1. READING ENGAGEMENT

(If the student has recently answered these questions, skip this section.)

T: What kinds of books do you like to read? ______________________________

T: Tell me about one of your favorite books. ______________________________

T: How do you choose the books you read? ______________________________

2. ORAL READING FLUENCY

INTRODUCTION

T: In this story, The Wonderful Day, a rabbit named Roger finds a giant cabbage. He likes cabbage so much that he decides to take it home. Please read aloud pages 2 through 4. 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

Roger Rabbit could not believe his eyes. He stood still in the middle of the road. He stared, and he stared, and he stared. Then he just had to believe his eyes. That really was a giant cabbage sitting there in the road.

“I never saw a cabbage like that,” Roger told himself. “This is the most wonderful day I’ve ever had! A giant cabbage all crisp and green, just for me!”
He began to roll the cabbage home. It was a big cabbage. Roger was a small rabbit. Every once in a while he had to stop and rest. But at last he rolled the giant cabbage right up to the door of his house. He pushed, and he pushed, and he pushed.

“Something’s wrong,” he thought. “This cabbage is too big, or my door is too small. I can’t get the cabbage into my house. This isn’t such a wonderful day after all.”

Because Roger could not help himself, he began to cry. Big splashy tears bounced off the cabbage.

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: 172

<table>
<thead>
<tr>
<th>Minutes:Seconds</th>
<th>INTRVN</th>
<th>INSTR</th>
<th>IND</th>
<th>ADV</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:54 or more</td>
<td>2.53–2.29</td>
<td>2.28–1.43</td>
<td>1.42 or less</td>
<td></td>
</tr>
<tr>
<td>2:53–2:29</td>
<td>59 or less</td>
<td>60–69</td>
<td>70–100</td>
<td>101 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>12 or more</td>
<td>10–11</td>
<td>8–9</td>
<td>7</td>
<td>5–6</td>
</tr>
<tr>
<td>10–11</td>
<td>96</td>
<td>97</td>
<td>98</td>
<td>99</td>
</tr>
<tr>
<td>8–9</td>
<td>94</td>
<td>95</td>
<td>97</td>
<td>98</td>
</tr>
<tr>
<td>7</td>
<td>95</td>
<td>96</td>
<td>97</td>
<td>98</td>
</tr>
<tr>
<td>5–6</td>
<td>96</td>
<td>97</td>
<td>98</td>
<td>99</td>
</tr>
<tr>
<td>3–4</td>
<td>99</td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>1–2</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>0</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</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 22, at another time.
3. COMPREHENSION

PREDICTION
Students do not use the text when making their predictions. Record the student’s responses.

T: Think about the title, the pictures you have seen, and what you have read so far. (Pause) Tell me three things that you think might happen in the rest of this story.

SILENT READING
T: Now, it’s time to read and enjoy this story by yourself. When you are done, please come to me and I’ll ask you to tell me what happened in this story.

RETELLING
As the student retells, underline and record on the Story Overview the information included in the student’s retelling. Please note the student does not need to use the exact words.

T: Close the book before the retelling, and then say: Start at the beginning, and tell me what happened in this story.

Story Overview
Beginning
1. Roger, a small rabbit, found a giant cabbage in the road.
2. At first, he couldn’t believe there was a cabbage in the road.
3. Then he decided the cabbage was real, and it was all his.

Middle
4. Roger rolled the cabbage home. He had to stop and rest from time to time.
5. He finally rolled the cabbage to the front door of his house, but the cabbage was too big to go through the door.
6. Roger cried, and then said, “Crying never helps anything. Thinking helps. I’ll do some good thinking.”
7. He called rabbits of all kinds to a cabbage party.
8. The rabbits ate until they were full.
9. Now the cabbage was small enough to go through the door.

End
10. Roger rolled the small cabbage inside and put it on his table.
11. Roger laughed and said it was a wonderful day.

If necessary, use one or more of the following prompts to gain further information after the initial retelling. Place a checkmark by a prompt each time it is used.

