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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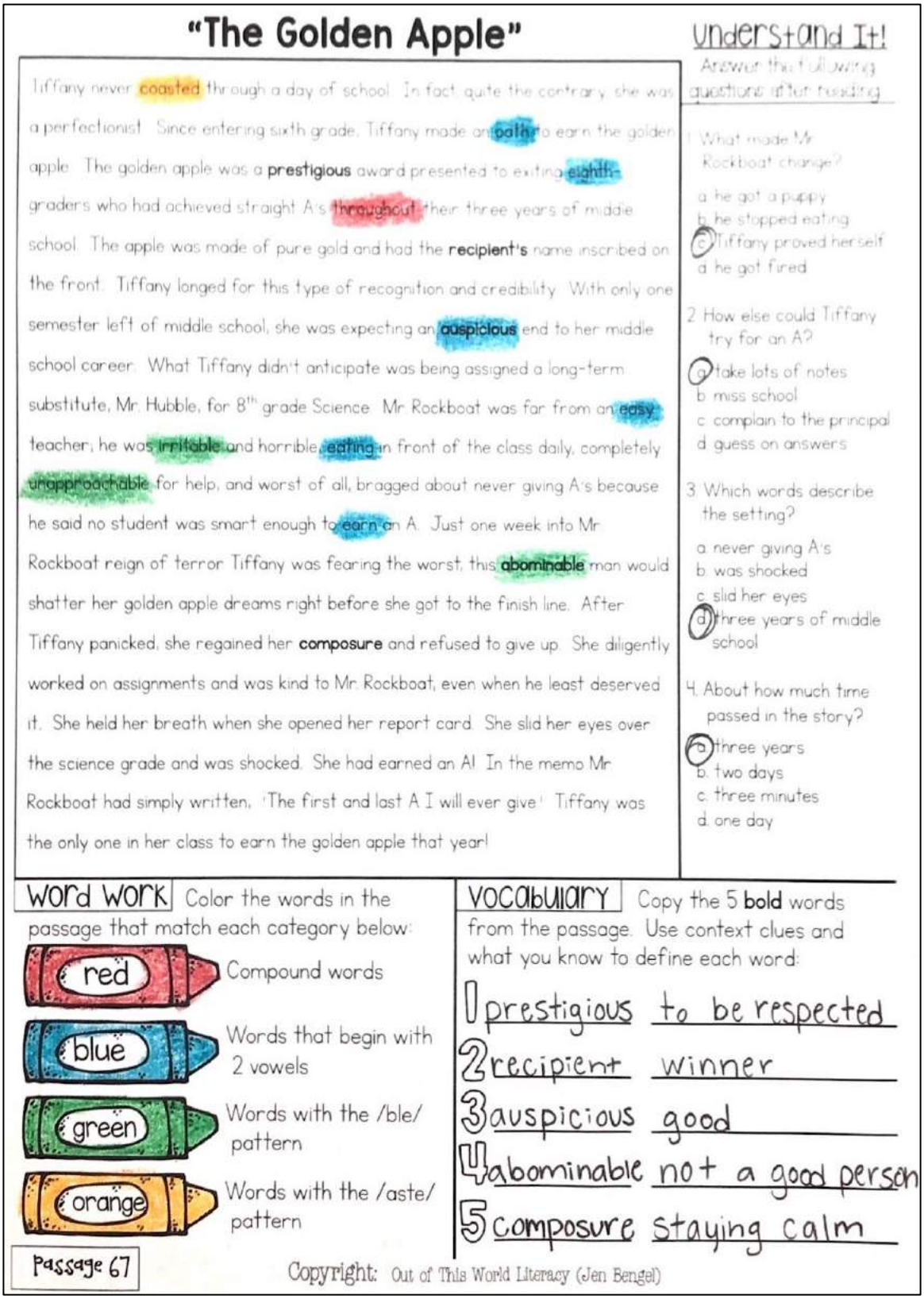
Jen Bengel

Complete answer keys for every passage



"The Golden Apple"

Tiffany never coasted through a day of school. In fact, quite the contrary, she was a perfectionist. Since entering sixth grade, Tiffany made an oath to earn the golden apple. The golden apple was a **prestigious** award presented to exiting eighth-graders who had achieved straight A's throughout their three years of middle school. The apple was made of pure gold and had the **recipient's** name inscribed on the front. Tiffany longed for this type of recognition and credibility. With only one semester left of middle school, she was expecting an **auspicious** end to her middle school career. What Tiffany didn't anticipate was being assigned a long-term substitute, Mr. Hubble, for 8th grade Science. Mr. Rockboat was far from an easy teacher; he was irritable and horrible, eating in front of the class daily, completely unapproachable for help, and worst of all, bragged about never giving A's because he said no student was smart enough to earn an A. Just one week into Mr. Rockboat reign of terror Tiffany was fearing the worst, this **abominable** man would shatter her golden apple dreams right before she got to the finish line. After Tiffany panicked, she regained her **composure** and refused to give up. She diligently worked on assignments and was kind to Mr. Rockboat, even when he least deserved it. She held her breath when she opened her report card. She slid her eyes over the science grade and was shocked. She had earned an A! In the memo Mr. Rockboat had simply written, 'The first and last A I will ever give.' Tiffany was the only one in her class to earn the golden apple that year!

Understand It!

Answer the following questions after reading.

1. What made Mr. Rockboat change?
   a. he got a puppy
   b. he stopped eating
   c. Tiffany proved herself
   d. he got fired

2. How else could Tiffany try for an A?
   a. take lots of notes
   b. miss school
   c. complain to the principal
   d. guess on answers

3. Which words describe the setting?
   a. never giving A's
   b. was shocked
   c. slid her eyes
   d. three years of middle school

4. About how much time passed in the story?
   a. three years
   b. two days
   c. three minutes
   d. one day

Word Work

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

- red — Compound words
- blue — Words that begin with 2 vowels
- green — Words with the /ble/ pattern
- orange — Words with the /aste/ pattern

Vocabulary

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

1. prestigious — to be respected
2. recipient — winner
3. auspicious — good
4. abominable — not a good person
5. composure — staying calm

Passage 67

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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

