

DORF
LEVEL
6



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

© 2011 All rights reserved Revised 12/20/10

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.)

3 DIBELS® Oral Reading Fluency
 Level 6/Progress Monitoring 3

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

Making a Comic Book

- 0 Comic books feature many of the world's most popular characters.
- 10 Superheroes, such as Superman or Batman, are popular comic book
- 20 characters. If you're interested in creating your own comic book, here are
- 32 some suggestions to get started.
- 37 First, brainstorm some topics for your comic book. Maybe you
- 47 want to write about a superhero stopping an evil villain's plan for world
- 60 domination. Perhaps you want to tell about a resourceful explorer, or a
- 72 group of friends investigating a mystery. Come up with a plot and try
- 85 to structure your story so you know approximately what you want to
- 97 happen on each page. Don't worry about getting it perfect just yet.
- 109 When you've decided on the content and structure of your comic,
- 120 experiment with different appearances. You can investigate different
- 128 drawing styles and come up with different looks for your characters. It's
- 140 a good idea to practice drawing your characters from different angles so
- 152 that you'll be able to draw them consistently in your comic book.
- 164 Now you can begin to make your comic. Plan out what should
- 176 happen in each panel and draw the panel borders. Don't start sketching
- 188 until you've added the talk balloons and at least sketched in the text.
- 201 This way, you won't run out of space for your dialogue, and you'll be
- 215 able to draw around the text so no important details in the picture get
- 229 obscured. When you do start to draw, sketch lightly at first. Drawing and
- 242 re-drawing can make your work look messy if your lines are too dark.
- 255

3 DIBELS® Oral Reading Fluency Level 6/Progress Monitoring 3

Making a Comic Book (continued)

- 255 When your sketches are done, you can outline them in ink. This 267
 267 helps give your comic its style and personality, and can make your 279
 279 drawings stand out. Play around with using different thicknesses of ink to 291
 291 define features and outlines. 295
 295 Soon, your comic book will be done. If you want, you can make 308
 308 copies and give them to friends. Maybe you'll even want to make a 321
 321 series, so you can follow your characters and their adventures through 332
 332 more comics. 334

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

3 DIBELS® Oral Reading Fluency Level 6/Progress Monitoring 3

Retell: Making a Comic Book

► 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

Making a Comic Book

► Comic books feature many of the world’s most popular characters. Superheroes, such as Superman or Batman, are popular comic book characters. If you’re interested in creating your own comic book, here are some suggestions to get started.

First, brainstorm some topics for your comic book. Maybe you want to write about a superhero stopping an evil villain’s plan for world domination. Perhaps you want to tell about a resourceful explorer, or a group of friends investigating a mystery. Come up with a plot and try to structure your story so you know approximately what you want to happen on each page. Don’t worry about getting it perfect just yet.

When you’ve decided on the content and structure of your comic, experiment with different appearances. You can investigate different drawing styles and come up with different looks for your characters. It’s a good idea to practice drawing your characters from different angles so that you’ll be able to draw them consistently in your comic book.

Now you can begin to make your comic. Plan out what should happen in each panel and draw the panel borders. Don’t start sketching until you’ve added the talk balloons and at least sketched in the text. This way, you won’t run out of space for your dialogue, and you’ll be able to draw around the text so no important details in the picture get obscured. When you do start to draw, sketch lightly at first. Drawing and re-drawing can make your work look messy if your lines are too dark.

When your sketches are done, you can outline them in ink. This helps give your comic its style and personality, and can make your drawings stand out. Play around with using different thicknesses of ink to define features and outlines.

Soon, your comic book will be done. If you want, you can make copies and give them to friends. Maybe you’ll even want to make a series, so you can follow your characters and their adventures through more comics.

DORF LEVEL 6



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

©2011 All rights reserved

Revised 12/20/10

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.)

8 DIBELS® Oral Reading Fluency
 Level 6/Progress Monitoring 8

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

Ice Country

0 The plane's skis landed on the snow-covered runway. Inside the 11
 11 plane, Alison felt ready for her first day at her new job as a biologist in 27
 27 Antarctica. As she disembarked she took a deep breath and exhaled. She 39
 39 laughed as she saw her breath hanging as a thin fog in the air. In such a 56
 56 cold environment she would get used to seeing her breath. 66
 66 Alison glanced at Victor, the other biologist along on the expedition 77
 77 to Antarctica. He was tugging his parka tight to keep out the frigid 90
 90 wind. They took in the scene, and they both grinned in delight. Beyond 103
 103 the edge of the bare rock lay endless whiteness, sparkling in the bright 116
 116 sunlight. Alison's main responsibility was to study the sparse vegetation 126
 126 in the dry valleys near the station. She was also determined to spend as 140
 140 much time as possible farther out on the ice sheet. 150
 150 As a biologist, Alison was attracted to Antarctica for the simplicity 161
 161 of its life forms. Not much can live in the hostile environment, except 174
 174 under the sea. It is almost impossible for plants and animals to live on 188
 188 land. Alison would study the lichens that grew between the grains of 200
 200 sand inside sandstone rock. These tiny plants receive just enough water 211
 211 and sunlight to allow photosynthesis during a short time each year. Their 223
 223 growth rates are so slow that scientists estimate some of them may be 236
 236 thousands of years old. 240
 240 Alison looked around the station site and was glad that she would be 253
 253 living there with over a thousand other people. It would be nice to have 267

