

# Rationale:

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

\*\*\* Each passage is **NOT** individually leveled, however, they *range* from Fountas and Pinnell Levels E-G.

## The daily intervention lessons contain extra practice with:

1. Reading Fluency
2. Comprehension (with weekly targeted skills)
3. Word Work (with weekly targeted skills)
4. Vocabulary (5 daily vocab. Words in every passage)

## \*\*\* The intervention program is flexibly designed to be used either...

1. One-on-one with teacher
2. Independently during an intervention time
3. With a partner, tutor, or school volunteer (the students and teacher pages include clear directions for an aide, volunteer, or even older student to administer the intervention.)
4. In a small guided group
5. In a home school setting

## \*\*\* The Intervention Program includes...

1. 10 fiction reading passages (5 realistic fiction, 5 fantasy) with appropriate content and language for levels E-G.
2. 10 nonfiction reading passages (5 animals, 5 community helpers) with appropriate content and language for levels E-G.
3. Reading passages in 4 different student-friendly formats
4. Teacher/tutor fluency page with clear directions, running record with word count, and space for scoring fluency skills.
5. Targeted Comprehension questions for each passage
6. Targeted Word Work activities for each passage
7. 5 Bolded vocabulary in each passage, with space for students to define each word.
8. Teacher/tutor comprehension, word work, and vocabulary instruction pages with space to collect data and additional comprehension questions for guided instruction.
9. Progress monitoring pages for teachers/tutors to track student growth with fluency, comprehension, word work, and vocabulary.

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



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# "Intervention by Grade Level"

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

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

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

**Grade 1:** Students reading slightly below grade level would benefit from this intervention. The passages could also be used as extra practice for those reading on grade level.

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

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

# Daily Intervention Program

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

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



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

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

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

# "TIPS for FLUENCY"

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

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

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

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

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

**Tip #5:** If a student reads a word incorrectly and then goes back to fix the word, it does not count as an error. It is called a self-correction. Put a SC next to the word. SC are great because it tells us that the student recognized the original word did not fit and it needed to be fixed to have the text make sense.

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

**Tip #7:** For scoring the Rate and Tone, consider the flow of the reading by asking yourself the following questions;

1. Did the reader repeat a lot of words or phrases?
2. Did the reader pause at commas and stop at periods?
3. Were there many unnatural pauses and breaks?
4. Did the reader read too fast? Too slow?

# Completed fluency + teacher page

## "The Three Levels of Government"

Teacher Page

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

Directions: Instruct student to read the following passage 3 times. Let student know you will be timing the readings. Encourage the student to read smoothly (not too fast, or too slow). Write the 3 times below.

\*\*\* Circle errors from the 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).

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

1<sup>st</sup> Read: Time: 1:50

# of Errors: 12

# of SC: 10

Rate & Tone: 1 (2) 3 4  
(Circle One)

2<sup>nd</sup> Read: Time: 1:38

# of Errors: 6

# of SC: 7

Rate & Tone: 1 2 (3) 4  
(Circle One)

3<sup>rd</sup> Read: Time: 1:25

# of Errors: 5

# of SC: 7

Rate & Tone: 1 2 (3) 4  
(Circle One)

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

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

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Passage 14

# 3 running records on one page!

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# Completed Comprehension + teacher page

## Understand It! Teacher Page

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

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

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

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

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

comprehension score: 16 / 20

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

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

word work score:

4 / 4

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

vocabulary score: 5 / 5

Passage 14

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# Collect data for Comprehension, Word Work, and Vocabulary!!

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# "The Three Levels of Government"

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

## Understand It!

Answer the following questions after reading:

- Which word from the text is an adjective?
  - leaders
  - government
  - members
  - second
- The biggest fact about government is...
  - There are 3 levels
  - local is most important
  - local manages schools
  - state controls military
- One small fact from the text is...
  - they all have the same jobs
  - state level has a mayor
  - the local leader is the mayor
  - not every level has a leader
- What does the state level control?
  - the public schools
  - the local community

Completed  
Student  
Sample  
Pages

# "The Three Levels of Government"





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

## Understand It!

Answer the following questions after reading:

- Which word from the text is an adjective?
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  - second
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  - local is most important
  - local manages schools
  - state controls military
- One small fact from the text is...
  - they all have the same jobs
  - state level has a mayor
  - the local leader is the mayor
  - not every level has a leader
- What does the state level control?
  - the public schools
  - the local community
  - the military
  - protect our country

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

-  Descriptive language
-  Pronouns
-  Words with 3 or more syllables
-  Action verbs

Passage 14

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

- 1 **levels** different parts
- 2 **local** small community
- 3 **members** people who belong
- 4 **major** big deal
- 5 **protect** save

Available in  
5 formats!

# Track Student data by CLASS...

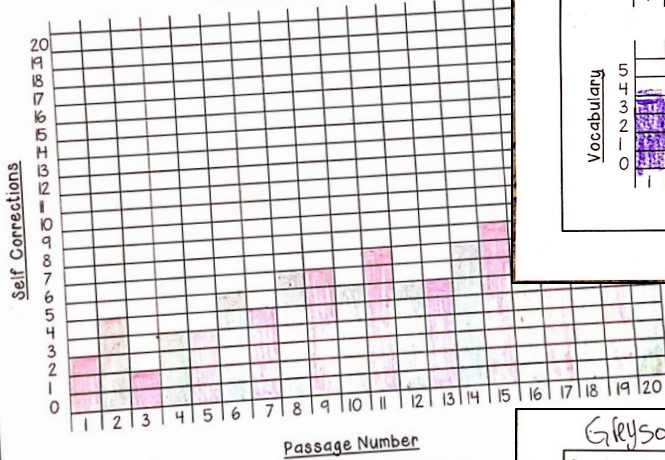
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or  
individual  
student



# Bar Graphs

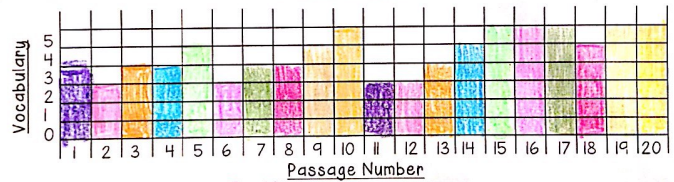
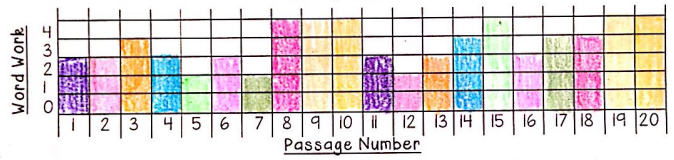
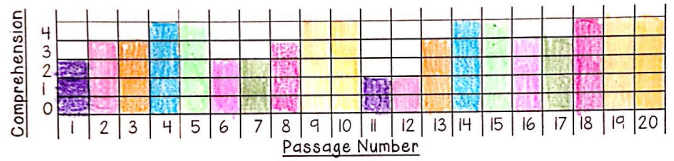
Greyson  
Directions: Complete the bar graph below to progress monitor self corrections over time  
Self Corrections Bar Graph



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Greyson

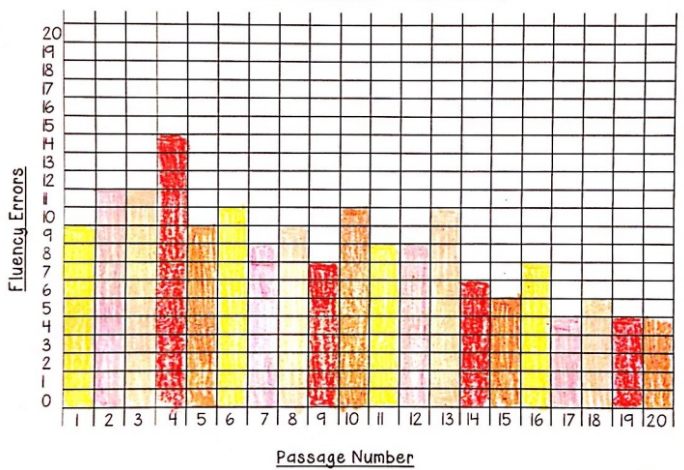
Directions: Complete the bar graphs below by recording students scores from comprehension, word, work, and vocabulary for each passage.



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



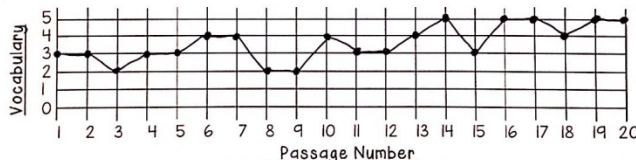
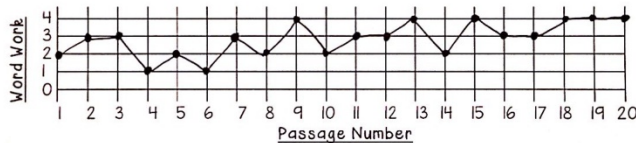
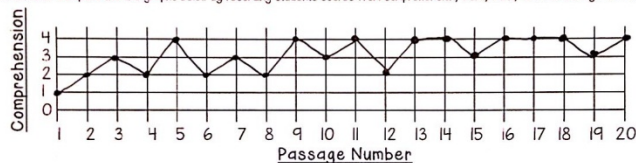
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## progress monitoring!!

# Line Graphs

Greyson

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

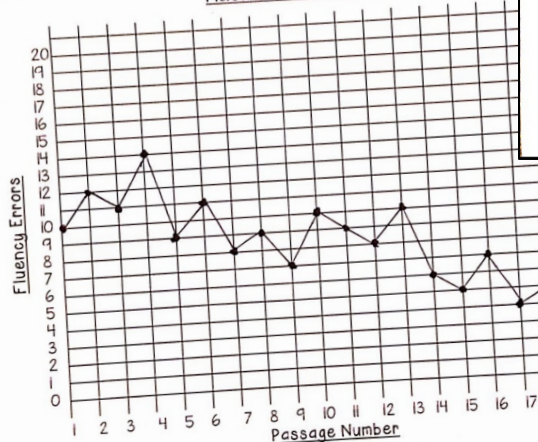


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Greyson

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

FLUENCY ERRORS Line Graph

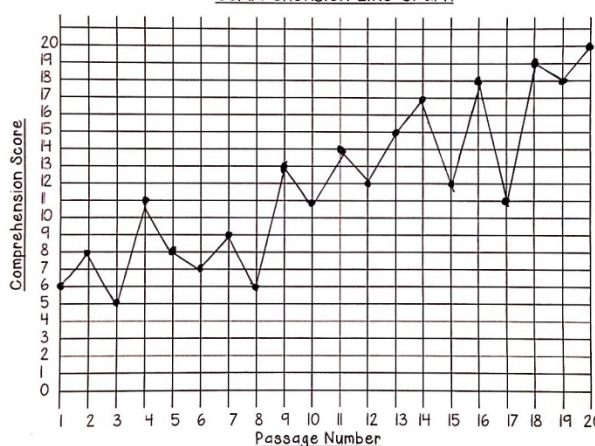


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Greyson

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

Comprehension Line Graph



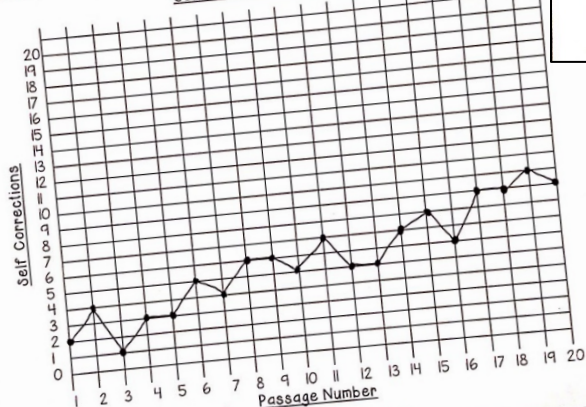
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## progress monitoring!!

Greyson

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

Self Corrections Line Graph



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# Section One: Teacher Pages

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

# "Sam Loves School"

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).

Sam loves school. He can't wait to go to school every day.	12
One day Sam woke up with a tickle in his mouth. He coughed.	25
The tickle did not go away. He coughed again. The tickle	36
was still there. Sam went downstairs to tell his mom. His	47
mom felt Sam's head. She told him he was sick and he should	60
go back to bed. Sam was sad. He did not want to miss	73
school. Today his teacher was bringing ice cream to school.	83
Sam's mom said he could have ice cream at home. That	94
made Sam feel a little better. The next day his tickle was	106
gone. Sam was happy to go back to school.	115

1<sup>st</sup> Read: Time: \_\_\_\_\_

# of Errors: \_\_\_\_\_

# of SC: \_\_\_\_\_

Rate & Tone: 1 2 3 4  
(Circle One)

2<sup>nd</sup> Read: Time: \_\_\_\_\_

# of Errors: \_\_\_\_\_

# of SC: \_\_\_\_\_

Rate & Tone: 1 2 3 4  
(Circle One)

3<sup>rd</sup> Read: Time: \_\_\_\_\_

# of Errors: \_\_\_\_\_

# of SC: \_\_\_\_\_

Rate & Tone: 1 2 3 4  
(Circle One)

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

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



**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...		
Find Problem and Solution	What was the problem in the story? How did Sam's mom fix the problem?		
Infer Character Feelings	How do you think Sam felt when his mom gave him ice cream? How do you know?		
Find the main idea	What was the biggest thing that happened in the story? How do you know?		
Find Evidence	What are some clues in the story that tell you Sam is sad?		

comprehension score: \_\_\_\_\_ /20

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

1  
( <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:

vocabulary score: \_\_\_\_\_ /5

# "MY Little Sister Drools"

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 little sister drools. She just turned one. She drools all	11
over her shirt. She drools all over my mom. She drools all	23
over the floor. I do not like holding her because she drools	35
so much. Everyone thinks she is so cute, but not me. I think	48
she is sloppy. One day we were at a store and she drooled	61
all over me. I screamed, "Bella, no!" She just giggled. I was	73
so mad. I handed Bella to mom, and started to cry. I had	86
baby slime on my brand new shirt. Mom did not laugh at me.	99
She felt so bad that she bought me a new shirt. I can not	113
wait for Bella to stop drooling!	119

1<sup>st</sup> Read: Time: \_\_\_\_\_

# of Errors: \_\_\_\_\_

# of SC: \_\_\_\_\_

Rate & Tone: 1 2 3 4  
(Circle One)

2<sup>nd</sup> Read: Time: \_\_\_\_\_

# of Errors: \_\_\_\_\_

# of SC: \_\_\_\_\_

Rate & Tone: 1 2 3 4  
(Circle One)

3<sup>rd</sup> Read: Time: \_\_\_\_\_

# of Errors: \_\_\_\_\_

# of SC: \_\_\_\_\_

Rate & Tone: 1 2 3 4  
(Circle One)

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

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

**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...		
Find Problem and Solution	What was the problem in the story? How did the problem get fixed?		
Infer Character Feelings	How do you think the narrator felt when the mom bought a new shirt?		
Find the main idea	What was the biggest thing that happened in the story? How do you know?		
Find Evidence	What are some clues in the story that tell you Sam is mad?		

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:

Vocabulary Score: \_\_\_\_\_ /5

# "MY MESSY ROOM"

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 name is Jackson. I have a messy room. My toys are all	13
over the floor. My books are falling off my bookshelf. My	24
clothes are piled on the floor. I like my messy room, but my	37
mom does not. She says I am living like a pig. My mom is	51
always asking me to clean my room. I never want to. I tell	64
her I know where everything is. Sometimes she gets mad at	75
me. But I am stubborn. I still will not clean my room. Mom	88
says my room smells bad, but I like the smell. One day she	101
bribed me. She promised me candy if I cleaned. So I did.	113
The candy was great! Everyone was happy.	120

<b>1<sup>st</sup> Read:</b> Time: _____ # of Errors: _____ # of SC: _____ Rate & Tone: 1 2 3 4 <i>(Circle One)</i>	<b>2<sup>nd</sup> Read:</b> Time: _____ # of Errors: _____ # of SC: _____ Rate & Tone: 1 2 3 4 <i>(Circle One)</i>	<b>3<sup>rd</sup> Read:</b> Time: _____ # of Errors: _____ # of SC: _____ Rate & Tone: 1 2 3 4 <i>(Circle One)</i>
--	--	--

<b>Overall Score:</b> Rate & Tone: <u>112</u> Time: _____ # of Errors: _____ <i>(Choose the middle time)</i> <i>(Choose the middle score)</i> # of Self Corrections: _____ <i>(Choose the middle score)</i>	Copyright: Out of This World Literacy (Jen Bengel)	Passage 3: Levels E-G
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**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...		
Find Problem and Solution	What was the problem in the story? How did Jackson's mom fix the problem?		
Infer Character Feelings	How do you think Jackson felt when his mom gave him candy? How do you know?		
Find the main idea	What was the biggest thing that happened in the story? How do you know?		
Find Evidence	What are some clues in the story that tell you Jackson is stubborn?		

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:

Vocabulary Score: \_\_\_\_\_ /5

# "It's Good to Share"

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).

Jonah loved to share. Adam did not like to share. Jonah and	12
Adam were in first grade together. They were friends.	21
Every day Jonah gave Adam a sticker, just because. Jonah	31
liked how sharing made him feel. Adam forgot his lunch one	42
day. Jonah gave Adam almost all his food. Jonah was very	53
hungry. But sharing with Adam made him happy. One day	63
Jonah forgot his lunch. Adam did not share his food with	74
Jonah. Jonah was sad. The teacher saw Jonah sad. She	84
gave him all her food. Adam felt bad then. He said he was	97
sorry. He promised to share better.	103

1<sup>st</sup> Read: Time: \_\_\_\_\_

# of Errors: \_\_\_\_\_

# of SC: \_\_\_\_\_

Rate & Tone: 1 2 3 4  
(Circle One)

2<sup>nd</sup> Read: Time: \_\_\_\_\_

# of Errors: \_\_\_\_\_

# of SC: \_\_\_\_\_

Rate & Tone: 1 2 3 4  
(Circle One)

3<sup>rd</sup> Read: Time: \_\_\_\_\_

# of Errors: \_\_\_\_\_

# of SC: \_\_\_\_\_

Rate & Tone: 1 2 3 4  
(Circle One)

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

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

**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...		
Find Problem and Solution	What was the problem in the story? How the problem get fixed?		
Infer Character Feelings	How do you think Jonah felt when Adam would not share with him?		
Find the main idea	What was the biggest thing that happened in the story? How do you know?		
Find Evidence	What are some clues in the story that tell you Jonah loved to share?		

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:

vocabulary score: \_\_\_\_\_ /5

# "YOU ARE NOT MY BOSS!"

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).

Matilda is bossy. She tells everyone in school what to do.	11
One day she told me to pick up her paper. "You are not my	25
boss," I said. She stared at me with a mean look on her	38
face. Matilda was a bully too. She was mean until she got	50
her way. But I was not going to let her tell me what to do.	65
She told me again to pick up her paper. I still said no. She	79
said, "Ethan, if you do not pick up my paper, I will scream."	92
I was not scared. I still said no. Matilda's face turned red,	104
but she did not scream. It felt good to stand up to the	117
bossy Matilda. She never told me what to do again.	127

<b>1<sup>st</sup> Read:</b> Time: _____ # of Errors: _____ # of SC: _____ Rate & Tone: 1   2   3   4 <i>(Circle One)</i>	<b>2<sup>nd</sup> Read:</b> Time: _____ # of Errors: _____ # of SC: _____ Rate & Tone: 1   2   3   4 <i>(Circle One)</i>	<b>3<sup>rd</sup> Read:</b> Time: _____ # of Errors: _____ # of SC: _____ Rate & Tone: 1   2   3   4 <i>(Circle One)</i>
--	--	--

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

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

**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...		
Find Problem and Solution	What was the problem in the story? How did Ethan fix the problem?		
Infer Character Feelings	How do you think Matilda felt when Ethan did not do what she asked?		
Find the main idea	What was the biggest thing that happened in the story? How do you know?		
Find Evidence	What are some clues in the story that tell you Ethan was not scared of Matilda?		

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:

vocabulary score: \_\_\_\_\_ /5

# "MY CAT CAN TALK"

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 cat is named Zoe. She is a very special cat because she	13
can talk! I did not even know Zoe could talk until one day	26
when I was in the kitchen. I went to grab a pan on the	40
stove. I did not know it was very hot. Zoe yelled, "STOP, do	53
NOT touch that!" I was shocked. I turned around to look at	65
my cat. She just smiled with her whiskers up in the air.	78
"Zoe, you can talk?" I asked. Zoe looked shy. Then she said,	90
"yes, but I was too scared to tell you." I told her that I was	105
so excited she could talk. After that day Zoe never stopped	115
talking. Now she is my best friend!	122

1<sup>st</sup> Read: Time: \_\_\_\_\_

# of Errors: \_\_\_\_\_

# of SC: \_\_\_\_\_

Rate & Tone: 1 2 3 4  
(Circle One)

2<sup>nd</sup> Read: Time: \_\_\_\_\_

# of Errors: \_\_\_\_\_

# of SC: \_\_\_\_\_

Rate & Tone: 1 2 3 4  
(Circle One)

3<sup>rd</sup> Read: Time: \_\_\_\_\_

# of Errors: \_\_\_\_\_

# of SC: \_\_\_\_\_

Rate & Tone: 1 2 3 4  
(Circle One)

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

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

**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 Real vs. Fantasy	What is one thing from the story that can not happen in real life? How do you know?		
Form Opinions	How would you feel if you had a cat that could talk? Why would you feel that way?		
Sequence of Events	What happened right after Zoe talked for the first time?		
Find Describing Words	What do you think scared means? How do you know?		

comprehension score:       /20      

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

1  
( <40% correct )
2  
( 40-60% 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:

vocabulary score:           /5

# "The Magic Rock"

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).

One day Katie was walking to school when she saw a purple	12
rock. The rock was smooth and it looked special. Katie picked	23
it up and put it in her pocket. At lunch she rubbed the rock.	37
She wished for pizza. All of a sudden there was hot pizza on	50
her plate! Katie was surprised. At recess she rubbed the rock	61
again. This time she wished for a big rain storm to come. Right	74
away the clouds came. The rain started pouring down on Katie	85
and her friends. Katie knew she had a magic rock. She spent	97
the rest of the day thinking of what she would wish for next.	110
She was so excited!	114

1<sup>st</sup> Read: Time: \_\_\_\_\_

# of Errors: \_\_\_\_\_

# of SC: \_\_\_\_\_

Rate & Tone: 1 2 3 4  
(Circle One)

2<sup>nd</sup> Read: Time: \_\_\_\_\_

# of Errors: \_\_\_\_\_

# of SC: \_\_\_\_\_

Rate & Tone: 1 2 3 4  
(Circle One)

3<sup>rd</sup> Read: Time: \_\_\_\_\_

# of Errors: \_\_\_\_\_

# of SC: \_\_\_\_\_

Rate & Tone: 1 2 3 4  
(Circle One)

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

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



**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 Real vs. Fantasy	What is one thing from the story that can not happen in real life? How do you know?		
Form Opinions	How would you feel if you found a magic rock? Why would you feel that way?		
Sequence of Events	What happened right after Katie wished for pizza?		
Find Describing Words	What do you think magic means? How do you know?		

comprehension score: \_\_\_\_\_ /20

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

1  
( <40% correct )
2  
( 40-60% 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:

vocabulary score: \_\_\_\_\_ /5

# "Caden's LUCKY Snack"

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).

