

# 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: 20 passages

E-G: 20 passages

H-K: 20 passages

L-P: 20 passages

Q-T: 20 passages

U-W: 20 passages

X-Z: 20 passages

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## 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 Set Three, Level Ranges A-Z includes...

1. 140 reading passages with appropriate content and language for levels A-Z. (20 fiction and nonfiction passages per level range)
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 set)
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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## “Abraham Lincoln”

Abraham Lincoln was the 16<sup>th</sup> president of the United States. He was an amazing president who made very important changes to the country. He grew up poor. He didn't even have much of a formal education, but Abraham loved books. As he grew up he studied the law and became a lawyer. The southern states did not want Abraham to be president. After he won the election, they started leaving the United States. Abraham Lincoln wanted to end slavery, but the southern states did not. This led to a major conflict. The Civil War between the south and the north began. It lasted four years until the south finally lost. Abraham Lincoln's wish to end slavery had finally come true. A law was passed that all slaves should be set free. Lincoln will always be honored for helping to end slavery in the United States.

### Understand It!

Answer the following questions after reading:

- What does "passed" mean in the text?
  - not true
  - allowed to happen
  - stopped
  - to go by
- The author thinks Lincoln was...?
  - not important
  - a bad president
  - supporting slavery
  - a great president
- Which is the most important fact from the beginning of the text?
  - He was the 16<sup>th</sup> president
  - he was poor
  - he wanted to keep slavery
  - The Civil War
- Why will Lincoln be honored forever?
  - for being tall
  - for ending slavery
  - for being poor
  - for being a lawyer

### Word Work

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

- Words with short vowel sound /o/
  - One syllable words with long vowel sound /e/
  - Words that begin with two consonants that make two sounds
  - Words with double vowels followed by a consonant
- Passage 54 Copyright: Out of This World Literacy (Jen Bengt)

### Vocabulary

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

- poor not a lot of money
- formal a good job
- studied learned a lot
- led to be a leader
- honored to be told you're good

## “Rainy School Days”

My class does not like rain. We can not play outside when it rains. It is so boring. We were all sad when it rained today. Then my teacher said it will be fun. She got new games. It was fun! We played games. Now we all want it to rain again. Then we can play games again. Rain days are fun.

### Understand It!

Answer the following questions after reading:

- What happened in the middle of the story?
  - they went outside
  - it did not rain
  - The teacher got games
  - they ate lunch
- Why did the class like rain days now?
  - they were bored
  - The teacher got games
  - they got snack
  - they got to go home
- What might happen on the next rain day?
  - they will play games
  - the class will be bored
  - they will eat lunch
  - they will eat snack
- What is different about the class at the end?
  - they are still bored
  - they are not bored
  - they have no games
  - they go outside when it rains

### Word Work

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

- Words with the letter /m/
  - Words that end with /ed/
  - Words with /t h/
  - Words that are action verbs
- Passage 50 Copyright: Out of This World Literacy (Jen Bengt)

### Vocabulary

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

- boring
- teacher

## “The Boy Who NEVER STOPPED SHOUTING”

Ralph was more than just your average five-year-old; he was a wild, rambunctious, loud little guy. Much to his family's dismay, he never really learned how to talk without shouting. His mom and dad were constantly using the word 'down' when talking to him. They would say, 'calm down,' 'sit down,' 'settle down,' and 'slow down.' But the one phrase they repeated the most was, 'quiet down!' His parents were hoping that when Ralph started kindergarten he would learn how to use words without shouting. They had tried everything from using headphones to recording Ralph shouting, but he still seemed so clueless as to how loud he was. Unfortunately, starting kindergarten didn't seem to help either. His teacher, Mrs. Jones, called Ralph's parents in for a conference after the first week of school. Oh great, they thought, he is already getting in trouble. They were nervous to hear what Mrs. Jones would tell them about Ralph's shouting problem, but they went to the conference anyway. The conversation began just as they suspected, but, at the end Mrs. Jones said something that surprised both of them. She thought that maybe Ralph had a hearing problem. Mrs. Jones suggested that they make an appointment with an ear specialist. Ralph's parents made the call that day. And sure enough, just as Mrs. Jones had thought, Ralph had some hearing loss. That explained why he yelled when he talked. To him, it didn't feel like yelling at all. The doctor gave him some hearing aides and Ralph soon learned to talk just like everyone else. He was happy to not get in trouble anymore.

### Understand It!

Answer the following questions after reading:

- What is Ralph like?
  - calm
  - mean
  - hyper
  - quiet
- One of the most important things about this text is...
  - getting his ears checked
  - turning five
  - going to school
  - learning to read
- What changed over time?
  - nothing
  - he stopped going to school
  - talking quieter
  - still yelling
- What other problems could have happened in the story?
  - Ralph doesn't learn
  - Ralph is happy
  - Ralph can hear better
  - his teacher loves him

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.

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

## “The Boy Who NEVER STOPPED SHOUTING”

Ralph was more than just your average five-year-old; he was a wild, rambunctious, loud little guy. Much to his family's dismay, he never really learned how to talk without shouting. His mom and dad were constantly using the word 'down' when talking to him. They would say, 'calm down,' 'sit down,' 'settle down,' and 'slow down.' But the one phrase they repeated the most was, 'quiet down!' His parents were hoping that when Ralph started kindergarten he would learn how to use words without shouting. They had tried everything from using headphones to recording Ralph shouting, but he still seemed so clueless as to how loud he was. Unfortunately, starting kindergarten didn't seem to help either. His teacher, Mrs. Jones, called Ralph's parents in for a conference after the first week of school. Oh great, they thought, he is already getting in trouble. They were nervous to hear what Mrs. Jones would tell them about Ralph's shouting problem, but they went to the conference anyway. The conversation began just as they suspected, but, at the end Mrs. Jones said something that surprised both of them. She thought that maybe Ralph had a hearing problem. Mrs. Jones suggested that they make an appointment with an ear specialist. Ralph's parents made the call that day. And sure enough, just as Mrs. Jones had thought, Ralph had some hearing loss. That explained why he yelled when he talked. To him, it didn't feel like yelling at all. The doctor gave him some hearing aides and Ralph soon learned to talk just like everyone else. He was happy to not get in trouble anymore.

# 140 PASSAGES: 5 FORMATS!

## "MY BEST FRIEND IS THE BEST!"

Almost everyone I know has a best friend. But I would argue that my best friend Mack is the BEST friend anyone can ever have! Mack's mom packs him the yummiest lunches. They are filled with sweet chocolates, salty chips, and tasty sandwiches. Every day Mack offers me bites of each thing in his lunch. At recess, Mack always listens to all my wild stories about dragons and pirates. He thinks I'm funny when I use my dragon voice to scare the girls in our class. The best part about Mack is that he is always there for me. Mack waits for me after school before he gets on the bus just so we can sit together. Mack is the perfect example of what a best friend should be. He isn't perfect, and sometimes we don't get along. But, we always find a way to overlook what makes us different. I hope Mack and I are best friends for our entire lives!

- Understand It!**  
Answer the following questions after reading.
1. What was one problem in the story?  
a. they sometimes don't agree  
b. sharing lunch  
c. listening to stories  
d. waiting after school
  2. How does the narrator feel about Mack?  
a. he is just ok  
b. he is not that great  
c. he is the BEST  
d. he fights a lot
  3. What does 'sweet' mean in the story?  
a. has a bad taste  
b. tastes really good  
c. tastes sour  
d. something good happened
  4. The best word to describe Mack is...  
a. kind  
b. naughty  
c. silly  
d. annoying

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

- red: Words with short vowel sound /a/
- blue: Words with short vowel sound /e/
- green: Words that begin with /sh/, /th/, or /ch/

**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 \_\_\_\_\_

## "WHY WE TAKE A BATH"

Why do we take a bath? We take a bath to get clean. Be safe in a bath. Do not fill the bath with too much water. That is not safe. Do not slip and fall. Put a mat on the floor. Bring toys in the bath to make it fun. Take a bath so you smell good. Baths keep us clean and happy.



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

Have you ever wondered how our ears work? How is it that we can hear really soft noises like whispers and really loud noises like someone playing the drums? Our ears are responsible for identifying sounds, processing those sounds, and sending information to our brains. For example, if you are riding on the school bus and start to hear a siren, your ears hear a new sound, process it, and tell your brain there might be an emergency nearby. Our ears have an important and complex job of helping us hear. But, that's not all our ears do. They also help us balance so that we don't fall over when we are walking and constantly injure ourselves! The ear is made up of three sections that all work together, the outer ear, the middle ear, and the inner ear. The outer ear is the part of the ear we can all see. It's where people get their ears pierced or where we whisper secrets to our friends. It's also where earwax is found. The earwax consists of chemicals that help us fight off infections. Sound waves enter the ear through the ear canal and make their way to the middle ear. The middle ear's main job is to take those sounds and turn them into vibrations that enter the inner ear. Sound enters the inner ear through vibrations. The vibrations hit a tiny, curled tube inside the ear. The tube is filled with liquids that is set into motion like a wave when vibrations hit. There are also teeny, tiny little hairs in the tube. Those hairs move back and forth when vibrations reach the inner ear. They send signals to the brain that tell it what the sounds are. Our ears are an amazing part of our bodies!

1. What does the word 'complex' mean in the passage?  
a. difficult  
b. easy  
c. hearing  
d. simple
2. What is one thing you learned about our ears?  
a. earwax is on the inside  
b. the ear has 4 parts  
c. the inner ear has fluid  
d. the middle ear has fluid
3. This text is most like a text with which title?  
a. How We See  
b. The Parts of the Ear  
c. All About Loud Sounds  
d. The Emergency
4. What can be found on the outer ear?  
a. liquids  
b. vibrations  
c. earwax  
d. the ear canal

**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
- orange

**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 \_\_\_\_\_

## "PEOPLE WATCHING"

Claire's grandma babysat Claire every single day before she started elementary school. One of the things Claire and her grandma loved to do was people watch. They would sit on benches at the mall or the park, guessing people's occupations, ages, names, and personalities. They made up stories about what each person might say or do. Because of these early years, Claire loved to people watch. It was just natural for her to be people watching that day on the playground. She just started fourth grade at a new school and hadn't made any friends yet. So, Claire was lingering around the swings, watching a group of girls in the distance. It appeared as if they were forming a circle around one girl. This got Claire's attention as she stared longer. Suddenly, the little hairs on the back of her neck began to stand up. She felt like something wasn't right with the scene. Just as that thought ran through her mind, she saw it. The girls started pushing the girl in the middle of the circle. She was bouncing around between the girls' hands like a volleyball. Claire could see the girl was scared and she could hear the others' snarky laughs. In that instant, Claire had a decision to make. She could keep watching and do nothing, tell a teacher, or rush over and try to stop the girls. Without wasting another second, she leapt up off the swing, ran over to the girls, and shouted at the top of her lungs for them to leave the girl alone or she would go straight to the principal. Shocked, the girls stopped. Claire didn't know it at the time, but she had just met her best friend and stopped the bullies.

