

New! DRA2+ App for the iPad®



Developmental Reading Assessment®
Second Edition PLUS

One Teacher, One Student

Assessment for Personalized Instruction

Program Overview



Assess with Confidence

The *Developmental Reading Assessment, Second Edition PLUS (DRA™ 2+)* is a formative reading assessment through which teachers systemically observe, record, and evaluate changes in student reading performance.

DRA2+ is a proven diagnostic assessment that provides teachers with recommendations for scaffolded support to increase student reading proficiency. *DRA2+* is supported by sound validity and reliability analyses.

How Do You DRA2?



1

DRA2+ Comprehensive Package

Use the print package with all of the *DRA2+* program materials, including Benchmark Assessments, Word Analysis, and Progress Monitoring Assessment. Add the optional DRA Dashboard Management System to the Comprehensive Package to input assessment data. Reporting features allow teachers and administrators instant access to student, class, school, and district results that guide data-driven decisions.

OR



2

DRA2+ App for iPad with Print Kit

Teachers use an iPad to administer the *DRA2+*. Data syncs to the DRA Dashboard for instant access to student, class, school, and district results that guide data-driven decisions.



Look for this symbol to learn about the *DRA2+* App for iPad.

iPad is a trademark of Apple, Inc. registered in the U.S. and other countries.

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Also available: *Evaluación del desarrollo de la lectura* to assess Spanish reading proficiency. (See page 33.)



Benchmark Assessment

Measure each student's reading proficiency through systematic observation, recording, and evaluating of performance. Administer the Benchmark Assessment to identify an instructional plan that will meet the needs of each student.

The Assessment Process

The skills assessed at each reading stage may include the following.

For emergent and struggling students, use Word Analysis or Progress Monitoring. Learn more on pages 16–25.

Benchmark

	Emergent Levels A–3 Kindergarten	Early Levels 4–12 Grade 1	Transitional Levels 14–24 Grades 1–2	Extending Levels 28–38 Grades 2–3	Intermediate/Middle School Levels 40–80 Grades 4–8
STEP 1 Reading Engagement	Oral Response <ul style="list-style-type: none"> Literacy Support Favorite Book Book Handling Skills 	Oral Response <ul style="list-style-type: none"> Book Selection Sustained Reading 	Oral Response <ul style="list-style-type: none"> Book Selection Sustained Reading 	Written Response <ul style="list-style-type: none"> Wide Reading Self-Assessment/Goal Setting 	Written Response <ul style="list-style-type: none"> Wide Reading Self-Assessment/Goal Setting
STEP 2 Reading Conference	Oral Reading <ul style="list-style-type: none"> Monitoring/Self-corrections Use of Cues Accuracy Printed Language Concepts 	Oral Reading <ul style="list-style-type: none"> Phrasing Monitoring/Self-corrections Problem Solving Unknown Words Accuracy 	Timed Oral Reading <ul style="list-style-type: none"> Expression Phrasing Rate Accuracy 	Timed Oral Reading <ul style="list-style-type: none"> Expression Phrasing Rate Accuracy 	Timed Oral Reading <ul style="list-style-type: none"> Expression Phrasing Rate Accuracy
STEP 3 Reading Comprehension		Oral Response <ul style="list-style-type: none"> Previewing Retelling: Sequence of Events Retelling: Characters and Details Retelling: Vocabulary Retelling: Teacher Support Reflection Making Connections 	Oral Response <p>Fiction</p> <ul style="list-style-type: none"> Prediction/Previewing Retelling: Sequence of Events Retelling: Characters and Details Retelling: Vocabulary Retelling: Teacher Support Interpretation Reflection Making Connections <p>Nonfiction</p> <ul style="list-style-type: none"> Previewing Retelling: Key Ideas and Facts Retelling: Details Retelling: Vocabulary Retelling: Teacher Support Using Nonfiction Text Features Making Connections 	Oral/Written Response <p>Fiction</p> <ul style="list-style-type: none"> Use of Text Features Prediction Scaffolded Summary Scaffolded Summary: Vocabulary Literal Comprehension Interpretation Reflection <p>Nonfiction</p> <ul style="list-style-type: none"> Prediction Nonfiction Text Features Scaffolded Summary Scaffolded Summary: Vocabulary Literal Comprehension Interpretation Reflection 	Oral/Written Response <p>Fiction and Nonfiction</p> <ul style="list-style-type: none"> Questioning/Prediction Summary Literal Comprehension/Notetaking Interpretation Reflection Metacognitive Awareness
STEP 4 Teacher Analysis	Determines reading level and uses the Focus For Instruction to pinpoint instructional needs	Determines reading level and uses the Focus For Instruction to pinpoint instructional needs	Determines reading level and uses the Focus For Instruction to pinpoint instructional needs	Determines reading level and uses the Focus For Instruction to pinpoint instructional needs	Determines reading level and uses the Focus For Instruction to pinpoint instructional needs

Assess Confidently with a Variety of Texts

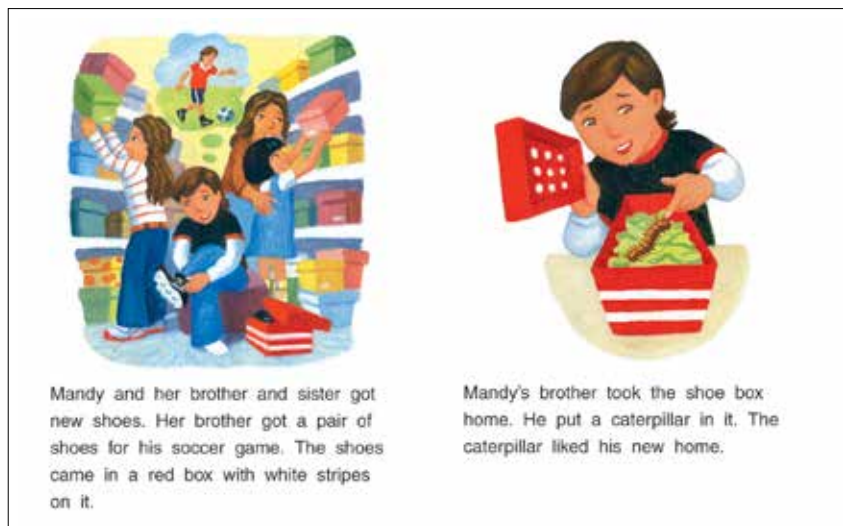
The DRA2 Benchmark Assessment Books were carefully developed, tested, and revised to ensure they are grade-level appropriate and appeal to students.



Can You Sing? Level A

Emergent Levels A–3 Kindergarten

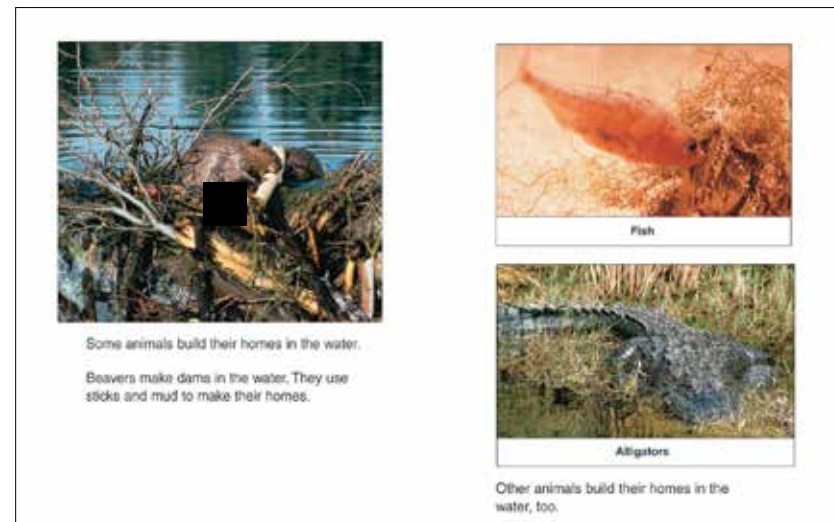
- Repeated word or sentence patterns
- Word count ranges from 10–36



