

# May 2020

The end of the year is approaching quickly, and it's a great time to celebrate progress, reflect on the learning, and start planning for the upcoming year! Thankfully, there are lots of great tools available to the Fountas & Pinnell community to help show off all the hard work you and your students have done!

## Tips & Tools

### TEACHERS' LOUNGE

*Just because the year is over doesn't mean the growth has to stop! Success breeds motivation! So make sure to take time to acknowledge students' literacy achievements **and** help parents know how they can support continued growth at home.*

#### **Celebrate progress beyond reading levels!**

A child's progress can be shown far beyond reading levels. Consider the new interests that he has developed over the year or the different ways that she has shown her thinking through drawing, book talks, or performances. Acknowledge and celebrate all of these! Check out this blog post on 5 Tips to Communicate Student Progress and Support Literacy at Home. There's also a printable one-page flyer available!

Click [here](#) for the printable version of the 5 Tips!



#### **5 Ways to Communicate Student Progress to Parents and...**

[Read more](#)  
fpblog.fountasandpinnell.com

#### **Continue the progress!**

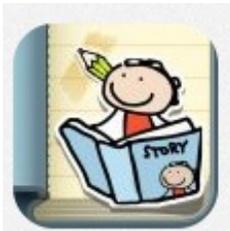
Even though school may be out, parents can help continue the



progress their child has made with some simple activities. Share these tips with parents to let them know how they can be a part of their child's literacy growth!

Teacher Tip: How to Engage Parents in Fountas & Pinnell Classroom

## TRY THIS! *Home Literacy Adventures Portfolio*



**Portfolios are a great way to document student progress in school, but have you ever thought about having your students keep a Home Literacy Adventure Portfolio to share when they return to school? Think about encouraging them to create and keep artifacts that show their reading and writing journey through the summer!**

- Pictures or list of books they read
- Title of songs that they frequently listened to
- Pictures of experiences they had with labels or sentences
- Captions for photographs taken over the summer
- Descriptions of smells, sights, and sounds they encounter
- Stories, songs, or poems that they wrote
- Fun websites that they found
- Funny jokes they want to remember
- Letters to their future teacher
- Favorite authors
- A library card!

## COACHING CORNER

As teachers begin to reflect on the progress students have made throughout the year, it is important to take note of the trajectory of each child's individual growth in order to make the best instructional decisions for the year to come. The following tools can help give perspective to the individual growth and recommended expectations.

### **10-Month Progress Monitoring by Instructional Reading Level Chart**

Use this tool to determine if a child's

individual student has been accelerating at an expected rate.

1. Mark the student's BOY reading level on this chart (regardless of grade level).
2. Review the Benchmark Assessment scores from each additional administration and mark them on the chart.
3. Determine if the student made the expected progress for someone who began at that particular BOY reading level.

**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 JUNE	11 JULY	12 AUG	
K	—	A	B	B	C	C	C	D	D	D	D	D	D
1	D	E	F	F	G	H	H	I	I	I	J	J	J
2	J	K	K	K	L	L	L	M	M	M	M	M	M
3	M	N	N	N	O	O	O	P	P	P	P	P	P
4	P	Q	Q	Q	R	R	R	S	S	S	S	S	S
5	S	T	T	T	U	U	U	V	V	V	V	V	V
6	VW	W	W	W	X	X	X	Y	Y	Y	Y	Y	Y
7-8	Y	Y	Y	Y	YZ	Z	Z	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 introduced). 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 95-99% 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.
- As some points in time, students may be transitioning from one level to another (for example, YZ 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.

[Print this chart!](#)



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**Fountas & Pinnell Recommended Oral Reading Rates (Words per Minute)**

**Expected oral reading rates at grade and instructional levels**

End of Grade Level	Oral Reading Rate (WPM)
1 (L4)	75-100
2-3 (L4-60)	90-120
3 (N4-6)	100-140
4 (D4-8)	120-160
5 (T4-10)	140-180
6 (S4-17)	160-200
7-8 (T4-2)	180-220



## Fountas & Pinnell Recommended Oral Reading Rates Chart

Accuracy is one part of the reading equation, but don't forget about fluency. Once students reach a level J, use this chart of recommended oral reading rates to compare if a student's reading accuracy and fluency are both aligned with expected progress.

[Print this chart!](#)

## Instructional Level Expectations for Reading

Parents or administrators who may not be familiar with reading levels will benefit from having a context in which to frame student growth. This tool provides a scale for determining whether a student's reading level exceeds, meets, approaches, or does not meet recommended grade level expectations.

