

# EVALUACIÓN DEL DESARROLLO DE LA LECTURA

GUÍA DE RECURSOS PARA EL MAESTRO

*por*

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*con la colaboración de  
Joetta Beaver*

ADAPTED FROM

## DEVELOPMENTAL READING ASSESSMENT

*by Joetta Beaver*

*in collaboration with  
Primary Classroom Teachers*

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# Introduction

The number one goal of any reading program should be to help students become proficient, enthusiastic readers who enjoy reading and read for a variety of purposes. This assessment tool, *Evaluación del desarrollo de la lectura* (EDL), can help teachers achieve this goal by providing a method for assessing and documenting primary students' development as readers over time within a literature-based instructional reading program. The EDL is designed to be used in kindergarten through third-grade classrooms with rich literate environments. In such classrooms, reading and writing are taught as reciprocal processes, a wide variety of children's books is available and accessible, and reading and writing activities fulfill meaningful purposes. On a daily basis, all students

- hear a variety of literature read aloud
- read independently for a sustained period of time
- respond to literature in a variety of ways
- receive instruction and support in guided-reading groups and/or individual reading conferences



This reading assessment is conducted during one-on-one reading conferences as children read specially selected assessment texts. *Evaluación del desarrollo de la lectura* describes EDL procedures for primary students and provides assessment texts, a teacher's resource book, and assessment masters designed to help assess students during these conferences. The procedures incorporate the exemplary work of Dr. Marie M. Clay of New Zealand and co-authors Dr. Kathy Escamilla, Amelia Basurto, Ana Andrade, and Olivia Ruiz described in *Instrumento de observación de los logros de la lecto-escritura inicial*, a Spanish reconstruction of *An Observation Survey* (Heinemann 1996). They include the use of running records to record and analyze observable reading behaviors with Spanish language/bilingual children.

The Developmental Reading Assessment, published in 1997, provided classroom teachers with an instrument that had been field-tested over eight years and used successfully with children in English primary classrooms. The strength of this assessment provided the foundation for its adaptation or reconstruction into Spanish. The process of observing and analyzing children's reading behaviors in Spanish had been successfully established with *Instrumento de observación*, a Spanish reconstruction of Dr. Marie Clay's *Observation Survey*. This assessment was field-tested for reliability and validity in 1992 (see Escamilla 1994; Escamilla, Basurto, Andrade, and Ruiz, 1996) and found to be quite successful in assessing reading behaviors in Spanish. The challenge in adapting the DRA would be in creating stories that were enjoyable, comprehensive and appropriately leveled for Spanish-speaking children in bilingual classrooms across the United States.

From June 1997 to June 1998, the stories for the Spanish DRA, *Evaluación del desarrollo de la lectura* (EDL), were adapted and reviewed for language variation. There was a need to have the stories reflect a more culturally generic language in order to provide a broader linguistical understanding across Spanish language dialects.

The stories were then revised and sent out for a second review of story content and leveling characteristics. Many of the stories were read to and by children at this time. Using the characteristics of text established by Barbara Peterson (Peterson, B. 1991), they were compared to benchmark books representing a gradient of difficulty that had been used in bilingual classrooms and Spanish intervention pro-

grams. These characteristics and benchmarks provided reviewers with a system to review and revise stories to reflect a continuum of literacy learning.

The third step in this process was to have the stories reviewed for grammar and spelling. This provided final revisions for field-testing.

In February 1999, 80 primary bilingual classroom and *Descubriendo la lectura* teachers across the United States field-tested EDL. They conducted 275 EDL conferences with bilingual students. The results indicated the teachers' overall satisfaction with EDL.

Further revisions to the observation forms (*guías de observación*) and the assessment stories were made in the spring of 1999 based on the feedback from the field-testing.

Even though EDL has gone through extensive revisions and field-testing, you may find it necessary to modify EDL procedures, observation forms, levels of proficiency, or the continuum to fit your particular needs. EDL was created to meet the needs of teachers and students and should be revised to facilitate the process of assessment. If changes are needed, please do so, but give credit for the original work and the Spanish adaptation.

EDL can be used on an annual, semi-annual, or quarterly basis to document change over time in each student's reading. It also allows you to look forward and plan for future learning. Indeed, the teachers who have worked to create this Spanish adaptation of the DRA hope that it enables primary teachers working with Spanish-speaking students to observe, record, and evaluate changes in student's performance as readers and to plan for and teach what each student needs to learn next.

## *Evaluación del desarrollo de la lectura: Overview*

Teachers must help primary students to become good readers. To do so, they must recognize the characteristics and behaviors of good readers and foster them in their students.

*Good readers select appropriately leveled reading materials and continue to improve as readers each time they read.*

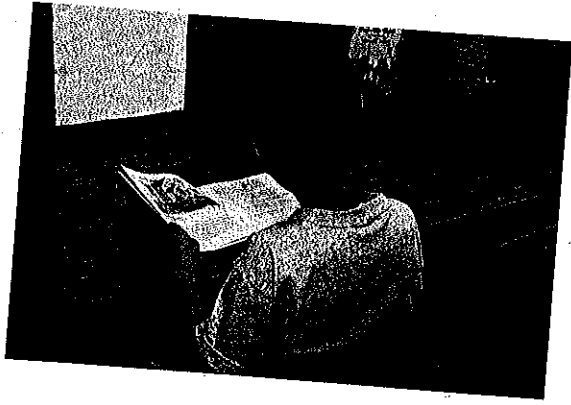
Students' ability to select appropriate reading materials is a critical factor in their reading development, especially within a literature-based reading program.

As part of the EDL, students reading at end-of-first-grade levels and above select from a range of three or four texts chosen by the teacher, one that is just right for them — not too easy and not too hard.

*Good readers read and sustain their reading for longer periods of time.*

Their ability to read increases as they spend time reading appropriately leveled texts. Helping students engage in and sustain their own reading is an essential part of a primary reading program. This ability develops and changes over time.

The EDL suggests that teachers note the level of support needed by students for reading familiar texts, new texts, and new genres.



*Good readers preview a book or story before reading it and can predict what might happen.*

They know that doing so actually makes the reading easier. Good readers read the information on the book jacket, leaf through the book quickly to get a feel for the layout, and read a little bit here and there before settling down with the book. The information gathered from the preview, along with prior knowledge, enables readers to predict what might happen. It would be impossible for a teacher to introduce every book a student might read, nor would it be in the student's best interest. It is important that students learn how to preview a text for themselves and how to use the information they gain from previewing to facilitate reading.

The EDL assesses students' ability to preview text and predict what might happen.

*Good readers read aloud quickly and smoothly.*

They phrase generously and meaningfully, possibly pausing just slightly at difficulty, and they use effective intonation and stress to construct meaning. Helping primary students learn to read fluently in long, meaningful phrases with appropriate intonation is essential for good comprehension and ease in reading extended stories.

As part of the EDL, teachers note and monitor changes over time in students' pace, phrasing, expression, and attention to punctuation as they read orally.



*Good readers use a variety of strategies.*

---

They detect and correct errors and problem-solve unknown words flexibly and automatically while reading.

During the EDL, teachers note reading behaviors such as pausing, rereading, searching the pictures, appealing for help, sounding out clusters of letters, self-correcting, and so on as evidence of students' use of various strategies.

*Good readers read for meaning.*

---

When meaning breaks down, they take some action to reconstruct it as they read. They relate what they read to their own background knowledge, personal experiences, and other literature. They are aware of implied meanings. They think about and evaluate what they read. When children are asked to retell, respond to, and extend the stories they read, they realize that understanding what one reads is important.

To assess students' level of comprehension, they are asked to retell the story they have just read and respond to questions during the EDL conference. To discover what students remember about a story often requires prompting and further questioning.

*Good readers read and function within a literacy community.*

---

They have favorite books, authors, and possibly genres. They enjoy reading. They find the time to read and generally have preferences about where, when, and with whom they read. They tell others about what they are reading and read books recommended by others. They participate in book groups, as well as share what they have learned from reading. Helping students become members of a literacy community begins in kindergarten, if not before.

The questions about reading preferences on the EDL help teachers become aware of students' preferences and alert them when students grow passive about reading.

The above observations of good readers and the reading process are supported and described in greater depth and detail by Marie Clay in *Becoming Literate: The Construction of Inner Control*; Don Holdaway in *The Foundations of Literacy and Independence in Reading*; and Frank Smith in *Understanding Reading and Joining the Literacy Club*.

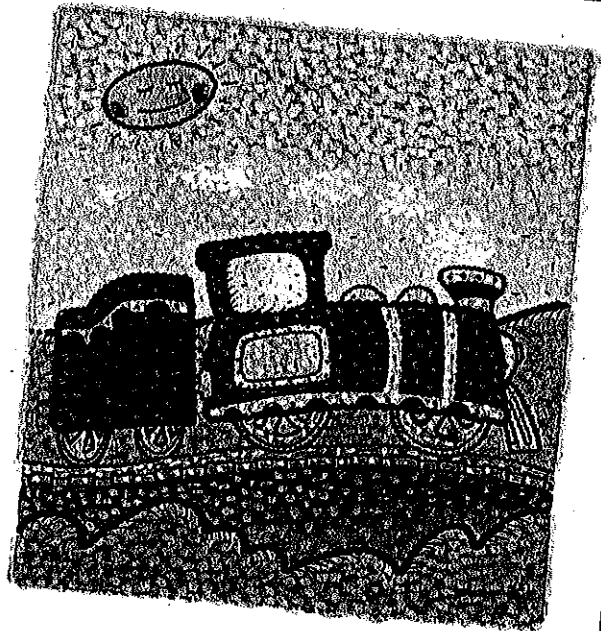
# Evaluación del desarrollo de la lectura: Texts

The EDL assessment texts represent a range of text difficulty. The following factors were used to select and determine levels of difficulty: language and story structures; story appeal, concepts, vocabulary, and experiences common to a majority of primary children; level of picture support; and text size, layout, and number of words. Levels of text difficulty are indicated on a scale from A through 44.

