Rationale:

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

·················PLEASE NOTE·················

Each passage is **NOT** individually leveled, however, they are organized into the following level ranges:

A-D: 100 passages

E-G: 100 passages

H-K: 100 passages

L-P: 100 passages

Q-T: 100 passages

U-W: 100 passages

X-Z: 100 passages

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 Entire Intervention Program, Level Ranges A-Z includes…

1. 700 reading passages with appropriate content and language for levels A-Z. (includes fiction and nonfiction passages)
2. Reading passages in 4 different student-friendly formats
3. Teacher/tutor fluency page with clear directions, running record with word count, and space for scoring fluency skills.
4. Targeted Comprehension questions for each passage
5. Targeted Word Work activities for each passage
6. 5 Bolded vocabulary in each passage, with space for students to define each word. (2 words in the A-D sets)
7. Teacher/tutor comprehension, word work, and vocabulary instruction pages with space to collect data and additional comprehension questions for guided instruction.
8. Progress monitoring pages for teachers/tutors to track student growth with fluency, comprehension, word work, and vocabulary.

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

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Jen Bengel

Completed fluency teacher page

"The Three Levels of Government" — Teacher Page

Name: _____ Date: _____ Week: _____

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

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

1st Read: Time: 1:50	2nd Read: Time: 1:38	3rd Read: Time: 1:25
# of Errors: 12	# of Errors: 6	# of Errors: 5
# of SC: 10	# of SC: 7	# of SC: 7
Rate & Tone: 1 (2) 3 4 (Circle One)	Rate & Tone: 1 2 (3) 4 (Circle One)	Rate & Tone: 1 2 (3) 4 (Circle One)

Overall Score: Rate & Tone: 8 /12   Time: 1:38 (Choose the middle time)   # of Errors: 6 (Choose the middle score)

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

Passage 14

3 running records on one page!

completed comprehension teacher page

Understand It!

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

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

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

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

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

comprehension score: ___16_ /20

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

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

word work score: ___4_ /4

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

vocabulary score: __5_ /5

Passage 14

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

"All About Wolves"

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

Understand It!
Answer the following questions after reading:

1. What was a fact at the end of the text?
   a. wolves are wild dogs
   b. they are everywhere
   c. wolves are really fast
   d. wolves are really slow

2. What do most people think of wolves?
   a. they are gentle
   b. they are wild
   c. they are safe to pet
   d. they are not smart

3. What detail in the text tells us wolves live in groups?
   a. work very well together
   b. layers of fur
   c. they run fast
   d. they stay warm

4. What does the word 'pack' mean in this text?
   a. to get ready to move
   b. to live in a group
   c. to hunt
   d. to sleep

Word Work
Color the words in the passage that match each category below:
- **red** — Words that are Plural
- **blue** — Words with the /in/ pattern
- **green** — Words with /or/ vowel pattern
- **orange** — Words with only one vowel

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

1. hunt — to get food
2. help — to be there
3. layers — more than one
4. warm — not cold
5. dangerous — scary, risky

Passage 51   Copyright: Out of This World Literacy (Jen Bengel)

"The Ugly Insect"

Becky was a tomboy. She loved to **roam** in the woods and be outside. Her sister Blair was the exact **opposite**. She liked to go shopping at the mall and talk of the phone. One day Becky dragged Blair outside to play in the backyard. Blair was busy picking at her nails when Becky spotted something in the grass she had never seen before. Becky sucked in her breath. That got Blair's **attention**. When she saw what Becky was looking at she screamed and ran back into the house. Becky grabbed a stick and **inched** closer. She bent down and got the strange bug to crawl up the stink. Then she counted the legs. She **studied** the body. She made a mental picture of the insect. Becky set it free. She rushed inside and looked online. She learned that the insect was a special kind of caterpillar. She hoped to find more!

Passage 29   Copyright: Out of This World Literacy (Jen Bengel)

"Stop the Bus!"

Charlie did not like to get up for school. One day he was late. He had to **rush**. He did not eat. He did not **brush** his teeth. Charlie ran to the bus. The bus was going. Charlie yelled, "Stop that bus!" The bus stopped. He just made it on the bus. Charlie made it to school on time.

Understand It!
Answer the following questions after reading:

1. What word describes Charlie?
   a. late
   b. mad
   c. funny
   d. silly

2. How does Charlie feel about missing the bus?
   a. it is fun
   b. it is a good idea
   c. it is not a good idea
   d. it is not a big deal

3. What do most kids think about missing the bus?
   a. it is a good idea
   b. it will make you late
   c. it will make you on time
   d. it is not a big deal

4. What part was at the beginning of the story?
   a. Charlie was on time
   b. Charlie ran to the bus
   c. Charlie yelled
   d. One day he was late

Word Work
Write a word work category next to each crayon below. Then, color the words in the passage that match each category:
- **red**
- **blue**
- **green**

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

1. _____
2. _____

"A Ugandan Market"

Riley and his family moved **temporarily** to Uganda, a country in Eastern Africa known as the Pearl of Africa because of it's **eclectic** geography and the beautiful way the Nile River snakes through the country. The **general** culture in Uganda was polar **opposite** to Riley's home in America. Here in Uganda Riley rides a boda boda, **motorcycle** taxi, to get around on the bumpy, red dirt roads, dodging cows, goats, and people walking up and down the streets. In America, he hops in his mom's car and they easily **maneuver** the paved roads. In America, Riley gets all his groceries for the week at the grocery store. In Uganda, he visits the market almost daily for fresh foods. The market is a maze, with hundreds of Ugandans sitting in the dirt under torn up umbrellas next to their items for sale: pineapples, watermelons, cow peas, rice, peppers, onions, potatoes, and carrots to name a few. Many others eagerly await customers in homemade shacks filled with belts, clothes, purses, and shoes for sale and ready to **bargain**. The hum of sewing machines is heard over shouts of "Mzungu, Muzungu come buy from me!!" Riley weaves his way through the narrow and crowded dirt paths to his favorite vegetable seller, Suzanne. He **memorized** the route to her shack; enter the market at the tent where people donate blood, pass the kids digging through the trash mounds, walk until you smell and see the butcher's hacking cow meat and hanging it to dry. Once you get to the butcher who sells cow **innards**, turn right. Suzanne is the second seller on the right. Riley swears she has the freshest produce in the market.

Understand It!
Answer the following questions after reading:

1. Riley told about a Ugandan market to___.
   a. inform people
   b. convince people to go there
   c. make people laugh
   d. make people angry

2. 'Hacking cow meat' brings what sounds and smells to mind?
   a. whispers; good smells
   b. whispers; bad smells
   c. banging; good smells
   d. banging; bad smells

3. What's the most suspenseful moment?
   a. going to the grocery store
   b. riding in mom's car
   c. entering the market
   d. buying carrots

4. What will Riley buy in market?
   a. belts
   b. carrots and pineapple
   c. clothes
   d. a new bike

Word Work
Color the words in the passage that match each category below:
- **red** — Words with 4 vowels
- **blue** — Words with the Greek root 'gen'
- **green** — Words with a prefix
- **orange** — Words with the Latin root 'man'

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

1. temporarily — for a short time
2. eclectic — a little of everything
3. maneuver — to move around
4. bargain — to make deals

---

700 PASSAGES: 5 FORMATS!

"Flowers for Mom"

Andy loves his mom. He **thinks** she is the best mom ever. She treats him good. She **feeds** him. She hugs him when he is sad. She cleans up his messy room. One day Andy picks flowers. He brings them to his mom. He gives her a kiss and hug. His mom smiles. She loves her flowers.

Word Work
Color the words in the passage that match each category below:
- **red** — Words with the letter /t/
- **blue** — Words that end with /s/

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

"Flowers for Mom"

Andy loves his mom. He **thinks** she is the best mom ever. She treats him good. She **feeds** him. She hugs him when he is sad. She cleans up his messy room. One day Andy picks flowers. He brings them to his mom. He gives her a kiss and hug. His mom smiles. She loves her flowers.

