



# 1ST GRADE

## NEW LENOX SCHOOL DISTRICT 122 LEARNING STANDARD DESCRIPTORS

### Instructional Reading Level

This is the level at which the teacher “stretches” the reader’s capabilities. The text is challenging but manageable with some assistance.

	1	2	3
Instructional Reading Level	EF	GH	IJ

### Sight Words

These words are a combination of ReadyGEN words and frequently used words in written language. Students have been provided with these words and are being assessed on these lists. Trimester 1 will assess lists 1 and 2, trimester 2 will assess lists 3 and 4, and trimester 3 will assess lists 5 and 6.

### Reading

Comprehension: Students read independently and understand grade level appropriate material. They answer questions, cite evidence, analyze characters, setting & plot, make predictions, and retell the main ideas of what they have read.

Reads text fluently: Students read grade level text aloud with accuracy, appropriate pauses for punctuation, and expression.

Vocabulary: Students can accurately use and identify ReadyGen vocabulary in context.

### Phonics

Identifies and names letters: Letter identification is necessary for knowing the appropriate letter to correspond to the sound.

Knows letter sounds: Letter sounds are necessary for blending and putting words together.

Sounds out short vowel words: Vowel sounds are a,e,i,o,u. Short vowels must be followed by a consonant.

Sounds out long vowel words: Long vowels say their name (a,e,i,o,u).

Sounds out words with blends: Blends are two or more consonants that blend together but each sound can still be heard. (Examples: fl, dr, st, sw)

Sounds out words with digraphs: Students are able to sound out a digraph. Digraphs are two letter sounds that make one sound. (Examples: th, wh, ph, tch)

### Written Language

Correctly uses capitalization: Students use proper mechanics when writing with an emphasis on capitalization.

Correctly uses punctuation: Students use proper mechanics when writing with an emphasis on punctuation.

Writes in complete sentences: Students will write with capital letters, punctuation, and proper sentence conventions to express a complete thought or idea.

### Spelling

Correctly spells list words: Students will be responsible for the correct spelling of grade level spelling list words.



## INSTRUCTIONAL READING LEVEL

What does the Instructional Reading Level on student report cards mean?

New Lenox School District 122 teachers instruct students at their instructional reading level.

The level marked on students' report cards indicate their current instructional reading level as assessed by their classroom teacher.

The letter marked in the middle box indicates the "average" level for students at this time in the school year. Performance above or below this level indicated with a letter marked in the box shows the student's Instructional Reading Level.

	1	2	3
INSTRUCTIONAL READING LEVEL			

The chart below can help you gauge whether the student is working within his/her grade level.

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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)
<b>Grade K</b>	C+	D+	E+	
	B	C	D	
	A	B	C	
	Below C			
<b>Grade 1</b>	E+	G+	I+	K+
	D / E	F	H	J
	C	E	G	I
	Below C	Below E	Below G	Below I
<b>Grade 2</b>	K+	L+	M+	N+
	J / K	K	L	M
	I	J	K	L
	Below I	Below J	Below K	Below L
<b>Grade 3</b>	N+	O+	P+	Q+
	M / N	N	O	P
	L	M	N	O
	Below L	Below M	Below N	Below O
<b>Grade 4</b>	Q+	R+	S+	T+
	P / Q	Q	R	S
	O	P	Q	R
	Below O	Below P	Below Q	Below R
<b>Grade 5</b>	T+	U+	V+	W+
	S / T	T	U	V
	R	S	T	U
	Below R	Below S	Below T	Below U
<b>Grade 6</b>	W+	X+	Y+	Z
	V / W	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X
<b>Grade 7</b>	Z	Z	Z+	Z+
	Y	Y	Z	Z
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y
<b>Grade 8</b>	Z+	Z+	Z+	Z+
	Z	Z	Z	Z
	Y	Y	Y	Y
	Below Y	Below Y	Below Y	Below Y

**KEY**

Exceeds Expectations	
Meets Expectations	
Approaches Expectations: Needs Short-Term 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.

10/11/2012



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*All children should receive reading instruction using texts at their instructional reading level. A text in which a child can read 90 to 95 percent of the words accurately is considered instructionally appropriate. (Fountas and Pinnell, 2012)*