



Progress Monitoring by Instructional Text Reading Level

GRADE	MONTHS OF THE SCHOOL YEAR									
	1 SEP	2 OCT	3 NOV	4 DEC	5 JAN	6 FEB	7 MAR	8 APR	9 MAY	10 JUN
K	—	A	B	B	C	C	C	D	D	D
1	D	E	F	F	G	H	H	I	I	J
2	J	K	K	K	L	L	L	M	M	M
3	M	N	N	N	O	O	O	P	P	P
4	P	Q	Q	Q	R	R	R	S	S	S
5	S	T	T	T	U	U	U	V	V	V
6	V/W	W	W	W	X	X	X	Y	Y	Y
7–8	Y	Y	Y	Y	Y/Z	Z	Z	Z	Z	Z

- The Progress Monitoring by Instructional Text Reading Level chart is intended to provide reasonable expectations for 10 months of the school year. School districts should adjust the expectations to align with their school/district requirements and professional teacher judgment.
- Each level indicates the instructional level; that is, the level that he or she can read with instructional support (e.g., text introduction). At levels A–K, the instructional level is the highest level a student can read with 90–94% accuracy and excellent or satisfactory comprehension, or 95–100% accuracy with limited comprehension. At levels L–Z, the instructional level is the highest level a student can read with 95–97% accuracy and excellent or satisfactory comprehension, or 98–100% accuracy with limited comprehension.
- The student's independent reading level will be one or two levels lower. The independent level is one at which the student can read without teacher support.
- If the student's instructional level matches the indicated level at the particular point in time, the student can be considered to be reading on grade level. If the student's level is higher, then the student can be considered to be reading above grade level. In this case, the student may be reading independently at the level.
- If a student's instructional level is lower than that indicated at the point in time, the student will need intervention. If the student is one to three levels lower, a Tier 2 intervention is needed. If the student is three+ levels lower, a Tier 3 intervention may be needed.
- At some points in time, students may be transitioning from one level to another (for example, Y/Z in month 5 of grade 7). That means the student is reading mostly at the lower level but taking on some texts at the higher level with success. For purposes of analyzing data, consider the lower level Y as reading on grade level.

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N Noddings



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Reality Checks Tony Stead, 2023-10-10 Teaching comprehension with informational texts is a critical component of any reading program and one that many children struggle with as they progress through their schooling Nonfiction can be overwhelming to young readers presenting them with complex vocabulary and a new density of information that may combine text diagrams pictures captions and other devices *Reality Checks Teaching Reading Comprehension with Non Fiction K 5* offers insights into why children struggle when faced with informational reading and practical concepts skills and strategies that help them navigate nonfiction successfully In this book Tony Stead provides wonderful ways to enhance children s understanding and engagement when reading for information He outlines practical approaches to ensure all children can become confident and competent readers of nonfiction Part one examines effective ways to teach children how to extract the information that is explicitly stated in a text Covered are strategies such as using prior knowledge retelling locating specific information and the role of nonfiction read alouds Part two explores interpreting information including making connections between the text the reader and the outside world making inferences and making revisions to inferences based on reflection Part three looks at evaluating information assisting children in developing critical reading skills differentiating fact from opinion locating author bias and identifying techniques writers use to persuade readers thinking Part four offers an array of practical ways to reinforce and extend children s nonfiction reading skills including working with visual information such as maps and diagrams It also provides pre and post assessment strategies procedures for monitoring progress curriculum planning ideas and instruction on guided reading *Early Literacy Matters* Carol E. Canady, Robert Lynn Canady, 2020-11-29 *Early Literacy Matters* is an innovative action guide for elementary school leaders and instructional coaches dedicated to accelerating literacy performance in the early grades when prevention of reading difficulties matters most As a unique father daughter team with combined expertise in literacy education and instructional leadership the authors share best practices for literacy success Readers will learn how to establish and lead a literacy team implement embedded professional development utilize key assessments to frame daily instruction and illustrate specific organizational and scheduling models needed to support systemic change based on the science of reading Each chapter features reflection questions and explicit strategies and tools leaders can implement immediately in today s classrooms *Your Classroom Library* D. Ray Reutzel, Parker C. Fawson, Parker Fawson, 2002 Ready to go far beyond the usual classroom book collection to make your library a dynamic support for all your literacy teaching In this practical one of a kind book two veteran educators show you how to use your library as A resource for mini lessons on book selection author s craft comprehension strategies and other literacy lessons A source for interactive read alouds An extension of your shared reading and guided reading instruction A motivating place for students independent reading in many genres A gallery of student book responses recommendations and student authored works And much more *Guided Reading* Irene C. Fountas, Gay Su Pinnell, 1996

