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 Two, 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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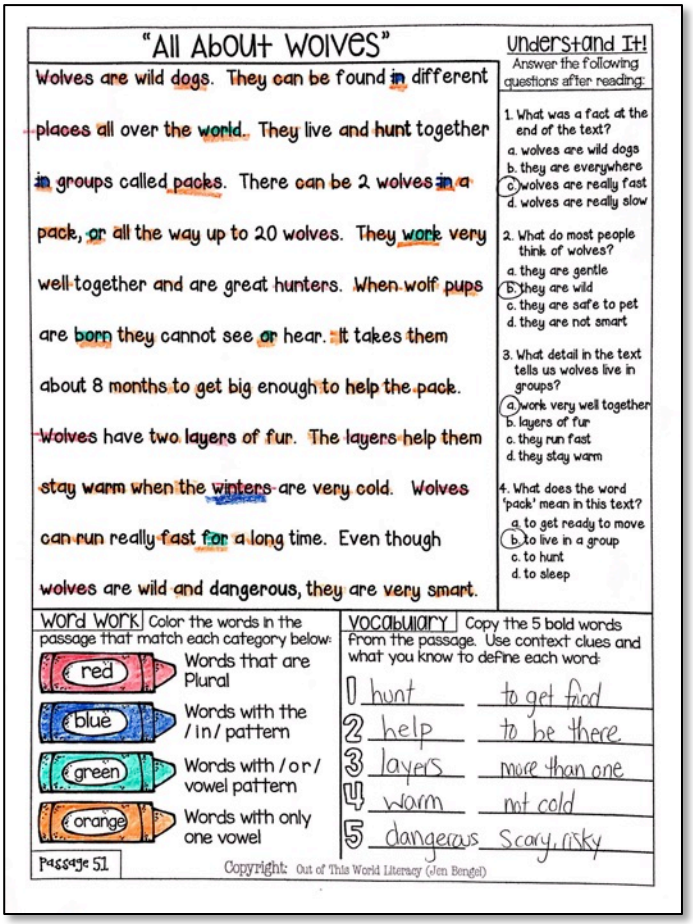
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Jen Bengel


"All About Wolves"

Wolves are wild dogs. They can be found in different places all over the world. They live and hunt together in groups called packs. There can be 2 wolves in a pack, or all the way up to 20 wolves. They work very well together and are great hunters. When wolf pups are born they cannot see or hear. It takes them about 8 months to get big enough to help the pack. Wolves have two layers of fur. The layers help them stay warm when the winters are very cold. Wolves can run really fast for a long time. Even though wolves are wild and dangerous, they are very smart.

Understand It! Answer the following questions after reading:

1. What was a fact at the end of the text?
a. wolves are wild dogs
b. they are everywhere
c. wolves are really fast
d. wolves are really slow

2. What do most people think of wolves?
a. they are gentle
b. they are wild
c. they are safe to pet
d. they are not smart

3. What detail in the text tells us wolves live in groups?
a. work very well together
b. layers of fur
c. they run fast
d. they stay warm

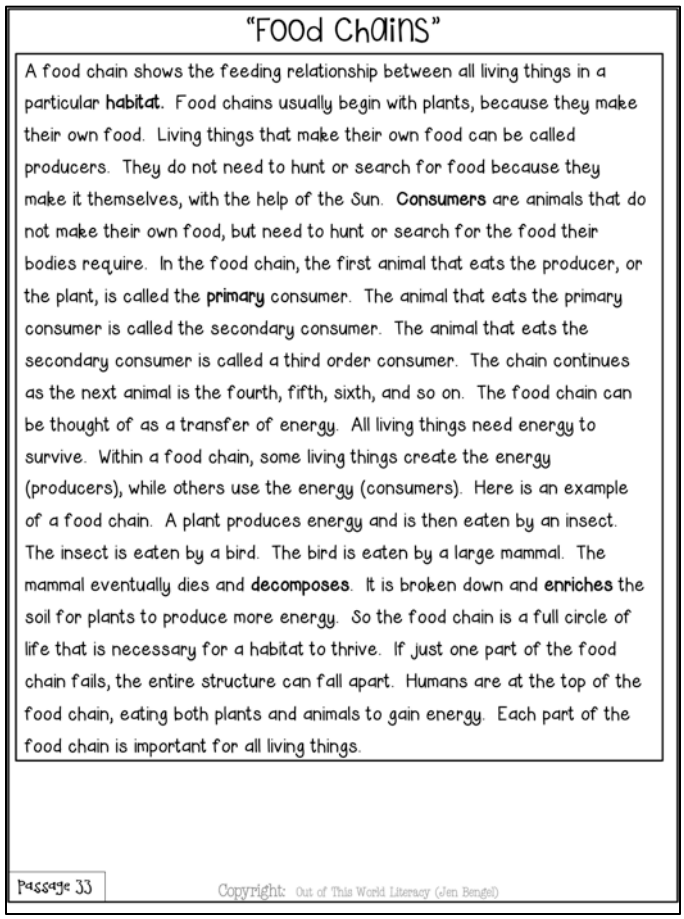
4. What does the word 'pack' mean in this text?
a. to get ready to move
b. to live in a group
c. to hunt
d. to sleep

Word Work: Color the words in the passage that match each category below:
- red — Words that are Plural
- blue — Words with the /in/ pattern
- green — Words with /or/ vowel pattern
- orange — Words with only one vowel

Vocabulary: Copy the 5 bold words from the passage. Use context clues and what you know to define each word:
1. hunt — to get food
2. help — to be there
3. layers — more than one
4. warm — not cold
5. dangerous — scary, risky

Passage 51

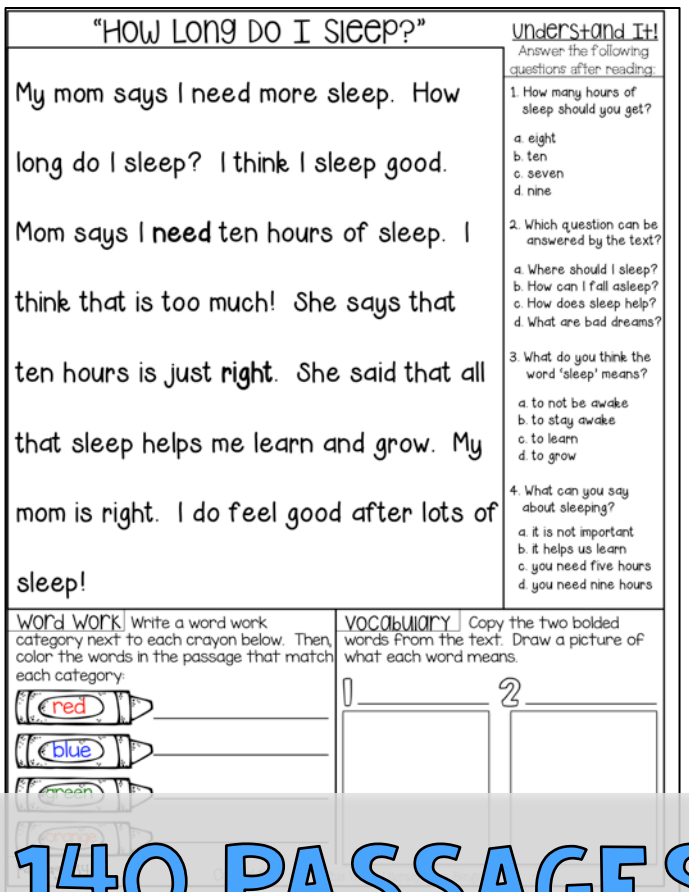
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"Food Chains"

A food chain shows the feeding relationship between all living things in a particular **habitat**. Food chains usually begin with plants, because they make their own food. Living things that make their own food can be called producers. They do not need to hunt or search for food because they make it themselves, with the help of the Sun. **Consumers** are animals that do not make their own food, but need to hunt or search for the food their bodies require. In the food chain, the first animal that eats the producer, or the plant, is called the **primary** consumer. The animal that eats the primary consumer is called the secondary consumer. The animal that eats the secondary consumer is called a third order consumer. The chain continues as the next animal is the fourth, fifth, sixth, and so on. The food chain can be thought of as a transfer of energy. All living things need energy to survive. Within a food chain, some living things create the energy (producers), while others use the energy (consumers). Here is an example of a food chain. A plant produces energy and is then eaten by an insect. The insect is eaten by a bird. The bird is eaten by a large mammal. The mammal eventually dies and **decomposes**. It is broken down and **enriches** the soil for plants to produce more energy. So the food chain is a full circle of life that is necessary for a habitat to thrive. If just one part of the food chain fails, the entire structure can fall apart. Humans are at the top of the food chain, eating both plants and animals to gain energy. Each part of the food chain is important for all living things.

Passage 33

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"How Long Do I Sleep?"

My mom says I need more sleep. How long do I sleep? I think I sleep good. Mom says I **need** ten hours of sleep. I think that is too much! She says that ten hours is just **right**. She said that all that sleep helps me learn and grow. My mom is right. I do feel good after lots of sleep!

