

Developmental Reading Assessment: Gr. K-3

The DRA...

- Helps teachers assess and document students' development as readers over time
- Helps teachers diagnose students' needs as readers
- Support teacher and schools in keeping records about the level of student achievement

Conducting the Assessment

1. Check to see that you have a complete assessment package.
2. Make copies of the assessment forms.
3. Review or learn how to take and analyze a running record or a record of oral reading.
4. Give the child a selection of books (based on your knowledge of the students' reading) and have him/her choose a book that is "just right," not too hard and not too easy.
5. Follow the directions on the observation guide for the selected text (see example in the handout).

During the Assessment

Previewing and Predicting

Before the student is asked to read the teacher will introduce the text and give the student the book to look at the pictures and tell what is happening in the story.

Oral Reading and Strategies Used

Have the student read the book and take a running record. The teacher should check any strategies noticed in the areas of paraphrasing and fluency, intonation, times of difficulty and self-correcting behaviours.

Comprehension and Response

The teacher asks the student to retell the story. The book should be closed and the student is not allowed to see the story to help recall information. The teacher may use prompts (listed on the evaluation sheet) to gain further information.

Recording the Results on the Continuum

When recording the results use the indicated colour for the appropriate grade level (indicated on the folder). Circle the statements on the DRA continuum that best describe the reader's behaviours and responses.

Developmental Reading Assessment: Gr. 4-8

The DRA...

- Monitors student growth on a variety of critical skills and strategies that successful readers use
- Help teacher diagnose student needs
- Support teacher and schools in keeping records about the level of student achievement

Conducting the Assessment A Three-Part Process

****Step One: Student Reading Survey***

This phase of the assessment documents students' reading habits within a specified period of time to determine their levels of engagement. This portion of the assessment can be administered individually, in small groups or whole-class. Most students take approximately 15 minutes to complete this part of the assessment.

****Step Two: One-on-One Student Reading Conference***

Prior to the assessment the teacher chooses the DRA level set of texts that she/he thinks is most appropriate for the student's level of oral reading.

Note...

Level 40= 4th grade

Level 50= 5th grade

Level 60= 6th grade

If you feel the student is reading below 4th grade level then books should be chosen from the grade K-3 assessment kit. The student selects a text for the assessment from the texts offered by the teacher. The teacher then follows the script outlined in the Blackline Master Binder. A running record is conducted to document the student's reading accuracy. The reading should also be timed to determine the student's reading rate.

If the student reads the oral reading passage between 97 and 100% accuracy, THEN the student writes predictions on the page provided (see booklet). The student is not to refer to the text during the prediction section. If the student's reading accuracy was below 97% then the assessment is stopped and the student should be reassessed with a lower grade level text at another time.

Step two should take about 6-10 minutes per student.

****Step Three: Independent Student Work***

The student reads the entire assessment text independently and responds to the questions and prompts in the student booklet (see handout). The teacher may clarify the assignment but does not provide specific information related to the text.

Analyzing Student Performance

After the student has completed the independent work read and score all written responses to determine the student's DRA level and stage. There are some helpful hints in the Teacher Guide about how to assess each step.

Guided Reading

A child's success in reading is strongly influenced by the interplay of three factors:

- a. The nature of the text
- b. The child's knowledge, interest and experience
- c. The support provided in the guided reading lesson

The Text:

The matching of child and reading selection is central to the success of the guided reading lesson. The texts used for guided reading at the emergent level are predictable, simple texts with repetitive patterns. Early and fluent readers use more complex text and longer texts.

Teachers need to use texts that are:

- unfamiliar to the children
- from a range of text forms and genres
- at a level where there are enough challenges and supports to allow new learning
- appropriate in length
- available in sufficient numbers that each child has a copy

The Guided Reading Lesson:

Prereading:

- Set the context
- Prereading should be short and should draw on such things as a recent event, a topic of interest, the title of the selection, the author, or the illustrations
- Prereading strategies include relating to children's personal experiences, accessing children's prior knowledge, predicting, pre-questioning, motivating, and direction setting.

Guiding the First Reading

- Preview the text by discussing unfamiliar words and concepts in a conversational way and by explaining or modeling a particular strategy for children to use, such as using picture cues.
- By the time children are ready to read the text by themselves they should have some knowledge of how to cope with the difficulties they may encounter and be familiar with any new structure, unusual vocabulary, and proper names.

