Acadience Oral Reading Fluency

Directions

Make sure you have reviewed the directions in the Acadience Reading K–6 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.

<table>
<thead>
<tr>
<th>Timing</th>
<th>1 minute. Start your stopwatch after the student says the first word of the passage. Place a bracket ( ) and say Stop after 1 minute.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wait</td>
<td>If no response in 3 seconds, say the word and mark it as incorrect.</td>
</tr>
<tr>
<td>Discontinue</td>
<td>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.</td>
</tr>
<tr>
<td>Reminders</td>
<td>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.)</td>
</tr>
</tbody>
</table>
Acadience Oral Reading Fluency
Level 2/Progress Monitoring 20

Retell: Flower Parts

► 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 one 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.

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

Retell Total:

Retell Response Patterns:

☐ Summarizes
☐ Retells the passage verbatim
☐ "Speed reads" the passage
☐ Repeats the same detail
☐ Talks about own life related to passage
☐ Other

Acadience Oral Reading Fluency
Level 2/Progress Monitoring 1

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

Building Happy Places

What do you do when you go to a playground? Maybe you run as quickly as you can to an empty swing, hop in, and soar to the sky. All children like to play and do fun things. There are lots of different ways to have fun. Matthew is a teenager who uses a wheelchair. He wanted some cool things for the playground that all children could use, so he did something about it.

When he was only six years old, Matthew had a great idea. He thought of a swing that all kids could use. It looks like a big boat. It can hold two kids in wheelchairs and six other children at the same time. He called it The Dreamer. The challenge for Matthew was to look at all the things on a playground and figure out how they could be made to work with a wheelchair. That way all children could play together.

Matthew gives his time to a group that builds playgrounds that are fun for all kids. They have the usual swings that you would find in most places. They also have swings like The Dreamer. Instead of sandboxes on the ground, they have sand tables that children in wheelchairs can use. Matthew helps the group raise money so they can build more playgrounds. They built a special one called Friendship Place. It was built at Matthew’s school.

For his work helping other children Matthew has been given many awards. He even had his picture on a cereal box. He feels proud that what he does helps all children play together and makes everyone happy.
Flower Parts (continued)

247 begin to make seeds. The seeds will one day grow more plants that will 261 make more flowers. Through this process, flowers will continue to grow 272 and bloom.

ORF Response Patterns:
- Reads with appropriate phrasing, intonation/expression, and observed punctuation
- Frequent errors on sight words (e.g., I, was, and, the, said, etc.)
- Self-corrects/monitors meaning
- Frequent errors on phonetically regular words (e.g., cat, milk, etc.)
- Shows automaticity on re-read words
- Frequent errors on phonetically irregular words
- Uses effective decoding strategies
- Frequently omits words or letters
- Errors preserve passage meaning
- Frequently adds words or letters
- Errors violate passage meaning
- Skips lines
- Other
Retell: Building Happy Places

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 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.

Flower Parts

0  Many people enjoy flowers in outdoor gardens and in vases in their homes. Flowers come in all colors and sizes, and many flowers smell pleasant. People buy roses for their sweet smell and beautiful color. A rose may be red and small enough to hold in your hand. A sunflower may be yellow and tower over your head. One kind of flower smells so bad, many people hold their nose when they walk by!

1  Flowers are not just for us to enjoy. They have a job to do. Flowers make seeds for the plant. When the seeds are released, they grow into new plants.

2  While there are many different kinds of flowers, they all have some parts in common. Most flowers have petals. Petals are the colorful parts we admire. Petals attract insects to the flower. Insects follow the petals to get nectar. Nectar is a rich food for the insects. The nectar is at the bottom of the petals.

3  When an insect lands on the petals to get nectar, it also touches the stamens. These flower parts stick up inside the flower. Their tips are usually yellow and have pollen on them. As the insect gets nectar, pollen sticks to its body. When the insect goes to another flower for more nectar, it takes the pollen with it.

4  At the other flower, the insect will land on the petals. Some of the pollen it carries will come off on the other flower. Now this flower will...
Retell: African Drums

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 one 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.

