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 in upper grades extra practice each day.

*** Each passage is **NOT** individually leveled, however, they ***range*** from Fountas and Pinnell Levels X-Z, which equate to the average 7th grade reader and up.

The daily intervention lessons contain extra practice with:

1. Reading Fluency
2. Comprehension (with weekly targeted skills)
3. Word Work (with weekly targeted skills)
4. Vocabulary (5 daily vocab. Words in every passage)

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

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

*** The Intervention Program includes...

1. 10 fiction reading passages with appropriate content and language for levels X-Z.
2. 10 nonfiction reading passages with appropriate content and language for levels X-Z.
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. 5 Bolded vocabulary in each passage, with space for students to define 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.

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Jen Bengel

Thank you so much to these amazing artists, whose work is found in this resource!!







Reading Intervention: Suggested Teaching Levels

*** Match student's current grade with his/her reading level to find the intervention range needed.

	Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	High School
More than 2 years below grade level				A-D	E-G	H-K	L-P	L-P	Q-T	Q-T
2 years below grade level		A-D	A-D	E-G	H-K	L-P	Q-T	Q-T	Q-T	U-W
1 year below grade level		A-D	E-G	H-K	L-P	Q-T	Q-T	Q-T	U-W	U-W
Half a year below grade level		A-D	E-G	H-K	L-P	Q-T	Q-T	U-W	U-W	U-W
On Grade Level	A-D	E-G	H-K	L-P	Q-T	U-W	U-W	U-W	U-W	X-Z
Half a year above grade level	A-D	E-G	H-K	L-P	Q-T	U-W	U-W	U-W	X-Z	X-Z
1 year above grade level	E-G	H-K	L-P	Q-T	U-W	U-W	U-W	X-Z	X-Z	X-Z
2+ years above grade level	E-G	L-P	L-P	Q-T	U-W	U-W	U-W	X-Z	X-Z	X-Z

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Daily Intervention Program

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

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

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

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

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

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"Tips for Fluency"

Teacher Page

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

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

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

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

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

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

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

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

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

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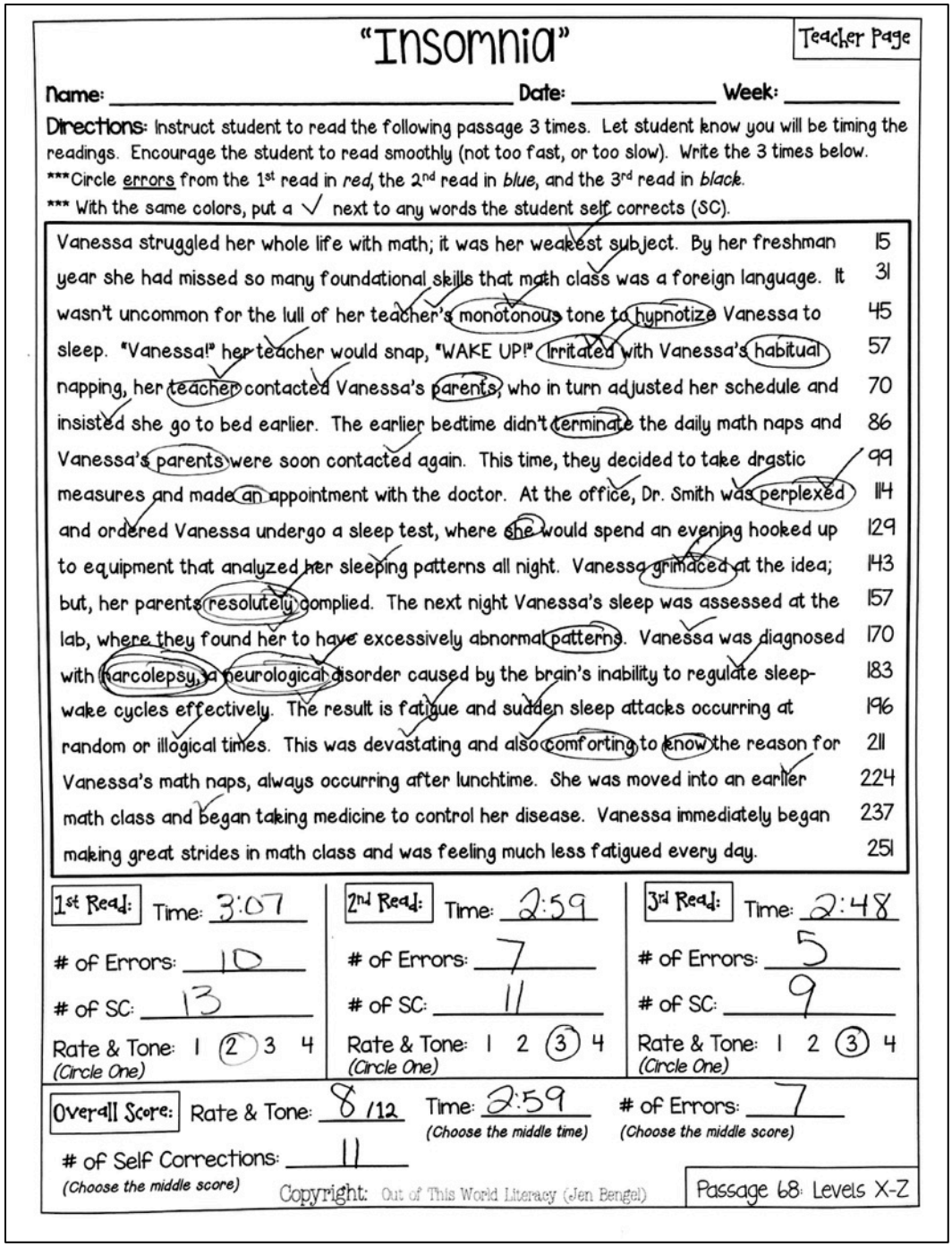
Completed fluency teacher page