Understand It! Answer the following questions after reading:

1. How many hours of sleep should you get?
a. eight
b. ten
c. seven
d. nine

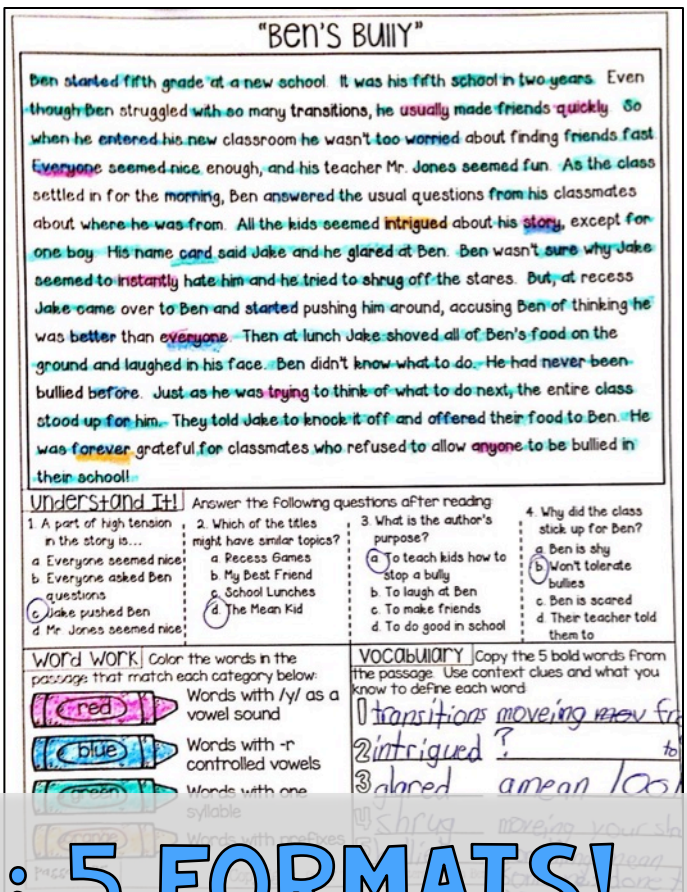
2. Which question can be answered by the text?
a. Where should I sleep?
b. How can I fall asleep?
c. How does sleep help?
d. What are bad dreams?

3. What do you think the word 'sleep' means?
a. to not be awake
b. to stay awake
c. to learn
d. to grow

4. What can you say about sleeping?
a. it is not important
b. it helps us learn
c. you need five hours
d. you need nine hours

Word Work: Write a word work category next to each crayon below. Then, color the words in the passage that match each category:
- red — _____
- blue — _____
- green — _____

Vocabulary: Copy the two bolded words from the text. Draw a picture of what each word means.
1. _____ 2. _____


"Ben's Bully"

Ben started fifth grade at a new school. It was his fifth school in two years. Even though Ben struggled with so many transitions, he usually made friends quickly. So when he entered his new classroom he wasn't too worried about finding friends fast. Everyone seemed nice enough, and his teacher Mr. Jones seemed fun. As the class settled in for the morning, Ben answered the usual questions from his classmates about where he was from. All the kids seemed intrigued about his story, except for one boy. His name card said Jake and he glared at Ben. Ben wasn't sure why Jake seemed to instantly hate him and he tried to shrug off the stares. But, at recess Jake came over to Ben and started pushing him around, accusing Ben of thinking he was better than everyone. Then at lunch Jake shoved all of Ben's food on the ground and laughed in his face. Ben didn't know what to do. He had never been bullied before. Just as he was trying to think of what to do next, the entire class stood up for him. They told Jake to knock it off and offered their food to Ben. He was forever grateful for classmates who refused to allow anyone to be bullied in their school!

Understand It! Answer the following questions after reading:

1. A part of high tension in the story is...
a. Everyone seemed nice
b. Everyone asked Ben questions
c. Jake pushed Ben
d. Mr. Jones seemed nice

2. Which of the titles might have similar topics?
a. Recess Games
b. My Best Friend
c. School Lunches
d. The Mean Kid

3. What is the author's purpose?
a. To teach kids how to stop a bully
b. To laugh at Ben
c. To make friends
d. To do good in school

4. Why did the class stick up for Ben?
a. Ben is shy
b. Won't tolerate bullies
c. Ben is scared
d. Their teacher told them to

Word Work: Color the words in the passage that match each category below:
- red — Words with /y/ as a vowel sound
- blue — Words with -r controlled vowels
- green — Words with one syllable

Vocabulary: Copy the 5 bold words from the passage. Use context clues and what you know to define each word
1. transitions — moving
2. intrigued — ?
3. glared — mean look

140 PASSAGES: 5 FORMATS!

"Tightrope Walking"

Jacob didn't know what tightrope walking or high-wire tricks were until his teacher read a book about it. He just couldn't picture someone walking on a rope. It seemed so dangerous and impossible. But after learning about what Philippe Petit did in 1974, Jacob was **hooked**! In the book, Philippe Petit dreamed of securing his tightrope between two skyscrapers that used to be the tallest buildings in New York City. At the time, The World Trade Center Twin Towers were almost finished being built. One night, Philippe and some friends **pretended** to be construction workers and snuck into the buildings. They had to walk a quarter mile up the stairs to the very top of both buildings. Once up top, they **secured** the tightrope to one building and threw the other end of the rope to friends waiting **atop** the other building. By morning, the tightrope was ready. Philippe walked out between the towers. The cars below looked like ants. He started doing high-wire tricks when someone on the sidewalks below spotted him. Soon, the police arrived. But no one could go out on the rope to bring Philippe to jail. Eventually, Philippe decided he would walk back and accept his **fate**. A judge ordered him to perform in the city for free. Jacob now dreams of walking a tightrope, just like Philippe Petit.

Understand It! Answer the following questions after reading:

1. What happened right after the police came?
   a. Philippe got down
   b. Philippe walked some more
   c. Philippe ran away
   d. The police went on the tightrope
2. Which is true about the passage?
   a. Philippe was brave
   b. Jacob does not like tightrope walking
   c. Philippe was not brave
   d. Philippe went to jail
3. What did Jacob first think about tightropes?
   a. they were awesome
   b. they were easy
   c. they were dangerous
   d. they were boring
4. What is the mood in the middle of the passage?
   a. relaxing
   b. uneventful
   c. high tension
   d. funny

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

- red — Words with silent letters
- blue — Prepositional phrases
- green — Words with VC-e spelling patterns

Vocabulary Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1. _____
2. _____
3. _____

"The Big Ride"

Ethan went to the **fair**. There was a big ride. Ethan wanted to go on it. His mom said no. Ethan begged her. He said that he was not scared. He said he will be safe. He said it will be fun. Ethan did not stop **begging**. His mom said yes. Ethan went on the ride. He had the best time ever!



Passage 30

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"Standing Up For Sammy"

Sammy was teased every day since kindergarten. So when he started his fifth grade year he braced himself for more teasing. The other kids didn't seem to understand that Sammy was special and that he was a really amazing friend. None of the kids ever **bothered** to talk with Sammy. They just made fun of him because he talked different; he walked strange; and he was always smiling. Sammy **pretended** that it didn't bother him what the other kids thought of him. He tried to tell himself that their opinions of him didn't matter. But deep down inside, Sammy felt a deep sadness because he knew no one wanted to be his friend. Sammy was not surprised when the boys started teasing him as soon as he neared the door to his new classroom. What did surprise Sammy was a strange new boy's voice from behind, **defending** Sammy. "Leave him alone! Why are you even teasing him? He seems like a nice guy to me," the voice yelled. All the boys, including Sammy, whirled around and stared at the new boy. Their mouths were all hanging open in shock. "My name is Charlie," the new kid said, "and if you mess with this guy anymore, it means you're messing with me too." He then put his arm around Sammy and **strutted** into the classroom. Even though no one knew who Charlie was, he walked **confidently** into the room like he was the teacher. He sat right next to Sammy. He ate lunch with him and played at recess with him. By the end of the first week of fifth grade everyone was really getting to know Sammy, and Charlie. And Sammy was never teased for the entire year.

Understand It! Answer the following questions after reading:

1. Which event had the highest tension?
   a. hearing a new voice
   b. talking about school
   c. eating lunch
   d. playing at recess
2. What is the genre of this passage?
   a. mystery
   b. science fiction
   c. realistic fiction
   d. informational
3. The main setting of the passage was...?
   a. Sammy's home
   b. the lunch room
   c. the playground
   d. the school hallway
4. When Charlie came to school he _____ Sammy.
   a. defended
   b. made fun of
   c. ignored
   d. laughed at

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

- red — Short vowel patterns in 3+ syllable words
- blue — Words with 3 consonant clusters
- green — Words with suffixes
- orange — Words that begin or end with r-controlled vowels

Vocabulary Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1. _____
2. _____
3. _____
4. _____
5. _____

"How Long Do I Sleep?"

My mom says I need more sleep. How long do I sleep? I think I sleep good. Mom says I **need** ten hours of sleep. I think that is too much! She says that ten hours is just **right**. She said that all at sleep helps me learn and grow. My m is right. I do feel good after lots of ep!

Understand It! Answer the following questions after reading:

1. How many hours of sleep should you get?
   a. eight
   b. ten
   c. seven
   d. nine
2. Which question can be answered by the text?
   a. Where should I sleep?
   b. How can I fall asleep?
   c. How does sleep help?
   d. What are bad dreams?
3. What do you think the word 'sleep' means?
   a. to not be awake
   b. to stay awake
   c. to learn
   d. to grow
4. What can you say about sleeping?
   a. it is not important
   b. it helps us learn
   c. you need five hours
   d. you need nine hours

Word Work Write a word work ry next to each crayon below. Then, he words in the passage that match tegory:

- d
- e
- n
- e

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

1. _____
2. _____

READING PASSAGES!

"The Time Capsule"

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).

Our Saturday morning began like any other ordinary weekend morning. My mom was busy	14
running my sister and I to soccer games and dance practice. But the day got very	30
interesting when my mom stopped the car to get the mail. There was a huge package	46
waiting at the mailbox. "Is that for me?" I screamed. My grandparents live on the other	62
side of the country, and they send us packages all the time. I love getting them in the mail!	81
"No, it's for me Kate," my mom said, surprised. We rushed her inside and waited impatiently	97
for her to open it. "Rip it open mom!" my sister and I both screeched at the same time. My	117
mom carefully opened the package. On the very top was a handwritten letter addressed to	131
Debbie Soyer. Soyer is my mom's maiden name, so I knew it must be from someone in her	149
past. My mom read the letter in silence, putting her hand on her chest and gasping in	167
surprised shock. "Who is it from?" we begged her to tell us. My mom explained that her	184
fifth grade teacher had the class bring in items that were important to them at the time.	201
She promised to mail them in a time capsule 20 years later if she could find where they	219
were living. I thought it was remarkable that my mom's teacher saved all this stuff from 20	236
years ago! My mom's time capsule included a nasty pack of gum, a picture of her with a	254
really bad perm, some creepy little doll, and an old book. My mom told us stories as she	272
pulled each piece out of the box. I don't think I've ever seen her that happy. I'm going to	291
school on Monday and asking my teacher if she'll make us times capsules in 20 years too!	308

1st Read:	2nd Read:	3rd Read:
Time: _____	Time: _____	Time: _____
# of Errors: _____	# of Errors: _____	# of Errors: _____
# of SC: _____	# of SC: _____	# of SC: _____
Rate & Tone: 1 2 3 4 (Circle One)	Rate & Tone: 1 2 3 4 (Circle One)	Rate & Tone: 1 2 3 4 (Circle One)

"I Like to Camp"

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).

