Rationale:

*** The purpose of this resource is for teachers, tutors, school volunteers, and home school parents to have access to a systematic intervention program that gives struggling readers extra practice each day.

*** Each passage is NOT individually leveled, however, they ***range*** from Fountas and Pinnell Levels A-D.

*** Illustrations for each text are provided at this level.

*** You may need to orally read the comprehension multiple choice questions for each passage at this level as well.

The daily intervention lessons contain extra practice with:

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

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

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

*** The Intervention Program includes...

1. 10 fiction reading passages with appropriate content and language for levels A-D.
2. 10 nonfiction reading passages with appropriate content and language for levels A-D.
3. Reading passages in 4 different student-friendly formats
4. Teacher/tutor fluency page with clear directions, running record with word count, and space for scoring fluency skills.
5. Targeted Comprehension questions for each passage
6. Targeted Word Work activities for each passage
7. 2 Bolded vocabulary in each passage, with space for students to draw each word.
8. Teacher/tutor comprehension, word work, and vocabulary instruction pages with space to collect data and additional comprehension questions for guided instruction.
9. Progress monitoring pages for teachers/tutors to track student growth with fluency, comprehension, word work, and vocabulary.

Terms of Use:

****** This purchase is for one teacher only. ******

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I work very hard to provide you with high-quality, time-saving resources and I greatly appreciate your support. Thank you for respecting my work and for respecting my terms of use!

Jen Bengel

Complete answer keys for every passage

"The Ice Cream Truck"

Every day my friends and I hear the ice cream truck roll through our neighborhood around 3:00 in the afternoon. And every day we wish we had money so we could get a refreshing treat. But, we are all broke. There is no point in asking our parents for money because they would never give us extra money for ice cream every day. One day my friend Sam couldn't take the **torture** anymore. He decided to **approach** the ice cream truck and pretend he had money. When the truck stopped, Sam slammed on the breaks of his bike. The driver asked Sam what he wanted. Sam **confessed** that he didn't actually have any money. At first the driver was really mad that Sam made him stop and waste his time for nothing. But, for some reason, the driver had a change of heart. He told Sam that if we followed him around the last hour of his route each day, he would give us the last few ice cream treats that no one bought that day. He said he threw them out anyways, so he would just let us have them. Sam was **dumbfounded**. He rushed over to tell us all the good news. Without a word, we all hopped on our bikes and chased the truck for an hour, weaving through streets and watching all the kids licking the delicious treats. We hoped in silence that there would be some left at the end of his **route**. We were all exhausted and sweaty from chasing the truck around town. Finally the driver stopped. He got out of the truck and explained his route was over. He let us pick from what was left. We all scarfed down the delicious treats. We chased that truck every day for the rest of summer!

Understand It!

Answer the following questions after reading:

1. How would you best describe Sam?
   a. shy
   b. brave
   c. tired
   d. mean

2. What can readers learn from this story?
   a. ask parents for money
   b. don't eat ice cream
   c. work hard to get what you want
   d. be shy

3. What is the main problem in the story?
   a. no money for ice cream
   b. too much ice cream
   c. no bikes
   d. no ice cream left

4. What is the main setting in the story?
   a. school
   b. the neighborhood
   c. restaurant
   d. friend's house

Word Work

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



Words with double consonants



Words with /ing/, /an/, or /on/



Compound words



Adjectives

Vocabulary

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

1. torture — to be teased
2. approach — to come
3. confessed — to admit a mistake
4. dumbfounded — to be shocked
5. route — a path

Passage 84

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Digital version included

GOOGLE™ DRIVE INSTRUCTIONS

Instructions for accessing this resource digitally

All student activities are available in digital format compatible with Google classroom. They are available in the Google Slides format.

Google Slides™:

All student and teacher pages are available through Google Slides. Students can simply add text boxes to any area they wish to type in. To access the Google Slides for this resource, copy and paste the link below into your browser.

***NOTE**: You'll need to make a copy of the folder before you can use it and make edits.

Directions:

1. Create a FREE Google Account if you do not already have one.
   - Click Here to create an account.
2. CLICK THIS LINK to download the resource to your Google drive.
3. Open the file in your Google drive and click **File > make copy.**
   * It's VERY important that you do this so that students are not changing your original copy.
4. Open the copy version and click **share link**. Make sure to choose **can view** from the drop down. Share the link with your students.
5. Once they receive the link, students need to click **File > Make a copy** in order to complete the work.
6. After completing the work, students click **share link** and share the work back with you.

Mp3 for listening to reading available

GOOGLE™ DRIVE INSTRUCTIONS

Instructions for accessing this resource digitally

All student activities are available in digital format compatible with Google classroom. They are available in the Google Slides format.

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5. Once they receive the link, students need to click **File > Make a copy** in order to complete the work.
6. After completing the work, students click **share link** and share the work back with you.

"Intervention by Grade Level"

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

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

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

Grade 4: Students reading slightly below grade level would benefit from this intervention. The passages could also be used as extra practice for those reading on grade level.

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

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

Grade 7: Students reading and/or comprehending 2-3 years below grade level would benefit from this intervention.

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Daily Intervention Program

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

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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Teacher Page

"Tips for Fluency"

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

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

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

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

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

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

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

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

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

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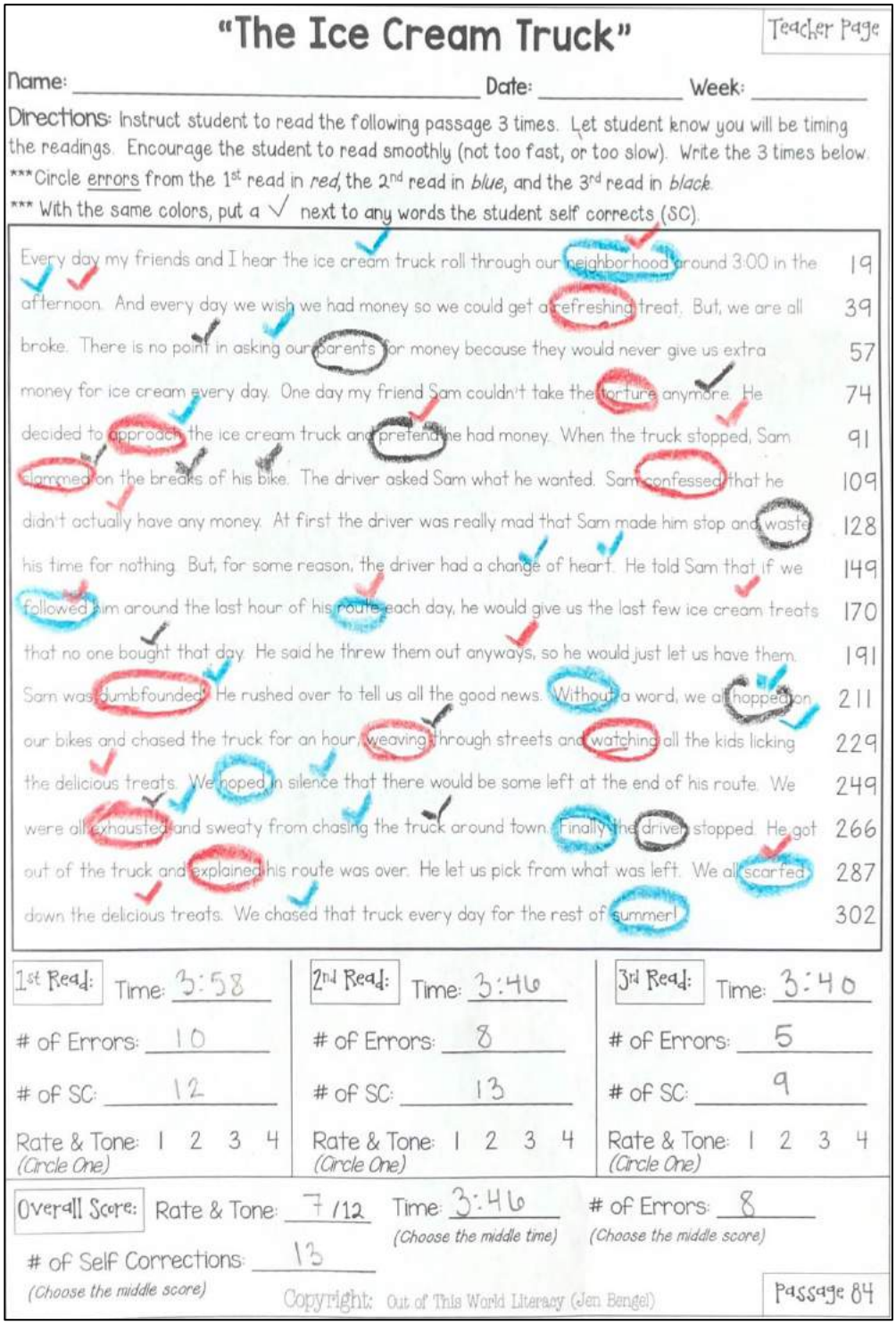
Completed fluency teacher page



