Rationale:

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

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

The daily intervention lessons contain extra practice with:

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

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

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

*** The Intervention Program includes...

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

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Jen Bengel

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







Reading Intervention: Suggested Teaching Levels

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

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

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"Tips for Fluency"

Teacher Page

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

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

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

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

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

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

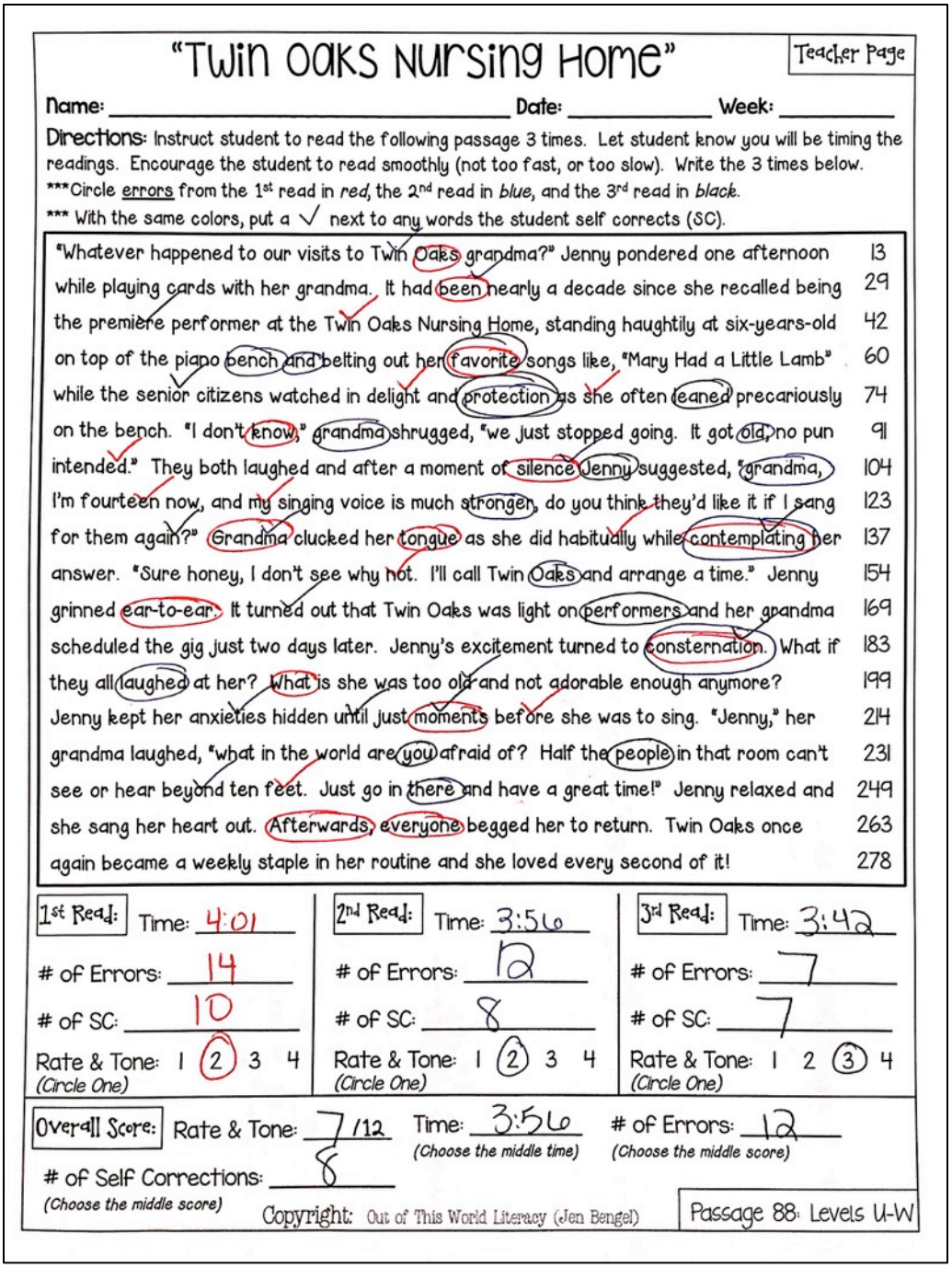
Tip #6: Time the student and document how low he/she takes to read the passage each time. Don't be afraid to show the student the results. This is a great opportunity for a lesson on how rereading can improve our fluency!

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

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

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Completed fluency teacher page



"Twin Oaks Nursing Home" — 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).

"Whatever happened to our visits to Twin Oaks grandma?" Jenny pondered one afternoon 13
while playing cards with her grandma. It had been nearly a decade since she recalled being 29
the premiere performer at the Twin Oaks Nursing Home, standing haughtily at six-years-old 42
on top of the piano bench and belting out her favorite songs like, "Mary Had a Little Lamb" 60
while the senior citizens watched in delight and protection as she often leaned precariously 74
on the bench. "I don't know," grandma shrugged, "we just stopped going. It got old, no pun 91
intended." They both laughed and after a moment of silence Jenny suggested, "grandma, 104
I'm fourteen now, and my singing voice is much stronger, do you think they'd like it if I sang 123
for them again?" Grandma clucked her tongue as she did habitually while contemplating her 137
answer. "Sure honey, I don't see why not. I'll call Twin Oaks and arrange a time." Jenny 154
grinned ear-to-ear. It turned out that Twin Oaks was light on performers and her grandma 169
scheduled the gig just two days later. Jenny's excitement turned to consternation. What if 183
they all laughed at her? What is she was too old and not adorable enough anymore? 199
Jenny kept her anxieties hidden until just moments before she was to sing. "Jenny," her 214
grandma laughed, "what in the world are you afraid of? Half the people in that room can't 231
see or hear beyond ten feet. Just go in there and have a great time!" Jenny relaxed and 249
she sang her heart out. Afterwards, everyone begged her to return. Twin Oaks once 263
again became a weekly staple in her routine and she loved every second of it! 278

1st Read:	2nd Read:	3rd Read:
Time: 4:01	Time: 3:56	Time: 3:42
# of Errors: 14	# of Errors: 12	# of Errors: 7
# of SC: 10	# of SC: 8	# of SC: 7
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: 3:56 (Choose the middle time) # of Errors: 12 (Choose the middle score)
# of Self Corrections: 8 (Choose the middle score)

