

# Rationale:

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

\*\*\* Each passage is **NOT** individually leveled, however, they *range* from Fountas and Pinnell Levels U-W, which equate to the average 5<sup>th</sup> 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. 50 fiction reading passages with appropriate content and language for levels U-W.
2. 50 nonfiction reading passages with appropriate content and language for levels U-W.
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.

*Copyright © 2016 Jen Bengel*

*All rights reserved by author.*

*Permission to copy for single classroom use only.*

*Electronic distribution limited to single classroom use only.*

*Not for public display.*

# Terms of Use:

\*\*\*\*\* This purchase is for one teacher only. \*\*\*\*\*

\*\*\* This resource is not to be shared with colleagues or used by an entire grade level, school, or district without purchasing the proper number of licenses.

*To share this resource with colleagues you must:*

1. Go to 'My TpT' on the top right of your screen
2. Click on 'My Purchases'
3. Click the 'Buy Additional Licenses' button
4. Purchase a discounted license for each colleague you plan to share this resource with

\*\*\* The license is not transferrable to another person.

\*\*\* If you are a coach, principal, or district interested in a site license, please contact me for a quote at [jenbengel5@gmail.com](mailto:jenbengel5@gmail.com).

\*\*\* This resource may not be uploaded to the internet in any form, including classroom/personal websites and network drives.

**This Resource is NOT to be:**

- Used by an entire grade level, school, or district without purchasing the proper number of licenses.
- Resold or redistributed
- Modified and resold
- Shared on databases, where individuals other than the purchaser have access

I work very hard to provide you with high-quality, time-saving resources and I greatly appreciate your support. Thank you for respecting my work and for respecting my terms of use!



# "TIPS FOR FLUENCY"

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

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

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

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

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

**Tip #5:** If a student reads a word incorrectly and then goes back to fix the word, it does not count as an error. It is called a self-correction. Put a SC 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 long 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?

# Completed fluency teacher page

"Misty Copeland"		Teacher Page
Name: _____ Date: _____ Week: _____		
<b>Directions:</b> 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 1 <sup>st</sup> read in red, the 2 <sup>nd</sup> read in blue, and the 3 <sup>rd</sup> read in black. *** With the same colors, put a ✓ next to any words the student self corrects (SC).		
<p>Misty Copeland was born on September 10, 1982 in Kansas City, Missouri. Misty's childhood was tumultuous to say the least. She came from a mixed ethnic heritage and moved around with her five siblings and mother, who bounced from boyfriend to boyfriend and experienced four failed marriages. Her mother's fourth husband was emotionally and physically abusive to Misty and her siblings. Once they eventually settled in San Pedro, California Misty became captain of her middle school dance team. Her coach noticed her raw talent and suggested she take ballet classes at The Boys and Girls club. Soon after she began classes her instructor realized Misty was a prodigy. As her dance life was blossoming, her home life was deteriorating. Her mother left her abusive husband and at thirteen Misty was living in a motel. Her mother agreed to allow Misty to move into her instructor's home, where she thrived. As her dance career took off and she gained notoriety, her mother suddenly demanded she return home at fifteen-years-old. This request resulted in a public controversy, with Misty looking into legal emancipation from her biological parent. The request was eventually dropped and Misty refocused back to ballet. Even with her non-traditional entry into ballet, she shines bright. Misty is one of the few African American classical ballet dancers. In June of 2015 she became the first African American performer to be appointed as principle dancer for the American Ballet Theatre. Misty continues to be a role-model for young girls pursuing their ballerina dreams.</p>	14 29 43 54 68 82 98 113 127 144 158 169 183 196 212 226 239 252	
<b>1<sup>st</sup> Read:</b> Time: <u>3:08</u> # of Errors: <u>12</u> # of SC: <u>16</u> Rate & Tone: 1 (2) 3 4 (Circle One)	<b>2<sup>nd</sup> Read:</b> Time: <u>2:51</u> # of Errors: <u>7</u> # of SC: <u>8</u> Rate & Tone: 1 2 (3) 4 (Circle One)	<b>3<sup>rd</sup> Read:</b> Time: <u>2:42</u> # of Errors: <u>7</u> # of SC: <u>9</u> Rate & Tone: 1 2 (3) 4 (Circle One)
<b>Overall Score:</b> Rate & Tone: <u>8/12</u> Time: <u>2:51</u> # of Errors: <u>7</u> (Choose the middle time) (Choose the middle score) # of Self Corrections: <u>9</u> (Choose the middle score)		
Copyright: Out of This World Literacy (Jen Bengel)		Passage 94: Levels U-W

## 3 running records on one page!

# Completed Comprehension + teacher page

Understand It!		Teacher Page	
<p><b>Step 1:</b> Give student(s) time to answer the 4 comprehension questions on the student page after reading the passage 3 times.</p> <p><b>Step 2:</b> Guide student(s) through understanding the text by asking the following questions. Rate the responses with the scale provided.</p>			
<p>1                                      2                                      3                                      4</p> <p>(no response or incorrect)      (Partial)                              (Satisfactory)                      (Above Average)</p>			
<p>*** Students may look back in the passage for help, but do not suggest.</p>			
Type of ?	Comprehension Questions	Student Responses	Ratings
General	Tell me what you remember from the text...	Misty's family was a mess. She moved a lot. Her dance coach got her into ballet. She's a prodigy. First African American ballerina.	3
Form Opinions of Subject	What are your opinions of Misty? Why?	She's very brave to survive that kind of childhood. And she must be a hard worker to get that good at ballet.	4
Identify Social Issues	What social issues are there during Misty's life?	Poverty in her family I think. And the fact that there weren't any African American ballerinas in her classes.	4
Describe How Setting Impacts Subject	How did the environment in which Misty lived as a child impact her life?	I think it made her stronger, because if she can overcome that she can probably do anything.	4
Critique Subject's Life Choices	What is your opinion of Misty's choice to move in with her coach? Why?	I think it was very smart so she could be safe. It must have been hard though because I'm sure she loved her mom.	4
Comprehension score: <u>19/20</u>			
<p><b>Word Work:</b> Rate the student's ability to identify the 4 word work skills in the passage:</p>			
<p>1                                      2                                      3                                      4</p> <p>(&lt;40% correct)      (40-60% correct)      (60-80% correct)      (90-100% correct)</p>			
Word work score: <u>14</u>			
<p><b>Vocabulary:</b> Give one point for each of the 5 vocabulary words correctly defined:</p>			
Vocabulary score: <u>5/5</u>			
Passage 94: Levels U-W		Copyright: Out of This World Literacy (Jen Bengel)	

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



# Completed Student Sample Pages

**"Misty Copeland"**

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

**Understand It!**

Answer the following questions after reading:

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

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

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

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

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

-  Homophones
-  Words that end with /ing/
-  Words with the /om/ pattern
-  Words with the /oun/ pattern

**Vocabulary** Use the passage. Use what you know to define each word:

- 1 **tumultuous**
- 2 **prodigy**
- 3 **deteriorating**
- 4 **controversy**
- 5 **emancipation**

Passage 94

Copyright: Out of This World Literacy

Available In 5 formats!

**"Misty Copeland"**

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

**Understand It!**  
Answer the following questions after reading:

1. Most people would describe Misty as...

- a. clumsy
- b. lazy
- c. ungrateful
- d. a prodigy**

2. Which social issue is most relevant in Misty's life?

- a. overcrowding
- b. illegal immigration
- c. unstable childhood**
- d. obesity

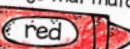



3. Who influenced Misty into ballet?

- a. her mom
- b. her middle school dance coach**
- c. her dad
- d. her grandmother

4. Misty went to live with her coach because she...

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

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

-  Homophones
-  Words that end with /ing/
-  Words with the /om/ pattern
-  Words with the /oun/ pattern

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

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

Passage 94

Copyright: Out of This World Literacy (Jen Bengel)

# 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

Copyright: Out of This World Literacy (Jen Bengel)

**“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

Copyright: Out of This World Literacy (Jen Bengel)

or  
individual  
STUDENT

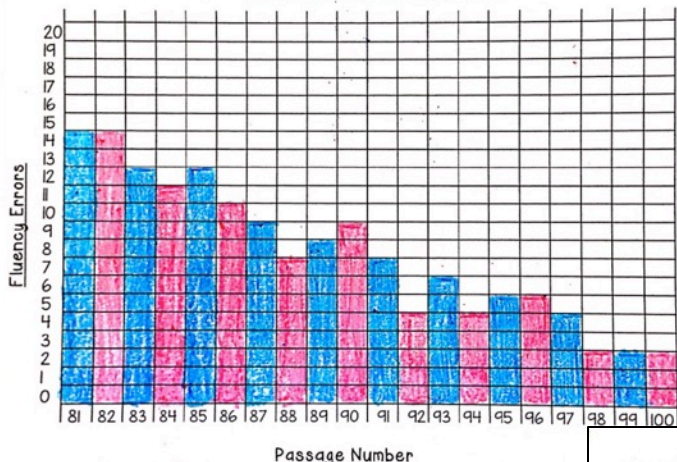


# Bar Graphs

Jessica

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

Fluency Errors Bar Graph

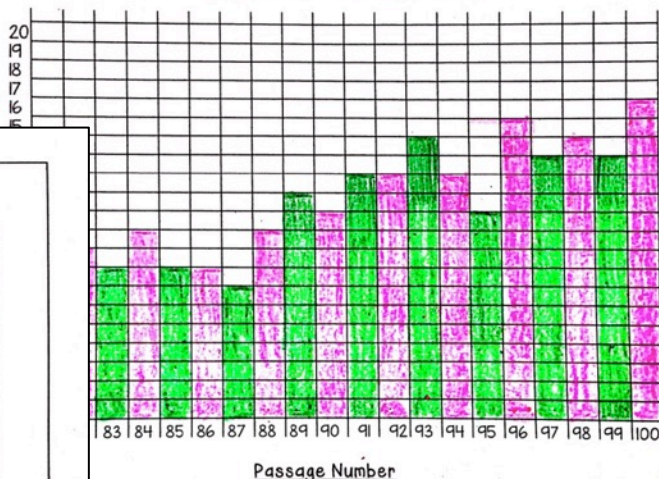


Copyright: Out of This World Literacy (Jen Bengel)

