1. READING ENGAGEMENT

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

T: Who reads with you or to you at home? __________________________________________

T: Would you rather listen to a story or read a story to someone? ________________________

Why? ________________________________________________________________________

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

2. ORAL READING FLUENCY

INTRODUCTION AND PREVIEW

T: In this story, Time to Play, Lee and Pam like to play after school, but they often have different things to do. Look at all of the pictures, and tell me what is happening in this story.

Note the student’s use of connecting words (e.g., and, then, but) and vocabulary relevant to the text. You may use general prompts, such as “Now what is happening?” or “Turn the page,” but do not ask specific questions. Tally the number of times you prompt.

RECORD OF ORAL READING

Record the student’s oral reading behaviors on the Record of Oral Reading below and on the following page.

T: Time to Play. Now, read to find out what Lee and Pam did after school on Monday, Tuesday, Wednesday, and Thursday.

Page 2

Lee and Pam liked to play after school.

Page 3

But on Monday Lee went to art class after school.

“No time to play with Pam,” he said.
Page 4
On Tuesday Pam went to Grandma’s house after school.
“No time to play with Lee,” she said.

Page 5
On Wednesday Lee went to the store with his mom.

Page 6
On Thursday Pam had a soccer game.

Page 7
On Friday Pam and Lee had time to play. They had fun.

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: 72

<table>
<thead>
<tr>
<th>Number of Miscues</th>
<th>EM</th>
<th>DEV</th>
<th>IND</th>
<th>ADV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Miscues</td>
<td>6 or more</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Percent of Accuracy</td>
<td>92 or less</td>
<td>93</td>
<td>96</td>
<td>97</td>
</tr>
</tbody>
</table>

• If the student’s score falls in a shaded area, STOP! Reassess with a lower-level text.
• If the student is reading below the grade-level benchmark, administer DRA Word Analysis, beginning with Task 8, at another time.
3. COMPREHENSION

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, and then say: Start at the beginning, and tell me what happened in this story.

Story Overview
Beginning
1. Pam and Lee liked to play after school.

Middle
2. On Monday Lee went to art class after school. He had no time to play with Pam.
3. On Tuesday Pam went to Grandma’s house after school. She had no time to play with Lee.
4. On Wednesday Lee went to the store with his mom.
5. On Thursday Pam had a soccer game.

End
6. On Friday Lee and Pam played together. They had fun.

If the retelling is limited, use one or more of the following prompts to gain further information.
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?

REFLECTION
Record the student’s responses to the prompts and questions below.

T: What part did you like best in this story? Tell me why you liked that part.

MAKING CONNECTIONS
Note: If the student makes a text-to-self connection in his or her response to the above prompt,
skip the following question.

T: What did this story make you think of? or What connections did you make while reading this story?
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>□ pictures</td>
</tr>
<tr>
<td>□ beginning letter/sound</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>□ 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: ______ |

| Miscues interfered with meaning: |
|_________________________________|
| □ never                          |
| □ at times                       |
| □ often                          |

<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., Tuesday (substitution)
   Thursday (text)

