What teachers like you are saying about the Research-Based Reading Intervention Program:

"This tool **raised 4 of my students reading levels by one year in three months**."

- Theresa P.

"My students were very proud of themselves as they could **DAILY see improvements in reading when using this resource**! It helped them to read more carefully and attentively to all the words they see and not simply guess. I liked it because **it gave me something tangible to do with little prep for struggling readers** who were behind in reading by 2 or more grade levels."

- Perry M.

"Absolutely wonderful! I wish I could afford them all they are well worth it. **I have watched them work wonders all year and my reading interventionist actually understands it with little direction**!"

- Hawkins Hullabaloo

"Because this is **so interactive** and **creates a purpose for repeated reading**, **I have intervention students that have gone from 1st grade reading levels to 5th grade**! Thank you!"

- Cristina M.

What teachers like you are saying about the Research-Based Reading Intervention Program:

"I have all of your sets, and they **continue to be one of my most used resources with my IEP reading students**! Very engaging and I love that you have them at all instructional levels! Thank you!"

- Lisa M.

"This was **a lifesaver**! We revamped our entire intervention/sped/etc model this year, and I needed something that **I could implement without a lot of prep**. Thank you!"

– Holli Baldwin

"I have used this bundle in my fourth-grade classroom, and I plan to use it in my upcoming 2nd grade classroom! The resources in this bundle **allowed me to track student progress with a breeze and allows me to help students gain confidence with their reading**!"

- UnicornGadegets

"This resource is great. I have **used it with many different grades and readers, I think it really helps improve reading comprehension**!"

-Hailey Stuart

What teachers like you are saying about the Research-Based Reading Intervention Program:

"I have **used these RTI resources for a number of years now and I see progress in reading and DIBELS scores EVERY year**! They are wonderful resources that I and **my aide can easily use each day during RTI Groups**." Michelle Coster

"**My students loved using this resource! They were engaged**."

- Jodi O.

"I love using this resource in small groups! It **reduces so much planning time**. I am able to plan my guided reading groups very easily and **I love that all parts of a guided reading lesson are included**!"

- Ali Brantley

"This is an **amazing product and worth every cent**. I used these to **differentiate easily for nightly reading homework**. We also used these to **work on fluency in reading**. Thank you for your time and talents!"

-Melissa B.

COMMON QUESTIONS ANSWERED!:

Q: Are each of the passages leveled separately?

A: Each passage is not leveled separately. I believe students can read on more than just one reading level. I think we limit our kids when we place them on only one level. That is why each set is a 'range' of 3-4 levels. If your students struggle reading the passage independently, it's a perfect opportunity for reading instruction and modeling of reading to occur!

Q: Is this program research-based?

A: Yes! I had a pilot team that was in place for two years. They used the program in a variety of ways and reported data to me. You can see the research HERE. Also, the program was designed after careful research in the best practices in reading instruction. Multiple professional development resources created from decades of research were studied and used as theoretical foundations to the program. The comprehension, word work, and vocabulary are all designed to specifically match the learning needs of readers at each level range.

Q: Can parents do this at home?

A: Absolutely! The program is designed with careful instructions so that parents, aids, and school volunteers can easily administer and assess students' reading skills. It is very easy to follow! Even students can work independently or with partners after they complete a few passages.

Feedback from a Parent:

"I've been using this with my daughter in home school, who has previously struggled with reading and has several learning challenges. I am very pleased with the results so far. She finds the worksheets engaging. The readings and exercises are challenging, but not overwhelming or frustrating. The worksheets give me very good information about what to help her work on next. I also like how the packet offers different formats to present the information. My daughter can be confused by certain formats, so it's great to be able to choose the one that best suits her learning needs!"

- Melissa C.

COMMON QUESTIONS ANSWERED!:

Q: What reading program did you use to level the ranges?

A: I used Fountas and Pinnell for my reading levels. If you use a different program you can match it up with the conversion chart found here.

Q: Are there answer keys provided?

A: Yes! There are answer keys for each of the comprehension questions in every passage. There are also complete answer keys for the word work, vocabulary, and comprehension.

Q: How many of the passages are fiction and nonfiction?

A: In almost all the sets it is a 50/50 split, with 10 passages being fiction and 10 being nonfiction. There are fantasy, realistic fiction, biographies, informational, and content-specific passages to name a few. The passage topics were carefully matched to common interests and understandings of students at each level.

Q: About how long are the passages?

A: The passage lengths vary by their range. Here is a breakdown of passage lengths by levels:

Levels A-D >> 50-65 words
Levels E-G >> 95-125 words
Levels H-K >> 140-170 words
Levels L-P >> 200-240 words
Levels Q-T >> 255-320 words
Levels U-W >> 255-320 words
Levels X-Z >> 255-320 words

Q: What is the difference between the first and fifth set in every level range?

A: As far as the levels and passage difficulty, there is no difference from set one to set five. The sets do NOT get increasingly more difficult from set one to set five. The difference in each set is 20 new reading passages, along with different comprehension, word work and vocabulary skills to practice.

COMMON QUESTIONS ANSWERED!:

Q: Do you use a new passage every day?

A: You can! But you do not have to. The program is designed to be used in many ways (see 'Ways to Use the Program'). Some teachers chose to focus on one passage for an entire week, while others move into a new passage each day. It truly depends on your schedule and the learning needs of your students!

Q: Do the students complete the passages independently?

A: They can, but if they need help, you can certainly do so. It is totally open to your students' needs how you would like them to complete the work each day! Every classroom will be slightly different based on what works best for them!

Q: How did you determine that the passages fit within each level range?

A: I used a combination of four things to determine that each passage was appropriate for the range it is in. First, I researched the Continuum of Literacy Learning by Fountas and Pinnell. I studied what readers can and cannot do at each of the guided reading levels in the Continuum. Second, I compared the passages to other texts at those levels to be sure the text difficulty, content, and sentence structures were appropriate. Third, I used the Fry Readability Scale to calculate each passage's grade level. And finally, I used my training, experience, and understanding in theory as a Literacy Collaborative Coordinator to verify that the passages were appropriate for each level range.

Q: How can I gauge progress monitoring if the passages don't have one reading level?

A: This is a great question. I believe kids are more than capable to perform on a range of levels, not just one. I use the progress monitoring data not so much to put them on one level as I do to see reading growth. I look at how they are growing in their comprehension, word work, vocabulary, and fluency skills. When I see growth in these key reading areas, I know they are becoming stronger readers, regardless of the text level. I know many teachers who use the program and progress monitor these skills. Then, they take a quarterly benchmark assessment with a leveled standardized program and see huge growth!

Rationale:

*** The purpose of this resource is for teachers, tutors, school volunteers, and home school parents to have access to a systematic intervention program that gives struggling readers extra practice each day.

**********PLEASE NOTE**********

Each passage is **NOT** individually leveled, however, they are organized into the following level ranges:

A-D: 20 passages

E-G: 20 passages

H-K: 20 passages

L-P: 20 passages

Q-T: 20 passages

U-W: 20 passages

X-Z: 20 passages

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The daily intervention lessons contain extra practice with:

1. Reading Fluency
2. Comprehension (with weekly targeted skills)
3. Word Work (with weekly targeted skills)
4. Vocabulary (5 daily vocab. Words in every passage)

***** The intervention program is flexibly designed to be used either...**

1. One-on-one with teacher
2. Independently during an intervention time
3. With a partner, tutor, or school volunteer (the students and teacher pages include clear directions for an aide, volunteer, or even older student to administer the intervention.)
4. In a small guided group
5. In a home school setting

***** The Intervention Program Set One, Level Ranges A-Z includes...**

1. 140 reading passages with appropriate content and language for levels A-Z. (20 fiction and nonfiction passages per level range)
2. Reading passages in 4 different student-friendly formats
3. Teacher/tutor fluency page with clear directions, running record with word count, and space for scoring fluency skills.
4. Targeted Comprehension questions for each passage
5. Targeted Word Work activities for each passage
6. 5 Bolded vocabulary in each passage, with space for students to define each word. (2 words in the A-D set)
7. Teacher/tutor comprehension, word work, and vocabulary instruction pages with space to collect data and additional comprehension questions for guided instruction.
8. Progress monitoring pages for teachers/tutors to track student growth with fluency, comprehension, word work, and vocabulary.

Thank you so much to these amazing artists, whose work is found in this resource!!

















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Jen Bengel

Completed fluency teacher page

"The Three Levels of Government"

Teacher Page

Name: _____ Date: _____ Week: _____

Directions: Instruct student to read the following passage 3 times. Let student know you will be timing the readings. Encourage the student to read smoothly (not too fast, or too slow). Write the 3 times below.

***Circle errors from the 1st read in *red*, the 2nd read in *blue*, and the 3rd read in *black*.

*** With the same colors, put a ✓ next to any words the student self corrects (SC).

There are three levels of government in the United States. Each	11
level has its own jobs and leaders. The first level is the local	24
government. The leader of the local level is called the mayor.	35
One of the main jobs of the government at this level is to protect	49
and serve the local community. That means the people who live	60
very close to you. The second level of government is the state	72
level. The leader of this level is called the governor. There are	84
many members of this government. One big job they have is to	96
take care of all the public schools in the state. The last level of	110
government is the federal level. The leader of this level is the	122
president. One of the major jobs of the government at this level	134
is to protect our country. They manage all the United States	145
military who fight for our freedom every day.	153

1st Read:	2nd Read:	3rd Read:
Time: 1:50	Time: 1:38	Time: 1:25
# of Errors: 12	# of Errors: 6	# of Errors: 5
# of SC: 10	# of SC: 7	# of SC: 7
Rate & Tone: 1 (2) 3 4 (Circle One)	Rate & Tone: 1 2 (3) 4 (Circle One)	Rate & Tone: 1 2 (3) 4 (Circle One)

Overall Score: Rate & Tone: 8 /12 Time: 1:38 (Choose the middle time) # of Errors: 6 (Choose the middle score)