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

Retell Response Patterns:
- Summarizes
- Talks about own life related to passage
- Retells the passage verbatim
- “Speed reads” the passage
- Repeats the same detail
- Other

Luke Makes His Move

After moving to a new neighborhood, Luke wanted to make some new friends. In his old neighborhood, all of his friends had played street hockey. Luke hoped to find someone to play street hockey. Luke’s stepdad had an idea. He said they should explore the neighborhood and see if they could find a game of street hockey. Luke thought it was a great idea. He and his stepdad went outside and walked around. After a short while, they turned the corner and found children playing hockey. It was just like his old home. Luke stood on the side and watched the others play. He cheered for both teams whenever they made a goal or a difficult play. When one of the players had to go home, he asked Luke to play. Luke ran home to get his skates and stick. Luke played goalie, his favorite position. He played his very best. He only let the other team score one goal. One time the other team was about to score and there was no one but him to defend the goal. The other team came toward Luke, faster and faster. He watched carefully to see where they were going to go. He leaped at the last second and stopped them from scoring. His whole team cheered. After the game, they all went down to the corner store and got a snack. Everyone talked about the game. They decided to play again the next day. Luke was glad he had made new friends.
Luke Makes His Move (continued)

ORF Response Patterns:

☐ Reads with appropriate phrasing, intonation/ expression, and observed punctuation
☐ Self-corrects/monitors meaning
☐ Shows automaticity on re-read words
☐ Uses effective decoding strategies
☐ Errors preserve passage meaning
☐ Errors violate passage meaning
☐ Other

☐ Frequent errors on sight words (e.g., I, was, and, the, said, etc.)
☐ Frequent errors on phonetically regular words (e.g., cat, milk, etc.)
☐ Frequent errors on phonetically irregular words
☐ Frequently omits words or letters
☐ Frequently adds words or letters
☐ Skips lines

African Drums (continued)

ORF Response Patterns:

☐ Reads with appropriate phrasing, intonation/ expression, and observed punctuation
☐ Self-corrects/monitors meaning
☐ Shows automaticity on re-read words
☐ Uses effective decoding strategies
☐ Errors preserve passage meaning
☐ Errors violate passage meaning
☐ Other

☐ Frequent errors on sight words (e.g., I, was, and, the, said, etc.)
☐ Frequent errors on phonetically regular words (e.g., cat, milk, etc.)
☐ Frequent errors on phonetically irregular words
☐ Frequently omits words or letters
☐ Frequently adds words or letters
☐ Skips lines
Acadience Oral Reading Fluency
Level 2/Progress Monitoring 2

Retell: Luke Makes His Move

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 one 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.

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 fewer 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 Total: _______

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

African Drums

When you listen to a song, what do you hear? Many people enjoy the beat of the drum. In Africa, drums are important. They are used in music, but they are also used to talk to people.

There are many different types of African drums. They come in all shapes and sizes and each one makes a special sound. Some African drums have an animal skin stretched across a wood base. People hit the skin with their hand or with a stick to make sound. Other African drums are logs with slits carved in them. People hit the slits or scrape a stick over them to make sound. A third type of African drum is like a rattle.

In some parts of Africa, people use talking drums. These drums do not really talk, but their beats give a message. One drum beat is used when a baby is born. People hear the drum beat and know that a new baby has come into the world. Other drum beats say that someone is visiting or that two people have gotten married. Many people might drum the rhythms at the same time.

While you may enjoy the sound of African drums, their beats also mean many things.
Retell: Canoe Fun

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 one 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.

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**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
- Talks about own life related to passage
- Retells the passage verbatim
- “Speed reads” the passage
- Repeats the same detail
- Other

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My Pen Pal

I have a pen pal who lives in a faraway place. He lives all the way across the ocean in a different country. He tells me about what it is like to live in his country. I tell him about what it is like to live in mine. I live in India. In many ways, our lives are very similar. We both enjoy listening to music. There are also ways in which our lives are different.

My pen pal and I usually write to each other at least once a month, but I waited longer to write him a letter this month. I was waiting for my loose tooth to fall out. I wiggled my tooth a lot. It didn’t want to come out. I tried different tricks, but they did not work. At last, while I was eating something sticky, the tooth came out.

Then I tossed my tooth up on the roof. I asked a sparrow to take the tooth and give me a new one. This was a custom in my country. When a new tooth began to grow I thanked the sparrow.

I wrote a long letter to my pen pal about losing my tooth. He wrote back and told me about his tradition when he loses a tooth. He said he puts the tooth under his pillow. During the night someone takes the tooth away. What a strange custom! I like learning about different countries.
My Pen Pal (continued)

ORF Response Patterns:

☐ Reads with appropriate phrasing, intonation/expression, and observed punctuation
☐ Self-corrects/monitors meaning
☐ Shows automaticity on re-read words
☐ Uses effective decoding strategies
☐ Errors preserve passage meaning
☐ Errors violate passage meaning
☐ Other

☐ Frequent errors on sight words (e.g., I, was, and, the, said, etc.)
☐ Frequent errors on phonetically regular words (e.g., cat, milk, etc.)
☐ Frequent errors on phonetically irregular words
☐ Frequently omits words or letters
☐ Frequently adds words or letters
☐ Skips lines

