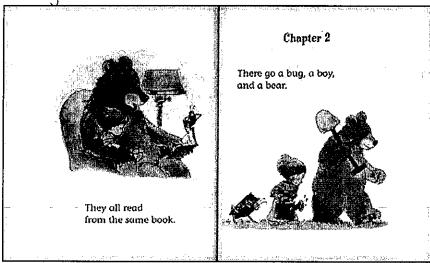
LEVEL F - DRA 10

What does that mean? It means that the book your child is reading has:

- A beginning, middle, and end to the story
- Main character, maybe a secondary character
- Concepts are familiar to children activates prior knowledge
- There is a problem and a solution
- About 10 30 pages
- Complex sentences with dialogue
- Many more new words to figure out

What the book may look like:



Support your child with their reading by making sure they:

- \checkmark Reread to improve fluency and change their voices to show how the character is feeling
- ✓ Follow text with eyes, rather than pointing
- ✓ Pay attention to the words on the page by looking at the first letter of a
 word and matching it to the picture
- ✓ Ask: Does that word you read look right? Does it sound right? Does it make sense?
- ✓ Retell and summarize
- ✓ Analyze the story to comment on events or characters

LEVEL G - DRA 12 What does that mean?

What does that mean? It means that the book your child is reading has:

- A beginning, middle, and end to the story
- Main character, maybe a secondary character
- Concepts are familiar to children activates prior knowledge
- There is a problem and a solution
- Increase in multi-syllabic and compound words
- Story has episodes
- Challenging ideas, technical language introduced
- Wide range of punctuations and tenses

What the book may look like:



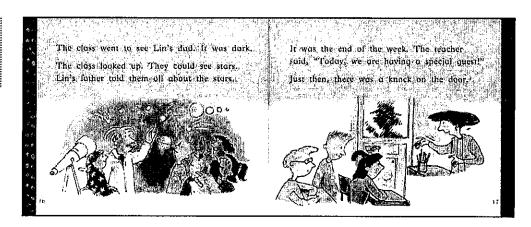
- ✓ Reread to improve fluency and change their voices to show how the character is feeling
- ✓ Follow text with eyes, rather than pointing
- ✓ Read difficult words by using letter/sound information, thinking of familiar words, taking apart words
- \checkmark Look at the pictures on the pages to get an idea of the words that they will read on the page
- ✓ Ask: Does that word you read look right? Does it sound right? Does it make sense?
- ✓ Retell and summarize
- ✓ Analyze the story to comment on events or characters

LEVEL H - DRA 14

What does that mean? It means that the book your child is reading has:

- Tricky words and new vocabulary
- Character development
- Tension between problem and solution
- Introduction to setting (movement through time)
- Increase in multi-syllabic and compound words
- Wide range of punctuations and tenses

What the book may look like:



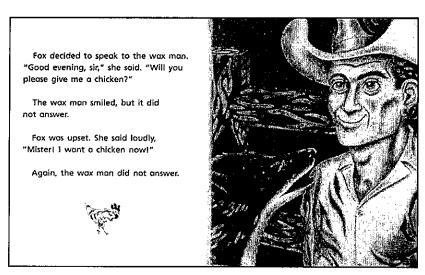
- ✓ Reread to improve fluency and change their voices to show how the character is feeling
- ✓ Begin to read new books silently
- ✓ Read difficult words by using letter/sound information, thinking of familiar words, taking apart words
- \checkmark Stop at the end of several paragraphs or pages and ask what is happening at that point of the story
- ✓ Ask: Does that word you read look right? Does it sound right? Does it make sense?
- ✓ Retell and summarize
- ✓ Analyze the story to comment on events or characters
- ✓ Ask: What does this story remind you of?

LEVEL I - DRA 16

What does that mean? It means that the book your child is reading has:

- Tricky words and new vocabulary
- Character development
- Tension between problem and solution
- Introduction to setting (movement through time)
- Increase in multi-syllabic and compound words
- Wide range of punctuations and tenses

What the book may look like:



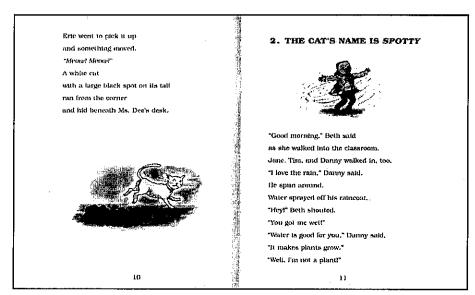
- ✓ Reread to improve fluency and change their voices to show expression
- ✓ Read new books silently without pointing to the words
- ✓ Read difficult words by using letter/sound information, thinking of familiar words, taking apart words
- \checkmark Stop at the end of several paragraphs or pages and ask what is happening at that point of the story
- ✓ Ask: Does that word you read look right? Does it sound right? Does it make sense?
- ✓ Retell and summarize
- ✓ Analyze the story to comment on events or characters
- \checkmark Ask: What does this story remind you of?

