

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.

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 Bundle includes...

1. 50 fiction reading passages (realistic fiction, fantasy) with appropriate content and language for levels E-G.
2. 50 nonfiction reading passages (animals, community helpers, life skills, and more) with appropriate content and language for levels E-G.
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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"There WAS NO TV?"

Understand It!

Stella loved to listen to her grandma tell stories. She could sit on her lap and listen all day long. Some of the stories were true. Some were not. Stella's favorite story was a true one from when grandma was a little girl. Grandma talked about how she did not have a TV. Stella's family had four TV's. She could not believe grandma had none. Grandma talked about how she would use her imagination. She would make up games, build forts, put together puzzles, and draw pictures. Stella thought all those things were fun.

Maybe not having a TV wasn't so bad after all!

Answer the following questions after reading:

- What is the theme of the story?
 - watching TV
 - telling stories
 - being sad
 - riding bikes
- What else would make sense in the story?
 - grandma watched TV
 - grandma watched movies
 - grandma played outside
 - grandma loved TV
- What was the most important part in the story?
 - build forts
 - make up games
 - put together puzzles
 - use your imagination
- Most readers think grandma is...?
 - fun to listen to
 - bad at telling stories
 - mean
 - not happy

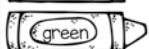
WORD WORK Color the words in the passage that match each category below:



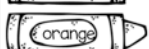
Words that start with /r/



Words with 4 letters



Words with the long /a/ sound



Words with -ar, -er, -or, -ir, or -ur

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

- _____
- _____
- _____
- _____
- _____

Passage 25

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"WHY DO PEOPLE GET SICK?"

Understand It!

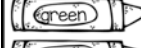
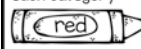
People get sick for lots of reasons. Sometimes there is no way to stop from getting sick. But, there are things we can do to shield from getting sick. Germs make us sick. They live on things we touch. If we touch a germy table and then touch our mouth, we can put germs in our mouth. Then we can get sick. The very best thing we can do is wash our hands. The soap kills germs and we won't get sick. Don't share food or drinks with friends. You are just spreading germs! Try to stay away from people who are sick.

Do your best to stay away from germs!

Answer the following questions after reading:

- Which spelling pattern do you see in the word 'people'?
 - o e /
 - e o /
 - i a /
 - i y /
- What do most people think of trading?
 - it is not ok
 - it costs money
 - it is fun to trade
 - it is a bad idea
- What is one detail from the text?
 - trading is bad
 - trading just started
 - you pay money to trade
 - people have traded for a long time
- What is one new thing to learn from the text?
 - even kids trade
 - only adults trade
 - you only trade big stuff
 - trading is not good

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:

- _____
- _____
- _____
- _____
- _____

Passage 58

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"The orange tree"

When Emily was born her dad planted an orange tree in the backyard. Emily is now ten years old. The tree has been growing for ten years without any oranges. This year is different. Emily saw tiny oranges growing on the tree! She waited all summer for the oranges to get ripe. When the oranges looked ready, Emily picked one. She peeled the plump orange and took a bite. The orange did not taste like an orange at all. It tasted like a chocolate candy bar! Emily smelled the orange. It smelled like chocolate! Emily was so excited to have the first chocolate orange tree ever!

Passage 48

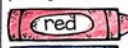
"All About Wolves"

Wolves are wild dogs. They can be found in different places all over the world. They live and hunt together in groups called packs. There can be 2 wolves in a pack, or all the way up to 20 wolves. They work very well together and are great hunters. When wolf pups are born they cannot see or hear. It takes them about 8 months to get big enough to help the pack. Wolves have two layers of fur. The layers help them stay warm when the winters are very cold. Wolves can run really fast for a long time. Even though wolves are wild and dangerous, they are very smart.

Understand It! Answer the following questions after reading:

- What was a fact at the end of the text?
 - wolves are wild dogs
 - wolves are everywhere
 - wolves are really fast
 - wolves are really slow
- What do most people think of wolves?
 - they are gentle
 - they are wild
 - they are safe to pet
 - they are not smart
- What detail in the text tells us wolves live in groups?
 - work very well together
 - layers of fur
 - they run fast
 - they stay warm
- What does the word 'pack' mean in this text?
 - to get ready to move
 - to live in a group
 - to hunt
 - to sleep

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



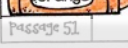
Words that are plural



Words with the /in/ pattern



Words with /or/ vowel pattern



Words with only one vowel

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

- hunt
 - help
 - layers
 - warm
 - dangerous
- to get food
to be there
more than one
not cold
scary, risky

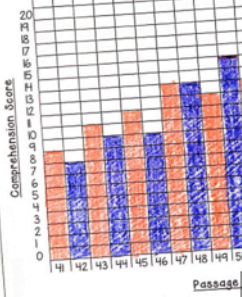
Passage 51

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100 PASSAGES: 5 FORMATS

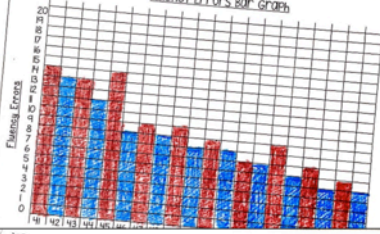
Katie

Directions: Complete the bar graph below to progress monitor comprehension growth over time.
Comprehension Bar Graph



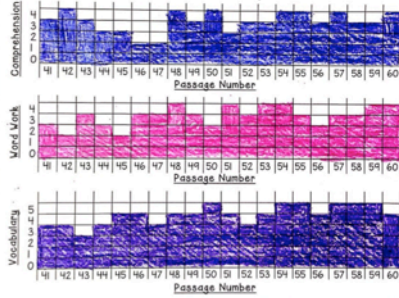
Katie

Directions: Complete the bar graph below to progress monitor fluency errors over time.
Fluency Errors Bar Graph



Katie

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

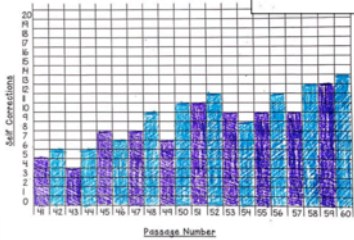


Bar Graphs

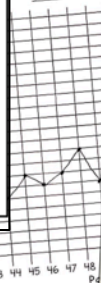
progress monitoring!!

Katie

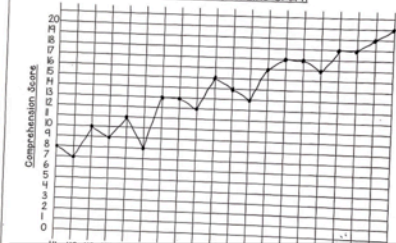
Directions: Complete the bar graph below to progress monitor self-corrections over time.
Self-Corrections Bar Graph



Directions: Complete the line graph below to progress monitor self-corrections over time.
Self-Corrections Line Graph

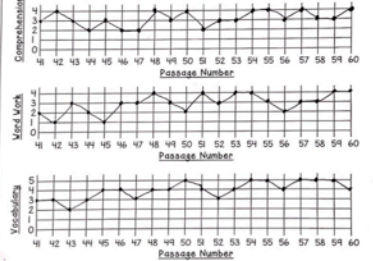


Directions: Complete the line graph below to progress monitor comprehension growth over time.
Comprehension Line Graph



Katie

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

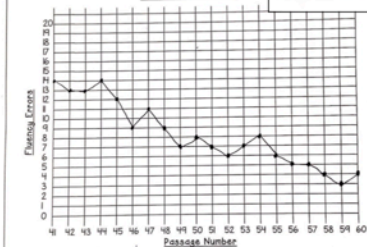


Line Graphs

progress monitoring!!

Katie

Directions: Complete the line graph below to progress monitor fluency errors over time.
Fluency Errors Line Graph



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PROGRESS MONITOR!

"All About Wolves"

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).