Jessica

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

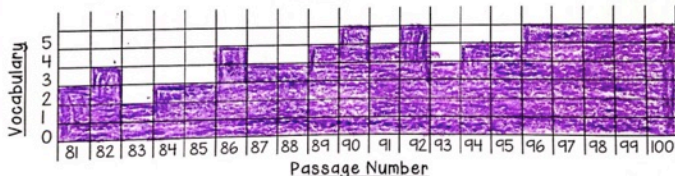
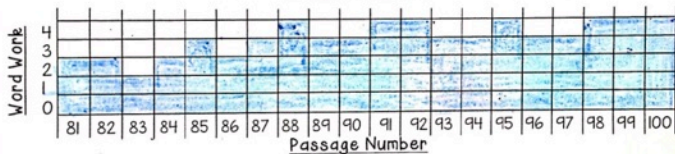
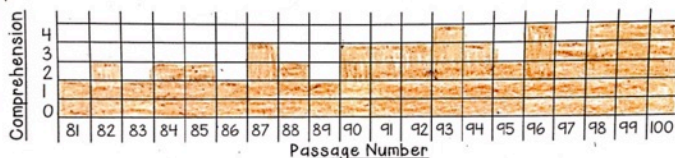
Self Corrections Bar Graph



Copyright: Out of This World Literacy (Jen Bengel)

Jessica

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

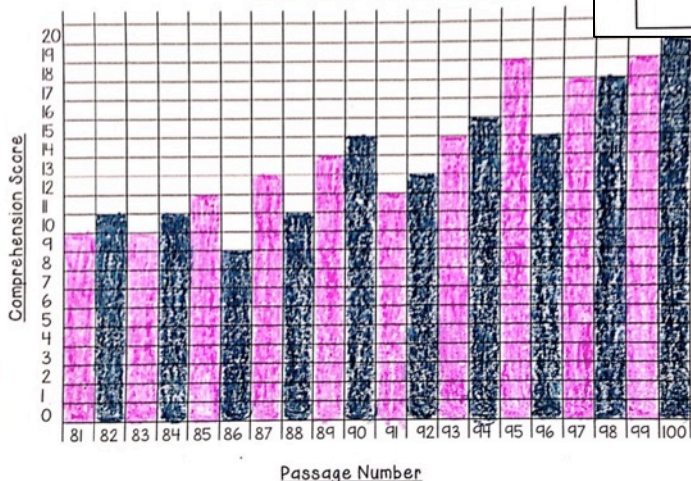


Copyright: Out of This World Literacy (Jen Bengel)

Jessica

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

Comprehension Bar Graph

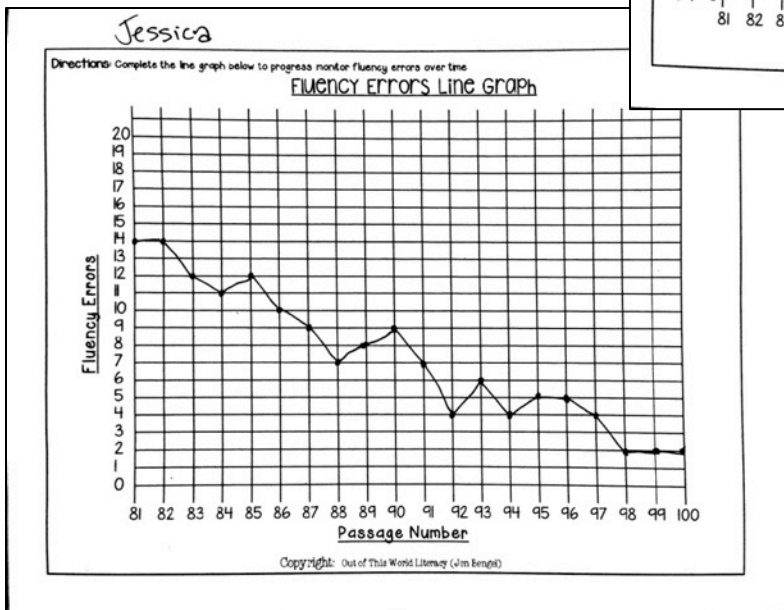
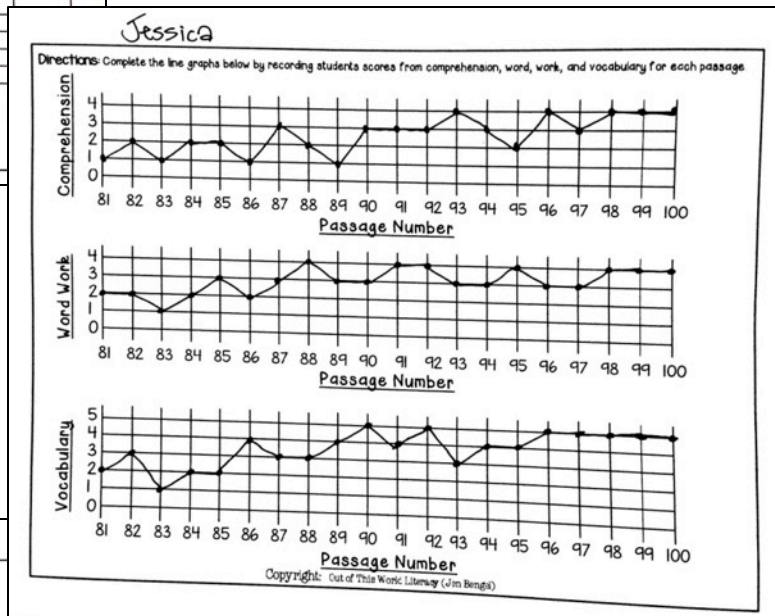
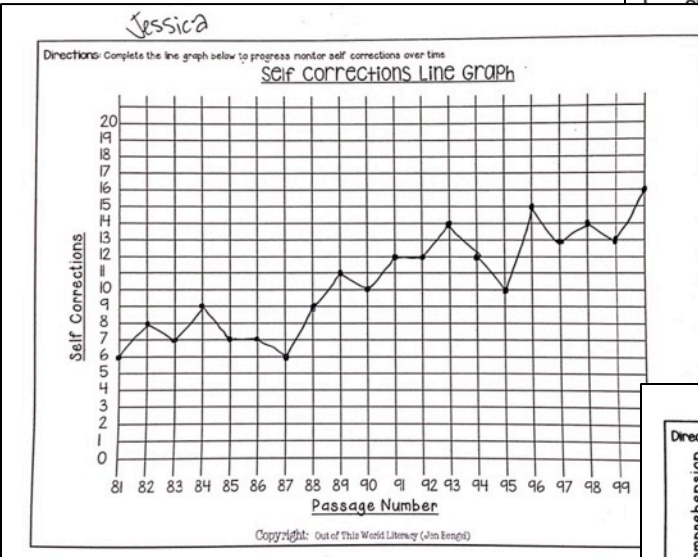
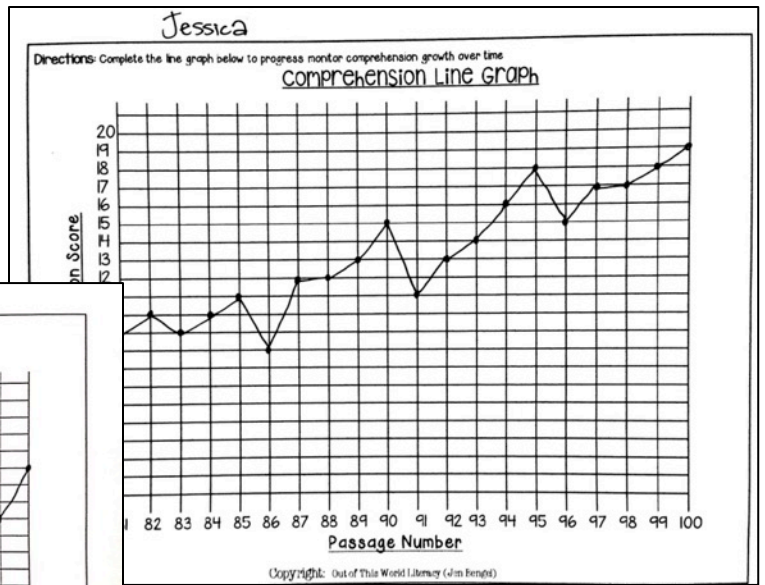


Copyright: Out of This World Literacy (Jen Bengel)

# progress monitoring!!



# Line Graphs



progress  
Monitoring!!

# Daily Intervention Program

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

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
1	The Food Pantry	280	<ol style="list-style-type: none"> <li>1. Interpret Reasons for Character Actions</li> <li>2. Identify Important Information</li> <li>3. Sequence of Events</li> <li>4. Interpret Figurative Language</li> </ol>	<ol style="list-style-type: none"> <li>1. Proper Nouns</li> <li>2. Words with the /th/ consonant cluster</li> <li>3. Words that end with a silent letter</li> <li>4. Words with the /oo/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. abruptly</li> <li>2. adamant</li> <li>3. wallowed</li> <li>4. aback</li> <li>5. stocked</li> </ol>
2	Life is Complicated	289	<ol style="list-style-type: none"> <li>1. Interpret Reasons for Character Actions</li> <li>2. Identify Important Information</li> <li>3. Sequence of Events</li> <li>4. Interpret Figurative Language</li> </ol>	<ol style="list-style-type: none"> <li>1. Proper Nouns</li> <li>2. Words with the /th/ consonant cluster</li> <li>3. Words that end with a silent letter</li> <li>4. Words with the /oo/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. tension</li> <li>2. torture</li> <li>3. relationship</li> <li>4. dreaded</li> <li>5. numb</li> </ol>
3	The Forgiveness Ring	263	<ol style="list-style-type: none"> <li>1. Interpret Reasons for Character Actions</li> <li>2. Identify Important Information</li> <li>3. Sequence of Events</li> <li>4. Interpret Figurative Language</li> </ol>	<ol style="list-style-type: none"> <li>1. Proper Nouns</li> <li>2. Words with the /th/ consonant cluster</li> <li>3. Words that end with a silent letter</li> <li>4. Words with the /oo/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. devastated</li> <li>2. quivered</li> <li>3. excluded</li> <li>4. rage</li> <li>5. overheard</li> </ol>
4	Room for Four	287	<ol style="list-style-type: none"> <li>1. Interpret Reasons for Character Actions</li> <li>2. Identify Important Information</li> <li>3. Sequence of Events</li> <li>4. Interpret Figurative Language</li> </ol>	<ol style="list-style-type: none"> <li>1. Proper Nouns</li> <li>2. Words with the /th/ consonant cluster</li> <li>3. Words that end with a silent letter</li> <li>4. Words with the /oo/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. anxious</li> <li>2. strutted</li> <li>3. squealing</li> <li>4. confirmed</li> <li>5. uneventful</li> </ol>
5	The Practical Joker	291	<ol style="list-style-type: none"> <li>1. Interpret Reasons for Character Actions</li> <li>2. Identify Important Information</li> <li>3. Sequence of Events</li> <li>4. Interpret Figurative Language</li> </ol>	<ol style="list-style-type: none"> <li>1. Proper Nouns</li> <li>2. Words with the /th/ consonant cluster</li> <li>3. Words that end with a silent letter</li> <li>4. Words with the /oo/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. hesitate</li> <li>2. reputation</li> <li>3. charades</li> <li>4. pranks</li> <li>5. schemed</li> </ol>

