Progress Monitoring for First Grade

National Reading Panel Components of Reading Instruction*	PAR Sub-test Indicator	Common Core Objectives	Progress Monitoring Tools for Teachers	Progress Monitor Tools for Students	Directions
Print Concepts		CC.1.L.1.a Conventions of Standard English: Print all upper- and lowercase letters. CC.1.R.F.1 Print Concepts: Demonstrate understanding of the organization and basic features of print. CC.1.R.F.1.a Print Concepts: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Print Concept Books	n/a	See Directions for Book and Print Awareness Page
			Alphabet Recognition and Production Cards	Student Alphabet Pages	**Alphabet Recognition** The student should point and identify each letter. If the student only knows a few letters, ask the student to point and identify the known letters. **Alphabet Production** After the student is able to identify at least half of the upper and lower case letters, ask the student to write each lower and upper case letter. You do not have to follow this order. You could start with the letters in the student's name. **Student Alphabet Pages** As the student is able to identify (name) and write the letters, allow the student to color the

					corresponding square. When the student is able to produce the correct sound, allow the student to place checkmarks next to the corresponding upper and lower case letters.
Phonemic Awareness	Phonemic Awareness	CC.1.R.F.2 Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). CC.1.R.F.2.a Phonological Awareness: Distinguish long from short vowel sounds in spoken single-syllable words . CC.1.R.F.2.b Phonological Awareness: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. CC.1.R.F.2.c Phonological Awareness: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. CC.1.R.F.2.d Phonological Awareness: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Phonemic Awareness Picture Cards and Queries	n/a	Cut out each of the picture cards for the student to sort. Before sorting, please review each of the pictures so that the student is able to identify the correct word for each picture. The correct word is printed on the back. Each of the queries listed below align with the English/Language Arts Common Core Standards for first grade. This sort can be done with an individual student or a small group. Here is a list of possible queries in order of difficulty: • Place the cards together that have the same initial sound. • Place the cards together that have the same final sound. • Place the cards together that

					have three sounds.
					• Place the cards together that have four sounds. (These two have a blend, so you may want to use this query to help scaffold the student with the next query.) • Place the cards together that have a short vowel sound. • Place the cards together that have a long vowel sound. • Match the cards that have the short and long sound for a, e, i, o, and u.
Phonics	Single Letter/Word Reading	CC.1.L.2.d Conventions of Standard English: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CC.1.L.2.e Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. CC.1.R.F.3.a Phonics and Word Recognition: Know the spelling-sound	Spelling Chart	n/a	During the winter and spring, use this word list to determine how well a student is transferring their knowledge of phonics to spelling. These criteria correlate with the first grade Common Core Standards for English/Language Arts for first grade. To begin, read each word to the student. You can

		correspondences for common consonant digraphs (two letters that represent one sound). CC.1.R.F.3.b Phonics and Word Recognition: Decode regularly spelled one-syllable words. CC.1.R.F.3.c Phonics and Word Recognition: Know final -e and common vowel team conventions for representing long vowel sounds. . CC.1.R.F.3.e Phonics and Word Recognition: Decode two-syllable words following basic patterns by breaking the words into syllables. CC.1.R.F.3.f Phonics and Word Recognition: Read words with inflectional endings. CC.1.R.F.3.g Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words.			repeat the word twice and use the word in a sentence when necessary. Ask the student to attempt each word, even if they are not sure how to spell it correctly. This assessment can be administered individually or in small groups. In order to use this as a reliable tool in the spring, do not teach these words to the student or give the correct spelling after the first administration.
Fluency	Rapid Naming	CC.1.R.F.3.g Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words. CC.1.R.F.4.b Read grade-level text orally with accuracy, appropriate rate, and expression.	High Frequency Word List	High Frequency Word List	As a student is able to identify a word, place a check mark next to that word. If you choose to use progress monitoring folders, as a student is able to read a word, ask the student to draw a checkmark underneath the word on the chart. Unlike the spelling chart, these words should be used for instructional purposes.

| Vocabulary and Comprehension | Picture Vocabulary | CC.1.L.4.a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.

CC.1.R.I.2 Key Ideas and Details: Identify the main topic and retell key details of a text.

CC.1.R.I.3 Key Ideas and Details: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

CC.1.R.I.5 Craft and Structure: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

CC.1.R.L.2 Key Ideas and Details: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CC.1.R.L.3 Key Ideas and Details: Describe characters, settings, and major events in a story, using key details.

CC.1.R.L.6 Craft and Structure: Identify who is telling the story at various points in a text.

CC.1.R.L.7 Integration of Knowledge and Ideas: Use illustrations and details in a story to describe its characters, setting, or events. | Comprehension and Vocabulary Grade Level Guides | n/a | These books should be read aloud to a student or a small group of students. The answers should be given orally by the student. The suggested answers are not the only right answers, but just an example of a possible student response. An example of an anecdotal note is also provided in the table. These notes may assist you in keeping track of the student's progress during the year. At the end of each section, there is a reference list of suggested books for future progress monitoring sessions. |

*National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Retrieved June, 18, 2013, from http://www.nichd.nih.gov/publications/nrp/smallbook.htm.