hello!



My name is Jen Bengel and I am the author of The Reading Intervention Program. I hope you enjoy this free week of intervention passages!

If you are interested in more passages, you can save 15% on the bundle by using the code: 'save 15'

Click the image to see the entire bundle now!



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

















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Jen Bengel

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.

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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"Intervention by Grade Level"

The reading passages in this program are leveled at a end of Kindergarten/ beginning of first grade average reading level. They all fall within Fountas and Pinnell's levels A-D.

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

Kindergarten: Students who are reading and comprehending slightly above grade level (beginning of year) or on grade level (mid-end of the year) would benefit from an advanced intervention with this program.

Grade 1: Students reading slightly below grade level (beginning of year) or .5-1 year behind (end of year) would benefit from this intervention. The passages could also be used as extra practice for those reading on grade level.

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

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

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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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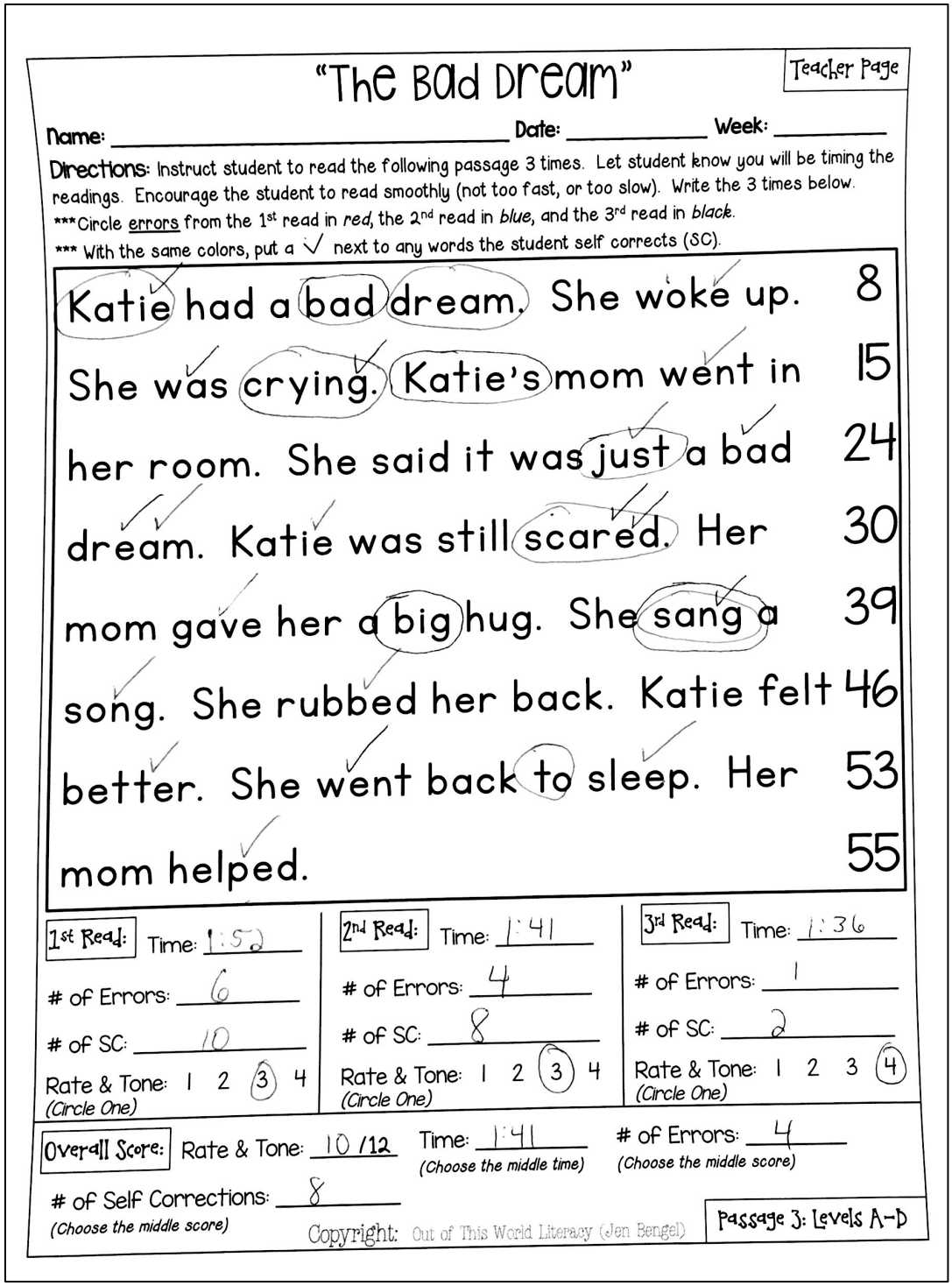
Completed fluency teacher page



"The Bad Dream"

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).

Katie had a bad dream. She woke up.	8
She was crying. Katie's mom went in	15
her room. She said it was just a bad	24
dream. Katie was still scared. Her	30
mom gave her a big hug. She sang a	39
song. She rubbed her back. Katie felt	46
better. She went back to sleep. Her	53
mom helped.	55

1st Read:	2nd Read:	3rd Read:
Time: 1:52	Time: 1:41	Time: 1:36
# of Errors: 6	# of Errors: 4	# of Errors: 1
# of SC: 10	# of SC: 8	# of SC: 2
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: 10/12 Time: 1:41 (Choose the middle time) # of Errors: 4 (Choose the middle score)

# of Self Corrections: 8 (Choose the middle score)

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Passage 3: Levels A-D

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...	Katie had a bad dream. She was scared. Her mom helped.	3
Identify Character Traits	How would you describe Katie from the story? Tell me more...	She is scared. She has bad dreams... her mom is nice and helps	3
Text-to-Self Connections	What do you think about bad dreams? Why do you feel that way?	I do not like them! I have bad dreams and I sleep with my mom & dad. They're scary!	4
Share Opinions of a Story	What do you think about this story? Tell me more...	I think it is good..... It tells kids how to get help for bad dreams.	4
Describe the Beginning	What was the first thing that happened in the story? How do you know?	Katie had a bad dream. I looked at the story	4

Comprehension Score: 17 /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 3

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

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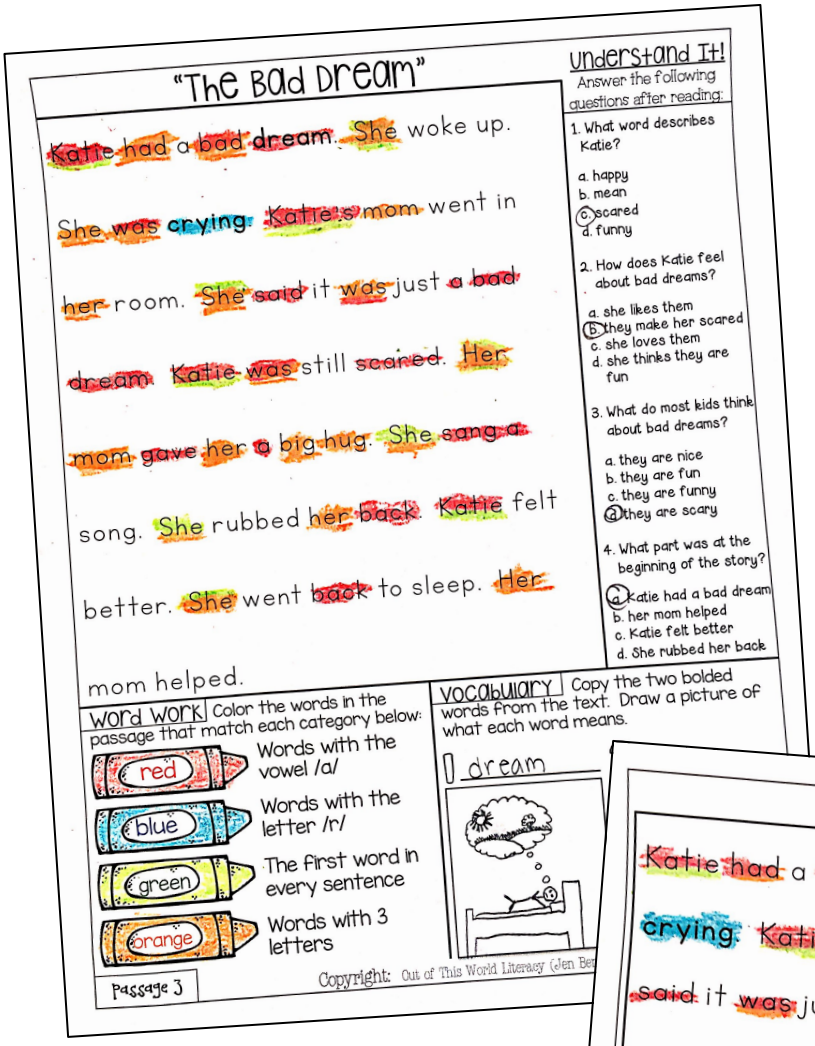
Completed Student Sample Pages


"The Bad Dream"

Katie had a bad dream. She woke up. She was crying. Katie's mom went in her room. She said it was just a bad dream. Katie was still scared. Her mom gave her a big hug. She sang a song. She rubbed her back. Katie felt better. She went back to sleep. Her mom helped.

Understand It! Answer the following questions after reading:

1. What word describes Katie?
a. happy
b. mean
c. scared
d. funny

2. How does Katie feel about bad dreams?
a. she likes them
b. they make her scared
c. she loves them
d. she thinks they are fun

3. What do most kids think about bad dreams?
a. they are nice
b. they are fun
c. they are funny
d. they are scary

4. What part was at the beginning of the story?
a. Katie had a bad dream
b. her mom helped
c. Katie felt better
d. She rubbed her back

Word Work Color the words in the passage that match each category below:
- red — Words with the vowel /a/
- blue — Words with the letter /r/
- green — The first word in every sentence
- orange — Words with 3 letters

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

Passage 3

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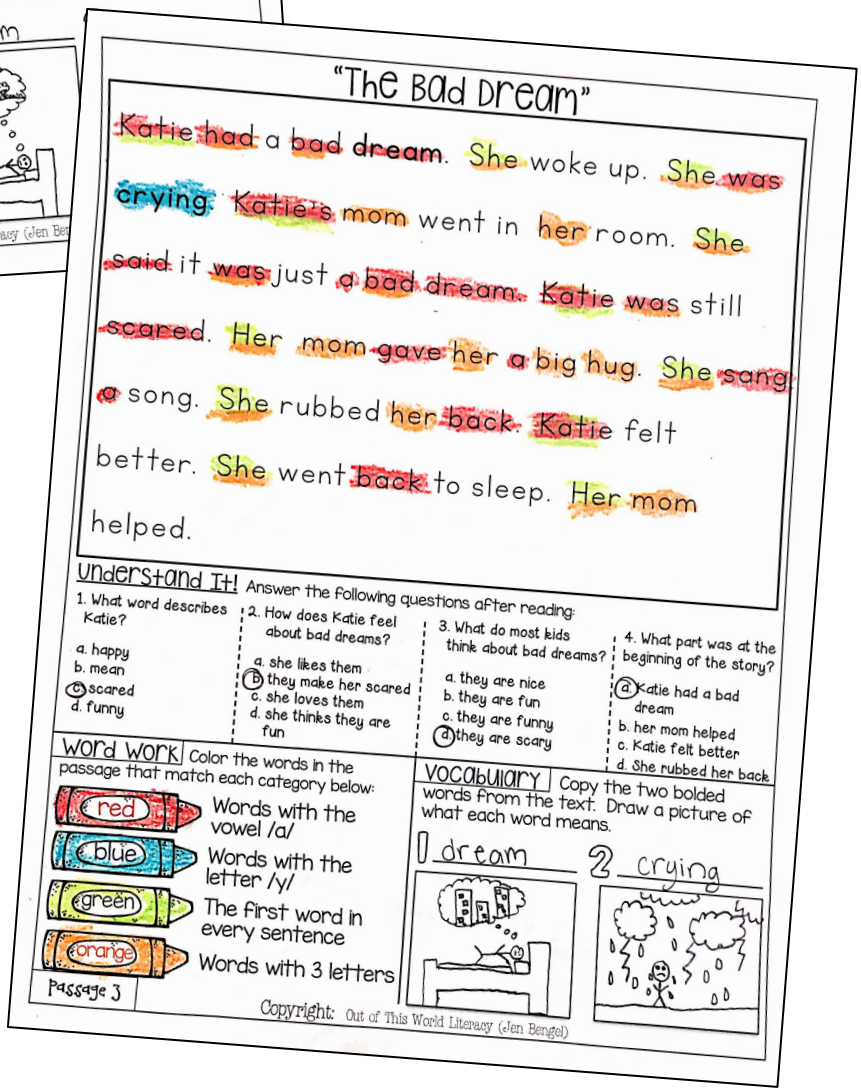
"The Bad Dream"

Katie had a bad dream. She woke up. She was crying. Katie's mom went in her room. She said it was just a bad dream. Katie was still scared. Her mom gave her a big hug. She sang a song. She rubbed her back. Katie felt better. She went back to sleep. Her mom helped.