Shoe Boxes Level 10

Early Levels 4–12 Grade 1

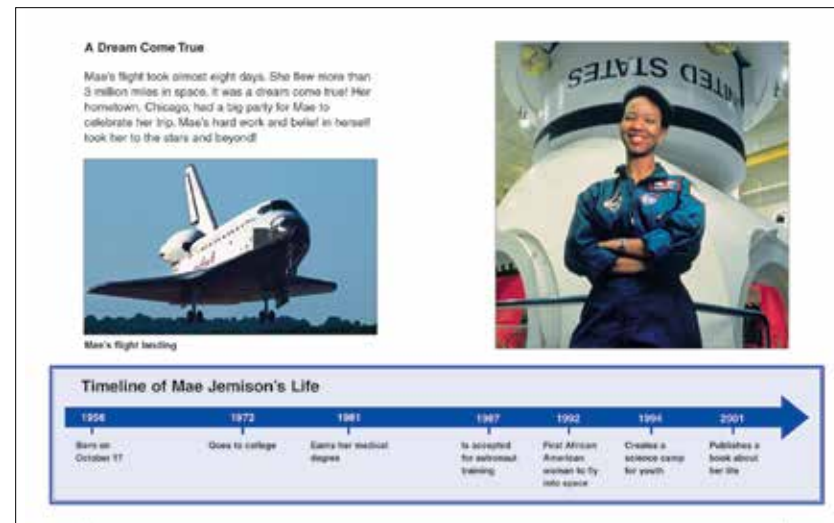
- Stories about children and relevant problems
- Increasing numbers of high-frequency words
- Word count ranges from 46–207



Animal Homes Level 16

Transitional Levels 14–24 Grades 1–2

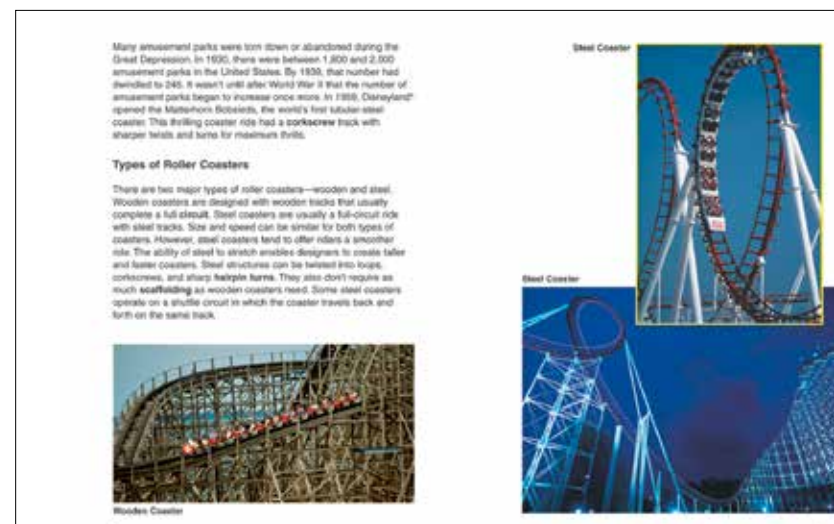
- Stories that move beyond personal experience
- Content that builds the basis to compare and contrast
- Word count ranges from 134–172



Mae Jemison Level 38

Extending Levels 28–38 Grades 2–3

- More complex stories
- A variety of genres
- Variable sentence length and structure
- Word count ranges from 143–228



Trills and Chills Level 70

Intermediate/Middle School Levels 40–80 Grades 4–8

- Realistic and fantasy fiction
- Nonfiction text with timelines, flowcharts, maps and charts, and diagrams
- Text developed to reflect cultural diversity
- Word count ranges from 941–1,914

Step 1: Reading Engagement

Observe students' reading habits, preferences, and goals.

Grades K-3

Teacher Observation Guide *Thin as a Stick* Level 24, Page 1

Name/Date D.J. Teacher/Grade Bell

Scores: Reading Engagement 6/8 Oral Reading Fluency 12/16 Comprehension 21/28
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? interesting and funny

T: Tell me about one of your favorite books. If you take a mouse to the movies. It's a circle book, it keeps going round and round.

T: How do you choose the books you read? How they look. If they sound good.

Record Responses

The teacher records responses to the Reading Engagement questions.

Grades 4-8

Grades 4-5 **DRA2 Student Reading Survey** Page 1

Name Alyssa Date 7/6

Teacher Wilson Hill Elem. Grade 5

Complete the following sections to help you think about yourself as a reader.

WIDE READING

Write the titles of the latest books you have finished reading. You may use your reading record to help you remember as many book titles as possible.

Series of Unfortunate Events, the grim grotto National Geographic Kids, Harry Potter and the Sorcerer's Stone, Because of Winn-Dixie, Punt, Meet Kaya

What are you reading at school now? Takeoffs and Landings

What are you reading at home now? The Phantom Tollbooth, Amber Brown wants extra credit

Think about your favorite authors and books. What do you like to read? Tell why.

I like to read non-fiction and fantasy because non-fiction has alot of true facts in them and you can do things you can't in real life but can in fantasy books

Reading Survey

The student responds in writing to the Reading Survey.

Grades K-3 and 4-8

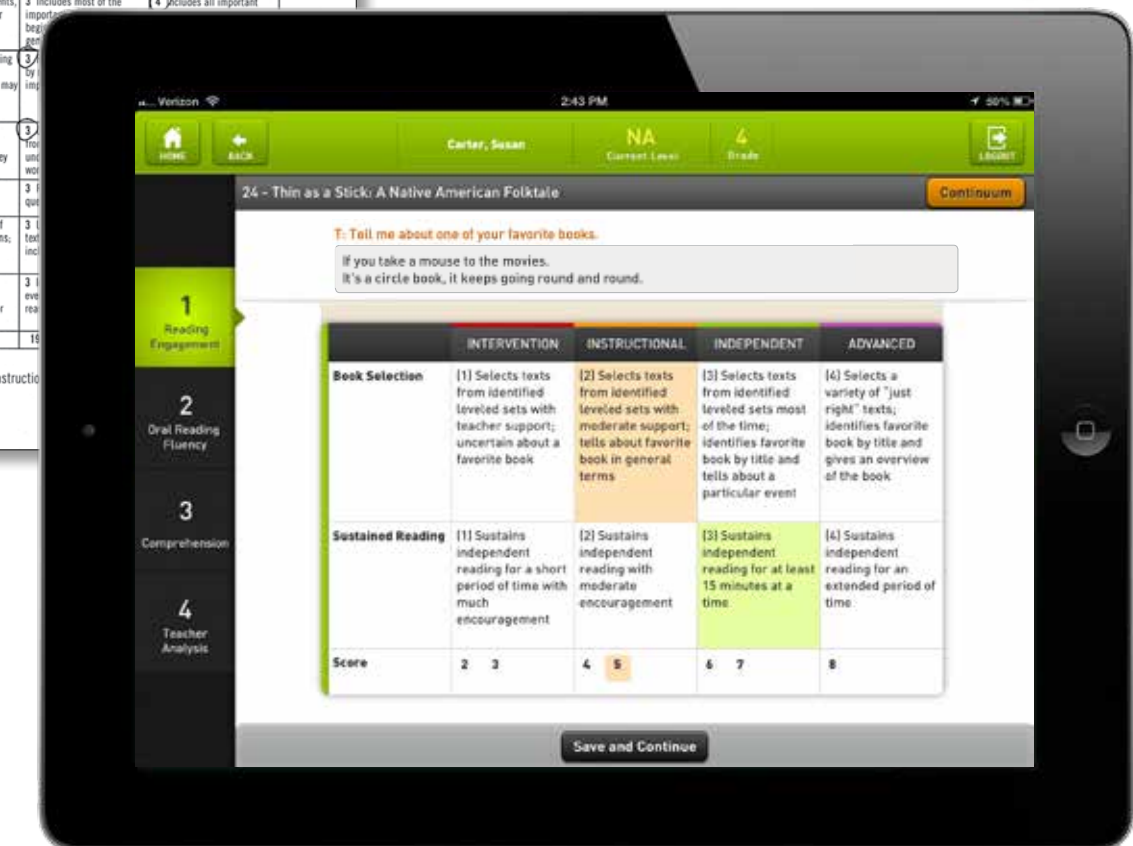
Name/Date _____ Teacher/Grade _____ Level 24, Page 6

DRA2 CONTINUUM	LEVEL 24			
	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED
Reading Engagement				
Book Selection	1 Selects texts from identified leveled sets with teacher support; uncertain about a favorite book	2 Selects texts from identified leveled sets with moderate support; tells about favorite book in general terms	3 Selects 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 "just right" texts; 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; reads with inappropriate pauses	3 Reads in longer phrases at times; reads with most punctuation	4 Reads in longer, meaningful phrases most of the time; reads all punctuation
Rate	1 59 WPM or less	2 60-69 WPM	3 70-100 WPM	4 101 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 about the text	4 Makes at least 3 thoughtful predictions that go beyond the pages read about the text
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 in the text (partial retelling)	4 Includes all important events in the text
Retelling: Characters and Details	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 characters using appropriate pronouns; includes at least 2 details	4 Refers to characters using appropriate pronouns; includes at least 3 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; understands key words/concepts	4 Uses language/vocabulary from the text; understands 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 2 questions or prompts	4 Retells with 1 question or prompt
Interpretation	1 Little or no understanding of important text implications	2 Some understanding of important text implications; no supporting details	3 Some understanding of important text implications; some supporting details	4 Good understanding of important text implications; supporting details
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 an event and/or gives a reason for response	4 Identifies an event and/or gives a reason for response
Score	7 8 9 10 11 12 13	14 15 16 17 18	19 20 21 22 23 24	25 26 27 28 29 30

Choose three to five teaching/learning activities on the DRA2 Focus for Instruction

Determine Performance Levels

The teacher scores responses on the Reading Engagement Continuum.



