

Lesson: Sight Word Decoding & Spelling

Subject: Literacy/ Language Arts

Grade Level: 3rd Grade

Date: June 25th, 2010

Duration: Three 20 minutes during silent reading after lunch, when the classroom is quiet
(one on one lesson)

Lesson Objectives: In this lesson students will take two word level recognition assessments. First the MLPP Word Recognition Assessment to determine their level of word recognition and decoding and second the Schonell Spelling Test B. Based on these assessments the students will work with their incorrectly identified and/or spelled words in order to increase their sight word spelling and meaning.

North Carolina Standard Course of Study (3rd Grade L.A.):

- 1.01** Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks).
- 1.02** Apply meanings of common prefixes and suffixes to decode words in text to assist comprehension.
- 1.03** Integrate prior experiences and all sources of information in the text (graphophonic, syntactic, and semantic) when reading orally and silently.
- 1.04** Increase sight vocabulary, reading vocabulary, and writing vocabulary through: word study, listening, discussion, viewing, studying author's craft.
- 5.05** Use a number of strategies for spelling (e.g., sound patterns, visual patterns, silent letters, less common letter groupings).

Materials: MLPP Word Recognition List, Schonell Spelling Test B (3 copies), blank brightly colored index cards cut in half, pocket chart, notebook (student), highlighter, and 2 pencils.

Resources: MLPP Word Recognition List, Schonell Spelling Test B,

Rationale/ Background: Students will work on identifying sight words from the preprimer to fluent stages and then focus on correcting and identifying spelling patterns in common words based on their assessed spelling age. Their pre-assessment spelling age is important, because students need to be able to work at, “decoding taught in relation to the student’s stage of reading development,” otherwise the vocabulary may be too difficult for the student to work with (Moats, 1998, p. 8). Therefore by working with students knowledge of sight words and increasing their ability to recognize, spell, and use these words correctly, “the more students will understand about the structure of words – their spelling or orthography – the more efficient and fluent their reading will be,” (Templeton & Morris, 1999, p. 103). The purpose of this lesson is to be able to recognize the spelling patterns in which the students struggle and work with these patterns in order for them to understand its usage and be able to create an understanding that will

help them decode similar patterned words in the future. This lesson is both teacher directed and student directed in the examination of words by, “organizing the examination of words in such a way as to guide students to an understanding of how particular spelling features and patterns operate,” (Templeton & Morris, 1999, p. 109).

Day 1: The Beginning

The teacher explains to the student that they will be reading words off a list to the teacher to see which words they know and which words they may need extra help with. The teacher will then give the student a separate copy of the MLPP Word Recognition Assessment and reveal only one word at a time as the student reads them aloud. While the student is reading the word, the teacher should be placing a \checkmark mark next to those words that are read correctly on the teacher’s copy of the list. When the student does not read the word correctly or cannot read the word at all, write the mispronunciation/substitution next to the word on the teacher’s copy of the word list. When the student misses 5 consecutive words on the list, he/she should remove the cover sheet and ask the student “Do you know any of the other words on the list?” and make note of those they do know. When the assessment is complete, allow the student a quick break to get some water or move about the room, add the total number of words correct for each column, and then mark the level in which they had their highest score (typically more than 13 words correct).

If the students level from the MLPP Word Recognition Assessment is approximately where they should be based on their grade level, continue the lesson and perform the Schonell Spelling Test B. When the student returns, have them open up to the next blank piece of paper in their spelling notebook and tell that you are going to say a word once, use it in a sentence, and then repeat the word a second time. Explain that this will be used in order to help the student become a better speller based on what they find is the most difficult aspect of spelling. The student is to write down the word and try to spell it correctly. The teacher administers this test, but will stop when the student makes 10 errors while spelling the words. Then allow the student to check their own spelling test providing them with the correctly spelled word list. The student should write down the correct spelling of the word next to the incorrect spelling on his/her test. As the student is correcting their spelling test, create syllabicated word cards based off of the words they were not able to spell correctly and a few of the word that they were able to spell correctly. Once the student has corrected his/her test have a discussion with the student about the errors they have made. “Do you see a pattern in the words that you misspelled?” “Which words were the hardest for you to spell and why?” “Do you know any other words that look and sound like these words?” “Are any of these look/sound alike words related to each other?”

Middle

Next the student will take the syllabicated word cards and try to create the words from the spelling test that they just took. The student may place the cards on the table as he/she creates them or using a small pocket chart is helpful in keeping them in place and organized. The student should then record the newly created words on the next page of their spelling notebook and check the spelling of the new words against the spelling of the old word list from earlier in the lesson.

Conclusion

Based on the new list the student has created have a discussion with them about the words they created:

- What was the easiest part of creating the words?
- What did you find most difficult when trying to create the words?
- What patterns did you recognize when creating the words?
- Tell me the meaning or use the words in a sentence that you just created.

Then have the student place their notebook in their desk or in a designated spot and tell him/her that you will continue with the lesson tomorrow.

Day 2: The Beginning

The teacher will then explain that the student will take the MLPP Word Recognition Assessment again today to see which words they know, which words they can newly recognize, and which words they are still having difficulties with. The teacher will again give the student a separate copy of the MLPP Word Recognition Assessment and reveal only one word at a time as the student reads them aloud. While the student is reading the word, the teacher should be placing a √ mark next to those words that are read correctly on the teacher's copy of the list. When the student does not read the word correctly or cannot read the word at all, write the mispronunciation/substitution next to the word on the teacher's copy of the word list. When the student misses 5 words on the list, he/she should remove the cover sheet and ask the student "Do you know any of the other words on the list?" and make note of those they do know. When the assessment is complete, allow the student a quick break to get some water or move about the room, and add the total number of words correct for each column and make note of the words that they continue to say incorrectly, improved on, or made no change in.

