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

"Canyons"

Canyons are deep **gorges** or holes with steep sides. They are mainly found in dry areas. Canyons are formed by the erosion of rivers when they deepen and widen the sides of the canyon. Erosion is the removing or wearing away of rocks and soil materials by a **natural** process like running water, wind, glaciers, or waves. Because of erosion, the earth is always changing and evolving. Tiny pieces of rock become worn and break away from bigger pieces of rock. When the rivers wear away from the breaking of rock, their channels become deeper and wider. This is how canyons are formed. Most canyons in the United States can be found in the southwest **region**. Arizona and Utah have many large canyons. The largest of all canyons in the United States was formed by the Colorado River. It is called the Grand Canyon. The Grand Canyon has been growing and changing for at least a million years. It is a **spectacular** sight to see. Standing at the top, it feels like looking down into the middle of the earth. The Grand Canyon is 277 miles long and averages one mile deep. Everyone should visit the Grand Canyon to understand what a canyon is and to stand in **awe** at the power of what erosion can do.

Understand It!

Answer the following questions after reading:

1. One thing readers learn about canyons is...
   a. they grow fast
   b. they're in the midwest
   c. they're formed by erosion
   d. they're formed by the sun

2. What is described right after the author tells how canyons are formed?
   a. how big they are
   b. where they are found
   c. the Grand Canyon
   d. how deep they are

3. Which is the best way to describe canyons?
   a. lush with trees
   b. fast growing
   c. never changing
   d. slow growing

4. What is the author's opinion of canyons?
   a. they're rare
   b. they're small
   c. they're spectacular
   d. they're boring

Word Work

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

- red — Words with long vowel patterns /ie/, /igh/, or /ide/
- blue — Concept Words
- green — Words with 2 syllables and short vowels
- orange — Words with the long -o

Vocabulary

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

1. gorges — holes with steep sides
2. natural — just from land
3. region — an area
4. spectacular — beautiful
5. awe — standing there in shock

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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

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6. After completing the work, students click **share link** and share the work back with you.

"Intervention by Grade Level"

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

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

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

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

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

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

Grade 6: Students reading and/or comprehending 2-3 years below grade level would benefit from this intervention.

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Daily Intervention Program

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

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
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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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.

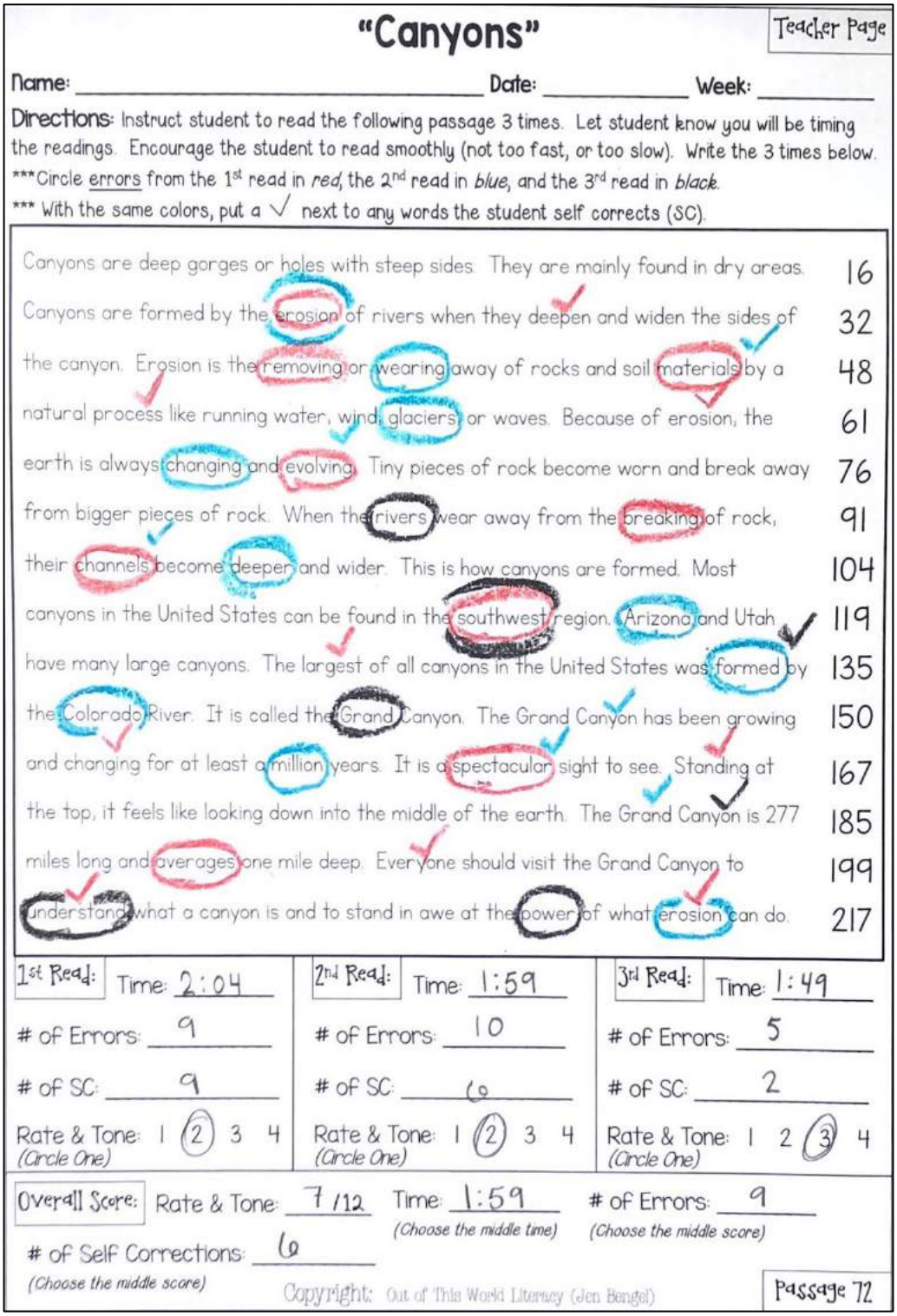
Tip #6: Time the student and document how low he/she takes to read the passage each time. Don't be afraid to show the student the results. This is a great opportunity for a lesson on how rereading can improve our fluency!

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



"Canyons"

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).