DRA2 Continuum, Blackline Masters



The teacher instantly evaluates each student's Reading Engagement responses.

Analyze and record each student's oral reading.

While the student reads the text aloud, the teacher records oral reading behaviors such as substitutions, repetitions, and self-corrections on the Record of Oral Reading.

Grades K–3 and 4–8

Teacher Observation Guide *Thin as a Stick* Level 24, Page 1

Name/Date *D.J.* Teacher/Grade *Bell*

Scores: Reading Engagement *6/8* Oral Reading Fluency *12/16* Comprehension *21/28*
 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? *interesting and funny*

T: Tell me about one of your favorite books. *If you take a mouse to the movies. It's a circle book. It keeps going round and round.*

T: How do you choose the books you read? *How they look. If they sound good.*

2. ORAL READING FLUENCY

INTRODUCTION
 T: In this folktale, *Thin as a Stick*, Lizard is a very fat fellow. Lizard changes after he meets Prairie Dog. 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
 A long time ago, Lizard was a very fat fellow. Each day he would sit in the sun and sleep. When he was hungry, he would tip his head and zap ants with his long tongue. He didn't even move to get his food. He *just would just* wait until the ants walked by. *IE*

Evaluate Fluency

Oral Reading Fluency is timed at levels 14 and above.

Teacher Observation Guide *Thin as a Stick* Level 24, Page 2

Page 3
 One day, Lizard slowly climbed up on a large rock. He slept most of the day in the warm sun. Under the ground, Prairie Dog was making a tunnel. By lunch time he was hot and tired. *He was P/SC* As Prairie Dog came up through the ground, he bumped his head on Lizard's rock. *2 SC 2E*

"Ouch!" *s/SC* he cried, popping out of the ground. "Who put this rock here?" *1 SC*

"Not me," said Lizard, as he laid down once again *not s/SC* on top of his rock. "Maybe you should watch where you're going." *2 SC*

Page 4
 Prairie Dog was in a *bad* mood. "Oh, yeah?" he *showed* shouted. "Well, maybe you should watch where you're going!" With that, Prairie Dog gave the rock a great big shove. *1 SC IE*

Time: *1:53* minutes:seconds

ORAL READING WORDS PER MINUTE, PERCENT OF ACCURACY
 Use the student's oral reading time to circle the WPM range.

Word Count: 170

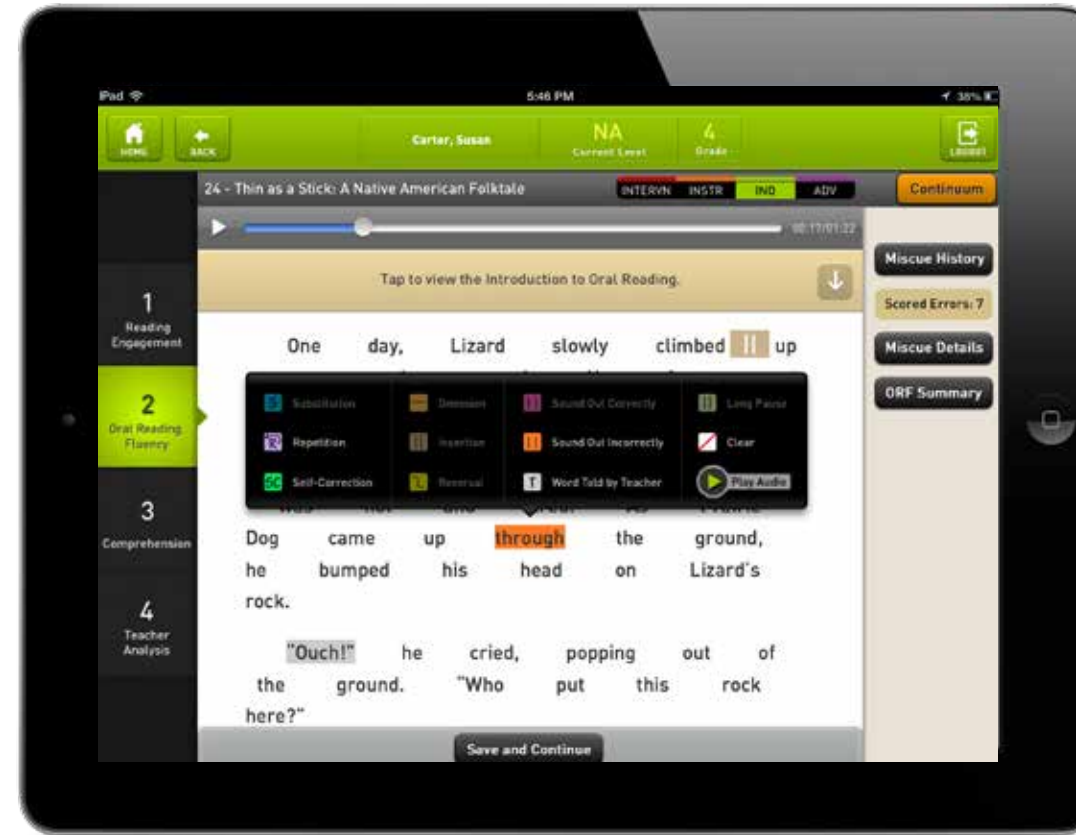
	INTRVN	INSTR	IND	ADV
Minutes:Seconds	2:51 or more	2:50-2:27	2:26-1:42	1:41 or less
WPM	59 or less	60-69	70-100	101 or more

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	10-11	8-9	6-7
Percent of Accuracy	93 or less	94	95	96

Accuracy and Rate

Once the oral reading is complete, count the number of miscues to determine accuracy. Use the Words Per Minute (WPM) Chart found in the Blackline Masters to identify the WPM range. If either score falls within the shaded area, stop the assessment and reassess with a lower level text.



