

Reading Behaviours: Early and Developing

EARLY Readers: DRA Levels 1-5	
Levels 1-5	<p>Expect the child to gain control of:</p> <ul style="list-style-type: none"> • Directionality (left to right/return sweep) • Word-matching (spoken/print) • Use of Meaning (M) cues (pictures) • Use of Structure (S) cues (oral language) • Use of Visual (V) cues (initial letters) • Developing a bank of basic sight words <p>Foster:</p> <ul style="list-style-type: none"> • Beginning fluency (phrasing, expression) • Cross-checking to confirm or self-correct using <u>one</u> MSV cue
DEVELOPING Readers: DRA Levels 6-14	
Levels 6-9	<p>Expect the child to gain control of:</p> <ul style="list-style-type: none"> • Integration of MSV cues • Increased attention to visual cues (initial, final letters, chunks) • Cross-checking to confirm or self-correct using all MSV cues <ul style="list-style-type: none"> ➢ Does that make sense? ➢ Does that sound right? ➢ Does that look right? • Developing fluency • Increasing bank of sight words <p>Foster:</p> <ul style="list-style-type: none"> • Verbalizing the reading process • Searching for MSV cues at difficulty • Cross-checking to confirm and self-correct at difficulty • More independent strategy use i.e.: <ul style="list-style-type: none"> ➢ Look at the picture for clues ➢ Think about what makes sense ➢ Go back and reread ➢ Look at the letter clues ➢ Find word parts or chunks you know ➢ Skip the word, read on, then go back ➢ Flip the letter sound • noticing punctuation
Levels 10-14	
Levels 10-14	<p>Expect the child to gain control of:</p> <ul style="list-style-type: none"> • Flexible use of MSV cues at difficulty • Cross-checking to confirm and self-correct “on-the-run” • Sensitivity to punctuation • large bank of sight words <p>Foster:</p> <ul style="list-style-type: none"> • Independent strategy use • Increasing fluency • Increasing word knowledge

Johnson, P. and K. Keier. *Catching Readers Before They Fall: Supporting Readers Who Struggle K-4*. Maine: Stenhouse, 2010.

Peterson, Barbara. "Selecting Books for Beginning Readers." In DeFord, Dianne, C., Lyons, & G.S. Pinnell. *Bridges to Literacy: Learning from Reading Recovery*. Portsmouth, NH: Heinemann, 1991.

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Smith, A., E. Nalley, & D. Croft. *Teachers' Resource Book*. PM Benchmark Reading Assessment Resource. Australia: Cengage Learning, (2009). Based on Developmental Reading Levels (DRA).