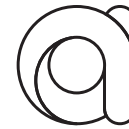


ORF level 3



acadience[™]
reading

Name: _____

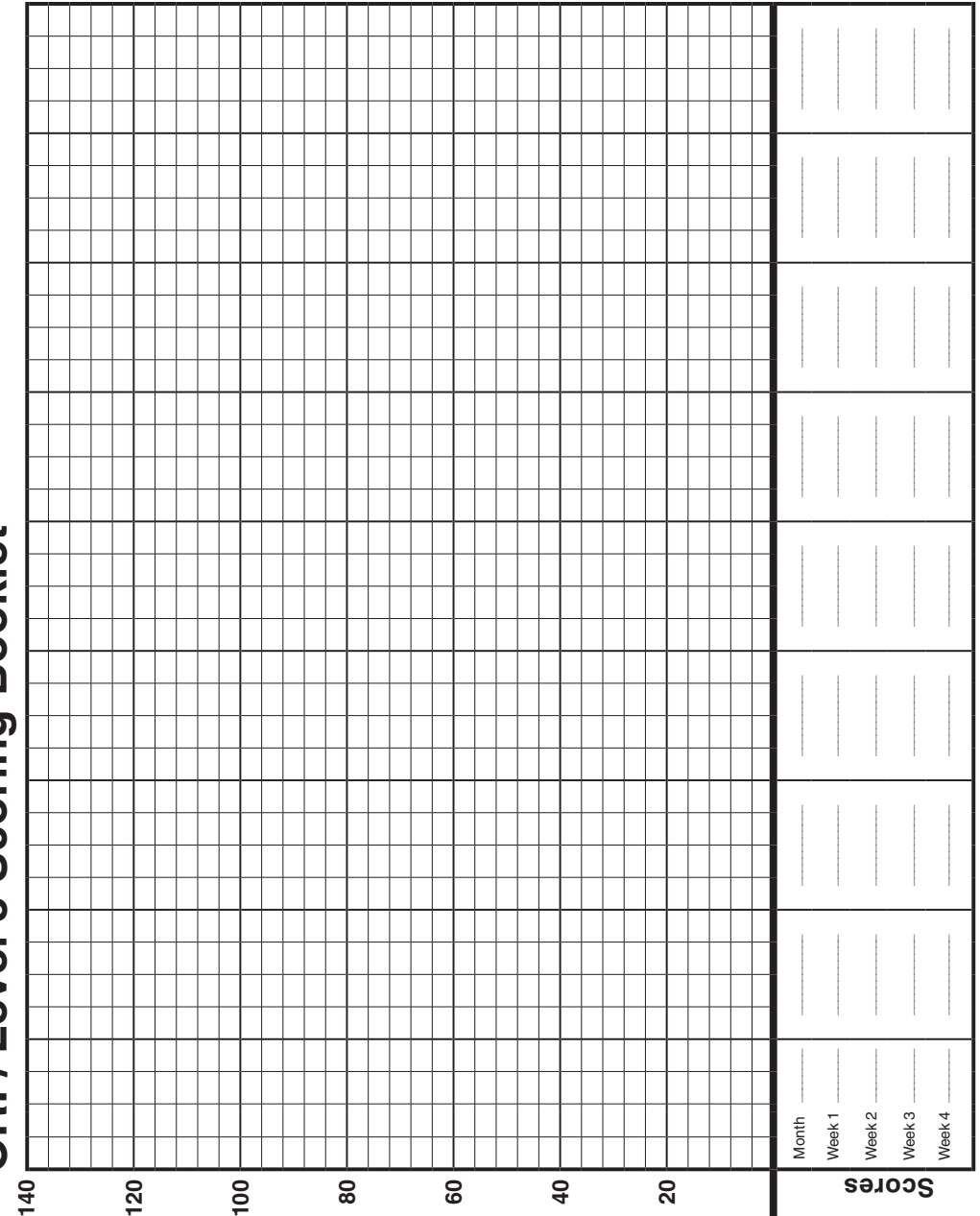
Student ID: _____ School Year: _____

Teacher: _____

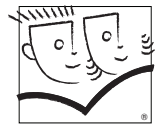
School: _____

Progress Monitoring

ORF/Level 3 Scoring Booklet



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



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 Supporting School Success One Step at a Time

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Acadience Oral Reading Fluency

Directions

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

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

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

Notes:

20 Acadience Oral Reading Fluency

Level 3/Progress Monitoring 20

Retell: A Chess Tournament

► **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 3/Progress Monitoring 1

