

ORF level 6



acadience®
reading k-6

Name: _____

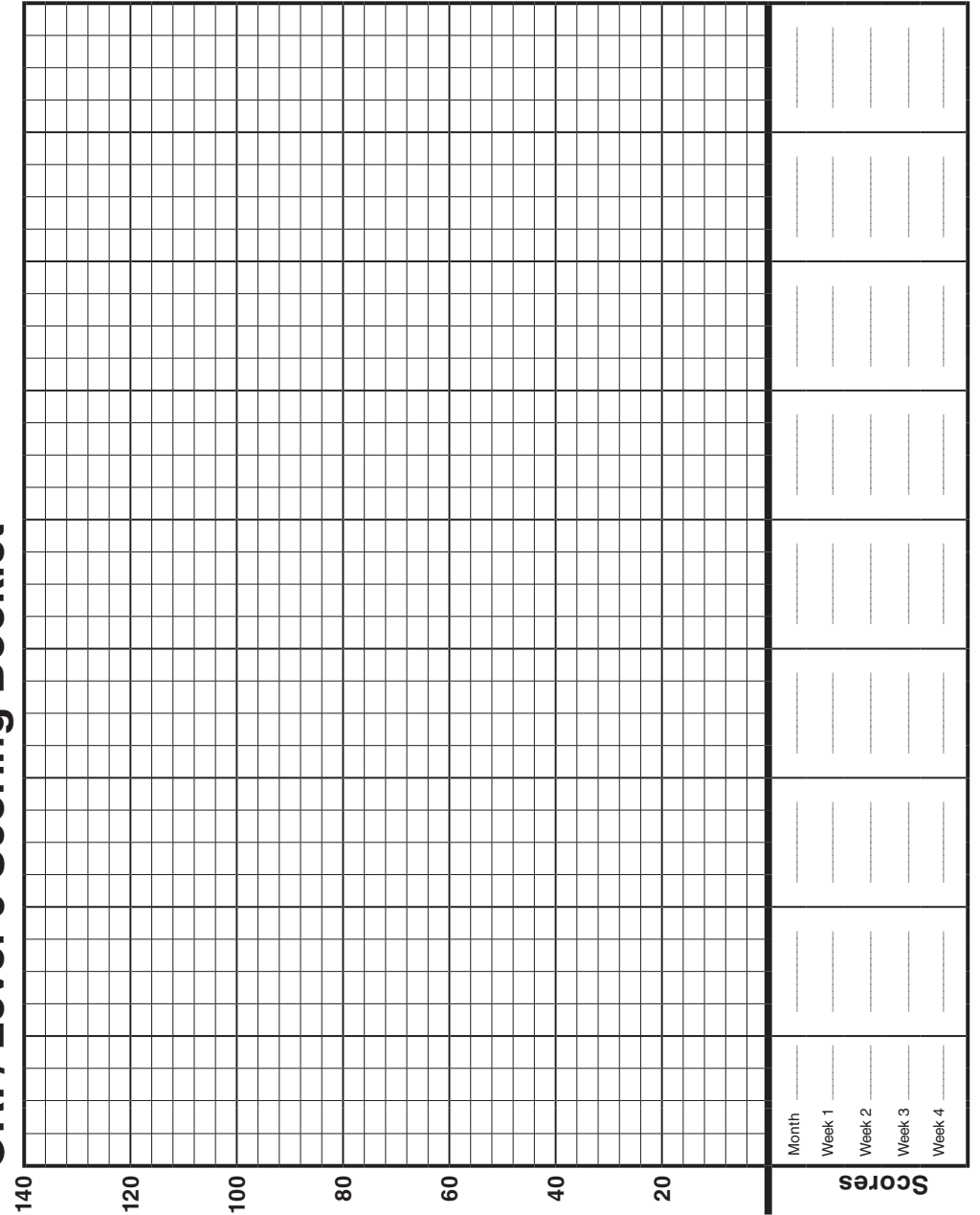
Student ID: _____ School Year: _____

Teacher: _____

School: _____

Progress Monitoring

ORF/Level 6 Scoring Booklet



Acadience Learning
859 Willamette Street, Suite 320
Eugene, Oregon 97401
www.acadiencelearning.org



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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.***
-

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

Notes:

20 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 20

Retell: How We See

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

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

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

Retell Total: _____

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

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

Retell Response Patterns:

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

1 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 1

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

Kilimanjaro

0 On the east coast of Africa lies one of the world’s most famous 13

13 mountains. Once described as “wide as all the world, great, high and 25

25 unbelievably white in the sun,” Mount Kilimanjaro is truly majestic. 35

35 Kilimanjaro is an especially dramatic mountain because it stands alone 45

45 on a relatively flat plain or savannah. Kilimanjaro is the highest mountain 57

57 in Africa. It is so tall that it has its own weather system. The base of the 74

74 mountain is over twenty miles wide and it is more than thirty miles long. 88

88 If you were hundreds of miles away looking toward Mount 98

98 Kilimanjaro, you would see the surrounding plains stretching off into the 109

109 distance. Looking up from the plains you would see the clouds high in 122

122 the sky. Above the clouds, like a land apart, you would see the top half of 138

138 the mountain rising majestically above you. 144

144 Climbing the mountain can be very challenging. In preparation, 153

153 you must be ready to hike all day carrying a large load on your back. To 169

169 reach the summit, you must carry enough water, food and equipment for 181

181 six days. In addition, your body must be ready for the high altitudes. If 195

195 you get altitude sickness, you will need to hike down quickly as you risk 209

