

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, Shoe Boxes, Mandy and her brother and sister each got a new pair of shoes. They did different things with their shoe boxes. Look at the pictures and tell me 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: *Now read to see what Mandy, her brother, and her sister did with their shoe boxes.*

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

Mandy and her brother and sister got new shoes. Her brother got a pair of shoes for his soccer game. The shoes came in a red box with white stripes on it.

Page 3

Her brother kept the red shoe box. He put a caterpillar in it. The caterpillar liked his new home.

Page 4

Mandy's sister got new baseball shoes for her baseball game. The shoes came in a blue box with a string around it.

Page 5

Her sister kept the blue shoe box and the string. She put her baseball cards and the string in her shoe box.

Page 6

Mandy got a new pair of blue shoes for her birthday. Her shoes came in a green box with flowers on it

Page 7

Mandy gave her green shoe box to her baby sister and she sat on it. Oh, no!

Circle accuracy rate: Word Count 134

%	100	99	98	97	96	95	94	93	92	91	90	89	88
Miscues	0	1-2	3	4	5-6	7	8	9-10	11	12	13-14	15	16

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: Mandy and her big brother, big sister, and baby sister

Setting/Places depicted in the story: Shoe store and at home

STORY OVERVIEW

1. Big brother gets new soccer shoes and then puts a caterpillar in his red shoe box with white stripes.
2. Big sister gets new baseball shoes and puts baseball cards and the string in her blue shoe box.
3. Mandy gets new blue birthday shoes and gives her green shoe box with flowers on it to her baby sister, and . . .

Ending: Baby sister sits on Mandy's shoe box.

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. *What did _____ do with his or her shoe box?*
2. *What kind of shoes did _____ get?*

Record all other questions asked.

RESPONSE

T: *Tell me what you liked about 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.