awareness skills
- Understands the theory and practice of effective techniques to assess students' phonological awareness

### III. Alphabetic Principle/Phonics & Word Analysis

The reading teacher

- Understands the differences between phonics and phonological awareness
- Understands the developmental stages that readers of all ages progress through when learning to decode and encode (spell)
- Understands that the instruction of phonics for decoding and encoding progresses from simple to more complex (e.g., letter-sound correspondences, blends, and digraphs)
- Understands how to differentiate between phonetically regular and irregular words
- Knows syllable types and syllabication principles
- Understands systematic and explicit instructional strategies for teaching phonics and word analysis
- Understands instructional strategies for reading and spelling multisyllabic words using meaningful units, such as morphemes, syllables, and accenting principles
- Understands that the use of decodable text, writing practice, and spelling practice can reinforce specific phonics skills
- Knows effective techniques to assess students' phonics and word analysis skills (e.g., formal and informal phonics and spelling inventories)

- Understands that students should use multiple strategies to enhance reading comprehension
- Understands the role of language structures of text (e.g., sentence, phrase, paragraph) in comprehension
- Understands the role that features of text (e.g., headings, subheadings) play in comprehension
- Understands how to use genres of written text that have recognizable structures to enhance comprehension
- Understands how to use writing activities to support reading comprehension
- Knows how to model effective strategies for comprehending a variety of writing styles, such as narrative, expository, descriptive, and persuasive
- Knows how to choose appropriate text for students, taking into account interest and ability level
- Understands effective formal and informal methods to assess students' reading comprehension

#### B. Fluency

The reading teacher

- Understands that fluency with all components of reading acts as a bridge to the comprehension of text
- Understands that oral reading fluency consists of accuracy, appropriate rate, automaticity, and prosody (i.e., intonation, expression, and flow)
- Understands that fluency in the different components of reading can be developed through various strategies such as blending repeated use of word lists, phrases, and passages at appropriate instructional levels
- Understands how to use effective instructional strategies to improve oral reading fluency
- Understands how to use formal and informal methods of assessing reading fluency

### IV. Comprehension and Fluency

#### A. Comprehension

The reading teacher

- Understands the relationship between students' background knowledge and comprehension
- Understands that vocabulary is an important part of comprehension
- Understands the relationship between comprehension and students' cultural and linguistic backgrounds
- Understands how to use systematic and explicit instruction to develop comprehension skills (i.e., self-monitoring, using graphic organizers and story structures, generating questions, and summarizing)

## V. Vocabulary

The reading teacher

- Knows how to model the use of context as a strategy to confirm word meaning
- Understands how common prefixes, suffixes, and roots affect the meaning of English words
- Understands basic word relationships such as synonyms, antonyms, and homonyms
- Understands how to use direct and indirect methods to teach vocabulary
- Understands how to select appropriate words for vocabulary instruction
- Understands how grammatical functions and word forms affect meaning
- Understands the importance of both offering a wide range of reading opportunities and providing materials with rich contextual support for vocabulary development
- Understands how to assess and monitor vocabulary knowledge

## VI. Instructional Processes

### A. Instructional Practices

The reading teacher

- Creates a learning environment that supports literacy development by incorporating motivational strategies that encourage active student engagement
- Understands a variety of strategies to differentiate instruction

### B. Curriculum Material

The reading teacher

- Recognizes the differences in kinds of texts and their various uses
- Understands how to select instructional materials that reflect societal diversity
- Understands how to integrate appropriate technology to support literacy instruction

### C. Assessment

The reading teacher

- Understands how to use a variety of types of assessments
- Uses assessment data to inform instruction
- Communicates students' progress in reading to stakeholders (i.e., parents and administration)

## Sample Test Questions

*The sample questions that follow illustrate the kinds of questions in the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.*

**Directions:** Each of the questions or statements below is followed by four suggested answers or completions. Choose the best response from the choices for each question or statement.

