

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, Why Are We Stopping?, a policeman stopped a bus so a mother duck and her babies could go across the street. A truck stopped behind the bus. The truck driver didn't know why they were stopping. Look at the pictures and tell me what is happening in this story.*

Previewing and Predicting

As the student previews the pictures he/she:

- ☐ gathers limited information
- ☐ gathers some information
- ☐ gathers pertinent information
- ☐ comments briefly about each event, action
- ☐ connects one or two events, actions (e.g. *and, then, now*)
- ☐ connects events, actions without prompting

T: Read the title again and then say: *Now read to find who stopped.*

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 2

"Stop!" said the policeman.

The bus stopped.

Page 3

A truck stopped behind the bus.

"Why are we stopping?"

said the truck driver.

Page 4

A car stopped behind the truck.

"Why are we stopping?"

said the car driver.

Page 5

A mother duck and her babies

went across the street.

Page 6

"Go," said the policeman.

The bus went on.

The truck and the car went on.

Page 7

Then the mother duck and her babies

went for a swim.

Circle accuracy rate: Word Count 71

%	100	99	98	97	96	95	94	93	92	91	90	89	88
Miscues	0	1		2	3		4	5	6		7	8	

Phrasing and fluency

Student reads:

- ☐ word by word
- ☐ in short phrases at times
- ☐ 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 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
- ☐ pausing
- ☐ no observable behaviors

Appealed for help: ____ times

Was told/given: ____ words

Analysis of miscues and self-corrections

Miscues interfered with meaning:

- ☐ no
- ☐ at 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. 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: Mother and baby ducks; policeman; bus, truck, and car drivers

Setting/Places depicted in the story: Street near a pond

STORY OVERVIEW

1. Policeman stopped bus.
2. Truck stopped behind bus and the driver said, "Why are we stopping?"
3. Car stopped behind truck and the driver said, "Why are we stopping?"
4. Mother and baby ducks went across the street.
5. Policeman said, "Go," and the bus, the truck, and car went on . . .

Ending: Ducks swam in a pond.

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 the retelling.

1. *Why did the policeman tell the bus to stop?*
2. *Where were the ducks going?*

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 1 or 2 characters or topics using pronouns (<i>he, she, it, they</i>)	2 Refers to 1 or 2 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 characters or topics by specific name (<i>Old Ben Bailey, green turtle, Sammy Sosa</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 or to you?*

T: *Would you rather listen to a book or read a book to someone? Why?*

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