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.

Terms of Use:

****** This purchase is for one teacher only. ******

*** This resource is not to be shared with colleagues or used by an entire grade level, school, or district without purchasing the proper number of licenses.

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- Resold or redistributed
- Modified and resold
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I work very hard to provide you with high-quality, time-saving resources and I greatly appreciate your support. Thank you for respecting my work and for respecting my terms of use!

Jen Bengel

Complete answer keys for every passage

"The Broken Window"

Trent and Baylor rushed off the bus every day so they could meet up with their friends in the neighborhood. The group of boys were always looking to get into mischief. They rode their bikes to the pond, played kickball in the yard, terrorized girls with their nerf guns, and climbed every tree they saw. One spring afternoon they had a great game of baseball going in Trent and Baylor's backyard. Mikey, the big guy, was up to bat. He swung twice and missed. On his third and final opportunity, Mikey swung with all his might. The ball zoomed off the bat and darted right past Trent's head and through the kitchen window. Crash! The glass shattered into a million pieces. Every boy looked in horror at the window and then at Trent and Baylor. Baylor's plan was to clean up the glass and tape cardboard over the window. Trent wanted to blame Mikey and beg mom for forgiveness. The group went with Baylor's plan. Everyone pitched in to clean the glass. They found some duct tape and cardboard in the garage. All the boys went home after the job was done. Trent and Baylor waited in fear for the hum of the car engine. They braced themselves for the worst grounding in history.

Understand It!

Answer the following questions after reading:

1. How would the boys describe Mikey?
   a. careful
   b. wimpy
   (c) strong
   d. bad at baseball

2. Somebody most like Trent would be...
   a. a neat freak
   b. honest
   c. funny
   (d) willing to lie

3. What happened right after they cleaned the mess?
   (a) all the boys went home
   b. mom came home
   c. they played baseball
   d. they climbed trees

4. A synonym for 'terrorized' is...
   a. welcomed
   b. gave
   (c) tortured
   d. helped

Word Work

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

- red — Onomatopoeia Words
- blue — Words with 2 syllables
- green — Words that end with -ing
- orange — Plural Nouns

Vocabulary

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

1. mischief — sneaky
2. terrorized — torture someone
3. opportunity — a chance
4. braced — to get ready
5. grounding — getting in trouble

Passage 43

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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

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.

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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.

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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 third grade average reading level. They all fall within Fountas and Pinnell's levels L-P.

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

Grade 2: Students who are reading and comprehending above grade level would benefit from an advanced intervention with this program.

Grade 3: Students reading slightly below grade level would benefit from this intervention. The passages could also be used as extra practice for those reading on grade level.

Grade 4: Students reading and/or comprehending .5-1 year below grade level would benefit from this intervention.

Grade 5: Students reading and/or comprehending 1-2 years below grade level would benefit from this intervention.

Grade 6: 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 set 2 of the reading intervention program.

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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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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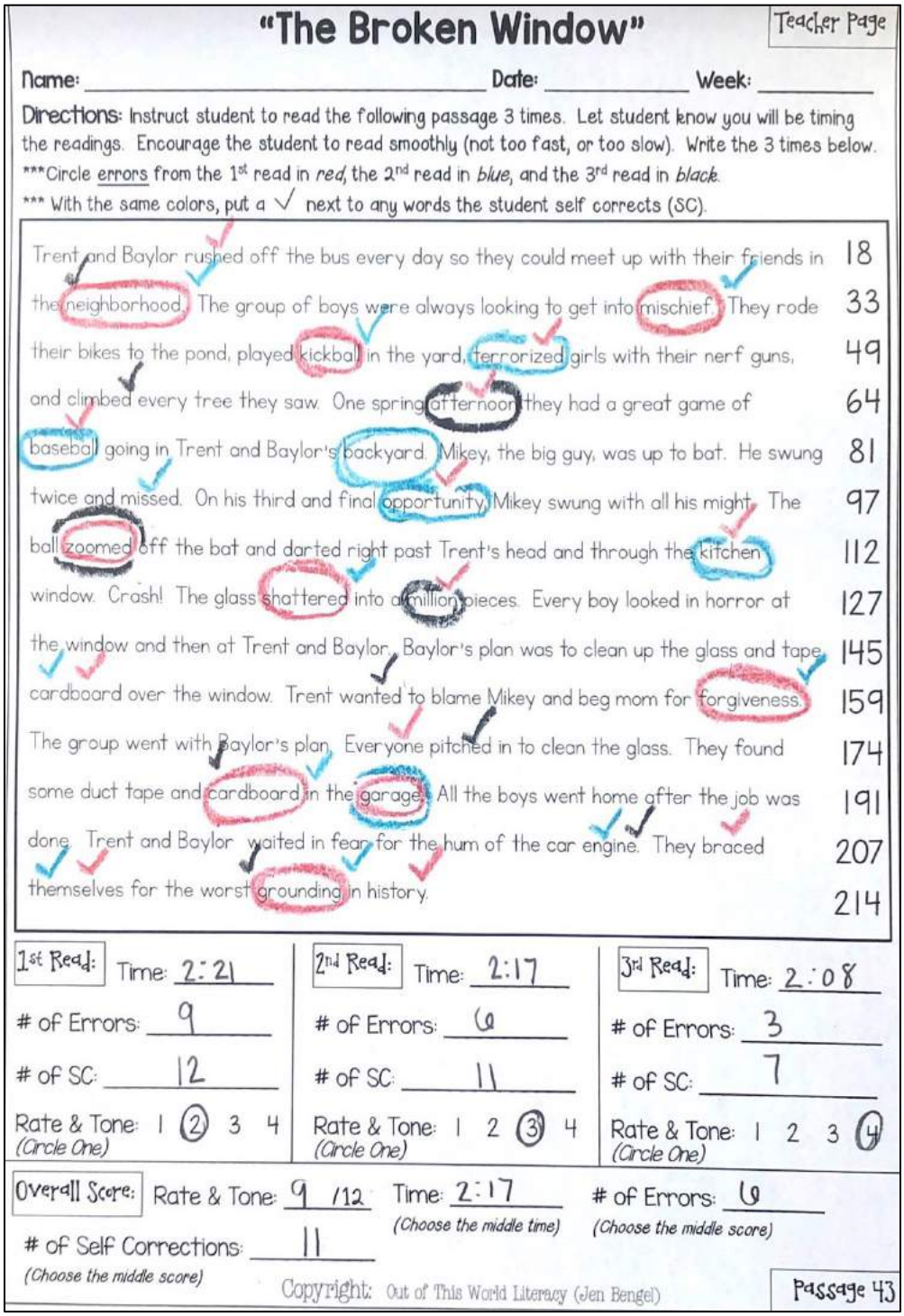
Completed fluency teacher page



"The Broken Window"

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).

