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

"Misty Copeland"

Misty Copeland was born on September 10, 1982 in Kansas City, Missouri. Misty's childhood was **tumultuous** to say the least. She came from a mixed ethnic heritage and moved around with her five siblings and mother, who bounced from boyfriend to boyfriend and experienced four failed marriages. Her mother's fourth husband was emotionally and physically abusive to Misty and her siblings. Once they eventually settled in San Pedro, California Misty became captain of her middle school dance team. Her coach noticed her raw talent and suggested she take ballet classes at The Boys and Girls club. Soon after she began classes her instructor realized Misty was a **prodigy**. As her dance life was blossoming, her home life was **deteriorating**. Her mother left her abusive husband and at thirteen Misty was living in a motel. Her mother agreed to allow Misty to move into her instructor's home, where she thrived. As her dance career took off and she gained notoriety, her mother suddenly demanded she return home at fifteen-years-old. This request resulted in a public **controversy**, with Misty looking into legal **emancipation** from her biological parent. The request was eventually dropped and Misty refocused back to ballet. Even with her non-traditional entry into ballet, she shines bright. Misty is one of the few African American classical ballet dancers. In June of 2015 she became the first African American performer to be appointed as principle dancer for the American Ballet Theatre. Misty continues to be a role-model for young girls pursuing their ballerina dreams.

Understand It!

Answer the following questions after reading:

1. Most people would describe Misty as...
   a. clumsy
   b. lazy
   c. ungrateful
   d. a prodigy

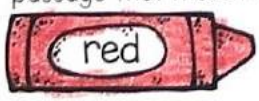
2. Which social issue is most relevant in Misty's life?
   a. overcrowding
   b. illegal immigration
   c. unstable childhood
   d. obesity

3. Who influenced Misty into ballet?
   a. her mom
   b. her middle school dance coach
   c. her dad
   d. her grandmother

4. Misty went to live with her coach because she...
   a. had an abusive stepdad
   b. lived far away
   c. had too many siblings
   d. needed to practice more

Word Work

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



Homophones



Words that end with /ing/



Words with the /om/ pattern



Words with the /oun/ pattern

Vocabulary

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

1. tumultuous not easy/unsure
2. prodigy extremely gifted
3. deteriorating falling apart
4. controversy argument
5. emancipation to be freed

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Digital version included

GOOGLE™ DRIVE INSTRUCTIONS

Instructions for accessing this resource digitally

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

Google Slides™:

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

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

Directions:

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

Mp3 for listening to reading available

GOOGLE™ DRIVE INSTRUCTIONS

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Daily Intervention Program

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

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
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** Yousafzai	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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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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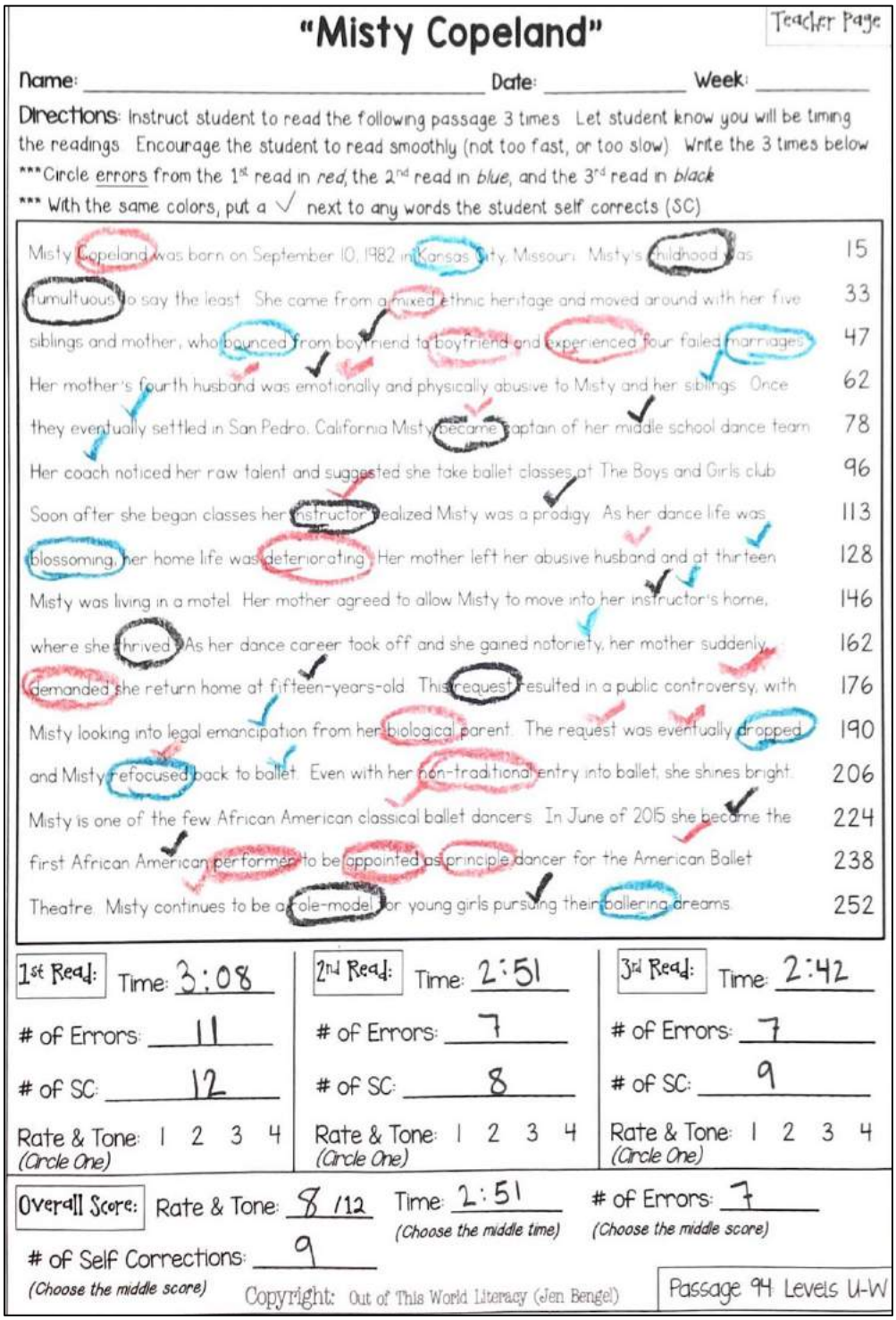
Completed fluency teacher page



"Misty Copeland"

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)