Canoe Fun (continued)

ORF Response Patterns:

☐ Reads with appropriate phrasing, intonation/expression, and observed punctuation
☐ Self-corrects/monitors meaning
☐ Shows automaticity on re-read words
☐ Uses effective decoding strategies
☐ Errors preserve passage meaning
☐ Errors violate passage meaning
☐ Other

☐ Frequent errors on sight words (e.g., I, was, and, the, said, etc.)
☐ Frequent errors on phonetically regular words (e.g., cat, milk, etc.)
☐ Frequent errors on phonetically irregular words
☐ Frequently omits words or letters
☐ Frequently adds words or letters
☐ Skips lines
Canoe Fun

0 The summer sun was shining and there were no clouds in the sky. 13
13 It was a perfect day to try out our new canoe at the lake. We put the canoe in the water close to the shore and put on our life jackets. Then 30
45 we grabbed the paddles and got into the canoe. 45
54 I had never been in a canoe, and I had a lot to learn about how to paddle one. The most difficult part was paddling in a straight line. My seat was in the middle of the canoe. I paddled until I got tired. Then 70
84 Mom and Dad let me rest. 84
99 As the canoe skimmed along the water, there was a lot to see. I counted leaves that were floating in the water. I saw a turtle sunning himself on a rock. 119
147 We all laughed when a fish jumped out of the water directly in front of the canoe. “Look!” said Dad suddenly. We followed his pointing finger and saw a golden eagle sitting in the top of a tall tree. 175
188 We were all so busy paddling and enjoying the sights that we didn’t notice the clouds forming. “Looks like it might rain,” said Dad. “We better head back to shore.” We turned around and paddled hard. On the way back, I didn’t take a rest, even though I was tired. 201
214 We reached the shore and got out of the canoe. As soon as we got in the car, the first raindrops started to fall. We all cheered. We had made it back just in time.

Retell: My Pen Pal

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 one 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.

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
- "Speed reads" the passage
- Repeats the same detail
- Talks about own life related to passage
- Other
Retell: A Gift of Chores

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 one of the following (allowed one time):

—I. 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.

Life on the River

I live by a big river. The river is very important to my family. My name is Ling, and I live in a village in Asia. There are thirty houses in my village. We use the water to wash ourselves and our clothes. We also use the water for our plants since a lot of our food comes from crops we grow. The river gives us water for drinking, too. Our boats travel up and down the river, taking us from village to village. We also play in the river!

You may wonder what life is like for me. I wake up to a rooster instead of an alarm clock. Our rooster wakes us at four in the morning, and we immediately get busy. I help prepare breakfast for the rest of the family. After we eat, we feed the animals. Sometimes there is corn to grind. When I finish these chores, I go into the field to help where I can.

The younger kids stay home with our grandparents. In our village, children are expected to help the family. There is always work to do. On days when I am not helping in the field, I babysit or clean the house. In the evening, I help gather firewood to cook our dinner. After dinner, we sit with our grandparents. They tell us stories about how things came to be. My favorite story is how the river got its color. I hope one day I can share the story with you.
A Gift of Chores (continued)

ORF Response Patterns:

- Reads with appropriate phrasing, intonation/expressions, and observed punctuation
- Self-corrects/monitors meaning
- Shows automaticity on re-read words
- Uses effective decoding strategies
- Errors preserve passage meaning
- Errors violate passage meaning
- Other

- Frequent errors on sight words (e.g., I, was, and, the, said, etc.)
- Frequent errors on phonetically regular words (e.g., cat, milk, etc.)
- Frequent errors on phonetically irregular words
- Frequently omits words or letters
- Frequently adds words or letters
- Errors preserve passage meaning
- Errors violate passage meaning
- Other

Life on the River (continued)

ORF Response Patterns:

- Frequent errors on sight words (e.g., I, was, and, the, said, etc.)
- Frequent errors on phonetically regular words (e.g., cat, milk, etc.)
- Shows automaticity on re-read words
- Uses effective decoding strategies
- Errors preserve passage meaning
- Errors violate passage meaning
- Other

- Frequent errors on phonetically irregular words
- Frequently omits words or letters
- Frequently adds words or letters
- Skips lines
Retell: Life on the River

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 one 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.

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 one 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.

Retell: Life on the River

For a week, Will and Max had been talking about how to celebrate Mom's birthday. The brothers had many grand ideas, such as buying Mom a ring or sending her on a trip. However, there was one problem. The boys did not have any money. What could they possibly give Mom that did not cost a lot?