209 becoming very sick. 212

212 There are five ecological zones on the mountain. You begin your hike 224

224 in the first zone. The plains that surround the mountain have abundant 236

236 lakes and forests as well as a wet and dry season. From the savannah 250

250 you move into a lush tropical rainforest. As the air around the mountain 263

1 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 1

Kilimanjaro (continued)

263	rises and cools, it releases its rain on the forest. Wildlife abounds in the	277
277	rainforest, including monkeys and stunning tropical birds.	284
284	Next is the heather zone, an area with low evergreen shrubs,	295
295	followed by the high desert zone. Along the way you will pass high	308
308	mountain lakes and glaciers. Finally, you will reach the barren summit	319
319	zone that looks like the surface of the moon. If ever you reach the top	334
334	of Mount Kilimanjaro, you will have experienced an unforgettable	343
343	adventure.	344

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 6/Progress Monitoring 20

How We See (continued)

273	interprets what we are seeing.	278
278	Vision is a complicated process in which light energy is changed into	290
290	electrical energy for our brain, allowing our eyes to inform us about our	303
303	world.	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 | |

20 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 20

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

How We See

0 Take a look around you. Your eyes tell you many things about the 13

13 world around you. Your eyes are the complex sensory organs that use 25

25 light to identify shape, size, texture, and color. They tell you about 37

37 distance, the speed, and the direction of moving objects. They are 48

48 important to learning about the world in which we live. 58

58 The eye has multiple parts, all contained within a sphere about one 70

70 inch across. The sclera, or hard outer covering, maintains the eye’s shape. 82

82 The clear front part is called the cornea, and light enters the eye through 96

96 this thin layer. Behind the cornea is the iris, the colored part of the eye 111

111 that surrounds the pupil, or the black opening in the center of the iris. 125

125 The iris expands and contracts around the pupil to let different 136

136 amounts of light into the eye. A clear lens focuses light through the 149

149 liquid center and onto the back of the eye. Muscles move the lens and 163

163 the whole eye, so the eye can see things from many angles. The back 177

177 part of the eye is lined with a membrane called the retina, with cone and 192

192 rod cells that are sensitive to light. Rods allow us to see in low light, and 208

208 cones help distinguish colors and details. 214

214 When light strikes the cones and rods of the retina, a chemical 226

226 reaction starts. An electric charge is created that moves along the optic 238

238 nerve. This nerve is connected to the brain where light is interpreted as 251

251 colors and objects. What we perceive are actually surfaces of various 262

262 shapes and sizes that reflect different wavelengths of light. The brain 273

1 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 1

Retell: Kilimanjaro

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

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

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26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

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

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

Retell Response Patterns:

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

2 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 2

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

No Dirt Required

0 Green plants are the foundation of life on our planet. Many animals 12
 12 eat only plants, and people depend on plants for food. Most of the plants 26
 26 that surround us grow in soil. Plant stems need soil for support, so they 40
 40 can stand upright and get enough sunlight. Plant roots extend into the soil 53
 53 to reach the water and nutrients the plants require. As you can imagine, 66
 66 growing enough food for the entire planet’s population requires abundant 76
 76 land and water. 79

79 Soil contains minerals and salts that plants need to grow. When it 91
 91 rains, these nutrients dissolve in the water, and are absorbed by the roots 104
 104 of plants. Then, with the proper nutrients and the right amount of water 117
 117 and solar energy from the sun, photosynthesis enables plants to produce 128
 128 their own food. 131

131 Some time ago, people discovered something astonishing: plants can 140
 140 thrive without being planted in soil! Growing plants in water instead of 152
 152 soil is called hydroponics. “Hydro” means water, and “ponos” means 162
 162 work, so “hydroponics” means working water. Plant roots are fed a 173
 173 liquid solution of minerals and salts that are dissolved in water. How do 186
 186 hydroponic plants support themselves without any soil? The plants are 196
 196 hung in a net above a tray or bucket of solution, with their roots dangling 211
 211 in the solution. 214

214 Large numbers of hydroponic plants can be grown in a greenhouse, 225
 225 which uses much less land than growing plants in soil. One surprising 237

19 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 19

Retell: An Unusual Island

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

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story?
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0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

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

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

Retell Response Patterns:

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

19 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 19

An Unusual Island (continued)

259	take to the sea for scuba diving and surfing. But most of all, they still	274
274	ask the same questions. Why would a group of ancient people work so	287
287	hard to carve hundreds of statues? Why were many of the statues found	300
300	toppled over when explorers arrived? These and many other questions	310
310	remain unanswered and are part of the mystery of Easter Island.	321

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 6/Progress Monitoring 2

No Dirt Required (continued)

237	fact is that growing vegetables in water actually saves water because the	249
249	solution can be reused many times by just adding minerals and nutrients.	261
261	In addition, scientists are learning how to use hydroponics to make	272
272	vegetables more nutritious for people.	277
277	People like to have fresh vegetables, such as tomatoes, all year	288
288	round, not just in the season when they grow in their area. Many areas	302
302	of the world have very poor soil that is not suited for growing plants,	316
316	and other areas don't have the proper climate. With hydroponics, people	327
327	around the globe can have fresh vegetables whenever they want them.	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.) |
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| <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 6/Progress Monitoring 2

Retell: No Dirt Required

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

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

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

Retell Total: _____

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

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

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

Retell Response Patterns:

