What teachers like you are saying about the Research-Based Reading Intervention Program:

"This tool **raised 4 of my students reading levels by one year in three months**."

- Theresa P.

"My students were very proud of themselves as they could **DAILY see improvements in reading when using this resource**! It helped them to read more carefully and attentively to all the words they see and not simply guess. I liked it because **it gave me something tangible to do with little prep for struggling readers** who were behind in reading by 2 or more grade levels."

- Perry M.

"Absolutely wonderful! I wish I could afford them all they are well worth it. **I have watched them work wonders all year and my reading interventionist actually understands it with little direction**!"

- Hawkins Hullabaloo

"Because this is **so interactive** and **creates a purpose for repeated reading**, **I have intervention students that have gone from 1st grade reading levels to 5th grade**! Thank you!"

- Cristina M.

What teachers like you are saying about the Research-Based Reading Intervention Program:

"I have all of your sets, and they **continue to be one of my most used resources with my IEP reading students**! Very engaging and I love that you have them at all instructional levels! Thank you!"

- Lisa M.

"This was **a lifesaver**! We revamped our entire intervention/sped/etc model this year, and I needed something that **I could implement without a lot of prep**. Thank you!"

– Holli Baldwin

"I have used this bundle in my fourth-grade classroom, and I plan to use it in my upcoming 2nd grade classroom! The resources in this bundle **allowed me to track student progress with a breeze and allows me to help students gain confidence with their reading**!"

- UnicornGadegets

"This resource is great. I have **used it with many different grades and readers, I think it really helps improve reading comprehension**!"

-Hailey Stuart

What teachers like you are saying about the Research-Based Reading Intervention Program:

"I have **used these RTI resources for a number of years now and I see progress in reading and DIBELS scores EVERY year**! They are wonderful resources that I and **my aide can easily use each day during RTI Groups**." Michelle Coster

"**My students loved using this resource! They were engaged**."

- Jodi O.

"I love using this resource in small groups! It **reduces so much planning time**. I am able to plan my guided reading groups very easily and **I love that all parts of a guided reading lesson are included**!"

- Ali Brantley

"This is an **amazing product and worth every cent**. I used these to **differentiate easily for nightly reading homework**. We also used these to **work on fluency in reading**. Thank you for your time and talents!"

-Melissa B.

COMMON QUESTIONS ANSWERED!:

Q: Are each of the passages leveled separately?

A: Each passage is not leveled separately. I believe students can read on more than just one reading level. I think we limit our kids when we place them on only one level. That is why each set is a 'range' of 3-4 levels. If your students struggle reading the passage independently, it's a perfect opportunity for reading instruction and modeling of reading to occur!

Q: Is this program research-based?

A: Yes! I had a pilot team that was in place for two years. They used the program in a variety of ways and reported data to me. You can see the research HERE. Also, the program was designed after careful research in the best practices in reading instruction. Multiple professional development resources created from decades of research were studied and used as theoretical foundations to the program. The comprehension, word work, and vocabulary are all designed to specifically match the learning needs of readers at each level range.

Q: Can parents do this at home?

A: Absolutely! The program is designed with careful instructions so that parents, aids, and school volunteers can easily administer and assess students' reading skills. It is very easy to follow! Even students can work independently or with partners after they complete a few passages.

Feedback from a Parent:

"I've been using this with my daughter in home school, who has previously struggled with reading and has several learning challenges. I am very pleased with the results so far. She finds the worksheets engaging. The readings and exercises are challenging, but not overwhelming or frustrating. The worksheets give me very good information about what to help her work on next. I also like how the packet offers different formats to present the information. My daughter can be confused by certain formats, so it's great to be able to choose the one that best suits her learning needs!"

- Melissa C.

COMMON QUESTIONS ANSWERED!:

Q: What reading program did you use to level the ranges?

A: I used Fountas and Pinnell for my reading levels. If you use a different program you can match it up with the conversion chart found here.

Q: Are there answer keys provided?

A: Yes! There are answer keys for each of the comprehension questions in every passage. There are also complete answer keys for the word work, vocabulary, and comprehension.

Q: How many of the passages are fiction and nonfiction?

A: In almost all the sets it is a 50/50 split, with 10 passages being fiction and 10 being nonfiction. There are fantasy, realistic fiction, biographies, informational, and content-specific passages to name a few. The passage topics were carefully matched to common interests and understandings of students at each level.

Q: About how long are the passages?

A: The passage lengths vary by their range. Here is a breakdown of passage lengths by levels:

Levels A-D >> 50-65 words
Levels E-G >> 95-125 words
Levels H-K >> 140-170 words
Levels L-P >> 200-240 words
Levels Q-T >> 255-320 words
Levels U-W >> 255-320 words
Levels X-Z >> 255-320 words

Q: What is the difference between the first and fifth set in every level range?

A: As far as the levels and passage difficulty, there is no difference from set one to set five. The sets do NOT get increasingly more difficult from set one to set five. The difference in each set is 20 new reading passages, along with different comprehension, word work and vocabulary skills to practice.

COMMON QUESTIONS ANSWERED!:

Q: Do you use a new passage every day?

A: You can! But you do not have to. The program is designed to be used in many ways (see 'Ways to Use the Program'). Some teachers chose to focus on one passage for an entire week, while others move into a new passage each day. It truly depends on your schedule and the learning needs of your students!

Q: Do the students complete the passages independently?

A: They can, but if they need help, you can certainly do so. It is totally open to your students' needs how you would like them to complete the work each day! Every classroom will be slightly different based on what works best for them!

Q: How did you determine that the passages fit within each level range?

A: I used a combination of four things to determine that each passage was appropriate for the range it is in. First, I researched the Continuum of Literacy Learning by Fountas and Pinnell. I studied what readers can and cannot do at each of the guided reading levels in the Continuum. Second, I compared the passages to other texts at those levels to be sure the text difficulty, content, and sentence structures were appropriate. Third, I used the Fry Readability Scale to calculate each passage's grade level. And finally, I used my training, experience, and understanding in theory as a Literacy Collaborative Coordinator to verify that the passages were appropriate for each level range.

Q: How can I gauge progress monitoring if the passages don't have one reading level?

A: This is a great question. I believe kids are more than capable to perform on a range of levels, not just one. I use the progress monitoring data not so much to put them on one level as I do to see reading growth. I look at how they are growing in their comprehension, word work, vocabulary, and fluency skills. When I see growth in these key reading areas, I know they are becoming stronger readers, regardless of the text level. I know many teachers who use the program and progress monitor these skills. Then, they take a quarterly benchmark assessment with a leveled standardized program and see huge growth!

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.

**********PLEASE NOTE**********

Each passage is **NOT** individually leveled, however, they are organized into the following level ranges:

A-D: 20 passages

E-G: 20 passages

H-K: 20 passages

L-P: 20 passages

Q-T: 20 passages

U-W: 20 passages

X-Z: 20 passages

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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 Set Five, Level Ranges A-Z includes...**

1. 140 reading passages with appropriate content and language for levels A-Z. (20 fiction and nonfiction passages per level range)
2. Reading passages in 4 different student-friendly formats
3. Teacher/tutor fluency page with clear directions, running record with word count, and space for scoring fluency skills.
4. Targeted Comprehension questions for each passage
5. Targeted Word Work activities for each passage
6. 5 Bolded vocabulary in each passage, with space for students to define each word. (2 words in the A-D set)
7. Teacher/tutor comprehension, word work, and vocabulary instruction pages with space to collect data and additional comprehension questions for guided instruction.
8. Progress monitoring pages for teachers/tutors to track student growth with fluency, comprehension, word work, and vocabulary.

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

















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Jen Bengel

"All About Hippos"

Hippo is the nickname for a hippopotamus. The name means, 'river horse.' Hippos live in Africa. They spend most of their time laying around in rivers, lakes, or swamps. The water helps hippos keep their body temperature down in the hot sun. They have short legs, a huge mouth, and a body shaped like a barrel or a big tube. Believe it or not, whales and dolphins are the closest type of animal to the hippo. Even though hippos look kind of chubby, they can easily run faster than people. They can be very mean and are not afraid to attack people when they feel like they are in danger. A male hippo is called a bull. A female hippo is called a cow. A baby hippo is called a calf. A group of hippos is called a herd. Hippos live for about 45 years. They eat mostly grass. If you are ever near a hippo, be very careful to not get too close!

Understand It! Answer the following questions after reading:

1. Which fact about hippos is most surprising?
   a. females are called cow
   b. they are most like dolphins
   c. males are called bull
   d. babies are called calf
2. We learn about hippos so we can...
   a. get them for pets
   b. get close to them
   c. pet them
   d. better understand the animal
3. What clue word in the passage helps describe 'barrel'?
   a. tube
   b. group
   c. herd
   d. calf
4. What fact is probably true about hippos?
   a. they are friendly
   b. they don't eat much
   c. they can be very mean
   d. they live in America

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

- red — Words with 3 syllables
- blue — Words with /ot/, /ar/, or /aw/
- green — All capitalized words
- orange — Conjunctions

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

1. nickname — a different name
2. temperature — how hot or cold
3. believe — to think it's true
4. chubby — fat
5. danger — not safe

Passage 97 Copyright: Out of This World Literacy (Jen Bengtl)

"Flowers for Mom"

Andy loves his mom. He thinks she is the best mom ever. She treats him good. She feeds him. She hugs him when he is sad. She cleans up his messy room. One day Andy picks flowers. He brings them to his mom. He gives her a kiss and hug. His mom smiles. She loves her flowers.

Understand It! Answer the following questions after reading:

1. What does Andy do in the story?
   a. play outside
   b. go to school
   c. ride the bus
   d. pick flowers
2. Which word means the opposite of 'smile'?
   a. laugh
   b. frown
   c. grin
   d. be happy
3. What does it mean to pick flowers?
   a. pull them from dirt
   b. throw them away
   c. smell them
   d. ignore them
4. What do most moms think about getting flowers?
   a. they think it is mean
   b. they do not like it
   c. they love it
   d. they think it is bad

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

- red — Words with the letter /t/
- blue — Words that end with /y/
- green — Words with /tr/
- orange — Words with the /ou/ sound like 'out'

Vocabulary Copy the two bolded words from the text. Draw a picture of what each word means.

1. thinks
2. feeds





Passage 87 Copyright: Out of This World Literacy (Jen Bengtl)

"Halley's Comet"

A comet is a **relatively** small solar system body that orbits the Sun. They are made of ice, dust, and small rocky **particles**. The most well known comet is Halley's Comet. It takes about 75-76 years to orbit the Sun. Humans have been **recording** their observations of Halley's Comet for thousands of years! It can be seen from Earth without a telescope every 75 years. The last time it was seen on Earth was in 1986. It will return again sometime in 2061. Researchers used spacecraft to study the comet as it was visible to Earth in 1986. During the Comet's orbit, it begins millions and millions of miles away from the Sun. Halley's Comet can be seen at its closest location to the Sun, about a few million miles away. A bright **streak** of light can be seen in the sky and it looks like a giant **smudged** star. Halley's Comet is darker than coal and that is why it is rarely seen. It only shines bright when the light from the Sun allows its dust and vapors to burn off. The comet is shaped like a peanut. It is about 9 miles long and 5 miles thick. People have to wait many years for a chance to see Halley's Comet. And for most, it is something they will only see once in a lifetime!