Finally, at dinner, Will and Max had an idea. It happened just after the family finished eating. The boys cleared the table as they always do. Mom began washing the dishes. As she did, she let out a huge sigh and said she wished the dishes would wash themselves. Will and Max looked at each other. They both had the same great idea! They would make a chore coupon book for Mom.

First, the brothers made a list of chores such as washing the dog and taking out the trash. Then they began making coupons from colored paper. They cut pieces of paper in the size of dollar bills. Each boy made five coupons for chores and a cover for the book. Then they stapled them all together and wrapped the book.

The next morning, the boys gave Mom her present. She opened it and read the cover. She flipped through the coupons. She exclaimed, "This is the best present anyone has ever given me!" The boys felt happy and proud.
A Day for Trees

Picture yourself walking through the woods. Rays of sun stream in through the trees, but mostly it is shady. You welcome the coolness of the shade. The leaves crunch under your feet, and animals scurry about.

Now think about what this scene would be like without any trees. Is it hard to imagine? Trees are very important. They give us shade. Trees are home to many animals. Trees help keep our air clean, too.

Trees are so important that they have their own special day. It is called Arbor Day. On this day, people plant trees. Some people choose to plant a tiny seed in the soil. They give the seed water and watch it grow. Other people choose to plant a small tree that has already started to grow. They dig a small hole and carefully put the roots into the soil. They cover up the roots and give the tree water.

You may wonder when Arbor Day happens. That depends on where you live. Many states have this special day in the spring. That is the best time to plant trees in those states. Some states have better times for planting trees. If you live where the weather is always warm, your special tree day may be in the fall or even in the winter. No matter when your state has its special tree day, make sure you plant a tree.

Retell: A Happy House Plant

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 one 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.

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
☐ Talks about own life related to passage
☐ Retells the passage verbatim
☐ “Speed reads” the passage
☐ Repeats the same detail
☐ Other

Retell Total: _________
Acadience Oral Reading Fluency
Level 2/Progress Monitoring 5

A Day for Trees (continued)

ORF Response Patterns:

☐ Reads with appropriate phrasing, intonation/ expression, and observed punctuation
☐ Self-corrects/monitors meaning
☐ Shows automaticity on re-read words
☐ Uses effective decoding strategies
☐ Errors preserve passage meaning
☐ Errors violate passage meaning
☐ Other

☐ Frequent errors on sight words (e.g., I, was, and, the, said, etc.)
☐ Frequent errors on phonetically regular words (e.g., cat, milk, etc.)
☐ Frequent errors on phonetically irregular words
☐ Frequently omits words or letters
☐ Frequently adds words or letters
☐ Skips lines

Acadience Oral Reading Fluency
Level 2/Progress Monitoring 16

A Happy House Plant (continued)

ORF Response Patterns:

☐ Reads with appropriate phrasing, intonation/ expression, and observed punctuation
☐ Self-corrects/monitors meaning
☐ Shows automaticity on re-read words
☐ Uses effective decoding strategies
☐ Errors preserve passage meaning
☐ Errors violate passage meaning
☐ Other

☐ Frequent errors on sight words (e.g., I, was, and, the, said, etc.)
☐ Frequent errors on phonetically regular words (e.g., cat, milk, etc.)
☐ Frequent errors on phonetically irregular words
☐ Frequently omits words or letters
☐ Frequently adds words or letters
☐ Skips lines
Retell: A Day for Trees

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 one 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.

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

A Happy House Plant

Question: Do you have plants in your home? There are many reasons why you should. Plants improve the air in your home. They also make your home look more inviting. In addition, many people enjoy taking care of plants in their home. It can be a great way to relax!

If you have decided to put a plant in your home, the first thing to do is decide what kind of plant to buy. If you go to a plant store, you will find many different kinds of plants to choose from. Many people choose a spider plant.

You can probably guess what a spider plant looks like. The plants often grow in hanging baskets. They have green stalks that grow quite long, past the bottom of the container. Eventually, small plants will begin to grow at the ends of the stalks. The small plants look like spiders. If you cut off the small plants and place them in fertile soil, they will grow into new spider plants.

Spider plants are easy to care for. They need to be planted in a rich soil. Make sure the container has small holes in the bottom. When you water the plant, the holes let the extra water drain out. Spider plants do not like to sit and grow in wet soil! The soil should feel dry before you give the plant more water. A spider plant grows well in almost any kind of light. Keep it in a warm place, too. If you follow these tips, you will likely have a wonderful houseplant to enjoy for a long time.
Retell: Going to School

► 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 one 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.