Trent and Baylor rushed off the bus every day so they could meet up with their friends in	18
the neighborhood. The group of boys were always looking to get into mischief. They rode	33
their bikes to the pond, played kickball in the yard, terrorized girls with their nerf guns,	49
and climbed every tree they saw. One spring afternoon they had a great game of	64
baseball going in Trent and Baylor's backyard. Mikey, the big guy, was up to bat. He swung	81
twice and missed. On his third and final opportunity, Mikey swung with all his might. The	97
ball zoomed off the bat and darted right past Trent's head and through the kitchen	112
window. Crash! The glass shattered into a million pieces. Every boy looked in horror at	127
the window and then at Trent and Baylor. Baylor's plan was to clean up the glass and tape	145
cardboard over the window. Trent wanted to blame Mikey and beg mom for forgiveness.	159
The group went with Baylor's plan. Everyone pitched in to clean the glass. They found	174
some duct tape and cardboard in the garage. All the boys went home after the job was	191
done. Trent and Baylor waited in fear for the hum of the car engine. They braced	207
themselves for the worst grounding in history.	214

1st Read:	2nd Read:	3rd Read:
Time: 2:21	Time: 2:17	Time: 2:08
# of Errors: 9	# of Errors: 6	# of Errors: 3
# of SC: 12	# of SC: 11	# of SC: 7
Rate & Tone: 1 (2) 3 4 (Circle One)	Rate & Tone: 1 2 (3) 4 (Circle One)	Rate & Tone: 1 2 3 (4) (Circle One)

Overall Score: Rate & Tone: 9 /12 Time: 2:17 (Choose the middle time) # of Errors: 6 (Choose the middle score)

# of Self Corrections: 11 (Choose the middle score)

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Passage 43

3 running records on one page!

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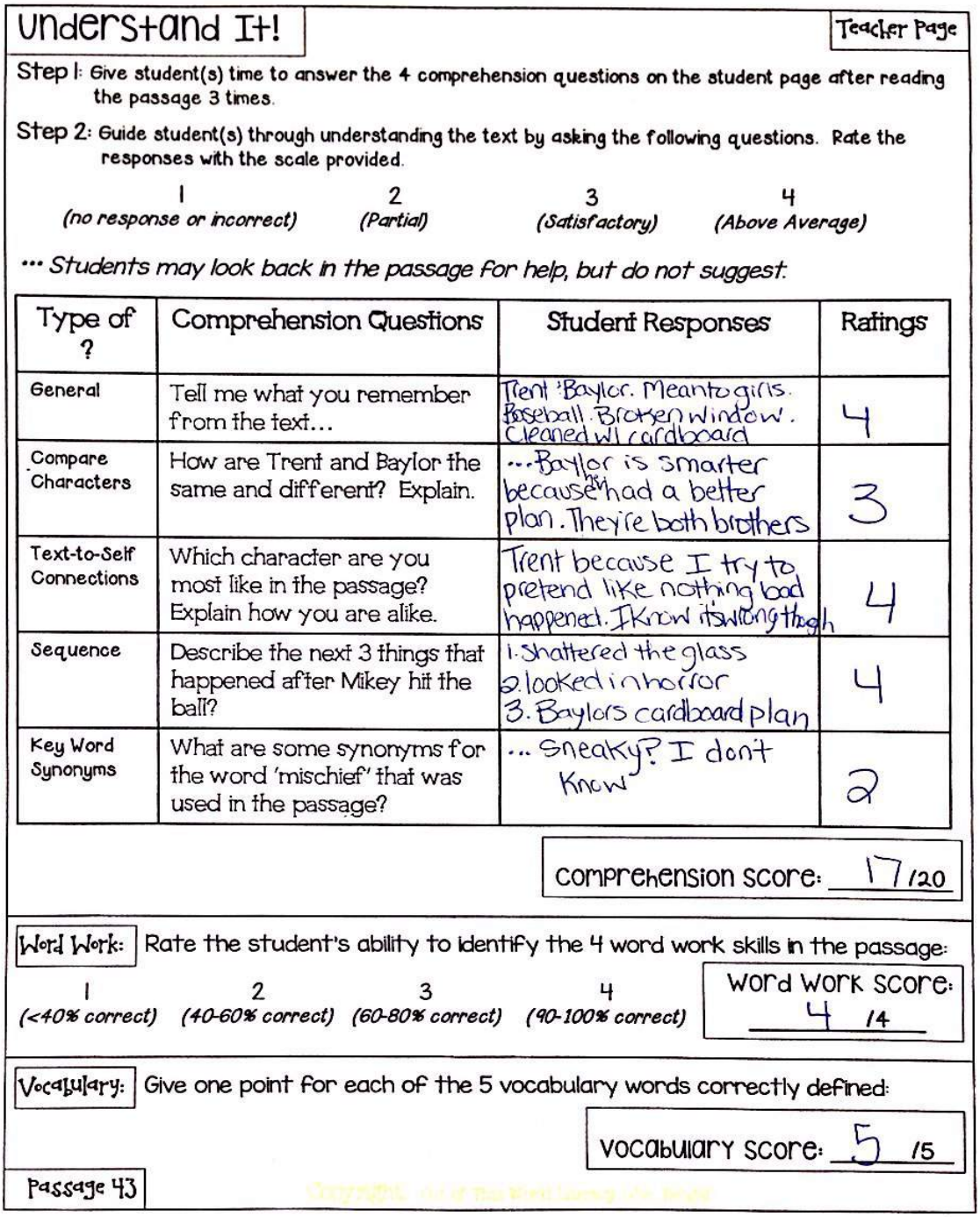
Completed comprehension teacher page



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...	Trent 'Baylor. Meant to girls. Baseball. Broken window. Cleaned w/ cardboard	4
Compare Characters	How are Trent and Baylor the same and different? Explain.	...Baylor is smarter because he had a better plan. They're both brothers	3
Text-to-Self Connections	Which character are you most like in the passage? Explain how you are alike.	Trent because I try to pretend like nothing bad happened. I know it's wrong though	4
Sequence	Describe the next 3 things that happened after Mikey hit the ball?	1. Shattered the glass 2. looked in horror 3. Baylors cardboard plan	4
Key Word Synonyms	What are some synonyms for the word 'mischief' that was used in the passage?	... Sneaky? I don't Know	2

