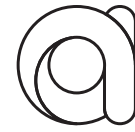


ORF level 1



acadience[™]
reading

Name: _____

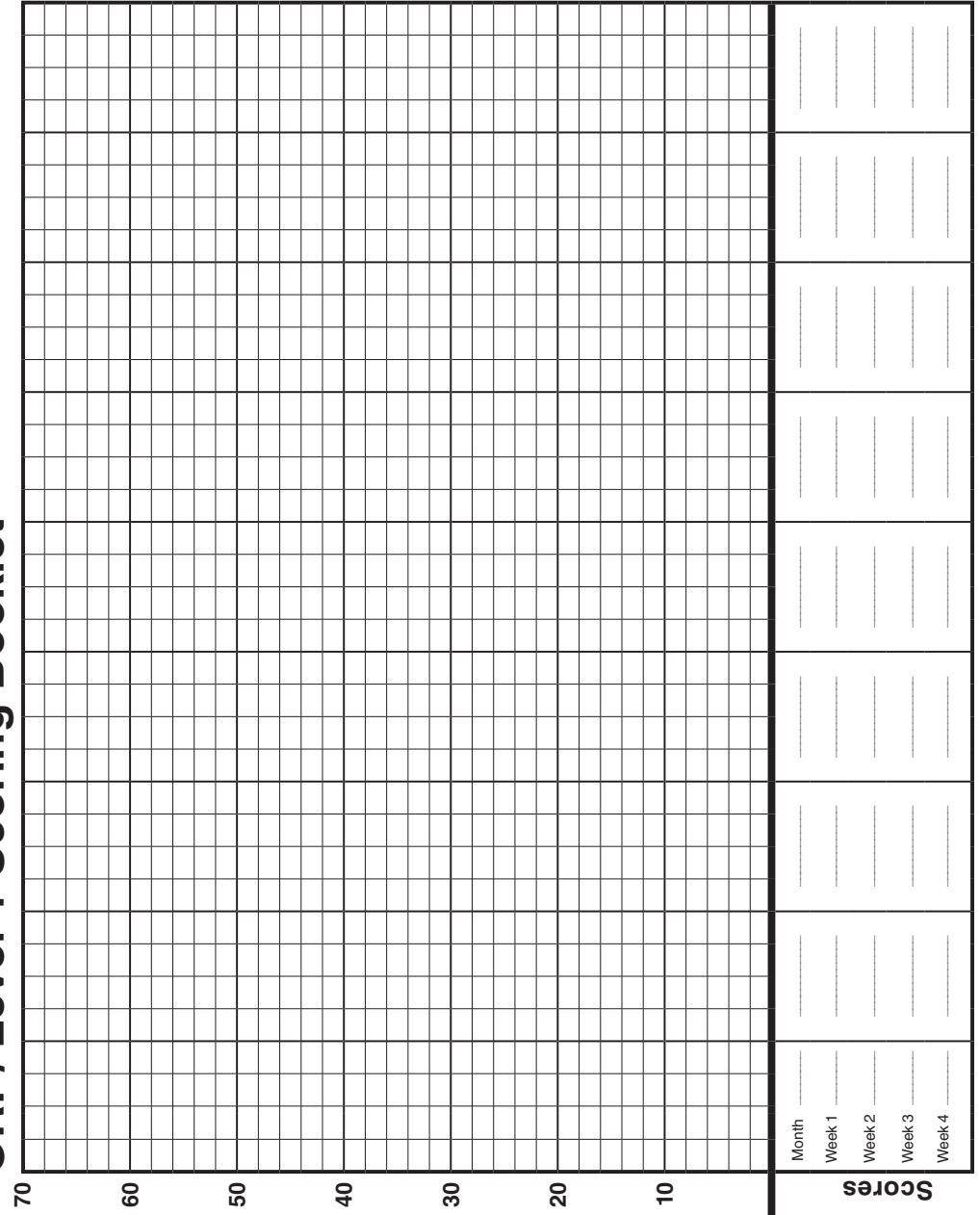
Student ID: _____ School Year: _____

Teacher: _____

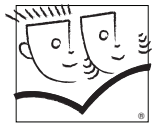
School: _____

Progress Monitoring

ORF/Level 1 Scoring Booklet



Dynamic Measurement Group
859 Willamette Street, Suite 320
Eugene, Oregon 97401
<http://acadiencelarning.org/>



Dynamic Measurement Group
Supporting School Success One Step at a Time

© 2011 Dynamic Measurement Group, Inc. All rights reserved.



Please Recycle (Remove identifiable information)

 **Acadience Oral Reading Fluency**
Directions

Make sure you have reviewed the directions in the *Acadience Assessment Manual* and have them available. Say these specific directions to the student:

-
- ▶ ***I would like you to read a story to me. Please do your best reading. If you do not know a word, I will read the word for you. Keep reading until I say “stop.” Be ready to tell me all about the story when you finish.*** (Place the passage in front of the student.)
 - ▶ Begin testing. ***Put your finger under the first word*** (point to the first word of the passage). ***Ready, begin.***
-

Timing	1 minute. Start your stopwatch after the student says the first word of the passage. Place a bracket (]) and say Stop after 1 minute.
Wait	If no response in 3 seconds, say the word and mark it as incorrect.
Discontinue	If no words are read correctly in the first line, say Stop , record a score of 0, and do not administer Retell. If fewer than 40 words are read correctly on any passage, use professional judgment whether to administer Retell for that passage.
Reminders	If the student stops (not a hesitation on a specific item), say Keep going . (Repeat as often as needed.) If the student loses his/her place, point. (Repeat as often as needed.)

Notes:

20 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 20

Retell: Star Pitcher

► **Now tell me as much as you can about the story you just read. Ready, begin.**

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story?
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

4 Provides 3 or more details in a meaningful sequence that captures a main idea

Retell Response Patterns:

Summarizes

Retells the passage verbatim

Repeats the same detail

Talks about own life related to passage

"Speed reads" the passage

Other

1 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 1

Total words: _____
Errors (include skipped words): – _____
Words correct: = _____

A Busy Saturday

0 The morning light filled the room. Mel jumped out of bed and put on 14
 14 her clothes. She had a busy Saturday planned. She could not wait to get 28
 28 started. 29

29 First, Mel and her mom made Mel's favorite food. Her mom cut 41
 41 a banana in half. Then Mel spread peanut butter on both sides. She 54
 54 brought the two pieces together and ate her banana sandwich outside 65
 65 in the sun. 68

68 Soon Mel's big brother came out with some chalk. They drew a line 81
 81 on the driveway. After putting on helmets, they skated along the line. Mel 94
 94 went very slowly. She was just learning to skate. Her brother helped her 107
 107 skate in a straight line and not fall down. 116

116 Now it was time for art. Mel went to the art box. Her mom often 131
 131 filled it with fun things. Mel got an idea when she saw some socks. She 146
 146 made a dog puppet and a bird puppet out of the socks. Then she wrote 161
 161 a play about them. She asked her brother and mom to come watch. 174
 174 They liked the show and clapped when it ended. 183

183 That night, Mel helped her mom make dinner. Then she read a book 196
 196 until it was time for bed. When Mel turned out the light, she thought 210
 210 about all the fun things she had done. 218

1 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 1

A Busy Saturday (continued)

ORF Response Patterns:

- | | |
|--|--|
| <input type="checkbox"/> Reads with appropriate phrasing, intonation/ expression, and observed punctuation | <input type="checkbox"/> Frequent errors on sight words (e.g., I, was, and, the, said, etc.) |
| <input type="checkbox"/> Self-corrects/monitors meaning | <input type="checkbox"/> Frequent errors on phonetically regular words (e.g., cat, milk, etc.) |
| <input type="checkbox"/> Shows automaticity on re-read words | <input type="checkbox"/> Frequent errors on phonetically irregular words |
| <input type="checkbox"/> Uses effective decoding strategies | <input type="checkbox"/> Frequently omits words or letters |
| <input type="checkbox"/> Errors preserve passage meaning | <input type="checkbox"/> Frequently adds words or letters |
| <input type="checkbox"/> Errors violate passage meaning | <input type="checkbox"/> Skips lines |
| <input type="checkbox"/> Other | |

