

Name _____ Date _____

Teacher _____ Grade _____

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, The Pot of Gold, a mean man named Grumble caught an elf. Grumble knew every elf had gold, and he wanted this elf's gold. 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 | ☐ comments briefly about each event, action |
| ☐ gathers some information | ☐ connects one or two events, actions (e.g., <i>and, then, now</i>) |
| ☐ gathers pertinent information | ☐ connects events, actions with little or no prompting |

T: Read the title again and then say: *Now read to find out if Grumble got the elf's gold.*

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

Once upon a time there was a mean man
named Grumble. One day he saw an elf in the
woods.

Grumble said, "An elf always has a pot of gold.
I'll make this elf take me to his pot of gold."

Page 3

Grumble took hold of the elf. The elf began to jerk this way and that way. But Grumble didn't let go.

The elf said, "Let me go! Let me go!"

Grumble said, "Take me to your pot of gold.

Then I'll let you go."

Page 4

The elf took Grumble to a big tree. The elf said, "The gold is under this tree. You'll have to dig deep to get it."

Page 5

Grumble said, "I'll need a shovel to dig with. I'll go home and get one. But first I'll mark the tree so I can find it again." Grumble took off his red scarf and put it on a branch of the tree.

Page 6

He said, "Now promise you won't take my scarf off the tree."

The elf said, "I promise."

Grumble let the elf go.

Page 7

Then Grumble ran home to get a shovel.

Grumble said, "Now all I have to do is dig up the gold, and I'll be rich."

Page 8

When Grumble got back, he looked for the tree that had his red scarf on it. The elf had kept his promise.

Page 9

He had not taken Grumble's scarf off the tree.

He had put a red scarf on every tree.

Page 10

Grumble began to yell and scream and stamp his feet. But that didn't help at all. So he began to dig, and he may still be digging.

Circle accuracy rate: Word Count 266

%	100	99	98	97	96	95	94	93	92	91	90	89	88
Miscues	0	1-3	4-6	7-9	10-11	12-14	15-17	18-19	20-22	23-25	26-27	28-30	31

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 the 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: Grumble and elf

Setting/Places depicted in the story: In the woods

STORY OVERVIEW

1. Grumble sees elf—remembers elf has gold.
2. Grumble catches the elf—the elf says, "Let me go!"
3. Grumble says, "Take me to your pot of gold and then I'll let you go."
4. Elf takes Grumble to a big tree and tells him, "You'll have to dig deep to get it."
5. Grumble marks tree with red scarf.
6. He makes elf promise not to take red scarf off it.
7. He runs home and gets a shovel.
8. He comes back and finds a red scarf on every tree.
9. Grumble begins to yell and scream and stamp his feet.

Ending: Grumble begins digging and "may still be digging."

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 Grumble want the elf to do?*
2. *What did the elf promise not to do?*
3. *How did the elf trick Grumble?*

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

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.