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 Pinell Levels H-K, which equate to the average 2nd grade reader.

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 H-K.
2. 10 nonfiction reading passages with appropriate content and language for levels H-K/
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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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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Teacher Page

"Intervention by Grade Level"

The reading passages in this program are leveled at a second grade average reading level. They all fall within Fountas and Pinnell's levels H-K.

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

Grade 1: Students who are reading and comprehending above grade level would benefit from an advanced intervention with this program.

Grade 2: Students reading slightly below grade level would benefit from this intervention. The passages could also be used as extra practice for those reading on grade level.

Grade 3: Students reading and/or comprehending .5-1 year below grade level would benefit from this intervention.

Grade 4: Students reading and/or comprehending 1-2 years below grade level would benefit from this intervention.

Grade 5: 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 Three Levels of Government"

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).

There are three levels of government in the United States. Each	11
level has its own jobs and leaders. The first level is the local	24
government. The leader of the local level is called the mayor.	35
One of the main jobs of the government at this level is to protect	49
and serve the local community. That means the people who live	60
very close to you. The second level of government is the state	72
level. The leader of this level is called the governor. There are	84
many members of this government. One big job they have is to	96
take care of all the public schools in the state. The last level of	110
government is the federal level. The leader of this level is the	122
president. One of the major jobs of the government at this level	134
is to protect our country. They manage all the United States	145
military who fight for our freedom every day.	153

1st Read:	2nd Read:	3rd Read:
Time: 1:50	Time: 1:38	Time: 1:25
# of Errors: 12	# of Errors: 6	# of Errors: 5
# of SC: 10	# of SC: 7	# 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: 8 /12

Time: 1:38 (Choose the middle time)

# of Errors: 6 (Choose the middle score)

# of Self Corrections: 7 (Choose the middle score)

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Passage 14

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...	government has 3 levels mayor, governor, president local, state, federal	4
Descriptive Language	Which words from the passage are describing words? How do you know?	levels... that tells they're are parts. They are different	3
Finding Major Facts	What do you think was the most important fact in the text? Why do you think it's most important?	The President. Because he is the biggest	2
Finding Minor Facts	Which of the facts was not as important? Why do you think it was not that important?	Telling about the local community. I already knew what a community was	3
Asking Questions	What questions do you still have about the text? How would you try to answer them?	what else does the president do? Maybe read books about the president	4

Comprehension score: 16 /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:

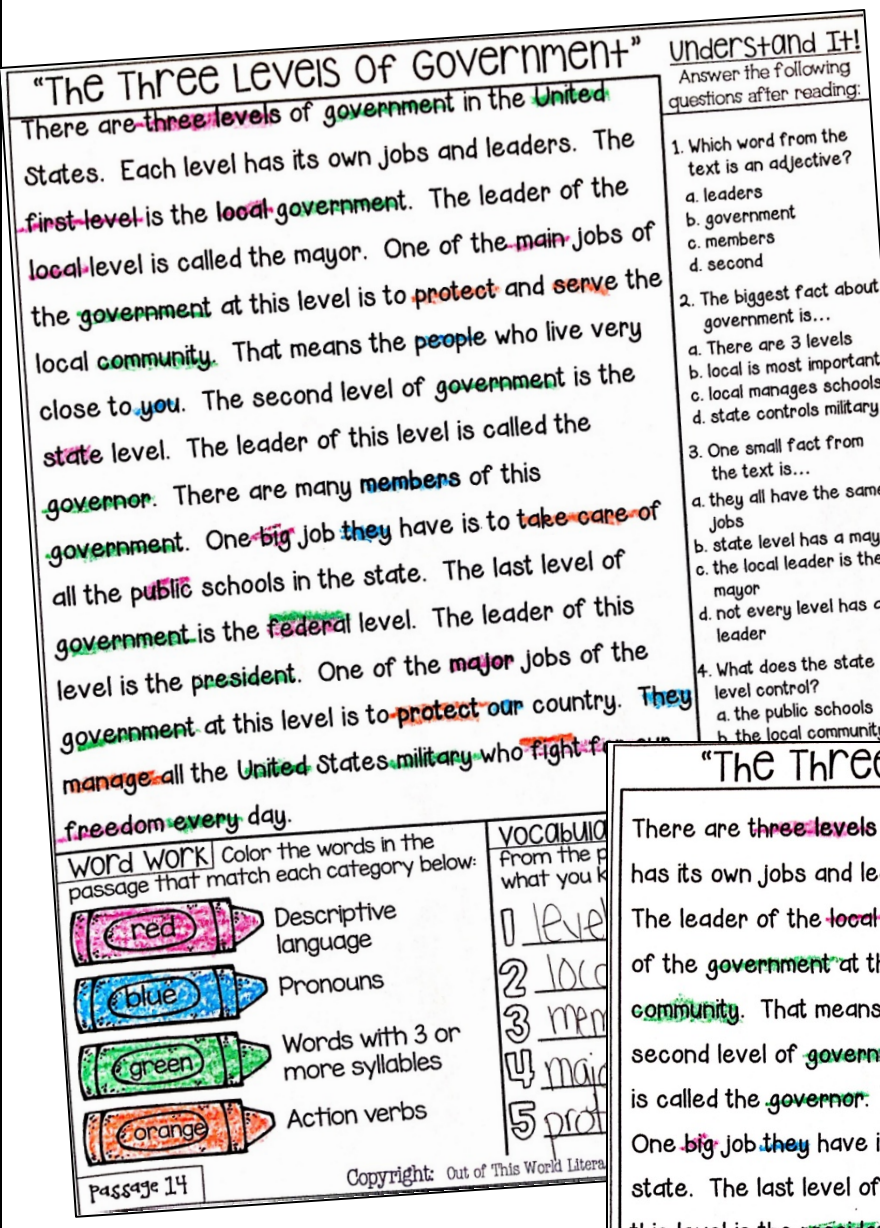
Vocabulary score: 5 /5

Passage 14

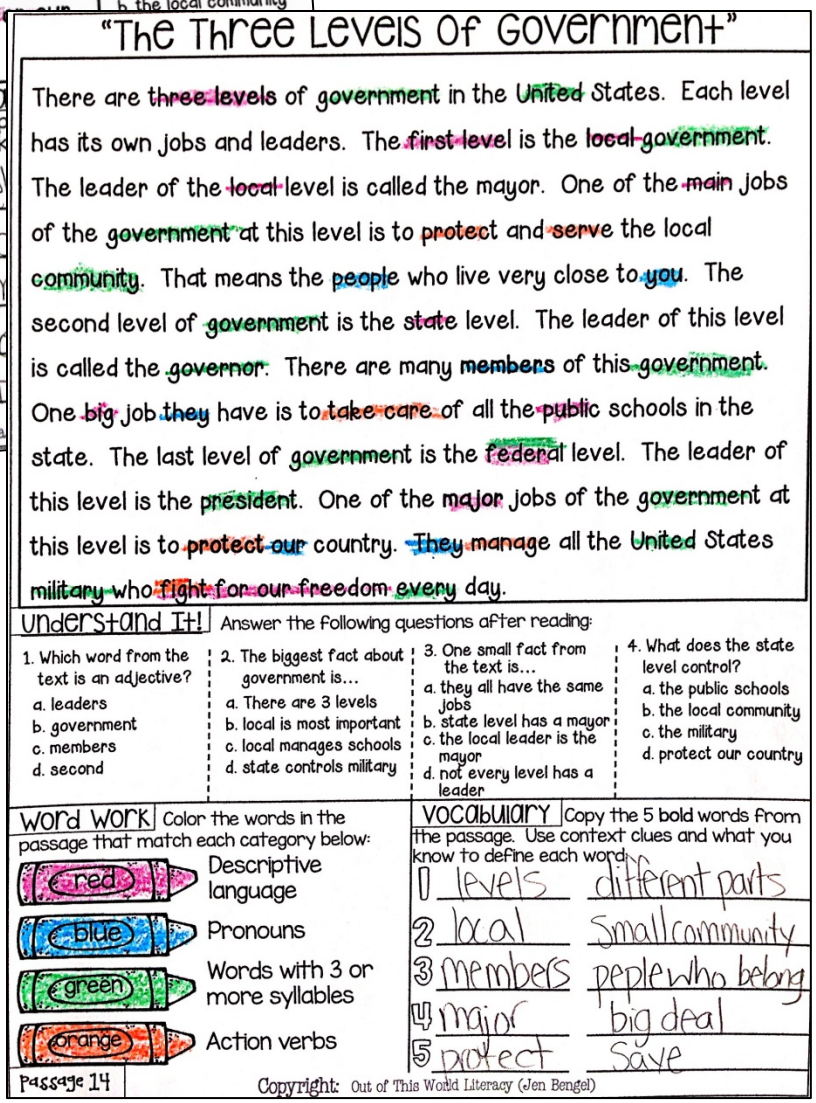
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Collect data for comprehension, word work, and vocabulary!!

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Completed Student Sample Pages



Available in 5 formats!

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Track student data by class...



"Data Tracking"

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

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

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"Data Tracking"

Student: _____

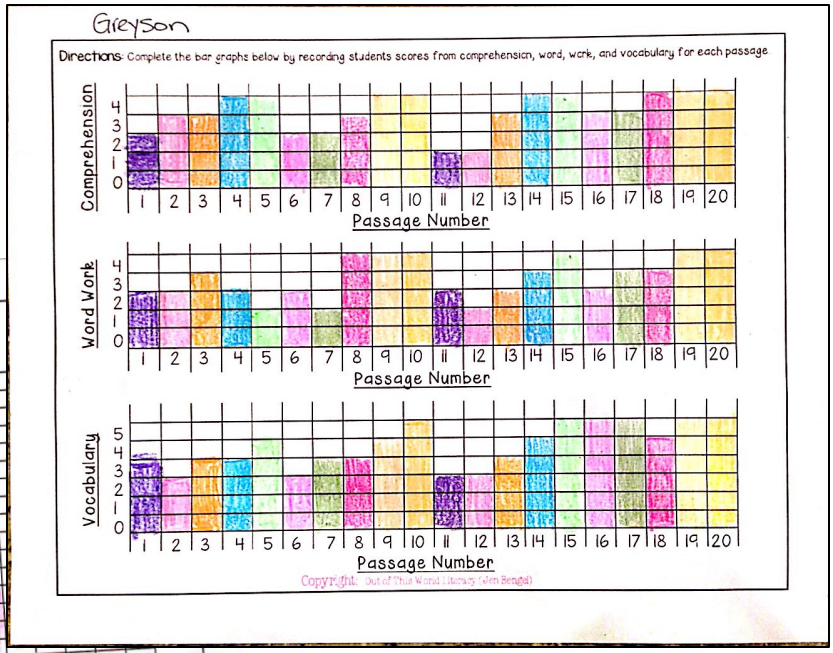
Directions: Record the overall fluency, comprehension, word work, and vocabulary scores

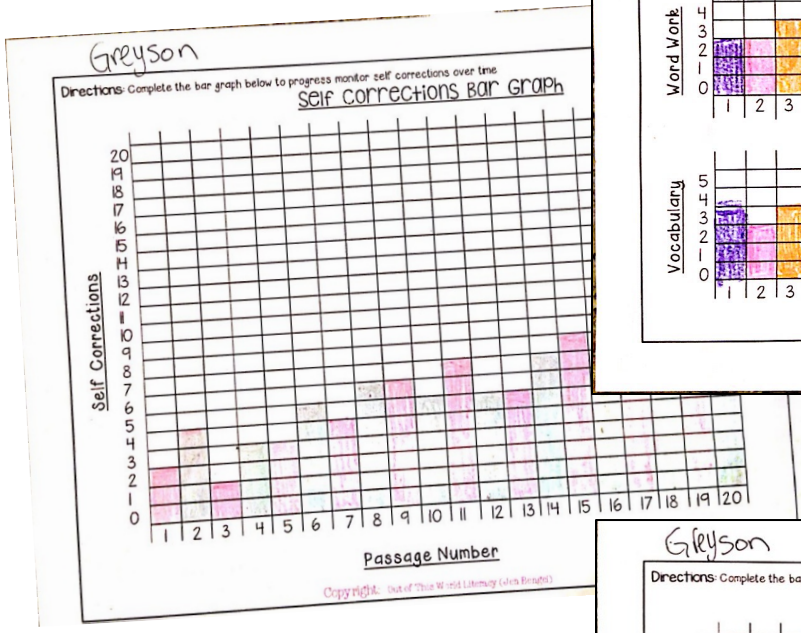
Pass. #	Date	Rate and Tone	Fluency Time	# Errors	# SC	Comp.	W... Work	

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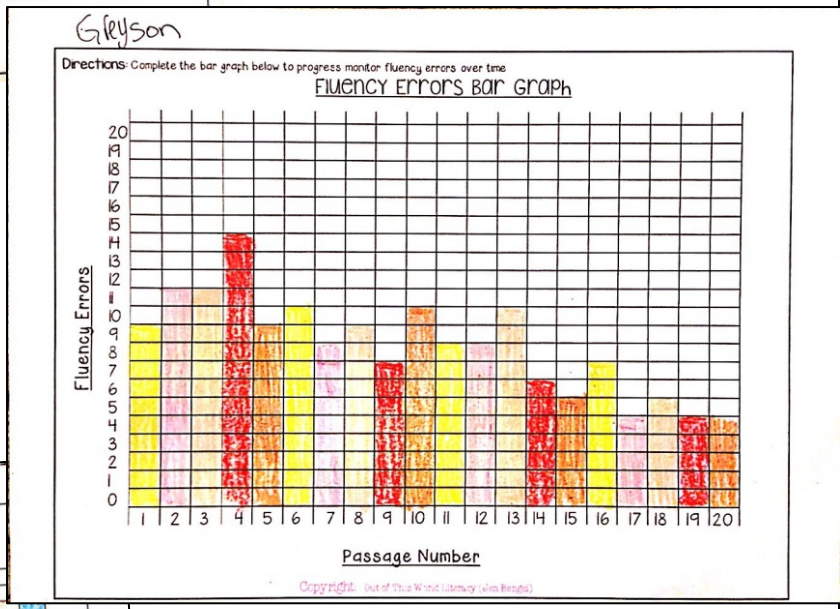
or individual student