Understand It! Answer the following questions after reading:

1. Which Halley's Comet fact is the most surprising?
   a. there are no records
   b. looks just like a star
   c. is seen once every 75 years
   d. was last seen in 1989
2. We learn about Halley's Comet so we can...
   a. forget about it
   b. look for it one day
   c. protect it
   d. travel to it
3. What clue words in the passage describe researchers?
   a. study
   b. humans
   c. rarely
   d. comet
4. What is the theme of this passage?
   a. comets are bright
   b. be ready for Halley's Comet
   c. constellations
   d. meteoroids

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

- red — _____
- blue — _____
- green — _____
- orange — _____

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. _____ _____

Passage 97

"Eat your Broccoli!"

Greyson was like most typical kids; he was a picky eater. And, like many picky eaters, he **despised** broccoli. For the first ten years of his life he absolutely refused to try it. He just assumed he would not like it. His mom told him he was being ridiculous for way too long. She tried force feeding him, but he would spit it back out. She tried making him sit at the dinner table all night until he ate his broccoli. But Greyson would either fall asleep without eating it, or sneak every last piece to the dog. The older Greyson became, the more willing he was to try new foods. His mom told said he was getting **mature** and his taste buds were growing into a smart young man. She kept giving him pep talks about how proud she was of him to tasting new things. She was preparing him for the moment he would actually try broccoli and decide for himself if he liked it or not. The next week she steamed some broccoli for dinner. When Greyson sat down to eat, his **immediate** reaction was to twist up his face in **disgust**. But, he changed his mind. Greyson said, after ten years of refusing to eat the stinky green vegetable, he would give it a try. His mom made such a fuss, smiling and going on and on about how proud she was of him. Greyson rolled up his sleeves, sat up in his chair, stabbed the biggest piece of broccoli with his fork, took a deep breath, and put the whole thing straight into his mouth. He chewed and chewed with no expression on his face whatsoever. His mom sat waiting **impatiently** for his reaction. Greyson swallowed hard, smiled, and said, 'hey...it's not so bad!'

140 PASSAGES: 5 FORMATS!

"The Talent Show"

Stacy and Makala were best friends. They both loved to sing, so when they found out the school was having a talent show they were excited. The **prize** for winning was a week of no homework. Both girls really wanted to win! For the next week, Makala and Stacy **practiced** the songs they planned to sing. Neither girl knew what the other was planning to sing until the day before the talent show. Everyone went to the gym for **rehearsal**. When Makala got up to sing, Stacy could not believe her ears. Makala was singing the exact same song she was planning to sing! Suddenly both girls were yelling and fighting over who got to sing the song. Their teacher **suggested** they sing the song together. The girls both agreed. The next day they sang their **duet**. They won first prize. They didn't have to do any homework for an entire week!

Understand It! Answer the following questions after reading:

1. What words describe how Makala and Stacy felt at the end?
   a. still angry
   b. happy to sing together
   c. mad at each other
   d. sad they couldn't sing
2. What can readers learn from this story?
   a. teamwork is okay
   b. don't enter talent shows
   c. don't change plans
   d. never trust anyone
3. What is the main problem in the story?
   a. too many singers
   b. bad singers
   c. singing the same
   d. show was cance
4. What is the main setting in the st
   a. homes
   b. the school bu
   c. mall
   d. school

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

- red — Words with double consonants
- blue — Words with /ad/, /ag/, or /in/
- Compound words

Vocabulary Copy the 5 bold wo
From the passage. Use context clu
what you know to define each wor

1 _____
2 _____
3 _____

"Be Safe on the Bus"

Be safe on the bus. Do not throw things on the bus. Stay in your seat. Face to the front. Do not turn around. Do not stand up until the bus is **stopped**. Do not shout on the bus. The **driver** does not like that. Follow all the rules to stay safe, even if you do not go far.



"The Moon and Tides"

Did you know the Moon controlled the ocean **tides**? The tides rise and fall based on the location of the Moon as it rotates around the Earth. It all has to do with **gravity**. The gravity pulls the ocean waters into high tides in the places where the Moon is directly over the Earth and exactly opposite of the Earth. Low tides are on the opposite sides of the Earth, where the gravity pull to the Moon is not as strong. As the Moon moves around the Earth, the tides **shift**. This happens every day. The tide cycle begins when the sea levels rise because gravity is pulling towards the Moon. This causes the waves to **swell** and a high tide. As the Moon's gravitational pull weakens, the sea level falls. Low tides are reached. This pattern continues day after day after day. The range of sea levels between high tide and low tide is called the Tidal Range. This range can change depending on the location of the Moon. When the Sun and the Moon line up just right in their orbits around the Earth it creates the biggest high tides and the lowest low tides. Local factors like weather can also **affect** tides, but the Moon has the most impact on the high and low tides that crash into shorelines every day.

Understand It! Answer the following questions after reading:

1. Which question could be answered with details from the passage?
   a. How big is high tide?
   b. How small is low tide?
   c. What causes waves to swell?
   d. How deep is the ocean?
2. What can readers learn from the passage?
   a. the cause of tides
   b. the strength of tides
   c. the sound of tides
   d. the damage from tides
3. Most people already know the tide cycle...
   a. never changes
   b. is caused by the Sun
   c. changes every hour
   d. is caused by the Moon
4. Besides the Mo what else affects tide?
   a. weather
   b. the stars
   c. mountains
   d. valleys

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

- red — Helping Verbs
- blue — Words with 2 syllables and long vowel sounds
- green — Words with the short -a sound
- orange — Concept Words

Vocabulary Copy the 5 bold words F
the passage. Use context clues and what
know to define each word:

1 _____
2 _____
3 _____
4 _____
5 _____

Copyright: Out of This World Literacy (Alex Bergin)

"That's Not Trash!"

Scarlet was 14 years old, but that didn't stop her from **hosting** tea parties with all her stuffed animals she had collected over the years. Each animal was very special to Scarlet. They all had names and she could describe how she became the proud owner of them all. Scarlet was a very **sentimental** girl. When she looked at each stuffed animal, it reminded her of special times in her life. One set of animals were from the time she lived in Africa while her family adopted her little brother. When Scarlet closed her eyes and held those animals, her mind took her back to her days in Africa. She remembered the way the rain smelled, the dirt roads, and the beautiful people. One day Scarlet decided to clean her room extra good. She put all her stuffed animals carefully in two big garbage bags so that they would not get in the way of her cleaning. The bags were sitting right outside of her bedroom. Scarlet spent two days cleaning her room from top to bottom. When she was finished she rushed into the hallway to get her **treasured** animals. When she went into the hallway the bags had **disappeared**! Scarlet screamed and her dad came running. She asked where the bags went. Dad said he threw them out because he thought they were trash. The garbage truck had just come that morning. All of Scarlet's stuffed animals were gone forever. She cried for two hours. Her mom promised to buy her a car full of new animals. Her dad was **mortified** that he threw them out. They both promised to always ask before throwing things out. It took Scarlet forever to not feel sad anymore.

Understand It! Answer the following questions after reading:

1. Which word describes Scarlet's personality?
   a. careless
   b. messy
   c. sentimental
   d. mean
2. How would most kids feel to lose their stuffed animals?
   a. happy
   b. devastated
   c. it wouldn't bother them
   d. excited
3. How was the problem in the story solved?
   a. finding the animals
   b. dad gave her money
   c. found the garbage
   d. buying new ones
4. What does the text say about why Scarlet's dad threw out the animals?
   a. he was mad
   b. he thought it was garbage
   c. he was tired of them
   d. Scarlet was too old

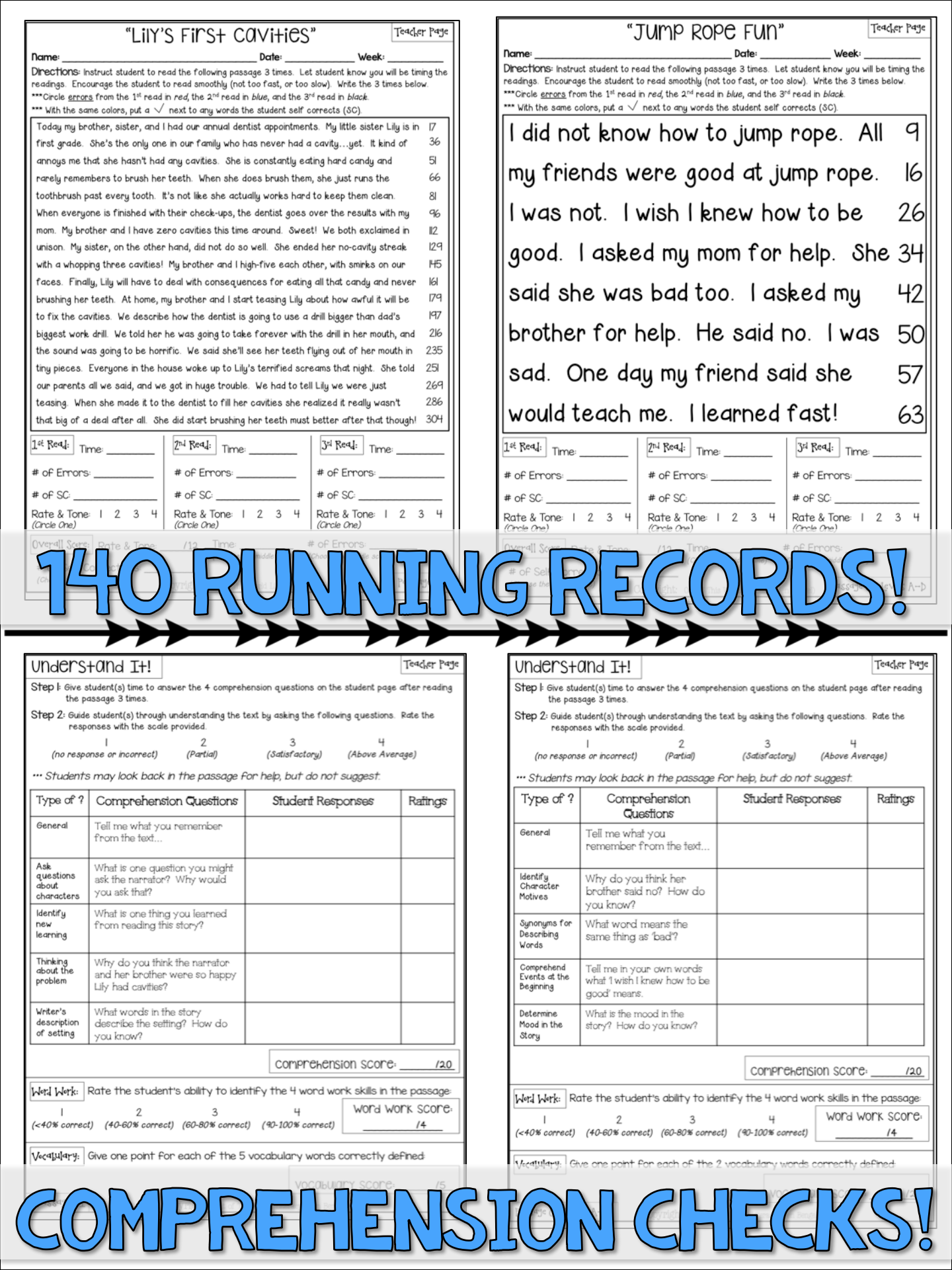
Word Work Write a word work category next to each crayon below. Then, color the words in the passage that match each category:

- red _____
- blue _____
- green _____
- orange _____

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 _____

READING PASSAGES!