Caden can run really fast. He is much faster than all the	13
kids in his school. He runs as fast as a cheetah. But Caden	26
does not always run that fast. He has a secret that makes	39
him go fast. He eats a handful of lucky peanuts to make him	51
run fast. The peanuts have special powers. Only Caden and	61
his mom know about his lucky peanuts. One day Caden	71
forgot to eat his lucky peanuts before school. He was not	82
the fastest runner that day. He was the slowest. His	92
friends teased him. Caden was sad. He never forgot to eat	103
a handful of lucky peanuts ever again!	109

<b>1<sup>st</sup> Read:</b> Time: _____ # of Errors: _____ # of SC: _____ Rate & Tone: 1 2 3 4 (Circle One)	<b>2<sup>nd</sup> Read:</b> Time: _____ # of Errors: _____ # of SC: _____ Rate & Tone: 1 2 3 4 (Circle One)	<b>3<sup>rd</sup> Read:</b> Time: _____ # of Errors: _____ # of SC: _____ Rate & Tone: 1 2 3 4 (Circle One)
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**Overall Score:** Rate & Tone: 112 Time: \_\_\_\_\_ # of Errors: \_\_\_\_\_  
 (Choose the middle time) (Choose the middle score)

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

**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 Real vs. Fantasy	What is one thing from the story that can not happen in real life? How do you know?		
Form Opinions	What kind of special power would you want a lucky snack to give you? Why?		
Sequence of Events	What happened right after Caden's friends teased him?		
Find Describing Words	What do you think lucky means? How do you know?		

comprehension score:       /20      

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

1  
( <40% correct )
2  
( 40-60% 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:

vocabulary score:       /5

# "A Secret Present"

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).

Today is Sadie's birthday. She is seven years old. Her	10
grandma lives far away. Every year she sends a special	20
package for Sadie's birthday. Sadie could not wait to open	30
her present from grandma. Just as she was about to open	42
it, she noticed the box was moving. Then she heard some	52
squeaking inside the box. Sadie laughed. What could be	61
inside? She ripped the box open. Inside were two chipmunks.	71
One had a guitar. When the box opened, the chipmunks	81
started singing and dancing. They sang happy birthday to	90
Sadie. Everyone laughed. It was the best present!	98

1<sup>st</sup> Read: Time: \_\_\_\_\_

# of Errors: \_\_\_\_\_

# of SC: \_\_\_\_\_

Rate & Tone: 1 2 3 4  
(Circle One)

2<sup>nd</sup> Read: Time: \_\_\_\_\_

# of Errors: \_\_\_\_\_

# of SC: \_\_\_\_\_

Rate & Tone: 1 2 3 4  
(Circle One)

3<sup>rd</sup> Read: Time: \_\_\_\_\_

# of Errors: \_\_\_\_\_

# of SC: \_\_\_\_\_

Rate & Tone: 1 2 3 4  
(Circle One)

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

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

**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 Real vs. Fantasy	What is one thing from the story that can not happen in real life? How do you know?		
Form Opinions	How would you feel if you had singing chipmunks? Why would you feel that way?		
Sequence of Events	What happened right after Sadie ripped open the box?		
Find Describing Words	What do you think special means? How do you know?		

Comprehension Score:       /20      

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

1  
(<40% correct)
2  
(40-60% 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:

Vocabulary Score:           /5

# "MY Three Wishes"

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).

I have a fairy grandma named Rose. Every year she comes 11  
to visit me in the summer. She grants me three wishes each 23  
year. I can wish for whatever I want. She is the nicest 35  
fairy grandma ever! Last year I wished for a puppy, a new 47  
bike, and a giant box of candy. She waved her magic wand 59  
and poof! I had all three things. I named my puppy Max. 71  
This year I am going to wish for another puppy. I love 83  
puppies. I am also going to wish for more video games. My 95  
last wish is going to be for a pool in our backyard. I cannot 109  
wait to teach my puppies how to swim! 117

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

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

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

**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 Real vs. Fantasy	What is one thing from the story that can not happen in real life? How do you know?		
Form Opinions	What would you wish for if you had a fairy grandma? Why would you wish for those three things?		
Sequence of Events	What happened right after she named her puppy Max?		
Find Describing Words	What do you think nicest means? How do you know?		

Comprehension Score:       /20      

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

1  
( <40% correct )
2  
( 40-60% 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:

Vocabulary Score:           /5

# "How to Catch a Frog"

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).

Some people love to catch frogs. The first thing you need to	12
do is find frogs. They live in ponds or swamps. You can find	25
frogs in muddy spots by logs. They may be sitting in the	38
sun. Use a net to catch a frog. Once you see a frog, be	52
very quiet and sneak up to it. Get your net ready. When	65
you are close, quickly cover the frog with the net. You have	77
to be fast or the frog will jump away! Move the frog from	89
the net into a bucket. Make sure the bucket is tall enough so	102
the frog does not jump out. If you keep the frog, be sure	115
to take good care of it at home!	122

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

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

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



**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...		
Find Facts in the Beginning	What is the first fact the author writes about in the text?		
Solve New Words	What does 'muddy' mean? How do you know?		
Describe Setting	What is the setting of the text? How do you know?		
Author's Purpose	Why do you think the author wrote this text?		

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

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

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

Word Work Score:  
\_\_\_\_\_ /4

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

Vocabulary Score: \_\_\_\_\_ /5

# "What Will You See at the Zoo?"

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).

What animals will you see at the zoo? You will see many	12
different kinds of animals. You will see reptiles. Reptiles	21
have scales on their skin. Some reptiles you will see are	32
snakes and alligators. You will probably see many different	41
types of fish. They will be swimming in giant tanks. Many	52
kinds of birds will be there too. The biggest animals you will	64
see are mammals. All mammals have hair or fur. Lions,	74
tigers, bears, and giraffes are all mammals you will see at	85
the zoo. You should carry a notebook. Make a list of all the	98
animals you see. Have fun at the zoo!	106

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

**Overall Score:** Rate & Tone: 12 Time: \_\_\_\_\_ # of Errors: \_\_\_\_\_  
(Choose the middle time) (Choose the middle score)

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

**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...		
Find Facts in the Beginning	What is the first fact the author writes about in the text?		
Solve New Words	What are reptiles? How do you know?		
Describe Setting	What is the setting of the text? How do you know?		
Author's Purpose	Why do you think the author wrote this text?		

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

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

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

Word Work Score: \_\_\_\_\_ /4

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

Vocabulary Score: \_\_\_\_\_ /5

# "Save the Sea Turtles"

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).

Sea turtles live in oceans all over the world. They have been	12
on Earth for millions of years. But now some sea turtles	23
are at risk of being extinct. Extinct means that there would	34
no longer be any sea turtles on Earth. Sea turtles crawl	45
onto sandy beaches to lay their eggs. They bury the eggs in	57
the sand. Once the eggs hatch, they travel back to the	68
ocean. Many baby sea turtles do not survive this trip.	78
People are trying to save the sea turtles. They block parts	89
of the beach where eggs are found. They help keep the	100
eggs safe. It is good to try and save the sea turtles!	112

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

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

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

**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...		
Find Facts in the Beginning	What is the first fact the author writes about in the text?		
Solve New Words	What does 'extinct' mean? How do you know?		
Describe Setting	What is the setting of the text? How do you know?		
Author's Purpose	Why do you think the author wrote this text?		

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

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

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

Word Work Score:  
\_\_\_\_\_ /4

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

Vocabulary Score: \_\_\_\_\_ /5

# "Why DO Lions ROAR?"

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).

Every lion roars. Most of the time they roar at night. That	12
is because the air is thin and the roar can be heard from	25
far away. There are two reasons why lions roar. They roar	36
to protect their land and family. Male lions roar loud at	47
night. They are telling other lions and animals to stay away.	58
Lions roar to talk to one another. Every lion has a different	70
roar sound, just like every human has a different voice.	80
Mama lions have a gentle roar when they are with their	91
cubs. Male lions use a softer roar when they are playing	102
with cubs. Listening to a lion roar is amazing!	111

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

Overall Score: Rate & Tone: <u>112</u> Time: _____ # of Errors: _____ (Choose the middle time) (Choose the middle score)
# of Self Corrections: _____ (Choose the middle score)

**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...		
Find Facts in the Beginning	What is the first fact the author writes about in the text?		
Solve New Words	What does 'cub' mean? How do you know?		
Describe Setting	What is the setting of the text? How do you know?		
Author's Purpose	Why do you think the author wrote this text?		

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

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

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

Word Work Score:  
\_\_\_\_\_ /4

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

Vocabulary Score: \_\_\_\_\_ /5

# "FACTS ABOUT DOLPHINS"

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).

Dolphins are very playful animals. Most of them live in	10
oceans, but they are not fish. They are mammals because	20
they have lungs. They cannot breathe water like fish. They	30
come above the water to breathe air. Dolphins are very	40
friendly. They travel together in groups. These groups are	49
called pods. Dolphins eat mostly small fish. They talk to	59
each other by chirping. They even whistle! Dolphins are	69
very smart. They like to jump and play. They can even surf	80
waves. Dolphins can see and hear really well. This makes it	91
easy for them to find food.	97

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

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

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



**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...		
Find Facts in the Beginning	What is the first fact the author writes about in the text?		
Solve New Words	What does 'pods' mean? How do you know?		
Describe Setting	What is the setting of the text? How do you know?		
Author's Purpose	Why do you think the author wrote this text?		

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

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

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

Word Work Score:  
\_\_\_\_\_ /4

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

Vocabulary Score: \_\_\_\_\_ /5

# "The Crossing Guard"

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).

Some kids ride a bus to school. Some kids ride their bikes.	12
Other kids get a ride from their mom or dad. Some kids	24
even walk to school. Kids who ride their bikes or walk to	36
school have to cross busy streets. They need help from an	47
adult to cross the street safely. That is the job of a	59
crossing guard. The crossing guard stands at the corner of	69
busy streets. He waits for kids to help them cross the	80
street. The crossing guard stands in the middle of the road	91
and stops traffic. Then kids can cross the street safely.	101
Crossing guards have a very important job.	108

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

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

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

**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...		
Understand Most Important Fact	What is the most important fact from the text? Why do you think that is the most important?		
Predictions Based on Information	What do you think might happen if there were no crossing guards? Why?		
Identify How the Text Ends	Describe how the text ends.		
Describe the Main Subject	How would you describe the job of a crossing guard? Why?		

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:

Vocabulary Score:           /5

# "Going to the Dentist"

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).

A dentist is a doctor who takes care of your teeth. When	12
you go for a checkup, your dentist will check your teeth and	24
gums. He will look for any problems. You will get to sit in a	38
giant dentist chair. You can put your feet up, lay back, and	50
relax. The dentist will ask you to open your mouth very big.	62
He will clean your teeth. He will floss your teeth. He will	75
look for any cavities. Cavities are parts of the tooth that	86
are sick. They need to be fixed to have healthy teeth. You	97
should visit the dentist two times each year. The dentist will	108
help keep your teeth strong and healthy!	115

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

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

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

**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...		
Understand Most Important Fact	What is the most important fact from the text? Why do you think that is the most important?		
Predictions Based on Information	What do you think might happen if you did not go to the dentist? Why?		
Identify How the Text Ends	Describe how the text ends.		
Describe the Main Subject	How would you describe the job of a dentist? Why?		

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:

Vocabulary Score:       /5

# "What Happens in a Barber Shop?"

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).

A barber shop is a place for boys and men to get their hair	14
cut. Men can also have their whiskers shaved at a barber	25
shop. The people who cut hair are called barbers. Their job	36
is to help everyone look good by cutting their hair. A barber	48
shop is also a place for people to talk. Lots of times people	61
stay to talk after they get their hair cut. People in a barber	74
shop become friends. They come back for more haircuts.	83
They talk about life. They talk about their kids and their	94
friends. Barbers help people look good and they help people	104
become friends.	106

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

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

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

**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...		
Understand Most Important Fact	What is the most important fact from the text? Why do you think that is the most important?		
Predictions Based on Information	What do you think might happen if there were no barber shops? Why?		
Identify How the Text Ends	Describe how the text ends.		
Describe the Main Subject	How would you describe the job of a barber? Why?		

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:

Vocabulary Score:           /5

# "A Day in the Life of a Farmer"

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).

A farmer is very busy every day. He gets up early to do	13
many chores. He feeds the pigs, cows, and chickens. He	23
cleans the pigpen. He lets all the animals out. The farmer	34
gathers eggs from the chickens. In the spring the farmer	44
plants crops like corn, peas, and potatoes. In the summer	54
the farmer takes care of the crops. He waters the fields.	65
He keeps the weeds out. In the fall the farmer picks all the	78
crops. He sells the food for people to buy. He keeps some	90
for animals to eat. A farmer works hard to take care of	102
the animals and the crops.	107

<b>1<sup>st</sup> Read:</b> Time: _____ # of Errors: _____ # of SC: _____ Rate & Tone: 1   2   3   4 <i>(Circle One)</i>	<b>2<sup>nd</sup> Read:</b> Time: _____ # of Errors: _____ # of SC: _____ Rate & Tone: 1   2   3   4 <i>(Circle One)</i>	<b>3<sup>rd</sup> Read:</b> Time: _____ # of Errors: _____ # of SC: _____ Rate & Tone: 1   2   3   4 <i>(Circle One)</i>
--	--	--

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

# of Self Corrections: \_\_\_\_\_

*(Choose the middle score)*



**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...		
Understand Most Important Fact	What is the most important fact from the text? Why do you think that is the most important?		
Predictions Based on Information	What do you think might happen if there were no farmers? Why?		
Identify How the Text Ends	Describe how the text ends.		
Describe the Main Subject	How would you describe the job of a farmer? Why?		

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:

Vocabulary Score:           /5

# "Do you want to be a Taxi Driver?"

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).

A taxi driver has many important jobs. He takes people	10
where they need to go. A taxi driver must think about the	22
safest streets to drive. He must know the quickest way to	33
get places too. A taxi driver does not just drive people from	45
place to place. He also helps load things in and out of the	58
car. Many people use a taxi when they leave an airport.	69
They have luggage to carry. A taxi driver also has to collect	81
money. He must give change back too. A taxi driver should	92
keep his car clean. He should keep the car in good shape. Do	105
you want to be a taxi driver?	112

1 <sup>st</sup> Read: Time: _____	2 <sup>nd</sup> Read: Time: _____	3 <sup>rd</sup> Read: Time: _____
-----------------------------------	-----------------------------------	-----------------------------------

# of Errors: _____	# of Errors: _____	# of Errors: _____
--------------------	--------------------	--------------------

# of SC: _____	# of SC: _____	# of SC: _____
----------------	----------------	----------------

Rate & Tone: 1 2 3 4 (Circle One)	Rate & Tone: 1 2 3 4 (Circle One)	Rate & Tone: 1 2 3 4 (Circle One)
--------------------------------------	--------------------------------------	--------------------------------------

Overall Score: Rate & Tone: <u>112</u> Time: _____ # of Errors: _____ (Choose the middle time) (Choose the middle score)
---

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

**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...		
Understand Most Important Fact	What is the most important fact from the text? Why do you think that is the most important?		
Predictions Based on Information	What do you think might happen if there were no taxi drivers? Why?		
Identify How the Text Ends	Describe how the text ends.		
Describe the Main Subject	How would you describe the job of a taxi driver? Why?		

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:

Vocabulary Score:           /5

# Section Two: Student Pages

- Format One:

- Passage
- Comprehension
- Word Work
- Vocabulary

- Format Two:

- Passage

- Format Three:

- Passage
- Comprehension
- Word Work
- Vocabulary

- Format Four:

- Passage
- Comprehension
- Blank Word Work
- Vocabulary

- Format Five:

- Passage
- Fluency Homework Chart

# "Sam Loves School"

## Understand It!

Answer the following questions after reading:

- What was the problem?
  - Sam did not like school
  - Sam was sick
  - Sam had a bad dream
  - Sam was happy
- How did Sam feel about missing school?
  - happy
  - mad
  - scared
  - sad
- What was the main idea in the story?
  - Sleeping
  - dreams
  - missing school
  - math
- What food was Sam going to miss at school?
  - ice cream
  - cookies
  - cake
  - pizza

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

### Word Work

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



Words that start with a vowel



Words with 2 letters



Words with the short /a/ sound



Words that start with /h/

### 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	_____	_____

# "MY Little Sister Drools"

## Understand It!

Answer the following questions after reading:

1. What was the problem?
  - a. Bella giggled
  - b. Bella drooled
  - c. Bella cried all the time
  - d. Bella did not nap
2. What did most people do when Bella drooled?
  - a. got mad
  - b. think she was cute
  - c. put her to bed
  - d. they did nothing
3. What was the main idea in the story?
  - a. baby giggles
  - b. new shirts
  - c. drooling
  - d. shopping
4. Why did the narrator start to cry?
  - a. drool was on the shirt
  - b. mom laughed
  - c. she was happy
  - d. she got hurt

My little sister **drools**. She just turned one. She drools all over her shirt. She drools all over my mom. She drools all over the floor. I do not like holding her because she drools so much.

Everyone thinks she is so **cute**, but not me. I think she is **sloppy**. One day we were at a store and she drooled all over me. I screamed, "Bella, no!" She just **giggled**. I was so mad. I handed Bella to mom, and started to cry. I had baby **slime** on my brand new shirt. Mom did not laugh at me. She felt so bad that she bought me a new shirt. I can not wait for Bella to stop drooling!

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



Words that start with a vowel



Words with 2 letters



Words with the short /a/ sound



Words that start with /h/

## 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	_____	_____

# "MY MESSY ROOM"

## Understand It!

Answer the following questions after reading:

- What was the problem?
  - his room was clean
  - his mom was happy
  - his room was messy
  - Jackson was happy
- How did Jackson feel about cleaning?
  - happy
  - mad
  - stubborn
  - excited
- What was the main idea in the story?
  - he would not clean
  - his mom cleaned
  - Jackson ate candy
  - toys on the floor
- What was one thing messy in Jackson's room?
  - food on the floor
  - shoes in the bed
  - toys on the floor
  - clothes in the bed

My name is Jackson. I have a **messy** room. My toys are all over the floor. My books are falling off my **bookshelf**. My clothes are piled on the floor. I like my messy room, but my mom does not. She says I am living like a pig. My mom is always asking me to **clean** my room. I never want to. I tell her I know where everything is. Sometimes she gets mad at me. But I am **stubborn**. I still will not clean my room. Mom says my room smells bad, but I like the smell. One day she **bribed** me. She promised me candy if I cleaned. So I did. The candy was great! Everyone was happy.

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



Words that start with a vowel



Words with 2 letters



Words with the short /a/ sound



Words that start with /h/

**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	_____	_____

# "It's Good to Share"

## Understand It!

Answer the following questions after reading:

Jonah loved to share. Adam did not like to share.

Jonah and Adam were in first grade **together**.

They were **friends**. Every day Jonah gave Adam a sticker, just because. Jonah liked how **sharing**

made him feel. Adam **forgot** his lunch one day.

Jonah gave Adam almost all his food. Jonah was

very hungry. But sharing with Adam made him

happy. One day Jonah forgot his lunch. Adam did

not share his food with Jonah. Jonah was sad.

The teacher saw Jonah sad. She gave him all her

food. Adam felt bad then. He said he was sorry.

He **promised** to share better.

1. What was the problem?

- a. Jonah did not share
- b. Jonah shared
- c. Adam shared
- d. Adam did not share

2. How did Jonah feel about sharing?

- a. it made him happy
- b. it made him mad
- c. it made him sad
- d. it made him tired

3. What was the main idea in the story?

- a. school
- b. snack time
- c. sharing
- d. stickers

4. What were some things Jonah shared?

- a. stickers
- b. markers
- c. crayons
- d. candy

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



Words that start with a vowel



Words with 2 letters



Words with the short /a/ sound



Words that start with /h/

**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	_____	_____



# "YOU ARE NOT MY BOSS!"

## Understand It!

Answer the following questions after reading:

1. What was the problem?
  - a. Matilda is bossy
  - b. Ethan is bossy
  - c. Matilda lost her pencil
  - d. Matilda was nice
2. How did Ethan feel about Matilda?
  - a. she was nice
  - b. she was fun
  - c. she was bossy
  - d. she was kind
3. What was the main idea in the story?
  - a. playing at school
  - b. Matilda being bossy
  - c. Ethan being bossy
  - d. Ethan was a bully
4. What did Matilda want Ethan to do?
  - a. pick up her pencil
  - b. do her homework
  - c. pick up her marker
  - d. pick up her paper

Matilda is **bossy**. She tells everyone in school what to do. One day she told me to pick up her paper. "You are not my boss," I said. She **stared** at me with a mean look on her face. Matilda was a **bully** too. She was mean until she got her way. But I was not going to let her tell me what to do. She told me again to pick up her paper. I still said no. She said, "Ethan, if you do not pick up my paper, I will **scream**." I was not scared. I still said no. Matilda's face turned red, but she did not scream. It felt good to stand up to the bossy Matilda. She never told me what to do **again**.

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



Words that start with a vowel



Words with 2 letters



Words with the short /a/ sound



Words that start with /h/

**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	_____	_____

# "MY CAT CAN TALK"

## Understand It!

Answer the following questions after reading:

My cat is named Zoe. She is a very **special** cat because she can talk! I did not even know Zoe could talk until one day when I was in the kitchen. I went to grab a pan on the stove. I did not know it was very hot. Zoe yelled, "STOP, do NOT touch that!" I was **shocked**. I turned around to look at my cat. She just smiled with her **whiskers** up in the air. "Zoe, you can talk?" I asked. Zoe looked **shy**. Then she said, "yes, but I was too scared to tell you." I told her that I was so **excited** she could talk. After that day Zoe never stopped talking. Now she is my best friend!

1. Which event from the story can not happen in real life?
  - a. having a cat
  - b. burning your hand
  - c. a cat talking
  - d. a cat with whiskers
2. What do most kids think about a cat who talks?
  - a. it is not cool
  - b. it is bad
  - c. it is very cool
  - d. they would not like it
3. What happened before Zoe yelled, "STOP"?
  - a. she did not know the pan was hot
  - b. Zoe smiled
  - c. Zoe looked shy
  - d. Zoe was not scared
4. What does yelled mean?
  - a. to whisper
  - b. to talk quiet
  - c. to laugh
  - d. to scream

### Word Work

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



Words that end with a vowel



Words with 3 letters



Words with the short /e/ sound



Words that start with /w/

### 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 \_\_\_\_\_

# "The Magic Rock"

## Understand It!

Answer the following questions after reading:

- Which event from the story can not happen in real life?
  - finding a rock
  - eating pizza
  - a rain storm
  - a magic rock
- What do most kids think about having a magic rock?
  - it is not cool
  - it is scary
  - it is very cool
  - they would not like it
- What happened right before the rain came?
  - the clouds came
  - Katie ate pizza
  - Katie picked up a rock
  - Katie wished for pizza
- What does smooth mean?
  - big
  - soft
  - bumpy
  - hard

One day Katie was walking to school when she saw a purple rock. The rock was smooth and it looked special. Katie picked it up and put it in her pocket. At lunch she rubbed the rock. She **wished** for pizza. All of a **sudden** there was hot pizza on her plate! Katie was **surprised**. At **recess** she rubbed the rock again. This time she wished for a big rain storm to come. Right away the clouds came. The rain started **pouring** down on Katie and her friends. Katie knew she had a magic rock. She spent the rest of the day thinking of what she would wish for next. She was so excited!

