**Teacher Observation Guide**  

**Linda Greenlaw: A Swordfishing Boat Captain**  
**Level 60, Page 1**

<table>
<thead>
<tr>
<th>Name/Date</th>
<th>Teacher/Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scores:</td>
<td>Teacher/Grade</td>
</tr>
<tr>
<td>Reading Engagement ___/8</td>
<td>Oral Reading Fluency ___/16</td>
</tr>
<tr>
<td>Independent Range:</td>
<td></td>
</tr>
<tr>
<td>6–7</td>
<td>11–14</td>
</tr>
</tbody>
</table>

**Book Selection** Text selected by:  
☐ teacher  
☐ student

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### 1. READING ENGAGEMENT

Ask the student to bring his or her completed Student Reading Survey to the conference.

### 2. ORAL READING FLUENCY

**INTRODUCTION**

*T: This informational text, Linda Greenlaw: A Swordfishing Boat Captain, is a biography. Please read aloud to the star on page 3.* Show the student where to stop reading at the  

**RECORD OF ORAL READING**

Record the student’s oral reading behaviors. Note the student’s fluency (expression and phrasing). Be sure to time the student’s reading.

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**Page 2**

**Meet Boat Captain Linda Greenlaw**

Dots of light flickered on the ocean surface as the **Hannah Boden** cut through the dark water. Linda Greenlaw, captain of this swordfishing boat, was busy at work in the **wheelhouse**. Thoughts about the difficult and dangerous fishing trip ahead raced in her mind. She was heading toward the Grand Banks off the coast of Newfoundland, Canada. Already the wind had picked up a few knots. Suddenly, a high wave splashed over the side. Was a storm approaching? If so, it was her responsibility to deal with it. Linda gripped the wheel tighter. Whatever happened, she was ready for it. The only female swordfish captain working the waters east of the Grand Banks, Linda was doing what she loved.

Linda Greenlaw was born in Connecticut in 1960 and raised in Maine. As a child, she spent summers with her family on a small island off the coast of Maine. There she fell in love with the sea and with fishing.
When she was 12, Linda observed a young boy helping his father, a lobster fisherman, in a nearby cove. She watched as the boy took the lobsters out of the trap, throwing the small ones back into the water. He then put some bait into the trap and pushed it back into the water. After a while, the lobster boat headed off to the next trap. Linda’s gaze moved beyond the lobster boat. She found herself daydreaming of boats, fish, and sailing clear across the Atlantic. At that moment, Linda knew there was something out at sea just for her.

Time: _______ minutes:seconds

ORAL READING WORDS PER MINUTE, PERCENT OF ACCURACY
Use the student’s oral reading time to circle the WPM range.

Word Count: 265

<table>
<thead>
<tr>
<th>Minutes:Seconds</th>
<th>INTRVN</th>
<th>INSTR</th>
<th>IND</th>
<th>ADV</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:09 or more</td>
<td>3:08–2:14</td>
<td>2:13–1:46</td>
<td>1:45 or less</td>
<td></td>
</tr>
<tr>
<td>84 or less</td>
<td>85–119</td>
<td>120–150</td>
<td>151 or more</td>
<td></td>
</tr>
</tbody>
</table>

Count the number of miscues that are not self-corrected. Circle the percent of accuracy based on the number of miscues.

<table>
<thead>
<tr>
<th>Number of Miscues</th>
<th>INTRVN</th>
<th>INSTR</th>
<th>IND</th>
<th>ADV</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 or more</td>
<td>10–11</td>
<td>7–9</td>
<td>4–6</td>
<td>1–3</td>
</tr>
<tr>
<td>95 or less</td>
<td>96</td>
<td>97</td>
<td>98</td>
<td>99</td>
</tr>
</tbody>
</table>

• If the student’s score falls in a shaded area for either WPM or Accuracy, STOP! Reassess with a lower-level text.
3. COMPREHENSION

PREDICTION
Students do not use the text when making their predictions.