"Flowers for Mom"

Andy loves his mom. He **thinks** she is the best mom ever. She treats him good. She **feeds** him. She hugs him when he is sad. She cleans up his messy room. One day Andy picks flowers. He brings them to his mom. He gives her a kiss and hug. His mom smiles. She loves her flowers.

Word Work
Write a word work ___ next to each crayon below. Then, ___ the words in the passage that match ___ ategory:
- red
- blue
- green
- orange

Vocabulary
Copy the two bolded words from the text. Draw a picture of what each word means.
1. 2.
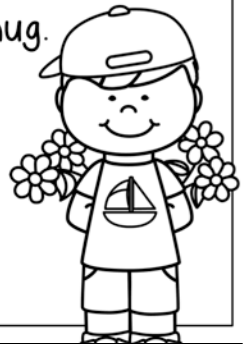
"Science Experiments"

This year our class has done so many science experiments I couldn't even count them all. Lucky for us our teacher Mr. Sanders loves science more than any other subject in school. Before every experiment, Mr. Sanders asked us to **hypothesize** what we think will be the **outcome**. Our class always had many opinions as to what will happen, and we were often **incorrect** in our guesses. Even though every experiment was **captivating**, there were a few that really stood out way above the rest. The first one was the test we performed to measure just how greasy potato chips actually were. We collected small bags of chips from six different companies. Then we placed one serving size of chips on six separate sheets of graph paper. We put wax paper over the chips and then took a rolling pin and **pulverized** the chips between the graph and wax paper. Afterwards, we counted how many squares in the graph paper were coated in grease. The greasiest graph paper held the greasiest chips. This was a really cool experiment because we got to see just how much grease we eat when we devour chips. I kind of lost my appetite for chips after that one! My other favorite was when we tested different laundry detergents to see which was the best at getting out stains. I loved this one because we got to bring in old clothes and roll around in the dirt for 30 minutes! Then, we went inside to test several different stain removers. A bonus was I got to tell my mom which detergent was the best. She actually started to buy that detergent and it made me feel good to know I could help her out!

Understand It!
Answer the following questions after reading:

1. The main idea was...
a. greasy chips
b. dirty clothes
c. Mr. Sanders
d. science experiments

2. I predict the entire class was _____.
a. disliking
b. anticipating
c. dreading
d. fearing

3. What was the narrator excited about the most?
a. recess
b. science experiments
c. getting dirty
d. cleaning clothes

4. What trait best describes Mr. Sanders?
a. fun
b. boring
c. annoying
d. mean

Word Work
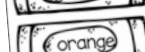Color the words in the passage that match each category below:
- **red** — Contractions
- **blue** — Plurals
- **green** — Adjectives
- **orange** — 4+ Syllable Words

Vocabulary
Copy the 5 bold words from the passage. Use context clues and what you know to define each word:
1. _____
2. _____
3. _____
4. _____
5. _____

READING PASSAGES!

"Food Fight!"

Name: _____ Date: _____ Week: _____

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

For several weeks now my friends and I have been planning and scheming the ultimate	15
food fight at school. We know it's wrong. We know we'll probably get in trouble. But, the	32
school year is almost over, and we have reasoned that whatever the consequences, it'll	46
be worth it! We carefully study the cafeteria menu and decide the best day for the food	63
fight will be on spaghetti Thursday. We imagined the noodles and spaghetti sauce flying	77
over tables and plopping on top of kids' heads all over the room. Now that we have the	95
date locked down, we discuss how we will start the fight. We decide that we will each sit at	114
separate tables that day. That way we could all throw some noodles at the exact same	130
time, making it look like the entire cafeteria just erupted in one giant fight! We talked and	147
talked about our plan. When it was finally spaghetti day, we were all so excited. We were a	165
little nervous too. But nothing was going to stop us from fulfilling our plan. Just as	181
scheduled, we sat at separate tables. We waited for the lunch line to clear. As soon as	198
the last kid sat down we each grabbed a fist of noodles, nodded at each other in silence,	216
and tossed the saucy noodles all over the room. In less than 10 seconds the cafeteria	232
exploded with the most epic food fight we'd ever seen. Noodles and sauce were flying	247
across the room like flocks of birds. All that could be heard were screams of laughter.	263
Until we heard the teacher whistles. Our punishment was to clean the entire cafeteria. It	278
took us 5 hours, but it was so worth it!	288

1st Read: Time: _____	2nd Read: Time: _____	3rd 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)*

"Sam Loves School"

Name: _____ Date: _____ Week: _____

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

Sam loves school. He can't wait to go to school every	11
day. One day Sam woke up with a tickle in his mouth.	23
He coughed. The tickle did not go away. He coughed	33
again. The tickle was still there. Sam went	41
downstairs to tell his mom. His mom felt Sam's head.	51
She told him he was sick and he should go back to	63
bed. Sam was sad. He did not want to miss school.	74
Today his teacher was bringing ice cream to school.	83
Sam's mom said he could have ice cream at home.	93
That made Sam feel a little better. The next day his	104
tickle was gone. Sam was happy to go back to school.	115

1st Read: Time: _____	2nd Read: Time: _____	3rd 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)*

Understand It!

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

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

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

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

Type of ?	Comprehension Questions	Student Responses	Ratings
General	Tell me what you remember from the text...		
Predictions	Predict what other punishments the kids could have had.		
Summarize	Retell the most important event from the beginning, middle, and end of the story.		
Make Connections	How are you alike and different from the kids in this story?		
Analyze Characters	What is your opinion of Jared? Why do you feel that way?		

Comprehension Score: _____/20

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

1	2	3	4	Word Work Score
(<40% correct)	(40-60% correct)	(60-80% correct)	(90-100% correct)	_____/4

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

Understand It!

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

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

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

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

Type of ?	Comprehension Questions	Student Responses	Ratings
General	Tell me what you remember from the text...		
Find Problem and Solution	What was the problem in the story? How did Sam's mom fix the problem?		
Infer Character Feelings	How do you think Sam felt when his mom gave him ice cream? How do you know?		
Find the main idea	What was the biggest thing that happened in the story? How do you know?		
Find Evidence	What are some clues in the story that tell you Sam is sad?		

Comprehension Score: _____/20

Word Work: Rate the student's ability to identify the 4 word work skills in the passage:
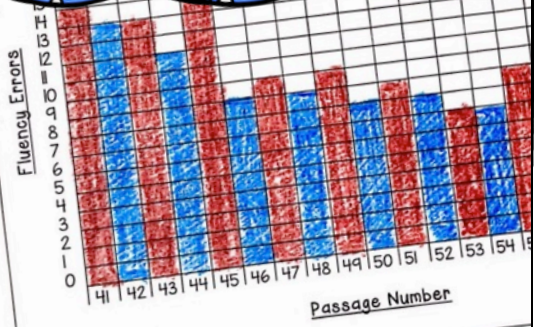
1	2	3	4	Word Work Score
(<40% correct)	(40-60% correct)	(60-80% correct)	(90-100% correct)	_____/4

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

700 RUNNING RECORDS!

COMPREHENSION CHECKS!

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

"Data Tracking"

Student: _____

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

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

or individual student

Progress Monitor!