Comprehension score: 17/20

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

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

Word Work Score: 4 /4

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

Vocabulary score: 5 /5

Passage 43

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

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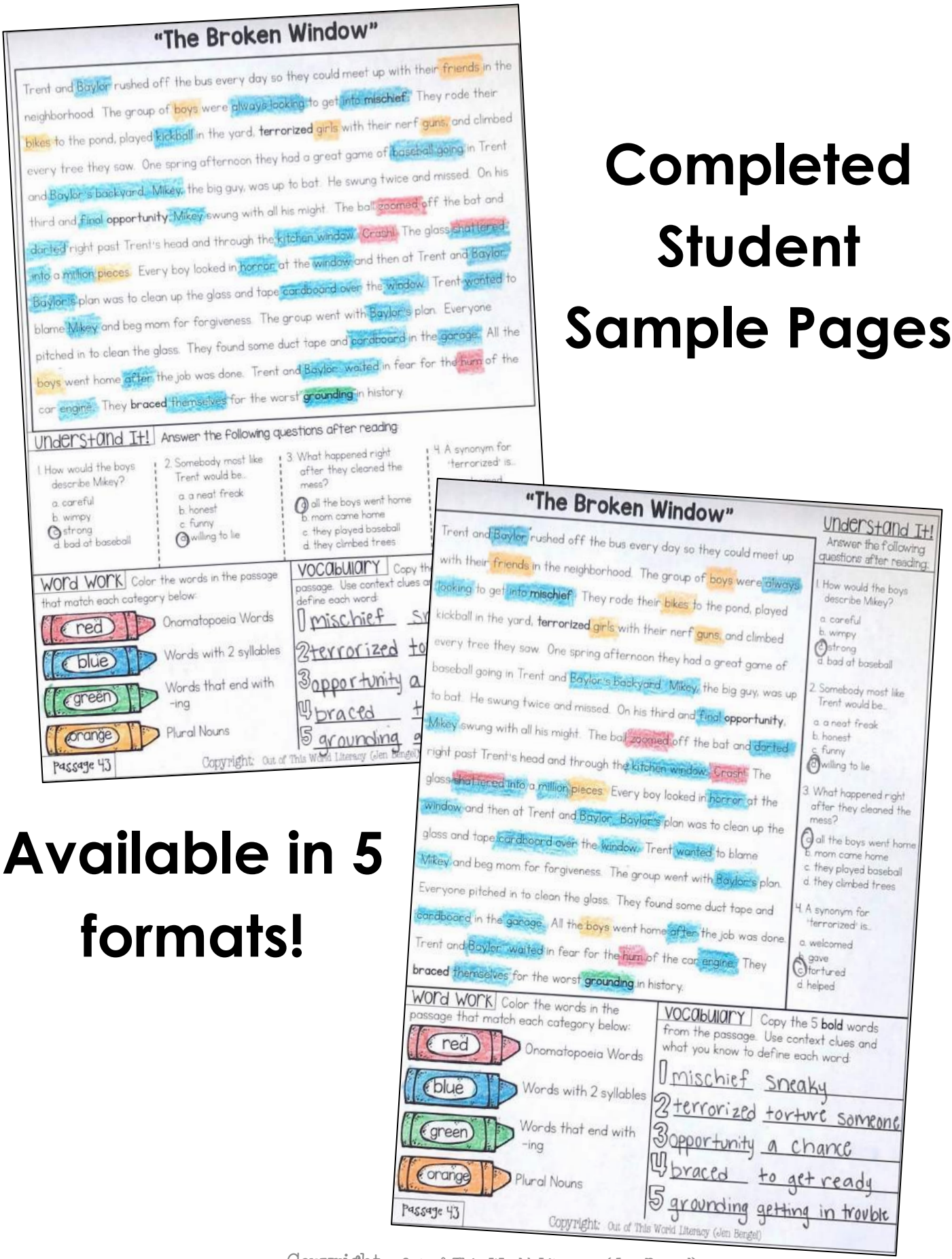

Completed Student Sample Pages

Available in 5 formats!

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Track student data by class...





Or individual student

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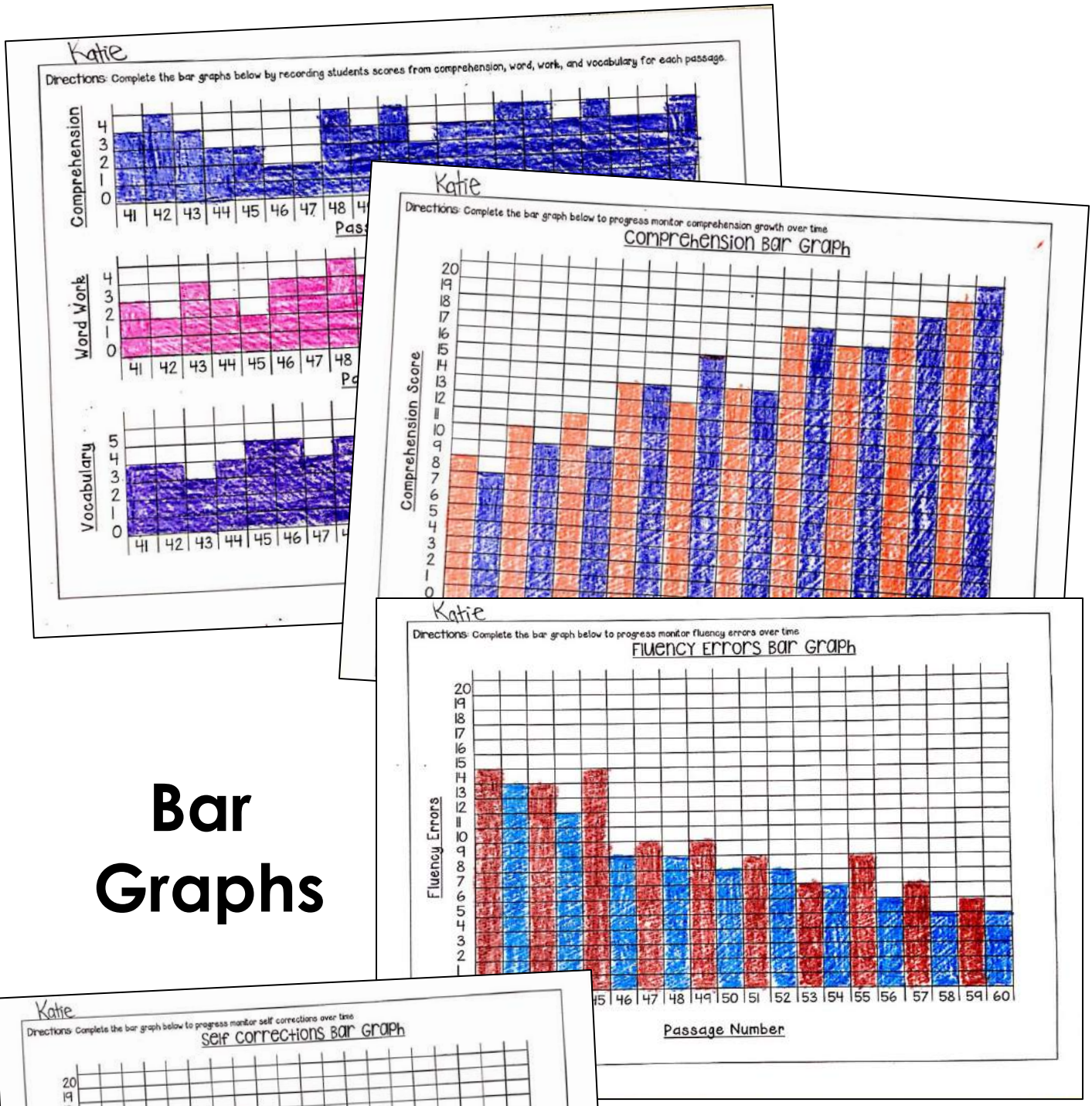