Canyons are deep gorges or holes with steep sides. They are mainly found in dry areas. 16
Canyons are formed by the erosion of rivers when they deepen and widen the sides of 32
the canyon. Erosion is the removing or wearing away of rocks and soil materials by a 48
natural process like running water, wind, glaciers, or waves. Because of erosion, the 61
earth is always changing and evolving. Tiny pieces of rock become worn and break away 76
from bigger pieces of rock. When the rivers wear away from the breaking of rock, 91
their channels become deeper and wider. This is how canyons are formed. Most 104
canyons in the United States can be found in the southwest region. Arizona and Utah 119
have many large canyons. The largest of all canyons in the United States was formed by 135
the Colorado River. It is called the Grand Canyon. The Grand Canyon has been growing 150
and changing for at least a million years. It is a spectacular sight to see. Standing at 167
the top, it feels like looking down into the middle of the earth. The Grand Canyon is 277 185
miles long and averages one mile deep. Everyone should visit the Grand Canyon to 199
understand what a canyon is and to stand in awe at the power of what erosion can do. 217

1st Read:	2nd Read:	3rd Read:
Time: 2:04	Time: 1:59	Time: 1:49
# of Errors: 9	# of Errors: 10	# of Errors: 5
# of SC: 9	# of SC: 6	# of SC: 2
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: 7/12 Time: 1:59 # of Errors: 9
(Choose the middle time) (Choose the middle score)
# of Self Corrections: 6
(Choose the middle score)

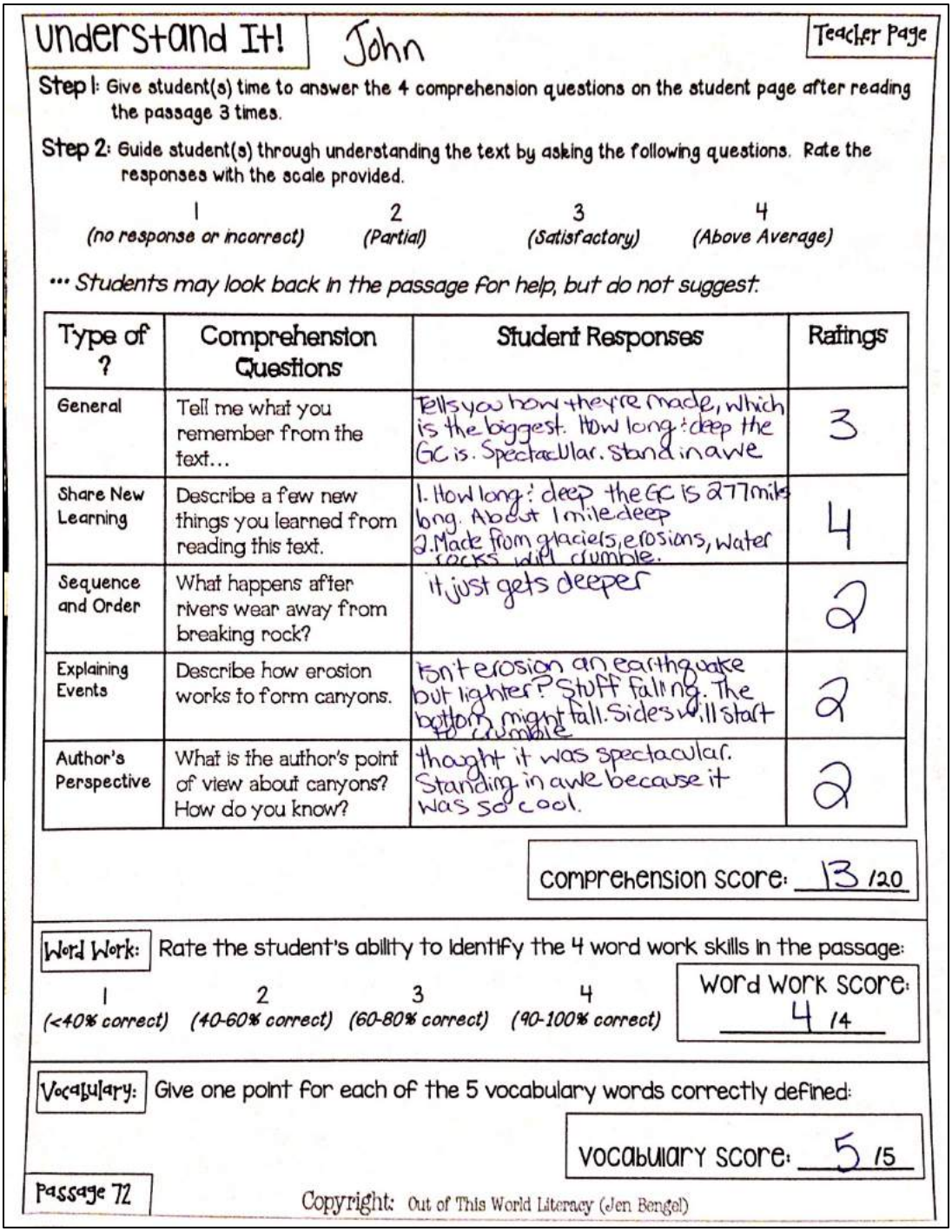
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Passage 72

3 running records on one page!

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Completed comprehension teacher page



Understand It! John — 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...	Tells you how they're made, which is the biggest. How long + deep the GC is. Spectacular. Stand in awe	3
Share New Learning	Describe a few new things you learned from reading this text.	1. How long + deep the GC is 277 miles long. About 1 mile deep 2. Made from glaciers, erosions, water rocks will crumble.	4
Sequence and Order	What happens after rivers wear away from breaking rock?	it just gets deeper	2
Explaining Events	Describe how erosion works to form canyons.	Isn't erosion an earthquake but lighter? Stuff falling. The bottom might fall. Sides will start to crumble	2
Author's Perspective	What is the author's point of view about canyons? How do you know?	thought it was spectacular. Standing in awe because it was so cool.	2