## *Levels A-2*

Assessment texts A through 2 consist of a repeated word or sentence pattern with natural language structures. The simple illustrations include animals and objects familiar to primary children and highly support the text. One or two lines of text appear on the left page and are large and well spaced so that children can point as they read. The number of words in the texts ranges from ten to thirty-one.

El tren se va.



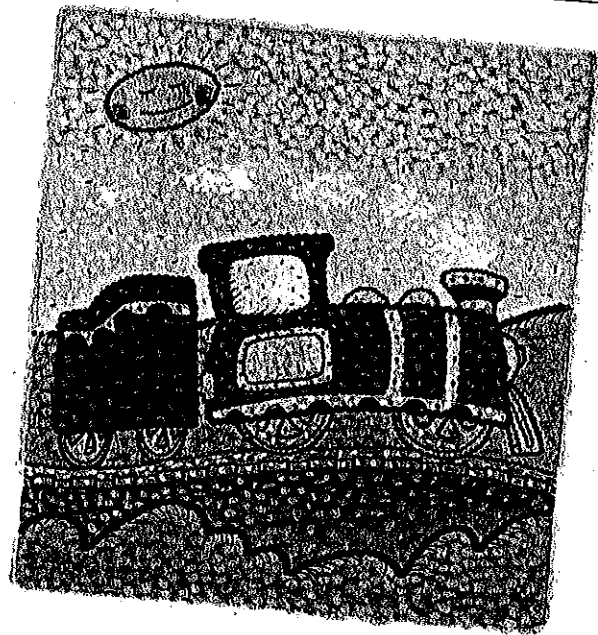
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*Levels 3-8*

Assessment texts 3 through 8 comprise simple stories that contain repetitive words, phrases, and actions. They use mostly predictable language structures. The stories include characters and experiences that are familiar to primary children, and pictures still provide much support. One to three lines of text are generally placed below the picture. The number of words in the texts ranges from fifty-three to eighty-eight.



Pepe tiene un perro. El perro es blanco y negro. El perro se llama Duque.

2



Duque es un perro grande. Tiene patas grandes. A Pepe le gusta su perro.

3



Mamá bañaba a María. Por eso mamá no podía jugar con Roberto. Roberto se sentía triste. Mamá siempre estaba ocupada cuidando a su hermanita.

6



Papá le daba de comer a María. Por eso papá no podía leerle a Roberto. Roberto se sentía triste. Papá siempre estaba ocupado cuidando a su hermanita.

7

### Levels 10-14

Assessment texts 10 through 14 are stories that begin to introduce problems and solutions. The stories are about children and problems to which children can relate. There is some repetition of events in each of the stories. Book and oral language structures are incorporated, and the number of high-frequency words is expanded. The illustrations give moderate support, provide information about the setting, and suggest the sequence of events. The text, consisting of two to five lines, is located under the illustrations. The number of words in the texts ranges from 132 to 211.

Una ardilla dorada se acercó saltando. La ardilla se paró al lado del charco. Se vio a sí misma en el agua y se sonrió. Entonces se tocó la piel con una pata.

—Mi piel se ve muy bonita hoy, ¿no es cierto? —dijo la ardilla dorada.

—Sí —le dijo Reni la rana—. Se ve muy bonita.

—¿No quisieras parecerme a mí? —le preguntó la ardilla dorada.

—No —le dijo Reni la rana—. Me veo bien.



—Pero mírate —le dijo la ardilla dorada—. ¡Qué lástima! Eres toda verde.

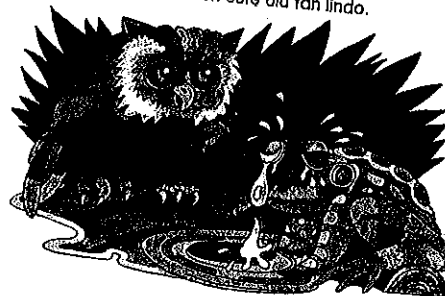
Entonces la ardilla se fue saltando con su piel dorada que brillaba más con la luz del sol.

Reni la rana estaba sentada en su tronco de árbol. No estaba comiendo, ni bebiendo, ni pensando. Estaba llorando.

La lechuza sabía vino volando. Se paró al lado del charco y vio a Reni la rana.

—¿Por qué lloras, Reni? —le preguntó la lechuza—. Es un día tan bonito.

Nadie debería llorar en este día tan lindo.



### Levels 16-28

Assessment texts 16 through 28 are stories with beginnings, middles, and ends, throughout which problems are presented and resolved. The characters are either imaginary (giants and elves) or animals with human characteristics. The content begins to move beyond children's personal experiences and builds a basis with which to compare and contrast other stories. Literary language structures are integrated with natural language. Some description of characters and setting is included. Illustrations provide moderate to minimum support. The text may be three to twelve lines above or beneath the illustrations, or a full page. The number of words in these texts starts at 256 and increases with each level of difficulty.

## Levels 30–44

Assessment texts 30 through 44 are more complex stories that describe the setting, characters, problem(s), and resolution(s) in more detail. More sophisticated language structures and challenging vocabulary are incorporated. This group of stories presents three different genres — realistic fiction, folk tale, and animal adventure. Background knowledge and higher-level thinking skills are needed to understand and appreciate the humor, the problem, or the suspense in each story. There is a minimum of picture support. Text size is slightly smaller and fills full pages or partial pages with illustrations.

Arturo y su hijo Arturito vivían en Valle Hondo donde criaban perros de cacería. Sus perros zorreros eran los mejores de esa región del país. La gente venía de muchas partes para comprar sus perros, a veces desde otros estados.

Pero Arturito tenía un perro preferido que no estaba a la venta para nadie. Su nombre era Simpático pero le decían Simpa. A Arturito le habían ofrecido hasta cincuenta dólares por Simpa, y ése era un precio bastante alto en ese tiempo. Pero Arturito quería mucho a Simpa como para venderlo.

Dondequiera que Arturito iba Simpa lo seguía. Ese otoño, cuando empezó la escuela, la maestra dio una regla: todos los perros tenían que quedarse en casa. A Simpa se le partía el corazón cuando tenía que quedarse. Arturito no quería dejarlo, pero no podía hacer nada. Un día cuando Arturito iba en camino a la escuela oyó un ladrido conocido. Simpa venía corriendo detrás de él. Arturito se sintió tan mal que no tuvo corazón para regañarlo. Lo acarició por un rato. Entonces le dijo:

—Tengo que llevarte a casa aunque llegue tarde a la escuela.

Cuando iban subiendo la cuesta, tuvieron que pasar por la casa del viejo Camilo Canoso. Él estaba parado al lado de su portón, y cuando los vio, entendió lo que había pasado.



—¡Qué lástima que tu perro se escapó! —le dijo—. Ahora vas a llegar tarde a la escuela y probablemente te van a regañar. Pero Arturito, tengo una mejor idea. Deja a tu perro conmigo y recógelo esta tarde cuando regreses a tu casa.



# Evaluación del desarrollo de la lectura: Conference

At the heart of the EDL is the one-on-one conference. Such conferences permit you to observe and interact with students, recording their responses and behaviors as they read and respond to the texts read. The information gathered will enable you to

- determine a reader's independent assessment reading level
- confirm or redirect ongoing instruction
- group students effectively for reading experiences and instruction
- document changes over time in reading performance
- identify students who may be working below proficiency and need further assessments

The format for the EDL conference changes over time to honor what readers can do as they move toward independence. What students are asked to do during the EDL changes so that teachers may support readers at different stages of development.

## *Students Reading EDL Levels A, 1, 2*

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For students reading assessment text levels A through 2, the teacher selects the appropriate assessment text and then reads one or two pages of the text to introduce the text pattern before asking students to read. He or she takes a running record as they read and records observations on the appropriate EDL observation guide. The reading preference questions ask for information about who reads to them and what story they like to hear.

The assessment texts for these readers are:

A *¿Sabes cantar?*

1 *Mira lo que se va*

2 *Yo veo*

## *Students Reading EDL Levels 3–16*

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For students reading assessment text levels 3 through 16, the teacher introduces the selected text and then listens as they tell what is happening in the illustrations to see if the students gather pertinent information and begin to construct a story prior to reading the story aloud. He or she takes a running record as they read and records observations on the EDL observation guide for the selected text. After reading aloud, the children retell the story. The teacher may ask them to tell more if the initial retelling is incomplete or may ask other questions if she or he feels students know more about the story than indicated by the retelling. The reading preference questions

ask who reads to or with them, what story they like to hear, and whether they like to read.

The assessment texts for these readers are:

- 3 *¿Qué te gusta?*
- 4 *¿Dónde está mi gorra?*
- 6 *¿Por qué paramos?*
- 8 *Duque*
- 10 *Las cajas de zapatos*
- 12 *La amiga nueva de Roberto*
- 14 *El vagón*
- 16 *La olla de oro*

#### *Students Reading EDL Levels 18–44*

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For students reading assessment text levels 18 through 44, the teacher asks the students to select an assessment text that is just right from a range of three or four choices. The teacher introduces the text selected and has students read the beginning paragraphs aloud. If the selection seems to be at an appropriate level, she or he asks readers to predict what they think might happen in the story and then has them read the complete story independently at their seats or somewhere else in the classroom. After students read the complete story silently, they retell the story, respond to specific questions, and then read aloud a selected portion of the text.

