Scores:  
Reading Engagement ___/8  Oral Reading Fluency ___/16  Comprehension ___/28
Independent Range:  
6–7  11–14  19–25

Book Selection  
Text selected by:  
☐ teacher  
☐ student

1. READING ENGAGEMENT

Ask the student to bring his or her reading record to the conference. If the Student Reading Survey was not completed prior to the assessment conference, read aloud the questions on the survey and record the student’s responses.

2. ORAL READING FLUENCY

INTRODUCTION

T: This book is called From Peanuts to Peanut Butter. It tells how peanuts are grown and then made into peanut butter. Please read aloud pages 2 through 6. 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

Peanut Butter

You can find a jar of peanut butter in most homes. Lots of kids like to eat peanut butter. Did you know that millions of pounds of peanut butter are eaten in the United States and Canada each year? That’s a lot of peanut butter!

Page 4

Growing Peanuts

Peanut butter is made from peanuts. Peanuts are grown on farms. About half of the peanuts grown on farms are used to make peanut butter.
Page 5
Most peanuts are grown in the southern part of the United States. There, the weather is warm. The soil is very sandy. Peanuts need rich, sandy soil and warm days and nights to grow.

Page 6
Peanuts are planted in April. They are planted in rows. The peanut plant starts to come through the soil after two weeks. It looks like a small bush.

When the plant is 18 inches tall, small yellow flowers bloom. First, the flowers fall off. Then, pegs grow down into the ground. Soon, the peanuts begin to grow on the pegs.

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: 168

<table>
<thead>
<tr>
<th>Minutes:Seconds</th>
<th>INTRVN</th>
<th>INSTR</th>
<th>IND</th>
<th>ADV</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:37 or more</td>
<td>2:36–2:16</td>
<td>2:15–1:36</td>
<td>1:35 or less</td>
<td></td>
</tr>
<tr>
<td>2:15–1:36</td>
<td>64 or less</td>
<td>65–74</td>
<td>75–105</td>
<td>106 or more</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Number of Miscues</th>
<th>INTRVN</th>
<th>INSTR</th>
<th>IND</th>
<th>ADV</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 or more</td>
<td>10</td>
<td>8–9</td>
<td>6–7</td>
<td>5</td>
</tr>
<tr>
<td>6–7</td>
<td>5</td>
<td>3–4</td>
<td>1–2</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of Accuracy</th>
<th>INTRVN</th>
<th>INSTR</th>
<th>IND</th>
<th>ADV</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 or less</td>
<td>94</td>
<td>95</td>
<td>96</td>
<td>97</td>
</tr>
<tr>
<td>95</td>
<td>97</td>
<td>98</td>
<td>99</td>
<td>100</td>
</tr>
</tbody>
</table>

- If the student’s score falls in a shaded area for either WPM or Accuracy, STOP! Reassess with a lower-level text.
- If the student is reading below the grade-level benchmark, administer DRA Word Analysis, beginning with Task 28, at another time.
3. COMPREHENSION

TEXT FEATURES and STUDENT PREDICTION

Read aloud the questions/prompts on page 1 in the Student Booklet, and record the student’s responses on the same page. Do not give additional prompts. Students may use the indicated book pages when responding to the Prediction and Nonfiction Text Features questions/prompts.

Note: Continue with the assessment if time permits. Otherwise, have the student read the book and complete the Student Booklet at another time.

STUDENT READS AND RESPONDS

All students may use the text to complete pages 2–3 of the Student Booklet.

T: Read the book. When you are finished, write a summary of what you have read and answer the remaining questions in the Student Booklet. If you have questions, please 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 on pages 2 and 3 of the Student Booklet and/or scribe their responses if required. Give no additional prompts.

While the student reads the text independently, 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.
4. TEACHER ANALYSIS

ORAL READING

If the student had 5 or more different miscues, use the information recorded on the Record of Oral Reading to complete the chart.