"Lily's First Cavities"
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).
Today my brother, sister, and I had our annual dentist appointments. My little sister Lily is in first grade. She's the only one in our family who has never had a cavity...yet. It kind of annoys me that she hasn't had any cavities. She is constantly eating hard candy and rarely remembers to brush her teeth. When she does brush them, she just runs the toothbrush past every tooth. It's not like she actually works hard to keep them clean. When everyone is finished with their check-ups, the dentist goes over the results with my mom. My brother and I have zero cavities this time around. Sweet! We both exclaimed in unison. My sister, on the other hand, did not do so well. She ended her no-cavity streak with a whopping three cavities! My brother and I high-five each other, with smirks on our faces. Finally, Lily will have to deal with consequences for eating all that candy and never brushing her teeth. At home, my brother and I start teasing Lily about how awful it will be to fix the cavities. We describe how the dentist is going to use a drill bigger than dad's biggest work drill. We told her he was going to take forever with the drill in her mouth, and the sound was going to be horrific. We said she'll see her teeth flying out of her mouth in tiny pieces. Everyone in the house woke up to Lily's terrified screams that night. She told our parents all we said, and we got in huge trouble. We had to tell Lily we were just teasing. When she made it to the dentist to fill her cavities she realized it really wasn't that big of a deal after all. She did start brushing her teeth must better after that though!
17 36 51 66 81 96 112 129 145 161 179 197 216 235 251 269 286 304
1st Read: Time: _____
# of Errors: _____
# of SC: _____
Rate & Tone: 1 2 3 4 (Circle One)
2nd Read: Time: _____
# of Errors: _____
# of SC: _____
Rate & Tone: 1 2 3 4 (Circle One)
3rd Read: Time: _____
# of Errors: _____
# of SC: _____
Rate & Tone: 1 2 3 4 (Circle One)
"Jump Rope Fun"
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).
I did not know how to jump rope. All my friends were good at jump rope. I was not. I wish I knew how to be good. I asked my mom for help. She said she was bad too. I asked my brother for help. He said no. I was sad. One day my friend said she would teach me. I learned fast!
9 16 26 34 42 50 57 63
1st Read: Time: _____
# of Errors: _____
# of SC: _____
Rate & Tone: 1 2 3 4
2nd Read: Time: _____
# of Errors: _____
# of SC: _____
Rate & Tone: 1 2 3 4
3rd Read: Time: _____
# of Errors: _____
# of SC: _____
Rate & Tone: 1 2 3 4
140 RUNNING RECORDS!
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...
Ask questions about characters | What is one question you might ask the narrator? Why would you ask that?
Identify new learning | What is one thing you learned from reading this story?
Thinking about the problem | Why do you think the narrator and her brother were so happy Lily had cavities?
Writer's description of setting | What words in the story describe the setting? How do you know?
Comprehension Score: _____ /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
Vocabulary: Give one point for each of the 5 vocabulary words correctly defined.
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...
Identify Character Motives | Why do you think her brother said no? How do you know?
Synonyms for Describing Words | What word means the same thing as 'bad'?
Comprehend Events at the Beginning | Tell me in your own words what 'I wish I knew how to be good' means.
Determine Mood in the Story | What is the mood in the story? How do you know?
Comprehension Score: _____ /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
Vocabulary: Give one point for each of the 5 vocabulary words correctly defined.
COMPREHENSION CHECKS!

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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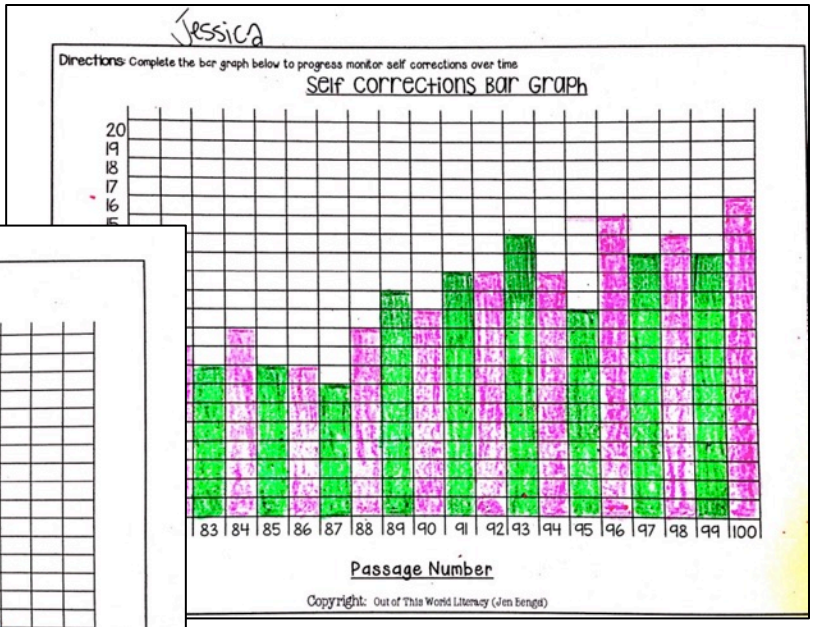

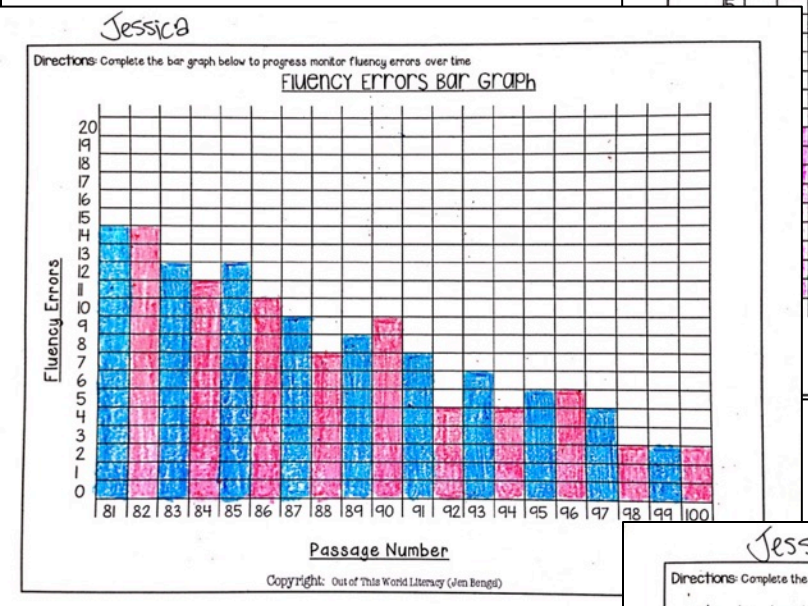

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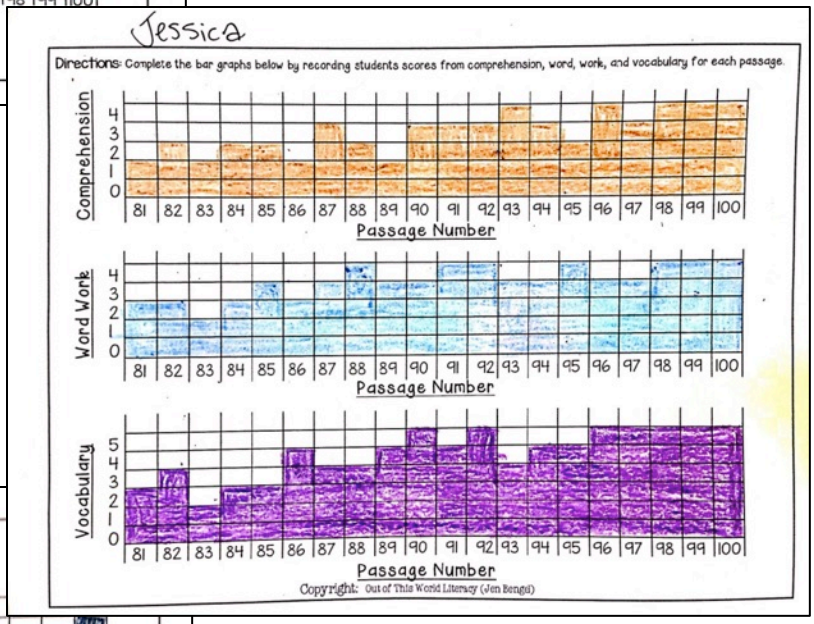

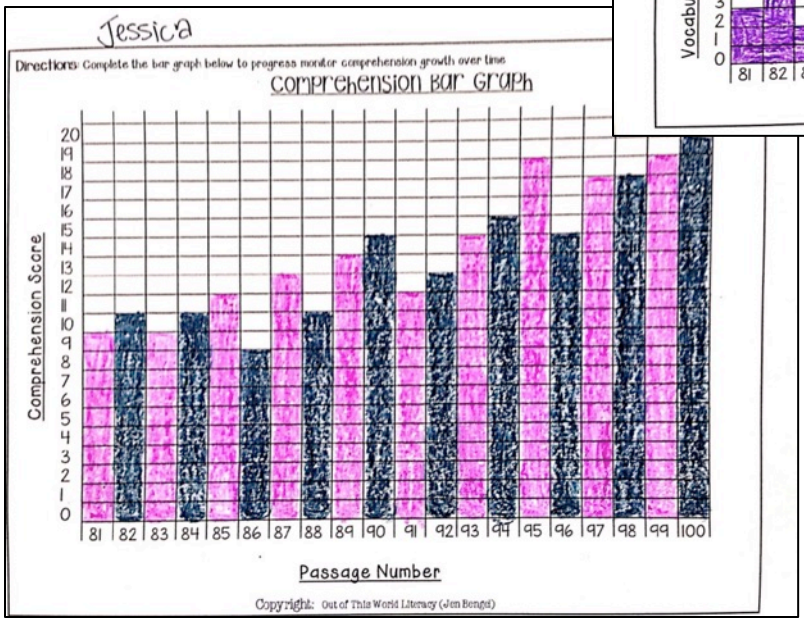

Progress Monitoring!!