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



Words that end with a vowel



Words with 3 letters



Words with the short /e/ sound



Words that start with /w/

## 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 \_\_\_\_\_

# "Caden's LUCKY SNACK"

## Understand It!

Answer the following questions after reading:

- Which event from the story can not happen in real life?
  - peanuts make you run fast
  - running fast
  - eating peanuts
  - running slow
- What do most kids think about having a lucky snack?
  - it would be awesome
  - it would not be good
  - it would be bad
  - it would be scary
- What happened right before Caden was sad?
  - he ran fast
  - he ate peanuts
  - his friends teased him
  - he was the fastest
- What does slowest mean?
  - just a little slow
  - slower than everyone
  - fast
  - faster than everyone

Caden can run really fast. He is much faster than all the kids in his school. He runs as fast as a cheetah. But Caden does not always run that fast. He has a **secret** that makes him go fast. He eats a **handful** of lucky peanuts to make him run fast. The peanuts have special powers. Only Caden and his mom know about his lucky peanuts. One day Caden **forgot** to eat his lucky peanuts before school. He was not the **fastest** runner that day. He was the slowest. His friends **teased** him. Caden was sad. He never forgot to eat a handful of lucky peanuts ever again!

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



Words that end with a vowel



Words with 3 letters



Words with the short /e/ sound



Words that start with /w/

**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

# "A Secret Present"

## Understand It!

Answer the following questions after reading:

1. Which event from the story can not happen in real life?
  - a. getting presents
  - b. singing chipmunks
  - c. ripping open a present
  - d. a cat with whiskers
2. What do most kids think about singing chipmunks?
  - a. they are real
  - b. they are not funny
  - c. they are not real
  - d. they would not like it
3. What happened before Sadie heard something squeaking?
  - a. the box was moving
  - b. she laughed
  - c. she saw chipmunks
  - d. chipmunks were singing
4. What does best mean?
  - a. not that good
  - b. to not like something
  - c. something really good
  - d. to be scared

Today is Sadie's birthday. She is seven years old. Her grandma lives far away. Every year she sends a special **package** for Sadie's birthday. Sadie could not wait to open her present from grandma. Just as she was about to open it, she **noticed** the box was moving. Then she heard some **squeaking** inside the box. Sadie laughed. What could be inside? She **ripped** the box open. Inside were two chipmunks. One had a **guitar**. When the box opened, the chipmunks started singing and dancing. They sang happy birthday to Sadie. Everyone laughed. It was the best present!

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



Words that end with a vowel



Words with 3 letters



Words with the short /e/ sound



Words that start with /w/

**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	_____	_____

# "MY Three Wishes"

## Understand It!

Answer the following questions after reading:

- Which event from the story can not happen in real life?
  - getting a puppy
  - swimming in a pool
  - having a fairy grandma
  - playing video games
- What do most kids think about the fairy grandma?
  - she is real
  - she would be scary
  - she would be mean
  - she would be the best
- What happened before the fairy grandma waved her magic wand?
  - she named the puppy
  - she came to visit
  - she got a pool
  - she went swimming
- What does giant mean?
  - really big
  - short
  - really small
  - tiny

I have a fairy grandma named Rose. Every year she comes to **visit** me in the summer. She **grants** me three wishes each year. I can wish for whatever I want. She is the nicest fairy grandma ever! Last year I wished for a puppy, a new bike, and a giant box of candy. She **waved** her magic wand and **poof!** I had all three things. I named my puppy Max. This year I am going to wish for another puppy. I love puppies. I am also going to wish for more video games. My last wish is going to be for a pool in our **backyard**. I cannot wait to teach my puppies how to swim!

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



Words that end with a vowel



Words with 3 letters



Words with the short /e/ sound



Words that start with /w/

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

# "How to Catch a Frog"

## Understand It!

Answer the following questions after reading:

1. What was a fact in the beginning of the text?
  - a. they live in ponds
  - b. get a tall bucket
  - c. frogs will not jump
  - d. use a pole to catch frogs
2. What does sneak mean?
  - a. to be loud
  - b. to run
  - c. to move quietly
  - d. to jump
3. What place does the text describe?
  - a. a river
  - b. a pond or swamp
  - c. a lake
  - d. the ocean
4. What does this text teach us?
  - a. how to catch fish
  - b. how to swim
  - c. how to jump
  - d. how to catch frogs

Some people love to **catch** frogs. The first thing you need to do is find frogs. They live in ponds or **swamps**. You can find frogs in muddy spots by logs. They may be sitting in the sun. Use a net to catch a frog. Once you see a frog, be very **quiet** and sneak up to it. Get your net ready. When you are close, **quickly** cover the frog with the net. You have to be fast or the frog will jump away! Move the frog from the net into a **bucket**. Make sure the bucket is tall enough so the frog does not jump out. If you keep the frog, be sure to take good care of it at home!

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



Words that start with /t/



Words that end with /y/



Words with the short /i/ sound



Words with 2 syllables

## 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 \_\_\_\_\_

# "What Will You See at the Zoo?"

## Understand It!

Answer the following questions after reading:

1. What was a fact in the beginning of the text?
  - a. you will see mammals
  - b. all mammals have fur
  - c. you will see reptiles
  - d. you will see giraffes
2. What do mammals have?
  - a. fur or hair
  - b. teeth
  - c. scales
  - d. four legs
3. What place does the text describe?
  - a. a forest
  - b. a zoo
  - c. a jungle
  - d. a river
4. What does this text teach us?
  - a. how old animals are
  - b. where to find a zoo
  - c. what animals are in a zoo
  - d. how big animals are

What animals will you see at the zoo? You will see many different kinds of animals. You will see reptiles. Reptiles have scales on their skin. Some reptiles you will see are snakes and alligators. You will **probably** see many different types of fish. They will be swimming in **giant** tanks. Many kinds of birds will be there too. The **biggest** animals you will see are mammals. All mammals have hair or **fur**. Lions, tigers, bears, and giraffes are all mammals you will see at the zoo. You should **carry** a notebook. Make a list of all the animals you see. Have fun at the zoo!

### Word Work

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



Words that start with /t/



Words that end with /y/



Words with the short /i/ sound



Words with 2 syllables

### 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	_____	_____



# "Save the Sea Turtles"

## Understand It!

Answer the following questions after reading:

1. What was a fact in the beginning of the text?
  - a. baby turtles hatch
  - b. they bury eggs
  - c. people save turtles
  - d. they live in oceans
2. What does survive mean?
  - a. to live
  - b. to crawl
  - c. to swim
  - d. to be extinct
3. What place does the text describe?
  - a. a river
  - b. a pond or swamp
  - c. a lake
  - d. the ocean
4. What does this text teach us?
  - a. how to catch turtles
  - b. turtles could be extinct
  - c. where to swim
  - d. how to pet turtles

Sea turtles live in oceans all over the world. They have been on Earth for millions of years. But now some sea turtles are at **risk** of being extinct. Extinct means that there would no longer be any sea turtles on Earth. Sea turtles crawl onto sandy beaches to lay their eggs. They **bury** the eggs in the sand. Once the eggs **hatch**, they **travel** back to the ocean. Many baby sea turtles do not survive this trip. People are trying to save the sea turtles. They **block** parts of the beach where eggs are found. They help keep the eggs safe. It is good to try and save the sea turtles!

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



Words that start with /t/



Words that end with /y/



Words with the short /i/ sound



Words with 2 syllables

**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 DO LIONS ROAR?"

## Understand It!

Answer the following questions after reading:

- What was a fact in the beginning of the text?
  - mama lions roar loud
  - every lion roars
  - lions roar to talk
  - not every lion roars
- What does voice mean?
  - how we talk
  - to not talk
  - to run
  - to jump
- What place does the text describe?
  - in the day
  - in the morning
  - at night
  - at lunch
- What does this text teach us?
  - why lions roar
  - how to catch a lion
  - how to feed a lion
  - how big lions are

Every lion **roars**. Most of the time they roar at night. That is because the air is thin and the roar can be heard from far away. There are two reasons why lions roar. They roar to **protect** their land and family. Male lions roar loud at night. They are telling other lions and animals to stay away. Lions roar to talk to one another. Every lion has a different roar **sound**, just like every human has a different voice. Mama lions have a **gentle** roar when they are with their cubs. Male lions use a **softer** roar when they are playing with cubs. Listening to a lion roar is amazing!

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



Words that start with /t/



Words that end with /y/



Words with the short /i/ sound



Words with 2 syllables

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

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

# "FACTS ABOUT DOLPHINS"

## Understand It!

Answer the following questions after reading:

1. What was a fact in the beginning of the text?
  - a. dolphins surf waves
  - b. dolphins chirp
  - c. dolphins can see well
  - d. dolphins are playful
2. What does whistle mean?
  - a. to cry
  - b. to make a noise
  - c. to jump
  - d. to surf
3. What place does the text describe?
  - a. a forest
  - b. a lake
  - c. an ocean
  - d. a pool
4. What does this text teach us?
  - a. how long dolphins live
  - b. all about oceans
  - c. all about dolphins
  - d. all about fish

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

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



Words that start with /t/



Words that end with /y/



Words with the short /i/ sound



Words with 2 syllables

## **Vocabulary**

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

1 \_\_\_\_\_

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# "The Crossing Guard"

## Understand It!

Answer the following questions after reading:

1. What fact is the most important?
  - a. kids ride bikes
  - b. kids ride busses
  - c. crossing guards smile
  - d. crossing guards keep kids safe
2. What do you think a crossing guard might do?
  - a. stop cars
  - b. jump in front of cars
  - c. not help kids
  - d. be mad at kids
3. What happens at the end of the text?
  - a. kids ride a bus
  - b. kids are not safe
  - c. kids cross the street safely
  - d. parents pick kids up
4. What is the text mainly about?
  - a. crossing guards
  - b. street lights
  - c. how to ride a bike
  - d. a school bus

Some kids ride a bus to school. Some kids ride their bikes. Other kids get a ride from their mom or dad. Some kids even walk to school. Kids who ride their bikes or walk to school have to cross **busy** streets. They need help from an **adult** to cross the street **safely**. That is the job of a crossing **guard**. The crossing guard stands at the corner of busy streets. He waits for kids to help them cross the street. The crossing guard stands in the middle of the road and stops **traffic**. Then kids can cross the street safely. Crossing guards have a very important job.

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



Words that start with /s/



Words with the short /o/ sound



Words with capital letters



The last word in every sentence

**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	_____	_____

# "Going to the Dentist"

## Understand It!

Answer the following questions after reading:

1. What fact is the most important?
  - a. a dentist keeps our teeth healthy
  - b. floss your teeth
  - c. clean your teeth
  - d. look for cavities
2. What do you think a dentist might do?
  - a. give you candy
  - b. give you sugar
  - c. give you a toothbrush
  - d. give you soda
3. What happens at the end of the text?
  - a. floss your teeth
  - b. visit two times a year
  - c. sit in the chair
  - d. look for problems
4. What is the text mainly about?
  - a. a dentist chair
  - b. a dentist visit
  - c. how to brush your teeth
  - d. how to floss

A **dentist** is a doctor who takes care of your teeth. When you go for a **checkup**, your dentist will check your teeth and gums. He will look for any **problems**. You will get to sit in a giant dentist chair. You can put your feet up, lay back, and **relax**. The dentist will ask you to open your mouth very big. He will clean your teeth. He will floss your teeth. He will look for any **cavities**. Cavities are parts of the tooth that are sick. They need to be fixed to have healthy teeth. You should visit the dentist two times each year. The dentist will help keep your teeth strong and healthy!

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



Words that start with /s/



Words with the short /o/ sound



Words with capital letters



The last word in every sentence

## Vocabulary

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

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

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# “What Happens in a Barber Shop?” Understand It!

Answer the following questions after reading:

A barber shop is a place for boys and men to get their hair cut. Men can also have their **whiskers shaved** at a barber shop. The people who cut hair are called **barbers**. Their **job** is to help everyone look good by cutting their hair. A barber shop is also a place for people to talk. Lots of times people stay to talk after they get their hair cut. People in a barber shop **become** friends. They come back for more haircuts. They talk about life. They talk about their kids and their friends. Barbers help people look good and they help people become friends.

1. What fact is the most important?
  - a. they become friends
  - b. they talk about life
  - c. they talk about kids
  - d. they talk about friends
2. What do you think a barber might do?
  - a. not be nice
  - b. cut lots of hair
  - c. not cut hair
  - d. not like to talk
3. What happens at the end of the text?
  - a. a barber cuts hair
  - b. shave whiskers
  - c. barbers help people become friends
  - d. a place to get hair cut
4. What is the text mainly about?
  - a. how to cut hair
  - b. how to shave
  - c. how to wash hair
  - d. a barber shop

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



Words that start with /s/



Words with the short /o/ sound



Words with capital letters



The last word in every sentence

**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	_____	_____

# "A DAY in the Life of a Farmer"

## Understand It!

Answer the following questions after reading:

1. What fact is the most important?
  - a. clean the pigpen
  - b. feed the pigs
  - c. water the crops
  - d. a farmer works hard
2. What do you think a farmer might do?
  - a. watch a lot of movies
  - b. take lots of naps
  - c. be bored
  - d. stay busy all day
3. What happens at the end of the text?
  - a. feeds cows
  - b. feeds chickens
  - c. sells food for people to buy
  - d. gathers eggs
4. What is the text mainly about?
  - a. how to clean pigpens
  - b. a farmer's day
  - c. how to plant core
  - d. how to drive a tractor

A farmer is very busy every day. He gets up **early** to do many **chores**. He feeds the pigs, cows, and chickens. He cleans the **pigpen**. He lets all the animals out. The farmer **gathers** eggs from the chickens. In the spring the farmer plants crops like corn, peas, and potatoes. In the summer the farmer takes care of the **crops**. He waters the fields. He keeps the weeds out. In the fall the farmer picks all the crops. He sells the food for people to buy. He keeps some for animals to eat. A farmer works hard to take care of the animals and the crops.

### Word Work

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



Words that start with /s/



Words with the short /o/ sound



Words with capital letters



The last word in every sentence

### 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	_____	_____

# "Do you want to be a Taxi Driver?" Understand It!


Answer the following questions after reading:

A taxi driver has many **important** jobs. He takes people where they need to go. A taxi driver must think about the safest streets to drive. He must know the **quickest** way to get places too. A taxi driver does not just drive people from place to place. He also helps **load** things in and out of the car. Many people use a taxi when they leave an airport. They have **luggage** to carry. A taxi driver also has to **collect** money. He must give change back too. A taxi driver should keep his car clean. He should keep the car in good shape. Do you want to be a taxi driver?


1. What fact is the most important?
  - a. helps load luggage
  - b. give change
  - c. know the safest streets
  - d. always smile
2. What do you think a taxi driver might do?
  - a. get lost while driving
  - b. not help load luggage
  - c. let the car get messy
  - d. give people rides
3. What happens at the end of the text?
  - a. keep the car in good shape
  - b. load things in car
  - c. find the quickest way
  - d. find the safest streets
4. What is the text mainly about?
  - a. asking for directions
  - b. taxi drivers jobs
  - c. airports
  - d. luggage

**Word Work**


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


 red


Words that start with /s/


 blue

Words with the short /o/ sound


 green

Words with capital letters


 orange

The last word in every sentence

**Vocabulary**

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

1

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# "Sam Loves School"

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

# "MY Little Sister Drools"

My little sister **drools**. She just turned one. She drools all over her shirt. She drools all over my mom. She drools all over the floor. I do not like holding her because she drools so much. Everyone thinks she is so **cute**, but not me. I think she is **sloppy**. One day we were at a store and she drooled all over me. I screamed, "Bella, no!" She just **giggled**. I was so mad. I handed Bella to mom, and started to cry. I had baby **slime** on my brand new shirt. Mom did not laugh at me. She felt so bad that she bought me a new shirt. I can not wait for Bella to stop drooling!

# "MY MESSY ROOM"

My name is Jackson. I have a **messy** room. My toys are all over the floor. My books are falling off my **bookshelf**. My clothes are piled on the floor. I like my messy room, but my mom does not. She says I am living like a pig. My mom is always asking me to **clean** my room. I never want to. I tell her I know where everything is. Sometimes she gets mad at me. But I am **stubborn**. I still will not clean my room. Mom says my room smells bad, but I like the smell. One day she **bribed** me. She promised me candy if I cleaned. So I did. The candy was great! Everyone was happy.

# "It's Good to Share"

Jonah loved to share. Adam did not like to share.

Jonah and Adam were in first grade **together**.

They were **friends**. Every day Jonah gave Adam a sticker, just because. Jonah liked how **sharing** made

him feel. Adam **forgot** his lunch one day. Jonah gave Adam almost all his food. Jonah was very

hungry. But sharing with Adam made him happy.

One day Jonah forgot his lunch. Adam did not share his food with Jonah. Jonah was sad. The teacher

saw Jonah sad. She gave him all her food. Adam felt bad then. He said he was sorry. He **promised**

to share better.

# “YOU ARE NOT MY BOSS!”

Matilda is **bossy**. She tells everyone in school what to do. One day she told me to pick up her paper. “You are not my boss,” I said. She **stared** at me with a mean look on her face. Matilda was a **bully** too. She was mean until she got her way. But I was not going to let her tell me what to do. She told me again to pick up her paper. I still said no. She said, “Ethan, if you do not pick up my paper, I will **scream**.” I was not scared. I still said no. Matilda’s face turned red, but she did not scream. It felt good to stand up to the bossy Matilda. She never told me what to do **again**.

# "MY CAT CAN TALK"

My cat is named Zoe. She is a very **special** cat because she can talk! I did not even know Zoe could talk until one day when I was in the kitchen. I went to grab a pan on the stove. I did not know it was very hot. Zoe yelled, "STOP, do NOT touch that!" I was **shocked**. I turned around to look at my cat. She just smiled with her **whiskers** up in the air. "Zoe, you can talk?" I asked. Zoe looked **shy**. Then she said, "yes, but I was too scared to tell you." I told her that I was so **excited** she could talk. After that day Zoe never stopped talking. Now she is my best friend!

# “The Magic Rock”

One day Katie was walking to school when she saw a purple rock. The rock was smooth and it looked special. Katie picked it up and put it in her pocket. At lunch she rubbed the rock. She **wished** for pizza. All of a **sudden** there was hot pizza on her plate! Katie was **surprised**. At **recess** she rubbed the rock again. This time she wished for a big rain storm to come. Right away the clouds came. The rain started **pouring** down on Katie and her friends. Katie knew she had a magic rock. She spent the rest of the day thinking of what she would wish for next. She was so excited!

## "Caden's LUCKY SNACK"

Caden can run really fast. He is much faster than all the kids in his school. He runs as fast as a cheetah. But Caden does not always run that fast. He has a **secret** that makes him go fast. He eats a **handful** of lucky peanuts to make him run fast. The peanuts have special powers. Only Caden and his mom know about his lucky peanuts. One day Caden **forgot** to eat his lucky peanuts before school. He was not the **fastest** runner that day. He was the slowest. His friends **teased** him. Caden was sad. He never forgot to eat a handful of lucky peanuts ever again!



# "A Secret Present"

Today is Sadie's birthday. She is seven years old. Her grandma lives far away. Every year she sends a special **package** for Sadie's birthday. Sadie could not wait to open her present from grandma. Just as she was about to open it, she **noticed** the box was moving. Then she heard some **squeaking** inside the box. Sadie laughed. What could be inside? She **ripped** the box open. Inside were two chipmunks. One had a **guitar**. When the box opened, the chipmunks started singing and dancing. They sang happy birthday to Sadie. Everyone laughed. It was the best present!

# "MY Three Wishes"

I have a fairy grandma named Rose. Every year she comes to **visit** me in the summer. She **grants** me three wishes each year. I can wish for whatever I want. She is the nicest fairy grandma ever! Last year I wished for a puppy, a new bike, and a giant box of candy. She **waved** her magic wand and **poof**! I had all three things. I named my puppy Max. This year I am going to wish for another puppy. I love puppies. I am also going to wish for more video games. My last wish is going to be for a pool in our **backyard**. I cannot wait to teach my puppies how to swim!

# "How to Catch a Frog"

Some people love to **catch** frogs. The first thing you need to do is find frogs. They live in ponds or **swamps**. You can find frogs in muddy spots by logs. They may be sitting in the sun. Use a net to catch a frog. Once you see a frog, be very **quiet** and sneak up to it. Get your net ready. When you are close, **quickly** cover the frog with the net. You have to be fast or the frog will jump away! Move the frog from the net into a **bucket**. Make sure the bucket is tall enough so the frog does not jump out. If you keep the frog, be sure to take good care of it at home!

# “What Will You See at the Zoo?”

What animals will you see at the zoo? You will see many different kinds of animals. You will see reptiles. Reptiles have scales on their skin. Some reptiles you will see are snakes and alligators. You will **probably** see many different types of fish.

They will be swimming in **giant** tanks. Many kinds of birds will be there too. The **biggest** animals you will see are mammals. All mammals have hair or **fur**.

Lions, tigers, bears, and giraffes are all mammals you will see at the zoo. You should **carry** a notebook. Make a list of all the animals you see. Have fun at the zoo!

# "Save the Sea Turtles"

Sea turtles live in oceans all over the world. They have been on Earth for millions of years. But now some sea turtles are at **risk** of being extinct.

Extinct means that there would no longer be any sea turtles on Earth. Sea turtles crawl onto sandy beaches to lay their eggs. They **bury** the eggs in the sand. Once the eggs **hatch**, they **travel** back to the ocean. Many baby sea turtles do not survive this trip. People are trying to save the sea turtles. They **block** parts of the beach where eggs are found. They help keep the eggs safe. It is good to try and save the sea turtles!

# “WHY DO LIONS ROAR?”

Every lion **roars**. Most of the time they roar at night. That is because the air is thin and the roar can be heard from far away. There are two reasons why lions roar. They roar to **protect** their land and family. Male lions roar loud at night. They are telling other lions and animals to stay away. Lions roar to talk to one another. Every lion has a different roar **sound**, just like every human has a different voice. Mama lions have a **gentle** roar when they are with their cubs. Male lions use a **softer** roar when they are playing with cubs. Listening to a lion roar is amazing!

# "FACTS ABOUT DOLPHINS"

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

# "The Crossing Guard"

Some kids ride a bus to school. Some kids ride their bikes. Other kids get a ride from their mom or dad. Some kids even walk to school. Kids who ride their bikes or walk to school have to cross **busy** streets. They need help from an **adult** to cross the street **safely**. That is the job of a crossing **guard**. The crossing guard stands at the corner of busy streets. He waits for kids to help them cross the street. The crossing guard stands in the middle of the road and stops **traffic**. Then kids can cross the street safely. Crossing guards have a very important job.



