



Primary Assessment of Reading Screener (PARS)

Teacher Guide – Grade 3

Updated January 2024



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.

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Teacher Guide – Grade 3



Fluent readers with large sight vocabularies are better able to devote their attention to comprehending text. Sight vocabulary is all the words you instantly recognize both regular and irregular.

Nonsense words follow predictable patterns and are useful to assess how students apply the phonic skills being taught. Students need these skills to be able to read words they do not know.



Instructions: 1. Nonsense Words (Words on page 3)

- Instruction: **I will point to some words. They are not real words. Using what you know about letters and sounds, read the word.**

Prompt: **Can you tell me what this word is?**

- You may need to remind students,
 - These words don't have meaning
 - These words sound weird because they aren't real words

Record all responses.



Instructions: 2. Reading Words

(Find the words on page 4. 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.



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

If the Grade 3 words are too difficult, try the Grade 2 and / or Grade 1 word list.

In formative assessment, it is always helpful to know what a child can do so teachers can provide opportunities to build on their strengths.



If your student is struggling with the nonsense words it is a good indication that they would benefit from more phonological and/or phonics instructions. You may also wish to analyze the students responses for patterns of errors.



Instructions:

3. Complex Vowels

(Find the list on page 5.)

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

Record all responses.

Note: Sometimes groups of letters make more than 1 sound as in the case of “oo,” which may result in more than one correct response.



MORE INFO

In formative assessment, it is always helpful to know what a child **can** do so teachers can provide opportunities to build on their strengths, such as the vowel teams they may already know.

As we know, many of the letters in the English language have multiple sounds associated with them. Vowels sounds, in particular, can be quite tricky for some students to learn.



In spelling instruction, teach the most common vowel team spellings of a vowel sound first, e.g. for the long ‘a’ sound teach ‘ai’ before ‘ay’ and eventually ‘eigh’ as an extension for those who can manage the more advanced logic.

In reading instruction, teach the most common pronunciation of a vowel team first e.g. ‘ey’ as long ‘e’ (e.g. ‘donkey’) before ‘ey’ as long ‘a’ (e.g. ‘they’).



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Student View – Grade Three

1. Nonsense Words

a)

cag
nok
teb
pum
dij

b)

brob
snup
timp
slank
smest

c)

thif
chun
whupp
mish
fath
pling

d)

fibe
mape
boam
waib
zoob
houd
larp
joid
gorm
serg
royp



Student View – Grade Three

2. Reading Words

have	young
their	something
about	friends
would	remember
people	himself
know	morning
show	certain
another	strong
why	nothing
found	front
school	understand
white	known
enough	



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Student View – Grade Two

over	
new	give
sound	most
take	very
only	after
little	things
work	our
know	just
place	name
years	good
live	sentence
me	man
back	think



Primary Assessment of Reading Screener (PARS)

Student View – Grade One

the

of

and

a

to

in

is

you

that

it

he

was

for

on

are

as

with

his

they

I

at

be

this

have

from



Primary Assessment of Reading Screener (PARS) Student View - Grade Three

3. Complex Vowels

ou	ay
oi	ai
er	ee
oo	oa
ar	ea
oy	igh
ow	aw



Planning for Reading Instruction (Optional)

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



Primary Assessment of Reading Screener (PARS) Teacher Guide – Grade Three



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 Three Critical Reading Targets

Phonological & Phonemic awareness

By Grade 3, phonological and phonemic awareness should be well established. Students should have mastered even the most complex phonemic awareness skills of “manipulation” including:

- Substitution (Substitute “n” in nap to “c”)
- Deletion (take -away /f/ from flake)
- Addition (as /s/ to “top”)

*If students are experiencing significant reading challenges it may be appropriate to offer the phonological awareness subtests from the PARS 1 & 2

Phonics

Decodes

- Multisyllabic words (6 syllable types)
- Words with inflectional endings and understands their spelling patterns
- Contractions
- Words with common prefixes and suffixes
- Word families / onset-rimes (e.g. b-ack, s-top)
- Initial & final consonant digraphs (ch, sh, th etc.)
- Some vowel digraphs (oo, ee, ea, ai, etc..)
- Diphthongs (ow, ou, oi, oy)
- R- controlled vowels (ar, er, ir, ur, or, ore, our)

Reading Words

- Recognize approx. 500 words by sight

Fluency

- Reads grade level text with expression and phrasing
- Ease and accuracy with the above mentioned phonological and phonics skills
- Adjusts speed and rate of reading
- Changes voice with punctuation and emotion words

Vocabulary

- Uses sensory detail, description language, clear & specific vocabulary
- Knowledge of root words, compound words, and syllabication
- Knowledge of common prefixes, suffixes and word endings
- Reflects on, identifies and assesses strategies to make meaning and figure out unknown words
- Begins to identify and understand idiomatic expressions
- Uses academic language related to reading (plot, conflict, theme, etc...)

