Name _____   Date _____

Teacher _____   Grade _____

Text selected by: ☐ teacher   ☐ student

Accuracy Rate _____   Comprehension Level _____   Phrasing and Fluency _____

INTRODUCTION TO THE TEXT: PREVIEWING AND PREDICTING

T: *Have you ever been disappointed because you had to change your plans for the day? This happened to Charlie Mitchell in* Be Nice to Josephine, *but things didn't turn out quite the way he had expected. Please read the first five paragraphs aloud to see what you think might happen in this story.*

Student reads the five 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
- ☐ gathers limited information
- ☐ gathers some information
- ☐ gathers pertinent information

- ☐ predicts next possible event or action
- ☐ predicts several possible events or actions with prompting
- ☐ predicts several possible events or actions without prompting

T: *Now it's time to read and enjoy this story by yourself. When you have finished reading, please come to me, and I'll ask you to tell me the important things that happened in the story.*

The 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 from the beginning and tell me the important things that happened in this story.*

Highlight or underline information included in the student's retelling on the story overview. Please note that 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: Charlie Mitchell, Charlie's mother, Josephine (Cousin Ellen's daughter)
Setting/Places depicted in the story: Charlie's house; to, from, and at the creek

STORY OVERVIEW

1. Charlie thinks Saturdays are holidays because he plays baseball; Charlie's mother asks him to help entertain her cousin's little girl—to be nice to Josephine.

2. Charlie takes Josephine fishing. They go the long way so they won't go past the schoolyard where his friends are playing baseball. Josephine carries everything.

3. Josephine doesn't act like Charlie thought a girl would. She's quiet, digs for worms, and eats a peanut butter and mustard sandwich. Charlie decides not to give her the rotten apple.

4. They go home the short way. Charlie carries everything; at the school his friends want to know if he had to spend the whole day with her, and . . .

Ending: Charlie says, "No; I wanted to. She's my cousin. . . . Blood's thicker than water—families are important."

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 Charlie's problem?*
2. *How was Charlie's problem resolved?*
3. *Tell me how Charlie's feelings changed during the story.*

Record all other questions asked.

INFERENCE

T: *What do you think Charlie learned?*

RESPONSE

T: *Why did you choose this story?*

T: *Tell me what you liked about this story.*

T: *Tell me what this story makes you think of.*

MAKING CONNECTIONS

The student links to:

❑ personal experience   ❑ other literature

❑ other media or events   ❑ 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 *(he, she, it, they)*	**2** Refers to 1 or 2 characters or topics by generic name or label *(boy, girl, dog)*	**3** Refers to many characters or topics by name in text *(Ben, Giant, Monkey, Otter)*	**4** Refers to all characters or topics by specific name *(Old Ben Bailey, green turtle, Sammy Sosa)*
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 9. Number the miscues that are not self-corrected.

Page 9

"That's what I thought," said Josephine as she set the tackle box and poles down carefully on the bank. "Can I dig the worms?"

Charlie stared at her. "I was just about to ask you to do that," he muttered. "Do you really like worms?"

"Well, actually," said Josephine, "I like snakes better. But worms will do."

Then she went right to work. She found a sharp stick to dig with, took her hat off, filled it with loose, damp dirt, and began to look for earthworms. Charlie just watched her. He couldn't think of a thing to say. So far his picnic wasn't turning out at all the way he had planned.

"Are you sure you wouldn't rather be playing dolls?" he asked.

"No, I wouldn't," said Josephine as she dropped a fat night crawler into her hat. "But if you want to, I will."

"Forget it," mumbled Charlie. She was getting him all mixed up.

Josephine went on digging worms. Charlie watched for a while, then decided he might as well help her.

Circle accuracy rate: Word Count 175

%	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	19–20	21

Phrasing and fluency

Student reads:

- ❑ word by word
- ❑ word by word with some short phrases
- ❑ 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: *What do you like best about reading?*

T: *Tell me what kinds of books you like to read and why.*

T: *What are you reading now? Why did you choose that book?*

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