Name/Date _____ Teacher/Grade _____

Scores: Reading Engagement ___/9 Oral Reading ___/9 Printed Language Concepts ___/9
Independent Range: 8–9   8–9   8–9

Book Selection Text selected by: ☐ teacher ☐ student

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: Tell me about one of your favorite books. _____

2. ORAL READING

INTRODUCTION AND PREVIEW

T: In this story, **Look at Me,** *two children are at the park with their mothers. They take turns showing their mothers what they can do. Look at all the pictures, and tell me what is happening in this story.*

Note the student's ability to hold the book and turn pages. Also note his or her use of vocabulary relevant to the text. You may use general prompts, such as "Now what is happening?" or "Turn the page," but do <u>not</u> ask specific questions.

T: Point to and read the title, and then say: **Look at Me.** *Let's read to see what the boy and girl can do. I'll read the first page. As I read, I will point to each word with my finger. Watch and listen.* Point to and read page 2.

T: Point to the first word on page 4, and say: *Now, you point to the words as you read the rest of the story.*

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

"Look   at   me,"   said   the   girl.

"I   can   slide."

Page 6

"Look   at   me,"   said   the   boy.

"I   can   swing."

Page 8

"Look   at   me,"   said   the   girl.

"I   can   skate."

Look at Me ❸

Page 10

"Look at me," said the boy.

"I can climb."

Page 12

"Look at us.

We can jump rope,"

said the boy and the girl.

After the student has read the last page, turn to page 2 and ask the following questions. Note the student's responses.

T: Say: ***Point to the word*** said***.***
       What sound does said ***begin with?***   /s/
       What sound does said ***end with?***   /d/
       What letter makes that sound?   *d*

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: 49

	EM	DEV	IND			
Number of Miscues	5 or more	4	3	2	1	0
Percent of Accuracy	90 or less	92	94	96	98	100

• If the student's number of miscues is 3 or less, continue the assessment with a Level 4 text.
• If the student's number of miscues is 4 or more, STOP!

*DRA*2 Continuum and Focus for Instruction

1. Circle the descriptors on the *DRA*2 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 *DRA*2 Focus for Instruction.

If the student is reading below the grade-level benchmark, administer *DRA Word Analysis*, beginning with Task 1, at another time.

Look at Me **3**

*DRA*2 CONTINUUM	LEVEL 3		EMERGENT READER
	EMERGING	**DEVELOPING**	**INDEPENDENT**
Reading Engagement			
Literacy Support	**1** No response or is uncertain	**2** Names at least one person who reads with him or her at home	**3** Names several people who read with him or her at home
Favorite Book	**1** No response or is uncertain	**2** Tells something about a favorite book	**3** Gives title and shares some specific details about favorite book
Book-Handling Skills	**1** Relies on others to hold and turn pages of a book	**2** Holds and/or turns pages of a book when prompted	**3** Holds and turns pages of a book independently
Score	3 4	5 6 7	8 9
Oral Reading			
Monitoring/Self-Corrections	**1** Detects no miscues	**2** Self-corrects at least 1 miscue and neglects to self-correct other miscues	**3** Self-corrects 2 or more miscues <u>or</u> reads accurately (no miscues or self-corrects all miscues)
Use of Cues	**1** Often neglects cues (e.g., pictures, sentence pattern, visual information)	**2** Uses cues (e.g., pictures, sentence pattern, visual information) at times	**3** Uses cues (e.g., pictures, sentence pattern, visual information) most of the time
Accuracy	**1** 90% or less	**2** 92%	**3** 94%–100%
Score	3 4	5 6 7	8 9
Printed Language Concepts			
Directionality	**1** No/little control of directionality on one line of text	**2** Inconsistent control of directionality on one line of text	**3** Controls directionality on two or more lines of text
One-to-One Correspondence	**1** Slides finger; no one-to-one match	**2** Points to words; inconsistent one-to-one match	**3** Points to words; consistent one-to-one match
Words/Letters	**1** Demonstrates little understanding of the terms: *word*, *begins*, *ends*, *letter*, and/or *sound*	**2** Demonstrates some understanding of the terms: *word*, *begins*, *ends*, *letter*, and/or *sound* by responding accurately at times	**3** Demonstrates an understanding of the following terms: *word*, *begins*, *ends*, *letter*, and/or *sound* by responding accurately
Score	3 4	5 6 7	8 9

Look at Me ❸

*DRA*2 FOCUS FOR INSTRUCTION FOR EMERGENT READERS

READING ENGAGEMENT
- ☐ Create structures and routines to support reading at home
- ☐ Provide guided opportunities to select familiar stories for rereading
- ☐ Model and support holding a book while previewing and reading
- ☐ Model and support turning 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

_____

_____

_____

_____

_____

_____

_____

_____

Look at Me ❸