Comprehension score: 13 /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

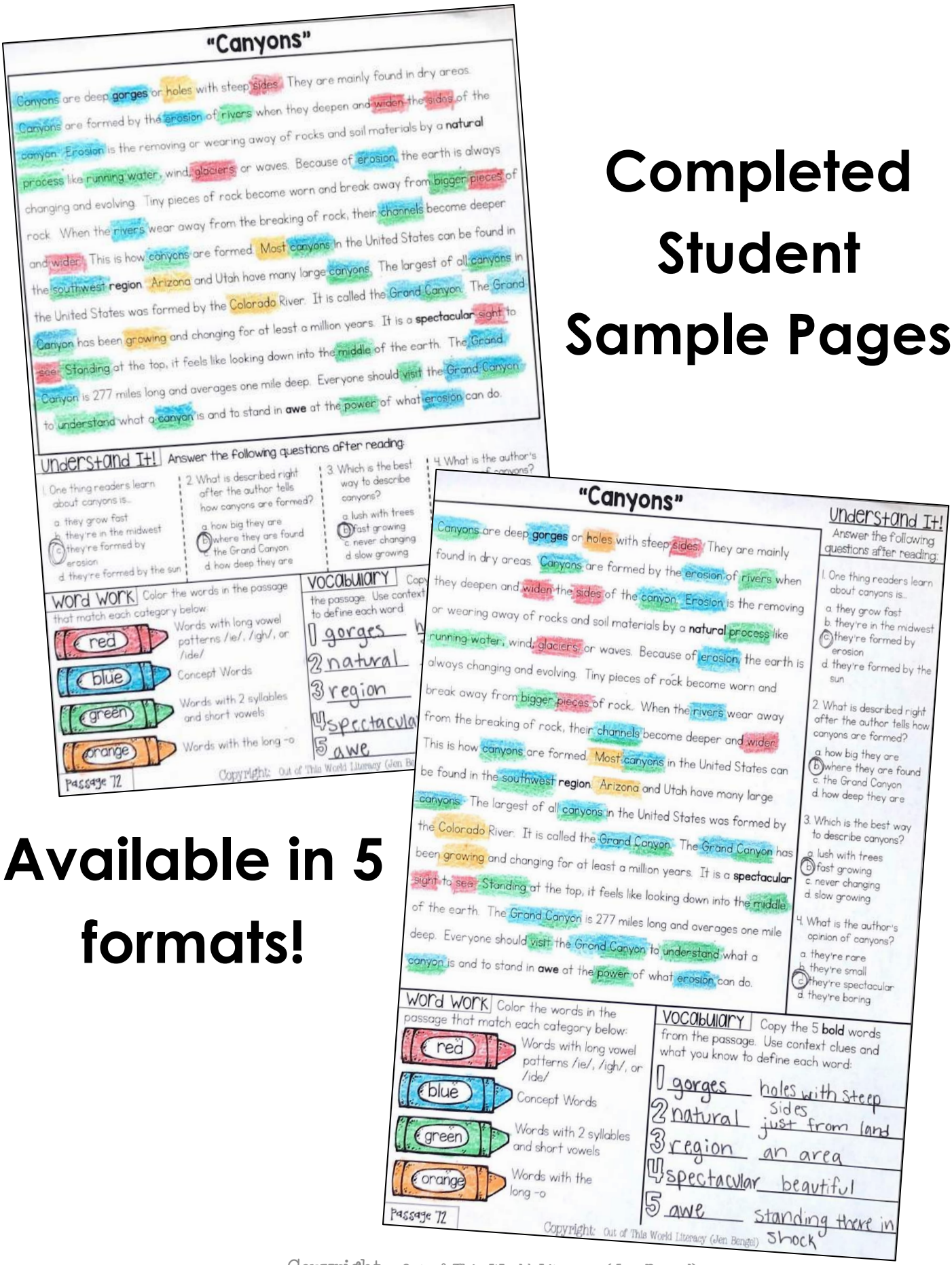
Passage 72

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

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Completed Student Sample Pages



Available in 5 formats!

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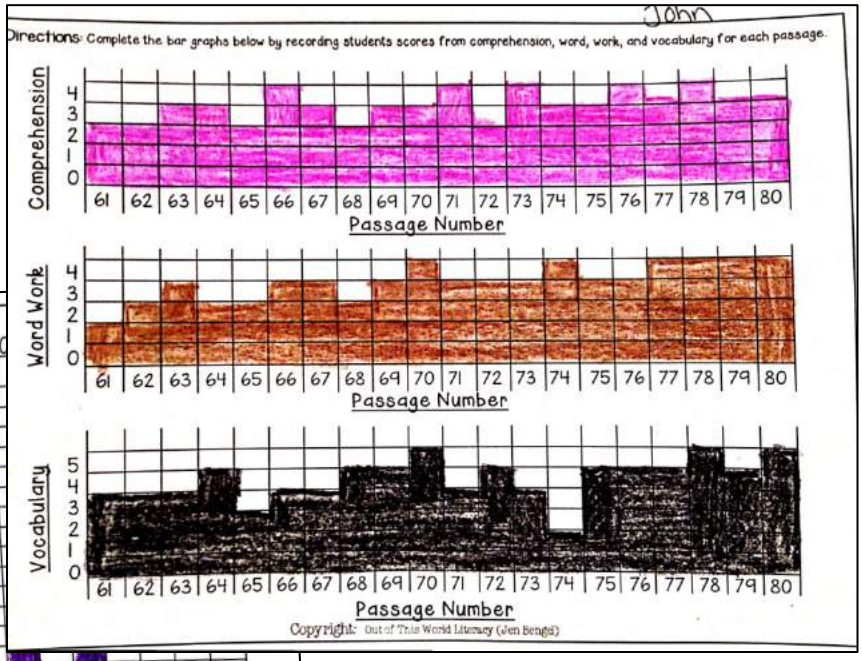
Track student data by class...

