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 Three, 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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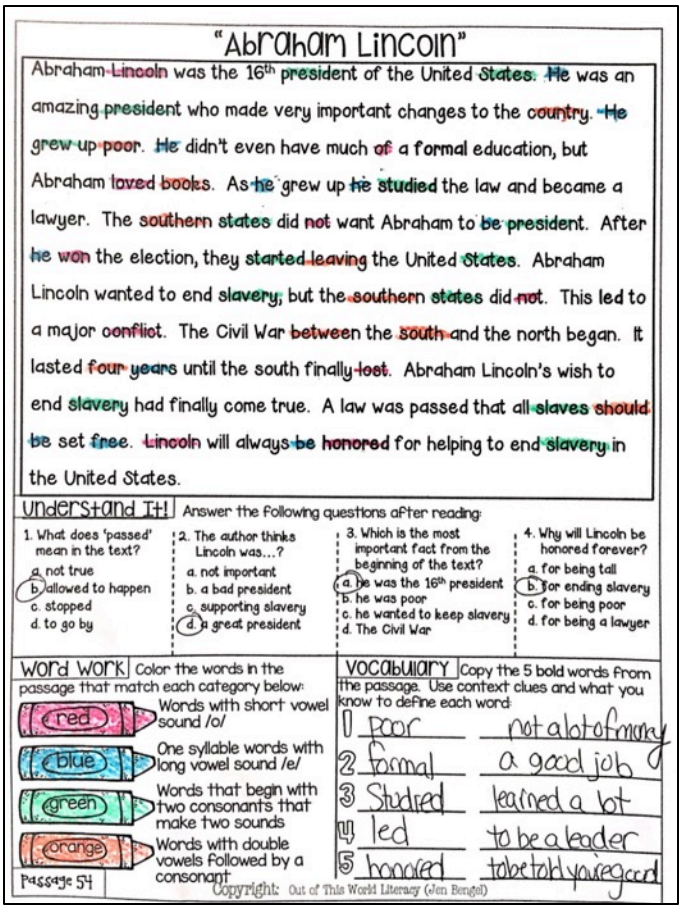
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Jen Bengel


"Abraham Lincoln"

Abraham Lincoln was the 16th president of the United States. He was an amazing president who made very important changes to the country. He grew up poor. He didn't even have much of a formal education, but Abraham loved books. As he grew up he studied the law and became a lawyer. The southern states did not want Abraham to be president. After he won the election, they started leaving the United States. Abraham Lincoln wanted to end slavery, but the southern states did not. This led to a major conflict. The Civil War between the south and the north began. It lasted four years until the south finally lost. Abraham Lincoln's wish to end slavery had finally come true. A law was passed that all slaves should be set free. Lincoln will always be honored for helping to end slavery in the United States.

Understand It! Answer the following questions after reading:

1. What does 'passed' mean in the text?
a. not true
b. allowed to happen
c. stopped
d. to go by

2. The author thinks Lincoln was...?
a. not important
b. a bad president
c. supporting slavery
d. a great president

3. Which is the most important fact from the beginning of the text?
a. he was the 16th president
b. he was poor
c. he wanted to keep slavery
d. The Civil War

4. Why will Lincoln be honored forever?
a. for being tall
b. for ending slavery
c. for being poor
d. for being a lawyer

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

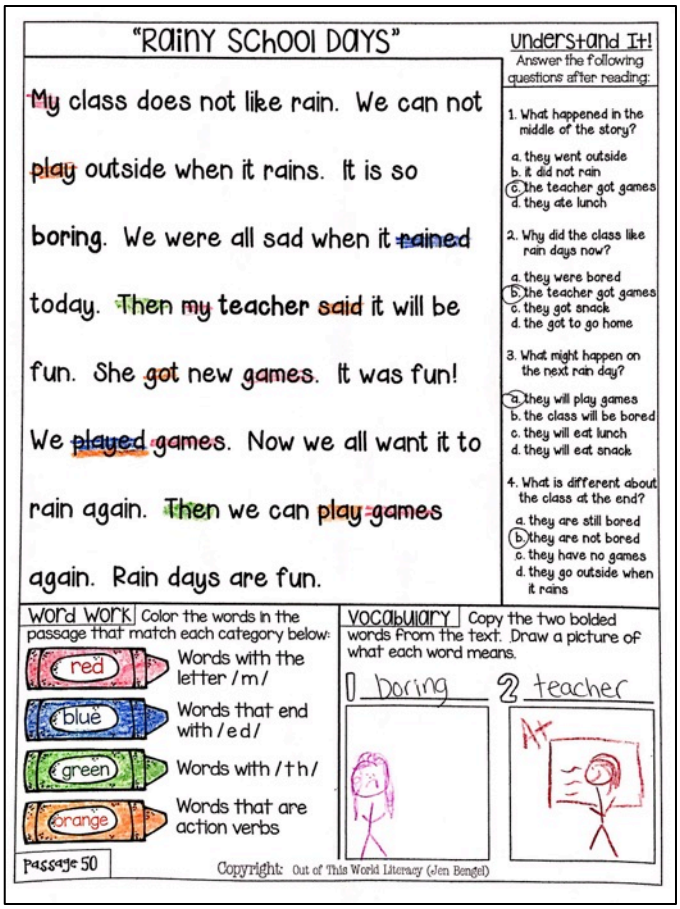
red — Words with short vowel sound /o/
blue — One syllable words with long vowel sound /e/
green — Words that begin with two consonants that make two sounds
orange — Words with double vowels followed by a consonant

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

1 poor — not a lot of money
2 formal — a good job
3 Studied — learned a lot
4 led — to be a leader
5 honored — to be told you're good

Passage 54

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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.

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

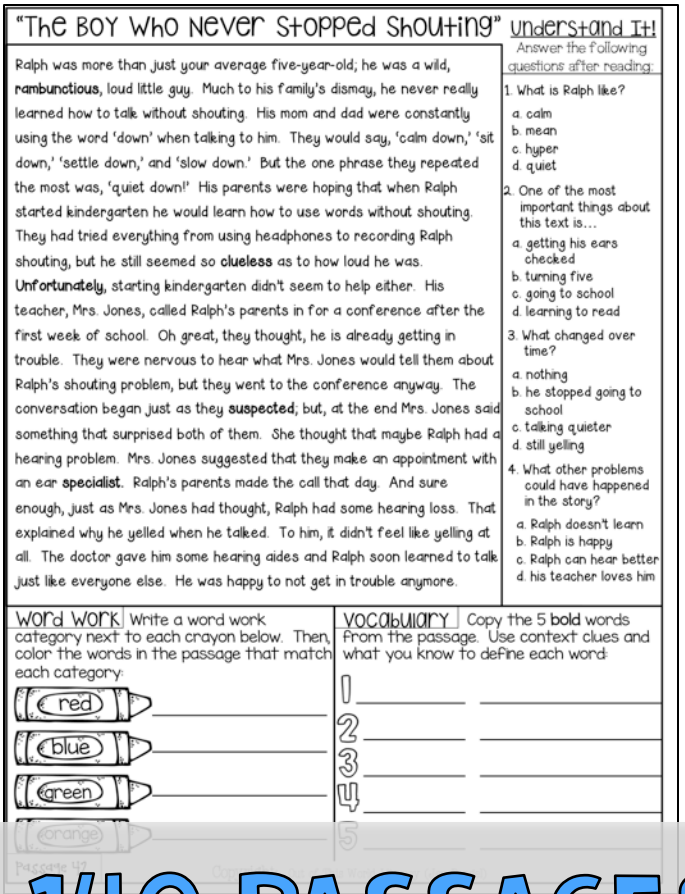
Vocabulary Copy the two bolded words from the text. Draw a picture of what each word means.

1 Boring

2 teacher

Passage 50

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"The Boy Who Never Stopped Shouting"

Understand It! Answer the following questions after reading:

Ralph was more than just your average five-year-old; he was a wild, **rambunctious**, loud little guy. Much to his family's dismay, he never really learned how to talk without shouting. His mom and dad were constantly using the word 'down' when talking to him. They would say, 'calm down,' 'sit down,' 'settle down,' and 'slow down.' But the one phrase they repeated the most was, 'quiet down!' His parents were hoping that when Ralph started kindergarten he would learn how to use words without shouting. They had tried everything from using headphones to recording Ralph shouting, but he still seemed so **clueless** as to how loud he was. **Unfortunately**, starting kindergarten didn't seem to help either. His teacher, Mrs. Jones, called Ralph's parents in for a conference after the first week of school. Oh great, they thought, he is already getting in trouble. They were nervous to hear what Mrs. Jones would tell them about Ralph's shouting problem, but they went to the conference anyway. The conversation began just as they **suspected**; but, at the end Mrs. Jones said something that surprised both of them. She thought that maybe Ralph had a hearing problem. Mrs. Jones suggested that they make an appointment with an ear **specialist**. Ralph's parents made the call that day. And sure enough, just as Mrs. Jones had thought, Ralph had some hearing loss. That explained why he yelled when he talked. To him, it didn't feel like yelling at all. The doctor gave him some hearing aides and Ralph soon learned to talk just like everyone else. He was happy to not get in trouble anymore.

