

Name _____ Grade _____

Teacher _____ Date _____

Accuracy Rate _____

INTRODUCTION TO THE TEXT: PREVIEWING AND PREDICTING

T: Read the title and then say: *In this book, Things That Go, we will see different things that can go. Look at the pictures and tell me what can go in this book.*

If the child names fewer than 3 things, use your best judgment to decide whether you should proceed with this text.

T: Point to and read the title and then say: *I'll read the first page. Watch as I read it with my finger.*
Read page 2.

T: On page 4 say: *Now you point to the words as you read what else can go.*

ORAL READING

Record the student's oral reading behaviors on the record of oral reading below or take a running record on a blank sheet of paper as the student reads. Number the miscues that are not self-corrected.

Page 4

The car can go.

Page 6

The bus can go.

Page 8

The boat can go.

Page 10

The plane can go.

Circle accuracy rate: Word Count 16

%	100	99	98	97	96	95	94	93	92	91	90	89	88
Miscues	0						1						2

After the student has read the last page, go back to page 4 and say:

T: *Count the number of words on this page.*

T: *Point to a word that has two letters.*

Note:

- If student reads Level 1 at 90% accuracy or above, continue with Level 2.
- If student read below 90% accuracy, check the statements below and follow the suggestions found on page 39 of the *DRA Teacher Resource Guide* to determine where to begin with this student.

OBSERVATIONS OF READING BEHAVIORS

Check the statements that best describe the student's observable reading behaviors and responses.

Directionality

- ☐ is uncertain about directionality
- ☐ moves left to right on one line of text

One to One Matching

- ☐ points to words; inconsistent one to one match
- ☐ points to words; consistent one to one match

Monitoring

- ☐ relies on others to monitor reading
- ☐ monitors using 1–2 known words (*the, is, no, yes*)

Concept of Letters and Words

- ☐ is uncertain about letters and words
- ☐ counts and locates letters and words

Use of Cue Sources

- ☐ invents story
- ☐ "reads" using picture and/or language cues

Circle the statements on the DRA Continuum that best describe the student's observable reading behaviors and responses.