Screening for Dyslexia

Reading Fluency

Third Grade

**Beginning of the year** (August, September, October)

- Story: *Living in Singapore*
- Benchmark: 70 correct words per minute
- Accuracy Benchmark: 95%

**Middle of the year** (November, December, January, February, March)

- Story: *Raising a Calf*
- Benchmark: 86 correct words per minute
- Accuracy Benchmark: 96%

**End of the year** (April, May, June)

- Story: *A Triple Challenge*
- Benchmark: 100 correct words per minute
- Accuracy Benchmark: 97%
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 10 words are read correctly on passage #1, do not administer Retell or passages #2 and #3. 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.) |
DIBELS® Oral Reading Fluency
Grade 3/Benchmark

General ORF Response Patterns for all three passages:

☐ 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
☐ Frequently omits words or letters
☐ Frequently adds words or letters
☐ 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
☐ Skips lines
☐ Other
Living in Singapore

The whole family moved when Nell’s mother was asked to transfer to an office in a foreign country for a year. Everyone was excited because they thought it would be a splendid adventure. They would be living in Singapore.

Nell loved her new home, which was in the middle of a lively city full of people. Honking buses and cars filled the streets, yet beautiful flowers grew everywhere. It seemed a lot noisier than Nell’s small town had been.

One thing Nell and her family had to get used to was the rain. It seemed like it poured every day. But today, the sun shone brightly. Nell and her dad decided to take advantage of the good weather to go to a bookstore. They wanted to purchase the latest book in the series they were reading.

On the way to the store, Nell and her dad looked at the sidewalk filled with people selling various foods from small carts. One man sold juice from fresh fruit, and a woman sold rice with chicken on top. Nell stopped and stared when she saw a big snow cone in a bowl with pink and green juice on top. A man was adding yellow juice. Nell’s dad told her it was an iced kachang, and then bought one for her.

Nell wanted to eat the ice before it melted. When she got to the bottom of the bowl, she saw some seeds and beans. Nell was surprised since the snow cones at home were different. Nell took a bite and smiled. It was very good.
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DIBELS® Oral Reading Fluency
Grade 3/Benchmark 1.3

Retell: Living in Singapore

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

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| 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. |

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 Total: ________
Raising a Calf

Some of your friends probably have pet dogs or cats. Others might have gerbils or goldfish. But do you know anyone who has a baby cow? It might astonish you to know that many children do! Every year, thousands of young people raise baby cows, or calves, to compete in livestock shows.

Imagine that you are going to raise a calf for a livestock competition. Get ready to work hard! First, you must prepare a place for your calf. It needs a clean, dry pen that is roomy enough to run around. The enclosure should have a good fence so the calf can’t escape and get injured or lost. Before you put the calf in its new home, check to make sure there is nothing sharp or dangerous. Calves like to explore and put everything in their mouth. It is your responsibility to watch out for them and protect them.

Once you bring your calf home, provide food and water each day and make sure its pen is always clean. Your calf will need fresh water twice a day. The calf won’t drink dirty water, so dispose of the previous water first. The calf’s food should be fresh, too. Damp or dirty food is bad for the calf, so clean out any old grain or hay before you put out fresh food. Be careful to give your calf the proper amount of food. Eating extra food can make a calf sick. Never skip these chores because the calf depends on you for everything it needs.

If you take good care of your calf, it will grow quickly. Before you know it, it will be time to show your calf at a livestock show. You can be proud of all your hard work.
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### DIBELS® Oral Reading Fluency

**Grade 3/Benchmark 2.2**

**Retell: Raising a Calf**

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

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A Triple Challenge

Do you know people who like to do several different sports? If so, a race with three stages or parts might be just the type of athletic event they would enjoy. The race usually begins with a swim and is followed by a bike ride. Finally, it ends with a run. Since there are three parts to the race, an athlete needs to train for all three sports to be successful.

Some people train specifically to compete in this type of race. The best competitors have a plan to help them do well in each part of the event. They know that they must have enough energy to finish each part of the race. That is why training for endurance is so important. Having the strength to go from one sport to the next during the race is the key to getting a good overall time. Moving quickly between the different parts of the race is also important. Races are timed from the moment swimmers jump into the water until they run across the finish line. The clock does not stop when they get out of the water and dry off to get on their bike or when they change their shoes to start running.

The first of these races was held in France more than eighty years ago. The sport didn’t really take off, though, until recently. It has grown in popularity and is now an Olympic event. There are many types of races with three stages. The shortest is called a sprint and covers about sixteen miles. The longest type is called an Ironman and is over one hundred miles long. Today, similar races are held all over the world. They even have some for kids. Why not try one?
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