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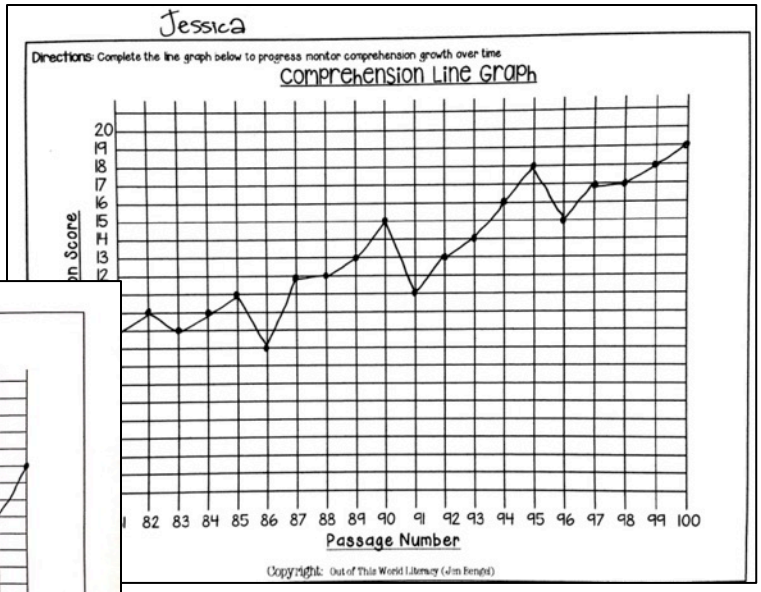
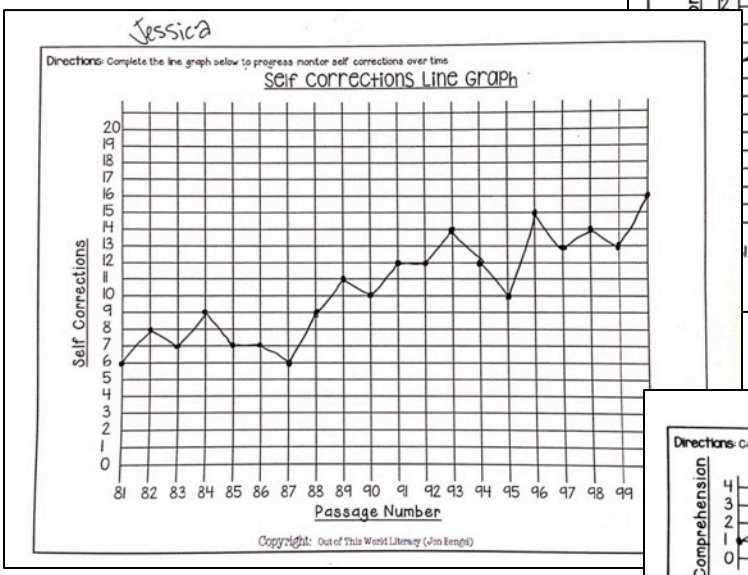
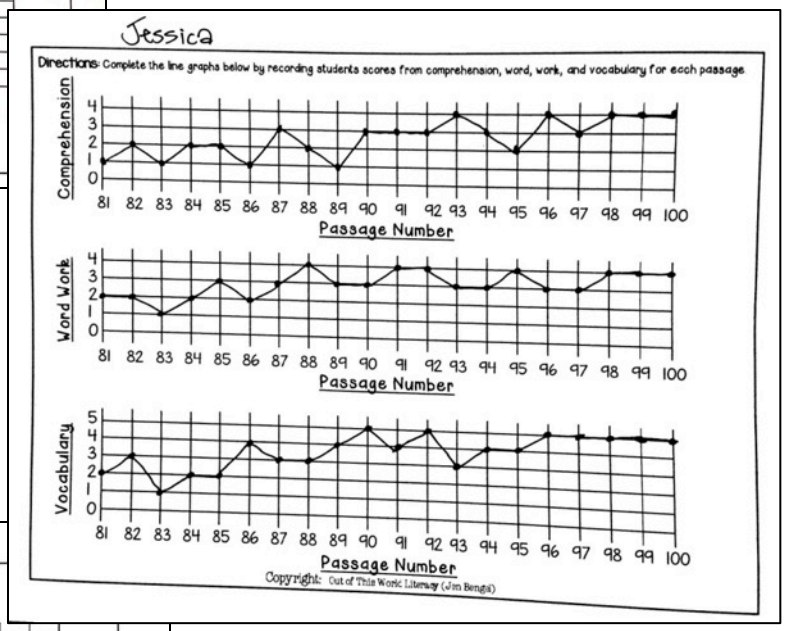
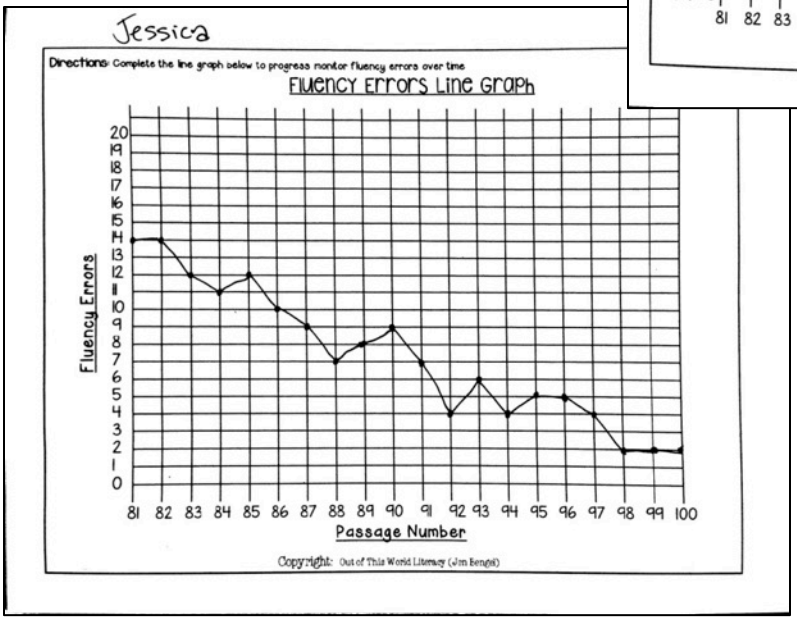






Line Graphs



progress Monitoring!!

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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 for level range A-D

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
81	Spot Likes to Ride	63	1. Identify Character Motives 2. Find synonyms for describing words 3. Comprehend Events from the Beginning of the Story 4. Determine Mood in the Story	1. Words with the letter /k/ 2. Words that end with /ow/ 3. Words with /s/ 4. Words with the /ew/ sound like in 'new'	1. jumps 2. tongue
82	A Day at the Park	57	1. Identify Character Motives 2. Find synonyms for describing words 3. Comprehend Events from the Beginning of the Story 4. Determine Mood in the Story	1. Words with the letter /k/ 2. Words that end with /ow/ 3. Words with /s/ 4. Words with the /ew/ sound like in 'new'	1. best 2. laughs
83	All Set For School	57	1. Identify Character Motives 2. Find synonyms for describing words 3. Comprehend Events from the Beginning of the Story 4. Determine Mood in the Story	1. Words with the letter /k/ 2. Words that end with /ow/ 3. Words with /s/ 4. Words with the /ew/ sound like in 'new'	1. walks 2. classroom
84	Jump Rope Fun	63	1. Identify Character Motives 2. Find synonyms for describing words 3. Comprehend Events from the Beginning of the Story 4. Determine Mood in the Story	1. Words with the letter /k/ 2. Words that end with /ow/ 3. Words with /s/ 4. Words with the /ew/ sound like in 'new'	1. help 2. teach
85	Rain and Mud Fun	53	1. Identify Character Motives 2. Find synonyms for describing words 3. Comprehend Events from the Beginning of the Story 4. Determine Mood in the Story	1. Words with the letter /k/ 2. Words that end with /ow/ 3. Words with /s/ 4. Words with the /ew/ sound like in 'new'	1. balls 2. playing

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
86	The Super Cat	55	1. Identify Character Actions 2. Find antonyms for describing words 3. Comprehend Events from the end of the Story 4. Form Opinions from Reading	1. Words with the letter /t/ 2. Words that end with /y/ 3. Words with /tr/ 4. Words with the /ou/ sound like in 'out'	1. mouse 2. trap
87	Flowers for Mom	57	1. Identify Character Actions 2. Find antonyms for describing words 3. Comprehend Events from the end of the Story 4. Form Opinions from Reading	1. Words with the letter /t/ 2. Words that end with /y/ 3. Words with /tr/ 4. Words with the /ou/ sound like in 'out'	1. thinks 2. feeds
88	Emma's Bike	56	1. Identify Character Actions 2. Find antonyms for describing words 3. Comprehend Events from the end of the Story 4. Form Opinions from Reading	1. Words with the letter /t/ 2. Words that end with /y/ 3. Words with /tr/ 4. Words with the /ou/ sound like in 'out'	1. wheels 2. helmet
89	The Sick Day	58	1. Identify Character Actions 2. Find antonyms for describing words 3. Comprehend Events from the end of the Story 4. Form Opinions from Reading	1. Words with the letter /t/ 2. Words that end with /y/ 3. Words with /tr/ 4. Words with the /ou/ sound like in 'out'	1. woke 2. belly
90	I Can NOT Eat That!	63	1. Identify Character Actions 2. Find antonyms for describing words 3. Comprehend Events from the end of the Story 4. Form Opinions from Reading	1. Words with the letter /t/ 2. Words that end with /y/ 3. Words with /tr/ 4. Words with the /ou/ sound like in 'out'	1. picky 2. pout

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
91	Be Safe When You Skate	55	1. Identify the Main Topic 2. Identify Order of Events 3. Understand What a Text Teaches Us 4. Understand Important Phrases	1. Words with the letters /r/ and /e/ 2. Words that end with /ill/ 3. Words with /wh/ 4. Words with the /oo/ sound like in 'book'	1. skate 2. fall
92	Why We Run	60	1. Identify the Main Topic 2. Identify Order of Events 3. Understand What a Text Teaches Us 4. Understand Important Phrases	1. Words with the letters /r/ and /e/ 2. Words that end with /ill/ 3. Words with /wh/ 4. Words with the /oo/ sound like in 'book'	1. first 2. running
93	All About Ducks	52	1. Identify the Main Topic 2. Identify Order of Events 3. Understand What a Text Teaches Us 4. Understand Important Phrases	1. Words with the letters /r/ and /e/ 2. Words that end with /ill/ 3. Words with /wh/ 4. Words with the /oo/ sound like in 'book'	1. birds 2. pond
94	Clean Your Room	58	1. Identify the Main Topic 2. Identify Order of Events 3. Understand What a Text Teaches Us 4. Understand Important Phrases	1. Words with the letters /r/ and /e/ 2. Words that end with /ill/ 3. Words with /wh/ 4. Words with the /oo/ sound like in 'book'	1. junk 2. clothes
95	Stop That Sneeze!	54	1. Identify the Main Topic 2. Identify Order of Events 3. Understand What a Text Teaches Us 4. Understand Important Phrases	1. Words with the letters /r/ and /e/ 2. Words that end with /ill/ 3. Words with /wh/ 4. Words with the /oo/ sound like in 'book'	1. cover 2. wash