_T:_ Follow the directions on the first page of your Student Booklet. After you have finished your predictions, come to me (or raise your hand).

_Note:_ For students who have an Individual Education Plan in place for reading and/or written communication, follow the directions in their plan. You may read aloud the prompts in the Student Booklet and/or scribe their responses if required. Give no additional prompts.

While the student completes the Prediction page, complete the Teacher Analysis of Oral Reading on the next page and circle the descriptors on the DRA2 Continuum that best describe the student’s oral reading fluency.

_Note:_ After the student has completed the Prediction page, continue with the assessment if time permits. Otherwise, have the student read the book and complete the Student Booklet at another time.

STUDENT READS AND RESPONDS
All students may use the text to complete pages 2–5 of the Student Booklet.

_T:_ Read the story. As you read, use the graphic organizer on page 2 of the Student Booklet to help you record the important information from this book. When you are finished, write a summary of what you have read and answer the remaining questions in the Student Booklet. If you have questions, please come to me (or raise your hand).
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 not self-corrected: ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ blending letter sounds</td>
<td></td>
</tr>
<tr>
<td>□ letter-sound clusters</td>
<td></td>
</tr>
<tr>
<td>□ onset and rime</td>
<td></td>
</tr>
<tr>
<td>□ knowledge of spelling patterns</td>
<td></td>
</tr>
<tr>
<td>(analogies)</td>
<td></td>
</tr>
<tr>
<td>□ syllables</td>
<td></td>
</tr>
<tr>
<td>□ rereading</td>
<td></td>
</tr>
<tr>
<td>□ no observable behaviors</td>
<td></td>
</tr>
</tbody>
</table>

| Number of words told to the student: ____ |

<table>
<thead>
<tr>
<th>Miscues interfered with meaning:</th>
<th>Miscues included:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ never</td>
<td>□ omissions</td>
</tr>
<tr>
<td>□ at times</td>
<td>□ insertions</td>
</tr>
<tr>
<td>□ often</td>
<td>□ reversals</td>
</tr>
<tr>
<td></td>
<td>□ substitutions</td>
</tr>
<tr>
<td></td>
<td>that were</td>
</tr>
<tr>
<td></td>
<td>□ visually similar</td>
</tr>
<tr>
<td></td>
<td>□ not visually similar</td>
</tr>
</tbody>
</table>

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

Oral Reading Rate: (Optional) Use the formula below to determine the student’s exact oral reading rate. Convert the student’s reading time to all seconds.

\[
265 \text{ (words)} \div \text{____ total seconds} = \text{____ WPS} \times 60 = \text{____ WPM}
\]

DRA2 Continuum

- Use the information from the Student Reading Survey and the Student Booklet to circle the descriptors that best describe the student’s responses.
- Add the circled numbers to obtain a total score for each section.
- Record the scores at the top of page 1. Record the Comprehension score at the top of page 5 after the colon.

Note: If the Comprehension score is less than 12, administer DRA2 with a lower-level text at another time.
Choose three to five learning/teaching activities on the DRA2 Focus for Instruction on the next page.
**DRA2 Focus for Instruction**

**Reading Engagement**
- **Wide Reading**
  - Teach student strategies to select appropriately leveled texts for independent reading
  - Introduce student to reading materials from a variety of genres and purposes
  - Teach strategies to build reading stamina
  - Create structures and/or routines to support reading at home
  - Develop and monitor clear expectations for amount of independent reading
  - Teach student how to use a reading log to monitor book selection and set reading goals

- **Self-Assessment/Goal Setting**
  - Model and discuss strategies good readers use
  - Help student identify 1–2 reading goals and a plan of action to improve reading
  - Support revision of ongoing reading goals

**Oral Reading Fluency**
- **Expression and Phrasing**
  - Model and teach reading in longer, meaningful phrases with appropriate expression
  - Have student practice appropriate expression with familiar texts
  - Teach student to recognize and emphasize key phrases and words
  - Teach student to heed punctuation