- Understand It!** Answer the following questions after reading.
1. Which is the most important setting in the story?  
a. the classroom  
b. the school bus  
c. the lunch room  
d. the playground
  2. How does Claire feel at the end of the story?  
a. satisfied  
b. bored  
c. silly  
d. exhausted
  3. What moral lesson can be learned in this story?  
a. be a bully  
b. stand up to bullies  
c. run away  
d. ignore bullies
  4. What was one other choice from the story that Claire had?  
a. go back to class  
b. line up for lunch  
c. ignore the bullies  
d. go down the slide

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

- red: Words with clusters /f/, /p/, or /s/
- blue: Words with 5 or more consonants
- green: Words that begin with 3 consonants
- orange: Character description 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!

## "Grandma Joyce Gets a Smart Phone" 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 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).

My Grandma Joyce has always been a spunky lady. She tries to keep up with the world as it changes, but she doesn't always do a great job. One time she tried to learn how to rollerblade. She bought her own blades, complete with knee pads, elbow pads, and a helmet. It was hilariously cute to watch her cruising down the sidewalks with all her pads and helmet on. She gave all her rollerblading stuff to my sister after she fell one too many times and started worrying about breaking a hip. So when my mom told me that Grandma Joyce was begging for a smart phone, I started to panic. I knew she would get frustrated with her new phone within the first five minutes. She would ask me a million questions. No matter how simple the task, she would forget and ask me again. Just the thought of Grandma Joyce getting a smart phone sent me in full anxiety. I asked my mom why my grandma wanted a smart phone. She said Grandma Joyce wanted to learn how to text and 'play all those fun games she sees kids playing.' Who would my grandma need to text? I thought. Regardless of what I thought, my grandma was stubborn. I knew she would get her way. And sure enough, she was at my house the next day asking how to text people. I took a deep breathe and patiently explained how text messaging worked. I walked her through the process. To my surprise, she caught on right away. And just one week later she is a texting machine. The annoying part now is she texts me everything she is thinking all day long. I love my grandma so I just smile and text her back every now and then.

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 <small>(Circle One)</small>	Rate & Tone: 1 2 3 4 <small>(Circle One)</small>	Rate & Tone: 1 2 3 4 <small>(Circle One)</small>

Overall Score: Rate & Tone: /12 Time: \_\_\_\_\_ # of Errors: \_\_\_\_\_

## "Wash Your Hands" 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 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).

When do I wash my hands? You can wash your hands before you eat. You will get germs off your hands. Do not put germs in your mouth. You can wash your hands after you eat. They will be dirty! Use soap and water. Clean them good. Wash your hands all day so you do not get sick.

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 <small>(Circle One)</small>	Rate & Tone: 1 2 3 4 <small>(Circle One)</small>	Rate & Tone: 1 2 3 4 <small>(Circle One)</small>

Overall Score: Rate & Tone: /12 Time: \_\_\_\_\_ # of Errors: \_\_\_\_\_

# 140 RUNNING RECORDS!

## Understand It! Teacher Page

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

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

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

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

Type of ?	Comprehension Questions	Student Responses	Ratings
General	Tell me what you remember from the text...		
Gather Information About Characters	Who is the story about?		
Infer Reasons for Important Events	What do you think is important about the narrator helping his grandma?		
Identify Setting and Plot	How important was the time and place of the story? How do you know?		
Infer Other Problems	What other problems might make sense in the story?		

Comprehension Score: \_\_\_\_\_ /20

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

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

## Understand It! Teacher Page

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

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

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

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

Type of ?	Comprehension Questions	Student Responses	Ratings
General	Tell me what you remember from the text...		
Identify Key Vocabulary	What are some important words from the text? How do you know they're important?		
Identify Opinions in a Text	What does the author think of Martin Luther King Jr? How do you know?		
Find Most Important Fact in Beginning	What was the most important fact at the beginning of the text? How do you know?		
Analyze Nonfiction Facts	What do you think about giving all citizens equal rights? Tell me more...		

Comprehension Score: \_\_\_\_\_ /20

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

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

# 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

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**"Data Tracking"**  
Student: \_\_\_\_\_  
Directions: Record the overall fluency, comprehension, word work, and vocabulary scores below.

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

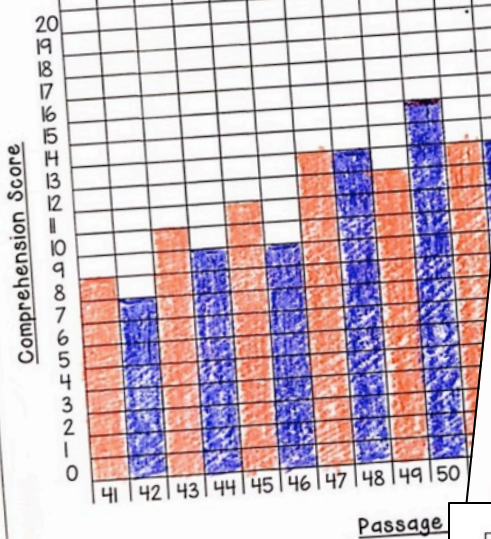
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or  
individual  
STUDENT



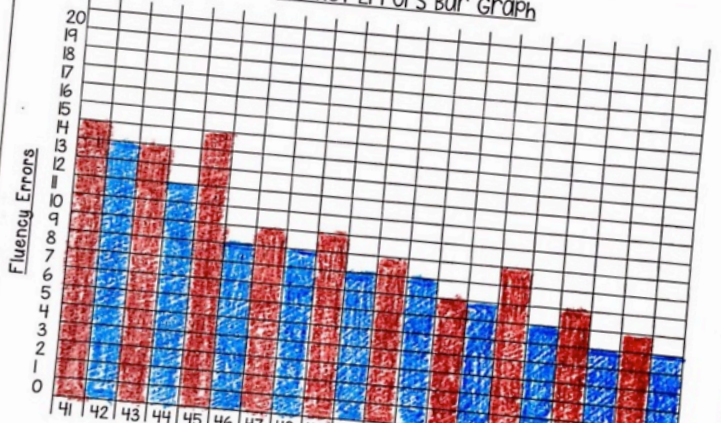
Katie

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



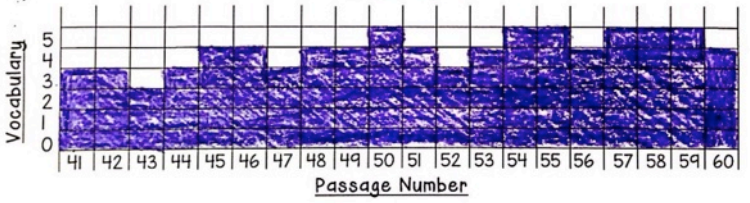
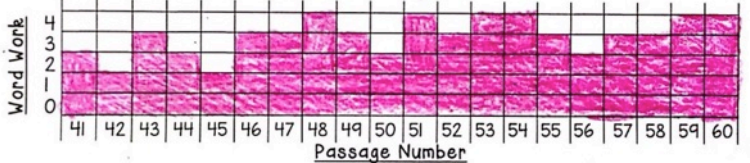
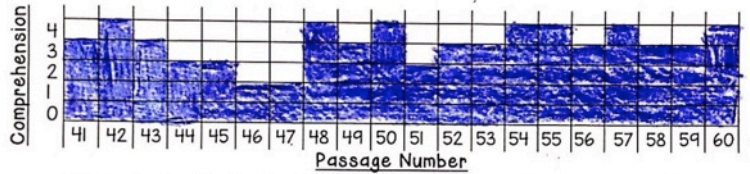
Katie

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



Katie

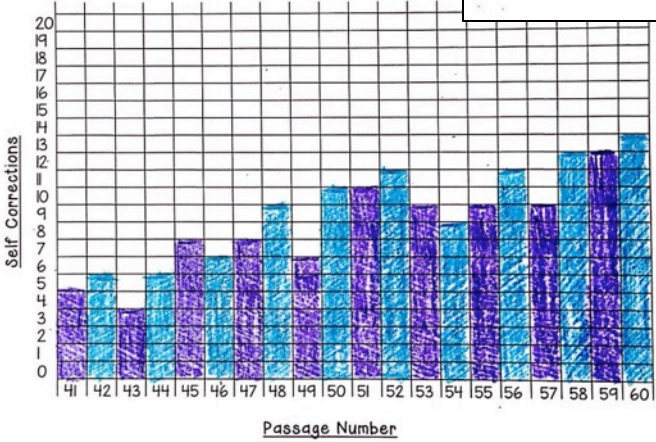
Directions: Complete the bar graphs below by recording students scores from comprehension, word work, and vocabulary for each passage.



