Rationale:

*** The purpose of this resource is for teachers, tutors, school volunteers, and home school parents to have access to a systematic intervention program that gives struggling readers extra practice each day.

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

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

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

The daily intervention lessons contain extra practice with:

1. Reading Fluency
2. Comprehension (with weekly targeted skills)
3. Word Work (with weekly targeted skills)
4. Vocabulary (2 daily vocab. Words in every passage)

*** The intervention program is flexibly designed to be used either...

1. One-on-one with teacher
2. Independently during an intervention time
3. With a partner, tutor, or school volunteer (the students and teacher pages include clear directions for an aide, volunteer, or even older student to administer the intervention.)
4. In a small guided group
5. In a home school setting

*** The Intervention Program includes...

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

Terms of Use:

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

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

Jen Bengel

Complete answer keys for every passage

"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

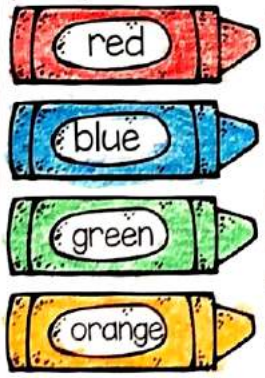
2. Which event will most likely happen next in the story?
   a. they stop pranking
   b. the sister likes the cockroaches
   c. they keep pranking
   d. the boy never pranks

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:



- Words that end with a vowel
- Words with /th/, /ck/, or /ph/
- Words with 2 vowels together that make one sound
- 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

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Digital version included

GOOGLE™ DRIVE INSTRUCTIONS

Instructions for accessing this resource digitally

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

Google Slides™:

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

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

Directions:

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

Mp3 for listening to reading available

GOOGLE™ DRIVE INSTRUCTIONS

Instructions for accessing this resource digitally

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

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

"Intervention by Grade Level"

The reading passages in this program are leveled at a second grade average reading level. They all fall within Fountas and Pinnell's levels H-K.

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

Grade 1: Students who are reading and comprehending above grade level would benefit from an advanced intervention with this program.

Grade 2: Students reading slightly below grade level would benefit from this intervention. The passages could also be used as extra practice for those reading on grade level.

Grade 3: Students reading and/or comprehending .5-1 year below grade level would benefit from this intervention.

Grade 4: Students reading and/or comprehending 1-2 years below grade level would benefit from this intervention.

Grade 5: Students reading and/or comprehending 2-3 years below grade level would benefit from this intervention.

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Daily Intervention Program

***The following chart lists intervention skills for each of the 20 passages in set 2 of the reading intervention program.

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
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 Scrapbo-ok 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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Teacher Page

"Tips for Fluency"

The following are tips for administering and scoring the fluency portion of the intervention program

Tip #1: If a student gets stuck on a word, wait 3 seconds and then tell the student the word. Circle the word as an error. This will also impact the student's Rate and Tone score.

Tip #2: If a student repeats a word, it is not an error. But it will likely affect the student's Rate and Tone score.

Tip #3: If a student reads a word incorrectly, it counts as an error. Circle the word. This will impact both the Rate and Tone score and likely some comprehension.

Tip #4: If a student adds a word that is not part of the passage, write the word in and count that as an error. √

Tip #5: If a student reads a word incorrectly and then goes back to fix the word, it does not count as an error. It is called a self-correction. Put a next to the word. SC are great because it tells us that the student recognized the original word did not fit and it needed to be fixed to have the text make sense.

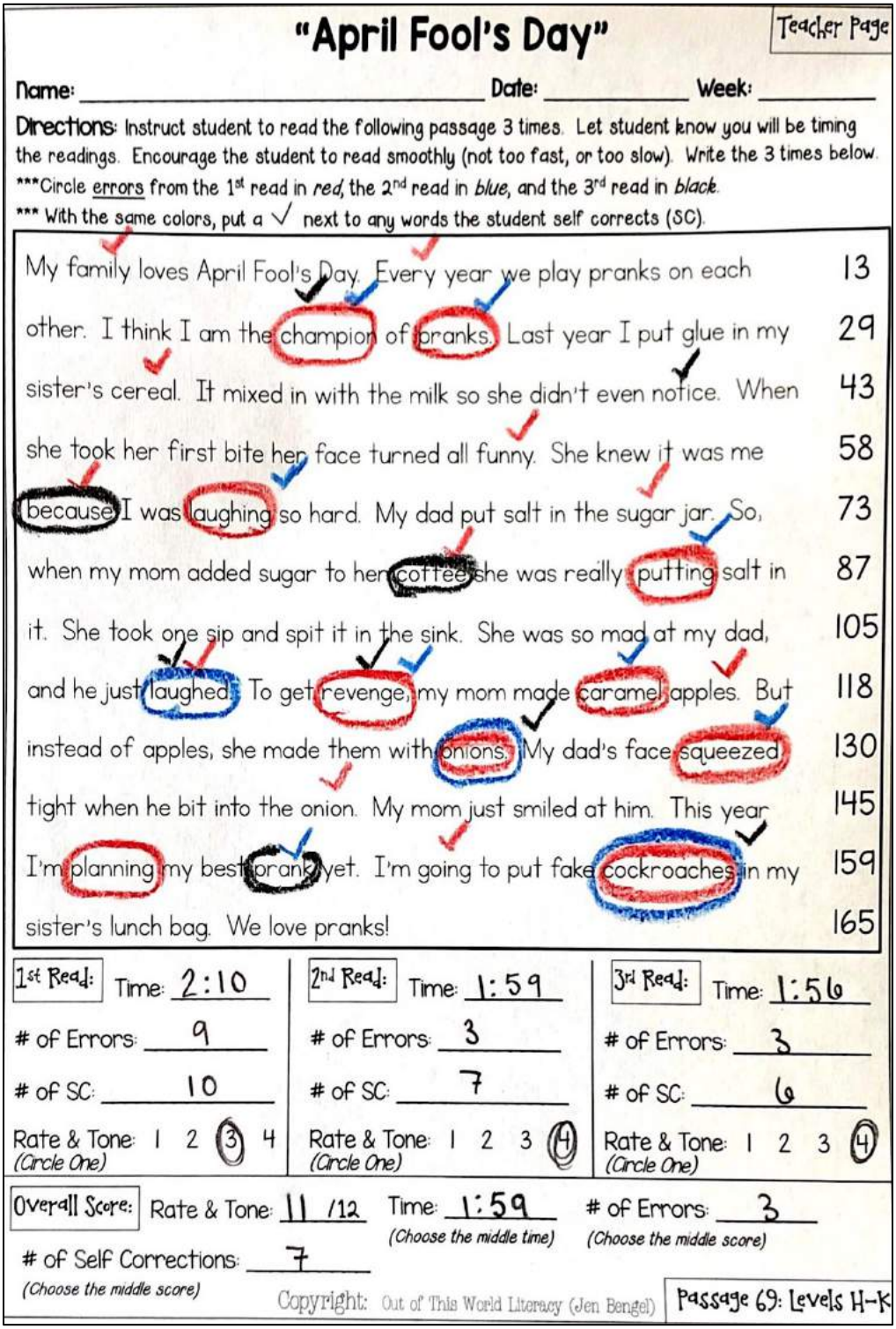
Tip #6: Time the student and document how low he/she takes to read the passage each time. Don't be afraid to show the student the results. This is a great opportunity for a lesson on how rereading can improve our fluency!

