DIBELS® Oral Reading Fluency
Directions

Make sure you have reviewed the directions in the *DIBELS Assessment Manual* and have them available. Say these specific directions to the student:

▶ ***I would like you to read a story to me. Please do your best reading. If you do not know a word, I will read the word for you. Keep reading until I say "stop." Be ready to tell me all about the story when you finish.*** (Place the passage in front of the student.)

▶ Begin testing. ***Put your finger under the first word*** (point to the first word of the passage). ***Ready, begin.***

Timing	1 minute. Start your stopwatch after the student says the first word of the passage. Place a bracket ( ]) and say ***Stop*** after 1 minute.
Wait	If no response in 3 seconds, say the word and mark it as incorrect.
Discontinue	If no words are read correctly in the first line, say ***Stop***, record a score of 0, and do not administer Retell. If fewer than 40 words are read correctly on any passage, use professional judgment whether to administer Retell for that passage.
Reminders	If the student stops (not a hesitation on a specific item), say ***Keep going***. (Repeat as often as needed.) If the student loses his/her place, point. (Repeat as often as needed.)

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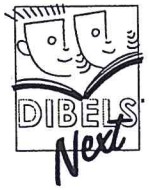
DORF LEVEL **1**



Name: _____

Student ID: _____ School Year: _____

Teacher: _____

School: _____

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5 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 5

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

Picking Apples

0 The apple farm was having a picking party. Ren and her family had 13
13 come to enjoy the fun. Ren could see a hayride and a man painting 27
27 faces. There was even a woman juggling five apples above her head. 39
39 Ren wanted to pick apples first. She ran to the nearest tree. Smiling, 52
52 Ren pulled off a big red apple. She opened her mouth wide. Crunch! 65
65 As she took a bite, sweet juice ran down her chin. Ren quickly ate the 80
80 apple. Now it was time to get to work. Ren filled her basket so she would 96
96 have lots of apples to eat at home. 104
104 After picking red apples, Ren went to a tree that had green apples. 117
117 These apples were not very sweet, but they made tasty pies and cakes. 130
130 Ren got another basket. She picked as many apples as she could. When 143
143 she tried to lift the basket, Ren could not pick it up. It was too heavy. 159
159 Ren's mother smiled and asked her to get a wagon. Together, they put 172
172 both of their baskets on the wagon and pulled it to their car. 185
185 The important work was done. Now Ren was ready to have fun. She 198
198 went to get her face painted. Ren looked at all the pictures. Then she 212
212 saw the one she wanted. When the man was done painting, Ren had a 226
226 big red apple on her cheek. 232

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5 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 5

Picking Apples (continued)

DORF Response Patterns:

- ☐ Reads with appropriate phrasing, intonation/ expression, and observed punctuation
- ☐ Self-corrects/monitors meaning
- ☐ Shows automaticity on re-read words
- ☐ Uses effective decoding strategies
- ☐ Errors preserve passage meaning
- ☐ Errors violate passage meaning
- ☐ Other
- ☐ Frequent errors on sight words (e.g., I, was, and, the, said, etc.)
- ☐ Frequent errors on phonetically regular words (e.g., cat, milk, etc.)
- ☐ Frequent errors on phonetically irregular words
- ☐ Frequently omits words or letters
- ☐ Frequently adds words or letters
- ☐ Skips lines

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5 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 5

Retell: Picking Apples

▶ ***Now tell me as much as you can about the story you just read. Ready, begin.***

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say ***Stop*** after 1 minute.
Wait/ Reminder	If the student stops or hesitates for 3 seconds, select *one* of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say ***Tell me as much as you can about the story.*** —Otherwise, ask ***Can you tell me anything more about the story?***
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say ***Thank you*** and discontinue the task.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- **1** Provides 2 or fewer details
- **2** Provides 3 or more details
- **3** Provides 3 or more details in a meaningful sequence
- **4** Provides 3 or more details in a meaningful sequence that captures a main idea

Retell Response Patterns:

- ☐ Summarizes
- ☐ Retells the passage verbatim
- ☐ Repeats the same detail
- ☐ Talks about own life related to passage
- ☐ "Speed reads" the passage
- ☐ Other

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Picking Apples

▶ The apple farm was having a picking party. Ren and her family had come to enjoy the fun. Ren could see a hayride and a man painting faces. There was even a woman juggling five apples above her head.