# BAR GRAPHS

Katie

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

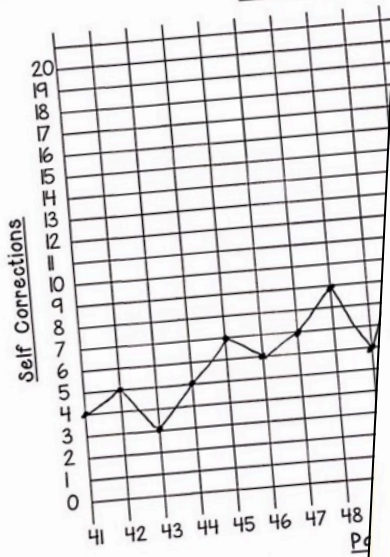


# progress monitoring!!

Katie

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

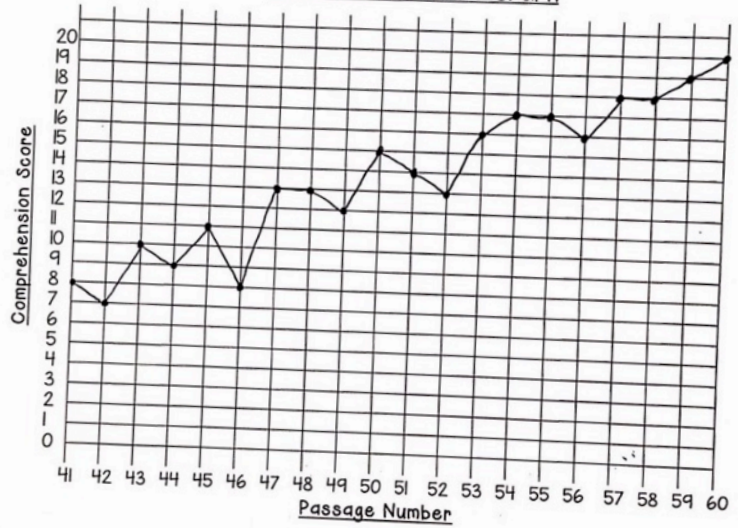
Self Corrections Line Graph



Katie

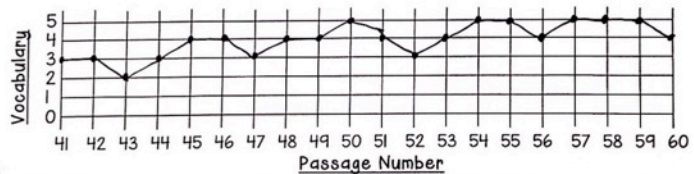
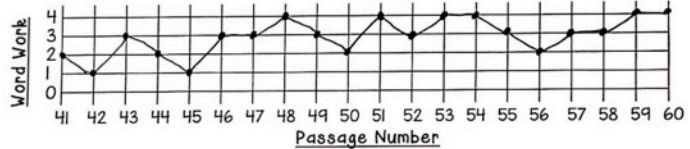
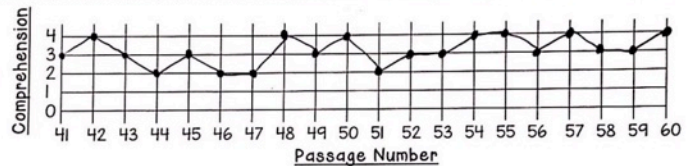
Directions: Complete the line graph below to progress monitor comprehension growth over time

Comprehension Line Graph



Katie

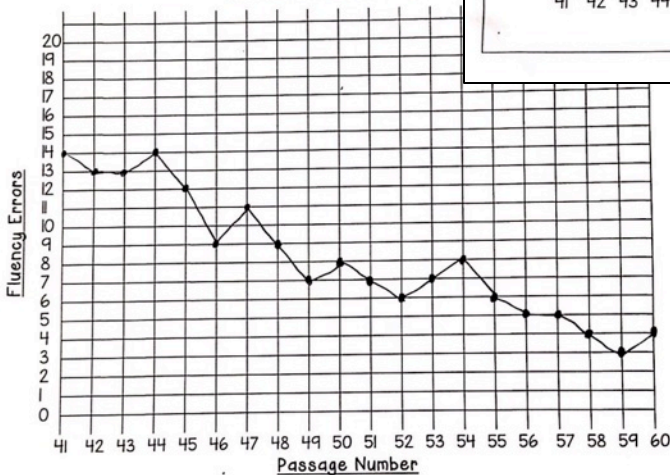
Directions: Complete the line graphs below by recording students scores from comprehension, word work, and vocabulary for each passage.



Katie

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

Fluency Errors Line Graph



progress monitoring!!

# Reading Intervention: Suggested Teaching Levels

\*\*\* Match students 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

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

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
41	Jake Ate Dog Food	60	<ol style="list-style-type: none"> <li>1. Determine Reasons for Characters' Actions</li> <li>2. Notice How Characters Change</li> <li>3. Solve New Words</li> <li>4. Compare Stories</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with the letter /d/</li> <li>2. Words that end with /ay/</li> <li>3. Words with /sh/</li> <li>4. Words with one letter</li> </ol>	<ol style="list-style-type: none"> <li>1. mouth</li> <li>2. cried</li> </ol>
42	I Do NOT Want To!	59	<ol style="list-style-type: none"> <li>1. Determine Reasons for Characters' Actions</li> <li>2. Notice How Characters Change</li> <li>3. Solve New Words</li> <li>4. Compare Stories</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with the letter /d/</li> <li>2. Words that end with /ay/</li> <li>3. Words with /sh/</li> <li>4. Words with one letter</li> </ol>	<ol style="list-style-type: none"> <li>1. trouble</li> <li>2. stomped</li> </ol>
43	Lucy is Bad	60	<ol style="list-style-type: none"> <li>1. Determine Reasons for Characters' Actions</li> <li>2. Notice How Characters Change</li> <li>3. Solve New Words</li> <li>4. Compare Stories</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with the letter /d/</li> <li>2. Words that end with /ay/</li> <li>3. Words with /sh/</li> <li>4. Words with one letter</li> </ol>	<ol style="list-style-type: none"> <li>1. listen</li> <li>2. bathtub</li> </ol>
44	Lunch Time	53	<ol style="list-style-type: none"> <li>1. Determine Reasons for Characters' Actions</li> <li>2. Notice How Characters Change</li> <li>3. Solve New Words</li> <li>4. Compare Stories</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with the letter /d/</li> <li>2. Words that end with /ay/</li> <li>3. Words with /sh/</li> <li>4. Words with one letter</li> </ol>	<ol style="list-style-type: none"> <li>1. hamburger</li> <li>2. drink</li> </ol>
45	Sweet Dreams	57	<ol style="list-style-type: none"> <li>1. Determine Reasons for Characters' Actions</li> <li>2. Notice How Characters Change</li> <li>3. Solve New Words</li> <li>4. Compare Stories</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with the letter /d/</li> <li>2. Words that end with /ay/</li> <li>3. Words with /sh/</li> <li>4. Words with one letter</li> </ol>	<ol style="list-style-type: none"> <li>1. long</li> <li>2. tired</li> </ol>

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
46	The Super Frog	60	<ol style="list-style-type: none"> <li>1. Identify Events in the Middle of the Story</li> <li>2. Infer Why Characters Change</li> <li>3. Predict What Might Happen</li> <li>4. Compare Characters</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with the letter /m/</li> <li>2. Words that end with /ed/</li> <li>3. Words with /th/</li> <li>4. Words that are action verbs</li> </ol>	<ol style="list-style-type: none"> <li>1. jump</li> <li>2. catch</li> </ol>
47	Friends Make Me Happy	55	<ol style="list-style-type: none"> <li>1. Identify Events in the Middle of the Story</li> <li>2. Infer Why Characters Change</li> <li>3. Predict What Might Happen</li> <li>4. Compare Characters</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with the letter /m/</li> <li>2. Words that end with /ed/</li> <li>3. Words with /th/</li> <li>4. Words that are action verbs</li> </ol>	<ol style="list-style-type: none"> <li>1. together</li> <li>2. outside</li> </ol>
48	The Best Food	58	<ol style="list-style-type: none"> <li>1. Identify Events in the Middle of the Story</li> <li>2. Infer Why Characters Change</li> <li>3. Predict What Might Happen</li> <li>4. Compare Characters</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with the letter /m/</li> <li>2. Words that end with /ed/</li> <li>3. Words with /th/</li> <li>4. Words that are action verbs</li> </ol>	<ol style="list-style-type: none"> <li>1. picky</li> <li>2. sick</li> </ol>
49	The Pig in the Mud	54	<ol style="list-style-type: none"> <li>1. Identify Events in the Middle of the Story</li> <li>2. Infer Why Characters Change</li> <li>3. Predict What Might Happen</li> <li>4. Compare Characters</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with the letter /m/</li> <li>2. Words that end with /ed/</li> <li>3. Words with /th/</li> <li>4. Words that are action verbs</li> </ol>	<ol style="list-style-type: none"> <li>1. scary</li> <li>2. splashed</li> </ol>
50	Rainy School Days	62	<ol style="list-style-type: none"> <li>1. Identify Events in the Middle of the Story</li> <li>2. Infer Why Characters Change</li> <li>3. Predict What Might Happen</li> <li>4. Compare Characters</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with the letter /m/</li> <li>2. Words that end with /ed/</li> <li>3. Words with /th/</li> <li>4. Words that are action verbs</li> </ol>	<ol style="list-style-type: none"> <li>1. boring</li> <li>2. teacher</li> </ol>

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
51	Stay Safe in the Car	58	1. Learning from Text 2. Find the Topic Sentence 3. Solve New Words 4. Facts from Text	1. Words with the letter /n/ 2. Words that end with /an/ 3. Words with /st/ 4. Conjunctions: and, or, but, so	1. wear 2. stand
52	Clean the Car	63	1. Learning from Text 2. Find the Topic Sentence 3. Solve New Words 4. Facts from Text	1. Words with the letter /n/ 2. Words that end with /an/ 3. Words with /st/ 4. Conjunctions: and, or, but, so	1. clean 2. leave
53	Germs	53	1. Learning from Text 2. Find the Topic Sentence 3. Solve New Words 4. Facts from Text	1. Words with the letter /n/ 2. Words that end with /an/ 3. Words with /st/ 4. Conjunctions: and, or, but, so	1. cover 2. sneeze
54	All About Spring	62	1. Learning from Text 2. Find the Topic Sentence 3. Solve New Words 4. Facts from Text	1. Words with the letter /n/ 2. Words that end with /an/ 3. Words with /st/ 4. Conjunctions: and, or, but, so	1. puddles 2. jump
55	Wash Your Hands	58	1. Learning from Text 2. Find the Topic Sentence 3. Solve New Words 4. Facts from Text	1. Words with the letter /n/ 2. Words that end with /an/ 3. Words with /st/ 4. Conjunctions: and, or, but, so	1. wash 2. dirty

