Activity 1 Directions:
Practicing Reading Fluency

1. Please read this [point to student's story] out loud. If you get stuck, I will tell you the word. Keep reading until I say "Stop."
2. Start here [point to the first word of the passage]. **Begin**. Start your timer when the student says the first word of the passage.
3. If the student misses a word, cross through that word with your colored pencil.
4. At the end of 1 minute, place a bracket (]) after the last word read aloud by the student, and say, **"Stop."**
5. Determine *Fluency*: # of words read <u>correctly</u>
6. Determine *Accuracy*:
   # of words read <u>correctly</u> / total # of words read = accuracy %
   (55) (divided by) (65) = .84, or 84% accuracy
7. Record the results in the chart at the end of the practice passage.

Activity 2 Directions:
Directions for Comprehension Retell

1. Have the student finish reading the entire story aloud, but do not use the timer. Help the student with any problematic words.
2. When the student has finished reading the entire passage, say:
   "Please tell me about what you have read. Try to tell me everything you can remember. Begin."
3. Listen carefully to the retell. Use the comprehension skills checklist to see if the student left out any important details. You may prompt the student for any missing details. (example: "So what was Adam's problem?")

<u>Reading Comprehension Checklist</u>

Use this checklist to measure your student's reading comprehension.

Tell what happened in the story in order from beginning to end.
Who's in it? *Student should be able to list the characters' names.*
Where does the story take place? *Student should tell specific places (example: Bishop Park in Athens, not just "outside")*
What happened? *Student should tell specific events in the story.*
Was there a problem in the story? If so, how was it solved? *Student should be able to use events to determine potential problems and solutions from the story.*

Actividad #1 - Instrucciones
Práctica de Fluidez en Lectura

- Por favor, lee en voz alta [apuntando a la historia del estudiante]. Si te trabas, te diré

la palabra. Continúa leyendo hasta que yo digo "**Stop".**

- Comienza aquí [indique la primera palabra del pasaje]. **Comienza**. Y comience a tomar el tiempo tan pronto el/la estudiante diga la primera palabra del pasaje.
- Si el/la estudiante se salta una palabra, márquela con un lápiz de color.
- Al final de un (1) minuto, marque con un corchete (]) después de la última palabra leída en voz alta por el/la estudiante y diga **"Stop".**
- Determine la fluidez: número de palabras leídas correctamente
- Determine los aciertos:
  Número de palabras leídas correctamente ÷ total del número de palabras leídas = % de aciertos (55) ÷ (65) = .84, o 84% de aciertos
- Registre el resultado al final del cuadro de práctica

Actividad #2 - Instrucciones:
Comprensión de la lectura a través de contar la historia

1. Asegúrese que el/la estudiante lea la historia completa en voz alta, no cuente el tiempo. Ayude al estudiante con cualquier palabra que tenga dificultad.
2. Cuando el/la estudiante termine de leer el pasaje completo, pídale:
   "Por favor, cuéntame acerca de lo que has leído. Trata de decirme todo lo que recuerdes. **Comienza."**
3. Preste atención al recuento de la historia. Utilice la guía de comprensión de lectura a continuación, para verificar si el/la estudiante, excluyó algunos detalles importantes. (por ej.: "¿Cuál era el problema de Adam?"

<u>Guía de Comprensión de Lectura</u>

Utilice esta guía para medir la compresión de la lectura de su hijo/a

Cuenta lo qué sucedió en la historia en orden del principio hasta el final

¿Quiénes están en la historia? el/la estudiante debe nombrar los personajes

¿Dónde se llevó a cabo la historia? el/la estudiante debe nombrar lugares específicos *(ej.: en Bishop Park en Athens, no sólo "afuera")*

¿Qué sucedió? El/la estudiante debe decir los eventos específicos de la historia

¿Hubo algún problema en la historia? de ser así, cómo se resolvió. *El/la estudiante debe utilizar los hechos para determinar posibles problemas y soluciones de la historia*

DIBELS Oral Reading Fluency

Make sure you have reviewed the long form of the directions in the *DIBELS Administration and Scoring Guide* and have them available. Say these specific directions to the student:

Please read this (point) ***out loud. If you get stuck, I will tell you the word so you can keep reading. When I say "Stop," I may ask you to tell me about what you read, so do your best reading. Start here*** (point to the first word of the passage). ***Begin.*** Start your stop watch when the student says the first word of the passage.

At the end of **1 minute**, place a bracket (]) after the last word provided by the student, stop and reset the stopwatch, and say, **"Stop."** (remove the passage)

If the student reads more than 10 words correct, proceed with the retell part. Say,

Please tell me all about what you just read. Try to tell me everything you can. Begin. Start your stopwatch after you say "Begin."

The first time the student does not say anything or gets off track for 3 seconds, say ***"Try to tell me everything you can."*** This prompt can be used only once.

If the student does not say anything or gets off track for 5 seconds circle the total number of words in the student's retell and say, "Stop."

At the end of **1 minute**, circle the total number of words in the student's retell and say, ***"Stop."***

Discontinue rule- No words read correctly in the first row.

Hesitation rule- 3 seconds- Tell the student the next word. If necessary, indicate for student to continue with the next word.

Do not give passage #2 and #3 and do not administer retell if student reads fewer than 10 words correctly.

