



## 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
<b>K</b>	—	A	B	B	C	C	C	D	D	D
<b>1</b>	D	E	F	F	G	H	H	I	I	J
<b>2</b>	J	K	K	K	L	L	L	M	M	M
<b>3</b>	M	N	N	N	O	O	O	P	P	P
<b>4</b>	P	Q	Q	Q	R	R	R	S	S	S
<b>5</b>	S	T	T	T	U	U	U	V	V	V
<b>6</b>	V/W	W	W	W	X	X	X	Y	Y	Y
<b>7–8</b>	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.

# Fountas And Pinnell Guided Level Progress Chart

**Rocio del Castillo-Perez, Julia Stearns  
Cloat**



## **Fountas And Pinnell Guided Level Progress Chart:**

**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 Nonfiction 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. 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. *Reading Assessment in an RTI Framework*

Katherine A. Dougherty Stahl, Michael C. McKenna, 2012-01-01 The importance of Response to Intervention has never been clearer. We strongly believe that RTI, when fully implemented, represents our best hope of building the kind of schoolwide framework necessary for making truly informed choices about the type and intensity of the reading instruction children receive. Our goal for this book is to offer the guidance needed to use these and other tools in an RTI framework. This is a book about the assessment component of RTI. We offer guidance and tools for gathering the information needed in an RTI framework. We have tried our best to write a book that is both practical and specific, that reflects both research and common sense, that is consistent with standards, and that affords guidance in the issues central to RTI. **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

**Literacy Assessment and Instructional Strategies** Kathy B. Grant, Sandra E. Golden, Sandra Golden, Nance S. Wilson, 2014-09-03 This is a core textbook designed to prepare literacy educators to conduct reading and writing assessment and to help them develop appropriate corrective literacy strategies for use with their students

**Cases of Successful Literacy Teachers** Jan Lacina, Cecilia Silva, 2010-02-09 Cases of Successful Literacy Teachers is a supplemental text that can be used in a variety of literacy courses The case studies focus on teachers and schools from a multitude of communities including Blue Ribbon Schools and Reading First Schools and on National Board Certified teachers The vignettes and cases include students from diverse racial linguistic and socio economic backgrounds located in urban rural and suburban settings

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

**The Reading Intervention Toolkit** Robb, Laura, 2017-03-01 In this must read book Laura Robb uses what she's learned from her vast teaching experience to provide the research based tools needed to improve students reading comprehension This practical resource offers classroom tested interventions to use with struggling readers provided in 5 to 10 to 15 and 30 to 40 minute settings It provides support for everything from assessment to management and implementation to support students comprehension of both literary and informational text This book also demonstrates how teachers can learn about students reading needs through their writing about reading and offers practical suggestions for differentiating reading instruction to reach the needs of all readers The Reading Intervention Toolkit offers student work examples prompts and sample think alouds fiction and nonfiction text passages data collection observation forms and scaffolds to use with each intervention

*Teaching for Comprehending and Fluency* Irene C. Fountas, Gay Su Pinnell, 2006 A practical guide for teaching comprehension and fluency in the kindergarten through eighth grade classroom with instruction on reading levels writing about reading and interactive read aloud and literature study and contains a DVD with over 100 blackline masters forms and checklists

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

**Teaching Reading in Spanish** Rocio del Castillo-Perez, Julia Stearns Cloat, 2022-11-09 Teaching Reading in Spanish A Linguistically Authentic Framework for Emerging Multilinguals is an essential teacher instructional guide to developmental biliteracy It provides a comprehensive reading framework for teachers who teach students to read Spanish in K 12 dual language and bilingual programs Anchored in asset based pedagogy this framework applies a systematic Spanish literacy approach to biliteracy by weaving together a tapestry of relevant instructional components including phonemic and phonological awareness oracy decoding background knowledge vocabulary language structures verbal reasoning and literacy knowledge What sets this Spanish developmental literacy framework apart

is its approach to Spanish reading instruction that is based on linguistically authentic pedagogy not on English language practices Teaching Reading in Spanish includes the DCC Leveling Instrument a standards based practical instructional tool that guides teachers through the process of efficiently and accurately determining the reading levels of authentic Spanish text DCC Lectura provides teachers with the tools that they need to guide their students to become skilled readers through appropriately challenging books that act as multicultural mirrors windows and sliding glass doors Teacher as Researcher: Action Research by Elementary Teachers Jay Feng,2012-12-21 A collection of action research reports by elementary classroom teachers *Landscape Model of Learning* Jennifer D. Klein,Kapono Ciotti,2022-06-14 Help students take the lead on reaching their own personal highest level of success by shifting from the current paradigm of education to create a more meaningful and inclusive learning ecosystem This essential guide offers the landscape model and its three elements understanding what students bring to the ecosystem defining the horizon and charting the pathway Access practical strategies for drawing on students experiences and strengths to create a more meaningful and inclusive educational ecosystem Educators committed to lifelong learning diversity equity and inclusion will Retire the inadequate goal of access and move education toward the higher and more urgent equitable goal of helping every student reach their highest possible level of individual success Embrace the concept of inclusive prosperity which goes beyond diversity to accepting and supporting all students their experiences gifts and challenges to build communities where all students belong Receive practical research based strategies for developing agency and engagement so that students become the protagonists of their journey through the learning ecosystem Design systems for student protagonism by implementing student centered strategies for cognitive and cultural inclusion Obtain reproducible tools to deepen understanding and implementation of the material Learn how to successfully implement the model despite common hurdles and potential challenges such as traditional academic contexts and economically disenfranchised schools Contents Introduction Part 1 Understanding the Landscape Model Chapter 1 The Landscape Model s Three Elements Chapter 2 Eight Guiding Principles Part 2 Implementing the Landscape Model Chapter 3 Element One The Ecosystem Chapter 4 Element Two The Horizon Chapter 5 Element Three The Pathway Part 3 Leading the Landscape Model Chapter 6 Student Growth Assessment on the Landscape Chapter 7 Challenges of Implementation Chapter 8 Landscape Model Implementation for Long Term Success Chapter 9 Opportunities for the Future Epilogue Why This Work Matters Appendix References and Resources Index *Early Intervention for Reading Difficulties* Donna M. Scanlon,Kimberly L. Anderson,Joan M. Sweeney,2016-12-12 This book has been replaced by *Early Literacy Instruction and Intervention Third Edition* ISBN 978 1 4625 5365 5 **Early Intervention for Reading Difficulties, Second Edition** Donna M. Scanlon,Kimberly L. Anderson,Joan M. Sweeney,2016-12-15 Grounded in a strong evidence base this indispensable practitioner guide and text has given thousands of teachers tools to support the literacy growth of beginning and struggling readers in grades K 2 The interactive strategies approach ISA is organized around core

