

Progress Monitoring for Third Grade

National Reading Panel Components of Reading Instruction*	PAR Sub-test Indicator	Common Core Objectives	Progress Monitoring Tools for Teachers	Progress Monitoring Tools for Students	Directions
Phonics	Single Letter/Word Reading	<p>CC.3.L.1.b Conventions of Standard English: Form and use regular and irregular plural nouns.</p> <p>CC.3.L.1.d Conventions of Standard English: Form and use regular and irregular verbs.</p> <p>CC.3.L.1.e Conventions of Standard English: Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>CC.3.L.2.e Conventions of Standard English: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>CC.3.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.3.R.F.3.a Phonics and Word Recognition: Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>CC.3.R.F.3.b Phonics and Word Recognition: Decode words with common Latin suffixes.</p> <p>CC.3.R.F.3.c Phonics and Word Recognition: Decode multi-syllable words.</p>	Spelling Inventory	n/a	<p>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 third grade Common Core Standards for English/Language Arts. A few words with a blend, digraph, or long vowel team are included as a review from second grade. If these spelling words are too difficult for the student, consider using the first or second grade spelling chart until the student is able to spell grade level words. To begin, read each word to the student. You can repeat the word twice and use it 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</p>

					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.3.R.F.3.d Phonics and Word Recognition: 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 or second grade high frequency word list until the student is able to read grade level words.
Vocabulary and Comprehension	Picture Vocabulary	CC.3.L.4.b Vocabulary Acquisition and Use: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). CC.3.R.1.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.3.R.1.5 Craft and Structure: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information	Comprehension and Vocabulary Grade Level Guides		These books are third 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

		<p>relevant to a given topic efficiently.</p> <p>CC.3.R.I.8 Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>CC.3.R.L.3 Key Ideas and Details: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>CC.3.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>CC.3.R.L.6 Craft and Structure: Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>CC.3.R.L.7 Integration of Knowledge and Ideas: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>			<p>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 list of suggested books for future progress monitoring sessions.</p>
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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>.