



2ND 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	J	KL	M

Sight Words

These words are a combination of ReadyGEN words and frequently used words in written language.

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.

Written Language

Composition: Students will be able to utilize focus, organization and development when writing.

Language and Vocabulary: Students will use appropriate temporal and sensory language, the correct event order, linking words, and phrases.

Conventions: Students will use proper grammar, spelling, capitalization, and punctuation.

Spelling

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

Applies spelling skills and strategies: Students will be responsible for correctly spelling the list words in their daily work and dictation sentences.



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			

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 C	Below E	Below G	Below I
Grade 2	K+	L+	M+	N+
	J / K	K	L	M
	I	J	K	L
	Below I	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 N	Below O
Grade 4	Q+	R+	S+	T+
	P / Q	Q	R	S
	O	P	Q	R
	Below O	Below P	Below Q	Below R
Grade 5	T+	U+	V+	W+
	S / T	T	U	V
	R	S	T	U
	Below R	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 W	Below X
Grade 7	Z	Z	Z+	Z+
	Y	Y	Z	Z
	X	X	Y	Y
	Below X	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	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.

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

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)