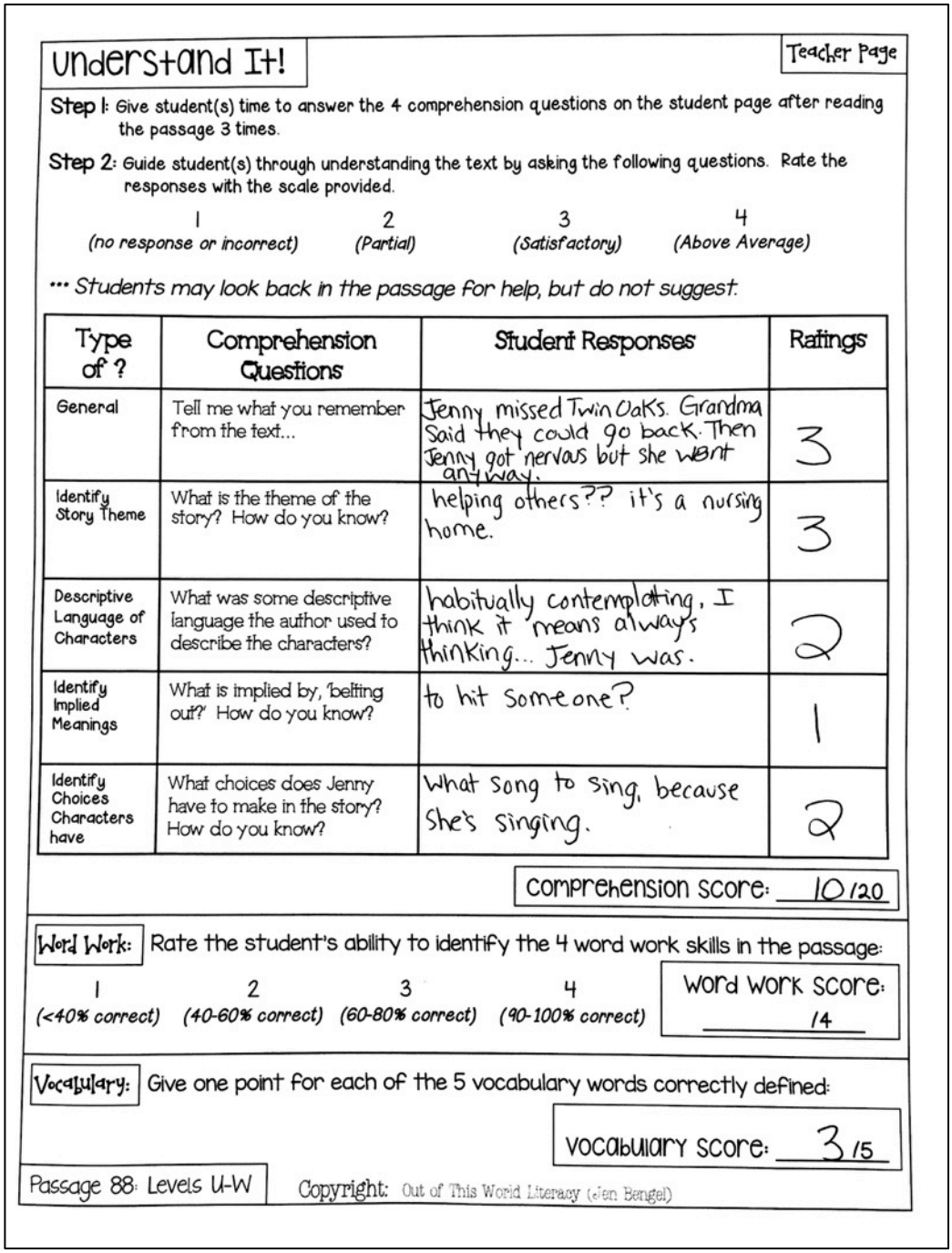
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Passage 88: Levels U-W

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...	Jenny missed Twin Oaks. Grandma said they could go back. Then Jenny got nervous but she went anyway.	3
Identify Story Theme	What is the theme of the story? How do you know?	helping others?? it's a nursing home.	3
Descriptive Language of Characters	What was some descriptive language the author used to describe the characters?	habitually contemplating, I think it means always thinking... Jenny was.	2
Identify Implied Meanings	What is implied by, 'belting out?' How do you know?	to hit someone?	1
Identify Choices Characters have	What choices does Jenny have to make in the story? How do you know?	What song to sing, because she's singing.	2