# “Going to the Dentist”

A **dentist** is a doctor who takes care of your teeth. When you go for a **checkup**, your dentist will check your teeth and gums. He will look for any **problems**. You will get to sit in a giant dentist chair. You can put your feet up, lay back, and **relax**. The dentist will ask you to open your mouth very big. He will clean your teeth. He will floss your teeth. He will look for any **cavities**. Cavities are parts of the tooth that are sick. They need to be fixed to have healthy teeth. You should visit the dentist two times each year. The dentist will help keep your teeth strong and healthy!

# “What Happens in a Barber Shop?”

A barber shop is a place for boys and men to get their hair cut. Men can also have their **whiskers shaved** at a barber shop. The people who cut hair are called **barbers**. Their **job** is to help everyone look good by cutting their hair. A barber shop is also a place for people to talk. Lots of times people stay to talk after they get their hair cut. People in a barber shop **become** friends. They come back for more haircuts. They talk about life. They talk about their kids and their friends. Barbers help people look good and they help people become friends.

# "A DAY in the Life of a Farmer"

A farmer is very busy every day. He gets up **early** to do many **chores**. He feeds the pigs, cows, and chickens. He cleans the **pigpen**. He lets all the animals out. The farmer **gathers** eggs from the chickens. In the spring the farmer plants crops like corn, peas, and potatoes. In the summer the farmer takes care of the **crops**. He waters the fields. He keeps the weeds out. In the fall the farmer picks all the crops. He sells the food for people to buy. He keeps some for animals to eat. A farmer works hard to take care of the animals and the crops.

# “Do you want to be a Taxi Driver?”

A taxi driver has many **important** jobs. He takes people where they need to go. A taxi driver must think about the safest streets to drive. He must know the **quickest** way to get places too. A taxi driver does not just drive people from place to place. He also helps **load** things in and out of the car. Many people use a taxi when they leave an airport. They have **luggage** to carry. A taxi driver also has to **collect** money. He must give change back too. A taxi driver should keep his car clean. He should keep the car in good shape. Do you want to be a taxi driver?

# "Sam Loves School"

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

Understand It! Answer the following questions after reading:

- |                            |   |   |   |
|----------------------------|---|---|---|
| 1. What was the problem?   | 2. How did Sam feel about missing school? | 3. What was the main idea in the story? | 4. What food was Sam going to miss at school? |
| a. Sam did not like school | a. happy                                  | a. Sleeping                             | a. ice cream                                  |
| b. Sam was sick            | b. mad                                    | b. dreams                               | b. cookies                                    |
| c. Sam had a bad dream     | c. scared                                 | c. missing school                       | c. cake                                       |
| d. Sam was happy           | d. sad                                    | d. math                                 | d. pizza                                      |

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



Words that start with a vowel



Words with 2 letters



Words with the short /a/ sound



Words that start with /h/

**Vocabulary**

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

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# 'MY Little Sister Drools'

My little sister **drools**. She just turned one. She drools all over her shirt. She drools all over my mom. She drools all over the floor. I do not like holding her because she drools so much. Everyone thinks she is so **cute**, but not me. I think she is **sloppy**. One day we were at a store and she drooled all over me. I screamed, "Bella, no!" She just **giggled**. I was so mad. I handed Bella to mom, and started to cry. I had baby **slime** on my brand new shirt. Mom did not laugh at me. She felt so bad that she bought me a new shirt. I can not wait for Bella to stop drooling!

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

- |   |   |   |   |
|---|---|---|---|
| 1. What was the problem?<br>a. Bella giggled<br>b. Bella drooled<br>c. Bella cried all the time<br>d. Bella did not nap | 2. What did most people do when Bella drooled?<br>a. got mad<br>b. think she was cute<br>c. put her to bed<br>d. they did nothing | 3. What was the main idea in the story?<br>a. baby giggles<br>b. new shirts<br>c. drooling<br>d. shopping | 4. Why did the narrator start to cry?<br>a. drool was on the shirt<br>b. mom laughed<br>c. she was happy<br>d. she got hurt |
|---|---|---|---|

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



Words that start with a vowel



Words with 2 letters



Words with the short /a/ sound



Words that start with /h/

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

# "MY MESSY ROOM"

My name is Jackson. I have a **messy** room. My toys are all over the floor. My books are falling off my **bookshelf**. My clothes are piled on the floor. I like my messy room, but my mom does not. She says I am living like a pig. My mom is always asking me to **clean** my room. I never want to. I tell her I know where everything is. Sometimes she gets mad at me. But I am **stubborn**. I still will not clean my room. Mom says my room smells bad, but I like the smell. One day she **bribed** me. She promised me candy if I cleaned. So I did. The candy was great! Everyone was happy.

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

- |  |  |  |  |
|--|--|--|--|
| 1. What was the problem?<br>a. his room was clean<br>b. his mom was happy<br>c. his room was messy<br>d. Jackson was happy | 2. How did Jackson feel about cleaning?<br>a. happy<br>b. mad<br>c. stubborn<br>d. excited | 3. What was the main idea in the story?<br>a. he would not clean<br>b. his mom cleaned<br>c. Jackson ate candy<br>d. toys on the floor | 4. What was one thing messy in Jackson's room?<br>a. food on the floor<br>b. shoes in the bed<br>c. toys on the floor<br>d. clothes in the bed |
|--|--|--|--|

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



Words that start with a vowel



Words with 2 letters



Words with the short /a/ sound



Words that start with /h/

## Vocabulary

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

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

# "It's Good to Share"

Jonah loved to share. Adam did not like to share. Jonah and Adam were in first grade **together**. They were **friends**. Every day Jonah gave Adam a sticker, just because. Jonah liked how **sharing** made him feel. Adam **forgot** his lunch one day. Jonah gave Adam almost all his food. Jonah was very hungry. But sharing with Adam made him happy. One day Jonah forgot his lunch. Adam did not share his food with Jonah. Jonah was sad. The teacher saw Jonah sad. She gave him all her food. Adam felt bad then. He said he was sorry. He **promised** to share better.

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

- |                          |                                      |   |  |
|--------------------------|--------------------------------------|---|--|
| 1. What was the problem? | 2. How did Jonah feel about sharing? | 3. What was the main idea in the story? | 4. What were some things Jonah shared? |
| a. Jonah did not share   | a. it made him happy                 | a. school                               | a. stickers                            |
| b. Jonah shared          | b. it made him mad                   | b. snack time                           | b. markers                             |
| c. Adam shared           | c. it made him sad                   | c. sharing                              | c. crayons                             |
| d. Adam did not share    | d. it made him tired                 | d. stickers                             | d. candy                               |

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



Words that start with a vowel



Words with 2 letters



Words with the short /a/ sound



Words that start with /h/

## 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 \_\_\_\_\_



# "YOU ARE NOT MY BOSS!"

Matilda is **bossy**. She tells everyone in school what to do. One day she told me to pick up her paper. "You are not my boss," I said. She **stared** at me with a mean look on her face. Matilda was a **bully** too. She was mean until she got her way. But I was not going to let her tell me what to do. She told me again to pick up her paper. I still said no. She said, "Ethan, if you do not pick up my paper, I will **scream**." I was not scared. I still said no. Matilda's face turned red, but she did not scream. It felt good to stand up to the bossy Matilda. She never told me what to do **again**.

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

- |                            |                                      |   |                                       |
|----------------------------|--------------------------------------|---|---------------------------------------|
| 1. What was the problem?   | 2. How did Ethan feel about Matilda? | 3. What was the main idea in the story? | 4. What did Matilda want Ethan to do? |
| a. Matilda is bossy        | a. she was nice                      | a. playing at school                    | a. pick up her pencil                 |
| b. Ethan is bossy          | b. she was fun                       | b. Matilda being bossy                  | b. do her homework                    |
| c. Matilda lost her pencil | c. she was bossy                     | c. Ethan being bossy                    | c. pick up her marker                 |
| d. Matilda was nice        | d. she was kind                      | d. Ethan was a bully                    | d. pick up her paper                  |

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



Words that start with a vowel



Words with 2 letters



Words with the short /a/ sound



Words that start with /h/

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

# "MY CAT CAN TALK"

My cat is named Zoe. She is a very **special** cat because she can talk! I did not even know Zoe could talk until one day when I was in the kitchen. I went to grab a pan on the stove. I did not know it was very hot. Zoe yelled, "STOP, do NOT touch that!" I was **shocked**. I turned around to look at my cat. She just smiled with her **whiskers** up in the air. "Zoe, you can talk?" I asked. Zoe looked **shy**. Then she said, "yes, but I was too scared to tell you." I told her that I was so **excited** she could talk. After that day Zoe never stopped talking. Now she is my best friend!

Understand It! Answer the following questions after reading:

- |  |   |   |                           |
|--|---|---|---------------------------|
| 1. Which event from the story can not happen in real life? | 2. What do most kids think about a cat who talks? | 3. What happened before Zoe yelled, "STOP"? | 4. What does yelled mean? |
| a. having a cat  | a. it is not cool                                 | a. she did not know the pan was hot         | a. to whisper             |
| b. burning your hand                                       | b. it is bad                                      | b. Zoe smiled                               | b. to talk quiet          |
| c. a cat talking   | c. it is very cool                                | c. Zoe looked shy                           | c. to laugh               |
| d. a cat with whiskers                                     | d. they would not like it                         | d. Zoe was not scared                       | d. to scream              |

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



Words that end with a vowel



Words with 3 letters



Words with the short /e/ sound



Words that start with /w/

**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 | _____ | _____ |

# "The Magic Rock"

One day Katie was walking to school when she saw a purple rock. The rock was smooth and it looked special. Katie picked it up and put it in her pocket. At lunch she rubbed the rock. She **wished** for pizza. All of a **sudden** there was hot pizza on her plate! Katie was **surprised**. At **recess** she rubbed the rock again. This time she wished for a big rain storm to come. Right away the clouds came. The rain started **pouring** down on Katie and her friends. Katie knew she had a magic rock. She spent the rest of the day thinking of what she would wish for next. She was so excited!

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

- |  |   |  |                           |
|--|---|--|---------------------------|
| 1. Which event from the story can not happen in real life? | 2. What do most kids think about having a magic rock? | 3. What happened right before the rain came? | 4. What does smooth mean? |
| a. finding a rock  | a. it is not cool                                     | a. the clouds came                           | a. big                    |
| b. eating pizza  | b. it is scary  | b. Katie ate pizza                           | b. soft                   |
| c. a rain storm  | c. it is very cool                                    | c. Katie picked up a rock                    | c. bumpy                  |
| d. a magic rock  | d. they would not like it                             | d. Katie wished for pizza                    | d. hard                   |

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



Words that end with a vowel



Words with 3 letters



Words with the short /e/ sound



Words that start with /w/

## 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 \_\_\_\_\_

# "Caden's LUCKY Snack"

Caden can run really fast. He is much faster than all the kids in his school. He runs as fast as a cheetah. But Caden does not always run that fast. He has a **secret** that makes him go fast. He eats a **handful** of lucky peanuts to make him run fast. The peanuts have special powers. Only Caden and his mom know about his lucky peanuts. One day Caden **forgot** to eat his lucky peanuts before school. He was not the **fastest** runner that day. He was the slowest. His friends **teased** him. Caden was sad. He never forgot to eat a handful of lucky peanuts ever again!

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

- |   |   |   |  |
|---|---|---|--|
| 1. Which event from the story can not happen in real life?<br>a. peanuts make you run fast<br>b. running fast<br>c. eating peanuts<br>d. running slow | 2. What do most kids think about having a lucky snack?<br>a. it would be awesome<br>b. it would not be good<br>c. it would be bad<br>d. it would be scary | 3. What happened right before Caden was sad?<br>a. he ran fast<br>b. he ate peanuts<br>c. his friends teased him<br>d. he was the fastest | 4. What does slowest mean?<br>a. just a little slow<br>b. slower than everyone<br>c. Fast<br>d. faster than everyone |
|---|---|---|--|

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



Words that end with a vowel



Words with 3 letters



Words with the short /e/ sound



Words that start with /w/

## 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 | _____ | _____ |

# "A secret present"

Today is Sadie's birthday. She is seven years old. Her grandma lives far away. Every year she sends a special **package** for Sadie's birthday. Sadie could not wait to open her present from grandma. Just as she was about to open it, she **noticed** the box was moving. Then she heard some **squeaking** inside the box. Sadie laughed. What could be inside? She **ripped** the box open. Inside were two chipmunks. One had a **guitar**. When the box opened, the chipmunks started singing and dancing. They sang happy birthday to Sadie. Everyone laughed. It was the best present!

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

1. Which event from the story can not happen in real life?

- a. getting presents
- b. singing chipmunks
- c. ripping open a present
- d. a cat with whiskers

2. What do most kids think about singing chipmunks?

- a. they are real
- b. they are not funny
- c. they are not real
- d. they would not like it

3. What happened before Sadie heard something squeaking?

- a. the box was moving
- b. she laughed
- c. she saw chipmunks
- d. chipmunks were singing

4. What does best mean?

- a. not that good
- b. to not like something
- c. something really good
- d. to be scared

## Word Work

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



Words that end with a vowel



Words with 3 letters



Words with the short /e/ sound



Words that start with /w/

## 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 \_\_\_\_\_





# "MY Three Wishes"

I have a fairy grandma named Rose. Every year she comes to **visit** me in the summer. She **grants** me three wishes each year. I can wish for whatever I want. She is the nicest fairy grandma ever! Last year I wished for a puppy, a new bike, and a giant box of candy. She **waved** her magic wand and **poof!** I had all three things. I named my puppy Max. This year I am going to wish for another puppy. I love puppies. I am also going to wish for more video games. My last wish is going to be for a pool in our **backyard**. I cannot wait to teach my puppies how to swim!

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

- |  |   |   |                          |
|--|---|---|--------------------------|
| 1. Which event from the story can not happen in real life? | 2. What do most kids think about the fairy grandma? | 3. What happened before the fairy grandma waved her magic wand? | 4. What does giant mean? |
| a. getting a puppy   | a. she is real                                      | a. she named the puppy  | a. really big            |
| b. swimming in a pool                                      | b. she would be scary                               | b. she came to visit  | b. short                 |
| c. having a fairy grandma                                  | c. she would be mean                                | c. she got a pool   | c. really small          |
| d. playing video games                                     | d. she would be the best                            | d. she went swimming  | d. tiny                  |

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

- |  |                                |
|--|--------------------------------|
|  | Words that end with a vowel    |
|  | Words with 3 letters           |
|  | Words with the short /e/ sound |
|  | Words that start with /w/      |

**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 | _____ | _____ |

# "How to Catch a Frog"

Some people love to **catch** frogs. The first thing you need to do is find frogs. They live in ponds or **swamps**. You can find frogs in muddy spots by logs. They may be sitting in the sun. Use a net to catch a frog. Once you see a frog, be very **quiet** and sneak up to it. Get your net ready. When you are close, **quickly** cover the frog with the net. You have to be fast or the frog will jump away! Move the frog from the net into a **bucket**. Make sure the bucket is tall enough so the frog does not jump out. If you keep the frog, be sure to take good care of it at home!

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

- |  |                          |                                       |                                  |
|--|--------------------------|---------------------------------------|----------------------------------|
| 1. What was a fact in the beginning of the text? | 2. What does sneak mean? | 3. What place does the text describe? | 4. What does this text teach us? |
| a. they live in ponds                            | a. to be loud            | a. a river                            | a. how to catch fish             |
| b. get a tall bucket                             | b. to run                | b. a pond or swamp                    | b. how to swim                   |
| c. frogs will not jump                           | c. to move quietly       | c. a lake                             | c. how to jump                   |
| d. use a pole to catch frogs                     | d. to jump               | d. the ocean                          | d. how to catch frogs            |

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

 **red** Words that start with /t/

 **blue** Words that end in /y/

 **green** Words with the short /i/ sound

 **orange** Words with 2 syllables

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

# "What Will You See at the Zoo?"

What animals will you see at the zoo? You will see many different kinds of animals. You will see reptiles. Reptiles have scales on their skin. Some reptiles you will see are snakes and alligators. You will **probably** see many different types of fish. They will be swimming in **giant** tanks. Many kinds of birds will be there too. The **biggest** animals you will see are mammals. All mammals have hair or **fur**. Lions, tigers, bears, and giraffes are all mammals you will see at the zoo. You should **carry** a notebook. Make a list of all the animals you see. Have fun at the zoo!

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

- |  |   |   |  |
|--|---|---|--|
| 1. What was a fact in the beginning of the text?<br>a. you will see mammals<br>b. all mammals have fur<br>c. you will see reptiles<br>d. you will see giraffes | 2. What do mammals have?<br>a. fur or hair<br>b. teeth<br>c. scales<br>d. four legs | 3. What place does the text describe?<br>a. a forest<br>b. a zoo<br>c. a jungle<br>d. a river | 4. What does this text teach us?<br>a. how old animals are<br>b. where to find a zoo<br>c. what animals are in a zoo<br>d. how big animals are |
|--|---|---|--|

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

 Words that start with /t/

 Words that end in /y/

 Words with the short /i/ sound

 Words with 2 syllables

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







# "Save the Sea Turtles"

Sea turtles live in oceans all over the world. They have been on Earth for millions of years. But now some sea turtles are at **risk** of being extinct. Extinct means that there would no longer be any sea turtles on Earth. Sea turtles crawl onto sandy beaches to lay their eggs. They **bury** the eggs in the sand. Once the eggs **hatch**, they **travel** back to the ocean. Many baby sea turtles do not survive this trip. People are trying to save the sea turtles. They **block** parts of the beach where eggs are found. They help keep the eggs safe. It is good to try and save the sea turtles!

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

- |  |   |  |   |
|--|---|--|---|
| 1. What was a fact in the beginning of the text?<br>a. baby turtles hatch<br>b. they bury eggs<br>c. people save turtles<br>d. they live in oceans | 2. What does survive mean?<br>a. to live<br>b. to crawl<br>c. to swim<br>d. to be extinct | 3. What place does the text describe?<br>a. a river<br>b. a pond or swamp<br>c. a lake<br>d. the ocean | 4. What does this text teach us?<br>a. how to catch turtles<br>b. turtles could be extinct<br>c. where to swim<br>d. how to pet turtles |
|--|---|--|---|

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

- |   |                                |
|---|--------------------------------|
|  red    | Words that start with /t/      |
|  blue   | Words that end in /y/          |
|  green  | Words with the short /i/ sound |
|  orange | Words with 2 syllables         |

## 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 DO Lions ROAR?"

Every lion **roars**. Most of the time they roar at night. That is because the air is thin and the roar can be heard from far away. There are two reasons why lions roar. They roar to **protect** their land and family. Male lions roar loud at night. They are telling other lions and animals to stay away. Lions roar to talk to one another. Every lion has a different roar **sound**, just like every human has a different voice. Mama lions have a **gentle** roar when they are with their cubs. Male lions use a **softer** roar when they are playing with cubs. Listening to a lion roar is amazing!

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

1. What was a fact in the beginning of the text?

- a. mama lions roar loud
- b. every lion roars
- c. lions roar to talk
- d. not every lion roars

2. What does voice mean?

- a. how we talk
- b. to not talk
- c. to run
- d. to jump

3. What place does the text describe?

- a. in the day
- b. in the morning
- c. at night
- d. at lunch

4. What does this text teach us?

- a. why lions roar
- b. how to catch a lion
- c. how to feed a lion
- d. how big lions are

## Word Work

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



Words that start with /t/



Words that end in /y/



Words with the short /i/ sound



Words with 2 syllables

## Vocabulary

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

1

2

3

4

5





# "FACTS ABOUT DOLPHINS"

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

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

- |  |   |   |  |
|--|---|---|--|
| 1. What was a fact in the beginning of the text?<br>a. dolphins surf waves<br>b. dolphins chirp<br>c. dolphins can see well<br>d. dolphins are playful | 2. What does whistle mean?<br>a. to cry<br>b. to make a noise<br>c. to jump<br>d. to surf | 3. What place does the text describe?<br>a. a forest<br>b. a lake<br>c. an ocean<br>d. a pool | 4. What does this text teach us?<br>a. how long dolphins live<br>b. all about oceans<br>c. all about dolphins<br>d. all about fish |
|--|---|---|--|

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

- |   |                                |
|---|--------------------------------|
|  red    | Words that start with /t/      |
|  blue   | Words that end in /y/          |
|  green  | Words with the short /i/ sound |
|  orange | Words with 2 syllables         |

## 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 | _____ | _____ |

# "The Crossing Guard"

Some kids ride a bus to school. Some kids ride their bikes. Other kids get a ride from their mom or dad. Some kids even walk to school. Kids who ride their bikes or walk to school have to cross **busy** streets. They need help from an **adult** to cross the street **safely**. That is the job of a crossing **guard**. The crossing guard stands at the corner of busy streets. He waits for kids to help them cross the street. The crossing guard stands in the middle of the road and stops **traffic**. Then kids can cross the street safely. Crossing guards have a very important job.

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

- |   |  |   |   |
|---|--|---|---|
| 1. What fact is the most important?<br>a. kids ride bikes<br>b. kids ride busses<br>c. crossing guards smile<br>d. crossing guards keep kids safe | 2. What do you think a crossing guard might do?<br>a. stop cars<br>b. jump in front of cars<br>c. not help kids<br>d. be mad at kids | 3. What happens at the end of the text?<br>a. kids ride a bus<br>b. kids are not safe<br>c. kids cross the street safely<br>d. parents pick kids up | 4. What is the text mainly about?<br>a. crossing guards<br>b. street lights<br>c. how to ride a bike<br>d. a school bus |
|---|--|---|---|

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



Words that start with /s/



Words with the short /o/ sound



Words with capital letters



The last word in every sentence

## **Vocabulary**

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

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





# "Going to the Dentist"

A **dentist** is a doctor who takes care of your teeth. When you go for a **checkup**, your dentist will check your teeth and gums. He will look for any **problems**. You will get to sit in a giant dentist chair. You can put your feet up, lay back, and **relax**. The dentist will ask you to open your mouth very big. He will clean your teeth. He will floss your teeth. He will look for any **cavities**. Cavities are parts of the tooth that are sick. They need to be fixed to have healthy teeth. You should visit the dentist two times each year. The dentist will help keep your teeth strong and healthy!

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

- |  |   |   |   |
|--|---|---|---|
| <p>1. What fact is the most important?</p> <p>a. a dentist keeps our teeth healthy</p> <p>b. floss your teeth</p> <p>c. clean your teeth</p> <p>d. look for cavities</p> | <p>2. What do you think a dentist might do?</p> <p>a. give you candy</p> <p>b. give you sugar</p> <p>c. give you a toothbrush</p> <p>d. give you soda</p> | <p>3. What happens at the end of the text?</p> <p>a. floss your teeth</p> <p>b. visit two times a year</p> <p>c. sit in the chair</p> <p>d. look for problems</p> | <p>4. What is the text mainly about?</p> <p>a. a dentist chair</p> <p>b. a dentist visit</p> <p>c. how to brush your teeth</p> <p>d. how to floss</p> |
|--|---|---|---|

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

- |  |                                 |
|--|---------------------------------|
|  | Words that start with /s/       |
|  | Words with the short /o/ sound  |
|  | Words with capital letters      |
|  | The last word in every sentence |

## 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 | _____ | _____ |





# "What Happens in a Barber Shop?"

A barber shop is a place for boys and men to get their hair cut. Men can also have their **whiskers shaved** at a barber shop. The people who cut hair are called **barbers**. Their **job** is to help everyone look good by cutting their hair. A barber shop is also a place for people to talk. Lots of times people stay to talk after they get their hair cut. People in a barber shop **become** friends. They come back for more haircuts. They talk about life. They talk about their kids and their friends. Barbers help people look good and they help people become friends.