# of Self Corrections: 7 (Choose the middle score)

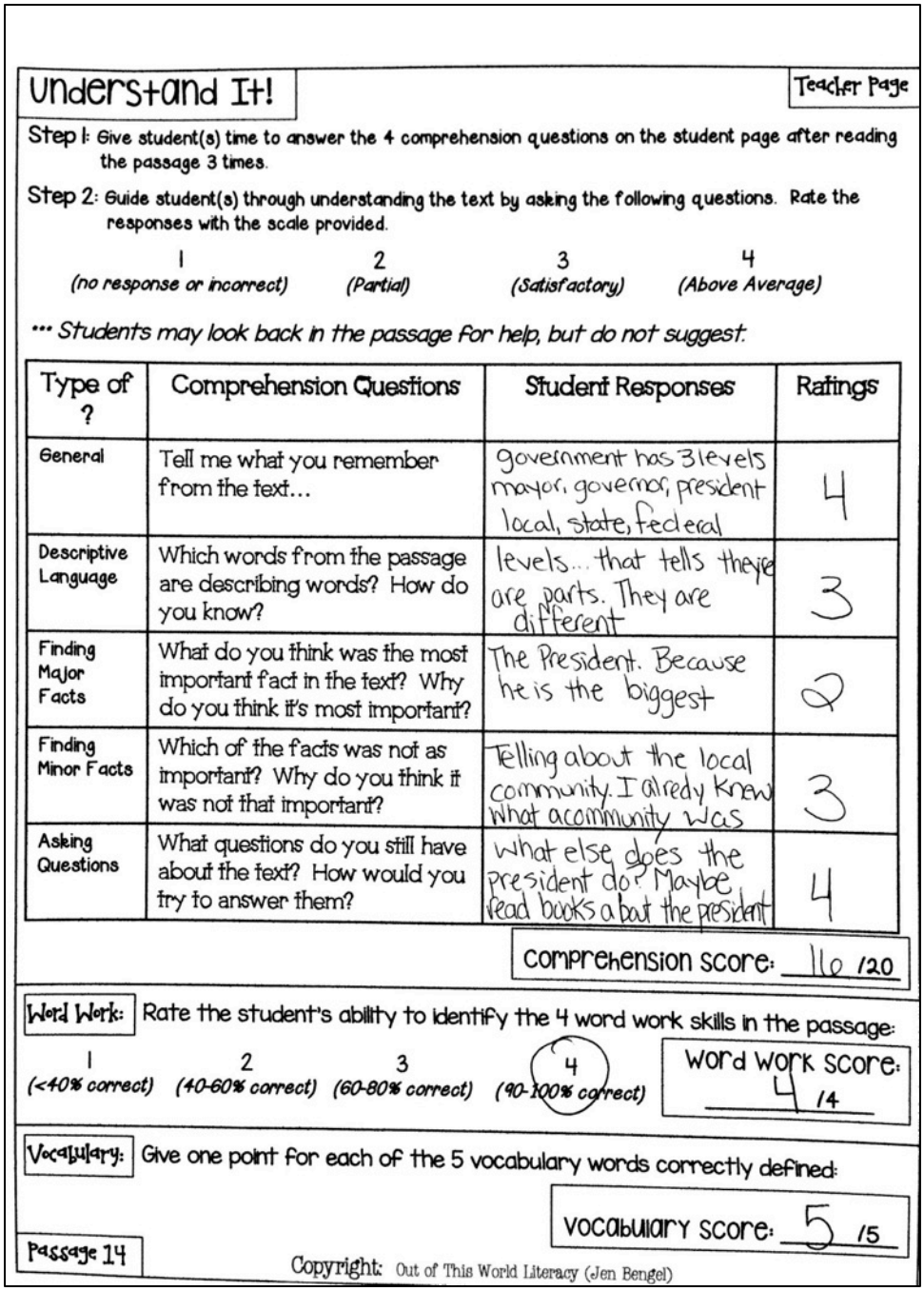
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Passage 14

3 running records on one page!

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Completed comprehension teacher page



Understand It! — Teacher Page

Step 1: Give student(s) time to answer the 4 comprehension questions on the student page after reading the passage 3 times.

Step 2: Guide student(s) through understanding the text by asking the following questions. Rate the responses with the scale provided.

1 (no response or incorrect) 2 (Partial) 3 (Satisfactory) 4 (Above Average)

*** Students may look back in the passage for help, but do not suggest.

Type of ?	Comprehension Questions	Student Responses	Ratings
General	Tell me what you remember from the text...	government has 3 levels mayor, governor, president local, state, federal	4
Descriptive Language	Which words from the passage are describing words? How do you know?	levels... that tells they're are parts. They are different	3
Finding Major Facts	What do you think was the most important fact in the text? Why do you think it's most important?	The President. Because he is the biggest	2
Finding Minor Facts	Which of the facts was not as important? Why do you think it was not that important?	Telling about the local community. I already knew what a community was	3
Asking Questions	What questions do you still have about the text? How would you try to answer them?	what else does the president do? Maybe read books about the president	4

Comprehension score: 16 /20

Word Work: Rate the student's ability to identify the 4 word work skills in the passage:

1 (<40% correct) 2 (40-60% correct) 3 (60-80% correct) 4 (90-100% correct)

Word work score: 4 /4

Vocabulary: Give one point for each of the 5 vocabulary words correctly defined:

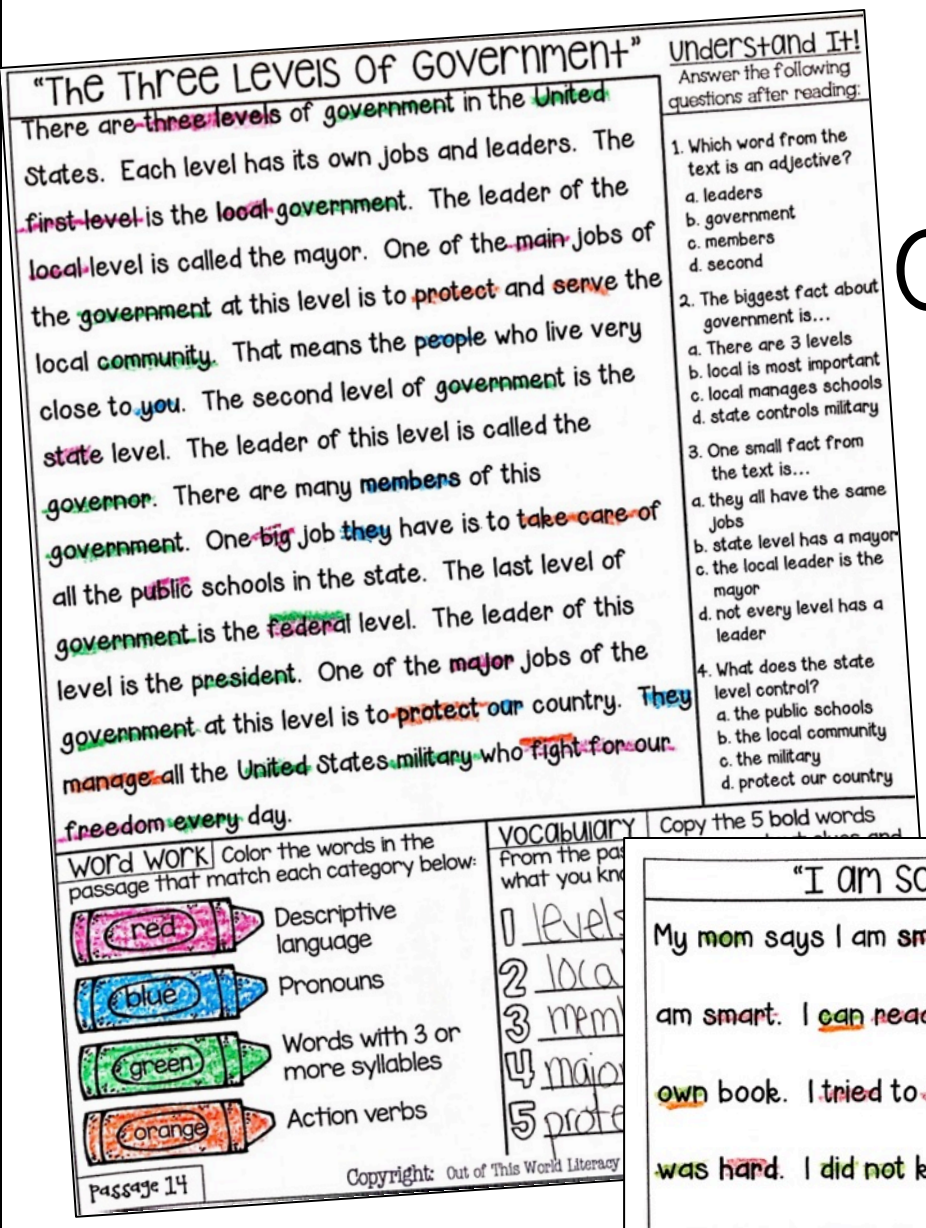
Vocabulary score: 5 /5

Passage 14

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Collect data for comprehension, word work, and vocabulary!!

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"The Three Levels of Government"

There are three levels of government in the United States. Each level has its own jobs and leaders. The first level is the local government. The leader of the local level is called the mayor. One of the main jobs of the government at this level is to protect and serve the local community. That means the people who live very close to you. The second level of government is the state level. The leader of this level is called the governor. There are many members of this government. One big job they have is to take care of all the public schools in the state. The last level of government is the federal level. The leader of this level is the president. One of the major jobs of the government at this level is to protect our country. They manage all the United States military who fight for our freedom every day.