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
56	Why We Take a Bath	64	1. Finding Importance 2. Cause and Effect 3. Classify Information 4. Infer Facts	1. Words with the letter /w/ 2. Words that end with /at/ 3. Words with /br/ 4. Words with four letters	1. slip 2. floor
57	How to Jump Rope	63	1. Finding Importance 2. Cause and Effect 3. Classify Information 4. Infer Facts	1. Words with the letter /w/ 2. Words that end with /at/ 3. Words with /br/ 4. Words with four letters	1. time 2. watch
58	Make a Worm Pie	63	1. Finding Importance 2. Cause and Effect 3. Classify Information 4. Infer Facts	1. Words with the letter /w/ 2. Words that end with /at/ 3. Words with /br/ 4. Words with four letters	1. mix 2. bowl
59	When We are Sick	60	1. Finding Importance 2. Cause and Effect 3. Classify Information 4. Infer Facts	1. Words with the letter /w/ 2. Words that end with /at/ 3. Words with /br/ 4. Words with four letters	1. sleep 2. cuddle
60	What to Pack	57	1. Finding Importance 2. Cause and Effect 3. Classify Information 4. Infer Facts	1. Words with the letter /w/ 2. Words that end with /at/ 3. Words with /br/ 4. Words with four letters	1. pack 2. cold

# Daily Intervention Program

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

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
41	The Big Red Ball	113	<ol style="list-style-type: none"> <li>Other Problems</li> <li>Compare Characters to Self</li> <li>Point of View</li> <li>Identify Main Idea</li> </ol>	<ol style="list-style-type: none"> <li>The first word in every sentence</li> <li>Words with the /at/ pattern</li> <li>Words with the /ou/ vowel pattern</li> <li>Words with one syllable</li> </ol>	<ol style="list-style-type: none"> <li>recess</li> <li>bounce</li> <li>first</li> <li>watched</li> <li>asked</li> </ol>
42	Mean Old Mary Jane	105	<ol style="list-style-type: none"> <li>Other Problems</li> <li>Compare Characters to Self</li> <li>Point of View</li> <li>Identify Main Idea</li> </ol>	<ol style="list-style-type: none"> <li>The first word in every sentence</li> <li>Words with the /at/ pattern</li> <li>Words with the /ou/ vowel pattern</li> <li>Words with one syllable</li> </ol>	<ol style="list-style-type: none"> <li>crabby</li> <li>homework</li> <li>complained</li> <li>crazy</li> <li>surprised</li> </ol>
43	The Pigtales	108	<ol style="list-style-type: none"> <li>Other Problems</li> <li>Compare Characters to Self</li> <li>Point of View</li> <li>Identify Main Idea</li> </ol>	<ol style="list-style-type: none"> <li>The first word in every sentence</li> <li>Words with the /at/ pattern</li> <li>Words with the /ou/ vowel pattern</li> <li>Words with one syllable</li> </ol>	<ol style="list-style-type: none"> <li>everywhere</li> <li>under</li> <li>without</li> <li>brave</li> <li>calmed</li> </ol>
44	The Big Sleepover	108	<ol style="list-style-type: none"> <li>Other Problems</li> <li>Compare Characters to Self</li> <li>Point of View</li> <li>Identify Main Idea</li> </ol>	<ol style="list-style-type: none"> <li>The first word in every sentence</li> <li>Words with the /at/ pattern</li> <li>Words with the /ou/ vowel pattern</li> <li>Words with one syllable</li> </ol>	<ol style="list-style-type: none"> <li>excited</li> <li>buddy</li> <li>sleepover</li> <li>scared</li> <li>baby</li> </ol>
45	A Summer Party	109	<ol style="list-style-type: none"> <li>Other Problems</li> <li>Compare Characters to Self</li> <li>Point of View</li> <li>Identify Main Idea</li> </ol>	<ol style="list-style-type: none"> <li>The first word in every sentence</li> <li>Words with the /at/ pattern</li> <li>Words with the /ou/ vowel pattern</li> <li>Words with one syllable</li> </ol>	<ol style="list-style-type: none"> <li>break</li> <li>invite</li> <li>begged</li> <li>choice</li> <li>nervous</li> </ol>



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

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

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

# Daily Intervention Program

\*\*\*The following chart lists intervention skills for each of the 20 passages for level range H-K

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
41	My Dad Used to Be Very Naughty	163	<ol style="list-style-type: none"> <li>1. Identify story problems</li> <li>2. Identify character feelings with evidence</li> <li>3. Describe descriptive language</li> <li>4. Analyze characters</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with short vowel sound /a/</li> <li>2. Words with short vowel sound /e/</li> <li>3. Words that begin with /sh/, /th/, or /ch/</li> <li>4. Words with apostrophes</li> </ol>	<ol style="list-style-type: none"> <li>1. fancy</li> <li>2. pretending</li> <li>3. naughty</li> <li>4. caught</li> <li>5. begging</li> </ol>
42	My Best Friend is the Best	162	<ol style="list-style-type: none"> <li>1. Identify story problems</li> <li>2. Identify character feelings with evidence</li> <li>3. Describe descriptive language</li> <li>4. Analyze characters</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with short vowel sound /a/</li> <li>2. Words with short vowel sound /e/</li> <li>3. Words that begin with /sh/, /th/, or /ch/</li> <li>4. Words with apostrophes</li> </ol>	<ol style="list-style-type: none"> <li>1. argue</li> <li>2. tasty</li> <li>3. offers</li> <li>4. overlook</li> <li>5. entire</li> </ol>
43	Sharing is Not Easy	146	<ol style="list-style-type: none"> <li>1. Identify story problems</li> <li>2. Identify character feelings with evidence</li> <li>3. Describe descriptive language</li> <li>4. Analyze characters</li> </ol>	<ol style="list-style-type: none"> <li>1. Compound words</li> <li>2. Words with 3 joined consonants</li> <li>3. Words that end in -ed</li> <li>4. Transition words</li> </ol>	<ol style="list-style-type: none"> <li>1. borrow</li> <li>2. explode</li> <li>3. tattle</li> <li>4. finally</li> <li>5. promise</li> </ol>
44	The Secret Life of Grandpa Jack	155	<ol style="list-style-type: none"> <li>1. Identify story problems</li> <li>2. Identify character feelings with evidence</li> <li>3. Describe descriptive language</li> <li>4. Analyze characters</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with short vowel sound /a/</li> <li>2. Words with short vowel sound /e/</li> <li>3. Words that begin with /sh/, /th/, or /ch/</li> <li>4. Words with apostrophes</li> </ol>	<ol style="list-style-type: none"> <li>1. storyteller</li> <li>2. discovered</li> <li>3. noticed</li> <li>4. burst</li> <li>5. famous</li> </ol>
45	The Day Our Bus Broke Down	170	<ol style="list-style-type: none"> <li>1. Identify story problems</li> <li>2. Identify character feelings with evidence</li> <li>3. Describe descriptive language</li> <li>4. Analyze characters</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with short vowel sound /a/</li> <li>2. Words with short vowel sound /e/</li> <li>3. Words that begin with /sh/, /th/, or /ch/</li> <li>4. Words with apostrophes</li> </ol>	<ol style="list-style-type: none"> <li>1. understand</li> <li>2. moment</li> <li>3. crowd</li> <li>4. shelter</li> <li>5. squeezed</li> </ol>

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
46	I Will Never Eat That!	144	<ol style="list-style-type: none"> <li>1. Identify story elements</li> <li>2. Form opinions of characters</li> <li>3. Compare how characters feel about each other</li> <li>4. Analyze settings</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with short vowel sound /i/</li> <li>2. One syllable words with long vowel sound /a/</li> <li>3. Words the end in /er/ or /est/</li> <li>4. Words that are nouns</li> </ol>	<ol style="list-style-type: none"> <li>1. picky</li> <li>2. refused</li> <li>3. unhealthy</li> <li>4. habit</li> <li>5. realized</li> </ol>
47	The Big Secret	153	<ol style="list-style-type: none"> <li>1. Identify story elements</li> <li>2. Form opinions of characters</li> <li>3. Compare how characters feel about each other</li> <li>4. Analyze settings</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with short vowel sound /i/</li> <li>2. One syllable words with long vowel sound /a/</li> <li>3. Words the end in /er/ or /est/</li> <li>4. Words that are nouns</li> </ol>	<ol style="list-style-type: none"> <li>1. special</li> <li>2. considered</li> <li>3. expensive</li> <li>4. revealed</li> <li>5. scurried</li> </ol>
48	There's a Giant Monster in My Room	158	<ol style="list-style-type: none"> <li>1. Identify story elements</li> <li>2. Form opinions of characters</li> <li>3. Compare how characters feel about each other</li> <li>4. Analyze settings</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with short vowel sound /i/</li> <li>2. One syllable words with long vowel sound /a/</li> <li>3. Words the end in /er/ or /est/</li> <li>4. Words that are nouns</li> </ol>	<ol style="list-style-type: none"> <li>1. rushed</li> <li>2. sobs</li> <li>3. nodded</li> <li>4. wrappers</li> <li>5. load</li> </ol>
49	Raising Chickens	164	<ol style="list-style-type: none"> <li>1. Identify story elements</li> <li>2. Form opinions of characters</li> <li>3. Compare how characters feel about each other</li> <li>4. Analyze settings</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with short vowel sound /i/</li> <li>2. One syllable words with long vowel sound /a/</li> <li>3. Words the end in /er/ or /est/</li> <li>4. Words that are nouns</li> </ol>	<ol style="list-style-type: none"> <li>1. errand</li> <li>2. relax</li> <li>3. coop</li> <li>4. hatched</li> <li>5. delicious</li> </ol>
50	The Stinky Smelly School Bus	161	<ol style="list-style-type: none"> <li>1. Identify story elements</li> <li>2. Form opinions of characters</li> <li>3. Compare how characters feel about each other</li> <li>4. Analyze settings</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with short vowel sound /i/</li> <li>2. One syllable words with long vowel sound /a/</li> <li>3. Words the end in /er/ or /est/</li> <li>4. Words that are nouns</li> </ol>	<ol style="list-style-type: none"> <li>1. disliked</li> <li>2. moldy</li> <li>3. reminded</li> <li>4. instead</li> <li>5. dangerous</li> </ol>