"Insomnia" — 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).

Vanessa struggled her whole life with math; it was her weakest subject. By her freshman	15
year she had missed so many foundational skills that math class was a foreign language. It	31
wasn't uncommon for the lull of her teacher's monotonous tone to hypnotize Vanessa to	45
sleep. "Vanessa!" her teacher would snap, "WAKE UP!" Irritated with Vanessa's habitual	57
napping, her teacher contacted Vanessa's parents, who in turn adjusted her schedule and	70
insisted she go to bed earlier. The earlier bedtime didn't terminate the daily math naps and	86
Vanessa's parents were soon contacted again. This time, they decided to take drastic	99
measures and made an appointment with the doctor. At the office, Dr. Smith was perplexed	114
and ordered Vanessa undergo a sleep test, where she would spend an evening hooked up	129
to equipment that analyzed her sleeping patterns all night. Vanessa grimaced at the idea;	143
but, her parents resolutely complied. The next night Vanessa's sleep was assessed at the	157
lab, where they found her to have excessively abnormal patterns. Vanessa was diagnosed	170
with narcolepsy, a neurological disorder caused by the brain's inability to regulate sleep-	183
wake cycles effectively. The result is fatigue and sudden sleep attacks occurring at	196
random or illogical times. This was devastating and also comforting to know the reason for	211
Vanessa's math naps, always occurring after lunchtime. She was moved into an earlier	224
math class and began taking medicine to control her disease. Vanessa immediately began	237
making great strides in math class and was feeling much less fatigued every day.	251

1st Read:	2nd Read:	3rd Read:
Time: 3:07	Time: 2:59	Time: 2:48
# of Errors: 10	# of Errors: 7	# of Errors: 5
# of SC: 13	# of SC: 11	# of SC: 9
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: 8 /12 Time: 2:59 (Choose the middle time) # of Errors: 7 (Choose the middle score)

# of Self Corrections: 11 (Choose the middle score)

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3 running records on one page!

