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 Four, 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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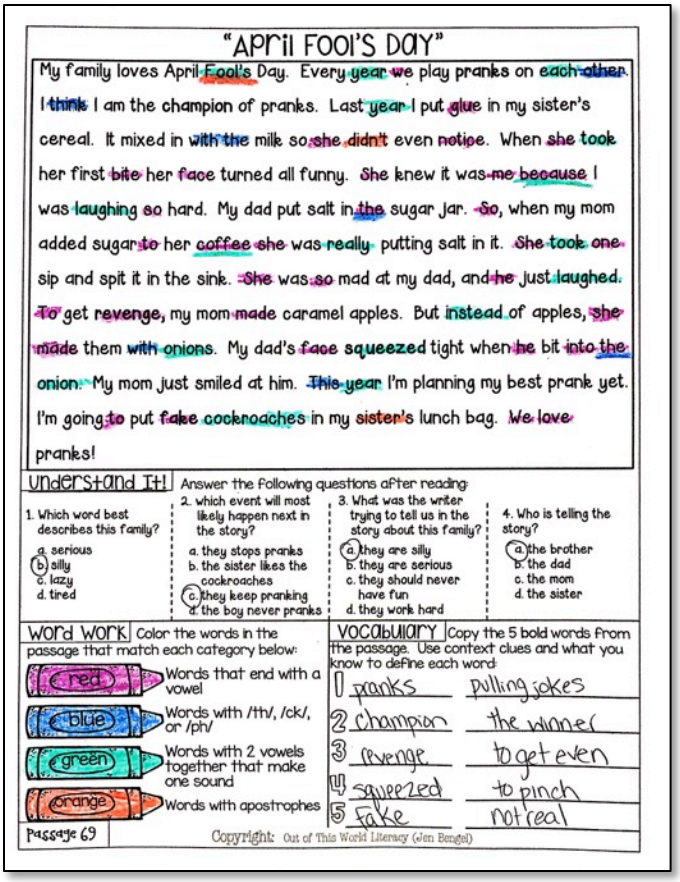
Jen Bengel



"April Fool's Day"

My family loves April Fool's Day. Every year we play pranks on each other. I think I am the champion of pranks. Last year I put glue in my sister's cereal. It mixed in with the milk so she didn't even notice. When she took her first bite her face turned all funny. She knew it was me because I was laughing so hard. My dad put salt in the sugar jar. So, when my mom added sugar to her coffee she was really putting salt in it. She took one sip and spit it in the sink. She was so mad at my dad, and he just laughed. To get revenge, my mom made caramel apples. But instead of apples, she made them with onions. My dad's face squeezed tight when he bit into the onion. My mom just smiled at him. This year I'm planning my best prank yet. I'm going to put fake cockroaches in my sister's lunch bag. We love pranks!

Understand It! Answer the following questions after reading:

1. Which word best describes this family?
a. serious
(b) silly
c. lazy
d. tired

2. Which event will most likely happen next in the story?
a. they stops pranks
b. the sister likes the cockroaches
(c.) they keep pranking
d. the boy never pranks

3. What was the writer trying to tell us in the story about this family?
(a.) they are silly
b. they are serious
c. they should never have fun
d. they work hard

4. Who is telling the story?
(a.) the brother
b. the dad
c. the mom
d. the sister

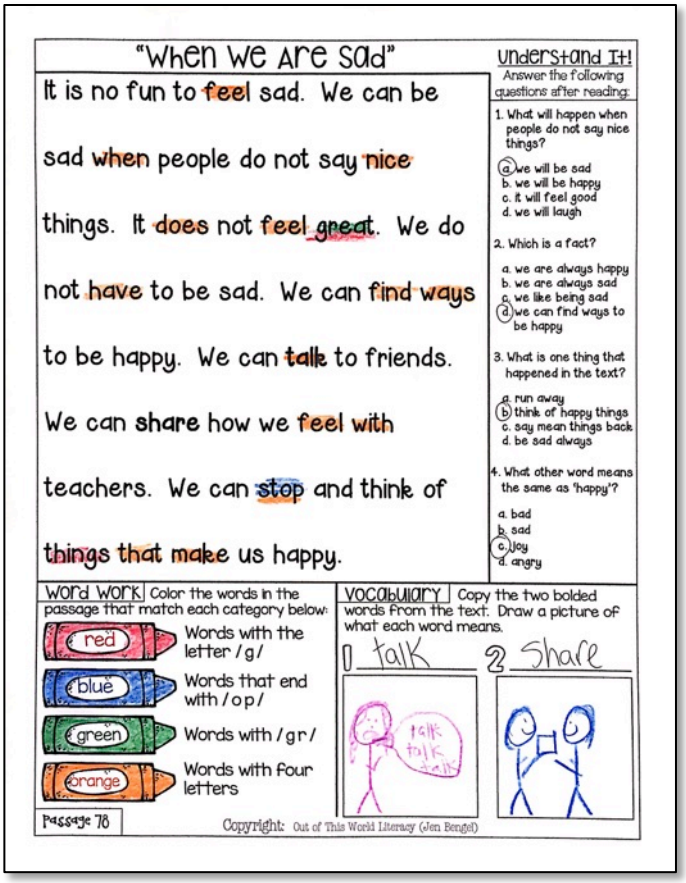
Word Work Color the words in the passage that match each category below:

- red — Words that end with a vowel
- blue — Words with /th/, /ck/, or /ph/
- green — Words with 2 vowels together that make one sound
- orange — Words with apostrophes

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

1. pranks — pulling jokes
2. champion — the winner
3. revenge — to get even
4. squeezed — to pinch
5. fake — not real

Passage 69 Copyright: Out of This World Literacy (Jen Bengel)



"When We Are Sad"

It is no fun to feel sad. We can be sad when people do not say nice things. It does not feel great. We do not have to be sad. We can find ways to be happy. We can talk to friends. We can share how we feel with teachers. We can stop and think of things that make us happy.

Understand It! Answer the following questions after reading:

1. What will happen when people do not say nice things?
(a.) we will be sad
b. we will be happy
c. it will feel good
d. we will laugh

2. Which is a fact?
a. we are always happy
b. we are always sad
c. we like being sad
(d.) we can find ways to be happy

3. What is one thing that happened in the text?
a. run away
(b.) think of happy things
c. say mean things back
d. be sad always

4. What other word means the same as 'happy'?
a. bad
b. sad
(c.) joy
d. angry

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

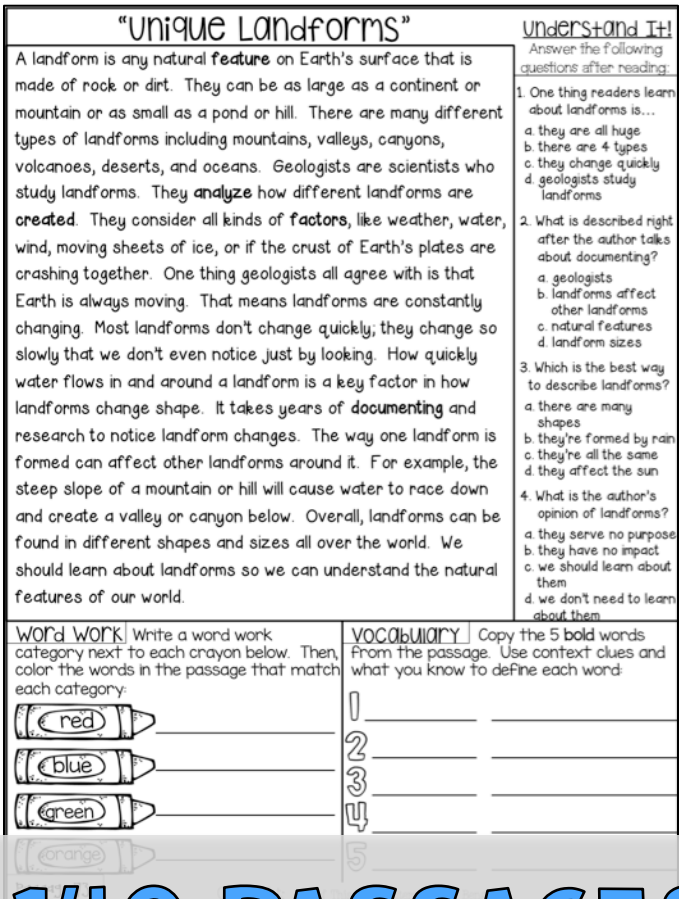
- red — Words with the letter /g/
- blue — Words that end with /op/
- green — Words with /gr/
- orange — Words with four letters

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

1. talk

2. share

Passage 78 Copyright: Out of This World Literacy (Jen Bengel)



"Unique Landforms"

A landform is any natural **feature** on Earth's surface that is made of rock or dirt. They can be as large as a continent or mountain or as small as a pond or hill. There are many different types of landforms including mountains, valleys, canyons, volcanoes, deserts, and oceans. Geologists are scientists who study landforms. They **analyze** how different landforms are **created**. They consider all kinds of **factors**, like weather, water, wind, moving sheets of ice, or if the crust of Earth's plates are crashing together. One thing geologists all agree with is that Earth is always moving. That means landforms are constantly changing. Most landforms don't change quickly; they change so slowly that we don't even notice just by looking. How quickly water flows in and around a landform is a key factor in how landforms change shape. It takes years of **documenting** and research to notice landform changes. The way one landform is formed can affect other landforms around it. For example, the steep slope of a mountain or hill will cause water to race down and create a valley or canyon below. Overall, landforms can be found in different shapes and sizes all over the world. We should learn about landforms so we can understand the natural features of our world.

