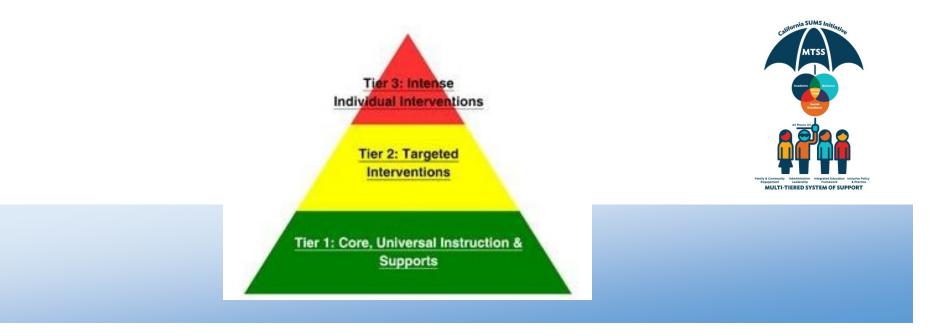




Winter to Spring

MTSS Reading Guidelines







The Orcutt School District has been collaborating with National Literacy Consultant Tina Pelletier to strengthen literacy instruction since 2016.

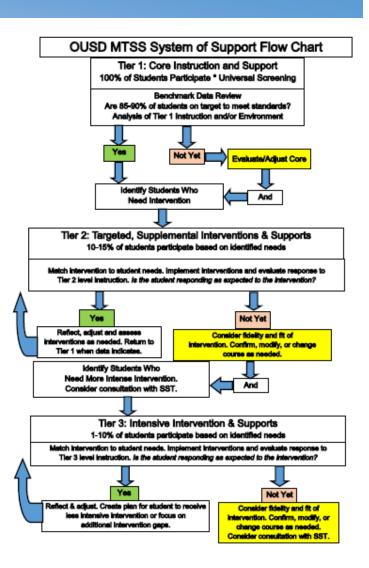
Though some of the proceeding focus group guidelines have been customized to reflect the specific needs of our students and literacy program, they are based on the work of Tina Pelletier and her colleague, Debbie Hunsaker, and are referenced from the book, <u>How Do I Plan and Teach Reading Groups?</u>

MTSS Flowchart



The following reading guidelines outline our Tier 1 curriculum as well as interventions for use in Tier 1, Tier 2 and/or Tier 3. Tier 2 and Tier 3 interventions are more intensive and/or smaller group instruction.

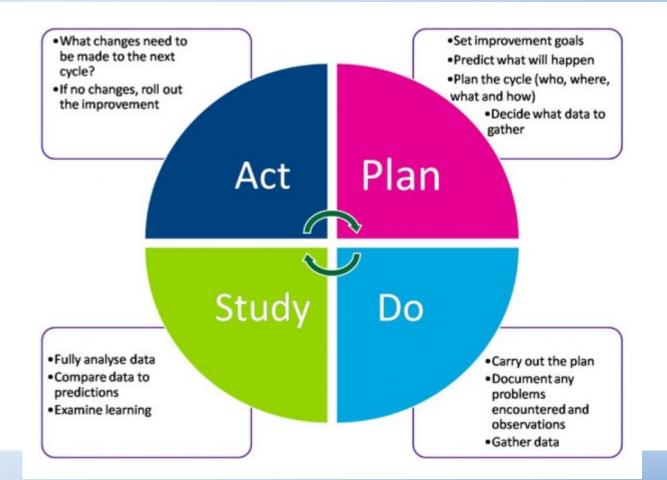
A pdf can be downloaded from this link.



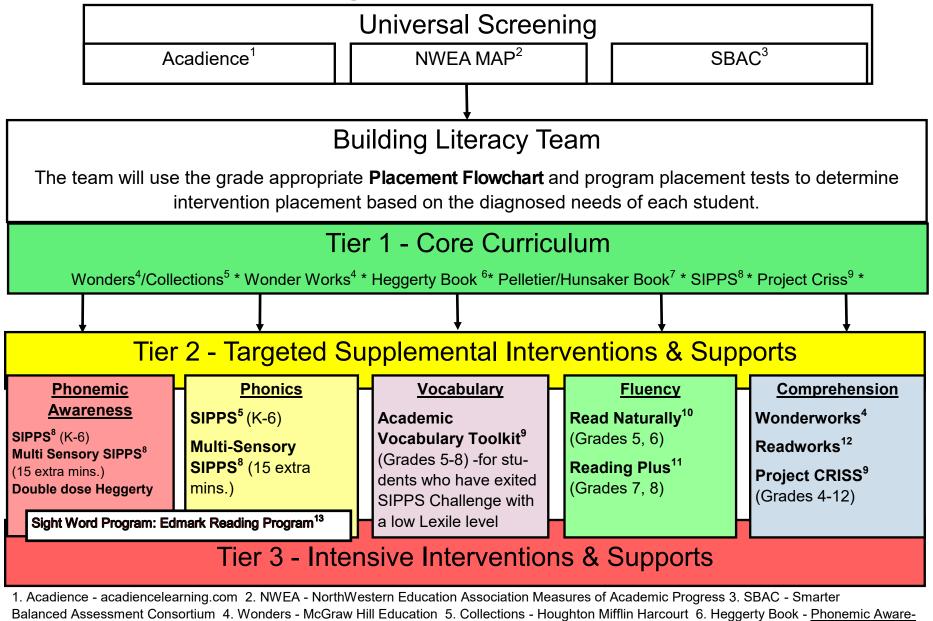
Progress Monitoring

Come First Union School District

Student progress is consistently monitored through teacher observation, local and State assessments as well as through regular Progress Monitoring in the PDSA (Plan, Do, Study, Act) procedure.



OUSD TK-8 Reading Placement Flowchart Overview

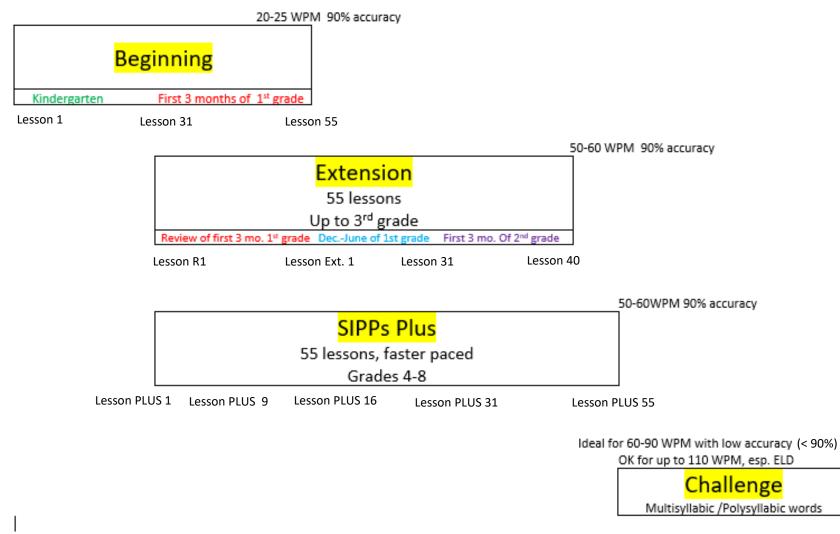


ness: The Skills That They Need To Help Them Succeed 7. Pelletier/Hunsaker Book - How Do I Plan and Teach Reading Groups? 8. SIPPS - Systemat-

ic Instruction in Phonological Awareness, Phonics, and Sight Words 9. Project CRISS - Creating Independence Through Student-owned Strategies

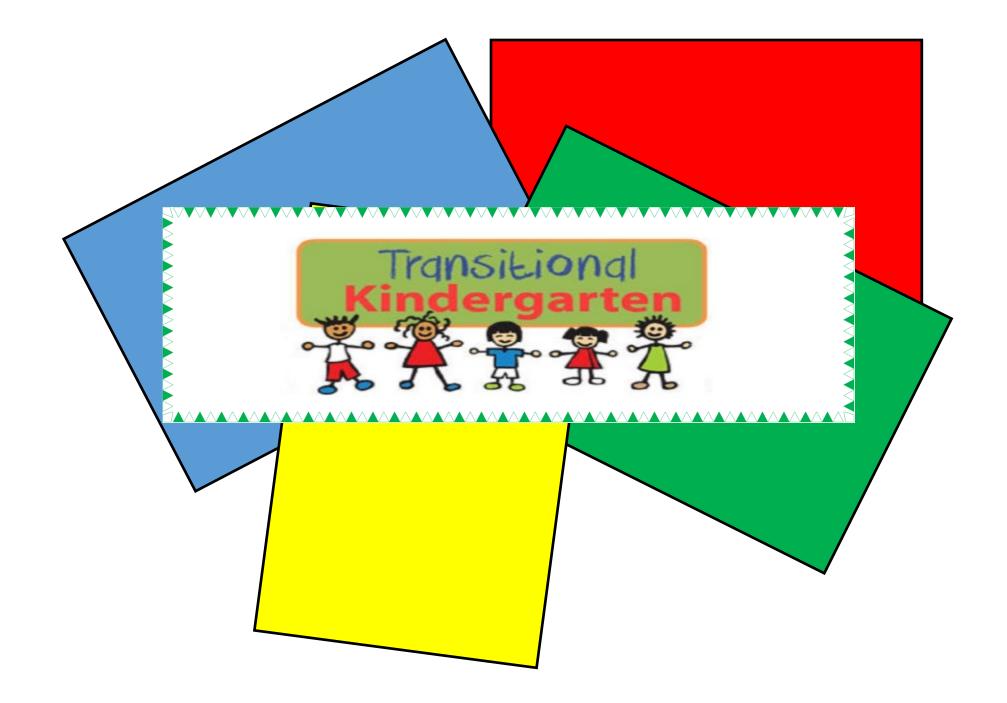
10. <u>https://www.readnaturally.com/</u> 11. <u>https://www.readingplus.com/</u> 12. <u>https://www.readworks.org/</u> 13, Edmark Reading Program - Pro*Ed

