

DRA2

**Stamford Public
Schools**

Parent Workshop

Created by the Stamford Elementary Reading Teachers

What is the Developmental Reading Assessment (DRA)?

- An individually administered reading assessment given in grades 1-3 to determine reading level
- SPS is required by the State Department to administer the DRA
- Administered in the fall, winter, and spring
- Identifies substantially deficient students
- Assesses a student's reading progress over time
- Scores are given for reading engagement, oral reading fluency and comprehension

How is the DRA used?

- Informs parents and teachers of a student's current independent reading level
- Identifies strengths and weaknesses
- Identifies a student's instructional needs
- Helps teachers plan for small group reading instruction and intervention

How has the DRA changed?

DRA Classic	DRA 2	Rationale for Change
Untimed oral reading	Timed oral reading at levels 14-40 Testing stops if words per minute rate is not met	Slow reading rate effects comprehension.
Oral student responses	Written student responses have been added at levels 28-40	To align with CMT objectives.
Fictional Stories	Nonfiction selections at levels 16, 28, and 38	CMT reading selections are nonfiction

DRA2 Benchmarks for First Grade

September	January	May
4	12	18
<ul style="list-style-type: none">• One to three lines of text per page• Predictable language structures• Familiar characters and experiences• <u>Brown Bear, Brown Bear</u> by Bill Martin	<ul style="list-style-type: none">• Illustrations give moderate support• Number of high frequency words are expanded• Two to six lines of text per page• <u>Titch</u> by Pat Hutchins	<ul style="list-style-type: none">• Characters have problems• Illustrations provide moderate support• Some description of characters and setting• <u>Little Bear</u> by Else Holmelund Minarik

DRA2 Benchmarks for Second Grade

Grade	January	May
18	24	28 (non-fiction)
<ul style="list-style-type: none"> • Characters have problems • Illustrations provide moderate support • Some description of characters and setting • <u>Little Bear</u> by Else Holmelund Minarik 	<ul style="list-style-type: none"> • Illustrations provide minimum support • May be a full page of text • <u>Nate the Great</u> by Marjorie Weinman Sharmat 	<ul style="list-style-type: none"> • Non-fiction book • Two to seven lines of text above or below photographs or graphics • Topics and vocabulary are familiar • <u>On the Farm</u> (iOpeners)

DRA2 Benchmarks for Third Grade

Grade	January	May
28 (non-fiction)	34	38 (non-fiction)
<ul style="list-style-type: none"> • Non-fiction book • Two to seven lines of text above or below photographs or graphics • Topics and vocabulary are familiar • <u>On the Farm</u> (iOpeners) 	<ul style="list-style-type: none"> • Text size is slightly smaller than in previous text levels • Sentence length and vocabulary are more complex than in previous text levels • There is less picture support • <u>Little Critter Journal</u> (Little Celebrations) 	<ul style="list-style-type: none"> • Four to twelve lines of text below or above photographs, illustrations, or graphics • Text size is slightly smaller and fills or partially fills page • Specialized vocabulary may not be familiar • <u>All About Bikes</u> (iOpeners)



Supporting Reading at Home

Emergent

DRA2 Levels A-3

Reading Engagement	<ul style="list-style-type: none">• Holds a book and turns the pages• Looks at the illustrations/ photographs in books• Identifies and talks about a favorite book or story
Oral Reading Fluency	<ul style="list-style-type: none">• Using text, child moves finger from left to right
Comprehension	<ul style="list-style-type: none">• Names familiar objects in the illustrations/ photographs• Can talk about print (word, letter, begin, end, first, last, sound, and so on)

How do I support my Emergent Reader?

DRA2

Levels A-3



Before we read...

Look at the cover and talk about what you think will happen in this story.

Look at the pictures and tell me what you think is happening in the story.



While we read...

We use the pictures to figure out unknown words.

Then we use beginning letter sounds to figure out unknown words.



After we read...

Talk about your favorite part
of the story.

Why did you like that part of
the story?