Bar Graphs

Progress Monitoring!!

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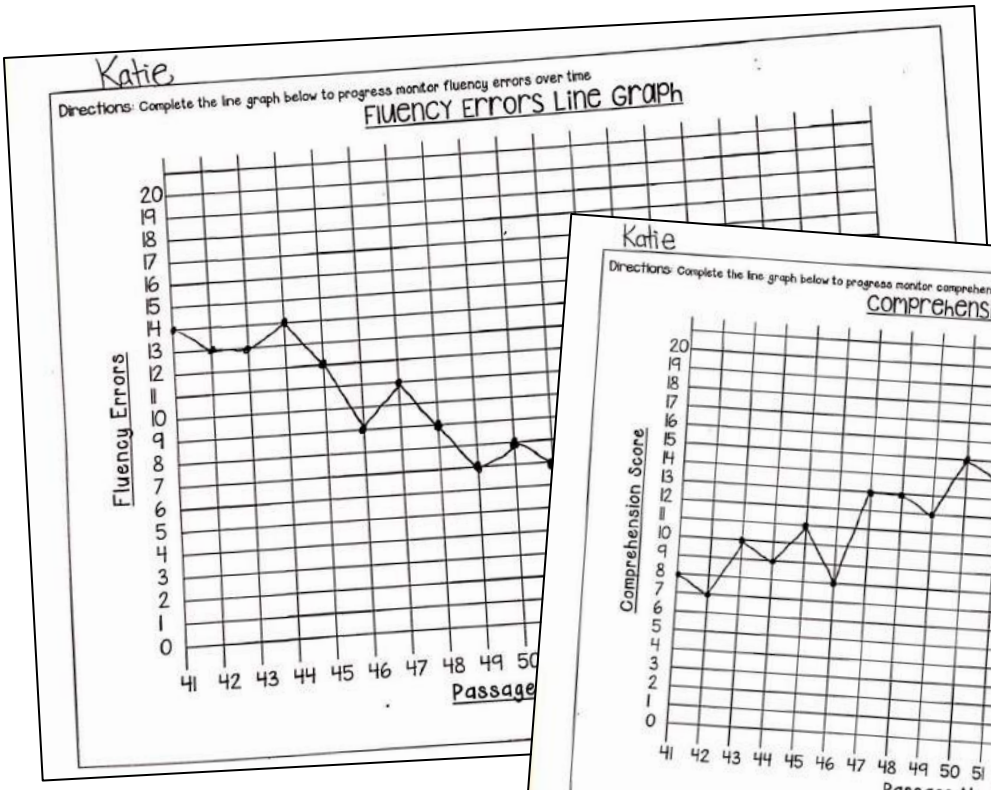
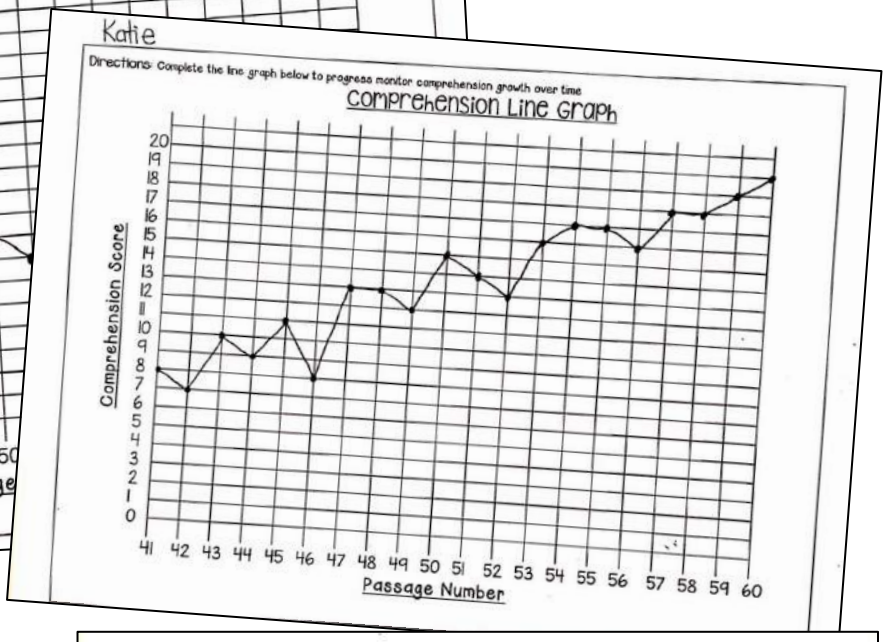
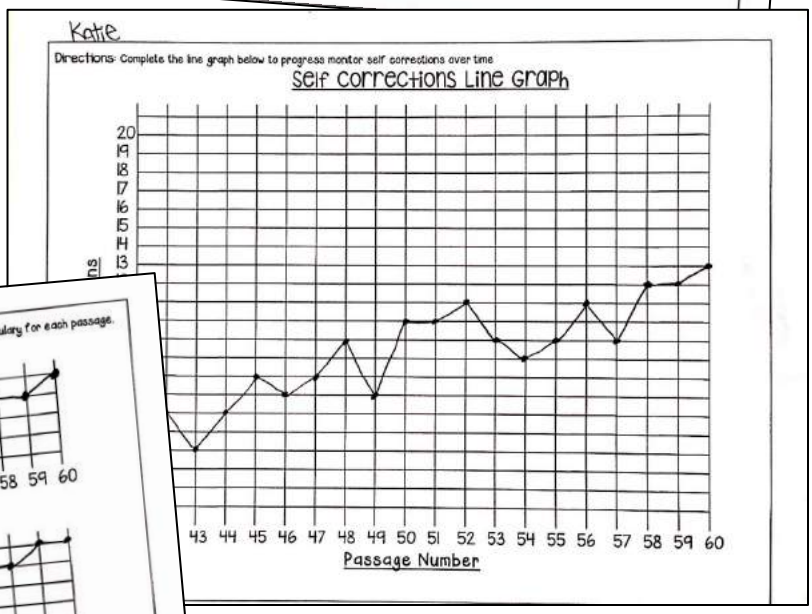
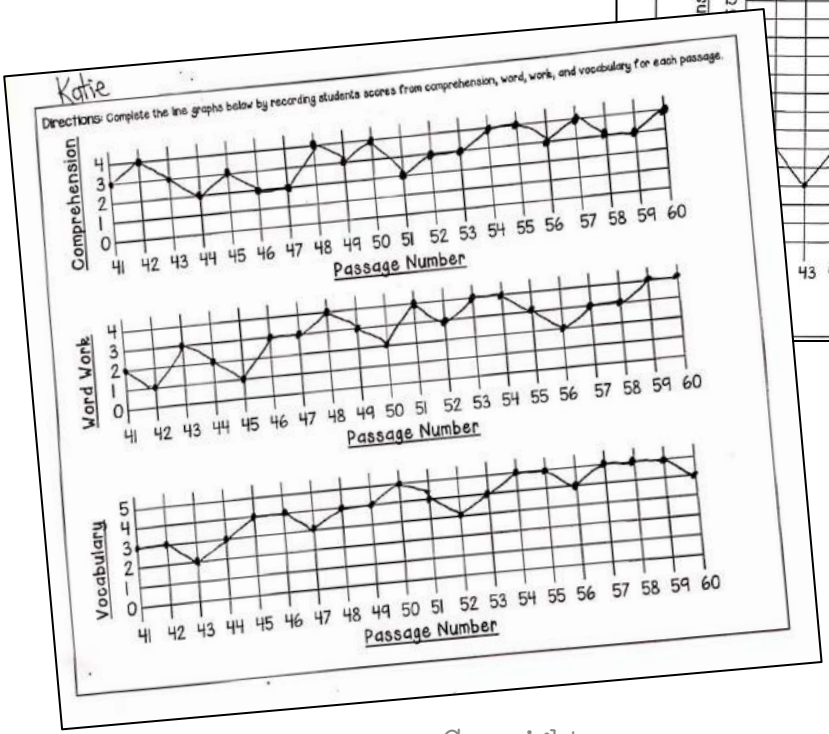