Wolves are wild dogs. They can be found in different 10
 places all over the world. They live and hunt together 20
 in groups called packs. There can be 2 wolves in a 31
 pack, or all the way up to 20 wolves. They work very 43
 well together and are great hunters. When wolf pups 52
 are born they cannot see or hear. It takes them 62
 about 8 months to get big enough to help the pack. 73
 Wolves have two layers of fur. The layers help them 83
 stay warm when the winters are very cold. Wolves 92
 can run really fast for a long time. Even though 102
 wolves are wild and dangerous, they are very smart. 111

1st Read: Time: 2:49 # of Errors: 11 # of SC: 11 Rate & Tone: 1 2 3 4
 2nd Read: Time: 2:31 # of Errors: 5 # of SC: 8 Rate & Tone: 1 2 3 4
 3rd Read: Time: 2:22 # of Errors: 6 # of SC: 8 Rate & Tone: 1 2 3 4

Overall Score: Rate & Tone: 8/12 Time: 2:31 # of Errors: 6
 (Choose the middle time) (Choose the middle score)

RUNNING RECORDS

"All About Wolves"

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).

Wolves are wild dogs. They can be found in different 10
 places all over the world. They live and hunt together 20
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 stay warm when the winters are very cold. Wolves 92
 can run really fast for a long time. Even though 102
 wolves are wild and dangerous, they are very smart. 111

1st Read: Time: _____ # of Errors: _____ # of SC: _____ Rate & Tone: 1 2 3 4
 2nd Read: Time: _____ # of Errors: _____ # of SC: _____ Rate & Tone: 1 2 3 4
 3rd Read: Time: _____ # of Errors: _____ # of SC: _____ Rate & Tone: 1 2 3 4

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

RECORDS

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	Rating
General	Tell me what you remember from the text...	Wolves are dangerous they are smart they eat other animals. They are fast.	4
Find Facts at the End of the Text	What is the last fact at the end of the text?	They are smart	3
Form Opinions of Main Topics	What do you think about wolves?	I'm scared of them. I hope I never run into one. I think they are pretty tough.	4
Support Opinions with Evidence	What parts of the text help readers think that wolves are smart?	The work well together. They live together they hunt together.	4
Identify Important Word	What does the word 'wild' mean? Why is it important in the text?	To be free. They are not pets	3

Comprehension score: 18/20

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

COMPREHENSION

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	Rating
General	Tell me what you remember from the text...		
Find Facts at the End of the Text	What is the last fact at the end of the text?		
Form Opinions of Main Topics	What do you think about wolves?		
Support Opinions with Evidence	What parts of the text help readers think that wolves are smart?		
Identify Important Word	What does the word 'wild' mean? Why is it important in the text?		

Comprehension score: _____ /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: 1/4

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

"Intervention by Grade Level"

The reading passages in this program are leveled at a first grade beginning of the year average reading level. They all fall within Fountas and Pinnell's levels E-G.

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

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

Grade 1: 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 2: Students reading and/or comprehending .5-1 year below grade level would benefit from this intervention.

Grade 3: Students reading and/or comprehending 1-2 years below grade level would benefit from this intervention.

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	L-P	Q-T
2 years below grade level		A-D	A-D	E-G	H-K	L-P	Q-T	Q-T	Q-T	Q-T
1 year below grade level		A-D	E-G	H-K	L-P	Q-T	Q-T	Q-T	Q-T	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

Daily Intervention Program

***The following chart lists intervention skills for each of the 100 passages in this intervention program.

***** Sets 4-5 (passages 61-100) will be added in December 2015

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
1	Sam Loves School	115	<ol style="list-style-type: none"> 1. Find problem and Solution 2. Infer character feelings 3. Find the main idea 4. Find Evidence 	<ol style="list-style-type: none"> 1. Words that start with a vowel 2. Words with two letters 3. Words with the short /a/ sound 4. Words that start with /h/ 	<ol style="list-style-type: none"> 1. tickle 2. coughed 3. downstairs 4. bringing 5. happy
2	My Little Sister Drools	119	<ol style="list-style-type: none"> 1. Find problem and Solution 2. Infer character feelings 3. Find the main idea 4. Find Evidence 	<ol style="list-style-type: none"> 1. Words that start with a vowel 2. Words with two letters 3. Words with the short /a/ sound 4. Words that start with /h/ 	<ol style="list-style-type: none"> 1. drools 2. cute 3. sloppy 4. giggled 5. slime
3	My Messy Room	120	<ol style="list-style-type: none"> 1. Find problem and Solution 2. Infer character feelings 3. Find the main idea 4. Find Evidence 	<ol style="list-style-type: none"> 1. Words that start with a vowel 2. Words with two letters 3. Words with the short /a/ sound 4. Words that start with /h/ 	<ol style="list-style-type: none"> 1. messy 2. bookshelf 3. clean 4. stubborn 5. bribed
4	It's Good to Share	103	<ol style="list-style-type: none"> 1. Find problem and Solution 2. Infer character feelings 3. Find the main idea 4. Find Evidence 	<ol style="list-style-type: none"> 1. Words that start with a vowel 2. Words with two letters 3. Words with the short /a/ sound 4. Words that start with /h/ 	<ol style="list-style-type: none"> 1. together 2. friends 3. sharing 4. forgot 5. promised
5	You Are Not My Boss!	127	<ol style="list-style-type: none"> 1. Find problem and Solution 2. Infer character feelings 3. Find the main idea 4. Find Evidence 	<ol style="list-style-type: none"> 1. Words that start with a vowel 2. Words with two letters 3. Words with the short /a/ sound 4. Words that start with /h/ 	<ol style="list-style-type: none"> 1. bossy 2. stared 3. bully 4. scream 5. again

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
6	My Cat Can Talk	121	<ol style="list-style-type: none"> 1. Identify real versus fantasy 2. Form opinions 3. Sequence of Events 4. Find describing words 	<ol style="list-style-type: none"> 1. Words that end with a vowel 2. Words with 3 letters 3. Words with the short /e/ sound 4. Words that start with /w/ 	<ol style="list-style-type: none"> 1. special 2. shocked 3. whiskers 4. shy 5. excited
7	The Magic Rock	114	<ol style="list-style-type: none"> 1. Identify real versus fantasy 2. Form opinions 3. Sequence of Events 4. Find describing words 	<ol style="list-style-type: none"> 1. Words that end with a vowel 2. Words with 3 letters 3. Words with the short /e/ sound 4. Words that start with /w/ 	<ol style="list-style-type: none"> 1. wished 2. sudden 3. surprised 4. recess 5. pouring
8	Caden's Lucky Snack	109	<ol style="list-style-type: none"> 1. Identify real versus fantasy 2. Form opinions 3. Sequence of Events 4. Find describing words 	<ol style="list-style-type: none"> 1. Words that end with a vowel 2. Words with 3 letters 3. Words with the short /e/ sound 4. Words that start with /w/ 	<ol style="list-style-type: none"> 1. secret 2. handful 3. forgot 4. fastest 5. teased
9	A Secret Present	98	<ol style="list-style-type: none"> 1. Identify real versus fantasy 2. Form opinions 3. Sequence of Events 4. Find describing words 	<ol style="list-style-type: none"> 1. Words that end with a vowel 2. Words with 3 letters 3. Words with the short /e/ sound 4. Words that start with /w/ 	<ol style="list-style-type: none"> 1. package 2. noticed 3. squeaking 4. ripped 5. guitar
10	My Three Wishes	117	<ol style="list-style-type: none"> 1. Identify real versus fantasy 2. Form opinions 3. Sequence of Events 4. Find describing words 	<ol style="list-style-type: none"> 1. Words that end with a vowel 2. Words with 3 letters 3. Words with the short /e/ sound 4. Words that start with /w/ 	<ol style="list-style-type: none"> 1. visit 2. grants 3. waved 4. poof 5. backyard