SIPPS¹ Reading Intervention Instruction by Grade



*110 WPM-look for Vocabulary Program, not Challenge

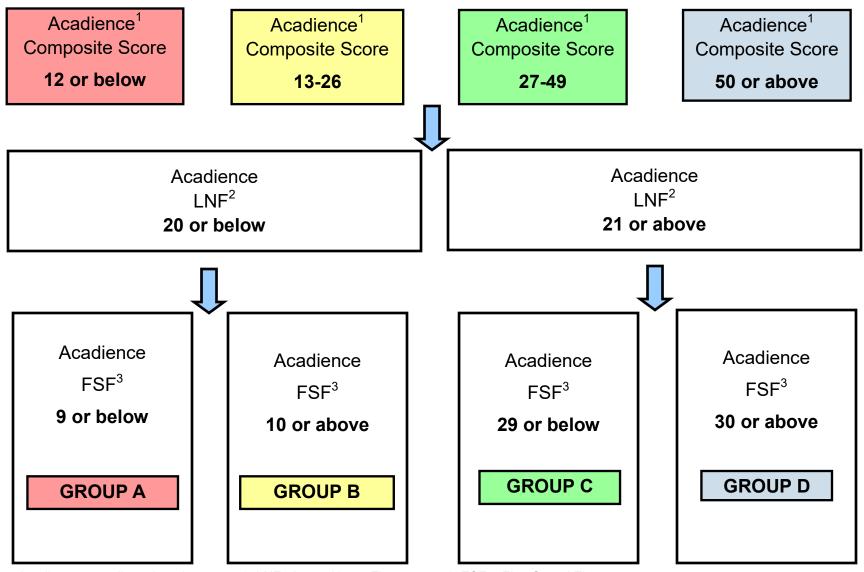
1. SIPPS - Systematic Instruction in Phonological Awareness, Phonics, and Sight Words



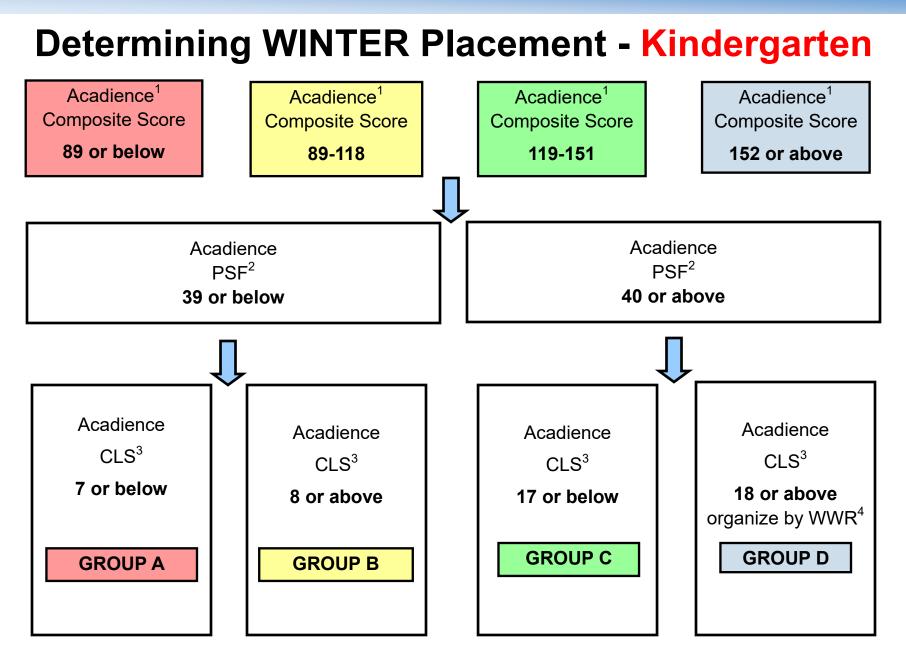
Transitional kindergarten information to be placed here.



Determining FALL Placement - Kindergarten



1. Acadience - acadiencelearning.org 2. LNF - Letter Name Fluency Based on the work of Tina Pelletier and Debbie Hunsaker 3. FSF - First Sound Fluency



1. Acadience - acadeniencelearning.org 2. PSF – Phoneme Segmentation Fluency 3. CLS - Correct Letter Sounds 4. WWR - Whole Words Read Based on the work of Tina Pelletier and Debbie Hunsaker

FALL/WINTER Placement/Instructional Details - Kindergarten

Tier 1 * Whole Group * Wonders¹ and Heggerty Book² Small Group * Targeted Instructional Support in Groups **GROUP C GROUP D GROUP A GROUP B** Focus: Sound by sound Focus: Phonemic awareness Focus: Phonemic awareness. Focus: Blending and text and letter names/sounds phonics, and blending blending and high frequency reading words **Classroom Support: Classroom Support:** Wonders¹ Differentiated Wonders¹ Differentiated **Classroom Support:** Classroom Support: Wonders¹ Differentiated Instruction Small Group: Instruction Small Group: Wonders¹ Differentiated Approaching Level (yellow pages) Approaching Level (yellow pages) Instruction Small Group: Instruction Small Group: On Level (yellow pages) Beyond Level (yellow pages) Heggerty Book² Kindergarten Heggerty Book² Kindergarten Heggerty Book² Kindergarten Version Version Heggerty Book² Kindergarten Version Version How Do I Plan and Teach How Do I Plan and Teach **Reading Groups?**³ **Reading Groups**?³ How Do I Plan and Teach How Do I Plan and Teach Reading Groups?³ See Focus Sheet/Folder See Focus Sheet/Folder Reading Groups?³ Strategies Strategies See Focus Sheet/Folder See Focus Sheet/Folder Strategies Strategies **English Learners Classroom Support:** Designated Support: Wonders¹ ELD Integrated Support: Wonders¹ Differentiated Instruction * Small Group: English Learners SBCEO GO TO Strategies: Scaffolding Options for Teachers of English Learners TK - 12⁴

 Wonders - McGraw Hill Education 2. Heggerty Book - <u>Phonemic Awareness: The Skills That They Need To Help Them Succeed</u> (Kindergarten Version) 3. Pelletier/Hunsaker Book - <u>How Do I Plan and Teach Reading Groups?</u> 4. Levine, Linda New, Laura Lukens, and Betty Ansin Smallwood. "Section II Strategic Teaching and Learning Guided by the Five Principles of Instruction for English Language Learners." The GO TO Strategies: Scaffolding Options for Teachers of English Learners.

Progress Monitoring and Exiting Students - Kindergarten

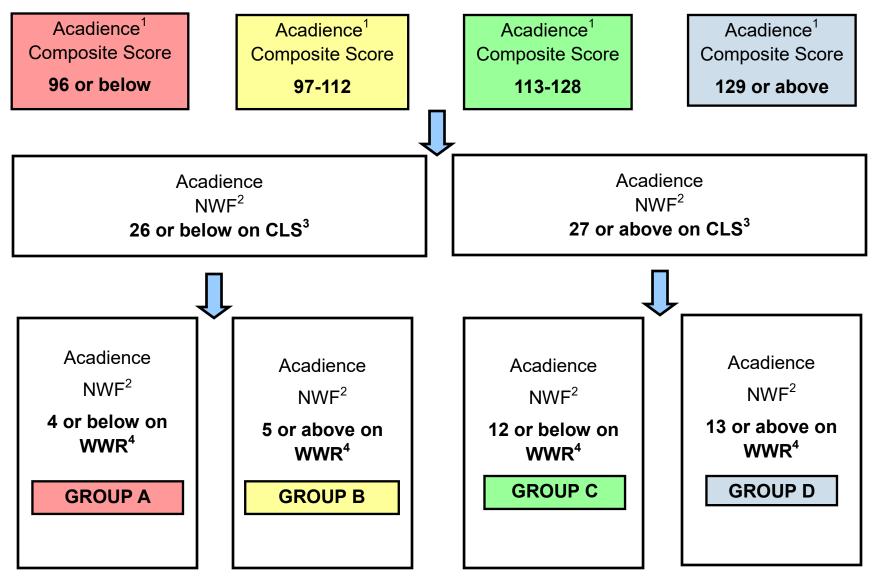
GROUP A Focus: Phonemic awareness and letter names/sounds	GROUP B Focus: Phonemic awareness, phonics, and blending	GROUP C Focus: Sound by sound blending and high frequency words	GROUP D Focus: Blending and text reading
	Fall: First Sound Flue ound Fluency, Letter Naming Fluency, I ng: Letter Naming Fluency, Phoneme S	Acadience ¹ (All Students) ency & Letter Naming Fluency Phoneme Segmentation Fluency, Nonser Segmentation Fluency, Nonsense Word F is set by the District)	-
Fall: First Sound Fluend Winter: Phoneme Segmentati Naming Fluen Spring: Nons	Progress Monitoring: Every 2 - 3 weeks in least proficient area with Acadience ¹ (A & B Students) by, Letter Naming Fluency on, Nonsense Word Fluency, Letter cy (A Students Only) ense Word Fluency	Wonders ² Progress Monitoring - "Monitor & Differentiate" Wonders ² Weekly, Unit & Bench- mark Assessments	Wonders ² Progress Monitoring Wonders ² Assessments
Wonders ² Progress Monitoring - "Monitor & Differentiate" Wonders ² Weekly, Unit & Benchmark Assessments Acadience ¹ Classroom Progress Monitoring Example Link	cess (Dates set by District) Wonders ² Progress Monitoring - "Monitor & Differentiate" Wonders ² Weekly, Unit & Benchmark Assessments Acadience ¹ Classroom Progress Monitoring Example Link	Fall: First Sound Fluency Winter: Phoneme Segmentat Correct Letter Sounds for	v, Nonsense Word Fluency tion for students scoring < 35 r students scoring < 45-50 nds/ Whole Words Read if < 7