20 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 20

Star Pitcher (continued)

ORF Response Patterns:

- | | |
|--|--|
| <input type="checkbox"/> Reads with appropriate phrasing, intonation/ expression, and observed punctuation | <input type="checkbox"/> Frequent errors on sight words (e.g., I, was, and, the, said, etc.) |
| <input type="checkbox"/> Self-corrects/monitors meaning | <input type="checkbox"/> Frequent errors on phonetically regular words (e.g., cat, milk, etc.) |
| <input type="checkbox"/> Shows automaticity on re-read words | <input type="checkbox"/> Frequent errors on phonetically irregular words |
| <input type="checkbox"/> Uses effective decoding strategies | <input type="checkbox"/> Frequently omits words or letters |
| <input type="checkbox"/> Errors preserve passage meaning | <input type="checkbox"/> Frequently adds words or letters |
| <input type="checkbox"/> Errors violate passage meaning | <input type="checkbox"/> Skips lines |
| <input type="checkbox"/> Other | |

20 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 20

Total words: _____
Errors (include skipped words): – _____
Words correct: = _____

Star Pitcher

0 My big sister is on the high school softball team. She is the pitcher. 14

14 She tries to throw the ball so that the batter cannot hit it. My sister is 30

30 a very good pitcher. In one game, she threw the ball so well that the 45

45 other team could not get even one hit. After that game, she got her 59

59 picture in the newspaper. The headline said “Star pitcher throws no- 70

70 hitter.” I liked that headline. It called my sister a star. 81

81 My parents and I go to as many of my sister’s games as we can. 96

96 We sit with all the other fans. Some of the fans go to my sister’s school. 112

112 Other fans just like to watch softball. All the fans clap when my sister 126

126 throws the ball past the batter. If the batter misses the ball three times, 140

140 she is out. When that happens, the fans cheer. 149

149 Being a star pitcher takes a lot of practice. Sometimes my sister takes 162

162 me to practice with her. I sit very quietly and watch her work on her 177

177 pitching. She also runs and works out to stay in shape. My sister says that 192

192 being in shape is an important part of softball. She says it also keeps you 207

207 healthy. Sometimes we go for short runs together so I can be in shape, 221

221 too. 222

222 I like watching my sister play softball. Even when her team doesn’t 234

234 win, I know my sister is a star. 242

1 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 1

Retell: A Busy Saturday

► **Now tell me as much as you can about the story you just read. Ready, begin.**

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story?
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- | | |
|--|---|
| <p>1 Provides 2 or fewer details</p> <p>2 Provides 3 or more details</p> | <p>3 Provides 3 or more details in a meaningful sequence</p> <p>4 Provides 3 or more details in a meaningful sequence that captures a main idea</p> |
|--|---|

Retell Response Patterns:

- | | |
|---|---|
| <p><input type="checkbox"/> Summarizes</p> <p><input type="checkbox"/> Retells the passage verbatim</p> <p><input type="checkbox"/> Repeats the same detail</p> | <p><input type="checkbox"/> Talks about own life related to passage</p> <p><input type="checkbox"/> “Speed reads” the passage</p> <p><input type="checkbox"/> Other</p> |
|---|---|

2 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 2

Total words: _____
Errors (include skipped words): – _____
Words correct: = _____

Tap Dance

0 If you hear a song you like, you might tap your foot to the beat. 15

15 Tapping the feet is a fun way to move to the music. It is no surprise that 32

32 foot tapping turned into a dance. It is called tap dance. Tap dance has 46

46 people use their feet to make sounds. The many sounds the feet make 59

59 come together to form a kind of song. This makes it fun to watch and 74

74 listen to tap. 77

77 Tap dancers wear special shoes with metal plates on the bottom. 88

88 The plates are called taps. When the taps hit the floor they make noise. 102

102 Dancers move their feet around to make different noises. The moves are 114

114 called steps. Each step has a different name. Some common steps are 126

126 the brush, stomp, and shuffle. When dancers first learn how to tap, they 139

139 start slow. When they get better, their feet will move faster. They may 152

152 also learn very hard steps. These take a long time to master. 164

164 Tap dance has been around for many years. Like many kinds of 176

176 dance, it has changed over time. One great tap dance team called Slap 189

189 and Happy added turns and even acrobatics. People became excited 199

199 to watch tap. Soon, tap appeared on TV and in movies. Thanks to the 213

213 many shows that use tap, this kind of dance is still enjoyed to this day. 228

19 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 19

Retell: The School Bus

► **Now tell me as much as you can about the story you just read. Ready, begin.**

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story?
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- | | |
|--|---|
| <p>1 Provides 2 or fewer details</p> <p>2 Provides 3 or more details</p> | <p>3 Provides 3 or more details in a meaningful sequence</p> <p>4 Provides 3 or more details in a meaningful sequence that captures a main idea</p> |
|--|---|

Retell Response Patterns:

- | | |
|---|---|
| <p><input type="checkbox"/> Summarizes</p> <p><input type="checkbox"/> Retells the passage verbatim</p> <p><input type="checkbox"/> Repeats the same detail</p> | <p><input type="checkbox"/> Talks about own life related to passage</p> <p><input type="checkbox"/> “Speed reads” the passage</p> <p><input type="checkbox"/> Other</p> |
|---|---|

19 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 19

The School Bus (continued)

ORF Response Patterns:

- | | |
|--|--|
| <input type="checkbox"/> Reads with appropriate phrasing, intonation/ expression, and observed punctuation | <input type="checkbox"/> Frequent errors on sight words (e.g., I, was, and, the, said, etc.) |
| <input type="checkbox"/> Self-corrects/monitors meaning | <input type="checkbox"/> Frequent errors on phonetically regular words (e.g., cat, milk, etc.) |
| <input type="checkbox"/> Shows automaticity on re-read words | <input type="checkbox"/> Frequent errors on phonetically irregular words |
| <input type="checkbox"/> Uses effective decoding strategies | <input type="checkbox"/> Frequently omits words or letters |
| <input type="checkbox"/> Errors preserve passage meaning | <input type="checkbox"/> Frequently adds words or letters |
| <input type="checkbox"/> Errors violate passage meaning | <input type="checkbox"/> Skips lines |
| <input type="checkbox"/> Other | |

2 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 2

Tap Dance (continued)

ORF Response Patterns:

- | | |
|--|--|
| <input type="checkbox"/> Reads with appropriate phrasing, intonation/ expression, and observed punctuation | <input type="checkbox"/> Frequent errors on sight words (e.g., I, was, and, the, said, etc.) |
| <input type="checkbox"/> Self-corrects/monitors meaning | <input type="checkbox"/> Frequent errors on phonetically regular words (e.g., cat, milk, etc.) |
| <input type="checkbox"/> Shows automaticity on re-read words | <input type="checkbox"/> Frequent errors on phonetically irregular words |
| <input type="checkbox"/> Uses effective decoding strategies | <input type="checkbox"/> Frequently omits words or letters |
| <input type="checkbox"/> Errors preserve passage meaning | <input type="checkbox"/> Frequently adds words or letters |
| <input type="checkbox"/> Errors violate passage meaning | <input type="checkbox"/> Skips lines |
| <input type="checkbox"/> Other | |

2 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 2

Retell: Tap Dance

► **Now tell me as much as you can about the story you just read. Ready, begin.**

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story?
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48				
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71				
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94				

Retell Total: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

4 Provides 3 or more details in a meaningful sequence that captures a main idea

Retell Response Patterns:

Summarizes

Retells the passage verbatim

Repeats the same detail

Talks about own life related to passage

"Speed reads" the passage

Other

19 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 19

Total words: _____
Errors (include skipped words): – _____
Words correct: = _____