Tip #7: For scoring the Rate and Tone, consider the flow of the reading by asking yourself the following questions;

1. Did the reader repeat a lot of words or phrases?
2. Did the reader pause at commas and stop at periods?
3. Were there many unnatural pauses and breaks?
4. Did the reader read too fast? Too slow?

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Completed fluency teacher page



"April Fool's Day"

Teacher Page

Name: _____ Date: _____ Week: _____

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

My family loves April Fool's Day. Every year we play pranks on each 13
other. I think I am the champion of pranks. Last year I put glue in my 29
sister's cereal. It mixed in with the milk so she didn't even notice. When 43
she took her first bite her face turned all funny. She knew it was me 58
because I was laughing so hard. My dad put salt in the sugar jar. So, 73
when my mom added sugar to her coffee she was really putting salt in 87
it. She took one sip and spit it in the sink. She was so mad at my dad, 105
and he just laughed. To get revenge, my mom made caramel apples. But 118
instead of apples, she made them with onions. My dad's face squeezed 130
tight when he bit into the onion. My mom just smiled at him. This year 145
I'm planning my best prank yet. I'm going to put fake cockroaches in my 159
sister's lunch bag. We love pranks! 165

1st Read:	2nd Read:	3rd Read:
Time: 2:10	Time: 1:59	Time: 1:56
# of Errors: 9	# of Errors: 3	# of Errors: 3
# of SC: 10	# of SC: 7	# of SC: 6
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: 11 /12 Time: 1:59 (Choose the middle time) # of Errors: 3 (Choose the middle score)

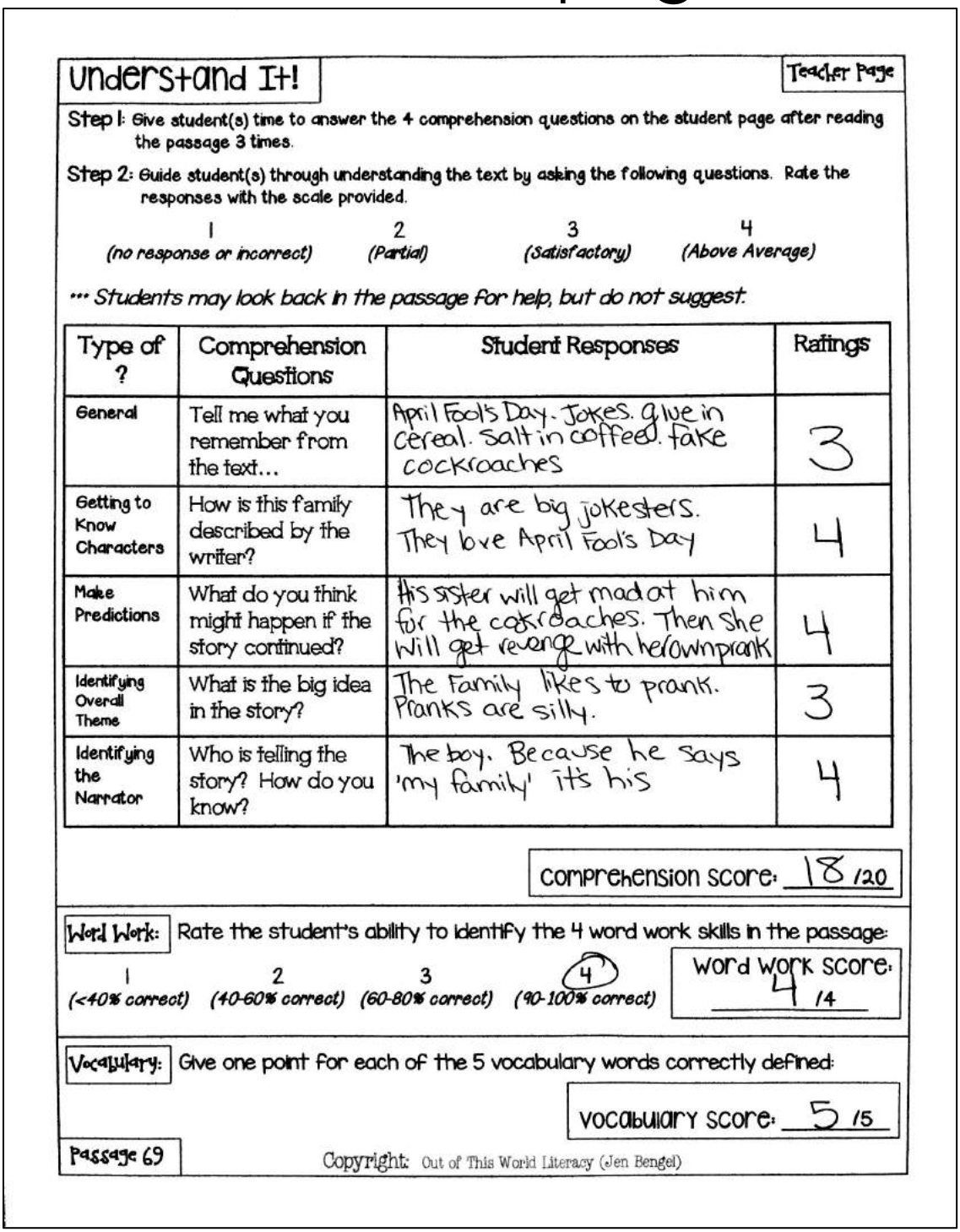
# of Self Corrections: 7 (Choose the middle score)

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3 running records on one page!

