

Name _____ Date _____

Teacher _____ Grade _____

Text selected by: ☐ Teacher ☐ Student

Accuracy Rate: _____ Comprehension Level: _____

Phrasing and Fluency: _____ DRA Stage: _____

INTRODUCTION TO THE TEXT: PREVIEWING AND PREDICTING

T: *In this story, Look at Me, two children are at the park with their mothers. They take turns showing their mothers what they can do. Look at all the pictures and tell me what each child can do.*

Previewing and Predicting

Choose one of the following statements.

As the student previews the pictures he/she:

- ☐ gathers limited information to predict next possible event or action with prompting
- ☐ gathers some information to predict several possible events or actions with prompting
- ☐ gathers pertinent information to predict several possible events or actions without prompting

T: **Point to and read the title, and then say:** *I'll read the first page.*

Teacher points to the words and reads the first page.

T: **Point to the first word on page 4 and say:** *Now you point 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 and on the following page 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

"Look at me," said the girl.

"I can slide."

Page 6

"Look at me," said the boy.

"I can swing."

Page 8

"Look at me," said the girl.

"I can skate."

Page 10

"Look at me," said the boy.

"I can climb."

Page 12

"Look at us."

"We can jump rope,"

said the boy and the girl.

Circle accuracy rate: Word Count 49

| % | 100 | 99 | 98 | 97 | 96 | 95 | 94 | 93 | 92 | 91 | 90 | 89 | 88 |
|---------|-----|----|----|----|----|----|----|----|----|----|----|----|----|
| Miscues | 0 | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |

Phrasing and fluency

Student reads:

- ☐ word by word
- ☐ word by word with some short phrases
- ☐ in short phrases most of the time
- ☐ in longer phrases at times; inconsistent rate
- ☐ in longer phrases most of the time; adequate rate
- ☐ in longer, meaningful phrases; rate adjusted appropriately

Intonation

Student reads with:

- ☐ no intonation; monotone
- ☐ little intonation; rather monotone
- ☐ some intonation; some attention to punctuation; monotone at times
- ☐ adjusts intonation to convey meaning at times; attends to punctuation most of the time
- ☐ adjusts intonation to convey meaning; attends to punctuation
- ☐ begins to explore subtle intonation that reflects mood, pace, and tension

At difficulty

Student problem solves using:

- ☐ picture
- ☐ letter/sound
- ☐ letter-sound clusters
- ☐ syllables
- ☐ rereading

- ☐ multiple attempts
- ☐ pauses
- ☐ no observable behaviors

Appealed for help: _____ times

Was told/given: _____ words

Analysis of miscues and self-corrections

Miscues interfered with meaning:

- ☐ no
- ☐ a few times
- ☐ sometimes
- ☐ often

Student:

- ☐ detects no miscues
- ☐ self-corrects a few significant miscues
- ☐ self-corrects some significant miscues
- ☐ self-corrects most significant miscues
- ☐ self-corrects most significant miscues quickly
- ☐ self-corrects all significant miscues quickly

Comments:

COMPREHENSION AND RESPONSE

Close the book before the retelling and then say:

T: *Start at the beginning and tell me what happened in this story.*

Highlight or underline information included in the student's retelling on the story overview on page 4. Please note that the student does not need to use the exact words in order for you to underline the statement, idea, action, or event.

Characters: boy, girl, and their moms

Setting/Places mentioned in the story: playground (or park)

STORY OVERVIEW

A boy and a girl want their mothers to watch what they can do.

1. The boy can run.
2. The girl can slide.
3. The boy can swing.
4. The girl can skate.
5. The boy can climb.

Ending: They both can jump rope.

If necessary, use one or more of the following prompts to gain further information after the initial retelling.

1. *Tell me more.*
2. *What happened at the beginning?*
3. *What happened after _____ (an event mentioned by the student)?*
4. *What did they do together?*
5. *What did they want their moms to do?*
6. *How did the story end?*

Record all other questions asked.

