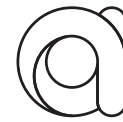


ORF level 5



acadience®  
reading k-6

Name: \_\_\_\_\_

Student ID: \_\_\_\_\_ School Year: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

# Progress Monitoring

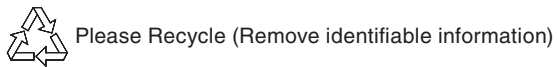
## ORF/Level 5 Scoring Booklet

140	120	100	80	60	40	20	Month	Week 1	Week 2	Week 3	Week 4	_____	_____	_____	_____
												_____	_____	_____	_____
												_____	_____	_____	_____
												_____	_____	_____	_____
												_____	_____	_____	_____
120	100	80	60	40	20	Month	Week 1	Week 2	Week 3	Week 4	_____	_____	_____	_____	
											_____	_____	_____	_____	
											_____	_____	_____	_____	
											_____	_____	_____	_____	
											_____	_____	_____	_____	
100	80	60	40	20	Month	Week 1	Week 2	Week 3	Week 4	_____	_____	_____	_____		
										_____	_____	_____	_____		
										_____	_____	_____	_____		
										_____	_____	_____	_____		
										_____	_____	_____	_____		
80	60	40	20	Month	Week 1	Week 2	Week 3	Week 4	_____	_____	_____	_____			
									_____	_____	_____	_____			
									_____	_____	_____	_____			
									_____	_____	_____	_____			
									_____	_____	_____	_____			
60	40	20	Month	Week 1	Week 2	Week 3	Week 4	_____	_____	_____	_____				
								_____	_____	_____	_____				
								_____	_____	_____	_____				
								_____	_____	_____	_____				
								_____	_____	_____	_____				
40	20	Month	Week 1	Week 2	Week 3	Week 4	_____	_____	_____	_____					
							_____	_____	_____	_____					
							_____	_____	_____	_____					
							_____	_____	_____	_____					
							_____	_____	_____	_____					
20	Month	Week 1	Week 2	Week 3	Week 4	_____	_____	_____	_____						
						_____	_____	_____	_____						
						_____	_____	_____	_____						
						_____	_____	_____	_____						
						_____	_____	_____	_____						
Scores											_____	_____	_____	_____	

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## 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.***
- 

<b>Timing</b>	1 minute. Start your stopwatch after the student says the first word of the passage. Place a bracket ( ] ) and say <b>Stop</b> after 1 minute.
<b>Wait</b>	If no response in 3 seconds, say the word and mark it as incorrect.
<b>Discontinue</b>	If no words are read correctly in the first line, say <b>Stop</b> , 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.
<b>Reminders</b>	If the student stops (not a hesitation on a specific item), say <b>Keep going</b> . (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 5/Progress Monitoring 20

Retell: Being a Bird Keeper

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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><b>1</b> Provides 2 or fewer details</p> <p><b>2</b> Provides 3 or more details</p> | <p><b>3</b> Provides 3 or more details in a meaningful sequence</p> <p><b>4</b> 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                                   |

# 1 Acadience Oral Reading Fluency

Level 5/Progress Monitoring 1

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

Ride the ICE

0 We waited patiently in line to buy our train tickets. This was the 13

13 first time we had ever ridden the train to visit my grandparents. Usually, 26

26 we drive there in our car. However, my dad decided it would be a great 41

41 adventure to take the train. We live in Germany where there is a very fast 56

56 train called the ICE, short for the Intercity Express. 65

65 The ICE is much faster than an ordinary train. In fact, we expected 78

78 to reach speeds of one hundred and seventy miles per hour. As we stood 92

92 on the platform to board the train, I admired its beauty. It was sleek and 107

107 painted a brilliant white with a red racing stripe down the side. 119

119 We took our seats with the other excited passengers, many of whom 131

131 were German families like ours. However, there were also tourists from 142

142 all over the world. Before I boarded the train, I imagined it would be like 157

157 other types of public transportation, where the seats are close together 168

168 and everyone feels cramped. However, I was delighted to discover that 179

179 there was plenty of room, and the seats were extremely comfortable. 190

190 I watched as the conductor sauntered down the aisle between the 201

201 rows of seats. I could tell by the grin on his face that he enjoyed his job. 218

218 He greeted every passenger as he took each person's ticket. 228

228 When the train started to move, my dad described its history. He 240

240 explained that this incredible train was one of the first trains to be built 254

254 for such high speeds. Indeed, an earlier ICE held the world speed record 267

267 for trains. Over the years, the design has been improved and it is still one 282

# 1 Acadience Oral Reading Fluency

Level 5/Progress Monitoring 1

## Ride the ICE (continued)

282	of the faster trains in Germany. He pointed out the special rails designed	295
295	to handle the stresses associated with such high speeds.	304
304	During the trip, I gazed out the window and watched the scenery	316
316	flash by. It seemed like we were at our destination in the blink of an eye.	332
332	As we left the station with my grandparents, I told them all about our	346
346	ride on the ICE.	350

### 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 5/Progress Monitoring 20

## Being a Bird Keeper (continued)

259	closed.	260
260	Every day, tidy your bird's cage and replenish its water supply. Once	272
272	a week, place your bird in a small plastic cage with a mesh lid so that	288
288	you can thoroughly clean out its regular cage.	296
296	Examine your bird daily. Make sure its eyes are bright and shiny	308
308	and its wings are undamaged. Check its tail feathers and chest feathers	320
320	to make sure they look healthy. You'll soon find that your newest pet has	334
334	become a significant member of your family.	341

