

Setting Benchmark Expectations

In kindergarten, readers generally are able to...

	BY OCTOBER	BY JANUARY	BY MARCH	BY MAY
Vocabulary	<ul style="list-style-type: none"> recognize their own name recognize some regular high-frequency words 	<p>All previous items plus...</p> <ul style="list-style-type: none"> recognize additional high-frequency words use picture clues to help determine word meanings 	<p>All previous items plus...</p> <ul style="list-style-type: none"> master the oral use and understanding of descriptive words (e.g., location, size, color, and so on) 	<p>All previous items plus...</p> <ul style="list-style-type: none"> memorize and fluently recognize between 25 and 50 high-frequency words master the oral use and understanding of question words, position/direction words, and other high-utility word categories
Phonics	<ul style="list-style-type: none"> learn and match all letter names, both upper- and lowercase know the order of the alphabet recognize and produce rhyming words 	<p>All previous items plus...</p> <ul style="list-style-type: none"> recognize and produce words beginning with the same sound(s) blend onsets and rimes to make one-syllable words track and count each word in a spoken sentence 	<p>All previous items plus...</p> <ul style="list-style-type: none"> identify some letter/sound relationships, particularly spellings of initial consonant sounds track and count syllables in a spoken word segment onset and rime in one-syllable words begin to identify the position of sounds in words 	<p>All previous items plus...</p> <ul style="list-style-type: none"> use beginning letter/sound relationships to problem-solve words segment a word or syllable into sounds manipulate sounds in words segment and blend sounds of letters to decode familiar CVC words

<p>Comprehension</p>	<ul style="list-style-type: none"> hold a book right-side up and turn the pages look at the illustrations and photographs in books identify and talk about a favorite story or book 	<p>All previous items plus...</p> <ul style="list-style-type: none"> develop an awareness that print represents spoken language and conveys meaning follow the logic of a story follow a pattern that is established by the teacher recall a modeled simple sentence pattern move left to right on at least one line of text identify or name familiar objects and/or actions shown in illustrations/photographs understand the concepts of letter and word 	<p>All previous items plus...</p> <ul style="list-style-type: none"> notice a change in pattern exhibit text to speech, one-to-one mapping track print from front to back of the book, left to right on a line, and top to bottom on a page monitor using known words and text-to-picture match understand the concept of a sentence 	<p>All previous items plus...</p> <ul style="list-style-type: none"> understand the concepts of paragraph and story track print left to right on a line and sweep back left for the next line understand the words used to talk about printed language concepts (e.g., <i>word, letter, begin, end, first, last, sound,</i> and so on)
<p>Retelling</p>	<ul style="list-style-type: none"> understand steps in a sequence recall non-book related steps sequentially 	<p>All previous items plus...</p> <ul style="list-style-type: none"> recall and retell a simple plot sequentially, identifying beginning, middle, and end 	<p>All previous items plus...</p> <ul style="list-style-type: none"> identify and retell main ideas 	<p>All previous items plus...</p> <ul style="list-style-type: none"> orally retell a more complex story sequentially retell a story using story characters and important events
<p>% accuracy</p>	<p>90–100%</p>	<p>94–100%</p>	<p>97–100%</p>	<p>95–100%</p>
<p>DRA2 Level</p>	<p>A</p>	<p>1</p>	<p>2</p>	<p>3–4</p>

When Are My Readers Ready to Move Up to the Next Guided Reading Group?

Based on ongoing observational and informal assessments, you may want to move readers to the next reading level if they are generally able to

Fluency

- read with 90-95% accuracy or higher

Phonics

- recognize and name all uppercase and lowercase letters
- understand that letters in a word represent sounds
- know some one-to-one, letter-sound correspondences
- identify some phonograms and word families
- flexibly use multiple word-solving strategies to decode and confirm unknown words

Vocabulary

- recognize common sight words
- accurately use new oral vocabulary
- use picture clues to help determine word meanings
- develop understandings of new vocabulary words as they read
- use context clues and other strategies to figure out sentence and word meanings

Comprehension

- know the parts of a book and understand their functions
- begin to track print
- notice when simple sentences do not make sense
- correctly answer questions about stories read aloud
- make predictions while previewing a text
- use comprehension strategies such as visualizing, wondering, making connections, and summarizing while reading orally or silently
- gather information about story elements such as characters, events, and main ideas while reading for understanding
- apply background knowledge to aid in comprehension
- monitor meaning and use fix-up strategies when meaning is unclear
- distinguish fiction from nonfiction

Retelling

- recall facts and details of the text and restate them orally
- make text-to-self, text-to-text, and text-to-world connections
- identify a favorite part of the story and tell why it's their favorite

What if My Readers Are Having Trouble?

