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.

*** Each passage is NOT individually leveled, however, they ***range*** from Fountas and Pinnell Levels A-D.

*** Illustrations for each text are provided at this level.

*** You may need to orally read the comprehension multiple choice questions for each passage at this level as well.

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 (2 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 includes...

1. 10 fiction reading passages with appropriate content and language for levels A-D.
2. 10 nonfiction reading passages with appropriate content and language for levels A-D.
3. Reading passages in 4 different student-friendly formats
4. Teacher/tutor fluency page with clear directions, running record with word count, and space for scoring fluency skills.
5. Targeted Comprehension questions for each passage
6. Targeted Word Work activities for each passage
7. 2 Bolded vocabulary in each passage, with space for students to draw each word.
8. Teacher/tutor comprehension, word work, and vocabulary instruction pages with space to collect data and additional comprehension questions for guided instruction.
9. Progress monitoring pages for teachers/tutors to track student growth with fluency, comprehension, word work, and vocabulary.

Complete answer keys for every passage

"Rainy School Days"

My class does not like rain. We can not play outside when it rains. It is so **boring**. We were all sad when it rained today. Then my **teacher** said it will be fun. She got new games. It was fun! We played games. Now we all want it to rain again. Then we can play games again. Rain days are fun.

Understand It!

Answer the following questions after reading:

1. What happened in the middle of the story?
   a. they went outside
   b. it did not rain
   (c) the teacher got games
   d. they ate lunch

2. Why did the class like rain days now?
   a. they were bored
   (b) the teacher got games
   c. they got snack
   d. the got to go home

3. What might happen on the next rain day?
   (a) they will play games
   b. the class will be bored
   c. they will eat lunch
   d. they will eat snack

4. What is different about the class at the end?
   a. they are still bored
   (b) they are not bored
   c. they have no games
   d. they go outside when it rains

Word Work

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

- red — Words with the letter /m/
- blue — Words that end with /ed/
- green — Words with /th/
- orange — Words that are action verbs

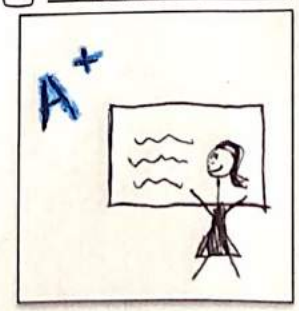
Vocabulary

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

1 boring



2 teacher



Passage 50

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Digital version included

GOOGLE™ DRIVE INSTRUCTIONS

Instructions for accessing this resource digitally

All student activities are available in digital format compatible with Google classroom. They are available in the Google Slides format.

Google Slides™:

All student and teacher pages are available through Google Slides. Students can simply add text boxes to any area they wish to type in. To access the Google Slides for this resource, copy and paste the link below into your browser.

***NOTE**: You'll need to make a copy of the folder before you can use it and make edits.

Directions:

1. Create a FREE Google Account if you do not already have one.
   - Click Here to create an account.
2. CLICK THIS LINK to download the resource to your Google drive.
3. Open the file in your Google drive and click **File > make copy.**
   * It's VERY important that you do this so that students are not changing your original copy.
4. Open the copy version and click **share link**. Make sure to choose **can view** from the drop down. Share the link with your students.
5. Once they receive the link, students need to click **File > Make a copy** in order to complete the work.
6. After completing the work, students click **share link** and share the work back with you.

Mp3 for listening to reading available



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5. Once they receive the link, students need to click **File > Make a copy** in order to complete the work.
6. After completing the work, students click **share link** and share the work back with you.

"Intervention by Grade Level"

The reading passages in this program are leveled at a end of Kindergarten/beginning of first grade average reading level. They all fall within Fountas and Pinnell's levels A-D.

Below are suggestions for which students at each grade level would greatly benefit from this program.

Kindergarten: Students who are reading and comprehending slightly above grade level (beginning of year) or on grade level (mid-end of the year) would benefit from an advanced intervention with this program.

Grade 1: Students reading slightly below grade level (beginning of year) or .5-1 year behind (end of year) would benefit from this intervention. The passages could also be used as extra practice for those reading on grade level.

Grade 2: Students reading and/or comprehending 1-2 year below grade level would benefit from this intervention.

Grade 3: Students reading and/or comprehending 2-3 years below grade level would benefit from this intervention.

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Daily Intervention Program

***The following chart lists intervention skills for each of the 20 passages in this intervention program.

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
41	Jake Ate Dog Food	60	1. Determine Reasons for Characters' Actions 2. Notice How Characters Change 3. Solve New Words 4. Compare Stories	1. Words with the letter /d/ 2. Words that end with /ay/ 3. Words with /sh/ 4. Words with one letter	1. mouth 2. cried
42	I Do NOT Want To!	59	1. Determine Reasons for Characters' Actions 2. Notice How Characters Change 3. Solve New Words 4. Compare Stories	1. Words with the letter /d/ 2. Words that end with /ay/ 3. Words with /sh/ 4. Words with one letter	1. trouble 2. stomped
43	Lucy is Bad	60	1. Determine Reasons for Characters' Actions 2. Notice How Characters Change 3. Solve New Words 4. Compare Stories	1. Words with the letter /d/ 2. Words that end with /ay/ 3. Words with /sh/ 4. Words with one letter	1. listen 2. bathtub
44	Lunch Time	53	1. Determine Reasons for Characters' Actions 2. Notice How Characters Change 3. Solve New Words 4. Compare Stories	1. Words with the letter /d/ 2. Words that end with /ay/ 3. Words with /sh/ 4. Words with one letter	1. hamburger 2. drink
45	Sweet Dreams	57	1. Determine Reasons for Characters' Actions 2. Notice How Characters Change 3. Solve New Words 4. Compare Stories	1. Words with the letter /d/ 2. Words that end with /ay/ 3. Words with /sh/ 4. Words with one letter	1. long 2. tired

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
46	The Super Frog	60	1. Identify Events in the Middle of the Story 2. Infer Why Characters Change 3. Predict What Might Happen 4. Compare Characters	1. Words with the letter /m/ 2. Words that end with /ed/ 3. Words with /th/ 4. Words that are action verbs	1. jump 2. catch
47	Friends Make Me Happy	55	1. Identify Events in the Middle of the Story 2. Infer Why Characters Change 3. Predict What Might Happen 4. Compare Characters	1. Words with the letter /m/ 2. Words that end with /ed/ 3. Words with /th/ 4. Words that are action verbs	1. together 2. outside
48	The Best Food	58	1. Identify Events in the Middle of the Story 2. Infer Why Characters Change 3. Predict What Might Happen 4. Compare Characters	1. Words with the letter /m/ 2. Words that end with /ed/ 3. Words with /th/ 4. Words that are action verbs	1. picky 2. sick
49	The Pig in the Mud	54	1. Identify Events in the Middle of the Story 2. Infer Why Characters Change 3. Predict What Might Happen 4. Compare Characters	1. Words with the letter /m/ 2. Words that end with /ed/ 3. Words with /th/ 4. Words that are action verbs	1. scary 2. splashed
50	Rainy School Days	62	1. Identify Events in the Middle of the Story 2. Infer Why Characters Change 3. Predict What Might Happen 4. Compare Characters	1. Words with the letter /m/ 2. Words that end with /ed/ 3. Words with /th/ 4. Words that are action verbs	1. boring 2. teacher