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

A New Ball Game

0 On the first day of school, Roy’s teacher asked him to write a letter 14

14 about himself. Roy was glad to have the chance to talk about his life in 29

29 Africa. Roy had been born in the United States, but his family had lived 43

43 in a small town in Africa for three years. Now his family had moved 57

57 back to the United States. 62

62 Roy’s stepmom was a doctor. She worked in a clinic, where she 74

74 treated sick people and gave immunizations. His dad taught music at the 86

86 school Roy and his brother attended. Roy and his friends played sports 98

98 together and practiced playing the instruments his dad taught them. 108

108 Football was his favorite sport and there always seemed to be a game 121

121 going after school. 124

124 In his letter, Roy wrote about his life and that he missed playing 137

137 football the most. He had seen American football and it was a very 150

150 different game. It was hard to figure out why they were chasing each 163

163 other and when to cheer. 168

168 He handed the letter to his teacher the next morning. That afternoon 180

180 as he was leaving, his teacher called him over. Another boy was standing 193

193 next to her. “Roy, this is Spencer,” his teacher said. “He’s going to 206

206 introduce you to the soccer team. I think you’ll enjoy it.” 217

217 Spencer smiled at Roy and led him outside to the field, where a 230

230 group of kids were playing. “The teacher said you call this football in 243

243 Africa, but here it’s called soccer,” said Spencer. Roy looked around. 254

1 Acadience Oral Reading Fluency

Level 3/Progress Monitoring 1

A New Ball Game (continued)

254 The kids were playing the same game he had played back in Africa! He 268
268 couldn't wait to join them. 273

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 3/Progress Monitoring 20

A Chess Tournament (continued)

254 tallied, she had won third place. She was thrilled, and in her heart, she 268
268 knew she had won much more than a trophy. 277

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 3/Progress Monitoring 20

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

A Chess Tournament

0 The principal walked into the school library. She had just received a 12
 12 letter inviting several members of the school’s chess team to play in the 25
 25 state championship. Rachel could hardly believe her ears when she heard 36
 36 her name read as one of the people who had been chosen. 48
 48 The chess club met twice a week after school in the library. Rachel’s 61
 61 teacher had suggested that she try it last year, because she knew that 74
 74 Rachel loved problem solving. What started out as just an interesting 85
 85 school activity was now something that she loved doing. Rachel had 96
 96 become one of the club’s best players. Still, she wondered if she was 109
 109 good enough for this tournament. 114
 114 Rachel talked it over with her parents and her teacher. They all 126
 126 told her that she was chosen because she was a very good player. They 140
 140 reminded her that no matter what the outcome was, she would enjoy 152
 152 the challenge of each match and would learn from every game she 164
 164 played. When Rachel thought about it, she realized they were right. The 176
 176 tournament games would just be new puzzles to solve. Rachel felt more 188
 188 confident. 189
 189 When the tournament day arrived, Rachel was ready. After a good 200
 200 night’s rest and a healthy breakfast, she arrived early to check in. Then, 213
 213 she played some practice games with her friends. Soon, it was time for 226
 226 her first match to begin. Over the next two days, she played six games. 240
 240 She won four, lost one, and had one tie. When the final points were 254

1 Acadience Oral Reading Fluency

Level 3/Progress Monitoring 1

Retell: A New Ball Game

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

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

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

Retell Total: _____

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

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

Retell Response Patterns:

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

2 Acadience Oral Reading Fluency

Level 3/Progress Monitoring 2

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

Swimming the Channel

0 In the sport of swimming, people have set many types of records. 12
 12 Some records are for speed or distance. Other records are for swimming 24
 24 across difficult waters. The English Channel swim is one of these. Many 36
 36 people have dreamed about swimming across this stretch of water, but 47
 47 very few have done it. Lynne Cox is one of the few. 59
 59 The English Channel is between the French and English coasts. At its 71
 71 shortest point, the distance across it is twenty-two miles, but the water is 85
 85 so cold and the currents so strong that only ten percent of those who have 100
 100 tried the swim have made it across. The first swimmer to do so was a 115
 115 man named Matthew Webb. He made the swim in 1875, and it took him 129
 129 more than twenty hours. 133
 133 Lynne Cox first swam across the Channel in 1972. She had started 145
 145 swimming at the age of three in Maine, but it wasn't until her family 159
 159 moved to California that Lynne discovered her love of swimming in open 171
 171 water. It was then that Lynne knew she wanted to swim the Channel. At 185
 185 age fifteen, Lynne was the youngest person ever to attempt the swim. 197
 197 She made it across in less than ten hours, which at that time was faster 212
 212 than any other man or woman had ever done it. This first swim covered 226
 226 a stretch of twenty-seven miles. The next year, Lynne returned and broke 239
 239 her own record. She swam a thirty-three mile stretch of the Channel in 253
 253 nine hours and thirty-six minutes. 259

19 Acadience Oral Reading Fluency

Level 3/Progress Monitoring 19

Retell: How Worms Help Gardens

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

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

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

Retell Total: _____

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

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

Retell Response Patterns:

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

19 Acadience Oral Reading Fluency

Level 3/Progress Monitoring 19

How Worms Help Gardens (continued)

282 All in all, worms are really amazing and are truly a gardener's friend. 295

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 3/Progress Monitoring 2

Swimming the Channel (continued)

ORF Response Patterns:

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

2 Acadience Oral Reading Fluency

Level 3/Progress Monitoring 2

Retell: Swimming the Channel

► **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 3/Progress Monitoring 19