LEVEL J - DRA 18

What does that mean? It means that the book your child is reading has:

- Tricky words and new vocabulary
- Character development
- Tension between problem and solution
- Introduction to setting (movement through time)
- Stories are longer and sometimes a chapter book
- Lots of dialogue

What the book may look like:



Support your child with their reading by making sure they:

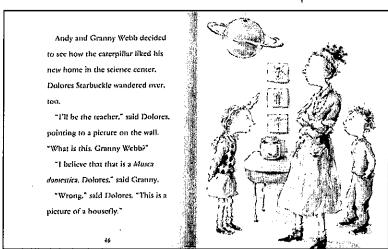
- ✓ Reread to improve fluency and change their voices to show expression
- ✓ Read new books silently without pointing to the words
- ✓ Use strategies to figure out a hard word (go back and reread, use picture clues, find smaller words inside the bigger word, etc.)
- ✓ Ask: What do you think that unknown word means? Why do you think so?
- \checkmark Stop at the end of several paragraphs or pages and ask what is happening at that point of the story
- ✓ Retell and summarize
- ✓ Analyze the story to comment on events or characters
- ✓ Ask: What does this story remind you of?
- ✓ Make predictions

LEVEL K - DRA 20

What does that mean? It means that the book your child is reading has:

- Paragraphs
- Increased strategies needed to figure out words
- Several characters talking on one page
- Details are very important to the story
- Use of similies, metaphors, and idioms
- Learn about characters and events outside of their own experiences

What the book may look like:



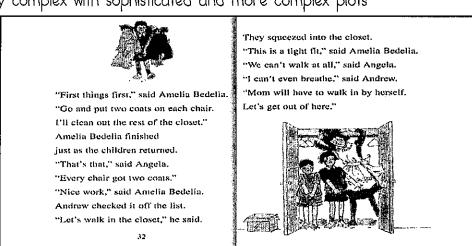
- ✓ Reread to improve fluency and change their voices to show expression
- ✓ Read new books silently without pointing to the words but can read aloud fluently.
- ✓ Use strategies to figure out a hard word (go back and reread, use picture clues, find smaller words inside the bigger word, etc.)
- \checkmark Ask: What do you think that unknown word means? Why do you think so?
- \checkmark Stop at the end of several paragraphs or pages and ask what is happening at that point of the story
- ✓ Retell, summarize, and analyze the story to comment on events or characters
- ✓ Ask: What does this story remind you of?
- ✓ Make predictions
- ✓ What do you think the character is feeling? Why?
- ✓ Understand dialogue and the use of quotation marks (" ")

LEVEL L - DRA 24

What does that mean? It means that the book your child is reading has:

- Paragraphs
- Increased strategies needed to figure out words
- Several characters talking on one page
- Details are very important to the story
- Use of similies, metaphors, and idioms
- Learn about characters and events outside of their own experiences
- Books from different genres including biographies and informational books
- Chapter books are very complex with sophisticated and more complex plots

What the book may look like:



- ✓ Reread to improve fluency and change their voices to show expression
- ✓ Read new books silently without pointing to the words but can read aloud fluently.
- ✓ Use strategies to figure out a hard word (go back and reread, use picture clues, find smaller words inside the bigger word, etc.)
- ✓ Ask: What do you think that unknown word means? Why do you think so?
- \checkmark Stop at the end of the chapter and ask what is happening at that point of the story
- \checkmark Retell, summarize, and analyze the story to comment on events or characters
- ✓ Ask: What does this story remind you of?
- ✓ Ask to make a prediction: What do you think this story will be about?
- ✓ What do you think the character is feeling? Why?
- ✓ Understand dialogue and the use of quotation marks (" ")

LEVEL M - DRA 28

What does that mean? It means that the book your child is reading has:

- Chapter books with complex vocabulary
- Increased strategies needed to figure out words
- Several characters talking on one page
- Details are very important to the story
- Use of similies, metaphors, and idioms
- Learn about characters and events outside of their own experiences
- Books from different genres including biographies and informational books
- oxdot Chapter books are very complex with sophisticated and more complex plots

What the book may look like:

"Presidents' Day means you see flags."

"It means we don't have school on Monday," said Webster.

"It means you can buy stuff on sale,

"It means you can buy stuff on sale," because presidents are on money," said Heather S.

"Let's not give away all our ideas," said Mrs. D. "I want everybody to write one page about what Presidents! Day means to you."

"Can we draw something, too?" asked Lucy.

"Can we write a poem?" asked Sophie of the Elves.

"Can we dress up?" asked Stink.

-

"Yes, yes, and yes," his teacher said.
"But I still want my one page."

Stink took out his Big Head book of presidents. He flipped to the best president ever. President number four, James Madison.



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Support your child with their reading by making sure they:

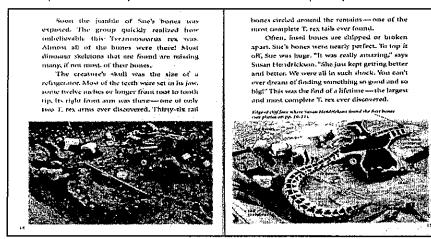
- ✓ Reread to improve fluency and change their voices to show expression
- \checkmark Read new books silently without pointing to the words but can read aloud fluently
- ✓ Use strategies to figure out a hard word (go back and reread, use picture clues, find smaller words inside the bigger word, etc.)
- ✓ Ask: What do you think that unknown word means? Why do you think so?
- \checkmark Stop at the end of the chapter and ask what is happening at that point of the story
- ✓ Retell, summarize, and analyze the story to comment on events or characters
- \checkmark Ask: What does this story remind you of?
- ✓ Ask to make a prediction: What do you think this story will be about?
- ✓ What do you think the character is feeling? Why?
- ✓ Understand dialogue and the use of quotation marks (" ")