This book is the richest most comprehensive guided reading resource available today and the first systematic offering of instructional support for guided reading adherents

Teacher as Researcher: Action Research by Elementary Teachers Jay Feng, 2012-12-21 A collection of action research reports by elementary classroom teachers

Cases of Successful Literacy Teachers Jan Lacina, Cecilia Silva, 2010-02-08 Highlighting practices used by exemplary literacy teachers in diverse schools across the nation Using teaching vignettes cases for exploration and research in the field this text provides preservice and inservice teachers with effective research based literacy strategies they can use to improve their practice to best serve students from diverse backgrounds The cases based in urban rural and suburban settings help teachers make connections between classroom challenges and the research literature that can help them to become problem solvers and reflective practitioners Each chapter follows a consistent format in supporting the link between research and practice and includes the following key features Focus Questions Help readers make associations between the chapter text and their prior knowledge and experiences Reading Research to Know Relates a vignette to research in the field Inside the Classroom Provides a detailed vignette of teacher instruction in literacy followed by questions for discussion Summary of Strategies Used Helps teachers connect the vignette to classroom practice Case for Exploration Presents a classroom scenario along with questions for discussion

Matching Books to Readers Irene C. Fountas, Gay Su Pinnell, 1999 This reference provides a comprehensive up to date levelled reading list Created with the input of hundreds of early literacy teachers it compiles more than 7000 caption books natural language texts series books and children s literature for kindergarten through grade three

[The Mechanics of Teaching](#) Margaret Jenkins, 2014 I was encouraged by colleagues to write a book about my teaching style the Mechanics of Teaching compares the analytical diagnostic qualities of automotive mechanics and teachers

Assessment of Online Learners Paolina Seitz, S. Laurie Hill, 2023-12-05 Assessment of Online Learners offers essential foundations insights and real world examples for preservice teachers preparing to assess students in today s digitized classrooms When aligned with intended curricula and best practices assessment not only informs but enhances both instruction and student achievement though the recent large scale adaptation of face to face learning to online platforms has yielded new challenges and responsibilities for teachers This book explores shifts in the research and practice of assessment in online environments the reconceptualization of course content and assessment frameworks in teacher education the collection of fair and accurate assessment evidence reflecting students virtual learning and more Drawing from experienced Canadian instructors who overcame the inherent technological obstacles these chapters showcase how unprecedented changes in schooling can lead to pedagogical renewal program reevaluation and a broader understanding of instruction and assessment practices

Teaching Essential Literacy Skills in the Early Years Classroom Tara Concannon-Gibney, 2018-11-12 Teaching and learning literacy in the early years can be a joyful explorative and meaningful experience This accessible book will give teachers and practitioners the practical and theoretical skills and

knowledge they require to successfully and confidently teach reading writing and oral skills in the early years classroom
Foregrounding the ways in which literacy instruction can be made enjoyable and meaningful from the very beginning
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Downloadable resources examples of planning classroom activities and vignettes can be quickly and easily adapted for use in any early years setting A rich and comprehensive source of information ideas activities and tips this will be a key resource for pre and in service teachers and practitioners looking to adopt a cohesive effective and meaningful approach to literacy teaching and learning

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