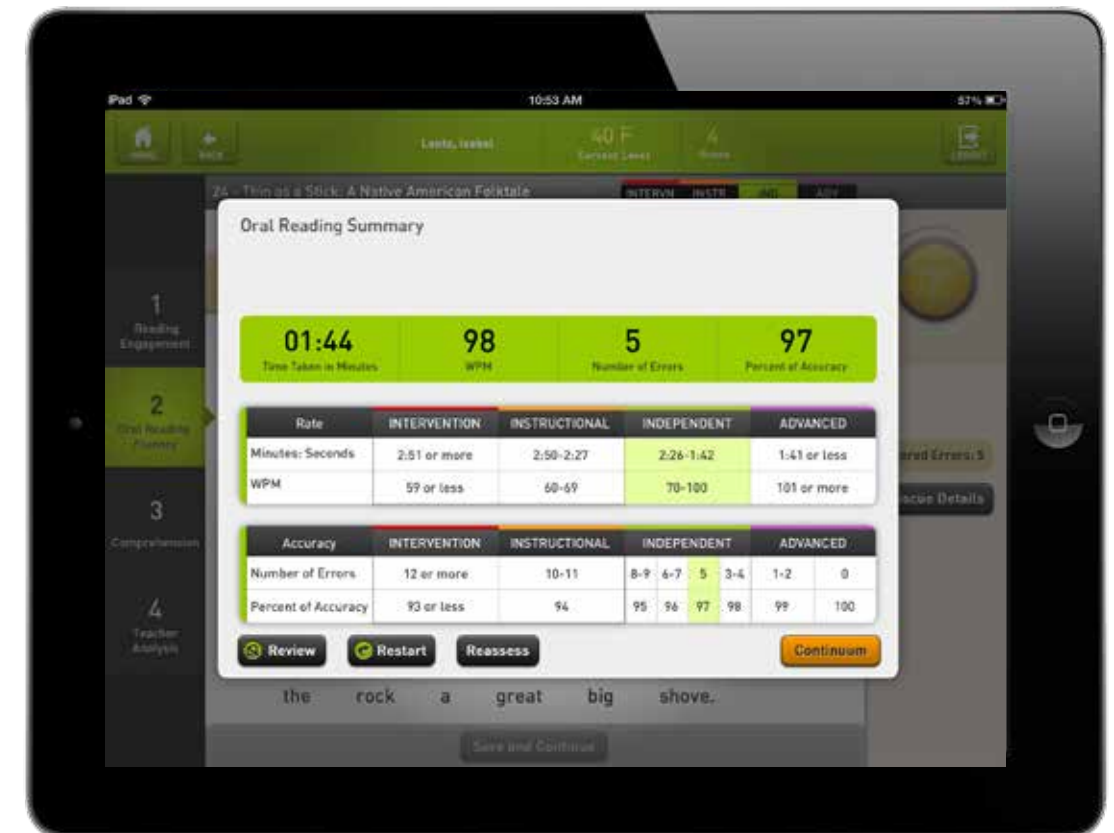
Tap words to tag miscues as the student reads the text aloud.



Record student's oral reading for review and future audio playback.



Automatically calculate accuracy and rate, providing alerts if the student falls below the Independent range.



Step 3: Comprehension

Evaluate how well students understand the text they have read.

Constructing meaning before, during, and after reading a text is critical to reading comprehension. Students demonstrate how well they understand the text by providing oral and written responses to comprehension questions.

Grades K–3

Teacher Observation Guide **Thin as a Stick** Level 24, Page 3

- 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 22, at another time.

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. 1. Takes his and lay somewhere + another problem
2. When he gets to another spot, he

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 long time ago Lizard was a fat fellow. He didn't even move to get his food.
2. Prairie Dog was working hard, making a tunnel.
3. When Prairie Dog came up, he bumped his head on the rock where Lizard was sitting and asked, "Who put this rock here?" Ouch! whose rock is this
4. Lizard said, "No, it's mine. Maybe you should watch where you're going."
Middle
5. Prairie Dog said, "Maybe you should watch where you're going." Then he gave the rock a big shove. push was stuck on it
6. Lizard held on tight to the rock. He didn't want to let it go. He was scared and he was helpless.
7. He was scared and he was helpless.
8. As the days passed, Lizard was very thirsty because he was as thin as a stick.
End Big bird came by
10. hawk flew over Lizard
11. he said "I'm also as fat as you."
12. From that day on, Lizard was as thin as a stick.

Oral Retelling

Underline words, phrases, and sentences to indicate what the student includes during the oral retelling.



As the student retells, tap as appropriate to indicate words, phrases, and sentences included.

Teacher Observation Guide **Thin as a Stick** Level 24, Page 4

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? Being fat and skinny doesn't really matter.

REFLECTION
T. What do you think was the most important thing that happened in this story? he couldn't get out from under the rock + the bird almost got him for dinner but he ran between two rocks so he couldn't see him and eat him for dinner.

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: <input type="checkbox"/> beginning letter(s)/sound(s) <input type="checkbox"/> letter-sound clusters <input type="checkbox"/> onset and rime <input type="checkbox"/> blending letters/sounds <input type="checkbox"/> knowledge of spelling patterns (analogies) <input type="checkbox"/> syllables <input type="checkbox"/> rereading <input type="checkbox"/> no observable behaviors	Number of miscues self-corrected: <u>4</u> Number of miscues not self-corrected: <u>4</u> Number of words told to the student: <u>0</u>	Miscues interlined with meaning: <input type="checkbox"/> never <input type="checkbox"/> at times <input type="checkbox"/> often	Miscues included: <input checked="" type="checkbox"/> omissions <input type="checkbox"/> insertions <input checked="" type="checkbox"/> substitutions that were visually similar <input type="checkbox"/> not visually similar
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Evaluate Comprehension

Comprehension questions assess the student's higher-level comprehension skills and strategies.

Grades 4–8

Student Booklet **Storm Chasers** Page 2

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

Stormchasers is about a book of storms and people take pictures of them. In the first part of Stormchasers, they talk about a guy named Warren Fairley. Warren Fairley takes pictures of storms. Most of the time it is hard to get a good picture of a storm.

Student Booklet **Storm Chasers** Page 3

LITERAL COMPREHENSION
List 3 things you have learned about storm chasers.

1. they drop a drop sand in to the eye of a hurricane
2. How a tornado's formed
3. Why

Student Booklet **Storm Chasers** Page 4

REFLECTION
What do you think is the most important thing that storm chasers do? report their info to us so we can be safe

Tell why you think this is important. so we can be prepared for severe thunder storms and other storms.

METACOGNITIVE AWARENESS
Check a 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 was reminded of personal connections.
 I used headings to decide what was important.
 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.
I used the heading to find out that when I read the heading storm spotters I knew it was going to be about people chase-ing and spotting storms

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

Evaluate Prediction, Summary, Literal Comprehension, Interpretation, Reflection, and Metacognitive Awareness

Once students have finished reading the Benchmark Assessment Book on their own, they will respond to questions and prompts in the Student Booklet.



The teacher evaluates each student's Comprehension responses.

Evaluate Comprehension

Comprehension questions require students to support their responses using details and facts from the text.

Step 4: Teacher Analysis

Personalize instruction to meet the needs of every learner.

Once all steps of the assessment have been completed, use the DRA2 Continuum to evaluate student performance and select teaching points on the Focus for Instruction.

Grades K–3 and 4–8

Name/Date _____ Teacher/Grade _____ Level 24, Page 6

DRA2 CONTINUUM	LEVEL 24			
	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED
Reading Engagement	1 Selects texts from identified leveled sets with teacher support; uncertain about favorite book	2 Selects texts from identified leveled sets with moderate support; tells about favorite book in general terms	3 Selects 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 "just right" texts; identifies favorite book by title and gives an overview of the book
Book Selection	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
Sustained Reading	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; hears most inappropriate pauses	3 Reads in longer phrases at times; hears most punctuation	4 Reads in longer, meaningful phrases most of the time; hears all punctuation
Rate	1 59 WPM or less	2 60–69 WPM	3 70–100 WPM	4 101 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 Details	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; may include 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 and gives reason(s) for opinion	4 Identifies a significant event and 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.

Determine Performance Level

Once all areas of the continuum have been scored, determine a focus for instruction based on the scores indicated. Descriptors that fall below the Independent range indicate instructional needs.

Teacher Observation Guide *Thin as a Stick* Level 24, Page 7

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 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 examples from the text

Reflection

- Help student identify important 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