1. Acadience - www.acadiencelearning.org 2. Wonders - McGraw Hill Education

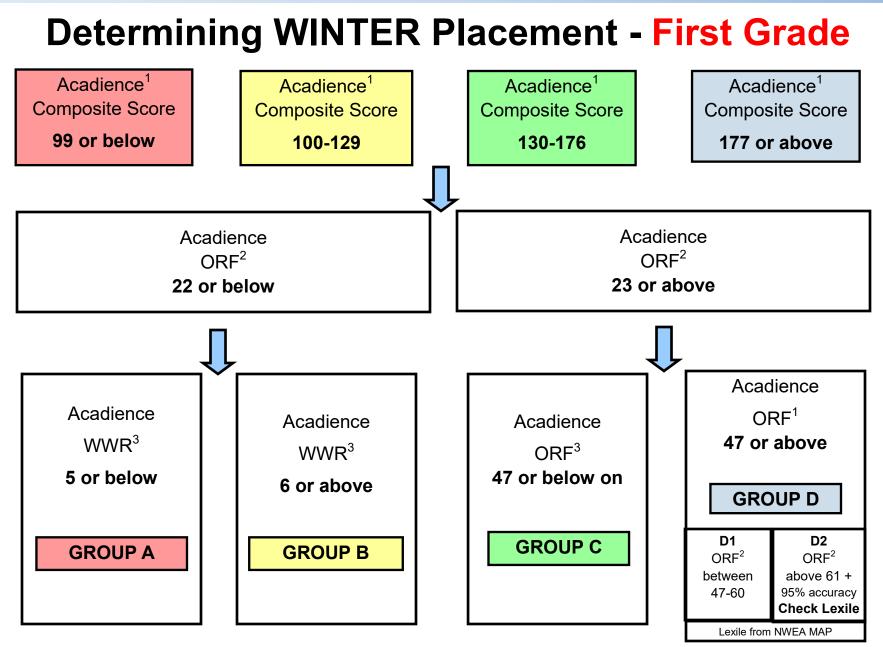
Based on the work of Tina Pelletier and Debbie Hunsaker



Determining FALL Placement - First Grade

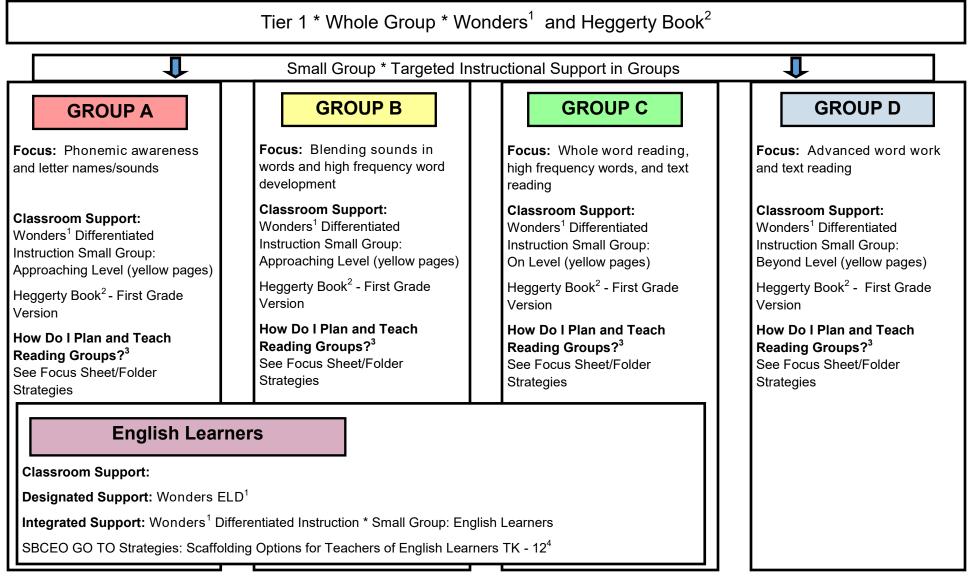


1. Acadience - acadiencelearning.org 2. NWF - Nonsense Word Fluency 3. CLS - Correct Letter Sounds 4. WWR - Whole Words Read Based on the work of Tina Pelletier and Debbie Hunsaker



1. Acadience - acadiencelearning.org 2. ORF - Oral Reading Fluency 3. WWR - Whole Words Read Based on the work of Tina Pelletier and Debbie Hunsaker

FALL/WINTER Placement/Instructional Details - First



 1. Wonders McGraw Hill Education
 2. Heggerty Book - <u>Phonemic Awareness: The Skills That They Need To Help Them Succeed</u> (First Grade Version)

 3. Pelletier/Hunsaker Book - <u>How Do I Plan and Teach Reading Groups?</u>
 4. Levine, Linda New, Laura Lukens, and Betty Ansin Smallwood. "Section II

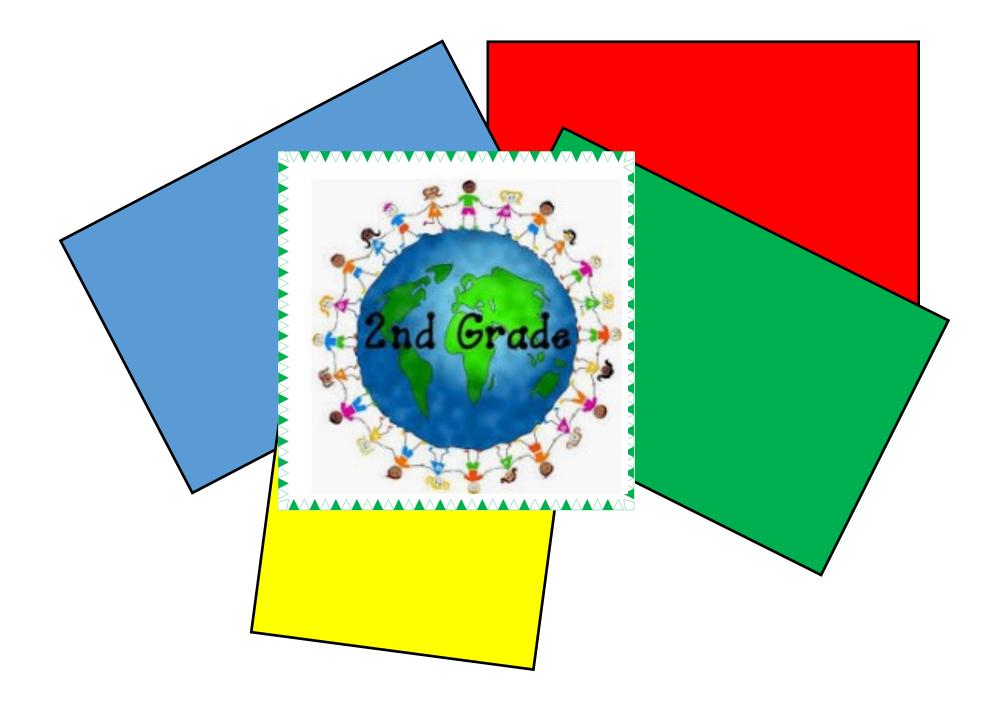
 Strategic Teaching and Learning Guided by the Five Principles of Instruction for English Language Learners." The GO TO Strategies: Scaffolding Options

 for Teachers of English Learners
 Based on the work of Tina Pelletier and Debbie Hunsaker

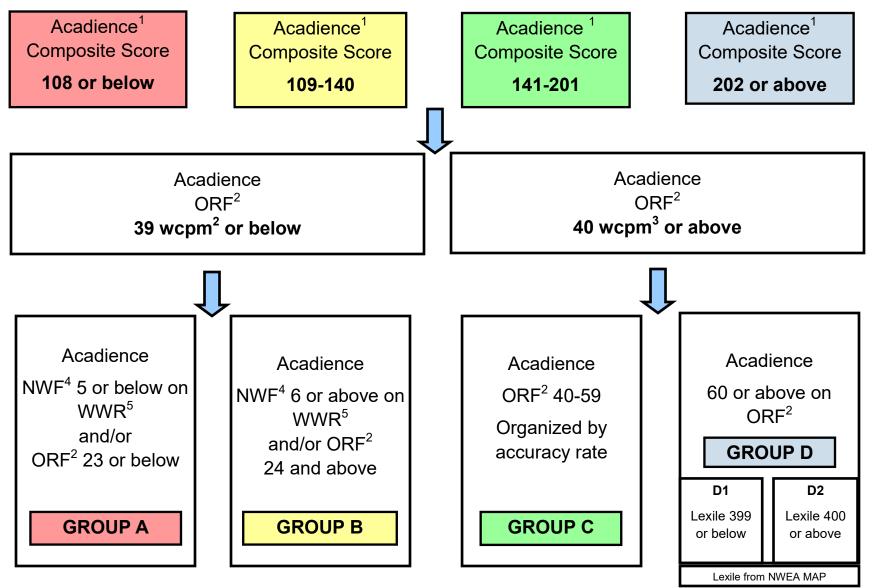
Progress Monitoring and Exiting Students - First Grade

