

DORF
LEVEL
5

Name: _____
Student ID: _____
Teacher: _____
School: _____

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.***

3 DIBELS® Oral Reading Fluency

Level 5/Progress Monitoring 3

Total words: _____
Errors (include skipped words): _____
Words correct: _____

Exploring Australia

0	Which country is an island and is also the smallest continent in the world? If you said Australia, you are right. Australia is a large mass of land that is found in the southern part of the world. It is located between the Indian and Pacific Oceans. Much of the land is flat and dry, yet the northern parts of the country have rain forests and swamps. The Great Barrier Reef on the coast is filled with thousands of kinds of fish and other sea creatures.	13
13	Australia is home to many animals that are not found in other places. The large array of unique animals include reptiles, birds, mammals, and insects. One unusual kind of animal found in Australia is the kangaroo. A kangaroo mother has a pouch on her body. She carries her young in the pouch until they grow big enough to leave.	27
27	Australia is known for its diverse people and culture. Native people lived on the continent for thousands of years where they gathered plants and hunted for their food. The native Australians still live there today.	42
42	The explorers who came to Australia have been, for the most part, from Europe. Although the Dutch were the first to discover Australia, it was mostly the British who stayed.	57
57	People come to Australia from all over the world to enjoy its many outdoor activities. Some come to sail, surf, or dive in the ocean. Others come to tour the country on horseback or bicycle. Still others come to hike and climb in places like Ayers Rock, a huge rock that is considered	69
69	the largest monolith in the world.	83
83	Ready, begin.	86
86	If no words are read correctly in the first line, say Stop , record a score of 0, and do not administer Retell.	99
99	If fewer than 40 words are read correctly on any passage, use professional judgment whether to administer Retell for that passage.	110
110	If the student stops (not a hesitation on a specific item), say Keep going. (Repeat as often as needed.)	123
123	If the student loses his/her place, point. (Repeat as often as needed.)	137
137	Ready, begin.	145
145	If the student loses his/her place, point. (Repeat as often as needed.)	156
156	Ready, begin.	168
168	If the student loses his/her place, point. (Repeat as often as needed.)	180
180	Ready, begin.	193
193	If the student loses his/her place, point. (Repeat as often as needed.)	205
205	Ready, begin.	210
210	If the student loses his/her place, point. (Repeat as often as needed.)	223
223	Ready, begin.	236
236	If the student loses his/her place, point. (Repeat as often as needed.)	249
249	Ready, begin.	263

DIBELS® Oral Reading Fluency

Directions

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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.***

3 DIBELS® Oral Reading Fluency

Level 5/Progress Monitoring 3

Exploring Australia (continued)

- 263 to be one of the world's greatest natural wonders. In the middle of a flat plain, Ayers Rock rises over a thousand feet into the air and measures over five miles around.
- 278 Australia's large cities have many things to see including museums and concert halls. There are lovely buildings and many good places to eat, too. There is no question that there is something fun to see or do for every person who visits Australia.
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- 7071
- 7273
- 7475
- 7677
- 7879
- 8081
- 8283
- 8485
- 8687
- 8889
- 9091
- 9192
- 9394

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

Retell Total: _____

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

- | | |
|--|--|
| <input type="checkbox"/> 1 Provides 2 or fewer details | <input type="checkbox"/> 3 Provides 3 or more details in a meaningful sequence |
| <input type="checkbox"/> 2 Provides 3 or more details | <input type="checkbox"/> 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

3 DIBELS® Oral Reading Fluency

Level 5/Progress Monitoring 3

Retell: Exploring Australia

► 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): <ul style="list-style-type: none"> —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say <i>Tell me as much as you can about the story.</i> —Otherwise, ask <i>Can you tell me anything more about the story?</i>
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <i>Thank you</i> 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			

Exploring Australia

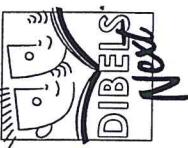
► Which country is an island and is also the smallest continent in the world? If you said Australia, you are right. Australia is a large mass of land that is found in the southern part of the world. It is located between the Indian and Pacific Oceans. Much of the land is flat and dry, yet the northern parts of the country have rain forests and swamps. The Great Barrier Reef on the coast is filled with thousands of kinds of fish and other sea creatures.