Line Graphs



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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"The Broken Window"

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).

Trent and Baylor rushed off the bus every day so they could meet up with their friends in 18
the neighborhood. The group of boys were always looking to get into mischief. They rode 33
their bikes to the pond, played kickball in the yard, terrorized girls with their nerf guns, 49
and climbed every tree they saw. One spring afternoon they had a great game of 64
baseball going in Trent and Baylor's backyard. Mikey, the big guy, was up to bat. He swung 81
twice and missed. On his third and final opportunity, Mikey swung with all his might. The 97
ball zoomed off the bat and carried right past Trent's head and through the kitchen 112
window. Crash! The glass shattered into a million pieces. Every boy looked in horror at 127
the window and then at Trent and Baylor. Baylor's plan was to clean up the glass and tape 145
cardboard over the window. Trent wanted to blame Mikey and beg mom for forgiveness. 159
The group went with Baylor's plan. Everyone pitched in to clean the glass. They found 174
some duct tape and cardboard in the garage. All the boys went home after the job was 191
done. Trent and Baylor waited in fear for the hum of the car engine. They braced 207
themselves for the worst grounding in history. 214

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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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…		
Compare Characters	How are Trent and Baylor the [illegible] and [illegible]		
Text-to-Self Connections	Which character are you most like in the passage? Explain how you are alike.		
Sequence	Describe the next 3 things that happened after Mikey hit the ball?		
Key Word Synonyms	What are some synonyms for the word 'mischief' that was used in the passage?		

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 5 vocabulary words correctly defined:

Vocabulary Score: _____/5

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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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"The Broken Window"

Trent and Baylor rushed off the bus every day so they could meet up with their friends in the neighborhood. The group of boys were always looking to get into **mischief**. They rode their bikes to the pond, played kickball in the yard, **terrorized** girls with their nerf guns, and climbed every tree they saw. One spring afternoon they had a great game of baseball going in Trent and Baylor's backyard. Mikey, the big guy, was up to bat. He swung twice and missed. On his third and final **opportunity**, Mikey swung with all his might. The ball zoomed off the bat and darted right past Trent's head and through the kitchen window. Crash! The glass shattered into a million pieces. Mikey, Trent, and Baylor looked in horror at the window and then at each other. Baylor's plan was to clean up the glass and tape cardboard over the window. Trent wanted to blame Mikey and beg mom for forgiveness. The group went with Baylor's plan. Everyone pitched in to clean the glass. They found some duct tape and cardboard in the garage. All the boys went home after the job was done. Trent and Baylor waited in fear for the hum of the car engine. They **braced** themselves for the worst **grounding** in history.

Sample

Understand It!

Answer the following questions after reading:

1. How would the boys describe Mikey?
   a. careful
   b. wimpy
   c. strong
   d. bad at baseball

2. Somebody most like Trent would be...
   a. a neat freak
   b. honest
   c. funny
   d. willing to lie

3. What happened right after they cleaned the mess?
   a. all the boys went home
   b. mom came home
   c. they played baseball
   d. they climbed trees

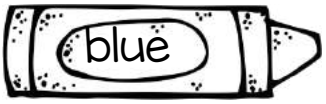
4. A synonym for 'terrorized' is...
   a. welcomed
   b. gave
   c. tortured
   d. helped

Word Work

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



Onomatopoeia Words



Words with 2 syllables



Words that end with -ing



Plural Nouns

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. _____ _____

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"If I Had a Million Dollars..."