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
51	Stay Safe in the Car	58	1. Learning from Text 2. Find the Topic Sentence 3. Solve New Words 4. Facts from Text	1. Words with the letter /n/ 2. Words that end with /an/ 3. Words with /st/ 4. Conjunctions: and, or, but, so	1. wear 2. stand
52	Clean the Car	63	1. Learning from Text 2. Find the Topic Sentence 3. Solve New Words 4. Facts from Text	1. Words with the letter /n/ 2. Words that end with /an/ 3. Words with /st/ 4. Conjunctions: and, or, but, so	1. clean 2. leave
53	Germs	54	1. Learning from Text 2. Find the Topic Sentence 3. Solve New Words 4. Facts from Text	1. Words with the letter /n/ 2. Words that end with /an/ 3. Words with /st/ 4. Conjunctions: and, or, but, so	1. cover 2. sneeze
54	All About Spring	62	1. Learning from Text 2. Find the Topic Sentence 3. Solve New Words 4. Facts from Text	1. Words with the letter /n/ 2. Words that end with /an/ 3. Words with /st/ 4. Conjunctions: and, or, but, so	1. puddles 2. jump
55	Wash Your Hands	58	1. Learning from Text 2. Find the Topic Sentence 3. Solve New Words 4. Facts from Text	1. Words with the letter /n/ 2. Words that end with /an/ 3. Words with /st/ 4. Conjunctions: and, or, but, so	1. wash 2. dirty

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
56	Why We Take a Bath	64	1. Finding Importance 2. Cause and Effect 3. Classify Information 4. Infer Facts	1. Words with the letter /w/ 2. Words that end with /at/ 3. Words with /br/ 4. Words with four letters	1. slip 2. floor
57	How to Jump Rope	63	1. Finding Importance 2. Cause and Effect 3. Classify Information 4. Infer Facts	1. Words with the letter /w/ 2. Words that end with /at/ 3. Words with /br/ 4. Words with four letters	1. time 2. watch
58	Make a Worm Pie	63	1. Finding Importance 2. Cause and Effect 3. Classify Information 4. Infer Facts	1. Words with the letter /w/ 2. Words that end with /at/ 3. Words with /br/ 4. Words with four letters	1. mix 2. bowl
59	When We are Sick	60	1. Finding Importance 2. Cause and Effect 3. Classify Information 4. Infer Facts	1. Words with the letter /w/ 2. Words that end with /at/ 3. Words with /br/ 4. Words with four letters	1. sleep 2. cuddle
60	What to Pack	57	1. Finding Importance 2. Cause and Effect 3. Classify Information 4. Infer Facts	1. Words with the letter /w/ 2. Words that end with /at/ 3. Words with /br/ 4. Words with four letters	1. pack 2. cold

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Teacher Page

"Tips for Fluency"

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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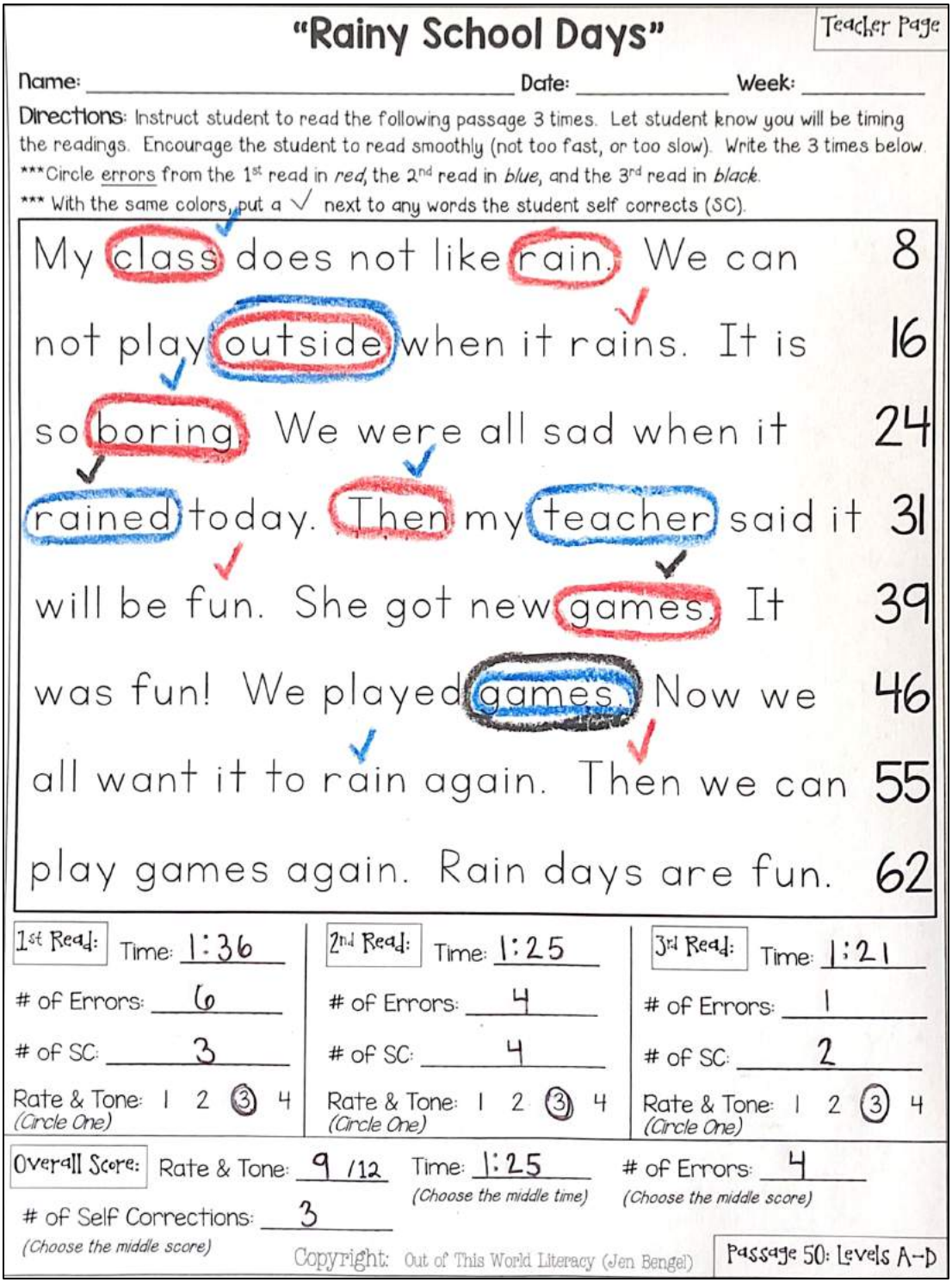
Completed fluency teacher page



