

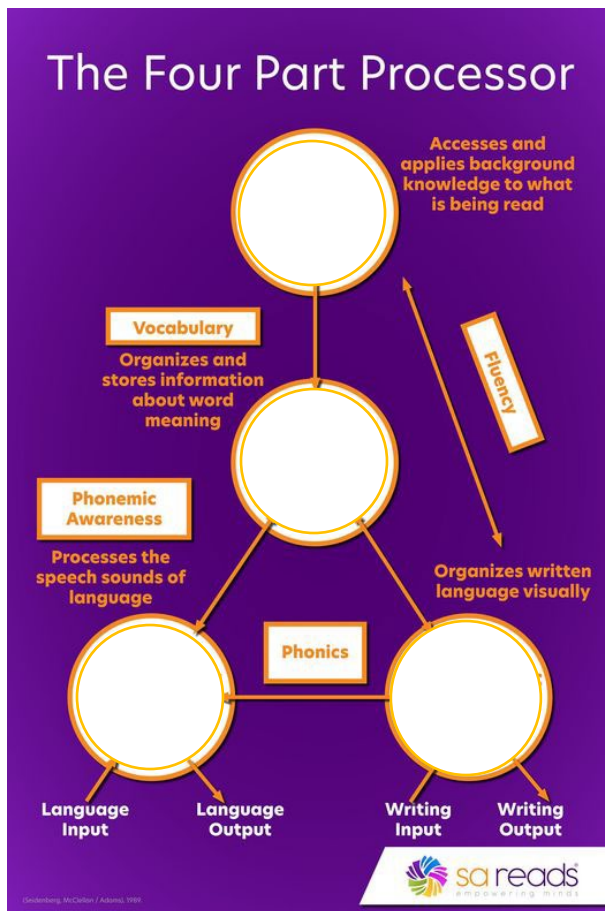
## GUIDED NOTES: SESSION 2

Draw the Simple View of Reading.

What are the three aspects of the Word Recognition aspect on the Reading Rope? Define each.

- 1.
- 2.
- 3.

Fill in the boxes for the following diagram.



Sample Test Questions:

1. A first-grade teacher notices during guided reading that a student has difficulty decoding words such as “ran,” “pet,” “him,” and “hot.” Which of the following is the most appropriate way for the teacher to confirm the student’s difficulty?
  - A. Administering a phonemic-awareness assessment in which the student breaks spoken words into individual phonemes
  - B. Choosing an appropriate passage for the student to read aloud and noting how many words the student can read in 1 minute
  - C. Checking for understanding by asking explicit questions after the student has completed reading a grade-level passage
  - D. Presenting a list of grade-level high-frequency words for the student to read aloud
  
2. A teacher selects words from a storybook and places them in a pocket attached to the back cover. The student removes all the familiar words from the pocket and attempts to find the remaining words within the text of the story. Which of the following is the instructional purpose of the activity?
  - A. Enhancing reading fluency
  - B. Developing phonemic awareness
  - C. Building sight word vocabulary
  - D. Recognizing initial consonants in words
  
3. A first-grade teacher wants to use an analytical approach to instruct students in phoneme-grapheme correspondence. Which of the following instructional scenarios is best for the teacher to use?
  - A. Teaching the class one letter-sound relationship per week in order of the alphabet
  - B. Assisting students with identifying an unfamiliar word as they read connected text by teaching a specific letter-sound relationship
  - C. Presenting students with previously learned words to assist them in learning specific letter-sound relationships and patterns
  - D. Teaching students individual letter-sound relationships and then blending the sounds together to form a recognizable word

Match each *Phonics Instructional Approach* with its corresponding *Reading Instructional Approach*

Bottom-Up

Balanced Literacy

Top-Down

Structured Literacy

Interactive

Whole Language

Label the 3-Cueing System Diagram



Fill out the following chart with each orthographic task and an example of each.