Bar Graphs

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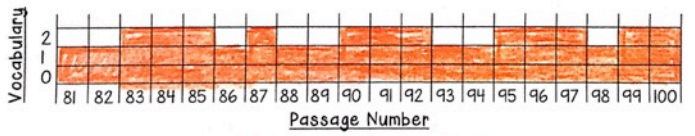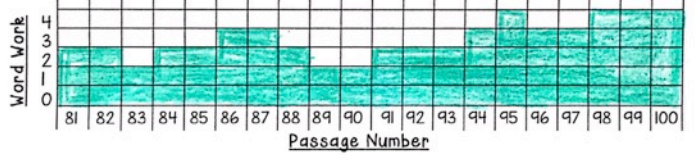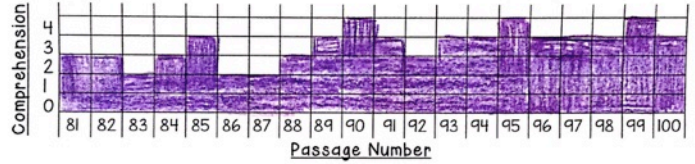
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Line Graphs

Directions: Complete the line graphs below by recording students scores from comprehension, word, work, and vocabulary for each passage.
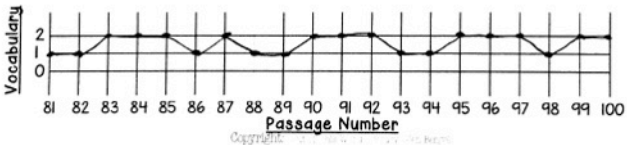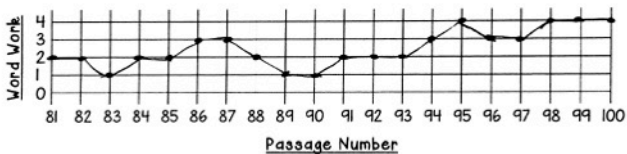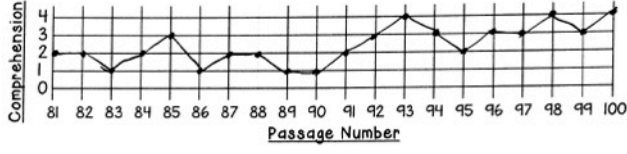
the line graph below to progress monitor fluency errors over time

Fluency Errors Line Graph
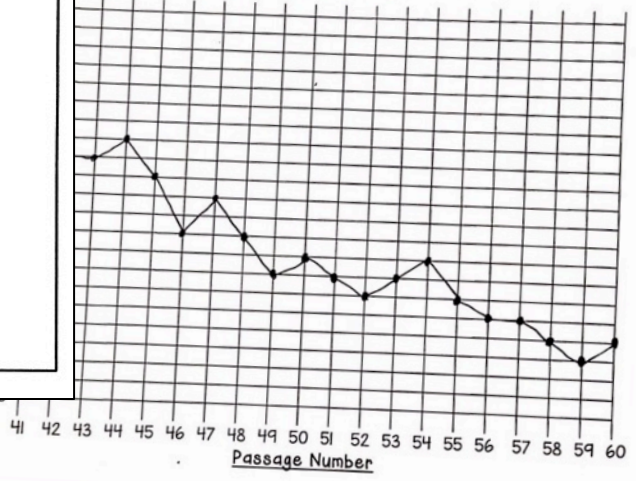
Reading Intervention: Suggested Teaching Levels

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

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

Daily Intervention Program: Level Range A-D

***The following chart lists intervention skills for the first 20 of the 100 passages for level range A-D

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
1	I Can Read	64	1. Identify Character Traits 2. Text-to-Self Connections 3. Share Opinions of Story 4. Describe the Beginning	1. Words with the vowel /a/ 2. Words with the letter /y/ 3. The first word in every sentence 4. Words with 3 letters	1. read 2. happy
2	Jack Wanted a Dog	58	1. Identify Character Traits 2. Text-to-Self Connections 3. Share Opinions of Story 4. Describe the Beginning	1. Words with the vowel /a/ 2. Words with the letter /y/ 3. The first word in every sentence 4. Words with 3 letters	1. sad 2. begged
3	The Bad Dream	55	1. Identify Character Traits 2. Text-to-Self Connections 3. Share Opinions of Story 4. Describe the Beginning	1. Words with the vowel /a/ 2. Words with the letter /y/ 3. The first word in every sentence 4. Words with 3 letters	1. dream 2. crying
4	Stop the Bus!	59	1. Identify Character Traits 2. Text-to-Self Connections 3. Share Opinions of Story 4. Describe the Beginning	1. Words with the vowel /a/ 2. Words with the letter /y/ 3. The first word in every sentence 4. Words with 3 letters	1. rush 2. brush
5	The Lost Puppy	53	1. Identify Character Traits 2. Text-to-Self Connections 3. Share Opinions of Story 4. Describe the Beginning	1. Words with the vowel /a/ 2. Words with the letter /y/ 3. The first word in every sentence 4. Words with 3 letters	1. store 2. friends

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
6	Let's Play a Game	55	1. Infer Character Feelings 2. Connect the Title to the Text 3. Remember the Main Idea 4. Identify Setting	1. Words with the vowel /e/ 2. Words that end with /s/ 3. Words with 4 letters 4. Words that begin with /h/	1. stuck 2. nicely
7	I Do NOT Need a Nap!	60	1. Infer Character Feelings 2. Connect the Title to the Text 3. Remember the Main Idea 4. Identify Setting	1. Words with the vowel /e/ 2. Words that end with /s/ 3. Words with 4 letters 4. Words that begin with /h/	1. crabby 2. rubbed
8	The Cat That Could Surf	60	1. Infer Character Feelings 2. Connect the Title to the Text 3. Remember the Main Idea 4. Identify Setting	1. Words with the vowel /e/ 2. Words that end with /s/ 3. Words with 4 letters 4. Words that begin with /h/	1. waves 2. people
9	The Super Bird	59	1. Infer Character Feelings 2. Connect the Title to the Text 3. Remember the Main Idea 4. Identify Setting	1. Words with the vowel /e/ 2. Words that end with /s/ 3. Words with 4 letters 4. Words that begin with /h/	1. falling 2. saved
10	The Mouse Ate the Cookie	55	1. Infer Character Feelings 2. Connect the Title to the Text 3. Remember the Main Idea 4. Identify Setting	1. Words with the vowel /e/ 2. Words that end with /s/ 3. Words with 4 letters 4. Words that begin with /h/	1. crumbs 2. pet

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
11	Why Do Dogs Bark?	53	1. Identify New Learning 2. Remember Important Information 3. Sequence of Events 4. Identify Main Topic	1. Words with the vowel /i/ 2. Words that end with /e/ 3. Words with 2 syllables 4. Words that begin with /s/	1. talk 2. scared
12	Dump Trucks	55	1. Identify New Learning 2. Remember Important Information 3. Sequence of Events 4. Identify Main Topic	1. Words with the vowel /i/ 2. Words that end with /e/ 3. Words with 2 syllables 4. Words that begin with /s/	1. load 2. drive
13	A Teacher's Job	53	1. Identify New Learning 2. Remember Important Information 3. Sequence of Events 4. Identify Main Topic	1. Words with the vowel /i/ 2. Words that end with /e/ 3. Words with 2 syllables 4. Words that begin with /s/	1. help 2. safe
14	Bees and Bears	55	1. Identify New Learning 2. Remember Important Information 3. Sequence of Events 4. Identify Main Topic	1. Words with the vowel /i/ 2. Words that end with /e/ 3. Words with 2 syllables 4. Words that begin with /s/	1. sweet 2. hive
15	All About Pigs	62	1. Identify New Learning 2. Remember Important Information 3. Sequence of Events 4. Identify Main Topic	1. Words with the vowel /i/ 2. Words that end with /e/ 3. Words with 2 syllables 4. Words that begin with /s/	1. roll 2. smart

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
16	How Old Are Turtles?	53	1. Asking Questions 2. Identify Key Details 3. Understand New Words 4. Describe the End	1. Words with the vowel /o/ 2. Words with capital letters 3. The last word in every sentence 4. Words that begin with /t/	1. shell 2. inside
17	How to Fly a Kite	67	1. Asking Questions 2. Identify Key Details 3. Understand New Words 4. Describe the End	1. Words with the vowel /o/ 2. Words with capital letters 3. The last word in every sentence 4. Words that begin with /t/	1. fly 2. wind
18	What is a Road Trip?	65	1. Asking Questions 2. Identify Key Details 3. Understand New Words 4. Describe the End	1. Words with the vowel /o/ 2. Words with capital letters 3. The last word in every sentence 4. Words that begin with /t/	1. trip 2. friends
19	In a Big City	63	1. Asking Questions 2. Identify Key Details 3. Understand New Words 4. Describe the End	1. Words with the vowel /o/ 2. Words with capital letters 3. The last word in every sentence 4. Words that begin with /t/	1. small 2. loud
20	Farm Animals	53	1. Asking Questions 2. Identify Key Details 3. Understand New Words 4. Describe the End	1. Words with the vowel /o/ 2. Words with capital letters 3. The last word in every sentence 4. Words that begin with /t/	1. lay 2. ride