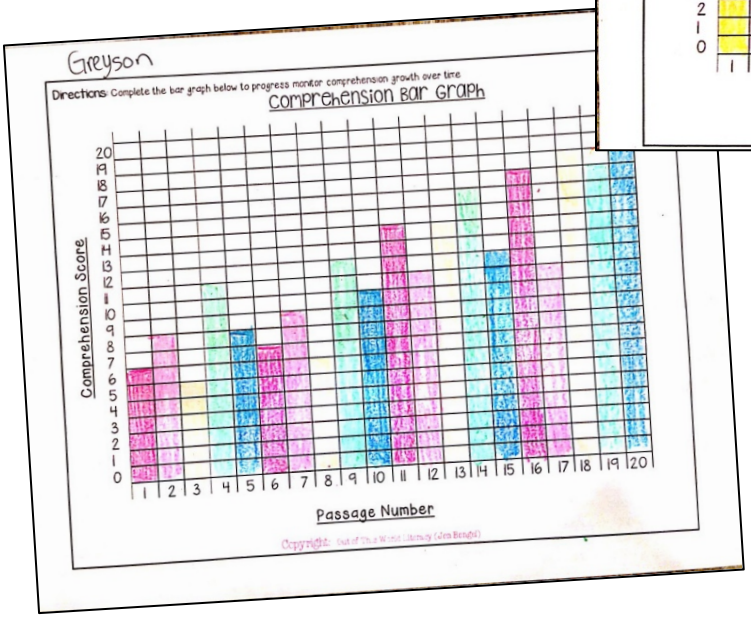
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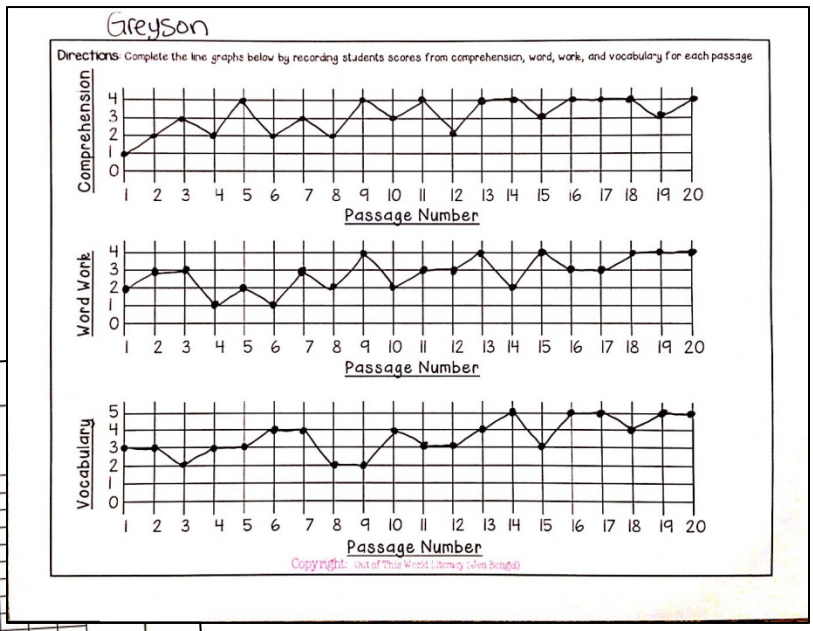
Bar Graphs

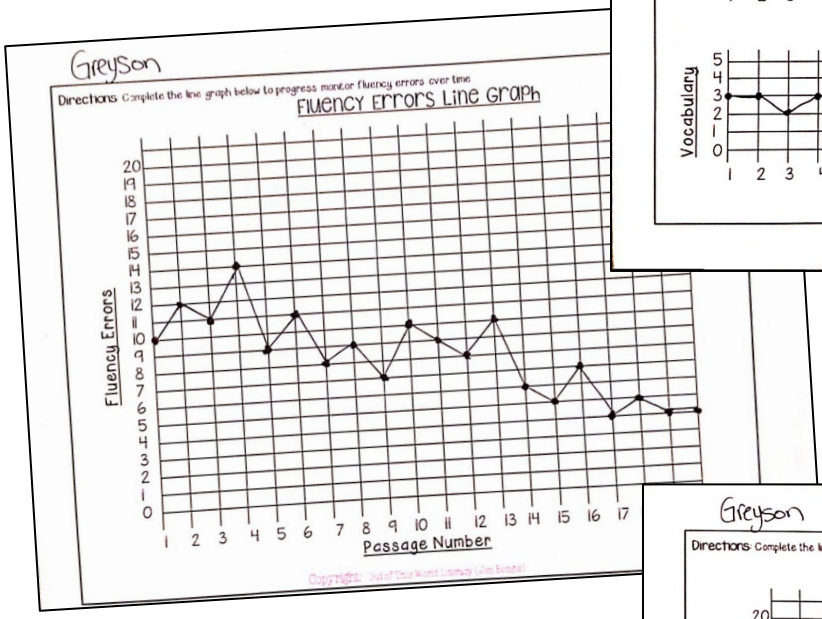




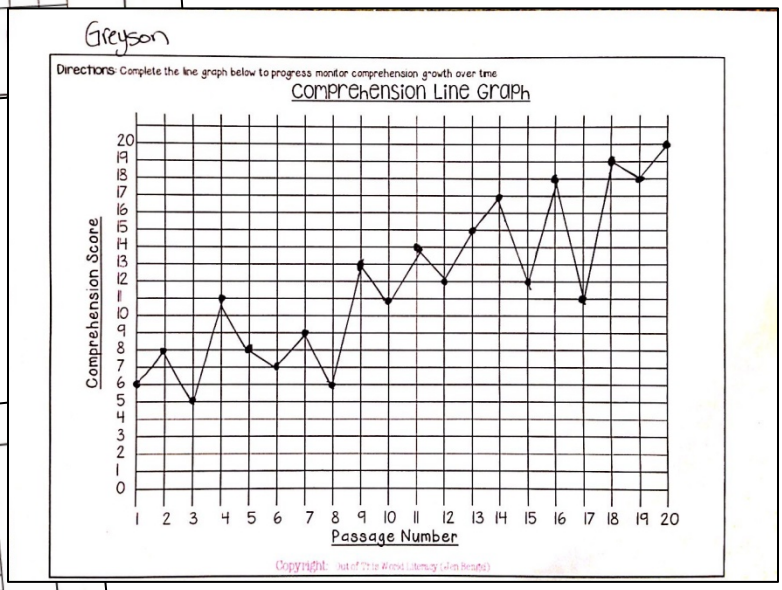
Progress Monitoring!!

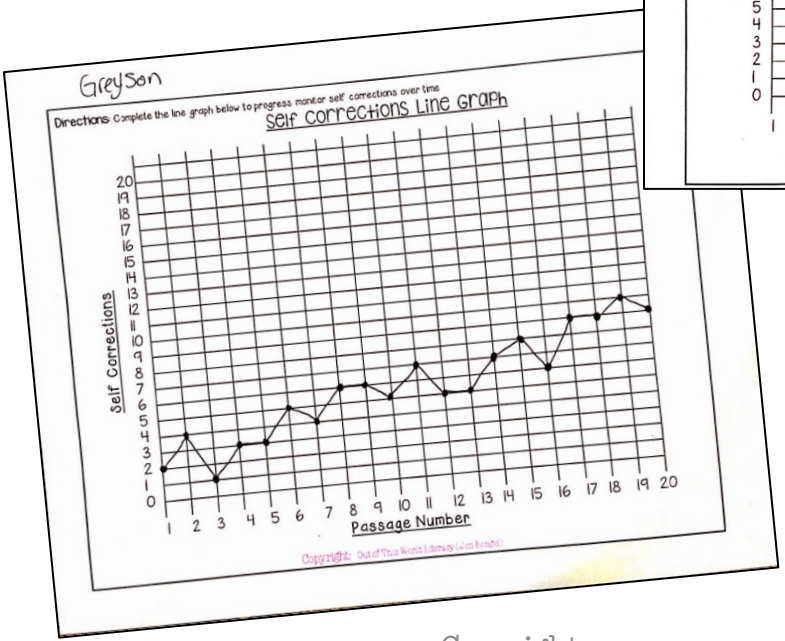
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Line Graphs





progress Monitoring!!

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Section One: Teacher Pages

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

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"The Lost Kitten"

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).

Sara loved kittens. She loved them almost as much as she loved	12
her mom and dad. But there was a problem. Sara could not have	25
her own kitten. Her mom was allergic to kittens. Every time her	37
mom was near a kitten she started to sneeze. Her cheeks	48
turned bright red and her eyes got puffy. Sara was sad about	60
not being able to have a kitten. But she understood. One day	72
Sara and her mom went to the store. When they got out of the	86
car a kitten came darting up to Sara. The kitten purred and	98
purred at Sara. Sara looked at her mom, wanting to ask if they	111
could keep the kitten. Sara's mom told her to scoop up the	123
kitten. They would make sure to find it a good home. The next	136
day Sara's neighbors decided to keep the kitten. Now Sara can	147
see it any time she wants. It's just like having her own kitten.	160

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: _____ *(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...		
Predictions	What do you think will happen next with Sara and the kitten? Why?		
Summarize	Retell the most important event from the beginning, middle, and end of the story.		
Make Connections	How are you alike and different from Sara?		
Analyze Characters	What is your opinion of Sara's mom? Why do you feel that way?		

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

Passage 1: Levels H-K

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"Saving Money is Hard!"

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).

Since as long as he can remember Jamal has wanted his very own 13
skateboard. He was tired of borrowing from his friends. Jamal's 23
mom told him she couldn't afford a skateboard. She said he 34
should save his money and buy his own. Jamal had been trying to 47
save his money for a long time. But saving money was so hard! 60
Every time Jamal went to a store he was tempted to buy candy, 73
gum and toys. Jamal knew he could afford these things. But if he 86
bought them, he would have no money saved for a skateboard. 97
Jamal whined a lot about wanting something in every store. He felt 109
sad about not getting things. He knew if he sacrificed the small 121
things he would soon have enough for the skateboard. Finally, the 132
day came when Jamal could buy his board. All that saving was 144
worth it. He couldn't wait to show off his new board! 155

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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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...		
Predictions	Predict how the story would be different if Jamal bought candy and toys.		
Summarize	Retell the main problem and solution in the story.		
Make Connections	What connections can you make to Jamal? Explain.		
Analyze Characters	What is your opinion of Jamal? Explain.		

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

Passage 4: Levels H-K

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"The Monday Blues"

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).

No matter how hard she tried, Amanda just never had a good	12
Monday. For starters, she could not fall asleep on Sunday nights.	23
She would lay awake just thinking about how early she had to	35
wake up. When she finally did doze off to sleep, she always	47
seemed to have bad dreams. Amanda's mom had to drag her out	59
of bed on Monday mornings. Sometimes she even splashed water	69
in her face to wake her up! And it never failed that Amanda	82
would forget something. Some days it was her lunch. Other	92
Mondays it was her homework. She almost always got in trouble	103
and missed recess too. It was like Mondays had this magical spell	115
of always being awful. By the time Amanda finished her supper	126
she was always so exhausted. She would fall into bed and go	138
right to sleep. She couldn't wait to get every Monday over with.	150

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...		
Solve Words	What was one tricky word in the story for you? How did you solve it?		
Infer	After reading about Amanda, how do you think she felt about the rest of the week? Explain.		
Compare and Contrast	How are Mondays the same and different from the rest of the days of the week?		
Critique Events	What is your opinion of Amanda? Support your opinion with evidence from the text.		

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

Passage 9: Levels H-K

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"How To Read a Map"

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).

Maps are drawn from an overhead view of an area. Imagine	11
being in a helicopter and looking down. That is what it's like when	24
you look at a map. Most maps have special features that they	36
show. For example, some maps show mountains, rivers, and	45
forests. Maps have pictures of different objects to explain what	55
is on the map. Somewhere along the side is a key. It is a box	70
explaining what each picture on the map means. People who read	81
maps study the key to know what the map is trying to show. A	95
map also has a compass. A compass has two lines that look like a	109
plus sign. On the end of each line is a letter. Each letter shows	123
a direction. A compass shows North, South, East, and West. To	134
read a map, look for the key and compass so you can easily	147
understand what the map is trying to say.	155

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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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...		
Descriptive Language	Which words from the passage are describing words? How do you know?		
Finding Major Facts	What do you think was the most important fact in the text? Why do you think it's most important?		
Finding Minor Facts	Which of the facts was not as important? Why do you think it was not that important?		
Asking Questions	What questions do you still have about the text? How would you try to answer them?		

Comprehension Score: _____/20

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

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

Word Work Score: _____/4

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

Vocabulary Score: _____/5

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"Our Community Government"

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).

There is a community government in big towns, small cities, and	11
out in the country. A government is a group of people who come	24
together to help run the area you live. The leader of the local	37
government is called the mayor. The area you live in is called	49
your community. There may be only a few people in your	60
community, or there may be tons of people in your community.	71
The government in your community has three big jobs. The first	82
job is to protect the people who live in the community. That's you!	95
The second big job is to establish order. That means to keep	107
things in your community working smoothly. And the last big job is	119
to manage conflict. That means they help everyone get along.	129
They make sure everyone is following the laws. The mayor and	140
the community government work hard to keep you safe!	149

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...		
Descriptive Language	Which words from the passage are describing words? How do you know?		
Finding Major Facts	What do you think was the most important fact in the text? Why do you think it's most important?		
Finding Minor Facts	Which of the facts was not as important? Why do you think it was not that important?		
Asking Questions	What questions do you still have about the text? How would you try to answer them?		