Understand It! Answer the following questions after reading:

1. One thing readers learn about landforms is...
a. they are all huge
b. there are 4 types
c. they change quickly
d. geologists study landforms

2. What is described right after the author talks about documenting?
a. geologists
b. landforms affect other landforms
c. natural features
d. landform sizes

3. Which is the best way to describe landforms?
a. there are many shapes
b. they're formed by rain
c. they're all the same
d. they affect the sun

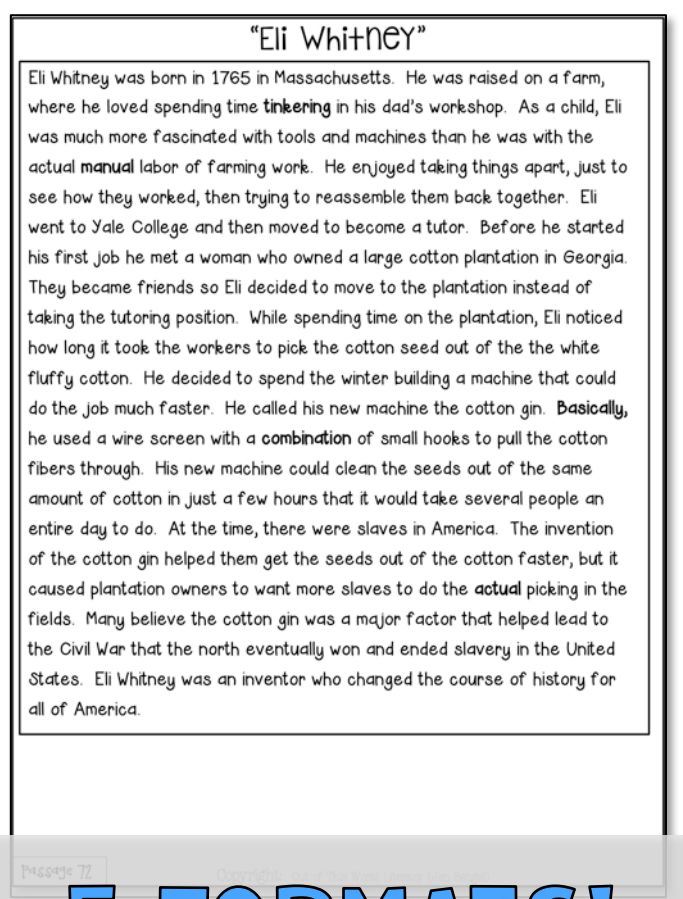
4. What is the author's opinion of landforms?
a. they serve no purpose
b. they have no impact
c. we should learn about them
d. we don't need to learn about them

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. _____ _____



"Eli Whitney"

Eli Whitney was born in 1765 in Massachusetts. He was raised on a farm, where he loved spending time **tinkering** in his dad's workshop. As a child, Eli was much more fascinated with tools and machines than he was with the actual **manual** labor of farming work. He enjoyed taking things apart, just to see how they worked, then trying to reassemble them back together. Eli went to Yale College and then moved to become a tutor. Before he started his first job he met a woman who owned a large cotton plantation in Georgia. They became friends so Eli decided to move to the plantation instead of taking the tutoring position. While spending time on the plantation, Eli noticed how long it took the workers to pick the cotton seed out of the the white fluffy cotton. He decided to spend the winter building a machine that could do the job much faster. He called his new machine the cotton gin. **Basically,** he used a wire screen with a **combination** of small hooks to pull the cotton fibers through. His new machine could clean the seeds out of the same amount of cotton in just a few hours that it would take several people an entire day to do. At the time, there were slaves in America. The invention of the cotton gin helped them get the seeds out of the cotton faster, but it caused plantation owners to want more slaves to do the **actual** picking in the fields. Many believe the cotton gin was a major factor that helped lead to the Civil War that the north eventually won and ended slavery in the United States. Eli Whitney was an inventor who changed the course of history for all of America.

140 PASSAGES: 5 FORMATS!

"The Money Tree"

Morgan was playing in the woods one day when she **noticed** a strange seed. It didn't look like any other seed she had ever seen before. It was big, round, and green. Morgan got a great idea. She decided to take the seed home and plant it in her backyard. The next day Morgan woke up and got the **shock** of her life when she looked out her window. She saw a giant tree had grown **overnight** from the seed. It looked like it had paper leaves. She **rushed** outside for a closer look. The paper leaves were dollar bills, waving in the wind. And there were hundreds of them! Morgan couldn't believe her eyes. Her mind raced with ideas of how she would spend her new **fortune**. Morgan ran back to the forest to look for more seeds. She wanted to plant even more money trees. But she never found another seed again.

Understand It!
Answer the following questions after reading:

1. Which event can not happen in real life?
   a. planting a money tree
   b. playing in the woods
   c. planting a seed
   d. spending money
2. What does 'shock of her life' mean?
   a. she was mad
   b. she was tired
   c. she was surprised
   d. she was sad
3. Which one is an example of real life?
   a. money seeds
   b. money leaves
   c. dollar bills
   d. money trees
4. Morgan thought the money tree was...
   a. stolen
   b. amazing
   c. not good
   d. going to die

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

- red — Words that end with a consonant
- blue — Words with /sh/, /tch/, or /gh/
- green — Words with /y/ as a vowel
- orange — Words that are

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 Big Slide"

Emma loved the big slide. She went up to the top. Then she slid down. It was so fun. When it rained the slide got **wet**. Emma loved when it was wet. She got to the top. She had a **grin** on her face. Then she crashed into the puddle in the grass. Her mom did not like wet pants.



"We Bought a Boat"

I have **vivid** memories from when I was much younger of spending many days riding a boat all summer long. I remember lots of bumpy waves, sunshine, and playing in the sand. My parents filled in my memory **gaps** by telling me about all our adventures. They said we would anchor the boat and spend hours playing in the water. They used to give us naps on the tiny bench in the back of the boat. I don't remember when my parents sold the boat. All I know is that they have been talking about wanting another boat for years. I can see the looks they give each other when they talk about boating on those perfect summer days, like they wish they were riding on the water at that very second. So when my parents announced they had finally saved enough to buy their dream boat I was **ecstatic**! They spent months driving around and searching for their perfect boat. They weren't going to settle and buy any old boat they saw; they were being strategic and picky. I was getting **impatient** because all I wanted to do was spend my summer on the water. Finally, my parents discovered their dream boat. We all went to the boat dealership to see it for the first time. It was incredible! It had enough room for all of us to bring a friend when we go boating. It had a bathroom with a sink and a full **enclosure**, so we could go boating all winter and not even be too cold! My parents were giddy like little kids when they decided that yes this was the boat for our family. I could see how proud they were to purchase a boat that our family could make so many memories on. I was so proud of them too!

Understand It! Answer the following questions after reading:

1. The mood in the story is...
   a. scared and worried
   b. angry and upset
   c. exciting and new
   d. fantasy, not true
2. This family is most similar to other families who...
   a. like cold weather
   b. like to fly in planes
   c. like to swim
   d. like to hunt animals
3. At first, the family ___ a boat. In the end they ___ a boat?
   a. didn't want/wanted
   b. wanted/didn't want
   c. sold/bought a new
   d. bought a new/sold
4. What was the most important story event?
   a. buying a new boat
   b. going tubing
   c. taking boat naps
   d. wanting a new boat

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

- red — Words with 3 consonant clusters
- blue — Words with long & short vowel sounds
- green — Words with 4 or more syllables
- orange — Words that have the word 'to' or 'do' inside them

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. _____

"Unique Landforms"

A landform is any natural **feature** on Earth's surface that is made of rock or dirt. They can be as large as a continent or mountain or as small as a pond or hill. There are many different types of landforms including mountains, valleys, canyons, volcanoes, deserts, and oceans. Geologists are scientists who study landforms. They **analyze** how different landforms are **created**. They consider all kinds of **factors**, like weather, water, wind, moving sheets of ice, or if the crust of Earth's plates are crashing together. One thing geologists all agree with is that Earth is always moving. That means landforms are constantly changing. Most landforms don't change quickly; they change so slowly that we don't even notice just by looking. How quickly water flows in and around a landform is a key factor in how landforms change shape. It takes years of **documenting** and research to notice landform changes. The way one landform is formed can affect other landforms around it. For example, the steep slope of a mountain or hill will cause water to race down and create a valley or canyon below. Overall, landforms can be found in different shapes and sizes all over the world. We should learn about landforms so we can understand the natural features of our world.

Understand It!
Answer the following questions after reading:

1. One thing readers learn about landforms is...
   a. they are all huge
   b. there are 4 types
   c. they change quickly
   d. geologists study landforms
2. What is described right after the author talks about documenting?
   a. geologists
   b. landforms affect other landforms
   c. natural features
   d. landform sizes
3. Which is the best way to describe landforms?
   a. there are many shapes
   b. they're formed by rain
   c. they're all the same
   d. they affect the sun
4. What is the author's opinion of landforms?
   a. they serve no purpose
   b. they have no impact
   c. we should learn about them
   d. we don't need to learn about them

Word Work Write a word work [illegible] egory next to each crayon below. Then, [illegible] the words in the passage that match [illegible] h category:

- red
- blue
- [illegible]een
- [illegible]ange

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!

"Don't Do it Donald!"

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).

Donald was a stubborn donkey. He grew up in a beautiful pasture with 10 brothers and 13	17
sisters. Donald's parents were strict, but also fair. All of Donald's brothers and sisters	31
loved spending their days grazing in the pasture. There was one acre of land that all the	48
donkey kids knew was off limits. Is was a special place, where the grass was full and a	66
shade of green so rich that most donkeys could only dream of eating there. That land was	83
reserved for only Donald's parents. They said raising all these donkeys earns them the	97
right to the best grass on the land. Even though Donald's entire family loved spending their	113
days grazing the fields, Donald could care less. All he wanted to do was sit on the couch	131
like a lazy donkey and play video games. He was addicted to video games, especially the	147
race car games. He loved zooming around the tracks at lightening speed. Donald's	160
parents despised his obsession with video games. They got so sick and tired of his game	176
playing that they took his entire game system away. Donald through the biggest donkey fit	191
he could to get his games back. And when that didn't work, he got desperate. One night	208
after his entire family went to sleep, he snuck out of the barn and went to his parents'	226
special pasture. He spent the entire night eating as much grass as he could. By morning	242
he was more stuffed and exhausted. He fell over in the field, his belly swelling. His	258
parents found him moaning in pain, and they said that the pain he was in was punishment	275
enough. Donald never went to his parents' pasture or played video games again.	288

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)

"The Big Slide"

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).

Emma loved the big slide. She went	7
up to the top. Then she slid down. It	16
was so fun. When it rained the slide	24
got wet. Emma loved when it was	31
wet. She got to the top. She had a	40
grin on her face. Then she crashed	47
into the puddle in the grass. Her	54
mom did not like wet pants.	60

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...		
Fantasy Events	Describe an event from the story that can't happen in real life.		
Figurative Language	What does 'green so rich' mean in the story?		
Enjoying Fantasy	What parts of this fantasy story did you enjoy the most? Why?		
What Characters Think	What does Donald think when his parents take away video games?		

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 Character Feelings	How is the mom feeling in the story? How do you know?		
Determine the Main Problem	What is the main problem in the story? How do you know?		
Compare Story Beginning and End	What happened at the beginning? End? How were they alike and different?		
Infer Reasons for Character Actions	Why do you think Emma loved when it rained?		

Comprehension Score: _____ /20

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

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

Word Work Score: _____ /4

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

COMPREHENSION CHECKS!

Track student data by class...