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Completed comprehension teacher page



Understand It!

Teacher Page

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

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

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

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

Type of ?	Comprehension Questions	Student Responses	Ratings
General	Tell me what you remember from the text...	April Fool's Day. Jokes. glue in cereal. salt in coffee. fake cockroaches	3
Getting to Know Characters	How is this family described by the writer?	They are big jokesters. They love April Fool's Day	4
Make Predictions	What do you think might happen if the story continued?	His sister will get mad at him for the cockroaches. Then she will get revenge with her own prank	4
Identifying Overall Theme	What is the big idea in the story?	The Family likes to prank. Pranks are silly.	3
Identifying the Narrator	Who is telling the story? How do you know?	The boy. Because he says 'my family' it's his	4

Comprehension score: 18 /20

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

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

Word Work score: 4 /4

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

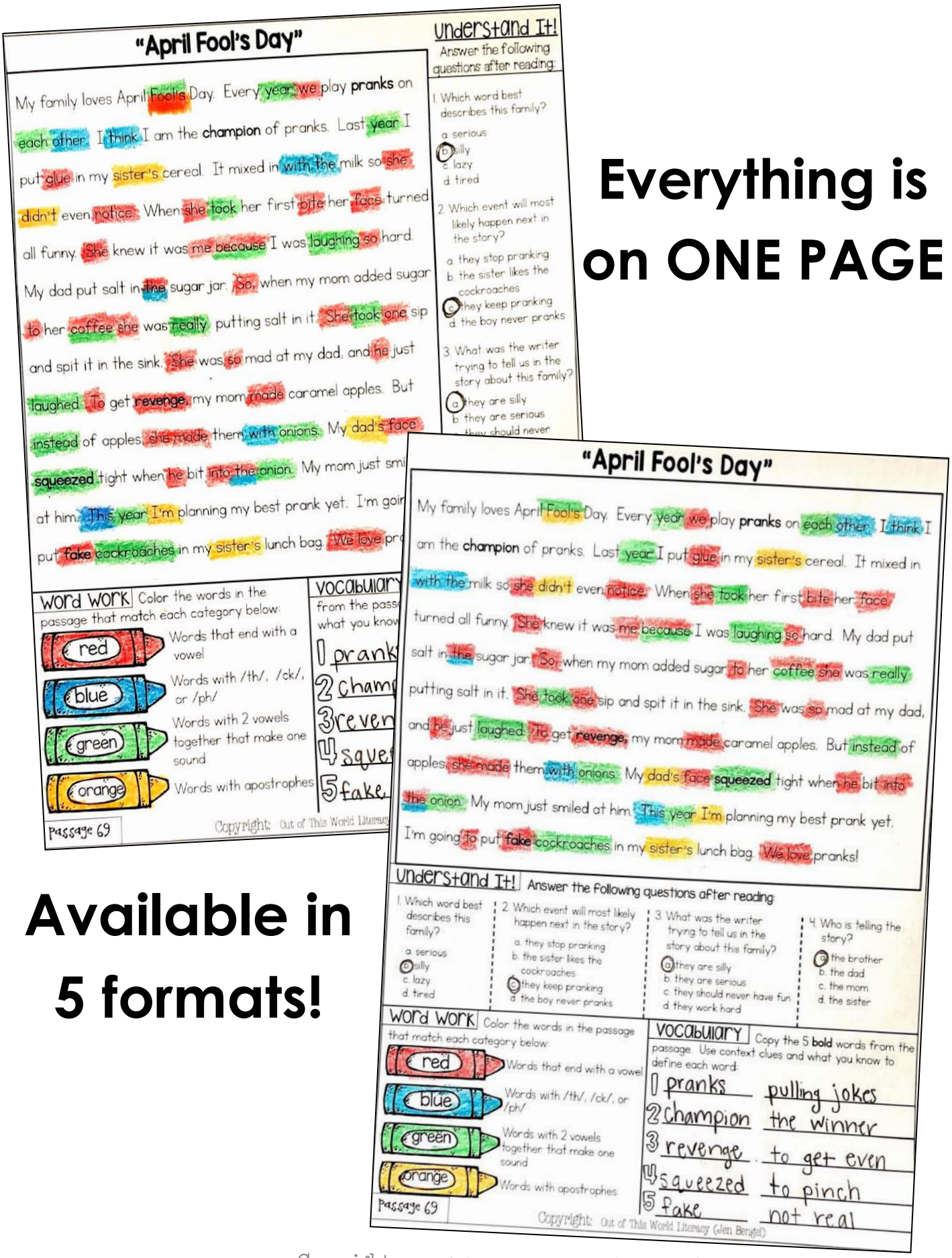
Vocabulary score: 5 /5

Passage 69

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

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Everything is on ONE PAGE

Available in 5 formats!

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Track student data by class...


"Data Tracking"

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

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

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"Data Tracking"