### 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 5/Progress Monitoring 20

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

## Being a Bird Keeper

0 Are you considering having a pet bird? If so, there is some 12

12 information you should know. As with other pets, pet birds need 23

23 consistent care and attention. You'll need to make sure your bird has the 36

36 right food, water, and exercise. In addition to providing your bird with 48

48 nourishment, you are also responsible for entertaining your new family 58

58 member. 59

59 The first things you'll need to obtain for your bird are a cage and a 74

74 cage cover. You will also need feeding equipment and material such as 86

86 newspaper clippings and wood shavings to use as cage liners. Put the 98

98 cage in a room that has no drafts or loud noises and is away from bright 114

114 sunlight. 115

115 As soon as possible, have your bird examined by a veterinarian to 127

127 determine if it's healthy. For the first couple of days, allow your bird to 141

141 become accustomed to its new home. Observe your bird but don't disturb 153

153 it. By the third day, you can begin to feed your bird a piece of fresh food, 170

170 such as an apple slice, through the cage bars. Starting the fourth or fifth 184

184 day, gently and tenderly handle the bird several times a day, holding it in 198

198 your cupped hands firmly, but without squeezing it. 206

206 After two weeks, the bird may feel comfortable enough to perch on 218

218 your finger. You can now allow the bird to fly freely around the room 232

232 for at least twenty minutes each day. Ensure that there are no other pets 246

246 nearby. Also make certain that all doors and windows in the room are 259

# 1 Acadience Oral Reading Fluency

Level 5/Progress Monitoring 1

Retell: Ride the ICE

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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><b>1</b> Provides 2 or fewer details</p> <p><b>2</b> Provides 3 or more details</p> | <p><b>3</b> Provides 3 or more details in a meaningful sequence</p> <p><b>4</b> 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 5/Progress Monitoring 2

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

### The Best Present Ever

0 The girl stared at the big red circle she had drawn around a date on 15  
15 her calendar. There wasn't much time to think of a gift before Mai's 28  
28 grandmother came for her visit. Mai took out a sheet of paper and started 42  
42 listing some possibilities. 45  
45 Mai reviewed her list, but she did not see anything that was unique 58  
58 enough for a wonderful person like her grandmother. It would be a long 71  
71 journey from her small village to the city. Mai wanted to celebrate her 84  
84 grandmother's first visit to the city by giving her an extraordinary gift. 96  
96 Mai stared at the paper. She attempted to think of something more 108  
108 creative. All of a sudden, Mai had a brilliant inspiration. She would make 121  
121 homemade stationery for her. Mai found a book that described how to 133  
133 make paper. She started making a list of all the materials she would need. 147  
147 Next, she ran around the house, collecting all of the items on her list. 161  
161 Once she had everything she needed, she carefully followed each step of 173  
173 the instructions. She wanted her sheets of paper to be perfect. Mai felt 186  
186 excited as she waited for the homemade paper to dry. 196  
196 The next morning, Father popped his head into Mai's room to see 208  
208 how his daughter's project was progressing. She replied that she would 219  
219 come show him the finished product as soon as she was done. Then Mai 233  
233 began the task of decorating the paper to make stationery. She used a 246  
246 pen and colored ink to draw things that she had seen in Grandmother's 259  
259 village. She drew the dense tropical forest on one sheet and colorful 271

## 19 Acadience Oral Reading Fluency Level 5/Progress Monitoring 19

Retell: Welcome to Giza

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/ Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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 5/Progress Monitoring 19

## Welcome to Giza (continued)

273	amazing that the structures were still standing after thousands of years.	284
284	Layla and her family felt proud that this was a part of their heritage.	298
298	When they arrived home, they would create a journal with pictures	309
309	of their trip. Layla could not wait to go back to school and share her	324
324	family’s journal with her classmates and teachers.	331

### 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 5/Progress Monitoring 2

## The Best Present Ever (continued)

271	orchids on another. She was careful not to let the pieces of paper touch	285
285	each other to prevent the ink from smearing. After the ink was dry, Mai	299
299	showed the stationery to her parents. They were amazed by the beautiful	311
311	drawings and thanked Mai for making her grandmother this thoughtful	321
321	gift. Mai gently stacked the sheets of paper and tied a yellow silk ribbon	335
335	around them. She looked forward to giving her grandmother the best	346
346	present ever.	348

### 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 5/Progress Monitoring 2

Retell: The Best Present Ever

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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 5/Progress Monitoring 19

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

Welcome to Giza

0 A round of clicking noises could be heard as the crowd of visitors 13

13 took pictures of the formations that stood in front of them. Layla and her 27

27 family were part of the throng of people. They were on summer vacation 40

40 and they had traveled for hours across the dry, hot desert to arrive at this 55

55 location. Today they were excited because they were taking a tour to 67

67 learn about their country’s early history. 73

73 The visitors followed the tour guide as he described the cluster of 85

85 three pyramids. These were some of the ruins on the Giza Plateau. It is a 100

100 mystery as to how these structures were constructed. Modern scientists 110

110 believe that the enormous stone came from a quarry. The ancient people 122

122 had to somehow drag the massive stone blocks to the place where the 135

135 pyramids were to be erected. Finally, they had to get the huge blocks into 149

149 place, making sure that they were lined up perfectly. 158

158 The next thing the tour group learned about was the Sphinx. The 170

170 visitors thought this enormous statue looked very odd because it had the 182

182 body of a lion and the head of a human. The guide explained how some 197

197 people believe that the head resembled one of the ancient rulers. 208

208 Layla and her family had lived in Egypt their whole lives, but this 221

221 was the first time they had been to this extraordinary place. They used 234

234 their minds to picture what life was like long ago. Layla pondered the 247

247 amount of labor and time it would take to build these structures. They 260

260 all wondered why people would work so hard to create them. It was 273



# 18 Acadience Oral Reading Fluency

Level 5/Progress Monitoring 18

Retell: A Trip to an Aquarium

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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 5/Progress Monitoring 3

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

## Exploring Australia

0 Which country is an island and is also the smallest continent in the 13

13 world? If you said Australia, you are right. Australia is a large mass of 27

27 land that is found in the southern part of the world. It is located between 42