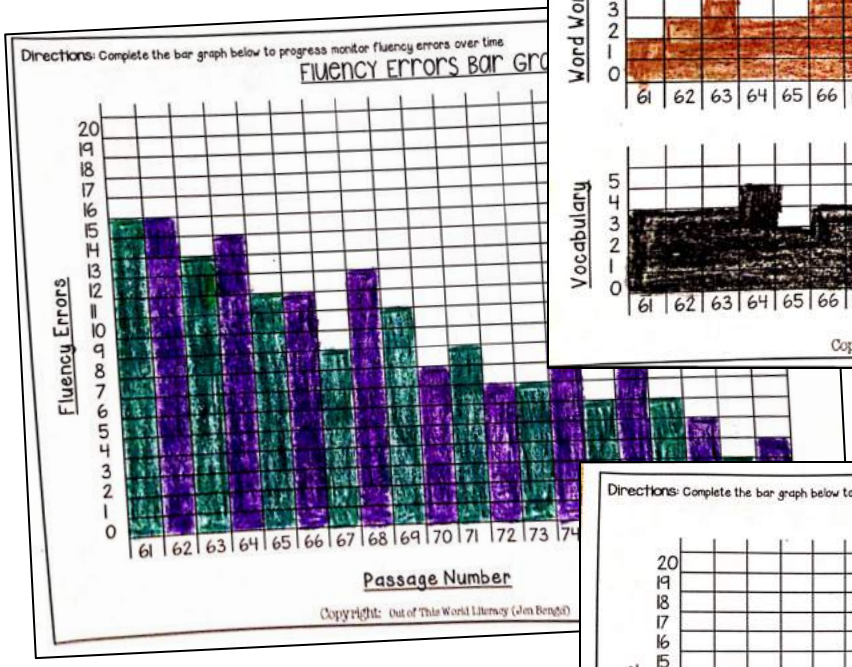




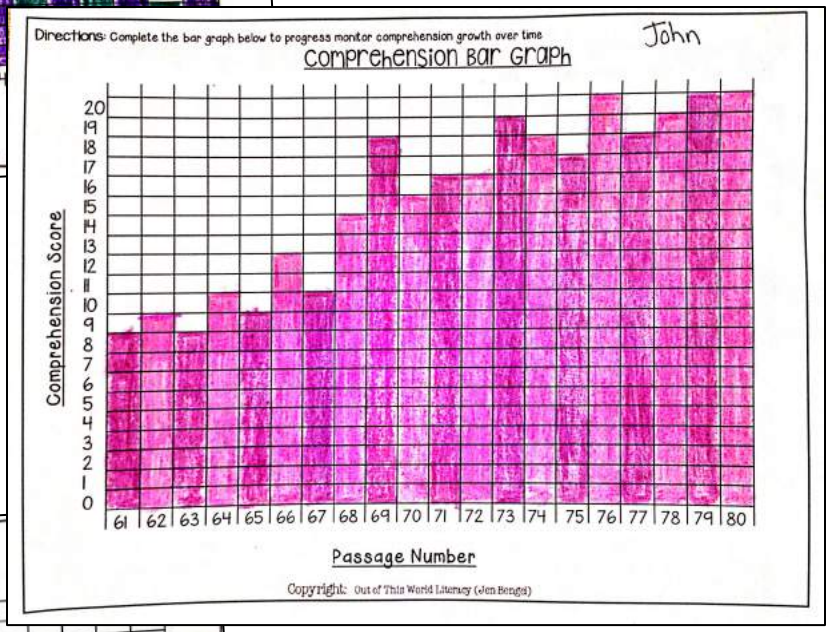
Or individual student

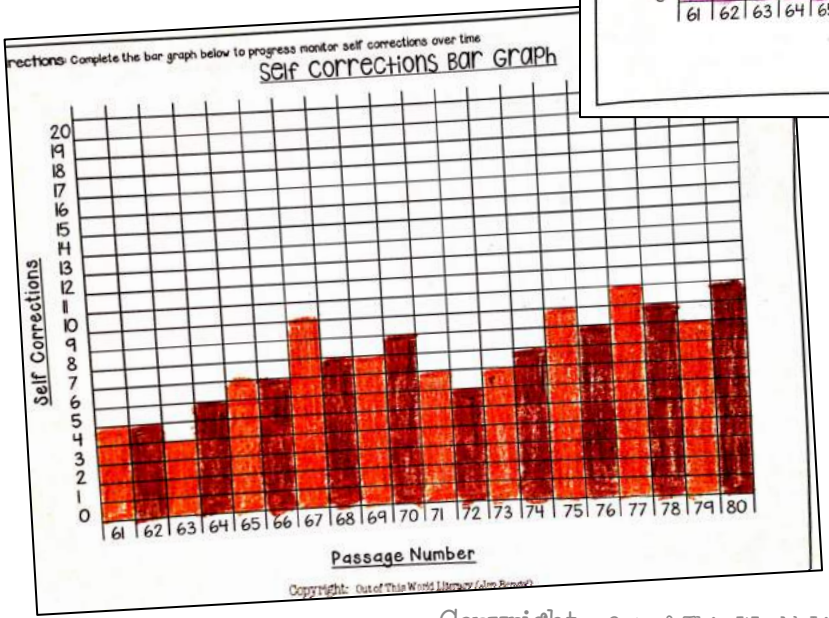
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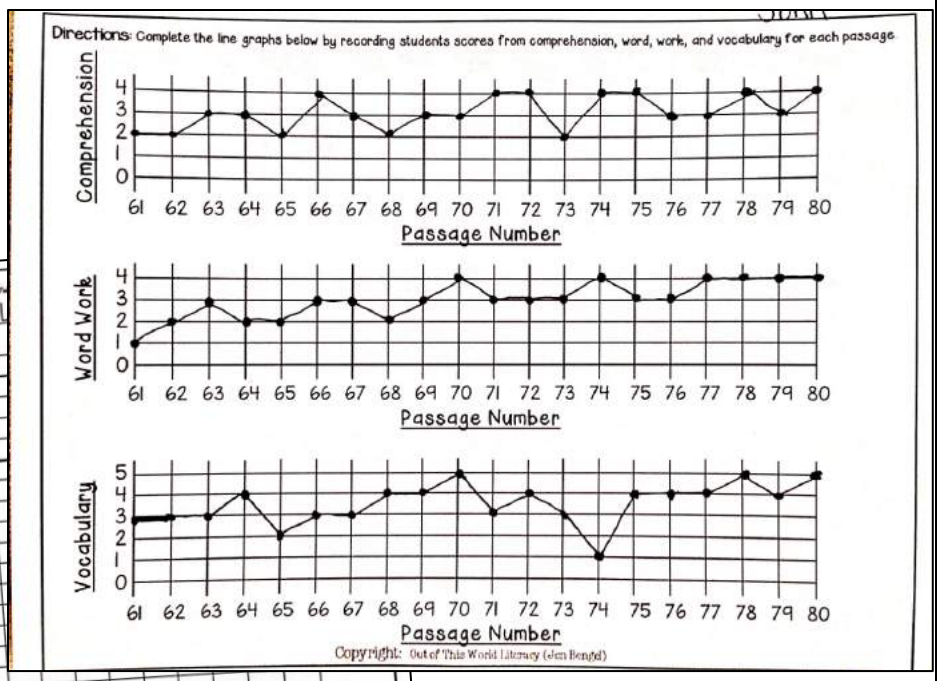
Bar Graphs