"Rainy School Days"

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 class does not like rain. We can	8
not play outside when it rains. It is	16
so boring. We were all sad when it	24
rained today. Then my teacher said it	31
will be fun. She got new games. It	39
was fun! We played games. Now we	46
all want it to rain again. Then we can	55
play games again. Rain days are fun.	62

1st Read:	2nd Read:	3rd Read:
Time: 1:36	Time: 1:25	Time: 1:21
# of Errors: 6	# of Errors: 4	# of Errors: 1
# of SC: 3	# of SC: 4	# of SC: 2
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: 9 /12 Time: 1:25 (Choose the middle time) # of Errors: 4 (Choose the middle score)

# of Self Corrections: 3 (Choose the middle score)

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Passage 50: Levels A–D

3 running records on one page!

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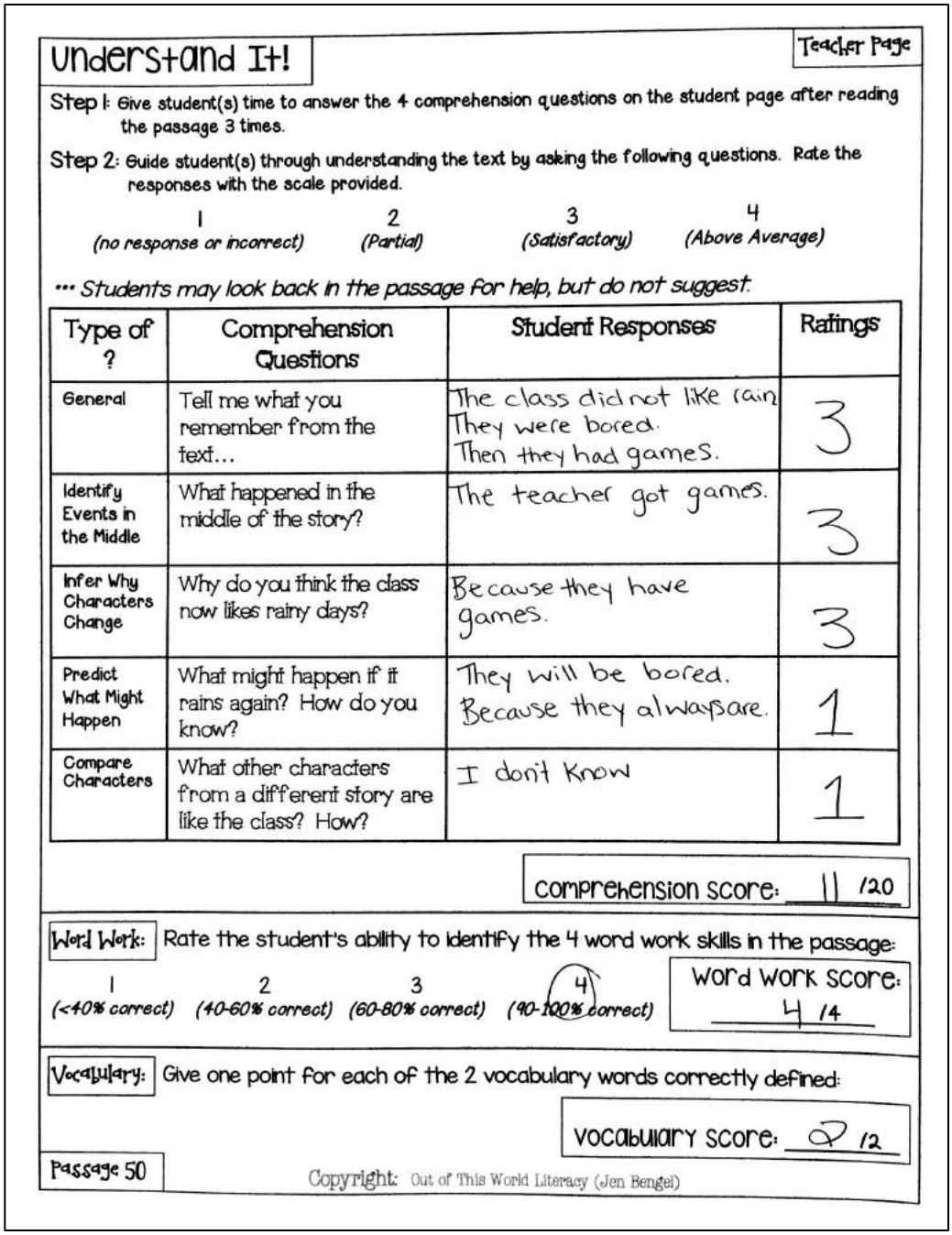
Completed comprehension teacher page



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...	The class did not like rain. They were bored. Then they had games.	3
Identify Events in the Middle	What happened in the middle of the story?	The teacher got games.	3
Infer Why Characters Change	Why do you think the class now likes rainy days?	Because they have games.	3
Predict What Might Happen	What might happen if it rains again? How do you know?	They will be bored. Because they always are.	1
Compare Characters	What other characters from a different story are like the class? How?	I don't know	1

Comprehension score: 11 /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 2 vocabulary words correctly defined:

Vocabulary score: 2 /2

Passage 50

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

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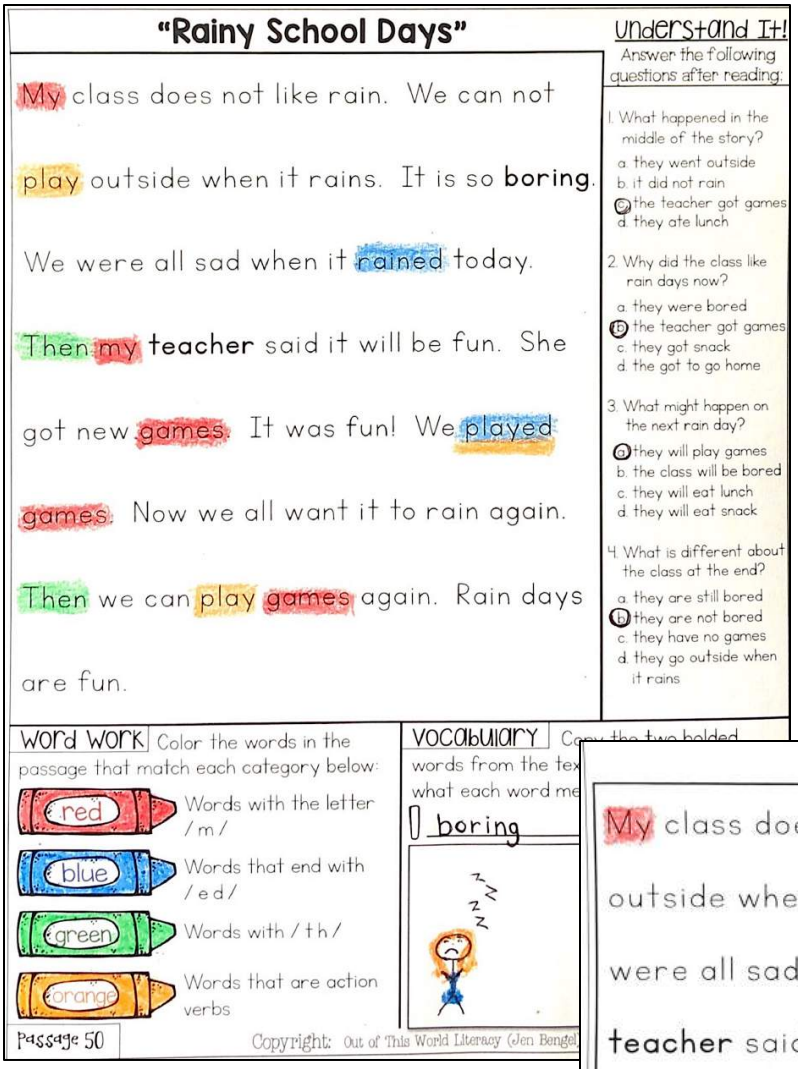
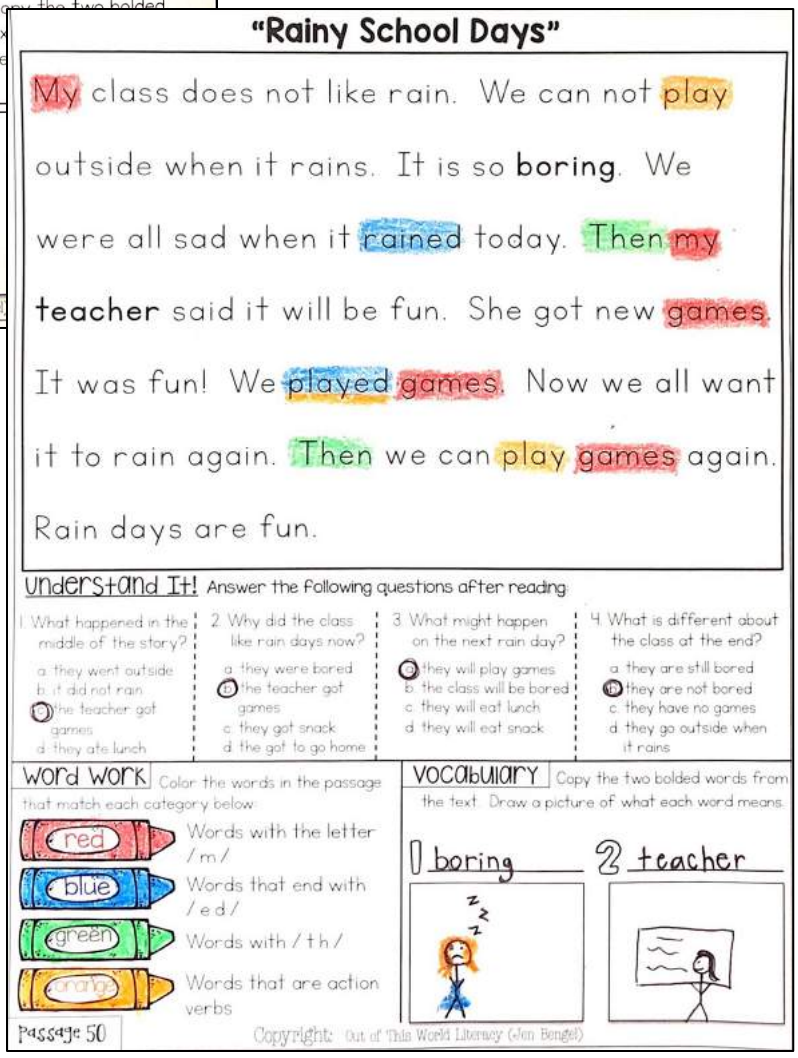


Everything is on ONE PAGE



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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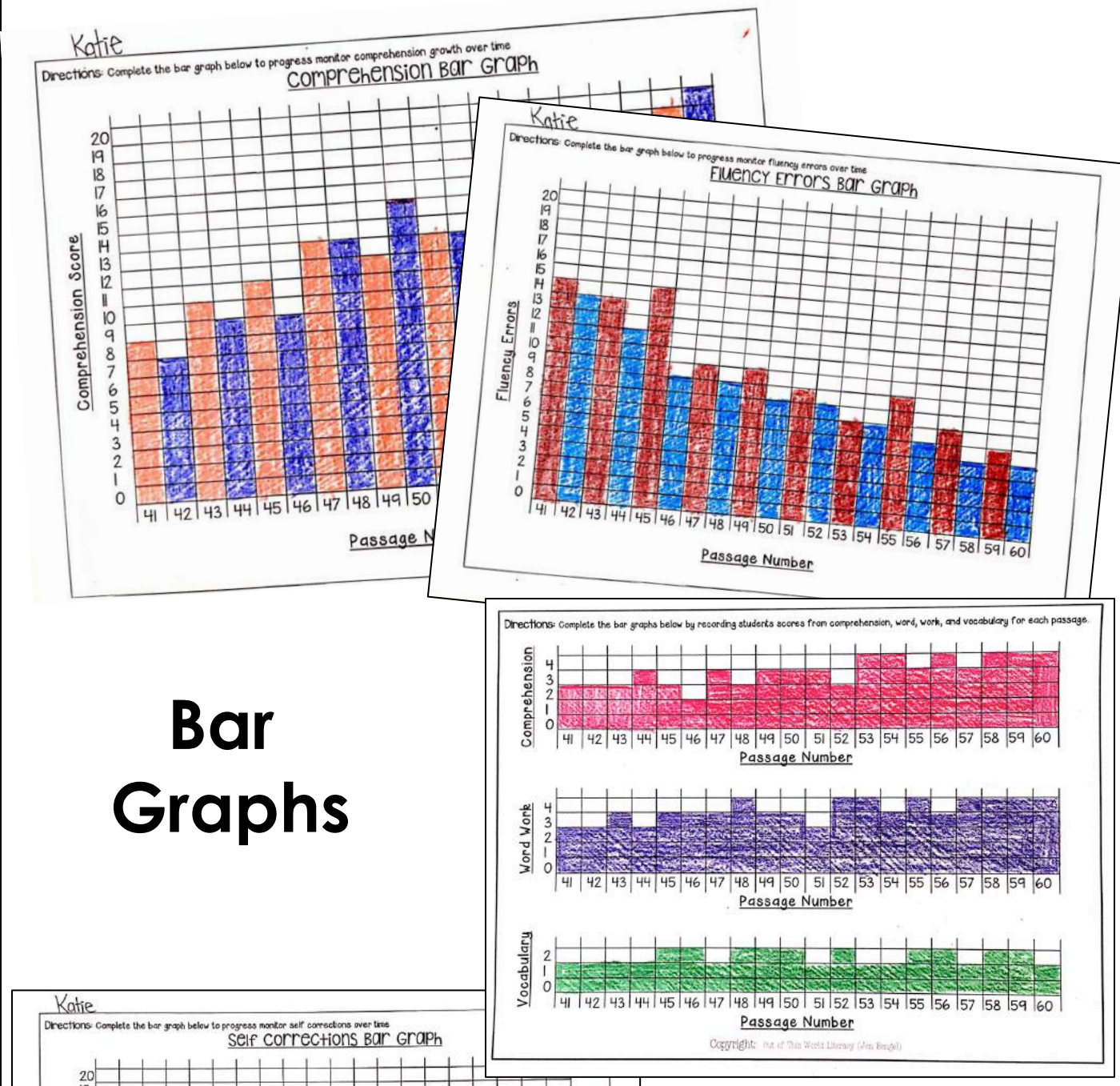