☐ Tell me more.
☐ What happened at the beginning?
☐ What happened before/after ____________________ (an event mentioned by the student)?
☐ Who else was in the story?
☐ How did the story end?
**INTERPRETATION**
Record the student’s responses to the prompts and questions below.

**T:** What do you think the author is trying to tell you in this story?

**REFLECTION**
**T:** What do you think was the most important thing that happened in this story?
**T:** Why do you think that was important?

**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 below.

<table>
<thead>
<tr>
<th>Student problem-solves words using:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ beginning letter(s)/sound(s)</td>
</tr>
<tr>
<td>□ letter-sound clusters</td>
</tr>
<tr>
<td>□ onset and rime</td>
</tr>
<tr>
<td>□ blending letters/sounds</td>
</tr>
<tr>
<td>□ knowledge of spelling patterns</td>
</tr>
<tr>
<td>(analogies)</td>
</tr>
<tr>
<td>□ syllables</td>
</tr>
<tr>
<td>□ rereading</td>
</tr>
<tr>
<td>□ no observable behaviors</td>
</tr>
</tbody>
</table>

| Number of miscues self-corrected: _____ |
| Number of miscues not self-corrected: _____ |
| Number of words told to the student: _____ |

<table>
<thead>
<tr>
<th>Miscues interfered with meaning:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ never</td>
</tr>
<tr>
<td>□ at times</td>
</tr>
<tr>
<td>□ often</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Miscues included:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ omissions</td>
</tr>
<tr>
<td>□ insertions</td>
</tr>
<tr>
<td>□ substitutions that were</td>
</tr>
<tr>
<td>(visually similar</td>
</tr>
<tr>
<td>not visually similar)</td>
</tr>
</tbody>
</table>

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

e.g., **stood** (substitution)
    **stared** (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.

$$172 \text{ (words)} \div ______ \text{ total seconds} = ______ \text{ WPS} \times 60 = ______ \text{ WPM}$$

**DRA2 Continuum**

- Circle the descriptors that best describe the student’s reading behaviors and responses.
  1. Use your daily classroom observations and the student’s responses to the Reading Engagement questions to select statements that best describe the student’s level of Reading Engagement.
  2. Use your recorded observations from this assessment to select the statements that best describe the student’s Oral Reading Fluency and Comprehension.

- Add the circled numbers to obtain a total score for each section.
- Record the total scores at the top of page 1.

**Note:** If the Comprehension score is less than 19, administer *DRA2* with a lower-level text.
Choose three to five teaching/learning activities on the DRA2 Focus for Instruction on the next page.
DRA2 FOCUS FOR INSTRUCTION FOR TRANSITIONAL READERS

READING ENGAGEMENT

**Book Selection**
- Teach student strategies to select “just right” books for independent reading
- Introduce student to reading materials from a variety of genres
- Teach student how to use a reading log to monitor book selection
- Model/teach how to read for different purposes

**Sustained Reading**
- Model and support how to read independently
- Teach strategies to build reading stamina
- Develop clear expectations for amount of independent reading
- Create structures to support reading at home

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
- Have student participate in choral reading and/or reader’s theater
- 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**
- Teach student how to make predictions based on title and book cover, as well as opening paragraphs and illustrations of texts read aloud
- Model and support how to use background knowledge to make meaningful predictions

**Retelling**
- Model and teach how to retell a story
- Model and teach how to identify important events to include in a retelling
- Support retelling a story in sequence
- Encourage student to use characters’ names when retelling a story
- Model and teach how to identify important details to include in a retelling
- Model and support using key language and vocabulary from the text in a retelling
- Model and teach how to create and use story maps to aid retelling

**Interpretation**
- Model how to infer during shared reading and read-alouds
- Teach and share examples of inferences
- Model and teach student how to think about Why? questions while and after reading a text
- Model and teach how to support inferences with examples from the text

**Reflection**
- Help student identify important message in a story
- Provide opportunities to identify and discuss the important event in a story
- Demonstrate and teach student how to support opinion with details from the text

OTHER