



A Parent's Guide

Reading in English

Irish Elementary
2012-2013



DRA Levels A-3

Grade Level: Kindergarten

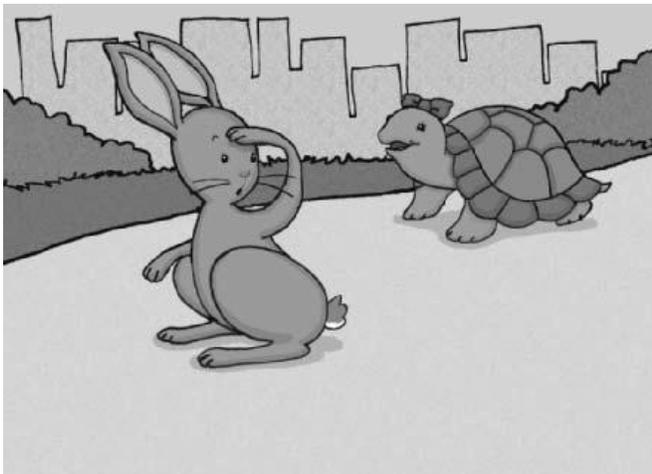
Important Learning:

Phonemic Awareness:

- ✓ Rhyming words
- ✓ Blending syllables to make words (*p-o-t = pot*)
- ✓ Identifies sounds in words
- ✓ Segments syllables (*sat=s-a-t*)
- ✓ Adds, deletes or substitutes syllables (*sat=pat=pot=got=spot=sport*)

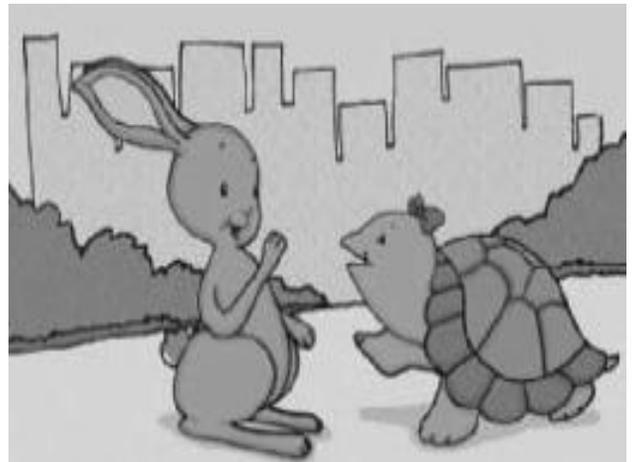
Decoding:

- ✓ Identifies letters
- ✓ Matches letters and sounds
- ✓ Reads by looking at pictures and first letters
- ✓ Reads C-V-C words (consonant, vowel, consonant) *sad, bad, ran, pan, pot, sit, sat, sip, rug, gut, dog, cat, etc...*



S
A
M
P
L
E

"Where is fox?" said Jack.
"Here I am," said Fox.



"Can you count to ten?"
said Jack.
"Yes, I can," said Turtle.
"Can you count with me?"



DRA Levels 4 -16

Grade Level: 1st Grade

Important Learning:

Phonics:

✓ Reads blends:

- “r” blends (br, cr, dr, pr, tr)
- “l” blends (bl, cl, fl, gl, pl)
- “s” blends (sc, sk, sp, st, sw)
- Digraphs (ch, sh, th, wh, shr, thr)

✓ Reads C-V-C-V words:

- -a-e words (cape, lake, rake, take, tale)
- -o-e words (mole, hole, joke, poke)
- -i-e words (bike, pipe, site, tire)

✓ Reads C-V-V-C words:

- -ai- words (pain, air, fail, mail)
- -oa- words (boat, soar, soak)
- -ea- words (bead, meal, ear, meat)
- -ee- words (feel, seem, keep, seen)

Comprehension:

- ✓ Identify characters and setting
- ✓ Retell a story
- ✓ Identify a problem and a solution in a story
- ✓ Tell fact from fiction

S
A
M
P
L
E



Betty was very happy. Today was her birthday. She had been planning a little party all week. She had many games for her friends to play.



Many children came to the party. “Let’s play Pin the Tail on the Kitten,” Betty said. “I just need to get the blindfold.”



DRA Levels 18 – 28

Grade Level: Second Grade

Important Learning:

Phonics:

- ✓ Read words with all different vowel teams: ou, ow, oo, oi, oy, au, aw, ay, ey
 - (shout, cow, book, shoot, spoil, joy, law, say)
- ✓ Read words with all different endings: -ing, -ed, -le, -tion, -sion
 - (failed, shopping, little, lotion, fusion)
- ✓ Read words with “r-controlled vowels: ar, or, er, ir, ur
 - (flavor, spur, concern, savor, stir, jarred)

Comprehension:

- ✓ Describe the characters and the setting
- ✓ Use table of contents
- ✓ Identify the topic and the details in informational text (*What are we learning about?*)
- ✓ Making inferences (*What do you think?*)
- ✓ Use an index or a glossary
- ✓ Learning problem/solution relationships
- ✓ Identify the main idea (or theme) in a story
- ✓ Compare and contrast in a narrative text

S
A
M
P
L
E



Just then a scientist who worked in the building stepped outside. He saw Bird struggling with her bottle. When she raised her wings, the man saw Fire.

“Bird has Fire,” he thought. “Surely, that is mine! I must get it back from Bird!”

The man thought and thought about how to lure Bird away from Fire. At last he had an idea.



The man went up to Bird. “Bird, we must talk. I saw into the future last night. I dreamed you were flying!”

This upset Bird because she could not fly. But she stayed to hear more.

“You stood high on a hill with your wings completely stretched out. A gust of wind lifted you up. You were flying!” said the man. “And there was no wire!”