GROUP A Focus: Phonemic awareness and letter names/sounds	GROUP B Focus: Blending sounds in words and high frequency word development	GROUP C GROUP D GROUP D Focus: Whole word reading, high frequency words, and text reading GROUP D Focus: Advanced word word and text reading) ork								
Benchmark with Acadeince ¹ (All Students) Fall: Letter Naming Fluency, Phonemic Segmentation Fluency, Nonsense Word Fluency Winter & Spring: Nonsense Word Fluency & Oral Reading Fluency (Dates set by District)											
Fall: Phoneme Segmentation, F Winter & Spring: Nonsense Wor	Progress Monitoring: Every 2 weeks in least proficient area3Acadience1 (A & B Students) luency, Nonsense Word Fluency d Fluency & Oral Reading Fluency ocess (Dates set by District)	Wonders ² Progress Monitoring - "Monitor & Differentiate" Wonders ² Progress Monitorin "Monitor & Differentiate" Wonders ² Weekly, Unit & Bench- mark Assessments Wonders ² Weekly, Unit & Bench- mark Assessments Suggestion for Progress Monitoring (C & D Students)	Ũ								
Wonders ² Progress Monitoring - "Monitor & Differentiate" Wonders ² Weekly, Unit & Bench- mark Assessments <u>Acadience Classroom Progress</u> <u>Monitoring Example Link</u>	Wonders ² Progress Monitoring - "Monitor & Differentiate" Wonders ² Weekly, Unit & Bench- mark Assessments <u>Acadience Classroom Progress</u> <u>Monitoring Example Link</u>	Fall, Winter, Spring: Correct Letter Sounds/Whole Words Read if score < 10-15									

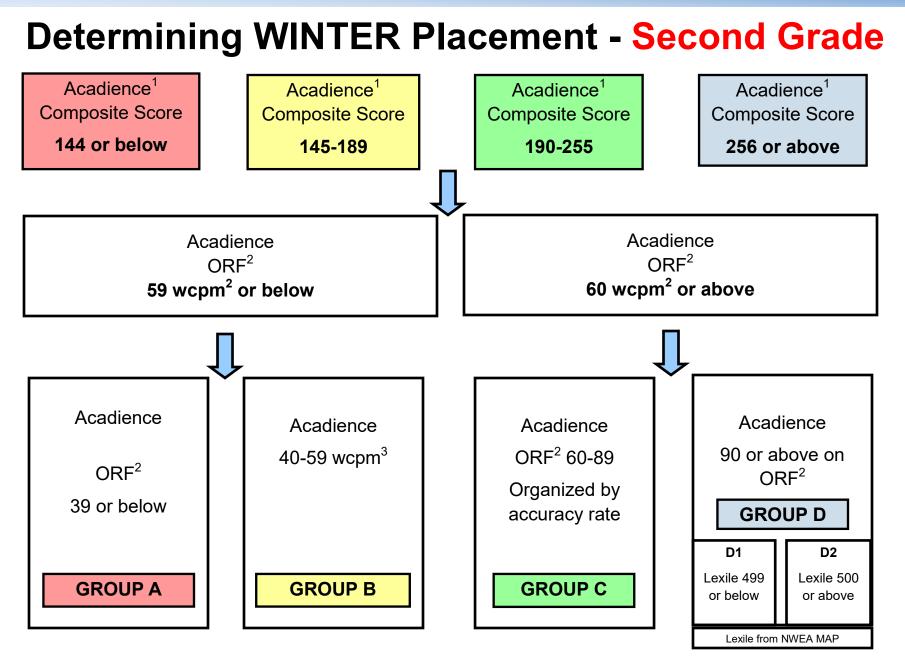
1. Acadience - acadiencelearning.org 2. Wonders McGraw Hill Education Based on the work of Tina Pelletier and Debbie Hunsaker



Determining FALL Placement - Second Grade



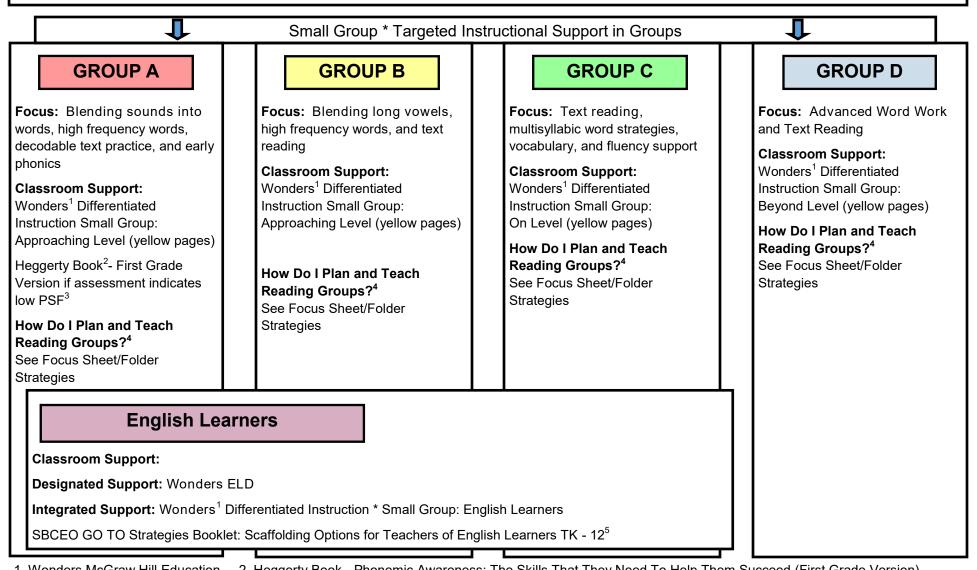
1. Acadience - acadiencelearning.org 2. ORF - Oral Reading Fluency 3. wcpm - Words Correct Per Minute 4. NWF - Nonsense Word Fluency 5. WWR - Whole Words Read



1. Acadience - acadiencelearning.org 2. ORF - Oral Reading Fluency 3. wcpm - Words Correct Per Minute Based on the work of Tina Pelletier and Debbie Hunsaker

FALL/WINTER Placement/Instructional Details - Second

Tier 1 * Whole Group * Wonders¹



 1. Wonders McGraw Hill Education
 2. Heggerty Book - <u>Phonemic Awareness: The Skills That They Need To Help Them Succeed</u> (First Grade Version)

 3. PSF - Phoneme Segmentation Fluency
 4. Pelletier/Hunsaker Book - <u>How Do I Plan and Teach Reading Groups?</u>
 5. Levine, Linda New, Laura Lukens, and

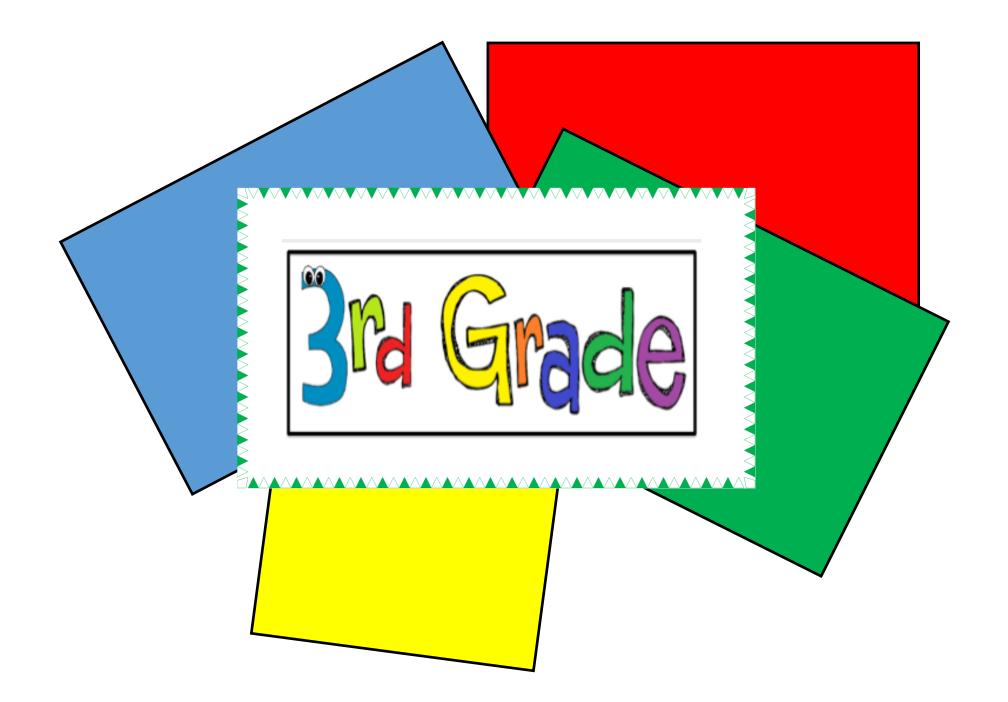
 Betty Ansin Smallwood. "Section II Strategic Teaching and Learning Guided by the Five Principles of Instruction for English Language Learners." The GO TO