LEVEL N - DRA 30

What does that mean? It means that the book your child is reading has:

- Chapter books of 100 or more pages with complex vocabulary
- Complex sentence structures
- Flashbacks
- Increased dialogue
- Books address social issues
- Several episodes in the story
- More interactive characters
- Books from different genres and a variety of texts such as mystery and suspense
- Chapter books are very complex with sophisticated and more complex plots

What the book may look like:



- ✓ Reread to improve fluency and change their voices to show expression
- ✓ Read new books silently without pointing to the words but can read aloud fluently
- ✓ Use strategies to figure out a hard word (go back and reread, use picture clues, find smaller words inside the bigger word, etc.)
- ✓ Stop at the end of the chapter and ask what is happening at that point of the story
- ✓ Retell, summarize, and analyze the story to comment on events or characters
- ✓ Ask to make predictions: What do you think will happen next? Why?
- ✓ Ask: What does this story remind you of?
- ✓ What do you think the character is feeling? Why?
- \checkmark Understand dialogue and the use of quotation marks (" ")

LEVEL O - DRA 34

What does that mean? It means that the book your child is reading has:

	Challenging	high	frequency	words
--	-------------	------	-----------	-------

- Complex sentence structures
- Flashbacks
- Increased dialogue
- Books address social issues
- Several episodes in the story
- Characters revealed through dialogue and action instead of by author narration
- Tricky phrases, not just words (raining cats and dogs)

What the book may look like:

his eyeglasses out of his pocket and put them on.
"Freekles," he said finally. "Just freekles."
"Are yoursure?"

Alt. Pangalos' round rose twitched, and he smifed the afr. "Chocokate?" he said. "Have they brought the churchate wifk upstairs already?"

"Forget the milk," she cried. "Look! Now he best them on his face!"

"Oh, not" said 'Mrs. Klinnedfarber.
"Oh, not" said Mrs. Rumedfarber.
"Oh, not," said Mrs. Pangalos. "And they weren't there before?"

"No. Two admotes ago that boy's face was as clear as day. And now. . . ."

"Henry felt us if his heart were about to drop into his shoes. He swellowed hard and stared at the two teachers, who were staring at his face.
"Little brown spots all over," said Mrs. Kimmelfarber. "And I see norse of them coming out oven as we speak."

A tear, hist one, welled no in Henry's right
"And don't "And the properties of the same that the two the same that the properties of the same that the propertie

Chapter 4

Pop!

Dury muccus detects, Nurse Molly Farthing would uften say, and germs have a mosty way of making healthy people ill. Naturally, the infirmacy of P.S. 123 was always spoiles because Nurse Molly Parthing wandon't have it any other way. And naturally, as Mrs. Kimmelfarber and Harry rushed through the door that morning, she made both of them go back and wine their feet on the mat. "And don't bring any of your coon in beer," Narse Parthing added, She sniffed the nir loudly, "Gocoa?" said Mrs. Khumelfarber.

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Support your child with their reading by making sure they:

as we speak."

A tear, just one, welled up in Henry's right eye and began to trickle down his check, running slowly in and out of the little brown spots.

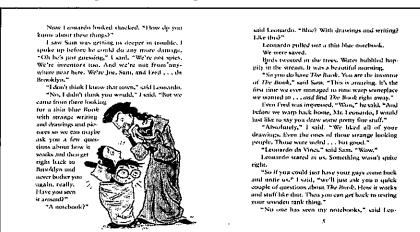
- ✓ Reread to improve fluency and change their voices to show expression
- ✓ Read new books silently without pointing to the words but can read aloud fluently
- \checkmark Use strategies to figure out a hard word (go back and reread, use picture clues, find smaller words inside the bigger word, etc.)
- \checkmark Stop at the end of the chapter and ask what is happening at that point of the story
- \checkmark Retell, summarize, and analyze the story to comment on events or characters
- ✓ Ask to make predictions: What do you think will happen next? Why?
- ✓ Ask: What does this story remind you of?
- ✓ What do you think the character is feeling? Why?
- \checkmark Understand dialogue and the use of quotation marks (" ")
- \checkmark Pay close attention to the character's interactions with the secondary characters

LEVEL P - DRA 38

What does that mean? It means that the book your child is reading has:

- Challenging high frequency words and complex vocabulary
- Complex sentence structures
- Flashbacks
- Text read on literal and figurative level
- Themes about relationships, death, moral issues
- Deveral episodes in the story
- Characters revealed through dialogue and action instead of by author narration
- Tricky phrases, not just words (raining cats and dogs)

What the book may look like:



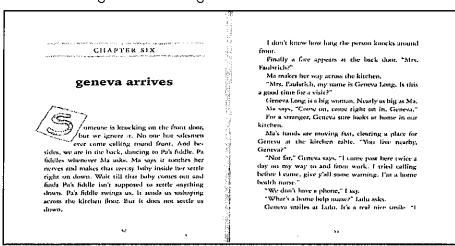
- ✓ Reread to improve fluency and change their voices to show expression
- ✓ Read new books silently without pointing to the words but can read aloud fluently
- ✓ Use strategies to figure out a hard word (go back and reread, use picture clues, find smaller words inside the bigger word, etc.)
- \checkmark Stop at the end of the chapter and ask what is happening at that point of the story
- \checkmark Retell, summarize, and analyze the story to comment on events or characters
- ✓ Ask to make predictions: What do you think the character will do? Why?
- \checkmark Ask: What does this story remind you of?
- ✓ What do you think the character is feeling? Why?
- ✓ Understand dialogue and the use of quotation marks (" ")
- \checkmark Pay close attention to the character's interactions with the secondary characters

LEVEL Q - DRA 40

What does that mean? It means that the book your child is reading has:

- Challenging high frequency words and complex vocabulary
- Complex sentence structures
- Flashbacks
- Text read on literal and figurative level
- Themes about relationships, death, moral issues
- Texts are in different layouts and information are found in pictures, photographs, maps, etc.
- Characters revealed through dialogue and action instead of by author narration
- Tricky phrases, not just words (raining cats and dogs)

What the book may look like:



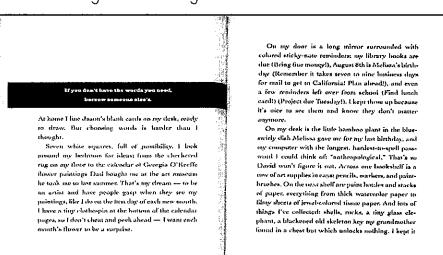
- ✓ Read new books silently without pointing to the words but can read aloud fluently
- ✓ Use strategies to figure out a hard word (go back and reread, use picture clues, break words into syllables, find smaller words inside the bigger word, etc.)
- ✓ Stop at the end of the chapter and ask what is happening at that point of the story
- \checkmark Retell, summarize, and analyze the story to comment on events or characters
- ✓ Ask to make predictions: What do you think the character is feeling? Why?
- ✓ Ask: What does this story remind you of?
- ✓ What do you think the character is feeling? Why?
- ✓ Understand dialogue and the use of quotation marks (" ")
- ✓ Pay close attention to the character's interactions with the secondary characters

LEVEL R - DRA 40

What does that mean? It means that the book your child is reading has:

- Challenging high frequency words and complex vocabulary
- Text read on literal and figurative level
- Themes about relationships, death, moral issues
- Full range of punctuation
- Texts are in different layouts and information are found in pictures, photographs, maps, etc.
- Characters revealed through dialogue and action instead of by author narration
- Tricky phrases, not just words (raining cats and dogs)

What the book may look like:



- ✓ Read new books silently without pointing to the words but can read aloud fluently.
- ✓ Automatically read and understand characteristics of most genres
- ✓ Use strategies to figure out a hard word (go back and reread, use picture clues, break words into syllables, find smaller words inside the bigger word, etc.)
- ✓ Stop at the end of the chapter and ask what is happening at that point of the story
- \checkmark Retell, summarize, and analyze the story to comment on events or characters
- ✓ Ask to make predictions: What do you think the character is feeling? Why?
- ✓ Ask: What does this story remind you of?
- ✓ What do you think the character is feeling? Why?
- ✓ Understand dialogue and the use of quotation marks (" ")
- ✓ Pay close attention to the character's interactions with the secondary characters

LEVEL S - DRA 40

What does that mean? It means that the book your child is reading has:

Challenging	high	frequency	words (and a	complex	c vocabulo	ary
							··· /

- Text read on literal and figurative level
- Themes about relationships, death, moral issues
- Full range of punctuation
- Texts are in different layouts and information are found in pictures, photographs, maps, etc.
- Characters revealed through dialogue and action instead of by author narration
- Characters, with both good and bad traits, who change over time

What the book may look like:

The Night of Sun-Juan

Buck in the 1940s, in Pursus Richis walled city of Old San Juan, everybody, knew everybody else. We neighborhood shildren played freely together on the sacrow streets, while from windows and Jakoniss adults keyt a watchful eye on us. It was only my lonely freed Jose Manuel who was firstlidders from piniling us. "Look, Rectyn." whitpered Airada. "Fir's up there again, watching at play."
Airas and I holled up. There he was, streing on he bultony flow. He perced sailly vinors at as through the wrought iron railing, while his grandma's saap operablated from the rotion inside. No master how hard José Manuel cited, he could not renowine this grandma to be

Manuel tried, he could not renvince his granders to let him play our on the street

him play out, on the arrest.
"Too many energy drivers! Too hard, the colablestonm!
/ Aley pelgenes" 141s grandma would shake her head and say, "Too dangerous!"
Bestiest her fast of danger on the street, Jusé Manuel's grandma kept to berself and ovier smiled, so most of us

were afreid of her. That is, until my sisters and I

were afroid of her. That is, until my sisters and I changed all that.

"One day," Amalia wildenly amounted, "I'm joing to ask his grandres to let him crame down and play." If myone would have the corange to do that, it was my little siner. Amalia. Even though also was only sister, who was also the most dating of the interest of its.