Daily Intervention Program: Level Range E-G

***The following chart lists intervention skills for the first 20 of the 100 passages for level range E-G

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
1	Sam Loves School	115	1. Find problem and Solution 2. Infer character feelings 3. Find the main idea 4. Find Evidence	1. Words that start with a vowel 2. Words with two letters 3. Words with the short /a/ sound 4. Words that start with /h/	1. tickle 2. coughed 3. downstairs 4. bringing 5. happy
2	My Little Sister Drools	119	1. Find problem and Solution 2. Infer character feelings 3. Find the main idea 4. Find Evidence	1. Words that start with a vowel 2. Words with two letters 3. Words with the short /a/ sound 4. Words that start with /h/	1. drools 2. cute 3. sloppy 4. giggled 5. slime
3	My Messy Room	120	1. Find problem and Solution 2. Infer character feelings 3. Find the main idea 4. Find Evidence	1. Words that start with a vowel 2. Words with two letters 3. Words with the short /a/ sound 4. Words that start with /h/	1. messy 2. bookshelf 3. clean 4. stubborn 5. bribed
4	It's Good to Share	103	1. Find problem and Solution 2. Infer character feelings 3. Find the main idea 4. Find Evidence	1. Words that start with a vowel 2. Words with two letters 3. Words with the short /a/ sound 4. Words that start with /h/	1. together 2. friends 3. sharing 4. forgot 5. promised
5	You Are Not My Boss!	127	1. Find problem and Solution 2. Infer character feelings 3. Find the main idea 4. Find Evidence	1. Words that start with a vowel 2. Words with two letters 3. Words with the short /a/ sound 4. Words that start with /h/	1. bossy 2. stared 3. bully 4. scream 5. again

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
6	My Cat Can Talk	121	1. Identify real versus fantasy 2. Form opinions 3. Sequence of Events 4. Find describing words	1. Words that end with a vowel 2. Words with 3 letters 3. Words with the short /e/ sound 4. Words that start with /w/	1. special 2. shocked 3. whiskers 4. shy 5. excited
7	The Magic Rock	114	1. Identify real versus fantasy 2. Form opinions 3. Sequence of Events 4. Find describing words	1. Words that end with a vowel 2. Words with 3 letters 3. Words with the short /e/ sound 4. Words that start with /w/	1. wished 2. sudden 3. surprised 4. recess 5. pouring
8	Caden's Lucky Snack	109	1. Identify real versus fantasy 2. Form opinions 3. Sequence of Events 4. Find describing words	1. Words that end with a vowel 2. Words with 3 letters 3. Words with the short /e/ sound 4. Words that start with /w/	1. secret 2. handful 3. forgot 4. fastest 5. teased
9	A Secret Present	98	1. Identify real versus fantasy 2. Form opinions 3. Sequence of Events 4. Find describing words	1. Words that end with a vowel 2. Words with 3 letters 3. Words with the short /e/ sound 4. Words that start with /w/	1. package 2. noticed 3. squeaking 4. ripped 5. guitar
10	My Three Wishes	117	1. Identify real versus fantasy 2. Form opinions 3. Sequence of Events 4. Find describing words	1. Words that end with a vowel 2. Words with 3 letters 3. Words with the short /e/ sound 4. Words that start with /w/	1. visit 2. grants 3. waved 4. poof 5. backyard

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

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
16	The Crossing Guard	108	1. Understand most important fact 2. Make predictions based on information 3. Identify how the text ends 4. Describe main subject	1. Words that start with /s/ 2. Words with the short /o/ sound 3. Words with capital letters 4. The last word in every sentence	1. busy 2. adult 3. safely 4. guard 5. traffic
17	Going to the Dentist	115	1. Understand most important fact 2. Make predictions based on information 3. Identify how the text ends 4. Describe main subject	1. Words that start with /s/ 2. Words with the short /o/ sound 3. Words with capital letters 4. The last word in every sentence	1. dentist 2. checkup 3. problems 4. relax 5. cavities
18	What Happens in a Barber Shop?	106	1. Understand most important fact 2. Make predictions based on information 3. Identify how the text ends 4. Describe main subject	1. Words that start with /s/ 2. Words with the short /o/ sound 3. Words with capital letters 4. The last word in every sentence	1. whiskers 2. shaved 3. barbers 4. job 5. become
19	A Day in the Life of a Farmer	107	1. Understand most important fact 2. Make predictions based on information 3. Identify how the text ends 4. Describe main subject	1. Words that start with /s/ 2. Words with the short /o/ sound 3. Words with capital letters 4. The last word in every sentence	1. early 2. chores 3. pigpen 4. gathers 5. crops
20	Do You Want to be a Taxi Driver?	112	1. Understand most important fact 2. Make predictions based on information 3. Identify how the text ends 4. Describe main subject	1. Words that start with /s/ 2. Words with the short /o/ sound 3. Words with capital letters 4. The last word in every sentence	1. important 2. quickest 3. load 4. luggage 5. collect

Daily Intervention Program: Level Range H-K
***The following chart lists intervention skills for the first 20 of the 100 passages for level range H-K

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
1	The Lost Kitten	160	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. Proper nouns	1. allergic 2. puffy 3. darting 4. scoop 5. neighbors
2	Time to Recycle	157	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. Proper nouns	1. dozen 2. crushed 3. created 4. decided 5. goal
3	A Visit to the Fire Station	171	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. Proper nouns	1. safety 2. practiced 3. drill 4. bulky 5. serious
4	Saving Money is Hard!	155	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. Proper nouns	1. borrowing 2. tempted 3. afford 4. whined 5. sacrificed
5	But I NEED That!	148	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. Proper nouns	1. fails 2. begs 3. spots 4. usually 5. chores
6	A Surprise in the Park	155	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. hollering 2. simply 3. fossil 4. appeared 5. confirmed
7	Career Week	164	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. career 2. community 3. vault 4. struggled 5. instead

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
8	The Family Garden	140	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. pleaded 2. promised 3. harvest 4. research 5. soil
9	The Monday Blues	150	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. starters 2. doze 3. splashed 4. magical 5. exhausted
10	Our Family is Adopting	170	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. grins 2. announced 3. adopting 4. cheering 5. forever
11	North America	138	1. Descriptive Language 2. Finding Major Facts 3. Finding Minor Facts 4. Asking Questions	1. Descriptive language 2. Pronouns 3. Words with 3 or more syllables 4. Action verbs	1. continent 2. island 3. countless 4. flow 5. relied
12	How to Read a Map	155	1. Descriptive Language 2. Finding Major Facts 3. Finding Minor Facts 4. Asking Questions	1. Descriptive language 2. Pronouns 3. Words with 3 or more syllables 4. Action verbs	1. overhead 2. features 3. objects 4. key 5. compass
13	Our Community Government	149	1. Descriptive Language 2. Finding Major Facts 3. Finding Minor Facts 4. Asking Questions	1. Descriptive language 2. Pronouns 3. Words with 3 or more syllables 4. Action verbs	1. government 2. community 3. protect 4. establish 5. manage
14	The Three Levels of Government	153	1. Descriptive Language 2. Finding Major Facts 3. Finding Minor Facts 4. Asking Questions	1. Descriptive language 2. Pronouns 3. Words with 3 or more syllables 4. Action verbs	1. levels 2. local 3. members 4. major 5. protect