My name is Grace. I like to camp. I	9
go camping with my mom and dad.	16
One time we did not bring our tent.	24
We had to sleep on the dirt. I was	33
scared. But my dad was not. He	40
said we were safe. My dad was	47
brave. He kept me safe. We did not	55
forget our tent ever again!	60

1st Read:	2nd Read:	3rd Read:
Time: _____	Time: _____	Time: _____
# of Errors: _____	# of Errors: _____	# of Errors: _____
# of SC: _____	# of SC: _____	# of SC: _____
Rate & Tone: 1 2 3 4 (Circle One)	Rate & Tone: 1 2 3 4 (Circle One)	Rate & Tone: 1 2 3 4 (Circle One)

140 RUNNING RECORDS!

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...		
Process Long Sentences	Which sentence was the longest in this passage? Explain each part.		
Make Comparisons	Compare how the day started and how the day ended.		
Changing Perspectives	How did Kate change her thinking about school after her mom got the capsule?		
Analyze Characters	What do you think about Kate's mom's teacher? Explain your thinking.		

Comprehension Score: _____ /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

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...		
Identify the Story Problem	What was the problem in the story? How do you know?		
Identify Character Actions	What did Grace do in the story? Why do you think she did that?		
Define New Words	What do you think 'safe' means? Why do you think it means that?		
Identify the Setting	Where does the story take place? How do you know?		

Comprehension Score: _____ /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

Vocabulary: Give one point for each of the 2 vocabulary words correctly defined.

COMPREHENSION CHECKS!

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: _____

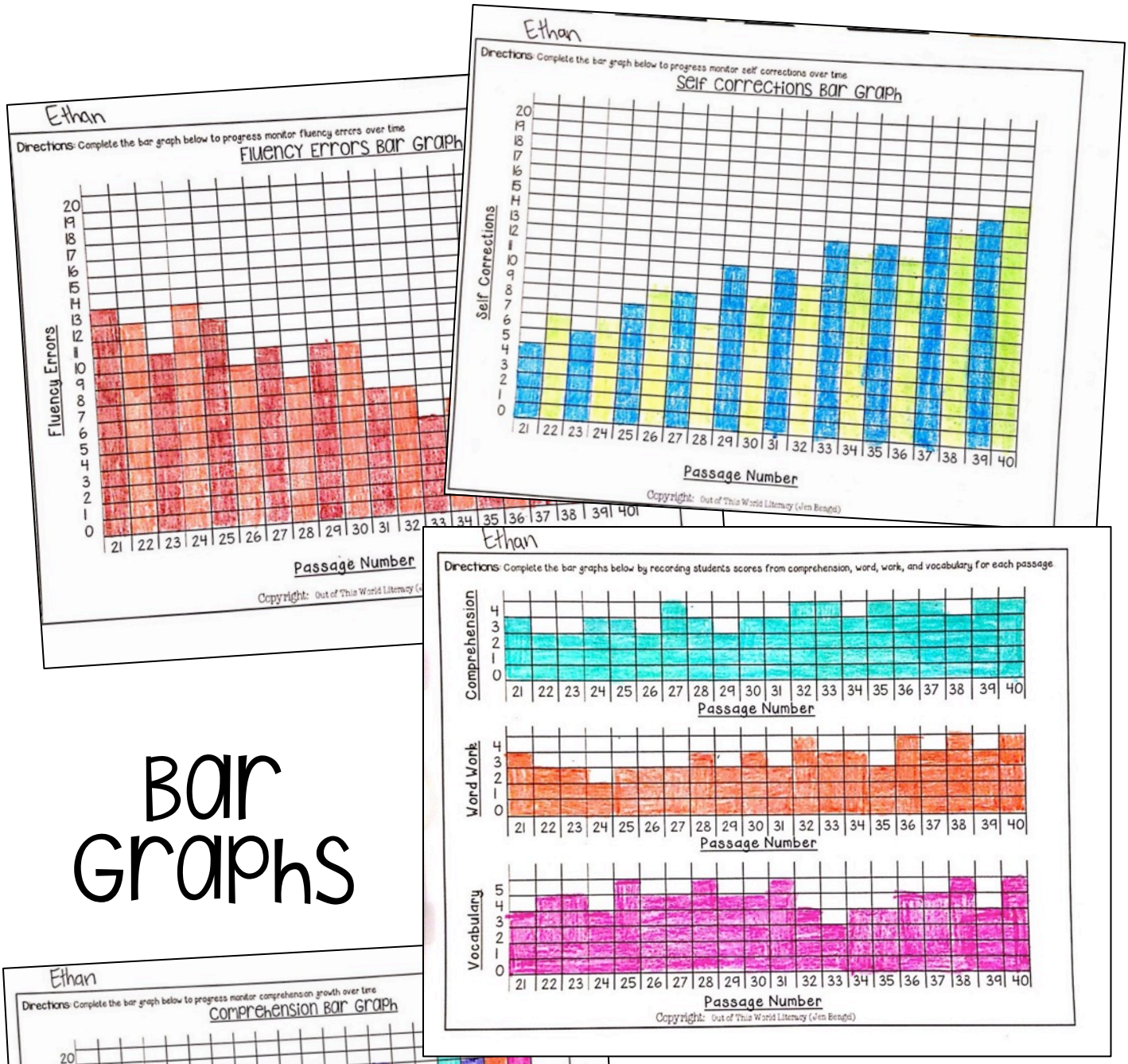
Directions: Record the overall fluency, comprehension, word work, and vocabulary scores

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

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or individual student

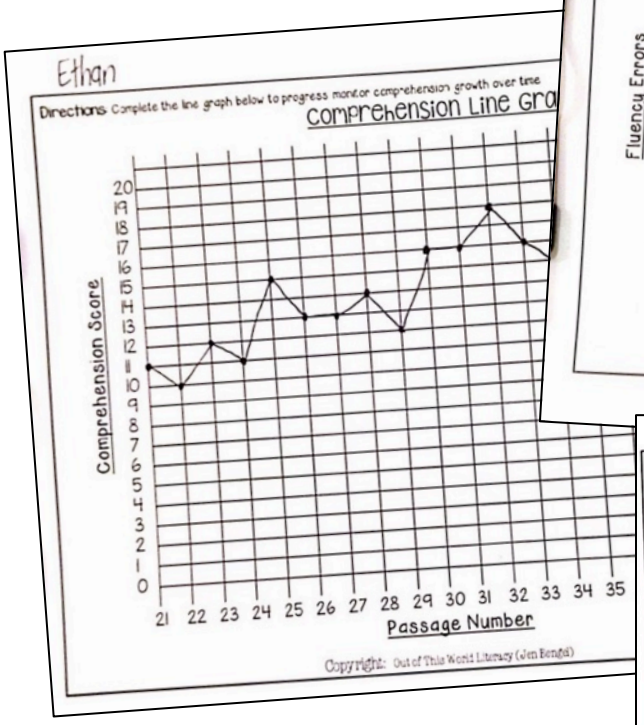
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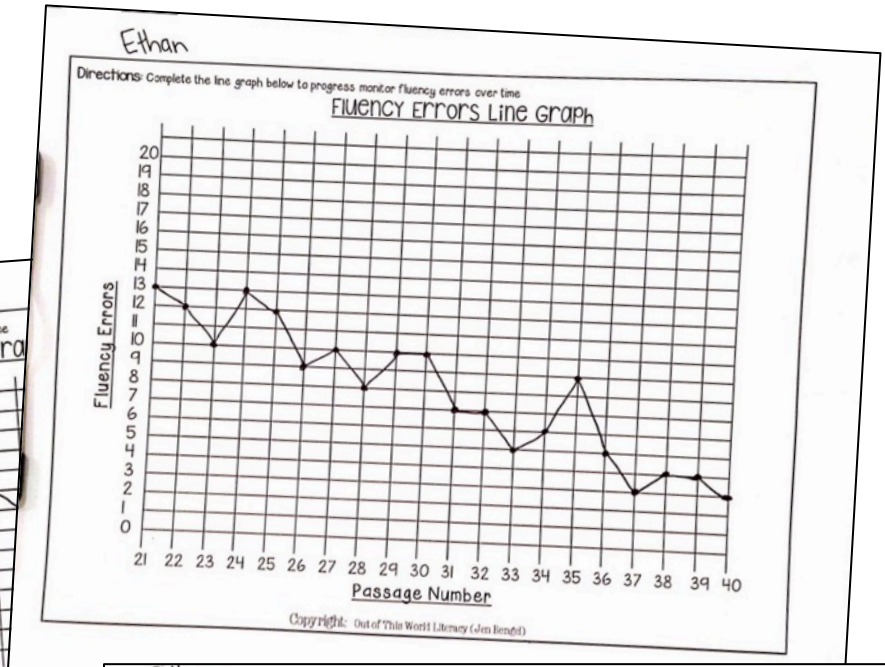


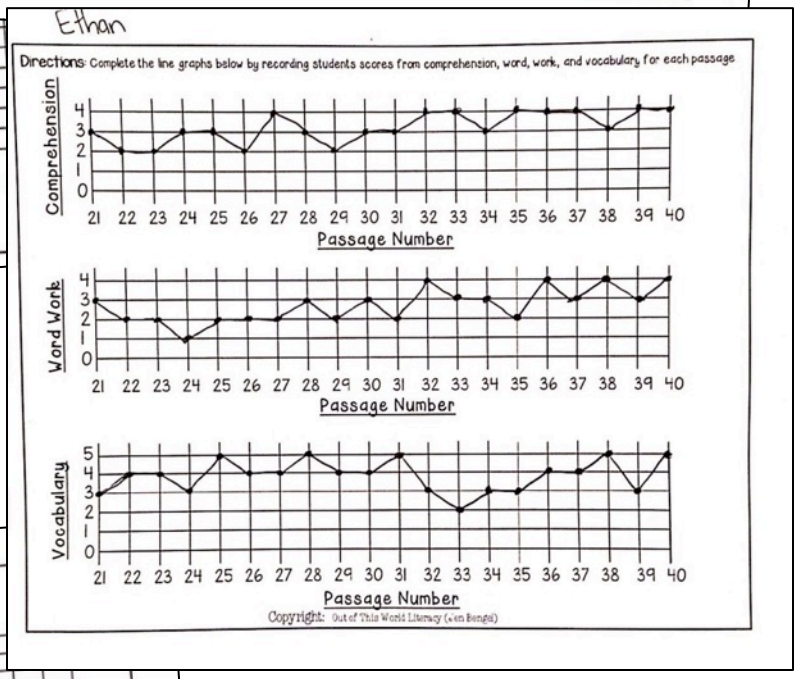
Bar Graphs

progress Monitoring!!

