**Progress Monitoring Skills and Strategies**

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| **Pre-A:** | Writes first name without support | Knows at least 40 letters by name | Claps words with 1, 2, and 3 syllables | Identifies rhyming words with some prompting | Is hearing some consonant sounds with prompting | Tracks  L to R across print with little prompting | Describes a picture in a book with some prompting | Maintains 1:1 on 1 line of print with some prompting | Uses pictures to predict text | Understands concept of first and last word | Understands concept of first letter |

**Emergent:**

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| **Level A:** | Tracks  L to R across print without prompting | Maintains 1:1 on  1 line of print | Use pictures to predict, monitor, and correct | Reads about 10 sight words | Writes about 10 sight words | Knows all letters by name | Hears and records initial consonant sounds with prompting | Hears and uses long vowels with prompting | Orally generates a rhyming string |
| **Level B:** | Maintains 1:1 matching on 2 lines of print | Gets mouth ready for first sound with prompting | Reads about 20 sight words | Writes about 20 sight words | Hears and records initial and final consonants with some prompting | Uses meaning, structure, and known words to predict, monitor, and self-correct | Uses first letters and pictures to cross-check **WITH** prompting | Hears short /a/ and short /o/ in picture sorts | Uses consonants and short /a/ and short /o/ during word work and writing with prompting | Retells some information after reading with prompting |
| **Level C:** | At difficulty, gets mouth ready for initial sound without prompting | Cross-checks meaning & first letters to problem-solve unknown words with little prompting | Uses meaning, structure, known words, and initial consonants to predict, monitor, and self-correct | Maintains 1:1 without pointing on familiar books | Reads about 30 sight words | Writes about 30 sight words | Hears and records CVC in sequence with prompting | Hears short vowels in picture sorts with prompting | Uses consonants and short vowels during word work and writing with prompting | Discusses the story with prompting |

**Early:**

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| **Level D:** | Uses known parts to problem solve new words with prompting | | Attends to endings  (-ed, -s,  -ing) with prompting | | Reads about 40 sight words | | Writes about 40 sight words | | Hears and records CVC in sequence without prompting | Maintains meaning while problem-solving | Maintains 1:1 without pointing on new books | | Hears and records digraghs with prompting | | Uses digraphs and short vowels to problem-solve new words with prompting | | Rereads to confirm meaning | | | Reads in short phrases | |
| **Level E:** | Uses known parts to problem-solve new words without prompting | | Covers the endings to problem-solve with prompting | | Maintains meaning while using several strategies to problem- solve new words | | Builds automaticity with a large bank of high frequency words | | Blends sounds in small words | Rereads to confirm meaning | Reads familiar text with fluency and expression | | Reads new text with some phrasing | | Attends to bold words and reads with appropriate intonation and expression | | Reads contractions that contain known parts | | | Hears and records digraphs without prompting | | Writes CCVC words in boxes with prompting | Retells events with prompting |
| **Level F:** | | Maintains meaning while using known words, parts, and endings to problem-solve with some prompting | | Uses multiple sources of information (MSV)  to monitor and correct | | Attends to the middle and end of words with prompting | | Reads familiar books with expression and phrasing, attends to punctuation | Reads new books with some phrasing & expression | Breaks words at the onset and rime | | Reads contractions with known parts | | Writes CCVC words in boxes without prompting | | Writes CVCC words in boxes with prompting | | Retells beginning, middle, and end with prompting | Writes three sentences (B-M-E) with prompting | | Makes logical predictions while reading | |

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| **Level G:** | Maintain meaning while quickly problem-solving new words using known words and parts, endings, and analogies with some prompting | | | Reads portions of new books with phrasing and expression | | | | Uses onsets and rimes to problem-solve new words with prompting | | Attends to the middle and end of words with little prompting | Writes CCVCC words with some prompting | Applies the silent 'e' rule with prompting | Writes a somebody-wanted-but-so with prompting | | | Retells B, M, & E without prompting | Describes characters, setting, problem, & solution with prompting | | | Writes three sentences (B-M-E) with prompting | | | Makes logical predictions while reading | |
| **Level H:** | | Problem-solves new words using a variety of strategies with little prompting | | | Reads longer portions of new books with phrasing and expression | | Uses onsets and rimes to problem-solve new words with prompting | | Attends to the middle and end of words with some prompting | | Writes CVCC words in boxes without prompting | Writes CCVCC words with prompting | Applies the silent 'e' rule with prompting | | Writes a somebody-wanted-but-so with prompting | | Retells  B, M, E without prompting | | Writes three to five sentences (B-M-E) with some prompting | | | Writes unknown words with vowel patterns by using known words with some prompting (analogy charts) | | | Describes characters, setting, problem & solution with prompting | |
| **Level I:** | | | Maintains meaning while quickly problem-solving new words using known parts, unknown parts, endings, and analogies | | | Reads new books with phrasing and expression, stopping occasionally to problem-solve | Uses onsets and rimes to problem solve new words with some prompting | | | Attends to the middle and end of words without prompting | Adds -er, -ly, -ing, and -ed to known words | Applies the silent 'e' rule without prompting | | Writes unknown words with vowel patterns by using known words with prompting (analogy chart) | | Orally retells the story using the 5-finger retell with prompting | | Writes three to five sentences (B-M-E) without prompting | | | Writes a Somebody-Wanted-But-So without prompting | | | Describes a character's feelings with prompting | |