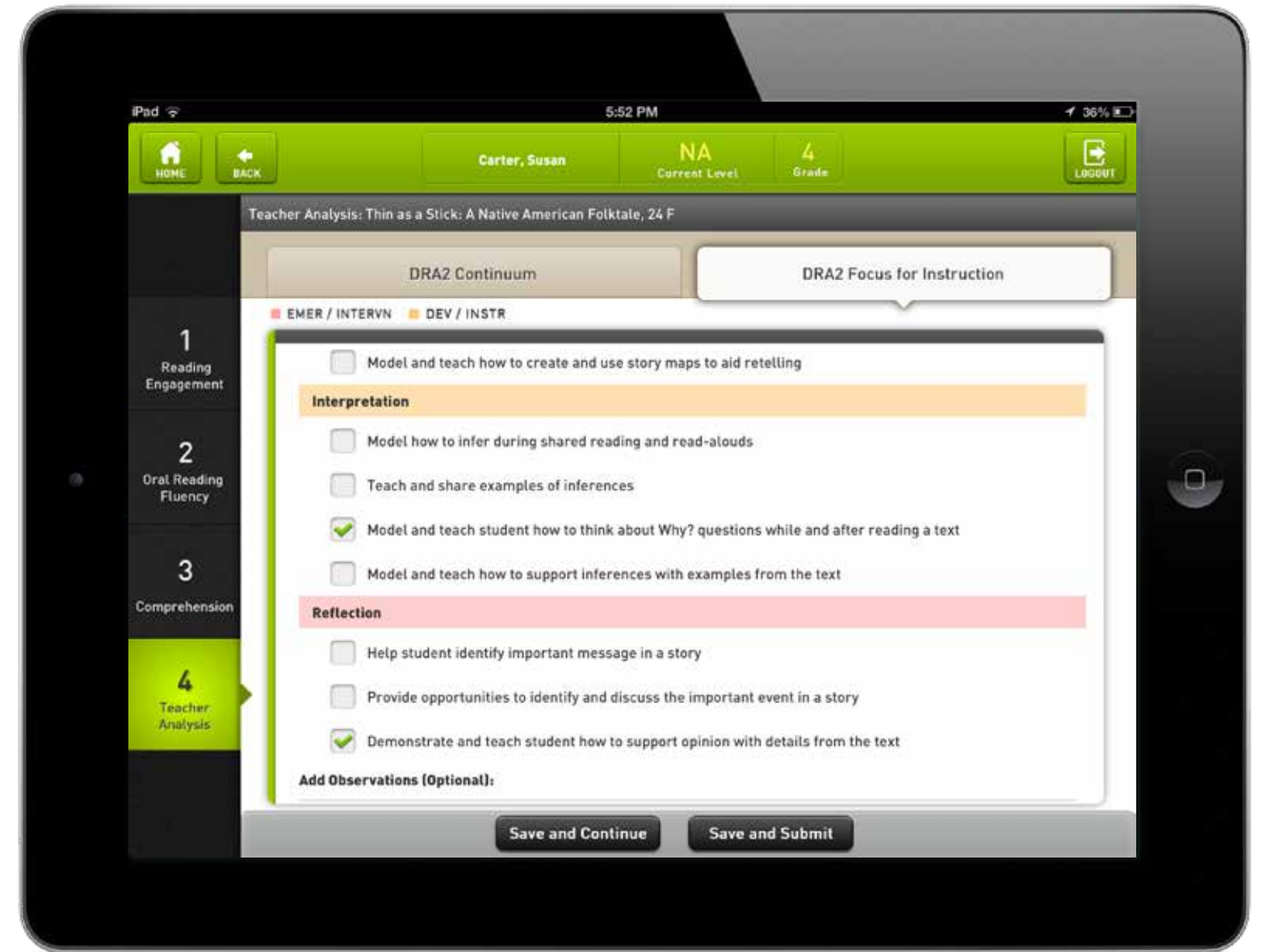
OTHER

Support questioning strategies during read-alouds and guided reading

Teacher Observation Guide, Blackline Masters

Complete the Focus for Instruction

The teacher then uses the DRA2 Focus for Instruction to determine the student's instructional path.



Skills that fall below the Independent range are automatically highlighted on the Focus for Instruction, drawing attention to areas of need.



Word Analysis

Assess skills related to Phonological Awareness, Metalanguage, Letter/Word Recognition, Phonics, and Structural Analysis/Syllabication. Administer Word Analysis to emerging and struggling readers to help students develop the skills needed for reading proficiency.

Word Analysis is included in the *DRA2+ K-3 Comprehensive Package*.

Assess Word Analysis Skills and Strategies

Support Emerging and Struggling Readers

The DRA2 Word Analysis was designed to provide teachers with a systematic means of observing how emerging and struggling readers attend to and work with the various features of spoken and written word.

Task 26

1. lot 2. take 3. bed

Task 26

Identifying words with long and short vowels

Objective: To (1) tell how the words are alike in each set, (2) say the long and short sounds of the designated vowel, and (3) read the words in the set

Prior to the Assessment

Assemble the following materials:

- Student Assessment Book: Task 26
- Record of Responses: Task 26

Administering the Assessment

Use the *Recording Guidelines* provided in General Directions, page 18, to record your observation after each response in the *Record of Responses*.

Assessment

1. Say: **The words in each set contain long and short vowel sounds. I will give**

Identifying words with long and short vowels **Task 26**

Name Example

1st Date 9/23 2nd Date 3rd Date

Level of Control	No/Little	Some	Gaining	Control
Total Score	0-11	12-23	24-29	30

	1st	2nd	3rd	1st	2nd	3rd
1. short o	✓			4. short i	✓	
long o	✓			long i	✓	
lot	✓			night	✓	
know	✓			kit	✓	kite
boat	✓			tie	✓	
hope	✓			wise	✓	
Score	6 /6	/6	/6	5 /6	/6	/6
2. short a	✓			5. short u	✓	
long a	—			long u	—	
take	✓			bug	✓	
way	✓			fruit	✓	
rain	✓			true	✓	
mad	made			cube	✓	
Score	4 /6	/6	/6	5 /6	/6	/6
3. short e	✓					
long e	✓					
bed	✓					
feel	✓					
beat	beat					

Word Analysis Tasks

Observe and assess Foundational Skills with 40 word-analysis tasks.



Teacher instructions and scoring guidelines are delivered at point of use.

Check Progress

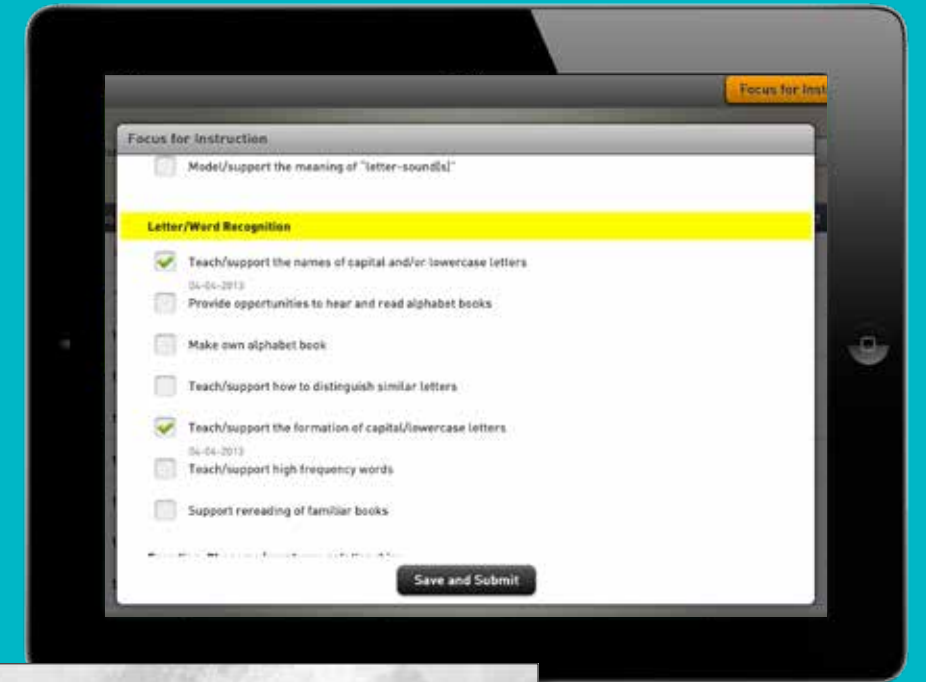
Assess the student's level of control in the areas of phonics and decoding strategies.

Move into Instruction

Use assessment results to determine the Focus for Instruction and direct student learning through targeted activities.



Skills needing attention are automatically highlighted on the Focus for Instruction.



Task Specific Activities

Once instructional needs have been identified through the Focus for Instruction, incorporate DRA2 Word Analysis Mini-Lessons/Learning Activities to provide targeted instruction that meets the needs of the student. Mini-Lessons/Learning Activities are provided in the Teacher Guide.

Task 26: Identifying words with long and short vowels

OBJECTIVE

The student will be able to (1) tell how the words are alike in each set, (2) say the long and short sounds of the designated vowel, and (3) read the words in the set.

MATERIALS

- picture cards
- word cards
- dry-erase boards and markers
- short story, poem, and rhyme
- highlighters

TEACH/RETEACH

1. Select the vowel sound to teach, such as /e/.
2. Display three or four picture cards whose names have the sound, such as *bed*, *leg*, *nest*, and *pen*. Say each picture name and have the students repeat the words.
3. Ask the students to tell you how the words are alike. Say the words again slowly if the students are uncertain.
4. Write the picture names on the board. Say: **Tell me how the words are alike.** Underline the vowel and read the words together.
5. Say: **Listen as I read each word.** Track the letters as you slowly read the words. Then ask: **What is the sound for letter e?** Verify and identify the sound as a "short vowel e sound."
6. Cover up the words and dictate each of the words for the students to spell. Be sure to use the each word in a sentence as well.
7. Have the students repeat each word slowly and write it on a dry-erase board.
8. Ask students to underline the letter that represents the common vowel sound.