Misty Copeland was born on September 10, 1982 in Kansas City, Missouri. Misty's childhood was	15
tumultuous to say the least. She came from a mixed ethnic heritage and moved around with her five	33
siblings and mother, who bounced from boyfriend to boyfriend and experienced four failed marriages.	47
Her mother's fourth husband was emotionally and physically abusive to Misty and her siblings. Once	62
they eventually settled in San Pedro, California Misty became captain of her middle school dance team.	78
Her coach noticed her raw talent and suggested she take ballet classes at The Boys and Girls club.	96
Soon after she began classes her instructor realized Misty was a prodigy. As her dance life was	113
blossoming, her home life was deteriorating. Her mother left her abusive husband and at thirteen	128
Misty was living in a motel. Her mother agreed to allow Misty to move into her instructor's home,	146
where she thrived. As her dance career took off and she gained notoriety, her mother suddenly	162
demanded she return home at fifteen-years-old. This request resulted in a public controversy, with	176
Misty looking into legal emancipation from her biological parent. The request was eventually dropped	190
and Misty refocused back to ballet. Even with her non-traditional entry into ballet, she shines bright.	206
Misty is one of the few African American classical ballet dancers. In June of 2015 she became the	224
first African American performer to be appointed as principle dancer for the American Ballet	238
Theatre. Misty continues to be a role-model for young girls pursuing their ballering dreams.	252

1st Read:	2nd Read:	3rd Read:
Time: 3:08	Time: 2:51	Time: 2:42
# of Errors: 11	# of Errors: 7	# of Errors: 7
# of SC: 12	# of SC: 8	# of SC: 9
Rate & Tone: 1 2 3 4 (Circle One)	Rate & Tone: 1 2 3 4 (Circle One)	Rate & Tone: 1 2 3 4 (Circle One)

Overall Score: Rate & Tone: 8 /12 (Choose the middle score) Time: 2:51 (Choose the middle time) # of Errors: 7 (Choose the middle score)

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

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Passage 94 Levels U-W

3 running records on one page!

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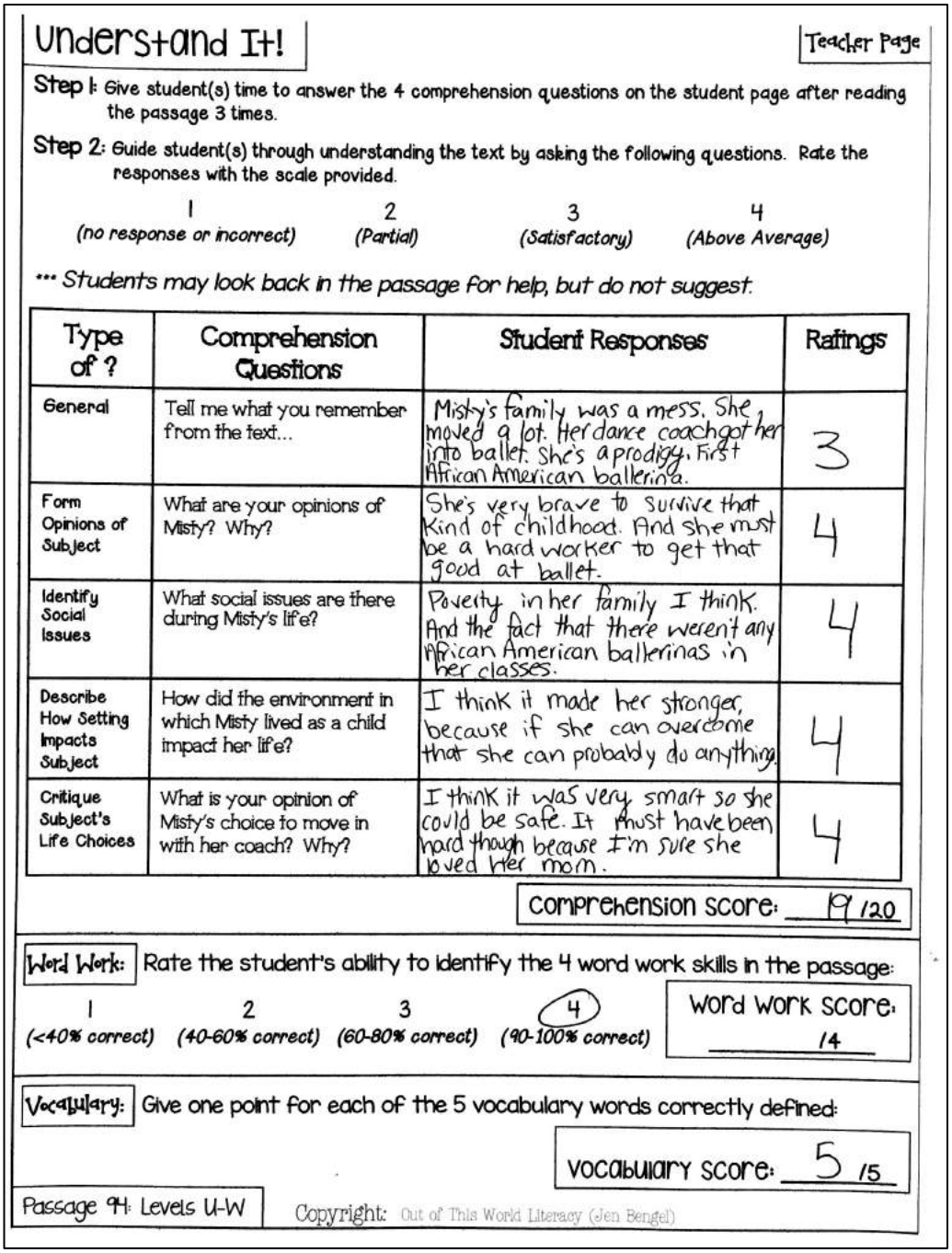
Completed comprehension teacher page



Understand It!

Teacher Page

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

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

1 *(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...	Misty's family was a mess. She moved a lot. Her dance coach got her into ballet. She's a prodigy. First African American ballerina.	3
Form Opinions of Subject	What are your opinions of Misty? Why?	She's very brave to survive that kind of childhood. And she must be a hard worker to get that good at ballet.	4
Identify Social Issues	What social issues are there during Misty's life?	Poverty in her family I think. And the fact that there weren't any African American ballerinas in her classes.	4
Describe How Setting Impacts Subject	How did the environment in which Misty lived as a child impact her life?	I think it made her stronger, because if she can overcome that she can probably do anything.	4
Critique Subject's Life Choices	What is your opinion of Misty's choice to move in with her coach? Why?	I think it was very smart so she could be safe. It must have been hard though because I'm sure she loved her mom.	4