Early

DRA2 Levels 4-12

Reading Engagement

- Picks out books to read independently
- Reads familiar books independently for a short period of time
- Tells about a favorite book

Oral Reading Fluency

- Consistently matches one-to-one
- Quickly recognizes high-frequency words (e.g. *the, I, in, he*)
- Begins to use letter/sound relationship strategies to problem solve words

Comprehension

- Talks about what is happening in the illustrations or photographs
- Retells events in a story
- Talks about a favorite part of the book or story
- Makes meaningful connections

How do I Support My Early Reader?

(also use strategies from Emergent Level A-3)

DRA2

Levels 4-12



Before we read...

Look at the front and back cover.

Gather clues to determine what
might happen in the story.

Make a meaningful prediction

While we read...

Look at the pictures and tell me what is happening in the story.

Stop and re-read when the reading doesn't make sense.

After we read...

We retell the story. Start at the beginning of the story and tell me what happened.

Your child should:

- use the names of the characters
- tell the story in order
- tell how the story ended

Transitional

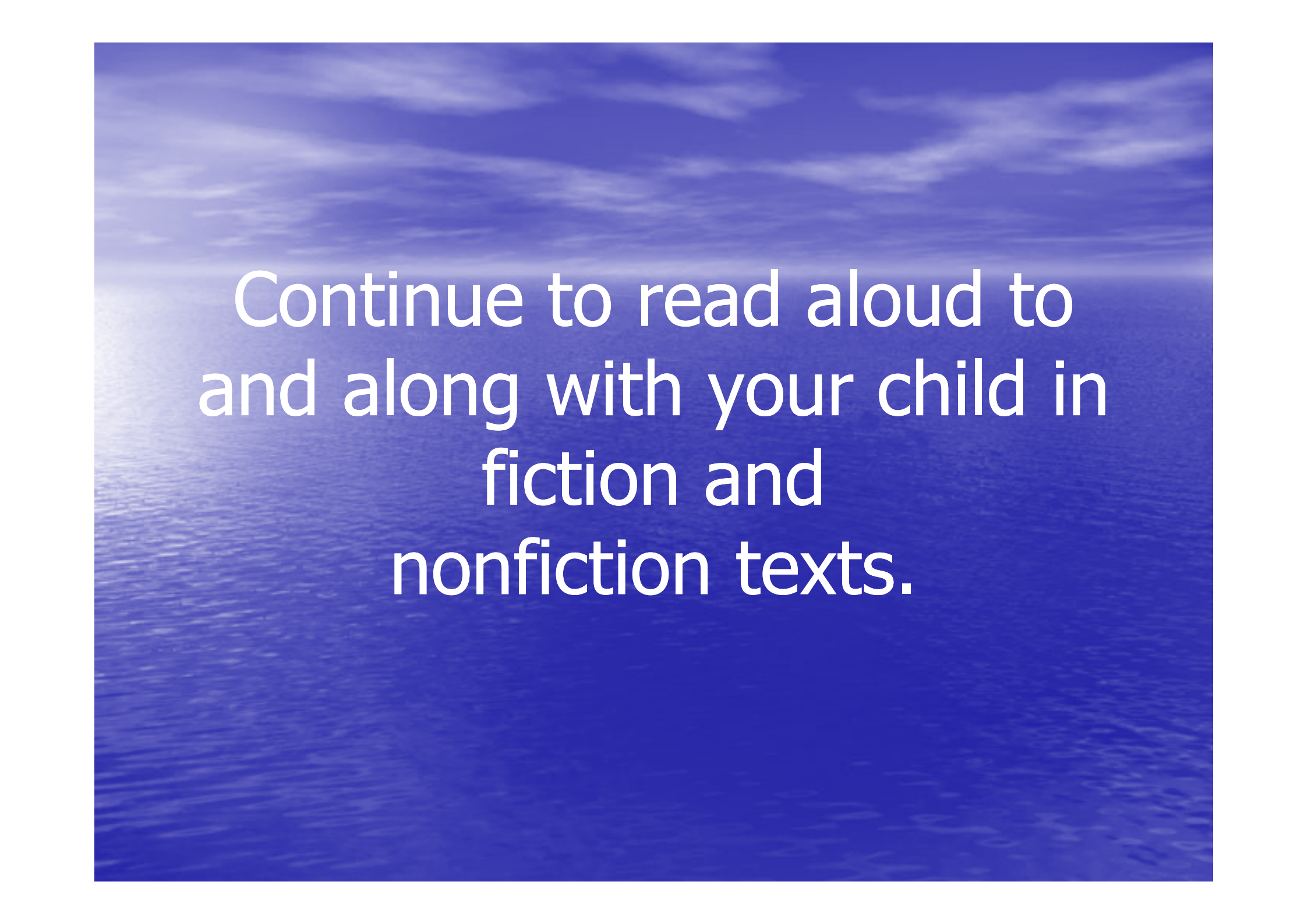
DRA2 Levels 14-24

Reading Engagement	<ul style="list-style-type: none">•Selects a book that can be read independently (“Just Right” book)•Sustains independent reading for a period of time•Tells about a favorite book and why it’s his/her favorite
Oral Reading Fluency	<ul style="list-style-type: none">•Reads in 2-3 word phrases•Uses multiple strategies to determine if the words make sense, sound right, and look right•Uses familiar word families to read words (e.g., <i>-at</i>, <i>-an</i>, <i>-ig</i>, <i>-it</i>)
Comprehension	<ul style="list-style-type: none">•Previews the text and makes predictions using illustrations or photographs•Orally retells the story or information•Identifies a favorite part of a story and tells why•Makes text-to-self connections that

How Do I Support My Transitional Reader?

DRA 2

Levels 14-24



Continue to read aloud to
and along with your child in
fiction and
nonfiction texts.

Nonfiction Books

Children should be reading nonfiction and identifying text features such as:

- Table of Contents
- Headings
- Maps, Charts, and Graphs
- Index
- Glossary

Before we read...

Look at the title and cover.

Is this book fiction or nonfiction?

How do you know?

What do you think this book is going to be about? Why?

What do you think you are going to learn from reading the book?



While we read...

Stop to look at pictures,
charts, maps, subtitles, etc. to
see what they tell you.

After we read...