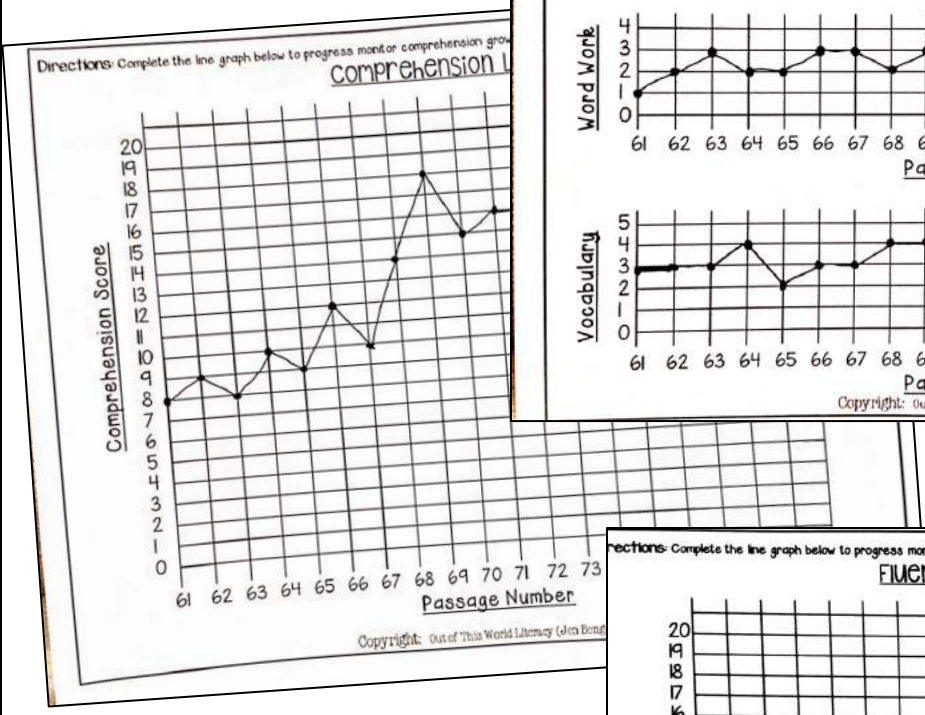




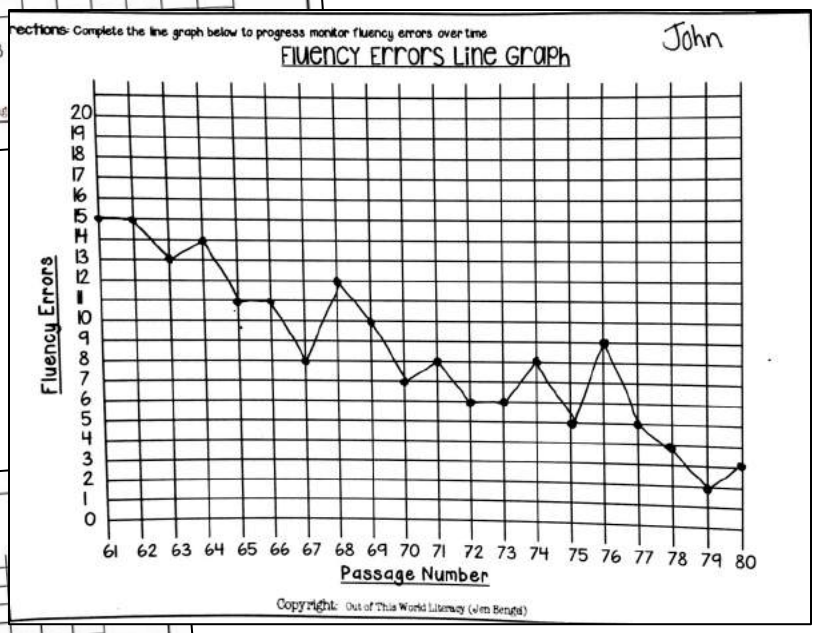
Progress Monitoring!!

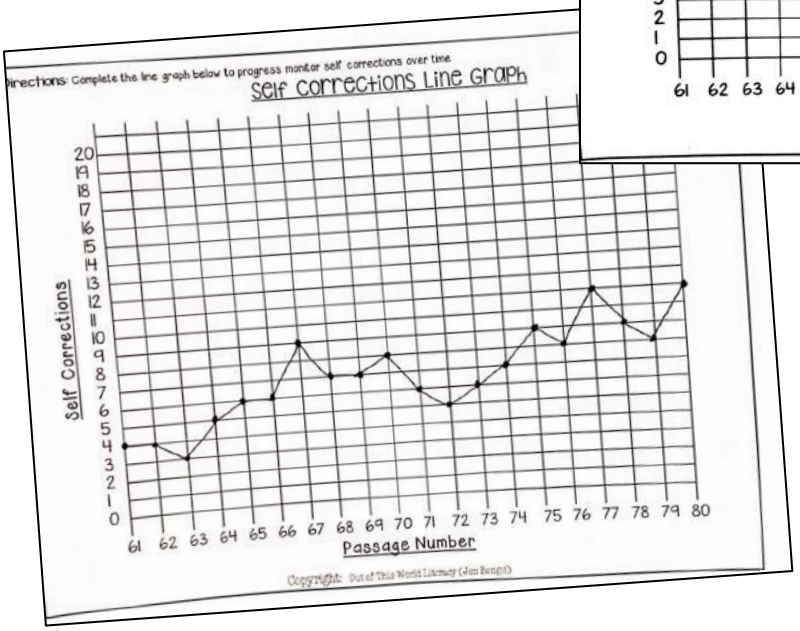
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Line Graphs





Progress Monitoring!!

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Section One: Teacher Pages

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

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"Canyons"

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).

Canyons are deep gorges or holes with steep sides. They are mainly found in dry areas. 16
Canyons are formed by the erosion of rivers when they deepen and widen the sides of 32
the canyon. Erosion is the removing or wearing away of rocks and soil materials by a 48
natural process like running water, wind, glaciers, or waves. Because of erosion, the 61
earth is always changing and evolving. Tiny pieces of rock become worn and break away 76
from bigger pieces of rock. When the rivers [illegible] breaking of rock, 91
their channels [illegible] deep[illegible] wi[illegible]. This [illegible] canyons are formed. Most 104
canyons in the [illegible] States can be found in the southwest region. Arizona and Utah 119
have many large canyons. The largest of all canyons in the United States was formed by 135
the Colorado River. It is called the Grand Canyon. The Grand Canyon has been growing 150
and changing for at least a million years. It is a spectacular sight to see. Standing at 167
the top, it feels like looking down into the middle of the earth. The Grand Canyon is 277 185
miles long and averages one mile deep. Everyone should visit the Grand Canyon to 199
understand what a canyon is and to stand in awe at the power of what erosion can do. 217

Sample

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

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

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

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Passage 72

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…		
Share New Learning	Describe a few new things you learned from reading this text.		
Sequence and Order	What happens after rivers wear away from breaking rock?		
Explaining Events	Describe how erosion works to form canyons.		
Author's Perspective	What is the author's point of view about canyons? 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

Passage 72

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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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"Canyons"

Canyons are deep **gorges** or holes with steep sides. They are mainly found in dry areas. Canyons are formed by the erosion of rivers when they deepen and widen the sides of the canyon. Erosion is the removing or wearing away of rocks and soil materials by a **natural** process like running water, wind, glaciers, or waves. Because of erosion, the earth is always changing and evolving. Tiny pieces of rock become worn and break away from bigger pieces of rock. When the rivers wear away from the breaking of rock, their channels become deeper and wider. This is how canyons are formed. Most canyons in the United States can be found in the southwest **region**. Arizona and Utah have many large canyons. The largest of all canyons in the United States was formed by the Colorado River and is called the Grand Canyon. The Grand Canyon has been growing and changing for at least a million years. It is a **spectacular** sight to see. Standing at the top, it feels like looking down into the middle of the earth. The Grand Canyon is 277 miles long and averages one mile deep. Everyone should visit the Grand Canyon to understand what a canyon is and to stand in **awe** at the power of what erosion can do.

Sample

Understand It!