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
51	What is a Citizen?	158	<ol style="list-style-type: none"> <li>1. Identify vocabulary</li> <li>2. Identify opinions in a text</li> <li>3. Identify most important beginning events</li> <li>4. Analyze nonfiction facts</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with short vowel sound /o/</li> <li>2. One syllable words with long vowel sound /e/</li> <li>3. Words that begin with two consonants that make two sounds</li> <li>4. Words with double vowels followed by a consonant</li> </ol>	<ol style="list-style-type: none"> <li>1. community</li> <li>2. public</li> <li>3. protected</li> <li>4. automatically</li> <li>5. apply</li> </ol>
52	Saving Versus Spending	155	<ol style="list-style-type: none"> <li>1. Identify vocabulary</li> <li>2. Identify opinions in a text</li> <li>3. Identify most important beginning events</li> <li>4. Analyze nonfiction facts</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with short vowel sound /o/</li> <li>2. One syllable words with long vowel sound /e/</li> <li>3. Words that begin with two consonants that make two sounds</li> <li>4. Words with double vowels followed by a consonant</li> </ol>	<ol style="list-style-type: none"> <li>1. practice</li> <li>2. allowance</li> <li>3. habits</li> <li>4. system</li> <li>5. invest</li> </ol>
53	3 Types of Communities	157	<ol style="list-style-type: none"> <li>1. Identify vocabulary</li> <li>2. Identify opinions in a text</li> <li>3. Identify most important beginning events</li> <li>4. Analyze nonfiction facts</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with short vowel sound /o/</li> <li>2. One syllable words with long vowel sound /e/</li> <li>3. Words that begin with two consonants that make two sounds</li> <li>4. Words with double vowels followed by a consonant</li> </ol>	<ol style="list-style-type: none"> <li>1. common</li> <li>2. nearby</li> <li>3. suburban</li> <li>4. rural</li> <li>5. urban</li> </ol>
54	Abraham Lincoln	145	<ol style="list-style-type: none"> <li>1. Identify vocabulary</li> <li>2. Identify opinions in a text</li> <li>3. Identify most important beginning events</li> <li>4. Analyze nonfiction facts</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with short vowel sound /o/</li> <li>2. One syllable words with long vowel sound /e/</li> <li>3. Words that begin with two consonants that make two sounds</li> <li>4. Words with double vowels followed by a consonant</li> </ol>	<ol style="list-style-type: none"> <li>1. poor</li> <li>2. formal</li> <li>3. studied</li> <li>4. led</li> <li>5. honored</li> </ol>
55	Marlin Luther King Jr.	143	<ol style="list-style-type: none"> <li>1. Identify vocabulary</li> <li>2. Identify opinions in a text</li> <li>3. Identify most important beginning events</li> <li>4. Analyze nonfiction facts</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with short vowel sound /o/</li> <li>2. One syllable words with long vowel sound /e/</li> <li>3. Words that begin with two consonants that make two sounds</li> <li>4. Words with double vowels followed by a consonant</li> </ol>	<ol style="list-style-type: none"> <li>1. traveled</li> <li>2. non-violent</li> <li>3. marches</li> <li>4. fairly</li> <li>5. organize</li> </ol>

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
56	The Life Cycle of Frogs	170	<ol style="list-style-type: none"> <li>1. Identify text themes</li> <li>2. Infer the author's choice of words</li> <li>3. Identify most important end fact</li> <li>4. Analyze key details</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with short vowel sound /u/</li> <li>2. One syllable words with long vowel sound /o/</li> <li>3. Words that begin with two consonants that make one sound</li> <li>4. Words that have /or/, /ar/, /ir/, and /ur/</li> </ol>	<ol style="list-style-type: none"> <li>1. once</li> <li>2. splits</li> <li>3. attaches</li> <li>4. surface</li> <li>5. appears</li> </ol>
57	What is an Ecosystem?	141	<ol style="list-style-type: none"> <li>1. Identify text themes</li> <li>2. Infer the author's choice of words</li> <li>3. Identify most important end fact</li> <li>4. Analyze key details</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with short vowel sound /u/</li> <li>2. One syllable words with long vowel sound /o/</li> <li>3. Words that begin with two consonants that make one sound</li> <li>4. Words that have /or/, /ar/, /ir/, and /ur/</li> </ol>	<ol style="list-style-type: none"> <li>1. interact</li> <li>2. role</li> <li>3. nonliving</li> <li>4. affect</li> <li>5. disaster</li> </ol>
58	Plants that Heal	154	<ol style="list-style-type: none"> <li>1. Identify text themes</li> <li>2. Infer the author's choice of words</li> <li>3. Identify most important end fact</li> <li>4. Analyze key details</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with short vowel sound /u/</li> <li>2. One syllable words with long vowel sound /o/</li> <li>3. Words that begin with two consonants that make one sound</li> <li>4. Words that have /or/, /ar/, /ir/, and /ur/</li> </ol>	<ol style="list-style-type: none"> <li>1. heal</li> <li>2. soothe</li> <li>3. dizzy</li> <li>4. headaches</li> <li>5. relaxing</li> </ol>
59	Fruits and Vegetables	148	<ol style="list-style-type: none"> <li>1. Identify text themes</li> <li>2. Infer the author's choice of words</li> <li>3. Identify most important end fact</li> <li>4. Analyze key details</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with short vowel sound /u/</li> <li>2. One syllable words with long vowel sound /o/</li> <li>3. Words that begin with two consonants that make one sound</li> <li>4. Words that have /or/, /ar/, /ir/, and /ur/</li> </ol>	<ol style="list-style-type: none"> <li>1. alike</li> <li>2. healthy</li> <li>3. definition</li> <li>4. tricky</li> <li>5. vitamins</li> </ol>
60	Static Electricity	159	<ol style="list-style-type: none"> <li>1. Identify text themes</li> <li>2. Infer the author's choice of words</li> <li>3. Identify most important end fact</li> <li>4. Analyze key details</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with short vowel sound /u/</li> <li>2. One syllable words with long vowel sound /o/</li> <li>3. Words that begin with two consonants that make one sound</li> <li>4. Words that have /or/, /ar/, /ir/, and /ur/</li> </ol>	<ol style="list-style-type: none"> <li>1. flow</li> <li>2. static</li> <li>3. zap</li> <li>4. object</li> <li>5. affects</li> </ol>

# Daily Intervention Program

\*\*\*The following chart lists intervention skills for each of the 20 passages for level range L-P

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
41	The Tree House	240	1. Compare Characters 2. Text-to-Self Connections 3. Sequence 4. Key Word Synonyms	1. Onomatopoeia words 2. Words with 2 syllables 3. Words that end with /ing/ 4. Nouns	1. blueprints 2. allowed 3. decorate 4. mini 5. insane
42	Baking With Mom	242	1. Compare Characters 2. Text-to-Self Connections 3. Sequence 4. Key Word Synonyms	1. Onomatopoeia words 2. Words with 2 syllables 3. Words that end with /ing/ 4. Nouns	1. spatulas 2. gradually 3. greased 4. ruined 5. ingredients
43	The Broken Window	214	1. Compare Characters 2. Text-to-Self Connections 3. Sequence 4. Key Word Synonyms	1. Onomatopoeia words 2. Words with 2 syllables 3. Words that end with /ing/ 4. Nouns	1. mischief 2. terrorize 3. opportunity 4. braced 5. grounding
44	Taking The Plunge	245	1. Compare Characters 2. Text-to-Self Connections 3. Sequence 4. Key Word Synonyms	1. Onomatopoeia words 2. Words with 2 syllables 3. Words that end with /ing/ 4. Nouns	1. paradise 2. basically 3. plunge 4. airborne 5. souvenir
45	Grandma's Sweaters	236	1. Compare Characters 2. Text-to-Self Connections 3. Sequence 4. Key Word Synonyms	1. Onomatopoeia words 2. Words with 2 syllables 3. Words that end with /ing/ 4. Nouns	1. exactly 2. images 3. mortified 4. avoid 5. routine
46	Astronauts	213	1. Compare Settings 2. Text-to-Text Connections 3. Most Important Facts 4. Key Word Antonyms	1. Linking Verbs 2. Words with /ph/, /gh/, or /sch/ 3. Past Tense Verbs 4. Words with /ion/, /ou/, or /ea/	1. journey 2. orbit 3. voyage 4. mission 5. strides



Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
47	Starfish	222	1. Compare Settings 2. Text-to-Text Connections 3. Most Important Facts 4. Key Word Antonyms	1. Linking Verbs 2. Words with /ph/, /gh/, or /sch/ 3. Past Tense Verbs 4. Words with /ion/, /ou/, or /ea/	1. collection 2. various 3. devours 4. envision 5. pitiful
48	Disney World's History	223	1. Compare Settings 2. Text-to-Text Connections 3. Most Important Facts 4. Key Word Antonyms	1. Linking Verbs 2. Words with /ph/, /gh/, or /sch/ 3. Past Tense Verbs 4. Words with /ion/, /ou/, or /ea/	1. intrigued 2. lounge 3. estimates 4. random 5. evacuate
49	Surf's Up!	213	1. Compare Settings 2. Text-to-Text Connections 3. Most Important Facts 4. Key Word Antonyms	1. Linking Verbs 2. Words with /ph/, /gh/, or /sch/ 3. Past Tense Verbs 4. Words with /ion/, /ou/, or /ea/	1. athletic 2. professional 3. rookie 4. share 5. Advice
50	Elephant Facts	204	1. Compare Settings 2. Text-to-Text Connections 3. Most Important Facts 4. Key Word Antonyms	1. Linking Verbs 2. Words with /ph/, /gh/, or /sch/ 3. Past Tense Verbs 4. Words with /ion/, /ou/, or /ea/	1. contrast 2. demeanor 3. mesmerized 4. countless 5. communicate
51	The Monster Under My Bed	231	1. Compare Problems/Solutions 2. Text-to-World Connections 3. Use Prior Knowledge 4. Critique ideas	1. Words with /dge/, /oo/, or /ion/ 2. Indefinite Pronouns 3. Present Tense Verbs 4. Words with /sch/, /shr/, or /thr/	1. spacious 2. hyper 3. longed 4. creaked 5. refusing
52	Growing Up Too Fast	238	1. Compare Problems/Solutions 2. Text-to-World Connections 3. Use Prior Knowledge 4. Critique ideas	1. Words with /dge/, /oo/, or /ion/ 2. Indefinite Pronouns 3. Present Tense Verbs 4. Words with /sch/, /shr/, or /thr/	1. insisted 2. immature 3. amused 4. extremes 5. sneaking