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
15	Community Goods and Services	137	1. Descriptive Language 2. Finding Major Facts 3. Finding Minor Facts 4. Asking Questions	1. Descriptive language 2. Pronouns 3. Words with 3 or more syllables 4. Action verbs	1. traits 2. goods 3. services 4. offers 5. provides
16	Plants and Their Parts	156	1. Context Clues 2. Identify New Learning 3. Analyze Facts 4. Draw Conclusions	1. Words with long vowel sounds 2. Words with /th/, /sh/, or /ch/ 3. R-controlled Vowels 4. Words with double consonants	1. journey 2. stretch 3. nutrients 4. sturdy 5. depending
17	All About Mammals	151	1. Context Clues 2. Identify New Learning 3. Analyze Facts 4. Draw Conclusions	1. Words with long vowel sounds 2. Words with /th/, /sh/, or /ch/ 3. R-controlled Vowels 4. Words with double consonants	1. means 2. temperature 3. guessed 4. humans 5. basic
18	Rocks	154	1. Context Clues 2. Identify New Learning 3. Analyze Facts 4. Draw Conclusions	1. Words with long vowel sounds 2. Words with /th/, /sh/, or /ch/ 3. R-controlled Vowels 4. Words with double consonants	1. mineral 2. heavy 3. dull 4. identify 5. scratch
19	Fossils	161	1. Context Clues 2. Identify New Learning 3. Analyze Facts 4. Draw Conclusions	1. Words with long vowel sounds 2. Words with /th/, /sh/, or /ch/ 3. R-controlled Vowels 4. Words with double consonants	1. remains 2. contains 3. buried 4. important 5. rare
20	Natural Resource	130	1. Context Clues 2. Identify New Learning 3. Analyze Facts 4. Draw Conclusions	1. Words with long vowel sounds 2. Words with /th/, /sh/, or /ch/ 3. R-controlled Vowels 4. Words with double consonants	1. nature 2. underground 3. survive 4. valuable 5. nonrenewable

Daily Intervention Program: Level Range L-P
***The following chart lists intervention skills for the first 20 of the 100 passages for level range L-P

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
1	Bob the Gerbil	239	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. Proper nouns	1. eternity 2. caved 3. disastrous 4. panicking 5. lure
2	My Crazy Sister	220	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. Proper nouns	1. scattered 2. compromise 3. dilemma 4. dazzling 5. impressed
3	Birthday Surprise	211	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. Proper nouns	1. ecstatic 2. gorgeous 3. pleaded 4. heartbroken 5. disappear
4	The Beach Trip	226	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. Proper nouns	1. raging 2. intense 3. swirling 4. created 5. ridiculously
5	Adventures with Grandpa	229	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. Proper nouns	1. steep 2. demonstrated 3. mangled 4. lunatic 5. descended
6	The Big Bang	216	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. rattling 2. generator 3. scrambling 4. flickering 5. outage
7	Shark Facts	205	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. fascinated 2. obsessed 3. retained 4. doubt 5. Memorize

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
8	Laser Eyes	211	I. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	I. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	I. spotting 2. accidentally 3. bound 4. contain 5. enemy
9	How Airplanes Fly	226	I. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	I. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	I. concerned 2. enormous 3. ease 4. research 5. flows
10	Vegetables …Yuck!	229	I. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	I. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	I. relate 2. nag 3. squirming 4. heaping 5. dilemma
11	The Big Derby	218	I. Descriptive Language 2. Problem/Solution 3. Cause/Effect 4. Asking Questions	I. Descriptive language 2. Pronouns 3. Words with 3 or more syllables 4. Action verbs	I. begging 2. eternity 3. dozen 4. finale 5. roared
12	The Big Brown Bear	205	I. Descriptive Language 2. Problem/Solution 3. Cause/Effect 4. Asking Questions	I. Descriptive language 2. Pronouns 3. Words with 3 or more syllables 4. Action verbs	I. hibernated 2. devoured 3. grazing 4. obsessed 5. emerge
13	A Field Trip Disaster	224	I. Descriptive Language 2. Problem/Solution 3. Cause/Effect 4. Asking Questions	I. Descriptive language 2. Pronouns 3. Words with 3 or more syllables 4. Action verbs	I. drama 2. unfolded 3. apparently 4. roaming 5. instructed
14	The Spill	236	I. Descriptive Language 2. Problem/Solution 3. Cause/Effect 4. Asking Questions	I. Descriptive language 2. Pronouns 3. Words with 3 or more syllables 4. Action verbs	I. tiptoed 2. lunged 3. scurried 4. gasped 5. whipped

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
15	The Meltdown	236	1. Descriptive Language 2. Problem/Solution 3. Cause/Effect 4. Asking Questions	1. Descriptive language 2. Pronouns 3. Words with 3 or more syllables 4. Action verbs	1. heaping 2. mounds 3. bragging 4. mid 5. bummed
16	Soccer	237	1. Context Clues 2. Make Connections Between Characters 3. Infer causes of problems 4. Draw Conclusions	1. Possessive nouns 2. Words with /th/, /sh/, or /ch/ 3. Homophones 4. Words with double consonants	1. forces 2. furious 3. usually 4. realized 5. professional
17	The Garden Disaster	228	1. Context Clues 2. Make Connections Between Characters 3. Infer causes of problems 4. Draw Conclusions	1. Possessive nouns 2. Words with /th/, /sh/, or /ch/ 3. Homophones 4. Words with double consonants	1. differently 2. tend 3. harvest 4. prized 5. scattered
18	The Big Move	230	1. Context Clues 2. Make Connections Between Characters 3. Infer causes of problems 4. Draw Conclusions	1. Possessive nouns 2. Words with /th/, /sh/, or /ch/ 3. Homophones 4. Words with double consonants	1. entire 2. anew 3. journey 4. befriend 5. hesitant
19	Those Lucky Cleats	236	1. Context Clues 2. Make Connections Between Characters 3. Infer causes of problems 4. Draw Conclusions	1. Possessive nouns 2. Words with /th/, /sh/, or /ch/ 3. Homophones 4. Words with double consonants	1. thoroughly 2. perform 3. scan 4. sped 5. waste
20	The Big Sleepover	236	1. Context Clues 2. Make Connections Between Characters 3. Infer causes of problems 4. Draw Conclusions	1. Possessive nouns 2. Words with /th/, /sh/, or /ch/ 3. Homophones 4. Words with double consonants	1. doomed 2. doused 3. frantically 4. distract 5. stall

Daily Intervention Program: Level Range Q-T
***The following chart lists intervention skills for the first 20 of the 100 passages for level range Q-T

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
1	Food Fight!	288	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. 4+ Syllable Words	1. scheming 2. consequences 3. erupted 4. fulfilling 5. epic
2	I Double Dog Dare You	313	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. 4+ Syllable Words	1. brainstorm 2. outrageous 3. literally 4. flinch 5. unanimous
3	A Field Trip Back in Time	291	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. 4+ Syllable Words	1. replica 2. fascinated 3. resources 4. scolded 5. transported
4	Science Experiments	289	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. 4+ Syllable Words	1. hypothesize 2. outcome 3. incorrect 4. captivating 5. pulverized
5	What Planet are You From?	283	1. Summarize 2. Predict 3. Make Connections 4. Analyze Characters	1. Contractions 2. Plurals 3. Adjectives 4. 4+ Syllable Words	1. repeatedly 2. comprehend 3. insanely 4. overheard 5. lame
6	Birthday Party Games	288	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. classic 2. mission 3. unusual 4. scattered 5. soaked
7	Garage Sale Treasures	285	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. addicted 2. bizarre 3. herd 4. debated 5. tempting

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
8	Summer Can Feel So Long	286	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. binge 2. thrives 3. routine 4. anxiety 5. sacrifice
9	Kids Can Start a Business Too	286	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. entrepreneur 2. racking 3. profit 4. patrol 5. slogan
10	Left Behind	318	1. Solve Words 2. Infer 3. Compare/Contrast 4. Critique Events	1. Words with suffixes 2. Words with 2 or more vowels together 3. Words that end with a vowel 4. Conjunctions	1. freedom 2. suppose 3. vanished 4. aisle 5. irate
11	Colonial Settlement	260	1. Descriptive Language 2. Finding Major Facts 3. Finding Minor Facts 4. Asking Questions	1. Descriptive language 2. Proper Nouns 3. Words with 3 or more syllables 4. Action verbs	1. settlers 2. permanent 3. founded 4. established 5. separation
12	The American Revolution	261	1. Descriptive Language 2. Finding Major Facts 3. Finding Minor Facts 4. Asking Questions	1. Descriptive language 2. Proper Nouns 3. Words with 3 or more syllables 4. Action verbs	1. declared 2. enraged 3. consent 4. maintain 5. surrendered
13	The United States Constitution	278	1. Descriptive Language 2. Finding Major Facts 3. Finding Minor Facts 4. Asking Questions	1. Descriptive language 2. Proper Nouns 3. Words with 3 or more syllables 4. Action verbs	1. desperately 2. debates 3. compromises 4. revised 5. amendment
14	Lewis and Clark	273	1. Descriptive Language 2. Finding Major Facts 3. Finding Minor Facts 4. Asking Questions	1. Descriptive language 2. Proper Nouns 3. Words with 3 or more syllables 4. Action verbs	1. expand 2. territory 3. secretary 4. expedition 5. interpret