Bar Graphs

Progress Monitoring!!

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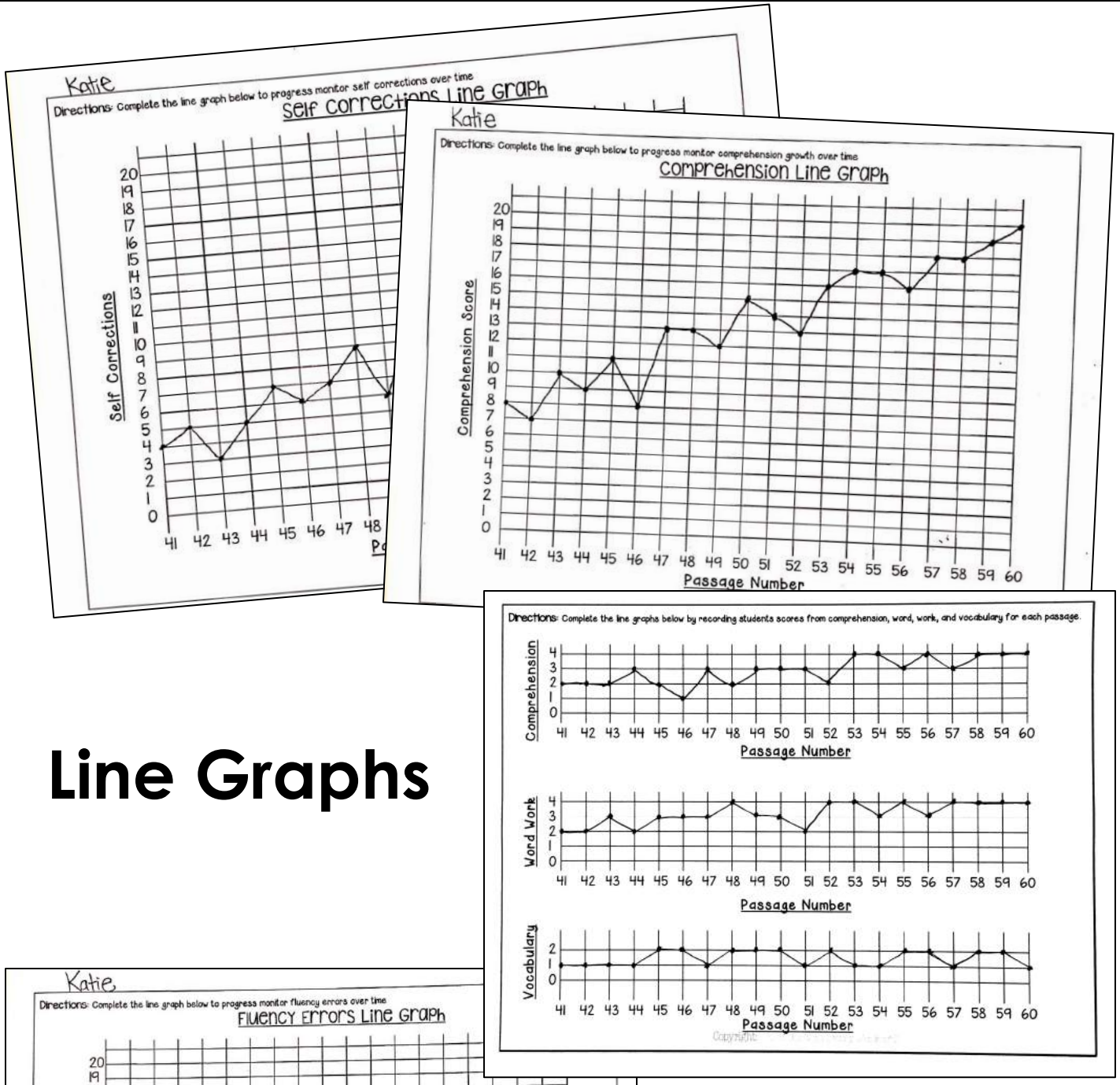

Line Graphs

Progress Monitoring!!

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Section One: Teacher Pages

- Print these running records and comprehension teacher pages front and back to create one page of progress monitoring data for each passage!

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"Rainy School Days"

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 class does not like rain. We can	8
not play outside when it rains. It is	16
so boring. We were all sad when it	24
rained today. Then my teacher said it	31
will be fun. She got new games. It	39
was fun! We played games. Now we	46
all want it to rain again. Then we can	55
play games again. Rain days are fun.	62

Sample

1st Read: Time: _____

# of Errors: _____

# of SC: _____

Rate & Tone: 1 2 3 4 *(Circle One)*

2nd Read: Time: _____

# of Errors: _____

# of SC: _____

Rate & Tone: 1 2 3 4 *(Circle One)*

3rd Read: Time: _____

# of Errors: _____

# of SC: _____

Rate & Tone: 1 2 3 4 *(Circle One)*

Overall Score: Rate & Tone: ____/12____ Time: _____ *(Choose the middle time)* # of Errors: _____ *(Choose the middle score)*

# of Self Corrections: _____ *(Choose the middle score)*

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Passage 50: Levels A-D

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	2	3	4
(no response or incorrect)	*(Partial)*	*(Satisfactory)*	*(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 Events in the Middle	What happened in the middle of the story?		
Infer Why Characters Change	Why do you think the class now likes rainy days?		
Predict What Might Happen	What might happen if it rains again? How do you know?		
Compare Characters	What other characters from a different story are like the class? How?		