"The Ice Cream Truck"

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).

Every day my friends and I hear the ice cream truck roll through our neighborhood around 3:00 in the	19
afternoon. And every day we wish we had money so we could get a refreshing treat. But, we are all	39
broke. There is no point in asking our parents for money because they would never give us extra	57
money for ice cream every day. One day my friend Sam couldn't take the torture anymore. He	74
decided to approach the ice cream truck and pretend he had money. When the truck stopped, Sam	91
slammed on the breaks of his bike. The driver asked Sam what he wanted. Sam confessed that he	109
didn't actually have any money. At first the driver was really mad that Sam made him stop and waste	128
his time for nothing. But, for some reason, the driver had a change of heart. He told Sam that if we	149
followed him around the last hour of his route each day, he would give us the last few ice cream treats	170
that no one bought that day. He said he threw them out anyways, so he would just let us have them.	191
Sam was dumbfounded. He rushed over to tell us all the good news. Without a word, we all hopped on	211
our bikes and chased the truck for an hour, weaving through streets and watching all the kids licking	229
the delicious treats. We hoped in silence that there would be some left at the end of his route. We	249
were all exhausted and sweaty from chasing the truck around town. Finally the driver stopped. He got	266
out of the truck and explained his route was over. He let us pick from what was left. We all scarfed	287
down the delicious treats. We chased that truck every day for the rest of summer!	302

1st Read:	2nd Read:	3rd Read:
Time: 3:58	Time: 3:46	Time: 3:40
# of Errors: 10	# of Errors: 8	# of Errors: 5
# of SC: 12	# of SC: 13	# 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: 7/12 Time: 3:46 (Choose the middle time) # of Errors: 8 (Choose the middle score)

# of Self Corrections: 13 (Choose the middle score)

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Passage 84

3 running records on one page!

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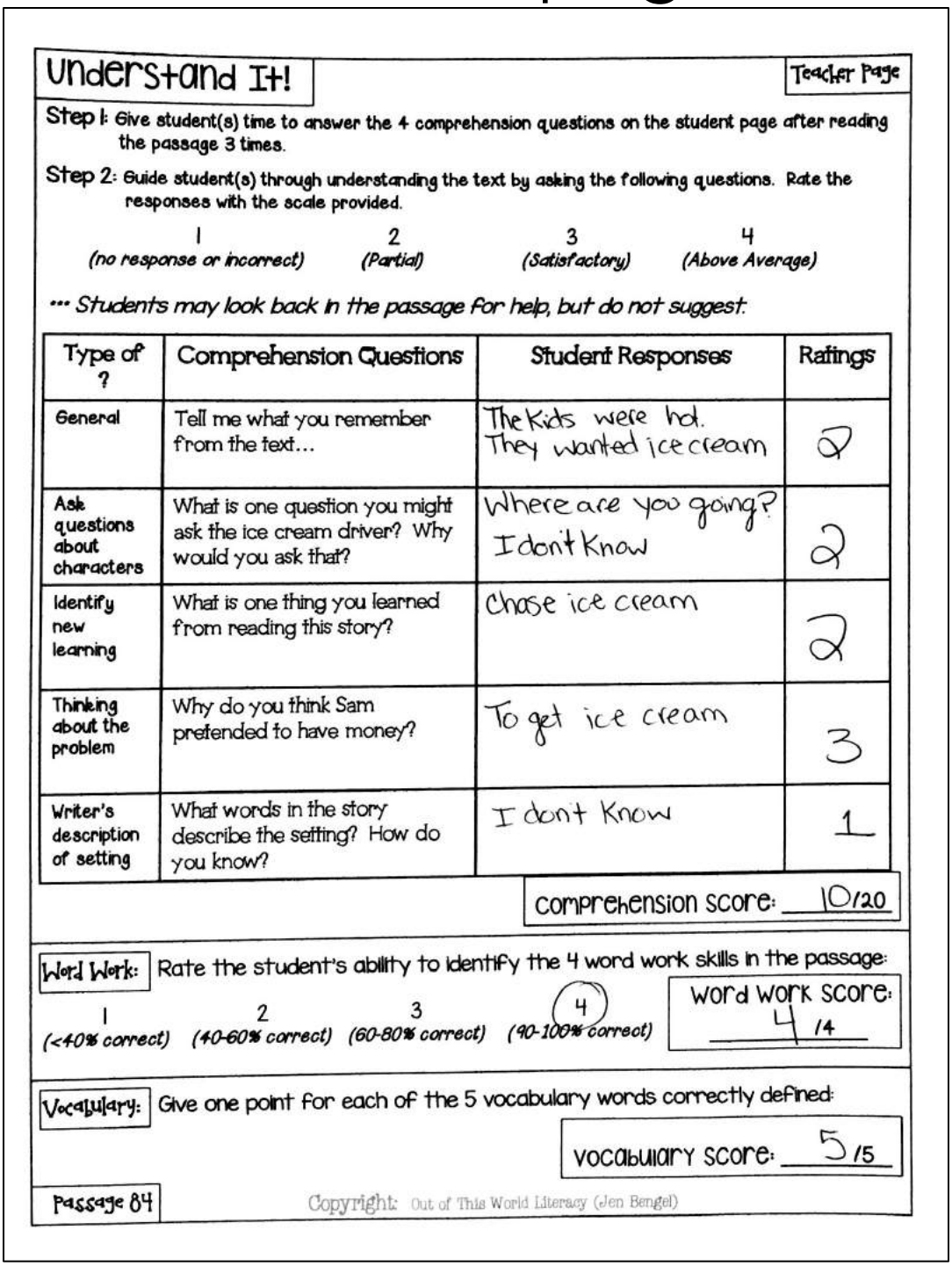
Completed comprehension teacher page



