**These Levels/Titles are in the K-2 DRA2 but NOT in the 3-5 DRA2**

Green Freddie Level 20

Turtle’s Big Race Level 20

Thin as a Stick: A Native American Folktale Level 24

The Wonderful Day Level 24

Animals Can Help Level 28 NF

From Peanuts to Peanut Butter Level 28 NF

Missing Sneakers Level 28

You Don’t Look Beautiful to Me Level 28

Busy Helpers Level 30 NF

Tiger’s Whirlwind Day Level 30

The Mystery at the Mays’ House Level 34

Summer Discovery Level 34

Mae Jemison: Shooting for the Stars Level 38 NF

Slammin’ Sammy: A Real Hero Level 38 NF

A Trip Through Time Level 38

Trouble At Beaver Pond Level 38

**These Levels/Titles are in the 3-5 DRA2 but NOT in the K-2 DRA2**

**Hero**  Level 20

What Carlos Wants Level 24

Energy From the Sun Level 28 NF

Incredible Journeys: Animal Migration Level 28 NF

The Blasters Level 30

The Flood Level 34

Amelia Earhart: The Woman Who Wanted to Fly level 38 NF

The Navajo Way Level 38 NF

**These Levels/Titles are in BOTH the K-2 and 3-5 DRA2**

All the Way Under Level 40

A Journey to Freedom Level 40

The Amazing Octopus Level 40 NF

A Pack of Wolves Level 40 NF

**Beginning at Level 60** – Students use a graphic organizer to take notes as they read silently. Notes taken on the graphic organizer are then scored for “literal comprehension”

**Beginning at Level 80** – No “student friendly” descriptions of metacognitive skills are given when assessing metacognitive awareness. Students at this level should know what the terms (“visualizing”, “inferring”,…) mean.

DRA 2 Comprehension Assessment in condensed form: **Hero Level 20**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Text Features:** Using the title, the illustrations, and what you have read so far, tell me what you know about the setting and characters.
2. **Predictions:** What are 3 things you think might happen in the rest of this story?

**After Reading the Book:**

1. **Summary:** Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. I will give you some words and phrases to help you organize your summary.

In the beginning,

Next,

Then,

After that,

In the end,

1. **Literal Comprehension:**

List the people who looked for Ann.

1. **Interpretation:**

Explain how you think the dog helped to rescue Ann.

1. **Reflection:**

What do you think is the most important message in this story?

Tell why you think it is important.

1. **Metacognitive Awareness:**

Check 1 strategy that you used to help you understand this story.

* I thought about similar experiences and stories.
* I asked myself questions as I read.
* I pictured what was happening.
* I thought about the reason why things happened.
* I understood the character’s feelings.

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

**Reread what you have written to make sure your answers are the way you want them before you hand them in.**

DRA 2 Comprehension Assessment in condensed form: **What Carlos Wants Level 24**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Text Features:** Using the title, the illustrations, and what you have read so far, tell me what you know about the setting and characters.
2. **Predictions:** What are 3 things you think might happen in the rest of this story?

**After Reading the Book:**

1. **Summary:** Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. I will give you some words and phrases to help you organize your summary.

In the beginning,

Next,

Then,

After that,

In the end,

1. **Literal Comprehension:**

List the things that family members wanted Carlos to be.

1. **Interpretation:**

How did Carlo’s feelings change in this story?

1. **Reflection:**

What do you think is the most important message in this story?

Tell why you think this message is important.

1. **Metacognitive Awareness:**

Check 1 strategy that you used to help you understand this story.

* I thought about similar experiences and stories.
* I asked myself questions as I read.
* I pictured what was happening.
* I thought about the reason why things happened.
* I understood the character’s feelings.

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

**Reread what you have written to make sure your answers are the way you want them before you hand them in.**

DRA 2 Comprehension Assessment in condensed form: **Energy From the Sun Level 28**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this BEFORE reading orally or silently.**

1. **Predictions:** Open the book to the title and table of contents page. What are 3 questions you think may be answered as you read this book?
2. **Nonfiction Text Features:** Turn to page 10. Why do you think the author put a heading at the top of the page?

