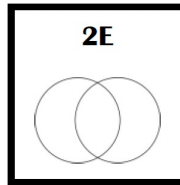


Formative Assessment 4

In the following lesson, students will create a rhyming dictionary for the classroom. You will receive words based on this assessment. These words vary in difficulty, since some rhyming sounds can be achieved through only one regular spelling pattern (such as words that rhyme with can), while others can be formed in multiple ways (such as words that rhyme with shoe: blue/ new/ do/ two/ moo/ through). This assessment is a quick test of students' facility with different rhyming patterns.



Some students with specific learning disabilities have difficulty with spelling patterns. For those students, you can sit beside the student and read the word aloud while pointing at the word. Discuss with these students the different spelling patterns and brainstorm other words in that pattern.

Using the Assessment Data:

Use the assessment data to plan which words you will assign to particular students. Try to match each student to two or more words that are challenging for him /her – i.e., not too easy or too difficult given current readiness level.

Name: _____

In each group of words, circle the one that does not rhyme with the others.

- | | | | | |
|----|---------|----------|-------------|-----------|
| 1 | bright | bite | high | height |
| 2 | pale | gray | stay | bay |
| 3 | shoe | through | though | two |
| 4 | secret | meat | meet | secrete |
| 5 | high | under | cry | untie |
| 6 | eight | undulate | commiserate | community |
| 7 | steak | stake | create | shake |
| 8 | towel | show | stow | toe |
| 9 | dream | unclean | serene | machine |
| 10 | soap | hope | heliotrope | throat |
| 11 | goad | odor | unload | ode |
| 12 | mud | blood | food | stud |
| 13 | scare | scar | prepare | unfair |
| 14 | instant | bled | bread | instead |