"Data Tracking"

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

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

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"Data Tracking"

Student: _____

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

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

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or individual student

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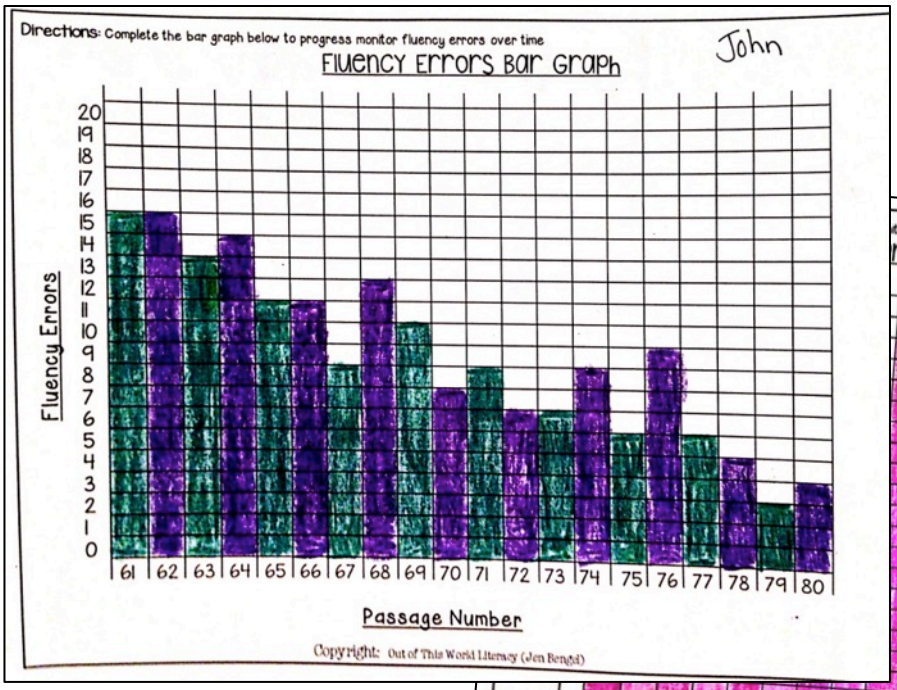
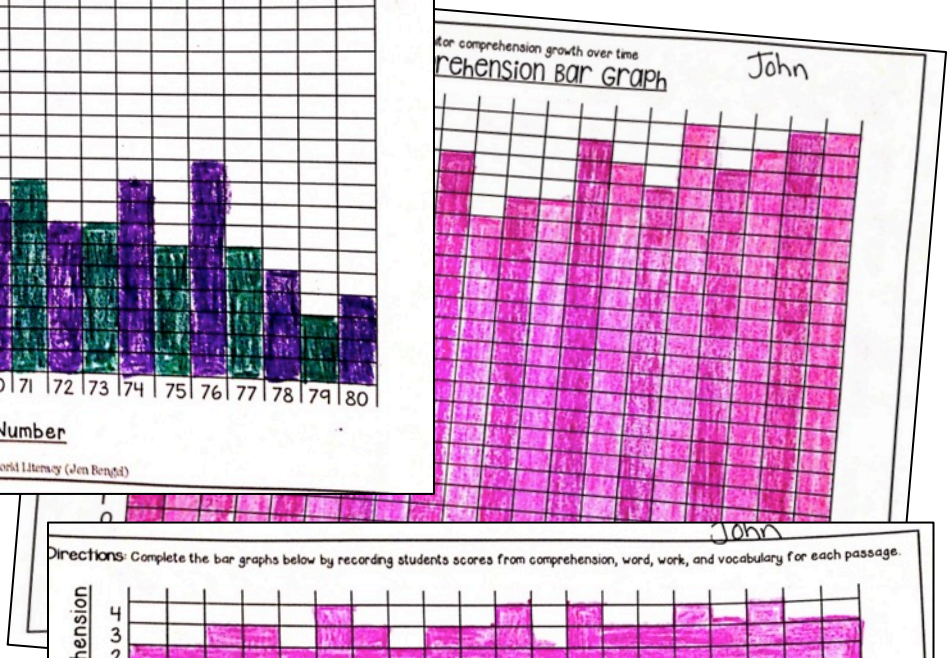
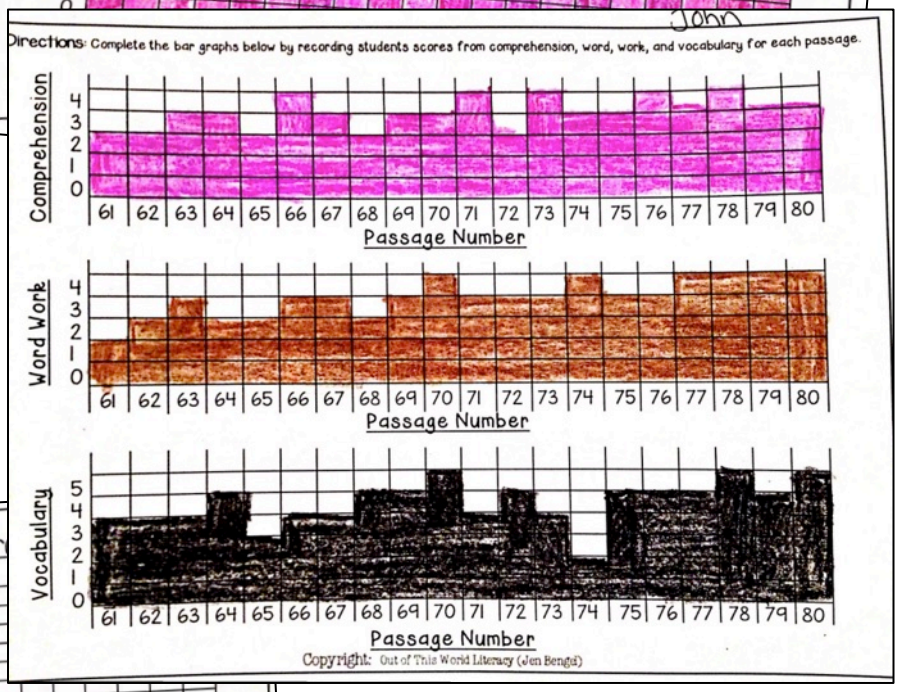
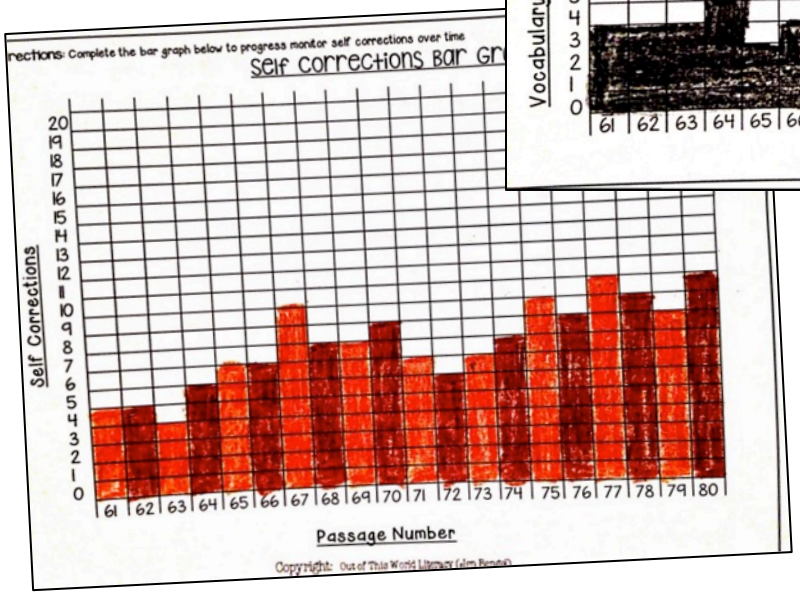






Bar Graphs



Progress Monitoring!!

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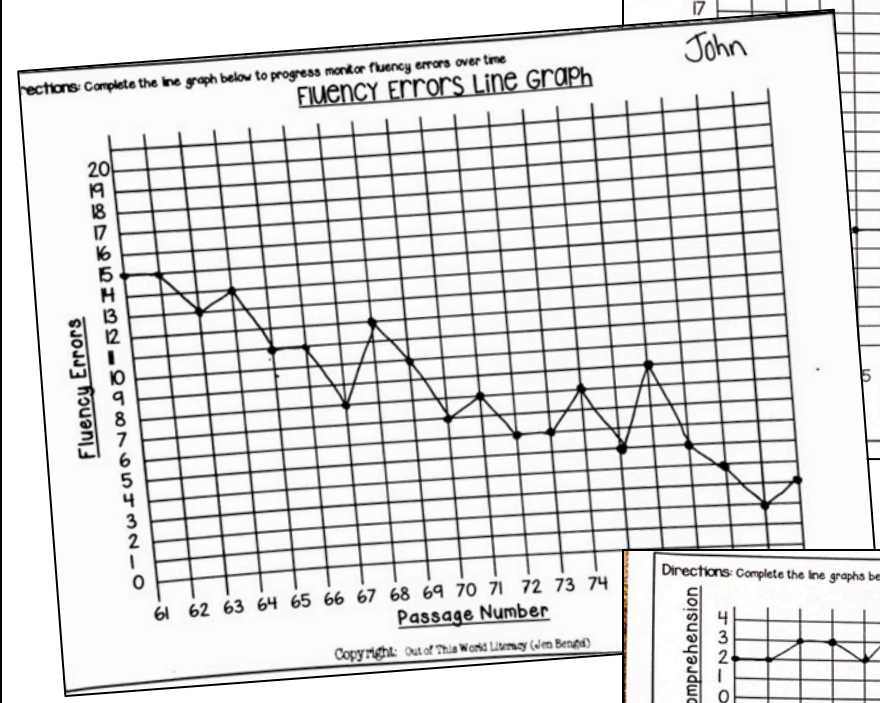

