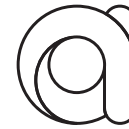


ORF level 4



acadience[™]
reading

Name: _____

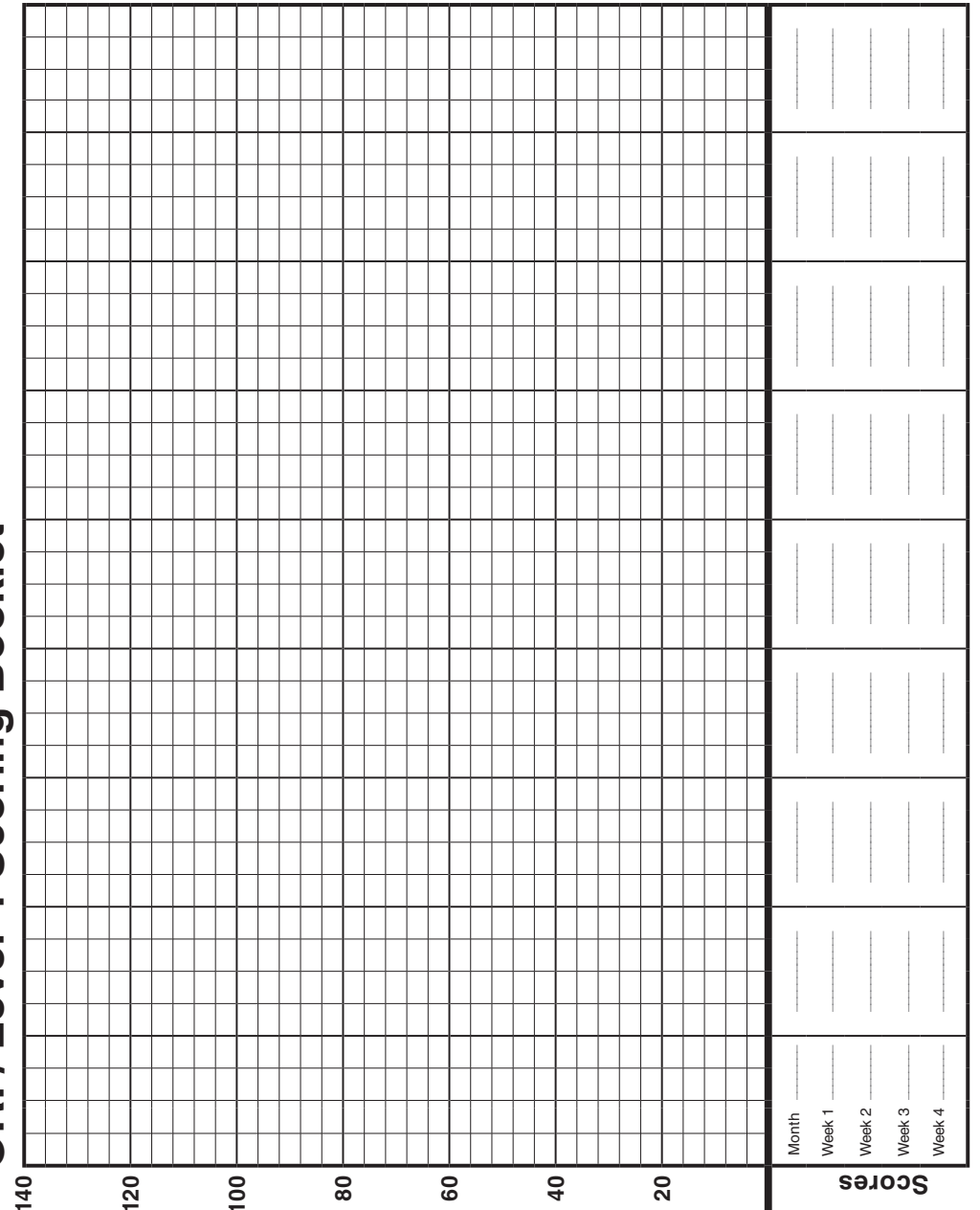
Student ID: _____ School Year: _____

Teacher: _____

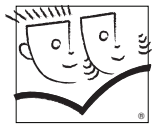
School: _____

Progress Monitoring

ORF/Level 4 Scoring Booklet



Dynamic Measurement Group
 859 Willamette Street, Suite 320
 Eugene, Oregon 97401
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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 4/Progress Monitoring 20

Retell: Rodeo Dreams

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

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

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

Retell Total: _____

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

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

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

Retell Response Patterns:

Summarizes

Retells the passage verbatim

Repeats the same detail

Talks about own life related to passage

"Speed reads" the passage

Other

1 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 1

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

An Island Festival

0 Everyone on the island helped get the village ready for the big 12

12 festival. Working together was part of the island way. Kiri and her family 25

25 helped to sweep the walkways of the village. Other families picked up 37

37 litter and groomed gardens. Some repaired old buildings around town. 47

47 They all wanted their island to look its best for the guests who would 61

61 soon arrive from all over the Pacific. 68

68 Kiri was happy that the place looked so nice, but she was even more 82

82 excited about the festival to come. Her island had been chosen to host the 96

96 big event. People were eager to share their island home and to treat their 110

110 guests to wonderful feasts. Kiri’s mouth watered when she thought of the 122

122 big platters of food they would serve. There would be tables piled high 135

135 with fruit, seaweed, fish, and coconuts. 141

141 The best part of the festival would be the show when dancers from 154

154 each country would perform in traditional costumes. Kiri was in a group 166

166 that was to dance on the first night. Her costume was made of a special 181

181 cloth that was made from the bark of mulberry trees. It had flowers and 195

195 leaves painted on it and she knew she would treasure the beautiful dress 208

208 long after the dance was over. 214

214 On opening night, a huge crowd came to see the show. Dancers from 227

227 each country paraded into the stadium and sat on the ground around the 240

240 stage. Kiri’s group went on first and performed a spirited song and dance. 253

