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 in upper grades extra practice each day.

*** Each passage is **NOT** individually leveled, however, they ***range*** from Fountas and Pinnell Levels X-Z, which equate to the average 7th grade reader and up.

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 includes...

1. 10 fiction reading passages with appropriate content and language for levels X-Z.
2. 10 nonfiction reading passages with appropriate content and language for levels X-Z.
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. 5 Bolded vocabulary in each passage, with space for students to define 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.

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Jen Bengel

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







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 in this intervention program.

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.

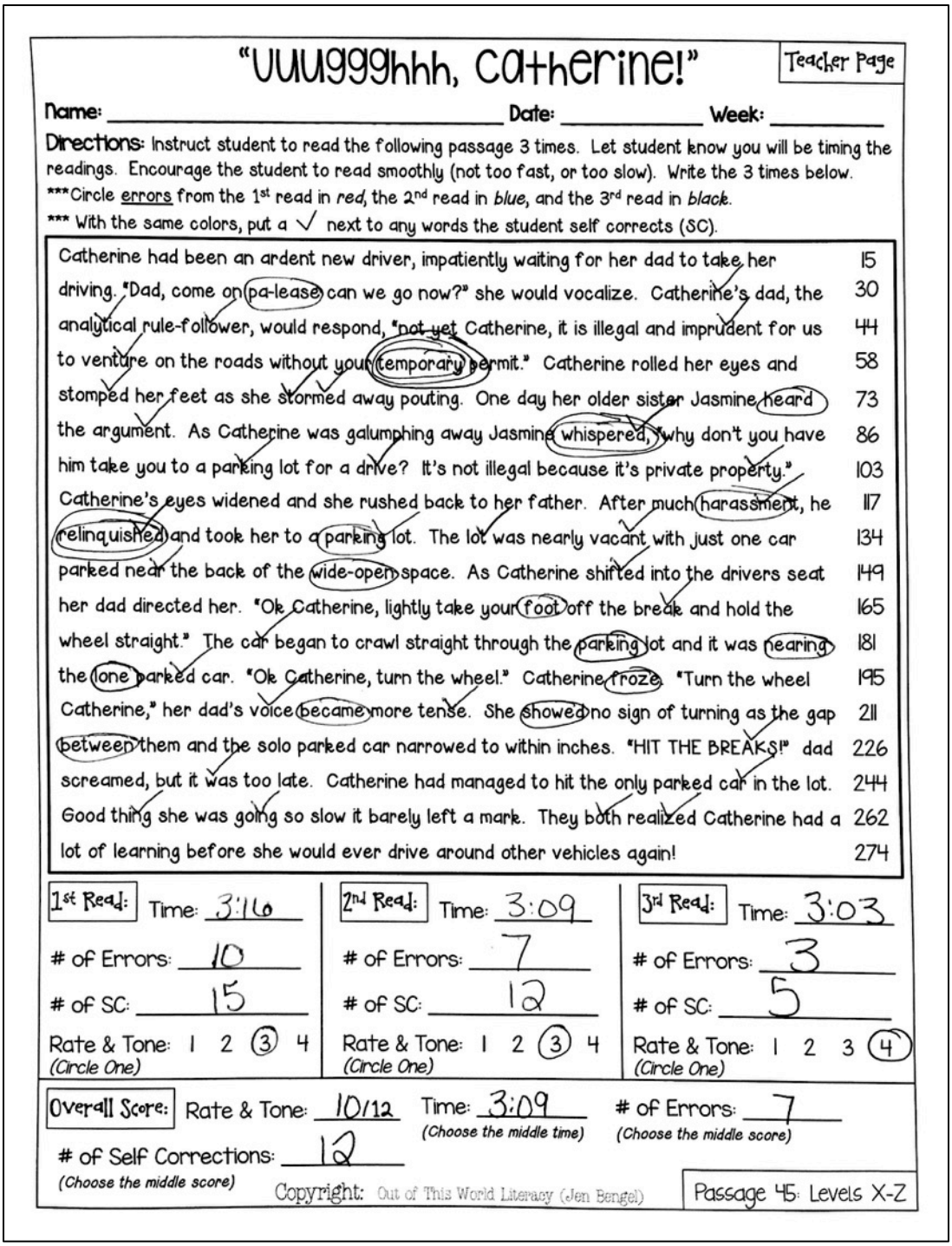
Tip #6: Time the student and document how low he/she takes to read the passage each time. Don't be afraid to show the student the results. This is a great opportunity for a lesson on how rereading can improve our fluency!