The teacher takes a running record of each student's oral reading and records observations on the EDL observation guide/*guía de observación* for the selected text.

The reading preference questions for students reading levels 18–24 ask for information about their favorite book, where and when they like to read, and if they like to read alone, with a buddy, or with a group. Readers at level 28 and above are asked why they read, who is their favorite author, and why they chose the book they're presently reading.

The assessment texts for these readers are:

- 18 *Un gigante en el bosque*
- 20 *Reni la rana*
- 24 *El día más maravilloso*
- 28 *Yo no te veo hermosa*
- 30 *¡Goll!*
- 34 *Debes ser atento con Josefina*
- 38 *Temor en la laguna de los castores*
- 40 *Más astuto que el viejo Camilo Canoso*
- 44 *Peligro en las profundidades*

# LOCATOR GUIDE

The following guide lists several books that are comparable to the EDL text levels and their approximate grade levels. These books were sorted by common characteristics and leveled by classroom teachers. It is hoped that this list of books will enable teachers to select an appropriate EDL text. Thinking about where and what a student is reading on a daily basis and locating similar books on the guide should give the teacher a general sense of which book(s) to select for the EDL conference. After the conference the teacher may use the guide once again to think about what types and levels of books the student is ready to read next.

In Chapter 6 of *Bridges to Literacy*, Barbara Peterson presents an overview of the characteristics of books leveled by difficulty for beginning readers. These characteristics have been used to guide the leveling of Spanish reading books for guided reading and intervention programs. It provides information on how to use the information in selecting books that are appropriate for readers at various stages of development.

## *Grade Level / EDL Texts*

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## *Comparable Book Titles*

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### **Kindergarten**

A *¿Sabes cantar?*

1 *Mira lo que se va*

2 *Yo veo*

*Colores* (Burningham/Ediciones Altea)

*Mi cumpleaños* (Castro, Flores, and Hernández/  
Celebration Press)

*Yo veo colores* (Creative Teaching Press)

### **Preprimer**

3 *¿Qué te gusta?*

4 *¿Dónde está mi gorra?*

6 *¿Por qué paramos?*

8 *Duque*

*No les tengo miedo* (Castro, Flores, and Hernández/  
Celebration Press)

*De compras* (Hampton-Brown)

*¿Dónde está Jake?* (Packard/Children's Press)

*El carrusel* (Daddazio/Modern Curriculum Press)

### **Primer**

10 *Las cajas de zapatos*

12 *La amiga nueva de Roberto*

*Federiquito el sapo* (Greydanus/Troll)

*La gallinita roja* (López/Children's Press)

*Los tres osos* (McKissack/Children's Press)

*La mujer chiquita* (dePaola/Houghton Mifflin)

Grade Level / EDL Texts

Comparable Book Titles

**First Grade**

14 *El vagón*

*El conejo y la tortuga* (Ada/Addison Wesley)  
*¿Dónde está Bebé Oso?* (Moncure/The Child's World, Inc.)

16 *La olla de oro*

*Queso* (Maderson/Modern Curriculum Press)  
*El sancocho del sábado* (Torres/Scholastic)

**Second Grade**

18 *Un gigante en el bosque*

*El cuento de Ferdinando* (Leaf/Scholastic)  
*El cumpleaños de Made* (Celebration Press)

20 *Reni la rana*

*Se venden gorras* (Slobodkina/HarperCollins)  
*Un buen regazo para un gato* (Learning Media Literacy)

24 *El día más maravilloso*

*Rosaura en bicicleta* (Barbot/Ediciones Ekaré)  
*Alexander, que era rico el domingo pasado*  
(Viorst/Scholastic)

28 *Yo no te veo hermosa*

*Lunes, martes, miércoles, ¡O!* (Hayes/Trails West)  
*Don Quijote/Clásicos para niños* (Silver Burdett)

**Third Grade**

30 *¡Gol!*

*El béisbol nos salvó* (Mochizuki/Lee & Low Books)  
*Abuelita Opalina* (Puncel/Ediciones SM Premio Nacional)

34 *Debes ser atento con Josefina*

*La aventura de Yolanda* (Gaspar/New Seed Press)  
*La pequeña Wu-Li* (Alcántara and Gusti/Ediciones SM)

38 *Temor en la laguna de los castores*

*Los siete hermanos chinos* (Mahy/Scholastic)  
*Frida María* (Lattimore/Harcourt Brace)

**Fourth Grade**

40 *Más astuto que el viejo Camilo Canoso*

*El secreto de la llama* (Palacios/Troll)  
*Nana Bunilda come pesadillas* (Mercé Company/Ediciones SM)

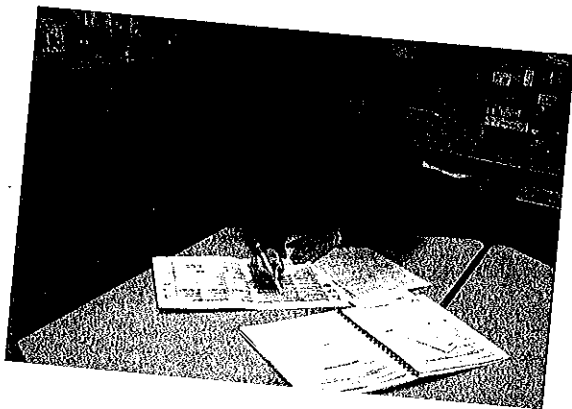
**Fifth Grade**

44 *Peligro en las profundidades*

*El problema de la magia* (Chew/gente joven, Diamon)  
*Vacaciones en el año 2222* (Durán/Sigmar)

# Evaluación del desarrollo de la lectura: Forms

This resource includes a number of forms for assessing students' reading and recording their progress over time.



## Guías de observación

The observation guides/*guías de observación* include teacher directions, questions, and prompts for the assessment texts. The teacher records his or her observations of the student's reading behaviors and responses in the designated spaces. An observation guide has been designed for each assessment text.

## Resumen del cuento

The story overview/*resumen del cuento* is provided to help teachers become familiar with the information and details of the story. When a child is ready to do the Comprehension and Response portion of the assessment, use this form to underline or highlight the information implied and included in the student's retelling. You may also use it to record other pertinent information that is given, such as an inference or a personal response. This information then can be used to help select the statements best describing the student's retelling at the bottom of the continuum.

EDL: Resumen del cuento **EL DÍA MÁS MARAVILLOSO** Nivel 24

Nombre Senio  
Fecha 10/99

During the retelling, the teacher may highlight or underline the information implied or included in the student's retelling. Notes or any other pertinent information given can be recorded. Refer to this information when filling out the comprehension section of the DRA/EDL Continuum.

Personajes: Alejo el conejo y muchos otros conejos  
Lugar: En el bosque

Resumen del cuento:  
• Alejo encuentra un repollo gigante en el camino y cree que es el día más maravilloso que él ha tenido en su vida.  
• Él rueda el repollo hasta la puerta de su casa. El repollo es muy grande para meterlo por la puerta, y piensa que tal vez éste no sea un día tan maravilloso.  
• Alejo empieza a llorar y entonces dice: —Llorar nunca sirve de nada. Es mejor pensar.  
• Alejo se pone a pensar.  
• Alejo llama a todos los conejos a que vengan a una fiesta de repollo. Llama a conejos de todos colores y tamaños para que coman repollo.  
Después se van los conejos muy contentos.  
Final: Alejo rueda el repollo pequeño y lo mete en su casa y piensa que éste sí es el día más maravilloso que él ha tenido en su vida. ¿Qué hizo con el repollo que quedó?

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Nombre Luis Grado 2 Maestro/a Díaz Fecha 10/98

**INTRODUCTION TO THE TEXT: PREVIEWING AND PREDICTING**

M: Read the title and then say: *Roberto no estaba seguro si le caía muy bien su hermanita María. Se sentía triste porque mamá y papá siempre estaban ocupados cuidando a María. Mira los dibujos y dime lo que está pasando en este cuento.*

As the student previewed the pictures he/she gathered:  little  some  pertinent information  
 commented on each picture as a separate event  began to connect events  constructed a tentative story

M: Read the title again and then say: *Ahora lee para ver cómo Roberto ayudó a su mamá y se hizo amigo de María.*

**ORAL READING AND STRATEGIES USED**

Take a running as student reads.