Look at the graph on this page. Tell me what the graph shows you.

**After Reading the Book:**

1. **Summary:** Write a summary of this story in your own words. Include the important ideas and facts from each section of the book. You may use the book and the headings below to help you write your summary.

Solar Energy

Solar Collectors

Solar Cells

Clean and Lasting Energy

1. **Literal Comprehension:**

List 2 facts you read about the Sun in *Energy From the Sun*.

1. **Interpretation:**

Why do you think some people choose to use solar energy?

1. **Reflection:**

What do you think is the most important thing that you learned from this book?

Tell why you think it is important.

1. **Metacognitive Awareness:**

Check 1 strategy that you used to help you understand this story.

* I recalled what I know about the topic.
* I asked myself questions as I read.
* I made connections.
* I thought about the reason why things happened.
* I pictured what was happening.

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

**Reread what you have written to make sure your answers are the way you want them before you hand them in.**

DRA 2 Comprehension Assessment in condensed form: **Incredible Journeys: Animal Migration Level 28**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this BEFORE reading orally or silently.**

1. **Predictions:** Open the book to the title and table of contents page. What are 3 questions you think may be answered as you read this book?
2. **Nonfiction Text Features:** Turn to page 4. Why do you think the author put a heading at the top of the page?

Look at the map on page 15. Tell me what this map shows you.

**After Reading the Book:**

1. **Summary:** Write a summary of this story in your own words. Include the important ideas and facts from each section of the book. You may use the book and the headings below to help you write your summary.

Animal Migration

Animals Migrate for Different Reasons

Animals Are Guided in Different Ways

Some Animals Take Long Journeys

1. **Literal Comprehension:**

List the ways animals are guided from one place to another.

1. **Interpretation:**

Why do you think migration helps animals survive?

1. **Reflection:**

What do you think is the most important thing that you learned from this book?

Tell why you think it is important.

1. **Metacognitive Awareness:**

Check 1 strategy that you used to help you understand this story.

* I recalled what I know about the topic.
* I asked myself questions as I read.
* I made connections.
* I thought about the reason why things happened.
* I pictured what was happening.

Give at least 2 specific examples from this story that show how you used this comprehension strategy. **Reread what you have written to make sure your answers are the way you want them before you hand them in.**

DRA 2 Comprehension Assessment in condensed form: **The Blasters Level 30**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Text Features:** Using the title, the illustrations, and what you have read so far, tell me what you know about the setting and characters.
2. **Predictions:** What are 3 things you think might happen in the rest of this story?

**After Reading the Book:**

1. **Summary:** Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. I will give you some words and phrases to help you organize your summary.

In the beginning,

Next,

Then,

After that,

In the end,

1. **Literal Comprehension:**

List 3 things that Coach Dave said in his pep talk to the team.

1. **Interpretation:**

Why do you think Nick got so angry during the game?

1. **Reflection:**

What do you think is the most important message in this story?

Tell why you think this message is important.

1. **Metacognitive Awareness:**

Check 1 strategy that you used to help you understand this story.

* I thought about similar experiences and stories.
* I asked myself questions as I read.
* I pictured what was happening.
* I thought about the reason why things happened.
* I understood the character’s feelings.

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

**Reread what you have written to make sure your answers are the way you want them before you hand them in.**

DRA 2 Comprehension Assessment in condensed form: **The Flood Level 34**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Text Features:** Think about the title, the illustrations, and what you have read so far, tell me what you know about the setting and characters.
2. **Predictions:** What are 3 things you think might happen in the rest of this story?

**After Reading the Book:**

1. **Summary:** Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book and the wors below to help you write your summary.

In the beginning,

Next,

Then,

After that,

In the end,

1. **Literal Comprehension:**

List 3 things that Luke did to help his mother and sister.

1. **Interpretation:**

What do you think Luke learned about himself?