Student: _____

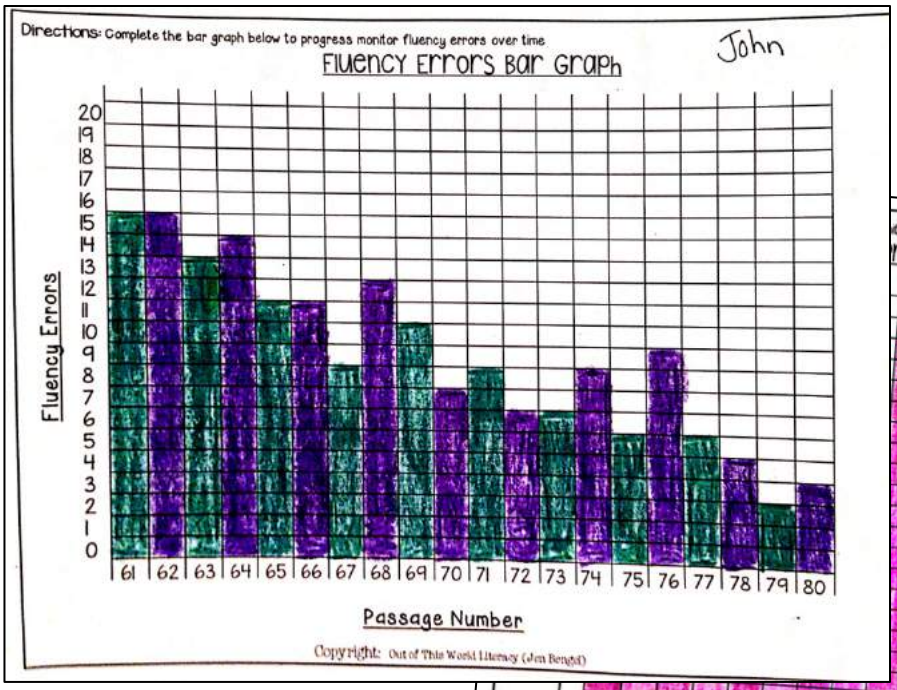
Directions: Record the overall fluency, comprehension, word work, and vocabulary scores

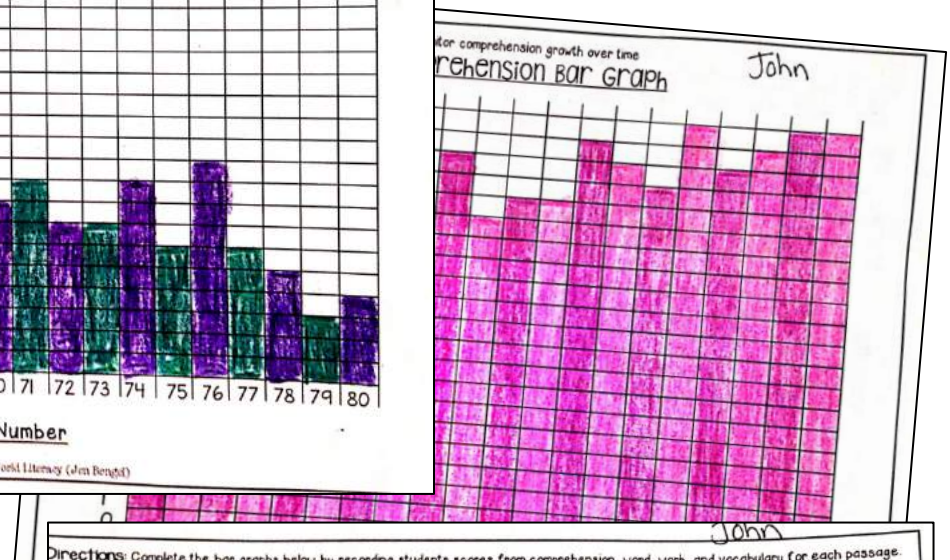
Pass. #	Date	Rate and Tone	Fluency Time	# Errors	# SC	Comp.	W... Work	

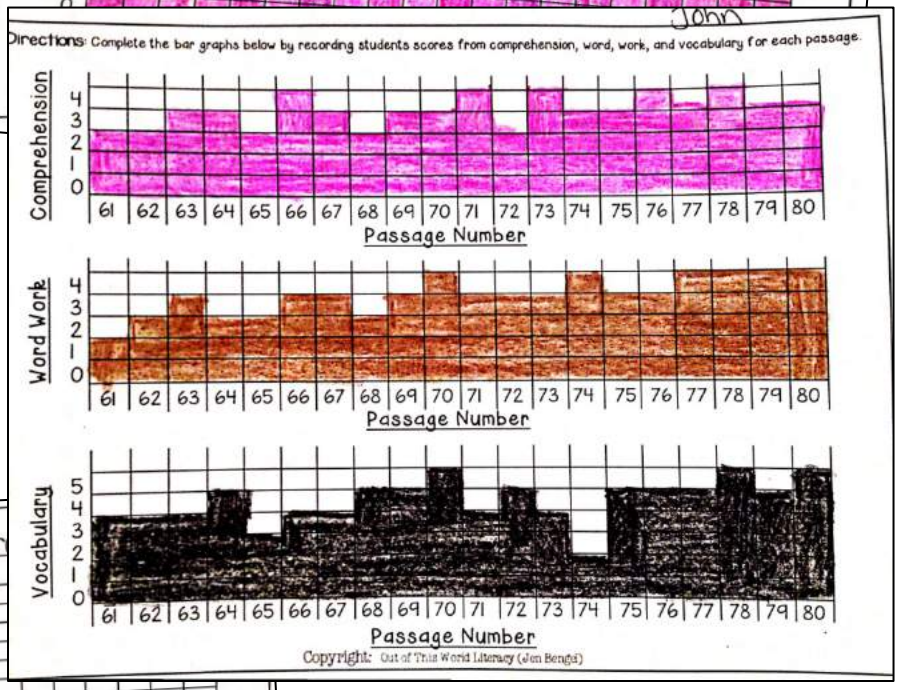
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Or individual student