[Print this chart!](#)

**Fountas & Pinnell**  
**INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING**

Grade	Beginning of Year (1st Mo)	1st Interval of Year (3rd Mo)	2nd Interval of Year (6th Mo)	End of Year (10th Mo)
<b>Grade K</b>	A	B	C	D
<b>Grade 1</b>	D	E	F	G
<b>Grade 2</b>	J	K	L	M
<b>Grade 3</b>	N	O	P	Q
<b>Grade 4</b>	S	T	U	V
<b>Grade 5</b>	X	Y	YZ	Z
<b>Grade 6</b>	ZZ	ZZ	ZZ	ZZ
<b>Grades 7-8</b>	ZZ	ZZ	ZZ	ZZ

**KEY**

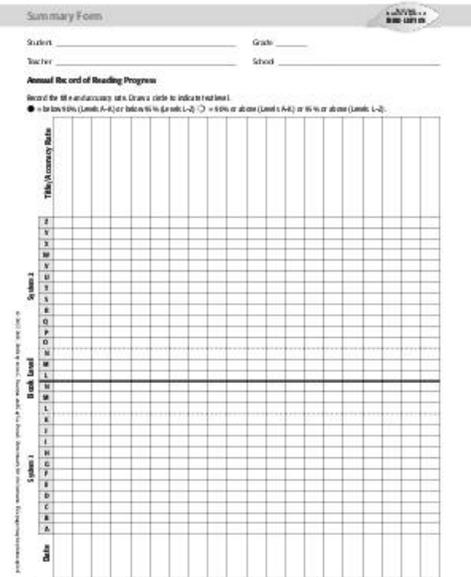
- Meets Expectations
- Approaches Expectations
- Does Not Meet Expectations
- Does Not Meet Expectations - Needs Intensive Intervention

The Instructional Level Expectations for Reading Chart is intended to provide general guidelines for grade level goals, which should be adjusted based on school, district, and professional teacher judgment.

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Making placement decisions for the upcoming year can be informed by using these summary tools for documenting students' progress over the year and across grades.

These recording forms can be found in the online resources at [www.fountasandpinnell.com](http://www.fountasandpinnell.com). Just register with the code inside the Benchmark Assessment guide to access the forms.



The form is titled "Summary Form" and "Annual Record of Reading Progress". It includes fields for Student, Grade, Teacher, and School. Below this is a grid for recording reading levels. The grid is divided into two sections: "Systems 1" (Levels A through Z) and "Break Level". The "Systems 1" section has a vertical axis labeled "Date" and a horizontal axis labeled "Systems 1". The "Break Level" section has a vertical axis labeled "Break Level" and a horizontal axis labeled "Date". A legend indicates that a solid circle represents "at or below this level" and an open circle represents "above this level".

### Annual Record of Reading Progress Form

Use this form to create a graph of a child's reading level progress over the course of a single year.

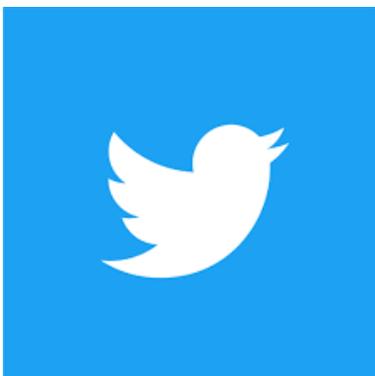


The form is titled "Summary Form" and "Longitudinal Record of Reading Progress". It includes fields for Student and School. Below this is a grid for recording reading levels across multiple years. The grid is divided into two sections: "Systems 1" (Levels A through Z) and "Break Level". The "Systems 1" section has a vertical axis labeled "Date" and a horizontal axis labeled "Systems 1". The "Break Level" section has a vertical axis labeled "Break Level" and a horizontal axis labeled "Date". A legend indicates that a solid circle represents "at or below this level" and an open circle represents "above this level".

### Longitudinal Record of Reading Progress Form

Use this form to show how individual reading growth has progressed from year to year.

## GET CONNECTED!



#FPLiteracy

The end of the year is a great time to reflect on and evaluate how your core beliefs aligned with the vision of literacy conveyed to the teachers, parents, and community. Review these questions from an archived literacy chat for your own reflection and check out what other educators had to say.

- What are your beliefs and vision for the literacy lives of the students in your school?

- What would you ideally see and hear children doing during literacy time?
- What classroom materials would you need to make your vision a reality?
- Why is it important to have the same instructional procedures in a learning community?
- What do teachers need to turn this vision into action?
- Why is it important to establish a common language in a classroom/school community?
- How can administrators help you achieve your goals?
- Reflect: Commonalities in the class are not the same as all students being on the same page, in the same materials, in the same sequence.

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**Archived Twitter Chat: Turning Your Vision Into Action**

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