Understand It! Answer the following questions after reading:

1. Which word from the text is an adjective?
   a. leaders
   b. government
   c. members
   d. second
2. The biggest fact about government is...
   a. There are 3 levels
   b. local is most important
   c. local manages schools
   d. state controls military
3. One small fact from the text is...
   a. they all have the same jobs
   b. state level has a mayor
   c. the local leader is the mayor
   d. not every level has a leader
4. What does the state level control?
   a. the public schools
   b. the local community
   c. the military
   d. protect our country

Word Work Color the words in the passage that match each category below:

- red — Descriptive language
- blue — Pronouns
- green — Words with 3 or more syllables
- orange — Action verbs

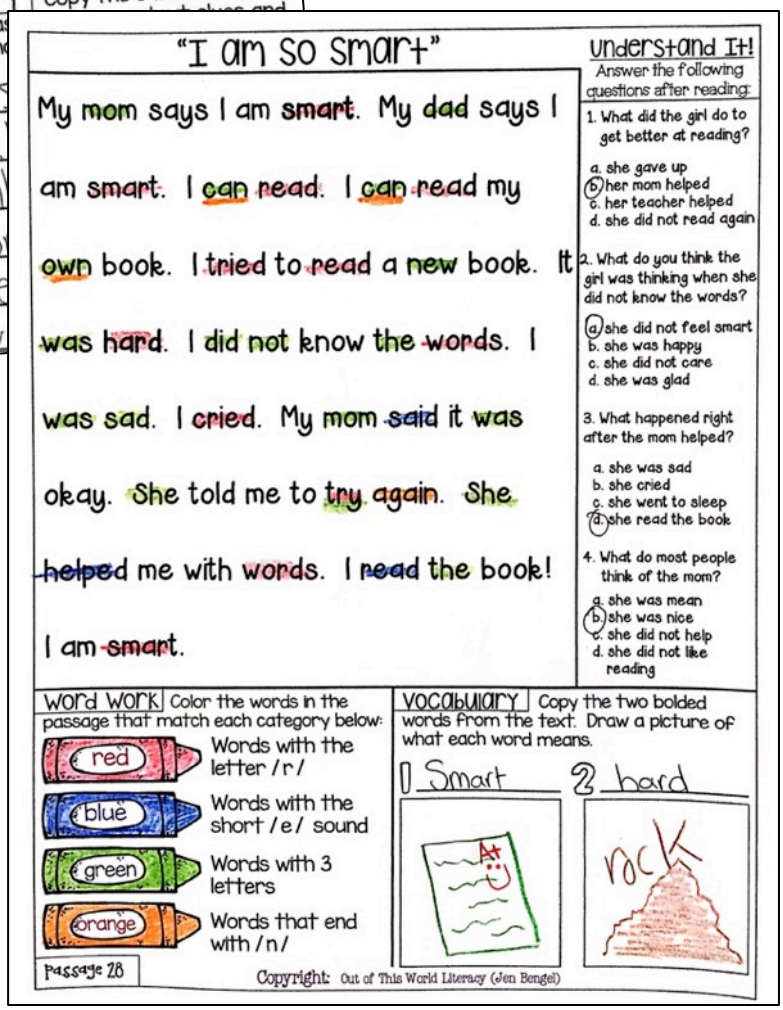
Vocabulary From the pas... what you kn...

1 levels
2 loca...
3 mem...
4 majo...
5 prote...

Copy the 5 bold words

Passage 14

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"I am So Smart"

My mom says I am smart. My dad says I am smart. I can read. I can read my own book. I tried to read a new book. It was hard. I did not know the words. I was sad. I cried. My mom said it was okay. She told me to try again. She helped me with words. I read the book! I am smart.

Understand It! Answer the following questions after reading:

1. What did the girl do to get better at reading?
   a. she gave up
   b. her mom helped
   c. her teacher helped
   d. she did not read again
2. What do you think the girl was thinking when she did not know the words?
   a. she did not feel smart
   b. she was happy
   c. she did not care
   d. she was glad
3. What happened right after the mom helped?
   a. she was sad
   b. she cried
   c. she went to sleep
   d. she read the book
4. What do most people think of the mom?
   a. she was mean
   b. she was nice
   c. she did not help
   d. she did not like reading

Word Work Color the words in the passage that match each category below:

- red — Words with the letter /r/
- blue — Words with the short /e/ sound
- green — Words with 3 letters
- orange — Words that end with /n/

Vocabulary Copy the two bolded words from the text. Draw a picture of what each word means.

1 Smart

2 hard

Passage 28

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Completed Student Sample Pages

Available in 5 formats!

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Track student data by class...



"Data Tracking"

Directions: Record the overall fluency, comprehension, word work, and vocabulary scores below.

Pass. #	Student	Date	Rate and Tone	Time	# Errors	# SC	Comp	Word Work	Vocab

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"Data Tracking"

Student: _____

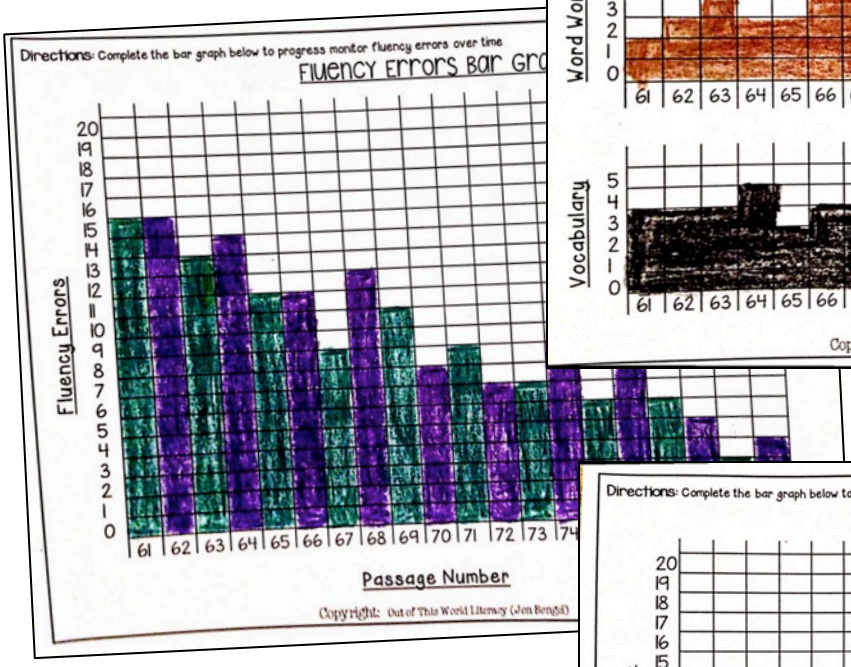
Directions: Record the overall fluency, comprehension, word work, and vocabulary scores

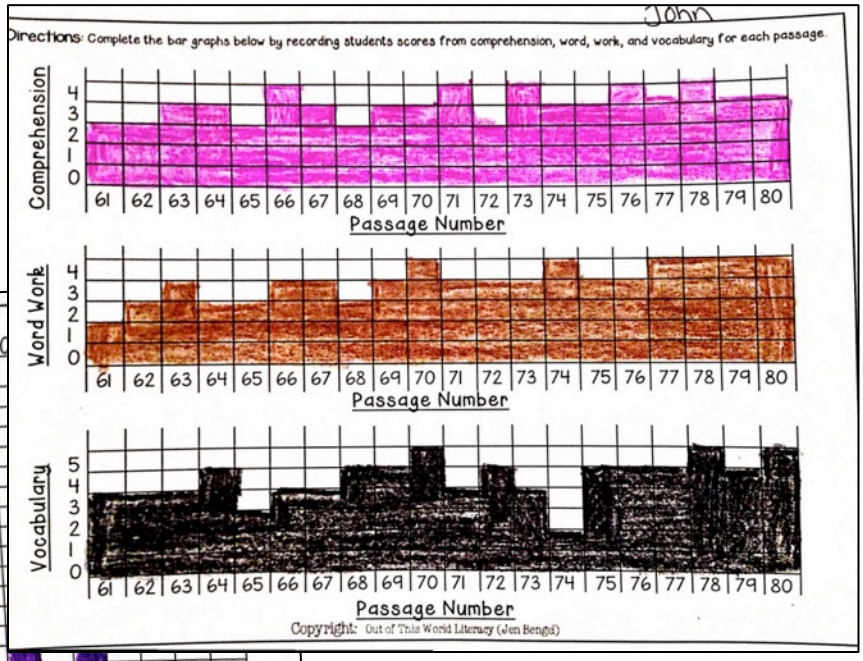
Pass. #	Date	Rate and Tone	Fluency Time	# Errors	# SC	Comp.	W... Work	

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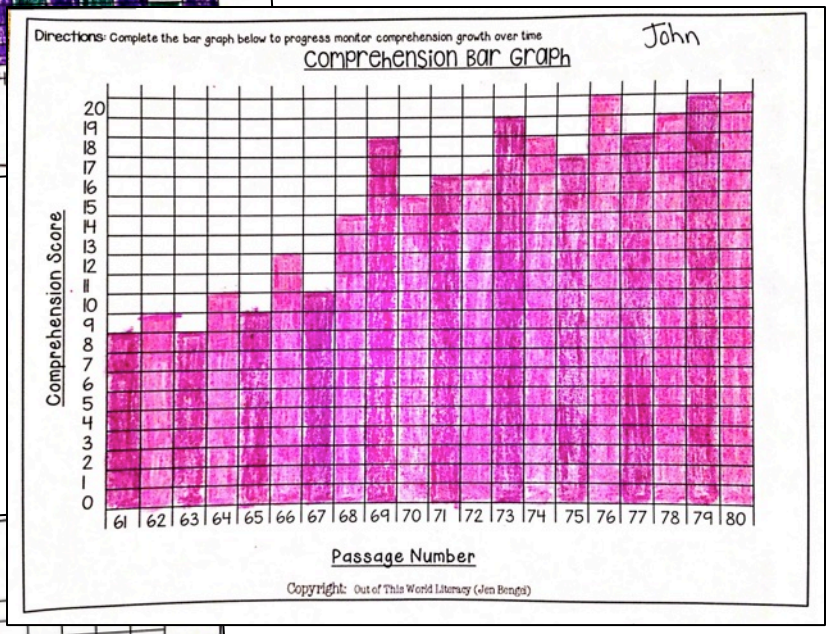
or individual student