Sample

Comprehension Score: _____/20

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

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

Word Work Score: _____/4

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

Vocabulary Score: _____/2

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Section Two: Student Pages

- Format One:
  - Passage
  - Comprehension
  - Word Work
  - Vocabulary
- Format Two:
  - Passage
- Format Three:
  - Passage
  - Comprehension
  - Word Work
  - Vocabulary
- Format Four:
  - Passage
  - Comprehension
  - Blank Word Work
  - Vocabulary
- Format Five:
  - Passage
  - Fluency Homework Chart

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"Rainy School Days"

My class does not like rain. We can not play outside when it rains. It is so **boring**. We were all sad when it rained today.

Then my **teacher** said it will be fun. She got new games. It [illegible] rain. We played games. Now we all want it to rain again.

Then we can play games again. Rain days are fun.

Sample

Understand It!

Answer the following questions after reading:

1. What happened in the middle of the story?
   a. they went outside
   b. it did not rain
   c. the teacher got games
   d. they ate lunch

2. Why did the class like rain days now?
   a. they were bored
   b. the teacher got games
   c. they got snack
   d. the got to go home

3. What might happen on the next rain day?
   a. they will play games
   b. the class will be bored
   c. they will eat lunch
   d. they will eat snack

4. What is different about the class at the end?
   a. they are still bored
   b. they are not bored
   c. they have no games
   d. they go outside when it rains

Word Work

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



Words with the letter /m/



Words that end with /ed/



Words with /th/



Words that are action verbs

Vocabulary

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

1 _____ 2 _____

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"Rainy School Days"

My class does not like rain. We can not play outside when it rains. It is so **boring**. We were all sad when it rained today. Then my **teacher** said it will be fun. She got new games. It was fun! We played games. Now we all want it to rain again. Then we can play games again. Rain days are fun.

Sample



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"Rainy School Days"

My class does not like rain. We can not play outside when it rains. It is so **boring**. We were all sad when it rained today. Then my **teacher** said it will be fun. She got new games. It was fun! We played games. Now we all want it to rain again. Then we can play games again. Rain days are fun.

Sample

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   a. they went outside
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   d. they ate lunch

2. Why did the class like rain days now?
   a. they were bored
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   c. they got snack
   d. the got to go home

3. What might happen on the next rain day?
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4. What is different about the class at the end?
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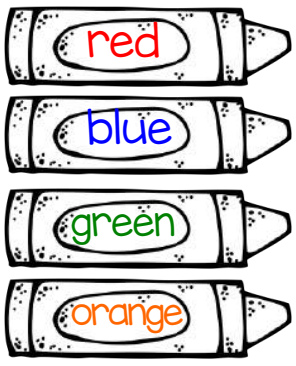
   d. they go outside when it rains

Word Work

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



Words with the letter /m/

Words that end with /ed/

Words with /th/

Words that are action verbs

Vocabulary

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

1 _____ 2 _____

Passage 50

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"Rainy School Days"

My class does not like rain. We can not play outside when it rains. It is so **boring**. We were all sad when it rained today.

Then my **teacher** said it will be fun. She got new games. It [illegible] We played games. Now we all want it to rain again.

Then we can play games again. Rain days are fun.

Sample

Understand It!

Answer the following questions after reading:

1. What happened in the middle of the story?
   a. they went outside
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   c. the teacher got games
   d. they ate lunch

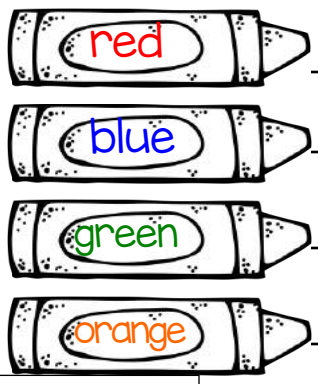
2. Why did the class like rain days now?
   a. they were bored
   b. the teacher got games
   c. they got snack
   d. the got to go home

3. What might happen on the next rain day?
   a. they will play games
   b. the class will be bored
   c. they will eat lunch
   d. they will eat snack

4. What is different about the class at the end?
   a. they are still bored
   b. they are not bored
   c. they have no games
   d. they go outside when it rains

Word Work

Write a word work category next to each crayon below. Then, color the words in the passage that match each category:



Vocabulary

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

1 _____ 2 _____

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"Rainy School Days"

Name: _____ Date: _____ Week: _____

My class does not like rain. We can 8
not play outside when it rains. It is 16
so boring. We were all sad when it 24
rained today. Then my teacher said it 31
will be fun. She got new games. It 39
was fun. We played games. Now we 46
all want it to rain again. Then we can 55
play games again. Rain days are fun. 62

Sample

Fluency Practice: Read the passage for 1 minute 3 times each day. Write the number of words read correctly in the spaces below.

	Mon.	Tues.	Wed.	Thurs.
1st Attempt				
2nd Attempt				
3rd Attempt				

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Section Three: Progress Monitoring Data Forms

- Data tracking by student or class
- Bar graphs for progress monitoring fluency, comprehension, word work, and vocabulary.
- Line graphs for progress monitoring fluency, comprehension, word work, and vocabulary.

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Student: _____

Passage	Mon.	Tues.	Wed.	Thurs.
Jake Ate Dog Food				
I Do Not Want to!				
Lucy is Bad				
Lunch Time				
Sweet Dreams				
The Super Frog				
Friends Make me Happy				