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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Completed fluency teacher page



"Uuuggghhh, Catherine!"

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).

Catherine had been an ardent new driver, impatiently waiting for her dad to take her	15
driving. "Dad, come on pa-lease can we go now?" she would vocalize. Catherine's dad, the	30
analytical rule-follower, would respond, "not yet Catherine, it is illegal and imprudent for us	44
to venture on the roads without your temporary permit." Catherine rolled her eyes and	58
stomped her feet as she stormed away pouting. One day her older sister Jasmine heard	73
the argument. As Catherine was galumphing away Jasmine whispered, "why don't you have	86
him take you to a parking lot for a drive? It's not illegal because it's private property."	103
Catherine's eyes widened and she rushed back to her father. After much harassment, he	117
relinquished and took her to a parking lot. The lot was nearly vacant with just one car	134
parked near the back of the wide-open space. As Catherine shifted into the drivers seat	149
her dad directed her. "Ok Catherine, lightly take your foot off the break and hold the	165
wheel straight." The car began to crawl straight through the parking lot and it was nearing	181
the lone parked car. "Ok Catherine, turn the wheel." Catherine froze. "Turn the wheel	195
Catherine," her dad's voice became more tense. She showed no sign of turning as the gap	211
between them and the solo parked car narrowed to within inches. "HIT THE BREAKS!" dad	226
screamed, but it was too late. Catherine had managed to hit the only parked car in the lot.	244
Good thing she was going so slow it barely left a mark. They both realized Catherine had a	262
lot of learning before she would ever drive around other vehicles again!	274

1st Read:	2nd Read:	3rd Read:
Time: 3:16	Time: 3:09	Time: 3:03
# of Errors: 10	# of Errors: 7	# of Errors: 3
# of SC: 15	# of SC: 12	# of SC: 5
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: 10/12 Time: 3:09 (Choose the middle time) # of Errors: 7 (Choose the middle score)

