NANAIMO LADYSMITH PUBLIC SCHOOLS

Primary Assessment of Reading Screener (PARS)

Teacher Guide - Grade 1

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.

Student responses can be recorded on:

Laptop / iPad OR **Pen & Paper**

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Teacher Guide - Grade One

General Administration Guidelines

- To ensure fluency, a student should be able to respond within 3 second. If the student takes longer, mark the item as incorrect and prompt for the next item.
- If the student gets the first three items incorrect stop administration and move on to the next task.
- Record all attempts and relevant behaviours made by the student.
- Commonly **" "** are used to identify letter names whereas **//** are used to represent a sound. Eg: "c" may be /k/ or /s/
- Teachers are invited to use hand motions that would align with Tier 1 instruction of phonemic skills. For examples, ask your SST about the hand motions used in the Haggerty system.
- Look for this icon on most subtests to reflect the "3 Second / 3 Questions" guideline:

Instructions:
1a/b. Initial & Final Sound (Phoneme)

- Instruction: **In "Sun," /s/ is the first/beginning sound.**
- Practice: **What is the first sound in "Cup?" /k/ is the first/beginning sound.**
- Prompt: **I am going to say a word. Tell me the beginning/ first sound in the word _____.**

  Record all responses.
- Repeat the same word and ask **What is the last/end sound of the word?**

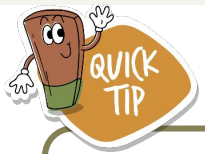
fit

pal

dog

nib

ham



When teaching phonological awareness, avoid adding the /uh/ sound after consonants. Eg: make clipped /b/ not "buh." This is also important for phonics instruction.

Instructions: 2. Phoneme Blending

- Instruction: **I am going to say the sounds in a word. Put the sounds together and tell me the word?**
- Practice: **/s/ /i/ /t/ What is the word?**
- Prompt: **/___/ /___/ /____/. What is the word?**

  Record all responses.

g-o

m-a-n

b-ea-ch

t-r-i-p

s-t-o-p

Instructions: 3. Phoneme Segmentation

- Instruction: **I'm going to say a word. Tell me the sounds that you hear.**
- Practice: **What sounds do you hear in the word "cat?"**
- Prompt: **What sounds do you hear in the word _____?**

  Record all responses.

man

nut

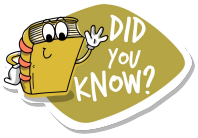
top

frog

slip

Teacher Guide - Grade One

Phonics



There are two types of books to support emergent readers who are not yet ready for trade books. Levelled books use predictable text patterns and picture clues to support early readers. Decodable books use words with phonic patterns typically taught at that stage of learning.

Instructions: 4 a/b/c. **Letter Knowledge**

Choose which letter order you wish to administer. This document offers a random letter order (pages 5-6). The Jolly Phonics letter order is an optional way to offer the letters and a printable version is available on the Learning Portal.

To ensure fluency of this task, if a student takes longer than three seconds mark the item as incorrect and prompt the next item. Record all responses.

Correct response for vowels are short sounds. If the long vowel sound is given, say to the student:

"What is another sound this letter makes?

4a. What letter is this?
(Try lowercase and uppercase)

4b. What sound does this letter make?
(Try lowercase first)

Record all responses.

Instructions: 4c. Letter Knowledge (Optional)

Classwide or small group

- **Try printing the letter _____.**

Record all responses.

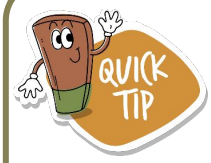
Skill	Abrev
Letter sounds	S
Letter names- uppercase	UC N
Letter names-lower case	LC N

Instructions: 5.**Digraphs**

(Find the diagraphs on page 5)

- Instructions: **I will point to some letters. Tell me what sound these letters make?**

Record all responses.



When offering letters or words to students, try to reduce the visual impact by using a masking card to frame or isolate the word.

Generalized understanding from known to unknown by making connections between:

* sound-symbol correspondences encountered in their environment

*sound-symbol correspondences with a key word and action

* reading and spelling of new sound-symbol correspondences

*sound-symbol correspondences in games and print

Reading Words

Sight vocabulary is all the words you instantly recognize. Students who are fluent readers are better able to devote their attention to comprehending the text.