Rereading and Responding

- Student read by themselves or with a partner
- After the children have finished reading, they might be asked to:
- Talk about the text and ask or answer questions about it
- Talk or write about personal responses to the selection
- Confirm predictions they made about the text
- Talk about the author's message
- Talk about some of the strategies they used to solve reading difficulties

(Teachers' Guide Levels D and E. Nelson. Thomson Learning. xxix, xxx)

What is Guided Reading?

The following information was found on this website:

<http://olc.spsd.sk.ca/DE/PD/instr/strats/guided/guided.html>

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Guided reading is a strategy that helps students become good readers. The teacher provides support for small groups of readers as they learn to use various reading strategies (context clues, letter and sound relationships, word structure, and so forth).

What is its purpose?

When the proper books are selected, students should be reading with approximately 90% accuracy. This enables the students to enjoy the story because there is not an overwhelming amount of "road blocks" that interfere with comprehension. Students focus on the meaning of the story and application of various reading strategies to problem solve when they do hit a road block in their knowledge or reading ability.

Independent reading is the GOAL - guided reading provides the framework to ensure that students are able to apply strategies to make meaning from print.

How do I do it?

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Although the approach to guided reading is going to depend somewhat on your class size and grade level, the following suggestions can be used to provide an initial framework.

1. Students should be divided into small groups (4-6 students).
2. Guided reading lessons are to be about 15-20 minutes in duration.
3. Appropriately leveled reading materials must be selected for the group and each child should have his/her own copy of the literature.
4. **Pre-Reading:** The teacher establishes a purpose for reading through prediction making, vocabulary introduction, or discussing ideas that will provide the readers with the background knowledge required for the text.
5. **Reading:** The teacher observes the students as they read the text softly or silently to themselves. The teacher provides guidance and coaching to individuals based on her/his observations by providing prompts, asking questions, and encouraging attempts at reading strategy application.
6. **Post Reading:** The teacher asks questions to ensure that the text has been comprehended by the readers and praises their efforts. Further, the teacher may observe gaps in strategy application and address these gaps following the reading in a mini-lesson format.

Guided Reading

What Will the Others Do!

When I am busy with a guided reading group, what do the other students do and how is this organized?

Before we discuss what the others do, you must be prepared to dedicate an initial period of time to teaching the students what the guided reading classroom looks and feels like. Have students identify what their jobs consist of and what you will be doing while they are working independently. Post these lists on the wall so you can point to them to remind off task students of their responsibilities.

Some Procedural Suggestions:

- Consider having a large variety of literacy centers. This frees you for individual instruction and guided reading. Further, with many activities available kids can move at their own pace and in smaller groups. You can avoid having 4 or 5 kids in one spot talking too loudly, being off-task, or fighting over whatever materials they're using.
- Pick a certain number of activities that are always on the activity board and add in some of the other activities for variety each week.
- **Work Board Rotation Chart** - Chart activities and groups so everyone knows where to be - moving cards over to a new starting point each day.
- No skipping an activity to get to another - this ensures students do all end up in one center.

Once the procedures are in place, you are free to begin teaching guided reading. Here are some ideas for what the others might do while you work with the GR group.

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Center Ideas: An excellent resource for ready to go resources, readinglady.com, has download files for your use, including: activity cards for guided reading, activity explanation cards, authentic writing, bookmarks, coaching handouts and other letters for parents, developmental spelling test, journal directions, reading and writing rhymes, spelling activities, reading assessment form, and more! Free registration is now required.

The list that follows are suggested literacy center activities.

1. **Reading Activities** center (song and poetry cards, big books, other book type reading)
2. **ABC centers** (flash cards, ABC books, song and poem cards, and other ABC