Next the teacher will need to give the Schonell Spelling Test B in order to see if Day 1's work with syllabicated word cards was helpful in creating a meaningful and memorable experience with spelling words correctly. On the back of or next page in their spelling notebook the student will need to write down the words the teacher calls out from the test as they did in Day 1. The teacher will need to say the word once, use it in a sentence, and then repeat the word a second time. The student is to write down the word and try to spell it correctly. The teacher administers this test, but will stop when the student makes 10 errors while spelling the words. While administering the test, the teacher should be making note of the words they spell correctly or incorrectly the 2nd day on their copy of the word list. Then allow the student to check their own spelling test providing them with the correctly spelled word list. The student should write down the correct spelling of the word next to the incorrect spelling on his/her test.

Middle

Based on the words the student gets correct and incorrect on day 2, have the student assist you in creating letter cards from each of the words. Once the cards with individual letters on them are completed, have the student create the words in a pocket chart or on the table based on their preference. Remind and allow the student to use their corrected spelling test/list to assist them in forming the words with the individual letter cards.

Conclusion

Once all of the words are completed with the cards, have the student again write them down in the spelling notebook and have a discussion about today's activities:

- What was the easiest part of creating the words?
- What did you find most difficult when trying to create the words?
- What patterns did you recognize when creating the words?
- Tell me the meaning or use the words in a sentence that you just created.

Then have the student place their notebook in their desk or in a designated spot and tell him/her that you will continue with the lesson tomorrow.

Day 3: The Beginning

The teacher will review that past 2 days of activities with the student, discussing the different ways they put words together and any new revelations the student may bring up. Then have the student open up their spelling notebook to the last page where they wrote down the more recent set of correctly spelled words from the Schonell Spelling Test B after they created the words with individual letter cards. Go through each word with the student and discuss the meaning of each word by asking guiding questions like: "Can you tell me what this word means?" "How would you use this word in a sentence?" "Where have you seen this word before?" "How else do you think you can use this word based off similar looking words?" "Where can you look to find this word's meaning if you don't know it?" Next highlight the words with the student that they have consistently spelled incorrectly in order to make sure they pay extra close attention to the spelling of them in the next activity.

After having this discussion of the words from the list, explain to the student that they are going to be able to write a story for the teacher about anything they want. All they have to do is try to use as many of the spelling words that are highlighted as possible. Tell the student that you are looking for a variety of things in their story: correct usage of the spelling word, correct spelling of the word, and for the story to make sense all the way through.

Allow the student as much time as possible to write the story in a quiet and private area with minimal distractions. When they complete writing their story have the student read the story to you aloud. Allow the student to highlight or underline the special spelling words that you were looking for. Next have the student explain any questions or misunderstandings you may have about the usage of the word. Also, if there are spelling errors provide the student again with the correctly spelled word list and have them revise their work looking for such errors.

Assessments:

Have the student take the MLPP Word Recognition Assessment and Schonell Spelling Test B a third and final time to indicate any growth that may have occurred during this process.

Adaptations and Extensions: For students who have difficulty creating words with the syllabicated and/or individual letter cards, only provide them with a limited amount of cards at a time. This will allow the students to work with fewer pieces and be less overwhelming when searching for letters/sounds to create their words. If students are still having difficulties assist

them in creating the words and have them say each letters sound as you build them. For students that have preprimary word recognition abilities, additional lessons in letter sounds may be necessary.

Description/Analysis/Reflection

When creating this lesson I had one particular student in mind who struggles with spelling and reading comprehension. Zach is a 3rd grade student who is currently being referred to the special education department after years of being part of the Student Support Team, where we implement different intervention strategies in order to find techniques and activities that best support Zach. Zach is currently reading at a level 17/18, has a reading fluency of 112 words per minute (Dibels data), is consistently failing spelling tests, is unable to apply spelling strategies to his writing, and is currently below grade level in reading and writing. He has been diagnosed with ADD and ADHD, but is also being observed for anxiety and stress disorders. Zach is typically a well behaved student who has responded well to his medications and is very motivated to please his teachers.

Even though he tries his hardest on his assignments Zach does not have the proper tools to decode words and analyze them in order to increase his comprehension and spelling abilities. His fluency is a sign of his hyperactivity, because he is able to read quickly, but is unable to retell what the passage was about and often reads the words, but does not comprehend the meaning of them. According to Gaskins et al, “some students’ errors appeared to result from an impulsive style combined with anxiety about their difficulties in learning to read. These students responded too quickly to words without looking carefully at all the letters,” (Gaskins et al, 1997, p. 314). This directly relates to Zach and his difficulties with reading, since it seems as though Zach was not looking, “carefully at the letters that composed each word, but rather remembered

whatever characteristics were most salient in the words they were learning,” (Gaskins et al, 1997, p. 315). Using this information, I felt it was best to start with these aspects in a lesson.

Based off of this knowledge, I created a three day lesson where Zach would be pre-assessed on his sight word recognition and spelling abilities. Once his current levels were assessed I then would have him work with the words he had difficulties spelling and reading along with those that were easy for him to spell and read as well. The inclusion of the familiar words is so that Zach has the opportunity to be successful, increasing his self efficacy, and therefore allowing the task to, “be highly motivating,” (Templeton & Morris, 1999, p. 107). Also, I selected the tasks of working with pocket charts and physical cards that are moveable and creatable based on the students needs, because working hands on with, “word wheels, flip charts, making words,” and “Spelling or word study notebooks may be used to record, collect, and organize information about words and spelling patterns,” are highly suggested by Templeton & Morris, (p. 109). Also, the tasks are repeated multiple times for each lesson over the three days in order to build on his prior knowledge.