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: 14

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

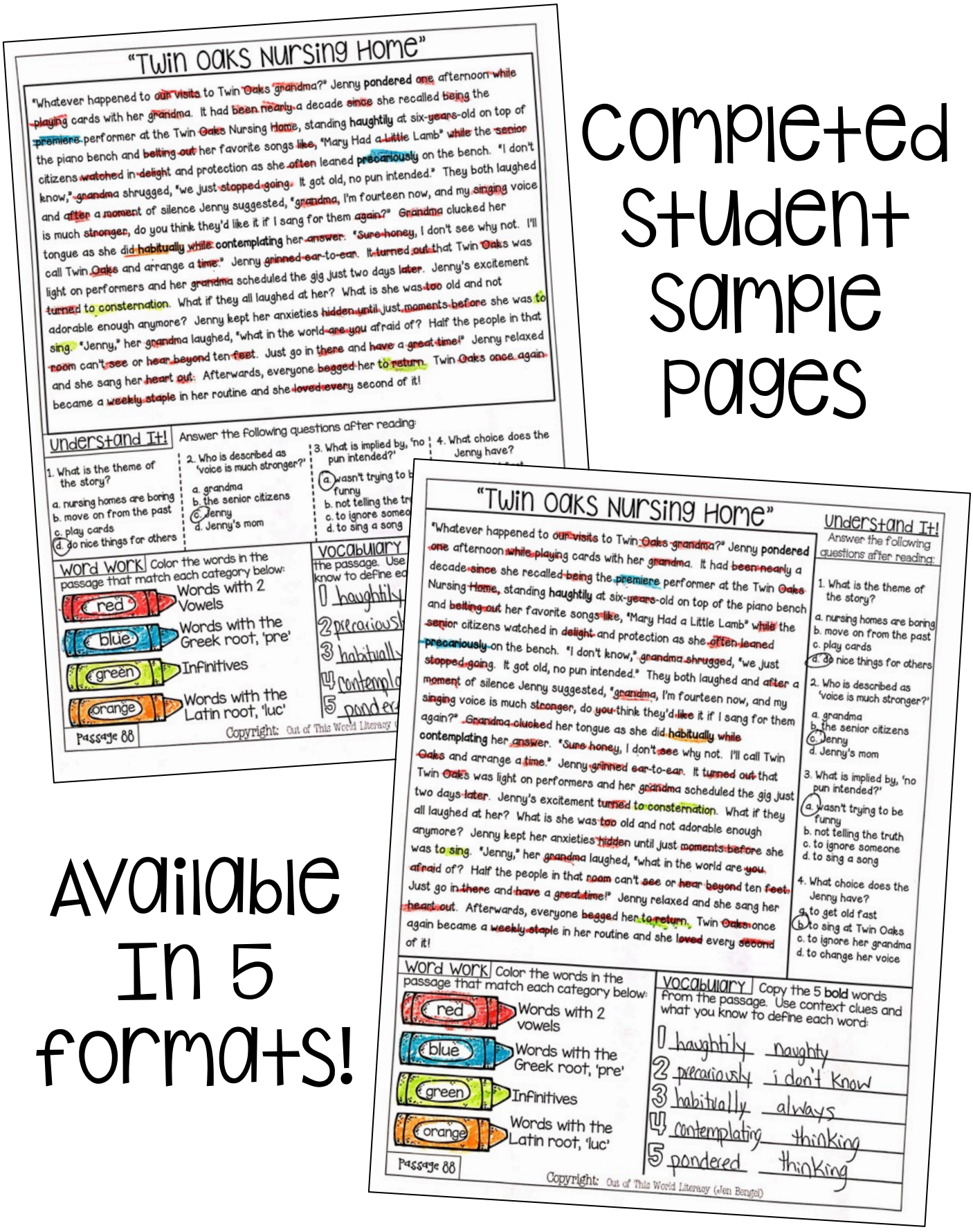
Vocabulary Score: 3/5

Passage 88: Levels U-W

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

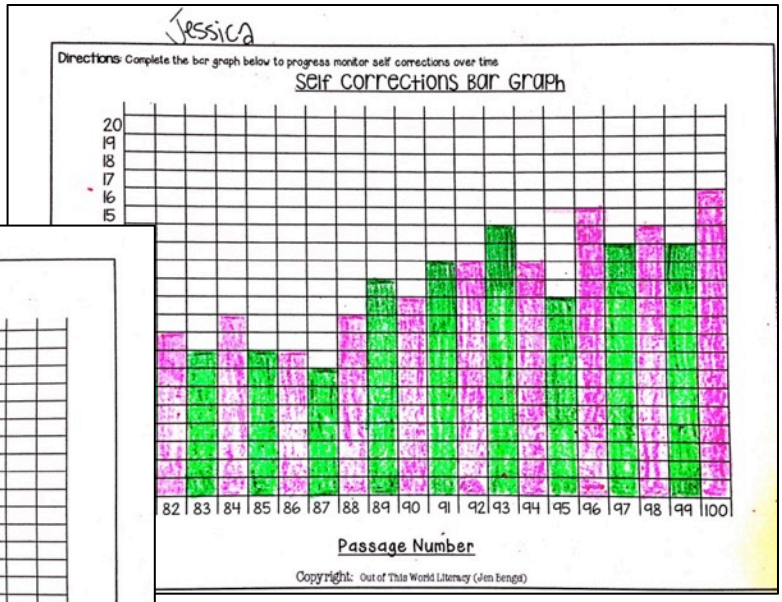
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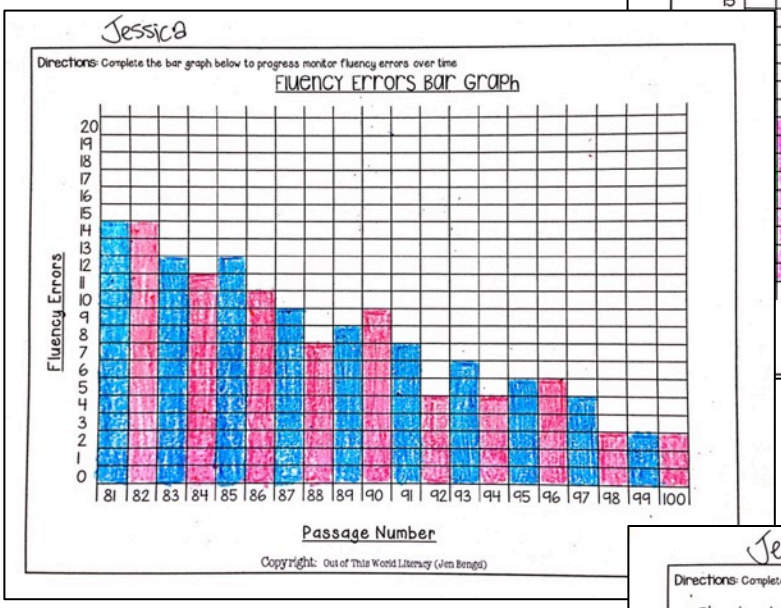


Completed Student Sample Pages

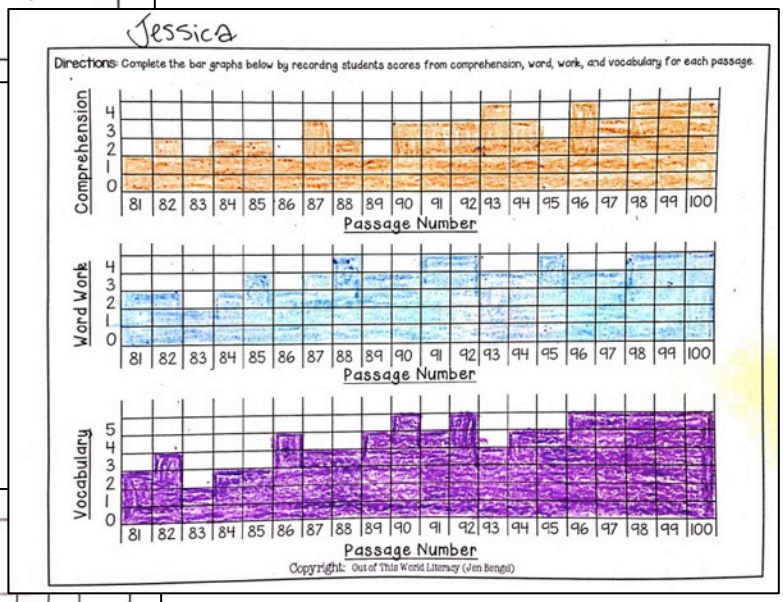
Available In 5 formats!

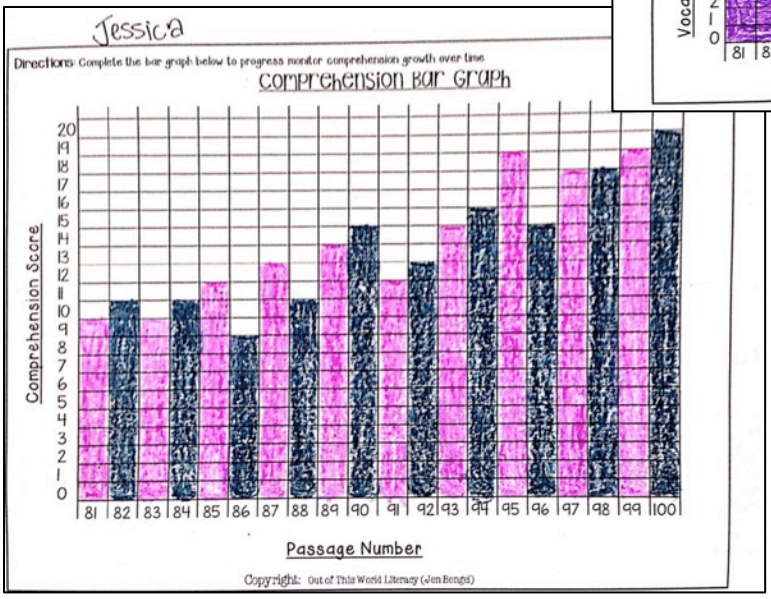
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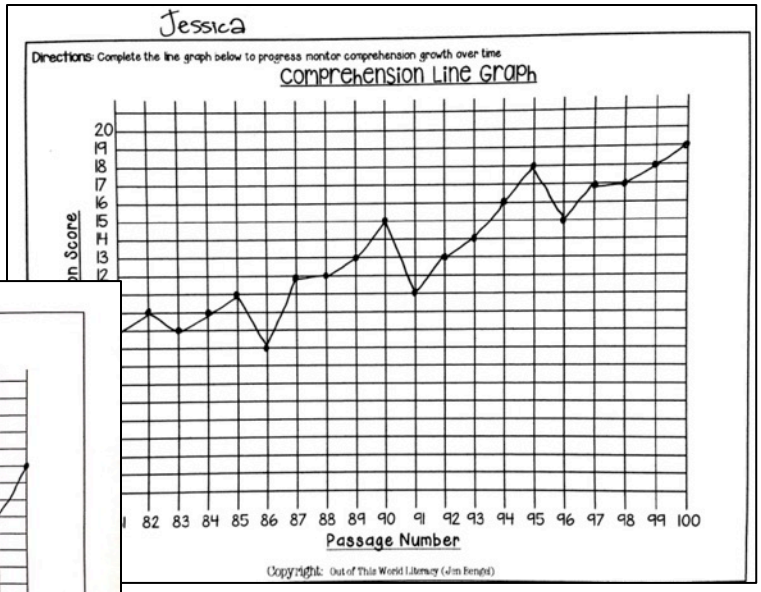
Bar Graphs