Comprehension Score: _____/20

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

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

Word Work Score: _____/4

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

Vocabulary Score: _____/5

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Section Two: Student Pages

- Format One:
  - Passage
  - Comprehension
  - Word Work
  - Vocabulary

- Format Two:
  - Passage

- Format Three:
  - Passage
  - Comprehension
  - Word Work
  - Vocabulary

- Format Four:
  - Passage
  - Comprehension
  - Blank Word Work
  - Vocabulary

- Format Five:
  - Passage
  - Fluency Homework Chart

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"The Lost Kitten"

Sara loved kittens. She loved them almost as much as she loved her mom and dad. But there was a problem. Sara could not have her own kitten. Her mom was **allergic** to kittens. Every time her mom was near a kitten she started to sneeze. Her cheeks turned bright red and her eyes got **puffy**. Sara was sad about not being able to have a kitten. But she understood. One day Sara and her mom went to the store. When they got out of the car a kitten came **darting** up to Sara. The kitten purred and purred at Sara. Sara looked at her mom, wanting to ask if they could keep the kitten. Sara's mom told her to **scoop** up the kitten. They would make sure to find it a good home. The next day Sara's **neighbors** decided to keep the kitten. Now Sara can see it any time she wants. It's just like having her own kitten.

Understand It!

Answer the following questions after reading:

1. The main idea was...
   a. going to the store
   b. sneezing
   c. getting Sara a kitten
   d. puffy eyes
2. I predict Sara's mom would be ___ if the kitten lived with them.
   a. allergic
   b. happy
   c. excited
   d. healthy
3. Why didn't Sara ask to keep the kitten?
   a. she was scared of cats
   b. she didn't like cats
   c. she thinks cats are mean
   d. she knew her mom was allergic
4. Which word below best describes Sara's mom?
   a. selfish
   b. loving
   c. mean
   d. frustrated

Word Work

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



Contractions



Plurals



Adjectives



Proper Nouns

Vocabulary

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

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

Passage 1

Copyright: Out of This World Literacy (Jen Bengel)

"Saving Money is Hard!"

Since as long as he can remember Jamal has wanted his very own skateboard. He was tired of **borrowing** from his friends. Jamal's mom told him she couldn't afford a skateboard. She said he should save his money and buy his own. Jamal had been trying to save his money for a long time. But saving money was so hard! Every time Jamal went to a store he was **tempted** to buy candy, gum and toys. Jamal knew he could **afford** these things. But if he bought them, he would have no money saved for a skateboard. Jamal **whined** a lot about wanting something in every store. He felt sad about not getting things. He knew if he **sacrificed** the small things he would soon have enough for the skateboard. Finally, the day came when Jamal could buy his board. All that saving was worth it. He couldn't wait to show off his new board!

Understand It!

Answer the following questions after reading:

1. The main idea was...
   a. buying candy
   b. saving for a skateboard
   c. buying toys
   d. saving for a bike
2. I know Jamal is frustrated because...
   a. he was whining
   b. he liked waiting
   c. he wasn't tempted
   d. he liked saving
3. What was Jamal upset about the most?
   a. buying toys
   b. borrowing skateboards
   c. buying a skateboard
   d. having to wait
4. What trait best describes Jamal in this story?
   a. frustrated
   b. patient
   c. boring
   d. funny

Word Work

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



Contractions



Plurals



Adjectives



Proper Nouns

Vocabulary

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

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

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"The Monday Blues"

No matter how hard she tried, Amanda just never had a good Monday. For **starters**, she could not fall asleep on Sunday nights. She would lay awake just thinking about how early she had to wake up. When she finally did **doze** off to sleep, she always seemed to have bad dreams. Amanda's mom had to drag her out of bed on Monday mornings. Sometimes she even **splashed** water in her face to wake her up! And it never failed that Amanda would forget something. Some days it was her lunch. Other Mondays it was her homework. She almost always got in trouble and missed recess too. It was like Mondays had this **magical** spell of always being awful. By the time Amanda finished her supper she was always so **exhausted**. She would fall into bed and go right to sleep. She couldn't wait to get every Monday over with.

Understand It!

Answer the following questions after reading:

1. The word 'drag' in the passage means...
   a. to sit down
   b. to pull
   c. to lay down
   d. to walk

2. Which of the following statements is true?
   a. Amanda loved Mondays
   b. her dad dragged her out of bed
   c. she got in trouble
   d. She never missed recess

3. Amanda felt _____ about Mondays.
   a. horrible
   b. happy
   c. excited
   d. relaxed

4. What did not happen to Amanda on Mondays?
   a. She got in trouble
   b. She forgot things
   c. She woke up happy
   d. She woke up tired

Word Work

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



Words with suffixes



Words with 2 vowels together



Words that end with a vowel



Conjunctions

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. _____ _____

Copyright: Out of This World Literacy (Jen Bengel)

"How to Read a Map"

Maps are drawn from an **overhead** view of an area. Imagine being in a helicopter and looking down. That is what it's like when you look at a map. Most maps have special **features** that they show. For example, some maps show mountains, rivers, and forests. Maps have pictures of different **objects** to explain what is on the map. Somewhere along the side is a **key**. It is a box explaining what each picture on the map means. People who read maps study the key to know what the map is trying to show. A map also has a **compass**. A compass has two lines that look like a plus sign. On the end of each line is a letter. Each letter shows a direction. A compass shows North, South, East, and West. To read a map, look for the key and compass so you can easily understand what the map is trying to say.

Understand It!

Answer the following questions after reading:

1. Which is an example of descriptive language?
   a. shows a direction
   b. along the side
   c. maps are drawn
   d. look like a plus sign

2. The biggest fact from the text is...
   a. Maps have an overhead view
   b. The key is a box
   c. some maps show rivers
   d. some maps show trees

3. One small fact from the text is...
   a. maps have a compass
   b. some maps show rivers
   c. maps have a key
   d. maps show an overhead view

4. What can maps tell you?
   a. how an area sounds
   b. how an area feels
   c. how an area looks
   d. how an area smells

Word Work

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



Descriptive language



Pronouns



Words with 3 or more syllables



Action verbs

Vocabulary

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

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

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"Our Community Government"

There is a community **government** in big towns, small cities, and out in the country. A government is a group of people who come together to help run the area you live. The leader of the local government is called the mayor. The area you live in is called your **community**. There may be only a few people in your community, or there may be tons of people in your community. The government in your community has three big jobs. The first job is to **protect** the people who live in the community. That's you! The second big job is to **establish** order. That means to keep things in your community working smoothly. And the last big job is to **manage** conflict. That means they help everyone get along. They make sure everyone is following the laws. The mayor and the community government work hard to keep you safe!

Understand It!

Answer the following questions after reading:

1. Which is an example of descriptive language?
   a. small cities
   b. protect the people
   c. establish order
   d. manage conflict
2. The biggest fact from the text is...
   a. There are small towns
   b. There are big cities
   c. The leader is called the mayor
   d. everyone has a government
3. One small fact from the text is...
   a. a government has 4 big jobs
   b. we live in communities
   c. there are no mayors
   d. not everyone has a government
4. What is one thing a government does not do?
   a. establish order
   b. manage conflict
   c. manage local stores
   d. protect the people

Word Work

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



Descriptive language



Pronouns



Words with 3 or more syllables



Action verbs

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. _____ _____

Copyright: Out of This World Literacy (Jen Bengel)

"The Lost Kitten"

Sara loved kittens. She loved them almost as much as she loved her mom and dad. But there was a problem. Sara could not have her own kitten. Her mom was **allergic** to kittens. Every time her mom was near a kitten she started to sneeze. Her cheeks turned bright red and her eyes got **puffy**. Sara was sad about not being able to have a kitten. But she understood. One day Sara and her mom went to the store. When they got out of the car a kitten came **darting** up to Sara. The kitten purred and purred at Sara. Sara looked at her mom, wanting to ask if they could keep the kitten. Sara's mom told her to **scoop** up the kitten. They would make sure to find it a good home. The next day Sara's **neighbors** decided to keep the kitten. Now Sara can see it any time she wants. It's just like having her own kitten.

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Understand It!

Answer the following questions after reading:

1. The main idea was...
   a. going to the store
   b. sneezing
   c. getting Sara a kitten
   d. puffy eyes

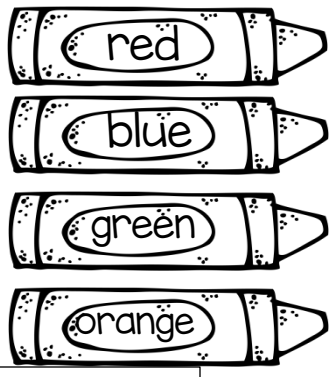
2. I predict Sara's mom would be ___ if the kitten lived with them.
   a. allergic
   b. happy
   c. excited
   d. healthy

3. Why didn't Sara ask to keep the kitten?
   a. she was scared of cats
   b. she didn't like cats
   c. she thinks cats are mean
   d. she knew her mom was allergic

4. Which word below best describes Sara's mom?
   a. selfish
   b. loving
   c. mean
   d. frustrated

Word Work

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



Contractions

Plurals

Adjectives

Proper Nouns

Vocabulary

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

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

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Understand It!

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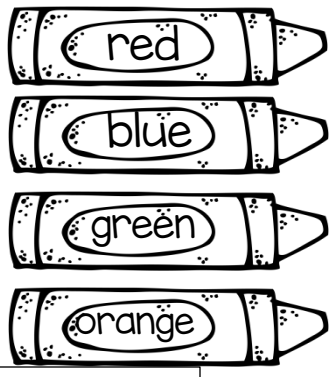
2. I know Jamal is frustrated because...
   a. he was whining
   b. he liked waiting
   c. he wasn't tempted
   d. he liked saving

3. What was Jamal upset about the most?
   a. buying toys
   b. borrowing skateboards
   c. buying a skateboard
   d. having to wait

4. What trait best describes Jamal in this story?
   a. frustrated
   b. patient
   c. boring
   d. funny

Word Work

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



Contractions

Plurals

Adjectives

Proper Nouns

Vocabulary

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

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

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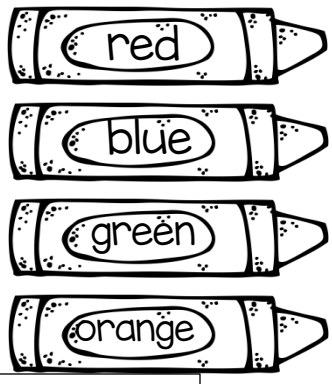
2. Which of the following statements is true?
   a. Amanda loved Mondays
   b. her dad dragged her out of bed
   c. she got in trouble
   d. She never missed recess

3. Amanda felt _____ about Mondays.
   a. horrible
   b. happy
   c. excited
   d. relaxed

4. What did not happen to Amanda on Mondays?
   a. She got in trouble
   b. She forgot things
   c. She woke up happy
   d. She woke up tired

Word Work

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



Words with suffixes

Words with 2 vowels together

Words that end with a vowel

Conjunctions

Vocabulary

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

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

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Understand It!

Answer the following questions after reading:

1. Which is an example of descriptive language?
   a. shows a direction
   b. along the side
   c. maps are drawn
   d. look like a plus sign

2. The biggest fact from the text is...
   a. Maps have an overhead view
   b. The key is a box
   c. some maps show rivers
   d. some maps show trees

3. One small fact from the text is...
   a. maps have a compass
   b. some maps show rivers
   c. maps have a key
   d. maps show an overhead view

4. What can maps tell you?
   a. how an area sounds
   b. how an area feels
   c. how an area looks
   d. how an area smells

Word Work

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



Descriptive language



Pronouns



Words with 3 or more syllables



Action verbs

Vocabulary

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

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

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Understand It!

Answer the following questions after reading:

1. Which is an example of descriptive language?
   a. small cities
   b. protect the people
   c. establish order
   d. manage conflict

2. The biggest fact from the text is...
   a. There are small towns
   b. There are big cities
   c. The leader is called the mayor
   d. everyone has a government

3. One small fact from the text is...
   a. a government has 4 big jobs
   b. we live in communities
   c. there are no mayors
   d. not everyone has a government

4. What is one thing a government does <u>not</u> do?
   a. establish order
   b. manage conflict
   c. manage local stores
   d. protect the people

Word Work

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



Descriptive language



Pronouns



Words with 3 or more syllables



Action verbs

Vocabulary

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

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

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"The Lost Kitten"

Sara loved kittens. She loved them almost as much as she loved her mom and dad. But there was a problem. Sara could not have her own kitten. Her mom was **allergic** to kittens. Every time her mom was near a kitten she started to sneeze. Her cheeks turned bright red and her eyes got **puffy**. Sara was sad about not being able to have a kitten. But she understood. One day Sara and her mom went to the store. When they got out of the car a kitten came **darting** up to Sara. The kitten purred and purred at Sara. Sara looked at her mom, wanting to ask if they could keep the kitten. Sara's mom told her to **scoop** up the kitten. They would make sure to find it a good home. The next day Sara's **neighbors** decided to keep the kitten. Now Sara can see it any time she wants. It's just like having her own kitten.

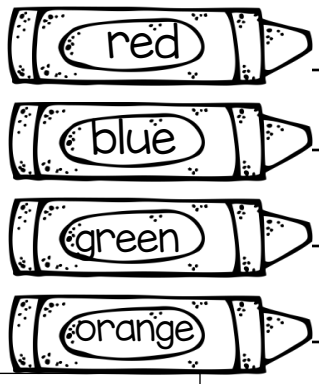
Understand It!