Circle accuracy rate: Word Count 133

%	100	99	98	97	96	95	94	93	92	91	90	89
Miscues	0	1-2	3	4	5-6	7	8	9-10	11	12-13	14	15

Phrasing and fluency:  
 Read:  Some word by word  generally in short phrases  in longer phrases  punctuation  
 Reread for:  phrasing  punctuation  
 Intonation:  emerging  developing  generally effective  adjusted appropriately  
 Reading rate:  slow  inconsistent  adequate

At difficulty student

Problem-solved using:  picture  rereading  
 syllables  multiple

Appealed for help:  often  sometimes

Number of words told/given by teacher: 0

Analysis of miscues:

Miscues interfered with meaning:  yes  no  
 Self-corrected miscues that:  didn't make sense

Comments:

**COMPREHENSION AND RESPONSE**

Use the Story Overview/Resumen del cuento during the retelling. Close the book and then say:  
 M: *Dime en tus propias palabras todo lo que pasó en el cuento.*

Initial retelling included:  characters  important details  vocabulary/special phrases from story  
 setting  events in sequence  events out of sequence  ending

If initial retelling is incomplete, prompt:  
 M: *Dime más.*

Added information about:  characters  important details  todos están ocupados  
 setting  events  ending  vocabulary/special phrases from story

Use these questions only if the following information was omitted from retelling:  
 M: *¿Cuál fue el problema de Roberto en este cuento?*

M: *¿Cuál fue el problema de mamá?*

*Mamá estaba ocupada con su hermanita.*

M: *¿Qué hizo Roberto para ayudar con su hermanita?*

*Se puso a jugar con ella*

Record other questions asked:

*¿Cómo se sintió Roberto al fin del cuento? / Contento*

Responses:

M: *¿Te gustó este cuento? ¿Por qué sí o por qué no? Sí.*

M: *¿En qué te hace pensar este cuento? De mi hermanito Jorge - yo juego con él.*

Student's responses required:  restating questions  other questions  prompts  no prompts

**READING PREFERENCES**

M: *¿Te gusta leer solo con un amigo/amiga en grupo? ¿Por qué? Me gusta leer un libro solito.*

M: *¿Cuándo te gusta leer? ¿Por qué te gusta? Cuando voy a la biblioteca. Hay muchos libros.*

M: *¿Dónde te gusta leer? ¿Por qué? En la escuela; porque hay muchos libros.*

M: *¿Cuál es uno de tus libros favoritos? ¿Por qué? Soy el rey de la montaña. Porque se asusta con la hormiga.*

Circle the statements on the Developmental Reading Continuum that describe the student's performance.

# Developmental Reading Assessment/ Evaluación del desarrollo de la lectura Continuum K-3

The DRA/EDL continuum enables the teacher to document each reader's development over time. A series of statements reflects a range of possible behaviors and responses across the emergent, early, transitional, and extending stages. Using the information recorded on the observation guide, teachers circle the statements that best describe the student's behaviors in the following areas: book selection and self-sustained reading, previewing and predicting, oral reading and use of strategies, and comprehension. Teachers will circle statements across stages because students do not develop as readers at the same rate or in the same way. Even students who

are reading the same assessment text vary in their performance and responses.

The DRA/EDL continuum also gives teachers a scale for assessing a student's comprehension through retelling. However, comprehension is not correlated with each stage of development since it can vary within and across text levels. A teacher may decide that a reader's retelling reflects very little, some, an adequate, or a very good understanding at any text level. A student's prior experience with the genre or with retellings may have an effect on his or her level of comprehension. However, it's highly unlikely that an early reader's — or even a transitional reader's — retelling will reflect a very good understanding of the story, due to his or her stage of development and the type of texts he or she can read. It is equally unlikely that an extending reader's retelling would ever reflect very little understanding.

**WHAT'S NEXT? FOCUS FOR INSTRUCTION**

**BOOK SELECTION**  
Suggested focus for instruction:

- Books that are read during shared reading and guided reading
- Low-level and self-reading picture books with 500 words
- Books appropriate to child's reading level
- Books that are read to support independent reading
- Books that are read to support shared reading
- Books that are read to support self-reading
- Books that are read to support self-reading
- Books that are read to support self-reading

**SUSTAINED READING**  
Suggested focus for instruction:

- Books that are read during shared reading and guided reading
- Books that are read to support independent reading
- Books that are read to support shared reading
- Books that are read to support self-reading
- Books that are read to support self-reading
- Books that are read to support self-reading

**PREDICTING**  
Suggested focus for instruction:

- Books that are read to support independent reading
- Books that are read to support shared reading
- Books that are read to support self-reading

**ORAL READING**  
Suggested focus for instruction:

- Books that are read during shared reading and guided reading
- Books that are read to support independent reading
- Books that are read to support shared reading
- Books that are read to support self-reading

**OTHER**  
Suggested focus for instruction:

- Books that are read during shared reading and guided reading
- Books that are read to support independent reading
- Books that are read to support shared reading
- Books that are read to support self-reading

**DRA/EDL CONTINUUM**

Name: \_\_\_\_\_ School: \_\_\_\_\_

Date: \_\_\_\_\_

Use the circle to indicate the best level for each item. Circle the appropriate description.

Stage	Level	Step
Emergent	First Grade	
Emergent	Second Grade	
Emergent	Third Grade	

**SUGGESTION:** You may wish to copy the continuum pages onto both sides of 11" x 17" paper. You would want "What's Next?" and the emergent page of the continuum to appear on one side, and the early, transitional, and extending forms on the other side.

**DRA/EDL CONTINUUM**

	EARLY READERS	TRANSITIONAL
<b>Book Selection and Reading</b>	Books are read with moderate support	Books are read with limited support
<b>Previewing and Predicting</b>	Books are read with moderate support	Books are read with limited support
<b>Oral Reading</b>	Books are read with moderate support	Books are read with limited support
<b>Comprehension</b>	Books are read with moderate support	Books are read with limited support

**DRA/EDL CONTINUUM**

	READERS	EXTENDING READERS
<b>Book Selection and Reading</b>	Books are read with moderate support	Books are read with limited support
<b>Previewing and Predicting</b>	Books are read with moderate support	Books are read with limited support
<b>Oral Reading</b>	Books are read with moderate support	Books are read with limited support
<b>Comprehension</b>	Books are read with moderate support	Books are read with limited support

DRA/EDL CONTINUUM K-3

Name Carlos School \_\_\_\_\_

Directions: Write the date on the line beside the grade level, using the suggested color.  
Use the same pen to circle the appropriate descriptors on the continuum.

	Date	Level	Stage
(Purple) Kindergarten:	<u>May '97</u>	<u>2</u>	<u>emergent</u>
(Red) First Grade:	<u>March '98</u>	<u>14</u>	<u>transitional</u>
(Green) Second Grade:	_____	_____	_____
(Blue) Third Grade:	_____	_____	_____

**EMERGENT READERS**

Book Selection	Requires others to select, read and/or share books	Relies on others to select text
	Relies on others to read text	<p>Reads familiar text with support</p> <p>Reads new texts with much support (Emergent Reader Assessment Levels A to Z)</p>
Observable Reading Behaviors	Repeats a pattern without attending to the print	Moves left to right on one to three lines of text
	Points to words without matching one to one	Matches one to one
		Locates and uses known words to monitor if she/he is right
		Differentiates words and letters
	Invents the story	Reads patterned text, using picture and oral language cues

SUGGESTION: You may wish to copy the continuum pages onto both sides of 11" x 17" paper. You would want "What's Next?" and the emergent page of the continuum to appear on one side, and the early, transitional, and extending forms on the other side.

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After circling the selected statements on the continuum, the teacher identifies the stage that best reflects the student's performance. Using a different pen color to circle the statements for each grade level helps reflect the changes in the student's reading performance across the primary years.

DRA/EDL CONTINUUM <span style="float: right;">K-3</span>			
	EARLY READERS	TRANSITIONAL	
Book Selection and Sustained Reading	Selects new text with support  Reads familiar texts with some support  Reads new texts with support (Early Assessment Levels 3-6)	Selects new text with moderate support  Reads familiar texts independently or some new texts with peers  Reads new texts with moderate support (Early Assessment Levels 8-10)	Selects new text with limited support  Reads familiar and some new easy texts independently  Reads new texts with some support (Transitional: Assessment Levels 12-16)
Previewing and Predicting	Gathers limited information about the story from the teacher's introductions and the pictures  Comments briefly about each event or action when previewing pictures	Gathers some information about the story from the teacher's introduction and the pictures  Begins to connect events when previewing pictures	Gathers pertinent information about the story from the teacher's introduction and the pictures  Constructs a tentative story when previewing pictures
Oral Reading and Use of Strategies	Reads word by word  Sounds very choppy, stopping at difficulty  Relies on support in problem-solving unknown or unexpected known words  Detects and corrects miscues with prompting	Generally reads word by word with a few short phrases (2-3 words)  Generally sounds choppy, stopping to problem-solve at difficulty  Reads with little change in voice, rather monotone  Initiates problem-solving of unknown words  Detects and self-corrects some miscues	Generally reads in short phrases on the predictable parts of text; some word by word  Sounds somewhat choppy with noticeable pauses to problem-solve at difficulty  Reads with some expression; attention to punctuation; intonation at times  Uses multiple strategies to problem-solve unknown words  Detects and self-corrects miscues
Comprehension	Retelling reflects very little understanding: <ul style="list-style-type: none"> <li>• unorganized</li> <li>• important details missing</li> <li>• incorrect information</li> <li>• misinterpretation</li> </ul>	Retelling reflects some understanding: <ul style="list-style-type: none"> <li>• somewhat organized</li> <li>• focuses on parts rather than the whole</li> <li>• events out of sequence</li> <li>• includes some details about characters and events</li> <li>• some misinterpretation</li> </ul>	Links to personal experience