42 the Indian and Pacific Oceans. Much of the land is flat and dry, yet the 57

57 northern parts of the country have rain forests and swamps. The Great 69

69 Barrier Reef on the coast is filled with thousands of kinds of fish and 83

83 other sea creatures. 86

86 Australia is home to many animals that are not found in other places. 99

99 The large array of unique animals include reptiles, birds, mammals, and 110

110 insects. One unusual kind of animal found in Australia is the kangaroo. A 123

123 kangaroo mother has a pouch on her body. She carries her young in the 137

137 pouch until they grow big enough to leave. 145

145 Australia is known for its diverse people and culture. Native people 156

156 lived on the continent for thousands of years where they gathered plants 168

168 and hunted for their food. The native Australians still live there today. 180

180 The explorers who came to Australia have been, for the most part, from 193

193 Europe. Although the Dutch were the first to discover Australia, it was 205

205 mostly the British who stayed. 210

210 People come to Australia from all over the world to enjoy its many 223

223 outdoor activities. Some come to sail, surf, or dive in the ocean. Others 236

236 come to tour the country on horseback or bicycle. Still others come to 249

249 hike and climb in places like Ayers Rock, a huge rock that is considered 263

### 3 Acadience Oral Reading Fluency Level 5/Progress Monitoring 3

#### Exploring Australia (continued)

263	to be one of the world's greatest natural wonders. In the middle of a flat	278
278	plain, Ayers Rock rises over a thousand feet into the air and measures	291
291	over five miles around.	295
295	Australia's large cities have many things to see including museums	305
305	and concert halls. There are lovely buildings and many good places to	317
317	eat, too. There is no question that there is something fun to see or do for	333
333	every person who visits Australia.	338

#### 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 5/Progress Monitoring 18

#### A Trip to an Aquarium (continued)

263	hid under marsh plants. I especially liked one bird that had a white head,	277
277	a black chest, and stood on one leg.	285
285	Finally, it was time to return to school, and the guide told us	298
298	goodbye. As we were leaving, I saw several additional rooms that we	310
310	hadn't had time to explore. I hope I can visit again so I can see more	326
326	animals and ocean habitats.	330

#### 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 5/Progress Monitoring 18

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

## A Trip to an Aquarium

0 Yesterday, my class took a field trip to the local aquarium. When we 13  
 13 arrived, a volunteer met us and explained that he would take our class on 27  
 27 a tour. Our first stop was a display of different ocean habitats. I learned 41  
 41 that some of the habitats in our bay are kelp forests, deep reefs, and 55  
 55 sandy seafloors. 57  
 57 Next, we visited the otter tank. Our view into the tank allowed us 70  
 70 to watch the otters under and above the water. With their big eyes and 84  
 84 tiny paws, the otters looked like cute stuffed animals. We watched them 96  
 96 play and dive for food. While we were there, one of the workers served 110  
 110 the otters a big treat. It was shrimp served on floating platters. The otters 124  
 124 rolled on their backs and balanced the platters on their stomachs while 136  
 136 they swam. The whole class laughed at this. 144  
 144 The next stop was the jellyfish display. The display was located in a 157  
 157 large, dark room that looked like a strange world from a science fiction 170  
 170 novel. Each tank had a light that shone down on the jellyfish. I watched 184  
 184 tiny jellyfish drift like lighted clouds in one tank, and larger jellyfish 196  
 196 circling gracefully in another. 200  
 200 Our last stop was the exhibit of shoreline birds. The aquarium birds 212  
 212 came from wildlife rescue centers in the area. Visitors could stand very 224  
 224 close to the birds. The birds didn't mind being close to people, but they 238  
 238 didn't like to be touched. I stood carefully with my hands behind my 251  
 251 back, watching them. Large and small birds waded in shallow pools and 263

# 3 Acadience Oral Reading Fluency

Level 5/Progress Monitoring 3

## Retell: Exploring Australia

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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><b>1</b> Provides 2 or fewer details</p> <p><b>2</b> Provides 3 or more details</p> | <p><b>3</b> Provides 3 or more details in a meaningful sequence</p> <p><b>4</b> 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 5/Progress Monitoring 4

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

### Dinner Is Served

0 The day was beginning to turn to dusk when Kaleb’s mother 11  
 11 announced that dinner was served. Kaleb and his family lived in 22  
 22 Ethiopia. Kaleb quickly washed his hands and joined the rest of his 34  
 34 family at the wicker table. His mother placed the meal onto the table and 48  
 48 removed the domed cover. The meal looked delectable. On the plate was 60  
 60 a large piece of soft, flat bread covered by portions of different stews. 73  
 73 Each family member had a personal supply of the bread, and Kaleb 85  
 85 eagerly ripped off a piece from his supply. The bread melted in his mouth 99  
 99 as he chewed slowly. 103  
 103 Kaleb tried to decide which of the stews he wanted to eat first. His 117  
 117 mouth watered as he smelled the spicy chicken stew. He decided to 129  
 129 sample that stew first, so he carefully tore off another section from his 142  
 142 bread. Then, using the piece as a scoop, he picked up a glob of the stew 158  
 158 and placed it into his mouth. This is absolutely delicious, thought Kaleb, 170  
 170 with the sour bread complementing the tangy stew perfectly. Kaleb tore 181  
 181 off some more pieces of his bread and sampled more of the stews. Kaleb 195  
 195 thought the flavors of the various vegetables and spices couldn’t be 206  
 206 better. Kaleb helped his family finish the rest of the stews until finally, 219  
 219 the piece of bread on the bottom of the plate was uncovered. 231  
 231 Kaleb grinned because this was his favorite part of the meal. He 243  
 243 and his family started ripping off portions of the large flat bread that had 257  
 257 been on the bottom of the stew. The stews had soaked in, so the bread 272

# 17 Acadience Oral Reading Fluency

## Level 5/Progress Monitoring 17

### Retell: Owl Houses

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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.)