Trent and Baylor rushed off the bus every day so they could meet up with their friends in the neighborhood. The group of boys were always looking to get into **mischief**. They rode their bikes to the pond, played kickball in the yard, **terrorized** girls with their nerf guns, and climbed every tree they saw. One spring afternoon they had a great game of baseball going in Trent and Baylor's backyard. Mikey, the big guy, was up to bat. He swung twice and missed. On his third and final **opportunity**, Mikey swung with all his might. The ball zoomed off the bat and darted through Trent's head and through the kitchen window. Crash! The glass shattered into a million pieces. Every boy looked in horror at the window and then at Trent and Baylor. Baylor's plan was to clean up the glass and tape cardboard over the window. Trent wanted to blame Mikey and beg mom for forgiveness. The group went with Baylor's plan. Everyone pitched in to clean the glass. They found some duct tape and cardboard in the garage. All the boys went home after the job was done. Trent and Baylor waited in fear for the hum of the car engine. They **braced** themselves for the worst **grounding** in history.

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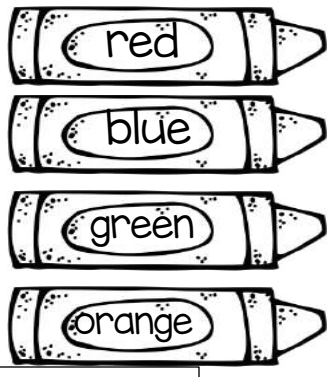
Word Work

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



Onomatopoeia Words

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Words that end with -ing

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Vocabulary

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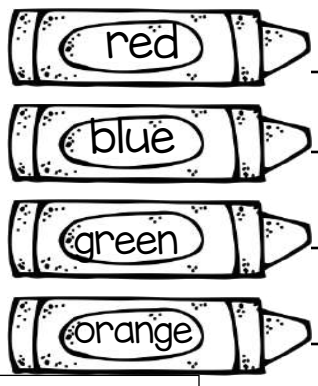
Word Work

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



Vocabulary

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

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

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"The Broken Window"

Name: _____ **Date:** _____ **Week:** _____

Trent and Baylor rushed off the bus every day so they could meet up with their friends in	18
the neighborhood. The group of boys were always looking to get into mischief. They rode	33
their bikes to the pond, played kickball in the yard, terrorized girls with their nerf guns,	49
and climbed every tree they saw. One spring afternoon they had a great game of	64
baseball going in Trent and Baylor's backyard. Mikey, the big guy, was up to bat. He swung	81
twice and missed. On his third and final opportunity, Mikey swung with all his might. The	97
ball zoomed off the bat and darted right past Trent's head and through the kitchen	112
window. Crash! The glass shattered into a million pieces. Every boy looked in horror at	127
the window and then at Trent and Baylor. Baylor's plan was to clean up the glass and tape	145
cardboard over the window. Trent wanted to blame Mikey and beg mom for forgiveness.	159
The group went with Baylor's plan. Everyone pitched in to clean the glass. They found	174
some duct tape and cardboard in the garage. All the boys went home after the job was	191
done. Trent and Baylor waited in fear for the hum of the car engine. They braced	207
themselves for the worst grounding in history.	214

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.
The Tree House				
Baking with Mom				
The Broken Window				
Taking the Plunge				
Grandma's Sweater				
Astronauts				
Starfish				

Sample

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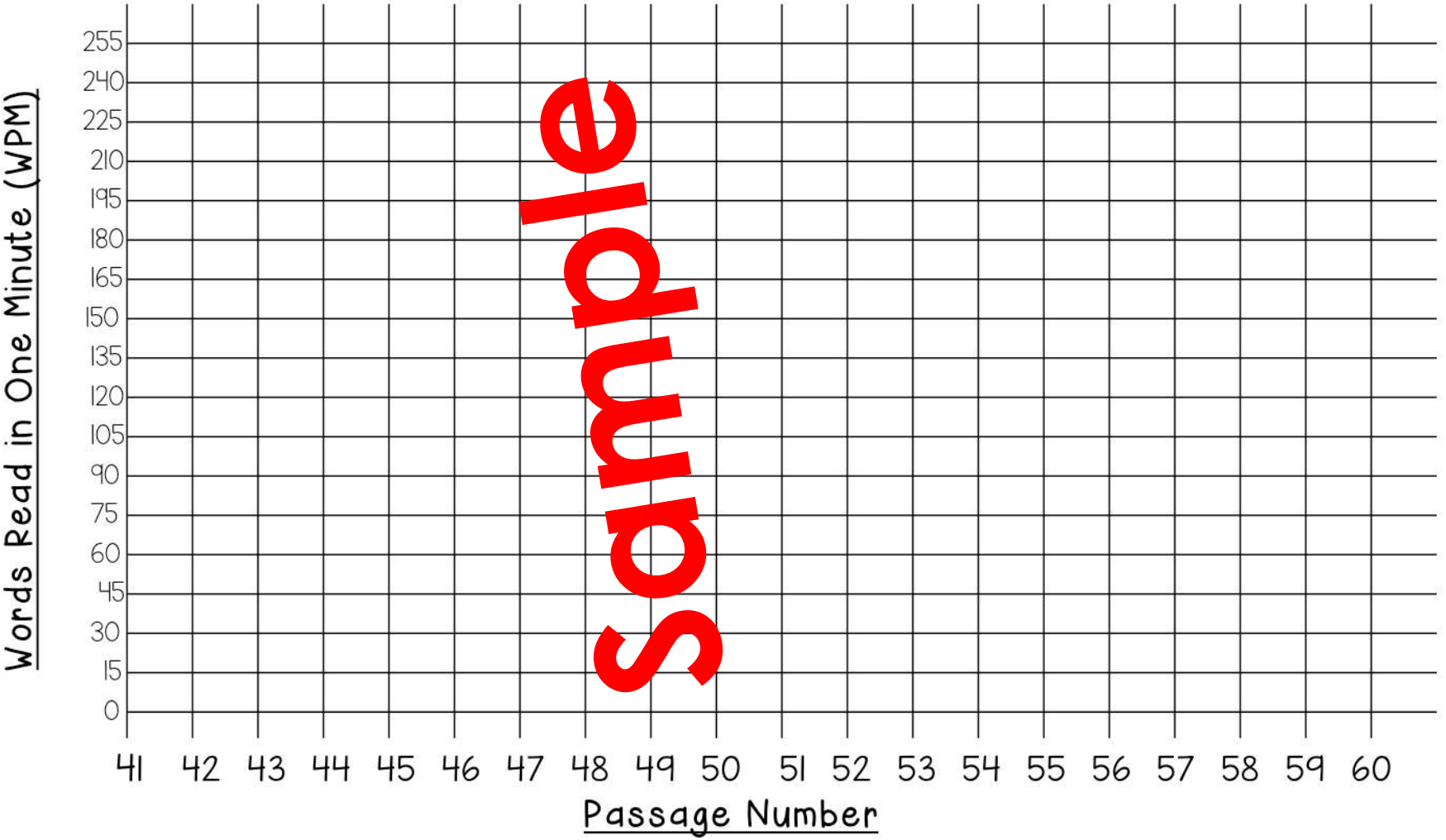
Fluency Line Graph