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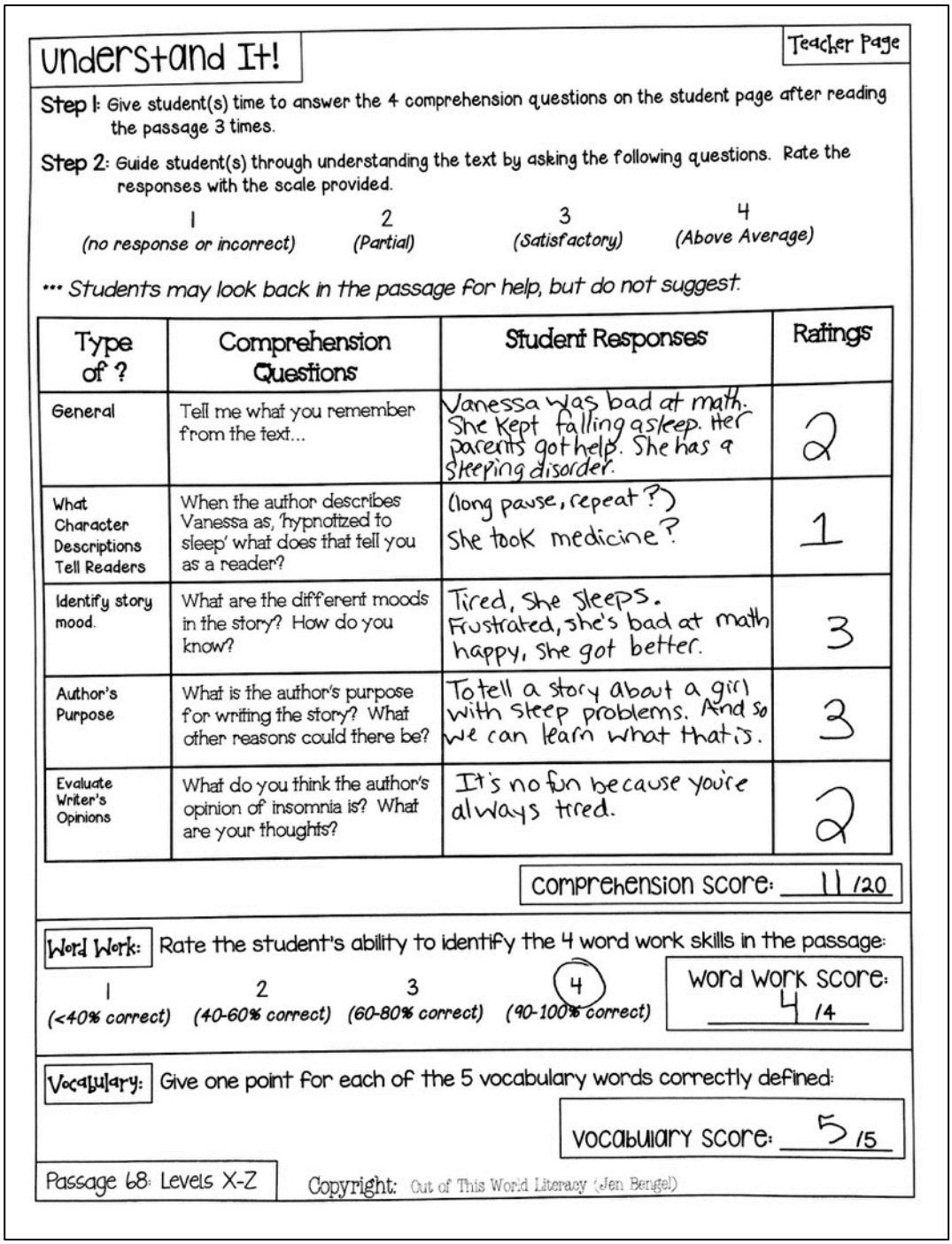
Completed comprehension teacher page



Understand It!

Teacher Page

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

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

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

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

Type of ?	Comprehension Questions	Student Responses	Ratings
General	Tell me what you remember from the text...	Vanessa was bad at math. She kept falling asleep. Her parents got help. She has a sleeping disorder.	2
What Character Descriptions Tell Readers	When the author describes Vanessa as, 'hypnotized to sleep' what does that tell you as a reader?	(long pause, repeat?) She took medicine?	1
Identify story mood.	What are the different moods in the story? How do you know?	Tired, she sleeps. Frustrated, she's bad at math happy, she got better.	3
Author's Purpose	What is the author's purpose for writing the story? What other reasons could there be?	To tell a story about a girl with sleep problems. And so we can learn what that is.	3
Evaluate Writer's Opinions	What do you think the author's opinion of insomnia is? What are your thoughts?	It's no fun because you're always tired.	2

Comprehension score: 11 /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 68: Levels X-Z