The School Bus

0 Many children ride the bus to school every day. Without the school 12
 12 bus, it would be hard for some students to get to school at all. Other 27
 27 students may have difficulty getting to school on time. The bus gets 39
 39 students to school on time every day. The bus even picks children up 52
 52 near their house. After school, the bus takes them back home. It is easy 66
 66 to use the bus. 70
 70 In addition to being easy to use, the school bus is also safe. In fact, 85
 85 school buses are one of the safest ways to travel. In most places, buses 99
 99 have warning lights. The lights tell other cars to stop when the bus is 113
 113 stopped. Boys and girls can then get off the bus and cross the road 127
 127 safely. 128
 128 There is another reason to use the school bus. Riding the bus can 141
 141 be good for the Earth. Most large school buses can hold forty to sixty 155
 155 children. That's a lot more than a car. When children take the bus 168
 168 instead of going to school in a car, it uses less gas. It also makes less 184
 184 pollution. 185
 185 It is easy to spot a school bus. They are painted bright yellow. If you 200
 200 see a school bus, think of the many good reasons to ride one. 213

18 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 18

Retell: A Train Under the City

► **Now tell me as much as you can about the story you just read. Ready, begin.**

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story?
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

4 Provides 3 or more details in a meaningful sequence that captures a main idea

Retell Response Patterns:

Summarizes

Retells the passage verbatim

Repeats the same detail

Talks about own life related to passage

"Speed reads" the passage

Other

3 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 3

Total words: _____
Errors (include skipped words): – _____
Words correct: = _____

The Yellow Snake

0 Jane was so happy. Her class was going on a field trip to Reptile 14
 14 Gardens. There would be lots of snakes, lizards, and turtles. Some people 26
 26 do not like these kinds of animals, but Jane liked them best of all. 40
 40 The first thing Jane and her class saw when they got to Reptile 53
 53 Gardens was a room filled with snakes. They were all different sizes and 66
 66 colors. Jane thought they were very pretty. She saw a worker holding 78
 78 a big snake. It was bright yellow. Jane had never seen a yellow snake 92
 92 before. The worker saw her watching and smiled at her. 102
 102 "Would you like to see what the snake feels like?" she asked. Jane 115
 115 said yes and touched it gently. It was dry, smooth and cool. Jane 128
 128 grinned. This was great! 132
 132 Next the class went to a room that was full of giant turtles. Jane 146
 146 watched them as they swam in the water. They were a lot bigger than 160
 160 the snakes. She liked to watch the turtles, and wanted to touch one. Her 174
 174 teacher said that was not a good idea. 182
 182 All too soon it was time to go home. Jane was glad the Reptile 196
 196 Gardens were close by. She knew she would come back again to see 209
 209 the big yellow snake. 213

3 Acadience Oral Reading Fluency Level 1/Progress Monitoring 3

The Yellow Snake (continued)

ORF Response Patterns:

- | | |
|--|--|
| <input type="checkbox"/> Reads with appropriate phrasing, intonation/ expression, and observed punctuation | <input type="checkbox"/> Frequent errors on sight words (e.g., I, was, and, the, said, etc.) |
| <input type="checkbox"/> Self-corrects/monitors meaning | <input type="checkbox"/> Frequent errors on phonetically regular words (e.g., cat, milk, etc.) |
| <input type="checkbox"/> Shows automaticity on re-read words | <input type="checkbox"/> Frequent errors on phonetically irregular words |
| <input type="checkbox"/> Uses effective decoding strategies | <input type="checkbox"/> Frequently omits words or letters |
| <input type="checkbox"/> Errors preserve passage meaning | <input type="checkbox"/> Frequently adds words or letters |
| <input type="checkbox"/> Errors violate passage meaning | <input type="checkbox"/> Skips lines |
| <input type="checkbox"/> Other | |

18 Acadience Oral Reading Fluency Level 1/Progress Monitoring 18

A Train Under the City (continued)

ORF Response Patterns:

- | | |
|--|--|
| <input type="checkbox"/> Reads with appropriate phrasing, intonation/ expression, and observed punctuation | <input type="checkbox"/> Frequent errors on sight words (e.g., I, was, and, the, said, etc.) |
| <input type="checkbox"/> Self-corrects/monitors meaning | <input type="checkbox"/> Frequent errors on phonetically regular words (e.g., cat, milk, etc.) |
| <input type="checkbox"/> Shows automaticity on re-read words | <input type="checkbox"/> Frequent errors on phonetically irregular words |
| <input type="checkbox"/> Uses effective decoding strategies | <input type="checkbox"/> Frequently omits words or letters |
| <input type="checkbox"/> Errors preserve passage meaning | <input type="checkbox"/> Frequently adds words or letters |
| <input type="checkbox"/> Errors violate passage meaning | <input type="checkbox"/> Skips lines |
| <input type="checkbox"/> Other | |

18 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 18

Total words: _____
Errors (include skipped words): – _____
Words correct: = _____

A Train Under the City

0 The subway is a kind of train. It travels under the ground. The 13

13 subway makes it fast and easy to get places in a big city. 26

26 It is easy to find the subway. In cities with a subway, there are lots 41

41 of stops along the streets. The stops have big signs with stairs that take 55

55 you down to the train tracks where the subway runs. To ride the subway 69

69 you need a ticket. After you walk down the stairs you will see a ticket 84

84 counter. There are also machines that sell tickets. The tickets are not 96

96 expensive. When you have a ticket you can head toward the tracks and 109

109 wait for the train. 113

113 When the train gets to your stop the doors will swoosh open. People 126

126 will step off the train first. Now it is your turn to board the train. If there 143

143 is a seat you can sit down. If not, you can stand. When the train gets to 160

160 your stop, you get off and walk up the stairs back to the street. 174

174 The subway is very important. It helps people get around the city. It 187

187 also means there is less traffic on the streets because people drive less. 200

200 The subway is a great way to travel. 208

3 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 3

Retell: The Yellow Snake

► **Now tell me as much as you can about the story you just read. Ready, begin.**

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story?
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- | | |
|--|---|
| <p>1 Provides 2 or fewer details</p> <p>2 Provides 3 or more details</p> | <p>3 Provides 3 or more details in a meaningful sequence</p> <p>4 Provides 3 or more details in a meaningful sequence that captures a main idea</p> |
|--|---|

Retell Response Patterns:

- | | |
|---|---|
| <p><input type="checkbox"/> Summarizes</p> <p><input type="checkbox"/> Retells the passage verbatim</p> <p><input type="checkbox"/> Repeats the same detail</p> | <p><input type="checkbox"/> Talks about own life related to passage</p> <p><input type="checkbox"/> “Speed reads” the passage</p> <p><input type="checkbox"/> Other</p> |
|---|---|

4 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 4

Total words: _____
Errors (include skipped words): – _____
Words correct: = _____

A Pancake Breakfast

0 On a school day, the morning can be very busy. Most people eat 13
 13 breakfast foods that do not take much time to make. They might have 26
 26 cereal and milk or fruit with wheat toast. On the weekend, people are 39
 39 not in a rush. They can eat foods that take longer to fix. You might like to 56
 56 try cooking pancakes when you have the time. 64
 64 To make pancakes, first you make the batter. Some people use a mix 77
 77 that they buy from the store. They add eggs and milk. Other people do 91
 91 not use a mix. They put flour, salt, and sugar in a bowl. Then they add the 108
 108 eggs and milk. All these things together make the batter. Stir the batter 121
 121 just a little bit. Too much stirring will make the pancakes heavy. 133
 133 Next, heat a big flat pan, and pour some batter into the pan. 146
 146 Bubbles pop up, which make the pancakes get big. The bubbles are filled 159
 159 with air. The air makes the pancakes light and fluffy. 169
 169 Soon, the pancakes turn brown around the sides. It is time to turn 182
 182 them over. They cook for a few more minutes. Then the cook puts all the 197
 197 pancakes on a plate. 201
 201 Now it is time to add something on top. Some people like syrup. 214
 214 Others like fruits, such as strawberries. There are lots of things you can 227
 227 put on pancakes. Adding the topping is the last step. Now you can eat 241
 241 your tasty pancakes. 244

17 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 17

Retell: My Mom Is an Artist

► **Now tell me as much as you can about the story you just read. Ready, begin.**

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story?
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- | | |
|--|---|
| <p>1 Provides 2 or fewer details</p> <p>2 Provides 3 or more details</p> | <p>3 Provides 3 or more details in a meaningful sequence</p> <p>4 Provides 3 or more details in a meaningful sequence that captures a main idea</p> |
|--|---|

Retell Response Patterns:

- | | |
|---|---|
| <p><input type="checkbox"/> Summarizes</p> <p><input type="checkbox"/> Retells the passage verbatim</p> <p><input type="checkbox"/> Repeats the same detail</p> | <p><input type="checkbox"/> Talks about own life related to passage</p> <p><input type="checkbox"/> “Speed reads” the passage</p> <p><input type="checkbox"/> Other</p> |
|---|---|

17 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 17

My Mom Is an Artist (continued)

ORF Response Patterns:

- | | |
|--|--|
| <input type="checkbox"/> Reads with appropriate phrasing, intonation/ expression, and observed punctuation | <input type="checkbox"/> Frequent errors on sight words (e.g., I, was, and, the, said, etc.) |
| <input type="checkbox"/> Self-corrects/monitors meaning | <input type="checkbox"/> Frequent errors on phonetically regular words (e.g., cat, milk, etc.) |
| <input type="checkbox"/> Shows automaticity on re-read words | <input type="checkbox"/> Frequent errors on phonetically irregular words |
| <input type="checkbox"/> Uses effective decoding strategies | <input type="checkbox"/> Frequently omits words or letters |
| <input type="checkbox"/> Errors preserve passage meaning | <input type="checkbox"/> Frequently adds words or letters |
| <input type="checkbox"/> Errors violate passage meaning | <input type="checkbox"/> Skips lines |
| <input type="checkbox"/> Other | |

4 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 4

A Pancake Breakfast (continued)

ORF Response Patterns:

- | | |
|--|--|
| <input type="checkbox"/> Reads with appropriate phrasing, intonation/ expression, and observed punctuation | <input type="checkbox"/> Frequent errors on sight words (e.g., I, was, and, the, said, etc.) |
| <input type="checkbox"/> Self-corrects/monitors meaning | <input type="checkbox"/> Frequent errors on phonetically regular words (e.g., cat, milk, etc.) |
| <input type="checkbox"/> Shows automaticity on re-read words | <input type="checkbox"/> Frequent errors on phonetically irregular words |
| <input type="checkbox"/> Uses effective decoding strategies | <input type="checkbox"/> Frequently omits words or letters |
| <input type="checkbox"/> Errors preserve passage meaning | <input type="checkbox"/> Frequently adds words or letters |
| <input type="checkbox"/> Errors violate passage meaning | <input type="checkbox"/> Skips lines |
| <input type="checkbox"/> Other | |

4 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 4

Retell: A Pancake Breakfast

► **Now tell me as much as you can about the story you just read. Ready, begin.**

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story?
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- | | |
|--------------------------------------|--|
| 1 Provides 2 or fewer details | 3 Provides 3 or more details in a meaningful sequence |
| 2 Provides 3 or more details | 4 Provides 3 or more details in a meaningful sequence that captures a main idea |

Retell Response Patterns:

- | | |
|---|--|
| <input type="checkbox"/> Summarizes | <input type="checkbox"/> Talks about own life related to passage |
| <input type="checkbox"/> Retells the passage verbatim | <input type="checkbox"/> "Speed reads" the passage |
| <input type="checkbox"/> Repeats the same detail | <input type="checkbox"/> Other |

17 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 17

Total words: _____
Errors (include skipped words): – _____
Words correct: = _____

My Mom Is an Artist

0 My mom makes things out of clay. She is an artist. Sometimes she has 14
 14 shows. In a show the clay objects she makes are put on display so many 29
 29 people can see them. 33
 33 Clay comes in big blocks. My mom cuts off a lump of it. Then she 48
 48 folds it and rolls it to get it warm. Warm clay is easier to mold into shapes. 65
 65 Soon, the clay forms a soft ball. 72
 72 Then Mom decides what to make. She can make lots of different 84
 84 things, but most often she will make a bowl. She places the clay ball on a 100
 100 wheel. The wheel goes round and round. Mom uses her hands to shape 113
 113 the clay into a bowl as the wheel spins. 122
 122 When Mom is happy with the bowl, she lets it dry for several days. 136
 136 As the clay dries, it becomes hard. Next, Mom brushes a special paint 149
 149 on the bowl. The colors are light blue and mint green. Then Mom puts 163
 163 the bowl into a big oven that gets really hot. After the oven cools, Mom 178
 178 takes out the bowl. The paint colors are now bright blue and green. 191
 191 Sometimes Mom lets me make things with clay. One time I made an 204
 204 elephant with big ears and a long trunk. I showed it to my teacher. She 219
 219 liked it a lot and put it on display in our class. Mom says this was my first 237
 237 show. She says I am an artist now, too. 246

16 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 16

Retell: Kinds of Hats

► **Now tell me as much as you can about the story you just read. Ready, begin.**

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story?
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- | | |
|--|---|
| <p>1 Provides 2 or fewer details</p> <p>2 Provides 3 or more details</p> | <p>3 Provides 3 or more details in a meaningful sequence</p> <p>4 Provides 3 or more details in a meaningful sequence that captures a main idea</p> |
|--|---|

Retell Response Patterns:

- | | |
|---|--|
| <input type="checkbox"/> Summarizes | <input type="checkbox"/> Talks about own life related to passage |
| <input type="checkbox"/> Retells the passage verbatim | <input type="checkbox"/> "Speed reads" the passage |
| <input type="checkbox"/> Repeats the same detail | <input type="checkbox"/> Other |

5 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 5

Total words: _____
Errors (include skipped words): – _____
Words correct: = _____

Picking Apples

0 The apple farm was having a picking party. Ren and her family had 13
 13 come to enjoy the fun. Ren could see a hayride and a man painting 27
 27 faces. There was even a woman juggling five apples above her head. 39
 39 Ren wanted to pick apples first. She ran to the nearest tree. Smiling, 52
 52 Ren pulled off a big red apple. She opened her mouth wide. Crunch! 65
 65 As she took a bite, sweet juice ran down her chin. Ren quickly ate the 80
 80 apple. Now it was time to get to work. Ren filled her basket so she would 96
 96 have lots of apples to eat at home. 104
 104 After picking red apples, Ren went to a tree that had green apples. 117
 117 These apples were not very sweet, but they made tasty pies and cakes. 130
 130 Ren got another basket. She picked as many apples as she could. When 143
 143 she tried to lift the basket, Ren could not pick it up. It was too heavy. 159
 159 Ren's mother smiled and asked her to get a wagon. Together, they put 172
 172 both of their baskets on the wagon and pulled it to their car. 185
 185 The important work was done. Now Ren was ready to have fun. She 198
 198 went to get her face painted. Ren looked at all the pictures. Then she 212
 212 saw the one she wanted. When the man was done painting, Ren had a 226
 226 big red apple on her cheek. 232

5 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 5

Picking Apples (continued)

ORF Response Patterns:

- | | |
|--|--|
| <input type="checkbox"/> Reads with appropriate phrasing, intonation/ expression, and observed punctuation | <input type="checkbox"/> Frequent errors on sight words (e.g., I, was, and, the, said, etc.) |
| <input type="checkbox"/> Self-corrects/monitors meaning | <input type="checkbox"/> Frequent errors on phonetically regular words (e.g., cat, milk, etc.) |
| <input type="checkbox"/> Shows automaticity on re-read words | <input type="checkbox"/> Frequent errors on phonetically irregular words |
| <input type="checkbox"/> Uses effective decoding strategies | <input type="checkbox"/> Frequently omits words or letters |
| <input type="checkbox"/> Errors preserve passage meaning | <input type="checkbox"/> Frequently adds words or letters |
| <input type="checkbox"/> Errors violate passage meaning | <input type="checkbox"/> Skips lines |
| <input type="checkbox"/> Other | |

16 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 16

Kinds of Hats (continued)

ORF Response Patterns:

- | | |
|--|--|
| <input type="checkbox"/> Reads with appropriate phrasing, intonation/ expression, and observed punctuation | <input type="checkbox"/> Frequent errors on sight words (e.g., I, was, and, the, said, etc.) |
| <input type="checkbox"/> Self-corrects/monitors meaning | <input type="checkbox"/> Frequent errors on phonetically regular words (e.g., cat, milk, etc.) |
| <input type="checkbox"/> Shows automaticity on re-read words | <input type="checkbox"/> Frequent errors on phonetically irregular words |
| <input type="checkbox"/> Uses effective decoding strategies | <input type="checkbox"/> Frequently omits words or letters |
| <input type="checkbox"/> Errors preserve passage meaning | <input type="checkbox"/> Frequently adds words or letters |
| <input type="checkbox"/> Errors violate passage meaning | <input type="checkbox"/> Skips lines |
| <input type="checkbox"/> Other | |