# of Self Corrections: 12 (Choose the middle score)

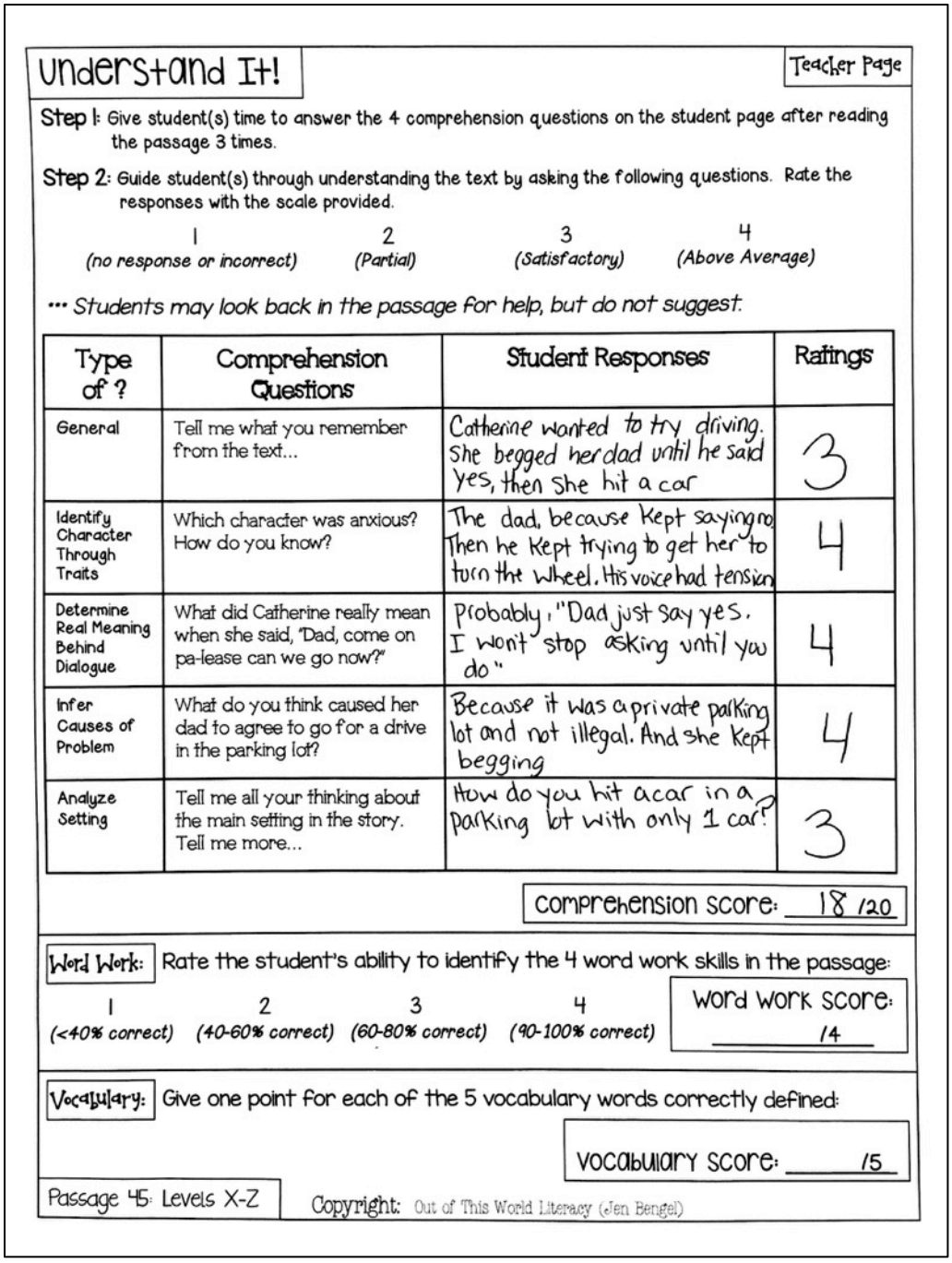
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Passage 45: Levels X-Z

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	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...	Catherine wanted to try driving. She begged her dad until he said yes, then she hit a car	3
Identify Character Through Traits	Which character was anxious? How do you know?	The dad, because kept saying no. Then he kept trying to get her to turn the wheel. His voice had tension.	4
Determine Real Meaning Behind Dialogue	What did Catherine really mean when she said, "Dad, come on pa-lease can we go now?"	Probably: "Dad just say yes. I won't stop asking until you do"	4
Infer Causes of Problem	What do you think caused her dad to agree to go for a drive in the parking lot?	Because it was a private parking lot and not illegal. And she kept begging	4
Analyze Setting	Tell me all your thinking about the main setting in the story. Tell me more...	How do you hit a car in a parking lot with only 1 car?	3

Comprehension score: 18 /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: 14