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

- |                                     |   |   |                                   |
|-------------------------------------|---|---|-----------------------------------|
| 1. What fact is the most important? | 2. What do you think a barber might do? | 3. What happens at the end of the text? | 4. What is the text mainly about? |
| a. they become friends              | a. not be nice                          | a. a barber cuts hair                   | a. how to cut hair                |
| b. they talk about life             | b. cut lots of hair                     | b. shave whiskers                       | b. how to shave                   |
| c. they talk about kids             | c. not cut hair                         | c. barbers help people become friends   | c. how to wash hair               |
| d. they talk about friends          | d. not like to talk                     | d. a place to get hair cut              | d. a barber shop                  |

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

- |   |                                 |
|---|---------------------------------|
|  red    | Words that start with /s/       |
|  blue   | Words with the short /o/ sound  |
|  green  | Words with capital letters      |
|  orange | The last word in every sentence |

**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 | _____ | _____ |





# "A DAY in the Life of a Farmer"

A farmer is very busy every day. He gets up **early** to do many **chores**. He feeds the pigs, cows, and chickens. He cleans the **pigpen**. He lets all the animals out. The farmer **gathers** eggs from the chickens. In the spring the farmer plants crops like corn, peas, and potatoes. In the summer the farmer takes care of the **crops**. He waters the fields. He keeps the weeds out. In the fall the farmer picks all the crops. He sells the food for people to buy. He keeps some for animals to eat. A farmer works hard to take care of the animals and the crops.

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

- |  |  |   |  |
|--|--|---|--|
| 1. What fact is the most important?<br>a. clean the pigpen<br>b. feed the pigs<br>c. water the crops<br>d. a farmer works hard | 2. What do you think a farmer might do?<br>a. watch a lot of movies<br>b. take lots of naps<br>c. be bored<br>d. stay busy all day | 3. What happens at the end of the text?<br>a. feeds cows<br>b. feeds chickens<br>c. sells food for people to buy<br>d. gathers eggs | 4. What is the text mainly about?<br>a. how to clean pigpens<br>b. a farmer's day<br>c. how to plant core<br>d. how to drive a tractor |
|--|--|---|--|

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

- |  |                                 |
|--|---------------------------------|
|  | Words that start with /s/       |
|  | Words with the short /o/ sound  |
|  | Words with capital letters      |
|  | The last word in every sentence |

## 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 | _____ | _____ |





# "DO YOU WANT TO BE A TAXI DRIVER?"

A taxi driver has many **important** jobs. He takes people where they need to go. A taxi driver must think about the safest streets to drive. He must know the **quickest** way to get places too. A taxi driver does not just drive people from place to place. He also helps **load** things in and out of the car. Many people use a taxi when they leave an airport. They have **luggage** to carry. A taxi driver also has to **collect** money. He must give change back too. A taxi driver should keep his car clean. He should keep the car in good shape. Do you want to be a taxi driver?

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

- |   |   |   |  |
|---|---|---|--|
| 1. What fact is the most important?<br>a. helps load luggage<br>b. give change<br>c. know the safest streets<br>d. always smile | 2. What do you think a taxi driver might do?<br>a. get lost while driving<br>b. not help load luggage<br>c. let the car get messy<br>d. give people rides | 3. What happens at the end of the text?<br>a. keep the car in good shape<br>b. load things in car<br>c. find the quickest way<br>d. find the safest streets | 4. What is the text mainly about?<br>a. asking for directions<br>b. taxi drivers jobs<br>c. airports<br>d. luggage |
|---|---|---|--|

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

- |   |                                 |
|---|---------------------------------|
|  red    | Words that start with /s/       |
|  blue   | Words with the short /o/ sound  |
|  green  | Words with capital letters      |
|  orange | The last word in every sentence |

## 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 | _____ | _____ |



# "Sam Loves School"

## Understand It!

Answer the following questions after reading:

1. What was the problem?
  - a. Sam did not like school
  - b. Sam was sick
  - c. Sam had a bad dream
  - d. Sam was happy
2. How did Sam feel about missing school?
  - a. happy
  - b. mad
  - c. scared
  - d. sad
3. What was the main idea in the story?
  - a. Sleeping
  - b. dreams
  - c. missing school
  - d. math
4. What food was Sam going to miss at school?
  - a. ice cream
  - b. cookies
  - c. cake
  - d. pizza

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

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



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

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# "MY Little Sister Drools"

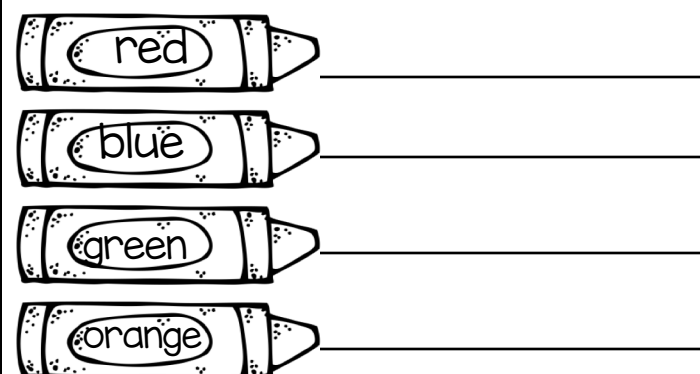
## Understand It!

Answer the following questions after reading:

My little sister **drools**. She just turned one. She drools all over her shirt. She drools all over my mom. She drools all over the floor. I do not like holding her because she drools so much. Everyone thinks she is so **cute**, but not me. I think she is **sloppy**. One day we were at a store and she drooled all over me. I screamed, "Bella, no!" She just **giggled**. I was so mad. I handed Bella to mom, and started to cry. I had baby **slime** on my brand new shirt. Mom did not laugh at me. She felt so bad that she bought me a new shirt. I can not wait for Bella to stop drooling!

1. What was the problem?
  - a. Bella giggled
  - b. Bella drooled
  - c. Bella cried all the time
  - d. Bella did not nap
2. What did most people do when Bella drooled?
  - a. got mad
  - b. think she was cute
  - c. put her to bed
  - d. they did nothing
3. What was the main idea in the story?
  - a. baby giggles
  - b. new shirts
  - c. drooling
  - d. shopping
4. Why did the narrator start to cry?
  - a. drool was on the shirt
  - b. mom laughed
  - c. she was happy
  - d. she got hurt

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



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

1	_____	_____
2	_____	_____
3	_____	_____
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# "MY MESSY ROOM"

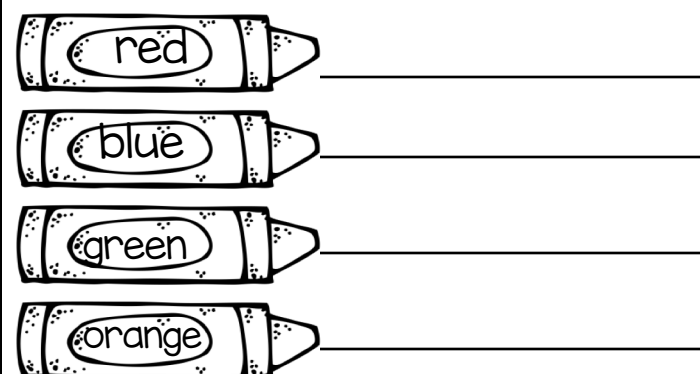
## Understand It!

Answer the following questions after reading:

1. What was the problem?
  - a. his room was clean
  - b. his mom was happy
  - c. his room was messy
  - d. Jackson was happy
2. How did Jackson feel about cleaning?
  - a. happy
  - b. mad
  - c. stubborn
  - d. excited
3. What was the main idea in the story?
  - a. he would not clean
  - b. his mom cleaned
  - c. Jackson ate candy
  - d. toys on the floor
4. What was one thing messy in Jackson's room?
  - a. food on the floor
  - b. shoes in the bed
  - c. toys on the floor
  - d. clothes in the bed

My name is Jackson. I have a **messy** room. My toys are all over the floor. My books are falling off my **bookshelf**. My clothes are piled on the floor. I like my messy room, but my mom does not. She says I am living like a pig. My mom is always asking me to **clean** my room. I never want to. I tell her I know where everything is. Sometimes she gets mad at me. But I am **stubborn**. I still will not clean my room. Mom says my room smells bad, but I like the smell. One day she **bribed** me. She promised me candy if I cleaned. So I did. The candy was great! Everyone was happy.

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



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

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

# "It's Good to Share"

## Understand It!

Answer the following questions after reading:

1. What was the problem?
  - a. Jonah did not share
  - b. Jonah shared
  - c. Adam shared
  - d. Adam did not share
2. How did Jonah feel about sharing?
  - a. it made him happy
  - b. it made him mad
  - c. it made him sad
  - d. it made him tired
3. What was the main idea in the story?
  - a. school
  - b. snack time
  - c. sharing
  - d. stickers
4. What were some things Jonah shared?
  - a. stickers
  - b. markers
  - c. crayons
  - d. candy

Jonah loved to share. Adam did not like to share. Jonah and Adam were in first grade **together**. They were **friends**. Every day Jonah gave Adam a sticker, just because. Jonah liked how **sharing** made him feel. Adam **forgot** his lunch one day. Jonah gave Adam almost all his food. Jonah was very hungry. But sharing with Adam made him happy. One day Jonah forgot his lunch. Adam did not share his food with Jonah. Jonah was sad. The teacher saw Jonah sad. She gave him all her food. Adam felt bad then. He said he was sorry. He **promised** to share better.

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



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

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# "YOU ARE NOT MY BOSS!"

## Understand It!

Answer the following questions after reading:

1. What was the problem?
  - a. Matilda is bossy
  - b. Ethan is bossy
  - c. Matilda lost her pencil
  - d. Matilda was nice
2. How did Ethan feel about Matilda?
  - a. she was nice
  - b. she was fun
  - c. she was bossy
  - d. she was kind
3. What was the main idea in the story?
  - a. playing at school
  - b. Matilda being bossy
  - c. Ethan being bossy
  - d. Ethan was a bully
4. What did Matilda want Ethan to do?
  - a. pick up her pencil
  - b. do her homework
  - c. pick up her marker
  - d. pick up her paper

Matilda is **bossy**. She tells everyone in school what to do. One day she told me to pick up her paper. "You are not my boss," I said. She **stared** at me with a mean look on her face. Matilda was a **bully** too. She was mean until she got her way. But I was not going to let her tell me what to do. She told me again to pick up her paper. I still said no. She said, "Ethan, if you do not pick up my paper, I will **scream**." I was not scared. I still said no. Matilda's face turned red, but she did not scream. It felt good to stand up to the bossy Matilda. She never told me what to do **again**.

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



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

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# "MY Cat Can Talk"

## Understand It!

Answer the following questions after reading:

My cat is named Zoe. She is a very **special** cat because she can talk! I did not even know Zoe could talk until one day when I was in the kitchen. I went to grab a pan on the stove. I did not know it was very hot. Zoe yelled, "STOP, do NOT touch that!" I was **shocked**. I turned around to look at my cat. She just smiled with her **whiskers** up in the air. "Zoe, you can talk?" I asked. Zoe looked **shy**. Then she said, "yes, but I was too scared to tell you." I told her that I was so **excited** she could talk. After that day Zoe never stopped talking. Now she is my best friend!

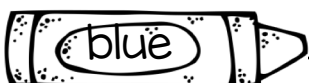
1. Which event from the story can not happen in real life?
  - a. having a cat
  - b. burning your hand
  - c. a cat talking
  - d. a cat with whiskers
2. What do most kids think about a cat who talks?
  - a. it is not cool
  - b. it is bad
  - c. it is very cool
  - d. they would not like it
3. What happened before Zoe yelled, "STOP"?
  - a. she did not know the pan was hot
  - b. Zoe smiled
  - c. Zoe looked shy
  - d. Zoe was not scared
4. What does yelled mean?
  - a. to whisper
  - b. to talk quiet
  - c. to laugh
  - d. to scream

### Word Work

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



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### Vocabulary

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

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# "The Magic Rock"

## Understand It!

Answer the following questions after reading:

1. Which event from the story can not happen in real life?
  - a. finding a rock
  - b. eating pizza
  - c. a rain storm
  - d. a magic rock
2. What do most kids think about having a magic rock?
  - a. it is not cool
  - b. it is scary
  - c. it is very cool
  - d. they would not like it
3. What happened right before the rain came?
  - a. the clouds came
  - b. Katie ate pizza
  - c. Katie picked up a rock
  - d. Katie wished for pizza
4. What does smooth mean?
  - a. big
  - b. soft
  - c. bumpy
  - d. hard

One day Katie was walking to school when she saw a purple rock. The rock was smooth and it looked special. Katie picked it up and put it in her pocket. At lunch she rubbed the rock. She **wished** for pizza. All of a **sudden** there was hot pizza on her plate! Katie was **surprised**. At **recess** she rubbed the rock again. This time she wished for a big rain storm to come. Right away the clouds came. The rain started **pouring** down on Katie and her friends. Katie knew she had a magic rock. She spent the rest of the day thinking of what she would wish for next. She was so excited!

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



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

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# "Caden's Lucky Snack"

## Understand It!

Answer the following questions after reading:

1. Which event from the story can not happen in real life?
  - a. peanuts make you run fast
  - b. running fast
  - c. eating peanuts
  - d. running slow
2. What do most kids think about having a lucky snack?
  - a. it would be awesome
  - b. it would not be good
  - c. it would be bad
  - d. it would be scary
3. What happened right before Caden was sad?
  - a. he ran fast
  - b. he ate peanuts
  - c. his friends teased him
  - d. he was the fastest
4. What does slowest mean?
  - a. just a little slow
  - b. slower than everyone
  - c. fast
  - d. faster than everyone

Caden can run really fast. He is much faster than all the kids in his school. He runs as fast as a cheetah. But Caden does not always run that fast. He has a **secret** that makes him go fast. He eats a **handful** of lucky peanuts to make him run fast. The peanuts have special powers. Only Caden and his mom know about his lucky peanuts. One day Caden **forgot** to eat his lucky peanuts before school. He was not the **fastest** runner that day. He was the slowest. His friends **teased** him. Caden was sad. He never forgot to eat a handful of lucky peanuts ever again!

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



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

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# "A Secret Present"

## Understand It!

Answer the following questions after reading:

1. Which event from the story can not happen in real life?
  - a. getting presents
  - b. singing chipmunks
  - c. ripping open a present
  - d. a cat with whiskers
2. What do most kids think about singing chipmunks?
  - a. they are real
  - b. they are not funny
  - c. they are not real
  - d. they would not like it
3. What happened before Sadie heard something squeaking?
  - a. the box was moving
  - b. she laughed
  - c. she saw chipmunks
  - d. chipmunks were singing
4. What does best mean?
  - a. not that good
  - b. to not like something
  - c. something really good
  - d. to be scared

Today is Sadie's birthday. She is seven years old. Her grandma lives far away. Every year she sends a special **package** for Sadie's birthday. Sadie could not wait to open her present from grandma. Just as she was about to open it, she **noticed** the box was moving. Then she heard some **squeaking** inside the box. Sadie laughed. What could be inside? She **ripped** the box open. Inside were two chipmunks. One had a **guitar**. When the box opened, the chipmunks started singing and dancing. They sang happy birthday to Sadie. Everyone laughed. It was the best present!

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



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

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# "MY Three Wishes"

## Understand It!

Answer the following questions after reading:

1. Which event from the story can not happen in real life?
  - a. getting a puppy
  - b. swimming in a pool
  - c. having a fairy grandma
  - d. playing video games
2. What do most kids think about the fairy grandma?
  - a. she is real
  - b. she would be scary
  - c. she would be mean
  - d. she would be the best
3. What happened before the fairy grandma waved her magic wand?
  - a. she named the puppy
  - b. she came to visit
  - c. she got a pool
  - d. she went swimming
4. What does giant mean?
  - a. really big
  - b. short
  - c. really small
  - d. tiny

I have a fairy grandma named Rose. Every year she comes to **visit** me in the summer. She **grants** me three wishes each year. I can wish for whatever I want. She is the nicest fairy grandma ever! Last year I wished for a puppy, a new bike, and a giant box of candy. She **waved** her magic wand and **poof**! I had all three things. I named my puppy Max. This year I am going to wish for another puppy. I love puppies. I am also going to wish for more video games. My last wish is going to be for a pool in our **backyard**. I cannot wait to teach my puppies how to swim!

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



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

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# "How to Catch a Frog"

## Understand It!

Answer the following questions after reading:

1. What was a fact in the beginning of the text?
  - a. they live in ponds
  - b. get a tall bucket
  - c. frogs will not jump
  - d. use a pole to catch frogs
2. What does sneak mean?
  - a. to be loud
  - b. to run
  - c. to move quietly
  - d. to jump
3. What place does the text describe?
  - a. a river
  - b. a pond or swamp
  - c. a lake
  - d. the ocean
4. What does this text teach us?
  - a. how to catch fish
  - b. how to swim
  - c. how to jump
  - d. how to catch frogs

Some people love to **catch** frogs. The first thing you need to do is find frogs. They live in ponds or **swamps**. You can find frogs in muddy spots by logs. They may be sitting in the sun. Use a net to catch a frog. Once you see a frog, be very **quiet** and sneak up to it. Get your net ready. When you are close, **quickly** cover the frog with the net. You have to be fast or the frog will jump away! Move the frog from the net into a **bucket**. Make sure the bucket is tall enough so the frog does not jump out. If you keep the frog, be sure to take good care of it at home!

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



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

# "What Will You See at the Zoo?"

## Understand It!

Answer the following questions after reading:

1. What was a fact in the beginning of the text?
  - a. you will see mammals
  - b. all mammals have fur
  - c. you will see reptiles
  - d. you will see giraffes
2. What do mammals have?
  - a. fur or hair
  - b. teeth
  - c. scales
  - d. four legs
3. What place does the text describe?
  - a. a forest
  - b. a zoo
  - c. a jungle
  - d. a river
4. What does this text teach us?
  - a. how old animals are
  - b. where to find a zoo
  - c. what animals are in a zoo
  - d. how big animals are

What animals will you see at the zoo? You will see many different kinds of animals. You will see reptiles. Reptiles have scales on their skin. Some reptiles you will see are snakes and alligators. You will **probably** see many different types of fish. They will be swimming in **giant** tanks. Many kinds of birds will be there too. The **biggest** animals you will see are mammals. All mammals have hair or **fur**. Lions, tigers, bears, and giraffes are all mammals you will see at the zoo. You should **carry** a notebook. Make a list of all the animals you see. Have fun at the zoo!

### Word Work

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



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### Vocabulary

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

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# "Save the Sea Turtles"

## Understand It!

Answer the following questions after reading:

1. What was a fact in the beginning of the text?
  - a. baby turtles hatch
  - b. they bury eggs
  - c. people save turtles
  - d. they live in oceans
2. What does survive mean?
  - a. to live
  - b. to crawl
  - c. to swim
  - d. to be extinct
3. What place does the text describe?
  - a. a river
  - b. a pond or swamp
  - c. a lake
  - d. the ocean
4. What does this text teach us?
  - a. how to catch turtles
  - b. turtles could be extinct
  - c. where to swim
  - d. how to pet turtles

Sea turtles live in oceans all over the world. They have been on Earth for millions of years. But now some sea turtles are at **risk** of being extinct.

Extinct means that there would no longer be any sea turtles on Earth. Sea turtles crawl onto sandy beaches to lay their eggs. They **bury** the eggs in the sand. Once the eggs **hatch**, they **travel** back to the ocean. Many baby sea turtles do not survive this trip. People are trying to save the sea turtles. They **block** parts of the beach where eggs are found. They help keep the eggs safe. It is good to try and save the sea turtles!

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



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

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# "Why Do Lions Roar?"

## Understand It!

Answer the following questions after reading:

1. What was a fact in the beginning of the text?
  - a. mama lions roar loud
  - b. every lion roars
  - c. lions roar to talk
  - d. not every lion roars
2. What does voice mean?
  - a. how we talk
  - b. to not talk
  - c. to run
  - d. to jump
3. What place does the text describe?
  - a. in the day
  - b. in the morning
  - c. at night
  - d. at lunch
4. What does this text teach us?
  - a. why lions roar
  - b. how to catch a lion
  - c. how to feed a lion
  - d. how big lions are

Every lion **roars**. Most of the time they roar at night. That is because the air is thin and the roar can be heard from far away. There are two reasons why lions roar. They roar to **protect** their land and family. Male lions roar loud at night. They are telling other lions and animals to stay away. Lions roar to talk to one another. Every lion has a different roar **sound**, just like every human has a different voice. Mama lions have a **gentle** roar when they are with their cubs. Male lions use a **softer** roar when they are playing with cubs. Listening to a lion roar is amazing!

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



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

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# "FACTS About Dolphins"

## Understand It!

Answer the following questions after reading:

1. What was a fact in the beginning of the text?
  - a. dolphins surf waves
  - b. dolphins chirp
  - c. dolphins can see well
  - d. dolphins are playful
2. What does whistle mean?
  - a. to cry
  - b. to make a noise
  - c. to jump
  - d. to surf
3. What place does the text describe?
  - a. a forest
  - b. a lake
  - c. an ocean
  - d. a pool
4. What does this text teach us?
  - a. how long dolphins live
  - b. all about oceans
  - c. all about dolphins
  - d. all about fish

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

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



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

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

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

# "The Crossing Guard"

## Understand It!

Answer the following questions after reading:

1. What fact is the most important?
  - a. kids ride bikes
  - b. kids ride busses
  - c. crossing guards smile
  - d. crossing guards keep kids safe
2. What do you think a crossing guard might do?
  - a. stop cars
  - b. jump in front of cars
  - c. not help kids
  - d. be mad at kids
3. What happens at the end of the text?
  - a. kids ride a bus
  - b. kids are not safe
  - c. kids cross the street safely
  - d. parents pick kids up
4. What is the text mainly about?
  - a. crossing guards
  - b. street lights
  - c. how to ride a bike
  - d. a school bus

Some kids ride a bus to school. Some kids ride their bikes. Other kids get a ride from their mom or dad. Some kids even walk to school. Kids who ride their bikes or walk to school have to cross **busy** streets. They need help from an **adult** to cross the street **safely**. That is the job of a crossing **guard**. The crossing guard stands at the corner of busy streets. He waits for kids to help them cross the street. The crossing guard stands in the middle of the road and stops **traffic**. Then kids can cross the street safely. Crossing guards have a very important job.