- Parents can most effectively help preschoolers develop phonemic awareness for later success in reading by
  - encouraging development of sight vocabulary
  - reading aloud many rhyming stories and poems
  - teaching preschoolers letter names and sounds
  - providing computer learning games on letter identification
- Many school districts have the goal of implementing technology to bring a variety of alternative texts into the classroom. Which of the following is the most essential literacy skill for a student researcher to develop when using this technology?
  - The ability to assess the credibility of an electronic source
  - The ability to locate the origin of a source found on the Internet
  - The ability to use software to enhance reports and projects
  - The ability to navigate hyperlinks on the Internet without going off-task
- Which of the following is the best way for a teacher to provide a positive reading environment for English-language learners?
  - Sending home books for students and their parents to practice reading together
  - Reading aloud whenever possible to give the students practice in hearing proper pronunciation
  - Including multicultural literature in the curriculum
  - Providing audiobooks of class texts for the student to listen to at home
- When a student who is reading aloud substitutes a word with a similar meaning for a word that appears in print, the teacher's most appropriate response would be to
  - ask the student to reread the word correctly
  - correct the miscue by pronouncing the correct word aloud
  - write both words down, and have the student identify the word as it appears in the text
  - allow the student to continue reading
- The primary purpose of administering a miscue analysis assessment is to determine
  - the cause of a student's visual or auditory impairment
  - the nature of a student's oral reading difficulties
  - a student's ability to draw conclusions from a text
  - a student's approximate grade level for comprehension
- As part of a reading class, a teacher requires students to keep a response journal for the texts they have read. The teacher's purpose in having the students write their response is that writing can
  - focus students' attention on facts and eliminate feelings
  - keep students engaged in independent work and limit free time
  - help students discover more of what they think and feel about a text
  - make students keep track of the books they read and share them
- Students in a science class are reading a chapter on symbiosis. Which of the following strategies is likely to help the students understand and remember different kinds of symbiotic relationships?
  - Making flash cards so the students can practice the vocabulary
  - Having the students identify the main idea in each paragraph
  - Putting the students in pairs to quiz each other
  - Assisting the students in creating a graphic organizer of the important concepts

8. Research shows that fluency increases when readers frequently engage in easy reading. Which of the following is most likely to be effective in making easy books acceptable to a nonfluent older student?
- (A) Providing opportunities for the older student to discuss with classmates the experience of reading self-selected books to a younger student
  - (B) Asking a much younger, fluent reader to read an easy book aloud to the older student
  - (C) Assigning an easy-to-read nonfiction book to the older student for independent reading
  - (D) Encouraging other older students to interrupt and correct when the student is reading easy books aloud
9. Which of the following is a characteristic of the language experience approach to teaching reading to beginning readers?
- (A) Emphasis on letter/sound relationships in isolation from other skills
  - (B) Instruction and experience in writing before reading
  - (C) Emphasis on the connection between oral and written language
  - (D) Reliance on classic children's literature rather than on books with a controlled vocabulary
10. The best way to develop students' metacognitive skills is for teachers to do which of the following?
- (A) Give the students a few global prereading questions to guide their reading.
  - (B) Advocate and model self-questioning during reading.
  - (C) Have the students memorize the new vocabulary words needed to comprehend the reading selection.
  - (D) Provide opportunities for students to write comprehension questions for each other.
11. Which of the following procedures, specifically designed to increase sight vocabulary and fluency and accuracy of oral reading, has research shown to be particularly effective?
- (A) Using a repeated reading program and easy reading materials
  - (B) Using an analytic phonics approach to teaching decoding
  - (C) Introducing all new words using a kinesthetic method
  - (D) Introducing all new words in context and having the students read silently
12. A teacher is concerned that his intermediate-level students use nonstandard English patterns in their speech and writing. A colleague who has kept abreast of recent trends would be most likely to advise the teacher to
- (A) provide extensive practice using written exercises that require students to make choices between standard and nonstandard word forms
  - (B) insist that students be more consistent in using standard forms in oral communications at school
  - (C) provide experiences from which the students can conclude that different usage styles are appropriate in different situations
  - (D) encourage students to be more consistent in using standard forms in oral communications outside of school
- 13.
- Bandwagon
  - Testimonial
  - Rewards
  - Glittering generality
- The above mentioned devices should most likely be taught when studying which of the following genres?
- (A) Narrative
  - (B) Biographical
  - (C) Persuasive
  - (D) Poetry