Australia is home to many animals that are not found in other places. The large array of unique animals include reptiles, birds, mammals, and insects. One unusual kind of animal found in Australia is the kangaroo. A kangaroo mother has a pouch on her body. She carries her young in the pouch until they grow big enough to leave.

Australia is known for its diverse people and culture. Native people lived on the continent for thousands of years where they gathered plants and hunted for their food. The native Australians still live there today. The explorers who came to Australia have been, for the most part, from Europe. Although the Dutch were the first to discover Australia, it was mostly the British who stayed.

People come to Australia from all over the world to enjoy its many outdoor activities. Some come to sail, surf, or dive in the ocean. Others come to tour the country on horseback or bicycle. Still others come to hike and climb in places like Ayers Rock, a huge rock that is considered to be one of the world's greatest natural wonders. In the middle of a flat plain, Ayers Rock rises over a thousand feet into the air and measures over five miles around.

Australia's large cities have many things to see including museums and concert halls. There are lovely buildings and many good places to eat, too. There is no question that there is something fun to see or do for every person who visits Australia.



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Name: _____
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Teacher:

School:



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 <i>Stop</i> 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 <i>Stop</i> , 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 <i>Keep going.</i> (Repeat as often as needed.) If the student loses his/her place, point. (Repeat as often as needed.)

8 DIBELS® Oral Reading Fluency

Level 5/Progress Monitoring 8

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.

- | |
|---------------------------------------|
| Total words: _____ |
| Errors (include skipped words): _____ |
| Words correct: _____ |
- The Outback Adventure
- 0 The family stared in awe at the huge reddish brown rock that rose 13
13 out of the dry land. Victoria thought it looked like an island in a calm, 28
28 flat sea. Instead of water, this island was surrounded by the dry land of 42
42 the Australian outback. This huge rock was called Ayers Rock, and it was 55
55 a famous Australian landmark. 59
59 This was the first time Victoria and her family had been camping in 72
72 the outback, which was far from the Australian city where they lived. 84
84 The outback is a remote part of Australia. Victoria, who was used to 97
97 seeing lots of tall skyscrapers crowded together, thought the wide empty 108
108 desert looked like another planet. The landscape was different from 118
118 anything she had ever seen. 123
123 As Victoria walked with her family, she saw a variety of plants 135
135 that she could not identify. To her delight, she also saw some unusual 148
148 animals. The first creature she observed was a wild camel. She 159
159 remembered reading that thousands of camels had been imported long 169
169 ago. Now, they ran wild in the desert. Looking at this bizarre animal, 182
182 Victoria could not imagine people riding it or using it to carry supplies. 195
195 She thought it would be fascinating to see someone actually riding a 207
207 camel. Better yet, she wanted to ride one herself. 216
216 In the distance, Victoria noticed some dingoes, which are a type of 228
228 wild dog. When she looked down, she saw a lizard scurry in front of her. 243
243 She was surprised to see that so many different things could survive in 256

8 DIBELS® Oral Reading Fluency

8 Level 5/Progress Monitoring 8

The Outback Adventure (continued)

- 256 this harsh environment. 259
259 It was getting late, so Dad suggested that the family return to the camp for the night. When they got to the camp, they built a fire, and 272
287 Victoria's parents cooked dinner. As the stars glittered above, the family 298
298 talked about all of the amazing things they had seen. They were looking 311
311 forward to another great day in the morning. As Victoria drifted off to 324
324 sleep in the tent, she knew she was going to have a lot to tell her friends 341
341 when she returned to the city. 347

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

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

The Outback Adventure

► The family stared in awe at the huge reddish brown rock that rose out of the dry land. Victoria thought it looked like an island in a calm, flat sea. Instead of water, this island was surrounded by the dry land of the Australian outback. This huge rock was called Ayers Rock, and it was a famous Australian landmark.