Summarizes

Retells the passage verbatim

Repeats the same detail

Talks about own life related to passage

"Speed reads" the passage

Other

19 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 19

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

An Unusual Island

0 Hundreds of huge carved statues stand on one of the most isolated 12
 12 places in the world. This fascinating place is called Easter Island. 23
 23 The sculptures were carved out of volcanic rock called tuff, using 34
 34 stone chisels, many of which are still lying in the old quarries. The 47
 47 statues have huge heads. Some are over thirty feet tall and weigh more 60
 60 than eighty tons. Most are much smaller, but even the small ones are still 74
 74 over fourteen feet tall. 78
 78 Over the years since the construction of the statues, much of the 90
 90 information on how they were built and what they meant to the people on 104
 104 the island has been lost. People today think that each statue took five or 118
 118 six men as long as a year to complete. Moving the giant structures would 132
 132 have been very difficult, requiring up to two hundred men to pull one 145
 145 into place. Nearly one thousand statues are known to exist on the island 158
 158 and in museums around the world. 164
 164 The native people of Easter Island have had to struggle to make it 177
 177 through many hardships. At some point in the past the forests that once 190
 190 covered the island were destroyed. Birds and wildlife disappeared once 200
 200 their forest habitats were gone. Europeans eventually arrived and created 210
 210 further problems for the island and its people. It is extraordinary that the 223
 223 statues have survived and been preserved through all of the turmoil. 234
 234 Easter Island is now part of Chile, and it draws many visitors every 247
 247 year. People explore the land by hiking and horseback riding, and they 259

18 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 18

Retell: The Great Bird Count

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

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

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

Retell Total: _____

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

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

Retell Response Patterns:

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

3 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 3

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

Making a Comic Book

0 Comic books feature many of the world’s most popular characters. 10

10 Superheroes, such as Superman or Batman, are popular comic book 20

20 characters. If you’re interested in creating your own comic book, here are 32

32 some suggestions to get started. 37

37 First, brainstorm some topics for your comic book. Maybe you 47

47 want to write about a superhero stopping an evil villain’s plan for world 60

60 domination. Perhaps you want to tell about a resourceful explorer, or a 72

72 group of friends investigating a mystery. Come up with a plot and try 85

85 to structure your story so you know approximately what you want to 97

97 happen on each page. Don’t worry about getting it perfect just yet. 109

109 When you’ve decided on the content and structure of your comic, 120

120 experiment with different appearances. You can investigate different 128

128 drawing styles and come up with different looks for your characters. It’s 140

140 a good idea to practice drawing your characters from different angles so 152

152 that you’ll be able to draw them consistently in your comic book. 164

164 Now you can begin to make your comic. Plan out what should 176

176 happen in each panel and draw the panel borders. Don’t start sketching 188

188 until you’ve added the talk balloons and at least sketched in the text. 201

201 This way, you won’t run out of space for your dialogue, and you’ll be 215

215 able to draw around the text so no important details in the picture get 229

229 obscured. When you do start to draw, sketch lightly at first. Drawing and 242

242 re-drawing can make your work look messy if your lines are too dark. 255

3 Acadience Oral Reading Fluency Level 6/Progress Monitoring 3

Making a Comic Book (continued)

255	When your sketches are done, you can outline them in ink. This	267
267	helps give your comic its style and personality, and can make your	279
279	drawings stand out. Play around with using different thicknesses of ink to	291
291	define features and outlines.	295
295	Soon, your comic book will be done. If you want, you can make	308
308	copies and give them to friends. Maybe you'll even want to make a	321
321	series, so you can follow your characters and their adventures through	332
332	more comics.	334

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.) |
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| <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 6/Progress Monitoring 18

The Great Bird Count (continued)

245	registered to receive a regional checklist of birds in his area. He would	258
258	complete a checklist for each location where he counted birds, and he	270
270	would submit it online every day. He realized that first he needed to learn	284
284	which birds were most likely to be found in his area and how to identify	299
299	them.	300
300	Alberto had a lot of preparation to do, but he was lucky that Hayley	314
314	agreed to be his partner. They would be busy all of January getting ready	328
328	for the bird count, but they were both excited about the prospect of	341
341	learning about birds and helping the scientists.	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.) |
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| <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 6/Progress Monitoring 18

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

The Great Bird Count

0 A group of kids was chatting in excitement. They were looking at 12
 12 something on the craft table. Alberto walked to the students and peered 24
 24 over Hayley’s shoulder. He saw several graphs and charts. “What’s going 35
 35 on?” he asked. 38
 38 Hayley told him they were looking at the results of the Great 50
 50 Backyard Bird Count from the year before. She explained that it takes 62
 62 place every February in the United States and Canada. People in cities 74
 74 and in the countryside go to different outdoor spots with a bird checklist. 87
 87 They count or estimate the kinds and numbers of birds they see. Then 100
 100 they fill out the checklist and send it in online. Scientists use the 113
 113 information in a variety of important ways. 120
 120 Alberto thought he’d like to participate this year, so he joined the 132
 132 group. He learned that bird populations change constantly and that 142
 142 scientists cannot possibly keep track of how birds move throughout the 153
 153 continent. They rely on the help of individuals who are willing to count 166
 166 birds for four days in February. From the massive amount of information 178
 178 they receive, they are able to tell which bird species are increasing or 191
 191 decreasing. Tracking bird populations can indicate how changes in the 201
 201 environment affect birds. In addition, the data tell scientists what kinds 212
 212 of birds live in urban and rural areas. 220
 220 Carefully following the rules for the count, Alberto decided to spend 231
 231 at least fifteen minutes a day in a different location. He went online and 245

3 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 3

Retell: Making a Comic Book

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

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

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

Retell Total: _____

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

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

Retell Response Patterns:

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

4 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 4

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

Bike and Build

0 Every summer, groups of young people travel on bicycles to earn 11
 11 money for a good cause. These bicyclists are part of Bike and Build. 24
 24 Bike and Build is an annual event in the United States that raises money 38
 38 to build homes for low-income families. The cyclists begin on the East 51
 51 Coast and take separate routes to the West Coast. In the first year of 65
 65 Bike and Build, there were two routes. Every year brings an additional 77
 77 route. Routes range from one almost hugging the Canadian border to 88
 88 one traveling through the country’s southernmost states. The participants 97
 97 pedal around seventy miles a day almost daily for two months and cover 110
 110 several thousand miles. 113
 113 Each group has thirty students, and each student must raise a certain 125
 125 amount of money ahead of time. The funds are donated to help build 138
 138 affordable homes in communities around the country. The groups ride 148
 148 from town to town and stay overnight in churches or community centers. 160
 160 Local residents welcome and feed them. Several times throughout the 170
 170 trip, the cyclists stop briefly to help build homes. At those sites, they 183
 183 learn all about the preparation and work required for building a home. 195
 195 The cyclists make sure to talk to people they meet on their trip about 209
 209 their group and the need for affordable housing. Each rider is responsible 221
 221 for giving a presentation at a stop along the way to talk about the cause. 236
 236 The riders thereby raise awareness about their efforts, and raise more 247
 247 money for building more homes. 252

17 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 17

Retell: The Kon-Tiki Expedition

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

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

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

Retell Total: _____

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

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

Retell Response Patterns:

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

17 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 17

The Kon-Tiki Expedition (continued)

264	close to the water. This made it easy to take samples from the surface.	278
278	The Tangaroa Expedition was a great success, just like the Kon-Tiki	289
289	before it. Both were trips back in time as well as experiments that would	303
303	teach people of the future more about people in the past.	314

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 6/Progress Monitoring 4

Bike and Build (continued)

252	Buying a house is costly, and many deserving families need a little	264
264	financial help so they can live in a good, safe place. Building houses	277
277	allows families to enjoy the security of having their own home. In this	290
290	way, the people who ride in Bike and Build are changing lives for the	304
304	better.	305

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 6/Progress Monitoring 4

Retell: Bike and Build

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

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

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

Retell Total: _____

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

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

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

Retell Response Patterns:

Summarizes

Retells the passage verbatim

Repeats the same detail

Talks about own life related to passage

"Speed reads" the passage

Other

17 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 17

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

The Kon-Tiki Expedition

0 In one of the great adventures of our time, a crew sailed across 13

13 the ocean on a primitive raft. They began in Peru and sailed more than 27

27 four thousand miles to the Polynesian Islands. The voyage was called 38

38 the Kon-Tiki Expedition. Many people wondered how the original 47

47 Polynesian settlers had first traveled to the islands. The crew of the Kon- 60

60 Tiki expedition believed that the early settlers had sailed to the islands 71

71 on rafts, and by making a similar voyage, the expedition successfully 82

82 showed that this theory was possible. They made a raft of wood and 95

95 natural materials, with a floor tied together with ropes. It moved by a 108

108 simple sail catching the wind, and there was no way to steer it. 121

121 Nearly sixty years later, the grandson of the leader of the Kon-Tiki 133

133 Expedition was part of a new team that followed the same path. This 146

146 trip was called the Tangaroa Expedition. Modern science and a greater 157

157 understanding of history had taught people more about how ancient rafts 168

168 were built. The new raft was designed to be even more like the rafts of 183

183 the old world. 186

186 The purpose of the first expedition was to prove that the early 198

198 Polynesians could have traveled there by raft from South America. The 209

209 purpose of the second was to check the health of the Pacific Ocean. It 223

223 was also a celebration of the earlier trip. Although it would have been 236

236 easier to use a modern boat, the crew wanted to attract attention to its 250

250 study of the ocean. The crew traveled slowly on the raft and they were 264

16 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 16

Retell: Horseback Trekking

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

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

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

Retell Total: _____

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

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

Retell Response Patterns:

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

5 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 5

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

Subway Musician

0 I was taking the subway home from school. Walking down the stairs 12

12 leading to the subway, I could hear the familiar squeal of brakes and 25

25 rumble of cars. When I reached the platform, two flights down, I put my 39

39 token in the slot at the turnstiles. I could hear the faint sound of music 54

54 amid the squeal of brakes and rumble of passing trains. I turned the 67

67 corner and walked onto the platform for uptown departures. The silver 78

78 cars shooting past produced gusts of wind that made my shirttails flap. 90

90 On the platform, some people slouched on benches, some stood; 100

100 many were reading newspapers, seemingly unaware of the world around 110

110 them. I located the source of the music. A cheerful performer situated 122

122 near the opposite wall was singing and accompanying himself on a 133

133 steel drum. Clad in jeans and a tropical shirt, he had alert dark eyes 147

147 and strands of long, black hair. His song was an ongoing narration of 160

160 everything he observed on the platform, expressed with a gentle good 171

171 humor. 172

172 The man joked and smiled while he sang. I wondered about where 184

184 he lived, and what he did when he wasn't performing for subway 196

196 commuters. Did he have another occupation? He observed me watching 206

206 him and nodded pleasantly while launching into a new song. I was even 219

219 featured in his next verse, "Traveler watching me, I'm watching him." 230

230 Just then three lights came out of the blackness around a curve, and 243

243 shone on the tile walls of the tunnel. The people who were sitting stood 257

5 Acadience Oral Reading Fluency Level 6/Progress Monitoring 5

Subway Musician (continued)

257	and folded their papers. The train stopped and people began boarding.	268
268	The singer initiated a new song in which he wished happiness	279
279	and good fortune to the people boarding the subway. As I boarded the	292
292	subway and looked back at the platform, the man waved, but I couldn't	305
305	hear his voice anymore against the noise of the train leaving the station. I	319
319	could still see him, though, smiling and singing as we departed.	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 | |

16 Acadience Oral Reading Fluency Level 6/Progress Monitoring 16

Horseback Trekking (continued)

