

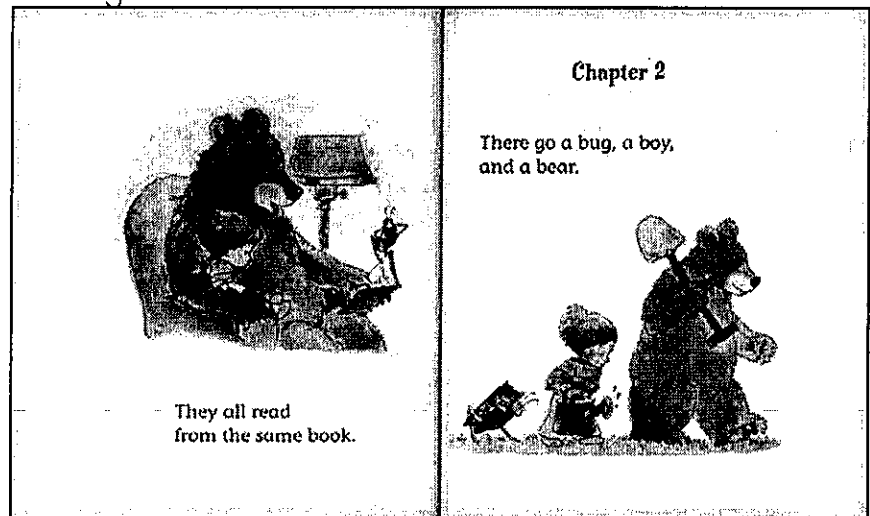
LEVEL F – DRA 10

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:

- ✓ 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

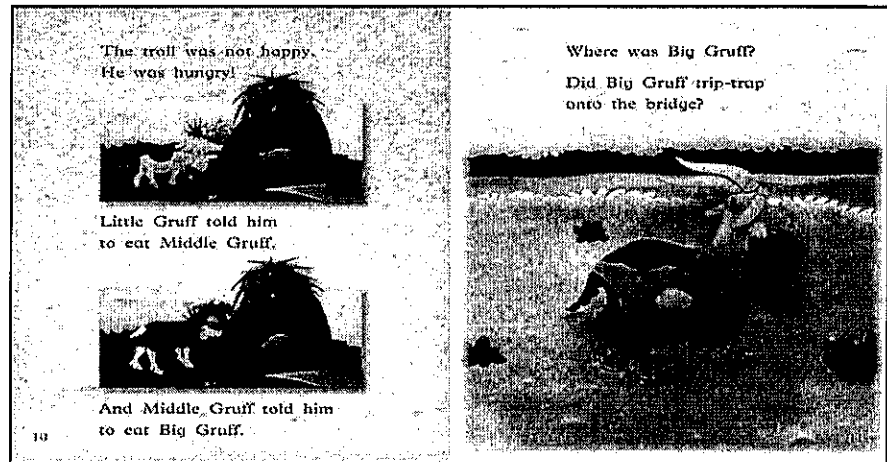
LEVEL G – DRA 12

What does that mean?

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:



Support your child with their reading by making sure they:

- ✓ 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
- ✓ 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

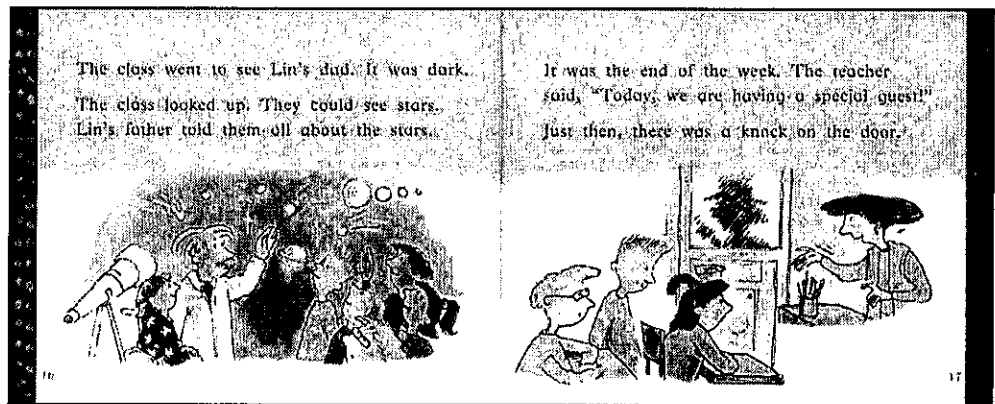
LEVEL H – DRA 14

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:



Support your child with their reading by making sure they:

- ✓ 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
- ✓ 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?