- |                                      |  |
|--------------------------------------|--|
| <b>1</b> Provides 2 or fewer details | <b>3</b> Provides 3 or more details in a meaningful sequence                           |
| <b>2</b> Provides 3 or more details  | <b>4</b> 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 5/Progress Monitoring 17

## Owl Houses (continued)

254	woodshed she had built last autumn. By the evening they had built three	267
267	small birdhouses. They took a break and packed a picnic basket for	279
279	dinner. Then they returned to the park and hung the wooden houses in the	293
293	trees.	294
294	It was a warm spring night, and the three sat quietly eating their	307
307	dinner and watching an owl tentatively enter one of the birdhouses they	319
319	had built. Their faces lit up when they heard the little feathered animal	332
332	start to hoot.	335

### 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 5/Progress Monitoring 4

## Dinner Is Served (continued)

272	now tasted like all the various flavors of their meal. Kaleb smiled as he	286
286	chewed on a piece that had the same spicy tang as the chicken stew. It	301
301	was even more delicious, if that was at all possible.	311

### 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 5/Progress Monitoring 4

Retell: Dinner Is Served

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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><b>1</b> Provides 2 or fewer details</p> <p><b>2</b> Provides 3 or more details</p> | <p><b>3</b> Provides 3 or more details in a meaningful sequence</p> <p><b>4</b> 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                                   |

# 17 Acadience Oral Reading Fluency

Level 5/Progress Monitoring 17

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

## Owl Houses

0 An owl soared gracefully far over Sierra’s head. It headed toward the 12

12 cluster of tall trees in the local neighborhood park. The owl had a small, 26

26 thick body, and its feathers were a grayish brown sprinkled with white 38

38 spots. It had tufts of feathers sticking up on each side of its head that 53

53 looked like ears. Its beak looked sharp and was shaped like a hook. As it 68

68 swooped down to land on a tree limb, its powerful feet grabbed tightly to 82

82 the branch. 84

84 Sierra pointed out the owl to her friend, Antonio. They admired 95

95 the bird from afar without approaching it, because they didn’t want to 107

107 frighten it. Sierra’s Aunt Caroline told them that this type of owl was 120

120 called a screech owl. Antonio asked if the owl screeched when it talked. 133

133 Aunt Caroline said, “No, it usually sounds more like hooting.” Then she 145

145 explained to the children that the owl was nocturnal, which meant that it 158

158 usually hunted at night and slept during the day. She described how the 171

171 owl would search for holes in which to nest rather than building its own 185

185 nest. 186

186 Sierra guessed that there were probably additional owls in the park 197

197 and asked her aunt if they could build birdhouses to encourage the birds 210

210 to stay. Antonio chimed in that he wanted to build birdhouses, too, and 223

223 especially wanted to hear an owl hooting. 230

230 The children went to Aunt Caroline’s house, and she helped them 241

241 construct the owl houses out of scraps of wood left over from the 254



# 16 Acadience Oral Reading Fluency

Level 5/Progress Monitoring 16

Retell: Early Bikes

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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><b>1</b> Provides 2 or fewer details</p> <p><b>2</b> Provides 3 or more details</p> | <p><b>3</b> Provides 3 or more details in a meaningful sequence</p> <p><b>4</b> 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 5/Progress Monitoring 5

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

## How Water Moves Through Plants

0 One of the things a plant must have to survive is water. Different 13

13 kinds of plants need different amounts of water. A plant requires water to 26

26 make its own food and to mature. 33

33 The process by which a plant produces its own food is called 45

45 photosynthesis. During this process, the plant obtains water through its 55

55 roots and it absorbs a gas called carbon dioxide through its leaves. Then, 68

68 the plant uses energy from the sun to combine the gas and the water into 83

83 the sugars the plant utilizes as food. 90

90 Water is essential to the plant for other reasons. It transports the 102

102 nutrients from the soil throughout the various parts of the plant. In 114

114 addition, it fills up the plant cells so the plant is able to stand straight. 129

129 A plant can obtain water from natural sources, such as precipitation, 140

140 or from the individual who is growing the plant. The water soaks into 153

153 the ground, where the roots absorb the water into the plant. From there, 166

166 the water journeys into the plant's stem and is transported to the leaves 179

179 through long, thin tubes. 183

183 Plants must be able to move water up from the ground. Water moves 196

196 from the soil to the top of the plant using capillary action. In this process, 211

211 the water is attracted to the sides of the tiny tubes that run through the 226

226 plant. The tiny tubes respond like a sponge and absorb the water into the 240

240 plant. 241

241 Sometimes the plant has an overabundance of water. When this 251



## 5 Acadience Oral Reading Fluency

Level 5/Progress Monitoring 5

### How Water Moves Through Plants (continued)

251	occurs, it must dispose of the excess water through a process called	263
263	transpiration. The surface of each leaf has tiny holes in it. The water	276
276	evaporates through these holes into the atmosphere. As the water in the	288
288	leaves converts into a gas, more water is pulled up from the bottom of	302
302	the plant.	304

#### 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 5/Progress Monitoring 16

### Early Bikes (continued)

256	The basic design of the bicycle has stayed the same for the last	269
269	hundred years. However, the bicycle frames have become stronger	278
278	and lighter. Components such as brakes, gears, seats, and handlebars	288
288	have been refined. Bicycles can go much faster than they previously	299
299	could because of all of the new advancements. The most important	310
310	development of all took place only recently. Today, more riders than ever	322
322	are wearing safety helmets.	326

