Name/Date _____   Teacher/Grade _____

Scores: Reading Engagement ___/8   Oral Reading Fluency ___/16   Comprehension ___/24
Independent Range: 6–7   11–14   17–22

Book Selection   Text selected by: ☐ teacher   ☐ student

1. READING ENGAGEMENT

Ask the student to bring his or her completed Student Reading Survey to the conference.

2. ORAL READING FLUENCY

INTRODUCTION

T: In this story, A Journey to Freedom, *Bess and her son, Jed, run away from their home in the South to escape slavery. Please read aloud to the star on page 3.* 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

After a hard day of picking cotton, Jed went into the slave cabin. He lay down on the narrow board that was his bed. A few minutes later he heard his mother, Bess, come in. Jed expected to feel his mother's soft kiss and to hear her whisper, "Good night."

Instead, Jed heard her whisper, "We have to leave this place tonight. Master Boyd is dying. When I was sewing in the plantation house, I overheard Master Boyd's son. He said that he plans to sell some of the young slaves as soon as his father dies."

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Jed shuddered. He knew that Master Boyd had promised never to separate him from his mother, but Mr. Boyd's son had made no such promise. Slave mothers and children were often separated, forever. His mother had always told him that she would never let that happen. But what could his mother do to prevent it?

"Get up, Jed," said his mother. "Get your coat and hat, and be as quiet as you can. Not a word until I tell you it's safe!"

Jed quickly grabbed his things and followed his mother. Jed was sure his beating heart would wake the others before they left the rundown slave cabin.

Page 3

Bess held her son's hand tightly as they darted for the woods. Jed stumbled along after his mother. His mind was full of questions. Where were they running to? How did his mother know which way to run? Neither of them had ever been outside of the plantation.

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: 253

	INTRVN	INSTR	IND	ADV
Minutes:Seconds	3:24 or more	3:23–2:26	2:25–1:49	1:48 or less
WPM	74 or less	75–104	105–140	141 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	12 or more	9–11	7–8	4–6	1–3	0
Percent of Accuracy	95 or less	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 at another time.

3. COMPREHENSION

PREDICTION

Students do not use the text when making their predictions.

T: Follow the directions on the first page of your Student Booklet. After you have finished your predictions, 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 in the Student Booklet and/or scribe their responses if required. Give <u>no</u> additional prompts.

While the student completes the Prediction page, 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.

Note: After the student has completed the Prediction page, 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 2–4 of the Student Booklet.

T: Read the story. 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).

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: ☐ blending letters/sounds ☐ letter-sound clusters ☐ onset and rime ☐ knowledge of spelling patterns 　(analogies) ☐ syllables ☐ rereading ☐ no observable behaviors	Number of miscues not self-corrected: ____ Number of words told to the student: ____

Miscues interfered with meaning: ☐ never ☐ at times ☐ often	**Miscues included:** ☐ omissions ☐ insertions ☐ reversals ☐ substitutions that were 　　☐ visually similar 　　☐ not visually similar

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

253 (words) ÷ _____ total seconds = _____ WPS × 60 = _____ WPM

*DRA*2 Continuum

- Use the information from the Student Reading Survey and the Student Booklet to circle the descriptors that best describe the student's responses.
- Add the circled numbers to obtain a total score for each section.
- Record the 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 12, administer *DRA*2 with a lower-level text.

Comprehension Score
40:

