

Emergent Levels A-3

Reading Engagement

Emergent readers are learning to...

- Select familiar texts for independent reading
- Read familiar patterned texts independently for a short period of time.
- Talk about a favorite part of the book or story.

We can support students in learning these things

- Modeling
- During Shared and Guided Reading
- Shared discussions about story parts
- Retelling

Oral Reading Fluency

Emergent readers are learning to...

- Consistently match one-to-one (spoken word with written word).
- Recognize a few high-frequency words (e.g., the, I, in, he).
- Monitor using known words and text-picture match.
- Identify letter/sound relationships
- Use beginning letter/sound relationships to problem-solve words.
- Use beginning letter/sound relationships to confirm or discount word choice.

We can support students in learning these things

- Modeling
- Consistently pointing one to one through books, calendar activities, nursery rhymes, charts, etc.
- Interactive writing
- Whole/small group flash cards
- Beat the timer
- Ghost Reader (voice inflection)

Comprehension

Emergent readers are learning to...

- Understand the words used to talk about printed language concepts (e.g., word, letter, begin, end, first, last, sound, and so on).
- Talk about what is happening in the illustrations or photographs.
- Recall some events in a story.
- Talk about favorite part of the book or story.

We can support students in learning these things

- Modeling
- Use wiki sticks
- Fly swatter
- Highlighter tape

Strategic Reading Behaviors

Emergent readers are learning to...

- Look at the cover illustration and think about the text.
- Listen to the book introduction given by the teacher.
- Look at the cover illustrations or photographs and tell what is pictured or what is happening.
- Listen and watch as the teacher models reading one or more pages
- Use prior knowledge of the content, the pictures, and the modeled-sentence pattern to read the text.
- Problem-solve unknown words using pictures and prior knowledge, sentence structure, and initial letter/sound relationships.
- Monitor using one-to-one match, picture-text match, and known words.
- Cross-check when a word does not make sense, sound right, and/or look right.
- Self-correct miscues that do not make sense, sound right, and /or look right.
- Identify a part of the book they like best and tell why.

We can support students in learning these things

- Picture walks and discussion
- Prompts
- Modeling
- Rereading
- Visual cue chart
- Ball with parts of story on it

Experience Charts (Whole Group) for Emergent Readers

Level A:

- Who reads to you at home?
- What are your favorite books?

Levels 1-2:

- Tell me about one of your favorite books?
 - Why is this a favorite book?

Level 4:

- Would you rather listen to a story or read to someone?
 - Why?
- What happened in the beginning?
- What happened before or after an event?
- Who was in the story?
- How did the story end?

DRA2 Questions Levels 4-14

Below are questions to ask students to help them prepare for taking these DRA2 levels. These can be used during shared reading, guided reading, read alouds, literature circles, etc.

Reading Engagement:

- Who reads with you or to you at home?
- Would you rather listen to a story or read a story to someone? Why?
- Do you like to read alone, with a buddy, or with a group? Why?
- Whom do you read to at home?
- What kinds of books do you like to read?
- Tell me about one of your favorite books?
- How do you choose the books you read?
- What books have you finished reading lately?
- What are you reading at school and at home now?
- What are 3 things you do well as a reader?
- What are 3 things you would like to work on to become a better reader?

Preview:

- Look at the pictures, and tell me what is happening in this story.

Prediction:

- Think about the title, the pictures you have seen, and what you have read so far. Tell me what you know about... (characters, setting, genre...)
- Tell me three things that you think might happen in the rest of this story.
- Look at the title and table of contents page. What are 3 questions you think may be answered as you read this book? (NF)
- List 3 questions that you had while reading the first part of this story?
- What are 3 things that you think you think might happen in the rest of this story? (written)

Nonfiction Text Features:

- Why do you think the author..... (heading at top of the page, etc.)
- What does this _____ show you? (web, map, graph)
- Turn to the glossary. What does the word _____ mean in this book?