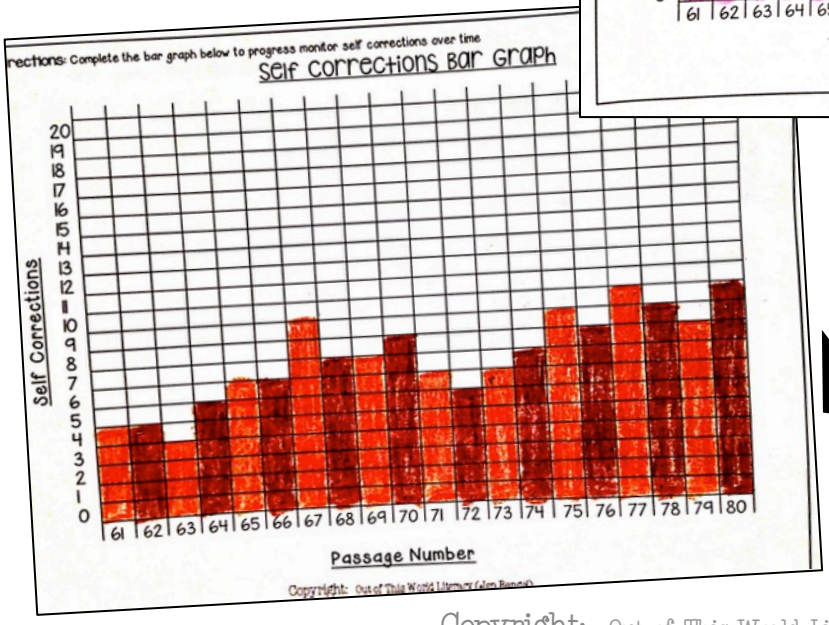
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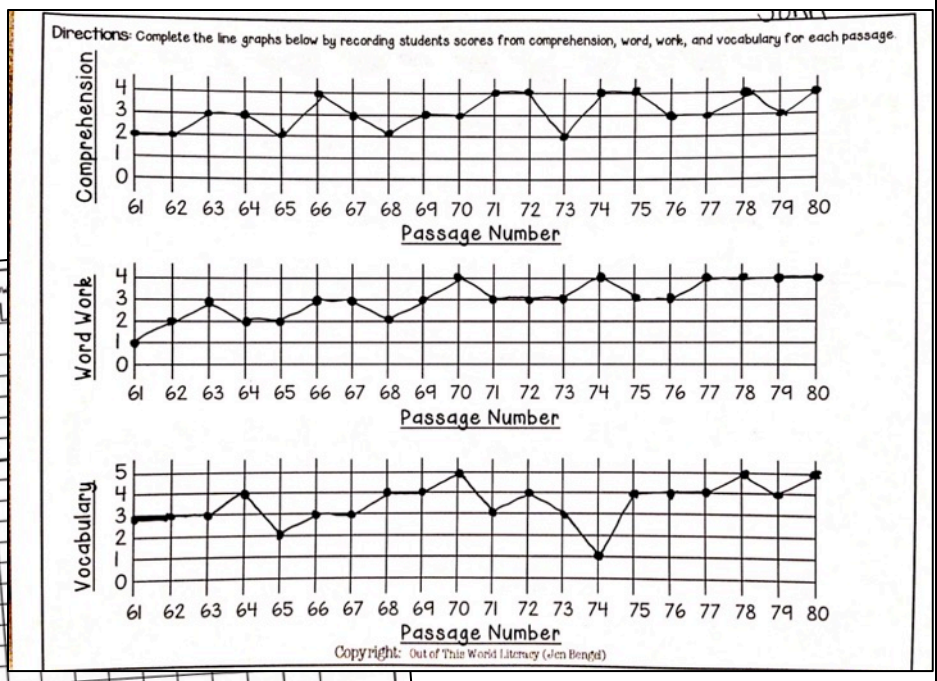
Bar Graphs

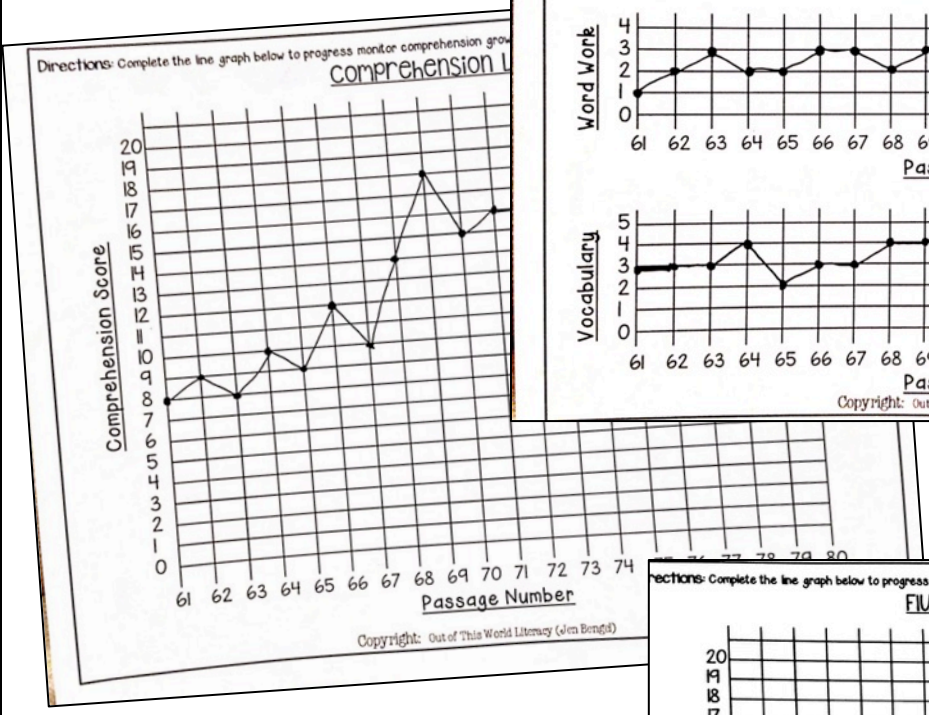




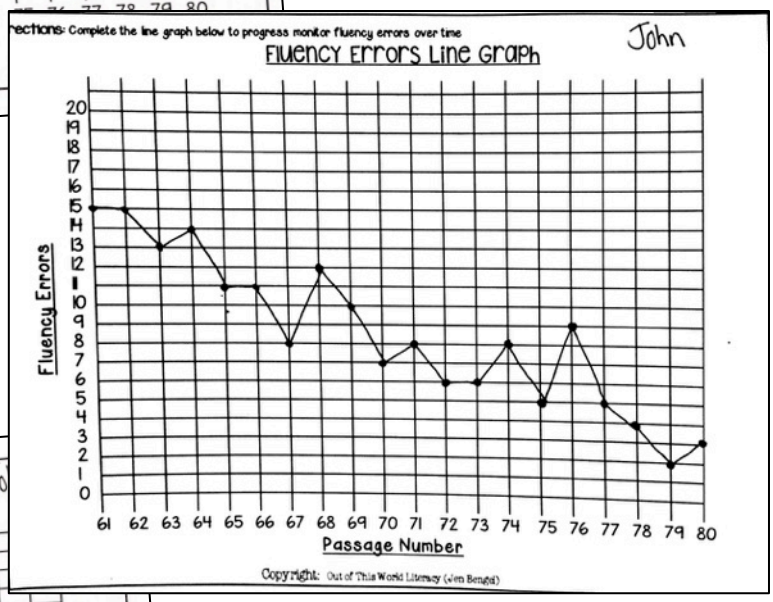
progress Monitoring!!

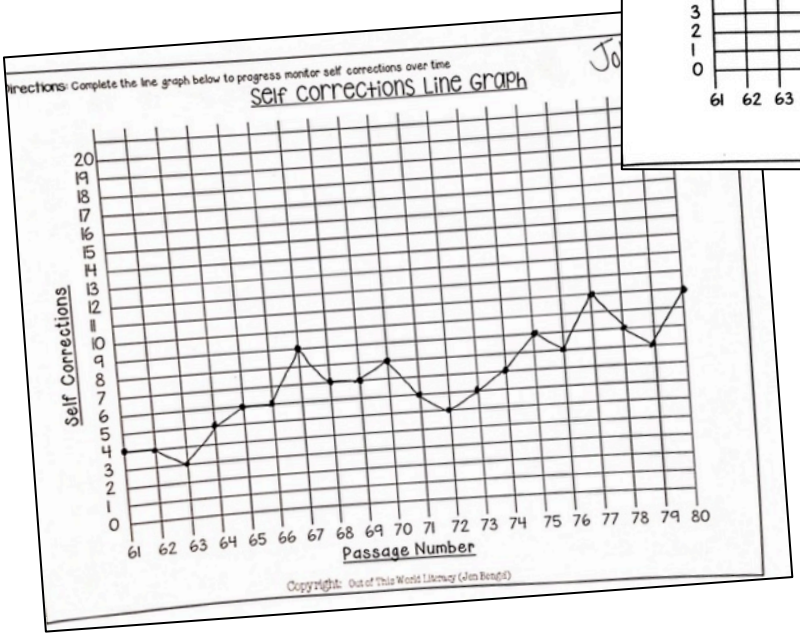
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Line Graphs





progress Monitoring!!

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Reading Intervention: Suggested Teaching Levels

*** Match student's current grade with his/her reading level to find the intervention range needed.

	Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	High School
More than 2 years below grade level				A-D	E-G	H-K	L-P	L-P	Q-T	Q-T
2 years below grade level		A-D	A-D	E-G	H-K	L-P	Q-T	Q-T	Q-T	U-W
1 year below grade level		A-D	E-G	H-K	L-P	Q-T	Q-T	Q-T	U-W	U-W
Half a year below grade level		A-D	E-G	H-K	L-P	Q-T	Q-T	U-W	U-W	U-W
On Grade Level	A-D	E-G	H-K	L-P	Q-T	U-W	U-W	U-W	U-W	X-Z
Half a year above grade level	A-D	E-G	H-K	L-P	Q-T	U-W	U-W	U-W	X-Z	X-Z
1 year above grade level	E-G	H-K	L-P	Q-T	U-W	U-W	U-W	X-Z	X-Z	X-Z
2+ years above grade level	E-G	L-P	L-P	Q-T	U-W	U-W	U-W	X-Z	X-Z	X-Z

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Daily Intervention Program: Level Range A-D

***The following chart lists intervention skills for each of the 20 passages for level range A-D

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
1	I Can Read	64	1. Identify Character Traits 2. Text-to-Self Connections 3. Share Opinions of Story 4. Describe the Beginning	1. Words with the vowel /a/ 2. Words with the letter /y/ 3. The first word in every sentence 4. Words with 3 letters	1. read 2. happy
2	Jack Wanted a Dog	58	1. Identify Character Traits 2. Text-to-Self Connections 3. Share Opinions of Story 4. Describe the Beginning	1. Words with the vowel /a/ 2. Words with the letter /y/ 3. The first word in every sentence 4. Words with 3 letters	1. sad 2. begged
3	The Bad Dream	55	1. Identify Character Traits 2. Text-to-Self Connections 3. Share Opinions of Story 4. Describe the Beginning	1. Words with the vowel /a/ 2. Words with the letter /y/ 3. The first word in every sentence 4. Words with 3 letters	1. dream 2. crying
4	Stop the Bus!	59	1. Identify Character Traits 2. Text-to-Self Connections 3. Share Opinions of Story 4. Describe the Beginning	1. Words with the vowel /a/ 2. Words with the letter /y/ 3. The first word in every sentence 4. Words with 3 letters	1. rush 2. brush
5	The Lost Puppy	53	1. Identify Character Traits 2. Text-to-Self Connections 3. Share Opinions of Story 4. Describe the Beginning	1. Words with the vowel /a/ 2. Words with the letter /y/ 3. The first word in every sentence 4. Words with 3 letters	1. store 2. friends