Ren wanted to pick apples first. She ran to the nearest tree. Smiling, Ren pulled off a big red apple. She opened her mouth wide. Crunch! As she took a bite, sweet juice ran down her chin. Ren quickly ate the apple. Now it was time to get to work. Ren filled her basket so she would have lots of apples to eat at home.

After picking red apples, Ren went to a tree that had green apples. These apples were not very sweet, but they made tasty pies and cakes. Ren got another basket. She picked as many apples as she could. When she tried to lift the basket, Ren could not pick it up. It was too heavy. Ren's mother smiled and asked her to get a wagon. Together, they put both of their baskets on the wagon and pulled it to their car.

The important work was done. Now Ren was ready to have fun. She went to get her face painted. Ren looked at all the pictures. Then she saw the one she wanted. When the man was done painting, Ren had a big red apple on her cheek.

DIBELS® Oral Reading Fluency
Directions

Make sure you have reviewed the directions in the *DIBELS Assessment Manual* and have them available. Say these specific directions to the student:

▶ ***I would like you to read a story to me. Please do your best reading. If you do not know a word, I will read the word for you. Keep reading until I say "stop." Be ready to tell me all about the story when you finish.*** (Place the passage in front of the student.)

▶ Begin testing. ***Put your finger under the first word*** (point to the first word of the passage). ***Ready, begin.***

Timing	1 minute. Start your stopwatch after the student says the first word of the passage. Place a bracket ( ]) and say ***Stop*** after 1 minute.
Wait	If no response in 3 seconds, say the word and mark it as incorrect.
Discontinue	If no words are read correctly in the first line, say ***Stop***, record a score of 0, and do not administer Retell. If fewer than 40 words are read correctly on any passage, use professional judgment whether to administer Retell for that passage.
Reminders	If the student stops (not a hesitation on a specific item), say ***Keep going***. (Repeat as often as needed.) If the student loses his/her place, point. (Repeat as often as needed.)

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DORF LEVEL **1**

Name: _____

Student ID: _____ School Year: _____

Teacher: _____

School: _____

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10 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 10

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

Shape Art

0 It was time for art. The teacher told the children that spring had 13
13 come. He asked them to draw a picture of something that showed the 26
26 season. 27
27 Jed put his hands in his lap. He did not think he knew how to draw. 43
43 The teacher asked Jed what was wrong. 50
50 "I am not good at drawing," Jed said. 58
58 "Think of everything you see as a group of shapes," said the teacher. 71
71 "A house has a square wall and a triangle roof. Just draw the shapes." 85
85 Jed looked out the window. He saw a tree that was just starting to 99
99 grow new leaves. He looked at the tree to find shapes. 110
110 First, Jed drew a long brown rectangle for the trunk. He drew more 123
123 thin rectangles at the top of the trunk to make branches. 134
134 Which shape could Jed use to make the leaves? He looked out the 147
147 window again. Jed drew some green ovals on the branches. 157
157 Jed had placed the tree in the middle of the paper. He thought it 171
171 looked funny. So Jed made a line under the trunk to show the ground. 185
185 Now the tree needed roots. He drew long thin triangles at the bottom of 199
199 the trunk. 201
201 Something was still missing from Jed's picture. He looked out the 212
212 window and saw a red bird. Now Jed knew just what his tree needed. 226
226 He drew a red bird with ovals for the head and body. Triangles made 240
240 the bill and wings. Jed titled his picture, "Spring tree." 250

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10 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 10

Shape Art (continued)

DORF Response Patterns:

- ☐ Reads with appropriate phrasing, intonation/ expression, and observed punctuation
- ☐ Self-corrects/monitors meaning
- ☐ Shows automaticity on re-read words
- ☐ Uses effective decoding strategies
- ☐ Errors preserve passage meaning
- ☐ Errors violate passage meaning
- ☐ Other
- ☐ Frequent errors on sight words (e.g., I, was, and, the, said, etc.)
- ☐ Frequent errors on phonetically regular words (e.g., cat, milk, etc.)
- ☐ Frequent errors on phonetically irregular words
- ☐ Frequently omits words or letters
- ☐ Frequently adds words or letters
- ☐ Skips lines