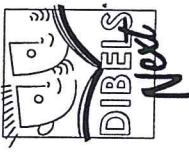
This was the first time Victoria and her family had been camping in the outback, which was far from the Australian city where they lived. The outback is a remote part of Australia. Victoria, who was used to seeing lots of tall skyscrapers crowded together, thought the wide empty desert looked like another planet. The landscape was different from anything she had ever seen.

As Victoria walked with her family, she saw a variety of plants that she could not identify. To her delight, she also saw some unusual animals. The first creature she observed was a wild camel. She remembered reading that thousands of camels had been imported long ago. Now, they ran wild in the desert. Looking at this bizarre animal, Victoria could not imagine people riding it or using it to carry supplies. She thought it would be fascinating to see someone actually riding a camel. Better yet, she wanted to ride one herself.

In the distance, Victoria noticed some dingoes, which are a type of wild dog. When she looked down, she saw a lizard scurry in front of her. She was surprised to see that so many different things could survive in this harsh environment.

It was getting late, so Dad suggested that the family return to the camp for the night. When they got to the camp, they built a fire, and Victoria's parents cooked dinner. As the stars glittered above, the family talked about all of the amazing things they had seen. They were looking forward to another great day in the morning. As Victoria drifted off to sleep in the tent, she knew she was going to have a lot to tell her friends when she returned to the city.

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► 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.)

12 DIBELS® Oral Reading Fluency

Level 5/Progress Monitoring 12

Total words: _____
Errors (include skipped words): _____
Words correct = _____

The Talent Show

- 0 As they waited for the bus, Nathan and Ariel decided they wanted 12
12 to be in the talent show the next month. The whole way home, they 26
26 discussed what talents they would like to perform. Before the friends 37
37 said goodbye, they agreed to meet on Saturday to decide what their talent 50
50 would be.
- 52 When Nathan arrived at Ariel's house early the next morning, the 63
63 two started by brainstorming a list of their talents. They reviewed the list 76
76 and tried to figure out ways that they could perform together. Ariel was 89
89 an excellent musician, but Nathan was good at gymnastics. The children 100
100 realized it was going to be much harder than they thought to pick a talent 115
115 that they shared and enjoyed.
- 120 The friends were both good at basketball and math, but they weren't 132
132 sure they could work those into the show. Eventually, Nathan suggested 143
143 that they write a comedy routine and perform it. Because they were both 156
156 skilled writers, and they loved acting, they agreed it was the perfect 168
168 blend of their skills and talents.
- 174 The two worked eagerly on the script for their routine. Once it was 187
187 perfected, they were ready to start practicing. They met at Ariel's house 199
199 every day after school. Finally, they were ready to perform in front of a 213
213 small audience, which would help prepare them for the big day at school. 226
226 They invited both their families to watch the practice session. The 237
237 performance went very smoothly, and the audience laughed frequently. 246

12 DIBELS® Oral Reading Fluency

Level 5/Progress Monitoring 12

The Talent Show (continued)

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| 246 | The evening of the talent show, Nathan and Ariel took a deep breath | 259 |
| 259 | and stepped onto the stage. The friends could feel the heat from the | 272 |
| 272 | bright lights as the curtains opened. Nathan turned to Ariel and uttered | 284 |
| 284 | the first line, and the audience members laughed loudly. Ariel gave | 295 |
| 295 | Nathan a wink. They both knew it was going to be a great show. | 309 |

- DORF Response Patterns:
- Reads with appropriate phrasing, intonation/ expression, and observed punctuation
 - Self-corrects/monitors meaning
 - Shows automaticity on re-read words
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 - 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

- Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)
- | | | | |
|----------|--|----------|---|
| 1 | <input type="checkbox"/> Provides 2 or fewer details | 3 | <input type="checkbox"/> Provides 3 or more details in a meaningful sequence |
| 2 | <input type="checkbox"/> Provides 3 or more details | 4 | <input type="checkbox"/> 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
- Retell Total: _____

12 DIBELS® Oral Reading Fluency

Level 5/Progress Monitoring 12

Retell: The Talent Show

► 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): <ul style="list-style-type: none"> —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.