Comprehension

- In discussions, uses strategies before during and after reading and viewing to confirm meaning
 - Accessing prior knowledge
 - Predicting
 - Making connections
 - Asking questions
- Visualizes, sketches and uses graphic organizers to support comprehension
- Summarizes / retells events with some detail, identifies problem/solution, main & supporting characters, and makes basic inferences to draw conclusions



Primary Assessment of Reading Screener (PARS)

Student View – Grade Three

Definitions of Critical Reading Components

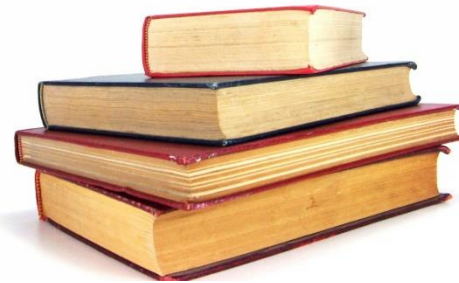
Phonological & Phonemic awareness

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).

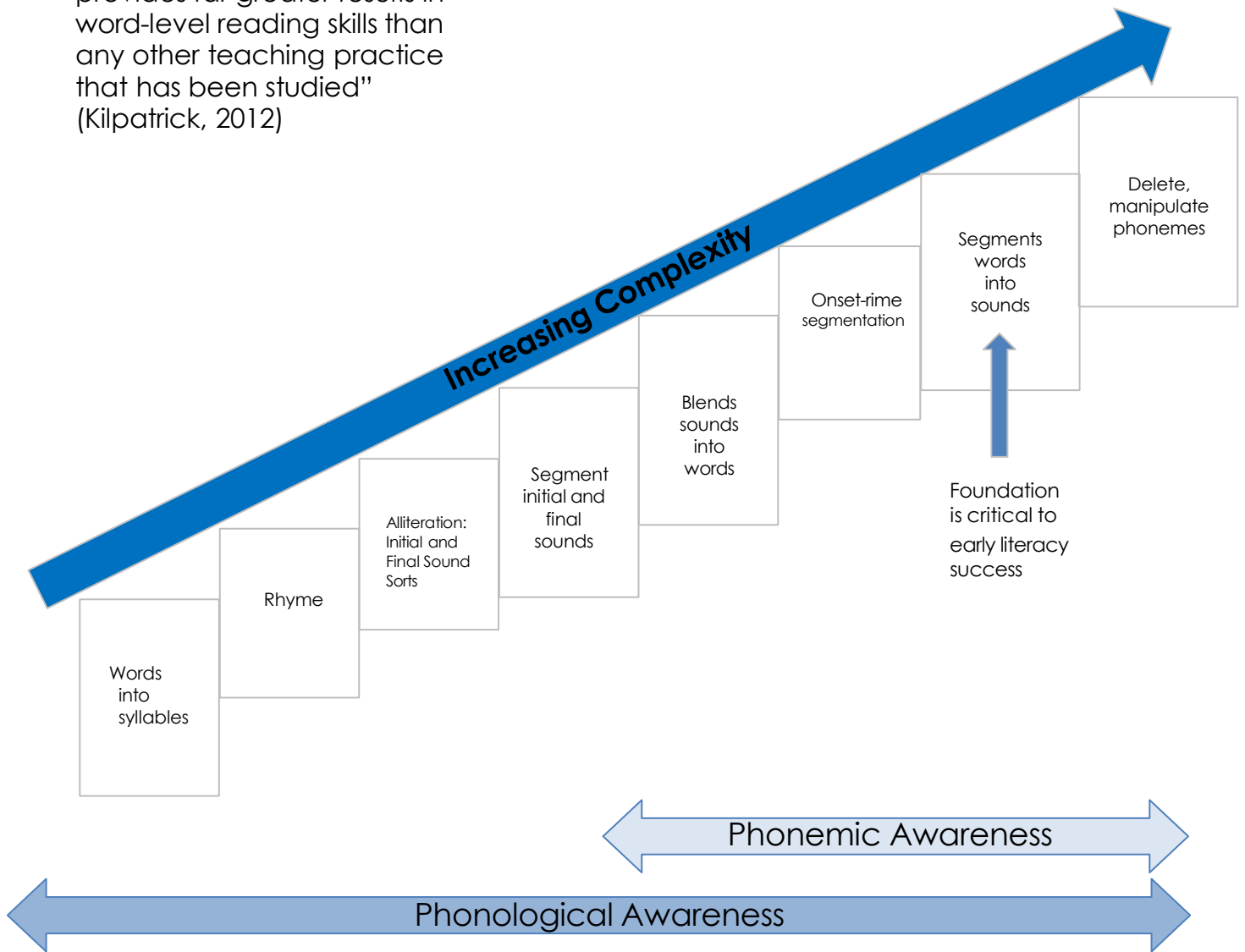


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Student View – Grade Three

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