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
6	Let's Play a Game	55	1. Infer Character Feelings 2. Connect the Title to the Text 3. Remember the Main Idea 4. Identify Setting	1. Words with the vowel /e/ 2. Words that end with /s/ 3. Words with 4 letters 4. Words that begin with /h/	1. stuck 2. nicely
7	I Do NOT Need a Nap!	60	1. Infer Character Feelings 2. Connect the Title to the Text 3. Remember the Main Idea 4. Identify Setting	1. Words with the vowel /e/ 2. Words that end with /s/ 3. Words with 4 letters 4. Words that begin with /h/	1. crabby 2. rubbed
8	The Cat That Could Surf	60	1. Infer Character Feelings 2. Connect the Title to the Text 3. Remember the Main Idea 4. Identify Setting	1. Words with the vowel /e/ 2. Words that end with /s/ 3. Words with 4 letters 4. Words that begin with /h/	1. waves 2. people
9	The Super Bird	59	1. Infer Character Feelings 2. Connect the Title to the Text 3. Remember the Main Idea 4. Identify Setting	1. Words with the vowel /e/ 2. Words that end with /s/ 3. Words with 4 letters 4. Words that begin with /h/	1. falling 2. saved
10	The Mouse Ate the Cookie	55	1. Infer Character Feelings 2. Connect the Title to the Text 3. Remember the Main Idea 4. Identify Setting	1. Words with the vowel /e/ 2. Words that end with /s/ 3. Words with 4 letters 4. Words that begin with /h/	1. crumbs 2. pet

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
11	Why Do Dogs Bark?	53	1. Identify New Learning 2. Remember Important Information 3. Sequence of Events 4. Identify Main Topic	1. Words with the vowel /i/ 2. Words that end with /e/ 3. Words with 2 syllables 4. Words that begin with /s/	1. talk 2. scared
12	Dump Trucks	55	1. Identify New Learning 2. Remember Important Information 3. Sequence of Events 4. Identify Main Topic	1. Words with the vowel /i/ 2. Words that end with /e/ 3. Words with 2 syllables 4. Words that begin with /s/	1. load 2. drive
13	A Teacher's Job	53	1. Identify New Learning 2. Remember Important Information 3. Sequence of Events 4. Identify Main Topic	1. Words with the vowel /i/ 2. Words that end with /e/ 3. Words with 2 syllables 4. Words that begin with /s/	1. help 2. safe
14	Bees and Bears	55	1. Identify New Learning 2. Remember Important Information 3. Sequence of Events 4. Identify Main Topic	1. Words with the vowel /i/ 2. Words that end with /e/ 3. Words with 2 syllables 4. Words that begin with /s/	1. sweet 2. hive
15	All About Pigs	62	1. Identify New Learning 2. Remember Important Information 3. Sequence of Events 4. Identify Main Topic	1. Words with the vowel /i/ 2. Words that end with /e/ 3. Words with 2 syllables 4. Words that begin with /s/	1. roll 2. smart

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
16	How Old Are Turtles?	53	1. Asking Questions 2. Identify Key Details 3. Understand New Words 4. Describe the End	1. Words with the vowel /o/ 2. Words with capital letters 3. The last word in every sentence 4. Words that begin with /t/	1. shell 2. inside
17	How to Fly a Kite	67	1. Asking Questions 2. Identify Key Details 3. Understand New Words 4. Describe the End	1. Words with the vowel /o/ 2. Words with capital letters 3. The last word in every sentence 4. Words that begin with /t/	1. fly 2. wind
18	What is a Road Trip?	65	1. Asking Questions 2. Identify Key Details 3. Understand New Words 4. Describe the End	1. Words with the vowel /o/ 2. Words with capital letters 3. The last word in every sentence 4. Words that begin with /t/	1. trip 2. friends
19	In a Big City	63	1. Asking Questions 2. Identify Key Details 3. Understand New Words 4. Describe the End	1. Words with the vowel /o/ 2. Words with capital letters 3. The last word in every sentence 4. Words that begin with /t/	1. small 2. loud
20	Farm Animals	53	1. Asking Questions 2. Identify Key Details 3. Understand New Words 4. Describe the End	1. Words with the vowel /o/ 2. Words with capital letters 3. The last word in every sentence 4. Words that begin with /t/	1. lay 2. ride

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Daily Intervention Program: Level Range E-G

***The following chart lists intervention skills for each of the 20 passages for level range E-G

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
1	Sam Loves School	115	1. Find problem and Solution 2. Infer character feelings 3. Find the main idea 4. Find Evidence	1. Words that start with a vowel 2. Words with two letters 3. Words with the short /a/ sound 4. Words that start with /h/	1. tickle 2. coughed 3. downstairs 4. bringing 5. happy
2	My Little Sister Drools	119	1. Find problem and Solution 2. Infer character feelings 3. Find the main idea 4. Find Evidence	1. Words that start with a vowel 2. Words with two letters 3. Words with the short /a/ sound 4. Words that start with /h/	1. drools 2. cute 3. sloppy 4. giggled 5. slime
3	My Messy Room	120	1. Find problem and Solution 2. Infer character feelings 3. Find the main idea 4. Find Evidence	1. Words that start with a vowel 2. Words with two letters 3. Words with the short /a/ sound 4. Words that start with /h/	1. messy 2. bookshelf 3. clean 4. stubborn 5. bribed
4	It's Good to Share	103	1. Find problem and Solution 2. Infer character feelings 3. Find the main idea 4. Find Evidence	1. Words that start with a vowel 2. Words with two letters 3. Words with the short /a/ sound 4. Words that start with /h/	1. together 2. friends 3. sharing 4. forgot 5. promised
5	You Are Not My Boss!	127	1. Find problem and Solution 2. Infer character feelings 3. Find the main idea 4. Find Evidence	1. Words that start with a vowel 2. Words with two letters 3. Words with the short /a/ sound 4. Words that start with /h/	1. bossy 2. stared 3. bully 4. scream 5. again

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
6	My Cat Can Talk	121	1. Identify real versus fantasy 2. Form opinions 3. Sequence of Events 4. Find describing words	1. Words that end with a vowel 2. Words with 3 letters 3. Words with the short /e/ sound 4. Words that start with /w/	1. special 2. shocked 3. whiskers 4. shy 5. excited
7	The Magic Rock	114	1. Identify real versus fantasy 2. Form opinions 3. Sequence of Events 4. Find describing words	1. Words that end with a vowel 2. Words with 3 letters 3. Words with the short /e/ sound 4. Words that start with /w/	1. wished 2. sudden 3. surprised 4. recess 5. pouring
8	Caden's Lucky Snack	109	1. Identify real versus fantasy 2. Form opinions 3. Sequence of Events 4. Find describing words	1. Words that end with a vowel 2. Words with 3 letters 3. Words with the short /e/ sound 4. Words that start with /w/	1. secret 2. handful 3. forgot 4. fastest 5. teased
9	A Secret Present	98	1. Identify real versus fantasy 2. Form opinions 3. Sequence of Events 4. Find describing words	1. Words that end with a vowel 2. Words with 3 letters 3. Words with the short /e/ sound 4. Words that start with /w/	1. package 2. noticed 3. squeaking 4. ripped 5. guitar
10	My Three Wishes	117	1. Identify real versus fantasy 2. Form opinions 3. Sequence of Events 4. Find describing words	1. Words that end with a vowel 2. Words with 3 letters 3. Words with the short /e/ sound 4. Words that start with /w/	1. visit 2. grants 3. waved 4. poof 5. backyard

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
11	How to Catch a Frog	122	1. Find facts in the beginning of text 2. Solve New Words 3. Describe Setting 4. Author's Purpose	1. Words that start with /t/ 2. Words that end with /y/ 3. Words with the short /i/ sound 4. Words with two syllables	1. catch 2. swamps 3. quiet 4. quickly 5. bucket
12	What Will You See at the Zoo?	106	1. Find facts in the beginning of text 2. Solve New Words 3. Describe Setting 4. Author's Purpose	1. Words that start with /t/ 2. Words that end with /y/ 3. Words with the short /i/ sound 4. Words with two syllables	1. probably 2. giant 3. biggest 4. fur 5. carry
13	Save the Sea Turtles	112	1. Find facts in the beginning of text 2. Solve New Words 3. Describe Setting 4. Author's Purpose	1. Words that start with /t/ 2. Words that end with /y/ 3. Words with the short /i/ sound 4. Words with two syllables	1. risk 2. bury 3. hatch 4. travel 5. block
14	Why Do Lions Roar?	111	1. Find facts in the beginning of text 2. Solve New Words 3. Describe Setting 4. Author's Purpose	1. Words that start with /t/ 2. Words that end with /y/ 3. Words with the short /i/ sound 4. Words with two syllables	1. roars 2. protect 3. sound 4. gently 5. softer
15	Facts About Dolphins	97	1. Find facts in the beginning of text 2. Solve New Words 3. Describe Setting 4. Author's Purpose	1. Words that start with /t/ 2. Words that end with /y/ 3. Words with the short /i/ sound 4. Words with two syllables	1. playful 2. breathe 3. friendly 4. groups 5. chirping