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
6	Julie Remembers Everything	274	1. Notice Characters' Changing Perspectives 2. Identify Overarching Theme 3. Identify Major Problem 4. Connotative Words	1. Adjectives 2. Words with the /ch/ consonant cluster 3. Words with double consonants 4. Words with the /ue/ vowel pattern	1. glanced 2. startling 3. overconfident 4. ego 5. tolerate
7	Locked Out!	288	1. Notice Characters' Changing Perspectives 2. Identify Overarching Theme 3. Identify Major Problem 4. Connotative Words	1. Adjectives 2. Words with the /ch/ consonant cluster 3. Words with double consonants 4. Words with the /ue/ vowel pattern	1. frigid 2. brutal 3. brainstormed 4. furious 5. alternative
8	Tardy Tommy	284	1. Notice Characters' Changing Perspectives 2. Identify Overarching Theme 3. Identify Major Problem 4. Connotative Words	1. Adjectives 2. Words with the /ch/ consonant cluster 3. Words with double consonants 4. Words with the /ue/ vowel pattern	1. inability 2. dangling 3. countless 4. intently 5. inhibiting
9	My Ears are Too Big	293	1. Notice Characters' Changing Perspectives 2. Identify Overarching Theme 3. Identify Major Problem 4. Connotative Words	1. Adjectives 2. Words with the /ch/ consonant cluster 3. Words with double consonants 4. Words with the /ue/ vowel pattern	1. imaginable 2. despised 3. shuddered 4. protruding 5. dismay
10	Making the Cut	276	1. Notice Characters' Changing Perspectives 2. Identify Overarching Theme 3. Identify Major Problem 4. Connotative Words	1. Adjectives 2. Words with the /ch/ consonant cluster 3. Words with double consonants 4. Words with the /ue/ vowel pattern	1. diehard 2. archenemy 3. determined 4. preparation 5. comprehended

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
11	Koala Bears	265	<ol style="list-style-type: none"> <li>1. Make Connections to Other Texts</li> <li>2. Support Predictions with Text Evidence</li> <li>3. Content Words</li> <li>4. Identify Topic Sentence</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepositions</li> <li>2. Words with r-controlled Vowels</li> <li>3. Words with the /k/ sound</li> <li>4. Words with the /u-cons.-e/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. glance</li> <li>2. necessary</li> <li>3. predominantly</li> <li>4. burrowing</li> <li>5. native</li> </ol>
12	What's Cool About Kangaroos	259	<ol style="list-style-type: none"> <li>1. Make Connections to Other Texts</li> <li>2. Support Predictions with Text Evidence</li> <li>3. Content Words</li> <li>4. Identify Topic Sentence</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepositions</li> <li>2. Words with r-controlled Vowels</li> <li>3. Words with the /k/ sound</li> <li>4. Words with the /u-cons.-e/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. species</li> <li>2. extraordinarily</li> <li>3. brawling</li> <li>4. scrounging</li> <li>5. permanently</li> </ol>
13	A Water Bear Don't Care	288	<ol style="list-style-type: none"> <li>1. Make Connections to Other Texts</li> <li>2. Support Predictions with Text Evidence</li> <li>3. Content Words</li> <li>4. Identify Topic Sentence</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepositions</li> <li>2. Words with r-controlled Vowels</li> <li>3. Words with the /k/ sound</li> <li>4. Words with the /u-cons.-e/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. virtually</li> <li>2. suspended</li> <li>3. conditions</li> <li>4. indestructible</li> <li>5. transversely</li> </ol>
14	The California Sea Lion	276	<ol style="list-style-type: none"> <li>1. Make Connections to Other Texts</li> <li>2. Support Predictions with Text Evidence</li> <li>3. Content Words</li> <li>4. Identify Topic Sentence</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepositions</li> <li>2. Words with r-controlled Vowels</li> <li>3. Words with the /k/ sound</li> <li>4. Words with the /u-cons.-e/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. characteristics</li> <li>2. streamlined</li> <li>3. agile</li> <li>4. opportunistic</li> <li>5. gallop</li> </ol>
15	Why Do We Have Boogers	280	<ol style="list-style-type: none"> <li>1. Make Connections to Other Texts</li> <li>2. Support Predictions with Text Evidence</li> <li>3. Content Words</li> <li>4. Identify Topic Sentence</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepositions</li> <li>2. Words with r-controlled Vowels</li> <li>3. Words with the /k/ sound</li> <li>4. Words with the /u-cons.-e/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. trivial</li> <li>2. visibly</li> <li>3. arduous</li> <li>4. defensive</li> <li>5. entryway</li> </ol>



Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
16	Thomas Edison	263	<ol style="list-style-type: none"> <li>1. Evaluate Importance of Main Idea</li> <li>2. Identify Facts</li> <li>3. Determine Writer's Point of View</li> <li>4. Critique the Text</li> </ol>	<ol style="list-style-type: none"> <li>1. Conjunctions</li> <li>2. Words with only long vowels</li> <li>3. Words with the /f/ sound</li> <li>4. Words with the /ew/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. analyze</li> <li>2. structure</li> <li>3. engrossed</li> <li>4. tirelessly</li> <li>5. founded</li> </ol>
17	Queen Elizabeth 1	265	<ol style="list-style-type: none"> <li>1. Evaluate Importance of Main Idea</li> <li>2. Identify Facts</li> <li>3. Determine Writer's Point of View</li> <li>4. Critique the Text</li> </ol>	<ol style="list-style-type: none"> <li>1. Conjunctions</li> <li>2. Words with only long vowels</li> <li>3. Words with the /f/ sound</li> <li>4. Words with the /ew/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. tumultuous</li> <li>2. charismatic</li> <li>3. dominance</li> <li>4. heir</li> <li>5. dynasty</li> </ol>
18	Muhammad Ali	281	<ol style="list-style-type: none"> <li>1. Evaluate Importance of Main Idea</li> <li>2. Identify Facts</li> <li>3. Determine Writer's Point of View</li> <li>4. Critique the Text</li> </ol>	<ol style="list-style-type: none"> <li>1. Conjunctions</li> <li>2. Words with only long vowels</li> <li>3. Words with the /f/ sound</li> <li>4. Words with the /ew/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. enraged</li> <li>2. enlightened</li> <li>3. amateur</li> <li>4. professional</li> <li>5. century</li> </ol>
19	Milton Hershey	290	<ol style="list-style-type: none"> <li>1. Evaluate Importance of Main Idea</li> <li>2. Identify Facts</li> <li>3. Determine Writer's Point of View</li> <li>4. Critique the Text</li> </ol>	<ol style="list-style-type: none"> <li>1. Conjunctions</li> <li>2. Words with only long vowels</li> <li>3. Words with the /f/ sound</li> <li>4. Words with the /ew/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. devout</li> <li>2. entrepreneur</li> <li>3. transient</li> <li>4. trade</li> <li>5. monotonous</li> </ol>
20	Michael Jordan	282	<ol style="list-style-type: none"> <li>1. Evaluate Importance of Main Idea</li> <li>2. Identify Facts</li> <li>3. Determine Writer's Point of View</li> <li>4. Critique the Text</li> </ol>	<ol style="list-style-type: none"> <li>1. Conjunctions</li> <li>2. Words with only long vowels</li> <li>3. Words with the /f/ sound</li> <li>4. Words with the /ew/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. idol</li> <li>2. arguably</li> <li>3. dominated</li> <li>4. fleeting</li> <li>5. solidified</li> </ol>

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
21	Teacher for the Day	277	<ol style="list-style-type: none"> <li>1. Interpret Reasons for Character Feelings</li> <li>2. Identify Setting</li> <li>3. Notice Rising Action Events</li> <li>4. Infer the Big Idea</li> </ol>	<ol style="list-style-type: none"> <li>1. Adverbs</li> <li>2. Words with only the vowel /a/</li> <li>3. Words with only short vowel sounds</li> <li>4. Words with the /ui/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. prestigious</li> <li>2. shenanigans</li> <li>3. intuition</li> <li>4. bounding</li> <li>5. erupted</li> </ol>
22	Lost in the Woods	289	<ol style="list-style-type: none"> <li>1. Interpret Reasons for Character Feelings</li> <li>2. Identify Setting</li> <li>3. Notice Rising Action Events</li> <li>4. Infer the Big Idea</li> </ol>	<ol style="list-style-type: none"> <li>1. Adverbs</li> <li>2. Words with only the vowel /a/</li> <li>3. Words with only short vowel sounds</li> <li>4. Words with the /ui/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. outwitting</li> <li>2. multitude</li> <li>3. secluded</li> <li>4. composure</li> <li>5. mustered</li> </ol>
23	William Worried	284	<ol style="list-style-type: none"> <li>1. Interpret Reasons for Character Feelings</li> <li>2. Identify Setting</li> <li>3. Notice Rising Action Events</li> <li>4. Infer the Big Idea</li> </ol>	<ol style="list-style-type: none"> <li>1. Adverbs</li> <li>2. Words with only the vowel /a/</li> <li>3. Words with only short vowel sounds</li> <li>4. Words with the /ui/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. literally</li> <li>2. anguish</li> <li>3. feverishly</li> <li>4. divulged</li> <li>5. tranquil</li> </ol>
24	Greyson's First Rollercoaster Ride	274	<ol style="list-style-type: none"> <li>1. Interpret Reasons for Character Feelings</li> <li>2. Identify Setting</li> <li>3. Notice Rising Action Events</li> <li>4. Infer the Big Idea</li> </ol>	<ol style="list-style-type: none"> <li>1. Adverbs</li> <li>2. Words with only the vowel /a/</li> <li>3. Words with only short vowel sounds</li> <li>4. Words with the /ui/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. overwhelmed</li> <li>2. trepidation</li> <li>3. poise</li> <li>4. mocked</li> <li>5. declared</li> </ol>
25	Drake's Addiction to Video Games	285	<ol style="list-style-type: none"> <li>1. Interpret Reasons for Character Feelings</li> <li>2. Identify Setting</li> <li>3. Notice Rising Action Events</li> <li>4. Infer the Big Idea</li> </ol>	<ol style="list-style-type: none"> <li>1. Adverbs</li> <li>2. Words with only the vowel /a/</li> <li>3. Words with only short vowel sounds</li> <li>4. Words with the /ui/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. monitor</li> <li>2. banned</li> <li>3. overpowering</li> <li>4. disobeying</li> <li>5. accountable</li> </ol>