DRA Levels 30 -38

Grade Level: Third grade

Important Learning:

Comprehension:

- ✓ Identifies an Author's Purpose (*Why did the author write this text?*)
 - *To tell a story?*
 - *To describe something?*
- ✓ Summarize Narrative text (*What happened in this story?*)
 - *State the author's purpose*
 - *State at least three events in the story*
- ✓ Summarize Descriptive text (*What did we learn about this topic?*)
 - *State the author's purpose*
 - *State at least three details in the text*
- ✓ Identify the Main Idea (*What was this text mostly about?*)

S
A
M
P
L
E

"Here comes Mr. Smart Guy," Manuel would tease Pablo when he returned.

Manuel had never gone to school and he didn't want to go. He didn't understand why Pablo liked it so much.

"You should spend more time working and less time learning," Juan would advise Pablo. He, too, thought school didn't matter.

"Learning is important," Pablo would tell his brothers. "Someday it will pay off. You'll see." Then wearily he would start plowing the rocky soil.



Every day the brothers observed a black and white bird flying over their field. It was a magpie, and it was always carrying something. The brothers knew that magpies loved to collect shiny objects. And the birds often hid what they found in their nests.

Their curiosity began to increase each day as they watched the bird. Where was it going? What was it carrying? Would it return?

One day on his way home from school Pablo met his brothers on the road. "Where are you going?" Pablo asked them.

"We are following the magpie. We want to find the treasure it keeps in its nest," they told him. "Come, we will share the riches we find."

Pablo and his brothers traveled many miles. Finally, they came to a group of very tall trees.



DRA Levels 38 – 50

Grade Level: 4th Grade

Important Learning:

- ✓ Identifies an Author's Purpose (*Why did the author write this text?*)
 - *To explain how something works?*
 - *To explain why something is?*
 - *To describe, explain how, instruct, all within one book?*
- ✓ Summarize Explanation text (*Why or How?*)
 - *State the author's purpose*
 - *State at least three reasons why OR three process steps*
- ✓ Summarize Mixed Genre text (*What did we learn about this by reading this book?*)
 - *State the author's purpose*
 - *State at least three details in the text*
- ✓ Identify the Main Idea (*What was this text mostly about?*)
- ✓ Explain the plot in a narrative text

A Plan

Cole stopped and thought for a moment. He didn't dare tell his mother. She had enough to worry about already, and he didn't want to worry her more. He would have to take care of this himself.

What if he left now and rode over to the sheriff's cabin? He was a fast rider. The sheriff could then ride to the mine and confront the ranch hands when they arrived.

What a great idea! Cole's face lit up, only to fall seconds later in disappointment. His plan had a giant fault. There was no horse at the ranch for him to ride. His father had taken the family's horse, Thunder, with him to the mine.

Sure, the ranch hands all had horses, but no way would Cole take one of them. That was a rule his father had always stressed to him. Never mess with another person's horse.

S
A
M
P
L
E



It was dark now. The bright moonlight made the trail easy to see. It was just a few miles more to the sheriff's cabin. Cole concentrated on making sure the camel didn't lose her footing. He needed to find the sheriff before the ranch hands could get to the mine.

It seemed like hours before Cole finally saw the light at the sheriff's cabin. He quickly dismounted and tied the camel to the hitching post. Out back he could see the sheriff's and deputy's horses stabled for the night.

The sheriff opened the door to Cole's knock. Behind him the deputy was hunched over a plate of food. Cole had interrupted their supper.



DRA Level 50

Grade Level: 5th Grade

Important Learning:

Comprehension:

- ✓ Identifies an Author's Purpose (*Why did the author write this text?*)
 - To explain how something works?
 - To explain why something is?
 - To describe, explain how, instruct, all within one book?
- ✓ Summarize Explanation text (*Why or How?*)
 - State the author's purpose
 - State at least three reasons why OR three process steps
- ✓ Summarize Mixed Genre text (*What did we learn about this by reading this book?*)
 - State the author's purpose
 - State at least three details in the text
- ✓ Identify the Main Idea (*What was this text mostly about?*)
- ✓ Explain the plot in a narrative text

CHAPTER FOUR

Strange Happenings

Caitlin felt sad that Domenic and Grandma didn't believe her. After supper that night, she gathered up her art supplies, went to Grandma's guestroom, and put on her pajamas. Then she sprawled out on the bed and started to scribble and draw. She loved making her beautiful yellow tangs, orange and white clownfish, and little blue chromis. Suddenly, the lights in the room flickered and went out. The room was very dark, and Caitlin was scared. "Grandma, Domenic!" she tried to call. But although her mouth opened and closed and opened and closed, no sound came out. Then she heard a voice in the darkness say, "Please stop making fun of me. I've come to take you on a wonderful ride!"

Caitlin spun her head around. Out of the darkened wall Behind her bed slithered the zebra moray eel.

Caitlin was shocked for only a second. Then she happily grabbed hold of the eel. "What's your name?" she said.

"Call me Slim," he answered. "Everybody's kind of scared of me, and that gets on my nerves."

"I'm not scared of you," Caitlin whispered, giving him a little pat. "Where are we going?"

"To the reef!" Slim answered. "Here are our escorts now!" Swooping down, amid giggles and chatter, were thirty-two orange jellyfish. Caitlin checked to make sure, and was happy to see that each one was wearing a ballet skirt.

Soon Slim reached the floor of the reef. Caitlin found herself in a forest of brightly colored trees, each one made out of coral. Here and there she saw what looked like giant bouquets of flowers. She wasn't sure they were anemones until she saw the crowd of clownfish. That convinced her.

"Hey!" a clownfish called to Slim. "It's *my* turn to play with Caitlin! Come on, let's swoosh and wiggle through the anemones!" And that's just what Caitlin did.