

Instructional Text Level Goals

	1st Trimester			2nd Trimester			3rd Trimester		
GRADE	MONTHS OF THE SCHOOL YEAR								
	1	2	3	4	5	6	7	8	9
K	—	A	A/B	B	B	B/C	C	C/D	*D
1	D/E	E	E/F	F	F/G	G/H	H	I	*J
2	J/K	J/K	K	K	K/L	L	L	L/M	M
3	M/N	N	N	N	O	O	O	P	P
4	P/Q	Q	Q	Q	R	R	R	S	S
5	S/T	T	T	T	U	U	U	V	V
6	V/W	W	W	W	X	X	X	X	Y

* In September 2012, Fountas and Pinnell adjusted their text level gradient. Kindergarten and first grade text level changes were based on the increased numbers of children in the nation who have rich, literacy-based preschool and full day kindergarten experiences. The rigor of the Common Core State Standards was also a factor in their decision. In their work, level “D” is the grade level expectation for exiting kindergarten and level “J” for exiting first grade. Based on historical U-46 data, our students needed to achieve a text level “D” at the end of kindergarten and “J” at the end of first grade in order to meet the high school readiness benchmark in the spring of second grade. U-46 has adjusted the Instructional Text Level Goals accordingly for the 2013-2014 school year.

In 2011, U-46 set goals for targets for D-2015 based on data at that time. These benchmarks for grades K-12 will remain the same through 2015. The U-46 D-2015 benchmarks will remain a level “C” for kindergarten and a level “I” for first grade.

Focus should be on the growth of students as reflected on the Instructional Planning for Students templates provided by the Assessment and Accountability Office for kindergarten and first grades at your school. These templates provide current and previous year data.

- The chart above shows expected grade level performance for nine months of school and is divided by trimesters.
- Each level indicates the instructional level; that is, the level that he or she can read with instructional support (for example text introduction). The instructional level is the highest level a student can read with 90% accuracy and satisfactory comprehension (levels A-K) or 95% accuracy and satisfactory comprehension (levels L-Z).
- The student's independent reading level will be one or two levels lower. The independent level is one at which the student can read without teacher support.
- If the student's *instructional* level matches the indicated level at the particular point in time, the student can be considered to be reading on grade level. If the student's level is higher, then the student can be considered to be reading above grade level. In this case, the student may be reading *independently* at the level.
- At some points in time, students may be transitioning from one level to another (for example, K/L in month 5 of second grade). That means the student is reading mostly at the lower level but taking on texts at the higher level with success. For purposes of analyzing data, consider the lower level K as reading *on grade level*.