1. **Reflection:**

What do you think was an important decision that Luke made in this story?

Tell why you think it was an important decision..

1. **Metacognitive Awareness:**

Check 1 strategy that you used to help you understand this story.

* I thought about similar experiences and stories.
* I asked myself questions as I read.
* I pictured what was happening.
* I thought about the reason why things happened.
* I understood the character’s feelings.

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

**Reread what you have written to make sure your answers are the way you want them before you hand them in.**

DRA 2 Comprehension Assessment in condensed form: **Amelia Earhart: The Woman Who Wanted to Fly Level 38**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this BEFORE reading orally or silently.**

1. **Predictions:** Open the book to the title and table of contents page. What are 3 questions you think may be answered as you read this book?
2. **Nonfiction Text Features:** Turn to the map on pages 12-13. Look at the map and tell me what this map shows you.

Turn to the glossary. What does the word *solo* mean in this book?

**After Reading the Book:**

1. **Summary:** Write a summary of this book in your own words. Include the important ideas and facts from each section of the book. You may use the book and the headings below to help you write your summary.

Amelia’s Childhood

Amelia’s First Flight

Preparing to Fly Solo Across the Atlantic

Amelia’s Trip

What Amelia Believed

1. **Literal Comprehension:**

List 3 things that happened to Amelia’s plane on her trip across the Atlantic Ocean.

1. **Interpretation:**

How do you think Amelia felt when she landed in Ireland? Tell why she may have felt that way.

1. **Reflection:**

What do you think is the most important thing that you learned from this book?

Tell why you think it is important.

1. **Metacognitive Awareness:**

Check 1 strategy that you used to help you understand this story.

* I recalled what I know about the topic.
* I asked myself questions as I read.
* I made connections.
* I thought about the reason why things happened.
* I pictured what was happening.

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

**Reread what you have written to make sure your answers are the way you want them before you hand them in.**

DRA 2 Comprehension Assessment in condensed form: **The Navajo Way Level 38**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this BEFORE reading orally or silently.**

1. **Predictions:** Open the book to the title and table of contents page. What are 3 questions you think may be answered as you read this book?
2. **Nonfiction Text Features:** Turn to page 15. What information does this graphic organizer tell you?

Turn to the glossary. What does the word *reservation* mean in this book?

**After Reading the Book:**

1. **Summary:** Write a summary of this story in your own words. Include the important ideas and facts from each section of the book. You may use the book and the headings below to help you write your summary.

Navajo Life

Navajo Arts and Crafts

The Code Talkers

Teaching Navajo Ways

1. **Literal Comprehension:**

List 3 Navajo ways and beliefs that children are taught.

1. **Interpretation:**

Why do you think some Navajos follow the old ways and live in hogans?

1. **Reflection:**

What do you think is the most important thing that you learned from this book?

Tell why you think it is important.

1. **Metacognitive Awareness:**

Check 1 strategy that you used to help you understand this story.

* I recalled what I know about the topic.
* I asked myself questions as I read.
* I made connections.
* I thought about the reason why things happened.
* I pictured what was happening.

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

**Reread what you have written to make sure your answers are the way you want them before you hand them in.**

DRA 2 Comprehension Assessment in condensed form: **The Amazing Octopus Level 40**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Questions:** What questions did you have as you were reading the first part of this text?
2. **Predictions:** What do you think you will learn from reading the rest of this text?

**After Reading the Book:**

1. **Summary:** Write a summary of this story in your own words. Include the important ideas and facts from each section. You may use the book to help you write your summary.
2. **Literal Comprehension:**

List 3 facts about an octopus.

1. **Interpretation:**

What do you think would happen if there were no octopus predators in the ocean?

1. **Reflection:**

What do you think is the most important thing about octopuses?

Tell why you think it is important.

1. **Metacognitive Awareness:**

Check 1 strategy that you used to help you understand this story.

* I recalled what I know about the topic.
* I asked myself questions as I read.
* I made connections.
* I thought about the reason why things happened.
* I pictured what was happening.