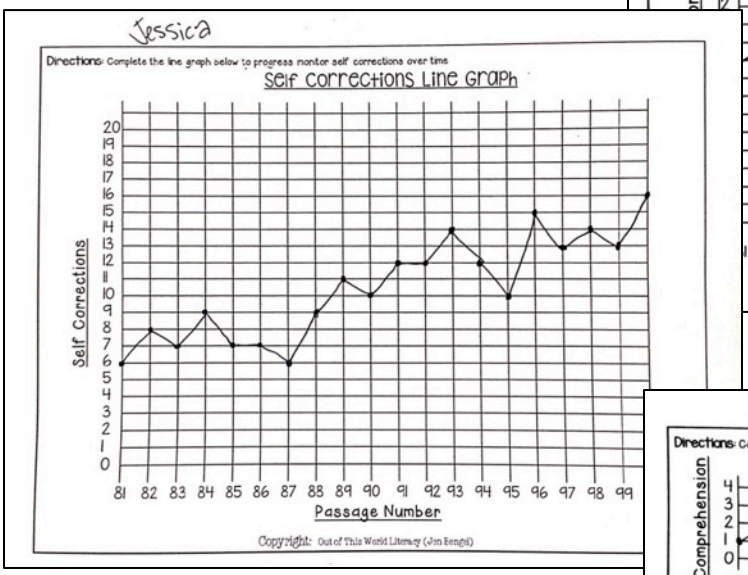


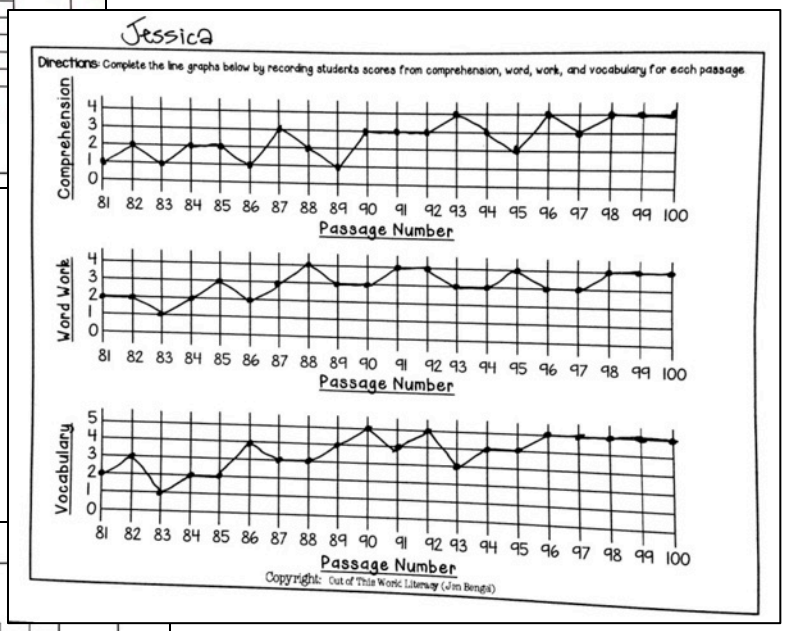


Progress Monitoring!!

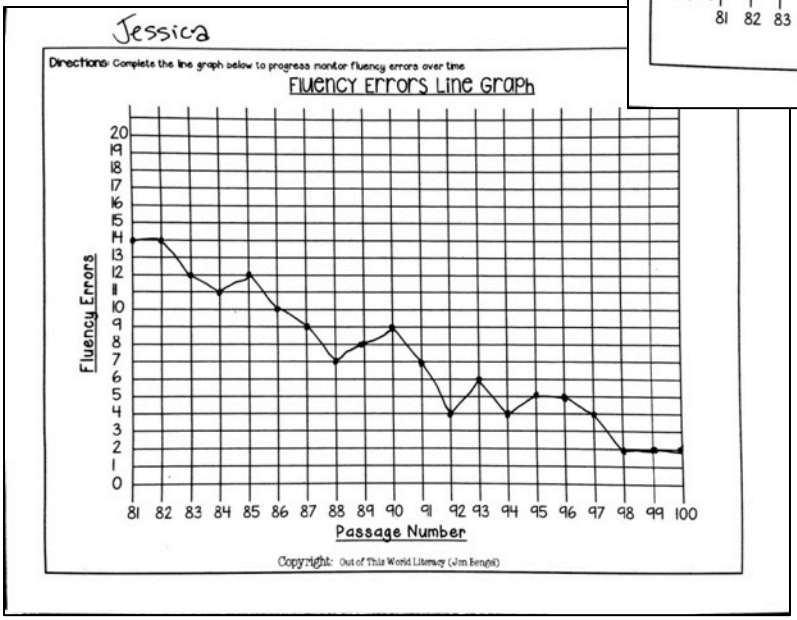
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Line Graphs



progress Monitoring!!

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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	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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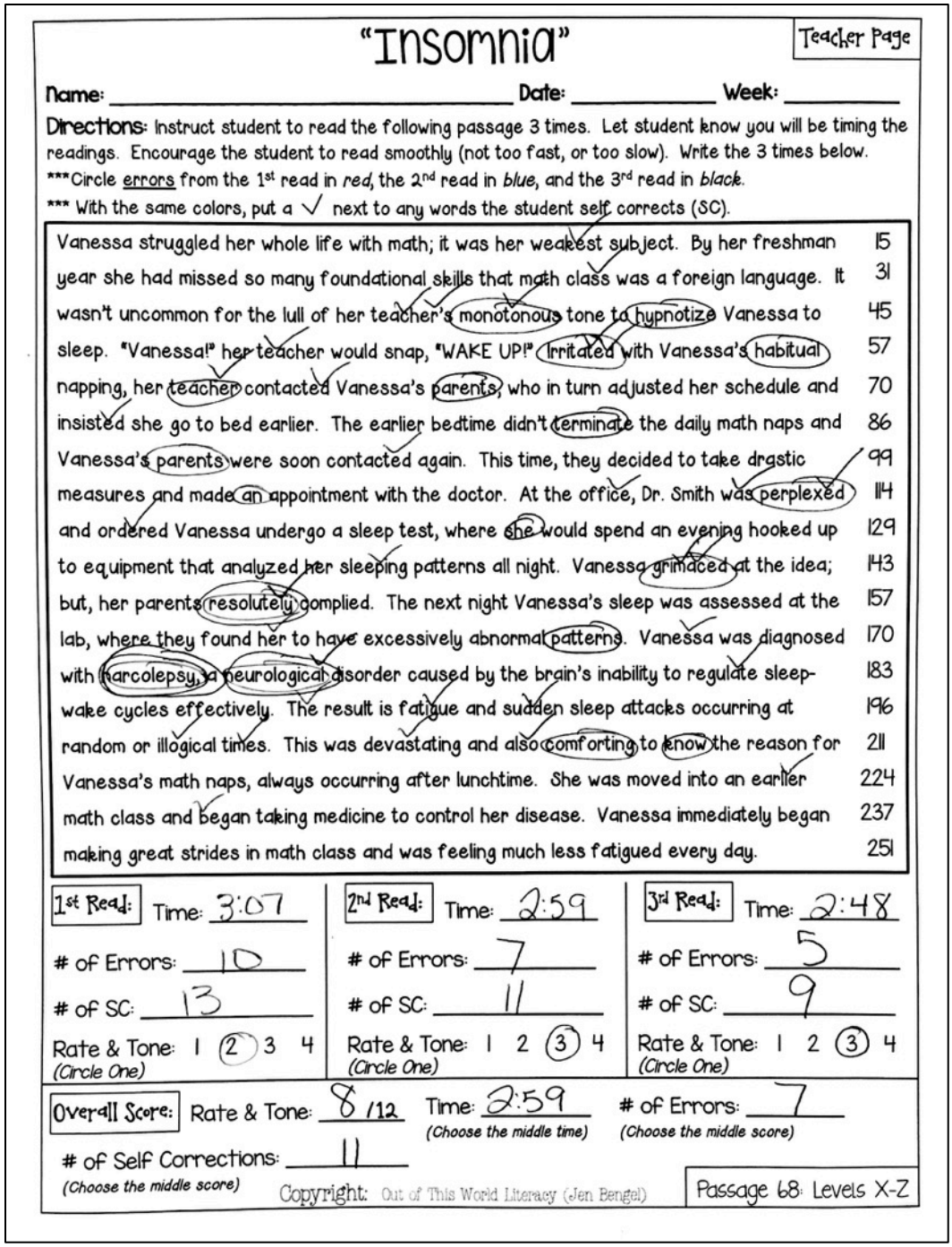
Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
91	Jeff Bezos	259	1. Infer Life Decisions 2. Understand What Can Be Learn from Subject's Life 3. Identify What Makes the Subject Interesting 4. Form Opinions of Subjects	1. Words with 5 Consonants 2. Words with the Greek root, '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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Completed fluency teacher page



"Insomnia" — Teacher Page

Name: _____ Date: _____ Week: _____

Directions: Instruct student to read the following passage 3 times. Let student know you will be timing the readings. Encourage the student to read smoothly (not too fast, or too slow). Write the 3 times below.
***Circle errors from the 1st read in *red*, the 2nd read in *blue*, and the 3rd read in *black*.
*** With the same colors, put a ✓ next to any words the student self corrects (SC).