Comprehension score: 19/20

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: 14

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

Vocabulary score: 5/5

Passage 94: Levels U-W

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

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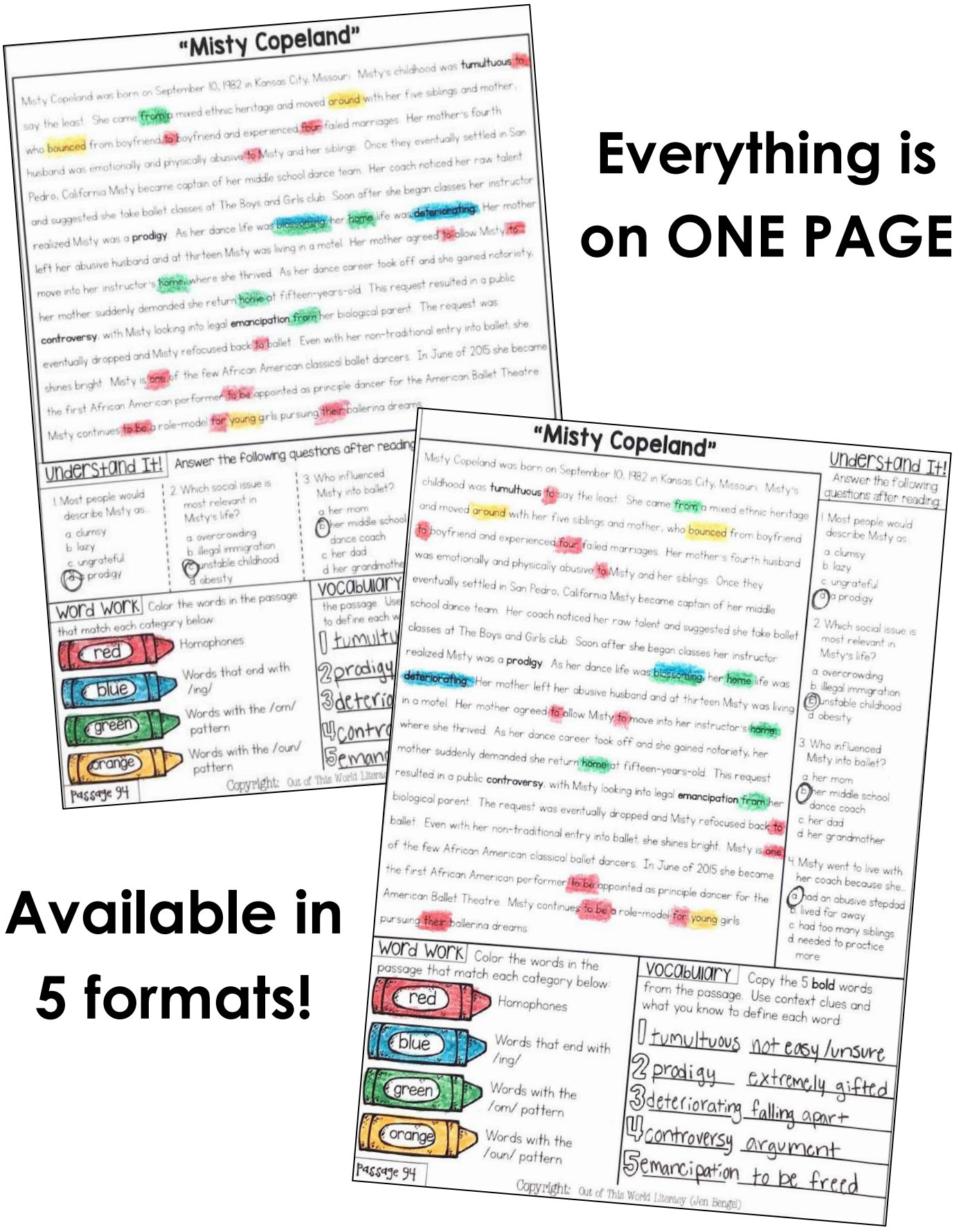

Everything is on ONE PAGE

Available in 5 formats!

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Track student data by class...


"Data Tracking"

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

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

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"Data Tracking"