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...	The Kids were hot. They wanted ice cream	2
Ask questions about characters	What is one question you might ask the ice cream driver? Why would you ask that?	Where are you going? I don't Know	2
Identify new learning	What is one thing you learned from reading this story?	Chose ice cream	2
Thinking about the problem	Why do you think Sam pretended to have money?	To get ice cream	3
Writer's description of setting	What words in the story describe the setting? How do you know?	I dont Know	1

Comprehension score: 10/20

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 84

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

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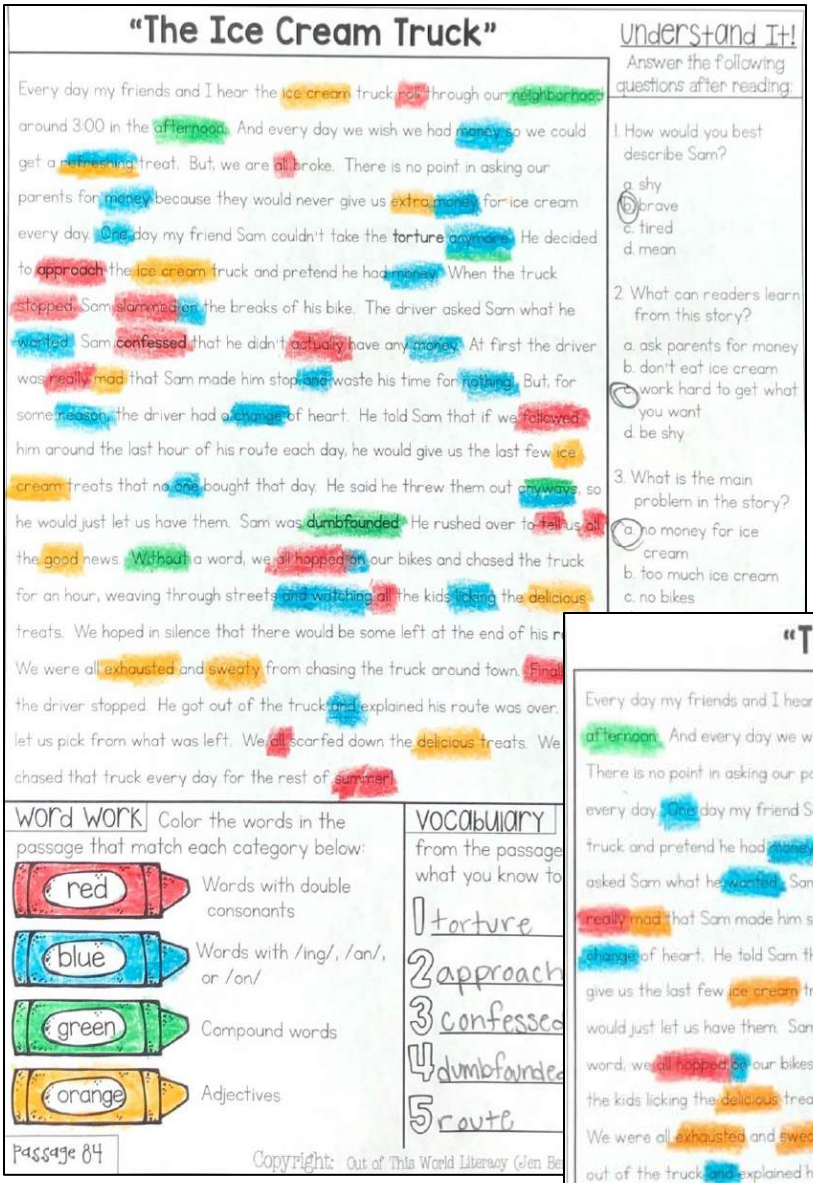

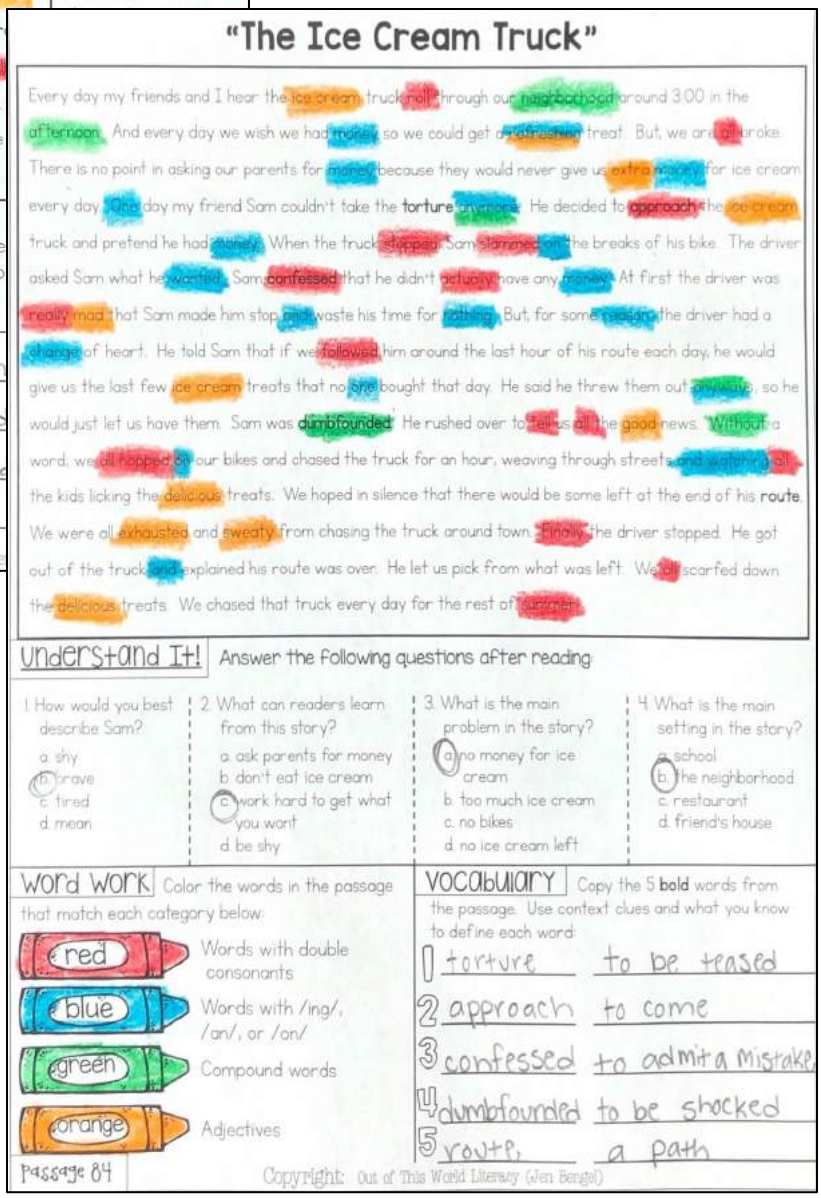

Everything is on ONE PAGE

Available in 5 formats!

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Track student data by class...