Understand It! Answer the following questions after reading:

1. What word describes Katie?
a. happy
b. mean
c. scared
d. funny

2. How does Katie feel about bad dreams?
a. she likes them
b. they make her scared
c. she loves them
d. she thinks they are fun

3. What do most kids think about bad dreams?
a. they are nice
b. they are fun
c. they are funny
d. they are scary

4. What part was at the beginning of the story?
a. Katie had a bad dream
b. her mom helped
c. Katie felt better
d. She rubbed her back

Word Work Color the words in the passage that match each category below:
- red — Words with the vowel /a/
- blue — Words with the letter /y/
- green — The first word in every sentence
- orange — Words with 3 letters

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

Passage 3

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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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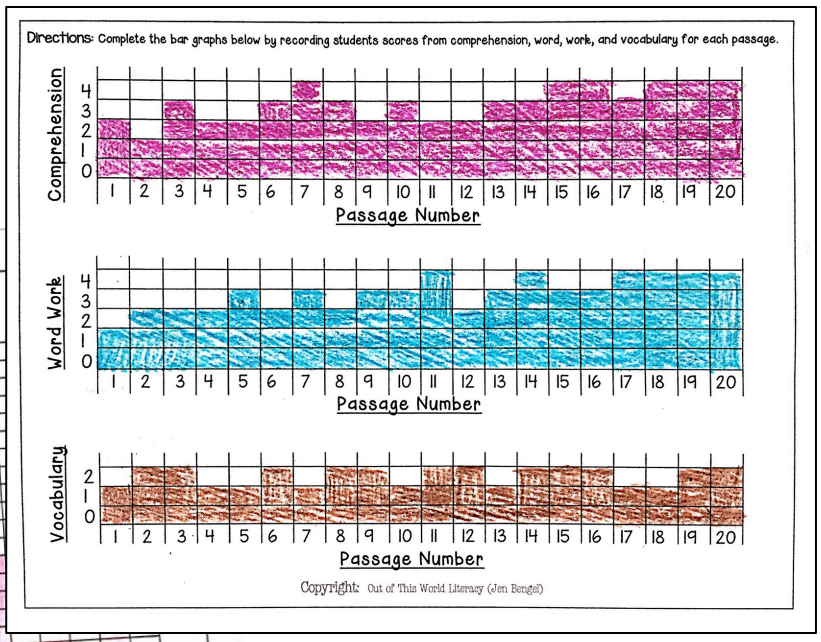
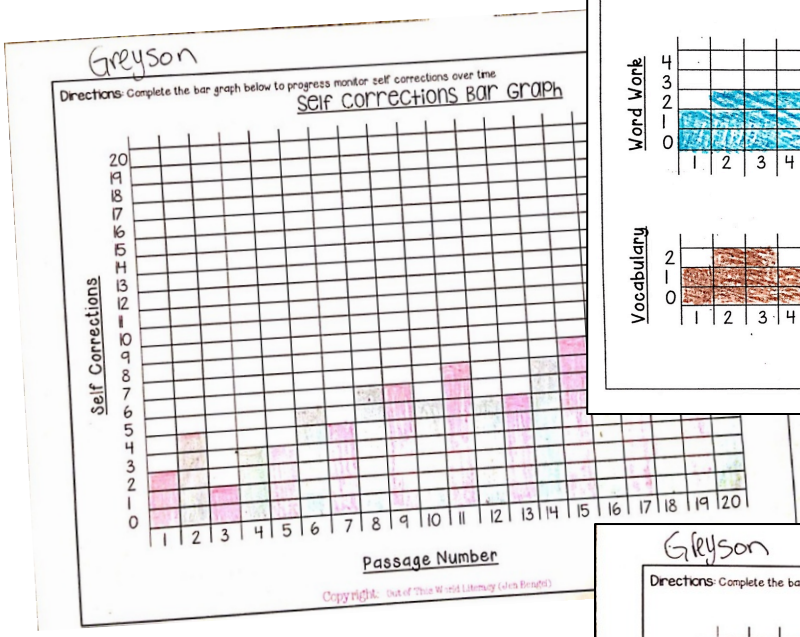
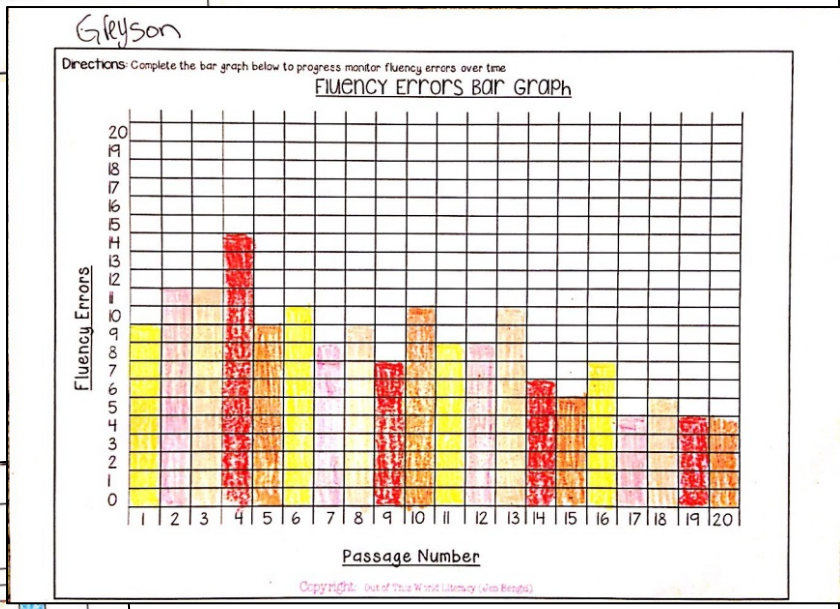
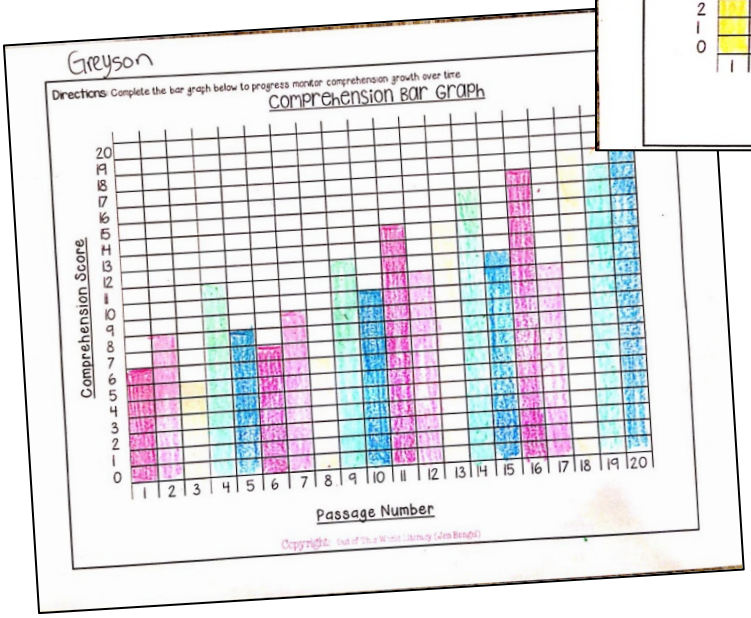




Bar Graphs





Progress Monitoring!!

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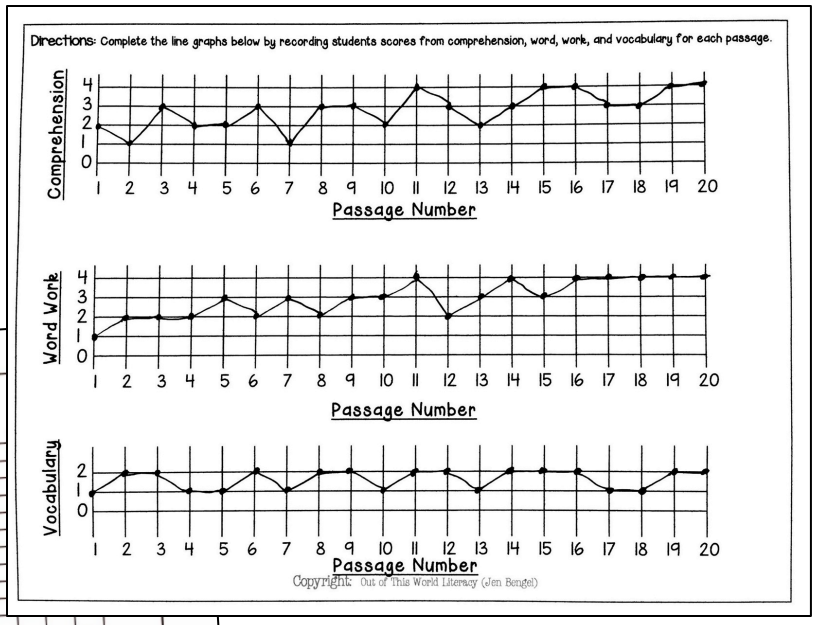
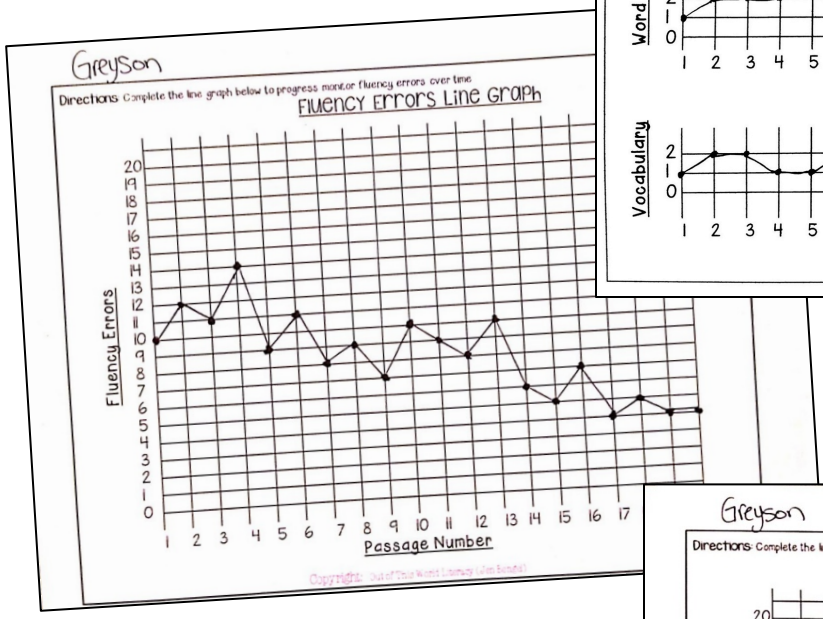
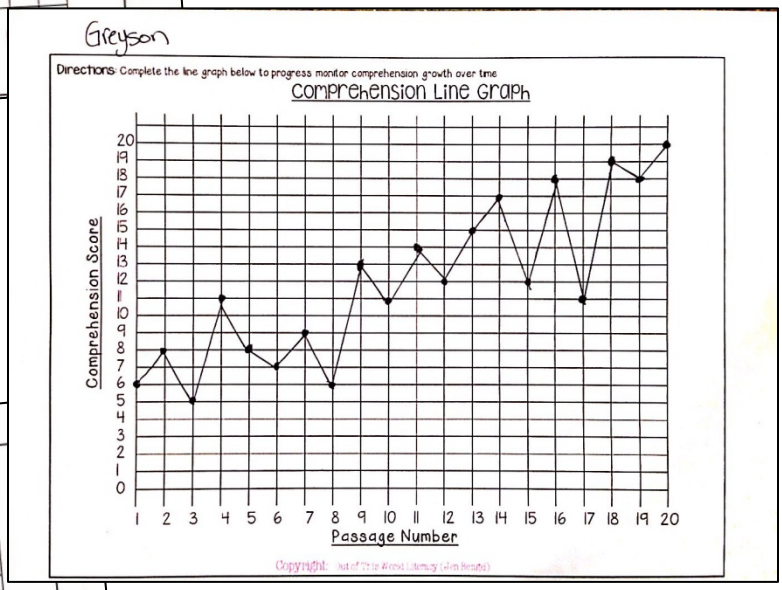
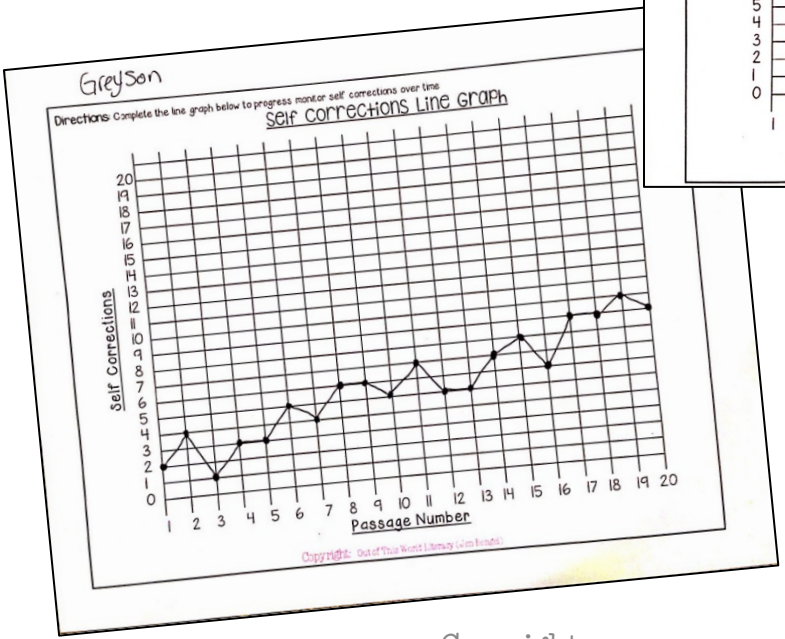




Line Graphs





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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"I can Read"

Teacher Page

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

Directions: Instruct student to read the following passage 3 times. Let student know you will be timing the readings. Encourage the student to read smoothly (not too fast, or too slow). Write the 3 times below.

***Circle errors from the 1st read in *red*, the 2nd read in *blue*, and the 3rd read in *black*.

*** With the same colors, put a ✓ next to any words the student self corrects (SC).

I am Sam. I can read. I like to read.	10
Reading is fun. I can learn so many	18
new things. I am happy that I can	26
read. My teacher says I am smart.	33
When I read, I feel good. It was hard	42
to learn to read. But I am so glad	51
that I did it. I like funny books.	59
Reading is so much fun!	64

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: 12/12 Time: _____ # of Errors: _____

(Choose the middle time) *(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...		
Identify Character Traits	How would you describe Sam from the story? Tell me more...		
Text-to-Self Connections	What do you think about reading? Why do you feel that way about reading?		
Share Opinions of a Story	What do you think about this story? Tell me more...		
Describe the Beginning	What was the first thing that happened 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 2 vocabulary words correctly defined:

Vocabulary Score: _____/2

Passage 1: Levels A-D

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"The Bad Dream"

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).

Katie had a bad dream. She woke up.	8
She was crying. Katie's mom went in	15
her room. She said it was just a bad	24
dream. Katie was still scared. Her	30
mom gave her a big hug. She sang a	39
song. She rubbed her back. Katie felt	46
better. She went back to sleep. Her	53
mom helped.	55

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: _____ # of Errors: _____

(Choose the middle time) *(Choose the middle score)*

# of Self Corrections: _____

(Choose the middle score)

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Passage 3: Levels A-D

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 Character Traits	How would you describe Katie from the story? Tell me more...		
Text-to-Self Connections	What do you think about bad dreams? Why do you feel that way?		
Share Opinions of a Story	What do you think about this story? Tell me more...		
Describe the Beginning	What was the first thing that happened 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 2 vocabulary words correctly defined:

Vocabulary Score: _____/2

Passage 3: Levels A-D

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"The Lost Puppy"

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).

Noah was with his mom. They went	7
to the store. They saw a puppy. He	15
was lost. Noah felt sad for the	22
puppy. His mom said they can take	39
the puppy home. Noah named the	35
puppy Floppy. He had big ears.	41
Noah and Floppy are now best	47
friends. Floppy now has a home.	53

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: _____ # of Errors: _____

(Choose the middle time) *(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...		
Identify Character Traits	How would you describe Noah from the story? Tell me more...		
Text-to-Self Connections	What do you think about finding a lost puppy? Why do you feel that way?		
Share Opinions of a Story	What do you think about this story? Tell me more...		
Describe the Beginning	What was the first thing that happened 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 2 vocabulary words correctly defined:

Vocabulary Score: _____/2

Passage 5: Levels A-D

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"Why Do Dogs Bark?"