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
11	How to Catch a Frog	122	1. Find facts in the beginning of text 2. Solve New Words 3. Describe Setting 4. Author's Purpose	1. Words that start with /t/ 2. Words that end with /y/ 3. Words with the short /i/ sound 4. Words with two syllables	1. catch 2. swamps 3. quiet 4. quickly 5. bucket
12	What Will You See at the Zoo?	106	1. Find facts in the beginning of text 2. Solve New Words 3. Describe Setting 4. Author's Purpose	1. Words that start with /t/ 2. Words that end with /y/ 3. Words with the short /i/ sound 4. Words with two syllables	1. probably 2. giant 3. biggest 4. fur 5. carry
13	Save the Sea Turtles	112	1. Find facts in the beginning of text 2. Solve New Words 3. Describe Setting 4. Author's Purpose	1. Words that start with /t/ 2. Words that end with /y/ 3. Words with the short /i/ sound 4. Words with two syllables	1. risk 2. bury 3. hatch 4. travel 5. block
14	Why Do Lions Roar?	111	1. Find facts in the beginning of text 2. Solve New Words 3. Describe Setting 4. Author's Purpose	1. Words that start with /t/ 2. Words that end with /y/ 3. Words with the short /i/ sound 4. Words with two syllables	1. roars 2. protect 3. sound 4. gently 5. softer
15	Facts About Dolphins	97	1. Find facts in the beginning of text 2. Solve New Words 3. Describe Setting 4. Author's Purpose	1. Words that start with /t/ 2. Words that end with /y/ 3. Words with the short /i/ sound 4. Words with two syllables	1. playful 2. breathe 3. friendly 4. groups 5. chirping

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
16	The Crossing Guard	108	<ol style="list-style-type: none"> 1. Understand most important fact 2. Make predictions based on information 3. Identify how the text ends 4. Describe main subject 	<ol style="list-style-type: none"> 1. Words that start with /s/ 2. Words with the short /o/ sound 3. Words with capital letters 4. The last word in every sentence 	<ol style="list-style-type: none"> 1. busy 2. adult 3. safely 4. guard 5. traffic
17	Going to the Dentist	115	<ol style="list-style-type: none"> 1. Understand most important fact 2. Make predictions based on information 3. Identify how the text ends 4. Describe main subject 	<ol style="list-style-type: none"> 1. Words that start with /s/ 2. Words with the short /o/ sound 3. Words with capital letters 4. The last word in every sentence 	<ol style="list-style-type: none"> 1. dentist 2. checkup 3. problems 4. relax 5. cavities
18	What Happens in a Barber Shop?	106	<ol style="list-style-type: none"> 1. Understand most important fact 2. Make predictions based on information 3. Identify how the text ends 4. Describe main subject 	<ol style="list-style-type: none"> 1. Words that start with /s/ 2. Words with the short /o/ sound 3. Words with capital letters 4. The last word in every sentence 	<ol style="list-style-type: none"> 1. whiskers 2. shaved 3. barbers 4. job 5. become
19	A Day in the Life of a Farmer	107	<ol style="list-style-type: none"> 1. Understand most important fact 2. Make predictions based on information 3. Identify how the text ends 4. Describe main subject 	<ol style="list-style-type: none"> 1. Words that start with /s/ 2. Words with the short /o/ sound 3. Words with capital letters 4. The last word in every sentence 	<ol style="list-style-type: none"> 1. early 2. chores 3. pigpen 4. gathers 5. crops
20	Do You Want to be a Taxi Driver?	112	<ol style="list-style-type: none"> 1. Understand most important fact 2. Make predictions based on information 3. Identify how the text ends 4. Describe main subject 	<ol style="list-style-type: none"> 1. Words that start with /s/ 2. Words with the short /o/ sound 3. Words with capital letters 4. The last word in every sentence 	<ol style="list-style-type: none"> 1. important 2. quickest 3. load 4. luggage 5. collect

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
21	One Very Bad Day	117	<ol style="list-style-type: none"> 1. Story Theme 2. Add Details 3. Retell Most Important Part 4. Form Opinions of Characters 	<ol style="list-style-type: none"> 1. Words that start with /r/ 2. Words with four letters 3. Words with the long /a/ sound 4. Words with -ar, -er, -or, -ir, or -ur 	<ol style="list-style-type: none"> 1. different 2. hurry 3. grabbed 4. missed 5. over
22	Time for Summer	105	<ol style="list-style-type: none"> 1. Story Theme 2. Add Details 3. Retell Most Important Part 4. Form Opinions of Characters 	<ol style="list-style-type: none"> 1. Words that start with /r/ 2. Words with four letters 3. Words with the long /a/ sound 4. Words with -ar, -er, -or, -ir, or -ur 	<ol style="list-style-type: none"> 1. waited 2. excited 3. rushed 4. pointed 5. forced
23	Hazel Lost Her Teddy Bear	111	<ol style="list-style-type: none"> 1. Story Theme 2. Add Details 3. Retell Most Important Part 4. Form Opinions of Characters 	<ol style="list-style-type: none"> 1. Words that start with /r/ 2. Words with four letters 3. Words with the long /a/ sound 4. Words with -ar, -er, -or, -ir, or -ur 	<ol style="list-style-type: none"> 1. everywhere 2. under 3. without 4. brave 5. calmed
24	Molly's Tooth	114	<ol style="list-style-type: none"> 1. Story Theme 2. Add Details 3. Retell Most Important Part 4. Form Opinions of Characters 	<ol style="list-style-type: none"> 1. Words that start with /r/ 2. Words with four letters 3. Words with the long /a/ sound 4. Words with -ar, -er, -or, -ir, or -ur 	<ol style="list-style-type: none"> 1. wiggle 2. started 3. landed 4. screamed 5. proud
25	There Was No TV?	104	<ol style="list-style-type: none"> 1. Story Theme 2. Add Details 3. Retell Most Important Part 4. Form Opinions of Characters 	<ol style="list-style-type: none"> 1. Words that start with /r/ 2. Words with four letters 3. Words with the long /a/ sound 4. Words with -ar, -er, -or, -ir, or -ur 	<ol style="list-style-type: none"> 1. listen 2. true 3. favorite 4. imagination 5. build

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
26	No More Rules	114	<ol style="list-style-type: none"> 1. Identify Elements of Fantasy 2. Other Solutions 3. Change Predictions 4. Find Describing Words 	<ol style="list-style-type: none"> 1. Words that start with /g/ 2. Words that end with /s/ 3. Words with the long /e/ sound 4. Words with 2 consonants together 	<ol style="list-style-type: none"> 1. trouble 2. follow 3. waved 4. sprinted 5. saved
27	The Fairy and the Queen	109	<ol style="list-style-type: none"> 1. Identify Elements of Fantasy 2. Other Solutions 3. Change Predictions 4. Find Describing Words 	<ol style="list-style-type: none"> 1. Words that start with /g/ 2. Words that end with /s/ 3. Words with the long /e/ sound 4. Words with 2 consonants together 	<ol style="list-style-type: none"> 1. broke 2. sparkly 3. filled 4. falling 5. ceiling
28	The Magic Crayons	105	<ol style="list-style-type: none"> 1. Identify Elements of Fantasy 2. Other Solutions 3. Change Predictions 4. Find Describing Words 	<ol style="list-style-type: none"> 1. Words that start with /g/ 2. Words that end with /s/ 3. Words with the long /e/ sound 4. Words with 2 consonants together 	<ol style="list-style-type: none"> 1. drew 2. nervous 3. special 4. everything 5. pictured
29	I Can Not Eat That!	106	<ol style="list-style-type: none"> 1. Identify Elements of Fantasy 2. Other Solutions 3. Change Predictions 4. Find Describing Words 	<ol style="list-style-type: none"> 1. Words that start with /g/ 2. Words that end with /s/ 3. Words with the long /e/ sound 4. Words with 2 consonants together 	<ol style="list-style-type: none"> 1. tried 2. yelled 3. kidding 4. serious 5. bite
30	The Missing Treasure	106	<ol style="list-style-type: none"> 1. Identify Elements of Fantasy 2. Other Solutions 3. Change Predictions 4. Find Describing Words 	<ol style="list-style-type: none"> 1. Words that start with /g/ 2. Words that end with /s/ 3. Words with the long /e/ sound 4. Words with 2 consonants together 	<ol style="list-style-type: none"> 1. pretend 2. treasure 3. believe 4. search 5. adventure

