

DORF
LEVEL
4



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

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Revised 12/30/10

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.)

1 DIBELS® Oral Reading Fluency
 Level 4/Progress Monitoring 1

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

An Island Festival

0 Everyone on the island helped get the village ready for the big festival. Working together was part of the island way. Kiri and her family helped to sweep the walkways of the village. Other families picked up litter and groomed gardens. Some repaired old buildings around town. They all wanted their island to look its best for the guests who would soon arrive from all over the Pacific.

68 Kiri was happy that the place looked so nice, but she was even more excited about the festival to come. Her island had been chosen to host the big event. People were eager to share their island home and to treat their guests to wonderful feasts. Kiri's mouth watered when she thought of the big platters of food they would serve. There would be tables piled high with fruit, seaweed, fish, and coconuts.

141 The best part of the festival would be the show when dancers from each country would perform in traditional costumes. Kiri was in a group that was to dance on the first night. Her costume was made of a special cloth that was made from the bark of mulberry trees. It had flowers and leaves painted on it and she knew she would treasure the beautiful dress long after the dance was over.

214 On opening night, a huge crowd came to see the show. Dancers from each country paraded into the stadium and sat on the ground around the stage. Kiri's group went on first and performed a spirited song and dance. The crowd stood and cheered so loudly that Kiri couldn't stop smiling.

1 DIBELS® Oral Reading Fluency
Level 4/Progress Monitoring 1

An Island Festival (continued)

265 Her group left the stage and then other dancers performed. As the other 278
 278 groups danced, she admired their colorful costumes and lively rhythms. 288
 288 Everyone cheered happily for each of the dancing groups. People from 299
 299 many different places chatted and laughed with one another. Kiri beamed 310
 310 with happiness. She knew she would remember this night always. 320

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

1 DIBELS® Oral Reading Fluency
Level 4/Progress Monitoring 1

Retell: An Island Festival

▶ 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.

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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

An Island Festival

► Everyone on the island helped get the village ready for the big festival. Working together was part of the island way. Kiri and her family helped to sweep the walkways of the village. Other families picked up litter and groomed gardens. Some repaired old buildings around town. They all wanted their island to look its best for the guests who would soon arrive from all over the Pacific.

Kiri was happy that the place looked so nice, but she was even more excited about the festival to come. Her island had been chosen to host the big event. People were eager to share their island home and to treat their guests to wonderful feasts. Kiri's mouth watered when she thought of the big platters of food they would serve. There would be tables piled high with fruit, seaweed, fish, and coconuts.

The best part of the festival would be the show when dancers from each country would perform in traditional costumes. Kiri was in a group that was to dance on the first night. Her costume was made of a special cloth that was made from the bark of mulberry trees. It had flowers and leaves painted on it and she knew she would treasure the beautiful dress long after the dance was over.

On opening night, a huge crowd came to see the show. Dancers from each country paraded into the stadium and sat on the ground around the stage. Kiri's group went on first and performed a spirited song and dance. The crowd stood and cheered so loudly that Kiri couldn't stop smiling. Her group left the stage and then other dancers performed. As the other groups danced, she admired their colorful costumes and lively rhythms. Everyone cheered happily for each of the dancing groups. People from many different places chatted and laughed with one another. Kiri beamed with happiness. She knew she would remember this night always.

DORF LEVEL 4



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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.)

6 DIBELS® Oral Reading Fluency Level 4/Progress Monitoring 6

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

Empty Lot to a Garden Spot

0 Last summer, I spent a few weeks at my aunt's farm in the country. 14
 14 My cousins and I had a great time helping out at the produce stand where 29
 29 we sold fresh tomatoes, squash, melons, and berries. When I got back to 42
 42 my home in the city, I told my friends about the produce stand. 55
 55 "If we had a place to grow vegetables, we could have a produce 68
 68 stand right here," I explained. "I guess there's really no place to grow a 82
 82 garden in the city, though."
 87 "There's that abandoned lot down the street," Dillian said. "Maybe 97
 97 we could use it."
 101 We sprinted down to the empty lot to investigate. At first, we felt 114
 114 disappointed. Weeds grew through cracked, dry soil, and trash was 124
 124 jammed against the metal fence. On the fence was a sign that said, "For 138
 138 information, call Mr. Brown."
 142 I wrote down the information, and we returned to my house. 153
 153 Grandma listened to our plan and offered to help. She called Mr. Brown 166
 166 who said that if we turned it into a neighborhood garden, he would 179
 179 donate the lot to the community!
 185 "This is an opportunity we can't afford to pass up," said Grandma. 197
 197 "Let's see how many volunteers we can enlist to help us." We made flyers 211
 211 that listed the time, place, and purpose of the gathering and put them 224
 224 up in the library, post office, and grocery store. On Saturday, a large 237
 237 crowd showed up at the lot to help us prepare the soil and begin planting. 252

6 DIBELS® Oral Reading Fluency Level 4/Progress Monitoring 6

Empty Lot to a Garden Spot (continued)

252 Before our eyes, the vacant lot was transformed into a garden spot. 264
 264 Each day, someone from the neighborhood was in the garden 274
 274 weeding, watering, and tending the plants. All of the neighbors seemed 285
 285 to take a lot of pride in the garden. As an added benefit, my friends and I 302
 302 made lots of new friends. 307
 307 In a few months, there were vegetables ready for harvest. My friends 319
 319 and I set up a produce stand in front of the garden. Then we put up this 336
 336 sign: "Free vegetables. Thank you for helping to make this garden a 348
 348 success!" 349

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

6 DIBELS® Oral Reading Fluency Level 4/Progress Monitoring 6

Retell: Empty Lot to a Garden Spot

▶ 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.