SCAFFOLD

1. Have students look for and write down other words containing the identified short vowel for several days.
2. Compile a group list of words containing the identified short vowel for future reference.
3. Have students highlight the words that include the designated vowel sound in copies of short poems, rhymes, and in their own writing.
4. Select two or three words to serve as an exemplar on the classroom word wall and in each student's word study journal.

A young boy with dark hair, wearing a light blue polo shirt, is shown from the chest up, looking down at an open book he is holding. The background is a warm, out-of-focus indoor setting. The right side of the image features a purple overlay with white text.

Progress Monitoring Assessment

Observe and record reading behaviors of struggling students with brief assessments between Benchmarks. Administer the DRA2 Progress Monitoring Assessment to ensure that reading deficits are being addressed.

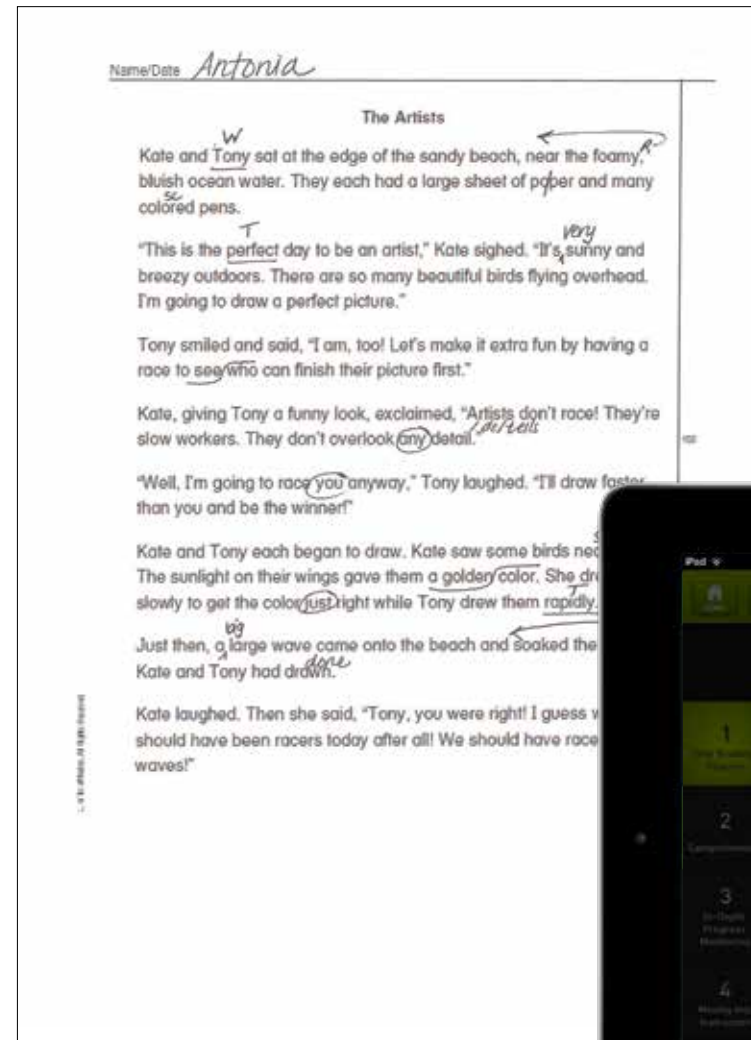
Progress Monitoring Assessment is included in DRA2⁺ K–3 and 4–8 Comprehensive Packages.

Step 1: Oral Reading Fluency

Observe and record oral reading behaviors such as rate, accuracy, expression, and phrasing while the student reads the selected passage aloud.

Step 2: Monitor Comprehension

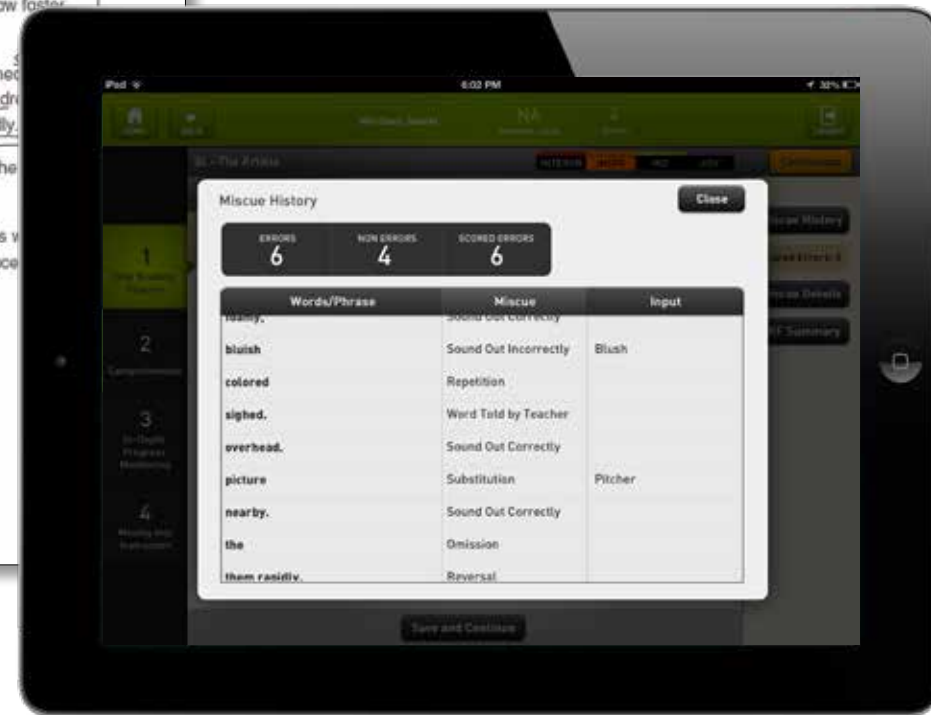
Determine the student's level of understanding with targeted comprehension questions. Score responses on the DRA2 Progress Monitoring Continuum.



