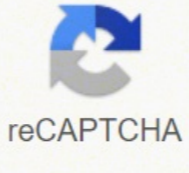




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Reading A-Z and Science A-Z Texts for the ELD and FI Curriculum

Notes:

- Each **Newcomer ELD unit** has a list of which **Reading A-Z** texts are already included in the unit's Agenda of Lessons, along with a list of additional texts from **Reading A-Z** and **Science A-Z** that align to the unit's content and can be used for supplemental reading.
- Each **Focused Instruction Social Studies** unit has a list of texts from Reading A-Z either closely or loosely aligned to the unit's learning targets and subject matter. Each **Focused Instruction Science** unit has a list of texts from both **Science A-Z** and **Reading A-Z**. Some are closely aligned to the unit's learning targets, and some are more loosely aligned to the subject matter.
- Texts from **Reading A-Z** have their reading level indicated in parentheses. These levels follow the Reading A-Z leveling system and can be correlated to other systems, such as Fountas & Pinnell, using the **level correlation chart** available on the Reading A-Z website.
- See the end of this document for a chart correlating **WIDA levels** to Reading A-Z and Fountas & Pinnell reading levels for grades K-8.
- Texts from **Science A-Z** are all available at three differentiated reading levels - low, mid, and high. To access texts and supporting materials, go to the main page for each Science A-Z unit.
- All texts can be found by searching for the title on <http://www.sciencea-z.com> and <http://www.readinga-z.com/>. See end of this document for more instructions on how sign in and access texts and other materials on Reading and Science A-Z.

Fountas & Pinnell

INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Beginning of Year (Aug.-Sept.)	1st Interval of Year (Nov.-Dec.)	2nd Interval of Year (Feb.-Mar.)	End of Year (May-June)
Grade K	C+	D+	E+	
	B	C	D	
	A	B	C	
				Below C
Grade 1	E+	G+	I+	K+
	D/E	F	H	J
	C	E	G	I
		Below E	Below G	Below I
Grade 2	K+	L+	M+	N+
	J/K	K	L	M
	I	J	K	L
		Below J	Below K	Below L
Grade 3	N+	O+	P+	Q+
	M/N	N	O	P
	L	M	N	O
		Below L	Below M	Below O
Grade 4	Q+	R+	S+	T+
	P/Q	Q	R	S
	O	P	Q	R
		Below P	Below Q	Below R
Grade 5	T+	U+	V+	W+
	S/T	T	U	V
	R	S	T	U
		Below S	Below T	Below U
Grade 6	W+	X+	Y+	Z
	V/W	W	X	Y
	U	V	W	X
		Below U	Below V	Below X
Grade 7	Z	Z	Z+	Z+
	Y	Y	Z	Z
	X	X	Y	Y
		Below X	Below Y	Below Y
Grade 8	Z+	Z+	Z+	Z+
	Z	Z	Z	Z
	Y	Y	Y	Y
		Below Y	Below Y	Below Y

KEY

- Exceeds Expectations
- Meets Expectations
- Approaches Expectations: Needs Short-Term Intervention
- 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 requirements and professional teacher judgement.



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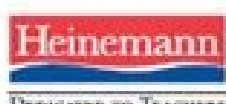
INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Beginning of Year (Aug.-Sept.)	1st Interval of Year (Nov.-Dec.)	2nd Interval of Year (Feb.-Mar.)	End of Year (May-June)
Grade K	C+	D+	E+	
	B	C	D	
	A	B	C	
				Below C
Grade 1	E+	G+	I+	K+
	D/E	F	H	J
	C	E	G	I
		Below E	Below G	Below I
Grade 2	K+	L+	M+	N+
	J/K	K	L	M
	I	J	K	L
		Below J	Below K	Below L
Grade 3	N+	O+	P+	Q+
	M/N	N	O	P
	L	M	N	O
		Below L	Below M	Below O
Grade 4	Q+	R+	S+	T+
	P/Q	Q	R	S
	O	P	Q	R
		Below P	Below Q	Below R
Grade 5	T+	U+	V+	W+
	S/T	T	U	V
	R	S	T	U
		Below S	Below T	Below U
Grade 6	W+	X+	Y+	Z
	V/W	W	X	Y
	U	V	W	X
		Below U	Below V	Below X
Grade 7	Z	Z	Z+	Z+
	Y	Y	Z	Z
	X	X	Y	Y
		Below X	Below Y	Below Y
Grade 8	Z+	Z+	Z+	Z+
	Z	Z	Z	Z
	Y	Y	Y	Y
		Below Y	Below Y	Below Y

KEY

- Exceeds Expectations
- Meets Expectations
- Approaches Expectations: Needs Short-Term Intervention
- 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 requirements and professional teacher judgement.