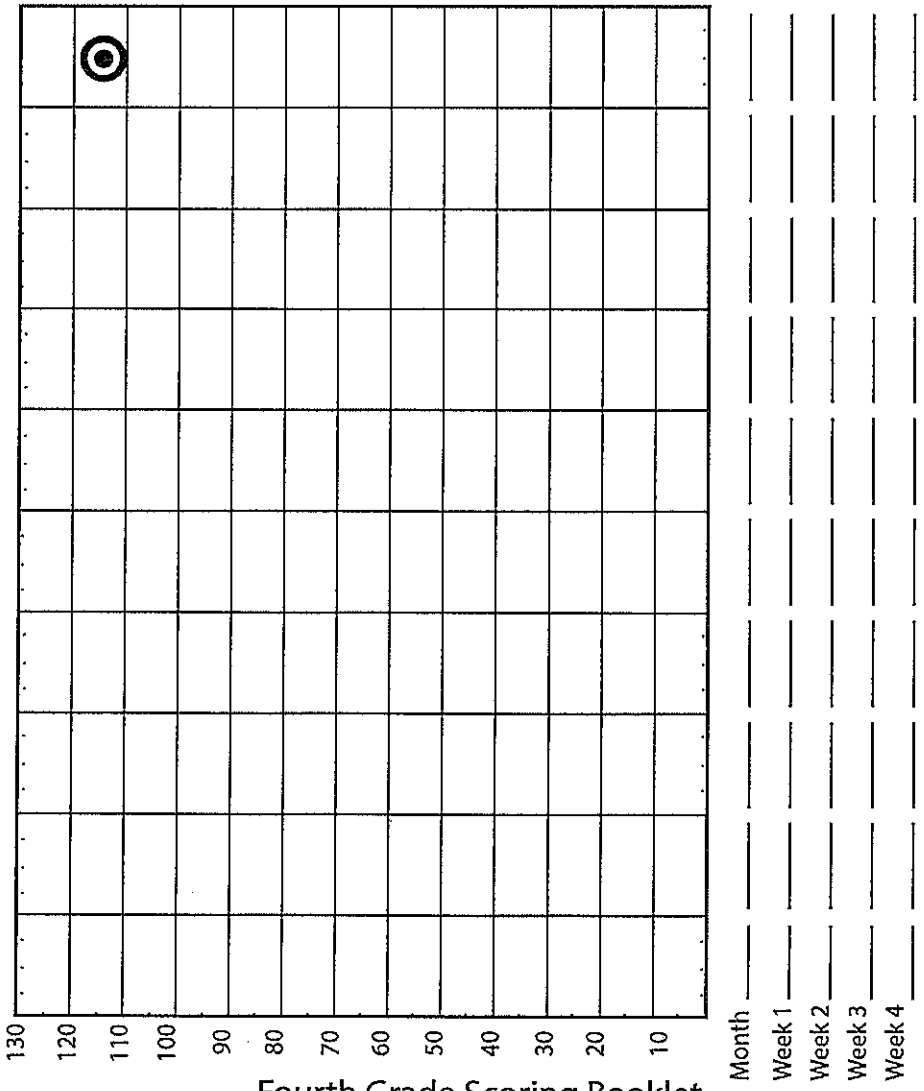
https://dibels.uoregon.edu/

CTL Center on Teaching & Learning

DIBELS 6th Edition

Name: _____ Teacher: _____

School: _____ District: _____



Fourth Grade Scoring Booklet
Progress Monitoring
Oral Reading Fluency

Materials revised 6-11-07 Goals updated 7-1-14

Progress Monitoring Probe 1

The Bakery

Light crept through the bedroom window and woke Josh up. 10
At first he was a bit disoriented and did not recognize the room, 23
but he quickly remembered where he was. Yesterday had been 33
moving day, and this was his new home. 41

"Today, I'll explore my new neighborhood and, with any 50
luck, I'll make some friends," he said to himself. 59

Josh jumped out of bed and pushed open the window. He 70
stretched and took a long, deep breath, and that's when he 81
noticed it. The air was filled with the most wonderful aroma. 92

"I've got to find out where that incredibly delicious smell is 103
coming from!" exclaimed Josh, as he threw on his clothes and 114
ran down the stairs. 118

In the kitchen, his stepmother and dad were conversing about 128
their plans for the day over breakfast. 135

"Did you notice that wonderful aroma?" his stepmother 143
asked. 144

"Absolutely," replied Josh, "and I'm going to investigate 152
where it's coming from as soon as I finish breakfast." 162

"That's not necessary," Dad said, "because I can tell you it's 173
the smell of fresh bread from a nearby bakery. In fact, I bought 186
these breakfast muffins there just a little while ago. You should 197
stop by and introduce yourself. Mr. Lee, the baker, really wants 208
you to meet his son." 213

After he had devoured his breakfast, Josh ambled down the 223
sidewalk toward the bakery. He found it at the corner where his 235
street intersected the main road. Inside the bakery, Josh saw a 246

Notes:

Good, R. H., & Kaminski, R. A., & Dill, S. (2007). DIBELS Oral Reading Fluency. In R. H. Good & R. A. Kaminski (Eds.), *Dynamic Indicators of Basic Early Literacy Skills* (6th ed.). Eugene, OR: Institute for the Development of Educational Achievement. Available: http://dibels.uoregon.edu/

Notes:

counter where loaves of bread were stacked alongside muffins, 255
cookies, and sweet rolls. They all smelled and looked 264
mouthwateringly delicious. 266

Mr. Lee came out and welcomed Josh to the bakery. After 277
they chatted for a while, he introduced Josh to Li-Young, his 288
son. The two boys began talking and soon found they had many 300
things in common. Li-Young offered to show Josh around the 310
neighborhood, and they spent the morning roaming around 318
together. 319

Josh headed home for lunch with a good feeling. He had, 330
indeed, made a new friend, and what could be better than waking 342
up each day to the smell of fresh-baked bread? He couldn't wait 355
to learn more about his new neighborhood and meet more 365
friends. 366

Reading Comprehension Checklist

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- ❑ **Where does the story take place?** *Student should tell specific places (example: Bishop Park in Athens, not just "outside")*
- ❑ **What happened?** *Student should tell specific events in the story.*
- ❑ **Was there a problem in the story? How was it solved?**

	Mon	Tues	Wed	Thurs	Fri
Fluency					
Accuracy					

Progress Monitoring Probe 2

The Woodsman and the Lost Ax

A Woodsman was chopping wood beside a deep, blue lake. 10
He whistled as he chopped, happy to work in such a beautiful 22
place. Without warning, he stumbled over a root and lost his 33
balance. When he reached to steady himself, his axe slipped 43
from his hand and into the depths of the lake. 53

The Woodsman tried desperately to recover the axe, but he 63
was unsuccessful. Recognizing that his means of earning a 72
livelihood was lost, the Woodsman began moaning in 80
desperation. 81

Just then, Mercury, the messenger of the gods, appeared and 91
asked the Woodsman why he was despondent. After the 100
Woodsman described what had happened, Mercury plunged into 108
the lake and retrieved a gleaming, golden axe. 116

