



# K-3 Critical Reading Components

The NLPS PARS is a K-3 reading assessment originally created by teachers for teachers as a product of a past NLPS Early to Grade 3 literacy initiative (E23). The critical reading skills are mostly based on **end of year learning targets** derived from the current BC Curriculum. As the grade increases, the assessment becomes a combination of a formative assessment and a screener.

The assessment is intended to be offered to students in the the beginning of the school year to help teachers screen, identify and monitor a learners' needs for the purposes of guiding instructional decisions around *critical reading components*.

In order to sustain early and ongoing interventions, schools are recommended to use the PARS:

- as collaborative teams to identify individual student's strengths and areas of targeted instruction. The assessment data can be shared with all teachers in order to make collaborative decisions about how to meet needs of individual learners.
- to ensure quality classroom reading instruction and **tier one interventions** are specific and intentional based on student need. The PARS assessments are used to design instructional strategies in all classrooms to meet individual student needs.

## Critical Reading Components

### Phonological & Phonemic Awareness

Phonological awareness is the ability to notice the sound structure of spoken words (Kilpatrick, 2015). Phonemic awareness is the ability to identify, isolate and manipulate language at the individual sound level. It is a part of phonological awareness.

#### Fluency

Reading Words at an adequate rate, with a high level of accuracy, appropriate expression, and understanding (Birsh & Carreker 2018).

#### Vocabulary

Vocabulary is the knowledge of words and word meanings (NIL, 2007; Honig, Diamond & Gutlohn, 2008).

#### Comprehension

Comprehension is making sense of what we read. Comprehension depends on good word recognition, fluency, vocabulary, wordly knowledge, and language ability (Birsh & Carreker 2018).

#### Phonics

A system for approaching reading that focuses on the relationship between letters and sounds (Kilpatrick, 2015).

# Kindergarten Critical Reading Targets

The NLPS PARS is a K-3 reading assessment based on **end of year learning targets** derived from the current BC Curriculum. The assessment is intended to be offered to students in the Fall to help teachers screen, identify and monitor a learners' needs for the purposes of guiding instructional decisions around critical reading skills.

## Phonological & Phonemic Awareness

**Rhyming** - recognition & production

**Alliteration** - Initial sound / word recognition and production

**Blending**

- syllables (mon-key) & onset-rimes (m-ilk) into a word
- two words into compound word
- 2 or 3 phonemes into 1 syllable word (/m//e/=me)

**Segmenting**

- Clap or count syllables (1-3 syllable words)
- Identify two words in a compound words
- Beginning and ending sound in 1-syllable word
- Identify sounds in 2-3 phoneme words (run=/r//u//n/)

## Phonics

**Alphabetic Principle**

Understand that letters and letter patterns represent the sounds of spoken language.

**Letter-Sound Association**

- most common sounds for letters (at least 20)
- most letter names (at least 20 – both upper and lower case)
- within student's names and the names of others (i.e. classmates)
- gives a word that starts with sound

**Reading Words**

- a few of Fry sight words
- some familiar names
- environmental print (e.g. stop sign)

## Fluency

Ease with early literacy skills includes:

- Rhyming, alliteration, blending and segmenting
- Identifying letter names & sounds (at least 20)
- Reading some CVC words and high frequency words

## Vocabulary

Begin to use appropriate social words

Experimenting with language and demonstrating vocabulary usage that:

- Describes feelings
- Classifies objects, pictures, etc...
- Describes people, places & things

## Comprehension

In discussions, uses strategies before during and after reading and viewing to make meaning:

- Accessing prior knowledge
- Predicting
- Making connections
- Asking questions



# Grade One Critical Reading Targets

The NLPS PARS is a K-3 reading assessment based on **end of year learning targets** derived from the current BC Curriculum. The assessment is intended to be offered to students in the Fall to help teachers screen, identify and monitor a learners' needs for the purposes of guiding instructional decisions around critical reading skills.

## Phonological & Phonemic Awareness

### Blending & Segmenting

- 3 to 4 sounds into word (/m//a//n/=man, /s//t//o//p/=stop)
- Initial, medial, and final sounds in 1-syllable words

### Manipulation

- Substitute, delete, and add sounds  
Delete "f" from flake  
Substitute "n" in nap to "c" = cap
- Word families / onset-rimes (e.g. b-ack, s-top)

## Phonics

Increasing ease with mid to end of year targets including:

- Recognizing and identifying all 26 letter names and sounds
- Decoding consonant digraphs ing short vowel words such as *that, shut, sang, when* and *duck*
- Decoding consonant blends with short vowels such as *stop, slip,*
- Decoding long vowels words with silent e such as *bake*
- Familiarity with common suffixes such as s, ing and ed
- Decoding some long vowel teams such as *rain, goat, tied* and *see*
- Uses common patterns to recognize new words (-all, -ame, -ice, -ate, -ight, -ing, -op)

## Fluency

- Ease and accuracy with the above mentioned phonological and phonics skills
- Reads grade level text with expression and phrasing

## Vocabulary

- Uses conversational language & increasingly specific and sophisticated vocabulary
- Uses vocabulary more academic language to talk about reading and viewing (book author, title, illustrator, pictures, etc...)