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
96	All About Soccer	59	1. Make Connections 2. Find Evidence to Support the Main Idea 3. Judge the Events in a Text 4. Find Antonyms for Content Words	1. Words with the letters /t/ and /e/ 2. Words that end with /out/ 3. Words with /thr/ 4. Words with the /ar/ sound like in 'car'	1. play 2. throw
97	Be Safe on the Bus	59	1. Make Connections 2. Find Evidence to Support the Main Idea 3. Judge the Events in a Text 4. Find Antonyms for Content Words	1. Words with the letters /t/ and /e/ 2. Words that end with /out/ 3. Words with /thr/ 4. Words with the /ar/ sound like in 'car'	1. stopped 2. driver
98	Brush Your Hair	63	1. Make Connections 2. Find Evidence to Support the Main Idea 3. Judge the Events in a Text 4. Find Antonyms for Content Words	1. Words with the letters /t/ and /e/ 2. Words that end with /out/ 3. Words with /thr/ 4. Words with the /ar/ sound like in 'car'	1. brush 2. knots
99	How to Blow Bubbles	60	1. Make Connections 2. Find Evidence to Support the Main Idea 3. Judge the Events in a Text 4. Find Antonyms for Content Words	1. Words with the letters /t/ and /e/ 2. Words that end with /out/ 3. Words with /thr/ 4. Words with the /ar/ sound like in 'car'	1. bubbles 2. throw
100	Art Class is Fun	58	1. Make Connections 2. Find Evidence to Support the Main Idea 3. Judge the Events in a Text 4. Find Antonyms for Content Words	1. Words with the letters /t/ and /e/ 2. Words that end with /out/ 3. Words with /thr/ 4. Words with the /ar/ sound like in 'car'	1. draw 2. color

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Daily Intervention Program

***The following chart lists intervention skills for each of the 20 passages for level range E-G

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
81	Face Your Fear	110	1. Describe the Main Characters 2. Form Opinions for Events 3. Make Connections to Similar Words 4. Identify Funny Parts in the Story	1. Words that show action 2. Words with the /le/ pattern 3. Words with two vowels together 4. Words with 3 syllables	1. ride 2. scared 3. line 4. deep 5. blast
82	Blair Cleans Her Room	111	1. Describe the Main Characters 2. Form Opinions for Events 3. Make Connections to Similar Words 4. Identify Funny Parts in the Story	1. Words that show action 2. Words with the /le/ pattern 3. Words with two vowels together 4. Words with 3 syllables	1. clean 2. listened 3. stomped 4. piles 5. slowly
83	Josh Lost His First Tooth	115	1. Describe the Main Characters 2. Form Opinions for Events 3. Make Connections to Similar Words 4. Identify Funny Parts in the Story	1. Words that show action 2. Words with the /le/ pattern 3. Words with two vowels together 4. Words with 3 syllables	1. lose 2. first 3. already 4. wiggle 5. pull
84	Don't Drink the Milk	114	1. Describe the Main Characters 2. Form Opinions for Events 3. Make Connections to Similar Words 4. Identify Funny Parts in the Story	1. Words that show action 2. Words with the /le/ pattern 3. Words with two vowels together 4. Words with 3 syllables	1. favorite 2. jokes 3. notice 4. smelled 5. spoiled
85	Am I Home Alone?	110	1. Describe the Main Characters 2. Form Opinions for Events 3. Make Connections to Similar Words 4. Identify Funny Parts in the Story	1. Words that show action 2. Words with the /le/ pattern 3. Words with two vowels together 4. Words with 3 syllables	1. woke 2. alone 3. free 4. rushed 5. snuggled

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
86	The Magic Pajamas	108	1. Identify Character Feelings 2. Understand the Ending 3. Use Context Clues to Solve Words 4. Identify a Story Genre	1. Words that end with /s/ 2. Words with the /ly/ pattern 3. Words with the /oe/ vowel pattern 4. Words with 4 consonants	1. dreams 2. stop 3. pajamas 4. protect 5. never
87	Max Found an Egg	120	1. Identify Character Feelings 2. Understand the Ending 3. Use Context Clues to Solve Words 4. Identify a Story Genre	1. Words that end with /s/ 2. Words with the /ly/ pattern 3. Words with the /oe/ vowel pattern 4. Words with 4 consonants	1. outside 2. resting 3. carefully 4. popped 5. shell
88	Ninja Training	111	1. Identify Character Feelings 2. Understand the Ending 3. Use Context Clues to Solve Words 4. Identify a Story Genre	1. Words that end with /s/ 2. Words with the /ly/ pattern 3. Words with the /oe/ vowel pattern 4. Words with 4 consonants	1. whole 2. teaches 3. loudly 4. skills 5. knows
89	Where is Spot?	111	1. Identify Character Feelings 2. Understand the Ending 3. Use Context Clues to Solve Words 4. Identify a Story Genre	1. Words that end with /s/ 2. Words with the /ly/ pattern 3. Words with the /oe/ vowel pattern 4. Words with 4 consonants	1. licks 2. different 3. felt 4. backyard 5. dirty
90	The Snowman that Did Not Melt	109	1. Identify Character Feelings 2. Understand the Ending 3. Use Context Clues to Solve Words 4. Identify a Story Genre	1. Words that end with /s/ 2. Words with the /ly/ pattern 3. Words with the /oe/ vowel pattern 4. Words with 4 consonants	1. melt 2. lovely 3. start 4. sense 5. secret

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
91	All About Zebras	105	1. Remember Facts from a Text 2. Form Opinions of Main Topic 3. Content Words 4. Use Background Knowledge	1. Words that end with /y/ 2. Words with the /ct/ pattern 3. Words with the /oy/ vowel pattern 4. Words with three vowels	1. family 2. chased 3. enjoy 4. pattern 5. mostly
92	What Does a Beaver Do?	97	1. Remember Facts from a Text 2. Form Opinions of Main Topic 3. Content Words 4. Use Background Knowledge	1. Words that end with /y/ 2. Words with the /ct/ pattern 3. Words with the /oy/ vowel pattern 4. Words with three vowels	1. chew 2. fact 3. growing 4. build 5. underwater
93	Facts About Cats	109	1. Remember Facts from a Text 2. Form Opinions of Main Topic 3. Content Words 4. Use Background Knowledge	1. Words that end with /y/ 2. Words with the /ct/ pattern 3. Words with the /oy/ vowel pattern 4. Words with three vowels	1. popular 2. energy 3. sleeping 4. stepped 5. humans
94	What is a Llama?	111	1. Remember Facts from a Text 2. Form Opinions of Main Topic 3. Content Words 4. Use Background Knowledge	1. Words that end with /y/ 2. Words with the /ct/ pattern 3. Words with the /oy/ vowel pattern 4. Words with three vowels	1. act 2. common 3. annoyed 4. heavy 5. rely
95	Facts About Panda Bears	103	1. Remember Facts from a Text 2. Form Opinions of Main Topic 3. Content Words 4. Use Background Knowledge	1. Words that end with /y/ 2. Words with the /ct/ pattern 3. Words with the /oy/ vowel pattern 4. Words with three vowels	1. cuddly 2. dangerous 3. wild 4. fur 5. avoid

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
96	How to Pay Attention in School	102	1. Make Connections to Other Texts 2. Infer Other Facts 3. Predict how the Text Helps Readers 4. Find Evidence to Support Facts	1. Conjunctions: and, or, nor, but 2. Words with the /ble/ pattern 3. Words with I vowel 4. Words that end with a vowel	1. boring 2. forever 3. attention 4. focus 5. listen
97	What is a Funny Bone?	121	1. Make Connections to Other Texts 2. Infer Other Facts 3. Predict how the Text Helps Readers 4. Find Evidence to Support Facts	1. Conjunctions: and, or, nor, but 2. Words with the /ble/ pattern 3. Words with I vowel 4. Words that end with a vowel	1. heard 2. ouch 3. hurts 4. tingle 5. bump
98	Giving Feels Great	108	1. Make Connections to Other Texts 2. Infer Other Facts 3. Predict how the Text Helps Readers 4. Find Evidence to Support Facts	1. Conjunctions: and, or, nor, but 2. Words with the /ble/ pattern 3. Words with I vowel 4. Words that end with a vowel	1. presents 2. give 3. watch 4. best 5. time
99	Why Do You Sneeze?	105	1. Make Connections to Other Texts 2. Infer Other Facts 3. Predict how the Text Helps Readers 4. Find Evidence to Support Facts	1. Conjunctions: and, or, nor, but 2. Words with the /ble/ pattern 3. Words with I vowel 4. Words that end with a vowel	1. tickle 2. message 3. trouble 4. action 5. work
100	How to Get Rid of Hiccups	107	1. Make Connections to Other Texts 2. Infer Other Facts 3. Predict how the Text Helps Readers 4. Find Evidence to Support Facts	1. Conjunctions: and, or, nor, but 2. Words with the /ble/ pattern 3. Words with I vowel 4. Words that end with a vowel	1. tricks 2. few 3. ideas 4. wiggle 5. gently

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Daily Intervention Program

***The following chart lists intervention skills for each of the 20 passages for level range H-K

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
81	Where's My Lunch?	145	1. Ask Questions about characters 2. Identify new learning 3. Thinking about the problem 4. Writer's description of setting	1. Words with double consonants 2. Words with /ad/, /ag/, or /in/ 3. Compound words 4. Pronouns	1. obsessed 2. especially 3. delivered 4. panicked 5. starve
82	Our Class Field Trips	169	1. Ask Questions about characters 2. Identify new learning 3. Thinking about the problem 4. Writer's description of setting	1. Words with double consonants 2. Words with /ad/, /ag/, or /in/ 3. Compound words 4. Pronouns	1. travel 2. afford 3. allow 4. serious 5. virtual
83	The Cooking Club	157	1. Ask Questions about characters 2. Identify new learning 3. Thinking about the problem 4. Writer's description of setting	1. Words with double consonants 2. Words with /ad/, /ag/, or /in/ 3. Compound words 4. Pronouns	1. incredible 2. memory 3. supplies 4. worried 5. force
84	Skipping School	153	1. Ask Questions about characters 2. Identify new learning 3. Thinking about the problem 4. Writer's description of setting	1. Words with double consonants 2. Words with /ad/, /ag/, or /in/ 3. Compound words 4. Pronouns	1. strict 2. miserable 3. attitude 4. blocks 5. moment
85	The Talent Show	152	1. Ask Questions about characters 2. Identify new learning 3. Thinking about the problem 4. Writer's description of setting	1. Words with double consonants 2. Words with /ad/, /ag/, or /in/ 3. Compound words 4. Pronouns	1. prize 2. practiced 3. rehearsal 4. suggested 5. duet

