



# Primary Assessment of Reading Screener (PARS)

## Teacher Guide – Grade 2

Updated April 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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## General Administration Guidelines

Record all attempts and relevant behaviours made by the student.

Keep these points in mind to ensure this assessment is completed in a timely fashion:

- To ensure fluency, a student should be able to respond within 3 second. If the student takes longer, mark the item as incorrect and prompt for the next item.
- If the student gets the first three items incorrect stop administration and move on to the next task.



### Instructions:

#### 1. Medial Phoneme Isolation

- Prompt: **I'm going to say a word. Tell me the middle sound of the word \_\_\_\_\_.**

Record all responses.

**pen   man   hop   fit   sky**



### Instructions:

#### 3. Complex Vowels

(Find the list on page 4.)

- **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.



### Instructions:

#### 2. Medial Substitution

Instruction: **I am going to say a word. Change the middle sound from /i/ to /a/ to make a new word**

- Practice: **The word is "bit". Change the /i/ to /a/. What is the new word? Prompt: The word is . Change /\_/ to /\_\_\_\_/.**

Record all responses.

The word is **ran**. Change the /a/ to /u/.

The word is **not**. Change the /o/ to /u/.

The word is **top**. Change the /o/ to /i/.

The word is **has**. Change the /a/ to /i/.

The word is **bit**. Change the /i/ to /e/.

### MORE INFO

## Recording Student Responses

Try recording as much information about student behaviours during the screener.

Commonly " " are used to identify letter names whereas // are used to represent a sound.

E.g. "c" may be /k/ or /c/



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### What is the difference between phonics and phonological awareness?

**Phonics** - involves the relationship between sounds and written symbols.

**Phonological awareness** - involves awareness of sounds in spoken words.



### Reading Words

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.



#### Instructions: 4. Nonsense Words

(Find the list on page 4.)

- 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?**

Record all responses.



#### Instructions 5. Reading Words

Find the words on page 5.

#### 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.



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.

#### MORE INFO

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 2 words are too difficult, try the 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 a 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.



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

## 3. Complex Vowels

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

## 4. Nonsense words

<b>cag</b>	<b>bope</b>	<b>drob</b>	<b>thip</b>
<b>rop</b>	<b>sate</b>	<b>snup</b>	<b>chun</b>
<b>keb</b>	<b>meve</b>	<b>himp</b>	<b>whuff</b>
<b>fum</b>	<b>gite</b>	<b>slank</b>	<b>nish</b>
<b>hin</b>	<b>wuse</b>	<b>smesk</b>	<b>vath</b>



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

## 5. Reading Words

over

give

new

most

sound

very

take

after

only

things

little

our

work

just

know

name

place

good

years

sentence

live

man

me

think

back



# 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) Planning for Reading Instruction (Optional)

Class Overview			
<b>Tier 1 Classroom Teacher</b>	Whole Group instruction - What critical skills do all the students require instruction on?		
	Phonological and Phonemic Awareness	Phonics	Reading Words
Targeted Skill			
<b>Tier 1 &amp; 2 Classroom Teacher</b>	Small Group Instruction - Which students can I group together to reinforce skills previously taught?		
	Phonological and Phonemic Awareness	Phonics	Reading Words
Student(s)			
Targeted Skill			
<b>Tier 3 Collaborative Approach</b>	Individual Instruction - Which students can I group together to reinforce skills previously taught?		
	Phonological and Phonemic Awareness	Phonics	Reading Words
Student(s)			
Targeted Skill			



# Primary Assessment of Reading Screener (PARS) Teacher Guide- Grade Two

## Grade Two Critical Reading Targets

### Phonological & Phonemic awareness

#### Blending & Segmenting With consonant blends

- Sounds into words (/s//t//o//p/=stop)
- Words into sounds (block → /b/ /l/ /o/ /k/)

#### Manipulate phonemes (substitute, delete, and add sounds)

e.g. substitute "n" in nap to "c"; take -away "f" from flake;

### Phonics

#### Decodes

- Words with 4 phonemes
- Complex vowel digraphs & diphthongs
- Words with alternate spellings (igh, mb, kn, etc...)
- Complex blends & clusters (blend, stop, splash)
- Two & three syllable words
- Word families / onset-rimes (e.g. b-ack, s-top)
- Initial and 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)

### Fluency

- Reads grade level text with expression and phrasing
- Ease and accuracy with the above mentioned phonological and phonics skills
- Reads grade level text with expression, a sense of phrasing with 3 or 4 words

### Vocabulary

- Uses conversational language & increasingly specific vocabulary
- Uses new vocabulary words
- Expands use of descriptive vocabulary
- Uses compare and contrast (e.g. same, as, different from)
- Uses knowledge of word parts, contractions, compound words in context

### Comprehension

- In discussions, uses strategies before during and after reading and viewing to make meaning
  - Accessing prior knowledge
  - Predicting
  - Making connections
  - Asking questions
- 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) Teacher Guide- Grade Two

## Definitions of Critical Reading Components

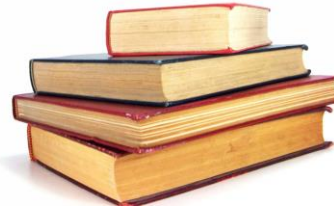
### Phonological & Phonemic awareness

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).