253 The crowd stood and cheered so loudly that Kiri couldn’t stop smiling. 265

1 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 1

An Island Festival (continued)

| | | |
|-----|---|-----|
| 265 | Her group left the stage and then other dancers performed. As the other | 278 |
| 278 | groups danced, she admired their colorful costumes and lively rhythms. | 288 |
| 288 | Everyone cheered happily for each of the dancing groups. People from | 299 |
| 299 | many different places chatted and laughed with one another. Kiri beamed | 310 |
| 310 | with happiness. She knew she would remember this night always. | 320 |

ORF Response Patterns:

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

20 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 20

Rodeo Dreams (continued)

| | | |
|-----|--|-----|
| 254 | her time was announced, everyone stood up and cheered. Brook and | 265 |
| 265 | Flash had the fastest time. Her dream had come true! | 275 |
| 275 | The announcer congratulated Brook on her winning ride and added, | 285 |
| 285 | “This rider wants to send out a big thank you to the person who helped | 300 |
| 300 | her win this event. Let’s all give a hand to her brother Ben.” | 313 |
| 313 | Ben was amazed when he heard his name announced. He couldn’t | 324 |
| 324 | believe that his secret dream had come true, too. | 333 |

ORF Response Patterns:

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

20 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 20

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

Rodeo Dreams

0 The big day was here at last, and happy crowds filled the rodeo 13
 13 grounds. After months of waiting, Ben was at the rodeo waiting to see his 27
 27 sister, Brook, compete. His family had driven halfway across Canada to 38
 38 be at the Calgary Stampede, the largest rodeo in Canada. Brook’s event 50
 50 was barrel racing, and her dream was to win the big cash prize for her 65
 65 college fund. It wouldn’t be easy. Only the best riders were invited to 78
 78 compete at this rodeo. 82
 82 Brook had worked hard for this moment, and Ben had been her 94
 94 biggest supporter. Every afternoon, he set up her barrels in the corral 106
 106 while she saddled up her horse, Flash. She rode around the barrels again 119
 119 and again while her brother timed her with the stopwatch. If Brook 131
 131 knocked over a barrel, Ben hopped down from the fence and stood it 144
 144 back up. Each time she got a little bit faster, he hollered and threw his hat 160
 160 in the air. 163
 163 As Ben waited for the barrel race to begin, the announcer’s deep, 175
 175 friendly voice welcomed the audience. He could hardly believe that 185
 185 today the announcer would say his sister’s name. His secret dream was to 198
 198 hear his own name over that loudspeaker. He wondered if that day would 211
 211 ever come. 213
 213 At last, the barrel race began. One rider after another came out of the 227
 227 chute and circled the barrels. Brook was the last to ride. She and Flash 241
 241 burst into the arena and rode around the barrels in perfect form. When 254

1 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 1

Retell: An Island Festival

► **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 |

2 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 2

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

Exploring South America

0 Imagine being so far out in space that the continents look like green 13
 13 and brown shapes on a blue ball. If you look carefully, you’ll see one 27
 27 below North America that’s shaped like a wobbly ice cream cone. It’s 39
 39 wide at the top and pointed at the bottom. That’s South America. 51
 51 Zoom in closer and you’ll see that the surface of South America is 64
 64 like a big bowl. The middle of the continent is the scooped out part of 79
 79 the bowl. It is grassland or desert in some places and rainforest in others. 93
 93 The sides of the bowl are mountain ranges near each coast. The tallest 106
 106 ones, the Andes, run down the western side. They are steep and jagged, 119
 119 and many of the peaks are volcanoes. The mountains in the north and 132
 132 east are lower but have many steep drops that create beautiful waterfalls. 144
 144 To get a better look at the falls, move closer to the planet. You’ll 158
 158 easily spot Angel Falls in the northern part of South America. It’s the 171
 171 tallest waterfall on Earth. In the time it takes a drop of water to fall from 187
 187 the top of the falls to the bottom, you could sing the whole alphabet 201
 201 song! You’ll also see a large river called the Amazon. It stretches two 214
 214 thousand miles from the Andes to the Atlantic Ocean and provides water 226
 226 to almost one-third of South America. 233
 233 Now imagine being just above the treetops. You’re close enough 243
 243 to see that there is little life in the desert of the northwest. It’s one of 259
 259 the driest places on Earth and never receives rain. But if you go to the 274
 274 Amazon rainforest, you’ll find more kinds of wildlife than anyplace 284

19 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 19

Retell: A Day of Surprises

► **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 |

19 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 19

A Day of Surprises (continued)

| | | |
|-----|--|-----|
| 285 | were staying overnight in the park cabins so we could go on a rafting | 299 |
| 299 | expedition the next morning! My sister squealed in delight and gave me | 311 |
| 311 | a high-five. | 314 |
| 314 | “You’re full of fantastic surprises today, Dad,” I said. | 323 |
| 323 | “I’ve got one more surprise that I’m sure you’ll like,” he said with a | 337 |
| 337 | wink. “The trail back to the car is downhill all the way!” | 349 |

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 4/Progress Monitoring 2

Exploring South America (continued)

| | | |
|-----|--|-----|
| 284 | else in the world. Move up into the mountains, and you’ll see bears and | 298 |
| 298 | animals a lot like llamas. Before you leave, be sure to go to the southern | 313 |
| 313 | tip of the continent to see the penguins. | 321 |
| 321 | This quick trip is over, but there’s much more to know about South | 334 |
| 334 | America. If you feel like exploring, your next trip is as close as the | 348 |
| 348 | library. | 349 |

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 4/Progress Monitoring 2

Retell: Exploring South America

► **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 4/Progress Monitoring 19

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

A Day of Surprises

0 It was an ideal day for mountain biking. My sister and I didn't 13

13 know where we were going because Dad wanted to surprise us. As we 26

26 drove, he gave us clues about our destination. It was a trail that followed 40

40 nature's lead. It had a history, and it was named for a giant pit. We tried 56

56 to figure out what the clues meant, but none of our guesses were correct. 70

70 After an hour's drive, Dad pointed to a sign and announced that we 83

83 had arrived. We were at the Quarry Road Trail! Once we were on our 97

97 bicycles, Dad explained how the trail matched his clues. First, it followed 109