1. What is Ralph like?
a. calm
b. mean
c. hyper
d. quiet

2. One of the most important things about this text is...
a. getting his ears checked
b. turning five
c. going to school
d. learning to read

3. What changed over time?
a. nothing
b. he stopped going to school
c. talking quieter
d. still yelling

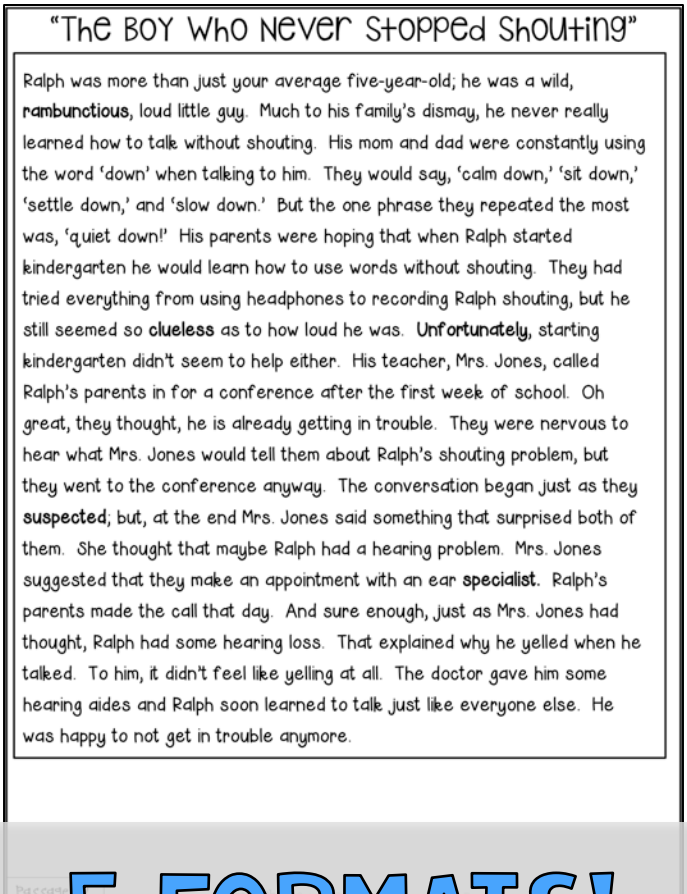
4. What other problems could have happened in the story?
a. Ralph doesn't learn
b. Ralph is happy
c. Ralph can hear better
d. his teacher loves him

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 _____
orange _____

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 _____


"The Boy Who Never Stopped Shouting"

Ralph was more than just your average five-year-old; he was a wild, **rambunctious**, loud little guy. Much to his family's dismay, he never really learned how to talk without shouting. His mom and dad were constantly using the word 'down' when talking to him. They would say, 'calm down,' 'sit down,' 'settle down,' and 'slow down.' But the one phrase they repeated the most was, 'quiet down!' His parents were hoping that when Ralph started kindergarten he would learn how to use words without shouting. They had tried everything from using headphones to recording Ralph shouting, but he still seemed so **clueless** as to how loud he was. **Unfortunately**, starting kindergarten didn't seem to help either. His teacher, Mrs. Jones, called Ralph's parents in for a conference after the first week of school. Oh great, they thought, he is already getting in trouble. They were nervous to hear what Mrs. Jones would tell them about Ralph's shouting problem, but they went to the conference anyway. The conversation began just as they **suspected**; but, at the end Mrs. Jones said something that surprised both of them. She thought that maybe Ralph had a hearing problem. Mrs. Jones suggested that they make an appointment with an ear **specialist**. Ralph's parents made the call that day. And sure enough, just as Mrs. Jones had thought, Ralph had some hearing loss. That explained why he yelled when he talked. To him, it didn't feel like yelling at all. The doctor gave him some hearing aides and Ralph soon learned to talk just like everyone else. He was happy to not get in trouble anymore.

140 PASSAGES: 5 FORMATS!

"My Best Friend is the BEST!"

Almost everyone I know has a best friend. But I would **argue** that my best friend Mack is the BEST friend anyone can ever have! Mack's mom packs him the yummiest lunches. They are filled with sweet chocolates, salty chips, and **tasty** sandwiches. Every day Mack **offers** me bites of each thing in his lunch. At recess, Mack always listens to all my wild stories about dragons and pirates. He thinks I'm funny when I use my dragon voice to scare the girls in our class. The best part about Mack is that he is always there for me. Mack waits for me after school before he gets on the bus just so we can sit together. Mack is the perfect example of what a best friend should be. He isn't perfect, and sometimes we don't get along. But, we always find a way to **overlook** what makes us different. I hope Mack and I are best friends for our **entire** lives!

Understand It! Answer the following questions after reading:

1. What was one problem in the story?
   a. they sometimes don't agree
   b. sharing lunch
   c. listening to stories
   d. waiting after school
2. How does the narrator feel about Mack?
   a. he is just ok
   b. he is not that great
   c. he is the BEST
   d. he fights a lot
3. What does 'sweet' mean in the story?
   a. has a bad taste
   b. tastes really good
   c. tastes sour
   d. something good happened
4. The best word to describe Mack is...
   a. kind
   b. naughty
   c. silly
   d. annoying

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

- red — Words with short vowel sound /a/
- blue — Words with short vowel sound /e/
- green — Words that begin with /sh/, /th/, or /ch/

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

1 _____
2 _____
3 _____
4 _____

"Why We Take a Bath"

Why do we take a bath? We take a bath to get clean. Be safe in a bath. Do not fill the bath with too much water. That is not safe. Do not **slip** and fall. Put a mat on the **floor**. Bring toys in the bath to make it fun. Take a bath so you smell good. Baths keep us clean and happy.



"People Watching"

Claire's grandma babysat Claire every single day before she started elementary school. One of the things Claire and her grandma loved to do was people watch. They would sit on benches at the mall or the park, guessing people's **occupations**, ages, names, and personalities. They made up stories about what each person might say or do. Because of these early years, Claire loved to people watch. It was just natural for her to be people watching that day on the playground. She just started fourth grade at a new school and hadn't made any friends yet. So, Claire was **lingering** around the swings, watching a group of girls in the distance. It **appeared** as if they were forming a circle around one girl. This got Claire's attention as she stared longer. Suddenly, the little hairs on the back of her neck began to stand up. She felt like something wasn't right with the **scene**. Just as that thought ran through her mind, she saw it. The girls started pushing the girl in the middle of the circle. She was bouncing around between the girls' hands like a volleyball. Claire could see the girl was scared and she could hear the others' **snarky** laughs. In that instant, Claire had a decision to make. She could keep watching and do nothing, tell a teacher, or rush over and try to stop the girls. Without wasting another second, she leapt up off the swing, ran over to the girls, and shouted at the top of her lungs for them to leave the girl alone or she would go straight to the principal. Shocked, the girls stopped. Claire didn't know it at the time, but she had just met her best friend and stopped the bullies.

Understand It! Answer the following questions after reading:

1. Which is the most important setting in the story?
   a. the classroom
   b. the school bus
   c. the lunch room
   d. the playground
2. How does Claire feel at the end of the story?
   a. satisfied
   b. bored
   c. silly
   d. exhausted
3. What moral lesson can be learned in this story?
   a. be a bully
   b. stand up to bullies
   c. run away
   d. ignore bullies
4. What was one other choice from the story that Claire had?
   a. go back to class
   b. line up for lunch
   c. ignore the bullies
   d. go down the slide

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

- red — Words with clusters /fl/, /pl/, or /sl/
- blue — Words with 5 or more consonants
- green — Words that begin with 3 consonants
- orange — Character description words

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 _____

"All About Our Ears"

Have you ever wondered how our ears work? How is it that we can hear really soft noises like whispers and really loud noises like someone playing the drums? Our ears are responsible for **identifying** sounds, processing those sounds, and sending information to our brains. For example, if you are riding on the school but and start to hear a siren, your ears hear a new sound, process it, and tell your brain there might be an emergency nearby. Our ears have an important and complex job of helping us hear. But, that's not all our ears do. They also help us **balance** so that we don't fall over when we are walking and constantly **injure** ourselves! The ear is made up of three sections that all work together; the outer ear, the middle ear, and the inner ear. The outer ear is the part of the ear we can all see. It's where people get their ears pierced or where we whisper secrets to our friends. It's also where earwax is found. The earwax consists of chemicals that help us fight off **infections**. Sound waves enter the ear through the ear canal and make their way to the middle ear. The middle ear's main job is to take those sounds and turn them into **vibrations** that enter the inner ear. Sound enters the inner ear through vibrations. The vibrations hit a tiny, curled tube inside the ear. The tube is filled with liquids that is set into motion like a wave when vibrations hit. There are also teeny, tiny little hairs in the tube. Those hairs move back and forth when vibrations reach the inner ear. They send signals to the brain that tell it what the sounds are. Our ears are an amazing part of our bodies!

Understand It! Answer the following questions after reading:

1. What does the word 'complex' mean in the passage?
   a. difficult
   b. easy
   c. hearing
   d. simple
2. What is one thing you learned about our ears?
   a. earwax is on the inside
   b. the ear has 4 parts
   c. the inner ear has fluid
   d. the middle ear has fluid
3. This text is most like a text with which title?
   a. How We See
   b. The Parts of the Ear
   c. All About Loud Sounds
   d. The Emergency
4. What can be found on the outer ear?
   a. liquids
   b. vibrations
   c. earwax
   d. the ear canal

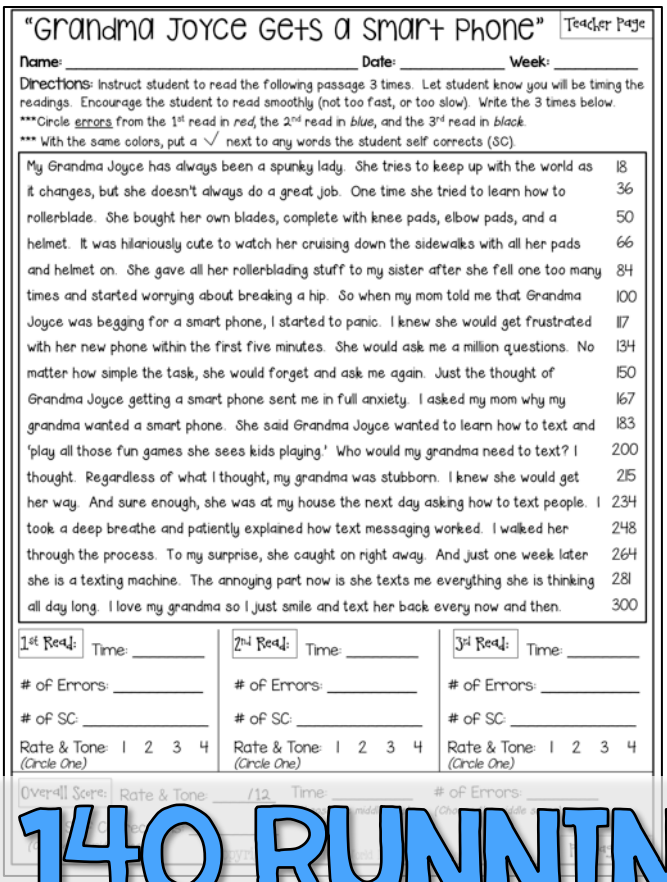
Word Work Write a word work category next to each crayon below. Then, color the words in the passage that match each category:

- red _____
- blue _____
- green _____
- orange _____

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 _____

READING PASSAGES!



