

Reading Sections of the K-5 Report Card

READINESS

√ Skills and strategies observed

- ___ Chooses books to look at and has favorites
- ___ Listens attentively to literature
- ___ Demonstrates an understanding of simple stories
- ___ Participates and shares thoughts
- ___ Retells simple stories
- ___ Sequences three pictures
- ___ Pretends to read
- ___ Role plays parts in stories
- ___ Engages in shared reading (predictable Big Books)
- ___ Knows names of most capital letters
- ___ Knows names of most lowercase letters
- ___ Matches rhyming pictures
- ___ Matches beginning consonant sounds with pictures

DRA LEVEL A

PRECONVENTIONAL

- ___ Demonstrates an understanding of oral passages
- ___ Retells simple story
- ___ Properly sequences simple story cards
- ___ Holds books correctly, turns pages
- ___ Displays directionality (L-R, t-b)
- ___ Reads environmental print
- ___ Reads predictable books with patterned sentences
- ___ Uses pictures to gain meaning from stories

√ Skills and strategies observed

- ___ Chooses books to look at and has favorites
- ___ Listens attentively to literature
- ___ Responds verbally to literature
- ___ Engages in shared reading activities
- ___ Knows names of all capital letters
- ___ Knows names of all lowercase letters
- ___ Begins to rhyme
- ___ Knows sounds of most initial consonants
- ___ Has early sight vocabulary
- ___ Builds familiarity with some genres of text
- ___ Follows pictorial, verbal and/or written directions

DRA LEVEL 1-3

**Primary Spelling Inventory score 0
Early Letter Name
F&P Guided Reading A B**

INSTRUCTIONAL LEVEL KINDERGARTEN

EARLY EMERGENT

- ___ Retells Early Emergent text with beginning, middle & end
- ___ Reads familiar Big Books
- ___ Reads Early Emergent books independently
- ___ Uses text to gain meaning (semantics)
- ___ Uses sentence structure to help read (syntax)

√ Skills and strategies observed

- ___ Chooses books to look at and has favorites
- ___ Listens to text above grade-level (picture and or chapter books) to increase vocabulary
- ___ Listens and identifies number of syllables in a word
- ___ Can lead simple shared reading activities
- ___ Rhymes words
- ___ Knows and uses sounds for all initial consonants
- ___ Has Early Emergent sight vocabulary
- ___ Builds familiarity with genres of text
- ___ Follows simple directions
- ___ Begins to use punctuation (.?!)
- ___ Engages in 5 minutes of uninterrupted silent reading
- ___ Reads with some initial fluency (chunks simple, multiple words together)
- ___ Uses final consonants
- ___ Begins to make meaningful predictions
- ___ Connects books to own experiences with guidance

DRA LEVEL 4-6

**Primary Spelling Inventory score 2
Early- Mid Letter name
F&P Guided Reading C D**

INSTRUCTIONAL LEVEL KINDERGARTEN- GRADE 1

EMERGENT

- ___ Retells Emergent text w/beginning, middle and end
- ___ Reads Emergent fiction and nonfiction independently
- ___ Uses text to gain meaning (semantics)
- ___ Uses sentence structure to help read (syntax)
- ___ Reads with fluency

√ Skills and strategies observed

- ___ Listens and explores questions related to a topic of interest
- ___ Sequences letters alphabetically
- ___ Uses short vowel patterns
- ___ Uses long vowel patterns
- ___ Uses initial blends and digraphs
- ___ Has Emergent sight vocabulary
- ___ Increases interest in various genres
- ___ Begins to read and follow directions
- ___ Uses end marks (.?!)
- ___ Engages in 10 minutes of uninterrupted silent reading
- ___ Decodes words using simple inflecting endings (s, ed, ing)
- ___ Makes predictions and conclusions based on text
- ___ Connects books to own experiences
- ___ Chooses to read independently when given options
- ___ Identifies main characters
- ___ Identifies main idea and setting

DRA Level 8-14

**Primary Spelling Inventory 3-8
Mid- Late Letter Name
F&P Guided Reading E F G H**

INSTRUCTIONAL LEVEL GRADE 1

BEGINNING

- ___ Retells story events beginning, middle and end
- ___ Uses semantics (context) as cue
- ___ Reads beginning fiction and nonfiction independently
- ___ Uses syntax (grammatical structure) as cue
- ___ Uses punctuation marks properly when reading orally
- ___ Reads fluently with automatic word recognition
- ___ Identifies main idea
- ___ Identifies main characters and their traits
- ___ Identifies own reading strategies with guidance

