

## SELECTION OF MENU FOODS AND MISCUAE ANALYSIS

### Performance Standard 1A.B

Read items on a restaurant menu and identify samples of foods that have to be cooked before they can be eaten, applying all of the following word analysis and vocabulary skills accordingly:

- *Identifying regular 1 or 2 syllable words:* Identify 6 or more selections correctly; match selections with drawings; read all responses accurately.
- *Recognizing new words:* Recognize all the words listed on the menu; use decoding strategies for new words; apply an alternate strategy, if necessary.
- *Self-monitoring & self-correcting:* Recognize errors that interfere with meaning; recognize errors inconsistent with visual cues; reread or repeat to revise reading; pause to confirm text with a picture or visual clue.
- *Determining meanings of unfamiliar words:* Determine meanings of unfamiliar words, if necessary, by using resource.

### Procedures

1. *In order to understand word analysis and vocabulary skills to comprehend selections (1A)*, students should experience sufficient learning opportunities to apply the following:
  - Use phonemic awareness knowledge (e.g., isolate, blend, substitute, manipulate letter sounds) to identify phonetically regular one and two syllable words.
  - Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
  - Use decoding strategies to self-monitor and self-correct miscues that interfere with meaning.
  - Use a variety of resources (e.g., context, previous experiences, dictionaries, glossaries, computer resources, ask others) to determine and clarify meanings of unfamiliar words.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Read aloud a text about food, eating or some related topic to set the tone of the food idea (e.g., *Greedy Cat is Hungry, The Hungry Caterpillar*). After having read the selections, have the class discuss the reading selections focusing in on the topic. (This assessment should be completed the same day that the text is read.)
4. Provide each student with a copy of a pretend or real restaurant menu. Have students silently read the menu and “place an order” by selecting five foods that have to be cooked before they can be eaten.
5. Have each student draw all five selections on the task sheet and label each food by copying its name from the menu.
6. Ask each student to tell what he/she is ordering and have him/her read the words to the class.
7. Evaluate each student’s performance using the rubric. Add each student’s scores to determine the performance level.

### Examples of Student Work not available

### Time Requirements

- One class period

### Resources

- Appropriate texts with the subject of foods or eating
- Copies of a pretend or real restaurant menu for each student
- Writing materials
- Copies of the “Selection of Menu Foods and Miscue Analysis” task sheet
- Selection of Menu Foods and Miscue Analysis Rubric

**SELECTION OF MENU FOODS AND MISCUE ANALYSIS**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

- Exceeds standard (must receive 15 - 16 total points)
- Meets standard (must receive 11 - 14 total points)
- Approaches standard (must receive 7 - 10 total points)
- Begins standard or absent (must receive 4 - 6 total points)

<b>MISCUE ANALYSIS OF</b>				
	<b>Regular 1 or 2 Syllable Word Identification</b>	<b>New Word Recognition</b>	<b>Self-Monitoring and Self-Correcting Strategies</b>	<b>Unfamiliar Word Meanings</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Student selected more than 5 responses correctly.</li> <li>• Student matched responses with drawings.</li> <li>• Student read all responses accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Student recognized all the words listed on the menu.</li> <li>• Student used decoding strategies for new words.</li> <li>• Student applied an alternate strategy if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Student recognized errors that interfere with meaning.</li> <li>• Student recognized errors that were inconsistent with visual cues.</li> <li>• Student reread or repeated to revise reading; paused to confirm text with a picture or visual clue.</li> </ul>	<ul style="list-style-type: none"> <li>• Student determined or clarified any word meanings by using an available resource if necessary.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Student selected at least 5 responses correctly.</li> <li>• Student matched responses with drawings.</li> <li>• Student read all responses accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Student recognized 5 of the words listed on the menu.</li> <li>• Student used decoding strategies for new words.</li> <li>• Student applied an alternate strategy if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Student recognized most errors that interfere with meaning.</li> <li>• Student recognized most errors that were inconsistent with visual cues.</li> <li>• Student usually reread or repeated to revise reading; paused to confirm text with a picture or visual clue.</li> </ul>	<ul style="list-style-type: none"> <li>• Student usually determined or clarified any word meanings by using an available resource if necessary.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Student selected 3 responses correctly.</li> <li>• Student matched some responses with drawings.</li> <li>• Student read some responses accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Student recognized 3-4 of the words listed on the menu.</li> <li>• Student used decoding strategies for new words.</li> <li>• Student applied an alternate strategy if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Student recognized some errors that interfere with meaning.</li> <li>• Student recognized some errors that were inconsistent with visual cues.</li> <li>• Student occasionally reread or repeated to revise reading; paused to confirm text with a picture or visual clue.</li> </ul>	<ul style="list-style-type: none"> <li>• Student sometimes determined or clarified any word meanings by using an available resource if necessary.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Student selected two or fewer responses correctly.</li> <li>• Student matched one response with one drawing.</li> <li>• Student read one response accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Student recognized 1-2 of the words listed on the menu.</li> <li>• Student used decoding strategies for new words.</li> <li>• Student applied an alternate strategy if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Student recognized few or none of the errors that interfere with meaning.</li> <li>• Student recognized few or none of the errors that were inconsistent with visual cues.</li> <li>• Student seldom reread or repeated to revise reading; paused to confirm text with a picture or visual clue.</li> </ul>	<ul style="list-style-type: none"> <li>• Student never determined or clarified any word meanings by using an available resource if necessary.</li> </ul>
<b>Score</b>				

NAME \_\_\_\_\_ DATE \_\_\_\_\_

**SELECTION OF MENU FOODS AND MISCUE ANALYSIS**

**Student Task Sheet**

Our Restaurant Menu Order

- Read the menu.
- Choose 5 foods that must be cooked before you can eat them.
- Draw a picture of the foods you choose in each box.
- Write the name of the food (under the picture).
- Read the name.


## SELECTION OF MENU FOODS AND MISCUE ANALYSIS

### Teacher Resource Sheet

#### DEFINITIONS:

Miscue analysis – a formal examination of the use of miscues as the basis for determining the strengths and weaknesses in the background experience and language skills of students as they read. *The Literacy Dictionary* – Theodore Harris, Richard Hodges (editors), IRA, 1995

Substitution – the replacing of one word in the oral reading of text with another word (example: hop for hot)

Use the following coding for scoring the reading:

Correct reading - ✓

Substitution - write word child said

Self correction – write word child said first and then s/c for correct response

Pizza  
milk  
ice cream  
bacon  
hot dog  
salad  
turkey  
soda pop  
juice  
ham  
grapes  
fish  
watermelon

nuts  
potatoes  
peas  
butter  
lemon  
muffin  
burger  
egg  
popcorn  
mustard  
pancakes  
plums  
spaghetti