Answer the following questions after reading:

1. The main idea was...
   a. going to the store
   b. sneezing
   c. getting Sara a kitten
   d. puffy eyes
2. I predict Sara's mom would be ____ if the kitten lived with them.
   a. allergic
   b. happy
   c. excited
   d. healthy
3. Why didn't Sara ask to keep the kitten?
   a. she was scared of cats
   b. she didn't like cats
   c. she thinks cats are mean
   d. she knew her mom was allergic
4. Which word below best describes Sara's mom?
   a. selfish
   b. loving
   c. mean
   d. frustrated

Word Work

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



Vocabulary

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

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

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"Saving Money is Hard!"

Since as long as he can remember Jamal has wanted his very own skateboard. He was tired of **borrowing** from his friends. Jamal's mom told him she couldn't afford a skateboard. She said he should save his money and buy his own. Jamal had been trying to save his money for a long time. But saving money was so hard! Every time Jamal went to a store he was **tempted** to buy candy, gum and toys. Jamal knew he could **afford** these things. But if he bought them, he would have no money saved for a skateboard. Jamal **whined** a lot about wanting something in every store. He felt sad about not getting things. He knew if he **sacrificed** the small things he would soon have enough for the skateboard. Finally, the day came when Jamal could buy his board. All that saving was worth it. He couldn't wait to show off his new board!

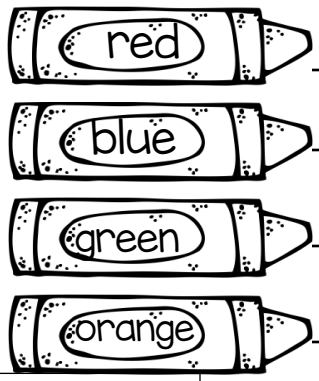
Understand It!

Answer the following questions after reading:

1. The main idea was...
   a. buying candy
   b. saving for a skateboard
   c. buying toys
   d. saving for a bike
2. I know Jamal is frustrated because...
   a. he was whining
   b. he liked waiting
   c. he wasn't tempted
   d. he liked saving
3. What was Jamal upset about the most?
   a. buying toys
   b. borrowing skateboards
   c. buying a skateboard
   d. having to wait
4. What trait best describes Jamal in this story?
   a. frustrated
   b. patient
   c. boring
   d. funny

Word Work

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



Vocabulary

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

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

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"The Monday Blues"

No matter how hard she tried, Amanda just never had a good Monday. For **starters**, she could not fall asleep on Sunday nights. She would lay awake just thinking about how early she had to wake up. When she finally did **doze** off to sleep, she always seemed to have bad dreams. Amanda's mom had to drag her out of bed on Monday mornings. Sometimes she even **splashed** water in her face to wake her up! And it never failed that Amanda would forget something. Some days it was her lunch. Other Mondays it was her homework. She almost always got in trouble and missed recess too. It was like Mondays had this **magical** spell of always being awful. By the time Amanda finished her supper she was always so **exhausted**. She would fall into bed and go right to sleep. She couldn't wait to get every Monday over with.

Understand It!

Answer the following questions after reading:

1. The word 'drag' in the passage means...
   a. to sit down
   b. to pull
   c. to lay down
   d. to walk

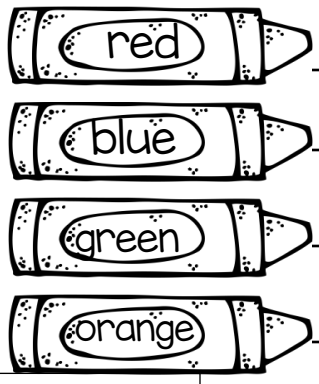
2. Which of the following statements is true?
   a. Amanda loved Mondays
   b. her dad dragged her out of bed
   c. she got in trouble
   d. She never missed recess

3. Amanda felt _____ about Mondays.
   a. horrible
   b. happy
   c. excited
   d. relaxed

4. What did not happen to Amanda on Mondays?
   a. She got in trouble
   b. She forgot things
   c. She woke up happy
   d. She woke up tired

Word Work

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



_____

_____

_____

_____

Vocabulary

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

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

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"How to Read a Map"

Maps are drawn from an **overhead** view of an area. Imagine being in a helicopter and looking down. That is what it's like when you look at a map. Most maps have special **features** that they show. For example, some maps show mountains, rivers, and forests. Maps have pictures of different **objects** to explain what is on the map. Somewhere along the side is a **key**. It is a box explaining what each picture on the map means. People who read maps study the key to know what the map is trying to show. A map also has a **compass**. A compass has two lines that look like a plus sign. On the end of each line is a letter. Each letter shows a direction. A compass shows North, South, East, and West. To read a map, look for the key and compass so you can easily understand what the map is trying to say.

Understand It!

Answer the following questions after reading:

1. Which is an example of descriptive language?
   a. shows a direction
   b. along the side
   c. maps are drawn
   d. look like a plus sign

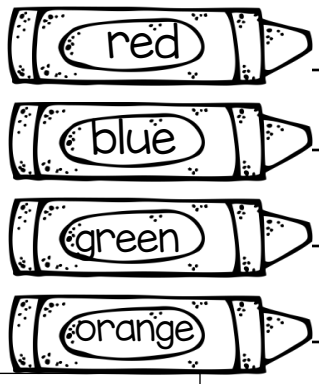
2. The biggest fact from the text is...
   a. Maps have an overhead view
   b. The key is a box
   c. some maps show rivers
   d. some maps show trees

3. One small fact from the text is...
   a. maps have a compass
   b. some maps show rivers
   c. maps have a key
   d. maps show an overhead view

4. What can maps tell you?
   a. how an area sounds
   b. how an area feels
   c. how an area looks
   d. how an area smells

Word Work

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



Vocabulary

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

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

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"Our Community Government"

There is a community **government** in big towns, small cities, and out in the country. A government is a group of people who come together to help run the area you live. The leader of the local government is called the mayor. The area you live in is called your **community**. There may be only a few people in your community, or there may be tons of people in your community. The government in your community has three big jobs. The first job is to **protect** the people who live in the community. That's you! The second big job is to **establish** order. That means to keep things in your community working smoothly. And the last big job is to **manage** conflict. That means they help everyone get along. They make sure everyone is following the laws. The mayor and the community government work hard to keep you safe!

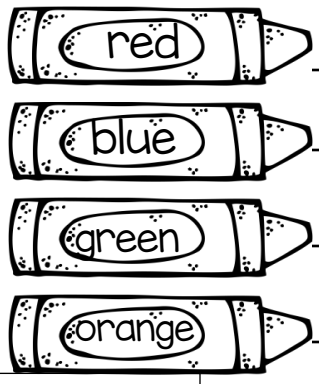
Understand It!

Answer the following questions after reading:

1. Which is an example of descriptive language?
   a. small cities
   b. protect the people
   c. establish order
   d. manage conflict
2. The biggest fact from the text is...
   a. There are small towns
   b. There are big cities
   c. The leader is called the mayor
   d. everyone has a government
3. One small fact from the text is...
   a. a government has 4 big jobs
   b. we live in communities
   c. there are no mayors
   d. not everyone has a government
4. What is one thing a government does <u>not</u> do?
   a. establish order
   b. manage conflict
   c. manage local stores
   d. protect the people

Word Work

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



Vocabulary

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

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

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"The Lost Kitten"

Name: _____ Date: _____ Week: _____

Sara loved kittens. She loved them almost as much as she loved	12
her mom and dad. But there was a problem. Sara could not have	25
her own kitten. Her mom was allergic to kittens. Every time her	37
mom was near a kitten she started to sneeze. Her cheeks	48
turned bright red and her eyes got puffy. Sara was sad about	60
not being able to have a kitten. But she understood. One day	72
Sara and her mom went to the store. When they got out of the	86
car a kitten came darting up to Sara. The kitten purred and	98
purred at Sara. Sara looked at her mom, wanting to ask if they	111
could keep the kitten. Sara's mom told her to scoop up the	123
kitten. They would make sure to find it a good home. The next	136
day Sara's neighbors decided to keep the kitten. Now Sara can	147
see it any time she wants. It's just like having her own kitten.	160

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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"Saving Money is Hard!"

Name: _____ Date: _____ Week: _____

Since as long as he can remember Jamal has wanted his very own	12
skateboard. He was tired of borrowing from his friends. Jamal's	25
mom told him she couldn't afford a skateboard. She said he	37
should save his money and buy his own. Jamal had been trying to	48
save his money for a long time. But saving money was so hard!	60
Every time Jamal went to a store he was tempted to buy candy,	72
gum and toys. Jamal knew he could afford these things. But if he	86
bought them, he would have no money saved for a skateboard.	98
Jamal whined a lot about wanting something in every store. He	111
felt sad about not getting things. He knew if he sacrificed the	123
small things he would soon have enough for the skateboard.	136
Finally, the day came when Jamal could buy his board. All that	147
saving was worth it. He couldn't wait to show off his new board!	160

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 Monday Blues"

Name: _____ Date: _____ Week: _____

No matter how hard she tried, Amanda just never had a good	12
Monday. For starters, she could not fall asleep on Sunday nights.	23
She would lay awake just thinking about how early she had to	35
wake up. When she finally did doze off to sleep, she always	47
seemed to have bad dreams. Amanda's mom had to drag her out	59
of bed on Monday mornings. Sometimes she even splashed water	69
in her face to wake her up! And it never failed that Amanda	82
would forget something. Some days it was her lunch. Other	92
Mondays it was her homework. She almost always got in trouble	103
and missed recess too. It was like Mondays had this magical spell	115
of always being awful. By the time Amanda finished her supper	126
she was always so exhausted. She would fall into bed and go	138
right to sleep. She couldn't wait to get every Monday over with.	150

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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"How To Read a Map"

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

Maps are drawn from an overhead view of an area. Imagine	11
being in a helicopter and looking down. That is what it's like when	24
you look at a map. Most maps have special features that they	36
show. For example, some maps show mountains, rivers, and	45
forests. Maps have pictures of different objects to explain what	55
is on the map. Somewhere along the side is a key. It is a box	70
explaining what each picture on the map means. People who read	81
maps study the key to know what the map is trying to show. A	95
map also has a compass. A compass has two lines that look like a	109
plus sign. On the end of each line is a letter. Each letter shows	123
a direction. A compass shows North, South, East, and West. To	134
read a map, look for the key and compass so you can easily	147
understand what the map is trying to say.	155

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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"Our Community Government"

Name: _____ Date: _____ Week: _____

There is a community government in big towns, small cities, and	11
out in the country. A government is a group of people who come	24
together to help run the area you live. The leader of the local	37
government is called the mayor. The area you live in is called	49
your community. There may be only a few people in your	60
community, or there may be tons of people in your community.	71
The government in your community has three big jobs. The first	82
job is to protect the people who live in the community. That's you!	95
The second big job is to establish order. That means to keep	107
things in your community working smoothly. And the last big job is	119
to manage conflict. That means they help everyone get along.	129
They make sure everyone is following the laws. The mayor and	140
the community government work hard to keep you safe!	149

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.
The Lost Kitten				
Saving Money is Hard				
The Monday Blues				
How to Read a Map				
Our Community Government				

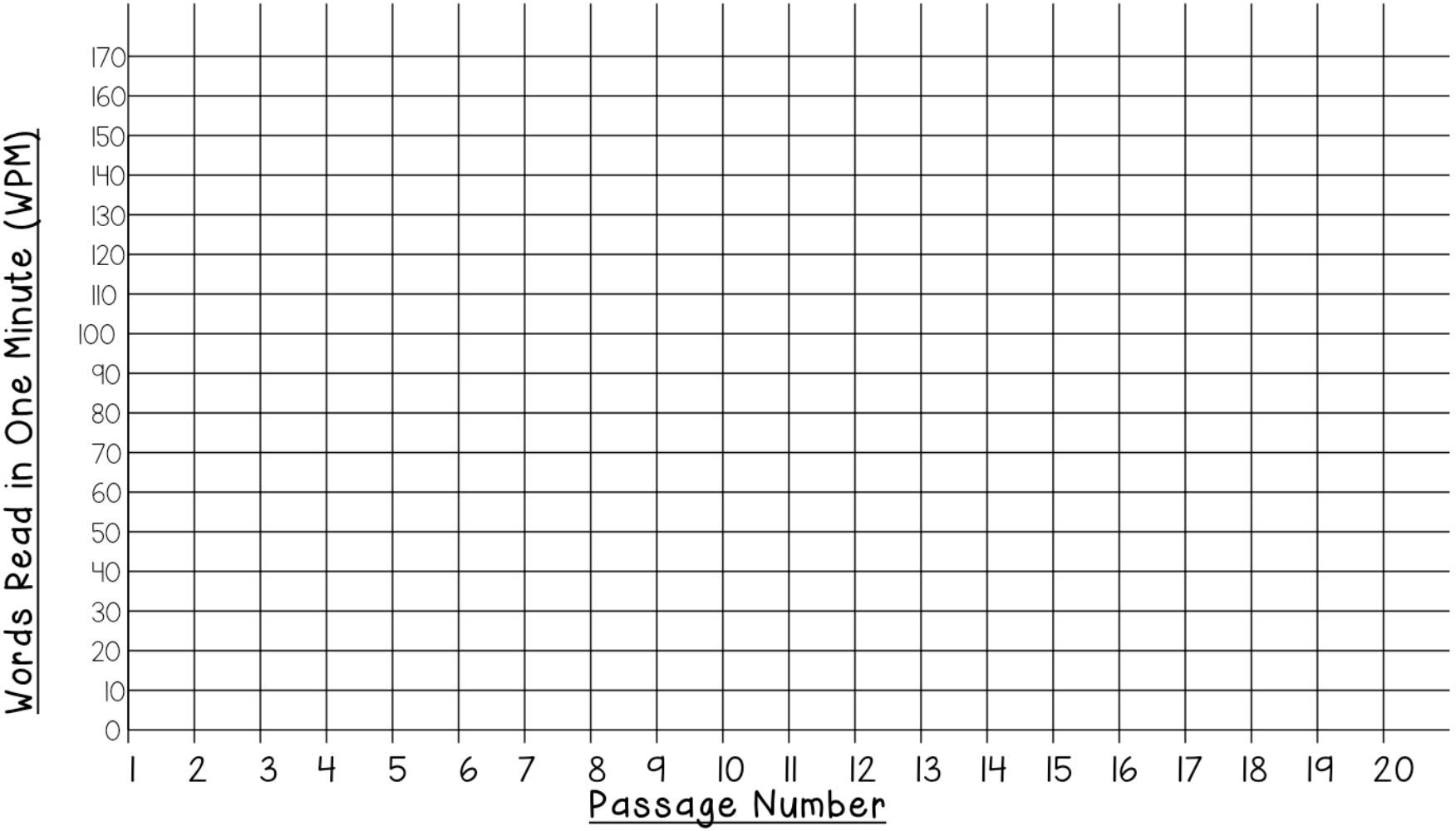
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Fluency Line Graph

