

Name _____

Date _____

Teacher _____

Grade _____

Accuracy Rate _____

INTRODUCTION TO THE TEXT: PREVIEWING AND PREDICTING

Read the title and then say: *This story, I Can See, is about things you can see by a pond. Each is a different color. I'll read the first page. Point under each word while reading.*

T: On page 4 say: *Now you point to the words as you read the rest of the story.*

ORAL READING AND STRATEGIES USED

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

I can see a green frog.

Page 6

I can see a red flower.

Page 8

I can see a brown tree.

Page 10

I can see a black bird.

Page 12

I can see a yellow sun . . .

Page 14

and I can see a rainbow.

Circle accuracy rate: Word Count 36

%	100	99	98	97	96	95	94	93	92	91	90	89	88
Miscues	0			1			2		3			4	

After the student has read the last page go back to the following pages:

T: On page 4 after showing the letter “g” on a card, say: *Find a word that begins with this letter.*

T: On page 6 after showing the letter “r” on a card, say: *Find a word that ends with this letter.*

Note:

- If student reads Level 2 at 91% accuracy or above, continue with Level 3.
- If student reads below 90% accuracy, check the statements on the following page and ask the preference questions.

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 (*I, a, the, no*)

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

READING PREFERENCES

T: *Who reads to you?*

T: *What is one of your favorite stories?*

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