

### My Pet Pig

I want a pet pig.

I do not want a dog.

I do not want a cat.

I want a big pink pet pig.

I will need a pen for my pig.

And a pig will need mud.

But my house is not big.

A pig will not fit in my house.

A pen with mud will not fit in my house.

Maybe I will get a fish.

And I can name my little fish Pig.

### The Green Frog

Sam sees a frog in the mud.  
It is little and green.  
A frog does not walk or run.  
A frog likes to jump.  
This frog can jump fast.  
It jumps into the pond.  
Then the frog looks at Sam.  
Sam can see its yellow eyes.  
It is a nice little green frog.



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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>
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# Student Record Form: Oral Reading Fluency

## 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?**

<b>During this activity, the student seemed:</b>	<b>Additional Comments:</b>
<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>	