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
53	Learning Things the Hard Way	219	<ol style="list-style-type: none"> <li>1. Compare Problems/Solutions</li> <li>2. Text-to-World Connections</li> <li>3. Use Prior Knowledge</li> <li>4. Critique ideas</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with /dge/, /oo/, or /ion/</li> <li>2. Indefinite Pronouns</li> <li>3. Present Tense Verbs</li> <li>4. Words with /sch/, /shr/, or /thr/</li> </ol>	<ol style="list-style-type: none"> <li>1. hesitate</li> <li>2. consequences</li> <li>3. processed</li> <li>4. budge</li> <li>5. mumbling</li> </ol>
54	A Sticky Situation	224	<ol style="list-style-type: none"> <li>1. Compare Problems/Solutions</li> <li>2. Text-to-World Connections</li> <li>3. Use Prior Knowledge</li> <li>4. Critique ideas</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with /dge/, /oo/, or /ion/</li> <li>2. Indefinite Pronouns</li> <li>3. Present Tense Verbs</li> <li>4. Words with /sch/, /shr/, or /thr/</li> </ol>	<ol style="list-style-type: none"> <li>1. slight</li> <li>2. admitting</li> <li>3. tangled</li> <li>4. globs</li> <li>5. resorted</li> </ol>
55	Getting Glasses	221	<ol style="list-style-type: none"> <li>1. Compare Problems/Solutions</li> <li>2. Text-to-World Connections</li> <li>3. Use Prior Knowledge</li> <li>4. Critique ideas</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with /dge/, /oo/, or /ion/</li> <li>2. Indefinite Pronouns</li> <li>3. Present Tense Verbs</li> <li>4. Words with /sch/, /shr/, or /thr/</li> </ol>	<ol style="list-style-type: none"> <li>1. reputation</li> <li>2. slipping</li> <li>3. lengthy</li> <li>4. examined</li> <li>5. impaired</li> </ol>
56	The New Baby	235	<ol style="list-style-type: none"> <li>1. Compare Details</li> <li>2. Text-to-Topic Connections</li> <li>3. Infer relationships between characters</li> <li>4. Critique Events</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 3 or more vowels</li> <li>2. Words That Begin With 2 or More Consonants</li> <li>3. Words that rhyme with 'should'</li> <li>4. Words with only one letter</li> </ol>	<ol style="list-style-type: none"> <li>1. longed</li> <li>2. announcement</li> <li>3. elated</li> <li>4. negatives</li> <li>5. swore</li> </ol>
57	The Worst Class Picture Ever	225	<ol style="list-style-type: none"> <li>1. Compare Details</li> <li>2. Text-to-Topic Connections</li> <li>3. Infer relationships between characters</li> <li>4. Critique Events</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 3 or more vowels</li> <li>2. Words That Begin With 2 or More Consonants</li> <li>3. Words that rhyme with 'should'</li> <li>4. Words with only one letter</li> </ol>	<ol style="list-style-type: none"> <li>1. scanned</li> <li>2. scorching</li> <li>3. arranged</li> <li>4. dreaded</li> <li>5. impression</li> </ol>

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
58	Grandpa's First (and Last) Scooter Ride	228	<ol style="list-style-type: none"> <li>1. Compare Details</li> <li>2. Text-to-Topic Connections</li> <li>3. Infer relationships between characters</li> <li>4. Critique Events</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 3 or more vowels</li> <li>2. Words That Begin With 2 or More Consonants</li> <li>3. Words that rhyme with 'should'</li> <li>4. Words with only one letter</li> </ol>	<ol style="list-style-type: none"> <li>1. antics</li> <li>2. froze</li> <li>3. injured</li> <li>4. victory</li> <li>5. biffed</li> </ol>
59	Apple Picking	224	<ol style="list-style-type: none"> <li>1. Compare Details</li> <li>2. Text-to-Topic Connections</li> <li>3. Infer relationships between characters</li> <li>4. Critique Events</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 3 or more vowels</li> <li>2. Words That Begin With 2 or More Consonants</li> <li>3. Words that rhyme with 'should'</li> <li>4. Words with only one letter</li> </ol>	<ol style="list-style-type: none"> <li>1. season</li> <li>2. orchard</li> <li>3. bushels</li> <li>4. typical</li> <li>5. scolded</li> </ol>
60	Samson, The Zebra Dog	226	<ol style="list-style-type: none"> <li>1. Compare Details</li> <li>2. Text-to-Topic Connections</li> <li>3. Infer relationships between characters</li> <li>4. Critique Events</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 3 or more vowels</li> <li>2. Words That Begin With 2 or More Consonants</li> <li>3. Words that rhyme with 'should'</li> <li>4. Words with only one letter</li> </ol>	<ol style="list-style-type: none"> <li>1. innocent</li> <li>2. restrain</li> <li>3. message</li> <li>4. galloped</li> <li>5. enraged</li> </ol>

# Daily Intervention Program

\*\*\*The following chart lists intervention skills for each of the 20 passages for level range Q-T

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
41	Where are all These Ants Coming From?	287	<ol style="list-style-type: none"> <li>1. Gather Information about Characters</li> <li>2. Infer Reasons for Important Events</li> <li>3. Identify Setting &amp; Plot</li> <li>4. Infer Other Problems</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with clusters /br/, /cr/, or /dr/</li> <li>2. Words 3 or more vowels</li> <li>3. Words with 4 or more syllables</li> <li>4. Words with double consonants</li> </ol>	<ol style="list-style-type: none"> <li>1. rounded</li> <li>2. ballistic</li> <li>3. dreaded</li> <li>4. miserable</li> <li>5. punishment</li> </ol>
42	The Boy Who Never Stopped Shouting	296	<ol style="list-style-type: none"> <li>1. Gather Information about Characters</li> <li>2. Infer Reasons for Important Events</li> <li>3. Identify Setting &amp; Plot</li> <li>4. Infer Other Problems</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with clusters /br/, /cr/, or /dr/</li> <li>2. Words 3 or more vowels</li> <li>3. Words with 4 or more syllables</li> <li>4. Words with double consonants</li> </ol>	<ol style="list-style-type: none"> <li>1. rambunctious</li> <li>2. clueless</li> <li>3. unfortunately</li> <li>4. suspected</li> <li>5. specialist</li> </ol>
43	My Dad is Obsessed	309	<ol style="list-style-type: none"> <li>1. Gather Information about Characters</li> <li>2. Infer Reasons for Important Events</li> <li>3. Identify Setting &amp; Plot</li> <li>4. Infer Other Problems</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with clusters /br/, /cr/, or /dr/</li> <li>2. Words 3 or more vowels</li> <li>3. Words with 4 or more syllables</li> <li>4. Words with double consonants</li> </ol>	<ol style="list-style-type: none"> <li>1. addicted</li> <li>2. obsessed</li> <li>3. annoying</li> <li>4. drastic</li> <li>5. scenario</li> </ol>
44	The All-You-Can-Eat Contest	279	<ol style="list-style-type: none"> <li>1. Gather Information about Characters</li> <li>2. Infer Reasons for Important Events</li> <li>3. Identify Setting &amp; Plot</li> <li>4. Infer Other Problems</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with clusters /br/, /cr/, or /dr/</li> <li>2. Words 3 or more vowels</li> <li>3. Words with 4 or more syllables</li> <li>4. Words with double consonants</li> </ol>	<ol style="list-style-type: none"> <li>1. insanely</li> <li>2. custodians</li> <li>3. naturally</li> <li>4. announcement</li> <li>5. unanimous</li> </ol>
45	Grandma Joyce Gets a Smart Phone	300	<ol style="list-style-type: none"> <li>1. Gather Information about Characters</li> <li>2. Infer Reasons for Important Events</li> <li>3. Identify Setting &amp; Plot</li> <li>4. Infer Other Problems</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with clusters /br/, /cr/, or /dr/</li> <li>2. Words 3 or more vowels</li> <li>3. Words with 4 or more syllables</li> <li>4. Words with double consonants</li> </ol>	<ol style="list-style-type: none"> <li>1. hilariously</li> <li>2. panic</li> <li>3. regardless</li> <li>4. anxiety</li> <li>5. process</li> </ol>

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
46	It's Better to Be Honest	299	<ol style="list-style-type: none"> <li>1. Gather Information About Setting</li> <li>2. Infer Character Motivation</li> <li>3. Identify Moral Lessons</li> <li>4. Infer Other Solutions</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with clusters /fl/, /pl/, or /sl/</li> <li>2. Words with 5 or more consonants</li> <li>3. Words that begin with 3 consonants</li> <li>4. Character description words</li> </ol>	<ol style="list-style-type: none"> <li>1. instincts</li> <li>2. reputation</li> <li>3. trustworthy</li> <li>4. accused</li> <li>5. frustrated</li> </ol>
47	People Watching	292	<ol style="list-style-type: none"> <li>1. Gather Information About Setting</li> <li>2. Infer Character Motivation</li> <li>3. Identify Moral Lessons</li> <li>4. Infer Other Solutions</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with clusters /fl/, /pl/, or /sl/</li> <li>2. Words with 5 or more consonants</li> <li>3. Words that begin with 3 consonants</li> <li>4. Character description words</li> </ol>	<ol style="list-style-type: none"> <li>1. occupations</li> <li>2. lingering</li> <li>3. appeared</li> <li>4. snarky</li> <li>5. scene</li> </ol>
48	The Day the Pigs Got Loose	301	<ol style="list-style-type: none"> <li>1. Gather Information About Setting</li> <li>2. Infer Character Motivation</li> <li>3. Identify Moral Lessons</li> <li>4. Infer Other Solutions</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with clusters /fl/, /pl/, or /sl/</li> <li>2. Words with 5 or more consonants</li> <li>3. Words that begin with 3 consonants</li> <li>4. Character description words</li> </ol>	<ol style="list-style-type: none"> <li>1. raised</li> <li>2. average</li> <li>3. securely</li> <li>4. registered</li> <li>5. cautioned</li> </ol>
49	My First Airplane Ride	310	<ol style="list-style-type: none"> <li>1. Gather Information About Setting</li> <li>2. Infer Character Motivation</li> <li>3. Identify Moral Lessons</li> <li>4. Infer Other Solutions</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with clusters /fl/, /pl/, or /sl/</li> <li>2. Words with 5 or more consonants</li> <li>3. Words that begin with 3 consonants</li> <li>4. Character description words</li> </ol>	<ol style="list-style-type: none"> <li>1. elated</li> <li>2. instantly</li> <li>3. reassured</li> <li>4. researching</li> <li>5. nerves</li> </ol>
50	The Boy Who Lost Everything	303	<ol style="list-style-type: none"> <li>1. Gather Information About Setting</li> <li>2. Infer Character Motivation</li> <li>3. Identify Moral Lessons</li> <li>4. Infer Other Solutions</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with clusters /fl/, /pl/, or /sl/</li> <li>2. Words with 5 or more consonants</li> <li>3. Words that begin with 3 consonants</li> <li>4. Character description words</li> </ol>	<ol style="list-style-type: none"> <li>1. compliment</li> <li>2. klutz</li> <li>3. deny</li> <li>4. disorganized</li> <li>5. scattered</li> </ol>

