

USING THE SOUNDS OF WORDS READING TASK

Performance Standard 1A.A

Listen to a rhyming text, change that text by choosing other rhyming words, and read the new version, applying the following skills accordingly:

- *Manipulating letters and sounds:* Identify similarities and differences in sounds, recognize initial letter sounds of newly formed words, read newly-formed words, read new version of poem, and consistently self-correct.

Procedures

1. *In order to apply the following word analysis and vocabulary skills to comprehend selections (1A)*, students should experience sufficient learning opportunities to develop the following:
 - Demonstrate phonemic awareness (e.g., counting syllables, hearing rhyme, alliteration, onset and rime) of sounds in words.
 - Demonstrate phonemic awareness by blending or segmenting phonemes in a one-syllable word.
 - Recognize 100 high frequency words, including environmental print (e.g., classroom signs).
 - Use appropriate strategies of decoding (e.g., illustrations, phonics, word patterns, context clues) to recognize unknown words when reading material.
 - Use knowledge of letter-sound correspondences and high frequency words to orally read age-appropriate material.
 - Begin to recognize miscues that interfere with meaning or are inconsistent with visual cues and use fix-up self-correcting strategies.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Select readings that contain rhyme and alliteration. Display a chart-sized copy of the text you will read.
4. Read a nursery rhyme or verse aloud while the students listen. On the second reading, invite the students to join in the reading at whatever point they feel comfortable.
5. Before reading the selection a third time, ask the students to name the words they heard in the verse that rhyme, and name the words they heard that start with the same sound.
6. Ask the students to identify a way two words are alike and a way the words are different. Cover the beginning and end of some appropriate words in the rhyme to point out these characteristics (i.e. dickory, dock, clock – cover the d and the cl to show ock as a similarity, etc.). Cover the ock or the initial d in dickory and dock to show differences.
7. Instruct the students to change the nursery rhyme by covering the original text with correction tape or post-it notes and writing a new letter at the beginning of specific words. Each student will be assigned a specific letter.
8. Allow each student to read the new version of the poem individually, reading the newly-created words instead of the original text.
9. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level. (Students may be assessed in groups of three or four.)

Examples of Student Work follow

Time Requirements

- Approximately 60 minutes
- This assessment should be completed on the same day that the nursery rhyme is introduced.

Resources

- One copy of the text of a nursery rhyme or verse on chart paper
- Individual copies of the same nursery rhyme with a picture of the events for each student
- Post-it notes the same size as the printed text for the student to write on or correction tape
- Using the Sounds of Words Reading Task Rubric