"Data Tracking"

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

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

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"Data Tracking"

Student: _____

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

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

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Or individual student

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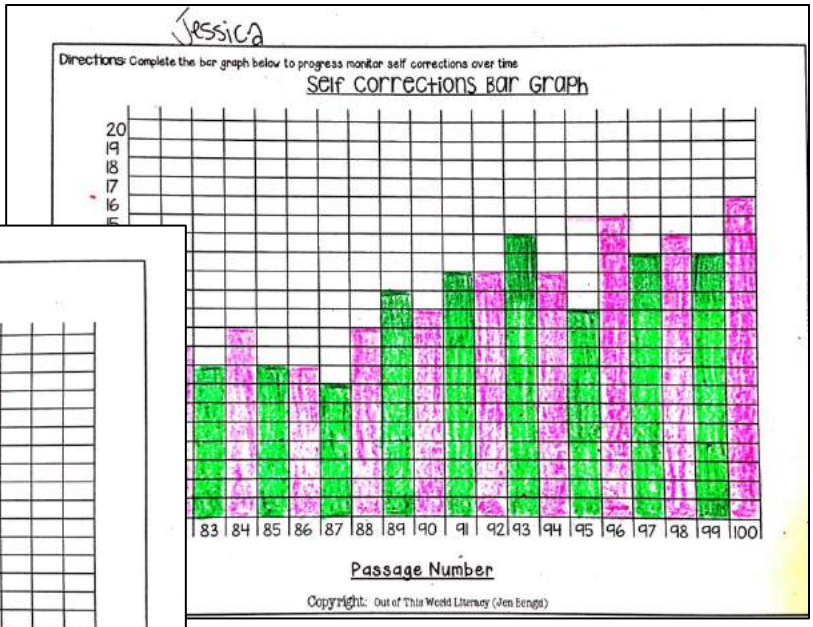
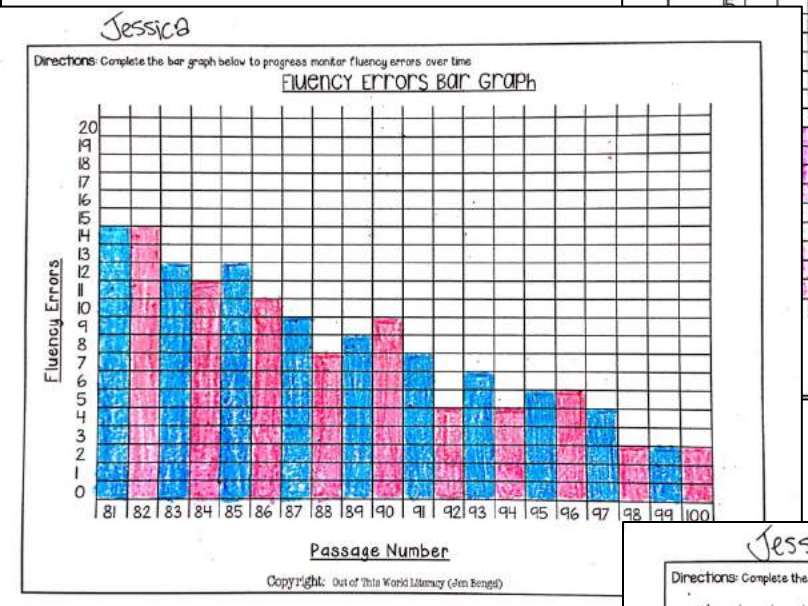
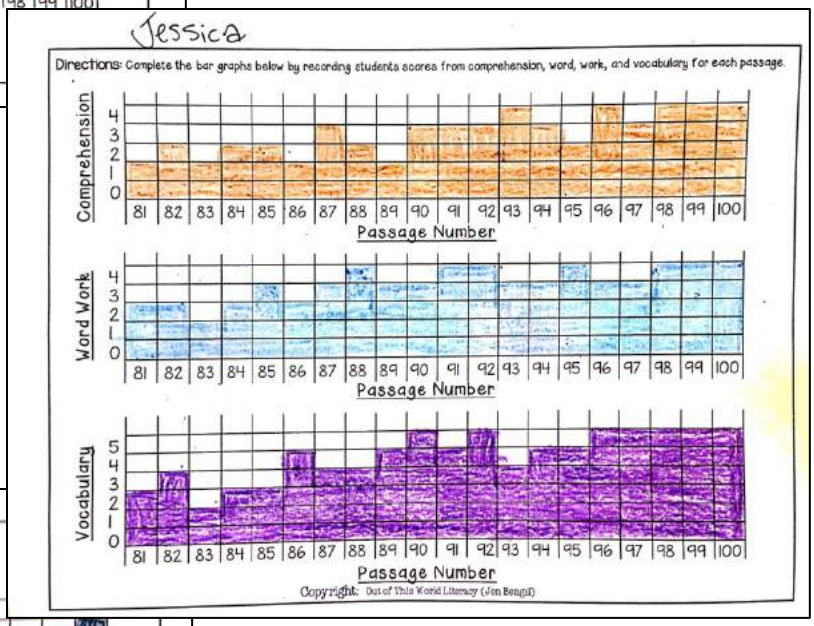
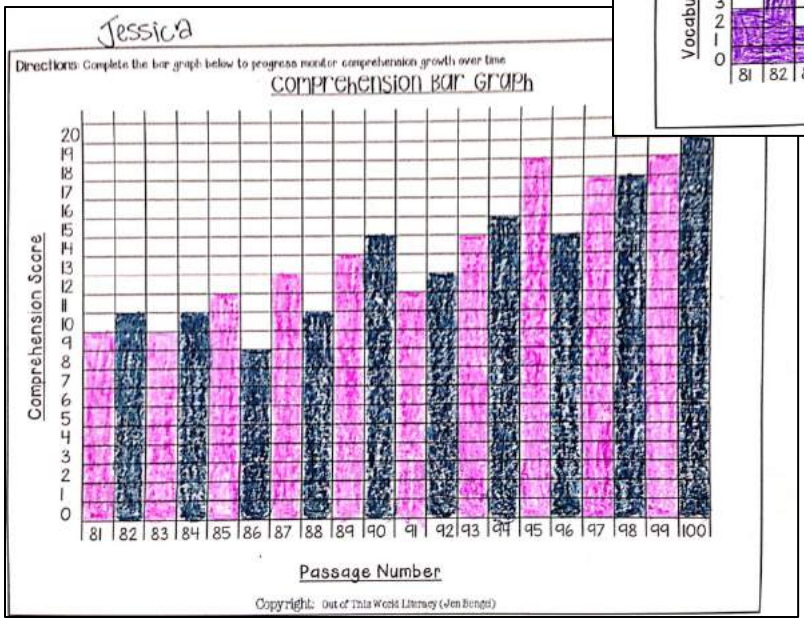






Bar Graphs



Progress Monitoring!!