109 the American River. That was nature's lead. Second, miners from the 120

120 Gold Rush era had built a flume, or water chute, alongside the trail. 133

133 They channeled water from the river into the flume and then searched 145

145 the shallow stream for gold. Third, it was named after the old quarry, an 159

159 enormous pit where people excavated rock to use in building. 169

169 The trail didn't seem particularly steep, but at the halfway point 180

180 we could feel the strain in our legs, so we stopped to wade in the river. 196

196 Before long, we were back on our bikes and headed for trail's end. By 210

210 the time we got there, we were definitely ready to rest, so we relaxed on 225

225 the grass and watched people rafting on the river below. The water was 238

238 very swift there, and rafters tipped over if they didn't navigate carefully. 250

250 Just past the rapids, they were carried over a small waterfall into calm 263

263 waters. When they landed with a splash, they cheered triumphantly. It 274

274 looked like great fun. That's when Dad revealed another surprise. We 285

18 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 18

Retell: Gail Devers

► **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 4/Progress Monitoring 3

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

A Gift from the Past

0 It was the middle of summer and too hot to play outside. Carmen 13

13 tried to think of something interesting to do. Her mother suggested 24

24 reading a book or starting a jigsaw puzzle. But Carmen wanted to do 37

37 something new. Her mother thought for a minute and then disappeared 48

48 down the hall. She returned with a long, slender box and explained that 61

61 it held an heirloom that had been in the family for many generations. 74

74 Carmen removed the lid and found a thick stick with a row of holes 88

88 carved into it. Her mother explained that it was a flute made from a piece 103

103 of bamboo. 105

105 "Your ancestors played this flute long ago in the mountains of Peru," 117

117 she said. "It makes a sweet, haunting sound unlike that of any other 130

130 flute." 131

131 Carmen felt how smooth and worn the flute was from being held and 144

144 played by many different hands. It made her wish she could have known 157

157 the ancestors who played it. 162

162 Her mother demonstrated how to hold the flute. Carmen noted how 173

173 she rested the end of the flute on her chin with its opening near her 188

188 bottom lip. Her mother blew gently and raised and lowered her fingers, 200

200 creating a beautiful melody. Carmen loved the sound so much she 211

211 couldn't wait to try it herself. She blew and blew but couldn't make any 225

225 sound come out. With her mother's coaching, she learned to tighten her 237

237 lips into a little half smile and to blow more gently. After a few more 252

3 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 3

A Gift from the Past (continued)

| | | |
|-----|---|-----|
| 252 | attempts, she was able to blow one clear note. | 261 |
| 261 | Carmen spent the rest of the summer playing her flute. She practiced | 273 |
| 273 | covering and uncovering different holes to create different notes. When | 283 |
| 283 | she could play all the notes clearly, her mother taught her a short song. | 297 |
| 297 | After days of practice, Carmen could finally play it through smoothly. As | 309 |
| 309 | she played, she imagined herself in the mountains making music with her | 321 |
| 321 | ancestors. "Did they ever imagine someone like me, playing this flute far | 333 |
| 333 | in the future?" she wondered. It made her smile to think that maybe they | 347 |
| 347 | had. | 348 |

ORF Response Patterns:

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

18 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 18

Gail Devers (continued)

| | | |
|-----|---|-----|
| 265 | Gail knew she would not always be able to run, but she could have a | 280 |
| 280 | lasting impact on people's lives. She created the Gail Devers Foundation, | 291 |
| 291 | an organization that helps people with education, health, and athletics. | 301 |
| 301 | She wanted to show people how to do good things to help others. Her | 315 |
| 315 | message to others is to never give up because hard work leads to success. | 329 |

ORF Response Patterns:

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

18 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 18

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

Gail Devers

0 As a child, the girl ran constantly. She enjoyed running races against 12
 12 her brother, but she always lost. The girl didn't give up and started 25
 25 practicing and training hard. Soon she was running faster than her 36
 36 brother. This girl was Gail Devers. Years later, she would become one of 49
 49 the fastest runners in the world. 55
 55 Gail was an excellent runner. She was on the track team in high 68
 68 school and in college. She was training for the Olympic games in 1988 81
 81 when she became ill with a mysterious disease. Her muscles hurt, and 93
 93 sometimes she could not feel her legs at all. There were times when her 107
 107 head hurt and she would faint. Soon she could not even walk. It took 121
 121 several years for doctors to discover what was wrong with Gail and 133
 133 figure out how to help her get well. Finally she started to improve, and 147
 147 once again she began to train for the Olympics. 156
 156 At the Olympic games, Gail ran fast, winning first place and earning 168
 168 the gold medal. She ran so fast that people called her the "World's 181
 181 Fastest Woman." After the Olympics, Gail competed in the World 191
 191 Championships, earning seven medals there. She won gold medals in the 202
 202 one hundred meter dash and the one hundred meter hurdles. It was the 215
 215 first time in many years that a runner was first in both of these events. In 231
 231 the next two years, Gail won so many races that she was named the best 246
 246 runner in the world. The following year, Gail won two more gold medals 259
 259 at the Olympics in Atlanta, Georgia. 265

3 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 3

Retell: A Gift from the Past

► **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 4/Progress Monitoring 4

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

A Home for Freckles

0 A friendly collie poked his spotted muzzle through the bars of his 2
 12 kennel and wagged his tail. Emily petted him and thought what a perfect 25
 25 playmate he would be for her dog, Hal. She wished she could take him 39
 39 home. 40
 40 Emily went to help her father put out fresh water in the kennels. She 54
 54 always met him at the animal shelter after school on Thursdays so they 67
 67 could walk home together. When she was old enough, she wanted to 79
 79 volunteer just like he did. 84
 84 As they were leaving, Emily noticed a flyer announcing that the 95
 95 shelter needed trainers to help shelter dogs in obedience classes. Best 106
 106 of all, trainers could be as young as ten years old! Emily’s dad agreed 120
 120 to let her sign up, and they went to the office. After they completed the 135
 135 application, the woman at the desk asked Emily to start that weekend. 147
 147 Emily was at the shelter early Saturday morning. The teacher 157
 157 assigned a dog to each of the newly recruited trainers. Her partner was 170
 170 Freckles, the collie with the spotted muzzle! 177
 177 The teacher helped the trainers teach their dogs to sit and stay. By the 191
 191 end of the class, Freckles was obeying most of Emily’s commands. She 203
 203 worked with him every Saturday in class and spent extra time with him 216
 216 on Thursdays. One day, Emily couldn’t find Freckles. The teacher said 227
 227 that he’d been adopted, and thanked her for helping him become a great 240
 240 pet. 241