Answer the following questions after reading:

1. One thing readers learn about canyons is...
   a. they grow fast
   b. they're in the midwest
   c. they're formed by erosion
   d. they're formed by the sun

2. What is described right after the author tells how canyons are formed?
   a. how big they are
   b. where they are found
   c. the Grand Canyon
   d. how deep they are

3. Which is the best way to describe canyons?
   a. lush with trees
   b. fast growing
   c. never changing
   d. slow growing

4. What is the author's opinion of canyons?
   a. they're rare
   b. they're small
   c. they're spectacular
   d. they're boring

Word Work

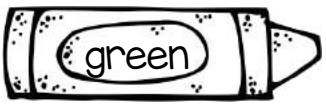
Color the words in the passage that match each category below:



Words with long vowel patterns /ie/, /igh/, or /ide/



Concept Words



Words with 2 syllables and short vowels



Words with the long -o

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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"Canyons"

Canyons are deep **gorges** or holes with steep sides. They are mainly found in dry areas. Canyons are formed by the erosion of rivers when they deepen and widen the sides of the canyon. Erosion is the removing or wearing away of rocks and soil materials by a **natural** process like running water, wind, glaciers, or waves. Because of erosion, the earth is always changing and evolving. Tiny pieces of rock become worn and break away from bigger pieces of rock. When the rivers wear away from the breaking of rock, their channels become deeper and wider. This is how canyons are formed. Most canyons in the United States can be found in the southwest **region**. Arizona and Utah have many large canyons. The largest of all canyons in the United States was formed by the Colorado River. It is called the Grand Canyon. The Grand Canyon has been growing and changing for at least a million years. It is a **spectacular** sight to see. Standing at the top, it feels like looking down into the middle of the earth. The Grand Canyon is 277 miles long and averages one mile deep. Everyone should visit the Grand Canyon to understand what a canyon is and to stand in **awe** at the power of what erosion can do.

Sample

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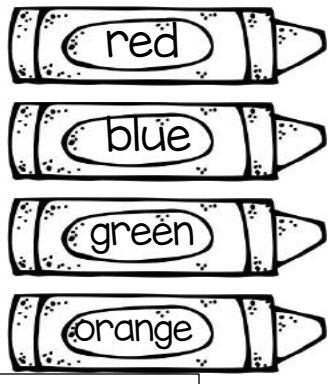
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Word Work

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



Words with long vowel patterns /ie/, /igh/, or /ide/

Concept Words

Words with 2 syllables and short vowels

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Vocabulary

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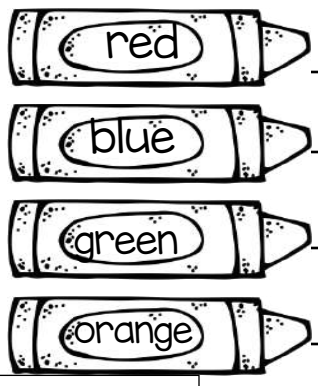
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   a. they're rare
   b. they're small
   c. they're spectacular
   d. they're boring

Word Work

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



Vocabulary

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

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

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"Canyons"

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

Canyons are deep gorges or holes with steep sides. They are mainly found in dry areas.	16
Canyons are formed by the erosion of rivers when they deepen and widen the sides of	32
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earth is always changing and evolving. Tiny pieces of rock become worn and break away	76
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their channels become deeper and wider. This is how canyons are formed. Most	104
canyons in the United States can be found in the southwest. Arizona and Utah	119
have many large canyons. The largest of all canyons in the United States was formed by	135
the Colorado River. It is called the Grand Canyon. The Grand Canyon has been growing	150
and changing for at least a million years. It is a spectacular sight to see. Standing at	167
the top, it feels like looking down into the middle of the earth. The Grand Canyon is 277	185
miles long and averages one mile deep. Everyone should visit the Grand Canyon to	199
understand what a canyon is and to stand in awe at the power of what erosion can do.	217

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.
Earthquakes				
Volcanoes				
Tsunamis				
Hurricanes				
Natural Disasters				
Earth's Waters				
Ocean Currents				

Sample

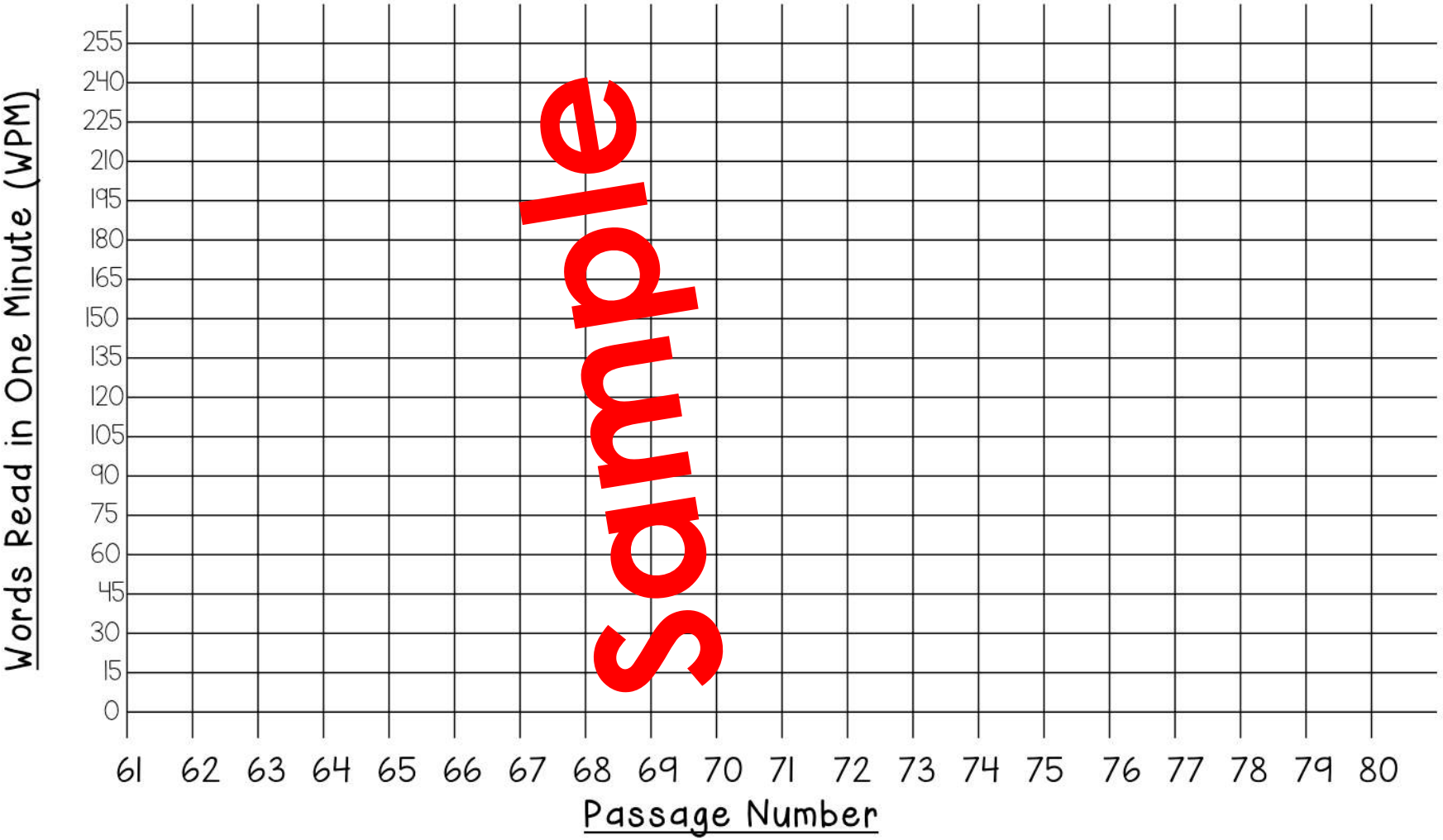
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Fluency Line Graph

