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

"Our Tasty Taste Buds"

What is your favorite food? Think of how it tastes. Is it salty, sweet, sour, or spicy? We can thank our taste buds for letting us experience all the different flavors foods have to offer. So, how do our taste buds work? If you stick out your tongue and look in the mirror you will see tiny little bumps covering your tongue. Most of those little bumps contain very **sensitive** **microscopic** hairs called microvilli. Those tiny little hairs send messages to the brain when food or drinks touch them. They report to the brain if something tastes salty, sweet, sour, or spicy. The **average** person has about 10,000 taste buds at one time. Many taste buds get replaced every two weeks with new ones. When people get older some of the taste buds don't get **replaced**, leaving adults with only about 5,000 taste buds. That might explain why kids are usually more picky eaters than adults; they have twice as many taste buds sending messages to the brain at one time. Taste buds are not the only **contributing** factor to tasting foods. Our noses actually play a big role too. Just like taste buds, our noses send messages to the brain about how foods smell. When we are chewing, the food releases chemicals that we smell in our noses. Our taste buds and our noses work together to tell our brains how yummy, or how disgusting, a food tastes. Think about your favorite pizza. When you take your first bite, it's like an explosion of flavor in your mouth, and your nose is smelling the delicious flavors too. Between messages from your taste buds and your nose, your brain is having a pizza party as you gobble your pizza up!

Understand It!

Answer the following questions after reading:

1. What is one thing readers learn about taste buds in the text?
   a. they never change
   b. there are not many
   c. adults have more
   (d) they send messages to the brain

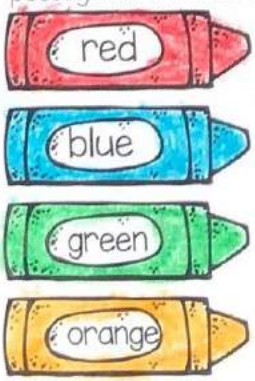
2. People might want to read this text to learn about...
   a. the 5 senses
   b. different spicy foods
   (c) taste buds
   d. how we hear

3. What does 'report' mean in the text?
   a. keep secret
   (b) tell something
   c. change an idea
   d. smell

4. What was shared right after 'think about your favorite pizza'?
   (a) an explosion in your mouth
   b. microscopic hairs
   c. 10,000 taste buds
   d. noses play a big role

Word Work

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



- Words with consonant clusters that make two sounds
- Words with 2 vowels together that make one sound
- Words that are nouns
- Words that have the word 'no' or 'an' inside them

Vocabulary

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

1. sensitive — can feel a lot
2. microscope — very tiny
3. average — just normal
4. replaced — took over
5. contributing — helped out

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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

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"Intervention by Grade Level"

The reading passages in this program are leveled at a fourth grade average reading level. They all fall within Fountas and Pinnell's levels Q-T.

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

Grade 3: Students who are reading and comprehending above grade level would benefit from an advanced intervention with this program.

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

Grade 6: Students reading and/or comprehending 1-2 years below grade level would benefit from this intervention.

Grade 7: 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 this intervention program.

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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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.

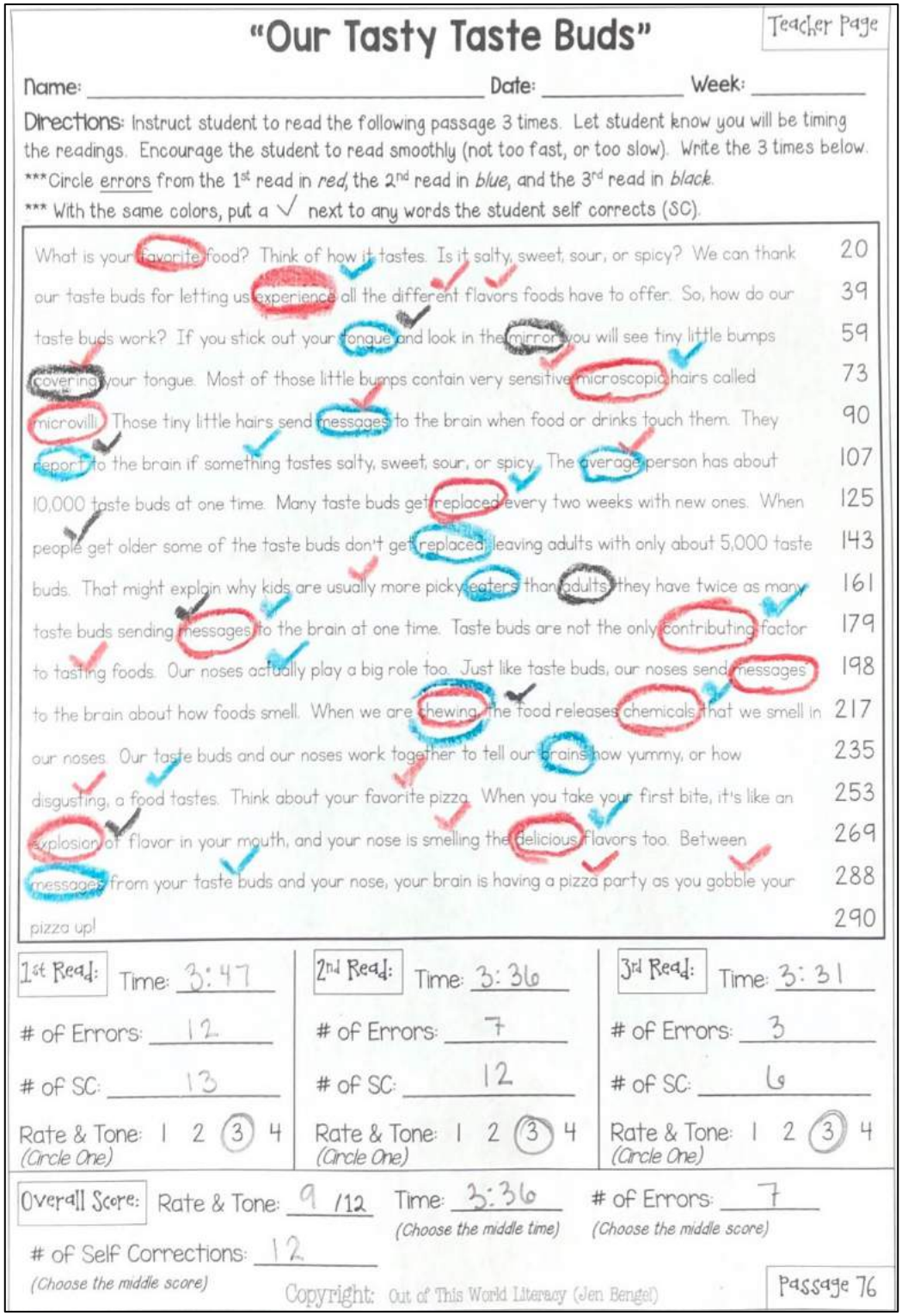
Tip #6: Time the student and document how low he/she takes to read the passage each time. Don't be afraid to show the student the results. This is a great opportunity for a lesson on how rereading can improve our fluency!