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10 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 10

Retell: Shape Art

▶ ***Now tell me as much as you can about the story you just read. Ready, begin.***

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say ***Stop*** after 1 minute.
Wait/ Reminder	If the student stops or hesitates for 3 seconds, select *one* of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say ***Tell me as much as you can about the story.*** —Otherwise, ask ***Can you tell me anything more about the story?***
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say ***Thank you*** and discontinue the task.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- **1** Provides 2 or fewer details
- **2** Provides 3 or more details
- **3** Provides 3 or more details in a meaningful sequence
- **4** Provides 3 or more details in a meaningful sequence that captures a main idea

Retell Response Patterns:

- ☐ Summarizes
- ☐ Retells the passage verbatim
- ☐ Repeats the same detail
- ☐ Talks about own life related to passage
- ☐ "Speed reads" the passage
- ☐ Other

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Shape Art

▶ It was time for art. The teacher told the children that spring had come. He asked them to draw a picture of something that showed the season.

Jed put his hands in his lap. He did not think he knew how to draw. The teacher asked Jed what was wrong.

"I am not good at drawing," Jed said.

"Think of everything you see as a group of shapes," said the teacher. "A house has a square wall and a triangle roof. Just draw the shapes."

Jed looked out the window. He saw a tree that was just starting to grow new leaves. He looked at the tree to find shapes.

First, Jed drew a long brown rectangle for the trunk. He drew more thin rectangles at the top of the trunk to make branches.

Which shape could Jed use to make the leaves? He looked out the window again. Jed drew some green ovals on the branches.

Jed had placed the tree in the middle of the paper. He thought it looked funny. So Jed made a line under the trunk to show the ground. Now the tree needed roots. He drew long thin triangles at the bottom of the trunk.

Something was still missing from Jed's picture. He looked out the window and saw a red bird. Now Jed knew just what his tree needed. He drew a red bird with ovals for the head and body. Triangles made the bill and wings. Jed titled his picture, "Spring tree."

DIBELS® Oral Reading Fluency
Directions

Make sure you have reviewed the directions in the *DIBELS Assessment Manual* and have them available. Say these specific directions to the student:

▶ ***I would like you to read a story to me. Please do your best reading. If you do not know a word, I will read the word for you. Keep reading until I say "stop." Be ready to tell me all about the story when you finish.*** (Place the passage in front of the student.)

▶ Begin testing. ***Put your finger under the first word*** (point to the first word of the passage). ***Ready, begin.***

Timing	1 minute. Start your stopwatch after the student says the first word of the passage. Place a bracket ( ]) and say ***Stop*** after 1 minute.
Wait	If no response in 3 seconds, say the word and mark it as incorrect.
Discontinue	If no words are read correctly in the first line, say ***Stop***, record a score of 0, and do not administer Retell. If fewer than 40 words are read correctly on any passage, use professional judgment whether to administer Retell for that passage.
Reminders	If the student stops (not a hesitation on a specific item), say ***Keep going***. (Repeat as often as needed.) If the student loses his/her place, point. (Repeat as often as needed.)

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DORF LEVEL **1**

Name: _____

Student ID: _____ School Year: _____

Teacher: _____

School: _____

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Revised 12/30/10

13 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 13

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

The Talking Stone

0	The teacher gathered the students into a circle. He held up a white	13
13	stone in his hand.	17
17	"This is a talking stone," he told his students. "It helps us take turns so	32
32	everyone has a chance to talk and a chance to listen. If we all speak	47
47	at once, no one can hear. We can use the stone to help us. If you have	64
64	the stone, it is your time to talk. If you do not have the stone, it is your	82
82	time to listen. This way we can share, and everyone can hear."	94
94	Then the teacher asked the students to share something special	104
104	they had done that day.	109
109	Jen raised her hand quickly. She wanted to share something that no	121
121	one else would share. She wanted to talk about feeding the lizard. When	134
134	the teacher passed the stone to another child, Jen put her hand down.	147
147	It was her turn to listen.	153
153	The stone moved slowly. One girl talked about drawing pictures in	164
164	art. Another boy talked about counting seeds in math. No one talked	176
176	about the lizard.	179
179	Soon Tom held the stone. He sat beside Jen. Tom pointed to the	192
192	lizard and told how he helped feed it. Then he passed the stone to Jen.	207
207	Jen took the stone. She could not think of anything special to say.	220
220	Jen looked at the stone. Then she knew what to say.	231
231	"I liked passing the talking stone," Jen said. "It helped me remember	243
243	all the fun things we did today."	250

