

Name/Date _____

Teacher/Grade _____

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

Book Selection Text selected by: teacher student

1. READING ENGAGEMENT

(If the student has previously 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 story, Bath Time, a little girl is taking a bubble bath. She tells her mom what she can see. Each thing is a different color. Look at the pictures, and tell me what the little girl can see.*

Note the student's ability to hold the book and turn pages. If the student names fewer than half of the objects, use your best judgment to decide whether you should proceed with the 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 she can see.*

RECORD OF ORAL READING

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

Page 4

I can see a blue fish.

Page 6

I can see a yellow duck.

Page 8

I can see a green frog.

Page 10

I can see a purple towel.

Page 12

I can see pink soap . . .

Page 14

and I can see bubbles.

After the student has read the last page, go back to the following pages and note the student's responses.

T: Turn to page 8. After showing the letter *g* on a card, say: ***Find a word that begins with this letter.***

T: Turn to page 12. After showing the letter *p* on a card, say: ***Find a word that ends with this letter.***

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: 34

	EM	DEV	IND		
Number of Miscues	4 or more	3	2	1	0
Percent of Accuracy	88 or less	91	94	97	100

- If the student's number of miscues is 2 or less, continue the assessment with a Level 3 text.
- If the student's number of miscues is 3 or more, STOP!

DRA2 Continuum and Focus for Instruction

1. Circle the descriptors on the *DRA2* Continuum that best describe 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 on the *DRA2* Focus for Instruction.
3. Administer *DRA Word Analysis*, beginning with Task 1, at another time.

DRA2 CONTINUUM		LEVEL 2			EMERGENT READER	
	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 <u>or</u> 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	1 88% or less	2 91%			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	
Words/Letters	1 Demonstrates little understanding of the terms <i>begins</i> , <i>ends</i> , and <i>letter</i> ; unable to locate either word	2 Demonstrates some understanding of the terms <i>begins</i> , <i>ends</i> , and <i>letter</i> by locating 1 of the words			3 Demonstrates an understanding of the terms <i>begins</i> , <i>ends</i> , and <i>letter</i> by locating both words	
Score	3 4	5 6 7			8 9	

DRA2 FOCUS FOR INSTRUCTION FOR EMERGENT READERS

Reading Engagement

- Create structures and routines to support reading at home
- Model and support holding a book while previewing and reading
- Model and support turning the pages of a book while previewing and reading

Oral Reading

Teach how to:

- Monitor using one-to-one correspondence
- Monitor using known words
- Problem-solve unknown words by using beginning letter/sound relationships, pictures, and language structures
- Confirm word choice by using beginning letter/sound relationships, pictures, and language structures
- Self-correct miscues

Printed Language Concepts

Model and support:

- Directionality
- Concept of a letter and a word
- Concept of first and last letter of a word
- Concept of the terms *begins* and *ends*
- Concept of the terms *letter* and/or *sound*
- One-to-one correspondence

OTHER