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
31	All About Cheetahs	108	1. Facts in the Middle 2. Solve New Words 3. Use Background Knowledge 4. Identify New Learning	1. Words that start with /d/ 2. Words with two vowels together 3. Words with the long /i/ sound 4. Compound Words	1. large 2. fastest 3. turn 4. hunt 5. group
32	What Can We Do When We Are Angry?	115	1. Facts in the Middle 2. Solve New Words 3. Use Background Knowledge 4. Identify New Learning	1. Words that start with /d/ 2. Words with two vowels together 3. Words with the long /i/ sound 4. Compound Words	1. angry 2. breath 3. relax 4. calm 5. share
33	What Do We Do With a Big Idea?	116	1. Facts in the Middle 2. Solve New Words 3. Use Background Knowledge 4. Identify New Learning	1. Words that start with /d/ 2. Words with two vowels together 3. Words with the long /i/ sound 4. Compound Words	1. idea 2. inventing 3. forget 4. plan 5. action
34	What Does it Mean to Forgive?	108	1. Facts in the Middle 2. Solve New Words 3. Use Background Knowledge 4. Identify New Learning	1. Words that start with /d/ 2. Words with two vowels together 3. Words with the long /i/ sound 4. Compound Words	1. forgive 2. always 3. sometimes 4. decide 5. try
35	Think About It	114	1. Facts in the Middle 2. Solve New Words 3. Use Background Knowledge 4. Identify New Learning	1. Words that start with /d/ 2. Words with two vowels together 3. Words with the long /i/ sound 4. Compound Words	1. think 2. sorry 3. sound 4. feelings 5. stop

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
36	What is a Family?	108	<ol style="list-style-type: none"> 1. Ask Questions 2. Words with Similar Meanings 3. Identify Topic Sentence 4. Words and Spelling Patterns 	<ol style="list-style-type: none"> 1. Words that start with /m/ 2. Words with a vowel-consonant-e pattern 3. Words with the long /o/ or /u/ sound 4. The that start with 2 consonants 	<ol style="list-style-type: none"> 1. family 2. parent 3. same 4. together 5. home
37	Why Adults Have Jobs	117	<ol style="list-style-type: none"> 1. Ask Questions 2. Words with Similar Meanings 3. Identify Topic Sentence 4. Words and Spelling Patterns 	<ol style="list-style-type: none"> 1. Words that start with /m/ 2. Words with a vowel-consonant-e pattern 3. Words with the long /o/ or /u/ sound 4. The that start with 2 consonants 	<ol style="list-style-type: none"> 1. adults 2. jobs 3. earn 4. bills 5. need
38	How to Fix a Problem	110	<ol style="list-style-type: none"> 1. Ask Questions 2. Words with Similar Meanings 3. Identify Topic Sentence 4. Words and Spelling Patterns 	<ol style="list-style-type: none"> 1. Words that start with /m/ 2. Words with a vowel-consonant-e pattern 3. Words with the long /o/ or /u/ sound 4. The that start with 2 consonants 	<ol style="list-style-type: none"> 1. fix 2. problem 3. forget 4. fight 5. mistakes
39	Tattle or Tell	109	<ol style="list-style-type: none"> 1. Ask Questions 2. Words with Similar Meanings 3. Identify Topic Sentence 4. Words and Spelling Patterns 	<ol style="list-style-type: none"> 1. Words that start with /m/ 2. Words with a vowel-consonant-e pattern 3. Words with the long /o/ or /u/ sound 4. The that start with 2 consonants 	<ol style="list-style-type: none"> 1. tattling 2. telling 3. important 4. accident 5. think
40	What is a Newspaper?	104	<ol style="list-style-type: none"> 1. Ask Questions 2. Words with Similar Meanings 3. Identify Topic Sentence 4. Words and Spelling Patterns 	<ol style="list-style-type: none"> 1. Words that start with /m/ 2. Words with a vowel-consonant-e pattern 3. Words with the long /o/ or /u/ sound 4. The that start with 2 consonants 	<ol style="list-style-type: none"> 1. folded 2. buy 3. weather 4. theater 5. area

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
41	The Big Red Ball	113	1. Other Problems 2. Compare Characters to Self 3. Point of View 4. Identify Main Idea	1. The first word in every sentence 2. Words with the /at/ pattern 3. Words with the /ou/ vowel pattern 4. Words with one syllable	1. recess 2. bounce 3. first 4. watched 5. asked
42	Mean Old Mary Jane	105	1. Other Problems 2. Compare Characters to Self 3. Point of View 4. Identify Main Idea	1. The first word in every sentence 2. Words with the /at/ pattern 3. Words with the /ou/ vowel pattern 4. Words with one syllable	1. crabby 2. homework 3. complained 4. crazy 5. surprised
43	The Pigtales	108	1. Other Problems 2. Compare Characters to Self 3. Point of View 4. Identify Main Idea	1. The first word in every sentence 2. Words with the /at/ pattern 3. Words with the /ou/ vowel pattern 4. Words with one syllable	1. everywhere 2. under 3. without 4. brave 5. calmed
44	The Big Sleepover	108	1. Other Problems 2. Compare Characters to Self 3. Point of View 4. Identify Main Idea	1. The first word in every sentence 2. Words with the /at/ pattern 3. Words with the /ou/ vowel pattern 4. Words with one syllable	1. excited 2. buddy 3. sleepover 4. scared 5. baby
45	A Summer Party	109	1. Other Problems 2. Compare Characters to Self 3. Point of View 4. Identify Main Idea	1. The first word in every sentence 2. Words with the /at/ pattern 3. Words with the /ou/ vowel pattern 4. Words with one syllable	1. break 2. invite 3. begged 4. choice 5. nervous

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
46	The Pef Pofato	108	<ol style="list-style-type: none"> 1. Other Endings 2. Judge Character's Actions 3. Identify and Define Adjectives 4. Identify the Main Event 	<ol style="list-style-type: none"> 1. The last word in every sentence 2. Words with the /it/ pattern 3. Words with the /oo/ vowel pattern 4. Words with 5 letters 	<ol style="list-style-type: none"> 1. hungry 2. found 3. snoring 4. poked 5. rolled
47	The Good Dinosaur	112	<ol style="list-style-type: none"> 1. Other Endings 2. Judge Character's Actions 3. Identify and Define Adjectives 4. Identify the Main Event 	<ol style="list-style-type: none"> 1. The last word in every sentence 2. Words with the /it/ pattern 3. Words with the /oo/ vowel pattern 4. Words with 5 letters 	<ol style="list-style-type: none"> 1. chased 2. yelled 3. believe 4. froze 5. hatch
48	The Orange Tree	106	<ol style="list-style-type: none"> 1. Other Endings 2. Judge Character's Actions 3. Identify and Define Adjectives 4. Identify the Main Event 	<ol style="list-style-type: none"> 1. The last word in every sentence 2. Words with the /it/ pattern 3. Words with the /oo/ vowel pattern 4. Words with 5 letters 	<ol style="list-style-type: none"> 1. planted 2. growing 3. different 4. ripe 5. peeled
49	I am Never Full	110	<ol style="list-style-type: none"> 1. Other Endings 2. Judge Character's Actions 3. Identify and Define Adjectives 4. Identify the Main Event 	<ol style="list-style-type: none"> 1. The last word in every sentence 2. Words with the /it/ pattern 3. Words with the /oo/ vowel pattern 4. Words with 5 letters 	<ol style="list-style-type: none"> 1. talent 2. full 3. burst 4. stuffed 5. dared
50	Super Dad	118	<ol style="list-style-type: none"> 1. Other Endings 2. Judge Character's Actions 3. Identify and Define Adjectives 4. Identify the Main Event 	<ol style="list-style-type: none"> 1. The last word in every sentence 2. Words with the /it/ pattern 3. Words with the /oo/ vowel pattern 4. Words with 5 letters 	<ol style="list-style-type: none"> 1. powers 2. saved 3. catch 4. crash 5. sprinted