Making Orange Juice

0 What is the best part about eating an orange? There are many things to choose from. Your eye may notice the fruit’s bright orange skin. When you peel off the rough skin, the sweet smell tickles your nose. When you bite into the fruit, the juice wakes up your taste buds. There is another way to enjoy the taste of an orange. You can make orange juice. Making orange juice is easy and fun, and you only need a few things. You need six oranges, and an adult to help cut them. You will also need a pitcher and some cups. First, squeeze the oranges to get them soft. Then wash the oranges. Have the adult help you cut the oranges in half safely. Take out the seeds from each half. Now you are ready to squeeze out the juice. Grip half an orange and squeeze the juice into a pitcher. Turn the orange and squeeze again. Keep squeezing until no more juice comes out. Repeat with each orange half. You have some choices when you make orange juice. If you like, you can scrape the orange with a spoon and add the fruit to the juice. Or if you do not like pulp, place a strainer over the pitcher. This will catch all the orange bits, and only juice will fall into the pitcher. If you want cold orange juice, add ice to the pitcher. Now you are ready to pour the orange juice into a cup. You may want to share with a friend. Drink the juice and enjoy!

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

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
- “Speed reads” the passage
- Repeats the same detail
- Talks about own life related to passage
- Other

Retell Total: __________
15 Acadience Oral Reading Fluency
Level 2/Progress Monitoring 15

Going to School (continued)

ORF Response Patterns:

- ☐ Reads with appropriate phrasing, intonation/ expression, and observed punctuation
- ☐ Self-correction/monitors meaning
- ☐ Shows automaticity on re-read words
- ☐ Uses effective decoding strategies
- ☐ Errors preserve passage meaning
- ☐ Errors violate passage meaning
- ☐ Other

- ☐ Frequent errors on sight words (e.g., I, was, and, the, said, etc.)
- ☐ Frequent errors on phonetically regular words (e.g., cat, milk, etc.)
- ☐ Frequent errors on phonetically irregular words
- ☐ Frequently omits words or letters
- ☐ Frequently adds words or letters
- ☐ Errors preserve passage meaning
- ☐ Errors violate passage meaning
- ☐ Skips lines

6 Acadience Oral Reading Fluency
Level 2/Progress Monitoring 6

Making Orange Juice (continued)

ORF Response Patterns:

- ☐ Reads with appropriate phrasing, intonation/ expression, and observed punctuation
- ☐ Self-correction/monitors meaning
- ☐ Shows automaticity on re-read words
- ☐ Uses effective decoding strategies
- ☐ Errors preserve passage meaning
- ☐ Errors violate passage meaning
- ☐ Other

- ☐ Frequent errors on sight words (e.g., I, was, and, the, said, etc.)
- ☐ Frequent errors on phonetically regular words (e.g., cat, milk, etc.)
- ☐ Frequent errors on phonetically irregular words
- ☐ Frequently omits words or letters
- ☐ Frequently adds words or letters
- ☐ Errors violate passage meaning
- ☐ Skips lines

Page 46
Retell: Making Orange Juice

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 one 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.

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

Going to School

How do you get to school? Do you ride a school bus or travel by car? Do you ride a bike or walk? Do you think about how children around the world get to school? Some children arrive at school just like you do. Others have a very different journey.

Like American children, many students around the world walk to school. However, it may take them an hour or more to get there. Then they make the same walk home when school is over.

Do you know anyone who travels to school in a boat? Some children live in fishing villages. Their school is a large houseboat in the middle of a river or other waterway.

There are families around the world who travel from place to place following cattle they own. Many of these people use camels to move from place to place. For many of these children, their school and their teacher travel with them. The children learn while they travel.

Some children live on mountains. There may not be a school nearby.

The next time you travel to school, think about other children around the world. What would it be like to go to school in a different way?
Retell: Wind Power

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 one 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.

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**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
- [ ] Talks about own life related to passage
- [ ] Retells the passage verbatim
- [ ] "Speed reads" the passage
- [ ] Repeats the same detail
- [ ] Other

---

Kim Gets Ready

0. What is your house like in the morning? In my family, the morning is a busy time. We children get ready for school while my dad and uncle get ready for their jobs. They are fishermen. My name is Kim, and I live in a country called Vietnam.

14. In the morning, my family eats breakfast together. We do not use plates or forks. Instead, our table is set with deep bowls and chopsticks.

28. For breakfast, we may eat soup or rice with meat or fish. We often have fruit, too.

43. In the morning, my family eats breakfast together. We do not use plates or forks. Instead, our table is set with deep bowls and chopsticks.

48. In the morning, my family eats breakfast together. We do not use plates or forks. Instead, our table is set with deep bowls and chopsticks.