Level Range H-K

Name: _____ Date: _____

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



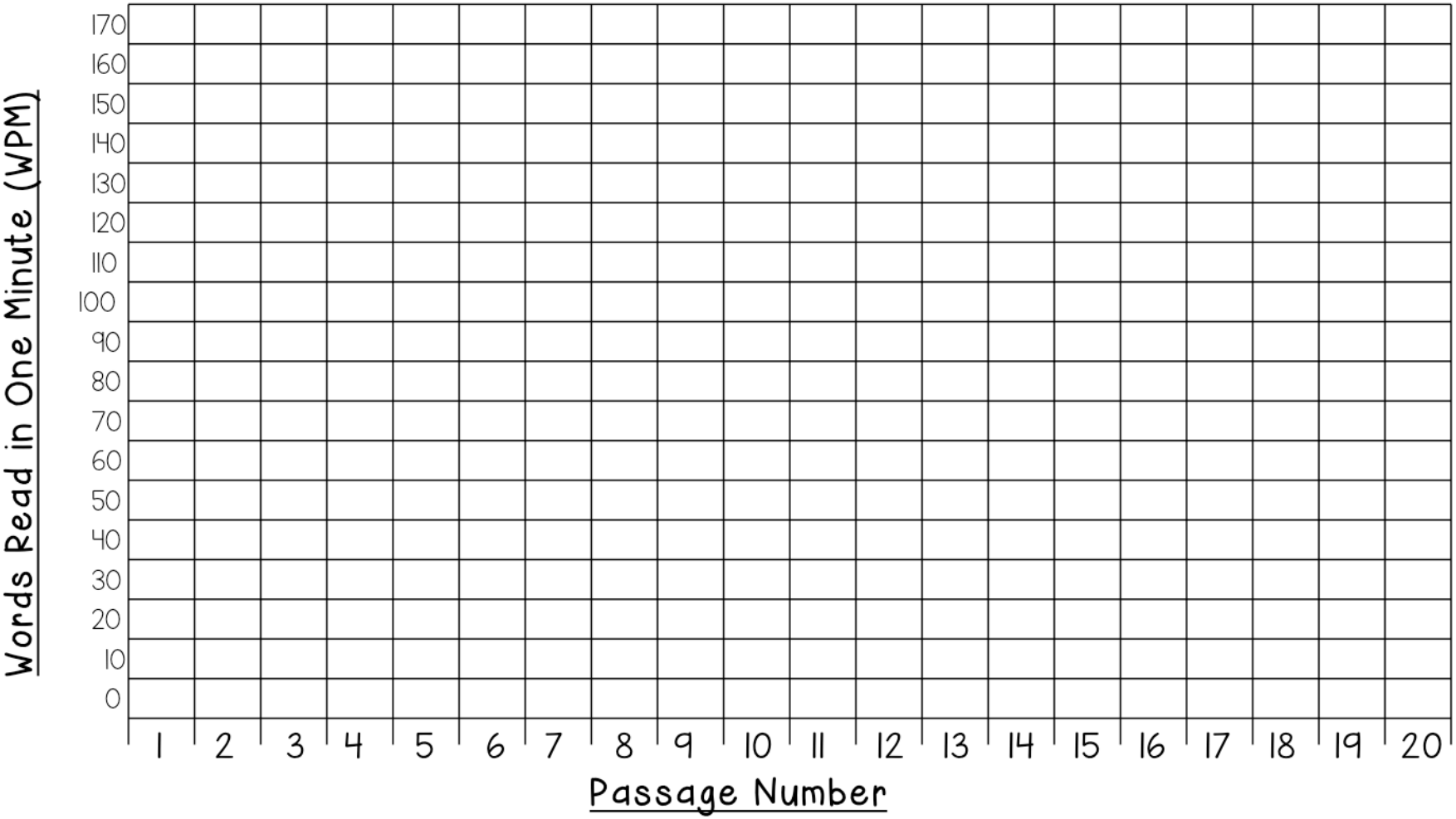
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Fluency Bar Graph

Level Range H-K

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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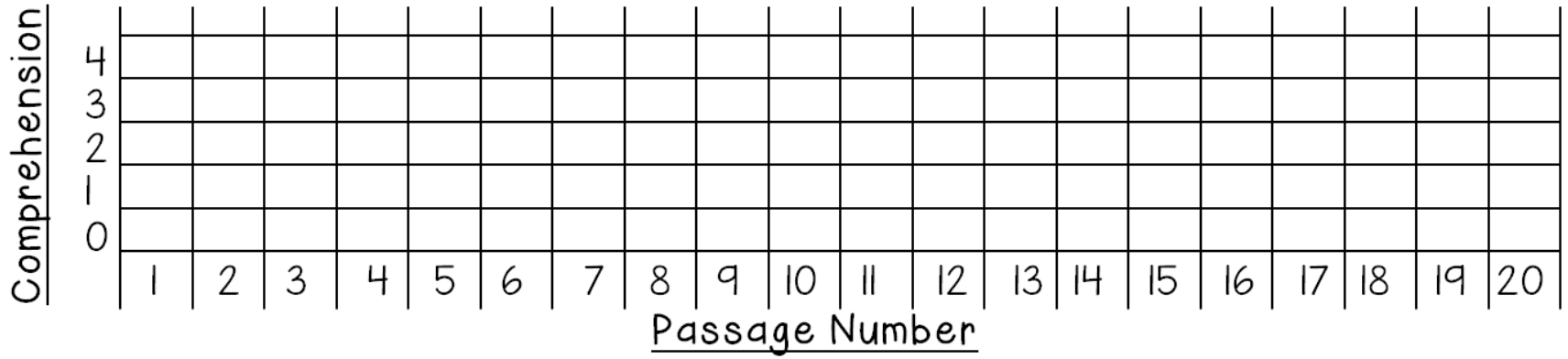
"Data Tracking"

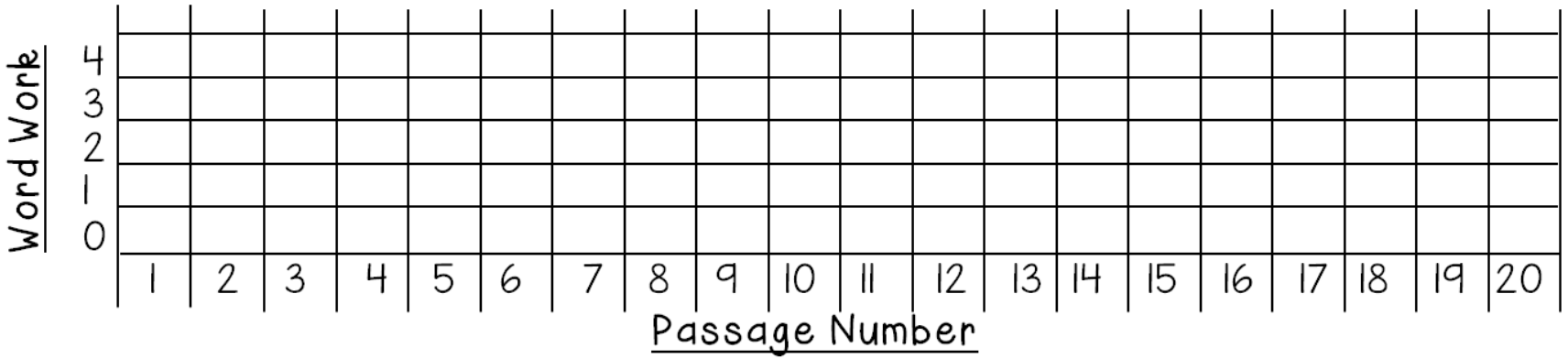
Directions: Record the overall fluency, comprehension, word work, and vocabulary scores below.

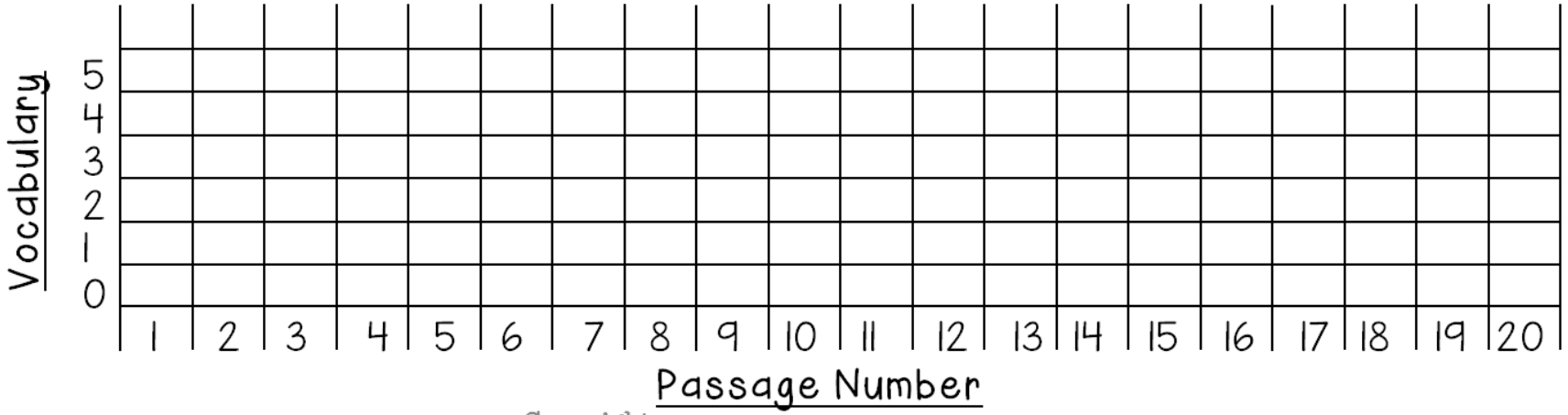
Pass. #	Student	Date	Rate and Tone	Time	# Errors	# SC	Comp	Word Work	Vocab

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



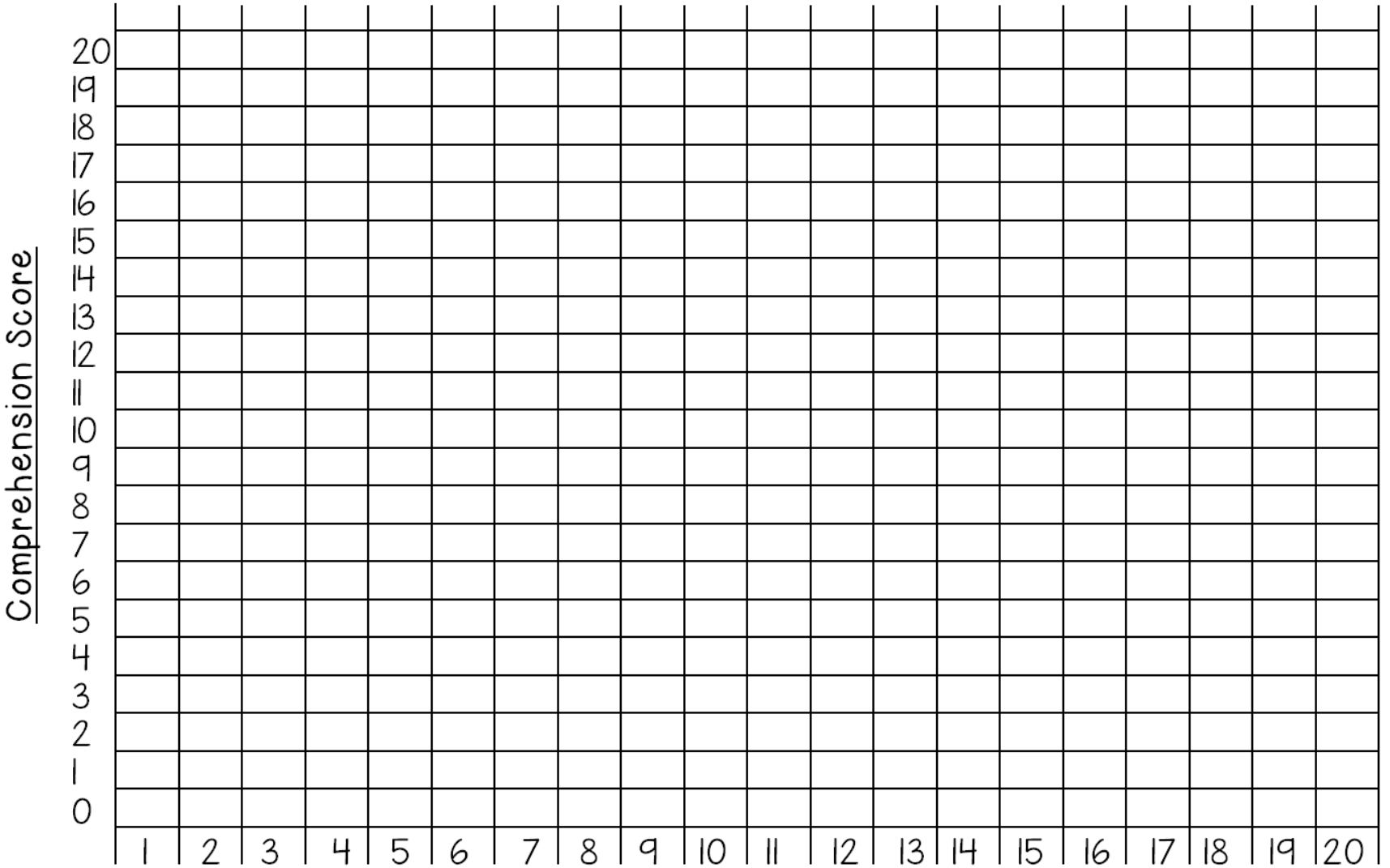




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Directions: Complete the bar graph below to progress monitor comprehension growth over time