16 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 16

Total words: _____
Errors (include skipped words): – _____
Words correct: = _____

Kinds of Hats

0 A hat sits on top of the head. There are many kinds of hats. Some 15

15 hats have special jobs, and some hats are just for fun. 26

26 A hard hat keeps the head safe. It is made out of plastic. House 40

40 builders wear this kind of hat. Things that fall cannot hurt their heads. 53

53 Firefighters also use a hard hat. Their hats have a wide brim on the back 68

68 to keep fire and heat away. You also wear a hard hat when you ride a 84

84 bike. That hat is called a helmet. 91

91 Many workers wear hats that show the job they do. Some of these 104

104 hats are made of cloth. Police officers wear a flat hat that is the same 119

119 color as their uniform. Chefs wear tall white hats when they cook. 131

131 People use different hats to match the weather. Wool hats fit closely 143

143 over the head. They keep the head and ears warm in the winter. Sun 157

157 hats and baseball caps have a wide brim or bill. These hats shade the 171

171 face and eyes from the sun in the summer. 180

180 Hats don't always have a job. Some are just for fun. Birthday party 193

193 hats are made of paper. They have bright colors and cute pictures. 205

205 Next time you walk in the neighborhood, go on a hat hunt. You will 219

219 be surprised at how many different hats you can find. 229

5 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 5

Retell: Picking Apples

► **Now tell me as much as you can about the story you just read. Ready, begin.**

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story?
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- | | |
|--|---|
| <p>1 Provides 2 or fewer details</p> <p>2 Provides 3 or more details</p> | <p>3 Provides 3 or more details in a meaningful sequence</p> <p>4 Provides 3 or more details in a meaningful sequence that captures a main idea</p> |
|--|---|

Retell Response Patterns:

- | | |
|---|---|
| <p><input type="checkbox"/> Summarizes</p> <p><input type="checkbox"/> Retells the passage verbatim</p> <p><input type="checkbox"/> Repeats the same detail</p> | <p><input type="checkbox"/> Talks about own life related to passage</p> <p><input type="checkbox"/> "Speed reads" the passage</p> <p><input type="checkbox"/> Other</p> |
|---|---|

6 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 6

Total words: _____
Errors (include skipped words): – _____
Words correct: = _____

The Puppet Show

0 Our class took a trip to the public library to see a puppet show. 14

14 Students from other schools were there, too. The puppet show was in a 27

27 special part of the library where there were books and chairs just for 40

40 children. A lady read the story while the puppets performed the story. 52

52 Our class had so much fun! We asked our teacher if we could make a 67

67 puppet show of our own and she said yes. 76

76 When we got back to school we talked about ideas for a show. We 90

90 raised our hands to share ideas. We each waited our turn while our 103

103 teacher wrote the ideas on the white board. We talked about all of the 117

117 ideas. Then we voted for the best one. The class voted to make the show 132

132 about a trip to the library. 138

138 Our class made puppets out of socks and paper bags. Some of the 151

151 puppets looked very silly. Mine had brown hair and red lips. Everyone 163

163 had a job to do. Some children planned what the puppets would 175

175 say. Other children made a stage out of a big box. We practiced the 189

189 show over and over. Then we did our puppet show for the children in 203

203 preschool. They loved it. 207

15 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 15

Retell: Dad's Surprise

► **Now tell me as much as you can about the story you just read. Ready, begin.**

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story?
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- | | |
|--|---|
| <p>1 Provides 2 or fewer details</p> <p>2 Provides 3 or more details</p> | <p>3 Provides 3 or more details in a meaningful sequence</p> <p>4 Provides 3 or more details in a meaningful sequence that captures a main idea</p> |
|--|---|

Retell Response Patterns:

- | | |
|---|---|
| <p><input type="checkbox"/> Summarizes</p> <p><input type="checkbox"/> Retells the passage verbatim</p> <p><input type="checkbox"/> Repeats the same detail</p> | <p><input type="checkbox"/> Talks about own life related to passage</p> <p><input type="checkbox"/> "Speed reads" the passage</p> <p><input type="checkbox"/> Other</p> |
|---|---|

15 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 15

Dad's Surprise (continued)

ORF Response Patterns:

- | | |
|--|--|
| <input type="checkbox"/> Reads with appropriate phrasing, intonation/ expression, and observed punctuation | <input type="checkbox"/> Frequent errors on sight words (e.g., I, was, and, the, said, etc.) |
| <input type="checkbox"/> Self-corrects/monitors meaning | <input type="checkbox"/> Frequent errors on phonetically regular words (e.g., cat, milk, etc.) |
| <input type="checkbox"/> Shows automaticity on re-read words | <input type="checkbox"/> Frequent errors on phonetically irregular words |
| <input type="checkbox"/> Uses effective decoding strategies | <input type="checkbox"/> Frequently omits words or letters |
| <input type="checkbox"/> Errors preserve passage meaning | <input type="checkbox"/> Frequently adds words or letters |
| <input type="checkbox"/> Errors violate passage meaning | <input type="checkbox"/> Skips lines |
| <input type="checkbox"/> Other | |

6 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 6

The Puppet Show (continued)

ORF Response Patterns:

- | | |
|--|--|
| <input type="checkbox"/> Reads with appropriate phrasing, intonation/ expression, and observed punctuation | <input type="checkbox"/> Frequent errors on sight words (e.g., I, was, and, the, said, etc.) |
| <input type="checkbox"/> Self-corrects/monitors meaning | <input type="checkbox"/> Frequent errors on phonetically regular words (e.g., cat, milk, etc.) |
| <input type="checkbox"/> Shows automaticity on re-read words | <input type="checkbox"/> Frequent errors on phonetically irregular words |
| <input type="checkbox"/> Uses effective decoding strategies | <input type="checkbox"/> Frequently omits words or letters |
| <input type="checkbox"/> Errors preserve passage meaning | <input type="checkbox"/> Frequently adds words or letters |
| <input type="checkbox"/> Errors violate passage meaning | <input type="checkbox"/> Skips lines |
| <input type="checkbox"/> Other | |

6 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 6

Retell: The Puppet Show

► **Now tell me as much as you can about the story you just read. Ready, begin.**

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story?
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48				
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71				
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94				

Retell Total: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

4 Provides 3 or more details in a meaningful sequence that captures a main idea

Retell Response Patterns:

Summarizes

Retells the passage verbatim

Repeats the same detail

Talks about own life related to passage

"Speed reads" the passage

Other

15 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 15

Total words: _____
Errors (include skipped words): – _____
Words correct: = _____

Dad's Surprise

0 It was a great day for a sailboat ride. Meg put on her life vest and 16

16 climbed into the boat. Dad pulled on a rope to lift the sail. The wind filled 32

32 the cloth and pushed the boat away from the dock. Meg leaned over 45

45 the side of the boat to feel the water. A wave splashed on her face. 60

60 Meg laughed as she wiped the water out of her eyes. 71

71 Meg loved sailing with her dad. Each Saturday, they would sail to a 84

84 spot on the other side of the lake. Dad would bring ham sandwiches for 98

98 lunch. They would eat them as they sat on the sand. If it was a hot day, 115

115 Meg and Dad went for a swim. 122

122 The boat had not gotten to the other side of the lake yet, but Dad 137

137 let down the sail. The boat stopped. "I have a surprise for you," Dad said. 152

152 He got out a fishing rod and tossed the line into the water. He gave the 168

168 rod to Meg and she smiled. She had never been fishing. Soon, she felt a 183

183 big tug. 185

185 "I caught something!" Meg yelled. She pulled a big fish onto the 197

197 boat. Dad gave her a high five. 204

204 Then Dad raised the sail again and the boat began to glide across 217

217 the water. Soon they arrived at the shore. Dad made a small fire to 231

231 cook the fish. They had fish for lunch. It was a great picnic. 244

14 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 14

Retell: The Kite Contest

► **Now tell me as much as you can about the story you just read. Ready, begin.**

