

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 informational text, Lights! Camera! Action!, filmmaker Alyssa Buecker tells how a young teen makes movies. 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

Meet Alyssa Buecker

As the lights start to dim, noise from the crowd quickly turns to silence. The 2000 KAN Film Festival begins. One young filmmaker in the crowd is Alyssa Buecker from Kansas. She is 15 years old. Her movie **Carrot Wars** is up for Best Film. Unlike other young filmmakers there, Alyssa knows what to expect. She has won three times before. But tonight is different. This time her film is up for the top prize.

As the night goes on, awards are given for films in each category. Each winner comes up front to give a speech and to receive a trophy. Finally, it's time to announce the festival's Best Film. Holding her breath, Alyssa's heart jumps as **Carrot Wars** is named the Best Film for 2000.

Alyssa’s interest in making movies began when she was 11. During the summer, she took a class to learn how to make films. It was a good way to use her mom’s new **camcorder**. For a class project, Alyssa had to come up with an idea for a movie. She decided to use her pet guinea pig Hazel. “I was going to do a film about my dog,” she remarks, “but he doesn’t like people very much.” That was not a problem for Hazel. She will do just about anything as long as she has carrots or lettuce to eat.

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: 230

	INTRVN	INSTR	IND	ADV
Minutes:Seconds	2:54 or more	2:53–2:07	2:06–1:39	1:38 or less
WPM	79 or less	80–109	110–140	141 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	11 or more	9–10	6–8	4–5	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.

3. COMPREHENSION

PREDICTION

Students do not use the text when making their predictions.

T: *Follow the directions on the first page of your Student Booklet. After you have finished your predictions, come to me (or raise your hand).*

Note: For students who have an Individual Education Plan in place for reading and/or written communication, follow the directions in their plan. You may read aloud the prompts in the Student Booklet and/or scribe their responses if required. Give no additional prompts.

While the student completes the Prediction page, complete the Teacher Analysis of Oral Reading on the next page and circle the descriptors on the *DRA2* Continuum that best describe the student’s oral reading fluency.

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DRA2 CONTINUUM				
	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED
Reading Engagement				
Wide Reading	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
Self-Assessment/ Goal Setting	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
Score	2 3	4 5	6 7	8
Oral Reading Fluency				
Expression	1 Monotone; very little expression	2 Some expression that conveys meaning	3 Expression emphasizing key phrases and words at times	4 Expression emphasizing key phrases and words effectively
Phrasing	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
Rate	1 79 WPM or less	2 80–109 WPM	3 110–140 WPM	4 141 WPM or more
Accuracy	1 95% or less	2 96%	3 97%–98%	4 99%–100%
Score	4 5 6	7 8 9 10	11 12 13 14	15 16
Comprehension				
Questioning/Prediction	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
Summary	1 1–2 ideas/facts in own language and/or copied text; may include incorrect information	2 Partial summary; generally in own language; some important ideas/facts; may include misinterpretations	3 Summary in own language; includes many important ideas, some vocabulary and supporting facts from each section	4 Summary in own language; includes all important ideas, key vocabulary and supporting facts from each section
Literal Comprehension	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)
Interpretation	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
Reflection	1 Insignificant or unrelated message or information; no reason for opinion or no response	2 Less significant message or information <u>and</u> general reason(s) for opinion	3 Significant message or information <u>and</u> a relevant reason for opinion	4 Significant message or information <u>and</u> reason(s) for opinion that reflect higher-level thinking
Metacognitive Awareness	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
Score	6 7 8 9 10 11	12 13 14 15 16	17 18 19 20 21 22	23 24

Lights! Camera! Action! **50**

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
- Teach student to recognize and emphasize key phrases and words
- 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 make predictions based on title, table of contents, and headings
- Teach student how to make and confirm predictions prior to and during reading
- Model and support using background information to make meaningful predictions
- Model and teach student how to pose questions as a basis for 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 facts
- Model and support how to write a summary in one's own words
- Model and support how to use examples from the text
- Teach student how to use headings to organize a summary of an informational/nonfiction text
- 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
- Model and support how to locate and use nonfiction text features (e.g., charts, graphs, maps, tables, headings, glossary, bold words, etc.)
- Teach student how to use and construct graphic organizers to keep track of key ideas and facts

Interpretation

- Teach and share examples of inferences
- Provide opportunities for student to support inferences with information or examples from the text
- Give student opportunities to respond to and construct inference questions orally and in writing
- Model and support how to interpret nonfiction text features (e.g., how to read a chart or diagram)

Reflection

- Help student identify important information and/or key vocabulary in a variety of texts
- Demonstrate how to support opinion with details from the text

Metacognitive Awareness

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

OTHER

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BEFORE READING

PREDICTION

What questions did you have as you were reading the first part of this text?

- 1. _____

- 2. _____

- 3. _____

What do you think you will learn from reading the rest of this text?

- 1. _____

- 2. _____

- 3. _____

Let your teacher know when you have completed this page.

Lights! Camera! Action!

LITERAL COMPREHENSION

List 3 things Alyssa does to make her movies.

Steps Involved in Making Movies

1. _____

2. _____

3. _____

INTERPRETATION

List how Alyssa’s movies are similar and different.

Similarities

Differences

REFLECTION

What is the most important message in this text? _____

Tell why you think this message is important. _____

Lights! Camera! Action!

METACOGNITIVE AWARENESS

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

- I recalled what I know about the topic.
- I asked myself questions as I read.
- I was reminded of personal connections.
- I used headings to decide what was important.
- I thought about the reasons why things happened.
- I pictured what was happening.

Give at least 2 specific examples from this book 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.