



Developmental Reading Assessment (DRA™) Kindergarten

The Developmental Reading Assessment (DRA2)™ is an interim benchmark assessment that is designed for students in Kindergarten through third grades. It allows teachers to systematically observe, record, and evaluate change in a student’s reading performance over time. The DRA2 provides teachers with information that helps them determine a student’s independent reading level and to focus on specific goals that the student needs to learn next.

How to Help Your Emergent Reader

Help your child choose books that they can read without much help. While they are reading, help them do the following:

- Identify high-frequency words (e.g., **the, I, in, he**)
- Encourage your child to use pictures to help identify unknown words.
- Match one-to-one (pointing to a word while saying it) consistently.
- Use the beginning letter/sound to problem-solve words and to confirm word choice.
- Re-read familiar books to help build fluency.
- Encourage student to read in phrases and not just word for word.
- Talk about what is happening in the illustrations or photographs.
- Recall some events in a story.

Reading to Your Child

Children who have been read to for **30 minutes a day** from birth through age five receive over 900 hours of brain food. Children who have been read to for **30 minutes a week** from birth through age five receive 130 hours of brain food....which is great....but [this is] a 770 hour deficit when compared to the first group. Children who are read to **less than 30 minutes weekly** enter kindergarten with less than 60 hours of the same brain food. Fewer nursery rhymes, fairy tales, stories, etc. Even the most gifted teacher cannot bridge the gap that exists between the cognitively undernourished and the young minds which have been saturated with literacy. (Iowa Literacy Link Volume 1 Number 8, April 2007) The good news is that reading to your child is powerful, no matter what age they are. Experts recommend that parents read to their children through high school. It is never too late to read to your child, no matter what age they are. So grab the comics, the newspaper, or a really great novel, curl up on the couch... and read!

From: [http:// www.thedailycafe.com/public/472.cfm](http://www.thedailycafe.com/public/472.cfm)

Range of Typical reading Levels in Kindergarten

In the fall, kindergarteners typically independently read at a Level A. By the end of kindergarten, a typical student will independently read at Level 4. It is important to note that some students may have DRA scores that are above or below the grade-level expectation. With good instruction, your child will steadily become a better reader, even if he is one or two levels behind peers.

Kindergarten					First					Second				Third			
A	1	2	3	4	6	8	10	12	14	16	18	20	24	28	30	34	38
Emergent Readers					Early Readers					Transitional Readers				Extending Readers			

Book Selections

What does a book with a level of A-4 look like?

You will find the following characteristics in books that are appropriate for emergent readers:

- Books will have familiar object, actions, and situations.
- Books will have pictures that provide support.
- The language in the books is simple with 1 to 3 sentence patterns.
- The books have common high-frequency words and other predictable words.
- The font size in the books is large with large amounts of space between words and lines.

How can I find the “just right” books for my child?

There is a range of reading levels within each grade. Ask your child’s teacher what level your child is at, and request a list of appropriate books.

How can I help my child become a better reader?

Continue to read to your child every day and expose him/her to the language of books. Have your child read to you. If he/she makes a mistake, simply tell him the correct word and let him/her move on. This increases enjoyment and fluency. To increase comprehension, talk about the story after you’ve read it.

Suggested Books

Level 1

Count and See; Hoban, Tana
Do You Want to be My Friend?; Carle, Eric
Great Cat Chase; Mayer, Mercer
My Book; Maris, Ron
My Very First Book of Colors; Carle, Eric
Now We Can Go; Jonas, Cann

Level 2

Cat on the Mat; Wildsmith, Brian
Chicken Soup; Fitros, Pamela
Grizzwold; Hoff, Syd
Have You Seen My Cat?; Carle, Eric
Have You Seen My Duckling?; Tafuri, Nancy
I'm Hungry; Fitros, Pamela

Level 3

All Fall Down; Wildsmith, Brian
Baby Says; Steptoe, John
Brown Bear, Brown Bear; Martin Bill
I Went Walking; Williams, Sue
One Hunter; Hutchins, Pat
Pancakes For Breakfast; dePaola Tomie
Pancakes, Crackers and Pizza; Eberts Marjorie

Level 4

Bears in the Night; Berenstain, Stan
Bears on Wheels; Berenstain, Stan
Fast Draw Freddie; Hamsa, Bobbie
Ice is...Whee!; Greene, Carol
Mary Wore Her Red Dress; Peek, Merle
Mud; Lewison, Wendy
My Dream; Wildsmith, Brian
Oops!; Mayer, Mercer
Roll Over!; Peek, Merle
School Bus; Crews, Donald
Snow Joe; Greene, Carol
Spots, Feathers, and Curly Tails; Tafuri, Nancy
The Chick and Duckling; Ginsurg, Mirra
Too Many Balloons; Matthias, Catherine
Toot, Toot; Wildsmith, Brian
What's for Lunch?; Carle, Eric
Where is It?; Lillegard, Dee