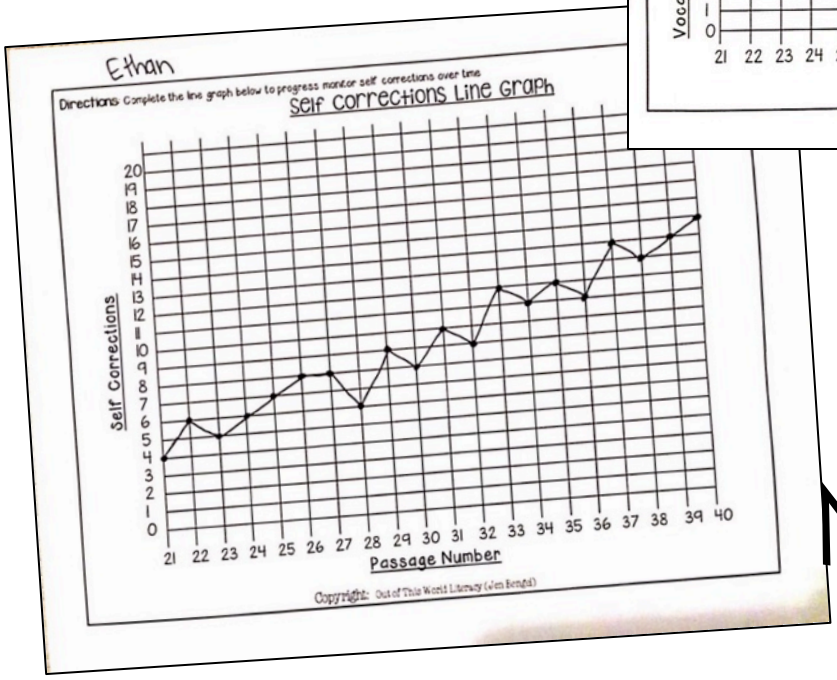
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Line Graphs



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

***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
21	I Like to Camp	60	1. Identify the Story Problem 2. Identify Character Traits 3. Define New Words 4. Identify the Setting	1. Words with the letter /c/ 2. Words with the short /a/ sound 3. Words with two vowels 4. Words that end with /t/	1. tent 2. sleep
22	Mice Like Cheese	58	1. Identify the Story Problem 2. Identify Character Traits 3. Define New Words 4. Identify the Setting	1. Words with the letter /c/ 2. Words with the short /a/ sound 3. Words with two vowels 4. Words that end with /t/	1. yard 2. hole
23	My Dog Lost His Ball	66	1. Identify the Story Problem 2. Identify Character Traits 3. Define New Words 4. Identify the Setting	1. Words with the letter /c/ 2. Words with the short /a/ sound 3. Words with two vowels 4. Words that end with /t/	1. plays 2. lost
24	The First Fishing Trip	62	1. Identify the Story Problem 2. Identify Character Traits 3. Define New Words 4. Identify the Setting	1. Words with the letter /c/ 2. Words with the short /a/ sound 3. Words with two vowels 4. Words that end with /t/	1. trip 2. excited
25	My Best Friend Lives Next Door	52	1. Identify the Story Problem 2. Identify Character Traits 3. Define New Words 4. Identify the Setting	1. Words with the letter /c/ 2. Words with the short /a/ sound 3. Words with two vowels 4. Words that end with /t/	1. funny 2. together

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
26	The Super Puppy	57	1. Identify the Story Solution 2. Identify Character Thoughts 3. Follow Events of Plot 4. Form Opinions About Characters	1. Words with the letter /r/ 2. Words with the short /e/ sound 3. Words with 3 letters 4. Words that end with /n/	1. tricks 2. slipped
27	The Big Tree House	55	1. Identify the Story Solution 2. Identify Character Thoughts 3. Follow Events of Plot 4. Form Opinions About Characters	1. Words with the letter /r/ 2. Words with the short /e/ sound 3. Words with 3 letters 4. Words that end with /n/	1. finish 2. wait
28	I am so Smart	66	1. Identify the Story Solution 2. Identify Character Thoughts 3. Follow Events of Plot 4. Form Opinions About Characters	1. Words with the letter /r/ 2. Words with the short /e/ sound 3. Words with 3 letters 4. Words that end with /n/	1. smart 2. hard
29	Sophie Gets a Haircut	57	1. Identify the Story Solution 2. Identify Character Thoughts 3. Follow Events of Plot 4. Form Opinions About Characters	1. Words with the letter /r/ 2. Words with the short /e/ sound 3. Words with 3 letters 4. Words that end with /n/	1. haircut 2. little
30	The Big Ride	62	1. Identify the Story Solution 2. Identify Character Thoughts 3. Follow Events of Plot 4. Form Opinions About Characters	1. Words with the letter /r/ 2. Words with the short /e/ sound 3. Words with 3 letters 4. Words that end with /n/	1. fair 2. begging

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
31	What Plants Need to Grow	51	1. Remember Important Information 2. Ask Questions to Learn More 3. Define New Words 4. Draw Conclusions	1. Words with the letter /l/ 2. Words with the short /i/ sound 3. Words that are nouns 4. Words that end with /d/	1. grow 2. strong
32	What Bees Do	54	1. Remember Important Information 2. Ask Questions to Learn More 3. Define New Words 4. Draw Conclusions	1. Words with the letter /l/ 2. Words with the short /i/ sound 3. Words that are nouns 4. Words that end with /d/	1. busy 2. sip
33	Diggers	54	1. Remember Important Information 2. Ask Questions to Learn More 3. Define New Words 4. Draw Conclusions	1. Words with the letter /l/ 2. Words with the short /i/ sound 3. Words that are nouns 4. Words that end with /d/	1. lift 2. carry
34	How Long Do I Sleep?	62	1. Remember Important Information 2. Ask Questions to Learn More 3. Define New Words 4. Draw Conclusions	1. Words with the letter /l/ 2. Words with the short /i/ sound 3. Words that are nouns 4. Words that end with /d/	1. need 2. right
35	How to Walk in School	60	1. Remember Important Information 2. Ask Questions to Learn More 3. Define New Words 4. Draw Conclusions	1. Words with the letter /l/ 2. Words with the short /i/ sound 3. Words that are nouns 4. Words that end with /d/	1. line 2. still

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
36	Monkeys are Silly	49	1. Identify Theme 2. Descriptive Language 3. Describe the Main Idea 4. Form Opinions	1. Words with the letter /h/ 2. Words with the short /o/ sound 3. Words that show action 4. Words that end with /g/	1. swing 2. bushes
37	What is a Best Friend?	57	1. Identify Theme 2. Descriptive Language 3. Describe the Main Idea 4. Form Opinions	1. Words with the letter /h/ 2. Words with the short /o/ sound 3. Words that show action 4. Words that end with /g/	1. laughs 2. hugs
38	How to Catch a Bug	61	1. Identify Theme 2. Descriptive Language 3. Describe the Main Idea 4. Form Opinions	1. Words with the letter /h/ 2. Words with the short /o/ sound 3. Words that show action 4. Words that end with /g/	1. net 2. jar
39	Is Junk Food Bad?	60	1. Identify Theme 2. Descriptive Language 3. Describe the Main Idea 4. Form Opinions	1. Words with the letter /h/ 2. Words with the short /o/ sound 3. Words that show action 4. Words that end with /g/	1. taste 2. stomach
40	Brush Your Teeth!	58	1. Identify Theme 2. Descriptive Language 3. Describe the Main Idea 4. Form Opinions	1. Words with the letter /h/ 2. Words with the short /o/ sound 3. Words that show action 4. Words that end with /g/	1. brush 2. sick

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Daily Intervention Program

***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
21	One Very Bad Day	117	1. Story Theme 2. Add Details 3. Retell Most Important Part 4. Form Opinions of Characters	1. Words that start with /r/ 2. Words with four letters 3. Words with the long /a/ sound 4. Words with -ar, -er, -or, -ir, or -ur	1. different 2. hurry 3. grabbed 4. missed 5. over
22	Time for Summer	105	1. Story Theme 2. Add Details 3. Retell Most Important Part 4. Form Opinions of Characters	1. Words that start with /r/ 2. Words with four letters 3. Words with the long /a/ sound 4. Words with -ar, -er, -or, -ir, or -ur	1. waited 2. excited 3. rushed 4. pointed 5. forced
23	Hazel Lost Her Teddy Bear	111	1. Story Theme 2. Add Details 3. Retell Most Important Part 4. Form Opinions of Characters	1. Words that start with /r/ 2. Words with four letters 3. Words with the long /a/ sound 4. Words with -ar, -er, -or, -ir, or -ur	1. everywhere 2. under 3. without 4. brave 5. calmed
24	Molly's Tooth	114	1. Story Theme 2. Add Details 3. Retell Most Important Part 4. Form Opinions of Characters	1. Words that start with /r/ 2. Words with four letters 3. Words with the long /a/ sound 4. Words with -ar, -er, -or, -ir, or -ur	1. wiggle 2. started 3. landed 4. screamed 5. proud
25	There Was No TV?	104	1. Story Theme 2. Add Details 3. Retell Most Important Part 4. Form Opinions of Characters	1. Words that start with /r/ 2. Words with four letters 3. Words with the long /a/ sound 4. Words with -ar, -er, -or, -ir, or -ur	1. listen 2. true 3. favorite 4. imagination 5. build