- activities, alphabetizing)
3. **Write the Room** (small clipboards -- about 6x9 -- students copy any print they see anywhere in the room. They must fill one side of a page, even if they can't read everything they wrote. Beginning writers draw pictures to help them remember the words). Students can pair up & one may even use a pointer and tell the other what to write.
 4. **Read the Room** - reading anything that is posted in the room
 5. **Rainbow Spelling** (Post the week's spelling words on a half sheet of chart paper, students write them 3 times each with colored markers or colored pencils.)
 6. **Spelling Activity Center** - using their word lists create tongues twisters, sentences, stories, word scrambles, etc...
 7. **Pocket Charts** (Read/do the activities in at least 4 charts - (story sentence sequencing, making words challenge, etc).
 8. **Stamp a Word** - take a tub with rubber alphabet stamps, stamp pads, and large sheets of paper to a work area and stamp any words they want to stamp.
 9. **Book Bins** - independent, silent, or small group reading
 10. **Star Authors** - A place to read student created work
 11. **Listening Centers** - Record the books you read to the class. Have parents help out - have students record for others. How nice to hear your friend, mom, dad, sister or brother read a story at center time!
 12. **Magnetic letters/Magnetic Poetry for Kids** - Make use of your metal file cabinet!
 13. **Stamp and sticker stories** - Students use the stamps or stickers (appropriate to the unit) and write rebus type stories using stamps/stickers and words. Put a limit of stickers to be used or photocopy sheets of stickers they can cut apart.
 14. **Making Words Centers** - Throughout the week students can go up to a pocket chart when they have a few minutes and try to make words out of the scrambled Mystery Word. On Fridays - students share all of the words that they came up with and decode the mystery word. It's a great activity for your average and high students.
 15. **Bookmaking Center** -place numerous materials in a basket (writing utensils, colored pens, markers, crayons, stickers, etc.), a tablet of story paper and a stapler/binding machine. Encourage children to make books about topic that interest them.
 16. **Overhead Journals** - Have one student write their journal entry on the overhead. The student reads the journal and gives the class permission to edit the entry. The student gets to correct the errors and the class rereads it out loud.
 17. **Sign Language Center**- Make a center with a poster of the hand sign letters, flash cards, and books (consider Dogrib words as an alternative).
 18. **Puzzle Center** - Find copies of appropriate word searches, laminate them, and let the children write on them with washable markers. When done, they use towels to clean them off.
 19. **Making Greeting Cards** - have samples of greeting card verses, titles, etc cut them up for students to refer to for ideas. Add anything from yarn, pompoms,

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- wiggly eyes, letter and picture stencils, etc....Encourage students to make cards for their family, teachers around the building, and students within the room.
20. **Game Center** - think word games - Scrabble, Story Scramble, Silly Sentences (cards)
 21. **Computer Center** - reading of living books or student created e-books
 22. **Message Centers/Student Post Office** - for writing to others - a mailbox for each student is a good idea to avoid note passing in class.
 23. **Dramatic Play** -- baskets of book & props (Mrs. Wishy Washy, etc.)
 24. **Word Hunt** -- kids get a letter or digraph and see how many words they can find that start with or contain it.
 25. **Browsing Box**: Each guided reading group takes the books read during GR group and put them into a browsing box. They can look at the books as a group. This is effective because the students are dealing with familiar text independently. Each day "special" students choose books to read from their browsing box to the entire class.
 26. **Literature Circle**: A group of students will read a literature selection together and discuss their favorite part. Once they are comfortable with this process, they can map the story on large chart paper, make puppets and put on a play for the class, etc. This allows children to own literature.
 27. **Buddy Reading**: Place duplicate copies of books at all levels in the room. The students can read with a partner, this can be familiar or unfamiliar texts. Then they work with their buddy to draw or write about their favorite part.
 28. **Journal Writing**: Give students content related pictures to glue in their journals as writing prompts
 29. **Phonics Center**: Phonics based literature, games, worksheets and flash cards.
 30. **Handwriting Center**: Use laminated alphabet cards for the class to practice handwriting either by tracing over them in a marker or play dough. They can also use wikki sticks or pipe cleaners to make letters.
 31. **Overhead**: Place a cloze paragraph on the overhead or let the kids map out their stories on the overhead, stories they have read or will be writing. Encourage students to use graphic organizers such as plot graphs, □ Venn diagrams, and T-charts to gain understanding into story reading or creation.
 32. **Sight Word Center**: (which may change to vocabulary center depending on your students) They can make the sight words with rubber stamps, magnetic letters, paint baggies, sand trays...

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If you want more information visit these websites...

Four Blocks Literacy Model: http://www.wfu.edu/education/fourblocks/about_fourblocks.html

Before, During and After Guided Reading: <http://classroom.jc-schools.net/read/guidedr.html>

Guided reading for Kindergarten: http://www.hubbardscupboard.org/guided_reading.html

Literacy Centers and Guided Reading: http://www.msrossbec.com/literacy_index.html

Getting started with Guided Reading:
<http://teacher.scholastic.com/reading/bestpractices/guidedreading.htm>

Teaching tips for guided reading at all grade levels:
<http://www.emints.org/ethemes/resources/S00000600.shtml>