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 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.

TTS   Oral Reading Fluency

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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.

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:

During this activity, the student seemed:	**Additional Comments:**
❏ Actively engaged ❏ Somewhat engaged ❏ Passively cooperative ❏ Not interested ❏ Other: _____	

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:	Observed strengths:	Additional observations:
❏ 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		

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

Second Attempt

Observed difficulties:	Observed strengths:	Additional observations:
❏ 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		

Record the student's response to the following question:

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

During this activity, the student seemed:	Additional Comments:
❏ Actively engaged	
❏ Somewhat engaged	
❏ Passively cooperative	
❏ Not interested	
❏ Other: _____	