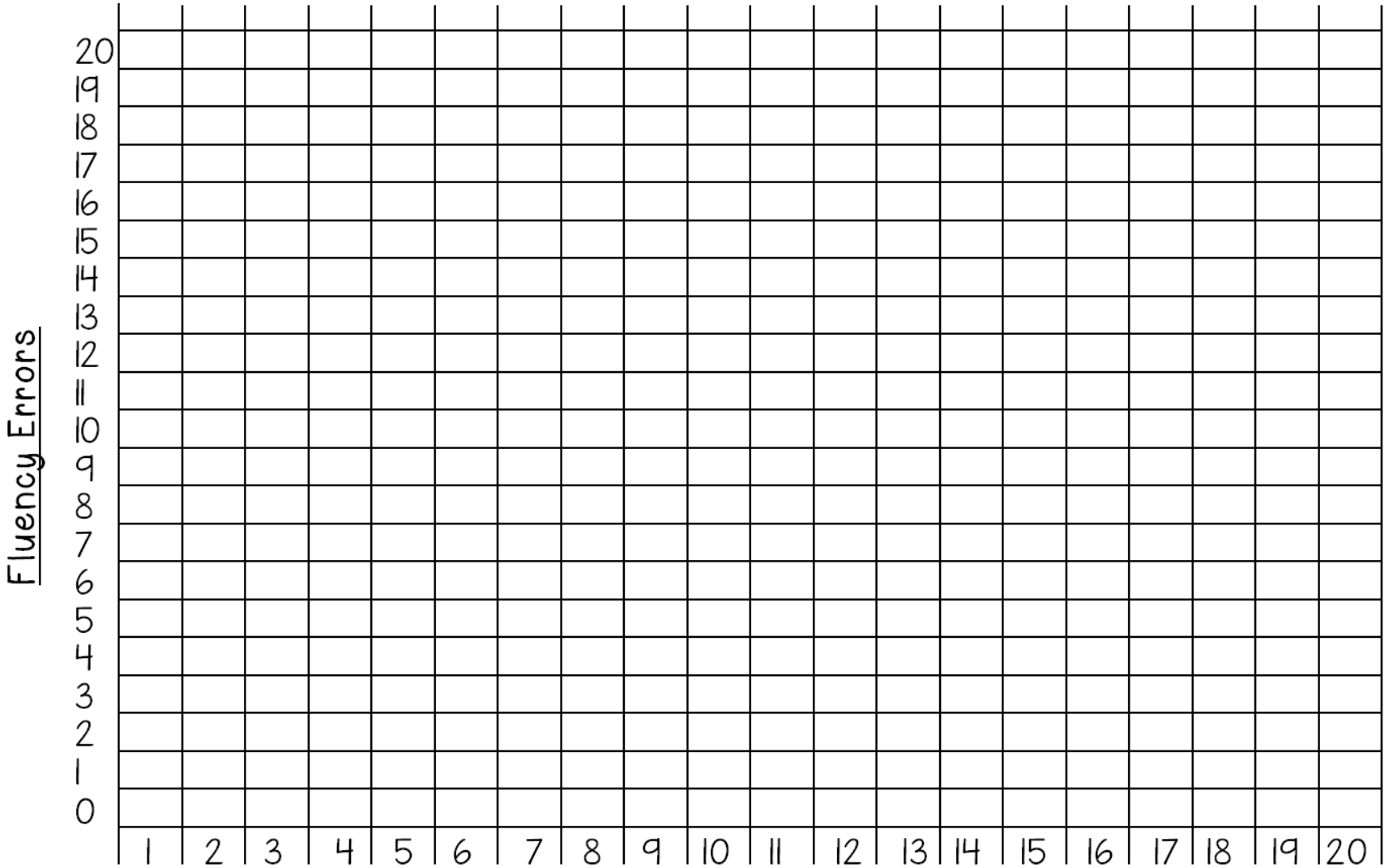
Comprehension Bar Graph



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

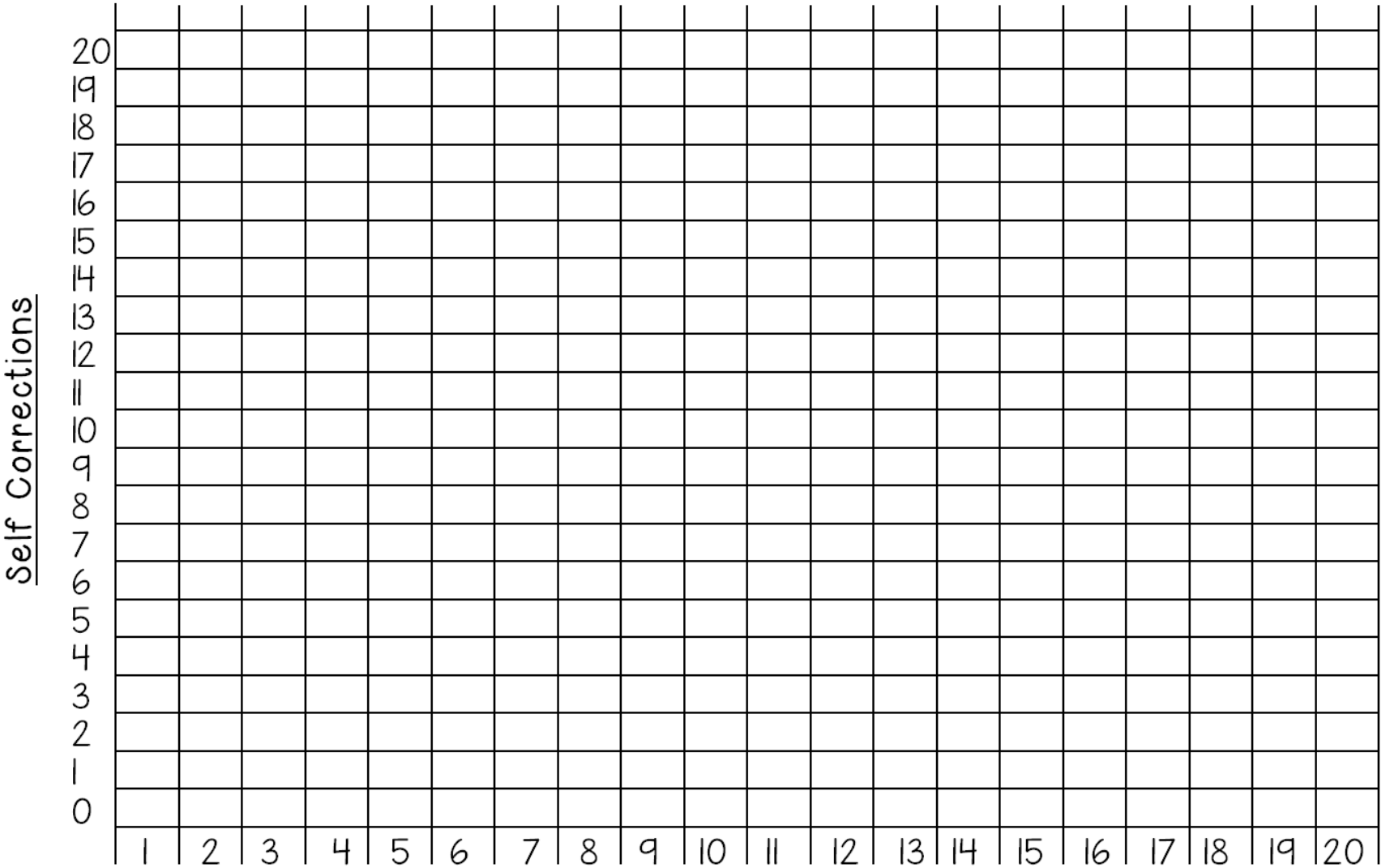
Fluency Errors Bar Graph



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

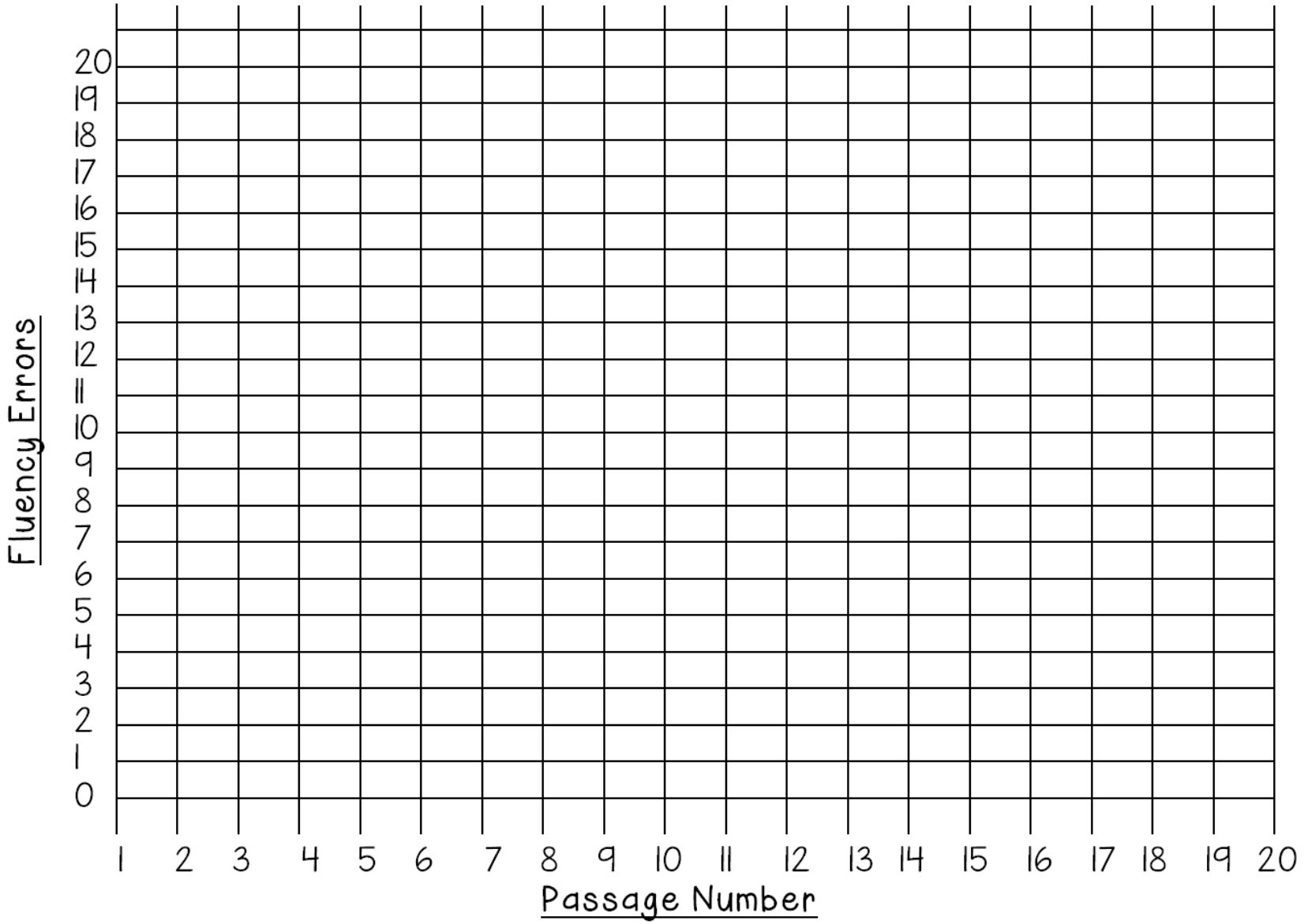
Self Corrections Bar Graph



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

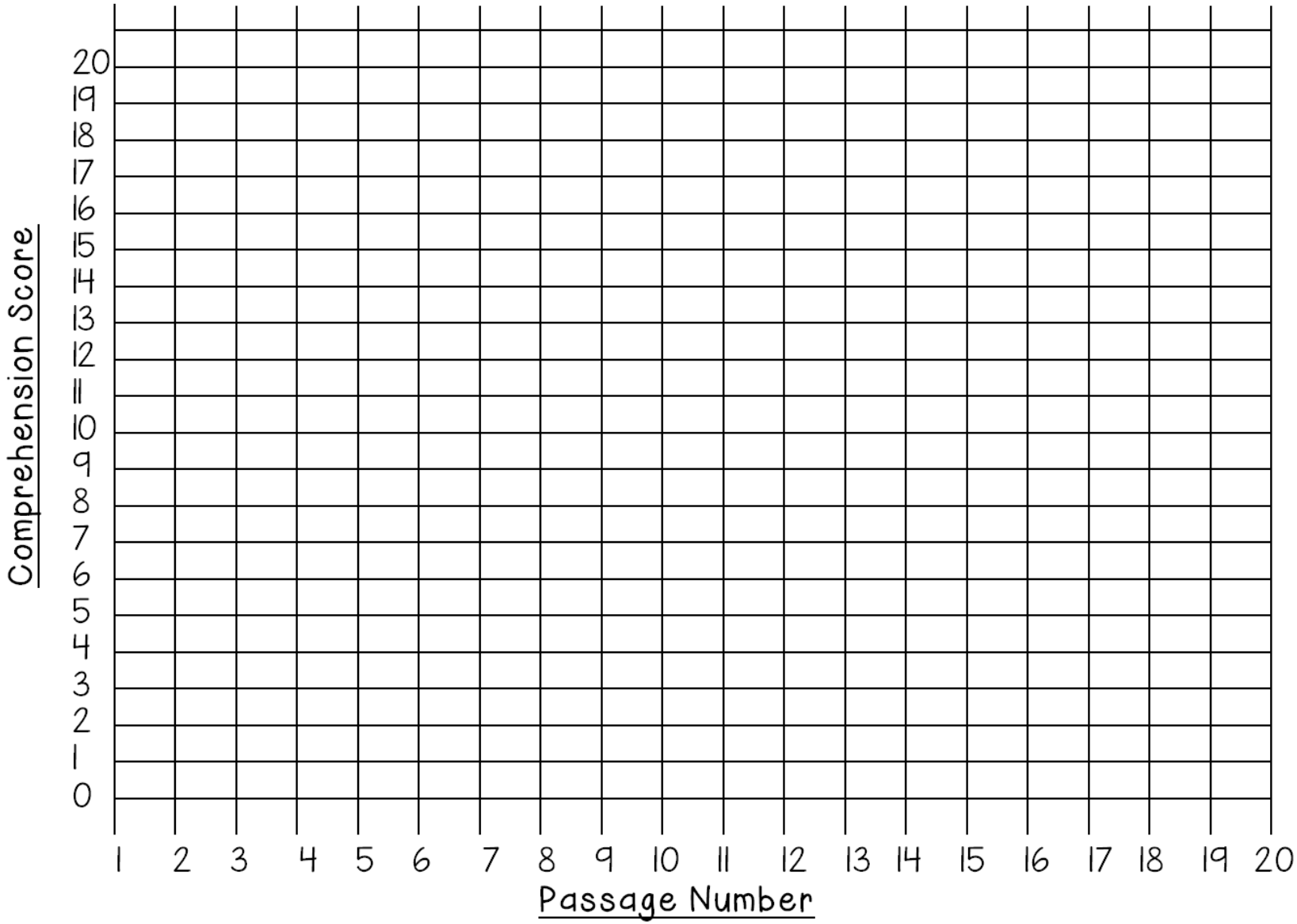
Fluency Errors Line Graph



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

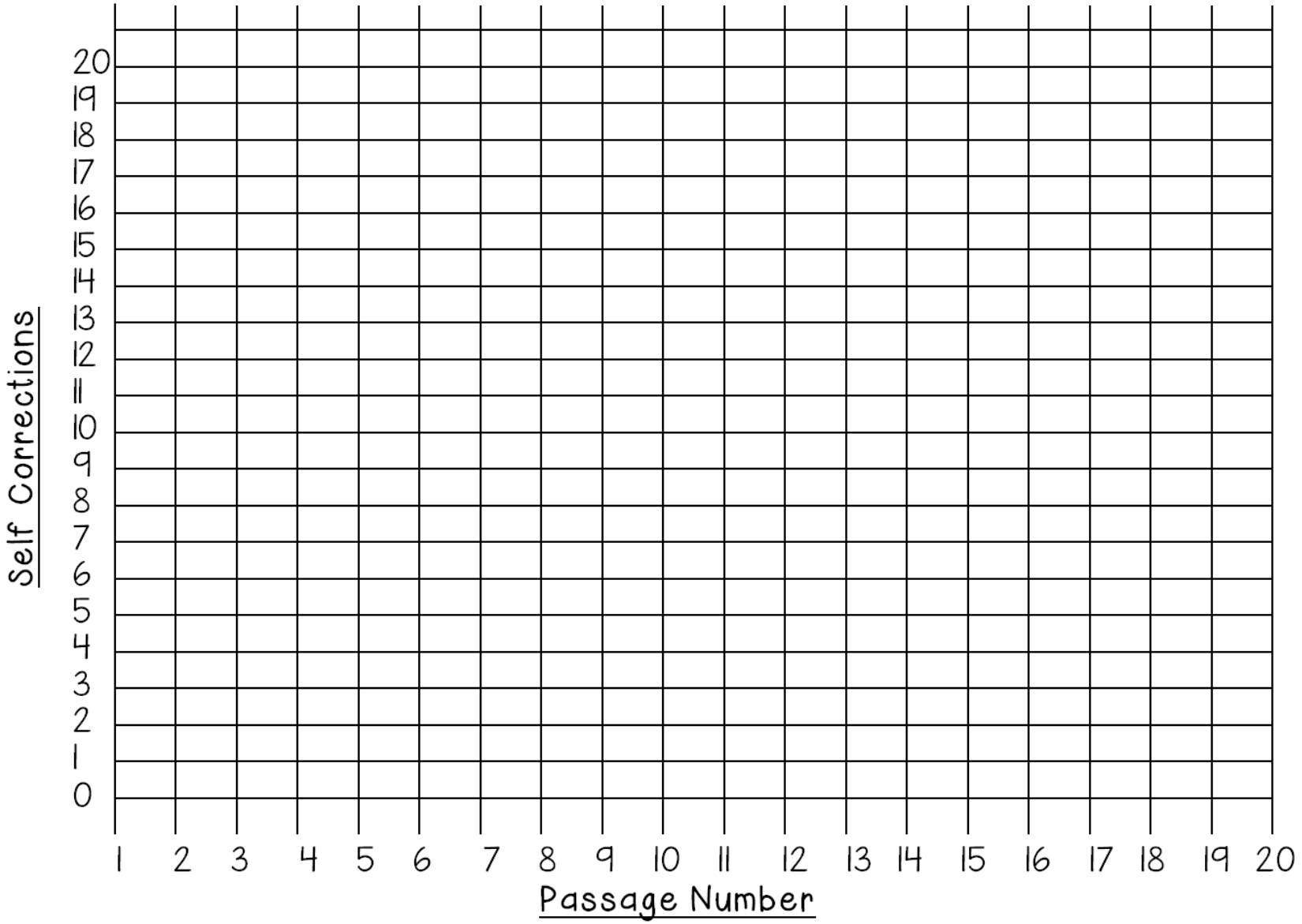