"Is this the axe you lost?" demanded Mercury. 124

The Woodsman assured him it was not, and Mercury 133
disappeared beneath the surface again. Soon he returned with a 143
silver axe in his hand. 148

"Is this the axe you lost?" demanded Mercury. 156

The Woodsman said it was not, and Mercury dived beneath 166
the surface yet again. This time, he returned with the 176
Woodsman's axe. 178

"That's it!" exclaimed the Woodsman. He embraced 185
Mercury and thanked him profusely. Mercury was impressed 193
with the Woodsman's honesty, so he presented him with the 203
golden and silver axes, as well as the one he had lost. 215

When the Woodsman returned home that evening, he told his 225
coworkers what had happened. One of them decided he wanted 235
to experience similar good fortune. He hurried to the lake and 246

Special Olympics (Continued)

compete in swimming, diving, and gymnastics. Track and field 277
events are also popular at the Summer games. 285

In communities around the world, Special Olympics makes a 294
difference in people's lives. The purpose behind Special 302
Olympics might best be summed up by its oath: "Let me win, but 315
if I cannot win, let me be brave in the attempt." 326

Reading Comprehension Checklist

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	Mon	Tues	Wed	Thurs	Fri
Fluency					
Accuracy					

Progress Monitoring Probe 20

Special Olympics

Forty years ago, Eunice Shriver started a sports camp. It was 11
for children with disabilities. She held the day camp at her home. 23
For the next five years, she helped start similar camps all around 35
the country. A few years later, she started Special Olympics, a 46
program of year-round sports training and athletic contests for 56
people with disabilities. 59

Today, Special Olympics serves about one million people. 67
There are branches in hundreds of countries. The program helps 77
both children and adults improve their physical fitness. It also 87
helps them build self-confidence and it is just plain fun. Once 99
you see the joy of participating on a young athlete's face, you are 112
likely to be hooked. 116

The Special Olympics offers sports for each season. During 125
fall, athletes practice long-distance running and walking. They 134
also bowl and play volleyball. In winter, they practice skiing and 145
ice skating. Spring sports include soccer, diving, swimming, and 154
cycling. In summer, athletes play tennis, softball, and golf. 163

Athletes never pay fees to compete in or practice sports. 173
Coaches and helpers give their time freely. Family members and 183
friends of athletes also help out in many ways. Money is raised 195
by community groups. The money is used to sponsor events, buy 206
medals, pay for sports gear, and so forth. 214

Every two years, Special Olympics holds World Games. 222
Leading athletes from many countries compete in different 230
sports. The next Winter games will be held in Japan. There, 241
athletes will compete in downhill and cross-country skiing. 250
Other competitions will include figure skating and speed 258
skating. China will host the next Summer games. Athletes will 268

The Woodsman and the Lost Ax (Continued)

threw his axe into it. Then he sat down beside the lake and 259
pretended to cry. As before, Mercury appeared and inquired why 269
the man was crying. When he learned the reason for the man's 281
grief, Mercury again plunged into the lake and brought up a 292
golden axe. 294

"Is this the axe you lost?" demanded Mercury. 302

"Yes! That's it!" the man lied. He grabbed the axe greedily. 313

Mercury did not like being deceived so he took the golden 324
axe away from the man and refused to recover the axe the man 337
had thrown into the lake. Thus, the man ended up with no axe at 351
all, but he did learn a valuable lesson about the importance of 363
being honest. 365

Reading Comprehension Checklist

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Fluency					
Accuracy					

Progress Monitoring Probe 3

A Tour of Jewel Cave

"Ready to explore?" asked Maria's father. Maria, her dad, 9
and her five-year-old brother, Carlo, had just arrived at Jewel 21
Cave National Monument. This was the kind of outing Maria's 31
father loved. "You're going to see some amazing formations," he 41
said enthusiastically. On the way to the cave, Maria's dad had 52
explained how crystals could be seen hanging from the cave's 62
ceilings. "That's why they call it Jewel Cave," he explained. 72

At the cave's entrance, they each got a lantern to light their 84
way. Maria felt her heart pounding as an elevator took them 95
down into the cave's depths. When the doors opened, she felt a 107
blast of cold air. 111

"It's about forty-nine degrees in here year round," said the 122
tour guide. Maria was glad she was wearing suitable clothing. 132
She had chosen rubber-soled boots, long pants, and a jacket. 143

Leading the way, the guide advised everyone to be careful, 153
since parts of the winding path were slippery. Then the group 164
walked down some steep, wooden steps into a large room where 175
the crystals made strange, waxy formations. Maria loved the way 185
the light sparkled off them. 190

It was about that time that Carlo began to complain. 200

"I want to leave, because I'm cold and Jewel Cave is 211
boring," he whined. 214

Suddenly, there was a rush of wind accompanied by a high- 225
pitched noise. Some of the lanterns blew out as dark shapes flew 237
toward the group. Carlo grabbed Maria's hand, closed his eyes, 247
and ducked his head. 251

"Don't worry," laughed their dad. "It's just the bats." 260

Hurricanes (Continued)

soon after moving onto land. They no longer have the warm 288
moist air that is the fuel they need to grow. Often, the dying 301
storm floods inland areas with rain. 307

Hurricanes can be damaging and dangerous. It is not 316
necessary to fear them, though. Modern weather forecasts help 325
people prepare for the storms. With plenty of warning, people 335
can protect themselves from the force of a hurricane. 344

Reading Comprehension Checklist

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	Mon	Tues	Wed	Thurs	Fri
Fluency					
Accuracy					

Progress Monitoring Probe 19

Hurricanes

What is big and dangerous and has only one eye? The answer 12
is a hurricane! 15

Hurricanes are large, strong storms. They form over warm 24
ocean waters. Hurricanes usually begin as a small cluster of 34
storms. Heat and moisture from ocean water fuel the storms and 45
cause them to grow. As they grow, the storms begin to spin. This 58
spinning mass is called a tropical storm. When winds reach a 69
constant speed of seventy-four miles per hour, the storm 79
becomes a hurricane. 82

At the center of a hurricane is an area called the eye. It 95
usually measures twenty to thirty miles in diameter. The eye is 106
relatively calm and free of clouds. The area around the eye is 118
called the eye wall. That is where the most violent weather 129
occurs. Wind speeds in the eye wall can be over one hundred 141
miles per hour or more! 146