Alphabetic Awareness and Phonics	Vocabulary
<p>help him trace the letter with his fingers as he says the letter name.</p>	<p>make sure that the child understands an oral definition of the word, presented in terms the child already knows.</p>
<p>a child cannot identify a letter name,</p>	<p>a child has trouble recognizing high-frequency words,</p>
<p>a child cannot discriminate the beginning sound of a word,</p>	<p>a child still cannot decode words with previously taught phonic element(s),</p>
<p>a child cannot connect a particular sound to a particular letter,</p>	<p>a child cannot blend or decode words using the target, pretaught phonic element(s),</p>
<p>a child cannot decode a word,</p>	<p>a child has trouble recognizing more challenging vocabulary words,</p>
<p>a child cannot connect a particular sound to a particular letter,</p> <p>write sentences including the letter-sound and have the child underline the letter as he says the letter-sound.</p> <p>mime writing the letter on the palm of his hand as you say the letter-sound.</p>	<p>prompt her to think about analogies. Ask:</p> <ul style="list-style-type: none"> • Do you know a word like that? • Do you see a part that can help you? • Do you know a word that begins with that (those) letter(s)? • Do you know a word that ends with that (those) letter(s)? • What else can you do to help yourself figure it out? • Do you think it looks like — ?
<p>continue to monitor his progress, using other instructional opportunities during the week. Reteach the phonics element during small-group instruction, if necessary.</p> <p>provide additional opportunities for sorting words featuring target phonic elements. Begin with sounds that contrast, and move to those that sound increasingly similar.</p>	<p>have him practice in pairs with word cards. Monitor the child's fluency with these words and provide additional practice opportunities, if needed.</p> <p>have her find each word on the word wall, say each word aloud, and then write it.</p> <p>have him practice using and reading high-frequency words in phrases and on phrase cards.</p>
<p>It ...</p>	<p>then ...</p>

Comprehension

<p>IR ... then ...</p>	<p>a child reads so slowly that she cannot comprehend,</p> <ul style="list-style-type: none"> • assist the child with prereading activities such as previewing the pictures and making predictions about the text. • building background. • activating prior knowledge. • providing think-alouds. • choosing books at appropriate independent and instructional reading levels. 	<p>a child reads quickly but inaccurately, and with little comprehension,</p> <p>prompt the child to adjust his reading rate to help him grasp difficult or confusing parts of the story. Ask:</p> <ul style="list-style-type: none"> • Did you check the picture? • Does that look right? • Does that make sense? • Did you use the beginning sound? <p>encourage the child to use self-monitoring strategies with prompts such as the following:</p> <ul style="list-style-type: none"> • Would _____ fit there? • Something wasn't quite right. What was it? • Does it look and sound right to you? • You said _____. Does that make sense? • Is that what you thought would happen? • Does that fit with what you already know about that topic? 	<p>a child has difficulty applying the target strategy,</p> <p>model how to use the strategy again, using a different text in a small-group setting.</p>	<p>a child cannot retell,</p> <p>make sure the child</p> <ul style="list-style-type: none"> • knows how to retell and what is expected in the retelling. • understands how to recall facts in a sequence. • understands that she must put pieces of information together while reading to make sense of text. • is constructing meaning while reading by using imagery, predicting what might happen, and using self-monitoring strategies appropriately. <p>provide opportunities for</p> <ul style="list-style-type: none"> • teacher modeling of the retelling process. • rich conversations about books. • children to fill in graphic organizers that support retelling.
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Fluency

It ...

then ...

<p>a child reads word by word,</p>	<p>a child does not read at the appropriate rate,</p>	<p>a child has difficulty attending to end-of-line punctuation,</p>
<p>encourage the child to reread the text fluently with support, in a variety of ways, including:</p> <ul style="list-style-type: none"> • choral readings. • partner readings. • computer or tape-recorded readings. • paired readings with fluent readers. • repeated readings. 	<p>make sure the child practices with text at her independent reading level. Encourage multiple readings.</p>	<p>prompt as follows:</p> <ul style="list-style-type: none"> • Did you look at the end mark? • How should your voice sound when you read a sentence that ends with a question mark (period, exclamation mark)? • Can you read the sentence as if you were asking a friend a question?