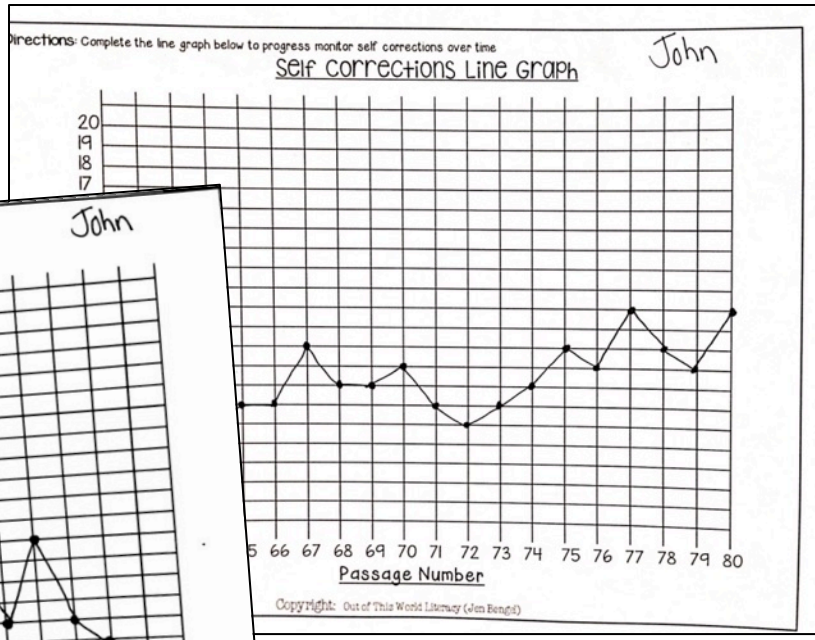

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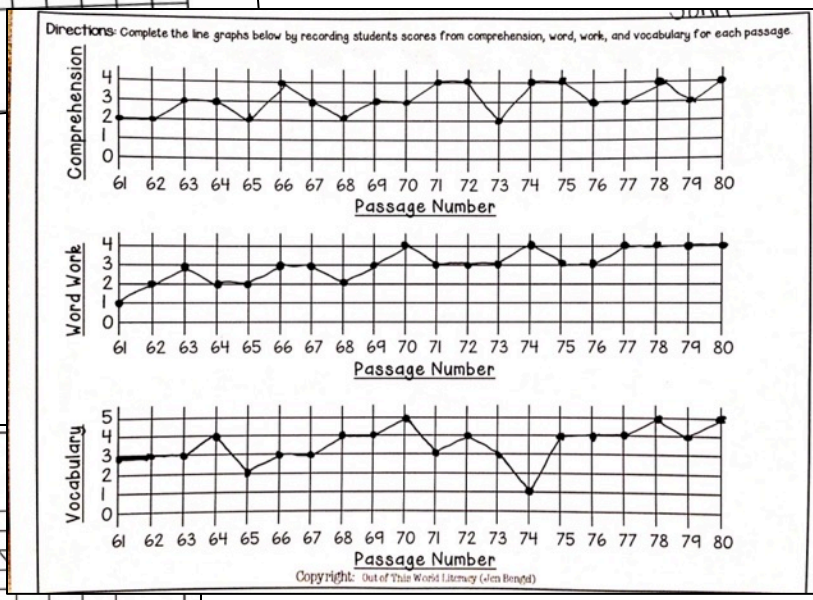

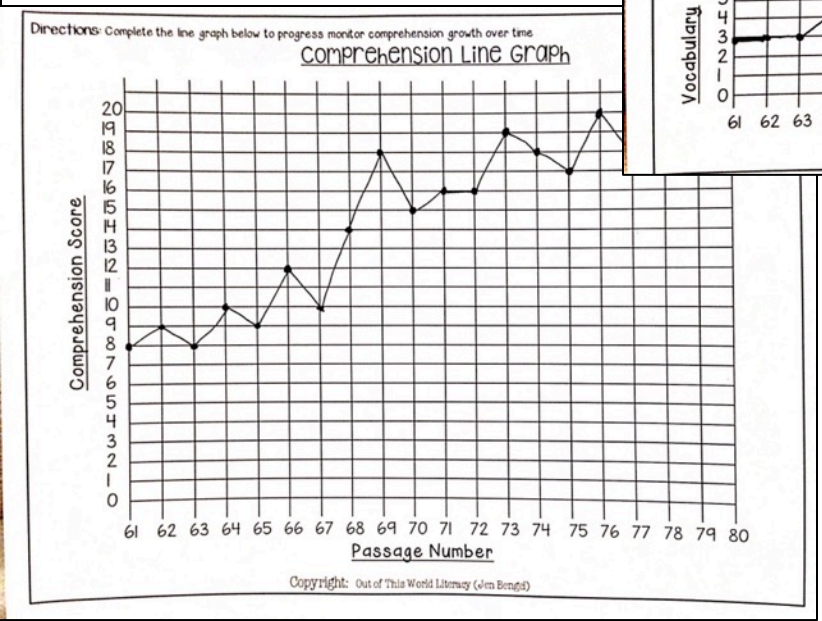

progress Monitoring!!

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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
61	My Dog is My Best Friend	66	1. Identify Character Feelings 2. Determine the Main Problem 3. Compare Beginning and End of a Story 4. Infer Reasons for Character Actions	1. Words with the letter /b/ 2. Words that end with /in/ 3. Words with /cr/ 4. Two of the same letters together	1. chin 2. hugged
62	Jill Loves to Shop	56	1. Identify Character Feelings 2. Determine the Main Problem 3. Compare Beginning and End of a Story 4. Infer Reasons for Character Actions	1. Words with the letter /b/ 2. Words that end with /in/ 3. Words with /cr/ 4. Two of the same letters together	1. shopping 2. kicked
63	I Have a Blankie	69	1. Identify Character Feelings 2. Determine the Main Problem 3. Compare Beginning and End of a Story 4. Infer Reasons for Character Actions	1. Words with the letter /b/ 2. Words that end with /in/ 3. Words with /cr/ 4. Two of the same letters together	1. spill 2. wash
64	The Big Slide	60	1. Identify Character Feelings 2. Determine the Main Problem 3. Compare Beginning and End of a Story 4. Infer Reasons for Character Actions	1. Words with the letter /b/ 2. Words that end with /in/ 3. Words with /cr/ 4. Two of the same letters together	1. wet 2. grin
65	Let's Bake a Pie	57	1. Identify Character Feelings 2. Determine the Main Problem 3. Compare Beginning and End of a Story 4. Infer Reasons for Character Actions	1. Words with the letter /b/ 2. Words that end with /in/ 3. Words with /cr/ 4. Two of the same letters together	1. clean 2. crust

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
66	The Super Bear	56	1. Identify Describing Words 2. Determine Other Possible Solutions 3. Analyze Story Events 4. Identify Traits of the Main Character	1. Words with the letter /p/ 2. Words that end with /ing/ 3. Words with /fl/ 4. Words that start with a vowel	1. rushed 2. hero
67	Fred the Frog Went to School	53	1. Identify Describing Words 2. Determine Other Possible Solutions 3. Analyze Story Events 4. Identify Traits of the Main Character	1. Words with the letter /p/ 2. Words that end with /ing/ 3. Words with /fl/ 4. Words that start with a vowel	1. fast 2. skipped
68	That is Too High	61	1. Identify Describing Words 2. Determine Other Possible Solutions 3. Analyze Story Events 4. Identify Traits of the Main Character	1. Words with the letter /p/ 2. Words that end with /ing/ 3. Words with /fl/ 4. Words that start with a vowel	1. high 2. flip
69	Let's Play in the Rain	62	1. Identify Describing Words 2. Determine Other Possible Solutions 3. Analyze Story Events 4. Identify Traits of the Main Character	1. Words with the letter /p/ 2. Words that end with /ing/ 3. Words with /fl/ 4. Words that start with a vowel	1. flash 2. sky
70	The Tree Swing	58	1. Identify Describing Words 2. Determine Other Possible Solutions 3. Analyze Story Events 4. Identify Traits of the Main Character	1. Words with the letter /p/ 2. Words that end with /ing/ 3. Words with /fl/ 4. Words that start with a vowel	1. tree 2. broke

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
71	Be Safe on Bikes	57	1. Form Opinion of Topic Sentence 2. Identify Causes 3. Retell Important Details 4. Text-to-Text Connections	1. Words with the letter /f/ 2. Words that end with /ip/ 3. Words with /fr/ 4. The last word in every sentence	1. helmet 2. busy
72	Good Bedtime Habits	59	1. Form Opinion of Topic Sentence 2. Identify Causes 3. Retell Important Details 4. Text-to-Text Connections	1. Words with the letter /f/ 2. Words that end with /ip/ 3. Words with /fr/ 4. The last word in every sentence	1. bedtime 2. fold
73	When You are Sick	63	1. Form Opinion of Topic Sentence 2. Identify Causes 3. Retell Important Details 4. Text-to-Text Connections	1. Words with the letter /f/ 2. Words that end with /ip/ 3. Words with /fr/ 4. The last word in every sentence	1. outside 2. stay
74	Be Safe When You Walk to School	59	1. Form Opinion of Topic Sentence 2. Identify Causes 3. Retell Important Details 4. Text-to-Text Connections	1. Words with the letter /f/ 2. Words that end with /ip/ 3. Words with /fr/ 4. The last word in every sentence	1. busy 2. strangers
75	Go Away Germs!	56	1. Form Opinion of Topic Sentence 2. Identify Causes 3. Retell Important Details 4. Text-to-Text Connections	1. Words with the letter /f/ 2. Words that end with /ip/ 3. Words with /fr/ 4. The last word in every sentence	1. soap 2. touching

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
76	Make Your Bed	58	1. Identify Effects 2. Distinguish Between Fact and Opinion 3. Remember Details From a Text 4. Find Synonyms for Content Words	1. Words with the letter /g/ 2. Words that end with /op/ 3. Words with /gr/ 4. Words with four letters	1. blanket 2. pillow
77	How to Find Worms	59	1. Identify Effects 2. Distinguish Between Fact and Opinion 3. Remember Details From a Text 4. Find Synonyms for Content Words	1. Words with the letter /g/ 2. Words that end with /op/ 3. Words with /gr/ 4. Words with four letters	1. dig 2. pushed
78	When We Are Sad	61	1. Identify Effects 2. Distinguish Between Fact and Opinion 3. Remember Details From a Text 4. Find Synonyms for Content Words	1. Words with the letter /g/ 2. Words that end with /op/ 3. Words with /gr/ 4. Words with four letters	1. talk 2. share
79	All About Ants	52	1. Identify Effects 2. Distinguish Between Fact and Opinion 3. Remember Details From a Text 4. Find Synonyms for Content Words	1. Words with the letter /g/ 2. Words that end with /op/ 3. Words with /gr/ 4. Words with four letters	1. working 2. strong
80	All About Money	52	1. Identify Effects 2. Distinguish Between Fact and Opinion 3. Remember Details From a Text 4. Find Synonyms for Content Words	1. Words with the letter /g/ 2. Words that end with /op/ 3. Words with /gr/ 4. Words with four letters	1. toys 2. money

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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
61	Don't Throw That!	119	1. Identify how a Character Acts 2. Identify the Central Message 3. Notice How a Character is Introduced 4. Describe the Setting	1. Words with Capital Letters 2. Words with the /igh/ pattern 3. Words with the /oa/ vowel pattern 4. Words with two syllables	1. poor 2. awesome 3. teasing 4. high 5. trouble
62	My Dog Ate Too Much	117	1. Identify how a Character Acts 2. Identify the Central Message 3. Notice How a Character is Introduced 4. Describe the Setting	1. Words with Capital Letters 2. Words with the /igh/ pattern 3. Words with the /oa/ vowel pattern 4. Words with two syllables	1. sneak 2. slip 3. licks 4. load 5. forced
63	The Wishlist	103	1. Identify how a Character Acts 2. Identify the Central Message 3. Notice How a Character is Introduced 4. Describe the Setting	1. Words with Capital Letters 2. Words with the /igh/ pattern 3. Words with the /oa/ vowel pattern 4. Words with two syllables	1. thought 2. ads 3. wish list 4. worry 5. costs
64	Am I Annoying?	108	1. Identify how a Character Acts 2. Identify the Central Message 3. Notice How a Character is Introduced 4. Describe the Setting	1. Words with Capital Letters 2. Words with the /igh/ pattern 3. Words with the /oa/ vowel pattern 4. Words with two syllables	1. follow 2. watch 3. exact 4. annoying 5. yelling
65	Dad's Cooking	116	1. Identify how a Character Acts 2. Identify the Central Message 3. Notice How a Character is Introduced 4. Describe the Setting	1. Words with Capital Letters 2. Words with the /igh/ pattern 3. Words with the /oa/ vowel pattern 4. Words with two syllables	1. problem 2. terrible 3. tastes 4. class 5. goal