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

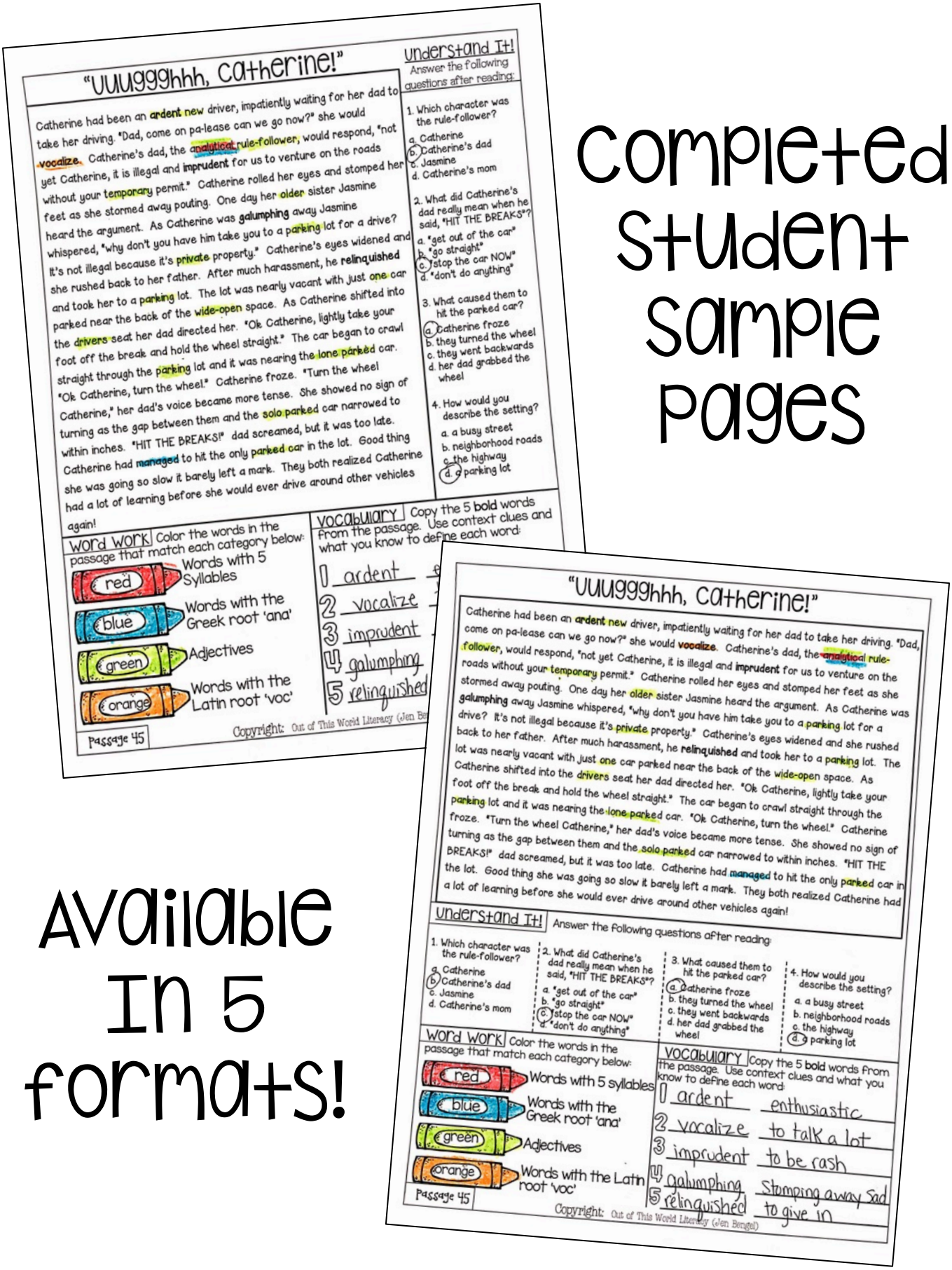
Vocabulary score: 15

Passage 45: Levels X-Z

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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...