Student: _____

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

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

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Or individual student

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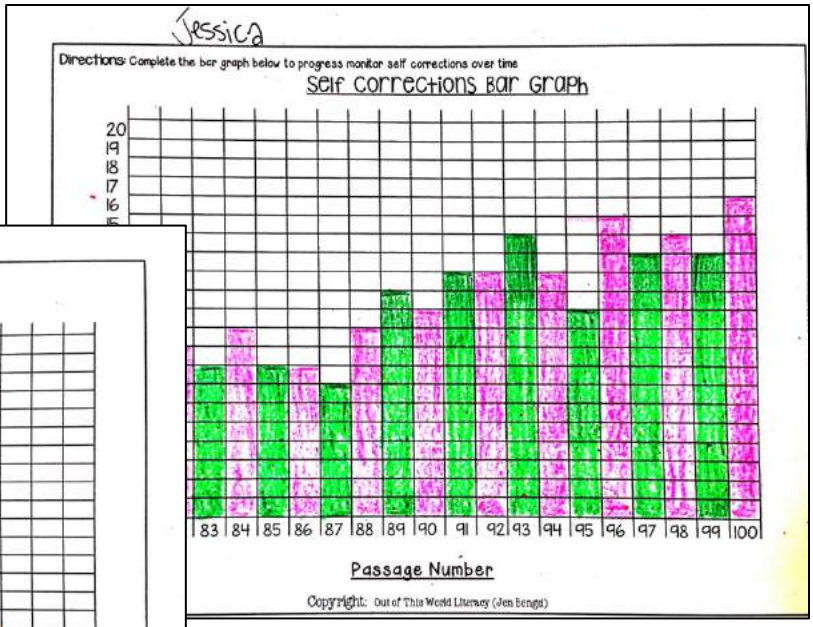
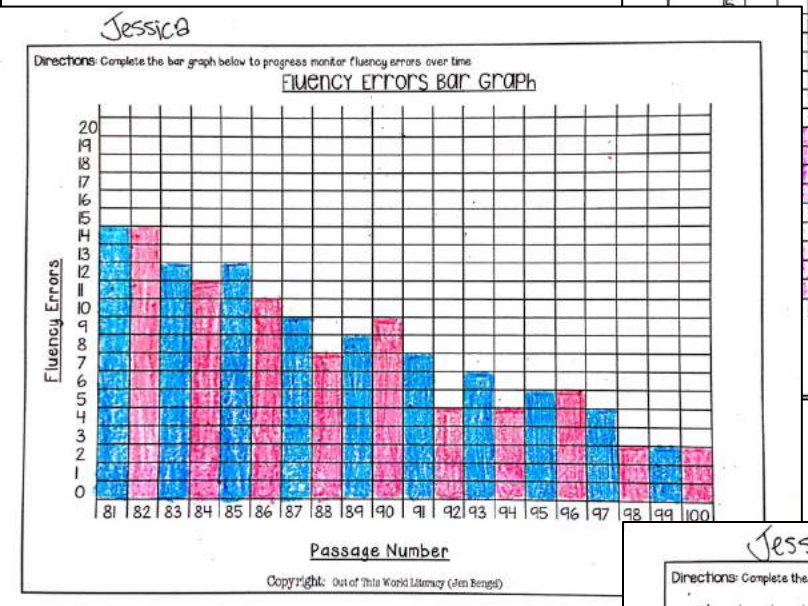
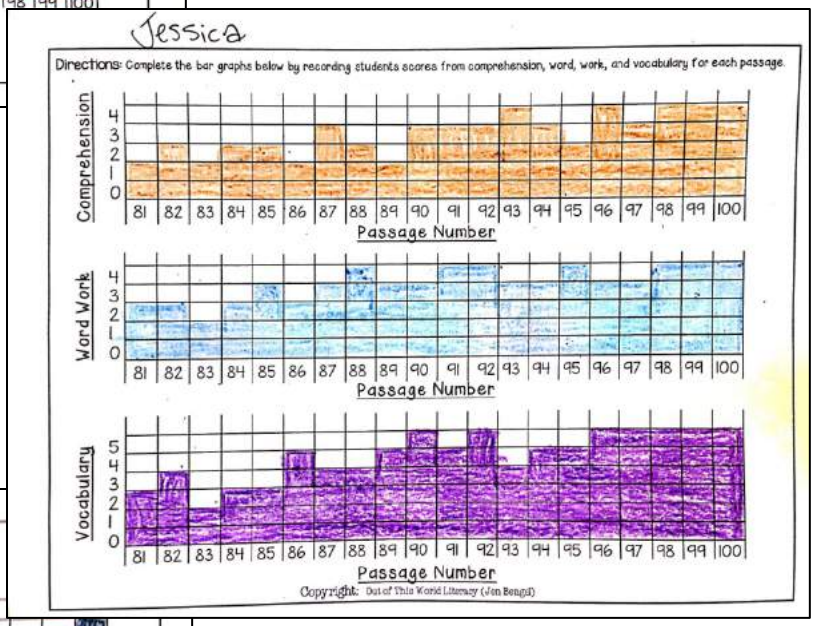
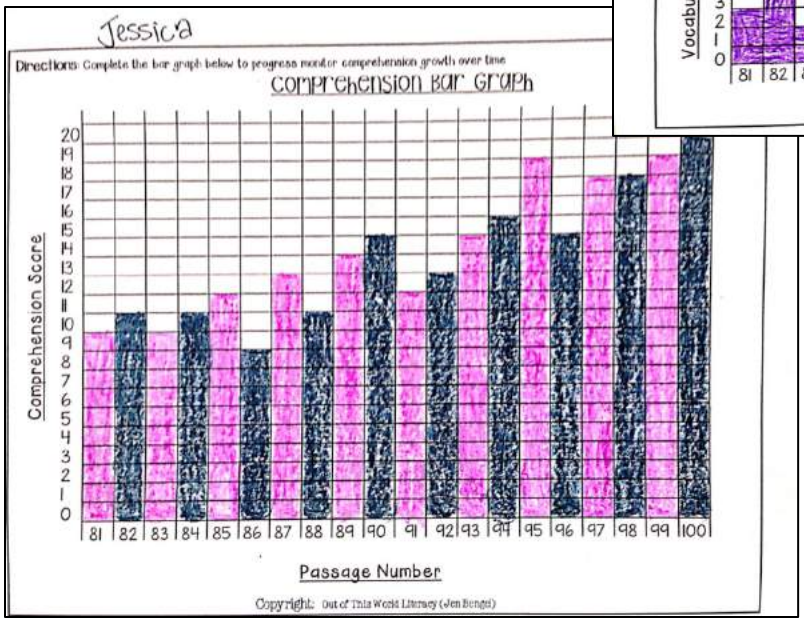






Bar Graphs



Progress Monitoring!!

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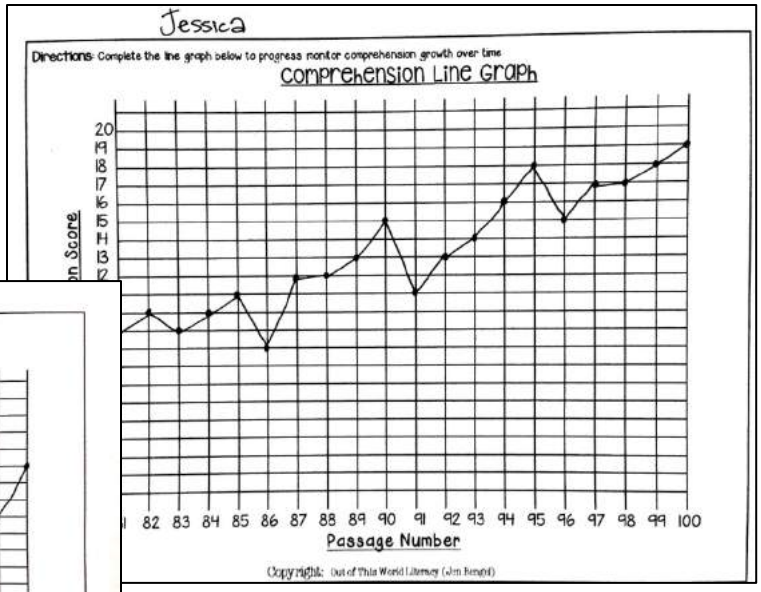
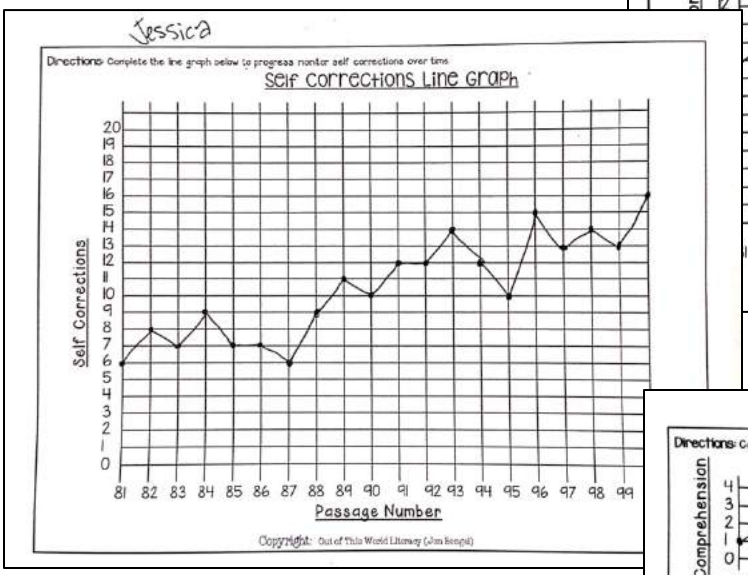
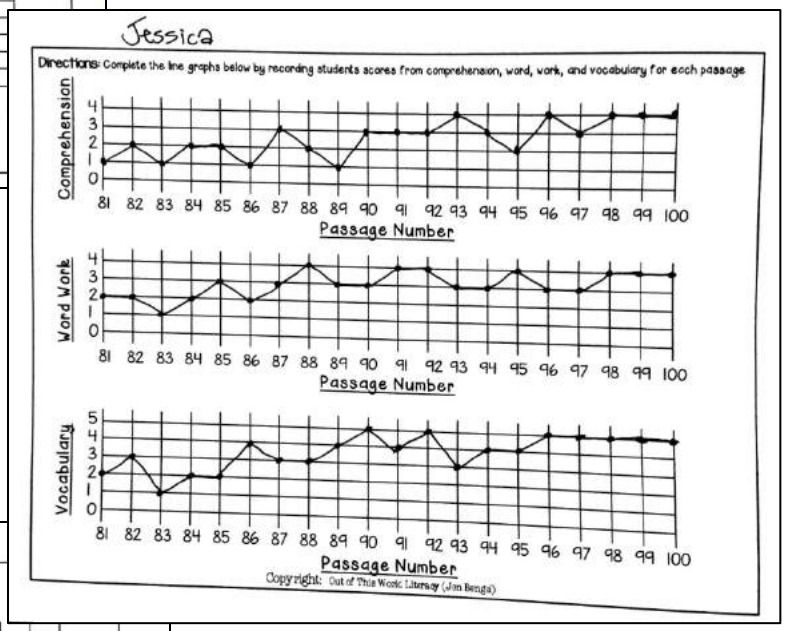
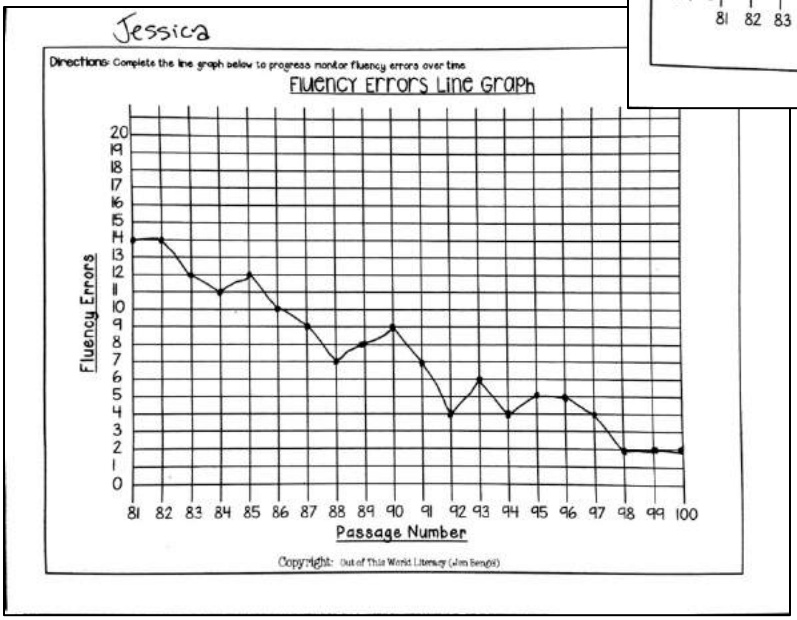






