

### **I Want a Car**

See all the cars!

I see one, two, three cars and more!

I want a car. A big red car would be fun to have.

I would like to have a big red car.

I could ride away in a big red car.

Away I would go all around the town!

My big red car would take me everywhere.

How I wish I had a car.

## I Want a Car

would

could

town

everywhere

wish

### **I Like to Fish**

Do you like to fish?  
I fish with Dan.  
We go to the lake and put our lines in.  
And then we wait.  
Sometimes we have a long wait.  
I look up at the green trees.  
I see the blue sky and the yellow sun.  
Then I feel a tug on my line.  
I have a fish!  
Dan gets the fish into the net.  
But it is a little fish. We let it go.  
I may see my fish again when it is big.



## Oral Reading Accuracy

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DAR Levels 0-9/10

Strategies: Teacher AND Student Identification of Difficult Words

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

1st Passage Title: \_\_\_\_\_ 1st Passage Level: \_\_\_\_\_

2nd Passage Title: \_\_\_\_\_ 2nd Passage Level: \_\_\_\_\_

Did previewing the words on the list improve the student's accuracy in oral reading? Y or N
Explain:

Was the student able to predict which words would be difficult? Y or N
Explain:

Did one of these strategies result in more difficult words being read correctly by the student? Y or N
If Y, which strategy? Teacher Identification or Student Identification
Explain:

Table with 2 columns: 'During this activity, the student seemed:' and 'Additional Comments:'. The first column contains a list of checkboxes for student engagement levels: 'Actively engaged', 'Somewhat engaged', 'Passively cooperative', 'Not interested', and 'Other: \_\_\_\_\_'.