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
15	Native Americans	255	1. Context Clues 2. Identify New Learning 3. Analyze Facts 4. Draw Conclusions	1. Words with long vowel sounds 2. Words with /th/, /sh/, or /ch/ 3. R-controlled Vowels 4. Words with double consonants	1. cultures 2. characteristics 3. spiritual 4. rituals 5. creatures
16	Plant and Animal Cells	283	1. Context Clues 2. Identify New Learning 3. Analyze Facts 4. Draw Conclusions	1. Words with long vowel sounds 2. Words with /th/, /sh/, or /ch/ 3. R-controlled Vowels 4. Words with double consonants	1. organisms 2. compartments 3. irregular 4. convert 5. released
17	Human Cells	280	1. Context Clues 2. Identify New Learning 3. Analyze Facts 4. Draw Conclusions	1. Words with long vowel sounds 2. Words with /th/, /sh/, or /ch/ 3. R-controlled Vowels 4. Words with double consonants	1. unimaginable 2. interacting 3. bustling 4. infections 5. exact
18	Causes of Extinction	267	1. Context Clues 2. Identify New Learning 3. Analyze Facts 4. Draw Conclusions	1. Words with long vowel sounds 2. Words with /th/, /sh/, or /ch/ 3. R-controlled Vowels 4. Words with double consonants	1. species 2. habitat 3. starvation 4. invasive 5. population
19	The Scientific Method	273	1. Context Clues 2. Make Connections Between Characters 3. Infer causes of problems 4. Draw Conclusions	1. Possessive nouns 2. Words with /th/, /sh/, or /ch/ 3. Homophones 4. Words with double consonants	1. accurate 2. factual 3. observations 4. procedures 5. conclusions
20	All About Matter	295	1. Context Clues 2. Identify New Learning 3. Analyze Facts 4. Draw Conclusions	1. Words with long vowel sounds 2. Words with /th/, /sh/, or /ch/ 3. R-controlled Vowels 4. Words with double consonants	1. mass 2. shift 3. particles 4. swipe 5. vibrate

Daily Intervention Program

***The following chart lists intervention skills the first 40 of 100 passages for level range U-W

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
1	The Food Pantry	280	1. Interpret Reasons for Character Actions 2. Identify Important Information 3. Sequence of Events 4. Interpret Figurative Language	1. Proper Nouns 2. Words with the /th/ consonant cluster 3. Words that end with a silent letter 4. Words with the /oo/ vowel pattern	1. abruptly 2. adamant 3. wallowed 4. aback 5. stocked
2	Life is Complicated	289	1. Interpret Reasons for Character Actions 2. Identify Important Information 3. Sequence of Events 4. Interpret Figurative Language	1. Proper Nouns 2. Words with the /th/ consonant cluster 3. Words that end with a silent letter 4. Words with the /oo/ vowel pattern	1. tension 2. torture 3. relationship 4. dreaded 5. numb
3	The Forgiveness Ring	263	1. Interpret Reasons for Character Actions 2. Identify Important Information 3. Sequence of Events 4. Interpret Figurative Language	1. Proper Nouns 2. Words with the /th/ consonant cluster 3. Words that end with a silent letter 4. Words with the /oo/ vowel pattern	1. devastated 2. quivered 3. excluded 4. rage 5. overheard
4	Room for Four	287	1. Interpret Reasons for Character Actions 2. Identify Important Information 3. Sequence of Events 4. Interpret Figurative Language	1. Proper Nouns 2. Words with the /th/ consonant cluster 3. Words that end with a silent letter 4. Words with the /oo/ vowel pattern	1. anxious 2. strutted 3. squealing 4. confirmed 5. uneventful
5	The Practical Joker	291	1. Interpret Reasons for Character Actions 2. Identify Important Information 3. Sequence of Events 4. Interpret Figurative Language	1. Proper Nouns 2. Words with the /th/ consonant cluster 3. Words that end with a silent letter 4. Words with the /oo/ vowel pattern	1. hesitate 2. reputation 3. charades 4. pranks 5. schemed

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	1. Make Connections to Other Texts 2. Support Predictions with Text Evidence 3. Content Words 4. Identify Topic Sentence	1. Prepositions 2. Words with r-controlled Vowels 3. Words with the /k/ sound 4. Words with the /u-cons.-e/ pattern	1. glance 2. necessary 3. predominantly 4. burrowing 5. native
12	What's Cool About Kangaroos	259	1. Make Connections to Other Texts 2. Support Predictions with Text Evidence 3. Content Words 4. Identify Topic Sentence	1. Prepositions 2. Words with r-controlled Vowels 3. Words with the /k/ sound 4. Words with the /u-cons.-e/ pattern	1. species 2. extraordinarily 3. brawling 4. scrounging 5. permanently
13	A Water Bear Don't Care	288	1. Make Connections to Other Texts 2. Support Predictions with Text Evidence 3. Content Words 4. Identify Topic Sentence	1. Prepositions 2. Words with r-controlled Vowels 3. Words with the /k/ sound 4. Words with the /u-cons.-e/ pattern	1. virtually 2. suspended 3. conditions 4. indestructible 5. transversely
14	The California Sea Lion	276	1. Make Connections to Other Texts 2. Support Predictions with Text Evidence 3. Content Words 4. Identify Topic Sentence	1. Prepositions 2. Words with r-controlled Vowels 3. Words with the /k/ sound 4. Words with the /u-cons.-e/ pattern	1. characteristics 2. streamlined 3. agile 4. opportunistic 5. gallop
15	Why Do We Have Boogers	280	1. Make Connections to Other Texts 2. Support Predictions with Text Evidence 3. Content Words 4. Identify Topic Sentence	1. Prepositions 2. Words with r-controlled Vowels 3. Words with the /k/ sound 4. Words with the /u-cons.-e/ pattern	1. trivial 2. visibly 3. arduous 4. defensive 5. entryway

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
16	Thomas Edison	263	1. Evaluate Importance of Main Idea 2. Identify Facts 3. Determine Writer's Point of View 4. Critique the Text	1. Conjunctions 2. Words with only long vowels 3. Words with the /f/ sound 4. Words with the /ew/ vowel pattern	1. analyze 2. structure 3. engrossed 4. tirelessly 5. founded
17	Queen Elizabeth 1	265	1. Evaluate Importance of Main Idea 2. Identify Facts 3. Determine Writer's Point of View 4. Critique the Text	1. Conjunctions 2. Words with only long vowels 3. Words with the /f/ sound 4. Words with the /ew/ vowel pattern	1. tumultuous 2. charismatic 3. dominance 4. heir 5. dynasty
18	Muhammad Ali	281	1. Evaluate Importance of Main Idea 2. Identify Facts 3. Determine Writer's Point of View 4. Critique the Text	1. Conjunctions 2. Words with only long vowels 3. Words with the /f/ sound 4. Words with the /ew/ vowel pattern	1. enraged 2. enlightened 3. amateur 4. professional 5. century
19	Milton Hershey	290	1. Evaluate Importance of Main Idea 2. Identify Facts 3. Determine Writer's Point of View 4. Critique the Text	1. Conjunctions 2. Words with only long vowels 3. Words with the /f/ sound 4. Words with the /ew/ vowel pattern	1. devout 2. entrepreneur 3. transient 4. trade 5. monotonous
20	Michael Jordan	282	1. Evaluate Importance of Main Idea 2. Identify Facts 3. Determine Writer's Point of View 4. Critique the Text	1. Conjunctions 2. Words with only long vowels 3. Words with the /f/ sound 4. Words with the /ew/ vowel pattern	1. idol 2. arguably 3. dominated 4. fleeting 5. solidified

