



Acadience Oral Reading Fluency

Directions

Make sure you have reviewed the directions in the *Acadience Reading K–6 Assessment Manual* and have them available. Say these specific directions to the student:

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

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

Notes:

20 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 20

Retell: Flower Parts

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

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <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 2/Progress Monitoring 1

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

Building Happy Places

0 What do you do when you go to a playground? Maybe you run as 14
 14 quickly as you can to an empty swing, hop in, and soar to the sky. All 30
 30 children like to play and do fun things. There are lots of different ways 44
 44 to have fun. Matthew is a teenager who uses a wheelchair. He wanted 57
 57 some cool things for the playground that all children could use, so he did 71
 71 something about it. 74

74 When he was only six years old, Matthew had a great idea. He 87
 87 thought of a swing that all kids could use. It looks like a big boat. It can 104
 104 hold two kids in wheelchairs and six other children at the same time. He 118
 118 called it The Dreamer. The challenge for Matthew was to look at all the 132
 132 things on a playground and figure out how they could be made to work 146
 146 with a wheelchair. That way all children could play together. 156

156 Matthew gives his time to a group that builds playgrounds that are 168
 168 fun for all kids. The playgrounds have the usual swings that you would 181
 181 find in most places. They also have swings like The Dreamer. Instead 193
 193 of sandboxes on the ground, they have sand tables that children in 205
 205 wheelchairs can use. Matthew helps the group raise money so they can 217
 217 build more playgrounds. They built a special one called Friendship Place. 228
 228 It was built at Matthew's school. 234

234 For his work helping other children Matthew has been given many 245
 245 awards. He even had his picture on a cereal box. He feels proud that 259
 259 what he does helps all children play together and makes everyone happy. 271

1 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 1

Building Happy Places (continued)

ORF Response Patterns:

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

20 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 20

Flower Parts (continued)

247	begin to make seeds. The seeds will one day grow more plants that will	261
261	make more flowers. Through this process, flowers will continue to grow	272
272	and bloom.	274

ORF Response Patterns:

- | | |
|--|--|
| <input type="checkbox"/> Reads with appropriate phrasing, intonation/ expression, and observed punctuation | <input type="checkbox"/> Frequent errors on sight words (e.g., I, was, and, the, said, etc.) |
| <input type="checkbox"/> Self-corrects/monitors meaning | <input type="checkbox"/> Frequent errors on phonetically regular words (e.g., cat, milk, etc.) |
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| <input type="checkbox"/> 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 2/Progress Monitoring 20

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

Flower Parts

0 Many people enjoy flowers in outdoor gardens and in vases in their 12
 12 homes. Flowers come in all colors and sizes, and many flowers smell 24
 24 pleasant. People buy roses for their sweet smell and beautiful color. A 36
 36 rose may be red and small enough to hold in your hand. A sunflower 50
 50 may be yellow and tower over your head. One kind of flower smells so 64
 64 bad, many people hold their nose when they walk by! 74
 74 Flowers are not just for us to enjoy. They have a job to do. Flowers 89
 89 make seeds for the plant. When the seeds are released, they grow into 102
 102 new plants. 104
 104 While there are many different kinds of flowers, they all have some 116
 116 parts in common. Most flowers have petals. Petals are the colorful parts 128
 128 we admire. Petals attract insects to the flower. Insects follow the petals 140
 140 to get nectar. Nectar is a rich food for the insects. The nectar is at the 156
 156 bottom of the petals. 160
 160 When an insect lands on the petals to get nectar, it also touches 173
 173 the stamens. These flower parts stick up inside the flower. Their tips are 186
 186 usually yellow and have pollen on them. As the insect gets nectar, pollen 199
 199 sticks to its body. When the insect goes to another flower for more 212
 212 nectar, it takes the pollen with it. 219
 219 At the other flower, the insect will land on the petals. Some of the 233
 233 pollen it carries will come off on the other flower. Now this flower will 247

1 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 1

Retell: Building Happy Places

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

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

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

Retell Total: _____

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

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

Retell Response Patterns:

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

2 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 2

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

Luke Makes His Move

0 After moving to a new neighborhood, Luke wanted to make some 11
 11 new friends. In his old neighborhood, all of his friends had played street 24
 24 hockey. Luke hoped to find someone to play street hockey. 34
 34 Luke’s stepdad had an idea. He said they should explore the 45
 45 neighborhood and see if they could find a game of street hockey. 57
 57 Luke thought it was a great idea. He and his stepdad went outside and 71
 71 walked around. After a short while, they turned the corner and found 83
 83 children playing hockey. It was just like his old home. 93
 93 Luke stood on the side and watched the others play. He cheered for 106
 106 both teams whenever they made a goal or a difficult play. When one 119
 119 of the players had to go home, he asked Luke to play. Luke ran home to 135
 135 get his skates and stick. 140
 140 Luke played goalie, his favorite position. He played his very best. He 152
 152 only let the other team score one goal. One time the other team was 166
 166 about to score and there was no one but him to defend the goal. The 181
 181 other team came toward Luke, faster and faster. He watched carefully 192
 192 to see where they were going to go. He leaped at the last second and 207
 207 stopped them from scoring. His whole team cheered. 215
 215 After the game, they all went down to the corner store and got a 229
 229 snack. Everyone talked about the game. They decided to play again the 241
 241 next day. Luke was glad he had made new friends. 251

19 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 19

Retell: African Drums

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

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

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

Retell Total: _____

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

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

Retell Response Patterns:

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

19 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 19

African Drums (continued)

ORF Response Patterns:

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

2 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 2

Luke Makes His Move (continued)

ORF Response Patterns:

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

2 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 2

Retell: Luke Makes His Move

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

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

Retell Total: _____

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

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 2/Progress Monitoring 19

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

African Drums

0 When you listen to a song, what do you hear? Many people enjoy 13

13 the beat of the drum. In Africa, drums are important. They are used in 27

27 music, but they are also used to talk to people. 37

37 There are many different types of African drums. They come in all 49

49 shapes and sizes and each one makes a special sound. Some African 61

61 drums have an animal skin stretched across a wood base. People hit the 74

74 skin with their hand or with a stick to make sound. Other African drums 88

88 are logs with slits carved in them. People hit the slits or scrape a stick 103

103 over them to make sound. A third type of African drum is like a rattle. 118

118 People shake it to make sound. 124

124 In some parts of Africa, people use talking drums. These drums do 136

136 not really talk, but their beats give a message. One drum beat is used 150

150 when a baby is born. People hear the drum beat and know that a new 165

165 baby has come into the world. Other drum beats say that someone is 178

178 visiting or that two people have gotten married. Many people might 189

189 drum the rhythms at the same time. 196

196 African drums are also used to celebrate special events. Dancers 206

206 often do a certain dance for each event. The dancers may wear rattles 219

219 on their wrists and ankles. As they dance, the rattles make noises that 232

232 add to the sound of the drum beat. 240

240 While you may enjoy the sound of African drums, their beats also 252

252 mean many things. 255

18 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 18

Retell: Canoe Fun

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

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <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 2/Progress Monitoring 3

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

My Pen Pal

0 I have a pen pal who lives in a faraway place. He lives all the way 16
 16 across the ocean in a different country. He tells me about what it is like 31
 31 to live in his country. I tell him about what it is like to live in mine. I live in 51
 51 India. In many ways, our lives are very similar. We both go to school and 66
 66 both enjoy listening to music. There are also ways in which our lives are 80
 80 different. 81
 81 My pen pal and I usually write to each other at least once a month, 96
 96 but I waited longer to write him a letter this month. I was waiting for my 112
 112 loose tooth to fall out. I wiggled my tooth a lot. It didn't want to come 128
 128 out. I tried different tricks, but they did not work. At last, while I was 143
 143 eating something sticky, the tooth came out. 150
 150 Then I tossed my tooth up on the roof. I asked a sparrow to take 165
 165 the tooth and give me a new one. This was a custom in my country. 180
 180 When a new tooth began to grow I thanked the sparrow. 191
 191 I wrote a long letter to my pen pal about losing my tooth. He wrote 206
 206 back and told me about his tradition when he loses a tooth. He said he 221
 221 puts the tooth under his pillow. During the night someone takes the tooth 234
 234 away. What a strange custom! I like learning about different countries. 245

3 Acadience Oral Reading Fluency Level 2/Progress Monitoring 3

My Pen Pal (continued)

ORF Response Patterns:

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

18 Acadience Oral Reading Fluency Level 2/Progress Monitoring 18

Canoe Fun (continued)

ORF Response Patterns:

- | | |
|--|--|
| <input type="checkbox"/> Reads with appropriate phrasing, intonation/ expression, and observed punctuation | <input type="checkbox"/> Frequent errors on sight words (e.g., I, was, and, the, said, etc.) |
| <input type="checkbox"/> Self-corrects/monitors meaning | <input type="checkbox"/> Frequent errors on phonetically regular words (e.g., cat, milk, etc.) |
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| <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 2/Progress Monitoring 18

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

Canoe Fun

0 The summer sun was shining and there were no clouds in the sky. 13

13 It was a perfect day to try out our new canoe at the lake. We put the 30

30 canoe in the water close to the shore and put on our life jackets. Then 45

45 we grabbed the paddles and got into the canoe. 54

54 I had never been in a canoe, and I had a lot to learn about how 70

70 to paddle one. The most difficult part was paddling in a straight line. My 84

84 seat was in the middle of the canoe. I paddled until I got tired. Then 99

99 Mom and Dad let me rest. 105

105 As the canoe skimmed along the water, there was a lot to see. I 119

119 counted leaves that were floating in the water. I saw a turtle sunning 132

132 himself on a rock. We all laughed when a fish jumped out of the water 147

147 directly in front of the canoe. "Look!" said Dad suddenly. We followed his 160

160 pointing finger and saw a golden eagle sitting in the top of a tall tree. 175

175 We were all so busy paddling and enjoying the sights that we didn't 188

188 notice the clouds forming. "Looks like it might rain," said Dad. "We better 201

201 head back to shore." We turned around and paddled hard. On the way 214

214 back, I didn't take a rest, even though I was tired. 225

225 We reached the shore and got out of the canoe. As soon as we 239

239 got in the car, the first raindrops started to fall. We all cheered. We had 254

254 made it back just in time. 260

3 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 3

Retell: My Pen Pal

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

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

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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 2/Progress Monitoring 4

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

Life on the River

0 I live by a big river. The river is very important to my family. My 15
 15 name is Ling, and I live in a village in Asia. There are thirty houses in my 32
 32 village. We use the water to wash ourselves and our clothes. We also use 46
 46 the water for our plants since a lot of our food comes from crops we 61
 61 grow. The river gives us water for drinking, too. Our boats travel up and 75
 75 down the river, taking us from village to village. We also play in the river! 90
 90 You may wonder what life is like for me. I wake up to a rooster 105
 105 instead of an alarm clock. Our rooster wakes us at four in the morning, 119
 119 and we immediately get busy. I help prepare breakfast for the rest of 132
 132 the family. After we eat, we feed the animals. Sometimes there is corn to 146
 146 grind. When I finish these chores, I go into the field to help where I can. 162
 162 The younger kids stay home with our grandparents. 170
 170 In our village, children are expected to help the family. There is 182
 182 always work to do. On days when I am not helping in the field, I babysit 198
 198 or clean the house. In the evening, I help gather firewood to cook our 212
 212 dinner. After dinner, we sit with our grandparents. They tell us stories 224
 224 about how things came to be. My favorite story is how the river got its 239
 239 color. I hope one day I can share the story with you. 251

17 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 17

Retell: A Gift of Chores

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

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <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 2/Progress Monitoring 17

A Gift of Chores (continued)

ORF Response Patterns:

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

4 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 4

Life on the River (continued)

ORF Response Patterns:

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

4 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 4

Retell: Life on the River

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

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <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 2/Progress Monitoring 17

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

A Gift of Chores

0 For a week, Will and Max had been talking about how to celebrate 13
 13 Mom's birthday. The brothers had many grand ideas, such as buying 24
 24 Mom a ring or sending her on a trip. However, there was one problem. 38
 38 The boys did not have any money. What could they possibly give Mom 51
 51 that did not cost a lot? 57
 57 Finally, at dinner, Will and Max had an idea. It happened just after 70
 70 the family finished eating. The boys cleared the table as they always do. 83
 83 Mom began washing the dishes. As she did, she let out a huge sigh and 98
 98 said she wished the dishes would wash themselves. Will and Max looked 110
 110 at each other. They both had the same great idea! They would make a 124
 124 chore coupon book for Mom. 129
 129 First, the brothers made a list of chores such as washing the dog and 143
 143 taking out the trash. Then they began making coupons from colored 154
 154 paper. They cut pieces of paper in the size of dollar bills. Each boy made 169
 169 five coupons for chores and a cover for the book. Then they stapled 182
 182 them all together and wrapped the book. 189
 189 The next morning, the boys gave Mom her present. She opened it 201
 201 and read the cover. She flipped through the coupons. She exclaimed, 212
 212 "This is the best present anyone has ever given me!" The boys felt happy 226
 226 and proud. 228