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
26	No More Rules	114	1. Identify Elements of Fantasy 2. Other Solutions 3. Change Predictions 4. Find Describing Words	1. Words that start with /g/ 2. Words that end with /s/ 3. Words with the long /e/ sound 4. Words with 2 consonants together	1. trouble 2. follow 3. waved 4. sprinted 5. saved
27	The Fairy and the Queen	109	1. Identify Elements of Fantasy 2. Other Solutions 3. Change Predictions 4. Find Describing Words	1. Words that start with /g/ 2. Words that end with /s/ 3. Words with the long /e/ sound 4. Words with 2 consonants together	1. broke 2. sparkly 3. filled 4. falling 5. ceiling
28	The Magic Crayons	105	1. Identify Elements of Fantasy 2. Other Solutions 3. Change Predictions 4. Find Describing Words	1. Words that start with /g/ 2. Words that end with /s/ 3. Words with the long /e/ sound 4. Words with 2 consonants together	1. drew 2. nervous 3. special 4. everything 5. pictured
29	I Can Not Eat That!	106	1. Identify Elements of Fantasy 2. Other Solutions 3. Change Predictions 4. Find Describing Words	1. Words that start with /g/ 2. Words that end with /s/ 3. Words with the long /e/ sound 4. Words with 2 consonants together	1. tried 2. yelled 3. kidding 4. serious 5. bite
30	The Missing Treasure	106	1. Identify Elements of Fantasy 2. Other Solutions 3. Change Predictions 4. Find Describing Words	1. Words that start with /g/ 2. Words that end with /s/ 3. Words with the long /e/ sound 4. Words with 2 consonants together	1. pretend 2. treasure 3. believe 4. search 5. adventure

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
31	All About Cheetahs	108	1. Facts in the Middle 2. Solve New Words 3. Use Background Knowledge 4. Identify New Learning	1. Words that start with /d/ 2. Words with two vowels together 3. Words with the long /i/ sound 4. Compound Words	1. large 2. fastest 3. turn 4. hunt 5. group
32	What Can We Do When We Are Angry?	115	1. Facts in the Middle 2. Solve New Words 3. Use Background Knowledge 4. Identify New Learning	1. Words that start with /d/ 2. Words with two vowels together 3. Words with the long /i/ sound 4. Compound Words	1. angry 2. breath 3. relax 4. calm 5. share
33	What Do We Do With a Big Idea?	116	1. Facts in the Middle 2. Solve New Words 3. Use Background Knowledge 4. Identify New Learning	1. Words that start with /d/ 2. Words with two vowels together 3. Words with the long /i/ sound 4. Compound Words	1. idea 2. inventing 3. forget 4. plan 5. action
34	What Does it Mean to Forgive?	108	1. Facts in the Middle 2. Solve New Words 3. Use Background Knowledge 4. Identify New Learning	1. Words that start with /d/ 2. Words with two vowels together 3. Words with the long /i/ sound 4. Compound Words	1. forgive 2. always 3. sometimes 4. decide 5. try
35	Think About It	114	1. Facts in the Middle 2. Solve New Words 3. Use Background Knowledge 4. Identify New Learning	1. Words that start with /d/ 2. Words with two vowels together 3. Words with the long /i/ sound 4. Compound Words	1. think 2. sorry 3. sound 4. feelings 5. stop

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
36	What is a Family?	108	1. Ask Questions 2. Words with Similar Meanings 3. Identify Topic Sentence 4. Words and Spelling Patterns	1. Words that start with /m/ 2. Words with a vowel-consonant-e pattern 3. Words with the long /o/ or /u/ sound 4. The that start with 2 consonants	1. family 2. parent 3. same 4. together 5. home
37	Why Adults Have Jobs	117	1. Ask Questions 2. Words with Similar Meanings 3. Identify Topic Sentence 4. Words and Spelling Patterns	1. Words that start with /m/ 2. Words with a vowel-consonant-e pattern 3. Words with the long /o/ or /u/ sound 4. The that start with 2 consonants	1. adults 2. jobs 3. earn 4. bills 5. need
38	How to Fix a Problem	110	1. Ask Questions 2. Words with Similar Meanings 3. Identify Topic Sentence 4. Words and Spelling Patterns	1. Words that start with /m/ 2. Words with a vowel-consonant-e pattern 3. Words with the long /o/ or /u/ sound 4. The that start with 2 consonants	1. fix 2. problem 3. forget 4. fight 5. mistakes
39	Tattle or Tell	109	1. Ask Questions 2. Words with Similar Meanings 3. Identify Topic Sentence 4. Words and Spelling Patterns	1. Words that start with /m/ 2. Words with a vowel-consonant-e pattern 3. Words with the long /o/ or /u/ sound 4. The that start with 2 consonants	1. tattling 2. telling 3. important 4. accident 5. think
40	What is a Newspa-per?	104	1. Ask Questions 2. Words with Similar Meanings 3. Identify Topic Sentence 4. Words and Spelling Patterns	1. Words that start with /m/ 2. Words with a vowel-consonant-e pattern 3. Words with the long /o/ or /u/ sound 4. The that start with 2 consonants	1. folded 2. buy 3. weather 4. theater 5. area

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Daily Intervention Program

***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
21	A Day at the Beach	158	1. Understand conclusions 2. Character Traits 3. Background knowledge 4. Share opinions	1. Compound words 2. Words with 3 joined consonants 3. Words that end in -ed 4. Transition words	1. favorite 2. serious 3. stared 4. towers 5. promises
22	The Tree House	164	1. Understand conclusions 2. Character Traits 3. Background knowledge 4. Share opinions	1. Compound words 2. Words with 3 joined consonants 3. Words that end in -ed 4. Transition words	1. average 2. mostly 3. local 4 decided 5. puzzle
23	Rain Surfing	152	1. Understand conclusions 2. Character Traits 3. Background knowledge 4. Share opinions	1. Compound words 2. Words with 3 joined consonants 3. Words that end in -ed 4. Transition words	1. downpours 2. notice 3. soaks 4. delight 5. agree
24	The Snow Globe Collection	152	1. Understand conclusions 2. Character Traits 3. Background knowledge 4. Share opinions	1. Compound words 2. Words with 3 joined consonants 3. Words that end in -ed 4. Transition words	1. collecting 2. memory 3. shoved 4. crashed 5. raced
25	The Day Our Bus Broke Down	170	1. Understand conclusions 2. Character Traits 3. Background knowledge 4. Share opinions	1. Compound words 2. Words with 3 joined consonants 3. Words that end in -ed 4. Transition words	1. understand 2. moment 3. crowd 4. shelter 5. squeezed
26	My Family is Huge	162	1. Series of Events 2. Rereading 3. Changing perspective 4. Story mood	1. Words with silent letters 2. Words with 2 vowels together 3. Words with VC-e spelling patterns 4. Words that end in 2 consonants	1. realized 2. starters 3. public 4. proud 5. visiting

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
27	I Live in a Big City	169	1. Series of Events 2. Rereading 3. Changing perspective 4. Story mood	1. Words with silent letters 2. Words with 2 vowels together 3. Words with VC-e spelling patterns 4. Words that end in 2 consonants	1. apartment 2. museums 3. benefits 4. blizzard 5. country
28	My Family Tree	160	1. Series of Events 2. Rereading 3. Changing perspective 4. Story mood	1. Words with silent letters 2. Words with 2 vowels together 3. Words with VC-e spelling patterns 4. Words that end in 2 consonants	1. ancestors 2. begged 3. history 4. relatives 5. trunk
29	The Ugly Insect	152	1. Series of Events 2. Rereading 3. Changing perspective 4. Story mood	1. Words with silent letters 2. Words with 2 vowels together 3. Words with VC-e spelling patterns 4. Words that end in 2 consonants	1. roam 2. opposite 3. attention 4. inched 5. studied
30	The Brave Little Turtle	163	1. Series of Events 2. Rereading 3. Changing perspective 4. Story mood	1. Words with silent letters 2. Words with 2 vowels together 3. Words with VC-e spelling patterns 4. Words that end in 2 consonants	1. rising 2. shore 3. scooted 4. wondered 5. relieved
31	Oceans and Continents	144	1. Identify Key Vocabulary 2. Compare texts 3. Author's Purpose 4. Understand New Learning	1. Words with /y/ as a vowel sound 2. Words with -r controlled vowels 3. Words with one syllable 4. Words with prefixes	1. globe 2. continents 3. oceans 4. separate 5. surface
32	George Washington	135	1. Identify Key Vocabulary 2. Compare texts 3. Author's Purpose 4. Understand New Learning	1. Words with /y/ as a vowel sound 2. Words with -r controlled vowels 3. Words with one syllable 4. Words with prefixes	1. famous 2. popular 3. leader 4. elected 5. traditions

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
33	All About Ancestors	144	1. Identify Key Vocabulary 2. Compare texts 3. Author's Purpose 4. Understand New Learning	1. Words with /y/ as a vowel sound 2. Words with -r controlled vowels 3. Words with one syllable 4. Words with prefixes	1. oldest 2. immigrated 3. forced 4. important 5. past
34	What is a Democracy	153	1. Identify Key Vocabulary 2. Compare texts 3. Author's Purpose 4. Understand New Learning	1. Words with /y/ as a vowel sound 2. Words with -r controlled vowels 3. Words with one syllable 4. Words with prefixes	1. democracy 2. ruler 3. maximum 4. maintain 5. duty
35	How to Read a Globe	162	1. Identify Key Vocabulary 2. Compare texts 3. Author's Purpose 4. Understand New Learning	1. Words with /y/ as a vowel sound 2. Words with -r controlled vowels 3. Words with one syllable 4. Words with prefixes	1. globe 2. object 3. equator 4. imaginary 5. divided
36	Electricity	144	1. Sequence of events 2. Infer reasons for events 3. Cause and effect 4. Background knowledge	1. Words with consonant letter clusters that make one sound 2. Words with consonant clusters that blend sounds together 3. All the words that begin with a vowel 4. Words found right before a comma	1. bolt 2. entire 3. created 4. shock 5. invented
37	All About Insects	147	1. Sequence of events 2. Infer reasons for events 3. Cause and effect 4. Background knowledge	1. Words with consonant letter clusters that make one sound 2. Words with consonant clusters that blend sounds together 3. All the words that begin with a vowel 4. Words found right before a comma	1. types 2. common 3. attached 4. hatched 5. different