247	nights with families, always grateful for the friendliness of the people.	258
258	When they finally got to the western shore, they were delighted to find	271
271	wild seas and spectacular beaches with black sand.	279
279	At the end of the trek, the family said goodbye to Kirina and their	293
293	horses and took a shuttle back to Auckland, where they caught a plane	306
306	for the short ride back home to the South Island. They were all happily	320
320	exhausted, and agreed it was one of their best trips ever.	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 | |

16 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 16

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

Horseback Trekking

0 Gregory lived on New Zealand’s South Island with his parents and 11
 11 his brother Murray. Gregory and his family were looking forward to their 23
 23 vacation to the country’s North Island. The North Island offered several 34
 34 different vacation opportunities, and this year, the family decided to take 45
 45 a horseback riding trip. Gregory and Murray read about different trips 56
 56 and found one that sounded like fun. It was a trek from coast to coast, 71
 71 which lasted a full week and would take them through nearly every kind 84
 84 of geography on the island. The whole family was excited about it. They 97
 97 had all ridden horses before, but none of them had taken such a long trip 112
 112 on horseback. 114

114 The trek began on the east side of the island, where the beaches had 128
 128 exquisite white sand. Each person chose a horse and rode for a while to 142
 142 get comfortable with their steeds. Their host was a friendly, outgoing 153
 153 tour guide named Kirina. 157

157 The entire family was astonished by how much of the beauty and 169
 169 diversity of the North Island they could see on horseback. They rode on 182
 182 dunes high above the sea and through ancient pine forests. They crossed 194
 194 rolling green hills dotted with sheep and cattle. They followed narrow 205
 205 trails into native rain forest, and they crossed shallow streams. They 216
 216 swam in clear pools under beautiful waterfalls. 223

223 On several days the family went into small towns to sample produce 235
 235 from the farmers’ market. They stayed at village inns and spent two 247

5 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 5

Retell: Subway Musician

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

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

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

Retell Total: _____

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

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

Retell Response Patterns:

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

6 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 6

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

Sailing on Land

0 If you had to cross a large expanse of desert, how would you choose 14
 14 to do it? Walking would be unthinkable, and a camel might be difficult to 28
 28 find and a challenge to ride. What if there was a boat powered by the hot 44
 44 desert winds that you could sail across the desert? 53
 53 You may be surprised to learn there is such a method of 65
 65 transportation. You may also be amazed to discover that these kinds of 77
 77 vehicles have existed for centuries. They are referred to as sail wagons or 90
 90 land yachts. 92
 92 Sail wagons, like boats, are powered by the wind in their sails. Like 105
 105 wagons, they have wheels, although usually just three. The two large 116
 116 wheels in front with one smaller wheel in back form a triangle, similar 129
 129 to the shape of some sailboats. The land yacht captain, called a pilot, sits 143
 143 or lies down in the body of the vehicle and controls the sails to catch the 159
 159 prevailing winds. He or she uses pedals or levers to steer the vehicle. 172
 172 Land yachts were initially invented in ancient Egypt where they 182
 182 were used for pure enjoyment and to entertain guests. Fun is still 194
 194 important, but land sailing has evolved. Today, it is mainly a competitive 206
 206 racing sport held on a variety of hard surfaces, such as packed sand and 220
 220 pavement. Land sailing races in colder countries such as Canada take 231
 231 place on vast expanses of ice, thereby turning the land yacht into an 244
 244 iceboat. 245
 245 Some land sailors particularly enjoy the quiet power of the wind. 256

15 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 15

Retell: A Web Site for Volunteers

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

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

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

Retell Total: _____

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

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

Retell Response Patterns:

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

15 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 15

A Web Site for Volunteers (continued)

251	listings, anyone who wants to help others can find an interesting job.	263
263	Volunteer Match is not only great for people who want to volunteer.	275
275	It also helps organizations that use volunteers by saving them the time	287
287	and effort it takes to find helpers. Since it was started, more than a	301
301	million people have found volunteer positions on the web site. If you or	314
314	your friends want to make a difference, check out Volunteer Match.	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 | |

6 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 6

Sailing on Land (continued)

256	Others love the peace and solitude offered by sailing. Most pilots love	268
268	the speed and can travel at two to five times the speed of the wind on	284
284	land and up to eight times the speed of the wind on ice. That's moving	299
299	pretty fast!	301

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 6/Progress Monitoring 6

Retell: Sailing on Land

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

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

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

Retell Total: _____

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

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

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

Retell Response Patterns:

Summarizes

Retells the passage verbatim

Repeats the same detail

Talks about own life related to passage

"Speed reads" the passage

Other

15 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 15

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

A Web Site for Volunteers

0 “Helping with the Library Tutoring Program is really fun,” reports 10

10 Shanna, age twelve. Shanna has signed on as a volunteer with the 22

22 program at the public library in her town. In the program, students 34

34 in middle school are paired with students in first and second grade. 46

46 They read stories to the younger children and also help them with their 59

59 homework. “The best part of being a tutor is that I get to help someone 74

74 practice reading, and have fun too!” Shanna explains. 82

82 Shanna found her volunteer job at a web site called Volunteer 93

93 Match. The purpose of the web site is to help people find great places to 108

108 volunteer. As its name suggests, the service matches volunteers’ skills 118

118 and interests with needed services. 123

123 Here’s how it works. When Shanna visited the site, she first 134

134 entered her zip code and specified the distance she was able to travel 147

147 to work. With a click of the mouse, a list of volunteer opportunities in 161

161 her area appeared. She noticed the position at the library and clicked 173

173 again. A description of the program appeared, and at the bottom of the 186

186 page, Shanna found an email address and a telephone number. “It was 198

198 extremely simple,” she says. 202

202 Some people who visit Volunteer Match already have an idea about 213

213 what they want to do. For example, a person may want to help at an art 229

229 museum. To speed up their search, these people can indicate specific 240

240 activities that match their interests and skills. With over thirty thousand 251