## Comprehension

In discussions, uses strategies before during and after reading and viewing to make meaning

- Accessing prior knowledge
- Predicting
- Making connections
- Asking questions

Retells most key events or ideas in sequence / identifies basic story elements / makes basic inferences about characters and situations



# Grade Two Critical Reading Targets

The NLPS PARS is a K-3 reading assessment based on **end of year learning targets** derived from the current BC Curriculum. The assessment is intended to be offered to students in the Fall to help teachers screen, identify and monitor a learners' needs for the purposes of guiding instructional decisions around critical reading skills.

## Phonological & Phonemic Awareness

### Blending & Segmenting With consonant blends

- Sounds into words (/s//t//o//p/=stop)
- Words into sounds (block → /b/ /l/ /o/ /k/)

### Manipulate phonemes (substitute, delete, and add sounds)

- e.g. substitute "n" in nap to "c"; take -away "f" from flake;

## Phonics

### Decodes

- Words with 4 phonemes
- Complex vowel digraphs & diphthongs
- Words with alternate spellings (igh, mb, kn, etc...)
- Complex blends & clusters (blend, stop, splash)
- Two & three syllable words
- Word families / onset-rimes (e.g. b-ack, s-top)
- Initial and final consonant digraphs (ch, sh, th, etc...)
- Some vowel digraphs (oo, ee, ea, ai, etc..)
- Diphthongs (ow, ou, oi, oy)
- R- controlled vowels (ar, er, ir, ur, or, ore, our)

## Fluency

- Reads grade level text with expression and phrasing
- Ease and accuracy with the above mentioned phonological and phonics skills
- Reads grade level text with expression, a sense of phrasing with 3 or 4 words

## Vocabulary

- Uses conversational language & increasingly specific vocabulary
- Uses new vocabulary words
- Expanding use of descriptive vocabulary
- Uses compare and contrast (e.g. same, as, different from)
- Uses knowledge of word parts, contractions, compound words in context

## Comprehension

- In discussions, uses strategies before during and after reading and viewing to make meaning
  - Accessing prior knowledge
  - Predicting
  - Making connections
  - Asking questions
- Summarizes / retells events with some detail, identifies problem/solution, main & supporting characters, and makes basic inferences to draw conclusions



# Grade Three Critical Reading Targets

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## Phonological & Phonemic Awareness

By Grade 3, phonological and phonemic awareness should be well established. Students should have mastered even the most complex phonemic awareness skills of "manipulation" including:

- Substitution (Substitute "n" in nap to "c");
- Deletion (take -away /f/ from flake)
- Addition (as /s/ to "top")
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\*If students are experiencing significant reading challenges it may be appropriate to offer the phonological awareness subtests from the PARS 1 & 2

## Phonics

### Decodes

- Multisyllabic words (6 syllable types)
- Words with inflectional endings and understands their spelling patterns
- Contractions
- Words with common prefixes and suffixes
- Word families / onset-rimes (e.g. b-ack, s-top)
- Initial & final consonant digraphs (ch, sh, th etc.)
- Some vowel digraphs (oo, ee, ea, ai, etc..)
- Diphthongs (ow, ou, oi, oy)
- R- controlled vowels (ar, er, ir, ur, or, ore, our)

### Reading Words

- Recognize approx. 500 words by sight

## Fluency

- \*Reads grade level text with expression and phrasing
- \*Ease and accuracy with the above mentioned phonological and phonics skills
- Adjusts speed and rate of reading
- Changes voice with punctuation and emotion words

## Vocabulary

- Uses sensory detail, description language, clear & specific vocabulary
- Knowledge of root words, compound words, and syllabication
- Knowledge of common prefixes, suffixes and word endings
- Reflects on, identifies and assesses strategies to make meaning and figure out unknown words
- Begins to identify and understand idiomatic expressions
- Uses academic language related to reading (plot, conflict, theme, etc...)

## Comprehension

- In discussions, uses strategies before during and after reading and viewing to confirm meaning
  - Accessing prior knowledge
  - Predicting
  - Making connections
  - Asking questions
- Visualizes, sketches and uses graphic organizers to support comprehension
- Summarizes / retells events with some detail, identifies problem/solution, main & supporting characters, and makes basic inferences to draw conclusions