"Grandma Joyce Gets a Smart Phone" — Teacher Page

Name: _____ Date: _____ Week: _____

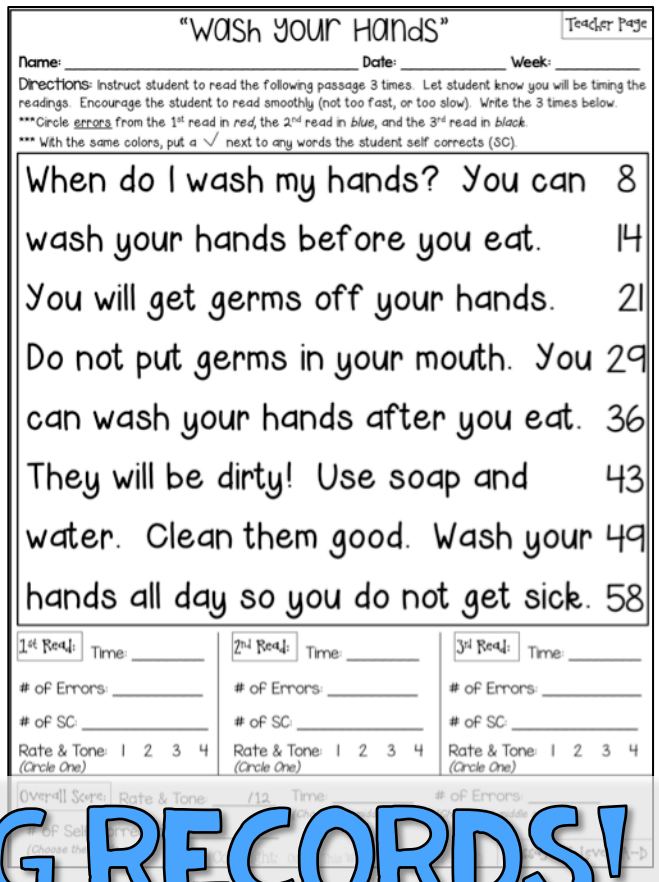
Directions: Instruct student to read the following passage 3 times. Let student know you will be timing the readings. Encourage the student to read smoothly (not too fast, or too slow). Write the 3 times below.
***Circle errors from the 1st read in red, the 2nd read in blue, and the 3rd read in black.
*** With the same colors, put a √ next to any words the student self corrects (SC).

My Grandma Joyce has always been a spunky lady. She tries to keep up with the world as	18
it changes, but she doesn't always do a great job. One time she tried to learn how to	36
rollerblade. She bought her own blades, complete with knee pads, elbow pads, and a	50
helmet. It was hilariously cute to watch her cruising down the sidewalks with all her pads	66
and helmet on. She gave all her rollerblading stuff to my sister after she fell one too many	84
times and started worrying about breaking a hip. So when my mom told me that Grandma	100
Joyce was begging for a smart phone, I started to panic. I knew she would get frustrated	117
with her new phone within the first five minutes. She would ask me a million questions. No	134
matter how simple the task, she would forget and ask me again. Just the thought of	150
Grandma Joyce getting a smart phone sent me in full anxiety. I asked my mom why my	167
grandma wanted a smart phone. She said Grandma Joyce wanted to learn how to text and	183
'play all those fun games she sees kids playing.' Who would my grandma need to text? I	200
thought. Regardless of what I thought, my grandma was stubborn. I knew she would get	215
her way. And sure enough, she was at my house the next day asking how to text people. I	234
took a deep breathe and patiently explained how text messaging worked. I walked her	248
through the process. To my surprise, she caught on right away. And just one week later	264
she is a texting machine. The annoying part now is she texts me everything she is thinking	281
all day long. I love my grandma so I just smile and text her back every now and then.	300

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)



"Wash Your Hands" — 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).

When do I wash my hands? You can	8
wash your hands before you eat.	14
You will get germs off your hands.	21
Do not put germs in your mouth. You	29
can wash your hands after you eat.	36
They will be dirty! Use soap and	43
water. Clean them good. Wash your	49
hands all day so you do not get sick.	58

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)

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...		
Gather Information About Characters	Who is the story about?		
Infer Reasons for Important Events	What do you think is important about the narrator helping his grandma?		
Identify Setting and Plot	How important was the time and place of the story? How do you know?		
Infer Other Problems	What other problems might make sense in the story?		

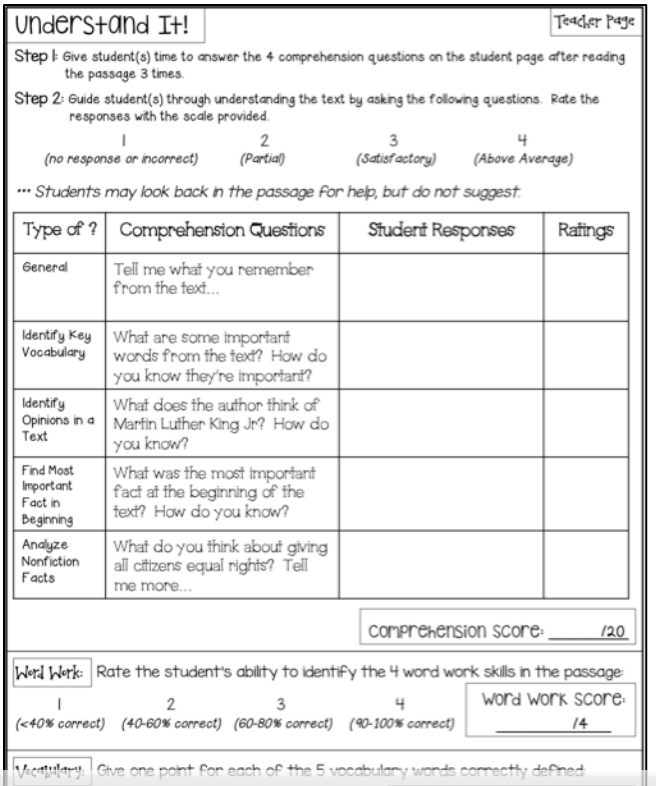
Comprehension Score: _____ /20

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 5 vocabulary words correctly defined.



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 Key Vocabulary	What are some important words from the text? How do you know they're important?		
Identify Opinions in a Text	What does the author think of Martin Luther King Jr? How do you know?		
Find Most Important Fact in Beginning	What was the most important fact at the beginning of the text? How do you know?		
Analyze Nonfiction Facts	What do you think about giving all citizens equal rights? Tell me more...		

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 5 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: _____

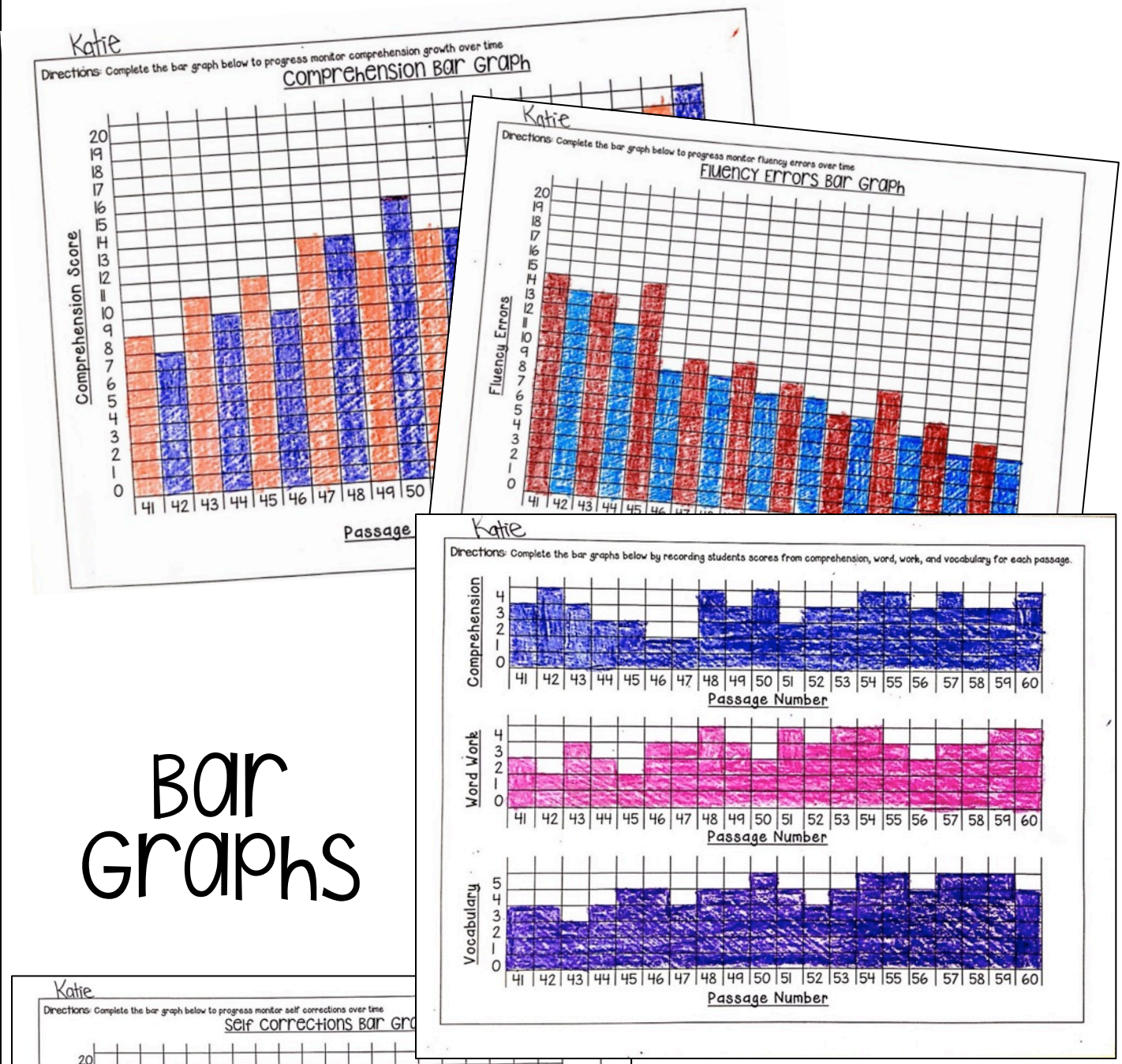
Directions: Record the overall fluency, comprehension, word work, and vocabulary scores