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
51	All About Wolves	111	<ol style="list-style-type: none"> 1. Find Facts at the End of the Text 2. Form Opinions of Main Topic 3. Support Opinions with Evidence 4. Identify Important Words for Meaning 	<ol style="list-style-type: none"> 1. Words that are plural 2. Words with the /in/ pattern 3. Words with the /or/ vowel pattern 4. Words with only one vowel 	<ol style="list-style-type: none"> 1. hunt 2. help 3. layers 4. warm 5. dangerous
52	Facts About Rabbits	114	<ol style="list-style-type: none"> 1. Find Facts at the End of the Text 2. Form Opinions of Main Topic 3. Support Opinions with Evidence 4. Identify Important Words for Meaning 	<ol style="list-style-type: none"> 1. Words that are plural 2. Words with the /in/ pattern 3. Words with the /or/ vowel pattern 4. Words with only one vowel 	<ol style="list-style-type: none"> 1. facts 2. closed 3. fur 4. instead 5. responsibility
53	Do All Birds Fly?	112	<ol style="list-style-type: none"> 1. Find Facts at the End of the Text 2. Form Opinions of Main Topic 3. Support Opinions with Evidence 4. Identify Important Words for Meaning 	<ol style="list-style-type: none"> 1. Words that are plural 2. Words with the /in/ pattern 3. Words with the /or/ vowel pattern 4. Words with only one vowel 	<ol style="list-style-type: none"> 1. wonder 2. cannot 3. smoothly 4. wimpy 5. heavy
54	Birds That Talk	107	<ol style="list-style-type: none"> 1. Find Facts at the End of the Text 2. Form Opinions of Main Topic 3. Support Opinions with Evidence 4. Identify Important Words for Meaning 	<ol style="list-style-type: none"> 1. Words that are plural 2. Words with the /in/ pattern 3. Words with the /or/ vowel pattern 4. Words with only one vowel 	<ol style="list-style-type: none"> 1. cuddle 2. train 3. yell 4. whisper 5. neighbors
55	Slow As A Turtle	103	<ol style="list-style-type: none"> 1. Find Facts at the End of the Text 2. Form Opinions of Main Topic 3. Support Opinions with Evidence 4. Identify Important Words for Meaning 	<ol style="list-style-type: none"> 1. Words that are plural 2. Words with the /in/ pattern 3. Words with the /or/ vowel pattern 4. Words with only one vowel 	<ol style="list-style-type: none"> 1. comparing 2. protected 3. species 4. tuck 5. inside

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
56	What to do When You Are Sad	116	<ol style="list-style-type: none"> 1. Words and Spelling Patterns 2. Compare Facts to Opinions 3. Identify Supporting Details 4. Identify New Information 	<ol style="list-style-type: none"> 1. Words that are nouns 2. Words with the /on/ pattern 3. Words with the /ie/ vowel pattern 4. Words with two consonants 	<ol style="list-style-type: none"> 1. away 2. better 3. trusted 4. exciting 5. decide
57	Why Do I Need Patience?	109	<ol style="list-style-type: none"> 1. Words and Spelling Patterns 2. Compare Facts to Opinions 3. Identify Supporting Details 4. Identify New Information 	<ol style="list-style-type: none"> 1. Words that are nouns 2. Words with the /on/ pattern 3. Words with the /ie/ vowel pattern 4. Words with two consonants 	<ol style="list-style-type: none"> 1. patience 2. annoyed 3. example 4. trouble 5. rip
58	Why Do People Get Sick?	111	<ol style="list-style-type: none"> 1. Words and Spelling Patterns 2. Compare Facts to Opinions 3. Identify Supporting Details 4. Identify New Information 	<ol style="list-style-type: none"> 1. Words that are nouns 2. Words with the /on/ pattern 3. Words with the /ie/ vowel pattern 4. Words with two consonants 	<ol style="list-style-type: none"> 1. reasons 2. shield 3. wash 4. share 5. spreading
59	Before There Were Cars	103	<ol style="list-style-type: none"> 1. Words and Spelling Patterns 2. Compare Facts to Opinions 3. Identify Supporting Details 4. Identify New Information 	<ol style="list-style-type: none"> 1. Words that are nouns 2. Words with the /on/ pattern 3. Words with the /ie/ vowel pattern 4. Words with two consonants 	<ol style="list-style-type: none"> 1. travel 2. imagine 3. carriage 4. relieved 5. invented
60	All About Trading	102	<ol style="list-style-type: none"> 1. Words and Spelling Patterns 2. Compare Facts to Opinions 3. Identify Supporting Details 4. Identify New Information 	<ol style="list-style-type: none"> 1. Words that are nouns 2. Words with the /on/ pattern 3. Words with the /ie/ vowel pattern 4. Words with two consonants 	<ol style="list-style-type: none"> 1. trade 2. need 3. want 4. fair 5. culture

Daily Intervention Program

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

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
61	Don't Throw That!	119	<ol style="list-style-type: none"> 1. Identify how a Character Acts 2. Identify the Central Message 3. Notice How a Character is Introduced 4. Describe the Setting 	<ol style="list-style-type: none"> 1. Words with Capital Letters 2. Words with the /igh/ pattern 3. Words with the /oa/ vowel pattern 4. Words with two syllables 	<ol style="list-style-type: none"> 1. poor 2. awesome 3. teasing 4. high 5. trouble
62	My Dog Ate Too Much	117	<ol style="list-style-type: none"> 1. Identify how a Character Acts 2. Identify the Central Message 3. Notice How a Character is Introduced 4. Describe the Setting 	<ol style="list-style-type: none"> 1. Words with Capital Letters 2. Words with the /igh/ pattern 3. Words with the /oa/ vowel pattern 4. Words with two syllables 	<ol style="list-style-type: none"> 1. sneak 2. slip 3. licks 4. load 5. forced
63	The Wishlist	103	<ol style="list-style-type: none"> 1. Identify how a Character Acts 2. Identify the Central Message 3. Notice How a Character is Introduced 4. Describe the Setting 	<ol style="list-style-type: none"> 1. Words with Capital Letters 2. Words with the /igh/ pattern 3. Words with the /oa/ vowel pattern 4. Words with two syllables 	<ol style="list-style-type: none"> 1. thought 2. ads 3. wish list 4. worry 5. costs
64	Am I Annoying?	108	<ol style="list-style-type: none"> 1. Identify how a Character Acts 2. Identify the Central Message 3. Notice How a Character is Introduced 4. Describe the Setting 	<ol style="list-style-type: none"> 1. Words with Capital Letters 2. Words with the /igh/ pattern 3. Words with the /oa/ vowel pattern 4. Words with two syllables 	<ol style="list-style-type: none"> 1. follow 2. watch 3. exact 4. annoying 5. yelling
65	Dad's Cooking	116	<ol style="list-style-type: none"> 1. Identify how a Character Acts 2. Identify the Central Message 3. Notice How a Character is Introduced 4. Describe the Setting 	<ol style="list-style-type: none"> 1. Words with Capital Letters 2. Words with the /igh/ pattern 3. Words with the /oa/ vowel pattern 4. Words with two syllables 	<ol style="list-style-type: none"> 1. problem 2. terrible 3. tastes 4. class 5. goal

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
66	My Pet Alien	115	<ol style="list-style-type: none"> 1. Understand Why Characters Act One Way 2. Identify a Major Event 3. Understand Dialogue 4. Infer What Happens After the Story 	<ol style="list-style-type: none"> 1. Words with an Apostrophe 2. Words with the /ng/ pattern 3. Words with the /ee/ vowel pattern 4. Words with 3 consonants 	<ol style="list-style-type: none"> 1. obsessed 2. favorite 3. coolest 4. stuffed 5. thought
67	The Magic Rock	103	<ol style="list-style-type: none"> 1. Understand Why Characters Act One Way 2. Identify a Major Event 3. Understand Dialogue 4. Infer What Happens After the Story 	<ol style="list-style-type: none"> 1. Words with an Apostrophe 2. Words with the /ng/ pattern 3. Words with the /ee/ vowel pattern 4. Words with 3 consonants 	<ol style="list-style-type: none"> 1. secret 2. shouted 3. understand 4. different 5. suddenly
68	One Slimy Mess	101	<ol style="list-style-type: none"> 1. Understand Why Characters Act One Way 2. Identify a Major Event 3. Understand Dialogue 4. Infer What Happens After the Story 	<ol style="list-style-type: none"> 1. Words with an Apostrophe 2. Words with the /ng/ pattern 3. Words with the /ee/ vowel pattern 4. Words with 3 consonants 	<ol style="list-style-type: none"> 1. watching 2. whispered 3. decided 4. rubbed 5. slippery
69	The First Day of School	109	<ol style="list-style-type: none"> 1. Understand Why Characters Act One Way 2. Identify a Major Event 3. Understand Dialogue 4. Infer What Happens After the Story 	<ol style="list-style-type: none"> 1. Words with an Apostrophe 2. Words with the /ng/ pattern 3. Words with the /ee/ vowel pattern 4. Words with 3 consonants 	<ol style="list-style-type: none"> 1. answer 2. bright 3. stare 4. giggled 5. hopped
70	The Temper Tantrum	102	<ol style="list-style-type: none"> 1. Understand Why Characters Act One Way 2. Identify a Major Event 3. Understand Dialogue 4. Infer What Happens After the Story 	<ol style="list-style-type: none"> 1. Words with an Apostrophe 2. Words with the /ng/ pattern 3. Words with the /ee/ vowel pattern 4. Words with 3 consonants 	<ol style="list-style-type: none"> 1. amazing 2. falling 3. wiggling 4. peeled 5. tantrum