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
38	Albert Einstein	146	1. Sequence of events 2. Infer reasons for events 3. Cause and effect 4. Background knowledge	1. Words with consonant letter clusters that make one sound 2. Words with consonant clusters that blend sounds together 3. All the words that begin with a vowel 4. Words found right before a comma	1. scientist 2. rules 3. imagination 4. connected 5. discoveries
39	Our Four Seasons	145	1. Sequence of events 2. Infer reasons for events 3. Cause and effect 4. Background knowledge	1. Words with consonant letter clusters that make one sound 2. Words with consonant clusters that blend sounds together 3. All the words that begin with a vowel 4. Words found right before a comma	1. season 2. patterns 3. regions 4. bloom 5. temperatures
40	Sea Turtles	158	1. Sequence of events 2. Infer reasons for events 3. Cause and effect 4. Background knowledge	1. Words with consonant letter clusters that make one sound 2. Words with consonant clusters that blend sounds together 3. All the words that begin with a vowel 4. Words found right before a comma	1. special 2. ease 3. shore 4. hatch 5. crawl

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Daily Intervention Program

***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
21	The Best Place on Earth	211	1. Understand conclusions 2. Character Traits 3. Background knowledge 4. Share opinions	1. Compound words 2. Words with 3 joined consonants 3. Words that end in -ed 4. Transition words	1. jealousy 2. fantasize 3. hundredth 4. guilty 5. wandered
22	Our New Trampoline	236	1. Understand conclusions 2. Character Traits 3. Background knowledge 4. Share opinions	1. Compound words 2. Words with 3 joined consonants 3. Words that end in -ed 4. Transition words	1. eternity 2. sprinted 3. rammed 4 throbbing 5. sensation
23	If I Had a Million Dollars...	233	1. Understand conclusions 2. Character Traits 3. Background knowledge 4. Share opinions	1. Compound words 2. Words with 3 joined consonants 3. Words that end in -ed 4. Transition words	1. literally 2. essentials 3. hyped 4. responsible 5. invest
24	The Worst School Day	249	1. Understand conclusions 2. Character Traits 3. Background knowledge 4. Share opinions	1. Compound words 2. Words with 3 joined consonants 3. Words that end in -ed 4. Transition words	1. flinch 2. discovered 3. starve 4. grumbling 5. queasy
25	The Baby and The Bee	237	1. Understand conclusions 2. Character Traits 3. Background knowledge 4. Share opinions	1. Compound words 2. Words with 3 joined consonants 3. Words that end in -ed 4. Transition words	1. visualize 2. unsure 3. pleading 4. overheat 5. shattered
26	Koala Bears	235	1. Series of Events 2. Rereading 3. Changing perspective 4. Story mood	1. Words with silent letters 2. Prepositional Phrases 3. Words with VC-e spelling patterns 4. Hyphenated Words	1. pictured 2. intrigued 3. compared 4. obvious 5. assume

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
27	Kelly's Pet Pig	228	1. Series of Events 2. Rereading 3. Changing perspective 4. Story mood	1. Words with silent letters 2. Prepositional Phrases 3. Words with VC-e spelling patterns 4. Hyphenated Words	1. confessed 2. racked 3. adopting 4. invitation 5. allergic
28	Tightrope Walking	224	1. Series of Events 2. Rereading 3. Changing perspective 4. Story mood	1. Words with silent letters 2. Prepositional Phrases 3. Words with VC-e spelling patterns 4. Hyphenated Words	1. hooked 2. pretended 3. secured 4. atop 5. fate
29	Kids and Their Messy Rooms	212	1. Series of Events 2. Rereading 3. Changing perspective 4. Story mood	1. Words with silent letters 2. Prepositional Phrases 3. Words with VC-e spelling patterns 4. Hyphenated Words	1. resemble 2. randomly 3. filth 4. odor 5. lectures
30	Grandma Sue	228	1. Series of Events 2. Rereading 3. Changing perspective 4. Story mood	1. Words with silent letters 2. Prepositional Phrases 3. Words with VC-e spelling patterns 4. Hyphenated Words	1. endless 2. unlimited 3. pretend 4. customer 5. tend
31	Spelling Tests	250	1. Tension 2. Compare texts 3. Author's Purpose 4. Critique character choices	1. Words with /y/ as a vowel sound 2. Words with -r controlled vowels 3. Words with one syllable 4. Words with prefixes	1. naturally 2. flashcards 3. soundly 4. zonked 5. racks
32	The Worst Chore Ever!	224	1. Tension 2. Compare texts 3. Author's Purpose 4. Critique character choices	1. Words with /y/ as a vowel sound 2. Words with -r controlled vowels 3. Words with one syllable 4. Words with prefixes	1. despise 2. eager 3. constant 4. urge 5. overstuff
33	My Lost Puppy	223	1. Tension 2. Compare texts 3. Author's Purpose 4. Critique character choices	1. Words with /y/ as a vowel sound 2. Words with -r controlled vowels 3. Words with one syllable 4. Words with prefixes	1. unanimous 2. overjoyed 3. majority 4. stocked 5. sipping

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
34	Skate Day	227	1. Tension 2. Compare texts 3. Author's Purpose 4. Critique character choices	1. Words with /y/ as a vowel sound 2. Words with -r controlled vowels 3. Words with one syllable 4. Words with prefixes	1. petrified 2. humiliated 3. anxiety 4. confessed 5. sympathy
35	Ben's Bully	216	1. Tension 2. Compare texts 3. Author's Purpose 4. Critique character choices	1. Words with /y/ as a vowel sound 2. Words with -r controlled vowels 3. Words with one syllable 4. Words with prefixes	1. transitions 2. intrigued 3. glared 4. shrug 5. bullied
36	Trouble Sleeping	240	1. Identify key words and phrases 2. Support thinking with evidence 3. Infer reasons for character changes 4. Figurative Language	1. Words with consonant letter clusters that make one sound 2. Words with consonant clusters that blend sounds together 3. All the words that begin with a vowel 4. Words found right before a comma	1. refuses 2. shutdown 3. concentrate 4. preview 5. drift
37	The Perfect Drink	248	1. Identify key words and phrases 2. Support thinking with evidence 3. Infer reasons for character changes 4. Figurative Language	1. Words with consonant letter clusters that make one sound 2. Words with consonant clusters that blend sounds together 3. All the words that begin with a vowel 4. Words found right before a comma	1. steaming 2. brim 3. reflects 4. personality 5. contents

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
38	My Very First Business	208	1. Identify key words and phrases 2. Support thinking with evidence 3. Infer reasons for character changes 4. Figurative Language	1. Words with consonant letter clusters that make one sound 2. Words with consonant clusters that blend sounds together 3. All the words that begin with a vowel 4. Words found right before a comma	1. craved 2. income 3. broke 4. whining 5. entrepreneur
39	Jessie's Courage	233	1. Identify key words and phrases 2. Support thinking with evidence 3. Infer reasons for character changes 4. Figurative Language	1. Words with consonant letter clusters that make one sound 2. Words with consonant clusters that blend sounds together 3. All the words that begin with a vowel 4. Words found right before a comma	1. motivate 2. courage 3. confidence 4. psyche 5. dedicated
40	The Fire	234	1. Identify key words and phrases 2. Support thinking with evidence 3. Infer reasons for character changes 4. Figurative Language	1. Words with consonant letter clusters that make one sound 2. Words with consonant clusters that blend sounds together 3. All the words that begin with a vowel 4. Words found right before a comma	1. ignited 2. drought 3. sprinted 4. trembling 5. resourcefulness

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Daily Intervention Program

***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
21	The Time Capsule	308	1. Process Long Sentences 2. Make Comparisons 3. Changing Perspectives 4. Analyze Characters	1. Words with vowel pattern /oo/ 2. Words with vowel patterns /oy/, /ou/, or /ow/ 3. All plural words 4. Adjectives	1. ordinary 2. addressed 3. maiden 4. screeched 5. remarkable
22	The Food Dare	296	1. Process Long Sentences 2. Make Comparisons 3. Changing Perspectives 4. Analyze Characters	1. Words with vowel pattern /oo/ 2. Words with vowel patterns /oy/, /ou/, or /ow/ 3. All plural words 4. Adjectives	1. absolutely 2. mischievous 3. proceeded 4. gulped 5. vowed
23	My Grandpa's Totem Pole	281	1. Process Long Sentences 2. Make Comparisons 3. Changing Perspectives 4. Analyze Characters	1. Words with vowel pattern /oo/ 2. Words with vowel patterns /oy/, /ou/, or /ow/ 3. All plural words 4. Adjectives	1. tribe 2. proudly 3. etched 4. ancestors 5. generations
24	Our School Gives Back	313	1. Process Long Sentences 2. Make Comparisons 3. Changing Perspectives 4. Analyze Characters	1. Words with vowel pattern /oo/ 2. Words with vowel patterns /oy/, /ou/, or /ow/ 3. All plural words 4. Adjectives	1. community 2. popular 3. chatting 4. humongous 5. outdo
25	The Kindness Project	270	1. Process Long Sentences 2. Make Comparisons 3. Changing Perspectives 4. Analyze Characters	1. Words with vowel pattern /oo/ 2. Words with vowel patterns /oy/, /ou/, or /ow/ 3. All plural words 4. Adjectives	1. experimenting 2. positive 3. surrounded 4. atmosphere 5. environment

