

Name _____ Date _____

Teacher _____ Grade _____

Text selected by: ☐ teacher ☐ student

Accuracy Rate _____ Comprehension Level _____ Phrasing and Fluency _____

INTRODUCTION TO THE TEXT: PREVIEWING AND PREDICTING

T: *In this story, Green Freddie, Freddie was a frog who lived by a pond. He met two friends who made him feel sad. Please read the first page aloud to see what you think might happen in this story.*

Student reads the first page aloud. If it is an appropriate level, continue with the next question.

T: *What do you think might happen in this story?*

Prediction(s)

Student

- | | |
|--|--|
| <input type="checkbox"/> gathers limited information | <input type="checkbox"/> predicts next possible event or action |
| <input type="checkbox"/> gathers some information | <input type="checkbox"/> predicts several possible events or actions with prompting |
| <input type="checkbox"/> gathers pertinent information | <input type="checkbox"/> predicts several possible events or actions without prompting |

T: *Now it's time to read and enjoy this story by yourself. When you're done, please come to me and I'll ask you to tell me what happened in the story.*

Student reads the rest of the story silently and then gives a retelling with the book closed.

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: Freddie the Frog, squirrel, chipmunk, and owl
Setting/Places depicted in the story: On a log in the pond

STORY OVERVIEW

1. Freddie sat on the log. "He wasn't eating. He wasn't drinking. He wasn't thinking."
2. Squirrel came along and asked Freddie, "Don't you wish you looked like me? My fur is pretty. You're all green."
3. Chipmunk came along and asked Freddie, "Don't you wish you looked like me? My fur is pretty. You're all green."
4. Freddie cried.
5. Wise owl asked why Freddie was crying and then told him that things all around him were green.

Ending: Freddie croaks loudly so everyone can hear green is a great color to be.

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 was Freddie's problem?*
2. *How was Freddie's problem solved?*

Record all other questions asked.

RESPONSE

T: *Why did you choose this story?*

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 4–5 questions or prompts	3 Requires 2–3 questions or prompts	4 Requires 1 or no questions or prompts

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 pages 4 and 5. Number the miscues that are not self-corrected.

Page 4

A chipmunk came skipping along. The chipmunk stopped at the pond. She looked at herself in the water, and she smiled. Then she patted her golden-brown fur with her paw. "My fur looks pretty today, doesn't it?" said the chipmunk.

"Yes," said Freddie the Frog. "It looks very pretty."

"Don't you wish you looked like me?" asked the chipmunk.

"No," said Freddie the Frog. "I look OK."

Page 5

"But look at you," said the chipmunk.

"You poor thing. You're all green."

Then the chipmunk skipped away, all shining and golden brown in the sunshine.

Freddie the Frog sat on his log. He wasn't eating. He wasn't drinking. He wasn't thinking. He was crying.

The wise old owl came flying by. He stopped at the pond. He looked at Freddie the Frog.

"Why are you crying, Freddie?" asked the owl. "It's such a pretty day. No one should be crying on such a pretty day."

Circle accuracy rate: Word Count 154

%	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	17	18

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:

READING PREFERENCES

T: *When do you like to read? Why?*

T: *Tell me how you choose a book to read.*

T: *What is one of your favorite books? Why?*

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