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---

**Total words:**

**Errors (include skipped words):**

**Words correct:**
7 Acadience Oral Reading Fluency
Level 2/Progress Monitoring 7

Kim Gets Ready (continued)

ORF Response Patterns:

☐ Reads with appropriate phrasing, intonation/ expression, and observed punctuation
☐ Self-corrects/monitors meaning
☐ Shows automaticity on re-read words
☐ Uses effective decoding strategies
☐ Errors preserve passage meaning
☐ Errors violate passage meaning
☐ Other

14 Acadience Oral Reading Fluency
Level 2/Progress Monitoring 14

Wind Power (continued)

ORF Response Patterns:

☐ Reads with appropriate phrasing, intonation/ expression, and observed punctuation
☐ Self-corrects/monitors meaning
☐ Shows automaticity on re-read words
☐ Uses effective decoding strategies
☐ Errors preserve passage meaning
☐ Errors violate passage meaning
☐ Other

☐ Frequent errors on sight words (e.g., I, was, and, the, said, etc.)
☐ Frequent errors on phonetically regular words (e.g., cat, milk, etc.)
☐ Frequent errors on phonetically irregular words
☐ Frequently omits words or letters
☐ Frequently adds words or letters
☐ Skips lines

☐ Frequent errors on sight words (e.g., I, was, and, the, said, etc.)
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☐ Frequent errors on phonetically irregular words
☐ Frequently omits words or letters
☐ Frequently adds words or letters
☐ Skips lines
Acadience Oral Reading Fluency
Level 2/Progress Monitoring 14

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

Wind Power

0 The wind is a source of power. It helps kites to fly, and boats to
sail. In some places, wind power is used to make electricity. People are
working to find ways to help us get more power from the wind.
41 There are many reasons why turning wind into power can be a
good idea. We will never run out of wind. It will always blow. Most other
ways to make power use resources that could run out. Coal and natural
gas are two common examples. One day we might run out of them. We
can count on the wind because it will always blow.
95 Windmills are what help us turn wind into electricity. When the wind
blows, it turns the blades on the mill. This spinning makes a small amount
of electricity. When you put a lot of windmills together, you can make
enough power for a lot of people.
144 A wind farm is a place with a lot of windmills. You can find wind
farms in places that are very windy. The windmills are very tall, and their
blades are very long. Some have blades that are as long as a football
field.
194 There are a few problems with wind power. Some days there is not
much wind, and you may flip a light switch and have no light. Also, wind
power costs more than other kinds of power. People are working to fix
these problems. One day, when you turn on your bedroom light, your
lamp may light up due to power from the wind.
258

Acadience Oral Reading Fluency
Level 2/Progress Monitoring 7

Retell: Kim Gets Ready

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 one 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.

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
☐ “Speed reads” the passage
☐ Repeats the same detail
☐ Talks about own life related to passage
☐ Other

Wind Power

0 The wind is a source of power. It helps kites to fly, and boats to
sail. In some places, wind power is used to make electricity. People are
working to find ways to help us get more power from the wind.
41 There are many reasons why turning wind into power can be a
good idea. We will never run out of wind. It will always blow. Most other
ways to make power use resources that could run out. Coal and natural
gas are two common examples. One day we might run out of them. We
can count on the wind because it will always blow.
95 Windmills are what help us turn wind into electricity. When the wind
blows, it turns the blades on the mill. This spinning makes a small amount
of electricity. When you put a lot of windmills together, you can make
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144 A wind farm is a place with a lot of windmills. You can find wind
farms in places that are very windy. The windmills are very tall, and their
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much wind, and you may flip a light switch and have no light. Also, wind
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lamp may light up due to power from the wind.
258

The wind is a source of power. It helps kites to fly, and boats to sail. In some places, wind power is used to make electricity. People are working to find ways to help us get more power from the wind. There are many reasons why turning wind into power can be a good idea. We will never run out of wind. It will always blow. Most other ways to make power use resources that could run out. Coal and natural gas are two common examples. One day we might run out of them. We can count on the wind because it will always blow. Windmills are what help us turn wind into electricity. When the wind blows, it turns the blades on the mill. This spinning makes a small amount of electricity. When you put a lot of windmills together, you can make enough power for a lot of people. A wind farm is a place with a lot of windmills. You can find wind farms in places that are very windy. The windmills are very tall, and their blades are very long. Some have blades that are as long as a football field. There are a few problems with wind power. Some days there is not much wind, and you may flip a light switch and have no light. Also, wind power costs more than other kinds of power. People are working to fix these problems. One day, when you turn on your bedroom light, your lamp may light up due to power from the wind.