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
86	Mason's Homework Problems	143	1. Character descriptions 2. Forming opinions 3. Thinking about the solution 4. Finding evidence	1. Plural words 2. Words with /am/, /ed/, or /et/ 3. Contractions 4. Action verbs	1. informed 2. responsible 3. flung 4. neighborhood 5. excuses
87	I'm Rich!	171	1. Character descriptions 2. Forming opinions 3. Thinking about the solution 4. Finding evidence	1. Plural words 2. Words with /am/, /ed/, or /et/ 3. Contractions 4. Action verbs	1. calculator 2. begged 3. section 4. aisles 5. figures
88	The Missing Socks	141	1. Character descriptions 2. Forming opinions 3. Thinking about the solution 4. Finding evidence	1. Plural words 2. Words with /am/, /ed/, or /et/ 3. Contractions 4. Action verbs	1. argued 2. blamed 3. wonder 4. check 5. discovered
89	Food Allergies	158	1. Character descriptions 2. Forming opinions 3. Thinking about the solution 4. Finding evidence	1. Plural words 2. Words with /am/, /ed/, or /et/ 3. Contractions 4. Action verbs	1. picky 2. allergic 3. refused 4. convincing 5. complained
90	Jayden Will Eat Anything	158	1. Character descriptions 2. Forming opinions 3. Thinking about the solution 4. Finding evidence	1. Plural words 2. Words with /am/, /ed/, or /et/ 3. Contractions 4. Action verbs	1. taste buds 2. hilarious 3. raw 4. jealous 5. staring

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
91	P.T. Barnum	162	1. Setting 2. Cause and Effect 3. Subject 4. After reading questions	1. Words with two syllables 2. Words with /ig/, /it/, or /og/ 3. Words right before each comma 4. Proper nouns	1. created 2. circus 3. salesman 4. habit 5. wacky
92	Horace Mann	146	1. Setting 2. Cause and Effect 3. Subject 4. After reading questions	1. Words with two syllables 2. Words with /ig/, /it/, or /og/ 3. Words right before each comma 4. Proper nouns	1. buildings 2. system 3. government 4. train 5. future
93	Jackie Robinson	143	1. Setting 2. Cause and Effect 3. Subject 4. After reading questions	1. Words with two syllables 2. Words with /ig/, /it/, or /og/ 3. Words right before each comma 4. Proper nouns	1. famous 2. professional 3. drafted 4. league 5. racism
94	Helen Keller	144	1. Setting 2. Cause and Effect 3. Subject 4. After reading questions	1. Words with two syllables 2. Words with /ig/, /it/, or /og/ 3. Words right before each comma 4. Proper nouns	1. fever 2. survived 3. frustrated 4. communicate 5. overcame
95	Rosa Parks	154	1. Setting 2. Cause and Effect 3. Subject 4. After reading questions	1. Words with two syllables 2. Words with /ig/, /it/, or /og/ 3. Words right before each comma 4. Proper nouns	1. segregated 2. labeled 3. fair 4. arrested 5. movement

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
96	The Lifecycle of an Insect	164	1. Identify surprising facts 2. Real world application 3. Context clues 4. Inferring facts	1. Words with 3 syllables 2. Words with /ot/, /ar/, or /aw/ 3. All capitalized words 4. Conjunctions	1. cycle 2. stages 3. larva 4. pupa 5. inactive
97	All About Hippos	164	1. Identify surprising facts 2. Real world application 3. Context clues 4. Inferring facts	1. Words with 3 syllables 2. Words with /ot/, /ar/, or /aw/ 3. All capitalized words 4. Conjunctions	1. nickname 2. temperature 3. believe 4. chubby 5. danger
98	The Many Different Kinds of Dogs	165	1. Identify surprising facts 2. Real world application 3. Context clues 4. Inferring facts	1. Words with 3 syllables 2. Words with /ot/, /ar/, or /aw/ 3. All capitalized words 4. Conjunctions	1. popular 2. sense 3. average 4. complete 5. train
99	How Important are Earthworms	148	1. Identify surprising facts 2. Real world application 3. Context clues 4. Inferring facts	1. Words with 3 syllables 2. Words with /ot/, /ar/, or /aw/ 3. All capitalized words 4. Conjunctions	1. species 2. travel 3. tunnels 4. nourish 5. fertile
100	Hurricanes	144	1. Identify surprising facts 2. Real world application 3. Context clues 4. Inferring facts	1. Words with 3 syllables 2. Words with /ot/, /ar/, or /aw/ 3. All capitalized words 4. Conjunctions	1. rotates 2. reach 3. amounts 4. flood 5. evacuate

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Daily Intervention Program

***The following chart lists intervention skills for each of the 20 passages for level range L-P

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
81	All About the Moon	227	1. Ask Questions 2. Identify new learning 3. Connect new learning to old 4. Apply new learning	1. Helping verbs 2. Words with 2 syllables and long vowels 3. Words with the short /a/ sound 4. Concept Words	1. eventually 2. binoculars 3. craters 4. rotation 5. roles
82	The Moon and its Shapes	247	1.Ask Questions 2. Identify new learning 3. Connect new learning to old 4. Apply new learning	1. Helping verbs 2. Words with 2 syllables and long vowels 3. Words with the short /a/ sound 4. Concept Words	1. fractions 2. crescent 3. cycle 4. counterclockwise 5. slightly
83	The Moon and Tides	224	1.Ask Questions 2. Identify new learning 3. Connect new learning to old 4. Apply new learning	1. Helping verbs 2. Words with 2 syllables and long vowels 3. Words with the short /a/ sound 4. Concept Words	1. tides 2. gravity 3. shift 4. swell 5. affect
84	Living on the Moon	251	1.Ask Questions 2. Identify new learning 3. Connect new learning to old 4. Apply new learning	1. Helping verbs 2. Words with 2 syllables and long vowels 3. Words with the short /a/ sound 4. Concept Words	1. galaxy 2. energy 3. comprehend 4. colossal 5. revolved
85	All About the Sun	256	1.Ask Questions 2. Identify new learning 3. Connect new learning to old 4. Apply new learning	1. Helping verbs 2. Words with 2 syllables and long vowels 3. Words with the short /a/ sound 4. Concept Words	1. eventually 2. binoculars 3. craters 4. rotation 5. roles

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
86	Solar System Facts	199	1. Identify topic sentences 2. Paraphrase the text 3. Vocabulary in the text 4. Find evidence within the text	1. Words with 3 or more vowels 2. Words with vowel patterns /oi/ and /au/ 3. Words with the short /e/ sound 4. Concept Words	1. due 2. unaware 3. assumed 4. determined 5. mass
87	Planet Mercury	230	1. Identify topic sentences 2. Paraphrase the text 3. Vocabulary in the text 4. Find evidence within the text	1. Words with 3 or more vowels 2. Words with vowel patterns /oi/ and /au/ 3. Words with the short /e/ sound 4. Concept Words	1. intensity 2. atmosphere 3. axis 4. skyrocket 5. diameter
88	Planet Venus	248	1. Identify topic sentences 2. Paraphrase the text 3. Vocabulary in the text 4. Find evidence within the text	1.Words with 3 or more vowels 2. Words with vowel patterns /oi/ and /au/ 3. Words with the short /e/ sound 4. Concept Words	1. nicknamed 2. similar 3. vapor 4. rage 5. scorching
89	Planet Earth	241	1. Identify topic sentences 2. Paraphrase the text 3. Vocabulary in the text 4. Find evidence within the text	1.Words with 3 or more vowels 2. Words with vowel patterns /oi/ and /au/ 3. Words with the short /e/ sound 4. Concept Words	1. doubt 2. label 3. miniature 4. entirely 5. principal
90	Planet Mars	236	1. Identify topic sentences 2. Paraphrase the text 3. Vocabulary in the text 4. Find evidence within the text	1. Words with 3 or more vowels 2. Words with vowel patterns /oi/ and /au/ 3. Words with the short /e/ sound 4. Concept Words	1. appears 2. tint 3. existed 4. lengthier 5. confident

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
91	Planet Jupiter	244	1. Form opinions 2. Cause and Effect 3. Compare and contrast 4. After reading questions	1. Words with vowel patterns /oy/, /ew/, or /aw/ 2. All consonant blends that include the letter -r 3. Words with the short /i/ sound 4. Concept Words	1. beast 2. imagine 3. insanely 4. whirls 5. whirlpool
92	Planet Saturn	220	1. Form opinions 2. Cause and Effect 3. Compare and contrast 4. After reading questions	1. Words with vowel patterns /oy/, /ew/, or /aw/ 2. All consonant blends that include the letter -r 3. Words with the short /i/ sound 4. Concept Words	1. observe 2. minimum 3. drawn 4. whips 5. causing
93	Planet Uranus	231	1. Form opinions 2. Cause and Effect 3. Compare and contrast 4. After reading questions	1. Words with vowel patterns /oy/, /ew/, or /aw/ 2. All consonant blends that include the letter -r 3. Words with the short /i/ sound 4. Concept Words	1. ancient 2. composed 3. tint 4. utterly 5. massive
94	Planet Neptune	216	1. Form opinions 2. Cause and Effect 3. Compare and contrast 4. After reading questions	1. Words with vowel patterns /oy/, /ew/, or /aw/ 2. All consonant blends that include the letter -r 3. Words with the short /i/ sound 4. Concept Words	1. astronomy 2. initially 3. concluding 4. circuit 5. exclusive
95	Pluto	220	1. Form opinions 2. Cause and Effect 3. Compare and contrast 4. After reading questions	1. Words with vowel patterns /oy/, /ew/, or /aw/ 2. All consonant blends that include the letter -r 3. Words with the short /i/ sound 4. Concept Words	1. controversial 2. consistent 3. varies 4. unmanned 5. decade

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
96	Stars	240	1. Identify surprising parts 2. Real world application 3. Context clues 4. Finding the theme	1. Words with vowel patterns /ou/, /ui/, or /ue/ 2. All consonant blends that include the letter -L 3. Words with the short /o/ sound 4. Concept Words	1. sphere 2. radiate 3. approximately 4. billions 5. estimated
97	Comets	226	1. Identify surprising parts 2. Real world application 3. Context clues 4. Finding the theme	1. Words with vowel patterns /ou/, /ui/, or /ue/ 2. All consonant blends that include the letter -L 3. Words with the short /o/ sound 4. Concept Words	1. relatively 2. particles 3. recording 4. streak 5. smudged
98	Galaxies	216	1. Identify surprising parts 2. Real world application 3. Context clues 4. Finding the theme	1. Words with vowel patterns /ou/, /ui/, or /ue/ 2. All consonant blends that include the letter -L 3. Words with the short /o/ sound 4. Concept Words	1. clusters 2. bound 3. spiral 4. outskirts 5. obvious
99	Launching Into Space	218	1. Identify surprising parts 2. Real world application 3. Context clues 4. Finding the theme	1. Words with vowel patterns /ou/, /ui/, or /ue/ 2. All consonant blends that include the letter -L 3. Words with the short /o/ sound 4. Concept Words	1. embarked 2. literally 3. famous 4. voiced 5. hovering
100	Astronauts	211	1. Identify surprising parts 2. Real world application 3. Context clues 4. Finding the theme	1. Words with vowel patterns /ou/, /ui/, or /ue/ 2. All consonant blends that include the letter -L 3. Words with the short /o/ sound 4. Concept Words	1. controversial 2. consistent 3. varies 4. unmanned 5. decade

