

READING LEVEL 3 PROGRESS MONITORING CHART

Student Name

Level (RTI, Reading Level, etc.)

Use the Exercise Progress by Date section of the Student Progress Report to record completion levels each day. Attach the Exercise Progress graph for additional documentation.

Exercise	Goal/Task	Date										Language and Reading Skills	Cognitive Skills	
Book Monkeys	Build reading comprehension skills by answering questions that address literal meaning, cause and effect relationships, and inferential comprehension in fiction and nonfiction passages.	%	%	%	%	%	%	%	%	%	%	%	<ul style="list-style-type: none"> • Fluency • Word Learning Strategies • Academic Language • Key Ideas & Details • Drawing Inferences • Monitoring Comprehension 	<ul style="list-style-type: none"> • Memory • Attention • Processing • Sequencing
Chicken Dog	Build spelling and phonics skills by selecting the correct letters to complete the spellings of spoken words.	%	%	%	%	%	%	%	%	%	%	%	<ul style="list-style-type: none"> • Auditory Sequencing • Auditory Word Recognition • Fluency • Phonological Awareness • Phonics • Spelling 	<ul style="list-style-type: none"> • Memory • Attention • Processing • Sequencing
Scrap Cat	Build vocabulary, grammar, and phonics skills by sorting words into appropriate categories.	%	%	%	%	%	%	%	%	%	%	%	<ul style="list-style-type: none"> • English Grammar • Phonological Awareness • Phonics • Word Structure & Knowledge 	<ul style="list-style-type: none"> • Memory • Attention • Processing
Twisted Pictures	Build reading comprehension skills by selecting the sentence that best describes a given picture.	%	%	%	%	%	%	%	%	%	%	%	<ul style="list-style-type: none"> • English Grammar • Fluency • Word Learning Strategies • Monitoring Comprehension 	<ul style="list-style-type: none"> • Memory • Attention • Processing • Sequencing

Date:	Supplemental Instruction/Intervention:
Initials:	

Date:	Supplemental Instruction/Intervention:
Initials:	

Date:	Supplemental Instruction/Intervention:
Initials:	

Date:	Supplemental Instruction/Intervention:
Initials:	

Skills Key

PRE-READING SKILLS	
Auditory Word Recognition	The ability to identify spoken words and distinguish between similar sounding words.
Auditory Sequencing	The ability to understand and recall the order of sounds and words.
LANGUAGE SKILLS	
English Grammar	The ability to understand the structural features of the English language, including syntactic features like word order and parts of speech, and morphological features like prefixes, suffixes, plurals, and subject-verb agreement.
Spelling	The ability to apply knowledge of letter-sound mappings, spelling rules and patterns, and irregular spellings to create a visual representation of a word.
Word Learning Strategies	The ability to clarify the meaning of unknown words using strategies such as morphemic and contextual analysis.
Academic Language	The ability to use the language needed for success in school, including general academic words (which appear frequently in print, but rarely in social conversations), discipline-specific terms, and multiple meaning words.
FOUNDATIONAL SKILLS	
Phonological Awareness	The ability to recognize and manipulate units of sound in spoken language such as words, syllables, onset and rime, and phonemes.
Phonics	The ability to relate speech sounds to specific letters and apply that knowledge to the process of sounding out and reading words.
Word Structure & Knowledge	The ability to recognize and apply knowledge of words and word parts such as morphemes.
Fluency	The ability to read texts with accuracy, appropriate rate, and expression to support comprehension.
Monitoring Comprehension	The ability of learners to recognize whether they understand what they are reading, and if necessary, to take steps to repair their comprehension before continuing to read.
READING INFORMATIONAL OR LITERARY TEXTS	
Drawing Inferences	The ability to refer to details and examples in a text to draw inferences from it.
Key Ideas and Details	The ability to distinguish key ideas from supporting details, and to summarize the text.
COGNITIVE SKILLS	
Memory	The ability to use both working memory and long-term memory to understand and retain information. Working memory is the capacity to keep information in mind over the short term, while integrating or manipulating it. Long-term memory is the capacity to store and retrieve information over hours, days, or years.
Attention	The ability to focus on specific information, to sustain that focus, and to ignore distractions, while carrying out a task.
Processing	The ability to rapidly interpret and integrate auditory and/or visual information. For example, interpreting a complex burst of acoustic information to identify a phoneme, or integrating a set of lines and curves to recognize a letter.
Sequencing	The ability to track the order of things like the sounds in a word, the words in a sentence, the sentences in a paragraph, or the events in a timeline.