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

**Reread what you have written to make sure your answers are the way you want them before you hand them in.**

DRA 2 Comprehension Assessment in condensed form: **A Journey to Freedom Level 40**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Questions:** List 3 questions that you had while reading the first part of this story.
2. **Predictions:** What are 3 things you think might happen in the rest of this story?

**After Reading the Book:**

1. **Summary:** Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book to help you write your summary.
2. **Literal Comprehension:**

List 3 things you know about Jed.

1. **Interpretation:**

Why do you think Jed wanted to be an Underground Railroad conductor?

1. **Reflection:**

What do you think is the most important event in this story?

Tell why you think it is important.

1. **Metacognitive Awareness:**

Check 1 strategy that you used to help you understand this story.

* I thought about similar experiences and stories.
* I asked myself questions as I read.
* I pictured what was happening.
* I thought about the reason why things happened.
* I understood the character’s feelings.

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

**Reread what you have written to make sure your answers are the way you want them before you hand them in.**

DRA 2 Comprehension Assessment in condensed form: **A Pack of Wolves Level 40**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Questions:** What questions did you have as you were reading the first part of this text?
2. **Predictions:** What do you think you will learn from reading the rest of this text?

**After Reading the Book:**

1. **Summary:** Write a summary of this story in your own words. Include the important ideas and facts from each section. You may use the book to help you write your summary.
2. **Literal Comprehension:**

List 3 facts about grey wolves.

1. **Interpretation:**

Why do you think wolves are able to survive in the wild?

1. **Reflection:**

What do you think is the most important thing about gray wolves?

Tell why you think it is important.

1. **Metacognitive Awareness:**

Check 1 strategy that you used to help you understand this story.

* I recalled what I know about the topic.
* I asked myself questions as I read.
* I made connections.
* I decided what was important to remember.
* I thought about the reasons why things happened.
* I pictured what was happening.

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

**Reread what you have written to make sure your answers are the way you want them before you hand them in.**

DRA 2 Comprehension Assessment in condensed form: **Cry Foul Level 50**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Questions:** List 3 questions that you had while reading the first part of this story.

1. **Predictions:** What are 3 things you think might happen in the rest of this story?

**After Reading the Book:**

1. **Summary:** Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book to help you write your summary.
2. **Literal Comprehension:**

List 3 things you learned about Ramon.

1. **Interpretation:**

Tell how Ramon and Joseph are similar and different.

1. **Reflection:**

What do you admire the most about Joseph?

Tell why.

1. **Metacognitive Awareness:**

Check 1 strategy that you used to help you understand this story.

* I thought about similar experiences and stories.
* I asked myself questions as I read.
* I pictured what was happening.
* I thought about the reason why things happened.
* I understood the character’s feelings.

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

**Reread what you have written to make sure your answers are the way you want them before you hand them in.**

DRA 2 Comprehension Assessment in condensed form: **Friends in America Level 50**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Questions:** List 3 questions that you had while reading the first part of this story.
2. **Predictions:** What are 3 things you think might happen in the rest of this story?

**After Reading the Book:**

1. **Summary:** Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book to help you write your summary.
2. **Literal Comprehension:**

List 3 places Margaret went on her shopping trip.

1. **Interpretation:**

Tell how Margaret and Gretchen are similar and different.

1. **Reflection:**

What do you admire most about Margaret?

Tell why.

1. **Metacognitive Awareness:**

Check 1 strategy that you used to help you understand this story.

* I thought about similar experiences and stories.
* I asked myself questions as I read.
* I pictured what was happening.
* I thought about the reason why things happened.
* I understood the character’s feelings.

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

**Reread what you have written to make sure your answers are the way you want them before you hand them in.**

DRA 2 Comprehension Assessment in condensed form: **Lights! Camera! Action! Level 50**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Questions:** What questions did you have as you were reading the first part of this text?
2. **Predictions:** What do you think you will learn from reading the rest of this text?