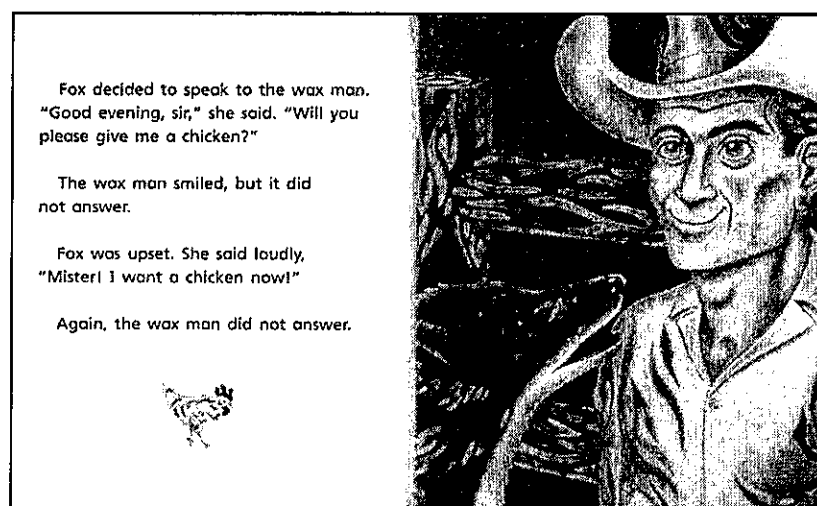
LEVEL 1 – DRA 16

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:









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
- ✓ Read difficult words by using letter/sound information, thinking of familiar words, taking apart words
- ✓ 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?

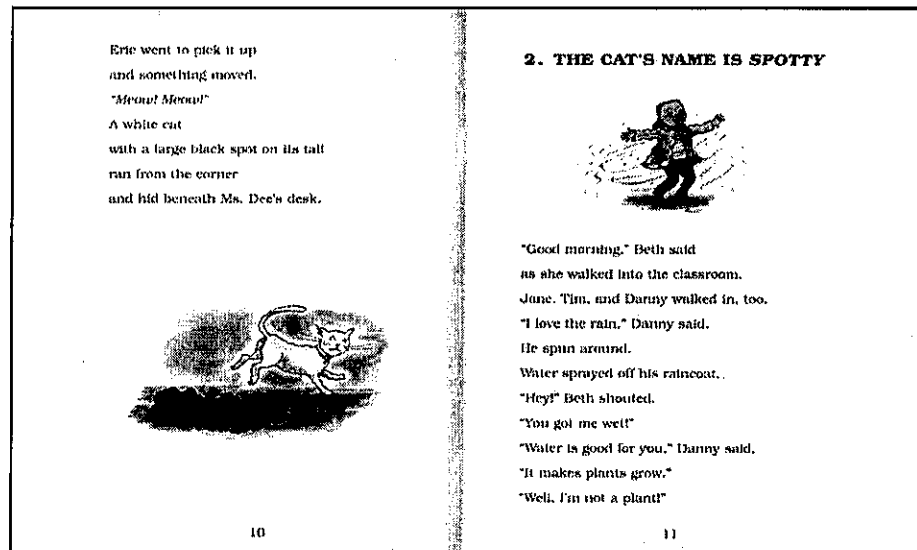
LEVEL J – DRA 18

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?
- ✓ 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

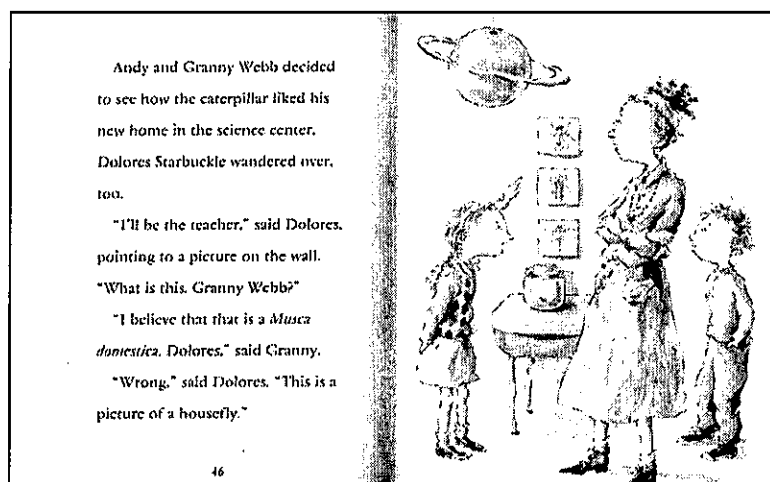
LEVEL K – DRA 20

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 similes, metaphors, and idioms
- 📖 Learn about characters and events outside of their own experiences