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
51	Harriet Tubman	268	<ol style="list-style-type: none"> <li>1. Information About the Setting</li> <li>2. Important Events in a Subject's Life</li> <li>3. Infer Subject's Feelings</li> <li>4. Judge Character Choices</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with clusters /sh/, /wh/, or /ch/</li> <li>2. Words with /cl/, /k/, or /ck/</li> <li>3. Possessives</li> <li>4. Words related to setting</li> </ol>	<ol style="list-style-type: none"> <li>1. poorly</li> <li>2. plantation</li> <li>3. actual</li> <li>4. series</li> <li>5. conductor</li> </ol>
52	Barack Obama	272	<ol style="list-style-type: none"> <li>1. Information About the Setting</li> <li>2. Important Events in a Subject's Life</li> <li>3. Infer Subject's Feelings</li> <li>4. Judge Character Choices</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with clusters /sh/, /wh/, or /ch/</li> <li>2. Words with /cl/, /k/, or /ck/</li> <li>3. Possessives</li> <li>4. Words related to setting</li> </ol>	<ol style="list-style-type: none"> <li>1. attend</li> <li>2. politics</li> <li>3. election</li> <li>4. candidates</li> <li>5. inaugurated</li> </ol>
53	Louis Armstrong	288	<ol style="list-style-type: none"> <li>1. Information About the Setting</li> <li>2. Important Events in a Subject's Life</li> <li>3. Infer Subject's Feelings</li> <li>4. Judge Character Choices</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with clusters /sh/, /wh/, or /ch/</li> <li>2. Words with /cl/, /k/, or /ck/</li> <li>3. Possessives</li> <li>4. Words related to setting</li> </ol>	<ol style="list-style-type: none"> <li>1. abandoned</li> <li>2. quartet</li> <li>3. troubled</li> <li>4. similar</li> <li>5. century</li> </ol>
54	Sam Walton	282	<ol style="list-style-type: none"> <li>1. Information About the Setting</li> <li>2. Important Events in a Subject's Life</li> <li>3. Infer Subject's Feelings</li> <li>4. Judge Character Choices</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with clusters /sh/, /wh/, or /ch/</li> <li>2. Words with /cl/, /k/, or /ck/</li> <li>3. Possessives</li> <li>4. Words related to setting</li> </ol>	<ol style="list-style-type: none"> <li>1. employ</li> <li>2. entrepreneur</li> <li>3. vision</li> <li>4. decade</li> <li>5. distribution</li> </ol>
55	Eleanor Roosevelt	270	<ol style="list-style-type: none"> <li>1. Information About the Setting</li> <li>2. Important Events in a Subject's Life</li> <li>3. Infer Subject's Feelings</li> <li>4. Judge Character Choices</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with clusters /sh/, /wh/, or /ch/</li> <li>2. Words with /cl/, /k/, or /ck/</li> <li>3. Possessives</li> <li>4. Words related to setting</li> </ol>	<ol style="list-style-type: none"> <li>1. personality</li> <li>2. confidence</li> <li>3. supported</li> <li>4. disease</li> <li>5. recovered</li> </ol>

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocabulary
56	Preserving Food	274	<ol style="list-style-type: none"> <li>1. Solve Content Words</li> <li>2. Gather Information About the Topic</li> <li>3. Make Connections from Text to Background</li> <li>4. Infer Cause &amp; Effect</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with clusters /bl/, /cl/, or /gl/</li> <li>2. Words with /f/, /ph/, /ff/, or /gh/</li> <li>3. One syllable words with at least 4 letters</li> <li>4. Concept words</li> </ol>	<ol style="list-style-type: none"> <li>1. preserve</li> <li>2. rotten</li> <li>3. ancient</li> <li>4. dehydrators</li> <li>5. oxidizes</li> </ol>
57	Renewable Energy	275	<ol style="list-style-type: none"> <li>1. Solve Content Words</li> <li>2. Gather Information About the Topic</li> <li>3. Make Connections from Text to Background</li> <li>4. Infer Cause &amp; Effect</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with clusters /bl/, /cl/, or /gl/</li> <li>2. Words with /f/, /ph/, /ff/, or /gh/</li> <li>3. One syllable words with at least 4 letters</li> <li>4. Concept words</li> </ol>	<ol style="list-style-type: none"> <li>1. renewable</li> <li>2. turbines</li> <li>3. install</li> <li>4. converted</li> <li>5. generate</li> </ol>
58	The Golden Gate Bridge	295	<ol style="list-style-type: none"> <li>1. Solve Content Words</li> <li>2. Gather Information About the Topic</li> <li>3. Make Connections from Text to Background</li> <li>4. Infer Cause &amp; Effect</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with clusters /bl/, /cl/, or /gl/</li> <li>2. Words with /f/, /ph/, /ff/, or /gh/</li> <li>3. One syllable words with at least 4 letters</li> <li>4. Concept words</li> </ol>	<ol style="list-style-type: none"> <li>1. population</li> <li>2. delays</li> <li>3. toll</li> <li>4. suspension</li> <li>5. modern</li> </ol>
59	All About Our Ears	299	<ol style="list-style-type: none"> <li>1. Solve Content Words</li> <li>2. Gather Information About the Topic</li> <li>3. Make Connections from Text to Background</li> <li>4. Infer Cause &amp; Effect</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with clusters /bl/, /cl/, or /gl/</li> <li>2. Words with /f/, /ph/, /ff/, or /gh/</li> <li>3. One syllable words with at least 4 letters</li> <li>4. Concept words</li> </ol>	<ol style="list-style-type: none"> <li>1. identifying</li> <li>2. balance</li> <li>3. injure</li> <li>4. infections</li> <li>5. vibrations</li> </ol>
60	Learning About DNA	279	<ol style="list-style-type: none"> <li>1. Solve Content Words</li> <li>2. Gather Information About the Topic</li> <li>3. Make Connections from Text to Background</li> <li>4. Infer Cause &amp; Effect</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with clusters /bl/, /cl/, or /gl/</li> <li>2. Words with /f/, /ph/, /ff/, or /gh/</li> <li>3. One syllable words with at least 4 letters</li> <li>4. Concept words</li> </ol>	<ol style="list-style-type: none"> <li>1. molecule</li> <li>2. disconfirm</li> <li>3. biologically</li> <li>4. backbones</li> <li>5. fraction</li> </ol>

# Daily Intervention Program

\*\*\*The following chart lists intervention skills for each of the 20 passages for level range U-W

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>

# Daily Intervention Program

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

Pass. #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
41	Eugene is in a Pickle	284	<ol style="list-style-type: none"> <li>1. Identify Character Through Traits</li> <li>2. Determine Real Meaning Behind Dialogue</li> <li>3. Infer Cause of Problem</li> <li>4. Analyze Setting</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 5 syllables</li> <li>2. Words with the Greek root 'ana'</li> <li>3. Adjectives</li> <li>4. Words with the Latin root 'voc'</li> </ol>	<ol style="list-style-type: none"> <li>1. sabbaticals</li> <li>2. anabiosis</li> <li>3. vocalize</li> <li>4. fabricate</li> <li>5. wheezy</li> </ol>
42	David's Dilemma	278	<ol style="list-style-type: none"> <li>1. Identify Character Through Traits</li> <li>2. Determine Real Meaning Behind Dialogue</li> <li>3. Infer Cause of Problem</li> <li>4. Analyze Setting</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 5 syllables</li> <li>2. Words with the Greek root 'ana'</li> <li>3. Adjectives</li> <li>4. Words with the Latin root 'voc'</li> </ol>	<ol style="list-style-type: none"> <li>1. unequivocally</li> <li>2. inquiries</li> <li>3. appeased</li> <li>4. hounded</li> <li>5. conceded</li> </ol>
43	Sophia Finds Her Voice	261	<ol style="list-style-type: none"> <li>1. Identify Character Through Traits</li> <li>2. Determine Real Meaning Behind Dialogue</li> <li>3. Infer Cause of Problem</li> <li>4. Analyze Setting</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 5 syllables</li> <li>2. Words with the Greek root 'ana'</li> <li>3. Adjectives</li> <li>4. Words with the Latin root 'voc'</li> </ol>	<ol style="list-style-type: none"> <li>1. subtle</li> <li>2. revoked</li> <li>3. stereotypical</li> <li>4. manipulating</li> <li>5. flabbergasted</li> </ol>
44	The Two Amigos	276	<ol style="list-style-type: none"> <li>1. Identify Character Through Traits</li> <li>2. Determine Real Meaning Behind Dialogue</li> <li>3. Infer Cause of Problem</li> <li>4. Analyze Setting</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 5 syllables</li> <li>2. Words with the Greek root 'ana'</li> <li>3. Adjectives</li> <li>4. Words with the Latin root 'voc'</li> </ol>	<ol style="list-style-type: none"> <li>1. amigos</li> <li>2. anacephalize</li> <li>3. implying</li> <li>4. instantaneously</li> <li>5. scenario</li> </ol>
45	"Uuggghh h, Catherine!"	274	<ol style="list-style-type: none"> <li>1. Identify Character Through Traits</li> <li>2. Determine Real Meaning Behind Dialogue</li> <li>3. Infer Cause of Problem</li> <li>4. Analyze Setting</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 5 syllables</li> <li>2. Words with the Greek root 'ana'</li> <li>3. Adjectives</li> <li>4. Words with the Latin root 'voc'</li> </ol>	<ol style="list-style-type: none"> <li>1. ardent</li> <li>2. vocalize</li> <li>3. imprudent</li> <li>4. relinquished</li> <li>5. galumphing</li> </ol>