<table>
<thead>
<tr>
<th>Student problem-solves words using:</th>
<th>Number of miscues self-corrected: ____</th>
<th>Number of miscues not self-corrected: ____</th>
<th>Number of words told to the student: ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ beginning letter(s)/sound(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ letter-sound clusters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ blending letters/sounds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ onset and rime</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ knowledge of spelling patterns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ (analogies)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ syllables</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ rereading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ no observable behaviors</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Miscues interfered with meaning:</th>
<th>Miscues included:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ never</td>
<td>□ omissions</td>
</tr>
<tr>
<td>□ at times</td>
<td>□ insertions</td>
</tr>
<tr>
<td>□ often</td>
<td>□ reversals</td>
</tr>
<tr>
<td></td>
<td>□ substitutions that were</td>
</tr>
<tr>
<td></td>
<td>□ visually similar</td>
</tr>
<tr>
<td></td>
<td>□ not visually similar</td>
</tr>
</tbody>
</table>

Copy each substitution to help analyze the student's attention to visual information.

e.g., pages (substitution)
    pegs (text)

Oral Reading Rate: (Optional) Use the formula below to determine the student's exact oral reading rate. Convert the student’s reading time to all seconds.

\[
168 \text{ (words)} \div \text{______ total seconds} = \text{_______ WPS} \times 60 = \text{_______ WPM}
\]

DRA2 Continuum

• Use the information from the Student Reading Survey and the Student Booklet to circle the descriptors that best describe the student’s responses for Reading Engagement and Comprehension.

• Add the circled numbers to obtain a total score for each section.

• Record the total scores at the top of page 1. Record the Comprehension score at the top of page 5 after the colon.

Note: If the Comprehension score is less than 14, administer DRA2 with a lower-level text.
Choose three to five teaching/learning activities on the DRA Focus for Instruction on the next page.
DRA2 FOCUS FOR INSTRUCTION FOR EXTENDING READERS

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
- Teach strategies to build reading stamina
- Create structures and/or routines to support reading at home
- Develop clear expectations for amount of independent reading
- Teach student how to use a reading log to monitor book selection and set reading goals
- Model/teach how to read for different purposes

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 support 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 in nonfiction texts
- Teach student to heed punctuation

Rate
- Provide materials and time for repeated reading to increase reading rate
- Teach 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

Prediction
- Provide opportunities for student to make predictions based on title, table of contents, and headings
- Model and support using background information to make meaningful predictions
- Model and teach student how to pose questions as a basis for predictions

Nonfiction Text Features
- Model and support how to read and interpret charts, graphs, maps, tables, etc.
- Model and teach how to use table of contents, headings, glossary, etc.

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

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
- Teach student how to use 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 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 key vocabulary
- Demonstrate how to support opinion with details from the text
BEFORE READING

PREDICTION

Open the book to the title and table of contents page. What are 3 questions you think may be answered as you read this book?

1. __________________________________________________________________________________

2. __________________________________________________________________________________

3. __________________________________________________________________________________

NONFICTION TEXT FEATURES

Turn to page 4. Why do you think the author put a heading at the top of this page?

_________________________________________________________________________________

Now read the map, and tell me what it shows you.

_________________________________________________________________________________
AFTER READING

Summary

Write 2 important facts in your own words for each heading. You may use the book to help you.

Growing Peanuts

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Gathering Peanuts

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Making Peanut Butter

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Peanut Butter Treats

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Literal Comprehension

List 2 reasons that most peanuts are grown in the southern part of the United States.

Peanuts grow well in the South because …

1. __________________________________________________________________

2. __________________________________________________________________

Interpretation

Why do you think people use machines to gather peanuts and make peanut butter?

________________________________________________________________________

________________________________________________________________________

Reflection

What do you think is the most important thing you learned from reading this book?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Tell why you think it is important. ____________________________________________

________________________________________________________________________

________________________________________________________________________

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