

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: This tall tale, Mike Fink: King of the Keelboatmen, is about how Mike Fink becomes a legend. 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

"I'm King of the Keelboatmen!" Mike Fink boasted as he traveled the waterways to New Orleans. "I can out-keel any man east or west of the Mississippi River. I can haul more cargo than a dozen oxen pulling a herd of elephants! I can outwit, out-wrestle, and out-shoot anybody from here to the Rocky Mountains!"

Do you know what? He was right!

Mike Fink was born right outside of Pittsburgh, Pennsylvania, near the Allegheny Mountains. From the beginning, Mike's parents realized he was going to be a handful. When he was only 7 days old, he jumped up in his cradle and hopped out the window. He ran like lightning through the woods and chased the animals. When he was just 7 weeks old, he crowed his first "Cock - a - doodle - doo!" loud enough to wake the bears that hibernated deep in their caves. When he was 7 months old, he grabbed his mama and papa and lifted them high over his head, one in each hand.

At 7 years of age, Mike began to show off his talent as a marksman. He used the family rifle, Bang - All, to practice his sharp - shooting skills deep in the forest. Mike amazed even the best shooters. He could knock the stinger off a bee without killing it. He also could shoot the curly tail off a pig from far away. He could shoot an apple off a tree at the stem, then sit under that same tree, catch the apple, and take a bite before the apple could hit the ground.

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

	<b>INTRVN</b>	<b>INSTR</b>	<b>IND</b>	<b>ADV</b>
<b>Minutes:Seconds</b>	2:55 or more	2:54–2:06	2:05–1:38	1:37 or less
<b>WPM</b>	89 or less	90–124	125–160	161 or more

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

	<b>INTRVN</b>	<b>INSTR</b>	<b>IND</b>		<b>ADV</b>	
<b>Number of Miscues</b>	12 or more	10–11	7–9	4–6	1–3	0
<b>Percent of Accuracy</b>	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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<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 specific strength and goal related to the reading process; relevant plan	4 2–3 specific strengths and 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 89 WPM or less	2 90–124 WPM	3 125–160 WPM	4 161 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>Literal Comprehension/ Note Taking</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>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>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 and general reason(s) for opinion	3 Significant message or event and a relevant reason for opinion	4 Significant message or event and 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

#### Literal Comprehension/Note Taking

- 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
- Model and teach note taking
- Provide visual outlines/graphic organizers
- Teach student how to use and construct graphic organizers to keep track of story information
- Teach active monitoring (e.g., using sticky notes to record questions, key ideas, confusions, etc.)
- Give feedback on student notes

#### 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 create a summary
- Teach student how to identify story elements (e.g., characters, setting, plot)
- Provide time for student to practice oral and written summaries

#### 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 most 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.**



Mike Fink

**DURING READING**

**LITERAL COMPREHENSION**

As you read this story, select the important information to record on the graphic organizer below.

**Mike Fink: King of the Keelboatmen**

<p><b>Setting</b> _____</p> <p>_____</p> <p>_____</p>
<p><b>Characters</b> _____</p> <p>_____</p> <p>_____</p>
<p><b>Events</b> _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Resolution</b> _____</p> <p>_____</p> <p>_____</p>

Mike Fink





**INTERPRETATION**

How do you think Mike Fink felt when he and Jack Carpenter headed west? Use information from the story to support your answer.

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**REFLECTION**

What do you think is the most important event in this story? \_\_\_\_\_

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Tell why you think that event is important. \_\_\_\_\_

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**METACOGNITIVE AWARENESS**

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

- Making connections: I thought about similar experiences and/or stories.
- Questioning: I asked myself questions as I read.
- Visualizing: I pictured what was happening.
- Inferring: I thought about the reasons why things happened.
- Responding emotionally: I understood the character’s feelings.

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

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



Mike Fink