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).

Some dogs bark a lot. Why do dogs	8
bark? Dogs bark so that they can	15
talk. They bark when they are	21
happy. They bark when they are	27
scared. They bark when they want	33
to play. Dogs even bark when they	40
want people to pet them. People try	47
to help dogs when they bark.	53

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...		
Identify New Learning	What was something new your learned from reading today?		
Remember Important Information	What was one thing you really remember from reading? Why do you think that's important?		
Sequence of Events	What does the story tell you right after it says dogs bark when they are happy?		
Identify Main Topic	What was the main topic of the text? 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 2 vocabulary words correctly defined:

Vocabulary Score: _____/2

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"In a Big City"

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).

Some people live in a small town.	7
Some people live on a farm. Some	14
people live in a big city. A big city	23
has tall buildings. People live in the	30
tall buildings. A big city is loud.	37
There are a lot of people. It is very	46
busy. A big city has lots of things to	55
see and do. A big city is fun!	63

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: _____ # of Errors: _____

(Choose the middle time) *(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...		
Asking Questions	What is one question you have after reading the text? How can you find an answer?		
Identify Key Details	What was one detail that was important in text? How do you know?		
Understand New Words	What does 'buildings' mean? How do you know?		
Describe the End	What happened at the end of the text? 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 2 vocabulary words correctly defined:

Vocabulary Score: _____/2

Passage 19: Levels A-D

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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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"I can Read"

I am Sam. I can **read**. I like to read. Reading is fun. I can learn so many new things. I am **happy** that I can read. My teacher says I am smart. When I read, I feel good. It was hard to learn to read. But I am so glad that I did it. I like funny books. Reading is so much fun!

Understand It!

Answer the following questions after reading:

1. What word describes Sam?

a. sad
b. mad
c. happy
d. bad

2. How does Sam feel about reading?

a. it is fun
b. it is not fun
c. it makes her sad
d. it makes her tired

3. The story...

a. is not nice
b. says reading is fun
c. is not about reading
d. says reading is bad

4. What part was at the beginning of the story?

a. I like funny books
b. I feel good
c. reading is so much fun
d. I can read

Word Work

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



Words with the vowel /a/



Words with the letter /r/



The first word in every sentence



Words with 3 letters

Vocabulary

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

1 _____ 2 _____

Passage 1

Copyright: Out of This World Literacy (Jen Bengel)

"The Bad Dream"

Katie had a bad **dream**. She woke up. She was **crying**. Katie's mom went in her room. She said it was just a bad dream. Katie was still scared. Her mom gave her a big hug. She sang a song. She rubbed her back. Katie felt better. She went back to sleep. Her mom helped.

Understand It!

Answer the following questions after reading:

1. What word describes Katie?

a. happy
b. mean
c. scared
d. funny

2. How does Katie feel about bad dreams?

a. she likes them
b. they make her scared
c. she loves them
d. she thinks they are fun

3. What do most kids think about bad dreams?

a. they are nice
b. they are fun
c. they are funny
d. they are scary

4. What part was at the beginning of the story?

a. Katie had a bad dream
b. her mom helped
c. Katie felt better
d. She rubbed her back

Word Work

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



Words with the vowel /a/



Words with the letter /r/



The first word in every sentence



Words with 3 letters

Vocabulary

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

1 _____ 2 _____

Copyright: Out of This World Literacy (Jen Bengel)

"The Lost Puppy"

Noah was with his mom. They went to the **store**. They saw a puppy. He was lost. Noah felt sad for the puppy. His mom said they can take the puppy home. Noah named the puppy Floppy. He had big ears. Noah and Floppy are now best **friends**. Floppy now has a home.

Understand It!

Answer the following questions after reading:

1. What describes Floppy at the beginning?

a. in a big family
b. running in the park
c. lost by a store
d. jumping in the street

2. How does Noah feel about Floppy?

a. they are best friends
b. he does not like him
c. he is scared of Floppy
d. he thinks Floppy is bad

3. How do most kids feel about a lost puppy?

a. they do not care
b. they feel sad
c. they think it is funny
d. they think it is silly

4. What part was at the beginning of the story?

a. Floppy has a home
b. He had big ears
c. they are best friends
d. Noah was with his mom

Word Work

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



Words with the vowel /a/



Words with the letter /r/



The first word in every sentence



Words with 3 letters

Vocabulary

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

1 _____ 2 _____

Copyright: Out of This World Literacy (Jen Bengel)

"Why Do Dogs Bark?"

Some dogs bark a lot. Why do dogs bark?

Dogs bark so that they can **talk**. They bark when they are happy. They bark when they are **scared**. They bark when they want to play. Dogs even bark when they want people to pet them. People try to help dogs when they bark.

Understand It!

Answer the following questions after reading:

1. This text teaches us...
   a. how to train a dog
   b. why dogs bark
   c. how to pet a dog
   d. how to play with a dog

2. What is the most important thing from the text?
   a. people help dogs
   b. dogs play
   c. dogs do not bark
   d. dogs should not bark

3. What was the first reason for dogs barking?
   a. to play
   b. they are scared
   c. so they can talk
   d. when they are happy

4. What was the main topic of the text?
   a. getting a dog
   b. why dogs bark
   c. petting a dog
   d. when dogs sleep

Word Work

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



Words with the vowel /i/



Words that end with /e/



Words with 2 syllables



Words that begin with /s/

Vocabulary

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

1 _____ 2 _____

Copyright: Out of This World Literacy (Jen Bengel)

"In a Big City"

Some people live in a **small** town. Some people live on a farm. Some people live in a big city. A big city has tall buildings. People live in the tall buildings. A big city is **loud**. There are a lot of people. It is very busy. A big city has lots of things to see and do. A big city is fun!

Understand It!

Answer the following questions after reading:

1. What question could be answered in the text?

a. What is on a farm?
b. What is in a small city?
c. What does a big city have?
d. Where is the biggest city?

2. What is a key detail from the text?

a. a big city is loud
b. a big city is not loud
c. a big city is not busy
d. a big city is not fun

3. What does 'busy' mean?

a. slow
b. have a lot to do
c. to run
d. to take a nap

4. What was at the end of the text?

a. people live on a farm
b. a big city is loud
c. a big city is fun
d. it was very busy

Word Work

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



Words with the vowel /o/



Words with capital letters



The last word in every sentence



Words that begin with /t/

Vocabulary

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

1 _____ 2 _____

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"I can Read"

I am Sam. I can **read**. I like to read. Reading is fun. I can learn so many new things. I am **happy** that I can read. My teacher says I am smart. When I read, I feel good. It was hard to learn to read. But I am so glad that I did it. I like funny books. Reading is so much fun!



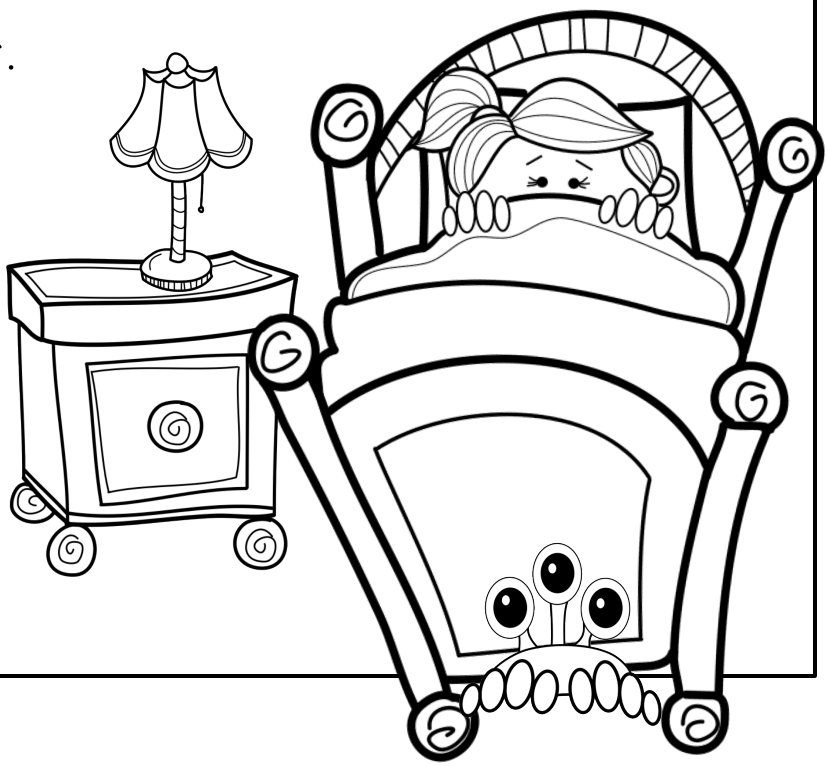


Passage 1

Copyright: Out of This World Literacy (Jen Bengel)

"The Bad Dream"

Katie had a bad **dream**. She woke up. She was **crying**. Katie's mom went in her room. She said it was just a bad dream. Katie was still scared. Her mom gave her a big hug. She sang a song. She rubbed her back. Katie felt better. She went back to sleep. Her mom helped.



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"The Lost Puppy"

Noah was with his mom. They went to the **store**. They saw a puppy. He was lost. Noah felt sad for the puppy. His mom said they can take the puppy home. Noah named the puppy Floppy. He had big ears. Noah and Floppy are now best **friends**. Floppy now has a home.



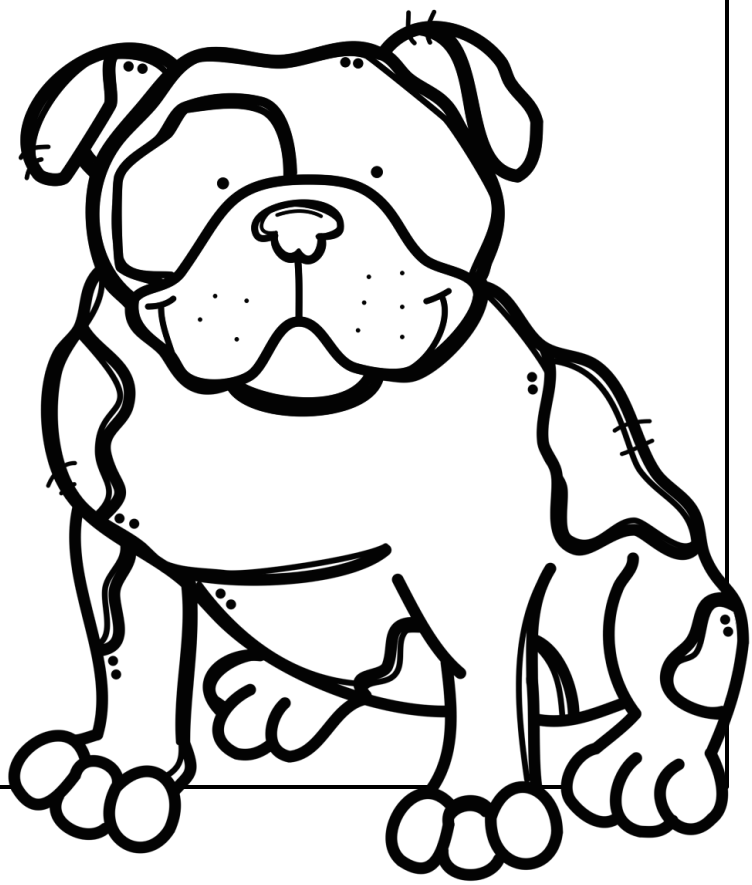
Copyright: Out of This World Literacy (Jen Bengel)

"Why Do Dogs Bark?"

Some dogs bark a lot. Why do dogs bark?

Dogs bark so that they can **talk**. They bark when they are happy. They bark when they are **scared**. They bark when they want to play. Dogs even bark when they want people to pet them.

People try to help dogs when they bark.



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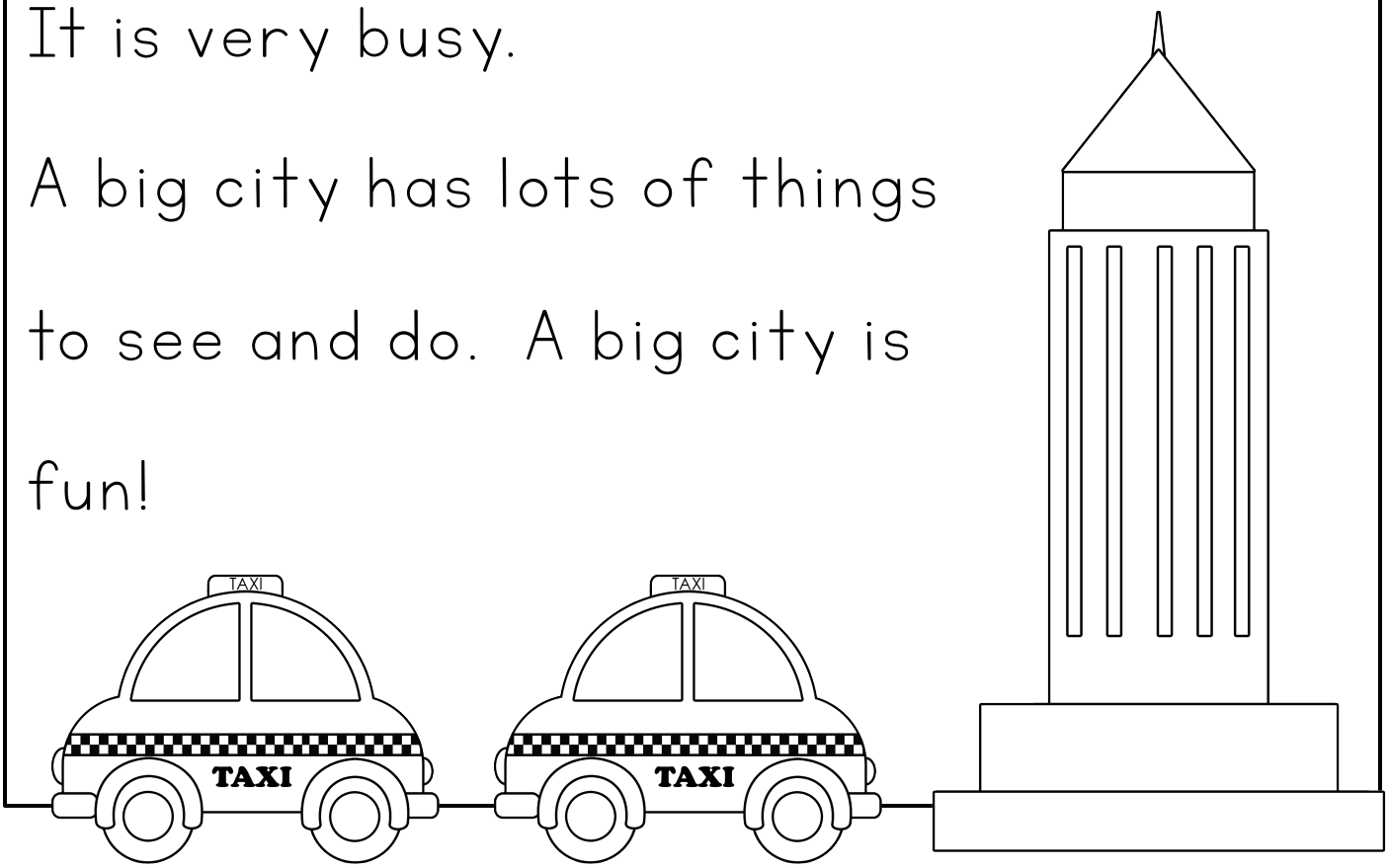
"In a Big City"

Some people live in a **small** town. Some people live on a farm. Some people live in a big city. A big city has tall buildings. People live in the tall buildings. A big city is **loud**. There are a lot of people. It is very busy.