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13 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 13

The Talking Stone (continued)

DORF Response Patterns:

- ☐ Reads with appropriate phrasing, intonation/expression, and observed punctuation
- ☐ Self-corrects/monitors meaning
- ☐ Shows automaticity on re-read words
- ☐ Uses effective decoding strategies
- ☐ Errors preserve passage meaning
- ☐ Errors violate passage meaning
- ☐ Other
- ☐ Frequent errors on sight words (e.g., I, was, and, the, said, etc.)
- ☐ Frequent errors on phonetically regular words (e.g., cat, milk, etc.)
- ☐ Frequent errors on phonetically irregular words
- ☐ Frequently omits words or letters
- ☐ Frequently adds words or letters
- ☐ Skips lines

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13 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 13

Retell: The Talking Stone

▶ ***Now tell me as much as you can about the story you just read. Ready, begin.***

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say ***Stop*** after 1 minute.
Wait/ Reminder	If the student stops or hesitates for 3 seconds, select *one* of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say ***Tell me as much as you can about the story.*** —Otherwise, ask ***Can you tell me anything more about the story?***
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say ***Thank you*** and discontinue the task.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- **1** Provides 2 or fewer details
- **2** Provides 3 or more details
- **3** Provides 3 or more details in a meaningful sequence
- **4** Provides 3 or more details in a meaningful sequence that captures a main idea

Retell Response Patterns:

- ☐ Summarizes
- ☐ Retells the passage verbatim
- ☐ Repeats the same detail
- ☐ Talks about own life related to passage
- ☐ "Speed reads" the passage
- ☐ Other

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The Talking Stone

▶ The teacher gathered the students into a circle. He held up a white stone in his hand.

"This is a talking stone," he told his students. "It helps us take turns so everyone has a chance to talk and a chance to listen. If we all speak at once, no one can hear. We can use the stone to help us. If you have the stone, it is your time to talk. If you do not have the stone, it is your time to listen. This way we can share, and everyone can hear."

Then the teacher asked the students to share something special they had done that day.

Jen raised her hand quickly. She wanted to share something that no one else would share. She wanted to talk about feeding the lizard. When the teacher passed the stone to another child, Jen put her hand down. It was her turn to listen.

The stone moved slowly. One girl talked about drawing pictures in art. Another boy talked about counting seeds in math. No one talked about the lizard.

Soon Tom held the stone. He sat beside Jen. Tom pointed to the lizard and told how he helped feed it. Then he passed the stone to Jen.

Jen took the stone. She could not think of anything special to say. Jen looked at the stone. Then she knew what to say.

"I liked passing the talking stone," Jen said. "It helped me remember all the fun things we did today."

Tier 3

DIBELS® Oral Reading Fluency
Directions

Make sure you have reviewed the directions in the *DIBELS Assessment Manual* and have them available. Say these specific directions to the student:

▶ ***I would like you to read a story to me. Please do your best reading. If you do not know a word, I will read the word for you. Keep reading until I say "stop." Be ready to tell me all about the story when you finish.*** (Place the passage in front of the student.)

▶ Begin testing. ***Put your finger under the first word*** (point to the first word of the passage). ***Ready, begin.***

Timing	1 minute. Start your stopwatch after the student says the first word of the passage. Place a bracket ( ]) and say ***Stop*** after 1 minute.
Wait	If no response in 3 seconds, say the word and mark it as incorrect.
Discontinue	If no words are read correctly in the first line, say ***Stop***, record a score of 0, and do not administer Retell. If fewer than 40 words are read correctly on any passage, use professional judgment whether to administer Retell for that passage.
Reminders	If the student stops (not a hesitation on a specific item), say ***Keep going***. (Repeat as often as needed.) If the student loses his/her place, point. (Repeat as often as needed.)