Throughout the lessons, I include teacher directed explanations of each task where the teacher needs to explain the purpose for each lesson and what they will be doing for that day. This is included, because “students need explicit instruction in how to learn the key words so that they would remember their spelling patterns well enough to analogize” and that students are more motivated when they “understand the whats, whys, whens, and hows of our instruction,” (Gaskins et al, 1997, p. 326). Each task and assignment is described to Zach and he is informed as to what we are trying to help him with as well. Zach’s personality is very unique and he is constantly wanting to know what is coming up next, what he is going to do and why, therefore by knowing what is going to happen, it lessens his anxiety. Even days before I worked with

Zach I let him know that I would be working with him one on one with spelling and reading words to help him become a better reader. I also told him that he would be helping me do *my* homework and that really tapped into his motivation, since he likes to help and please his teachers. The breaks that are included in the lesson are used for Zach's specific purposes as well, because he doesn't work well for extended periods of time and needs to walk around and take his mind off of things before he is able to come back and concentrate again. This modification can be changed for other students when used in the classroom.

When the lesson initially started Zach was not excited about having to sit at a table while his other classmates worked on other assignments, but I explained that this was something special him and I would be doing together to help him be a better speller and reader. This helped Zach become more positive about the lesson, most likely because "students preferred for a teacher to be the one providing assistance rather than student," and that "students across grade levels perceived it most helpful when the teacher explains lessons carefully, helps with math or reading, provides opportunities for creative expression, includes format variety..." (Klinger & Vaughn, 1999, p. 32). When explained in this way, Zach was more willing to work with me and said, "I like being your special student Ms. Sonntag, I like you." Therefore once a positive learning environment has again been reestablished, I felt it was a most appropriate time to move forward with the lesson.

After I explained what we would be looking for with the MLPP Word Recognition Assessment I allowed Zach to move the paper cover at the pace he felt most comfortable with. This allowed him to be more hands on with the assessment and go at a pace that would be most successful for him. While Zach read the words, I marked on the teacher word list which words he read correctly and which words he mispronounced. As seen in Artifact 1, Zach was able to

pronounce 87 out of 90 words correct, displaying a 96% accuracy rate and reading fluently at a 3rd grade level for sight words. Based off of this evidence, I then had Zach take the Schonell Spelling Test B in order to assess his spelling level, since I have already found his current fluency level. If you refer to Artifact 2, it can be seen that the initial spelling test shows that Zach had to stop at word 36 on the test due to the ten errors that occurred at the end of the spelling list. I then took the total number of words spelled correctly and divided it by 10 and added 5 to the final number in order to find his “spelling age.” The following equation demonstrates the spelling age of Zach: $25/10 = 2.5 + 5 = 7.5$ years. This reveals that Zach is about 6 months to 1 year behind in his spelling abilities and matches his observed needs in class with spelling.

After assessing Zach on Day 1, Zach went through and checked his spelling test while I created syllabicated cards based on the words he spelled correctly and incorrectly; afterwards we had a discussion about the testing. I asked Zach questions like: “Do you see a pattern in the words that you misspelled?” “Which words were the hardest for you to spell and why?” “Do you know any other words that look and sound like these words?” “Are any of these look/sound alike words related to each other?” Zach pointed out that the hardest words to spell had the *-ght* pattern at the end of the word. He stated that when I said the word, I didn’t say the g or h sound, so he didn’t know to write it down. From here Zach and I had a conversation about how the *gh* combination become silent when combined with the letter *t*. I then had Zach point out the words with the *-ght* ending and he highlighted sight, might, and brought. By looking at Artifact 2 you can see that Zach spelled the words in these ways: *sit*, *mite*, and *brout*. In our discussion Zach explained that he spelled them in this way because with the e at the end of the word, the vowel says its name. This was an interesting comment, because even though the rule is true, Zach’s

spelling patterns are being based off of what he is hearing and is not applying his previous knowledge of working with silent letters when spelling such words. This correlates to the discussion from the Cunningham article on page 196, because “in the early stages of literacy, children can read many more words than they can spell and must learn an arbitrary spelling system. (Why should *wait* be spelled w-a-i-t and *date* be spelled d-a-t-e?)” I explained to Zach that words like *mite* and *might* are homophones, because they sound the same, but do not mean the same thing. When I asked Zach what each word meant he was unable to describe them, so we looked them up in the dictionary. Zach then realized that *mite* is like a bug and that *might* is something you could possibly do. He used *mite* and *might* in a sentence by saying, “I might go to the store” and “A mite is a bug.”

After our discussion I showed Zach the syllabicated cards and explained that I used the words from the spelling list to create letters on the cards and that I wanted him to find the different parts of the word and create the words again, but using the cards instead. By looking at Artifacts 4-7 you can see Zach attempting to sort through the cards and create the spelling and sight words from the beginning of the lesson. Zach chose to place all the words out at once in order for him to “see everything and not have words hide.” Zach created the following words with the syllabicated cards and wrote them in his spelling notebook (Artifact 8): *clac*, *ingsects*, *speaking*, *anything*, *naock*, *nottion*, *re moved*, *icedplete*, *morntion*, *incom*, *climate*, and *ermoth*. Since many of these creations are not real words I had Zach go through each one and describe what they meant. Zach told me the following: “clac and naock are sounds that you make when you knock on things, ingsects are bugs, nottion is /nuttin/, morntion is something you feel, removed is when you move, icedplete is when you break ice with something, incom is when you tell someone to come in, climate is your worstest enemy, and ermoth is the month that you see on

a calendar.” Based on the descriptions of the words, it seems as though his “errors appeared to result from an impulsive style – instances where students respond too quickly to words without looking carefully at all the letters,” (Gaskins et al, 1997, p. 319).

