

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.

Oral Reading Fluency



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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Oral Reading Fluency

Teacher's Copy Level

The Braille Alphabet

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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: _