16 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 16

Retell: A Happy House Plant

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

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <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 2/Progress Monitoring 5

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

A Day for Trees

0 Picture yourself walking through the woods. Rays of sun stream in 11
 11 through the trees, but mostly it is shady. You welcome the coolness of 24
 24 the shade. The leaves crunch under your feet, and animals scurry about. 36
 36 Now think about what this scene would be like without any trees. Is 49
 49 it hard to imagine? Trees are very important. They give us shade. Trees 62
 62 are home to many animals. Trees help keep our air clean, too. 74
 74 Trees are so important that they have their own special day. It is 87
 87 called Arbor Day. On this day, people plant trees. Some people choose 99
 99 to plant a tiny seed in the soil. They give the seed water and watch 114
 114 it grow. Other people choose to plant a small tree that has already 127
 127 started to grow. They dig a small hole and carefully put the roots into the 142
 142 soil. They cover up the roots and give the tree water. 153
 153 You may wonder when Arbor Day happens. That depends on 163
 163 where you live. Many states have this special day in the spring. That 176
 176 is the best time to plant trees in those states. Some states have better 190
 190 times for planting trees. If you live where the weather is always warm, 203
 203 your special tree day may be in the fall or even in the winter. No matter 219
 219 when your state has its special tree day, make sure you plant a tree. 233

5 Acadience Oral Reading Fluency Level 2/Progress Monitoring 5

A Day for Trees (continued)

ORF Response Patterns:

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

16 Acadience Oral Reading Fluency Level 2/Progress Monitoring 16

A Happy House Plant (continued)

ORF Response Patterns:

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

16 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 16

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

A Happy House Plant

0 Do you have plants in your home? There are many reasons why you 13
 13 should. Plants improve the air in your home. They also make your home 26
 26 look more inviting. In addition, many people enjoy taking care of plants 38
 38 in their home. It can be a great way to relax! 49
 49 If you have decided to put a plant in your home, the first thing to 64
 64 do is decide what kind of plant to buy. If you go to a plant store, you will 82
 82 find many different kinds of plants to choose from. Many people choose 94
 94 a spider plant. 97
 97 You can probably guess what a spider plant looks like. The plants 109
 109 often grow in hanging baskets. They have green stalks that grow quite 121
 121 long, past the bottom of the container. Eventually, small plants will begin 133
 133 to grow at the ends of the stalks. The small plants look like spiders. If you 149
 149 cut off the small plants and place them in fertile soil, they will grow into 164
 164 new spider plants. 167
 167 Spider plants are easy to care for. They need to be planted in a rich 182
 182 soil. Make sure the container has small holes in the bottom. When you 195
 195 water the plant, the holes let the extra water drain out. Spider plants 208
 208 do not like to sit and grow in wet soil! The soil should feel dry before you 225
 225 give the plant more water. A spider plant grows well in almost any kind 239
 239 of light. Keep it in a warm place, too. If you follow these tips, you will likely 256
 256 have a wonderful houseplant to enjoy for a long time. 266

5 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 5

Retell: A Day for Trees

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

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <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 2/Progress Monitoring 6