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Daily Intervention Program

***The following chart lists intervention skills for each of the 20 passages for level range Q-T

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
81	Lily's First Cavities	304	1. Ask Questions about characters 2. Identify new learning 3. Thinking about the problem 4. Writer's description of setting	1. Words with double consonants 2. Words with /ing/, /an/, or /on/ 3. Compound words 4. Adjectives	1. annual 2. rarely 3. unison 4. consequences 5. terrified
82	Our Granny is Crazy	298	1. Ask Questions about characters 2. Identify new learning 3. Thinking about the problem 4. Writer's description of setting	1. Words with double consonants 2. Words with /ing/, /an/, or /on/ 3. Compound words 4. Adjectives	1. mortified 2. negative 3. accepted 4. despite 5. indescribable
83	Eat Your Broccoli	300	1. Ask Questions about characters 2. Identify new learning 3. Thinking about the problem 4. Writer's description of setting	1. Words with double consonants 2. Words with /ing/, /an/, or /on/ 3. Compound words 4. Adjectives	1. despised 2. mature 3. immediate 4. disgust 5. impatiently
84	The Ice Cream Truck	302	1. Ask Questions about characters 2. Identify new learning 3. Thinking about the problem 4. Writer's description of setting	1. Words with double consonants 2. Words with /ing/, /an/, or /on/ 3. Compound words 4. Adjectives	1. torture 2. approach 3. confessed 4. route 5. dumbfounded
85	Let's Travel the World	301	1. Ask Questions about characters 2. Identify new learning 3. Thinking about the problem 4. Writer's description of setting	1. Words with double consonants 2. Words with /ing/, /an/, or /on/ 3. Compound words 4. Adjectives	1. adventurist 2. constantly 3. conservative 4. dwindles 5. identity

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
86	My Brother Thinks He's a Ninja	307	1. Character descriptions 2. Forming opinions 3. Thinking about the solution 4. Finding evidence	1. Plural words 2. Words with /id/, /or/, or /ow/ 3. Contractions 4. Adverbs	1. proceeds 2. comical 3. oblivious 4. impression 5. perfecting
87	Waiting is the Worst	294	1. Character descriptions 2. Forming opinions 3. Thinking about the solution 4. Finding evidence	1. Plural words 2. Words with /id/, /or/, or /ow/ 3. Contractions 4. Adverbs	1. attendance 2. ballistic 3. tardy 4. brilliant 5. suspicious
88	The Glue Obsession	300	1. Character descriptions 2. Forming opinions 3. Thinking about the solution 4. Finding evidence	1. Plural words 2. Words with /id/, /or/, or /ow/ 3. Contractions 4. Adverbs	1. hysterical 2. obsession 3. ritual 4. volunteer 5. linger
89	A Bad Case of Bedhead	305	1. Character descriptions 2. Forming opinions 3. Thinking about the solution 4. Finding evidence	1. Plural words 2. Words with /id/, /or/, or /ow/ 3. Contractions 4. Adverbs	1. naturally 2. tame 3. salvaging 4. excused 5. decent
90	That's Not Trash!	287	1. Character descriptions 2. Forming opinions 3. Thinking about the solution 4. Finding evidence	1. Plural words 2. Words with /id/, /or/, or /ow/ 3. Contractions 4. Adverbs	1. hosting 2. sentimental 3. treasured 4. disappeared 5. mortified

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
91	Philo Farnsworth	288	1. Setting 2. Cause and Effect 3. Subject 4. After reading questions	1. Words with two syllables 2. Words with /er/, /od/, or /at/ 3. Words right after each comma 4. Pronouns	1. guarantee 2. genius 3. converted 4. tamper-proof 5. revolutionize
92	Frederick Law Olmsted	268	1. Setting 2. Cause and Effect 3. Subject 4. After reading questions	1. Words with two syllables 2. Words with /er/, /od/, or /at/ 3. Words right after each comma 4. Pronouns	1. urban 2. sprawling 3. architect 4. landscaping 5. preserve
93	The Wright Brothers	281	1. Setting 2. Cause and Effect 3. Subject 4. After reading questions	1. Words with two syllables 2. Words with /er/, /od/, or /at/ 3. Words right after each comma 4. Pronouns	1. credited 2. milestone 3. experimented 4. successfully 5. mere
94	Audrey Hepburn	267	1. Setting 2. Cause and Effect 3. Subject 4. After reading questions	1. Words with two syllables 2. Words with /er/, /od/, or /at/ 3. Words right after each comma 4. Pronouns	1. troubled 2. production 3. recruiting 4. roles 5. reputation
95	Barbara Walters	266	1. Setting 2. Cause and Effect 3. Subject 4. After reading questions	1. Words with two syllables 2. Words with /er/, /od/, or /at/ 3. Words right after each comma 4. Pronouns	1. briefly 2. journalism 3. alongside 4. celebrities 5. manages

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
96	All About Bats	289	1. Identify surprising facts 2. Real world application 3. Context clues 4. Inferring facts	1. Words with 3 syllables 2. Words with /ir/, /ut/, or /ur/ 3. All capitalized words 4. Linking verbs	1. awkwardly 2. particularly 3. social 4. maturity 5. prey
97	All About Giraffes	276	1. Identify surprising facts 2. Real world application 3. Context clues 4. Inferring facts	1. Words with 3 syllables 2. Words with /ir/, /ut/, or /ur/ 3. All capitalized words 4. Linking verbs	1. continent 2. calves 3. typically 4. oversized 5. endangered
98	Weather Records	251	1. Identify surprising facts 2. Real world application 3. Context clues 4. Inferring facts	1. Words with 3 syllables 2. Words with /ir/, /ut/, or /ur/ 3. All capitalized words 4. Linking verbs	1. extreme 2. surges 3. destructive 4. approximately 5. deadliest
99	The Human Brain	291	1. Identify surprising facts 2. Real world application 3. Context clues 4. Inferring facts	1. Words with 3 syllables 2. Words with /ir/, /ut/, or /ur/ 3. All capitalized words 4. Linking verbs	1. complex 2. efficient 3. operating 4. pathways 5. autopilot
100	What is an Avalanche?	275	1. Identify surprising facts 2. Real world application 3. Context clues 4. Inferring facts	1. Words with 3 syllables 2. Words with /ir/, /ut/, or /ur/ 3. All capitalized words 4. Linking verbs	1. phenomenon 2. forcefully 3. sloughing 4. trigger 5. collapsing

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Daily Intervention Program

***The following chart lists intervention skills for each of the 20 passages for level range U-W

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
81	Johnny's Randomness	272	1. Draw Conclusions 2. Define Satire 3. Define Words or Phrases Used Abstractly 4. Critique Main Character's Life Choices	1. Words with 4 Syllables 2. Words that end with /ly/ 3. Words with prefixes 4. Words with the /edge/ pattern	1. scripted 2. incessantly 3. incognizant 4. ample 5. obliterated
82	The Giant	304	1. Draw Conclusions 2. Define Satire 3. Define Words or Phrases Used Abstractly 4. Critique Main Character's Life Choices	1. Words with 4 Syllables 2. Words that end with /ly/ 3. Words with prefixes 4. Words with the /edge/ pattern	1. squabbled 2. grudgingly 3. backbreaking 4. intuitions 5. invincible
83	I Promise It's True!	286	1. Draw Conclusions 2. Define Satire 3. Define Words or Phrases Used Abstractly 4. Critique Main Character's Life Choices	1. Words with 4 Syllables 2. Words that end with /ly/ 3. Words with prefixes 4. Words with the /edge/ pattern	1. commence 2. raucous 3. instantaneously 4. rebuffed 5. reimbursed
84	Grace's Attitude	257	1. Draw Conclusions 2. Define Satire 3. Define Words or Phrases Used Abstractly 4. Critique Main Character's Life Choices	1. Words with 4 Syllables 2. Words that end with /ly/ 3. Words with prefixes 4. Words with the /edge/ pattern	1. gripe 2. vexation 3. invariably 4. impregnable 5. entitlement
85	Gordon's New Workout Plan	268	1. Draw Conclusions 2. Define Satire 3. Define Words or Phrases Used Abstractly 4. Critique Main Character's Life Choices	1. Words with 4 Syllables 2. Words that end with /ly/ 3. Words with prefixes 4. Words with the /edge/ pattern	1. trajectory 2. unrecognizable 3. disclosing 4. courageously 5. combatted

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
86	My Headstrong Uncles	294	1. Notice and Define Use of Symbolism 2. Infer Other Possible Problems 3. Evaluate Text Using Personal Experiences 4. Infer Author's Implied Meanings	1. Transition Words 2. Words that end with /ble/ 3. Words with the /an/ pattern 4. Words with the /ight/ pattern	1. reminiscing 2. mayhem 3. amiable 4. conspire 5. spite
87	Bad Idea	295	1. Notice and Define Use of Symbolism 2. Infer Other Possible Problems 3. Evaluate Text Using Personal Experiences 4. Infer Author's Implied Meanings	1. Transition Words 2. Words that end with /ble/ 3. Words with the /an/ pattern 4. Words with the /ight/ pattern	1. inconceivably 2. motionless 3. straightaway 4. groggy 5. contended
88	My Brother Stinks	296	1. Notice and Define Use of Symbolism 2. Infer Other Possible Problems 3. Evaluate Text Using Personal Experiences 4. Infer Author's Implied Meanings	1. Transition Words 2. Words that end with /ble/ 3. Words with the /an/ pattern 4. Words with the /ight/ pattern	1. materializes 2. disheveled 3. cognizant 4. nonchalantly 5. presence
89	Wishing it Away	290	1. Notice and Define Use of Symbolism 2. Infer Other Possible Problems 3. Evaluate Text Using Personal Experiences 4. Infer Author's Implied Meanings	1. Transition Words 2. Words that end with /ble/ 3. Words with the /an/ pattern 4. Words with the /ight/ pattern	1. verification 2. sophisticated 3. heed 4. forewarned 5. full-fledged
90	Money Problems	302	1. Notice and Define Use of Symbolism 2. Infer Other Possible Problems 3. Evaluate Text Using Personal Experiences 4. Infer Author's Implied Meanings	1. Transition Words 2. Words that end with /ble/ 3. Words with the /an/ pattern 4. Words with the /ight/ pattern	1. critical 2. prompted 3. predicament 4. quivering 5. cackled