A big city has lots of things to see and do. A big city is fun!



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"I can Read"

I am Sam. I can **read**. I like to read. Reading is fun. I can learn so many new things. I am **happy** that I can read. My teacher says I am smart. When I read, I feel good. It was hard to learn to read. But I am so glad that I did it. I like funny books. Reading is so much fun!

Understand It! Answer the following questions after reading:

1. What word describes Sam?

a. sad
b. mad
c. happy
d. bad

2. How does Sam feel about reading?

a. it is fun
b. it is not fun
c. it makes her sad
d. it makes her tired

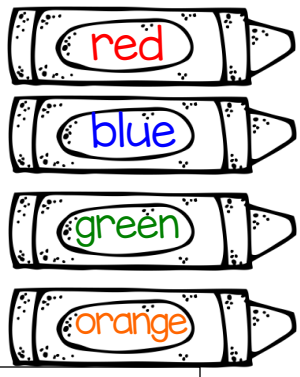
3. The story...

a. is not nice
b. says reading is fun
c. is not about reading
d. says reading is bad

4. What part was at the beginning of the story?

a. I like funny books
b. I feel good
c. reading is so much fun
d. I can read

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



Words with the vowel /a/

Words with the letter /y/

The first word in every sentence

Words with 3 letters

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

1 _____ 2 _____

Passage 1

Copyright: Out of This World Literacy (Jen Bengel)

"The Bad Dream"

Katie had a bad **dream**. She woke up. She was **crying**. Katie's mom went in her room. She said it was just a bad dream. Katie was still scared. Her mom gave her a big hug. She sang a song. She rubbed her back. Katie felt better. She went back to sleep. Her mom helped.

Understand It! Answer the following questions after reading:

1. What word describes Katie?

a. happy
b. mean
c. scared
d. funny

2. How does Katie feel about bad dreams?

a. she likes them
b. they make her scared
c. she loves them
d. she thinks they are fun

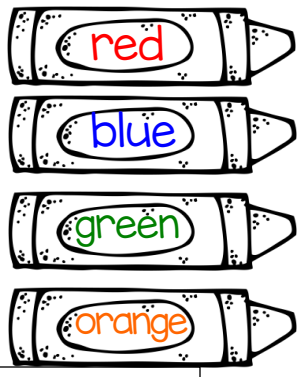
3. What do most kids think about bad dreams?

a. they are nice
b. they are fun
c. they are funny
d. they are scary

4. What part was at the beginning of the story?

a. Katie had a bad dream
b. her mom helped
c. Katie felt better
d. She rubbed her back

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



Words with the vowel /a/

Words with the letter /y/

The first word in every sentence

Words with 3 letters

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

1 _____ 2 _____

Passage 3

Copyright: Out of This World Literacy (Jen Bengel)

"The Lost Puppy"

Noah was with his mom. They went to the **store**. They saw a puppy. He was lost. Noah felt sad for the puppy. His mom said they can take the puppy home. Noah named the puppy Floppy. He had big ears. Noah and Floppy are now best **friends**. Floppy now has a home.

Understand It! Answer the following questions after reading:

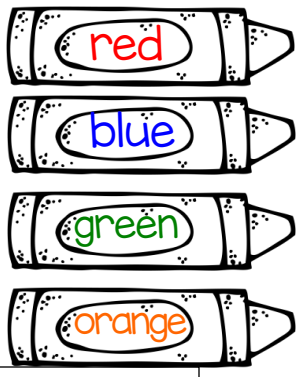
1. What describes Floppy at the beginning?
   a. in a big family
   b. running in the park
   c. lost by a store
   d. jumping in the street

2. How does Noah feel about Floppy?
   a. they are best friends
   b. he does not like him
   c. he is scared of Floppy
   d. he thinks Floppy is bad

3. How do most kids feel about a lost puppy?
   a. they do not care
   b. they feel sad
   c. they think it is funny
   d. they think it is silly

4. What part was at the beginning of the story?
   a. Floppy has a home
   b. He had big ears
   c. they are best friends
   d. Noah was with his mom

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



Words with the vowel /a/

Words with the letter /y/

The first word in every sentence

Words with 3 letters

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

1 _____ 2 _____

Copyright: Out of This World Literacy (Jen Bengel)

"Why Do Dogs Bark?"

Some dogs bark a lot. Why do dogs bark? Dogs bark so that they can **talk**. They bark when they are happy. They bark when they are **scared**. They bark when they want to play. Dogs even bark when they want people to pet them. People try to help dogs when they bark.

Understand It!

Answer the following questions after reading:

1. This text teaches us...
   a. how to train a dog
   b. why dogs bark
   c. how to pet a dog
   d. how to play with a dog

2. What is the most important thing from the text?
   a. people help dogs
   b. dogs play
   c. dogs do not bark
   d. dogs should not bark

3. What was the first reason for dogs barking?
   a. to play
   b. they are scared
   c. so they can talk
   d. when they are happy

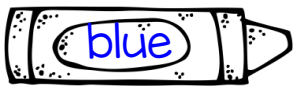
4. What was the main topic of the text?
   a. getting a dog
   b. why dogs bark
   c. petting a dog
   d. when dogs sleep

Word Work

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



Words with the vowel /i/



Words that end with /e/



Words with 2 syllables



Words that begin with /s/

Vocabulary

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

1 _____ 2 _____

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"In a Big City"

Some people live in a **small** town. Some people live on a farm. Some people live in a big city. A big city has tall buildings. People live in the tall buildings. A big city is **loud**. There are a lot of people. It is very busy. A big city has lots of things to see and do. A big city is fun!

Understand It! Answer the following questions after reading:

1. What question could be answered in the text?

a. What is on a farm?
b. What is in a small city?
c. What does a big city have?
d. Where is the biggest city?

2. What is a key detail from the text?

a. a big city is loud
b. a big city is not loud
c. a big city is not busy
d. a big city is not fun

3. What does 'busy' mean?

a. slow
b. have a lot to do
c. to run
d. to take a nap

4. What was at the end of the text?

a. people live on a farm
b. a big city is loud
c. a big city is fun
d. it was very busy

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



Words with the vowel /o/



Words with capital letters



The last word in every sentence



Words that begin with /t/

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

1 _____ 2 _____

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"I can Read"

I am Sam. I can **read**. I like to read. Reading is fun. I can learn so many new things. I am **happy** that I can read. My teacher says I am smart. When I read, I feel good. It was hard to learn to read. But I am so glad that I did it. I like funny books. Reading is so much fun!

Understand It!

Answer the following questions after reading:

1. What word describes Sam?

a. sad
b. mad
c. happy
d. bad

2. How does Sam feel about reading?

a. it is fun
b. it is not fun
c. it makes her sad
d. it makes her tired

3. The story...

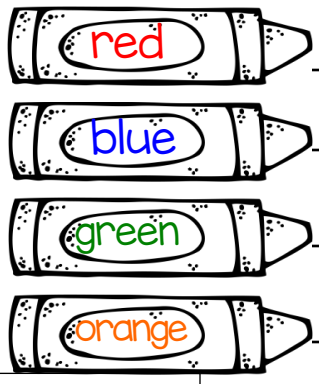
a. is not nice
b. says reading is fun
c. is not about reading
d. says reading is bad

4. What part was at the beginning of the story?

a. I like funny books
b. I feel good
c. reading is so much fun
d. I can read

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

1 _____ 2 _____

Passage 1

Copyright: Out of This World Literacy (Jen Bengel)

"The Bad Dream"

Katie had a bad **dream**. She woke up. She was **crying**. Katie's mom went in her room. She said it was just a bad dream. Katie was still scared. Her mom gave her a big hug. She sang a song. She rubbed her back. Katie felt better. She went back to sleep. Her mom helped.

Understand It!

Answer the following questions after reading:

1. What word describes Katie?

a. happy
b. mean
c. scared
d. funny

2. How does Katie feel about bad dreams?

a. she likes them
b. they make her scared
c. she loves them
d. she thinks they are fun

3. What do most kids think about bad dreams?

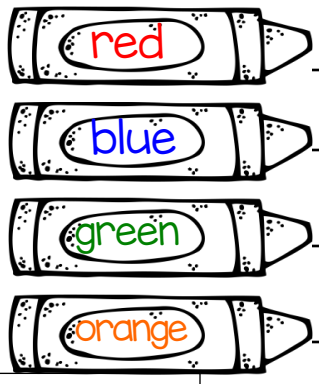
a. they are nice
b. they are fun
c. they are funny
d. they are scary

4. What part was at the beginning of the story?

a. Katie had a bad dream
b. her mom helped
c. Katie felt better
d. She rubbed her back

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

1 _____ 2 _____

Copyright: Out of This World Literacy (Jen Bengel)

"The Lost Puppy"

Noah was with his mom. They went to the **store**. They saw a puppy. He was lost. Noah felt sad for the puppy. His mom said they can take the puppy home. Noah named the puppy Floppy. He had big ears. Noah and Floppy are now best **friends**. Floppy now has a home.

Understand It!

Answer the following questions after reading:

1. What describes Floppy at the beginning?

a. in a big family
b. running in the park
c. lost by a store
d. jumping in the street

2. How does Noah feel about Floppy?

a. they are best friends
b. he does not like him
c. he is scared of Floppy
d. he thinks Floppy is bad

3. How do most kids feel about a lost puppy?

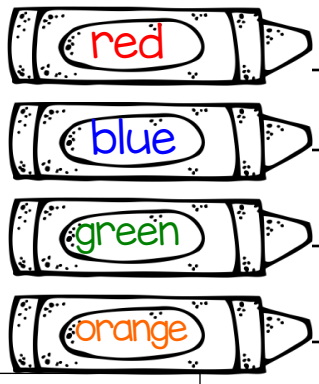
a. they do not care
b. they feel sad
c. they think it is funny
d. they think it is silly

4. What part was at the beginning of the story?

a. Floppy has a home
b. He had big ears
c. they are best friends
d. Noah was with his mom

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

1 _____ 2 _____

Passage 5

Copyright: Out of This World Literacy (Jen Bengel)

"Why Do Dogs Bark?"

Some dogs bark a lot. Why do dogs bark?

Dogs bark so that they can **talk**. They bark when they are happy. They bark when they are **scared**. They bark when they want to play. Dogs even bark when they want people to pet them. People try to help dogs when they bark.

Understand It!

Answer the following questions after reading:

1. This text teaches us...
   a. how to train a dog
   b. why dogs bark
   c. how to pet a dog
   d. how to play with a dog

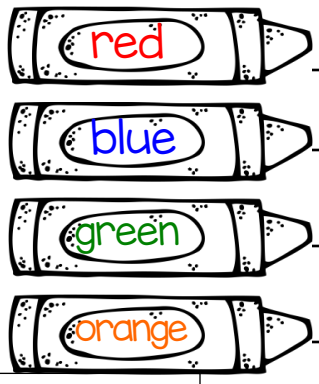
2. What is the most important thing from the text?
   a. people help dogs
   b. dogs play
   c. dogs do not bark
   d. dogs should not bark

3. What was the first reason for dogs barking?
   a. to play
   b. they are scared
   c. so they can talk
   d. when they are happy

4. What was the main topic of the text?
   a. getting a dog
   b. why dogs bark
   c. petting a dog
   d. when dogs sleep

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

1 _____ 2 _____

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"In a Big City"

Some people live in a **small** town. Some people live on a farm. Some people live in a big city. A big city has tall buildings. People live in the tall buildings. A big city is **loud**. There are a lot of people. It is very busy. A big city has lots of things to see and do. A big city is fun!

Understand It!

Answer the following questions after reading:

1. What question could be answered in the text?

a. What is on a farm?
b. What is in a small city?
c. What does a big city have?
d. Where is the biggest city?

2. What is a key detail from the text?

a. a big city is loud
b. a big city is not loud
c. a big city is not busy
d. a big city is not fun

3. What does 'busy' mean?

a. slow
b. have a lot to do
c. to run
d. to take a nap

4. What was at the end of the text?

a. people live on a farm
b. a big city is loud
c. a big city is fun
d. it was very busy

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

1 _____

2 _____

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"I can Read"

Name: _____ Date: _____ Week: _____

I am Sam. I can read. I like to read.	10
Reading is fun. I can learn so many	18
new things. I am happy that I can	26
read. My teacher says I am smart.	33
When I read, I feel good. It was hard	42
to learn to read. But I am so glad	51
that I did it. I like funny books.	59
Reading is so much fun!	64

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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"The Bad Dream"

Name: _____ Date: _____ Week: _____

Katie had a bad dream. She woke up.	8
She was crying. Katie's mom went in	15
her room. She said it was just a bad	24
dream. Katie was still scared. Her	30
mom gave her a big hug. She sang a	39
song. She rubbed her back. Katie felt	46
better. She went back to sleep. Her	53
mom helped.	55

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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"The Lost Puppy"

Name: _____ Date: _____ Week: _____

Noah was with his mom. They went	7
to the store. They saw a puppy. He	15
was lost. Noah felt sad for the	22
puppy. His mom said they can take	39
the puppy home. Noah named the	35
puppy Floppy. He had big ears.	41
Noah and Floppy are now best	47
friends. Floppy now has a home.	53

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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"Why Do Dogs Bark?"