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

Making Orange Juice

0 What is the best part about eating an orange? There are many 12

12 things to choose from. Your eye may notice the fruit's bright orange skin. 25

25 Just the sight of an orange may be enough to make your mouth water! 39

39 When you peel off the rough skin, the sweet smell tickles your nose. 52

52 When you bite into the fruit, the juice wakes up your taste buds. 65

65 There is another way to enjoy the taste of an orange. You can make 79

79 orange juice. Making orange juice is easy and fun, and you only need a 93

93 few things. You need six oranges, and an adult to help cut them. You will 108

108 also need a pitcher and some cups. 115

115 First, squeeze the oranges to get them soft. Then wash the oranges. 127

127 Have the adult help you cut the oranges in half safely. Take out the 141

141 seeds from each half. Now you are ready to squeeze out the juice. Grip 155

155 half an orange and squeeze the juice into a pitcher. Turn the orange 168

168 and squeeze again. Keep squeezing until no more juice comes out. 179

179 Repeat with each orange half. 184

184 You have some choices when you make orange juice. If you like, 196

196 you can scrape the orange with a spoon and add the fruit to the juice. 211

211 Or if you do not like pulp, place a strainer over the pitcher. This will 226

226 catch all the orange bits, and only juice will fall into the pitcher. If you 241

241 want cold orange juice, add ice to the pitcher. 250

250 Now you are ready to pour the orange juice into a cup. You may 264

264 want to share with a friend. Drink the juice and enjoy! 275

15 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 15

Retell: Going to School

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

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <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 2/Progress Monitoring 15

Going to School (continued)

ORF Response Patterns:

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

6 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 6

Making Orange Juice (continued)

ORF Response Patterns:

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

6 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 6

Retell: Making Orange Juice

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

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <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 2/Progress Monitoring 15

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

Going to School

0	How do you get to school? Do you ride a school bus or travel by	15
15	car? Do you ride a bike or walk? Do you think about how children	29
29	around the world get to school? Some children arrive at school just like	42
42	you do. Others have a very different journey.	50
50	Like American children, many students around the world walk to	60
60	school. However, it may take them an hour or more to get there. Then	74
74	they make the same walk home when school is over.	84
84	Do you know anyone who travels to school in a boat? Some	96
96	children live in fishing villages. Their school is a large houseboat in the	109
109	middle of a river or other waterway.	116
116	There are families around the world who travel from place to place	128
128	following cattle they own. Many of these people use camels to move	140
140	from place to place. For many of these children, their school and their	153
153	teacher travel with them. The children learn while they travel.	163
163	Some children live on mountains. There may not be a school nearby.	175
175	These children do not travel to school at all. Instead, school comes to	188
188	them on a radio. They do not hear music over the airwaves. They hear	202
202	lessons in math and other school subjects.	209
209	The next time you travel to school, think about other children around	221
221	the world. What would it be like to go to school in a different way?	236

7 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 7

Kim Gets Ready (continued)

ORF Response Patterns:

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

14 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 14

Wind Power (continued)

ORF Response Patterns:

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

14 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 14

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

Wind Power

0 The wind is a source of power. It helps kites to fly, and boats to 15
 15 sail. In some places, wind power is used to make electricity. People are 28
 28 working to find ways to help us get more power from the wind. 41
 41 There are many reasons why turning wind into power can be a 53
 53 good idea. We will never run out of wind. It will always blow. Most other 68
 68 ways to make power use resources that could run out. Coal and natural 81
 81 gas are two common examples. One day we might run out of them. We 95
 95 can count on the wind because it will always blow. 105
 105 Windmills are what help us turn wind into electricity. When the wind 117
 117 blows, it turns the blades on the mill. This spinning makes a small amount 131
 131 of electricity. When you put a lot of windmills together, you can make 144
 144 enough power for a lot of people. 151
 151 A wind farm is a place with a lot of windmills. You can find wind 166
 166 farms in places that are very windy. The windmills are very tall, and their 180
 180 blades are very long. Some have blades that are as long as a football 194
 194 field. 195
 195 There are a few problems with wind power. Some days there is not 208
 208 much wind, and you may flip a light switch and have no light. Also, wind 223
 223 power costs more than other kinds of power. People are working to fix 236
 236 these problems. One day, when you turn on your bedroom light, your 248
 248 lamp may light up due to power from the wind. 258

7 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 7

Retell: Kim Gets Ready

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

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <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 2/Progress Monitoring 8

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

Dear Diary

0 Dear Diary, 2

2 Today is Monday. We're playing basketball in gym class tomorrow. It 13

13 is sure to be the worst day of my life! Today we learned the game's rules, 29

29 and tomorrow we play. I'm hoping I won't have to play. Maybe I will get 44

44 sick. I did cough earlier today. 50

50 I tried to tell the teacher that I'm good at tap dancing, not 63

63 basketball, but she wouldn't listen. She told me to try my best. 75

75 Dear Diary, 77

77 Today is Tuesday. Believe it or not, today was one of my better 90

90 days. When I woke this morning, I asked Dad to take me to the dentist, 105

105 the doctor, or anyone as long as it was during PE class. Dad would not 120

120 agree, and instead, he gave me basketball tips. I tried to listen, but the 134