**After Reading the Book:**

1. **Summary:** Write a summary of this story in your own words. Include the important ideas and facts from each section. You may use the book to help you write your summary.
2. **Literal Comprehension:**

List 3 things Alyssa does to make her movies.

1. **Interpretation:**

List how Alyssa’s movies are similar and different.

1. **Reflection:**

What is the most important message in this text?

Tell why you think this message is important.

1. **Metacognitive Awareness:**

Check 1 strategy that you used to help you understand this story.

* I recalled what I know about the topic.
* I asked myself questions as I read.
* I was reminded of personal connections.
* I used headings to decide what was important.
* I thought about the reasons why things happened.
* I pictured what was happening.

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

**Reread what you have written to make sure your answers are the way you want them before you hand them in.**

DRA 2 Comprehension Assessment in condensed form: **Storm Chasers Level 50**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Questions:** What questions did you have as you were reading the first part of this text?
2. **Predictions:** What do you think you will learn from reading the rest of this text?

**After Reading the Book:**

1. **Summary:** Write a summary of this story in your own words. Include the important ideas and facts from each section. You may use the book to help you write your summary.
2. **Literal Comprehension:**

List 3 things you have learned about storm chasers.

1. **Interpretation:**

List how researchers and Hurricane Hunters are similar and different.

1. **Reflection:**

What do you think is the most important thing that storm chasers do?

Tell why you think it is important.

1. **Metacognitive Awareness:**

Check 1 strategy that you used to help you understand this story.

* I recalled what I know about the topic.
* I asked myself questions as I read.
* I was reminded of personal connections.
* I used headings to decide what was important.
* I thought about the reasons why things happened.
* I pictured what was happening.

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

**Reread what you have written to make sure your answers are the way you want them before you hand them in.**

DRA 2 Comprehension Assessment in condensed form: **Froggy and Princess Level 60**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Questions:** List 3 questions that you had while reading the first part of this story.
2. **Predictions:** What are 3 things you think might happen in the rest of this story?

**After Reading the Book: (see next page for graphic organizer used to take notes during silent reading)**

1. **Summary:** Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book to help you write your summary.
2. **Literal Comprehension/Note Taking:** Teacher analyzes notes taken on graphic organizer during silent reading for this score; looking for important information from the text recorded by the student.
3. **Interpretation:**

How do you think Princess felt when she and Martin headed off to see her great-grandmother’s statue? Use information from the story to support your answer.

1. **Reflection:**

What do you think is the most important event in this story?

Tell why you think this event is important.

1. **Metacognitive Awareness:**

Check 1 strategy that you used to help you understand this story.

* Making connections: I thought about similar experiences and/or stories.
* Questioning: I asked myself questions as I read.
* Visualizing: I pictured what was happening.
* Inferring: I thought about the reasons why things happened.
* Responding Emotionally: I understood the character’s feelings.

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

**Reread what you have written to make sure your answers are the way you want them before you hand them in.**

DRA 2 Comprehension Assessment in condensed form: **Linda Greenlaw: A Swordfishing Boat Captain Level 60**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Questions:** What questions did you have as you were reading the first part of this text?
2. **Predictions:** What do you think you will learn from reading the rest of this text?

**After Reading the Book:** **(see next page for graphic organizer used to take notes during silent reading)**

1. **Summary:** Write a summary of this story in your own words. Include the important ideas and facts from each section. You may use the book to help you write your summary.
2. **Literal Comprehension/Note Taking:** Teacher analyzes notes taken on graphic organizer during silent reading for this score; looking for important information from the text recorded by the student.
3. **Interpretation:**

Why do you think Linda was a successful swordfishing captain? Use information from the book to support your answer.

1. **Reflection:**

What do you think is the most important message in this biography?

Tell why you think this is an important message.

1. **Metacognitive Awareness:**

Check 1 strategy that you used to help you understand this story.