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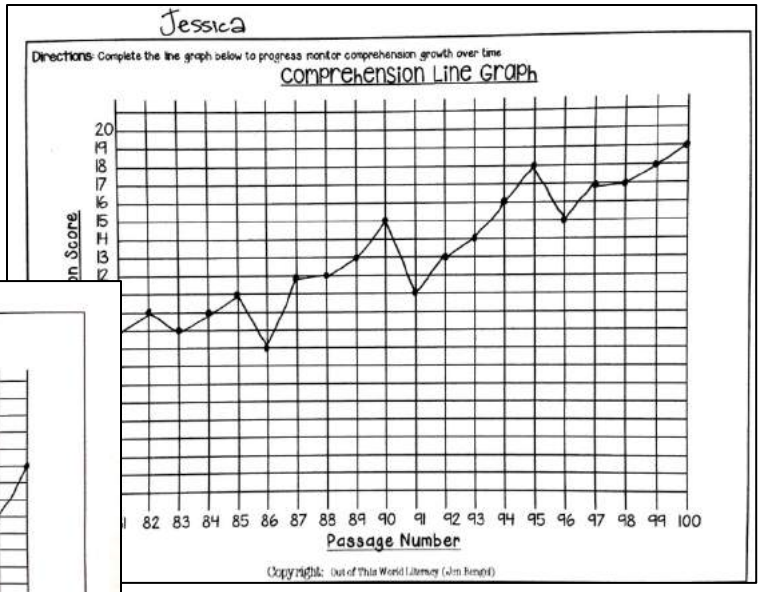
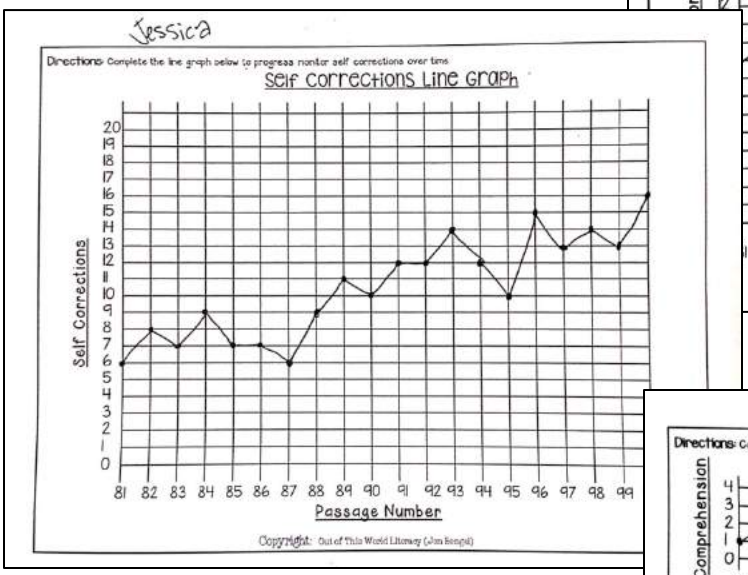
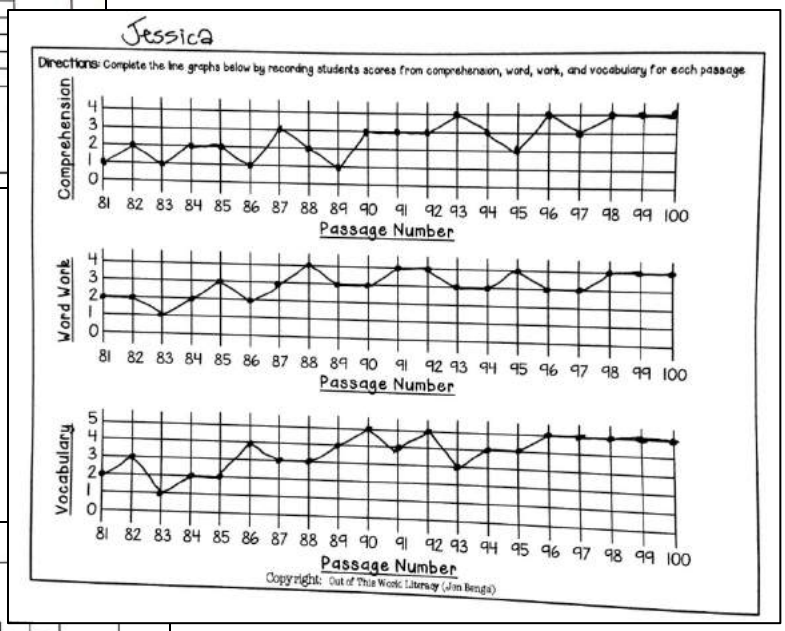
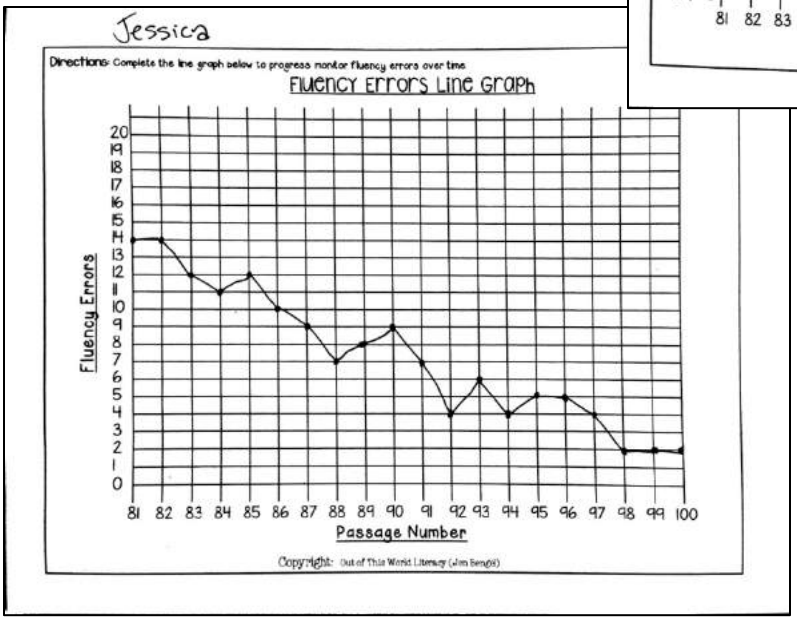






Line Graphs



Progress Monitoring!!

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Section One: Teacher Pages

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

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"The Ice Cream Truck"

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).

Every day my friends and I hear the ice cream truck roll through our neighborhood around 3:00 in the	19
afternoon. And every day we wish we had money so we could get a refreshing treat. But, we are all	39
broke. There is no point in asking our parents for money because they would never give us extra	57
money for ice cream every day. One day my friend Sam couldn't take the torture anymore. He	74
decided to approach the ice cream truck and pretend he had money. When the truck stopped, Sam	91
slammed on the breaks of his bike. The driver asked Sam what he wanted. Sam confessed that he	109
didn't actually have any money. At first the driver was really mad Sam made him stop and waste	128
his time for nothing. But, for some reason, the driver had a change of heart. He told Sam that if we	149
followed him around the last part of his route each day, he would give us the last few ice cream treats	170
that no one bought that day. He said he threw them out anyways, so he would just let us have them.	191
Sam was dumbfounded. He rushed over to tell us all the good news. Without a word, we all hopped on	211
our bikes and chased the truck for an hour, weaving through streets and watching all the kids licking	229
the delicious treats. We hoped in silence that there would be some left at the end of his route. We	249
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out of the truck and explained his route was over. He let us pick from what was left. We all scarfed	287
down the delicious treats. We chased that truck every day for the rest of summer!	302

Sample

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)*

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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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…		
Ask questions about characters	What is one question you might ask the ice [illegible] m [illegible]ive? 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 Sam pretended to have money?		
Writer's description of setting	What words in the story describe the setting? How do you know?		