 Strategies: Scaffolding Options for Teachers of English Learners
 Based on the work of Tina Pelletier and Debbie Hunsaker

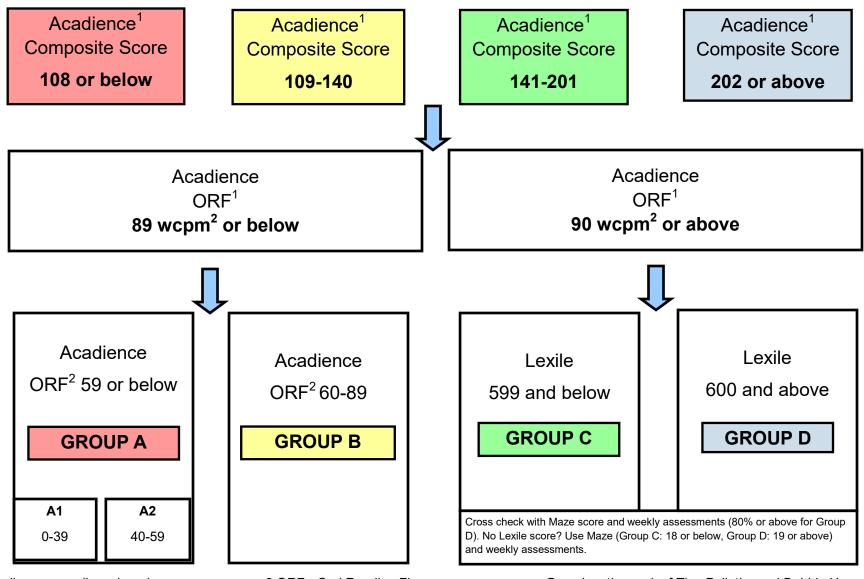
Progress Monitoring and Exiting Students - Second Grade

GROUP A Focus: Blending Sounds into words, High Frequency Words, Decodable Text Practice, and Early Phonics	GROUP B Focus: Blending Long Vowels, High Frequency Words, and Text Reading	GROUP C Focus: Text Reading, Multisyllabic Word Strategies, Vo- cabulary, and Fluency Support	GROUP D Focus: Advanced word work and text reading
Fall: Nonsen	se Word Fluency & Oral Reading Fluer	cadience¹ (All Students) hcy Winter & Spring: Oral Reading Flu et by District)	ency (with retell)
Progress Monitoring: Every 2 - 3 weeks in least proficient area Progress Monitoring with A Fall: Nonsense Word Fluency & O Winter & Spring: Oral Read Continue PDSA Process	ding Fluency (with retell)	Wonders ² Progress Monitoring - "Monitor & Differentiate" Wonders ² Weekly, Unit & Bench- mark Assessments	Wonders ² Progress Monitoring - "Monitor & Differentiate" Wonders ² Weekly, Unit & Bench- mark Assessments
Wonders ² Progress Monitoring - "Monitor & Differentiate" Wonders ² Weekly, Unit & Bench- mark Assessments <u>Acadience Classroom Progress</u> <u>Monitoring Example Link</u>	Wonders ² Progress Monitoring - "Monitor & Differentiate" Wonders ² Weekly, Unit & Bench- mark Assessments <u>Acadience Classroom Progress</u> <u>Monitoring Example Link</u>	Fall, Winter, Spring: Oral R	Ionitoring (C & D Students) Reading Fluency with Retell ring when Retell = 30+ words ality of Retell

1. Acadience - acadeniencelearning.org 2. Wonders McGraw Hill Education Based on the work of Tina Pelletier and Debbie Hunsaker



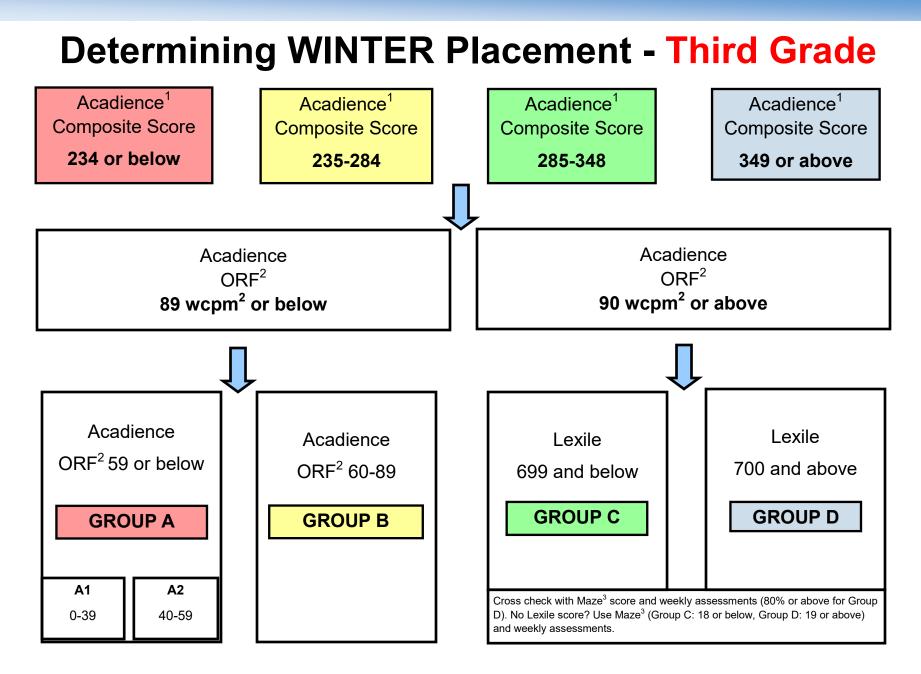
Determining FALL Placement - Third Grade



1. Acadience - acadiencelearning.org

2.ORF - Oral Reading Fluency

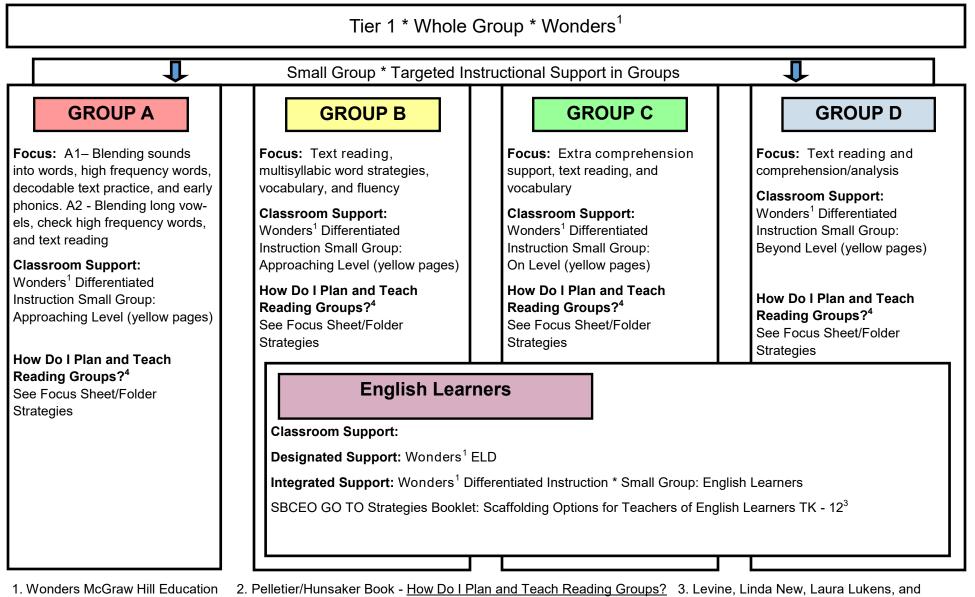
Based on the work of Tina Pelletier and Debbie Hunsaker



 1. Acadience - acadiencelearning.org
 2. ORF - Oral Reading Fluency
 3. Maze - Acadience Comprehension Assessment

 Based on the work of Tina Pelletier and Debbie Hunsaker

FALL/WINTER Placement/Instructional Details - Third



Betty Ansin Smallwood. "Section II Strategic Teaching and Learning Guided by the Five Principles of Instruction for English Language Learners." The GO TO Strategies: Scaffolding Options for Teachers of English Learners Based on the work of Tina Pelletier and Debbie Hunsaker