After this discussion I had Zach check the spellings of the list he wrote down in his notebook to the highlighted correct list to check his spelling (Artifact 9). Zach then noticed that some of the words were not correct, so he rearranged the words to create more and different ones, he then wrote them down in his notebook (Artifact 10) and sorted them into good (real words) and bad (nonwords):

<u>Good</u>	<u>Bad</u>
<i>morning</i>	<i>sectstion</i>
<i>climate</i>	<i>naac</i>
<i>clock</i>	<i>speaktion</i>
<i>noting</i>	<i>removed</i>
<i>anything</i>	<i>pleteiced</i>
<i>mother</i>	
<i>comin</i>	

Zach then gave me the following descriptions of the *good words*: “morning is when you wake up, climate is your worstest enemy, clock tells time, noting means when you move your head up and down /nodding/, anything is anything you can do, mother is your mom, and comin means to come in. Once again we discussed the meanings of these words and Zach was able to look up the “good” words in a dictionary and see that climate is in relation to temperature of regions, noting was not a word, but looked similar to nothing and that to nod up and down is spelled *nodding*, and that *comin*, as Zach described it should be spelled *come in*. An accommodation I made for Zach’s understanding of the word *climate* was to find examples of the words usage since he referenced to the word *mate* as being part of the opposite of friend. I showed Zach an atlas (Artifact 11) where the map displayed the climates of North America. Once examining the

Climate Region's Map, Zach said, "Oh this kind of climate means weather." At the end of our conversation I reminded Zach that I would need to meet with him again tomorrow to continue to work on his spelling and reading.

On Day 2 of the lesson, I distributed the MLPP assessment once again and Zach was ready to move the cover sheet and began reading the words on the list again. I marked the words that Zach pronounced incorrectly, which were the same words as before: *breathe*, *climate*, and *begins* (Artifact #12). I then implemented the Schonell Spelling Test B for today's lesson, in which Zach continued to incorrectly spell the same words from Day 1's lesson. Yet, this time when he went to self correct his test, he self talked and kept on saying "duh, I knew that" and "ooh, I remember that one." This displays that Zach is more aware of his spelling errors during Day 2, but has not yet processed the spelling patterns into his memory. Zach will continue to still need "plenty of practice reading words in order to be stored in memory as fully connected sight words that can be read automatically," which will further improve his spelling (Gaskins et al, 1997, p. 317). Zach then asked for the highlighter and again highlighted his misspelled words while writing the correct spelling next to the list in his notebook (Artifact #13).

After checking his spelling test, I discussed with Zach that we were now going to make letter cards together and that we are going to use the words that are highlighted since they seem to be giving us the most trouble. Zach agreed to this idea and replied, "That's a good idea, I like that I can help." We used all the words that Zach has continued to misspell and wrote each individual letter on note cards (Artifact #14). I then explained that I wanted Zach to create the words from the list and make sure they were spelled correctly. This time he chose to use the pocket chart, because he said that "the pieces are smaller, I don't want to lose them." He then proceeded to use his corrected spelling list to form all 10 spelling words correctly in the chart

(Artifact 15-16). Again, I had Zach write these words down in his notebook to make sure that he could transfer the words correctly from the manipulatives to his notebook paper. After this task was completed, I asked Zach questions from the lesson plan.

Me: *What was the easiest part of creating the words?*

Zach: “I had a list to look at, so that makes it easy, and the yellow marker I colored the words with matches the yellow cards, so I don’t get confused.”

Me: *What was the most difficult part?*

Zach: “trying to remember what letter goes where and it was hard to find the letters, because the u’s looked like n’s and the w’s looked like m’s, but then you helped me flip them upside down. That helped. There were so many letters!”

Me: *What patterns did you recognize when creating the words?*

Zach: “the words that have that silent gh still sounded the same and I still forgot to spell them the right way.”

Me: *Tell me the meaning or use the words in a sentence so I can tell if you understand what the word is.*

Zach: “sight is when you see, mouth is here (points to his mouth), large is this room, might is I might go to the store, brought...I brought my homework, mistake is I did something bad, till...till...um, till is a word, with is I go with my mom, hay is what horses eat...but not what you say like hello because I used to spell it h-e-y like hello, sooner is now, and dream is when I sleep.”

Based off of the usage of the spelling words, Zach has correctly explained 9 out of 10 words by either giving their simple definitions or using them in a sentence. The sentences are short, but with more elaboration coming in Day 3 more will be revealed about his concept

knowledge of each word. Three days or more working with these words seemed ideal for Zach, because to “revisit new words through such activities as review, games, writing, and word books...it cements students’ understand of word meanings,” (Blachowicz & Fisher, 2004, p. 68).

On Day 3, I reviewed with Zach what we had worked with in the last two days discussing the MLPP Assessment, Schonell Spelling Test B, and asked him to discuss the word *climate* with me again, since that word was the most difficult for him to pronounce and correctly understand its true meaning. Zach at first pronounced *climate* as /cli/ /mate/ with the *a* being a long *a* sound, but after pulling out the atlas to refresh his memory, he exclaimed “never mind, never mind, its /CLI-/MIT/, but not your friend, like the weather.” After this discussion I had Zach open up to the last page in his spelling notebook and had him tell me the meaning of each word again. I reminded him that he could give me the definition or say it in a sentence so that we can see if he knows how to use the word correctly.

Me: Can you tell me what each word means or use it in a sentence?

Zach: “sight is something you do with your eyes, mouth is this (points to his mouth moving in a chewing motion), large is big, might is when I might get a new video game, brought is like when I brought my homework home, mistake is when I don’t follow directions, till is uh...uh...uh a word, I go with my friends, hay is not hello, but horses like it, sooner is when I want something fast, and I sleep with dreams in my head.”

Here Zach has shown that he can correctly describe or use in a sentence correctly 9 out of the 10 spelling words. He still does not know how to describe *till* so I ask Zach where he can figure out what the word means. At first he said to ask the teacher, but then he smiled and said to look in a dictionary. Once he found *till* in the dictionary he still didn’t understand the definition of it meaning *to or until*. So I used it in a sentence to describe to Zach that we use the

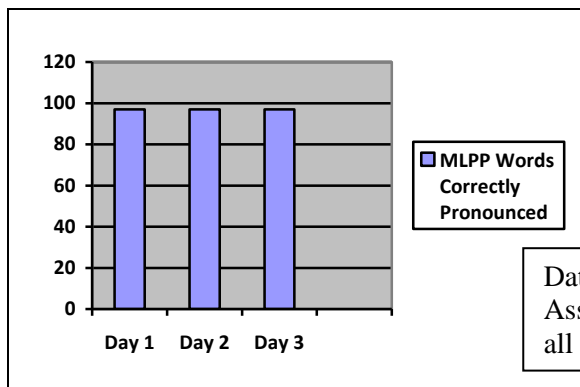
word *till* when telling time like in math, like “It is twenty minutes till 11 o’clock am.” Here I am activating Zach’s prior knowledge of the usage of such a word in order to help him “access and construct meaning,” (Cunningham, 1998, p. 199). This also, “reinforces student mastery of the selected words by connecting them to what students already know,” (Blachowicz & Fisher, 2004, p. 68).