<b>Orthographic Skill &amp; Definition</b>	<b>Example</b>
<b>Grapheme:</b>	
<b>Diagraph:</b>	
<b>Trigraph:</b>	
<b>Vowel Teams:</b>	
<b>Consonant Blends:</b>	
<b>Word Families:</b>	
<b>Syllables:</b>	
<b>Morphemes:</b>	
<b>Etymology:</b>	

Sample Test Questions:

4. A second-grade teacher guides students in using Elkonin boxes to write letters in boxes under pictures. Which of the following phonics concepts does the strategy best reinforce in the example shown?

- A. Vowel digraphs
- B. Schwa sounds
- C. Short vowels
- D. Consonant blends



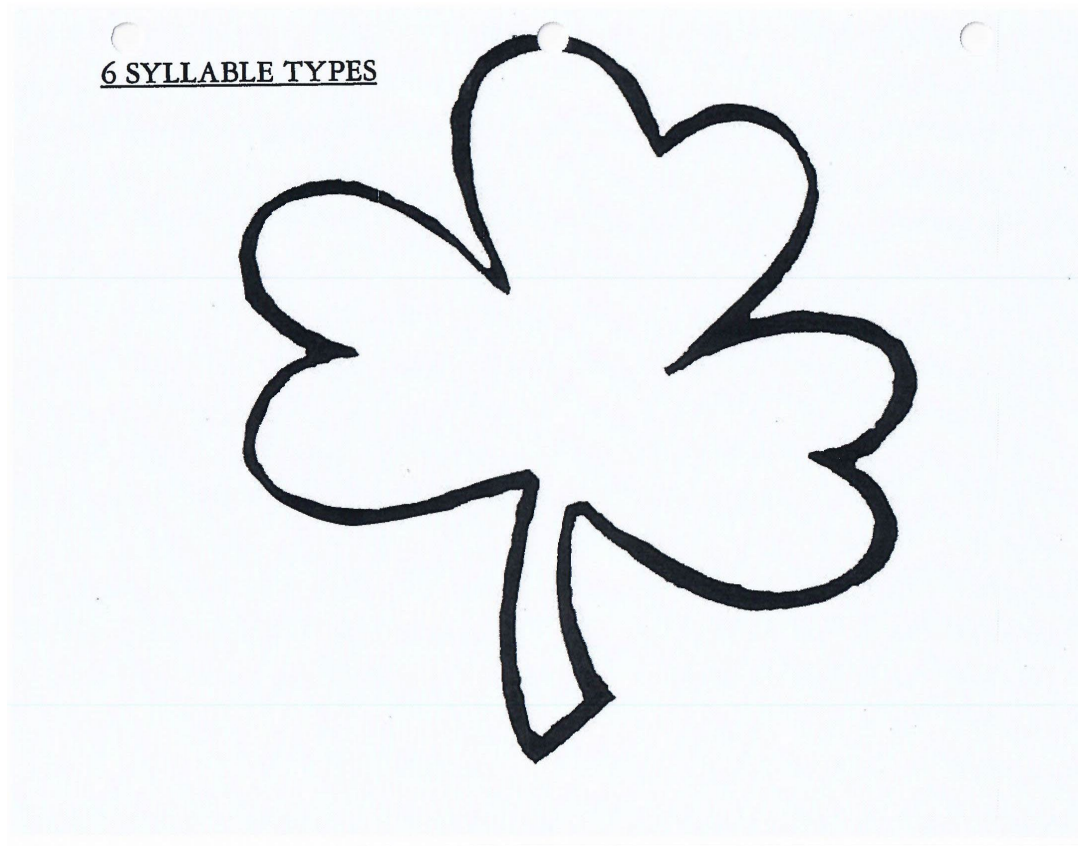
5. A kindergarten teacher uses bright-colored chalk to write individual letters on sheets of black construction paper. Students take turns pointing a flashlight at and naming the letter on each sheet. Which of the following instructional objectives does the activity target?