#### 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 5/Progress Monitoring 16

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

## Early Bikes

0 Bicycles are so popular around the world that it may seem like they 13  
 13 have been around forever. In fact, the bicycle is only two centuries old. 26  
 26 The first bicycle was made of wood and was fairly clumsy. The first 39  
 39 machine had no pedals. Instead, riders moved by using their feet to push 52  
 52 along the ground. 55  
 55 It took twenty years for the first type of pedal to be added to the early 71  
 71 bicycle. These pedals were directly attached to the front wheel, and every 83  
 83 rotation of the pedal turned the front wheel around once. At first, these 96  
 96 new types of bicycles were not very popular. They were still made out 109  
 109 of wood, and only later had metal tires. When driven on rough roads, 122  
 122 they could be very uncomfortable. These bicycles were often called 132  
 132 “boneshakers,” but became a fad despite their problems. 140  
 140 You’ve probably seen pictures of the next type of bicycle. They had 152  
 152 a very large front wheel and a much smaller rear wheel. The front wheel 166  
 166 was made bigger because larger wheels let the bike go farther for every 179  
 179 rotation of the pedals. It was hard for people to balance on these tall 193  
 193 bicycles, and riders would often tip over. 200  
 200 Finally, bicycles were invented that could be driven by a chain and 212  
 212 gears. Now, they could again have wheels that were the same size. This 225  
 225 type of bicycle was more stable and easier to stop than previous ones. A 239  
 239 few years later, rubber tires filled with air replaced the solid tires made of 253  
 253 iron or rubber. 256

# 5 Acadience Oral Reading Fluency

Level 5/Progress Monitoring 5

## Retell: How Water Moves Through Plants

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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><b>1</b> Provides 2 or fewer details</p> <p><b>2</b> Provides 3 or more details</p> | <p><b>3</b> Provides 3 or more details in a meaningful sequence</p> <p><b>4</b> 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 5/Progress Monitoring 6

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

### How Pulleys Work

0 Have you ever attempted to lift something heavy and discovered that 11  
 11 you could not manage it? Pulleys are simple machines that make lifting 23  
 23 heavy objects easier to do. If you were a construction worker, you might 36  
 36 use a special pulley called a crane. This machine could help you pick up 50  
 50 a huge cement block. If you were a sailor on a sailboat, you would use a 66  
 66 pulley to lift the heavy sails into place. 74  
 74 A pulley is basically a rope or a cable that is wrapped around a 88  
 88 wheel. A pulley is used to trade distance for work. “Distance” is how 101  
 101 far you have to pull the rope to relocate the object. “Work” is how much 116  
 116 effort your body has to expend to get the job done. 127  
 127 There are two varieties of pulleys: a fixed pulley and a moveable 139  
 139 pulley. A fixed pulley is attached to something stationary, such as a 151  
 151 wall or a ceiling. This sort of pulley is helpful because it allows you to 166  
 166 maneuver the object without pushing or pulling the pulley up or down. 178  
 178 The drawback is that it takes increased effort to move the object. With 191  
 191 a moveable pulley, the pulley actually moves when you pull the rope 203  
 203 through the wheel. The main benefit of using this type of pulley is that 217  
 217 you utilize much less effort to move the object. The main drawback is 230  
 230 that you do have to pull the rope further to operate the pulley. 243  
 243 Several pulleys can be used simultaneously to create a machine 253  
 253 called a block and tackle. Both fixed and moveable pulleys are used 265  
 265 in this kind of system. The primary benefit to using a block and tackle 279

# 15 Acadience Oral Reading Fluency

## Level 5/Progress Monitoring 15

Retell: Protein

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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><b>1</b> Provides 2 or fewer details</p> <p><b>2</b> Provides 3 or more details</p> | <p><b>3</b> Provides 3 or more details in a meaningful sequence</p> <p><b>4</b> 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 5/Progress Monitoring 15

## Protein (continued)

263	beans and rice eaten together form a complete protein.	272
272	Eating the right amounts and types of proteins will help your body	284
284	build and repair itself. The next time you enjoy a chicken sandwich or a	298
298	tofu stir-fry, you can be satisfied knowing that you are doing something	311
311	to help yourself stay healthy and strong.	318

### 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 5/Progress Monitoring 6

## How Pulleys Work (continued)

279	system is that it takes much less work to lift the object. The biggest	293
293	drawback is that you have to pull the rope a much longer distance.	306

### 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 5/Progress Monitoring 6

Retell: How Pulleys Work

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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 5/Progress Monitoring 15

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

## Protein

0 You have probably heard about protein, but you may not understand 11

11 exactly what protein is. Proteins are the basic elements that your body 23

23 uses to build muscles and to keep all of the parts of your body strong and 39

39 healthy. The word protein comes from the Greek word meaning primary. 50

50 That's because protein is everywhere. It exists in the cells of humans, 62

62 animals, and plants. In fact, there is protein in every cell of your body; 76

76 even your skin and muscles contain protein. The cells of your brain and 89

89 lungs also contain protein, and there is even protein in your red blood 102

102 cells. Your body uses protein to repair and build body tissues. 113

113 In the human body, there are twenty different kinds of protein 124

124 units. These units are called the building blocks of our cells. Your body 137

137 produces eleven kinds of the units, but the other nine kinds of units must 151

151 come from the food you eat. Health experts stress that it is important to 165

165 eat enough different protein every day. If you don't, your body will begin 178

178 to use up its own supply of protein, causing your muscles and organs to 192

192 become weak. 194

194 Certain foods have all the protein units needed by the body and are 207

207 called complete proteins. Examples of these types of food are meats, 218

218 fish, chicken, soy, dairy, and eggs. Other foods provide only some of 230

230 the protein units needed by the body and are called incomplete proteins. 242

242 Examples of these foods are peas, beans, and peanuts. You can combine 254

254 certain incomplete proteins to form complete proteins. For example, 263

# 14 Acadience Oral Reading Fluency

Level 5/Progress Monitoring 14

Retell: How Technology Shrinks the World

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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><b>1</b> Provides 2 or fewer details</p> <p><b>2</b> Provides 3 or more details</p> | <p><b>3</b> Provides 3 or more details in a meaningful sequence</p> <p><b>4</b> 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                                   |