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
71	All About the Big Brown Bear	106	<ol style="list-style-type: none"> 1. Sequence of Events 2. Make Connections 3. Content Words 4. Identify an Interesting Fact 	<ol style="list-style-type: none"> 1. Words that end with /ing/ 2. Words with the /et/ pattern 3. Words with the /ea/ vowel pattern 4. Words with two vowels 	<ol style="list-style-type: none"> 1. prepare 2. entire 3. survive 4. imagine 5. hungry
72	All About Owls	104	<ol style="list-style-type: none"> 1. Sequence of Events 2. Make Connections 3. Content Words 4. Identify an Interesting Fact 	<ol style="list-style-type: none"> 1. Words that end with /ing/ 2. Words with the /et/ pattern 3. Words with the /ea/ vowel pattern 4. Words with two vowels 	<ol style="list-style-type: none"> 1. awake 2. powerful 3. claws 4. quiet 5. attack
73	Facts About Cats	109	<ol style="list-style-type: none"> 1. Sequence of Events 2. Make Connections 3. Content Words 4. Identify an Interesting Fact 	<ol style="list-style-type: none"> 1. Words that end with /ing/ 2. Words with the /et/ pattern 3. Words with the /ea/ vowel pattern 4. Words with two vowels 	<ol style="list-style-type: none"> 1. popular 2. energy 3. sleeping 4. stepped 5. humans
74	Taking Care of a Horse	112	<ol style="list-style-type: none"> 1. Sequence of Events 2. Make Connections 3. Content Words 4. Identify an Interesting Fact 	<ol style="list-style-type: none"> 1. Words that end with /ing/ 2. Words with the /et/ pattern 3. Words with the /ea/ vowel pattern 4. Words with two vowels 	<ol style="list-style-type: none"> 1. dream 2. requires 3. roam 4. hooves 5. attention
75	Why Pigs are Awesome	108	<ol style="list-style-type: none"> 1. Sequence of Events 2. Make Connections 3. Content Words 4. Identify an Interesting Fact 	<ol style="list-style-type: none"> 1. Words that end with /ing/ 2. Words with the /et/ pattern 3. Words with the /ea/ vowel pattern 4. Words with two vowels 	<ol style="list-style-type: none"> 1. gross 2. true 3. ground 4. free 5. keeping

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
76	It's Not Polite	110	<ol style="list-style-type: none"> 1. Identify the Main Purpose 2. Form Opinions 3. Ask Questions After Reading 4. Describe a Real Event from the Text 	<ol style="list-style-type: none"> 1. Words that end with /ed/ 2. Words with the /tch/ pattern 3. Words with the /ay/ vowel pattern 4. Words that start with 2 Consonants 	<ol style="list-style-type: none"> 1. polite 2. watch 3. point 4. rude 5. stare
77	The President's Job	108	<ol style="list-style-type: none"> 1. Identify the Main Purpose 2. Form Opinions 3. Ask Questions After Reading 4. Describe a Real Event from the Text 	<ol style="list-style-type: none"> 1. Words that end with /ed/ 2. Words with the /tch/ pattern 3. Words with the /ay/ vowel pattern 4. Words that start with 2 Consonants 	<ol style="list-style-type: none"> 1. main 2. boss 3. choices 4. stronger 5. charge
78	What Teachers do Without Students	103	<ol style="list-style-type: none"> 1. Identify the Main Purpose 2. Form Opinions 3. Ask Questions After Reading 4. Describe a Real Event from the Text 	<ol style="list-style-type: none"> 1. Words that end with /ed/ 2. Words with the /tch/ pattern 3. Words with the /ay/ vowel pattern 4. Words that start with 2 Consonants 	<ol style="list-style-type: none"> 1. planning 2. checking 3. meetings 4. together 5. hurrying
79	Before There Were Cars	103	<ol style="list-style-type: none"> 1. Identify the Main Purpose 2. Form Opinions 3. Ask Questions After Reading 4. Describe a Real Event from the Text 	<ol style="list-style-type: none"> 1. Words that end with /ed/ 2. Words with the /tch/ pattern 3. Words with the /ay/ vowel pattern 4. Words that start with 2 Consonants 	<ol style="list-style-type: none"> 1. travel 2. imagine 3. carriage 4. relieved 5. invented
80	Stay Safe Outside	111	<ol style="list-style-type: none"> 1. Identify the Main Purpose 2. Form Opinions 3. Ask Questions After Reading 4. Describe a Real Event from the Text 	<ol style="list-style-type: none"> 1. Words that end with /ed/ 2. Words with the /tch/ pattern 3. Words with the /ay/ vowel pattern 4. Words that start with 2 Consonants 	<ol style="list-style-type: none"> 1. danger 2. buddy 3. alone 4. before 5. dark

Daily Intervention Program

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

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
81	Face Your Fear	110	<ol style="list-style-type: none"> 1. Describe the Main Characters 2. Form Opinions for Events 3. Make Connections to Similar Words 4. Identify Funny Parts in the Story 	<ol style="list-style-type: none"> 1. Words that show action 2. Words with the /le/ pattern 3. Words with two vowels together 4. Words with 3 syllables 	<ol style="list-style-type: none"> 1. ride 2. scared 3. line 4. deep 5. blast
82	Blair Cleans Her Room	111	<ol style="list-style-type: none"> 1. Describe the Main Characters 2. Form Opinions for Events 3. Make Connections to Similar Words 4. Identify Funny Parts in the Story 	<ol style="list-style-type: none"> 1. Words that show action 2. Words with the /le/ pattern 3. Words with two vowels together 4. Words with 3 syllables 	<ol style="list-style-type: none"> 1. clean 2. listened 3. stomped 4. piles 5. slowly
83	Josh Lost His First Tooth	115	<ol style="list-style-type: none"> 1. Describe the Main Characters 2. Form Opinions for Events 3. Make Connections to Similar Words 4. Identify Funny Parts in the Story 	<ol style="list-style-type: none"> 1. Words that show action 2. Words with the /le/ pattern 3. Words with two vowels together 4. Words with 3 syllables 	<ol style="list-style-type: none"> 1. lose 2. first 3. already 4. wiggle 5. pull
84	Don't Drink the Milk	114	<ol style="list-style-type: none"> 1. Describe the Main Characters 2. Form Opinions for Events 3. Make Connections to Similar Words 4. Identify Funny Parts in the Story 	<ol style="list-style-type: none"> 1. Words that show action 2. Words with the /le/ pattern 3. Words with two vowels together 4. Words with 3 syllables 	<ol style="list-style-type: none"> 1. favorite 2. jokes 3. notice 4. smelled 5. spoiled
85	Am I Home Alone?	110	<ol style="list-style-type: none"> 1. Describe the Main Characters 2. Form Opinions for Events 3. Make Connections to Similar Words 4. Identify Funny Parts in the Story 	<ol style="list-style-type: none"> 1. Words that show action 2. Words with the /le/ pattern 3. Words with two vowels together 4. Words with 3 syllables 	<ol style="list-style-type: none"> 1. woke 2. alone 3. free 4. rushed 5. snuggled