Sample

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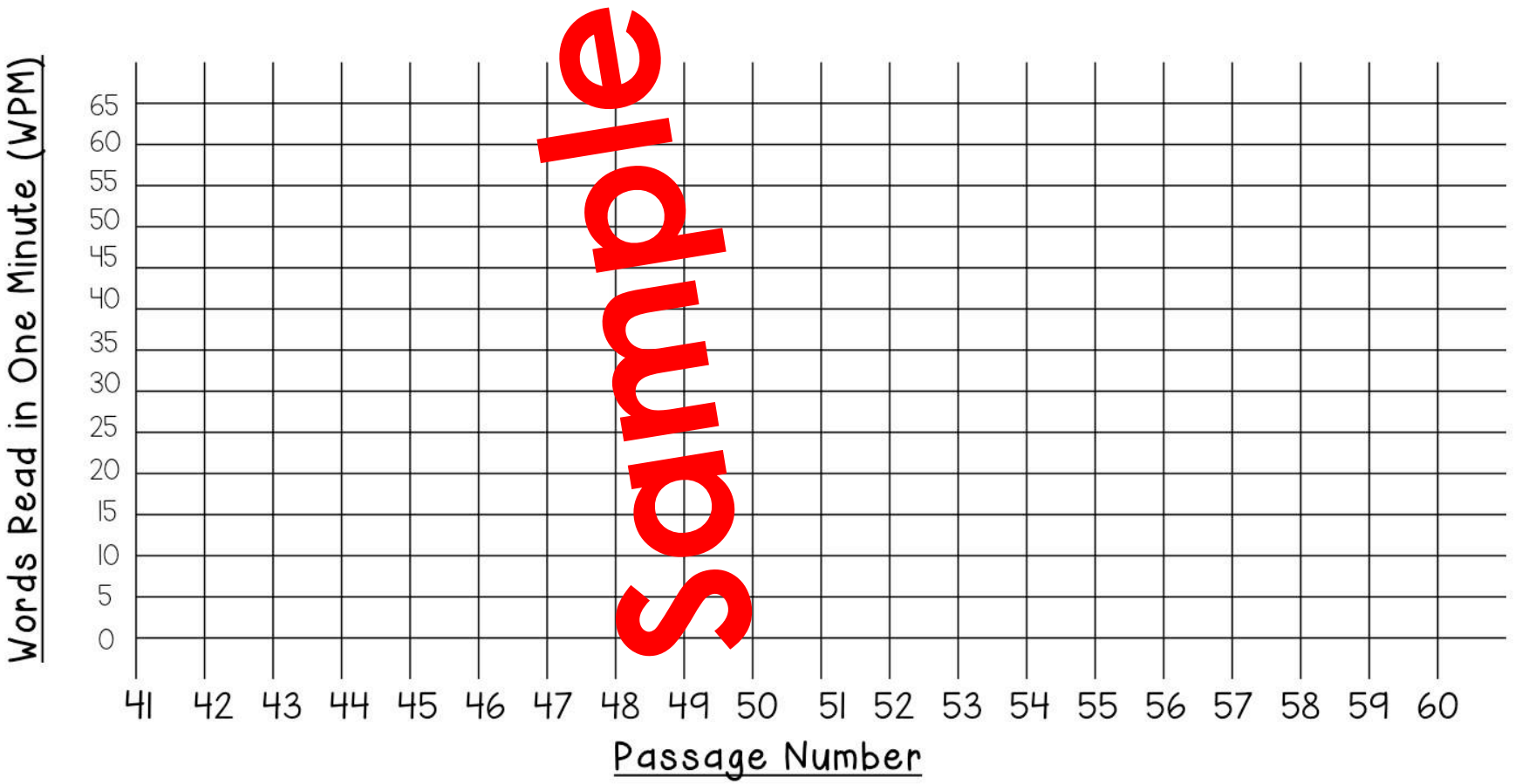
Fluency Line Graph

Level Range A-D

Name: _____ Date: _____

Directions: Complete the line graph below to progress monitor the number of words read correctly in one minute.



Sample

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"Data Tracking"

Student: _____

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

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

Sample

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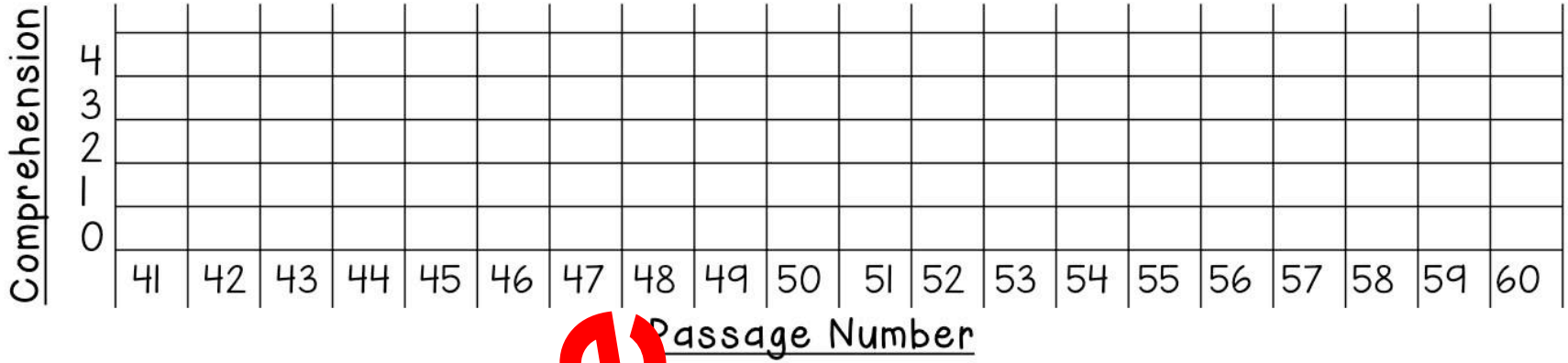
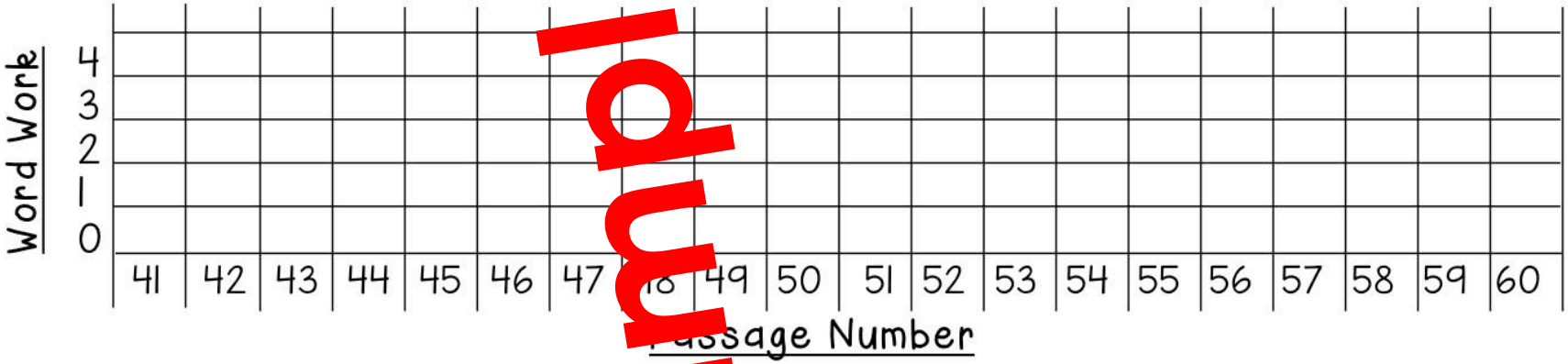
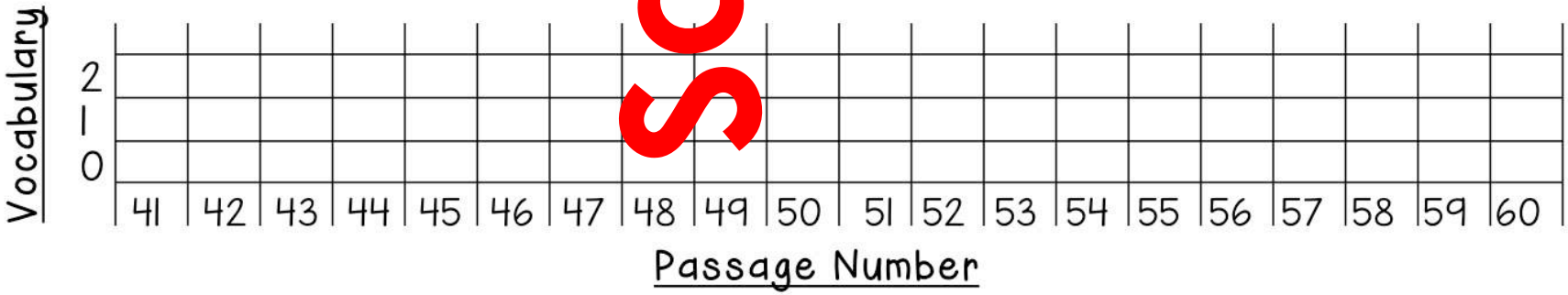
Directions: Complete the bar graphs below by recording students scores from comprehension, word, work, and vocabulary for each passage.