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

1st Read:	2nd Read:	3rd Read:
Time: 3:07	Time: 2:59	Time: 2:48
# of Errors: 10	# of Errors: 7	# of Errors: 5
# of SC: 13	# of SC: 11	# of SC: 9
Rate & Tone: 1 (2) 3 4 (Circle One)	Rate & Tone: 1 2 (3) 4 (Circle One)	Rate & Tone: 1 2 (3) 4 (Circle One)

Overall Score: Rate & Tone: 8 /12 Time: 2:59 (Choose the middle time) # of Errors: 7 (Choose the middle score)

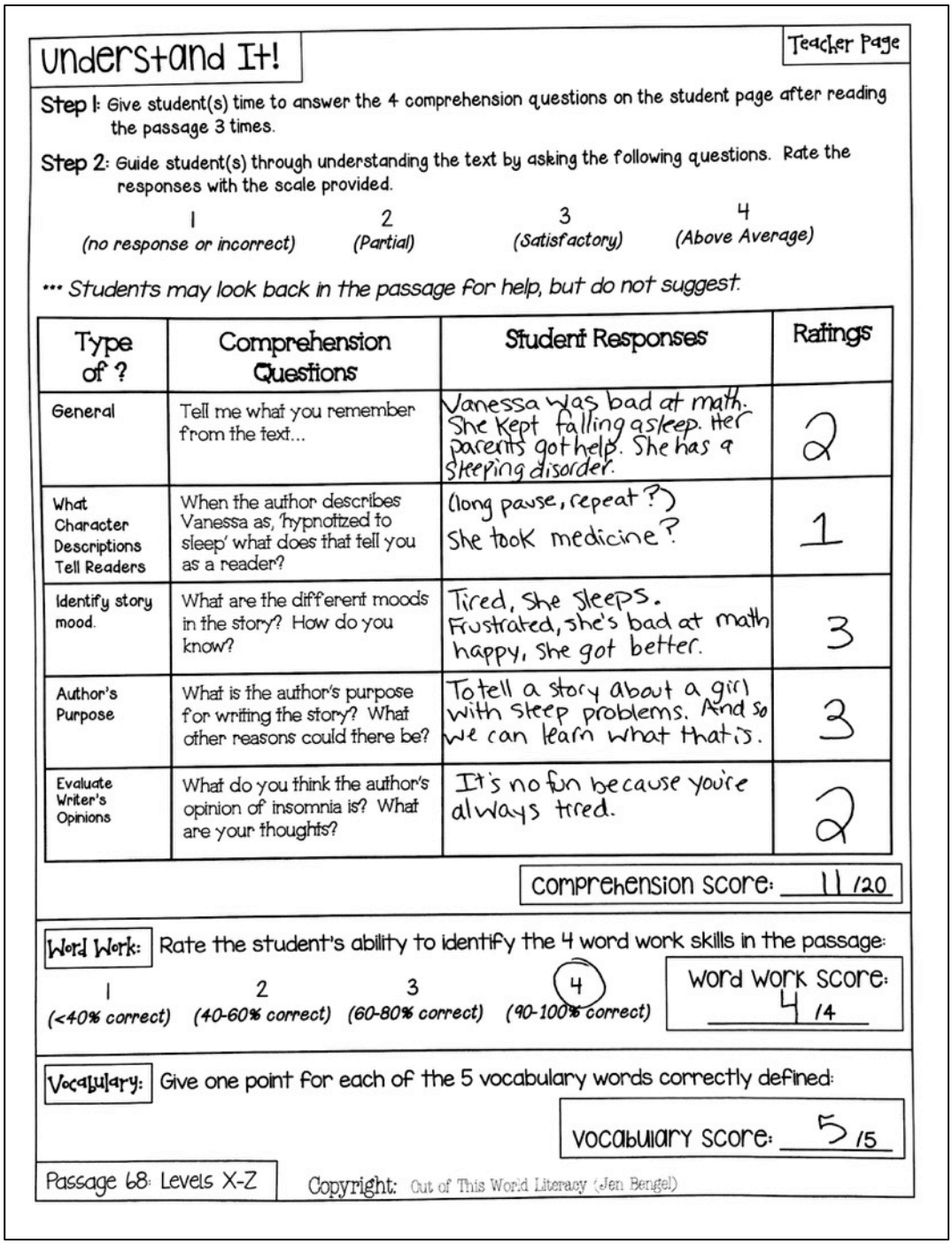
# of Self Corrections: 11 (Choose the middle score)

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3 running records on one page!

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Completed comprehension teacher page



Understand It!

