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Subarea I/Reading

❖ Understand the reading process.

(constructing meaning through interaction among the reader, the text, and the context of the reading situation; cultural, social, linguistic, developmental, & environmental factors that affect reading)

Research into best practice strongly suggests that the teaching of reading requires solid skill instruction, including several techniques for decoding unknown words, including phonics instruction embedded in interesting and engaging reading and writing experiences with authentic literature-based texts to facilitate the construction of meaning.

❖ Understand phonological skills and strategies related to reading.

(phonemic awareness skills/strategies: syllables, initial sounds, rime and rhyme, oddity tasks, blend and segment, manipulate sounds)
(phonic awareness activities: clapping syllables, sound boxes, & alphabet books)

(phonics skills/strategies: digraphs, diphthongs, consonants sounds, vowel sounds, & open syllables)
(phonics activities: word family walls, predictable rhyming texts, & short vowel bingo)

❖ Understand skills and strategies related to word identification and vocabulary development.

(word identification skills/strategies: cueing systems, sight vocabulary, & word analysis)
(word identification activities: picture books, Dolch list bingo, & word webs)

(vocabulary development skills/strategies: (word hierarchies, teacher read aloud, & affixes)
(vocabulary development activities: (Language Experience approach (LEA), multiple Meaning racetrack, & Cognate Picture cards)

❖ Understand skills and strategies involved in reading comprehension.

(comprehension of narrative text skills/strategies: (story elements, decoding, fluency, and making inferences)
(comprehension of narrative text activities: (Before-During-After reading, shared reading, DR-TA, & graphic organizers)
Tips for the OSAT Constructed-Response Assignment
November 8, 2011

- Understand reading instruction and study skills in the content areas.
  - (study skills$strategies$: note-taking, interpretation of graphs, & use of reference materials)
  - (study skills$activities$: Cornell note-taking graphic organizer, research papers, & experiments)

- Understand reading instruction related to fluency.
  - (fluency strategies$: rate, automaticity, prosody, & comprehension)
  - (fluency activities$: repeated reading, echo reading, dyad reading & reader’s theater, & choral reading)
Hurricanes are huge storms that can cause destruction to large areas. They can last more than a week, can have wind speeds of 160 miles per hour or more, and can be as wide as 500 miles. Hurricanes only form over water. Because of that, states along the Gulf of Mexico and the east coast of the U. S. are often the hardest hit.

Hurricane winds can toss objects around and shatter glass. But the most dangerous part of a hurricane is the storm surge. A storm’s powerful winds push ocean water over the shore, causing floods.

The deadliest hurricane in U. S. History struck Galveston, Texas, in 1900, before there were instruments that could track a hurricane’s path and warn people. The storm flooded the island-city, killing 8,000 people. But if your family is prepared for a hurricane, you will be safe while you sit out the storm (Vovan, p. 16, Time for Kids, 2011).

Maegan has trouble pronouncing nearly every word longer than two syllables: “hurricanes,” “destruction,” and “dangerous,” for example. She also needs help in pronouncing the word “ocean.” She reads with good expression and phrasing for a fourth grade student, except for the words she stumbles over. When questioned about the content of the passage, she answered as follows:

Mrs. Jordan: Can you tell me something about what you were just reading?

Maegan: It’s about a bad storm. I think some people were killed in the water in the United states.

Mrs. Jordan: What can you tell me about the main idea of this reading?

Maegan: When it gets very cloudy, you know a bad storm is coming.

Mrs. Jordan: Tell me more about the people who were killed.

Maegan: Maybe they were at the beach having fun and then the storm came.

Based on your knowledge of reading comprehension, write a response that:

- Identifies two comprehension needs demonstrated by this student;
- Provides evidence for the needs you identify;
- Suggests two different instructional strategies to address the needs you identify; and
- Explains why these strategies might be effective.
One need demonstrated by Maegan was poor phonological awareness skills. Student was unable to read the following key concepts: hurricanes, destruction, dangerous, and oceans. According to Mrs. Jordan, Maegan had trouble pronouncing most of the vocabulary with more than two syllables.