8 DIBELS® Oral Reading Fluency
Level 6/Progress Monitoring 8

Ice Country (continued)

267 company and a warm place to spend time in between her experiments 279
 279 and explorations. She hoped some of the more seasoned scientists would 290
 290 show her the ropes and take her out on the ice, because she was excited 305
 305 by the idea of seeing a whiteout. A whiteout is when thick snow and 319
 319 overcast skies combine to make everything appear white. In a whiteout, 330
 330 she wanted someone with her who knew how to survive the adventure. 342

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

8 DIBELS® Oral Reading Fluency
Level 6/Progress Monitoring 8

Retell: Ice Country

► 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

Ice Country

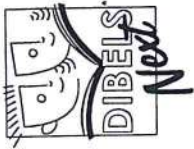
► The plane's skis landed on the snow-covered runway. Inside the plane, Alison felt ready for her first day at her new job as a biologist in Antarctica. As she disembarked she took a deep breath and exhaled. She laughed as she saw her breath hanging as a thin fog in the air. In such a cold environment she would get used to seeing her breath.

Alison glanced at Victor, the other biologist along on the expedition to Antarctica. He was tugging his parka tight to keep out the frigid wind. They took in the scene, and they both grinned in delight. Beyond the edge of the bare rock lay endless whiteness, sparkling in the bright sunlight. Alison's main responsibility was to study the sparse vegetation in the dry valleys near the station. She was also determined to spend as much time as possible farther out on the ice sheet.

As a biologist, Alison was attracted to Antarctica for the simplicity of its life forms. Not much can live in the hostile environment, except under the sea. It is almost impossible for plants and animals to live on land. Alison would study the lichens that grew between the grains of sand inside sandstone rock. These tiny plants receive just enough water and sunlight to allow photosynthesis during a short time each year. Their growth rates are so slow that scientists estimate some of them may be thousands of years old.

Alison looked around the station site and was glad that she would be living there with over a thousand other people. It would be nice to have company and a warm place to spend time in between her experiments and explorations. She hoped some of the more seasoned scientists would show her the ropes and take her out on the ice, because she was excited by the idea of seeing a whiteout. A whiteout is when thick snow and overcast skies combine to make everything appear white. In a whiteout, she wanted someone with her who knew how to survive the adventure.

DORF
LEVEL
6



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

© 2011 All rights reserved

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.)

15 DIBELS® Oral Reading Fluency
Level 6/Progress Monitoring 15

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

A Web Site for Volunteers

0	"Helping with the Library Tutoring Program is really fun," reports	10
10	Shanna, age twelve. Shanna has signed on as a volunteer with the	22
22	program at the public library in her town. In the program, students	34
34	in middle school are paired with students in first and second grade.	46
46	They read stories to the younger children and also help them with their	59
59	homework. "The best part of being a tutor is that I get to help someone	74
74	practice reading, and have fun too!" Shanna explains.	82
82	Shanna found her volunteer job at a web site called Volunteer	93
93	Match. The purpose of the web site is to help people find great places to	108
108	volunteer. As its name suggests, the service matches volunteers' skills	118
118	and interests with needed services.	123
123	Here's how it works. When Shanna visited the site, she first	134
134	entered her zip code and specified the distance she was able to travel	147
147	to work. With a click of the mouse, a list of volunteer opportunities in	161
161	her area appeared. She noticed the position at the library and clicked	173
173	again. A description of the program appeared, and at the bottom of the	186
186	page, Shanna found an email address and a telephone number. "It was	198
198	extremely simple," she says.	202
202	Some people who visit Volunteer Match already have an idea about	213
213	what they want to do. For example, a person may want to help at an art	229
229	museum. To speed up their search, these people can indicate specific	240
240	activities that match their interests and skills. With over thirty thousand	251

15 DIBELS® Oral Reading Fluency

Level 6/Progress Monitoring 15

A Web Site for Volunteers (continued)

251 listings, anyone who wants to help others can find an interesting job. 263
263 Volunteer Match is not only great for people who want to volunteer. 275
275 It also helps organizations that use volunteers by saving them the time 287
287 and effort it takes to find helpers. Since it was started, more than a 301
301 million people have found volunteer positions on the web site. If you or 314
314 your friends want to make a difference, check out Volunteer Match. 325

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

15 DIBELS® Oral Reading Fluency

Level 6/Progress Monitoring 15

Retell: A Web Site for Volunteers

▶ 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

A Web Site for Volunteers

► “Helping with the Library Tutoring Program is really fun,” reports Shanna, age twelve. Shanna has signed on as a volunteer with the program at the public library in her town. In the program, students in middle school are paired with students in first and second grade. They read stories to the younger children and also help them with their homework. “The best part of being a tutor is that I get to help someone practice reading, and have fun too!” Shanna explains.

