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

<table>
<thead>
<tr>
<th>Number of Miscues</th>
<th>EM</th>
<th>DEV</th>
<th>IND</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 or more</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>88 or less</td>
<td>91</td>
<td>94</td>
<td>97</td>
</tr>
</tbody>
</table>

• 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.
<table>
<thead>
<tr>
<th>DRA2 CONTINUUM</th>
<th>LEVEL 2</th>
<th>EMERGENT READER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EMERGING</td>
<td>DEVELOPING</td>
</tr>
<tr>
<td><strong>Reading Engagement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Literacy Support</strong></td>
<td>1 No response or is uncertain</td>
<td>2 Names at least one person who reads with him or her at home</td>
</tr>
<tr>
<td><strong>Favorite Book</strong></td>
<td>1 No response or is uncertain</td>
<td>2 Tells something about a favorite book</td>
</tr>
<tr>
<td><strong>Book-Handling Skills</strong></td>
<td>1 Relies on others to hold and turn pages of a book</td>
<td>2 Holds and/or turns pages of a book when prompted</td>
</tr>
<tr>
<td><strong>Score</strong></td>
<td>3 4</td>
<td>5 6 7</td>
</tr>
<tr>
<td><strong>Oral Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Monitoring/Self-Corrections</strong></td>
<td>1 Detects no miscues</td>
<td>2 Self-corrects at least 1 miscue and neglects to self-correct other miscues</td>
</tr>
<tr>
<td><strong>Use of Cues</strong></td>
<td>1 Often neglects cues (e.g., pictures, sentence pattern, visual information)</td>
<td>2 Uses cues (e.g., pictures, sentence pattern, visual information) at times</td>
</tr>
<tr>
<td><strong>Accuracy</strong></td>
<td>1 88% or less</td>
<td>2 91%</td>
</tr>
<tr>
<td><strong>Score</strong></td>
<td>3 4</td>
<td>5 6 7</td>
</tr>
<tr>
<td><strong>Printed Language Concepts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Directionality</strong></td>
<td>1 No/little control of directionality on one line of text</td>
<td>2 Inconsistent control of directionality on one line of text</td>
</tr>
<tr>
<td><strong>One-to-One Correspondence</strong></td>
<td>1 Slides finger; no one-to-one match</td>
<td>2 Points to words; inconsistent one-to-one match</td>
</tr>
<tr>
<td><strong>Words/Letters</strong></td>
<td>1 Demonstrates little understanding of the terms begins, ends, and letter; unable to locate either word</td>
<td>2 Demonstrates some understanding of the terms begins, ends, and letter by locating 1 of the words</td>
</tr>
<tr>
<td><strong>Score</strong></td>
<td>3 4</td>
<td>5 6 7</td>
</tr>
</tbody>
</table>

**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**

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