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

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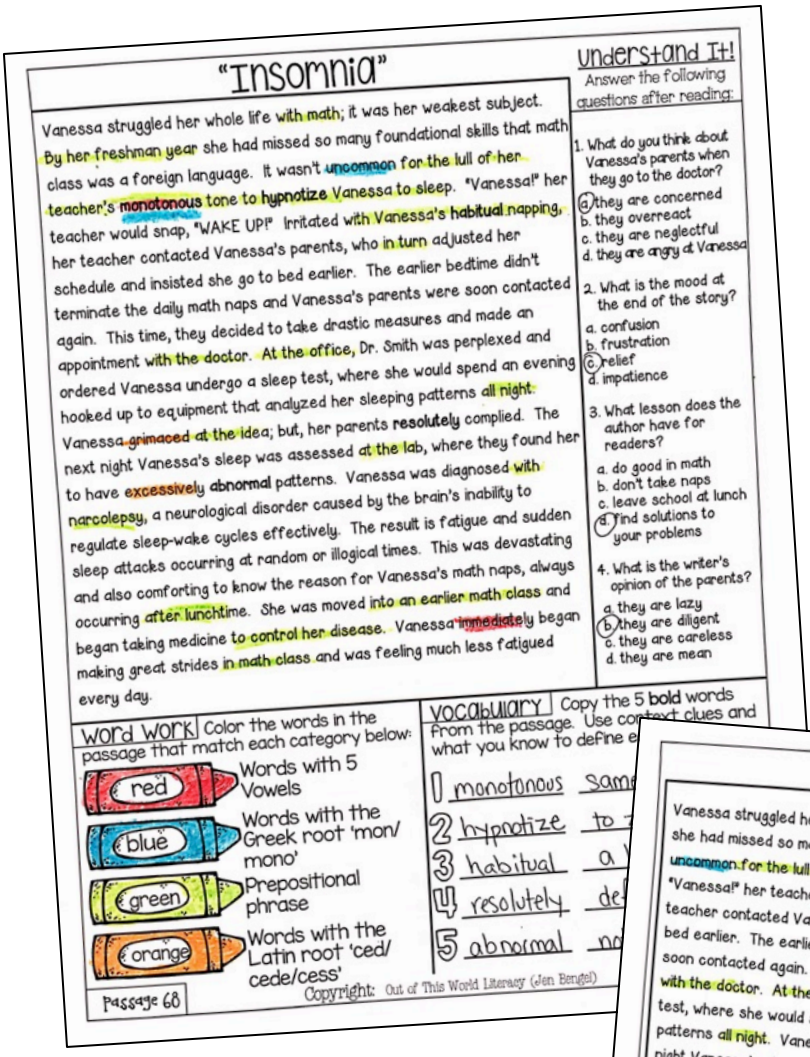
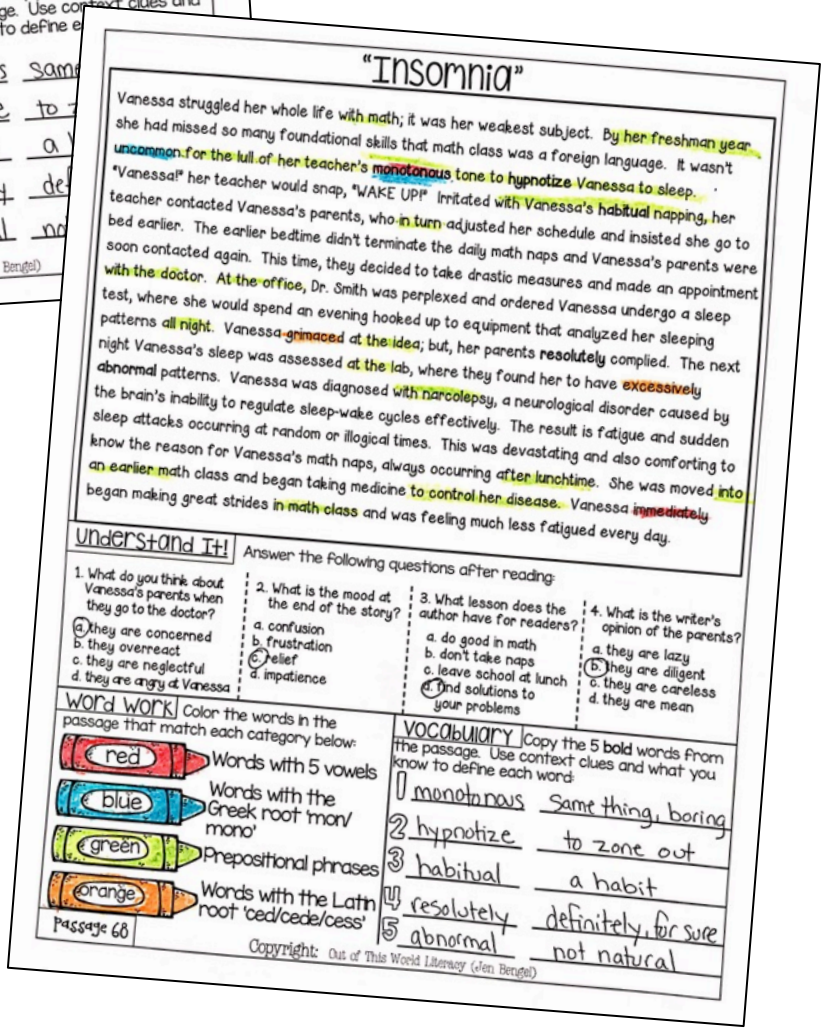
Completed Student Sample Pages





Available In 5 formats!

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Track student data by class...