"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: _____

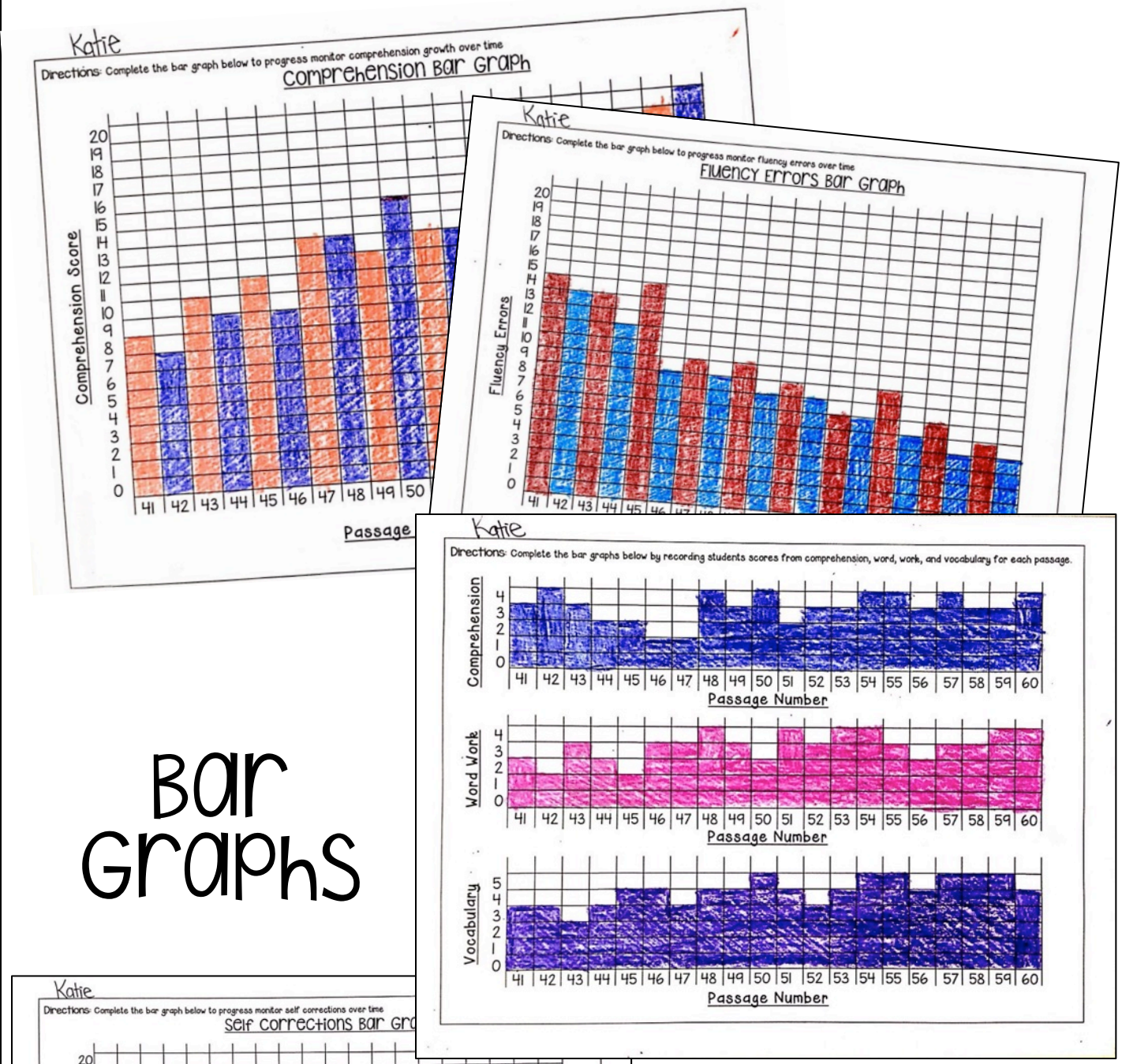
Directions: Record the overall fluency, comprehension, word work, and vocabulary scores

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

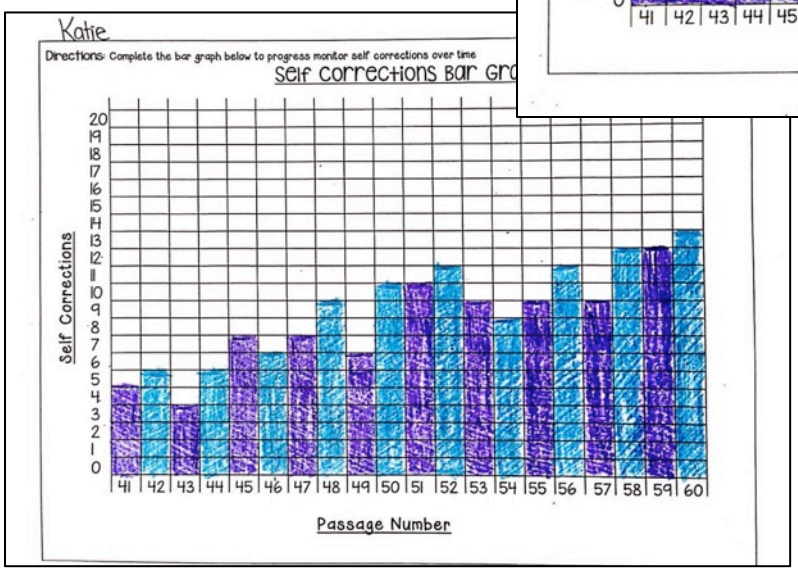
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or individual student