Sample

Comprehension Score: _____ /20

Word Work: Rate the student's ability to identify the 4 word work skills in the passage:

1	2	3	4
(<40% correct)	*(40-60% correct)*	*(60-80% correct)*	*(90-100% correct)*

Word Work Score: _____ /4

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

Vocabulary Score: _____ /5

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Section Two: Student Pages

- Format One:
  - Passage
  - Comprehension
  - Word Work
  - Vocabulary
- Format Two:
  - Passage
- Format Three:
  - Passage
  - Comprehension
  - Word Work
  - Vocabulary
- Format Four:
  - Passage
  - Comprehension
  - Blank Word Work
  - Vocabulary
- Format Five:
  - Passage
  - Fluency Homework Chart

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"The Ice Cream Truck"

Every day my friends and I hear the ice cream truck roll through our neighborhood around 3:00 in the afternoon. And every day we wish we had money so we could get a refreshing treat. But, we are all broke. There is no point in asking our parents for money because they would never give us extra money for ice cream every day. One day my friend Sam couldn't take the **torture** anymore. He decided to **approach** the ice cream truck and pretend he had money. When the truck stopped, Sam slammed on the breaks of his bike. The driver asked Sam what he wanted. Sam **confessed** that he didn't actually have any money. At first the driver was really mad that Sam made him stop and waste his time for nothing. But, for some reason, the driver had a change of heart. He told Sam that if we followed him around the last hour of his route each day, he would give us the last few ice cream treats that no one bought that day. He said he threw them out anyways, so he would just let us have them. Sam was **dumbfounded**. He rushed over to tell us all the good news. Without a word, we all hopped on our bikes and chased the truck for an hour, weaving through streets and watching all the kids licking the delicious treats. We hoped in silence that there would be some left at the end of his **route**. We were all exhausted and sweaty from chasing the truck around town. Finally the driver stopped. He got out of the truck and explained his route was over. He let us pick from what was left. We all scarfed down the delicious treats. We chased that truck every day for the rest of summer!

Sample

Understand It!

Answer the following questions after reading:

1. How would you best describe Sam?
   a. shy
   b. brave
   c. tired
   d. mean

2. What can readers learn from this story?
   a. ask parents for money
   b. don't eat ice cream
   c. work hard to get what you want
   d. be shy

3. What is the main problem in the story?
   a. no money for ice cream
   b. too much ice cream
   c. no bikes
   d. no ice cream left

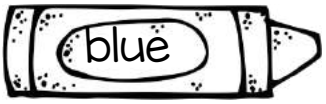
4. What is the main setting in the story?
   a. school
   b. the neighborhood
   c. restaurant
   d. friend's house

Word Work

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



Words with double consonants



Words with /ing/, /an/, or /on/



Compound words



Adjectives

Vocabulary

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

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

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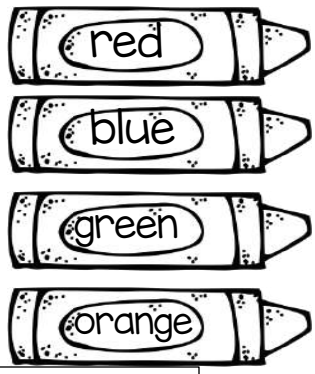
   b. the neighborhood
   c. restaurant
   d. friend's house

Word Work

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



Words with double consonants

Words with /ing/, /an/, or /on/

Compound words

Adjectives

Vocabulary

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

1. _____ _____
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4. _____ _____
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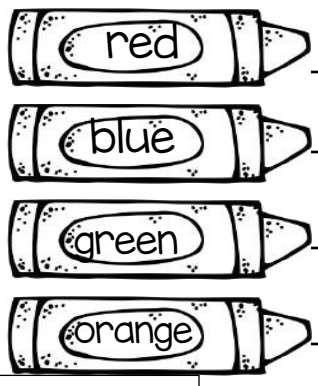
   a. school
   b. the neighborhood
   c. restaurant
   d. friend's house

Word Work

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



Vocabulary

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

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

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"The Ice Cream Truck"

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

Every day my friends and I hear the ice cream truck roll through our neighborhood around 3:00 in the	19
afternoon. And every day we wish we had money so we could get a refreshing treat. But, we are all	39
broke. There is no point in asking our parents for money because they would never give us extra	57
money for ice cream every day. One day my friend Sam couldn't take the torture anymore. He	74
decided to approach the ice cream truck and pretend he had money. When the truck stopped, Sam	91
slammed on the breaks of his bike. The driver asked Sam what he wanted. Sam confessed that he	109
didn't actually have any money. At first the driver was really mad that Sam made him stop and waste	128
his time for nothing. But, for some reason, the driver had a change of heart. He told Sam that if we	149
followed him around the last hour of his route each day he would give us the last few ice cream treats	170
that no one bought that day. He said he threw them out anyways, so he would just let us have them.	191
Sam was dumbfounded. He rushed over to tell us all the good news. Without a word, we all hopped on	211
our bikes and chased the truck for an hour, weaving through streets and watching all the kids licking	229
the delicious treats. We hoped in silence that there would be some left at the end of his route. We	249
were all exhausted and sweaty from chasing the truck around town. Finally the driver stopped. He got	266
out of the truck and explained his route was over. He let us pick from what was left. We all scarfed	287
down the delicious treats. We chased that truck every day for the rest of summer!	302

Sample

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

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

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Section Three: Progress Monitoring Data Forms

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

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Student: _____

Passage	Mon.	Tues.	Wed.	Thurs.
Lilly's First Cavities				
Our Granny is Crazy				
Eat Your Broccoli				
The Ice Cream Truck				
Let's Travel the World				
My Brother Thinks He's a Ninja				
Waiting is the Worst				

Sample

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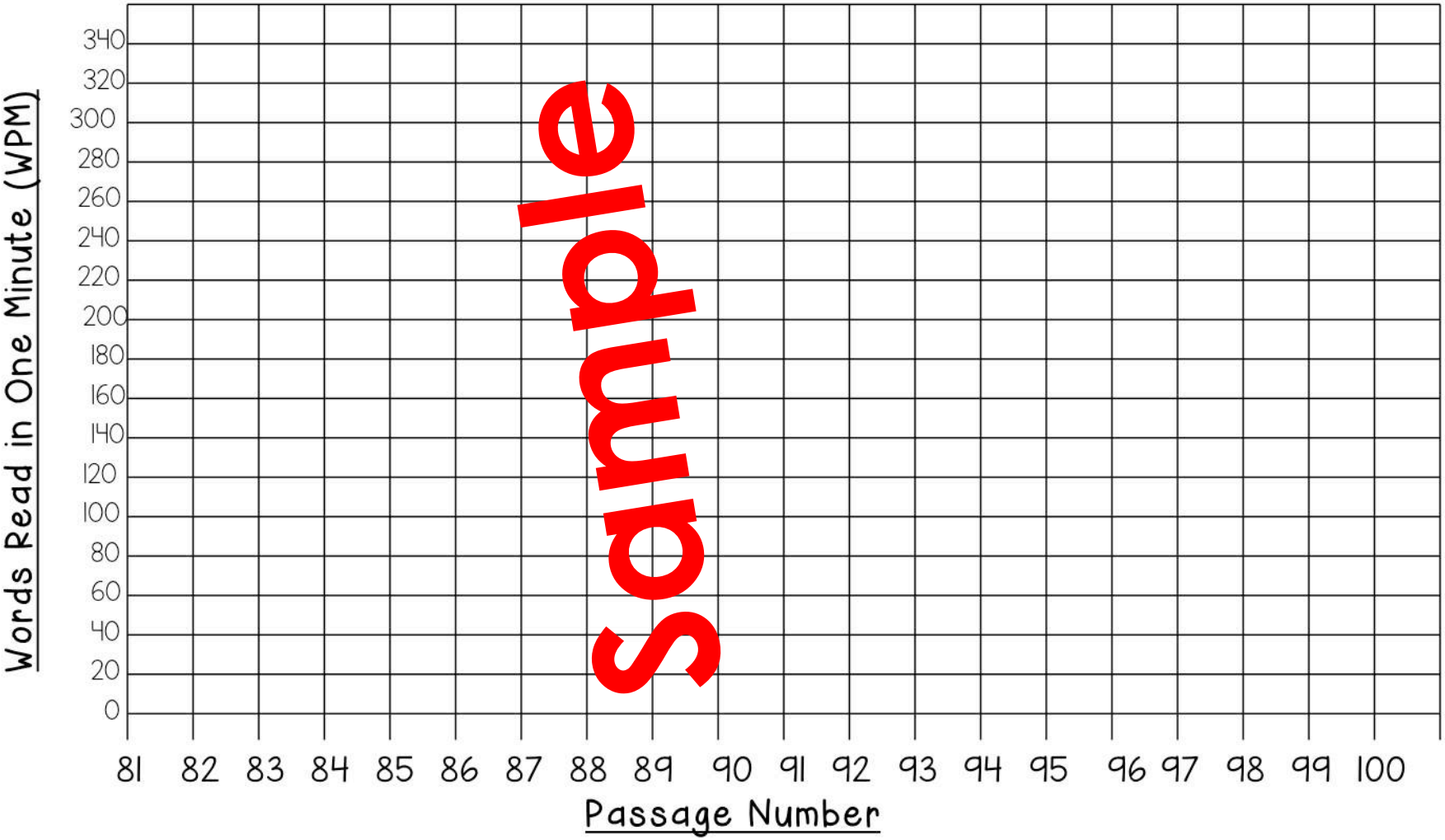
Fluency Line Graph

