

### The New Fortune-Teller

To the carpenter's surprise and disappointment, he found the room empty. The fortune-teller's cap and crystal ball were on the table.

Puzzling over what had become of their owner, the carpenter ventured to pick up the objects, eyeing them with fear and fascination.

As he did, the door flew open and in stormed the cloth merchant's wife. She stopped in her tracks, and her eyes popped in astonishment.

"A miracle!" she burst out. "Only this morning you were a scruffy old codger. You've changed yourself into a handsome young man!"

"What powers you have," she went on. "To think I took you for a fraud and was coming to throw you out of the house. Honored guest! Stay as long as you like. I'll never ask a penny's rent if you'll tell our fortunes."

### **Spirit the Seagull**

Suddenly the sky came alive with squawks and squalls. Jake looked up. A flock of gulls circled overhead.

Jake shaded his eyes, searching for the special gull, the one he'd named Spirit. It was impossible to pick him out of the flock when he was in the air. With his wings spread, Spirit soared on the wind currents as gracefully as the other gulls. But when he landed, you knew he was different. He had one lame leg so he couldn't walk and run like the others. Instead, he danced in odd little skips and dips. Jake liked the way the lame gull moved, different from the rest. He'd named him Spirit because it was the bravest name he could think of.



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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:	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><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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