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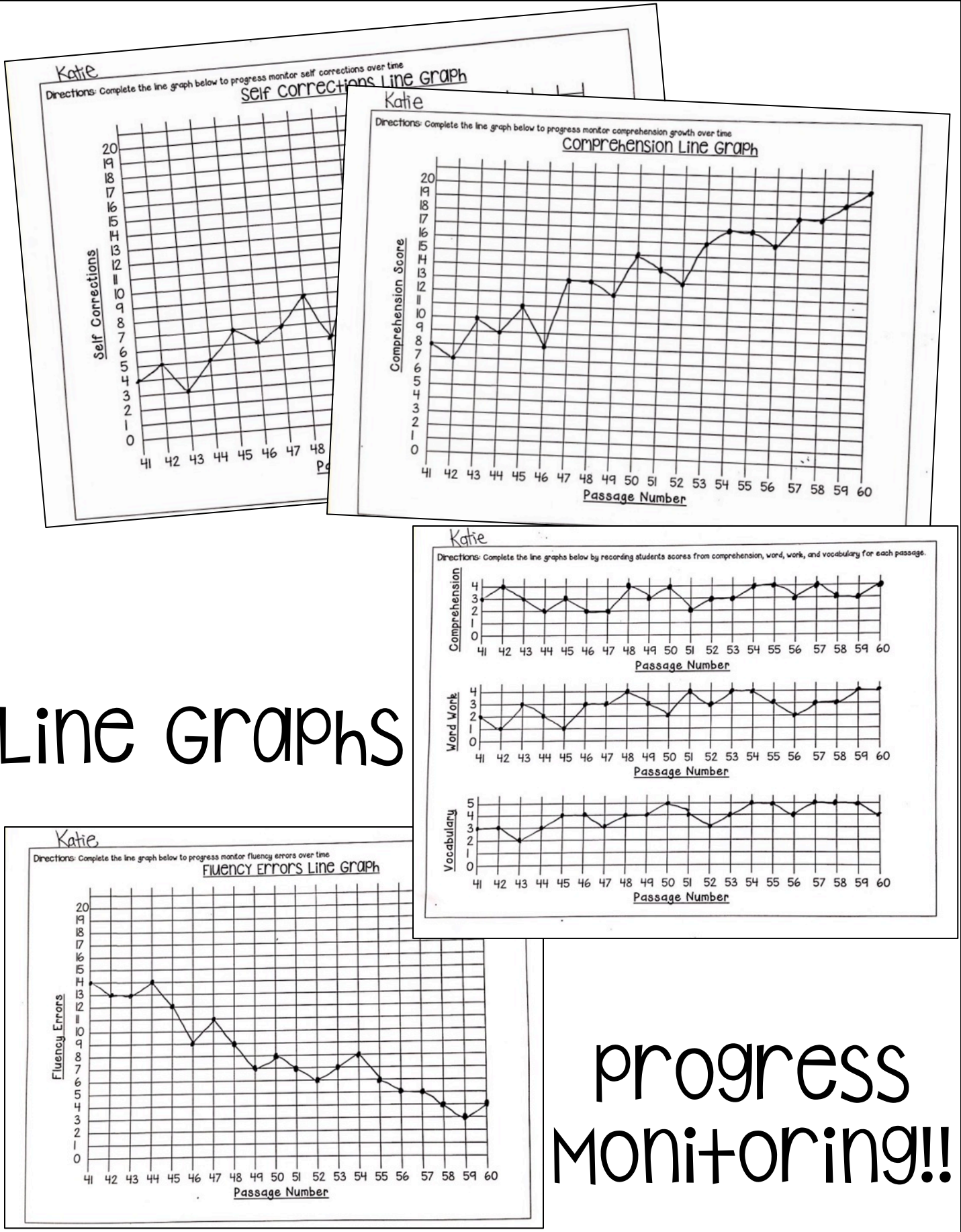


Bar Graphs



progress Monitoring!!

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Line Graphs

progress Monitoring!!

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"UUUgggHHH, Catherine!"

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).