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 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?
- ✓ 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 (" ")

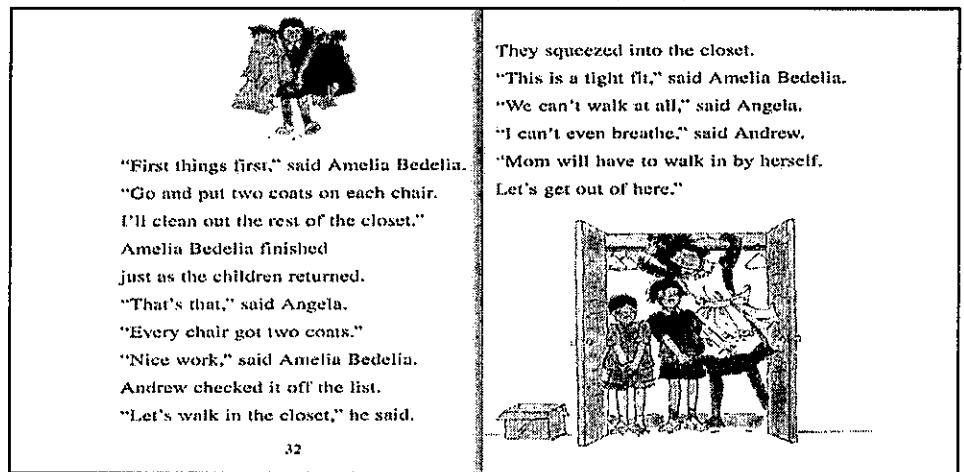
LEVEL L – DRA 24

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 similes, 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:



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 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?
- ✓ 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: 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 (“ ”)

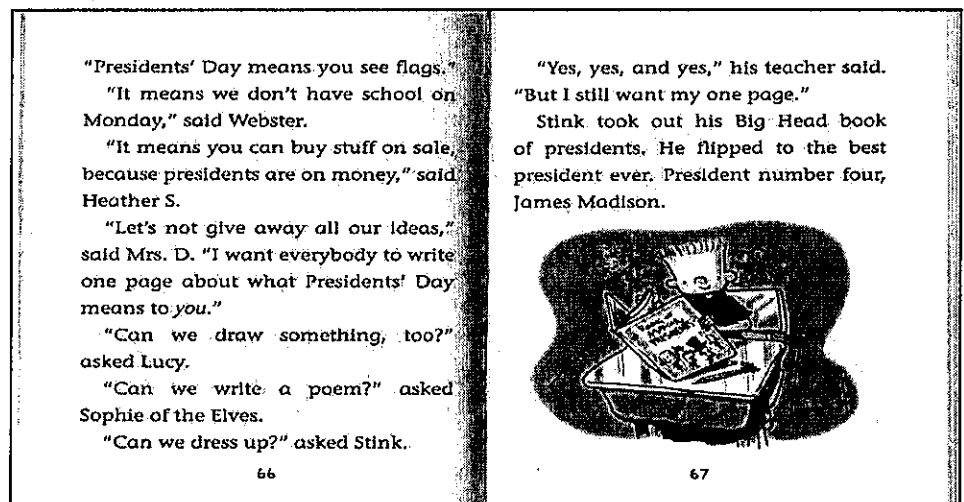
LEVEL M – DRA 28

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 similes, 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:



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 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?
- ✓ 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: 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 (“ ”)