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



"Our Tasty Taste Buds"

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).

What is your favorite food? Think of how it tastes. Is it salty, sweet, sour, or spicy? We can thank	20
our taste buds for letting us experience all the different flavors foods have to offer. So, how do our	39
taste buds work? If you stick out your tongue and look in the mirror you will see tiny little bumps	59
covering your tongue. Most of those little bumps contain very sensitive microscopic hairs called	73
microvilli. Those tiny little hairs send messages to the brain when food or drinks touch them. They	90
report to the brain if something tastes salty, sweet, sour, or spicy. The average person has about	107
10,000 taste buds at one time. Many taste buds get replaced every two weeks with new ones. When	125
people get older some of the taste buds don't get replaced, leaving adults with only about 5,000 taste	143
buds. That might explain why kids are usually more picky eaters than adults, they have twice as many	161
taste buds sending messages to the brain at one time. Taste buds are not the only contributing factor	179
to tasting foods. Our noses actually play a big role too. Just like taste buds, our noses send messages	198
to the brain about how foods smell. When we are chewing, the food releases chemicals that we smell in	217
our noses. Our taste buds and our noses work together to tell our brains how yummy, or how	235
disgusting, a food tastes. Think about your favorite pizza. When you take your first bite, it's like an	253
explosion of flavor in your mouth, and your nose is smelling the delicious flavors too. Between	269
messages from your taste buds and your nose, your brain is having a pizza party as you gobble your	288
pizza up!	290

1st Read:	2nd Read:	3rd Read:
Time: 3:47	Time: 3:36	Time: 3:31
# of Errors: 12	# of Errors: 7	# of Errors: 3
# of SC: 13	# of SC: 12	# 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: 9 /12 Time: 3:36 (Choose the middle time) # of Errors: 7 (Choose the middle score)

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

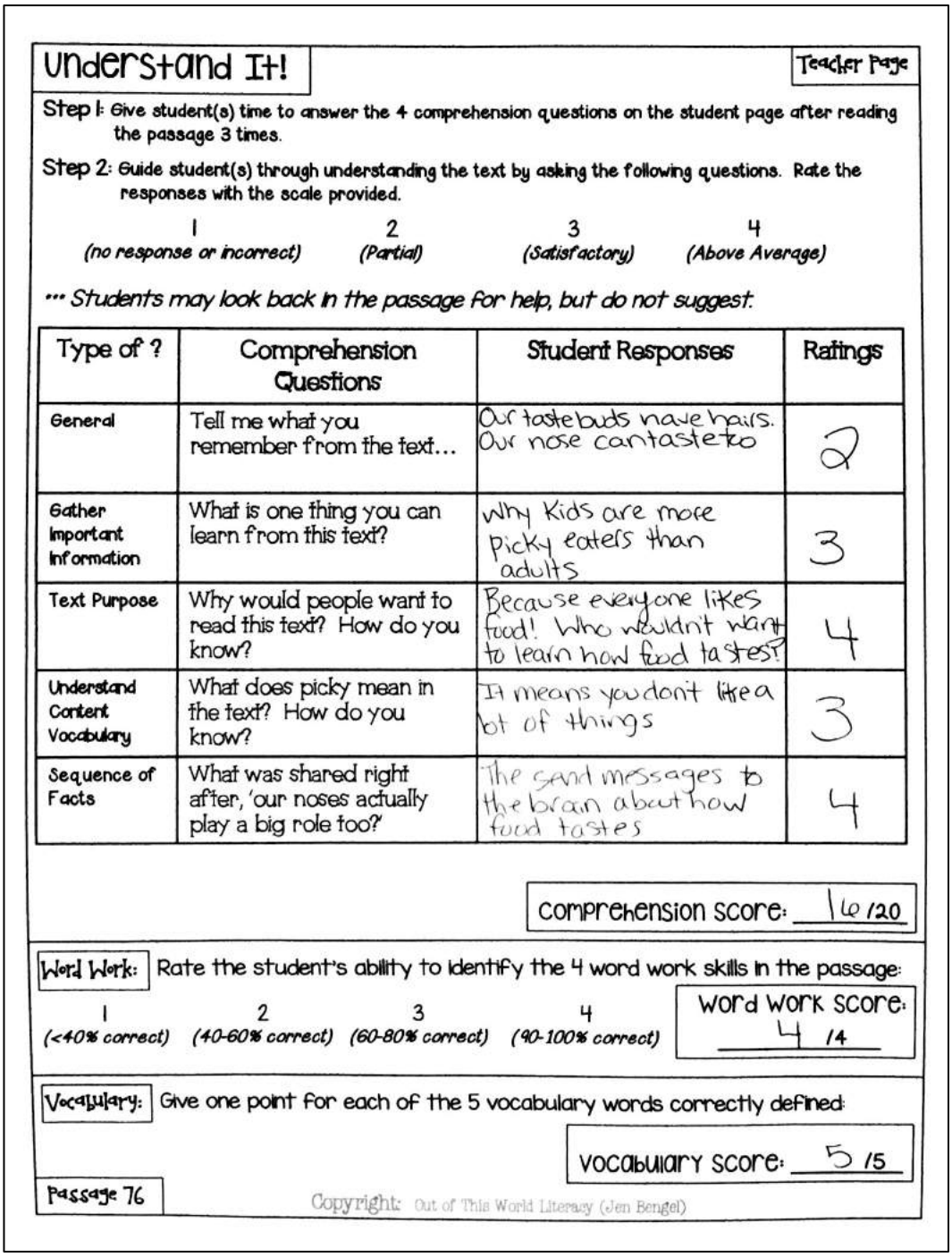
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Passage 76