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story?
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

4 Provides 3 or more details in a meaningful sequence that captures a main idea

Retell Response Patterns:

Summarizes

Retells the passage verbatim

Repeats the same detail

Talks about own life related to passage

"Speed reads" the passage

Other

7 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 7

Total words: _____
Errors (include skipped words): – _____
Words correct: = _____

Puzzles

0 Do you like to solve puzzles? They can be a lot of fun. There are 15

15 many kinds of puzzles. For many people, the puzzle they like best is a 29

29 jigsaw puzzle. In a jigsaw puzzle, you make a picture out of many small 43

43 pieces. 44

44 The first jigsaw puzzle was made by a map maker. First he made a 58

58 map of the world. Then he cut around each nation. People had to try 72

72 to put the pieces in the right place. Schools used this kind of puzzle to 87

87 teach students where each nation of the world was located. It made 99

99 learning about the world fun. 104

104 Next, a new kind of saw let puzzle makers cut puzzles into many 117

117 small pieces. The pieces were often cut into odd shapes. Many more 129

129 jigsaw puzzles were made. Then, they began to put fun pictures on 141

141 them. People wanted to see what the picture would look like when it was 155

155 done. 156

156 Today, you can buy many kinds of jigsaw puzzles. The hard ones 168

168 have lots of tiny pieces. Some have pictures on both sides. Some are 181

181 shaped like ships or castles. Some even have clues hidden in the picture. 194

194 Then you get to solve a picture puzzle and a mystery. 205

7 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 7

Puzzles (continued)

ORF Response Patterns:

- | | |
|--|--|
| <input type="checkbox"/> Reads with appropriate phrasing, intonation/ expression, and observed punctuation | <input type="checkbox"/> Frequent errors on sight words (e.g., I, was, and, the, said, etc.) |
| <input type="checkbox"/> Self-corrects/monitors meaning | <input type="checkbox"/> Frequent errors on phonetically regular words (e.g., cat, milk, etc.) |
| <input type="checkbox"/> Shows automaticity on re-read words | <input type="checkbox"/> Frequent errors on phonetically irregular words |
| <input type="checkbox"/> Uses effective decoding strategies | <input type="checkbox"/> Frequently omits words or letters |
| <input type="checkbox"/> Errors preserve passage meaning | <input type="checkbox"/> Frequently adds words or letters |
| <input type="checkbox"/> Errors violate passage meaning | <input type="checkbox"/> Skips lines |
| <input type="checkbox"/> Other | |

14 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 14

The Kite Contest (continued)

ORF Response Patterns:

- | | |
|--|--|
| <input type="checkbox"/> Reads with appropriate phrasing, intonation/ expression, and observed punctuation | <input type="checkbox"/> Frequent errors on sight words (e.g., I, was, and, the, said, etc.) |
| <input type="checkbox"/> Self-corrects/monitors meaning | <input type="checkbox"/> Frequent errors on phonetically regular words (e.g., cat, milk, etc.) |
| <input type="checkbox"/> Shows automaticity on re-read words | <input type="checkbox"/> Frequent errors on phonetically irregular words |
| <input type="checkbox"/> Uses effective decoding strategies | <input type="checkbox"/> Frequently omits words or letters |
| <input type="checkbox"/> Errors preserve passage meaning | <input type="checkbox"/> Frequently adds words or letters |
| <input type="checkbox"/> Errors violate passage meaning | <input type="checkbox"/> Skips lines |
| <input type="checkbox"/> Other | |

14 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 14

Total words: _____
Errors (include skipped words): – _____
Words correct: = _____

The Kite Contest

0 It was kite day at the local park. Everyone Jim knew had a kite to 15
 15 fly. Jim had made the kite he would use. It was shaped like a triangle. He 31
 31 had painted an eagle on it. He knew that an eagle was a bird that flew 47
 47 very high. He hoped that his kite would fly high, too. 58
 58 When Jim and his dad got to the park, Jim lifted his kite up. He felt 74
 74 the tug on the line and let the string out. The wind pulled the kite higher 90
 90 and higher. Before long, most of the string was gone. Jim saw that the 104
 104 end was not tied to the tube. 111
 111 He tried to grab the string before the kite got away. Suddenly, a gust 125
 125 of wind yanked the string right out of his hand. The kite was flying away! 140
 140 Jim chased after it, trying to grab the loose string. 150
 150 When the kite sailed over a tree, the string got caught on one of 164
 164 the branches. Happily, Jim saw that the kite kept bobbing in the wind. He 178
 178 would be able to save his kite after all. 187
 187 A man walked over to Jim. “We’ve never had a tree fly a kite,” he 202
 202 said. “You get the prize for finding a special way to fly a kite.” The man 218
 218 gave Jim a prize! 222
 222 Jim’s dad reached up and grabbed the string. The kite came loose. 234
 234 Jim tied the string to the tube. He didn’t want to lose his kite again. 249

7 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 7

Retell: Puzzles

► **Now tell me as much as you can about the story you just read. Ready, begin.**

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story?
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- | | |
|--|---|
| <p>1 Provides 2 or fewer details</p> <p>2 Provides 3 or more details</p> | <p>3 Provides 3 or more details in a meaningful sequence</p> <p>4 Provides 3 or more details in a meaningful sequence that captures a main idea</p> |
|--|---|

Retell Response Patterns:

- | | |
|---|---|
| <p><input type="checkbox"/> Summarizes</p> <p><input type="checkbox"/> Retells the passage verbatim</p> <p><input type="checkbox"/> Repeats the same detail</p> | <p><input type="checkbox"/> Talks about own life related to passage</p> <p><input type="checkbox"/> “Speed reads” the passage</p> <p><input type="checkbox"/> Other</p> |
|---|---|

8 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 8

Total words: _____
Errors (include skipped words): – _____
Words correct: = _____

A Night at Grandma’s House

0 The car drove out the farm gate. Jon waved goodbye to his dad. 13

13 Then he smiled at his grandma. He had been waiting all week to come 27

27 spend the night with her. They always had so much fun together. 39

39 First, Jon and his grandma fed the animals. He threw corn to the 52

52 chickens and feed cubes to the cows. Then he gave hay and water to 66

66 the goats. 68

68 “This animal is hungry now,” said Jon, pointing to himself. 78

78 Grandma made macaroni and cheese for dinner. After eating, Jon 88

88 went to the orange room to play. It had been his father’s room long 102

102 ago. Jon got out some small cars and made a road of blocks to drive 117

117 them on. 119

119 Grandma soon told Jon it was time for bed. He went to get his 133

133 pajamas and bear out of his bag. Surprised, Jon found that he had left 147

147 his bear at home. He wondered how he would be able to sleep. 160

160 Grandma thought for a minute. Then she opened the closet and 171

171 pulled out a white box. Jon saw a brown bear with a flat nose inside. 186

186 Grandma explained that Jon’s father had slept with the bear when he 198

198 was young. The nose was flat because Jon’s father had used it as a 212

212 pillow. 213

213 Jon held the bear close. Now he could go to sleep. 224

13 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 13

Retell: The Talking Stone

► **Now tell me as much as you can about the story you just read. Ready, begin.**

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story?
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- | | |
|--|---|
| <p>1 Provides 2 or fewer details</p> <p>2 Provides 3 or more details</p> | <p>3 Provides 3 or more details in a meaningful sequence</p> <p>4 Provides 3 or more details in a meaningful sequence that captures a main idea</p> |
|--|---|

Retell Response Patterns:

- | | |
|---|---|
| <p><input type="checkbox"/> Summarizes</p> <p><input type="checkbox"/> Retells the passage verbatim</p> <p><input type="checkbox"/> Repeats the same detail</p> | <p><input type="checkbox"/> Talks about own life related to passage</p> <p><input type="checkbox"/> “Speed reads” the passage</p> <p><input type="checkbox"/> Other</p> |
|---|---|

13 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 13

The Talking Stone (continued)

ORF Response Patterns:

- | | |
|--|--|
| <input type="checkbox"/> Reads with appropriate phrasing, intonation/ expression, and observed punctuation | <input type="checkbox"/> Frequent errors on sight words (e.g., I, was, and, the, said, etc.) |
| <input type="checkbox"/> Self-corrects/monitors meaning | <input type="checkbox"/> Frequent errors on phonetically regular words (e.g., cat, milk, etc.) |
| <input type="checkbox"/> Shows automaticity on re-read words | <input type="checkbox"/> Frequent errors on phonetically irregular words |
| <input type="checkbox"/> Uses effective decoding strategies | <input type="checkbox"/> Frequently omits words or letters |
| <input type="checkbox"/> Errors preserve passage meaning | <input type="checkbox"/> Frequently adds words or letters |
| <input type="checkbox"/> Errors violate passage meaning | <input type="checkbox"/> Skips lines |
| <input type="checkbox"/> Other | |

8 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 8

A Night at Grandma's House (continued)

ORF Response Patterns:

- | | |
|--|--|
| <input type="checkbox"/> Reads with appropriate phrasing, intonation/ expression, and observed punctuation | <input type="checkbox"/> Frequent errors on sight words (e.g., I, was, and, the, said, etc.) |
| <input type="checkbox"/> Self-corrects/monitors meaning | <input type="checkbox"/> Frequent errors on phonetically regular words (e.g., cat, milk, etc.) |
| <input type="checkbox"/> Shows automaticity on re-read words | <input type="checkbox"/> Frequent errors on phonetically irregular words |
| <input type="checkbox"/> Uses effective decoding strategies | <input type="checkbox"/> Frequently omits words or letters |
| <input type="checkbox"/> Errors preserve passage meaning | <input type="checkbox"/> Frequently adds words or letters |
| <input type="checkbox"/> Errors violate passage meaning | <input type="checkbox"/> Skips lines |
| <input type="checkbox"/> Other | |

8 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 8

Retell: A Night at Grandma's House

► **Now tell me as much as you can about the story you just read. Ready, begin.**

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story?
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

4 Provides 3 or more details in a meaningful sequence that captures a main idea

Retell Response Patterns:

Summarizes

Retells the passage verbatim

Repeats the same detail

Talks about own life related to passage

"Speed reads" the passage

Other

13 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 13

Total words: _____
Errors (include skipped words): – _____
Words correct: = _____

The Talking Stone

0 The teacher gathered the students into a circle. He held up a white 13
 13 stone in his hand. 17
 17 "This is a talking stone," he told his students. "It helps us take turns so 32
 32 everyone has a chance to talk and a chance to listen. If we all speak 47
 47 at once, no one can hear. We can use the stone to help us. If you have 64
 64 the stone, it is your time to talk. If you do not have the stone, it is your 82
 82 time to listen. This way we can share, and everyone can hear." 94
 94 Then the teacher asked the students to share something special 104
 104 they had done that day. 109
 109 Jen raised her hand quickly. She wanted to share something that no 121
 121 one else would share. She wanted to talk about feeding the lizard. When 134
 134 the teacher passed the stone to another child, Jen put her hand down. 147
 147 It was her turn to listen. 153
 153 The stone moved slowly. One girl talked about drawing pictures in 164
 164 art. Another boy talked about counting seeds in math. No one talked 176
 176 about the lizard. 179
 179 Soon Tom held the stone. He sat beside Jen. Tom pointed to the 192
 192 lizard and told how he helped feed it. Then he passed the stone to Jen. 207
 207 Jen took the stone. She could not think of anything special to say. 220
 220 Jen looked at the stone. Then she knew what to say. 231
 231 "I liked passing the talking stone," Jen said. "It helped me remember 243
 243 all the fun things we did today." 250

12 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 12

Retell: Clams

► **Now tell me as much as you can about the story you just read. Ready, begin.**

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story?
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- | | |
|--|---|
| <p>1 Provides 2 or fewer details</p> <p>2 Provides 3 or more details</p> | <p>3 Provides 3 or more details in a meaningful sequence</p> <p>4 Provides 3 or more details in a meaningful sequence that captures a main idea</p> |
|--|---|

Retell Response Patterns:

- | | |
|---|--|
| <input type="checkbox"/> Summarizes | <input type="checkbox"/> Talks about own life related to passage |
| <input type="checkbox"/> Retells the passage verbatim | <input type="checkbox"/> "Speed reads" the passage |
| <input type="checkbox"/> Repeats the same detail | <input type="checkbox"/> Other |

9 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 9

Total words: _____
Errors (include skipped words): – _____
Words correct: = _____

Go to Sleep

0 What do you do before you go to bed at night? You may read, play, 15
 15 or listen to a story. Then your mouth opens wide and you take in a big 31
 31 breath. You are yawning. That means it is time to go to sleep. 44
 44 Sleep is a time when the body gets to rest. You are not playing or 59
 59 working. Most children sleep nine to twelve hours each night. The long 71
 71 resting time lets your body build up energy. Then you can work and play 85
 85 the next day. 88
 88 When you sleep, your body changes. The beat of your heart slows. 100
 100 You do not breathe as fast. These changes help your body rest and 113
 113 relax so it can grow. During this time your body also works to fix places 128
 128 that are hurt or sick. 133
 133 Sleep helps your mind, too. It lets your brain rest. The next day you 147
 147 are able to remember things more easily. Sleep can also help your brain 160
 160 solve problems. 162
 162 As you can see, sleep is very important. It helps keep your body 175
 175 and mind healthy. The next time you yawn or feel tired, remember that 188
 188 your body may be telling you it needs to go to sleep. 200

9 Acadience Oral Reading Fluency Level 1/Progress Monitoring 9

Go to Sleep (continued)

ORF Response Patterns:

- | | |
|--|--|
| <input type="checkbox"/> Reads with appropriate phrasing, intonation/ expression, and observed punctuation | <input type="checkbox"/> Frequent errors on sight words (e.g., I, was, and, the, said, etc.) |
| <input type="checkbox"/> Self-corrects/monitors meaning | <input type="checkbox"/> Frequent errors on phonetically regular words (e.g., cat, milk, etc.) |
| <input type="checkbox"/> Shows automaticity on re-read words | <input type="checkbox"/> Frequent errors on phonetically irregular words |
| <input type="checkbox"/> Uses effective decoding strategies | <input type="checkbox"/> Frequently omits words or letters |
| <input type="checkbox"/> Errors preserve passage meaning | <input type="checkbox"/> Frequently adds words or letters |
| <input type="checkbox"/> Errors violate passage meaning | <input type="checkbox"/> Skips lines |
| <input type="checkbox"/> Other | |

12 Acadience Oral Reading Fluency Level 1/Progress Monitoring 12

Clams (continued)

ORF Response Patterns:

- | | |
|--|--|
| <input type="checkbox"/> Reads with appropriate phrasing, intonation/ expression, and observed punctuation | <input type="checkbox"/> Frequent errors on sight words (e.g., I, was, and, the, said, etc.) |
| <input type="checkbox"/> Self-corrects/monitors meaning | <input type="checkbox"/> Frequent errors on phonetically regular words (e.g., cat, milk, etc.) |
| <input type="checkbox"/> Shows automaticity on re-read words | <input type="checkbox"/> Frequent errors on phonetically irregular words |
| <input type="checkbox"/> Uses effective decoding strategies | <input type="checkbox"/> Frequently omits words or letters |
| <input type="checkbox"/> Errors preserve passage meaning | <input type="checkbox"/> Frequently adds words or letters |
| <input type="checkbox"/> Errors violate passage meaning | <input type="checkbox"/> Skips lines |
| <input type="checkbox"/> Other | |

12 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 12

Total words: _____
Errors (include skipped words): – _____
Words correct: = _____