We never knew what she would do next in fact, at that 'very morriser. I could see a mischlessus; printspreading across her freelief for a ven elegant women turned the context Galle Sul. Once they studied down turns the street in finit of its, Amalia swiftly which up technical them and dispisal that shorts up to expose their lace-trained slips.

We could hardly hold our laughter in. We all holded up to make size those of the neighbors had seen her. If anyone had, we would outely have been so debut as your as we get home. News reveted four in our neigh-

Lanklip, or ly José Manue) was watching us with amissement it his waitful type. Grateful for un audi-race, Antalia antical ar him, carened, and ear down the verser toward the old (atherical with on chaving after

- ✓ Read text rapidly, both orally and silently, with attention to meaning and solves words quickly.
- ✓ Automatically read and understand characteristics of most genres
- ✓ Use strategies to figure out a hard word (go back and reread, use picture clues, break words into syllables, find smaller words inside the bigger word, etc.)
- Stop at the end of the chapter and ask what is happening at that point of the story
- ✓ Retell, summarize, and analyze the story to comment on events or characters
- ✓ Pay close attention to the character's interactions with the secondary characters
- ✓ Make connections between characters in different texts
- Ask to revise predictions as they learn about new events in the text: How do you think the character is changing or has changed? Why?

LEVEL T - DRA 50

What does that mean? It means that the book your child is reading has:

 \square Variety in print

Many ideas and themes require an understanding of cultural diversity

Selections contain multisyllabic and sophisticated words

Understands both the literal and connotative meaning of words

Fiction stories have many characters that change in the story and develop over time

Full range of punctuation, and readers tools

What the book may look like:

Where did you first get Sounder?" the boy

"Where did you uss yes occurred asked." I never got him. He came to me along the read when he want move in a pap."

The father turned to the cubin door, it was then the wealth there is high as the lived of the latch, were proving out into the dark.

We just want to not somether," the three all said at once.

hred of the laten, were perusy, on.

"We just want to put founder," the three all said at once.

"It's too cold. Shut the door,"

"Sounder and me must be about his sains age," the boy said, tugging greatly at one of the come door's easy, and then the other. He felt the importance of the years—as a child measures agoinvitich separated him from the younger children. Ho was ald enough to stand out in the cold and run his fingers over Sounder's head.

No that lights from other cubins postcrated the dight. The white vain who nexted the wint which could be also also said the calitos of his Negro sharecoupters for apart, like ityspecks on a whitewashed culling. Sometimes on Soundays the loy walked with his greens to see a while at one of the distant cabins. Sometimes they went to the meetin' leaves. And there was knowl too list if was far away at the edge of town. Its term began after harvest and coded before planting time.

Pare maccessive Octobers the bay had started, wealking the eight talles mensing and evening. But after a few weeks when sold winds and winter ackness came, his weather land said, "Give it op, clifik, hi's too long and too cold," and the loy, remembering have be was always hughed at for getting to acheal so hate, had agreed. Beeldes, he throughs, text year he would be bigger and could wouldn't be faughed at, and when he wasn't death-tired from walking home from selood, his father would be fluin hunt with Sounder. Having both school and Sounder would be mighty good, but if he couldn't have school, he could ulways baye Sounder and Sounder would be mighty good, but if he couldn't have school, he could ulways baye Sounder. There am't no dog like Sounder," the boy seid. But his father did not take up the couversation. The boy wished he would, it is father senal alent and motionless. He was looking part the rin of laif-light that came toon the cabin wholow and pushed back the darkness in a circle that lost the boy.

Sounder was well named. Whus he trend a cool of picaton in a persistency for on a wildgrape vine, his voice would roll across the fire voice would roll across the fire voice would roll across the fire voice.

- ✓ Read rapidly, both orally and silently, with attention to meaning, expression, and fluency
- ✓ With difficult words ask what the student thinks the word might mean after reading the sentence or paragraph
- Retell, summarize, and analyze the story to comment on events or characters
- ✓ Ask to revise predictions as they learn about new events in the text: How do you think the character is feeling or changing or has changed? Why?
- ✓ Ask: What do you think is the plot of the story? Show me evidence from the text to support your thinking?
- ✓ Reads a wide variety and understands the characteristics of most genres
- ✓ Infer the characters' or objects' thinking process and struggles at key points in their
- Extends the meaning of texts through research, public speaking, writing, or the arts

LEVEL U - DRA 50

What does that mean?

It means that the book your child is reading has:

	Variety	in	print
--	---------	----	-------

Longer texts with many lines that require the reader to remember a lot of information

Several different themes and multiple story lines in a text

Selection may express layers of meaning through symbolism

More characters to follow and their development is more complex

Full range of punctuation, including rarely used forms such as dashes

What the book may look like:

Chapter Twenty-fire.

MIGGERY SOW called the man who purchased her-Uncle, as he said she must. And also, as he said she must. Mig-rended Uncle's sheep and cooked Uncle's food and crubbed Uncle's kerde. She did all of this without a word of thanks or praise from the man himself.

Another authentians fact of life with Uncle was that he very much liked giving Mig, what he referred to as 'a good clour to the ear.' In farmers in Uncle, it must be reported that he illd always inquire whether or not Mig. was interested in receiving the clima.