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Dear Diary,

Today is Monday. We’re playing basketball in gym class tomorrow. It is sure to be the worst day of my life! Today we learned the game’s rules, and tomorrow we play. I’m hoping I won’t have to play. Maybe I will get sick. I did cough earlier today.

I tried to tell the teacher that I’m good at tap dancing, not basketball, but she wouldn’t listen. She told me to try my best.

Dear Diary,

Today is Tuesday. Believe it or not, today was one of my better days. When I woke this morning, I asked Dad to take me to the dentist, the doctor, or anyone as long as it was during PE class. Dad would not agree, and instead, he gave me basketball tips. I tried to listen, but the sound of my pounding heart filled my head.

All day I suffered, waiting for gym class. Each minute felt like an hour. Finally, we lined up and walked to the gym.

Soon I was holding a basketball, bouncing it up and down. When we took our practice shots, the teacher showed me how to shoot the ball. The first time I tried, the ball went in the basket! I started to believe that maybe I could play basketball.

Once the game started, time passed quickly. I was surprised when...
In Space for an Hour (continued)

ORF Response Patterns:

- Reads with appropriate phrasing, intonation/ expression, and observed punctuation
- Self-corrects/monitors meaning
- Shows automaticity on re-read words
- Uses effective decoding strategies
- Errors preserve passage meaning
- Errors violate passage meaning
- Other

- Frequent errors on sight words (e.g., I, was, and, the, said, etc.)
- Frequent errors on phonetically regular words (e.g., cat, milk, etc.)
- Frequent errors on phonetically irregular words
- Frequently omits words or letters
- Frequently adds words or letters
- Skips lines

Dear Diary (continued)

I heard the long whistle meaning that the game was over. When I shook hands with the players, some of them said, “Good game!” The teacher looked at me and winked. You never know how you feel about something new until you try!

ORF Response Patterns:

- Reads with appropriate phrasing, intonation/ expression, and observed punctuation
- Self-corrects/monitors meaning
- Shows automaticity on re-read words
- Uses effective decoding strategies
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- Frequent errors on phonetically irregular words
- Frequently omits words or letters
- Frequently adds words or letters
- Skips lines
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 one 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.

---

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

**Retell Response Patterns:**

- **Summarizes**
- **Talks about own life related to passage**
- **Retells the passage verbatim**
- **“Speed reads” the passage**
- **Repeats the same detail**
- **Other**

---

In Space for an Hour

I went to a movie where I felt like I was really in space. I had always wondered what it would feel like to travel in a rocket. After my experience, I can imagine it even better.

We were on vacation visiting my mother’s sister in a big city. We don’t get to go to the city very often, so my aunt said she would take us to all the special things that we don’t have at home. I was surprised when my aunt said we were going to a movie. I told her that we had movies at home. My aunt just smiled. She said this was a special type of movie.

The theater looked like any other until we went inside. The screen was enormous. It had to be the biggest screen I’d ever seen. It went from the floor to the ceiling, and it curved. I stared in astonishment.

“What is this going to be like?” I wondered.

Then the lights went out. Suddenly we felt like we were inside a space shuttle. We heard the countdown. We heard the roar of the rockets. When they called, “Blast off!” it felt like we had really blasted off.

I went to a movie where I felt like I was really in space. I had always wondered what it would feel like to travel in a rocket. After my experience, I can imagine it even better.
Retell: Writing Your Own Book

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 one of the following (allowed one time):
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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
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4 Provides 3 or more details in a meaningful sequence that captures a main idea

Retell Response Patterns:

☐ Summarizes
☐ Retells the passage verbatim
☐ "Speed reads" the passage
☐ Repeats the same detail
☐ Talks about own life related to passage
☐ Other

Circus Tickets

The sign said, “Get a free ticket to the circus.” Jake showed the sign to his brother, Adam. The library wanted to encourage children to keep reading in the summer. Any student who read five books would be given a free ticket to the circus. The boys had never been to the circus. It was something they had always wanted to do. They showed the sign to their mother. She agreed to take them to the library to get books to read.

The brothers went to their local library for the first time. With help from their mother, they got library cards. Then they began looking for books. Jake did not know what to read. He searched the shelves and found a biography about a swimmer. Jake loved to swim. He glanced through the book and thought it was something he would enjoy reading.

Adam was not sure what to read either, but he found a mystery that he thought would be good to read.

Back at home, the boys sat on the couch and started reading. It was quiet in the room. They thought they would be bored without TV, but they were wrong. They read for an hour until their mother called them to dinner.