The Talent Show

► As they waited for the bus, Nathan and Ariel decided they wanted to be in the talent show the next month. The whole way home, they discussed what talents they would like to perform. Before the friends said goodbye, they agreed to meet on Saturday to decide what their talent would be.

When Nathan arrived at Ariel's house early the next morning, the two started by brainstorming a list of their talents. They reviewed the list and tried to figure out ways that they could perform together. Ariel was an excellent musician, but Nathan was good at gymnastics. The children realized it was going to be much harder than they thought to pick a talent that they shared and enjoyed.

The friends were both good at basketball and math, but they weren't sure they could work those into the show. Eventually, Nathan suggested that they write a comedy routine and perform it. Because they were both skilled writers, and they loved acting, they agreed it was the perfect blend of their skills and talents.

The two worked eagerly on the script for their routine. Once it was perfected, they were ready to start practicing. They met at Ariel's house every day after school. Finally, they were ready to perform in front of a small audience, which would help prepare them for the big day at school. They invited both their families to watch the practice session. The performance went very smoothly, and the audience laughed frequently.

The evening of the talent show, Nathan and Ariel took a deep breath and stepped onto the stage. The friends could feel the heat from the bright lights as the curtains opened. Nathan turned to Ariel and uttered the first line, and the audience members laughed loudly. Ariel gave Nathan a wink. They both knew it was going to be a great show.



DORF
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Teacher: _____ Revised 12/30/10
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Directions

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► 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.)

20 DIBELS® Oral Reading Fluency

Level 5/Progress Monitoring 20

Total words: _____	12
Errors (include skipped words): _____	23
Words correct: = _____	36

Being a Bird Keeper

- | | |
|-----|---|
| 0 | Are you considering having a pet bird? If so, there is some information you should know. As with other pets, pet birds need consistent care and attention. You'll need to make sure your bird has the right food, water, and exercise. In addition to providing your bird with nourishment, you are also responsible for entertaining your new family member. |
| 12 | Are you considering having a pet bird? If so, there is some information you should know. As with other pets, pet birds need consistent care and attention. You'll need to make sure your bird has the right food, water, and exercise. In addition to providing your bird with nourishment, you are also responsible for entertaining your new family member. |
| 23 | The first things you'll need to obtain for your bird are a cage and a cage cover. You will also need feeding equipment and material such as newspaper clippings and wood shavings to use as cage liners. Put the cage in a room that has no drafts or loud noises and is away from bright sunlight. |
| 36 | The first things you'll need to obtain for your bird are a cage and a cage cover. You will also need feeding equipment and material such as newspaper clippings and wood shavings to use as cage liners. Put the cage in a room that has no drafts or loud noises and is away from bright sunlight. |
| 48 | The first things you'll need to obtain for your bird are a cage and a cage cover. You will also need feeding equipment and material such as newspaper clippings and wood shavings to use as cage liners. Put the cage in a room that has no drafts or loud noises and is away from bright sunlight. |
| 58 | The first things you'll need to obtain for your bird are a cage and a cage cover. You will also need feeding equipment and material such as newspaper clippings and wood shavings to use as cage liners. Put the cage in a room that has no drafts or loud noises and is away from bright sunlight. |
| 59 | The first things you'll need to obtain for your bird are a cage and a cage cover. You will also need feeding equipment and material such as newspaper clippings and wood shavings to use as cage liners. Put the cage in a room that has no drafts or loud noises and is away from bright sunlight. |
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| 98 | The first things you'll need to obtain for your bird are a cage and a cage cover. You will also need feeding equipment and material such as newspaper clippings and wood shavings to use as cage liners. Put the cage in a room that has no drafts or loud noises and is away from bright sunlight. |
| 114 | The first things you'll need to obtain for your bird are a cage and a cage cover. You will also need feeding equipment and material such as newspaper clippings and wood shavings to use as cage liners. Put the cage in a room that has no drafts or loud noises and is away from bright sunlight. |
| 115 | The first things you'll need to obtain for your bird are a cage and a cage cover. You will also need feeding equipment and material such as newspaper clippings and wood shavings to use as cage liners. Put the cage in a room that has no drafts or loud noises and is away from bright sunlight. |
| 127 | The first things you'll need to obtain for your bird are a cage and a cage cover. You will also need feeding equipment and material such as newspaper clippings and wood shavings to use as cage liners. Put the cage in a room that has no drafts or loud noises and is away from bright sunlight. |
| 141 | The first things you'll need to obtain for your bird are a cage and a cage cover. You will also need feeding equipment and material such as newspaper clippings and wood shavings to use as cage liners. Put the cage in a room that has no drafts or loud noises and is away from bright sunlight. |
| 153 | The first things you'll need to obtain for your bird are a cage and a cage cover. You will also need feeding equipment and material such as newspaper clippings and wood shavings to use as cage liners. Put the cage in a room that has no drafts or loud noises and is away from bright sunlight. |
| 170 | The first things you'll need to obtain for your bird are a cage and a cage cover. You will also need feeding equipment and material such as newspaper clippings and wood shavings to use as cage liners. Put the cage in a room that has no drafts or loud noises and is away from bright sunlight. |
| 184 | The first things you'll need to obtain for your bird are a cage and a cage cover. You will also need feeding equipment and material such as newspaper clippings and wood shavings to use as cage liners. Put the cage in a room that has no drafts or loud noises and is away from bright sunlight. |
| 198 | The first things you'll need to obtain for your bird are a cage and a cage cover. You will also need feeding equipment and material such as newspaper clippings and wood shavings to use as cage liners. Put the cage in a room that has no drafts or loud noises and is away from bright sunlight. |
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20 DIBELS® Oral Reading Fluency