14 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 14

Retell: Dubai: A City of Innovation

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

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

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

Retell Total: _____

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

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

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

Retell Response Patterns:

Summarizes

Retells the passage verbatim

Repeats the same detail

Talks about own life related to passage

"Speed reads" the passage

Other

7 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 7

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

Let's Look at Asia

0 A continent is an area of land that is set apart, or distinct, from other 15
 15 land masses. There are seven continents on Earth, and the largest of those 28
 28 is Asia. This huge region also has the most people, with more than 60 42
 42 percent of the world's total population. If you look at a map of Asia, you 57
 57 will see that it is home to many different countries, whose people speak 70
 70 many different languages. 73
 73 Such a large continent has a vast number of landforms, from the 85
 85 highest mountains to some of the largest plains in the world. The 97
 97 continent is interspersed with many rivers and lakes and bounded by 108
 108 several oceans. In addition to all the water, there are also huge expanses 121
 121 of desert, some of which are hot and dry, while others are cold and dry. 136
 136 The climate of Asia is as varied as its land and people. In the far 151
 151 north, winters are long and cold, while summers are short and cool. 163
 163 Farther south, the climate becomes milder, with longer summers and 173
 173 wetter winters. Heavy rains called monsoons frequently flood parts of 183
 183 the countries in southern Asia, but other areas have wonderful, sunny 194
 194 summers. 195
 195 As you might imagine, with such diverse climates and lands, the 206
 206 animals that live in Asia are also many and varied. Reindeer live in 219
 219 the cold north, and giant pandas live in the central regions. Tigers and 232
 232 gorillas live in the rainforests, while gazelles and wolves populate 242
 242 the hills and plains. People have domesticated many of the animals, 253

7 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 7

Let's Look at Asia (continued)

253	including the water buffalo.	257
257	Many people in Asia make their living by farming. They harness	268
268	water buffalo to plow their fields and pull their carts. Rice is a basic food	283
283	in Asia, along with fish and many delicious vegetables. Most of the rice	296
296	that people eat throughout the world is grown in Asia. Although Asia has	309
309	many differences from other continents and regions, it is an important	320
320	part of the world community.	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 6/Progress Monitoring 14

Dubai: A City of Innovation (continued)

263	Dynamic Tower. The tower will be the first ever moving skyscraper.	274
274	The apartments in the tower will rotate a full three hundred and sixty	287
287	degrees. The apartment owners will be able to adjust the direction they	299
299	face whenever they desire. When complete, the project will be one more	311
311	astounding innovation found in the exciting city of Dubai.	320

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 6/Progress Monitoring 14

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

Dubai: A City of Innovation

0 One of the most exciting cities in the world is home to many 13
 13 innovative sights. Dubai, a city on the Persian Gulf, was initially settled 25
 25 thousands of years ago. The city you find today has grown and developed 38
 38 rapidly to become one of the world’s most modern cities. Tourists from 50
 50 around the world visit Dubai to admire the innovative architecture. 60
 60 One of the most famous structures in Dubai is a tall hotel that looks 74
 74 like a sail blowing in the wind. At the time of its construction, this 88
 88 unique hotel was the tallest in the world. At the top of the hotel, visitors 103
 103 can have afternoon tea with an impressive view of the city. Some say it is 118
 118 like sitting in the sky. 123
 123 Another famous structure in the city is a ski park called Ski Dubai, 136
 136 which is one of the largest indoor snow parks in the world. Year 149
 149 round, the park’s five ski runs are covered with real snow. In Dubai, 162
 162 temperatures in the summer often reach over one hundred degrees, but 173
 173 inside this park it remains nice and cool. Visitors can rent all of the 187
 187 winter clothing they need to play and ski in the park. 198
 198 Off the coast of Dubai are artificially created islands. The first series 210
 210 of islands was constructed to resemble a palm tree when seen from 222
 222 above. The second series will include over two hundred smaller islands 233
 233 that form a map of the world. 240
 240 The building projects still being planned may be the most exciting 251
 251 of all. An architecture firm recently announced its plans to create the 263

7 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 7

Retell: Let’s Look at Asia

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

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

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

Retell Total: _____

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

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

Retell Response Patterns:

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

8 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 8

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

Ice Country

0 The plane’s skis landed on the snow-covered runway. Inside the 11

11 plane, Alison felt ready for her first day at her new job as a biologist in 27

27 Antarctica. As she disembarked she took a deep breath and exhaled. She 39

39 laughed as she saw her breath hanging as a thin fog in the air. In such a 56

56 cold environment she would get used to seeing her breath. 66

66 Alison glanced at Victor, the other biologist along on the expedition 77

77 to Antarctica. He was tugging his parka tight to keep out the frigid 90

90 wind. They took in the scene, and they both grinned in delight. Beyond 103

103 the edge of the bare rock lay endless whiteness, sparkling in the bright 116

116 sunlight. Alison’s main responsibility was to study the sparse vegetation 126

126 in the dry valleys near the station. She was also determined to spend as 140

140 much time as possible farther out on the ice sheet. 150

150 As a biologist, Alison was attracted to Antarctica for the simplicity 161

161 of its life forms. Not much can live in the hostile environment, except 174

174 under the sea. It is almost impossible for plants and animals to live on 188

188 land. Alison would study the lichens that grew between the grains of 200

200 sand inside sandstone rock. These tiny plants receive just enough water 211

211 and sunlight to allow photosynthesis during a short time each year. Their 223