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
26	My Sister's Birthday	302	1. Identify Plot Tension 2. Identify Genres 3. Describe Settings 4. Critique Events	1. Short vowel patterns in 3+ syllable words 2. Words with 3 consonant clusters 3. Words with suffixes 4. Words that begin or end with -r controlled vowels	1. stale 2. tantrum 3. stubborn 4. devastated 5. treasure
27	I Won a Computer	310	1. Identify Plot Tension 2. Identify Genres 3. Describe Settings 4. Critique Events	1. Short vowel patterns in 3+ syllable words 2. Words with 3 consonant clusters 3. Words with suffixes 4. Words that begin or end with -r controlled vowels	1. register 2. scheduled 3. properties 4. reality 5. confirmed
28	The Secret Bakers	302	1. Identify Plot Tension 2. Identify Genres 3. Describe Settings 4. Critique Events	1. Short vowel patterns in 3+ syllable words 2. Words with 3 consonant clusters 3. Words with suffixes 4. Words that begin or end with -r controlled vowels	1. reveal 2. charities 3. drive-by 4. appreciate 5. sworn
29	Standing Up For Sammy	288	1. Identify Plot Tension 2. Identify Genres 3. Describe Settings 4. Critique Events	1. Short vowel patterns in 3+ syllable words 2. Words with 3 consonant clusters 3. Words with suffixes 4. Words that begin or end with -r controlled vowels	1. bothered 2. pretended 3. defending 4. strutted 5. confidently
30	The Mother's Day Near Disaster	290	1. Identify Plot Tension 2. Identify Genres 3. Describe Settings 4. Critique Events	1. Short vowel patterns in 3+ syllable words 2. Words with 3 consonant clusters 3. Words with suffixes 4. Words that begin or end with -r controlled vowels	1. experimenting 2. volunteered 3. schemed 4. downhill 5. managed

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
31	Cells to Organisms	282	1. Solve Multisyllable Words 2. Identify Supporting Details 3. Inferring other meanings 4. Asking Questions	1. Content specific words 2. Compound words 3. Words with 2 or more consonant clusters 4. Action Verbs	1. independently 2. structural 3. elaborate 4. variety 5. cures
32	What is Force?	296	1. Solve Multisyllable Words 2. Identify Supporting Details 3. Inferring other meanings 4. Asking Questions	1. Content specific words 2. Compound words 3. Words with 2 or more consonant clusters 4. Action Verbs	1. applied 2. motion 3. produces 4. revolving 5. tension
33	Food Chains	292	1. Solve Multisyllable Words 2. Identify Supporting Details 3. Inferring other meanings 4. Asking Questions	1. Content specific words 2. Compound words 3. Words with 2 or more consonant clusters 4. Action Verbs	1. habitat 2. consumers 3. primary 4. decomposes 5. enriches
34	Magnets	271	1. Solve Multisyllable Words 2. Identify Supporting Details 3. Inferring other meanings 4. Asking Questions	1. Content specific words 2. Compound words 3. Words with 2 or more consonant clusters 4. Action Verbs	1. invisible 2. assume 3. repel 4. deflect 5. display
35	Simple Machines	276	1. Solve Multisyllable Words 2. Identify Supporting Details 3. Inferring other meanings 4. Asking Questions	1. Content specific words 2. Compound words 3. Words with 2 or more consonant clusters 4. Action Verbs	1. complex 2. stiff 3. strategy 4. foundation 5. slope

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
36	The Navajo	268	1. Context Clues 2. Identify Main Ideas 3. Analyze Facts 4. Draw Conclusions	1. Words with prefixes 2. Transition words 3. Words with 4 or more vowels 4. Words with silent consonant sounds	1. dome-shaped 2. valuable 3. constructed 4. admired 5. reservation
37	The Cherokee	256	1. Context Clues 2. Identify Main Ideas 3. Analyze Facts 4. Draw Conclusions	1. Words with prefixes 2. Transition words 3. Words with 4 or more vowels 4. Words with silent consonant sounds	1. resources 2. talents 3. ceremonies 4. fortune 5. treaty
38	The Sioux	281	1. Context Clues 2. Identify Main Ideas 3. Analyze Facts 4. Draw Conclusions	1. Words with prefixes 2. Transition words 3. Words with 4 or more vowels 4. Words with silent consonant sounds	1. nomadic 2. source 3. prevalent 4. utilized 5. clever
39	The Chippewa	250	1. Context Clues 2. Identify Main Ideas 3. Analyze Facts 4. Draw Conclusions	1. Words with prefixes 2. Transition words 3. Words with 4 or more vowels 4. Words with silent consonant sounds	1. region 2. abundant 3. waterways 4. species 5. practical
40	The Chickasaw	271	1. Context Clues 2. Identify Main Ideas 3. Analyze Facts 4. Draw Conclusions	1. Words with prefixes 2. Transition words 3. Words with 4 or more vowels 4. Words with silent consonant sounds	1. reputation 2. migrated 3. framed 4. identify 5. responsible

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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
21	Teacher for the Day	277	1. Interpret Reasons for Character Feelings 2. Identify Setting 3. Notice Rising Action Events 4. Infer the Big Idea	1. Adverbs 2. Words with only the vowel /a/ 3. Words with only short vowel sounds 4. Words with the /ui/ vowel pattern	1. prestigious 2. shenanigans 3. intuition 4. bounding 5. erupted
22	Lost in the Woods	289	1. Interpret Reasons for Character Feelings 2. Identify Setting 3. Notice Rising Action Events 4. Infer the Big Idea	1. Adverbs 2. Words with only the vowel /a/ 3. Words with only short vowel sounds 4. Words with the /ui/ vowel pattern	1. outwitting 2. multitude 3. secluded 4. composure 5. mustered
23	William Worried	284	1. Interpret Reasons for Character Feelings 2. Identify Setting 3. Notice Rising Action Events 4. Infer the Big Idea	1. Adverbs 2. Words with only the vowel /a/ 3. Words with only short vowel sounds 4. Words with the /ui/ vowel pattern	1. literally 2. anguish 3. feverishly 4. divulged 5. tranquil
24	Greyson's First Rollercoaster Ride	274	1. Interpret Reasons for Character Feelings 2. Identify Setting 3. Notice Rising Action Events 4. Infer the Big Idea	1. Adverbs 2. Words with only the vowel /a/ 3. Words with only short vowel sounds 4. Words with the /ui/ vowel pattern	1. overwhelmed 2. trepidation 3. poise 4. mocked 5. declared
25	Drake's Addiction to Video Games	285	1. Interpret Reasons for Character Feelings 2. Identify Setting 3. Notice Rising Action Events 4. Infer the Big Idea	1. Adverbs 2. Words with only the vowel /a/ 3. Words with only short vowel sounds 4. Words with the /ui/ vowel pattern	1. monitor 2. banned 3. overpowering 4. disobeying 5. accountable

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
26	Family Game Night	301	1. Evaluate Characters' Actions 2. Notice how the Problem was almost Solved 3. Identify Story Climax 4. Evaluate Believability of Character	1. Linking Verbs 2. Words with only the vowel /e/ 3. Words with the /in/ pattern 4. Words with the /ou/ vowel pattern	1. devotes 2. bicker 3. hostile 4. dumbfounded 5. incident
27	Finding a Compromise	272	1. Evaluate Characters' Actions 2. Notice how the Problem was almost Solved 3. Identify Story Climax 4. Evaluate Believability of Character	1. Linking Verbs 2. Words with only the vowel /e/ 3. Words with the /in/ pattern 4. Words with the /ou/ vowel pattern	1. procrastinator 2. disheveled 3. pretentious 4. solace 5. relented
28	The Boy Who Barely Talked	281	1. Evaluate Characters' Actions 2. Notice how the Problem was almost Solved 3. Identify Story Climax 4. Evaluate Believability of Character	1. Linking Verbs 2. Words with only the vowel /e/ 3. Words with the /in/ pattern 4. Words with the /ou/ vowel pattern	1. introvert 2. ridiculing 3. sought 4. befriended 5. pry
29	Tara's Secret	281	1. Evaluate Characters' Actions 2. Notice how the Problem was almost Solved 3. Identify Story Climax 4. Evaluate Believability of Character	1. Linking Verbs 2. Words with only the vowel /e/ 3. Words with the /in/ pattern 4. Words with the /ou/ vowel pattern	1. withdrawn 2. defensive 3. reserved 4. curiosity 5. symphathy
30	Use Your Voice	273	1. Evaluate Characters' Actions 2. Notice how the Problem was almost Solved 3. Identify Story Climax 4. Evaluate Believability of Character	1. Linking Verbs 2. Words with only the vowel /e/ 3. Words with the /in/ pattern 4. Words with the /ou/ vowel pattern	1. interventionist 2. painstakingly 3. assess 4. dumbfounded 5. unimpressive

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
31	Wolfgang Mozart	268	1. Make Connections to Background Knowledge 2. Identify Culture 3. Describe Hardships 4. Follow Complex Plots	1. Words with /ph/ or /gh/ 2. Words with only the vowel /i/ 3. Words with the /is/ pattern 4. Words with the /wa/ pattern	1. phenomenal 2. composer 3. prodigy 4. indulged 5. prolific
32	Gail Borden	256	1. Make Connections to Background Knowledge 2. Identify Culture 3. Describe Hardships 4. Follow Complex Plots	1.Words with /ph/ or /gh/ 2. Words with only the vowel /i/ 3. Words with the /is/ pattern 4. Words with the /wa/ pattern	1. surveying 2. residence 3. alleviate 4. concentrate 5. dehydrated
33	Butch Cassidy	285	1. Make Connections to Background Knowledge 2. Identify Culture 3. Describe Hardships 4. Follow Complex Plots	1.Words with /ph/ or /gh/ 2. Words with only the vowel /i/ 3. Words with the /is/ pattern 4. Words with the /wa/ pattern	1. hustlers 2. prosperous 3. emulate 4. outlaws 5. pardon
34	Jack Dorsey	264	1. Make Connections to Background Knowledge 2. Identify Culture 3. Describe Hardships 4. Follow Complex Plots	1.Words with /ph/ or /gh/ 2. Words with only the vowel /i/ 3. Words with the /is/ pattern 4. Words with the /wa/ pattern	1. intrigued 2. fleets 3. dispatch 4. platform 5. superficial
35	Gabby Douglas	263	1. Make Connections to Background Knowledge 2. Identify Culture 3. Describe Hardships 4. Follow Complex Plots	1.Words with /ph/ or /gh/ 2. Words with only the vowel /i/ 3. Words with the /is/ pattern 4. Words with the /wa/ pattern	1. homesickness 2. debut 3. apparatus 4. precision 5. prestigious