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

Daily Intervention Program

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

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

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

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

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

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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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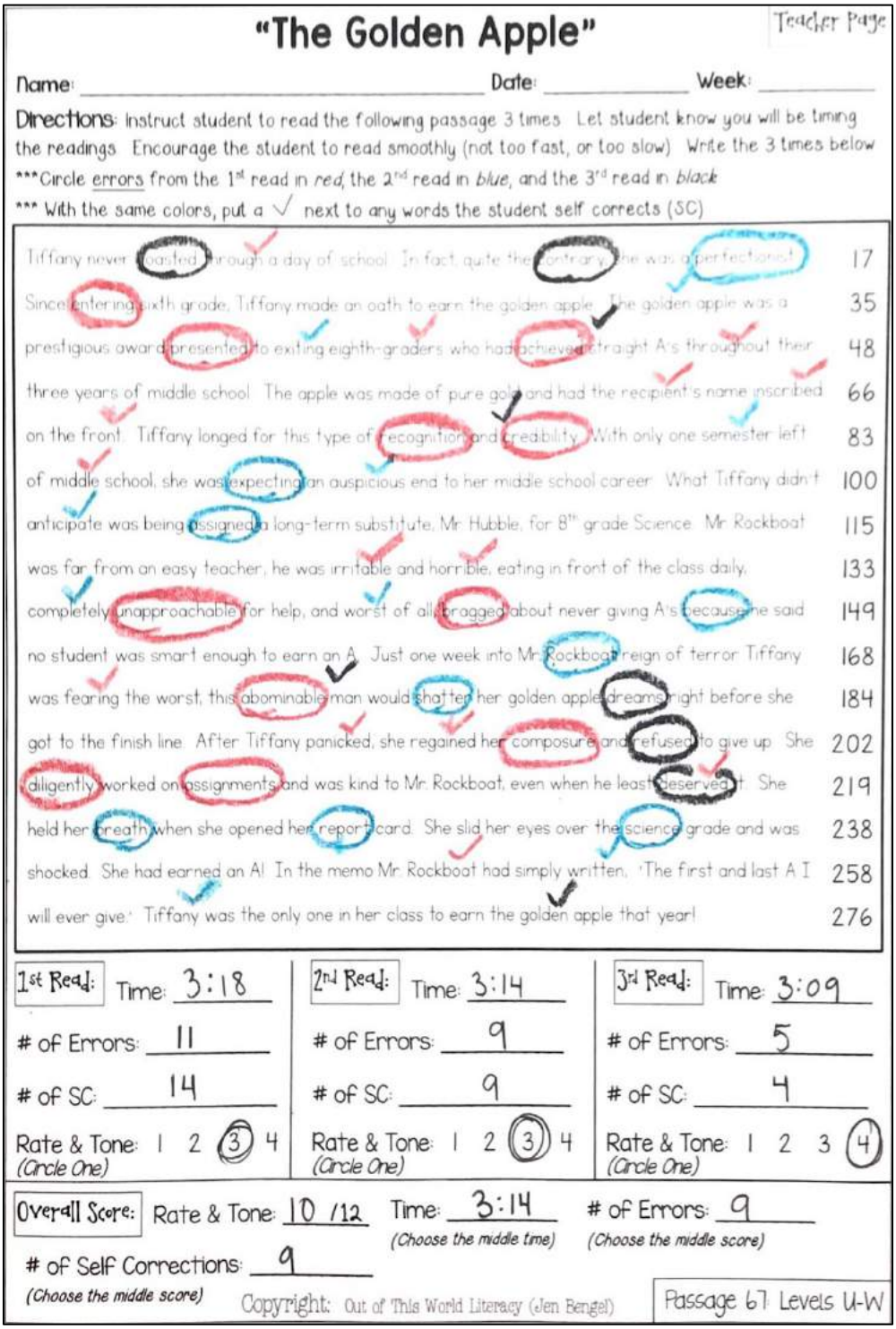
Completed fluency teacher page



"The Golden Apple"

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)

Tiffany never coasted through a day of school. In fact, quite the contrary, she was a perfectionist.	17
Since entering sixth grade, Tiffany made an oath to earn the golden apple. The golden apple was a	35
prestigious award presented to exiting eighth-graders who had achieved straight A's throughout their	48
three years of middle school. The apple was made of pure gold and had the recipient's name inscribed	66
on the front. Tiffany longed for this type of recognition and credibility. With only one semester left	83
of middle school, she was expecting an auspicious end to her middle school career. What Tiffany didn't	100
anticipate was being assigned a long-term substitute, Mr. Hubble, for 8th grade Science. Mr. Rockboat	115
was far from an easy teacher; he was irritable and horrible, eating in front of the class daily,	133
completely unapproachable for help, and worst of all, bragged about never giving A's because he said	149
no student was smart enough to earn an A. Just one week into Mr. Rockboat's reign of terror Tiffany	168
was fearing the worst, this abominable man would shatter her golden apple dreams right before she	184
got to the finish line. After Tiffany panicked, she regained her composure and refused to give up. She	202
diligently worked on assignments and was kind to Mr. Rockboat, even when he least deserved it. She	219
held her breath when she opened her report card. She slid her eyes over the science grade and was	238
shocked. She had earned an A! In the memo Mr. Rockboat had simply written, "The first and last A I	258
will ever give." Tiffany was the only one in her class to earn the golden apple that year!	276

1st Read:	2nd Read:	3rd Read:
Time: 3:18	Time: 3:14	Time: 3:09
# of Errors: 11	# of Errors: 9	# of Errors: 5
# of SC: 14	# of SC: 9	# of SC: 4
Rate & Tone: 1 2 (3) 4 (Circle One)	Rate & Tone: 1 2 (3) 4 (Circle One)	Rate & Tone: 1 2 3 (4) (Circle One)

Overall Score: Rate & Tone: 10 /12 (Choose the middle score) Time: 3:14 (Choose the middle time) # of Errors: 9 (Choose the middle score)

# of Self Corrections: 9 (Choose the middle score)

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Passage 67 Levels U-W

3 running records on one page!

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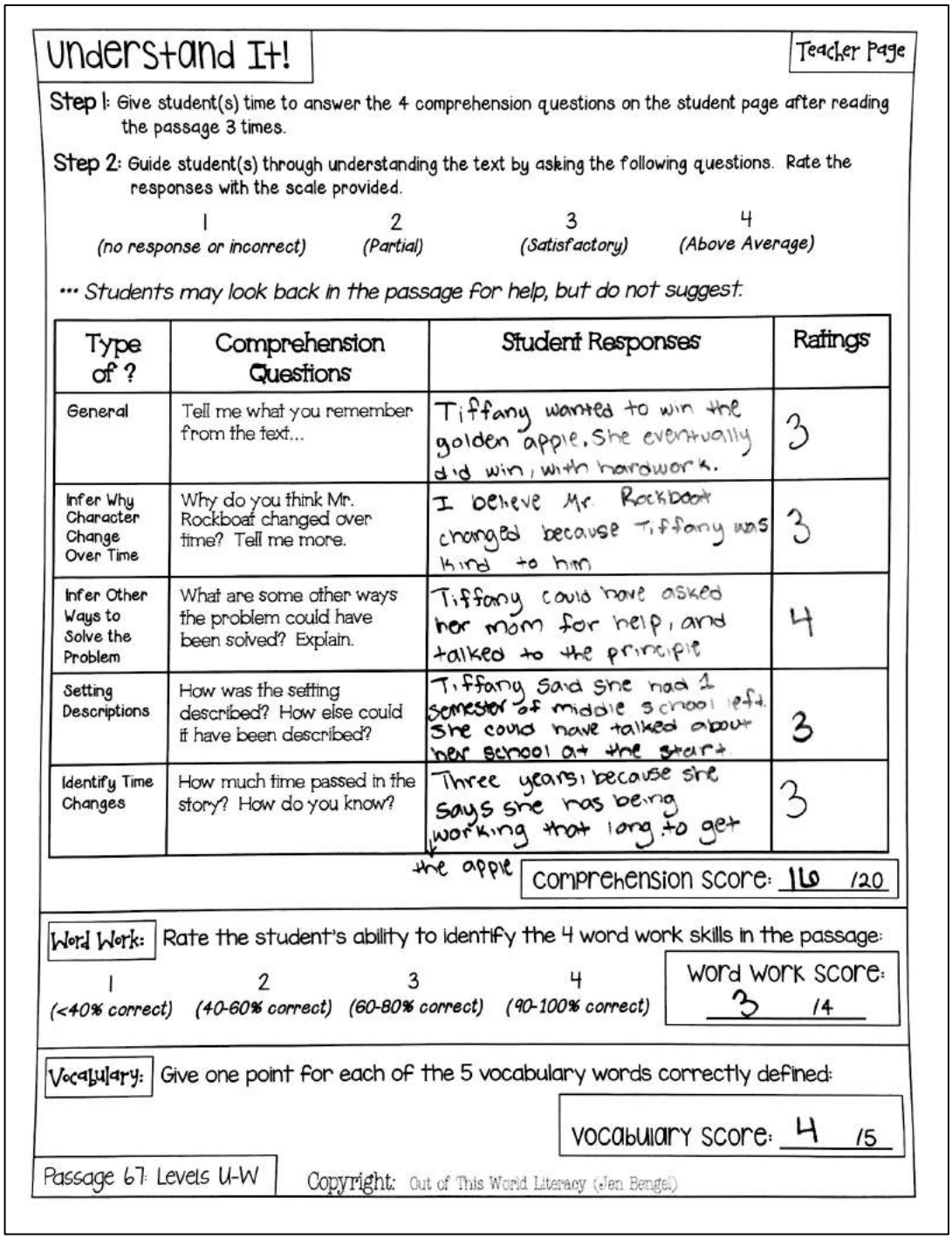
Completed comprehension teacher page



