

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, Robert's New Friend, Robert wasn't sure he liked his new baby sister, Maria. He felt left out because Mama and Papa were busy taking care of Maria. 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 see how Robert helped his mama and became friends with Maria.*

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 3

Robert had a new baby sister.
She was very little. Her name
was Maria.

Page 5

Robert wasn't sure he liked Maria.
She cried a lot.

Page 6

Mama was giving Maria a bath.
So Mama was too busy to play with
Robert. Robert felt left out. Mama was
taking care of his baby sister.

Page 7

Papa was feeding Maria.
So Papa was too busy to read to
Robert. Robert felt left out. Papa was
taking care of his baby sister.

Page 8

One day, Maria cried and cried.
Mama couldn't make Maria stop crying.

Page 9

Robert went over to his baby sister,
Maria. He put his finger in her hand.
Maria stopped crying and smiled
at Robert.

Page 10

Robert smiled back at Maria.
For the first time he liked his baby
sister. He was happy. Robert told Mama
he would take care of Maria, too.

Circle accuracy rate: Word Count 137

%	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: Robert, baby sister Maria, Mama, and Papa

Setting/Places depicted in the story: Rooms in the house

STORY OVERVIEW

1. Robert isn't sure he likes his new baby sister Maria because she cries.
2. Mama's giving Maria a bath—can't play with Robert; Robert feels left out because Mama is busy taking care of Maria.
3. Papa's feeding Maria—can't read to Robert; Robert feels left out because Papa is busy taking care of Maria.
4. One day Mama can't stop Maria from crying.
5. Robert puts his finger in Maria's hand and she stops crying.

Ending: Robert decides he likes Maria and tells Mama he will help take care of Maria, 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 the retelling.

1. *How did Robert feel? Why?*
2. *What did Robert do to help take care of Maria?*

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: Do you like to read ☐ alone ☐ with a buddy ☐ with a group? Why?

T: When do you like to read? Why?

T: Tell me where you like to read and why.

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