Level Range L-P

Name: _____ Date: _____

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



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"Data Tracking"

Student: _____

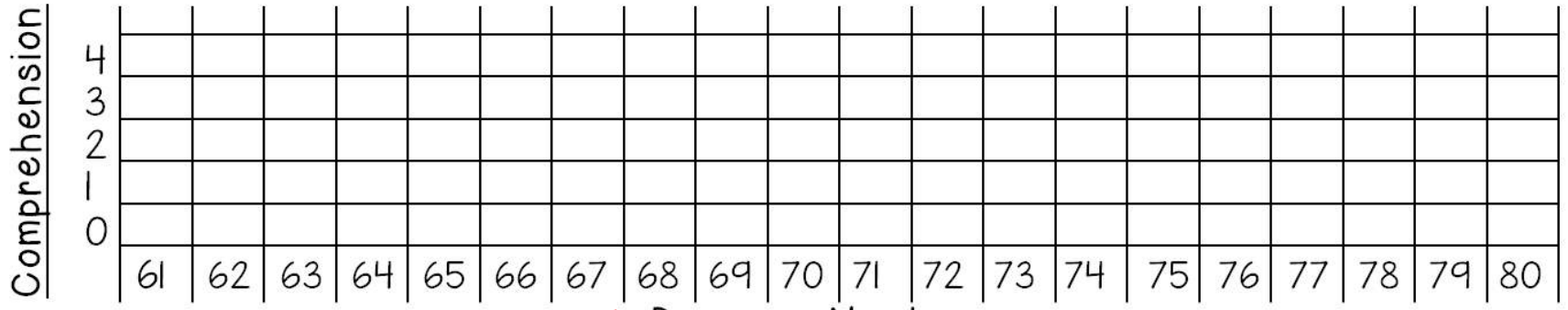
Directions: Record the overall fluency, comprehension, word work, and vocabulary scores below.

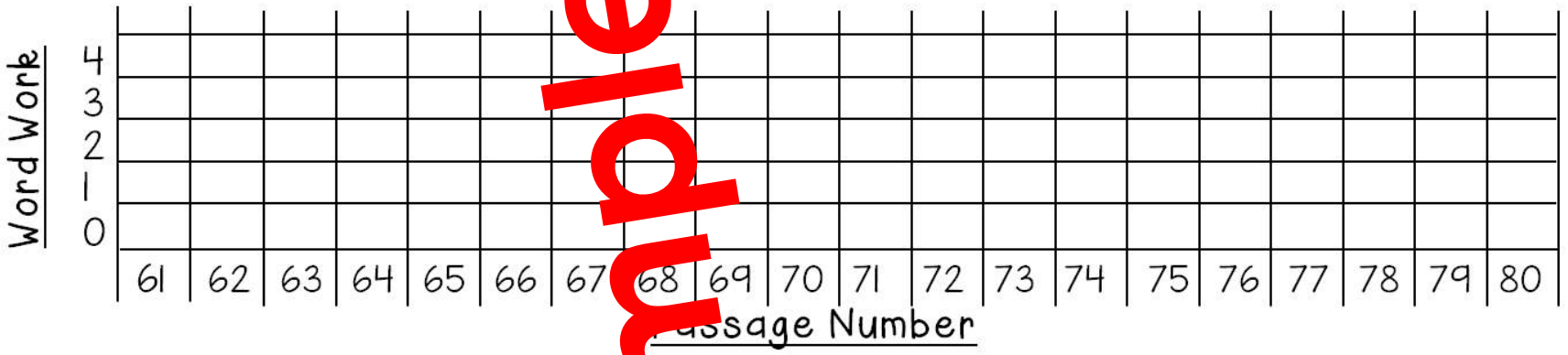
Pass. #	Date	Rate and Tone	Fluency Time	# Errors	# SC	Comp.	Word Work	Vocab