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
86	The Magic Pajamas	108	<ol style="list-style-type: none"> 1. Identify Character Feelings 2. Understand the Ending 3. Use Context Clues to Solve Words 4. Identify a Story Genre 	<ol style="list-style-type: none"> 1. Words that end with /s/ 2. Words with the /ly/ pattern 3. Words with the /oe/ vowel pattern 4. Words with 4 consonants 	<ol style="list-style-type: none"> 1. dreams 2. stop 3. pajamas 4. protect 5. never
87	Max Found an Egg	120	<ol style="list-style-type: none"> 1. Identify Character Feelings 2. Understand the Ending 3. Use Context Clues to Solve Words 4. Identify a Story Genre 	<ol style="list-style-type: none"> 1. Words that end with /s/ 2. Words with the /ly/ pattern 3. Words with the /oe/ vowel pattern 4. Words with 4 consonants 	<ol style="list-style-type: none"> 1. outside 2. resting 3. carefully 4. popped 5. shell
88	Ninja Training	111	<ol style="list-style-type: none"> 1. Identify Character Feelings 2. Understand the Ending 3. Use Context Clues to Solve Words 4. Identify a Story Genre 	<ol style="list-style-type: none"> 1. Words that end with /s/ 2. Words with the /ly/ pattern 3. Words with the /oe/ vowel pattern 4. Words with 4 consonants 	<ol style="list-style-type: none"> 1. whole 2. teaches 3. loudly 4. skills 5. knows
89	Where is Spot?	111	<ol style="list-style-type: none"> 1. Identify Character Feelings 2. Understand the Ending 3. Use Context Clues to Solve Words 4. Identify a Story Genre 	<ol style="list-style-type: none"> 1. Words that end with /s/ 2. Words with the /ly/ pattern 3. Words with the /oe/ vowel pattern 4. Words with 4 consonants 	<ol style="list-style-type: none"> 1. licks 2. different 3. felt 4. backyard 5. dirty
90	The Snowman that Did Not Melt	109	<ol style="list-style-type: none"> 1. Identify Character Feelings 2. Understand the Ending 3. Use Context Clues to Solve Words 4. Identify a Story Genre 	<ol style="list-style-type: none"> 1. Words that end with /s/ 2. Words with the /ly/ pattern 3. Words with the /oe/ vowel pattern 4. Words with 4 consonants 	<ol style="list-style-type: none"> 1. melt 2. lovely 3. start 4. sense 5. secret

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
q1	All About Zebras	105	<ol style="list-style-type: none"> 1. Remember Facts from a Text 2. Form Opinions of Main Topic 3. Content Words 4. Use Background Knowledge 	<ol style="list-style-type: none"> 1. Words that end with /y/ 2. Words with the /ct/ pattern 3. Words with the /oy/ vowel pattern 4. Words with three vowels 	<ol style="list-style-type: none"> 1. family 2. chased 3. enjoy 4. pattern 5. mostly
q2	What Does a Beaver Do?	97	<ol style="list-style-type: none"> 1. Remember Facts from a Text 2. Form Opinions of Main Topic 3. Content Words 4. Use Background Knowledge 	<ol style="list-style-type: none"> 1. Words that end with /y/ 2. Words with the /ct/ pattern 3. Words with the /oy/ vowel pattern 4. Words with three vowels 	<ol style="list-style-type: none"> 1. chew 2. fact 3. growing 4. build 5. underwater
q3	Facts About Cats	109	<ol style="list-style-type: none"> 1. Remember Facts from a Text 2. Form Opinions of Main Topic 3. Content Words 4. Use Background Knowledge 	<ol style="list-style-type: none"> 1. Words that end with /y/ 2. Words with the /ct/ pattern 3. Words with the /oy/ vowel pattern 4. Words with three vowels 	<ol style="list-style-type: none"> 1. popular 2. energy 3. sleeping 4. stepped 5. humans
q4	What is a Llama?	111	<ol style="list-style-type: none"> 1. Remember Facts from a Text 2. Form Opinions of Main Topic 3. Content Words 4. Use Background Knowledge 	<ol style="list-style-type: none"> 1. Words that end with /y/ 2. Words with the /ct/ pattern 3. Words with the /oy/ vowel pattern 4. Words with three vowels 	<ol style="list-style-type: none"> 1. act 2. common 3. annoyed 4. heavy 5. rely
q5	Facts About Panda Bears	103	<ol style="list-style-type: none"> 1. Remember Facts from a Text 2. Form Opinions of Main Topic 3. Content Words 4. Use Background Knowledge 	<ol style="list-style-type: none"> 1. Words that end with /y/ 2. Words with the /ct/ pattern 3. Words with the /oy/ vowel pattern 4. Words with three vowels 	<ol style="list-style-type: none"> 1. cuddly 2. dangerous 3. wild 4. fur 5. avoid

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
96	How to Pay Attention in School	102	<ol style="list-style-type: none"> 1. Make Connections to Other Texts 2. Infer Other Facts 3. Predict how the Text Helps Readers 4. Find Evidence to Support Facts 	<ol style="list-style-type: none"> 1. Conjunctions: and, or, nor, but 2. Words with the /ble/ pattern 3. Words with l vowel 4. Words that end with a vowel 	<ol style="list-style-type: none"> 1. boring 2. forever 3. attention 4. focus 5. listen
97	What is a Funny Bone?	121	<ol style="list-style-type: none"> 1. Make Connections to Other Texts 2. Infer Other Facts 3. Predict how the Text Helps Readers 4. Find Evidence to Support Facts 	<ol style="list-style-type: none"> 1. Conjunctions: and, or, nor, but 2. Words with the /ble/ pattern 3. Words with l vowel 4. Words that end with a vowel 	<ol style="list-style-type: none"> 1. heard 2. ouch 3. hurts 4. tingle 5. bump
98	Giving Feels Great	108	<ol style="list-style-type: none"> 1. Make Connections to Other Texts 2. Infer Other Facts 3. Predict how the Text Helps Readers 4. Find Evidence to Support Facts 	<ol style="list-style-type: none"> 1. Conjunctions: and, or, nor, but 2. Words with the /ble/ pattern 3. Words with l vowel 4. Words that end with a vowel 	<ol style="list-style-type: none"> 1. presents 2. give 3. watch 4. best 5. time
99	Why Do You Sneeze?	105	<ol style="list-style-type: none"> 1. Make Connections to Other Texts 2. Infer Other Facts 3. Predict how the Text Helps Readers 4. Find Evidence to Support Facts 	<ol style="list-style-type: none"> 1. Conjunctions: and, or, nor, but 2. Words with the /ble/ pattern 3. Words with l vowel 4. Words that end with a vowel 	<ol style="list-style-type: none"> 1. tickle 2. message 3. trouble 4. action 5. work
100	How to Get Rid of Hiccups	107	<ol style="list-style-type: none"> 1. Make Connections to Other Texts 2. Infer Other Facts 3. Predict how the Text Helps Readers 4. Find Evidence to Support Facts 	<ol style="list-style-type: none"> 1. Conjunctions: and, or, nor, but 2. Words with the /ble/ pattern 3. Words with l vowel 4. Words that end with a vowel 	<ol style="list-style-type: none"> 1. tricks 2. few 3. ideas 4. wiggle 5. gently

ANSWER KEY

Pass. #	Question 1	Question 2	Question 3	Question 4
1	B	D	C	A
2	B	B	C	A
3	C	C	A	C
4	D	A	C	A
5	A	C	B	D
6	C	C	A	D
7	D	C	A	B
8	A	A	C	B
9	B	C	A	C
10	C	D	B	A
11	A	C	B	D
12	C	A	B	C
13	D	A	D	B
14	B	A	C	A
15	D	B	C	C
16	D	A	C	A
17	A	C	B	B
18	B	B	C	D
19	D	D	C	B
20	C	D	A	B