Level Range L-P

Name: _____ Date: _____

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



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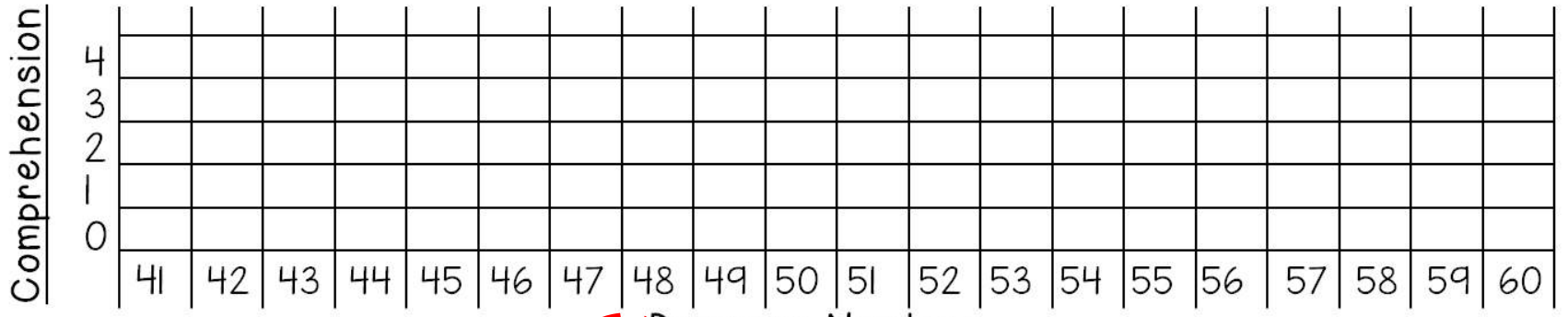
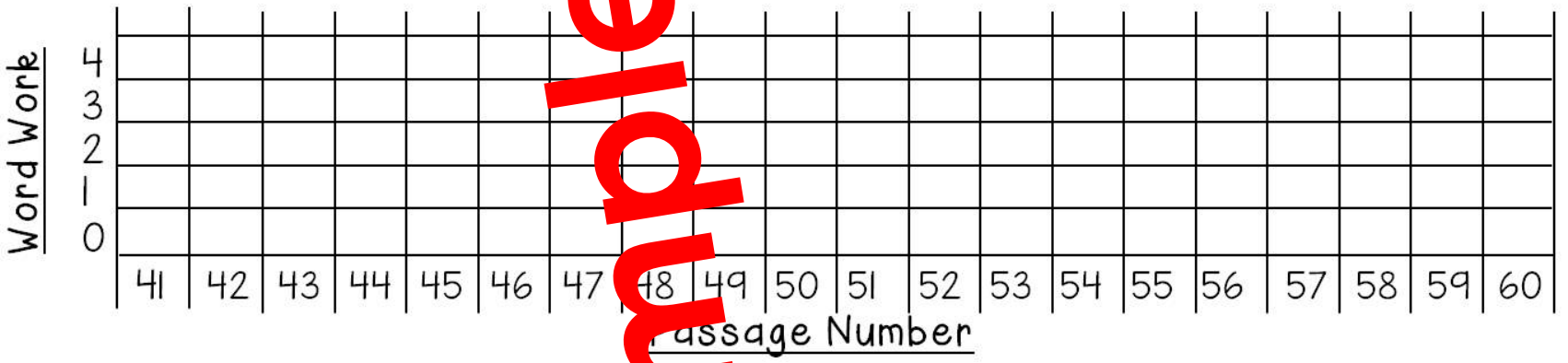
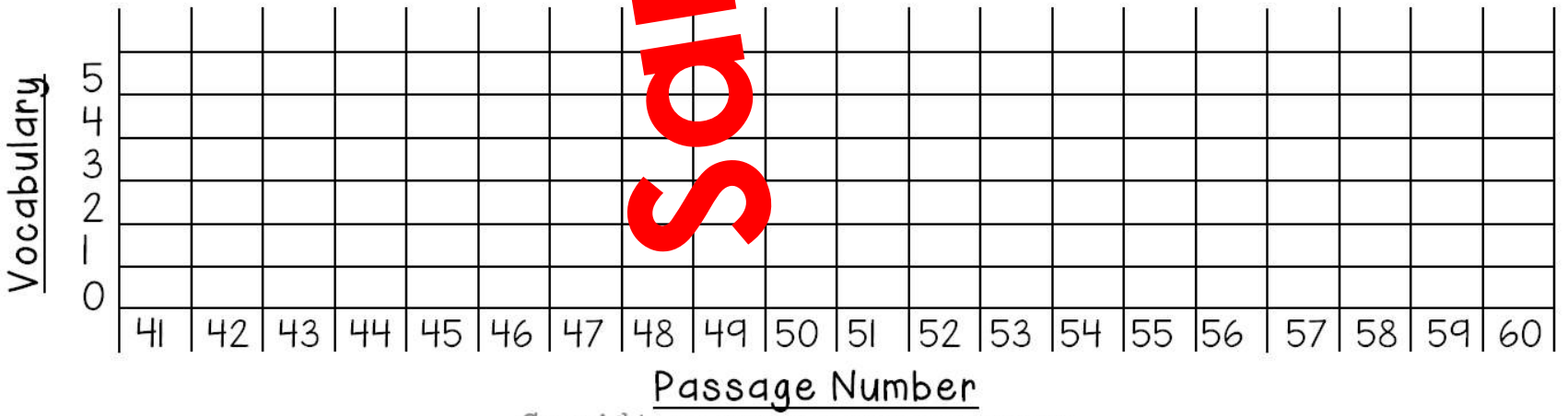
Directions: Complete the bar graphs below by recording students scores from comprehension, word, work, and vocabulary for each passage.