Pass #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
46	How Life Can Change	283	<ol style="list-style-type: none"> <li>1. Identify characters' Bias</li> <li>2. Infer Other Events</li> <li>3. Interpret Hidden Messages</li> <li>4. Judge Author's Reasons for Choice of Words</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 2 Vowels</li> <li>2. Words with the Greek root 'arch'</li> <li>3. Pronouns</li> <li>4. Words with the Latin root 'tract'</li> </ol>	<ol style="list-style-type: none"> <li>1. intractable</li> <li>2. prestigious</li> <li>3. excelled</li> <li>4. hierarchy</li> <li>5. kneejerk</li> </ol>
47	The Exchange Student	284	<ol style="list-style-type: none"> <li>1. Identify characters' Bias</li> <li>2. Infer Other Events</li> <li>3. Interpret Hidden Messages</li> <li>4. Judge Author's Reasons for Choice of Words</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 2 Vowels</li> <li>2. Words with the Greek root 'arch'</li> <li>3. Pronouns</li> <li>4. Words with the Latin root 'tract'</li> </ol>	<ol style="list-style-type: none"> <li>1. reconnoiter</li> <li>2. temperate</li> <li>3. resplendent</li> <li>4. deplaned</li> <li>5. trepidation</li> </ol>
48	An Allergic Reaction	279	<ol style="list-style-type: none"> <li>1. Identify characters' Bias</li> <li>2. Infer Other Events</li> <li>3. Interpret Hidden Messages</li> <li>4. Judge Author's Reasons for Choice of Words</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 2 Vowels</li> <li>2. Words with the Greek root 'arch'</li> <li>3. Pronouns</li> <li>4. Words with the Latin root 'tract'</li> </ol>	<ol style="list-style-type: none"> <li>1. stabilized</li> <li>2. obdurate</li> <li>3. vicinity</li> <li>4. complied</li> <li>5. unbeknownsed</li> </ol>
49	The Awkward Surprise	276	<ol style="list-style-type: none"> <li>1. Identify characters' Bias</li> <li>2. Infer Other Events</li> <li>3. Interpret Hidden Messages</li> <li>4. Judge Author's Reasons for Choice of Words</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 2 Vowels</li> <li>2. Words with the Greek root 'arch'</li> <li>3. Pronouns</li> <li>4. Words with the Latin root 'tract'</li> </ol>	<ol style="list-style-type: none"> <li>1. garrulous</li> <li>2. anarchy</li> <li>3. aghast</li> <li>4. scintillating</li> <li>5. simultaneously</li> </ol>
50	Elizabeth's Obsession	260	<ol style="list-style-type: none"> <li>1. Identify characters' Bias</li> <li>2. Infer Other Events</li> <li>3. Interpret Hidden Messages</li> <li>4. Judge Author's Reasons for Choice of Words</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 2 Vowels</li> <li>2. Words with the Greek root 'arch'</li> <li>3. Pronouns</li> <li>4. Words with the Latin root 'tract'</li> </ol>	<ol style="list-style-type: none"> <li>1. hoarding</li> <li>2. enabled</li> <li>3. entitled</li> <li>4. matriarch</li> <li>5. anarchy</li> </ol>

Pass #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
51	Galileo	258	<ol style="list-style-type: none"> <li>1. Identify Key Decision Points in a Subject's Life</li> <li>2. Think Critically of a Subject</li> <li>3. Gather Critical Setting information</li> <li>4. Notice How a Subject Changes Over Time</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 3 Consonants</li> <li>2. Words with the Greek root 'anti'</li> <li>3. Past Tense Verbs</li> <li>4. Words with the Latin root 'cred'</li> </ol>	<ol style="list-style-type: none"> <li>1. circumstantial</li> <li>2. credibility</li> <li>3. quantifiable</li> <li>4. summoned</li> <li>5. inquisition</li> </ol>
52	Marilyn Monroe	255	<ol style="list-style-type: none"> <li>1. Identify Key Decision Points in a Subject's Life</li> <li>2. Think Critically of a Subject</li> <li>3. Gather Critical Setting information</li> <li>4. Notice How a Subject Changes Over Time</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 3 Consonants</li> <li>2. Words with the Greek root 'anti'</li> <li>3. Past Tense Verbs</li> <li>4. Words with the Latin root 'cred'</li> </ol>	<ol style="list-style-type: none"> <li>1. vulnerability</li> <li>2. poise</li> <li>3. substantially</li> <li>4. ultimatum</li> <li>5. discombobulated</li> </ol>
53	Ken Jennings	253	<ol style="list-style-type: none"> <li>1. Identify Key Decision Points in a Subject's Life</li> <li>2. Think Critically of a Subject</li> <li>3. Gather Critical Setting information</li> <li>4. Notice How a Subject Changes Over Time</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 3 Consonants</li> <li>2. Words with the Greek root 'anti'</li> <li>3. Past Tense Verbs</li> <li>4. Words with the Latin root 'cred'</li> </ol>	<ol style="list-style-type: none"> <li>1. prodigy</li> <li>2. unseated</li> <li>3. impeccable</li> <li>4. enchanting</li> <li>5. acquiesced</li> </ol>
54	Oseola McCarty	270	<ol style="list-style-type: none"> <li>1. Identify Key Decision Points in a Subject's Life</li> <li>2. Think Critically of a Subject</li> <li>3. Gather Critical Setting information</li> <li>4. Notice How a Subject Changes Over Time</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 3 Consonants</li> <li>2. Words with the Greek root 'anti'</li> <li>3. Past Tense Verbs</li> <li>4. Words with the Latin root 'cred'</li> </ol>	<ol style="list-style-type: none"> <li>1. ailing</li> <li>2. delimited</li> <li>3. frugal</li> <li>4. extravagance</li> <li>5. transmissions</li> </ol>
55	Lucy Stone	261	<ol style="list-style-type: none"> <li>1. Identify Key Decision Points in a Subject's Life</li> <li>2. Think Critically of a Subject</li> <li>3. Gather Critical Setting information</li> <li>4. Notice How a Subject Changes Over Time</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 3 Consonants</li> <li>2. Words with the Greek root 'anti'</li> <li>3. Past Tense Verbs</li> <li>4. Words with the Latin root 'cred'</li> </ol>	<ol style="list-style-type: none"> <li>1. denouncing</li> <li>2. touted</li> <li>3. persona</li> <li>4. undeterred</li> <li>5. abolished</li> </ol>

Pass #	Title	Word Count	Comprehension Skills	Word Work Skills	Vocab. Words
56	The Bombardier Beetle	254	<ol style="list-style-type: none"> <li>1. Draw Conclusions</li> <li>2. Find Evidence to Support Opinions</li> <li>3. Define New Vocabulary</li> <li>4. Infer Outcomes</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 2 consonants together that make one sound</li> <li>2. Words with the Greek root 'micro'</li> <li>3. Collective Nouns</li> <li>4. Words with the Latin root 'pend'</li> </ol>	<ol style="list-style-type: none"> <li>1. atrocious</li> <li>2. chambers</li> <li>3. corrosive</li> <li>4. temperate</li> <li>5. decaying</li> </ol>
57	Infectious Diseases	241	<ol style="list-style-type: none"> <li>1. Draw Conclusions</li> <li>2. Find Evidence to Support Opinions</li> <li>3. Define New Vocabulary</li> <li>4. Infer Outcomes</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 2 consonants together that make one sound</li> <li>2. Words with the Greek root 'micro'</li> <li>3. Collective Nouns</li> <li>4. Words with the Latin root 'pend'</li> </ol>	<ol style="list-style-type: none"> <li>1. microorganisms</li> <li>2. infectious</li> <li>3. transmitted</li> <li>4. contamination</li> <li>5. burrow</li> </ol>
58	Strange Animals That Spit	273	<ol style="list-style-type: none"> <li>1. Draw Conclusions</li> <li>2. Find Evidence to Support Opinions</li> <li>3. Define New Vocabulary</li> <li>4. Infer Outcomes</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 2 consonants together that make one sound</li> <li>2. Words with the Greek root 'micro'</li> <li>3. Collective Nouns</li> <li>4. Words with the Latin root 'pend'</li> </ol>	<ol style="list-style-type: none"> <li>1. concoction</li> <li>2. ambushing</li> <li>3. ambushades</li> <li>4. gormandize</li> <li>5. ballistics</li> </ol>
59	Weather Stations	233	<ol style="list-style-type: none"> <li>1. Draw Conclusions</li> <li>2. Find Evidence to Support Opinions</li> <li>3. Define New Vocabulary</li> <li>4. Infer Outcomes</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 2 consonants together that make one sound</li> <li>2. Words with the Greek root 'micro'</li> <li>3. Collective Nouns</li> <li>4. Words with the Latin root 'pend'</li> </ol>	<ol style="list-style-type: none"> <li>1. adroitness</li> <li>2. precipitation</li> <li>3. forecasts</li> <li>4. gauge</li> <li>5. analyzed</li> </ol>
60	Paleoclimatology	240	<ol style="list-style-type: none"> <li>1. Draw Conclusions</li> <li>2. Find Evidence to Support Opinions</li> <li>3. Define New Vocabulary</li> <li>4. Infer Outcomes</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 2 consonants together that make one sound</li> <li>2. Words with the Greek root 'micro'</li> <li>3. Collective Nouns</li> <li>4. Words with the Latin root 'pend'</li> </ol>	<ol style="list-style-type: none"> <li>1. infeasible</li> <li>2. sediments</li> <li>3. microfossils</li> <li>4. biodiversity</li> <li>5. fluctuations</li> </ol>

# "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?