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

How Worms Help Gardens

0 If you want to have a beautiful garden, you should start with good 13
 13 dirt. Garden soil needs to be cared for just like your plants do. Worms 27
 27 can help you do this! Worms have been tending the soil since before the 41
 41 last Ice Age and can live in most places that are not too hot or cold. Most 58
 58 worms are only several inches long, but there are some types that can 71
 71 grow to be longer than a car. 78
 78 There are many different worms that can help your garden. The most 90
 90 common is the earthworm. Earthworms eat their way through the soil, 101
 101 making meals out of decaying plant matter and bacteria. Their waste, 112
 112 called castings, helps enrich the soil. As they move through the ground, 124
 124 they create burrows or tunnels. This helps get more air and water into the 138
 138 dirt and keeps it from compacting. Plant roots can grow more easily, and 151
 151 water is able to stay in the soil for longer periods of time. 164
 164 Another worm that can help your garden is the red wiggler. These 176
 176 worms don't burrow into the soil. They feed on the surface, which makes 189
 189 them perfect for composting. Compost is a mixture of decaying organic 200
 200 matter that is used to fertilize the land. It is made up of things like leaves 216
 216 or grass clippings. It can also include things like carrot peels and other 229
 229 kitchen scraps. The wigglers are added to the mix, and they eat and 242
 242 digest the food, leaving behind their castings. Castings are then mixed 253
 253 into soil before it is used for planting. These worms can devour a lot of 268
 268 waste. One pound of wigglers can eat eight ounces of food in a day! 282

18 Acadience Oral Reading Fluency

Level 3/Progress Monitoring 18

Retell: Keeping the Planet Clean

► **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 3/Progress Monitoring 3

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

Rooftop Gardens

0 What do you think of when you hear the word “garden”? Maybe 12

12 you have planted a garden at home. Many schools also have gardens that 25

25 students can work in. Most people think about gardens being planted in 37

37 the ground, but there are many other places to plant gardens. One good 50

50 place for a garden is on the roof! 58

58 A rooftop garden, or a “green roof,” can be planted on top of a small 73

73 house or on a giant skyscraper. Almost any type of roof can have some 87

87 type of garden or green space. Even steep roofs can have a patch of grass 102

102 for wild flowers. 105

105 You might ask, “Why put a garden on the roof?” Roof gardens do 118

118 more than add spots of beauty to our rooftops. They are a good way to 133

133 help the environment in areas that are covered with concrete sidewalks 144

144 and paved streets. 147

147 Green roofs also provide insulation. They keep buildings cooler in 157

157 the summer and warmer in the winter. This saves energy and reduces the 170

170 amount of fuel we use. Rooftop gardens also help stop pollution. The 182

182 gardens soak up rainwater that would otherwise run off onto dirty streets 194

194 and roads. Less dirty water is able to pollute our rivers and streams. 207

207 Another great thing about rooftop gardens is that they offer a natural 219

219 place for birds to nest and live. Birds that normally would not be able 233

233 to find food or a safe place to nest in cities can live happily in rooftop 249

249 gardens. 250

3 Acadience Oral Reading Fluency Level 3/Progress Monitoring 3

Rooftop Gardens (continued)

250 As you can see, rooftop gardens can be a good addition to any 263
263 building. So, the next time you think about a garden, don't just look 276
276 down at the ground. Look up at the rooftops! 285

ORF Response Patterns:

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

18 Acadience Oral Reading Fluency Level 3/Progress Monitoring 18

Keeping the Planet Clean (continued)

ORF Response Patterns:

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

18 Acadience Oral Reading Fluency

Level 3/Progress Monitoring 18

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

Keeping the Planet Clean

0 No matter where you are in the world, you can always do your best 14

14 to keep the planet clean. Throwing away trash properly is one way to do 28

28 this. Recycling is another way. 33

33 People can litter without even knowing they are doing it. Sometimes, 44

44 drivers put trash in roadside bins that are overly full. Before the bin gets 58

58 emptied, the trash can spill out. It is then carried all over by the wind to 74

74 another place. Who knows where it might end up? Almost twenty percent 86

86 of our litter ends up in rivers and oceans. This affects our drinking water 100

100 as well as fish and other wildlife. If you are someplace and you are not 115

115 sure that the trash will be picked up, wait to throw it away in a place 131

131 where you know it will not become litter. 139

139 Even when it is thrown away properly, trash is bad for the Earth. 152

152 Another way to deal with trash is to make less of it. This is where 167

167 recycling can help. You can ask family and friends to buy things with 180

180 packaging that can be recycled or reused. You can also try to avoid paper 194

194 plates and cups and instead use washable dishes that you can use again. 207

207 Using reusable grocery sacks cuts down on the number of plastic bags 219

219 we use and throw away. 224

224 Sometimes you will need to use things you can't recycle or reuse. 236

236 The most important thing is to try to use less of this type of item. Doing 252

252 your part to help keep our planet clean helps us all. 263

3 Acadience Oral Reading Fluency

Level 3/Progress Monitoring 3

Retell: Rooftop Gardens

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

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

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

Retell Total: _____

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

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

Retell Response Patterns:

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

4 Acadience Oral Reading Fluency

Level 3/Progress Monitoring 4

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

Learning to Skateboard

0 The last box was finally unpacked at the new house. Zach had been 13
 13 excited about moving to the city and about making new friends. He knew 26
 26 he had several weeks to explore the neighborhood before school started, 37
 37 and he realized that was plenty of time to learn his way around. He asked 52
 52 his mom if he could walk to the nearby park. 62
 62 From the road, the park looked like a giant green expanse. Now, he 75
 75 saw that it was divided into different sections. The first thing that caught 88
 88 his eye was the skate park. He sprinted to the gate and stood looking in at 104
 104 the ramps and rails. He had a skateboard but had never learned to ride it. 119
 119 The roads near his old house had been too rocky. 129
 129 Just then, two boys zoomed up on skateboards and said hello. They 141
 141 asked him if he skateboarded. He told them that he had a board but 155
 155 had never had a place to learn. “Well, now you do,” they said, and they 170
 170 offered to teach him. Their names were Matt and Pablo, and they went 183
 183 to the same school he was going to attend. Zach happily agreed to meet 197
 197 them for a lesson. 201
 201 The following afternoon, Zach went to find the boys. After putting 212
 212 on helmets and pads, Matt showed him how to stand on the board above 226
 226 the axle. Pablo helped him practice pushing off, which is the movement 238
 238 needed to get the board rolling. They also explained carving and 249
 249 stopping. Zach practiced and also watched the other guys perform some 260
 260 advanced moves they had mastered. After thanking his new friends, he 271

17 Acadience Oral Reading Fluency

Level 3/Progress Monitoring 17

Retell: A Poetry Contest

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

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

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

Retell Total: _____

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

- | | |
|--|---|
| <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 3/Progress Monitoring 17

A Poetry Contest (continued)

254	read. When all the poems were recited, the store's manager gave out	266
266	prizes. Brenden had won a gift card for having the best poem in his age	281
281	group. He thought that now he might like poetry as much as he liked	295
295	baseball!	296

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 3/Progress Monitoring 4

Learning to Skateboard (continued)

271	promised to come back every day. By the time school started, he had	284
284	learned to skateboard and had made two good friends.	293

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 3/Progress Monitoring 4

Retell: Learning to Skateboard

► **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 |

17 Acadience Oral Reading Fluency

Level 3/Progress Monitoring 17

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

A Poetry Contest

0 The class listened politely as the visiting author read some of her 12

12 poems. After the poet left, their teacher, Mrs. North, told them to get 25

25 out their writing notebooks. Mrs. North wanted each of them to try 37

37 writing a poem. Everyone started scribbling away. Everyone, that is, but 48

48 Brenden. He just stared at the blank page before him, wondering what to 61

61 write. Then, the bell rang. Mrs. North told them to finish their poems for 75

75 homework. 76

76 As Brenden walked home from school, an idea hit him. He would 88

88 write a poem about baseball! He loved baseball. At home, he sat down 101

101 at his desk and started writing. Brenden’s pen could barely keep up with 114

114 the words tumbling out of his head. He was even able to make his words 129

129 rhyme, which the guest poet had said could be difficult. The next day, 142

142 Brenden turned in his poem. He hoped his teacher would like it. 154

154 A few weeks later, Mrs. North called Brenden to her desk. She told 167

167 him that a local bookstore had asked teachers to enter poems, written 179

179 by their students, in the store’s yearly poetry contest. Brenden’s poem 190

190 had been selected. Mrs. North told him what a great honor this was. 203

203 His poem would be published in a book along with the other selected 216

216 entries. Also, each poet was to read his or her poem that Saturday at the 231

231 bookstore. 232

232 When Saturday came, Brenden went with his family to the 242

242 bookstore. Finally, it was his turn to read. Everyone clapped after he 254

16 Acadience Oral Reading Fluency

Level 3/Progress Monitoring 16

Retell: Strawberry Festival Day

► **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 3/Progress Monitoring 5

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

Glassmaking

0 The morning sun came in the window, sending a rainbow of color 12

12 dancing around the room. Jayden sat in Gran’s kitchen gazing at the glass 25

25 vases that sat on shelves in front of the window. Her grandmother had 38

38 collected them from all over the world. Jayden loved that each piece was 51

51 different. Each time she visited, she saw some new detail that she had 64

64 missed before. 66

66 Jayden asked her grandmother how the glass was made. Gran started 77

77 explaining, but then she stopped. “I know,” she said. “Let’s visit my 89

89 friend Mary’s studio and you can see for yourself.” 98

98 At the glass studio, Mary showed them how glass was blown. She 110

110 explained that sand and other ingredients are mixed together and put into 122

122 a very hot furnace to form molten glass. They watched as Mary dipped 135

135 the tip of her blowpipe into the furnace and scooped some glass onto the 149

149 end. Carefully, she rolled the hot glass back and forth on a steel table, 163

163 forming a neat ball. Then she blew into the pipe to form an air bubble 178

178 inside the glass. She said that as the glass cooled, it had to be reheated to 194

194 keep it soft enough to work with. Jayden watched closely as Mary placed 207

207 the pipe back into the furnace. 213

213 While the glass heated, Mary sprinkled some blue and green colored 224

224 bits across the table. Then, she rolled the reheated piece across the bits. 237

237 Once again, she returned it to the furnace. This time, when she removed 250

250 it, the melted color swirled inside. Jayden thought it was very beautiful. 262

5 Acadience Oral Reading Fluency Level 3/Progress Monitoring 5

Glassmaking (continued)