In the United States, hurricane season lasts from June 155
through November. During this time, scientists keep a close eye 165
on the tropics. They watch for a building storm. Then they track 177
its movement on weather maps. This helps them figure out 187
where the storm might go next. People living in coastal areas 198
need plenty of warning if a hurricane is approaching. Scientists 208
issue a hurricane watch when there is a chance a hurricane will 220
reach land. They issue a hurricane warning when the threat 230
becomes real. 232

When hurricanes reach land, they can cause great damage. 241
Heavy winds and rain are problems. Another hazard is the storm 252
surge. This is a dome of ocean water that is forced inland by the 266
storm. It pushes aside everything in its path. Hurricanes die out 277

A Tour of Jewel Cave (Continued)

"They like it here, too," said the tour guide. The bats passed 272
overhead, flying into another room. 277

"Now are you bored?" asked Maria. 283

"Don't you dare tease me," said Carlo, pulling her forward to 294
see what was up ahead. 299

When they got back home, Carlo told everyone how much he 310
enjoyed exploring the cave. He was already planning the things 320
he would see and do the next time they went to visit Jewel Cave. 334

Reading Comprehension Checklist

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	Mon	Tues	Wed	Thurs	Fri
Fluency					
Accuracy					

Progress Monitoring Probe 4

The Great Barrier Reef

The Great Barrier Reef is one of the great wonders of the 12
natural world. It stretches over a thousand miles in the southern 23
Pacific Ocean. The Reef is the largest coral reef on the planet. It 36
is the only living thing that can be seen on earth from outer 49
space. 50

Coral reefs begin as a colony of small sea creatures. Over 61
time, as the creatures die, their connected skeletons form the 71
base of the reef. Other creatures join the colony, and the process 83
continues. Reefs grow slowly, at a rate of a few millimeters per 95
year. 96

The Great Barrier Reef is not one reef. Rather, it is made up 109
of over three thousand small reefs that lie close to each other. 121
They are home to a huge number of animals and plants. Many of 134
these can be found nowhere else on earth. Thousands of types of 146
fish and hundreds of different birds live there. The Reef is also 158
home to animals such as sea snakes and sea turtles. The Reef 170
serves another purpose, as well. Many scientists believe that 179
reefs like this one keep our oceans clean and healthy. 189

The Reef is filled with brilliant color and eye-catching 199
shapes. Its beauty draws thousands of visitors each year from all 210
over the world. Many of them enjoy swimming and diving in the 222
clear, blue-green waters. Just think about sharing the water with 233
a school of hot-pink fish or coming face to face with a sea snake! 248
Visitors who do not want to brave the water can view it from one 262
of the islands. They can also watch and enjoy the many kinds of 275
birds that live there. 279

The Reef is fragile, and it can be easily damaged. It was 291
recently added to the World Heritage List as a special protected 302

A Winter Day on the Farm (Continued)

wait a while! Dad has gone over to the Anderson's farm to see if 300
their children want to come over and help us build a snowman," 312
she added. 314

Suddenly, Sam did not feel quite so bad about the cold 325
weather or the loneliness of farm life. He pulled his chair up to 338
the table and hungrily began to fill his plate. 347

Reading Comprehension Checklist

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	Mon	Tues	Wed	Thurs	Fri
Fluency					
Accuracy					

Progress Monitoring Probe 18

A Winter Day on the Farm

Turning away from the window's light, Sam pulled the 9
covers up tightly around his shoulders. He hated to think about 20
leaving the warmth of his bed to do chores. Sighing in 31
resignation, he forced his feet onto the cold floor and scrambled 42
for his clothes. 45

Sam had recently moved with his family to a farm on the 57
prairie. He missed all his friends from town. Each weekday, they 68
had gathered in the one-room schoolhouse, where they learned 78
about math and science and faraway places. Things were 87
different now. Town was hours away, and as for school, Sam's 98
mother taught him his lessons each day. 105

Sam bundled up in warm clothes and set out to do his chores. 118
He walked across the yard toward the barn. The north wind 129
howled and gray clouds seemed to hug the earth. Sam struggled 140
to open the barn door, because the wind was pushing so hard 152
against it. Inside, Bessie the cow was chewing on what was left 164
of last night's hay. Sam filled her feed tray and then began 176
milking. Soon his pail was filled with fresh, foamy milk. He 187
covered the pail and picked up the egg basket. In the chicken 199
shed he found ten speckled hen eggs. He rewarded the chickens 210
with an extra handful of feed, which he scattered on the floor for 223
them to eat. 226

Leaving the barn with his pail and basket, Sam was greeted 237
by large, wet snowflakes that were quickly covering the barnyard 247
in a blanket of white. He hurried to the house and took the milk 261
and eggs into the kitchen. 266

"Isn't the snow beautiful, Sam?" asked Mother. "Let's eat 275
breakfast, and then we'll find your old sled. Your lessons can 286

The Great Barrier Reef (Continued)

site. The listing helps to make sure that the Reef will be 314
protected. With luck and special care, the Reef will continue to 325
benefit the earth and its people forever. 332

Reading Comprehension Checklist

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	Mon	Tues	Wed	Thurs	Fri
Fluency					
Accuracy					

Progress Monitoring Probe 5

Wilma Rudolph

More than sixty years ago, Wilma Rudolph was born into a 11
very hard-working family with little money. She was one of 22
twenty-two children. Wilma had been small and weak at birth. 33
Because of this, she suffered one illness after another. Her family 44
could not afford a doctor. Wilma's mother cared for her as best 56
she could. 58

When Wilma was six years old, she fell ill with polio. The 70
disease left her legs weak, and doctors said she would never be 82
able to walk. Mrs. Rudolph finally found a hospital willing to 93
help Wilma. The workers there helped Wilma gain strength in 103
her legs. At home, her brothers and sisters helped with the 114
treatments, too. By the time she was twelve, Wilma was walking 125
without help. 127

Wilma not only walked, she ran, and ran quickly. She 137
decided to become an athlete. At first, she played basketball. 147
Soon she became a star, leading her team to a state 158
championship. 159