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

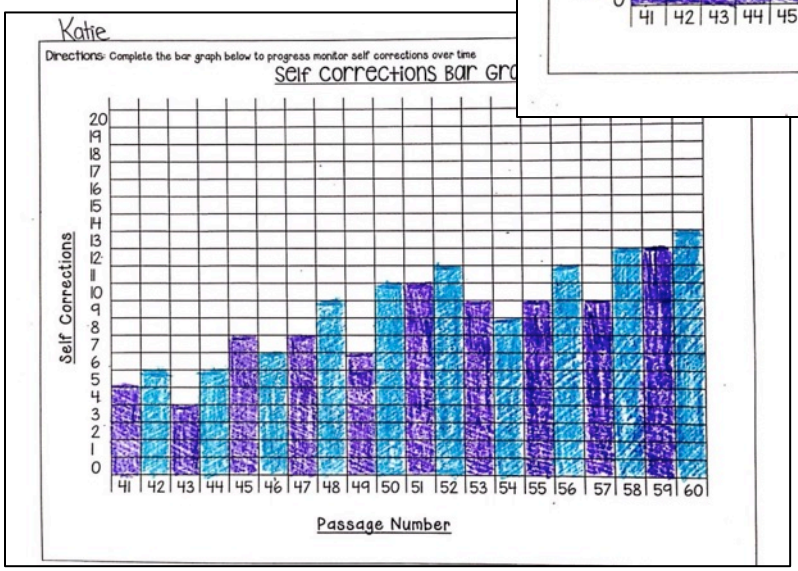
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or individual student

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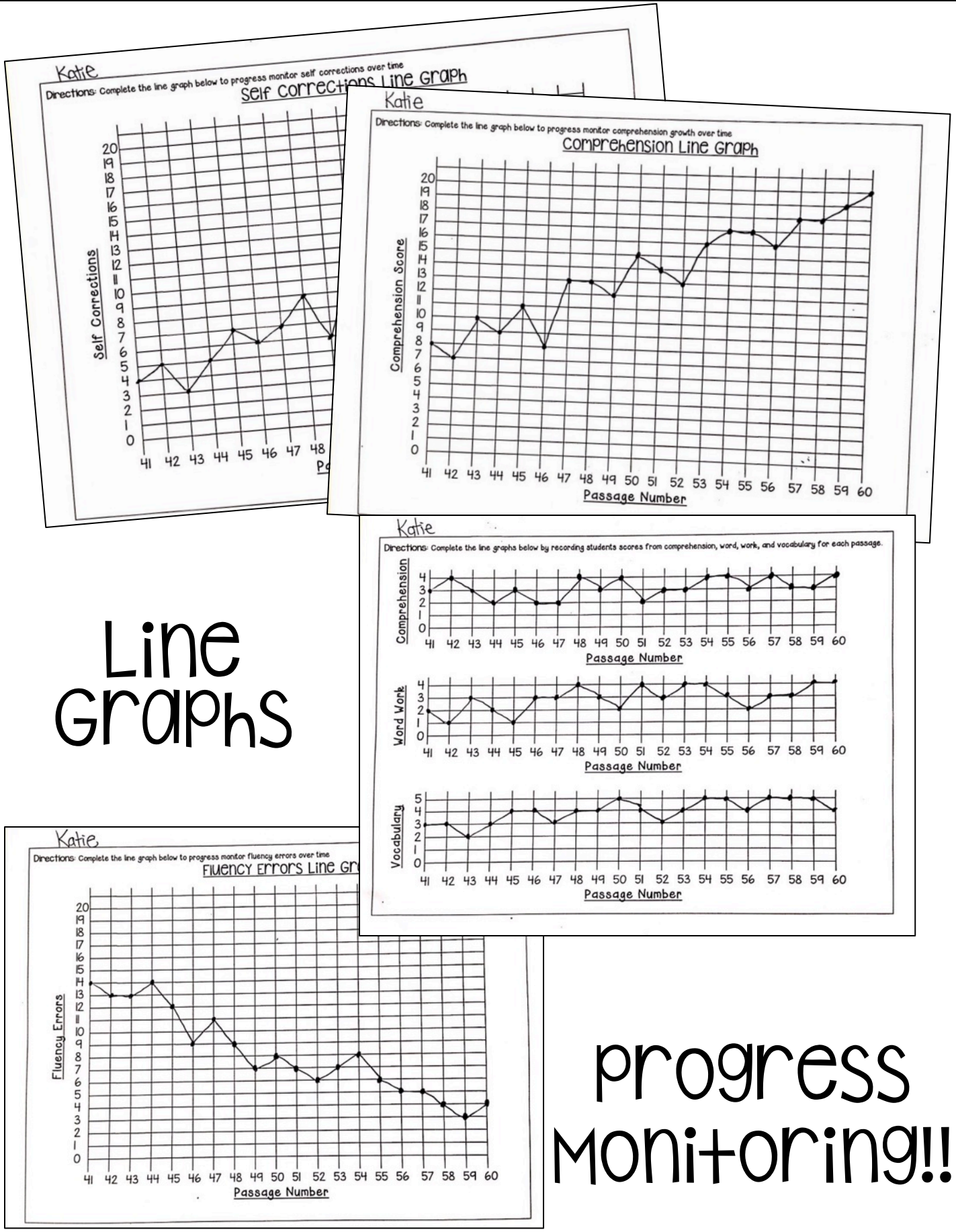


Bar Graphs



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
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	53	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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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
41	The Big Red Ball	113	1. Other Problems 2. Compare Characters to Self 3. Point of View 4. Identify Main Idea	1. The first word in every sentence 2. Words with the /at/ pattern 3. Words with the /ou/ vowel pattern 4. Words with one syllable	1. recess 2. bounce 3. first 4. watched 5. asked
42	Mean Old Mary Jane	105	1. Other Problems 2. Compare Characters to Self 3. Point of View 4. Identify Main Idea	1. The first word in every sentence 2. Words with the /at/ pattern 3. Words with the /ou/ vowel pattern 4. Words with one syllable	1. crabby 2. homework 3. complained 4. crazy 5. surprised
43	The Pigtails	108	1. Other Problems 2. Compare Characters to Self 3. Point of View 4. Identify Main Idea	1. The first word in every sentence 2. Words with the /at/ pattern 3. Words with the /ou/ vowel pattern 4. Words with one syllable	1. everywhere 2. under 3. without 4. brave 5. calmed
44	The Big Sleepover	108	1. Other Problems 2. Compare Characters to Self 3. Point of View 4. Identify Main Idea	1. The first word in every sentence 2. Words with the /at/ pattern 3. Words with the /ou/ vowel pattern 4. Words with one syllable	1. excited 2. buddy 3. sleepover 4. scared 5. baby
45	A Summer Party	109	1. Other Problems 2. Compare Characters to Self 3. Point of View 4. Identify Main Idea	1. The first word in every sentence 2. Words with the /at/ pattern 3. Words with the /ou/ vowel pattern 4. Words with one syllable	1. break 2. invite 3. begged 4. choice 5. nervous

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
46	The Pet Potato	108	1. Other Endings 2. Judge Character's Actions 3. Identify and Define Adjectives 4. Identify the Main Event	1. The last word in every sentence 2. Words with the /it/ pattern 3. Words with the /oo/ vowel pattern 4. Words with 5 letters	1. hungry 2. found 3. snoring 4. poked 5. rolled
47	The Good Dinosaur	112	1. Other Endings 2. Judge Character's Actions 3. Identify and Define Adjectives 4. Identify the Main Event	1. The last word in every sentence 2. Words with the /it/ pattern 3. Words with the /oo/ vowel pattern 4. Words with 5 letters	1. chased 2. yelled 3. believe 4. froze 5. hatch
48	The Orange Tree	106	1. Other Endings 2. Judge Character's Actions 3. Identify and Define Adjectives 4. Identify the Main Event	1. The last word in every sentence 2. Words with the /it/ pattern 3. Words with the /oo/ vowel pattern 4. Words with 5 letters	1. planted 2. growing 3. different 4. ripe 5. peeled
49	I am Never Full	110	1. Other Endings 2. Judge Character's Actions 3. Identify and Define Adjectives 4. Identify the Main Event	1. The last word in every sentence 2. Words with the /it/ pattern 3. Words with the /oo/ vowel pattern 4. Words with 5 letters	1. talent 2. full 3. burst 4. stuffed 5. dared
50	Super Dad	118	1. Other Endings 2. Judge Character's Actions 3. Identify and Define Adjectives 4. Identify the Main Event	1. The last word in every sentence 2. Words with the /it/ pattern 3. Words with the /oo/ vowel pattern 4. Words with 5 letters	1. powers 2. saved 3. catch 4. crash 5. sprinted

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
51	All About Wolves	111	1. Find Facts at the End of the Text 2. Form Opinions of Main Topic 3. Support Opinions with Evidence 4. Identify Important Words for Meaning	1. Words that are plural 2. Words with the /in/ pattern 3. Words with the /or/ vowel pattern 4. Words with only one vowel	1. hunt 2. help 3. layers 4. warm 5. dangerous
52	Facts About Rabbits	114	1. Find Facts at the End of the Text 2. Form Opinions of Main Topic 3. Support Opinions with Evidence 4. Identify Important Words for Meaning	1. Words that are plural 2. Words with the /in/ pattern 3. Words with the /or/ vowel pattern 4. Words with only one vowel	1. facts 2. closed 3. fur 4. instead 5. responsibility
53	Do All Birds Fly?	112	1. Find Facts at the End of the Text 2. Form Opinions of Main Topic 3. Support Opinions with Evidence 4. Identify Important Words for Meaning	1. Words that are plural 2. Words with the /in/ pattern 3. Words with the /or/ vowel pattern 4. Words with only one vowel	1. wonder 2. cannot 3. smoothly 4. wimpy 5. heavy
54	Birds That Talk	107	1. Find Facts at the End of the Text 2. Form Opinions of Main Topic 3. Support Opinions with Evidence 4. Identify Important Words for Meaning	1. Words that are plural 2. Words with the /in/ pattern 3. Words with the /or/ vowel pattern 4. Words with only one vowel	1. cuddle 2. train 3. yell 4. whisper 5. neighbors
55	Slow As A Turtle	103	1. Find Facts at the End of the Text 2. Form Opinions of Main Topic 3. Support Opinions with Evidence 4. Identify Important Words for Meaning	1. Words that are plural 2. Words with the /in/ pattern 3. Words with the /or/ vowel pattern 4. Words with only one vowel	1. comparing 2. protected 3. species 4. tuck 5. inside