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



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

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

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



# "Going to the Dentist"

## Understand It!

Answer the following questions after reading:

1. What fact is the most important?
  - a. a dentist keeps our teeth healthy
  - b. floss your teeth
  - c. clean your teeth
  - d. look for cavities
2. What do you think a dentist might do?
  - a. give you candy
  - b. give you sugar
  - c. give you a toothbrush
  - d. give you soda
3. What happens at the end of the text?
  - a. floss your teeth
  - b. visit two times a year
  - c. sit in the chair
  - d. look for problems
4. What is the text mainly about?
  - a. a dentist chair
  - b. a dentist visit
  - c. how to brush your teeth
  - d. how to floss

A **dentist** is a doctor who takes care of your teeth. When you go for a **checkup**, your dentist will check your teeth and gums. He will look for any **problems**. You will get to sit in a giant dentist chair. You can put your feet up, lay back, and **relax**. The dentist will ask you to open your mouth very big. He will clean your teeth. He will floss your teeth. He will look for any **cavities**. Cavities are parts of the tooth that are sick. They need to be fixed to have healthy teeth. You should visit the dentist two times each year. The dentist will help keep your teeth strong and healthy!

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



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

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

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_


# "What Happens in a Barber Shop?" Understand It!

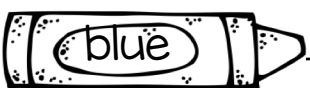
Answer the following questions after reading:


A barber shop is a place for boys and men to get their hair cut. Men can also have their **whiskers shaved** at a barber shop. The people who cut hair are called **barbers**. Their **job** is to help everyone look good by cutting their hair. A barber shop is also a place for people to talk. Lots of times people stay to talk after they get their hair cut. People in a barber shop **become** friends. They come back for more haircuts. They talk about life. They talk about their kids and their friends. Barbers help people look good and they help people become friends.


1. What fact is the most important?  
a. they become friends  
b. they talk about life  
c. they talk about kids  
d. they talk about friends
2. What do you think a barber might do?  
a. not be nice  
b. cut lots of hair  
c. not cut hair  
d. not like to talk
3. What happens at the end of the text?  
a. a barber cuts hair  
b. shave whiskers  
c. barbers help people become friends  
d. a place to get hair cut
4. What is the text mainly about?  
a. how to cut hair  
b. how to shave  
c. how to wash hair  
d. a barber shop

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

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

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

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

# "A DAY in the Life of a Farmer"

## Understand It!

Answer the following questions after reading:

1. What fact is the most important?  
a. clean the pigpen  
b. feed the pigs  
c. water the crops  
d. a farmer works hard
2. What do you think a farmer might do?  
a. watch a lot of movies  
b. take lots of naps  
c. be bored  
d. stay busy all day
3. What happens at the end of the text?  
a. feeds cows  
b. feeds chickens  
c. sells food for people to buy  
d. gathers eggs
4. What is the text mainly about?  
a. how to clean pigpens  
b. a farmer's day  
c. how to plant core  
d. how to drive a tractor

A farmer is very busy every day. He gets up **early** to do many **chores**. He feeds the pigs, cows, and chickens. He cleans the **pigpen**. He lets all the animals out. The farmer **gathers** eggs from the chickens. In the spring the farmer plants crops like corn, peas, and potatoes. In the summer the farmer takes care of the **crops**. He waters the fields. He keeps the weeds out. In the fall the farmer picks all the crops. He sells the food for people to buy. He keeps some for animals to eat. A farmer works hard to take care of the animals and the crops.

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



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

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

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

# "Do you want to be a Taxi Driver?"

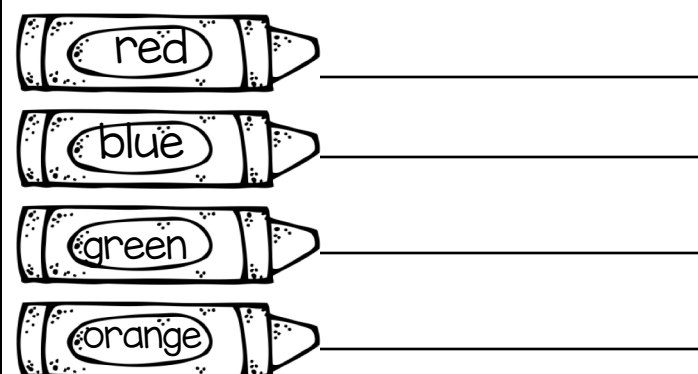
## Understand It!

Answer the following questions after reading:

A taxi driver has many **important** jobs. He takes people where they need to go. A taxi driver must think about the safest streets to drive. He must know the **quickest** way to get places too. A taxi driver does not just drive people from place to place. He also helps **load** things in and out of the car. Many people use a taxi when they leave an airport. They have **luggage** to carry. A taxi driver also has to **collect** money. He must give change back too. A taxi driver should keep his car clean. He should keep the car in good shape. Do you want to be a taxi driver?

1. What fact is the most important?
  - a. helps load luggage
  - b. give change
  - c. know the safest streets
  - d. always smile
2. What do you think a taxi driver might do?
  - a. get lost while driving
  - b. not help load luggage
  - c. let the car get messy
  - d. give people rides
3. What happens at the end of the text?
  - a. keep the car in good shape
  - b. load things in car
  - c. find the quickest way
  - d. find the safest streets
4. What is the text mainly about?
  - a. asking for directions
  - b. taxi drivers jobs
  - c. airports
  - d. luggage

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



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

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

# "Sam Loves School"

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

Sam loves school. He can't wait to go to school every day.	12
One day Sam woke up with a tickle in his mouth. He coughed.	25
The tickle did not go away. He coughed again. The tickle	36
was still there. Sam went downstairs to tell his mom. His	47
mom felt Sam's head. She told him he was sick and he should	60
go back to bed. Sam was sad. He did not want to miss	73
school. Today his teacher was bringing ice cream to school.	83
Sam's mom said he could have ice cream at home. That	94
made Sam feel a little better. The next day his tickle was	106
gone. Sam was happy to go back to school.	115

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

	Mon.	Tues.	Wed.	Thurs.
1 <sup>st</sup> Attempt				
2 <sup>nd</sup> Attempt				
3 <sup>rd</sup> Attempt				

# "MY Little Sister Drools"

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

My little sister drools. She just turned one. She drools all	11
over her shirt. She drools all over my mom. She drools all	23
over the floor. I do not like holding her because she drools	35
so much. Everyone thinks she is so cute, but not me. I think	48
she is sloppy. One day we were at a store and she drooled	61
all over me. I screamed, "Bella, no!" She just giggled. I was	73
so mad. I handed Bella to mom, and started to cry. I had	86
baby slime on my brand new shirt. Mom did not laugh at me.	99
She felt so bad that she bought me a new shirt. I can not	113
wait for Bella to stop drooling!	119

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

	Mon.	Tues.	Wed.	Thurs.
1 <sup>st</sup> Attempt				
2 <sup>nd</sup> Attempt				
3 <sup>rd</sup> Attempt				

# "MY MESSY ROOM"

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

My name is Jackson. I have a messy room. My toys are all	13
over the floor. My books are falling off my bookshelf. My	24
clothes are piled on the floor. I like my messy room, but my	37
mom does not. She says I am living like a pig. My mom is	51
always asking me to clean my room. I never want to. I tell	64
her I know where everything is. Sometimes she gets mad at	75
me. But I am stubborn. I still will not clean my room. Mom	88
says my room smells bad, but I like the smell. One day she	101
bribed me. She promised me candy if I cleaned. So I did.	113
The candy was great! Everyone was happy.	120

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

	Mon.	Tues.	Wed.	Thurs.
1 <sup>st</sup> Attempt				
2 <sup>nd</sup> Attempt				
3 <sup>rd</sup> Attempt				

# "It's Good to Share"

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

Jonah loved to share. Adam did not like to share. Jonah and	12
Adam were in first grade <b>together</b> . They were <b>friends</b> .	21
Every day Jonah gave Adam a sticker, just because. Jonah	31
liked how <b>sharing</b> made him feel. Adam <b>forgot</b> his lunch one	42
day. Jonah gave Adam almost all his food. Jonah was very	53
hungry. But sharing with Adam made him happy. One day	63
Jonah forgot his lunch. Adam did not share his food with	74
Jonah. Jonah was sad. The teacher saw Jonah sad. She	84
gave him all her food. Adam felt bad then. He said he was	97
sorry. He <b>promised</b> to share better.	103

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

	Mon.	Tues.	Wed.	Thurs.
1 <sup>st</sup> Attempt				
2 <sup>nd</sup> Attempt				
3 <sup>rd</sup> Attempt				



# "YOU ARE NOT MY BOSS!"

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

Matilda is bossy. She tells everyone in school what to do.	11
One day she told me to pick up her paper. "You are not my	25
boss," I said. She stared at me with a mean look on her	38
face. Matilda was a bully too. She was mean until she got	50
her way. But I was not going to let her tell me what to do.	65
She told me again to pick up her paper. I still said no. She	79
said, "Ethan, if you do not pick up my paper, I will scream."	92
I was not scared. I still said no. Matilda's face turned red,	104
but she did not scream. It felt good to stand up to the	117
bossy Matilda. She never told me what to do again.	127

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

	Mon.	Tues.	Wed.	Thurs.
1 <sup>st</sup> Attempt				
2 <sup>nd</sup> Attempt				
3 <sup>rd</sup> Attempt				

# "MY CAT CAN TALK"

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

My cat is named Zoe. She is a very **special** cat because she 13  
can talk! I did not even know Zoe could talk until one day 26  
when I was in the kitchen. I went to grab a pan on the 40  
stove. I did not know it was very hot. Zoe yelled, "STOP, do 53  
NOT touch that!" I was **shocked**. I turned around to look at 65  
my cat. She just smiled with her **whiskers** up in the air. 78  
"Zoe, you can talk?" I asked. Zoe looked **shy**. Then she said, 90  
"yes, but I was too scared to tell you." I told her that I was 105  
so **excited** she could talk. After that day Zoe never stopped 115  
talking. Now she is my best friend! 122

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

	Mon.	Tues.	Wed.	Thurs.
1 <sup>st</sup> Attempt				
2 <sup>nd</sup> Attempt				
3 <sup>rd</sup> Attempt				

# "The Magic Rock"

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

One day Katie was walking to school when she saw a purple rock. The rock was smooth and it looked special. Katie picked it up and put it in her pocket. At lunch she rubbed the rock. She wished for pizza. All of a sudden there was hot pizza on her plate! Katie was surprised. At recess she rubbed the rock again. This time she wished for a big rain storm to come. Right away the clouds came. The rain started pouring down on Katie and her friends. Katie knew she had a magic rock. She spent the rest of the day thinking of what she would wish for next. She was so excited!

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

	Mon.	Tues.	Wed.	Thurs.
1 <sup>st</sup> Attempt				
2 <sup>nd</sup> Attempt				
3 <sup>rd</sup> Attempt				

# "Caden's LUCKY Snack"

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

Caden can run really fast. He is much faster than all the	13
kids in his school. He runs as fast as a cheetah. But Caden	26
does not always run that fast. He has a secret that makes	39
him go fast. He eats a handful of lucky peanuts to make him	51
run fast. The peanuts have special powers. Only Caden and	61
his mom know about his lucky peanuts. One day Caden	71
forgot to eat his lucky peanuts before school. He was not	82
the fastest runner that day. He was the slowest. His	92
friends teased him. Caden was sad. He never forgot to eat	103
a handful of lucky peanuts ever again!	109

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

	Mon.	Tues.	Wed.	Thurs.
1 <sup>st</sup> Attempt				
2 <sup>nd</sup> Attempt				
3 <sup>rd</sup> Attempt				

# "A Secret Present"

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

Today is Sadie's birthday. She is seven years old. Her	10
grandma lives far away. Every year she sends a special	20
package for Sadie's birthday. Sadie could not wait to open	30
her present from grandma. Just as she was about to open	42
it, she noticed the box was moving. Then she heard some	52
squeaking inside the box. Sadie laughed. What could be	61
inside? She ripped the box open. Inside were two chipmunks.	71
One had a guitar. When the box opened, the chipmunks	81
started singing and dancing. They sang happy birthday to	90
Sadie. Everyone laughed. It was the best present!	98

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

	Mon.	Tues.	Wed.	Thurs.
1 <sup>st</sup> Attempt				
2 <sup>nd</sup> Attempt				
3 <sup>rd</sup> Attempt				

# "MY Three Wishes"

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

I have a fairy grandma named Rose. Every year she comes	11
to visit me in the summer. She grants me three wishes each	23
year. I can wish for whatever I want. She is the nicest	35
fairy grandma ever! Last year I wished for a puppy, a new	47
bike, and a giant box of candy. She waved her magic wand	59
and poof! I had all three things. I named my puppy Max.	71
This year I am going to wish for another puppy. I love	83
puppies. I am also going to wish for more video games. My	95
last wish is going to be for a pool in our backyard. I cannot	109
wait to teach my puppies how to swim!	117

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

	Mon.	Tues.	Wed.	Thurs.
1 <sup>st</sup> Attempt				
2 <sup>nd</sup> Attempt				
3 <sup>rd</sup> Attempt				

# "How to Catch a Frog"

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

Some people love to catch frogs. The first thing you need to 12  
do is find frogs. They live in ponds or swamps. You can find 25  
frogs in muddy spots by logs. They may be sitting in the 38  
sun. Use a net to catch a frog. Once you see a frog, be 52  
very quiet and sneak up to it. Get your net ready. When 65  
you are close, quickly cover the frog with the net. You have 77  
to be fast or the frog will jump away! Move the frog from 89  
the net into a bucket. Make sure the bucket is tall enough so 102  
the frog does not jump out. If you keep the frog, be sure 115  
to take good care of it at home! 122

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

	Mon.	Tues.	Wed.	Thurs.
1 <sup>st</sup> Attempt				
2 <sup>nd</sup> Attempt				
3 <sup>rd</sup> Attempt				

# "What Will You See at the Zoo?"

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

What animals will you see at the zoo? You will see many	12
different kinds of animals. You will see reptiles. Reptiles	21
have scales on their skin. Some reptiles you will see are	32
snakes and alligators. You will probably see many different	41
types of fish. They will be swimming in giant tanks. Many	52
kinds of birds will be there too. The biggest animals you will	64
see are mammals. All mammals have hair or fur. Lions,	74
tigers, bears, and giraffes are all mammals you will see at	85
the zoo. You should carry a notebook. Make a list of all the	98
animals you see. Have fun at the zoo!	106

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

	Mon.	Tues.	Wed.	Thurs.
1 <sup>st</sup> Attempt				
2 <sup>nd</sup> Attempt				
3 <sup>rd</sup> Attempt				



# "Save the Sea Turtles"

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

Sea turtles live in oceans all over the world. They have been 12  
on Earth for millions of years. But now some sea turtles 23  
are at risk of being extinct. Extinct means that there would 34  
no longer be any sea turtles on Earth. Sea turtles crawl 45  
onto sandy beaches to lay their eggs. They bury the eggs in 57  
the sand. Once the eggs hatch, they travel back to the 68  
ocean. Many baby sea turtles do not survive this trip. 78  
People are trying to save the sea turtles. They block parts 89  
of the beach where eggs are found. They help keep the 100  
eggs safe. It is good to try and save the sea turtles! 112

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

	Mon.	Tues.	Wed.	Thurs.
1 <sup>st</sup> Attempt				
2 <sup>nd</sup> Attempt				
3 <sup>rd</sup> Attempt				

# "Why Do Lions Roar?"

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

Every lion roars. Most of the time they roar at night. That 12  
is because the air is thin and the roar can be heard from 25  
far away. There are two reasons why lions roar. They roar 36  
to protect their land and family. Male lions roar loud at 47  
night. They are telling other lions and animals to stay away. 58  
Lions roar to talk to one another. Every lion has a different 70  
roar sound, just like every human has a different voice. 80  
Mama lions have a gentle roar when they are with their 91  
cubs. Male lions use a softer roar when they are playing 102  
with cubs. Listening to a lion roar is amazing! 111

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

	Mon.	Tues.	Wed.	Thurs.
1 <sup>st</sup> Attempt				
2 <sup>nd</sup> Attempt				
3 <sup>rd</sup> Attempt				

# "FACTS ABOUT DOLPHINS"

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

Dolphins are very <b>playful</b> animals. Most of them live in	10
oceans, but they are not fish. They are mammals because	20
they have lungs. They cannot <b>breathe</b> water like fish. They	30
come above the water to breathe air. Dolphins are very	40
<b>friendly</b> . They travel together in groups. These <b>groups</b> are	49
called pods. Dolphins eat mostly small fish. They talk to	59
each other by <b>chirping</b> . They even whistle! Dolphins are	69
very smart. They like to jump and play. They can even surf	80
waves. Dolphins can see and hear really well. This makes it	91
easy for them to find food.	97

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

	Mon.	Tues.	Wed.	Thurs.
1 <sup>st</sup> Attempt				
2 <sup>nd</sup> Attempt				
3 <sup>rd</sup> Attempt				

# "The Crossing Guard"

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

Some kids ride a bus to school. Some kids ride their bikes.	12
Other kids get a ride from their mom or dad. Some kids	24
even walk to school. Kids who ride their bikes or walk to	36
school have to cross busy streets. They need help from an	47
adult to cross the street safely. That is the job of a	59
crossing guard. The crossing guard stands at the corner of	69
busy streets. He waits for kids to help them cross the	80
street. The crossing guard stands in the middle of the road	91
and stops traffic. Then kids can cross the street safely.	101
Crossing guards have a very important job.	108

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

	Mon.	Tues.	Wed.	Thurs.
1 <sup>st</sup> Attempt				
2 <sup>nd</sup> Attempt				
3 <sup>rd</sup> Attempt				

# "Going to the Dentist"

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

A dentist is a doctor who takes care of your teeth. When 12  
you go for a checkup, your dentist will check your teeth and 24  
gums. He will look for any problems. You will get to sit in a 38  
giant dentist chair. You can put your feet up, lay back, and 50  
relax. The dentist will ask you to open your mouth very big. 62  
He will clean your teeth. He will floss your teeth. He will 75  
look for any cavities. Cavities are parts of the tooth that 86  
are sick. They need to be fixed to have healthy teeth. You 97  
should visit the dentist two times each year. The dentist will 108  
help keep your teeth strong and healthy! 115

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

	Mon.	Tues.	Wed.	Thurs.
1 <sup>st</sup> Attempt				
2 <sup>nd</sup> Attempt				
3 <sup>rd</sup> Attempt				

# "What Happens in a Barber Shop?"

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

A barber shop is a place for boys and men to get their hair cut. Men can also have their whiskers shaved at a barber shop. The people who cut hair are called barbers. Their job is to help everyone look good by cutting their hair. A barber shop is also a place for people to talk. Lots of times people stay to talk after they get their hair cut. People in a barber shop become friends. They come back for more haircuts. They talk about life. They talk about their kids and their friends. Barbers help people look good and they help people become friends.

14

25

36

48

61

74

83

94

104

106

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

	Mon.	Tues.	Wed.	Thurs.
1 <sup>st</sup> Attempt				
2 <sup>nd</sup> Attempt				
3 <sup>rd</sup> Attempt				

# "A DAY in the Life of a Farmer"

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

A farmer is very busy every day. He gets up early to do 13  
many chores. He feeds the pigs, cows, and chickens. He 23  
cleans the pigpen. He lets all the animals out. The farmer 34  
gathers eggs from the chickens. In the spring the farmer 44  
plants crops like corn, peas, and potatoes. In the summer 54  
the farmer takes care of the crops. He waters the fields. 65  
He keeps the weeds out. In the fall the farmer picks all the 78  
crops. He sells the food for people to buy. He keeps some 90  
for animals to eat. A farmer works hard to take care of 102  
the animals and the crops. 107

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

	Mon.	Tues.	Wed.	Thurs.
1 <sup>st</sup> Attempt				
2 <sup>nd</sup> Attempt				
3 <sup>rd</sup> Attempt				

# "Do You Want to be a Taxi Driver?"

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

A taxi driver has many important jobs. He takes people 10  
where they need to go. A taxi driver must think about the 22  
safest streets to drive. He must know the quickest way to 33  
get places too. A taxi driver does not just drive people from 45  
place to place. He also helps load things in and out of the 58  
car. Many people use a taxi when they leave an airport. 69  
They have luggage to carry. A taxi driver also has to collect 81  
money. He must give change back too. A taxi driver should 92  
keep his car clean. He should keep the car in good shape. Do 105  
you want to be a taxi driver? 112

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

	Mon.	Tues.	Wed.	Thurs.
1 <sup>st</sup> Attempt				
2 <sup>nd</sup> Attempt				
3 <sup>rd</sup> Attempt				



# Section Three:

# Progress Monitoring

# Data Forms

- Data tracking by student or class
- Bar graphs for progress monitoring fluency, comprehension, word work, and vocabulary.
- Line graphs for progress monitoring fluency, comprehension, word work, and vocabulary.

Student: \_\_\_\_\_

Passage	Mon.	Tues.	Wed.	Thurs.
Sam Loves School				
My Little Sister Drools				
My Messy Room				
It's Good to Share				
You are Not My Boss				
My Cat Can Talk				
The Magic Rock				

Student: \_\_\_\_\_

Passage	Mon.	Tues.	Wed.	Thurs.
Caden's Lucky Snack				
A Secret Present				
My Three Wishes				
How to Catch a Frog				
What Will You See at the Zoo?				
Save the Sea Turtles?				
Why Do Lions Roar?				

Student: \_\_\_\_\_

Passage	Mon.	Tues.	Wed.	Thurs.
Facts About Dolphins				
The Crossing Guard				
Going to the Dentist				
What Happens in a Barber Shop?				
A Day in the Life of a Farmer				
Do You Want to Be a Taxi Driver?				