Progress Monitoring and Exiting Students - Third Grade

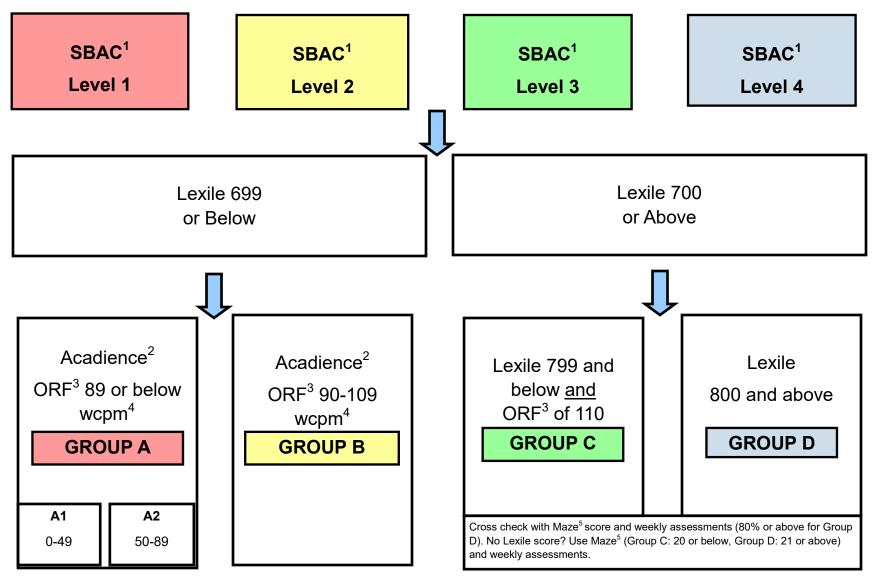
GROUP A GROUP B Focus: A1– Blending sounds into words, high frequency words, decodable text practice, and early phonics. A2 - Blending long vowels, check high frequency words, and text reading ↑ Focus: Text reading, multisyllabic word strategies, vocabulary, and fluency		GROUP C Focus: Extra comprehension support, text reading, and vocabulary	GROUP D Focus: Text reading and comprehension
		cadience ¹ (All Students)	
		ding Fluency (with retell) & Maze set by District)	
Fall, Winter, Spring: Oral Word	Progress Monitoring: Every weeks in least proficient area2 - 3Acadience1 (A & B Students) I Fluency (with retell) & Maze Assmt. ess (Dates set by District)	Wonders ² Progress Monitoring - "Monitor & Differentiate" Wonders ² Weekly, Unit & Bench- mark Assessments	Wonders ² Progress Monitoring - "Monitor & Differentiate" Wonders ² Weekly, Unit & Bench- mark Assessments
Wonders ² Progress Monitoring - "Monitor & Differentiate" Wonders ² Weekly, Unit & Bench- mark Assessments <u>Acadience Classroom Progress</u> <u>Monitoring Example Link</u>	Wonders ² Progress Monitoring - "Monitor & Differentiate" Wonders ² Weekly, Unit & Bench- mark Assessments <u>Acadience Classroom Progress</u> <u>Monitoring Example Link</u>		Monitoring (C & D Students) onitor if Maze score < 19

1. Acadience - acadiencelearning.org 2Wonders McGraw Hill Education

Based on the work of Tina Pelletier and Debbie Hunsaker



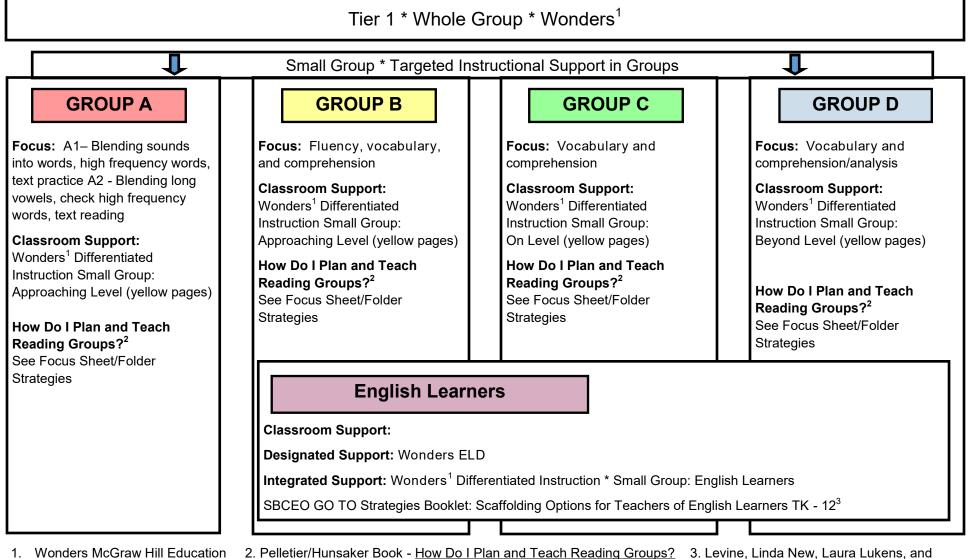
Determining FALL/WINTER Placement - Fourth



 1.
 SBAC - Smarter Balanced Assessment Consortium
 2 Acadience - acadiencelearning.org
 3. ORF - Oral Reading Fluency
 4. wcpm - Words Correct Per

 Minute
 5 Maze - Acadience Comprehension Assessment
 Based on the work of Tina Pelletier and Debbie Hunsaker

FALL/WINTER Placement/Instructional Details - Fourth



 Wonders McGraw Hill Education 2. Pelletier/Hunsaker Book - How Do I Plan and Teach Reading Groups? 3. Levine, Linda New, Laura Lukens, and Betty Ansin Smallwood. "Section II Strategic Teaching and Learning Guided by the Five Principles of Instruction for English Language Learners." The GO TO Strategies: Scaffolding Options for Teachers of English Learners Based on the work of Tina Pelletier and Debbie Hunsaker

Progress Monitoring and Exiting Students - Fourth Grade

GROUP A Focus: A1– Blending sounds into words, high frequency words, text practice A2 - Blending long vowels, check high frequency words, text practice	GROUP B Focus: Fluency, vocabulary, and comprehension	GROUP C Focus: Vocabulary and comprehension	GROUP D Focus: Vocabulary and comprehension
	Fall, Winter	adience¹ (All Students) r, Spring: Maze et by District)	
Fall, Winter, Spring: Oral Readin	Progress Monitoring: Every 2 - 3 weeks in least proficient area Acadience ¹ (A & B Students) g Fluency (with retell), Maze Assmt. ess (Dates set by District)	Wonders ² Progress Monitoring - "Monitor & Differentiate" Wonders ² Weekly, Unit & Benchmark Assessments	Wonders ² Progress Monitoring - "Monitor & Differentiate" Wonders ² Weekly, Unit & Benchmark Assessments
Wonders ² Progress Monitoring - "Monitor & Differentiate" Wonders ² Weekly, Unit & Benchmark Assessments <u>Acadience Classroom Progress</u> <u>Monitoring Example Link</u>	Wonders ² Progress Monitoring - "Monitor & Differentiate" Wonders ² Weekly, Unit & Benchmark Assessments <u>Acadience Classroom Progress</u> <u>Monitoring Example Link</u>		Monitoring (C & D Students) lonitor if Maze score < 21

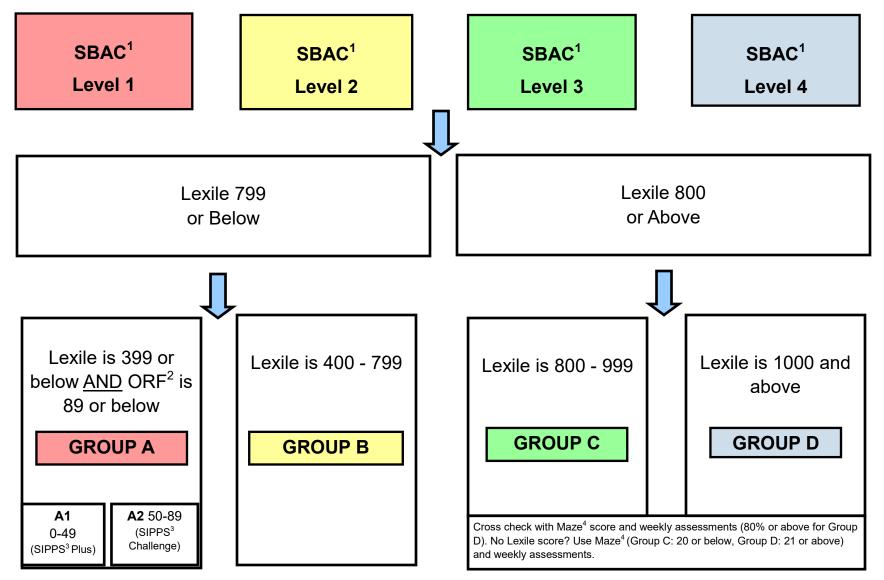
1. Acadience - acadiencelearning.org 2. Wond

2. Wonders McGraw Hill Education

Based on the work of Tina Pelletier and Debbie Hunsaker



Determining FALL/WINTER Placement - Fifth Grade

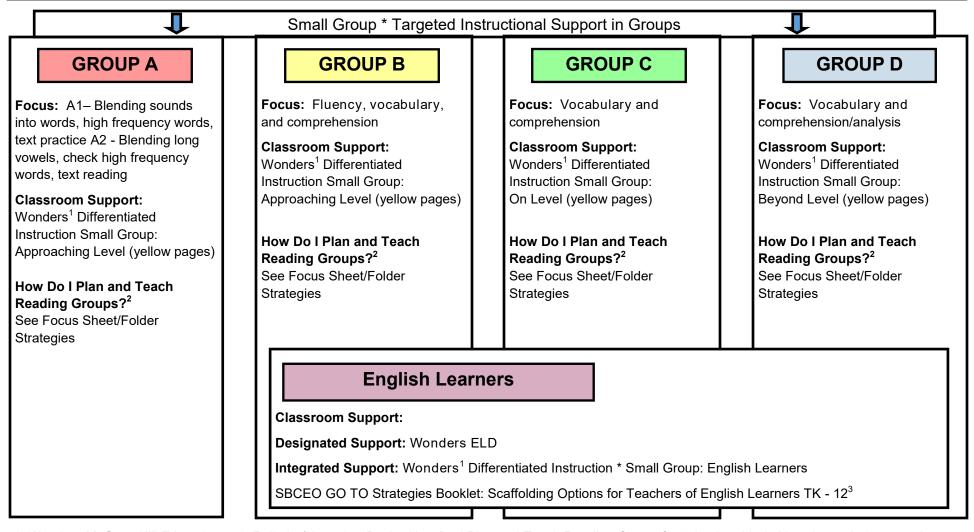


 1.
 SBAC - Smarter Balanced Assessment Consortium
 2. ORF - Oral Reading Fluency
 3. SIPPS - Systematic Instruction in Phonological Awareness, Phonics, and Sight Words