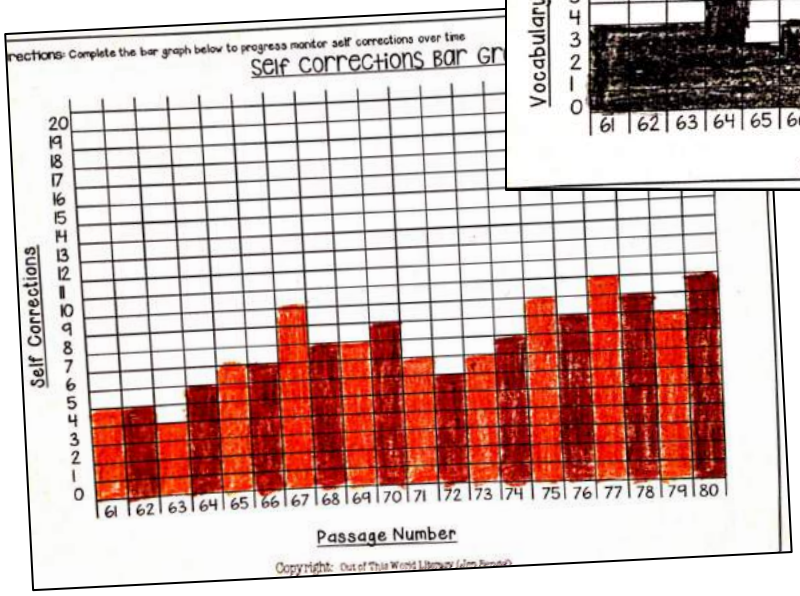
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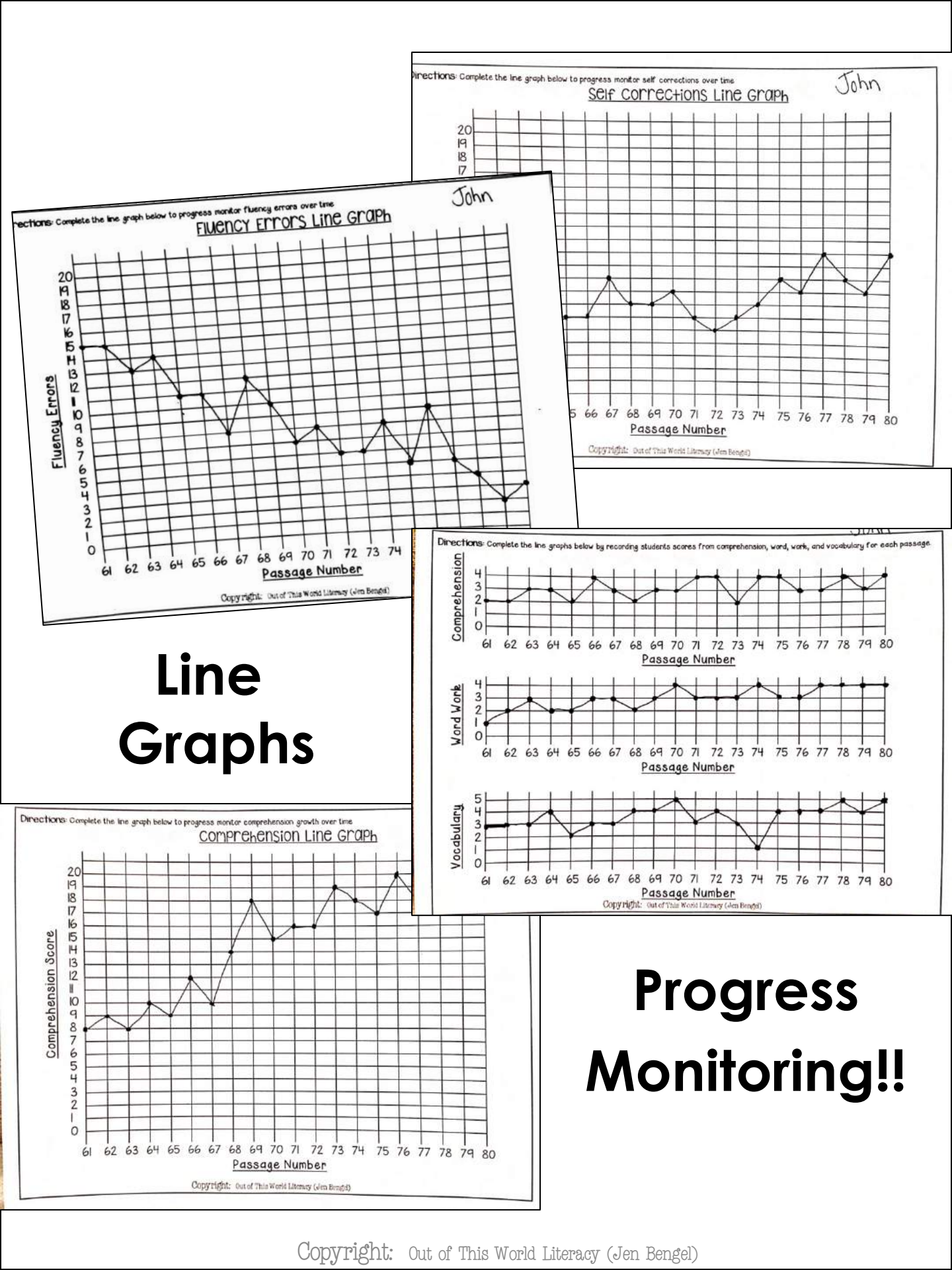


Bar Graphs



Progress Monitoring!!

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Section One: Teacher Pages

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

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"April Fool's Day"

Teacher Page

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

Directions: Instruct student to read the following passage 3 times. Let student know you will be timing the readings. Encourage the student to read smoothly (not too fast, or too slow). Write the 3 times below.

***Circle errors from the 1st read in *red*, the 2nd read in *blue*, and the 3rd read in *black*.

*** With the same colors, put a ✓ next to any words the student self corrects (SC).

My family loves April Fool's Day. Every year we play pranks on each	13
other. I think I am the champion of pranks. Last year I put glue in my	29
sister's cereal. It mixed in with the milk so she didn't even notice. When	43
she took her first bite her face turned all funny. She knew it was me	58
because I was laughing so hard. My dad put salt in the sugar jar. So,	73
when my mom added sugar to her coffee she was really putting salt in	87
it. She took a sip and spit it in the sink. She was so mad at my dad,	105
and he just laughed. To get revenge, my mom made caramel apples. But	118
instead of apples, she made them with onions. My dad's face squeezed	130
tight when he bit into the onion. My mom just smiled at him. This year	145
I'm planning my best prank yet. I'm going to put fake cockroaches in my	159
sister's lunch bag. We love pranks!	165

Sample

1st Read: Time: _____

# of Errors: _____

# of SC: _____

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

2nd Read: Time: _____

# of Errors: _____

# of SC: _____

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

3rd Read: Time: _____

# of Errors: _____

# of SC: _____

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

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

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

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Passage 69: Levels H-K

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…		
Getting to Know Characters	How is this family described by the writer?		
Make Predictions	What do you think might happen if the story continued?		
Identifying Overall Theme	What is the big idea in the story?		
Identifying the Narrator	Who is telling the story? How do you know?		