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
16	The Crossing Guard	108	1. Understand most important fact 2. Make predictions based on information 3. Identify how the text ends 4. Describe main subject	1. Words that start with /s/ 2. Words with the short /o/ sound 3. Words with capital letters 4. The last word in every sentence	1. busy 2. adult 3. safely 4. guard 5. traffic
17	Going to the Dentist	115	1. Understand most important fact 2. Make predictions based on information 3. Identify how the text ends 4. Describe main subject	1. Words that start with /s/ 2. Words with the short /o/ sound 3. Words with capital letters 4. The last word in every sentence	1. dentist 2. checkup 3. problems 4. relax 5. cavities
18	What Happens in a Barber Shop?	106	1. Understand most important fact 2. Make predictions based on information 3. Identify how the text ends 4. Describe main subject	1. Words that start with /s/ 2. Words with the short /o/ sound 3. Words with capital letters 4. The last word in every sentence	1. whiskers 2. shaved 3. barbers 4. job 5. become
19	A Day in the Life of a Farmer	107	1. Understand most important fact 2. Make predictions based on information 3. Identify how the text ends 4. Describe main subject	1. Words that start with /s/ 2. Words with the short /o/ sound 3. Words with capital letters 4. The last word in every sentence	1. early 2. chores 3. pigpen 4. gathers 5. crops
20	Do You Want to be a Taxi Driver?	112	1. Understand most important fact 2. Make predictions based on information 3. Identify how the text ends 4. Describe main subject	1. Words that start with /s/ 2. Words with the short /o/ sound 3. Words with capital letters 4. The last word in every sentence	1. important 2. quickest 3. load 4. luggage 5. collect

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Daily Intervention Program: Level Range H-K

***The following chart lists intervention skills for each of the 20 passages for level range H-K

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
1	The Lost Kitten	160	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. Proper nouns	1. allergic 2. puffy 3. darting 4. scoop 5. neighbors
2	Time to Recycle	157	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. Proper nouns	1. dozen 2. crushed 3. created 4. decided 5. goal
3	A Visit to the Fire Station	171	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. Proper nouns	1. safety 2. practiced 3. drill 4. bulky 5. serious
4	Saving Money is Hard!	155	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. Proper nouns	1. borrowing 2. tempted 3. afford 4. whined 5. sacrificed
5	But I NEED That!	148	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. Proper nouns	1. fails 2. begs 3. spots 4. usually 5. chores
6	A Surprise in the Park	155	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. hollering 2. simply 3. fossil 4. appeared 5. confirmed
7	Career Week	164	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. career 2. community 3. vault 4. struggled 5. instead

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
8	The Family Garden	140	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. pleaded 2. promised 3. harvest 4. research 5. soil
9	The Monday Blues	150	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. starters 2. doze 3. splashed 4. magical 5. exhausted
10	Our Family is Adopting	170	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. grins 2. announced 3. adopting 4. cheering 5. forever
11	North America	138	1. Descriptive Language 2. Finding Major Facts 3. Finding Minor Facts 4. Asking Questions	1. Descriptive language 2. Pronouns 3. Words with 3 or more syllables 4. Action verbs	1. continent 2. island 3. countless 4. flow 5. relied
12	How to Read a Map	155	1. Descriptive Language 2. Finding Major Facts 3. Finding Minor Facts 4. Asking Questions	1. Descriptive language 2. Pronouns 3. Words with 3 or more syllables 4. Action verbs	1. overhead 2. features 3. objects 4. key 5. compass
13	Our Community Government	149	1. Descriptive Language 2. Finding Major Facts 3. Finding Minor Facts 4. Asking Questions	1. Descriptive language 2. Pronouns 3. Words with 3 or more syllables 4. Action verbs	1. government 2. community 3. protect 4. establish 5. manage
14	The Three Levels of Government	153	1. Descriptive Language 2. Finding Major Facts 3. Finding Minor Facts 4. Asking Questions	1. Descriptive language 2. Pronouns 3. Words with 3 or more syllables 4. Action verbs	1. levels 2. local 3. members 4. major 5. protect

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
15	Community Goods and Services	137	1. Descriptive Language 2. Finding Major Facts 3. Finding Minor Facts 4. Asking Questions	1. Descriptive language 2. Pronouns 3. Words with 3 or more syllables 4. Action verbs	1. traits 2. goods 3. services 4. offers 5. provides
16	Plants and Their Parts	156	1. Context Clues 2. Identify New Learning 3. Analyze Facts 4. Draw Conclusions	1. Words with long vowel sounds 2. Words with /th/, /sh/, or /ch/ 3. R-controlled Vowels 4. Words with double consonants	1. journey 2. stretch 3. nutrients 4. sturdy 5. depending
17	All About Mammals	151	1. Context Clues 2. Identify New Learning 3. Analyze Facts 4. Draw Conclusions	1. Words with long vowel sounds 2. Words with /th/, /sh/, or /ch/ 3. R-controlled Vowels 4. Words with double consonants	1. means 2. temperature 3. guessed 4. humans 5. basic
18	Rocks	154	1. Context Clues 2. Identify New Learning 3. Analyze Facts 4. Draw Conclusions	1. Words with long vowel sounds 2. Words with /th/, /sh/, or /ch/ 3. R-controlled Vowels 4. Words with double consonants	1. mineral 2. heavy 3. dull 4. identify 5. scratch
19	Fossils	161	1. Context Clues 2. Identify New Learning 3. Analyze Facts 4. Draw Conclusions	1. Words with long vowel sounds 2. Words with /th/, /sh/, or /ch/ 3. R-controlled Vowels 4. Words with double consonants	1. remains 2. contains 3. buried 4. important 5. rare
20	Natural Resource	130	1. Context Clues 2. Identify New Learning 3. Analyze Facts 4. Draw Conclusions	1. Words with long vowel sounds 2. Words with /th/, /sh/, or /ch/ 3. R-controlled Vowels 4. Words with double consonants	1. nature 2. underground 3. survive 4. valuable 5. nonrenewable

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Daily Intervention Program: Level Range L-P

***The following chart lists intervention skills for each of the 20 passages for level range L-P

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
1	Bob the Gerbil	239	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. Proper nouns	1. eternity 2. caved 3. disastrous 4. panicking 5. lure
2	My Crazy Sister	220	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. Proper nouns	1. scattered 2. compromise 3. dilemma 4. dazzling 5. impressed
3	Birthday Surprise	211	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. Proper nouns	1. ecstatic 2. gorgeous 3. pleaded 4. heartbroken 5. disappear
4	The Beach Trip	226	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. Proper nouns	1. raging 2. intense 3. swirling 4. created 5. ridiculously
5	Adventures with Grandpa	229	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. Proper nouns	1. steep 2. demonstrated 3. mangled 4. lunatic 5. descended
6	The Big Bang	216	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. rattling 2. generator 3. scrambling 4. flickering 5. outage
7	Shark Facts	205	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. fascinated 2. obsessed 3. retained 4. doubt 5. Memorize

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
8	Laser Eyes	211	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. spotting 2. accidentally 3. bound 4. contain 5. enemy
9	How Airplanes Fly	226	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. concerned 2. enormous 3. ease 4. research 5. flows
10	Vegetables ...Yuck!	229	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. relate 2. nag 3. squirming 4. heaping 5. dilemma
11	The Big Derby	218	1. Descriptive Language 2. Problem/Solution 3. Cause/Effect 4. Asking Questions	1. Descriptive language 2. Pronouns 3. Words with 3 or more syllables 4. Action verbs	1. begging 2. eternity 3. dozen 4. finale 5. roared
12	The Big Brown Bear	205	1. Descriptive Language 2. Problem/Solution 3. Cause/Effect 4. Asking Questions	1. Descriptive language 2. Pronouns 3. Words with 3 or more syllables 4. Action verbs	1. hibernated 2. devoured 3. grazing 4. obsessed 5. emerge
13	A Field Trip Disaster	224	1. Descriptive Language 2. Problem/Solution 3. Cause/Effect 4. Asking Questions	1. Descriptive language 2. Pronouns 3. Words with 3 or more syllables 4. Action verbs	1. drama 2. unfolded 3. apparently 4. roaming 5. instructed
14	The Spill	236	1. Descriptive Language 2. Problem/Solution 3. Cause/Effect 4. Asking Questions	1. Descriptive language 2. Pronouns 3. Words with 3 or more syllables 4. Action verbs	1. tiptoed 2. lunged 3. scurried 4. gasped 5. whipped

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
15	The Meltdown	236	1. Descriptive Language 2. Problem/Solution 3. Cause/Effect 4. Asking Questions	1. Descriptive language 2. Pronouns 3. Words with 3 or more syllables 4. Action verbs	1. heaping 2. mounds 3. bragging 4. mid 5. bummed
16	Soccer	237	1. Context Clues 2. Make Connections Between Characters 3. Infer causes of problems 4. Draw Conclusions	1. Possessive nouns 2. Words with /th/, /sh/, or /ch/ 3. Homophones 4. Words with double consonants	1. forces 2. furious 3. usually 4. realized 5. professional
17	The Garden Disaster	228	1. Context Clues 2. Make Connections Between Characters 3. Infer causes of problems 4. Draw Conclusions	1. Possessive nouns 2. Words with /th/, /sh/, or /ch/ 3. Homophones 4. Words with double consonants	1. differently 2. tend 3. harvest 4. prized 5. scattered
18	The Big Move	230	1. Context Clues 2. Make Connections Between Characters 3. Infer causes of problems 4. Draw Conclusions	1. Possessive nouns 2. Words with /th/, /sh/, or /ch/ 3. Homophones 4. Words with double consonants	1. entire 2. anew 3. journey 4. befriend 5. hesitant
19	Those Lucky Cleats	236	1. Context Clues 2. Make Connections Between Characters 3. Infer causes of problems 4. Draw Conclusions	1. Possessive nouns 2. Words with /th/, /sh/, or /ch/ 3. Homophones 4. Words with double consonants	1. thoroughly 2. perform 3. scan 4. sped 5. waste
20	The Big Sleepover	236	1. Context Clues 2. Make Connections Between Characters 3. Infer causes of problems 4. Draw Conclusions	1. Possessive nouns 2. Words with /th/, /sh/, or /ch/ 3. Homophones 4. Words with double consonants	1. doomed 2. doused 3. frantically 4. distract 5. stall

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Daily Intervention Program: Level Range Q-T