I then explained to Zach that he was going to need to write me a story about anything that he wanted, but that I wanted him to use as many of the highlighted spelling words as possible. Also, that he needed to make sure he used the words correctly, spelled the words correctly, and that story makes sense all the way through. I then allowed Zach to pick a quiet and secluded spot where he could write his story in his notebook. Once settled, I asked Zach to repeat his directions to me to ensure he understood the assignment. He replied, “I have to write you a story and use these words (pointing to the highlighted list). I can’t spell them wrong either. You want the story to be good so that you don’t get confused.” This assures me that Zach understands his assignment by repeating back to me in his own words what he is to do.

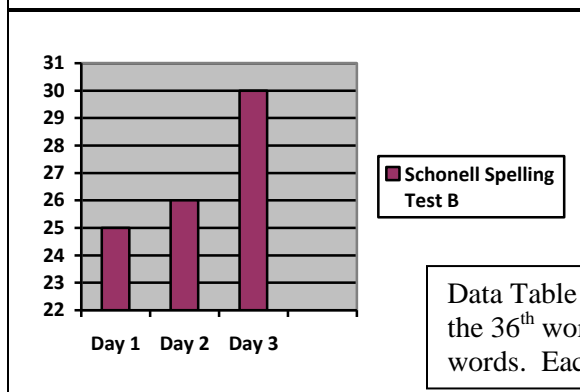
When Zach is finished with the story (Artifact 17) I ask him to read it to me to ensure that he catches any mistakes that might initially be present and to see if he can correctly pronounce each of the spelling words he used. On his own Zach underlined the spelling words and checked them off of the spelling list, which shows his level of engagement and comprehension of the task. Zach used 8 of the 10 highlighted spelling words in his story, he correctly spelled 7 of the 8 words, and used all 8 of them correctly. Using a writing assessment at the end of Day 3 is beneficial, because I am allowing Zach to apply his spelling knowledge by examining his writing (Templeton & Morris, 1999, p. 110). Blachowicz & Fisher also suggest that, “you can also use writing assignments and other tasks to ensure that students hear, read, write, and use these

words,” (2004, p. 68). When I asked Zach to check his spelling of the words he noticed that *large* was spelled incorrectly, but started to panic because, “it will make my story look ugly if I erase it.” So I modified the lesson for him and allowed him to rewrite the word on a separate piece of paper. After reading the story and “fixing” his mistake, I told Zach that I had one last assignment for him to do.

One last time, Zach took the MLPP Word Recognition Assessment and Schonell Spelling Test B in order to display his growth over the past 3 days of working with him. Below the tables display Zach’s MLPP Assessment growth and Schonell Spelling Test growth over the past three lessons.



Data Table 1 - The MLPP Word Recognition Assessment is based on 100 words, in which all were assessed each day for the lesson.



Data Table 2 - The Schonell Spelling Test B was used, but only up to the 36th word, based on the student incorrectly spelling 10 consecutive words. Each test was then only based on the original 36 words.

You can see from the Data Table 1 that Zach’s word recognition based on MLPP Assessment did not change over the three days of lessons. Each day when given the assessment, Zach correctly read 97 out of 100 words from the word list. Even after working with these

words and their meaning each day, Zach was unable to change his pronunciation of the words unless assisted by the teacher. Data Table 2 displays that over the three lessons, Zach's spelling based on his spelling age from the Schonell assessment increased slightly each day. On day 1 he correctly spelled 25 words out of 36 correctly, on day 2 he spelled 26 of the 36 words correctly, and on day 3 he spelled 30 out of the 36 words correctly. This shows an increase in Zach's abilities to correctly spell words once interacting with them in a meaningful way through review, games, hands on activities, writing, card manipulatives, pocket charts, making words, and collecting, recording, and organizing words in a notebook (Blachowicz & Fisher, 2004, p. 68 and Templeton & Morris, 1999, p. 109).