134 sound of my pounding heart filled my head. 142

142 All day I suffered, waiting for gym class. Each minute felt like an 155

155 hour. Finally, we lined up and walked to the gym. 165

165 Soon I was holding a basketball, bouncing it up and down. When we 178

178 took our practice shots, the teacher showed me how to shoot the ball. 191

191 The first time I tried, the ball went in the basket! I started to believe that 207

207 maybe I could play basketball. 212

212 Once the game started, time passed quickly. I was surprised when 223

13 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 13

Retell: In Space for an Hour

► **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 2/Progress Monitoring 13

In Space for an Hour (continued)

ORF Response Patterns:

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

8 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 8

Dear Diary (continued)

223	I heard the long whistle meaning that the game was over. When I	236
236	shook hands with the players, some of them said, "Good game!" The	248
248	teacher looked at me and winked. You never know how you feel about	261
261	something new until you try!	266

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 2/Progress Monitoring 8

Retell: Dear Diary

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

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

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

Retell Total: _____

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

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

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

Retell Response Patterns:

Summarizes

Retells the passage verbatim

Repeats the same detail

Talks about own life related to passage

"Speed reads" the passage

Other

13 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 13

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

In Space for an Hour

0 I went to a movie where I felt like I was really in space. I had 16

16 always wondered what it would feel like to travel in a rocket. After my 30

30 experience, I can imagine it even better. 37

37 We were on vacation visiting my mother’s sister in a big city. We 50

50 don’t get to go to the city very often, so my aunt said she would take 66

66 us to all the special things that we don’t have at home. I was surprised 81

81 when my aunt said we were going to a movie. I told her that we had 97

97 movies at home. My aunt just smiled. She said this was a special type of 112

112 movie. 113

113 The theater looked like any other until we went inside. The screen 125

125 was enormous. It had to be the biggest screen I’d ever seen. It went 139

139 from the floor to the ceiling, and it curved. I stared in astonishment. 152

152 “What is this going to be like?” I wondered. 161

161 Then the lights went out. Suddenly we felt like we were inside a 174

174 space shuttle. We heard the countdown. We heard the roar of the 186

186 rockets. When they called, “Blast off!” it felt like we had really blasted off. 200

200 It looked and sounded so real. For one hour I felt I was on a space 216

216 mission. We went all the way to the moon and back. It was a trip I’ll 232

232 always remember. 234

12 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 12

Retell: Writing Your Own Book

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

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <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 2/Progress Monitoring 9

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

Circus Tickets

0 The sign said, "Get a free ticket to the circus." Jake showed the sign 14

14 to his brother, Adam. The library wanted to encourage children to keep 26

26 reading in the summer. Any student who read five books would be given 39

39 a free ticket to the circus. The boys had never been to the circus. It was 55

55 something they had always wanted to do. They showed the sign to their 68

68 mother. She agreed to take them to the library to get books to read. 82

82 The brothers went to their local library for the first time. With help 95

95 from their mother, they got library cards. Then they began looking for 107

107 books. Jake did not know what to read. He searched the shelves and 120

120 found a biography about a swimmer. Jake loved to swim. He glanced 132

132 through the book and thought it was something he would enjoy reading. 144

144 Adam was not sure what to read either, but he found a mystery that he 159

159 thought would be good to read. 165

165 Back at home, the boys sat on the couch and started reading. It 178

178 was quiet in the room. They thought they would be bored without TV, 191

191 but they were wrong. They read for an hour until their mother called 204

204 them to dinner. 207

207 Jake and Adam quickly finished their books. They went back to 218

218 the library for more. In two weeks, they had read five books and 231

231 earned their circus tickets. When the circus came to town, they proudly 243

243 presented their tickets at the ticket booth. On the way in, a clown gave 257

257 them a high five. It was going to be a great show! 269

9 Acadience Oral Reading Fluency Level 2/Progress Monitoring 9

Circus Tickets (continued)

ORF Response Patterns:

