

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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Oral Reading Fluency

The Green Frog

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A frog likes to jump.

This frog can jump fast.

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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:			
Did the student seem to recognize what me Explain:			8
Use the Fluency Checklists to record obse	ervation	s about the student's oral reading	
Observed difficulties:	Obse	rved strengths:	
reads aloud haltingly		reads smoothly	
repeats words and phrases often		reads at an appropriate rate	
makes frequent self-corrections		reads with good phrasing	
sounds out many words		uses context	
adds extra words often			
□ waits and/or asks for help			
Additional observations:			
During this activity, the student seemed:		Additional Comments:	
☐ Actively engaged			
☐ Somewhat engaged			
Passively cooperative			

□ Not interested

□ Other: _



Student Record Form: Oral Reading Fluency

DAR Levels 0-9/10 Strategy: Repeated Reading

Stud	ent:			Grade:	Date:
Passage Title:					
I Jee 1	the Fluency Checklists to record ol	hserve	ations about student's oral rea	dina	
	Attempt	USCI V	itions about student s orar rea	anig.	
	erved difficulties:	Ohs	erved strengths:	Additional	observations:
	reads aloud haltingly		reads smoothly	114411101141	obser vacions.
	repeats words and phrases often		reads at an appropriate rate		
	makes frequent self-corrections		reads with good phrasing		
	sounds out many words		uses context		
	adds extra words often				
	waits and/or asks for help				
Expi	ain:				
-	ain: nd Attempt				
Seco		Obs	served strengths:	Additional	l observations:
Seco	nd Attempt		served strengths: reads smoothly	Additional	l observations:
Seco Obs	nd Attempt erved difficulties:		reads smoothly	Additional	l observations:
Seco Obs	nd Attempt erved difficulties: reads aloud haltingly		reads smoothly reads at an appropriate rate	Additional	l observations:
Seco Obs	nd Attempt erved difficulties: reads aloud haltingly repeats words and phrases often	<u> </u>	reads smoothly reads at an appropriate rate	Additiona	l observations:
Seco Obs	nd Attempt erved difficulties: reads aloud haltingly repeats words and phrases often makes frequent self-corrections	0	reads smoothly reads at an appropriate rate reads with good phrasing	Additional	l observations:
Seco Obs	nd Attempt erved difficulties: reads aloud haltingly repeats words and phrases often makes frequent self-corrections sounds out many words	0	reads smoothly reads at an appropriate rate reads with good phrasing	Additional	l observations:
Seco	nd Attempt erved difficulties: reads aloud haltingly repeats words and phrases often makes frequent self-corrections sounds out many words adds extra words often	0	reads smoothly reads at an appropriate rate reads with good phrasing uses context	Additional	l observations:
Seco	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	llowir	reads smoothly reads at an appropriate rate reads with good phrasing uses context ag question:	Additional	l observations:
Seco	nd Attempt erved 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 ord the student's response to the following served and self-corrections ord the student's response to the following served and self-corrections ord the student's response to the following served and self-corrections ord the student's response to the following served and self-corrections ord the student's response to the following self-corrections ord the student's response to the self-corrections ord the student's	llowir	reads smoothly reads at an appropriate rate reads with good phrasing uses context ag question:	Additiona	l observations:
Seco Obs Reco Did i	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 ord the student's response to the foliate help you to read the passage a	llowir	reads smoothly reads at an appropriate rate reads with good phrasing uses context ag question: ad time? How?		l observations:
Seco Obs Reco Did i	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 ord the student's response to the foliate help you to read the passage a	llowir	reads smoothly reads at an appropriate rate reads with good phrasing uses context ag question:		l observations:
Seco Obs Reco Did i	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 ord the student's response to the foliate help you to read the passage a	llowir	reads smoothly reads at an appropriate rate reads with good phrasing uses context ag question: ad time? How?		l observations:

□ Not interested

□ Other: _