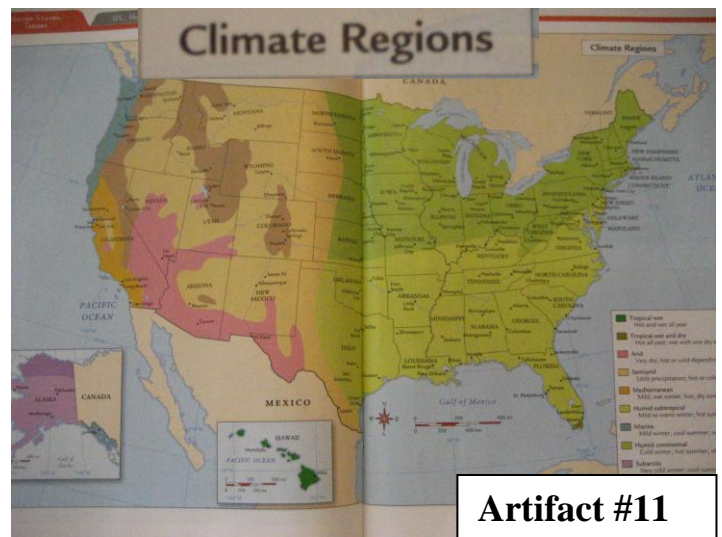
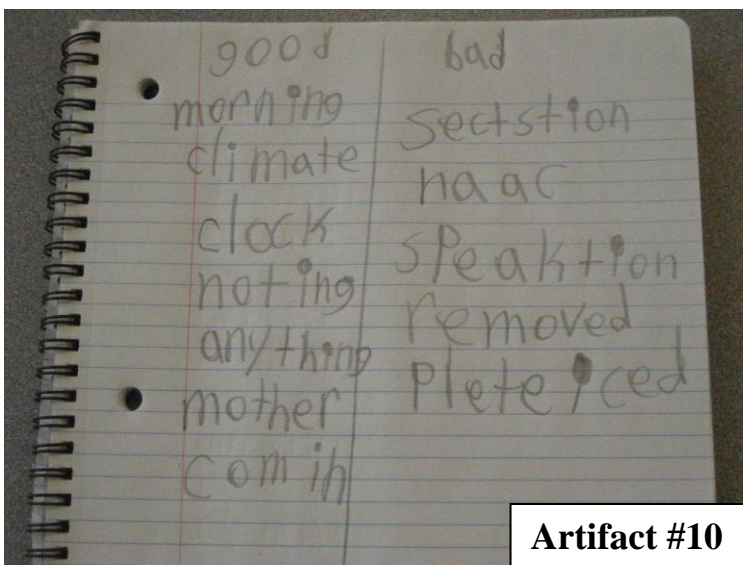
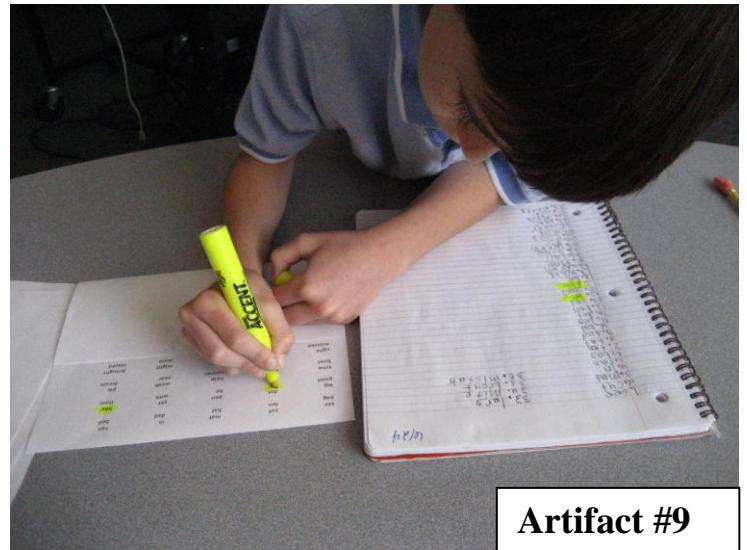
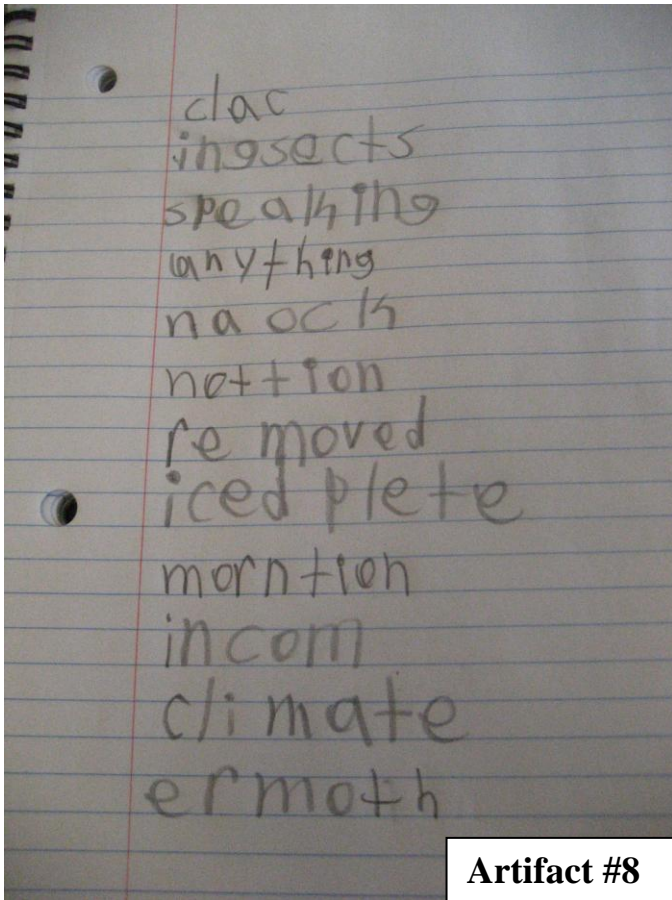
Through evidence from Artifacts 1-16 and data table 1, it can be seen that Zach's word fluency did not increase based off of the MLPP Word Recognition Assessment, but that his knowledge of the meanings of words such as *climate* were more clearly understood and described and shown in Artifact 11 and its correlating discussion in this paper. Evidence from Artifacts 1-17 and data table 2 show that Zach's correct spelling of words from the Schonell list increased from $25/36 = 69\%$ on day 1, to $30/36 = 83\%$ on day 2, to $30/36 = 83\%$ on the third and final day. Therefore it can be concluded that Zach's correct spelling of commonly misspelled words on an individual basis increased by a total of 14% over the course of three days based on the same 36 words.

There were a few critical moments in this lesson where I felt that in the future I could alter some of the directions given to the student. I noticed that when the words were created, there were too many on the table at once and it became very overwhelming for the student at times. Even if the student does not have anxiety issues, the amount of syllabicated cards or letter cards at the table at once was too much data for the student to sift through. This could have been

the cause of Zach's incorrect placement of the syllabicated cards to create multiple non-words. Not having the guidance of a being told to use the list he wrote down in his notebook to help him create the words seemed to have left Zach working with no previous knowledge of what words to make. The probability of him making words that were in fact on that list were high, but it can be seen that there was also a high probability of non-words being formed from Artifact 8.