Wilma also developed her track skills. By age sixteen, she 169
had won a bronze medal in a relay race at the Olympic games. 182
Wilma went on to become the first American woman to win 193
three gold medals at the Olympics. She won three different races, 204
two sprints of different distances and one relay race. 213

Using her fame as an athlete, Wilma reached out to others. 224
She coached students in high schools and colleges. She made 234
regular appearances on TV and radio shows. Wilma also set up a 246
group to help bring sports into poor neighborhoods. 254

Automobile History (Continued)

trips. It was not easy to hitch up the horses and make the trip into 311
town in a wagon. Today, of course, people live in suburbs and 323
commute to work in the city. They drive at the spur of the 336
moment to neighborhood shopping malls. Banks, restaurants, 343
and other places of businesses are even set up to serve customers 355
in their cars. 358

Today, companies work to make cars better and safer. Just 368
imagine how cars might change in the next one hundred years! 379

Reading Comprehension Checklist

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	Mon	Tues	Wed	Thurs	Fri
Fluency					
Accuracy					

Progress Monitoring Probe 17

Automobile History

As early as the fifteenth century, inventors imagined vehicles 9
that could move under their own power. It wasn't until almost 20
three hundred years later, though, that such vehicles were built. 30
The first ones were steam-powered carriages. It took another one 41
hundred years after that before people began building cars 50
powered by gas engines. These cars were safer and easier to use 62
than the steam-powered ones. 67

At first, the new gas-powered cars were very expensive. 77
Only rich people could afford them. Then, at the beginning of 88
the twentieth century, a man named Henry Ford began making a 99
car called the Model T. It was the first car produced on an 112
assembly line. All of the Model T's were black, because black 123
paint dried faster than other colors. Ford used to say, "You can 135
have any color you want as long as it's black." 145

Using Ford's assembly line, a car could be built in shorter 156
time, so it cost less. Finally, working people such as farmers, 167
teachers, and factory workers could afford to own a car. 177

Since that time, many other companies have joined Ford in 187
producing cars on an assembly line. Over the years, the cars have 199
changed dramatically. Today they are available in a rainbow of 209
colors and in many different styles. Air conditioning, sound 218
systems, and other luxury features are common in cars. Modern 228
cars are much more powerful than the early ones, and they are 240
equipped with safety equipment unheard of in the early days. 250

Owning cars has changed the way people work and live. 260
Before they had cars, people had to live close to where they 272
worked. That is because most had to walk to work. If they lived 285
in the country, people had to plan weekly or monthly shopping 296

Wilma Rudolph (Continued)

Wilma was African American. At the time she was born, 264
many opportunities were not equally available for all people. It 274
would be many years before the laws and opportunities of our 285
country were applied equally to all people. Wilma's successes 294
were all the more meaningful because of the challenges she 304
faced. Today, women and men from all backgrounds remember 313
Wilma Rudolph with pride and respect. 319

Reading Comprehension Checklist

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	Mon	Tues	Wed	Thurs	Fri
Fluency					
Accuracy					

Progress Monitoring Probe 6

A Train Ride to Gran's House

Mom and I were trying to plan exciting things to do during 12
summer vacation, and she suggested that we take the train to 23
Gran's house. Gran lives far from our town, so we would spend 35
one day and one night on the train just getting there. Her plan 48
sounded awesome to me! 52

The day of our trip, Mom and I went to the train station. The 66
train arrived and we climbed aboard. It seemed dark and cool 77
inside, compared to the bright, warm day outside. The conductor 87
took our tickets and showed us to the car where we would ride. 100
There were large windows along the sides of the car, so we 112
would have a fine view. We stowed our overnight bags away and 124
settled in for a comfortable ride. Soon the train pulled away from 136
the station, and we went speeding down the tracks. 145

Out the windows, familiar buildings quickly gave way to 154
countryside. I saw ranchers on horseback and farmers on 163
tractors. From time to time, children who lived near the tracks 174
would run out to wave as we passed. By lunchtime, the train had 187
climbed onto a high plateau, and we could see mountains near 198
the horizon. 200

Mom and I took our meals in the dining car. Small tables 212
with chairs were arranged so that we could enjoy the passing 223
scenery while we ate. The menu offered a variety of food 234
choices. It was like being in a restaurant on wheels! 244

At bedtime, we were shown to our sleeping compartment. 253
The beds were bunk style, with mine above Mom's. I climbed 264
into bed and closed the curtain for privacy. The rocking motion 275
of the train made it easy to fall right to sleep. 286

Angel Falls (Continued)

about thirty miles from the falls. Then the visitors take a small 306
plane or a boat to see this amazing natural wonder. 316

Getting to Angel Falls is not an easy task, but people who go 329
there agree the experience is well worth the effort. 338

Reading Comprehension Checklist

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Fluency					
Accuracy					

Progress Monitoring Probe 16

Angel Falls

Angel Falls is the highest waterfall on earth. It lies in the 12
heart of Venezuela, a country in South America. Starting from 22
atop Devil's Mountain, it drops more than three thousand feet 32
into Devil's Canyon. That makes Angel Falls nineteen times 41
higher than Niagara Falls! 45

Flat-topped mountains surround the falls. These "table 53
mountains" with their flat, steep sides add to the drama of the 65
landscape. Water falls freely from cliffs and reaches the bottom 75
of the valley as a fine spray. The mist then runs into a small 89
creek, which eventually grows into a river. 96

Angel Falls was not named for heavenly, winged creatures. 105
Rather, it is named for an American pilot and adventurer, Jimmie 116
Angel. Jimmie Angel thought that the area around the falls 126
contained a lost river where gold could be found. Over sixty 137
years ago he took his small plane to search for the gold. He 150
landed on top of a mountain near the river he hoped to explore. 163
As luck would have it, his plane got stuck in a boggy marsh. 176
Angel could not take off again. As he scouted around the area, 188
the pilot heard a loud, roaring sound. Moving toward the noise, 199
he came upon the amazing sight of the falls. Angel had to hike 212
for days through the jungle to get back to his camp. When he 225
finally arrived, he told others about the falls. Word spread, and 236
soon people from all over wanted to see this wonder for 247
themselves. 248

Many visitors have been drawn to the challenges and beauty 258
of this land. It takes some determination simply to see Angel 269
Falls, though. There is no way to reach the falls by road, so 282
people must fly into the area. Planes usually land at a village 294