14. A teacher is designing an instructional plan for a small group of students who are having difficulty decoding unfamiliar multisyllabic words. The most appropriate approach to address the students' need is to teach them to
- (A) sound out multisyllabic words phoneme by phoneme
  - (B) clap out the number of syllables in multisyllabic words
  - (C) memorize grade appropriate word lists that contain multisyllabic words
  - (D) look for affixes and morphemes in multisyllabic words
15. Which of the following best describes the purpose of reading response journals?
- (A) Documenting the number and titles of books students read at home
  - (B) Showing parents evidence of students' reading growth and improved writing skills
  - (C) Allowing students to reflect on and explore the meaning of the stories read
  - (D) Providing students with an opportunity to write about their feelings
16. Which of the following is an effective instructional strategy for helping kindergarten students develop an understanding of concepts of print?
- (A) Exposing students to a variety of rhyming texts
  - (B) Finger tapping to count phonemes in words
  - (C) Facilitating guided practice of visualization techniques
  - (D) Modeling how to track during shared reading
17. When teaching students how to use structural analysis to learn new words, which of the following words would best lend itself to this skill?
- (A) help
  - (B) abnormal
  - (C) maintain
  - (D) detail
18. Which of the following teacher prompts would best assess a first-grade student's phonemic awareness?
- (A) Say to the student, "Sound out the separate sounds in the word 'bat.'"
  - (B) Ask the student, "Which letter begins the word 'bat'?"
  - (C) Point to the word "bat" in a book. Ask the student, "Can you sound out this word?"
  - (D) Give the student "b," "a," and "t" letter cards. Say, "Make a word with these cards."



## Answers

1. The best answer is B. Research supports the view that phonemic awareness, including the ability to hear whether or not words rhyme, is critical to success in beginning reading. One of the ways it is gained is through repeated exposure to nursery rhymes and other rhyming text.
2. The best answer is A. Reading and evaluating the credibility of an electronic source develops critical thinking skills. Students will develop skills to consider the purpose, audience, and validity of the source and consider if there is any bias in the way the information is presented.
3. The best answer is C. "Many researchers have reported that the single most important factor that enables an ESL student to succeed academically in a target language is the socio-emotional climate of the classroom. ESL students...international themes, allow students to see themselves in literature, thus personalizing the learning of English."
4. The best answer is D. According to Ken Goodman, the developer of miscue analysis, miscues are not random and have a variety of causes. They are the result of reader's constructions of the linguistic message and therefore are made by everyone when reading aloud.
5. The best answer is B. Miscue analysis is used to give the teacher information about the kind of miscues a student is making. The three cueing systems are graphophonemic, syntactic, and semantic. An analysis of a student's patterns of miscues can lead to effective intervention that focuses on his/her current reading needs.
6. The best answer is C. Response journals will offer students an opportunity to connect their lives to the text and also deepen their understanding.
7. The best answer is D. Graphic organizers provide a visual representation of facts and concepts from a text and their relationships within an organized frame to better understand and relate ideas.
8. The best answer is A. Fluency refers to reading smoothly, quickly, and with expression. Option A offers the older student opportunities to engage in meaningful literary experiences while gaining courage, self-esteem, and experiencing ownership.
9. The best answer is C. In addition to providing enthusiasm for reading and writing, the language experience approach helps students make the connection that words on paper are really just "talk written down." The motto of the language experience approach is "Anything I can say, I can write; anything I can write, I can read."
10. The best answer is B. In order to create strategic readers, it is important to show students how to use the strategy and be explicit about why the strategy is helpful to them.
11. The best answer is A. Research indicates that repeated readings will improve fluency. The repetition of these materials will also help students improve their recognition and recall of sight words.
12. The best answer is C. Providing examples of standard English and allowing students to explicitly learn the differences between their home language and school language without judgment allows students to transition more easily.
13. The best answer is C. The four devices are used to persuade readers. Narrative, biographical, and poetry do not utilize the devices.
14. The best answer is D. Research suggests that teaching students to recognize affixes or morphemes is an effective way to aid students in decoding multisyllabic words.
15. C is the best answer. This is the primary purpose of using reading response journals in the classroom. Students record predictions, personal or textual connections, inferences, summaries, evaluations, and more. Teachers can direct students to share their responses with one another, creating a dialogue about the text. Students deepen their comprehension of text by responding in a variety of ways to what they read.
16. The best answer is D. Children are more likely to attend to print when engaged in shared reading with an adult who uses print referencing behavior. The other options are not print awareness instructional strategies.
17. B is the best answer. Structural analysis is the use of prefixes, suffixes, and root words to understand the meaning of an unknown word. The word "abnormal" is the only word that has a prefix and a root word and so would be useful in teaching structural analysis.
18. A is the best answer. A child who possesses phonemic awareness can manipulate the sounds in spoken words. The other options deal involve connecting spoken sounds to corresponding printed letters, which takes them out of the range of phonemic awareness.