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
56	What to do When You Are Sad	116	1. Words and Spelling Patterns 2. Compare Facts to Opinions 3. Identify Supporting Details 4. Identify New Information	1. Words that are nouns 2. Words with the /on/ pattern 3. Words with the /ie/ vowel pattern 4. Words with two consonants	1. away 2. better 3. trusted 4. exciting 5. decide
57	Why Do I Need Patience?	109	1. Words and Spelling Patterns 2. Compare Facts to Opinions 3. Identify Supporting Details 4. Identify New Information	1. Words that are nouns 2. Words with the /on/ pattern 3. Words with the /ie/ vowel pattern 4. Words with two consonants	1. patience 2. annoyed 3. example 4. trouble 5. rip
58	Why Do People Get Sick?	111	1. Words and Spelling Patterns 2. Compare Facts to Opinions 3. Identify Supporting Details 4. Identify New Information	1. Words that are nouns 2. Words with the /on/ pattern 3. Words with the /ie/ vowel pattern 4. Words with two consonants	1. reasons 2. shield 3. wash 4. share 5. spreading
59	Before There Were Cars	103	1. Words and Spelling Patterns 2. Compare Facts to Opinions 3. Identify Supporting Details 4. Identify New Information	1. Words that are nouns 2. Words with the /on/ pattern 3. Words with the /ie/ vowel pattern 4. Words with two consonants	1. travel 2. imagine 3. carriage 4. relieved 5. invented
60	All About Trading	102	1. Words and Spelling Patterns 2. Compare Facts to Opinions 3. Identify Supporting Details 4. Identify New Information	1. Words that are nouns 2. Words with the /on/ pattern 3. Words with the /ie/ vowel pattern 4. Words with two consonants	1. trade 2. need 3. want 4. fair 5. culture

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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
41	My Dad Used to Be Very Naughty	163	1. Identify story problems 2. Identify character feelings with evidence 3. Describe descriptive language 4. Analyze characters	1. Words with short vowel sound /a/ 2. Words with short vowel sound /e/ 3. Words that begin with /sh/, /th/, or /ch/ 4. Words with apostrophes	1. fancy 2. pretending 3. naughty 4. caught 5. begging
42	My Best Friend is the Best	162	1. Identify story problems 2. Identify character feelings with evidence 3. Describe descriptive language 4. Analyze characters	1. Words with short vowel sound /a/ 2. Words with short vowel sound /e/ 3. Words that begin with /sh/, /th/, or /ch/ 4. Words with apostrophes	1. argue 2. tasty 3. offers 4 overlook 5. entire
43	Sharing is Not Easy	146	1. Identify story problems 2. Identify character feelings with evidence 3. Describe descriptive language 4. Analyze characters	1. Compound words 2. Words with 3 joined consonants 3. Words that end in -ed 4. Transition words	1. borrow 2. explode 3. tattle 4. finally 5. promise
44	The Secret Life of Grandpa Jack	155	1. Identify story problems 2. Identify character feelings with evidence 3. Describe descriptive language 4. Analyze characters	1. Words with short vowel sound /a/ 2. Words with short vowel sound /e/ 3. Words that begin with /sh/, /th/, or /ch/ 4. Words with apostrophes	1. storyteller 2. discovered 3. noticed 4. burst 5. famous
45	The Day Our Bus Broke Down	170	1. Identify story problems 2. Identify character feelings with evidence 3. Describe descriptive language 4. Analyze characters	1. Words with short vowel sound /a/ 2. Words with short vowel sound /e/ 3. Words that begin with /sh/, /th/, or /ch/ 4. Words with apostrophes	1. understand 2. moment 3. crowd 4. shelter 5. squeezed

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
46	I Will Never Eat That!	144	1. Identify story elements 2. Form opinions of characters 3. Compare how characters feel about each other 4. Analyze settings	1. Words with short vowel sound /i/ 2. One syllable words with long vowel sound /a/ 3. Words the end in /er/ or /est/ 4. Words that are nouns	1. picky 2. refused 3. unhealthy 4. habit 5. realized
47	The Big Secret	153	1. Identify story elements 2. Form opinions of characters 3. Compare how characters feel about each other 4. Analyze settings	1. Words with short vowel sound /i/ 2. One syllable words with long vowel sound /a/ 3. Words the end in /er/ or /est/ 4. Words that are nouns	1. special 2. considered 3. expensive 4. revealed 5. scurried
48	There's a Giant Monster in My Room	158	1. Identify story elements 2. Form opinions of characters 3. Compare how characters feel about each other 4. Analyze settings	1. Words with short vowel sound /i/ 2. One syllable words with long vowel sound /a/ 3. Words the end in /er/ or /est/ 4. Words that are nouns	1. rushed 2. sobs 3. nodded 4. wrappers 5. load
49	Raising Chickens	164	1. Identify story elements 2. Form opinions of characters 3. Compare how characters feel about each other 4. Analyze settings	1. Words with short vowel sound /i/ 2. One syllable words with long vowel sound /a/ 3. Words the end in /er/ or /est/ 4. Words that are nouns	1. errand 2. relax 3. coop 4. hatched 5. delicious
50	The Stinky Smelly School Bus	161	1. Identify story elements 2. Form opinions of characters 3. Compare how characters feel about each other 4. Analyze settings	1. Words with short vowel sound /i/ 2. One syllable words with long vowel sound /a/ 3. Words the end in /er/ or /est/ 4. Words that are nouns	1. disliked 2. moldy 3. reminded 4. instead 5. dangerous

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
51	What is a Citizen?	158	1. Identify vocabulary 2. Identify opinions in a text 3. Identify most important beginning events 4. Analyze nonfiction facts	1. Words with short vowel sound /o/ 2. One syllable words with long vowel sound /e/ 3. Words that begin with two consonants that make two sounds 4. Words with double vowels followed by a consonant	1. community 2. public 3. protected 4. automatically 5. apply
52	Saving Versus Spending	155	1. Identify vocabulary 2. Identify opinions in a text 3. Identify most important beginning events 4. Analyze nonfiction facts	1. Words with short vowel sound /o/ 2. One syllable words with long vowel sound /e/ 3. Words that begin with two consonants that make two sounds 4. Words with double vowels followed by a consonant	1. practice 2. allowance 3. habits 4. system 5. invest
53	3 Types of Communities	157	1. Identify vocabulary 2. Identify opinions in a text 3. Identify most important beginning events 4. Analyze nonfiction facts	1. Words with short vowel sound /o/ 2. One syllable words with long vowel sound /e/ 3. Words that begin with two consonants that make two sounds 4. Words with double vowels followed by a consonant	1. common 2. nearby 3. suburban 4. rural 5. urban
54	Abraham Lincoln	145	1. Identify vocabulary 2. Identify opinions in a text 3. Identify most important beginning events 4. Analyze nonfiction facts	1. Words with short vowel sound /o/ 2. One syllable words with long vowel sound /e/ 3. Words that begin with two consonants that make two sounds 4. Words with double vowels followed by a consonant	1. poor 2. formal 3. studied 4. led 5. honored
55	Martin Luther King Jr.	143	1. Identify vocabulary 2. Identify opinions in a text 3. Identify most important beginning events 4. Analyze nonfiction facts	1. Words with short vowel sound /o/ 2. One syllable words with long vowel sound /e/ 3. Words that begin with two consonants that make two sounds 4. Words with double vowels followed by a consonant	1. traveled 2. non-violent 3. marches 4. fairly 5. organize

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
56	The Life Cycle of Frogs	170	1. Identify text themes 2. Infer the author's choice of words 3. Identify most important end fact 4. Analyze key details	1. Words with short vowel sound /u/ 2. One syllable words with long vowel sound /o/ 3. Words that begin with two consonants that make one sound 4. Words that have / or/, /ar/, /ir/, and /ur/	1. once 2. splits 3. attaches 4. surface 5. appears
57	What is an Ecosystem?	141	1. Identify text themes 2. Infer the author's choice of words 3. Identify most important end fact 4. Analyze key details	1. Words with short vowel sound /u/ 2. One syllable words with long vowel sound /o/ 3. Words that begin with two consonants that make one sound 4. Words that have / or/, /ar/, /ir/, and /ur/	1. interact 2. role 3. nonliving 4. affect 5. disaster
58	Plants that Heal	154	1. Identify text themes 2. Infer the author's choice of words 3. Identify most important end fact 4. Analyze key details	1. Words with short vowel sound /u/ 2. One syllable words with long vowel sound /o/ 3. Words that begin with two consonants that make one sound 4. Words that have / or/, /ar/, /ir/, and /ur/	1. heal 2. soothe 3. dizzy 4. headaches 5. relaxing
59	Fruits and Vegetables	148	1. Identify text themes 2. Infer the author's choice of words 3. Identify most important end fact 4. Analyze key details	1. Words with short vowel sound /u/ 2. One syllable words with long vowel sound /o/ 3. Words that begin with two consonants that make one sound 4. Words that have / or/, /ar/, /ir/, and /ur/	1. alike 2. healthy 3. definition 4. tricky 5. vitamins
60	Static Electricity	159	1. Identify text themes 2. Infer the author's choice of words 3. Identify most important end fact 4. Analyze key details	1. Words with short vowel sound /u/ 2. One syllable words with long vowel sound /o/ 3. Words that begin with two consonants that make one sound 4. Words that have / or/, /ar/, /ir/, and /ur/	1. flow 2. static 3. zap 4. object 5. affects