Level Range Q-T

Name: _____ Date: _____

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



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"Data Tracking"

Student: _____

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

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

Sample

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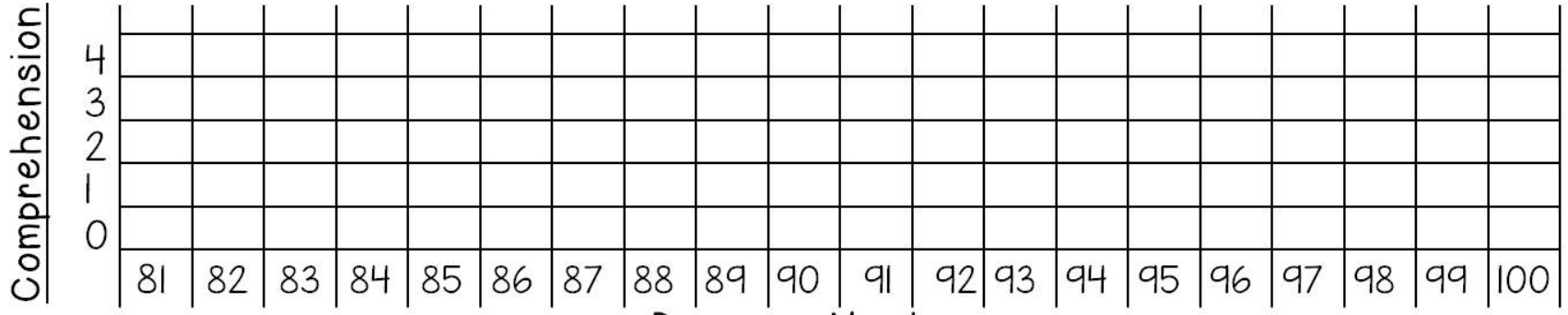
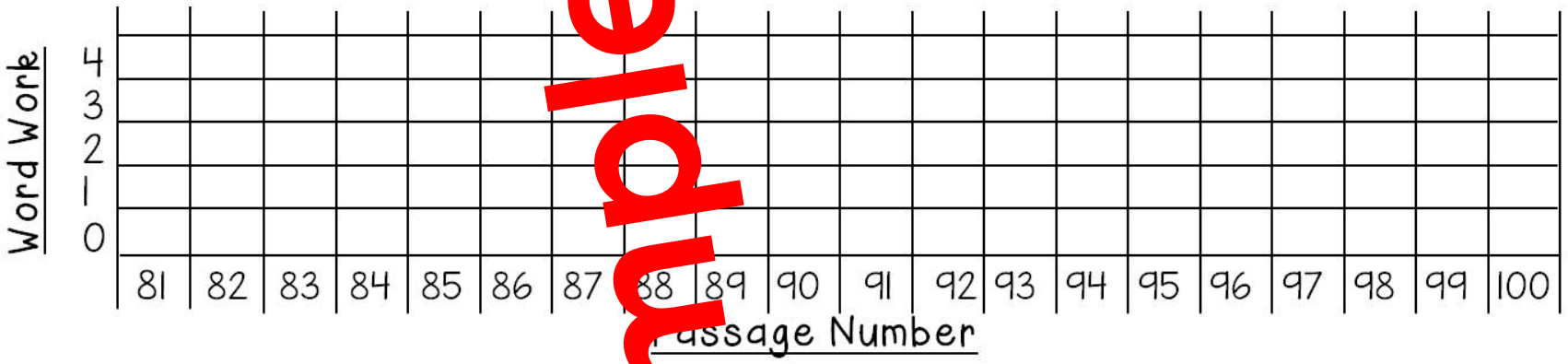
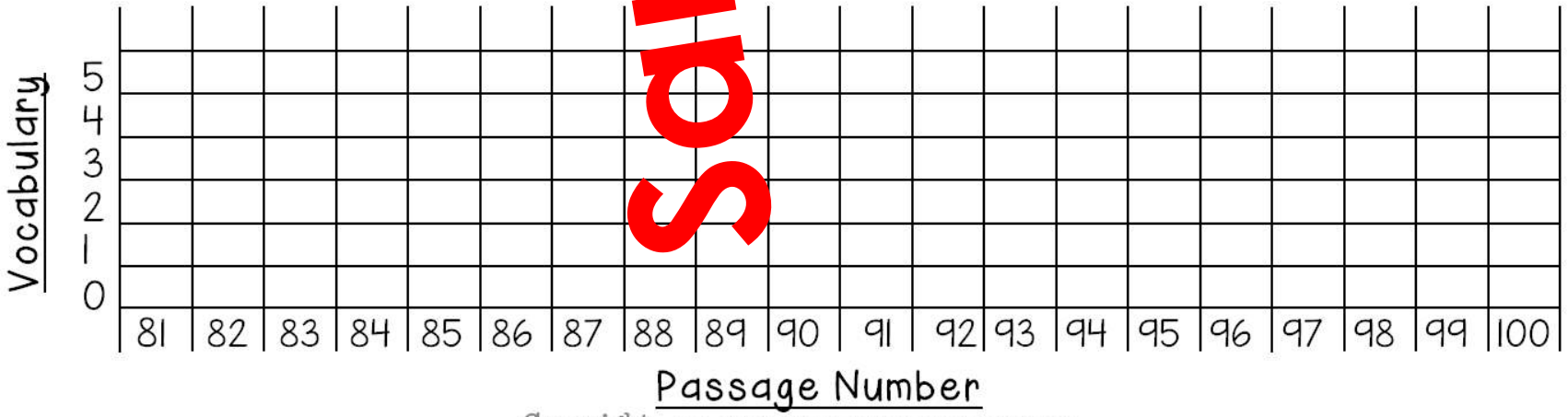
Directions: Complete the bar graphs below by recording students scores from comprehension, word, work, and vocabulary for each passage.