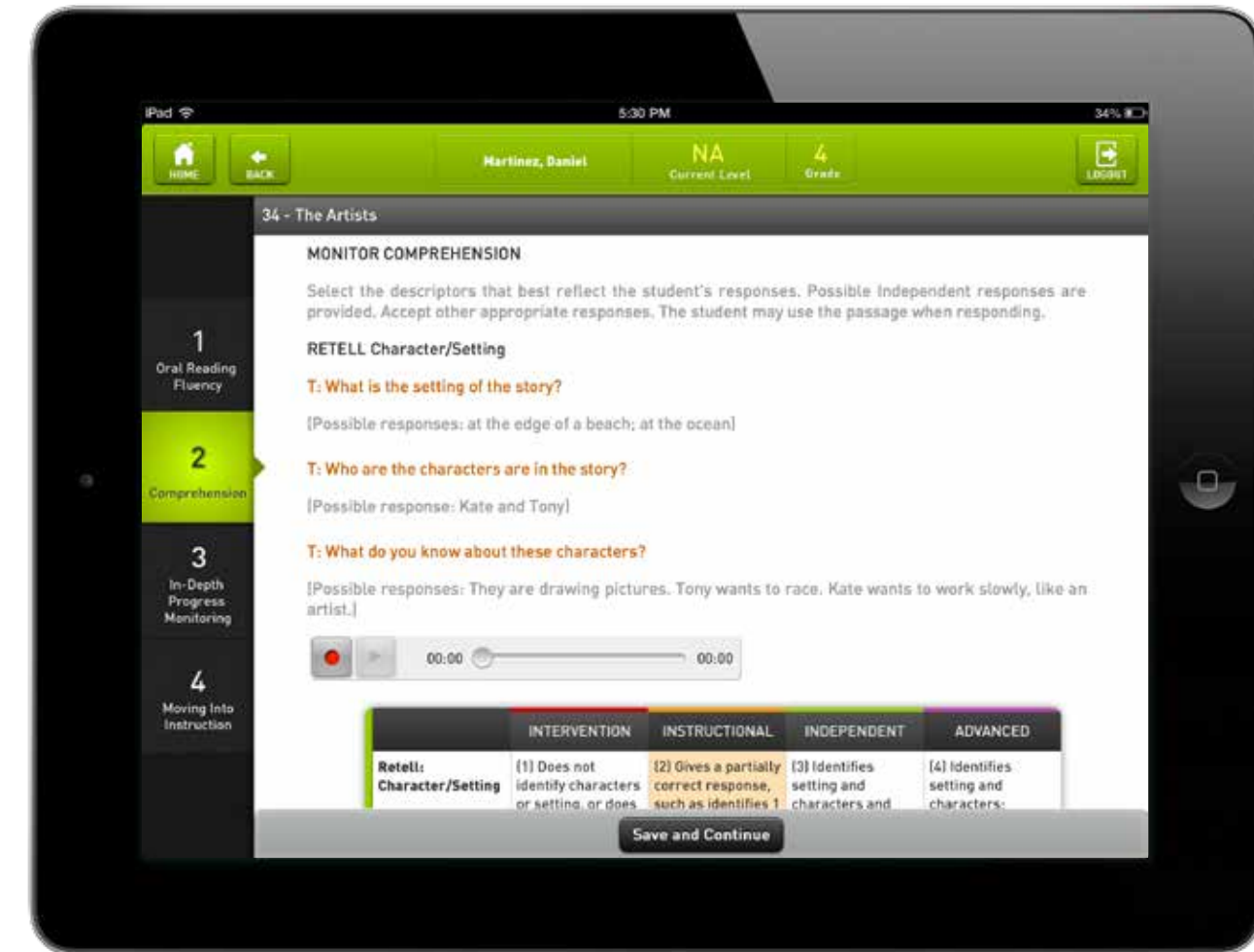
Level 34, Passage 3

Analyze and Record the Student's Oral Reading

While the student reads the text aloud, record oral reading behaviors such as substitutions, repetitions, and self-corrections.



Immediately view the miscue details to identify instructional focus.



Record and score students' oral responses.

Evaluate Comprehension

Students demonstrate how well they understand the passage by providing responses to comprehension questions.

Step 3: In-Depth Progress Monitoring

Assess student's depth of understanding with comprehension questions that target word knowledge and vocabulary skills.

Step 4: Moving Into Instruction

Use assessment results to identify interventions for each skill assessed. "If...then" statements with each passage provide recommendations for instructional activities.

Level 34, Passage 3 **The Artists** Teacher Observation Guide

Name/Date _____ Teacher/Grade _____

3. IN-DEPTH PROGRESS MONITORING

The items below provide more in-depth progress monitoring of specific skills. The student may use the passage when responding.

COMPREHENSION Draw Conclusions

- Say: *Tony wants to race, but Kate doesn't. Who do you think would draw a better picture? Why?* (Possible response: *Kate would draw a better picture because she would take her time.*)
- Say: *Where do you think Kate and Tony will sit the next time they decide to draw pictures at the beach?* (Possible response: *They will sit farther away from the ocean's edge so the waves don't ruin their pictures.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Draw Conclusions	Does not draw a conclusion or does not respond	Gives a partially correct response, such as draws 1 of 2 conclusions	Draws a reasonable conclusion using information from the text for each question	Draws a perceptive conclusion using information and specific vocabulary from the story for each question

VOCABULARY Suffixes

- Point to the word *artist* in the second paragraph. Say: *This word is artist mean?* (Possible responses: *person who creates drawings, paintings, sculptures of art*)
- Point to the word *bluish* in the first paragraph. Say: *This word is bluish. What does it mean?* (Possible responses: *bluish means "somewhat blue in color"*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT
Prefixes and Suffixes	Gives inaccurate or vague meanings, or does not respond	Gives a partially correct response, such as the intended meaning of 1 word	Gives the intended meaning of each word

- End conference.

WORD READING Suffixes Return to the Record of Oral Reading to determine if the student read these words correctly: *sandy, bluish, workers, golden.*

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT
Suffixes	Does not read any words accurately or omits them	Reads 1-3 of 4 words accurately	Reads all 4 words accurately

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Monitor Student Control of Specific Reading Skills or Strategies

Questions, prompts and possible responses are provided.

Perfect for use in RTI settings



Tap the red button to capture audio of students' responses. Select descriptors that best reflect the responses.



Areas for improvement are automatically highlighted based on the continuum scoring.

The Artists Level 34, Passage 3F

SUGGESTED SKILL INSTRUCTION If a student scores below 3 for a skill, use the recommendations below to provide additional instruction for the skill.

RATE

If... a student scores fewer than 85 wpm on this passage,

Then... identify reading rate difficulties (repetitions, ineffective or slow decoding). Help the student correctly read miscues and eliminate repetitions within a paragraph and then reread the paragraph several times. To provide additional practice, use one of the Fluency Routines 11-14.

ACCURACY

If... the student's Record of Oral Reading indicates problems decoding specific word types, the types of miscues made. Have the student reread a sentence with a miscued word. If the student is unable to decode the miscued word, model and teach how to decode those word types. Then student read these types of words in books on the student's reading level.

Setting and Plot

If... is unable to retell characters, setting, or the most important events in the plot,

Then... use the Character, Setting, and Plot Graphic Organizer (p. 120) or highlight words or phrases in the story that provide information about the characters, setting, or events. Then use the Narrative Retelling Routine 10 to retell the important events in the plot.

Draw Conclusions

If... is unable to draw conclusions in this story,

Then... use the Draw Conclusions Graphic Organizer (p. 124) to model using information from the text to draw conclusions about why Kate didn't want to race. Work with the student to draw conclusions about the story.

Suffixes

If... has trouble identifying suffixes,

Then... use the suffix -ist signifies "one who practices" and -is following words: *dentist, artist, selfish, bluish*. Ask the student to define each word.

Word Parts

If... has difficulty correctly reading words with suffixes,

Then... use Word Parts Routine 4 to provide instruction and practice reading the words *beautiful, bushy, watery, bookish, writer, teacher, selfish, creator*.

66 • Level 34, Passage 3F • The Artists

Instructional Guidance for Reteaching

Instructional Routine Cards offer concrete instructional strategies for teaching word reading, fluency, vocabulary, retelling, and summarizing.

ROUTINE 4- Word Parts Strategy

Use this Routine to teach word structure skills: base words and inflected endings, prefixes, suffixes, contractions, compound words, syllables.

- 1 Introduce the Strategy** We're going to use word parts, or chunks, to help us read words. Some word parts help us understand what a word means, and others just help us read the word. Write the word.
Example: Write *restart*.
- 2 Introduce the Word Part** Discuss the word part that is the focus of the lesson, and, if appropriate, describe its relationship to the base word. Then check children's understanding.
Example: Base words often have word parts added at the beginning or at the end. A word part added at the beginning of a base word is called a prefix. This word has two parts—re and start. Re- is a prefix, and start is the base word. Which part is the prefix? Which part is the base word?
- 3 Use Word Parts for Meaning** Explain the meaning of prefixes, suffixes, and inflected endings when introducing them. For compound words, demonstrate how you can sometimes, but not always, tell the meaning from its parts. Provide examples. Then check understanding.
Example: Adding a prefix changes a word's meaning. The prefix re- means "again." *Reread* means "read again." *Repack* means "pack again." What does re- mean? What does reheat mean? What does repeat mean?
- 4 Read the Word** **MODEL** Read the word parts as you run your hand beneath them, and then read the parts together to say the word. Adapt for prefixes as in this example.
Example: This is how I read words with prefixes. First I take off the prefix and read the base word, then I read the prefix, re-. Then I read the two chunks from left to right to read the word, re, start—restart.
r e s t a r t

GUIDE PRACTICE Have children identify the word parts, or chunks, and then read the word as you run your hand beneath the parts.
Example: Children read re-, start—restart.

CORRECTIVE FEEDBACK If children have difficulty reading word parts, then have them identify one part at a time as you cover the remaining parts. It may be necessary to have them blend the base word or individual syllables before reading the whole word.