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
66	My Pet Alien	115	1. Understand Why Characters Act One Way 2. Identify a Major Event 3. Understand Dialogue 4. Infer What Happens After the Story	1. Words with an Apostrophe 2. Words with the /ng/ pattern 3. Words with the /ee/ vowel pattern 4. Words with 3 consonants	1. obsessed 2. favorite 3. coolest 4. stuffed 5. thought
67	The Magic Rock	103	1. Understand Why Characters Act One Way 2. Identify a Major Event 3. Understand Dialogue 4. Infer What Happens After the Story	1. Words with an Apostrophe 2. Words with the /ng/ pattern 3. Words with the /ee/ vowel pattern 4. Words with 3 consonants	1. secret 2. shouted 3. understand 4. different 5. suddenly
68	One Slimy Mess	101	1. Understand Why Characters Act One Way 2. Identify a Major Event 3. Understand Dialogue 4. Infer What Happens After the Story	1. Words with an Apostrophe 2. Words with the /ng/ pattern 3. Words with the /ee/ vowel pattern 4. Words with 3 consonants	1. watching 2. whispered 3. decided 4. rubbed 5. slippery
69	The First Day of School	109	1. Understand Why Characters Act One Way 2. Identify a Major Event 3. Understand Dialogue 4. Infer What Happens After the Story	1. Words with an Apostrophe 2. Words with the /ng/ pattern 3. Words with the /ee/ vowel pattern 4. Words with 3 consonants	1. answer 2. bright 3. stare 4. giggled 5. hopped
70	The Temper Tantrum	102	1. Understand Why Characters Act One Way 2. Identify a Major Event 3. Understand Dialogue 4. Infer What Happens After the Story	1. Words with an Apostrophe 2. Words with the /ng/ pattern 3. Words with the /ee/ vowel pattern 4. Words with 3 consonants	1. amazing 2. falling 3. wiggling 4. peeled 5. tantrum

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
71	All About the Big Brown Bear	106	1. Sequence of Events 2. Make Connections 3. Content Words 4. Identify an Interesting Fact	1. Words that end with /ing/ 2. Words with the /et/ pattern 3. Words with the /ea/ vowel pattern 4. Words with two vowels	1. prepare 2. entire 3. survive 4. imagine 5. hungry
72	All About Owls	104	1. Sequence of Events 2. Make Connections 3. Content Words 4. Identify an Interesting Fact	1. Words that end with /ing/ 2. Words with the /et/ pattern 3. Words with the /ea/ vowel pattern 4. Words with two vowels	1. awake 2. powerful 3. claws 4. quiet 5. attack
73	Facts About Cats	109	1. Sequence of Events 2. Make Connections 3. Content Words 4. Identify an Interesting Fact	1. Words that end with /ing/ 2. Words with the /et/ pattern 3. Words with the /ea/ vowel pattern 4. Words with two vowels	1. popular 2. energy 3. sleeping 4. stepped 5. humans
74	Taking Care of a Horse	112	1. Sequence of Events 2. Make Connections 3. Content Words 4. Identify an Interesting Fact	1. Words that end with /ing/ 2. Words with the /et/ pattern 3. Words with the /ea/ vowel pattern 4. Words with two vowels	1. dream 2. requires 3. roam 4. hooves 5. attention
75	Why Pigs are Awesome	108	1. Sequence of Events 2. Make Connections 3. Content Words 4. Identify an Interesting Fact	1. Words that end with /ing/ 2. Words with the /et/ pattern 3. Words with the /ea/ vowel pattern 4. Words with two vowels	1. gross 2. true 3. ground 4. free 5. keeping

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
76	It's Not Polite	110	1. Identify the Main Purpose 2. Form Opinions 3. Ask Questions After Reading 4. Describe a Real Event from the Text	1. Words that end with /ed/ 2. Words with the /tch/ pattern 3. Words with the /ay/ vowel pattern 4. Words that start with 2 Consonants	1. polite 2. watch 3. point 4. rude 5. stare
77	The President's Job	108	1. Identify the Main Purpose 2. Form Opinions 3. Ask Questions After Reading 4. Describe a Real Event from the Text	1. Words that end with /ed/ 2. Words with the /tch/ pattern 3. Words with the /ay/ vowel pattern 4. Words that start with 2 Consonants	1. main 2. boss 3. choices 4. stronger 5. charge
78	What Teachers do Without Students	103	1. Identify the Main Purpose 2. Form Opinions 3. Ask Questions After Reading 4. Describe a Real Event from the Text	1. Words that end with /ed/ 2. Words with the /tch/ pattern 3. Words with the /ay/ vowel pattern 4. Words that start with 2 Consonants	1. planning 2. checking 3. meetings 4. together 5. hurrying
79	Before There Were Cars	103	1. Identify the Main Purpose 2. Form Opinions 3. Ask Questions After Reading 4. Describe a Real Event from the Text	1. Words that end with /ed/ 2. Words with the /tch/ pattern 3. Words with the /ay/ vowel pattern 4. Words that start with 2 Consonants	1. travel 2. imagine 3. carriage 4. relieved 5. invented
80	Stay Safe Outside	111	1. Identify the Main Purpose 2. Form Opinions 3. Ask Questions After Reading 4. Describe a Real Event from the Text	1. Words that end with /ed/ 2. Words with the /tch/ pattern 3. Words with the /ay/ vowel pattern 4. Words that start with 2 Consonants	1. danger 2. buddy 3. alone 4. before 5. dark

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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
61	My Dog Can Talk	159	1. Fantasy Events 2. Figurative Language 3. Enjoying Fantasy 4. What Characters Think	1. Words that end with a consonant 2. Words with /sh/, /tch/, or /gh/ 3. Words with /y/ as a vowel 4. Words that are capitalized	1. finally 2. pound 3. rescue 4. confused 5. instant
62	The Night the Cows Flew	171	1. Fantasy Events 2. Figurative Language 3. Enjoying Fantasy 4. What Characters Think	1. Words that end with a consonant 2. Words with /sh/, /tch/, or /gh/ 3. Words with /y/ as a vowel 4. Words that are capitalized	1. gathered 2. meeting 3. junkyard 4. revved 5. happiness
63	The Magic Lamp	157	1. Fantasy Events 2. Figurative Language 3. Enjoying Fantasy 4. What Characters Think	1. Words that end with a consonant 2. Words with /sh/, /tch/, or /gh/ 3. Words with /y/ as a vowel 4. Words that are capitalized	1. covered 2. nervous 3. genie 4. poof 5. introduced
64	The Money Tree	154	1. Fantasy Events 2. Figurative Language 3. Enjoying Fantasy 4. What Characters Think	1. Words that end with a consonant 2. Words with /sh/, /tch/, or /gh/ 3. Words with /y/ as a vowel 4. Words that are capitalized	1. noticed 2. shock 3. overnight 4. rushed 5. fortune
65	David's Birthday	160	1. Fantasy Events 2. Figurative Language 3. Enjoying Fantasy 4. What Characters Think	1. Words that end with a consonant 2. Words with /sh/, /tch/, or /gh/ 3. Words with /y/ as a vowel 4. Words that are capitalized	1. favorite 2. ripped 3. calm 4. gobbled 5. remembered

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
66	Big Cleaners, Little Hands	148	1. Getting to Know Characters 2. Make Predictions 3. Identifying Overall Theme 4. Identifying the Narrator	1. Words that end with a vowel 2. Words with /th/, /ck/, or /ph/ 3. Words with 2 vowels together that make one sound 4. Words with apostrophes	1. go-cart 2. business 3. flyers 4. services 5. customers
67	That's Enough Ezra	163	1. Getting to Know Characters 2. Make Predictions 3. Identifying Overall Theme 4. Identifying the Narrator	1. Words that end with a vowel 2. Words with /th/, /ck/, or /ph/ 3. Words with 2 vowels together that make one sound 4. Words with apostrophes	1. dumped 2. entire 3. snuck 4. errands 5. sweating
68	My Mom Ran Out of Coffee	150	1. Getting to Know Characters 2. Make Predictions 3. Identifying Overall Theme 4. Identifying the Narrator	1. Words that end with a vowel 2. Words with /th/, /ck/, or /ph/ 3. Words with 2 vowels together that make one sound 4. Words with apostrophes	1. survive 2. breathing 3. stressed 4. panic 5. realized
69	April Fool's Day	165	1. Getting to Know Characters 2. Make Predictions 3. Identifying Overall Theme 4. Identifying the Narrator	1. Words that end with a vowel 2. Words with /th/, /ck/, or /ph/ 3. Words with 2 vowels together that make one sound 4. Words with apostrophes	1. pranks 2. champion 3. revenge 4. squeezed 5. fake
70	The Scrapbook Rook	135	1. Getting to Know Characters 2. Make Predictions 3. Identifying Overall Theme 4. Identifying the Narrator	1. Words that end with a vowel 2. Words with /th/, /ck/, or /ph/ 3. Words with 2 vowels together that make one sound 4. Words with apostrophes	1. drawers 2. visited 3. colorful 4. arrange 5. memories

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
71	Elvis Presley	157	1. Getting to Know Subjects in a Biography 2. Giving Advice 3. Changes Over Time 4. Notice New Ideas	1. Words with /ch/, /dge/, or /ng/ 2. Words with the vowel-consonant-e pattern 3. Words with 3 or more syllables 4. The first word in every sentences	1. famous 2. attention 3. lesson 4. record 5. unique
72	Bill Gates	150	1. Getting to Know Subjects in a Biography 2. Giving Advice 3. Changes Over Time 4. Notice New Ideas	1. Words with /ch/, /dge/, or /ng/ 2. Words with the vowel-consonant-e pattern 3. Words with 3 or more syllables 4. The first word in every sentences	1. imagine 2. bored 3. personal 4. program 5. continued
73	Bill Gates	150	1. Getting to Know Subjects in a Biography 2. Giving Advice 3. Changes Over Time 4. Notice New Ideas	1. Words with /ch/, /dge/, or /ng/ 2. Words with the vowel-consonant-e pattern 3. Words with 3 or more syllables 4. The first word in every sentences	1. studio 2. animation 3. created 4. character 5. popular
74	Elizabeth Blackwell	137	1. Getting to Know Subjects in a Biography 2. Giving Advice 3. Changes Over Time 4. Notice New Ideas	1. Words with /ch/, /dge/, or /ng/ 2. Words with the vowel-consonant-e pattern 3. Words with 3 or more syllables 4. The first word in every sentences	1. childhood 2. heal 3. accept 4. medicine 5. graduated
75	Amelia Earhart	149	1. Getting to Know Subjects in a Biography 2. Giving Advice 3. Changes Over Time 4. Notice New Ideas	1. Words with /ch/, /dge/, or /ng/ 2. Words with the vowel-consonant-e pattern 3. Words with 3 or more syllables 4. The first word in every sentences	1. invented 2. tomboy 3. bought 4. awards 5. bravery