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
21	Teacher for the Day	277	1. Interpret Reasons for Character Feelings 2. Identify Setting 3. Notice Rising Action Events 4. Infer the Big Idea	1. Adverbs 2. Words with only the vowel /a/ 3. Words with only short vowel sounds 4. Words with the /ui/ vowel pattern	1. prestigious 2. shenanigans 3. intuition 4. bounding 5. erupted
22	Lost in the Woods	289	1. Interpret Reasons for Character Feelings 2. Identify Setting 3. Notice Rising Action Events 4. Infer the Big Idea	1. Adverbs 2. Words with only the vowel /a/ 3. Words with only short vowel sounds 4. Words with the /ui/ vowel pattern	1. outwitting 2. multitude 3. secluded 4. composure 5. mustered
23	William Worried	284	1. Interpret Reasons for Character Feelings 2. Identify Setting 3. Notice Rising Action Events 4. Infer the Big Idea	1. Adverbs 2. Words with only the vowel /a/ 3. Words with only short vowel sounds 4. Words with the /ui/ vowel pattern	1. literally 2. anguish 3. feverishly 4. divulged 5. tranquil
24	Greyson's First Rollercoaster Ride	274	1. Interpret Reasons for Character Feelings 2. Identify Setting 3. Notice Rising Action Events 4. Infer the Big Idea	1. Adverbs 2. Words with only the vowel /a/ 3. Words with only short vowel sounds 4. Words with the /ui/ vowel pattern	1. overwhelmed 2. trepidation 3. poise 4. mocked 5. declared
25	Drake's Addiction to Video Games	285	1. Interpret Reasons for Character Feelings 2. Identify Setting 3. Notice Rising Action Events 4. Infer the Big Idea	1. Adverbs 2. Words with only the vowel /a/ 3. Words with only short vowel sounds 4. Words with the /ui/ vowel pattern	1. monitor 2. banned 3. overpowering 4. disobeying 5. accountable

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
26	Family Game Night	301	1. Evaluate Characters' Actions 2. Notice how the Problem was almost Solved 3. Identify Story Climax 4. Evaluate Believability of Character	1. Linking Verbs 2. Words with only the vowel /e/ 3. Words with the /in/ pattern 4. Words with the /ou/ vowel pattern	1. devotes 2. bicker 3. hostile 4. dumbfounded 5. incident
27	Finding a Compromise	272	1. Evaluate Characters' Actions 2. Notice how the Problem was almost Solved 3. Identify Story Climax 4. Evaluate Believability of Character	1. Linking Verbs 2. Words with only the vowel /e/ 3. Words with the /in/ pattern 4. Words with the /ou/ vowel pattern	1. procrastinator 2. disheveled 3. pretentious 4. solace 5. relented
28	The Boy Who Barely Talked	281	1. Evaluate Characters' Actions 2. Notice how the Problem was almost Solved 3. Identify Story Climax 4. Evaluate Believability of Character	1. Linking Verbs 2. Words with only the vowel /e/ 3. Words with the /in/ pattern 4. Words with the /ou/ vowel pattern	1. introvert 2. ridiculing 3. sought 4. befriended 5. pry
29	Tara's Secret	281	1. Evaluate Characters' Actions 2. Notice how the Problem was almost Solved 3. Identify Story Climax 4. Evaluate Believability of Character	1. Linking Verbs 2. Words with only the vowel /e/ 3. Words with the /in/ pattern 4. Words with the /ou/ vowel pattern	1. withdrawn 2. defensive 3. reserved 4. curiosity 5. symphathy
30	Use Your Voice	273	1. Evaluate Characters' Actions 2. Notice how the Problem was almost Solved 3. Identify Story Climax 4. Evaluate Believability of Character	1. Linking Verbs 2. Words with only the vowel /e/ 3. Words with the /in/ pattern 4. Words with the /ou/ vowel pattern	1. interventionist 2. painstakingly 3. assess 4. dumbfounded 5. unimpressive

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
31	Wolfgang Mozart	268	1. Make Connections to Background Knowledge 2. Identify Culture 3. Describe Hardships 4. Follow Complex Plots	1. Words with /ph/ or /gh/ 2. Words with only the vowel /i/ 3. Words with the /is/ pattern 4. Words with the /wa/ pattern	1. phenomenal 2. composer 3. prodigy 4. indulged 5. prolific
32	Gail Borden	256	1. Make Connections to Background Knowledge 2. Identify Culture 3. Describe Hardships 4. Follow Complex Plots	1. Words with /ph/ or /gh/ 2. Words with only the vowel /i/ 3. Words with the /is/ pattern 4. Words with the /wa/ pattern	1. surveying 2. residence 3. alleviate 4. concentrate 5. dehydrated
33	Butch Cassidy	285	1. Make Connections to Background Knowledge 2. Identify Culture 3. Describe Hardships 4. Follow Complex Plots	1. Words with /ph/ or /gh/ 2. Words with only the vowel /i/ 3. Words with the /is/ pattern 4. Words with the /wa/ pattern	1. hustlers 2. prosperous 3. emulate 4. outlaws 5. pardon
34	Jack Dorsey	264	1. Make Connections to Background Knowledge 2. Identify Culture 3. Describe Hardships 4. Follow Complex Plots	1. Words with /ph/ or /gh/ 2. Words with only the vowel /i/ 3. Words with the /is/ pattern 4. Words with the /wa/ pattern	1. intrigued 2. fleets 3. dispatch 4. platform 5. superficial
35	Gabby Douglas	263	1. Make Connections to Background Knowledge 2. Identify Culture 3. Describe Hardships 4. Follow Complex Plots	1. Words with /ph/ or /gh/ 2. Words with only the vowel /i/ 3. Words with the /is/ pattern 4. Words with the /wa/ pattern	1. homesickness 2. debut 3. apparatus 4. precision 5. prestigious

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
36	The Leaning Tower of Pisa	279	1. Infer Author's Intentions 2. Ask and Answer Questions During Reading 3. Determine Author's Purpose 4. Define Words Using Context Clues	1. Words that begin with r-controlled vowels 2. Words with only the vowel /o/ 3. Words with the /un/ pattern 4. Words with the /au/ vowel pattern	1. prominent 2. restoration 3. century 4. verified 5. undoubtedly
37	All About Allergies	246	1. Infer Author's Intentions 2. Ask and Answer Questions During Reading 3. Determine Author's Purpose 4. Define Words Using Context Clues	1. Words that begin with r-controlled vowels 2. Words with only the vowel /o/ 3. Words with the /un/ pattern 4. Words with the /au/ vowel pattern	1. overreaction 2. hereditary 3. inherit 4. congestion 5. consciousness
38	The Great Wall of China	272	1. Infer Author's Intentions 2. Ask and Answer Questions During Reading 3. Determine Author's Purpose 4. Define Words Using Context Clues	1. Words that begin with r-controlled vowels 2. Words with only the vowel /o/ 3. Words with the /un/ pattern 4. Words with the /au/ vowel pattern	1. daunting 2. compacted 3. resources 4. dynasty 5. historians
39	The Hottest Place in the World	256	1. Infer Author's Intentions 2. Ask and Answer Questions During Reading 3. Determine Author's Purpose 4. Define Words Using Context Clues	1. Words that begin with r-controlled vowels 2. Words with only the vowel /o/ 3. Words with the /un/ pattern 4. Words with the /au/ vowel pattern	1. excruciatingly 2. sizzling 3. moderately 4. oasis 5. ironically
40	Why are Diamonds so Expensive?	255	1. Infer Author's Intentions 2. Ask and Answer Questions During Reading 3. Determine Author's Purpose 4. Define Words Using Context Clues	1. Words that begin with r-controlled vowels 2. Words with only the vowel /o/ 3. Words with the /un/ pattern 4. Words with the /au/ vowel pattern	1. rare 2. reserves 3. ingenious 4. tagline 5. absurdly