Line Graphs



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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"Misty Copeland"

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.
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siblings and mother, who bounced from boyfriend to boyfriend and experienced four failed marriages.	47
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they eventually settled in San Pedro, California Misty became captain of her middle school dance team.	78
Her coach noticed her raw talent and suggested she take ballet classes at The Boys and Girls club.	96
Soon after she began classes her instructor realized Misty was a prodigy. As her dance life was	113
blossoming, her home life was deteriorating. Her mother left her abusive husband and at thirteen	128
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where she thrived. As her dance career took off and she gained notoriety, her mother suddenly	162
demanded she return home at fifteen-years-old. This request resulted in a public controversy, with	176
Misty looking into legal emancipation from her biological parent. The request was eventually dropped	190
and Misty refocused back to ballet. Even with her non-traditional entry into ballet, she shines bright.	206
Misty is one of the few African American classical ballet dancers. In June of 2015 she became the	224
first African American performer to be appointed as principle dancer for the American Ballet	238
Theatre. Misty continues to be a role-model for young girls pursuing their ballerina dreams.	252

Sample

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

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

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

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Passage 94: Levels U-W

Understand It!

Teacher Page

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

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

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

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

Type of ?	Comprehension Questions	Student Responses	Ratings
General	Tell me what you remember from the text…		
Form Opinions of Subject	What are your opinions of Misty? Why?		
Identify Social Issues	What social issues are there during Misty's life?		
Describe How Setting Impacts Subject	How did the environment in which Misty lived as a child impact her life?		
Critique Subject's Life Choices	What is your opinion of Misty's choice to move in with her coach? Why?		

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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"Misty Copeland"

Misty Copeland was born on September 10, 1982 in Kansas City, Missouri. Misty's childhood was **tumultuous** to say the least. She came from a mixed ethnic heritage and moved around with her five siblings and mother, who bounced from boyfriend to boyfriend and experienced four failed marriages. Her mother's fourth husband was emotionally and physically abusive to Misty and her siblings. Once they eventually settled in San Pedro, California Misty became captain of her middle school dance team. Her coach noticed her raw talent and suggested she take ballet classes at The Boys and Girls club. Soon after she began classes her instructor realized Misty was a **prodigy**. As her dance life was blossoming, her home life was **deteriorating**. Her mother left her abusive husband and at thirteen Misty was living in a motel. Her mother agreed to allow Misty to move into her instructor's home, where she thrived. As her dance career took off and she gained notoriety, her mother suddenly demanded she return home at fifteen-years-old. This request resulted in a public **controversy**, with Misty looking into legal **emancipation** from her biological parent. The request was eventually dropped and Misty refocused back to ballet. Even with her non-traditional entry into ballet, she shines bright. Misty is one of the few African American classical ballet dancers. In June of 2015 she became the first African American performer to be appointed as principle dancer for the American Ballet Theatre. Misty continues to be a role-model for young girls pursuing their ballerina dreams.

Sample

Understand It!