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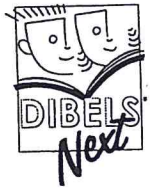
DORF LEVEL **1**



Name: _____

Student ID: _____ School Year: _____

Teacher: _____

School: _____

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Revised 12/30/10

20 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 20

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

Star Pitcher

0	My big sister is on the high school softball team. She is the pitcher.	14
14	She tries to throw the ball so that the batter cannot hit it. My sister is	30
30	a very good pitcher. In one game, she threw the ball so well that the	45
45	other team could not get even one hit. After that game, she got her	59
59	picture in the newspaper. The headline said "Star pitcher throws no-	70
70	hitter." I liked that headline. It called my sister a star.	81
81	My parents and I go to as many of my sister's games as we can.	96
96	We sit with all the other fans. Some of the fans go to my sister's school.	112
112	Other fans just like to watch softball. All the fans clap when my sister	126
126	throws the ball past the batter. If the batter misses the ball three times,	140
140	she is out. When that happens, the fans cheer.	149
149	Being a star pitcher takes a lot of practice. Sometimes my sister takes	162
162	me to practice with her. I sit very quietly and watch her work on her	177
177	pitching. She also runs and works out to stay in shape. My sister says that	192
192	being in shape is an important part of softball. She says it also keeps you	207
207	healthy. Sometimes we go for short runs together so I can be in shape,	221
221	too.	222
222	I like watching my sister play softball. Even when her team doesn't	234
234	win, I know my sister is a star.	242

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20 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 20

Star Pitcher (continued)

DORF Response Patterns:

- ☐ Reads with appropriate phrasing, intonation/ expression, and observed punctuation
- ☐ Self-corrects/monitors meaning
- ☐ Shows automaticity on re-read words
- ☐ Uses effective decoding strategies
- ☐ Errors preserve passage meaning
- ☐ Errors violate passage meaning
- ☐ Other
- ☐ Frequent errors on sight words (e.g., I, was, and, the, said, etc.)
- ☐ Frequent errors on phonetically regular words (e.g., cat, milk, etc.)
- ☐ Frequent errors on phonetically irregular words
- ☐ Frequently omits words or letters
- ☐ Frequently adds words or letters
- ☐ Skips lines

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20 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 20

Retell: Star Pitcher

▶ ***Now tell me as much as you can about the story you just read. Ready, begin.***

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say ***Stop*** after 1 minute.
Wait/ Reminder	If the student stops or hesitates for 3 seconds, select *one* of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say ***Tell me as much as you can about the story.*** —Otherwise, ask ***Can you tell me anything more about the story?***
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say ***Thank you*** and discontinue the task.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- **1** Provides 2 or fewer details
- **2** Provides 3 or more details
- **3** Provides 3 or more details in a meaningful sequence
- **4** Provides 3 or more details in a meaningful sequence that captures a main idea

Retell Response Patterns:

- ☐ Summarizes
- ☐ Retells the passage verbatim
- ☐ Repeats the same detail
- ☐ Talks about own life related to passage
- ☐ "Speed reads" the passage
- ☐ Other

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Star Pitcher

▶ My big sister is on the high school softball team. She is the pitcher. She tries to throw the ball so that the batter cannot hit it. My sister is a very good pitcher. In one game, she threw the ball so well that the other team could not get even one hit. After that game, she got her picture in the newspaper. The headline said "Star pitcher throws no-hitter." I liked that headline. It called my sister a star.

My parents and I go to as many of my sister's games as we can. We sit with all the other fans. Some of the fans go to my sister's school. Other fans just like to watch softball. All the fans clap when my sister throws the ball past the batter. If the batter misses the ball three times, she is out. When that happens, the fans cheer.

Being a star pitcher takes a lot of practice. Sometimes my sister takes me to practice with her. I sit very quietly and watch her work on her pitching. She also runs and works out to stay in shape. My sister says that being in shape is an important part of softball. She says it also keeps you healthy. Sometimes we go for short runs together so I can be in shape, too.

I like watching my sister play softball. Even when her team doesn't win, I know my sister is a star.