Daily Intervention Program

***The following chart lists intervention skills the first 20 of 100 passages for level range X-Z

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
1	Justifying a Mission Trip	281	1. Describe Character Bias 2. Identify Story Climax 3. Name and Define Narrator 4. Identify Author's Use of Irony	1. Words with 3 syllables 2. Words with the Greek root 'dem' 3. Words that begin with 3 consonants 4. Words with the Latin root 'ject'	1. epidemic 2. terrain 3. starvation 4. destitute 5. trajectory
2	One Paycheck Away	298	1. Describe Character Bias 2. Identify Story Climax 3. Name and Define Narrator 4. Identify Author's Use of Irony	1. Words with 3 syllables 2. Words with the Greek root 'dem' 3. Words that begin with 3 consonants 4. Words with the Latin root 'ject'	1. concluded 2. innocence 3. romanticized 4. abide 5. mere
3	Just an Apple?	284	1. Describe Character Bias 2. Identify Story Climax 3. Name and Define Narrator 4. Identify Author's Use of Irony	1. Words with 3 syllables 2. Words with the Greek root 'dem' 3. Words that begin with 3 consonants 4. Words with the Latin root 'ject'	1. subjected 2. excessive 3. alternative 4. demolishing 5. lethargic
4	Merry Christmas to Me	317	1. Describe Character Bias 2. Identify Story Climax 3. Name and Define Narrator 4. Identify Author's Use of Irony	1. Words with 3 syllables 2. Words with the Greek root 'dem' 3. Words that begin with 3 consonants 4. Words with the Latin root 'ject'	1. plead 2. atrocious 3. loath 4. gasped 5. hesitated
5	Saying Goodbye	273	1. Describe Character Bias 2. Identify Story Climax 3. Name and Define Narrator 4. Identify Author's Use of Irony	1. Words with 3 syllables 2. Words with the Greek root 'dem' 3. Words that begin with 3 consonants 4. Words with the Latin root 'ject'	1. charismatic 2. optimist 3. engrossed 4. sobbing 5. eternity

Pass #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
6	On the Other Side	279	1. Critique Authenticity of Characters 2. Define Language that Evokes Sensory 3. Identify Moments of Suspense 4. Predict Characters' Actions in other Circumstances	1. Words with 4 vowels 2. Words with the Greek root 'gen' 3. Words with a prefix 4. Words with the Latin root 'man'	1. envision 2. haunting 3. dumbfounded 4. generic 5. meager
7	A Ugandan Market	280	1. Critique Authenticity of Characters 2. Define Language that Evokes Sensory 3. Identify Moments of Suspense 4. Predict Characters' Actions in other Circumstances	1. Words with 4 vowels 2. Words with the Greek root 'gen' 3. Words with a prefix 4. Words with the Latin root 'man'	1. temporarily 2. eclectic 3. maneuver 4. bargain 5. innards
8	Why Won't She Quit?	267	1. Critique Authenticity of Characters 2. Define Language that Evokes Sensory 3. Identify Moments of Suspense 4. Predict Characters' Actions in other Circumstances	1. Words with 4 vowels 2. Words with the Greek root 'gen' 3. Words with a prefix 4. Words with the Latin root 'man'	1. physically 2. combative 3. enraged 4. anxiety 5. palpable
9	The Cheater	277	1. Critique Authenticity of Characters 2. Define Language that Evokes Sensory 3. Identify Moments of Suspense 4. Predict Characters' Actions in other Circumstances	1. Words with 3 syllables 2. Words with the Greek root 'dem' 3. Words that begin with 3 consonants 4. Words with the Latin root 'ject'	1. incapable 2. entirety 3. epiphany 4. rehearsed 5. brimming
10	Nothing to Sweat About	275	1. Critique Authenticity of Characters 2. Define Language that Evokes Sensory 3. Identify Moments of Suspense 4. Predict Characters' Actions in other Circumstances	1. Words with 4 vowels 2. Words with the Greek root 'gen' 3. Words with a prefix 4. Words with the Latin root 'man'	1. excessive 2. genetic 3. symptoms 4. envious 5. soliciting

Pass #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
11	What is Poverty?	274	1. Describe the Main Idea 2. Identify Term Definitions Within a Text 3. Critique Author's Use of Argument 4. Analyze Author's Word Choice	1. Words with suffixes 2. Words with the Greek root 'ast' 3. Homophones 4. Words with the Latin root 'ped'	1. haste 2. turmoil 3. impede 4. malnourished 5. endure
12	How to Survive a Blizzard	281	1. Describe the Main Idea 2. Identify Term Definitions Within a Text 3. Critique Author's Use of Argument 4. Analyze Author's Word Choice	1. Words with suffixes 2. Words with the Greek root 'ast' 3. Homophones 4. Words with the Latin root 'ped'	1. devastation 2. expeditiously 3. susceptible 4. stranded 5. poisoning
13	The Skunk and Its Smell	275	1. Describe the Main Idea 2. Identify Term Definitions Within a Text 3. Critique Author's Use of Argument 4. Analyze Author's Word Choice	1. Words with suffixes 2. Words with the Greek root 'ast' 3. Homophones 4. Words with the Latin root 'ped'	1. empathize 2. volatile 3. derivatives 4. astonishing 5. accuracy
14	What is ESP?	263	1. Describe the Main Idea 2. Identify Term Definitions Within a Text 3. Critique Author's Use of Argument 4. Analyze Author's Word Choice	1. Words with suffixes 2. Words with the Greek root 'ast' 3. Homophones 4. Words with the Latin root 'ped'	1. denoting 2. multitude 3. perceives 4. unassumingly 5. merit
15	The Most Deadly Animal	265	1. Describe the Main Idea 2. Identify Term Definitions Within a Text 3. Critique Author's Use of Argument 4. Analyze Author's Word Choice	1. Words with suffixes 2. Words with the Greek root 'ast' 3. Homophones 4. Words with the Latin root 'ped'	1. miniscule 2. gargantuan 3. transmitting 4. unwittingly 5. pose

Pass #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
16	Betty Friedan	263	1. Describe Motives of Main Subject 2. Identify Logic in Conclusions 3. Visualize Setting 4. Identify Moral Lesson Learned	1. Words with only short vowel sounds 2. Words with the Greek root 'hyp' 3. Compound Words 4. Words with the Latin root 'cept'	1. astute 2. keenly 3. inferior 4. misconception 5. epidemic
17	Marie Curie	266	1. Describe Motives of Main Subject 2. Identify Logic in Conclusions 3. Visualize Setting 4. Identify Moral Lesson Learned	1. Words with only short vowel sounds 2. Words with the Greek root 'hyp' 3. Compound Words 4. Words with the Latin root 'cept'	1. prudent 2. succeeded 3. residues 4. bestowed 5. spontaneous
18	Charles Babbage	240	1. Describe Motives of Main Subject 2. Identify Logic in Conclusions 3. Visualize Setting 4. Identify Moral Lesson Learned	1. Words with only short vowel sounds 2. Words with the Greek root 'hyp' 3. Compound Words 4. Words with the Latin root 'cept'	1. fondness 2. surpassing 3. principally 4. equate 5. pioneer
19	Ralph Baer	282	1. Describe Motives of Main Subject 2. Identify Logic in Conclusions 3. Visualize Setting 4. Identify Moral Lesson Learned	1. Words with only short vowel sounds 2. Words with the Greek root 'hyp' 3. Compound Words 4. Words with the Latin root 'cept'	1. drafted 2. associates 3. deemed 4. patent 5. executives
20	Sean Parker	272	1. Describe Motives of Main Subject 2. Identify Logic in Conclusions 3. Visualize Setting 4. Identify Moral Lesson Learned	1. Words with only short vowel sounds 2. Words with the Greek root 'hyp' 3. Compound Words 4. Words with the Latin root 'cept'	1. voracious 2. hacking 3. deception 4. accolades 5. founder

"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   next to the word. SC are great because it tells us that the student recognized the original word did not fit and it needed to be fixed to have the text make sense.

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

Tip #7: For scoring the Rate and Tone, consider the flow of the reading by asking yourself the following questions;
1. Did the reader repeat a lot of words or phrases?
2. Did the reader pause at commas and stop at periods?
3. Were there many unnatural pauses and breaks?
4. Did the reader read too fast? Too slow?