Their daily exchanges went sumedling like this:

Uncle: "I thought I told you to clean the kettle." Mig: T cleaned is, Uncle, I cleaned it good,"
Uncle: 'Ah, It's filthy, You'll have to be purished.

von't yer" Nigt "Gor, Uncle, I cleaned the kettle." Uncles 'Ase ye saying that I'm a lian girl?" Mig. 'No. Uncle."

lucie: The years a good closs to the car, then?
Mig: "No, thank you. Uncle, I closs."
Ala: Uncle seemed to be as entirely unconcerned with
what Mig wanted as her mother and baller had been. The discussed close to the ear was always delivered. . delivered, I am afraid, with a great deal of enthusiasin on Uncles part and received with absolutely no enthusiasin at

Uncle's part and received with absolutely no enthusiasm at all no the part of Mig.

These clouts were alarmingly brequent. And Uncle was strapulously fair in paying attention to both the right and left side of Miggery Sow. So it was that after a time, the young Migfe care came to recentled not so much care as more to recentled not so much care as inside of white fairly and the second of the second of the fairly second of the second pieces of cautiflower stock to either side of her head.

And they became about as useful to her as pieces of caulillower. That is to say that they all but ceased these

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Support your child with their reading by making sure they:

- ✓ Read rapidly, both orally and silently, with attention to meaning, expression, and fluency.
- ✓ With difficult words ask what the student thinks the word might mean after reading the sentence or paragraph
- ✓ Retell, summarize, and analyze the story to comment on events or characters
- ✓ Ask to revise predictions as they learn about new events in the text: How do you think the character is feeling or changing or has changed? Why?
- ✓ Ask: What do you think is the plot of the story? Show me evidence from the text to support your thinking?
- ✓ Reads a wide variety and understands the characteristics of most genres
- ✓ Ask: Why do you think the character reacted or did what they did? What makes you think that?
- ✓ Extends the meaning of texts through research, public speaking, writing, or the arts
- ✓ Reads, understands, and appreciates literary language

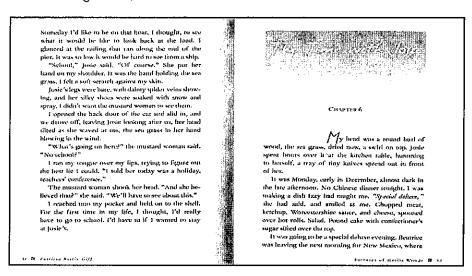
LEVEL V - DRA 50

What does that mean?

It means that the book your child is reading has:

- Variety in print
- oxdot Longer texts with many lines that require the reader to remember a lot of information
- Several different themes and multiple story lines in a text
- Selection may express layers of meaning through symbolism
- More characters to follow and their development is more complex
- Full range of punctuation, including rarely used forms such as dashes

What the book may look like:



Support your child with their reading by making sure they:

- ✓ Read rapidly, both orally and silently, with attention to meaning, expression, and fluency
- ✓ With difficult words ask what the student thinks the word might mean after reading the
 sentence or paragraph
- \checkmark Retell, summarize, and analyze the story to comment on events or characters
- ✓ Ask to revise predictions as they learn about new events in the text: How do you think the character is feeling or changing or has changed? Why?
- ✓ Ask: What do you think is the plot of the story? Show me evidence from the text to support your thinking?
- \checkmark Reads a wide variety and understands the characteristics of most genres
- ✓ Ask: Why do you think the character reacted or did what they did? What makes
 you think that?
- \checkmark Extends the meaning of texts through research, public speaking, writing, or the arts
- ✓ Reads, understands, and appreciates literary language

LEVEL W - DRA 60

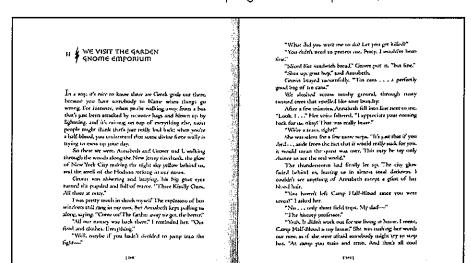
What does that mean?

It means that the book your child is reading has:

Ш	Most	text	with	very	small	tont

- Require knowledge of history or current events
- Longer texts with many lines that require the reader to remember a lot of information
- lacktriangle Several different themes and multiple story lines in a text
- Selection may express layers of meaning through symbolism
- More characters to follow and their development is more complex
- Deals with mature topics such as war, death, survival, prejudice, and poverty

What the book may look like:



- ✓ Read rapidly, both orally and silently, with attention to meaning, expression, and fluency
- ✓ Ask to revise predictions as they learn about new events in the text: How do you think the character is feeling or changing or has changed? Why?
- ✓ Ask: What do you think is the plot of the story? Show me evidence from the text to support your thinking?
- ✓ Reads a wide variety and understands the characteristics of most genres
- ✓ Ask: Why do you think the character reacted or did what they did? What makes
 you think that?
- ✓ Extends the meaning of texts through research, public speaking, writing, or the arts
- ✓ Reads, understands, and appreciates literary language
- ✓ Ask: How does the topic in this story relate to your own experiences?

<u>LEVEL X – DRA 60</u>

What does that mean?

