



The *Stages of Reading Development* is a continuum that explains how students progress as readers. These stages are based on the students' experience and not their age or grade level.

Emergent readers need enriching and enjoyable experiences with books, especially picture books. Students can become comfortable with books even before they can read independently. recognizing letters and words and even language patterns. They are able to work with concepts of print and are at the beginning stages of developing the ability to focus attention on letter-sound relationships. By sharing books over and over, extending stories, relating experiences to both print and pictures, and guiding students to "read," helps children begin to make predictions about what they are reading.

Early readers are able to use several strategies to predict a word, often using pictures to confirm predictions. They can discuss the background of the story to better understand the actions in the story and the message the story carries. It is this time in the reader's development that the cueing systems are called upon significantly, so they must pay close attention to the visual cues and language patterns, and read for meaning. It is a time when reading habits of risk-taking, and of predicting and confirming words while keeping the meaning in mind are established.

Transitional readers often like to read books in a series as a comprehension strategy; the shared characters, settings, and events support their reading development. They read at a good pace; reading rate is one sign of a child's over-all comprehension. At this stage, children generally have strategies to figure out most words but continue to need help with understanding increasingly more difficult text.

Fluent readers are confident in their understandings of text and how text works, and they are reading independently. The teacher focuses on students' competence in using strategies to integrate the cueing systems. Students are maintaining meaning through longer and more complex stretches of language. An effective reader has come to understand text as something that influences people's ideas.

Reading Stages and Strategies:

Below you will find the strategies that need to be mastered before your child is ready to move onto the next level of reading.

Emergent DRA Levels A-4	Early DRA Levels 6-16
<ul style="list-style-type: none">• One to one matching (pointing at each word)• Knows letters and sounds• Checks pictures when reading• Uses first sound when coming to an unknown word and the picture• Able to do a picture walk (tells a story with the pictures) prior to reading using complete sentences• Can remember a pattern from page to page (We like to ____)• Knows some common sight words (20 or more)• Know the difference between a word and a letter• Can identify their favorite part and tell why• Can locate an unknown word and locate the first letter• Can talk about a story with some prompting.•	<ul style="list-style-type: none">• Knows many common “sight words” (and, my, they)• Knows when a word doesn’t make sense and stops to “try again”• Able to retell a story, in order, including the characters, problem and solution• Reads fluently, not word by word• Begins to understand the theme or lesson learned• Chunks words• Interchanges long and short vowel sounds• Re-reads for accuracy• Re –reads for meaning• Can use more than one strategy when coming to an unknown word.• Understands endings (ed, s, ing)• Able to track words without their finger• Attends to punctuation and reads with some expression• Self corrects quickly• Sustains reading longer text• Makes Predictions about the book prior to reading
Transitional DRA Levels 18-38	Fluent DRA Levels 40+
<ul style="list-style-type: none">• Knows elements of story, character, setting, problem, solution• Begins to understand Genre• Knows literary language adjectives, similes• Attention moves from word attack to comprehension• Makes strong predictions• Independently previews book• Retellings also include important events, ideas and is very detailed• Makes connections readily to self and other text• Demonstrates an understanding of characters and can discuss orally• Can support opinions and connect to personal experiences• Is able to recall facts in non-fiction books• Understands how to read chapter books• Uses word attack strategies automatically• Expands use of word patterns when encountering unknown words• Uses phrasing for comprehension when reading aloud• Self- monitors and re-reads independently• Makes inferences• Uses text features to gain important information (headings, graphs)	<ul style="list-style-type: none">• Proficient Reader• Understands Language Metaphors and Similes• Quickly takes words apart on the run• Reads in longer, meaningful phrases with expression that conveys meaning• Reads different Genre and Discusses• Uses higher level skills to understand humor, problems and complexity of stories• Discuss text to text, text to world and text to self connections• Demonstrates an understanding of characters and how they change over time• Discuss and explain authors message• Write a scaffolded summary• Compare and contrast characters, stories and text• Can sustain reading to self for extended periods of time