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Use the information below to complete the exercise that follows.

Jonathan, a third-grade student, reads aloud a passage from an unfamiliar story. As he reads, the teacher notes his performance on a separate copy of the story. Printed below is an excerpt from the teacher's record of Jonathan's oral reading performance.

All ^{sum-mer} summer Karen had | wished for a new bike. She was | tired of | riding her older |
 | sister's | ^{went} worn-out bike. What she really wanted was a | ^{moun-tain} sleek, shiny mountain bike
 that would | ^{will} perform well on the dirt roads and | ^{though} paths near her house. All through
 the school year she had done | ^{neē nīg} chores for the neighbors to earn some | extra money.
 In May, Karen looked in the | ^{shoe-box were} shoebox where she put | ^{ever} half of every | ^{all-ow-ance} allowance and
 any | extra money she had | earned. It was not ^{near-ly any} nearly enough to buy the bike.
 What | ^{can} could she do? Just then Rob | Jones rode by on his bike | ^{dealing} delivering the
^{news-paper} newspaper. An | ^{can deal} idea popped into Karen's head. Maybe she | could deliver
 newspapers herself and | earn the rest of the money. She would have to get up
 | early and work hard. It might take a long time, but | ^{some-day} someday Karen would have
 that shiny | ^{moun-tain} mountain bike!

Key:

○ deletion	short pause	← repetition	⊙ self-correction
△ insertion	long pause	^{cat} _{cow} substitution	

Using your knowledge of word identification strategies (e.g., use of phonics, analysis of word structure, use of context clues, identification of sight words), write a response in which you:

- identify one of Jonathan's *strengths* in using word identification strategies; and
- identify one of Jonathan's *weaknesses* in using word identification strategies.