

Golden Eggs

A man and his wife had good luck. They owned a goose that laid golden eggs. Each day the goose laid one golden egg. The man and his wife began to grow rich.

After a while the man said to the woman, “We are not getting rich fast enough. That bird must be made of gold inside. If we kill it, we could get all the gold out at once.”

And so they killed the goose and cut it open. But they found it was just like any other goose.

Peach Pit Ring

It is a hot summer afternoon, and Grandpa and I are eating peaches in the backyard. When I finish my peach, I ask Grandpa what to do with the pit.

“Let me see it,” Grandpa says. “I have an idea.”

We go into the barn where Grandpa’s tools are. He likes to make things out of wood. “A peach pit is like a big seed,” Grandpa says. “If you plant it, it will grow into a tree. But I am going to use the pit like a little piece of wood.”

He cleans the pit off and makes a hole in it. When he’s done, he puts it on my finger. It is a peach pit ring. “Some things have many uses,” smiles Grandpa.



Golden Eggs

A man and his wife had good luck. They owned a goose that laid golden eggs. Each day the goose laid one golden egg. The man and his wife began to grow rich.

After a while the man said to the woman, "We are not getting rich fast enough. That bird must be made of gold inside. If we kill it, we could get all the gold out at once."

And so they killed the goose and cut it open. But they found it was just like any other goose.



Peach Pit Ring

It is a hot summer afternoon, and Grandpa and I are eating peaches in the backyard. When I finish my peach, I ask Grandpa what to do with the pit.

"Let me see it," Grandpa says. "I have an idea."

We go into the barn where Grandpa's tools are. He likes to make things out of wood. "A peach pit is like a big seed," Grandpa says. "If you plant it, it will grow into a tree. But I am going to use the pit like a little piece of wood."

He cleans the pit off and makes a hole in it.

When he's done, he puts it on my finger. It is a peach pit ring. "Some things have many uses," smiles Grandpa.



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



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:	Observed strengths:	Additional observations:
<input type="checkbox"/> reads aloud haltingly	<input type="checkbox"/> reads smoothly	
<input type="checkbox"/> repeats words and phrases often	<input type="checkbox"/> reads at an appropriate rate	
<input type="checkbox"/> makes frequent self-corrections	<input type="checkbox"/> reads with good phrasing	
<input type="checkbox"/> sounds out many words	<input type="checkbox"/> uses context	
<input type="checkbox"/> adds extra words often		
<input type="checkbox"/> 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:
<input type="checkbox"/> reads aloud haltingly	<input type="checkbox"/> reads smoothly	
<input type="checkbox"/> repeats words and phrases often	<input type="checkbox"/> reads at an appropriate rate	
<input type="checkbox"/> makes frequent self-corrections	<input type="checkbox"/> reads with good phrasing	
<input type="checkbox"/> sounds out many words	<input type="checkbox"/> uses context	
<input type="checkbox"/> adds extra words often		
<input type="checkbox"/> 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?

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