* Using background knowledge: I recalled what I know about the topic.
* Questioning: I asked myself questions as I read.
* Making Connections: I was reminded of similar texts and experiences.
* Determining importance: I used text and graphic features to decide what was important.
* Inferring: I thought about the reasons why things happened.
* Visualizing: I pictured what was happening.

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

**Reread what you have written to make sure your answers are the way you want them before you hand them in.**

DRA 2 Comprehension Assessment in condensed form: **Mike Fink: King of the Keelboatmen Level 60**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Questions:** List 3 questions that you had while reading the first part of this story.
2. **Predictions:** What are 3 things you think might happen in the rest of this story?

**After Reading the Book: (see next page for graphic organizer used to take notes during silent reading)**

1. **Summary:** Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book to help you write your summary.
2. **Literal Comprehension/Note Taking:** Teacher analyzes notes taken on graphic organizer during silent reading for this score; looking for important information from the text recorded by the student.
3. **Interpretation:**

How do you think Mike Fink felt when he and Jack Carpenter headed west? Use information from the story to support your answer.

1. **Reflection:**

What do you think is the most important event in this story?

Tell why you think this event is important.

1. **Metacognitive Awareness:**

Check 1 strategy that you used to help you understand this story.

* Making connections: I thought about similar experiences and/or stories.
* Questioning: I asked myself questions as I read.
* Visualizing: I pictured what was happening.
* Inferring: I thought about the reasons why things happened.
* Responding Emotionally: I understood the character’s feelings.

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

**Reread what you have written to make sure your answers are the way you want them before you hand them in.**

DRA 2 Comprehension Assessment in condensed form: **One Brave Heart: Triathlete Rudy Garcia-Tolson Level 60**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Questions:** What questions did you have as you were reading the first part of this text?
2. **Predictions:** What do you think you will learn from reading the rest of this text?

**After Reading the Book:** **(see next page for graphic organizer used to take notes during silent reading)**

1. **Summary:** Write a summary of this story in your own words. Include the important ideas and facts from each section. You may use the book to help you write your summary.
2. **Literal Comprehension/Note Taking:** Teacher analyzes notes taken on graphic organizer during silent reading for this score; looking for important information from the text recorded by the student.
3. **Interpretation:**

Why do you think Rudy is a successful athlete? Use information from the book to support your answer.

1. **Reflection:**

What do you think is the most important message in this biography?

Tell why you think this is an important message.

1. **Metacognitive Awareness:**

Check 1 strategy that you used to help you understand this story.

* Using background knowledge: I recalled what I know about the topic.
* Questioning: I asked myself questions as I read.
* Making Connections: I was reminded of similar texts and experiences.
* Determining importance: I used text and graphic features to decide what was important.
* Inferring: I thought about the reasons why things happened.
* Visualizing: I pictured what was happening.

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

**Reread what you have written to make sure your answers are the way you want them before you hand them in.**

DRA 2 Comprehension Assessment in condensed form: **Alaska Major Level 70**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Questions:** List 3 questions that you had while reading the first part of this story.
2. **Predictions:** What are 3 things you think might happen in the rest of this story?

**After Reading the Book: (see next page for graphic organizer used to take notes during silent reading)**

1. **Summary:** Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book to help you write your summary.
2. **Literal Comprehension/Note Taking:** Teacher analyzes notes taken on graphic organizer during silent reading for this score; looking for important information from the text recorded by the student.
3. **Interpretation:**

How did Jason’s feelings about Major change? Use information from the story to support your answer.

1. **Reflection:**

What do you think is the most important thing that Jason learned from this experience?

Tell why you think it is important.

1. **Metacognitive Awareness:**

Check 1 strategy that you used to help you understand this story.

* Making connections: I thought about similar experiences and/or stories.
* Questioning: I asked myself questions as I read.
* Visualizing: I pictured what was happening.
* Inferring: I thought about the reasons why things happened.
* Responding Emotionally: I understood the character’s feelings.

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

**Reread what you have written to make sure your answers are the way you want them before you hand them in.**

DRA 2 Comprehension Assessment in condensed form: **Lost! Level 70**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Questions:** List 3 questions that you had while reading the first part of this story.
2. **Predictions:** What are 3 things you think might happen in the rest of this story?

