

Directions for Administering Hearing and Recording Sounds In Words

Prompt:

I am going to read you a story. When I have read it through once, I will read it again very slowly so that you can write the words of the story. (Read through the sentences at normal speed.) Some of these words you may not know. Say them slowly and think how you would write them.

Dictate the sentences slowly, word by word. If the child has difficulty, say, **You say it slowly.** How would you start to write it? What can you hear? What else do you hear? If the child cannot complete the word, say, **We'll leave that word. The next word is...**

Kindergarten: Fall, Winter, Spring

First Grade: Fall, Winter

1. I see a big cat in the sun. He is playing with a red ball.

I s e e a b i g c a t i n t h e s u n. H e i s
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21

p l a y i n g w i t h a r e d b a l l.
22 23 24 25 26 27 28 29 30 31 32 33 34 35 36

Scoring: Total Points 36

First Grade: Spring

Second Grade: Fall

2. I am going to ride to school on a yellow bus. I will have fun!

I a m g o i n g t o r i d e t o s c h o o l o n
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

a y e l l o w b u s. I w i l l h a v e f u n!
20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36

Scoring: Total Points 36

Second Grade: Winter, Spring

Third Grade: Fall, Winter, Spring

3. His mom and dad will go to get me a little fuzzy dog.

H i s m o m a n d d a d w i l l g o t o g e t
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21
22

m e a l i t t l e f u z z y d o g.
23 24 25 26 27 28 29 30 31 32 33 34 35 36

Scoring: Total Points 36

Scoring Guidelines

Score one point for each sound (phoneme) the child has recorded. Count only the numbered letters. Extra letters added by the child do not affect the scoring. Since this task involves **sound** analysis, accept any letter(s) which represent the same phoneme; for example, accept the following kinds of substitutions even though the spelling is incorrect.

<u>Ce</u>	<u>se</u>	<u>cee</u>	<u>kat</u>	<u>cun</u>	<u>plaing</u>	<u>plaeng</u>
See	see	see	cat	sun	playing	playing

<u>bal</u>	<u>scool</u>	<u>skol</u>	<u>schul</u>	<u>yelow</u>	<u>wil</u>	<u>hiz</u>
ball	school	school	school	yellow	will	his

<u>git</u>	<u>litl</u>	<u>fuzy</u>	<u>fuze</u>
get	little	fuzzy	fuzzy

Note: Be sensitive to the individual child's dialect.

Extra letters are not counted, reversals of letters are not counted, and one point is taken off for letters out of order, for example am=ma.