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...	Our tastebuds have hairs. Our nose can taste too	2
Gather Important Information	What is one thing you can learn from this text?	Why kids are more picky eaters than adults	3
Text Purpose	Why would people want to read this text? How do you know?	Because everyone likes food! Who wouldn't want to learn how food tastes?	4
Understand Content Vocabulary	What does picky mean in the text? How do you know?	It means you don't like a lot of things	3
Sequence of Facts	What was shared right after, 'our noses actually play a big role too?	The send messages to the brain about how food tastes	4

Comprehension Score: 16 /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 76

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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: _____

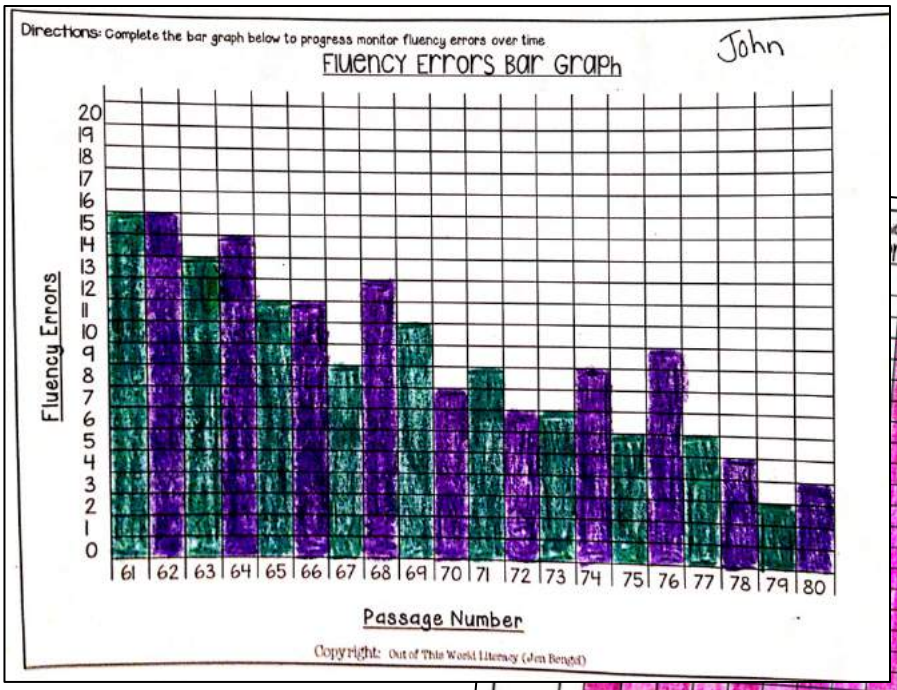
Directions: Record the overall fluency, comprehension, word work, and vocabulary scores

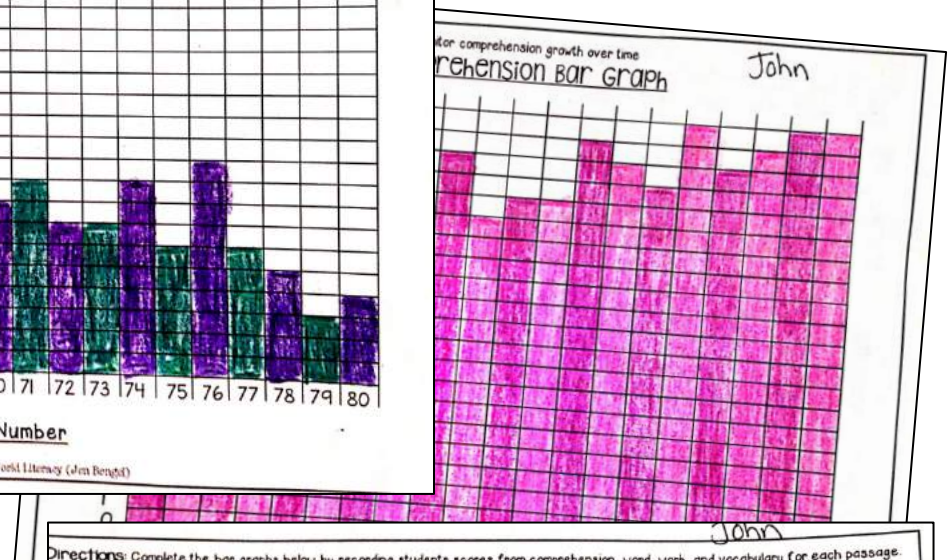
Pass. #	Date	Rate and Tone	Fluency Time	# Errors	# SC	Comp.	W... Work	

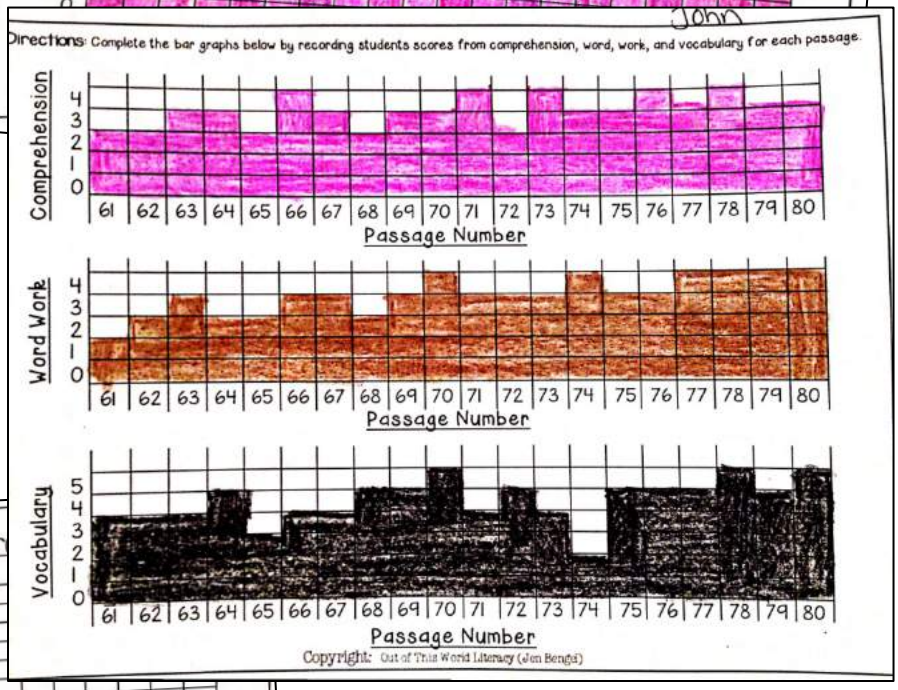
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Or individual student

