

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, The Wonderful Day, a rabbit named Roger finds a giant cabbage. He likes cabbage so much that he decides to take it home. Please read the first three paragraphs aloud to see what you think might happen in this story.*

**Student reads the first three paragraphs 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:** Roger Rabbit and lots of rabbits

**Setting/Places depicted in the story:** In the road, by Roger's house, in the woods

## **STORY OVERVIEW**

1. Roger found giant cabbage in road.
2. He rolled cabbage to his front door; cabbage was too big to go through the door.
3. Roger cried—then said, "Crying never helps anything. Thinking helps. I'll do some good thinking."
4. He called all the rabbits to a cabbage party—rabbits of all kinds eat cabbage.
5. Now the cabbage was small enough to go through the door.

**Ending:** Roger rolled a small cabbage inside.

**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?*

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

1. *What was Roger's problem?*
2. *How was Roger's problem solved?*

**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 4–5 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 page 4. Number the miscues that are not self-corrected.

### Page 4

And because Roger couldn't help himself,  
he began to cry. Big splashy tears bounced  
off the cabbage.

"I'd better stop crying," he said to the  
cabbage. "Crying never helps anything.  
Thinking helps. I'll do some good thinking."

So he thought. And then he had an idea.

He left the cabbage where it was. And he ran through the woods calling

"Rabbits big and rabbits small,

rabbits, rabbits, one and all,

follow, follow, follow me—

I've got a surprise for you to see!"

And suddenly a long line of rabbits, all colors and all sizes, was running after

Roger. He led them to his house. Then he

turned around and said to them, "See this

cabbage? It's too big to go into my house.

But I don't want it wasted, so you are all

invited to a cabbage party, here and now!"

### Circle accuracy rate: Word Count 141

%	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



## 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 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.**