instructional goals related to enhancing word learning and comprehension of text The book provides guidance for assessment and instruction in whole class small group and one to one settings using the curricular materials teachers already have Purchasers get access to a companion website where they can download and print 26 reproducible forms in a convenient 8 1/2 x 11 size Of special value the website also features nearly 200 pages of additional printable forms handouts and picture sorts that supplement the book s content New to This Edition Incorporates the latest research on literacy development and on the ISA Describes connections to the Common Core State Standards CCSS Explains how to use the ISA with English learners Chapter on fluency Expanded coverage of morphological knowledge Companion website with downloadable reproducible tools and extensive supplemental materials See also *Comprehensive Reading Intervention in Grades 3-8* by Lynn M Gelzheiser Donna M Scanlon Laura Hallgren Flynn and Peggy Connors which presents the Interactive Strategies Approach Extended ISA X for intermediate and middle grade struggling readers

**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

*RTI Success* Elizabeth Whitten, Kelli J. Esteves, Alice Woodrow, 2020-06-30 Accessible hands on RTI guidance and strategies for educators at all grade levels This practical ready to use resource gives teachers and administrators the tools to successfully implement RTI or strengthen an existing program to target students specific needs Response to Intervention allows educators to assess and meet the needs of struggling students before they have fallen too far behind Three expert authors explore this multi tiered system of support MTSS offering over one hundred research based instructional techniques and interventions for use in diverse settings advice on creating personal and positive learning environments information on co teaching and approaches to purposeful grouping Included in the book and as digital downloads are easy to use customizable forms to streamline assessment implementation and documentation Also included is an extensive list of references and resources for further exploration

Connecting Content and Academic Language for English Learners and Struggling Students, Grades 2-6 Ruth Swinney, Patricia Velasco, 2011-05-11 In this supremely practical book award winning principal Ruth Swinney and college professor Patricia Velasco focus on the careful planning needed to develop the academic language of all students For English learners

especially it is critically important to integrate language development with the content that the curriculum demands What makes this book unlike any other is the detailed guidance it provides to help students advance from social to academic language encourage verbal expression in the classroom plan language arts social studies and science lessons that connect language and content and use shared reading and writing read alouds and conversation to teach language skills Hands on tools include graphic organizers sample lesson plans concept maps semantic webbing word walls and worksheets and everything teachers need to help emergent bilingual and struggling students master the academic language they need to excel in school

**Our School** Sam Chaltain,2014-03-01 Almost every major American city is experimenting with school choice a deeply controversial idea that is dramatically reshaping public education Will the wider array of school options help parents and educators identify better strategies for helping all children learn Or will the high stakes of the marketplace end up privatizing this most public of institutions Education activist Sam Chaltain believes that before we can answer these questions we must put a human face on the modern landscape of teaching and learning Our School documents a year in the life of two schools in the nation s capital one a new charter school just opening its doors the other a neighborhood school that first opened in 1924 Chaltain weaves together the observations and emotions of the people whose lives intersect there and the triumphs and the challenges they experience The result is an unsettling complex portrayal of American public education Our School is important reading for educational policymakers administrators parents the media and anyone who aspires to be a teacher

Effective Literacy Coaching Shari Frost,Roberta Buhle,Camille L. Z. Blachowicz,2009 Whether you re new to literacy coaching or a seasoned coach here s a resource with more than 50 easy to use tools for improving literacy instruction honing your coaching skills and creating an effective literacy program in grades K 12 All tools are also available for download

*Literacy Teacher Education* Deborah G. Litt,Susan D. Martin,Nancy A. Place,2014-11-27 Few resources exist to give literacy teacher educators a comprehensive view of effective innovative practices in their field making this uniquely practical volume an important addition to the literature Each chapter describes research findings and pedagogical methods with an emphasis on what teachers really need to know to succeed Woven into the text are more than 30 detailed activities and assignments to support teacher development written by outstanding teacher educators Links to professional teaching standards and the Common Core State Standards are highlighted throughout Supplemental materials including forms checklists and handouts can be downloaded and printed in a convenient 8 1 2 x 11 size

## The Enigmatic Realm of **Fountas And Pinnell Guided Level Progress Chart**: Unleashing the Language is Inner Magic

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