Teacher Page

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

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

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

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

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

Comprehension score: 11 /20

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

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

Word Work score: 4 /4

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

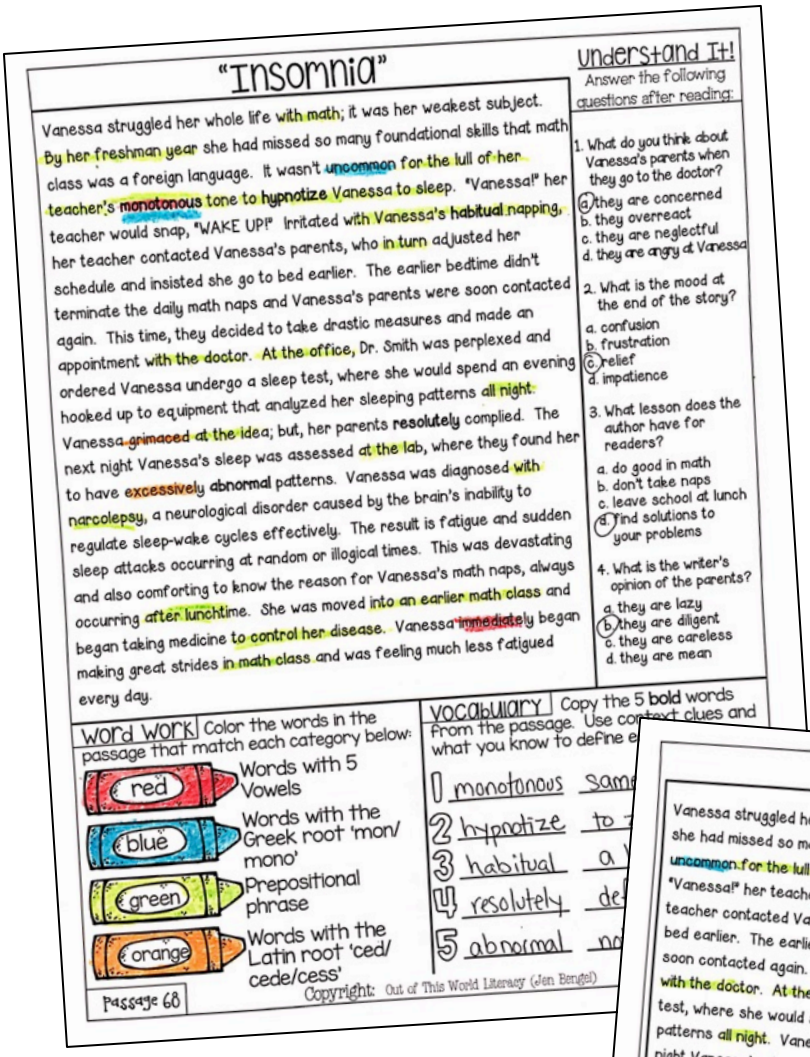
Vocabulary score: 5 /5

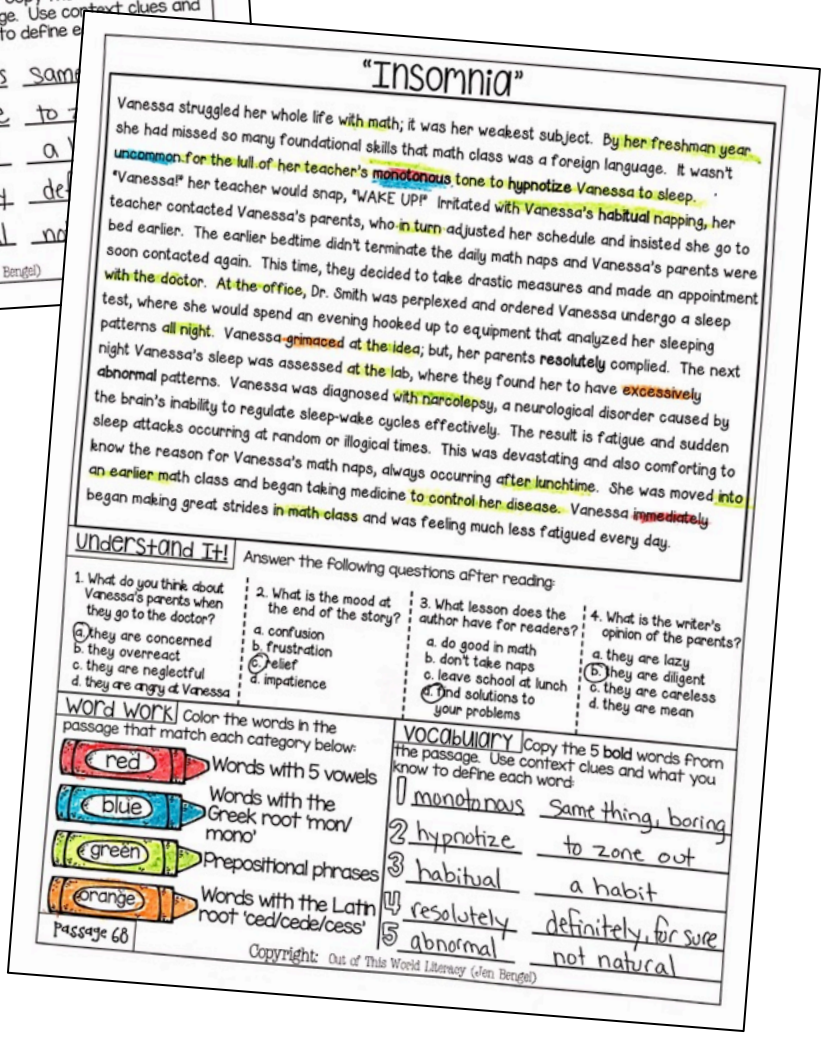
Passage 68: Levels X-Z

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

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Completed Student Sample Pages

Available in 4 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: _____

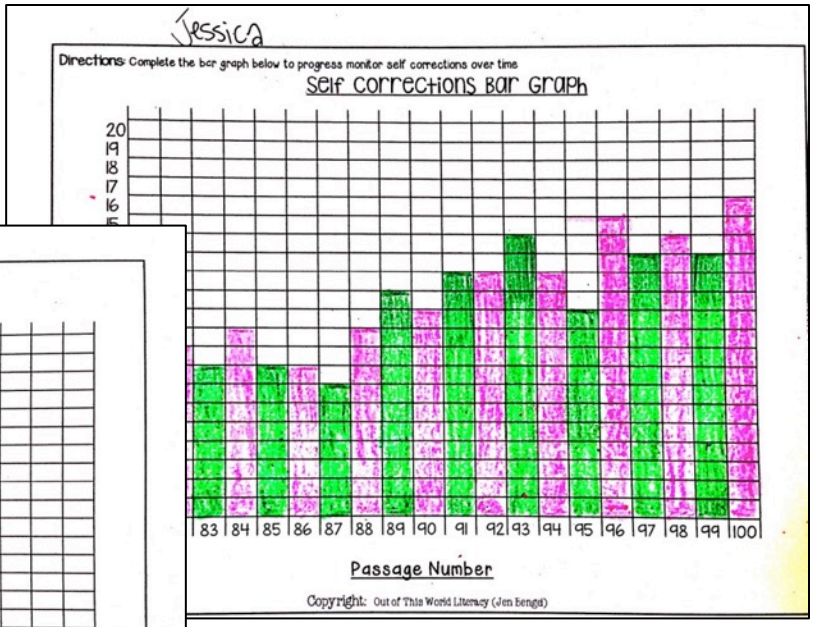
Directions: Record the overall fluency, comprehension, word work, and vocabulary scores

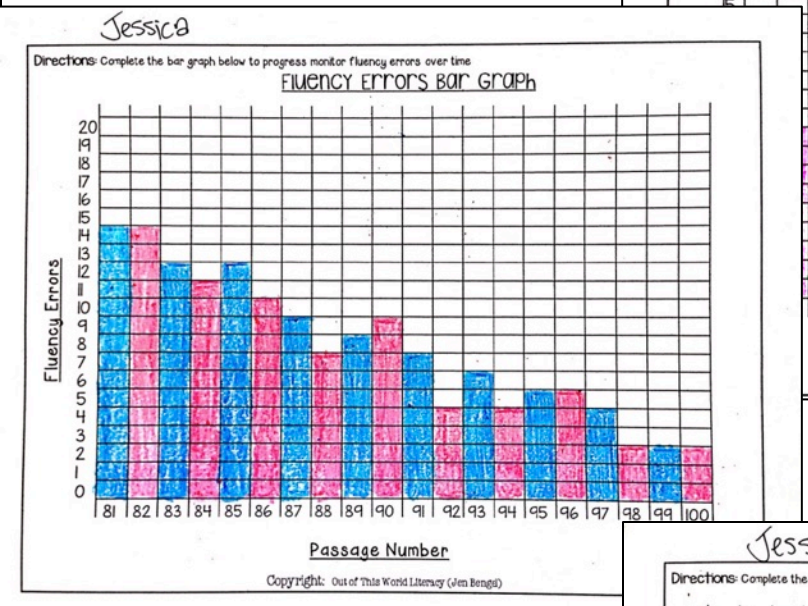
Pass. #	Date	Rate and Tone	Fluency Time	# Errors	# SC	Comp.	W... Work	

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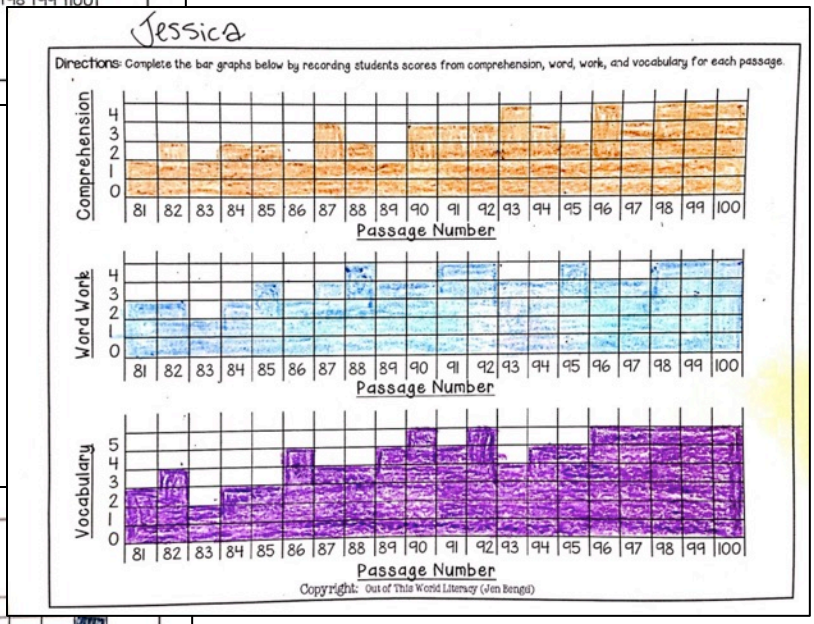
or individual student