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Setting Benchmark Expectations

In first grade, readers generally are able to...

	BY OCTOBER	BY JANUARY	BY MARCH	BY MAY
Vocabulary	<ul style="list-style-type: none"> recognize some regular high-frequency words use picture clues to help determine word meanings 	<p>All previous items plus...</p> <ul style="list-style-type: none"> recognize irregular high-frequency words recognize and understand selection vocabulary 	<p>All previous items plus...</p> <ul style="list-style-type: none"> understand content-area vocabulary use context clues 	<p>All previous items plus...</p> <ul style="list-style-type: none"> use grade-appropriate reference sources to learn word meanings
Phonics	<ul style="list-style-type: none"> recognize and produce rhyming words segment and blend syllables in spoken words identify the positions of sounds in words use beginning letter/sound relationships to problem-solve new words manipulate sounds in words segment and blend onset and rime in one-syllable words segment a word into syllables and count them 	<p>All previous items plus...</p> <ul style="list-style-type: none"> identify and isolate initial, final, and medial sounds in spoken words know and quickly identify letter-sound relationships, including all initial consonants and short vowels segment a word or syllable into sounds and count the phonemes or syllables use beginning letter/sound relationships to problem-solve words or confirm or discount word choice segment and blend sounds of letters to decode CVC words 	<p>All previous items plus...</p> <ul style="list-style-type: none"> use dominant letter(s)/sound(s) in any position to confirm or discount word choice decode one- and two-syllable words by sequentially blending letter sounds use familiar letter sequences (onsets and rimes) to decode unknown words decode words with common word parts/chunks 	<p>All previous items plus...</p> <ul style="list-style-type: none"> use analogies to decode words with similar spelling patterns (<i>dot, hot, and so on</i>) decode words with initial and final consonant blends and digraphs decode CVCe words decode some compound words

<p>Comprehension</p>	<ul style="list-style-type: none"> select familiar texts for independent reading read familiar patterned texts independently tell about a favorite book monitor using known words and text-to-picture match talk about what is happening in the illustrations or photographs understand the concepts of paragraph and story understand the words used to talk about printed language concepts (<i>word, letter, begin, end, first, last, sound, and so on</i>) 	<p>All previous items plus...</p> <ul style="list-style-type: none"> sustain independent reading for a longer period of time consistently match word and voice, one-to-one hold the story line while accessing visual information construct meaning using illustrations or photographs make text-to-self connections cross-check when a word does not make sense, sound right, and/or look right predict what will happen next 	<p>All previous items plus...</p> <ul style="list-style-type: none"> use meaning, structure, and visual information to problem-solve unknown words make text-to-text connections use graphic organizers to extend learning attend to and read punctuation monitor meaning and stop and reread when meaning is not clear use prior knowledge to make connections with text establish a purpose for reading 	<p>All previous items plus...</p> <ul style="list-style-type: none"> make, confirm, and/or revise predictions before and during reading problem-solve unknown/challenging words using multiple sources of information quickly self-correct significant miscues monitor reading across pages and/or segments gain information from text features understand basic information presented graphically
<p>Retelling</p>	<ul style="list-style-type: none"> understand steps in a sequence recall non-book related steps sequentially recall and retell simple plot sequentially 	<p>All previous items plus...</p> <ul style="list-style-type: none"> orally retell a story sequentially retell a story using story characters identify and retell important/main ideas identify a favorite part of the story and tell why 	<p>All previous items plus...</p> <ul style="list-style-type: none"> give an adequate retelling of the story events including characters and setting respond orally to guided questions about inferences and judgments 	<p>All previous items plus...</p> <ul style="list-style-type: none"> organize a retelling in a sequential or logical order discuss main idea and details describe a favorite part using details from the text discuss text-to-self and text-to-text connections identify the most important event in the story identify ideas, details, and vocabulary to include in a retelling
<p>Fluency</p>	<ul style="list-style-type: none"> practice fluency in a variety of ways including choral reading, partner/paired reading, and repeated oral reading quickly recognize a minimum of 25–50 high-frequency words 	<p>All previous items plus...</p> <ul style="list-style-type: none"> read in two- to three-word phrases read with some expression and appropriate intonation gain increasing recognition of and fluency with high-frequency words 	<p>All previous items plus...</p> <ul style="list-style-type: none"> read dialogue with expression read at an appropriate rate adjust reading rate as necessary 	<p>All previous items plus...</p> <ul style="list-style-type: none"> scan pages from top to bottom to locate text hold the story line while accessing visual information use meaning, structure, and visual information to problem-solve unknown words read with appropriate rate, phrasing, and expression
<p>Rate (WPM)</p>	<p>N/A</p>	<p>N/A</p>	<p>40–70</p>	<p>40–70</p>
<p>% accuracy</p>	<p>94–97%</p>	<p>94–97%</p>	<p>95–98%</p>	<p>95–98%</p>
<p>DRA2 Level</p>	<p>4–6</p>	<p>8–10</p>	<p>12–14</p>	<p>16</p>