A Train Ride to Gran's House (Continued)

When morning came, we were near the town where Gran 296
lived. Mom and I quickly dressed and gathered our things. As 307
the train slowed to a stop, we saw Gran waving at us from the 321
platform. Spending the week with Gran would be wonderful, but 331
I was already looking forward to the train ride back home. 342

Reading Comprehension Checklist

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Fluency					
Accuracy					

Progress Monitoring Probe 7

These Students Made a Difference

The teacher watched his fourth-grade students struggle with 9
the dried, cast-off Christmas trees. They were placing the trees, 20
one by one, in a long row. Passers-by must have wondered why 33
the students were "planting" dead trees on their town's beach. If 44
anyone asked, the students would explain that they wanted to 54
protect and rebuild the sand dunes. 60

Dunes are hills of sand that help to hold the beach in place 73
and protect coastal areas from rising ocean water. They also 83
provide a home for plants and animals. Over the years, storms 94
had destroyed many of the dunes along the beach at Margate, 105
New Jersey. Some people had the idea that placing used 115
Christmas trees sideways on the sand would help rebuild the 125
dunes. Volunteers put this plan into action, but it did not work. 137
During storms and at high tide, the trees were loosened from the 149
sand and washed out to sea. 155

A group of fourth-grade students at Union Avenue School 165
thought they had a better idea. They would place the trees 176
upright on the beach. They reasoned that the tree limbs would 187
catch blowing sand, causing new dunes to form around the trees. 198

To put their plan into action, students dug a three-foot deep 210
trench in the sand. Then they stood the trees in the trench and 223
filled sand in around the trunks. This held the trees firmly in 235
place. To test their plan and make sure it was working, students 247
tied red ribbons to the treetops. Each week they measured the 258
distance between the ribbons and the sand. In a short while, they 270
saw that the level of the sand was rising. The dunes were being 283
rebuilt! 284

Cat Care (Continued)

Perhaps the most important things a cat needs are love and 324
attention. They are often the easiest things to give, too. A warm, 336
purring cat can be the source of great joy and satisfaction. 347

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Fluency					
Accuracy					

Progress Monitoring Probe 15

Cat Care

Cats are popular pets because they are easy and fun to live 12
with. Most cats are quiet, clean, independent, and loving. They 22
can bring joy and laughter into a home. In turn, pet owners can 35
do a few things to keep their cats happy and purring. 46

Cats need to have regular checkups. A trip to the veterinarian 57
each year can help keep your cat healthy. There are certain shots 69
cats need to have. These shots prevent dangerous diseases. The 79
vet can also look for problems with your cat's ears or skin. Most 92
problems are easily treated if they are caught early. 101

Pet owners must choose among different kinds of cat food. A 112
variety of dry cat foods are available to pet owners. By reading 124
labels, owners can choose the one that is best for their cat. Some 137
cats, though, are picky eaters and prefer canned food. This 147
choice usually costs more than dry cat food, and it is not as easy 161
to serve. Still, many owners are glad to pamper their picky pets. 173
Along with good food, cats need plenty of fresh water. Owners 184
should change the water in their cat's dish each day. 194

Pet owners can choose to keep a cat indoors. Sometimes a cat 206
is allowed to explore outdoors if the cat is old enough and lives 219
in a safe area. Indoor cats will need a litter box. The box should 233
always be kept in the same place so that it is easy for the cat to 249
find. It is important that the litter box be kept clean. Indoor cats 262
also benefit from a scratching post. A good scratching post helps 273
keep your cat from clawing at furniture or other items in the 285
house. All cats should be checked regularly for fleas and ticks. 296
Treatments are available for these problems. Some cats need to 306
have their fur brushed to remove burrs. 313

These Students Made a Difference (Continued)

When the trees are completely covered with sand, the 293
students plan to scatter grass seed. Dune grasses will send down 304
roots that will help hold the new dunes in place. 314

Students in nearby communities learned about the new 322
dunes. They asked for help in planning their own dune-building 333
projects. Now dunes all along the coast are being protected, 343
thanks to the work of one fourth-grade class. 352

Reading Comprehension Checklist

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Accuracy					

Progress Monitoring Probe 8

Yellowstone

Imagine a place where you can see grizzly bears, hot springs, 11
fossil forests, and steam shooting from the ground. You can find 22
just such a place in northwest Wyoming. It is called Yellowstone 33
National Park. 35

For thousands of years, Native Americans lived in the area 45
known today as Yellowstone. It was rich in resources, and the 56
people could find plenty of food and fresh water. They also 67
enjoyed the beauty of the place. Then an explorer who had 78
traveled with Lewis and Clark made his way there. He had never 90
seen such a place! It was a large, forested plateau surrounded by 102
tall mountains. There were amazing sights everywhere he 110
looked! The explorer told others about what he had seen. Soon, 121
people from back East wanted to see the views for themselves. 132

Photographs and paintings of Yellowstone showed people in 140
the East the wonders of the area. They began to push the 152
government to protect this natural gem. Over one hundred years 162
ago President Grant signed a bill turning it into a national park. It 175
was the first national park in the world. 183

Today, millions of people visit Yellowstone each year. They 192
come to see the towering mountains and beautiful scenery. Many 202
hope to see wild animals, such as bear, elk, and wolves. Bird 214
watchers look for bald eagles, geese, and other birds of interest. 225
Others come to hike, boat, or fish. 232

People also come to Yellowstone to see its natural features. 242
Canyons show off walls of red, yellow, orange, and brown. They 253
hold rock formations in strange shapes. Old Faithful, a famous 263

Tae Kwon Do (Continued)

prevent injuries. Judges decide how well people perform their 285
moves, break boards, and fight competitors. Recently, tae kwon 294
do has become so popular that it is now an official Olympic 306
sport. 307

Reading Comprehension Checklist

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Fluency					
Accuracy					

Progress Monitoring Probe 14

Tae Kwon Do

There is a kind of martial art that began many years ago in 13
Korea. It is called tae kwon do. The name means "the art of hand 27
and foot fighting." It is one of the most popular martial arts in 40
the world. 42