Sample

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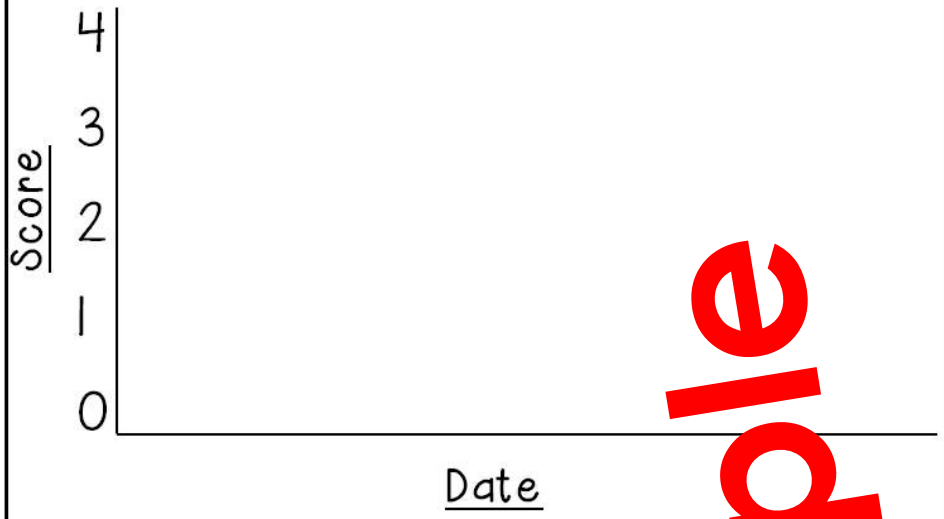
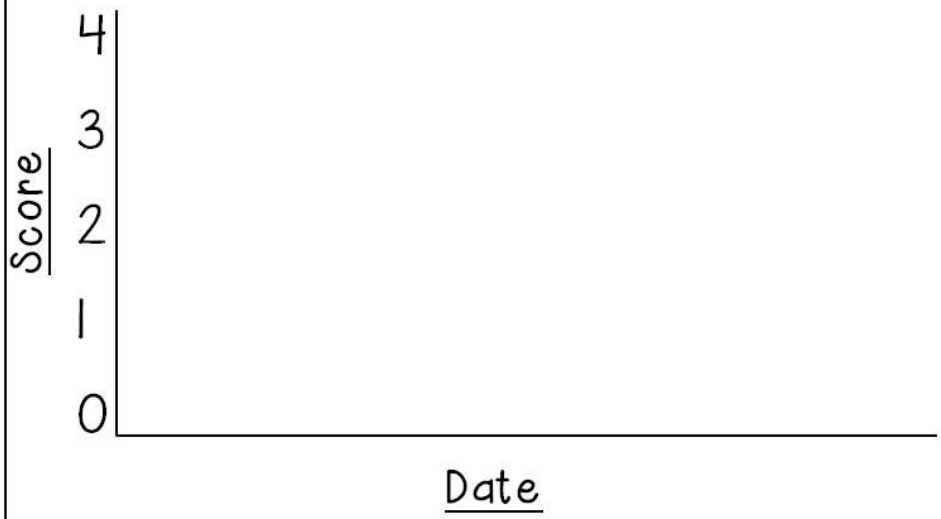
"Data Tracking"

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

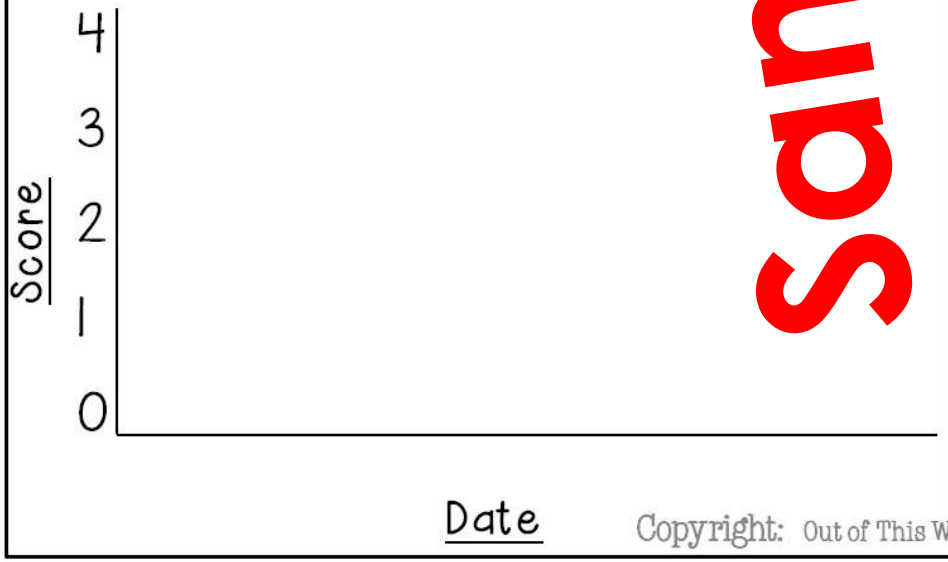
Rate and tone



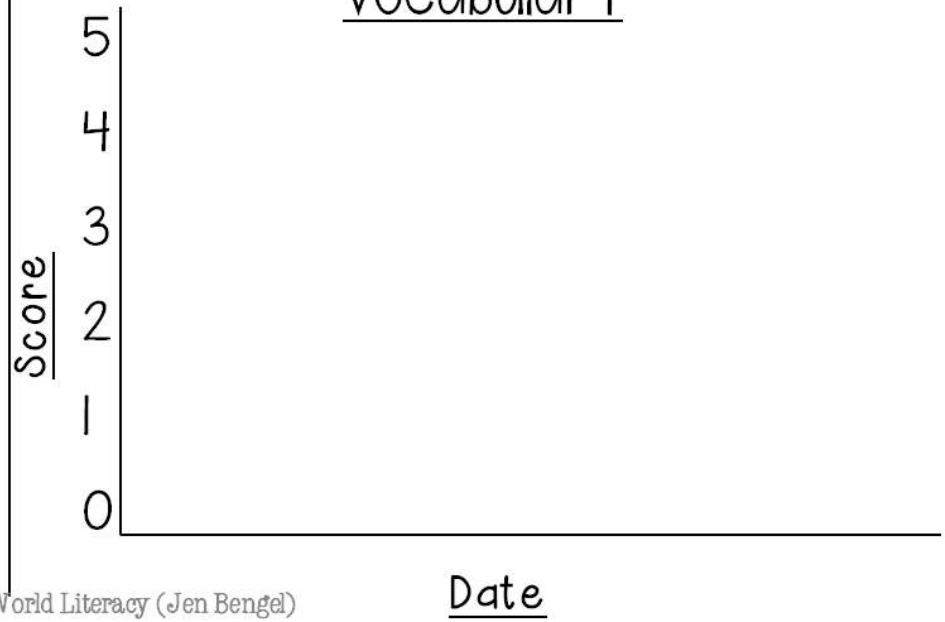
Comprehension



Word Work



Vocabulary



Sample

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Answer Key

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

Sample