Level 5/Progress Monitoring 20

Being a Bird Keeper (continued)

- 259 closed.
- 260 Every day, tidy your bird's cage and replenish its water supply. Once 272 a week, place your bird in a small plastic cage with a mesh lid so that 288 you can thoroughly clean out its regular cage.
- 296 Examine your bird daily. Make sure its eyes are bright and shiny 308 and its wings are undamaged. Check its tail feathers and chest feathers 320 to make sure they look healthy. You'll soon find that your newest pet has 334 become a significant member of your family.
- 341

20 DIBELS® Oral Reading Fluency

Level 5/Progress Monitoring 20

Retell: Being a Bird Keeper

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

	Timing	
	Stop after 1 minute.	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			

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
- Frequently 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

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

Being a Bird Keeper

► Are you considering having a pet bird? If so, there is some information you should know. As with other pets, pet birds need consistent care and attention. You'll need to make sure your bird has the right food, water, and exercise. In addition to providing your bird with nourishment, you are also responsible for entertaining your new family member.

The first things you'll need to obtain for your bird are a cage and a cage cover. You will also need feeding equipment and material such as newspaper clippings and wood shavings to use as cage liners. Put the cage in a room that has no drafts or loud noises and is away from bright sunlight.

As soon as possible, have your bird examined by a veterinarian to determine if it's healthy. For the first couple of days, allow your bird to become accustomed to its new home. Observe your bird but don't disturb it. By the third day, you can begin to feed your bird a piece of fresh food, such as an apple slice, through the cage bars. Starting the fourth or fifth day, gently and tenderly handle the bird several times a day, holding it in your cupped hands firmly, but without squeezing it.

After two weeks, the bird may feel comfortable enough to perch on your finger. You can now allow the bird to fly freely around the room for at least twenty minutes each day. Ensure that there are no other pets nearby. Also make certain that all doors and windows in the room are closed.

Every day, tidy your bird's cage and replenish its water supply. Once a week, place your bird in a small plastic cage with a mesh lid so that you can thoroughly clean out its regular cage.

Examine your bird daily. Make sure its eyes are bright and shiny and its wings are undamaged. Check its tail feathers and chest feathers to make sure they look healthy. You'll soon find that your newest pet has become a significant member of your family.
