

## The Summit

The weather for Everest seemed practically perfect. Insulated as we were in all our down clothing and windproofs, we suffered no discomfort from cold or wind. However, on one occasion I removed my sunglasses to examine more closely a difficult section of the ridge but was very soon blinded by the fine snow driven by the bitter wind and hastily replaced them. I went on cutting steps. To my surprise I was enjoying the climb as much as I had ever enjoyed a fine ridge in my own New Zealand Alps.

The ridge continued as before. Giant cornices on the right, steep rock slopes on the left. I went on cutting steps on the narrow strip of snow. The ridge curved away to the right and we had no idea where the top was. As I cut around the back of one hump, another higher one would swing into view. Time was passing and the ridge seemed never-ending. I was beginning to tire a little now. I had been cutting steps continuously for two hours, and Tenzing, too, was moving very slowly. As I chipped steps around still another corner, I wondered rather dully just how long we could keep it up.

### **Decisions: The First Two Seconds**

We live in a world that assumes that the quality of a decision is directly related to the time and effort that went into making it. When doctors are faced with a difficult diagnosis, they order more tests, and when we are uncertain about what we hear, we ask for a second opinion. And what do we tell our children? Haste makes waste. Look before you leap. Stop and *think*. Don't judge a book by its cover. We believe that we are always better off gathering as much information as possible and spending as much time as possible in deliberation. We really only trust conscious decision making. But there are moments, particularly in times of stress, when haste does not make waste, when our snap judgments and first impressions can offer a much better means of making sense of the world.



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# Student Record Form: Oral Reading Fluency

**DAR Levels 0-9/10**

**Strategy: Modeling**

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

**Passage Title:** \_\_\_\_\_ **Passage Level:** \_\_\_\_\_

Did the student seem to recognize what made your reading fluent? **Y** or **N**  
Explain:

Use the Fluency Checklists to record observations about the student's oral reading.

**Observed difficulties:**

- reads aloud haltingly
- repeats words and phrases often
- makes frequent self-corrections
- sounds out many words
- adds extra words often
- waits and/or asks for help

**Observed strengths:**

- reads smoothly
- reads at an appropriate rate
- reads with good phrasing
- uses context

**Additional observations:**

|  |                                    |
|--|------------------------------------|
| <p><b>During this activity, the student seemed:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Actively engaged</li> <li><input type="checkbox"/> Somewhat engaged</li> <li><input type="checkbox"/> Passively cooperative</li> <li><input type="checkbox"/> Not interested</li> <li><input type="checkbox"/> Other: _____</li> </ul> | <p><b>Additional Comments:</b></p> |
|--|------------------------------------|



DAR Levels 0-9/10
Strategy: Repeated Reading

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

Passage Title: \_\_\_\_\_ Passage Level: \_\_\_\_\_

Use the Fluency Checklists to record observations about student's oral reading.

First Attempt

Observed difficulties:

- reads aloud haltingly
repeats words and phrases often
makes frequent self-corrections
sounds out many words
adds extra words often
waits and/or asks for help

Observed strengths:

- reads smoothly
reads at an appropriate rate
reads with good phrasing
uses context

Additional observations:

Did the student seem to recognize what made his or her reading fluent? Y or N
Explain:

Second Attempt

Observed difficulties:

- reads aloud haltingly
repeats words and phrases often
makes frequent self-corrections
sounds out many words
adds extra words often
waits and/or asks for help

Observed strengths:

- reads smoothly
reads at an appropriate rate
reads with good phrasing
uses context

Additional observations:

Record the student's response to the following question:

Did it help you to read the passage a second time? How?

Table with 2 columns: 'During this activity, the student seemed:' and 'Additional Comments:'. Includes checkboxes for 'Actively engaged', 'Somewhat engaged', 'Passively cooperative', 'Not interested', and 'Other:'.