📖 READING CONTINUUM

Preconventional
Ages 3–5 — DRA A, 1
Kindergarten

- 📖 Begins to choose reading materials (e.g., books, magazines, and charts) and has favorites.
- 📖 Shows interest in reading signs, labels, and logos (environmental print).
- 📖 Recognizes own name in print.
- ☑ Holds book and turns pages correctly.
- ☑ Shows beginning/end of book or story.
- ☑ Knows some letter names.
- ✍ Listens and responds to literature.
- ✍ Comments on illustrations in books.
- ✍ Participates in group reading (books, rhymes, poems, and songs).

Emerging
Ages 4–6 — DRA 1-4

- 📖 Memorizes pattern books, poems, and familiar books.
- 📖 Begins to read signs, labels, and logos (environmental print).
- ☺ Demonstrates eagerness to read.
- ☑ Pretends to read.
- ☑ Uses illustrations to tell stories.
- ☑ Reads top to bottom, left to right, and front to back with guidance.
- ☑ Knows most letter names and some letter sounds.
- ☑ Recognizes some names and words in context.
- ☑ Makes meaningful predictions with guidance.
- ✍ Rhymes and plays with words.
- ✍ Participates in reading of familiar books and poems.
- ✍ Connects books read aloud to own experiences with guidance.

Developing
DRA 6-10 / Ages 5–7 / DRA 10-12
1st Grade

- 📖 Reads books with simple patterns.
- 📖 Begins to read own writing.
- 📖 Begins to read independently for short periods (5-10 minutes).
- ☺ Discusses favorite reading material with others.
- ☑ Relies on illustrations and print.
- ☑ Uses finger-print-voice matching.
- ☑ Knows most letter sounds and letter clusters.
- ☑ Recognizes simple words.
- ☑ Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to read words.
- ☑ Begins to make meaningful predictions.
- ☑ Identifies titles and authors in literature (text features).
- ✍ Retells main event or idea in literature.
- ✍ Participates in guided literature discussions.
- ✍ Sees self as reader.
- ✍ Explains why literature is liked/disliked during class discussions with guidance.

Beginning
DRA 14-16 / Ages 6–8 / DRA 18-20
2nd Grade

- 📖 Reads simple early-reader books.
- 📖 Reads harder early-reader books.
- 📖 Reads and follows simple written directions with guidance.
- 📖 Identifies basic genres (e.g., fiction, nonfiction, and poetry).
- 📖 Uses basic punctuation when reading orally.
- ☺ Reads independently (10-15 minutes).
- ☺ Chooses reading materials independently.
- ☺ Learns and shares information from reading.
- ☑ Uses meaning cues (context).
- ☑ Uses sentence cues (grammar).
- ☑ Uses letter/sound cues and patterns (phonics).
- ☑ Recognizes word endings, common contractions, and many high frequency words.
- ☑ Begins to self-correct.
- ✍ Retells beginning, middle, and end with guidance.
- ✍ Discusses characters and story events with guidance.
- ✍ Identifies own reading behaviors with guidance.

Expanding
DRA 24-28 / Ages 7–9 / DRA 30-34
3rd Grade

- 📖 Reads easy chapter books.
- 📖 Chooses, reads, and finishes a variety of materials at appropriate level with guidance.
- 📖 Begins to read aloud with fluency.
- ☺ Reads silently for increasingly longer periods (15-30 minutes).
- ☑ Uses reading strategies appropriately, depending on the text and purpose.
- ☑ Uses word structure cues (e.g., root words, prefixes, suffixes, word chunks) when encountering unknown words.
- ☑ Increases vocabulary by using meaning cues (context).
- ☑ Self-corrects for meaning.
- ☑ Follows written directions.
- ☑ Identifies chapter titles and table of contents (text organizers).
- ✍ Summarizes and retells story events in sequential order.
- ✍ Responds to and makes personal connections with facts, characters, and situations in literature.
- ✍ Compares and contrasts characters and story events.
- ✍ "Reads between the lines" with guidance.
- ✍ Identifies own reading strategies and sets goals with guidance.

Bridging
DRA 34-38 / Ages 8–10 / DRA 40
3rd Grade / 4th Grade

- 📖 Reads medium level chapter books.
- 📖 Chooses reading materials at appropriate level.
- 📖 Expands knowledge of different genres (e.g., realistic fiction, historical fiction, and fantasy).
- 📖 Reads aloud with expression.
- ☑ Uses resources (e.g., encyclopedias, CD-ROMs, and nonfiction texts) to locate and sort information with guidance.
- ☑ Gathers information by using the table of contents, captions, glossary, and index (text organizers) with guidance.
- ☑ Gathers and uses information from graphs, charts, tables, and maps with guidance.
- ☑ Increases vocabulary by using context cues, other reading strategies, and resources (e.g., dictionary and thesaurus) with guidance.
- ☑ Demonstrates understanding of the difference between fact and opinion.
- ☑ Follows multi-step written directions independently.
- ✍ Discusses setting, plot, characters, and point of view (literary elements) with guidance.
- ✍ Responds to issues and ideas in literature as well as facts or story events.
- ✍ Makes connections to other authors, books, and perspectives.
- ✍ Participates in small group literature discussions with guidance.
- ✍ Uses reasons and examples to support ideas and opinions with guidance.