Understand It!

Teacher Page

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

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

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

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

Type of ?	Comprehension Questions	Student Responses	Ratings
General	Tell me what you remember from the text...	Tiffany wanted to win the golden apple. She eventually did win, with hardwork.	3
Infer Why Character Change Over Time	Why do you think Mr. Rockboaf changed over time? Tell me more.	I believe Mr. Rockboat changed because Tiffany was kind to him	3
Infer Other Ways to Solve the Problem	What are some other ways the problem could have been solved? Explain.	Tiffany could have asked her mom for help, and talked to the principle	4
Setting Descriptions	How was the setting described? How else could it have been described?	Tiffany said she had 1 semester of middle school left. She could have talked about her school at the start.	3
Identify Time Changes	How much time passed in the story? How do you know?	Three years, because she says she has being working that long to get the apple	3

Comprehension Score: 16 /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: 3 /4

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

Vocabulary Score: 4 /5

Passage 67: Levels U-W

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

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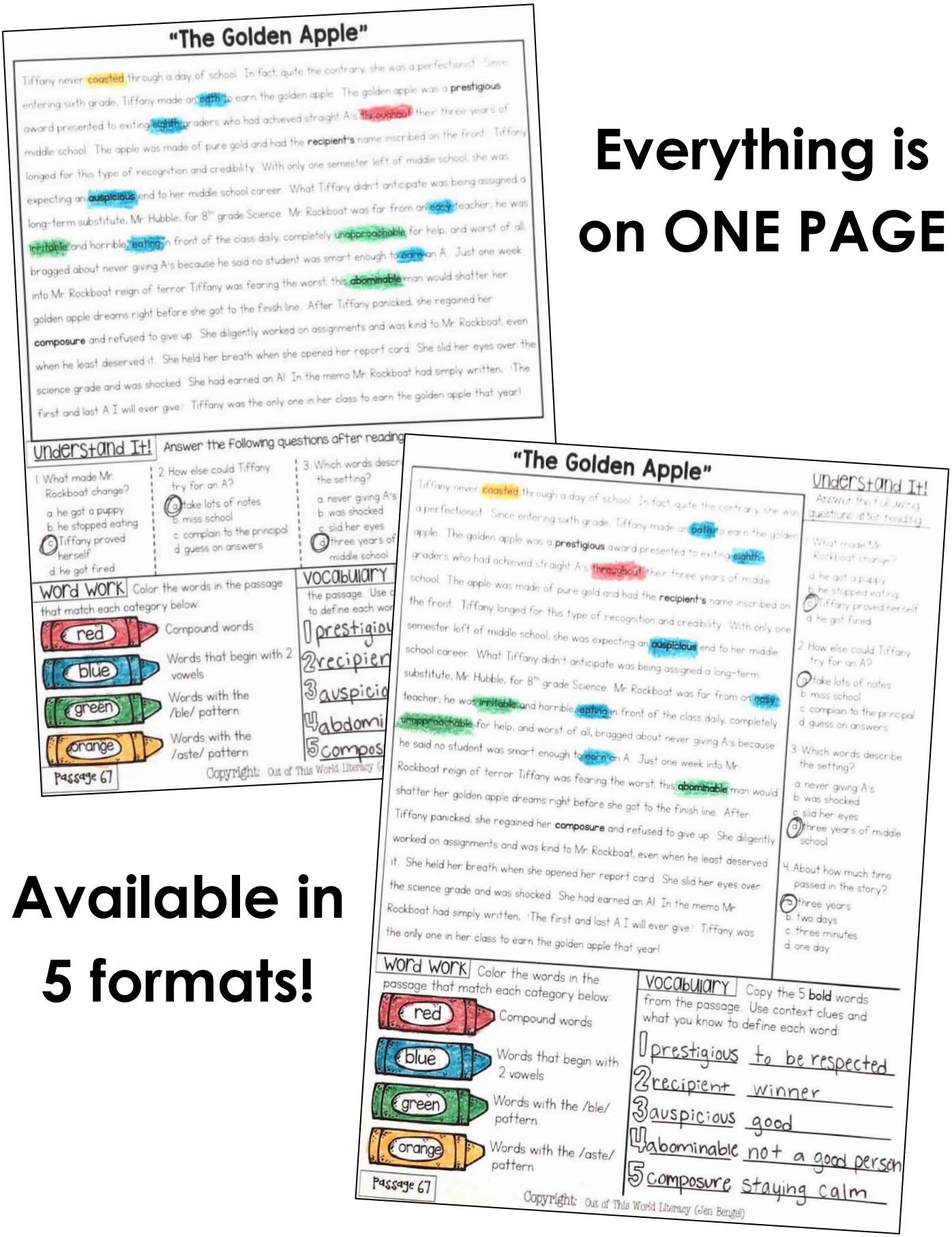