People of all ages, young and old, are welcomed as students. 53
Working with a teacher, they learn a series of fighting moves. 64
Many of the moves involve dramatic kicks. The kicks are often 75
done while jumping and spinning. After students learn the 84
moves, they practice them. This might mean fighting with other 94
students in a controlled manner. Some students even break 103
boards or other thick materials in practice! 110

Students learn more than just moves. They learn courtesy, 119
determination, and self-control as well as loyalty to country, 129
friends, and school. It also teaches the importance of respect for 140
family, teachers, and elders. In fact, the goal of tae kwon do is to 154
build a more peaceful world. It does this by helping one student 166
at a time become healthy, happy, and more well-rounded. 176

In classes and at contests, students and teachers wear a white, 187
loose-fitting uniform. Each uniform has a belt. The color of the 199
belt shows the person's rank, or level of skill. Beginners wear 210
white belts. By passing tests, students earn different colored 219
belts. They progress through yellow, green, blue, and red belts. 229
The highest rank is the black belt. People who wear black belts 241
are considered experts. It takes years of practice and instruction 251
to achieve a black belt. 256

For over thirty years, tae kwon do has been practiced as a 268
competitive sport. Those competing wear protective gear to 276

Yellowstone (Continued)

geyser, shoots steam and hot water into the air right on time— 275
every seventy-five minutes. Many hot springs form striking 284
pools and terraces. 287

Clearly, Yellowstone is special to Americans. It is special to 297
other people, as well. It has been named a World Heritage Site. 309
People all around the world want to see this very special place 321
protected for future generations to enjoy. 327

Reading Comprehension Checklist

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Fluency					
Accuracy					

Progress Monitoring Probe 9

Humpback Whales of Glacier Bay

There is a park in southeast Alaska named Glacier Bay 10
National Park and Preserve. It is a land of green forests and 22
snow-capped mountains. Glassy waters mirror the scenic 30
landscape. Two hundred years ago, this place was covered by 40
sheets of ice, called glaciers. When the ice melted, it left behind 52
a rich and beautiful environment. 57

During the brief summer in Alaska, daylight lasts for many 67
hours. The sun warms the water in Glacier Bay. Small, floating 78
plants bloom in the warming water, and tiny marine animals feed 89
on them. The tiny animals, in turn, are the favorite food of huge 102
humpback whales. 104

Glacier Bay has become famous as a summer home to 114
humpback whales. These whales can often be seen swimming or 124
feeding close to the shore. Humpbacks do not have teeth. 134
Instead, they have filters called baleen. As a whale swims 144
forward, water rushes into its mouth. As the water rushes back 155
out, the tiny marine animals are caught in the filters and 166
swallowed by the whale. 170

Humpback whales also eat larger fish. In fact, humpbacks 179
sometimes work together to catch fish, using a process called 189
bubble netting. A group of whales makes a circle of bubbles 200
around a school of fish. Then the whales dive under the fish and 213
rise up through the water. Holding their mouths open, the whales 224
catch as many fish as they can hold. On average, a humpback 236
whale eats almost five thousand pounds of food each day. 246

Humpback whales stay near the surface of the water. From 256
time to time, they leap into the air. This action is called 268

Swamps (Continued)

Along with plants and animals, coal is a resource found in 297
some swamps. Plants from millions of years ago decayed and 307
formed the coal. Today, people mine the coal and use it as fuel. 320

Swamps may not seem appealing at first glance. But by 330
looking closer, you can find many things to like about this 341
interesting natural area. 344

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Fluency					
Accuracy					

Progress Monitoring Probe 13

Swamps

In movies, swamps are often shown as dark, smelly places. 10
They are filled with scary creatures. Viewers are afraid to think 21
what might be hiding in the dark waters. In fact, swamps are 33
important natural areas. They are home to many plants and 43
animals, and they are often rich in natural resources. 52

Swamps differ in two major ways from other wetlands. First, 62
swamps are covered by trees. Marshes, on the other hand, have 73
mostly grasses. Second, swamps have mineral-rich waters. 81
Another type of wetland, called a bog, is formed by rainwater, 92
which has few minerals. 96

Freshwater swamps are found in low-lying areas around 105
rivers. The soggy places might be in an old river channel or in an 119
oxbow lake formed by a curve in the river. Because swamp soil 131
does not drain well, the water stays in place. As a result, these 144
areas have water standing on them for much of the year. Fish, 156
frogs, and alligators make their home in the swamp's waters. 166
Deer, raccoons, and other small animals and birds find food and 177
shelter in the swamp. There are many swamps in the United 188
States. Some of the largest ones are found in the southern states. 200

Saltwater swamps are formed by flooding or draining of 209
seawater in flat coastal areas. Although most plants won't grow 219
in the salty water, mangrove trees thrive. Some animals that do 230
not like salt water live in these swamps. For example, green 241
monkeys live in the tops of the mangrove trees. They never 252
touch the water! Crabs, pelicans, and other sea animals live 262
there, too. Saltwater swamps often form where large rivers meet 272
the ocean. Some of these can be found in Asia, Africa, and South 285
America. 286

Humpback Whales of Glacier Bay (Continued)

breaching. Whales also swim on top of the water and slap their 280
tales noisily against it. No one knows for sure why whales do 292
these things, but they appear to be having fun. 301

In September, the days become shorter in Alaska. The waters 311
begin to cool. The food the whales depend on is no longer 323
plentiful, so most of them leave for warmer waters. They spend 334
the winter near Hawaii. Then, when the days begin to lengthen, 345
the humpback whales turn again toward their summer home at 355
Glacier Bay. 357

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Fluency					
Accuracy					

Progress Monitoring Probe 10

A Field Trip to the Museum

My friends and I had been looking forward to this day for 12
weeks! Our class was finally going on the field trip to the new 25
State History Museum. Mrs. Lopez gave each student a nametag 35
to wear. Then we got on the bus, and after a short ride we arrived 50
at the museum. We lined up and followed Mrs. Lopez into a 62
large entry hall. 65

"The rooms are set up like a time line," she said. "We will 78
begin in the room that shows how the very first Native 89
Americans lived in our state. Then we will progress through 99
time, right up to the present. There will be a few stops along the 113
way to watch short movies about interesting people or events." 123