- **Rate**
  - Provide materials and time for repeated readings and timed readings to increase reading rate
  - Give opportunities for student to read lower-level and/or familiar texts at an appropriate rate

- **Accuracy: Word Analysis**
  - Support and reinforce self-corrections of miscues
  - Model and support how to take words apart (e.g., onset and rime, syllables) to problem-solve unknown words
  - Teach how to use word chunks and analogies to problem-solve unknown words
  - Provide spelling activities and word sorts to help student recognize patterns in words

**Comprehension**
- **Questioning/Prediction**
  - Provide opportunities for student to make predictions based on title, table of contents, and headings
  - Model and support using background information to make meaningful predictions
  - Model and teach student how to pose questions as a basis for predictions
  - Teach student how to make and confirm predictions prior to and during reading

- **Literal Comprehension/Note Taking**
  - Show student how to use key words to identify specific information from the text
  - Provide opportunities for student to answer and construct literal questions
  - Model and support how to locate and use nonfiction text features (e.g., charts, graphs, maps, tables, headings, glossary, bold words, etc.)
  - Model and teach note taking
  - Provide visual outlines/graphic organizers
  - Teach student how to use and construct graphic organizers to keep track of ideas and facts
  - Teach active monitoring (e.g., using sticky notes to record questions, key ideas, confusions, etc.)
  - Give feedback on student notes
  - Teach study strategies (e.g., SQ3R or Survey, Question, Read, Recite, Review)

**Summary**
- Share and identify characteristics of good summaries
- Model and co-construct written summaries of texts read aloud
- Model and support how to distinguish between more important and less important ideas and facts
- Model and support how to write a summary in one’s own words
- Model and support how to use examples from the text
- Teach student how to use headings to organize a summary of an informational/nonfiction text
- Provide time for student to practice oral and written summaries

**Interpretation**
- Teach and share examples of inferences
- Provide opportunities for student to support inferences with information or examples from the text
- Give student opportunities to respond to and construct inference questions orally and in writing
- Model and support how to interpret nonfiction text features (e.g., how to read a chart or diagram)

**Reflection**
- Help student identify important information and/or key vocabulary in a variety of texts
- Demonstrate how to support opinion with details from the text

**Metacognitive Awareness**
- Model and teach comprehension strategies for nonfiction texts
- Provide opportunities for student to practice using a specific comprehension strategy (e.g., making connections, visualizing, etc.)
- Help student identify examples in a text where he or she used a specific strategy

**Other**
BEFORE READING

PREDICTION

What questions did you have as you were reading the first part of this text?

1. __________________________________________________________________________________
   __________________________________________________________________________________

2. __________________________________________________________________________________
   __________________________________________________________________________________

3. __________________________________________________________________________________
   __________________________________________________________________________________

What do you think you will learn from reading the rest of this text?

1. __________________________________________________________________________________
   __________________________________________________________________________________

2. __________________________________________________________________________________
   __________________________________________________________________________________

3. __________________________________________________________________________________
   __________________________________________________________________________________

Let your teacher know when you have completed this page.
DURING READING
LITERAL COMPREHENSION

As you read this book, select the important information to record on the graphic organizer below.

Meet Boat Captain Linda Greenlaw

Fishing for Swordfish

Life Aboard the *Hannah Boden*

Responsibilities of a Boat Captain

A Dramatic Change
AFTER READING

SUMMARY
Write a summary of this text in your own words. Include the important ideas and facts from each section of the text. You may use the book to help you write your summary.

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INTERPRETATION

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

____________________________________________________________________________________
____________________________________________________________________________________
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____________________________________________________________________________________

REFLECTION

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

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Tell why you think this is an important message.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
METACOGNITIVE AWARENESS

Check 1 comprehension strategy that you used to help you understand this text.

☐ 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 book 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 in your booklet.