- A. Improving phonological awareness skills
- B. Building understanding that words are made by sequencing letters
- C. Supporting learning of the alphabetic principle
- D. Reinforcing knowledge of using phonics as a decoding strategy

Fill out the following chart with each syllable type and an example of each.

Syllable Type	Example
<b>Closed:</b>	
<b>Vowel-Consonant-e (VCe):</b>	
<b>Open:</b>	
<b>Vowel Team:</b>	
<b>Vowel-r (R-Controlled Vowel):</b>	
<b>Consonant-le (Cle):</b>	
<b>Odd/Schwa:</b>	

Fill in the Syllable Type Clover diagram.



Sample Test Questions:

6. A teacher who is working with students on decoding multisyllabic words in text writes the following words on an anchor chart after students encounter them in their readings for the week. Which of the following activities will best help the students divide the words into syllables?
  - A. Marking off syllables by using a dot between vowels and consonants
  - B. Examining long-vowel sounds in the words with a stable-final syllable
  - C. Identifying stressed and unstressed vowels in each of the words
  - D. Breaking up closed-syllable words based on consonant splitting
  
7. During a phonics lesson, a third-grade teacher provides direct instruction to a small group of students on how to decode multisyllabic words by identifying the syllable types found within the word and applying the phonics rules that govern each. The beginning of the teacher's instructional sequence with students is shown below.

**Teacher:** Listen and tell me what you hear that is the same in each of these words: "sudden," "velvet," "kitten," "napkin," "contest."

**Student:** Each of these words has two syllables.

**Teacher:** Correct. Do you hear anything else that is the same?

**Student:** Each syllable in the words has a short vowel sound.

**Teacher:** That's right. Now I'm going to show you the words on this chart. What do you notice?

**Student:** Each syllable contains one vowel followed by a consonant.

When continuing the discussion with students, the teacher should inform students that each of the words presented in the lesson contains which of the following syllable types?

- A. Vowel digraph syllable
- B. Closed syllable
- C. Final stable syllable
- D. Open syllable

8. A teacher recognizes that organizing a class word wall by syllable type will help provide an ongoing visual reference for students during both direct instruction and independent writing activities. To incorporate this resource with content-based instruction, the teacher uses the word wall during a unit that focuses on geography. Place each word next to the syllable type that it best exemplifies.

- |           |                      |
|-----------|----------------------|
| 1. Inlet  | a. Closed syllable   |
| 2. Harbor | b. R-Controlled      |
| 3. Stream | c. Vowel Team        |
| 4. Lake   | d. Vowel-Consonant-e |

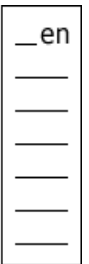
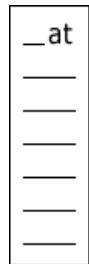
9. While conducting a think-aloud to demonstrate a word-learning skill for use in decoding multisyllabic words, the teacher states, "I look for parts of the word I know." By using this technique, the teacher provides instruction that focuses primarily on

- A. phonics
- B. knowledge of cognates
- C. etymology
- D. structural analysis

10. A teacher gives students strips of paper like the ones shown in the figure.

The teacher asks the students to add different letters to the front of the letter patterns to create as many words as they can. The activity best develops students' understanding of which of the following?

- A. Consonant digraphs
- B. Schwa sounds
- C. Syllable types
- D. Word families



11. A kindergarten teacher introduces phonics concepts to students early in the school year and works on explicitly teaching short vowel sounds and consonant sounds. Which of the following activities best helps students work on the described phonics concept?