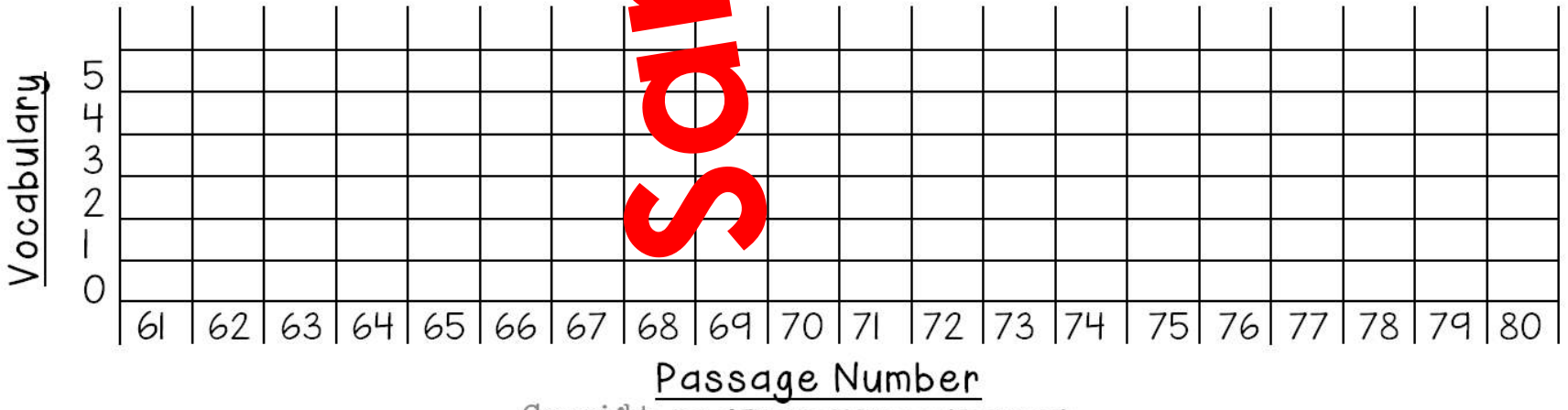
Sample

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







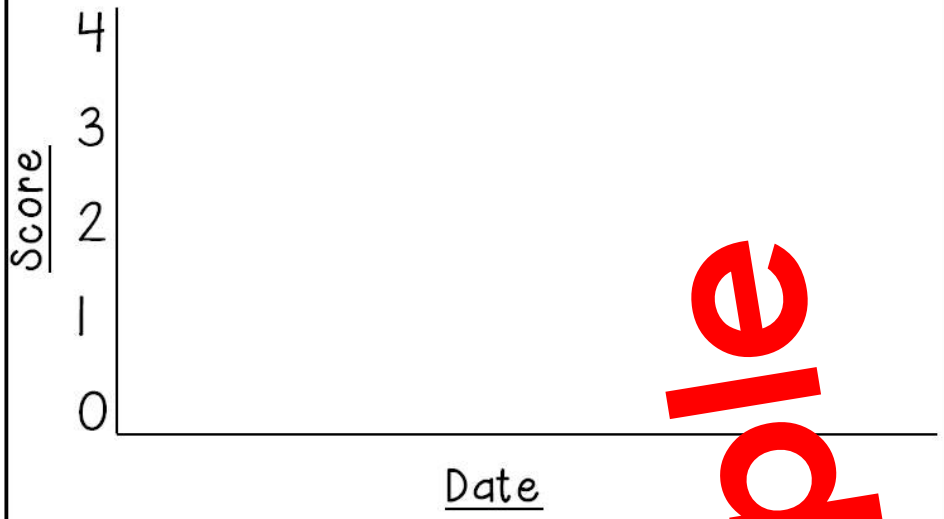
Sample

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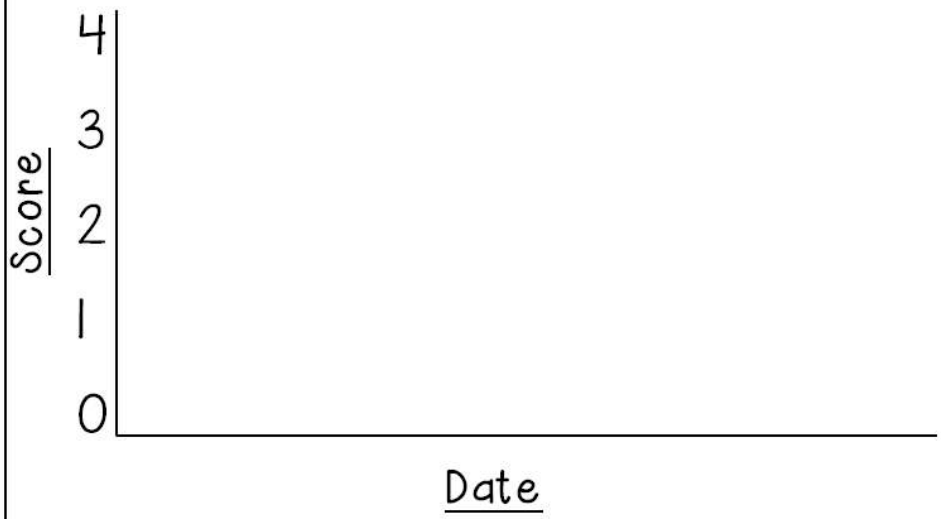
"Data Tracking"

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

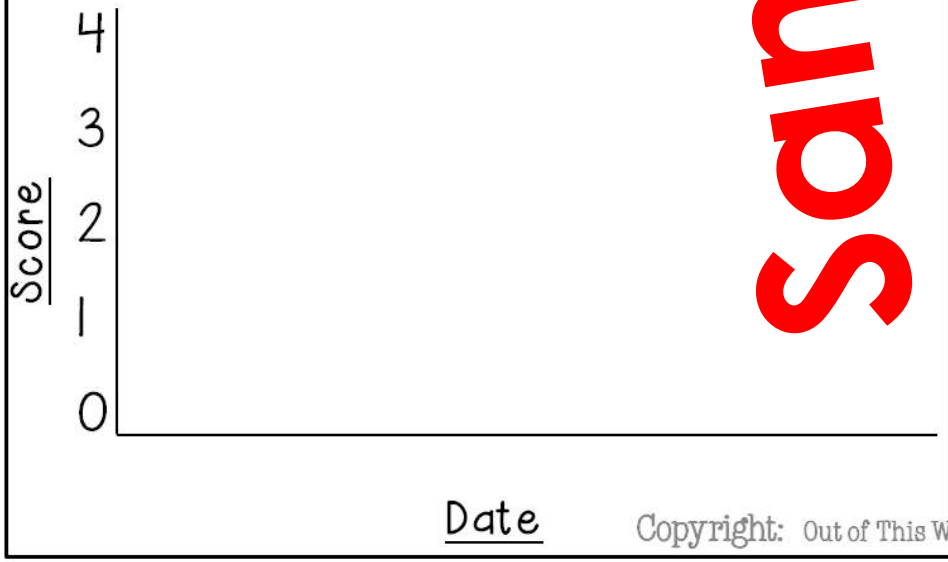
Rate and tone



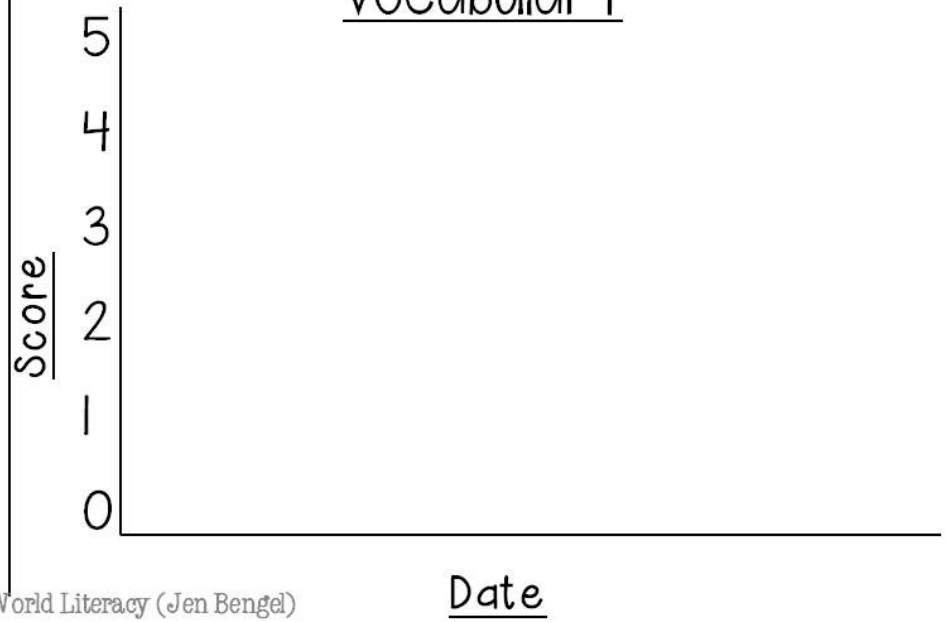
Comprehension



Word Work



Vocabulary



Sample

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Answer Key

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

Sample