Catherine had been an ardent new driver, impatiently waiting for her dad to take her 15
driving. "Dad, come on pa-lease can we go now?" she would vocalize. Catherine's dad, the 30
analytical rule-follower, would respond "not yet Catherine it is illegal and imprudent for us 44
to venture on the roads without your temporary permit." Catherine rolled her eyes and 58
stomped her feet as she stormed away pouting. One day her older sister Jasmine heard 73
the argument. As Catherine was galumphing away Jasmine whispered, "why don't you have 86
him take you to a parking lot for a drive? It's not illegal because it's private property." 103
Catherine's eyes widened and she rushed back to her father. After much harassment, he 117
relinquished and took her to a parking lot. The lot was nearly vacant with just one car 134
parked near the back of the wide-open space. As Catherine shifted into the drivers seat 149
her dad directed her. "Ok Catherine, lightly take your foot off the break and hold the 165
wheel straight." The car began to crawl straight through the parking lot and it was nearing 181
the lone parked car. "Ok Catherine, turn the wheel." Catherine froze. "Turn the wheel 195
Catherine," her dad's voice became more tense. She showed no sign of turning as the gap 211
between them and the solo parked car narrowed to within inches. "HIT THE BREAKS!" dad 226
screamed, but it was too late. Catherine had managed to hit the only parked car in the lot. 244
Good thing she was going so slow it barely left a mark. They both realized Catherine had a 262
lot of learning before she would ever drive around other vehicles again! 274

Sample

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

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

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

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Passage 45: Levels X-Z

Understand It!

Teacher Page

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

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

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

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

Type of ?	Comprehension Questions	Student Responses	Ratings
General	Tell me what you remember from the text.		
Identify Character Through Traits	Which character was anxious? How do you know?		
Determine Real Meaning Behind Dialogue	What did Catherine really mean when she said, "Dad, come on pa-lease can we go now?"		
Infer Causes of Problem	What do you think caused her dad to agree to go for a drive in the parking lot?		
Analyze Setting	Tell me all your thinking about the main setting in the story. Tell me more...		

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

Sample

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"UUUgggHhh, Catherine!"

Catherine had been an **ardent** new driver, impatiently waiting for her dad to take her driving. "Dad, come on pa-lease can we go now?" she would **vocalize**. Catherine's dad, the analytical rule-follower, would respond, "not yet Catherine, it is illegal and **imprudent** for us to venture on the roads without your temporary permit." Catherine rolled her eyes and stomped her feet as she stormed away pouting. One day her older sister Jasmine heard the argument. As Catherine was galloping away Jasmine whispered, "why don't you have him take you to a parking lot for a drive? It's not illegal because it's private property." Catherine's eyes widened and she rushed back to her father. After much harassment, he **relinquished** and took her to a parking lot. The lot was nearly vacant with just one car parked near the back of the wide-open space. As Catherine shifted into the drivers seat her dad directed her. "Ok Catherine, lightly take your foot off the break and hold the wheel straight." The car began to crawl straight through the parking lot and it was nearing the lone parked car. "Ok Catherine, turn the wheel." Catherine froze. "Turn the wheel Catherine," her dad's voice became more tense. She showed no sign of turning as the gap between them and the solo parked car narrowed to within inches. "HIT THE BREAKS!" dad screamed, but it was too late. Catherine had managed to hit the only parked car in the lot. Good thing she was going so slow it barely left a mark. They both realized Catherine had a lot of learning before she would ever drive around other vehicles again!

Understand It!

Answer the following questions after reading:

1. Which character was the rule-follower?
   a. Catherine
   b. Catherine's dad
   c. Jasmine
   d. Catherine's mom

2. What did Catherine's dad really mean when he said, "HIT THE BREAKS"?
   a. "get out of the car"
   b. "go straight"
   c. "stop the car NOW"
   d. "don't do anything"

3. What caused them to hit the parked car?
   a. Catherine froze
   b. they turned the wheel
   c. they went backwards
   d. her dad grabbed the wheel

4. How would you describe the setting?
   a. a busy street
   b. neighborhood roads
   c. the highway
   d. a parking lot

Word Work

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



Words with 5 Syllables

Words with the Greek root 'ana'

Adjectives

Words with the Latin root 'voc'

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. _____

Sample

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"UUUgggHHH, Catherine!"