"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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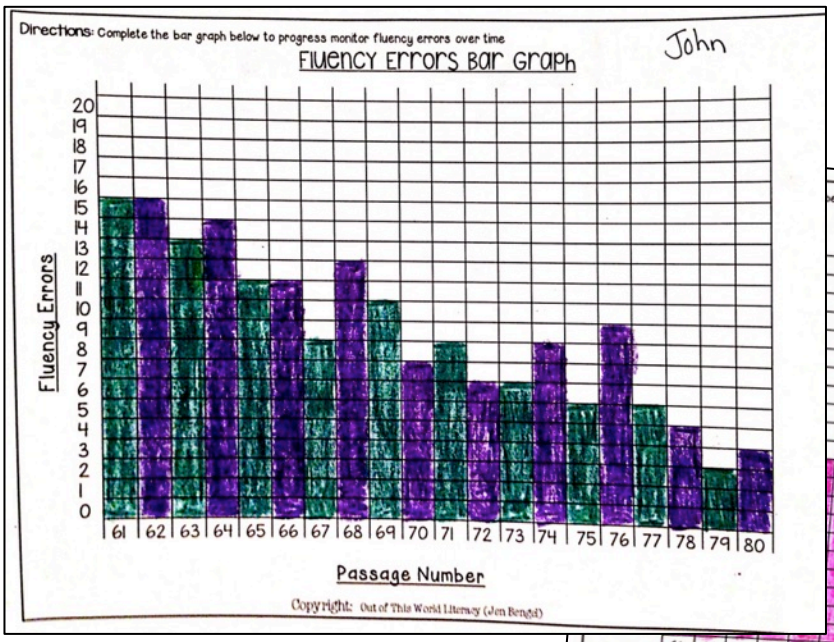
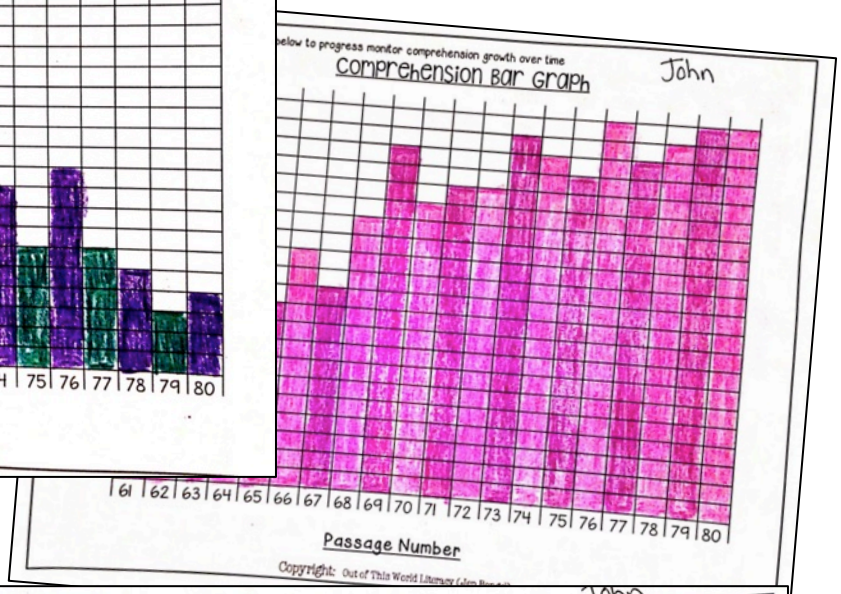
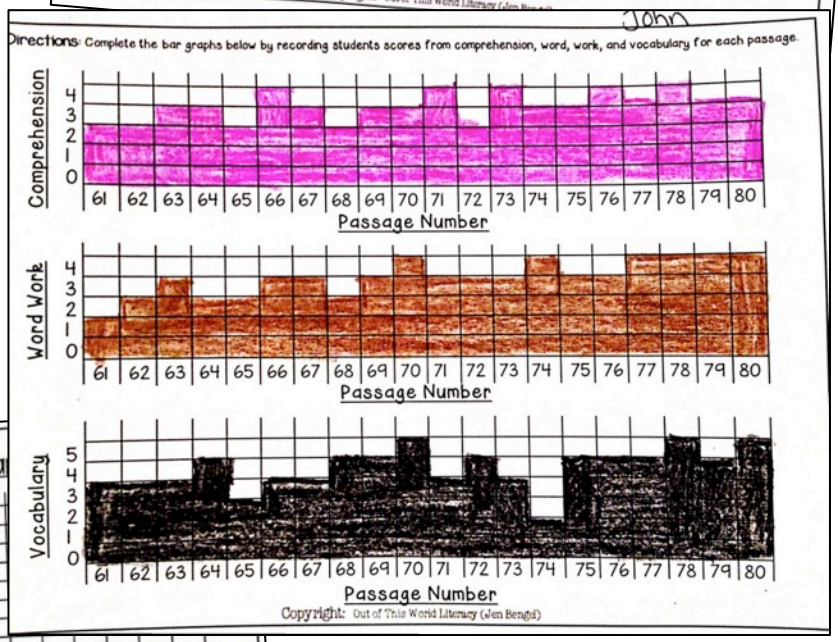
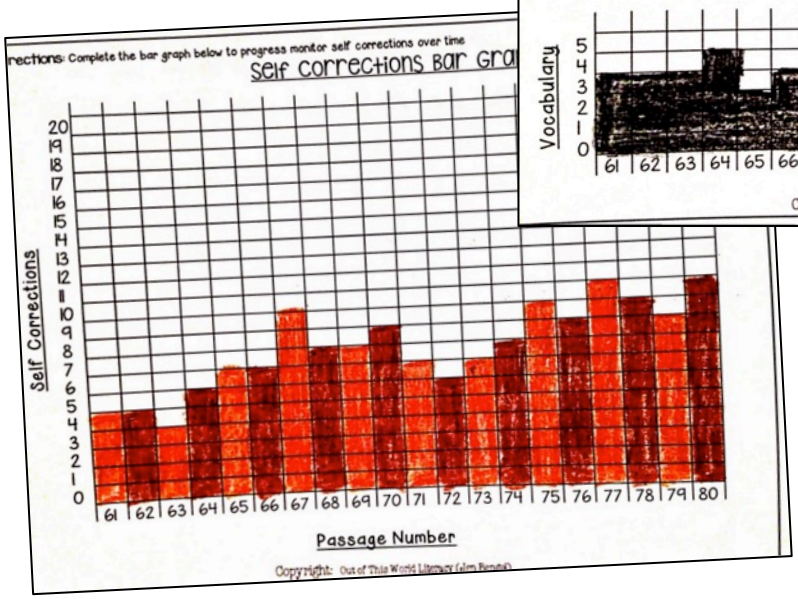