Comprehension Line Graph



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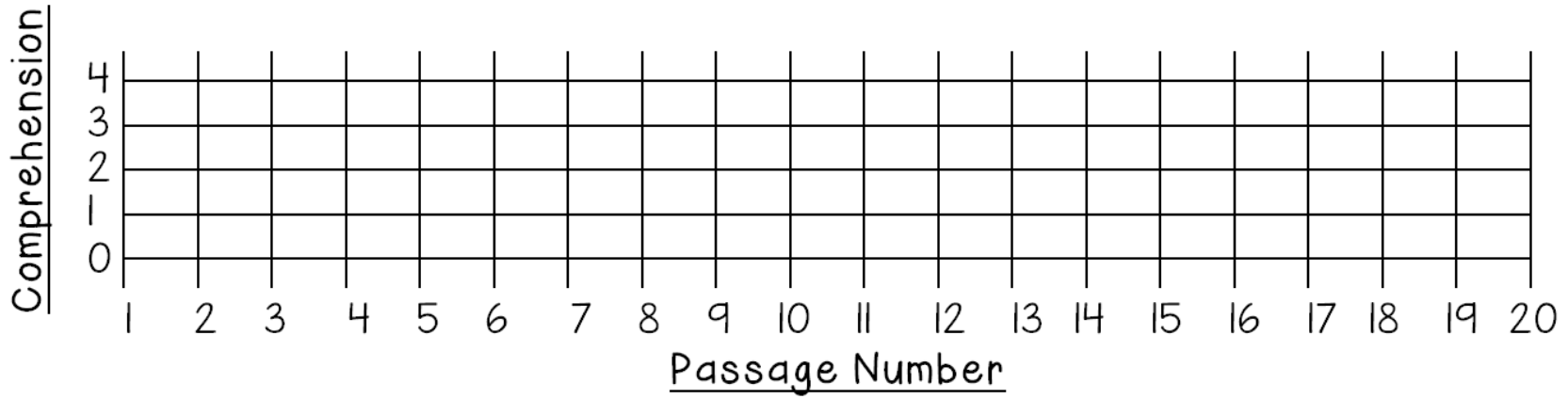
Directions: Complete the line graph below to progress monitor self corrections over time

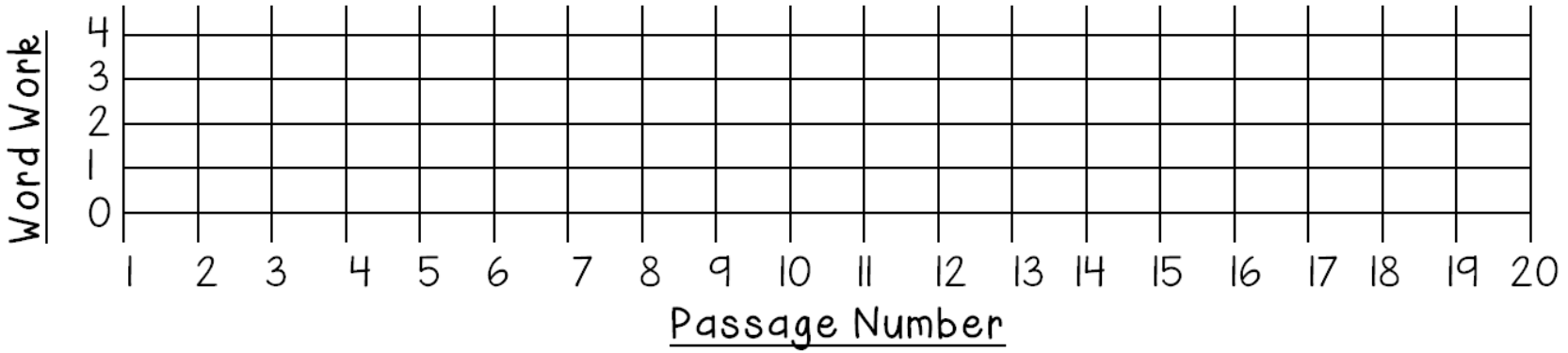
Self Corrections Line Graph

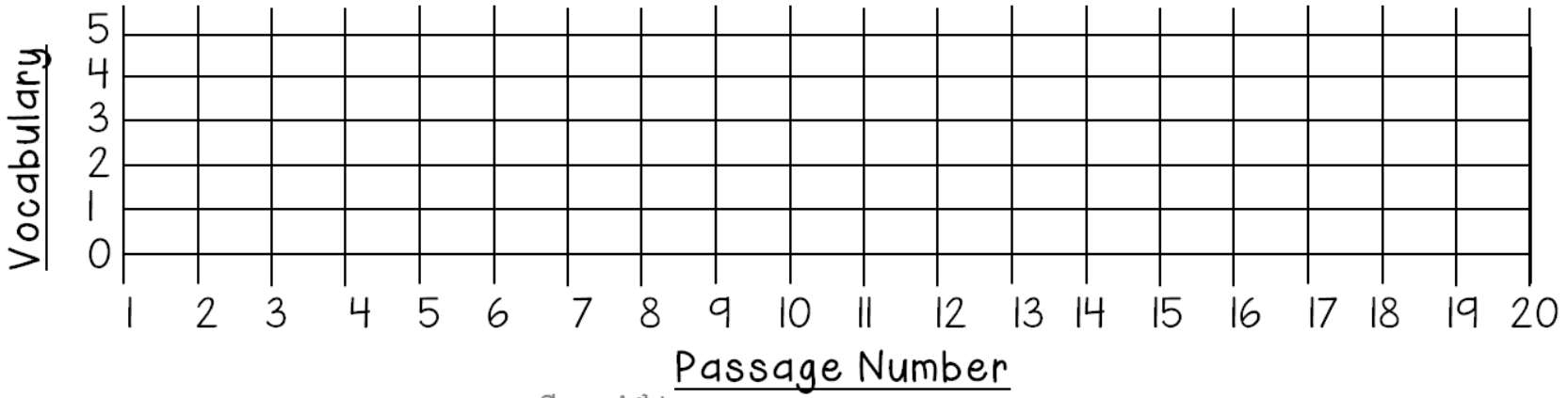


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Directions: Complete the line graphs below by recording students scores from comprehension, word, work, and vocabulary for each passage.