Instructions:
6. Reading Words

(Find the words on page 7. An alternate word list that aligns with the Phonics Continuum can be found on the Learning Portal.)

- **Can you tell me what this word is?**

Record all responses, including multiple attempts. When students sound out one letter at a time can be separated with a dash (-).

Record all responses.

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Sound walls have to ability to represent sounds beyond the 26 letters of the alphabet and represent more than one way to spell a sound.

Talk to members of your school-based team about how to create a living sound wall in your classroom.

Concepts of Print

Concepts of print is the understanding that print (letters and words) carries meaning. Print awareness also includes an understanding of what books are used for and how a book "works".

Instructions: 7. Concepts of Print

- Choose a simple emergent picture book
- Ask the student the following questions to confirm overall understanding :
  - **"Can you show me the front of the book?"**
  - **"Show me the title of the book."**
  - **"Point to the author's name"**
  - **"Point to a word on the page."**
  - **"Point to the first/beginning letter of a word."**
  - **"Point to the last/end letter of a word."**
  - **"Point to a period and ask "What is this for?"**

Record if the learner demonstrated print awareness Y/N.

When offering a book for CoP, try to find something that may match the students' interest or reading ability.

If the child is struggling with CoP, stop the assessment and finish reading the book to keep the experience positive.

When a student has the ability to decode words using their awareness of sounds and their knowledge of phonics, they do not have to memorize individual picture-like forms for every word. This facilitates sight word learning.

Student View - Grade One

4. Letter Knowledge - Random

c	z	j	a	k	m
r	v	t	w	n	o
b	s	u	d	e	p
f	g	q	x	h	i
l	y				

5. Digraphs

ch	th	wh	sh	kn

Student View - Grade One

4. Letter Knowledge - Random

C	Z	J	A	K	M
R	V	T	W	N	O
B	S	U	D	E	P
F	G	Q	X	H	I
L	Y				

Student View - Grade One

5. Reading Words

the	on
of	are
and	as
a	with
to	his
in	they
is	I
you	at
that	be
it	this
he	have
was	from
for	

Planning for Reading Instruction (Optional)

Class Overview			
Tier 1 Classroom Teacher	Whole Group instruction - What critical skills do all the students require instruction on?		
	Phonological and Phonemic Awareness	Phonics	Reading Words
Targeted Skill			
Tier 1 & 2 Classroom Teacher	Small Group Instruction - Which students can I group together to reinforce skills previously taught?		
	Phonological and Phonemic Awareness	Phonics	Reading Words
Student(s)			
Targeted Skill			
Tier 3 Collaborative Approach	Individual Instruction - Which students can I group together to reinforce skills previously taught?		
	Phonological and Phonemic Awareness	Phonics	Reading Words
Student(s)			
Targeted Skill			

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Primary Assessment of Reading (PARS)

Teacher Guide - Grade One

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.

Grade One Critical Reading Targets

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 *th*at, *sh*ut, sa*ng*, *wh*en and duc*k*
- Decoding consonant blends with short vowels such as *st*op, *sl*ip,
- Decoding long vowels words with silent e such as b*a*k*e*
- Familiarity with common suffixes such as s, ing and ed
- Decoding some long vowel teams such as r*ai*n, g*oa*t, t*ie*d and s*ee*
- 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 and 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

Definitions of Critical Reading Components

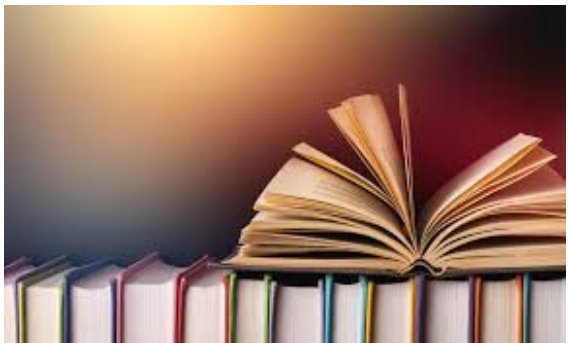
Phonological & Phonemic Awareness

Phonological awareness is the ability to notice the sound structure of spoken words (Kilpatrick, 2015). It includes recognizing words, recognizing and producing rhymes, segmenting words into syllables, and segmenting and blending onset and rime.

