

The Brooklyn Bridge

The bridge remained a subject of endless fascination for almost everybody who saw it. For the millions of immigrants arriving in New York through the 1880s and 1890s and on into the new century, it was one of the first things to be seen of the New World as they came up the bay. It was one of the landmarks they all looked for, the great world-famous symbol of the faith that was literally moving mountains. And the fact that it had been designed by an immigrant and built largely by immigrant workers did much naturally to enhance its appeal.

In truth there is really no end to the number of things the bridge meant to people. For whole generations growing up in New York and Brooklyn it was simply a large, dominant, and generally beloved part of the natural order of things.

Eureka!

The classical world of the Greeks and the Romans continues to live in our own culture in a variety of surprising ways, as the history of the exclamation *eureka* illustrates. The story is told that Hiero II, the ruler of the rich Greek city of Syracuse in Sicily, asked the great scientist Archimedes to determine if a certain crown had silver or another cheaper metal mixed in with the gold. Shortly afterward, Archimedes stepped into his bath, which was full of water, and slopped water onto the floor. Therefore, he concluded, a body displaces its own volume when immersed in water. Archimedes knew that gold is denser than silver—a given weight of silver would be bulkier than a given weight of gold and would displace more water. He leapt from his bath crying “*Heurēka!*”, which in Greek means “I have found it!” Not stopping to clothe himself, Archimedes dashed home to test his conclusion and soon discovered that the crown was not pure gold. We do not know what the unhappy Hiero exclaimed when he heard the news.



Oral Reading Fluency

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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>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>
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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?

Table with 2 columns: 'During this activity, the student seemed:' and 'Additional Comments:'. Includes checkboxes for 'Actively engaged', 'Somewhat engaged', 'Passively cooperative', 'Not interested', and 'Other:'.