RESPONSE

T: *Tell me your favorite part of this story.*

T: *What does this story make you think of?*

MAKING CONNECTIONS

The student links to:

- ☐ personal experience
- ☐ other media or events

- ☐ other literature
- ☐ other _____

DRA COMPREHENSION RUBRIC

Circle the number to the left of one statement in each row that best describes the student's retelling. Then add the circled numbers together to obtain a total score. Circle the total score (from 6–24) where it appears in the row of numbers at the top of the rubric to determine the level of comprehension.

| Very Little Comprehension 6 7 8 9 | Some Comprehension 10 11 12 13 14 15 | Adequate Comprehension 16 17 18 19 20 21 | Very Good Comprehension 22 23 24 |
|--|---|--|---|
| 1 Tells 1 or 2 events or key facts | 2 Tells some of the events or key facts | 3 Tells many events in sequence for the most part, or tells many key facts | 4 Tells most events in sequence or tells most key facts |
| 1 Includes few or no important details from text | 2 Includes some important details from text | 3 Includes many important details from text | 4 Includes most important details and key language or vocabulary from text |
| 1 Refers to characters or topics using pronouns (<i>he, she, it, they</i>) | 2 Refers to characters or topics by generic name or label (<i>boy, girl, dog</i>) | 3 Refers to many characters or topics by name in text (<i>Ben, Giant, Monkey, Otter</i>) | 4 Refers to all significant characters or topics by specific name (<i>Old Ben Bailey, green turtle</i>) |
| 1 Responds with incorrect information | 2 Responds with some misinterpretation | 3 Responds with literal interpretation | 4 Responds with interpretation that reflects higher-level thinking |
| 1 Provides limited or no response to teacher questions and prompts | 2 Provides some response to teacher questions and prompts | 3 Provides adequate response to teacher questions and prompts | 4 Provides insightful response to teacher questions and prompts |
| 1 Requires many questions or prompts | 2 Requires 4 or 5 questions or prompts | 3 Requires 2 or 3 questions or prompts | 4 Requires 1 or no questions or prompts |

READING PREFERENCES

T: *Who reads with 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.

Name _____ Grade _____

Teacher _____ Date _____

Text selected by: ☐ teacher ☐ student

Accuracy Rate _____ Comprehension Level _____ Phrasing and Fluency _____

INTRODUCTION TO THE TEXT: PREVIEWING AND PREDICTING

T: Read the title and then say: *In this story, The "I Like" Game, two children are sitting on a park bench. They are playing an "I like" game. They tell each other what foods they like, but they don't seem to like the same things. Look at all of the pictures and tell what is happening in this story.*

Previewing and Predicting

As the student previews the pictures he/she:

- | | |
|--|--|
| <input type="checkbox"/> gathers limited information | <input type="checkbox"/> comments briefly about each event, action |
| <input type="checkbox"/> gathers some information | <input type="checkbox"/> connects one or two events, actions (e.g. <i>and, then, now</i>) |
| <input type="checkbox"/> gathers pertinent information | <input type="checkbox"/> connects events, actions without prompting |

T: Read the title again and then say: *Let's read to see what they both like. I'll read the first page. Point and read the first page.*

T: Point to the first word on page 4 and say: *Now you point 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 that follows, 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

"No," said the girl.

"I like apples.

Do you?"

Page 6

"No," said the boy.

"I like bananas.

Do you?"

Page 8

"No," said the girl.

"I like grapes.

Do you?"

Page 10

"No," said the boy.

"I like ice cream.

Do you?"

Page 12

"Yes," said the girl.

"I like ice cream too!"

Circle accuracy rate: Word Count 46

| % | 100 | 99 | 98 | 97 | 96 | 95 | 94 | 93 | 92 | 91 | 90 | 89 | 88 |
|---------|-----|----|----|----|----|----|----|----|----|----|----|----|----|
| Miscues | 0 | | 1 | | 2 | | | 3 | | 4 | | 5 | |

Phrasing and fluency

Student reads:

- ☐ word by word
- ☐ in short phrases at times
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Comments:

COMPREHENSION AND RESPONSE

Close the book before the retelling and then say:

T: *Start at the beginning and tell me what happened in this story.*

Highlight or underline information included in the student's retelling on the story overview. Please note the student does not need to use the exact words in order for you to underline the statement, idea, action, or event. Place "TP" by information given in response to a teacher prompt.

Characters: Boy, girl, ice cream man

Setting/Places depicted in the story: In a park

STORY OVERVIEW

Girl said, "I like apples."

Boy said, "I like bananas."

Girl said, "I like grapes."

Boy pointed to ice cream man and said, "I like ice cream."

Girl said, "I like ice cream, too."

Use one or more of the following prompts to gain further information.

1. *Tell me more.*
2. *What happened at the beginning?*
3. *What happened after ____ (an event mentioned by the student)?*
4. *Who else was in the story?*
5. *How did the story end?*

Use these questions only if the following information was omitted from retelling.

T: *What else did the boy/girl like?*

T: *What did they both like?*

Record all other questions asked.

RESPONSE

T: *Tell me your favorite part of this story.*

T: *What does this story make you think of?*

MAKING CONNECTIONS

The student links to:

- ☐ personal experience
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☐ other literature

☐ other _____

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READING PREFERENCES

T: *Who reads with you?*

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

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