1. READING ENGAGEMENT

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

2. ORAL READING FLUENCY

INTRODUCTION

T: This informational text, A Pack of Wolves, tells about wolves that live in North America. Please read aloud to the star on page 2. 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

The Gray Wolf

Large numbers of gray wolves once lived in North America. For years, humans and wolves shared the land. Early hunters admired the wolf’s skill. Then people started to farm, build cities, and raise cattle. They wanted to protect their cattle and pets. They killed about nine out of every ten wolves. That’s why today, wolves have disappeared from most states.

Wolves are the largest members of the dog family. There are five types of gray wolves found in North America. They are the eastern timber, Great Plains, Rocky Mountain, Mexican, and Arctic wolves. Adult gray wolves can weigh between 50 and 145 pounds. Males tend to be larger than females. Gray wolves’ fur ranges in color from white to gray to black. Their bushy tails are about 2 feet long. In cold climates, a wolf curls its tail around its nose for warmth when it rests.
Wolves have very good senses. With their yellow eyes, they can spot a rabbit trying to hide 400 yards away. Wolves can hear mice under the ground with their large, pointed ears. Their sense of smell is amazing, too. When the wind is just right, a wolf can sniff out its prey about a mile away.

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:** 205

<table>
<thead>
<tr>
<th>INTRVN</th>
<th>INSTR</th>
<th>IND</th>
<th>ADV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes:Seconds</td>
<td>2:57 or more</td>
<td>2:03–1:31</td>
<td>1:30 or less</td>
</tr>
<tr>
<td>WPM</td>
<td>69 or less</td>
<td>70–99</td>
<td>100–135</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>INTRVN</th>
<th>INSTR</th>
<th>IND</th>
<th>ADV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Miscues</td>
<td>10 or more</td>
<td>8–9</td>
<td>4–5</td>
</tr>
<tr>
<td>Percent of Accuracy</td>
<td>95 or less</td>
<td>96</td>
<td>97</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 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 no 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.

<table>
<thead>
<tr>
<th>Student problem-solves words using:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ blending letters/sounds</td>
</tr>
<tr>
<td>□ letter-sound clusters</td>
</tr>
<tr>
<td>□ onset and rime</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 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>□ reversals</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., skin (substitution) skill (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.

$$\frac{205 \text{ (words)}}{\text{total seconds}} = \text{WPS} \times 60 = \text{WPM}$$

DRA2 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 4 after the colon.

Note: If the Comprehension score is less than 12, administer DRA2 with a lower-level text.
Choose three to five learning/teaching activities on the DRA2 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
- Teach student to recognize and emphasize key phrases and words
- 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 make and confirm predictions based on title, table of contents, and headings
- Model and support using background information to make meaningful predictions
- Model and teach student how to pose questions as a basis for 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 facts
- Model and support how to write a summary in one's own words
- Model and support how to use examples from the text
- Teach student how to use headings to organize a summary of an informational/nonfiction text
- 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
- Model and support how to locate and use nonfiction text features (e.g., charts, graphs, maps, tables, headings, glossary, bold words, etc.)
- Teach student how to use and construct graphic organizers to keep track of key ideas and facts

Interpretation
- Teach and share examples of inferences
- Provide opportunities for student to support inferences with information or examples from the text
- Give student opportunities to respond to inference questions orally and in writing
- Model and support how to interpret nonfiction text features (e.g., how to read a chart or diagram)

Reflection
- Help student identify important information and/or key vocabulary in a variety of texts
- Demonstrate how to support opinion with details from the text

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

OTHER
BEFORE READING

PREDICTION

What questions did you have as you were reading the first part of this text?

1. __________________________________________________________________________
   __________________________________________________________________________

2. __________________________________________________________________________
   __________________________________________________________________________

3. __________________________________________________________________________
   __________________________________________________________________________

What do you think you will learn from reading the rest of this text?

1. __________________________________________________________________________
   __________________________________________________________________________

2. __________________________________________________________________________
   __________________________________________________________________________

3. __________________________________________________________________________
   __________________________________________________________________________

Let your teacher know when you have completed this page.
AFTER READING

Summary

Write a summary of this book in your own words. Include the important ideas and facts from each section. You may use the book to help you write your summary.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
LITERAL COMPREHENSION

List 3 facts about gray wolves.

Gray Wolves

1. __________________________
2. __________________________
3. __________________________

INTERPRETATION

Why do you think wolves are able to survive in the wild? __________________________
______________________________
______________________________
______________________________

REFLECTION

What do you think is the most important thing about gray wolves? __________________________
______________________________
______________________________
______________________________

Tell why you think this is important. __________________________
______________________________
______________________________
______________________________
METACOGNITIVE AWARENESS

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

☐ I recalled what I know about the topic.
☐ I asked myself questions as I read.
☐ I made connections.
☐ I decided what was important to remember.
☐ I thought about the reasons why things happened.
☐ I pictured what was happening.

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

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

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