

Instructional Reading Levels to Meet Expectations

| | 1st 9 Weeks | 2nd 9 Weeks | 3rd 9 Weeks | 4th 9 Weeks |
|--------------|-------------|-------------|-------------|-------------|
| Kindergarten | * | A/B | B/C | C/D |
| 1st Grade | C/D | E/F | G/H | I/J |
| 2nd Grade | J/K | K/L | L/M | M/N |
| 3rd Grade | N/O | O/P | P/Q | Q/R |
| 4th Grade | R/S | S/T | T/U | T/U |

The CSISD reading level expectations have been revised for the 2016-2017 school year. The revisions were made based on a number of reasons including:

- Shift to a 9 weeks grading period
- Fountas & Pinnell revised text gradient
- Expectation of a new TEKS for the 2017-2018 school year related to independent reading beginning in Kindergarten

*Please note that the first 9 week reporting period in kindergarten, no reading level or reading progress will be reported. There will be a notation on the kindergarten report card indicating that reading level and reading progress will be reported beginning the 2nd 9 weeks. This timing will allow for 18 weeks of developmentally appropriate shared reading and writing experiences, ample opportunities for read aloud and other relevant literacy work to build an important literacy skill set for each student.

As in the past the CSISD reading level expectations are based on the Fountas & Pinnell leveling system represented by letters A-Z+. It is important to see the F&P Text Level Gradient™ as a continuum of progress for your readers. Reading is a highly complex process. Readers must build a system of strategic actions for processing texts A–Z+ that begins with early reading behaviors and becomes a network of strategic activities for reading increasingly difficult texts. The text gradient is not a precise sequence through which all students move as they progress in their reading development. It is a collection of books arranged by category and level of difficulty from which you can select texts that are suitable for groups and individuals. Individual students should not be categorized as, for example, “level M readers” as each individual has a range of texts they may feel comfortable reading. This level of comfortable reading is based on general understanding of vocabulary, background knowledge, experience in reading text with different structures as well as experiences in reading different genres and interests.

Because of the understanding that students typically have a range of text levels that are accessible, the CSISD reading level expectations are represented in a range of levels as a goal to work toward each 9 weeks. Sustaining practice in a range of levels (book bands) allows for extended attention to comprehension shifting our focus away from racing through the levels to sharpening our focus on increased depth and complexity in comprehension.

INSTRUCTIONAL READING LEVEL DESCRIPTIONS

POSSIBLE CHARACTERISTICS OF READERS AND TEXTS

Emergent Levels (A-C)

- Alphabetic principle (understanding relationship between sound and letters) begins
- Directionality (left to right) is developing
- Texts are repetitive
- All concepts are supported by the pictures
- Child points to words
- Words are in larger print
- Simple plurals are utilized
- Short sentences

Early Reader Levels (D-I)

- Texts have less repetition
- More punctuation, such as dialogue, is added
- Text may run over two pages
- Larger number of high frequency words are recognized
- Print size gets smaller
- Vocabulary gets more complex and this complexity increases more as the child progresses to level I
- Text includes more complex plurals, contractions, and possessives
- Traditional literature (folktales) and simple biographies are included






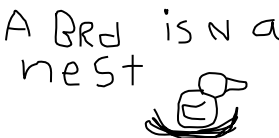

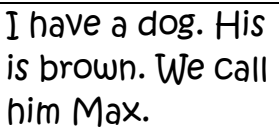
Fluent Reader Levels (J-M)

- Beginning chapter books are read
- Repetition is decreased
- Automaticity with high frequency words
- Word-solving strategies used
- Appropriate rate, intonation, phrasing, etc. (FLUENCY) is used

Beyond Fluent Reader Levels (N-Z)

- Readers process the full range of genres (informational, fantasy, fiction, biographies, mysteries, historical fiction)
- Silent reading at an appropriate rate and automatically using a wide range of word-solving strategies
- Use appropriate rate, intonation, phrasing, etc. (FLUENCY) continues
- Complex sentences, including prepositional phrases, clauses, nouns, verbs, or adjectives
- Word solving is smooth and automatic in both silent and oral reading

STAGES OF WRITING DEVELOPMENT

| | |
|---|--|
| PREWRITING | |
| PRE | |
|  | S - Scribbling - Random marks on the page. Students can tell a story to go with the marks. |
|  | TD - Text Direction - Students write marks on the page moving from left to right and from top to bottom. |
|  | RL - Random Letters - Students begin to write standard letter symbols and letter-like symbols randomly on the page. Oftentimes letters from the child's name will appear first. |
| Phonetic Writing | |
| P | |
|  "The tree is pretty." | Beginning Consonants - Students begin to write the first sound heard in the words. |
|  "My house is red." | Beginning/ Ending Sounds - Students begin to write the sounds heard at the beginning and the ending of words. |
| New Word Writing | |
| N | |
|  "A bird is in a nest." | Beginning, Middle and Ending Sounds – some vowel sounds |
| TRANSITIONAL WRITING | |
| T | |
|  "My mom is very nice." | Students use both phonetic and standard spelling. |
| SIMPLE COMPOSITIONS | |
| SC | |
|  | Simple Compositions - Students write related sentences using standard print concepts. |