262	Finally, Mary shaped the form with wooden blocks and other tools before	274
274	placing it in a cooling oven.	280
280	Jayden had learned so much. She thought about Gran's collection. It	291
291	was now more special than ever.	297

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 3/Progress Monitoring 16

Strawberry Festival Day (continued)

ORF Response Patterns:

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

16 Acadience Oral Reading Fluency

Level 3/Progress Monitoring 16

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

Strawberry Festival Day

0 At the strawberry festival, Tessa stood between her stepmom and 10
 10 her dad. The parade was starting. Looking down the street, Tessa was 22
 22 startled by one of the floats. “That’s the biggest cake I’ve ever seen!” she 36
 36 exclaimed. 37
 37 “I know,” her stepmom answered. “I’ve been coming to this 47
 47 strawberry festival since I was your age. Every year, people use the 59
 59 berries they grow here. They work together to make a huge strawberry 71
 71 shortcake. It’s always the first thing in the parade. The best part comes 84
 84 after the parade. That’s when everyone at the festival gets to eat it!” 97
 97 When the parade was over, Tessa and her parents made their way 109
 109 to the line for a piece of the giant strawberry shortcake. Tessa’s mouth 122
 122 watered as she wondered what the cake would taste like. Tessa’s 133
 133 stepmom stood in line and got them each a helping of the cake. “This is 148
 148 delicious,” Tessa said as she ate it. 155
 155 After they finished the cake, they walked around for a long time. 167
 167 They stopped and listened to a band in the park, and then rode a few 182
 182 rides. As the sun began to set, Tessa got her face painted. She smiled as 197
 197 she looked in the mirror at the bright red strawberry on her cheek. 210
 210 Tessa took her dad’s hand, and with her other hand, she reached for 223
 223 her stepmom. They both held Tessa’s hands tightly and smiled at her. 235
 235 They looked up at the fireworks that lit the dark sky. It was a beautiful 250
 250 ending to a great day. 255

5 Acadience Oral Reading Fluency

Level 3/Progress Monitoring 5

Retell: Glassmaking

► **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 3/Progress Monitoring 6

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

Space Camp

0 It was the summer after third grade, and Kelsey was excited. Ever 12
 12 since she was little, Kelsey wanted to be an astronaut. This summer, 24
 24 she was old enough to go to space camp. For six days she would get to 40
 40 experience the life of an astronaut. 46
 46 Kelsey would be staying at the space center with the other campers, 58
 58 so her father dropped her off the evening before camp began. She was 71
 71 so excited for the next day that she had a hard time sleeping. The next 86
 86 morning would begin her space adventure. 92
 92 The first thing the campers did that morning was put on spacesuits. 104
 104 Then they went into a machine that was like a pretend rocket launch. 117
 117 The machine was called a simulator. The campers spent the morning 128
 128 practicing rocket launches and landings in the simulator. It felt like they 140
 140 were on a real rocket. 145
 145 After lunch, it was time to divide into groups. Kelsey chose the space 158
 158 and aviation group because she wanted to be a pilot. She joined other 171
 171 campers who were interested in learning how to fly. The campers learned 183
 183 about the principles of flight, and they even spent time in a jet simulator. 197
 197 Kelsey spent the rest of the days at camp visiting the space museum 210
 210 and climbing the rock wall that resembled Mars' surface. All of the 222
 222 campers had a chance to build their own rockets. At the end of the six 237
 237 days, the campers launched their model rockets outdoors. Kelsey felt 247
 247 proud as her rocket soared high in the sky. As she watched her rocket, 261

15 Acadience Oral Reading Fluency

Level 3/Progress Monitoring 15

Retell: Amazing Dolphins

► **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 3/Progress Monitoring 15

Amazing Dolphins (continued)

264 you'll know it is not just playing. It is also using its amazing body to stay 280
280 safe and healthy! 283

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 3/Progress Monitoring 6

Space Camp (continued)

261 she thought about her week at camp. Space camp was so much fun, she 275
275 couldn't wait to see how much fun she would have as a real astronaut. 289