I felt that I reacted very well to the personal and unique needs of Zach for this lesson, by allowing him to correct his mistakes on separate pieces of paper in lieu of creating a stressful situation for him in writing his story. He began to panic at the thought of erasing his story and especially did not want to have to rewrite it over again which was expressed after the lessons were complete. Also, even though it was coincidental, I think that the yellow cards and yellow highlighter worked well together as Zach described how he liked how they matched. It also allowed the students more visually stimulating object to manipulate which appeals to many of my students. Also, by using the Schonell spelling test I am differentiating which words are being used for each specific student, since I am able to determine their "spelling age" and then use those specific words to attend to their specific spelling needs.

Creating these lesson have really allowed me to expand upon my new knowledge of word decoding and spelling skills that are so essential to helping students become better readers. I have mentioned in my Module Postings that word study is one of my weakest areas, because I have not had a lot of professional development in this area and spelling is not necessarily the main focus in my school district. We are expected to teach spelling, but we are also encouraged to focus more on reading comprehension than spelling lessons, when in reality the two are directly related! By using the suggestions, especially from Cunningham and Templeton & Morris, I feel much more confident in my word work lesson abilities. I applied many of my new



Sight Word/Decodable Word List

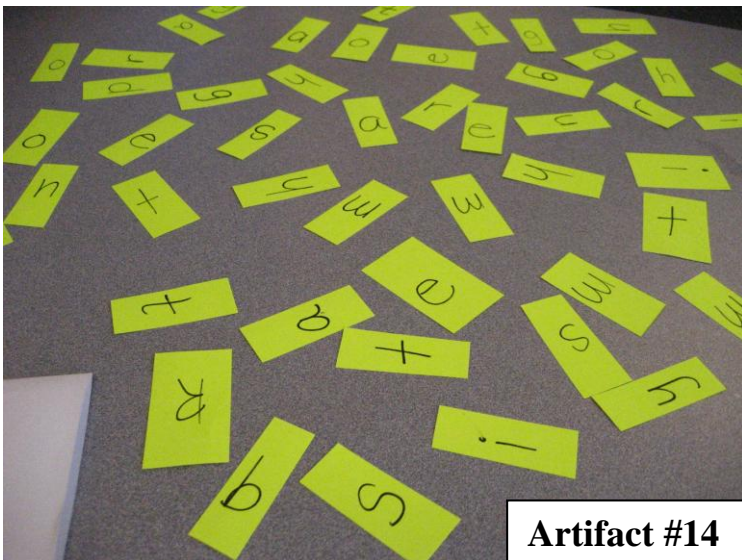
Student's Name Zach Grade 3rd Date _____

Emergent		Developing		Fluent	
Preprimer	Primer	First Grade	Second Grade	Third Grade	
and	there	each	still	complete	
to	do	like	food	anything	
you	how	through	room	wear	
that	about	new	money	sheep	
was	some	good	morning	nation	
they	these	any	noticed	blow	
his	would	right	begins	peace	
at	has	also	weather	climate	X/clif/māte/X
from	him	come	friend	rough	
I	see	because	sent	struck	
not	could	does	insects	speaking	
had	make	say	trade	magic	
what	who	give	clock	lion	
all	get	air	gate	crowded	
an	look	boy	pain	removed	
said	big	mother	breathe	wool	
man	home	point	pride	worried	
stop	red	move	promise	claws	
map	run	true	clue	stamps	
bad	dog	road	hatch	senses	
Total 24/20	Total 24/20	Total 24/20	Total 18/20	Total 19/20	

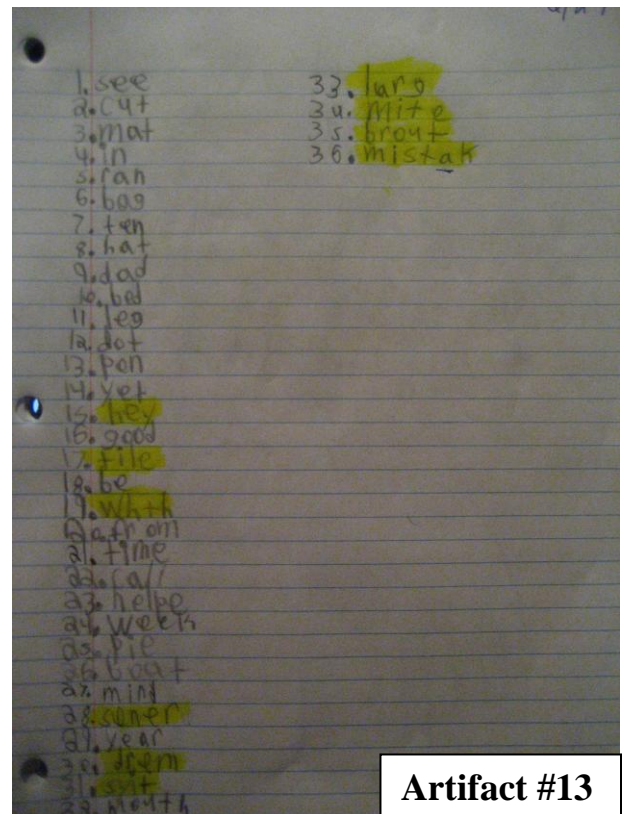
The interlocking circles at the top of this page are to encourage teachers to remember that while the lists are presented under specific grade headings a student may be within a developmental stage that is not tightly aligned with a grade level designation. A teacher at any specific grade provides instruction to students who possess a range of knowledge and performance levels.

Adapted from: Taylor, B.; Dewitz, P.; & Pearson, P.D. (1997). The CIERA early assessment battery for studying schools that beat the odds. Ann Arbor, MI: Center for Early Reading Achievement.