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
26	Family Game Night	301	<ol style="list-style-type: none"> <li>1. Evaluate Characters' Actions</li> <li>2. Notice how the Problem was almost Solved</li> <li>3. Identify Story Climax</li> <li>4. Evaluate Believability of Character</li> </ol>	<ol style="list-style-type: none"> <li>1. Linking Verbs</li> <li>2. Words with only the vowel /e/</li> <li>3. Words with the /in/ pattern</li> <li>4. Words with the /ou/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. devotes</li> <li>2. bicker</li> <li>3. hostile</li> <li>4. dumbfounded</li> <li>5. incident</li> </ol>
27	Finding a Compromise	272	<ol style="list-style-type: none"> <li>1. Evaluate Characters' Actions</li> <li>2. Notice how the Problem was almost Solved</li> <li>3. Identify Story Climax</li> <li>4. Evaluate Believability of Character</li> </ol>	<ol style="list-style-type: none"> <li>1. Linking Verbs</li> <li>2. Words with only the vowel /e/</li> <li>3. Words with the /in/ pattern</li> <li>4. Words with the /ou/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. procrastinator</li> <li>2. disheveled</li> <li>3. pretentious</li> <li>4. solace</li> <li>5. relented</li> </ol>
28	The Boy Who Barely Talked	281	<ol style="list-style-type: none"> <li>1. Evaluate Characters' Actions</li> <li>2. Notice how the Problem was almost Solved</li> <li>3. Identify Story Climax</li> <li>4. Evaluate Believability of Character</li> </ol>	<ol style="list-style-type: none"> <li>1. Linking Verbs</li> <li>2. Words with only the vowel /e/</li> <li>3. Words with the /in/ pattern</li> <li>4. Words with the /ou/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. introvert</li> <li>2. ridiculing</li> <li>3. sought</li> <li>4. befriended</li> <li>5. pry</li> </ol>
29	Tara's Secret	281	<ol style="list-style-type: none"> <li>1. Evaluate Characters' Actions</li> <li>2. Notice how the Problem was almost Solved</li> <li>3. Identify Story Climax</li> <li>4. Evaluate Believability of Character</li> </ol>	<ol style="list-style-type: none"> <li>1. Linking Verbs</li> <li>2. Words with only the vowel /e/</li> <li>3. Words with the /in/ pattern</li> <li>4. Words with the /ou/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. withdrawn</li> <li>2. defensive</li> <li>3. reserved</li> <li>4. curiosity</li> <li>5. sympathy</li> </ol>
30	Use Your Voice	273	<ol style="list-style-type: none"> <li>1. Evaluate Characters' Actions</li> <li>2. Notice how the Problem was almost Solved</li> <li>3. Identify Story Climax</li> <li>4. Evaluate Believability of Character</li> </ol>	<ol style="list-style-type: none"> <li>1. Linking Verbs</li> <li>2. Words with only the vowel /e/</li> <li>3. Words with the /in/ pattern</li> <li>4. Words with the /ou/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. interventionist</li> <li>2. painstakingly</li> <li>3. assess</li> <li>4. dumbfounded</li> <li>5. unimpressive</li> </ol>

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
31	Wolfgang Mozart	268	<ol style="list-style-type: none"> <li>1. Make Connections to Background Knowledge</li> <li>2. Identify Culture</li> <li>3. Describe Hardships</li> <li>4. Follow Complex Plots</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with /ph/ or /gh/</li> <li>2. Words with only the vowel /i/</li> <li>3. Words with the /is/ pattern</li> <li>4. Words with the /wa/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. phenomenal</li> <li>2. composer</li> <li>3. prodigy</li> <li>4. indulged</li> <li>5. prolific</li> </ol>
32	Gail Borden	256	<ol style="list-style-type: none"> <li>1. Make Connections to Background Knowledge</li> <li>2. Identify Culture</li> <li>3. Describe Hardships</li> <li>4. Follow Complex Plots</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with /ph/ or /gh/</li> <li>2. Words with only the vowel /i/</li> <li>3. Words with the /is/ pattern</li> <li>4. Words with the /wa/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. surveying</li> <li>2. residence</li> <li>3. alleviate</li> <li>4. concentrate</li> <li>5. dehydrated</li> </ol>
33	Butch Cassidy	285	<ol style="list-style-type: none"> <li>1. Make Connections to Background Knowledge</li> <li>2. Identify Culture</li> <li>3. Describe Hardships</li> <li>4. Follow Complex Plots</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with /ph/ or /gh/</li> <li>2. Words with only the vowel /i/</li> <li>3. Words with the /is/ pattern</li> <li>4. Words with the /wa/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. hustlers</li> <li>2. prosperous</li> <li>3. emulate</li> <li>4. outlaws</li> <li>5. pardon</li> </ol>
34	Jack Dorsey	264	<ol style="list-style-type: none"> <li>1. Make Connections to Background Knowledge</li> <li>2. Identify Culture</li> <li>3. Describe Hardships</li> <li>4. Follow Complex Plots</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with /ph/ or /gh/</li> <li>2. Words with only the vowel /i/</li> <li>3. Words with the /is/ pattern</li> <li>4. Words with the /wa/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. intrigued</li> <li>2. fleets</li> <li>3. dispatch</li> <li>4. platform</li> <li>5. superficial</li> </ol>
35	Gabby Douglas	263	<ol style="list-style-type: none"> <li>1. Make Connections to Background Knowledge</li> <li>2. Identify Culture</li> <li>3. Describe Hardships</li> <li>4. Follow Complex Plots</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with /ph/ or /gh/</li> <li>2. Words with only the vowel /i/</li> <li>3. Words with the /is/ pattern</li> <li>4. Words with the /wa/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. homesickness</li> <li>2. debut</li> <li>3. apparatus</li> <li>4. precision</li> <li>5. prestigious</li> </ol>



Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
36	The Leaning Tower of Pisa	279	<ol style="list-style-type: none"> <li>1. Infer Author's Intentions</li> <li>2. Ask and Answer Questions During Reading</li> <li>3. Determine Author's Purpose</li> <li>4. Define Words Using Context Clues</li> </ol>	<ol style="list-style-type: none"> <li>1. Words that begin with r-controlled vowels</li> <li>2. Words with only the vowel /o/</li> <li>3. Words with the /un/ pattern</li> <li>4. Words with the /au/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. prominent</li> <li>2. restoration</li> <li>3. century</li> <li>4. verified</li> <li>5. undoubtedly</li> </ol>
37	All About Allergies	246	<ol style="list-style-type: none"> <li>1. Infer Author's Intentions</li> <li>2. Ask and Answer Questions During Reading</li> <li>3. Determine Author's Purpose</li> <li>4. Define Words Using Context Clues</li> </ol>	<ol style="list-style-type: none"> <li>1. Words that begin with r-controlled vowels</li> <li>2. Words with only the vowel /o/</li> <li>3. Words with the /un/ pattern</li> <li>4. Words with the /au/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. overreaction</li> <li>2. hereditary</li> <li>3. inherit</li> <li>4. congestion</li> <li>5. consciousness</li> </ol>
38	The Great Wall of China	272	<ol style="list-style-type: none"> <li>1. Infer Author's Intentions</li> <li>2. Ask and Answer Questions During Reading</li> <li>3. Determine Author's Purpose</li> <li>4. Define Words Using Context Clues</li> </ol>	<ol style="list-style-type: none"> <li>1. Words that begin with r-controlled vowels</li> <li>2. Words with only the vowel /o/</li> <li>3. Words with the /un/ pattern</li> <li>4. Words with the /au/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. daunting</li> <li>2. compacted</li> <li>3. resources</li> <li>4. dynasty</li> <li>5. historians</li> </ol>
39	The Hottest Place in the World	256	<ol style="list-style-type: none"> <li>1. Infer Author's Intentions</li> <li>2. Ask and Answer Questions During Reading</li> <li>3. Determine Author's Purpose</li> <li>4. Define Words Using Context Clues</li> </ol>	<ol style="list-style-type: none"> <li>1. Words that begin with r-controlled vowels</li> <li>2. Words with only the vowel /o/</li> <li>3. Words with the /un/ pattern</li> <li>4. Words with the /au/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. excruciatingly</li> <li>2. sizzling</li> <li>3. moderately</li> <li>4. oasis</li> <li>5. ironically</li> </ol>
40	Why are Diamonds so Expensive?	255	<ol style="list-style-type: none"> <li>1. Infer Author's Intentions</li> <li>2. Ask and Answer Questions During Reading</li> <li>3. Determine Author's Purpose</li> <li>4. Define Words Using Context Clues</li> </ol>	<ol style="list-style-type: none"> <li>1. Words that begin with r-controlled vowels</li> <li>2. Words with only the vowel /o/</li> <li>3. Words with the /un/ pattern</li> <li>4. Words with the /au/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. rare</li> <li>2. reserves</li> <li>3. ingenious</li> <li>4. tagline</li> <li>5. absurdly</li> </ol>