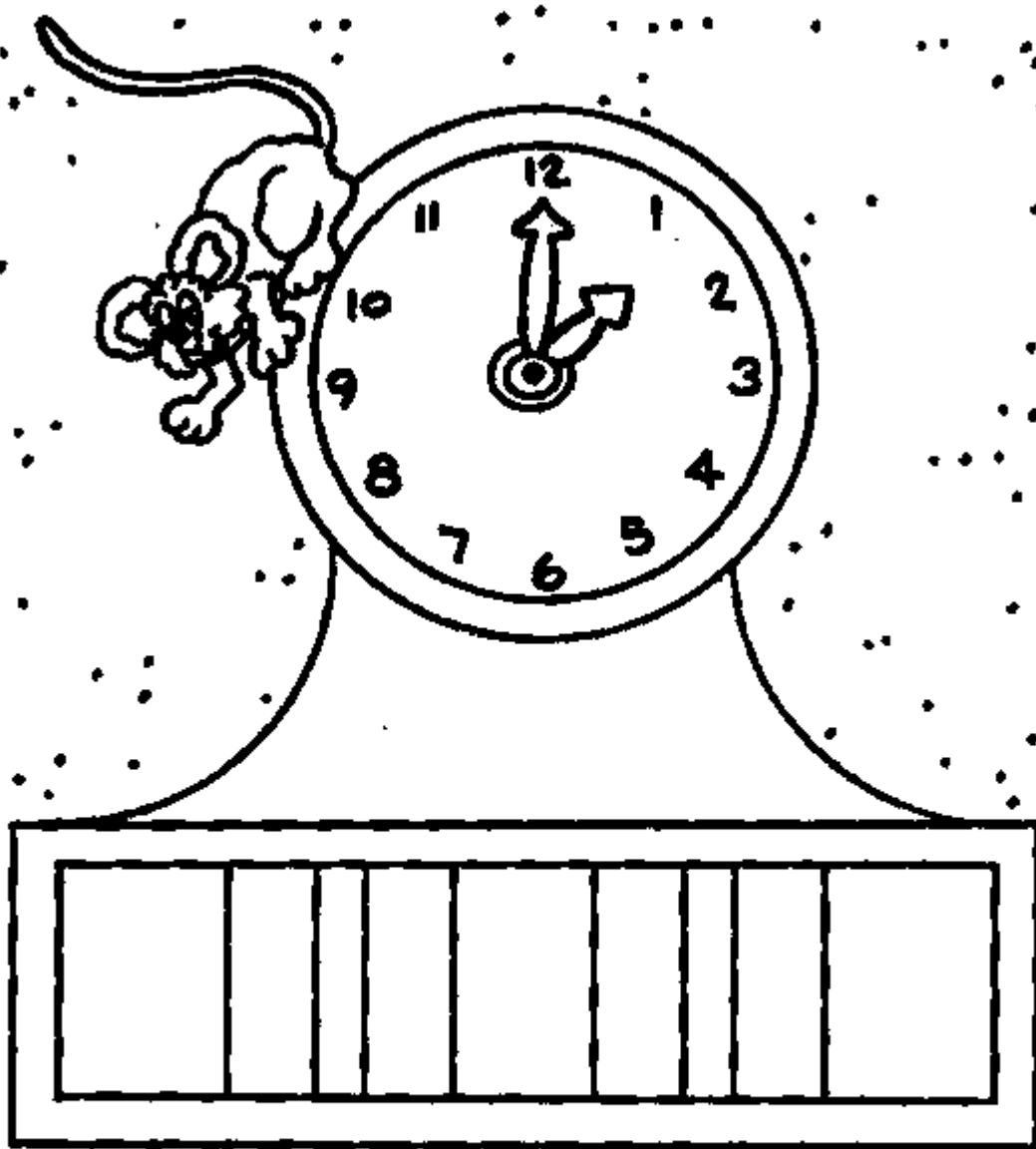
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NAME _____ DATE _____

- Exceeds standard (must receive 4 points)
- Meets standard (must receive 3 points)
- Approaches standard (must receive 2 points)
- Begins standard or absent (must receive 1 point)

Manipulation of Letters and Sound	
4	Student can accomplish all of the following features: <ul style="list-style-type: none"> • Student can identify similarities in sounds. • Student can identify differences in sounds. • Student can recognize initial letter sounds of newly-formed words. • Student can read newly-formed words. • Student can read new version of poem. • Student consistently self-corrects.
3	Student can accomplish 4 or 5 of the following features: <ul style="list-style-type: none"> • Student can identify similarities in sounds. • Student can identify differences in sounds. • Student can recognize initial letter sounds of newly-formed words. • Student can read newly-formed words. • Student can read new version of poem. • Student consistently self-corrects.
2	Student can accomplish 2 or 3 of the following features: <ul style="list-style-type: none"> • Student can identify similarities in sounds. • Student can identify differences in sounds. • Student can recognize initial letter sounds of newly-formed words. • Student can read newly-formed words. • Student can read new version of poem. • Student consistently self-corrects.
1	Student can accomplish 1 of the following features: <ul style="list-style-type: none"> • Student can identify similarities in sounds. • Student can identify differences in sounds. • Student can recognize initial letter sounds of newly-formed words. • Student can read newly-formed words. • Student can read new version of poem. • Student consistently self-corrects.
Score	