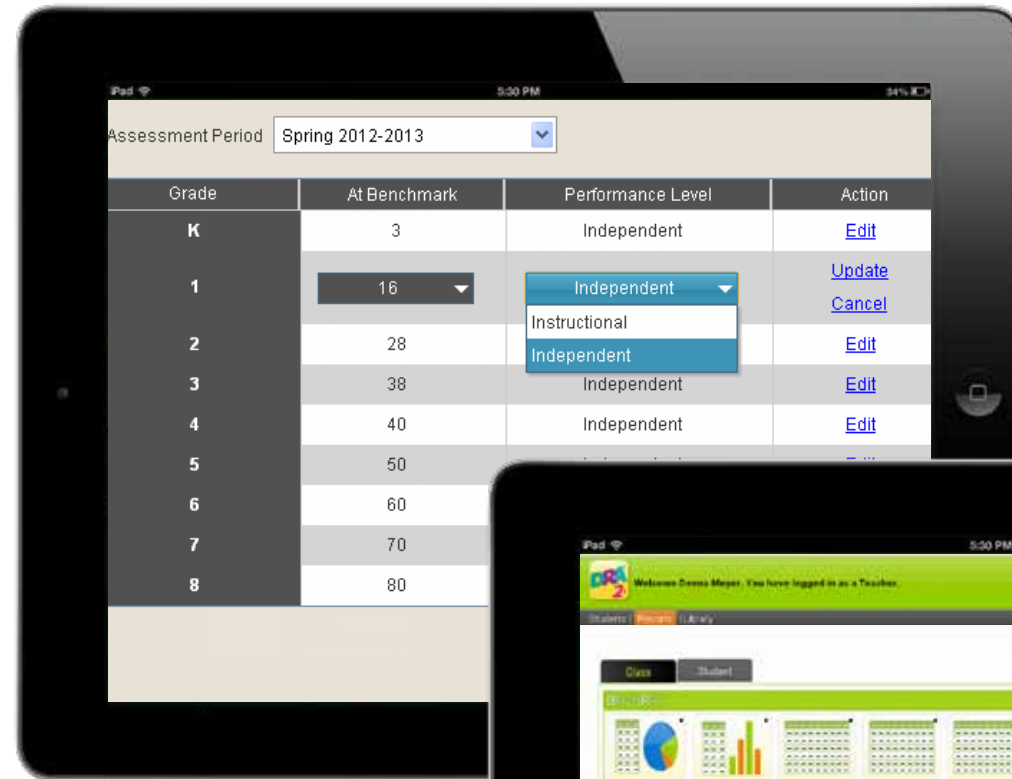
Resources

Select the tools you need
to assess and instruct.

DRA Dashboard

Assessment data from the DRA2+ App syncs directly to the DRA Dashboard. With the DRA Dashboard, teachers and administrators can access student, class, school, and district reports on demand. The DRA Dashboard visually illustrates the strengths and weaknesses of students in order to provide focused instruction that is meaningful and personalized.

DRA Dashboard is included with DRA2+ App License.



DRA DASHBOARD

The DRA Dashboard Administrator will perform functions such as uploading rosters and managing assessment windows and benchmark levels.



DRA DASHBOARD

View rosters, generate reports, and access a library of blackline masters and other resources.

Enter assessment data into the DRA2 Online Management System/DRA Dashboard. Manually enter assessment data online for access to the tools and resources to make data-driven decisions.

DRA DASHBOARD

The Focus for Instruction Summary provides at-a-glance access to class performance.





DRA2+ Comprehensive Package

- DRA2 Teacher Guide
- Benchmark Assessment Books (fiction and nonfiction)
 - Grades K–3 Kit: Levels A–40
 - Grades 4–8 Kit: Levels 20–80
- Blackline Masters Book and CD
 - Teacher Observation Guides, Student Booklets, Student Reading Survey, and reporting forms
- Student Assessment Folders (30)
- DRA2 Organizer with Hanging Folders
- Training DVD
- DRA2 Clipboard
- Assessment Procedures Overview Card
- DRA2 Word Analysis (Included with DRA2+ K-3 package)
 - Teacher Guide
 - Student Assessment Book
 - Training DVD
- DRA2 Progress Monitoring Assessment (Levels 4–60)
 - Teacher Guide
 - CD-ROM
 - Provides blackline masters of passages, Teacher Observation Guides, and reporting forms
 - Instructional Routine Cards

DRA Dashboard

Annual fee for online entry for use with the Comprehensive Print Package

DRA2+ K-3 Comprehensive Package shown. Also available are DRA2+ 4-8 Comprehensive Package and EDL2+ K-6 Comprehensive Package.

Current users of the DRA2+ can download the free DRA2+ App and purchase Student Licenses.



DRA2+ App for iPad®

- Annual License
 - Teacher access for DRA2+ and EDL2+ on the iPad
 - Provides access to the DRA Dashboard to guide data-driven decisions
 - Includes a library of additional resources for teachers and administrators



DRA2+ Print Kit for App

- DRA2 Teacher Guide
- Benchmark Assessment Books
- DRA2 Progress Monitoring Teacher Guide
- DRA2 Word Analysis (Grades K–3 Kit only)
 - Teacher Guide
 - Student Assessment Book

DRA Dashboard

Included with the DRA2+ App License

DRA2+ K-3 Print Kit for App shown. Also available are DRA2+ 4-8 Print Kit for App and EDL2+ K-6 Print Kit for App.



myPearsonTraining.com

- Provides flexible training time for teachers to view and share
- Offers online tutorials that can be viewed on any computer with Internet access

DRA2+ On-Site Professional Development

- Offers product orientations ranging from one-half day to one day in length
- Offers one-day or two-day in-depth training for DRA2+ K–3, DRA2+ 4–8, EDL2 K–6, and DRA2+/EDL2+ App
- Gives teachers confidence in conducting the DRA2+ assessments and planning their reading instruction based on assessment data
- Provides effective strategies and skills for teaching reading



Also available in Spanish Palabras a su Paso

Words Their Way™: Word Study in Action Developmental Model

Grades K-5

Program Authors: Donald R. Bear, Shane Templeton, Marcia Invernizzi, and Francine Johnston

- Aligned to the 5 Developmental Spelling Stages from the best-selling professional book *Words Their Way®: Word Study for Phonics, Vocabulary and Spelling Instruction*.
- Flexible lesson plans to support teachers and meet the diverse needs of students
- Builds Foundational Skills in just 15-20 minutes a day
- Correlated to DRA2 Word Analysis Tasks

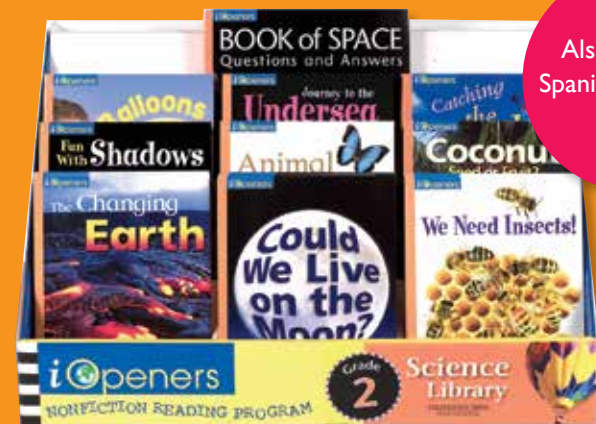


Words Their Way™ Libraries

Available for Emergent-Early Letter Name; Letter Name; and Within Word Pattern stages

6 Packs of little books aligned to the corresponding sorts in the first three developmental stages

- Builds decoding skills
- Increases sight word vocabulary and fluency
- Age appropriate stories to support word study



Also available Spanish iOpeners

iOpeners

Grades K-6

Build comprehension of informational text. Equip students with the skills and strategies they need to comprehend nonfiction.

- Content-specific Classroom Libraries in the areas of Science, Social Studies, and Math
- High-interest content and captivating photography bring topics to life
- Big Books at early levels to engage young readers
- Includes DRA, Guided Reading, and Lexile levels



QuickReads®

Grades 2-6

Develop fluency and reading comprehension in 15 minutes a day.

Program Author: Elfrieda H. "Freddy" Hiebert, Ph.D.

- Provides short, nonfiction texts on science and social studies topics
- Develops automaticity through use of high-frequency and easily decodable words
- Offers six levels of content for focused interventions



Included in the DRA2+/EDL2+ App for iPad

Evaluación del desarrollo de la lectura, Segunda Edición PLUS (EDL™ 2+)

Grades K-6

For use in Spanish immersion and dual-language settings and for biliteracy development.

- Research based and widely field-tested in bilingual classrooms
- Provides assessment of reading engagement, fluency, and comprehension
- Includes 44 Spanish-language benchmark assessment books from EDL2 Levels A through 60
- Includes *Verificar el progreso* to monitor progress of struggling readers between benchmark assessments
- Now available: *EDL2 Análisis de palabras*

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