Everything is on ONE PAGE

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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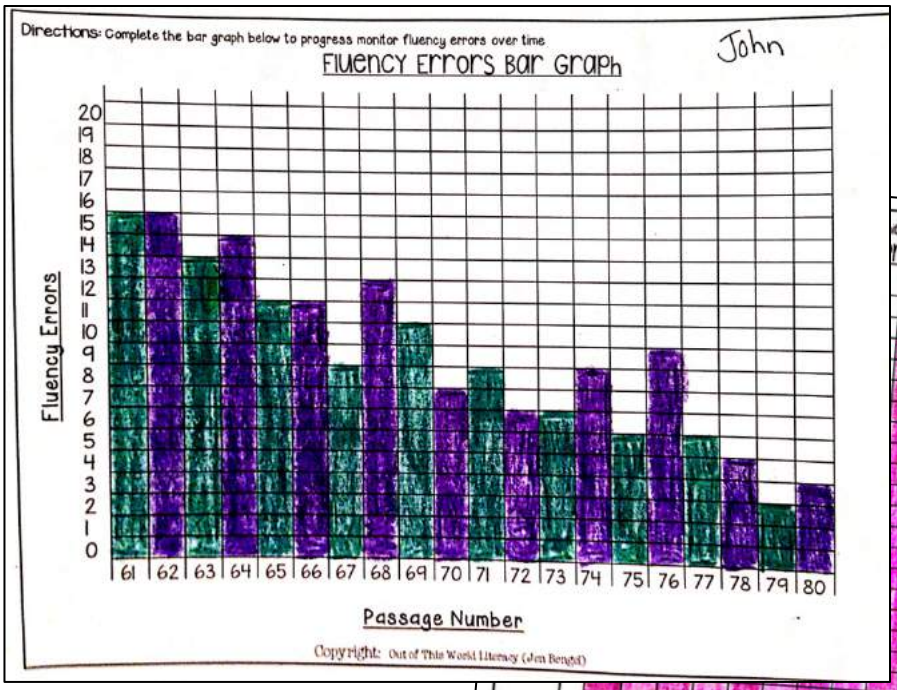
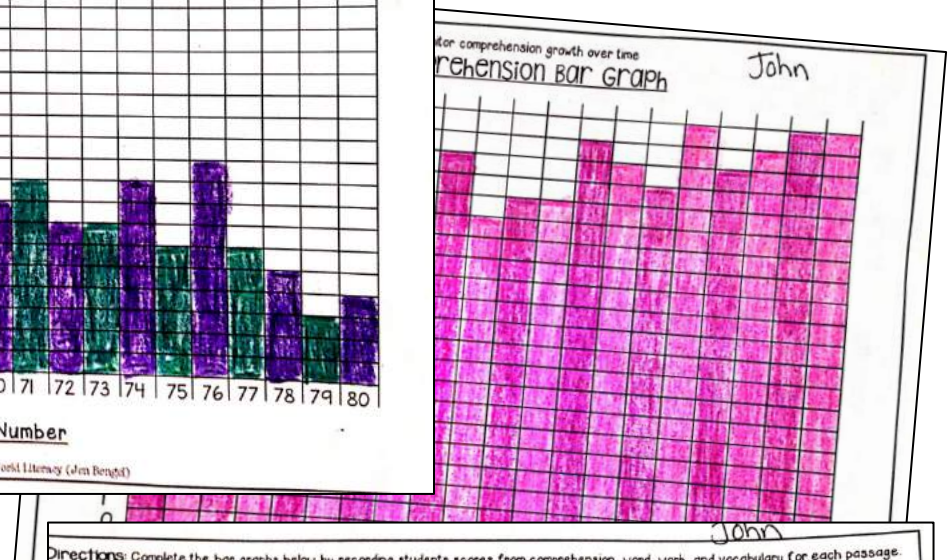
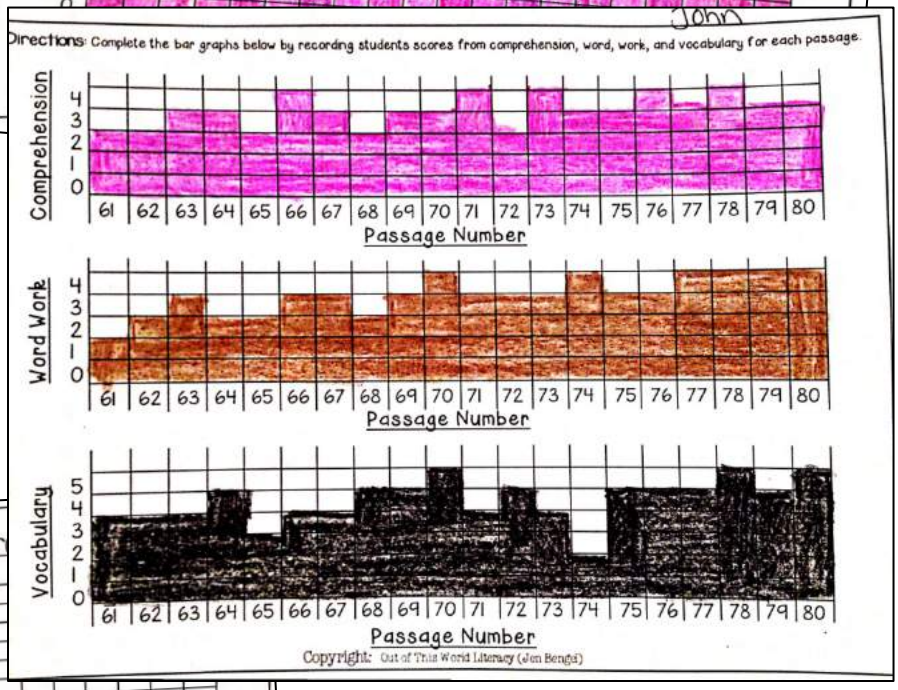
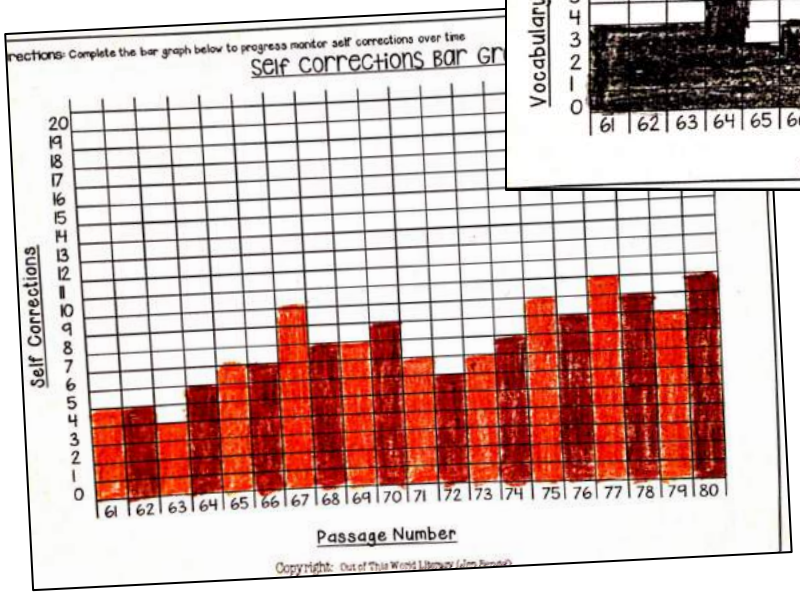






Bar Graphs



Progress Monitoring!!