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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

Empty Lot to a Garden Spot

► Last summer, I spent a few weeks at my aunt’s farm in the country. My cousins and I had a great time helping out at the produce stand where we sold fresh tomatoes, squash, melons, and berries. When I got back to my home in the city, I told my friends about the produce stand.

“If we had a place to grow vegetables, we could have a produce stand right here,” I explained. “I guess there’s really no place to grow a garden in the city, though.”

“There’s that abandoned lot down the street,” Dillan said. “Maybe we could use it.”

We sprinted down to the empty lot to investigate. At first, we felt disappointed. Weeds grew through cracked, dry soil, and trash was jammed against the metal fence. On the fence was a sign that said, “For information, call Mr. Brown.”

I wrote down the information, and we returned to my house. Grandma listened to our plan and offered to help. She called Mr. Brown who said that if we turned it into a neighborhood garden, he would donate the lot to the community!

“This is an opportunity we can’t afford to pass up,” said Grandma. “Let’s see how many volunteers we can enlist to help us.” We made flyers that listed the time, place, and purpose of the gathering and put them up in the library, post office, and grocery store. On Saturday, a large crowd showed up at the lot to help us prepare the soil and begin planting. Before our eyes, the vacant lot was transformed into a garden spot.

Each day, someone from the neighborhood was in the garden weeding, watering, and tending the plants. All of the neighbors seemed to take a lot of pride in the garden. As an added benefit, my friends and I made lots of new friends.

In a few months, there were vegetables ready for harvest. My friends and I set up a produce stand in front of the garden. Then we put up this sign: “Free vegetables. Thank you for helping to make this garden a success!”



DORF LEVEL **4**

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 Student ID: _____ School Year: _____
 Teacher: _____
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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:

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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.)

9 DIBELS® Oral Reading Fluency
 Level 4/Progress Monitoring 9

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

On the Road to Success

0 Everyone was gathered in front of the stage, waiting to hear who
 12 had won the design contest. Designing a car of the future was a real
 26 challenge, but Tim's entry had made it to the finals. At last, the judges
 40 took the stage and announced the winning entries. Tim was thrilled to
 52 hear that his car with solar power had won second place. He grinned
 65 at the applause and the trophy, but the best part about winning was yet
 79 to come. He and the other winners would present their designs to the
 92 president of a national car company.
 98 On Friday, Tim and his parents drove to the car factory. The manager
 111 led the students and their families on a tour. As they walked along the
 125 assembly line, the manager explained each step in making a car. Tim
 137 was fascinated by everything he saw. First, the frame of a car was
 150 fastened to a big, moveable belt. A huge machine lowered the engine and
 163 transmission onto the frame. Then workers fastened the parts in place. As
 175 the belt moved the car frame down the line, the car was gradually built
 189 from the bottom up. Machines and people worked side by side at many
 202 of the stations. Tim got more and more excited as the car took shape.
 216 Finally, the car was ready to send to the body shop, where workers
 229 added the doors and the hood and trunk. When the body was complete,
 242 machines painted the car. The manager was about to show them where
 254 the interior parts were installed when an announcement came over the
 265 loudspeaker. The president of the company was ready to meet them.

9 DIBELS® Oral Reading Fluency Level 4/Progress Monitoring 9

On the Road to Success (continued)

276 They hurried to the office. After the students presented and explained 287
 287 their designs, the president told them he was very impressed with their 299
 299 work. As they were leaving, he shook Tim's hand and asked him to 312
 312 come back and apply for a job someday. Tim was thrilled. All the way 326
 326 home, he imagined cars just like the one he'd designed rolling down that 339
 339 assembly line. He could hardly wait for the day to come. 350

DORF Response Patterns:

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

9 DIBELS® Oral Reading Fluency Level 4/Progress Monitoring 9

Retell: On the Road to Success

► **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 <i>one</i> 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?
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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 | 3 Provides 3 or more details in a meaningful sequence |
| 2 Provides 3 or more details | 4 Provides 3 or more details in a meaningful sequence that captures a main idea |

Retell Response Patterns:

- | | |
|---|--|
| <input type="checkbox"/> Summarizes | <input type="checkbox"/> Talks about own life related to passage |
| <input type="checkbox"/> Retells the passage verbatim | <input type="checkbox"/> "Speed reads" the passage |
| <input type="checkbox"/> Repeats the same detail | <input type="checkbox"/> Other |

On the Road to Success

► Everyone was gathered in front of the stage, waiting to hear who had won the design contest. Designing a car of the future was a real challenge, but Tim's entry had made it to the finals. At last, the judges took the stage and announced the winning entries. Tim was thrilled to hear that his car with solar power had won second place. He grinned at the applause and the trophy, but the best part about winning was yet to come. He and the other winners would present their designs to the president of a national car company.