Name: _____ Date: _____ Week: _____

Some dogs bark a lot. Why do dogs	8
bark? Dogs bark so that they can	15
talk. They bark when they are	21
happy. They bark when they are	27
scared. They bark when they want	33
to play. Dogs even bark when they	40
want people to pet them. People try	47
to help dogs when they bark.	53

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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"In a Big City"

Name: _____ Date: _____ Week: _____

Some people live in a small town.	7
Some people live on a farm. Some	14
people live in a big city. A big city	23
has tall buildings. People live in the	30
tall buildings. A big city is loud.	37
There are a lot of people. It is very	46
busy. A big city has lots of things to	55
see and do. A big city is fun!	63

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.
I Can Read				
The Lost Puppy				
The Bad Dream				
Why Do Dogs Bark?				
In a Big City				

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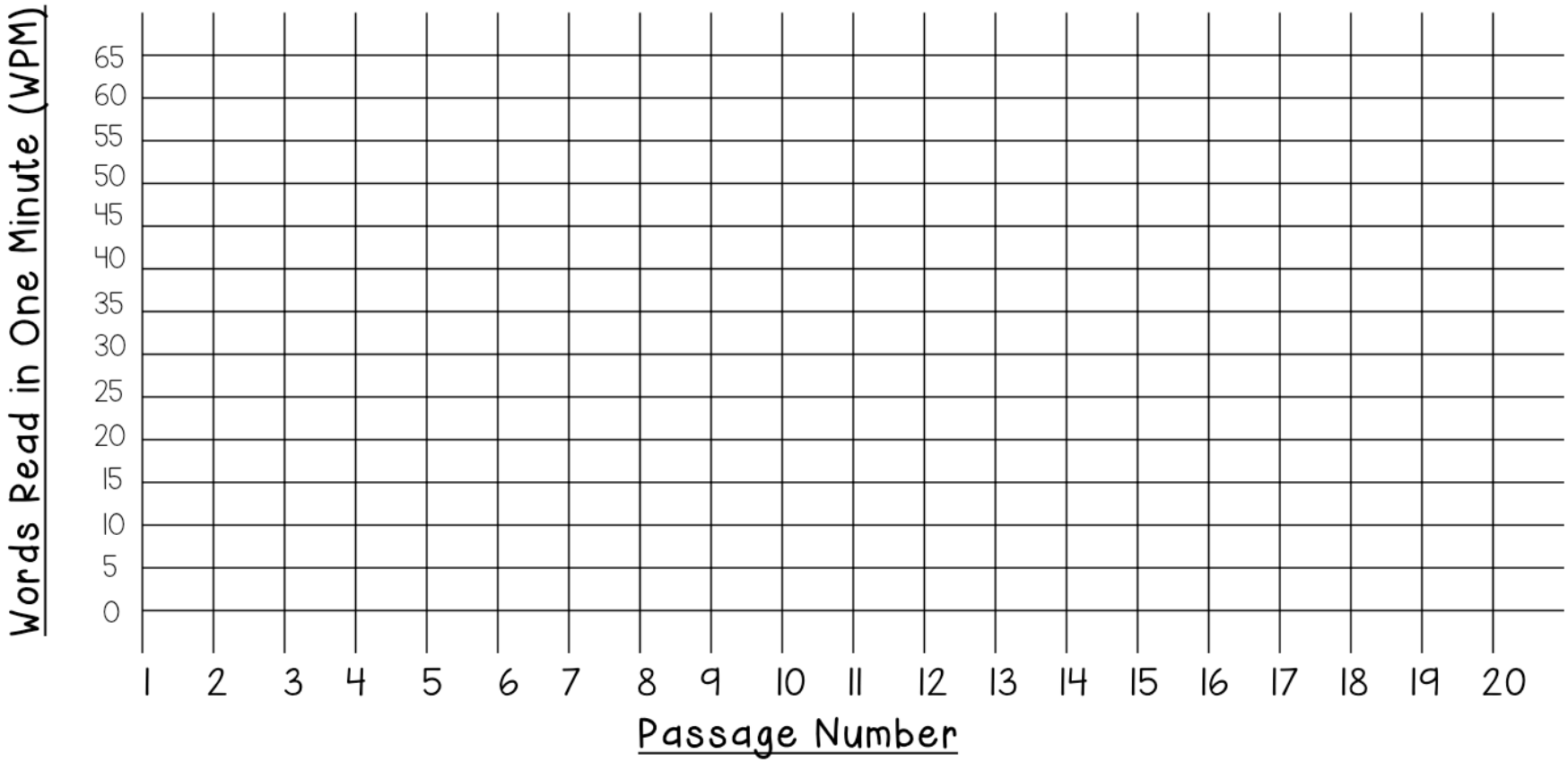
Fluency Line Graph

Level Range A-D

Name: _____ Date: _____

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



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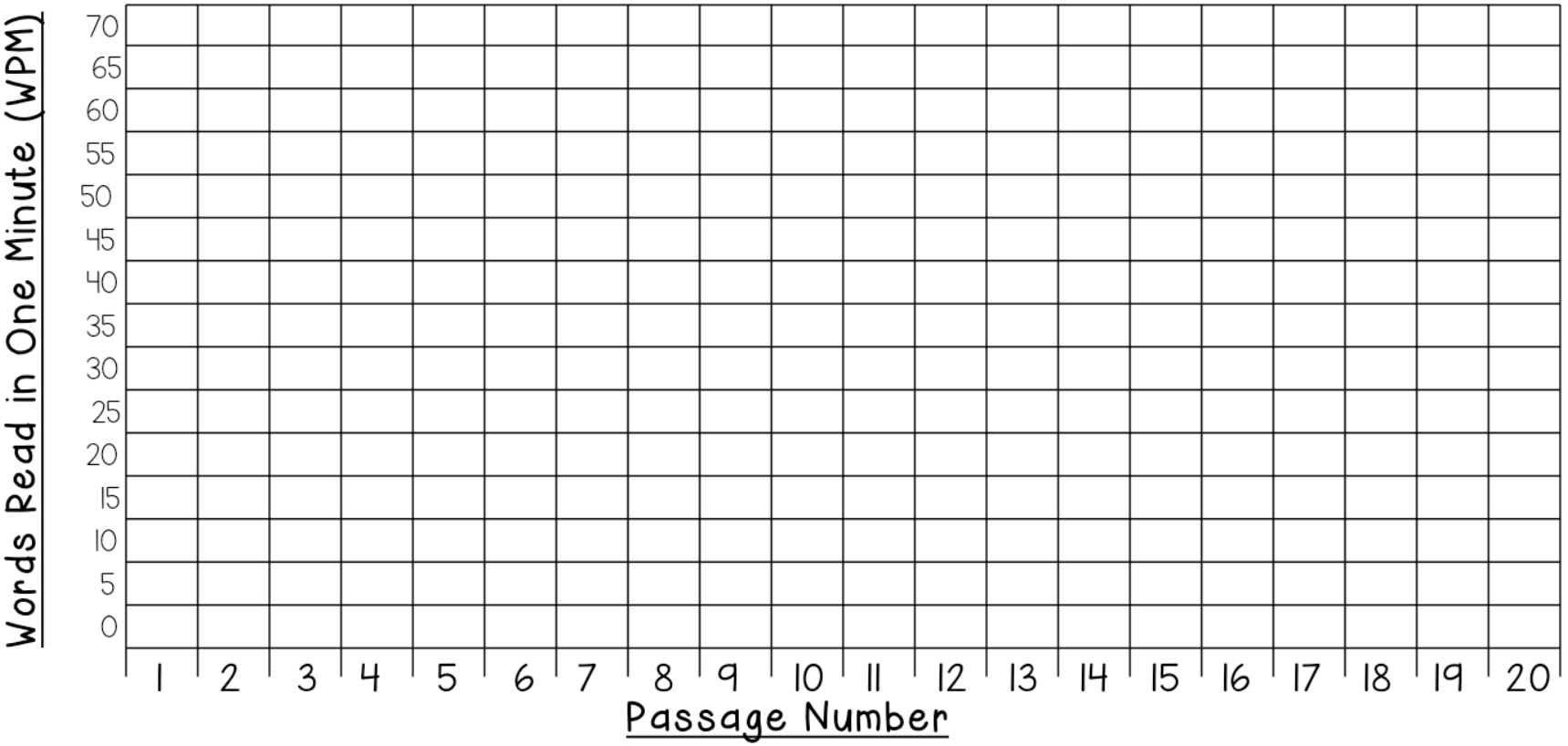
Fluency Bar Graph

Level Range A-D

Name: _____ Date: _____

Directions: Complete the bar 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

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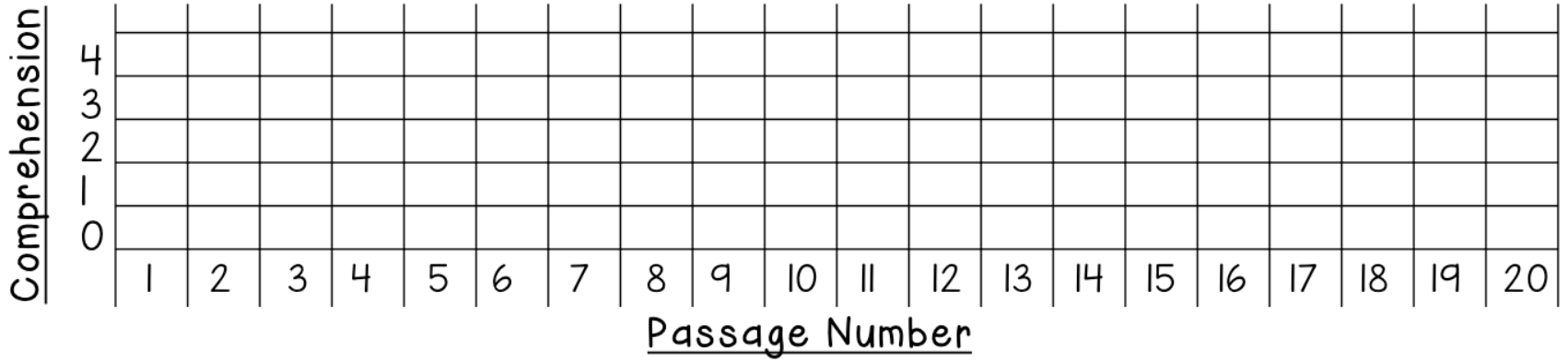
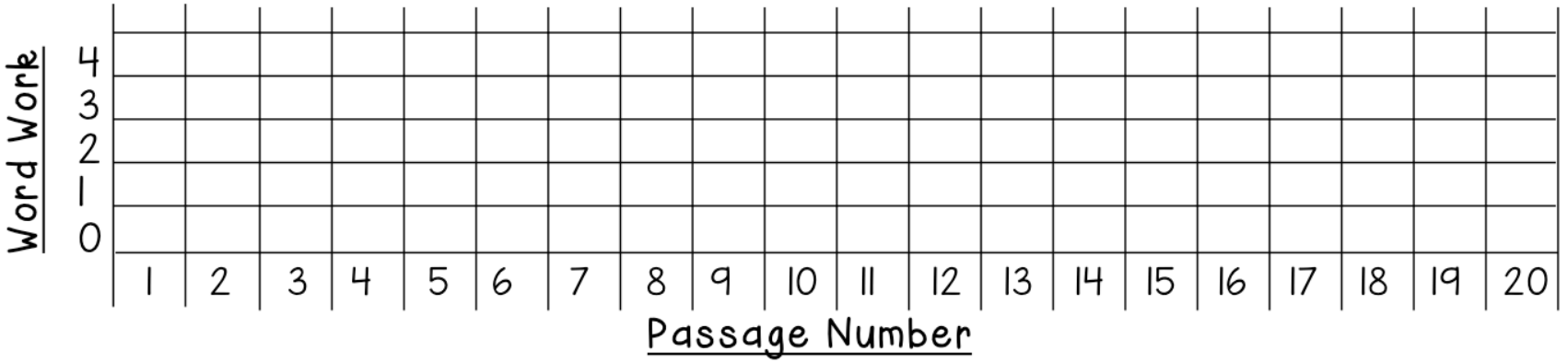
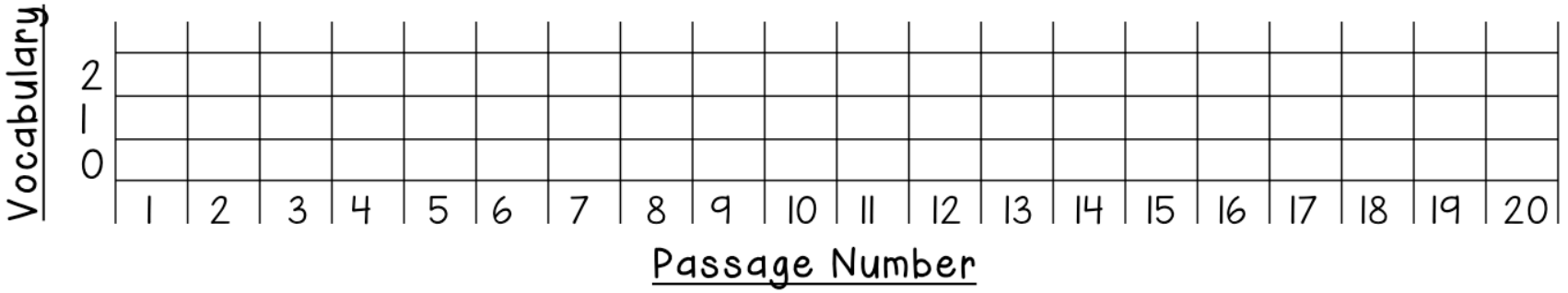
Directions: Complete the bar graphs below by recording students scores from comprehension, word, work, and vocabulary for each passage.