Sample

Comprehension Score: _____/20

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

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

Word Work Score: _____/4

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

Vocabulary Score: _____/5

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Section Two: Student Pages

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

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"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 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!

Sample

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 stop pranking
   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

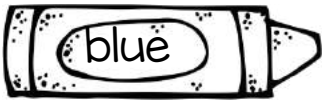
4. Who is telling the story?
   a. the brother
   b. the dad
   c. the mom
   d. the sister

Word Work

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



Words that end with a vowel



Words with /th/, /ck/, or /ph/



Words with 2 vowels together that make one sound



Words with apostrophes

Vocabulary

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

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

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Sample

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

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"April Fool's Day"

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

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!

13 29 43 58 73 87 105 118 130 145 159 165

sample

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

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

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Section Three: Progress Monitoring Data Forms

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

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Student: _____

Passage	Mon.	Tues.	Wed.	Thurs.
My Dog Can Talk				
The Night the Cows Flew				
The Magic Lamp				
The Money Tree				
David's Birthday				
Big Cleaners, Little Hands				
That's Enough Ezra!				

Sample

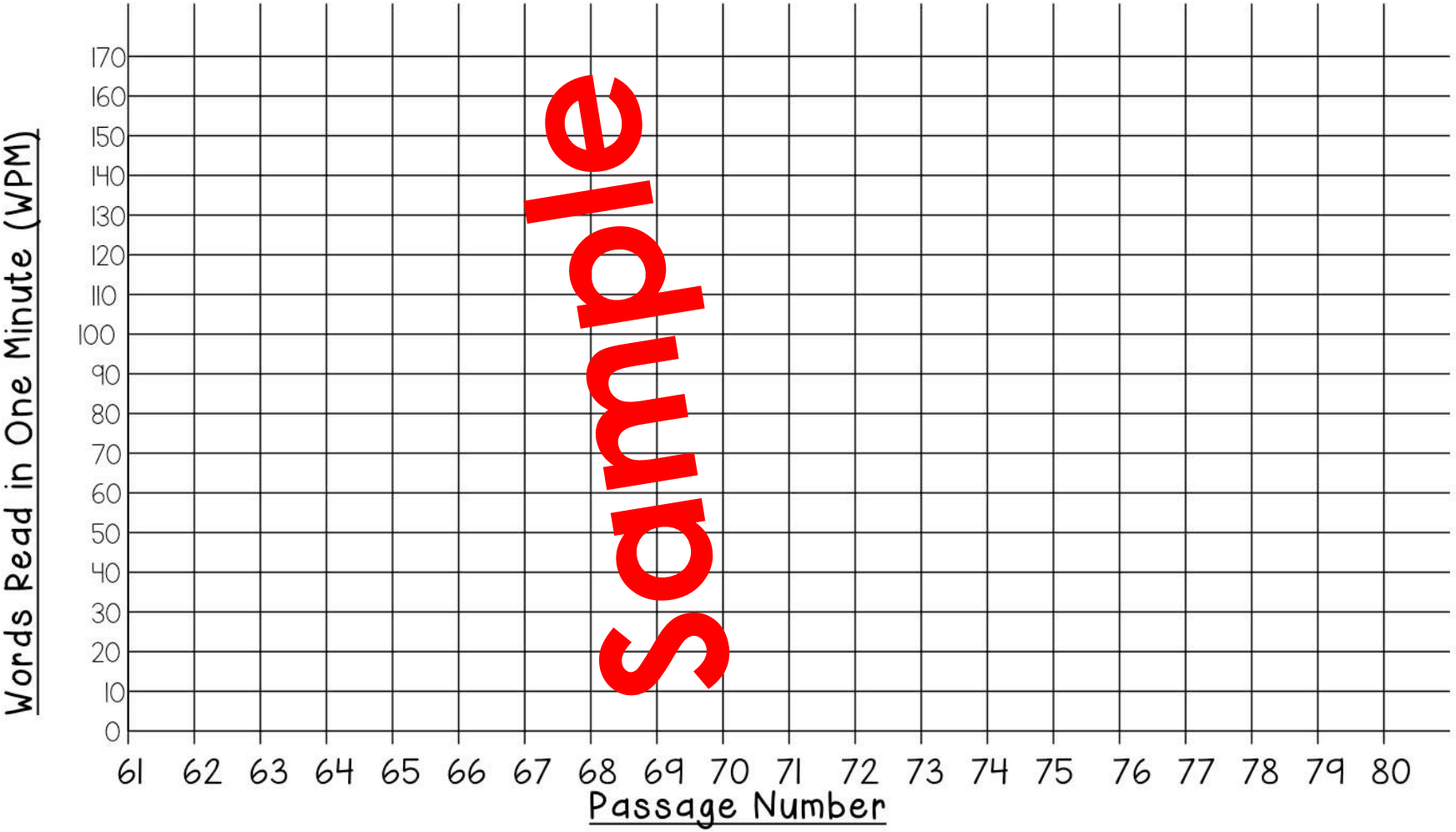
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Fluency Line Graph

Level Range H-K

Name: _____ Date: _____

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



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"Data Tracking"

Student: _____

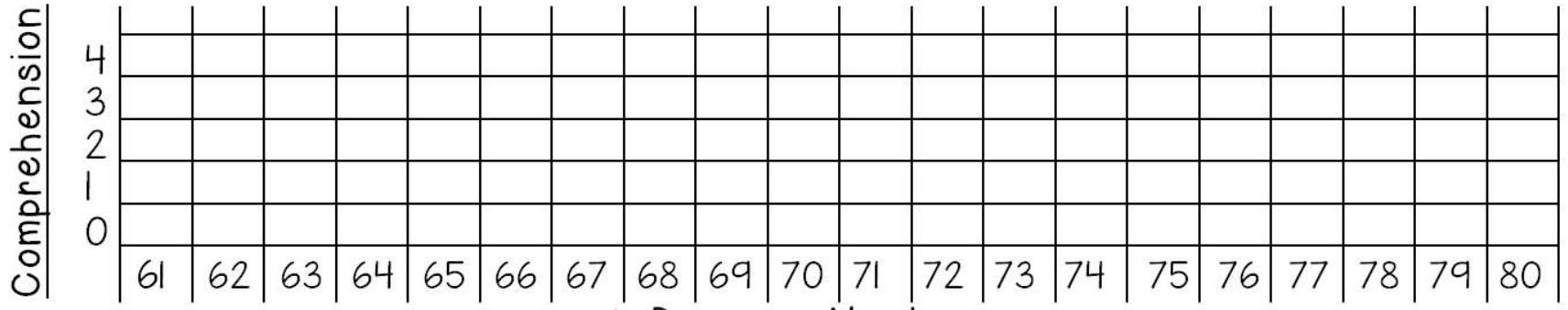
Directions: Record the overall fluency, comprehension, word work, and vocabulary scores below.