Clams

0 A clam is an animal that lives in the sea. A clam has two hard shells 16
 16 that cover a soft white body. A muscle holds the two shells together so 30
 30 they can open like a door. It helps open and close the clam shell. The 45
 45 clam opens the shell to eat. It closes the shell to be safe. 58
 58 You may have never seen a clam. That is because they live buried 71
 71 in the sand of the ocean floor. Clams hide in the sand for safety. They 86
 86 have one foot, which they use to dig a hole in the sand. It is not like your 104
 104 foot. It is all one piece and does not have toes. The foot digs a hole by 121
 121 moving back and forth. The clam digs about two inches into the sand. 134
 134 Clams often stay in this hole their whole life. 143
 143 To eat, clams push two tubes through the sand. One tube pulls in 156
 156 water and food. The other pushes out waste. 164
 164 Sea otters eat clams if they can find them. They swim down to the 178
 178 ocean floor and dig in the sand for clams. Then the otter swims back up 193
 193 to the surface. Finally, the otter uses a rock to crack open the hard shell. 208
 208 Most clams grow to be one to three inches long. Some grow to 221
 221 more than five feet long. These giant clams weigh up to 500 pounds. An 235
 235 otter would have a hard time eating a clam that big! 246

9 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 9

Retell: Go to Sleep

► **Now tell me as much as you can about the story you just read. Ready, begin.**

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story?
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- | | |
|--|---|
| <p>1 Provides 2 or fewer details</p> <p>2 Provides 3 or more details</p> | <p>3 Provides 3 or more details in a meaningful sequence</p> <p>4 Provides 3 or more details in a meaningful sequence that captures a main idea</p> |
|--|---|

Retell Response Patterns:

- | | |
|---|---|
| <p><input type="checkbox"/> Summarizes</p> <p><input type="checkbox"/> Retells the passage verbatim</p> <p><input type="checkbox"/> Repeats the same detail</p> | <p><input type="checkbox"/> Talks about own life related to passage</p> <p><input type="checkbox"/> “Speed reads” the passage</p> <p><input type="checkbox"/> Other</p> |
|---|---|

10 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 10

Total words: _____
Errors (include skipped words): – _____
Words correct: = _____

Shape Art

0 It was time for art. The teacher told the children that spring had 13
 13 come. He asked them to draw a picture of something that showed the 26
 26 season. 27
 27 Jed put his hands in his lap. He did not think he knew how to draw. 43
 43 The teacher asked Jed what was wrong. 50
 50 “I am not good at drawing,” Jed said. 58
 58 “Think of everything you see as a group of shapes,” said the teacher. 71
 71 “A house has a square wall and a triangle roof. Just draw the shapes.” 85
 85 Jed looked out the window. He saw a tree that was just starting to 99
 99 grow new leaves. He looked at the tree to find shapes. 110
 110 First, Jed drew a long brown rectangle for the trunk. He drew more 123
 123 thin rectangles at the top of the trunk to make branches. 134
 134 Which shape could Jed use to make the leaves? He looked out the 147
 147 window again. Jed drew some green ovals on the branches. 157
 157 Jed had placed the tree in the middle of the paper. He thought it 171
 171 looked funny. So Jed made a line under the trunk to show the ground. 185
 185 Now the tree needed roots. He drew long thin triangles at the bottom of 199
 199 the trunk. 201
 201 Something was still missing from Jed’s picture. He looked out the 212
 212 window and saw a red bird. Now Jed knew just what his tree needed. 226
 226 He drew a red bird with ovals for the head and body. Triangles made 240
 240 the bill and wings. Jed titled his picture, “Spring tree.” 250

11 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 11

Retell: Watch Them Change and Grow

► **Now tell me as much as you can about the story you just read. Ready, begin.**

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story?
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48				
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71				
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94				

Retell Total: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- | | |
|--|---|
| <p>1 Provides 2 or fewer details</p> <p>2 Provides 3 or more details</p> | <p>3 Provides 3 or more details in a meaningful sequence</p> <p>4 Provides 3 or more details in a meaningful sequence that captures a main idea</p> |
|--|---|

Retell Response Patterns:

- | | |
|---|--|
| <input type="checkbox"/> Summarizes | <input type="checkbox"/> Talks about own life related to passage |
| <input type="checkbox"/> Retells the passage verbatim | <input type="checkbox"/> “Speed reads” the passage |
| <input type="checkbox"/> Repeats the same detail | <input type="checkbox"/> Other |

11 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 11

Watch Them Change and Grow (continued)

ORF Response Patterns:

- | | |
|--|--|
| <input type="checkbox"/> Reads with appropriate phrasing, intonation/ expression, and observed punctuation | <input type="checkbox"/> Frequent errors on sight words (e.g., I, was, and, the, said, etc.) |
| <input type="checkbox"/> Self-corrects/monitors meaning | <input type="checkbox"/> Frequent errors on phonetically regular words (e.g., cat, milk, etc.) |
| <input type="checkbox"/> Shows automaticity on re-read words | <input type="checkbox"/> Frequent errors on phonetically irregular words |
| <input type="checkbox"/> Uses effective decoding strategies | <input type="checkbox"/> Frequently omits words or letters |
| <input type="checkbox"/> Errors preserve passage meaning | <input type="checkbox"/> Frequently adds words or letters |
| <input type="checkbox"/> Errors violate passage meaning | <input type="checkbox"/> Skips lines |
| <input type="checkbox"/> Other | |

10 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 10

Shape Art (continued)

ORF Response Patterns:

- | | |
|--|--|
| <input type="checkbox"/> Reads with appropriate phrasing, intonation/ expression, and observed punctuation | <input type="checkbox"/> Frequent errors on sight words (e.g., I, was, and, the, said, etc.) |
| <input type="checkbox"/> Self-corrects/monitors meaning | <input type="checkbox"/> Frequent errors on phonetically regular words (e.g., cat, milk, etc.) |
| <input type="checkbox"/> Shows automaticity on re-read words | <input type="checkbox"/> Frequent errors on phonetically irregular words |
| <input type="checkbox"/> Uses effective decoding strategies | <input type="checkbox"/> Frequently omits words or letters |
| <input type="checkbox"/> Errors preserve passage meaning | <input type="checkbox"/> Frequently adds words or letters |
| <input type="checkbox"/> Errors violate passage meaning | <input type="checkbox"/> Skips lines |
| <input type="checkbox"/> Other | |

10 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 10

Retell: Shape Art

► **Now tell me as much as you can about the story you just read. Ready, begin.**

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story?
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- | | |
|--------------------------------------|--|
| 1 Provides 2 or fewer details | 3 Provides 3 or more details in a meaningful sequence |
| 2 Provides 3 or more details | 4 Provides 3 or more details in a meaningful sequence that captures a main idea |

Retell Response Patterns:

- | | |
|---|--|
| <input type="checkbox"/> Summarizes | <input type="checkbox"/> Talks about own life related to passage |
| <input type="checkbox"/> Retells the passage verbatim | <input type="checkbox"/> "Speed reads" the passage |
| <input type="checkbox"/> Repeats the same detail | <input type="checkbox"/> Other |

11 Acadience Oral Reading Fluency

Level 1/Progress Monitoring 11

Total words: _____
Errors (include skipped words): – _____
Words correct: = _____

Watch Them Change and Grow

0 "I see one," said Grandfather. "Put the net in the water and scoop 13
 13 him up before he gets away!" 19
 19 Jill waited for the tadpole to swim close to the bank so that she 33
 33 could reach him. Quickly, she leaned over and caught the little creature 45
 45 in her net. She stared at it and watched it wriggle. 56
 56 "He will grow and change into a fine frog," her grandfather said. 68
 68 "I want to keep him and see him change," she said. 79
 79 Grandfather told Jill that she could keep him. "But, when he grows 91
 91 into a frog, we'll have to bring him back to the creek." 103
 103 Jill and her grandfather made a home with a fish tank. They put 116
 116 rocks at the bottom. Water plants added food and color. Next, they filled 129
 129 the tank with a little bit of water. Jill watched her tadpole change over 143
 143 the next few weeks. First, he grew back legs, then he grew front legs. His 158
 158 tail became smaller and smaller each day. Jill charted his growth. 169
 169 One day it was clear that her pet had become a frog. It was time 184
 184 for him to go back to the creek. Jill and her grandfather took him back 199
 199 and set him free. The frog jumped away happily. 208
 208 Jill grinned from ear to ear. "That's a fine frog," she said. 220
 220 "Well, would you look at this?" said Grandfather. 228
 228 "A caterpillar!" Jill replied. "Can I keep him? I want to see him 241
 241 change and grow!" 244