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

12 Acadience Oral Reading Fluency Level 2/Progress Monitoring 12

Writing Your Own Book (continued)

ORF Response Patterns:

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

12 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 12

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

Writing Your Own Book

0 Children enjoy reading books, but very few have written one. It 11

11 is not hard to do. All you need is some paper and colored pencils or 26

26 markers and a good idea. You can create your own book. 37

37 You may already have a great idea for your book. If not, you can 51

51 write a book that tells something about yourself. You can write how old 64

64 you are, what color your hair and eyes are, and how tall you are. You 79

79 can paste a picture of yourself to the page. If you don't have a picture, 94

94 draw one. Next, write about your school. Write down your grade, 105

105 teacher's name, and what you are learning. Draw a picture of your 117

117 teacher or of your favorite school subject. On the next page, you can 130

130 write about your friends. Or, you can write about things you like to do at 145

145 home. You can also write about your favorite food, movie, or book. 157

157 These are just some ideas of what to include in your book. There 170

170 are many more things you can write about. Think about a story you 183

183 would like to tell. Tell about things that interest you. You might get other 197

197 ideas from looking in books. When you are done with your book, staple 210

210 the pages together. You could also punch holes in the pages and tie 223

223 them together with yarn. As you can see, making a book is fun and easy. 238

9 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 9

Retell: Circus Tickets

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

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <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 |

10 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 10

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

Bats Are Not Birds

0 What has wings and can fly? If you said a bird, you are correct, but 15
 15 another correct answer is a bat. Bats and birds are both animals that 28
 28 have wings and can fly. While they have some things in common, they 41
 41 are also different in many ways. 47
 47 Birds have feathers and lay eggs in a nest. The baby birds hatch 60
 60 from the eggs. Bats do not have feathers and do not lay eggs. They are 75
 75 mammals. Like other mammals, bats have fur on their bodies. The baby 87
 87 bats drink milk from their mothers. They do not live in a nest, but in caves 103
 103 and trees. 105
 105 If you were to look at the bones of a bat and a bird, you would 121
 121 notice differences. A bat's bones look like the bones in your own arm 134
 134 and hand. The bones look like long fingers. Instead of feathers, a thin 147
 147 skin covers the bones. A bird's bones are shorter. They are covered and 160
 160 supported by feathers. 163
 163 You can see another difference between bats and birds when you 174
 174 look at their mouths. Most bats have teeth to chew insects or fruit. Birds 188
 188 have bills. Their bills have different shapes depending on what they eat. 200
 200 A final difference is when you see the animal flying. Do you see 213
 213 something flying at night? It may be a bat. They fly at night using echoes 228
 228 instead of sight. Birds usually fly during the day. Some have a very keen 242
 242 sense of sight. 245

11 Acadience Oral Reading Fluency

Level 2/Progress Monitoring 11

Retell: Cooking School

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

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <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 2/Progress Monitoring 10

Retell: Bats Are Not Birds

► **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 2/Progress Monitoring 11

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

Cooking School

0 Cheese and crackers make a great snack, but not if you eat them 13
 13 every day. When Jake came home from school, he ate cheese and 25
 25 crackers. One day, he told his grandmother Nana he was tired of the 38
 38 same snack. He asked her to teach him how to make a different snack. 52
 52 When a smile spread across Nana's face, Jake wondered what she was 64
 64 thinking. 65
 65 Nana told Jake to wash his hands. Then she told him to get peanut 79
 79 butter while she got non-fat dry milk and honey. They mixed the three 92
 92 foods together. Then Nana told Jake something surprising. She told him 103
 103 to play with his food! Jake molded the dough into a dinosaur and then 117
 117 into a flower. Then he ate the dough! "That was fun!" Jake said. 130
 130 The next day, Jake told his friends about Nana's cooking lesson. They 142
 142 all wanted to have a lesson from Nana, too. Jake talked to Nana about 156
 156 his friends' requests, and they decided to have a cooking school. 167
 167 Jake and his friends gathered in the kitchen on Saturday. Nana 178
 178 had an apron for each child. She had four stations set up. At each 192
 192 station, the kids learned how to make a healthy and delicious snack. 204
 204 The children had so much fun, they asked Nana to have cooking 216
 216 school once a month. Nana was happy to agree. No more cheese and 229
 229 crackers for Jake! 232