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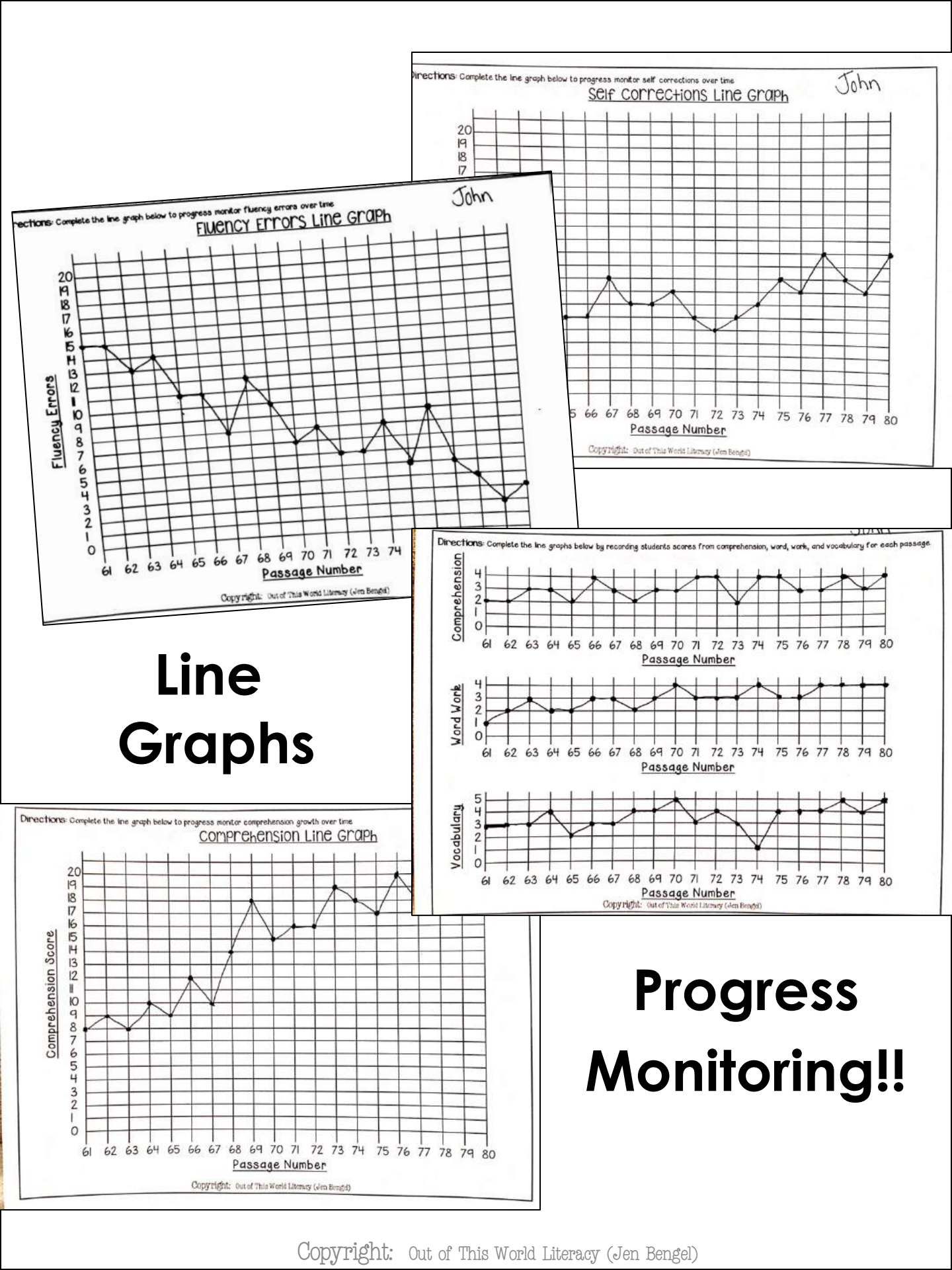

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Section One: Teacher Pages

- 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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"The Golden Apple"

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).

Tiffany never coasted through a day of school. In fact, quite the contrary, she was a perfectionist.	17
Since entering sixth grade, Tiffany made an oath to earn the golden apple. The golden apple was a	35
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three years of middle school. The apple was made of pure gold and had the recipient's name inscribed	66
on the front. Tiffany longed for this type of recognition and credibility. With only one semester left	83
of middle school, she was expecting an auspicious end to her middle school career. What Tiffany didn't	100
anticipate was being assigned a long-term substitute for Mr. Bobble for 6th grade Science. Mr. Rockboat	115
was far from an easy teacher; he was irritable and hostile, yelling in front of the class daily,	133
completely unapproachable for help, and worst of all, bragged about never giving A's because he said	149
no student was smart enough to earn an A. Just one week into Mr. Rockboat reign of terror Tiffany	168
was fearing the worst, this abominable man would shatter her golden apple dreams right before she	184
got to the finish line. After Tiffany panicked, she regained her composure and refused to give up. She	202
diligently worked on assignments and was kind to Mr. Rockboat, even when he least deserved it. She	219
held her breath when she opened her report card. She slid her eyes over the science grade and was	238
shocked. She had earned an A! In the memo Mr. Rockboat had simply written, 'The first and last A I	258
will ever give.' Tiffany was the only one in her class to earn the golden apple that year!	276

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 67: Levels U-W

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...		
Infer Why Character Change Over Time	W[illegible] do you think M[illegible] R[illegible]kboat [illegible] fim[illegible] Tel[illegible] me m[illegible]		
Infer Other Ways to Solve the Problem	What are some other ways the problem could have been solved? Explain.		
Setting Descriptions	How was the setting described? How else could it have been described?		
Identify Time Changes	How much time passed in 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: 14

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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"The Golden Apple"

Tiffany never coasted through a day of school. In fact, quite the contrary, she was a perfectionist. Since entering sixth grade, Tiffany made an oath to earn the golden apple. The golden apple was a **prestigious** award presented to exiting eighth-graders who had achieved straight A's throughout their three years of middle school. The apple was made of pure gold and had the **recipient's** name inscribed on the front. Tiffany longed for this type of recognition and credibility. With only one semester left of middle school, she was expecting an **auspicious** end to her middle school career. What Tiffany didn't anticipate was being assigned a long-term substitute, Mr. Hubble, for 8th grade Science. Mr. Rockboat was far from an easy teacher; he was irritable and horrible, eating in front of the class daily, completely unapproachable for help, and worst of all, bragged about never giving A's because he said no student was smart enough. Just one week into Mr. Rockboat reign of terror, Tiffany was hearing the word, this **abominable** man would shatter her golden apple dreams right before she got to the finish line. After Tiffany panicked, she regained her **composure** and refused to give up. She diligently worked on assignments and was kind to Mr. Rockboat, even when he least deserved it. She held her breath when she opened her report card. She slid her eyes over the science grade and was shocked. She had earned an A! In the memo Mr. Rockboat had simply written, 'The first and last A I will ever give.' Tiffany was the only one in her class to earn the golden apple that year!

Sample

Understand It!