223 growth rates are so slow that scientists estimate some of them may be 236

236 thousands of years old. 240

240 Alison looked around the station site and was glad that she would be 253

253 living there with over a thousand other people. It would be nice to have 267

13 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 13

Retell: Drifting Downriver

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

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

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

Retell Total: _____

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

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

Retell Response Patterns:

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

13 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 13

Drifting Downriver (continued)

241	They learned that insects outnumber any other animal in the jungles.	252
252	Rainforests also help clean and recycle water in the environment and	263
263	produce many different foods. Experience showed them that it is hot and	275
275	damp in a rainforest, even under the thick cover of trees.	286
286	The raft trip was beyond his expectations. Jeremy learned a lot,	297
297	and he made a new friend. He knew he was going to like living in this	313
313	wonderful and exciting place.	317

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 6/Progress Monitoring 8

Ice Country (continued)

267	company and a warm place to spend time in between her experiments	279
279	and explorations. She hoped some of the more seasoned scientists would	290
290	show her the ropes and take her out on the ice, because she was excited	305
305	by the idea of seeing a whiteout. A whiteout is when thick snow and	319
319	overcast skies combine to make everything appear white. In a whiteout,	330
330	she wanted someone with her who knew how to survive the adventure.	342

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 6/Progress Monitoring 8

Retell: Ice Country

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

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

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

Retell Total: _____

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

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

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

Retell Response Patterns:

Summarizes

Retells the passage verbatim

Repeats the same detail

Talks about own life related to passage

"Speed reads" the passage

Other

13 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 13

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

Drifting Downriver

0 Sometimes life takes you in unexpected directions. It took Jeremy's 10
 10 family to a new continent when his father got a great job in Costa 24
 24 Rica. Jeremy loved the coastal beaches of their new country, but the 36
 36 mysterious rainforest in the interior is what really fascinated him. He 47
 47 read everything he could about the rainforest and developed a passion 58
 58 to explore it. He didn't feel quite ready to hike into such an unfamiliar 72
 72 place, but he thought seeing it from a river raft would be an awesome 86
 86 experience. 87
 87 Jeremy's parents agreed he could go, but he'd have to choose a tour 100
 100 with an experienced guide. His mother further specified that he could 111
 111 only travel on a calm part of the river for his first trip. He would have 127
 127 to wait until he was older to brave the rapids on the more adventurous 141
 141 rivers. 142
 142 Jeremy joined the guide and four other people on a large rubber 154
 154 raft. One of the travelers was a boy named Carlos about the same age as 169
 169 Jeremy. The rafters were astounded by the variety of sights and sounds 181
 181 of the jungle. Screeches and brightly colored birds startled and amazed 192
 192 them. Grins never left their faces, and their heads turned constantly as 204
 204 they examined everything around them. 209
 209 Their guide taught them a great deal about rainforests. They learned 220
 220 how important rainforests are to the ecology of the whole world. 231
 231 Rainforests produce oxygen and absorb great amounts of carbon dioxide. 241

12 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 12

Retell: The Importance of Exercise

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

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

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

Retell Total: _____

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

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

Retell Response Patterns:

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

9 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 9

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

Diana Nyad

0 Most people would be happy with just one of Diana Nyad’s many 12

12 achievements. Diana first became famous as a distance swimmer. 21

21 Next, she became a television speaker, and after that she hosted a radio 34

34 program. Then she began a public speaking career and, at the same time, 47

47 started writing for the newspaper. She has also written several books. 58

58 Diana first learned to swim before she was one year old. At the age 72

72 of eleven, she joined the swim team at her school. By the time she was in 88

88 high school, Diana was winning events at swim meets. 97

97 After high school, Diana discovered distance swimming. She trained 106

106 for a distance race, finishing in the top ten overall and setting a new 120

120 women’s record. After that, Diana began swimming around the world in 131

131 exotic and dangerous places like the Nile River. 139

139 Diana’s ocean swims have set new records and excited many people 150

150 all over the world. She became the first person to swim the one hundred 164

164 miles from the Bahamas to Florida. This was the longest swim in which 177

177 neither a shark cage nor swim fins were used. She was not able to swim 192

192 from Cuba to Florida, but trying made her special. Everyone was thrilled 204

204 by the courage of the young woman who swam for days in waves four to 219

219 six feet high. 222

222 Diana’s intelligence and warm, outgoing personality led to her career 232

232 in television. In the course of her work as a journalist, she swam with 246

246 whales and bicycled in exotic locations. She was added to the National 258

9 Acadience Oral Reading Fluency Level 6/Progress Monitoring 9

Diana Nyad (continued)

258	Women’s Hall of Fame as a result of her many achievements. With her	271
271	knowledge and skill in telling stories and excellent sense of humor,	282
282	Diana is in high demand as a speaker.	290
290	In earlier times, people’s last names described their character or their	301
301	job. Diana’s last name suits her perfectly. It comes from a Greek word,	314
314	which refers to a female spirit who lives in and presides over bodies of	328
328	water.	329

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 6/Progress Monitoring 12

The Importance of Exercise (continued)

252	exercise alone or with others. If you enjoy being with friends, you might	265
265	consider a team sport or running with a group.	274
274	After you have selected an activity, it helps to set an exercise goal.	287
287	Most experts agree that people need to exercise for twenty to thirty	299
299	minutes at least three times a week. During this time, be sure to work up	314
314	a sweat and get your heart pumping.	321

