



# Good Readers and DRA2, 4–8

Being able to recognize the characteristics and behaviors of good readers will help you provide effective instruction to your intermediate or middle-school students. Skilled intermediate readers have developed strategies, skills, and habits needed as part of a self-extending system. *DRA2, 4–8*, supports the ongoing instruction of such students and helps you make sound decisions to help all learners become proficient, motivated, independent readers.

Research Says That Good Readers . . .	In <i>DRA2, 4–8</i> , . . .	<i>DRA2</i> Assesses Each Student's . . .
<b>Reading Engagement</b>		
enjoy reading, read often, and read a wide variety of genres to meet multiple purposes.	students record the titles of books and other reading materials that they have read at school and at home during the last two months.	number and type of books/materials read over a designated period of time.
successfully select texts that match their reading level, interests, and purposes.		level of texts read recently.
are confident about their ability to read, are aware of their strengths as readers, and are goal-directed.	students identify their own reading strengths and goals, as well as develop a plan to achieve their goals and/or improve their reading.	ability to monitor and reflect upon his or her reading behaviors.
<b>Oral Reading Fluency</b>		
read appropriately leveled texts with a high level of accuracy, monitor meaning, and use fix-up strategies to quickly self-correct miscues that interfere with meaning.	students read aloud the designated passage while the teacher records their oral reading behaviors, noting miscues and self-corrections.	ability to decode and self-monitor using multiple cueing sources.
read quickly and smoothly.	students are timed as they read aloud the designated passage.	oral reading rate (words per minute, or WPM).
read in longer, meaningful phrases with effective expression.		level of expression (phrasing and intonation).

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<b>Comprehension</b>		
review texts, making predictions about what is likely to happen or identifying topics and information that may be included.	students record their predictions about what might happen in a narrative or what information might be included in a biography or informational text before reading the complete text.	ability to engage with the text by accessing background knowledge and initial information from the text to make predictions.
ask themselves questions prior to and during the reading of a text.	students record the questions they had while reading.	ability to generate relevant questions during and after reading.
use text features (e.g., charts, graphs, headings) and graphic organizers.	students respond to prompts/questions using text features and/or graphic organizers.	ability to effectively use text features and graphic organizers.
comprehend what they read (silently or orally) and are able to use their own language and key vocabulary from the text to identify and organize important information into an adept written summary.	students compose a one-page summary of the text.	ability to (1) determine importance, (2) prioritize and synthesize ideas, and (3) organize thoughts into an effective summary.
understand what is explicitly stated in the text.	students locate and restate information within the text to respond to a literal question.	ability to locate and record literal information.
interpret what they read by making inferences and making connections.	students respond to an interpretation question based on the text read.	ability to make inferences and record what they think is implied or suggested in the text.
support their responses (inferences and connections) with information from the text.	students cite examples, phrases, and/or actions from the text to show why or how the inference or connection was made.	ability to use appropriate portions of the text to support thinking.
reflect and determine significance, and/or evaluate what they read.	students identify the information learned, message in the text, or what they think is the most significant event in the text.	ability to evaluate significant ideas in the text.
support their responses with reasons and personal or text examples.	students tell why they think an event or message is significant.	ability to explain or justify reading responses.
are aware of the strategies they use to construct and monitor meaning while reading.	students check the comprehension strategy they used to help them understand the text and give examples from the text to show how they used that strategy.	awareness of the comprehension strategies used while reading.