## About the Constructed-Response Questions

*The Teaching Reading test consists of three constructed-response questions that require the candidate to demonstrate the ability to apply knowledge and theory of reading to specific students' needs and classroom scenarios.*

*Each task will be scored on a 0–3 scale using the following general scoring guide:*

### General Scoring Guide for Constructed-Response Questions

**3**

The response demonstrates a thorough understanding of the elements of reading and reading instruction relevant to the question.

A response in this category

- Clearly and specifically answers all parts of the question in a way that directly addresses the instructional situation described.
- Shows strong knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question. Any errors of fact or terminology are minor and do not detract from the understanding shown.
- Provides a strong explanation that is well supported by relevant evidence.

**2**

The response demonstrates a basic or general understanding of the elements of reading and reading instruction relevant to the question.

A response in this category

- Adequately answers most or all parts of the question in a way that is appropriate for the instructional situation described.
- Shows basic or general knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question. Any errors do not detract from the general understanding shown.
- Provides a basic explanation that is adequately supported by relevant evidence.

**1**

The response demonstrates a weak or limited understanding of the elements of reading and reading instruction relevant to the question.

A response in this category

- Answers some part (or parts) of the question at a basic level.
- Has one or more of the following weaknesses:
  - Fails to answer most parts of the question and/or fails to address crucial aspects of the instructional situation described.
  - Shows weak or limited knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question. The weakness may be indicated by errors or misconceptions.
  - Provides no explanation or an explanation that is weak and inadequately supported by evidence.

**0**

The response demonstrates no understanding of the elements of reading and reading instruction relevant to the question.

A response in this category

- Fails to respond appropriately to any part of the question.
- Shows no knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question; or any information presented about reading and reading instruction is seriously in error.

**Note:** The mere presence of reading-specific words or phrases that might be used in an adequate response does not by itself indicate knowledge.

Also receiving a score of 0 would be responses that are blank, completely off-topic, or not written in English.

## Sample Question

### Directions:

Read the scenario and then respond to all parts of the task on the lined pages provided. The suggested time to spend on this question is 10 minutes.

### Scenario:

The early childhood teachers in a school have decided to implement interdisciplinary science units with a focus on reading. The district has implemented a policy that all schools must include a technology component that will support reading instruction.

### Task:

Be sure to respond to both of the following.

- Briefly describe an instructional material the teachers would use within these units to support the reading focus. Explain the criteria used to evaluate the material in meeting these instructional needs.
- Briefly describe an activity using technology with the interdisciplinary science units. Specify how the activity supports student reading goals.

### Sample Response That Received a Score of 3:

Teachers can use tradebooks to help integrate reading into a science unit. The instructional material that is needed is a variety of books on the differing reading levels of the students. An example of this would be teaching a science unit on deserts. The teacher would collect books at different readability levels on living in a desert, animals in a desert, or any other related topics to use with the class. The criteria used to ensure the books meet instructional needs are that they are at an appropriate reading level for the students, have a connection to the topic being studied, and contain accurate information.

A technological activity the students could do would be an online net lab. The students would, for example, be required to follow written instructions as they completed a simulation of a lab activity such as the dissection of an owl pellet. Reading skills such as cause and effect could be reinforced with a webquest through which students discovered and observed relationships between actions. Related hands-on activities could be linked to the webquest tasks. By using these methods of integrating science and reading, the teachers can meet the technology component mandated by the district and further support students' reading development.

### Sample Response That Received a Score of 2:

I would begin by finding books on insects. Every day we would read books and discuss reading techniques and skills. We would also collect bugs and caterpillars to study. Using PowerPoint, we would make slides that compared and contrasted different insects as a class. Each student would then choose a bug to study and make a slide with a picture and sentence about their insect. I will evaluate the students' ability to use PowerPoint and make notes on which students need a little more help. We will then make a CD with all the insect slides and burn copies of it so that each student can take one home. We will then have a short quiz on the reading to check for comprehension.

### Sample Response That Received a Score of 1:

An instructional material that teachers would use for the unit could be how a butterfly grows. The kids are learning reading and science at the same time. They could have a computer in the classroom and have Leapfrog Interactive Reading on the computer. The technology would be helping the kids to read and they would be having fun while doing it.