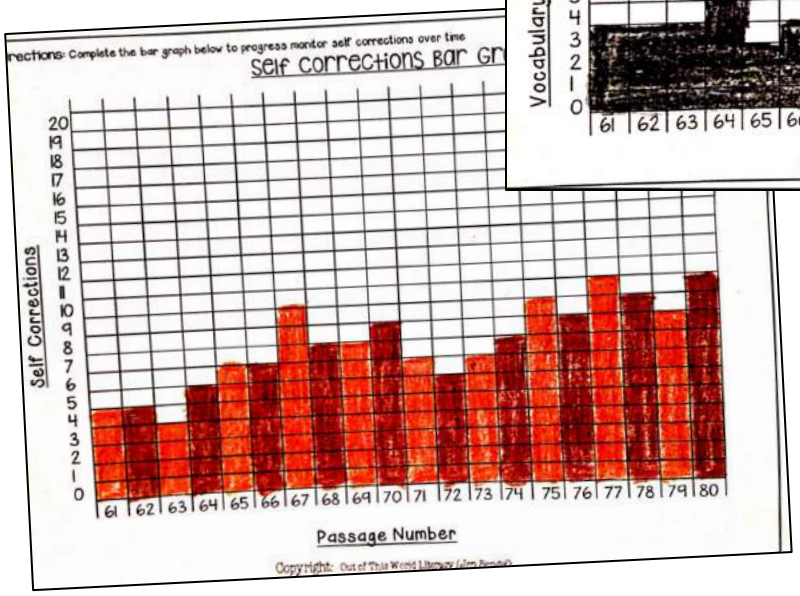
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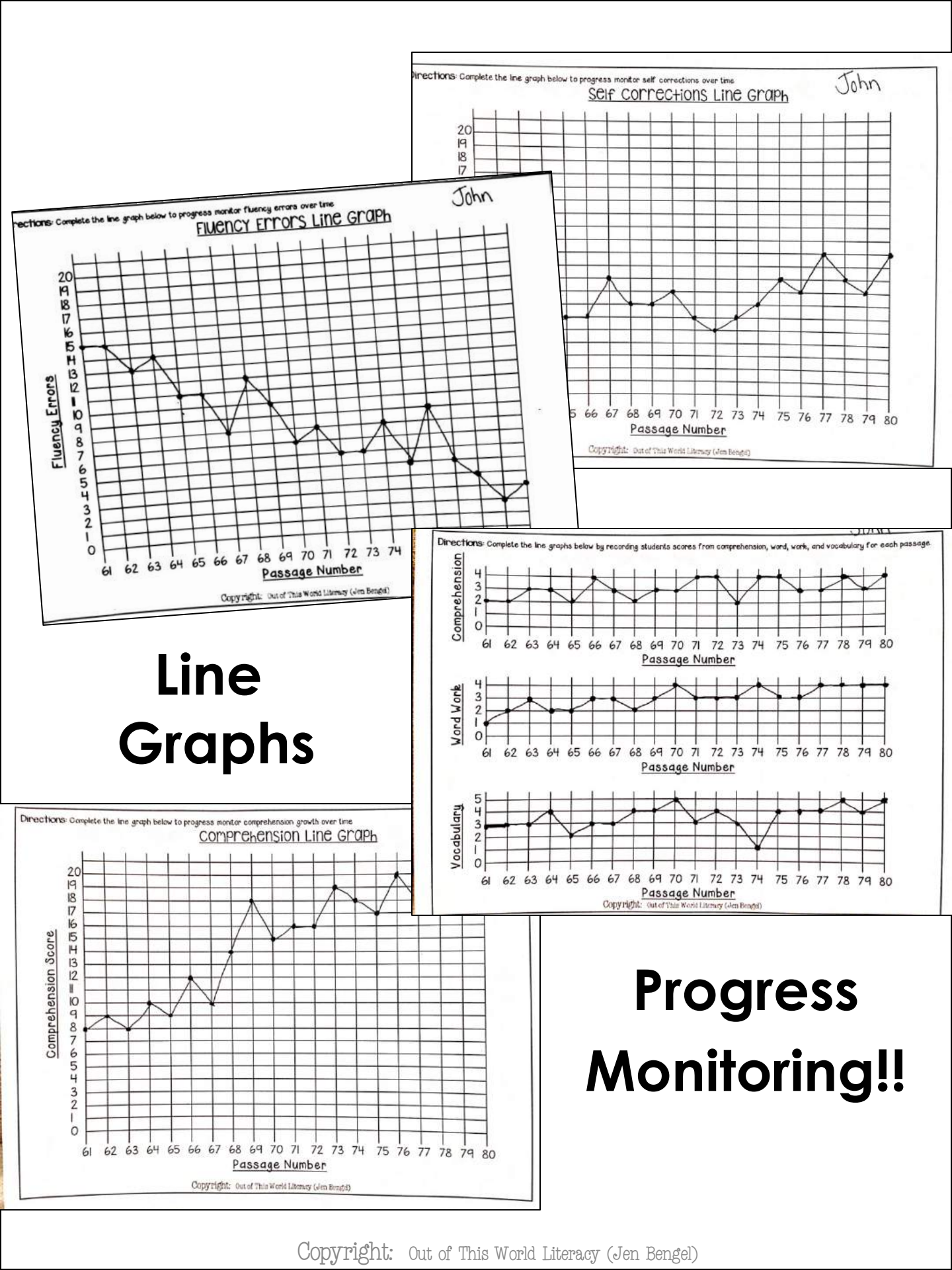


