ERA

Book handling skills:
- identify front/back cover
- title page
- reasonable prediction
- understanding how titles work and where to locate them
- holding book upright
- anticipating what story might be about
- interpret pictures
- locate beginning of story
- carry on storyline that makes sense
- use pictures to confirm/reject findings
- print has meaning
- recall aspect of story without looking

DRA A/ONE:
- work on self-correcting miscues during reading
- uses picture, sentence patterns, and visual information most of the time
- controls directionality (left to right, top to bottom)
- consistent one to one matching when tracking print
DRA TWO:
- uses one to one correspondence while reading
- work on self-correcting miscues during reading
- problem solve AND confirm unknown words by using beginning sounds, picture clues, and language structures
- use known sight words
- controls directionality (left to right, top to bottom)
- work on concept of letter and a word
- work on concept of first and last of a word, as well as terms begins/ends, and letter/sound

DRA THREE:
- uses one to one correspondence while reading
- work on self-correcting miscues during reading
- problem solve AND confirm unknown words by using beginning sounds, picture clues, and language structures
- use known sight words
- controls directionality on **two or more lines of text** (left to right, top to bottom)
- work on concept of letter and a word
- work on concept of first and last of a word, as well as terms begins/ends, and letter/sound

Looking ahead to DRA FOUR:
- begin to read in short phrases
- begin to retell important events from beginning, middle, and end of a story (possibly using 1 or 2 prompts from teacher)
- begin to refer to characters by name
**DRA FOUR:**

- work on self-correcting miscues during reading
- problem solve AND confirm unknown words by using beginning sounds, picture clues, and language structures
- use known sight words
- read in short phrases MOST of the time
- retell a story including important events in sequence from beginning, middle, and end (possibly using 1 or 2 prompts/questions from teacher)
- begin to refer to characters by name
- Reflection: tells a favorite part of the story and gives a reason why
- Making a connection: make a personal connection using a specific story event/action to something that happened to you

**DRA SIX:**

- work on self-correcting miscues during reading
- problem solve AND confirm unknown words by using beginning sounds, picture clues, and language structures
- use known sight words
- read in short phrases MOST of the time
- retell a story including the MOST important events in sequence from beginning, middle, and end (possibly using 1 or 2 prompts/questions from teacher)
- refer to characters by name
- Reflection: tells a favorite part of the story and gives a reason why
- Making a connection: make a personal connection using a specific story event/action to something that happened to you
**DRA EIGHT:**
- work on self-correcting miscues during reading using visual information
- teach how to read for meaning (Does it make sense? Does it sound right?)
- problem solve AND confirm unknown words by using beginning sounds, picture clues, and language structures
- model and support how to take words apart (onset and rime)
- read in phrases MOST of the time
- retell a story including the MOST important events in sequence from beginning, middle, and end (possibly using 1 or 2 prompts/questions from teacher)
- model and support key language/vocabulary
- refer to characters by name
- Reflection: tells a favorite part of the story and gives a reason why
- Making a connection: make a personal connection using a specific story event/action to something that happened to you

**DRA TEN:**
- work on self-correcting miscues during reading using visual information
- teach how to read for meaning (Does it make sense? Does it sound right?)
- problem solve AND confirm unknown words by using beginning sounds, picture clues, and language structures
- model and support how to take words apart (onset and rime)
- read in phrases MOST of the time
- retell a story including the MOST important events in sequence from beginning, middle, and end (possibly using 1 or 2 prompts/questions from teacher)
- model and support key language/vocabulary
- refer to characters by name
- Reflection: tells a favorite part of the story and gives a reason why
- Making a connection: make a personal connection using a specific story event/action to something that happened to you

**DRA TWELVE:**

- work on self-correcting miscues during reading using visual information
- teach how to read for meaning (Does it make sense? Does it sound right?)
- problem solve AND confirm unknown words by using beginning sounds, picture clues, and language structures
- model and support how to take words apart (onset and rime)
- read in longer phrases
- retell a story including the MOST important events in sequence from beginning, middle, and end (possibly using 1 or 2 prompts/questions from teacher)
- model and support key language/vocabulary
- refer to characters by name
- Reflection: tells a favorite part of the story and gives a reason why
- Making a connection: make a personal connection using a specific story event/action to something that happened to you

**DRA FOURTEEN:**

- work on self-correcting miscues during reading using visual information
- teach how to read for meaning (Does it make sense? Does it sound right?)
- problem solve AND confirm unknown words by using beginning sounds, picture clues, and language structures
- model and support how to take words apart (onset and rime & syllables)
- use word chunks and analogies to problem-solve unknown words
- provide spelling activities and word sorts to help recognize spelling patterns
- read in longer, meaningful phrases with appropriate expression
- heed punctuation
- practice repeated reading to increase reading rate
- retell a story, identify important events and details
- model and support key language/vocabulary
- refer to characters by name
- Reflection: tells a favorite part of the story and gives a reason why
- Making a connection: make a personal connection using a specific story event/action to something that happened to you
- Make a text-to-text connection