# 7 Acadience Oral Reading Fluency

Level 5/Progress Monitoring 7

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

## All About Shoes

0 No matter what the activity, it is often helpful to have a good pair 14

14 of shoes. Shoes can come in many different styles and types. Some help 27

27 athletes run faster or jump higher. Others let travelers wander for miles 39

39 without getting tired. Shoes help dancers twirl on the stage and workers 51

51 slog through mud. Depending on the task, the right pair of shoes can 64

64 make a big difference in helping to get it done. 74

74 Shoes for athletes are often lightweight, so as not to slow down the 87

87 athletes. They need to give the athletes support, traction, and protection 98

98 from injuries. One running shoe designer thought a shoe with a "waffle" 110

110 pattern on the bottom would give runners a lot of traction. To make this 124

124 shoe, he poured rubber into a waffle iron! Shoes for some outdoor sports, 137

137 such as soccer and baseball, often have rubber or metal cleats that dig 150

150 into the grass to keep the players from slipping. Shoes can often make a 164

164 big difference in athletes' performance, and shoe companies are always 174

174 looking for new ways to give their customers an edge when competing. 186

186 Dancers also use specialized shoes. Pointe shoes have a box in the 198

198 toe that allows ballet dancers to balance on the tips of their toes. Tap 212

212 dancers wear shoes with metal "taps" attached that make a loud, sharp 224

224 sound when hit against a hard surface. Ballroom dancers wear shoes that 236

236 are lightweight enough to move around easily, but also durable enough 247

247 to take heavy pounding against the floor. They also must be made so 260

260 dancers do not slip on the hardwood dance floor. 269



## 7 Acadience Oral Reading Fluency Level 5/Progress Monitoring 7

### All About Shoes (continued)

269	Hikers and people who work outdoors look for shoes that can	280
280	withstand water and mud. These shoes can vary from simple plastic rain	292
292	boots to hard, tough, work boots. Other outdoor activities call for other	304
304	types of shoes. Climbing shoes help get a good grip on the rock, and	318
318	wading shoes can get wet without slipping.	325
325	Inside or out, for fun or for work, the right pair of shoes can really	340
340	help you out.	343

#### 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 5/Progress Monitoring 14

### How Technology Shrinks the World (continued)

251	keystrokes you can access a wealth of information on any topic. You can	264
264	even take college classes and earn a degree. People can access their class	277
277	whenever they have time. That way going to school is convenient, and it	290
290	does not interfere with their job or family commitments.	299
299	Today, there are more ways for people to communicate with each	310
310	other than ever before. Using technology is quick and easy, and it is	323
323	fairly inexpensive.	325

#### 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 5/Progress Monitoring 14

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

## How Technology Shrinks the World

0 Many years ago, communication with anyone who lived far away 10  
 10 was time consuming and challenging. Letters and newspapers were the 20  
 20 only way to communicate, and they had to be transported by horse, train, 33  
 33 or boat. It might take weeks or even months for news to travel from place 48  
 48 to place. The world was a very large place indeed. But computers and 61  
 61 information technology caused the world to shrink, seemingly overnight. 70  
 70 Today, people have many ways to communicate and to learn about 81  
 81 events around the world. People can call each other on the phone or send 95  
 95 text messages. They can use their computer to send electronic mail. To 107  
 107 find out about local and world news, people can go to their computer or 121  
 121 their cell phone. 124  
 124 People use technology to converse with people they know and to 135  
 135 meet new people. You could have a pen pal who lives on the other side 150  
 150 of the world. Thanks to technology, it is almost as easy to talk with that 165  
 165 person as it is to talk with your neighbor next door. 176  
 176 Many businesses rely on technology to connect their employees. 185  
 185 They can use technology, such as computers or telephones, to hold 196  
 196 meetings. In addition, some offices provide online learning opportunities. 205  
 205 People in different places can attend the same training session using their 217  
 217 computer. They are able to see and hear the same information at the same 231  
 231 time, without having to leave their office. 238  
 238 Computers also give people a chance to learn new things. With a few 251

# 7 Acadience Oral Reading Fluency

Level 5/Progress Monitoring 7

## Retell: All About Shoes

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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><b>1</b> Provides 2 or fewer details</p> <p><b>2</b> Provides 3 or more details</p> | <p><b>3</b> Provides 3 or more details in a meaningful sequence</p> <p><b>4</b> 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 5/Progress Monitoring 8

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

## The Outback Adventure

0 The family stared in awe at the huge reddish brown rock that rose 13  
 13 out of the dry land. Victoria thought it looked like an island in a calm, 28  
 28 flat sea. Instead of water, this island was surrounded by the dry land of 42  
 42 the Australian outback. This huge rock was called Ayers Rock, and it was 55  
 55 a famous Australian landmark. 59  
 59 This was the first time Victoria and her family had been camping in 72  
 72 the outback, which was far from the Australian city where they lived. 84  
 84 The outback is a remote part of Australia. Victoria, who was used to 97  
 97 seeing lots of tall skyscrapers crowded together, thought the wide empty 108  
 108 desert looked like another planet. The landscape was different from 118  
 118 anything she had ever seen. 123  
 123 As Victoria walked with her family, she saw a variety of plants 135  
 135 that she could not identify. To her delight, she also saw some unusual 148  
 148 animals. The first creature she observed was a wild camel. She 159  
 159 remembered reading that thousands of camels had been imported long 169  
 169 ago. Now, they ran wild in the desert. Looking at this bizarre animal, 182  
 182 Victoria could not imagine people riding it or using it to carry supplies. 195  
 195 She thought it would be fascinating to see someone actually riding a 207  
 207 camel. Better yet, she wanted to ride one herself. 216  
 216 In the distance, Victoria noticed some dingoes, which are a type of 228  
 228 wild dog. When she looked down, she saw a lizard scurry in front of her. 243  
 243 She was surprised to see that so many different things could survive in 256