Bar Graphs



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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"Our Tasty Taste Buds"

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*.
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What is your favorite food? Think of how it tastes. Is it salty, sweet, sour, or spicy? We can thank	20
our taste buds for letting us experience all the different flavors foods have to offer. So, how do our	39
taste buds work? If you stick out your tongue and look in the mirror you will see tiny little bumps	59
covering your tongue. Most of those little bumps contain very sensitive microscopic hairs called	73
microvilli. Those tiny little hairs send messages to the brain when food or drinks touch them. They	90
report to the brain if something tastes salty, sweet, sour, or spicy. The average person has about	107
10,000 taste buds at one time. Many taste buds get replaced every two weeks with new ones. When	125
people get older some of the taste buds don't get replaced as often with only about 5,000 taste	143
buds. That might explain why kids are usually more picky eaters than adults; they have twice as many	161
taste buds sending messages to the brain at one time. Taste buds are not the only contributing factor	179
to tasting foods. Our noses actually play a big role too. Just like taste buds, our noses send messages	198
to the brain about how foods smell. When we are chewing, the food releases chemicals that we smell in	217
our noses. Our taste buds and our noses work together to tell our brains how yummy, or how	235
disgusting, a food tastes. Think about your favorite pizza. When you take your first bite, it's like an	253
explosion of flavor in your mouth, and your nose is smelling the delicious flavors too. Between	269
messages from your taste buds and your nose, your brain is having a pizza party as you gobble your	288
pizza up!	290

Sample

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

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

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

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Passage 76

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...		
Gather Important Information	What is one thing you can learn from this text?		
Text Purpose	Why would people want to read this text? How do you know?		
Understand Content Vocabulary	What does picky mean in the text? How do you know?		
Sequence of Facts	What was shared right after, 'our noses actually play a big role too?'		

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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"Our Tasty Taste Buds"

What is your favorite food? Think of how it tastes. Is it salty, sweet, sour, or spicy? We can thank our taste buds for letting us experience all the different flavors foods have to offer. So, how do our taste buds work? If you stick out your tongue and look in the mirror you will see tiny little bumps covering your tongue. Most of those little bumps contain very **sensitive microscopic** hairs called microvilli. Those tiny little hairs send messages to the brain when food or drinks touch them. They report to the brain if something tastes salty, sweet, sour, or spicy. The **average** person has about 10,000 taste buds at one time. Many taste buds get replaced every two weeks with new ones. When people get older some of the taste buds don't get **replaced**, leaving adults with only about 5,000 taste buds. That might explain why kids are usually more picky eaters than adults; they have twice as many taste buds sending messages to the brain at one time. Taste buds are not the only contributing factor to tasting foods. Our noses actually play a big role too. Just like taste buds, our noses send messages to the brain about how foods smell. When we are chewing, the food releases chemicals that we smell in our noses. Our taste buds and our noses work together to tell our brains how yummy, or how disgusting, a food tastes. Think about your favorite pizza. When you take your first bite, it's like an explosion of flavor in your mouth, and your nose is smelling the delicious flavors too. Between messages from your taste buds and your nose, your brain is having a pizza party as you gobble your pizza up!

Sample

Understand It!

Answer the following questions after reading:

1. What is one thing readers learn about taste buds in the text?
   a. they never change
   b. there are not many
   c. adults have more
   d. they send messages to the brain

2. People might want to read this text to learn about...
   a. the 5 senses
   b. different spicy foods
   c. taste buds
   d. how we hear

3. What does 'report' mean in the text?
   a. keep secret
   b. tell something
   c. change an idea
   d. smell

4. What was shared right after 'think about your favorite pizza'?
   a. an explosion in your mouth
   b. microscopic hairs
   c. 10,000 taste buds
   d. noses play a big role

Word Work

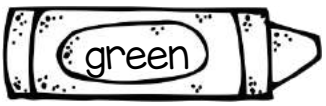
Color the words in the passage that match each category below:



Words with consonant clusters that make two sounds



Words with 2 vowels together that make one sound



Words that are nouns



Words that have the word 'no' or 'an' 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. _____ _____

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What is your favorite food? Think of how it tastes. Is it salty, sweet, sour, or spicy? We can thank our taste buds for letting us experience all the different flavors foods have to offer. So, how do our taste buds work? If you stick out your tongue and look in the mirror you will see tiny little bumps covering your tongue. Most of those little bumps contain very **sensitive microscopic** hairs called microvilli. Those tiny little hairs send messages to the brain when food or drinks touch them. They report to the brain if something tastes salty, sweet, sour, or spicy. The **average** person has about 10,000 taste buds at one time. Many taste buds get replaced every two weeks with new ones. When people get older some of the taste buds don't get **replaced**, leaving adults with only about 5,000 taste buds. That might explain why kids are usually more picky eaters than adults, they have twice as many taste buds sending messages to the brain at one time. Taste buds are not the only **contributing** factor to tasting foods. Our noses actually play a big role too. Just like taste buds, our noses send messages to the brain about how foods smell. When we are chewing, the food releases chemicals that we smell in our noses. Our taste buds and our noses work together to tell our brains how yummy, or how disgusting, a food tastes. Think about your favorite pizza. When you take your first bite, it's like an explosion of flavor in your mouth, and your nose is smelling the delicious flavors too. Between messages from your taste buds and your nose, your brain is having a pizza party as you gobble your pizza up!