**After Reading the Book: (see next page for graphic organizer used to take notes during silent reading)**

1. **Summary:** Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book to help you write your summary.
2. **Literal Comprehension/Note Taking:** Teacher analyzes notes taken on graphic organizer during silent reading for this score; looking for important information from the text recorded by the student.
3. **Interpretation:**

How did Maggie’s feelings change? Use information from the story to support your answer.

1. **Reflection:**

What do you think is the most important think that Maggie learned from this experience?

Tell why you think it is important.

1. **Metacognitive Awareness:**

Check 1 strategy that you used to help you understand this story.

* Making connections: I thought about similar experiences and/or stories.
* Questioning: I asked myself questions as I read.
* Visualizing: I pictured what was happening.
* Inferring: I thought about the reasons why things happened.
* Responding Emotionally: I understood the character’s feelings.

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

**Reread what you have written to make sure your answers are the way you want them before you hand them in.**

DRA 2 Comprehension Assessment in condensed form: **Mount Washington Level 70**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Questions:** What questions did you have as you were reading the first part of this text?
2. **Predictions:** What do you think you will learn from reading the rest of this text?

**After Reading the Book:** **(see next page for graphic organizer used to take notes during silent reading)**

1. **Summary:** Write a summary of this story in your own words. Include the important ideas and facts from each section. You may use the book to help you write your summary.
2. **Literal Comprehension/Note Taking:** Teacher analyzes notes taken on graphic organizer during silent reading for this score; looking for important information from the text recorded by the student.
3. **Interpretation:**

Why do you think Mount Washington is referred to as “the crown of New England”? Use information from the text to support your answer.

1. **Reflection:**

What do you think is the most important information the author included in this text?

Tell why you think it is important.

1. **Metacognitive Awareness:**

Check 1 strategy that you used to help you understand this story.

* Using background knowledge: I recalled what I know about the topic.
* Questioning: I asked myself questions as I read.
* Making Connections: I was reminded of similar texts and experiences.
* Determining importance: I used text and graphic features to decide what was important.
* Inferring: I thought about the reasons why things happened.
* Visualizing: I pictured what was happening.

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

**Reread what you have written to make sure your answers are the way you want them before you hand them in.**

DRA 2 Comprehension Assessment in condensed form: **Thrills and Chills: Roller Coaster Madness Level 70**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Questions:** What questions did you have as you were reading the first part of this text?
2. **Predictions:** What do you think you will learn from reading the rest of this text?

**After Reading the Book:** **(see next page for graphic organizer used to take notes during silent reading)**

1. **Summary:** Write a summary of this text in your own words. Include the important ideas and facts from each section. You may use the book to help you write your summary.
2. **Literal Comprehension/Note Taking:** Teacher analyzes notes taken on graphic organizer during silent reading for this score; looking for important information from the text recorded by the student.
3. **Interpretation:**

Why do you think roller coasters keep changing? Use information from the book to support your answer.

1. **Reflection:**

What do you think is the most important information the author included in this text?

Tell why you think it is important.

1. **Metacognitive Awareness:**

Check 1 strategy that you used to help you understand this story.

* Using background knowledge: I recalled what I know about the topic.
* Questioning: I asked myself questions as I read.
* Making Connections: I was reminded of similar texts and experiences.
* Determining importance: I used text and graphic features to decide what was important.
* Inferring: I thought about the reasons why things happened.
* Visualizing: I pictured what was happening.

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

**Reread what you have written to make sure your answers are the way you want them before you hand them in**.

DRA 2 Comprehension Assessment in condensed form: **Duel of the Dinosaur Hunters Level 80**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Questions:** What questions did you have as you were reading the first part of this text?
2. **Predictions:** What do you think you will learn from reading the rest of this text?