DRA/EDL CONTINUUM K-3

READERS	EXTENDING READERS		
Selects appropriately leveled reading materials most of the time Reads familiar and many new texts independently Reads new texts with some support (Transitional: Assessment Levels 18-24)	Selects appropriately leveled reading materials Reads most texts independently; new genres with support Reads new texts with minimal support (Extending: Assessment Levels 28-34)	Selects books for a variety of purposes Reads texts independently; new genres with some support Reads new texts independently (Extending: Assessment Levels 38-44)	Book Selection and Sustained Reading
Gathers some information from teacher's introduction, paragraphs read aloud, and self-initiated preview Makes a prediction	Gathers information from teacher's introduction, paragraphs read aloud, and self-initiated preview Makes a feasible prediction	Gathers pertinent information from teacher's introduction, paragraph read aloud, and self-initiated preview Makes multiple predictions	Previewing and Predicting
Generally reads in longer phrases on the predictable parts of text Sounds somewhat smooth with slight pauses at difficulty Usually reads with expression and attention to punctuation Uses efficient strategies to problem-solve unknown words Self-corrects miscues quickly	Generally reads in longer phrases Generally sounds smooth; may pause at difficulty Reads with effective expression and attention to punctuation Uses strategies automatically most of the time Makes few miscues	Sounds smooth; may hesitate at difficulty Begins to experiment and explore subtle intonation that reflects mood, pace, and tension Uses strategies automatically	Oral Reading and Use of Strategies
Retelling reflects an adequate understanding: <ul style="list-style-type: none"> <li>• organized but may be choppy</li> <li>• <u>sequential for the most part</u></li> <li>• includes main ideas, details about characters, settings, and events</li> <li>• literal interpretation</li> </ul> Links to other media or events	Retelling reflects a very good understanding: <ul style="list-style-type: none"> <li>• effectively organized and fluid</li> <li>• sequential</li> <li>• includes main idea, important details about characters, setting, and events</li> <li>• reveals use of background knowledge and experience to interpret story</li> <li>• uses vocabulary/special phrases from the story</li> </ul> Links to other literature		Comprehension

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**BOOK SELECTION**

Suggested focus for instruction:

- Introduce new stories during shared reading and guided reading
- Introduce and read simple pattern books with child
- Provide opportunities to select familiar stories for rereading
- Model how to select new texts for independent reading
- Support and reinforce selection of appropriate reading material
- Introduce new authors
- Introduce new genres
- Introduce book series

**SUSTAINED READING**

Suggested focus for instruction:

- Model what to do during sustained reading time
- Support the use of sustained reading time
- Model and support reading with a buddy
- Extend self-sustained reading time
- Support reading familiar as well as new stories at home
- Support involvement in book groups
- Support self-assessment and goal setting

**PREVIEWING**

Suggested focus for instruction:

- Model and support creating a story from the illustrations
- Model and support previewing books before reading

**PREDICTING**

Suggested focus for instruction:

- Model how to predict using title and illustrations
- Model and support predictions of story events and ending during the first reading
- Model and support linking to similar stories
- Model and support use of background knowledge

**ORAL READING**

Suggested focus for instruction:

- Encourage joining in on familiar/repeated parts, phrases, and words during read-alouds and shared reading
- Support rereading familiar texts to gain fluency
- Model and support reading in phrases
- Model and support reading dialogues with expression
- Model and support reading longer meaningful phrases with appropriate intonation
- Support reading punctuation

**USE OF STRATEGIES**

Suggested focus for instruction:

- Model and support moving left to right on text
- Model and support 1 to 1 matching on familiar text
- Demonstrate the concept of first and last, beginning and ending of a word, sentence, story
- Model and support using known words to monitor meaning
- Model and support using beginning letter(s) and meaning to predict and monitor word choice
- Model and support confirming and discounting word choice using meaning and visual information
- Model and support self-detection of miscues
- Support and reinforce self-corrections of miscues
- Model and support using beginning chunks/syllables in words
- Model and support the use of analogies when problem-solving new words
- Reinforce using a variety of strategies to problem-solve new words

**COMPREHENSION**

Suggested focus for instruction:

- Support and reinforce self-monitoring of meaning across extended text
- Encourage and support child's responses to books, stories, pictures
- Support discussing stories
- Provide opportunities to discuss characters, sequence of events, problems, and resolutions
- Model possible book extensions
- Support responses to literature through a variety of extensions
- Introduce story mapping
- Provide opportunities to compare/contrast stories, authors, etc.
- Introduce and support literature response journals
- Provide opportunities to analyze and critique stories
- Model and support retelling of familiar stories
- Introduce the elements in a good retelling
- Support effective retellings of stories
- Support word study: compound words, contractions, endings and their meanings
- Extend word study: prefixes, suffixes, root words and their meanings

**OTHER**

Suggested focus for instruction:

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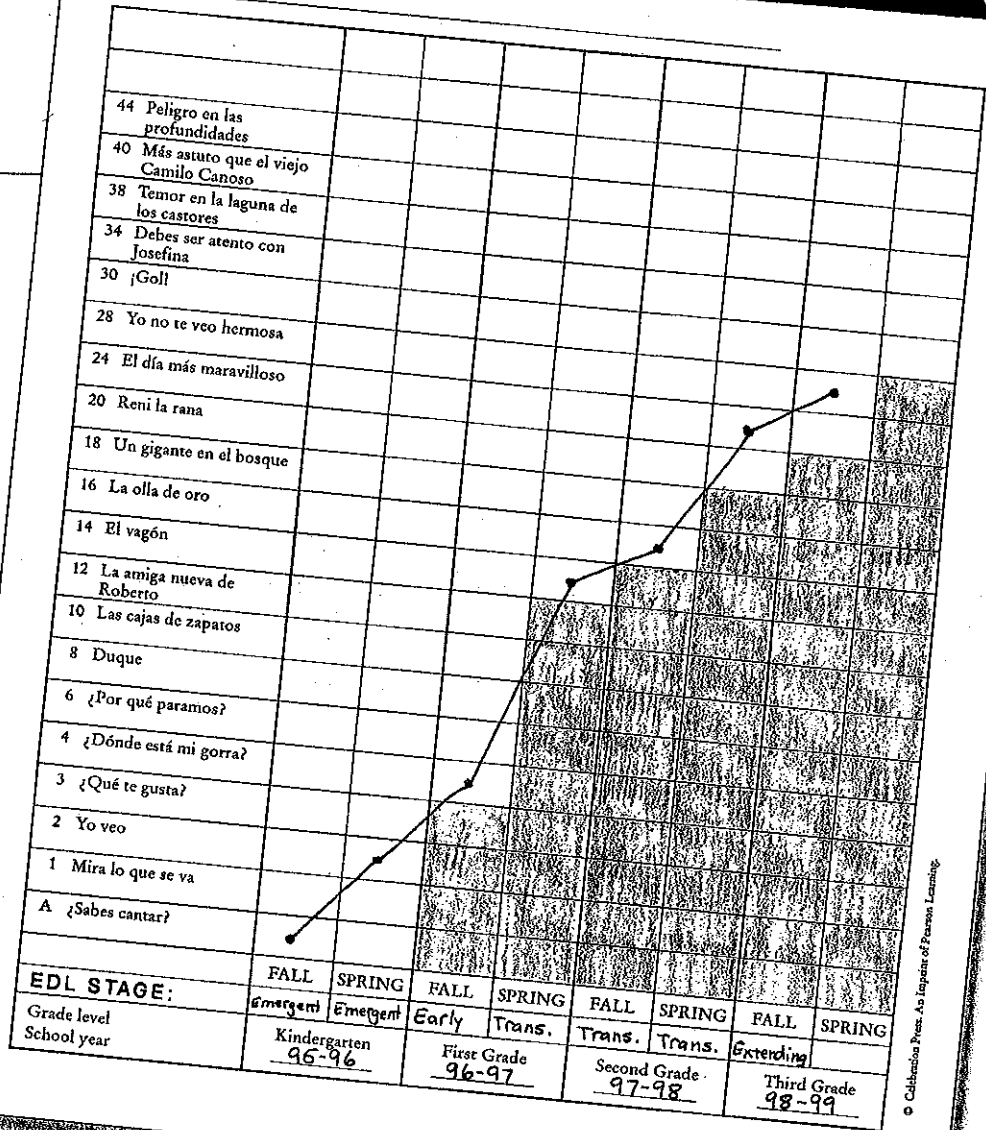
*What's Next? Focus for Instruction*

After completing the continuum, the teacher uses the "What's Next?" form to determine what the child needs to learn next. This form comprises a checklist of possible interventions in the following categories: book selection, sustained reading, previewing, predicting, oral reading, use of strategies, and comprehension. The teacher can choose from these what next to introduce, model, support, and/or extend.

Using a different pen color to check the focus for instruction in each grade level helps document the shifts in instruction over time.

# EDL STUDENT BOOK GRAPH

Name \_\_\_\_\_



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## EDL Student Book Graph

The EDL student book graph represents the increase in level of text difficulty read successfully by the student across his or her primary years. The shaded area on this sample indicates the levels one school district determined to be below proficiency.

## EDL Reporting Form

This form may be used by teachers to record students' developmental reading assessment stages and text levels for school or district administrators. If the assessment is used on an annual basis, this form will also enable administrators and teachers to identify students who remain at risk in their development as readers across years.