When Are My Readers Ready to Move Up to the Next Guided Reading Group?

Based on ongoing observational and informal assessments, you may want to move readers to the next reading level if they are generally able to

Fluency

- read fluently with appropriate phrasing, intonation, and pace most of the time
- attend appropriately to punctuation
- rapidly return to phrases, fluent reading after a few instances of problem solving, rereading, or self-correction
- read with 90–95% accuracy or higher

Phonics

- accurately decode orthographically regular words using letter-sound mapping
- flexibly use multiple word-solving strategies to decode and confirm unknown words (including decoding by analogies such as chunks, rimes, and familiar parts)
- cross-check to see if a word looks right, sounds right, and makes sense in context

Vocabulary

- recognize common sight words
- accurately use new oral vocabulary
- use picture clues to help determine word meanings
- develop understandings of new vocabulary words as they read
- use context clues and other strategies to figure out sentence and word meanings

Retelling

- recall facts and details of the text and restate them orally in an organized manner
- make text-to-self, text-to-text, and text-to-world connections
- describe new information gained from text in their own words
- use story grammar or story structure (character, setting, goals, problem, solution, and outcomes) to retell the story
- identify a favorite part of the story and tell why it's their favorite

Comprehension

- notice when simple sentences do not make sense
- correctly answer questions about stories
- make predictions while previewing a text
- use comprehension strategies such as visualizing, wondering, making connections, summarizing, and synthesizing while reading orally or silently
- gather information about story elements such as characters, events, and main ideas while reading for understanding
- apply background knowledge to aid in comprehension
- monitor meaning and use fix-up strategies when meaning is unclear
- distinguish fiction from nonfiction

What if My Readers Are Having Trouble?

	Phonics	Vocabulary
<p>a child cannot decode a word,</p> <p>prompt her to blend the word. Ask:</p> <ul style="list-style-type: none"> • What is the new word? • Does this look like a word you know? • Does it make sense in the story? • What is the beginning [middle, ending] sound? • Did you read to the end of the sentence, then go back to the word and try again? 	<p>a child cannot blend or decode words using the target, pretaught phonic element(s),</p> <p>continue to monitor his progress using other instructional opportunities during the week. Reteach the phonics element during small-group instruction, if necessary.</p> <p>provide additional opportunities for sorting words featuring target phonic elements. Begin with sounds that contrast, and move to those that sound increasingly similar.</p> <p>prompt her to think about analogies. Ask:</p> <ul style="list-style-type: none"> • Do you know a word like that? • Do you see a part that can help you? • Do you know a word that begins with that (those) letter(s)? • Do you know a word that ends with that (those) letter(s)? • What else can you do to help yourself? 	<p>a child still cannot decode words with previously taught phonic element(s),</p> <p>have him practice using the student's fluency with these words and provide additional practice opportunities, if needed.</p> <p>have her find each word on the word wall, say each word aloud, and then write it.</p> <p>have him practice using and reading high-frequency words in phrases and on phrase cards.</p>
<p>a child cannot blend or decode words using the target, pretaught phonic element(s),</p> <p>continue to monitor his progress using other instructional opportunities during the week. Reteach the phonics element during small-group instruction, if necessary.</p> <p>provide additional opportunities for sorting words featuring target phonic elements. Begin with sounds that contrast, and move to those that sound increasingly similar.</p> <p>prompt her to think about analogies. Ask:</p> <ul style="list-style-type: none"> • Do you know a word like that? • Do you see a part that can help you? • Do you know a word that begins with that (those) letter(s)? • Do you know a word that ends with that (those) letter(s)? • What else can you do to help yourself? 	<p>a child has trouble recognizing high-frequency words,</p> <p>have him practice using and reading high-frequency words in phrases and on phrase cards.</p> <p>have her find each word on the word wall, say each word aloud, and then write it.</p> <p>have him practice using and reading high-frequency words in phrases and on phrase cards.</p> <p>ensure that the child understands an oral definition of the word, presented in terms the student already knows.</p> <p>assist the child with additional word maps.</p> <ul style="list-style-type: none"> • word maps. • contextual analysis lessons. <p>encourage the child and the child's family to use these words in their daily verbal interactions.</p>	<p>a child has trouble recognizing more challenging vocabulary words,</p>

