Progress Monitoring for Kindergarten

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
Print Concepts	N/A	**Book and Print Awareness** CC.K.R.F.1.a Print Concepts: Follow words from left to right, top to bottom, and page by page. CC.K.R.F.1.b Print Concepts: Recognize that spoken words are represented in written language by specific sequences of letters. CC.K.R.F.1.c Print Concepts: Understand that words are separated by spaces in print. CC.K.R.I.5 Craft and Structure: Identify the front cover, back cover, and title page of a book. CC.K.R.I.6 Craft and Structure: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. CC.K.R.L.6 Craft and Structure: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	**Small Books** *The Ball* *This Cat* *My Favorite*	n/a	See Directions for Book and Print Awareness Page

		Alphabet Knowledge CC.K.L.1.a Conventions of Standard English: Print many upper- and lowercase letters CC.K.R.F.1.d Print Concepts: Recognize and name all upper- and lowercase letters of the alphabet.	Alphabet Recognition and Production Cards Student Alphabet Pages	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.K.R.F.2.a Phonological Awareness: Recognize and produce rhyming words. CC.K.R.F.2.b Phonological Awareness: Count, pronounce, blend, and segment syllables in spoken words.	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

		CC.K.R.F.2.c Phonological Awareness: Blend and segment onsets and rimes of single-syllable spoken words. CC.K.R.F.2.d Phonological Awareness: d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.*(This does not include CVCs ending with /l/, /r/, or /x/.)			the queries listed below align with the English/Language Arts Common Core Standards for Kindergarten. 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 rhyme. • Find the word card that has two phonemes. • Place the cards together that have three phonemes. • Find the card that has four phonemes.
Phonics	Letter/Word Identification	CC.K.L.2.c Conventions of Standard English: Write a letter or letters for most consonant and short-vowel sounds (phonemes). CC.K.L.2.d Conventions of Standard English: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. CC.K.R.F.3.a Phonics and Word Recognition: Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.	Spelling Chart	n/a	After a student is able to write and identify the sounds of most letters, use the word list to determine how well the student is transferring their knowledge of letters and the corresponding sounds to spelling. To begin, read each word to the student. You can repeat the word twice. Ask student to attempt each word, even if they are not sure how to spell it correctly.

		CC.K.R.F.3.b Phonics and Word Recognition: Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.			The chart above allows you to mark which of the letters the student correctly writes during three different monitoring sessions. Typically, students follow the developmental pattern listed on the top of the chart. Students can be administered this short assessment 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.K.R.F.3.c Phonics and Word Recognition: Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).	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.K.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. CC.K.L.5 Vocabulary Acquisition and Use: With guidance and support from adults, explore word relationships and nuances in word meanings. CC.K.R.I.2 Key Ideas and Details: With prompting and support, identify the main	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.

		topic and retell key details of a text. CC.K.R.I.3 Key Ideas and Details: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text, main topic and retell key details of a text. CC.K.R.I.7 Integration of Knowledge and Ideas: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). CC.K.R.L.3 Key Ideas and Details: With prompting and support, identify characters, settings, and major events in a story. CC.K.R.L.7 Integration of Knowledge and Ideas: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).			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.