

Name/Date _____ Teacher/Grade _____

Scores: Reading Engagement ___/9 Oral Reading ___/9 Printed Language Concepts ___/6
 Independent Range: 8–9 8–9 6

Book Selection Text selected by: teacher student

1. READING ENGAGEMENT

(If the student has recently answered these questions, skip this section.)

T: Who reads with you or to you at home? _____

T: Tell me about one of your favorite books. _____

2. ORAL READING

INTRODUCTION AND PREVIEW

T: In this book, Things That Go, we will see different things that can go. Look at the pictures, and tell me what can go in this book.

Note the student's ability to hold/control the book and turn the pages. If the student names less than half of the items, use your best judgment to decide whether you should proceed with this text.

T: Point to and read the title, and then say: I'll read the first page. As I read, I will point to each word with my finger. Watch and listen. Read page 2.

T: Point to the first word on page 4, and say: Now, you point to the words as you read what else can go.

RECORD OF ORAL READING

Record the student's oral reading behaviors on the Record of Oral Reading below.

Page 4

The car can go.

Page 6

The bus can go.

Page 8

The boat can go.

Page 10

The plane can go.

3. TEACHER ANALYSIS

ORAL READING, PERCENT OF ACCURACY

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

Word Count: 16

	EM	DEV	IND	
Number of Miscues	3 or more	2	1	0
Percent of Accuracy	81 or less	88	94	100

- If the student’s number of miscues is 1 or less, continue the assessment with a Level 2 text.
- If the student’s number of miscues is 2 or more, STOP!
 1. Circle the descriptor in each row of the *DRA2* Continuum that best describes the student’s reading behaviors and responses.
 - Add the circled numbers to obtain a total score for each section.
 - Record the total scores at the top of page 1.
 2. Use the student’s profile of reading behaviors to identify instructional needs.
 3. Administer *DRA Word Analysis*, beginning with Task 1, at another time.

Things That Go 1

DRA2 CONTINUUM	LEVEL 1			EMERGENT READERS	
	EMERGING		DEVELOPING		INDEPENDENT
Reading Engagement					
Literacy Support	1 No response or is uncertain		2 Names at least one person who reads with him or her at home		3 Names several people who read with him or her at home
Favorite Book	1 No response or is uncertain		2 Tells something about a favorite book		3 Gives title and shares some specific details about favorite book
Book-Handling Skills	1 Relies on others to hold and turn pages of a book		2 Holds and/or turns pages of a book when prompted		3 Holds and turns pages of a book independently
Score	3 4		5 6 7		8 9
Oral Reading					
Monitoring/Self-Corrections	1 Detects no miscues		2 Self-corrects at least 1 miscue and neglects to self-correct other miscues		3 Self-corrects 2 or more miscues or reads accurately (no miscues or self-corrects all miscues)
Use of Cues	1 Often neglects cues (e.g., pictures, sentence pattern, visual information)		2 Uses cues (e.g., pictures, sentence pattern, visual information) at times		3 Uses cues (e.g., pictures, sentence pattern, visual information) most of the time
Accuracy Rate	1 81% or less		2 88%		3 94%–100%
Score	3 4		5 6 7		8 9
Printed Language Concepts					
Directionality	1 No/little control of directionality on one line of text		2 Inconsistent control of directionality on one line of text		3 Controls directionality on one line of text
One-to-One Correspondence	1 Slides finger; no one-to-one match		2 Points to words; inconsistent one-to-one match		3 Points to words; consistent one-to-one match
Score	2 3		4 5		6