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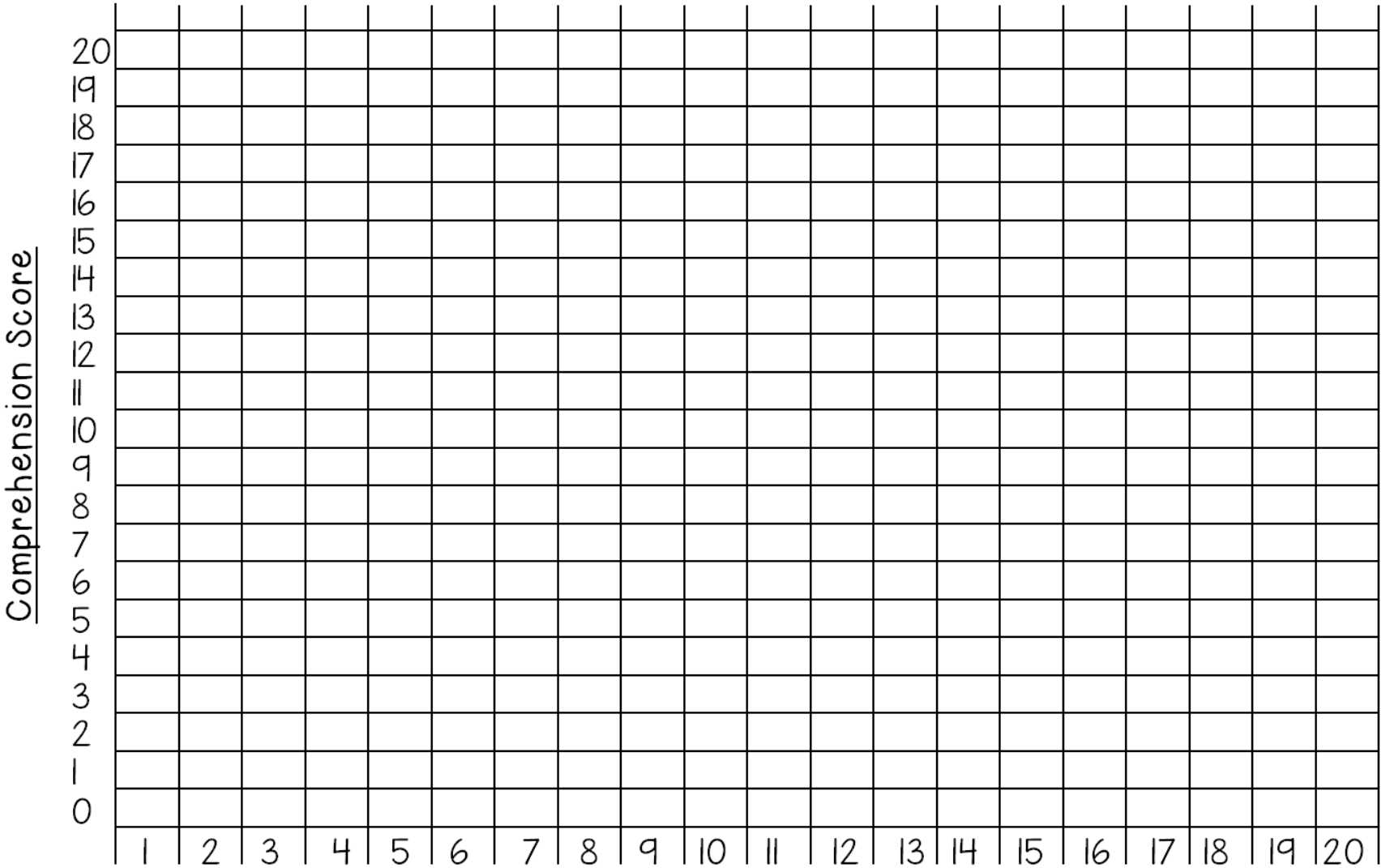
Directions: Complete the bar graph below to progress monitor comprehension growth over time

Comprehension Bar Graph



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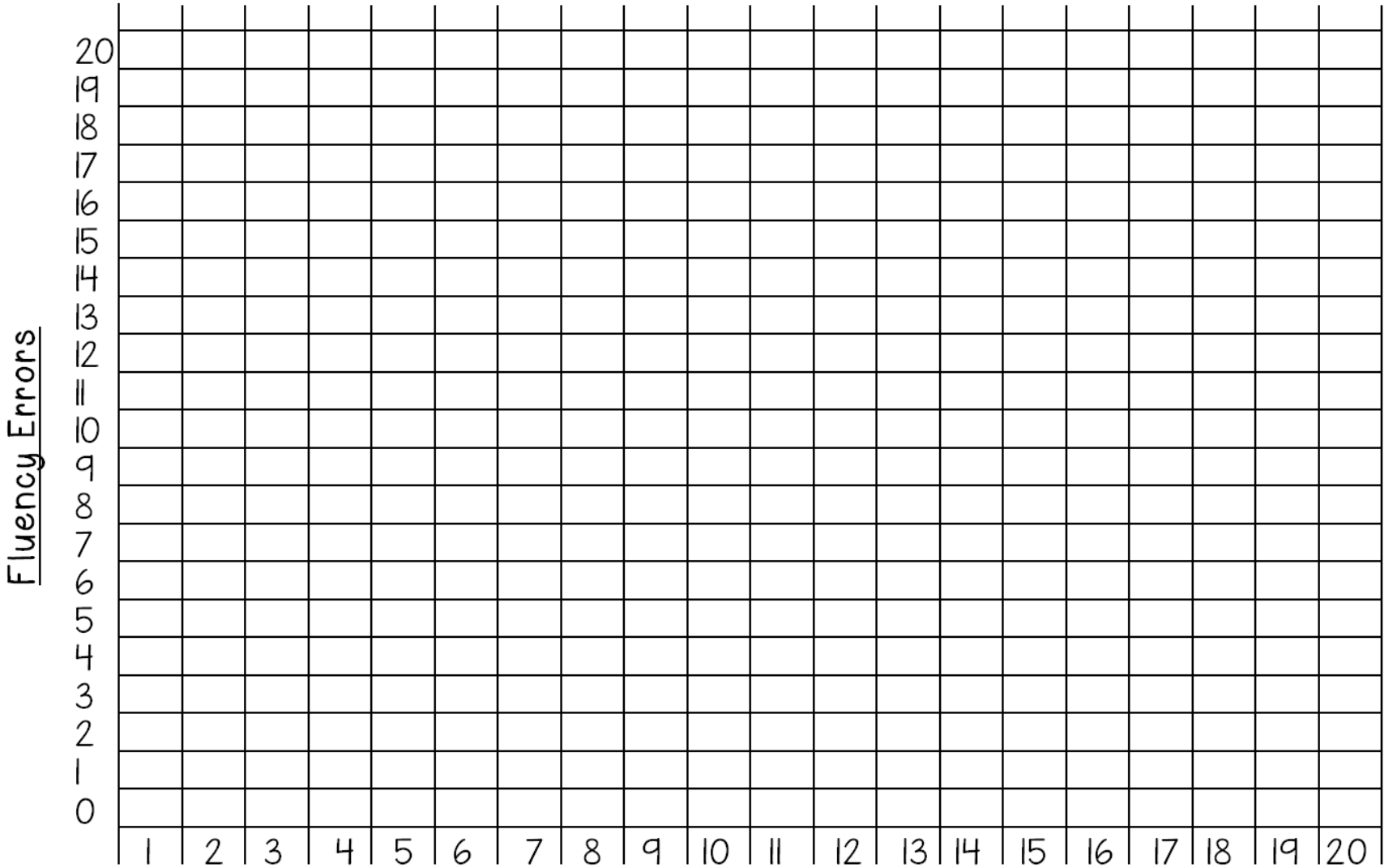
Directions: Complete the bar graph below to progress monitor fluency errors over time

Fluency Errors Bar Graph



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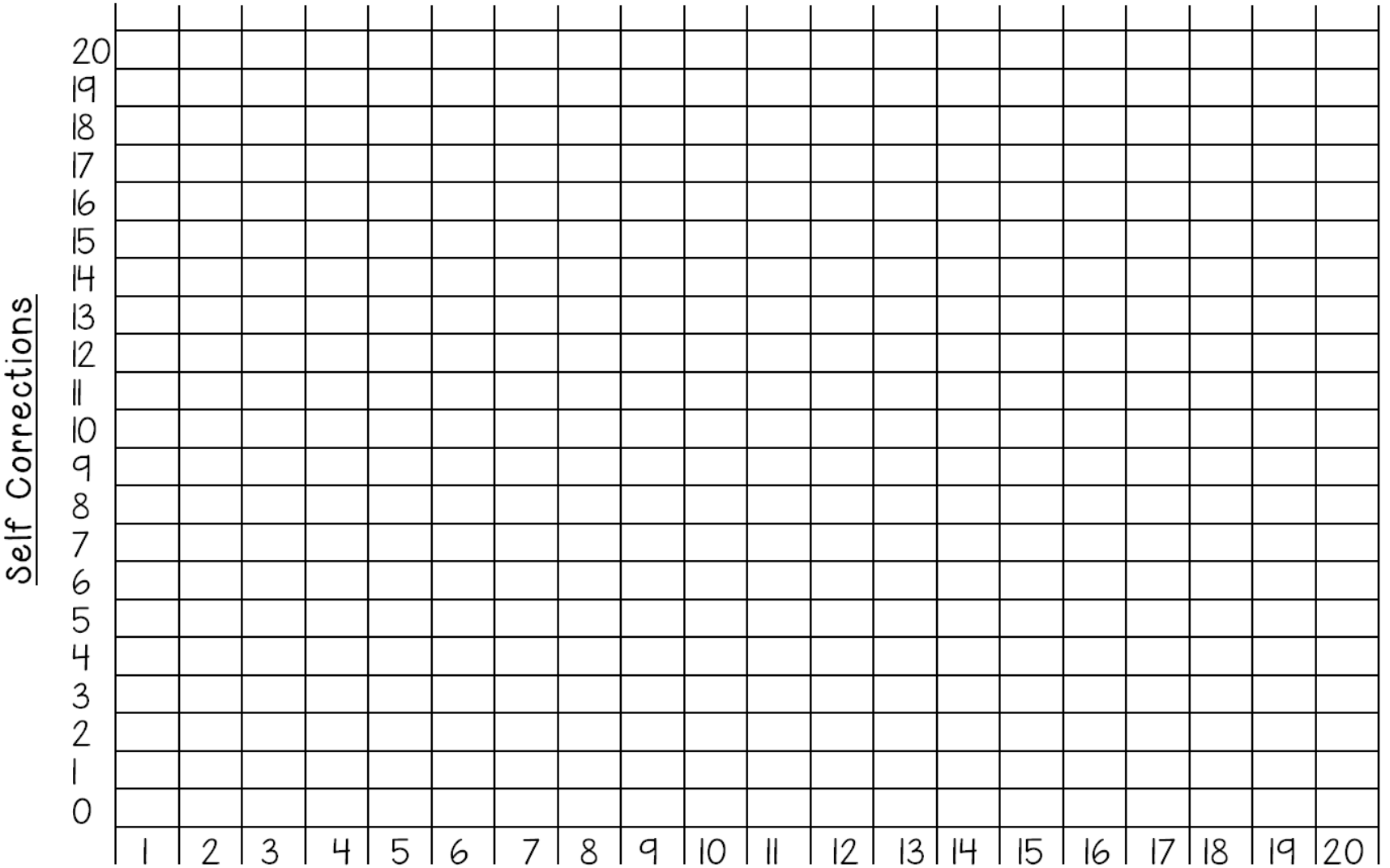
Directions: Complete the bar graph below to progress monitor self corrections over time

Self Corrections Bar Graph



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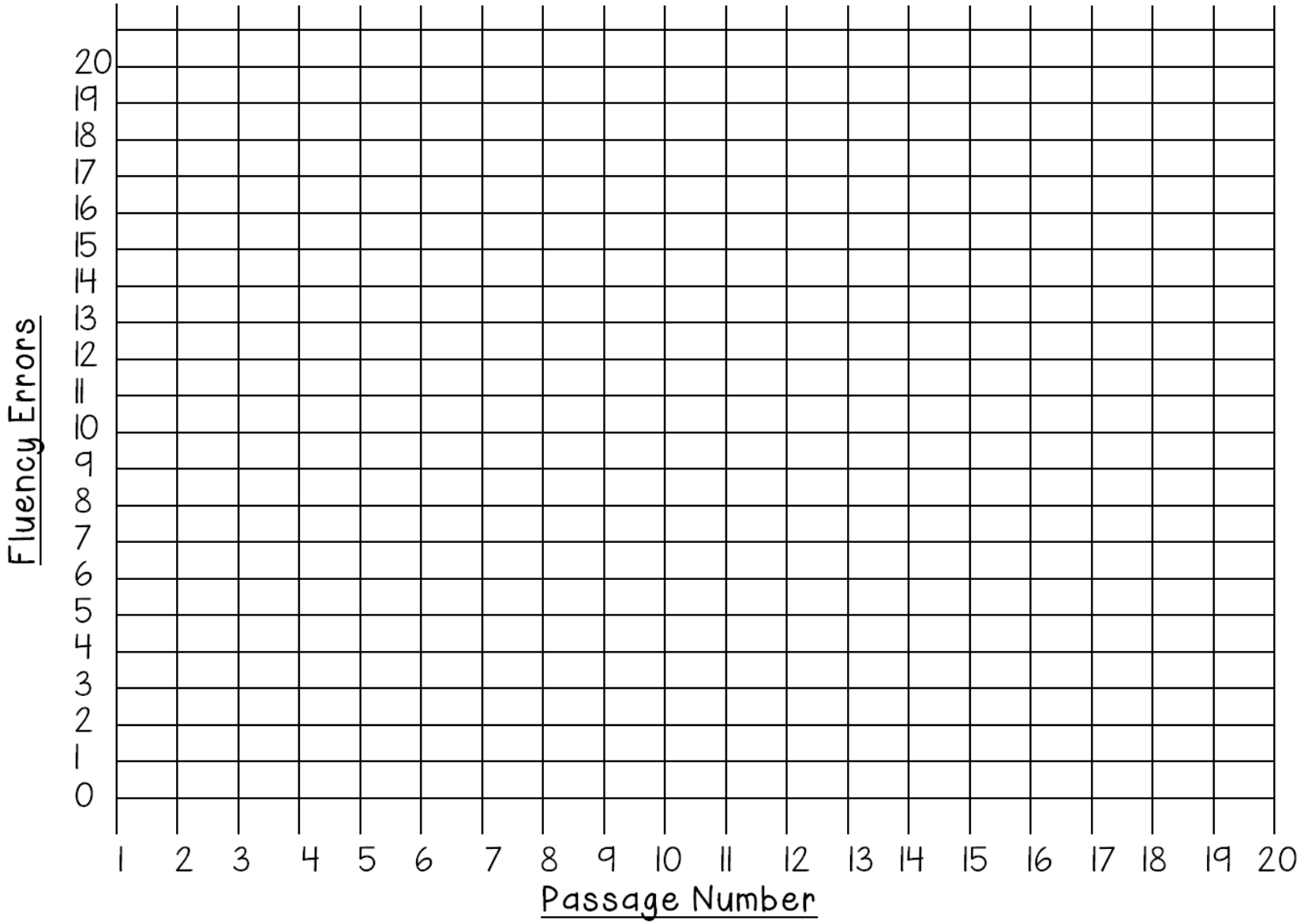
Directions: Complete the line graph below to progress monitor fluency errors over time