# 13 Acadience Oral Reading Fluency

Level 5/Progress Monitoring 13

## Retell: Fish Farms

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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><b>1</b> Provides 2 or fewer details</p> <p><b>2</b> Provides 3 or more details</p> | <p><b>3</b> Provides 3 or more details in a meaningful sequence</p> <p><b>4</b> 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 5/Progress Monitoring 13

## Fish Farms (continued)

254	will become increasingly important. Fish farmers continue to look for	264
264	ways to make their fish even healthier while trying to avoid polluting	276
276	the water around the farms or causing harm to the wild fish. Properly	289
289	managed, fish farms can be a great way to get seafood to the people who	304
304	enjoy it.	306

### 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 5/Progress Monitoring 8

## The Outback Adventure (continued)

256	this harsh environment.	259
259	It was getting late, so Dad suggested that the family return to the	272
272	camp for the night. When they got to the camp, they built a fire, and	287
287	Victoria's parents cooked dinner. As the stars glittered above, the family	298
298	talked about all of the amazing things they had seen. They were looking	311
311	forward to another great day in the morning. As Victoria drifted off to	324
324	sleep in the tent, she knew she was going to have a lot to tell her friends	341
341	when she returned to the city.	347

### 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 5/Progress Monitoring 8

Retell: The Outback Adventure

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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><b>1</b> Provides 2 or fewer details</p> <p><b>2</b> Provides 3 or more details</p> | <p><b>3</b> Provides 3 or more details in a meaningful sequence</p> <p><b>4</b> 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                                   |

# 13 Acadience Oral Reading Fluency

Level 5/Progress Monitoring 13

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

## Fish Farms

0 When you eat a fish dinner, you probably do not think about where 13

13 the fish came from. While wild fish are still caught in oceans and rivers, 27

27 some fish, such as rainbow trout, are raised on farms. 37

37 The idea of having farms for fish became popular about fifty years 49

49 ago. Some fish farms are located far offshore. Fish farms that are built far 63

63 from shore can be much larger than those near shore. The larger farms 76

76 give the fish additional space. This reduces their level of stress and helps 89

89 them to thrive. 92

92 A variety of fish can be raised for consumption. However, only 103

103 certain fish can be farmed far from the coast. These farms are exposed to 117

117 frequent waves and stronger currents, so the fish must be strong enough 129

129 to live in these conditions. Salmon and cod are two popular types of fish 143

143 grown in offshore farms. 147

147 Some of the first ocean farms were developed in Hawaii and used 159

159 walls created from coral and lava rocks. Modern fish farms use special 171

171 cages. These cages have a mooring system to anchor them in place, even 184

184 during terrible storms. 187

187 Fish must be fed on a regular basis. The food is stored at the farm, 202

202 and special machines feed the fish at specified times. Other machines are 214

214 used to ensure that the fish are doing well. Automatic technology is used 227

227 so that the farms can function even if no people are there. 239

239 As demand rises for fish as a source of protein, the role of fish farms 254

# 12 Acadience Oral Reading Fluency

Level 5/Progress Monitoring 12

Retell: The Talent Show

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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><b>1</b> Provides 2 or fewer details</p> <p><b>2</b> Provides 3 or more details</p> | <p><b>3</b> Provides 3 or more details in a meaningful sequence</p> <p><b>4</b> 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 5/Progress Monitoring 9

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

## Watching a Soccer Game

0 The crowd at the soccer game cheered as a player on the home team 14

14 kicked the ball into the goal, just out of reach of the goalie's desperate 28

28 dive. Watching in the stands, Isabel and Ricardo couldn't believe how 39

39 close this league championship game had become. With this last point, 50

50 the home team had tied the game at two goals each. There wasn't very 64

64 much time left before the whole season would be over. 74

74 Isabel and Ricardo loved soccer, but this was their first time 85

85 attending a championship game at the stadium. Their family lived in 96

96 Madrid, and the stadium was located nearby. They were excited that their 108

108 home team was in the finals this year, and they felt lucky that their father 123

123 had agreed to take them to see the game. 132

132 Their father was no stranger to soccer. When he was younger, he had 145

145 been a midfielder on a professional team. He often told the children all 158

158 kinds of exciting stories about the games he played. He enjoyed playing 170

170 soccer with them and watching the sport on television. The whole family 182

182 was excited to see a championship game in person. 191

191 The stadium was packed with people. Some of the fans were visitors 203

203 from other countries. Everyone was caught up in the excitement of the 215

215 game and cheered their team as loudly as they could. They watched the 228

228 players battle each other furiously to move the ball up the field. Just 241

241 when it looked like one team would score, the goalie blocked the ball. 254

254 The teams seemed perfectly matched, and Ricardo and Isabel were on 265

## 9 Acadience Oral Reading Fluency Level 5/Progress Monitoring 9

### Watching a Soccer Game (continued)

265	the edge of their seats, wondering who would win. It would not be much	279
279	longer before one team was victorious. Isabel caught Ricardo's eye and	290
290	they both grinned. No matter what happened in the end, they knew they	303
303	would not forget this championship game.	309

#### 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 5/Progress Monitoring 12

### The Talent Show (continued)

246	The evening of the talent show, Nathan and Ariel took a deep breath	259
259	and stepped onto the stage. The friends could feel the heat from the	272
272	bright lights as the curtains opened. Nathan turned to Ariel and uttered	284
284	the first line, and the audience members laughed loudly. Ariel gave	295
295	Nathan a wink. They both knew it was going to be a great show.	309

