

### **The Joshua Tree Principle**

Many years ago I received a tree identification book for Christmas. After all the gifts had been opened I decided to go out and identify the trees in the neighborhood.

The first tree in the book was the Joshua tree. I looked at that picture and said to myself, “Oh, we don’t have that kind of tree in Northern California. That is a weird-looking tree. I’ve never seen one before.” So I took my book and went outside. I had lived in that house for thirteen years, and I had never seen a Joshua tree. I took a walk around the block, and at least 80 percent of the homes had Joshua trees in the front yards. *And I had never seen one before!*

Once I was conscious of the tree, once I could name it, I saw it everywhere. Once you can name something, you’re conscious of it. You have power over it. You own it. You’re in control.

### **The Braille Alphabet**

A fifteen-year-old French boy named Louis Braille invented a very special alphabet. Blinded at age three, he had learned to read using books with raised print. “Reading” this print with one’s fingers, however, was difficult and slow. The books, made with large letters, were also huge and expensive. In Louis’s school library, there were only fourteen such books, and he was hungry to read and learn more. Louis invented a new alphabet in 1824 that used raised dots. It could be easily “read” by running one’s fingertips over the dots, and it was cheap to print. Named Braille in honor of Louis, this alphabet continues to be used today by people who are blind.



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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>	