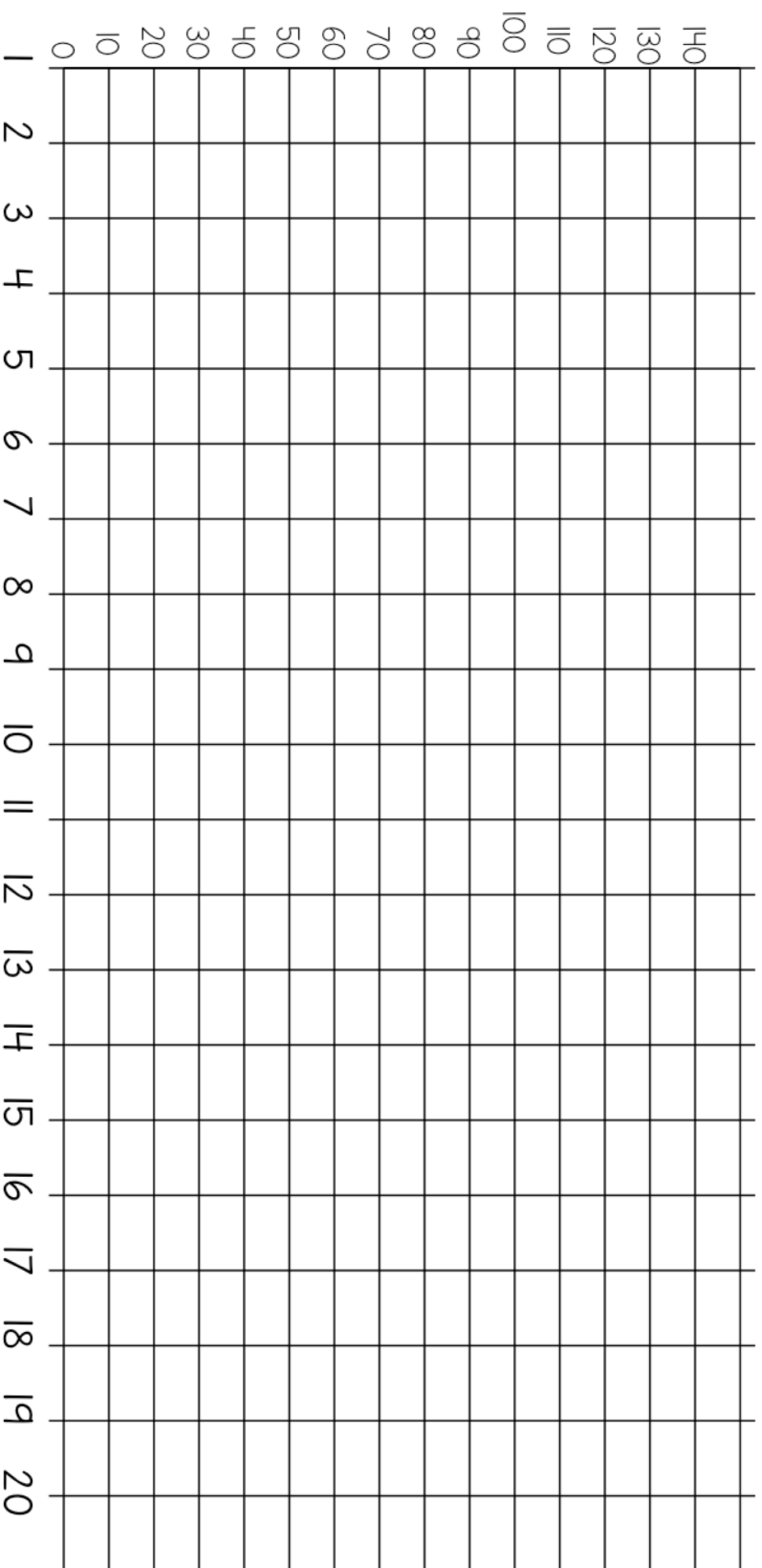
# Fluency Line Graph

Level Range E-G

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

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

Words Read in One Minute (WPM)



Passage Number

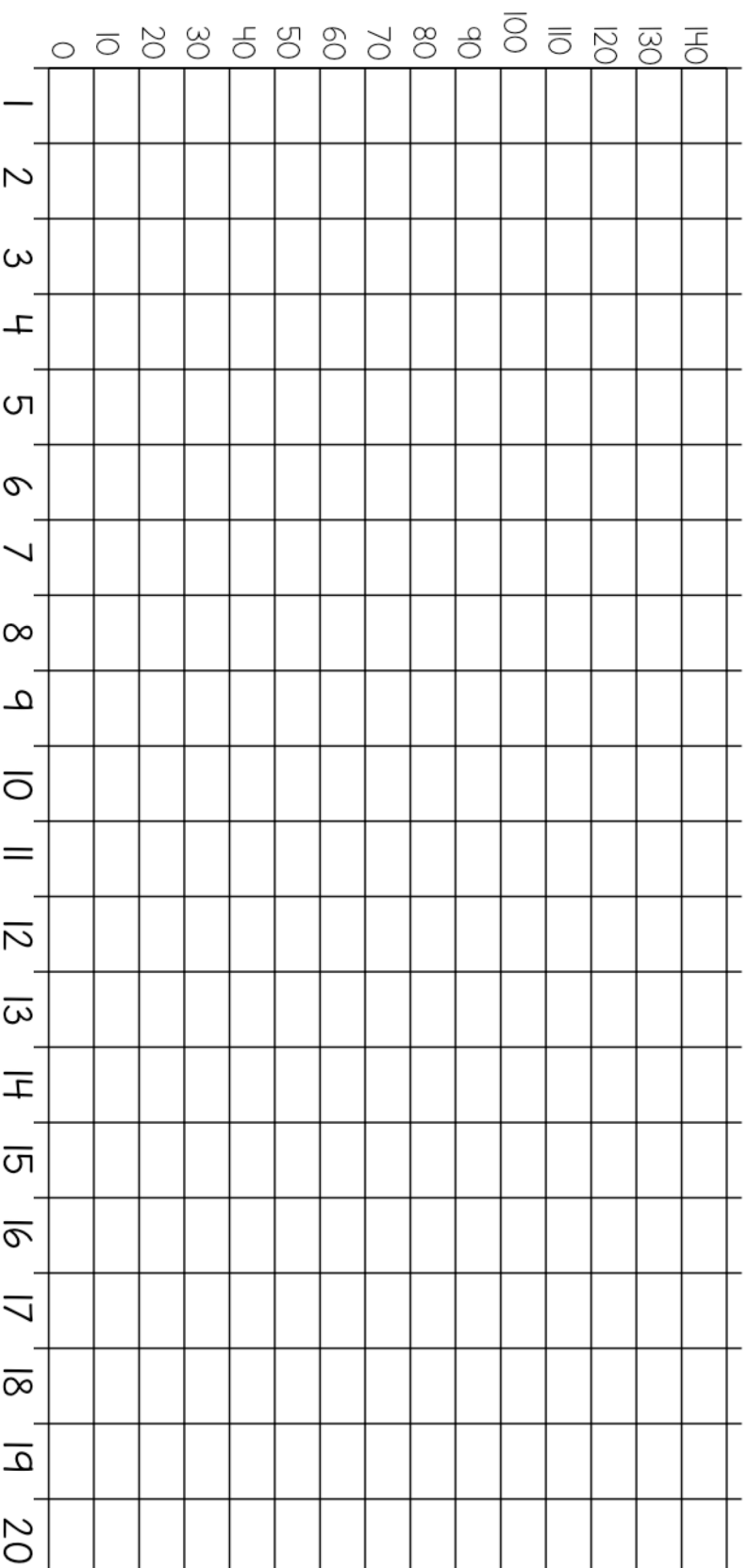
# FLUENCY BAR GRAPH

Level Range E-G

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

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

Words Read in One Minute (WPM)



Passage Number

## “Data Tracking”

**Student:** \_\_\_\_\_

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

[illegible]

## “Data Tracking”

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

[illegible]



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

### Comprehension

	4	3	2	1	0
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Passage Number

### Word Work

	4	3	2	1	0
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Passage Number

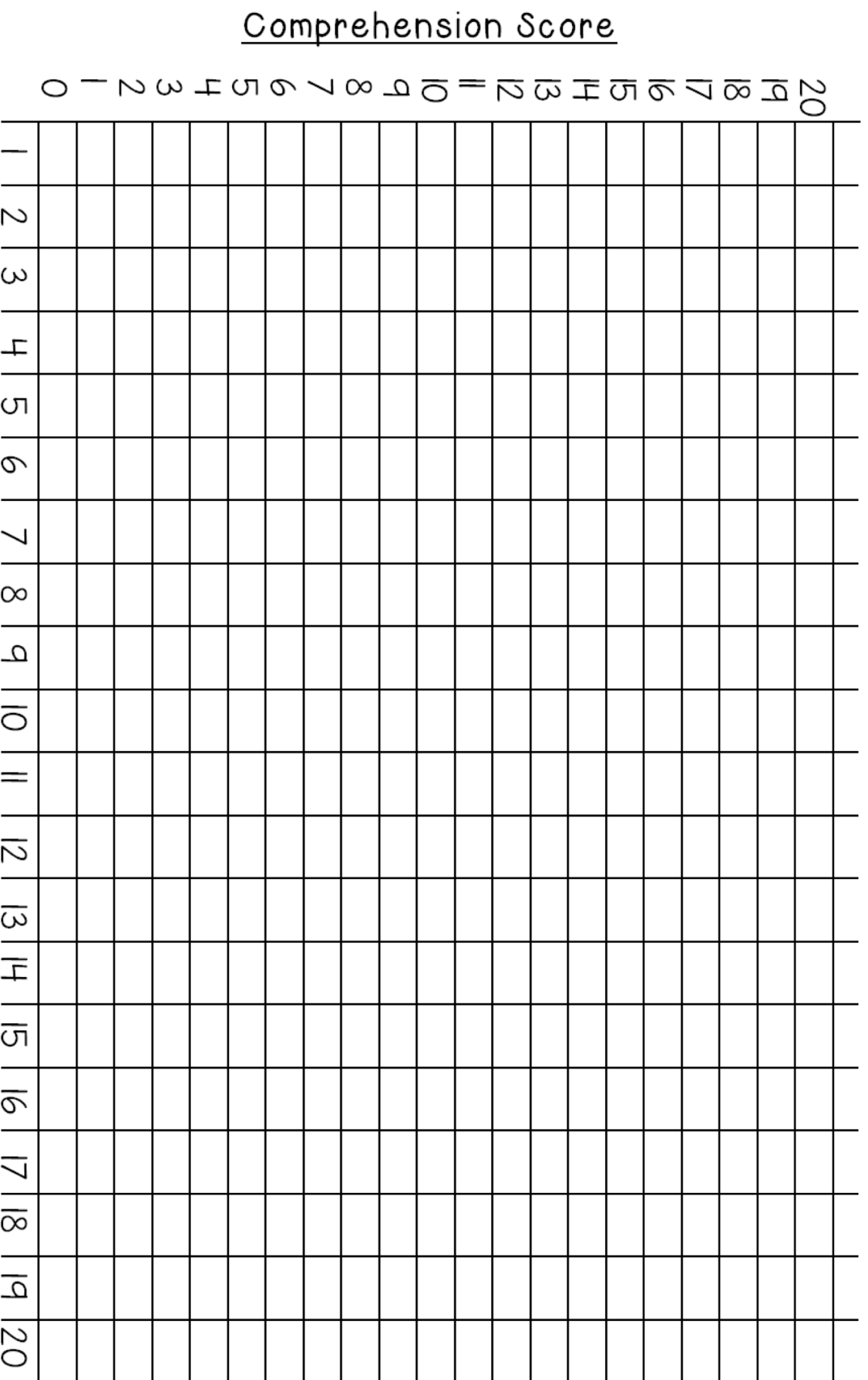
### Vocabulary

	5	4	3	2	1	0
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

Passage Number

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

### Comprehension Bar Graph

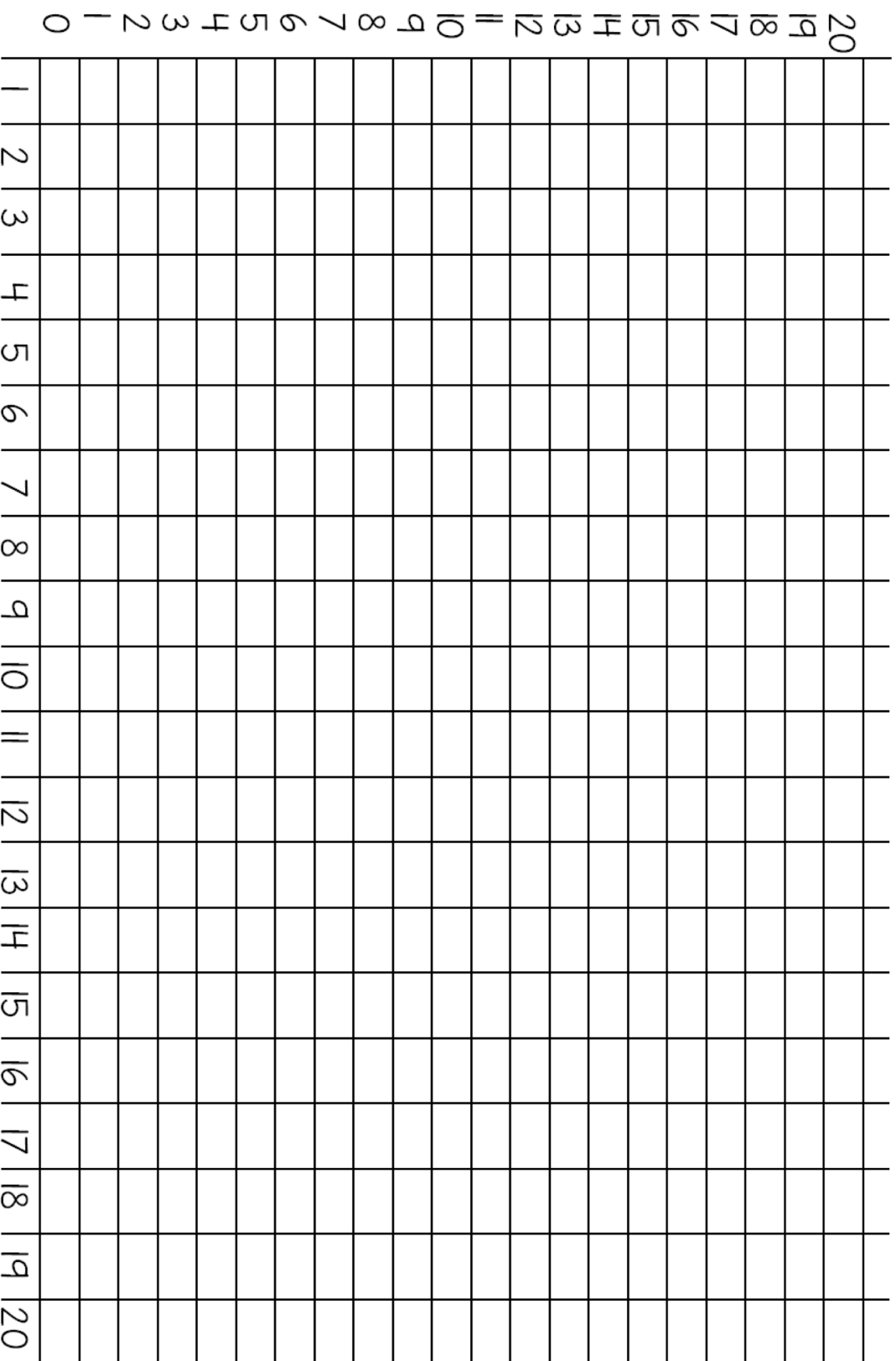


Passage Number

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

### FLUENCY ERRORS BAR GRAPH

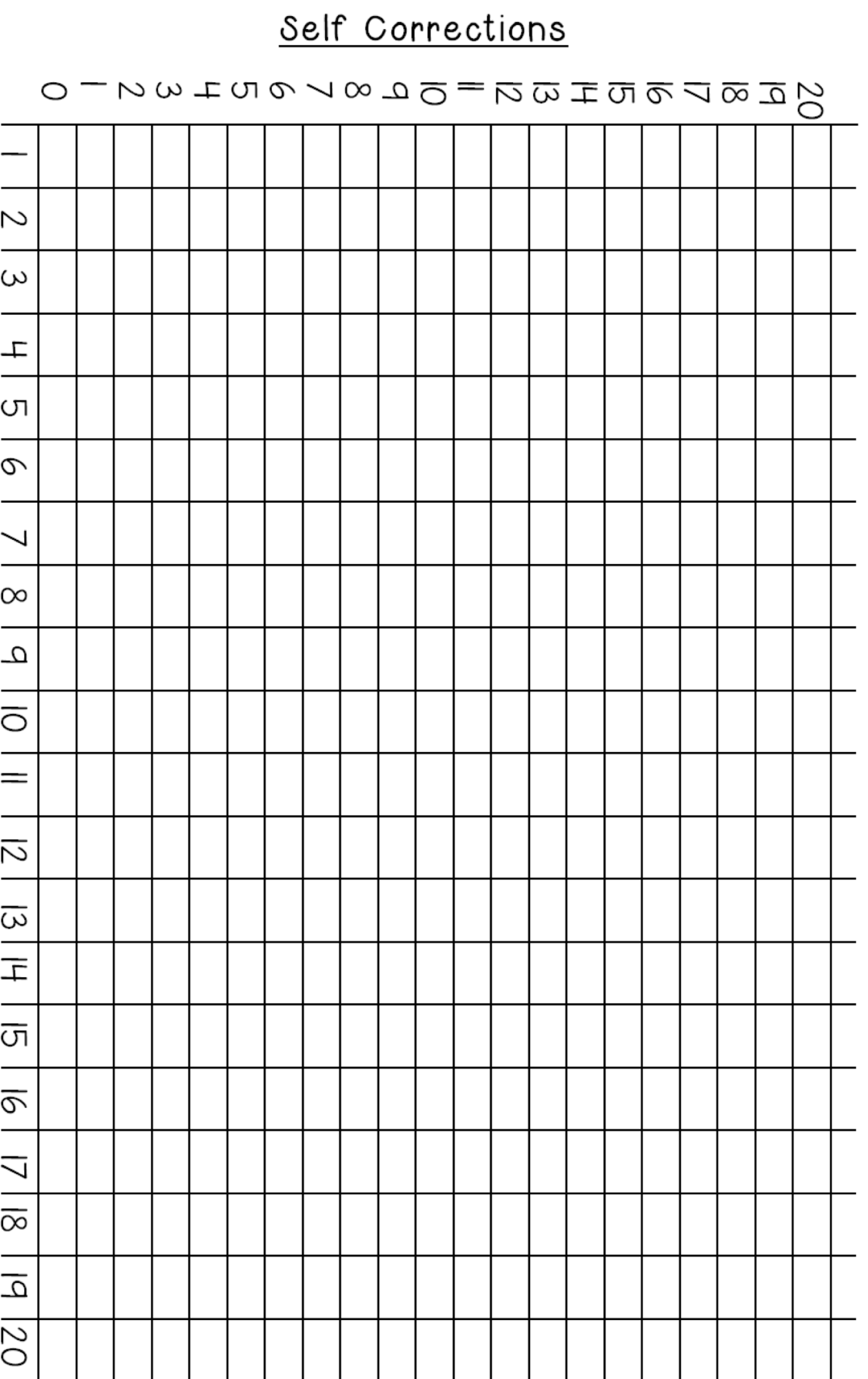
### Fluency Errors



Passage Number

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

### Self corrections Bar Graph

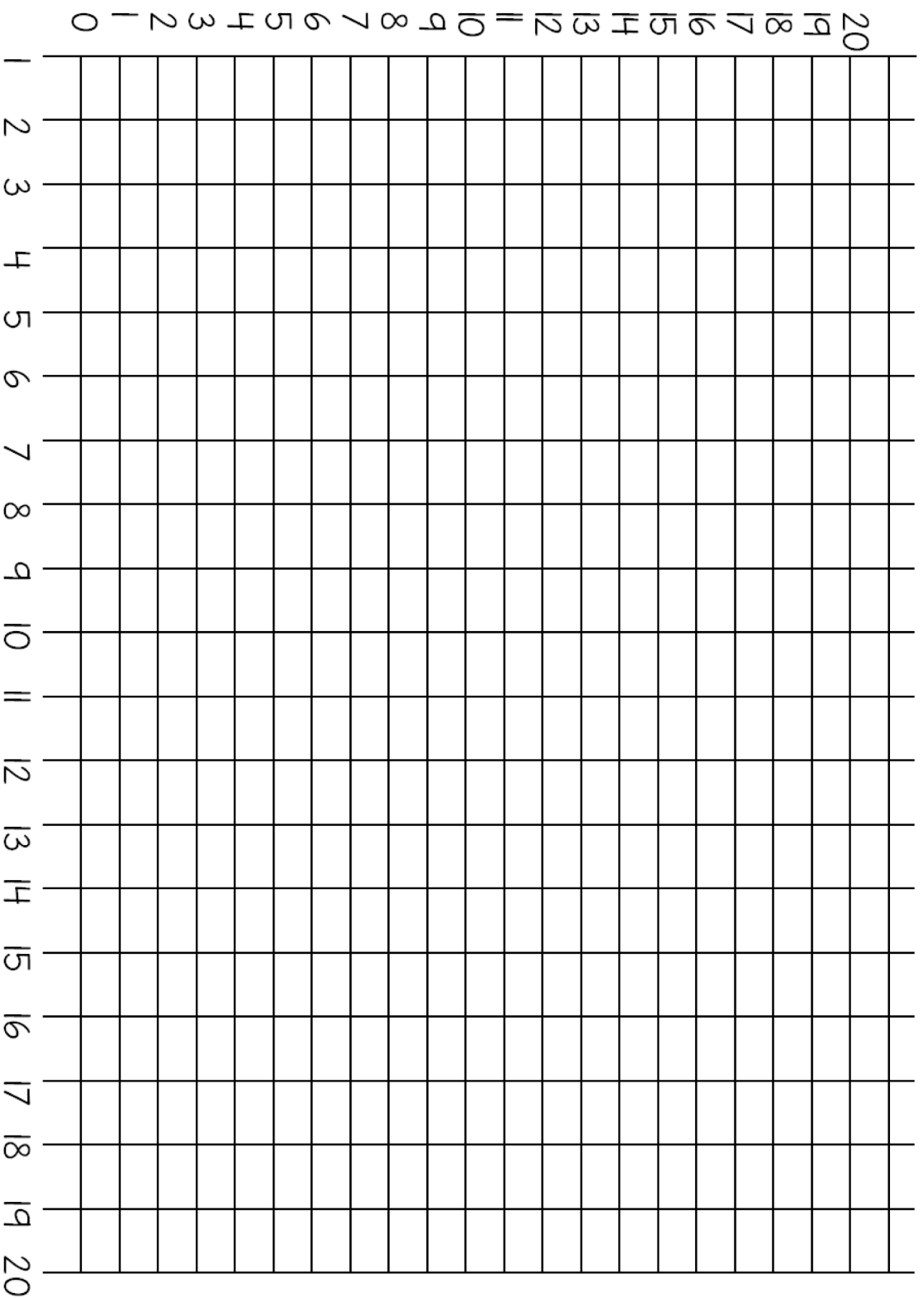


Passage Number

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

### Fluency Errors Line Graph

#### Fluency Errors

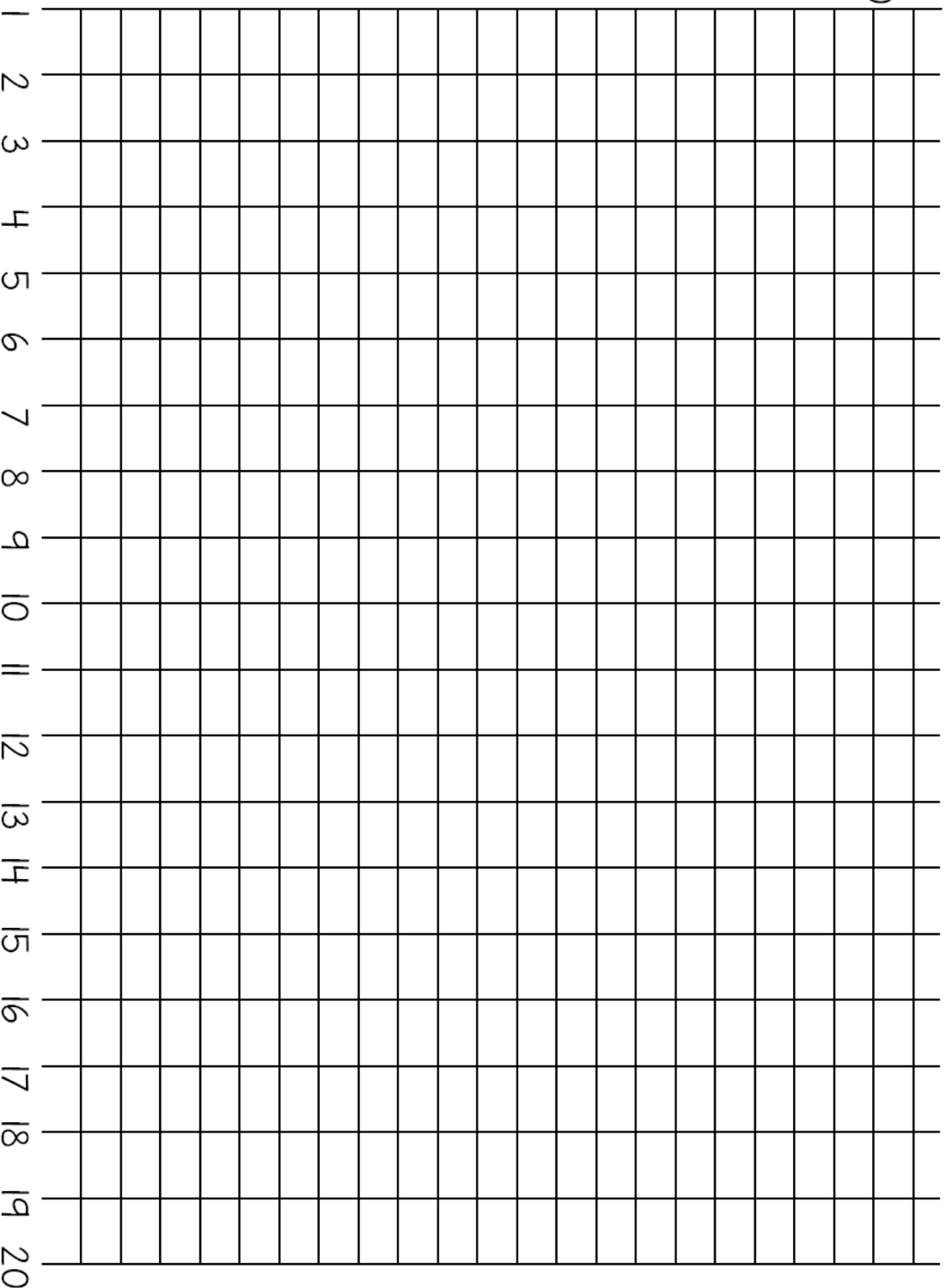


Directions: Complete the line graph below to progress monitor comprehension growth over time