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 3/Progress Monitoring 6

Retell: Space Camp

► **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 |

15 Acadience Oral Reading Fluency

Level 3/Progress Monitoring 15

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

Amazing Dolphins

0 Can you jump as high as a house? Could you win a race with a 15

15 shark? Could you find a quarter on the playground with your eyes 27

27 closed? You could do all these things if you were a dolphin! 39

39 A dolphin has a very strong tail that helps it jump high in the air. 54

54 A dolphin's tail muscles are much stronger than the muscles of other 66

66 mammals. A dolphin pumps its tail up and down to propel itself through 79

79 the water. A dolphin can swim so fast that one flick of its tail sends the 95

95 dolphin sailing into the air. Jumping out of the water is one way the 109

109 dolphin gets air while swimming. 114

114 Dolphins do not always swim at top speed, but they are always ready 127

127 to go fast if an enemy comes near. Dolphins often swim together in a 141

141 group. They warn each other if they see a shark. When escaping a shark, 155

155 dolphins can swim as fast as some speedboats! 163

163 One of the most interesting things about a dolphin's body is the way 176

176 it finds things. A dolphin makes clicking sounds that bounce off objects 188

188 in the sea. When the clicking sounds bounce, they make echoes that the 201

201 dolphin can hear. The sound of the echoes tells the dolphin where things 214

214 are. Using clicks and echoes, a dolphin could find a quarter that was a 228

228 half a block away! The clicks and echoes are important because they 240

240 help the dolphin find food. The sounds also help dolphins stay away from 253

253 enemies. 254

254 When you see a dolphin jumping, swimming, and making noises 264

14 Acadience Oral Reading Fluency

Level 3/Progress Monitoring 14

Retell: Kayla's Special Owl

► **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 |

7 Acadience Oral Reading Fluency

Level 3/Progress Monitoring 7

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

A Woodland Path

0 The sun was up, and it was going to be another pretty day. Carrie 14

14 was ready for the day's hike. She and her family had recently moved 27

27 to a small ranch. Their land was right next to a nature preserve. Every 41

41 day, Carrie and her teenage brother Jackson explored a new part of the 54

54 preserve. 55

55 During the summer, Carrie and Jackson had the whole day to 66

66 explore. Mom made them a lunch. Then they headed out with their cell 79

79 phones, which they used to keep in touch with their parents. They carried 92

92 backpacks that held their lunches and notebooks. Carrie and Jackson 102

102 liked to make drawings and write about things they saw. 112

112 Carrie and her brother had already hiked many of the trails in the 125

125 preserve and were hoping to find a new, special place. After walking a 138

138 little way up the main path, they stopped to discuss which way to go. It 153

153 was then that Carrie saw a small, overgrown path leading off to the right. 167

167 She wondered how they had missed it on their earlier hikes. They were 180

180 both excited at the chance to find a new part of the preserve. The path 195

195 was very narrow and bushy, but they were determined to follow it to its 209

209 end. Finally, after hiking for over an hour, they came upon a clearing. In 223

223 the clearing was the most beautiful waterfall they had ever seen. Carrie 235

235 and Jackson knew that they had found a special place. 245

245 Carrie and her brother sat down by the edge of the water and took 259

259 off their shoes. As they ate their lunch, they dangled their feet in the 273

7 Acadience Oral Reading Fluency

Level 3/Progress Monitoring 7

A Woodland Path (continued)

273 water. They were already making plans to show this special place to their 286
286 parents. 287

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 3/Progress Monitoring 14

Kayla's Special Owl (continued)

277 owl again. That night, she heard a hooting sound in the tree just outside 291
291 her window. Her special owl was safe and near. 300

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 3/Progress Monitoring 14

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

Kayla's Special Owl

0 The wildlife center was only a few blocks away. Kayla and her 12
 12 family walked there almost every day. She had been visiting the center 24
 24 since she was two years old. Kayla loved looking at the animals and 37
 37 hiking the surrounding trails. What Kayla liked the very best of all, 49
 49 though, were the birds. This summer, she was finally old enough to 61
 61 volunteer in the center's bird rescue area. She couldn't wait to start. 73
 73 Every week people brought wounded or abandoned birds to the 83
 83 center. They were cared for and then released back into the wild. After 96
 96 training, Kayla was ready for work. She helped clean cages and mixed 108
 108 up special food. Soon, she was able to work with the "babies." She fed 122
 122 these tiny birds by hand using a small paintbrush. She would dip the 135
 135 brush into water or the food mix and then gently put her hand over the 150
 150 bird and drop a small amount into its gaping mouth. Baby birds need to 164
 164 be fed every twenty minutes, so this was something the volunteers took 176
 176 turns doing all day long. 181
 181 Of all the birds Kayla helped, her favorite was a small screech owl. 194
 194 She had been the first one to feed the tiny creature, and the two had 209
 209 formed a special bond. It needed constant attention. Kayla watched the 220
 220 owl get stronger every day as she cared for it. Soon, it could eat on its 236
 236 own and was moved from the inside care room to an outside cage for 250
 250 birds that would soon be released. The time came to let the little owl go. 265
 265 Kayla wasn't sad, though, because she somehow knew she would see her 277

7 Acadience Oral Reading Fluency

Level 3/Progress Monitoring 7

Retell: A Woodland Path

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

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

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

Retell Total: _____

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

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

Retell Response Patterns:

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

8 Acadience Oral Reading Fluency

Level 3/Progress Monitoring 8

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

How Ryan Made a Difference

0 One day a boy named Ryan asked his parents for seventy dollars. 12
 12 His teacher had explained that seventy dollars was sufficient to build a 24
 24 well in a poor African country. Many children in Africa were getting sick 37
 37 because they lacked clean water to drink. Although Ryan was only in first 50
 50 grade, he was determined to help them. 57
 57 Ryan’s parents agreed to let him do extra chores to earn the money. 70
 70 They would pay him one dollar per hour. He washed windows, picked up 83
 83 yard debris, and did other chores. In three months, Ryan had earned the 96
 96 seventy dollars. 98
 98 When Ryan gave the money to the people who build the wells, they 111
 111 were grateful. They explained that the money would buy a pump to pull 124
 124 water from under the ground. However, it would take a lot more money 137
 137 to drill the well before the pump could be used. Drilling the well would 151
 151 cost two thousand dollars! Ryan decided to do chores until he could pay 164
 164 for drilling the well, too. 169
 169 When the people in Ryan’s town heard what he was doing, they 181
 181 helped him raise more money. In a few months, Ryan had enough money 194
 194 to pay for the well. 199
 199 The well was built near a village school in Uganda. After the well 212
 212 was built, the villagers sent Ryan letters and a picture of the well. They 226
 226 had erected a sign that said “Ryan’s Well.” They would always remember 238
 238 the young person who had helped them. Ryan corresponded with the 249