Shanna found her volunteer job at a web site called Volunteer Match. The purpose of the web site is to help people find great places to volunteer. As its name suggests, the service matches volunteers’ skills and interests with needed services.

Here’s how it works. When Shanna visited the site, she first entered her zip code and specified the distance she was able to travel to work. With a click of the mouse, a list of volunteer opportunities in her area appeared. She noticed the position at the library and clicked again. A description of the program appeared, and at the bottom of the page, Shanna found an email address and a telephone number. “It was extremely simple,” she says.

Some people who visit Volunteer Match already have an idea about what they want to do. For example, a person may want to help at an art museum. To speed up their search, these people can indicate specific activities that match their interests and skills. With over thirty thousand listings, anyone who wants to help others can find an interesting job.

Volunteer Match is not only great for people who want to volunteer. It also helps organizations that use volunteers by saving them the time and effort it takes to find helpers. Since it was started, more than a million people have found volunteer positions on the web site. If you or your friends want to make a difference, check out Volunteer Match.

DORF
LEVEL
6



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

© 2011 All rights reserved

Revised 12/20/10

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.)

18 DIBELS® Oral Reading Fluency
Level 6/Progress Monitoring 18

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

The Great Bird Count

0 A group of kids was chatting in excitement. They were looking at 12
 12 something on the craft table. Alberto walked to the students and peered 24
 24 over Hayley's shoulder. He saw several graphs and charts. "What's going 35
 35 on?" he asked. 38
 38 Hayley told him they were looking at the results of the Great 50
 50 Backyard Bird Count from the year before. She explained that it takes 62
 62 place every February in the United States and Canada. People in cities 74
 74 and in the countryside go to different outdoor spots with a bird checklist. 87
 87 They count or estimate the kinds and numbers of birds they see. Then 100
 100 they fill out the checklist and send it in online. Scientists use the 113
 113 information in a variety of important ways. 120
 120 Alberto thought he'd like to participate this year, so he joined the 132
 132 group. He learned that bird populations change constantly and that 142
 142 scientists cannot possibly keep track of how birds move throughout the 153
 153 continent. They rely on the help of individuals who are willing to count 166
 166 birds for four days in February. From the massive amount of information 178
 178 they receive, they are able to tell which bird species are increasing or 191
 191 decreasing. Tracking bird populations can indicate how changes in the 201
 201 environment affect birds. In addition, the data tell scientists what kinds 212
 212 of birds live in urban and rural areas. 220
 220 Carefully following the rules for the count, Alberto decided to spend 231
 231 at least fifteen minutes a day in a different location. He went online and 245

18 DIBELS® Oral Reading Fluency
Level 6/Progress Monitoring 18

The Great Bird Count (continued)

- 245 registered to receive a regional checklist of birds in his area. He would 258
 258 complete a checklist for each location where he counted birds, and he 270
 270 would submit it online every day. He realized that first he needed to learn 284
 284 which birds were most likely to be found in his area and how to identify 299
 299 them. 300
 300 Alberto had a lot of preparation to do, but he was lucky that Hayley 314
 314 agreed to be his partner. They would be busy all of January getting ready 328
 328 for the bird count, but they were both excited about the prospect of 341
 341 learning about birds and helping the scientists. 348

DORF Response Patterns:

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

18 DIBELS® Oral Reading Fluency
Level 6/Progress Monitoring 18

Retell: The Great Bird Count

► **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
- 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:

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

The Great Bird Count

▶ A group of kids was chatting in excitement. They were looking at something on the craft table. Alberto walked to the students and peered over Hayley's shoulder. He saw several graphs and charts. "What's going on?" he asked.

Hayley told him they were looking at the results of the Great Backyard Bird Count from the year before. She explained that it takes place every February in the United States and Canada. People in cities and in the countryside go to different outdoor spots with a bird checklist. They count or estimate the kinds and numbers of birds they see. Then they fill out the checklist and send it in online. Scientists use the information in a variety of important ways.

Alberto thought he'd like to participate this year, so he joined the group. He learned that bird populations change constantly and that scientists cannot possibly keep track of how birds move throughout the continent. They rely on the help of individuals who are willing to count birds for four days in February. From the massive amount of information they receive, they are able to tell which bird species are increasing or decreasing. Tracking bird populations can indicate how changes in the environment affect birds. In addition, the data tell scientists what kinds of birds live in urban and rural areas.

Carefully following the rules for the count, Alberto decided to spend at least fifteen minutes a day in a different location. He went online and registered to receive a regional checklist of birds in his area. He would complete a checklist for each location where he counted birds, and he would submit it online every day. He realized that first he needed to learn which birds were most likely to be found in his area and how to identify them.

Alberto had a lot of preparation to do, but he was lucky that Hayley agreed to be his partner. They would be busy all of January getting ready for the bird count, but they were both excited about the prospect of learning about birds and helping the scientists.