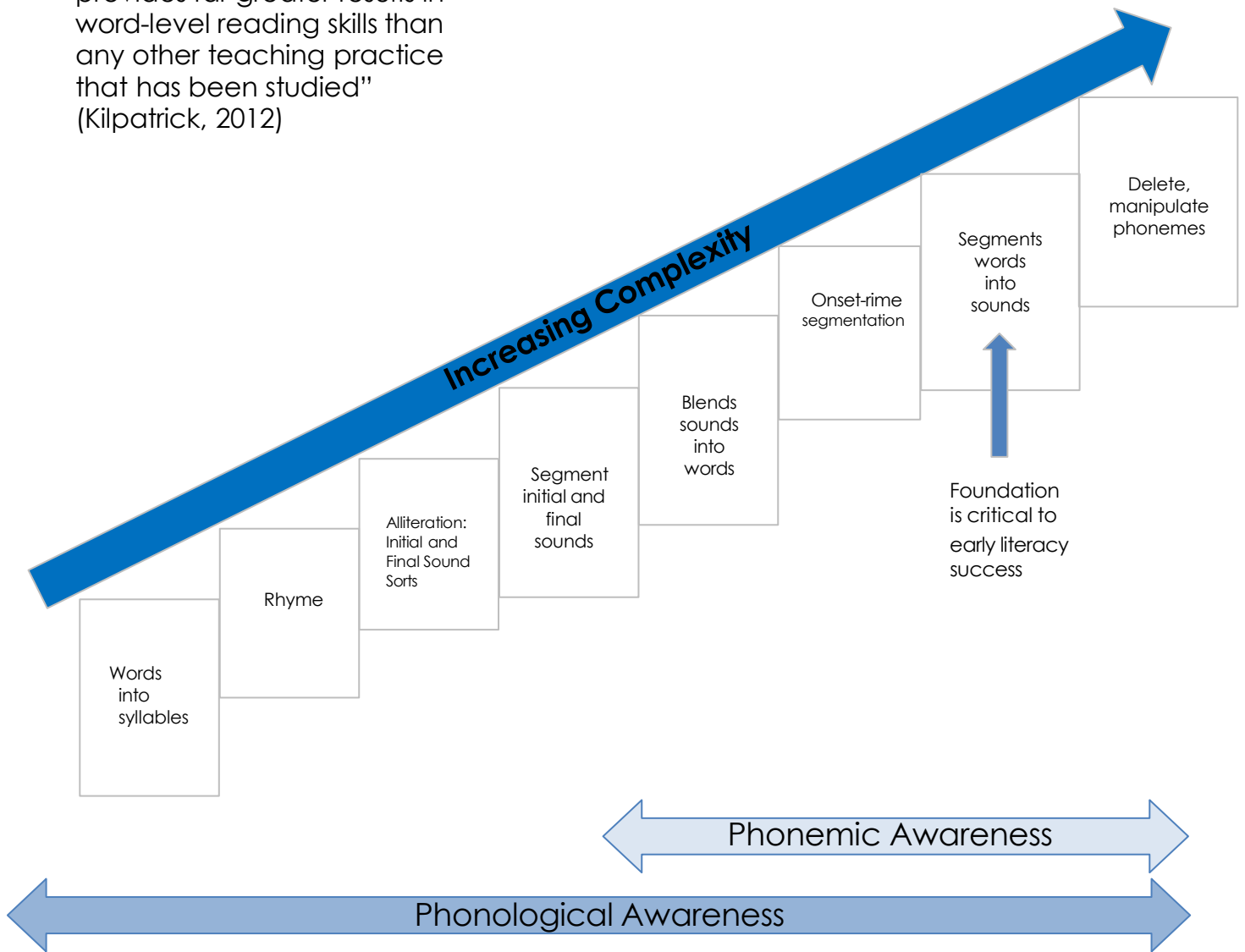
### Comprehension

Comprehension is making sense of what we read. Comprehension depends on good word recognition, fluency, vocabulary, word knowledge, and language ability (Birsh & Carreker 2018).



### 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)





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## Phonics Continuum