EDL REPORTING FORM		
Building <u>Chavez Elem</u>	Teacher <u>Munoz</u>	Date <u>199</u>
STUDENT NAMES	DRA STAGE	TEXT LEVEL
1 Rogelio	TR	14
2 Andreina	TR	24
3 Fabian	TR	16
4 Carlos	TR	18
5 Felicia	TR	18
6 Adrian	TR	20
7 Eneida	EX	28
8 Tomas	EX	30
9 Juan	EA	16
10 Lilian	TR	18
11 Mariana	TR	18
12 Francisco	EA	12
13 Jose	TR	18
14 Diego	TR	16
15 Ana Maria	TR	16
16 Sonia	EA	12
17 Alejandro	TR	18
18 Miriam	TR	16
19 Amanda	TR	18
20 Jaime	TR	20
21 Luis	TR	22
22		
23		
24		
25		
26		
27		
28		
29		
30		

EM = Emergent    EA = Early    TR = Transitional    EX = Extending

Highlight in yellow those children below proficiency

EDL TEXT LEVELS

School year 97-98

Teacher Saldade

Number of Students

Grade level 1

TEXT READING LEVEL	BEGINNING OF YEAR		END OF YEAR
Emergent			
A-2			
Early			
3-6			
8-10			
Transitional			
12-14			
16-18			
20-24			
Extending			
28			
30-34			
38-40			
44			
+			
<b>Total #</b>	<b>23</b>		<b>21</b>

Note: 2 students moved away; \_\_\_\_\_ students gained during year

EDL Text Levels

If the EDL is administered at the beginning and end of the school year, the EDL text levels form may be used to record the number of students who are reading at the various assessment text levels for a class or school. The information on this form could be helpful to teachers as they consider grouping possibilities for guided reading or small group instruction, or as they celebrate students' growth in text reading levels over the school year. This information could also help administrators to track progress in students' text reading levels, appreciate the progress made, and identify teachers who have greater numbers of challenging or at-risk readers.

# Evaluación del desarrollo de la lectura: Guidelines

## PREPARING FOR THE ASSESSMENT

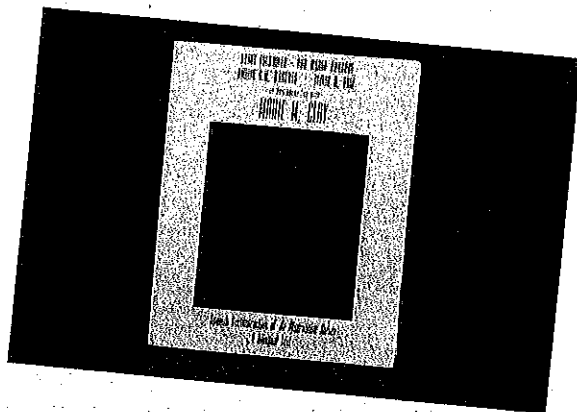
Check to see that you have a complete assessment set.

The EDL set includes

- Assessment texts levels A to 44
- An assessment observation guide for each text
- The DRA/EDL continuum
- A “What’s Next? Focus for Instruction” form
- An EDL student book graph
- An EDL reporting form
- An EDL text levels form
- A story overview/*resumen del cuento* for text levels 4 to 44

Assemble assessment materials.

Organize the observation guides, assessment texts, and story overviews by level for easy access and storage. Several possibilities are pocket folders, an expanding file folder, or a notebook. Teachers will need to find what works for them.



Make copies of the assessment forms.

3

For each assessment you will need

- The EDL *guía de observación* for the assessment text you plan to use
- The DRA/EDL continuum
- A “What’s Next? Focus for Instruction” form
- The running record form from *Instrumento de observación* by Escamilla, Andrade, Basurto, and Ruiz, pages 45–46. You may also use a sheet of blank paper or a Record of Oral Reading form, if available, to take a running record of the student’s oral reading.

Keep all original forms in a separate file.

Review or learn how to take a running record.

4

Directions for taking a running record in Spanish appear in *Instrumento de observación de los logros de la lecto-escritura inicial* by Escamilla, Andrade, Basurto, and Ruiz. Other sources for running records in English are found in *An Observation Survey of Early Literacy Achievement* by Marie Clay, *Constructive Evaluation of Literate Activity* by Peter Johnson, and *Guided Reading: Good First Teaching for All Children* by Irene Fountas and Gay Su Pinnell.



*Read all the assessment stories you will be using.*

5

Until the stories become familiar, use the story overviews/*resumen del cuento* to help you recall them and to refer to as the student retells. Remember that the overviews are detailed for the teacher's benefit and that primary students should not be expected to retell the story in such detail.

*Prepare an assessment time line and activities for the other students.*

6

Generally teachers find they can comfortably assess two children a day. So the assessment window should be set for three to four weeks. Teachers will want to select a time each day for the assessment conferences when other students are engaged in quiet activities that they can self-sustain. While a student reading Level 18 and above reads silently, the teacher may begin another EDL conference or interact with other students.

*Prepare students for the EDL.*

7

Prior to the assessment share with students what each will be asked to do during the conference, discuss what the class will do while the teacher is conducting a conference, and describe what makes a good retelling. It would be helpful for students reading assessment levels 8 and above to practice retelling other stories they have read before participating in an EDL conference.



*Select and prepare a place for the assessment conference.*

8

The assessment area should be quiet and free from major distractions but allow the teacher to see the rest of the class. Generally, a small table where the teacher can sit beside the child is sufficient. Assessment materials, paper for running records, pen or pencil, and a tape recorder should be within easy reach of the teacher. Audiotaping the student's oral reading permits the teacher to listen a second time for phrasing and fluency if needed.



## CONDUCTING THE ASSESSMENT CONFERENCE

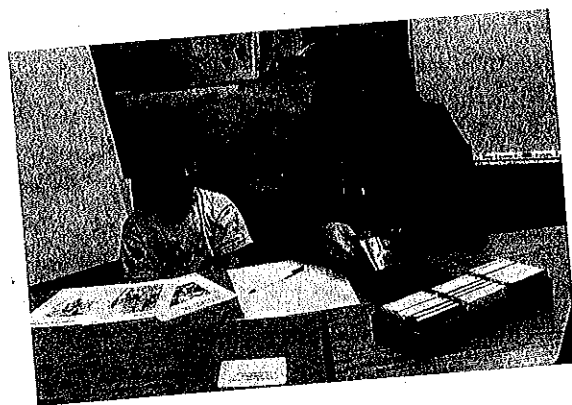
*Select a beginning level text from the assessment packet.*

If the student is obviously an emergent reader, introduce and have the student begin with level A and keep introducing new texts until the student's accuracy rate falls below 90 percent.

If the student is reading beginning-to-mid-first-grade level, select an assessment text you feel the student could read based on your knowledge of his or her performance in guided reading groups or individual reading conferences. Use the locator guide on pages 18–19 to assist you in approximating a child's text level. Introduce the text, have the child tell what is happening in the story while looking through the pictures, and then have the student read the story aloud. If the story is obviously too easy or too difficult, politely stop the reading and then select and introduce another text.

If the student is reading end-of-first-grade level or above, begin with a range of texts from the assessment set that you feel he or she could possibly read. Show the child the selected three or four texts and ask, "¿Cuál libro piensas que sería fácil de leer y cuál sería muy difícil de leer?" From those remaining, ask the student to select the one that seems to be "just right (*mejor para ti*)."

Read the introductory statement about the story and have him or her read aloud the beginning paragraphs indicated on the observation guide/*guía de observación* to determine if the text is truly at an appropriate level. If the text seems too difficult or too easy based on the oral reading and prediction, select and introduce another text. Note on the observation guide/*guía de observación* who selected the text.



Follow the directions on the observation guide/guía de observación for the text selected. Note that the directions do change from level to level. The following are brief overviews of the EDL conferences:

2

### For levels A to 2

Teacher selects the text.

Teacher introduces the text.

Teacher reads one or two pages.

Child points and reads the rest of the story; teacher takes running record.

Teacher asks child to locate a word, letter, etc.

Teacher asks reading preference questions.

### For levels 3 to 16

Teacher selects the text.

Teacher introduces the text.

Child looks at the pictures and tells teacher what is happening in the story.

Child reads complete story aloud; teacher takes running record.

Child retells the story.

Teacher asks response questions (e.g., *¿Te gustó este cuento?*).

Teacher asks reading preference questions (e.g., *¿Te gusta leer?*).

### For levels 18 to 44

Teacher selects a range of three texts.

Child chooses one that is just right for him or her.

Teacher introduces the text.

Child reads the first two to four paragraphs aloud.

Child predicts what he or she thinks will happen in the story.

Child reads complete story silently in another location.

Child retells the story.

Teacher asks response questions.

Child reads a selected portion of text aloud; teacher takes running record.

Teacher asks reading preference questions.

In addition, for levels 28–44, the teacher asks one or two inference questions.



Record the child's responses and behaviors in the following areas:

3

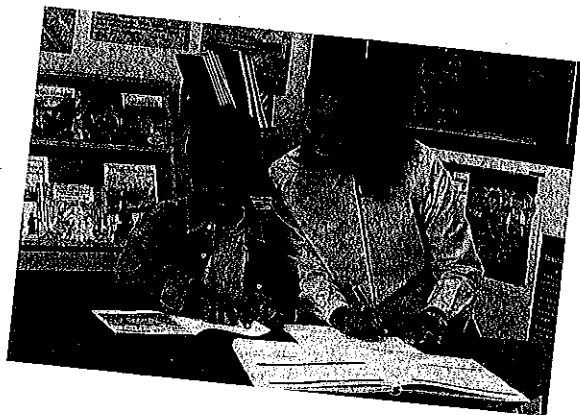
### Previewing and predicting

As a student reading assessment level texts 3 through 16 tells you what is happening in the story based on the illustrations, note if the child begins to construct meaning by gathering pertinent information from the illustrations. Does he or she connect events and begin to construct a story? Are comments disconnected? connected? sounding like a story?