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# Fountas & Pinnell BAS Assessment Tracker

	Y	Z
1		
2		
3		
4		
5		
6		

	Fall Level	Winter Level	Spring Level
K			
1			
2			
3			
4			
5			
6			

Level	Instructional Focus	Tests
A	<ul style="list-style-type: none"> <li>Concepts of print</li> <li>Oral language</li> <li>Check the picture</li> <li>Sound awareness</li> <li>Letter-sound correspondence</li> <li>High-frequency words</li> <li>Fluency</li> <li>Comprehending 1-2 sentences with pictures</li> </ul>	<ul style="list-style-type: none"> <li>Letter books</li> <li>Suppletive/pattern books</li> <li>Picture/pattern books</li> </ul>
B	<ul style="list-style-type: none"> <li>Concepts of print</li> <li>Oral language</li> <li>Check the picture</li> <li>Sound awareness</li> <li>Letter-sound correspondence</li> <li>High-frequency words</li> <li>Fluency</li> <li>Comprehending 1-2 sentences with pictures</li> </ul>	<ul style="list-style-type: none"> <li>Letter books</li> <li>Suppletive/pattern books</li> <li>Picture/pattern books</li> </ul>
C	<ul style="list-style-type: none"> <li>Letter-sound correspondence</li> <li>High-frequency words</li> <li>Year-long CVC words</li> <li>Fluency</li> <li>Comprehending 1-2 sentences with pictures</li> </ul>	<ul style="list-style-type: none"> <li>Picture/pattern books</li> <li>Decodable/Phonics books</li> <li>Sight word books</li> </ul>
D	<ul style="list-style-type: none"> <li>Letter-sound correspondence</li> <li>High-frequency words</li> <li>Year-long CVC words</li> <li>Fluency</li> <li>Comprehending 1-2 sentences with pictures</li> </ul>	<ul style="list-style-type: none"> <li>Picture/pattern books</li> <li>Decodable/Phonics books</li> <li>Sight word books</li> </ul>
E-F	<ul style="list-style-type: none"> <li>High-frequency words</li> <li>Letter-sound correspondence</li> <li>Check the picture</li> <li>Sound awareness</li> <li>Letter-sound correspondence</li> <li>High-frequency words</li> <li>Fluency</li> <li>Comprehending 1-2 sentences with pictures</li> </ul>	<ul style="list-style-type: none"> <li>Informational texts</li> <li>Narrative texts</li> <li>Sight word books</li> </ul>
G-H	<ul style="list-style-type: none"> <li>High-frequency words</li> <li>Letter-sound correspondence</li> <li>Check the picture</li> <li>Sound awareness</li> <li>Letter-sound correspondence</li> <li>High-frequency words</li> <li>Fluency</li> <li>Comprehending 1-2 sentences with pictures</li> </ul>	<ul style="list-style-type: none"> <li>Narrative texts</li> <li>Informational texts</li> </ul>
I-J	<ul style="list-style-type: none"> <li>High-frequency words</li> <li>Letter-sound correspondence</li> <li>Check the picture</li> <li>Sound awareness</li> <li>Letter-sound correspondence</li> <li>High-frequency words</li> <li>Fluency</li> <li>Comprehending 1-2 sentences with pictures</li> </ul>	<ul style="list-style-type: none"> <li>Narrative texts</li> <li>Informational texts</li> </ul>
K-M	<ul style="list-style-type: none"> <li>High-frequency words</li> <li>Letter-sound correspondence</li> <li>Check the picture</li> <li>Sound awareness</li> <li>Letter-sound correspondence</li> <li>High-frequency words</li> <li>Fluency</li> <li>Comprehending 1-2 sentences with pictures</li> </ul>	<ul style="list-style-type: none"> <li>Narrative texts</li> <li>Informational texts</li> <li>Picture books</li> <li>Literary texts</li> <li>Fluency texts</li> </ul>
N+	<ul style="list-style-type: none"> <li>High-frequency words</li> <li>Letter-sound correspondence</li> <li>Check the picture</li> <li>Sound awareness</li> <li>Letter-sound correspondence</li> <li>High-frequency words</li> <li>Fluency</li> <li>Comprehending 1-2 sentences with pictures</li> </ul>	<ul style="list-style-type: none"> <li>Narrative texts</li> <li>Informational texts</li> <li>Picture books</li> <li>Literary texts</li> <li>Fluency texts</li> </ul>