LEVELS E-G: Set one

ANSWER KEY

Pass. #	Question 1	Question 2	Question 3	Question 4
21	B	C	D	A
22	A	C	D	B
23	A	D	C	B
24	D	B	B	A
25	B	C	D	A
26	A	C	D	B
27	D	A	B	C
28	C	B	C	B
29	B	C	A	D
30	D	B	D	B
31	B	C	A	C
32	A	C	D	B
33	A	D	B	A
34	D	A	B	C
35	A	C	D	B
36	B	A	C	D
37	B	D	C	A
38	A	C	D	C
39	D	C	A	D
40	A	D	B	B

LEVELS E-G: SET TWO

ANSWER KEY

Pass. #	Question 1	Question 2	Question 3	Question 4
41	B	C	A	D
42	C	B	A	D
43	C	A	C	B
44	D	A	C	B
45	C	D	B	A
46	B	D	D	A
47	A	B	D	C
48	C	B	D	A
49	D	C	A	B
50	C	A	B	C
51	C	B	A	B
52	A	C	B	D
53	A	C	D	B
54	B	C	B	A
55	D	B	A	C
56	B	C	D	A
57	D	B	C	A
58	C	D	B	A
59	B	C	D	C
60	B	C	D	A

LEVELS E-G: Set three

ANSWER KEY

Pass. #	Question 1	Question 2	Question 3	Question 4
61	C	B	A	D
62	A	C	D	C
63	C	A	C	B
64	B	A	D	C
65	D	B	A	B
66	C	D	B	A
67	A	B	D	A
68	B	C	A	B
69	B	A	C	D
70	B	C	A	D
71	A	C	B	D
72	B	C	A	B
73	C	D	B	A
74	D	B	C	B
75	D	C	B	A
76	D	B	A	B
77	A	C	D	B
78	C	B	D	A
79	A	C	D	B
80	D	B	C	A

LEVELS E-G-: SET FOUR

ANSWER KEY

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

LEVELS E-G-: Set five

"The Fairy and the Queen"

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).

Queen Rhonda was broke. She spent all her money 9
on fancy clothes and ornate earrings. She had no 18
money left. The next day she had to move out of her 30
beautiful castle because she could not pay for it. 39
Queen Rhonda lay in bed crying. She did not know 49
what she would do or where she would live. One of 60
her tears hit the floor and a poof of smoke filled the 72
room. The next thing Queen Rhonda knew a fairy was 82
standing at her bed. The fairy waved her wand and 92
money started falling from the ceiling. Enough money 100
fell for Queen Rhonda to live happily ever after. 109

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

Overall Score: Rate & Tone: 112 Time: _____ # of Errors: _____
(Choose the middle time) (Choose the middle score)

of Self Corrections: _____
(Choose the middle score)

Understand It!

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...		
Elements of Fantasy	What happens in the story that cannot happen in real life? How do you know?		
Other Solutions	How else could the problem in the story have been solved?		
Change Predictions	What did you think the story was about? How did your thinking change after reading?		
Find Describing Words	What do you think 'beautiful' means? 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
(<40% correct)
2
(40-50% correct)
3
(60-80% correct)
4
(90-100% correct)

Word Work Score: _____ /4

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

Vocabulary Score: _____ /5

"The Fairy and the Queen"

Understand It!

Answer the following questions after reading:

- What part of this story can not happen in real life?
 - running out of money
 - buying fancy clothes
 - losing your house
 - a fairy at your bed
- What is another good way for the problem to be solved?
 - get a job
 - don't do anything
 - steal money
 - spend all your money
- Study the title. What is one thing readers might predict will happen?
 - there is no queen
 - a fairy helps a queen
 - there is no fairy
 - it is about a king
- What does 'fancy' mean?
 - boring
 - normal
 - extra special
 - not that special

Queen Rhonda was broke. She spent all her money on fancy clothes and sparkly earrings. She had no money left. The next day she had to move out of her beautiful castle because she could not pay for it. Queen Rhonda lay in bed crying. She did not know what she would do or where she would live. One of her tears hit the floor and a poof of smoke filled the room. The next thing Queen Rhonda knew a fairy was standing at her bed. The fairy waved her wand and money started falling from the ceiling. Enough money fell for Queen Rhonda to live happily ever after.

Sample

Sample

Word Work

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



- Words that start with 'g'
- Words that end with 'e'
- Words with the long /e/ sound
- Words with 2 consonants together

Vocabulary

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

- _____
- _____
- _____
- _____
- _____

"The Fairy and the Queen"

Queen Rhonda was broke. She spent all her money on fancy clothes and sparkly earrings. She had no money left. The next day she had to move out of her beautiful castle because she could not pay for it.

Queen Rhonda lay in bed crying. She did not know what she would do or where she would live. One of her tears hit the floor and a poof of smoke filled the room.

The next thing Queen Rhonda knew a fairy was standing at her bed. The fairy waved her wand and money started falling from the ceiling. Enough money fell for Queen Rhonda to live happily ever after.

"The Fairy and the Queen"





Queen Rhonda was **broke**. She spent all her money on fancy clothes and **sparkly** earrings. She had no money left. The next day she had to move out of her beautiful castle because she could not pay for it. Queen Rhonda lay in bed crying. She did not know what she would do or where she would live. One of her tears hit the floor and a poof of smoke filled the room. The next thing Queen Rhonda knew a fairy was standing at her bed. The fairy waved her wand and money started falling from the ceiling. Enough money fell for Queen Rhonda to live happily ever after.

Sample

Understand It! Answer the following questions after reading:

- | | | | |
|---|---|---|---|
| 1. What part of this story can not happen in real life?
a. running out of money
b. buying fancy clothes
c. losing your house
d. a fairy at your bed | 2. What is another <u>good</u> way for the problem to be solved?
a. get a job
b. don't do anything
c. steal money
d. spend all your money | 3. Study the title. What is one thing readers might predict will happen?
a. there is no queen
b. a fairy helps a queen
c. there is no fairy
d. this is about a king | 4. What does 'fancy' mean?
a. boring
b. normal
c. extra special
d. not that special |
|---|---|---|---|

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

-  Words that start with /g/
-  Words that end with /s/
-  Words with the long /e/ sound
-  Words with 2 consonants together

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

- _____
- _____
- _____
- _____
- _____

Sample

"The Fairy and the Queen"

Understand It!

Answer the following questions after reading:

1. What part of this story can not happen in real life?
 - a. running out of money
 - b. buying fancy clothes
 - c. losing your house
 - d. a fairy at your bed
2. What is another good way for the problem to be solved?
 - a. get a job
 - b. don't do anything
 - c. steal money
 - d. spend all your money
3. Study the title. What is one thing readers might predict will happen?
 - a. there is no queen
 - b. a fairy helps a queen
 - c. there is no fairy
 - d. it is about a king
4. What does 'fancy' mean?
 - a. boring
 - b. normal
 - c. extra special
 - d. not that special

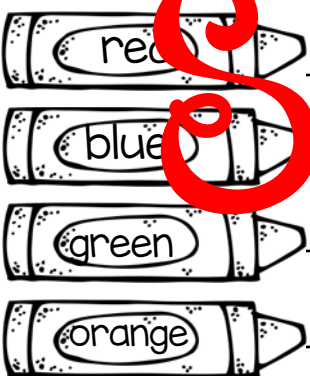
Queen Rhonda was broke. She spent all her money on fancy clothes and sparkly earrings. She had no money left. The next day she had to move out of her beautiful castle because she could not pay for it. Queen Rhonda lay in bed crying. She did not know what she would do or where she would live. One of her tears hit the floor and a poof of smoke filled the room. The next thing Queen Rhonda knew a fairy was standing at her bed. The fairy waved her wand and money started falling from the ceiling. Enough money fell for Queen Rhonda to live happily ever after.

Sample

Sample

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 _____

"FACTS ABOUT DOLPHINS"

Name: _____ Date: _____ Week: _____

Dolphins are very playful animals. Most of them live in oceans, but they are not fish. They are mammals because they have lungs. They cannot breathe water like fish. They come above the water to breathe air. Dolphins are very friendly. They travel together in groups. These groups are called pods. Dolphins eat mostly small fish. They talk to each other by chirping. They even whistle! Dolphins are very smart. They like to jump and play. They can even surf waves. Dolphins can see and hear really good. This makes it easy for them to find food.

10
19
26
35
43
51
60
68
78
87
97

Sample

Sample

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

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