Name/Date   Teacher/Grade

*DRA*2 CONTINUUM				
	INTERVENTION	**INSTRUCTIONAL**	**INDEPENDENT**	**ADVANCED**
Reading Engagement				
Wide Reading	**1** Title(s) below grade level; limited reading experiences and book knowledge	**2** 2–3 titles slightly below grade level; some reading experiences	**3** At least 4 titles from 2–3 genres or multiple books from 1 genre; generally on-grade-level texts	**4** Wide variety of titles across 3 or more genres; many on- and above-grade-level texts
Self-Assessment/ Goal Setting	**1** No strengths and/or goals related to the reading process; no real plan	**2** General strengths and goals (e.g., read more); general plan	**3** At least 1–2 specific strengths and goals related to the reading process; relevant plan	**4** 3 specific strengths and goals related to the reading process; 2–3-step plan
Score	2 3	4 5	6 7	8
Oral Reading Fluency				
Expression	**1** Monotone; very little expression	**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** Mostly word-by-word	**2** Inappropriate pauses; shorter phrases most of the time	**3** Generally appropriate pauses; heeds most punctuation; longer, meaningful phrases most of the time	**4** Appropriate pauses; heeds all punctuation; consistently longer, meaningful phrases
Rate	**1** 74 WPM or less	**2** 75–104 WPM	**3** 105–140 WPM	**4** 141 WPM or more
Accuracy	**1** 95% or less	**2** 96%	**3** 97%–98%	**4** 99%–100%
Score	4 5 6	7 8 9 10	11 12 13 14	15 16
Comprehension				
Questioning/Prediction	**1** Illogical or unrelated questions(s) and/or prediction(s)	**2** 1–2 reasonable questions and/or predictions related to the text	**3** At least 2 reasonable questions and predictions that go beyond the text read aloud	**4** At least 3 thoughtful questions and predictions that go beyond the text read aloud
Summary	**1** 1–2 events in own language and/or copied text; may include incorrect information	**2** Partial summary; generally in own language; some important characters/events; may include misinterpretations	**3** Summary in own language; includes most of the important characters' names, some details, and many of the important events in sequence from the beginning, middle, and end	**4** Well-organized summary in own language; includes all important characters' names, specific details, and all important events from the beginning, middle, and end
Literal Comprehension	**1** Little information from the text and/or incorrect information	**2** Partial information from the text; may include misinterpretation	**3** Information from the text that accurately responds to question(s) or prompt(s)	**4** All important information from the text that effectively responds to question(s) or prompt(s)
Interpretation	**1** Little or no understanding of important text implication(s)	**2** Partial understanding of important text implication(s); little or no detail	**3** Understands important text implication(s); relevant supporting details	**4** Insightful understanding of important text implication(s); important supporting details
Reflection	**1** Insignificant or unrelated message or event; no reason for opinion or no response	**2** Less significant message or event and general reason(s) for opinion	**3** Significant message or event and a relevant reason for opinion	**4** Significant message or event and reason(s) for opinion that reflect higher-level thinking
Metacognitive Awareness	**1** Unrelated or no example(s); may copy a strategy	**2** General or limited example(s)	**3** At least 1 specific example from the text related to the identified strategy; may include details	**4** At least 2 specific examples from the text related to the identified strategy; includes details
Score	6 7 8 9 10 11	12 13 14 15 16	17 18 19 20 21 22	23 24

Choose three to five learning/teaching activities on the *DRA*2 Focus for Instruction on the next page.

DRA2 FOCUS FOR INSTRUCTION

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

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 teach 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 readings and timed readings to increase reading rate
- ☐ Give opportunities for 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

Questioning/Prediction
- ☐ Provide opportunities for student to discuss what he or she knows about the characters and setting based on title and book cover, as well as opening paragraphs and illustrations of texts read aloud
- ☐ Teach student how to make and confirm predictions prior to and during reading
- ☐ Model and support using background information to make meaningful predictions
- ☐ Model and support using knowledge of text structures/genre characteristics to make predictions

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 details
- ☐ Model and support how to write a summary in one's own words
- ☐ Teach student how to use a graphic organizer as an aid to creating a summary
- ☐ Teach student how to identify story elements (e.g., characters, setting, plot)
- ☐ Provide time for student to practice oral and written summaries

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
- ☐ Help student locate and record specific details
- ☐ Teach student how to use and construct graphic organizers to keep track of story information

Interpretation
- ☐ Teach and share examples of inferences
- ☐ Model and support how to identify important text implications
- ☐ Provide opportunities for student to support inferences with examples from the text
- ☐ Give student opportunities to respond to inference questions orally and in writing

Reflection
- ☐ Help student identify important information and/or key vocabulary in a variety of texts
- ☐ Provide opportunities to identify and discuss a significant message or event in a story
- ☐ Provide opportunities to discuss theme/most important idea of stories read aloud
- ☐ Demonstrate and teach student how to support opinion with details from the text

Metacognitive Awareness
- ☐ Model and teach comprehension strategies for fiction texts
- ☐ Provide opportunities for student to practice using a specific comprehension strategy (e.g., making connections, visualizing, responding emotionally)
- ☐ Help student identify examples in a text where he or she used a specific strategy

OTHER

_____

_____

Name _____ Date _____

Teacher _____ Grade _____

BEFORE READING

PREDICTION

List 3 questions that you had while reading the first part of this story.

1. _____

   _____

2. _____

   _____

3. _____

   _____

What are 3 things that you think might happen in the rest of this story?

1. _____

   _____

2. _____

   _____

3. _____

   _____

Let your teacher know when you have completed this page.

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AFTER READING

Summary

Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book to help you write your summary.

_____

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_____

LITERAL COMPREHENSION

List 3 things that you know about Jed.

Jed

1. _____

2. _____

3. _____

INTERPRETATION

Why do you think Jed wanted to be an Underground Railroad conductor? _____

_____

_____

_____

_____

_____

_____

REFLECTION

What do you think is the most important event in this story? _____

_____

_____

Tell why you think that event is important. _____

_____

_____

_____

A Journey to Freedom

Metacognitive Awareness

Check 1 strategy that you used to help you understand this story.

☐   I thought about similar experiences and stories.

☐   I asked myself questions as I read.

☐   I pictured what was happening.

☐   I thought about the reason why things happened.

☐   I understood the character's feelings.

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

_____

_____

_____

_____

_____

_____

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