It means that the book your child is reading has:

Texts vary in length; print is generally in a small font

Selection may express layers of meaning through symbolism

Depictions of struggles between good and evil

Selections contain multisyllabic and sophisticated words

Stories that go beyond the literal meaning of the text

Deals with mature topics such as war, death, survival, prejudice, and poverty

What the book may look like:

150 WHAT DO YOU SAY?"

ALEX GRENED HIS EYES. So he was still the? That was a nite steprise.

He was lying on a bed in a large, confortable room. The bod was modern, but the room was old with because tunning across the ceiling, a stone fireplace, and carrow windows in an orante wooden frame. He had ween rooms like this in books where he was studying Shirke apears. He would have add the building was Ellizabethan, it had to be comparied to in the could see from an acquid of traffic, Churidie are could see from Seguence had underessed him. His school uniform was gote. Instead he was ventulg loose rapiamas, all.

Segrectic man interester that, This Serious introduces gone, interest his was ventring loose pajamus, ail; from the field of them. From the light outside he would have quested if was withintering. He touth his worth lying on the table bende the bed and he reached out for it. The time was twelve o'relock, it his been around helf port from when be had been allow with other must have been a drugged dort. He had lost o'whole night and half of the a day.

There was a bathroom leading off from the bod-

room—bright white librs and a large shower belond a sylinder of glass and chrome. Alex stripped off the pa-joines and stood for five minutes under a set of atomi-ing water. He felt bottor after that.

He went back into the bedition and opened the closef. Someone had been to his house in Chelsea. All his clothes were here, neatly hung up. He wondered what Carwley had told lack. Presumbly he would have made up some steep to explain Alex's saudien disappearance. He took out a pair of Gop combat trousers, Nile sweatchits and maskers, got deserted, then set on the bed and waited.
About fifteen minutes later there was a knock seed the door operied. A young Asian woman in a nurse's uniform came in, beaming.
"Oh, you're worke, And drussed. How are yeu feeling?" Not too groups, I hope. Piene ucons this way. Mr. thun is expecting you feel hash."
Also hadn't spoken a wrint to her. He followed her cut of the room, along a corridor and them a dight of family. The house was induced Elizabathan, with wooden paintings of old bearded men in tunics and ruffs. The stairs led thou has a tall galleried room with a rug spread out over flagstones and implice big enough to use presed on over flagstones and implice big enough to

stains led thown hims a tall galleriad room with a run spread end over flagstones and a lineplace big remaph to park a care in. A long, pollahed weaden table back been set for three. Also Blant and a dark, rather masculine woman stucking a perpermint were already sitting down. Also Blant? "Also," Blant stailed briofly as if it was something the didn't enjoy dolog." "It's good of you to join m," Alers and down. "You didn't give me a fot of choloe." "Was, I don't quite know what Crawley was thinking

Support your child with their reading by making sure they:

- ✓ Read rapidly, both orally and silently, with attention to meaning, expression, and fluency
- \checkmark Ask to revise predictions as they learn about new events in the text: How do you think the character is feeling or changing or has changed? Why?
- ✓ Ask: What do you think is the plot of the story? Show me evidence from the text to support your thinking?
- ✓ Reads a wide variety and understands the characteristics of most genres
- ✓ Ask: Why do you think the character reacted or did what they did? What makes you think that?
- ✓ Extends the meaning of texts through research, public speaking, writing, or the arts
- ✓ Reads, understands, and appreciates literary language
- ✓ Ask: How does the topic in this story relate to your own experiences?
- ✓ Engage in critical thinking across a writer's body of work on the same content and discuss findings

LEVEL Y - DRA 60 - 70

What does that mean?

It means that the book your child is reading has:

Texts have subtle themes and complex plots

Fantasies are complex, depicting hero figures and heroic journeys

Depictions of struggles between good and evil

Character interpretation is necessary for comprehending themes

Deals with mature topics such as war, death, survival, prejudice, and poverty

Texts may include irony and satire

What the book may look like:

st an ordinary thing and he was used to it. "I'm
he mid, and set down at the table. "I started out from Yale at six o'clock this morning and didn't

out from Yale at aic o'clock this morning and didn't top to eat all the way."

There were seven of us at the table in the taprooma. Mother and Father and me were there. Then there was the minister, Mr. Beach, who lived in Newtown between Saturday night here in Redding so he could preach in our church early Sonday morning. Then here was a couple of farmers from Redding Center I didn't know, and, of course, Sam. But still they all set.

didn't know, and, of course, Sam. But still they all sat silent. I guess they figured that it was up to Father to speak first, seeing as Sam was his son. My mother got up, fetched a plate from the rack, and filled it with seew from the iron pot on the first. Then she drew Sam a pot of beer from the tap and put it all down in front of him. He was hungry, and he bent over his plate and began showing in the food as fux as he could.

fast as he could.

"Don't car like that," Father snapped.

Sun looked embarrassed and ast up straight.

"All right, now," Father said. "Tell us the news again in an orderly manner." Father had a semper and I could see he was trying hard not to lose it.

Sam dug his spoon into the saw and started to fill his mouth, but suddenly he realized that if he began talking with his mouth full, Father would yall at him

[3]

again, so he put the spoonful of stew back on his pla "Well it's hard to real it orderly, Father. There were many rumors around New Haven last night that—" "I thought it might be like that," Father said.