√ Skills and strategies observed

- ___ Begins to select "Just Right" books independently
- ___ Engages in "book talk" during reading or listening experiences
- ___ Uses letter/sound cues and pattern (phonics)
- ___ Has beginning sight vocabulary
- ___ Reads and follows directions with guidance
- ___ Engages in uninterrupted, silent reading for minutes
- ___ Uses growing awareness of sound segments (phonemes, syllables, rhymes) at beginning and end of words
- ___ Begins to make meaningful predictions based on text / prior knowledge
- ___ Connects books to own experiences and to other books read

DRA Level 16-24

**Primary Spelling Inventory 13-17
Elementary Spelling Inventory 5-9
Late Letter Name- Within Word Pattern
F&P Guided Reading H I J K L**

INSTRUCTIONAL LEVEL GRADE 1-2

Reading Sections of the K-5 Report Card

EARLY DEVELOPING

___ Retells beginning, middle & end of a text from memory

___ Uses semantics (context) as cue

___ Uses syntax (grammatical structure) as cue

___ Identifies basic genres

___ Reads with fluency and automatic word recognition

___ Continues to make meaningful predictions based on text connections and or prior knowledge

___ Identifies own reading strategies and sets goals with guidance

___ Identifies main idea or events of text

√ Skills and strategies observed

___ Selects "Just Right" books independently

___ Relies on print more than illustrations

___ Engages in "book talk" during reading listening experience

___ Uses word structure when encountering unknown words (roots, prefix, suffix, word part)

___ Increases sight vocabulary

___ Reads and follows directions with guidance

___ Engages in uninterrupted, silent reading for 20 minutes

___ Identifies end features of words to assist with reading

___ Connects books to own experiences

___ Discusses character traits and motives with guidance

___ Uses resources/tools to seek information

___ Uses and explains common antonyms and synonyms

DRA Level 28-34

Elementary Spelling Inventory 9-18

Upper Level Spelling Inventory 0- 9

Late Within Word- Early Syllables

F&P Guided Reading L M N O

INSTRUCTIONAL LEVEL GRADE 2-3

DEVELOPING

___ Selects 'Just Right' books, from a variety of genres, independently

___ Engages in book talks during peer reading experiences

___ Retells beginning, middle, and end of story in easy chapter book

___ Summarizes and retells story events in sequential order

___ Uses word structure when encountering unknown words (roots, prefix, suffix, word part)

___ Uses context clues to build vocabulary

___ Reads and follows written directions independently

___ Reads silently for 15-25 minutes

___ Reads aloud fluently with automatic word recognition

___ Recognizes word endings, contractions, and many high frequency words

___ Makes meaningful predictions based on text or prior knowledge

___ Responds to and makes personal connections with characters and situations in literature

___ Discusses character traits and motives with guidance

___ Retells main idea of story

___ Retells facts from nonfiction

___ Uses resources/ tools to seek information

___ Uses and explains common synonyms, antonyms, homophones, and homographs

___ Begins to set goals and identify strategies to improve reading

___ "Reads between the lines" with guidance

___ Self corrects for meaning

___ Identifies differences between various prints and formats

DRA Level 34-38

Elementary Spelling Inventory 12-18

Upper Level Spelling Inventory 9-18

Early Syllables and Affixes

F&P Guided Reading O P

INSTRUCTIONAL LEVEL GRADE 3

BRIDGING

___ Selects, reads, and identifies differences of a wide variety of genres with guidance

___ Apply sophisticated understanding of phonetics to unfamiliar and complex words

___ Increases vocabulary by using context clues, other reading strategies, references with guidance

___ Read and follows multi-step directions

___ Reads silently for 20-30 minutes to increase speed accuracy and fluency

___ Adjust reading speed appropriately for different purposes

___ Reads aloud with proper phrasing, inflection and intonation

___ Makes meaningful predictions based on text or prior knowledge

___ Responds to and makes personal connections with characters and situations in literature to aid comprehension

___ Summarizes plot, identifies main idea, recognizes character and point of view with guidance

___ Begins to set goals and identify strategies to improve reading

___ Begins to gather information from charts, tables, captions, text organizers, indexes and glossary and other sources with guidance