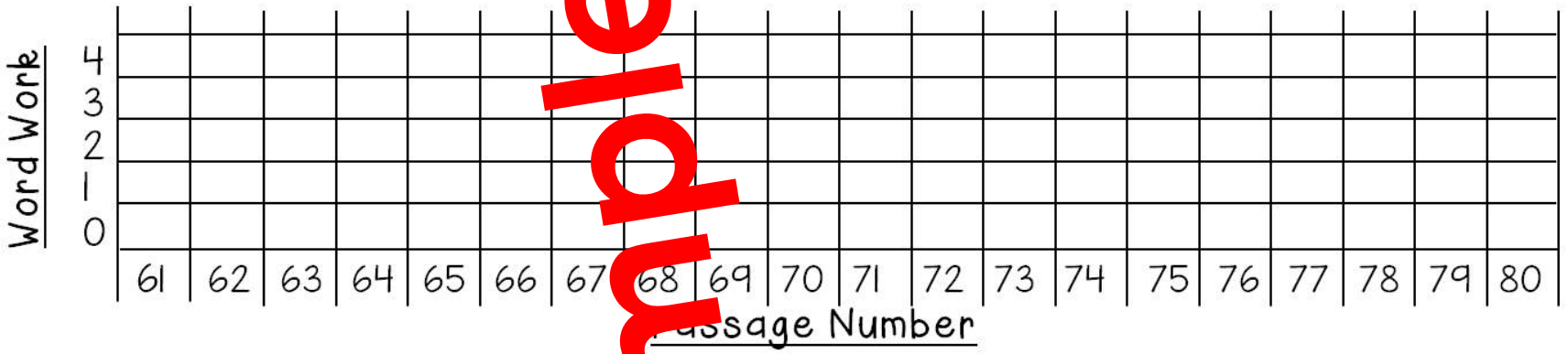
Pass. #	Date	Rate and Tone	Fluency Time	# Errors	# SC	Comp.	Word Work	Vocab