It ...

then ...

Comprehension

<p>IR ... then ...</p>	<p>a child reads so slowly that she cannot comprehend,</p> <ul style="list-style-type: none"> • assist the child with prereading activities such as • previewing the pictures and making predictions about the text. • building background. • activating prior knowledge • providing think-alouds. • choosing books at appropriate independent and instructional reading levels. • rechecking for appropriate fluency rate. See Fluency activities, back page. 	<p>a child reads quickly but inaccurately, and with little comprehension,</p> <p>prompt the child to slow down his reading rate to help him grasp difficult or confusing parts of the story.</p> <p>prompt the child to use all sources of information available. Ask:</p> <ul style="list-style-type: none"> • Does that make sense? • Does that look right? • Did you check the picture? <p>encourage the child to use self-monitoring strategies with prompts such as</p> <ul style="list-style-type: none"> • Would _____ fit there? • Something wasn't quite right. What was it? • Does it look and sound right to you? • Does it make sense? • Is that what you thought would happen? • Does that fit with what you already know about that topic? 	<p>a child has difficulty applying the target strategy,</p> <p>model how to use the strategy again, using a different text.</p>	<p>a child cannot retell,</p> <p>make sure the child</p> <ul style="list-style-type: none"> • knows how to retell and what is expected in the retelling. • understands how to identify the main idea or purpose and supporting details. • is constructing meaning while reading by using imagery, predicting what might happen, and using self-monitoring strategies appropriately. • understands story grammar and structures of narrative text, including setting, characters, goals, problems, and solutions. • understands characteristics of nonfiction text. <p>provide opportunities for</p> <ul style="list-style-type: none"> • rich conversations about books. • graphic organizers that support retelling. <p>have the child practice retelling after reading smaller sections of text.</p>
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Fluency

<p>IR ... then ...</p>	<p>a child reads word by word,</p> <p>a child reads slowly but comprehends,</p> <p>a child does not read fluently at the appropriate rate,</p> <p>a child does not read with appropriate intonation,</p> <p>a child has difficulty making sense of end-of-line punctuation,</p>	<p>encourage the child to reread the text fluently with support, in a variety of ways, including:</p> <ul style="list-style-type: none"> • choral readings. • partner readings. • reader's theater. • computer or tape-recorded readings. • paired readings with fluent readers. • repeated readings. • timed readings. <p>model fluent reading and prompt:</p> <ul style="list-style-type: none"> • Can you read this more quickly? • Can you read this and say your words so it sounds like people talking? • Are there words you do not know? If so, try sounding them out. <p>make sure the child practices with text at her independent reading level. Encourage multiple readings.</p>	<p>remind him to look for clues in the text that can help him.</p> <p>Prompt as follows:</p> <ul style="list-style-type: none"> • Think about who is speaking each time you read quotations. • Notice if there are italics, words written in capital letters, or punctuation marks. These tell you when a sentence should be read with a particular emphasis. <p>model appropriate intonation and have the student reread.</p>	<p>prompt:</p> <ul style="list-style-type: none"> • Did you look at the end mark? • How should your voice sound when you read a sentence that ends with a question mark (period, exclamation mark)? • Can you read the sentence as if you are asking a friend a question?
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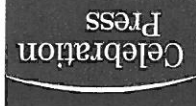
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