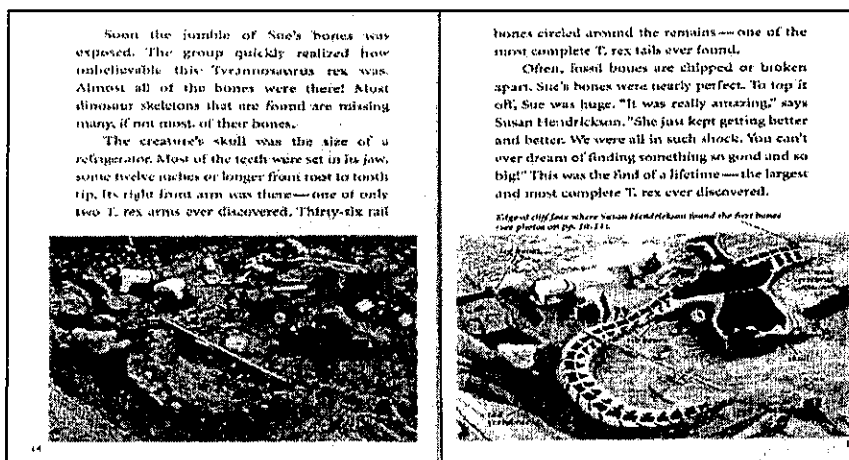
LEVEL N – DRA 30

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:



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 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?
- ✓ Understand dialogue and the use of quotation marks (" ")

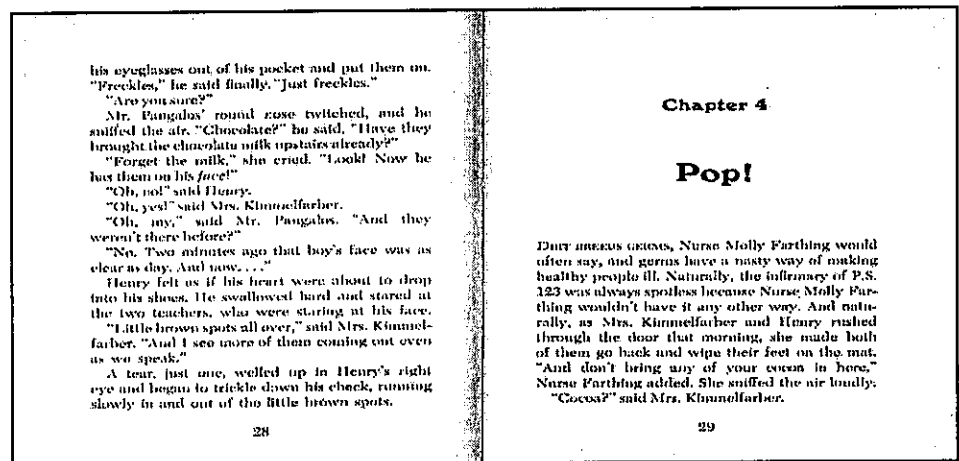
LEVEL O – DRA 34

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:



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 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?
- ✓ Understand dialogue and the use of quotation marks (" ")
- ✓ Pay close attention to the character's interactions with the secondary characters

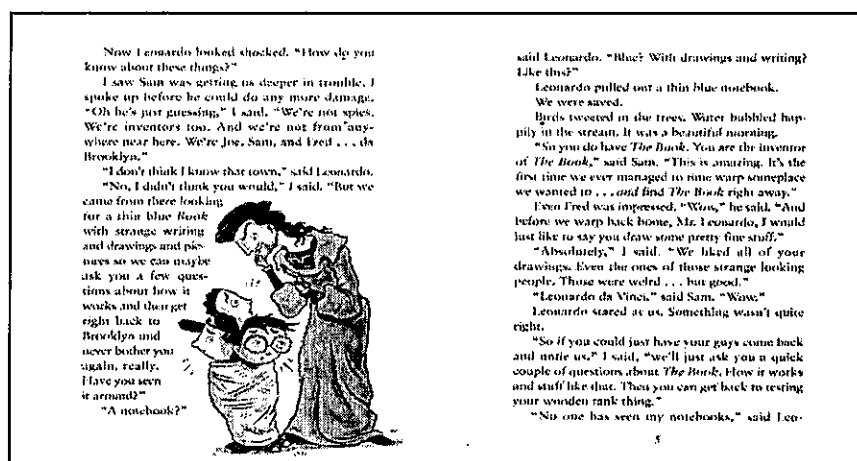
LEVEL P – DRA 38

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
- 📖 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:



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 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 the character will do? 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