Catherine had been an **ardent** new driver, impatiently waiting for her dad to take her driving. "Dad, come on pa-lease can we go now?" she would **vocalize**. Catherine's dad, the analytical rule-follower, would respond, "not yet Catherine, it is illegal and **imprudent** for us to venture on the roads without your temporary permit." Catherine rolled her eyes and stomped her feet as she stormed away pouting. One day her older sister Jasmine heard the argument. As Catherine was **galumphing** away Jasmine whispered, "why don't you have him take you to a parking lot for a drive? It's not illegal because it's private property." Catherine's eyes widened and she rushed back to her father. After much harassment, he **relinquished** and took her to a parking lot. The lot was nearly vacant with just one car parked near the back of the wide-open space. As Catherine shifted into the drivers seat her dad directed her. "Ok Catherine, lightly take your foot off the break and hold the wheel straight." The car began to crawl straight through the parking lot and it was nearing the lone parked car. "Ok Catherine, turn the wheel." Catherine froze. "Turn the wheel Catherine," her dad's voice became more tense. She showed no sign of turning as the gap between them and the solo parked car narrowed to within inches. "HIT THE BREAKS!" dad screamed, but it was too late. Catherine had managed to hit the only parked car in the lot. Good thing she was going so slow it barely left a mark. They both realized Catherine had a lot of learning before she would ever drive around other vehicles again!

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   c. "stop the car NOW"
   d. "don't do anything"

3. What caused them to hit the parked car?
   a. Catherine froze
   b. they turned the wheel
   c. they went backwards
   d. her dad grabbed the wheel

4. How would you describe the setting?
   a. a busy street
   b. neighborhood roads
   c. the highway
   d. a parking lot

Word Work

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

- red — Words with 5 syllables
- blue — Words with the Greek root 'ana'
- green — Adjectives
- orange — Words with the Latin root 'voc'

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. _____

Sample

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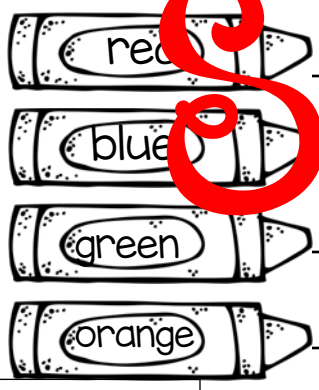
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   c. they went backwards
   d. her dad grabbed the wheel

4. How would you describe the setting?
   a. a busy street
   b. neighborhood roads
   c. the highway
   d. a parking lot

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. _____

Sample

Copyright: Out of This World Literacy (Jen Bengel)

"Galileo"

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

Galileo is often credited as the father of modern science. Born on February 15, 1584 in	16
Florence, Italy, he was the first of six children born to a well-known musician. In 1583	32
Galileo went to study medicine at the University of Pisa in Italy. Galileo was highly intelligent	48
and had a fascination for many subjects, wanting specifically to study mathematics and	61
physics. Due to financial circumstantial issues, Galileo left university without the	72
credentials of a degree in 1585. He continued his mathematical studies while taking	85
teaching jobs to support himself. He began a two decade study on objects in motion.	100
Galileo began publishing books on his findings, giving him credibility and also providing some	114
income. In the early 1600's Galileo was discovering some controversial findings. He began	127
expressing openly his belief that the Earth and other planets revolved around the sun; this	141
belief was opposite of the claims from Aristotle and the Catholic Church. By 1612 Galileo	156
had gathered enough quantifiable evidence to prove his claims and published his work. He	170
was told by the church to withhold further claims. Galileo agreed for seven years, likely	185
because he was a devout Catholic. In 1632 he could no longer keep quiet, and he	201
published yet another book. The church's response was swift; he was summoned to Rome	215
where an inquisition hearing was held. Galileo was convicted of heresy and sentenced to	229
house arrest for the remainder of his life. He passed away on January 8, 1642. It wasn't	246
until 1835 that the church finally conceded Galileo's theories had been correct.	258

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				

Sample

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Answer Key

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

Levels X-Z: Set Three