17 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 17

Retell: Keeping Oil on the Job

► **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 4/Progress Monitoring 17

Keeping Oil on the Job (continued)

| | | |
|-----|--|-----|
| 280 | all night. If all car owners recycled their used oil, we would save millions | 294 |
| 294 | of gallons every year. Just imagine how much power that oil could | 306 |
| 306 | produce! | 307 |
| 307 | Recycling oil is a smart move for us all. It keeps our water clean and | 322 |
| 322 | protects wildlife. It provides cheaper fuel and power. Best of all, it keeps | 335 |
| 335 | a precious resource out of the landfill and on the job! | 346 |

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 4/Progress Monitoring 4

A Home for Freckles (continued)

| | | |
|-----|--|-----|
| 241 | Emily was happy for Freckles, but she missed him. When she arrived | 253 |
| 253 | home that day, she opened the front door and called Hal. He always | 266 |
| 266 | cheered her up. When he didn't come, she went to the back yard and | 280 |
| 280 | called again. Hal came running, and then something amazing happened. | 290 |
| 290 | Freckles came running, too! Emily whirled around and saw her dad | 301 |
| 301 | grinning on the back porch. | 306 |
| 306 | "He's all yours!" he called. | 311 |
| 311 | Emily dropped and hugged both dogs. "I'm the luckiest girl ever," | 322 |
| 322 | she thought. "I have two great dogs and a great dad, too!" | 334 |

ORF Response Patterns:

- | | |
|--|--|
| <input type="checkbox"/> Reads with appropriate phrasing, intonation/ expression, and observed punctuation | <input type="checkbox"/> Frequent errors on sight words (e.g., I, was, and, the, said, etc.) |
| <input type="checkbox"/> Self-corrects/monitors meaning | <input type="checkbox"/> Frequent errors on phonetically regular words (e.g., cat, milk, etc.) |
| <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 4/Progress Monitoring 4

Retell: A Home for Freckles

► **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 4/Progress Monitoring 17

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

Keeping Oil on the Job

0 Anything with a motor needs clean oil to run smoothly. That includes 12

12 everything from cars to lawnmowers. To keep motors running clean, 22

22 people drain the dirty oil every few months and replace it with new oil. 36

36 What happens to the used oil? Oil that is allowed to soak into the ground 51

51 or spill into storm drains can pollute the water supply. It can also be toxic 66

66 to wildlife. The best thing to do with used oil is to recycle it. A lot of 83

83 cities have oil recycling centers where used oil can be dropped off. Some 96

96 even pick up used oil at the curb. There are also many service stations 110

110 that accept used oil for recycling. 116

116 The used oil you give to city workers or other collectors is stored in 130

130 large tanks. When a tank is full, the collector calls a hauler to pick it up. 146

146 The hauler pumps the used oil into a special collection truck and takes it 160

160 to a processing plant. 164

164 At the plant, the oil is tested for lead and other wastes that must be 179

179 removed. Any water in the oil must be boiled off so that only the oil 194

194 remains. Then the oil is tested again to make sure it is clean and safe to 210

210 use. The whole process costs far less than refining crude oil from the 223

223 ground. 224

224 Once the oil is cleaned, it can be used in many ways. Some is used 239

239 in motors again or as a heating fuel for buildings or ships. Many power 253

253 plants are able to use recycled oil to produce electricity. Just two gallons 266

266 of recycled oil can make enough electricity to power a home all day and 280

16 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 16

Retell: A Trip into History

► **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 4/Progress Monitoring 5

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

Art in Action

0 Would you like to make drawings come to life? Try making a 12

12 flipbook! A flipbook is a series of pictures that seem to move when you 26

26 thumb through them quickly. To make yours, all you need is a pad of 40

40 square sticky notes and a pencil. 46

46 First, decide on a concept for your pictures. You must re-create the 58

58 same picture again and again, so choose something simple. Avoid adding 69

69 unnecessary details, too. That will make it easier to create drawings that 81

81 are nearly identical. 84

84 For your first flipbook, try drawing a face with eyes that move back 97

97 and forth. Position your pad with the sticky part at the left. Then open it 112

112 to the last page and draw a simple face toward the right side of the page. 128

128 That is the part of the page that is visible when you are thumbing through 143

143 quickly. 144

144 Your flipbook face can be a circle or any other basic shape. For each 158

158 eye, make a horizontal oval with a dark, solid dot at the right end. Once 173

173 you're satisfied with your picture, darken the lines to make them easy to 186

186 trace. 187

187 Next, draw the second picture on the next to the last page of the pad. 202

202 Trace everything except the dots in the eyes. Trace accurately so all the 215

215 details will appear to hold still while the eyes move. Position the dots in 229

229 the eyes a tiny bit farther to the left than in the first picture. 243

243 Repeat this process again and again. Each time, copy all the details 255

5 Acadience Oral Reading Fluency Level 4/Progress Monitoring 5

Art in Action (continued)

| | | |
|-----|--|-----|
| 255 | and change only the dots in the eyes. For best results, be patient. Make | 269 |
| 269 | such small changes that they are barely noticeable. When the dots reach | 281 |
| 281 | the left end of the eye ovals, start moving them gradually back to the | 295 |
| 295 | right. You should draw about twenty pictures in all. | 304 |
| 304 | Hold your finished book so that you can thumb through the pictures | 316 |
| 316 | from back to front. The eyes on the face should move as if they are | 331 |
| 331 | following a tennis match! | 335 |

