

## Progress Monitoring for Second Grade

National Reading Panel Components of Reading Instruction*	PAR Sub-test Indicator	Common Core Standards	Progress Monitoring Tools for Teachers	Progress Monitoring Tools for Students	Directions
<b>Phonics</b>	Single Letter/Word Reading	<p>CC.2.L.2.c Conventions of Standard English: Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>CC.2.L.2.a Conventions of Standard English: Capitalize holidays, product names, and geographic names.</p> <p>CC.2.R.F.3.a Phonics and Word Recognition: Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>CC.2.R.F.3.b Phonics and Word Recognition: Know spelling-sound correspondences for additional common vowel teams.</p> <p>CC.2.R.F.3.c Phonics and Word Recognition: Decode regularly spelled two-syllable words with long vowels.</p> <p>CC.2.R.F.3.d Phonics and Word Recognition: Decode words with common prefixes and suffixes.</p> <p>CC.2.R.F.3.f Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words.</p>	Spelling Chart	n/a	<p>During the winter and spring, use this word list to determine how well a student is transferring their phonics knowledge to spelling. These criteria correlate with the second grade Common Core Standards for English/Language Arts. A few words with either a blend or a digraph are included as a review from first grade. If these spelling words are too difficult for the student, consider using the first grade spelling chart until the student is able to spell grade level words.</p> <p>To begin, read each word to the student. You can 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</p>

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<b>Fluency</b>	Rapid Naming	CC.2.R.F.3.e Phonics and Word Recognition: Identify words with inconsistent but common spelling-sound correspondences. CC.2.R.F.3.f Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words.	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. If these words are too difficult for the student, consider using the first grade high frequency word list until the student is able to read grade level words.
<b>Vocabulary and Comprehension</b>	Picture Vocabulary	CC.2.L.4.a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase. CC.2.R.I.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.2.R.I.2 Key Ideas and Details: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. CC.2.R.I.6 Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Comprehension and Vocabulary Grade Level Guides	n/a	These books are second grade level texts. If a student is unable to read the book fluently, you may want to read it aloud to the student or to a small group of similar students. The suggested answers are not the only right answers, but an example of a possible student response. An example of an anecdotal note is also provided in the table. Notes such as these may assist you in keeping track of a student's progress during the year. At the end of each section, there is a reference

		<p>CC.2.R.I.7 Integration of Knowledge and Ideas: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>CC.2.R.L.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.2.R.L.2 Key Ideas and Details: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>CC.2.R.L.3 Key Ideas and Details: Describe how characters in a story respond to major events and challenges.</p> <p>CC.2.R.L.5 Craft and Structure: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>			list of suggested books for future progress monitoring sessions.
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\*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>.