Fluency Errors Line Graph



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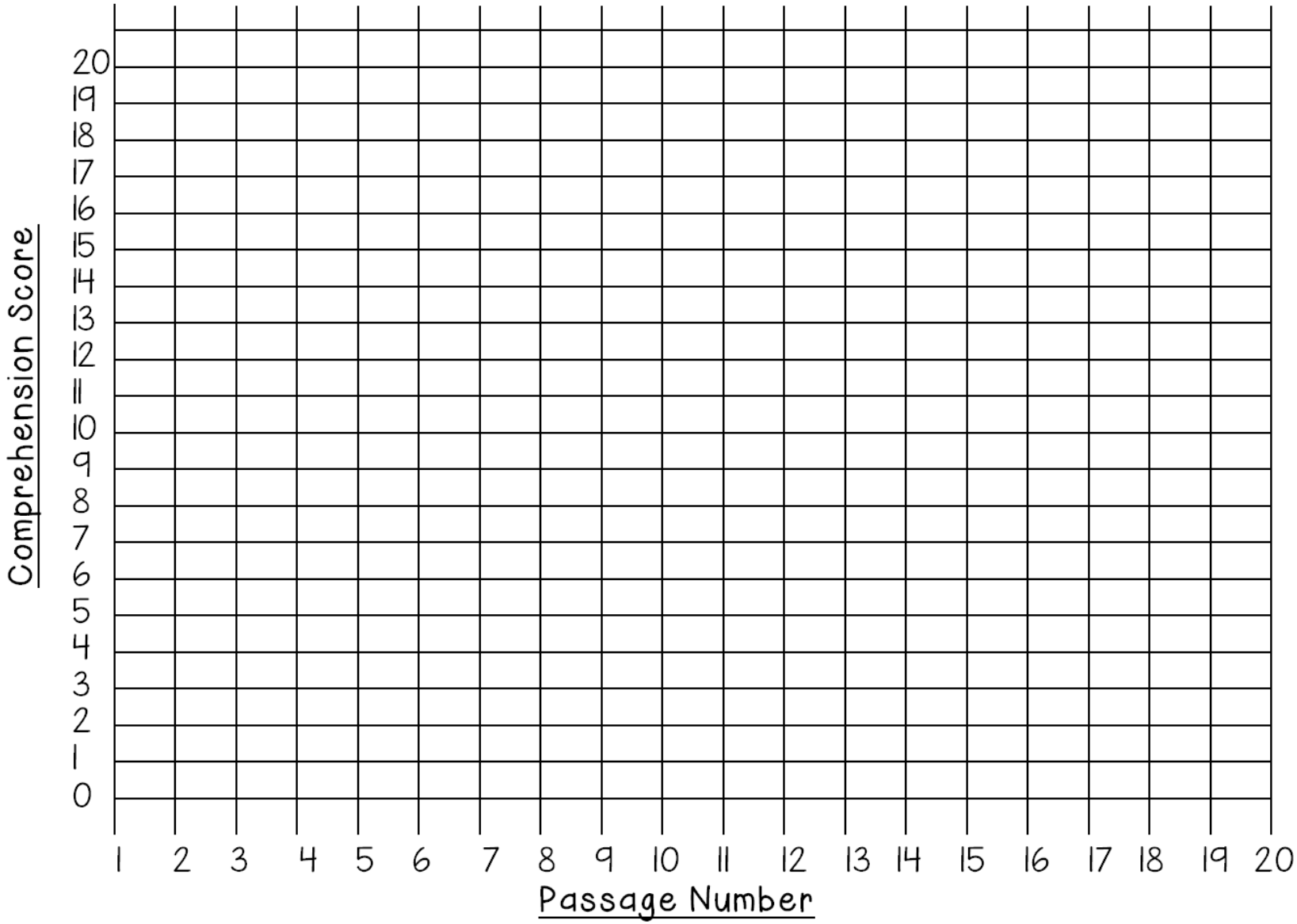
Directions: Complete the line graph below to progress monitor comprehension growth over time

Comprehension Line Graph



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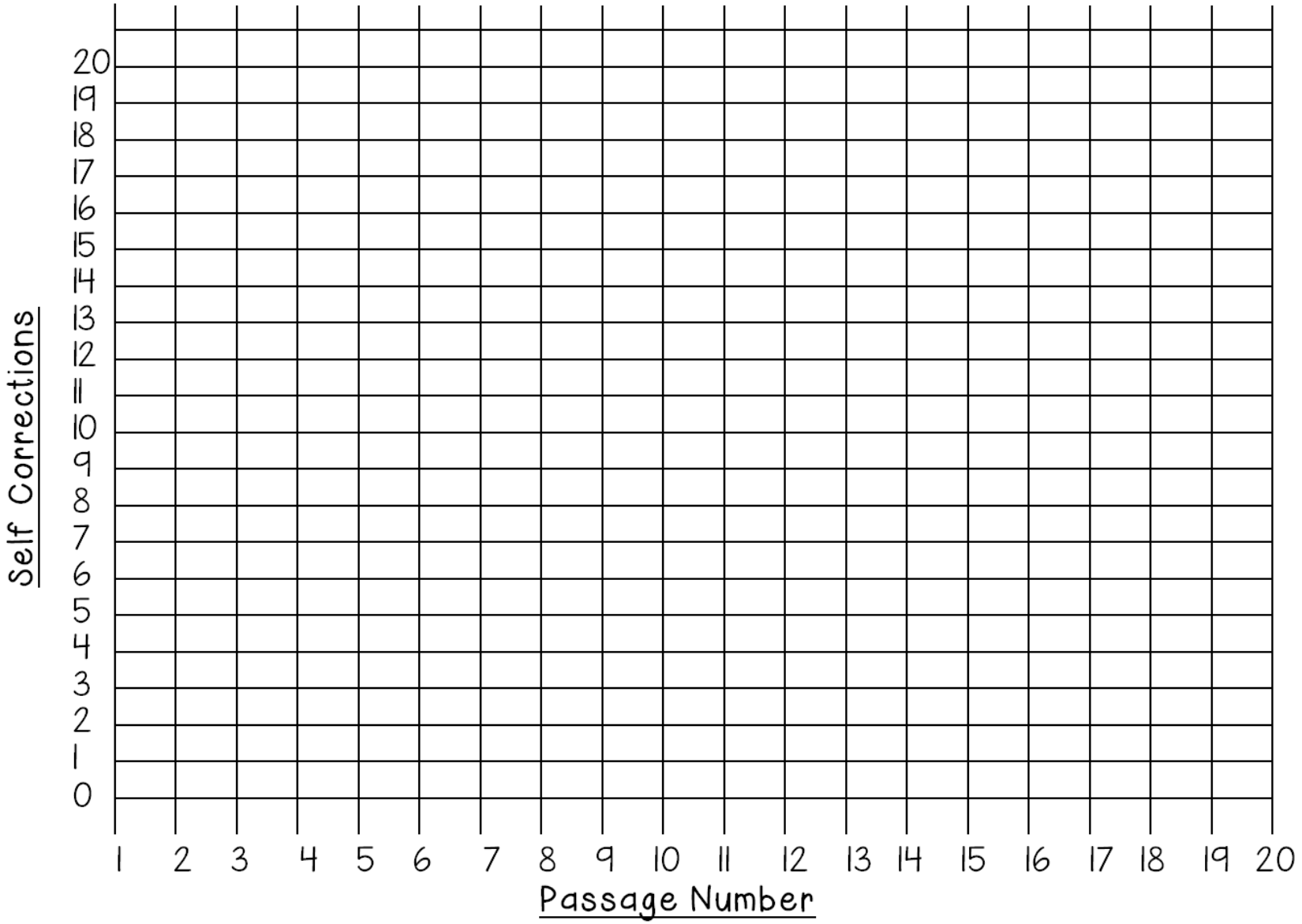
Directions: Complete the line graph below to progress monitor self corrections over time

Self Corrections Line Graph



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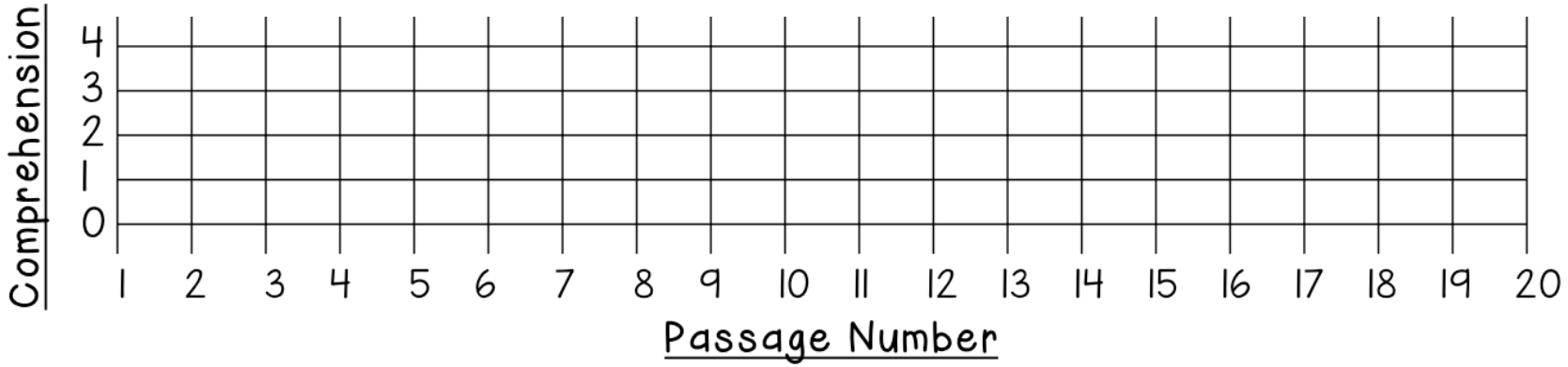
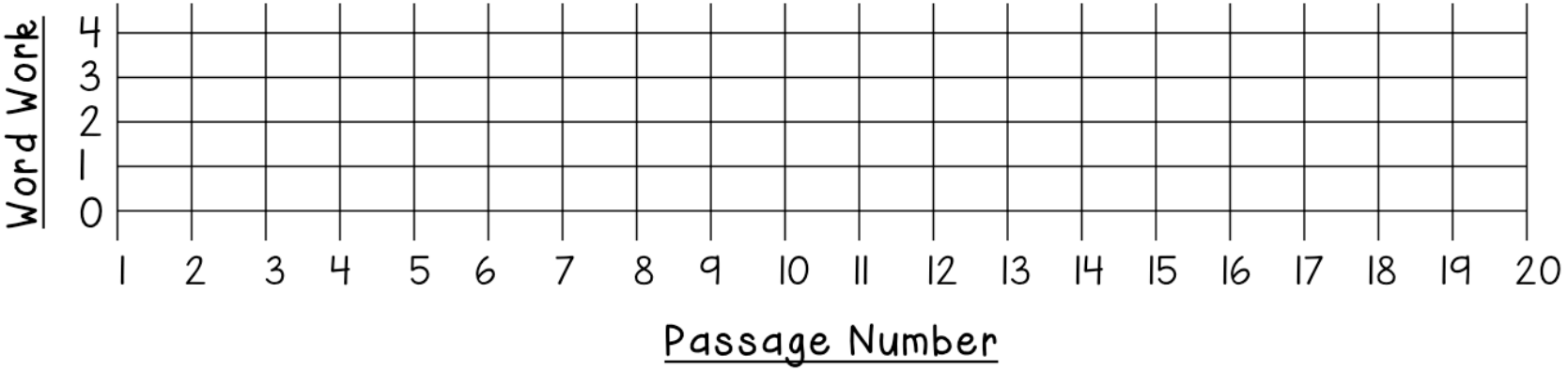
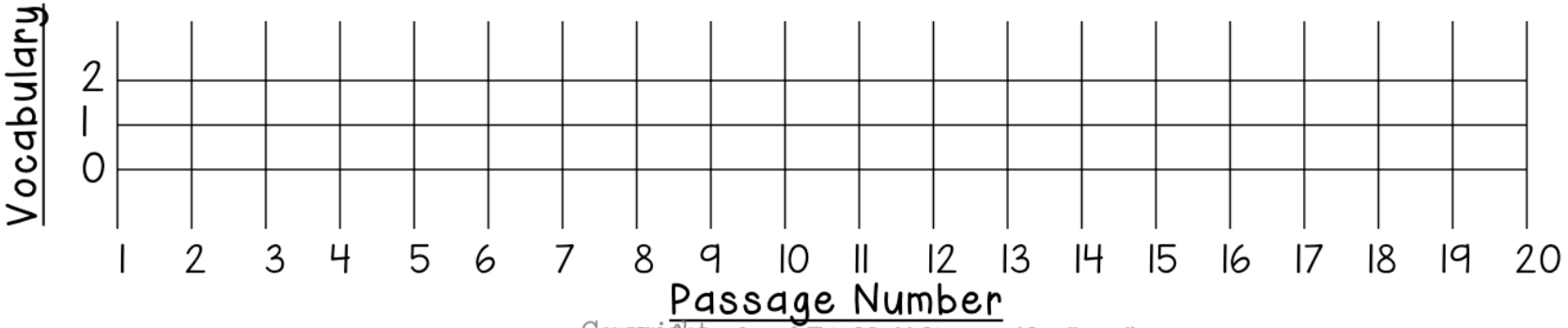
Directions: Complete the line graphs below by recording students scores from comprehension, word, work, and vocabulary for each passage.