A second need demonstrated by Maegan was lack of proficient writing skills. If Maegan could write the words hurricanes, destruction, dangerous, and oceans, she would have been able to read them too. Comprehension will not improve until writing improves.

Using systematic phonics with Maegan would improve her reading skills. There are approximately six types of phonics approaches that Mrs. Jordan could use. For instance, synthetic phonics would help Maegan read words such as hurricanes, destruction, and oceans. With the synthetic phonics approach, Maegan would convert letters into sounds and blend the sounds to spell words. She could have sounded out the word hurricanes by saying, h-ur and then blend that syllable. Next she could have sounded the short i. At this point, she could say the first two syllables which are hurri. Finally, Mrs. Jordan could have Maegan sound out the last syllable without the s. After demonstrating to Maegan how to sound out the word hurricanes, Mrs. Jordan could revisit the article from the Time for Kids Magazine and have Maegan read sentences containing the word. The same procedure could be followed for the words destruction and dangerous.

Mrs. Jordan could use expository reading material such as Time for Kids and National Geographic for Kids to help Maegan write detailed stories about hurricanes. Using these high-interest materials along with writing workshop would help Maegan read the details in expository texts. Mrs. Jordan could expose Maegan to the six traits of writing which are ideas and content, organization, voice, word choice, sentence fluency, and conventions. Maegan could be asked if she had ever been involved in a hurricane. After listening to a story about hurricanes, she could write her ideas about hurricanes. This would represent the ideas and content writing trait. Mrs. Jordan could involve Maegan in weekly writing conferences until all six writing traits are mastered.

In conclusion, consistent involvement in systemic phonics instruction is an effective strategy to help Maegan use the graphophonic cueing system. Also, phonics instruction would improve Maegan’s spelling and writing. When spelling and writing improves, Maegan will be able to independently read a National Geographic Magazine without the teacher having to tell her every multi-syllabic word. This would definitely improve her over all reading ability. Allowing Maegan to write everyday about informational topics would not only increase her ability to correctly attend to phonological awareness cueing system, her skills in the semantic and syntactic cueing systems would be enhanced.
Constructed-Response Answer (B)  

Rating: _______

One comprehension need demonstrated by Maegan was main idea. When the teacher prompted Maegan for her thoughts on the main idea, her response was, “It’s about a bad storm. I think some people were killed in the water in the United States.” The author that wrote this science piece referred to huge storms as hurricanes. Maegan was unable to read the word “hurricane” as it is a three syllable word. Mrs. Jordon prompted Maegan for more information about the people who were killed and her response about people having fun at the beach showed that she recalled few details.

Mrs. Jordan could use the K-W-L-H strategy to help Maegan identify the main idea from expository texts. This graphic organizer could be integrated into a guided reading lesson. Mrs. Jordan could select a text about hurricanes that is on Maegan’s instructional reading level. Before assisting Maegan with reading the book, student would write what she knows about hurricanes. After Maegan shares what she knows about hurricanes, Mrs. Jordan could involve student in a vocabulary walk. In the vocabulary walk, Mrs. Jordan would point out words such as hurricanes, dangerous, destruction, and oceans before Maegan reads the article or story. During reading, Maegan would be familiar with key terms to help her remember the details. After reading, Mrs. Jordan could allow Maegan to discuss and write what she learned about hurricanes. Further, Maegan would return to the text to discuss how she learned this information.

In conclusion, consistent involvement with guided reading of expository material using the K-W-L-H chart is an effective strategy because Maegan would begin to develop technical vocabulary for reading in the content areas. Also, this strategy would give Maegan a purpose for reading. Furthermore, Maegan would begin to remember facts and details needed to identify the main ideas. Motivation to read expository materials would be increased by the teacher allowing Maegan to discuss and write what she already knows about the topic.
One comprehension need demonstrated by Maegan was identifying the main idea from an expository text. When the teacher prompted Maegan for her thoughts on the main idea, her response was, “It’s about a bad storm. I think some people were killed in the water in the United States.” The author that wrote this science piece referred to huge storms as hurricanes. Maegan was unable to read the word “hurricane” as it is a three syllable word. Mrs. Jordon prompted Maegan for more information about the people who were killed and her response about people having fun at the beach showed that she recalled few details.