Answer the following questions after reading:

1. What made Mr. Rockboat change?
   a. he got a puppy
   b. he stopped eating
   c. Tiffany proved herself
   d. he got fired

2. How else could Tiffany try for an A?
   a. take lots of notes
   b. miss school
   c. complain to the principal
   d. guess on answers

3. Which words describe the setting?
   a. never giving A's
   b. was shocked
   c. slid her eyes
   d. three years of middle school

4. About how much time passed in the story?
   a. three years
   b. two days
   c. three minutes
   d. one day

Word Work

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



Compound words



Words that begin with 2 vowels



Words with the /ble/ pattern



Words with the /aste/ pattern

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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Tiffany never coasted through a day of school. In fact, quite the contrary, she was a perfectionist. Since entering sixth grade, Tiffany made an oath to earn the golden apple. The golden apple was a **prestigious** award presented to exiting eighth-graders who had achieved straight A's throughout their three years of middle school. The apple was made of pure gold and had the **recipient's** name inscribed on the front. Tiffany longed for this type of recognition and credibility. With only one semester left of middle school, she was expecting an **auspicious** end to her middle school career. What Tiffany didn't anticipate was being assigned a long-term substitute, Mr. Hubble, for 8th grade Science. Mr. Rockboat was [illegible] teacher; he was irritable and horrible, [illegible] from [illegible] completely unapproachable for help, and worst of [illegible] bragged about never giving A's because he said no student was smart enough to earn an A. Just one week into Mr. Rockboat reign of terror Tiffany was fearing the worst, this **abominable** man would shatter her golden apple dreams right before she got to the finish line. After Tiffany panicked, she regained her **composure** and refused to give up. She diligently worked on assignments and was kind to Mr. Rockboat, even when he least deserved it. She held her breath when she opened her report card. She slid her eyes over the science grade and was shocked. She had earned an A! In the memo Mr. Rockboat had simply written, 'The first and last A I will ever give.' Tiffany was the only one in her class to earn the golden apple that year!

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4. About how much time passed in the story?
   a. three years
   b. two days
   c. three minutes
   d. one day

Word Work

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







- red — Compound words
- blue — Words that begin with 2 vowels
- green — Words with the /ble/ pattern
- orange — Words with the /aste/ pattern



Vocabulary

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

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

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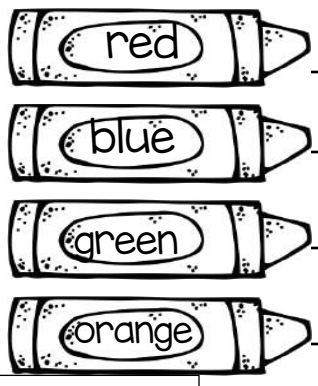
   b. two days
   c. three minutes
   d. one day

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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"The Golden Apple"

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

Tiffany never coasted through a day of school. In fact, quite the contrary, she was a perfectionist.	17
Since entering sixth grade, Tiffany made an oath to earn the golden apple. The golden apple was a	35
prestigious award presented to exiting eighth-graders who had achieved straight A's throughout their	48
three years of middle school. The apple was made of pure gold and had the recipient's name inscribed	66
on the front. Tiffany longed for this type of recognition and credibility. With only one semester left	83
of middle school, she was expecting an auspicious end to her middle school career. What Tiffany didn't	100
anticipate was being assigned a long-term substitute, Mr. Hubble, for 8th grade Science. Mr. Rockboat	115
was far from an easy teacher; he was irritable and horrible, eating in front of the class daily,	133
completely unapproachable for help, and worst of all, bragged about never giving A's because he said	149
no student was smart enough to earn an A. Just one week into Mr. Rockboat's reign of terror Tiffany	168
was fearing the worst as the abominable man would shatter her golden apple dreams right before she	184
got to the finish line. After Tiffany panicked, she regained her composure and refused to give up. She	202
diligently worked on assignments and was kind to Mr. Rockboat, even when he least deserved it. She	219
held her breath when she opened her report card. She slid her eyes over the science grade and was	238
shocked. She had earned an A! In the memo Mr. Rockboat had simply written, 'The first and last A I	258
will ever give.' Tiffany was the only one in her class to earn the golden apple that year!	276

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 Sleepwalker				
Drama at the Mall				
Samuel Christopher the				
Chelsea Rebels				
The Summer of the Cows				
Helping the Homeless				
The Golden Apple				

Sample

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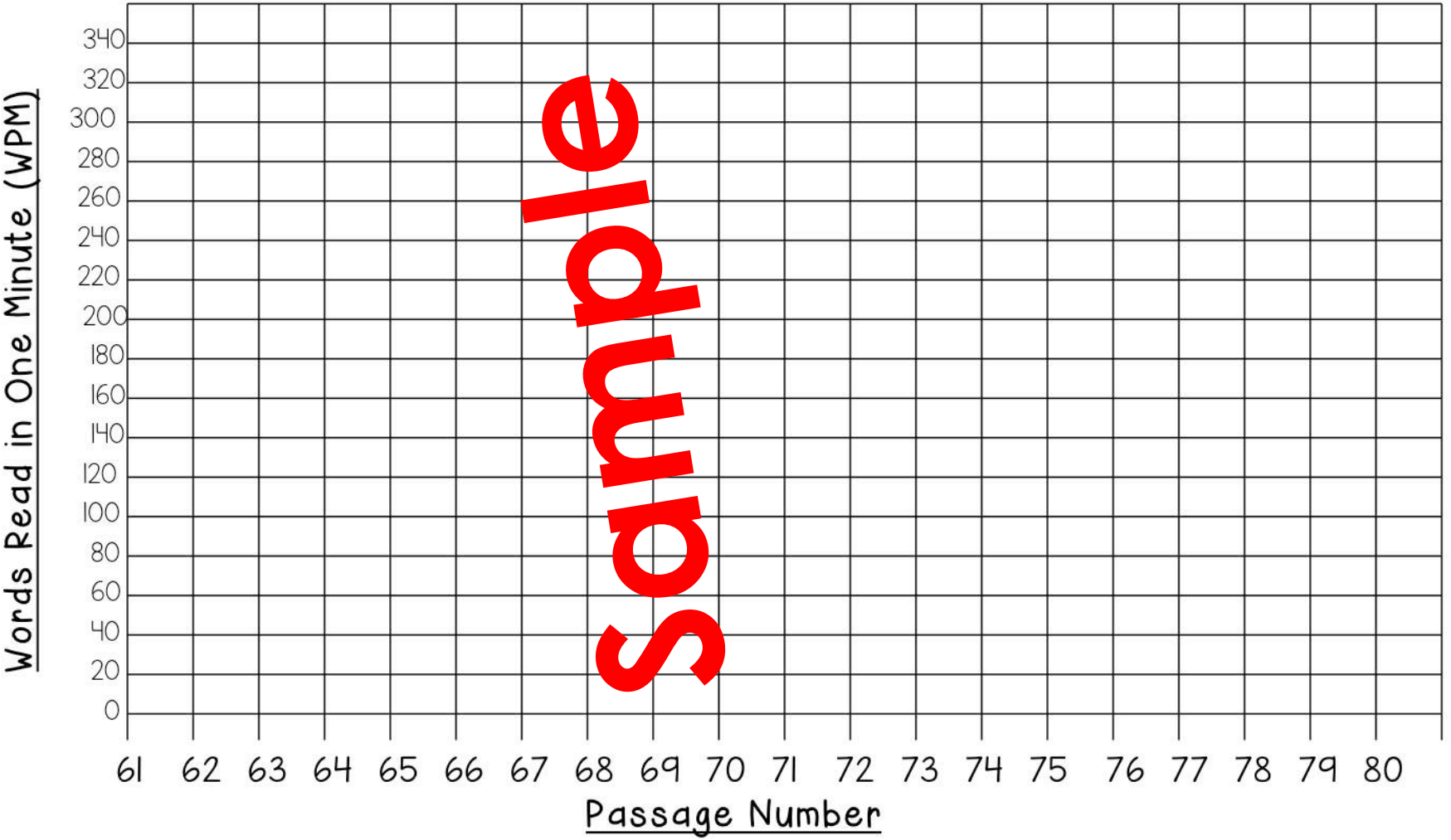
Fluency Line Graph