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
41	Sophie's First Day on the Job	262	<ol style="list-style-type: none"> <li>1. Interpret Character Feelings for Different Events</li> <li>2. Evaluate Parts of the Text that add Enjoyment</li> <li>3. Infer Causes of Problems</li> <li>4. Identify Story Mood</li> </ol>	<ol style="list-style-type: none"> <li>1. Interjections</li> <li>2. Words that end with /ant/ or /ent/</li> <li>3. Words with the /be/ pattern</li> <li>4. Words with the /ow/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. eagerness</li> <li>2. stammered</li> <li>3. beloved</li> <li>4. perspective</li> <li>5. intent</li> </ol>
42	My Dad Retired	279	<ol style="list-style-type: none"> <li>1. Interpret Character Feelings for Different Events</li> <li>2. Evaluate Parts of the Text that add Enjoyment</li> <li>3. Infer Causes of Problems</li> <li>4. Identify Story Mood</li> </ol>	<ol style="list-style-type: none"> <li>1. Interjections</li> <li>2. Words that end with /ant/ or /ent/</li> <li>3. Words with the /be/ pattern</li> <li>4. Words with the /ow/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. definitively</li> <li>2. elucidated</li> <li>3. aroma</li> <li>4. intoxicatingly</li> <li>5. flawless</li> </ol>
43	The Family Road Trip	265	<ol style="list-style-type: none"> <li>1. Interpret Character Feelings for Different Events</li> <li>2. Evaluate Parts of the Text that add Enjoyment</li> <li>3. Infer Causes of Problems</li> <li>4. Identify Story Mood</li> </ol>	<ol style="list-style-type: none"> <li>1. Interjections</li> <li>2. Words that end with /ant/ or /ent/</li> <li>3. Words with the /be/ pattern</li> <li>4. Words with the /ow/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. intricately</li> <li>2. tantalizing</li> <li>3. spontaneously</li> <li>4. veered</li> <li>5. skeptically</li> </ol>
44	Rylan's digital Footprint	272	<ol style="list-style-type: none"> <li>1. Interpret Character Feelings for Different Events</li> <li>2. Evaluate Parts of the Text that add Enjoyment</li> <li>3. Infer Causes of Problems</li> <li>4. Identify Story Mood</li> </ol>	<ol style="list-style-type: none"> <li>1. Interjections</li> <li>2. Words that end with /ant/ or /ent/</li> <li>3. Words with the /be/ pattern</li> <li>4. Words with the /ow/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. obsessive</li> <li>2. altering</li> <li>3. exasperated</li> <li>4. defiance</li> <li>5. lethargic</li> </ol>
45	World-schooling	268	<ol style="list-style-type: none"> <li>1. Interpret Character Feelings for Different Events</li> <li>2. Evaluate Parts of the Text that add Enjoyment</li> <li>3. Infer Causes of Problems</li> <li>4. Identify Story Mood</li> </ol>	<ol style="list-style-type: none"> <li>1. Interjections</li> <li>2. Words that end with /ant/ or /ent/</li> <li>3. Words with the /be/ pattern</li> <li>4. Words with the /ow/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. nontraditional</li> <li>2. architectural</li> <li>3. worldschooling</li> <li>4. assume</li> <li>5. humble</li> </ol>

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
46	Neighborhood Cleanup	300	<ol style="list-style-type: none"> <li>1. Judge Characters' Actions</li> <li>2. Notice how the Main Problem was Solved</li> <li>3. Describe how Plot Impacts your Life</li> <li>4. Evaluate Believability of Plot</li> </ol>	<ol style="list-style-type: none"> <li>1. Action Verbs</li> <li>2. Words that end with /re/</li> <li>3. Words with the /et/ pattern</li> <li>4. Words with the /oy/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. aesthetics</li> <li>2. debris</li> <li>3. bellowed</li> <li>4. conjure</li> <li>5. tiers</li> </ol>
47	The Homemade Go-Kart	273	<ol style="list-style-type: none"> <li>1. Judge Characters' Actions</li> <li>2. Notice how the Main Problem was Solved</li> <li>3. Describe how Plot Impacts your Life</li> <li>4. Evaluate Believability of Plot</li> </ol>	<ol style="list-style-type: none"> <li>1. Action Verbs</li> <li>2. Words that end with /re/</li> <li>3. Words with the /et/ pattern</li> <li>4. Words with the /oy/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. skeptical</li> <li>2. prototype</li> <li>3. endeavor</li> <li>4. collaboratively</li> <li>5. reassured</li> </ol>
48	Nature Walk	286	<ol style="list-style-type: none"> <li>1. Judge Characters' Actions</li> <li>2. Notice how the Main Problem was Solved</li> <li>3. Describe how Plot Impacts your Life</li> <li>4. Evaluate Believability of Plot</li> </ol>	<ol style="list-style-type: none"> <li>1. Action Verbs</li> <li>2. Words that end with /re/</li> <li>3. Words with the /et/ pattern</li> <li>4. Words with the /oy/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. babble</li> <li>2. pent</li> <li>3. guardians</li> <li>4. carcass</li> <li>5. concerted</li> </ol>
49	Tamara's Sun Addiction	272	<ol style="list-style-type: none"> <li>1. Judge Characters' Actions</li> <li>2. Notice how the Main Problem was Solved</li> <li>3. Describe how Plot Impacts your Life</li> <li>4. Evaluate Believability of Plot</li> </ol>	<ol style="list-style-type: none"> <li>1. Action Verbs</li> <li>2. Words that end with /re/</li> <li>3. Words with the /et/ pattern</li> <li>4. Words with the /oy/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. tightknit</li> <li>2. feasible</li> <li>3. repercussions</li> <li>4. deterioration</li> <li>5. melanoma</li> </ol>
50	That's Enough Savannah!	271	<ol style="list-style-type: none"> <li>1. Judge Characters' Actions</li> <li>2. Notice how the Main Problem was Solved</li> <li>3. Describe how Plot Impacts your Life</li> <li>4. Evaluate Believability of Plot</li> </ol>	<ol style="list-style-type: none"> <li>1. Action Verbs</li> <li>2. Words that end with /re/</li> <li>3. Words with the /et/ pattern</li> <li>4. Words with the /oy/ vowel pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. prospect</li> <li>2. surge</li> <li>3. doubly</li> <li>4. jitters</li> <li>5. sensitivity</li> </ol>

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
51	Leonardo da Vinci	276	<ol style="list-style-type: none"> <li>1. Make Connections to Similar Subjects</li> <li>2. Identify How Subject Overcame Odds</li> <li>3. Interpret Subject's Feelings</li> <li>4. Compare Setting to Today</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 3 or more vowels</li> <li>2. Words that end with /est/</li> <li>3. Words with the /or/ pattern</li> <li>4. Words with the /ance/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. apprenticed</li> <li>2. commission</li> <li>3. accumulating</li> <li>4. anatomy</li> <li>5. deservedly</li> </ol>
52	Ben Carson	257	<ol style="list-style-type: none"> <li>1. Make Connections to Similar Subjects</li> <li>2. Identify How Subject Overcame Odds</li> <li>3. Interpret Subject's Feelings</li> <li>4. Compare Setting to Today</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 3 or more vowels</li> <li>2. Words that end with /est/</li> <li>3. Words with the /or/ pattern</li> <li>4. Words with the /ance/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. bigamist</li> <li>2. destitute</li> <li>3. underprivileged</li> <li>4. scholarship</li> <li>5. conjoined</li> </ol>
53	Taylor Swift	269	<ol style="list-style-type: none"> <li>1. Make Connections to Similar Subjects</li> <li>2. Identify How Subject Overcame Odds</li> <li>3. Interpret Subject's Feelings</li> <li>4. Compare Setting to Today</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 3 or more vowels</li> <li>2. Words that end with /est/</li> <li>3. Words with the /or/ pattern</li> <li>4. Words with the /ance/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. assiduously</li> <li>2. stellar</li> <li>3. skyrocketing</li> <li>4. debut</li> <li>5. commodity</li> </ol>
54	Georgia O'Keefe	264	<ol style="list-style-type: none"> <li>1. Make Connections to Similar Subjects</li> <li>2. Identify How Subject Overcame Odds</li> <li>3. Interpret Subject's Feelings</li> <li>4. Compare Setting to Today</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 3 or more vowels</li> <li>2. Words that end with /est/</li> <li>3. Words with the /or/ pattern</li> <li>4. Words with the /ance/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. fertile</li> <li>2. abstract</li> <li>3. hues</li> <li>4. dumbstruck</li> <li>5. prodigious</li> </ol>
55	Usain Bolt	277	<ol style="list-style-type: none"> <li>1. Make Connections to Similar Subjects</li> <li>2. Identify How Subject Overcame Odds</li> <li>3. Interpret Subject's Feelings</li> <li>4. Compare Setting to Today</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 3 or more vowels</li> <li>2. Words that end with /est/</li> <li>3. Words with the /or/ pattern</li> <li>4. Words with the /ance/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. arguably</li> <li>2. medalist</li> <li>3. plague</li> <li>4. breakthrough</li> <li>5. notoriety</li> </ol>



Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
56	The Many Languages of the World	258	<ol style="list-style-type: none"> <li>1. Incorporate New Knowledge</li> <li>2. Infer Big Ideas of the Text</li> <li>3. Define Content Words</li> <li>4. Critique the Content of the Text</li> </ol>	<ol style="list-style-type: none"> <li>1. Words that begin with 3 consonants</li> <li>2. Words that end with /er/</li> <li>3. Words with the /re/ pattern</li> <li>4. Words with the /arge/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. incomprehensible</li> <li>2. overwhelming</li> <li>3. translated</li> <li>4. moribund</li> <li>5. communication</li> </ol>
57	All About Belize	256	<ol style="list-style-type: none"> <li>1. Incorporate New Knowledge</li> <li>2. Infer Big Ideas of the Text</li> <li>3. Define Content Words</li> <li>4. Critique the Content of the Text</li> </ol>	<ol style="list-style-type: none"> <li>1. Words that begin with 3 consonants</li> <li>2. Words that end with /er/</li> <li>3. Words with the /re/ pattern</li> <li>4. Words with the /arge/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. breathtaking</li> <li>2. dialect</li> <li>3. tranquil</li> <li>4. tourists</li> <li>5. territory</li> </ol>
58	Animal Extinction	250	<ol style="list-style-type: none"> <li>1. Incorporate New Knowledge</li> <li>2. Infer Big Ideas of the Text</li> <li>3. Define Content Words</li> <li>4. Critique the Content of the Text</li> </ol>	<ol style="list-style-type: none"> <li>1. Words that begin with 3 consonants</li> <li>2. Words that end with /er/</li> <li>3. Words with the /re/ pattern</li> <li>4. Words with the /arge/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. vanished</li> <li>2. overpopulation</li> <li>3. habitats</li> <li>4. infrastructures</li> <li>5. ecosystem</li> </ol>
59	The 5 Smelliest Things in the World	284	<ol style="list-style-type: none"> <li>1. Incorporate New Knowledge</li> <li>2. Infer Big Ideas of the Text</li> <li>3. Define Content Words</li> <li>4. Critique the Content of the Text</li> </ol>	<ol style="list-style-type: none"> <li>1. Words that begin with 3 consonants</li> <li>2. Words that end with /er/</li> <li>3. Words with the /re/ pattern</li> <li>4. Words with the /arge/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. sultan</li> <li>2. indigenous</li> <li>3. ferment</li> <li>4. universally</li> <li>5. plethora</li> </ol>
60	What is Acid Rain?	279	<ol style="list-style-type: none"> <li>1. Incorporate New Knowledge</li> <li>2. Infer Big Ideas of the Text</li> <li>3. Define Content Words</li> <li>4. Critique the Content of the Text</li> </ol>	<ol style="list-style-type: none"> <li>1. Words that begin with 3 consonants</li> <li>2. Words that end with /er/</li> <li>3. Words with the /re/ pattern</li> <li>4. Words with the /arge/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. menace</li> <li>2. epidemic</li> <li>3. livelihood</li> <li>4. omitted</li> <li>5. minerals</li> </ol>

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
61	The Sleepwalker	263	<ol style="list-style-type: none"> <li>1. Judge Others' Feelings of Main Character</li> <li>2. Infer how Characters Change Over Time</li> <li>3. Descriptive Phrases</li> <li>4. Use Dialogue to Infer Story Action</li> </ol>	<ol style="list-style-type: none"> <li>1. Possessives</li> <li>2. Words that begin with two consonants</li> <li>3. Words with the /im/ pattern</li> <li>4. Words with the /aint/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. improbable</li> <li>2. comatose</li> <li>3. sauntered</li> <li>4. prejudice</li> <li>5. outlandish</li> </ol>
62	Drama at the Mall	285	<ol style="list-style-type: none"> <li>1. Judge Others' Feelings of Main Character</li> <li>2. Infer how Characters Change Over Time</li> <li>3. Descriptive Phrases</li> <li>4. Use Dialogue to Infer Story Action</li> </ol>	<ol style="list-style-type: none"> <li>1. Possessives</li> <li>2. Words that begin with two consonants</li> <li>3. Words with the /im/ pattern</li> <li>4. Words with the /aint/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. vicinity</li> <li>2. perilous</li> <li>3. repercussions</li> <li>4. conscious</li> <li>5. wrath</li> </ol>
63	Samuel Christopher the 3 <sup>rd</sup>	278	<ol style="list-style-type: none"> <li>1. Judge Others' Feelings of Main Character</li> <li>2. Infer how Characters Change Over Time</li> <li>3. Descriptive Phrases</li> <li>4. Use Dialogue to Infer Story Action</li> </ol>	<ol style="list-style-type: none"> <li>1. Possessives</li> <li>2. Words that begin with two consonants</li> <li>3. Words with the /im/ pattern</li> <li>4. Words with the /aint/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. glamorous</li> <li>2. fantasized</li> <li>3. dramatic</li> <li>4. peered</li> <li>5. inquired</li> </ol>
64	Chelsea Rebels	280	<ol style="list-style-type: none"> <li>1. Judge Others' Feelings of Main Character</li> <li>2. Infer how Characters Change Over Time</li> <li>3. Descriptive Phrases</li> <li>4. Use Dialogue to Infer Story Action</li> </ol>	<ol style="list-style-type: none"> <li>1. Possessives</li> <li>2. Words that begin with two consonants</li> <li>3. Words with the /im/ pattern</li> <li>4. Words with the /aint/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. advocate</li> <li>2. yearns</li> <li>3. implode</li> <li>4. reluctantly</li> <li>5. surge</li> </ol>
65	The Summer of the Cows	291	<ol style="list-style-type: none"> <li>1. Judge Others' Feelings of Main Character</li> <li>2. Infer how Characters Change Over Time</li> <li>3. Descriptive Phrases</li> <li>4. Use Dialogue to Infer Story Action</li> </ol>	<ol style="list-style-type: none"> <li>1. Possessives</li> <li>2. Words that begin with two consonants</li> <li>3. Words with the /im/ pattern</li> <li>4. Words with the /aint/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. accomplishment</li> <li>2. caretaker</li> <li>3. rhetorical</li> <li>4. restraint</li> <li>5. delectable</li> </ol>

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
66	Helping the Homeless	283	<ol style="list-style-type: none"> <li>1. Infer Why Characters Change Over Time</li> <li>2. Infer Other Ways to Solve the Problem</li> <li>3. Setting Descriptions</li> <li>4. Identify Time Changes</li> </ol>	<ol style="list-style-type: none"> <li>1. Compound words</li> <li>2. Words that begin with two vowels</li> <li>3. Words with the /ble/ pattern</li> <li>4. Words with the /aste/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. disposal</li> <li>2. humbled</li> <li>3. infuriated</li> <li>4. broadcasted</li> <li>5. amassed</li> </ol>
67	The Golden Apple	277	<ol style="list-style-type: none"> <li>1. Infer Why Characters Change Over Time</li> <li>2. Infer Other Ways to Solve the Problem</li> <li>3. Setting Descriptions</li> <li>4. Identify Time Changes</li> </ol>	<ol style="list-style-type: none"> <li>1. Compound words</li> <li>2. Words that begin with two vowels</li> <li>3. Words with the /ble/ pattern</li> <li>4. Words with the /aste/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. prestigious</li> <li>2. recipients</li> <li>3. auspicious</li> <li>4. abominable</li> <li>5. composure</li> </ol>
68	Billy's Wait is Over	291	<ol style="list-style-type: none"> <li>1. Infer Why Characters Change Over Time</li> <li>2. Infer Other Ways to Solve the Problem</li> <li>3. Setting Descriptions</li> <li>4. Identify Time Changes</li> </ol>	<ol style="list-style-type: none"> <li>1. Compound words</li> <li>2. Words that begin with two vowels</li> <li>3. Words with the /ble/ pattern</li> <li>4. Words with the /aste/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. relentless</li> <li>2. elation</li> <li>3. disclosed</li> <li>4. reassuring</li> <li>5. dehydrated</li> </ol>
69	Roger Tells His Secret	287	<ol style="list-style-type: none"> <li>1. Infer Why Characters Change Over Time</li> <li>2. Infer Other Ways to Solve the Problem</li> <li>3. Setting Descriptions</li> <li>4. Identify Time Changes</li> </ol>	<ol style="list-style-type: none"> <li>1. Compound words</li> <li>2. Words that begin with two vowels</li> <li>3. Words with the /ble/ pattern</li> <li>4. Words with the /aste/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. detested</li> <li>2. covertly</li> <li>3. effectively</li> <li>4. adoration</li> <li>5. initiative</li> </ol>
70	Who's the Parent?	281	<ol style="list-style-type: none"> <li>1. Infer Why Characters Change Over Time</li> <li>2. Infer Other Ways to Solve the Problem</li> <li>3. Setting Descriptions</li> <li>4. Identify Time Changes</li> </ol>	<ol style="list-style-type: none"> <li>1. Compound words</li> <li>2. Words that begin with two vowels</li> <li>3. Words with the /ble/ pattern</li> <li>4. Words with the /aste/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. abandoned</li> <li>2. authority</li> <li>3. wearying</li> <li>4. assume</li> <li>5. emphatically</li> </ol>

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
71	King Tut	269	<ol style="list-style-type: none"> <li>1. Infer Subject's Personality</li> <li>2. Identify How Subject Changes</li> <li>3. Interpret Cultural Problems</li> <li>4. Identify Heroic Qualities</li> </ol>	<ol style="list-style-type: none"> <li>1. Hyphenated words</li> <li>2. Words that end with /ful/</li> <li>3. Words with that end with /y/</li> <li>4. Words with the /each/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. virtually</li> <li>2. pharaoh</li> <li>3. authoritative</li> <li>4. abolish</li> <li>5. ancient</li> </ol>
72	Mother Teresa	272	<ol style="list-style-type: none"> <li>1. Infer Subject's Personality</li> <li>2. Identify How Subject Changes</li> <li>3. Interpret Cultural Problems</li> <li>4. Identify Heroic Qualities</li> </ol>	<ol style="list-style-type: none"> <li>1. Hyphenated words</li> <li>2. Words that end with /ful/</li> <li>3. Words with that end with /y/</li> <li>4. Words with the /each/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. devoutly</li> <li>2. destitute</li> <li>3. obedience</li> <li>4. humanitarian</li> <li>5. internationally</li> </ol>
73	Zach Bonner	265	<ol style="list-style-type: none"> <li>1. Infer Subject's Personality</li> <li>2. Identify How Subject Changes</li> <li>3. Interpret Cultural Problems</li> <li>4. Identify Heroic Qualities</li> </ol>	<ol style="list-style-type: none"> <li>1. Hyphenated words</li> <li>2. Words that end with /ful/</li> <li>3. Words with that end with /y/</li> <li>4. Words with the /each/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. philanthropist</li> <li>2. establishing</li> <li>3. donations</li> <li>4. simulated</li> <li>5. trek</li> </ol>
74	Jean Henry Dunant	260	<ol style="list-style-type: none"> <li>1. Infer Subject's Personality</li> <li>2. Identify How Subject Changes</li> <li>3. Interpret Cultural Problems</li> <li>4. Identify Heroic Qualities</li> </ol>	<ol style="list-style-type: none"> <li>1. Hyphenated words</li> <li>2. Words that end with /ful/</li> <li>3. Words with that end with /y/</li> <li>4. Words with the /each/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. humanity</li> <li>2. allegiance</li> <li>3. conquered</li> <li>4. initiative</li> <li>5. establishment</li> </ol>
75	Samantha Smith	265	<ol style="list-style-type: none"> <li>1. Infer Subject's Personality</li> <li>2. Identify How Subject Changes</li> <li>3. Interpret Cultural Problems</li> <li>4. Identify Heroic Qualities</li> </ol>	<ol style="list-style-type: none"> <li>1. Hyphenated words</li> <li>2. Words that end with /ful/</li> <li>3. Words with that end with /y/</li> <li>4. Words with the /each/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. deteriorated</li> <li>2. frankly</li> <li>3. published</li> <li>4. applauding</li> <li>5. correspond</li> </ol>



Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
76	The Black Swan Project	262	<ol style="list-style-type: none"> <li>1. Locate Text that Describes Writer's Purpose</li> <li>2. Judge Text Authenticity</li> <li>3. Define Technical Words with Background Knowledge</li> <li>4. Cause and Effect</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 3 syllables</li> <li>2. Words that end with /ion/</li> <li>3. Words with suffixes</li> <li>4. Words with the /ieve/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. consignment</li> <li>2. transporting</li> <li>3. international</li> <li>4. vessels</li> <li>5. origin</li> </ol>
77	What is Deja Vu?	278	<ol style="list-style-type: none"> <li>1. Locate Text that Describes Writer's Purpose</li> <li>2. Judge Text Authenticity</li> <li>3. Define Technical Words with Background Knowledge</li> <li>4. Cause and Effect</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 3 syllables</li> <li>2. Words that end with /ion/</li> <li>3. Words with suffixes</li> <li>4. Words with the /ieve/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. juxtaposition</li> <li>2. familiar</li> <li>3. triggers</li> <li>4. over-familiarity</li> <li>5. momentarily</li> </ol>
78	All About Hair	310	<ol style="list-style-type: none"> <li>1. Locate Text that Describes Writer's Purpose</li> <li>2. Judge Text Authenticity</li> <li>3. Define Technical Words with Background Knowledge</li> <li>4. Cause and Effect</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 3 syllables</li> <li>2. Words that end with /ion/</li> <li>3. Words with suffixes</li> <li>4. Words with the /ieve/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. characteristics</li> <li>2. follicle</li> <li>3. insulator</li> <li>4. produce</li> <li>5. perspective</li> </ol>
79	Who Invented Basketball?	260	<ol style="list-style-type: none"> <li>1. Locate Text that Describes Writer's Purpose</li> <li>2. Judge Text Authenticity</li> <li>3. Define Technical Words with Background Knowledge</li> <li>4. Cause and Effect</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 3 syllables</li> <li>2. Words that end with /ion/</li> <li>3. Words with suffixes</li> <li>4. Words with the /ieve/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. identified</li> <li>2. fathom</li> <li>3. intertwined</li> <li>4. problematic</li> <li>5. evolution</li> </ol>
80	The Black Widow Spider	280	<ol style="list-style-type: none"> <li>1. Locate Text that Describes Writer's Purpose</li> <li>2. Judge Text Authenticity</li> <li>3. Define Technical Words with Background Knowledge</li> <li>4. Cause and Effect</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 3 syllables</li> <li>2. Words that end with /ion/</li> <li>3. Words with suffixes</li> <li>4. Words with the /ieve/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. lustrous</li> <li>2. species</li> <li>3. miniscule</li> <li>4. cannibals</li> <li>5. durable</li> </ol>

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
81	Johnny's Randomness	272	<ol style="list-style-type: none"> <li>1. Draw Conclusions</li> <li>2. Define Satire</li> <li>3. Define Words or Phrases Used Abstractly</li> <li>4. Critique Main Character's Life Choices</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 4 Syllables</li> <li>2. Words that end with /ly/</li> <li>3. Words with prefixes</li> <li>4. Words with the /edge/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. scripted</li> <li>2. incessantly</li> <li>3. incognizant</li> <li>4. ample</li> <li>5. obliterated</li> </ol>
82	The Giant	304	<ol style="list-style-type: none"> <li>1. Draw Conclusions</li> <li>2. Define Satire</li> <li>3. Define Words or Phrases Used Abstractly</li> <li>4. Critique Main Character's Life Choices</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 4 Syllables</li> <li>2. Words that end with /ly/</li> <li>3. Words with prefixes</li> <li>4. Words with the /edge/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. squabbled</li> <li>2. grudgingly</li> <li>3. backbreaking</li> <li>4. intuitions</li> <li>5. invincible</li> </ol>
83	I Promise It's True!	286	<ol style="list-style-type: none"> <li>1. Draw Conclusions</li> <li>2. Define Satire</li> <li>3. Define Words or Phrases Used Abstractly</li> <li>4. Critique Main Character's Life Choices</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 4 Syllables</li> <li>2. Words that end with /ly/</li> <li>3. Words with prefixes</li> <li>4. Words with the /edge/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. commence</li> <li>2. raucous</li> <li>3. instantaneously</li> <li>4. rebuffed</li> <li>5. reimbursed</li> </ol>
84	Grace's Attitude	257	<ol style="list-style-type: none"> <li>1. Draw Conclusions</li> <li>2. Define Satire</li> <li>3. Define Words or Phrases Used Abstractly</li> <li>4. Critique Main Character's Life Choices</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 4 Syllables</li> <li>2. Words that end with /ly/</li> <li>3. Words with prefixes</li> <li>4. Words with the /edge/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. gripe</li> <li>2. vexation</li> <li>3. invariably</li> <li>4. impregnable</li> <li>5. entitlement</li> </ol>
85	Gordon's New Workout Plan	268	<ol style="list-style-type: none"> <li>1. Draw Conclusions</li> <li>2. Define Satire</li> <li>3. Define Words or Phrases Used Abstractly</li> <li>4. Critique Main Character's Life Choices</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 4 Syllables</li> <li>2. Words that end with /ly/</li> <li>3. Words with prefixes</li> <li>4. Words with the /edge/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. trajectory</li> <li>2. unrecognizable</li> <li>3. disclosing</li> <li>4. courageously</li> <li>5. combatted</li> </ol>

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
86	My Headsstrong Uncles	294	<ol style="list-style-type: none"> <li>1. Notice and Define Use of Symbolism</li> <li>2. Infer Other Possible Problems</li> <li>3. Evaluate Text Using Personal Experiences</li> <li>4. Infer Author's Implied Meanings</li> </ol>	<ol style="list-style-type: none"> <li>1. Transition Words</li> <li>2. Words that end with /ble/</li> <li>3. Words with the /an/ pattern</li> <li>4. Words with the /ight/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. reminiscing</li> <li>2. mayhem</li> <li>3. amiable</li> <li>4. conspire</li> <li>5. spite</li> </ol>
87	Bad Idea	295	<ol style="list-style-type: none"> <li>1. Notice and Define Use of Symbolism</li> <li>2. Infer Other Possible Problems</li> <li>3. Evaluate Text Using Personal Experiences</li> <li>4. Infer Author's Implied Meanings</li> </ol>	<ol style="list-style-type: none"> <li>1. Transition Words</li> <li>2. Words that end with /ble/</li> <li>3. Words with the /an/ pattern</li> <li>4. Words with the /ight/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. inconceivably</li> <li>2. motionless</li> <li>3. straightaway</li> <li>4. groggy</li> <li>5. contended</li> </ol>
88	My Brother Stinks	296	<ol style="list-style-type: none"> <li>1. Notice and Define Use of Symbolism</li> <li>2. Infer Other Possible Problems</li> <li>3. Evaluate Text Using Personal Experiences</li> <li>4. Infer Author's Implied Meanings</li> </ol>	<ol style="list-style-type: none"> <li>1. Transition Words</li> <li>2. Words that end with /ble/</li> <li>3. Words with the /an/ pattern</li> <li>4. Words with the /ight/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. materializes</li> <li>2. disheveled</li> <li>3. cognizant</li> <li>4. nonchalantly</li> <li>5. presence</li> </ol>
89	Wishing it Away	290	<ol style="list-style-type: none"> <li>1. Notice and Define Use of Symbolism</li> <li>2. Infer Other Possible Problems</li> <li>3. Evaluate Text Using Personal Experiences</li> <li>4. Infer Author's Implied Meanings</li> </ol>	<ol style="list-style-type: none"> <li>1. Transition Words</li> <li>2. Words that end with /ble/</li> <li>3. Words with the /an/ pattern</li> <li>4. Words with the /ight/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. verification</li> <li>2. sophisticated</li> <li>3. heed</li> <li>4. forewarned</li> <li>5. full-fledged</li> </ol>
90	Money Problems	302	<ol style="list-style-type: none"> <li>1. Notice and Define Use of Symbolism</li> <li>2. Infer Other Possible Problems</li> <li>3. Evaluate Text Using Personal Experiences</li> <li>4. Infer Author's Implied Meanings</li> </ol>	<ol style="list-style-type: none"> <li>1. Transition Words</li> <li>2. Words that end with /ble/</li> <li>3. Words with the /an/ pattern</li> <li>4. Words with the /ight/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. critical</li> <li>2. prompted</li> <li>3. predicament</li> <li>4. quivering</li> <li>5. cackled</li> </ol>

