RTI Smart Goal Guide—DRA

*Using DRA2 continuum (rubric), identify the student’s lowest area.*
This is just a guide.

**Fluency**

*Expression*
- _____ will use appropriate voice inflection according to punctuation and story tone ___% of the time on his/her current DRA level of ___ by __(date)__.

Example: Johnny will use appropriate voice inflection according to punctuation and story tone 80% of the time on his/her current DRA level of 38 by December 15, 2016.

  ■ Intervention ideas- Echo reading, duet reading, highlight punctuation, reader’s theatre, poetry, interventioncentral.org

*Rate*
- _____ will increase his/her words correct per minute from ___ to ___ while maintaining or increasing his/her current DRA level of ____ by ___(date)___.

Example: Johnny will increase his words correct per minute from 26 to 32 while maintaining or increasing his current DRA level of 12 by December 15, 2016.

  *Tip- An average student gains one word correct per minute each week*

  ■ Intervention ideas- Lexia, LLI, Fry’s words, Fry’s Phrases, interventioncentral.org

*Accuracy*
- _____ will increase his/her accuracy from ___% to ___% while maintaining or increasing his/her current DRA level of ____ by ___(date)___.

Example: Johnny will increase his accuracy from 93% - 96% while maintaining or increasing his current DRA level of 24 by December 15, 2016.

  ■ Intervention ideas- Lexia, LLI, decoding strategies, interventioncentral.org

*Phrasing*
- _____ will read words in stories on _(their current DRA level)_ in at least __(#)__ word phrases by ___(date)___.

Example: Johnny will read words in stories on DRA level 20 in at least 4 word phrases by December 15, 2016.
- Intervention ideas- Fry’s phrases, echo reading, Lexia, Sailboat Reading- fcrr.org, repeated reading, poetry, reader’s theatre

**Comprehension**

- **Retelling**
  - When retelling a story, (name) will state at least (#) events from the story in sequence out of times by (date).
  
  Example: When retelling a story, Johnny will state at least 3 events from the story in sequence 5 out of 6 times by December 15, 2016.

- Intervention ideas- direct teach BME retell, graphic organizers, flagging important events while reading, fcrr.org Retell

  - When retelling a story, (name) will identify characters by their name and appropriate pronouns out of times by (date).
  
  Example: When retelling a story, Johnny will identify characters by their name and appropriate pronouns 6 out of 8 times by December 15, 2016.

- Intervention ideas-small group direct teach and guided practice, flagging characters in text, fcrr.org Detail Delight, recording characters names while reading

- **Prediction**
  - (name) will use clues from the text to make (#) or more predictions that are related to the text 100% of the time by (date).
  
  Example: Johnny will use clues from the text to make 3 or more predictions that are related to the text 100% of the time by December 15, 2016.

- Intervention ideas- Guided reading with prediction practice in I do, we do, you do format, direct teach, LLI, graphic organizers

- **Interpretation/implicit question**
  - (name) will correctly answer implicit questions about a story at % correct by (date).
  
  Example: Johnny will correctly answer implicit questions about a story at 90% correct by December 15, 2016.

*Note- this may need to be broken down into individual implicit skills: inferencing, predicting, drawing conclusions, etc.*
• Intervention ideas: QAR, Stop to Think cards, Teacher lead small group think alouds, intervention in individual implicit skills, Reciprocal Questioning (student generates the questions)

• **Literal Comprehension**
  ○ During and/or after reading the student will correctly answer _%_ of explicit questions by _**(date)**_.
  
  Example: During and/or after reading the student will correctly answer 90% of explicit questions by December 15, 2016.

• Intervention ideas- Stop to Think Cards, Details graphic organizers, highlighter while reading-identification of important elements, repeated readings, Reciprocal Questioning (student generates questions)

• **Summarization**
  ○ After reading _(name)_ will summarize the story read, including the who, when, where and what of the story _out of _times by _**(date)**_.
  
  Example: After reading Johnny will summarize the story read, including the who, when, where and what of the story 3 out of 4 times by December 15, 2016.

• Intervention ideas- graphic organizers, small group modeling and practice, 5 finger summarization, printable Lexia summarization lesson

• **Reflection/Making Connections**
  ○ During or after reading a story _(name)_ will make a text to self, text to world, or text to text connection ___ out of ___ times by _**(date)**_.
  
  Example: During or after reading a story, Johnny will make a text to self, text to world or text to text connection 5 out of 6 times by December 15, 2016.

• Intervention ideas- Small group think alouds with interaction, double entry journals