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
76	Why Doesn't the Ocean Freeze?	144	1. Gather Important Information 2. Text Purpose 3. Understand Content Vocabulary 4. Sequence of Facts	1. Words that end with silent -e 2. Compound words 3. Words with only one syllable 4. Words that have a suffix	1. freeze 2. temperature 3. molecules 4. harder 5. extreme
77	All About Fingerprints	142	1. Gather Important Information 2. Text Purpose 3. Understand Content Vocabulary 4. Sequence of Facts	1. Words that end with silent -e 2. Compound words 3. Words with only one syllable 4. Words that have a suffix	1. fingerprints 2. ooze 3. touch 4. exact 5. injury
78	Why Do I Need to Wash My Hands?	149	1. Gather Important Information 2. Text Purpose 3. Understand Content Vocabulary 4. Sequence of Facts	1. Words that end with silent -e 2. Compound words 3. Words with only one syllable 4. Words that have a suffix	1. wondered 2. spreading 3. contact 4. rubber 5. protect
79	All About Bald Eagles	155	1. Gather Important Information 2. Text Purpose 3. Understand Content Vocabulary 4. Sequence of Facts	1. Words that end with silent -e 2. Compound words 3. Words with only one syllable 4. Words that have a suffix	1. species 2. national 3. bald 4. wingspan 5. grown
80	Upcycling	151	1. Gather Important Information 2. Text Purpose 3. Understand Content Vocabulary 4. Sequence of Facts	1. Words that end with silent -e 2. Compound words 3. Words with only one syllable 4. Words that have a suffix	1. materials 2. landfill 3. vase 4. upcycling 5. purpose

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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
61	Earthquakes	206	1. Find the main idea 2. Compare new information to old 3. Drawing inferences 4. Comparing points of view	1. Words that rhyme with -ay 2. Words with long vowel sounds /eo/ or /ai/ 3. Words with the long / e/ sound 4. Concept Words	1. shifting 2. pressure 3. ripple 4. prone 5. averaging
62	Volcanoes	222	1. Find the main idea 2. Compare new information to old 3. Drawing inferences 4. Comparing points of view	1. Words that rhyme with -ay 2. Words with long vowel sounds /eo/ or /ai/ 3. Words with the long / e/ sound 4. Concept Words	1. erupt 2. violent 3. located 4. regularly 5. dormant
63	Tsunamis	207	1. Find the main idea 2. Compare new information to old 3. Drawing inferences 4. Comparing points of view	1. Words that rhyme with -ay 2. Words with long vowel sounds /eo/ or /ai/ 3. Words with the long / e/ sound 4. Concept Words	1. surge 2. upwards 3. rages 4. rapidly 5. crumple
64	Hurricanes	239	1. Find the main idea 2. Compare new information to old 3. Drawing inferences 4. Comparing points of view	1. Words that rhyme with -ay 2. Words with long vowel sounds /eo/ or /ai/ 3. Words with the long / e/ sound 4. Concept Words	1. massive 2. swirling 3. consists 4. landfall 5. degrades
65	Natural Disasters	196	1. Find the main idea 2. Compare new information to old 3. Drawing inferences 4. Comparing points of view	1. Words that rhyme with -ay 2. Words with long vowel sounds /eo/ or /ai/ 3. Words with the long / e/ sound 4. Concept Words	1. drastically 2. interrupts 3. advanced 4. devastated 5. victims

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
66	Earth's Waters	216	1. Find supporting details 2. Compare text to similar texts 3. Summarize 4. Interpret information	1. Words just before a comma 2. Words that end with an -e. 3. Words with the long /a/ sound 4. Concept Words	1. regulate 2. substance 3. rotates 4. seeping 5. absorb
67	Ocean Currents	203	1. Find supporting details 2. Compare text to similar texts 3. Summarize 4. Interpret information	1. Words just before a comma 2. Words that end with an -e 3. Words with the long /a/ sound 4. Concept Words	1. vast 2. driven 3. currents 4. essentially 5. dramatically
68	How Oceans Affect the Climate	220	1. Find supporting details 2. Compare text to similar texts 3. Summarize 4. Interpret information	1. Words just before a comma 2. Words that end with an -e 3. Words with the long /a/ sound 4. Concept Words	1. impacting 2. crucial 3. transport 4. calming 5. gradually
69	Mountains	217	1. Find supporting details 2. Compare text to similar texts 3. Summarize 4. Interpret information	1. Words just before a comma 2. Words that end in /le/ or /ly/ 3. Words with the long /a/ sound 4. Concept Words	1. steeper 2. peaks 3. barren 4. colliding 5. rate
70	How Mountains Affect the Climate	243	1. Find supporting details 2. Compare text to similar texts 3. Summarize 4. Interpret information	1. Words just before a comma 2. Words that end with an -e 3. Words with the long /a/ sound 4. Concept Words	1. impact 2. lush 3. shadow 4. effect 5. influence

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
71	Valleys	231	1. Share new learning 2. Sequence and order 3. Explaining events 4. Author's Perspective	1. Words with long vowel patterns /ie/, /igh/, or /ide/ 2. Words with 2 syllables and short vowels 3. Words with the long /o/ sound 4. Concept Words	1. surrounded 2. erosion 3. carved 4. trench 5. persistent
72	Canyons	217	1. Share new learning 2. Sequence and order 3. Explaining events 4. Author's Perspective	1. Words with long vowel patterns /ie/, /igh/, or /ide/ 2. Words with 2 syllables and short vowels 3. Words with the long /o/ sound 4. Concept Words	1. gorges 2.region 3. natural 4. spectacular 5. awe
73	Unique Landforms	214	1. Share new learning 2. Sequence and order 3. Explaining events 4. Author's Perspective	1. Words with long vowel patterns /ie/, /igh/, or /ide/ 2. Words with 2 syllables and short vowels 3. Words with the long /o/ sound 4. Concept Words	1. feature 2. analyze 3. documenting 4. factors 5. created
74	Tectonic Plate	210	1. Share new learning 2. Sequence and order 3. Explaining events 4. Author's Perspective	1. Words with long vowel patterns /ie/, /igh/, or /ide/ 2. Words with 2 syllables and short vowels 3. Words with the long /o/ sound 4. Concept Words	1. scattered 2. directly 3. tremendous 4. grind 5. crunching
75	Water Erosion	196	1. Share new learning 2. Sequence and order 3. Explaining events 4. Author's Perspective	1. Words with long vowel patterns /ie/, /igh/, or /ide/ 2. Words with 2 syllables and short vowels 3. Words with the long /o/ sound 4. Concept Words	1. recognize 2. splash 3. accumulate 4. significant 5. landscape

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
76	Climate System	221	1. Identify text setting 2. Cause and effect 3. Explaining ideas or concepts 4. Forming Opinions	1. Words with long vowel patterns /ea/ or /ee/ 2. Words with the /oo/ sound, as in /book/ 3. Words with the long /u/ sound 4. Concept Words	1. preventing 2. ability 3. supplier 4. freshwater 5. reflective
77	Solar Eclipse	230	1. Identify text setting 2. Cause and effect 3. Explaining ideas or concepts 4. Forming Opinions	1. Words with long vowel patterns /ea/ or /ee/ 2. Words with the /oo/ sound, as in /book/ 3. Words with the long /u/ sound 4. Concept Words	1. tilted 2. cautious 3. viewing 4. traveling 5. blockage
78	Earth's Minerals	213	1. Identify text setting 2. Cause and effect 3. Explaining ideas or concepts 4. Forming Opinions	1. Words with long vowel patterns /ea/ or /ee/ 2. Words with the /oo/ sound, as in /book/ 3. Words with the long /u/ sound 4. Concept Words	1. crystal 2. qualities 3. examine 4. dense 5. critically
79	Earth's Rocks	199	1. Identify text setting 2. Cause and effect 3. Explaining ideas or concepts 4. Forming Opinions	1. Words with long vowel patterns /ea/ or /ee/ 2. Words with the /oo/ sound, as in /book/ 3. Words with the long /u/ sound 4. Concept Words	1. outer 2. classified 3. countertops 4. deposited 5. sediment
80	Protecting Our Planet	239	1. Identify text setting 2. Cause and effect 3. Explaining ideas or concepts 4. Forming Opinions	1. Words with long vowel patterns /ea/ or /ee/ 2. Words with the /oo/ sound, as in /book/ 3. Words with the long /u/ sound 4. Concept Words	1. recognize 2. splash 3. accumulate 4. significant 5. landscape

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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	Comp. Skills	Word Work Skills	Vocab. Words
61	The Imaginary Friend	302	1. Fantasy Events 2. Figurative Language 3. Enjoying Fantasy 4. What Characters Think	1. Words with the /le/ pattern 2. Words that are homophones 3. Words that end in consonant clusters 4. Words that have the word 'so' or 'go' inside them	1. responsibility 2. imagination 3. developed 4. embarrassing 5. shooed
62	Don't Do It Donald!	288	1. Fantasy Events 2. Figurative Language 3. Enjoying Fantasy 4. What Characters Think	1. Words with the /le/ pattern 2. Words that are homophones 3. Words that end in consonant clusters 4. Words that have the word 'so' or 'go' inside them	1. grazing 2. reserved 3. despised 4. desperate 5. moaning
63	The Time Machine	297	1. Fantasy Events 2. Figurative Language 3. Enjoying Fantasy 4. What Characters Think	1. Words with the /le/ pattern 2. Words that are homophones 3. Words that end in consonant clusters 4. Words that have the word 'so' or 'go' inside them	1. eager 2. equipment 3. manual 4. hysterically 5. transported
64	Larry the Canary	289	1. Fantasy Events 2. Figurative Language 3. Enjoying Fantasy 4. What Characters Think	1. Words with the /le/ pattern 2. Words that are homophones 3. Words that end in consonant clusters 4. Words that have the word 'so' or 'go' inside them	1. ordinary 2.extraordinary 3. ruffled 4. dumbfounded 5. drilling
65	The Magic Remote	297	1. Fantasy Events 2. Figurative Language 3. Enjoying Fantasy 4. What Characters Think	1. Words with the /le/ pattern 2. Words that are homophones 3. Words that end in consonant clusters 4. Words that have the word 'so' or 'go' inside them	1. random 2. replacement 3. irritated 4. circumstances 5. whatsoever