Bar Graphs





Progress Monitoring!!

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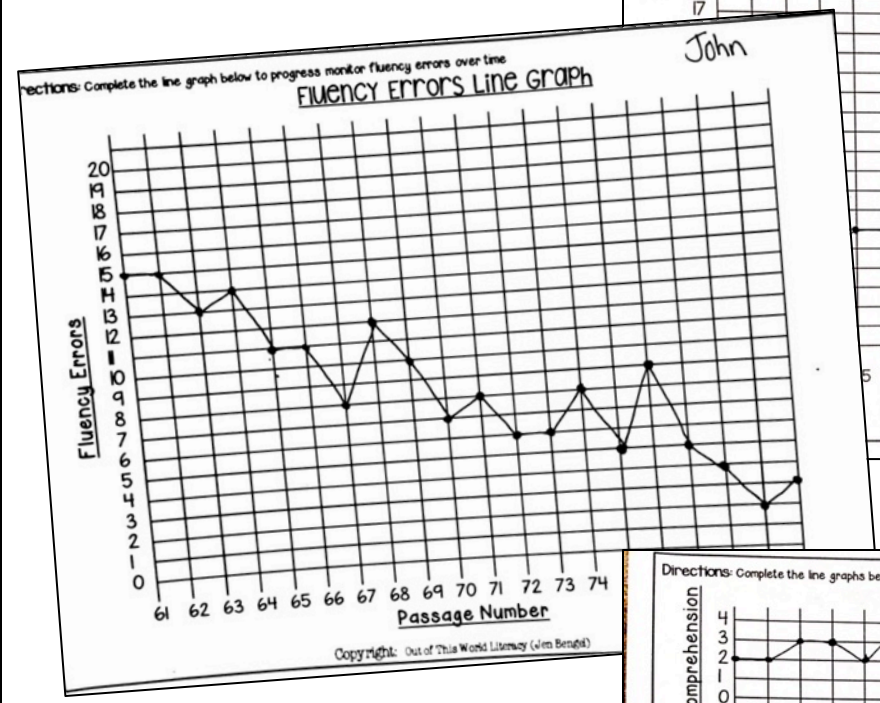
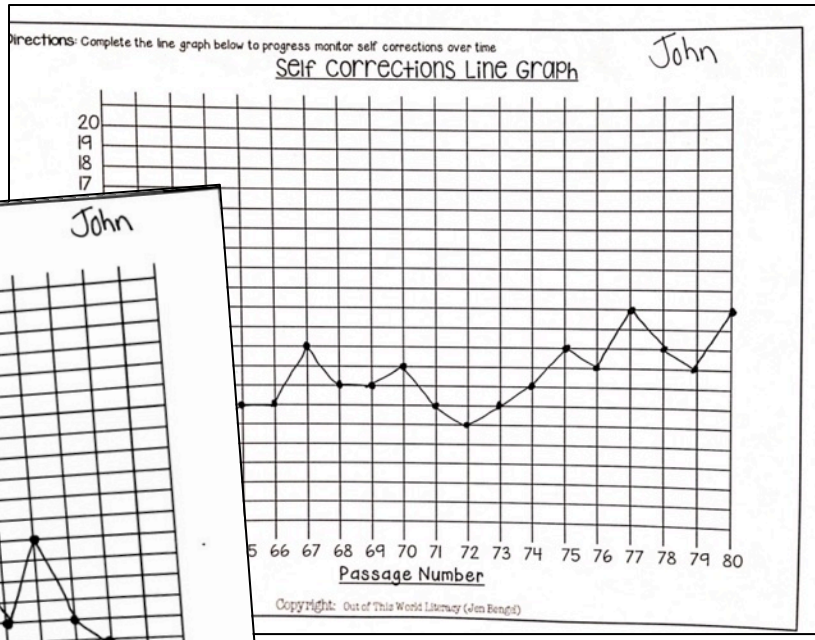
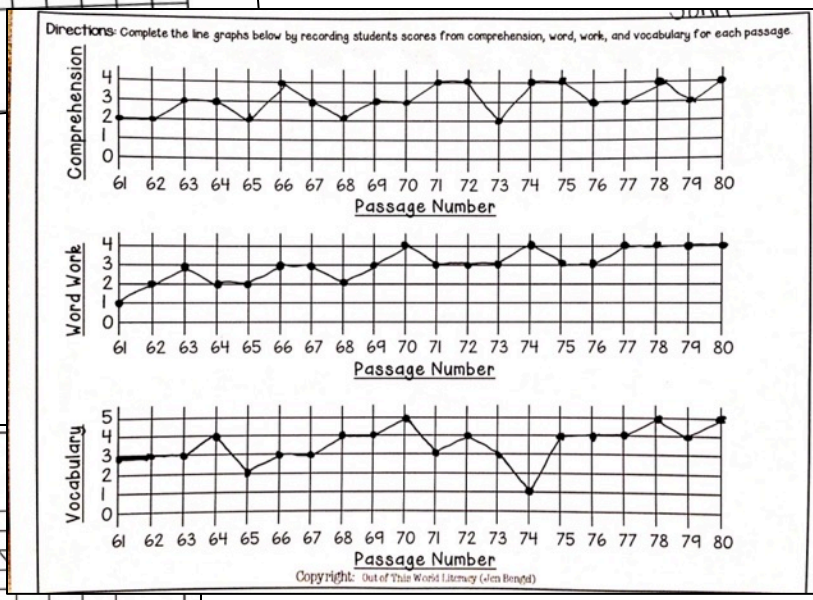
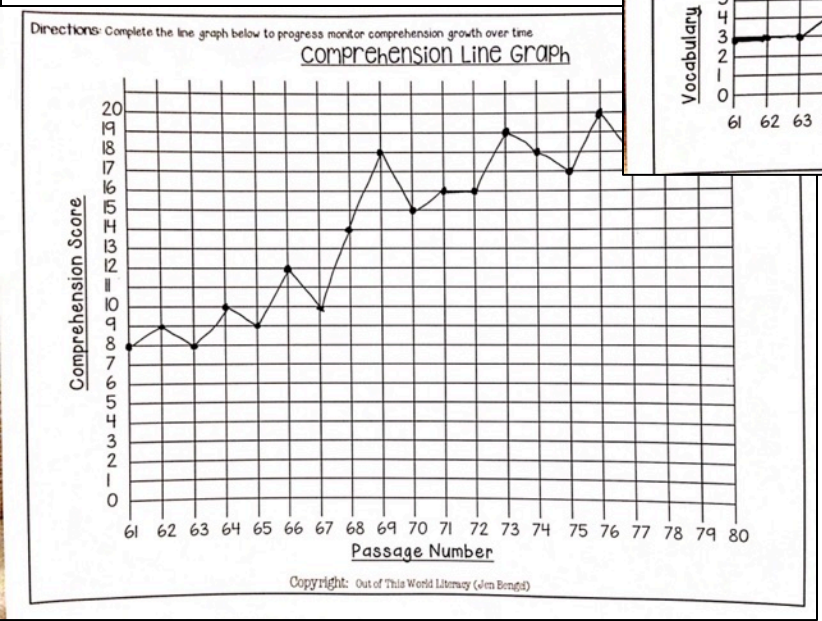