Sample

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Word Work

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Words with consonant clusters that make two sounds



Words with 2 vowels together that make one sound



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4. _____ _____
5. _____ _____

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   b. there are not many
   c. adults have more
   d. they send messages to the brain

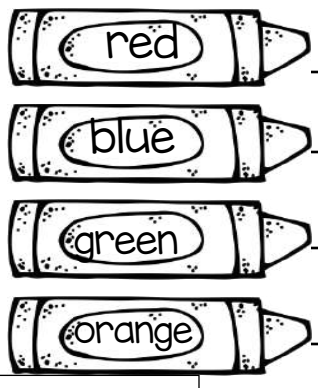
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   b. microscopic hairs
   c. 10,000 taste buds
   d. noses play a big role

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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"Our Tasty Taste Buds"

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

What is your favorite food? Think of how it tastes. Is it salty, sweet, sour, or spicy? We can thank 20
our taste buds for letting us experience all the different flavors foods have to offer. So, how do our 39
taste buds work? If you stick out your tongue and look in the mirror you will see tiny little bumps 59
covering your tongue. Most of those little bumps contain very sensitive microscopic hairs called 73
microvilli. Those tiny little hairs send messages to the brain when food or drinks touch them. They 90
report to the brain if something tastes salty, sweet, sour, or spicy. The average person has about 107
10,000 taste buds at one time. Many taste buds get replaced every two weeks with new ones. When 125
people get older some of the taste buds don't get replaced, leaving adults with only about 5,000 taste 143
buds. That might explain why kids are usually more picky eaters than adults; they have twice as many 161
taste buds sending messages to the brain at a time. Taste buds are not the only contributing factor 179
to tasting foods. Noses actually play a big role too. Just like taste buds, our noses send messages 198
to the brain about how food smells. When we are chewing, the food releases chemicals that we smell in 217
our noses. Our taste buds and our noses work together to tell our brains how yummy, or how 235
disgusting, a food tastes. Think about your favorite pizza. When you take your first bite, it's like an 253
explosion of flavor in your mouth, and your nose is smelling the delicious flavors too. Between 269
messages from your taste buds and your nose, your brain is having a pizza party as you gobble your 288
pizza up! 290

Sample

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

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

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Section Three: Progress Monitoring Data Forms

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

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Student: _____

Passage	Mon.	Tues.	Wed.	Thurs.
The Imaginary Friend				
Don't Do It Donald!				
The Time Machine				
Larry the Canary				
The Magic Remote				
The Biggest Meltdown Ever				
We Bought a Boat				

Sample

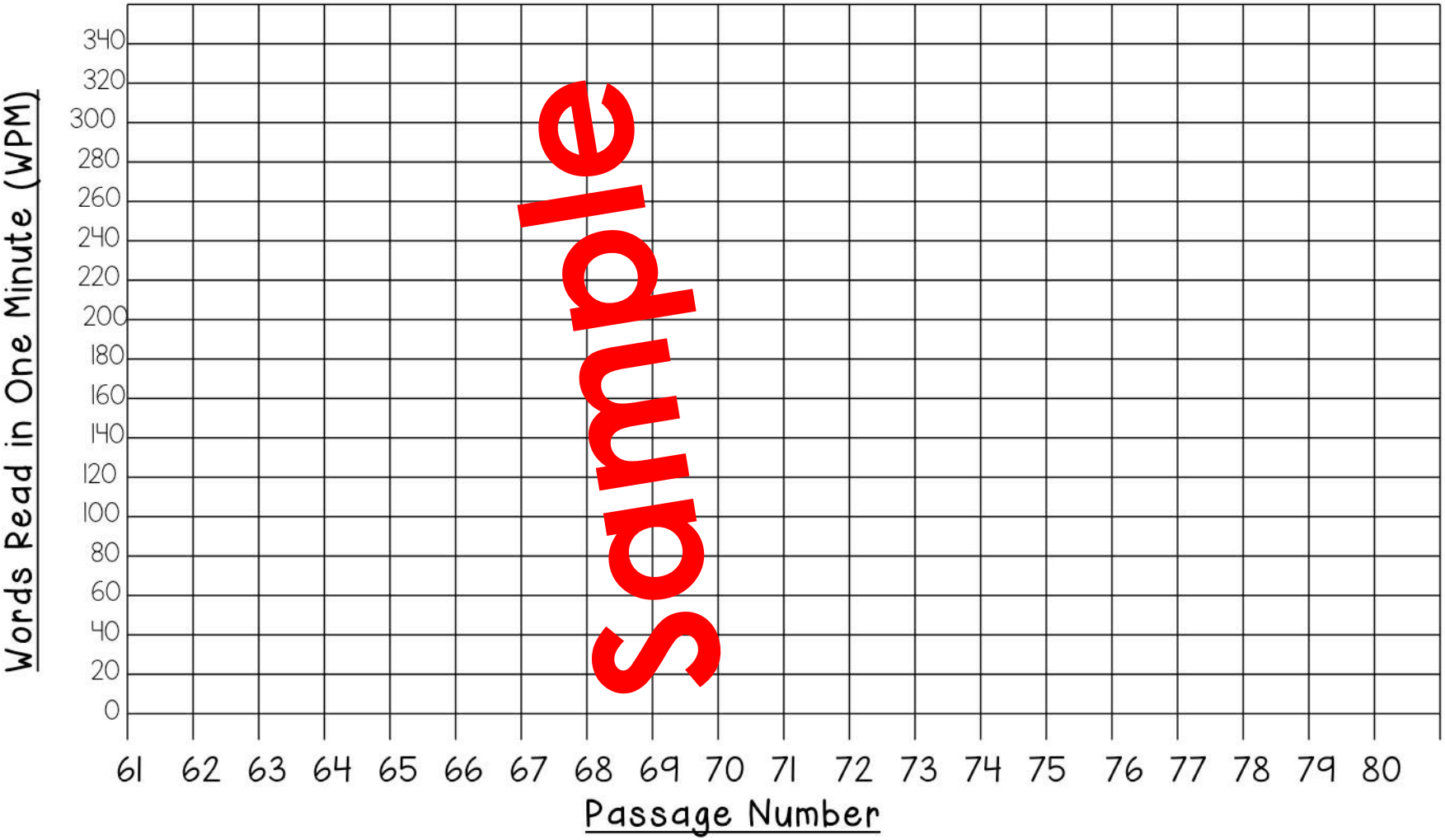
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Fluency Line Graph