The rooms were filled with life-like scenes. There were also 134
displays of clothing, jewelry, cooking pots, and so forth. When 144
we got to the room showing how early settlers lived, I became 156
really interested. This was the part of our history I liked the best. 169
I must have wandered away from the class, because when I 180
looked up from the display I had been studying, everyone was 191
gone. I guess I looked lost because a museum guard came over 203
and offered to help. 207

"I think I know where your class is," she said, leading me 219
toward a darkened theater. "They are watching a movie about an 230
early settler family. Just slip quietly through this door and take a 242
seat near the back. No one will ever know you were left behind." 255

I did just as she said, and within minutes, I was caught up in 269
the story unfolding on the screen. When the film ended and the 281
lights came up, we all followed Mrs. Lopez into the next room. I 294

Big Bend National Park (Continued)

Rangers protect the plants and animals at Big Bend National 298
Park. They also protect sites where scientists study the early 308
people who lived there. They warn park guests to be careful not 320
to change the place. That is why there are signs that say, "Take 333
nothing but photographs. Leave nothing but footprints." 340

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Fluency					
Accuracy					

Progress Monitoring Probe 12

Big Bend National Park

Big Bend National Park is a meeting place. It is where the 12
United States and Mexico meet. The mountains meet the desert 22
there. Visitors meet new and interesting plants and animals. In 32
Big Bend, north meets south and east meets west. 41

The Rio Grande is the river that forms the border between 52
Mexico and Texas. South of El Paso, the river makes a sharp 64
turn. Big Bend is the area bordered by this turn. It gets its name 78
from its place on a big bend in the Rio Grande. 89

There are many things to do at Big Bend National Park. 100
Young people can join the Junior Ranger Program. They 109
complete activities in the Junior Ranger Activity Booklet. This 118
helps them learn a lot about the park. They also earn a badge. It 132
identifies them as an official Junior Ranger! 139

Of course, the river is a popular activity spot. Visitors can 150
float down the river in rafts. During some times of the year, the 163
river is high. The water rushes through narrow canyons. This can 174
make for wild rides. Any time of year, though, the scenery is 186
awesome. 187

Many park visitors enjoy hiking. It lets them see up close 198
what the park has to offer. More than four hundred kinds of birds 211
live in or visit Big Bend. Along the trail, they might see a falcon 225
diving to catch a kangaroo rat. Deer and jackrabbits run and hide 237
from hikers. Some hikers might see mountain lions, bears, or 247
even wild pigs. Rangers tell them to keep away from these 258
animals. Hikers also enjoy the many types of desert plants on the 270
trails. After a rain, the park bursts into colorful blooms. 280
Flowering cacti and wildflowers compete for hikers' attention. 288

A Field Trip to the Museum (Continued)

paid attention to all the details about the first industries in our 306
state, but I can assure you I also kept a close eye on Mrs. Lopez. 321
One experience of getting lost was quite enough for me! 331

Reading Comprehension Checklist

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Fluency					
Accuracy					

Progress Monitoring Probe 11

Mountain Ecosystems

Have you ever looked into the distance and seen a steep and 12
rugged peak? If so, you have probably seen a mountain. A 23
mountain is a land formation that is much higher than the land 35
that surrounds it. Mountains are usually narrower at the top than 46
they are at the bottom, and they normally exist in ranges 57
consisting of peaks, ridges, and valleys. 63

Mountains affect life in many ways. They influence climate 72
all over the world. High mountain ranges have the most impact. 83
These big mountains act as barriers to air masses coming from 94
the ocean. 96

Ocean winds carry moist air inland. Because of their size and 107
shape, mountains block this air and force it upwards. The water 118
in the air then cools and forms clouds. When the clouds become 130
full, they release their water as rain or snow. That is why it is 144
usually wet on the ocean side of a mountain range, while deserts 156
often form on the other side. 162

Mountains are sometimes called nature's water towers. All of 171
the world's major rivers begin in the mountains. These mountain 181
rivers flow into lakes, and they eventually spill into the oceans. 192
People use mountain water to grow food, to make electricity, and 203
to drink. Every day, one out of every two people on Earth drinks 216
water that started in the mountains! 222

You might think of mountains as tough and stable. However, 232
mountain ecosystems can be fragile. An ecosystem is a system of 243
plants, animals, and other life forms living together. Because the 253
sides of mountains are so steep, soil easily wears away, or 264
erodes. This can harm the plants that live there. When plants die 276

from lack of soil, the animals that feed on those plants suffer, 288
too. Deep-rooted plants, like trees, help by holding the soil in 300
place. 301

Mountains are a dramatic and beautiful part of the landscape, 311
and many people like to hike, ski, and fish there. You can see, 324
though, that mountains play a much greater role in peoples' 334
lives. They are an important and valuable part of the planet 345
Earth. 346

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- ❑ **Was there a problem in the story? If so, how was it solved?**

	Mon	Tues	Wed	Thurs	Fri
Fluency					
Accuracy					

Reading Comprehension Checklist

Use this checklist to measure your student's reading comprehension.

- ❑ **Tell what happened** in the story in order from beginning to end.
- ❑ **Who's in it?** *Student should be able to list the characters' names.*
- ❑ **Where does the story take place?** *Student should tell specific places (example: Bishop Park in Athens, not just "outside")*
- ❑ **What happened?** *Student should tell specific events in the story.*
- ❑ **Was there a problem in the story? If so, how was it solved?**

	Mon	Tues	Wed	Thurs	Fri
Fluency					
Accuracy					

Guía de Comprensión de Lectura

Utilice esta guía para medir la compresión de la lectura de su hijo/a

- ❑ **Cuenta lo qué sucedió** en la historia en orden del principio hasta el final
- ❑ **¿Quiénes están en la historia?** el/la estudiante debe nombrar los personajes
- ❑ **¿Dónde se llevó a cabo la historia?** el/la estudiante debe nombrar lugares específicos *(ej.: en Bishop Park en Athens, no sólo afuera")*
- ❑ **¿Qué sucedió?** El/la estudiante debe decir los eventos específicos de la historia
- ❑ **¿Hubo algún problema en la historia?** de ser así, cómo se resolvió. *El/la estudiante debe utilizar los hechos para determinar posibles problemas y soluciones de la historia*

	Lunes	***Martes***	***Miércoles***	***Jueves***	***Viernes***
Fluidez					
Precisión					

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