Level Range U-W

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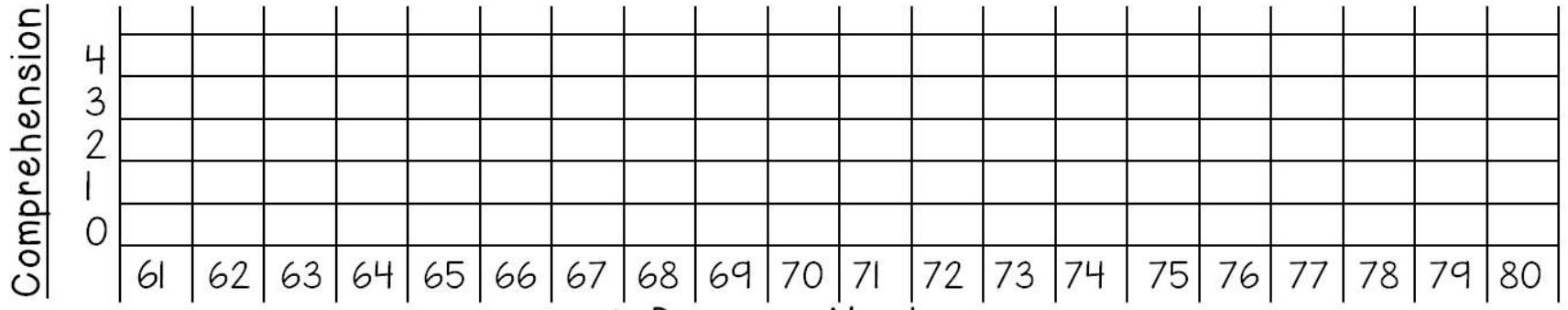
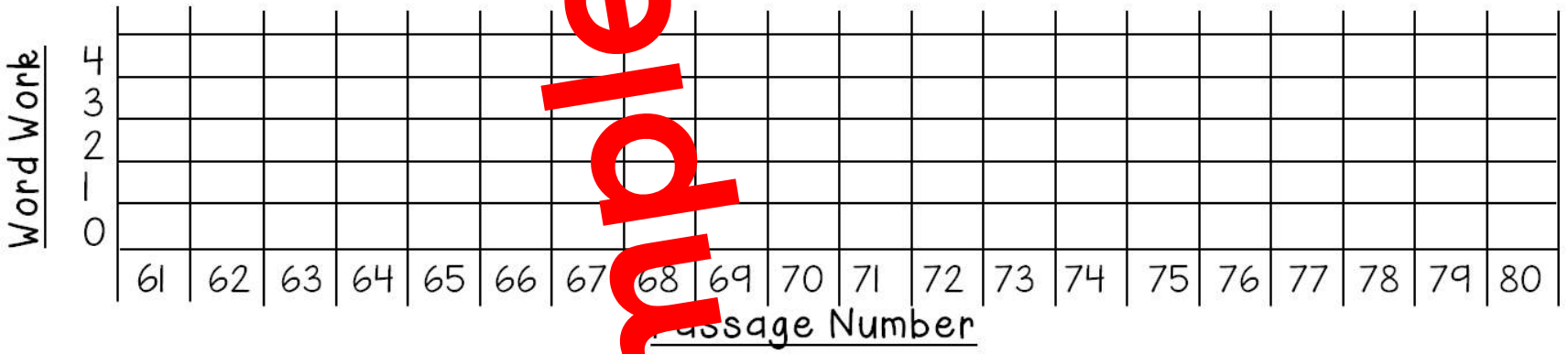
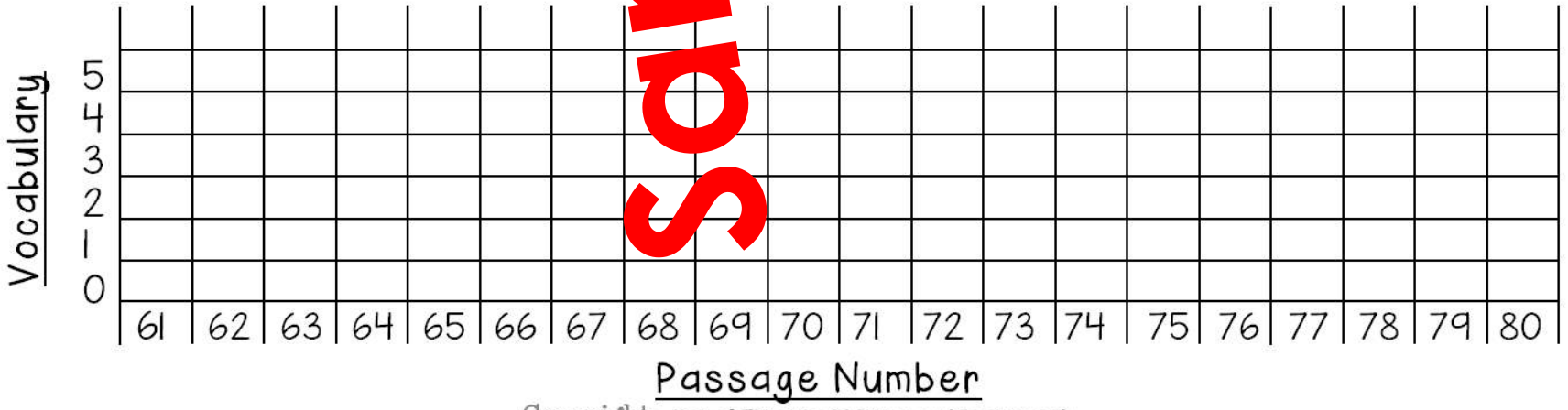
Directions: Complete the bar graphs below by recording students scores from comprehension, word, work, and vocabulary for each passage.







