

Name/Date \_\_\_\_\_

Teacher/Grade \_\_\_\_\_

Scores: Reading Engagement \_\_\_/8      Oral Reading Fluency \_\_\_/16      Comprehension \_\_\_/24  
 Independent Range:                      6–7                      11–14                      17–22

Book Selection      Text selected by:       teacher                       student

## 1. READING ENGAGEMENT

Ask the student to bring his or her completed Student Reading Survey to the conference.

## 2. ORAL READING FLUENCY

### INTRODUCTION

*T: In this story, Friends in America, Margaret helps a friend who has just come to America. Please read aloud to the star on page 2. Show the student where to stop reading at the \*.*

### RECORD OF ORAL READING



Record the student's oral reading behaviors. Note the student's fluency (expression and phrasing). Be sure to time the student's reading.

### Page 2

Margaret hurried down High Street with her basket. It was Friday, and all the farmers brought their goods to Philadelphia. Margaret often went shopping with her mother. Today, Mama was sick in bed so Margaret had to go by herself. Even though she had just turned twelve, Margaret didn't mind. It had been a year since her family had come from Germany, and she knew the city.

It was early in the morning, but the marketplace was very busy. Margaret went straight to the place in the market where the sellers sold meat. Old Mr. Ober, who raised the best chickens, always sold out early. In fact, when Margaret arrived, she found two women poking the chickens that hung by their legs from a pole.

Mr. Ober was impatient. “You want it or not?” he said to one of the women. “Stop poking and start choosing.”

“The day’s just begun,” the woman replied. “Don’t be in such a rush.”

“I want to finish and go to the dock,” said Mr. Ober. “A ship arrived late last night, and I’m going to look over the redemptioners. If I find one who I think will be a good worker, I’ll pay for the ticket. Then my wife and I will have the help that we need.”

Margaret shivered at the thought. She knew that redemptioners were passengers who could not afford to pay for their trip. They had to stay on board until someone paid for their ticket. In return, they had to work for that person for a number of years.

Time: \_\_\_\_\_ minutes:seconds

### ORAL READING WORDS PER MINUTE, PERCENT OF ACCURACY

Use the student’s oral reading time to circle the WPM range.

Word Count: 260

	INTRVN	INSTR	IND	ADV
Minutes:Seconds	3:05 or more	3:04–2:17	2:16–1:44	1:43 or less
WPM	84 or less	85–114	115–150	151 or more

Count the number of miscues that are not self-corrected. Circle the percent of accuracy based on the number of miscues.

	INTRVN	INSTR	IND		ADV	
Number of Miscues	12 or more	10–11	7–9	4–6	1–3	0
Percent of Accuracy	95 or less	96	97	98	99	100

- If the student’s score falls in a shaded area for either WPM or Accuracy, STOP! Reassess with a lower-level text.



**Oral Reading Rate:** (Optional) Use the formula below to determine the student's exact oral reading rate. Convert the student's reading time to all seconds.

$$260 \text{ (words)} \div \text{_____ total seconds} = \text{_____ WPS} \times 60 = \text{_____ WPM}$$

### ***DRA2* Continuum**

- Use the information from the Student Reading Survey and the Student Booklet to circle the descriptors that best describe the student's responses.
- Add the circled numbers to obtain a total score for each section.
- Record the scores at the top of page 1. Record the Comprehension score at the top of page 5 after the colon.

**Note:** If the Comprehension score is less than 12, administer *DRA2* with a lower-level text at another time.

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<b>DRA2 CONTINUUM</b>				
	<b>INTERVENTION</b>	<b>INSTRUCTIONAL</b>	<b>INDEPENDENT</b>	<b>ADVANCED</b>
<b>Reading Engagement</b>				
<b>Wide Reading</b>	1 Title(s) below grade level; limited reading experiences and book knowledge	2 2–3 titles slightly below grade level; some reading experiences	3 At least 4 titles from 2–3 genres or multiple books from 1 genre; generally on-grade-level texts	4 Wide variety of titles across 3 or more genres; many on- and above-grade-level texts
<b>Self-Assessment/ Goal Setting</b>	1 No strengths and/or goals related to the reading process; no real plan	2 General strengths and goals (e.g., read more); general plan	3 At least 1–2 specific strengths and goals related to the reading process; relevant plan	4 3 specific strengths <u>and</u> goals related to the reading process; 2–3-step plan
<b>Score</b>	<b>2 3</b>	<b>4 5</b>	<b>6 7</b>	<b>8</b>
<b>Oral Reading Fluency</b>				
<b>Expression</b>	1 Monotone; very little expression	2 Some expression that conveys meaning	3 Expression reflects mood, pace, and tension at times	4 Expression reflects mood, pace, and tension most of the time
<b>Phrasing</b>	1 Mostly word-by-word	2 Inappropriate pauses; shorter phrases most of the time	3 Generally appropriate pauses; heeds most punctuation; longer, meaningful phrases most of the time	4 Appropriate pauses; heeds all punctuation; consistently longer, meaningful phrases
<b>Rate</b>	1 84 WPM or less	2 85–114 WPM	3 115–150 WPM	4 151 WPM or more
<b>Accuracy</b>	1 95% or less	2 96%	3 97%–98%	4 99%–100%
<b>Score</b>	<b>4 5 6</b>	<b>7 8 9 10</b>	<b>11 12 13 14</b>	<b>15 16</b>
<b>Comprehension</b>				
<b>Questioning/Prediction</b>	1 Illogical or unrelated question(s) and/or prediction(s)	2 1–2 reasonable questions and/or predictions related to the text	3 At least 2 reasonable questions and predictions that go beyond the text read aloud	4 At least 3 thoughtful questions and predictions that go beyond the text read aloud
<b>Summary</b>	1 1–2 events in own language and/or copied text; may include incorrect information	2 Partial summary; generally in own language; some important characters/events; may include misinterpretations	3 Summary in own language; includes most of the important characters' names, some details, and many of the important events in sequence from the beginning, middle, and end	4 Well-organized summary in own language; includes all important characters' names, specific details, and all important events from the beginning, middle, and end
<b>Literal Comprehension</b>	1 Little information from the text and/or incorrect information	2 Partial information from the text; may include misinterpretation	3 Information from the text that accurately responds to question(s) or prompt(s)	4 All important information from the text that effectively responds to question(s) or prompt(s)
<b>Interpretation</b>	1 Little or no understanding of important text implication(s)	2 Partial understanding of important text implication(s); little or no detail	3 Understands important text implication(s); relevant supporting details	4 Insightful understanding of important text implication(s); important supporting details
<b>Reflection</b>	1 Insignificant or unrelated message or event; no reason for opinion or no response	2 Less significant message or event <u>and</u> general reason(s) for opinion	3 Significant message or event <u>and</u> a relevant reason for opinion	4 Significant message or event <u>and</u> reason(s) for opinion that reflect higher-level thinking
<b>Metacognitive Awareness</b>	1 Unrelated or no example(s); may copy a strategy	2 General or limited example(s)	3 At least 1 specific example from the text related to the identified strategy; may include details	4 At least 2 specific examples from the text related to the identified strategy; includes details
<b>Score</b>	<b>6 7 8 9 10 11</b>	<b>12 13 14 15 16</b>	<b>17 18 19 20 21 22</b>	<b>23 24</b>