Level Range Q-T

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: _____

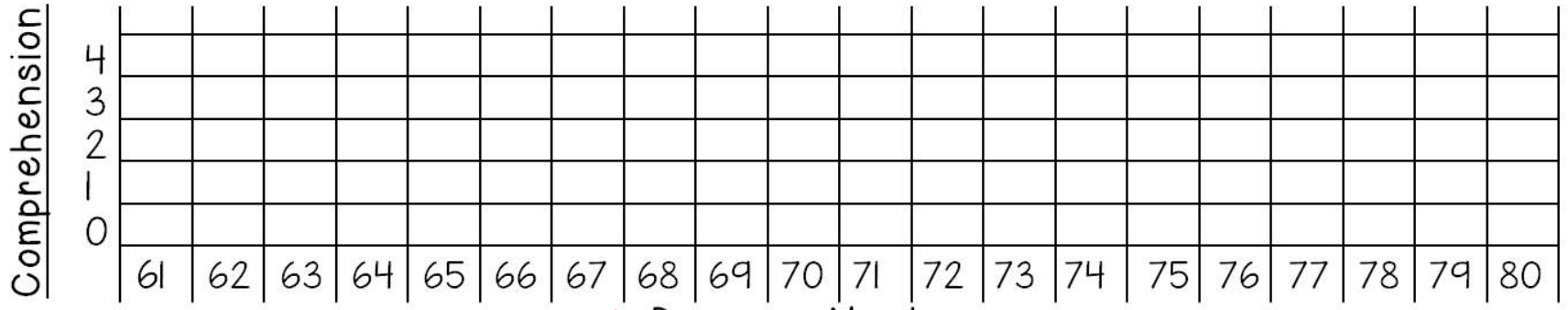
Directions: Record the overall fluency, comprehension, word work, and vocabulary scores below.

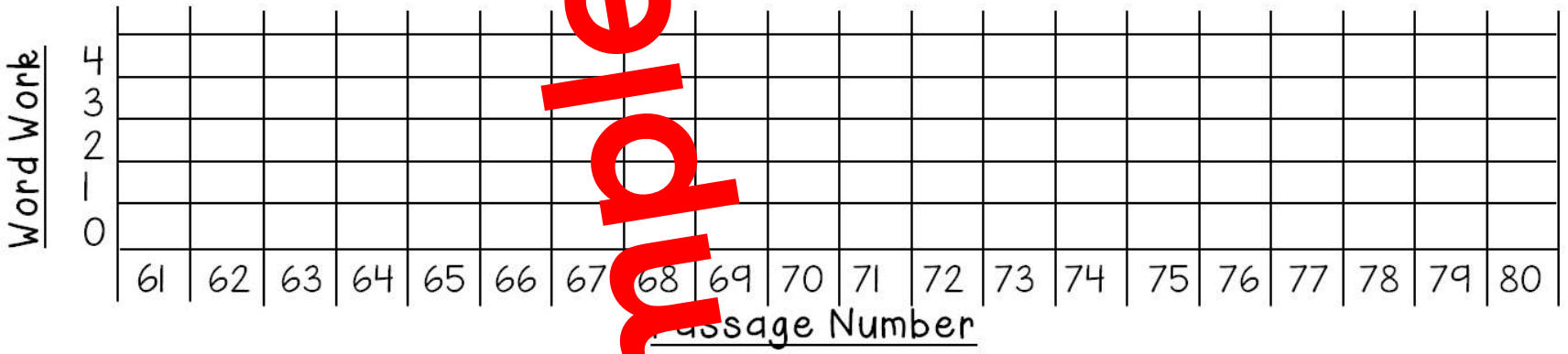
Pass. #	Date	Rate and Tone	Fluency Time	# Errors	# SC	Comp.	Word Work	Vocab