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 6/Progress Monitoring 12

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

The Importance of Exercise

0 Three times a week, Kim stops by a gym after school to work out 14
 14 and on the weekends, she likes to go running with her parents. She 27
 27 knows that getting plenty of exercise will help her stay fit. “My parents 40
 40 like to stay fit,” she explains. “Their interest has shown me the value of 54
 54 exercise. It also gives us something enjoyable to do together.” Kim and 66
 66 her parents are lucky. By exercising often, they will prevent many health 78
 78 problems throughout their lives. 82
 82 Studies have shown that regular exercise can help prevent problems 92
 92 such as heart disease and cancer. Yet exercise does more than just 104
 104 prevent problems, it also helps people relax, gives them more energy, and 116
 116 improves their quality of life. Some people say that exercise even helps 128
 128 to lift their spirits and improve their attitude. 136
 136 Why does exercise have so many health benefits? One reason is 147
 147 because exercise helps the blood circulate through the body by building 158
 158 muscles, burning fat, and making the heart stronger. Having strong 168
 168 muscles, in turn, helps to support the body’s framework, the skeleton, so 180
 180 you have fewer back problems. Most important, studies have shown that 191
 191 people who exercise regularly tend to be healthier and to live longer. 203
 203 It is easy to start an exercise program with an activity that you enjoy. 217
 217 Keep in mind that each form of exercise has something different to 229
 229 offer. For example, dancers enjoy moving to music, and bicycle riders 240
 240 enjoy speed. When you choose an activity, consider whether you want to 252

9 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 9

Retell: Diana Nyad

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

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

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

Retell Total: _____

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

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

Retell Response Patterns:

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

10 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 10

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

An Underground Journey

0 After voting on their next field trip, the class decided to go 12
 12 underground. Mr. Lawrence approved of their choice because he had 22
 22 toured the Oregon caves before and found them fascinating. He was 33
 33 eager to share his experience with his students, and he knew their ranger 46
 46 guide would teach them interesting facts about the caves. 55
 55 The bus carried the class past scenery that varied from large towns 67
 67 to old-growth forests. The day was sunny and warm, and many students 80
 80 doubted whether it would be cold enough to need the warm clothing that 93
 93 Mr. Lawrence had required them to bring. He assured them that being in 106
 106 the caves was like being inside a refrigerator. 114
 114 The students had researched the caves before they visited, so they 125
 125 already knew something about what they would find. The caves contain 136
 136 fossils of animals, such as jaguars and grizzly bears. They are home to 149
 149 many varieties of insects, and bats roost in the cool, protected darkness. 161
 161 Students were surprised to learn that the stream inside the cave is a link 175
 175 to the Pacific Ocean. 179
 179 Underground, they found new marvels. Beautiful marble rock lined 188
 188 the caves, and mineral deposits glowed in the light. The ranger showed 200
 200 them ancient stalagmites and stalactites, formed by water dripping 209
 209 through the cave ceilings. She told them an easy way to remember the 222
 222 names of the formations. Stalagmite has a “G,” for ground, so they grow 235
 235 up out of the bottom of the cave. Stalactite has a “C,” for ceiling, so they 251

11 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 11

Retell: The San Juan Islands

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

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

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

Retell Total: _____

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

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

Retell Response Patterns:

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

11 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 11

The San Juan Islands (continued)

254	protected as a sanctuary for wildlife.	260
260	Visitors can fly to the islands, or they can ride ferries from the	273
273	mainland to the islands and from island to island. There are many	285
285	wonderful things to see and do. Tourists can hike or go horseback riding,	298
298	or they may choose to paddle kayaks or go fishing. Whale watching and	311
311	wildlife viewing are among the most popular tourist attractions. It is not	323
323	surprising that people like to visit the San Juan Islands!	333

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 6/Progress Monitoring 10

An Underground Journey (continued)

251	hang down from the top.	256
256	It was cold under the ground, but climbing the more than five	268
268	hundred steps in the cave helped the students stay warm. Still, they	280
280	were glad they had jackets. When the tour was over, the students and	293
293	Mr. Lawrence thanked the ranger. They took the ranger's suggestion	303
303	and went to eat their lunch at a wonderful spot under the trees. While	317
317	they ate, they talked about all the incredible things they had seen in the	331
331	underground caves.	333

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.) |
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| <input type="checkbox"/> Errors violate passage meaning | <input type="checkbox"/> Skips lines |
| <input type="checkbox"/> Other | |

10 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 10

Retell: An Underground Journey

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

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story?
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26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

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

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

Retell Response Patterns:

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

11 Acadience Oral Reading Fluency

Level 6/Progress Monitoring 11

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

The San Juan Islands

0 There are hundreds of small islands in the far northwest corner of 12

12 the United States. These are the San Juan Islands, and they are a favorite 26

26 vacation spot because of their good climate and many natural attractions. 37

37 One reason visitors like to come to the islands is that many orca whales 51

51 live in the waters near their shores for several months during the year. 64

64 Some even stay year round, making the area a perfect place for whale 77

77 watching. In fact, the largest island is named Orcas Island. 87

87 The second largest island is San Juan Island, home to Friday Harbor, 99

99 the islands' main town. San Juan Island is also known as Pig War Island, 113

113 a name that refers to an event that happened when American and British 126

126 settlers lived on the islands. A British pig that kept eating an American 139

139 settler's garden nearly caused a battle between the two countries! 149

149 Fortunately, nothing serious happened, and both countries ruled the 158

158 islands together for many years. Today, the islands are part of the state of 172

172 Washington. 173

173 Glaciers carved the islands millions of years ago, leaving a 183

183 combination of flat land and mountains. Today much of the land is 195

195 covered with forests that provide habitat for a variety of wild animals. 207

207 The islands are home to hundreds of different birds, from large bald 219

219 eagles to tiny hummingbirds. There are many shore birds as well, 230

230 including geese and swans. Many seals and sea otters join whales in 242

242 the cold, clear waters surrounding the islands. Much of the region is 254