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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
41	The Tree House	240	1. Compare Characters 2. Text-to-Self Connections 3. Sequence 4. Key Word Synonyms	1. Onomatopoeia words 2. Words with 2 syllables 3. Words that end with /ing/ 4. Nouns	1. blueprints 2. allowed 3. decorate 4. mini 5. insane
42	Baking With Mom	242	1. Compare Characters 2. Text-to-Self Connections 3. Sequence 4. Key Word Synonyms	1. Onomatopoeia words 2. Words with 2 syllables 3. Words that end with /ing/ 4. Nouns	1. spatulas 2. gradually 3. greased 4. ruined 5. ingredients
43	The Broken Window	214	1. Compare Characters 2. Text-to-Self Connections 3. Sequence 4. Key Word Synonyms	1. Onomatopoeia words 2. Words with 2 syllables 3. Words that end with /ing/ 4. Nouns	1. mischief 2. terrorize 3. opportunity 4. braced 5. grounding
44	Taking The Plunge	245	1. Compare Characters 2. Text-to-Self Connections 3. Sequence 4. Key Word Synonyms	1. Onomatopoeia words 2. Words with 2 syllables 3. Words that end with /ing/ 4. Nouns	1. paradise 2. basically 3. plunge 4. airborne 5. souvenir
45	Grandma's Sweaters	236	1. Compare Characters 2. Text-to-Self Connections 3. Sequence 4. Key Word Synonyms	1. Onomatopoeia words 2. Words with 2 syllables 3. Words that end with /ing/ 4. Nouns	1. exactly 2. images 3. mortified 4. avoid 5. routine
46	Astronauts	213	1. Compare Settings 2. Text-to-Text Connections 3. Most Important Facts 4. Key Word Antonyms	1. Linking Verbs 2. Words with /ph/, /gh/, or /sch/ 3. Past Tense Verbs 4. Words with /ion/, /ou/, or /ea/	1. journey 2. orbit 3. voyage 4. mission 5. strides

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
47	Starfish	222	1. Compare Settings 2. Text-to-Text Connections 3. Most Important Facts 4. Key Word Antonyms	1. Linking Verbs 2. Words with /ph/, /gh/, or /sch/ 3. Past Tense Verbs 4. Words with /ion/, /ou/, or /ea/	1. collection 2. various 3. devours 4. envision 5. pitiful
48	Disney World's History	223	1. Compare Settings 2. Text-to-Text Connections 3. Most Important Facts 4. Key Word Antonyms	1. Linking Verbs 2. Words with /ph/, /gh/, or /sch/ 3. Past Tense Verbs 4. Words with /ion/, /ou/, or /ea/	1. intrigued 2. lounge 3. estimates 4. random 5. evacuate
49	Surf's Up!	213	1. Compare Settings 2. Text-to-Text Connections 3. Most Important Facts 4. Key Word Antonyms	1. Linking Verbs 2. Words with /ph/, /gh/, or /sch/ 3. Past Tense Verbs 4. Words with /ion/, /ou/, or /ea/	1. athletic 2. professional 3. rookie 4. share 5.Advice
50	Elephant Facts	204	1. Compare Settings 2. Text-to-Text Connections 3. Most Important Facts 4. Key Word Antonyms	1. Linking Verbs 2. Words with /ph/, /gh/, or /sch/ 3. Past Tense Verbs 4. Words with /ion/, /ou/, or /ea/	1. contrast 2. demeanor 3. mesmerized 4. countless 5. communicate
51	The Monster Under My Bed	231	1. Compare Problems/Solutions 2. Text-to-World Connections 3. Use Prior Knowledge 4. Critique ideas	1. Words with /dge/, /oo/, or /ion/ 2. Indefinite Pronouns 3. Present Tense Verbs 4. Words with /sch/, /shr/, or /thr/	1. spacious 2. hyper 3. longed 4. creaked 5. refusing
52	Growing Up Too Fast	238	1. Compare Problems/Solutions 2. Text-to-World Connections 3. Use Prior Knowledge 4. Critique ideas	1. Words with /dge/, /oo/, or /ion/ 2. Indefinite Pronouns 3. Present Tense Verbs 4. Words with /sch/, /shr/, or /thr/	1. insisted 2. immature 3. amused 4. extremes 5. sneaking

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
53	Learning Things the Hard Way	219	1. Compare Problems/Solutions 2. Text-to-World Connections 3. Use Prior Knowledge 4. Critique ideas	1. Words with /dge/, /oo/, or /ion/ 2. Indefinite Pronouns 3. Present Tense Verbs 4. Words with /sch/, /shr/, or /thr/	1. hesitate 2. consequences 3. processed 4. budge 5. mumbling
54	A Sticky Situation	224	1. Compare Problems/Solutions 2. Text-to-World Connections 3. Use Prior Knowledge 4. Critique ideas	1. Words with /dge/, /oo/, or /ion/ 2. Indefinite Pronouns 3. Present Tense Verbs 4. Words with /sch/, /shr/, or /thr/	1. slight 2. admitting 3. tangled 4. globs 5. resorted
55	Getting Glasses	221	1. Compare Problems/Solutions 2. Text-to-World Connections 3. Use Prior Knowledge 4. Critique ideas	1. Words with /dge/, /oo/, or /ion/ 2. Indefinite Pronouns 3. Present Tense Verbs 4. Words with /sch/, /shr/, or /thr/	1. reputation 2. slipping 3. lengthy 4. examined 5. impaired
56	The New Baby	235	1. Compare Details 2. Text-to-Topic Connections 3. Infer relationships between characters 4. Critique Events	1. Words with 3 or more vowels 2. Words That Begin With 2 or More Consonants 3. Words that rhyme with 'should' 4. Words with only one letter	1. longed 2. announcement 3. elated 4. negatives 5. swore
57	The Worst Class Picture Ever	225	1. Compare Details 2. Text-to-Topic Connections 3. Infer relationships between characters 4. Critique Events	1. Words with 3 or more vowels 2. Words That Begin With 2 or More Consonants 3. Words that rhyme with 'should' 4. Words with only one letter	1. scanned 2. scorching 3. arranged 4. dreaded 5. impression

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
58	Grandpa's First (and Last) Scooter Ride	228	1. Compare Details 2. Text-to-Topic Connections 3. Infer relationships between characters 4. Critique Events	1. Words with 3 or more vowels 2. Words That Begin With 2 or More Consonants 3. Words that rhyme with 'should' 4. Words with only one letter	1. antics 2. froze 3. injured 4. victory 5. biffed
59	Apple Picking	224	1. Compare Details 2. Text-to-Topic Connections 3. Infer relationships between characters 4. Critique Events	1. Words with 3 or more vowels 2. Words That Begin With 2 or More Consonants 3. Words that rhyme with 'should' 4. Words with only one letter	1. season 2. orchard 3. bushels 4. typical 5. scolded
60	Samson, The Zebra Dog	226	1. Compare Details 2. Text-to-Topic Connections 3. Infer relationships between characters 4. Critique Events	1. Words with 3 or more vowels 2. Words That Begin With 2 or More Consonants 3. Words that rhyme with 'should' 4. Words with only one letter	1. innocent 2. restrain 3. message 4. galloped 5. enraged

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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
41	Where are all These Ants Coming From?	287	1. Gather Information about Characters 2. Infer Reasons for Important Events 3. Identify Setting & Plot 4. Infer Other Problems	1. Words with clusters /br/, /cr/, or /dr/ 2. Words 3 or more vowels 3. Words with 4 or more syllables 4. Words with double consonants	1. rounded 2. ballistic 3. dreaded 4. miserable 5. punishment
42	The Boy Who Never Stopped Shouting	296	1.1 Gather Information about Characters 2. Infer Reasons for Important Events 3. Identify Setting & Plot 4. Infer Other Problems	1.Words with clusters /br/, /cr/, or /dr/ 2. Words 3 or more vowels 3. Words with 4 or more syllables 4. Words with double consonants	1. rambunctious 2. clueless 3. unfortunately 4. suspected 5. specialist
43	My Dad is Obsessed	309	1. Gather Information about Characters 2. Infer Reasons for Important Events 3. Identify Setting & Plot 4. Infer Other Problems	1. Words with clusters /br/, /cr/, or /dr/ 2. Words 3 or more vowels 3. Words with 4 or more syllables 4. Words with double consonants	1. addicted 2. obsessed 3. annoying 4. drastic 5. scenario
44	The All-You-Can-Eat Contest	279	1. Gather Information about Characters 2. Infer Reasons for Important Events 3. Identify Setting & Plot 4. Infer Other Problems	1.Words with clusters /br/, /cr/, or /dr/ 2. Words 3 or more vowels 3. Words with 4 or more syllables 4. Words with double consonants	1. insanely 2. custodians 3. naturally 4. announcement 5. unanimous
45	Grandma Joyce Gets a Smart Phone	300	1. Gather Information about Characters 2. Infer Reasons for Important Events 3. Identify Setting & Plot 4. Infer Other Problems	1. Words with clusters /br/, /cr/, or /dr/ 2. Words 3 or more vowels 3. Words with 4 or more syllables 4. Words with double consonants	1. hilariously 2. panic 3. regardless 4. anxiety 5. process

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
46	It's Better to Be Honest	299	1. Gather Information About Setting 2. Infer Character Motivation 3. Identify Moral Lessons 4. Infer Other Solutions	1. Words with clusters /fl/, /pl/, or /sl/ 2. Words with 5 or more consonants 3. Words that begin with 3 consonants 4. Character description words	1. instincts 2. reputation 3. trustworthy 4. accused 5. frustrated
47	People Watching	292	1. Gather Information About Setting 2. Infer Character Motivation 3. Identify Moral Lessons 4. Infer Other Solutions	1.Words with clusters /fl/, /pl/, or /sl/ 2. Words with 5 or more consonants 3. Words that begin with 3 consonants 4. Character description words	1. occupations 2. lingering 3. appeared 4. snarky 5. scene
48	The Day the Pigs Got Loose	301	1. Gather Information About Setting 2. Infer Character Motivation 3. Identify Moral Lessons 4. Infer Other Solutions	1.Words with clusters /fl/, /pl/, or /sl/ 2. Words with 5 or more consonants 3. Words that begin with 3 consonants 4. Character description words	1. raised 2. average 3. securely 4. registered 5. cautioned
49	My First Airplane Ride	310	1. Gather Information About Setting 2. Infer Character Motivation 3. Identify Moral Lessons 4. Infer Other Solutions	1.Words with clusters /fl/, /pl/, or /sl/ 2. Words with 5 or more consonants 3. Words that begin with 3 consonants 4. Character description words	1. elated 2. instantly 3. reassured 4. researching 5. nerves
50	The Boy Who Lost Everything	303	1. Gather Information About Setting 2. Infer Character Motivation 3. Identify Moral Lessons 4. Infer Other Solutions	1.Words with clusters /fl/, /pl/, or /sl/ 2. Words with 5 or more consonants 3. Words that begin with 3 consonants 4. Character description words	1. compliment 2. klutz 3. deny 4. disorganized 5. scattered