Answer the following questions after reading:

1. Most people would describe Misty as...
   a. clumsy
   b. lazy
   c. ungrateful
   d. a prodigy

2. Which social issue is most relevant in Misty's life?
   a. overcrowding
   b. illegal immigration
   c. unstable childhood
   d. obesity

3. Who influenced Misty into ballet?
   a. her mom
   b. her middle school dance coach
   c. her dad
   d. her grandmother

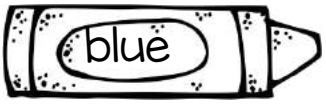
4. Misty went to live with her coach because she...
   a. had an abusive stepdad
   b. lived far away
   c. had too many siblings
   d. needed to practice more

Word Work

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



Homophones



Words that end with /ing/



Words with the /om/ pattern



Words with the /oun/ pattern

Vocabulary

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

1 _____ _____

2 _____ _____

3 _____ _____

4 _____ _____

5 _____ _____

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Misty Copeland was born on September 10, 1982 in Kansas City, Missouri. Misty's childhood was **tumultuous** to say the least. She came from a mixed ethnic heritage and moved around with her five siblings and mother, who bounced from boyfriend to boyfriend and experienced four failed marriages. Her mother's fourth husband was emotionally and physically abusive to Misty and her siblings. Once they eventually settled in San Pedro, California Misty became captain of her middle school dance team. Her coach noticed her raw talent and suggested she take ballet classes at The Boys and Girls club. Soon after she began classes her instructor realized Misty was a **prodigy**. As her dance life was blossoming h[illegible] **deteriorating**. Her mother left h[illegible] and a[illegible] Misty was living in a motel. Her mother agreed to allow Misty to move into her instructor's home, where she thrived. As her dance career took off and she gained notoriety, her mother suddenly demanded she return home at fifteen-years-old. This request resulted in a public **controversy**, with Misty looking into legal **emancipation** from her biological parent. The request was eventually dropped and Misty refocused back to ballet. Even with her non-traditional entry into ballet, she shines bright. Misty is one of the few African American classical ballet dancers. In June of 2015 she became the first African American performer to be appointed as principle dancer for the American Ballet Theatre. Misty continues to be a role model for young girls pursuing their ballerina dreams.

Sample

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   a. had an abusive stepdad
   b. lived far away
   c. had too many siblings
   d. needed to practice more

Word Work

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



Homophones



Words that end with /ing/



Words with the /om/ pattern



Words with the /oun/ pattern

Vocabulary

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

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

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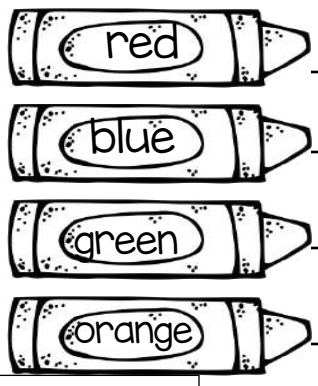
4. Misty went to live with her coach because she...
   a. had an abusive stepdad
   b. lived far away
   c. had too many siblings
   d. needed to practice more

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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"Misty Copeland"

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

Misty Copeland was born on September 10, 1982 in Kansas City, Missouri. Misty's childhood was 15
tumultuous to say the least. She came from a mixed ethnic heritage and moved around with her five 33
siblings and mother, who bounced from boyfriend to boyfriend and experienced four failed marriages. 47
Her mother's fourth husband was emotionally and physically abusive to Misty and her siblings. Once 62
they eventually settled in San Pedro, California Misty became captain of her middle school dance team. 78
Her coach noticed her raw talent and suggested she take ballet classes at The Boys and Girls club. 96
Soon after she began classes her instructor realized Misty was a prodigy. As her dance life was 113
blossoming, her home life was deteriorating. Her mother left her abusive husband and at thirteen 128
Misty was living in a motel. Her mother agreed to allow Misty to move into her instructor's home, 146
where she thrived. As her [illegible] career took off and she [illegible] not [illegible], her mother suddenly 162
demanded she return home at fifteen years-old. The request resulted in a public controversy, with 176
Misty looking into legal emancipation from her biological parent. The request was eventually dropped 190
and Misty refocused back to ballet. Even with her non-traditional entry into ballet, she shines bright. 206
Misty is one of the few African American classical ballet dancers. In June of 2015 she became the 224
first African American performer to be appointed as principle dancer for the American Ballet 238
Theatre. Misty continues to be a role-model for young girls pursuing their ballerina dreams. 252

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.
Johnny's Randomness				
The Giant				
I Promise It's True				
Grace's Attitude				
Gordon's New Workout Plan				
My Headstrong Uncle				
Bad Idea				

Sample

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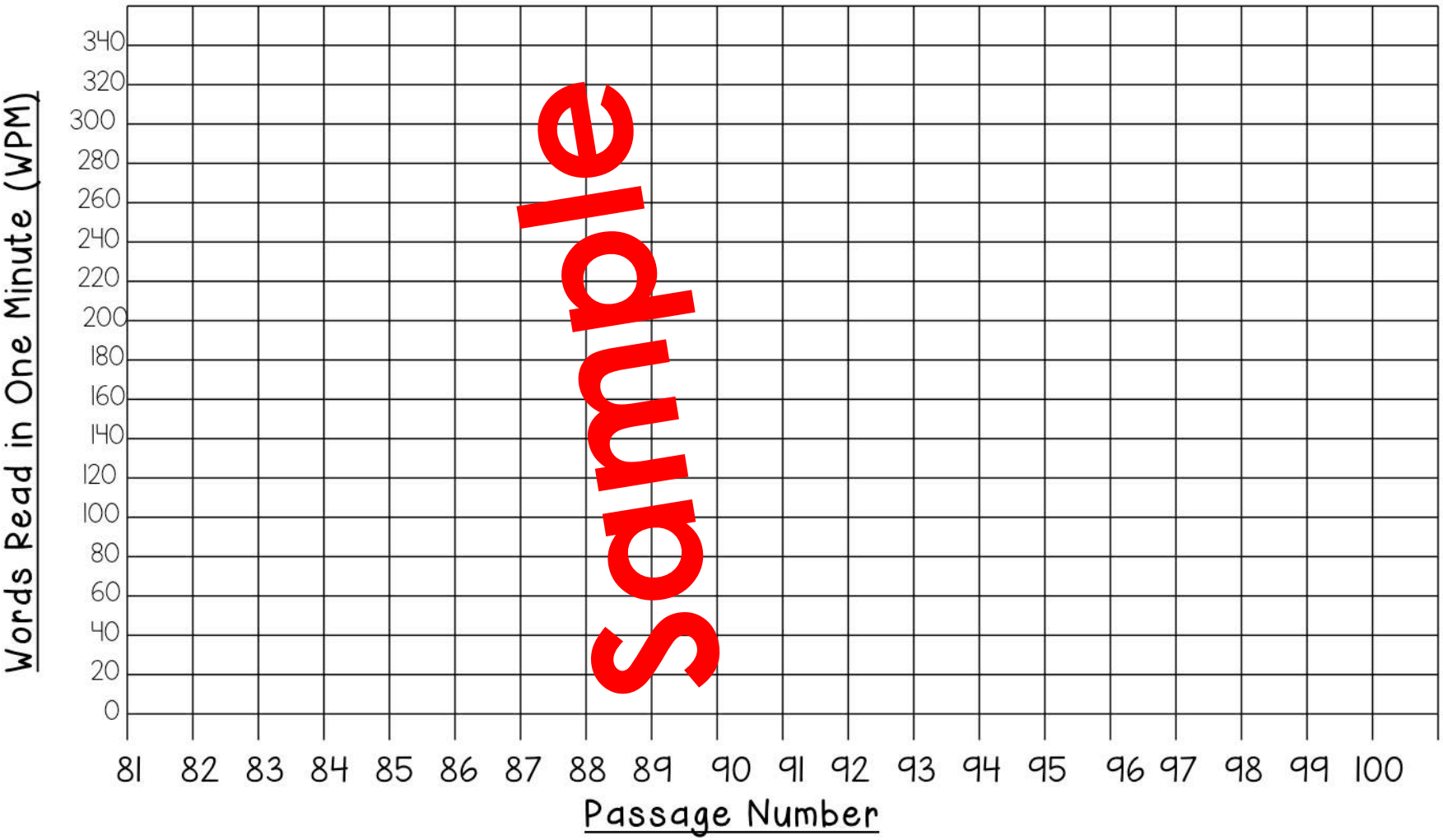
Fluency Line Graph

