



## 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.

# Literacy Tree Rigby Fountas And Pinnell Reading Level

**Roger Vaughan Carr**



## **Literacy Tree Rigby Fountas And Pinnell Reading Level:**

**The Fountas and Pinnell Leveled Book List K-8** Irene C. Fountas, Gay Su Pinnell, 2006 A printed bound version of the official Fountas Pinnell leveled book list sorted by title and by level *Implementing the Colorado Basic Literacy Act (CBLA)* Stevi Quate, 1998 *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 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 **Striking a Balance** Nancy L. Cecil, 2017-05-12 Striking a Balance explores a comprehensive program of early literacy instruction through a balanced approach to reading and writing for both enjoyment and information The fifth edition retains the special features that adopters have come to appreciate classroom vignettes discussion questions field based activities a student website and study guide This latest edition offers expanded content on differentiating instruction for diverse learners including working with English Language Learners and students with special needs Also new to this edition is greater coverage on integrating state standards with early literacy instruction The book s practical approach fundamentally demonstrates how children develop authentic literacy skills through a combination of direct strategy instruction and motivating contexts *Guided Reading* Mary Browning Schulman, Carleen daCruz Payne, 2000 Ideas resources and a list of childrens books that can be used to implement guided reading Literacy Tree Rigby Publishers, 1997 **Literacy Tree** Rigby Publishers, 1997 *Literacy Tree* , 1997 **Literacy Tree** Rigby Publishers, 1997 Literacy Tree Rigby Publishers, 1997 **Literacy Tree** Rigby Publishers, 1997 **The Apple Tree Dilemma** Jill Eggleton, 2002 Frog on a Log Fo -OSI Ilo Orleans, 1996-04-01 Giant Jumperee Julia Donaldson, 2000-04-01 **Literacy Tree** , 1997 *Literacy Tree: Skip one, skip two* Michael Dugan, 1996 *Literacy Tree: The bull and the badger* Roger Vaughan Carr, 1996 **Literacy Tree: I see** , 1997 *Literacy Tree: I like winter* , 1996

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