"I thought it might be like that," Father said.
"No, no, it's true about the fighting," Sam said.
"Captain Arnold told us himself."
"Captain Benedict Arnold. He's Captain of the
Covernor's Second Foot Guard." He looked down ut
his stew. "That's my company." He looked up and
gave Father a quick sort of sorted look.
"That explains the fancy dress, I imagine," Father
mid.

eaid.

"Captain Arnold designed the uniform..."

"Never mind, tell the story."

"Well, the beginning was when the Lobester
"By that I suppose you mean the soldiers
King," Father said. He was still holding onto

per.

Sans blushed. "All right, the British troops. From
the garrison is Boston. They marched up to Lexington
looking for Mr. Adams and the rest, but they'd got
away. Somebody signalised them from some church
seeple is Boston, so when the Lobet.—British got up
to Lexington there wasn't anybody there, scoope the
Minutement. Then the shooting started.—"
Mr. Beach put his hand up to stop Sam. "Who shot
fire. Sam?"

- ✓ Ask: What do you know about this topic?
- ✓ Use the characteristics of the genre to make predictions before and during the story
- ✓ Ask: What do you think is the plot of the story? Show me evidence from the text to support your thinking
- ✓ Ask: How does the topic in this story relate to your own experiences?
- \checkmark Infer the cause of the problem or the outcomes in the text
- ✓ Think about the symbols and what they represent in the story
- ✓ Evaluate the nonfiction selection for accuracy and presentation of information
- ✓ Ask: What are the character traits and how has the character changed over time?
- Engage in critical thinking across a writer's body of work on the same content and discuss findings
- ✓ Learn technical language and concepts through reading

<u>LEVEL Z - DRA 70 - 80</u>

What does that mean?

It means that the book your child is reading has:

	Texts	have	subtle	themes	and	complex	plots
--	-------	------	--------	--------	-----	---------	-------

- Fantasies are complex, depicting hero figures and heroic journeys
- Depictions of struggles between good and evil
- Character interpretation is necessary for comprehending themes
- Specific descriptions of setting that provide important information for understanding the plot
- Informational books deal with controversial social concepts and political issues
- Texts may include irony and satire
- Some informational books include detailed historical accounts of periods less well-known

What the book may look like:

menteers of the family that we had no recorded anexators on either side of the Bailet of Hardings, All we had was Simon Finch, a fine-rapping producency priors Convall offsoo pivily was exceeded only by his stinguistics. In the control of the produce of the state of the control of the contr

until well into the twentieth century, when my father, Articus Finch, went to Montgomery to read law, and his younget brittler went to Boungton to they medical his younget brittler went to Boungton to they medical his younget brittler went to Boungton to they medical his younget brittler went to Boungton to they medical his tool-lines were full.

When my father was undertied to the bar, he returned to Maycomb and began his practice, Maycomb, some twenty miles text of Finish's Landing, was the county seat of Maycomb County, Articus's office in the court-hoose contained hittle notes than a hat rack, a spitton, to the control of Maycomb County, Articus's office in the court-hoose contained hittle notes than a hat rack, a spitton, to the choice of Alabama. His first two clients were the last two persons hanged in the Maycomb County Jall. Articus had ungeit them to accept the state's generativity in allowing them to plend Guilly to second-degree mortler and scape with their lives, but hely were I alactroficial, in Maycomb County a name synthey were therefored, in Maycomb County a name synthey were therefored, in Maycomb County a name synthey were alactroficial in Maycomb County in the county of the state of the proposition of a mare, were imprudent enough to do it to the presence of three with the state of the resource of relation of a mare, were imprudent enough to do it to the presence of three with counting-to-him was a good enough defense for unproduct, an exception of the was probably the beginning of my father's protoned disease for the presence of refundance. A continued that the interest of the production of the counting to-him was a good enough defense for unproductive the well and the productive of the presence of refundance. A continued the counting to-him was a good enough defense for unproductive to the person at their depotation, an exception of the

- ✓ Ask: What do you know about this topic?
- ✓ Use the characteristics of the genre to make predictions before and during the story
- ✓ Ask: How does the topic in this story relate to your own experiences?
- Infer the cause of the problem or the outcomes in the text
- ✓ Think about the symbols and what they represent in the story
- ✓ Evaluate the nonfiction selection for accuracy and presentation of information.
- ✓ Discuss the changes in ideas or perspective as a story unfolds
- Ask: What are the character traits and how has the character changed over time?
- Ask: How can you relate to the character(s)?
- Learn technical language and concepts through reading

Developmental Reading Assessment (DRA) Level Correlation Chart*

Grade Level	Kind	dengo	irten		Ĺ	Gr _eve	18 7 6			Le	eve.	S	J L	_eve		щт Grade Levels	ender Geber 1905 Geber 1905 Geber 1905 Geberre
	Beg	Mid	т. 2	Be	j.	Mid		End.	Be	g)	Mid.	End	Beg	Mid	End	ujih Grade	5 ^{ala} Gredo
DRA	1	2	3	4 6	5 8	3 10	12	14	18	20	24	28	30	34	38	40	50
Guided Reading Level	Α	В	C	С	D	ΕF	G	I	J	K		М	Z	0	Ρ	QRS	TUV

^{*} Some districts may vary.