Level Range U-W

Name: _____ Date: _____

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



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"Data Tracking"

Student: _____

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

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

Sample

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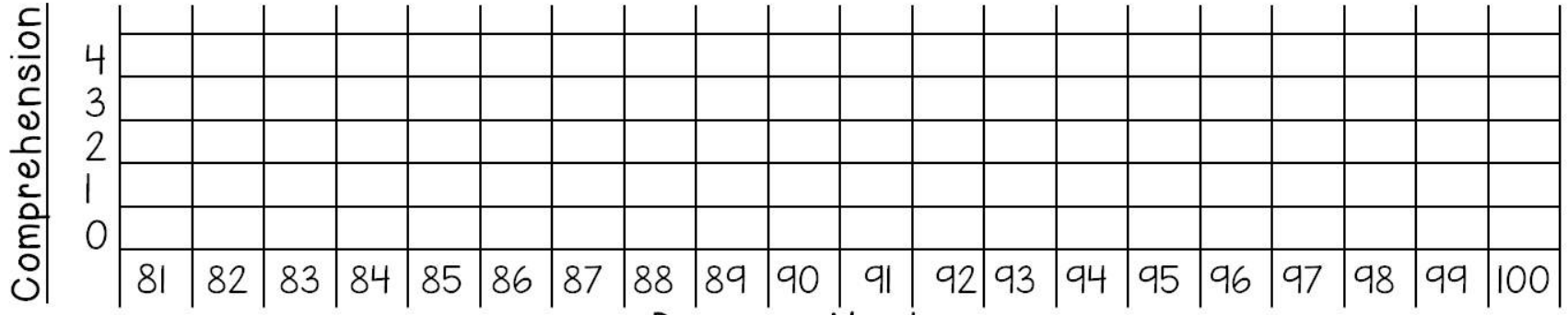
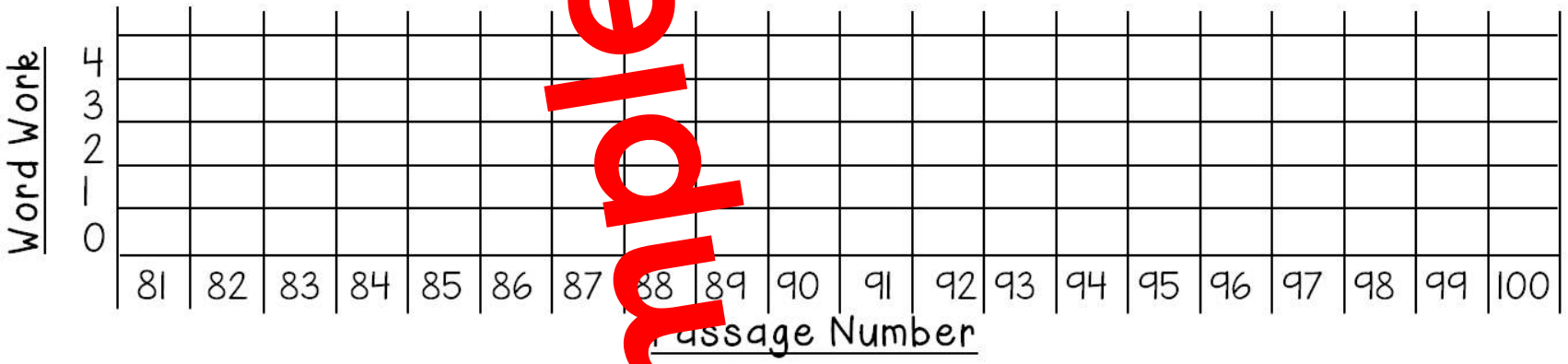
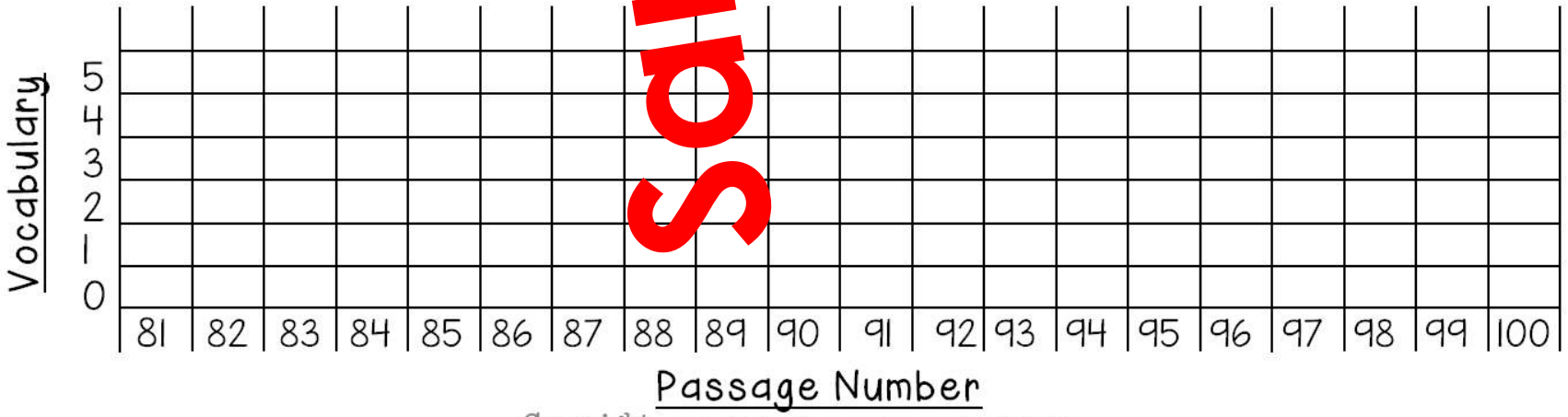
Directions: Complete the bar graphs below by recording students scores from comprehension, word, work, and vocabulary for each passage.







