A Giant in the Forest 18

Name/Date _____   Teacher/Grade _____

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

(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, A Giant in the Forest, *an ugly giant sleeps all day and then walks through the forest at night looking for things to eat. One day a little boy stays too long in the forest. 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

Once   upon   a   time   there   was   a   little   boy
who   lived   next   to   a   cool,   green   forest.
There   was   a   lake   in   the   forest.

A   big,   ugly   giant   lived   in   the   forest.   The
giant   liked   to   sleep   all   day.   But   at   night
he   walked   in   the   forest,   looking   for   things
to   eat.

Page 3

Every week the little boy's mother gave him a big bar of soap. Then she sent him to the lake to take a bath.

"You'll be safe in the lake because the giant can't swim," she always said. "But don't forget to be home before dark."

Page 4

One day when the little boy was going to take his bath, he saw a baby bird on the ground. It had fallen out of its nest. The boy put the bird back in its nest.

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: 134

	INTRVN	INSTR	IND	ADV
Minutes:Seconds	3:01 or more	3:00–2:28	2:27–1:35	1:34 or less
WPM	44 or less	45–54	55–85	86 or more

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

	INTRVN	INSTR	IND				ADV	
Number of Miscues	9 or more	8	7	5–6	4	3	1–2	0
Percent of Accuracy	93 or less	94	95	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.
- If the student is reading below the grade-level benchmark, administer *DRA Word Analysis,* beginning with Task 16, at another time.

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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. A little boy lived next to a forest with a lake.
2. A big, ugly giant lived in the forest. He slept all day but walked in the forest at night looking for things to eat.
3. Mother sent the boy to the lake to take a bath.
4. She told the boy, "You'll be safe in the lake because the giant can't swim. Be home before dark."

Middle
5. On his way to the lake to take a bath, the boy found a baby bird on the ground and put it back in its nest.
6. Mother bird sang—and the boy sat down and listened.
7. It was getting dark when he got to the lake. He took a bath as fast as he could.
8. The boy started home after dark. He saw the giant.
9. The boy ran back to the lake, dropped his soap and . . .

End
10. The giant slipped on the soap and fell into the lake.

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.

Student problem-solves words using:	Number of miscues self-corrected: _____	
☐ beginning letter(s)/sound(s) ☐ letter-sound clusters	Number of miscues not self-corrected: _____ Number of words told to the student: _____	

☐ onset and rime
 ☐ blending letters/sounds
 ☐ knowledge of spelling patterns (analogies)
 ☐ syllables
 ☐ rereading
 ☐ no observable behaviors
	Miscues interfered with meaning:
	 ☐ never
	 ☐ at times
	 ☐ often
		Miscues included:
		 ☐ omissions
		 ☐ insertions
		 ☐ substitutions that were
		     ☐ visually similar
		     ☐ not visually similar

Copy each substitution to help analyze the student's attention to visual information.
e.g., <u>sing</u> (substitution)
    sang (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.

$$134 \text{ (words)} \div \text{_____} \text{ total seconds} = \text{_____} \text{ WPS} \times 60 = \text{_____} \text{ WPM}$$

*DRA*2 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 *DRA*2 with a lower-level text.

DRA2 CONTINUUM	LEVEL 18		TRANSITIONAL READER	
	INTERVENTION	**INSTRUCTIONAL**	**INDEPENDENT**	**ADVANCED**
Reading Engagement				
Book Selection	**1** Selects new texts from identified leveled sets with teacher support; uncertain about a favorite book	**2** Selects new texts from identified leveled sets with moderate support; tells about favorite book in general terms	**3** Selects new texts from identified leveled sets most of the time; identifies favorite book by title and tells about a particular event	**4** Selects a variety of new texts that are "just right"; identifies favorite book by title and gives an overview of the book
Sustained Reading	**1** Sustains independent reading for a short period of time with much encouragement	**2** Sustains independent reading with moderate encouragement	**3** Sustains independent reading for at least 15 minutes at a time	**4** Sustains independent reading for an extended period of time
Score	2 3	4 5	6 7	8
Oral Reading Fluency				
Expression	**1** Little expression; monotone	**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
Phrasing	**1** Reads mostly word-by-word	**2** Reads in short phrases most of the time; inappropriate pauses	**3** Reads in longer phrases at times; heeds most punctuation	**4** Reads in longer, meaningful phrases most of the time; heeds all punctuation
Rate	**1** 44 WPM or less	**2** 45–54 WPM	**3** 55–85 WPM	**4** 86 WPM or more
Accuracy	**1** 93% or less	**2** 94%	**3** 95%–98%	**4** 99%–100%
Score	4 5 6	7 8 9 10	11 12 13 14	15 16
Comprehension				
Prediction	**1** Makes unrelated or no prediction(s)	**2** Makes at least 1 reasonable prediction related to the text	**3** Makes at least 2 reasonable predictions that go beyond the pages read aloud	**4** Makes at least 3 thoughtful predictions that go beyond the pages read aloud
Retelling: Sequence of Events	**1** Includes only 1 or 2 events or details (limited retelling)	**2** Includes at least 3 events, generally in random order (partial retelling)	**3** Includes most of the important events from the beginning, middle, and end, generally in sequence	**4** Includes all important events from the beginning, middle, and end in sequence
Retelling: Characters and Detail	**1** Refers to characters using general pronouns; may include incorrect information	**2** Refers to characters using appropriate pronouns; includes at least 1 detail; may include some misinterpretation	**3** Refers to most characters by name and includes some important details	**4** Refers to all characters by name and includes all important details
Retelling: Vocabulary	**1** Uses general terms or labels; limited understanding of key words/concepts	**2** Uses some language/vocabulary from the text; some understanding of key words/concepts	**3** Uses language/vocabulary from the text; basic understanding of most key words/concepts	**4** Uses important language/vocabulary from the text; good understanding of key words/concepts
Retelling: Teacher Support	**1** Retells with 5 or more questions or prompts	**2** Retells with 3 or 4 questions or prompts	**3** Retells with 1 or 2 questions or prompts	**4** Retells with no questions or prompts
Interpretation	**1** Little or no understanding of important text implications	**2** Some understanding of important text implications; no supporting details	**3** Understands important text implications; may include supporting details	**4** Insightful understanding of important text implications with supporting details or rationale
Reflection	**1** Identifies an unrelated event; no reason for opinion or no response	**2** Identifies a less significant event and/or gives a general reason for response	**3** Identifies a significant event <u>and</u> gives relevant reason(s) for opinion	**4** Identifies a significant event <u>and</u> gives reason(s) for opinion that reflects higher-level thinking
Score	7 8 9 10 11 12 13	14 15 16 17 18	19 20 21 22 23 24 25	26 27 28

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 information or examples from the text

Reflection
- ☐ Help student identify important information and/or 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

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