



Resource Guide

RHYMING

What is Rhyming?	Rhyming is the ability to detect the same string of phonemes occurring at the end of a word, when listening and discriminating between two or more words. Rhyming does not always involve the same letters, only the speech sounds. There are different stages of rhyming, ranging from the identification of rhymes to the production of words that rhyme.
Rhyme exposure	Rhyming begins with exposure. Have children recite and clap a chant that contains rhyming words at the end of the sentence. While chanting, emphasize the rhyming words so the student may begin to anticipate the rhyme. Stop and pause so children are prompted to fill in the rhyming word in a song or chart.
Rhyme identification	Rhyming continues with identifying two words that sound the same at the end, for instance, cat and hat, and asking the children if the two words rhyme, yes or no? It may be helpful to make a list of word families, for example, hot, pot, not, and lot. Demonstrate that words in the same word family will always rhyme because their ending letters, from the vowel on, are the same.
Rhyme discrimination	After a child can identify that words rhyme, offer three words, having them discriminate finding two of the three words that rhyme. Provide pictures of the words to help children retain the words in working memory. Ex: show pictures and say, “Dog, cat, log. Which two words rhyme?”
Rhyme production	Ask children to produce a rhyming word. You can also create chants and have them fill in the blanks with words that rhyme. Ex: “What is a word that rhymes with skip?”
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Benchmark Milestones

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Benchmark milestones are specific goals that children are expected to achieve at certain stages of their early literacy development.

BOY- Beginning of the Year; MOY- Middle of the Year; EOY- End of the Year

Pre-K	1st-20th %tile: Can identify limited or no CVC rhyming pairs (Ex: <i>cat, hat, dog</i>) 21st-40th %tile: Can identify short vowel rhyming pairs with single onset (Ex: <i>red, bed, blue</i>) 41st-99th %tile: Can identify short vowel rhyming pairs with mixed onsets (Ex: <i>skip, chip, skate</i>)	
Kindergarten	BOY & MOY	1st-20th %tile: Can identify limited or no short or long vowel rhyming pairs with mixed onsets Ex: <i>bed, red, bat</i> 21st-40th %tile: Can identify limited short or long vowel rhyming pairs with mixed onsets Ex: <i>cake, bake, bike</i> 41st-99th %tile: Can identify short or long vowel rhyming pairs with mixed onsets Ex: <i>jump, climb, time</i>
	EOY	1st-20th %tile: Can identify limited or no short or long vowel rhyming pairs with mixed onsets Ex: <i>jump, climb, time</i> 21st-40th %tile: Can identify limited short or long vowel rhyming pairs with mixed onsets Ex: <i>jump, climb, time</i> 41st-99th %tile: Can identify complex single and multisyllable rhyming pairs with mixed onsets Ex: <i>waking, baking, wagging</i>