Progress Monitoring Chart – Level D

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| **Student Name** | **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 digraphs with prompting** | **Uses digraphs and short vowels to problem-solve new words with prompting** | **Rereads to confirm meaning** | **Reads in short phrases** |
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Progress Monitoring Chart – Level E

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| Student Name | **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** |
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Progress Monitoring Chart – Level F

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| Student Name | **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 expresssion 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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Progress Monitoring Chart – Level G

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| **Student Name** | **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** |
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Progress Monitoring Chart – Level H

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| **Students Name** | **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, and 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** |
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Progress Monitoring Chart – Level I

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| Student Name | **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** |
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