Sample

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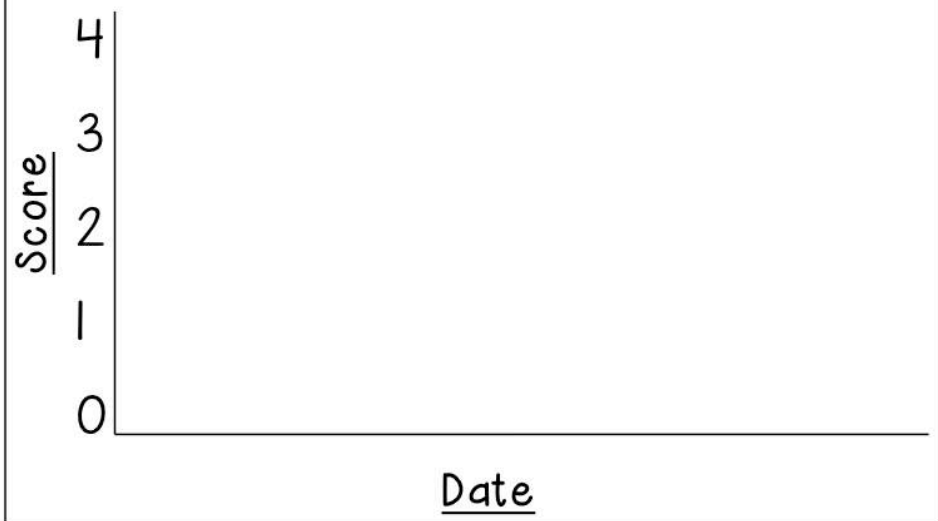
"Data Tracking"

Directions: Complete the bar graphs below to progress monitor fluency, comprehension, word work, and vocabulary growth

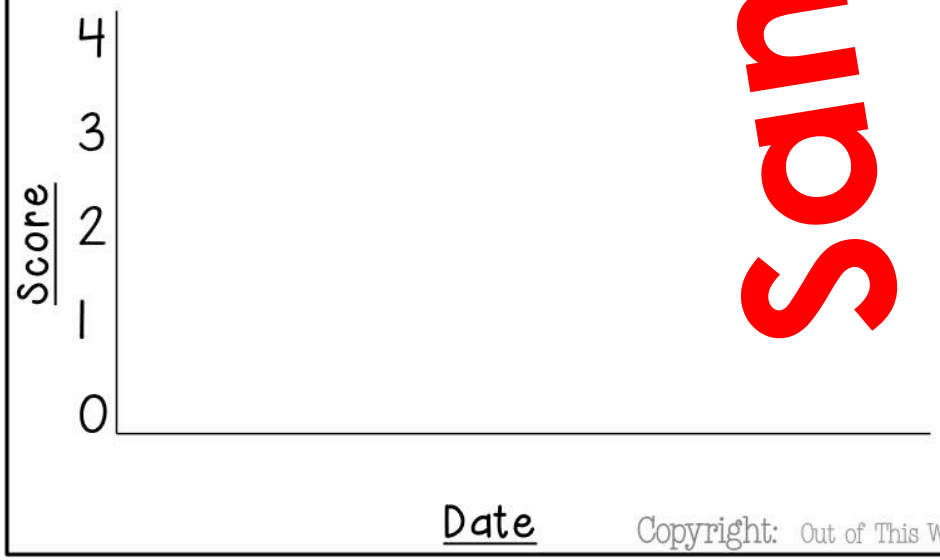
Rate and tone



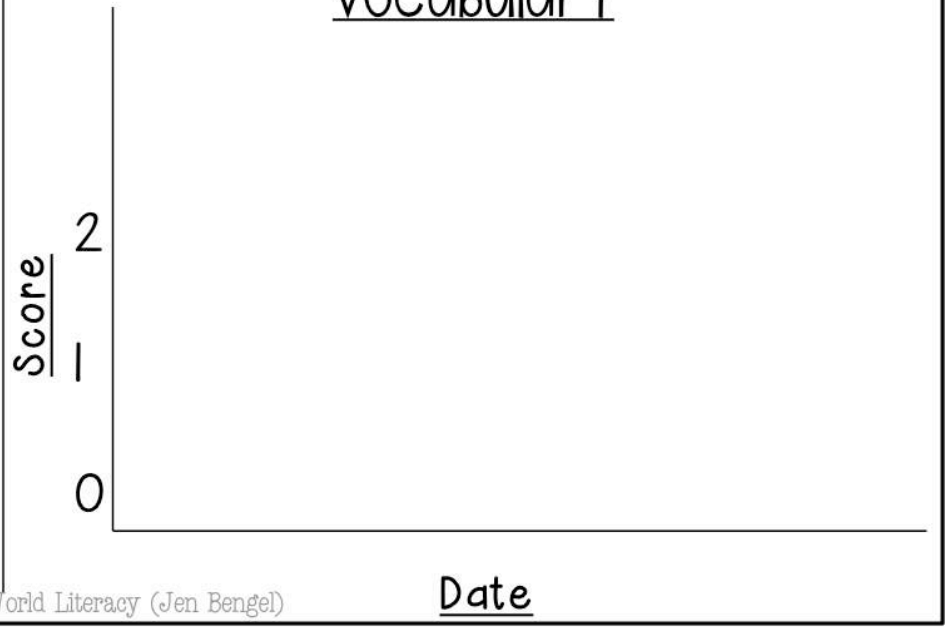
Comprehension



Word Work



Vocabulary



Sample

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Answer Key

Pass. #	Question 1	Question 2	Question 3	Question 4
41	A	C	D	B
42	C	B	A	B
43	D	B	D	A
44	A	C	C	B
45	A	B	A	C
46	C	D		C
47	A			D
48	D	B	A	C
49	C	D	A	C
50	C	B	A	B
51	D	C	B	B
52	B	A	D	B
53	B	C	B	A
54	C	B	D	A
55	A	D	C	B
56	A	D	B	A
57	A	B	D	B
58	A	C	D	B
59	C	D	B	D
60	A	D	B	B

Sample

Levels A-D: Set three