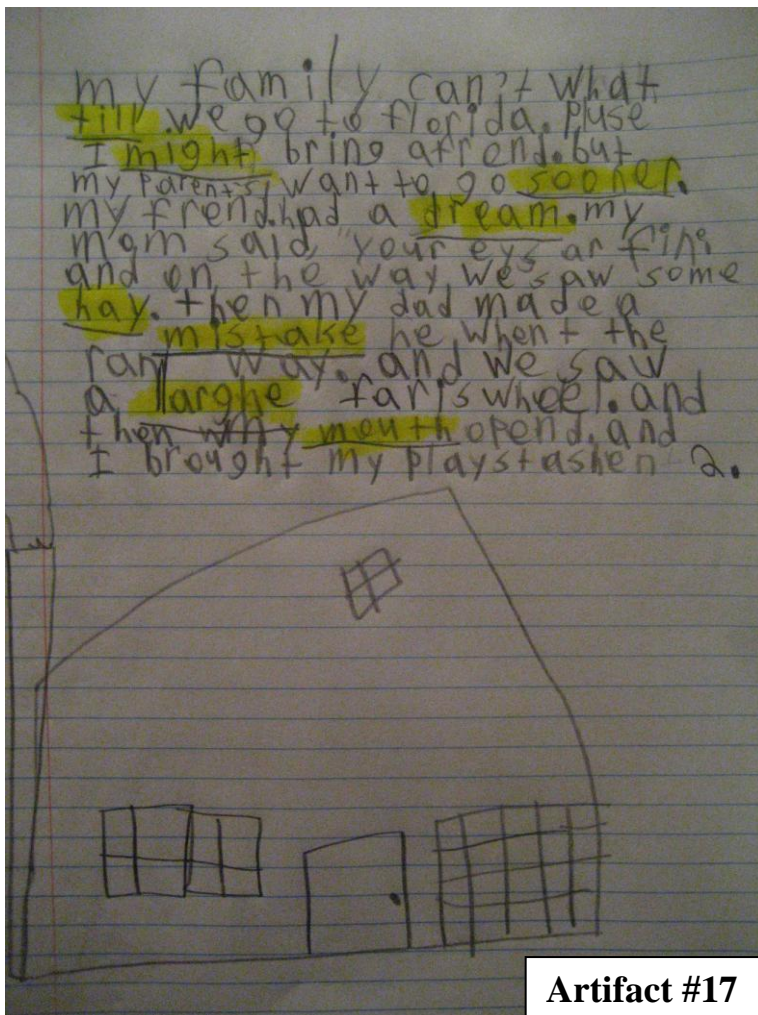
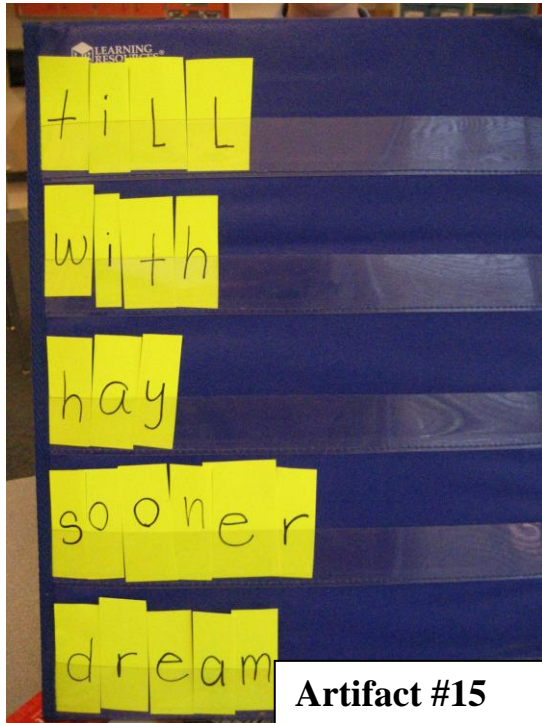
Artifact #12



Artifact #14



Artifact #13



Sight Word/Decodable Word List

Student's Name Zach Grade 3rd Date _____

Emergent		Developing		Fluent	
Preprimer	Primer	First Grade	Second Grade	Third Grade	
and ✓	there ✓	each ✓	still ✓	complete ✓	
to ✓	do ✓	like ✓	food ✓	anything ✓	
you ✓	how ✓	through ✓	room ✓	wear ✓	
that ✓	about ✓	new ✓	money ✓	sheep ✓	
was ✓	some ✓	good ✓	morning ✓	nation ✓	
they ✓	these ✓	any ✓	noticed ✓	blow ✓	
his ✓	would ✓	right ✓	begins X /begin/	peace ✓	
at ✓	has ✓	also ✓	weather ✓	climate X /cli/ /mate/	
from ✓	him ✓	come ✓	friend ✓	rough ✓	
I ✓	see ✓	because ✓	sent ✓	struck ✓	
not ✓	could ✓	does ✓	insects ✓	speaking ✓	
had ✓	make ✓	say ✓	trade ✓	magic ✓	
what ✓	who ✓	give ✓	clock ✓	lion ✓	
all ✓	get ✓	air ✓	gate ✓	crowded ✓	
an ✓	look ✓	boy ✓	pain ✓	removed ✓	
said ✓	big ✓	mother ✓	breathe X /breath/	wool ✓	
man ✓	home ✓	point ✓	pride ✓	worried ✓	
stop ✓	red ✓	move ✓	promise ✓	claws ✓	
map ✓	run ✓	true ✓	clue ✓	stamps ✓	
bad ✓	dog ✓	road ✓	hatch ✓	senses ✓	
Total <u>20/20</u>	Total <u>20/20</u>	Total <u>20/20</u>	Total <u>18/20</u>	Total <u>19/20</u>	

Interlocking circles at the top of this page are to encourage teachers to remember that while the lists are presented under specific grade headings a student may be at an operational stage that is not tightly aligned with a grade level designation. A teacher at any specific grade provides instruction to students who possess a range of knowledge and performance levels.

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Artifact #1

6/23

1. see
2. cut
3. mat
4. in
5. ran
6. bag
7. ten
8. hat
9. dad
10. bed
11. leg
12. dot
13. pen
14. yet
15. hey
16. good
17. till
18. be
19. with
20. from
21. time
22. call
23. help
24. week
25. pie
26. boat
27. mind
28. soner
29. year
30. dream
31. sit

Artifact #2

33. large
34. mit
35. broyt
36. mistake

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