Sample

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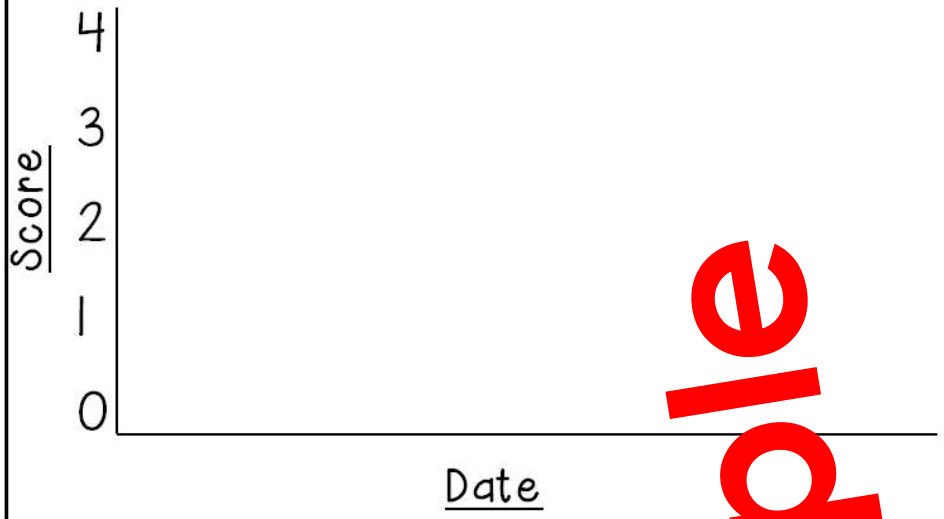
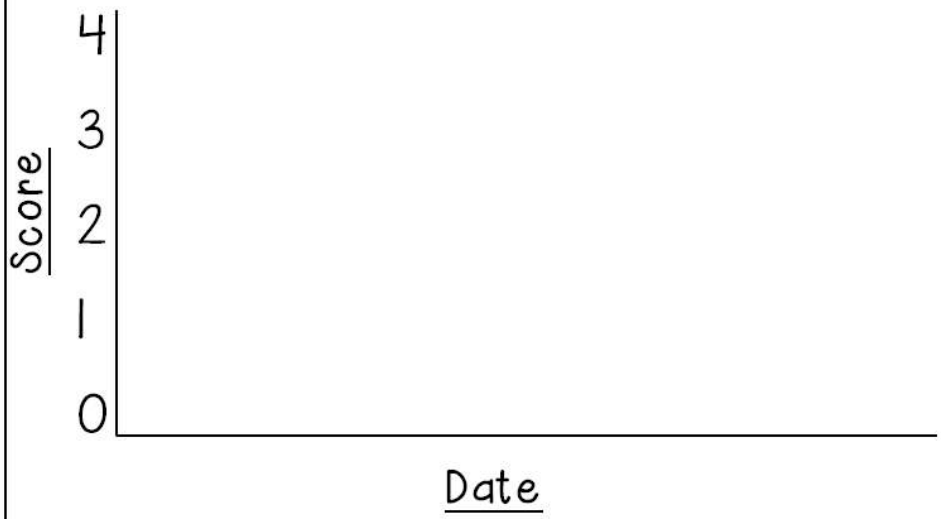
"Data Tracking"

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

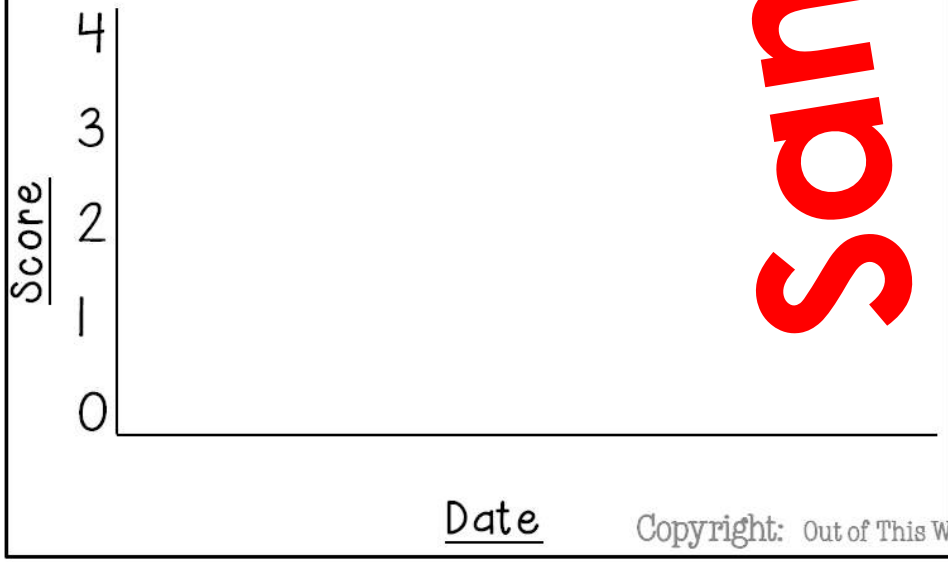
Rate and tone



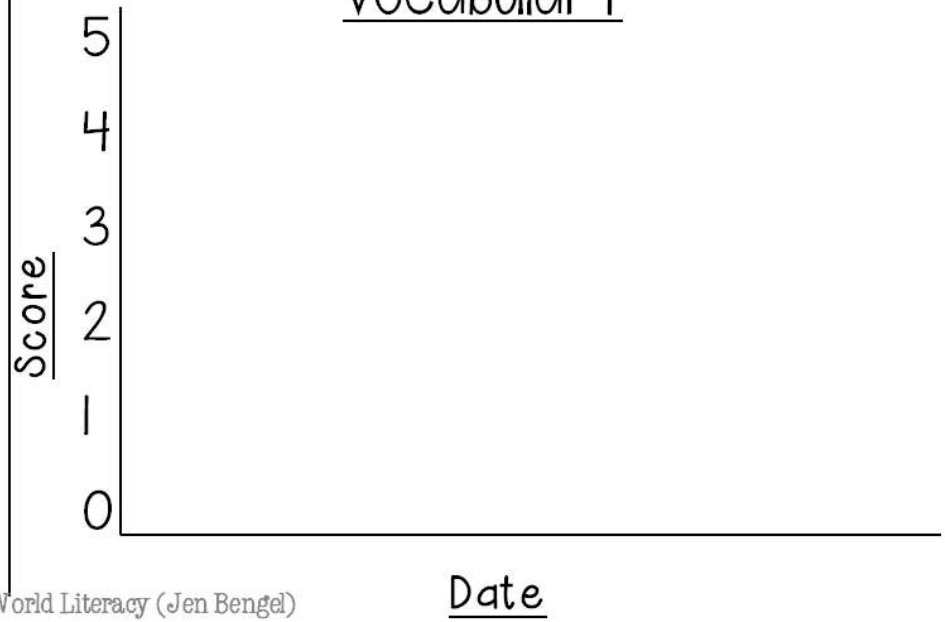
Comprehension



Word Work



Vocabulary



Sample

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Answer Key

Pass. #	Question 1	Question 2	Question 3	Question 4
81	D	A	C	B
82	C	A	D	C
83	D	A	C	D
84	B	C	A	B
85	C	C	D	A
86	D	A		B
87	D			D
88	B	C	A	D
89	A	D	B	D
90	C	B	D	B
91	A	A	D	B
92	A	C	D	B
93	C	B	D	B
94	B	C	A	A
95	A	C	D	C
96	D	B	A	C
97	B	C	B	C
98	B	A	B	C
99	B	A	D	C
100	C	A	A	D

Sample