Sample

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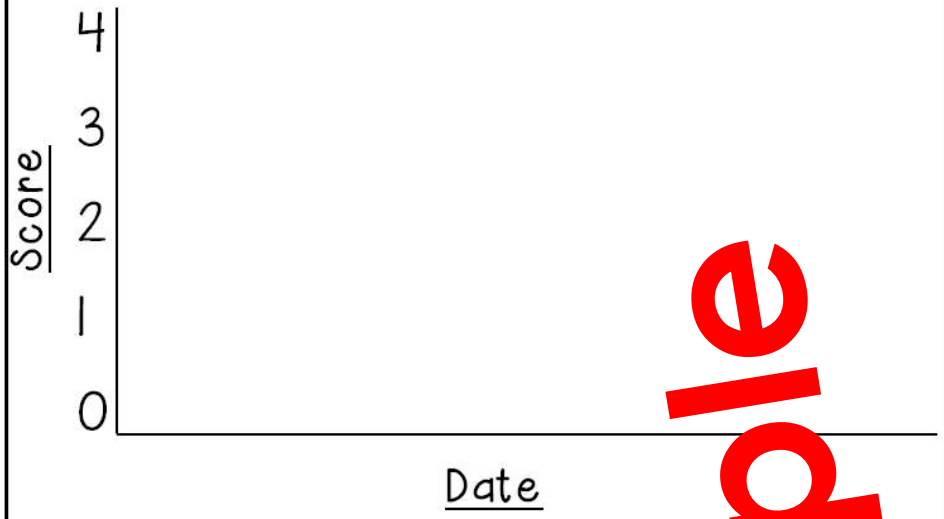
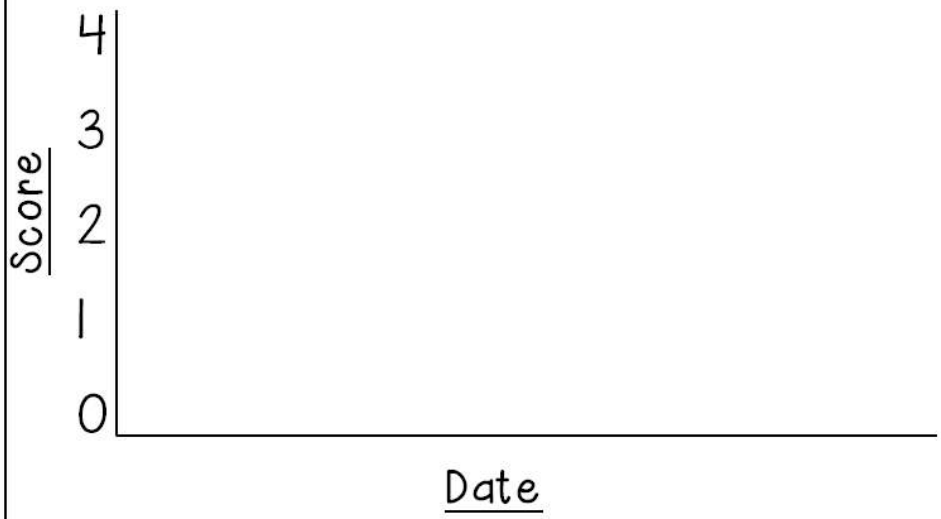
"Data Tracking"

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

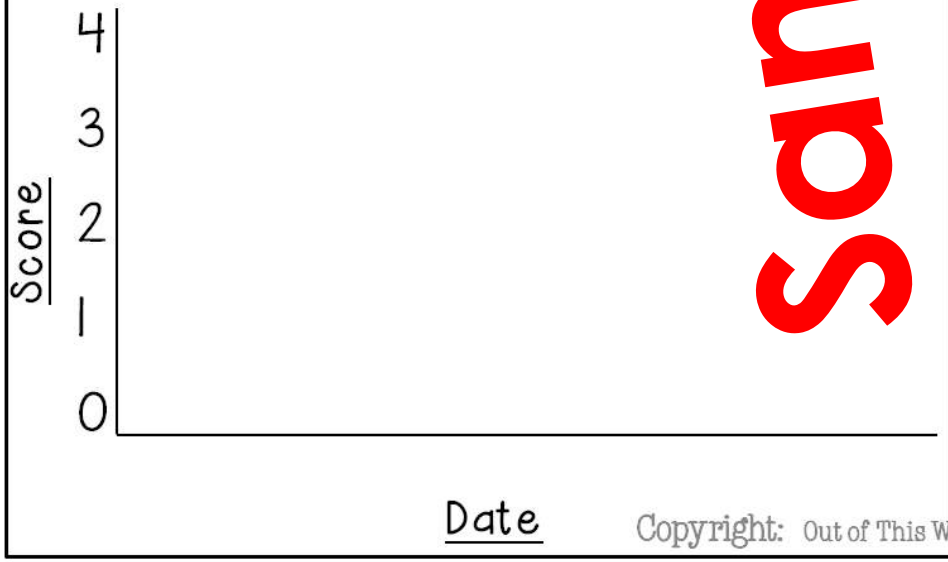
Rate and tone



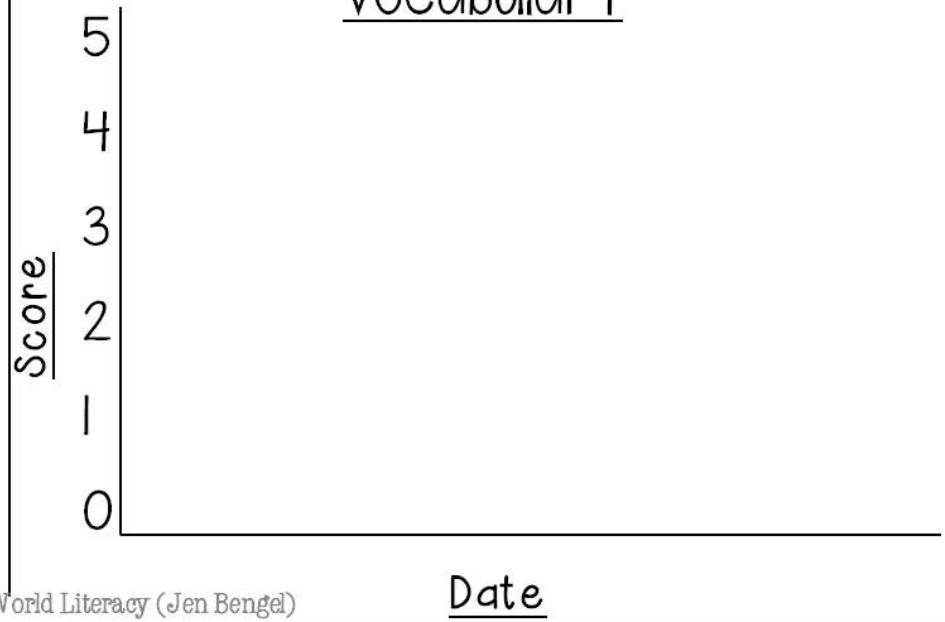
Comprehension



Word Work



Vocabulary



Sample

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Answer Key

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

Sample