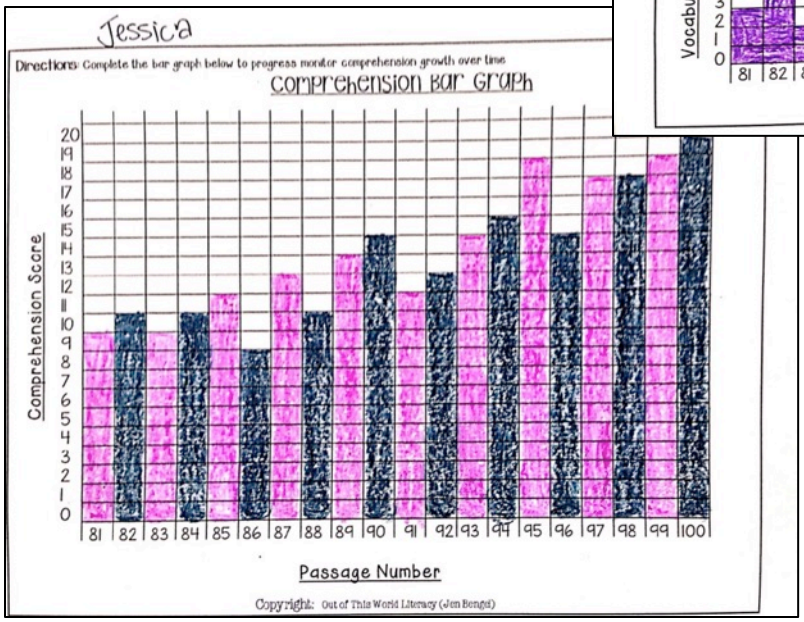
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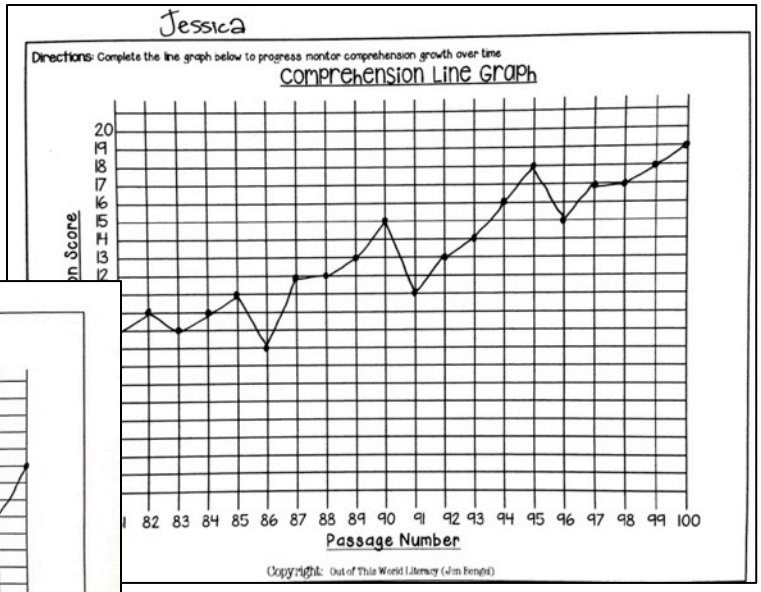
Bar Graphs

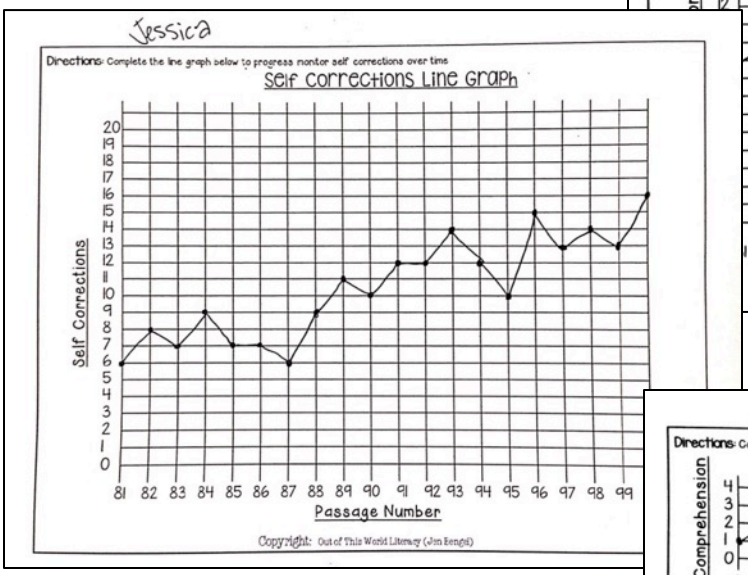


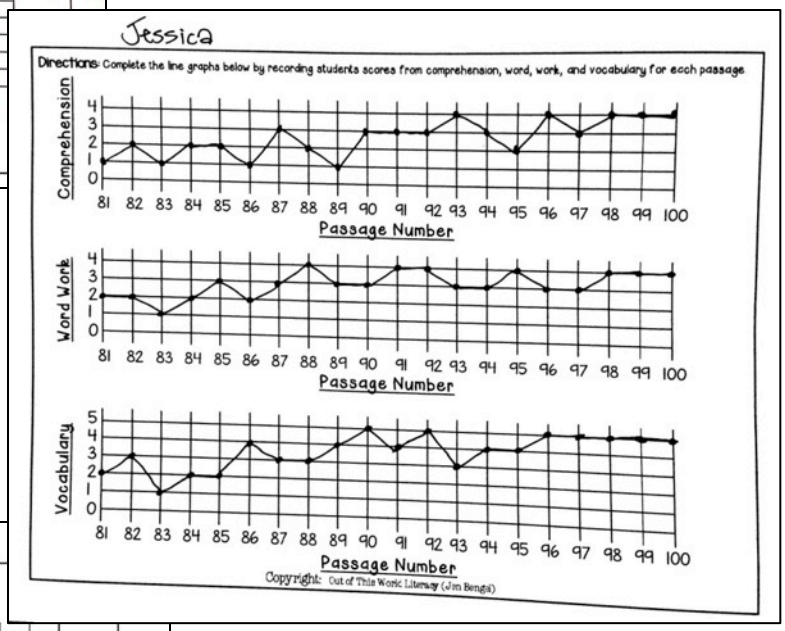


Progress Monitoring!!