A student reading assessment levels 18 through 44 is asked to predict what he or she thinks might happen in the story after listening to the introductory statement, reading aloud the beginning paragraphs, and possibly flipping quickly through the story. Note if predictions are unlikely, feasible, or multiple.

### Oral reading and strategies used

As the student reads aloud, take a running record and note the reader's pace, phrasing, intonation, attention to punctuation, and what happens at difficulty and with miscues. As children become extending readers, processing strategies occur in the head most of the time and are not observable. It may be helpful at first to tape-record the student's oral reading and listen after the EDL conference for phrasing and fluency and to check what the reader does at difficulty. You may want to make a tape for each student to record changes in his or her oral reading over time. Reading strategies are described in Chapter 13, "The Development of Processing Strategies," in *Becoming Literate: The Construction of Inner Control* by Marie Clay, and in Chapter 12 in *Guided Reading: Good First Teaching for All Children* by Irene Fountas and Gay Su Pinnell.



## Comprehension

As the student retells the story, check the elements he or she includes. If you prompt the student to tell more, check any added information. Record responses to the specific questions if used and note other questions you asked to discover what else the student remembered about the story. Record an extending reader's responses to the inference questions.



## Response

Record the child's responses to the text. Note the level of teacher assistance required by the child in initiating or extending his or her responses.

## Reading preferences

Briefly jot down the student's responses to each of the preference questions.



# ANALYZING PERFORMANCE

Score and analyze the running record of the oral reading.

After completing the EDL conference, determine the student's level of accuracy on the running record by counting the number of miscues and circling the corresponding accuracy rate on the observation guide. (See the sample form on page 21.) Analyze the type of information used by the reader when making and self-correcting miscues. Refer to the running record resources shown on page 30 for help with analyzing reading behaviors and miscues.

Complete the observation guide/guía de observación.

2

Record the information gained from the running record regarding what the student did at difficulty and with miscues on the oral reading section of the observation guide.

EDL: Guía de observación LA AMIGA NUEVA DE ROBERTO Nivel 12 2 de 3

Nombre Lina Grado 2 Maestro/a Diego Fecha 12/11

### INTRODUCTION TO THE TEXT: PREVIEWING AND PREDICTING

Mr. Read the title and then say Roberto no estaba seguro si le cala muy bien su hermanita María. Se sentía triste porque mamá y papá siempre estaban ocupados cuidando a María. Mira los dibujos y dime lo que está pasando en ese cuento.

As the student previewed the pictures bulbs gathered:  title  focus  previous information

commented on each picture as a separate event  began to connect events  connected a sequence story

Mr. Read the title again and then say Ahora lee para ver cómo Roberto ayudó a su mamá y se hizo amigo de María.

### ORAL READING AND STRATEGIES USED

Take a running as student reads.

Circle accuracy rate: Word Count 153

%	100	99	98	97	96	95	94	93	92	91	90	89
Miscues	0	1-2	3	4	5-6	7	8	9-10	11	12-15	16	17

Fluency and fluency:  word by word  smoothly  in longer phrases  punctuation

Read:  phrasing  intonation

Intonation:  emerging  developing  generally effective

Reading rate:  slow  inconsistent  adequate  too fast  adjusted appropriately

At difficulty student:  picture  rereading  letter/sound  letter/sound clusters

Problem solved using:  picture  syllables  multiple attempts  pausing  no observable behaviors

Appreciated for help:  often  sometimes  rarely  not at all

Number of words told/given by teacher: 0

Analyze of miscues:  miscues introduced with meaning  yes  sometimes  no

Miscues introduced with meaning:  didn't make sense  didn't sound right  didn't look right

Self-corrected miscues that:  didn't make sense  didn't sound right  didn't look right

Comments:

EDL: Guía de observación LA AMIGA NUEVA DE ROBERTO Nivel 12 2 de 3

### COMPREHENSION AND RESPONSE

Use the Story Overview/Resumen del cuento during the retelling. Close the book and then say: Mr. Dime en tus propias palabras todo lo que pasó en el cuento.

Initial retelling included:  characters  important details  vocabulary/special phrases from story

setting  events in sequence  events out of sequence  reading

If initial retelling is incomplete, prompt: Mr. Dime más.

Added information about:  characters  important details  reader's own experiences

setting  events  reading

Use these questions only if the following information was omitted from retelling: Mr. ¿Cuál fue el problema de Roberto en este cuento?

Mr. ¿Cuál fue el problema de mamá? Mamá estaba ocupada con su hermanita.

Mr. ¿Qué hizo Roberto para ayudar con su hermanita? Se puso a jugar con ella.

Record other questions asked: ¿Cómo se sintió Roberto al fin del cuento? / Contento

¿Te gustó este cuento? ¿Por qué sí o por qué no? Sí.

¿En qué te hace pensar este cuento? De mi hermanita Jorge - yo juego con él.

Use responses required:  existing questions  other questions  prompts  no prompts

### ONGOING PREFERENCES

gusta leer  solo  con un amigo/amiga  en grupo / por qué

¿Qué gusta leer? Me gusta leer un libro solito.

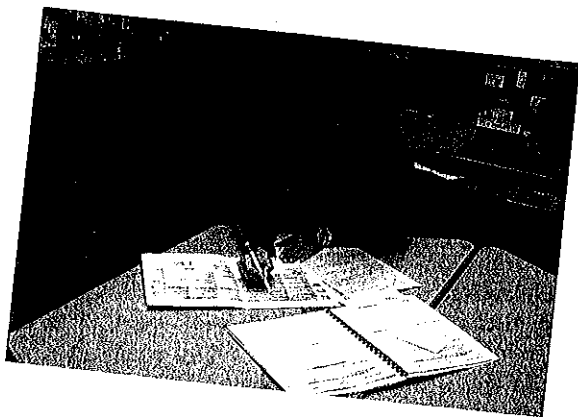
¿Por qué te gusta leer? Cuando voy a la biblioteca, hay muchas libros.

¿Te gusta leer? ¿Por qué? En la escuela, porque hay muchos libros.

¿Es uno de tus libros favoritos? Por qué? Soy el rey de la montaña.

Permite al alumno con la hermanita.

Items on the Developmental Reading Checklist that describe the student's performance:



In the comprehension category, to decide which level of understanding best reflects the student's overall understanding of what was read, circle first the statements that describe the student's retelling. Then select one of the following levels of comprehension as a summative statement: very little, some, adequate, or a very good understanding.

Use the designated color for each grade level when circling the descriptors to document changes over time in the student's reading performance. Use purple for kindergartners, red for first graders, green for second graders, and blue for third graders. Refer to the sample continuum on pages 23–25.

*Circle the statements on the DRA/EDL continuum that best describe the reader's behaviors and responses.*

### 3

A series of statements in four categories on the DRA/EDL continuum reflects the range of possible behaviors and responses across the emergent, early, transitional, and extending stages of a reader's development. Read the statements. Then, using the information recorded during the EDL, circle those that best describe the student's behaviors in book selection and self-sustained reading, previewing and predicting, oral reading and use of strategies, and comprehension.

# DETERMINING PROFICIENCY

*Establish levels of proficiency for your school or district.*

Students learn to read and develop as readers at different rates. Using this assessment periodically enables you to monitor changes over time in students' reading performances and confirms ongoing observations and impressions. Some students may need additional literacy instruction and support in learning how to read. Your school or school district will need to establish levels to identify those students who are performing below proficiency. On the student book graph, shade in those levels that they establish to be below proficiency. The following examples of levels of proficiency established by one school district for the fall and spring of each grade level correspond to the book graph on page 27:

## Kindergarten

May/June  
Reading levels 1-2

## First Grade

Oct./Nov.  
Reading levels 3-6 at 94 percent accuracy or above with some understanding

May/June  
Reading levels 16-18 at 94 percent accuracy or above with adequate understanding

## Second Grade

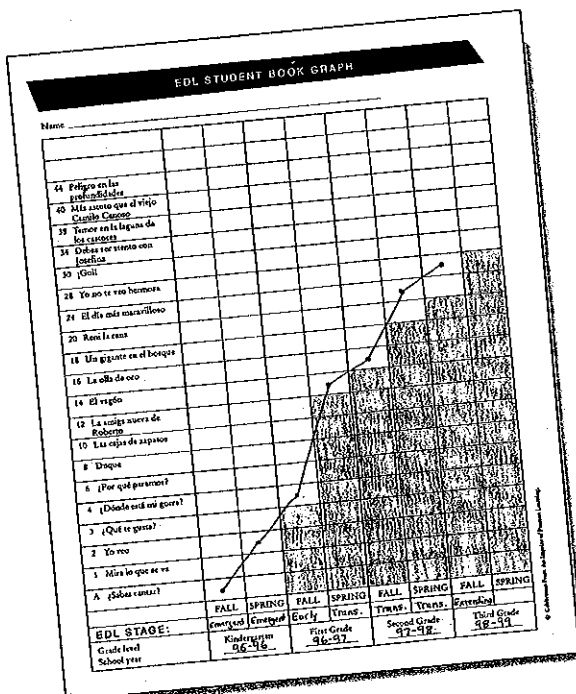
Oct./Nov.  
Reading levels 18-20 at 94 percent accuracy or above with adequate understanding

May/June  
Reading levels 24-28 at 94 percent accuracy or above with adequate understanding

## Third Grade

Oct./Nov.  
Reading levels 28-30 at 94 percent accuracy or above with adequate understanding

May/June  
Reading levels 34-38 at 94 percent accuracy or above with adequate understanding



*Identify the children who are performing below proficiency.*

2

Using the levels selected by the school or district as proficient, identify students who are performing below proficiency. You may keep track of them on the EDL reporting form. See the sample on page 28.