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
66	The Biggest Meltdown Ever	320	1. Story Mood 2. Compare Characters to Self 3. Most Important Story Event 4. Changes from Beginning to End	1. Words with 3 cons. clusters 2. Words with long and short vowel sounds 3. Words with 4 or more syllables 4. Words that have the word 'to' or 'do' inside them	1. dramatic 2. meltdown 3. sacrifices 4. midnight 5. bragged
67	We Bought a Boat	306	1. Story Mood 2. Compare Characters to Self 3. Most Important Story Event 4. Changes from Beginning to End	1. Words with 3 cons. clusters 2. Words with long and short vowel sounds 3. Words with 4 or more syllables 4. Words that have the word 'to' or 'do' inside them	1. vivid 2. gaps 3. ecstatic 4. impatient 5. enclosure
68	My Dad Should Never Do Chores	297	1. Story Mood 2. Compare Characters to Self 3. Most Important Story Event 4. Changes from Beginning to End	1. Words with 3 cons. clusters 2. Words with long and short vowel sounds 3. Words with 4 or more syllables 4. Words that have the word 'to' or 'do' inside them	1. clueless 2. conspiracy 3. plots 4. overflow 5. routines
69	The Little White Lie	321	1. Story Mood 2. Compare Characters to Self 3. Most Important Story Event 4. Changes from Beginning to End	1. Words with 3 cons. clusters 2. Words with long and short vowel sounds 3. Words with 4 or more syllables 4. Words that have the word 'to' or 'do' inside them	1. literally 2. stunning 3. reassured 4. gossiping 5. engrossed
70	The Big Game	292	1. Story Mood 2. Compare Characters to Self 3. Most Important Story Event 4. Changes from Beginning to End	1. Words with 3 cons. clusters 2. Words with long and short vowel sounds 3. Words with 4 or more syllables 4. Words that have the word 'to' or 'do' inside them	1. dribbling 2. nerves 3. confidence 4. booster 5. rival

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
71	Noah Webster	284	1. Getting to Know Subjects in a Biography 2. Giving Advice 3. Changes Over Time 4. Notice New Ideas	1. Words cons. clusters that make one sound 2. Words with r-controlled vowels 3. Adjectives 4. Words that have the word 'at' or 'on' inside them	1. managed 2. reconsidered 3. potentials 4. continuously 5. persevered
72	Eli Whitney	294	1. Getting to Know Subjects in a Biography 2. Giving Advice 3. Changes Over Time 4. Notice New Ideas	1. Words cons. clusters that make one sound 2. Words with r-controlled vowels 3. Adjectives 4. Words that have the word 'at' or 'on' inside them	1. tinkering 2. manual 3. basically 4. combination 5. actual
73	Susan B. Anthony	284	1. Getting to Know Subjects in a Biography 2. Giving Advice 3. Changes Over Time 4. Notice New Ideas	1. Words cons. clusters that make one sound 2. Words with r-controlled vowels 3. Adjectives 4. Words that have the word 'at' or 'on' inside them	1. relocated 2. intelligent 3. earning 4. activist 5. defiance
74	Oprah Winfrey	284	1. Getting to Know Subjects in a Biography 2. Giving Advice 3. Changes Over Time 4. Notice New Ideas	1. Words cons. clusters that make one sound 2. Words with r-controlled vowels 3. Adjectives 4. Words that have the word 'at' or 'on' inside them	1. poverty 2. grueling 3. scholarship 4. journalist 5. fetching
75	Ella Fitzgerald	284	1. Getting to Know Subjects in a Biography 2. Giving Advice 3. Changes Over Time 4. Notice New Ideas	1. Words cons. clusters that make one sound 2. Words with r-controlled vowels 3. Adjectives 4. Words that have the word 'at' or 'on' inside them	1. amateur 2. raggedy 3. denied 4. abilities 5. stardom

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
76	Our Tasty Taste Buds	290	1. Gather Important Information 2. Text Purpose 3. Understand Content Vocabulary 4. Sequence of Facts	1. Words with cons. clusters that make two sounds 2. Two vowels together that make other vowel sounds 3. Nouns 4. Words that have the word 'no' or 'an' inside them	1. sensitive 2. microscopic 3. average 4. replaced 5. contributing
77	How Does Mold Grow?	288	1. Gather Important Information 2. Text Purpose 3. Understand Content Vocabulary 4. Sequence of Facts	1. Words with cons. clusters that make two sounds 2. Two vowels together that make other vowel sounds 3. Nouns 4. Words that have the word 'no' or 'an' inside them	1. microorganism 2. reproduces 3. moisture 4. allergies 5. prescribed
78	The Lifecycle of a Ladybug	299	1. Gather Important Information 2. Text Purpose 3. Understand Content Vocabulary 4. Sequence of Facts	1. Words with cons. clusters that make two sounds 2. Two vowels together that make other vowel sounds 3. Nouns 4. Words that have the word 'no' or 'an' inside them	1. underside 2. range 3. miniature 4. stagnant 5. remarkable
79	All About Big Blue Whales	296	1. Gather Important Information 2. Text Purpose 3. Understand Content Vocabulary 4. Sequence of Facts	1. Words with cons. clusters that make two sounds 2. Two vowels together that make other vowel sounds 3. Nouns 4. Words that have the word 'no' or 'an' inside them	1. mammals 2. migrate 3. consumption 4. tons 5.approximately
80	The Benefits of Recycling	263	1. Gather Important Information 2. Text Purpose 3. Understand Content Vocabulary 4. Sequence of Facts	1. Words with cons. clusters that make two sounds 2. Two vowels together that make other vowel sounds 3. Nouns 4. Words that have the word 'no' or 'an' inside them	1. unnecessary 2. versus 3. conserve 4. reused 5. skyscrapers

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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
61	The Sleepwalker	263	1. Judge Others' Feelings of Main Character 2. Infer how Characters Change Over Time 3. Descriptive Phrases 4. Use Dialogue to Infer Story Action	1. Possessives 2. Words that begin with two consonants 3. Words with the /im/ pattern 4. Words with the /aint/ pattern	1. improbable 2. comatose 3. sauntered 4. prejudice 5. outlandish
62	Drama at the Mall	285	1. Judge Others' Feelings of Main Character 2. Infer how Characters Change Over Time 3. Descriptive Phrases 4. Use Dialogue to Infer Story Action	1. Possessives 2. Words that begin with two consonants 3. Words with the /im/ pattern 4. Words with the /aint/ pattern	1. vicinity 2. perilous 3. repercussions 4. conscious 5. wrath
63	Samuel Christopher the 3rd	278	1. Judge Others' Feelings of Main Character 2. Infer how Characters Change Over Time 3. Descriptive Phrases 4. Use Dialogue to Infer Story Action	1. Possessives 2. Words that begin with two consonants 3. Words with the /im/ pattern 4. Words with the /aint/ pattern	1. glamorous 2. fantasized 3. dramatic 4. peered 5. inquired
64	Chelsea Rebels	280	1. Judge Others' Feelings of Main Character 2. Infer how Characters Change Over Time 3. Descriptive Phrases 4. Use Dialogue to Infer Story Action	1. Possessives 2. Words that begin with two consonants 3. Words with the /im/ pattern 4. Words with the /aint/ pattern	1. advocate 2. yearns 3. implode 4. reluctantly 5. surge
65	The Summer of the Cows	291	1. Judge Others' Feelings of Main Character 2. Infer how Characters Change Over Time 3. Descriptive Phrases 4. Use Dialogue to Infer Story Action	1. Possessives 2. Words that begin with two consonants 3. Words with the /im/ pattern 4. Words with the /aint/ pattern	1. accomplishment 2. caretaker 3. rhetorical 4. restraint 5. delectable

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
66	Helping the Homeless	283	1. Infer Why Characters Change Over Time 2. Infer Other Ways to Solve the Problem 3. Setting Descriptions 4. Identify Time Changes	1. Compound words 2. Words that begin with two vowels 3. Words with the /ble/ pattern 4. Words with the /aste/ pattern	1. disposal 2. humbled 3. infuriated 4. broadcasted 5. amassed
67	The Golden Apple	277	1. Infer Why Characters Change Over Time 2. Infer Other Ways to Solve the Problem 3. Setting Descriptions 4. Identify Time Changes	1. Compound words 2. Words that begin with two vowels 3. Words with the /ble/ pattern 4. Words with the /aste/ pattern	1. prestigious 2. recipients 3. auspicious 4. abominable 5. composure
68	Billy's Wait is Over	291	1. Infer Why Characters Change Over Time 2. Infer Other Ways to Solve the Problem 3. Setting Descriptions 4. Identify Time Changes	1. Compound words 2. Words that begin with two vowels 3. Words with the /ble/ pattern 4. Words with the /aste/ pattern	1. relentless 2. elation 3. disclosed 4. reassuring 5. dehydrated
69	Roger Tells His Secret	287	1. Infer Why Characters Change Over Time 2. Infer Other Ways to Solve the Problem 3. Setting Descriptions 4. Identify Time Changes	1. Compound words 2. Words that begin with two vowels 3. Words with the /ble/ pattern 4. Words with the /aste/ pattern	1. detested 2. covertly 3. effectively 4. adoration 5. initiative
70	Who's the Parent?	281	1. Infer Why Characters Change Over Time 2. Infer Other Ways to Solve the Problem 3. Setting Descriptions 4. Identify Time Changes	1. Compound words 2. Words that begin with two vowels 3. Words with the /ble/ pattern 4. Words with the /aste/ pattern	1. abandoned 2. authority 3. wearying 4. assume 5. emphatically