13 Acadience Oral Reading Fluency

Level 3/Progress Monitoring 13

Retell: Lan’s First Day

► **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 3/Progress Monitoring 13

Lan's First Day (continued)

258 Lan repeated the words slowly, "Little Red Riding Hood." Everyone 268
268 smiled when they heard how well she spoke. Lan smiled shyly back and 281
281 thought, "This school is going to be fun!" 289

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 3/Progress Monitoring 8

How Ryan Made a Difference (continued)

249 children who went to the school. Soon they became friends. Ryan was 261
261 happy to think that his friends would have clean water to drink. 273
273 Ryan has continued his work. He has helped to construct wells in 285
285 many African countries. He believes each individual really can make a 296
296 difference. 297

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 3/Progress Monitoring 8

Retell: How Ryan Made a Difference

► **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 |

13 Acadience Oral Reading Fluency

Level 3/Progress Monitoring 13

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

Lan's First Day

0 It was Lan's first day in her new school in the United States. She 14

14 had left China just one week earlier, so the English words her classmates 27

27 spoke sounded strange to her. 32

32 The teacher explained something and then passed out papers. Lan 42

42 didn't understand what was on the papers and felt confused. She could 54

54 tell that her classmates were excited about what they were reading. From 66

66 their expressions, she guessed it was a story. 74

74 Some of Lan's classmates gathered at the front of the room. They 86

86 talked in funny voices and made interesting expressions with their 96

96 faces. Slowly, Lan realized that the students were acting out a play. Lan 109

109 watched closely as a girl in a red cape skipped along and then stopped to 124

124 have a conversation with a tall boy. The boy smiled in a sneaky way and 139

139 growled like a wolf. "That villain is up to no good," thought Lan. 152

152 In the end, the tall boy pretended to be an old woman in bed. When 167

167 the girl in the cape approached him, the boy sprang out of bed and 181

181 chased her. The girl outsmarted the wolf and escaped. Right then, Lan 193

193 recognized the story. It was similar to a tale her mother told her about a 208

208 wolf who tricked children by pretending to be a grandmother. Lan raised 220

220 her hand. "Lon Po Po!" she said excitedly. 228

228 Everyone looked at Lan in surprise. "That's right, Lan," said the 239

239 teacher. "This tale is similar to the Chinese story of Lon Po Po. It's called 254

254 Little Red Riding Hood." 258

12 Acadience Oral Reading Fluency

Level 3/Progress Monitoring 12

Retell: Planting a Butterfly Garden

► **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 3/Progress Monitoring 9

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

Rachel's Box

0 The cat was making a mad dash to get away from the new puppy. 14

14 She was trying to get to her spot on the window ledge out of the puppy's 30

30 reach. It was then that the cat knocked over the beautiful wooden box 43

43 that Grandmother had given to Rachel on her most recent visit. Steven 55

55 and Rachel could see what was going to happen, but neither one was able 69

69 to get across the room quickly enough to prevent it from happening. 81

81 Steven put the puppy outside while Rachel looked to see how badly 93

93 the box was damaged. When he returned, his sister was still staring at the 107

107 box. "Don't worry," Steven said, "It's not that serious. I think I can fix it 122

122 for you." Rachel smiled happily. Her big brother was always there for her 135

135 when she needed help. 139

139 They took the box to the kitchen for a closer look. The hinge needed 153

153 to be screwed back on and several of the inlaid stones would have to 167

167 be glued back in place. All in all, Steven thought they had been very 181

181 lucky. The box was more than two hundred years old, and it had fallen 195

195 on the hard floor. It had been a wedding present to their grandmother's 208

208 great grandmother. For many years it had been passed down through the 220

220 family to the oldest granddaughter. 225

225 The brother and sister worked together, and soon the box was as 237

237 good as new. Rachel put the box in her glass cabinet. She didn't want the 252

252 cat to get anywhere near it again. Because of Steven's help, she knew she 266

266 would now be able to keep the box safe to give to her own granddaughter 281

9 Acadience Oral Reading Fluency Level 3/Progress Monitoring 9

Rachel's Box (continued)

281 some day. Rachel felt thankful to have such a wonderful brother. 292

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 3/Progress Monitoring 12

Planting a Butterfly Garden (continued)