Line Graphs





progress Monitoring!!

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"Insomnia"

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).

Vanessa struggled her whole life with math; it was her weakest subject. By her freshman	15
year she had missed so many foundational skills that math class was a foreign language. It	31
wasn't uncommon for the lull of her teacher's monotonous tone to hypnotize Vanessa to	45
sleep. "Vanessa!" her teacher would snap, "WAKE UP!" Irritated with Vanessa's habitual	57
napping, her teacher contacted Vanessa's parents, who in turn adjusted her schedule and	70
insisted she go to bed earlier. The earlier bedtime didn't terminate the daily math naps and	86
Vanessa's parents were soon contacted again. This time, they decided to take drastic	99
measures and made an appointment with the doctor. At the office, Dr. Smith was perplexed	114
and ordered Vanessa undergo a sleep test, where she would spend an evening hooked up	129
to equipment that analyzed her sleeping patterns all night. Vanessa grimaced at the idea;	143
but, her parents resolutely complied. The next night Vanessa's sleep was assessed at the	157
lab, where they found her to have excessively abnormal patterns. Vanessa was diagnosed	170
with narcolepsy, a neurological disorder caused by the brain's inability to regulate sleep-	183
wake cycles effectively. The result is fatigue and sudden sleep attacks occurring at	196
random or illogical times. This was devastating and also comforting to know the reason for	211
Vanessa's math naps, always occurring after lunchtime. She was moved into an earlier	224
math class and began taking medicine to control her disease. Vanessa immediately began	237
making great strides in math class and was feeling much less fatigued every day.	251

Sample
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 68: Levels X-Z

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.		
What Character Descriptions Tell Readers	When the author describes Vanessa as, 'hypnotized to sleep' what does that tell you as a reader?		
Identify story mood.	What are the different moods in the story? How do you know?		
Author's Purpose	What is the author's purpose for writing the story? What other reasons could there be?		
Evaluate Writer's Opinions	What do you think the author's opinion of insomnia is? What are your thoughts?		