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
q1	Harry Houdini	269	<ol style="list-style-type: none"> <li>1. Form Opinions of Subject</li> <li>2. Identify Social Issues</li> <li>3. Describe How Setting Impacts Subject</li> <li>4. Critique Subject's Life Choices</li> </ol>	<ol style="list-style-type: none"> <li>1. Homophones</li> <li>2. Words that end with /ing/</li> <li>3. Words with the /om/ pattern</li> <li>4. Words with the /oun/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. immigrated</li> <li>2. fervently</li> <li>3. elaborate</li> <li>4. shackles</li> <li>5. suspicion</li> </ol>
q2	Peyton Manning	272	<ol style="list-style-type: none"> <li>1. Form Opinions of Subject</li> <li>2. Identify Social Issues</li> <li>3. Describe How Setting Impacts Subject</li> <li>4. Critique Subject's Life Choices</li> </ol>	<ol style="list-style-type: none"> <li>1. Homophones</li> <li>2. Words that end with /ing/</li> <li>3. Words with the /om/ pattern</li> <li>4. Words with the /oun/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. superlative</li> <li>2. recruit</li> <li>3. dominance</li> <li>4. draft</li> <li>5. limelight</li> </ol>
q3	Malala Yousafzai	278	<ol style="list-style-type: none"> <li>1. Form Opinions of Subject</li> <li>2. Identify Social Issues</li> <li>3. Describe How Setting Impacts Subject</li> <li>4. Critique Subject's Life Choices</li> </ol>	<ol style="list-style-type: none"> <li>1. Homophones</li> <li>2. Words that end with /ing/</li> <li>3. Words with the /om/ pattern</li> <li>4. Words with the /oun/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. succumb</li> <li>2. advocate</li> <li>3. miraculously</li> <li>4. peril</li> <li>5. nomination</li> </ol>
q4	Misty Copeland	252	<ol style="list-style-type: none"> <li>1. Form Opinions of Subject</li> <li>2. Identify Social Issues</li> <li>3. Describe How Setting Impacts Subject</li> <li>4. Critique Subject's Life Choices</li> </ol>	<ol style="list-style-type: none"> <li>1. Homophones</li> <li>2. Words that end with /ing/</li> <li>3. Words with the /om/ pattern</li> <li>4. Words with the /oun/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. tumultuous</li> <li>2. prodigy</li> <li>3. deteriorating</li> <li>4. controversy</li> <li>5. emancipation</li> </ol>
q5	Elon Musk	258	<ol style="list-style-type: none"> <li>1. Form Opinions of Subject</li> <li>2. Identify Social Issues</li> <li>3. Describe How Setting Impacts Subject</li> <li>4. Critique Subject's Life Choices</li> </ol>	<ol style="list-style-type: none"> <li>1. Homophones</li> <li>2. Words that end with /ing/</li> <li>3. Words with the /om/ pattern</li> <li>4. Words with the /oun/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. entrepreneur</li> <li>2. commercial</li> <li>3. boundless</li> <li>4. preserving</li> <li>5. unveiled</li> </ol>

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
96	What is D-Day?	263	<ol style="list-style-type: none"> <li>1. Identify New Learning</li> <li>2. Describe Writer's Style</li> <li>3. Locate Text that Describes Main Idea</li> <li>4. Identify Changes in Opinions of Topic</li> </ol>	<ol style="list-style-type: none"> <li>1. Contractions</li> <li>2. Words that end with /ed/</li> <li>3. Words with the /id/ pattern</li> <li>4. Words with the /ie/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. allied</li> <li>2. invaded</li> <li>3. paratroopers</li> <li>4. detection</li> <li>5. inland</li> </ol>
97	The World's Population	270	<ol style="list-style-type: none"> <li>1. Identify New Learning</li> <li>2. Describe Writer's Style</li> <li>3. Locate Text that Describes Main Idea</li> <li>4. Identify Changes in Opinions of Topic</li> </ol>	<ol style="list-style-type: none"> <li>1. Contractions</li> <li>2. Words that end with /ed/</li> <li>3. Words with the /id/ pattern</li> <li>4. Words with the /ie/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. astronomical</li> <li>2. meager</li> <li>3. expectancy</li> <li>4. century</li> <li>5. population</li> </ol>
98	What is Spelunking?	257	<ol style="list-style-type: none"> <li>1. Identify New Learning</li> <li>2. Describe Writer's Style</li> <li>3. Locate Text that Describes Main Idea</li> <li>4. Identify Changes in Opinions of Topic</li> </ol>	<ol style="list-style-type: none"> <li>1. Contractions</li> <li>2. Words that end with /ed/</li> <li>3. Words with the /id/ pattern</li> <li>4. Words with the /ie/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. recreational</li> <li>2. subterranean</li> <li>3. crevices</li> <li>4. excursions</li> <li>5. conservation</li> </ol>
99	The Nobel Prize	251	<ol style="list-style-type: none"> <li>1. Identify New Learning</li> <li>2. Describe Writer's Style</li> <li>3. Locate Text that Describes Main Idea</li> <li>4. Identify Changes in Opinions of Topic</li> </ol>	<ol style="list-style-type: none"> <li>1. Contractions</li> <li>2. Words that end with /ed/</li> <li>3. Words with the /id/ pattern</li> <li>4. Words with the /ie/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. bombshell</li> <li>2. bequeathing</li> <li>3. contested</li> <li>4. nominated</li> <li>5. posthumous</li> </ol>
100	The California Gold Rush	270	<ol style="list-style-type: none"> <li>1. Identify New Learning</li> <li>2. Describe Writer's Style</li> <li>3. Locate Text that Describes Main Idea</li> <li>4. Identify Changes in Opinions of Topic</li> </ol>	<ol style="list-style-type: none"> <li>1. Contractions</li> <li>2. Words that end with /ed/</li> <li>3. Words with the /id/ pattern</li> <li>4. Words with the /ie/ pattern</li> </ol>	<ol style="list-style-type: none"> <li>1. unearthed</li> <li>2. prospectors</li> <li>3. paranoid</li> <li>4. boomtowns</li> <li>5. abandoned</li> </ol>

# ANSWER KEY

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

Levels U-W: Set one

# ANSWER KEY

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

Levels U-W: Set Two



# ANSWER KEY

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

Levels U-W: Set Three

# ANSWER KEY

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

LEVELS U-W: SET FOUR

# ANSWER KEY

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

Levels Q-T: Set five

# "MISTY COPELAND"

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 1<sup>st</sup> read in *red*, the 2<sup>nd</sup> read in *blue*, and the 3<sup>rd</sup> read in *black*.

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

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

14  
29  
43  
54  
68  
82  
98  
113  
127  
144  
158  
169  
183  
196  
212  
226  
239  
252

1 <sup>st</sup> Read: Time: _____	2 <sup>nd</sup> Read: Time: _____	3 <sup>rd</sup> Read: 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: 112 Time: \_\_\_\_\_ # of Errors: \_\_\_\_\_  
 (Choose the middle time) (Choose the middle score)

# of Self Corrections: \_\_\_\_\_  
 (Choose the middle score)



# "Misty Copeland"





## Understand It!

Answer the following questions after reading:

- Most people would describe Misty as...
  - clumsy
  - lazy
  - ungrateful
  - a prodigy
- Which social issue is most relevant in Misty's life?
  - overcrowding
  - illegal immigration
  - unstable childhood
  - obesity
- Who influenced Misty into ballet?
  - her mom
  - her middle school dance coach
  - her dad
  - her grandmother
- Misty went to live with her coach because she...
  - had an abusive stepdad
  - lived far away
  - had too many siblings
  - needed to practice more

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

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

-  Homophones
-  Words that end with /ng/
-  Words with the /om/ pattern
-  Words with the /oun/ pattern

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# “MISTY COPELAND”

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

Sample

Sample



# "Misty Copeland"

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

## Understand It!

Answer the following questions after reading:

1. Most people would describe Misty as...

- a. clumsy
- b. lazy
- c. ungrateful
- d. a prodigy

2. Which social issue is most relevant in Misty's life?

- a. overcrowding
- b. illegal immigration
- c. unstable childhood
- d. obesity

3. Who influenced Misty into ballet?

- a. her mom
- b. her middle school dance coach
- c. her dad
- d. her grandmother

4. Misty went to live with her coach because she...

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

## Word Work

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



Hypophores



Words that end with /ing/



Words with the /om/ pattern



Words with the /oun/ pattern

## Occupancy

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

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

# "Misty Copeland"

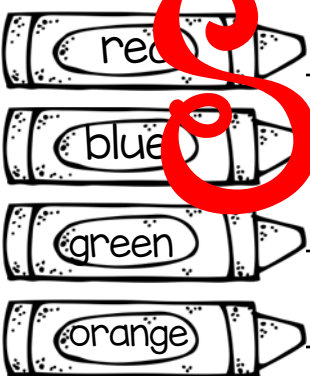
## Understand It!

Answer the following questions after reading:

- Most people would describe Misty as...
  - clumsy
  - lazy
  - ungrateful
  - a prodigy
- Which social issue is most relevant in Misty's life?
  - overcrowding
  - illegal immigration
  - unstable childhood
  - obesity
- Who influenced Misty into ballet?
  - her mom
  - her middle school dance coach
  - her dad
  - her grandmother
- Misty went to live with her coach because she...
  - had an abusive stepdad
  - lived far away
  - had too many siblings
  - needed to practice more

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

**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:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# "Tara's Secret"

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Week: \_\_\_\_\_

Every year Tara and her friends celebrated the end of the school year with a crazy slumber party at Tara's house. Everyone wanted to be at her house because she had a massive bedroom, underground swimming pool, and her pantry that was always stocked with a limitless supply of the best junk food imaginable. The only problem was, Tara had been acting strangely lately. She wasn't her typical bubbly self; instead, she was withdrawn and distant from the group. Everyone tried asking her what was wrong, but she always got instantly defensive and told them to mind their own business, so the friends agreed to try and ignore her foul moods. Tara's friends were concerned she would cancel their annual sleepover, but to their pleasant surprise, Tara agreed to host the event. The girls raced to Tara's house on the last day of fifth grade, giddy and ready to swim and stuff their faces. Tara seemed to be in a decent mood, but was still a bit reserved. Everyone jumped in the pool, but Molly hesitated. "I'll be right back! I forgot my towel," she yelled. Molly raced up the stairs to Tara's room, snagged her towel off the bed, and noticed a journal open on the nightstand. It caught her eye and her curiosity got the better of her. She snuck over to the journal and skimmed the pages. Words popped off the page like they had been highlighted in bold; separation, divorce, my fault, move, lying. Molly gasped and rushed out of the room. She had discovered Tara's secret and immediately felt sympathy for her. She knew she had to be there for whenever Tara was ready to talk.

16  
32  
45  
61  
75  
90  
106  
120  
135  
153  
169  
186  
203  
220  
236  
250  
264  
281

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 <sup>st</sup> Attempt				
2 <sup>nd</sup> Attempt				
3 <sup>rd</sup> Attempt				