Guided reading levels by grade fountas and pinnell. Guided reading level fountas and pinnell chart. Guided reading levels fountas and pinnell.

LFX + 2.05%, Construction Products Manufacturer, S & P 500. Save on Wishlist Savings for drawing wish list From File: Pages: Publisher: Ganero: Weston Woods ID: Manufacturer: Manufacturer: Lexile® Measured: Level reading: Dr. Level: ACR: Spanish Lexile Measure: Spanish Guided Reading Level: Funding Type: What Is Guided Guide? The result of all that leveling is that children can receive books that correspond exactly their current reading capacity. This is crucial to read success !!! If books are very difficult, children can get frustrated and confusing. Once the two companies merge, it has passed a market indicator of 233 companies for one with a 416 company sound. The best is aaa, and the worst is D. This global corporation provides criteria classifications in investments, including titles and market of actions. The Collection of Guided Reading of Fountain & Pinnell is for the classroom teacher who wants to expand and refine the reading and writing powers of the children in the notes k à à "6. Different lists They offer information on different types of markets. Our last note: We encourage parents to keep in mind that learning to read is a long process that can include jumps and limits at a slow and constant spot and progress at other points. The Children Such a text selected by the teacher in a small group while the teacher provides explanatory teaching and support to read more and more challenging texts. We have turned the shelves of bookstores, we talked to teachers, read many talks online, even surveyed Children ... and in the end we have what we think is the best children's books for each of the Found and Pinnell reading levels guided. With daily education, the teacher helps the child climbing the ladder difficulty successfully. Types of classifications S & P Now that you understand what S & P classifications are generally meant, consider the different types of classifications. Sorry, we can not be more specific-Specific what. The gradient of F & P text level should be seen as a container of progress for readers. When gathering a small group of children who are in a similar point in their reading development and guiding them to process a text that is leveled in a gradient of difficulty, you are able to provide an incremental amount of Challenge at every reader edge of the ability to process the text. Unknown types of spelling patterns, punctuation or words can cause children to question what they already know. " Understanding definitely suffers. The purpose of Fountas and Pinnell is to support the development of the child of self-beginning actions that will be able to apply to a range of texts of a similar difficulty. Although these classifications are not taken as investment recommendations or predictions of default probability, as observed by the balance, they provide S & P opinion on the ability of the vanity issuer or stock S your finances. obligations. The goal of guided reading is to bring the child to the level of complex texts suitable for the note, to do so, teaching must begin with where the child is able to get involved with some success. So that there is a point of contact, thus engaging the development of the child of an auto-extensible system for processing of texts. SA É o Francisco (Marketwatch) - said Standard & Poor's said Thursday night which is changing the makeup of his S & P 500 and Midcap 400 after the closing of negotiation in November of Lesson guided the lesson of the lesson of the lesson by reading lecture to support teachers-quality, tip instruction involving and extends reading , writing and student language skills. 9, outstanding end approvals. As the classifications determined to determine the classifications of S & P, their analysts by annual relatives, articles news, press releases and interviews with the management team of a company. In the heart of the FPC are the high quality level books that captivate and and The hearts and minds of all the students in the classroom. What is S & P? It is an approximate structure designed to give investors a bit basic, but this can not explain for unforeseen developments or events. 9. This context is implemented in a small group configuration for teachers to support the development of each reader of their strategic systems for processing new texts in increasingly challenging difficulties of difficulty. For more information on the different classifications, consider the following indicator of the ability to meet financial commitments: AAA: extremely strong; very strong; strong, but susceptible to changes in circumstancesBBB: adequate, but more susceptible The adverse economic conditions: less vulnerable à € - in the short term, but facing the contained uncertainty: more vulnerable to adverse conditions, but currently able to meet the financial obligationsCCC: Vulnerable à €



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