***The following chart lists intervention skills for each of the 20 passages for level range Q-T

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
1	Food Fight!	288	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. 4+ Syllable Words	1. scheming 2. consequences 3. erupted 4. fulfilling 5. epic
2	I Double Dog Dare You	313	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. 4+ Syllable Words	1. brainstorm 2. outrageous 3. literally 4. flinch 5. unanimous
3	A Field Trip Back in Time	291	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. 4+ Syllable Words	1. replica 2. fascinated 3. resources 4. scolded 5. transported
4	Science Experiments	289	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. 4+ Syllable Words	1. hypothesize 2. outcome 3. incorrect 4. captivating 5. pulverized
5	What Planet are You From?	283	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. 4+ Syllable Words	1. repeatedly 2. comprehend 3. insanely 4. overheard 5. lame
6	Birthday Party Games	288	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. classic 2. mission 3. unusual 4. scattered 5. soaked
7	Garage Sale Treasures	285	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. addicted 2. bizarre 3. herd 4. debated 5. tempting

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
8	Summer Can Feel So Long	286	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. binge 2. thrives 3. routine 4. anxiety 5. sacrifice
9	Kids Can Start a Business Too	286	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. entrepreneur 2. racking 3. profit 4. patrol 5. slogan
10	Left Behind	318	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. freedom 2. suppose 3. vanished 4. aisle 5. irate
11	Colonial Settlement	260	1. Descriptive Language 2. Finding Major Facts 3. Finding Minor Facts 4. Asking Questions	1. Descriptive language 2. Proper Nouns 3. Words with 3 or more syllables 4. Action verbs	1. settlers 2. permanent 3. founded 4. established 5. separation
12	The American Revolution	261	1. Descriptive Language 2. Finding Major Facts 3. Finding Minor Facts 4. Asking Questions	1. Descriptive language 2. Proper Nouns 3. Words with 3 or more syllables 4. Action verbs	1. declared 2. enraged 3. consent 4. maintain 5. surrendered
13	The United States Constitution	278	1. Descriptive Language 2. Finding Major Facts 3. Finding Minor Facts 4. Asking Questions	1. Descriptive language 2. Proper Nouns 3. Words with 3 or more syllables 4. Action verbs	1. desperately 2. debates 3. compromises 4. revised 5. amendment
14	Lewis and Clark	273	1. Descriptive Language 2. Finding Major Facts 3. Finding Minor Facts 4. Asking Questions	1. Descriptive language 2. Proper Nouns 3. Words with 3 or more syllables 4. Action verbs	1. expand 2. territory 3. secretary 4. expedition 5. interpret

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
15	Native Americans	255	1. Context Clues 2. Identify New Learning 3. Analyze Facts 4. Draw Conclusions	1. Words with long vowel sounds 2. Words with /th/, /sh/, or /ch/ 3. R-controlled Vowels 4. Words with double consonants	1. cultures 2. characteristics 3. spiritual 4. rituals 5. creatures
16	Plant and Animal Cells	283	1. Context Clues 2. Identify New Learning 3. Analyze Facts 4. Draw Conclusions	1. Words with long vowel sounds 2. Words with /th/, /sh/, or /ch/ 3. R-controlled Vowels 4. Words with double consonants	1. organisms 2. compartments 3. irregular 4. convert 5. released
17	Human Cells	280	1. Context Clues 2. Identify New Learning 3. Analyze Facts 4. Draw Conclusions	1. Words with long vowel sounds 2. Words with /th/, /sh/, or /ch/ 3. R-controlled Vowels 4. Words with double consonants	1. unimaginable 2. interacting 3. bustling 4. infections 5. exact
18	Causes of Extinction	267	1. Context Clues 2. Identify New Learning 3. Analyze Facts 4. Draw Conclusions	1. Words with long vowel sounds 2. Words with /th/, /sh/, or /ch/ 3. R-controlled Vowels 4. Words with double consonants	1. species 2. habitat 3. starvation 4. invasive 5. population
19	The Scientific Method	273	1. Context Clues 2. Make Connections Between Characters 3. Infer causes of problems 4. Draw Conclusions	1. Possessive nouns 2. Words with /th/, /sh/, or /ch/ 3. Homophones 4. Words with double consonants	1. accurate 2. factual 3. observations 4. procedures 5. conclusions
20	All About Matter	295	1. Context Clues 2. Identify New Learning 3. Analyze Facts 4. Draw Conclusions	1. Words with long vowel sounds 2. Words with /th/, /sh/, or /ch/ 3. R-controlled Vowels 4. Words with double consonants	1. mass 2. shift 3. particles 4. swipe 5. vibrate

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Daily Intervention Program

***The following chart lists intervention skills for each of the 20 passages for level range U-W

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
1	The Food Pantry	280	1. Interpret Reasons for Character Actions 2. Identify Important Information 3. Sequence of Events 4. Interpret Figurative Language	1. Proper Nouns 2. Words with the /th/ consonant cluster 3. Words that end with a silent letter 4. Words with the /oo/ vowel pattern	1. abruptly 2. adamant 3. wallowed 4. aback 5. stocked
2	Life is Complicated	289	1. Interpret Reasons for Character Actions 2. Identify Important Information 3. Sequence of Events 4. Interpret Figurative Language	1. Proper Nouns 2. Words with the /th/ consonant cluster 3. Words that end with a silent letter 4. Words with the /oo/ vowel pattern	1. tension 2. torture 3. relationship 4. dreaded 5. numb
3	The Forgiveness Ring	263	1. Interpret Reasons for Character Actions 2. Identify Important Information 3. Sequence of Events 4. Interpret Figurative Language	1. Proper Nouns 2. Words with the /th/ consonant cluster 3. Words that end with a silent letter 4. Words with the /oo/ vowel pattern	1. devastated 2. quivered 3. excluded 4. rage 5. overheard
4	Room for Four	287	1. Interpret Reasons for Character Actions 2. Identify Important Information 3. Sequence of Events 4. Interpret Figurative Language	1. Proper Nouns 2. Words with the /th/ consonant cluster 3. Words that end with a silent letter 4. Words with the /oo/ vowel pattern	1. anxious 2. strutted 3. squealing 4. confirmed 5. uneventful
5	The Practical Joker	291	1. Interpret Reasons for Character Actions 2. Identify Important Information 3. Sequence of Events 4. Interpret Figurative Language	1. Proper Nouns 2. Words with the /th/ consonant cluster 3. Words that end with a silent letter 4. Words with the /oo/ vowel pattern	1. hesitate 2. reputation 3. charades 4. pranks 5. schemed

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
6	Julie Remembers Everything	274	1. Notice Characters' Changing Perspectives 2. Identify Overarching Theme 3. Identify Major Problem 4. Connotative Words	1. Adjectives 2. Words with the /ch/ consonant cluster 3. Words with double consonants 4. Words with the /ue/ vowel pattern	1. glanced 2. startling 3. overconfident 4. ego 5. tolerate
7	Locked Out!	288	1. Notice Characters' Changing Perspectives 2. Identify Overarching Theme 3. Identify Major Problem 4. Connotative Words	1. Adjectives 2. Words with the /ch/ consonant cluster 3. Words with double consonants 4. Words with the /ue/ vowel pattern	1. frigid 2. brutal 3. brainstormed 4. furious 5. alternative
8	Tardy Tommy	284	1. Notice Characters' Changing Perspectives 2. Identify Overarching Theme 3. Identify Major Problem 4. Connotative Words	1. Adjectives 2. Words with the /ch/ consonant cluster 3. Words with double consonants 4. Words with the /ue/ vowel pattern	1. inability 2. dangling 3. countless 4. intently 5. inhibiting
9	My Ears are Too Big	293	1. Notice Characters' Changing Perspectives 2. Identify Overarching Theme 3. Identify Major Problem 4. Connotative Words	1. Adjectives 2. Words with the /ch/ consonant cluster 3. Words with double consonants 4. Words with the /ue/ vowel pattern	1. imaginable 2. despised 3. shuddered 4. protruding 5. dismay
10	Making the Cut	276	1. Notice Characters' Changing Perspectives 2. Identify Overarching Theme 3. Identify Major Problem 4. Connotative Words	1. Adjectives 2. Words with the /ch/ consonant cluster 3. Words with double consonants 4. Words with the /ue/ vowel pattern	1. diehard 2. archenemy 3. determined 4. preparation 5. comprehended

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
11	Koala Bears	265	1. Make Connections to Other Texts 2. Support Predictions with Text Evidence 3. Content Words 4. Identify Topic Sentence	1. Prepositions 2. Words with r-controlled Vowels 3. Words with the /k/ sound 4. Words with the /u-cons.-e/ pattern	1. glance 2. necessary 3. predominantly 4. burrowing 5. native
12	What's Cool About Kangaroos	259	1. Make Connections to Other Texts 2. Support Predictions with Text Evidence 3. Content Words 4. Identify Topic Sentence	1. Prepositions 2. Words with r-controlled Vowels 3. Words with the /k/ sound 4. Words with the /u-cons.-e/ pattern	1. species 2. extraordinarily 3. brawling 4. scrounging 5. permanently
13	A Wafer Bear Don't Care	288	1. Make Connections to Other Texts 2. Support Predictions with Text Evidence 3. Content Words 4. Identify Topic Sentence	1. Prepositions 2. Words with r-controlled Vowels 3. Words with the /k/ sound 4. Words with the /u-cons.-e/ pattern	1. virtually 2. suspended 3. conditions 4. indestructible 5. transversely
14	The California Sea Lion	276	1. Make Connections to Other Texts 2. Support Predictions with Text Evidence 3. Content Words 4. Identify Topic Sentence	1. Prepositions 2. Words with r-controlled Vowels 3. Words with the /k/ sound 4. Words with the /u-cons.-e/ pattern	1. characteristics 2. streamlined 3. agile 4. opportunistic 5. gallop
15	Why Do We Have Boogers	280	1. Make Connections to Other Texts 2. Support Predictions with Text Evidence 3. Content Words 4. Identify Topic Sentence	1. Prepositions 2. Words with r-controlled Vowels 3. Words with the /k/ sound 4. Words with the /u-cons.-e/ pattern	1. trivial 2. visibly 3. arduous 4. defensive 5. entryway