- A. Sorting one-syllable words that are closed and not closed
- B. Using letter tiles to practice vowel digraphs
- C. Highlighting words with CVCE patterns in a passage
- D. Teaching word families that follow CVC patterns

12. Place each description beside the spelling stage it best exemplifies.

- |   |  |
|---|--|
| A. Using inflectional endings, changing spellings when needed             | Stage 1: Emergent Spelling               |
| B. Writing words with long vowel patterns and r-controlled vowels         | Stage 2: Letter Name-Alphabetic Spelling |
| C. Writing the beginning and ending consonant sounds of words             | Stage 3: Within-Word Pattern Spelling    |
| D. Drawing random capital or lowercase letters, numbers, or other symbols | Stage 4: Syllables & Affixes Spelling    |

13. In order to develop students' spelling skills a teacher presents the following words to the class.

Chin  
Shut  
Draw  
Rash

Which of the following strategies best utilizes a multisensory and recursive approach to teaching the spelling of these words?

- A. Chanting a poem with the digraph sounds found in the words
  - B. Using letter tiles to build previously learned CVC words along with the new words
  - C. Completing a work sheet that matches pictures with the correct digraphs in the words
  - D. Writing each new word and similar CVC words multiple times
14. A kindergarten teacher sets a benchmark goal for students to quickly recognize a set of ten new sight words within a three-week instructional time period. The teacher introduces the words by using flash cards and engages students in a series of activities that reinforce learning within authentic contexts. During this time, the teacher also creates a small-group workshop activity in which students view each word printed in large letters on a card, say the word, and then use pipe cleaners to form the word. Which of the following is the primary benefit to students of participating in the workshop activity?
- A. Improving long-term memory of a non-decodable word by engaging multiple student senses in learning
  - B. Building a student's reading fluency by improving the ability to flexibly apply phonological awareness skills
  - C. Increasing a student's ability to use several sensory modalities to phonetically decode and recognize an unknown word
  - D. Reinforcing recognition of a word through a student's ability to connect visual language symbols with sounds that the symbols represent
15. While assessing students' reading ability, a teacher notices that many students struggle with words like "enough," "sign," "night," "through," and "was." Which of the following instructional strategies has the greatest impact on building students' automatic recognition of such words?
- A. Using an interactive whiteboard to show each word for students to copy into a journal
  - B. Providing activity sheets with each word for students to trace in pencil or crayon
  - C. Using an activity in which students read each word aloud, build each word with plastic letters, and write each word
  - D. Providing each word on a card for students, placing the cards on a ring, and having students practice the words independently

16. A first-grade student struggles when reading words with long-vowel patterns. Which of the following strategies will best help the student master words such as “train,” “fight,” and “mow”?
- A. Identifying words with open syllables in an assigned piece of text
  - B. Memorizing individual word patterns to decode new words
  - C. Segmenting individual phonemes to decode new words
  - D. Singing nursery rhymes that contain words with similar patterns
17. Which of the following literacy activities best demonstrates a first-grade student applying the literacy principle of decoding and encoding as reciprocal skills?
- A. Writing teacher-dictated sentences that include words in the CVCV pattern following instruction and word-sort activities using the pattern
  - B. Reading a story about a little boy’s family pet and recording a spontaneous retelling of the tale for classmates to listen to as a literacy workshop activity
  - C. Attending closely as a teacher reads a picture book aloud and provides instruction in the various components of print literacy skills
  - D. Reading a short fictional story independently and creating a story map through a series of drawings that illustrate major story elements
18. While explicitly and systematically teaching phonics to students, a teacher wants to ensure proper phonics maintenance. Which of the following strategies will best meet the teacher’s goal?
- A. Highlighting examples of words in texts that introduce a new spelling pattern
  - B. Using index cards to review previously taught sound-letter relationships
  - C. Orally manipulating onsets and rimes in word families as a class
  - D. Modeling how to break words apart into sounds with small groups

Fill out the following chart with types of structured literacy assessments and types of balanced literacy assessments.

Structured Literacy Assessments	Balanced Literacy Assessments

19. A group of students have an accuracy rate of 94 percent (94%) and above on a recent running record. Which of the following activities will best help improve the development of the students’ reading skills?
- A. Continuing to read books at the current level because students are succeeding
  - B. Reading familiar books with a partner of a lower reading level
  - C. Reading books at the next level with teacher support
  - D. Listening independently to audiobooks from the next level