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
91	Harry Houdini	269	1. Form Opinions of Subject 2. Identify Social Issues 3. Describe How Setting Impacts Subject 4. Critique Subject's Life Choices	1. Homophones 2. Words that end with /ing/ 3. Words with the /om/ pattern 4. Words with the /oun/ pattern	1. immigrated 2. fervently 3. elaborate 4. shackles 5. suspicion
92	Peyton Manning	272	1. Form Opinions of Subject 2. Identify Social Issues 3. Describe How Setting Impacts Subject 4. Critique Subject's Life Choices	1. Homophones 2. Words that end with /ing/ 3. Words with the /om/ pattern 4. Words with the /oun/ pattern	1. superlative 2. recruit 3. dominance 4. draft 5. limelight
93	Malala Yousaf'zai	278	1. Form Opinions of Subject 2. Identify Social Issues 3. Describe How Setting Impacts Subject 4. Critique Subject's Life Choices	1. Homophones 2. Words that end with /ing/ 3. Words with the /om/ pattern 4. Words with the /oun/ pattern	1. succumb 2. advocate 3. miraculously 4. peril 5. nomination
94	Misty Copeland	252	1. Form Opinions of Subject 2. Identify Social Issues 3. Describe How Setting Impacts Subject 4. Critique Subject's Life Choices	1. Homophones 2. Words that end with /ing/ 3. Words with the /om/ pattern 4. Words with the /oun/ pattern	1. tumultuous 2. prodigy 3. deteriorating 4. controversy 5. emancipation
95	Elon Musk	258	1. Form Opinions of Subject 2. Identify Social Issues 3. Describe How Setting Impacts Subject 4. Critique Subject's Life Choices	1. Homophones 2. Words that end with /ing/ 3. Words with the /om/ pattern 4. Words with the /oun/ pattern	1. entrepreneur 2. commercial 3. boundless 4. preserving 5. unveiled

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
96	What is D-Day?	263	1. Identify New Learning 2. Describe Writer's Style 3. Locate Text that Describes Main Idea 4. Identify Changes in Opinions of Topic	1. Contractions 2. Words that end with /ed/ 3. Words with the /id/ pattern 4. Words with the /ie/ pattern	1. allied 2. invaded 3. paratroopers 4. detection 5. inland
97	The Worlds Population	270	1. Identify New Learning 2. Describe Writer's Style 3. Locate Text that Describes Main Idea 4. Identify Changes in Opinions of Topic	1. Contractions 2. Words that end with /ed/ 3. Words with the /id/ pattern 4. Words with the /ie/ pattern	1. astronomical 2. meager 3. expectancy 4. century 5. population
98	What is Spelunking?	257	1. Identify New Learning 2. Describe Writer's Style 3. Locate Text that Describes Main Idea 4. Identify Changes in Opinions of Topic	1. Contractions 2. Words that end with /ed/ 3. Words with the /id/ pattern 4. Words with the /ie/ pattern	1. recreational 2. subterranean 3. crevices 4. excursions 5. conservation
99	The Nobel Prize	251	1. Identify New Learning 2. Describe Writer's Style 3. Locate Text that Describes Main Idea 4. Identify Changes in Opinions of Topic	1. Contractions 2. Words that end with /ed/ 3. Words with the /id/ pattern 4. Words with the /ie/ pattern	1. bombshell 2. bequeathing 3. contested 4. nominated 5. posthumous
100	The California Gold Rush	270	1. Identify New Learning 2. Describe Writer's Style 3. Locate Text that Describes Main Idea 4. Identify Changes in Opinions of Topic	1. Contractions 2. Words that end with /ed/ 3. Words with the /id/ pattern 4. Words with the /ie/ pattern	1. unearthed 2. prospectors 3. paranoid 4. boomtowns 5. abandoned

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Daily Intervention Program

***The following chart lists intervention skills for each of the 20 passages for level range U-W

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
81	An Unexpected Surprise	268	1. Identify Character Through Thoughts 2. Analyze Why Opinions of Characters Change 3. Infer Reasons for Problem 4. Follow Passing of Time	1. Words with 1 Syllable 2. Words with the Greek root, 'multi' 3. Gerunds 4. Words with the Latin root, 'lum'	1. enamored 2. venerated 3. discerning 4. scantily 5. preposterous
82	The Best, Worst Day	292	1. Identify Character Through Thoughts 2. Analyze Why Opinions of Characters Change 3. Infer Reasons for Problem 4. Follow Passing of Time	1. Words with 1 Syllable 2. Words with the Greek root, 'multi' 3. Gerunds 4. Words with the Latin root, 'lum'	1. nonchalantly 2. hastily 3. clamored 4. monsoon 5. expeditiously
83	Faith in Humanity	280	1. Identify Character Through Thoughts 2. Analyze Why Opinions of Characters Change 3. Infer Reasons for Problem 4. Follow Passing of Time	1. Words with 1 Syllable 2. Words with the Greek root, 'multi' 3. Gerunds 4. Words with the Latin root, 'lum'	1. luminary 2. engrossed 3. evanesced 4. mundane 5. humanity
84	Germiphobia	251	1. Identify Character Through Thoughts 2. Analyze Why Opinions of Characters Change 3. Infer Reasons for Problem 4. Follow Passing of Time	1. Words with 1 Syllable 2. Words with the Greek root, 'multi' 3. Gerunds 4. Words with the Latin root, 'lum'	1. compulsive 2. perpetually 3. pendulum 4. deemphasized 5. susceptible
85	The Frontside Heelflip	260	1. Identify Character Through Thoughts 2. Analyze Why Opinions of Characters Change 3. Infer Reasons for Problem 4. Follow Passing of Time	1. Words with 1 Syllable 2. Words with the Greek root, 'multi' 3. Gerunds 4. Words with the Latin root, 'lum'	1. adroitness 2. hone 3. unconscious 4. acronym 5. convulsions

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
86	The Year of the Drought	269	1. Identify Story Theme 2. Descriptive Language of Characters 3. Identify Implied Meanings 4. Identify Choices Characters Have	1. Words with 2 vowels 2. Words with the Greek root, 'pre' 3. Infinitives 4. Words with the Latin root, 'luc'	1. despondent 2. nurture 3. fluctuate 4. irrigation 5. palatable
87	What's Up With Naomi?	267	1. Identify Story Theme 2. Descriptive Language of Characters 3. Identify Implied Meanings 4. Identify Choices Characters Have	1. Words with 2 vowels 2. Words with the Greek root, 'pre' 3. Infinitives 4. Words with the Latin root, 'luc'	1. precedent 2. prominent 3. epitome 4. semblance 5. lucrative
88	Twin Oaks Nursing Home	278	1. Identify Story Theme 2. Descriptive Language of Characters 3. Identify Implied Meanings 4. Identify Choices Characters Have	1. Words with 2 vowels 2. Words with the Greek root, 'pre' 3. Infinitives 4. Words with the Latin root, 'luc'	1. haughtily 2. precariously 3. habitually 4. contemplating 5. pondered
89	The Workaholic	292	1. Identify Story Theme 2. Descriptive Language of Characters 3. Identify Implied Meanings 4. Identify Choices Characters Have	1. Words with 2 vowels 2. Words with the Greek root, 'pre' 3. Infinitives 4. Words with the Latin root, 'luc'	1. plaintive 2. prerequisite 3. unfathomable 4. transformed 5. compromise
90	Braxton's Big Mistake	276	1. Identify Story Theme 2. Descriptive Language of Characters 3. Identify Implied Meanings 4. Identify Choices Characters Have	1. Words with 2 vowels 2. Words with the Greek root, 'pre' 3. Infinitives 4. Words with the Latin root, 'luc'	1. devilment 2. ascertained 3. envisaged 4. improvised 5. camouflaging

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
91	Jeff Bezos	259	1. Infer Life Decisions 2. Understand What Can Be Learn from Subject's Life 3. Identify What Makes the Subject Interesting 4. Form Opinions of Subjects	1. Words with 5 Consonants 2. Words with the Greek root, 'uni' 3. Action Verbs 4. Words with the Latin root, 'corp'	1. inquisitive 2. enthrallment 3. aggrandized 4. nascent 5. e-commerce
92	Temple Gardin	237	1. Infer Life Decisions 2. Understand What Can Be Learn from Subject's Life 3. Identify What Makes the Subject Interesting 4. Form Opinions of Subjects	1. Words with 5 Consonants 2. Words with the Greek root, 'uni' 3. Action Verbs 4. Words with the Latin root, 'corp'	1. noncommunicative 2. demeanor 3. unremittingly 4. slaughterhouses 5. acclaims
93	Mark Zuckerberg	261	1. Infer Life Decisions 2. Understand What Can Be Learn from Subject's Life 3. Identify What Makes the Subject Interesting 4. Form Opinions of Subjects	1. Words with 5 Consonants 2. Words with the Greek root, 'uni' 3. Action Verbs 4. Words with the Latin root, 'corp'	1. ingenious 2. ineffectual 3. burgeoning 4. divulged 5. copious
94	Stan Lee	259	1. Infer Life Decisions 2. Understand What Can Be Learn from Subject's Life 3. Identify What Makes the Subject Interesting 4. Form Opinions of Subjects	1. Words with 5 Consonants 2. Words with the Greek root, 'uni' 3. Action Verbs 4. Words with the Latin root, 'corp'	1. interim 2. mundane 3. co-creator 4. render 5. endurance
95	George R. R. Martin	260	1. Infer Life Decisions 2. Understand What Can Be Learn from Subject's Life 3. Identify What Makes the Subject Interesting 4. Form Opinions of Subjects	1. Words with 5 Consonants 2. Words with the Greek root, 'uni' 3. Action Verbs 4. Words with the Latin root, 'corp'	1. radius 2. repudiation 3. circulation 4. installment 5. approbation

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Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
96	The World's Waterfall Types	259	1. Sharing New Thinking 2. Evaluate how Interesting the Text is 3. Apply New Learning 4. How Descriptive Language Gives Information	1. Words with Consonant clusters at the end 2. Words with the Greek root, 'mis' 3. Indefinite Articles 4. Words with the Latin root, 'flect/flex'	1. rudimentary 2. mimicking 3. gorge 4. rappel 5. deluges
97	The History of Cell Phones	270	1. Sharing New Thinking 2. Evaluate how Interesting the Text is 3. Apply New Learning 4. How Descriptive Language Gives Information	1. Words with Consonant clusters at the end 2. Words with the Greek root, 'mis' 3. Indefinite Articles 4. Words with the Latin root, 'flect/flex'	1. monstrosity 2. inflexed 3. mass-produced 4. preponderate 5. ameliorated
98	Chemical Safety	229	1. Sharing New Thinking 2. Evaluate how Interesting the Text is 3. Apply New Learning 4. How Descriptive Language Gives Information	1. Words with Consonant clusters at the end 2. Words with the Greek root, 'mis' 3. Indefinite Articles 4. Words with the Latin root, 'flect/flex'	1. adversaries 2. deflecting 3. longevity 4. pestilential 5. contaminated
99	The Very First Escalators	255	1. Sharing New Thinking 2. Evaluate how Interesting the Text is 3. Apply New Learning 4. How Descriptive Language Gives Information	1. Words with Consonant clusters at the end 2. Words with the Greek root, 'mis' 3. Indefinite Articles 4. Words with the Latin root, 'flect/flex'	1. replica 2. patented 3. novelty 4. fructifying 5. sole-manufacturer
100	All About Quicksand	267	1. Sharing New Thinking 2. Evaluate how Interesting the Text is 3. Apply New Learning 4. How Descriptive Language Gives Information	1. Words with Consonant clusters at the end 2. Words with the Greek root, 'mis' 3. Indefinite Articles 4. Words with the Latin root, 'flect/flex'	1. probability 2. oversaturated 3. cognizant 4. locomotion 5. hysteria

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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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