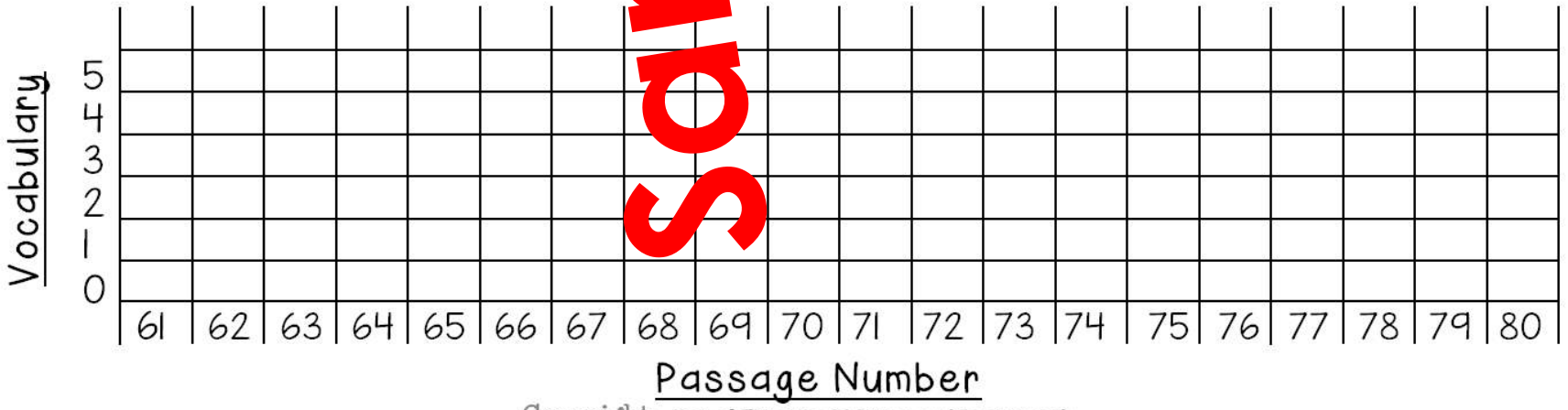
Sample

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







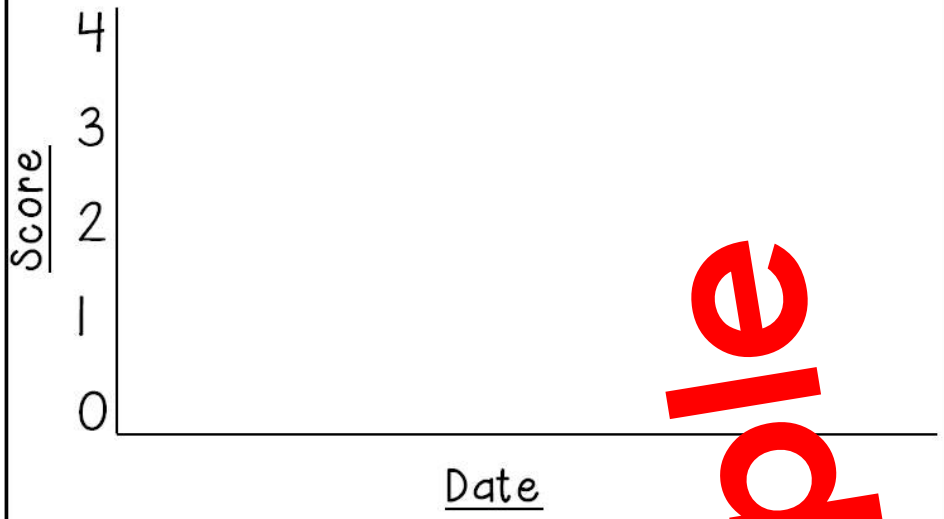
Sample

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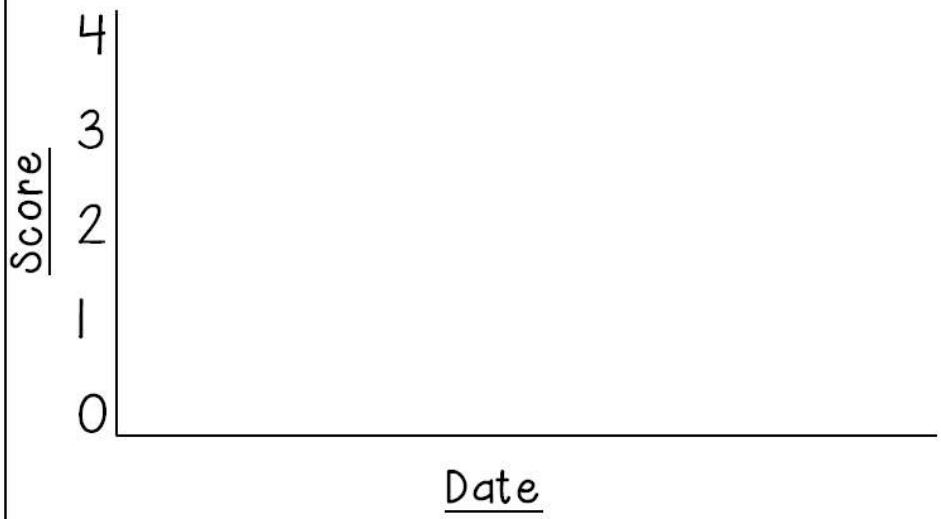
"Data Tracking"

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

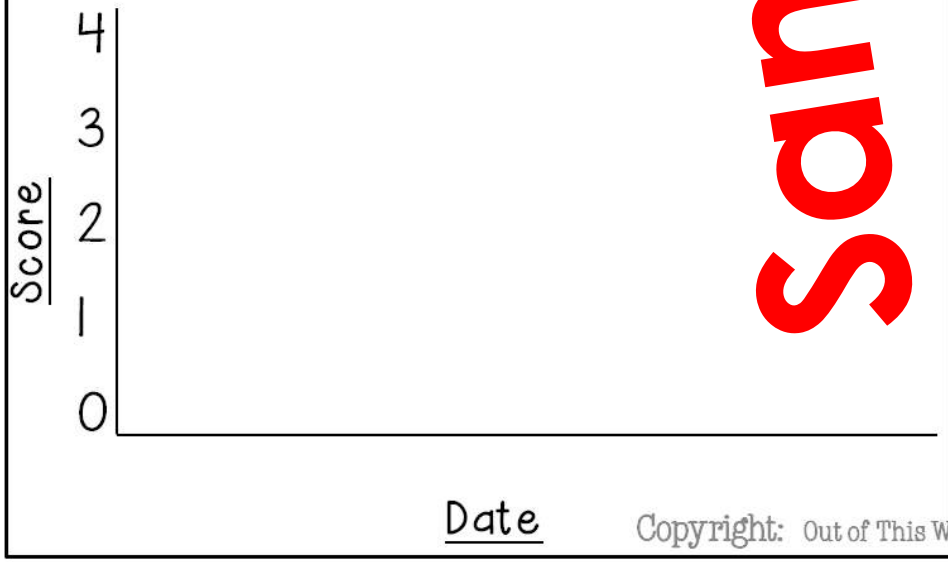
Rate and tone



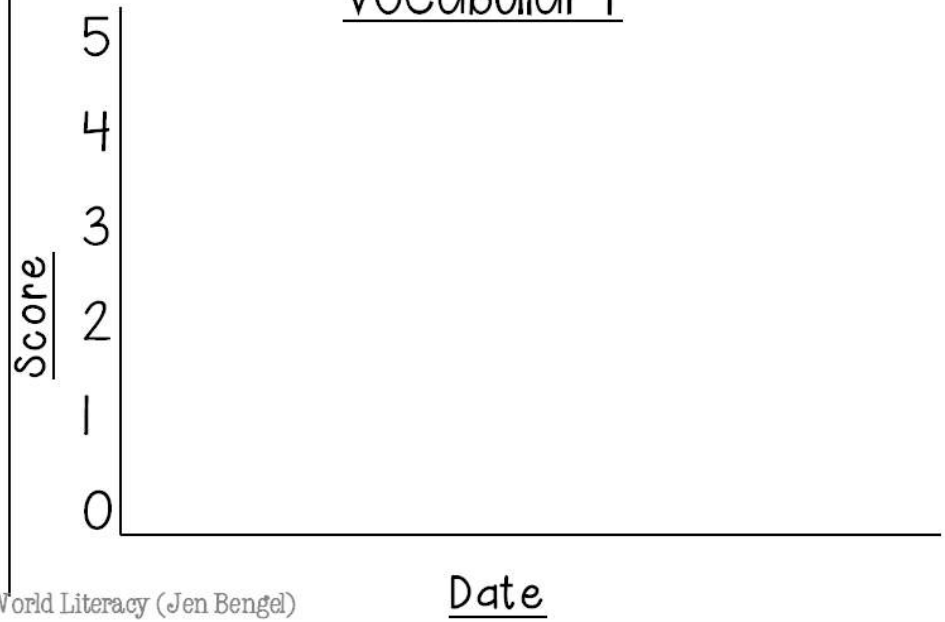
Comprehension



Word Work



Vocabulary



Sample

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Answer Key

Pass. #	Question 1	Question 2	Question 3	Question 4
61	B	D	C	D
62	D	B	C	B
63	B	C	D	A
64	A	C	C	B
65	B	A	C	D
66	C	D	[illegible]	A
67	A	[illegible]	[illegible]	D
68	A	C	C	D
69	B	C	A	A
70	D	A	C	A
71	D	A	C	A
72	C	B	A	C
73	C	A	C	A
74	A	C	D	A
75	B	C	B	A
76	B	C	D	A
77	A	C	B	A
78	A	C	D	B
79	A	C	A	C
80	D	A	D	C

Sample