**After Reading the Book:** **(see next page for graphic organizer used to take notes during silent reading)**

1. **Summary:** Write a summary of this text in your own words. Include the important ideas and facts from each section. You may use the book to help you write your summary.
2. **Literal Comprehension/Note Taking:** Teacher analyzes notes taken on graphic organizer during silent reading for this score; looking for important information from the text recorded by the student.
3. **Interpretation:**

What do you think would have happened if Marsh and Cope had cooperated in their search for fossils? Use information from the book to support your answer.

1. **Reflection:**

What do you think is the most important information the author included in this text?

Tell why you think it is important.

1. **Metacognitive Awareness:**

Check 1 strategy that you used to help you understand this story.

* Using background knowledge
* Questioning
* Making Connections
* Determining importance
* Inferring
* Visualizing

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

**Reread what you have written to make sure your answers are the way you want them before you hand them in.**

DRA 2 Comprehension Assessment in condensed form: **The Missing Link Level 80**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Questions:** List 3 questions that you had while reading the first part of this story.
2. **Predictions:** What are 3 things you think might happen in the rest of this story?

**After Reading the Book: (see next page for graphic organizer used to take notes during silent reading)**

1. **Summary:** Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book to help you write your summary.
2. **Literal Comprehension/Note Taking:** Teacher analyzes notes taken on graphic organizer during silent reading for this score; looking for important information from the text recorded by the student.
3. **Interpretation:**

In what ways do you think Jenn was like a human? Use information from the story to support your answer.

1. **Reflection:**

What do you think is the most important event in this story?

Tell why you think this event is important.

1. **Metacognitive Awareness:**

Check 1 strategy that you used to help you understand this story.

* Making connections
* Questioning
* Visualizing
* Inferring
* Responding Emotionally

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

**Reread what you have written to make sure your answers are the way you want them before you hand them in.**

DRA 2 Comprehension Assessment in condensed form: **Surtsey: Birth of an Island Level 80**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Questions:** What questions did you have as you were reading the first part of this text?
2. **Predictions:** What do you think you will learn from reading the rest of this text?

**After Reading the Book:** **(see next page for graphic organizer used to take notes during silent reading)**

1. **Summary:** Write a summary of this text in your own words. Include the important ideas and facts from each section. You may use the book to help you write your summary.
2. **Literal Comprehension/Note Taking:** Teacher analyzes notes taken on graphic organizer during silent reading for this score; looking for important information from the text recorded by the student.
3. **Interpretation:**

What do scientists fear about human interference on Surtsey? Use information from the book to support your answer.

1. **Reflection:**

What do you think is the most important information the author included in this text?

Tell why you think it is important.

1. **Metacognitive Awareness:**

Check 1 strategy that you used to help you understand this story.

* Using background knowledge
* Questioning
* Making Connections
* Determining importance
* Inferring
* Visualizing

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

**Reread what you have written to make sure your answers are the way you want them before you hand them in.**

DRA 2 Comprehension Assessment in condensed form: **Upar and the Great Nut Tree Level 80**

**Before Reading the Book:**

**The teacher reads aloud the prompts/questions and records the student’s responses on this AFTER oral reading and BEFORE reading silently.**

1. **Questions:** List 3 questions that you had while reading the first part of this story.
2. **Predictions:** What are 3 things you think might happen in the rest of this story?

**After Reading the Book: (see next page for graphic organizer used to take notes during silent reading)**

1. **Summary:** Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book to help you write your summary.
2. **Literal Comprehension/Note Taking:** Teacher analyzes notes take on graphic organizer during silent reading for this score; looking for important information from the text recorded by the student.
3. **Interpretation:**

What do you think is the major problem in this story? Use information from the story to support your answer.

1. **Reflection:**

What do you think is the most important message in this story?

Tell why you think this is an important message.

1. **Metacognitive Awareness:**

Check 1 strategy that you used to help you understand this story.

* Making connections
* Questioning
* Visualizing
* Inferring
* Responding Emotionally

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

**Reread what you have written to make sure your answers are the way you want them before you hand them in.**