On Friday, Tim and his parents drove to the car factory. The manager led the students and their families on a tour. As they walked along the assembly line, the manager explained each step in making a car. Tim was fascinated by everything he saw. First, the frame of a car was fastened to a big, moveable belt. A huge machine lowered the engine and transmission onto the frame. Then workers fastened the parts in place. As the belt moved the car frame down the line, the car was gradually built from the bottom up. Machines and people worked side by side at many of the stations. Tim got more and more excited as the car took shape.

Finally, the car was ready to send to the body shop, where workers added the doors and the hood and trunk. When the body was complete, machines painted the car. The manager was about to show them where the interior parts were installed when an announcement came over the loudspeaker. The president of the company was ready to meet them.

They hurried to the office. After the students presented and explained their designs, the president told them he was very impressed with their work. As they were leaving, he shook Tim's hand and asked him to come back and apply for a job someday. Tim was thrilled. All the way home, he imagined cars just like the one he'd designed rolling down that assembly line. He could hardly wait for the day to come.

DORF LEVEL 4



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DIBELS® Oral Reading Fluency Directions

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18 DIBELS® Oral Reading Fluency Level 4/Progress Monitoring 18

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

Gail Devers

0 As a child, the girl ran constantly. She enjoyed running races against
 12 her brother, but she always lost. The girl didn't give up and started
 25 practicing and training hard. Soon she was running faster than her
 36 brother. This girl was Gail Devers. Years later, she would become one of
 49 the fastest runners in the world.
 55 Gail was an excellent runner. She was on the track team in high
 68 school and in college. She was training for the Olympic games in 1988
 81 when she became ill with a mysterious disease. Her muscles hurt, and
 93 sometimes she could not feel her legs at all. There were times when her
 107 head hurt and she would faint. Soon she could not even walk. It took
 121 several years for doctors to discover what was wrong with Gail and
 133 figure out how to help her get well. Finally she started to improve, and
 147 once again she began to train for the Olympics.
 156 At the Olympic games, Gail ran fast, winning first place and earning
 168 the gold medal. She ran so fast that people called her the "World's
 181 Fastest Woman." After the Olympics, Gail competed in the World
 191 Championships, earning seven medals there. She won gold medals in the
 202 one hundred meter dash and the one hundred meter hurdles. It was the
 215 first time in many years that a runner was first in both of these events. In
 231 the next two years, Gail won so many races that she was named the best
 246 runner in the world. The following year, Gail won two more gold medals
 259 at the Olympics in Atlanta, Georgia. 265

18 DIBELS® Oral Reading Fluency

Level 4/Progress Monitoring 18

Gail Devers (continued)

265 Gail knew she would not always be able to run, but she could have a
 280 lasting impact on people's lives. She created the Gail Devers Foundation,
 291 an organization that helps people with education, health, and athletics.
 301 She wanted to show people how to do good things to help others. Her
 315 message to others is to never give up because hard work leads to success.
 329

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
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 - Skips lines

18 DIBELS® Oral Reading Fluency

Level 4/Progress Monitoring 18

Retell: Gail Devers

► 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.
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Retell Total: _____

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

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Retell Response Patterns:

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

Gail Devers

► As a child, the girl ran constantly. She enjoyed running races against her brother, but she always lost. The girl didn't give up and started practicing and training hard. Soon she was running faster than her brother. This girl was Gail Devers. Years later, she would become one of the fastest runners in the world.

Gail was an excellent runner. She was on the track team in high school and in college. She was training for the Olympic games in 1988 when she became ill with a mysterious disease. Her muscles hurt, and sometimes she could not feel her legs at all. There were times when her head hurt and she would faint. Soon she could not even walk. It took several years for doctors to discover what was wrong with Gail and figure out how to help her get well. Finally she started to improve, and once again she began to train for the Olympics.

At the Olympic games, Gail ran fast, winning first place and earning the gold medal. She ran so fast that people called her the "World's Fastest Woman." After the Olympics, Gail competed in the World Championships, earning seven medals there. She won gold medals in the one hundred meter dash and the one hundred meter hurdles. It was the first time in many years that a runner was first in both of these events. In the next two years, Gail won so many races that she was named the best runner in the world. The following year, Gail won two more gold medals at the Olympics in Atlanta, Georgia.

Gail knew she would not always be able to run, but she could have a lasting impact on people's lives. She created the Gail Devers Foundation, an organization that helps people with education, health, and athletics. She wanted to show people how to do good things to help others. Her message to others is to never give up because hard work leads to success.