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.
<table>
<thead>
<tr>
<th><strong>DRA2 CONTINUUM</strong></th>
<th><strong>LEVEL 6</strong></th>
<th><strong>EARLY READER</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Engagement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Book Selection</strong></td>
<td>1 Selects new texts from identified leveled sets with teacher support; uncertain about a favorite book</td>
<td>2 Selects new texts from identified leveled sets with moderate support; tells about favorite book in general terms</td>
</tr>
<tr>
<td><strong>Sustained Reading</strong></td>
<td>1 Sustains independent reading for a short period of time with much encouragement</td>
<td>2 Sustains independent reading with moderate encouragement</td>
</tr>
<tr>
<td><strong>Score</strong></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Oral Reading Fluency</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Phrasing</strong></td>
<td>1 Reads word-by-word</td>
<td>2 Reads word-by-word with some short phrases</td>
</tr>
<tr>
<td><strong>Monitoring/Self-Corrections</strong></td>
<td>1 Self-corrects no miscues</td>
<td>2 Self-corrects at least 1 miscue and neglects to self-correct other miscues</td>
</tr>
<tr>
<td><strong>Problem-Solving Unknown Words</strong></td>
<td>1 Stops at difficulty, relying on support to problem-solve unknown words; 3 or more words told by the teacher</td>
<td>2 At difficulty, initiates problem-solving of a few unknown words; 1 or 2 words told by the teacher</td>
</tr>
<tr>
<td><strong>Accuracy</strong></td>
<td>1 92% or less</td>
<td>2 93%</td>
</tr>
<tr>
<td><strong>Score</strong></td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Previewing</strong></td>
<td>1 Comments briefly about each event or action only when prompted or is uncertain</td>
<td>2 Identifies and comments briefly about each event or action with some prompting</td>
</tr>
<tr>
<td><strong>Retelling: Sequence of Events</strong></td>
<td>1 Includes only 1 or 2 events or details (limited retelling)</td>
<td>2 Includes at least 3 events, generally in random order (partial retelling)</td>
</tr>
<tr>
<td><strong>Retelling: Characters and Details</strong></td>
<td>1 Refers to characters using general pronouns; may include incorrect information</td>
<td>2 Refers to characters using appropriate pronouns; includes at least 1 detail; may include some misinterpretation</td>
</tr>
<tr>
<td><strong>Retelling: Vocabulary</strong></td>
<td>1 Uses general terms or labels; limited understanding of key words/concepts</td>
<td>2 Uses some language/vocabulary from the text; some understanding of key words/concepts</td>
</tr>
<tr>
<td><strong>Retelling: Teacher Support</strong></td>
<td>1 Retells with 5 or more questions or prompts</td>
<td>2 Retells with 3 or 4 questions or prompts</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>1 Gives an unrelated response, no reason for opinion, or no response</td>
<td>2 Gives a limited response and/or a general reason for opinion</td>
</tr>
<tr>
<td><strong>Making Connections</strong></td>
<td>1 Makes an unrelated connection, relates an event in the story, or gives no response</td>
<td>2 Makes a connection that reflects a limited understanding of the story</td>
</tr>
<tr>
<td><strong>Score</strong></td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

Choose three to five teaching/learning activities on the DRA2 Focus for Instruction on the next page.
**DRA2 FOCUS FOR INSTRUCTION FOR EARLY READERS**

### READING ENGAGEMENT

**Book Selection**
- Provide guided opportunities to select familiar stories for rereading
- Model and support how to select “just right” new texts for independent reading
- Model and discuss why readers have favorite books and authors

**Sustained Reading**
- Model and support the use of sustained reading time
- Create structures and routines to support buddy reading
- Create structures and routines to support reading at home

### ORAL READING FLUENCY

**Phrasing**
- Encourage student to read in phrases during shared reading
- Show how words are grouped into phrases in big books and poetry charts
- Support rereading familiar texts to build fluency

**Monitoring/Self-Corrections**
- Support one-to-one matching as a means to self-monitor
- Model and teach how to use known words as a means to self-monitor
- Model and support confirming and discounting word choice using meaning, language, and visual information
- Demonstrate and teach how to read for meaning, self-correcting when a word doesn’t make sense or sound right
- Model and teach how to monitor visual information, self-correcting when a word doesn’t look right

**Problem-Solving Unknown Words**
- Model and support using beginning letter(s)/sound(s), sentence and/or story structure, as well as meaning (illustrations and background knowledge) to problem-solve unknown words
- Teach how to take words apart (onset and rime) to problem-solve unknown words

### COMPREHENSION

**Previewing**
- Support creating a story from the illustrations
- Model and support previewing a book before reading, during read-aloud and shared reading experiences

**Retelling**
- Model the retelling of familiar stories
- Teach the elements in a good retelling
- Demonstrate how to create and use story maps to aid retelling
- Support retelling a story in sequence
- Encourage student to use characters’ names when retelling a story
- Support using key language/vocabulary from the text in a retelling

**Reflection**
- Support and reinforce student’s response to books during read-aloud, and shared and guided reading experiences
- Help student identify favorite part of books
- Provide opportunities to select a favorite book, toy, TV show, etc., and tell why it is a favorite
- Demonstrate how to give reason(s) for one’s opinion

**Making Connections**
- Model and teach how to make text-to-self connections
- Model and support how to make text-to-text connections

### OTHER