**DRA SIXTEEN (NON-FICTION):**
- work on self-correcting miscues during reading using visual information
- teach how to read for meaning (Does it make sense? Does it sound right?)
- problem solve AND confirm unknown words by using beginning sounds, picture clues, and language structures
- model and support how to take words apart (onset and rime & syllables)
- use word chunks and analogies to problem-solve unknown words
- provide spelling activities and word sorts to help recognize spelling patterns
- emphasize key words and phrases when reading informational text
- read in longer, meaningful phrases with appropriate expression
- attend to punctuation
- practice repeated reading to increase reading rate
- retell ideas and facts in an informational text
- identify key ideas and facts to include in retelling
- teach how to read information presented graphically
- model and support key language/vocabulary
- Making a connection: make a personal connection using a specific story event/action to something that happened to you
- Make a text-to-text connection

**DRA SIXTEEN (FICTION):**
- work on self-correcting miscues during reading using visual information
- teach how to read for meaning (Does it make sense? Does it sound right?)
- problem solve AND confirm unknown words by using beginning sounds, picture clues, and language structures
- model and support how to take words apart (onset and rime & syllables)
- use word chunks and analogies to problem-solve unknown words
- provide spelling activities and word sorts to help recognize spelling patterns
- emphasize key words and phrases when reading informational text
- read in longer, meaningful phrases with appropriate expression
- attend to punctuation
- practice repeated reading to increase reading rate
- retell a story, identify important events and details in sequence
- refer to characters by name
- model and support key language/vocabulary

-Reflection: tells a favorite part of the story and gives a reason why

- Making a connection: make a personal connection using a specific story event/action to something that happened to you
- Make a text-to-text connection

**DRA EIGHTEEN (FICTION):**
- reading in longer, meaningful phrases, with appropriate expression
- heeding punctuation
- read text at appropriate rate
- support and reinforce self-corrections of miscues
- take words apart to problem solve unknown words
- recognize patterns in words (spelling patterns)
- make predictions based on title and book cover, as well as opening paragraph and illustrations of text
- identify important events to include in a retelling
- retell a story in sequence
- use characters’ names in retelling
- use key language in vocabulary from text
- create and use story maps to retell story
- think about the “why?” questions while and after reading a text
- make inferences with information while reading a text

**DRA TWENTY (FICTION):**

- read in longer, meaningful phrases with expression
- heed punctuation
- read at an appropriate rate
- self correct miscues
- problem solve unknown words by taking them apart (onset and rime, syllables)
- use word chunks and analogies to solve unknown words
- make predictions based on title and book cover, as well as opening paragraph and illustrations of text
- use background knowledge to make meaningful predictions
- identify important events to include in a retelling
- retell a story in sequence
- use characters’ names in retelling
- use key language in vocabulary from text
- create and use story maps to retell story
- think about “why” questions while and after reading a text
- identify important message in a story
- support opinion with details in text

**DRA TWENTY-FOUR (FICTION)**
- read in longer, meaningful phrases with expression
- heed punctuation
- read at an appropriate rate
- self correct miscues
- problem solve unknown words by taking them apart (onset and rime, syllables)
- use word chunks and analogies to solve unknown words
- make predictions based on title and book cover, as well as opening paragraph and illustrations of text
- use background knowledge to make meaningful predictions
- identify important events to include in a retelling
- retell a story in sequence
- use characters’ names in retelling
- use key language in vocabulary from text
- create and use story maps to retell story
- think about “why” questions while and after reading a text
- identify important message in a story
- support opinion with details in text

**DRA TWENTY-EIGHT (INFORMATIONAL)**
- read in longer, meaningful phrases with expression
- heed punctuation
- read at an appropriate rate
- self correct miscues
- problem solve unknown words by taking them apart (onset and rime, syllables)
- use word chunks and analogies to solve unknown words
- make predictions based on the title, table of contents, and headings
- pose questions as a basis for predictions
- read and interpret charts, graphs, maps, tables, etc.
- use table of contents, headings, glossary, etc.
- construct written summaries of text
- distinguish between more important and less important ideas in text
- write a summary in your own words
- use examples from the text
- use headings to organize a summary of an informational, nonfiction text
- answer and construct literal questions
- use graphic organizers to keep track of key ideas and details
- make inferences based on text
- identify important information and key vocabulary
- support opinion with details from text

**DRA TWENTY-EIGHT (FICTION)**
- read in longer, meaningful phrases with expression
- heed punctuation
- read at an appropriate rate
- self correct miscues
- problem solve unknown words by taking them apart (onset and rime, syllables)
- use word chunks and analogies to solve unknown words
- discuss what you know about character based on title, book cover, and opening paragraph
- describe characters based on information from text or text features
- make predictions based on title and book cover
- use background information to make meaningful predictions
- write summaries of text
- distinguish between more important and less important ideas in text
- write a summary in your own words
- use examples from the text
- use graphic organizers to keep track of key ideas and details
- identify story elements (ex: characters, setting, plot)
- use key words to identify specific information
- answer and construct literal questions
- locate and record specific details
- use graphic organizer to keep track of story information
- think about “why” questions while and after reading a text
- identify important message in a story
- support opinion with details in text