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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Sample

Sample

"Insomnia"

Vanessa struggled her whole life with math; it was her weakest subject. By her freshman year she had missed so many foundational skills that math class was a foreign language. It wasn't uncommon for the lull of her teacher's **monotonous** tone to **hypnotize** Vanessa to sleep. "Vanessa!" her teacher would snap, "WAKE UP!" Irritated with Vanessa's **abnormal** napping, her teacher contacted Vanessa's parents, who in turn adjusted her schedule and insisted she go to bed earlier. The earlier bedtime didn't terminate the daily math naps and Vanessa's parents were soon contacted again. This time, they decided to take drastic measures and made an appointment with the doctor. At the office Dr. Smith was perplexed and ordered Vanessa undergo a sleep test, where she would spend an evening hooked up to equipment that analyzed her sleeping patterns all night. Vanessa grimaced at the idea; but, her parents **resolutely** complied. The next night Vanessa's sleep was assessed at the lab, where they found her to have excessively **abnormal** patterns. Vanessa was diagnosed with narcolepsy, a neurological disorder caused by the brain's inability to regulate sleep-wake cycles effectively. The result is fatigue and sudden sleep attacks occurring at random or illogical times. This was devastating and also comforting to know the reason for Vanessa's math naps, always occurring after lunchtime. She was moved into an earlier math class and began taking medicine to control her disease. Vanessa immediately began making great strides in math class and was feeling much less fatigued every day.

Understand It!

Answer the following questions after reading:

1. What do you think about Vanessa's parents when they go to the doctor?
   a. they are concerned
   b. they overreact
   c. they are neglectful
   d. they are angry at Vanessa

2. What is the mood at the end of the story?
   a. confusion
   b. frustration
   c. relief
   d. impatience

3. What lesson does the author have for readers?
   a. do good in math
   b. don't take naps
   c. leave school at lunch
   d. find solutions to your problems

4. What is the writer's opinion of the parents?
   a. they are lazy
   b. they are diligent
   c. they are careless
   d. they are mean

Word Work

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

- red — Words with [illegible] Vowels
- blue — Words with the Greek root 'mon/nom'
- green — Prepositional phrase
- orange — Words with the Latin root 'ced/cede/cess'

Vocabulary

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

1. _____
2. _____
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Sample

Word Work

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

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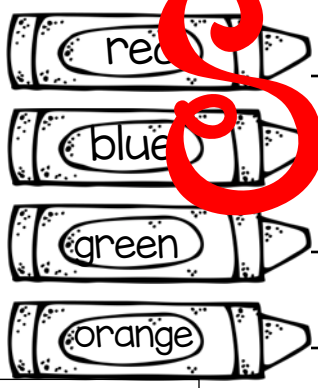
Word Work

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



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Sample

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"The Adventitious Gift"

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

There are two types of people in this world; those who think cats hung the moon and those	18
who think cats should be thrown over the moon. Jonah was on the right side of disdain for	36
cats; he never liked the way they sashayed around or their sassy attitude. He also found	52
no use for them as they simply sat around sulking all day. On the other hand, Jonah	69
admired dogs for their intelligence, spirit, and compassion. Jonah had publicly denounced	82
cats, and demonstrated his love for dogs countless times. He had pleaded with his mom	98
for a dog but she always said no, citing Jonah's lack of maturity and inability to care for a	116
pet. "You know I would be stuck cleaning up poop, vacuuming dog hair, and taking the thing	133
for walks," his mom asserted. No matter how many times Jonah professed his adamant	147
denial about being lazy, his mom wouldn't budge, but Jonah was tenacious. One day his	163
mom came home with a large box and she rushed into her bedroom, slamming and locking	179
the door behind her. Jonah instinctively suspected a dog was in the box. He crept to the	196
door and heard what sounded like an animal whimpering. He could barely contain his	210
curiosity over this adventitious gift. Minutes later his mom appeared in the living room with	226
the box and Jonah noticed it shaking. His mom told him to open his surprise and inside was	245
a fat gerbil with an enormous wheel. "This is Ted," Mom began, "He's a rescue gerbil who	261
needs to lose weight and be cared for. You precede to do a good job with him and I'll	280
consider a dog." That was all Jonah needed to hear; Ted was his new number one priority!	294

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				

Sample

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Answer Key

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

Levels X-Z: Set four