(Retelling Nonfiction)

What did the author say about...

Your child should include:

Facts

Details

Vocabulary

Ask your child...

What is the most important idea
you learned from this book?

Why do you think it is important?

Extending

DRA2 Levels 28-38

Reading Engagement

- Selects a book that can be read independently
- Reads independently for a longer period of time
- Reads a beginning chapter book over time
- Reads different genres (e.g. biographies, mysteries, poetry)

Oral Reading Fluency

- Uses strategies to determine if the words make sense, sound right, and look right
- Takes words apart (word families, endings, contractions, compound words) to decode words
- Uses spelling patterns to decode words (e.g., *out, shout*)
- Quickly self-corrects mistakes
- Reads in longer phrases
- Reads with expression, paying attention to punctuation

How Do I Support My Extending Reader?

DRA2

Levels 28-38

Before we read...

Look at the title and cover and think about the illustrations or photographs you see.

What do you think this story is about ?

What do you think you are going to learn after reading the book?

While we read...

Readers ask questions about what they read.

Is there something in the story that reminds you of an experience you have had? How does your experience help you understand the story better?



After we read...

Summarize the story in 3-5 sentences.

What do you think the author is trying to tell you in the story?

Why do you think this is important?



Just-Right Books

www.booknutsreadingclub.com

Choosing a "Just-Right" Book

- First choose the book you think you would like to read.
- Find a page of text with lots of text (words) and few or no pictures near the middle of the book.
- Read the page aloud or in a whisper voice if possible while doing the test so you can hear the places where you have difficulty.
- Each time you come to a word you don't know, hold one finger up.
- If you have all five fingers up before you get to the end of the page, wave the book "good-by." It is probably too difficult for you right now. Try it again later in the year.
- If you do not have any fingers up when you finish the page, then the book may be an easy read for you.
- If you have less than five fingers but more than one or two fingers up when you finish reading the page, the book may be just what you need to grow as a reader. Use this **Goldilocks' method** as you read to see if the book is a "just right" book. Enjoy!

How long should my child practice reading his/her “just right” book each day?

- Emergent – 15 minutes
- Early Readers – 20 minutes
- Transitional Readers – 25 minutes
- Extending Readers – 30 minutes