 4.
 Maze - Acadience Comprehension Assessment
 Based on the work of Tina Pelletier and Debbie Hunsaker

FALL/WINTER Placement/Instructional Details - Fifth

Tier 1 * Whole Group * Wonders¹



 1. Wonders McGraw Hill Education
 2. Pelletier/Hunsaker Book - How Do I Plan and Teach Reading Groups?
 3. Levine, Linda New, Laura Lukens, and Betty Ansin Smallwood. "Section II Strategic Teaching and Learning Guided by the Five Principles of Instruction for English Language Learners." The GO TO Strategies: Scaffolding Options for Teachers of English Learners
 Based on the work of Tina Pelletier and Debbie Hunsaker

Progress Monitoring and Exiting Students - Fifth Grade

GROUP A Focus: A1– Blending sounds into words, high frequency words, text practice A2 - Blending long vowels, check high frequency words, text reading	GROUP B Focus: Fluency, vocabulary, and comprehension	GROUP C Focus: Vocabulary and comprehension	GROUP D Focus: Vocabulary and comprehension
	Fall, Winter	adience¹ (All Students) r, Spring: Maze set by District)	
	Progress Monitoring: Every 2 - 3 weeks in least proficient area with Acadience ¹ (A & B Students)	Wonders ² Progress Monitoring - "Monitor & Differentiate" Wonders ² Weekly, Unit & Benchmark Assessments	Wonders ² Progress Monitoring - "Monitor & Differentiate" Wonders ² Weekly, Unit & Benchmark Assessments
	ng Fluency (with retell), Maze Assmt. ocess (Dates set by District) Wonders ² Progress Monitoring - "Monitor & Differentiate" Wonders ² Weekly, Unit & Benchmark Assessments <u>Acadience Classroom Progress</u> <u>Monitoring Example Link</u>		Monitoring (C & D Students) onitor if Maze score < 26

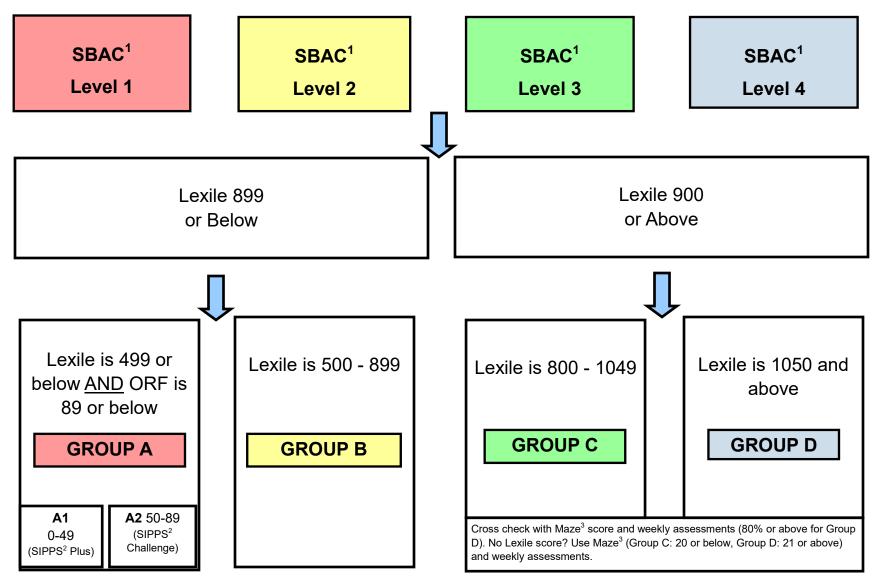
1. Acadience - acadeiencelearning.org

2. Wonders McGraw Hill Education

Based on the work of Tina Pelletier and Debbie Hunsaker



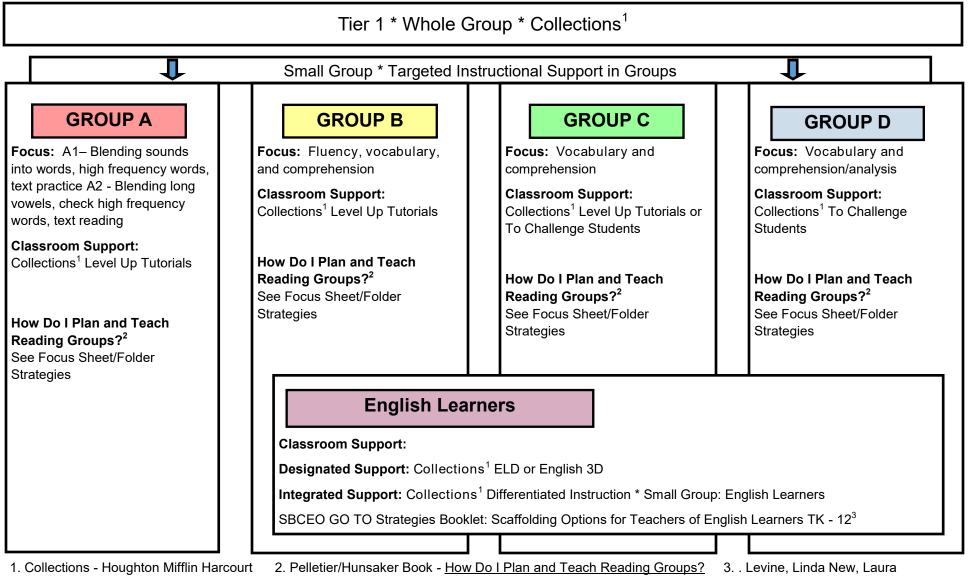
Determining Placement - Sixth - Eighth Grade



 1. SBAC - Smarter Balanced Assessment Consortium
 2. SIPPS - Systematic Instruction in Phonological Awareness, Phonics, and Sight Words
 3. Maze

 Acadience Comprehension Assessment
 Based on the work of Tina Pelletier and Debbie Hunsaker

FALL/WINTER Placement/Instructional Details - Sixth - Eighth



Lukens, and Betty Ansin Smallwood. "Section II Strategic Teaching and Learning Guided by the Five Principles of Instruction for English Language Learners." The GO TO Strategies: Scaffolding Options for Teachers of: English Learners Based on the work of Tina Pelletier and Debbie Hunsaker

Progress Monitoring and Exiting Students - Sixth – Eighth Grade

GROUP A Focus: A1– Blending sounds into words, high frequency words, text practice A2 - Blending long vowels, check high frequency words, text reading	GROUP B Focus: Fluency, vocabulary, and comprehension	GROUP C Focus: Vocabulary and comprehension	GROUP D Focus: Vocabulary and comprehension
	Fall, Winte	cadience ¹ (All Students) er, Spring: Maze set by District)	
Progress Monitoring : Every 2 - 3 weeks in least proficient area	Progress Monitoring: Every 2 - 3 weeks in least proficient area	Collections ² Program Assessments	Collections ² Program Assessments
Fall, Winter, Spring: Oral Readi	n Acadience ¹ (A & B Students) ng Fluency (with retell), Maze Assmt. ess (Dates set by District)		
Collections ² Program Assessments Acadience Classroom Progress Monitoring Example Link	Collections ² Program Assessments Acadience Classroom Progress Monitoring Example Link		Monitoring (C & D Students) onitor if Maze score < 30