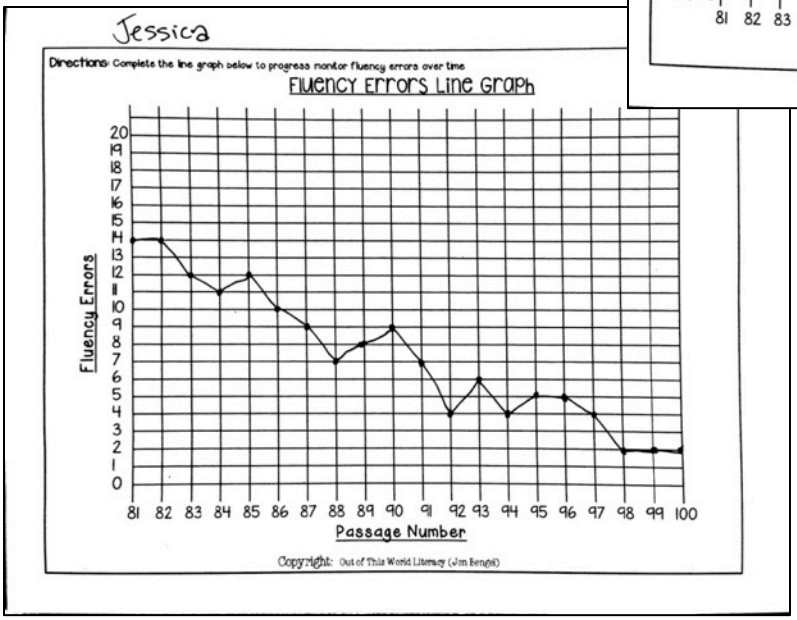
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Line Graphs



progress Monitoring!!

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"Twin Oaks Nursing Home"

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).

"Whatever happened to our visits to Twin Oaks grandma?" Jenny pondered one afternoon 13
while playing cards with her grandma. It had been nearly a decade since she recalled being 29
the premiere performer at the Twin Oaks Nursing Home, standing haughtily at six-years-old 42
on top of the piano bench and belting out her favorite songs like, "Mary Had a Little Lamb" 60
while the senior citizens watched in delight and protection as she often leaned precariously 74
on the bench. "I don't know," grandma shrugged, "we just stopped going. It got old, no pun 91
intended." They both laughed and after a moment of silence Jenny suggested, "grandma, 104
I'm fourteen now, and my singing voice is much stronger, do you think they'd like it if I sang 123
for them again?" Grandma clucked her tongue as she did habitually while contemplating her 137
answer. "Sure honey, I don't see why not. I'll call Twin Oaks and arrange a time." Jenny 154
grinned ear-to-ear. It turned out that Twin Oaks was light on performers and her grandma 169
scheduled the gig just two days later. Jenny's excitement turned to consternation. What if 183
they all laughed at her? What if she was too old and not adorable enough anymore? 199
Jenny kept her anxieties hidden until just moments before she was to sing. "Jenny," her 214
grandma laughed, "what in the world are you afraid of? Half the people in that room can't 231
see or hear beyond ten feet. Just go in there and have a great time!" Jenny relaxed and 249
she sang her heart out. Afterwards, everyone begged her to return. Twin Oaks once 263
again became a weekly staple in her routine and she loved every second of it! 278

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 88: 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.		
Identify Story Theme	What is the theme of the story? How do you know?		
Descriptive Language of Characters	What was some descriptive language the author used to describe the characters?		
Identify Implied Meanings	What is implied by, 'belting out?' How do you know?		
Identify Choices Characters have	What choices does Jenny have to make 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	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

Sample

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"Twin Oaks Nursing Home"

"Whatever happened to our visits to Twin Oaks grandma?" Jenny **pondered** one afternoon while playing cards with her grandma. It had been nearly a decade since she recalled being the premiere performer at the Twin Oaks Nursing Home, standing **haughtily** at six-years-old on top of the piano bench and belting out her favorite songs like, "Mary Had a Little Lamb" while the senior citizens watched in delight and protection as she often leaned **precariously** on the bench. "I don't know," grandma shrugged, "we just stopped going. It got old, no pun intended." They both laughed and after a moment of silence Jenny suggested, "grandma, I'm fourteen now, and my singing voice is much stronger. do you think they'd like it if I sang for them again?" Grandma clucked her tongue as she did **habitually** while **contemplating** her answer. "Sure honey, I don't see why not. I'll call Twin Oaks and arrange a time." Jenny grinned ear-to-ear. It turned out that Twin Oaks was light on performers and her grandma scheduled the gig just two days later. Jenny's excitement turned to consternation. What if they all laughed at her? What if she was too old and not adorable enough anymore? Jenny kept her anxieties hidden until just moments before she was to sing. "Jenny," her grandma laughed, "what in the world are you afraid of? Half the people in that room can't see or hear beyond ten feet. Just go in there and have a great time!" Jenny relaxed and she sang her heart out. Afterwards, everyone begged her to return. Twin Oaks once again became a weekly staple in her routine and she loved every second of it!

Sample

Understand It!

Answer the following questions after reading:

1. What is the theme of the story?

a. nursing homes are boring
b. move on from the past
c. play cards
d. do nice things for others

2. Who is described as 'voice is much stronger?'

a. grandma
b. the senior citizens
c. Jenny
d. Jenny's mom

3. What is implied by, 'no pun intended?'

a. wasn't trying to be funny
b. not telling the truth
c. to ignore someone
d. to sing a song

4. What choice does the Jenny have?

a. to get old fast
b. to sing at Twin Oaks
c. to ignore her grandma
d. to change her voice

Word Work

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



Words with 2 vowels

Words with the Greek root, 'pre'

Infinitives

Words with the Latin root, 'luc'

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. _____

Sample

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d. Jenny's mom

3. What is implied by, 'no pun intended?'

a. wasn't trying to be funny
b. not telling the truth
c. to ignore so[illegible] sing a song

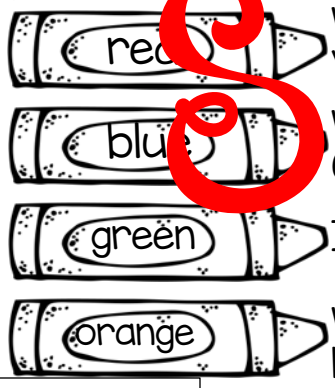
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Sample

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3. _____
4. _____
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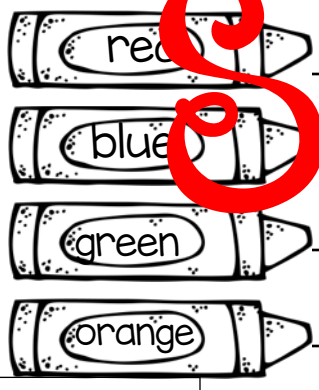
a. wasn't trying to be funny
b. not telling the truth
c. to ignore someone
d. to sing a song

4. What choice does the Jenny have?

a. to get old fast
b. to sing at Twin Oaks
c. to ignore her grandma
d. to change her voice

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. _____

Sample

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"What's Up With Naomi?"

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

Naomi and her friends, Sarah and Jess spent every weekend at the mall, shopping for the	16
latest fashions and setting the style precedent at school each week. They were the	30
epitome of popular and the envy of every girl in their high school. The girls soaked up the	48
attention and relished in their prominent status. Their reputation as the three amigos	61
abruptly ended when Naomi was reluctant to shop with Sarah and Jess on a weekend,	75
claiming to be sick. The next weekend she blamed her absence on prepping for an exam.	91
By the third weekend of no shows and excuses, Sarah and Jess were wary of her	106
semblance reasons for not shopping. When the girls confronted Naomi she was immediately	119
agitated and defensive, which caused a gargantuan disagreement. Sarah and Jess	130
basically disowned Naomi as their friend, giving her the silent treatment. Naomi was	143
devastated; how could she tell her friends the real reason she wasn't able to shop in	159
luxury every weekend anymore? She barely came to grips that her father had lost his	174
lucrative career and soon she would be plucked from her home. Naomi when wallowing in	189
self-pity when she was struck with an epiphany. She was a genius with computers; why not	205
design and code a website where people could barter their favorite clothes with others?	219
That way she could keep up with the latest trends without buying things new. Within 6	235
months the site was a blazing success. Not only did Naomi get all the latest fashions, she	252
was able to earn a substantial income and keep her family in her childhood home!	267

Sample

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

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

Sample

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Answer Key

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

Levels X-Z: Set Five