Phonemic awareness is the ability to identify, isolate and manipulate language at the individual sound level. It is a part of phonological awareness. It includes isolating, segmenting, blending and manipulating individual sounds (Honig, Diamond & Gutlohn, 2008).

Phonics

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



Fluency

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

Vocabulary

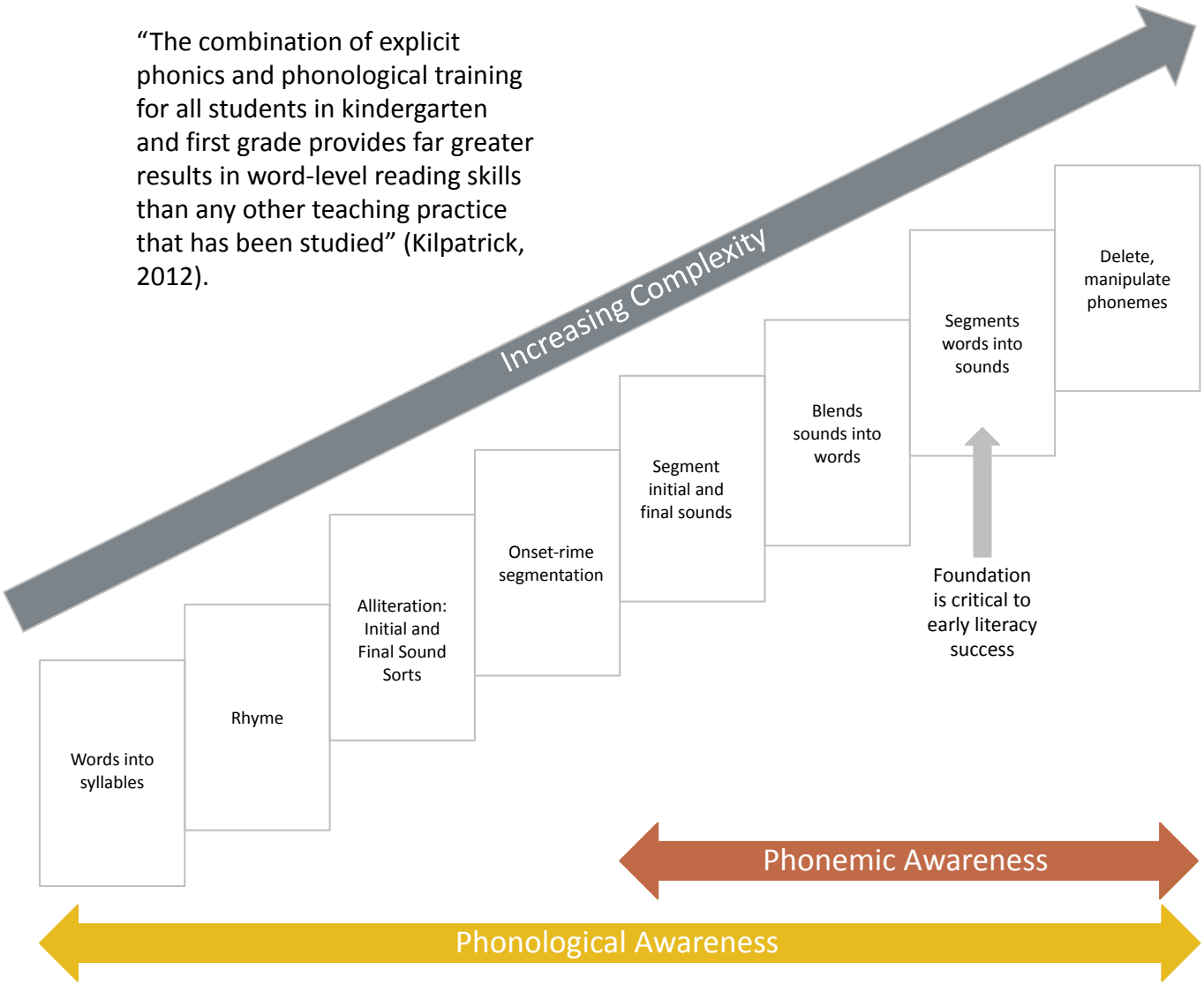
Vocabulary is the knowledge of words and word meanings (NIL, 2007; Honig, Diamond & Gutlohn, 2008).