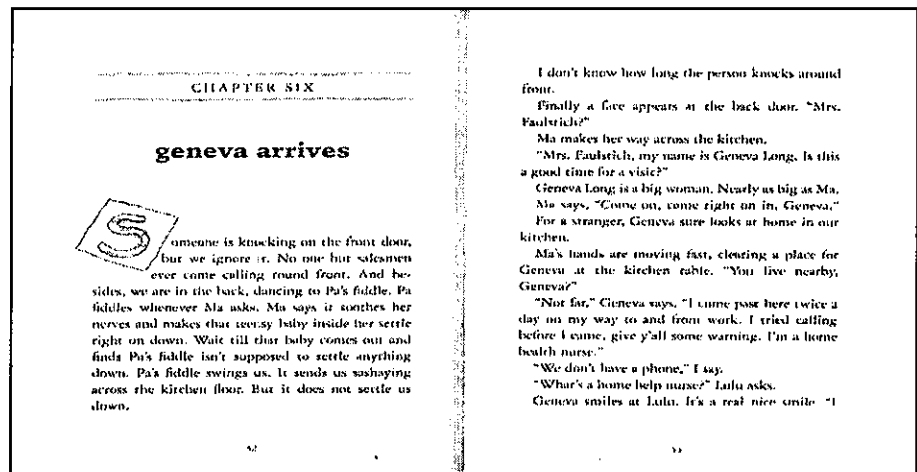
LEVEL Q – DRA 40

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:



Support your child with their reading by making sure they:

- ✓ 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
- ✓ 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

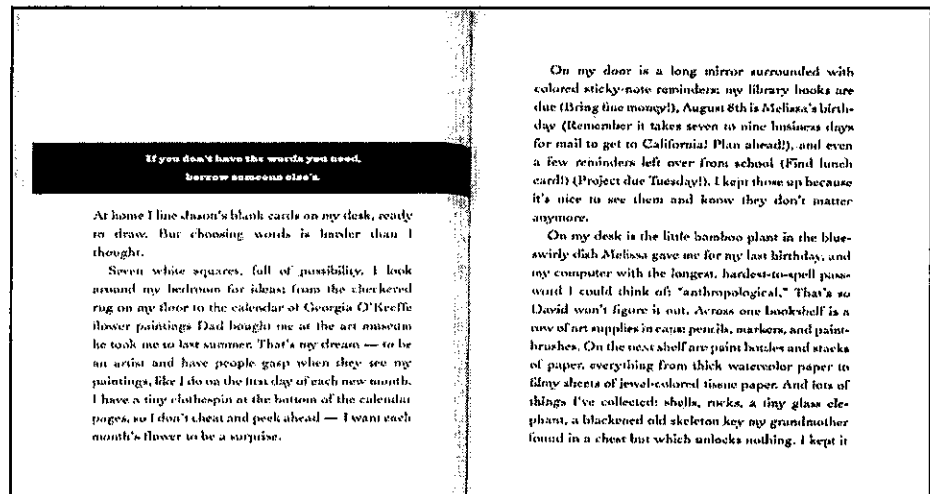
LEVEL R – DRA 40

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:



Support your child with their reading by making sure they:

- ✓ 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
- ✓ 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

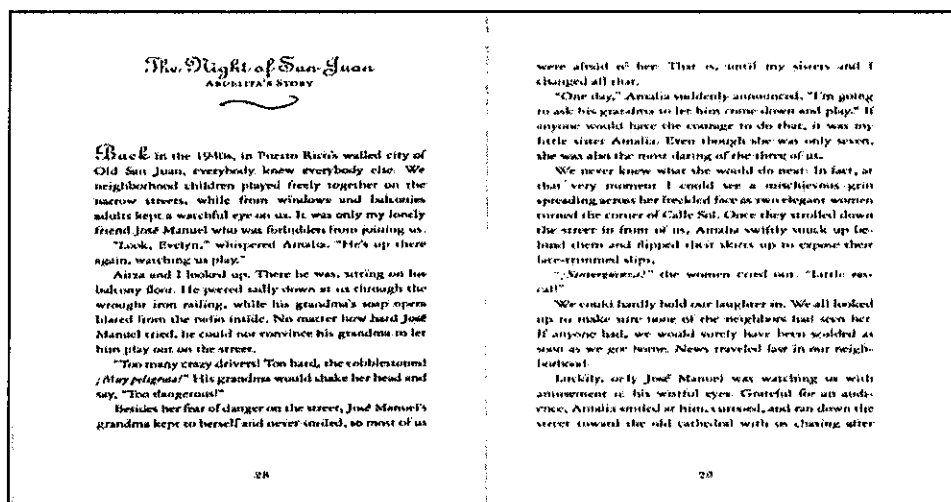
LEVEL S – DRA 40

What does that mean?