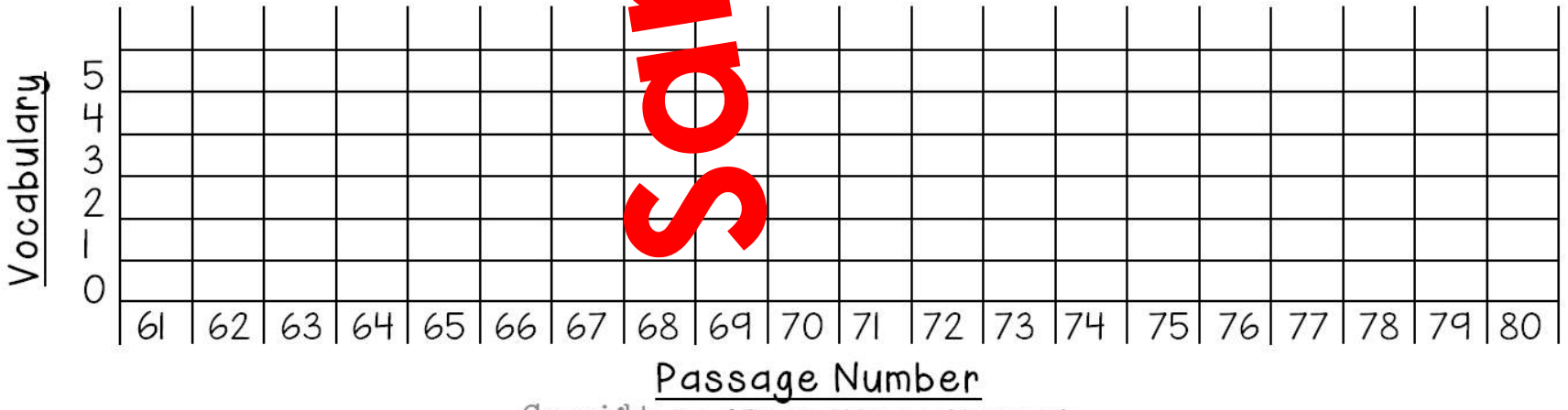
Sample

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







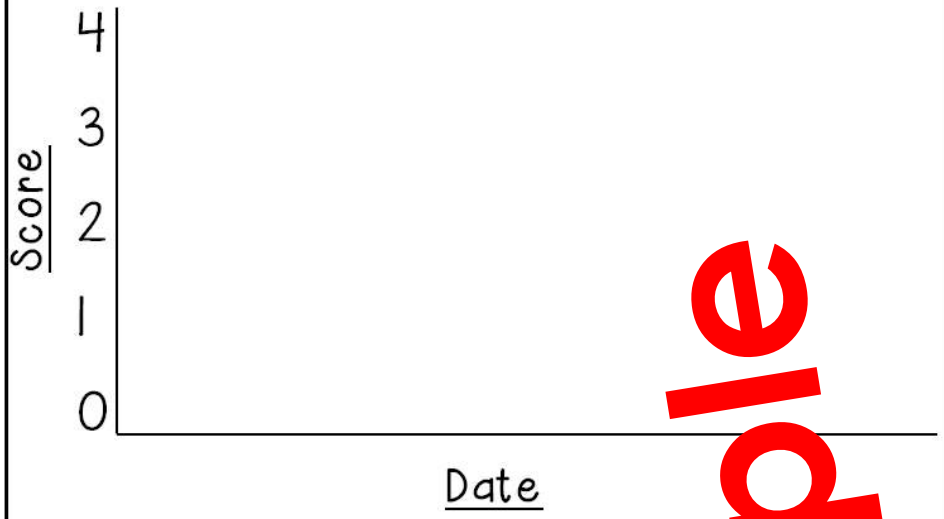
Sample

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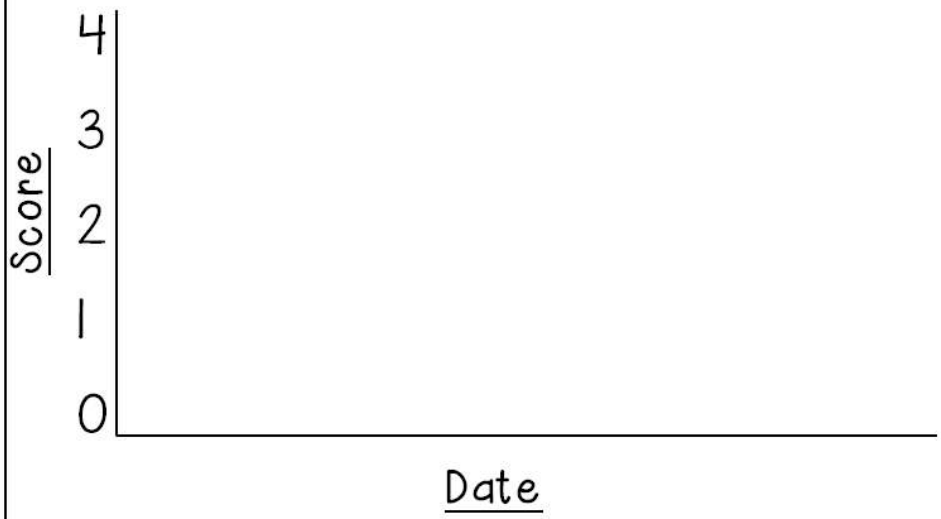
"Data Tracking"

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

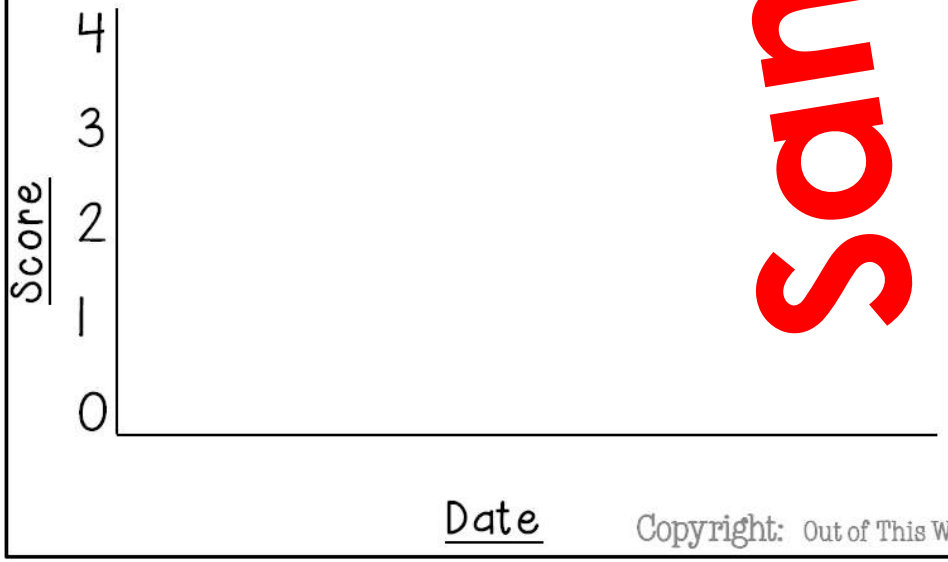
Rate and tone



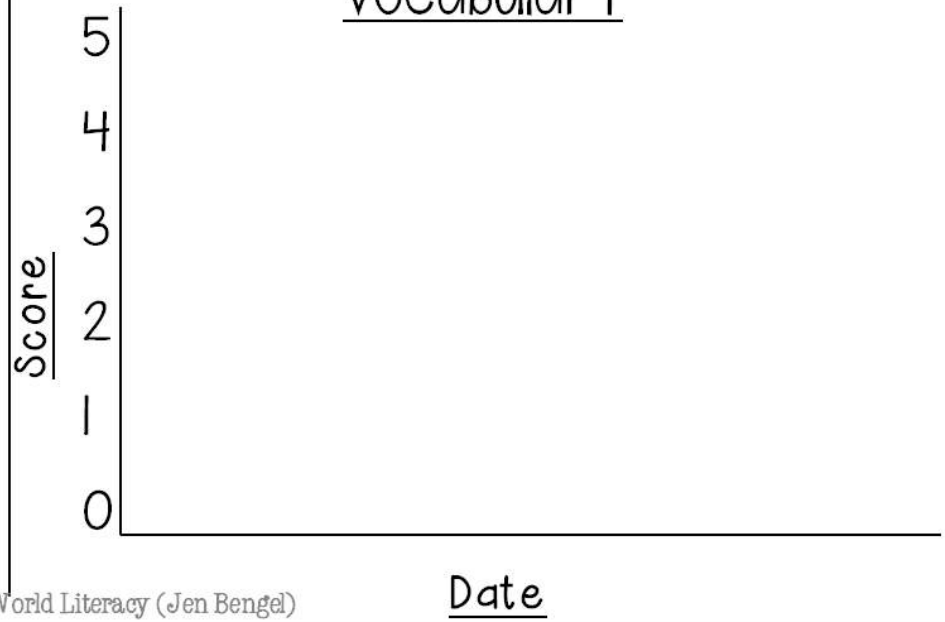
Comprehension



Word Work



Vocabulary



Sample

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Answer Key

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

Sample