Comprehension

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

Sequence of Phonological Awareness Competencies

"The combination of explicit phonics and phonological training for all students in kindergarten and first grade provides far greater results in word-level reading skills than any other teaching practice that has been studied" (Kilpatrick, 2012).



Phonics Continuum

7 → **Variant Vowels and R-controlled Words**

- variant vowel words such as coil and raw
- r-controlled words such as bird, turf

6 → **Long Vowel Teams**

- vowel teams have two vowels that team up to make one sound
- vowel teams (also called vowel digraphs) such as may, great

5 → **Long Vowels with Silent e**

- CVCe words such as like, make, give, line, fine, came, home, take

4 → **Consonant Blends with Short Vowels**

- CCVC and CVCC words such as stop and mask

3 → **Consonant Digraphs with Short Vowels**

- CCVC & CVCC words such as *when, shut, than, duck, king, back*

2 → **One Syllable Words with Short Vowels**

- CVC & VC words such as can, but, sit, big, am, it, at, if, in, at, up, us

1 → **Letter Sounds**

- single consonants and short vowels

Suggested Implementation (Optional)

Determine a School Wide Implementation Plan:

As a collective, develop a plan for administering, marking and reviewing/analyzing data from the PARS.
A template has been provided to guide this process (adapt as needed) – see School Wide Implementation Plan Template.

Suggested Timeline for Implementation:

The PARS is a formative assessment tool that should be offered to students at the beginning of the school year. For Grades 1-3, this may mean starting in mid-September.

Implementation Team:

- **Classroom Teachers (primary administrator of assessments)**
- Administration (Principal / Vice Principal)
- Student Support Teachers / Learning Support Teachers / ELL Support Teachers
- Learning Commons Teachers
- Other itinerant staff such as the Literacy Coordinator

Administration	Data Analysis	Follow Up
Classroom teacher is administering the majority of the assessments with students Assessment can be administered in sections according to needs of teacher and students Implementation team is supporting classroom teacher to complete assessments & organize materials	Administrator, with student support teacher, uses filter to screen and print out specific groupings of students (e.g., by whole grade, by skill, by designation, etc.) Administrator facilitates school wide discussion of patterns that emerge across school and collates information to determine school wide focus (What is going on for our learners?) Individual teachers use data to inform instructional planning	Share data as part of the class review process along with other areas important for student success (socio-emotional, engagement, writing, math) Develop school wide support schedule that is fluid and flexible and supports students and teachers using RTI framework (Tier 1, 2 & 3) Revisit to share learning and impact on student achievement; adjust as needed to maximize impact

NANAIMO LADYSMITH PUBLIC SCHOOLS

Primary Assessment of Reading Screener (PARS)

FAQs: Administer the PARS

Who is administering the PARS?

Classroom teachers are invited to use this screener to assess their students on the critical skills of reading.

How were these subtests designed / chosen?

In 2014, all primary teachers in NLPS gathered to identify the critical skills that are important to teaching reading. Many subtests were considered, but in the end, teachers chose their favorite components from the field and then created a locally-developed tool.

Do I have to use the "+/-" to record responses?

The "+/-" conventions are a suggestion, but feel free to use conventions that work for you. Where ever possible, record student attempts.

Why is it important to use the same screener in a school / district?

It is important that we all use the same tool within a building because it allows school teams to have a common language when planning collaboratively and prioritizing supports. Furthermore, we have many district staff that work in multiple buildings or move from site to site and therefore find it helpful to be referring to the same screener tool. Remember, PARS is not the only assessment tool that you will be using to assess reading.

What if a child is not able to do the assessment for the grade they are assigned?

Any student who is having difficulty with a subtest for their grade, should be offered the same skill, but for the grade(s) below. This includes a grade 2 or 3 student who has difficulty with phonological awareness and should be offered the Kindergarten or Grade 1 subtests.

When should teachers be offering the PARS to the students?

The PARS is a formative assessment tool that should be offered to students at the beginning of the school year. For Grades 1-3, this may mean starting in mid-September, while November seems to be a better time for Kindergarten students.

Do I have to do the whole assessment in one session with every student?

Flexible testing procedures are encouraged. Adaptations may include, but are not limited to:

- Subtests may be administered separately and in alternate order.
- Subtests may be administered more than once.

For further clarification, please email thelearningline@sd68.bc.ca with "PARS" in the subject line.