It means that the book your child is reading has:

- 📖 Challenging high frequency words and 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
- 📖 Characters, with both good and bad traits, who change over time

What the book
may look like:



Support your child with their reading by making sure they:

- ✓ 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?

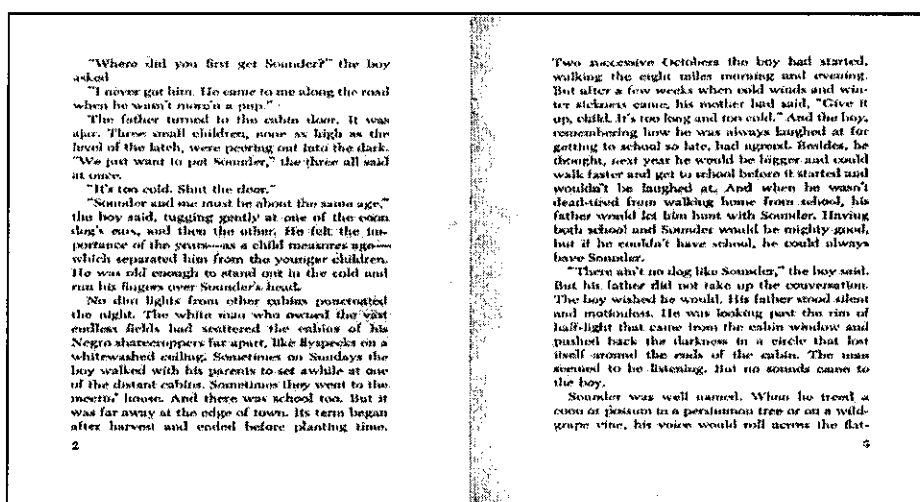
LEVEL T – DRA 50

What does that mean?

It means that the book your child is reading has:

- 📖 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:



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
- ✓ Infer the characters' or objects' thinking process and struggles at key points in their lives
- ✓ Extends the meaning of texts through research, public speaking, writing, or the arts

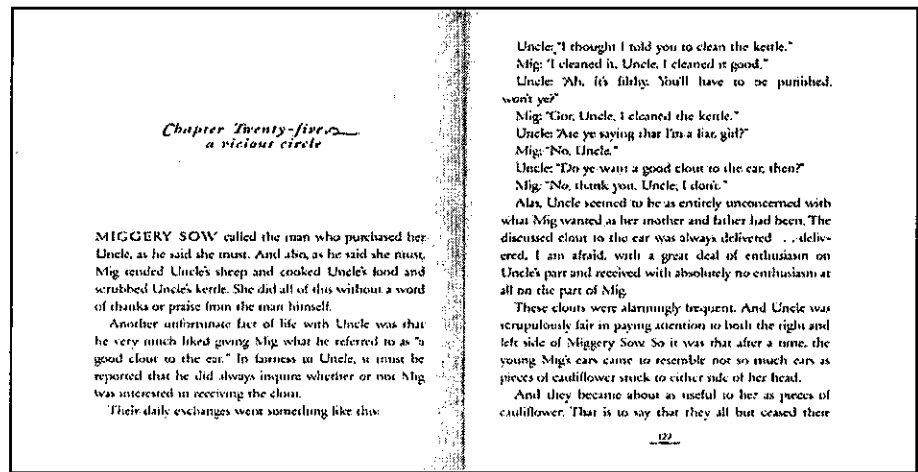
LEVEL U – DRA 50

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:



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

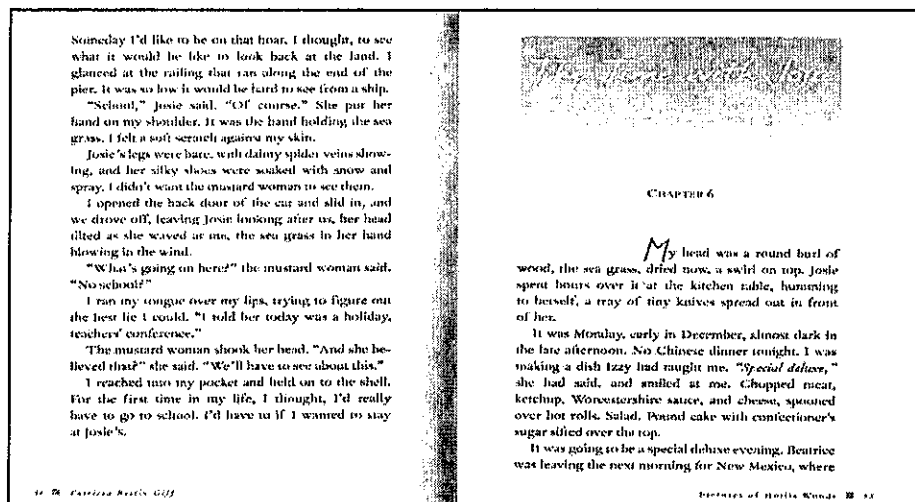
LEVEL V – DRA 50

What does that mean?

It means that the book your child is reading has:

- 📖 Variety in print
- 📖 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
- ✓ 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

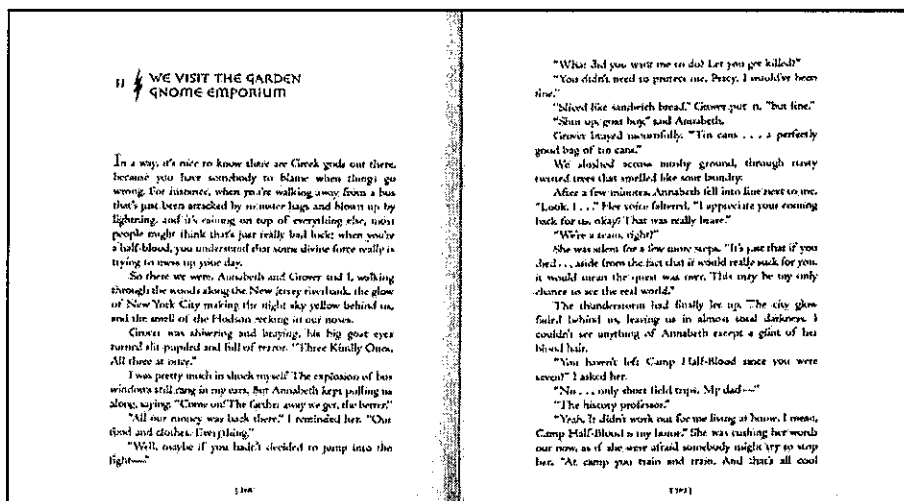
LEVEL W – DRA 60

What does that mean?

It means that the book your child is reading has:

- 📖 Most text with very small font
- 📖 Require knowledge of history or current events
- 📖 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
- 📖 Deals with mature topics such as war, death, survival, prejudice, and poverty

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
- ✓ 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?

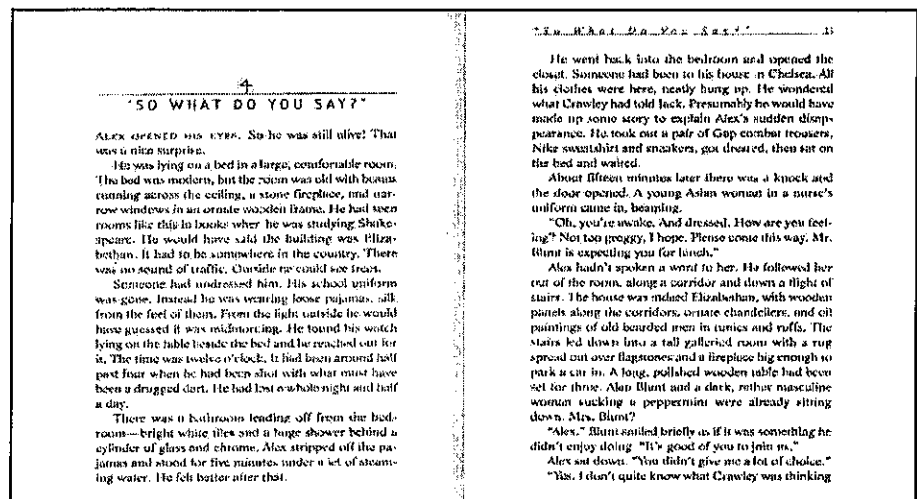
LEVEL X – DRA 60

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:



Support your child with their reading by making sure they:

- ✓ 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?
- ✓ 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:

<p>It was just an ordinary thing and he was used to it. "I'm starved," he said, and sat down at the table. "I started out from Yale at six o'clock this morning and didn't stop to eat all the way."</p> <p>There were seven of us at the table in the taproom. Mother and Father and me were there. Then there was the minister, Mr. Beach, who lived in Newtown but spent Saturday night here in Redding so he could preach in our church early Sunday morning. Then there was a couple of farmers from Rodding Center I 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.</p> <p>My mother got up, fetched a plate from the rack, and filled it with stew from the iron pot on the fire. 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 shoveling in the food as fast as he could.</p> <p>"Don't eat like that," Father snapped.</p> <p>Sam looked embarrassed and sat up straight.</p> <p>"All right, now," Father said. "Tell us the news again in an orderly manner." Father had a temper and I could see he was trying hard not to lose it.</p> <p>Sam dug his spoon into the stew and started to fill his mouth, but suddenly he realized that if he began talking with his mouth full, Father would yell at him</p> <p>[3]</p>	<p>again, so he put the spoonful of stew back on his plate.</p> <p>"Well it's hard to tell it orderly, Father. There were so many rumors around New Haven last night that—"</p> <p>"I thought it might be like that," Father said.</p> <p>"No, no, it's true about the fighting," Sam said.</p> <p>"Captain Arnold told us himself."</p> <p>"Captain Arnold?"</p> <p>"Captain Benedict Arnold. He's Captain of the Governor's Second Foot Guard." He looked down at his stew. "That's my company." He looked up and gave Father a quick sort of scared look.</p> <p>"That explains the fancy dress, I imagine," Father said.</p> <p>"Captain Arnold designed the uniform—"</p> <p>"Never mind, tell the story."</p> <p>"Well, the beginning was when the Lobsterbacks—"</p> <p>"By that I suppose you mean the soldiers of your King," Father said. He was still holding onto his temper.</p> <p>Sam blushed. "All right, the British troops. From the garrison in Boston. They marched up to Lexington looking for Mr. Adams and the rest, but they'd got away. Somebody signalled them from some church steeple in Boston, so when the Lobster—British got up to Lexington there wasn't anybody there, except the Minutemen. Then the shooting started—"</p> <p>Mr. Beach put his hand up to stop Sam. "Who shot first, Sam?"</p>
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Support your child with their reading by making sure they:

- ✓ 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?
- ✓ 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

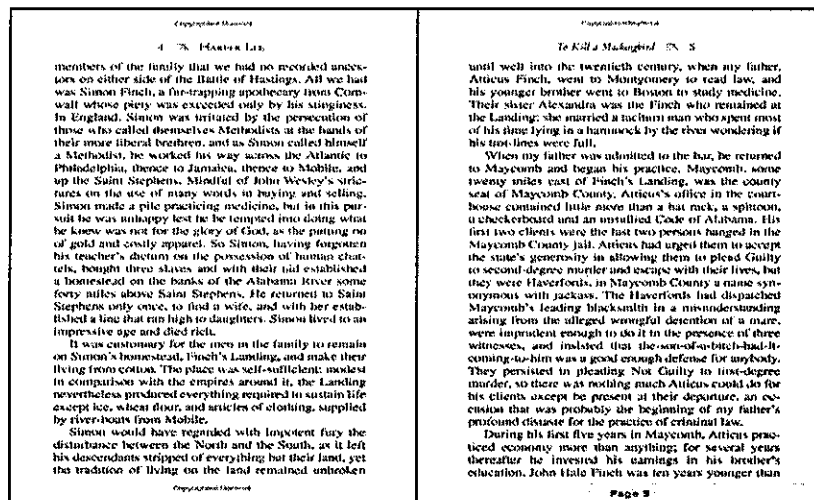
LEVEL Z – DRA 70 - 80

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:



Support your child with their reading by making sure they:

- ✓ 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	Kindergarten	1 st Grade Levels	2 nd Grade Levels	3 rd Grade Levels	4 th Grade Levels	5 th Grade Levels
	Beg. Mid. End	Beg. Mid. End	Beg. Mid. End	Beg. Mid. End	4 th Grade	5 th Grade
DRA	1 2 3	4 6 8 10 12 14	18 20 24 28	30 34 38	40	50
Guided Reading Level	A B C	C D E F G H	J K L M	N O P	Q R S	T U V

* Some districts may vary.