#### 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 5/Progress Monitoring 12

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

## The Talent Show

0 As they waited for the bus, Nathan and Ariel decided they wanted 12  
 12 to be in the talent show the next month. The whole way home, they 26  
 26 discussed what talents they would like to perform. Before the friends 37  
 37 said goodbye, they agreed to meet on Saturday to decide what their talent 50  
 50 would be. 52  
 52 When Nathan arrived at Ariel’s house early the next morning, the 63  
 63 two started by brainstorming a list of their talents. They reviewed the list 76  
 76 and tried to figure out ways that they could perform together. Ariel was 89  
 89 an excellent musician, but Nathan was good at gymnastics. The children 100  
 100 realized it was going to be much harder than they thought to pick a talent 115  
 115 that they shared and enjoyed. 120  
 120 The friends were both good at basketball and math, but they weren’t 132  
 132 sure they could work those into the show. Eventually, Nathan suggested 143  
 143 that they write a comedy routine and perform it. Because they were both 156  
 156 skilled writers, and they loved acting, they agreed it was the perfect 168  
 168 blend of their skills and talents. 174  
 174 The two worked eagerly on the script for their routine. Once it was 187  
 187 perfected, they were ready to start practicing. They met at Ariel’s house 199  
 199 every day after school. Finally, they were ready to perform in front of a 213  
 213 small audience, which would help prepare them for the big day at school. 226  
 226 They invited both their families to watch the practice session. The 237  
 237 performance went very smoothly, and the audience laughed frequently. 246

# 9 Acadience Oral Reading Fluency

Level 5/Progress Monitoring 9

## Retell: Watching a Soccer Game

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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><b>1</b> Provides 2 or fewer details</p> <p><b>2</b> Provides 3 or more details</p> | <p><b>3</b> Provides 3 or more details in a meaningful sequence</p> <p><b>4</b> 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 5/Progress Monitoring 10

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

## Exploring Europe

0 Europe is a land that is rich with history and home to people from 14  
 14 many different cultures and countries. While it is one of the smallest 26  
 26 continents, Europe has had a huge influence on many parts of the world. 39  
 39 Europe is bordered by oceans to the west and mountains to the 51  
 51 south. In the north, the land is covered with plains and to the east lies 66  
 66 Asia. Most of the continent is located in the temperate climate zone. This 79  
 79 means that there are four seasons, but the winters tend to be mild and the 94  
 94 summers seldom get too hot. 99  
 99 Many years ago, Europe was covered with forests. Since that time, 110  
 110 many trees have been cut down to make room for buildings and farms. 123  
 123 Today, there are many large cities, leaving forests to cover only a 135  
 135 small part of the land area. People in many countries are worried about 148  
 148 conservation, so more trees are being planted. 155  
 155 Today, Europe is a popular place for tourists to visit. People come 167  
 167 from all over the world. Many Europeans also travel to different 178  
 178 countries in the region. Many visitors travel by train, which is an easy 191  
 191 way to get around. Some people come to view the lovely scenery. They 204  
 204 may hike and ski in the mountains, or swim in the oceans and lakes. 218  
 218 Other people come to see the historic buildings, which include the ruins 230  
 230 of ancient Greece and Rome. Visitors crowd into castles and churches as 242  
 242 well as into museums and farmers' markets. No matter why they come, 254  
 254 visitors all enjoy their eating during their stay. The wide variety of foods 267

# 11 Acadience Oral Reading Fluency

Level 5/Progress Monitoring 11

## Retell: Chinese Kites

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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><b>1</b> Provides 2 or fewer details</p> <p><b>2</b> Provides 3 or more details</p> | <p><b>3</b> Provides 3 or more details in a meaningful sequence</p> <p><b>4</b> 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> |
|---|---|

# 11 Acadience Oral Reading Fluency

Level 5/Progress Monitoring 11

## Chinese Kites (continued)

275	rigid frame covered with fabric or paper. They can be constructed in	287
287	many different shapes and are often painted with beautiful designs.	297
297	Kites come in a variety of shapes and sizes, with the smallest fitting	310
310	in the palm of your hand. No matter what they look like, kites have one	325
325	important thing in common. They provide wonderful entertainment as	334
334	they soar through the air.	339

### 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 5/Progress Monitoring 10

## Exploring Europe (continued)

267	available will delight any diner.	272
272	Whether you are on a guided tour or exploring on your own, Europe	285
285	has something for everyone to enjoy. It is an intriguing place where the	298
298	old world and the modern world are uniquely blended together.	308

### 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 5/Progress Monitoring 10

Retell: Exploring Europe

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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><b>1</b> Provides 2 or fewer details</p> <p><b>2</b> Provides 3 or more details</p> | <p><b>3</b> Provides 3 or more details in a meaningful sequence</p> <p><b>4</b> 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 5/Progress Monitoring 11

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

## Chinese Kites

0 Flying kites can be a fun activity for children and adults. Even 12

12 people who don't fly kites often enjoy being spectators at kite festivals. 24

24 The first kites were made of wood in China over two thousand years 37

37 ago. Some records indicate that early kites were big enough to carry a 50

50 person aloft, like a hang glider. Other kites were used to send messages, 63

63 but today most kites are decorative and made just for the fun of watching 77

77 them fly. 79

79 Chinese kites come in four main categories. The first category is the 91

91 centipede kite. These kites are long and narrow and have many sections, 103

103 like a centipede's body. The first section is shaped to resemble the head 116

116 of a dragon, and the kite's body is made of flat disks. Each segment is 131

131 connected to the disk preceding it with lines of string and a segment of 145

145 bamboo. These kites can reach lengths of over nine hundred feet. They 157

157 curl and wave in sinewy designs when in flight. 166

166 The second category of kite has hard wings. In these kites, the frame 179

179 is stiff and rigid, and the tail is loose to catch the wind and stabilize the 195

195 kite. These rigid kites are often decorated to look like tigers or people. 208

208 The third category of kite has soft wings and is also often shaped like 222

222 an animal. These kites are likely to be made in the form of animals with 237

237 wings or fins. When you see a kite resembling a real animal soaring in 251

251 the sky, it is probably one of these kites. 260

260 The last variety of kite is the flat kite. These kites have a single, flat, 275