Teacher Observation Guide

Grandma’s Surprise

Level 10, Page 1

Name/Date ____________________________ Teacher/Grade ____________________________

Scores:
Reading Engagement ___/8 Oral Reading Fluency ___/16 Comprehension ___/28


Book Selection Text selected by: ☐ teacher ☐ student

1. READING ENGAGEMENT

(If the student has recently answered these questions, skip this section.)

T: Tell me about one of your favorite books. ____________________________________________

T: Do you like to read □ alone, □ with a buddy, or □ with a group?

Why? ________________________________________________________________________

T: Whom do you read with at home? ________________________________________________

2. ORAL READING FLUENCY

INTRODUCTION AND PREVIEW

T: In this story, Grandma’s Surprise, Mom, Dad, Ben, and Rose decide to make a surprise lunch for Grandma. They each make something for the surprise. Look at the pictures, and tell me what is happening in this story.

Note the student’s use of connecting words (e.g., and, then, but) and vocabulary relevant to the text. You may use general prompts, such as “Now what is happening?” or “Turn the page,” but do not ask specific questions. Tally the number of times you prompt.

RECORD OF ORAL READING

Record the student’s oral reading behaviors on the Record of Oral Reading below and on the following page.

T: Grandma’s Surprise. Now, read to see what Mom, Dad, Ben, and Rose make for Grandma’s surprise lunch.

Page 2

One morning Mom said, “Let’s make lunch for Grandma.”

“Yes! Let’s surprise Grandma!” said Ben and Rose.
Dad and Ben made some soup.
“Grandma loves soup and so do I,” said Dad.

Page 4
Rose made a picture of three little kittens for Grandma.

“Grandma and I love kittens,” said Rose.

Page 5
Mom got some purple and yellow flowers. She put them in a tall vase.

“Grandma loves flowers,” said Mom.

Page 6
Dad, Mom, Rose, and Ben went to Grandma’s house.

“We made a surprise lunch for you,” said Ben.

“I made a picture for you,” said Rose.

Page 7
Grandma said, “I have a surprise for you, too. I made an apple pie.”

“Apple pie! We love apple pie,” said Ben and Rose.

“We love surprises!” said Mom and Dad. “Let’s eat!”
ORAL READING, PERCENT OF ACCURACY
Count the number of miscues that are not self-corrected. Circle the percent of accuracy based on the number of miscues.

Word Count: 127

<table>
<thead>
<tr>
<th>Number of Miscues</th>
<th>EM</th>
<th>DEV</th>
<th>IND</th>
<th>ADV</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 or more</td>
<td>9</td>
<td>7–8</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Percent of Accuracy</td>
<td>92 or less</td>
<td>93</td>
<td>94</td>
<td>95</td>
</tr>
</tbody>
</table>

- If the student’s score falls in a shaded area, STOP! Reassess with a lower-level text.
- If the student is reading below the grade-level benchmark, administer DRA Word Analysis, beginning with Task 12, at another time.

3. COMPREHENSION

RETELLING
As the student retells, underline and record on the Story Overview the information included in the student’s retelling. Please note the student does not need to use the exact words.

T: Close the book, and then say: Start at the beginning, and tell me what happened in this story.

Story Overview
Beginning
1. One morning Dad, Mom, Ben, and Rose decided to make a surprise lunch for Grandma.

Middle
2. Ben and Dad made soup. Grandma loves soup.
5. They all went to Grandma’s house.
6. They gave Grandma the soup, flowers, and picture.

End
7. Grandma surprised Dad, Mom, Ben, and Rose with an apple pie.

If the retelling is limited, use one or more of the following prompts to gain further information.
Place a checkmark by a prompt each time it is used.

- Tell me more.
- What happened at the beginning?
- What happened before/after ___________________________ (an event mentioned by the student)?
- Who else was in the story?
- How did the story end?
REFLECTION
Record the student’s responses to the prompts and questions below.

T: What part did you like best in this story? Tell me why you liked that part.

MAKING CONNECTIONS
Note: If the student makes a text-to-self connection in his or her response to the above prompt, skip the following question.