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
36	The Leaning Tower of Pisa	279	1. Infer Author's Intentions 2. Ask and Answer Questions During Reading 3. Determine Author's Purpose 4. Define Words Using Context Clues	1. Words that begin with r-controlled vowels 2. Words with only the vowel /o/ 3. Words with the /un/ pattern 4. Words with the /au/ vowel pattern	1. prominent 2. restoration 3. century 4. verified 5. undoubtedly
37	All About Allergies	246	1. Infer Author's Intentions 2. Ask and Answer Questions During Reading 3. Determine Author's Purpose 4. Define Words Using Context Clues	1. Words that begin with r-controlled vowels 2. Words with only the vowel /o/ 3. Words with the /un/ pattern 4. Words with the /au/ vowel pattern	1. overreaction 2. hereditary 3. inherit 4. congestion 5. consciousness
38	The Great Wall of China	270	1. Infer Author's Intentions 2. Ask and Answer Questions During Reading 3. Determine Author's Purpose 4. Define Words Using Context Clues	1. Words that begin with r-controlled vowels 2. Words with only the vowel /o/ 3. Words with the /un/ pattern 4. Words with the /au/ vowel pattern	1. daunting 2. compacted 3. resources 4. dynasty 5. historians
39	The Hottest Place in the World	256	1. Infer Author's Intentions 2. Ask and Answer Questions During Reading 3. Determine Author's Purpose 4. Define Words Using Context Clues	1. Words that begin with r-controlled vowels 2. Words with only the vowel /o/ 3. Words with the /un/ pattern 4. Words with the /au/ vowel pattern	1. excruciatingly 2. sizzling 3. moderately 4. oasis 5. ironically
40	Why are Diamonds so Expensive?	255	1. Infer Author's Intentions 2. Ask and Answer Questions During Reading 3. Determine Author's Purpose 4. Define Words Using Context Clues	1. Words that begin with r-controlled vowels 2. Words with only the vowel /o/ 3. Words with the /un/ pattern 4. Words with the /au/ vowel pattern	1. rare 2. reserves 3. ingenious 4. tagline 5. absurdly

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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
21	The Emergency Room	290	1. Describe Main Character's Attitude 2. Define Language with Symbolic Meaning 3. Compare Perspectives 4. Build Abstract Concepts	1. Hyphenated words 2. Words with the Greek root 'gen' 3. Conjunctions 4. Words with the Latin root 'viv/mort'	1. agonizing 2. vivacious 3. malnutrition 4. suspicious 5. perspective
22	Reunited	260	1. Describe Main Character's Attitude 2. Define Language with Symbolic Meaning 3. Compare Perspectives 4. Build Abstract Concepts	1. Hyphenated words 2. Words with the Greek root 'gen' 3. Conjunctions 4. Words with the Latin root 'viv/mort'	1. poverty 2. inevitable 3. genetic 4. subconscious 5. memorialize
23	Do You See Me?	270	1. Describe Main Character's Attitude 2. Define Language with Symbolic Meaning 3. Compare Perspectives 4. Build Abstract Concepts	1. Hyphenated words 2. Words with the Greek root 'gen' 3. Conjunctions 4. Words with the Latin root 'viv/mort'	1. idolized 2. lucrative 3. prestigious 4. resented 5. citing
24	Day Off	273	1. Describe Main Character's Attitude 2. Define Language with Symbolic Meaning 3. Compare Perspectives 4. Build Abstract Concepts	1. Hyphenated words 2. Words with the Greek root 'gen' 3. Conjunctions 4. Words with the Latin root 'viv/mort'	1. mournful 2. predicament 3. scrounge 4. suffice 5. commenced
25	The bystander	278	1. Describe Main Character's Attitude 2. Define Language with Symbolic Meaning 3. Compare Perspectives 4. Build Abstract Concepts	1. Hyphenated words 2. Words with the Greek root 'gen' 3. Conjunctions 4. Words with the Latin root 'viv/mort'	1. relocating 2. befriended 3. demeanor 4. agitated 5. retaliating

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Pass #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
26	Up All Night	277	1. Interpret Dialogue 2. Identify Author's Use of Satire 3. Define Multiple Meaning Words 4. Make Connections Between Satire and Social Issues	1. Words with 4 syllables 2. Words with the Greek root 'gram/ graph' 3. Interjections 4. Words with the Latin root 'vers/vert'	1. subdue 2. marathon 3.demographics 4. undertone 5. trickling
27	Lippy Libby	264	1. Interpret Dialogue 2. Identify Author's Use of Satire 3. Define Multiple Meaning Words 4. Make Connections Between Satire and Social Issues	1. Words with 4 syllables 2. Words with the Greek root 'gram/ graph' 3. Interjections 4. Words with the Latin root 'vers/vert'	1. brutally 2. controversial 3. inadvertently 4. crude 5. flabbergasted
28	Friendly Advice	278	1. Interpret Dialogue 2. Identify Author's Use of Satire 3. Define Multiple Meaning Words 4. Make Connections Between Satire and Social Issues	1. Words with 4 syllables 2. Words with the Greek root 'gram/ graph' 3. Interjections 4. Words with the Latin root 'vers/vert'	1. extravert 2. grammatically 3. ailments 4. opinionated 5. gleefully
29	Let's Go Viral	278	1. Interpret Dialogue 2. Identify Author's Use of Satire 3. Define Multiple Meaning Words 4. Make Connections Between Satire and Social Issues	1. Words with 4 syllables 2. Words with the Greek root 'gram/ graph' 3. Interjections 4. Words with the Latin root 'vers/vert'	1. avert 2. ramifications 3. mammoth 4. cackled 5. impenetrable
30	My Parents are Ruining My Life	270	1. Interpret Dialogue 2. Identify Author's Use of Satire 3. Define Multiple Meaning Words 4. Make Connections Between Satire and Social Issues	1. Words with 4 syllables 2. Words with the Greek root 'gram/ graph' 3. Interjections 4. Words with the Latin root 'vers/vert'	1. reminiscing 2. incessantly 3. foreshadowed 4. nonnegotiable 5. escorted

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Pass #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
31	Leon Trotsky	267	1. Interpret Author's Underlying Message 2. Make Connections 3. Understand Diverse Cultures 4. Compare Current Social Issues to the Past	1. Words with 3 vowels 2. Words with the Greek root 'hydr' 3. Prepositions 4. Words with the Latin root 'pel/pul'	1. enthralled 2. revolutionary 3. exile 4. overthrown 5. impulsively
32	Abigail Adams	257	1. Interpret Author's Underlying Message 2. Make Connections 3. Understand Diverse Cultures 4. Compare Current Social Issues to the Past	1. Words with 3 vowels 2. Words with the Greek root 'hydr' 3. Prepositions 4. Words with the Latin root 'pel/pul'	1. technically 2. acquaintance 3. impair 4. artifacts 5. hypocracy
33	John Wilkes Booth	275	1. Interpret Author's Underlying Message 2. Make Connections 3. Understand Diverse Cultures 4. Compare Current Social Issues to the Past	1. Words with 3 vowels 2. Words with the Greek root 'hydr' 3. Prepositions 4. Words with the Latin root 'pel/pul'	1. heinous 2. eclectic 3. propelled 4. catastrophic 5. foiled
34	Eunice Kennedy Shriver	257	1. Interpret Author's Underlying Message 2. Make Connections 3. Understand Diverse Cultures 4. Compare Current Social Issues to the Past	1. Words with 3 vowels 2. Words with the Greek root 'hydr' 3. Prepositions 4. Words with the Latin root 'pel/pul'	1. cognitive 2. prosperous 3. inabilities 4. compelled 5. ambassador
35	Maya Lin	258	1. Interpret Author's Underlying Message 2. Make Connections 3. Understand Diverse Cultures 4. Compare Current Social Issues to the Past	1. Words with 3 vowels 2. Words with the Greek root 'hydr' 3. Prepositions 4. Words with the Latin root 'pel/pul'	1. communist 2. architecture 3. fateful 4. inscribed 5. unveiled

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Pass #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
36	The Pony Express	258	1. Acquire New Content 2. Judge the Main Topic 3. Infer Author's Opinions 4. Identify Problems from Main Topic	1. Words with only long vowel sounds 2. Words with the Greek root 'phon' 3. Adverbs 4. Words with the Latin root 'duc'	1. imperative 2. ludicrous 3. drained 4. inaugural 5. transcontinental
37	What are the Northern Lights?	288	1. Acquire New Content 2. Judge the Main Topic 3. Infer Author's Opinions 4. Identify Problems from Main Topic	1. Words with only long vowel sounds 2. Words with the Greek root 'phon' 3. Adverbs 4. Words with the Latin root 'duc'	1. magnitude 2. phony 3. incandescent 4. astronomers 5. barrage
38	The San Andreas Fault	260	1. Acquire New Content 2. Judge the Main Topic 3. Infer Author's Opinions 4. Identify Problems from Main Topic	1. Words with only long vowel sounds 2. Words with the Greek root 'phon' 3. Adverbs 4. Words with the Latin root 'duc'	1. fracture 2. horizontally 3. tectonic 4. elasticity 5. magnitude
39	The Tasmanian Devil	259	1. Acquire New Content 2. Judge the Main Topic 3. Infer Author's Opinions 4. Identify Problems from Main Topic	1. Words with only long vowel sounds 2. Words with the Greek root 'phon' 3. Adverbs 4. Words with the Latin root 'duc'	1. insatiably 2. exemplifies 3. cantankerous 4. carnivorous 5. solitary
40	Don't Mess with Hedgehogs	247	1. Acquire New Content 2. Judge the Main Topic 3. Infer Author's Opinions 4. Identify Problems from Main Topic	1. Words with only long vowel sounds 2. Words with the Greek root 'phon' 3. Adverbs 4. Words with the Latin root 'duc'	1. besieged 2. meager 3. inhibit 4. keen 5. badger

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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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