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
51	Harriet Tubman	268	1. Information About the Setting 2. Important Events in a Subject's Life 3. Infer Subject's Feelings 4. Judge Character Choices	1. Words with clusters /sh/, /wh/, or /ch/ 2. Words with /cl/, /k/, or/ck/ 3. Possessives 4. Words related to setting	1. poorly 2. plantation 3. actual 4. series 5. conductor
52	Barack Obama	272	1. Information About the Setting 2. Important Events in a Subject's Life 3. Infer Subject's Feelings 4. Judge Character Choices	1. Words with clusters /sh/, /wh/, or /ch/ 2. Words with /cl/, /k/, or/ck/ 3. Possessives 4. Words related to setting	1. attend 2. politics 3. election 4. candidates 5. inaugurated
53	Louis Armstrong	288	1. Information About the Setting 2. Important Events in a Subject's Life 3. Infer Subject's Feelings 4. Judge Character Choices	1. Words with clusters /sh/, /wh/, or /ch/ 2. Words with /cl/, /k/, or/ck/ 3. Possessives 4. Words related to setting	1. abandoned 2. quartet 3. troubled 4. similar 5. century
54	Sam Walton	282	1. Information About the Setting 2. Important Events in a Subject's Life 3. Infer Subject's Feelings 4. Judge Character Choices	1. Words with clusters /sh/, /wh/, or /ch/ 2. Words with /cl/, /k/, or/ck/ 3. Possessives 4. Words related to setting	1. employ 2. entrepreneur 3. vision 4. decade 5. distribution
55	Eleanor Roosevelt	270	1. Information About the Setting 2. Important Events in a Subject's Life 3. Infer Subject's Feelings 4. Judge Character Choices	1. Words with clusters /sh/, /wh/, or /ch/ 2. Words with /cl/, /k/, or/ck/ 3. Possessives 4. Words related to setting	1. personality 2. confidence 3. supported 4. disease 5. recovered

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
56	Preserving Food	274	1. Solve Content Words 2. Gather Information About the Topic 3. Make Connections from Text to Background 4. Infer Cause & Effect	1. Words with clusters /bl/, /cl/, or /gl/ 2. Words with /f/, /ph/, /ff/, or /gh/ 3. One syllable words with at least 4 letters 4. Concept words	1. preserve 2. rotten 3. ancient 4. dehydrators 5. oxidizes
57	Renewable Energy	275	1. Solve Content Words 2. Gather Information About the Topic 3. Make Connections from Text to Background 4. Infer Cause & Effect	1. Words with clusters /bl/, /cl/, or /gl/ 2. Words with /f/, /ph/, /ff/, or /gh/ 3. One syllable words with at least 4 letters 4. Concept words	1. renewable 2. turbines 3. install 4. converted 5. generate
58	The Golden Gate Bridge	295	1. Solve Content Words 2. Gather Information About the Topic 3. Make Connections from Text to Background 4. Infer Cause & Effect	1. Words with clusters /bl/, /cl/, or /gl/ 2. Words with /f/, /ph/, /ff/, or /gh/ 3. One syllable words with at least 4 letters 4. Concept words	1. population 2. delays 3. toll 4. suspension 5. modern
59	All About Our Ears	299	1. Solve Content Words 2. Gather Information About the Topic 3. Make Connections from Text to Background 4. Infer Cause & Effect	1. Words with clusters /bl/, /cl/, or /gl/ 2. Words with /f/, /ph/, /ff/, or /gh/ 3. One syllable words with at least 4 letters 4. Concept words	1. identifying 2. balance 3. injure 4. infections 5. vibrations
60	Learning About DNA	279	1. Solve Content Words 2. Gather Information About the Topic 3. Make Connections from Text to Background 4. Infer Cause & Effect	1. Words with clusters /bl/, /cl/, or /gl/ 2. Words with /f/, /ph/, /ff/, or /gh/ 3. One syllable words with at least 4 letters 4. Concept words	1. molecule 2. disconfirm 3. biologically 4. backbones 5. fraction

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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
41	Sophie's First Day on the Job	262	1. Interpret Character Feelings for Different Events 2. Evaluate Parts of the Text that add Enjoyment 3. Infer Causes of Problems 4. Identify Story Mood	1. Interjections 2. Words that end with /ant/ or /ent/ 3. Words with the /be/ pattern 4. Words with the /ow/ vowel pattern	1. eagerness 2. stammered 3. beloved 4. perspective 5. intent
42	My Dad Retired	279	1. Interpret Character Feelings for Different Events 2. Evaluate Parts of the Text that add Enjoyment 3. Infer Causes of Problems 4. Identify Story Mood	1. Interjections 2. Words that end with /ant/ or /ent/ 3. Words with the /be/ pattern 4. Words with the /ow/ vowel pattern	1. definitively 2. elucidated 3. aroma 4. intoxicatingly 5. flawless
43	The Family Road Trip	265	1. Interpret Character Feelings for Different Events 2. Evaluate Parts of the Text that add Enjoyment 3. Infer Causes of Problems 4. Identify Story Mood	1. Interjections 2. Words that end with /ant/ or /ent/ 3. Words with the /be/ pattern 4. Words with the /ow/ vowel pattern	1. intricately 2. tantalizing 3. spontaneously 4. veered 5. skeptically
44	Rylan's digital Footprint	272	1. Interpret Character Feelings for Different Events 2. Evaluate Parts of the Text that add Enjoyment 3. Infer Causes of Problems 4. Identify Story Mood	1. Interjections 2. Words that end with /ant/ or /ent/ 3. Words with the /be/ pattern 4. Words with the /ow/ vowel pattern	1. obsessive 2. altering 3. exasperated 4. defiance 5. lethargic
45	World-schooling	268	1. Interpret Character Feelings for Different Events 2. Evaluate Parts of the Text that add Enjoyment 3. Infer Causes of Problems 4. Identify Story Mood	1. Interjections 2. Words that end with /ant/ or /ent/ 3. Words with the /be/ pattern 4. Words with the /ow/ vowel pattern	1. nontraditional 2. architectural 3. worldschooling 4. assume 5. humble

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
46	Neighborhood Cleanup	300	1. Judge Characters' Actions 2. Notice how the Main Problem was Solved 3. Describe how Plot Impacts your Life 4. Evaluate Believability of Plot	1. Action Verbs 2. Words that end with /re/ 3. Words with the /et/ pattern 4. Words with the /oy/ vowel pattern	1. aesthetics 2. debris 3. bellowed 4. conjure 5. tiers
47	The Homemade Go-Kart	273	1. Judge Characters' Actions 2. Notice how the Main Problem was Solved 3. Describe how Plot Impacts your Life 4. Evaluate Believability of Plot	1. Action Verbs 2. Words that end with /re/ 3. Words with the /et/ pattern 4. Words with the /oy/ vowel pattern	1. skeptical 2. prototype 3. endeavor 4. collaboratively 5. reassured
48	Nature Walk	286	1. Judge Characters' Actions 2. Notice how the Main Problem was Solved 3. Describe how Plot Impacts your Life 4. Evaluate Believability of Plot	1. Action Verbs 2. Words that end with /re/ 3. Words with the /et/ pattern 4. Words with the /oy/ vowel pattern	1. babble 2. pent 3. guardians 4. carcass 5. concerted
49	Tamara's Sun Addiction	272	1. Judge Characters' Actions 2. Notice how the Main Problem was Solved 3. Describe how Plot Impacts your Life 4. Evaluate Believability of Plot	1. Action Verbs 2. Words that end with /re/ 3. Words with the /et/ pattern 4. Words with the /oy/ vowel pattern	1. tightknit 2. feasible 3. repercussions 4. deterioration 5. melanoma
50	That's Enough Savannah!	271	1. Judge Characters' Actions 2. Notice how the Main Problem was Solved 3. Describe how Plot Impacts your Life 4. Evaluate Believability of Plot	1. Action Verbs 2. Words that end with /re/ 3. Words with the /et/ pattern 4. Words with the /oy/ vowel pattern	1. prospect 2. surge 3. doubly 4. jitters 5. sensitivity

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
51	Leonardo da Vinci	276	1. Make Connections to Similar Subjects 2. Identify How Subject Overcame Odds 3. Interpret Subject's Feelings 4. Compare Setting to Today	1. Words with 3 or more vowels 2. Words that end with /est/ 3. Words with the /or/ pattern 4. Words with the /ance/ pattern	1. apprenticed 2. commission 3. accumulating 4. anatomy 5. deservedly
52	Ben Carson	257	1. Make Connections to Similar Subjects 2. Identify How Subject Overcame Odds 3. Interpret Subject's Feelings 4. Compare Setting to Today	1. Words with 3 or more vowels 2. Words that end with /est/ 3. Words with the /or/ pattern 4. Words with the /ance/ pattern	1. bigamist 2. destitute 3. underprivileged 4. scholarship 5. conjoined
53	Taylor Swift	269	1. Make Connections to Similar Subjects 2. Identify How Subject Overcame Odds 3. Interpret Subject's Feelings 4. Compare Setting to Today	1. Words with 3 or more vowels 2. Words that end with /est/ 3. Words with the /or/ pattern 4. Words with the /ance/ pattern	1. assiduously 2. stellar 3. skyrocketing 4. debut 5. commodity
54	Georgia O'Keefe	264	1. Make Connections to Similar Subjects 2. Identify How Subject Overcame Odds 3. Interpret Subject's Feelings 4. Compare Setting to Today	1. Words with 3 or more vowels 2. Words that end with /est/ 3. Words with the /or/ pattern 4. Words with the /ance/ pattern	1. fertile 2. abstract 3. hues 4. dumbstruck 5. prodigious
55	Usain Bolt	277	1. Make Connections to Similar Subjects 2. Identify How Subject Overcame Odds 3. Interpret Subject's Feelings 4. Compare Setting to Today	1. Words with 3 or more vowels 2. Words that end with /est/ 3. Words with the /or/ pattern 4. Words with the /ance/ pattern	1. arguably 2. medalist 3. plague 4. breakthrough 5. notoriety