T: What did this story make you think of? or What connections did you make while reading this story?

4. TEACHER ANALYSIS

ORAL READING
If the student had 5 or more different miscues, use the information recorded on the Record of Oral Reading to complete the chart below.

<table>
<thead>
<tr>
<th>Student problem-solves words using:</th>
<th>Number of miscues self-corrected: ___</th>
<th>Miscues interfered with meaning:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ pictures</td>
<td>□ never</td>
<td>□ omissions</td>
</tr>
<tr>
<td>□ beginning letter/sound</td>
<td>□ at times</td>
<td>□ insertions</td>
</tr>
<tr>
<td>□ letter-sound clusters</td>
<td>□ often</td>
<td>□ substitutions that were</td>
</tr>
<tr>
<td>□ onset and rime</td>
<td></td>
<td>□ visually similar</td>
</tr>
<tr>
<td>□ blending letters/sounds</td>
<td></td>
<td>□ not visually similar</td>
</tr>
<tr>
<td>□ rereading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ no observable behaviors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ blending letters/sounds</td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>□ no observable behaviors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of miscues not self-corrected: ___
Number of words told to the student: ___

Miscues included:
□ omissions
□ insertions
□ substitutions that were
□ visually similar
□ not visually similar

Copy each substitution to help analyze the student’s attention to visual information.
e.g., kitties (substitution)
kittens (text)

DRA2 Continuum

• Circle the descriptors that best describe the student’s reading behaviors and responses.
  1. Use your daily classroom observations and the student’s responses to the Reading Engagement questions to select statements that best describe the student’s level of Reading Engagement.
  2. Use your recorded observations from this assessment to select the statements that best describe the student’s Oral Reading Fluency and Comprehension.

• Add the circled numbers to obtain a total score for each section.
• Record the total scores at the top of page 1.

Note: If the Comprehension score is less than 19, administer DRA2 with a lower-level text.
Choose three to five teaching/learning activities on the DRA2 Focus for Instruction on the next page.
Teacher Observation Guide

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DRA2 FOCUS FOR INSTRUCTION FOR EARLY READERS

READING ENGAGEMENT

Book Selection
- Provide guided opportunities to select familiar stories for rereading
- Model and support how to select “just right” new texts for independent reading
- Model and discuss why readers have favorite books and authors

Sustained Reading
- Model and support the use of sustained reading time
- Create structures and routines to support buddy reading
- Create structures and routines to support reading at home

ORAL READING FLUENCY

Phrasing
- Encourage student to read in phrases during shared reading
- Show how words are grouped into phrases in big books and poetry charts
- Support rereading familiar texts to build fluency

Monitoring/Self-Corrections
- Support one-to-one matching as a means to self-monitor
- Model and teach how to use known words as a means to self-monitor
- Model and support confirming and discounting word choice using meaning, language, and visual information
- Demonstrate and teach how to read for meaning, self-correcting when a word doesn’t make sense or sound right
- Model and teach how to monitor visual information, self-correcting when a word doesn’t look right

Problem-Solving Unknown Words
- Model and support using beginning letter(s)/sound(s), sentence and/or story structure, as well as meaning (illustrations and background knowledge) to problem-solve unknown words
- Model and support how to take words apart (onset and rime) to problem-solve unknown words

COMPREHENSION

Previewing
- Support creating a story from the illustrations
- Model and support previewing a book before reading, during read-aloud and shared reading experiences

Retelling
- Model the retelling of familiar stories
- Model and teach the elements in a good retelling
- Demonstrate and teach how to create and use story maps to aid retelling
- Support retelling a story in sequence
- Encourage student to use characters’ names when retelling a story
- Model and support using key language/vocabulary from the text in a retelling

Reflection
- Support and reinforce student’s response to books during read-aloud, and shared and guided reading experiences
- Help student identify favorite part of books
- Provide opportunities to select a favorite book, toy, TV show, etc., and tell why it is a favorite
- Demonstrate how to give reason(s) for one’s opinion

Making Connections
- Model and teach how to make text-to-self connections
- Model and support how to make text-to-text connections

OTHER