ORF Response Patterns:

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

16 Acadience Oral Reading Fluency Level 4/Progress Monitoring 16

A Trip into History (continued)

| | | |
|-----|--|-----|
| 256 | drifting back in time. They saw castle after castle set on rocky cliffs and | 270 |
| 270 | tree-covered hills. They passed nearly fifty of them! Over the years, some | 283 |
| 283 | had tumbled down, and only a few rock walls remained. Other castles | 295 |
| 295 | still looked strong and mighty. In pretty little villages on the shore, they | 308 |
| 308 | saw churches built hundreds of years ago. Albert decided that he really | 320 |
| 320 | liked learning about the past this way. "Thanks for taking me on this boat | 334 |
| 334 | trip," he told his parents. "It's the best history lesson I ever had!" | 347 |

ORF Response Patterns:

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

16 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 16

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

A Trip into History

0 The ship sounded its horn as passengers hurried to board. Albert’s 11
 11 family followed a porter who showed them to their cabins. While his 23
 23 parents began unpacking, Albert went outside and looked through 32
 32 binoculars. He wanted to get a closer look at a distant castle. It was 46
 46 exciting to think that the old castle was once guarded by brave knights 59
 59 in armor. Albert couldn’t wait to see more. He was convinced that this 72
 72 two-day voyage on the Rhine River would be the highlight of their trip to 87
 87 Germany. 88

88 Albert quickly unpacked so he could explore the rest of the ship. It 101
 101 was as long as a football field! On deck, he discovered that there would 115
 115 be plenty to do while they were onboard. In addition to a library and a 130
 130 gift shop, there was a heated swimming pool. His parents were happy to 143
 143 learn that there would be live music and dancing, too. 153

153 The family had just found seats on the deck when the ship began 166
 166 to move. Albert ran to the railing. He waved to people on shore as the 181
 181 boat pulled away. Before long, the ship reached the castle he had spotted 194
 194 earlier. 195

195 Albert’s father pointed out that the tall walls and moats around 206
 206 castles were built to protect the owners from attacks. “The royal family 218
 218 members who built the castles had soldiers stop boats that passed by,” he 231
 231 explained. “They charged them a toll to continue down the river.” 242
 242 As the ship moved slowly down the river, it was as if they were 256

5 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 5

Retell: Art in Action

► **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 4/Progress Monitoring 6

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

Empty Lot to a Garden Spot

0 Last summer, I spent a few weeks at my aunt’s farm in the country. 14

14 My cousins and I had a great time helping out at the produce stand where 29

29 we sold fresh tomatoes, squash, melons, and berries. When I got back to 42

42 my home in the city, I told my friends about the produce stand. 55

55 “If we had a place to grow vegetables, we could have a produce 68

68 stand right here,” I explained. “I guess there’s really no place to grow a 82

82 garden in the city, though.” 87

87 “There’s that abandoned lot down the street,” Dillan said. “Maybe 97

97 we could use it.” 101

101 We sprinted down to the empty lot to investigate. At first, we felt 114

114 disappointed. Weeds grew through cracked, dry soil, and trash was 124

124 jammed against the metal fence. On the fence was a sign that said, “For 138

138 information, call Mr. Brown.” 142

142 I wrote down the information, and we returned to my house. 153

153 Grandma listened to our plan and offered to help. She called Mr. Brown 166

166 who said that if we turned it into a neighborhood garden, he would 179

179 donate the lot to the community! 185

185 “This is an opportunity we can’t afford to pass up,” said Grandma. 197

197 “Let’s see how many volunteers we can enlist to help us.” We made flyers 211

211 that listed the time, place, and purpose of the gathering and put them 224

224 up in the library, post office, and grocery store. On Saturday, a large 237

237 crowd showed up at the lot to help us prepare the soil and begin planting. 252

15 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 15

Retell: Healthy Choices

► **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 4/Progress Monitoring 15

Healthy Choices (continued)

| | | |
|-----|---|-----|
| 269 | every day, but often those same crops can be found much closer to home. | 283 |
| 283 | Next time you go to the store, keep a lookout for locally grown tomatoes. | 297 |
| 297 | You may see other locally grown foods you want to choose, too. | 309 |

ORF Response Patterns:

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

6 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 6

Empty Lot to a Garden Spot (continued)

| | | |
|-----|---|-----|
| 252 | Before our eyes, the vacant lot was transformed into a garden spot. | 264 |
| 264 | Each day, someone from the neighborhood was in the garden | 274 |
| 274 | weeding, watering, and tending the plants. All of the neighbors seemed | 285 |
| 285 | to take a lot of pride in the garden. As an added benefit, my friends and I | 302 |
| 302 | made lots of new friends. | 307 |
| 307 | In a few months, there were vegetables ready for harvest. My friends | 319 |
| 319 | and I set up a produce stand in front of the garden. Then we put up this | 336 |
| 336 | sign: “Free vegetables. Thank you for helping to make this garden a | 348 |
| 348 | success!” | 349 |

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 4/Progress Monitoring 6

Retell: Empty Lot to a Garden Spot

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

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

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

Retell Total: _____

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

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

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

Retell Response Patterns:

Summarizes

Retells the passage verbatim

Repeats the same detail

Talks about own life related to passage

"Speed reads" the passage

Other

15 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 15

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

Healthy Choices

| | | |
|-----|---|-----|
| 0 | Have you ever wondered where the food you eat really comes from? | 12 |
| 12 | A tomato at the grocery store can come from many sources. Some stores | 25 |
| 25 | sell tomatoes that have traveled a great distance across many states to | 37 |
| 37 | get there. At other shops and markets, the tomatoes you buy come from | 50 |
| 50 | farms in locations very close to where you live. You can often find these | 64 |
| 64 | local tomatoes at outdoor markets. Choosing a locally grown tomato is a | 76 |
| 76 | healthy choice. | 78 |
| 78 | A ripe tomato fresh from the vine is full of vitamins and flavor. | 91 |
| 91 | Locally grown tomatoes are allowed to ripen before they are picked. | 102 |
| 102 | Ripening all the way gives the tomatoes lots of flavor and color. Once the | 116 |
| 116 | tomato is picked, its nutrients begin to fade. As the days pass, it keeps | 130 |
| 130 | losing more and more of its food value. It is still good to eat, but it has | 147 |
| 147 | less flavor and fewer vitamins than a fresh tomato does. Farmers who | 159 |
| 159 | ship tomatoes a long distance often pick them while they are still green. | 172 |
| 172 | Green tomatoes turn red after a few days, but they have far less flavor | 186 |
| 186 | and color than tomatoes that ripen all the way on the vine. | 198 |
| 198 | Tomatoes from local farmers are good for the environment, too. | 208 |
| 208 | Because they don't have to be shipped very far, farmers don't have to use | 222 |
| 222 | a lot of packaging that has to be thrown away. Instead, they can transport | 236 |
| 236 | the foods in bushel baskets that they reuse every week. Transporting | 247 |
| 247 | local tomatoes this way doesn't generate a lot of waste materials. | 258 |
| 258 | Many kinds of fruits and vegetables are shipped across the country | 269 |

14 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 14

Retell: Wonderful Water

► **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 4/Progress Monitoring 7

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

The Little Hero

0 You might not believe that a dog weighing less than ten pounds 12

12 could stop a car or save someone, but that’s just what a little dog named 27

27 Annie did. Annie’s heroic feat occurred late one night. On this particular 39

39 night, Annie was out for a stroll with her owner, Pam. Pam uses a cane 54

54 to walk, and as she and Annie stepped cautiously up onto a high curb 68

68 in the dark, Pam tripped and fell. She was not seriously injured, but she 82

82 couldn’t get up by herself. Annie licked Pam’s face and barked as she 95

95 attempted to assist her owner, but Pam was still unable to stand up. 108

108 Annie was determined to get help for Pam, so she continued to bark 121

121 noisily. She barked so loudly that neighbors called the police. A police 133

133 officer finally came to investigate. It wasn’t difficult to find Annie. The 145

145 officer just went to the location where he heard the uproar. When the 158

158 officer’s patrol car approached her, Annie stood in the road and barked as 171

171 fiercely as she could. She wanted to make the officer stop and get out of 186

186 his car. That’s exactly what the officer did. When the police officer tried 199

199 to catch Annie, she dodged and barked even more ferociously. The little 211

211 dog didn’t run away from the officer, though. She just scurried back and 224

224 forth to block his way each time he tried to go in another direction. 238

238 The officer wondered why Annie was being so insistent about getting 249

249 his attention. That’s when he heard a faint voice calling from near the 262

262 bushes. Someone was calling for help! He hurried toward the voice and 274

274 soon found Pam on the ground. The officer helped her up and delivered 287

7 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 7

The Little Hero (continued)

| | | |
|-----|---|-----|
| 287 | her and Annie safely home. Pam says she learned a lot from her accident. | 301 |
| 301 | First, it's best to avoid walking where there are steep curbs and no street | 315 |
| 315 | lights. More importantly, it is a good idea to take someone with you | 328 |
| 328 | when you go out at night who can make sure you get home safely. For | 343 |
| 343 | Pam, that someone is her dog. | 349 |

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 4/Progress Monitoring 14

Wonderful Water (continued)

| | | |
|-----|---|-----|
| 254 | asking for food, instead of water. | 260 |
| 260 | To ensure you get all the water your body needs, you should | 272 |
| 272 | drink water frequently throughout the day. If you drink enough | 282 |
| 282 | water throughout the day, you will feel healthy and refreshed. More | 293 |
| 293 | importantly, your body will have the fluid it needs to work well. | 305 |

ORF Response Patterns:

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

14 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 14

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

Wonderful Water

0 Some people say “You are what you eat.” It might be more accurate 13
 13 to say “You are what you drink.” That is because about two-thirds of the 28
 28 human body is made up of water. 35
 35 Our bodies use water in many ways to maintain our health and well- 48
 48 being. We need water to help with digesting and absorbing the food we 61
 61 eat. Water controls our body temperature, keeping us from getting too hot 73
 73 in warm weather. It helps to carry oxygen and nutrients to all the body’s 87
 87 cells and even acts as a protective cushion for joints, such as knees and 101
 101 hips. 102
 102 Each day, our bodies lose as many as six pints of water through 115
 115 evaporation and perspiration. Replacing that water is important for 124
 124 maintaining good health. People who exercise vigorously lose even more 134
 134 water. Running, playing soccer, bicycling, and hiking can increase the 144
 144 amount of water you need to drink. 151
 151 How can you get all the water you need? First, try to drink plenty 165
 165 of fresh water with every meal and after you exercise. It’s also good 178
 178 to drink water at other times during the day, especially if it is a warm 193
 193 day. Eat plenty of fresh fruits and vegetables, which also contain water. 205
 205 Eating these can also help you get the water your body needs. 217
 217 Many people do not drink enough water to maintain their health. 228
 228 They say they do not feel thirsty. Sometimes people who do not think 241
 241 they are thirsty are confusing thirst for hunger. They think their body is 254

7 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 7

Retell: The Little Hero

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

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

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

Retell Total: _____

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

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

Retell Response Patterns:

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

8 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 8

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

A Surprising Little Fish

0 Imagine that you are snorkeling near a reef when some clown fish 12

12 catch your eye. They're zippy little orange fish with black and white 24

24 stripes. They whirl and wiggle and dart in and out of their ocean home. It 39

39 seems they are chasing each other in a rollicking game of tag. 51

51 The fish you are watching are clown fish, and it's easy to see how 65

65 they got their name. It looks as if they are clowning around. These 78

78 clown fish are not playing, though. They are defending their territory 89

89 from outsiders. What looks like a bushy seaweed plant is really a sea 102

102 animal that lets clown fish live in its tentacles. The creature is called an 116