Comprehension: (Synthesizing):

- Start at the beginning, and tell me what happened in this story.
 - Prompts
 - Tell me more
 - What happened at the beginning?
 - What happened before/after _____ (an event mentioned by the student)?
 - Who else was in the story?
 - How did the story end?
- Use words from the story to tell what happened.
- Put the events in a timeline.
- Name and tell about the characters in the story.
- Where did this story take place and how do you know?
- Written Retell/Detailed Summary
 - In the beginning
 - Next
 - Then
 - After that
 - In the end
- Literal comprehension questions

Interpretations:

- What do you think the author is trying to tell you in this story?
- Why do you think.....?
- What do you think _____ learned?
- At the end of the story, why do think.....?
- How did the character's feeling change in this story?

Reflection:

- What part did you like best in this story?
 - Tell me why you liked that part.
- What do you think was the most important **thing** that happened in this story?
 - Why do you think that was important?
- What do you think is the most important **event** in the story?
 - Why do you think that was important?
- What do you think is the most important thing you learned from reading this book?
 - Tell why you think it is important.

Making Connections:

- What did this story make you think of?
- What connection did you make while reading this story?

Metacognitive Awareness:

- I thought about similar experiences and stories (Making Connections)
 - I made a connection...
 - Prior knowledge
- I asked myself questions as I read. (Questioning)
 - I wonder...
- I pictured what was happening. (Visualizing)
- I thought about the reason why things happened. (Inferring)
- I understood the character's feelings

- Give at least 2 specific examples from this story that show how you used this comprehension strategy.

*****Reread what you have written to make sure your answers are the way you want them before you hand in your book**

DRA2 Questions Levels 18-40

Below are questions to ask students to help them prepare for taking these DRA2 levels. These can be used during shared reading, guided reading, read alouds, literature circles, etc.

Reading Engagement:

- Who reads with you or to you at home?
- Would you rather listen to a story or read a story to someone? Why?
- Do you like to read alone, with a buddy, or with a group? Why?
- Whom do you read to at home?
- What kinds of books do you like to read?
- Tell me about one of your favorite books?
- How do you choose the books you read?
- What books have you finished reading lately?
- What are you reading at school and at home now?
- What are 3 things you do well as a reader?
- What are 3 things you would like to work on to become a better reader?

Prediction:

- Think about the title, the pictures you have seen, and what you have read so far. Tell me what you know about... (characters, setting, genre...)
- Tell me three things that you think might happen in the rest of this story.
- Look at the title and table of contents page. What are 3 questions you think may be answered as you read this book? (NF)
- List 3 questions that you had while reading the first part of this story?
- What are 3 things that you think you think might happen in the rest of this story? (written)

Nonfiction Text Features:

- Why do you think the author..... (heading at top of the page, etc.)
- What does this _____ show you? (web, map, graph)
- Turn to the glossary. What does the word _____ mean in this book?
- Use the _____ and tell me _____. (chart, map, graph, timeline)

Comprehension: (Synthesizing)

- Start at the beginning, and tell me what happened in this story
 - Prompts
 - Tell me more
 - What happened at the beginning?
 - What happened before/after _____ (an event mentioned by the student)?
 - Who else was in the story?
 - How did the story end?
- Written Retell/Detailed Summary
 - In the beginning
 - Next
 - Then
 - After that
 - In the end
- Write _____ facts in your own words. (NF)
- What does the word _____ mean in this book?
- Literal comprehension questions

Interpretations:

- What do you think the author is trying to tell you in this story?
- Why do you think.....?
- What do you think _____ learned?
- At the end of the story, why do think.....?
- How did the character's feeling change in this story?

Reflection:

- What do you think was the most important **thing** that happened in this story?
(Determining most important ideas)
 - Why do you think that was important?
- What do you think is the most important **event** in the story? (Determining most important ideas)
 - Why do you think that was important?
- What do you think is the most important thing you learned from reading this book?
(Determining most important ideas)
 - Tell why you think it is important.

Making Connections:

- What did this story make you think of?
- What connection did you make while reading this story?

Metacognitive Awareness:

- I thought about similar experiences and stories (Making Connections)
 - I made a connection...
 - Prior knowledge
- I asked myself questions as I read. (Questioning)
 - I wonder...
- I pictured what was happening. (Visualizing)
- I thought about the reason why things happened. (Inferring)
- I understood the character's feelings

- Give at least 2 specific examples from this story that show how you used this comprehension strategy.

*****Reread what you have written to make sure your answers are the way you want them before you hand in your booklet?**