Fluent
Ages 9–11 — DRA 44-50
5th Grade

- 📖 Reads challenging children's literature.
- 📖 Selects, reads, and finishes a wide variety of genres with guidance.
- 📖 Begins to develop strategies and criteria for selecting reading materials.
- 📖 Reads aloud with fluency, expression, and confidence.
- ☺ Reads silently for extended periods (30-40 min.).
- ☑ Begins to use resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information.
- ☑ Gathers information using the table of contents, captions, glossary, and index (text organizers) independently.
- ☑ Begins to use resources (e.g., dictionary and thesaurus) to increase vocabulary in different subject areas.
- ✍ Begins to discuss literature with reference to setting, plot, characters, and theme (literary elements), and author's craft.
- ✍ Generates thoughtful oral and written responses in small group literature discussions with guidance.
- ✍ Begins to use new vocabulary in different subjects and in oral and written response to literature.
- ✍ Begins to gain deeper meaning by "reading between the lines."
- ✍ Begins to set goals and identifies strategies to improve reading.

Proficient
Ages 10–13 — DRA 44-60
6th Grade

- 📖 Reads complex children's literature.
- 📖 Reads and understands informational texts (e.g., want ads, brochures, schedules, catalogs, manuals) with guidance.
- 📖 Develops strategies and criteria for selecting reading materials independently.
- ☑ Uses resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information independently.
- ☑ Gathers and analyzes information from graphs, charts, tables, and maps with guidance.
- ☑ Integrates information from multiple nonfiction sources to deepen understanding of a topic with guidance.
- ☑ Uses resources (e.g., dictionary and thesaurus) to increase vocabulary independently.
- ✍ Identifies literary devices (e.g., similes, metaphors, personification, and foreshadowing).
- ✍ Discusses literature with reference to theme, author's purpose, and style (literary elements), and author's craft.
- ✍ Begins to generate in-depth responses in small group literature discussions.
- ✍ Begins to generate in-depth written responses to literature.
- ✍ Uses increasingly complex vocabulary in different subjects and in oral and written response to literature.
- ✍ Uses reasons and examples to support ideas and conclusions.
- ✍ Probes for deeper meaning by "reading between the lines" in response to literature.

Connecting
Ages 11–14 — DRA 60-80
7th/8th Grade

- 📖 Reads complex children's literature and young adult literature.
- 📖 Selects, reads, and finishes a wide variety of genres independently.
- ☺ Begins to choose challenging reading materials and projects.
- ☑ Integrates nonfiction information to develop deeper understanding of a topic independently.
- ☑ Begins to gather, analyze, and use information from graphs, charts, tables, and maps.
- ✍ Generates in-depth responses and sustains small group literature discussions.
- ✍ Generates in-depth written responses to literature.
- ✍ Begins to evaluate, interpret, and analyze reading content critically.
- ✍ Begins to develop criteria for evaluating literature.
- ✍ Seeks recommendations and opinions about literature from others.
- ✍ Sets reading challenges and goals independently.

Independent
DRA 80+
8th Grade

- 📖 Reads young adult and adult literature.
- 📖 Chooses and comprehends a wide variety of sophisticated materials with ease (e.g., newspapers, magazines, manuals, novels, and poetry).
- 📖 Reads and understands informational texts (e.g., manuals, consumer reports, applications, and forms)
- ☺ Reads challenging material for pleasure independently.
- ☺ Reads challenging material for information and to solve problems independently.
- ☺ Perseveres through complex reading tasks.
- ☑ Gathers, analyzes, and uses information from graphs, charts, tables, and maps independently.
- ✍ Analyzes literary devices (e.g., metaphors, imagery, irony, and satire).
- ✍ Contributes unique insights and supports opinions in complex literature discussions.
- ✍ Adds depth to responses to literature by making insightful connections to other reading and experiences.
- ✍ Evaluates, interprets, and analyzes reading content critically.
- ✍ Develops and articulates criteria for evaluating literature.
- ✍ Pursues a widening community of readers independently.

📖 Types of Texts and Oral Reading ☺ Attitude ☑ Reading Strategies ✍ Comprehension and Response ✍ Self-Evaluation