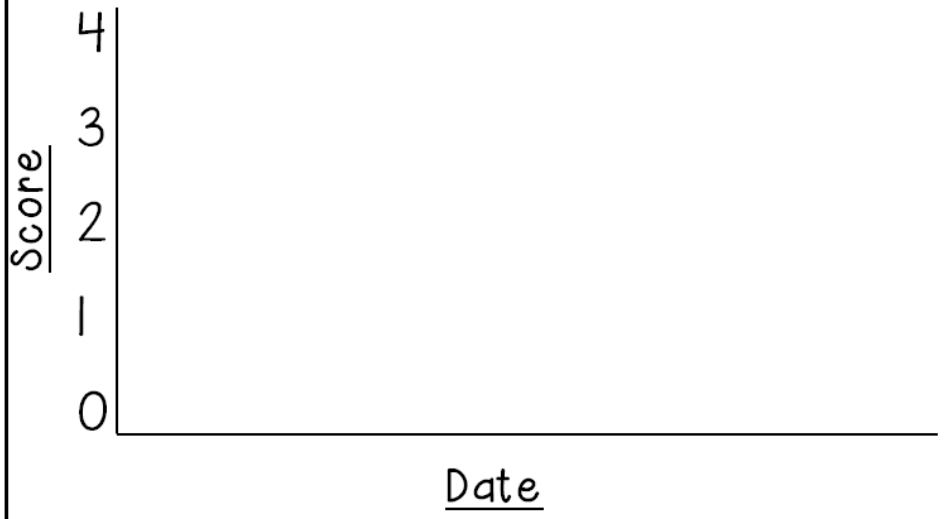


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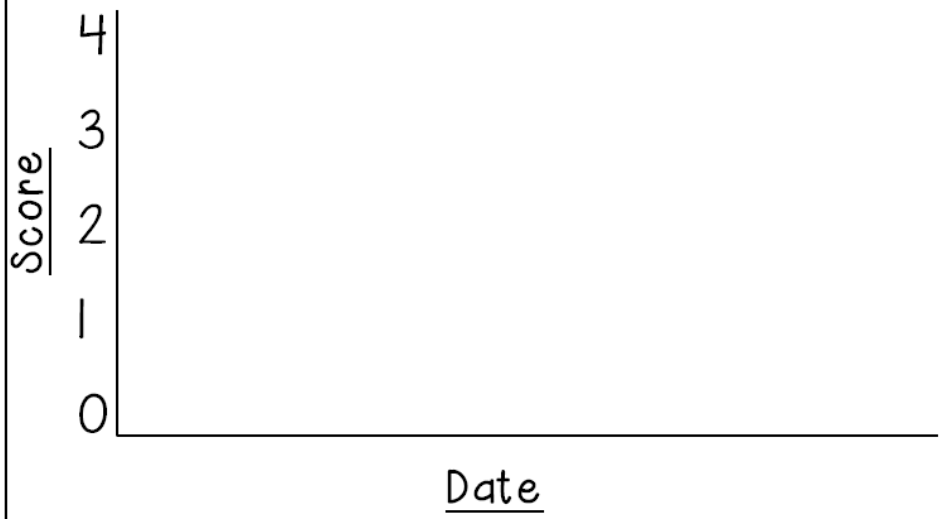
"Data Tracking"

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

Rate and tone



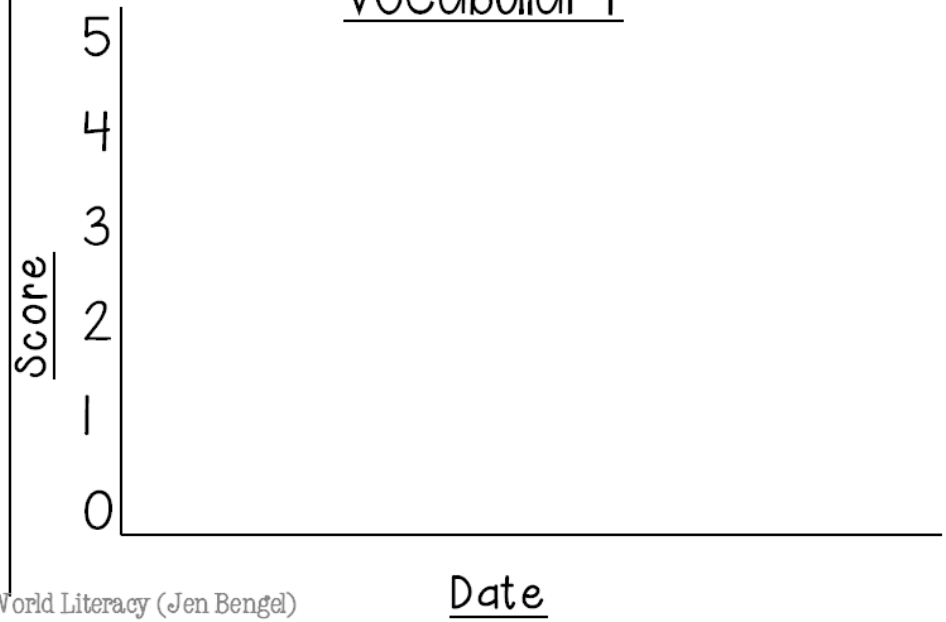
Comprehension



Word Work



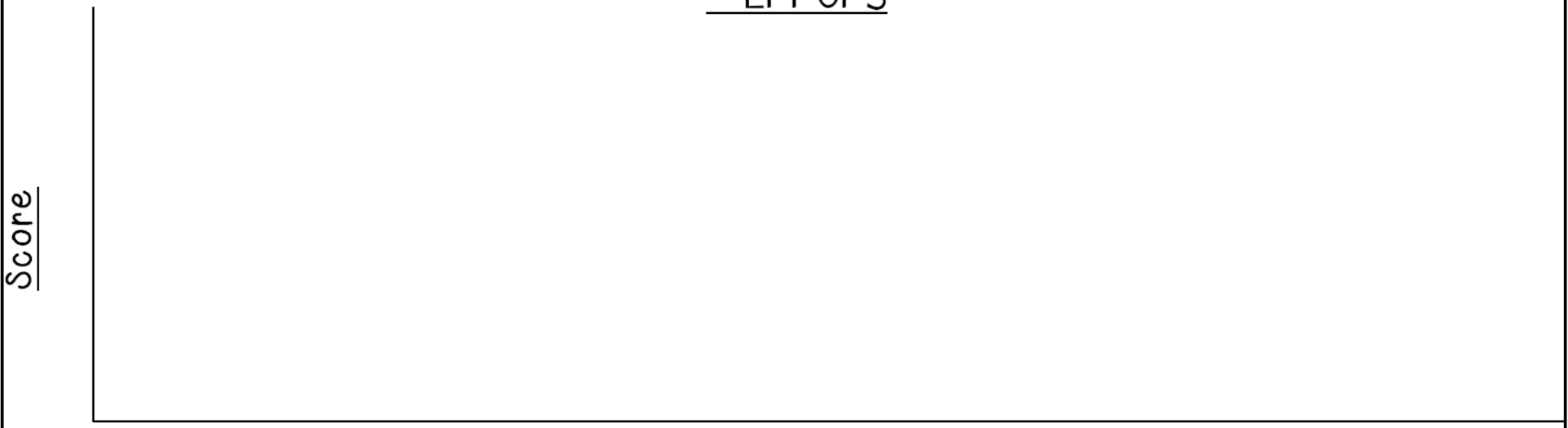
Vocabulary



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

Errors

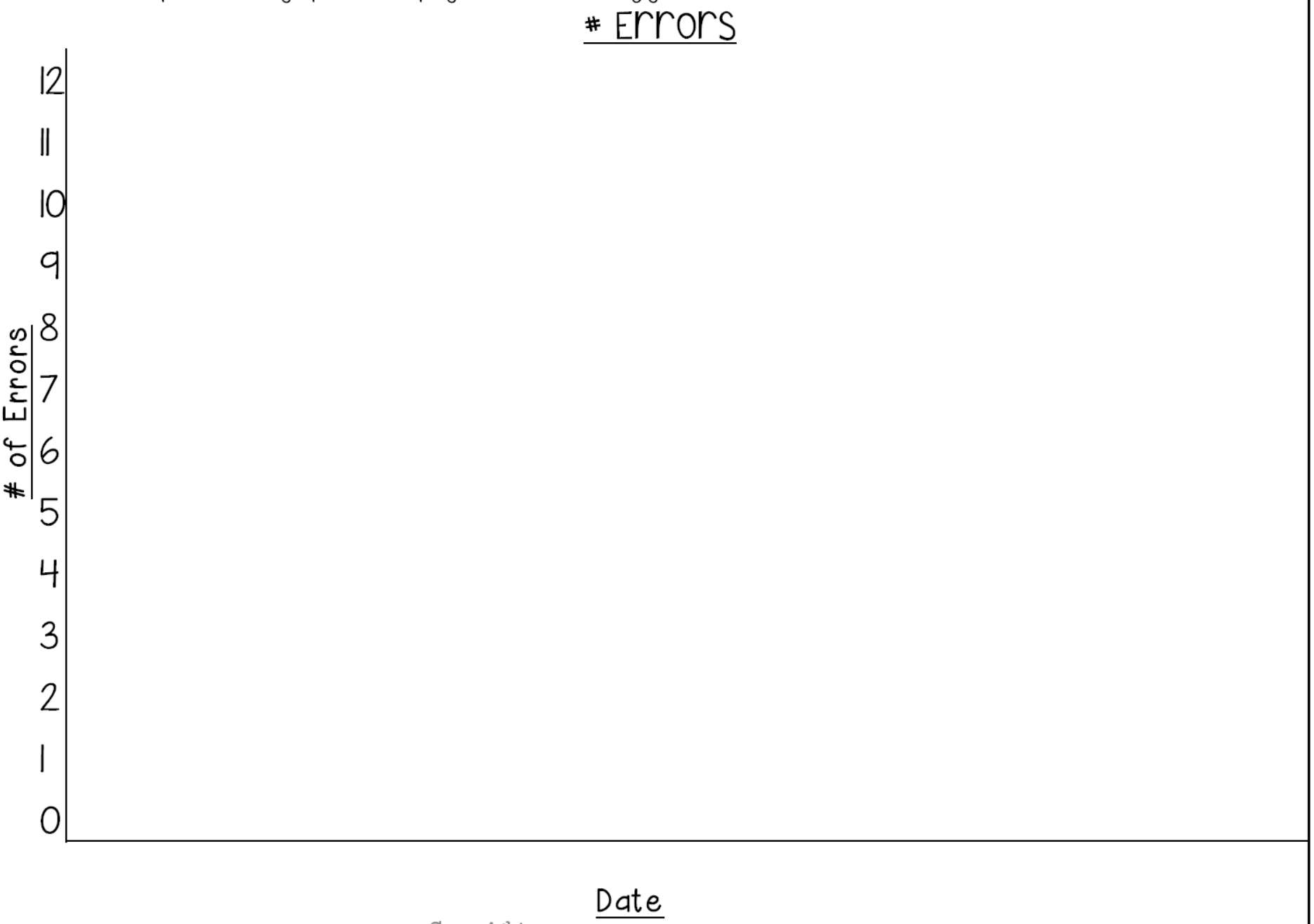


Rate and Tone



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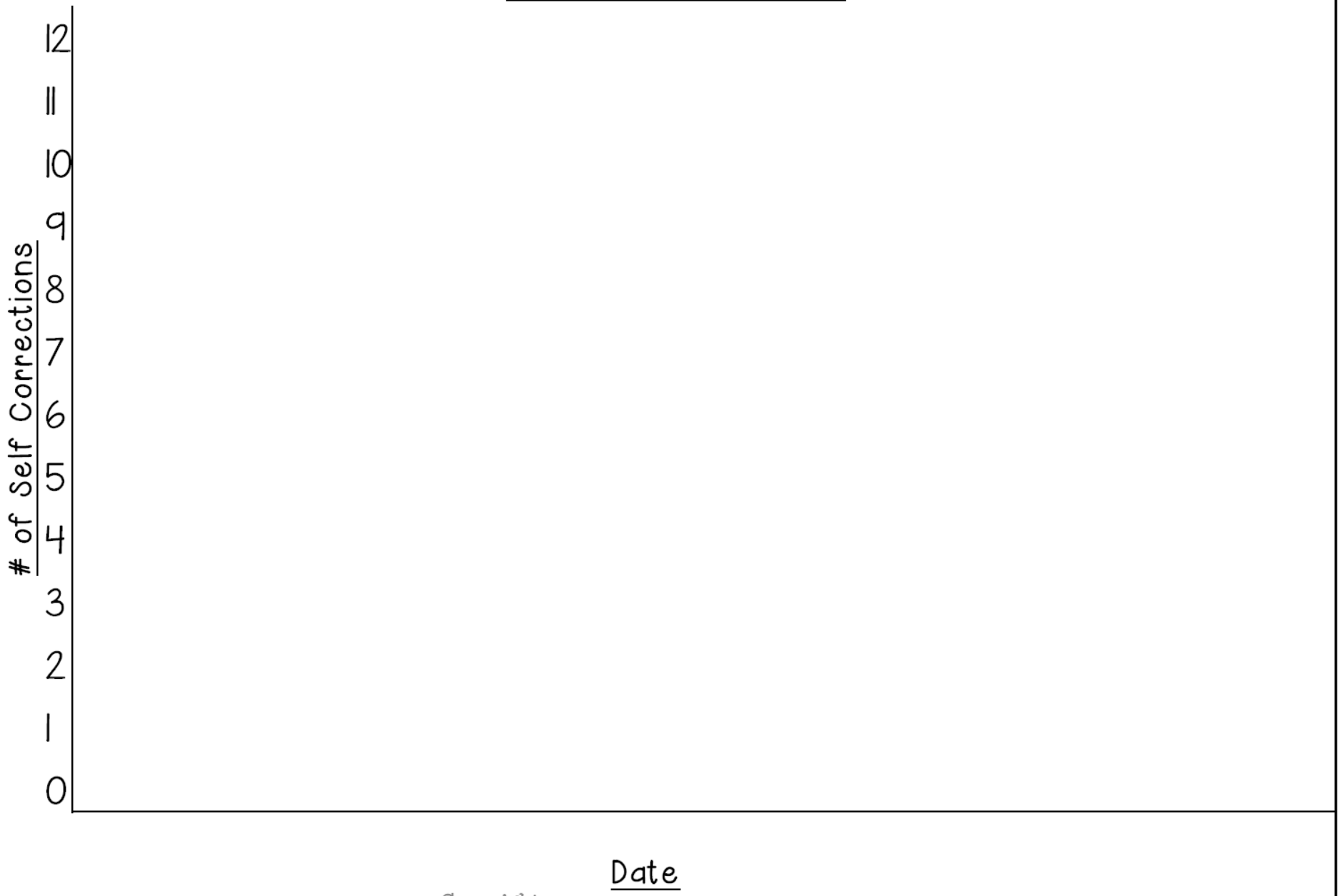
Directions: Complete the bar graph below to progress monitor fluency growth over time



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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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