1. Acadience - acadiencelearning.org

2. Collections - Houghton Mifflin Harcourt

Based on the work of Tina Pelletier and Debbie Hunsaker

Acadience Progress Monitoring Scores Table Examples

Kindergarten Progress Monitoring Scores Table Example

Score Name Student ID Wk 1 Wk 2 Wk 3 Wk 4 Wk 1 Wk 2 Wk 3 Wk 3 Wk 4 Wk 1 Wk 2 Wk 3 Wk 3 Wk 4 Wk 1 Wk 2 Wk 3 Wk 3 Wk 4 Wk 1 Wk 2 Wk 3 Wk 3 Wk 4 Wk 1 Wk 2 Wk 3 Wk 3 Wk 4 Wk 1 Wk 2 Wk 3 Wk 4 Wk 1 Wk 3 Wk 3 We 3	Acadience Reading K-6					
Secre Name Student ID Wk 1 Wk 2 Wk 4 Wk 1 Wk 2 Wk 3 Wk 2 Wk 3 Wk 1 Wk 2 Wk 3 Wk 3 Wk 4 Wk 1 Wk 2 Wk 3 W 3 I						
PSF Va '40 Image: Constraint of the second seco						
MWF CLS Ma 48 10 57 NWF CLS Va 63 63 Br 322 396 322 396 De 322 396 322 396 NWF CLS Va 422 396 Br 740 PSF Va 422 Re 123 Re 221 10 Br 508 Score Name 221 10 PSF Va 222 10 10 10 10 Br 508 522 740 221 10	Wk 4					
Ri 122 133 17 De 395 0 0 663 Sa 322 0 0 663 Br 322 0 0 663 Br 322 0 0 0 663 Br 322 0 0 0 339 NWF CLS Va 221 0 0 221 Ri 148 740 PSF Va 0 20 Br 122 813 922 83 922 93 0 Br 508 922 83 922 93 0 0 Br 508 922 84 115 1 1 1 1 1 NWF WWR Va 740 1 0 0 1 0 1 NWF CLS Va 1 1 0 0 1 0 1 1						
Rit H3 A						
NWF CLS Ya 740 PSF Va 20 Ri 148 122 1 1 Ri 843 Ri 22 1 De 995 8 622 1 1 Br 508 622 0 1 33 1 NWF WWR Va 740 740 1 1 1 NWF WWR Va 740 1 1 1 1 NWF CLS Va 740 1 1 1 NWF CLS Va 1 0 1 1 NWF CLS Va 1 0 1 1						
NWF CLS Ya 740 PSF Va 20 Ri 148 122 1 1 Ri 843 Ri 22 1 De 995 8 622 1 1 Br 508 622 0 1 33 1 NWF WWR Va 740 740 1 1 1 NWF WWR Va 740 1 1 1 1 NWF CLS Va 740 1 1 1 NWF CLS Va 1 0 1 1 NWF CLS Va 1 0 1 1						
NWF CLS Ya 740 Ya 20 Ye 148 Ye 21 Ri B43 Rc Rc De 995 Ri 33 Sa 508 502 De Br 508 502 Br 736 De VWF WWR Ya 740 Ye 15 NWF CLS Ye						
NWF CLS Ya 740 Ya 20 Ye 148 Ye 21 Ri B43 Rc Rc De 995 Ri 33 Sa 508 502 De Br 508 502 Br 736 De VWF WWR Ya 740 Ye 15 NWF CLS Ye						
NWF CLS Ya 740 Ya 20 Ye 148 Ye 21 Ri B43 Rc Rc De 995 Ri 33 Sa 508 502 De Br 508 502 Br 736 De VWF WWR Ya 740 Ye 15 NWF CLS Ye						
Ri B43 De 095 Sa 622 Br 500 EH 736 Yue 15 NWF WWR Ya Yue 15 NWF CLS Ya Ri 0 Br 0 Sa 0						
Ri B43 De 095 Sa 622 Br 500 EH 736 Yue 15 NWF WWR Ya Yue 15 NWF CLS Ya Ri 0 Br 0 Sa 0						
Ri B43 PC 40 De 95 33 33 Se 622 De 33 33 Br 506 28 28 33 NWF WWR Va 740 52 52 NWF CLS Va 0 0 NWF CLS Va 0 0 Br 0 0 0						
De 095 Ri 33 33 Br 508 0 0 28 0 NWF WWR Va 740 310 0 15 0 NWF CLS Va Ye Ri 0 0 0 0 NWF CLS Va File Br 0 <td></td>						
Sa 522 De 9 9 EM 508 508 28<						
NWF WWR Va	_					
NWF WWR Va						
NWF CLS Va Ye RC Ril De Sa Br Ek						
NWF CLS Va Ye RC Ril De Sa Br Ek						
NWF CLS Va Ye Ri De Sa Br Ek						
Ye Rc Ril De Sa Br Ek						
Rc Ril De Sa Br Ek						
Ril De Sa Br Ek						
De Sa Br Ek						
De Sa Br Ek						
Sa Br Ek						
Br						
Ek						
Ek						
NWF WWR Va Ye						

First Grade Progress Monitoring Scores Table Example

School: Patterson Road Elementary Grade: First Grade, Beginning of Year Year: 2019-2020

Class:

acadience"

Acadience Reading K-6

Progress Monitoring Scores Table

				Au	gust			Septe	mber		October				
Score	Name	Student ID	Wk1	Wk 2	Wk 3	Wk4	Wk 1	Wk 2	Wk 3	WR4	Wk 1	Wk 2	Wk3	Wk 4	
PSF		77		-						39			53		
	Hic	10	7							39					
	Ba	32	5							45			40		
	Re	01						54				70			
	Kc	B7	6							43			41		
	Ka	75		· · ·						20		46	62	47	
	Ge	Score	N	ame –						44			33		
	Ne	PSF	L										46		
	An	1.01						72				71			
NWF CLS	Mi		H					47			_	42	27	60	
NWF GLS	Lu		Ba	a –	-		-			22 40			21		
	Ba		R	é –	-					20			36		
×.	Be		K					20		Eu		18	50	31	
	Ko		Ka	1				_		24			29		
	LU HK BB RE KG KB GE KG KB C KB RE KG KB C KB RE KG KB C KB C KB C KB C KB C KB C KB C K		in a	2						17		35		45	
	Ga		G							20			35		
	Ne		N					14							
	An		A	1				26				32		26	
			A					22				30		26	
NWF WWR	LU	NWF CLS								7			4		
	Ho	INVIT OLO	Lu							13					
	Ba		H				-	-		5			4	-	
	Re	<i>P</i>	Bi					1		1		3		8	
	Ko	#1)	R	8 -	-					3		9	2	9	
	H0 Ba Re Ko Ka Ga Ne		K							3			2		
	Ne		K	-				D					-		
	An							0	-			0		0	
	An Ma		G					6				0		5	
			N	8											
			A	n											
			М												
		NWF WWR	LL	1											
			H	0											

Second Grade Progress Monitoring Scores Table Example

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School: Patters Grade: Second Year: 2019-21	on Road Ele I Grade, Beg 020	ementary ginning of Year	Prog	gress M	onitorin	g Score	es Table					Q	dato mo	
Class:												Acadie	nce Rea	ding K-6
				Aug	gust			Septe	mber			Octo	ber	
Score	Name	Student ID	Wk 1	Wk 2	Wk 3	Wk 4	Wk 1	Wk 2	Wk 3	Wk 4	Wk 1	Wk 2	Wk 3	Wk 4
NWF CLS	D¢	357						37				43		
	D¢ Ev	586						45				38	_	_
	Alt							37	_			25		
	0.45	Score	Name					51				60		
	An	NWF CLS		_				12				16		
NWF WWR	WR Do Ev Alt Mi Ev Alt Mi	Dc Ev					9				15			
	Ev		Alt					14				5		
	Alt		Alt					3				3		
			An					8				10		
	An INWE WWB	Dc Ev					1				0			
ORF WC (Level 2)	Do							44				32	39	
	Ev		Ale					30			27	42		
	Ala		Ma					41		_	34	42		
		ORF WC (Level 2)	An Do					42			28	37		
	Ani	OHH WC (Level 2)	Ev					14		_		19		
ORF Accuracy (Level 2)			Ala					94%				84%	93%	
	Eve	×.	Ma					83%			84%	89%		
	Ala		An					84%			83%	89%		
	Ma	ORF Accuracy (Level 2)	Dol					89%			80%	82%		
	Anc		Eve					78%				83%		
Retell (Level 2)	Dol		Ala					18				35	32	
	Eve		Ma					16			15	20		
	Alar		Anc								17	8		
	May	Retell (Level 2)	Dol						-		20	21		
			Eve				-		_					
			Alai											

May

Third - Fifth Grade Progress Monitoring Scores Table Example

School: Patterso Grade: Fourth G Year: 2019-20 Class:	n Road Elen Irade, Begin 20	nentary ning of Year	Pro	gress M	onitorin	g Score	es Table					O Acadie		dience anagement ading K-6
				Auş	just			Septe	mber			Octo	ber	
Score	Name	Student ID	Wk 1	Wk 2	Wk 3	Wk 4	Wk 1	Wk 2	WK3	Wk 4	WR 1	WK 2	Wk 3	Wk 4
ORF WC (Level 4)	Ка	'43					97					100		
	Lili	100		1			90		_			98		
	All	Score	Name				128					146		
	Ju	ORF WC (Level 4)	Ка				87					105		
Ka		Lili				67	111			93	91		86	
	Jo		.Ail				111					70		
	Ka Jo Lili		Lili Ali Ju Ka Jo					36			73			75
	Fu		Ka				99					105		
	BL		Jo					51			68			51
	Fu Ri En		Lili				112					105		
	Cri		FU Ou				109			-		100		
ORF Accuracy (Level 4)	Ka		Fu Ru En				99%					99%		
orn reasonal (carriery)	Lili		Cri			-	96%					98%		
K	Ail	ORF Accuracy (Level 4)	Ка				93%					95%		
			LI				97%					.98%		
	Jul Ka	×	Lli Ai Ju Ka				94%	97%			85%	99%		97%
	Jo		Ju				96%	07.10			00.10	96%		01.1
	Lili		Ка				00%	82%			96%	00 %		97%
	Fu		Jot				93%	0276			90.76	96%		81.74
			Lili Fu				8376	0.04/			0.441	30.76		000
	Bu		Pu				0.044	88%			94%	0.044		96%
			Ru En				98%					96%		
Description and at	Cri		Cri				96%					92%		-
Retell (Level 4)	Ka	Retell (Level 4)					22					22		-
	Lili		Ka Lili Ail Jul		_		18					28		
	Aib		Ait				17					26		
	Jul		Jul				16					29		
	Jul Ka Jo		Ка					23			29	7		25
	Jo		Ja				33					12		-
Lill	Lil		Lili					22			29			
	Fu		Fu Ru				29					35		
	Lili Fu Ru En		En					5			12			
			Cr				32					14		
	Cri	Maze Adjusted Score	Th				20					31		
Maze Adjusted Score	Tri	mane majurated crotte	1.0									8		