116 anemone. Most fish avoid this animal because its mass of tentacles can 128

128 deliver a powerful sting. Luckily, clown fish have special protection 138

138 from the animal's sting. Clown fish are covered in a sticky substance that 151

151 protects them from the sting. 156

156 Living inside a stinging animal is great protection for the clown fish. 168

168 Hungry predators that would like to eat the clown fish turn away when 181

181 they see the anemone. If a predator gets too close it gets a severe sting. 196

196 In return for protection from enemies, the clown fish clean the anemone. 208

208 They remove dirt from its tentacles. They feed on scraps from the 220

220 anemone's meals. The anemone and the fish are both quite content with 232

232 this unusual arrangement. 235

235 Clown fish are unusual in another way, too. They are almost all 247

247 males. Only one female is in every colony, and she is also the leader of 262

13 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 13

Retell: Sunnydale Stars

► **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 4/Progress Monitoring 13

Sunnydale Stars (continued)

| | | |
|-----|---|-----|
| 273 | announcer. Together, the members of the club worked to get everything | 284 |
| 284 | ready for the show. When opening night came, they all took their places | 297 |
| 297 | backstage. Marco took a deep breath. The play was about to begin. | 309 |

ORF Response Patterns:

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

8 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 8

A Surprising Little Fish (continued)

| | | |
|-----|--|-----|
| 262 | the colony. She lays her eggs near the anemone where they are kept very | 276 |
| 276 | safe. The mother clown fish has laid them where predators don't dare go. | 289 |
| 289 | She knows the stinging anemone is the best babysitter in the sea. | 301 |

ORF Response Patterns:

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

8 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 8

Retell: A Surprising Little Fish

► **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 4/Progress Monitoring 13

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

Sunnydale Stars

0 Soon after Marco joined the drama club at Sunnydale School, the 11

11 club members began to work on a special project. They were going to 24

24 fix up the empty lot located behind their school. Their plan was to build 38

38 a stage where they could put on outdoor plays for all the students and 52

52 families in their school. Each day after school that week, the drama club 65

65 students worked to transform the vacant lot into an outdoor theater. 76

76 On their first work day, the drama club teacher, Mrs. Walter, led the 89

89 way to the empty lot. The first task was weeding. Mrs. Walter gave each 103

103 student a pair of work gloves to wear and the students got right to work 118

118 pulling up a tangle of weeds that covered an old concrete patio. This 131

131 patio would be the stage. Over the next few days, Marco and his friends 145

145 brought scrub brushes and buckets of water and scrubbed the patio clean. 157

157 Once the patio was clean, the students painted it bright blue. Then it was 171

171 time to decorate the stage. Marco opened a can of silver paint and each 185

185 student grabbed a paintbrush and painted a silver star on the blue stage. 198

198 When the paint was dry, they used markers to write their names on the 212

212 stars. 213

213 The outdoor theater was ready. What play should they perform 223

223 first? The students decided to present the play "The Tortoise and the 235

235 Hare." Everyone in the club was assigned a job to do. Some students 248

248 made the programs, some were in charge of refreshments, and others 259

259 were assigned the job of setting up chairs. Marco's job was to be the 273

12 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 12

Retell: A Vacation Adventure

► **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 4/Progress Monitoring 9

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

On the Road to Success

0 Everyone was gathered in front of the stage, waiting to hear who 12

12 had won the design contest. Designing a car of the future was a real 26

26 challenge, but Tim’s entry had made it to the finals. At last, the judges 40

40 took the stage and announced the winning entries. Tim was thrilled to 52

52 hear that his car with solar power had won second place. He grinned 65

65 at the applause and the trophy, but the best part about winning was yet 79

79 to come. He and the other winners would present their designs to the 92

92 president of a national car company. 98

98 On Friday, Tim and his parents drove to the car factory. The manager 111

111 led the students and their families on a tour. As they walked along the 125

125 assembly line, the manager explained each step in making a car. Tim 137

137 was fascinated by everything he saw. First, the frame of a car was 150

150 fastened to a big, moveable belt. A huge machine lowered the engine and 163

163 transmission onto the frame. Then workers fastened the parts in place. As 175

175 the belt moved the car frame down the line, the car was gradually built 189

189 from the bottom up. Machines and people worked side by side at many 202

202 of the stations. Tim got more and more excited as the car took shape. 216

216 Finally, the car was ready to send to the body shop, where workers 229

229 added the doors and the hood and trunk. When the body was complete, 242

242 machines painted the car. The manager was about to show them where 254

254 the interior parts were installed when an announcement came over the 265

265 loudspeaker. The president of the company was ready to meet them. 276

9 Acadience Oral Reading Fluency Level 4/Progress Monitoring 9

On the Road to Success (continued)

| | | |
|-----|--|-----|
| 276 | They hurried to the office. After the students presented and explained | 287 |
| 287 | their designs, the president told them he was very impressed with their | 299 |
| 299 | work. As they were leaving, he shook Tim's hand and asked him to | 312 |
| 312 | come back and apply for a job someday. Tim was thrilled. All the way | 326 |
| 326 | home, he imagined cars just like the one he'd designed rolling down that | 339 |
| 339 | assembly line. He could hardly wait for the day to come. | 350 |

ORF Response Patterns:

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

12 Acadience Oral Reading Fluency Level 4/Progress Monitoring 12

A Vacation Adventure (continued)

| | | |
|-----|--|-----|
| 286 | completely out of breath when we got to the top. From there we could | 300 |
| 300 | see how big the ancient city had been. It was an awesome view. | 313 |
| 313 | As we flew home, I thought about my trip to Belize. I had done many | 328 |
| 328 | of the same things I enjoy on our camping trips. Even better, I'd explored | 342 |
| 342 | a whole new country and an ancient world!. | 350 |

ORF Response Patterns:

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

12 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 12

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

A Vacation Adventure

0 Every summer my family goes camping in the mountains, but 10
 10 this year we did something different. We traveled to a country called 22
 22 Belize. When my mom told me about the trip, it sounded exciting, but 35
 35 I wondered if it would be as enjoyable as a vacation in the mountains. I 50
 50 love the bumpy drive up to our favorite campsite. It’s a real adventure 63
 63 watching for wildlife and exploring caves as we hike up to see the 76
 76 incredible view from the mountaintop. Still, I decided to keep an open 88
 88 mind. Our Belize trip would be different, but it might be interesting. 100
 100 We spent the first few days in Belize on the beach, where my sisters 114
 114 and I enjoyed swimming and learning to surf. On the final day of our 128
 128 vacation, a guide drove us deep into the jungle to see some ancient ruins. 142
 142 The farther we drove, the rougher the road became. We laughed as we 155
 155 bumped up and down and slid from side to side. It was bumpier than the 170
 170 road to our mountain campsite! Along the way we spotted many colorful 182
 182 birds and even a group of monkeys in a tree. 192
 192 When we arrived at our destination, we were amazed at what we 204
 204 saw. It was a city that the Mayan people had built over a thousand years 219
 219 ago. As we examined fascinating carvings on pyramids and ancient 229
 229 stone walls, we tried to imagine people living there long ago. Our guide 242
 242 pointed out a stone mask as we explored a tomb that was as cool and 257
 257 dark as a cave. Next he took us to the Sky Temple, a huge pyramid 272
 272 with hundreds of steps. My sisters and I raced up the stairs and were 286

9 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 9

Retell: On the Road to Success

► **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 4/Progress Monitoring 10

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

Growing a Rosebush

0 Is it possible for a stem to turn into a rosebush? It may sound like 15
 15 a magic trick, but it actually works! With a little patience, you can do it 30
 30 yourself. 31

31 Begin by cutting a stem from a healthy rosebush. You should do this 44
 44 in late spring or early summer when it is warm enough for new roots to 59
 59 grow but not so hot that tender leaves will burn. Examine the stems of 73
 73 the rosebush closely and select one that is young but strong. It should 86
 86 have a fading flower or one that has already lost its petals. Cut a stem 101
 101 about twelve inches long. 105

105 Next, prepare the stem by removing the flower and most of the 117
 117 leaves. This allows the cutting to put all of its energy into forming roots. 131
 131 Don't remove all of the leaves, though. Two to five leaves should be left 145
 145 on the stem to provide food for the developing plant. You will also need 159
 159 to make cuts at the bottom of the stem to help roots form more rapidly. 174
 174 To do this, start at the bottom edge and cut about one inch up each side. 190
 190 Next, plant the cutting in a pot containing damp potting soil or sand. 203
 203 Poke a hole in the dirt with your finger and position the cutting in it. 218
 218 Then gently press soil against the cutting to hold it in place. To keep 232
 232 the cutting moist, mist the leaves with a spray bottle and then cover it 246
 246 with a clear plastic bag. Use tall stakes to prevent the bag from resting 260
 260 against the leaves. Then fasten the bottom of the bag around the pot with 274
 274 a rubber band. 277

11 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 11

Retell: Rainy Day Savings

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

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

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

Retell Total: _____

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

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

Retell Response Patterns:

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

11 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 11

Rainy Day Savings (continued)

| | | |
|-----|--|-----|
| 248 | got right to work cleaning out the planting beds. | 257 |
| 257 | “Mom was right about a rainy day being the right time for this,” | 270 |
| 270 | announced Ann, as she pulled crabgrass and other weeds easily from | 281 |
| 281 | the moist soil. “The rain makes weed pulling easier, and keeps us from | 294 |
| 294 | getting too hot.” | 297 |
| 297 | By late afternoon, the girls had earned enough money to pay for their | 310 |
| 310 | tickets. They also knew just how they’d spend rainy days for the rest of | 324 |
| 324 | the summer. | 326 |

ORF Response Patterns:

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

10 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 10

Growing a Rosebush (continued)

| | | |
|-----|--|-----|
| 277 | After two weeks, uncover the cutting and gently tug on it. If you feel | 291 |
| 291 | resistance, roots have developed. Give them several more days to grow | 302 |
| 302 | and then remove the plastic bag. Place your cutting in a shady area away | 316 |
| 316 | from harsh sunlight. | 319 |
| 319 | When you notice that your plant is growing new leaves and | 330 |
| 330 | getting taller, plant it in a sunny location and water it frequently. Then | 343 |
| 343 | congratulate yourself on growing your first rosebush! | 350 |

ORF Response Patterns:

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

10 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 10

Retell: Growing a Rosebush

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

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

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

Retell Total: _____

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

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

Retell Response Patterns:

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

11 Acadience Oral Reading Fluency

Level 4/Progress Monitoring 11

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

Rainy Day Savings

0 Jenna and her sister Ann peered out the window at the lemonade 12

12 stand sitting vacant by the street. It had been raining for two days, and 26

26 the weather forecast just predicted more wet weather. The girls had 37

37 planned to earn money to buy tickets for the amusement park, but they 50

50 couldn't sell lemonade in the rain. 56

56 Ann counted up their money and calculated that the sisters needed 67

67 ten more dollars to afford their tickets. She wondered if there was a way 81

81 the girls could still earn the money, despite the rain. 91

91 Jenna thought about it. They couldn't offer to walk the neighbors' 102

102 dogs or wash their automobiles. No one would pay them to do those 115

115 things in such dismal weather. She and Ann tried to think of what they 129

129 could do. Just then, their mother entered the room and, overhearing their 141

141 problem, offered a suggestion. 145

145 "You know, that's a pretty soft, gentle rain outside," she said. 156

156 "There's no thunder or lightning, and a lightweight raincoat would be 167

167 enough to protect you from getting soaked. Why don't you offer to pull 180

180 weeds in the neighbors' gardens? The earth will be soft and moist from 193

193 the rain, so the weeds should come out easily." 202

202 The girls thought that was a terrific idea. They decided to charge 214

214 three dollars per hour to pull weeds. They went down the street, 226

226 knocking on doors and offering their weeding services. Before long, 236

236 three neighbors had hired them to maintain their gardens. Jenna and Ann 248