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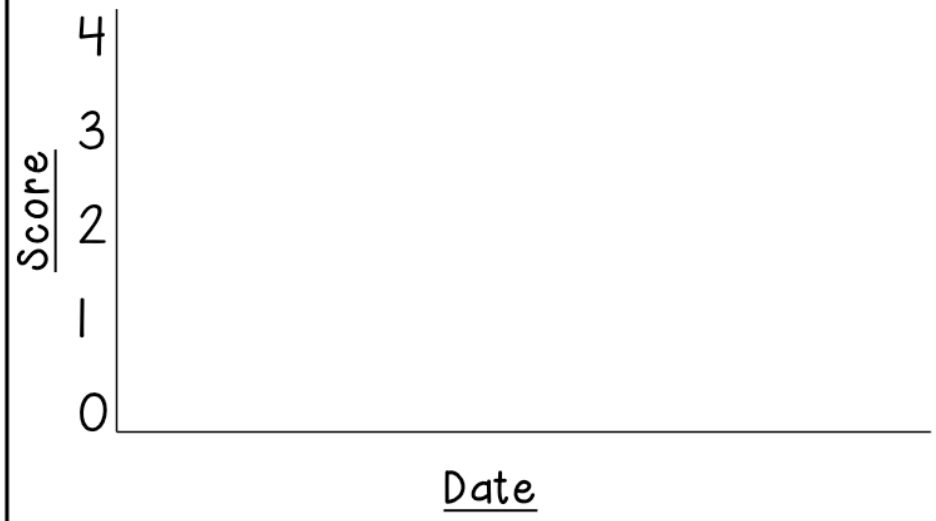
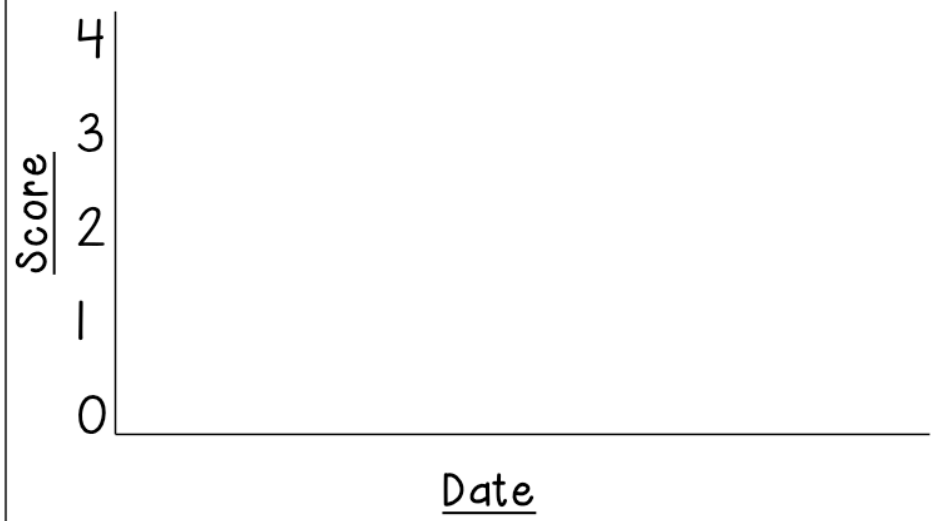
"Data Tracking"

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

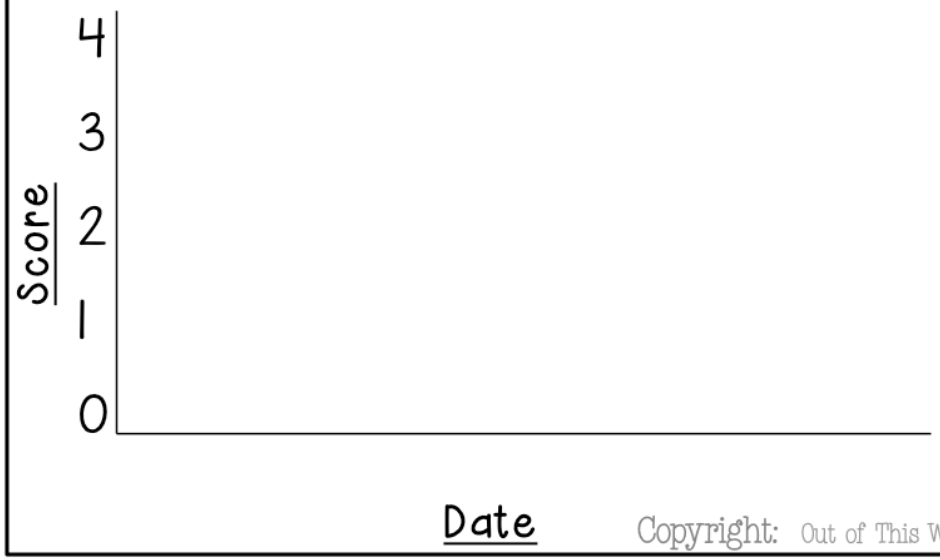
Rate and tone



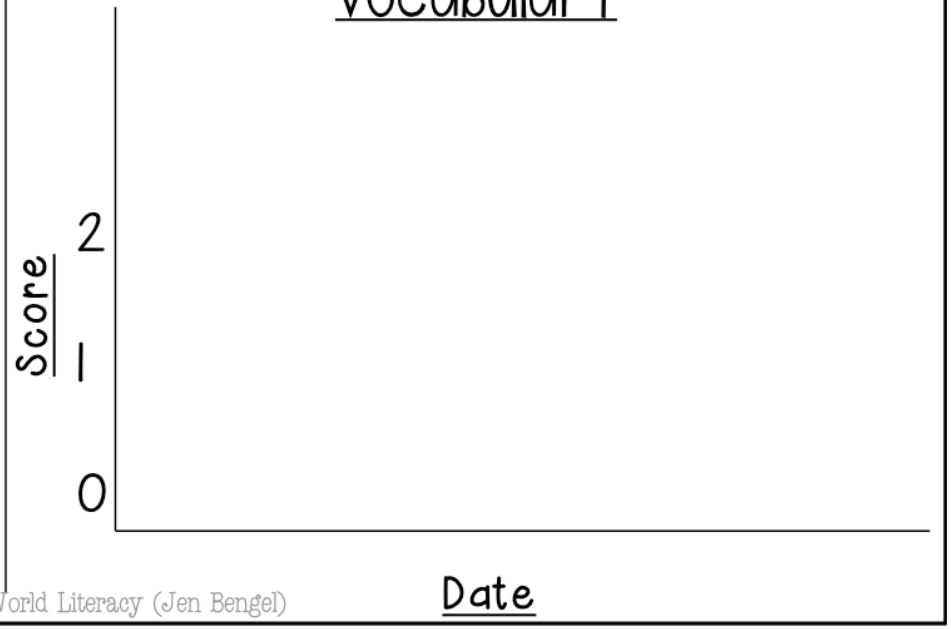
Comprehension



Word Work



Vocabulary



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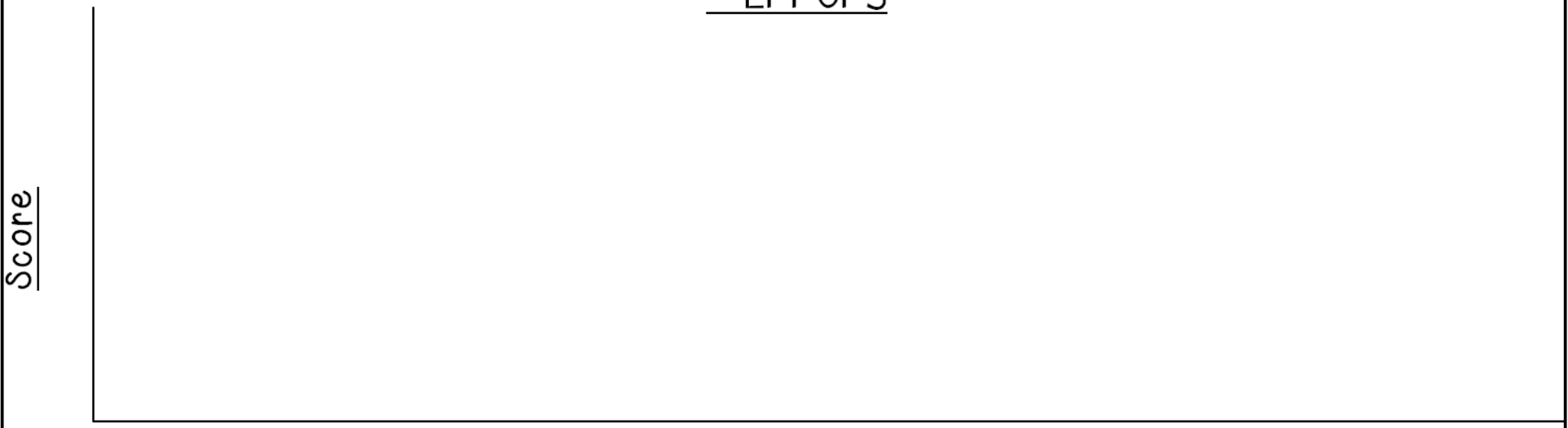
Directions: Complete the bar graphs below to progress monitor fluency growth over time

Errors



Rate and Tone



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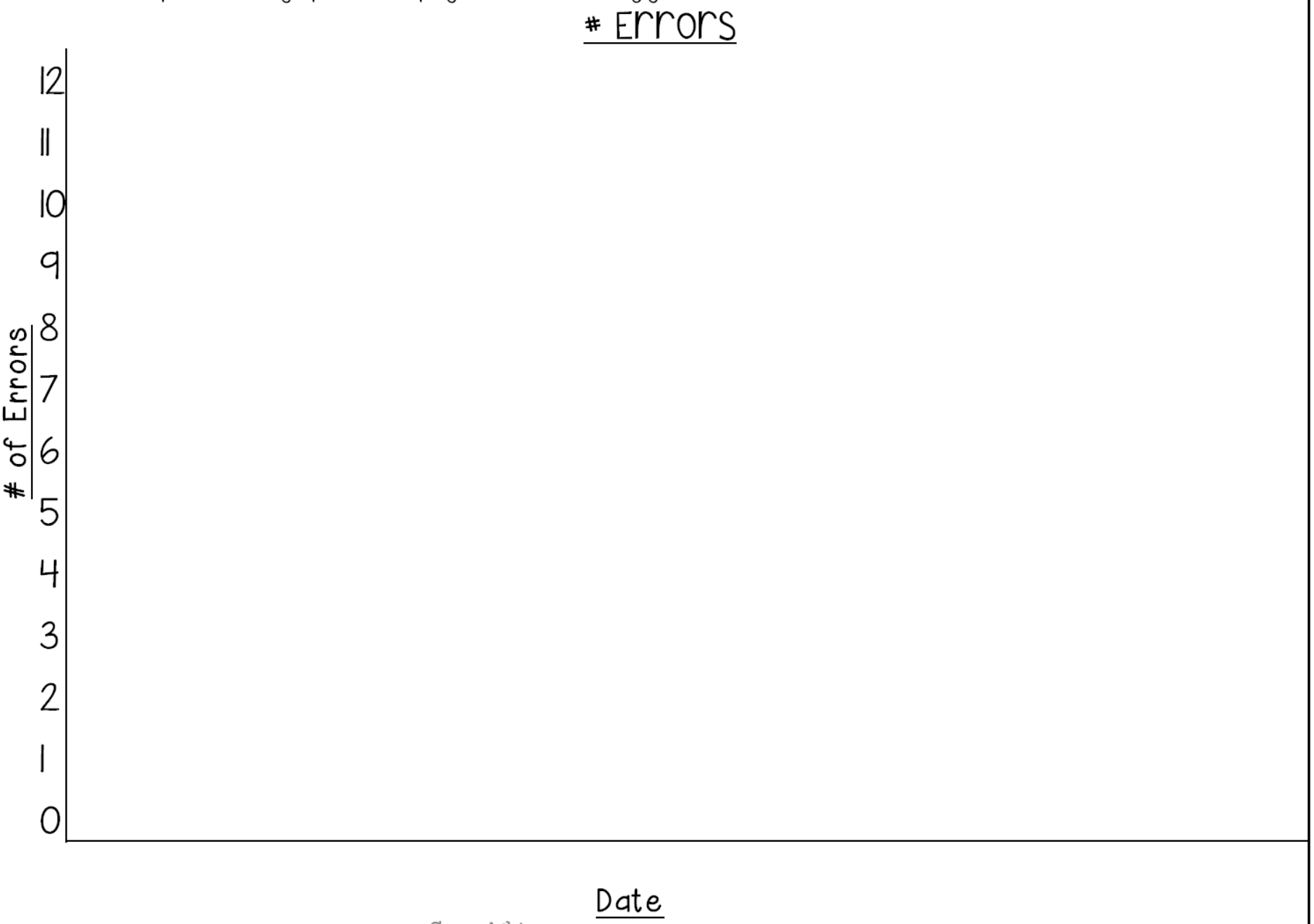
Directions: Complete the bar graph below to progress monitor fluency growth over time



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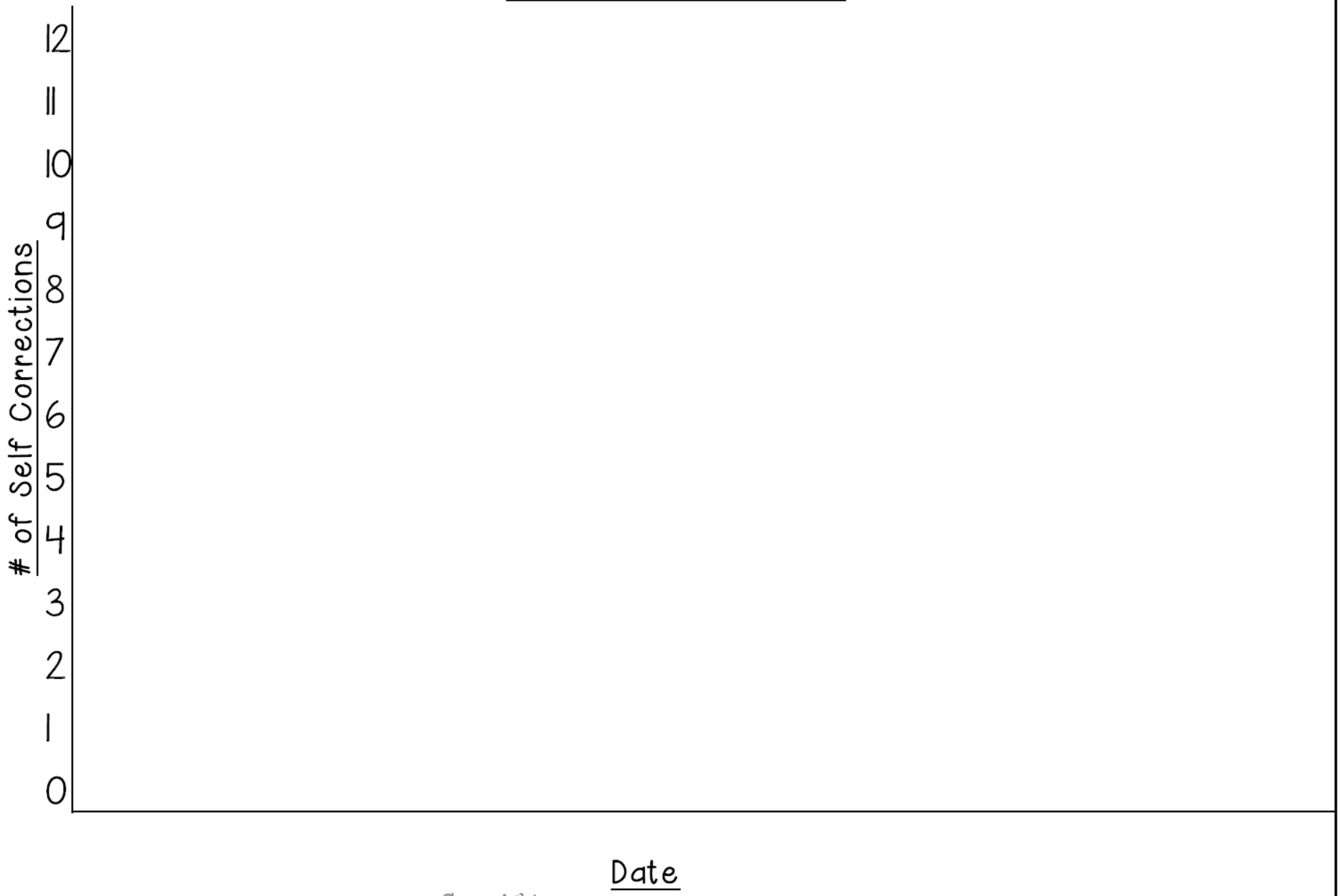
Directions: Complete the bar graph below to progress monitor fluency growth over time

Self Corrections



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Directions: Complete the bar graph below to progress monitor comprehension growth over time

Comprehension



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