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
16	Thomas Edison	263	1. Evaluate Importance of Main Idea 2. Identify Facts 3. Determine Writer's Point of View 4. Critique the Text	1. Conjunctions 2. Words with only long vowels 3. Words with the /f/ sound 4. Words with the /ew/ vowel pattern	1. analyze 2. structure 3. engrossed 4. tirelessly 5. founded
17	Queen Elizabeth 1	265	1. Evaluate Importance of Main Idea 2. Identify Facts 3. Determine Writer's Point of View 4. Critique the Text	1. Conjunctions 2. Words with only long vowels 3. Words with the /f/ sound 4. Words with the /ew/ vowel pattern	1. tumultuous 2. charismatic 3. dominance 4. heir 5. dynasty
18	Muhammad Ali	281	1. Evaluate Importance of Main Idea 2. Identify Facts 3. Determine Writer's Point of View 4. Critique the Text	1. Conjunctions 2. Words with only long vowels 3. Words with the /f/ sound 4. Words with the /ew/ vowel pattern	1. enraged 2. enlightened 3. amateur 4. professional 5. century
19	Milton Hershey	290	1. Evaluate Importance of Main Idea 2. Identify Facts 3. Determine Writer's Point of View 4. Critique the Text	1. Conjunctions 2. Words with only long vowels 3. Words with the /f/ sound 4. Words with the /ew/ vowel pattern	1. devout 2. entrepreneur 3. transient 4. trade 5. monotonous
20	Michael Jordan	282	1. Evaluate Importance of Main Idea 2. Identify Facts 3. Determine Writer's Point of View 4. Critique the Text	1. Conjunctions 2. Words with only long vowels 3. Words with the /f/ sound 4. Words with the /ew/ vowel pattern	1. idol 2. arguably 3. dominated 4. fleeting 5. solidified

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Daily Intervention Program

***The following chart lists intervention skills for each of the 20 passages for level range X-Z

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
1	Justifying a Mission Trip	281	1. Describe Character Bias 2. Identify Story Climax 3. Name and Define Narrator 4. Identify Author's Use of Irony	1. Words with 3 syllables 2. Words with the Greek root 'dem' 3. Words that begin with 3 consonants 4. Words with the Latin root 'ject'	1. epidemic 2. terrain 3. starvation 4. destitute 5. trajectory
2	One Paycheck Away	298	1. Describe Character Bias 2. Identify Story Climax 3. Name and Define Narrator 4. Identify Author's Use of Irony	1. Words with 3 syllables 2. Words with the Greek root 'dem' 3. Words that begin with 3 consonants 4. Words with the Latin root 'ject'	1. concluded 2. innocence 3. romanticized 4. abide 5. mere
3	Just an Apple?	284	1. Describe Character Bias 2. Identify Story Climax 3. Name and Define Narrator 4. Identify Author's Use of Irony	1. Words with 3 syllables 2. Words with the Greek root 'dem' 3. Words that begin with 3 consonants 4. Words with the Latin root 'ject'	1. subjected 2. excessive 3. alternative 4. demolishing 5. lethargic
4	Merry Christmas to Me	317	1. Describe Character Bias 2. Identify Story Climax 3. Name and Define Narrator 4. Identify Author's Use of Irony	1. Words with 3 syllables 2. Words with the Greek root 'dem' 3. Words that begin with 3 consonants 4. Words with the Latin root 'ject'	1. plead 2. atrocious 3. loath 4. gasped 5. hesitated
5	Saying Goodbye	273	1. Describe Character Bias 2. Identify Story Climax 3. Name and Define Narrator 4. Identify Author's Use of Irony	1. Words with 3 syllables 2. Words with the Greek root 'dem' 3. Words that begin with 3 consonants 4. Words with the Latin root 'ject'	1. charismatic 2. optimist 3. engrossed 4. sobbing 5. eternity

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Pass #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
6	On the Other Side	279	1. Critique Authenticity of Characters 2. Define Language that Evokes Sensory 3. Identify Moments of Suspense 4. Predict Characters' Actions in other Circumstances	1. Words with 4 vowels 2. Words with the Greek root 'gen' 3. Words with a prefix 4. Words with the Latin root 'man'	1. envision 2. haunting 3.dumbfounded 4. generic 5. meager
7	A Ugandan Market	280	1. Critique Authenticity of Characters 2. Define Language that Evokes Sensory 3. Identify Moments of Suspense 4. Predict Characters' Actions in other Circumstances	1. Words with 4 vowels 2. Words with the Greek root 'gen' 3. Words with a prefix 4. Words with the Latin root 'man'	1. temporarily 2. eclectic 3. maneuver 4. bargain 5. innards
8	Why Won't She Quit?	267	1. Critique Authenticity of Characters 2. Define Language that Evokes Sensory 3. Identify Moments of Suspense 4. Predict Characters' Actions in other Circumstances	1. Words with 4 vowels 2. Words with the Greek root 'gen' 3. Words with a prefix 4. Words with the Latin root 'man'	1. physically 2. combative 3. enraged 4. anxiety 5. palpable
9	The Cheater	277	1. Critique Authenticity of Characters 2. Define Language that Evokes Sensory 3. Identify Moments of Suspense 4. Predict Characters' Actions in other Circumstances	1. Words with 3 syllables 2. Words with the Greek root 'dem' 3. Words that begin with 3 consonants 4. Words with the Latin root 'ject'	1. incapable 2. entirety 3. epiphany 4. rehearsed 5. brimming
10	Nothing to Sweat About	275	1. Critique Authenticity of Characters 2. Define Language that Evokes Sensory 3. Identify Moments of Suspense 4. Predict Characters' Actions in other Circumstances	1. Words with 4 vowels 2. Words with the Greek root 'gen' 3. Words with a prefix 4. Words with the Latin root 'man'	1. excessive 2. genetic 3. symptoms 4. envious 5. soliciting

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Pass #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
11	What is Poverty?	274	1. Describe the Main Idea 2. Identify Term Definitions Within a Text 3. Critique Author's Use of Argument 4. Analyze Author's Word Choice	1. Words with suffixes 2. Words with the Greek root 'ast' 3. Homophones 4. Words with the Latin root 'ped'	1. haste 2. turmoil 3. impede 4.malnourished 5. endure
12	How to Survive a Blizzard	281	1. Describe the Main Idea 2. Identify Term Definitions Within a Text 3. Critique Author's Use of Argument 4. Analyze Author's Word Choice	1. Words with suffixes 2. Words with the Greek root 'ast' 3. Homophones 4. Words with the Latin root 'ped'	1. devastation 2. expeditiously 3. susceptible 4. stranded 5. poisoning
13	The Skunk and Its Smell	275	1. Describe the Main Idea 2. Identify Term Definitions Within a Text 3. Critique Author's Use of Argument 4. Analyze Author's Word Choice	1. Words with suffixes 2. Words with the Greek root 'ast' 3. Homophones 4. Words with the Latin root 'ped'	1. empathize 2. volatile 3. derivatives 4. astonishing 5. accuracy
14	What is ESP?	263	1. Describe the Main Idea 2. Identify Term Definitions Within a Text 3. Critique Author's Use of Argument 4. Analyze Author's Word Choice	1. Words with suffixes 2. Words with the Greek root 'ast' 3. Homophones 4. Words with the Latin root 'ped'	1. denoting 2. multitude 3. perceives 4.unassumingly 5. merit
15	The Most Deadly Animal	265	1. Describe the Main Idea 2. Identify Term Definitions Within a Text 3. Critique Author's Use of Argument 4. Analyze Author's Word Choice	1. Words with suffixes 2. Words with the Greek root 'ast' 3. Homophones 4. Words with the Latin root 'ped'	1. miniscule 2. gargantuan 3. transmitting 4. unwittingly 5. pose

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Pass #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
16	Betty Friedan	263	1. Describe Motives of Main Subject 2. Identify Logic in Conclusions 3. Visualize Setting 4. Identify Moral Lesson Learned	1. Words with only short vowel sounds 2. Words with the Greek root 'hyp' 3. Compound Words 4. Words with the Latin root 'cept'	1. astute 2. keenly 3. inferior 4.misconception 5. epidemic
17	Marie Curie	266	1. Describe Motives of Main Subject 2. Identify Logic in Conclusions 3. Visualize Setting 4. Identify Moral Lesson Learned	1. Words with only short vowel sounds 2. Words with the Greek root 'hyp' 3. Compound Words 4. Words with the Latin root 'cept'	1. prudent 2. succeeded 3. residues 4. bestowed 5. spontaneous
18	Charles Babbage	240	1. Describe Motives of Main Subject 2. Identify Logic in Conclusions 3. Visualize Setting 4. Identify Moral Lesson Learned	1. Words with only short vowel sounds 2. Words with the Greek root 'hyp' 3. Compound Words 4. Words with the Latin root 'cept'	1. fondness 2. surpassing 3. principally 4. equate 5. pioneer
19	Ralph Baer	282	1. Describe Motives of Main Subject 2. Identify Logic in Conclusions 3. Visualize Setting 4. Identify Moral Lesson Learned	1. Words with only short vowel sounds 2. Words with the Greek root 'hyp' 3. Compound Words 4. Words with the Latin root 'cept'	1. drafted 2. associates 3. deemed 4. patent 5. executives
20	Sean Parker	272	1. Describe Motives of Main Subject 2. Identify Logic in Conclusions 3. Visualize Setting 4. Identify Moral Lesson Learned	1. Words with only short vowel sounds 2. Words with the Greek root 'hyp' 3. Compound Words 4. Words with the Latin root 'cept'	1. voracious 2. hacking 3. deception 4. accolades 5. founder

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"Tips for Fluency"

Teacher Page

The following are tips for administering and scoring the fluency portion of the intervention program

Tip #1: If a student gets stuck on a word, wait 3 seconds and then tell the student the word. Circle the word as an error. This will also impact the student's Rate and Tone score.

Tip #2: If a student repeats a word, it is not an error. But it will likely affect the student's Rate and Tone score.

Tip #3: If a student reads a word incorrectly, it counts as an error. Circle the word. This will impact both the Rate and Tone score and likely some comprehension.

Tip #4: If a student adds a word that is not part of the passage, write the word in and count that as an error. ✓

Tip #5: If a student reads a word incorrectly and then goes back to fix the word, it does not count as an error. It is called a self-correction. Put a next to the word. SC are great because it tells us that the student recognized the original word did not fit and it needed to be fixed to have the text make sense.

Tip #6: Time the student and document how low he/she takes to read the passage each time. Don't be afraid to show the student the results. This is a great opportunity for a lesson on how rereading can improve our fluency!

Tip #7: For scoring the Rate and Tone, consider the flow of the reading by asking yourself the following questions;

1. Did the reader repeat a lot of words or phrases?
2. Did the reader pause at commas and stop at periods?
3. Were there many unnatural pauses and breaks?
4. Did the reader read too fast? Too slow?

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