___ Uses a dictionary, thesaurus, software, or internet resource to identify word choices and locate information

___ Begins to use inferences to expand their knowledge of the text (reads "between lines")

___ Apply self correcting strategies to decode and gain meaning from print, both orally and silently

___ Begins to recognize literary devices

___ Begins to use reasons and examples in class discussions to support conclusions and opinions

___ Begins to use reasons and examples in written responses to support conclusions and opinions

___ Distinguishes between major and minor details in fiction and nonfiction

DRA Level 38- 40I

Elementary Spelling Inventory 15+

Upper Level Spelling Inventory 11-18

Middle Syllables and Affixes

F&P Guided Reading P Q R S

INSTRUCTIONAL LEVEL GRADE 3 -4

Reading Sections of the K-5 Report Card

EXPANDING

- ___ Applies spelling patterns and word meaning to aid in decoding and comprehension
- ___ Increases vocabulary through word patterns, meanings and derivations
- ___ Self selects, reads, and identifies differences of a wide variety of genres
- ___ Reads and follows multi-step directions
- ___ Reads silently for 30-40 minutes to increase speed accuracy and fluency
- ___ Adjust reading speed appropriately for different purposes
- ___ Reads aloud fluently with proper phrasing, inflection and intonation
- ___ Makes connections with information from multiple nonfiction sources with guidance
- ___ Summarizes plot, identifies main idea, recognizes character and point of view
- ___ Sets goals and uses strategies to develop reading
- ___ Gathers and shares information from charts, tables, captions, text organizers, and references
- ___ Use a dictionary, thesaurus, software, or internet resource to identify word choices and locate information
- ___ Uses inferences to expand their knowledge of the text
- ___ Identify literary devices (i.e. simile, metaphor and alliteration)
- ___ Independently increases vocabulary by using context clues, other reading strategies, and reference aids across the curriculum
- ___ Generates in-depth responses in small group discussions by using reasons and examples to support conclusions/opinions
- ___ Generates in-depth written responses by using reasons and examples to support conclusions/opinions
- ___ Reads and understands informational texts
- ___ Begins to discuss literature with reference to theme, author's purpose, style, and craft

DRA level 40I- 50I
Elementary Spelling Inventory 18-20

Upper Level Spelling Inventory 11-21
Middle Syllables and Affixes
Early Derivational
F&P Guided Reading S T U

INSTRUCTIONAL LEVEL GRADE 4- 5

FLUENT

- ___ Reads with understanding complex children's literature, and young adult literature of all genres
- ___ Use context clues or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words
- ___ Applies spelling patterns and word meaning to aid in decoding and comprehension
- ___ Uses increasingly complex vocabulary in conversation and in writing
- ___ Independently follows written and oral multi-step directions
- ___ Reads challenging material for pleasure independently for 30-40 minutes
- ___ Adjust reading speed appropriately for different purposes
- ___ Reads aloud fluently with proper phrasing, inflection and intonation
- ___ Perseveres through complex reading tasks
- ___ Gathers, analyzes and uses information from charts, tables, graphs, maps, and other references
- ___ Makes inferences using textual information and provides supporting evidence
- ___ Begins to evaluate, interpret, and analyzes reading content critically
- ___ Use cause and effect and sequence of events to gain meaning
- ___ Recognizes and interprets literary devices in text (e.g. simile, metaphor, personification, alliteration.)
- ___ Recognize persuasive, historical and cultural biases and different points of view used to influence readers
- ___ Generates in-depth responses and sustains small group literature discussions
- ___ Generates in-depth written responses by using reasons and examples to support conclusions/opinions
- ___ Integrates nonfiction information to develop deeper understanding of a topic
- ___ Produces projects and reports, using visuals, media and or technology to show learning and support the learning of an audience.

___ Respond to the element of sound and structure in poetry

DRA Level 60 and up
Upper Level Spelling Inventory 15+
Middle Syllables and Affixes
Middle Derivational
F&P Guided Reading U V and up

INSTRUCTIONAL LEVEL GRADE 5 and up