Sample

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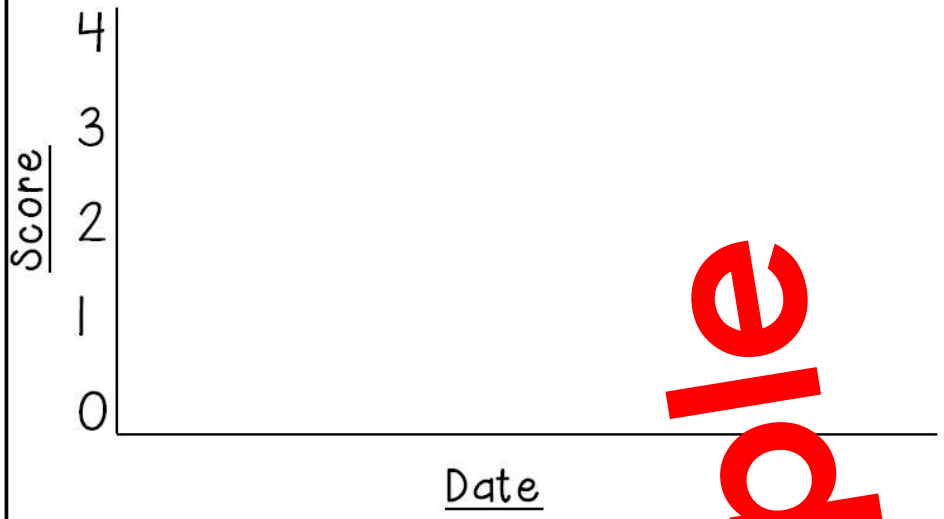
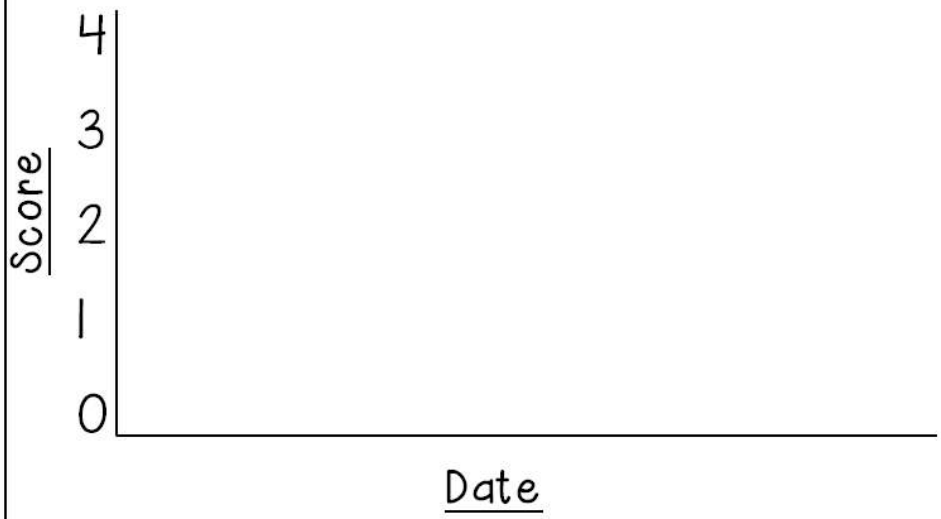
"Data Tracking"

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

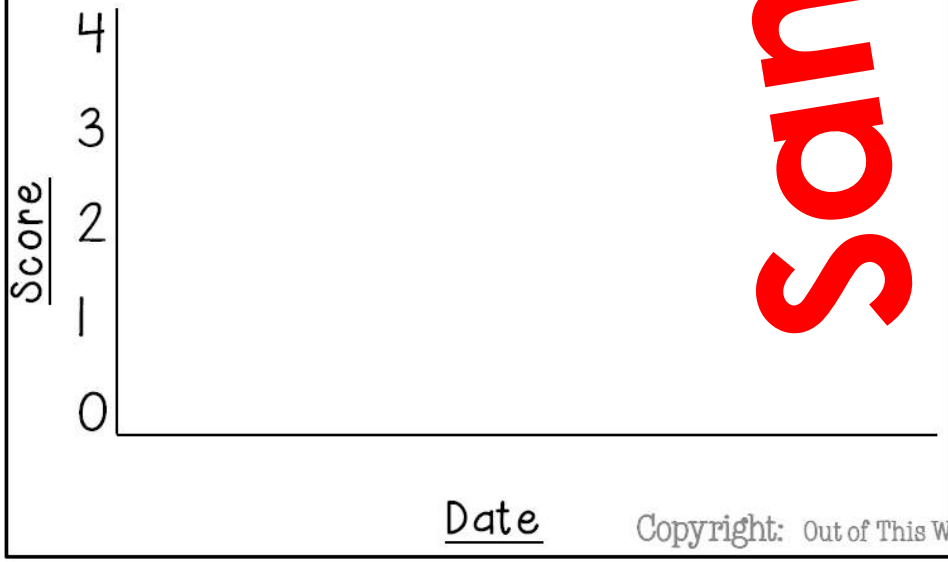
Rate and tone



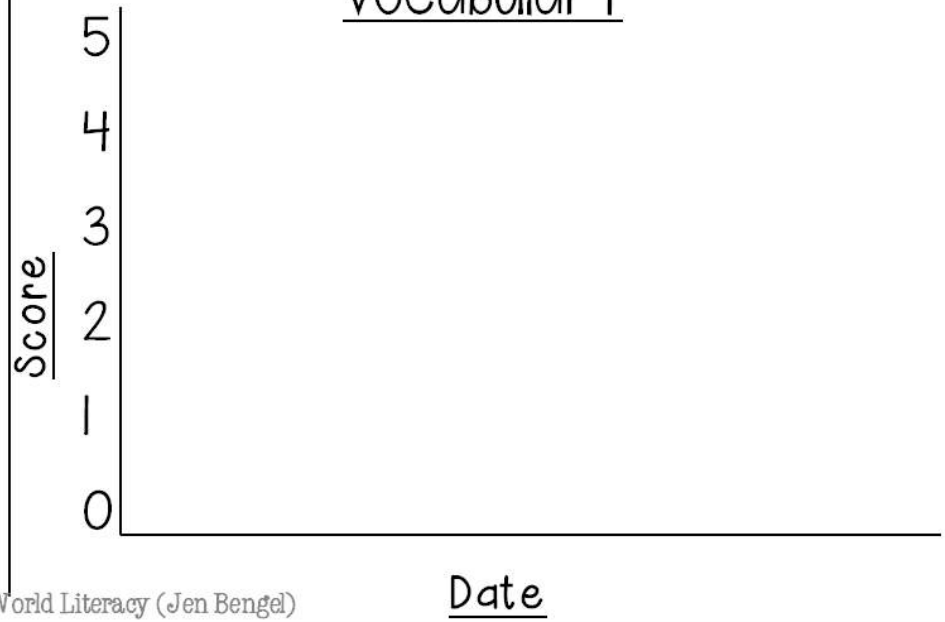
Comprehension



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	C	A	B
63	B	D	B	A
64	C	D	A	B
65	A	B	C	D
66	B	A	[illegible]	C
67	C	[illegible]	[illegible]	A
68	A	C	B	C
69	D	A	B	C
70	D	C	A	B
71	C	B	A	D
72	B	C	D	A
73	D	A	C	B
74	C	D	A	B
75	A	B	D	C
76	B	A	C	D
77	C	D	B	A
78	A	C	C	A
79	D	A	C	B
80	D	C	B	A

Sample