### Comprehension Line Graph

#### Comprehension Score

20  
19  
18  
17  
16  
15  
14  
13  
12  
11  
10  
9  
8  
7  
6  
5  
4  
3  
2  
1  
0



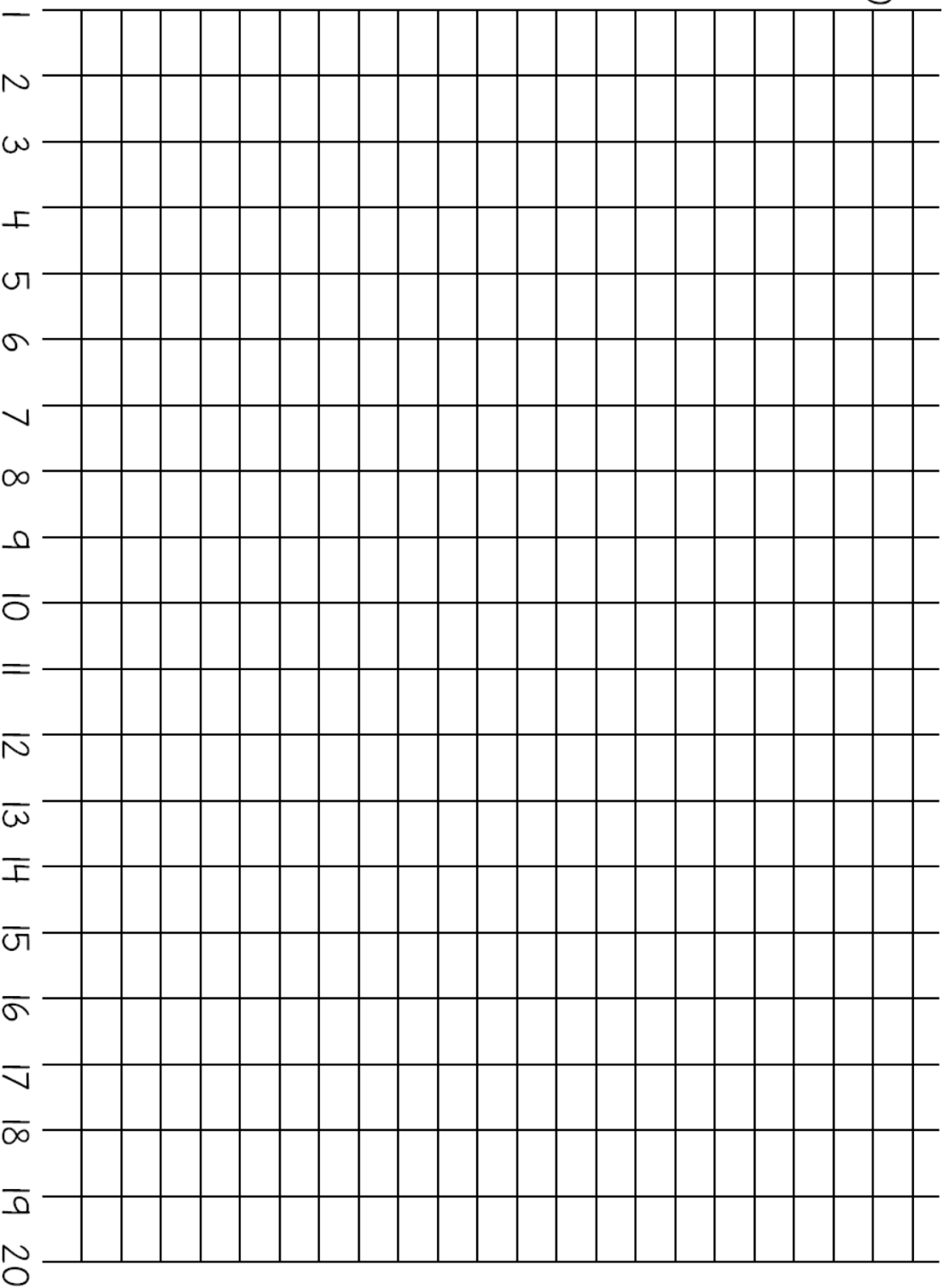
Passage Number

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

### Self corrections Line Graph

#### Self Corrections

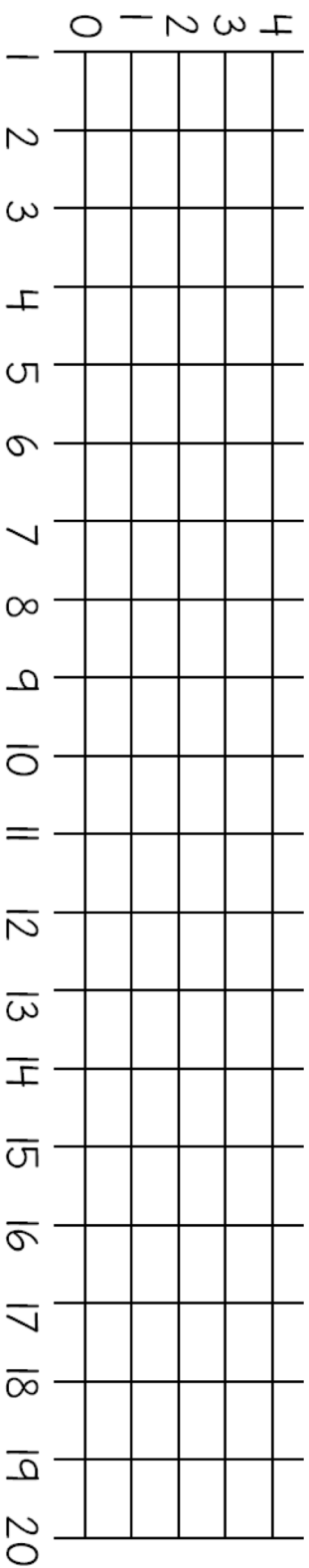
20  
19  
18  
17  
16  
15  
14  
13  
12  
11  
10  
9  
8  
7  
6  
5  
4  
3  
2  
1  
0



Passage Number

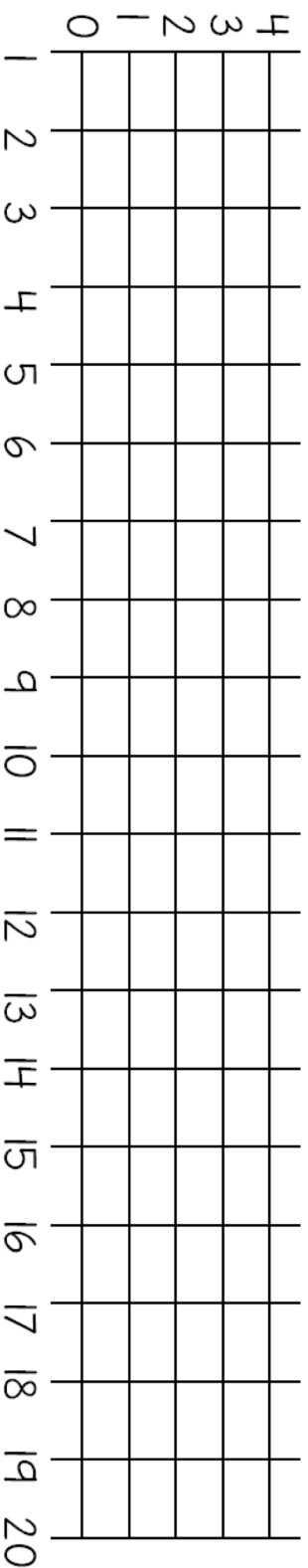
Directions: Complete the line graphs below by recording students scores from comprehension, word, work, and vocabulary for each passage.

### Comprehension



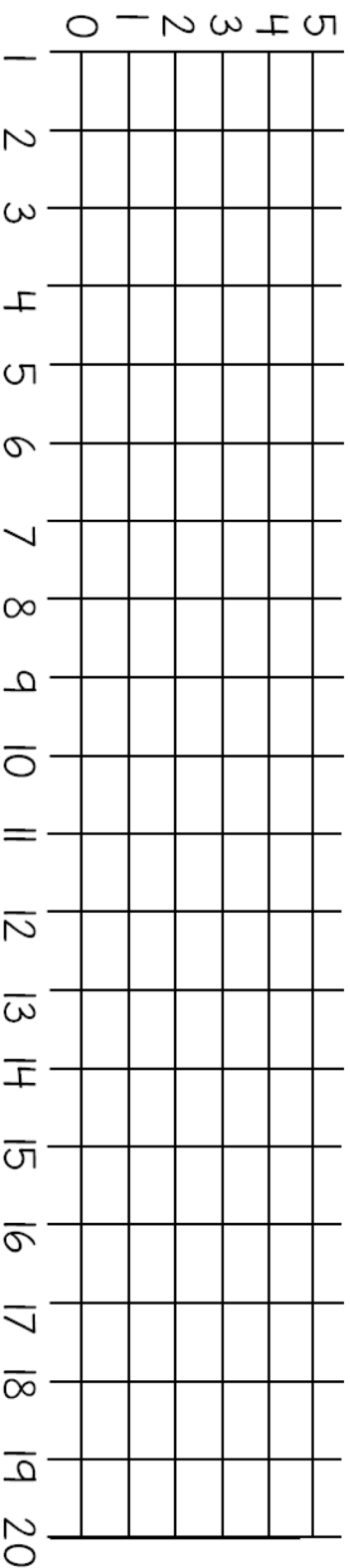
Passage Number

### Word Work



Passage Number

### Vocabulary



Passage Number



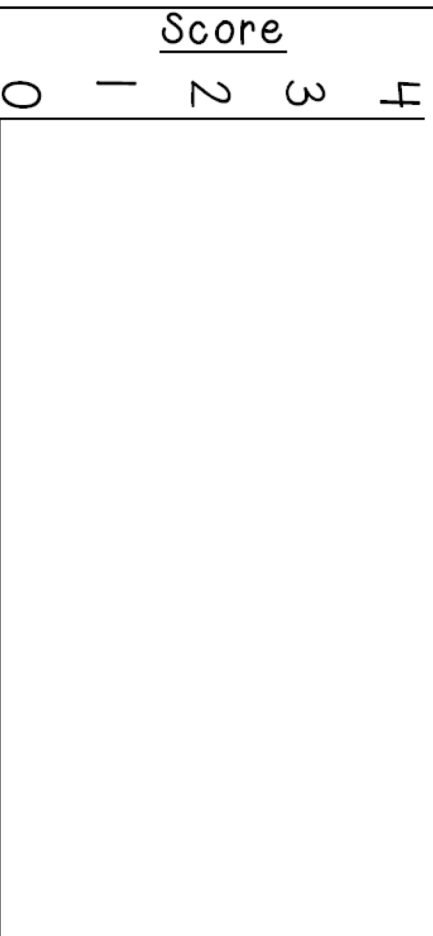
# "Data Tracking"

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

Rate and tone



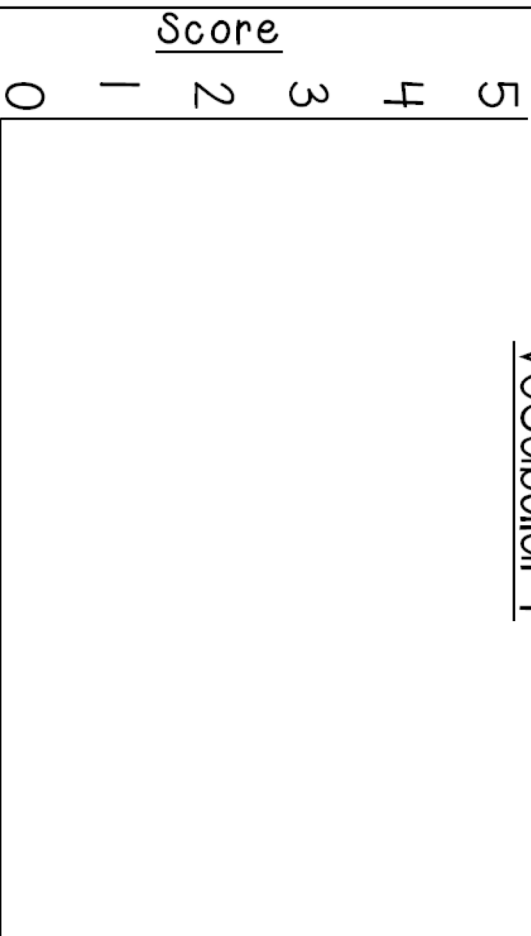
comprehension



word work



vocabulary



Date

Copyright: Out of This World Literacy (Jen Bengel)

Date

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

# ERRORS

Score

Date

Rate and tone

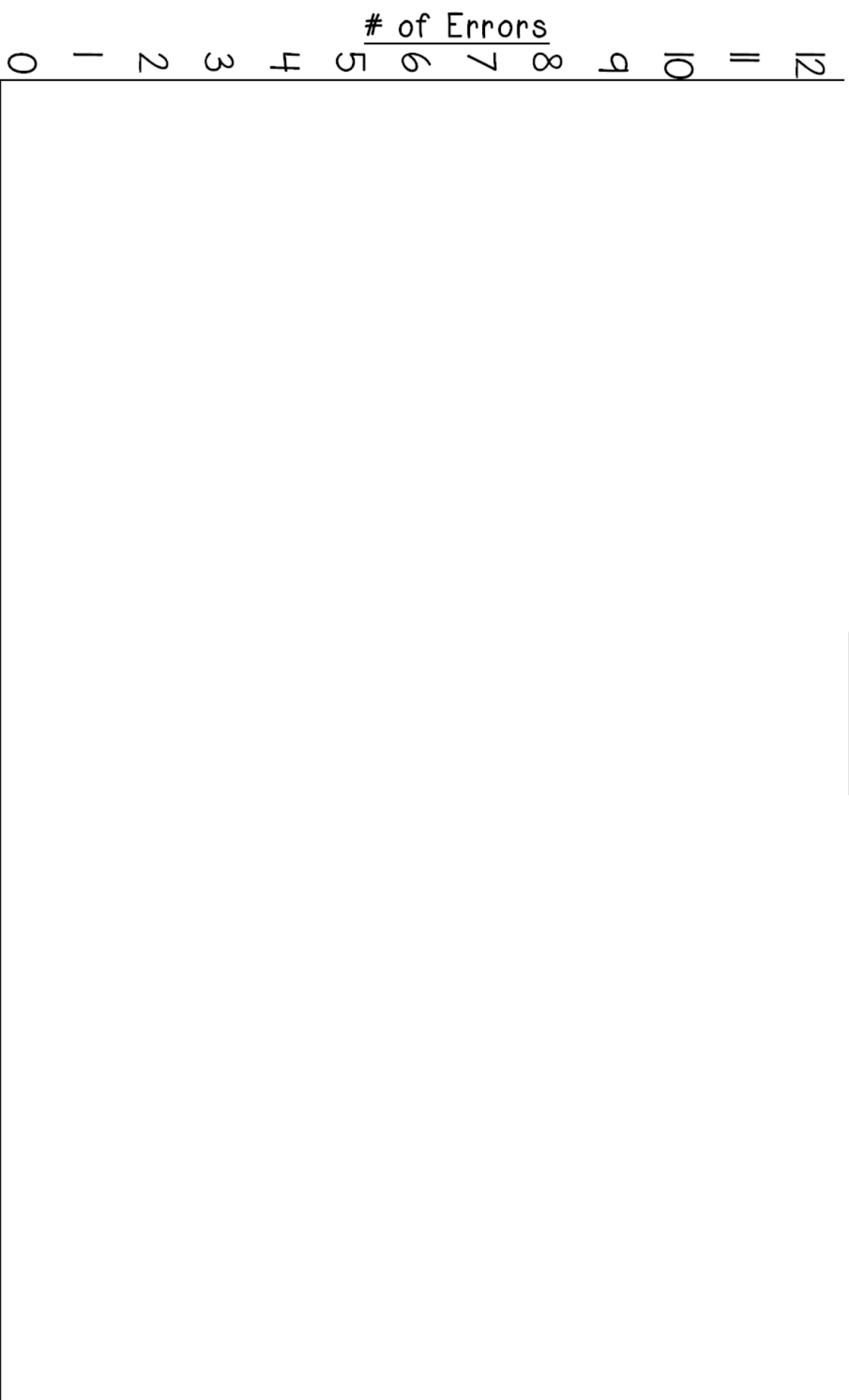
Score

4  
3  
2  
1  
0

Date

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

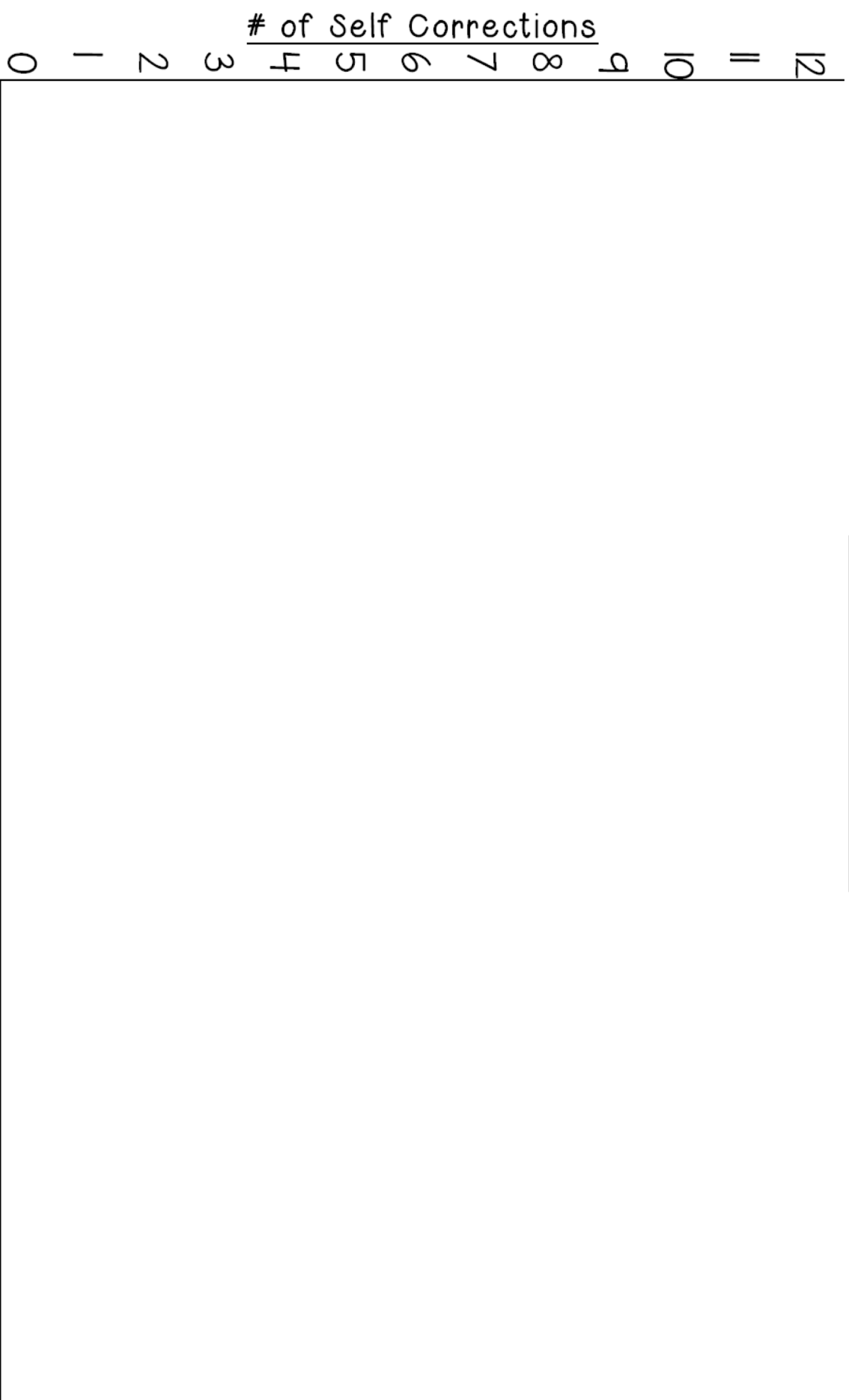
# ERRORS



Date

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

# Self corrections



Date

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

## Comprehension

### Comprehension Score

20  
19  
18  
17  
16  
15  
14  
13  
12  
11  
10  
9  
8  
7  
6  
5  
4  
3  
2  
1  
0



Date

# Answer key

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

LEVELS E-G: Set one