*List the students who may need to be reassessed or observed closely to verify EDL observations.*

3

If a student's comprehension, accuracy rate, or oral reading are less than desired, select a lower-level assessment text and conduct a second EDL conference on another day. (Omit the preference questions this time.) The goal is to find a text level the student can read fairly well and retell adequately. The information gained from a second reading assessment will enable you to decide more effectively what to teach next and how to support this particular reader in his or her text selection and sustained reading time.

A second assessment is especially important for students who are performing below proficiency, even if they qualify for other support services. Teachers must know what levels of text difficulty students are able to read and adequately understand to be able to plan effectively and implement appropriate interventions within the classroom.

*Reassess students who were unable to read level A or 1.*

4

If the student is unable to read level A or 1, have the child try to read

- his or her first name printed on an index card
- his or her first and last names printed on an index card
- names of other family members printed on index cards
- environmental print such as fast-food containers, cereal boxes, and so on
- a very simple caption book that includes objects familiar to the child (la flor, el árbol, el gato, el perro, etc.). Demonstrate first and then ask the child to point to the words and read.

Record the student's responses to each task, stopping when he or she is unable to read what is printed. The student's responses will help you know where to begin his or her literacy instruction.



## PLANNING YOUR TEACHING

*Identify what the child needs to learn next.*

1 ~~~~~  
Students at all levels of proficiency benefit from effective reading instruction. Using the information gained from the child's behaviors observed and responses noted during the EDL, identify what the child needs to learn next. On the "What's Next?" form, place a check by the three or four focuses to introduce, instruct, support, and/or extend. Use the pen color designated for the appropriate grade level. See page 26 for a sample form.

*Determine the method of grouping and instructional techniques that will be most effective.*

2 ~~~~~  
After selecting the focuses, you can determine the most effective method of grouping and instructional techniques. The organization of groups will depend on the number of students needing the same type of intervention or reading at the same levels. You may choose to introduce, model, or demonstrate for the whole group, a small group, or an individual. Another time you may choose to support and extend effective reading behaviors or strategies through small groups or individual instruction. The number of students that you have indicated on the EDL text level form (see an example on page 29) may help determine grouping possibilities.

Keep in mind that when choosing the most effective instruction techniques, it is important to value the reciprocity of the reading and writing processes. Often, especially in the emergent and early stages of reading development, shared and interactive writing can be used for reading instruction. As emergent readers develop early strategies of left-to-right and one-to-one matching, they can benefit from small guided-reading group experiences.

Transitional and extending readers can benefit from literature circles, book groups, and response journals. Other approaches to instruction include reading aloud, shared reading, individual reading and writing conferences, and buddy reading. Independent reading and writing provide students with opportunities to practice and reinforce new learning.

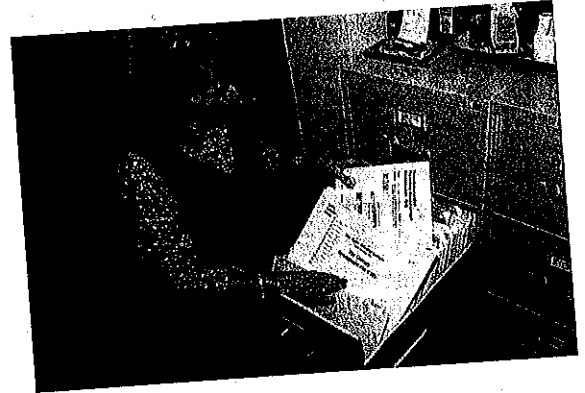
See the other resources at the back of this book for further reading about instructional techniques that are effective when working with primary children.



## DOCUMENTING CHANGE OVER TIME

*Plot the assessment text level on the student's book graph.*

To track the increasing levels of text difficulty read successfully by the student, complete this form as a line or bar graph. Add a dotted line or shading to indicate the levels of proficiency set by your school or district. See page 27 for a completed sample of this graph.



*Place the student's EDL continuum with the observation guide and running record in his or her literacy file.*

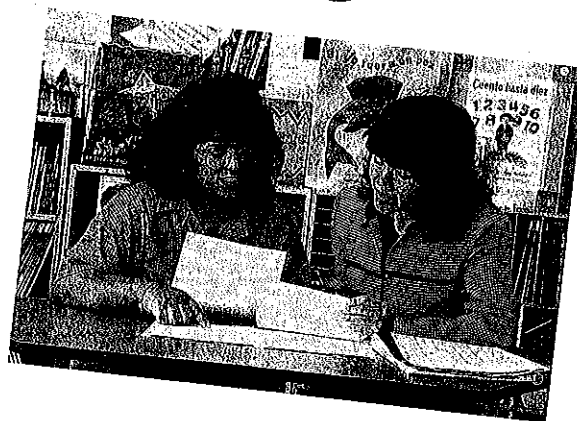
2

The EDL continuum celebrates and documents a child's reading progress over time and should be kept for future reference along with other records.

## SHARING THE RESULTS

*Share results and changes over time in a student's reading performance with parents at conferences and in progress reports.*

Sharing a student's EDL continuum and book graph with parents enables them to see and appreciate their child's reading progress across years, especially when the process is begun during kindergarten. The consistent format and language of the continuum fosters parents' appreciation of where their child started and what he or she can do as a reader at the present time. Many of the statements on the continuum may be used on students' progress reports as well.



*Share results of the EDL with students when they are able to understand and are beginning to select personal reading goals.*

2

Sharing their EDL continuums with readers at levels 24 and above enables them to see and appreciate their reading progress across time. The descriptors on the continuum help students to know what is expected of good readers, provide them with the language to discuss and evaluate their performance as readers, and help them to identify possible areas where improvement or extension is needed. This information then enables them to select appropriate personal reading goals and to evaluate their own progress in achieving these goals. Helping these readers to select personal reading goals can be done during a follow-up reading conference.

## *A Final Word*

The EDL may seem overwhelming at first. When you begin to implement it in your classroom, you will have to find an organizational system that works for you. The assessment procedures will begin to feel less cumbersome and easier to do with each assessment you give. After a while, you will know what to do, observe, record on the forms, and circle on the continuum. You will become more adept in describing your observations. Eventually, you will find yourself automatically analyzing students' responses each time you interact with them as readers. Using the information gained from the EDL to select several focuses for instruction will help you to be aware of what individuals or groups of students need to learn, practice, and extend.

It would also help to participate in a training session where videotapes are used to introduce the EDL. Viewing tapes of EDL conferences will help you to see what they are like, understand how the conferences and children's responses vary over time, and discuss with peers how they perceive the various students as readers. Opportunities to discuss observations and perceptions with your peers enable you to confirm your judgments or alter your opinions and establish expectations.

For the sake of time, it may be tempting to shorten the assessment. For example, you may decide just to take a running record, determine a student's accuracy level, and not ask for a retelling or consider how he or she reads orally. If this is the case, remember that accuracy rate is just one factor in determining a student's reading level.

Some students will read a text with a high rate of accuracy and fluency. Others will read rather slowly with a lower rate of accuracy and some phrasing. Even though the first students appear to be the better readers, only the students' retellings will reflect what they understood and recalled about the story.

Reading that is truly satisfying and effective is meaning driven. When students are frequently asked to "read" texts they do not understand, reading becomes a meaningless task that carries little value for them. Therefore, it is important to take the time to listen carefully as students read orally, retell, and respond to the stories read during the assessment and at other times.

It may be just as tempting to decide that a child is an early, transitional, or extending reader because he or she reads a certain assessment text level. However, a child's reading stage can only be truly identified by what his or her reading behaviors and responses reflect. Once again, the text level is just one factor among many. The circled statements help to clarify what each reader does well, where he or she needs support, and what he or she needs to learn next. Knowing these things will help you make more effective teaching decisions and plan more efficiently for ongoing reading instruction.

The EDL has been reviewed and field-tested for the past two years and will continue to be revised as more teachers become familiar with it. As you work with it, you may find places that need further revision so that the forms, continuum, and procedures serve you and your colleagues more efficiently and effectively. Please feel free to send your suggestions and comments to:

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Tucson, AZ 85711

or

Magali Iglesias  
Pearson Learning  
299 Jefferson Road  
Parsippany, NJ 07054

Your input and feedback will be greatly appreciated.



## Other Resources

The DRA and EDL were created to assess and document primary students' development as readers over time within a literature-based instructional reading program. A teacher's understanding of early literacy issues, how young children learn, and what they need to learn to read is fundamental. Knowing how to create rich literate environments and learning experiences that honor the way children learn is also essential in establishing an effective early literacy learning program.

Developmentally appropriate assessments are an integral part of the teaching-learning process but cannot stand alone. What happens before and after the assessment is most important. The following articles and books have been found to be useful in furthering teachers' understanding of how to teach children to read and how to support and extend their reading.

Brown, H., and B. Cambourne. 1987. *Read and Retell*. Portsmouth, NH: Heinemann.

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- McCarrier, A., and I. Patacca. 1994. "Children's Literature: The Focal Point of an Early Literacy Learning Program." In *Children's Literature in the Classroom: Extending Charlotte's Web*. Edited by J. Hickman, B. Cullinan, and S. Hepler. Norwood, MA: Christopher-Gordon.
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- Schwartz, B. M. Forthcoming. "Self-Monitoring in Beginning Reading." *The Reading Teacher*.
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