270 With a little time and care, you can enjoy both colorful flowers and 283
283 butterflies!. 284

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 3/Progress Monitoring 12

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

Planting a Butterfly Garden

0 One of the most beautiful insects on earth is the butterfly. There are 13
 13 thousands of different kinds of butterflies and they live in all parts of the 27
 27 world. In some places, though, butterflies have trouble finding the plants 38
 38 they need to survive. Planting a butterfly garden is a great way to help. 52
 52 You can both protect and enjoy the butterflies in your area. 63
 63 Many parks and public gardens have whole fields planted to attract 74
 74 butterflies, but a butterfly garden does not have to be large. It can be 88
 88 a small bed in your yard or even a window box. To plan this type of 104
 104 garden, first find out what type of butterflies are native to where you live. 118
 118 Then, find out what type of plants they like. Try looking at the library or 133
 133 at your local garden center. 138
 138 After researching local butterflies, pick a spot for your garden. Next, 149
 149 decide how large it will be. It can also be helpful to map out a plan for 166
 166 the garden. Butterflies like sunshine, so pick a sunny spot. The garden 178
 178 should also have some protection from the wind. 186
 186 If you are planting your garden in the ground or in a raised bed, you 201
 201 will need to prepare the soil before putting in plants. Turn the soil to 215
 215 loosen it up, making sure to break up any large clumps. You can add in 230
 230 some gardening dirt while you do this. Now it is time to plant. Butterfly 244
 244 gardens need host plants for butterflies to lay eggs on and for caterpillars 257
 257 to eat. They also need plants that provide nectar to feed the butterflies. 270

9 Acadience Oral Reading Fluency

Level 3/Progress Monitoring 9

Retell: Rachel's Box

► **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 3/Progress Monitoring 10

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

The Pinecone Feast

0 Snow had covered the ground for a full month now. Somehow, it 12

12 seemed colder than in years past. Oscar hadn't seen many birds at all. 25

25 He looked out of the window and wondered how all the birds stayed 38

38 warm and what they ate during these cold frosty months. His grandfather 50

50 looked up from the book he was reading and asked what Oscar was so 64

64 concerned about. 66

66 Oscar told him he was worried about the birds in the cold. 78

78 Grandfather told him that many birds flew south for the winter but that 91

91 the birds that stayed probably did need food. Then, Grandfather smiled 102

102 and said, "I used to make pinecone feasts for the birds during the winter. 116

116 Would you like me to show you how?" Oscar nodded an excited yes. 129

129 Oscar followed Grandfather out to the shed to retrieve some 139

139 pinecones they had gathered in the fall. At the kitchen table, they 151

151 carefully tied string around the top of each one. Next, Grandfather got 163

163 out a jar of peanut butter and two spoons. He told Oscar to cover each 178

178 pinecone with peanut butter. Then, Grandfather poured some birdseed 187

187 onto a plate. He added sunflower seeds and dried fruit to the mix to 201

201 give the birds extra energy. Finally, the two rolled the coated pinecones 213

213 through the birdseed until they were completely covered with seeds. 223

223 Oscar and Grandfather dressed warmly and went out to set up the 235

235 bird feast. They carefully tied each pinecone onto the bare branches of 247

247 the big tree outside the kitchen window. After a quick snowball fight, 259

11 Acadience Oral Reading Fluency

Level 3/Progress Monitoring 11

Retell: Save the Turtles!

► **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> |
|---|---|

11 Acadience Oral Reading Fluency

Level 3/Progress Monitoring 11

Save the Turtles! (continued)

263 turtles go. Also, more people recycle now. This means that people throw 275
275 away fewer plastic bags. If we all work together, we can save the turtles! 289

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 3/Progress Monitoring 10

The Pinecone Feast (continued)

259 they went inside to get warm and wait for the birds to find the feast. By 275
275 lunchtime, Oscar and Grandfather had their reward. They looked out the 286
286 window. There was a group of birds happily munching on the seeds. 298

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 | |

10 Acadience Oral Reading Fluency

Level 3/Progress Monitoring 10

Retell: The Pinecone Feast

► **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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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.)

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| <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 3/Progress Monitoring 11

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

Save the Turtles!

0 For millions of years, sea turtles have lived in our oceans. It is 13

13 amazing, when you think about it. They were here when the dinosaurs 25

25 walked the Earth! Now, their future is at risk. The good news is that 39

39 efforts are being made to keep all sea turtles safe. 49

49 Of the seven species of sea turtles, the largest is the leatherback. 61

61 This turtle can grow to over six feet long. They are called leatherbacks 74

74 because they have a softer, more flexible shell than other turtles. They 86

86 live mainly in the open ocean, where they feed on jellyfish. Because they 99

99 can keep their body temperature warmer than that of the water, they are 112

112 able to swim in colder parts of the ocean. Other types of sea turtles are 127

127 not able to do this. Leatherbacks swim thousands of miles a year looking 140

140 for food. Every two or three years, the females walk onto the beach to 154

154 make a nest and lay their eggs. 161

161 Each year, there are fewer nesting leatherbacks to be seen. This is 173

173 because of the growing dangers they face. At sea, this giant turtle often 186

186 gets caught in fishing nets. On land, animals and people disturb their 198

198 nests. The turtles also mistake plastic bags and other kinds of trash for 211

211 jellyfish. These bags can be very harmful to the turtles if they try to eat 226

226 them. 227

227 Laws are being passed to protect the turtles, and people are 238

238 becoming better aware of the risks. Many countries now have beach 249

249 patrols to guard the nests, and there are new ways to track where the 263