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
71	King Tut	269	1. Infer Subject's Personality 2. Identify How Subject Changes 3. Interpret Cultural Problems 4. Identify Heroic Qualities	1. Hyphenated words 2. Words that end with /ful/ 3. Words with that end with /y/ 4. Words with the /each/ pattern	1. virtually 2. pharaoh 3. authoritative 4. abolish 5. ancient
72	Mother Teresa	272	1. Infer Subject's Personality 2. Identify How Subject Changes 3. Interpret Cultural Problems 4. Identify Heroic Qualities	1. Hyphenated words 2. Words that end with /ful/ 3. Words with that end with /y/ 4. Words with the /each/ pattern	1. devoutly 2. destitute 3. obedience 4. humanitarian 5. internationally
73	Zach Bonner	265	1. Infer Subject's Personality 2. Identify How Subject Changes 3. Interpret Cultural Problems 4. Identify Heroic Qualities	1. Hyphenated words 2. Words that end with /ful/ 3. Words with that end with /y/ 4. Words with the /each/ pattern	1. philanthropist 2. establishing 3. donations 4. simulated 5. trek
74	Jean Henry Dunant	260	1. Infer Subject's Personality 2. Identify How Subject Changes 3. Interpret Cultural Problems 4. Identify Heroic Qualities	1. Hyphenated words 2. Words that end with /ful/ 3. Words with that end with /y/ 4. Words with the /each/ pattern	1. humanity 2. allegiance 3. conquered 4. initiative 5. establishment
75	Samantha Smith	265	1. Infer Subject's Personality 2. Identify How Subject Changes 3. Interpret Cultural Problems 4. Identify Heroic Qualities	1. Hyphenated words 2. Words that end with /ful/ 3. Words with that end with /y/ 4. Words with the /each/ pattern	1. deteriorated 2. frankly 3. published 4. applauding 5. correspond

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
76	The Black Swan Project	262	1. Locate Text that Describes Writer's Purpose 2. Judge Text Authenticity 3. Define Technical Words with Background Knowledge 4. Cause and Effect	1. Words with 3 syllables 2. Words that end with /ion/ 3. Words with suffixes 4. Words with the /ieve/ pattern	1. consignment 2. transporting 3. international 4. vessels 5. origin
77	What is Deja Vu?	278	1. Locate Text that Describes Writer's Purpose 2. Judge Text Authenticity 3. Define Technical Words with Background Knowledge 4. Cause and Effect	1. Words with 3 syllables 2. Words that end with /ion/ 3. Words with suffixes 4. Words with the /ieve/ pattern	1. juxtaposition 2. familiar 3. triggers 4. overfamiliarity 5. momentarily
78	All About Hair	310	1. Locate Text that Describes Writer's Purpose 2. Judge Text Authenticity 3. Define Technical Words with Background Knowledge 4. Cause and Effect	1. Words with 3 syllables 2. Words that end with /ion/ 3. Words with suffixes 4. Words with the /ieve/ pattern	1. characteristics 2. follicle 3. insulator 4. produce 5. perspective
79	Who Invented Basketball?	260	1. Locate Text that Describes Writer's Purpose 2. Judge Text Authenticity 3. Define Technical Words with Background Knowledge 4. Cause and Effect	1. Words with 3 syllables 2. Words that end with /ion/ 3. Words with suffixes 4. Words with the /ieve/ pattern	1. identified 2. fathom 3. intertwined 4. problematic 5. evolution
80	The Black Widow Spider	280	1. Locate Text that Describes Writer's Purpose 2. Judge Text Authenticity 3. Define Technical Words with Background Knowledge 4. Cause and Effect	1. Words with 3 syllables 2. Words that end with /ion/ 3. Words with suffixes 4. Words with the /ieve/ pattern	1. lustrous 2. species 3. miniscule 4. cannibals 5. durable

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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
61	The Secret Giver	296	1. Identify Character Through Motivations 2. Ask Questions 3. Link Problem and Solution 4. Analyze Descriptions	1. Words with 2 syllables 2. Words with the Greek root 'path' 3. Possessive Nouns 4. Words with the Latin root 'dict'	1. enigmatical 2. truculent 3. revolutionize 4. philanthropist 5. antipathy
62	The Fire	273	1. Identify Character Through Motivations 2. Ask Questions 3. Link Problem and Solution 4. Analyze Descriptions	1. Words with 2 syllables 2. Words with the Greek root 'path' 3. Possessive Nouns 4. Words with the Latin root 'dict'	1. affable 2. conspicuous 3. inexorable 4. rebuked 5. ludicrous
63	The Rock	281	1. Identify Character Through Motivations 2. Ask Questions 3. Link Problem and Solution 4. Analyze Descriptions	1. Words with 2 syllables 2. Words with the Greek root 'path' 3. Possessive Nouns 4. Words with the Latin root 'dict'	1. circumvent 2. nonchalantly 3. aghast 4. solace 5. simultaneously
64	Outgivin g Dale	269	1. Identify Character Through Motivations 2. Ask Questions 3. Link Problem and Solution 4. Analyze Descriptions	1. Words with 2 syllables 2. Words with the Greek root 'path' 3. Possessive Nouns 4. Words with the Latin root 'dict'	1. pawning 2. underprivileged 3. upbringing 4. undernourished 5. spontaneously
65	That Night at the Pier	285	1. Identify Character Through Motivations 2. Ask Questions 3. Link Problem and Solution 4. Analyze Descriptions	1. Words with 2 syllables 2. Words with the Greek root 'path' 3. Possessive Nouns 4. Words with the Latin root 'dict'	1. entourage 2. petrified 3. apprehensive 4. lurking 5. combat

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Pass #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
66	Spring Cleaning	267	1. What Character Descriptions Tell Readers 2. Identify Story Mood 3. Author's Purpose 4. Evaluate Writer's Opinions	1. Words with 5 Vowels 2. Words with the Greek root 'mon/mono' 3. Prepositional phrases 4. Words with the Latin root 'ced/cede/cess'	1. acrimonious 2. animosity 3. insufferable 4. incredulous 5. sophisticated
67	The Adventitious Gift	294	1. What Character Descriptions Tell Readers 2. Identify Story Mood 3. Author's Purpose 4. Evaluate Writer's Opinions	1. Words with 5 Vowels 2. Words with the Greek root 'mon/mono' 3. Prepositional phrases 4. Words with the Latin root 'ced/cede/cess'	1. disdain 2. sashayed 3. denounced 4. professed 5. adventitious
68	Insomnia	251	1. What Character Descriptions Tell Readers 2. Identify Story Mood 3. Author's Purpose 4. Evaluate Writer's Opinions	1. Words with 5 Vowels 2. Words with the Greek root 'mon/mono' 3. Prepositional phrases 4. Words with the Latin root 'ced/cede/cess'	1. monotonous 2. hypnotize 3. habitual 4. resolutely 5. abnormal
69	Big Brother Debacles	284	1. What Character Descriptions Tell Readers 2. Identify Story Mood 3. Author's Purpose 4. Evaluate Writer's Opinions	1. Words with 5 Vowels 2. Words with the Greek root 'mon/mono' 3. Prepositional phrases 4. Words with the Latin root 'ced/cede/cess'	1. exceedingly 2. wrongdoing 3. reproved 4. dissimulate 5. beguiling
70	Too Much Pressure	253	1. What Character Descriptions Tell Readers 2. Identify Story Mood 3. Author's Purpose 4. Evaluate Writer's Opinions	1. Words with 5 Vowels 2. Words with the Greek root 'mon/mono' 3. Prepositional phrases 4. Words with the Latin root 'ced/cede/cess'	1. intensifying 2. privileged 3. insurmountable 4. irritability 5. efficacious

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Pass #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
71	Ulysses S. Grant	275	1. Identify struggles in a Subject's Life 2. Define Words Related to Subject's Life 3. Infer Subject's Feelings 4. Gain Life Lessons	1. Words with 4 Consonants 2. Words with the Greek root 'ology' 3. Determiners 4. Words with the Latin root 'frag/frac'	1. disconsolate 2. suffrage 3. presumptions 4. designated 5. skyrocketed
72	James Ward	257	1. Identify struggles in a Subject's Life 2. Define Words Related to Subject's Life 3. Infer Subject's Feelings 4. Gain Life Lessons	1. Words with 4 Consonants 2. Words with the Greek root 'ology' 3. Determiners 4. Words with the Latin root 'frag/frac'	1. destitute 2. matriculate 3. impoverished 4. feasible 5. quandary
73	Nancy Reagan	265	1. Identify struggles in a Subject's Life 2. Define Words Related to Subject's Life 3. Infer Subject's Feelings 4. Gain Life Lessons	1. Words with 4 Consonants 2. Words with the Greek root 'ology' 3. Determiners 4. Words with the Latin root 'frag/frac'	1. conglomeration 2. prominent 3. advocate 4. prosperity 5. affiliation
74	Emma Tenayuca	260	1. Identify struggles in a Subject's Life 2. Define Words Related to Subject's Life 3. Infer Subject's Feelings 4. Gain Life Lessons	1. Words with 4 Consonants 2. Words with the Greek root 'ology' 3. Determiners 4. Words with the Latin root 'frag/frac'	1. protesting 2. notoriety 3. deportation 4. ventilated 5. strikers
75	Phillis Wheatley	272	1. Identify struggles in a Subject's Life 2. Define Words Related to Subject's Life 3. Infer Subject's Feelings 4. Gain Life Lessons	1. Words with 4 Consonants 2. Words with the Greek root 'ology' 3. Determiners 4. Words with the Latin root 'frag/frac'	1. involuntarily 2. abnormal 3. mastered 4. authorship 5. preface

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Pass #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
76	The Greenhouse Effect	240	1. Incorporate New Learning with Old 2. Interpret Hidden Meaning 3. Infer Cause and Effect 4. Evaluate Text Authenticity	1. Consonant clusters with silent letters 2. Words with the Greek root 'tri' 3. Participles 4. Words with the Latin root 'sens/sent'	1. cultivation 2. sustainability 3. safeguards 4. vapour 5. balanced
77	What Happened to Passenger Pigeons?	254	1. Incorporate New Learning with Old 2. Interpret Hidden Meaning 3. Infer Cause and Effect 4. Evaluate Text Authenticity	1. Consonant clusters with silent letters 2. Words with the Greek root 'tri' 3. Participles 4. Words with the Latin root 'sens/sent'	1. abundant 2. populated 3. communal 4. harvested 5. commercial
78	All About Pesticides	247	1. Incorporate New Learning with Old 2. Interpret Hidden Meaning 3. Infer Cause and Effect 4. Evaluate Text Authenticity	1. Consonant clusters with silent letters 2. Words with the Greek root 'tri' 3. Participles 4. Words with the Latin root 'sens/sent'	1. predominantly 2. fatigue 3. instantaneous 4. quandaries 5. alternatives
79	Don't Mess with a River Horse	273	1. Incorporate New Learning with Old 2. Interpret Hidden Meaning 3. Infer Cause and Effect 4. Evaluate Text Authenticity	1. Consonant clusters with silent letters 2. Words with the Greek root 'tri' 3. Participles 4. Words with the Latin root 'sens/sent'	1. physique 2. formidable 3. assailing 4. territorial 5. subconsciously
80	What are Pingos?	267	1. Incorporate New Learning with Old 2. Interpret Hidden Meaning 3. Infer Cause and Effect 4. Evaluate Text Authenticity	1. Consonant clusters with silent letters 2. Words with the Greek root 'tri' 3. Participles 4. Words with the Latin root 'sens/sent'	1. conical 2. permafrost 3. diameter 4. innumerable 5. dome

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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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