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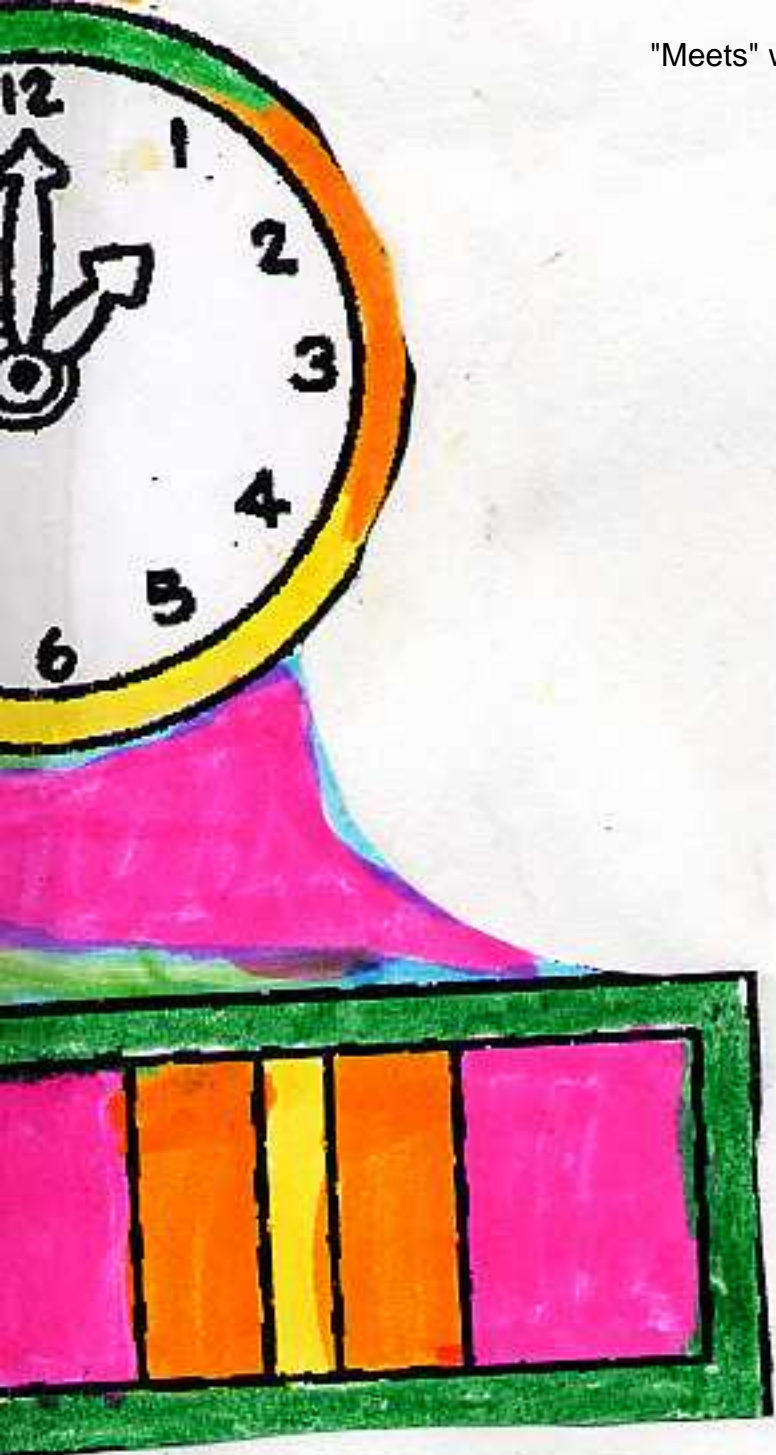


Hickory, dickory, dock!
The mouse ran up the clock;
The clock struck one, and down he ran;
Hickory, dickory, dock!



Lickery,
The mouse ran
The clock struck 12

Lickery Licker



dickery, **L**ock!
ran up the Clock;
One, and down he ran
ry **L**ock!





Rickery, rickery, rock!

The mouse ran up the clock;

The clock struck one, and down he ran;

Rickery, rickery rock!

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