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
56	The Many Languages of the World	258	1. Incorporate New Knowledge 2. Infer Big Ideas of the Text 3. Define Content Words 4. Critique the Content of the Text	1. Words that begin with 3 consonants 2. Words that end with /er/ 3. Words with the /re/ pattern 4. Words with the /arge/ pattern	1. incomprehensible 2. overwhelming 3. translated 4. moribund 5. communication
57	All About Belize	256	1. Incorporate New Knowledge 2. Infer Big Ideas of the Text 3. Define Content Words 4. Critique the Content of the Text	1. Words that begin with 3 consonants 2. Words that end with /er/ 3. Words with the /re/ pattern 4. Words with the /arge/ pattern	1. breathtaking 2. dialect 3. tranquil 4. tourists 5. territory
58	Animal Extinction	250	1. Incorporate New Knowledge 2. Infer Big Ideas of the Text 3. Define Content Words 4. Critique the Content of the Text	1. Words that begin with 3 consonants 2. Words that end with /er/ 3. Words with the /re/ pattern 4. Words with the /arge/ pattern	1. vanished 2. overpopulation 3. habitats 4. infrastructures 5. ecosystem
59	The 5 Smelliest Things in the World	284	1. Incorporate New Knowledge 2. Infer Big Ideas of the Text 3. Define Content Words 4. Critique the Content of the Text	1. Words that begin with 3 consonants 2. Words that end with /er/ 3. Words with the /re/ pattern 4. Words with the /arge/ pattern	1. sultan 2. indigenous 3. ferment 4. universally 5. plethora
60	What is Acid Rain?	279	1. Incorporate New Knowledge 2. Infer Big Ideas of the Text 3. Define Content Words 4. Critique the Content of the Text	1. Words that begin with 3 consonants 2. Words that end with /er/ 3. Words with the /re/ pattern 4. Words with the /arge/ pattern	1. menace 2. epidemic 3. livelihood 4. omitted 5. minerals

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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
41	Eugene is in a Pickle	284	1. Identify Character Through Traits 2. Determine Real Meaning Behind Dialogue 3. Infer Cause of Problem 4. Analyze Setting	1. Words with 5 syllables 2. Words with the Greek root 'ana' 3. Adjectives 4. Words with the Latin root 'voc'	1. sabbaticals 2. anabiosis 3. vocalize 4. fabricate 5. wheezy
42	David's Dilemma	278	1. Identify Character Through Traits 2. Determine Real Meaning Behind Dialogue 3. Infer Cause of Problem 4. Analyze Setting	1. Words with 5 syllables 2. Words with the Greek root 'ana' 3. Adjectives 4. Words with the Latin root 'voc'	1. unequivocally 2. inquiries 3. appeased 4. hounded 5. conceded
43	Sophia Finds Her Voice	261	1. Identify Character Through Traits 2. Determine Real Meaning Behind Dialogue 3. Infer Cause of Problem 4. Analyze Setting	1. Words with 5 syllables 2. Words with the Greek root 'ana' 3. Adjectives 4. Words with the Latin root 'voc'	1. subtle 2. revoked 3. stereotypical 4. manipulating 5. flabbergasted
44	The Two Amigos	276	1. Identify Character Through Traits 2. Determine Real Meaning Behind Dialogue 3. Infer Cause of Problem 4. Analyze Setting	1. Words with 5 syllables 2. Words with the Greek root 'ana' 3. Adjectives 4. Words with the Latin root 'voc'	1. amigos 2. anacephalize 3. implying 4. instantaneously 5. scenario
45	"Uuuggghh h, Catherine!"	274	1. Identify Character Through Traits 2. Determine Real Meaning Behind Dialogue 3. Infer Cause of Problem 4. Analyze Setting	1. Words with 5 syllables 2. Words with the Greek root 'ana' 3. Adjectives 4. Words with the Latin root 'voc'	1. ardent 2. vocalize 3. imprudent 4. relinquished 5. galumphing

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Pass #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
46	How Life Can Change	283	1. Identify characters' Bias 2. Infer Other Events 3. Interpret Hidden Messages 4. Judge Author's Reasons for Choice of Words	1. Words with 2 Vowels 2. Words with the Greek root 'arch' 3. Pronouns 4. Words with the Latin root 'tract'	1. intractable 2. prestigious 3. excelled 4. hierarchy 5. kneejerk
47	The Exchange Student	284	1. Identify characters' Bias 2. Infer Other Events 3. Interpret Hidden Messages 4. Judge Author's Reasons for Choice of Words	1. Words with 2 Vowels 2. Words with the Greek root 'arch' 3. Pronouns 4. Words with the Latin root 'tract'	1. reconnoiter 2. temperate 3. resplendent 4. deplaned 5. trepidation
48	An Allergic Reaction	279	1. Identify characters' Bias 2. Infer Other Events 3. Interpret Hidden Messages 4. Judge Author's Reasons for Choice of Words	1. Words with 2 Vowels 2. Words with the Greek root 'arch' 3. Pronouns 4. Words with the Latin root 'tract'	1. stabilized 2. obdurate 3. vicinity 4. complied 5. unbeknownsed
49	The Awkward Surprise	276	1. Identify characters' Bias 2. Infer Other Events 3. Interpret Hidden Messages 4. Judge Author's Reasons for Choice of Words	1. Words with 2 Vowels 2. Words with the Greek root 'arch' 3. Pronouns 4. Words with the Latin root 'tract'	1. garrulous 2. anarchy 3. aghast 4. scintillating 5. simultaneously
50	Elizabeth's Obsession	260	1. Identify characters' Bias 2. Infer Other Events 3. Interpret Hidden Messages 4. Judge Author's Reasons for Choice of Words	1. Words with 2 Vowels 2. Words with the Greek root 'arch' 3. Pronouns 4. Words with the Latin root 'tract'	1. hoarding 2. enabled 3. entitled 4. matriarch 5. anarchy

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Pass #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
51	Galileo	258	1. Identify Key Decision Points in a Subject's Life 2. Think Critically of a Subject 3. Gather Critical Setting information 4. Notice How a Subject Changes Over Time	1. Words with 3 Consonants 2. Words with the Greek root 'anti' 3. Past Tense Verbs 4. Words with the Latin root 'cred'	1. circumstantial 2. credibility 3. quantifiable 4. summoned 5. inquisition
52	Marilyn Monroe	255	1. Identify Key Decision Points in a Subject's Life 2. Think Critically of a Subject 3. Gather Critical Setting information 4. Notice How a Subject Changes Over Time	1. Words with 3 Consonants 2. Words with the Greek root 'anti' 3. Past Tense Verbs 4. Words with the Latin root 'cred'	1. vulnerability 2. poise 3. substantially 4. ultimatum 5. discombobulated
53	Ken Jennings	253	1. Identify Key Decision Points in a Subject's Life 2. Think Critically of a Subject 3. Gather Critical Setting information 4. Notice How a Subject Changes Over Time	1. Words with 3 Consonants 2. Words with the Greek root 'anti' 3. Past Tense Verbs 4. Words with the Latin root 'cred'	1. prodigy 2. unseated 3. impeccable 4. enchanting 5. acquiesced
54	Oseola McCarty	270	1. Identify Key Decision Points in a Subject's Life 2. Think Critically of a Subject 3. Gather Critical Setting information 4. Notice How a Subject Changes Over Time	1. Words with 3 Consonants 2. Words with the Greek root 'anti' 3. Past Tense Verbs 4. Words with the Latin root 'cred'	1. ailing 2. delimited 3. frugal 4. extravagance 5. transmissions
55	Lucy Stone	261	1. Identify Key Decision Points in a Subject's Life 2. Think Critically of a Subject 3. Gather Critical Setting information 4. Notice How a Subject Changes Over Time	1. Words with 3 Consonants 2. Words with the Greek root 'anti' 3. Past Tense Verbs 4. Words with the Latin root 'cred'	1. denouncing 2. touted 3. persona 4. undeterred 5. abolished

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Pass #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
56	The Bombardier Beetle	254	1. Draw Conclusions 2. Find Evidence to Support Opinions 3. Define New Vocabulary 4. Infer Outcomes	1. Words with 2 consonants together that make one sound 2. Words with the Greek root 'micro' 3. Collective Nouns 4. Words with the Latin root 'pend'	1. atrocious 2. chambers 3. corrosive 4. temperate 5. decaying
57	Infectious Diseases	241	1. Draw Conclusions 2. Find Evidence to Support Opinions 3. Define New Vocabulary 4. Infer Outcomes	1. Words with 2 consonants together that make one sound 2. Words with the Greek root 'micro' 3. Collective Nouns 4. Words with the Latin root 'pend'	1. microorganisms 2. infectious 3. transmitted 4. contamination 5. burrow
58	Strange Animals That Spit	273	1. Draw Conclusions 2. Find Evidence to Support Opinions 3. Define New Vocabulary 4. Infer Outcomes	1. Words with 2 consonants together that make one sound 2. Words with the Greek root 'micro' 3. Collective Nouns 4. Words with the Latin root 'pend'	1. concoction 2. ambushing 3. ambuscades 4. gormandize 5. ballistics
59	Weather Stations	233	1. Draw Conclusions 2. Find Evidence to Support Opinions 3. Define New Vocabulary 4. Infer Outcomes	1. Words with 2 consonants together that make one sound 2. Words with the Greek root 'micro' 3. Collective Nouns 4. Words with the Latin root 'pend'	1. adroitness 2. precipitation 3. forecasts 4. gauge 5. analyzed
60	Paleoclim-atology	240	1. Draw Conclusions 2. Find Evidence to Support Opinions 3. Define New Vocabulary 4. Infer Outcomes	1. Words with 2 consonants together that make one sound 2. Words with the Greek root 'micro' 3. Collective Nouns 4. Words with the Latin root 'pend'	1. infeasible 2. sediments 3. microfossils 4. biodiversity 5. fluctuations

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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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