Jake and Adam quickly finished their books. They went back to the library for more. In two weeks, they had read five books and earned their circus tickets. When the circus came to town, they proudly presented their tickets at the ticket booth. On the way in, a clown gave them a high five. It was going to be a great show!
### Circus Tickets (continued)

<table>
<thead>
<tr>
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### Writing Your Own Book (continued)

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Retell: Circus Tickets

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 one 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.

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
- Talks about own life related to passage
- Retells the passage verbatim
- "Speed reads" the passage
- Repeats the same detail
- Other

Writing Your Own Book

Children enjoy reading books, but very few have written one. It is not hard to do. All you need is some paper and colored pencils or markers and a good idea. You can create your own book.

You may already have a great idea for your book. If not, you can write a book that tells something about yourself. You can write how old you are, what color your hair and eyes are, and how tall you are. You can paste a picture of yourself to the page. If you don’t have a picture, draw one. Next, write about your school. Write down your grade, teacher’s name, and what you are learning. Draw a picture of your teacher or of your favorite school subject. On the next page, you can write about your school subject. On the next page, you can write about your friends. Or, you can write about things you like to do at home. You can also write about your favorite food, movie, or book.

These are just some ideas of what to include in your book. There are many more things you can write about. Think about a story you would like to tell. Tell about things that interest you. You might get other ideas from looking in books. When you are done with your book, staple the pages together. You could also punch holes in the pages and tie them together with yarn. As you can see, making a book is fun and easy.
Retell: Cooking School

**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 one 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.

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**Bats Are Not Birds**

0. What has wings and can fly? If you said a bird, you are correct, but if you said a bat, you are correct.

15. Another correct answer is a bat. Bats and birds are both animals that have wings and can fly. While they have some things in common, they are also different in many ways.

28. Birds have feathers and lay eggs in a nest. The baby birds hatch from the eggs. Bats do not have feathers and do not lay eggs. They are mammals. Like other mammals, bats have fur on their bodies. The baby bats drink milk from their mothers. They do not live in a nest, but in caves and trees.

41. If you were to look at the bones of a bat and a bird, you would notice differences. A bat’s bones look like the bones in your own arm and hand. The bones look like long fingers. Instead of feathers, a thin skin covers the bones. A bird’s bones are shorter. They are covered and supported by feathers.

47. You can see another difference between bats and birds when you look at their mouths. Most bats have teeth to chew insects or fruit. Birds have bills. Their bills have different shapes depending on what they eat.

60. A final difference is when you see the animal flying. Do you see something flying at night? It may be a bat. They fly at night using echoes instead of sight. Birds usually fly during the day. Some have a very keen sense of sight.

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245.
Acadience Oral Reading Fluency
Level 2/Progress Monitoring 11

Cooking School (continued)

ORF Response Patterns:

- Reads with appropriate phrasing, intonation/expression, and observed punctuation
- Self-corrects/monitors meaning
- Shows automaticity on re-read words
- Uses effective decoding strategies
- Errors preserve passage meaning
- Errors violate passage meaning
- Other

- Frequent errors on sight words (e.g., I, was, and, the, said, etc.)
- Frequent errors on phonetically regular words (e.g., cat, milk, etc.)
- Frequent errors on phonetically irregular words
- Frequently omits words or letters
- Frequently adds words or letters
- Skips lines

Acadience Oral Reading Fluency
Level 2/Progress Monitoring 10

Bats Are Not Birds (continued)

245 The next time you see something flying, ask yourself, “Is this a bat or a bird?” Remember, they are not the same!

259 267

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Retell: Bats Are Not Birds

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1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.

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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.

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

Retell Total: _________

Cooking School

Cheese and crackers make a great snack, but not if you eat them every day. When Jake came home from school, he ate cheese and crackers. One day, he told his grandmother Nana he was tired of the same snack. He asked her to teach him how to make a different snack. When a smile spread across Nana's face, Jake wondered what she was thinking.

Nana told Jake to wash his hands. Then she told him to get peanut butter while she got non-fat dry milk and honey. They mixed the three foods together. Then Nana told Jake something surprising. She told him to play with his food! Jake molded the dough into a dinosaur and then into a flower. Then he ate the dough! "That was fun!" Jake said.

The next day, Jake told his friends about Nana's cooking lesson. They all wanted to have a lesson from Nana, too. Jake talked to Nana about his friends' requests, and they decided to have a cooking school. Jake and his friends gathered in the kitchen on Saturday. Nana had an apron for each child. She had four stations set up. At each station, the kids learned how to make a healthy and delicious snack.

The children had so much fun, they asked Nana to have cooking school once a month. Nana was happy to agree. No more cheese and crackers for Jake!