A second comprehension need demonstrated by Maegan was limited technical vocabulary about hurricanes. Student was unable to read the following key concepts: (hurricanes, destruction, dangerous, and oceans) According to Mrs. Jordan, Maegan had trouble pronouncing most of the vocabulary with more than two syllables.

Mrs. Jordan could use expository reading material such as Time for Kids and National Geographic for Kids to expose Maegan to technical vocabulary associated with hurricanes. Using these high-interest materials along with the Guided Reading Strategy (GRS) would help Maegan identify the main idea and supporting details in expository texts. These precise steps will help Maegan recall topics discussed. The first step in the GRS strategy is the teacher and student read chapter titles, subheadings, and vocabulary lists found at the beginning or end of the text. In this science passage, the teacher would emphasize the bolded words, which represent technical vocabulary required for comprehension. The next step in the GRS involves the teacher removing the text, asking the student to dictate everything remembered about the reading while the teacher records what the student says. After writing what the student said, the teacher would have the student return to the text to check to see if the information is correct and then update the list. A discussion and completion of a graphic organizer such as the concept map or Frayer model would be completed. The GRS lesson ends with a silent reading by the student and completion of a 10-item quiz.

Teacher read-aloud is another strategy that would build background knowledge of technical concepts. Before reading aloud, Mrs. Jordan could write new vocabulary words related to the topic on the board. Mrs. Jordan could pronounce key words, provide an explanation, and have Maegan repeat until the pronunciation is correct. Articles from Time for Kids and National Geographic Magazines might also be used for teacher read-alouds. Following the read aloud, Mrs. Jordan might use a flip chart to allow Maegan to assist with completing a Concept Definition Map. For instance, completing this graphic organizer on the topic of hurricanes would help Meagan learn how to categorize a hurricane, identify its properties, compare/contrast to other elements of weather, and provide examples.

In conclusion, consistent involvement in the GRS is an effective strategy because Maegan would begin to develop technical vocabulary for reading in the content areas. Also, the GRS strategy would help Maegan remember facts and details needed to identify the main ideas. Motivation to read expository materials would be increased by the teacher recording the student’s words. In addition to categorizing, comparing, and contrasting, utilizing read-aloud would enhance Maegan’s listening, ability to analyze and evaluate ideas from informational texts.
One comprehension need demonstrated by Maegan was limited technical vocabulary about hurricanes. Student was unable to read the following key concepts: (hurricanes, destruction, dangerous, and oceans) According to Mrs. Jordan, Maegan had trouble pronouncing most of the vocabulary with more than two syllables. One strategy to develop Maegan’s technical vocabulary would be through technology. There are several websites such as the National geographic www.kids.nationalgeographic.com/kids. These electronic texts have a variety of reading levels and provide student access to a host of expository topics. For example, the November issue of the National Geographic for Kids includes topics such as Island adventure, Tsunami Heroes, and Cute Animals. These articles entailed several of the same vocabulary words that were difficult for Maegan.
Constructed Response Conclusion

Ideas

In conclusion, these strategies are effective because they will help the student read _____________. (name the text student had problems with in the assignment) The next time the student reads ____________ story, he or she will use the title to predict what might happen.

The ____________ instructional strategy will improve the student’s use of the semantic and syntactic cueing systems when reading narrative or informational texts. Proficient readers use the four cueing systems at the same time to help them comprehend texts independently. The ____________ instructional strategy will also help the student use semantic, syntactic, as well as, phonological information which are needed when self-monitoring your reading. In addition to increasing the student’s reading skills, these instructional strategies will enhance the student’s listening and speaking skill capabilities.
References


The Reading Process
Balanced Reading Instruction