**Jack Robinson: Baseball’s First Black Superstar**

**Below are notes to help you analyze the strength and weakness in the child’s oral reading of this passage. On the MTEL, both the strength and the weakness would need to be developed in a more complete manner with supporting evidence. (See the document: *How to Form Your Open Response*)**

**Strengths:**

* Use of Context Clue
* Identification of Sight Words (Note: If choosing this strength, be sure to provide examples of third grade level sight words, such as: *afternoon, stood, nation, watched, breath, first, field, against, wanted* etc.). ANY word that the child reads automatically, without pausing, is a “sight word”. Sight words are also known as “high frequency words” when they are words that appear regularly in grade level reading and writing. The words provided as examples are high frequency words, many of which are irregular and need to be memorized.
* Choose one of these two Word Identification strategies to focus on and address in depth, but a secondary strength could be briefly mentioned in a line or two.

**Weaknesses:**

* Analysis of Word Structure
* Application of Phonics (note the student’s difficulty in decoding individual syllables, particularly within the middle of words)
* Note: This student would benefit *first* from applying Analysis of Word Structure to chunk, or break apart, the words strategically. Once he breaks the words apart, he is more likely to be able to apply his phonics knowledge to decode the individual syllables with greater success. When writing an explanation of this weakness, it seems more straightforward to develop a response related to a weakness in Analysis of Word Structure, but you could add in a line or two about the way in which Marcus would also benefit from learning to apply phonics knowledge to decode these individual syllables.