Choose three to five learning/teaching activities on the *DRA2* Focus for Instruction on the next page.

## DRA2 FOCUS FOR INSTRUCTION

### READING ENGAGEMENT

#### Wide Reading

- Teach student strategies to select appropriately leveled texts for independent reading
- Introduce student to reading materials from a variety of genres and purposes
- Teach strategies to build reading stamina
- Create structures and/or routines to support reading at home
- Develop and monitor clear expectations for amount of independent reading
- Teach student how to use a reading log to monitor book selection and set reading goals

#### Self-Assessment/Goal Setting

- Model and discuss strategies good readers use
- Help student identify 1–2 reading goals and a plan of action to improve reading
- Support revision of ongoing reading goals

### ORAL READING FLUENCY

#### Expression and Phrasing

- Model and teach reading in longer, meaningful phrases with appropriate expression
- Have student practice appropriate expression with familiar texts
- Have student participate in choral reading and/or reader's theater
- Teach student to heed punctuation

#### Rate

- Provide materials and time for repeated readings and timed readings to increase reading rate
- Give opportunities for student to read lower-level and/or familiar texts at an appropriate rate

#### Accuracy: Word Analysis

- Support and reinforce self-corrections of miscues
- Model and support how to take words apart (e.g., onset and rime, syllables) to problem-solve unknown words
- Teach how to use word chunks and analogies to problem-solve unknown words
- Provide spelling activities and word sorts to help student recognize patterns in words

### COMPREHENSION

#### Questioning/Prediction

- Provide opportunities for student to discuss what he or she knows about the characters and setting based on title and book cover, as well as opening paragraphs and illustrations of texts read aloud
- Teach how to make and confirm predictions prior to and during reading
- Model and support using background information to make meaningful predictions
- Model and support using knowledge of text structures/genre characteristics to make predictions

#### Summary

- Share and identify characteristics of good summaries
- Model and co-construct written summaries of texts read aloud
- Model and support how to distinguish between more important and less important ideas and details
- Model and support how to write a summary in one's own words
- Teach student how to use a graphic organizer as an aid to creating a summary
- Teach student how to identify story elements (e.g., characters, setting, plot)
- Provide time for student to practice oral and written summaries

#### Literal Comprehension

- Show student how to use key words to identify specific information from the text
- Provide opportunities for student to answer and construct literal questions
- Help student locate and record specific details
- Teach student how to use and construct graphic organizers to keep track of story information

#### Interpretation

- Teach and share examples of inferences
- Model and support how to identify important text implications
- Provide opportunities for student to support inferences with examples from the text
- Give student opportunities to respond to and construct inference questions orally and in writing

#### Reflection

- Help student identify important information and/or key vocabulary in a variety of texts
- Provide opportunities to identify and discuss a significant message or event in a story
- Provide opportunities to discuss theme/most important idea of stories read aloud
- Demonstrate and teach student how to support opinion with details from the text

#### Metacognitive Awareness

- Model and teach comprehension strategies for fiction texts
- Provide opportunities for student to practice using a specific comprehension strategy (e.g., making connections, visualizing, responding emotionally)
- Help student identify examples in a text where he or she used a specific strategy

#### OTHER

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Name \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ Grade \_\_\_\_\_

**BEFORE READING**

**PREDICTION**

List 3 questions that you had while reading the first part of this story.

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_

What are 3 things that you think might happen in the rest of this story?

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_

**Let your teacher know when you have completed this page.**





**LITERAL COMPREHENSION**

List 3 places Margaret went on her shopping trip.

**Margaret**

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_

**INTERPRETATION**

Tell how Margaret and Gretchen are similar and different. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**REFLECTION**

What do you admire the most about Margaret? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Tell why. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**METACOGNITIVE AWARENESS**

Check 1 strategy that you used to help you understand this story.

- I thought about similar experiences and stories.
- I asked myself questions as I read.
- I pictured what was happening.
- I thought about the reason why things happened.
- I understood the character's feelings.

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Reread what you have written to make sure your answers are the way you want them before you hand in your booklet.**

Friends in America