

Tomkins provides a list of "word identification" assessment tools available to teachers of students in grades K-8. They are listed below by title and grade level for your convenience.

FOR GRADES K-8

- Developmental Reading Assessment (DRA)
- Running Records

FOR GRADES K-3

- Phonological Awareness Literacy Screen (PALS) System: Word Recognition in Isolation Subtest
- FOR GRADES 3-8
- The Names Test: A Quick Assessment of Decoding Ability

Some guidelines for teaching students to identify new words:

- post high-frequency words on word walls
- teach students to read/spell high-frequency words in minilessons
- use words from reading selections as examples in minilessons
- practice reading/writing high-frequency words through authentic literacy activities
- introduce key words before reading, and teach other words during and after reading
- model how to use word-identification strategies during read-alouds and shared reading
- teach students to use the three types of analyses

# TEACHING WORD IDENTIFICATION

word-level learning is an essential part of vocabulary. It can be accomplished a variety of ways, including morphemic analysis, phonic analysis, and syllabic analysis (Tompkins 2009).

Phonic Analysis: students apply knowledge of sound-symbol correspondences, phonics rules, and spelling patterns to read or write a word. This strategy is considered useful because almost every word in the English language has "some phonetically regular parts."


Examples: peach, spring, blaze, chin (Tompkins 2009).

Syllabic Analysis: students break a multisyllabic word into syllables and then use their knowledge of phonics and phonograms (also known as, word families) to decode the word, syllable by syllable. This method is especially helpful during the middle grades when students are learning to divide words into syllables in order to read and write multisyllabic words.

Examples: neg-a-tive, bi-o-de-grad-a-ble (Tompkins 2009).

Morphemic Analysis: students apply their knowledge of root words (the basic word when stripped of affixes) and affixes to read or write an unfamiliar word. This concept is also beneficial for middle grade learners because it plays on their knowledge of affixes.

Examples: trans-port, bi-cycle(Tompkins 2009).



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